

DATE: September 24, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: 2019 District Feedback Survey Results

ORIGINATOR: Lisa Austin, Chief Communications Officer

RESOURCE

STAFF: Sonia Boctor, Diane Brunton, Maja Mitrovic, Anne Szczesny, Zachary Schoenberger, Rick Oldring

REFERENCE: N/A

ISSUE

From March 11 to April 15, 2019, Edmonton Public Schools administered the 2019 District Feedback Survey to students, staff, families, and community. The results from all respondent groups have been compiled to create a District report, presented here as Attachment I.

BACKGROUND

The District Feedback Survey was administered to gather feedback from stakeholders relative to the District's progress in implementing the District's revised Strategic Plan 2018-2022. The results from the survey are intended to serve as one of many sources of data that may be used by District leaders to guide future decisions, directions and actions. It also provides information about areas of success and areas for growth to support the development of school, central department and District improvement plans.

The survey was initiated as a pilot in 2015. After reviewing and revising the process and survey questions through consultations with principals and central leaders, the first annual administration of the survey began in 2017.

In order to begin trending analysis in 2019, the desire was to retain the survey with limited alterations. In order to improve the quality of the survey, a review was undertaken with the goal of:

- reducing the length of time required for survey completion to under a 20 minute average
- improve the user experience
- removing questions deemed to be irrelevant or redundant, and retain those which are actionable at school, catchment, central and/or District levels
- supporting comparability between target groups
- ensuring language accessibility/appropriateness for each audience
- increasing participation and completion rates
- ensuring alignment with any changes to the District Strategic Plan which was updated and renewed for 2018-2022

To meet these goals, input was garnered from various stakeholders within the District, mainly through work with a principal committee as well as consultations with parents, Directors/Managing Directors,

staff group liaisons and central staff subject matter experts. The feedback from these stakeholders was vetted by a Survey Review Committee consisting of school principals, Research and Communications consultants, staff from Strategic District Supports and members of the Project Support Team.

Questions relating to each of the five surveys were scrutinized with consideration to the respondent audience, as well as to the context of each question. A number of questions were removed due to duplication and/or redundancy. Revisions were made to other questions to simplify the language and make each question more appropriate to the receiving audience. Care was given to ensuring question consistency among surveys, allowing for comparability across groups in reporting. Finally, questions were viewed from the perspective of whether they provide actionable data.

In addition to the work involved in reviewing the survey, consideration was given to increasing participation. Tools and resources (e.g., key messages, social media, etc.) were revisited and revamped to support increased response rates.

Upon completion of the review, revisions to the survey instruments and processes were incorporated into the 2019 administration of the survey.

CURRENT SITUATION

The District recorded 34,918 completed responses to the surveys, representing:

- 13,506 (86%) students in Grades 3 and 5
- 9,772 (69.3%) students in Grades 8 and 11
- 5,183 families
- 287 community partners or members of the general public
- 6,170 (48.4%) staff

This demonstrates an overall increase of 7.5% in the number of responses compared to 2018.

Completion times were reduced considerably for all respondent groups, with averages falling well below the 20 minute target, as indicated below:

- 15 minutes - students in Grades 3 and 5
- 10 minutes - students in Grades 8 and 11
- 12 minutes - families
- 9 minutes - community partners or members of the general public
- 16 minutes - staff

The survey was promoted through various means targeted to each audience. Survey completion was promoted through the use of SchoolZone, Connect, social media and other forms of messaging focused on each particular respondent group. To expedite the survey process for families, and to help increase participation, the District's pre-enrolment process was again leveraged as a platform to reach more of our family population. Families were given the option to respond to the survey after completing their child's on-line pre-enrolment, or were encouraged to complete the survey at a later time if they preferred.

Results of the District Feedback Survey were made available to school leaders in June 2019. Central leaders received access to their unit and/or department results in mid-August. Both school and central leaders access their results through the District Internal Dashboard. Making the data available prior to the start of the school year ensures that leaders have their survey data in a timely manner to allow for

analysis and support them in the fall planning and reporting processes (e.g., school and central Results Review, Catchment Planning Conversations, Annual Education Results Report).

With the third year of administration, survey results now include trend lines showing respondents' overall change in agreement with each survey statement over the three years. The dashboard's survey reporting design provides leaders a high level, at-a-glance view of their school's/central department's results to easily see stakeholder perceptions and identify areas of success and areas for improvement as pertaining to the District Strategic Plan. The drill-down feature allows for in-depth targeting of specific areas of interest or concern.

KEY POINTS.

- The District Feedback Survey is administered annually to gather feedback from stakeholders relative to the District's progress in implementing the District's Strategic Plan 2018-2022.
- The District Feedback Survey is administered to students in Grades 3, 5, 8 and 11, families of all students, community members and all staff.
- Various communication tactics such as social media campaigns and collaboration with pre-enrolment are employed to promote awareness of the survey and increase participation rates.
- School and central leaders access their school or unit/department District Feedback Survey results through the District's Internal Dashboard.
- Survey results are made available to school, central and District leaders in time for their annual planning and reporting processes (e.g., Results Review, Catchment Planning Conversations, Annual Education Results Report)
- The review of the survey and its administration processes, with the resulting revisions, produced shortened questionnaires, decreased completion times, increased participation rates and more concise data.
- The data gathered through the survey is intended to serve as one of multiple data sources to support the District in monitoring its progress relative to the District Strategic Plan, and provide data contributing to planning and reporting initiatives (e.g., Three-Year Education Plan/Annual Education Results Report, Catchment Planning Conversations, Results Review and Budget Planning, etc.).

ATTACHMENTS and APPENDICES

ATTACHMENT I 2019 District Feedback Survey District Report

SB:db

2018 - 19 District Feedback Survey

District Report



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INTRODUCTION

From March 11 - April 15, 2019, Edmonton Public Schools administered the 2018 - 19 District Feedback Survey to students, staff, families, and community. The survey was administered to gather feedback from stakeholders relative to the District's progress in implementing the District's Strategic Plan 2018-2022. The results from the survey are intended to serve as one of many sources of data that may be used by District leaders to guide future decisions, directions and actions. It also provides information about areas of success and areas for growth to support the development of school, central department and District improvement plans.

Five separate surveys were administered to the following respondent groups:

- Students in Grades 3 and 5
- Students in Grades 8 and 11
- All District staff
- Families of all students, and
- Community members (District partners and general public)

This report provides compiled results for all respondent groups from the 2018-2019 District Feedback Survey.

2018 - 19 RESULTS

A total of 34,918 responses to the 2018 - 19 District Feedback Survey were recorded. This demonstrates an overall increase of 7.5% in the number of respondents compared to 2017 - 18. The total number of survey responses received has seen a gradual increase over the past three years, as evidenced in the table below. The community survey remains one area requiring focus to increase participation rates.

	2018 - 19	2017 - 18	2016 - 17
Students in Grades 3 and 5	13,506	13,210	12,456
Students in Grades 8 and 11	9,772	9,088	9,340
Family	5,183	4,313	3,873
Community Partners / Members of the General Public	287	194	429
Staff	6,170	5,652	5,444
TOTAL	34,918	32,457	31,542

METHODOLOGY

Each stakeholder group answered questions relevant to them; however, for certain questions, a pertinent subset of the stakeholder group responded. A note is included below the question table and chart to indicate instances where a subset of respondents replied to a question.

For the purpose of the survey, Family surveys were completed by parents or guardians of students attending an Edmonton Public School at the time of the survey administration. Community respondents included members of the general public, partners whose organization has a working relationship with Edmonton Public Schools and CEOs/Directors of those organizations. The Staff group was comprised of all permanent staff members as well as those working as substitute/supply staff. The major subset of staff was the Teaching and Learning group consisting of teachers at schools, principals, educational assistants (at schools or working at schools through Inclusive Learning) and exempt staff working with Pre-Kindergarten students (i.e. Speech Language Pathologists, Occupational Therapists, Physiotherapists, Music Therapists, School Family Liaisons). Students were limited to those in Grades 3, 5, 8 and 11.

The survey administration was promoted through various means targeted to each audience. Survey completion was promoted through the use of SchoolZone, Connect, social media, pre-registration and other forms of messaging focused on each particular respondent group.

REPORT STRUCTURE

The report is organized by Priority and Goal as per the District’s Strategic Plan. Questions under each Goal have been organized by themes. Within each theme, common questions asked of more than one survey respondent group are clustered together and distinguished by a category name. Most questions asked for a response based on a five-point scale (“Strongly Agree,” “Agree,” “Disagree,” “Strongly Disagree,” and “Don’t Know/Unsure”). Below is a sample of how these results are displayed in the report. Other questions utilized a response scale of “Yes”/“No” or a multiple-selection list. These responses are included in the report and depicted in a slightly different manner from the following sample.

With three years of data to display, trend lines are now included to exemplify upward and downward movement of agreement over time. As individual graphs are displayed for each question/respondent group, trend lines are shown across every graph to highlight change over the three years. Where common questions occur, a trend chart is included as well. This trend chart displays the trend lines for each of the applicable respondent groups as a comparison between audiences over time. The trend charts are explained in the sample below.

PRIORITY #, GOAL #1 - Theme: ← Header for reference

PRIORITY #:	
GOAL #:	OUTCOME:

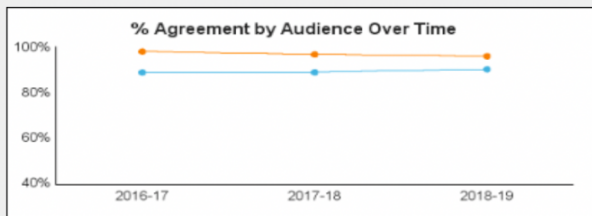
← **Priorities, Goals and Outcomes** from the District Strategic Plan 2018-2022

THEME: ←

Responses have been organized by **Theme**

CATEGORY NAME

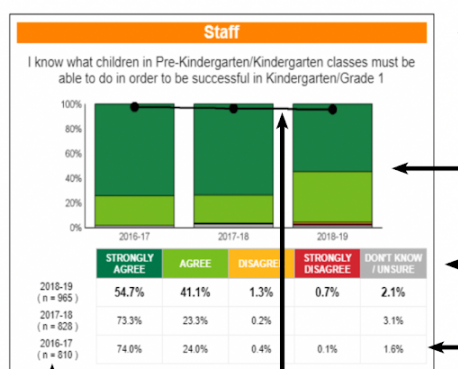
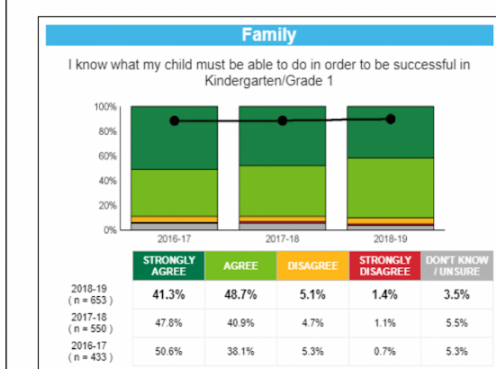
← Comparable questions asked of more than one respondent group are clustered under one **Category Name**



← Compares level of agreement, over a three-year period, colour-coded to respondent group

— Family
— Staff

← Trend chart legend



← Graphs and tables show results for the District Feedback Survey from the years **2016-17, 2017-18** and **2018-19** where applicable, by respondent group

← Bar graphs depict percentage of responses by response category compared over three years

← Response categories in the table headings are colour-coded to the responses depicted in the bar graphs

← Tables depict the percentage for each response category

Note:
↑ Explanatory notes, where required

↑ **n = the total number of respondents**

↑ **Trend line** shows combined level of agreement, over each year

Questions contained within a theme and asked of only one respondent group are reported as individual charts. The trend line is shown on the graph itself, with no accompanying trend chart.

The total number of respondents (n) for each question for each year is provided in the data table (e.g., n=682). As the survey is intended to measure awareness, the instances in which respondents indicated “Don’t Know / Unsure” are recorded. When an individual response category was not selected by any respondents, these occurrences are indicated as a blank space within the data table (see sample on preceding page). The exception to this is the “Don’t Know/Unsure” cell for Grade 3 and 5 Students in 2016 - 17 as this response was not an option at that time. This needs to be taken into consideration when looking at the Grade 3 & 5 trend lines. One set of questions (Priority Two, Goal One, Professional Development and Growth, Professional Learning Opportunities) offered respondents the option to select “Not Applicable”. These responses are factored out of the results and are not included in the overall “n” value. Additionally, respondents selecting “Other” when given that option, were allowed to add optional qualitative responses. These qualitative responses are not included in this report.

CHANGES FOR 2018 - 19

To support comparability and trending of data from year to year, the following are changes instituted in 2018 - 19 along with noteworthy information:

- The Board of Trustees revised the Strategic Plan for the four years of their 2018 – 2022 mandate. Minor alterations were made to this guiding plan, and any impact is reflected in the reporting of the survey results.
- A survey review occurred during the summer and fall of 2018. Questions relating to each of the five surveys were scrutinized with consideration to the respondent audience, as well as to the context of each question. A number of questions were removed due to duplication and/or redundancy. Other questions were revised to simplify the language and make each question more appropriate to the receiving audience. Attention was paid to keeping the survey as consistent as possible with previous years to allow for comparability and trending.
- Changes in question wording for 2018 - 19 are indicated, where applicable, as a note beneath the question chart and table with the inclusion of the 2017 - 18 version of the question. Notes also explain when a subset of the respondent group only replied to the question.
- With the third year of administration of the survey, three years of results are displayed, along with an accompanying trend chart highlighting the change in response for each respondent group and question over the three year period.

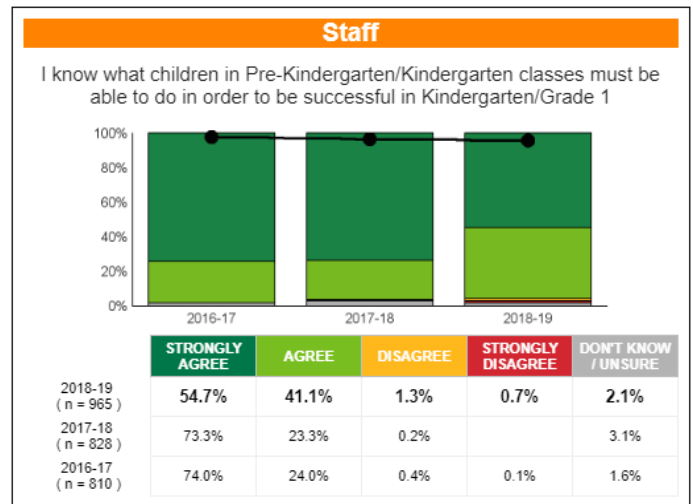
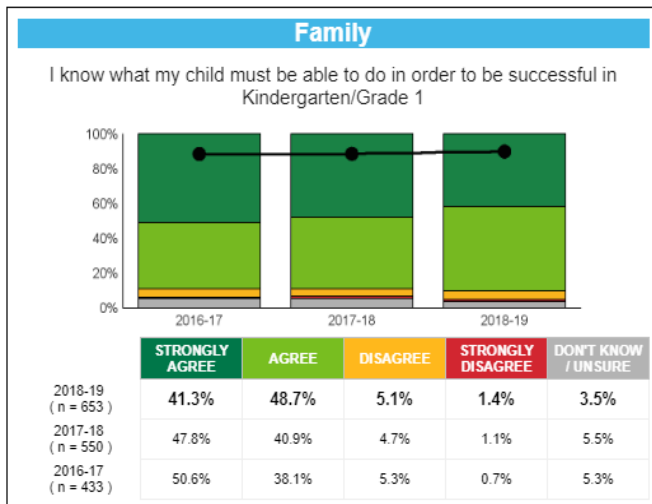
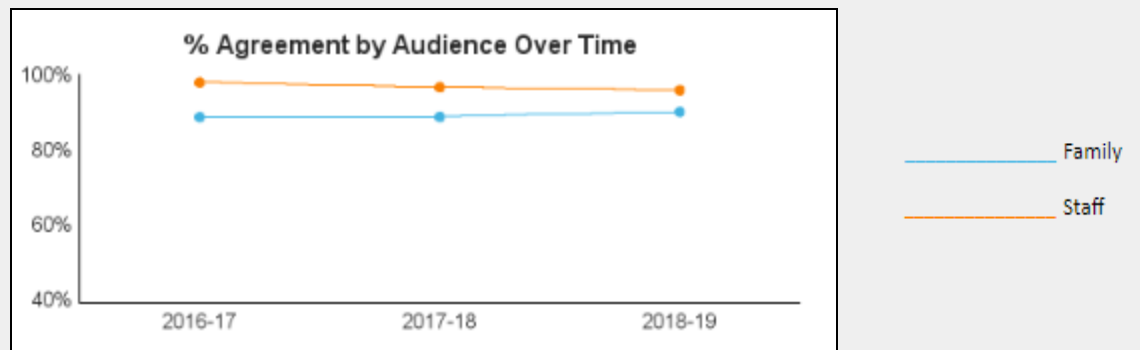
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

GOAL ONE: An Excellent Start to Learning

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

THEME: READINESS FOR GRADE ONE

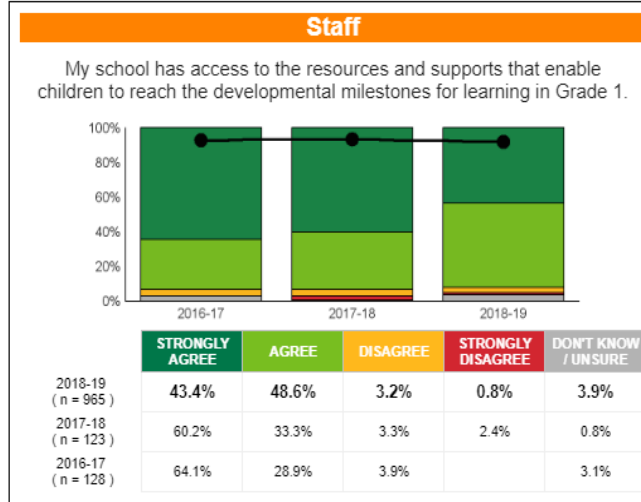
SUCCESS IN KINDERGARTEN/GRADE 1



Note: Staff Audience - Pre-K/Kindergarten Teaching and Learning only; 2018 - 19 - combined question previously asked of Pre-K/Kindergarten Teaching and Learning staff and that asked of Pre-K/Kindergarten Principals

Note: Family Audience - Pre-K/Kindergarten only

DEVELOPMENTAL MILESTONES: SUPPORTS



Note: Staff Audience - Pre-K/ Kindergarten Teaching and Learning only; 2018 - 19 - previous principal question modified and combined with Pre-K/Kindergarten Teaching and Learning staff question

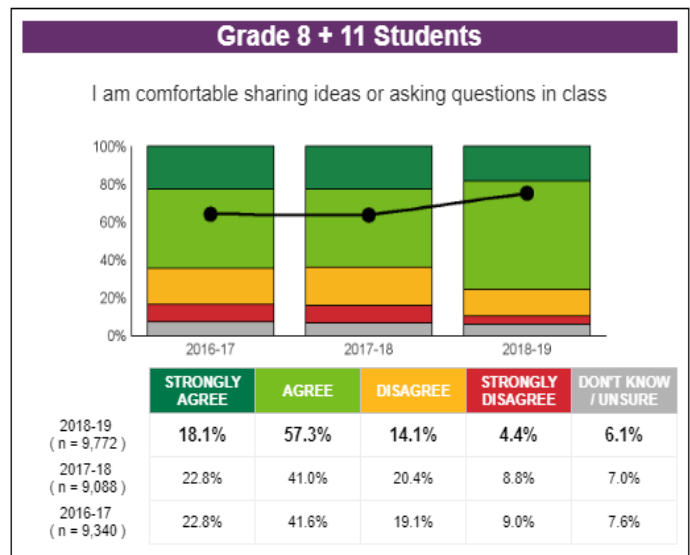
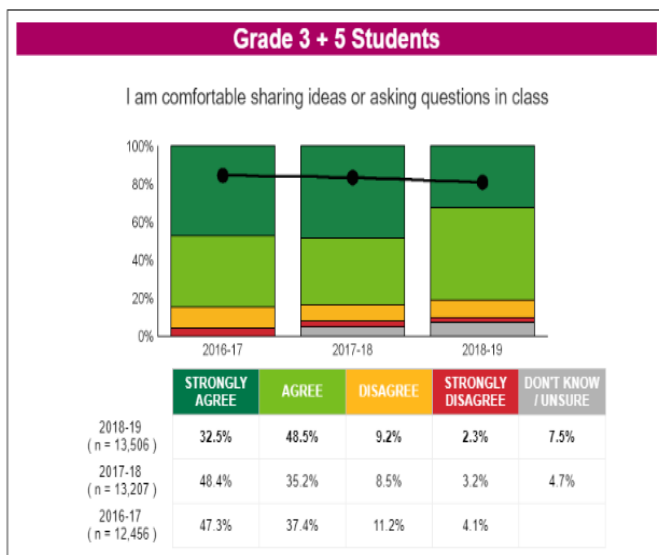
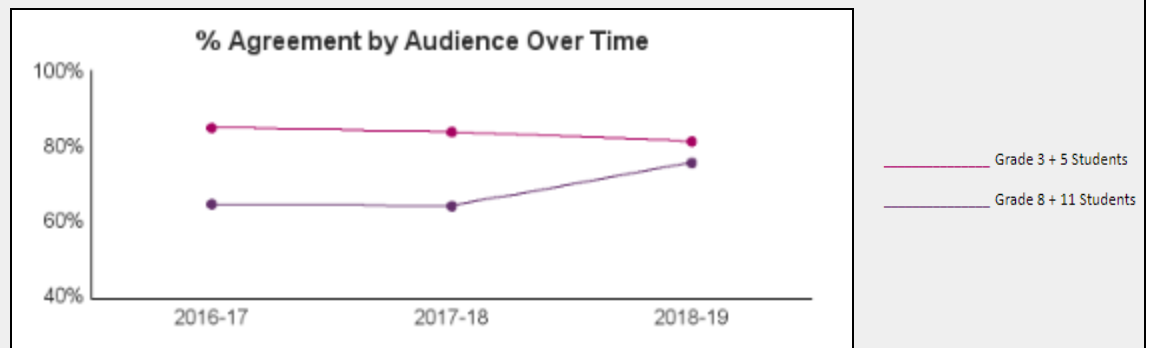
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

GOAL TWO: Success for Every Student

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

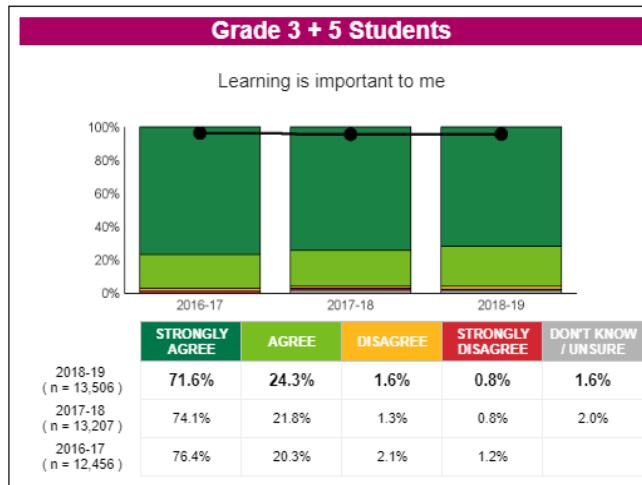
THEME: COMMITMENT TO LEARNING

COMFORT WITH SHARING IN CLASS



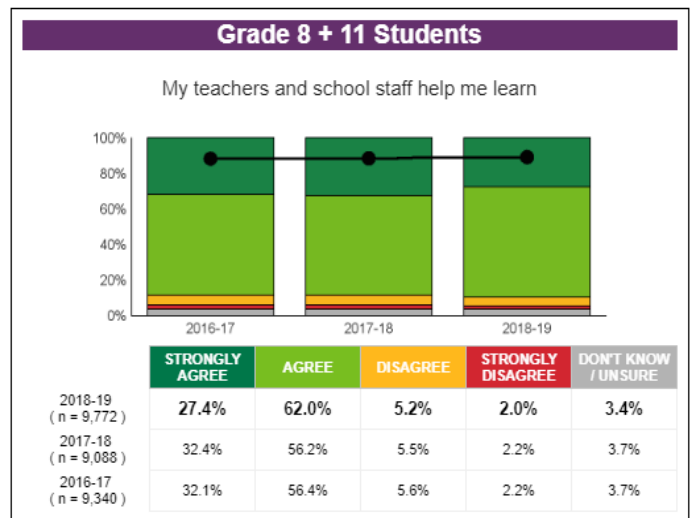
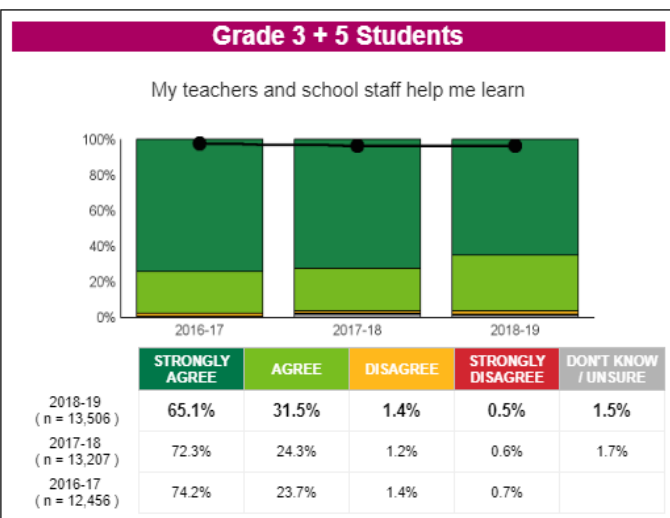
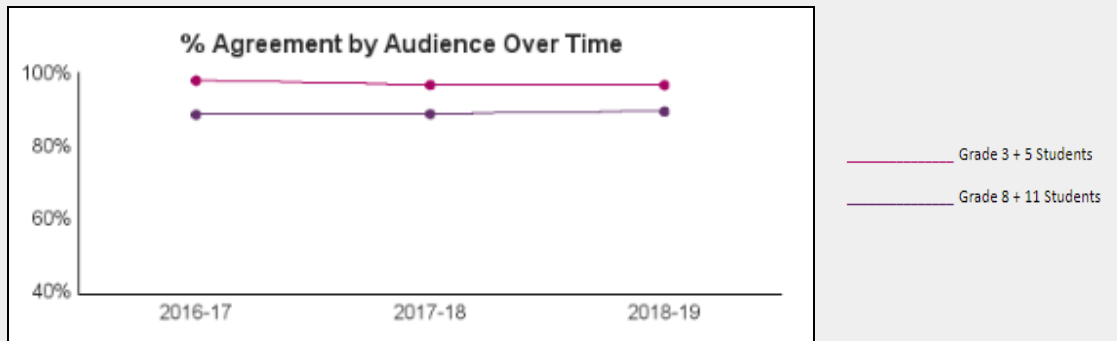
Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "I like sharing ideas in class"

IMPORTANCE OF LEARNING

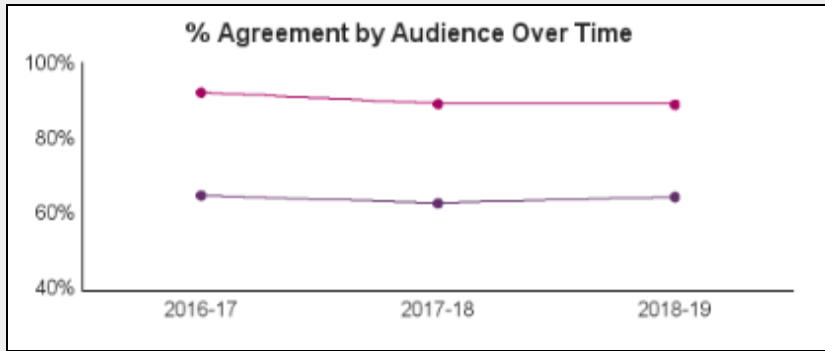


THEME: INSTRUCTIONAL SUPPORTS

HELP WITH LEARNING



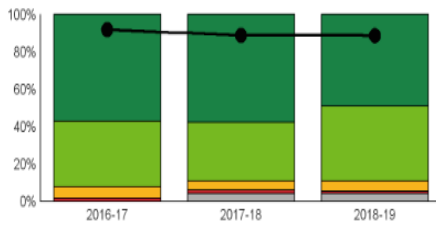
MAKING LEARNING INTERESTING



Grade 3 + 5 Students
Grade 8 + 11 Students

Grade 3 + 5 Students

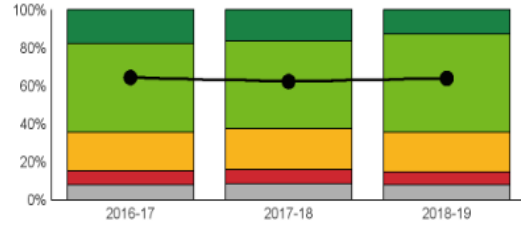
My teachers make the topics we learn about interesting



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	48.9%	39.9%	5.6%	1.5%	4.1%
2017-18 (n = 13,207)	57.4%	31.6%	4.6%	2.1%	4.3%
2016-17 (n = 12,456)	57.2%	34.8%	5.9%	2.1%	

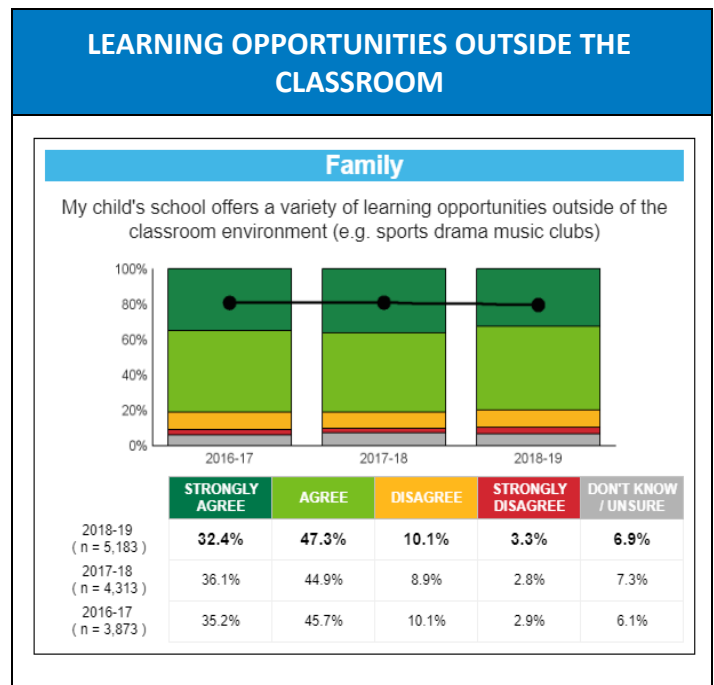
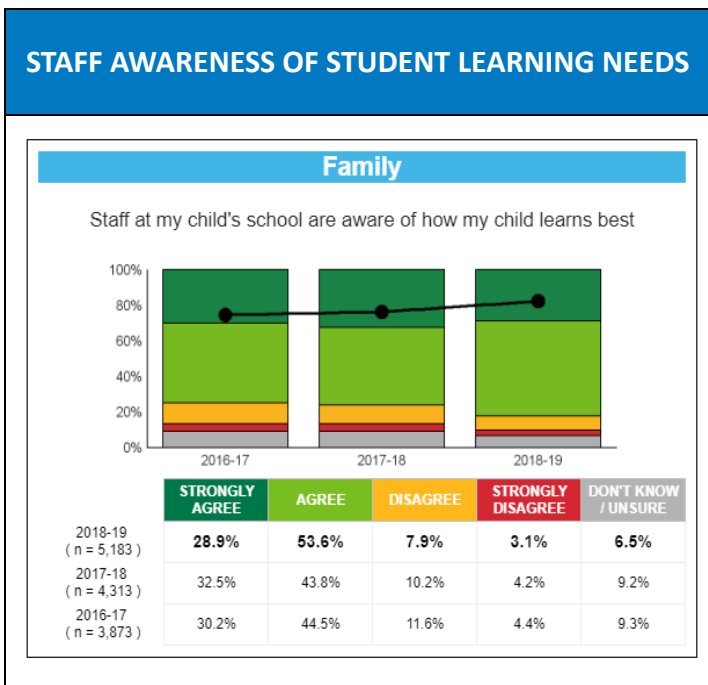
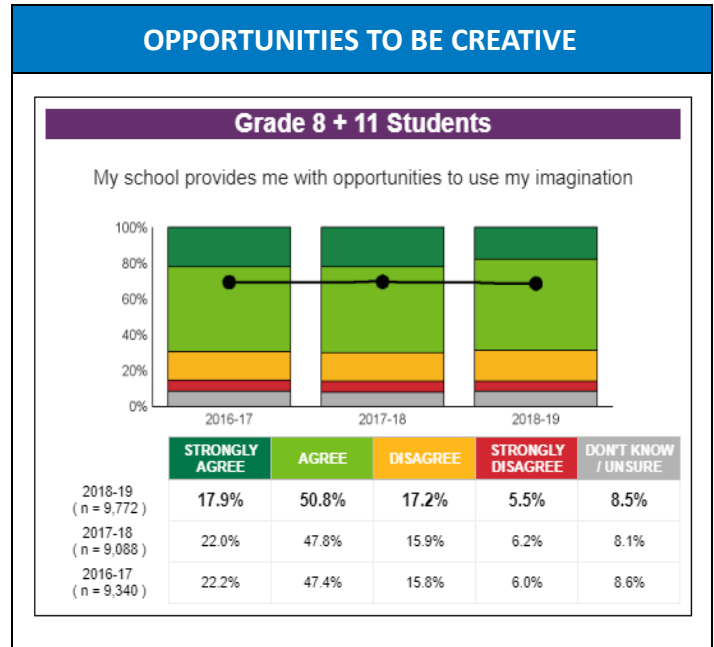
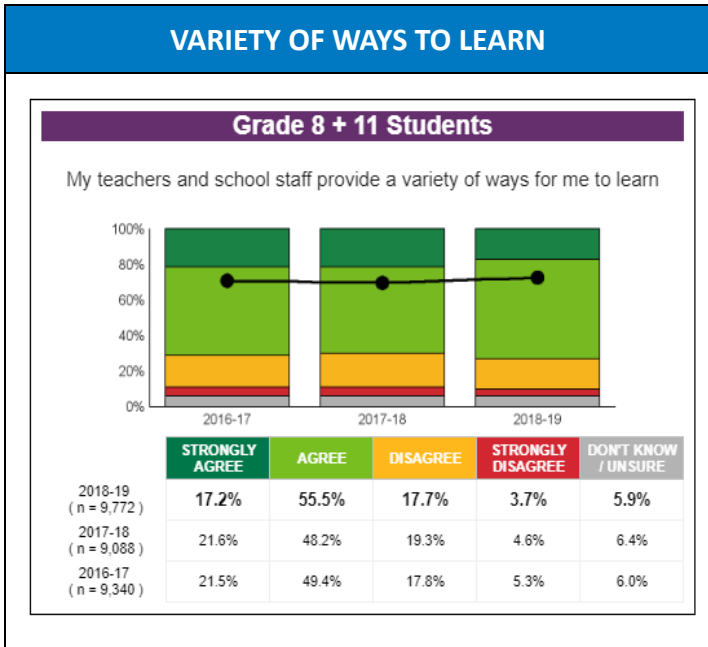
Grade 8 + 11 Students

My teachers make the topics we learn about interesting

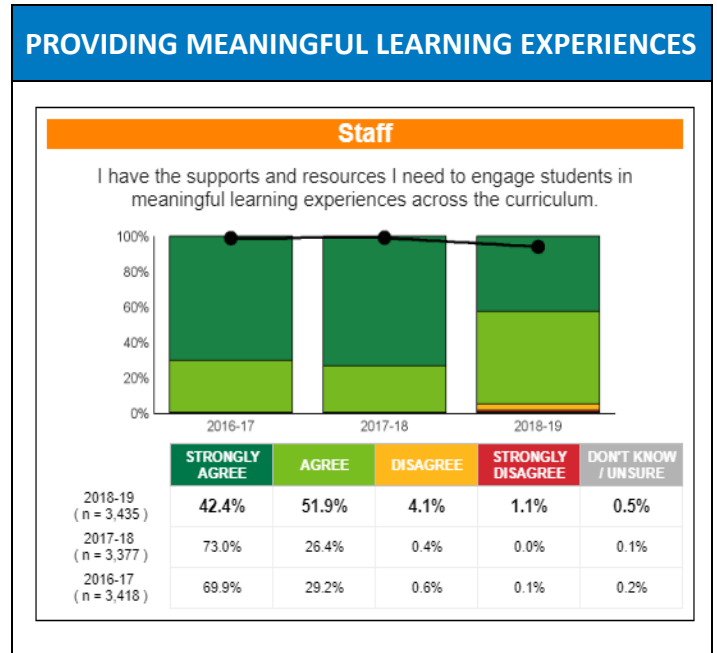
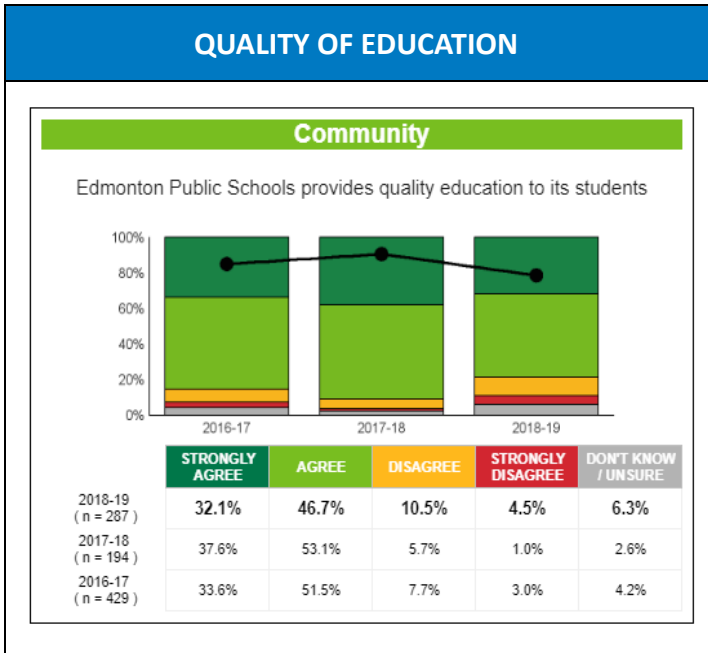


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	12.7%	51.4%	21.2%	6.4%	8.2%
2017-18 (n = 9,088)	16.6%	45.9%	21.5%	7.7%	8.4%
2016-17 (n = 9,340)	17.7%	46.8%	20.1%	7.5%	8.0%

Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers make learning interesting"

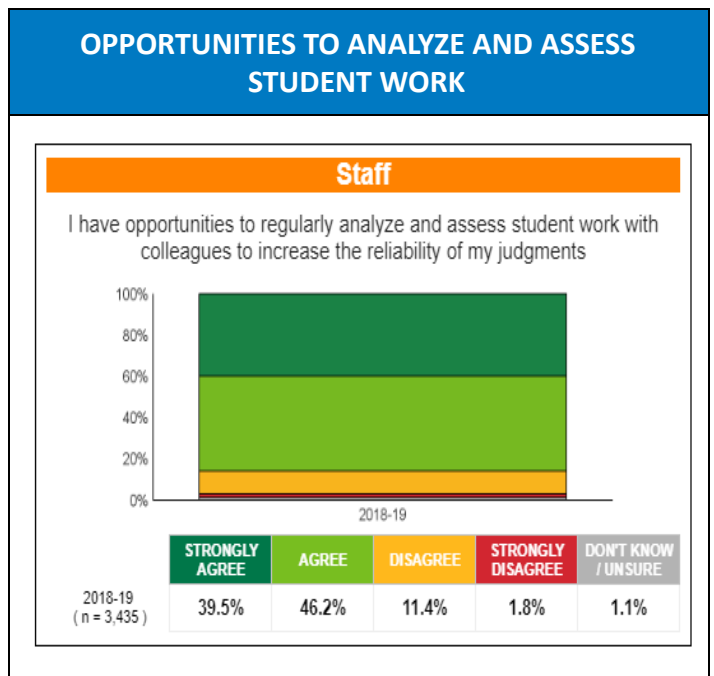
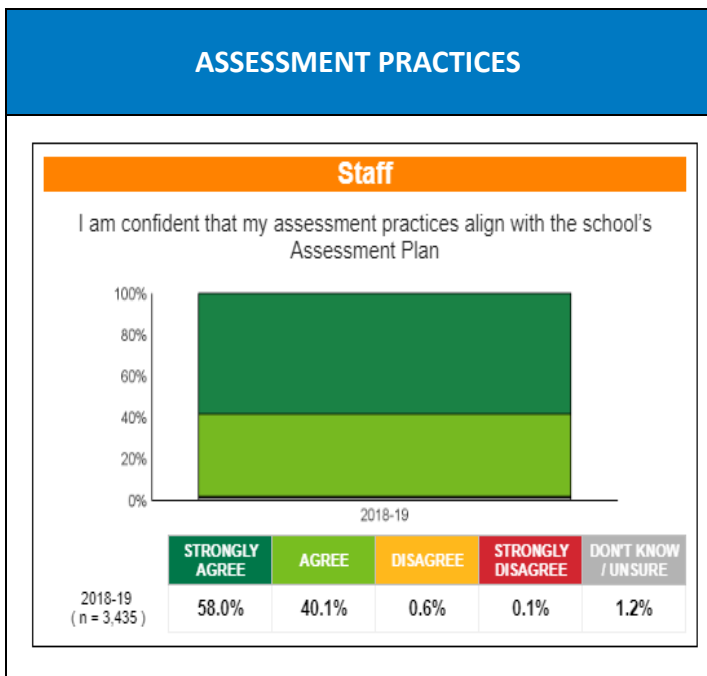
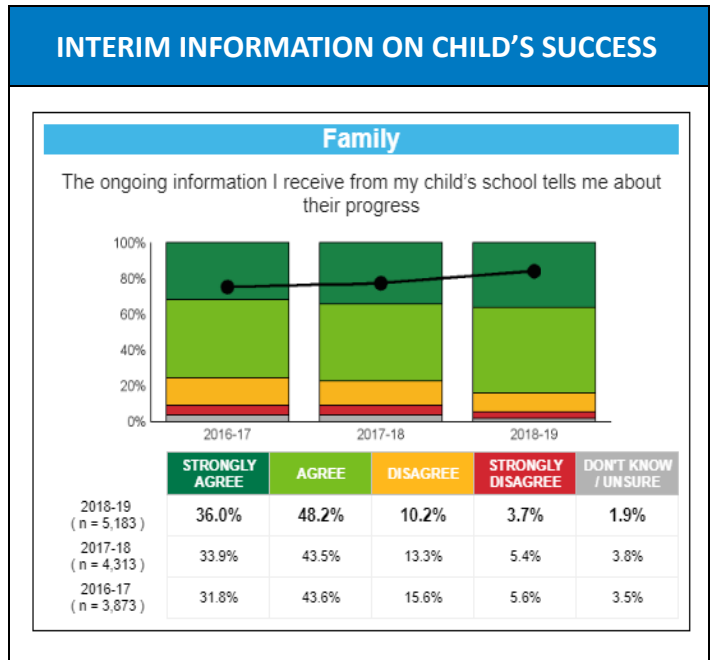
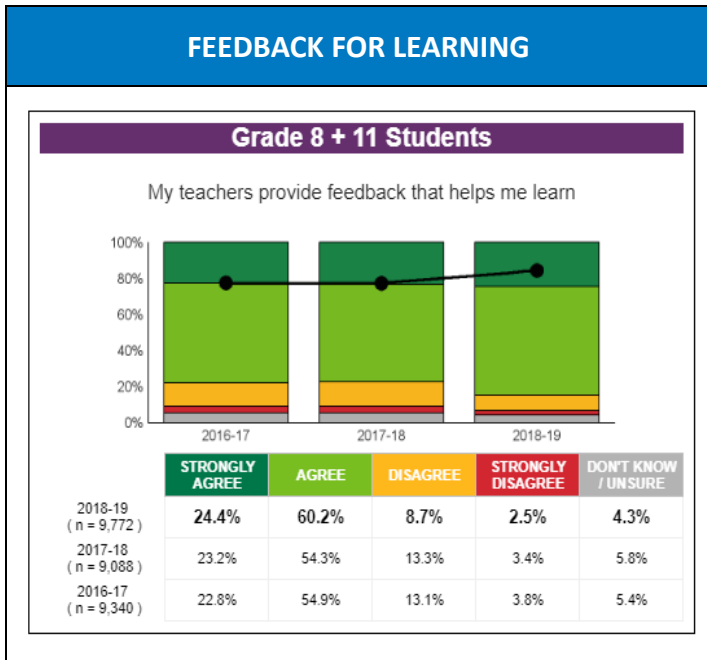


Note: Grade 8 & 11 - Question asked in 2018 "My school provides me with opportunities to use my imagination to be creative"



Note: Staff Audience - Teaching and Learning, School Teachers only; Question asked in 2018 "I am confident in my ability to engage my students in meaningful learning experiences across the curriculum"

THEME: ASSESSMENT OF/FOR LEARNING

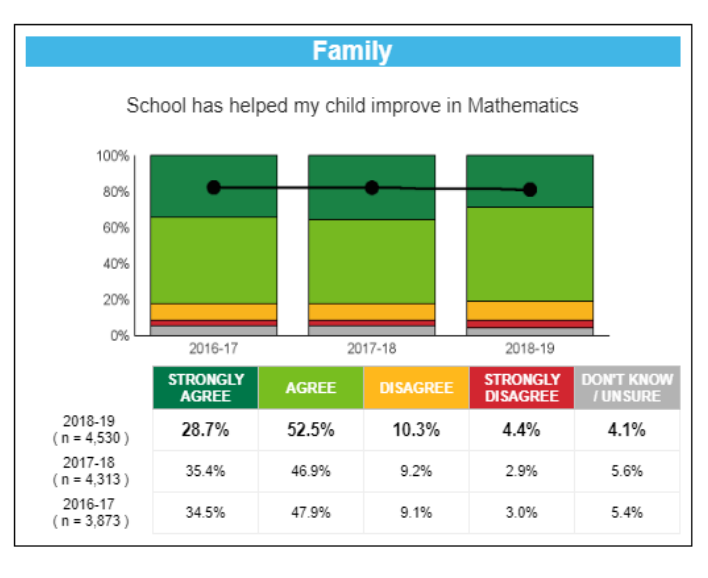
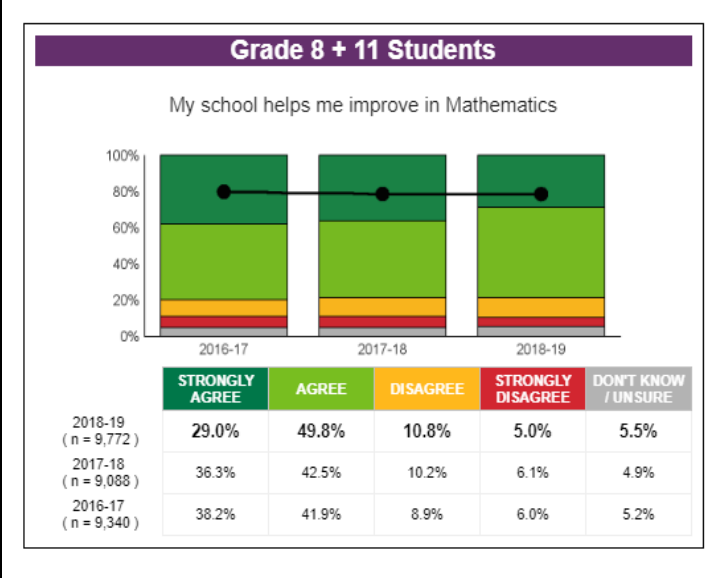
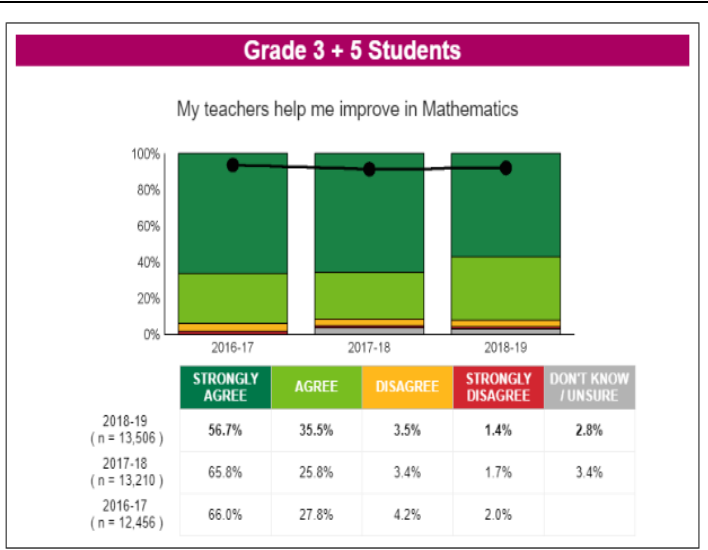
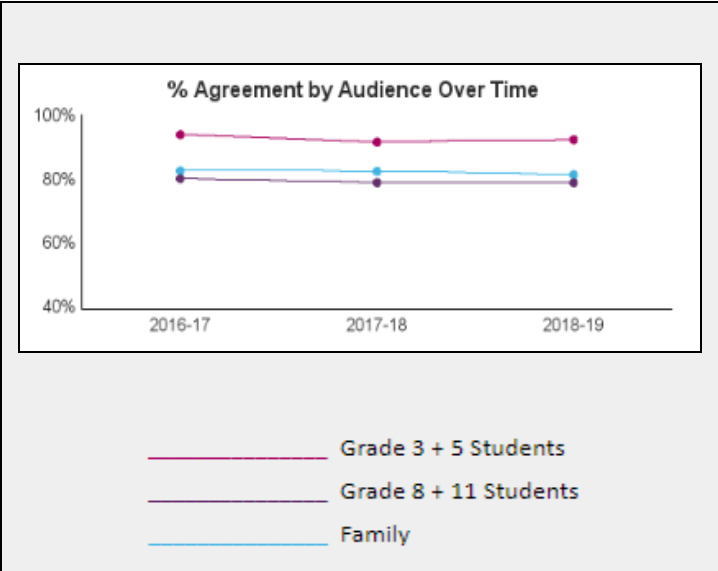


Note: Staff Audience - Teaching and Learning, School Teachers only

Note: Family - Question asked in 2018 "The ongoing information I receive between progress reports tells me if my child is being successful in school"

THEME: LITERACY AND NUMERACY

IMPROVEMENT IN MATHEMATICS

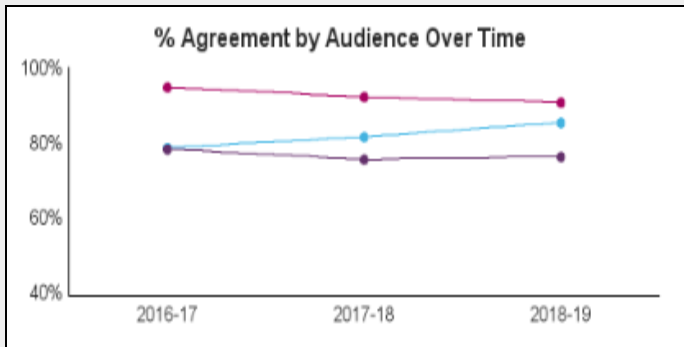


Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers help me in Math"

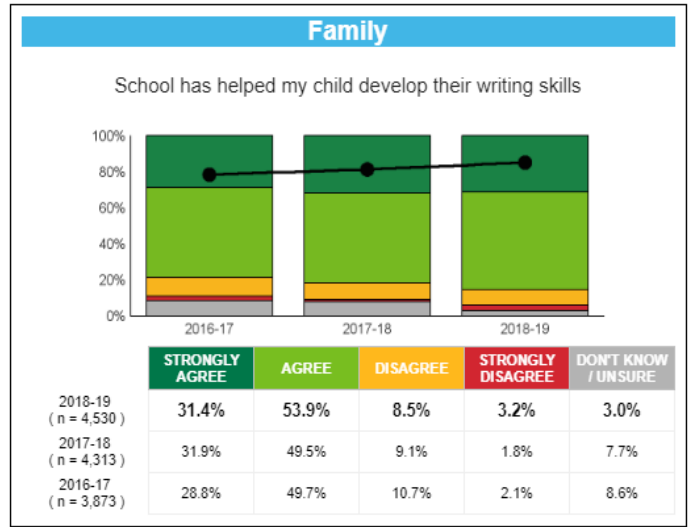
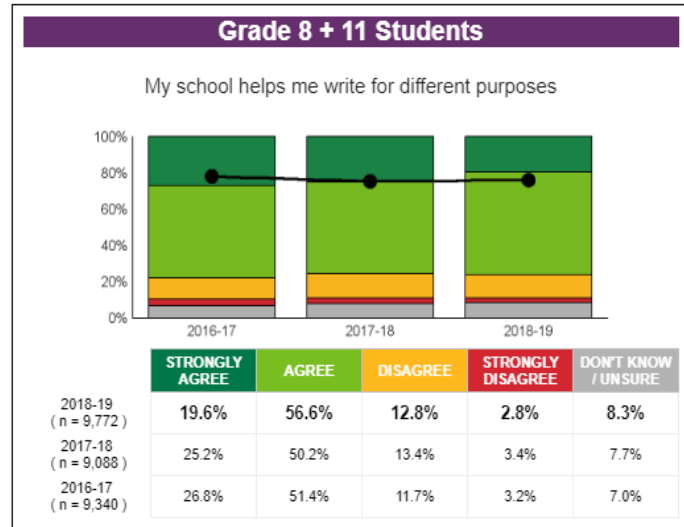
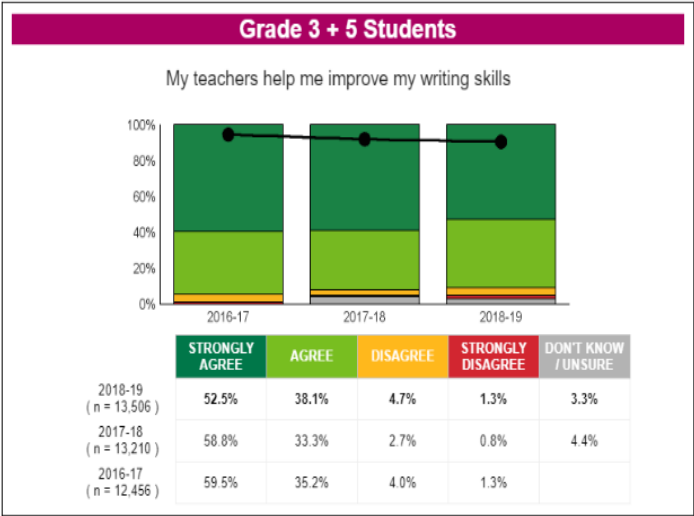
Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me improve in Mathematics"

Note: Family Audience - Grades 1 through 12 only; Question asked in 2018 "The experience of school has helped my child improve in Mathematics"

VARIETY IN WRITING



Grade 3 + 5 Students
Grade 8 + 11 Students
Family

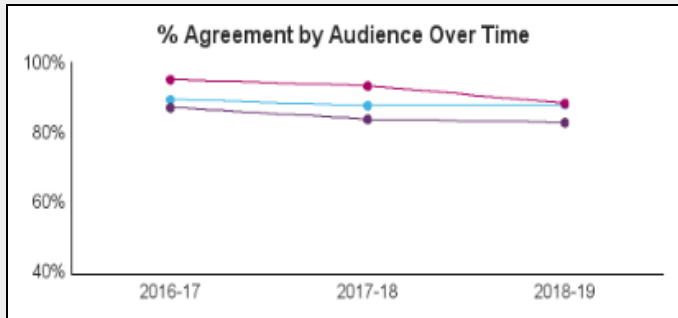


Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers help me with my writing"

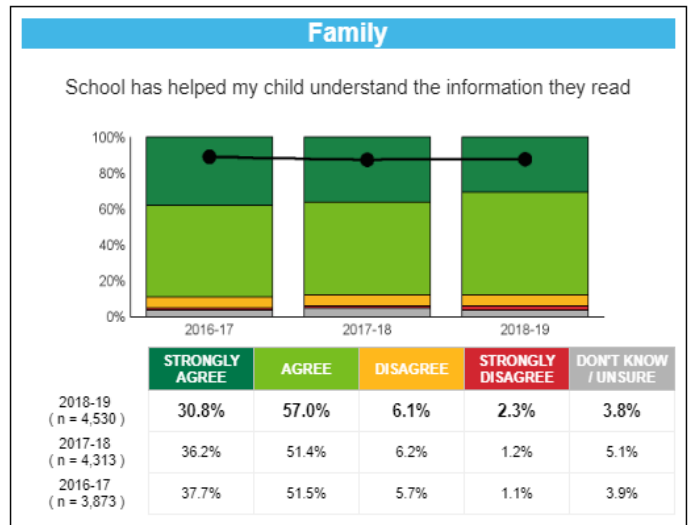
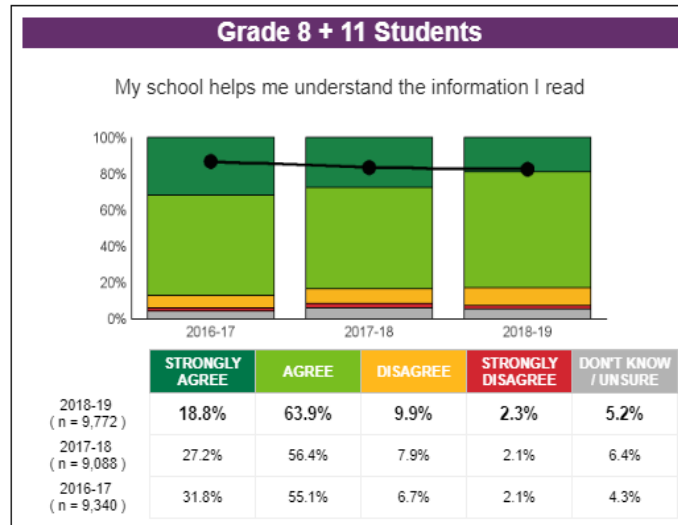
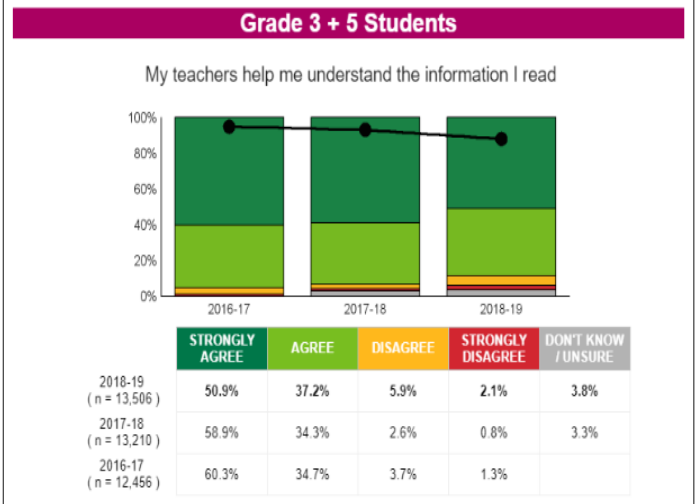
Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me write for different purposes"

Note: Family Audience - Grades 1 through 12 only. Question asked in 2018 "The experience of school has helped my child write in a variety of ways for different purposes"

UNDERSTANDING INFORMATION



— Grade 3 + 5 Students
— Grade 8 + 11 Students
— Family



Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "My teachers help me read"

Note: Grade 8 & 11 - Grade 8 & 11 - Question asked in 2018 "My school experience has helped me understand the information I read"

Note: Family Audience - Grades 1 through 12 only. Question asked in 2018 "The experience of school has helped my child understand the information they read"

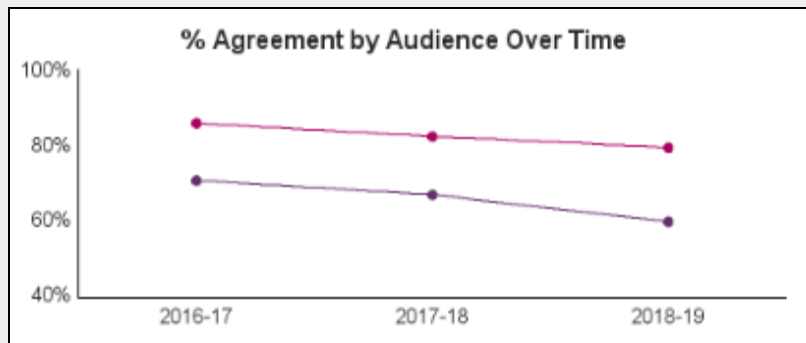
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

GOAL THREE: Success Beyond Schooling

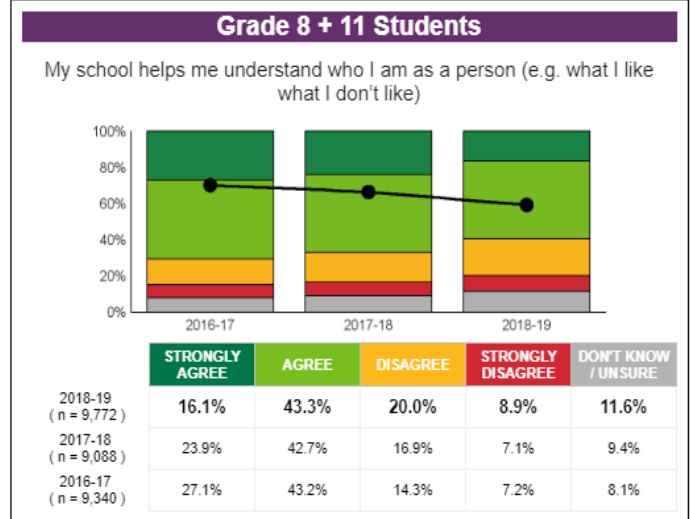
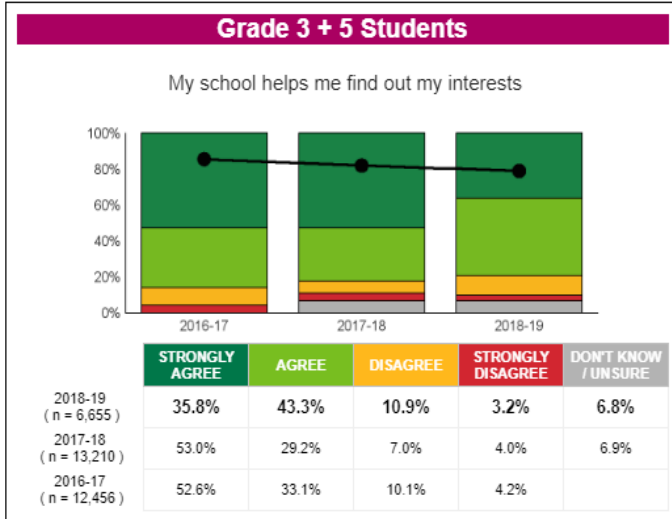
OUTCOME: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

THEME: SKILLS FOR SUCCESS BEYOND SCHOOLING

SELF AWARENESS



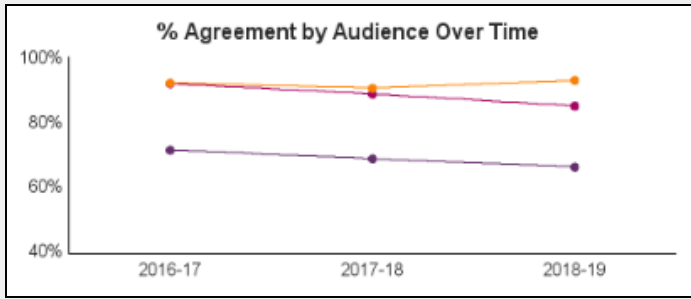
Grade 3 + 5 Students
Grade 8 + 11 Students



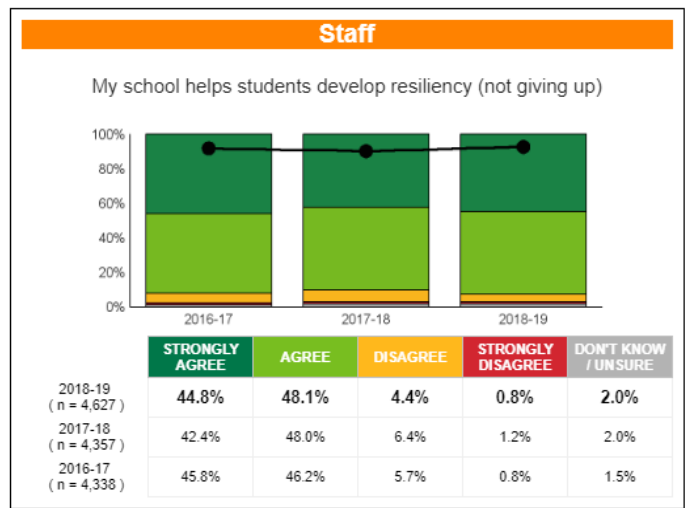
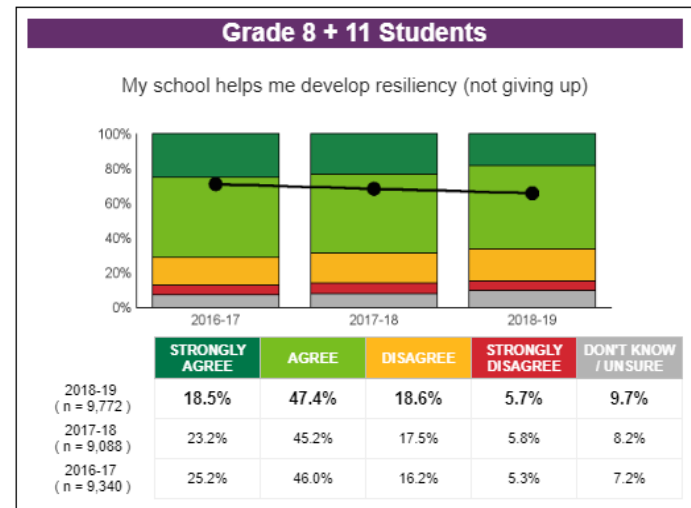
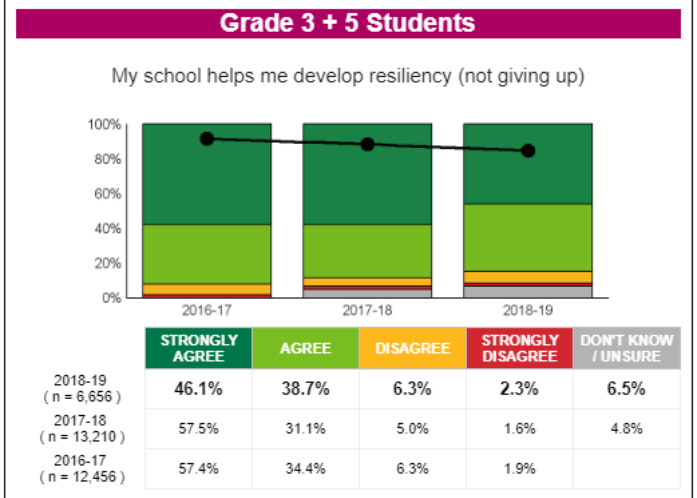
Note: Grade 3 & 5 - Question asked of Grade 5 only in 2019; change from question asked in 2018 "My school has helped me understand who I am as a person (e.g. what I like, what I don't like)"

Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me understand who I am as a person (e.g., what I like, what I don't like)"

DEVELOPING RESILIENCY



Grade 3 + 5 Students
Grade 8 + 11 Students
Staff

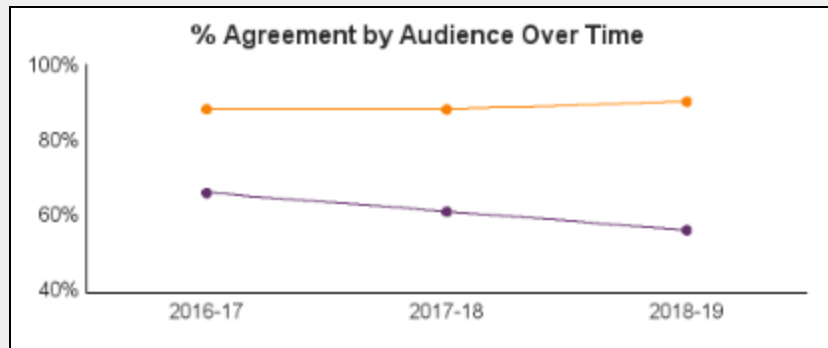


Note: Grade 3 & 5 - Question asked of Grade 5 only in 2019

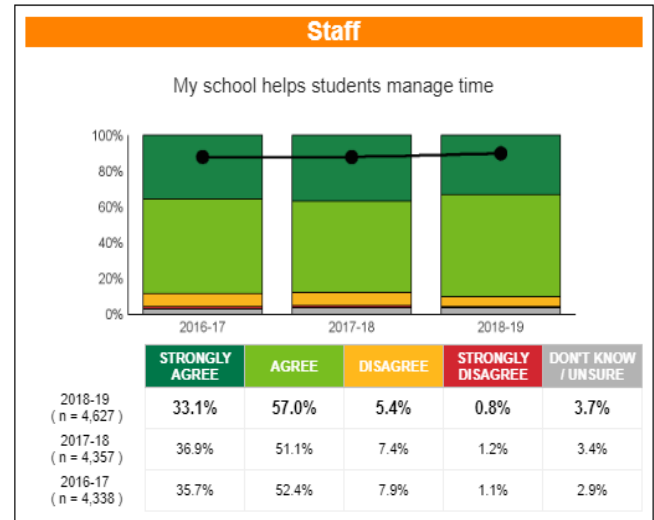
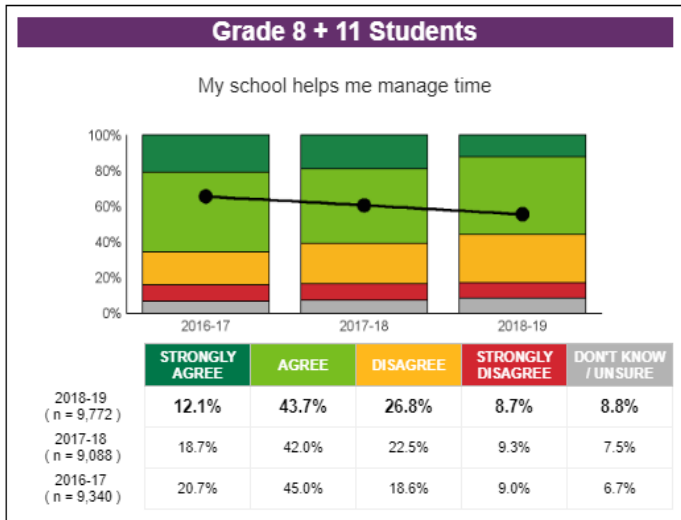
Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me develop resiliency (not giving up)"

Note: Staff Audience - Teaching and Learning only

MANAGING TIME



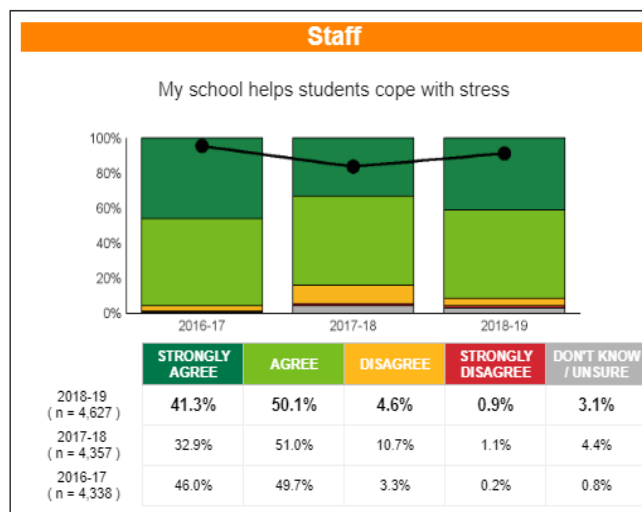
Grade 8 + 11 Students
Staff



Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me manage time"

Note: Staff Audience - Teaching and Learning only. Question asked in 2018 "The experience of school helps students manage time"

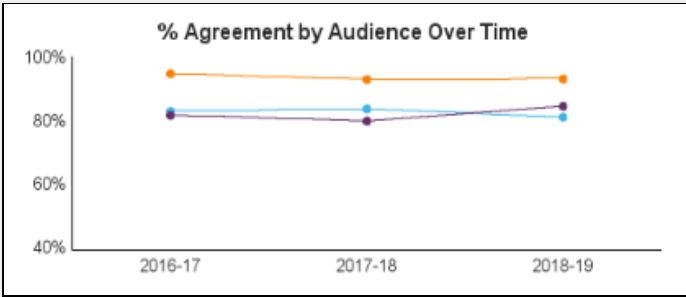
COPING WITH STRESS



Note: Staff Audience - Teaching and Learning only. Question asked in 2018 "The experience of school helps students cope with stress"

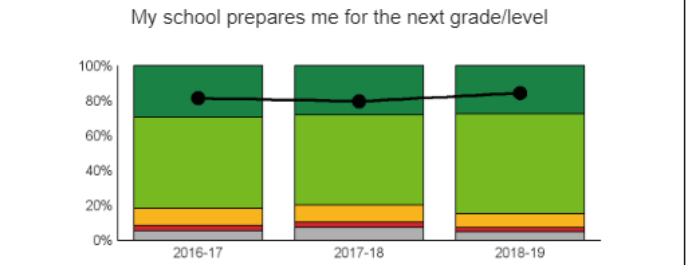
THEME: TRANSITIONS AND CAREER PLANNING

TRANSITION TO NEXT GRADE LEVEL



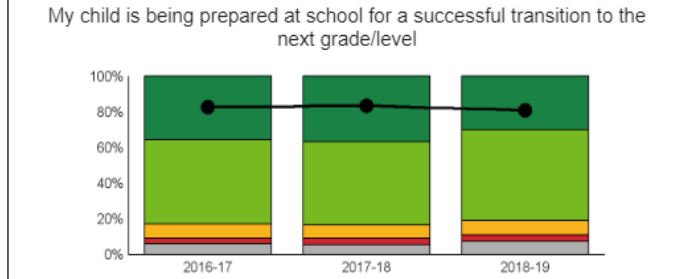
Grade 8 + 11 Students
Family
Staff

Grade 8 + 11 Students



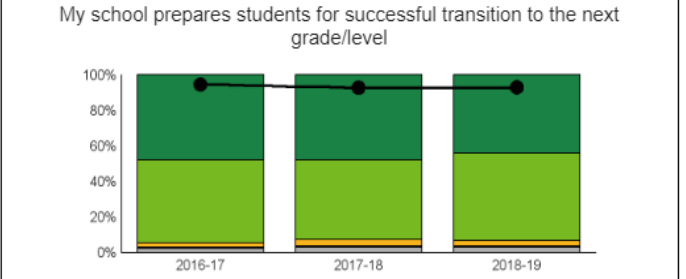
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	27.2%	57.3%	7.9%	2.5%	5.1%
2017-18 (n = 9,088)	28.0%	51.8%	9.7%	3.2%	7.4%
2016-17 (n = 9,340)	29.6%	52.0%	9.6%	3.5%	5.4%

Family



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,456)	30.0%	51.0%	7.9%	3.4%	7.6%
2017-18 (n = 4,313)	36.5%	47.0%	7.3%	3.3%	5.8%
2016-17 (n = 3,873)	35.3%	47.6%	7.7%	3.2%	6.2%

Staff

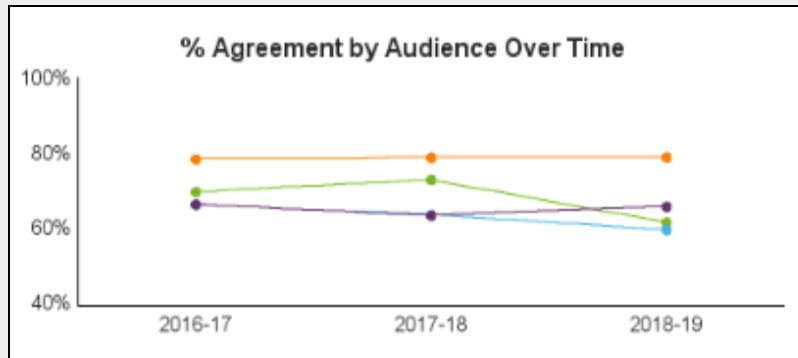


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	43.9%	49.2%	3.3%	0.6%	3.0%
2017-18 (n = 4,357)	47.9%	45.0%	3.6%	0.6%	2.9%
2016-17 (n = 4,338)	48.1%	46.6%	2.5%	0.5%	2.4%

Note: Family Audience - Grades 1 through 11 only

Note: Staff Audience - Teaching and Learning only

TRANSITION TO POST-SECONDARY



- Grade 8 + 11 Students
- Family
- Community
- Staff

Grade 8 + 11 Students

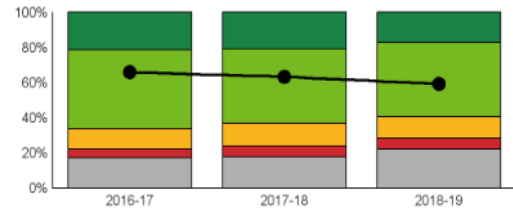
My school prepares me for transition to post-secondary



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	17.4%	48.1%	13.4%	4.4%	16.6%
2017-18 (n = 9,088)	20.0%	43.1%	13.9%	5.1%	17.8%
2016-17 (n = 9,340)	21.6%	44.6%	13.1%	5.5%	15.2%

Family

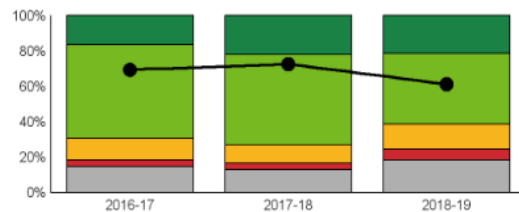
My child is being prepared at school for successful transition to post-secondary



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 1,178)	17.1%	42.3%	12.6%	6.1%	22.0%
2017-18 (n = 1,130)	20.8%	42.6%	12.5%	6.1%	18.1%
2016-17 (n = 1,051)	21.3%	44.7%	11.8%	5.1%	17.0%

Community

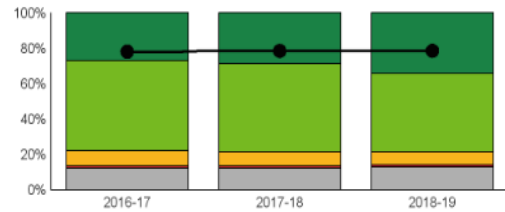
Edmonton Public Schools prepares students for a successful transition to post-secondary



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	21.3%	40.1%	13.9%	6.3%	18.5%
2017-18 (n = 194)	21.6%	51.0%	10.8%	3.6%	12.9%
2016-17 (n = 429)	16.6%	52.9%	11.9%	3.7%	14.9%

Staff

My school prepares students for successful transition to post-secondary

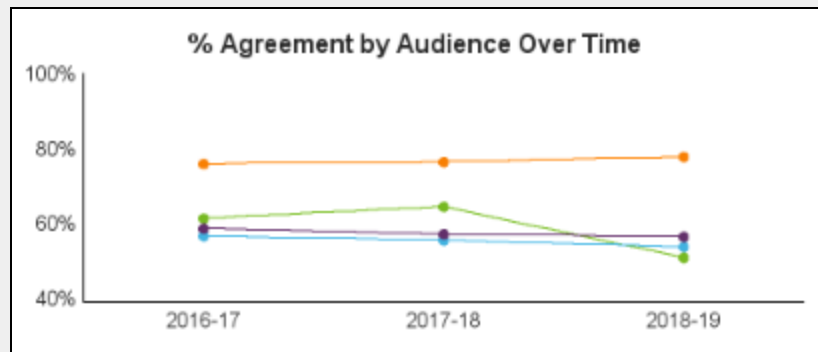


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 1,695)	34.0%	44.7%	6.9%	1.5%	12.9%
2017-18 (n = 1,707)	28.6%	50.0%	7.9%	1.5%	12.0%
2016-17 (n = 1,659)	26.8%	51.4%	8.3%	1.3%	12.2%

Note: Family Audience - Grades 7 through 12 only

Note: Staff Audience - Teaching and Learning Grades 7 through 12 only

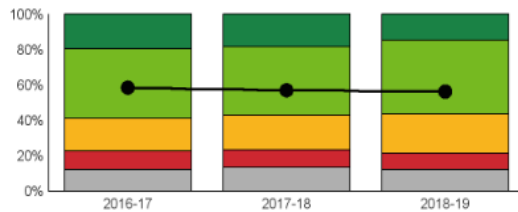
TRANSITION TO THE WORLD OF WORK



- Grade 8 + 11 Students
- Family
- Community
- Staff

Grade 8 + 11 Students

My school prepares me for transition to the world of work

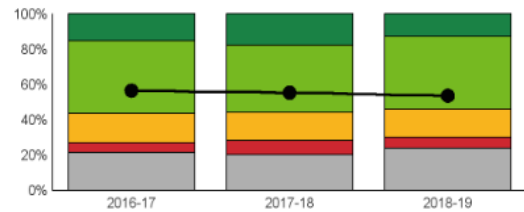


2018-19
(n = 9,772)
2017-18
(n = 9,088)
2016-17
(n = 9,340)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	14.3%	42.1%	22.0%	9.2%	12.4%
2017-18 (n = 9,088)	18.2%	38.9%	19.6%	10.0%	13.3%
2016-17 (n = 9,340)	19.3%	39.3%	18.8%	10.4%	12.1%

Family

My child is being prepared at school for successful transition to the world of work

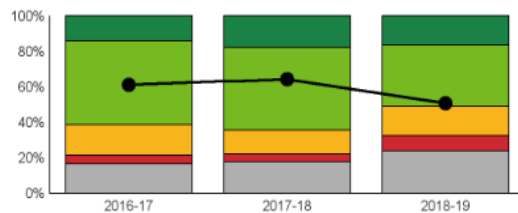


2018-19
(n = 1,178)
2017-18
(n = 1,130)
2016-17
(n = 1,051)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 1,178)	12.9%	40.8%	16.0%	6.5%	23.7%
2017-18 (n = 1,130)	17.4%	38.1%	16.3%	8.1%	20.1%
2016-17 (n = 1,051)	15.4%	41.2%	16.3%	5.8%	21.3%

Community

Edmonton Public Schools prepares students for a successful transition to the world of work

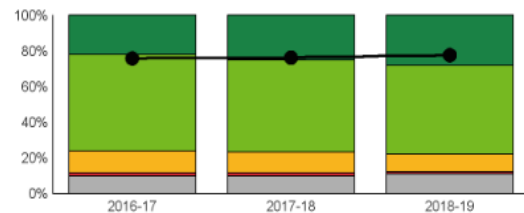


2018-19
(n = 287)
2017-18
(n = 194)
2016-17
(n = 429)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	16.7%	34.1%	16.4%	8.7%	24.0%
2017-18 (n = 194)	17.5%	46.9%	13.4%	4.6%	17.5%
2016-17 (n = 429)	14.0%	47.3%	17.2%	5.1%	16.3%

Staff

My school prepares students for successful transition to the world of work



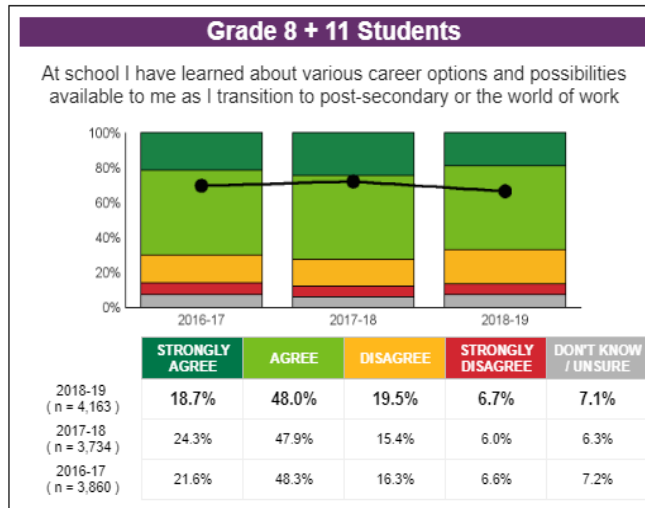
2018-19
(n = 1,695)
2017-18
(n = 1,707)
2016-17
(n = 1,659)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 1,695)	28.3%	49.5%	9.7%	1.8%	10.8%
2017-18 (n = 1,707)	25.0%	51.4%	11.9%	1.9%	9.8%
2016-17 (n = 1,659)	21.9%	54.0%	12.5%	1.7%	9.9%

Note: Family Audience - Grades 7 through 12 only

Note: Staff Audience - Teaching and Learning Grades 7 through 12 only

CAREER PLANNING ASSISTANCE



Note: Student 8 & 11 Audience - Grade 11 only

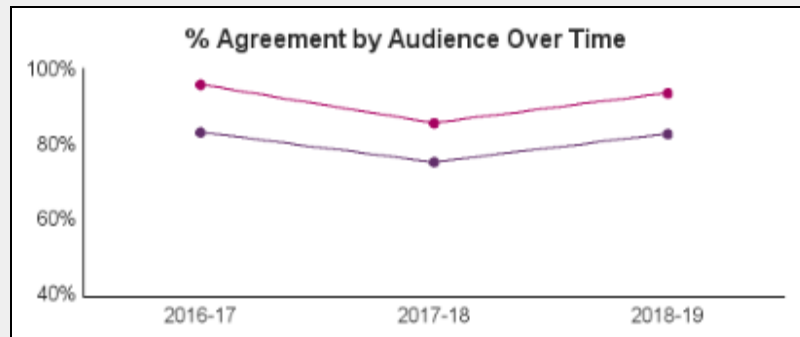
PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL ONE: A Focus on Well-being and Student Citizenship

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

THEME: SAFE ENVIRONMENTS

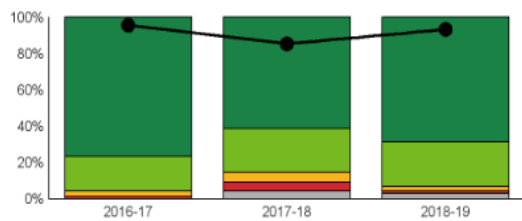
HELP FROM AN ADULT IN THE SCHOOL



Grade 3 + 5 Students
Grade 8 + 11 Students

Grade 3 + 5 Students

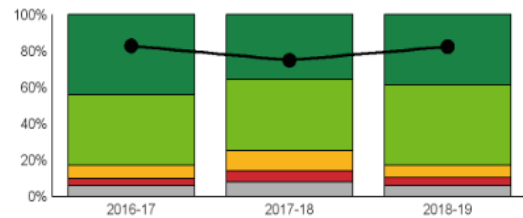
I know at least one adult in my school who I could go to for help



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	68.8%	24.7%	2.3%	1.2%	3.0%
2017-18 (n = 13,202)	61.0%	24.4%	5.4%	4.9%	4.3%
2016-17 (n = 12,456)	76.9%	18.8%	2.8%	1.5%	

Grade 8 + 11 Students

I know at least one adult in my school who I could go to for help

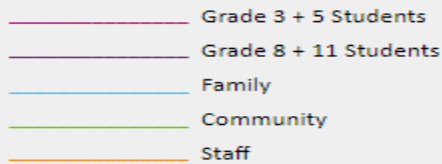
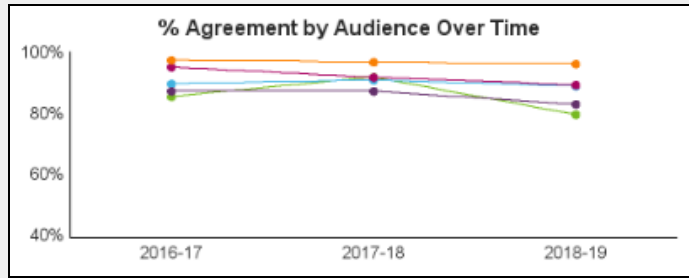


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	38.8%	43.7%	7.3%	4.0%	6.2%
2017-18 (n = 9,088)	35.4%	39.6%	11.1%	5.6%	8.3%
2016-17 (n = 9,340)	44.0%	39.0%	7.1%	3.6%	6.3%

Note: Grade 3 & 5 - Question asked in 2018 "If I feel unsafe at school, I know at least one adult in my school who I could go to for help"

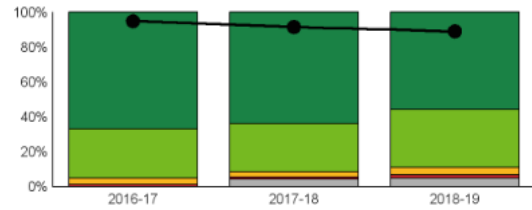
Note: Grade 8 & 11 - Question asked in 2018 "If I feel unsafe at school, I know at least one adult in my school who I could go to for help"

STUDENT SAFETY



Grade 3 + 5 Students

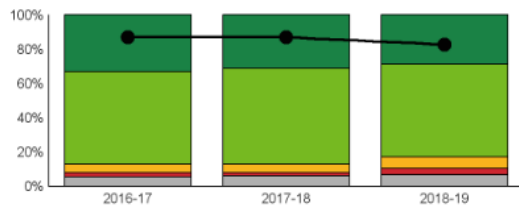
I feel safe at school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	55.7%	33.4%	4.0%	1.7%	5.2%
2017-18 (n = 13,207)	63.5%	28.2%	2.8%	1.1%	4.5%
2016-17 (n = 12,456)	67.0%	28.0%	3.6%	1.4%	

Grade 8 + 11 Students

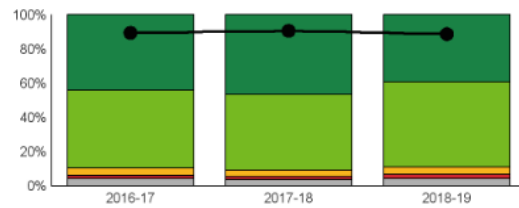
I feel safe at school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	28.6%	54.2%	6.9%	3.4%	6.8%
2017-18 (n = 9,088)	31.2%	55.9%	4.8%	1.9%	6.1%
2016-17 (n = 9,340)	33.3%	53.8%	4.9%	2.2%	5.8%

Family

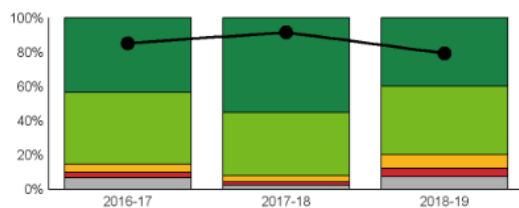
My child's school is focused on student safety



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	39.3%	49.5%	4.4%	2.3%	4.5%
2017-18 (n = 4,313)	46.4%	44.4%	3.7%	2.0%	3.5%
2016-17 (n = 3,873)	44.3%	45.2%	4.6%	1.8%	4.0%

Community

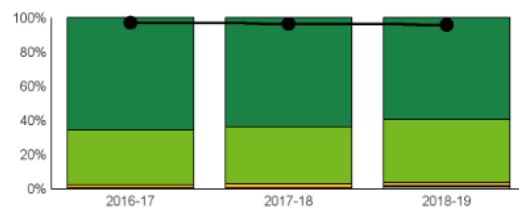
Our schools are focused on student safety



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 287)	40.1%	39.4%	8.0%	4.9%	7.7%
2017-18 (n = 194)	55.2%	36.6%	4.1%	1.5%	2.6%
2016-17 (n = 429)	43.4%	42.0%	5.1%	2.8%	6.8%

Staff

My school is a safe learning environment for students



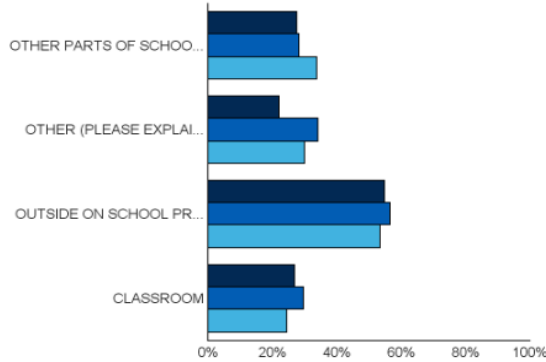
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	59.6%	36.4%	2.3%	0.5%	1.2%
2017-18 (n = 4,357)	63.6%	33.0%	2.5%	0.5%	0.4%
2016-17 (n = 4,338)	65.6%	31.7%	1.8%	0.3%	0.5%

Note: Staff Audience - Teaching and Learning only

WHERE STUDENTS DO NOT FEEL SAFE

Grade 3 + 5 Students

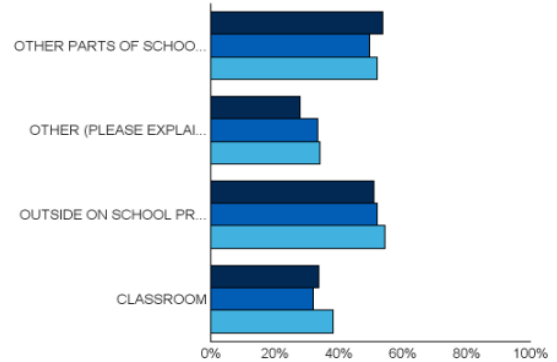
Where do you not feel safe? (Select all that apply)



	2018-19 (n = 769)	2017-18 (n = 514)	2016-17 (n = 660)
CLASSROOM	26.9%	29.6%	24.4%
OTHER PARTS OF SCHOOL BUILDING (E.G. LIBRARY WASHROOM HALLWAYS LUNCH ROOM)	27.4%	28.0%	33.8%
OUTSIDE ON SCHOOL PROPERTY (E.G. SCHOOLYARD PLAYING FIELD SCHOOL PARKING LOT)	54.7%	56.4%	53.5%
OTHER (PLEASE EXPLAIN)	22.1%	34.0%	29.8%

Grade 8 + 11 Students

Where do you not feel safe? (Select all that apply)



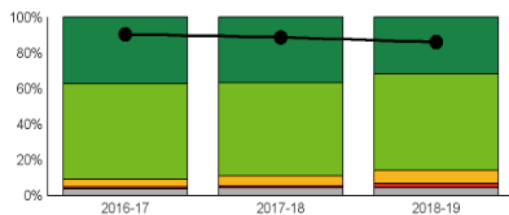
	2018-19 (n = 1,014)	2017-18 (n = 614)	2016-17 (n = 642)
CLASSROOM	33.5%	32.1%	38.2%
OTHER PARTS OF SCHOOL BUILDING (E.G. LIBRARY WASHROOM HALLWAYS LUNCH ROOM)	53.6%	49.7%	51.9%
OUTSIDE ON SCHOOL PROPERTY (E.G. SCHOOLYARD PLAYING FIELD SCHOOL PARKING LOT)	50.9%	52.1%	54.4%
OTHER (PLEASE EXPLAIN)	27.8%	33.2%	34.1%

Note: Students Grades 3 & 5 and 8 & 11 - multiple response question with one or more options selected per response Only those students who indicated that they do not feel safe at school responded to this question

STUDENT SAFETY WHEN TRAVELLING

Grade 8 + 11 Students

I feel safe when travelling to or from school

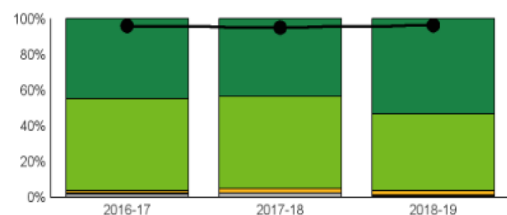


	2016-17	2017-18	2018-19
STRONGLY AGREE	37.0%	36.9%	31.7%
AGREE	53.5%	51.9%	54.5%
DISAGREE	4.8%	5.9%	7.3%
STRONGLY DISAGREE	1.2%	1.1%	2.0%
DON'T KNOW / UNSURE	3.5%	4.1%	4.5%

SAFE ENVIRONMENTS

Staff

My work environment is safe

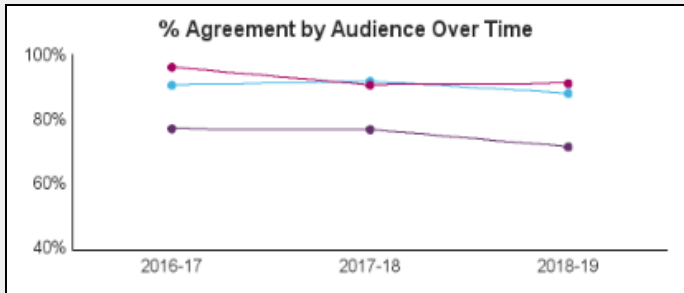


	2016-17	2017-18	2018-19
STRONGLY AGREE	44.9%	43.7%	53.0%
AGREE	51.2%	51.6%	43.5%
DISAGREE	1.6%	2.1%	2.2%
STRONGLY DISAGREE	0.5%	0.5%	0.5%
DON'T KNOW / UNSURE	1.8%	2.2%	0.8%

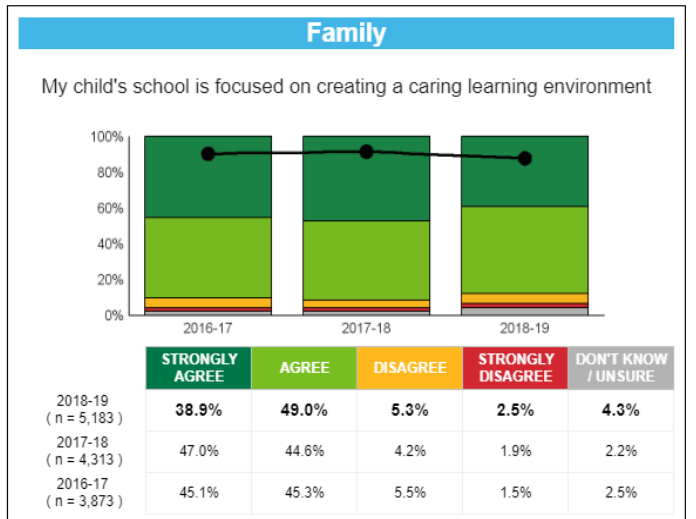
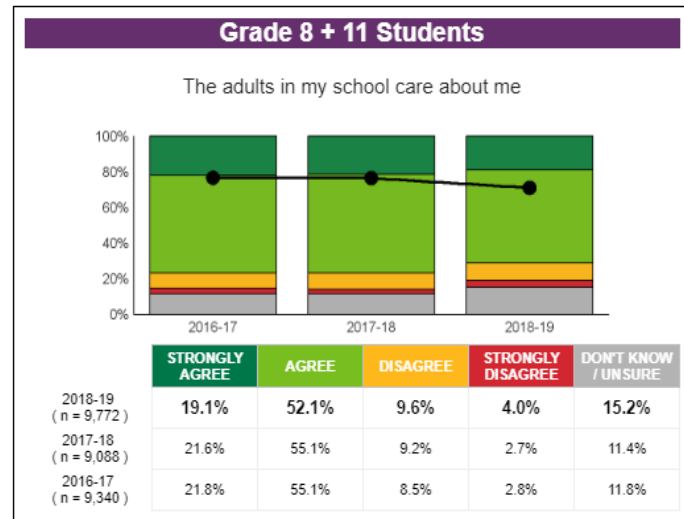
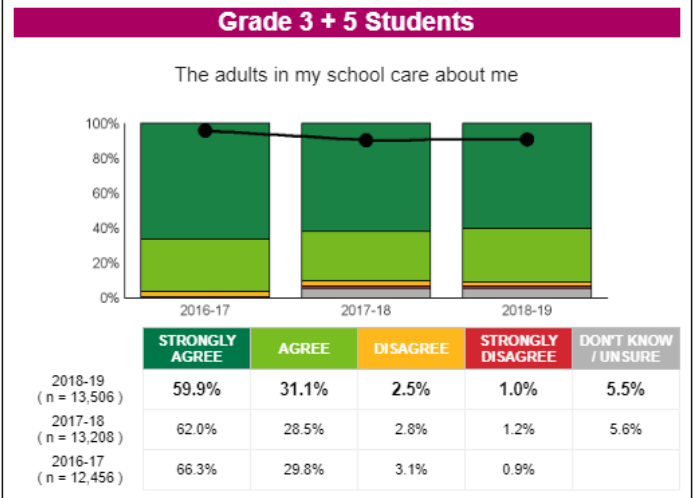
Note: Staff - Question asked in 2018 "District working environments are safe"

THEME: WELCOMING ENVIRONMENTS

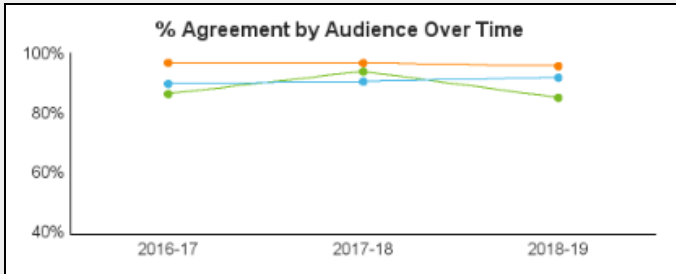
CARING ENVIRONMENTS



Grade 3 + 5 Students
Grade 8 + 11 Students
Family



WELCOMING ENVIRONMENTS



— Family
— Community
— Staff

Family

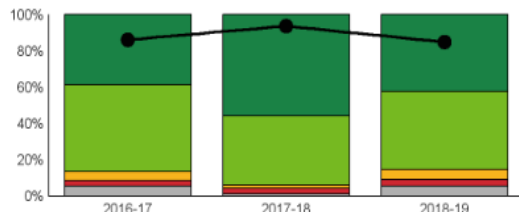
I feel welcome at my child's school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DONT KNOW / UNSURE
2018-19 (n = 5,183)	49.3%	42.5%	4.5%	2.1%	1.5%
2017-18 (n = 4,313)	52.5%	38.0%	4.1%	2.4%	3.0%
2016-17 (n = 3,873)	51.3%	38.4%	4.9%	2.8%	2.7%

Community

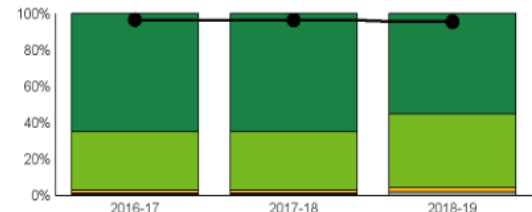
Our schools feel welcoming



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DONT KNOW / UNSURE
2018-19 (n = 287)	42.5%	42.5%	5.6%	4.2%	5.2%
2017-18 (n = 194)	55.7%	38.1%	2.1%	3.1%	1.0%
2016-17 (n = 429)	38.7%	47.6%	5.4%	3.0%	5.4%

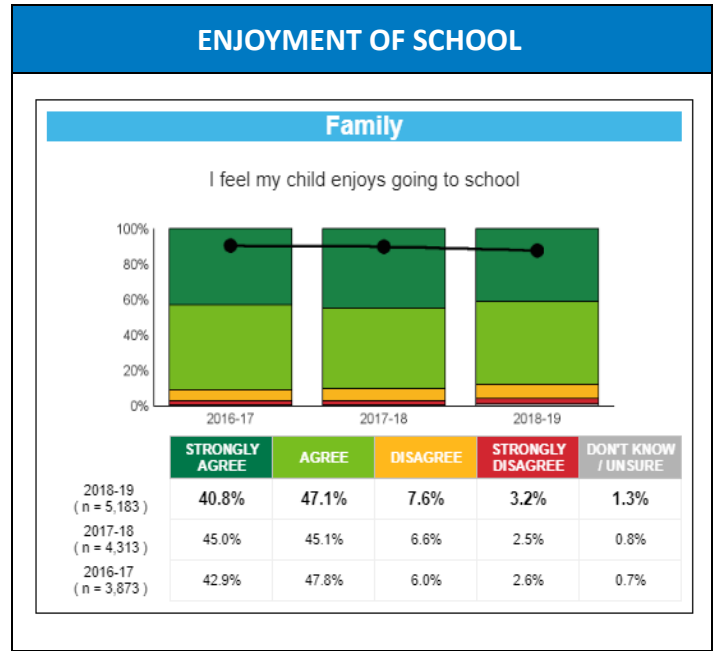
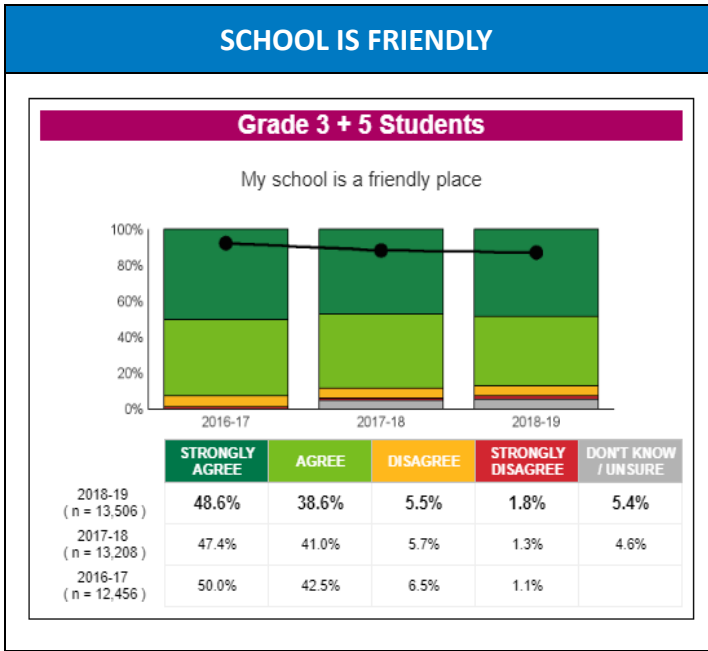
Staff

My work environment is welcoming



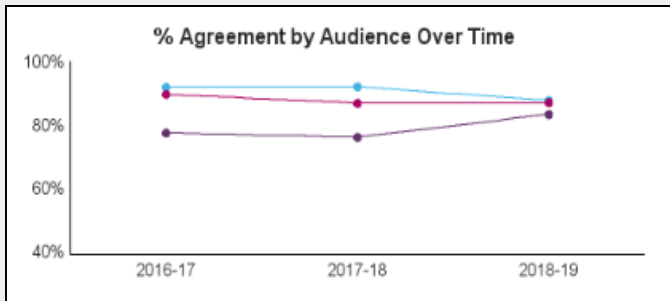
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DONT KNOW / UNSURE
2018-19 (n = 6,170)	55.0%	40.6%	2.4%	0.4%	1.5%
2017-18 (n = 4,357)	64.8%	31.9%	2.4%	0.5%	0.4%
2016-17 (n = 4,338)	65.0%	31.8%	2.2%	0.6%	0.4%

Note: Staff - Question asked in 2018 "District working environments are welcoming"

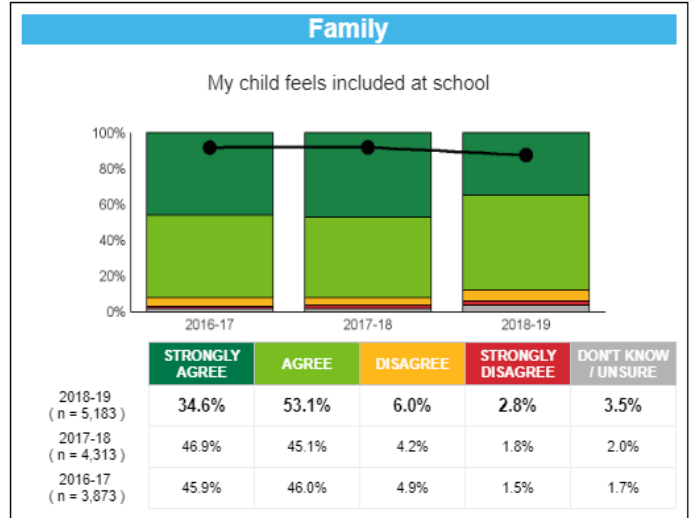
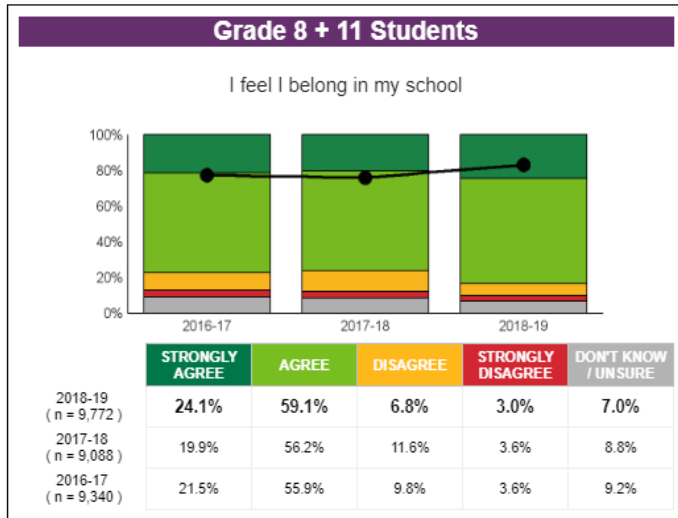
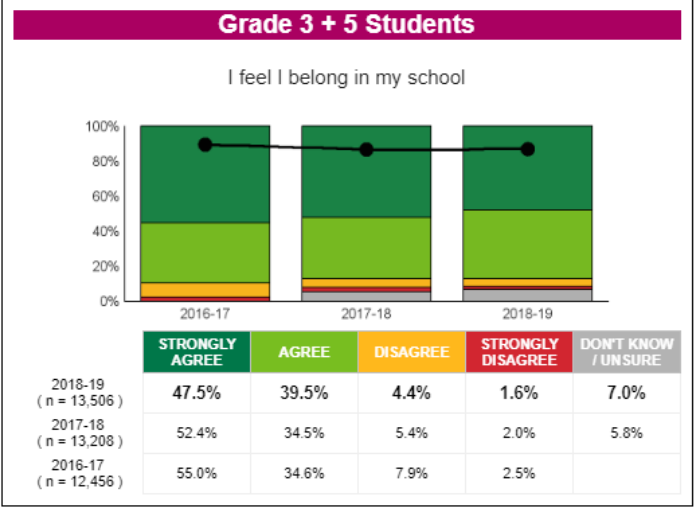


THEME: INCLUSIVE ENVIRONMENTS

BELONGING IN SCHOOL

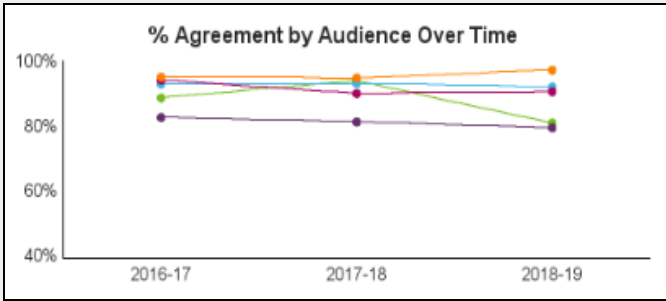


Grade 3 + 5 Students
Grade 8 + 11 Students
Family

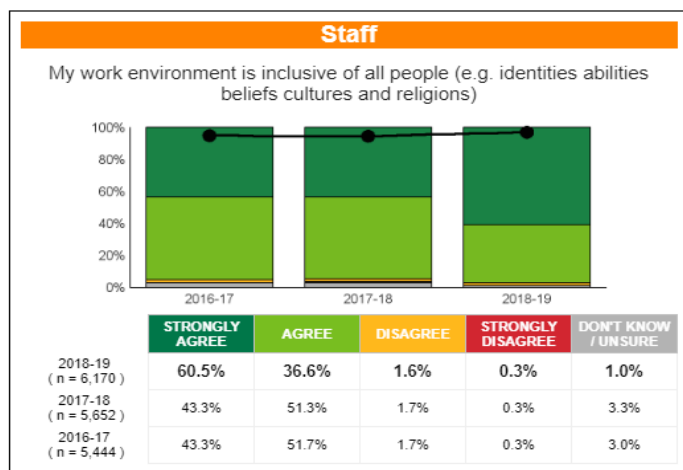
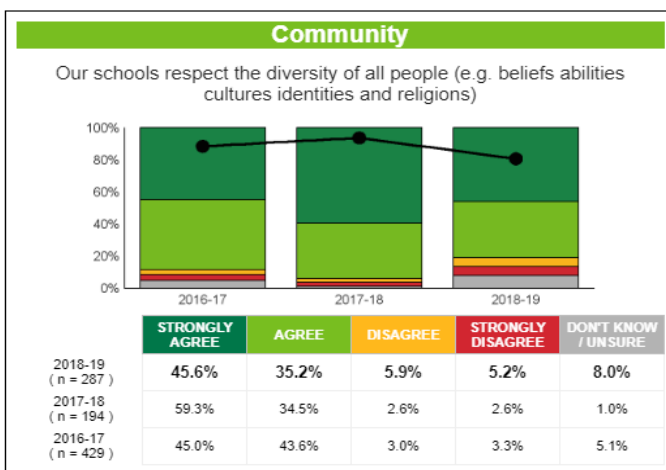
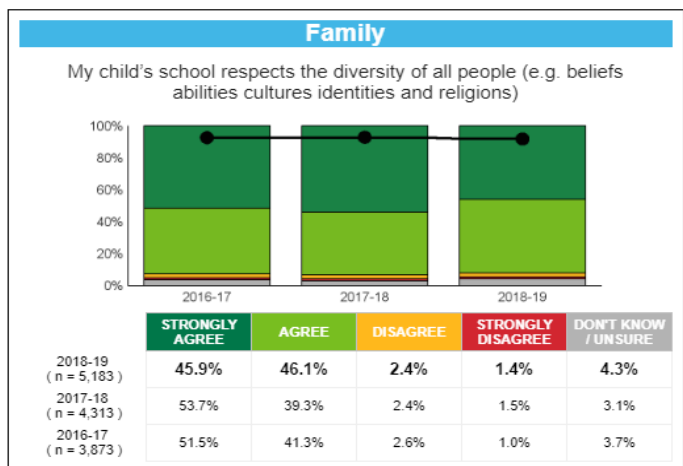
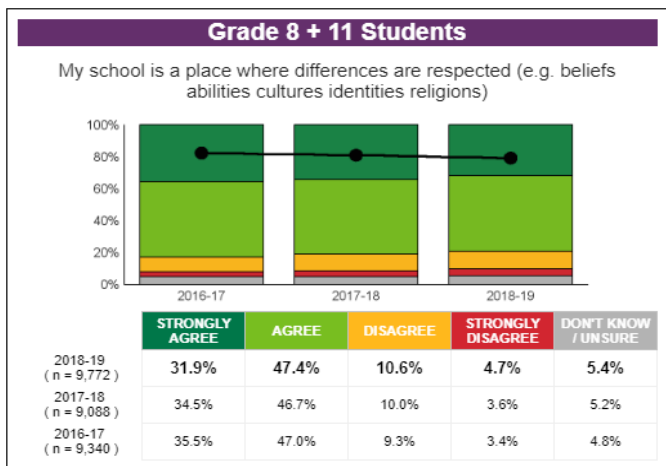
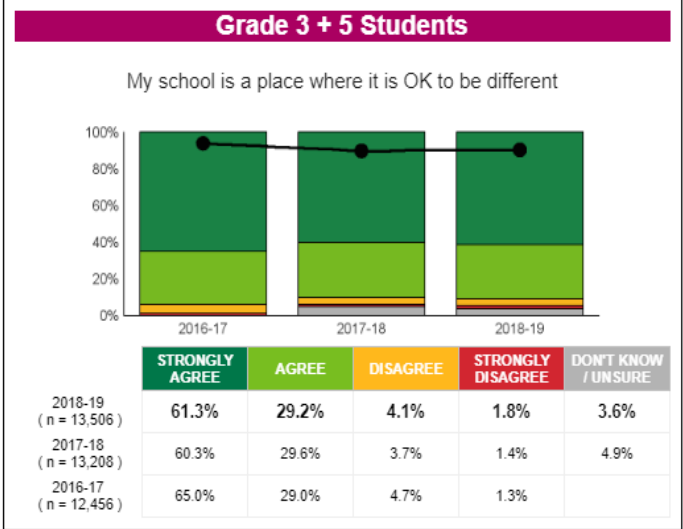


Note: Family - Question asked in 2018 "I feel my child belongs/is included in his/her school"

RESPECT FOR DIFFERENCES



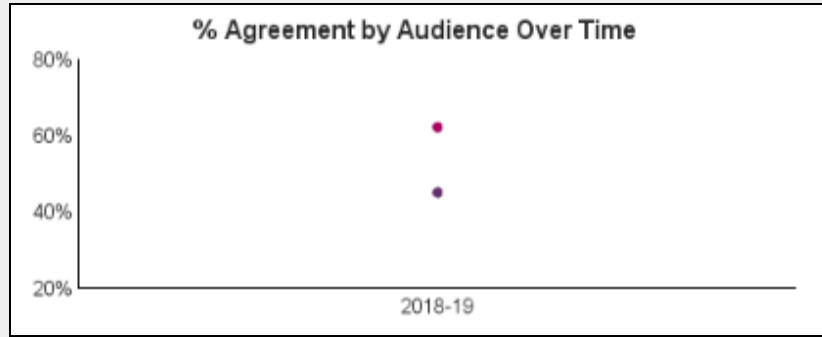
- Grade 3 + 5 Students
- Grade 8 + 11 Students
- Family
- Community
- Staff



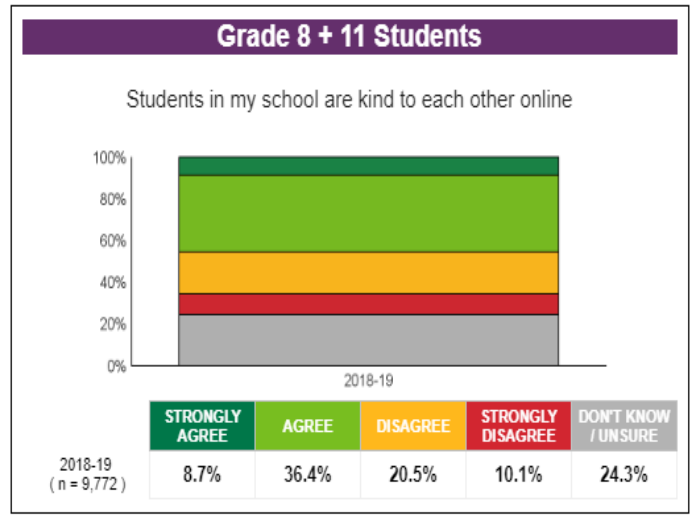
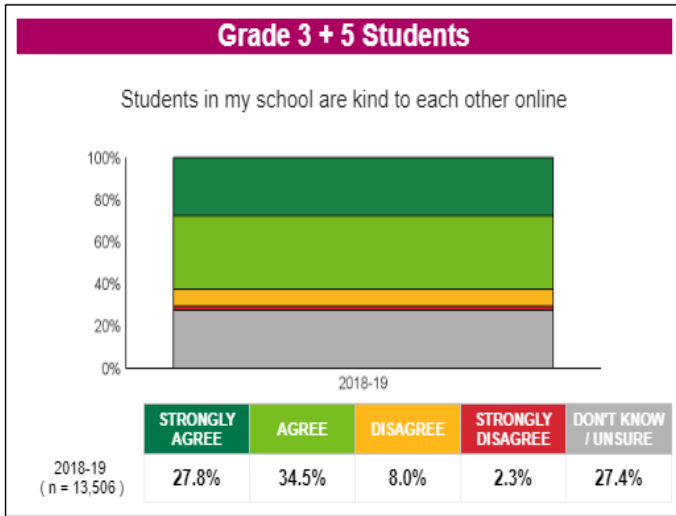
Note: Grade 3 & 5 - Question asked in 2018 "My school is a place where differences are respected (e.g. beliefs, cultures, identities, religions)"

Note: Grade 8 & 11, Family, Community, Staff - In 2019, questions were modified to include "abilities"

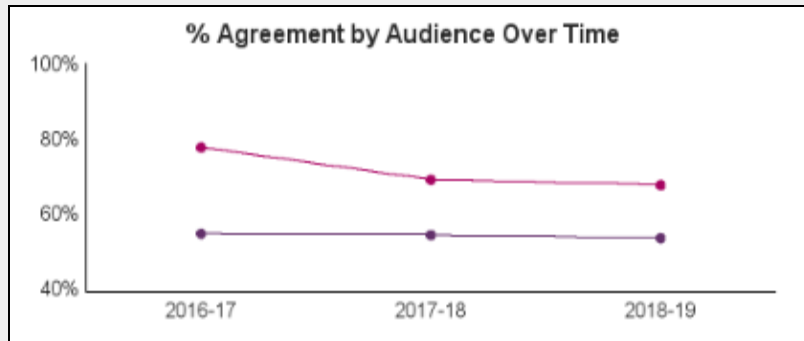
STUDENT KINDNESS ONLINE



Grade 3 + 5 Students
Grade 8 + 11 Students



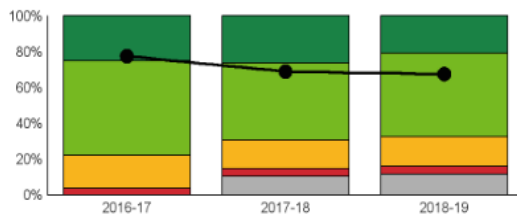
STUDENT KINDNESS OUTSIDE THE CLASSROOM



Grade 3 + 5 Students
Grade 8 + 11 Students

Grade 3 + 5 Students

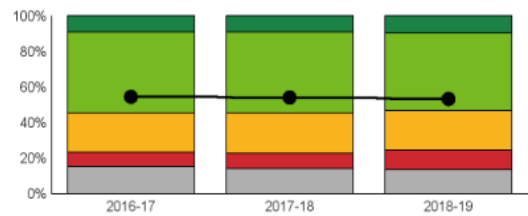
Students in my school are kind to each other outside the classroom



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	21.0%	46.6%	16.3%	4.2%	12.0%
2017-18 (n = 13,208)	26.2%	42.8%	16.1%	4.8%	10.1%
2016-17 (n = 12,456)	25.3%	52.4%	18.6%	3.8%	

Grade 8 + 11 Students

Students in my school are kind to each other outside the classroom

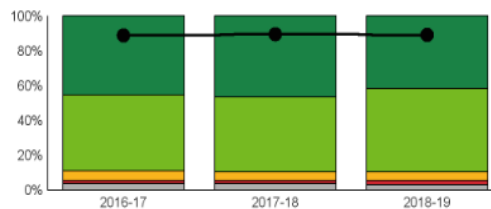


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	9.8%	43.6%	22.3%	10.8%	13.5%
2017-18 (n = 9,088)	8.9%	45.4%	23.3%	8.6%	13.8%
2016-17 (n = 9,340)	8.8%	45.8%	21.8%	7.9%	15.6%

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

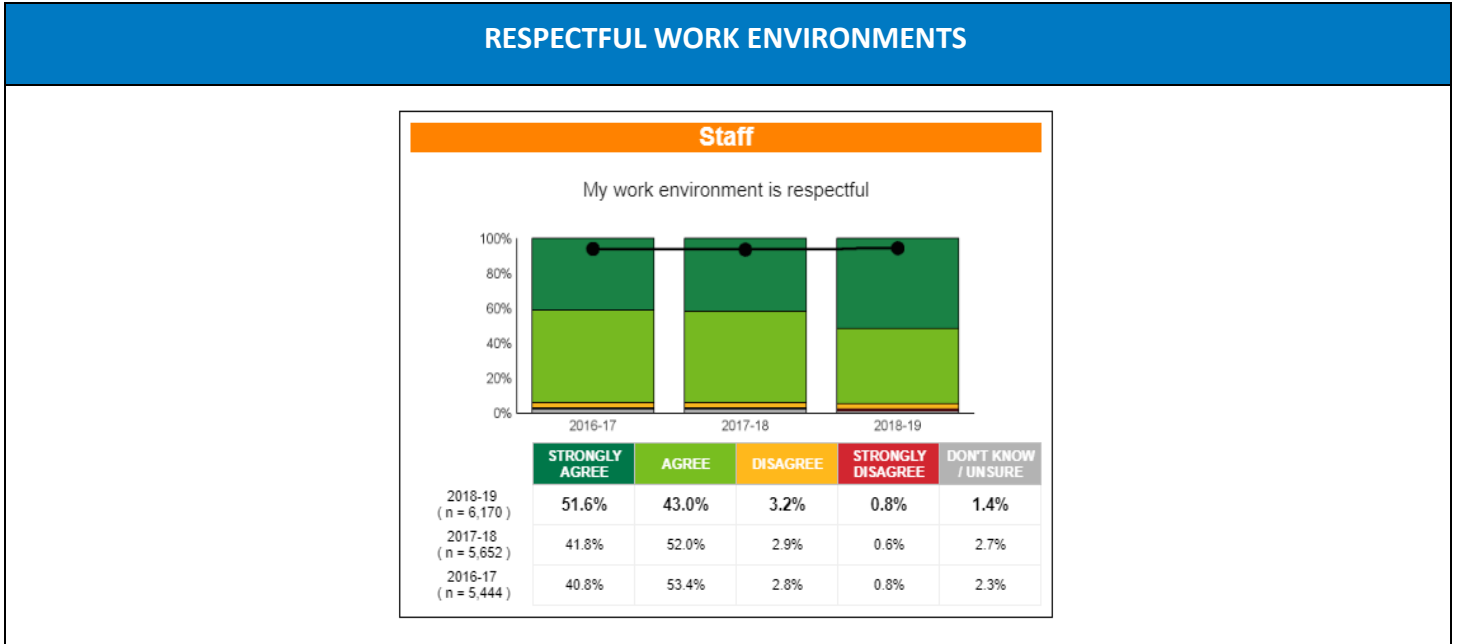
Grade 8 + 11 Students

All students are welcome to participate in extracurricular school activities (e.g. clubs teams)



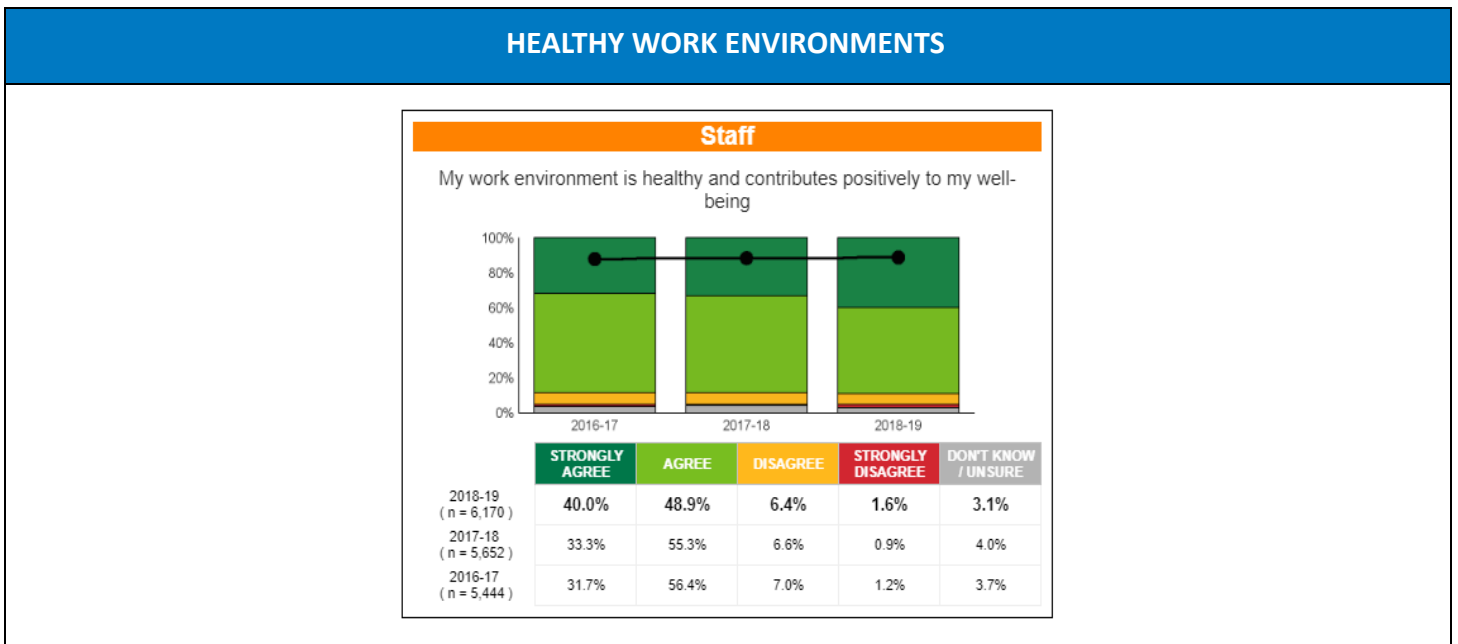
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	41.7%	47.6%	5.5%	1.9%	3.4%
2017-18 (n = 9,088)	46.5%	43.1%	5.0%	1.9%	3.4%
2016-17 (n = 9,340)	45.1%	43.9%	5.3%	2.0%	3.8%

THEME: RESPECTFUL ENVIRONMENTS



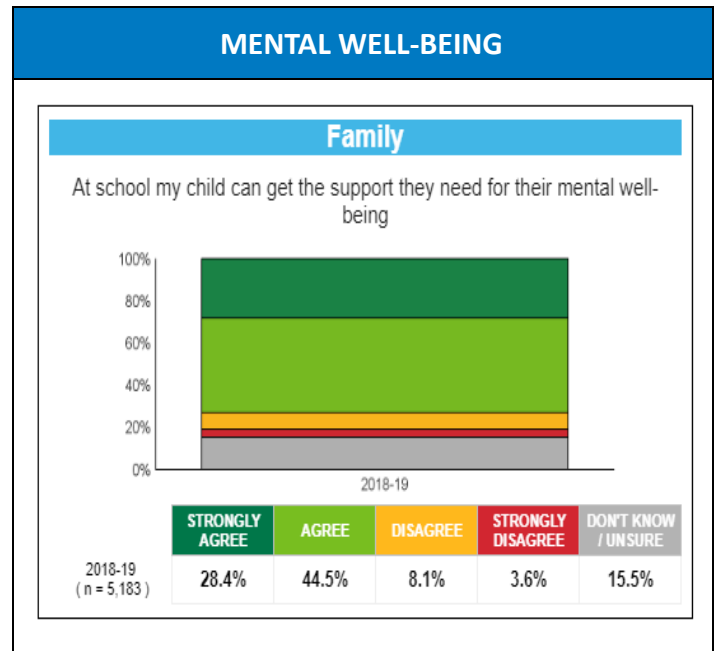
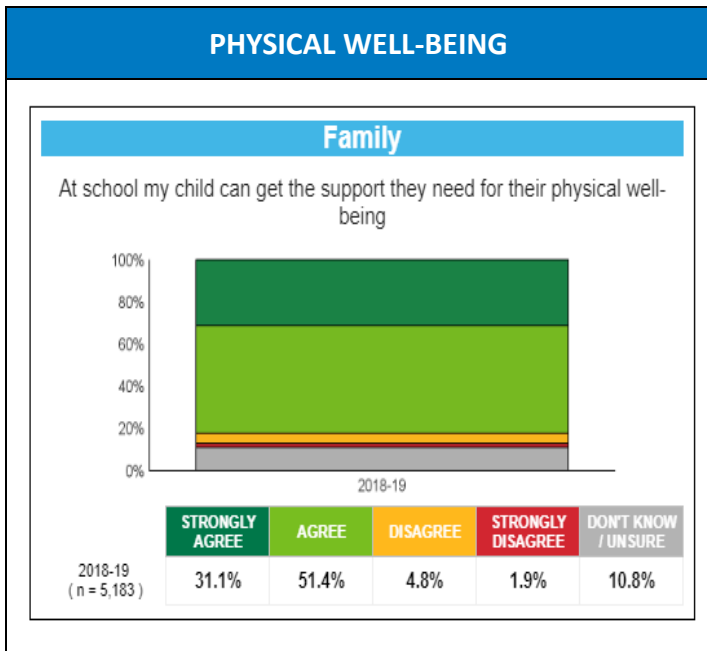
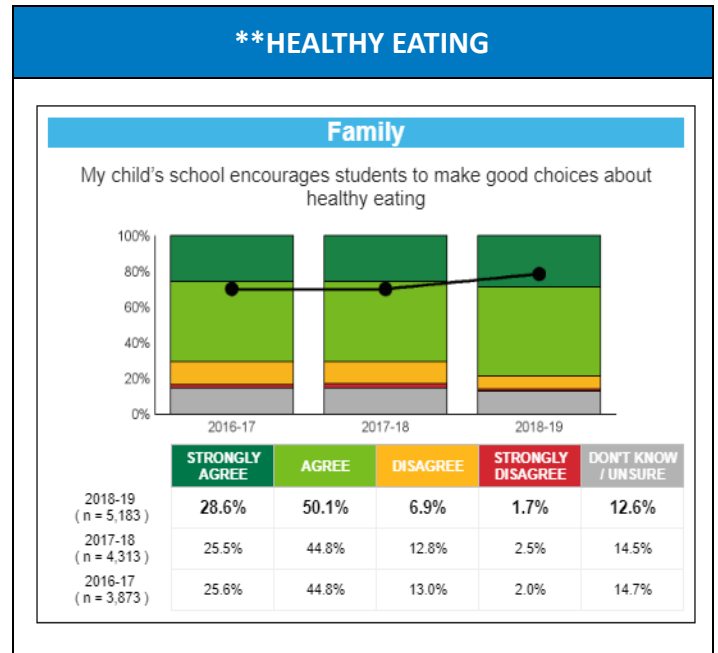
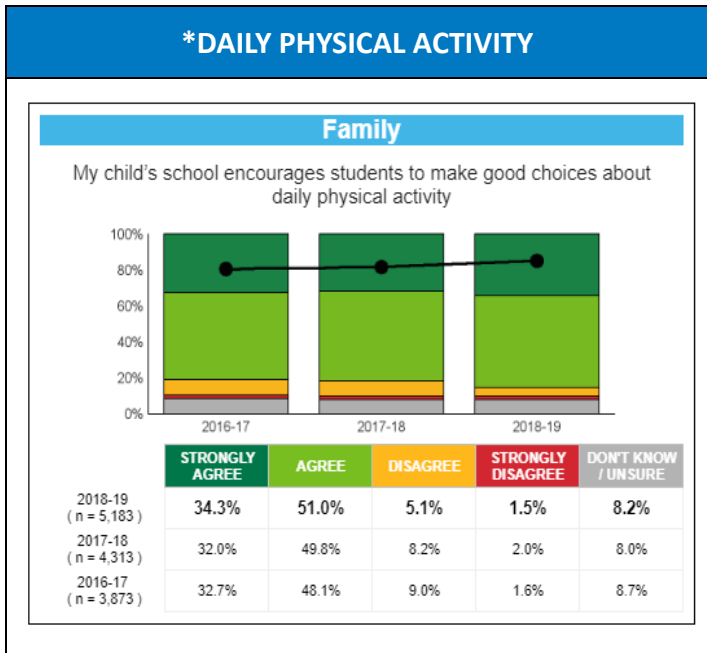
Note: Staff - Question asked in 2018 "District working environments are respectful"

THEME: HEALTHY ENVIRONMENTS



Note: Question asked in 2018 "District working environments are healthy"

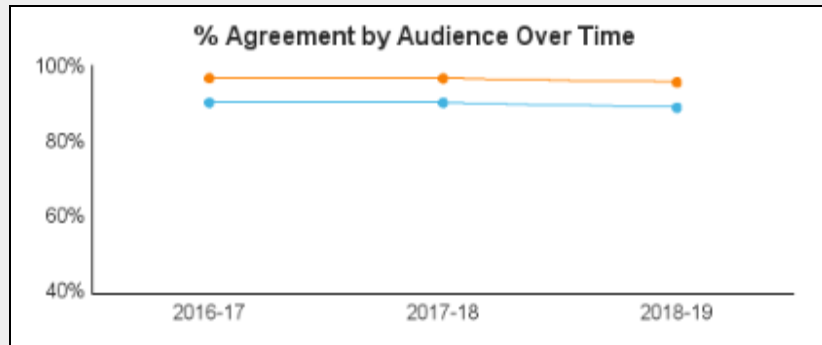
THEME: HEALTH AND WELL-BEING



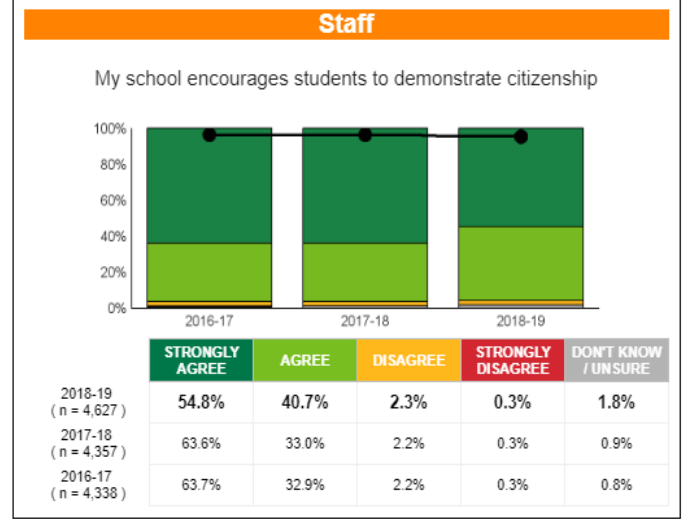
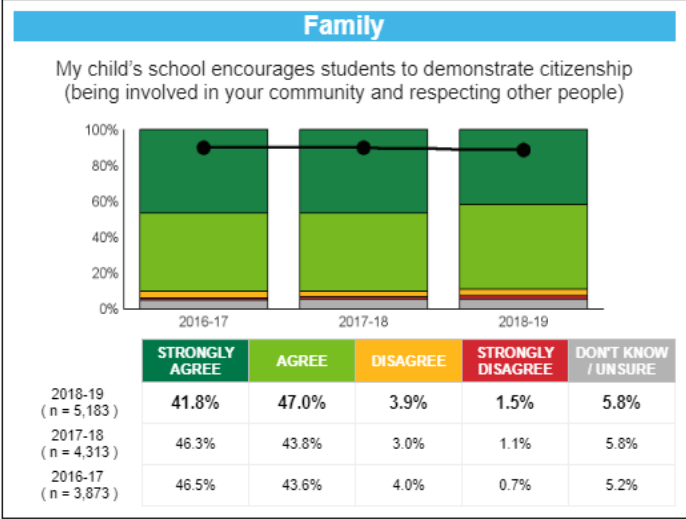
Note: Family - *Question asked in 2018 "School has helped my child make good choices about daily physical activity"
 **Question asked in 2018 "School has helped my child make good choices about healthy eating"

THEME: CITIZENSHIP AND LEADERSHIP

STUDENTS ARE ENCOURAGED TO DEMONSTRATE CITIZENSHIP

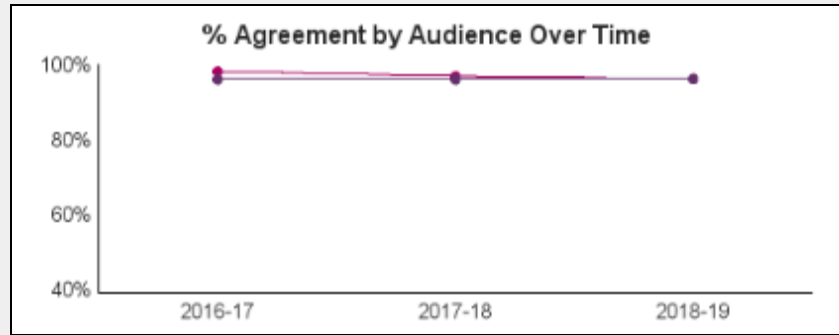


Family
Staff



Note: Staff Audience - Teaching and Learning only

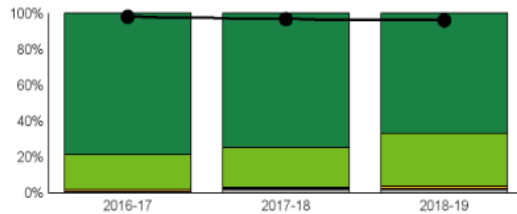
STUDENTS KNOW HOW TO BEHAVE



Grade 3 + 5 Students
Grade 8 + 11 Students

Grade 3 + 5 Students

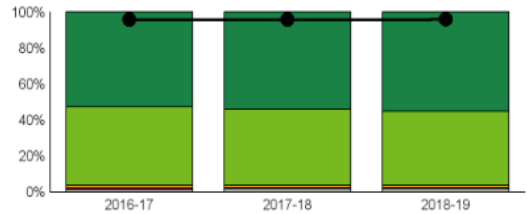
I know how I need to behave in school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	67.0%	29.2%	1.3%	0.6%	1.9%
2017-18 (n = 13,210)	74.6%	22.3%	0.9%	0.6%	1.6%
2016-17 (n = 12,456)	78.3%	19.8%	1.2%	0.7%	

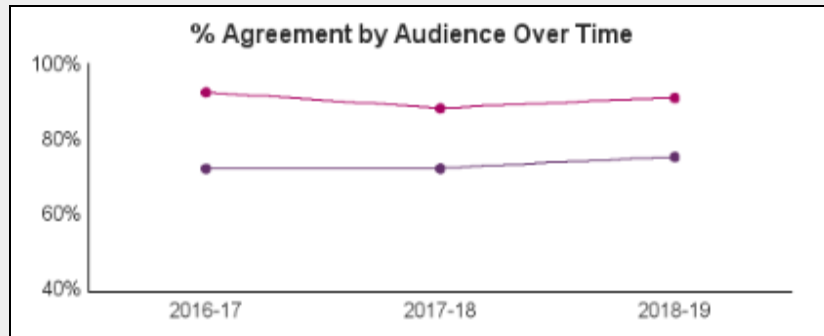
Grade 8 + 11 Students

I know how I need to behave in school



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	55.2%	40.9%	1.4%	0.9%	1.5%
2017-18 (n = 9,088)	53.9%	42.1%	1.5%	0.8%	1.7%
2016-17 (n = 9,340)	52.6%	43.4%	1.5%	1.0%	1.5%

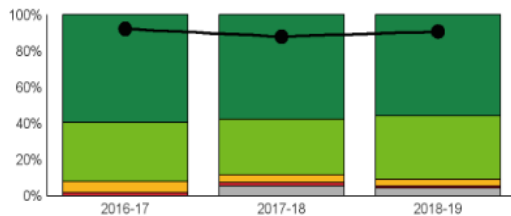
STUDENTS KNOW HOW TO HELP OTHERS



Grade 3 + 5 Students
Grade 8 + 11 Students

Grade 3 + 5 Students

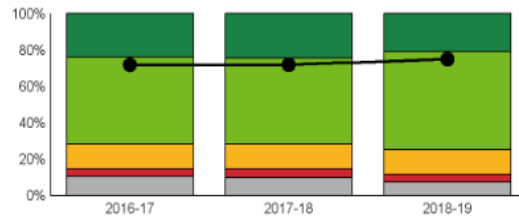
My school helps me learn how to help others



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	56.0%	34.9%	3.7%	1.3%	4.1%
2017-18 (n = 13,210)	57.7%	30.4%	4.7%	1.6%	5.7%
2016-17 (n = 12,456)	59.6%	32.7%	5.8%	1.9%	

Grade 8 + 11 Students

My school helps me learn how to help others

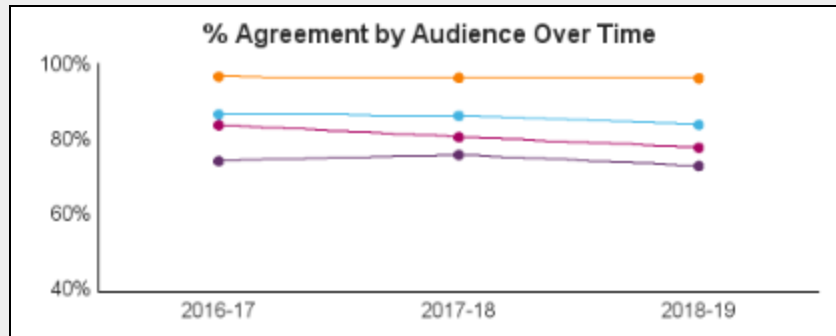


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	20.5%	54.6%	13.5%	3.9%	7.5%
2017-18 (n = 9,088)	24.7%	47.3%	13.4%	4.5%	10.0%
2016-17 (n = 9,340)	24.0%	48.0%	13.1%	4.2%	10.7%

Note: Grade 3 & 5 - Question asked in 2018 "My school has helped me help others"

Note: Grade 8 & 11 - Question asked in 2018 "My school experience has helped me help others"

STUDENTS HAVE CHANCES TO BE A LEADER AT SCHOOL



Grade 3 + 5 Students
Grade 8 + 11 Students
Family
Staff

Grade 3 + 5 Students

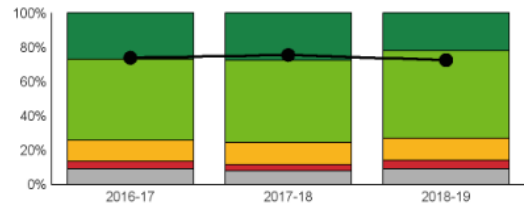
I have chances to be a leader at school (e.g. lead a class activity be a study buddy lead a school club school council)



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	39.2%	38.3%	9.4%	3.4%	9.7%
2017-18 (n = 13,210)	46.6%	33.8%	7.7%	3.7%	8.2%
2016-17 (n = 12,456)	50.2%	33.4%	10.9%	5.5%	

Grade 8 + 11 Students

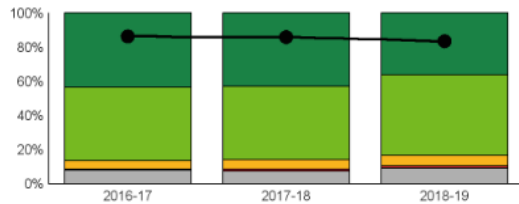
I have chances to be a leader at school (e.g. lead a class activity be a study buddy lead a school club school council)



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	21.9%	50.7%	13.3%	4.6%	9.4%
2017-18 (n = 9,088)	27.7%	47.9%	12.4%	4.0%	7.9%
2016-17 (n = 9,340)	26.9%	47.1%	12.5%	4.5%	9.1%

Family

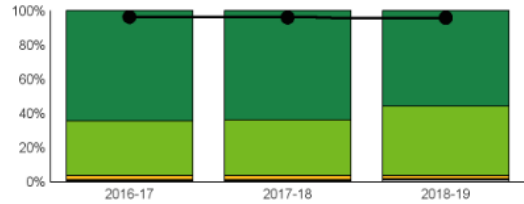
My child's school encourages students to demonstrate leadership



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	36.1%	47.6%	5.8%	1.3%	9.2%
2017-18 (n = 4,313)	42.9%	43.1%	5.2%	1.2%	7.5%
2016-17 (n = 3,873)	43.5%	43.0%	4.9%	0.9%	7.8%

Staff

My school encourages students to demonstrate leadership



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 4,627)	55.9%	40.2%	2.4%	0.3%	1.3%
2017-18 (n = 4,357)	64.0%	32.2%	2.5%	0.4%	0.9%
2016-17 (n = 4,338)	64.1%	32.4%	2.3%	0.4%	0.8%

Note: Grade 3 & 5 - Question asked independently of Grade 3 and Grade 5, with results combined for reporting. Grade 3 question asked "I can be a leader at school"

Note: Staff Audience - Teaching and Learning only

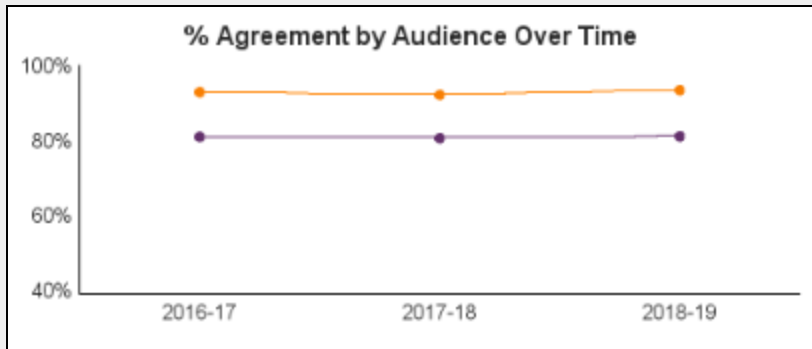
PRIORITY 2: Provide welcoming, high quality learning and working environments.

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.

THEME: LEARNING AND WORKING SPACES

CLEANLINESS



Grade 8 + 11 Students
Staff

Grade 8 + 11 Students

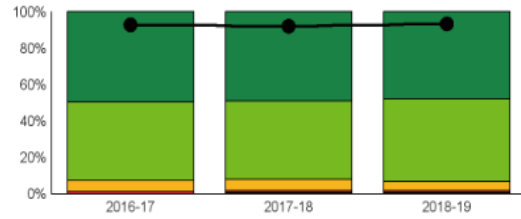
Learning spaces inside the school are kept clean



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	23.8%	57.3%	11.0%	3.4%	4.5%
2017-18 (n = 9,088)	29.1%	51.6%	10.3%	4.0%	5.0%
2016-17 (n = 9,340)	29.8%	51.3%	10.1%	4.5%	4.4%

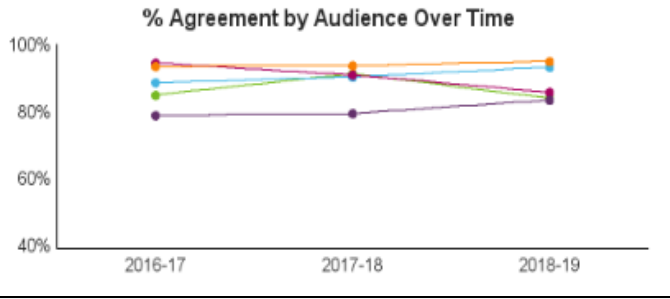
Staff

My place of work is kept clean

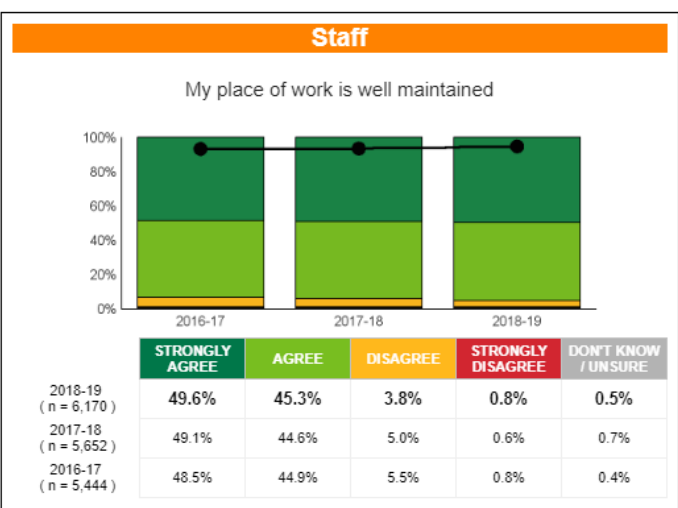
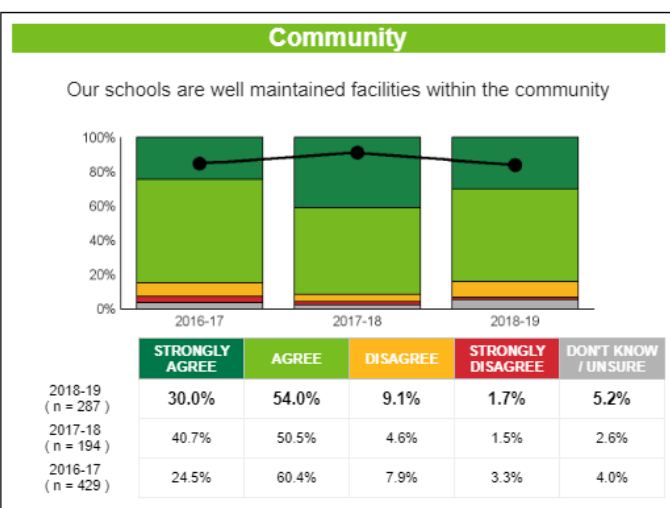
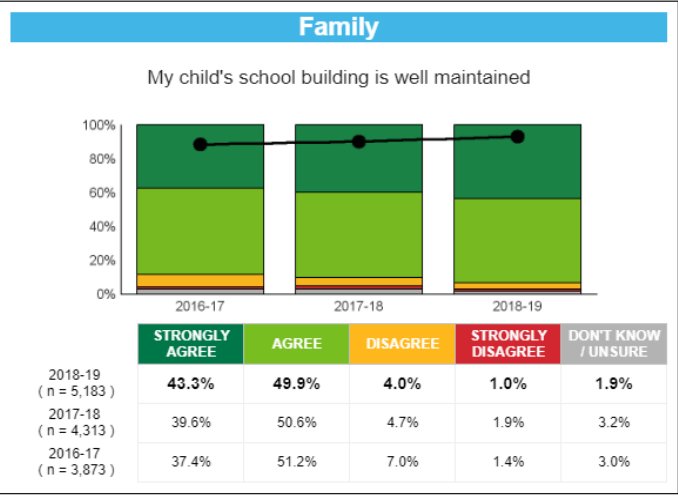
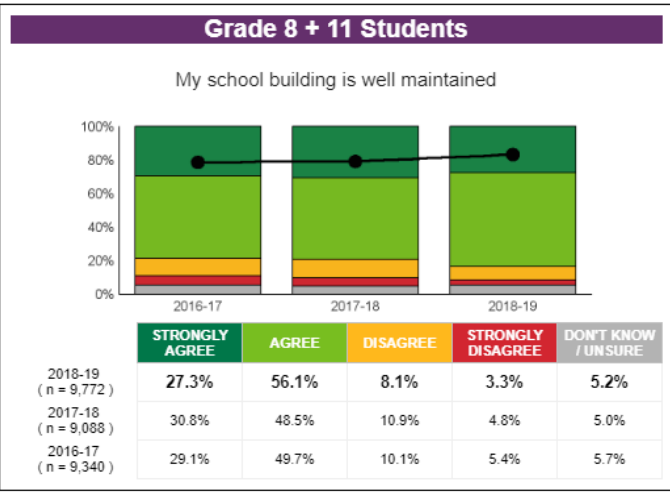
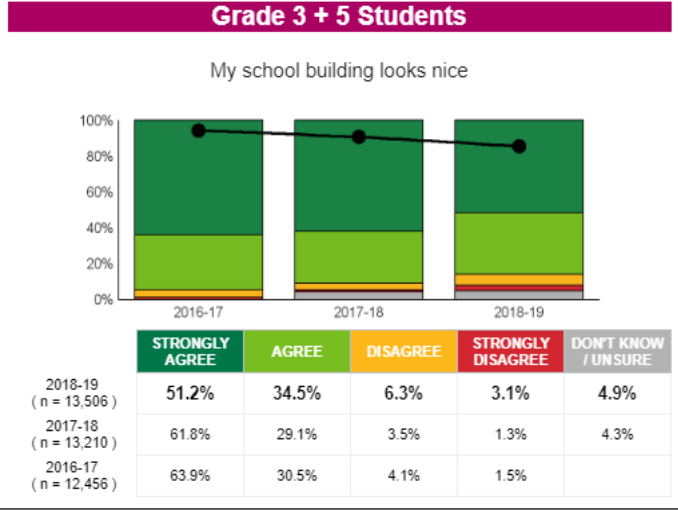


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	47.9%	45.6%	5.0%	1.2%	0.3%
2017-18 (n = 5,652)	48.7%	43.5%	6.2%	1.1%	0.5%
2016-17 (n = 5,444)	49.4%	43.5%	5.9%	1.0%	0.2%

BUILDING IS WELL MAINTAINED

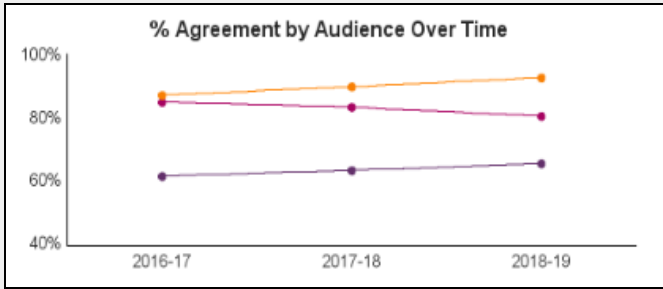


- Grade 3 + 5 Students
- Grade 8 + 11 Students
- Family
- Community
- Staff



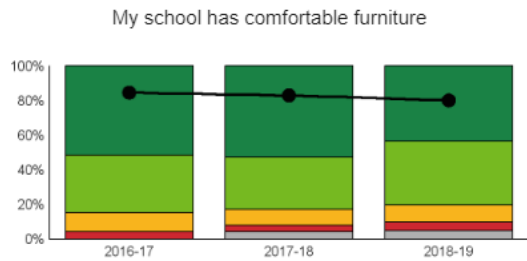
Note: Grade 3 & 5 - Question asked in 2018 "My school building is well kept"

COMFORTABLE FURNITURE



Grade 3 + 5 Students
Grade 8 + 11 Students
Staff

Grade 3 + 5 Students



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 13,506)	43.4%	36.8%	9.7%	5.2%	4.9%
2017-18 (n = 13,210)	52.7%	30.4%	8.7%	4.0%	4.2%
2016-17 (n = 12,456)	51.7%	33.0%	10.8%	4.5%	

Grade 8 + 11 Students

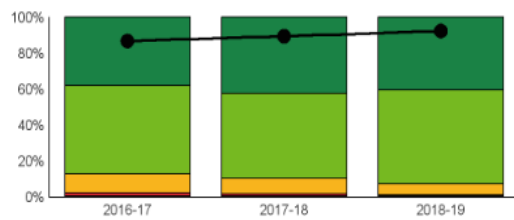
Learning spaces inside the school have comfortable furniture



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 9,772)	20.1%	45.0%	20.1%	10.2%	4.5%
2017-18 (n = 9,088)	23.6%	39.3%	21.1%	11.0%	4.9%
2016-17 (n = 9,340)	22.6%	38.5%	22.0%	12.5%	4.4%

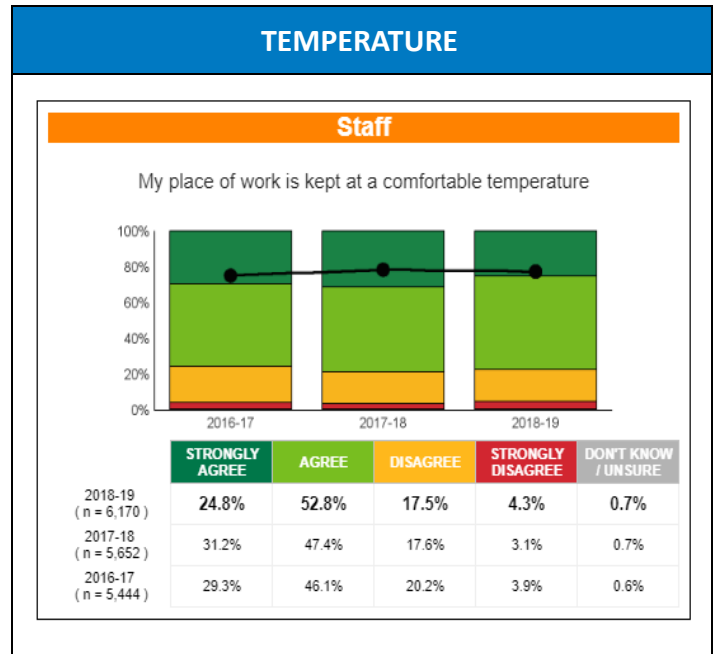
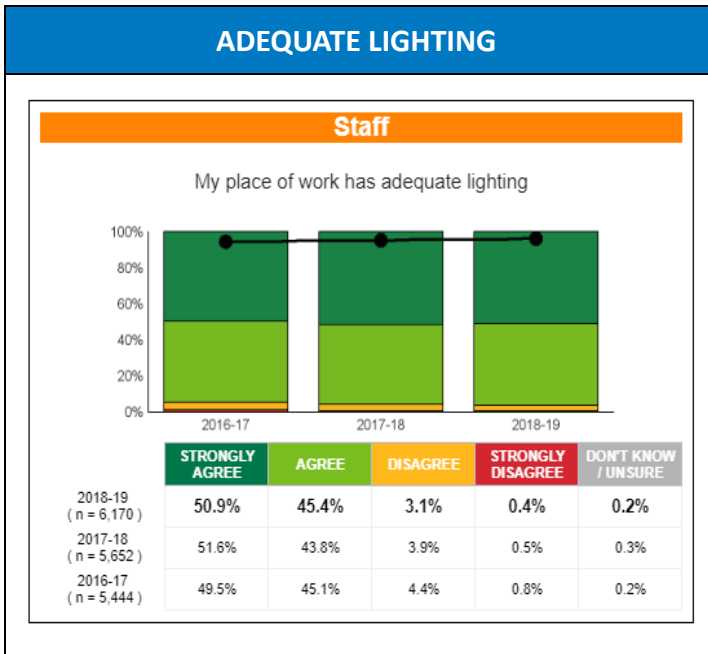
Staff

My place of work has comfortable furniture

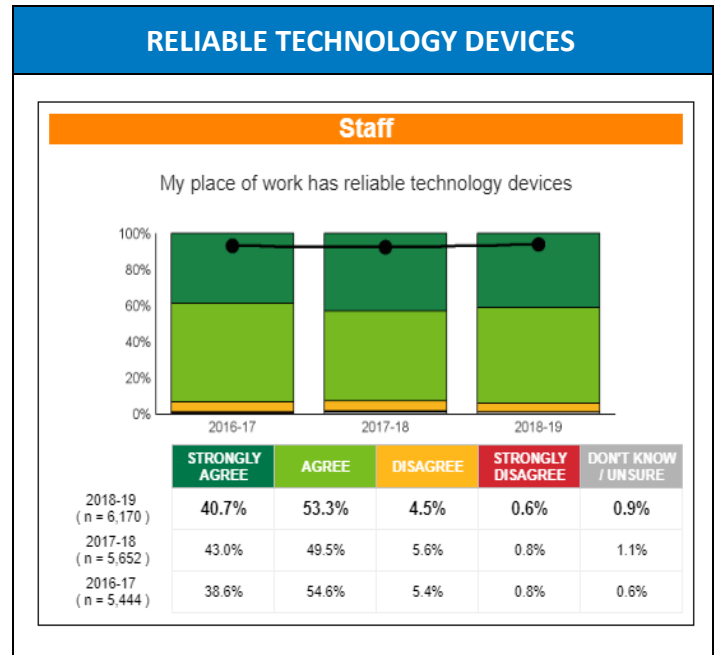
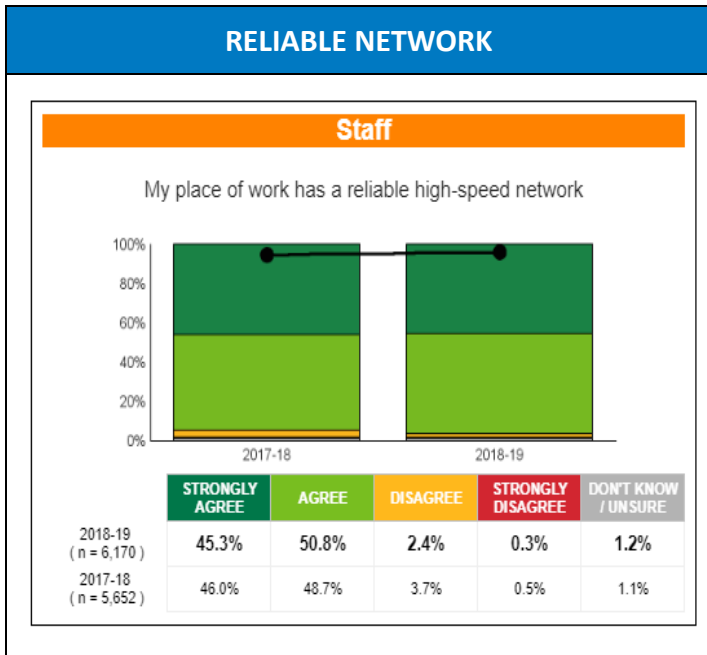


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	40.5%	52.0%	6.1%	0.9%	0.5%
2017-18 (n = 5,652)	42.3%	47.3%	8.8%	0.9%	0.7%
2016-17 (n = 5,444)	37.7%	49.2%	10.8%	1.5%	0.8%

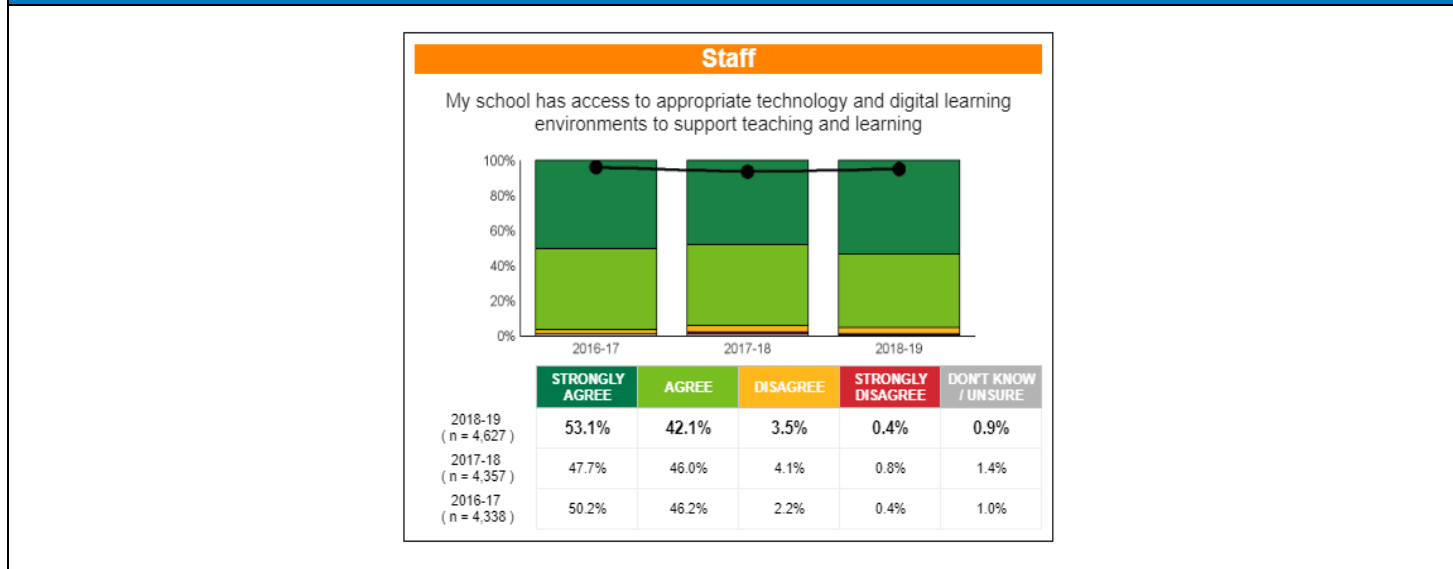
Note: Grade 3 & 5 - Question asked in 2018 "Learning spaces inside the school have comfortable furniture"



THEME: ACCESS TO TECHNOLOGY

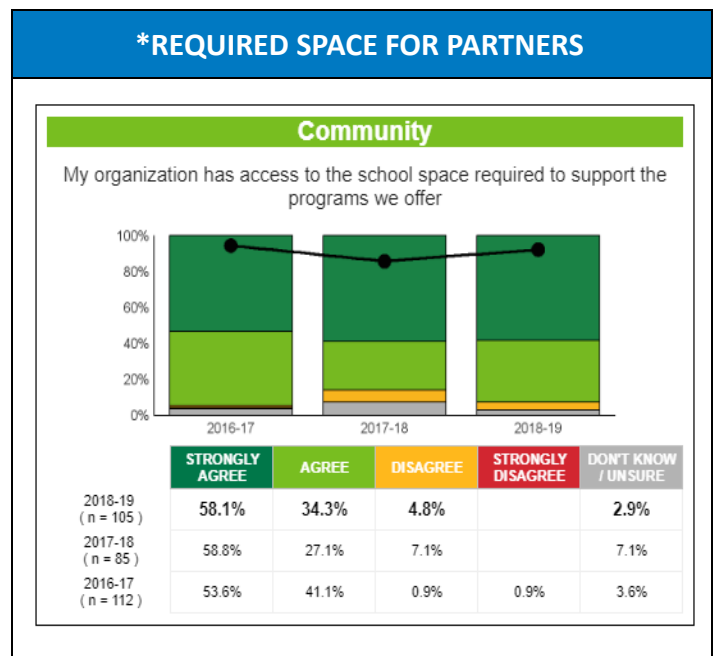
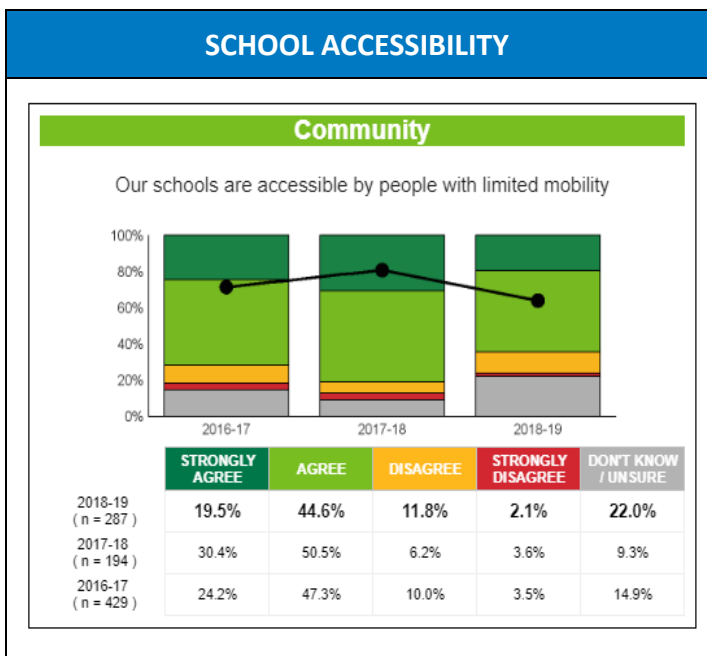
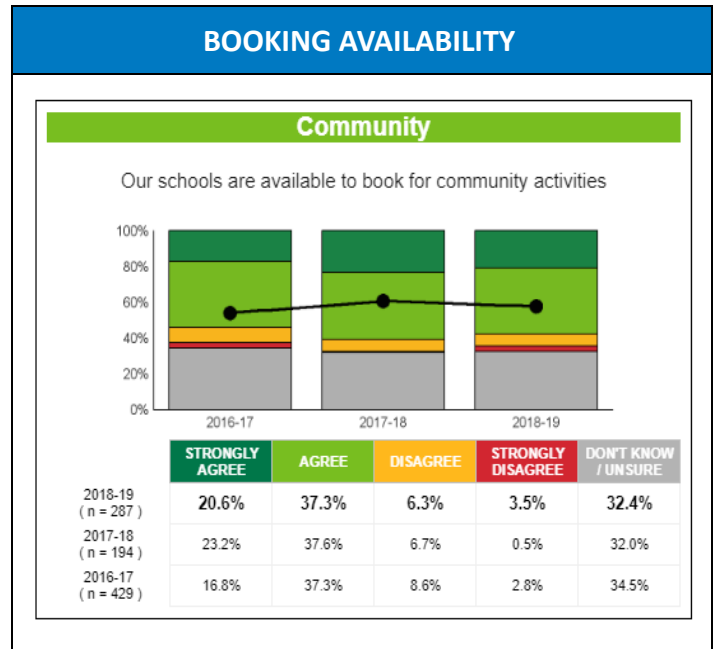
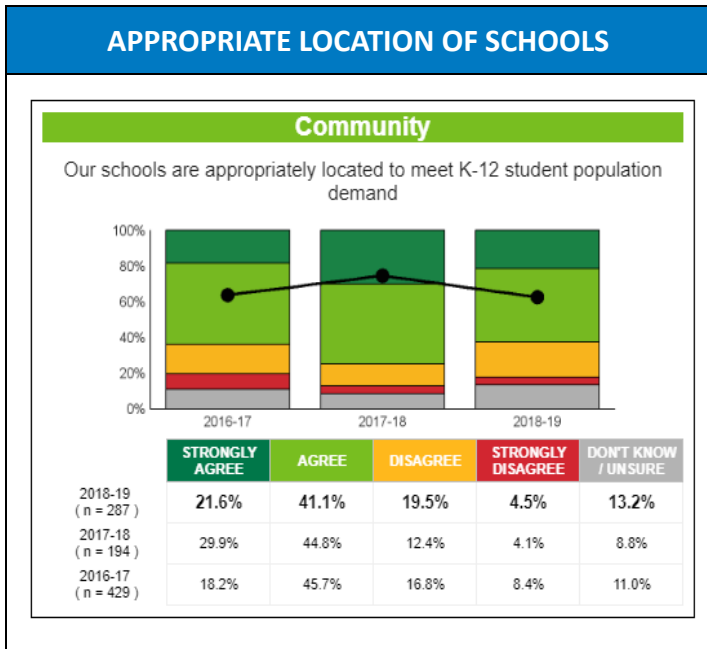


*TECHNOLOGY TO SUPPORT STUDENT SUCCESS



Note: *Staff Audience - Teaching and Learning only

THEME: COMMUNITY ACCESS



Note: *Community Audience - Partner Leaders and Members only

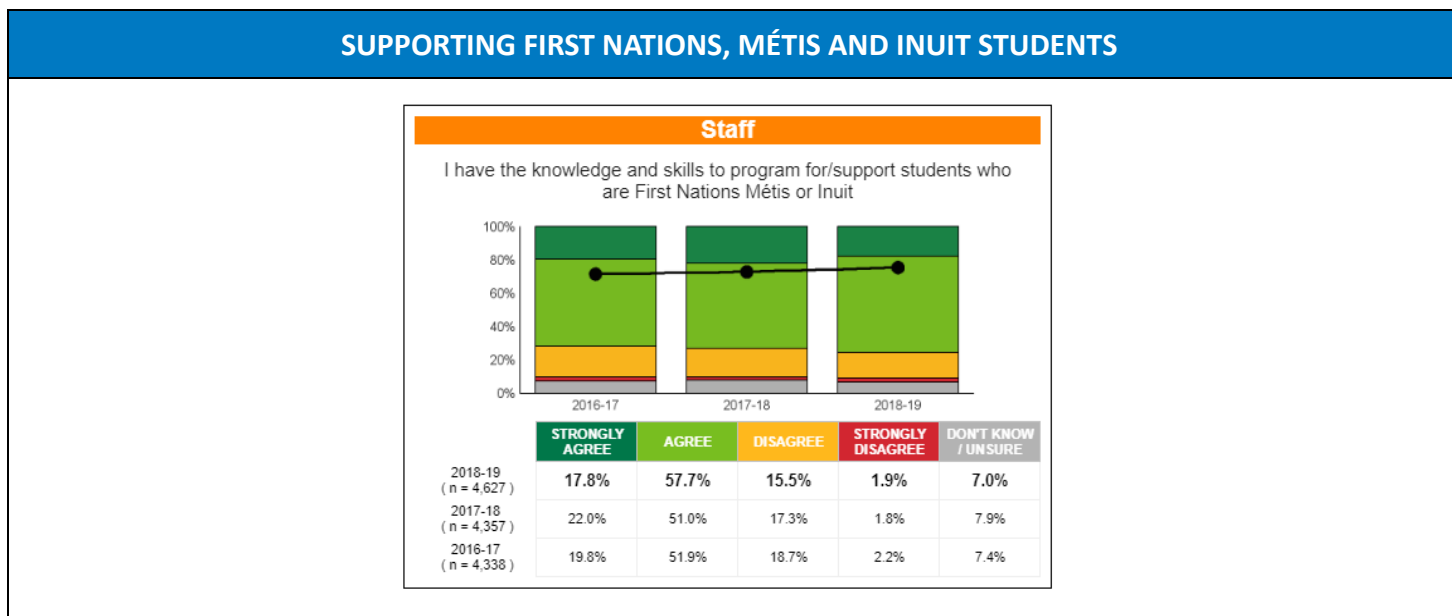
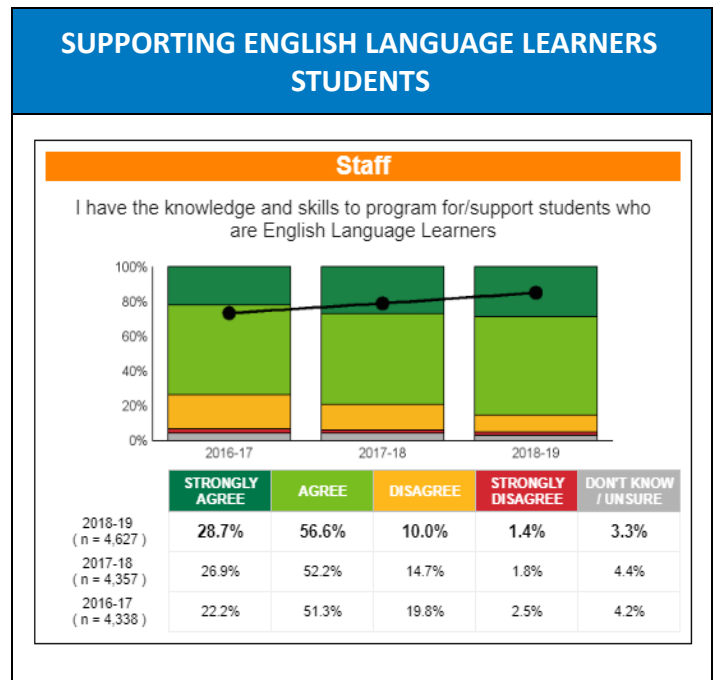
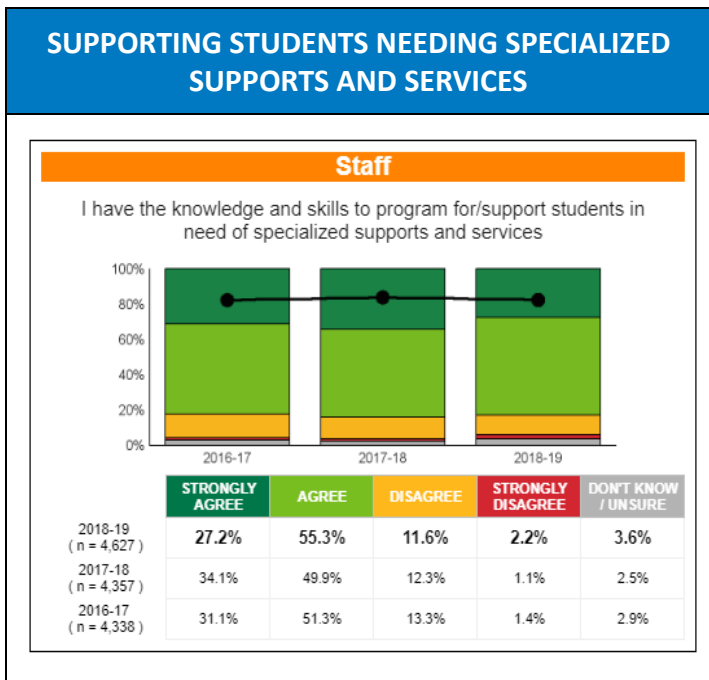
PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL THREE: Building Capacity through a Culture of Diversity, Collaboration and Distributed Leadership

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

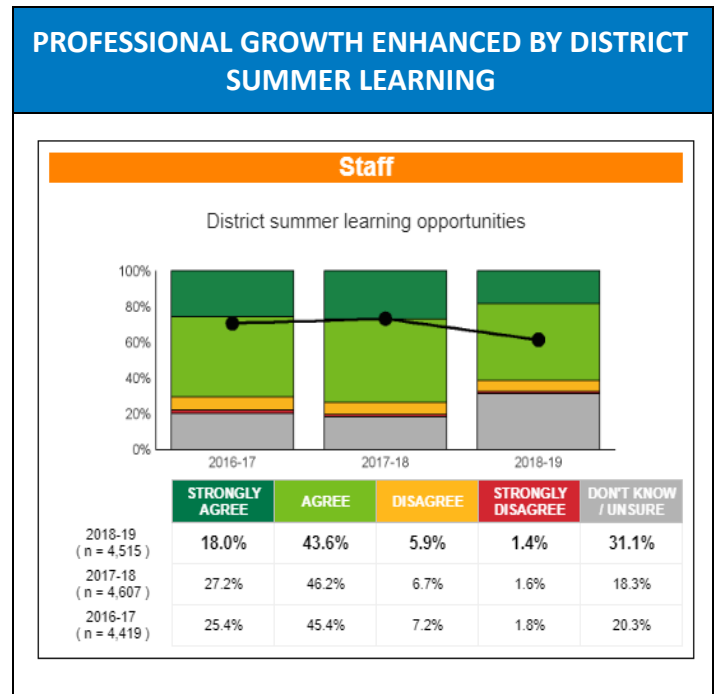
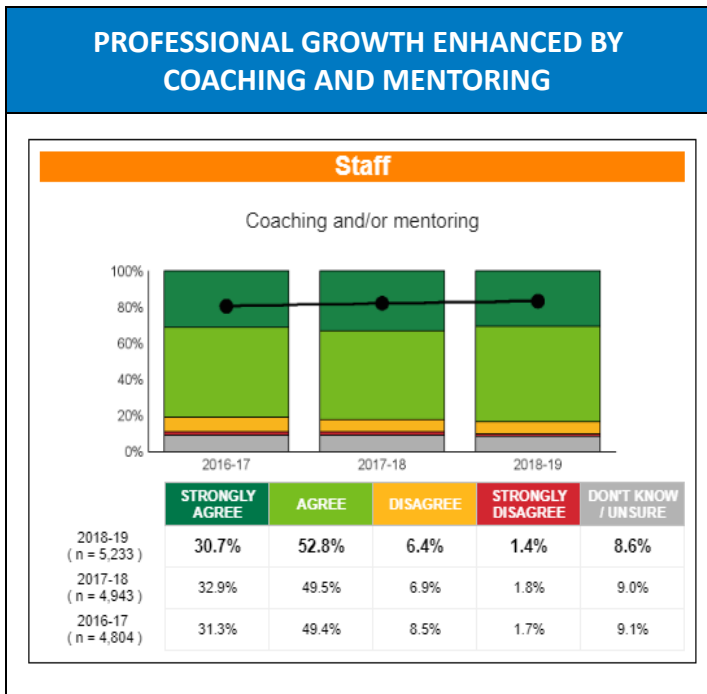
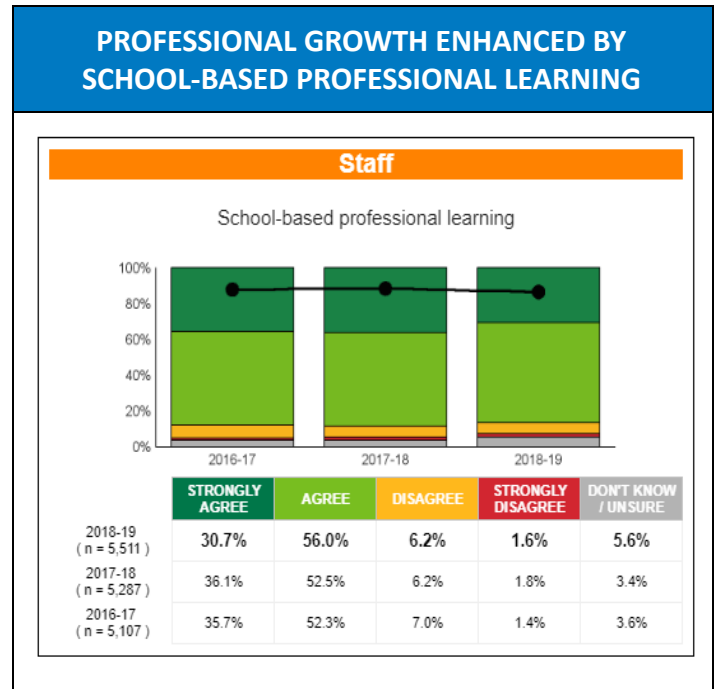
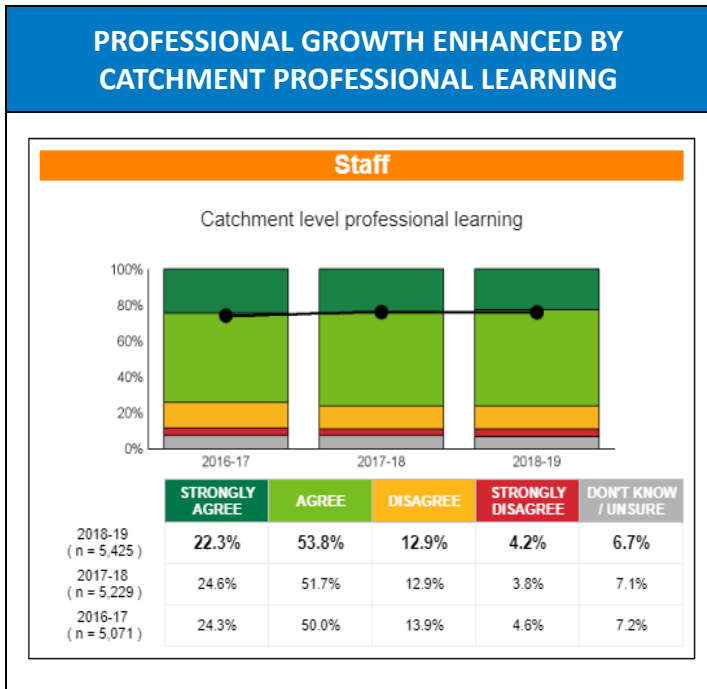
PRIORITY 2, GOAL 3 - Theme: Building Capacity

THEME: BUILDING CAPACITY



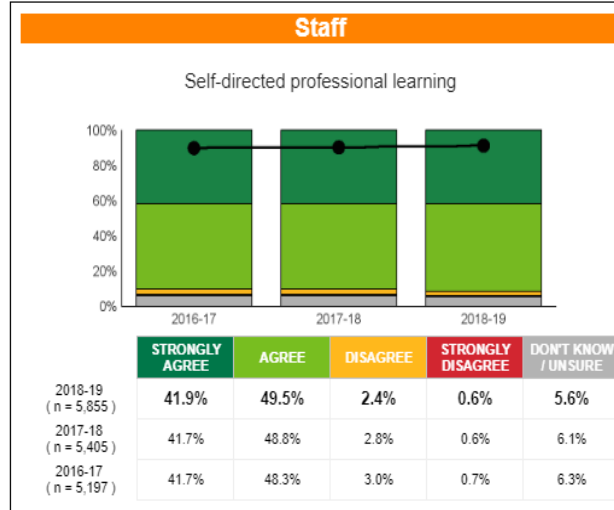
Note: Staff Audience - Teaching and Learning only

THEME: PROFESSIONAL DEVELOPMENT AND GROWTH



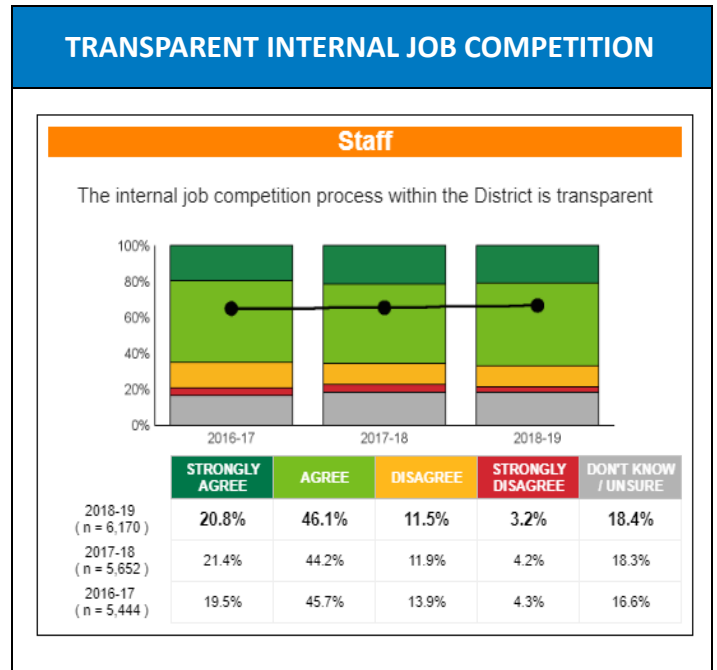
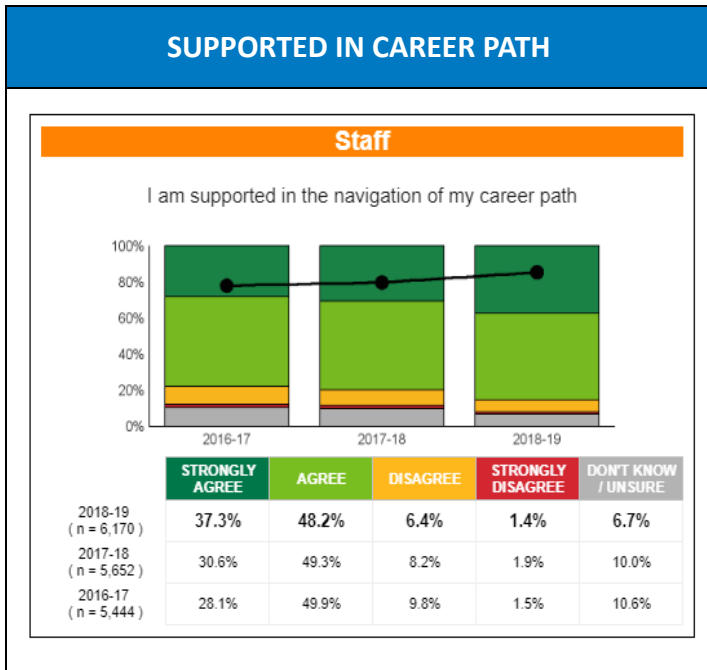
Note: Staff - all staff responded to this group of questions, with an option to select Not Applicable (N/A); Fluctuations in the number of respondents are due to N/A response selections being excluded from the calculations

PROFESSIONAL GROWTH ENHANCED BY SELF-DIRECTED PROFESSIONAL LEARNING

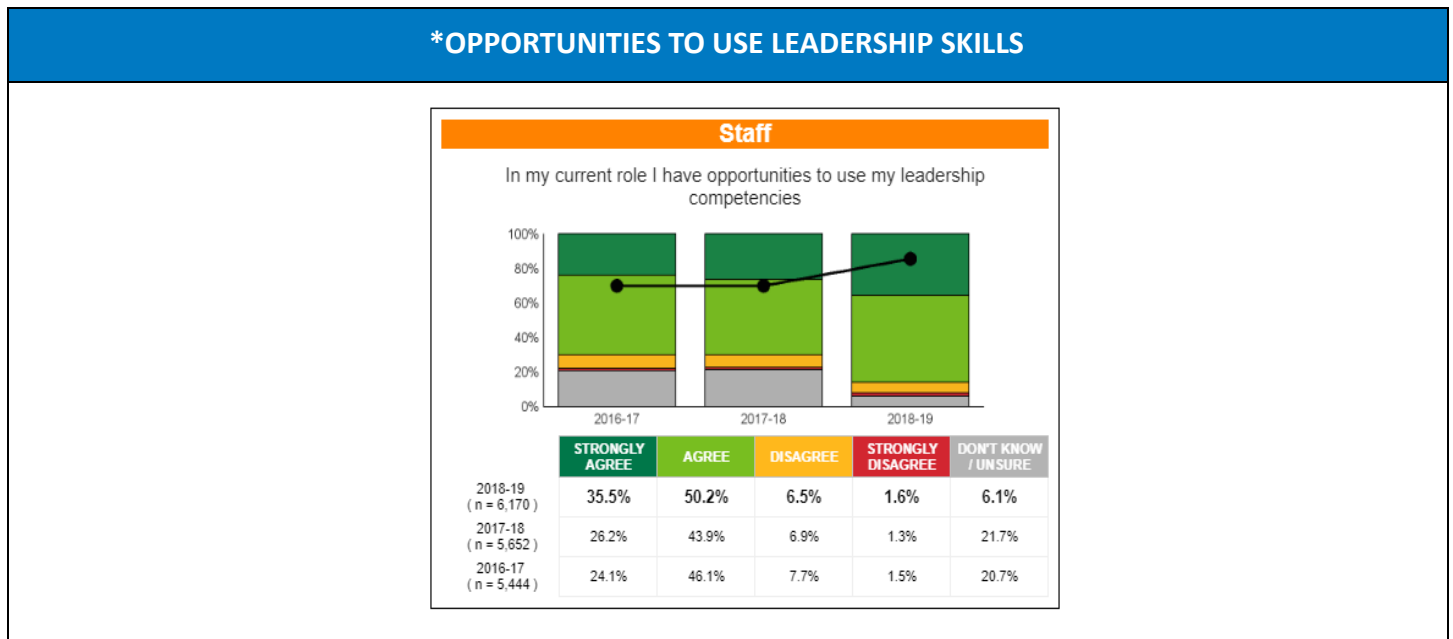


Note: Staff - all staff responded to this group of questions, with an option to select Not Applicable (N/A); Fluctuations in the number of respondents are due to N/A response selections being excluded from the calculations

THEME: CAREER DEVELOPMENT



THEME: LEADERSHIP DEVELOPMENT



Note: Staff - *Question asked in 2018 "I have opportunities to use my leadership skills in the District"

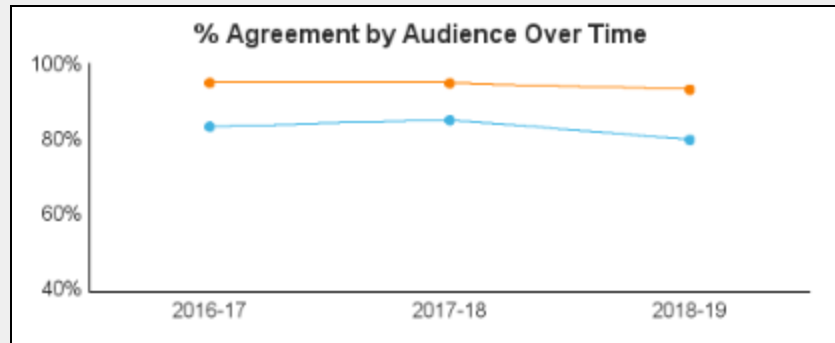
PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL FOUR: A Culture of Excellence and Accountability

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

THEME: CORNERSTONE VALUES

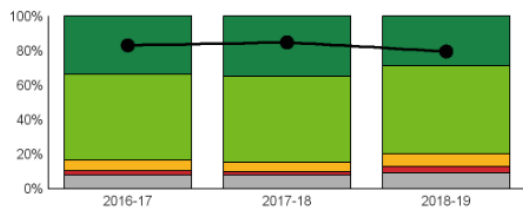
ACCOUNTABILITY



Family
Staff

Family

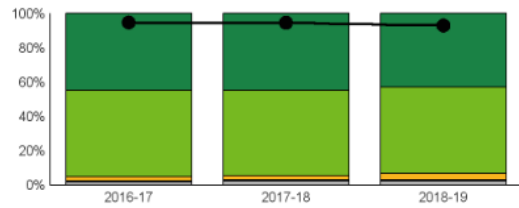
Accountability - We are transparent about and take responsibility for our actions decisions policies and results. Staff at my child's school demonstrate accountability



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	29.0%	50.7%	7.4%	3.9%	9.0%
2017-18 (n = 4,313)	34.7%	50.2%	5.2%	2.2%	7.7%
2016-17 (n = 3,873)	33.4%	49.8%	6.7%	2.1%	8.0%

Staff

Accountability - We are transparent about and take responsibility for our actions decisions policies and results. Staff in my school or central department demonstrate accountability

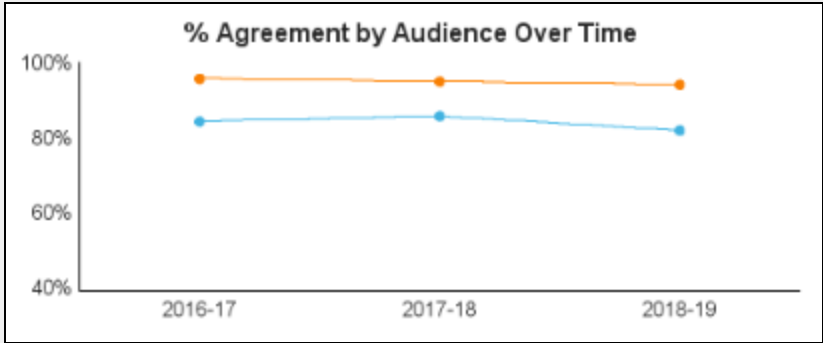


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	42.8%	50.3%	3.6%	0.7%	2.6%
2017-18 (n = 5,652)	44.7%	50.0%	2.4%	0.7%	2.2%
2016-17 (n = 5,444)	44.7%	50.2%	2.8%	0.5%	1.9%

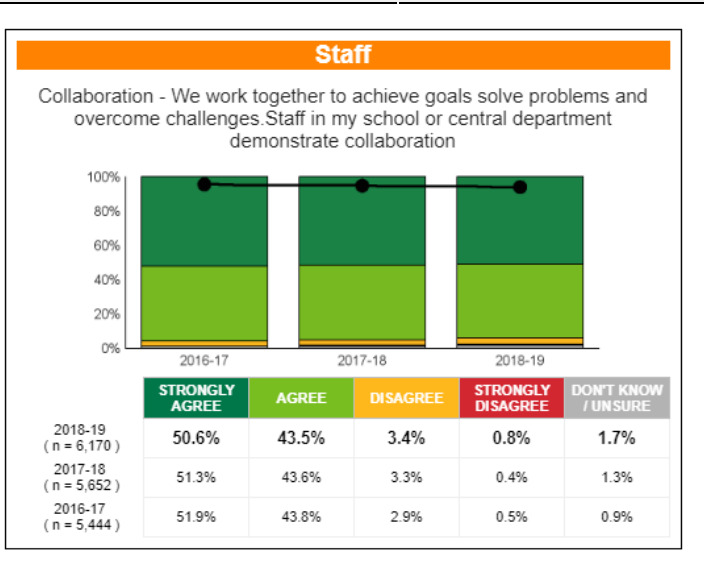
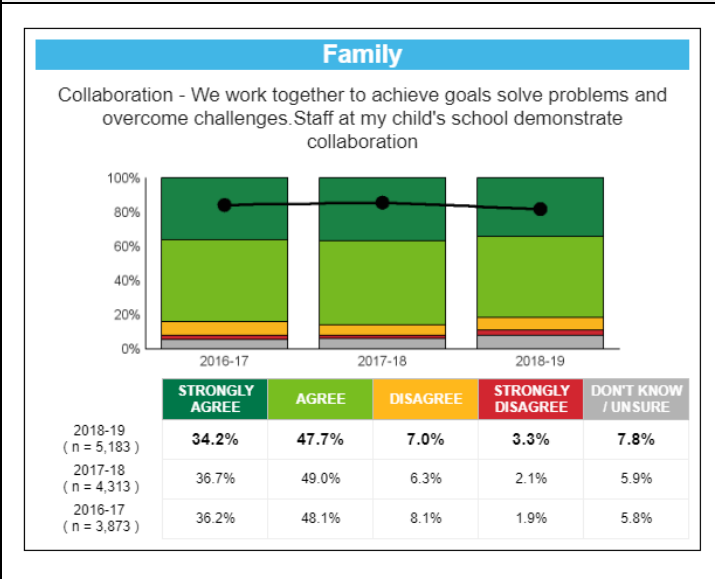
Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate accountability"

Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate accountability"

COLLABORATION



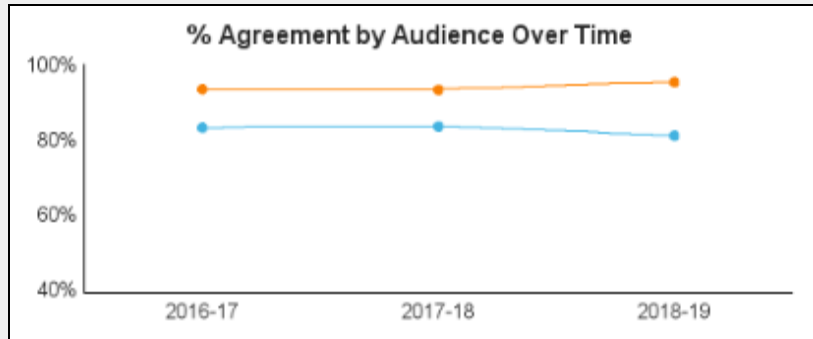
Family
Staff



Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate collaboration"

Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate collaboration"

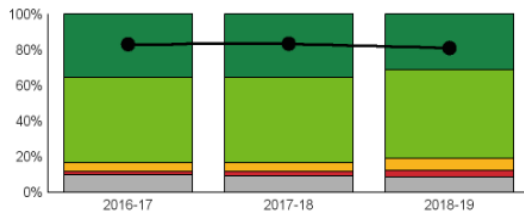
EQUITY



Family
Staff

Family

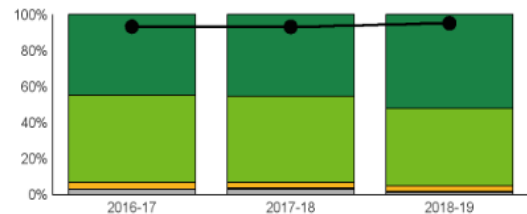
Equity - We strive to meet the needs of all students. Staff at my child's school demonstrate equity



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	31.4%	49.6%	6.8%	3.4%	8.7%
2017-18 (n = 4,313)	35.3%	48.2%	5.1%	1.9%	9.5%
2016-17 (n = 3,873)	35.4%	47.8%	5.2%	2.0%	9.6%

Staff

Equity - We strive to meet the needs of all students. Staff in my school or central department demonstrate equity

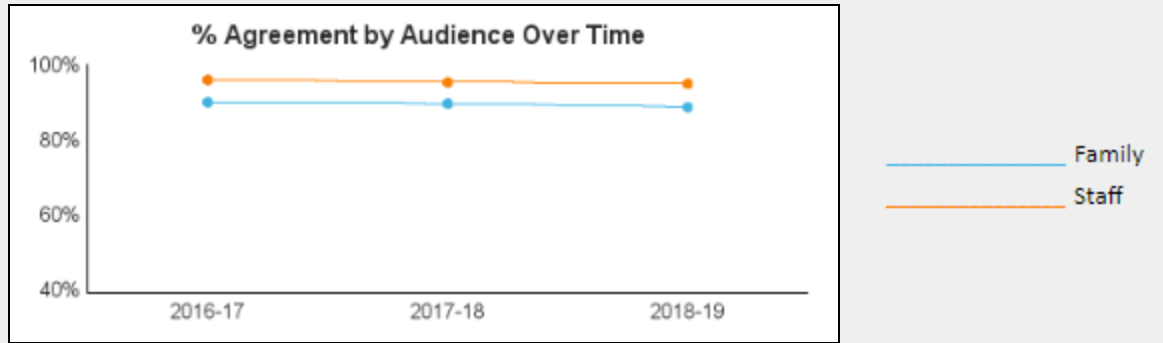


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	52.0%	43.4%	2.5%	0.6%	1.5%
2017-18 (n = 5,652)	45.4%	47.9%	2.9%	0.7%	3.1%
2016-17 (n = 5,444)	44.7%	48.8%	3.2%	0.5%	2.8%

Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate equity"

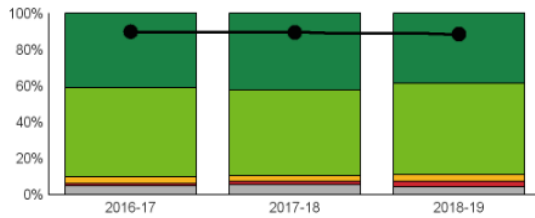
Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate equity"

INTEGRITY



Family

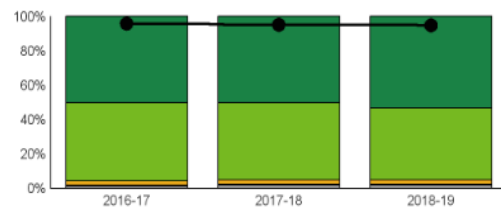
Integrity - We follow through on our commitments and treat people with kindness and respect. Staff at my child's school demonstrate integrity



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 5,183)	38.5%	50.2%	4.0%	3.0%	4.3%
2017-18 (n = 4,313)	42.2%	47.4%	3.3%	1.7%	5.4%
2016-17 (n = 3,873)	41.1%	48.8%	3.7%	1.6%	4.7%

Staff

Integrity - We follow through on our commitments and treat people with kindness and respect. Staff in my school or central department demonstrate integrity

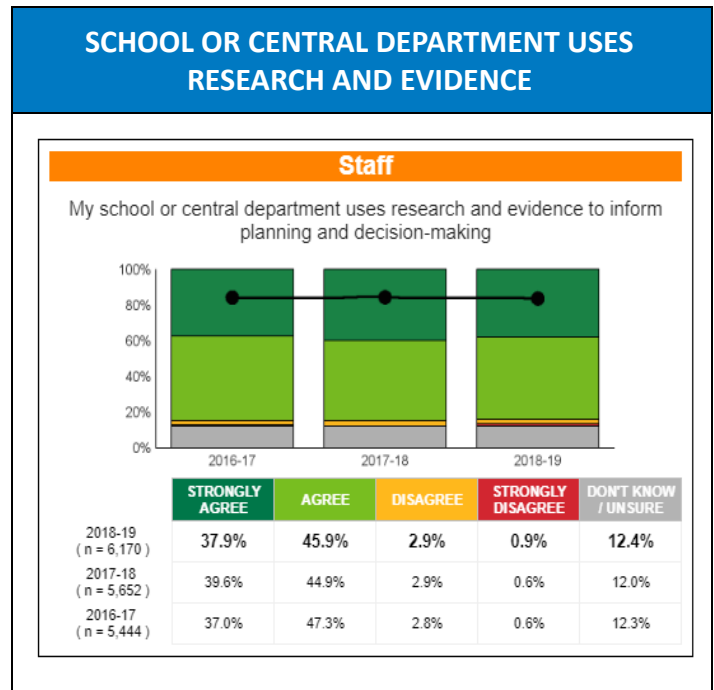
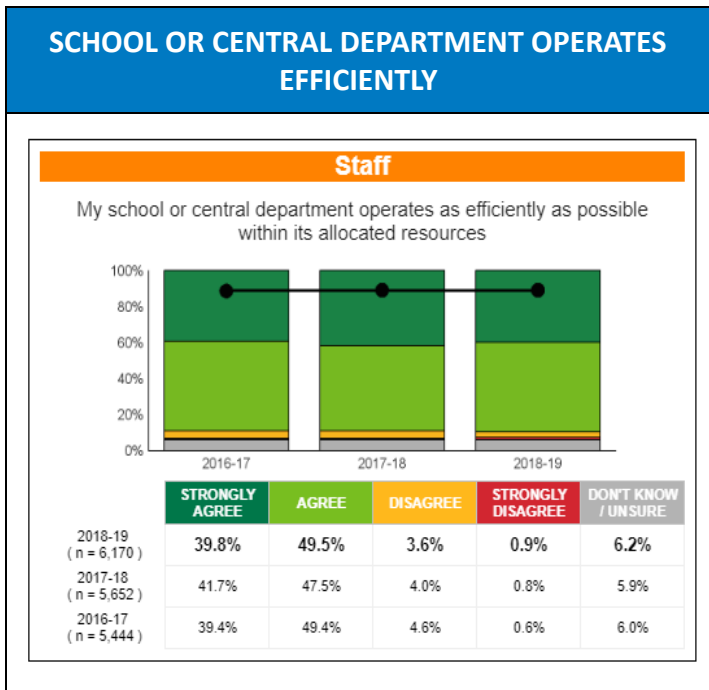
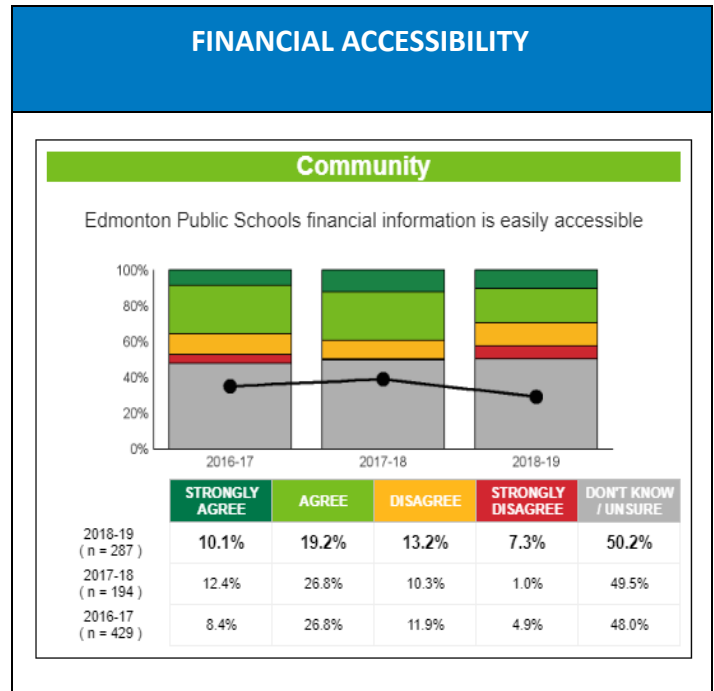
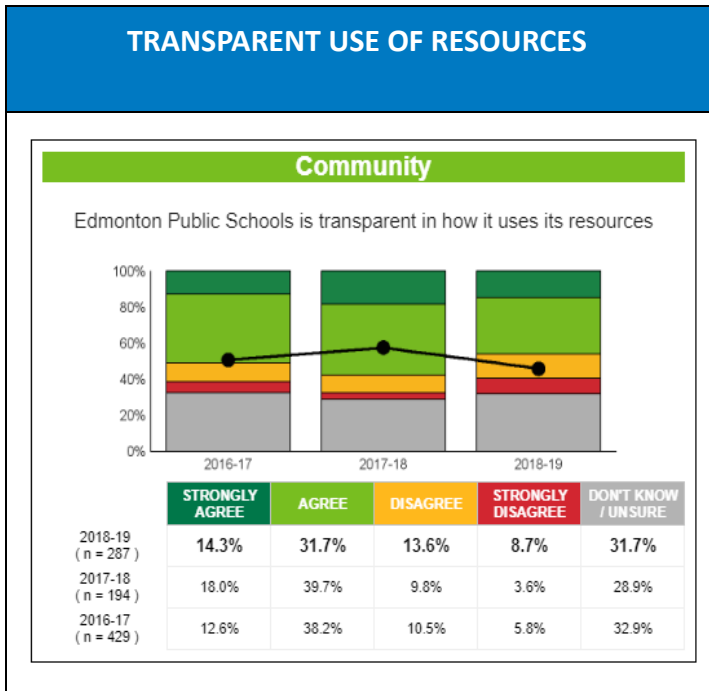


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	53.2%	41.8%	2.8%	0.7%	1.6%
2017-18 (n = 5,652)	50.0%	45.3%	2.5%	0.5%	1.7%
2016-17 (n = 5,444)	50.2%	45.8%	2.1%	0.6%	1.3%

Note: Family - Question asked in 2018 "In general, staff at my child's school demonstrate integrity"

Note: Staff - Question asked in 2018 "In general, staff in my school or central department demonstrate integrity"

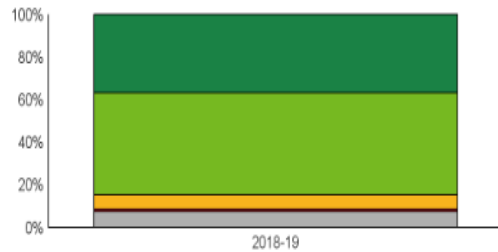
THEME: ACCOUNTABILITY AND EXCELLENCE



TRANSPARENCY IN PLANNING AND DECISION-MAKING

Staff

My school or central department demonstrates transparency in its planning and decision-making



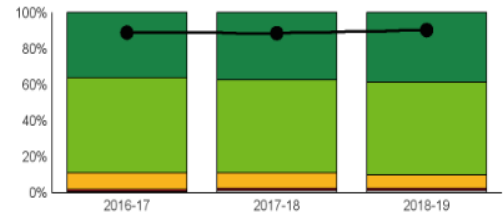
2018-19
(n = 6,170)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	36.5%	48.1%	6.7%	1.3%	7.4%

RESOURCES AND SUPPORTS FOR JOB EFFECTIVENESS

Staff

I have the resources and supports I need to do my job effectively



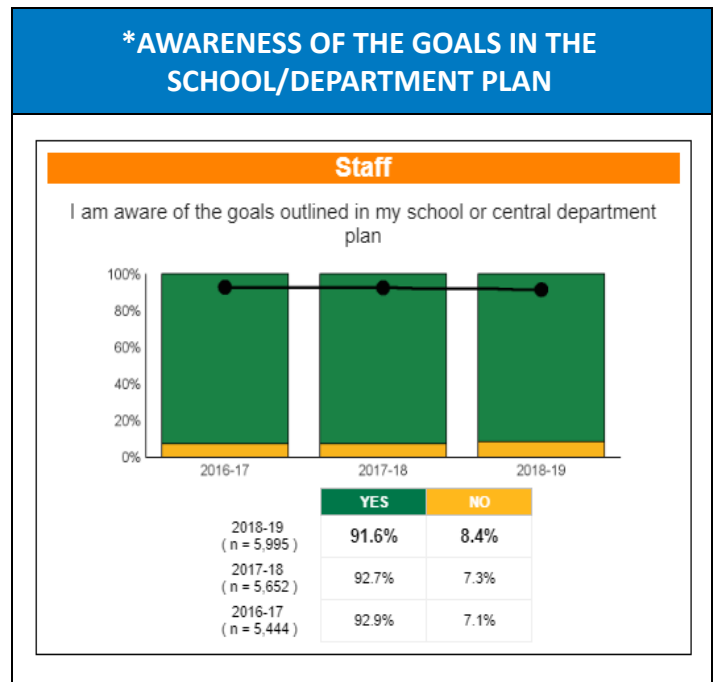
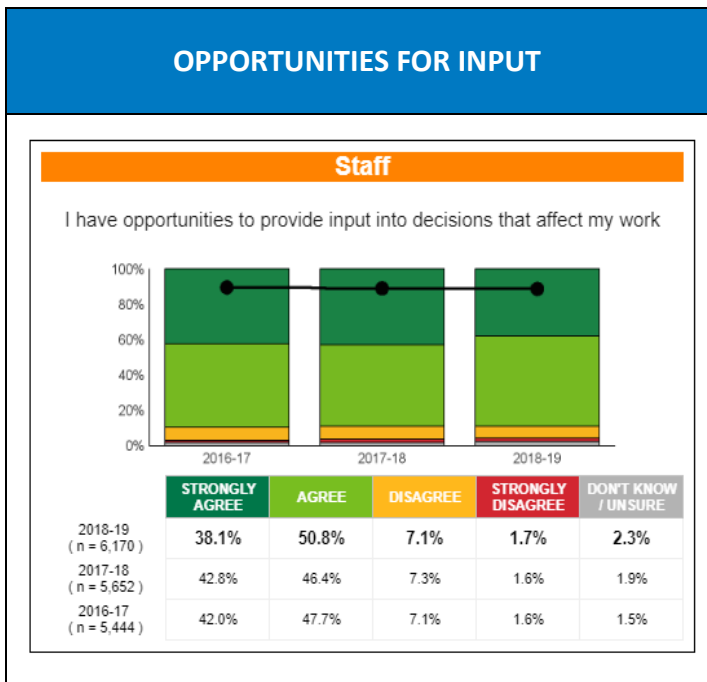
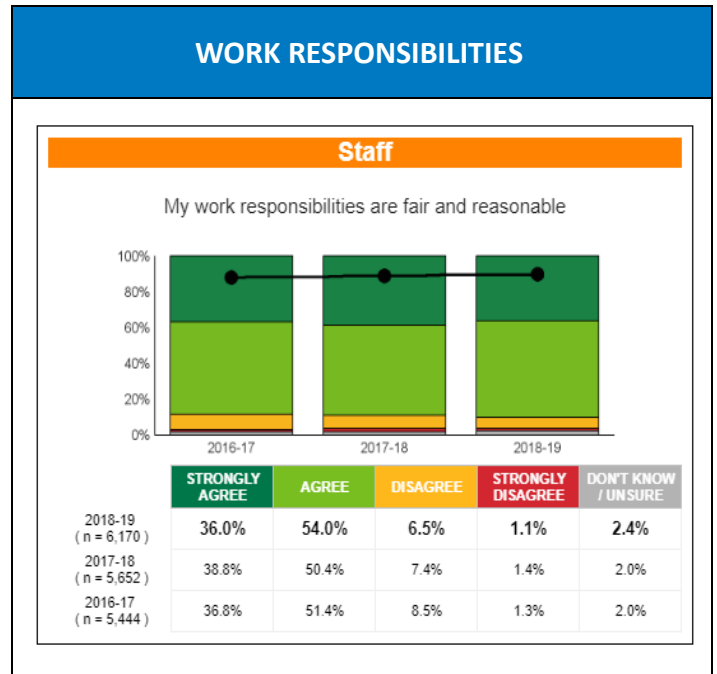
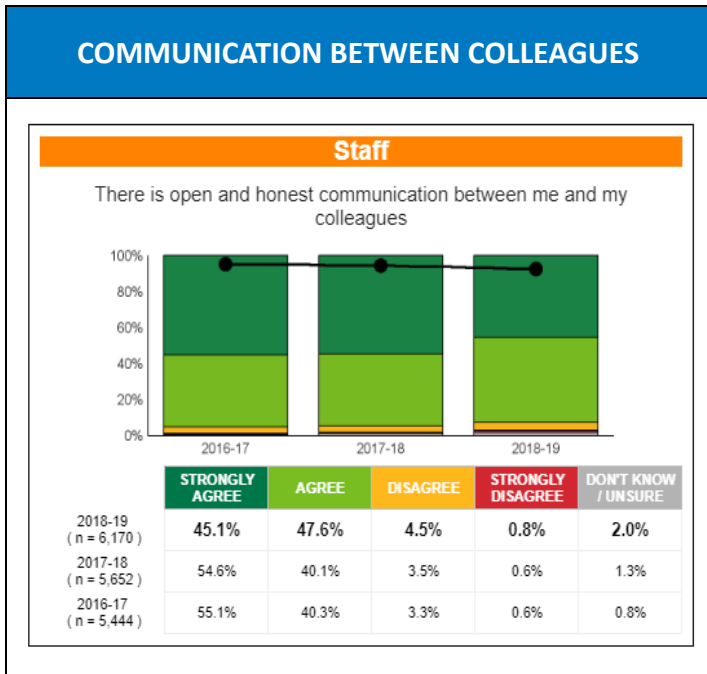
2018-19
(n = 6,170)

2017-18
(n = 5,652)

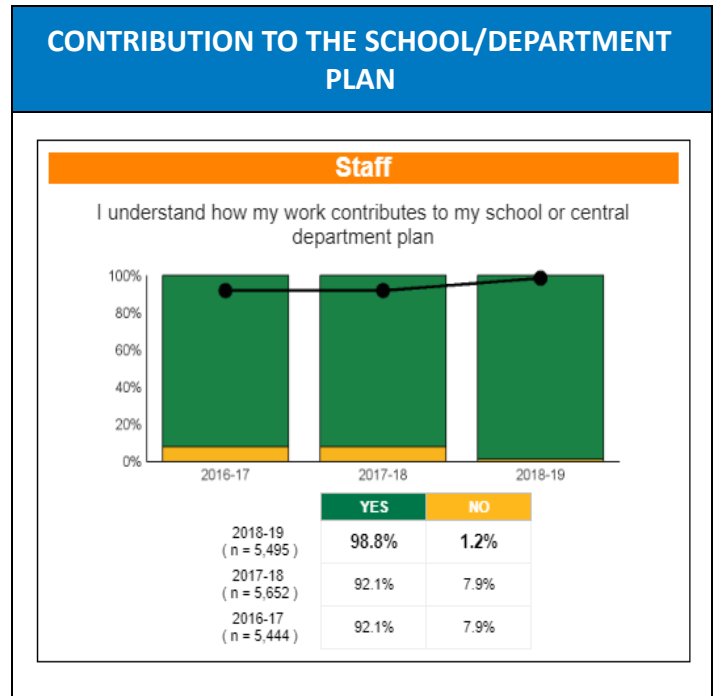
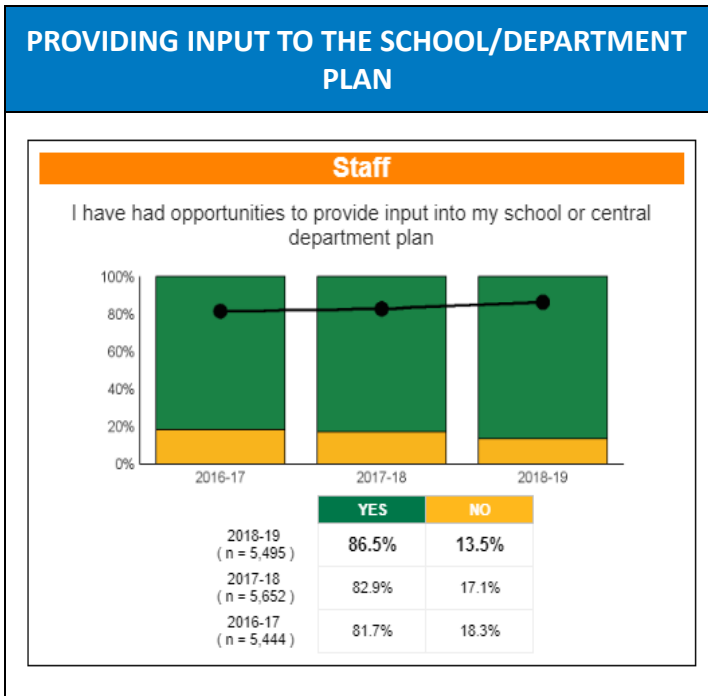
2016-17
(n = 5,444)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	38.4%	52.0%	7.1%	1.1%	1.4%
2017-18 (n = 5,652)	37.3%	51.4%	8.9%	1.2%	1.2%
2016-17 (n = 5,444)	36.0%	53.0%	8.9%	1.2%	0.8%

THEME: STAFF ENGAGEMENT

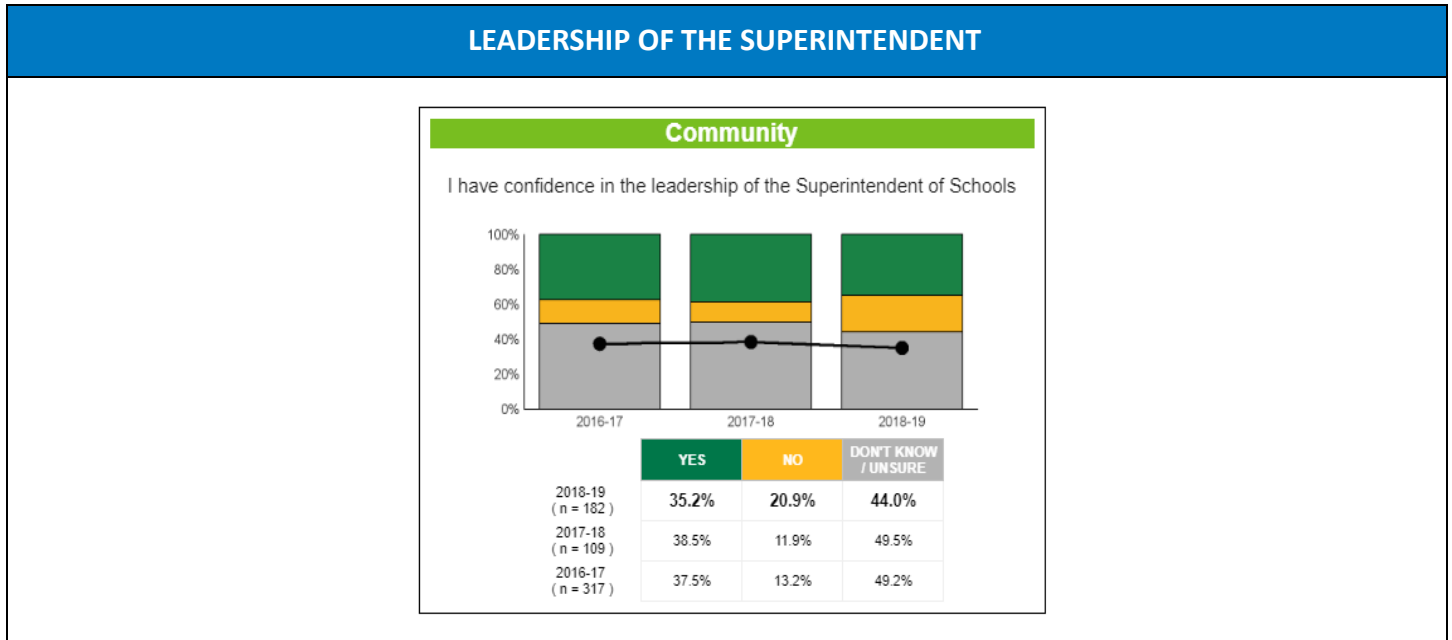


Note: *Staff Audience - Change in 2019 to exclude Principals



Note: Staff Audience - Change in 2019 to exclude Principals; Respondents include only those responding in agreement to the question: "I am aware of the goals outlined in my school or central department plan"

THEME: DISTRICT LEADERSHIP



Note: Community Audience - General Public only

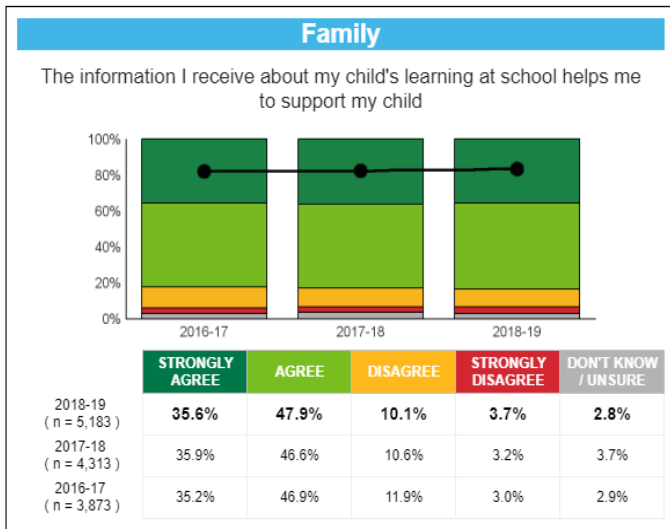
PRIORITY 3: Enhance public education through communication, engagement and partnerships.

GOAL ONE: Families as Partners

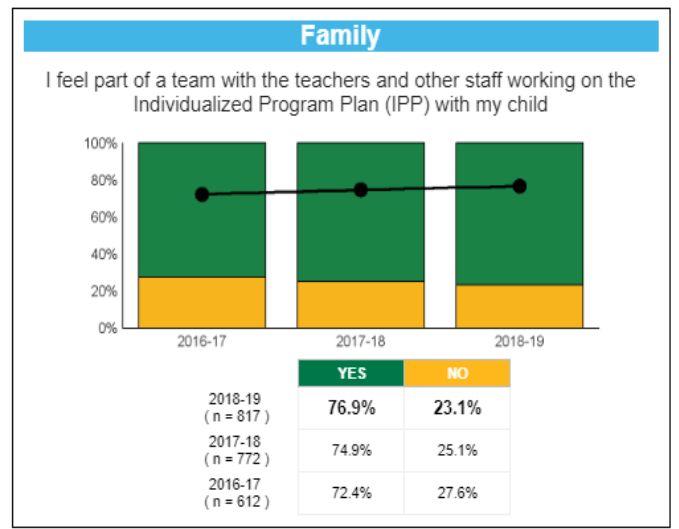
OUTCOME: Families are provided opportunities to be involved in their child's education.

THEME: FAMILY ENGAGEMENT AND INVOLVEMENT

INFORMATION ABOUT CHILD'S LEARNING HELPS SUPPORT CHILD



***INDIVIDUALIZED PROGRAM PLAN TEAM**

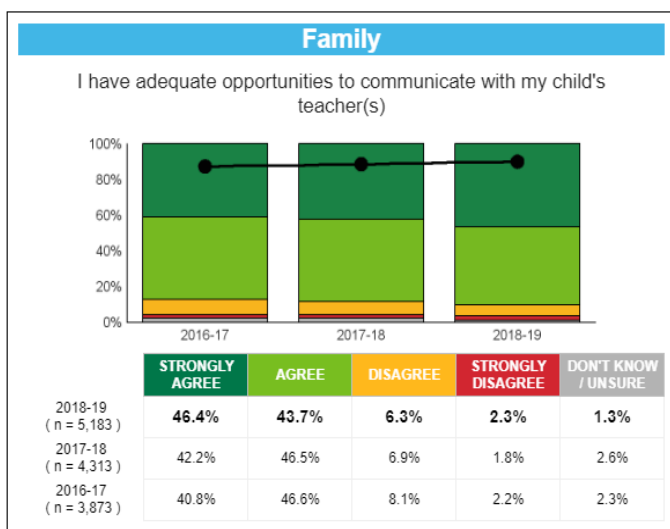


Note: *Family Audience - Only those responding in agreement with the question: "My child has an Individualized Program Plan (IPP)"

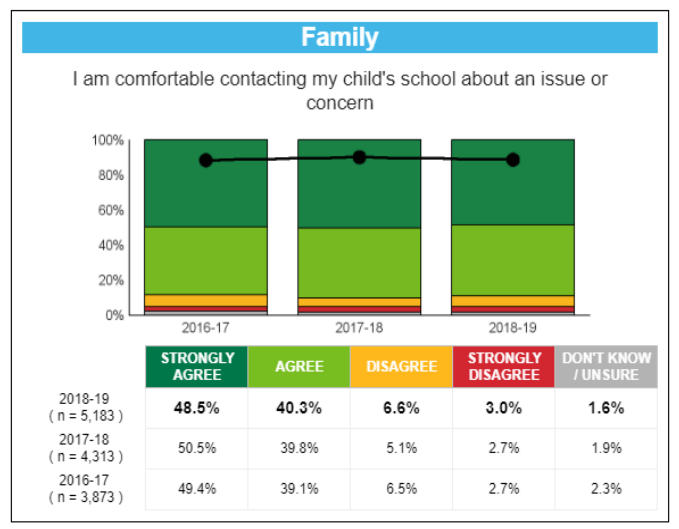
PRIORITY 3, GOAL 1 - Theme: Home/School Communication

THEME: HOME/SCHOOL COMMUNICATION

COMMUNICATION OPPORTUNITIES



CONTACTING SCHOOL ABOUT CONCERNS



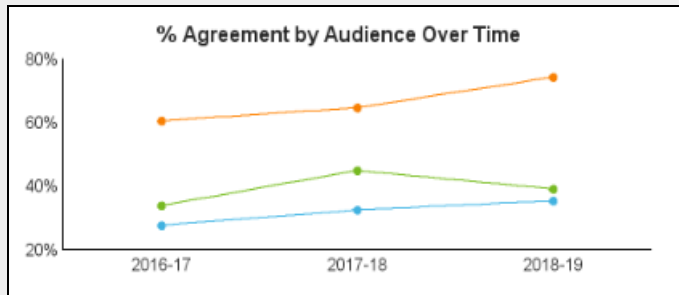
PRIORITY 3: Enhance public education through communication, engagement and partnerships.

GOAL TWO: Supports for the Whole Child

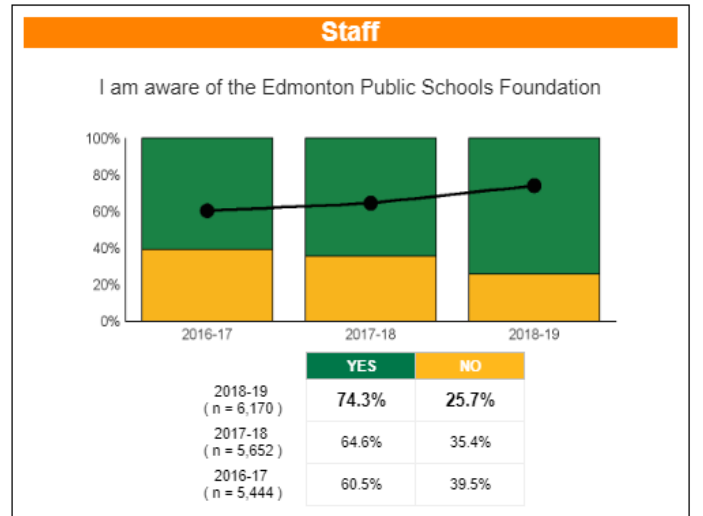
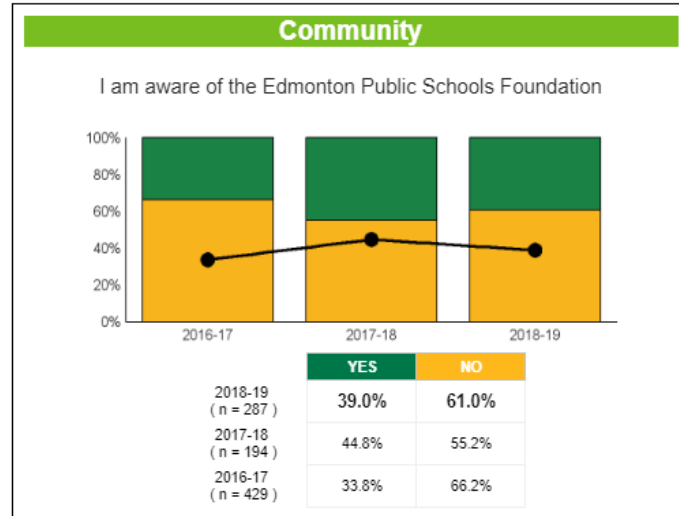
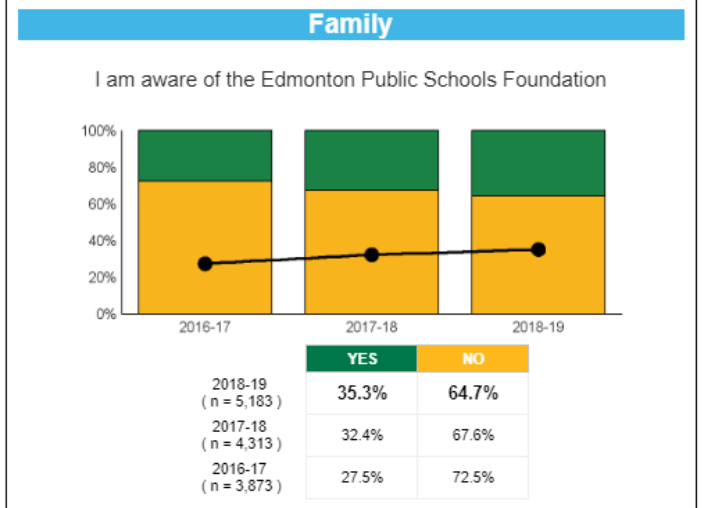
OUTCOME: Community partnerships are established to provide supports and services to foster growth, well-being and success of students and families.

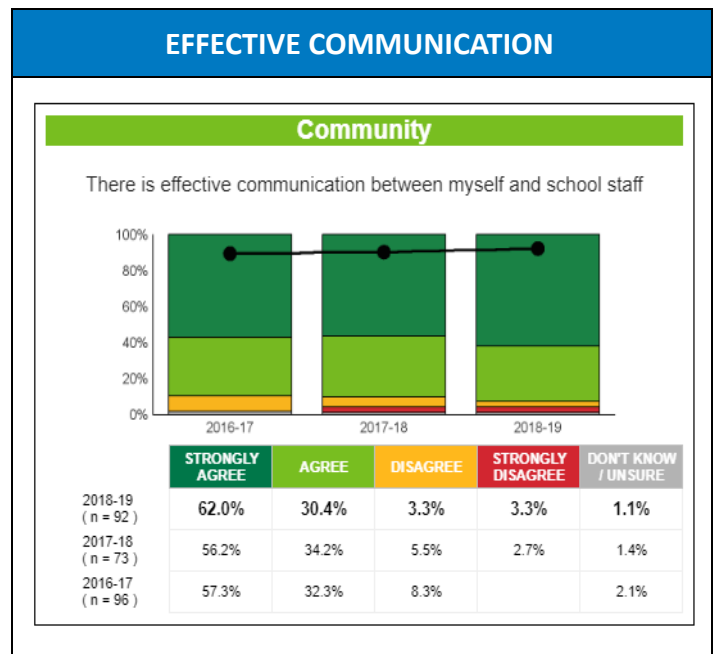
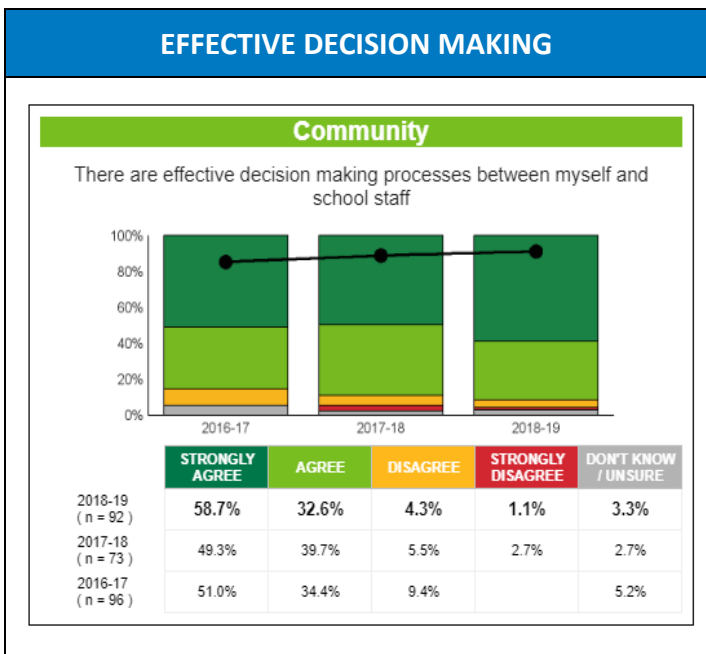
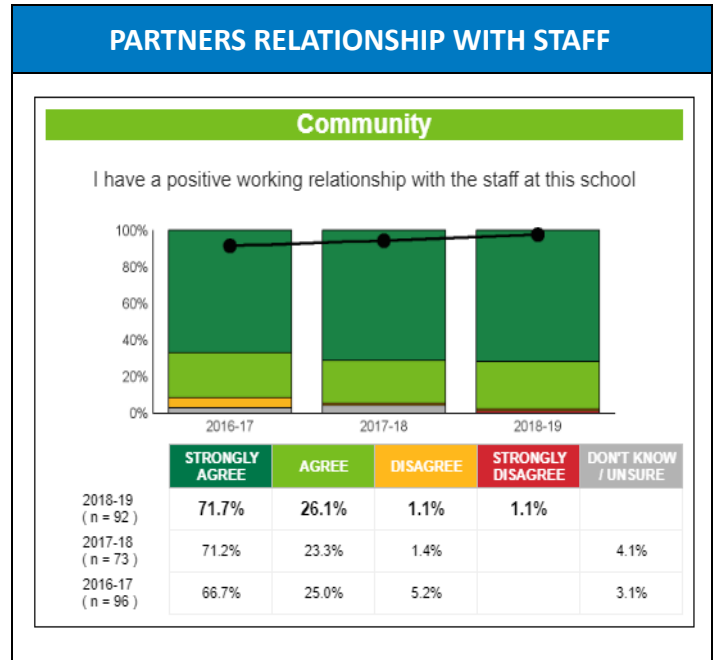
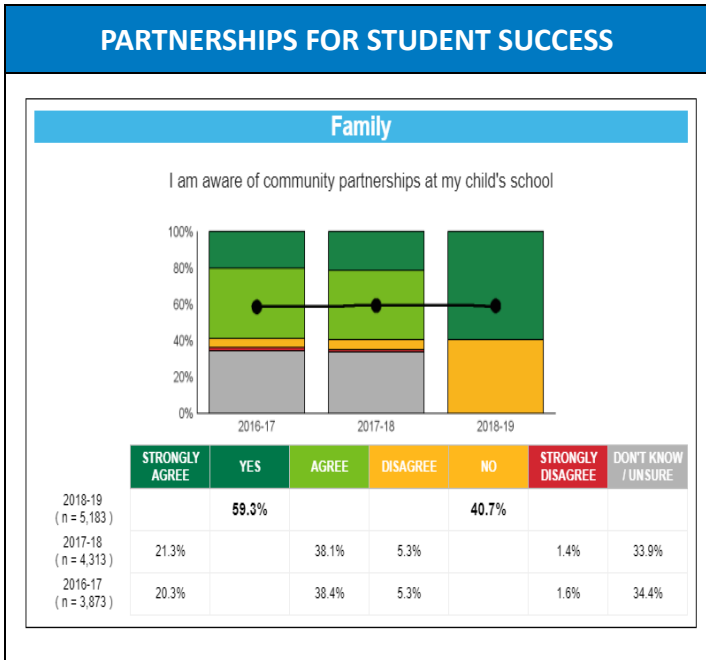
THEME: PARTNERSHIPS

AWARENESS OF EDMONTON PUBLIC SCHOOLS FOUNDATION



— Family
— Community
— Staff

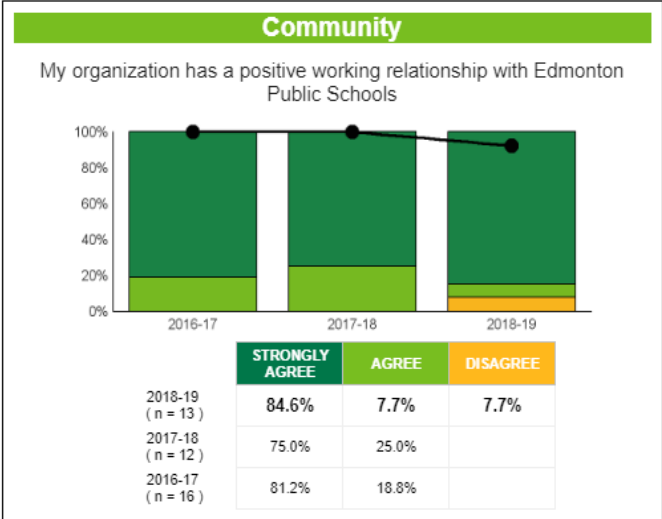




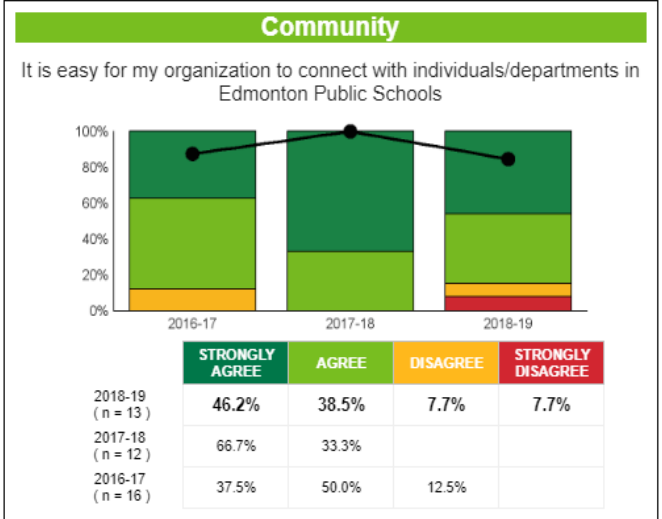
Note: Family - Change in scale for 2019 to Yes or No from agreement scale in previous years; Question asked in 2018 "My child's school has community partnerships that support student success"

Note: Community Audience - Partner Members only

POSITIVE WORKING RELATIONSHIP



CONNECTING WITH EPSB



Note: Community Audience - Partner Leaders only

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

GOAL THREE: Engaged and Effective Governance

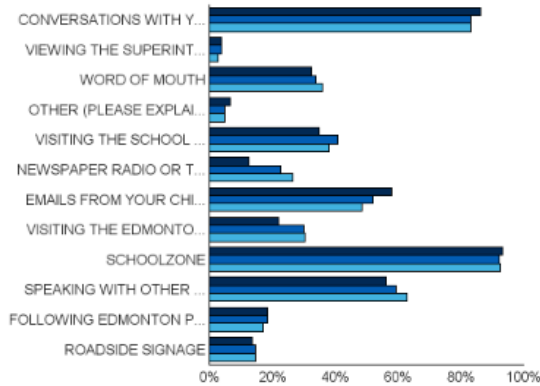
OUTCOME: The District is committed to ongoing communication, participation and engagement that enhances public education, and respects the diversity of our community.

THEME: DISTRICT COMMUNICATION

KEEPING INFORMED ABOUT EPSB

Family

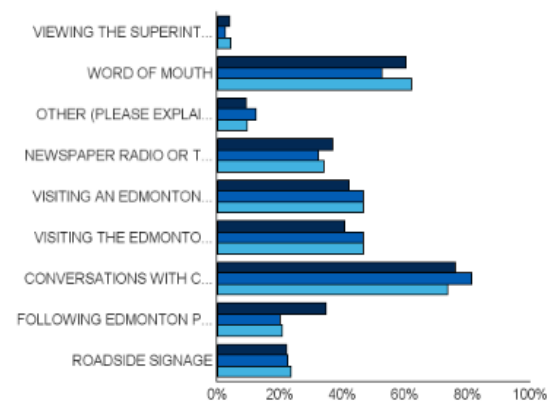
Select the ways you keep informed about Edmonton Public Schools.
(Select all that apply)



	2018-19 (n = 5,183)	2017-18 (n = 4,313)	2016-17 (n = 3,873)
CONVERSATIONS WITH YOUR CHILD	86.1%	83.1%	83.0%
SPEAKING WITH OTHER PARENT (S) /GUARDIAN (S)	56.0%	59.4%	62.8%
WORD OF MOUTH	32.5%	34.0%	36.0%
EMAILS FROM YOUR CHILDS TEACHER(S)	58.1%	51.9%	48.6%
SCHOOLZONE	93.2%	92.3%	92.4%
FOLLOWING EDMONTON PUBLIC SCHOOLS ON SOCIAL MEDIA (E.G. FACEBOOK TWITTER ETC .)	18.3%	18.5%	17.1%
NEWSPAPER RADIO OR TV	12.5%	22.7%	26.5%
VISITING THE SCHOOL WEBSITE	34.8%	40.6%	37.9%
VIEWING THE SUPERINTENDENT'S NOTEBOOK	3.9%	3.7%	2.8%
VISITING THE EDMONTON PUBLIC SCHOOLS WEBSITE - WWW.EPSB.CA	21.9%	30.0%	30.4%
ROADSIDE SIGNAGE	13.6%	14.7%	14.7%
OTHER (PLEASE EXPLAIN)	6.4%	4.9%	4.9%

Community

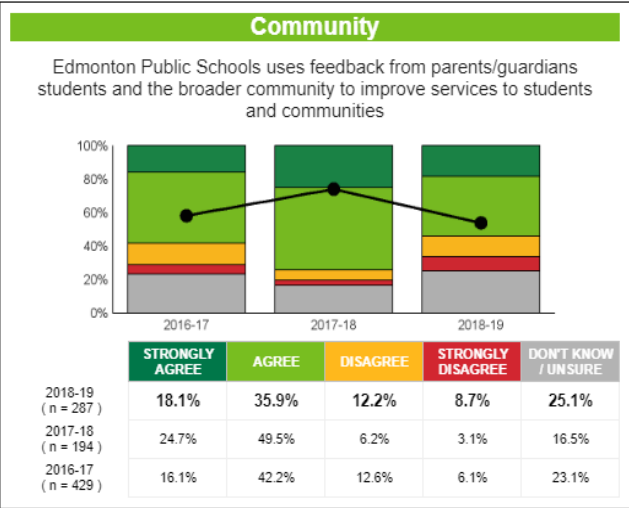
Select the ways you keep informed about Edmonton Public Schools: (Select all that apply)



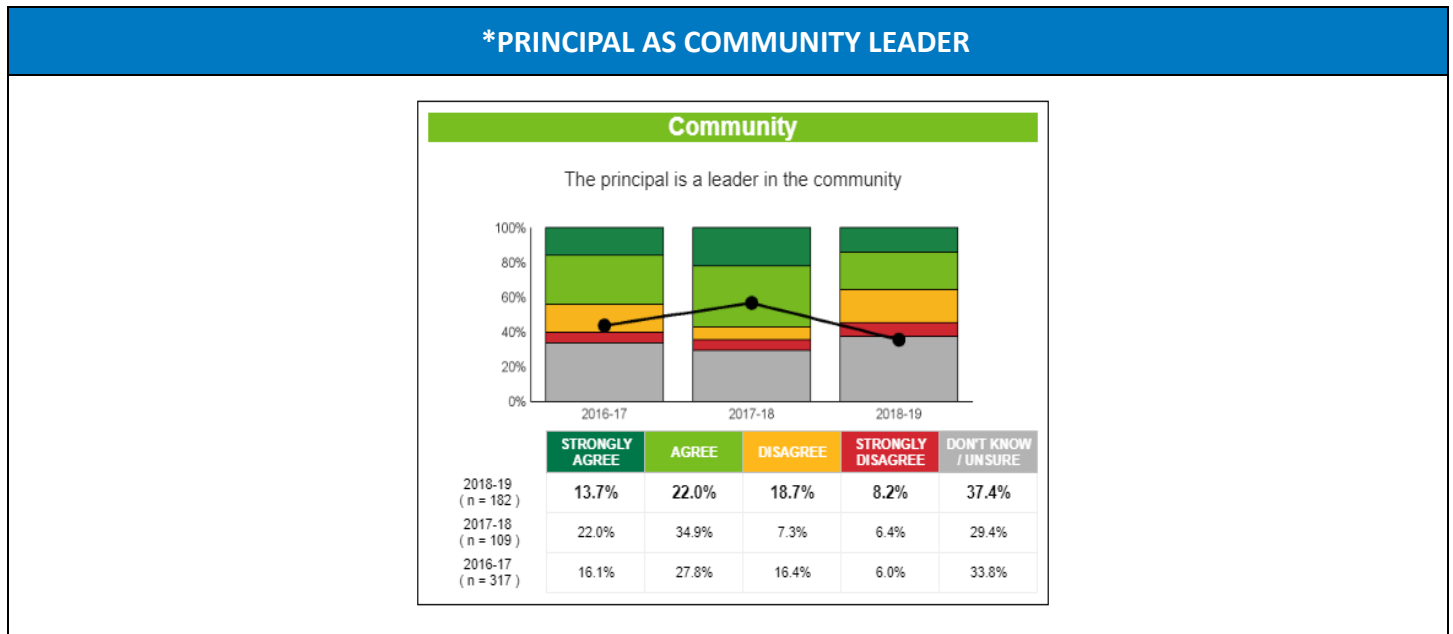
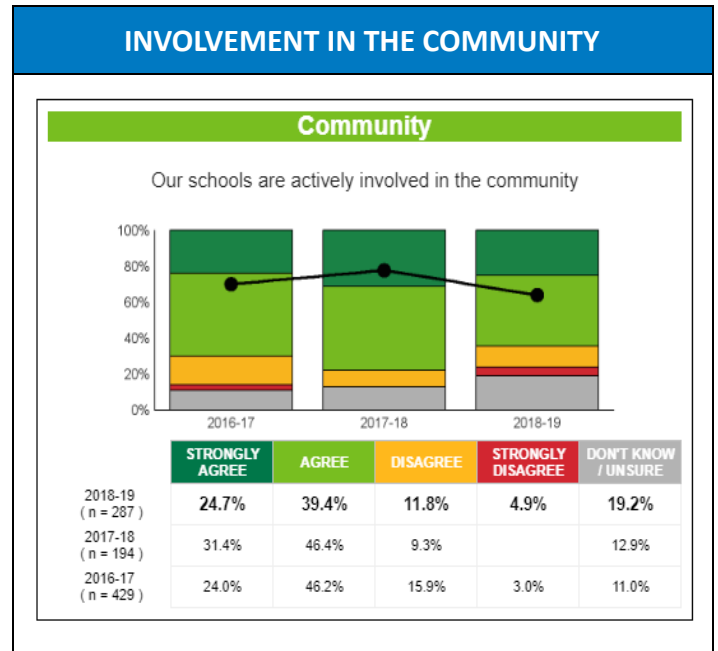
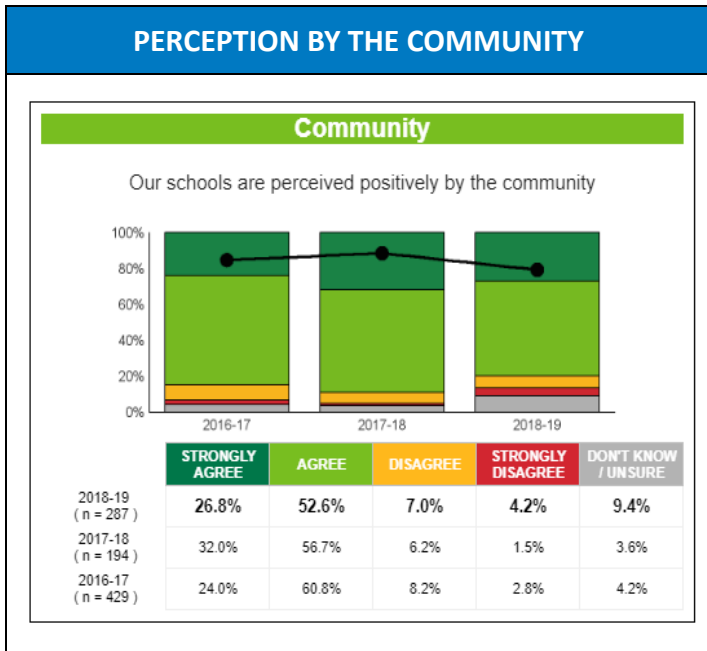
	2018-19 (n = 287)	2017-18 (n = 194)	2016-17 (n = 429)
CONVERSATIONS WITH CURRENT EDMONTON PUBLIC SCHOOLS STAFF STUDENTS OR THEIR FAMILIES	76.3%	81.4%	73.7%
WORD OF MOUTH	60.3%	52.6%	62.2%
FOLLOWING EDMONTON PUBLIC SCHOOLS ON SOCIAL MEDIA (E.G. FACEBOOK TWITTER ETC .)	34.8%	20.1%	21.0%
NEWSPAPER RADIO OR TV	36.9%	32.5%	34.3%
VISITING AN EDMONTON PUBLIC SCHOOLS SPECIFIC SCHOOL WEBSITE	42.2%	46.9%	46.6%
VIEWING THE SUPERINTENDENT'S NOTEBOOK	4.2%	2.6%	4.2%
VISITING THE EDMONTON PUBLIC SCHOOLS WEBSITE - WWW.EPSB.CA	40.8%	46.9%	46.6%
ROADSIDE SIGNAGE	22.3%	22.7%	23.8%
OTHER (PLEASE EXPLAIN)	9.4%	12.4%	9.8%

Note: Family and Community - Multiple response questions with one or more options selected per response

FEEDBACK TO IMPROVE SERVICES



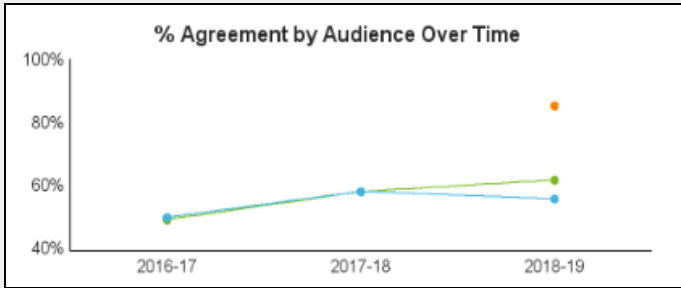
THEME: COMMUNITY INVOLVEMENT



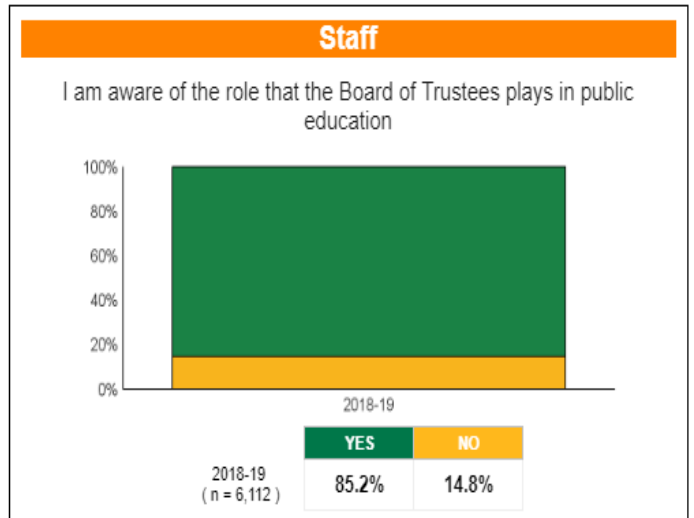
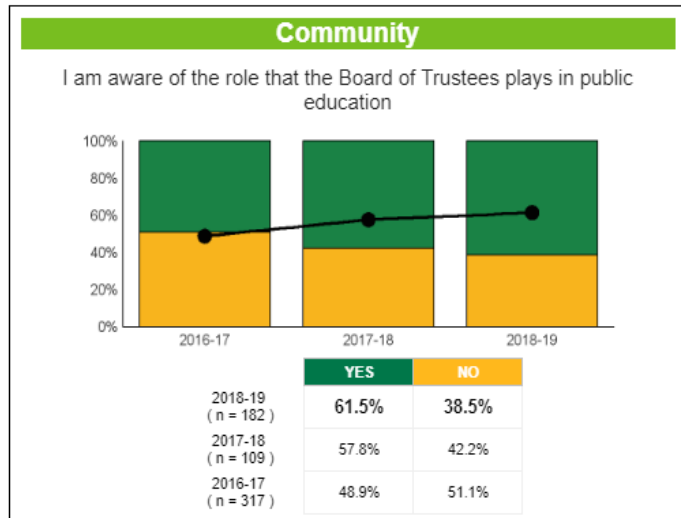
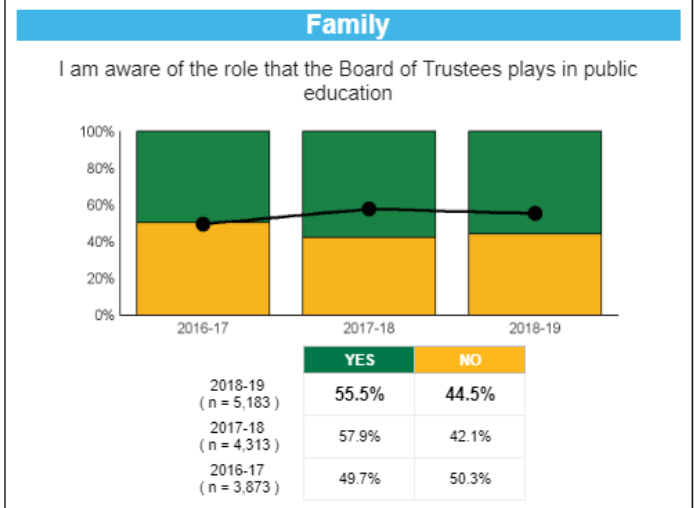
Note: *Community Audience - General Public only

THEME: GENERATIVE GOVERNANCE

ROLE OF THE BOARD OF TRUSTEES

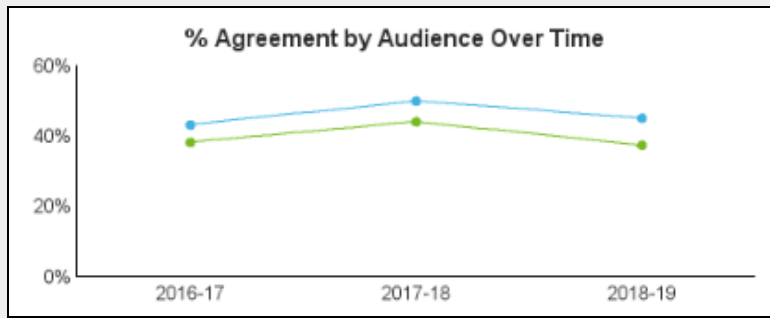


— Family
— Community
— Staff

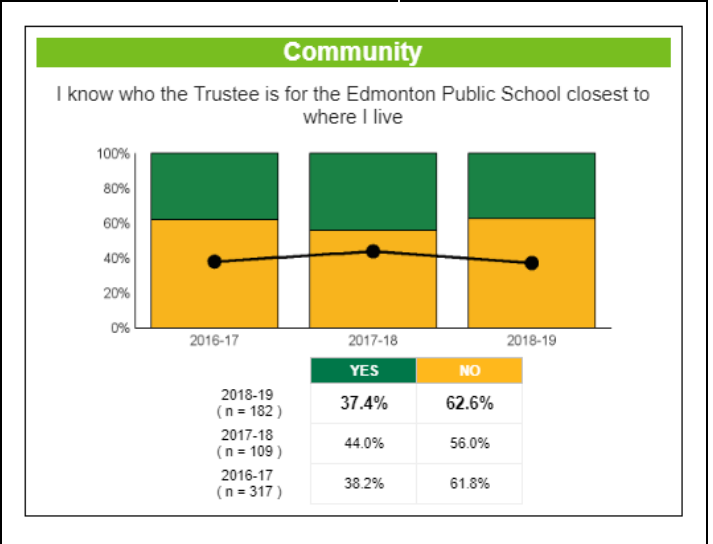
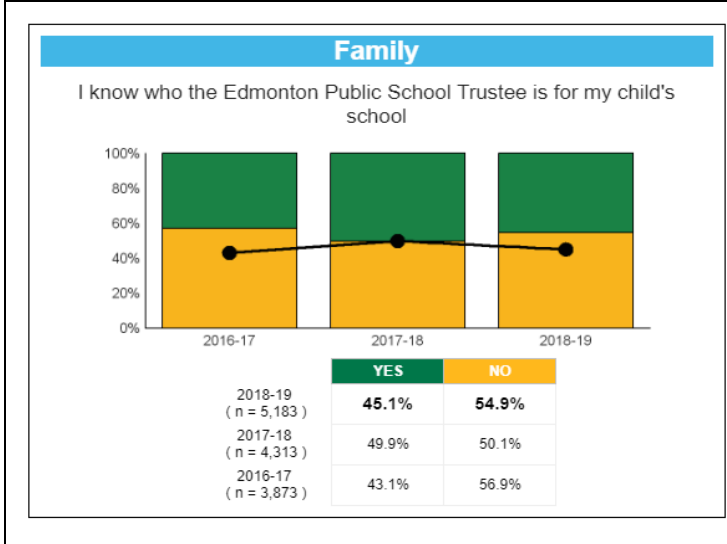


Note: Community Audience - General Public only

KNOWLEDGE OF SCHOOL TRUSTEE

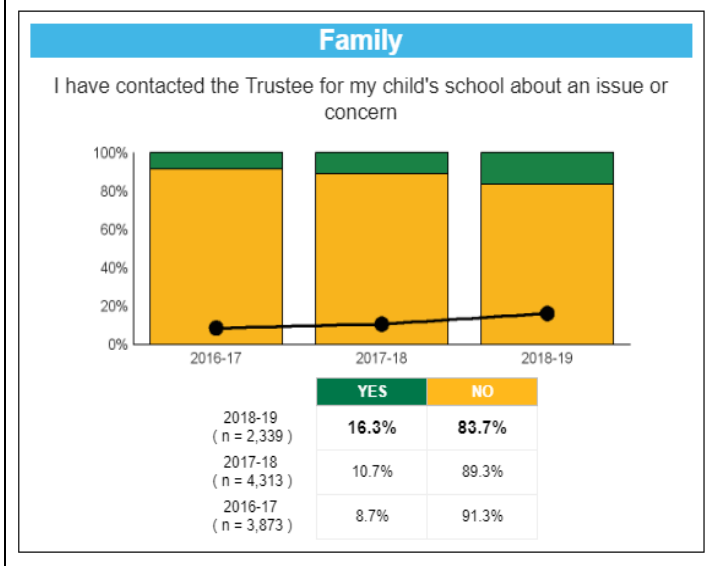


Family
Community

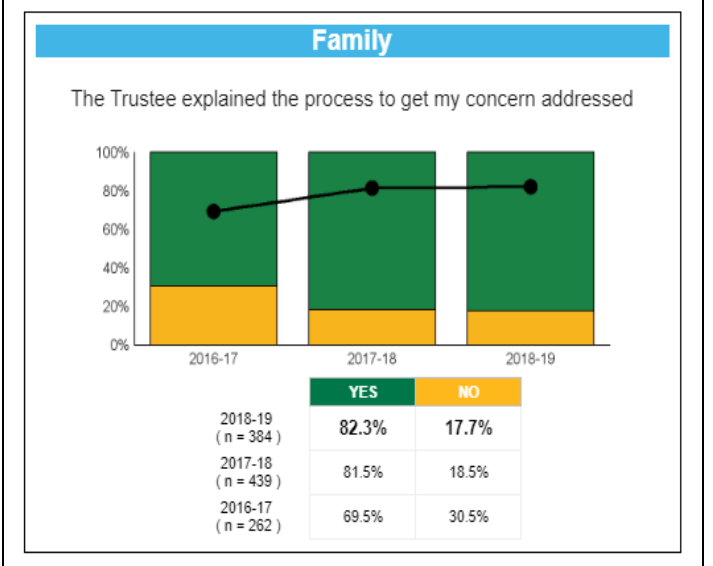


Note: Community Audience - General Public

*CONTACT WITH SCHOOL TRUSTEE



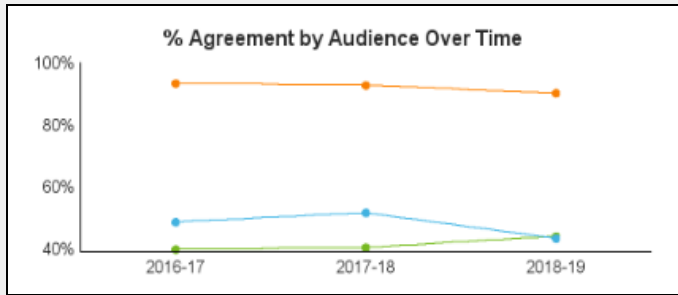
**SCHOOL TRUSTEE EXPLANATION OF PROCESS



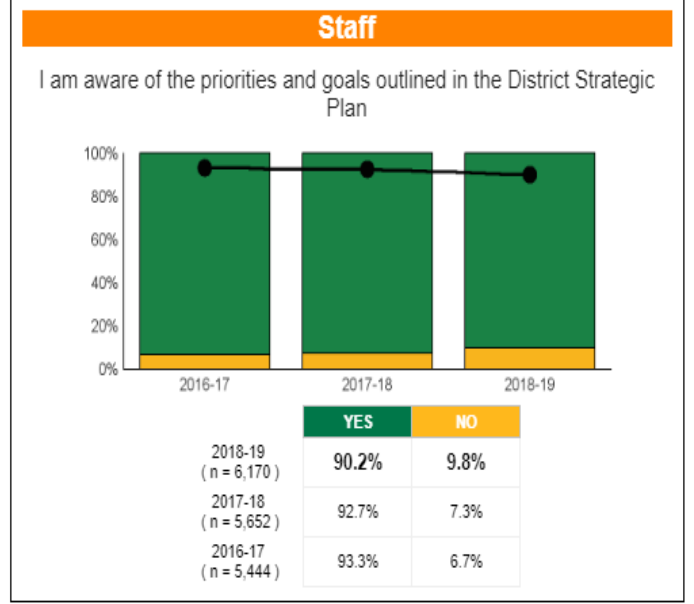
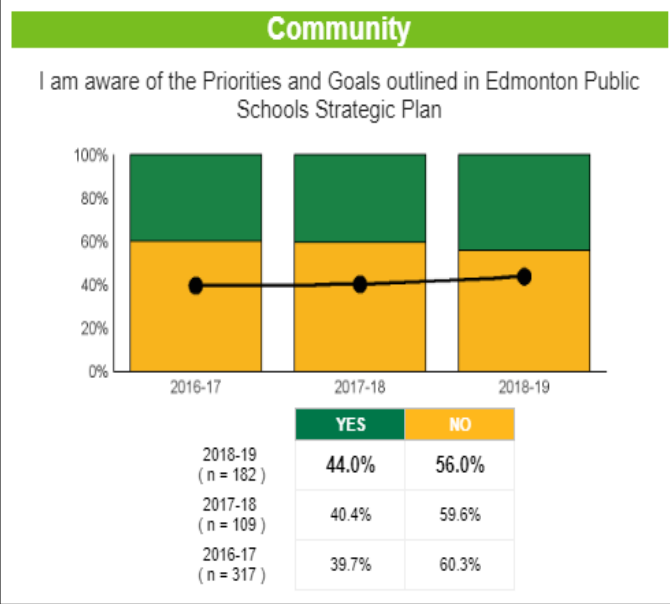
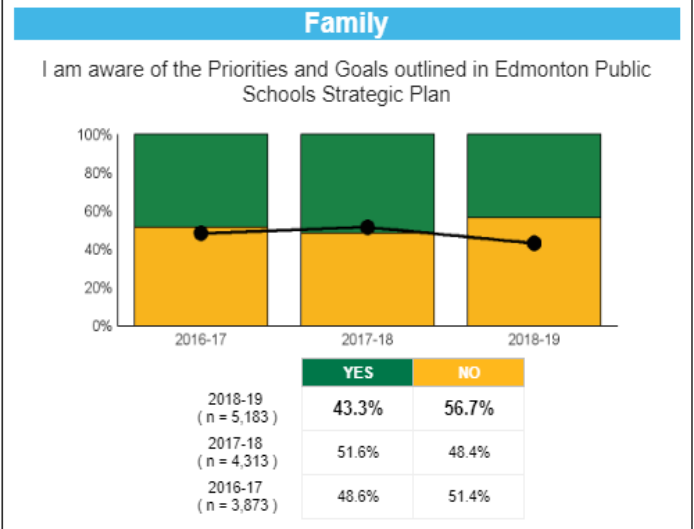
Note: Family Audience - * Only family members responding in agreement with the question "I know who the Edmonton Public School Trustee is for my child's school"

Family Audience - **Only family members responding in agreement with the question "I have contacted the Trustee for my child's school about an issue or concern"

AWARENESS OF EPSB STRATEGIC PLAN

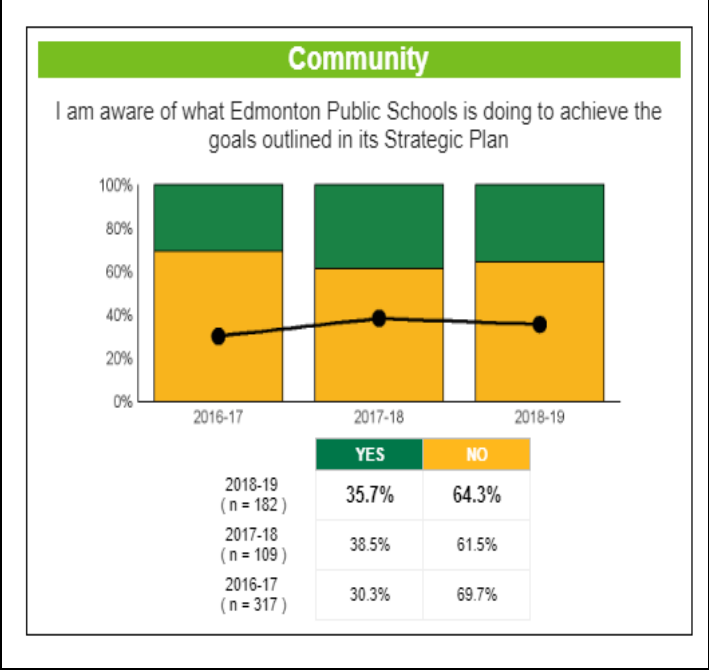


Family
Community
Staff



Note: Community Audience - General Public only

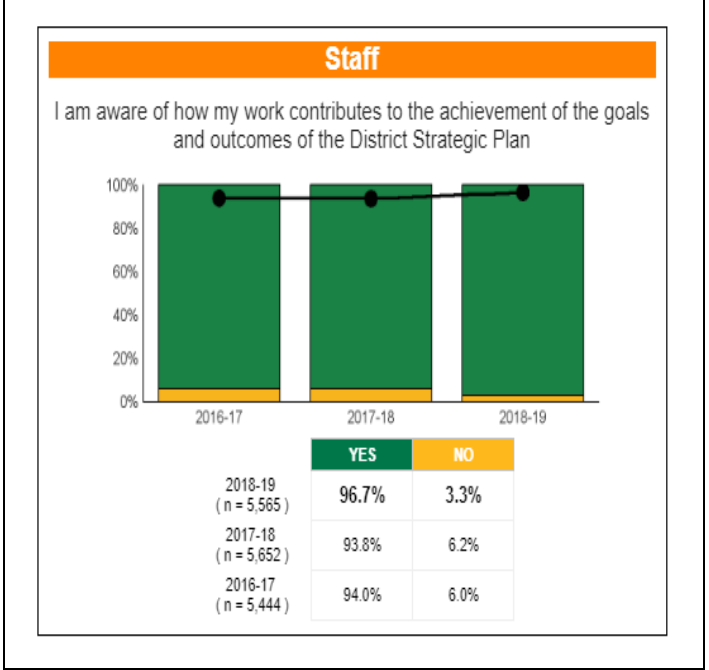
AWARENESS OF EPSB STRATEGIES IN SUPPORT OF STRATEGIC PLAN



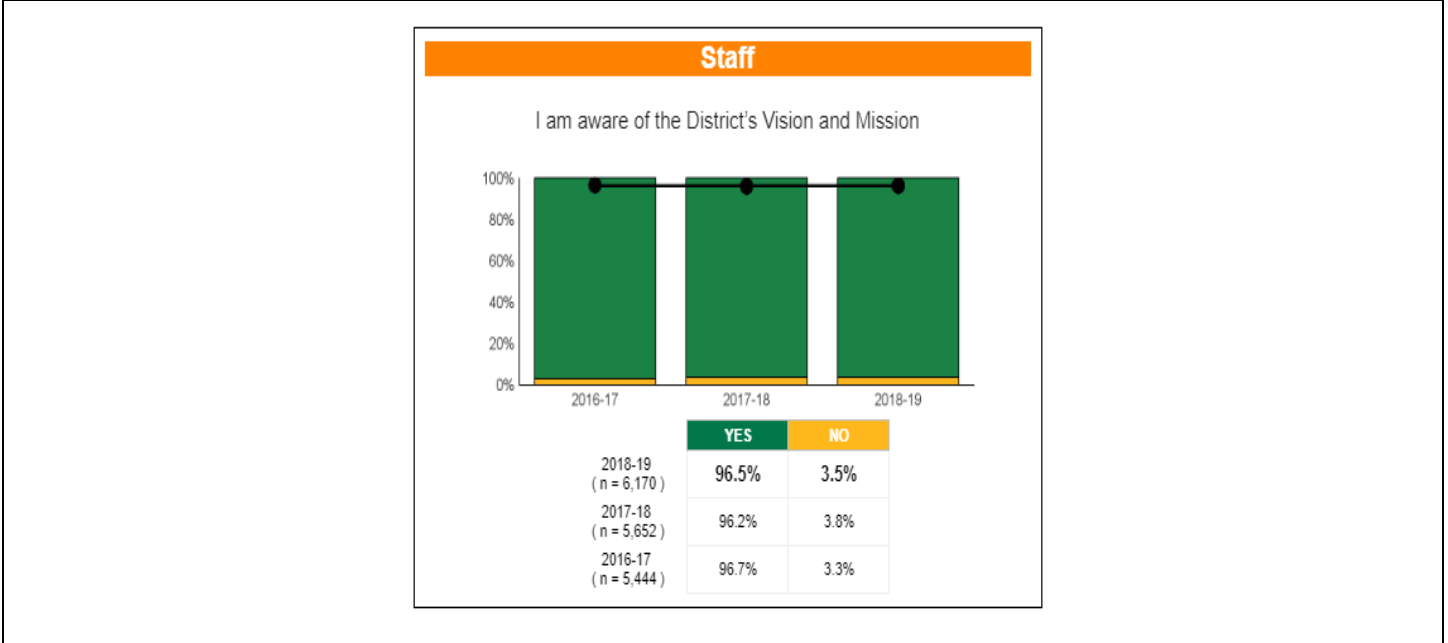
Note: Community Audience - General Public only

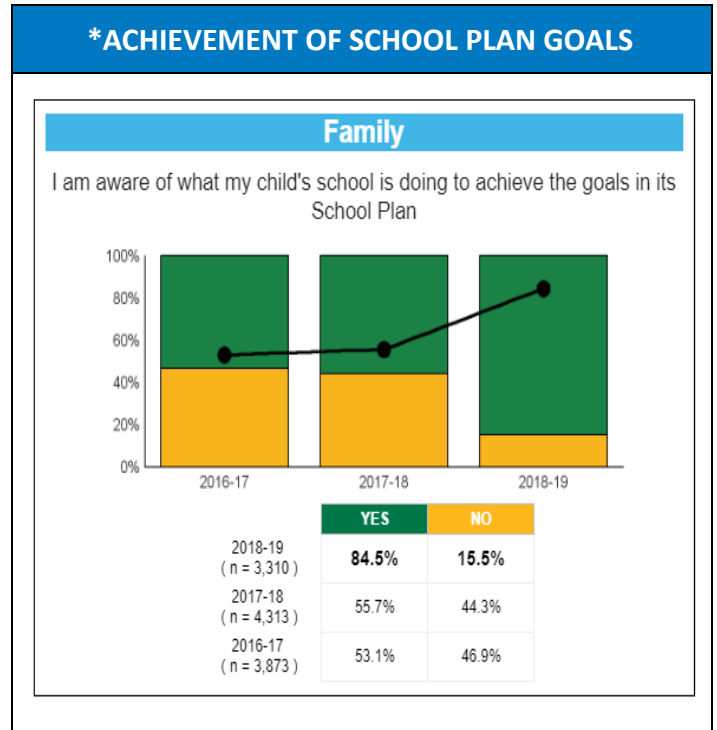
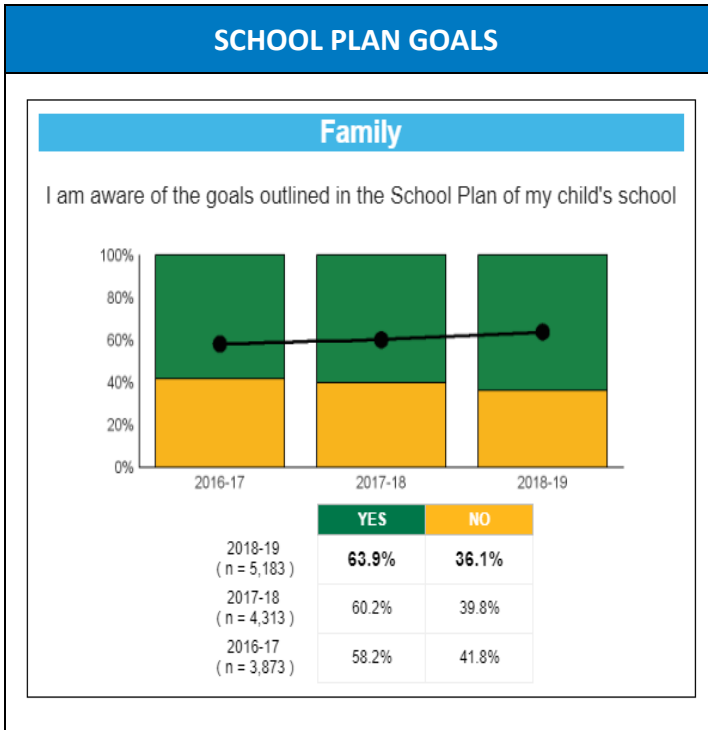
Note: Staff - Change in 2019 to a reveal question for those responding in agreement with the question "I am aware of the priorities and goals outlined in the District Strategic Plan"

WORK CONTRIBUTING TO DISTRICT GOALS

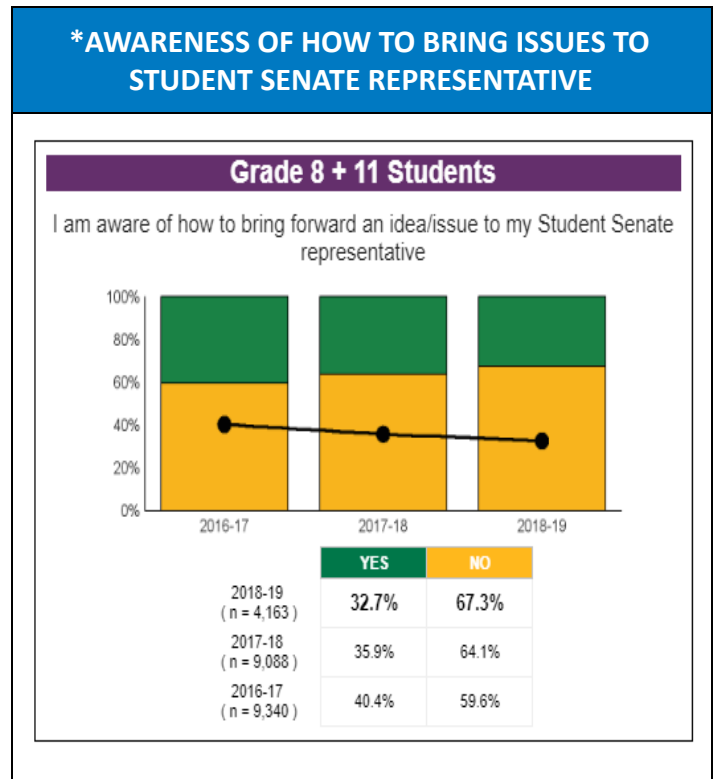
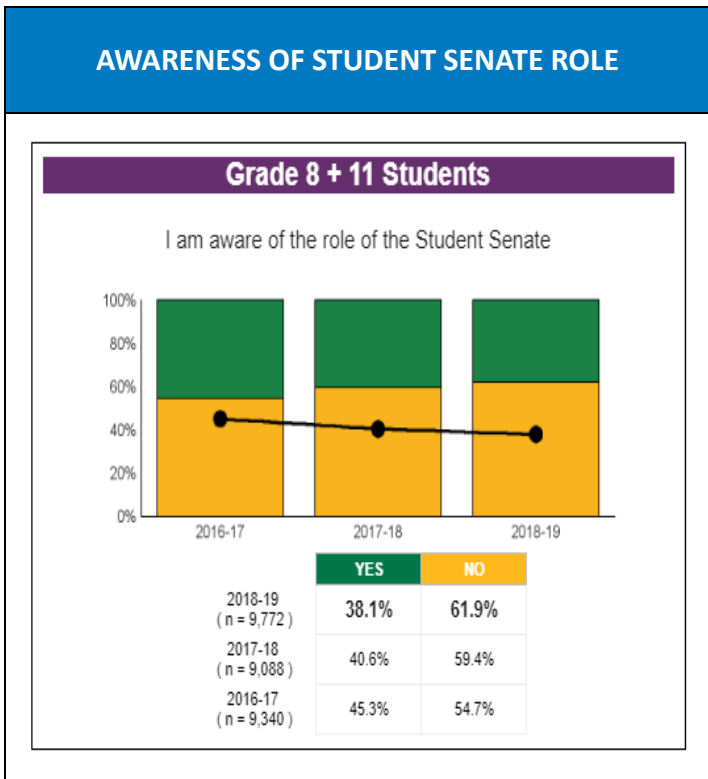


AWARENESS OF THE VISION AND MISSION





Note: *Family - Change in 2019 to a reveal question for those responding in agreement with the question "I am aware of the goals outlined in the School Plan of my child's school"



Note: *Grade 8 & 11 Audience - Grade 11 only

DIRECT SUPERVISOR'S DECISIONS SUPPORT STUDENTS

Staff

Decisions made by my direct supervisor support the success and well-being of students

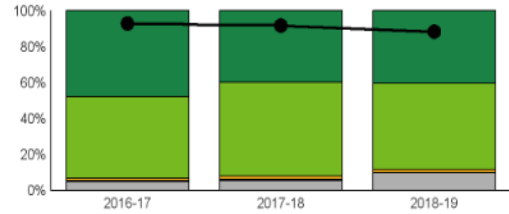


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	52.8%	39.8%	2.7%	0.8%	4.0%
2017-18 (n = 5,652)	53.1%	40.5%	2.5%	1.0%	2.9%
2016-17 (n = 5,444)	59.0%	34.6%	2.7%	1.2%	2.6%

SUPERINTENDENT'S DECISIONS SUPPORT STUDENTS

Staff

Decisions made by the Superintendent of Schools support the success and well-being of students

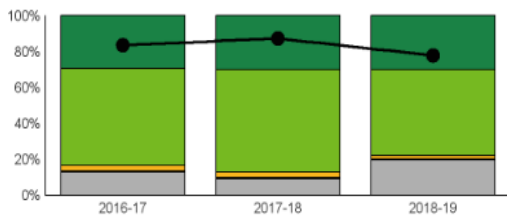


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	40.4%	48.1%	1.6%	0.4%	9.5%
2017-18 (n = 5,652)	39.8%	52.0%	2.1%	0.5%	5.5%
2016-17 (n = 5,444)	47.7%	45.3%	1.6%	0.4%	4.9%

TRUSTEES' DECISIONS SUPPORT STUDENTS

Staff

Decisions made by The Board of Trustees support the success and well-being of students

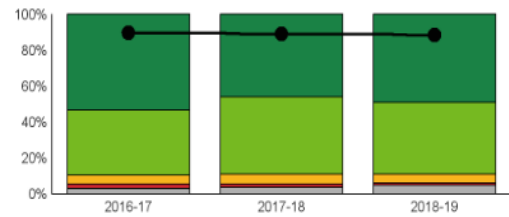


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	30.2%	47.7%	2.1%	0.4%	19.6%
2017-18 (n = 5,652)	30.0%	57.4%	2.6%	0.6%	9.4%
2016-17 (n = 5,444)	29.1%	54.6%	3.0%	0.6%	12.7%

DIRECT SUPERVISOR'S DECISIONS SUPPORT STAFF

Staff

Decisions made by my direct supervisor support the success and well-being of staff

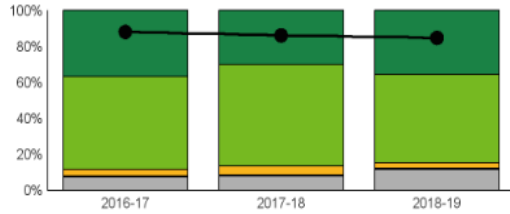


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	49.0%	39.7%	4.9%	1.7%	4.7%
2017-18 (n = 5,652)	45.8%	43.5%	5.2%	1.8%	3.7%
2016-17 (n = 5,444)	53.1%	36.7%	4.9%	2.4%	2.9%

SUPERINTENDENT'S DECISIONS SUPPORT STAFF

Staff

Decisions made by the Superintendent of Schools support the success and well-being of staff

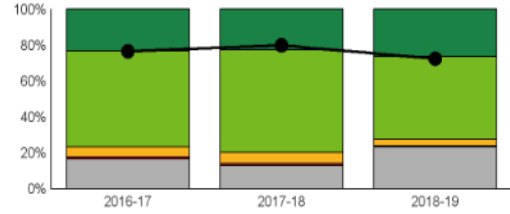


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	35.3%	49.6%	2.9%	0.7%	11.6%
2017-18 (n = 5,652)	30.0%	56.3%	4.9%	1.0%	7.8%
2016-17 (n = 5,444)	36.6%	51.6%	3.7%	0.9%	7.1%

TRUSTEES' DECISIONS SUPPORT STAFF

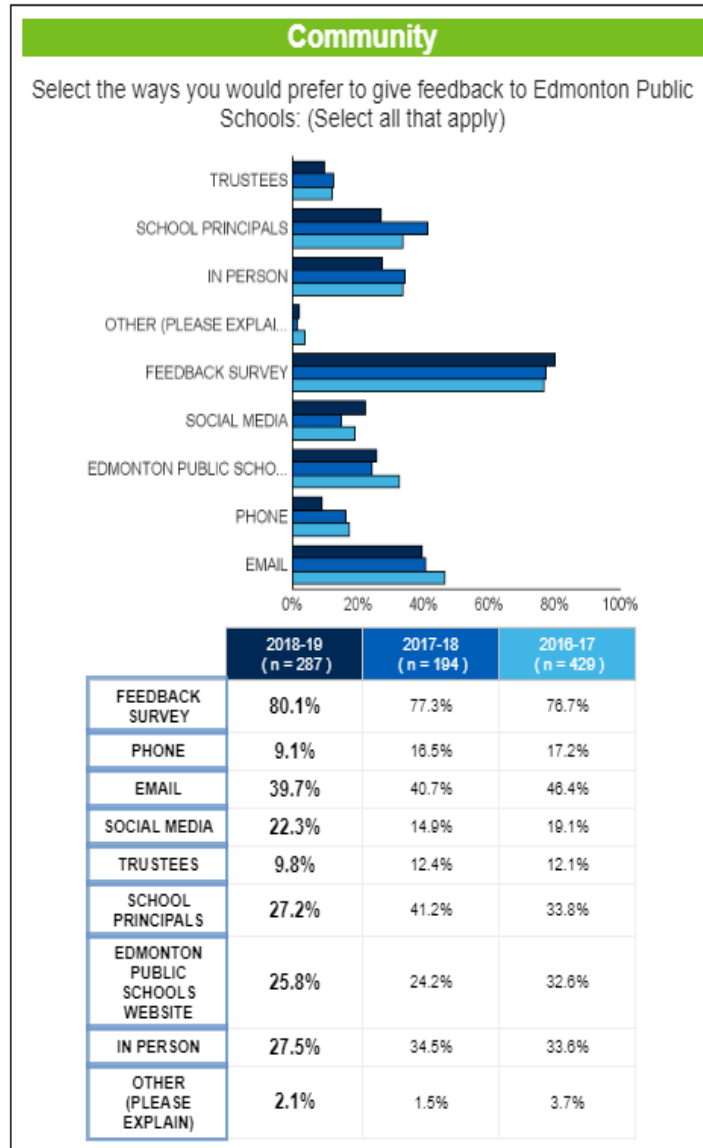
Staff

Decisions made by The Board of Trustees support the success and well-being of staff



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / UNSURE
2018-19 (n = 6,170)	26.5%	46.0%	3.5%	0.8%	23.1%
2017-18 (n = 5,652)	22.5%	57.5%	6.0%	1.1%	12.9%
2016-17 (n = 5,444)	23.1%	53.6%	5.7%	1.1%	16.5%

WAYS TO PROVIDE FEEDBACK



Note: Community - Multiple response question with one or more options selected per response.