DATE:	November 27, 2018
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Edmonton Public Schools' Combined Three-Year Education Plan (2018-2021) and Annual Education Results Report (2017-2018)
ORIGINATOR:	Nancy Petersen, Managing Director, Strategic District Supports
RESOURCE STAFF:	Angela Anderson, Ria Ames, Janice Aubry, Lisa Austin, Carolyn Baker, Laurie Barnstable, Marnie Beaudoin, Joanne Bergos, Sonia Boctor, Krista Brandon, Todd Burnstad, Pina Chiarello, Grace Cooke, Patti Christensen, Laurie Elkow, Chelsea Erdmann, Leanne Fedor, Husna Foda, Terri Gosine, Brenda Gummer, Marlene Hanson, Lee Hodgkinson, Geoff Holmes, Kim Holowatuk, Dave Jones, Vanessa Croswell-Klettken, Trish Kolotyluk, Roland Labbe, Karen Linden, Cathy MacDonald, Wendy Malanchen, Marilyn Manning, Darwin Martin, Linda McConnell, Greg McInulty, Janet McNally, Karen Mills, Bob Morter, Garry Padlewski, Ann Parker, Madonna Proulx, Natalie Prytuluk, Carrie Rosa, Adam Snider, Rick Stiles–Oldring, Soleil Surette, Jennifer Thompson, Renee Thomson, Christopher Wright
REFERENCE:	Policy and Requirements for School Board Planning and Results Reporting, April 2018 (Alberta Education), Policy and Requirements for School Board Planning and Results Reporting: Assurance Model Pilot, May 2018 (Alberta Education), 2018 District Feedback Survey: District Report, Accountability Pillar Results for Annual Education Results Report, October 2018 (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 and the *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 and 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 2014-2018 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.

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

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.
- To further expand upon key areas of the Strategic Plan administration has eight Strategic Plan Update Reports planned to bring forward throughout the 2018-2019 school year. These reports focus on the following areas:
  - Community Support to Schools (September 25, 2018)
  - District Mental Health Framework (October 23, 2018)
  - Career Pathways
  - Numeracy
  - Literacy

- ○ First Nations, Métis, and Inuit Education
- ○ District Infrastructure Strategy
- ○ Leadership Framework
- ○ Parent Engagement

RECOMMENDATION
That the Edmonton Public Schools' Combined Three-Year Education Plan (2018-2019 to 2020-2021) and the Annual Education Results Report (2017-2018) be approved.

CONSIDERATIONS and ANALYSIS
- The Combined 3YEP/AERR is required by Alberta Education and is to be submitted by November 30, 2018.

NEXT STEPS
- The final combined 3YEP/AERR and two-page AERR Summary will be posted on the District website by November 30, 2018.
- The final combined 3YEP/AERR and two-page AERR Summary will be submitted to Alberta Education by November 30, 2018.
- The remaining Strategic Plan Update reports will be provided to the Board at Public Board meetings between December 2018 and June 2019.

ATTACHMENTS and APPENDICES
ATTACHMENT I   Combined Three-Year Education Plan (2018-2021) and Annual Education Results Report (2017-2018)

NP:mh

EDMONTON PUBLIC SCHOOLS

THREE-YEAR EDUCATION PLAN
(3YEP) 2018-2021

ANNUAL EDUCATION RESULTS REPORT
(AERR) 2017-2018 School Year

3020 Edmonton Public School District No.7
Submitted to Alberta Education
November 30, 2018

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Message from the Board Chair and Superintendent of Schools

At Edmonton Public Schools, it is our privilege to serve over 101,000 students. For each of these students, we strive to provide meaningful and rigorous learning experiences that will help them build the confidence and skills foundational to a life of dignity and fulfillment.

Each year, we take the opportunity provided by the Annual Education Results Report and Three-Year Education Plan to reflect on what we have accomplished over the last year, and look ahead to the opportunities and challenges of the coming year. All our work is grounded in the District's Vision, Mission and Strategic Plan and the District's Cornerstone Values of accountability, collaboration, equity and integrity.

Our District is committed to the goal of *success for every student*. We know achieving this goal becomes more challenging as our classrooms continue to increase in complexity and diversity. In classrooms across the District, teachers work hard to know and understand each student they work with, and strive to meet each child at their individual level of academic ability and readiness to learn.

To respond to the complex and diverse learning needs of our students, our District offers a range of programming opportunities, supports 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. Other students may need a range of specialized supports to assist them in their learning. Students may also participate in a wide variety of alternative programs, such as bilingual language programs, art-focused programs or programs that offer alternative approaches to learning.

We want all our students to achieve success within high-quality teaching and learning environments. In 2017-2018, the District opened 11 new schools and continued work towards the Mill Creek replacement school project and Highlands School modernization project. Mature neighbourhoods continue to be a priority, as we engaged in the ongoing work to talk with families about their school space needs. We know that there is more to do over the coming years, with a critical focus on ensuring appropriate learning spaces for our future high school students.

Our 2017-2018 results represent the efforts and commitment of District staff to support all students. These results include both our academic achievements and the work we do in support of the whole child. Through the Annual Education Results Report and Three-Year Education Plan, these results are presented to the Board of Trustees, the Government of Alberta and the public we serve.

The Board of Trustees has reviewed the Strategic Plan in consultation with staff, students, parents and community. The 2018-2022 Strategic Plan will be shared publicly alongside the release of this Annual Education Results Report. This work has energized the Board of Trustees, and as a District, we are all ready to continue working hard in service of students and their families.

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 2017-2018 school year. The Three-Year Education Plan (3YEP) provides an overview of how the District plans to advance its priorities and the priorities of the province, between 2018-2019 and 2020-2021. 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. To address these priority areas in the 2017-2018 school year, the District:

- Entered its second year of Strategic Plan Update reports, which continued to provide additional information and analysis on what the District has done to advance its Strategic Plan and enhance our accountability.
- Administered the second year of the revised District Feedback Survey to seek feedback from stakeholders (students, parents, staff, community) on the District's strategic direction.
- Shared information from the survey with the Board of Trustees, schools and central decision units.
- Used survey results as one form of analysis within the 3YEP/AERR and to inform conversations at multiple levels of the organization.

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 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 Catchment Conversations also held annually each fall.

Foundational to all District reporting is 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

The Annual Education Results Report for the 2017–2018 school year and the Three-Year Education Plan commencing September 1, 2018, for Edmonton Public Schools 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. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017–2018 school year and the Three-Year Education Plan for 2018–2021 on November 27, 2018.

Michelle Draper

Michelle Draper
Board Chair

Who We Are

Board of Trustees

Edmonton Public Schools is responsible for the education of over 101,000 students. The Board is composed of nine elected Trustees whose efforts are focused on establishing District standards and policies that set direction for administration and focus our efforts toward students receiving the best public education possible across the 213 schools of the District. 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 ensures the District meets expectations set out in Board policy.

Ultimately, the Superintendent's mandate is to create and enable the conditions that foster success for every child and student we serve. This work is a collective responsibility shared among 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

Number of Schools 213

125	Elementary
39	Elementary/Junior High
5	Elementary/Junior/Senior High
27	Junior High
3	Junior/Senior High
14	Senior High

13 Other Educational Services

2018–19 Operating Budget $1.23 billion

Student Enrolment
(September 30, 2018)
101,865

Total Staff
(September 30, 2018)
9,225.87
Full-Time Equivalent

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 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 envision a programming model for the new Dr. Anne Anderson High School.

Voices from key stakeholders - students, parents, community members, staff and architects - helped to establish the school's programming model. We also formed a collaborative partnership with the City of Edmonton that will result in additional recreational amenities to the area when the new high school is built.

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.

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

Our approach to decision making

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 taking action.

Foundation Statements

EDMONTON PUBLIC SCHOOLS

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.
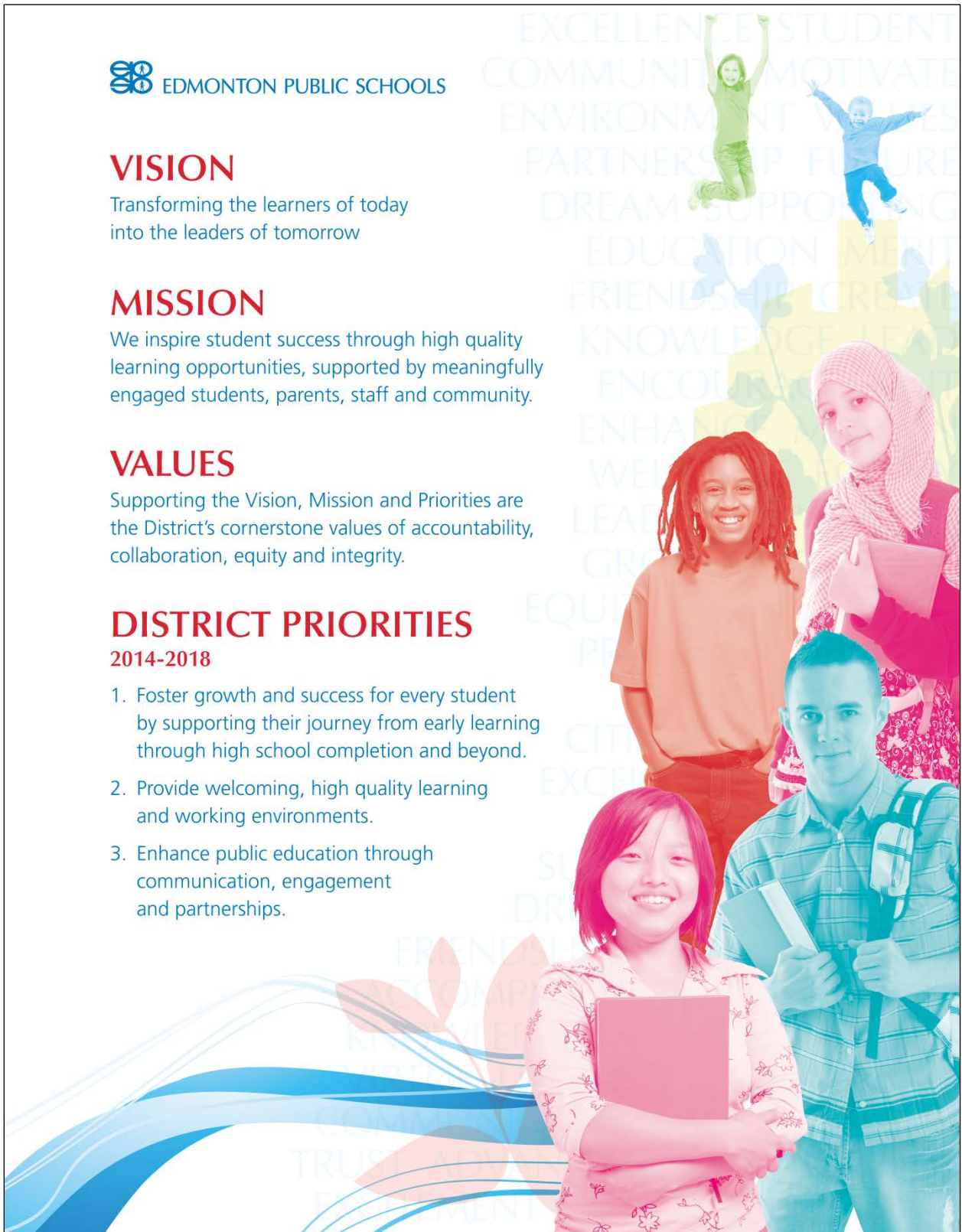
Our Strategic Goals

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

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

Goal One
An Excellent Start to Learning

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

Goal Two
Success for Every Student

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

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.

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.

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.

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

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

Goal Four
A Culture of Excellence and Accountability

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

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.

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.

Goal Three
Engaged and Effective Governance

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

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 930,000 people living in Edmonton, an increase of over 100,000 since 2011, with almost 18 per cent of the population between the ages of 0 to 14 (Statistics Canada, 2016 Census of Population). 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). Just over 20 per cent of the population are new migrants (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 rapid expansion of new suburbs. At the same time, there is a flat to declining school-aged population living in the mature areas of the city. This changing distribution of students 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 be at capacity within three years. The District's infrastructure strategies are developed in collaboration with parents, communities, the Government of Alberta and the City of Edmonton.

The Educational Landscape in Alberta

The District works to offer a public education system that provides our students with learning experiences 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 and other required legislation and mandates, whether it is preparing teachers and principals for changes to the new Teacher Quality Standard and Leadership Quality Standard, or ensuring the District's practices align with legislation such as the *School Act*, Bill 24 *An Act to Support Gay-Straight Alliances* or Bill 26 *An Act to Control and Regulate Cannabis*. With a District of 213 schools and more than 101,000 students, continuing to be accountable 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 students of all abilities 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 began with the October 2018 K-4 draft learning outcomes and an anticipated ministerial sign-off in December 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.

Complex Classrooms

The 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.

Students	Sept. 2011	Sept. 2017	% increase
English Language Learners	14,206	24,372	71.6
First Nations, Métis, and Inuit (self-identified)	7,072	8,813	24.6
Requiring specialized services	10,880	12,054	10.8
Total Student Enrolment	80,569	98,822	22.7

Staff Capacity

As we anticipate the implementation of the Teaching Quality Standard, the Leadership Quality Standard and new curriculum for several subject areas and grade levels, we are working to prepare our teachers, school leaders and central staff with the skills and knowledge to implement and support the intention of these new requirements with confidence. The preparation for these anticipated initiatives that will shift pedagogical practice is taking place alongside our ongoing responsibility to ensure teacher efficacy in meeting the complexity of the daily educational needs of their students.

Our District has a large number of leaders new to the principalship; with approximately 45 per cent of our school leaders being within their first five years of the role. This presents 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, develop 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.

2018 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 2018	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2019	2020	2021
Safe and Caring Schools[1]	Safe and Caring	89.0	n/a	89.8	89.8	89.0	89.5	89.4	Very High	Declined Significantly	Acceptable	n/a	n/a	n/a
Student Learning Opportunities[1 2 7]	Program of Studies	83.5	n/a	83.3	83.1	81.8	81.9	81.7	Very High	Improved	Excellent	n/a	n/a	n/a
	Education Quality	90.8	n/a	91.1	91.0	90.0	90.1	89.9	Very High	Maintained	Excellent	n/a	n/a	n/a
	Drop Out Rate	2.2	n/a	2.7	2.9	2.3	3.0	3.3	Very High	Improved Significantly	Excellent	n/a	n/a	n/a
	High School Completion Rate (3 yr)	73.8	n/a	75.4	73.4	78.0	78.0	77.0	Intermediate	Maintained	Acceptable	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)[3 4]	PAT: Acceptable	75.2	76.0	75.6	76.5	73.6	73.4	73.3	Intermediate	Declined Significantly	Issue	75.6	76.2	76.6
	PAT: Excellence	24.1	n/a	24.3	24.4	19.9	19.5	19.2	High	Maintained	Good	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)[4 5 6 7 8]	Diploma: Acceptable	83.8	n/a	82.4	81.8	83.7	83.0	83.0	Intermediate	Improved Significantly	Good	n/a	n/a	n/a
	Diploma: Excellence	27.2	n/a	25.7	24.4	24.2	22.2	21.7	Very High	Improved Significantly	Excellent	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	60.2	n/a	60.7	60.0	55.7	54.9	54.7	High	Maintained	Good	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	62.5	n/a	61.1	60.2	63.4	62.3	61.5	n/a	Improved Significantly	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	62.6	n/a	61.5	61.4	58.7	57.9	59.0	High	Improved	Good	n/a	n/a	n/a
	Work Preparation	82.7	n/a	82.9	83.4	82.4	82.7	82.4	High	Declined	Acceptable	n/a	n/a	n/a
	Citizenship	83.7	n/a	84.9	85.0	83.0	83.7	83.7	Very High	Declined Significantly	Acceptable	n/a	n/a	n/a
Parental Involvement	Parental Involvement	79.4	n/a	79.6	79.4	81.2	81.2	81.0	High	Maintained	Good	n/a	n/a	n/a
Continuous Improvement	School Improvement	80.4	n/a	81.8	80.9	80.3	81.4	80.7	High	Declined	Acceptable	n/a	n/a	n/a

Combined Accountability Pillar FNMI Summary

Measure Category	Measure		Edmonton School District No. 7 (FNMI)			Alberta (FNMI)			Measure Evaluation			Targets for Issue or Concern		
			Current Result	Target 2018	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2019	2020	2021
Student Learning Opportunities[1][2][7]	Drop Out Rate		4.7	n/a	6.8	7.2	4.8	5.8	637	Intermediate	Improved Significantly	Good	n/a	n/a	n/a
	High School Completion Rate (3 yr)		41.3	n/a	45.6	41.2	53.3	53.7	50.5	Very Low	Maintained	Concern	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)[3][4]	PAT: Acceptable		48.2	51.2	49.2	52.1	51.7	51.7	52.0	Very Low	Declined	Concern5:	50.2	51.7	53.2
	PAT: Excellence		6.2	6.7	6.4	7.5	6.6	6.7	6.5	Very Low	Declined	Concern	6.7	7.0	7.3
Student Learning Achievement (Grades 10-12)[4][5][6][7][8]	Diploma: Acceptable		81.3	77.0	76.4	76.1	77.1	77.1	76.6	Intermediate	Improved Significantly	Good	n/a	n/a	n/a
	Diploma: Excellence		12.8	11.5	11.2	10.9	11.0	10.7	10.3	Intermediate	Improved	Good	n/a	n/a	n/a
	Diploma Exam Participation Rate (4-Exams)		21.6	20.9	20.5	20.3	24.4	21.8	21.2	Very Low	Maintained	Concern	21.6	22.0	22.4
	Rutherford Scholarship Eligibility Rate		34.9	n/a	31.8	32.3	35.9	34.2	33.0	n/a	Improved	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work Citizenship	Transition Rate (6 yr)		29.7	24.5	23.9	25.6	33.0	31.8	32.8	Very Low	Improved	Issue	29.7	31.4	32.0

Notes for Accountability Pillar Tables

1. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

2. 2016 results for the 3-year High School Completion and Diploma Examination Participation rates have been adjusted to reflect the correction of the Grade 10 cohort.

3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

8. Due to changes from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

How to Read this Report

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

- **Why this outcome is important:** an explanation of the outcome and why the District focuses on it.
- **Key Performance Indicators:** a select list of indicators used to monitor the District's progress for each outcome.
- **2018 District Feedback Survey:** A summary of what was heard from stakeholders, profiling key questions that align with the District's goals and outcomes. See Appendix A for detailed results, including a link to the 2017 District Feedback Survey report.
- **What our results tell us:** a high level summary of what the indicators and survey results demonstrate.
- **What We Did:**
  - **What we accomplished in 2017-2018:** a summary of what the District accomplished for the priority strategies identified in the 2018-2021 Three-Year Education Plan (3YEP), and certain additional strategies implemented that had not been previously identified.
  - **Indicators**: a summary of the change or impact resulting from District strategies.
  - **What we plan to do:** a summary of both new and continuing key strategies to be implemented in support of the priority area.

Key Performance Indicators

The Key Performance Indicators identified in this report are taken from three main sources of information: Alberta Education's Accountability Pillar, 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. Note that overall evaluations can only be calculated if both improvement and achievement evaluations are available.

Notes for assisting with understanding and interpreting Accountability Pillar data are noted in the 2018 Combined Accountability Pillar Overall Summary and Accountability Pillar Overall FNMI Summary. A complete list of additional notes can be found in Appendix C.

PRIORITY 1

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

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 Early Childhood Services, through Pre-Kindergarten and Kindergarten programs, to enable more children to attain emotional, social, intellectual and physical developmental milestones before they enter Grade 1.

Key Performance Indicators

Early Years Demographics	2013-14	2014-15	2015-16	2016-17	2017-18
Total number of children enrolled in Pre-Kindergarten	1,066	1,099	1,207	1,292	1,519
Total number of children enrolled in Kindergarten	6,829	7,008	7,312	7,484	7,675
Kindergarten children with Mild/Moderate and Severe Special Needs Coding (June 2018)	1,432	1,619	1,810	1,748	1,436
Percentage of Kindergarten children with Mild/Moderate and Severe Needs Coding	20.9%	23.1%	24.8%	23.3%	18.7%

Early Years Evaluation – Teacher Assessment and District Indicators	Results (in percentages)								
	2013-14	2014-15 Fall	2014-15 Spring	2015-16 Fall	2015-16 Spring	2016-17 Fall	2016-17 Spring	2017-18 Fall	2017-18 Spring
		Improvement		*Improvement*		*Improvement*		*Improvement*	
Early Year Evaluation – Teacher Assessment Percentage of children entering (Fall) and leaving (Spring) EPSB programs that meet developmental milestones	63	62	81	61	81	62	82	59	81
		+19		*+20*		*+20*		*+22*	
Awareness of Self and Environment	82	80	92	80	92	80	92	80	92
		+12		*+12*		*+12*		*+12*	
Social Skills and Approaches to Learning	76	75	89	77	89	77	89	76	89
		+14		*+12*		*+12*		*+13*	
Cognitive Skills	64	64	90	62	89	62	89	60	88
		+34		*+27*		*+27*		*+28*	
Language and Communication	77	75	88	75	88	76	89	75	89
		+13		*+13*		*+13*		*+12*	
Physical Development Fine Motor	70	70	93	70	92	69	92	69	92
		+23		*+22*		*+22*		*+23%*	
Gross Motor	79	77	93	76	92	79	93	79	93
		+16		*+16*		*+14*		*+14*	

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.

- 88.7 per cent of parents of Pre-Kindergarten/Kindergarten families felt that they know what their child needs to do to be successful in Grade 1 and that their child will be ready for learning.
- 96.6 per cent of Pre-Kindergarten/Kindergarten teaching and learning staff indicated they know what children must do to be successful in Kindergarten/Grade 1.
- Almost 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:

- Children continue to grow developmentally between the start and end of Kindergarten.
- Using fall results from the EYE-TA, schools are able to strategically target resources and program for individual children.
- The EYE-TA is one tool to assess the individual growth and development of Kindergarten children. The data serves as a source of information to inform the need for additional assessment. By the end of Kindergarten, there were 18.7 per cent of students identified with mild, moderate or severe special needs coding. This early identification enables the District to be responsive and provide intervention sooner.
- Based on enrolment data, the District continues to serve an increasing number of children in Early Years Pre-Kindergarten programming.

What We Did

Pre-Kindergarten - Program Expansion

What we accomplished in 2017-2018	Indicators
- Opened ten additional Pre-Kindergarten programs in schools north of the river, bringing the total number of Pre-Kindergarten programs to 31. - Pre-Kindergarten serves children aged two years and eight months to four years of age. - Used a collaborative model between special education designated sites (Hubs), classes in community schools (Satellites), and central services supports to provide a multidisciplinary team approach to serving children in early childhood services programming. - Facilitated the Pre-Kindergarten advisory team consisting of central and school leaders; the advisory team met monthly to provide guidance and direction for Pre-Kindergarten programming. - Established a partnership with the Multicultural Health Brokers (MHBs) to better connect with families who are English Language Learners across the	- Newly opened pre-Kindergarten classrooms are seeing positive enrolment patterns, confirming these programs are being established in schools where there is parent interest. - A series of collaborative meetings were held with school administrators and staff to support communication and shared practices across all locations. - A Pre-Kindergarten screening training day was held for all staff involved in District-wide screening events. - The MHBs contacted 361 families to offer support during the screening process and supported 44 different languages. Arabic, Punjabi, Urdu and Somali were the most requested. - The *RAISED Between Culture*s resource, developed in partnership between CUP and Edmonton Public Schools, was shared with all Pre-Kindergarten programs. - District Support Services and Inclusive

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District to aid in the provision of support for screening events, follow up assessments, and registration in Pre-Kindergarten programs.
- Hired Indigenous School Family Liaisons to encourage First Nations, Métis, and Inuit families to participate in screening opportunities. The role helps families navigate supports and programming options for their children and connects with community partners such as Bent Arrow and White Cloud Head Start.
- Continued to partner with Alberta Health Services (AHS) to assess and refer families to Pre-Kindergarten programming.

Learning's multidisciplinary teams worked together to develop key messages for Edmonton's AHS Health Centre staff to share with families.
- Pre-Kindergarten School Family Liaisons attended preschool agency fairs hosted by AHS and other community agencies to share information with families about Edmonton Public Schools Pre-Kindergarten programs.

What we plan to do
- Support Pre-Kindergarten programming through the hiring of an Adaptive and Alternative Communications Speech Language Pathologist and Pre-Kindergarten Teacher consultant.
- To maintain high quality programming and assist with operational issues, continue to provide support to Hub administrator and Assistant Principal meetings and offer Pre-Kindergarten sessions for new administrators, for Pre-Kindergarten staff and Central Services staff.
- Continue to support the Pre-Kindergarten Advisory team monthly meetings.
- Continue to contract the Multicultural Health Brokers in 2018-2019 to support family engagement around early screening and programming opportunities.
- Continue to refine how the Aboriginal School Family Liaisons can best work with families and community partners to increase the number of self-identified FNMI children in Pre-Kindergarten.
- Connect learnings from the "Enoch Early Years Partnership Project" to high quality programming in Pre-Kindergarten and enhanced family engagement. The First Nations, Métis, and Inuit Education unit and Enoch Cree Nation received approval from Alberta Education for a three-year Early Learning project. The partnership with Enoch will provide an opportunity to collaborate, share expertise and create a community of practice amongst early learning educators.
- Continue to partner with Alberta Health Services and refine how we can work together to be responsive to families.

Kindergarten - Early Years Evaluation-Teacher Assessment (EYE-TA)

What we accomplished in 2017-2018
- The Early Years Evaluation - Teacher Assessment (EYE-TA) continued to serve as a tool to measure how Kindergarten children are doing when they enter Kindergarten and what supports are still needed as they transition to Grade 1.
- Data was used at the classroom level by teachers, at the school level by the principal and Inclusive Learning school linked teams, and at the District level to support decisions around projects and programming.

Indicators
- Using the EYA-TA, schools assessed 7,621 Kindergarten children, identifying 1,951 requiring Tier 2 targeted small group instruction and 1,175 experiencing more significant difficulties.
- 3,228 children were reassessed in the spring, resulting in 1,008 students requiring Tier 2 small group support in Grade 1 and a further 488 children requiring Tier 3 programming for their specific learning needs.

● At school and catchment levels, teachers used the EYE-TA results to inform their programming and interventions.	

What we plan to do
● Continue to provide training, data analysis, professional learning and resources for teachers and school administrators to help them support children requiring intervention in Kindergarten and into Grade 1.

Early Years - Staff Capacity

What we accomplished in 2017-2018	**Indicators**
● Offered *Leadership for the Early Years* as professional learning for District Leaders. ● Provided Hanen *Learning Language and Loving It*, which outlines strategies for helping children in Kindergarten classrooms build language and social skills, no matter their learning or communication styles, to Educational Assistants (EAs). ● Provided Hanen Train the Trainer sessions to Speech Language Pathologists and teacher consultants.	● 23 District leaders participated in *Leadership for the Early Years*. ● Over 90 Educational Assistants working in Kindergarten classrooms and 11 Speech Language assistants have been trained in Hanen *Learning Language and Loving It*. ● 45 Speech language Pathologists (SLP) and teacher consultants working with Kindergarten and Pre-Kindergarten classrooms participated in the three Hanen Train the Trainer sessions.

What we plan to do
● A *Leadership for the Early Years* session will be provided for consultants, for District leaders and for Inclusive Learning team members working with Kindergarten children.
● Continue to build capacity of District staff in early learning programs relevant to the Hanen approach through:
　○ Hanen training for Educational Assistants working in Kindergarten, with the long-term goal of having all Kindergarten EAs trained.
　○ Develop a plan supporting three-day Hanen *Teacher Talk* sessions for Pre-K and Kindergarten teachers to be delivered by District SLPs trained in the Hanen work.

Early Years - Family Capacity

What we accomplished in 2017-2018	**Indicators**
● Developed a *Welcome to the Early Years: Building Parent Capacity* session. Using resources from the Alberta Family Wellness Initiative and the Welcome to Kindergarten program through the Learning Partnership. Parents learn about the core story of brain development and the importance of positive interactions, inquiry, play and language rich experiences to increase their child's ability to learn and participate in school.	● A professional development day was held in March for 20 teachers interested in participating in this project.

What we plan to do
● Engage families in the *Welcome to the Early Years: Building Parent Capacity* project.

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 - Achievement HLAT and Grade Level in Reading	Results (in percentages)				
	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage of students in Grades 1-9 demonstrating at or above grade level in writing in the Highest Level of Achievement Test (HLAT)	82.4	79.2	79.3	74.6	74.7
Percentage of students in Grades 1-6 demonstrating at or above grade level in reading.	n/a	n/a	74.8	73.3	72.3
					72.5[+]

[+]Reading level results for Grades 1-7 students. Grade 7 reporting became compulsory in 2017-2018.

District Indicators - Interventions MIPI	Results (in percentages)				
	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage of students who may need interventions based on the District's Math Intervention Programming Initiative (MIPI)[+]	n/a	28.0	24.5	30.0	29.4

[+]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. Students of concern achieved <60% or wrote below grade level.

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013-14	2014-15	2015-16	2016-17	2017-18	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).[3][4]	76.5 (n= 11,909)	76.4 (n= 12,526)	77.4 (n= 12,653)	75.6 (n= 12,985)	75.2 (n= 13,817)	Intermediate	Declined Significantly	Issue
	23.5 (n= 11,909)	23.8 (n= 12,526)	25.1 (n= 12,653)	24.3 (n= 12,985)	24.1 (n= 13,817)	High	Maintained	Good
Overall percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results).[5][6][7]	81.1 (n= 12,025)	81.2 (n= 11,789)	81.9 (n= 12,042)	82.4 (n= 11,800)	83.8 (n= 12,189)	Intermediate	Improved Significantly	Good
	22.5 (n= 12,025)	23.5 (n= 11,789)	23.9 (n= 12,042)	25.7 (n= 11,800)	27.2 (n= 12,189)	Very High	Improved Significantly	Excellent

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).	84.1 (n= 5,952)	83.8 (n= 6,324)	85.4 (n= 6,390)	83.3 (n= 6,604)	84.4 (n= 7,070)	Intermediate	Maintained	Acceptable
	19.6 (n= 5,952)	22.5 (n= 6,324)	23.7 (n= 6,390)	21.0 (n= 6,604)	20.9 (n= 7,070)	High	Declined Significantly	Issue
Overall percentage of students in Grade 9 who achieved the acceptable standard and the standard of excellence in Language Arts on Provincial Achievement Tests (overall cohort results).	77.8 (n= 5,735)	78.1 (n= 5,979)	78.7 (n= 5,993)	77.9 (n= 6,160)	75.4 (n= 6,536)	Low	Declined Significantly	Concern
	18.4 (n= 5,735)	16.8 (n= 5,979)	18.9 (n= 5,993)	17.6 (n= 6,160)	17.3 (n= 6,536)	High	Maintained	Good
Overall percentage of students who achieved the acceptable standard on English 30-1 diploma examinations (overall results).	82.0 (n= 5,029)	80.1 (n= 5,072)	81.8 (n= 5,248)	81.9 (n= 5,113)	84.4 (n= 5,318)	Low	Improved Significantly	Good
Overall percentage of students who achieved the acceptable standard on English 30-2 diploma examinations (overall results).	83.0 (n= 2,393)	80.4 (n= 2,394)	82.2 (n= 2,463)	83.1 (n= 2,390)	83.1 (n= 2,411)	Low	Improved	Acceptable
Overall percentage of students who achieved the standard of excellence on English 30-1 diploma examinations (overall results).	11.2 (n= 5,029)	10.1 (n= 5,072)	10.2 (n= 5,248)	11.6 (n= 5,113)	12.8 (n= 5,318)	High	Improved Significantly	Good
Overall percentage of students who achieved the standard of excellence on English 30-2 diploma examinations (overall results).	8.7 (n= 2,393)	7.0 (n= 2,394)	7.6 (n= 2,463)	7.9 (n= 2,390)	9.1 (n= 2,411)	Intermediate	Improved Significantly	Good
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).	77.4 (n= 5,943)	76.2 (n= 6,316)	75.6 (n= 6,385)	70.8 (n= 6,598)	73.8 (n= 7,057)	Intermediate	Maintained	Acceptable
	20.5 (n= 5,943)	18.2 (n= 6,316)	17.9 (n= 6,385)	16.1 (n= 6,598)	17.2 (n= 7,057)	Intermediate	Maintained	Acceptable
Overall percentage of students in Grade 9 who achieved the acceptable standard and the standard of excellence in Math on Provincial Achievement Tests (overall cohort results).	70.8 (n= 5,707)	70.2 (n= 5,959)	73.0 (n= 5,954)	70.3 (n= 6,117)	63.6 (n= 6,543)	Intermediate	Declined Significantly	Issue
	24.2 (n= 5,707)	23.9 (n= 5,959)	24.6 (n= 5,954)	26.7 (n= 6,117)	20.8 (n= 6,543)	High	Declined Significantly	Issue
Overall percentage of students who achieved the acceptable standard on Math 30-1 diploma examinations (overall results).[9]	74.0 (n= 4,325)	76.1 (n= 4,187)	72.2 (n= 4,119)	73.8 (n= 4,023)	77.8 (n= 3,996)	n/a	n/a	n/a
Overall percentage of students who achieved the acceptable standard on Math 30-2 diploma examinations (overall results).[9]	71.3 (n= 2,139)	76.0 (n= 2,279)	79.1 (n= 2,396)	77.4 (n= 2,255)	77.4 (n= 2,510)	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on Math 30-1 diploma examinations (overall results).[9]	29.0 (n= 4,325)	33.1 (n= 4,187)	28.6 (n= 4,119)	32.6 (n= 4,023)	37.2 (n= 3,996)	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on Math 30-2 diploma examinations	15.1 (n= 2,139)	18.3 (n= 2,279)	21.2 (n= 2,396)	20.3 (n= 2,255)	20.4 (n= 2,510)	n/a	n/a	n/a

(overall results).[9]								
INSTRUCTIONAL SUPPORTS								
Percentage of students in Grades 4-12 reporting they get help with reading and writing when they need it.[10]	n/a	87 *(n= 20,528)*	86 *(n= 20,034)*	87 *(n= 21,233)*	86 *(n= 21,929)*	n/a	n/a	n/a
Percentage of parents satisfied with special support their child has received at school.	86 *(n= 829)*	86 *(n= 739)*	83 *(n= 769)*	86 *(n= 820)*	85 *(n= 936)*	n/a	n/a	n/a

Notes

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

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

What we heard in the 2018 District Feedback Survey:

Students and Families

Results in percentages	Grades 3 and 5 Students	Grades 8 and 11 Students	Families
Learning is important to me/my child	95.9	93.2	95.9
My/my child's school experience helped me/them:			
Improve in math	91.5	78.8	82.3
Write for different experiences	92.1	75.5	81.4
Understand the information they read	93.2	83.6	87.6

Number of respondents can be found in Appendix A.

Teaching and Learning Staff

Teaching and learning staff are confident in their ability to engage students in meaningful learning experiences across the curriculum (99.4 per cent). Results on questions related to teaching and learning staff knowledge and skills to meet the learning needs of students in need of specialized supports, English Language Learners and students who self-identify as First Nations, Métis, and Inuit show a slight increase over 2016-2017 results in all three areas.

I have the knowledge and skills to program for/support students (teaching and learning staff):

Results in percentages	2016-2017	2017-2018
Who are in need of specialized supports and services	82.4	84.0
Who are English Language Learners (ELL)	73.5	79.1
Who are First Nations, Métis, or Inuit (FNMI)	71.7	73.0

Number of respondents can be found in Appendix A.

What our results tell us

Looking more closely at our results in literacy and numeracy we see areas that demonstrate growth and strength as well as opportunities for improvement.

Literacy
- District data around HLATs and reading at or above grade level indicate that almost 75 per cent of our students are working at grade level; initiatives focussed on literacy improvement remain important, as we work to increase the number of students working at or above grade level.

- An increasing number of students are challenging English diploma 30-1 and 30-2 exams as well as an increasing number of students are achieving a standard of excellence on both exams.
- Results of the Grade 9 Language Arts Provincial Achievement Test (PAT) signal the importance of the District-Wide Focus on Reading and the efforts to expand this focus into junior high and high school. Grade 6 Language Arts PAT results remain steady.

Numeracy
- District numeracy results are a story of both growth and opportunity.
- MIPI results served as an indicator that a similar percentage of students may require interventions in Math.
- Grade 6 students improved over last year's PAT results at both the acceptable standard and standard of excellence.
- Grade 9 PAT results indicate that there is work to do to continue to support strong student outcomes.
- More students are challenging Math diploma exams with positive results.
  - Math 30-1 results improved at both the acceptable standard and standard of excellence.
  - Math 30-2 results remained steady.

District Feedback Survey results of teaching and learning staff perception of their knowledge and skills to program for and support students in need of specialized supports and services, ELL and First Nations, Métis, and Inuit students confirm the District's strategic efforts in support of developing staff capacity in these areas. This work reflects the ongoing multi-faceted strategies at the school, catchment and District level.

District Feedback Survey data indicates there is an opportunity to improve family confidence around their child's learning in the areas of literacy and math.

What We Did

Curriculum Implementation - District Readiness Plan

What we accomplished in 2017-2018	Indicators
- Implemented multiple activities of the *2017-2020 Provincial Curriculum Implementation: District Readiness Plan*. - Reviewed the District's plan and initiated work on the *Draft 2019-2021 New Provincial Curriculum District Implementation Plan,* and accompanying Draft 2019 School Workbook to align with emerging Provincial information and progress towards implementation of new curriculum.	- To develop greater staff confidence and competence in preparing for curriculum change, the District offered multiple opportunities for school staff and administrators to engage in draft outcome reviews and information sessions. 415 teachers, consultants and administrators participated in draft new provincial curriculum review sessions.

What we plan to do
- Complete implementation of the 2018 activities of the *2017-2020 Provincial Curriculum Implementation: District Readiness Plan*; then finalize and initiate the 2019 activities of the *2019-2021 New Provincial Curriculum District Implementation Plan*, to prepare students, staff and stakeholders for the new provincial curriculum.
- Support the implementation of the K-4 new curriculum.

Literacy

What we accomplished in 2017-2018
- Schools and catchments explored programming and intervention models to support literacy development, adapting to new ideas and situations to best meet the diverse learning needs of their students.
- Best practices emerging across catchments include:
  - Collaborative HLAT marking.
  - Development of common assessments.
  - Common intervention blocks to regroup students according to levels/needs.
  - Push-in and pull-out support.
  - Cross-curricular literacy support.
  - Embedded and explicit supports.
- Schools continued to develop and expand competency in Levelled Literacy Intervention and Middle Years Literacy Intervention (LLI and MYLI), developing common language around literacy programming and interventions.
- Exploration began around the implementation of writing programs, such as Lucy Calkins' Writing Workshop and Empowering Writers, drawing on the lessons learned through the implementation of reading intervention strategies and programs.
- Many schools used equity funds to help acquire the reading resources necessary to implement LLI and MYLI.
- Several schools reported using a school-wide approach to monitor student reading levels and the provision of reading interventions; there is a culture of shared professional responsibility for the reading growth of all students.
- Schools strategically planned and supported job-embedded time for literacy-related teacher collaboration.
- Targeted professional learning and allocation of resources related to EAs, literacy coaches and classroom teachers in support of high quality literacy teaching.

Indicators
- Common vision and shared responsibility for the reading growth of all students within the school community.
- Within schools and catchments there is an emerging common language and alignment of practices to support reading instruction across grade levels.
- Teachers are acquiring a deeper understanding of the fundamental components of reading instruction.
- Collaborative conversations are happening in schools, catchments and between District leaders around literacy practices.
- In catchment conversations, many principals indicated that their teachers are seeing an increase in their students' confidence to be literate.

What we plan to do
- Continue to focus on building staff capacity to deliver quality interventions.
- Be intentional around measuring and capturing growth at a school and catchment level.

District Strategy - District-wide Focus on Reading

What we accomplished in 2017-2018
- Implemented Year 3 of the District-wide Focus on Reading.
- Continued to support teachers to assess and report whether their students were at, above or below grade level in reading; this work extended to supporting Grades 7 (required), 8 and 9 teachers for central reporting.
- Developed numerous resources, including *Essentials of Reading* (a comprehensive handbook to support junior high teachers), to build teacher skills for teaching reading.
- Provided professional learning for Kindergarten to Grade 12 teachers with a focus on research-based literacy approaches to further develop expertise in the area of literacy instruction:
  - Supported teachers in the area of literacy intervention.
  - Provided High School Literacy Intervention coaching.
  - Transformed The *Foundations of Literacy K- 9* inservice series into an online learning module.

Indicators
At the end of June 2018:
- Reporting for whether students are at, above or below grade level reading was completed for 99 per cent of students in Grades 1-7; over 50 per cent of Grades 8 and 9 students were also reported even though this was not a requirement; this early reporting demonstrates that focused literacy efforts are embedded across the school community.
- Engaged 3,083 teachers and leaders in a variety of literacy professional learning days and sessions.
  - Over 99 per cent of teachers who completed the exit survey at their session indicated that the professional learning outcomes were met.
- Levelled Literacy Intervention (LLI) training was implemented for the first time at the junior high level and results showed an average reading gain of 1.09 year's growth for the 34 students who were supported by the Central supported ILL initiative.
  - Teachers also indicated that LLI had changed their students' outlook on literacy. Their students developed more confidence and, for possibly the first time, saw themselves as readers.
- In junior high, the 20 students in the Central supported Middle Years Literacy Intervention initiative achieved an average reading gain of 1.9 year's growth.
- In addition to the progress made for students, teachers indicated that they deepened their professional understanding of concepts and theory, and increased their diagnostic skills.

What we plan to do
- Support the implementation of Year 4 of the District-wide Focus on Reading, including:
  - Continued 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.
  - Targeted support for junior high schools in their work to report reading at, above or below grade level for all Grades 8 and 9 students.
- Central units will continue to support the work of schools and catchments to build capacity around literacy programming, interventions and diagnostic assessment.
- Continue to develop and provide a range of research-based professional learning opportunities

for Kindergarten to Grade 12 teachers in literacy, including the development of digital/technology-mediated professional learning resources for staff.
● Schools will continue to be supported in their analysis of their literacy achievement data to inform programming and interventions for students.

Numeracy

What we accomplished in 2017-2018
● Many schools and catchments began exploring how best practices of literacy intervention can inform and support numeracy interventions.
● Schools and catchments are taking a deliberate look at the use of common math assessments.
● Catchments reported targeted numeracy practices around:
  ○ The use of guided math strategies.
  ○ Math literature and journals.
  ○ Math stations and manipulatives.
  ○ Sprint methodology to improve short term outcomes.
  ○ Programming conversations to support differentiation and intervention.
● Continued establishment of numeracy communities of practice and math lead teachers in catchments.
● MIPI continued to be used to inform programming and individual student interventions. Centrally:
  ○ Responses from the annual MIPI Feedback Survey were analyzed; the MIPI was reviewed and updates were made to inform the 2018-2019 MIPI.
  ○ A correlation analysis was completed for two years of data comparing District MIPI results and District PAT results for Grades 6 and 9. Correlations were found.
  ○ Prior Level of Achievement data for math was analyzed to compare predicted achievement to actual scores.

Indicators
● 10 catchments had a numeracy specific goal as part of their collaborative catchment plan.
● Across catchments work was done to build teacher capacity in the teaching of math/numeracy:
  ○ Catchment-based math/numeracy professional learning series for teachers.
  ○ Catchment focus on targeted numeracy interventions.
  ○ A group of junior high school teachers began to work on deepening their understanding of the cross-curricular connection between science and math, using the expertise of District consultants.
  ○ Staff from Assessment worked with a group of junior high teachers on a blue printing process exploring a variety of math/numeracy summative assessments.

What we plan to do
● Continue to expand the focus on math/numeracy in schools and across catchments, deepening analysis of math accountability pillar results.
● Continue to identify and share math/numeracy best practices, intervention strategies and resources across schools and catchments.
● Explore next steps in using and implementing diagnostic assessment tools in math.
● Continue to monitor MIPI data on an annual basis in order to review and enhance the MIPI as a programming tool.
  ○ Explore implications of MIPI results and Grades 6 and 9 PAT correlations.

District Strategy - Numeracy Guiding Document and Action Plan

What we accomplished in 2017-2018
- Completed Year 1 and initiated Year 2 of the *Numeracy Guiding Document and Action Plan*.
- 162 numeracy and math professional learning sessions were provided to schools.
- Developed a variety of supporting tools and resources for teachers:
  - *Numeracy: A Review of the Literature* document.
  - Numeracy Tip Sheets for parents and the *EPSB Together* app for families.
  - Key Vocabulary to Support Mathematics K-6 document.
  - *Numeracy for School Administrators* document.
- Engaged 56 teachers in a Teacher Collaborative Conversation (TCC) focused on mathematics.
- District staff examined the *Assessment Tools in Mathematics* literature review, completed in collaboration with the University of Alberta; the review examines nine diagnostic assessment tools that are currently available.

Indicators
- 1,772 teachers and administrators participated in numeracy/math professional learning sessions.
- The 2018 TCC Mathematics Conversation Summary report was provided to District leaders and TCC teacher participants.
- Three diagnostic assessment tools identified in the *Assessment Tools in Mathematics* literature review were introduced and trialled in District schools.

What we plan to do
- Complete Year 2 and initiative Year 3 of the *Numeracy Guiding Document and Action Plan* with a focus on:
  - Strengthening awareness of research-based best practices related to the teaching of numeracy and mathematics.
  - Providing support to and building capacity of teachers through the provision of professional learning supports and resources.
- Following up from the 2018 Math TCC, the Mathematics Teacher Collaboration Sub-Committee has been established to support this work going forward. The sub-committee will continue to gather teacher input and advice around strategies and resources for improving District numeracy/math results.
- Schools will continue to be supported in their analysis of their numeracy achievement data to inform programming and interventions for students.

Specialized Supports and Services

What we accomplished in 2017-2018
- All schools were served by multi-disciplinary school-linked teams comprised of District and Alberta Health Services staff who worked collaboratively with school administrators, teachers, educational assistants and parents.
- Schools initiated over 16,000 student referrals.

Indicators
- In support of student referrals, the following professional services were provided:
  - Speech and language therapy.
  - Emotional behaviour supports.
  - Occupational therapy.
  - Social work.
  - Mental health therapy.

● Continued to work with schools in support of students, using the Pyramid of Intervention as a framework to inform programming. ● Speech-language pathologists (SLP) working on the school-linked teams shifted to a "full scope of practice" service model, meaning students of all ages and abilities in school received support from a one school-based SLP. ● Professional Learning for school administrators expanded to include training in Nonviolent Crisis Intervention, Individualized Program Plan Writing and the Impact of Trauma and Mental Health in the classroom. ● Central and school leaders collaborated to define programming supports for gifted and talented students.	○ Psychological assessment. ○ Reading assessments. ○ English language learning. ○ Physical therapy. ○ Adaptive physical education. ○ Assistive technology for learning. ○ Educational audiology/deaf or hard of hearing. ○ Vision and braille. ● Using the Pyramid of Intervention as a guide, schools determined service priorities on a continuum from general classroom consultation, individual student consultation to specialized assessment. ● Inclusive Learning staff perceive that teacher knowledge of inclusive programming and differentiated instruction is increasing. ● Principals report that they are better informed around how to support their staff in meeting the needs of their complex students. ● Supported students through the provision of a range of wraparound community-linked services by engaging with a variety of community agencies and partners.

What we plan to do
● Continue to develop District resources and training opportunities that enhance capabilities of staff working with students who present with complex emotional and behaviour challenges.
● Continue to collaborate with schools to support programming, assessments and interventions for students, using the Pyramid of Intervention as a guide to this work.
● Continue to support diverse learning paths reflective of the unique circumstances of students.
    ○ Examine and develop evidenced-based practices for Interactions students across four District sites for Interactions students.
    ○ Continue to define gifted and talented programming and support.
● Support schools in implementing intervention in the area of Social Thinking.

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		
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION										
Percentage of students who completed high school within three, four and five years of entering Grade 10.[11]	3-yr	70.2 (n= 6,472)	72.6 (n= 6,162)	72.3 (n= 6,199)	75.4 (n= 6,308)	73.8 (n= 6,271)		Intermediate	Maintained	Acceptable
	4-yr	75.2 (n= 6,468)	75.3 (n= 6,510)	77.6 (n= 6,204)	77.9 (n= 6,262)	80.1 (n= 6,357)		n/a	n/a	n/a
	5-yr	77.3 (n= 6,442)	77.9 (n= 6,475)	78.4 (n= 6,517)	80.6 (n= 6,215)	80.3 (n= 6,274)		n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.[8]		n/a	n/a	59.3 (n= 9,490)	61.1 (n= 9,635)	62.5 (n= 9,444)		n/a	Improved Significantly	n/a
Annual dropout rate of students aged 14 to 18.		3.2 (n= 25,245)	3.0 (n= 25,230)	3.0 (n= 25,457)	2.7 (n= 25,785)	2.2 (n= 26,041)		Very High	Improved Significantly	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.[2] [11]		59.0 (n= 6,472)	59.2 (n= 6,162)	60.1 (n= 6,199)	60.7 (n= 6,308)	60.2 (n= 6,271)		High	Maintained	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.			82.3 (n= 7,055)	83.4 (n= 7,170)	84.0 (n= 7,440)	82.9 (n= 7,792)	82.7 (n= 8,157)	n/a	n/a	n/a
Percentage of Grade 7 and 10 students reporting that they get the help they need planning for a career.[12]			n/a	67 (n= 11,561)	66 (n= 11,076)	69 (n= 11,507)	70 (n= 11,764)	n/a	n/a	n/a
Percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.			69.1 (n= 7,142)	70.5 (n= 7,267)	70.8 (n= 7,546)	69.9 (n= 7,925)	70.1 (n= 8,270)	n/a	n/a	n/a

TRANSITIONS/CAREER PLANNING								
Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10.	61.1 *(n= 6,491)*	61.4 *(n= 6,444)*	61.1 *(n= 6,471)*	61.5 *(n= 6,513)*	62.6 *(n= 6,213)*		High	Improved	Good

Notes

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

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

What we heard in the 2018 District Feedback Survey:

Parents and community both indicated the most important skills for students to have when entering the workforce are: reading, writing, thinking, working with others and oral communication.

Results in percentages	Grades 3 and 5 Students	Grades 8 and 11 Students	Families	Teaching and Learning Staff
My school experience helps me understand who I am as a person (e.g., what like, don't like)	82.2	66.6	n/a	n/a
My school experience helped me learn about managing money	n/a	35.7	n/a	n/a
School prepares me/them for transition to the next grade/level	93.2	79.8	83.6	92.9
School prepares me/them for transition to post-secondary	n/a	63.2	63.4	78.6
School prepares me/them for transition to the world of work	n/a	57.1	55.5	76.4
I have learned about various career options and possibilities.../students can access career planning and assistance resources in school	n/a	72.3	n/a	82.7

Number of respondents can be found in Appendix A.

What our results tell us:

- Looking at the past five years of completion rates, the overall pattern shows a continued increase in high school completion. Despite a drop in the three-year completion rate this year, the District's overall three-, four- and five-year completion rates have been maintained with an increase in the four-year completion rate.
- The Accountability Pillar has several indicators that demonstrate students are engaged and committed to their learning. These results include:
  - A decrease in the dropout rate.
  - An increase in eligibility for the Rutherford Scholarship.
  - An increase in the number of students transitioning to post-secondary.
- In the commitment to supporting students towards high school completion, high schools continue to be creative, flexible and responsive to the individual learning journey of students. This flexibility has been supported through District and provincial opportunities such as Career Pathways, high school redesign and the Provincial Dual Credit Framework. Many of these learning opportunities are realized in partnership with post-secondary institutions and community organizations.
- Accountability Pillar and District Feedback Survey data indicate there is an opportunity to improve communication with families and students about career and life planning resources available to students. Additionally, there is the opportunity to increase awareness around how schools play a role in preparing students for the transition to post-secondary and the world of work.
- Learning to manage money is an area of growth for students and reflects the wider societal trend to address financial literacy in school-aged children.

What We Did

Career Pathways - Communication and Capacity Building	
What we accomplished in 2017-2018 ● Integrated Career Pathways key messages into three existing District communication tools for students and families: *High School Program Guide*, *Making the Move to High School* guidebook, and SchoolZone. ● Increased internal communication about Career Pathways initiatives (e.g., myBlueprint and Campus EPSB) by various means (e.g., N2KN, Bulletin Board and Connect). ● Began tracking the number of students reached through student-focused communication. ● Completed three Career Pathways focus groups (Awareness, Understanding and Readiness) with 56 EPSB staff as one component of ongoing evaluation of Career Pathways initiative. ● The Campus EPSB advisory committee looked at data related to District Infrastructure and a student interest survey to help inform next steps in this initiative. ● Schools have provided a variety of pathways to support transitions for our students to community schools, to the workplace and into post-secondary education.	**Indicators** ● More families and students were able to access information about Career Pathways in established communication resources. ● More staff had exposure and access to key Career Pathways messages via a variety of District communication means. ● Approximately 13 per cent (n=12,866) of District students participated in activities like myBlueprint demonstrations, open houses and career fairs supported by the Career Pathways team. ● The Campus EPSB student interest survey gathered feedback from 16,500 Grades 7-12 students.

What we plan to do
● Continue to build student, family and staff knowledge about the Career Pathways initiative and its opportunities to enable students to think about, explore and plan what their life might look like after high school.
● Through hosting a symposium, engage community, families, students and staff to inform next steps in the District's work in support of Career Pathways. (This event took place October 24, 2018.)
● Continue to explore and pursue opportunities that support project-based or experiential learning and enable students to think about their lives beyond high school.
● Building upon the symposium feedback develop a multi-year Career Pathways plan.

Career Pathways - myBlueprint	
What we accomplished in 2017-2018 ● All schools now have access to myBlueprint, an electronic platform designed to: ○ Engage K-6 students in the process of learning, reflection and self-discovery. ○ Support Grades 7-12 students in the exploration, planning, and decision making towards their own individual pathway.	**Indicators** ● There were 142,914 student activities on myBlueprint this past year, this reflects an increase of 35 per cent over the previous year. ● There are now 172 schools actively using myBlueprint, which is an increase of 28 per cent over the previous year.

● To support family participation in the use of myBlueprint, additional materials were developed and posted to SchoolZone. ● A tool to support family participation in myBlueprint was developed. ● Staff capacity was supported through the Career Pathways team.	

What we plan to do
- Schools will begin using the myBlueprint family participation tool.
- The Career Pathways team will continue to support schools in the implementation and use of the myBlueprint tool.

Career Pathways - Professional Learning

What we accomplished in 2017-2018 ● Increased the frequency and variety of professional learning opportunities provided by Career Pathways team members. ● To build capacity and leadership around Career Technology Foundations programming in elementary schools, established an elementary (CTF) Lead Teacher group which met twice along with the ongoing junior high CTF group.	**Indicators** ● This responsive delivery of professional learning resulted in service to 50 schools and 1,944 staff accessing Career Pathways professional learning. ● A network of approximately 130 teachers has been created who can support each other in the implementation of CTF programming.

What we plan to do
- Continue to support schools with integration and creation of CTF courses through lead teacher groups and professional learning.
- Continue to be responsive to school needs concerning Career Pathways professional learning.

Dual Credit and Other Student Learning Opportunities

What we accomplished in 2017-2018 ● Developed partnerships with post-secondary institutions and industry stakeholders that enabled us to offer two new dual credit opportunities for 2017-2018: *Automotive Service Technician* and *Introduction to Psychology* university course. ● Schools continued to use the online HCS 3000 *Workplace Safety Systems* course materials developed by Career Pathways to help students enter into work experience opportunities with increased awareness around work safety. ● Supported 13 Inquiring Minds partnerships that provided District students the opportunity to participate in a week-long experiential learning program, such as: Zoo School, Edmonton Oilers ICE School, or City Hall School.	**Indicators** ● 2,673 students participated in the HCS 3000 course, an increase of 12 per cent over the previous year. 　○ Teacher feedback indicates that the online HCS 3000 materials are convenient, well received by students, more accessible and save time. 　○ Providing students the opportunity to complete the online HCS 3000 course in advance facilitates easier entry into Work Placement programs. ● The District's positive working relationship with Inquiring Minds sites has enabled an increase in the number of learning opportunities available to our students. 　○ Over 4,700 students participated in an Inquiring Minds learning experience in 2017-2018.

● Continued building and supporting Year 2 implementation of the Community Marketplace prototype; the Marketplace serves as an online resource for teachers to find business and community representatives to provide high-quality curricular interactions with students.	● There was a significant increase in the use of the Community Marketplace prototype in Year 2: ○ An 86 per cent increase in participating organizations (n=28). ○ A 182 per cent increase in participating staff members (n=62). ○ A 674 per cent increase in interaction requests (n=147).

What we plan to do
- Continue to explore and support dual credit opportunities for students, including the introduction of a Health Care Aide Certificate program and an Introduction to Anatomy and Physiology university course.
- Incorporate student interest survey feedback to inform the planning of Career Pathway opportunities, including dual credit courses and Campus EPSB programming; increasing opportunities for students to obtain post-secondary credits, workplace experience or certification and post-secondary credentials.
- Continue to build relationships with community organizations and businesses for inclusion in the Community Marketplace.
- Continue to support our partnership and working relationship with Inquiring Minds.

High School Redesign

What we accomplished in 2017-2018	**Indicators**
● High school leaders came together to share their redesign journeys, learn from best practices and contemplate next steps. ● Onboarded 12 non-redesign District high schools into the High School Redesign communication and professional learning network.	● Redesign schools continued to refine and evolve practices within their schools to better meet the learning needs of students. ● Non-redesign schools have engaged their staff, students and communities around the concept of redesign and what this could look like within their school community. ● Both redesign and non-redesign schools completed fall continuous improvement documents and spring reflections. These documents helped schools to track progress and see the impact within their schools related to the implementation of High School Redesign.

What we plan to do
- Continue to support schools currently on High School Redesign and those schools working toward redesign, building upon best practices and emerging understandings.

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 2017-2018 2016-2017, the District served 8,813 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**		
	2013-14	2014-15	2015-16	2016-17	2017-18	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).[3][4]	52.5 *(n= 1,083)*	52.0 *(n= 1,102)*	55.0 *(n= 1,088)*	49.2 *(n= 1,150)*	48.2 *(n= 1,278)*	Very Low	Declined	Concern
	6.4 *(n= 1,083)*	8.7 *(n= 1,102)*	7.4 *(n= 1,088)*	6.4 *(n= 1,150)*	6.2 *(n= 1,278)*	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).[5][6]	74.0 *(n= 630)*	74.2 *(n= 593)*	77.6 *(n= 689)*	76.4 *(n= 636)*	81.3 *(n= 660)*	Intermediate	Improved Significantly	Good
	9.4 *(n= 630)*	10.8 *(n= 593)*	10.5 *(n= 689)*	11.2 *(n= 636)*	12.8 *(n= 660)*	Intermediate	Improved	Good

Priority 1, Goal 3: Success Beyond Schooling									
Alberta Education Accountability Pillar		**Results (in percentages)**					**Evaluation**		
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION									
Percentage of self-identified FNMI students who completed high school within three, four and five years of entering Grade 10.[2]	3-yr	30.2 *(n= 589)*	39.8 *(n= 572)*	38.3 *(n= 560)*	45.6 *(n= 587)*	41.3 *(n= 633)*	Very Low	Maintained	Concern
	4-yr	37.1 *(n= 503)*	37.0 *(n= 541)*	46.8 *(n= 564)*	43.3 *(n= 557)*	50.7 *(n= 560)*	n/a	n/a	n/a
	5-yr	42.5 *(n= 473)*	41.8 *(n= 490)*	43.3 *(n= 536)*	51.9 *(n= 563)*	48.7 *(n= 547)*	n/a	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.[8]		n/a	n/a	32.7 *(n= 877)*	31.8 *(n= 902)*	34.9 *(n= 911)*	n/a	Improved	n/a

Annual dropout rate of self-identified FNMI students aged 14 to 18.	8.4 (n= 2,231)	6.3 (n= 2,282)	8.5 (n= 2,409)	6.8 (n= 2,430)	4.7 (n= 2,387)		Intermediate	Improved	Good
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.[5][6][7]	16.8 (n= 589)	20.2 (n= 572)	20.3 (n= 560)	20.5 (n= 587)	21.6 (n= 633)		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.	25.0 (n= 489)	26.6 (n= 468)	26.3 (n= 480)	23.9 (n= 529)	29.7 (n= 552)		Very Low	Improved	Issue

What our results tell us:

- Support of high school completion for our self-identified First Nation, Métis, and Inuit students remains a focus to bring high school completion rates comparable with those of the Province. This year the District experienced a slight decrease in three- and five-year completion rates and a significant increase in four-year rates.
- Additional data around high school achievement and engagement indicates that the District is on track in efforts to support self-identified First Nations, Métis, and Inuit students. These results include:
  - A significant improvement in the successful challenging of the diploma exams.
  - An increase in eligibility for the Rutherford Scholarship.
  - A significant decrease in the annual dropout rate.
  - An increase in the percentage of self-identified First Nations, Métis, and Inuit students transitioning to post-secondary.
- Provincial achievement test (PAT) results continue to be an area of concern.
- Our results confirm the importance of the role we have in education to fulfill our calls of action in support of Truth and Reconciliation. To support our efforts going forward the District's work has been strategically aligned with the evidence-based perspective of the OECD report *Promising Practises in Supporting Success in Indigenous Students.*

What We Did

Promising Practices in Supporting Success for Indigenous Students (OECD Report)	
What we accomplished in 2017-2018 - The OECD report *Promising Practises in Supporting Success in Indigenous Students* was provided to District leadership staff to build their knowledge around the study and create a shared understanding to inform our practices going forward. - The Board of Trustees received a Strategic Plan Update report on aligning District efforts in support of self-identified First Nations, Métis, and Inuit students with the strategies identified in the OECD report. - The District aligned planning and reporting processes to include actions in support of OECD findings.	**Indicators** - District leaders began to collaboratively explore how to deliberately build upon current efforts that reflect the findings and promising practices from the OECD report.

What we plan to do
- Reflect deliberate and strategic alignment with OECD promising practices in both central and school planning efforts.
- Expand professional learning opportunities to build staff capacity based on OECD promising practices.

First Nation, Métis, and Inuit Education - Professional Learning

What we accomplished in 2017-2018	**Indicators**

- The First Nations, Métis, and Inuit Education unit in collaboration with Human Resources facilitated the work of a principal committee focused on supporting the implementation of the new Teacher Quality Standard (TQS), effective September 2019.
- To support the building of staff awareness and understanding of First Nations, Métis, and Inuit culture and history, four lunch and learn sessions for Central staff were provided during National Indigenous History Month (June).
- The First Nations, Métis, and Inuit Education unit:
  ○ Collaborated with Human Resources to provide eleven half-day professional learning sessions to employees new to the District.
  ○ Provided support to Curriculum and Resource Support (CRS) around the review of resources to ensure accurate and relevant First Nations, Métis, and Inuit perspectives and content.
  ○ Hosted National Indigenous Peoples Day at Victoria Park for three days in June.
	- Principals have begun exploring how the new TQS will impact teacher professional evaluation and development.
	- As a result of participating in professional learning opportunities, there is an increase in the number of District staff who have awareness and understanding around First Nations, Métis, and Inuit culture, history, treaties, ways of knowing and residential schooling.
	- Administrative Regulation GI.AR Teaching and Learning Resources has been revised in a manner that will support District staff in the selection of culturally appropriate materials.
	- Over 1,200 students experienced First Nations, Métis, and Inuit culture during National Indigenous Peoples Day at Victoria Park.

What we plan to do
- The First Nations, Métis, and Inuit Education unit and CRS will collaborate to develop and identify culturally responsive resources for schools to support implementation of the new K-4 Provincial Curriculum.
- Continue to support District readiness for the new TQS through the delivery of six professional learning sessions which will focus on First Nations, Métis, and Inuit objectives.
- Continue to support professional learning opportunities for District staff that build awareness and understanding around First Nations, Métis, and Inuit culture, history and ways of knowing.

First Nations, Métis, and Inuit Lead Teachers and Plans

What we accomplished in 2017-2018	**Indicators**
- The First Nations, Métis, and Inuit Education unit continued to engage First Nations, Métis, and Inuit Lead Teachers to build their capacity and support them in leading/facilitating this	- 220 teachers attended two First Nations, Métis, and Inuit Lead Teacher professional learning days focused on curriculum readiness and support for the implementation of the

work back in their school community.	new TQS.
● Continued to work with schools around their development of a First Nations, Métis, and Inuit school plan.	● 165 schools developed a First Nations, Métis, and Inuit School Plan.

What we plan to do
- 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.
- The First Nations, Métis, and Inuit School Plan will be incorporated into the Fall Budget planning process. Through this strategic shift, all schools will be able to indicate in the school's budget planning document how the OECD's promising practices are being addressed directly.

Treaty 6 and Métis Flags

What we accomplished in 2017-2018	**Indicators**
● In support of the Board of Trustees' commitment to Reconciliation: ○ Treaty 6 and Métis flags have been raised outdoors at the Centre for Education. ○ Each school received Treaty 6 and Métis flags, appropriate equipment to display their flags indoors and supporting educational materials.	● District Schools are displaying the Treaty 6 and Métis flags indoors. ○ In the spirit of Reconciliation, the flags also serve as a means to promote awareness of First Nations, Métis, and Inuit cultures, perspectives and experiences.

What we plan to do
- Continue to support the integration of the Treaty 6 and Métis flags into school culture.

School and Catchment Strategies

What we accomplished in 2017-2018	**Indicators**
● Supported collaborative capacity building work between First Nations, Métis, and Inuit lead teachers from across catchment schools. ● 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 First Nations, Métis, and Inuit Liaison workers to support cultural teachings and events, and engage with students and families towards the goal of school success. ○ Purchasing/creating of First Nations, Métis, and Inuit resources, such as Edukits.	● Principals indicate First Nations, Métis, and Inuit lead teachers are serving as a resource to support communication and the building of staff capacity related to First Nations, Métis, and Inuit education. ● Working with an Elder to strengthen relationships with families resulted in the creation of an Indigenous Advisory Council. ● Students participating in Aboriginal Studies 30: ○ Gained knowledge and awareness around historical, sociological, oral and literary context of First Nations, Métis, and Inuit culture and ways knowing. ○ Gained critical thinking and writing skills applicable at a post-secondary level. ○ Enhanced their learning and understanding through studying the work of Indigenous writers and scholars.

- ○ Engaging with Elders, Knowledge Keepers and Cultural Advisors to build cultural understanding and awareness relevant to school success for both students and staff.
- Engaging Families: Schools made deliberate efforts to engage and build positive relationships with the families of their First Nations, Métis, and Inuit students, including:
  - ○ Hosting sharing circles where parents offered insight into their own and their children's educational experiences.
  - ○ Wahkhotowin nights (Indigenous cultural evenings).
- Schools and catchments made focused efforts to support school attendance.
- amiskwaciy Academy, in partnership with MacEwan University, offered Aboriginal Studies 30 as part of a dual credit course.

What we plan to do
- Explore and support incorporation of the OECD report *Promising Practices in Supporting Success for Indigenous Students* into instructional strategies and assessment practices.
- Continue to provide dedicated time for lead First Nations, Métis, and Inuit teachers to collaborate throughout the year.
- Indigenous Advisory Council will meet several times a year to gather feedback on a variety of topics; feedback will be shared with schools.
- The First Nations, Métis, and Inuit Education unit will engage with principals, success coaches, high school completion coaches and post-secondary institutions for further exploration of transition programming and experiential learning opportunities intended to foster student engagement and success.
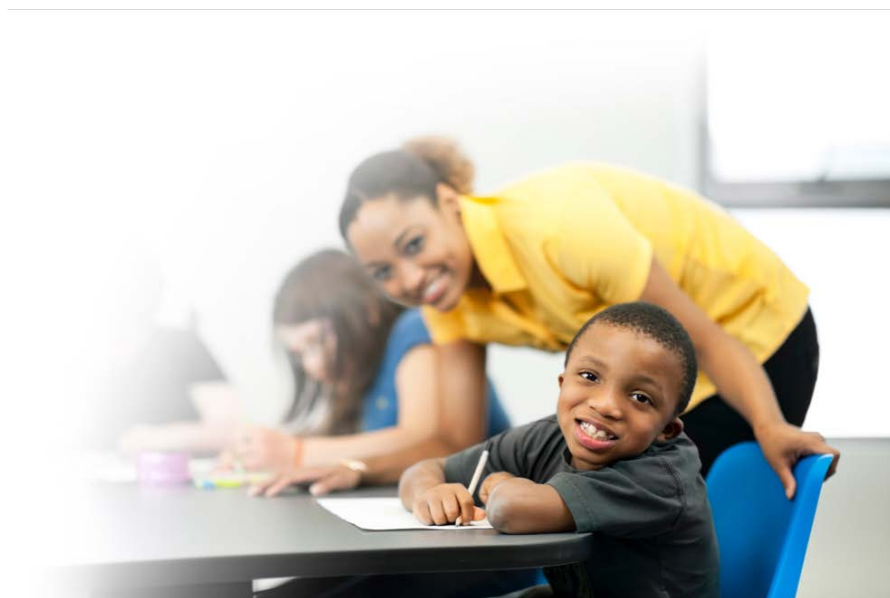
PRIORITY 2

Provide welcoming, high quality learning and working environments.

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		
	2013-14	2014-15	2015-16	2016-17	2017-18	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.[1]	88.7 *(n= 50,439)*	90.0 *(n= 28,117)*	89.5 *(n= 27,937)*	89.8 *(n= 29,498)*	89.0 *(n= 30,596)*	Very High	Declined Significantly	Acceptable
CITIZENSHIP/ LEADERSHIP								
Percentage of teachers, parents and students that are satisfied that students model active citizenship.[1]	83.6 *(n= 50,529)*	85.3 *(n= 28,134)*	84.9 *(n= 27,962)*	84.9 *(n= 29,529)*	83.7 *(n= 30,631)*	Very High	Declined Significantly	Acceptable
Your child is encouraged at school to be involved in activities that help the community.	78 *(n= 3,649)*	79 *(n= 3,410)*	79 *(n= 3,744)*	79 *(n= 3,912)*	78 *(n= 4,015)*	n/a	n/a	n/a
Students are encouraged at your school to be involved in activities that help the community.	90.0 *(n= 3,627)*	91.0 *(n= 4,014)*	92.0 *(n= 3,936)*	91.0 *(n= 4,181)*	91 *(n= 4,431)*	n/a	n/a	n/a
WELCOMING								
Students at your child's school respect each other.	81 *(n= 3,667)*	81 *(n= 3,420)*	81 *(n= 3,737)*	80 *(n= 3,906)*	80 *(n= 4,013)*	n/a	n/a	n/a
Students at your school respect each other.	93 *(n= 3,644)*	94 *(n= 4,012)*	94 *(n= 3,966)*	93 *(n= 4,207)*	92 *(n= 4,454)*	n/a	n/a	n/a
INCLUSIVE								
Students at your child's school help each other when they can.	78 *(n= 3,669)*	79 *(n= 3,416)*	79 *(n= 3,757)*	79 *(n= 9,916)*	78 *(n= 4,021)*	n/a	n/a	n/a
Students at your school help each other when they can.	96 *(n= 3,641)*	96 *(n= 4,020)*	97 *(n= 3,962)*	96 *(n= 4,204)*	96 *(n= 4,452)*	n/a	n/a	n/a

What we heard in the 2018 District Feedback Survey:

More than 90 per cent of families who completed the survey think that schools are creating a caring, welcoming and inclusive learning environment.

Results in percentages	Grades 3 and 5 Students	Grades 8 and 11 Students	Families	Teaching and Learning Staff	Community
School is a place where differences are respected.	89.9	81.2	93.0	97.1	93.8
School encourages students to demonstrate leadership.	80.4	75.6	86.1	96.2	n/a
I know how to ask for help when I have a problem with peers at school.	89.0	73.7	n/a	n/a	n/a
I/my child can get the support I/they need at school for their mental and physical well-being.	86.0	70.6	73.5	n/a	n/a
School encourages students to demonstrate citizenship.	n/a	n/a	90.1	96.6	n/a

Number of respondents can be found in Appendix A.

What our results tell us:

- Despite a slight decline, data from both the Accountability Pillar and the District Feedback Survey indicates a high level of confidence in District schools as caring, respectful and safe environments as well as school being a place where students can demonstrate leadership and be involved in activities to help the community.
- The District Feedback Survey indicates the importance of ongoing District work to support student well-being, particularly in the areas of comprehensive school health and mental health.
- The District will need to continue to be proactive and responsive to the wellbeing and safety of students and staff and maintain efforts to build staff capacity.

What We Did

District Mental Health Framework

What we accomplished in 2017-2018
- District Mental Health Framework was reviewed with staff from Inclusive Learning, Principal Instructional Services Committee, Student Senate, and central leadership staff. Framework was completed in August 2018.
- Parent/Caregiver video series was developed in partnership with Alberta Health Services' RCSD and Edmonton Catholic Schools to support mental health. It includes tip sheets and strategies staff can use to support conversations with parents.

Indicators
- Feedback from various staff and student groups was used to inform the development of the framework.
- Over 30 schools have used the action-planning page to inform the development of work plans for school-based mental health supports and services.

What we plan to do
- Launch and implement the Mental Health Framework District wide, beginning in October 2018.

- Establish a steering committee to plan professional learning and identify resources that align with the Framework's vision and goals.
- District staff will participate on the Edmonton Regional Post-Secondary Committee for Mental Health to support student transitions.
- Release Caregiver videos as a resource for District staff.

Comprehensive School Health (CSH) Lead Teacher

What we accomplished in 2017-2018
- A Comprehensive School Health (CSH) lead teacher was identified in 69 schools or central decision units.
- The Teacher-Counsellors' Community of Practice met regularly on a six-week cycle throughout the school year, with over 60 schools represented.
- The Physical Education Community of Practice met three times over the year, with 35 schools represented.
- Developed a physical literacy team drive that provides resources to schools, with over 295 team members accessing and contributing.
- A regular CSH e-newsletter was sent out highlighting lead teacher opportunities, health resources and community partner supports; 197 District staff subscribed to the newsletter.

Indicators
- Lead teacher collaboration days facilitated the development of a research-based school mental health literacy resource for Grades 7, 8, and 9 students across the District. This project involved CSH Lead Teachers; CSH, CRS, Research and Innovation Central Units; Dalhousie University: Drs. Kutcher & We; Alberta Health Services; and teenmentalhealth.org.
- Many schools accessing CSH resources completed the Joint Consortium for School Health's *Healthy School Planner* to support their future planning around a healthy school community.

What we plan to do
- Continue the work to build staff capacity around the integration of school mental health literacy within Alberta Education's cross-curricular competencies.
  - Roll out the school-based mental health literacy to students will begin in January 2019. A three-year longitudinal research study will coincide to measure impact.
- Efforts will be made to increase the number of CSH lead teachers.
- To support the work of lead teachers, a District healthy school planner assessment tool is being developed in collaboration with Research and Innovation.

Professional Learning - Comprehensive School Health

What we accomplished in 2017-2018
- CSH facilitated or organized the following professional learning opportunities to build staff awareness, confidence and capacity related to mental health and wellbeing:
  - Go to Educator Mental Health Literacy Training.
  - Counsellors' Community of Practice.
  - Mental Health/Mental Health First Aid.
  - Physical Literacy/Dr. Dean Dudley.
  - Loose Parts Play at Recess pilot at District school site supported by Jump

Indicators
- As a result of the professional learning opportunities provided, staff capacity increased in the following ways:
  - 531 District staff were trained in the one-day Go To - Mental Health Literacy Training and a further eight District staff were trained as core trainers, resulting in 60 District trainers in total.
  - 40 support staff were certified in *Healthy Relationships* training.
  - 144 District staff were trained in Mental

Start and Ever Active Schools. ○ Teaching Sexual Health. ● Organized Intersections and Connections CSH catchment PD Day supported by 40 community partnerships. ● Offered *Healthy Relationships* training to District support staff supported by the Government of Alberta. ● Supported the Student Senate in the planning and implementing of a second student mental health conference, *Stepping Forward Together*.	Health First Aid and one District staff completed Train the Trainer training. ○ 49 District staff attended a professional learning series on mental health offered by the AHS Addiction and Mental Health Education Team. ○ 132 staff and pre-service teachers participated in the *Teaching Sexual Health* conference held in partnership with University of Alberta. ○ Over 1,500 District staff received catchment professional learning that supports Comprehensive School Health. ○ 24 staff participated in the Pan Canadian/Australian Physical Literacy Share Day (in partnership with ECSD). ○ 37 staff participated in the Nuts and Bolts of Physical Literacy (in partnership with ECSD). ● 130 students participated in *Stepping Forward Together.* ○ Keynote speaker was Andrew Baxter, Coordinator, Mental Health Literacy Project for Alberta Health Services. ○ Four breakout sessions were also delivered by District staff and community mental health partners. ● Staff feedback from professional learning opportunities is indicating an increase in their knowledge about mental health signs, symptoms and supports.

What we plan to do
- Continue to offer professional learning that promotes sustainable and inclusive approaches to supporting student health and wellbeing.
- Continue providing staff access to a wide variety of comprehensive school health and mental health professional learning, collaborating with community organizations and government agencies.
- Develop and offer professional learning that supports the District's Mental Health Framework.
- Initiate a cohort of CSH Leads to inform the development of resources that promote a positive school culture and universal wellness.
- Continue to work with the University of Alberta around the Teaching Sexual Health conference and the mentoring relationships between certificated teachers and pre-service teachers.
- Develop a mental health literacy resource to support Go-To Educator trained school, staff who provide mental health support within their school communities.
- Provide ongoing coaching and mentoring of catchment coordinators to support the CSH approach of planning for professional learning.
  - Four catchments are organizing CSH-focused professional learning on a catchment PD day for the 2018-2019 school year.

Supporting Diversity and Inclusion

What we accomplished in 2017-2018
- Intercultural Consultants provided first language and cultural bridging supports between families and schools at:
  - Parent-teacher conferences.
  - Open houses.
  - Literacy evenings.
  - Expulsion hearings.
  - Assessment debriefings, etc.
- The four District Reception Centres continued to provide support for English Language Learners who were new to Canada within the last year.
- Sexual Orientation and Gender Identity (SOGI) Consultants continued to provide support schools and catchments through:
  - Professional learning.
  - Information on Gay-Straight Alliances/Queer-Straight Alliances (GSA/QSA).
  - Information on physical inclusions.
  - School council presentations.
  - Training for Safe Contacts, etc.
- Partnered with Edmonton Immigrant Services Association (EISA) to provide support for immigrant students across District schools.
- *Sharing Stories, Building Hope* Diversity Day 2018 was held in April, in partnership with the Phoenix Society for Interfaith Harmony.
- There were 282 trained SOGI Safe Contacts identified in District schools.
- Safe Contact Training was provided at two levels:
  - Basic Safe Contact Training.
  - Advanced Safe Contact Training.
- Edmonton Public Schools was one of three Alberta districts participating in the first year of the interprovincial educator network pilot, SOGI 1-2-3, a partnership between Alberta and British Columbia.

Indicators
- All students and families supported at the Reception Centres received a family orientation to schooling provided in the family's first language; and all students were assessed using an English Language Proficiency Assessment.
- SOGI Consultants provided more than 75 confidential consultations to schools regarding questions or issues related to sexual orientation and gender identity.
- Settlement Workers from EISA supported students in 51 schools.
- 120 youth participated in Diversity Day 2018, attending sessions on diversity, learning from each other through their unique stories, challenging assumptions and biases and creating school initiatives that honour diversity and inclusion.
- An increase in the identification and training of Safe Contacts in our schools.
- The SOGI 1-2-3 pilot network provided consultants with opportunities to showcase EPSB work, learn from other districts and discuss creating an online resource platform.

What we plan to do
- Continue to offer the support of Intercultural Consultants and English as a Second Language consultants at District Reception Centres and at the school level.
- SOGI Consultants will continue to provide supports to schools and catchments.
  - Continue to offer Gay Straight Alliance/Queer Straight Alliance (GSA/QSA) professional learning and collaboration for junior high and high school staff, and offer a new session designed specifically for elementary school GSA/QSAs for spring 2019.
  - Deliver professional learning around the District's transition to a third gender option, Gender X.

- Continue to foster the District's working relationship with EISA.
- The partnership with the Phoenix Society will continue to support diversity initiatives in schools, and will facilitate a theme of *Youth Voices across Canada* with the Harmony Movement.ca.
- Continue to offer training for newly identified Safe Contacts.

Mental Health Transition Team

What we accomplished in 2017-2018	**Indicators**
● Through stronger partnerships with tertiary services and clearer processes, more effective and efficient supports for students, families and schools were realized to support students with complex mental health needs and their transition back to community schools.	● The Mental Health Transition team provided support to over 50 students and their receiving schools this past year.

What we plan to do
- Continue to foster relationships with schools and community partners and collectively monitor the need for services to support better outcomes for students.

Commit to Kids Program

What we accomplished in 2017-2018	**Indicators**
● Six half-day Commit to Kids professional development sessions were held. These sessions were attended by 128 District staff. ● A conversation regarding next steps relating to the Commit to Kids Program was held with the HR Principal Committee.	● District staff who participated in the Commit to Kids sessions developed a deeper understanding of child exploitation and how to create safe school environments for kids.

What we plan to do
- Ongoing Commit to Kids training will continue to be offered.

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				
	2013-14	2014-15	2015-16	2016-17	2017-18
INFRASTRUCTURE					
Number of District requested capital projects that received provincial funding.	10	5	0	3	3
New/Replacement Capital Construction projects funded.	6	0	0	3	3
Approved modular classrooms.	18	10	13	13	5
Major modernizations funded.	4	2	0	0	0
Percentage of school space used across the District.	71.0	75.0*	77.0	79.0	76.0
TRANSPORTATION					
Number of yellow bus riders at the end of June.	10,753	10,463	11,605	12,513	13,003
Percentage of yellow bus riders whose one-way trip is less than 60 minutes at end of September.		98.6	96.7	95.9	96.2
TECHNOLOGY					
Percentage of District sites with a minimum of 100 mb SuperNet link.	33.0	87.0	99.0	100	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.

What we heard in the 2018 District Feedback Survey:

Results in percentages	Grades 3 and 5 Students	Grades 8 and 11 Students	Families	Community members	Staff
My school is well maintained	90.9	79.3	90.2	91.2	93.7

Number of respondents available in Appendix A.

Families and Community

Families (62.2 per cent) and community members (74.7 per cent) were more likely to indicate that schools in the District are appropriately located to meet K-12 student population demand compared to 2016-2017. Positive family perception increased by 4.9 per cent and community members by 10.8 per cent.

Staff

Staff (92.5 per cent) indicated their place of work has reliable technology devices; and 93.8 per cent of teaching and learning staff indicated they have access to technology and digital environments at their schools that support teaching and learning.

What our results tell us:

- Based on data from the District Feedback Survey, all stakeholders - students, families, staff and the community continue to 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.
- Based on District Feedback data, there is an increase in positive perception regarding the District's ability to locate schools to meet K-12 population demand.
- Despite an increase in the number of students accessing Yellow bus service, the District worked towards efficiencies and was able to increase the number of students whose ride time remains under one hour.

What We Did

District Infrastructure Plan

What we accomplished in 2017-2018	**Indicators**

● Implemented Year 3 of the District Infrastructure Plan:
  ○ Kim Hung students were hosted at Michael Phair School, and Shauna May Seneca students were hosted at Jan Reimer School until the new schools opened in January 2018.
  ○ Opened nine new school buildings for September 1, 2017.
  ○ Kim Hung and Shauna May Seneca school buildings opened on January 1, 2018.
  ○ Highlands modernization design began with input from community stakeholders.
  ○ Soraya Hafez (McConachie) and Thelma Chalifoux (Larkspur) Schools were designed through the Integrated Project Delivery (IPD) process and construction began in summer 2018.
  ○ Collaborated with Number 10 Architects, students, principals and community to vision a programming
	● Both Michael Phair and Jan Reimer Schools were successful in their efforts to host a school within their school community.
	● Highlands School modernization project is progressing on time and on budget.
	● Established the programming model and IPD team for Soraya Hafez and Thelma Chalifoux Schools.
	● Established a partnership with the City of Edmonton that supports the inclusion of recreational amenities to the community within the Dr. Anne Anderson School project.

model for the new Dr. Anne Anderson High School.	

What we plan to do
- Continue with final design and commence construction of Highlands School modernization.
- Complete construction of Mill Creek School replacement project; the school will open January 2019.
- Continue construction of Soraya Hafez and Thelma Chalifoux Schools.
- Finalize design and begin construction for Dr. Anne Anderson High School.

Infrastructure Investment Framework (Unanticipated Actions)

What we accomplished in 2017-2018	**Indicators**
● In an effort to narrow the equity gap between schools, surplus funds were targeted towards the Capital Investment initiative.	● 95 schools benefited from 155 projects targeted specifically towards improving learning environments. Feedback form District stakeholders has been positive.

What we plan to do
- Funding has been allocated in the 2018-2019 budget for additional investment into existing Infrastructure.

Edmonton Student Transportation Authority

What we accomplished in 2017-2018	**Indicators**
● Edmonton Public Schools and Edmonton Catholic Schools have entered into an informal arrangement to share costs on 25 individual bus routes beginning in September 2018.	● It is projected the shared bus routes will result in a cost savings of approximately $600,000 for Edmonton Public Schools over the 2018-2019 year.

What we plan to do
- Administration from Edmonton Public Schools and Edmonton Catholic Schools will continue to explore opportunities to identify and implement additional shared routes for September 2019.

Information Technology Infrastructure

What we accomplished in 2017-2018	**Indicators**

● Continued with our evergreen plan to refresh core technologies.
  ○ A special project was struck to specifically address inadequate cabling infrastructure in our highest needs schools.
  ○ Over 20% of schools had equipment refreshed which included consolidating many smaller network devices to larger enterprise level equipment.
● Established a link to an Edmonton-based internet exchange, providing us with a second internet service provider.
	● Network performance at the upgraded schools increased significantly.
	● District internet capacity is now two times greater, resulting in the ability of schools to access new online technologies.
	● Contracting a second internet service provider has resulted in more competitive pricing for internet bandwidth. The result is ongoing cost-savings to the District.

What we plan to do
- Complete year three of the work to establish the District's 5 to 7 year refresh of core technologies model; upon completion of year three, the model will support a predictable ongoing operating budget.
- Leverage the opportunity of the Edmonton-based internet exchange to establish a disaster recovery system to provide key District technology services in the event of an outage.

Professional Learning - Alberta Education Learning and Technology Policy Framework

What we accomplished in 2017-2018	Indicators
- Designed and delivered focused professional learning in the area of Alberta Education's Learning and Technology Policy Framework (LTPF). - Increased staff capacity in the area of Alberta Education's Learning and Technology Policy Framework through: 30 new principals supported through LTPF overview presentations and Technology Integration Planning and Support (TIPS) team and HR-created online modules. 75 school principals or self-identified school Edtech leads participated in the Edtech Practical Leadership LDF Module. - G Suite 'bootcamp' sessions resulted in 18 school EdTech Leads and all TIPS members completing Google-Certified Educator Level 1 certification. - Support provided across leadership teams and catchments, reaching over 3800 staff-contacts. - EPSB EdTech Google+ online community has 966 members and 81% of schools have identified an EdTech Lead.	- New principals reported a better understanding of the LTPF, and their role in planning for technology integration. - There is a greater capacity of staff in schools to provide EdTech leadership to their staff. - Increased understanding of how G Suite tools and other District tools can be used in pursuit of student-centred learning. - Increased amount of communication and collaboration between school staff members and members of TIPS team.

What we plan to do
- Take step towards the development of a virtual community of school-based EdTech leads through the blending of in-person and online engagement activities. This direction reflects feedback of participants.
- Continue to offer certification to all EdTech lead teachers.

Information Technology - Equity Projects (Unanticipated Actions)

What we accomplished in 2017-2018	Indicators
- Upgraded technology in 156 schools: 3,407 student Chromebooks. 1,708 staff workstations. 502 monitors. 74 Chromebook carts. - All staff now have workstations that are	- Higher quality technology in the hands of teachers and students across the District results in less down-time and more efficiency. - Moved closer to equitable access to technology in all schools. A 2:1

5 years old or newer.	student:device ratio was maintained for K-9 sites and 3:1 ratio for Grades 10-12.
● District Technology, Facilities & Maintenance, Purchasing, and the Distribution Centre worked together to deploy 5,691 staff and student devices in under 4 months (May to August 2018).	

What we plan to do
- Technology evergreening plans will be prepared for each school and maintained by the school and District Technology.
- Feasibility of an enterprise approach to evergreening student and teacher technologies will be explored.

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 within 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		
	2013-14	2014-15	2015-16	2016-17	2017-18	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.[1]	82.4 (n= 34,715)	83.0 (n= 19,122)	83.0 (n= 18,923)	83.3 (n= 19,747)	83.5 (n= 20,392)	Very High	Improved	Excellent
PROFESSIONAL DEVELOPMENT AND GROWTH[1]								
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.	79.1 (n= 3,644)	83.5 (n= 4,017)	84.1 (n= 3,971)	85.8 (n= 4,216)	86.8 (n= 4,457)	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= 3,636)	80 (n= 4,006)	80 (n= 3,947)	83 (n= 4,184)	84 (n= 4,439)	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.	85 (n= 3,624)	90 (n= 4,000)	92 (n= 3,953)	92 (n= 4,199)	92 (n= 4,446)	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.	76 (n= 3,640)	80 (n= 4,016)	80 (n= 3,962)	83 (n= 4,200)	84 (n= 4,445)	n/a	n/a	n/a

District Indicator - Leadership Development Framework	Results				
	2013-14	2014-15	2015-16	2016-17	2017-18
Number of registrations in professional learning opportunities through the Leadership Development Framework.	239	245	497	616	1,000

What we heard in the 2018 District Feedback Survey:

Staff overwhelming agreed (94.9 per cent) that Edmonton Public Schools supports employee professional development and growth. They also strongly indicated that career development opportunities are available to them within the District (85.8 per cent) and that they can access professional learning opportunities to develop their leadership skills (82.8 per cent).

Despite the high satisfaction staff have around the opportunities for professional learning, staff continue to indicate a lower level of agreement with their ability to use their leadership skills in the District (70.1 per cent). Their perception that leadership development opportunities helped them become a better leaders remains unchanged (66.6 per cent). It must be noted that more than 20 per cent of staff provided the response "don't know" to these two questions.

What our results tell us:

- The Accountability Pillar data indicates a very high percentage of students, families and staff are satisfied with the District's ability to provide a broad range of programming opportunities for students, which is reflective of the District's commitment to high quality learning opportunities.
- The Accountability Pillar shows an increasing number of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the District has been focused, systematic and contributed significantly to their ongoing professional growth. This result aligns with District Feedback Survey data indicating that 94.9 per cent of staff perceive that the District supports employee professional development and growth.
- There continues to be an opportunity to further understand the interplay between leadership development professional growth opportunities and staff perceptions around their opportunities to demonstrate and experience leadership.

What We Did

Summer Institutes	
What we accomplished in 2017-2018 ● The following professional learning opportunities were available to District staff through Summer Institute offerings: ○ *Writing Workshop for First Year Participants from the Reading and Writing Project* (K-2, 3-5, 6-8). ○ *Literacy Foundations* (Elementary and Secondary). ○ *Foundations of Mathematics* (K-3, 4-6, 7-12). ○ *Math Interventions - What Strategies Work For Struggling Learners?* ○ *Off To A Good Start* (Combined Grades, Second Languages, Subject Specific and Cross-Curricular Planning). ○ *A Deeper Understanding Of Mental Health In Schools.* ○ *Augmentative And Assistive Technology Inquiry.* ○ *Play In Your Early Years Program.* ○ *Building Cultural Identity in the Early*	**Indicators** ● Through the flexibility and structure of Summer Institutes staff have the opportunity for an intensive multi-day learning experience around a given topic or area of professional growth. ● 533 staff participated in Summer Institutes ranging from three to eight days in length. ● Of the participants who provided feedback, 98 per cent indicated they were satisfied with the professional learning received. ● Groups of staff from the Summer Institute form professional connections that carry on into the school year. ● There is increasing staff interest to participate in Summer Institute professional learning opportunities.

- *Years.*
  - *Supporting Your English Language Learners.*
  - *Exploring Project Based Learning and STEAM.*
  - *Teaching Students with Autism Spectrum Disorders.*
  - *Non-Violent Crisis Intervention.*
  - *District Orientation.*
  - *Understanding and Supporting Regulation for Students with Autism.*
  - *Not Communicating?...Now What?*
  - *Trauma-Informed Care-From What's Wrong With You to What Happened With You.*
  - *Supporting Student Literacy and Numeracy.*
  - *Supporting Independence Through Visuals.*

What we plan to do
- Summer Institutes will be provided again in August 2019.
- Staff from Central DUs will develop an offering of Summer Institute Professional Learning responsive to the needs of District staff.

Leadership Development Framework and Principal Readiness Framework

What we accomplished in 2017-2018
- Implemented pilot of e-learning delivery for Staff Supervision and Evaluation for new principals.
- Expanded number of sessions offered through the Leadership Development Framework (LDF) by 42 per cent (total of 47 modules).
  - Collaborated with units across Central to deliver a range of meaningful and relevant topics.
  - 80 participants in Coaching Skills for Leaders and 62 registrants to the Harvard Manage Mentor suite of 41 online modules.
- Continued to build capacity for school leadership by offering the 1st year (29 participants) and 2nd year (27 participants) Principal Development Programs and the Aspiring Principal Development Program (22 participants).
- Offered 32 Pre-District Leadership Meeting (DLM) professional learning sessions for District principals.
- Initiated conversations to explore the

Indicators
- 100 per cent of first year principals reported that they had the tools, resources and strategies to support their work; 95 per cent reported the e-learning delivery method assisted their learning.
- Participation in LDF modules increased by 63 per cent (total of 1,000 participants).
  - 87.6 per cent of participants completing an exit survey were satisfied with the modules offered through the LDF.
  - Additionally, the exit survey data indicated that 66 per cent of these participants integrated knowledge learned into their work on a daily or weekly basis.
- 457 District leaders participated in pre-DLM professional learning sessions.
  - The satisfaction rating for these sessions was 87 per cent. All catchments indicated high value from these sessions and the desire for this learning model to continue into 2018-2019.

implications of the new Leadership Quality Standard (LQS).	

What we plan to do
- Integrate learning from the e-learning delivery pilot for Staff Supervision and Evaluation to inform a hybrid model for the 2018-2019 school year for all first year principals.
- Continue to work collaboratively across central units to refine LDF modules based on feedback and responsiveness to District needs. This year additional modules will be offered to support the development of foundational knowledge of First Nations, Métis, and Inuit education as well as Career Pathways.
- The Leadership Development Principal committee will explore ways to continue to enhance existing leadership development initiatives with a focus on building capacity of assistant principals and aspiring assistant principals.
- Continue to provide pre-DLM professional learning for principals; this work will be reflective of the Leadership Quality Standard.

Educational Assistants

What we accomplished in 2017-2018	**Indicators**
● Recruiting efforts for new Educational Assistants (EAs) continued. Approximately 600 individuals, interested in Educational Assistant work with EPSB, attended the EA Open House in March, 2018. ● Catchments and various central D.U.s planned and provided a variety of professional learning opportunities specifically relevant to the role of EAs. ● Additionally, 1,469 EAs participated in approximately 133 different sessions related to their roles and responsibilities. ● To help prepare new Educational Assistants for the complexity of the classroom 99 participants attended an eight day Summer Institute.	● 466 new educational assistant supply staff were hired. ● Through targeted professional learning, EAs acquired concepts and strategies to better support student learning. ○ EAs are feeling increased confidence in their ability to support student learning and principals are seeing evidence of this through the nature of work EAs are doing daily in classrooms.

What we plan to do
- Continue with focused efforts in support of the recruiting and development of Educational Assistants.
- Continue to provide professional learning targeted specifically to the role of Educational Assistants.

Custodial Leadership Preparation Program

What we accomplished in 2017-2018	**Indicators**
● As part of a larger Human Resources strategy to prepare and support custodial staff for leadership roles within the District, the Custodial Leadership Preparation Program was developed in collaboration with CUPE Local 474 and implemented in 2017-2018.	● 23 custodial staff participated in the 18 sessions of the Custodial Leadership Program and learned skills and strategies to prepare them for leadership roles.

What we plan to do
- Continue to offer the Custodial Leadership Program and refine as necessary to meet ongoing needs.

Administrative Assistant Program

What we accomplished in 2017-2018	**Indicators**
- Training was provided for support staff with office duties around District software applications, including Finance Live!, PowerSchool, SchoolZone, Fee Management System and Quickbooks. - The Lead Administrative Assistant Program and The Administrative Assistant D/E Program was offered for support staff interested in the opportunity to prepare for the role of lead administrative assistant in a school office.	- 498 support staff participated in training related to District software applications. - 21 support staff who completed the Lead Administrative Assistant program or the Administrative Assistant D/E Program learned skills and processes that should enable them to successfully transition over to these roles.

What we plan to do
- Continue to offer District software training for support staff.
- Continue to offer the Lead Administrative Assistant program and the Administrative Assistant D/E Program.

Schools and Catchments

What we accomplished in 2017-2018	**Indicators**

- Principals of each catchment worked together to develop their catchment plan including establishing goals and identifying equity projects.
- Several catchments resourced the role of a Catchment Coordinator to facilitate collaboration and communication amongst staff across the catchment.
- The culture of collaboration is evident in the work of catchments. Teachers are forming professional relationships and coming together to work in the following ways:
  ○ Vertical and horizontal collaboration between and across schools around curriculum and assessment.
  ○ Collaborative work across schools in the areas of numeracy and literacy.
  ○ Targeted communities of practice supporting ELL, First Nations, Métis, and Inuit students, assessment practices, etc.
  ○ Catchment level leadership development programs.
  ○ Increased communication and professional connections between the
	- As a result of working together and building professional relationships and networks, principals are seeing the following:
	  ○ Collaboration has strengthened professional practice around the use of common literacy practices.
	  ○ Teachers from across the catchment are sharing strategies that enable them to better meet the diverse learning needs of their students.
	  ○ Collaboration has enhanced relationships between staff from across schools, improving communication and ultimately supports for students.
	  ○ Through communities of practice and shared professional learning opportunities staff have indicated their learning needs are honoured and respected.
	  ○ Through connecting with catchment colleagues staff are demonstrating increased confidence in taking risks related to coaching and engaging in reflective professional conversations.

elementary, junior high and high school teachers across the catchment.	○ Some principals reported that the structure of their staff meetings has evolved to include time for professional collaboration. This designated time to collaborate builds professional capacity and is valued by teachers.

What we plan to do
- Additional catchments intend to hire a catchment curriculum coordinator to support the work of the catchment, professional learning, working groups, etc.
- Several catchments intend to continue their collaborative work related to building capacity in their teachers (e.g., literacy, numeracy, assessment, etc.).
- Principals will continue to explore and plan for ways that enable their teachers to come together for collaborative professional learning.

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		
	2013-14	2014-15	2015-16	2016-17	2017-18	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.[1]	78.0 (n= 49,965)	80.1 (n= 27,558)	80.9 (n= 27,730)	81.8 (n= 29,250)	80.4 (n= 30,306)	High	Declined	Acceptable
Percentage of teacher, parent and student satisfaction with accessibility, effectiveness and efficiency of programs and services for students in their community.[1]	65.0 (n= 7,227)	71.6 (n= 27,969)	71.5 (n= 27,757)	72.9 (n= 29,315)	72.5 (n= 30,408)	n/a	n/a	n/a
ACCOUNTABILITY AND EXCELLENCE								
Percentage of teachers, parents and students satisfied with the overall quality of basic education.[1]	89.8 (n= 50,697)	91.0 (n= 28,155)	90.8 (n= 28,000)	91.1 (n= 29,560)	90.8 (n= 30,671)	Very High	Maintained	Excellent

What we heard in the 2018 District Feedback Survey:

Overall, 95.7 per cent of staff think the District is a great place to work, 78.2 per cent agree that the District operates as efficiently as possible within its allocated resources and 79.3 per cent agree that the District uses research and evidence to inform planning and decision making. The District's Cornerstone Values are confirmed by the high number of families and staff who view their school or department as being accountable, collaborative, equitable and having integrity.

Families and staff who feel their school or deparment demonstrates:

	Families (n=4,313)	Staff (n=5,652)
Accountability	85%	95%
Collaboration	86%	95%
Equity	84%	93%
Integrity	90%	95%
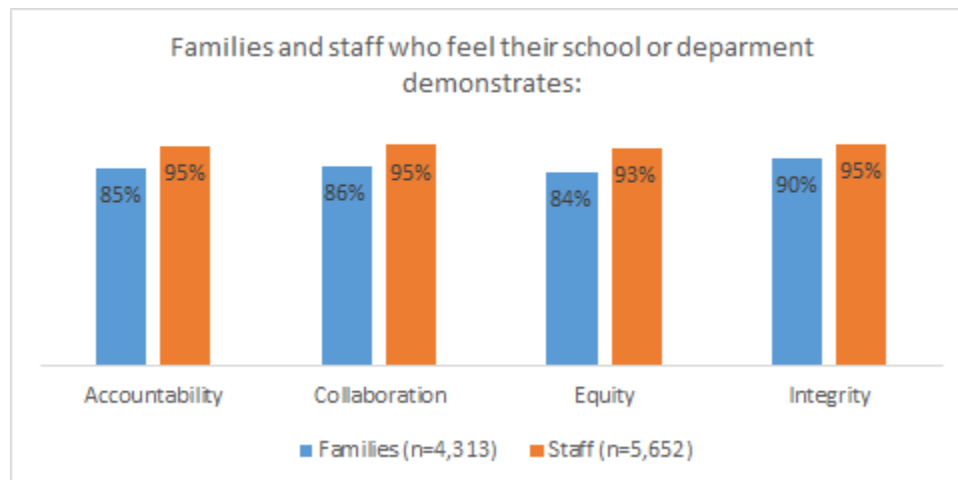
What our results tell us:

- There is very high satisfaction from students, families and teachers with the overall quality of basic education provided by District schools and programs.
- Additionally, the District Feedback Survey indicates staff feel the District is a great place to work.
- The District Feedback Survey confirms the importance of the District Cornerstone Values as they are lived though our daily work and as they are perceived by our families.
- The Accountability Pillar demonstrates an opportunity to build confidence around the District's decisions related to the accessibility and delivery of programs and services.

What We Did

Strategic Planning and Reporting	
What we accomplished in 2017-2018 ● Continued to provide the Board of Trustees with a series of 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. ● Supported the newly elected Board of Trustees in their efforts to develop their four-year strategic direction.	**Indicators** ● Collaborated with other central units to bring forward seven additional Strategic Plan Update Reports to the Board of Trustees. ○ These reports reflected a deeper insight into key areas of the Strategic Plan and often included a complementary school story to bring the topic of the report to life within the context of a school community.
What we plan to do ● In 2018-2019, administration will continue to explore ways to represent the data and content of the Strategic Plan Update Reports in a manner that promotes readability across a broad range of stakeholders, and reflects an overall culture of evidence-based decision-making. ● 2018 feedback from the Board of Trustees will help to inform and strengthen strategic plan reporting going forward.	
District Data Dashboard	

What we accomplished in 2017-2018
● Dashboard development continued to progress in the 2017-2018 school year and was informed by the voice of school leaders. The following features were added to the dashboard:
  ○ The incorporation of District Feedback Survey results for schools and central departments.
  ○ Metrics related to school building data.
  ○ An interactive map feature highlighting District infrastructure metrics.
● Work was done to support the transition of the School Profile Pages onto the Internal Dashboard. The profile pages highlights a variety of data elements related to a school community such as student enrolment
	Indicators
	● Users of the Dashboard now have access to a broadened set of metrics to support evidence-based discussions.
	● The profile pages have been successfully transitioned to the Dashboard and are available to school leaders and senior administration.

demographics, achievement results and school budget information. The profile pages are intended to support evidence-based discussions about a school community.	

What we plan to do
- Continue to improve the Dashboard, in response to the needs of its end users.
- Expand the School Profile Page feature to include Catchment Profile Pages. This feature will provide a static, high level overview of various data sets related to a catchment to support planning and collaboration.
- Support the building of staff capacity in the use of the various data sets now available on the Dashboard.

<div align="center"><strong style="color:#2E74B5">Schools and Catchments</div>

What we accomplished in 2017-2018
- Catchments model the value of equity through their work around the distribution of equity funding.
- Catchments model the value of accountability through their commitment to a set of shared goals developed annually in their catchment plan.
- Catchments model the value of collaboration by collectively working together in support of quality teaching and learning and student success.

Indicators
- Decisions around the allocation of funds are made with consideration to social vulnerability data, unanticipated complexity and individual school circumstances. Many schools within a catchment do not access equity resources in order to ensure more complex needs can be addressed in other schools.
- Principals of each catchment collaborated around a set of goals that inform the work of the catchment over the course of the school year. These goals served as a shared direction and principals are collectively responsible to support this work, monitor progress and ultimately report on their outcomes.
- Many projects across catchments reflect the District's culture of evidence-based decision-making and include:
  - Use of action-research process to collect meaningful pre and post assessments to measure impact of instructional strategies.
  - Building capacity around triangulation of evidence.
  - Increased collaborative marking.
  - Refinement of assessment congruence strategies.
- Across catchments, principal voice reflects the shared responsibility for the success of all students Kindergarten through to high school completion. Collectively, school leaders create the conditions to support building teacher capacity, strategically use equity funds for the most vulnerable students and are committed to the success of their catchment.

What we plan to do

- In their collective commitment to student success catchments will continue to:
  - Refine an evidence-based approach to informing their work.
  - Focus on building teacher and staff capacity through professional learning.
  - Support collaborative professional practices that enhance quality teaching and learning.

PRIORITY 3

Enhance public education through communication, engagement and partnerships.

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		
	2013-14	2014-15	2015-16	2016-17	2017-18	Achievement	Improvement	Overall
PARENTAL INVOLVEMENT[1]								
Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education.	78.9 (n= 7,324)	79.5 (n= 7,447)	78.9 (n= 7,705)	79.6 (n= 8,092)	79.4 (n= 8,428)	High	Maintained	Good

Alberta Education Accountability Pillar	Results (in percentages)				
	2013-14	2014-15	2015-16	2016-17	2017-18
PARENTAL INVOLVEMENT[1]					
To what extent are you involved in decisions about your child's education (parents)?	82 (n=3,599)	82 (n=3,360)	81 (n=3,648)	81 (n=3,801)	81 (n=3,934)
To what extent are you involved in decisions at your child's school (parents)?	59 (n=3,612)	60 (n=3,362)	59 (n=3,674)	59 (n=3,818)	58 (n=3,943)
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered (parents).	65 (n=3,487)	66 (n=3,246)	64 (n=3,557)	67 (n=3,703)	64 (n=3,833)
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education (parents).	78 (n=3,625)	80 (n=3,364)	79 (n=3,681)	79 (n=3,830)	80 (n=3,953)
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school (parents).	75 (n=3,559)	75 (n=3,322)	74 (n=3,642)	76 (n=3,781)	75 (n=3,898)
To what extent are parents or guardians involved in decisions about their child's education (teachers).	82 (n=3,611)	82 (n=3,983)	82 (n=3,951)	83 (n=4,190)	83 (n=4,396)
To what extent are parents or guardians involved in decisions at your school (teachers).	78 (n=3,612)	79 (n=3,965)	79 (n=3,906)	81 (n=4,144)	81 (n=4,350)
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=3,608)	91 (n=3,958)	92 (n=3,889)	92 (n=4,131)	92 (n=4,348)
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions at your school (teachers).	90 (n=3,618)	90 (n=3,999)	90 (n=3,930)	90 (n=4,164)	91 (n=4,365)
How satisfied or dissatisfied are you that the input of parents or guardians into decisions at your school is considered (teachers).	89 (n=3,592)	89 (n=3,961)	88 (n=3,915)	89 (n=4,144)	89 (n=4,342)

What we heard in the 2018 District Feedback Survey:

Families continue to be most involved in their child's education by attending parent/guardian-teacher conferences, monitoring homework and attending school events. Their information about school mainly comes from Schoolzone, conversation with their child and speaking with other parents/guardians. These results are identical to those from the 2016-2017 District Feedback Survey.

Families
- 84.5 per cent are aware of opportunities to be involved in their child's education.
- 82.5 per cent receive information about their child's learning that helps them support their children.
- 88.6 per cent have opportunities to communicate with their child's teacher.
- 85.7 per cent agree that staff collaborate with parents/guardians.

Staff
- 95.0 per cent agree that parents/guardians have multiple ways to be involved in their child's education.

What our results tell us:

- Results from both the Accountability Pillar and the District Feedback Survey indicate a high parent satisfaction around the opportunity to be involved in their child's education.

- The District Feedback Survey indicates that 82.5 per cent of parents receive information about their child that helps them support their child and 88.6 per cent have opportunities to communicate with their child's teacher. However, from the Accountability Pillar we know that work needs to be done to better communicate and engage with parents regarding opportunities to inform decisions at their child's school.

- In both the Accountability Pillar and District Feedback Survey results, teacher perceptions around parental involvement was significantly higher than parental perception.

What We Did

SchoolZone - Pilot	
What we accomplished in 2017-2018 ● Conducted a pilot in 37 schools representing 19,500 students to test the enhanced features of SchoolZone to inform District-wide implementation of the updated tool. ● SchoolMessenger was launched for emergency scenarios to contact parents.	**Indicators** ● Stakeholder feedback from the pilot and SchoolZone analytics were used to inform final design decisions and implementation District wide. ● SchoolMessenger was used three times to contact parents in 2017-2018.
What we plan to do ● Continue to monitor and enhance functionality of SchoolZone as required. ● Continue to use data around parent engagement patterns to inform best practices in the District. ● Continue to offer professional development to staff to ensure up-to-date and effective practice supporting parent engagement with SchoolZone.	
District Feedback Survey	
What we accomplished in 2017-2018 ● Increased participation rates for the District Feedback Survey by:	**Indicators** ● There was an increase of 11 per cent in the number of parents who completed the survey

○ Prompting families to participate in the survey upon completion of pre-enrolment for their child(ren). ○ Posting links in both the School News and District News sections of SchoolZone. ○ Distributing the link through various social media channels.	(2017 n=3,873 to 2018 n=4,313).

What we plan to do
- Continue to focus efforts to explore ways to increase participation rates for all stakeholder groups, with a specific focus on family and community members.

Alberta School Councils' Association (ASCA)

What we accomplished in 2017-2018	**Indicators**
- 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: 　○ 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. - To build capacity of District leaders in their work to support school parent councils, ASCA presented sessions to various District leadership and aspiring leader groups.	- The District ensured that there was no financial barrier to any school council being an active member with the ASCA. This reflects the District's Cornerstone Value of equity. - 46 aspiring and District leaders participated in professional learning provided by ASCA.

What we plan to
- Continue to collaborate with ASCA in support of District school councils and building District capacity to partner with parents.
- The District will continue to provide all schools with a membership to ASCA.

Schools and Catchments - Parents

What we accomplished in 2017-2018	**Indicators**
- Strong school-family relationships are foundational to student success. Schools and catchments engaged with families in a variety of ways to foster these relationships: 　○ Organized guest speakers for parents on topics such as adolescent mental health. 　○ Hosted family evenings focusing on junior high and high school transitions. 　○ Offered family evenings focused on	- Schools with success coaches and family liaison workers reported increased trust and communication between families and school leadership around circumstances that may impact children's well-being. - When schools made strategic and deliberate efforts to invite families to events they were seeing increased participation.

literacy and numeracy. ○ Accessed intercultural services and multi-language communication support to enhance connections with families. ○ Leveraged success coaches to assist the school in building relationships with complex families. ○ Recognized parent involvement through Volunteer appreciation. ○ Engaged families with the opportunity to provide feedback.	

What we plan to do
- Schools will continue to explore how best to engage and work with families in support of student success including offering parent education events across the catchment.
- Continue to find ways to remove communication barriers with families.

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 we heard in the 2018 District Feedback Survey:

Staff
- Staff perceive Edmonton Public Schools as having partnerships that enhance and support student success.
  - 93.1 per cent believe their school has partnerships that support student success.
  - 91.2 per cent think the District as a whole has partnerships that support student success.
  - 90.5 per cent feel students facing challenging circumstances can access supports and services provided by partnerships through their school.

Families and Community
- 59.5 per cent of families are aware of community partnerships that support student success.
- Community members are positive about their relationships with staff (94.5 per cent) and the effectiveness of the decision making process with staff (89.0 per cent).
- 85.9 per cent have access to the school space required to support the services and programs they offer.

What our results tell us:

- The District values building formal partnerships with community agencies, organizations and businesses to provide critical supports and services to our students and families

- At the school level, 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. 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 were highly satisfied with their working relationships with District staff, including the ability to participate in decision making. Satisfaction with access to school space remains high but has come down from last year's result (94.6 per cent in 2017).

What We Did

District Partnership Framework

What we accomplished in 2017-2018
- As part of the District's partnership framework:
  - Reviewed the initial District data set collected through the School-Community Relationship Identifier (SCRI) to better understand how this information can inform strategic District-level partnership engagement.
- Developed and signed a range of agreements supporting various school-community initiatives, including but not limited to Memorandums of Understanding, grants, scholarship establishment documents and partnership service agreements. This work also included collaborating with General Counsel around the development of District MOU templates and standard requirements around signed agreements.
- Provided support to a variety of community members who contacted the District to explore how they could have a working relationship with the District or contribute to the success of our students.
- Built relationships with various post-secondary institutions to explore the potential for dual credit offerings and other credentials for students.
- Built relationships with community organizations, funders and unions to support the delivery of dual credit opportunities.

Indicators
- Completed the establishment of a new community-sponsored scholarship for up to $10,000 annually towards a student's post-secondary studies.
- All schools inputted their initial SCRI information in the Tracker Tool on Peoplesoft. This information will assist schools in the following ways:
  - The information in the tracker tool supports the sustaining of school community relationships particularly when there is a change in school leadership.
  - Information about community supports is automatically fed to a celebratory acknowledgement space on the school's website.
- The District signed memorandums of understanding and service contracts with post-secondary institutions and community organizations to provide student access to dual credit opportunities and other certifications and credentials.

What we plan to do
- Continue to develop District practices and templates to support clarity and efficiency for school and central leaders in their work with community partners.
  - Gather feedback from school leaders to enhance the functionality and effectiveness of the SCRI Tracker Tool.
- Complete the establishment of two new district-level community sponsored scholarships for post-secondary studies.
- Continue to explore strategic partnerships with post-secondary, business and community organizations to support dual credit opportunities and other certifications and credentials for students.
- Continue to work cross-organizationally to support the development of District processes and protocols around signed agreements and community partner access to District information.

Rundle Community Hub

What we accomplished in 2017-2018	Indicators
● A Rundle Steering Committee was established and a terms of reference was developed to inform how the Steering Committee would work together.	● The Steering Committee met six times and organized and hosted a community open house in the spring highlighting some of the new building tenants and programming for members of the community aged "2 to 92". This work was done in collaboration with Metro Continuing Education, District Property Management and stakeholders of the Rundle community.

What we plan to do
- The Rundle Steering Committee will continue to meet in 2018-2019 to support the various aspects of work necessary to help transition the facility from an operational school to a community resource.
  - The District will continue to document the successes and challenges of this work, including the evolving business plan reflective of the costs related to revenues and expenditures. This project serves as a model to help inform future opportunities in other mature neighbourhoods.

Provincial School Nutrition Program

What we accomplished in 2017-2018	Indicators
● Supported Year 2 of the Provincial School Nutrition Program. Worked with the two participating District schools and our community partner, e4c, in the delivery of the program.	● Through the School Nutrition Program, made available a daily meal that was universally available to all students in both schools.

What we plan to do
- Provide central leadership and support to Year 3 of the Alberta Education School Nutrition Program, this will include:
  - Onboarding of 20 new schools into the program.
  - Serving as a point of contact between Alberta Education and the District.
  - Supporting schools in fulfilling mid-year and June reporting requirements.
- Develop nutrition resources and opportunities that support school nutrition programming across the District.

School and Catchment Partnerships

What we accomplished in 2017-2018	Indicators

● Schools worked with community for a variety of different purposes in support of student success. The following are key areas where schools are building strategic relationships to enhance learning, supports and services they are able to offer their students and families.
  ○ Career Pathways.
  ○ Early Learning.
	● In collaboration with community partners schools were able to offer the following types of programs, supports and services:
	  ○ Enriched and experiential learning opportunities.
	  ○ After-school programming.
	  ○ Tutoring.
	  ○ Mentorship.

○ Enrichment and out-of-school-time programming. ○ Literacy and Numeracy. ○ Wraparound supports. ○ Mental Health supports. ○ First Nations, Métis, and Inuit culture and education. ○ Cultural diversity.	○ Access to therapeutic counselling supports. ○ Supports for families. ○ Nutrition supports. ○ Cultural experiences and learnings. ○ Sports and recreation activities. ○ Leadership opportunities. ● Principals consistently reported that community supports enhance student engagement and participation in learning and foster positive citizenship within the school community. ○ Principals often correlated community supports with improved attendance, decreased behavioural concerns, enhanced relationships with students and families and stronger academic outcomes.

What we plan to do
- Catchments and schools will continue to strategically develop community partnerships that best support their students.

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				
	2013-14	2014-15	2015-16	2016-17	2017-18
Number of staff, students, parents and community members who responded to the District Feedback Survey.				31,542	32,457
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. For 2018, the following responded to the survey: 13,210 Grades 3 and 5 students; 9,088 Grades 8 and 11 students; 5,652 staff; 4,313 families; 194 community partners and members of the general public.					

What we heard in the 2018 District Feedback Survey:

Staff are significantly aware of how their work contributes to the achievement of the goals and outcomes of the District Strategic Plan (93.8 per cent). Additionally staff feel that the Board of Trustees and the Superintendent of Schools make decisions that support the success and wellbeing of students and staff.

Staff indicated decisions by the Superintendent or the Board of Trustees support the success and wellbeing of:

Students (n=22,298): Superintendent 92%, Board of Trustees 87%
Staff (n=5,652): Superintendent 86%, Board of Trustees 80%
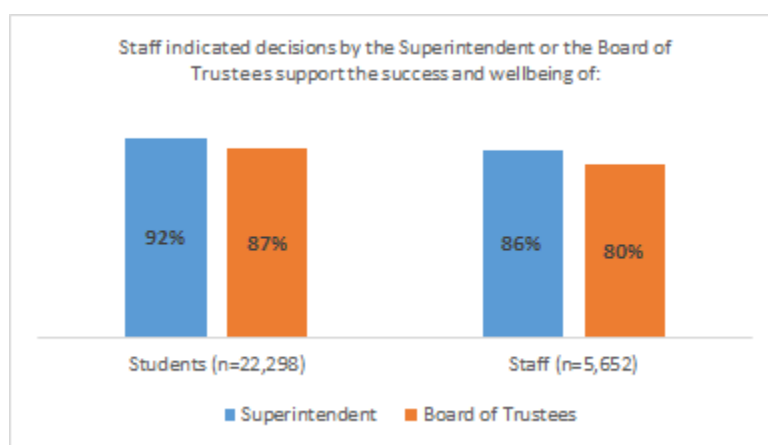
Students
- 40.6 per cent of students are aware of the Student Senate and 35.9 per cent know how to bring forward an idea/issue to their representative, this is a slight decrease from last year.

Families and Community
- Families' awareness of the role of Trustees, the District's Strategic Plan, their child(ren)'s School Plan and what is being done to achieve these plans ranges from 45.6 per cent to 60.2 per cent.
- 74.2 per cent of the community perceive that Edmonton Public Schools uses feedback from parents/guardians.
- 77.8 per cent of community members perceive that schools are actively involved in the community.

- Community awareness of Edmonton Public Schools' Strategic Plan and what is being done to achieve the goals is 40.4 per cent and 38.5 per cent, respectively.

What our results tell us:

- 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, 93.8 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.
- Despite strong staff awareness, feedback from families and community indicates there is opportunity for the District to strengthen awareness around its Strategic Plan.
- In its second year, awareness of the Student Senate dropped by about 5 per cent among students in Grades 8 and 11, indicating the importance of ongoing engagement with students across District high schools and junior highs.

Board of Trustees and Student Senate

What we accomplished in 2017-2018	**Indicators**
● Supported the onboarding and establishment of a new Board of Trustees, following the October 2017 municipal election. ● Provided support to the Board of Trustees in their review of the District strategic direction, including the implementation of a public engagement strategy to gather stakeholder voice around what was important in terms of student success. ● Supported the operations of the Student Senate. The Senate serves as a means to promote student governance and provide meaningful student voice.	● After engaging with stakeholders, the Board of Trustees finalized a first draft of a 2018-2022 Strategic Plan. ● Student Senators presented to the Board of Trustees three times. Senators completed three projects: a student mental health conference, a series of brochures and videos about time management and a website listing post-secondary scholarships and admission information.

What we plan to do
- Administration will continue to support the Board of Trustees in their efforts to fulfill the priorities and goals of the District Strategic Plan.
- Continue to support the work of the Student Senate as well as reflect upon ways to further enhance student governance across the District.

Board Policy and Administrative Regulations

What we accomplished in 2017-2018	**Indicators**
● Supported the work of the Board of Trustees Policy Review Committee, around the following: ○ Second and third reading of Board Policy HG.BP Student Behaviour and Conduct.	● Board Policy HG.BP Student Behaviour and Conduct set the direction for expectations around student behaviour for the District and served as the foundation to the development of Administrative Regulation HG.AR Student Behaviour and Conduct and a District Student

- First reading of the draft revised Board Policy HAA.BP Aboriginal Education.
- First, second and third reading of revised Board Policy IJA.BP Electioneering and Politically Motivated Communications.
- Review and alignment of policies impacted by *Bill 24: An Act to Support Gay-Straight Alliances.*
- Preparation for the legalization of cannabis.
- Environmental scan around the renaming of District buildings.
- Work to inform first draft of the review of Board Policy GGAB.BP Multicultural Education.
- Supported policy development through engagement and consultation, including: online surveys and focus groups with students, key stakeholders and parents.
- Worked collaboratively across central units on the development and review of administrative regulations, including the following:
  - Administrative Regulation HG.AR Student Behaviour and Conduct.
  - Review and alignment of administrative regulations relevant to *Bill 24: An Act to Support Gay-Straight Alliances.*
  - Administrative Regulation CW.AR Purchasing and Disposal.
  - Administrative Regulation DCA.AR Video Surveillance Systems.
  - Administrative Regulation GI.AR Teaching and Learning Resources.
  - Administrative Regulation GNDB.AR Flying and Displaying Flags in Schools.
- Supported administrative regulation development through stakeholder engagement and consultation.

Rights and Responsibilities template articulating expectations for District students.
- Alberta Education indicated the District's work to align with *Bill 24: An Act to Support Gay-Straight Alliances* was compliant.
- GNDB.AR Flying and Displaying Flags in Schools provided clarity to schools around appropriate displaying and maintaining of flags; this clarity helped to support the successful introduction of the Treaty 6 and Métis flags into the indoors of school communities.

What we plan to do
- Continue to provide administrative support to the Board of Trustees' Policy Review Committee.
- Strategic District Supports will continue to provide leadership and support to the review and development of a variety of administrative regulations.
  - This work will include strategic efforts to support communication and awareness of administrative regulations.

Stakeholder Engagement

What we accomplished in 2017-2018
- To support key infrastructure initiatives the District engages with stakeholders to help inform decisions. In 2017-2018 District stakeholders had the opportunity to participate in the following:
  - Britannia community engagement.
  - Highlands School project visioning sessions.
  - Mill Creek final design and initial construction engagement.
  - Community engagement to inform the naming of three new District schools in the Larkspur, Heritage Valley and McConachie neighbourhoods.
  - Program review of the Child Study Centre at Garneau School.
  - Consultation around the design and vision for Dr. Anne Anderson High School.
- The Board of Trustees implemented phase one of an engagement plan to support the establishment of the District's 2018-2022 Strategic Plan:
  - Additional questions were added to the annual District Feedback Survey to gather staff, student, parent and community perspective around areas of critical focus in support of student success.
  - The Board reviewed the current Strategic Plan based on stakeholder feedback and current results.
  - The Boards sought stakeholder input around the District's vision statement.
- The District Feedback Survey was administered to students in Grades 3, 5, 8 and 11, as well as to staff, families and community members.

Indicators
- A community supported consolidation concept was identified for the Britannia community.
- A community supported design concept was achieved for the Highlands School modernization.
- Community better understood the construction process and had an avenue to report concerns regarding the Mill Creek new school build; excitement around the new school was also heightened.
- The Board of Trustees implemented a formal selection process from the list of names informed by community submissions to select the names of the three new schools:
  - Soraya Hafez (McConachie).
  - Thelma Chalifoux (Larkspur).
  - Dr. Anne Anderson (Heritage Valley).
  - This early naming of the schools allows for these namesakes to be represented in the design of the buildings.
- Through consultation with staff and parents the Child Study Centre at Garneau School transitioned to a Science Alternative program effective September 2019.
- Schools and central DUs received their District Feedback Survey data in June 2018 to help inform decision making. A total of 32,457 stakeholders completed the District Feedback Survey:
  - 13,210 Grade 3 and 5 students.
  - 9,088 Grade 8 and 11 students.
  - 4,313 parents/guardians.
  - 5,652 staff.
  - 194 community members.

What we plan to do
- District Infrastructure will continue to engage with stakeholders around capital projects, proposed attendance areas, mature community conversations, the naming of schools and program planning.
- The District Feedback Survey will be reviewed to confirm that the survey meets the needs of the end-user, and remains a useful source of data to inform decision making.
- In the fall of 2018 administration will support Phase 2 of the engagement strategy to inform the establishment of the 2018-2022 Strategic Plan; this work will focus on student success and feedback around the District's vision statement.

Engaging Parents and Community Members through Social Media

What we accomplished in 2017-2018
- Used social media as a strategy to support parent and community engagement.
- Achieved the milestone of 10,000 followers on Twitter and Facebook.
  - The District made 250 posts on Facebook.
  - The District made 1,409 tweets on Twitter.

Indicators
- There was an increase in both Facebook fans and Twitter followers.
- Facebook and Twitter analytics show that despite an increase in followers overall engagement decreased.
- There remains strong engagement with posts that highlight how we are living elements of our District Strategic Plan:
  - Student success (e.g., the year-end "Dear Students" video featuring teachers sharing how students inspire them).
  - Initiatives that demonstrate District values in action (e.g., Pink Shirt Day).
  - Community connections (e.g., new school namesake announcements).

What we plan to do
- Continue to explore engaging, efficient, cost-effective ways of creating content that resonates with our audiences.

Media Relations

What we accomplished in 2017-2018
- Implemented a new tracking sheet to monitor media relations and media support provided to schools to better understand issues facing the District, data trends and where we can improve our media relations work.

Indicators
- 1,510 stories published about the District in 2017-2018.
  - 92 per cent were balanced/positive.
  - Stories viewed, heard or seen 258.5 million times.
- 141 media pitches; 77 per cent were covered; 81 per cent of the coverage aligns with the District's vision and mission.

What we plan to do
- The District increased positive media coverage in the 2017-2018 school year and is looking to maintain these gains going forward.

New District Intranet

What we accomplished in 2017-2018
- To support enhanced communication and access to information the District launched its new internal District intranet, *Connect*.
  - In recognition that the new intranet would impact all staff, extensive communication and training began early in the 2017–2018 school year.
  - 200 central staff were trained on how

Indicators
- In May 2018, the month of Connect's launch, the intranet had 577,912 page views.
- In the same month, the Help Desk reported significantly fewer support requests than anticipated.
- After using *Connect* for less than two months, 72 schools specifically requested to be early adopters of the school section.

to write for the web and use the intranet's software to manage their own communications.	

What we plan to do
- Like central DUs, schools will need training on the software to manage their section of the intranet. Training sessions and ongoing support will be offered for school staff throughout the 2018–2019 school year.

Summary of Financial Results and Budget Summary

To be inserted after November 28, 2018 Board Meeting

Capital and Facilities Projects and Plans

The District's Three-Year Capital Plan 2019-2022, guided by the Planning Principles, was approved by the Board on March 20, 2018, and submitted to the Province of Alberta. The Plan was amended on October 9, 2018, to remove two priorities which were funded after the Plan was submitted, and to specify that the Space for Students in Mature Communities discussion related to the Britannia Cluster has concluded with identification of Concept C as the preferred option to request funding for. This calls for a new replacement Pre-Kindergarten to Grade 3 school on the Mayfield School site and a new replacement Kindergarten to Grade 9 school on the Britannia School site.

Capital and Facilities Projects

The following is a list of capital and facilities projects for the 2017-2018 school year.

New School Buildings

Edmonton Public opened nine new school buildings for September 1, 2017. Two of these new schools also welcomed students from Kim Hung and Shauna May Seneca Schools while final construction was completed. The 'School Within a School' concept was used to accommodate student instruction from the four schools in two buildings. Kim Hung and Shauna May Seneca Schools moved into their new buildings in December and started classes on January 8, 2018.

Infrastructure had the following new school projects underway in 2017-2018:

Shauna May Seneca	K-9	Completed and opened to students January 8, 2018.
Kim Hung	K-9	Completed and opened to students January 8, 2018.
Mill Creek Replacement School	K-6	Construction (anticipated completion December 2018).
Soraya Hafez (Pilot Sound)	K-6	Design completed and construction began in August 2018.
Thelma Chalifoux (Larkspur)	7-9	Design completed and construction began in August 2018.
Highlands (Modernization and Addition)	K-9	Schematic design was developed.
Dr Anne Anderson School (Heritage Valley High school)	10-12	Integrated Project Delivery (IPD) project; tenders for general contractor closed and interviews held.
Westlawn	K-4	IPD project and grant agreement approval received from Province.
Westlawn	5-9	IPD project and grant agreement approval received from Province.
Chappelle East	K-9	IPD project and grant agreement approval received from Province.

Modernizations

Several modernizations were underway during the 2017-2018 school year, and include the following:

Caernarvon	5-8	Substantial completion of instructional areas received.
Alberta School for the Deaf	1-12	75% complete (Fall 2019).
Ross Sheppard	10-12	Last phase of construction in instructional areas started in August 2017 in the centre wing of the school. This phase is scheduled to be completed by the end of February 2019. The complete project will be complete by the end of September 2019.

Replacement School/School Consolidation

On March 22, 2018, the Government of Alberta announced funding for a new Kindergarten to Grade 9 school in the developing neighborhood of Chappelle East, as well as two new replacement schools for the Westlawn Cluster (a new Kindergarten to Grade 3 school on the Afton School site and a new Grades 4 to 9 school on the Westlawn School site).

Addressing Student Enrolment Growth Pressures

Over the course of the 2017-2018 school year, five modular classrooms funded by Alberta Education were installed, and six additional modular classrooms were funded from Capital Reserve, operationalized for the current 2018-2019 school year.

Infrastructure, Maintenance and Renewal Projects

One thousand one hundred twenty-four (1,124) Infrastructure, Maintenance and Renewal Projects totaling $30 million were initiated and completed. In addition, $20 million of surplus funds were invested to create equity across the District through facility upgrade projects (147) in District schools. These projects included interior painting, gym floor refinishing, front entrance/general office reconfiguration, classroom furniture replacement and ceiling tile replacements.

High School Accommodation Projects

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

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

In Year 3 of the Early Years Program strategy, the planned shift for a Hub at Duggan and a Satellite at Waverley was successfully completed. This did not contribute to more Pre-Kindergarten classes in Zone 3; however, right-sized the program for that area. In Zone 4, two Hub classes were deactivated at Mayfield School as a result of the planned shift in program capacity between the hubs and satellite classes in the area.

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:
- Centre for Education renovations included a new entrance to the main floor conference rooms that eliminated the need for pedestrian traffic to enter staff work areas, as well two new main floor meeting rooms to facilitate family conferences.
- Relocation of Inclusive Learning staff to Waverley School from RJ Scott School in continued support of an Inclusive Learning model to distribute professional staff closer to the school locations they serve.

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: http://www.epsb.ca/ourdistrict/results/capitalplanning/.

Whistleblower Protection

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

Edmonton Public Schools reported no disclosures for 2017-2018.

Appendix A: District Feedback Survey

In April 2018, the District surveyed students in Grades 3, 5, 8 and 11, staff, parents and community. The complete 2018 District Feedback Survey report is found on the District's website, which includes results from five surveys:

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

The 2018 District Feedback Survey is a comprehensive report. For the purpose of the 2017-2018 Annual Education Results Report and 2018-2021 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	2017-2018				2016-2017			
	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
I feel my child will be ready for learning in Grade 1 (Pre-Kindergarten/Kindergarten Parents Only)	550	88.6%	3.1%	8.4%	433	88.2%	4.4%	7.4%
I know what my child must be able to do in order to be successful in Kindergarten/Grade 1 (Pre-Kindergarten/Kindergarten Parents Only)	550	88.7%	5.8%	5.5%	433	88.7%	6.0%	5.3%
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)	828	96.6%	0.2%	3.1%	682	97.7%	0.4%	1.9%
This year I had access to supports and resources to help my Pre-Kindergarten/Kindergarten children reach the following developmental milestones (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only):								
● Awareness of Self and Environment for learning in Grade 1	705	89.9%	1.7%	8.4%	682	88.6%	2.2%	9.2%
● Social Skills and Approaches to Learning for learning in Grade 1	705	89.9%	2.3%	7.8%	682	89.9%	1.8%	8.4%
● Cognitive Skills for learning in Grade 1	705	88.7%	2.7%	8.7%	682	87.4%	2.9%	9.7%
● Language and Communication for learning in Grade 1	705	89.1%	3.2%	7.8%	682	88.0%	3.4%	8.7%
● Physical Development - Fine motor for learning in Grade 1	705	89.1%	3.0%	7.9%	682	87.7%	3.2%	9.1%
● Physical Development - Gross motor for learning in Grade 1	705	89.0%	2.9%	8.1%	682	88.1%	2.9%	8.9%

Priority 1, Goal 2

Question	2017-2018				2016-2017			
	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
Learning is important to me (Student Grades 3 & 5)	13,207	95.9%	2.1%	2.0%	12,456	96.7%	3.3%	0.0%
Learning is important to me (Student Grades 8 & 11)	9,088	93.2%	4.5%	2.3%	9,340	93.1%	4.3%	2.6%
I feel that learning is important to my child (Family)	4,313	95.9%	3.1%	1.1%	3,873	92.1%	6.9%	1.0%
My school has helped me improve in Mathematics (Student Grades 3 & 5)	13,210	91.6%	5.1%	3.4%	12,456	93.8%	6.2%	0.0%
My school experience has helped me improve in Mathematics (Student Grades 8 & 11)	9,088	78.8%	16.3%	4.9%	9,340	80.0%	14.8%	5.2%
The experience of school has helped my child improve in Mathematics (Family)	4,313	82.3%	12.1%	5.6%	3,873	82.5%	12.1%	5.4%
My school has helped me write for different purposes (Student Grades 3 & 5)	13,210	92.1%	3.5%	4.4%	12,456	94.7%	5.3%	0.0%
My school experience has helped me write for different purposes (Student Grades 8 & 11)	9,088	75.4%	16.8%	7.7%	9,340	78.2%	14.9%	7.0%
The experience of school has helped my child write in a variety of ways for different purposes (Family, n=4,313)	4,313	81.4%	10.9%	7.7%	3,873	78.5%	12.8%	8.7%
My school has helped me understand the information I read (Student Grades 3 & 5)	13,210	93.2%	3.4%	3.3%	12,456	95.0%	5.0%	0.0%
My school experience has helped me understand the information I read (Student Grades 8 & 11)	9.088	83.6%	10.0%	6.4%	9,340	87.0%	8.8%	4.3%
The experience of school has helped my child understand the information they read (Family)	4,313	87.6%	7.4%	5.1%	3,873	89.3%	6.8%	3.9%
My teachers and school staff help me learn (Student Grades 3 & 5, n=13,207)	12,307	96.6%	1.8%	1.7%	12,456	97.9%	2.2%	0.0
My teachers and school staff help me learn (Student Grades 8 & 11, n=9,088)	9.088	88.6%	7.7%	3.7%	9,340	88.5%	7.8%	3.7%
I am confident in my ability to engage my students in meaningful learning experiences across the curriculum (T&L Staff: Teachers Only)	3,377	99.4%	0.4%	0.1%	3,418	99.2%	0.7%	0.2%
Staff I have the knowledge and skills to program for/support students in need of specialized supports and services (T&L Staff Only, n=4,357)	4,357	84.0%	13.4%	2.5%	4,338	82.4%	14.7%	2.9%
I have the knowledge and skills to program for/support students who are English Language Learners (ELL) (T&L Staff Only, n=4,357)	4,357	79.1%	16.5%	4.4%	4,338	73.5%	22.3%	4.3%
I have the knowledge and skills to program for/support students who are First Nations, Métis, or Inuit (FNMI) (T&L Staff Only, n=4,357)	4,357	73.0%	19.1%	7.9%	4,338	71.7%	21.0%	7.4%

Priority 1, Goal 3

Question	2017-2018				2016-2017			
	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
Transition to post-secondary My school prepares me for transition to post-secondary (Student Grades 8 & 11)	9,088	63.2%	19.0%	17.8%	9,340	66.1%	18.6%	15.2%
My child is being prepared at school for successful transition to post-secondary (Grades 7-12 Families Only)	1,130	63.4%	18.6%	18.1%	1,051	66.0%	16.9%	17.0%
Edmonton Public Schools prepares students for a successful transition to post-secondary(Community)	194	72.6%	14.4%	12.9%	429	69.5%	15.6%	14.9%
My school prepares students for successful transition to post-secondary (T&L Staff - Grades 7 - 12 Only)	1,707	78.6%	9.4%	12.0%	1,659	78.2%	9.7%	12.2%
Transition to world of work My school prepares me for transition to the world of work (Student Grades 8 & 11)	9,088	57.1%	29.6%	13.3%	9,340	58.6%	29.3%	12.1%
My child is being prepared at school for successful transition to the world of work (Grades 7-12 Families Only)	1,130	55.5%	24.4%	20.1%	1,051	56.6%	22.1%	21.3%
Edmonton Public Schools prepares students for a successful transition to the world of work (Community)	194	64.4%	18.0%	17.5%	429	61.3%	22.4%	16.3%
My school prepares students for successful transition to the world of work (T&L Staff - Grades 7 - 12 Only)	1,707	76.4%	13.8%	9.8%	1,659	75.9%	14.2%	9.9%
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)	3,734	72.2%	21.4%	6.3%	3,860	69.8%	23.0%	7.2%
Students can access career planning assistance and resources in my school (T&L Staff - Grades 7 - 12 Only)	1,707	82.7%	7.9%	9.4%	1,659	81.6%	8.5%	9.9%

Skill/Knowledge/Attitude	2017-2018		2016-2017	
	What skills, knowledge and/or attitudes are most important for students to be successful beyond schooling? (Select your top 5 from the list below) (Family, n=4,313)	What skills, knowledge and/or attitudes are most important for students to be successful beyond schooling? (Select your top 5 from the list below) (Community, n=194)	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)	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	87.8% (1st)	89.7% (1st)	16.2%	17.1%
Writing	69.9% (4th)	77.3% (2nd)	13.4%	14.5%
Document Use	5.9% (9th)	5.7% (9th)	1.3%	1.4%
Numeracy	48.3% (6th)	51.5% (6th)	8.0%	7.8%
Oral Communication	65.6% (5th)	61.9% (5th)	15.2%	14.8%
Digital Technology	31.3% (8th)	29.9% (8th)	7.6%	7.5%

Thinking	72.9% (2nd)	71.1% (3rd)	14.4%	14.0%
Working with Others	72.2% (3rd)	70.1% (4th)	15.5%	16.1%
Continuous Learning	46.1% (7th)	42.8% (7th)	8.2%	6.8%

Priority 2, Goal 1

Question	2017-2018				2016-2017			
	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
Safe I feel safe at school (Student Grades 3 & 5)	13,207	91.7%	3.9%	4.5%	12,456	95.0%	5.0%	0.0%
I feel safe at school (Student Grades 8 & 11)	9,088	87.2%	6.7%	6.1%	9,340	87.1%	7.1%	5.8%
My child's school is focused on student safety (Family)	4,313	90.8%	5.7%	3.5%	3,873	89.5%	6.5%	4.0%
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)	194	91.8%	5.6%	2.6%	429	85.3%	7.9%	6.8%
My school is a safe learning environment for students (T&L Staff Only)	4,357	96.6%	3.0%	0.4%	4,338	97.3%	2.1%	0.5%
I feel safe when I am online at school (Student Grades 3 & 5)	13,202	86.7%	7.8%	5.4%	12,456	90.5%	9.5%	0.0%
I feel safe when I am online at school (Student Grades 8 & 11)	9,088	88.7%	6.8%	4.5%	9,340	89.6%	6.2%	4.3%
I feel safe when travelling to or from school (Student Grades 8 & 11)	9,088	88.8%	7.0%	4.1%	9,340	90.5%	6.0%	3.5%
District working environments are safe (Staff, n=5,652)	5,652	95.3%	2.6%	2.2%	5,444	96.2%	2.1%	1.8%
Welcoming I feel welcome at my child's school (Family)	4,313	90.5%	6.5%	3.0%	3,873	89.7%	7.7%	2.7%
Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools feel welcoming (Community)	194	93.8%	5.2%	1.0%	429	86.2%	8.4%	5.4%
My school feels welcoming (T&L Staff Only)	4,357	96.7%	2.9%	0.4%	4,338	96.8%	2.8%	0.4%
District working environments are welcoming (Staff)	5,652	95.1%	2.4%	2.6%	5,444	95.1%	2.4%	2.5%
Belonging I feel I belong in my school (Student Grades 3 & 5)	13,208	86.9%	7.4%	5.8%	12,456	89.6%	10.4%	0.0%
I feel I belong in my school (Student Grades 8 & 11)	9,088	76.1%	15.2%	8.8%	9,340	77.4%	13.4%	9.2%
Inclusive I feel my child belongs/is included in his/her school (Family)	4,313	92.0%	6.0%	2.0%	3,873	91.9%	6.5%	1.7%
My school is a place where differences are respected (e.g. beliefs, cultures, identities, religions) (Student Grades 3 & 5)	13,208	89.9%	5.1%	4.9%	12,456	94.1%	5.9%	0.0%

My school is a place where differences are respected (e.g. beliefs, cultures, identities and religions) (Student Grades 8 & 11)	9,088	81.2%	13.6%	5.2%	9,340	82.5%	12.7%	4.8%
My child's school respects the diversity of all people (e.g. beliefs, cultures, identities and religions) (Family)	4,313	93.0%	3.9%	3.1%	3,873	92.8%	3.5%	3.7%
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)	194	93.8%	5.2%	1.0%	429	88.6%	6.3%	5.1%
My school/central department respects the diversity of all people (e.g. beliefs, cultures, identities and religions) (Staff)	5,652	97.1%	1.7%	1.1%	5,444	97.2%	2.1%	0.7%
District working environments are inclusive (Staff)	5,652	94.6%	2.0%	3.3%	5,444	95.0%	2.0%	3.0%
Healthy District working environments are healthy (Staff)	5,652	88.6%	7.5%	4.0%	5,444	88.1%	8.3%	3.7%
My school has helped me make good choices about daily physical activity (Student Grades 3 & 5)	13,210	91.1%	4.5%	4.4%	12,456	93.5%	6.5%	0.0%
My school experience has helped me make good choices about daily physical activity(Student Grades 8 & 11)	9,088	73.7%	19.8%	6.5%	9,340	72.6%	20.5%	6.9%
School has helped my child make good choices about daily physical activity (Family)	4,313	81.8%	10.2%	8.0%	3,873	80.7%	10.6%	8.7%
My school has helped me make good choices about healthy eating (Student Grades 3 & 5)	13,210	85.5%	8.3%	6.1%	12,456	89.3%	10.7%	0.0%
My school experience has helped me make good choices about healthy eating (Student Grades 8 & 11)	9,088	54.5%	35.0%	10.5%	9,340	54.5%	34.3%	11.2%
School has helped my child make good choices about healthy eating (Family)	4,313	70.3%	15.3%	14.5%	3,873	70.4%	15.0%	15.0%
In my school, I can get the support I need for my mental and physical well-being (Student Grade 3 & 5)	13,210	86.0%	6.0%	8.0%	12,456	91.6%	8.4%	0.0%
In my school, I can get the support I need for my mental and physical well-being (Student Grades 8 & 11)	9,088	70.6%	17.3%	12.0%	9,340	70.3%	17.6%	12.2%
At school, my child can get the support they need for their mental or physical well-being (Family)	4,313	73.6%	12.5%	13.9%	3,873	70.1%	13.8%	16.1%
Citizenship My child's school encourages students to demonstrate citizenship (being involved in your community and respecting other people) (Family)	4,313	90.1%	4.1%	5.8%	3,873	90.1%	4.8%	5.2%
My school encourages students to demonstrate citizenship (T&L Staff Only)	4,357	96.6%	2.5%	0.9%	4,338	96.6%	2.5%	0.8%
I know how I need to behave in school (Student Grades 3 & 5)	13,210	96.9%	1.5%	1.6%	12,456	98.2%	1.8%	0.0%
I know how I need to behave in school (Student Grades 8 & 11)	9,088	96.0%	2.3%	1.7%	9,340	96.0%	2.5%	1.5%

Priority 2, Goal 2

Question	2017-2018				2016-2017			
	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
My school building is well kept (Student Grades 3 & 5)	13,210	90.9%	4.8%	4.3%	12,456	94.4%	5.6%	0.0%
My school building is well maintained (Student Grades 8 & 11)	9,088	79.3%	15.7%	5.0%	9,340	78.8%	15.5%	5.7%
My child's school building is well maintained (Family)	4,313	90.2%	6.6%	3.2%	3,873	88.6%	8.4%	3.0%
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)	194	91.2%	6.1%	2.6%	429	84.9%	11.2%	4.0%
My place of work is well maintained (Staff)	5,652	93.7%	5.6%	0.7%	5,444	93.4%	6.2%	0.4%
Learning spaces inside the school are kept clean (Student Grades 3 & 5)	13,210	87.3%	7.9%	4.8%	12,456	91.0%	9.0%	0.0%
Learning spaces inside the school are kept clean (Student Grades 8 & 11)	9,088	80.7%	14.3%	5.0%	9,340	81.0%	14.6%	4.4%
My place of work is kept clean (Staff)	5,652	92.2%	7.3%	0.5%	5,444	92.9%	6.8%	0.2%
Technology My place of work has reliable technology devices (Staff)	5,652	92.5%	6.4%	1.1%	5,444	93.2%	6.2%	0.6%
NEW My place of work has a reliable high-speed network (Staff)	5,652	94.7%	4.2%	1.1%	n/a	n/a	n/a	n/a
My school has access to appropriate technology and digital learning environments to support teaching and learning (T&L Staff Only)	4,357	93.7%	4.9%	1.4%	4,338	96.4%	2.6%	1.0%
Location of District Schools Schools in Edmonton Public Schools are appropriately located to meet K-12 student population demand (Family)	4,313	62.2%	23.8%	14.0%	3,873	57.3%	28.6%	14.1%
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)	194	74.7%	16.5%	8.8%	429	63.9%	25.2%	11.0%

Priority 2, Goal 3

Question	2017-2018				2016-2017			
	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
Career development opportunities are available to me within the District (Staff)	5,652	85.8%	6.3%	7.9%	5,444	85.3%	7.6%	7.1%

Question	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
I can access professional learning to help me develop my leadership skills (Staff)	5,652	82.8%	4.6%	12.7%	5,444	82.2%	5.3%	12.5%
The leadership development opportunities I have experienced in the District have helped me become a better leader (Staff)	5,652	66.6%	5.5%	27.8%	5,444	65.9%	7.1%	27.0%
I have opportunities to use my leadership skills in the District (Staff)	5,652	70.1%	8.2%	21.7%	5,444	70.1%	9.2%	20.7%
Edmonton Public Schools supports employee professional development and growth (Staff)	5,652	95.0%	3.5%	1.6%	5,444	94.0%	4.7%	1.3%

Priority 2, Goal 4

Question	2017-2018				2016-2017			
	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
Culture of Excellence Edmonton Public Schools is a great place to work (Staff)	5,652	95.7%	2.3%	2.1%	5,444	96.1%	2.2%	1.6%
Accountability In general, staff at my child's school demonstrate accountability (Family)	4,313	84.9%	7.4%	7.7%	3,873	83.2%	8.8%	8.0%
In general, staff in my school/central department demonstrate accountability (Staff)	5,652	94.7%	3.1%	2.2%	5,444	94.9%	3.2%	1.9%
Collaboration In general, staff at my child's school demonstrate collaboration with parents/guardians (Family)	4,313	85.7%	8.4%	5.9%	3,873	84.3%	9.9%	5.8%
In general, staff in my school/central department demonstrate collaboration (Staff)	5,652	94.9%	3.7%	1.3%	5,444	95.7%	3.4%	0.9%
Integrity In general, staff at my child's school demonstrate integrity (Family)	4,313	89.6%	5.0%	5.4%	3,873	90.0%	5.4%	4.7%
In general, staff in my school/central department demonstrate integrity (Staff)	5,652	95.3%	3.0%	1.7%	5,444	95.9%	2.7%	1.3%
Equity In general, staff at my child's school demonstrate equity (Family)	4,313	83.5%	7.0%	9.5%	3,873	83.2%	7.2%	9.6%
In general, staff in my school/central department demonstrate equity (Staff)	5,652	93.3%	3.6%	3.1%	5,444	93.5%	3.7%	2.8%
Evidence-based practices Edmonton Public Schools uses research and evidence to inform District planning and decision making (Staff)	5,652	79.3%	3.2%	17.5%	5,444	80.6%	2.9%	16.5%
Efficiency Edmonton Public Schools operates as efficiently as possible within its allocated resources (Staff)	5,652	78.2%	7.5%	14.4%	5,444	78.7%	7.4%	13.9%

Priority 3, Goal 1

Question	2017-2018				2017-2018			
	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
I am aware of opportunities to be involved in my child's education (Family)	4,313	84.4%	10.6%	5.0%	3,873	83.8%	10.8%	5.4%
My school offers parent(s)/guardian(s) multiple ways to be involved in their child's education (T&L Staff Only)	4,357	95.1%	2.3%	2.7%	4,338	95.0%	2.5%	2.6%
The information I receive about my child's learning at school helps me to support my child (Family)	4,313	82.5%	13.8%	3.7%	3,873	82.1%	15.0%	2.9%
I have adequate opportunities to communicate with my child's teacher(s) (Family)	4,313	88.7%	8.7%	2.6%	3,873	87.4%	10.3%	2.3%

	2017-2018	2016-2017
	This year I have had the opportunity to be involved in my child's education by: (Select all that apply) (Parents, n=4,313)	This year I have had the opportunity to be involved in my child's education by: (Select all that apply) (Parents, n=3,873)
Attending parent/guardian-teacher conferences	78.5%	77.4%
Monitoring homework	73.7%	75.1%
Attending school events	69.8%	71.6%
Volunteering in my child's classroom and/or school	44.9%	47.2%
Attending school-parent/guardian council meetings	36.7%	37.9%

	2017-2018	2016-2017
	Select the ways you keep informed about Edmonton Public Schools (Select all that apply) (Parents, n=4,313)	Select the ways you keep informed about Edmonton Public Schools (Select all that apply) (Parents, n=3,873)
SchoolZone	92.3%	92.4%
Conversations with your child	83.1%	83.0%
Speaking with other parent(s)/guardian(s)	59.4%	62.8%
Emails from your child's teacher(s)	51.9%	48.6%
Visiting the school website	40.6%	37.9%
Word of mouth	34.0%	36.0%
Visiting Edmonton Public Schools website www.epsb.ca	30.0%	30.4%
Newspaper, Radio or TV	22.7%	26.5%
Following Edmonton Public Schools on social media (e.g. Facebook /Twitter,	18.5%	17.1%

	2017-2018	2016-2017
etc.)		
Roadside signage	14.7%	14.7%
Viewing the Superintendent's Notebook	3.7%	2.8%

Priority 3, Goal 2

Question	2017-2018				2016-2017			
	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
My child's school has community partnerships that support student success (Family)	4,313	59.4%	6.7%	33.9%	3,873	58.7%	6.9%	34.4%
My school has partnerships that support student success (T&L Staff Only)	4,357	93.1%	2.3%	4.6%	4,338	92.8%	2.6%	4.6%
My school has partnerships that provide access to supports and services for students with challenging circumstances (T&L Staff Only)	4,357	90.5%	5.2%	4.3%	4,338	89.9%	5.4%	4.8%
Edmonton Public Schools as a whole has partnerships that support student success (Staff)	5,652	91.2%	2.5%	6.3%	5,444	91.6%	2.3%	6.1%
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)	194	60.8%	7.2%	32.0%	429	54.1%	11.4%	34.5%
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)	194	80.9%	9.8%	9.3%	429	71.6%	13.5%	14.9%
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)	85	85.9%	7.1%	7.1%	112	94.6%	1.8%	3.6%

Priority 3, Goal 3

Question	2017-2018				2016-2017			
	N=	Agree	Disagree	Don't Know	N=	Agree	Disagree	Don't Know
Edmonton Public Schools uses feedback from parents/guardians, students, and the broader community to improve services to students and communities (Community)	194	74.2%	9.3%	16.5%	429	58.3%	18.7%	23.1%
Staff in my child's school build trusting positive relationships within the school community (Family)	4,313	81.6%	5.6%	12.8%	3,873	80.1%	5.9%	14.1%
I am aware of the role of the Student Senate (Student Grades 8 & 11)	9,088	40.6%	59.4%	N/A	9,340	45.3%	54.7%	N/A
I am aware of how to bring forward an idea/issue to my Student Senate representative (Student Grades 8 & 11)	9,088	35.9%	64.1%	N/A	9,340	40.4%	59.6%	N/A
I have had opportunities to provide input into the School Plan of my child's school (Parents)	4,313	46.8%	21.9%	31.4%	3,873	43.4%	25.2%	31.5%

Decisions made by the following support the success and well being of students: (Staff) ● Superintendent of Schools	5,652	91.8%	2.6%	5.5%	5,444	93%	2.1%	4.9%
Decisions made by the following support the success and well being of students: (Staff) ● Board of Trustees	5,652	87.4%	3.2%	9.4%	5,444	83.7%	3.6%	12.7%
Decisions made by the following support the success and well being of staff: (Staff) ● Superintendent of Schools	5,652	86.3%	5.9%	7.8%	5,444	88.2%	4.7%	7.1%
Decisions made by the following support the success and well being of staff: (Staff) ● Board of Trustees	5,652	80.0%	7.1%	12.9%	5,444	76.7%	6.9%	16.5%
I am aware of the priorities and goals outlined in the District Strategic Plan (Staff)	5,652	92.7%	7.3%	N/A	5,444	93.3%	6.7%	N/A

	2017-2018	2016-2017
	Select the ways you would prefer to give feedback to Edmonton Public Schools: (Select all that apply) (Community, n=194)	Select the ways you would prefer to give feedback to Edmonton Public Schools: (Select all that apply) (Community, n=429)
Feedback survey	77.3%	76.7%
School principals	41.2%	33.8%
Email	40.7%	46.4%
In person	34.5%	33.6%
Edmonton Public Schools website	24.2%	32.6%
Phone	16.5%	17.3%
Social media	14.9%	19.1%
Trustees	12.4%	12.1%

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 three year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

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

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
English Language Arts 6	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
Mathematics 6	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
English Language Arts 9	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
Mathematics 9	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
English Lang Arts 30-1	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
English Lang Arts 30-2	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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 relevant notes for Key Performance Indicators taken from Alberta Education's Accountability Pillar.

1. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

2. 2016 results for the 3-year High School Completion and Diploma Examination Participation rates have been adjusted to reflect the correction of the Grade 10 cohort.

3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

8. Due to changes from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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

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

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

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

Sources:

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

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