

EDMONTON PUBLIC SCHOOLS

December 12, 2006

TO: Board of Trustees

FROM: L. Thomson, Superintendent of Schools

SUBJECT: Edmonton Public Schools' Annual Education Results Report 2005-06

ORIGINATOR: D. Barrett, Executive Director

RESOURCE

STAFF: Lisa Austin, Karen Bardy, Lea Beeken, Jenise Bidulock, Diane Brunton, Gloria Chalmers, Bruce Cline, Margaretha Ebbers, Michael Ediger, Mike Falk, Andrea Furness, Colin Inglis, June Mielnichuk, Anne Mulgrew, Lorne Parker, Dean Power, John Nicoll, Jamie Pallett, Larry Schwenneker, Stuart Wachowicz, Stephen Wright, Corrie Ziegler

RECOMMENDATION

That the Edmonton Public Schools' Annual Education Results Report 2005-06 (Appendix I) be approved for forwarding to Alberta Education.

\* \* \* \* \*

Edmonton Public Schools' Annual Education Results Report 2005-06 (Appendix I) highlights results achieved and progress made by the district relative to the 2005-06 district plan. A team of staff prepared the report which aggregates results presented to trustees through the district's annual results review process. The content and format of the report meets Alberta Education requirements for district annual education results reports.

Copies of the Edmonton Public Schools' Annual Education Results Report (AERR) 2005-06 will be made available to schools, school councils and central services departments. The report also will be made available to Capital Region school districts and to the community through the district's Internet web site [www.epsb.ca](http://www.epsb.ca) and the public libraries.

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APPENDIX I: Edmonton Public Schools' Annual Education Results Report 2005-06



EDMONTON PUBLIC SCHOOLS

# **EDMONTON PUBLIC SCHOOLS'**

## **ANNUAL EDUCATION RESULTS REPORT**

**2005 – 2006**

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## **MESSAGE FROM THE BOARD CHAIR AND SUPERINTENDENT OF SCHOOLS**

The Board of Trustees and Superintendent of Schools are committed to ensuring that all students are successful academically. The district believes in engaging parents, community and business stakeholders to assist students with achieving their goals. Working together helps us to develop sound strategies to ensure that all our students acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

The Edmonton Public Schools' Annual Education Results Report for 2005-2006 highlights achievements, demonstrates a dedication to continuous improvement and a clear and unwavering commitment to student success. The report reflects input of trustees, staff, parents, school council partners, community members and students through the district's results review process.

The results report will be posted on the district's website. It will be sent to school council chairs for sharing with parents and to principals for sharing with staff. As well, it will be sent to all Capital Region school jurisdictions and the public library. Specific school results are shared with parents and community through the Trustees' results review process.

Bev Esslinger  
Board Chair

Lyll M. Thomson  
Superintendent of Schools

## **ACCOUNTABILITY STATEMENT**

The annual education results report for Edmonton Public Schools for the 2005-06 school year was prepared under the direction of the board in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, Alberta Education Policy 2.1.1 ("Accountability in Education: School Authority Accountability") and the provincial government's accounting policies. The board is committed to using the results in this report, to the best of our abilities, to improve the quality of education for students in our jurisdiction. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Bev Esslinger  
Board Chair

**MISSION**

The mission of Edmonton Public Schools, as an advocate of choice, is to ensure that all students achieve success in their individual programs of study.

It is the belief of Edmonton Public Schools that parents, students and community members are committed as partners and accept their respective responsibilities in education.

The mission is being accomplished through exemplary staff performance, program diversity, measured student achievement of outcomes and decentralized decision making.

## DISTRICT PRIORITIES

The board of trustees is accountable to the public, responsible for determining direction, providing resources, monitoring, evaluating and reporting the results achieved in Edmonton Public Schools. In fulfilling that responsibility, the board is guided by Alberta Education's *Goals for Alberta's Learning System*, Edmonton Public Schools' *District Standards, Indicators and Measures*, and the *District Mission*.

The success of schooling is dependent on public support, funding to ensure adequate sustainable investment in public education, co-ordinated service delivery for children, and the co-operative efforts of staff, students, parents and the community in providing an appropriate learning experience for each student in an environment that:

- is safe and caring;
- promotes a broad view of student success;
- develops the potential of each student;
- promotes a well-rounded learning experience including the arts, physical education and technology;
- respects individual differences and cultural diversity;
- strengthens program delivery for Aboriginal students;
- responds to the linguistic and cultural needs of English language learners;
- nurtures physical well-being, self-worth and dignity;
- ensures early literacy cultivates life-long learning;
- promotes development of productive global citizens;
- promotes collaboration and supports professional development for all staff; and
- values the contributions of all staff.

As recognized leaders in public education and in our continuing commitment to excellence, the board has adopted the following priorities:

- **To improve achievement of all students in core subjects with an emphasis on literacy and numeracy.**
- **To ensure high quality teaching and learning.**
- **To achieve high standards of citizenship, conduct, safety and well-being of students and staff.**

Our success is measured in many ways:

- student achievement, personal growth, responsibility and satisfaction;
- staff effectiveness and satisfaction;
- exemplary leadership and service of all staff;
- provision and maintenance of functional, safe and well-kept facilities;
- effective expenditure of resources;
- parent satisfaction, involvement and support; and
- community support, involvement and partnership.

**Highlights for 2005 – 2006**  
**Accountability Pillar Overall Summary**  
 October 1, 2006

Prepared by Student Assessment

3020 Edmonton School District No. 7

Goal	Measure Category	Measure Category Evaluation	Measure	Jurisdiction Results			Provincial Results			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	85.4	84.5	n/a	84.4	83.1	n/a	n/a	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	79.7	78.2	n/a	78.1	76.7	n/a	n/a	n/a	n/a
			Education Quality	89.5	88.4	n/a	87.7	86.1	n/a	n/a	n/a	n/a
			Drop Out Rate	6.1	6.8	7.2	4.9	5.3	5.7	Intermediate	Improved Significantly	Good
			High School Completion Rate (3 yr)	63.6	60.5	58.5	70.4	69.3	67.6	Intermediate	Improved Significantly	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	77.4	77.9	78.1	76.9	77.0	77.4	Intermediate	Declined	Issue
	Student Learning Achievement (Grades 10-12)	Good	PAT: Excellence	22.0	22.8	22.7	19.1	19.4	19.4	High	Declined	Acceptable
			Diploma: Acceptable	84.7	84.9	85.0	84.7	85.7	85.6	Intermediate	Maintained	Acceptable
			Diploma: Excellence	25.5	24.6	23.7	23.0	23.0	22.0	Very High	Improved Significantly	Excellent
			Diploma Exam Participation Rate (4+ Exams)	54.6	52.8	51.0	53.5	52.4	51.3	Intermediate	Improved Significantly	Good
			Rutherford Scholarship Eligibility Rate	31.5	30.9	30.4	35.3	33.8	32.5	Intermediate	Improved	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (4 yr)	38.8	33.4	32.6	37.0	34.0	32.9	High	Improved Significantly	Good
			Work Preparation	79.8	78.0	n/a	77.0	74.9	n/a	n/a	n/a	n/a
			Citizenship	79.0	77.8	n/a	76.8	75.3	n/a	n/a	n/a	n/a
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	77.2	77.1	n/a	77.9	76.1	n/a	n/a	n/a	n/a
	Continuous Improvement	n/a	School Improvement	79.3	75.7	n/a	76.8	73.9	n/a	n/a	n/a	n/a

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL measure	ACOL measure	Satisfaction with Program Access	69.4	68.0	n/a	68.5	67.2	n/a
		Inservice Jurisdiction Needs	76.3	78.9	n/a	78.2	76.5	n/a

- Notes:
- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
  - 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
  - 3) Jurisdiction/Provincial Previous 3 year averages: Measures without enough data to calculate this average have been marked as 'n/a'.
  - 4) Evaluations of improvement can only be calculated if there are 4 or more years of data. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  - 5) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.
  - 6) Data values have been suppressed where the number of respondents is less than 6.

## Accomplishments

This section provides highlights of achievements on the provincial performance measures, on AISI Projects and information about class size. In addition, it describes achievement in other areas of the district's operations that were described in the district's plan for 2005-06.

### On Required Measures

Highlights on the provincial performance measures include:

*Percentage of cohort students meeting acceptable standard and standard of excellence on provincial achievement tests*

- Based on student cohort data, district results exceeded provincial results for acceptable standard on eight out of twelve achievement tests. District results exceeded provincial results for standard of excellence on eleven out of twelve achievement tests.
- However, the overall 2005-06 result for the district shows a *decline* in the percentage of students meeting both the acceptable standard and the standard of excellence for the provincial achievement tests relative to the previous year. The decline in acceptable standard shows up as an *issue* on the Overall Accountability Summary.

*Percentage of students achieving the acceptable standard and standard of excellence on diploma examinations*

- District results exceeded provincial results for acceptable standard on four out of ten diploma examinations. District results exceeded provincial results for standard of excellence on seven out of ten diploma examinations.
- In terms of the Overall Accountability Summary, the district *improved significantly* with respect to the standard of excellence, and *maintained* with respect to the acceptable standard.

*Participation rate of grade 12 students in diploma examinations*

- District participation rates were higher than provincial rates for six out of ten diploma examination courses.
- In terms of the Overall Accountability Summary, the district *improved significantly* with respect to the percentage of students who take four or more diploma examination courses.

*Percentage of students who completed high school within 3, 4 and 5 years*

- The percentage of students completing high school within 3, 4, and 5 years of entering grade 10 has increased over the past five years, with the most substantial increase in the 3 year rate.
- In terms of the Overall Accountability Summary, the district *improved significantly* with respect to the percentage of students who complete high school 3 years after starting grade 10.

### In AISI Projects

The 2005-06 school year saw the completion of the district's two cycle 2 AISI projects. The first project, Supporting Teaching and Learning was a district wide project that involved all district schools in a systemic effort to improve student achievement and high school completion rates. As a result, the culture of the district shifted. Generally speaking, schools became more collaborative, embracing tenets of professional learning communities, enhanced assessment practices (both assessment for and of learning), and built instructional leadership capacity within and across schools. The Supporting Teaching and Learning AISI project listed 28 quality measures to track student achievement. Highlights of these measures include: increases in high school course completion rates (example: 2.1% increase in all high school English courses, and a 2.9% increase in all high school Math courses); increases in high school completion rates (5.8% increase since 1999-2000), and when compared to baseline data increases were realized in achievement in 19 out of 28 of the quality measures used in this project.



The second AISI project, Full Day Kindergarten in High Needs Schools, provided full day kindergarten programming for students in the top eighteen high needs district schools. Quantitative measures were established to measure improvement in early literacy skills. These included concepts about print, hearing and recording sounds in words, letter identification, word test and writing vocabulary. In each of the six tasks, the actual percentage of students at stanine 4 or above, exceeded the percentage reported in year one and in most cases year two of the AISI cycle. The only areas that minor decreases were noted in year three was in the area of Concepts of Print (year one – 54%; year two – 62%; year three – 59.8%). However, while in these two areas there was a slight decrease, the three year averages still are substantially higher than the year one baseline.

The full AISI Project Final Report (APFR) can be reviewed at:

<https://extranetapp.learning.gov.ab.ca/AISIClearingHouse/Forms/SearchProjects.aspx?CHFileAction=Search&SearchID=1#SearchResult>

### **On class size requirement**

Edmonton Public Schools is committed to lowering average class sizes as quickly as possible to reach the targets recommended by the Learning Commission. As shown in the table below, average class sizes in each of the grade groupings have fallen dramatically from the averages reported in the 2003/04 school year. In fact the Learning Commission targets were met for the 4-6, 7-9 and 10-12 grade divisions as of September, 2005, with significant progress also made at the K-3 division, lowering the average class size from 22.0 in 2003/04 to 18.9 in 2005/06.

	2003/04 Class Size Average	2004/05 Class Size Average	2005/06 Class Size Average	Learning Commission Guidelines
K-3	22.0	19.2	18.9	17
Grades 4-6	22.9	21.5	21.3	23
Grades 7-9	27.2	23.3	23.7	25
Grades 10-12	28.5	25.0	25.4	27

The school-by-school average class sizes by division for the 2004-05 and 2005-06 school years can be found at the following link:

[http://www.epsb.ca/datafiles/ClassSizeAveragesAllSubjects\\_05\\_06.pdf](http://www.epsb.ca/datafiles/ClassSizeAveragesAllSubjects_05_06.pdf)

The data summarizes class sizes for all classes, including special needs classes. The average class size at each division is calculated using all subject areas of the graded curriculum, whether the subject is considered core or non-core.

### **With high school core course completion results**

In an effort to increase high school completion rates, the district has placed a great deal of emphasis on the successful completion of high school courses, particularly at the grade 10 level. Successful completion is defined as the percentage of students initially enrolled in a particular course who receive credits in that course. Successful completion rates of grade 10 courses for the past four years are provided on page 26.

Over the past four years, there has been an increase in the percentage of students successfully completing courses for thirteen of the fourteen grade 10 courses being tracked. When looking at course clusters, the increases ranged from 4.3 per cent for grade 10 English courses to 9.5 per cent for grade 10 science courses. It is expected that these increases in successful course completion will translate into increased high school completion rates over the next several years.

### **In International Baccalaureate Programs (IB)**

Last year, 677 students from seven district high schools wrote a total of 2,174 IB examinations. This represents an increase of 36 students and 259 examinations compared to the previous year. In the 10 IB courses (English HL, History HL, Biology HL, Math Methods SL, Chemistry SL, Physics SL, French B SL, Mandarin B HL, Japanese AB SL and Visual Arts A SL) in which a minimum of 30 EPSB students wrote the examination, the district averages were higher than world averages for all of these courses except for Mandarin B (HL). District students also wrote examinations in German AB (SL), German B (SL), French AB (SL), Spanish B (SL), Spanish AB (SL), Mandarin AB (SL), Japanese B (SL), Physics (HL), Computing Science (SL), Music Group Performance (SL), Music (HL), Dance (HL), and Dance (SL). The number of students participating in any of these examinations ranged from a high of 27 students to a low of one student. It is not valid to compare district averages to world averages on these low enrolment courses.

### **On professional learning communities (PLCs)**

The district's Supporting Teaching and Learning AISI project assisted staff in creating professional learning communities both within schools and as a district. District-wide professional development sessions supported the growth of reflective practice and inquiry based learning to enhance the achievement of all students. This professional development initiative assisted staff in implementing research-based best practices where collective inquiry, collaboration and shared leadership supported and influenced classroom practice and improved student achievement.

To assist staff in acquiring new knowledge and skills and facilitate positive change, all schools were involved as hosts and participants of collaborative instructional walk-throughs. Hosting schools asked for feedback related to a "critical question" which was directly linked to the school's best practices, thus enabling them to assess the impact of instructional strategies on set goals. These walk-throughs provided one means of monitoring school-wide change in practice, as well as identifying next steps to support continuous improvement.

The district has been successful in building leadership capacity to support teaching and learning and the creation of PLCs through initiatives such as: professional development for school based facilitators for instructional walk-throughs, formation of instructional leadership teams within schools, a focus on principals as instructional leaders, sessions to enhance the coaching skills of identified leaders in schools, and sharing of "stories" by staff at district wide professional development sessions. As well, some school entered into customized professional development contracts where consultants facilitated school-based staff in establishing peer coaching and study groups. Through modeling, co-planning and co-presenting, school staff enhanced their expertise in facilitating team professional learning.

Both school based and Central Services staffs participated in sessions that deepened their understanding of planning and implementing effective professional development within their school or decision unit, a basic tenant of professional learning communities. These sessions outlined four elements of effective, job embedded professional development: build expertise based on data analysis, ensure change in practice through coaching modeling and ongoing support, monitor impact through various assessment practices, and communicate results to all stakeholders.

### **On choice in the district**

The district's alternative program options support the district's mission as an advocate of choice. Its open boundary policy ensures that all schools are schools of choice. The district continued its efforts to respond to community needs and interests and to improve accessibility to alternative programs by identifying additional sites for programs. Advanced Placement was expanded to L'Académie Vimy Ridge Academy, Cogito to Meyokumin and Richard Secord, French Immersion to Brander Gardens

and J.A. Fife and Pre-Advanced Placement to Highlands. Professional development support was provided to all the Pre-Advanced Placement sites. Partnership agreements were confirmed for the revitalized elementary Science alternative and Elmwood was identified as the site. The district now offers 31 alternatives in more than 80 locations and special education programs in a variety of settings, ranging from full inclusion in regular classrooms in the neighbourhood school to schools that serve only students with specific special needs.

### **On literacy and numeracy**

Literacy and numeracy, as foundational skills, received attention in schools throughout the district and support from various central decision units such as Student Achievement Services, Consulting Services and Student Assessment. In collaboration, these departments provided targeted professional and best practice training in a variety of formats to meet the needs of individual schools. Data days were organized for junior and senior high schools as an opportunity to both reflect on their achievement and to target strategies for further growth. Intensive training sessions in effective strategies such as Balanced Literacy, Reading Recovery, Power of 10 and Middle Years Literacy Initiative were provided. As well district numeracy and math resources and the Aboriginal Resource Collection Online were made available to all elementary and junior high schools. For students considered at risk in these areas, intervention plans were created and teachers implemented at least one intervention strategy for each of these students. As well, Metro continuing education offered literacy support for students in kindergarten to grade 9 in centralized locations outside the regular school day. A number of district partnerships provided additional literacy support including the pre-school literacy for children and families from the Centre for Family Literacy, the library card pilot through the Edmonton Public Library, and the mentorship program through Big Brothers Big Sisters.

### **On Aboriginal education**

The board in its priority statement indicates its support for strengthening program delivery for Aboriginal students. They furthered that commitment by approving a Trustee Aboriginal Task Force whose purpose is to identify ways to strengthen and encourage relationships between the board of trustees and the Aboriginal parent and student community it serves and to increase board awareness and understanding of Aboriginal education needs, opportunities and priorities in order to guide the board's education policy leadership and political advocacy efforts in support of improved Aboriginal student achievement. A district external First Nations, Métis and Inuit (FNMI) committee was re-established and involves representatives from Aboriginal agencies, the University of Alberta, Concordia University College, Yellowhead Tribal Council, the Misericordia Research Group and Inner City High. The district, in collaboration with this committee, established areas of priority, developed joint initiatives and agreed to work together to implement them. The *Stepping into School* initiative was piloted in the spring of 2006, involving district staff and staff from Bent Arrow Traditional Healing Society, Red Road Healing Society and Ben Calf Robe Society. This initiative, through an evening of literacy activities, linked community organizations and families whose children were beginning kindergarten the following year with neighbourhood schools.

### **On English language Learners (ELL)**

Last year, the district established the English Language Support Services Centre (ELSSC), which provides an initial assessment of new district English language learners (ELL); orientation information for parents of ELL students; and professional development, consultation and instructional coaching to assist schools in addressing and supporting the educational needs of ELL students. ELSSC services are available to district schools at no charge. In order to find ways to work more effectively with community in providing supports to ELL students and to increase understanding of cultural diversity, the district also established an external Cultural Diversity Committee, which consists of community partners who provide supports to both ELL students and Aboriginal students. The committee identified priority needs and a number of collaborative projects in response to these needs, such as the *Stepping*

*into School* program that helps young children and families from an ELL background make a smooth transition to kindergarten, the creation of a central team of staff that received professional development in cultural diversity from the ATA, a pilot transition program at Norquest for high school ELL students with significant gaps in their education, and the provision of information to schools on community supports in the area of cultural diversity.

### **In second language education**

A major step forward was taken this year as the district conducted formal pilots enabling students in French and International language programs to sit for the national language credentials of Spain, Germany, China, Japan, Ukraine and France. The district also was the site of the first North American pilot of the Chinese credential (HSK) for “Young Learners”, provided to 700 students from grades 5 through 9. In all assessments the districts’ students performed very well, showing that its immersion and bilingual programs are producing functional fluency in the target language. The district was also named an official testing centre for the French ministry of Education, enabling students to acquire the French Ministry’s diploma in French language.

### **In career programming**

Support was provided to schools for the implementation of the RAP (Registered Apprenticeship Program) and Work Experience to ensure high standards for learning. This was assisted through the completion of two resources – *RAP Manual* and *Work Experience Manual*. The RAP program has grown significantly, doubling in the past two years to over 400 students per year. The district also worked in partnership with industry and Alberta Apprenticeship in the operation of the “Career Transitions for the Trades”, a boot-camp which operated over the summer months, enabling students to have an entry experience into an apprenticeable trade following graduation.

The district also successfully concluded an agreement with Norquest, Alberta Apprenticeship, Alberta Education and Advanced Education on a pilot enabling at-risk students to begin the study of certifiable occupations at Norquest in the summer months, while completing their schooling in the regular school year. Students will also benefit from on-the-job training. The intent of the pilot is to engage these students and thereby help them to complete high school at the same time they become certified for a recognized occupation, through a post secondary program.

### **On healthy living**

This past year, the district developed a draft policy statement in collaboration with two principal committees and focused on the provision of support for both Physical Education and the Daily Physical Activity (DPA) requirement. With leadership from Curriculum, inservices were provided for physical education teachers in all elementary and junior high schools on the content and intent of the physical education curriculum, especially those outcomes directed toward developing lifelong physical health and wellness. In addition, sessions were sponsored for all elementary and junior high schools on best practices of implementing DPA on days when students do not have scheduled physical education. School inter-visitations, scheduling assistance and access to a physical education consultant also were provided in support of the DPA and physical education. Work was undertaken with the University of Alberta to make available a course for teachers assigned physical education instruction.

### **With citizenship and character education**

The district maintained support for the implementation of its “Character/Citizenship Education Framework”. The Framework is now implemented in all district schools. In-services and consultant support continued to be provided on an as needed basis. The district continued its annual Character Education Poster Contest, keeping the important character traits prominent in the school environment.

### **With interagency efforts**

The district extended its collaborative efforts by formalizing an alliance with the Edmonton Public Library, an alliance that enables two organizations dedicated to literacy development to maximize their resources and efforts in support of children, youth and families in our community. As well, the alliances with the Centre for Family Literacy and the YMCA were nurtured and maintained. In addition to remaining active in the Capital Region Services to Children Linkages Committee, the Joint Action Committee for Children (JACC), the Edmonton Student Health Initiative Partnership (ESHIP), Success By 6 and the Community University Partnership for the Study of Children Youth and Families (CUP), the Northern Alberta Association on Race Relations (NAARR), it became a member of the steering committee for the region 6 Parent Link Centre initiative. Through these interagency collaborations, a range of services and benefits such as additional funding for students with complex needs, child care, summer camps, speech, occupational therapy, physical therapy, emotional and behavioural services, parenting courses, collective kitchens, and workshops on a range of topics for staff and families are provided to students, staff and families.

### **With the City Centre Education Project (CCEP)**

The City Centre Education Project (CCEP) continues to focus on the power of collaboration in improving student achievement and success. Project schools share resources through collective decision making as well as a collective budgeting. Together, they facilitate services across the schools with a broad range of community partners that enhance learning opportunities and provide different avenues of enrichment (such as Boys and Girls Club, Strings, Girl Guides and Scouts etc.) The Project also provides direct access to services such as family therapists, parent support group sessions, individual child counseling and in-home support. Stay-in-school and successful in-school initiatives such as the use of a Success Coach and Commitment Coach were also available to students.

For 2005-06, CCEP continued its work as an incubator for effective new instructional strategies and practices. Work continued on the development of an early reading intervention model that has significant impact on reading achievement. All elementary teachers use Balanced Literacy while the Middle Years Literacy Initiative helps supports students in Division 3. The strategy, Power of Ten, was implemented to increase the mathematics achievement of students. French Language instruction was provided from grade four to eight. A focus on infusing knowledge and understanding about Aboriginal culture into classrooms was implemented through the services of an Aboriginal Cultural Facilitator. To increase opportunities for learning, full day kindergarten was available in all project schools, and CCEP programming continued to be provided in the summer.

### **In research support**

Research Support Services (RSS) provides a variety of research related services in support of teaching and learning. During 2005/2006, the RSS website was expanded to provide EPS educators and researchers greater access to online research resources, research proposal forms, professional journal articles, and listings of ongoing and completed research. RSS continues to evaluate all proposals to conduct research within Edmonton Public Schools to ensure approved studies are relevant, timely and will contribute significantly to the body of knowledge relating to teaching and learning. Additionally, RSS provides a series of accessing research workshops in collaboration with groups such as Principal Leadership teams, schools, and other district groupings. These workshops support teaching and learning through the provision of information, guidance, resources, and professional development required to access, apply, and conduct research.

### **In resource development**

Resource Development Services (RDS) produced several resources in support of teaching and learning. *Maximizing Grade 8 Math* was completed and *Maximizing Grade 7 Math* is in development. In collaboration with Curriculum, phase two of the bilingual translation of *Math to the Max* into German,

Mandarin, Ukrainian and Spanish was completed. The French translation of *Success in Science* was completed and we are currently working on a French translation of *Pushing the Pencil*. A major undertaking has been the development of our Maximizing Math series for K, 1 and 4 in preparation for submission to Alberta Education to be considered for authorization. Grades 2 and 3 are also in the development stage and will be submitted in December 2007. Resource Development Services entered into contracts with Alberta Education and Pearson Education Canada to develop materials for resources being produced by these two organizations. We continue to involve district teachers in the development of our resources and to implement our marketing plan, including attendance at several conferences and conventions in Western Canada.

**Reporting and Analysis of Performance Measure Results**  
**Goal One: High Quality Learning Opportunities for All**

*Outcome 1.1: The education system meets the needs of all learners, society and the economy.*

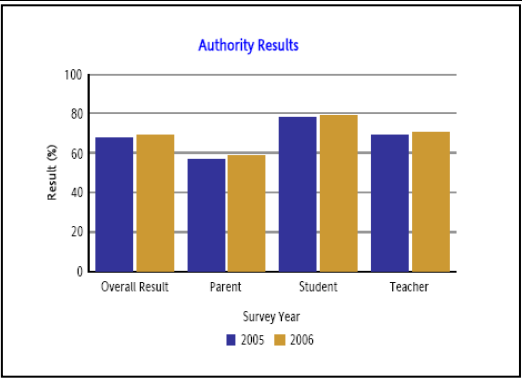
Performance Measure	Results			Target																				
	2003/04	2004/05	2005/06	2005/06																				
1.1.1. Percentages of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	<b>Teachers</b>																							
	Jurisdiction	84.2	84.8	85.8	optional																			
	Province	83.5	83.6	85.2																				
	<b>Parents</b>																							
	Jurisdiction	77.0	77.3	78.4	optional																			
	Province	75.4	75.0	76.6																				
	<b>Students</b>																							
	Jurisdiction	68.6	72.6	74.9	optional																			
	Province	68.5	71.5	72.6																				
	<b>Overall</b>																							
	Jurisdiction	76.6	78.2	79.7																				
	Province	75.8	76.7	78.1																				
	<b>Comment on Results</b>	<b>Graph of Overall Jurisdiction Results (optional)</b>																						
	<ul style="list-style-type: none"> <li>Overall satisfaction with the opportunity for students to receive a broad program of studies has increased for teachers, students and parents in Edmonton Public.</li> <li>The largest increase in satisfaction was expressed by students in Edmonton Public.</li> <li>Overall the percentage of respondents from Edmonton Public satisfied with the opportunity for students to receive a broad program of studies was greater than the Province.</li> </ul>	<table border="1"> <caption>Authority Results Data</caption> <thead> <tr> <th>Category</th> <th>2004 (%)</th> <th>2005 (%)</th> <th>2006 (%)</th> </tr> </thead> <tbody> <tr> <td>Overall Result</td> <td>76.6</td> <td>78.2</td> <td>79.7</td> </tr> <tr> <td>Parent</td> <td>77.0</td> <td>77.3</td> <td>78.4</td> </tr> <tr> <td>Student</td> <td>68.6</td> <td>72.6</td> <td>74.9</td> </tr> <tr> <td>Teacher</td> <td>84.2</td> <td>84.8</td> <td>85.8</td> </tr> </tbody> </table>				Category	2004 (%)	2005 (%)	2006 (%)	Overall Result	76.6	78.2	79.7	Parent	77.0	77.3	78.4	Student	68.6	72.6	74.9	Teacher	84.2	84.8
Category	2004 (%)	2005 (%)	2006 (%)																					
Overall Result	76.6	78.2	79.7																					
Parent	77.0	77.3	78.4																					
Student	68.6	72.6	74.9																					
Teacher	84.2	84.8	85.8																					

**Local measures for outcome 1.1**

Question	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %
> Parent satisfaction with the overall quality of education received by their child.	94	92	n/a	94	94	96
> Community satisfaction with the overall quality of education received by students attending EPS.	82	80	n/a	82	86	87
> Parent satisfaction with the programs and courses available in their child's school.	91	90	n/a	90	86	91
>Parent satisfaction with the programs and courses available in EPS.	93	90	n/a	91	88	93

Performance Measure	Results			Target																					
	2003/04	2004/05	2005/06	2005/06																					
1.1.2. Percentages of teachers, parents and students satisfied with the overall quality of basic education.	<b>Teachers</b>																								
	Jurisdiction	92.7	95.6	95.4	optional																				
	Province	92.6	93.9	94.8																					
	<b>Parents</b>																								
	Jurisdiction	79.3	82.9	84.9	optional																				
	Province	76.6	78.9	81.6																					
	<b>Students</b>																								
	Jurisdiction	84.2	86.8	88.1	optional																				
	Province	83.2	85.6	86.6																					
	<b>Overall</b>																								
	Jurisdiction	85.4	88.4	89.5																					
	Province	84.1	86.1	87.7																					
	<b>Comment on Results</b>	<b>Graph of Overall Jurisdiction Results (optional)</b>																							
	<ul style="list-style-type: none"> <li>Satisfaction with the overall quality of basic education has increased for parents and students in Edmonton Public. Teacher satisfaction remained high at 95.4%.</li> <li>The largest increase in satisfaction was expressed by parents in Edmonton Public.</li> <li>Stakeholders have a very high level of satisfaction with the overall quality of education in Edmonton Public.</li> </ul>	<table border="1"> <caption>Authority Results Data</caption> <thead> <tr> <th>Category</th> <th>2004</th> <th>2005</th> <th>2006</th> </tr> </thead> <tbody> <tr> <td>Overall Result</td> <td>85.4</td> <td>88.4</td> <td>89.5</td> </tr> <tr> <td>Parent</td> <td>76.6</td> <td>78.9</td> <td>81.6</td> </tr> <tr> <td>Student</td> <td>83.2</td> <td>85.6</td> <td>86.6</td> </tr> <tr> <td>Teacher</td> <td>92.7</td> <td>95.6</td> <td>95.4</td> </tr> </tbody> </table>				Category	2004	2005	2006	Overall Result	85.4	88.4	89.5	Parent	76.6	78.9	81.6	Student	83.2	85.6	86.6	Teacher	92.7	95.6	95.4
	Category	2004	2005	2006																					
Overall Result	85.4	88.4	89.5																						
Parent	76.6	78.9	81.6																						
Student	83.2	85.6	86.6																						
Teacher	92.7	95.6	95.4																						



Performance Measure	Results			Target															
	2003/04	2004/05	2005/06	2005/06															
1.1.3. Percentages of teachers, parents and students satisfied with access and timeliness of services for students in schools (e.g., academic counseling, library services, and supports for students with special needs..	<b>Teachers</b>																		
	Jurisdiction	69.5	70.3	optional															
	Province	70.0	71.5																
	<b>Parents</b>																		
	Jurisdiction	56.6	58.7	optional															
	Province	54.9	56.9																
	<b>Students</b>																		
	Jurisdiction	78.0	79.1	optional															
	Province	76.7	77.1																
	<b>Overall</b>																		
	Jurisdiction	68.0	69.4	optional															
	Province	67.2	68.5																
	<b>Comment on Results</b>	<b>Graph of Overall Jurisdiction Results (optional)</b>																	
	<ul style="list-style-type: none"> <li>Satisfaction with the access and timeliness of services for students in schools has increased slightly for teachers, students and parents in Edmonton Public.</li> <li>Access and timeliness of services for students in schools is an area of concern particularly for parents in Edmonton Public.</li> </ul>	 <table border="1"> <caption>Authority Results Data</caption> <thead> <tr> <th>Survey Year</th> <th>Overall Result</th> <th>Parent</th> <th>Student</th> <th>Teacher</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>68.0</td> <td>56.6</td> <td>78.0</td> <td>70.3</td> </tr> <tr> <td>2006</td> <td>68.5</td> <td>56.9</td> <td>77.1</td> <td>71.5</td> </tr> </tbody> </table>				Survey Year	Overall Result	Parent	Student	Teacher	2005	68.0	56.6	78.0	70.3	2006	68.5	56.9	77.1
Survey Year	Overall Result	Parent	Student	Teacher															
2005	68.0	56.6	78.0	70.3															
2006	68.5	56.9	77.1	71.5															

Outcome 1.2: Schools are safe and caring.

Performance Measure	Results			Target																				
	2003/04	2004/05	2005/06	2005/06																				
1.2.1. Percentages of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	<b>Teachers</b>																							
	Jurisdiction	89.7	92.8	92.8	optional																			
	Province	90.6	92.3	92.8																				
	<b>Parents</b>																							
	Jurisdiction	79.1	81.9	83.2	optional																			
	Province	78.0	79.9	82.1																				
	<b>Students</b>																							
	Jurisdiction	74.6	78.7	80.1	optional																			
	Province	73.5	77.2	78.4																				
	<b>Overall</b>																							
	Jurisdiction	81.2	84.5	85.4																				
	Province	80.7	83.1	84.4																				
	<b>Comment on Results</b>	<b>Graph of Overall Jurisdiction Results (optional)</b>																						
<ul style="list-style-type: none"> <li>The percentage of parents and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school has increased. Teacher satisfaction remained high at 92.8%.</li> <li>This is aligned with the district priority: <i>To achieve high standards of citizenship, conduct, safety and well-being of students and staff.</i> Schools in the district have been working diligently to support this priority.</li> </ul>	<table border="1"> <caption>Authority Results Data</caption> <thead> <tr> <th>Category</th> <th>2004 (%)</th> <th>2005 (%)</th> <th>2006 (%)</th> </tr> </thead> <tbody> <tr> <td>Overall Result</td> <td>81.2</td> <td>84.5</td> <td>85.4</td> </tr> <tr> <td>Parent</td> <td>79.1</td> <td>81.9</td> <td>83.2</td> </tr> <tr> <td>Student</td> <td>74.6</td> <td>78.7</td> <td>80.1</td> </tr> <tr> <td>Teacher</td> <td>92.8</td> <td>92.8</td> <td>92.8</td> </tr> </tbody> </table>				Category	2004 (%)	2005 (%)	2006 (%)	Overall Result	81.2	84.5	85.4	Parent	79.1	81.9	83.2	Student	74.6	78.7	80.1	Teacher	92.8	92.8	92.8
Category	2004 (%)	2005 (%)	2006 (%)																					
Overall Result	81.2	84.5	85.4																					
Parent	79.1	81.9	83.2																					
Student	74.6	78.7	80.1																					
Teacher	92.8	92.8	92.8																					

Local measures for outcome 1.2

Question	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %
> Parent satisfaction with the safety of their child in school.	91	92	n/a	93	92	93
> Students who feel safe in school.	93	92	n/a	92	93	92
>Community who believe EPS is effective in providing for the safety of students at schools.	81	80	n/a	83	84	83

*Outcome 1.3: Children at risk have their needs addressed through effective programs and supports.*

Performance Measure		Results					Target																		
		2000/01	2001/02	2002/03	2003/04	2004/05	2005/06																		
1.3.1. Annual dropout rate of students aged 14 to 18.	Jurisdiction	6.9	7.9	6.9	6.8	6.1																			
	Province	6.1	6.3	5.5	5.3	4.9																			
<b>Comment on Results</b>		<b>Graph of Overall Jurisdiction Results (optional)</b>																							
<ul style="list-style-type: none"> <li>There has been a steady decline in the annual dropout rate of students over the past four years and a slight decline over the past five years.</li> </ul>		<table border="1"> <caption>Authority Results Data</caption> <thead> <tr> <th>Year</th> <th>Drop Out Rate (%)</th> <th>Returning Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2000/2001</td> <td>10</td> <td>25</td> </tr> <tr> <td>2001/2002</td> <td>10</td> <td>25</td> </tr> <tr> <td>2002/2003</td> <td>10</td> <td>25</td> </tr> <tr> <td>2003/2004</td> <td>10</td> <td>25</td> </tr> <tr> <td>2004/2005</td> <td>8</td> <td>25</td> </tr> </tbody> </table>						Year	Drop Out Rate (%)	Returning Rate (%)	2000/2001	10	25	2001/2002	10	25	2002/2003	10	25	2003/2004	10	25	2004/2005	8	25
Year	Drop Out Rate (%)	Returning Rate (%)																							
2000/2001	10	25																							
2001/2002	10	25																							
2002/2003	10	25																							
2003/2004	10	25																							
2004/2005	8	25																							

Also report results on all local jurisdiction Goal One Measures from the Jurisdictions Three-Year Education Plan 2005/06-2007/08 in relation to Goal 1, Goal 1 outcomes and targets for 2005/06. Minimum one year of results – Jurisdictions are encouraged to provide multi-year results for trend analysis.

Local Measures for outcome 1.3

Question	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %
> Students who feel they get the help they need from teachers.	91	91	n/a	91	92	91

## Goal Two: Excellence in Learner Outcomes

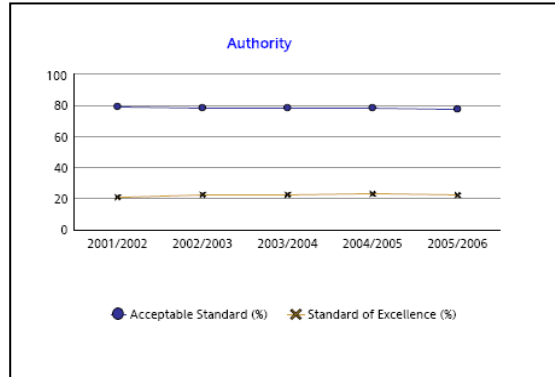
Outcome 2.1: Learners demonstrate high standards.

Performance Measure		Results (in percentages)					Target
2.1.1. Percentages of students in Grades 3, 6 and 9 who achieved the acceptable standard and percentages who achieved the standard of excellence on provincial achievement tests (cohort results required).		A E*	A E*	A E*	A E*	A E*	A E*
		2001/02	2002/03	2003/04	2004/05	2005/06	2005/06
<b>Grade 3</b>							
Language Arts	Jurisdiction	80.1/14.5	80.3/15.3	79.1/15.2	79.5/16.2	80.0/13.9	
	Province	81.2/14.9	82.4/15.7	81.7/15.1	82.2/16.2	81.3/14.1	
Mathematics	Jurisdiction	81.9/26.6	82.3/31.7	79.8/26.1	79.8/26.4	81.5/27.9	
	Province	81.2/26.7	82.3/29.8	81.8/27.4	80.3/26.1	82.0/26.9	
<b>Grade 6</b>							
Language Arts	Jurisdiction	81.2/16.1	79.7/18.4	77.6/17.6	76.6/17.4	78.4/17.0	
	Province	80.8/15.1	81.2/17.3	79.1/15.5	77.3/15.5	79.0/15.9	
Français	Jurisdiction						
	Province						
French Language Arts	Jurisdiction	89.8 /13.4	93.0/22.0	93.7/20.6	87.7/8.0	94.3/14.6	
	Province	83.7/13.3	84.5/13.2	88.5/12.8	85.1/8.8	87.5/11.2	
Mathematics	Jurisdiction	80.3/20.9	79.8/20.6	78.9/24.1	79.5/21.5	77.0/18.1	
	Province	78.3/18.1	78.3/17.7	78.5/21.2	78.2/18.1	75.2/15.6	
Science	Jurisdiction	83.0/29.1	82.0/29.6	81.5/32.3	81.3/31.8	79.7/32.0	
	Province	79.5/22.6	80.0/24.1	80.6/26.2	79.8/26.0	78.1/27.7	
Social Studies	Jurisdiction	81.3/22.7	80.7/24.1	79.6/23.7	80.2/25.8	80.2/27.7	
	Province	78.3/19.4	79.0/20.3	78.6/19.7	78.4/21.5	78.6/22.9	
<b>Grade 9</b>							
Language Arts	Jurisdiction	78.5/16.2	77.3/14.7	77.0/14.2	77.8/16.4	76.9/15.9	
	Province	78.5/14.6	78.0/13.5	77.6/12.4	77.9/14.0	77.4/13.6	
Français	Jurisdiction						
	Province						
French Language Arts	Jurisdiction	83.3/11.1	92.8/24.2	95.8/23.8	91.9/12.2	90.3/16.8	
	Province	83.0/10.1	89.2/18.1	83.4/11.7	85.9/13.6	83.3/10.9	
Mathematics	Jurisdiction	66.8/20.8	67.7/24.1	71.1/24.6	72.4/26.2	68.8/21.1	
	Province	64.5/16.7	63.5/17.6	66.1/18.9	68.0/19.7	67.4/17.4	
Science	Jurisdiction	73.0/15.3	75.3/18.3	68.7/17.0	71.8/19.2	68.9/17.9	
	Province	71.6/11.4	71.1/13.0	66.6/12.1	67.5/12.8	67.4/13.3	
Social Studies	Jurisdiction	75.9/23.1	75.9/24.7	75.9/26.2	74.5/24.5	75.0/25.1	
	Province	73.8/18.0	72.6/18.7	73.1/20.0	71.3/18.3	72.5/18.9	
<b>Overall</b>							
	Jurisdiction	78.8/21.1	78.5/22.6	77.9/22.7	77.9/22.8	77.4/22.0	
	Province	77.4/18.4	77.5/19.3	77.5/19.5	77.0/19.4	76.9/19.1	

Comment on Results

- Overall the percentage of students meeting standards is higher for Edmonton Public than for the Province as a whole.
- The percentage of Edmonton Public students meeting standards in grade 6 and 9 French Language Arts is substantially higher than the Province and has increased over the past 5 years.
- The percentage of Edmonton Public students in grade 6 English Language Arts, Mathematics and Science and grade 9 Science meeting the acceptable standard has declined substantially. However, a similar decline has occurred in Provincial results as well.

Graph of Overall Jurisdiction Results (optional)



\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

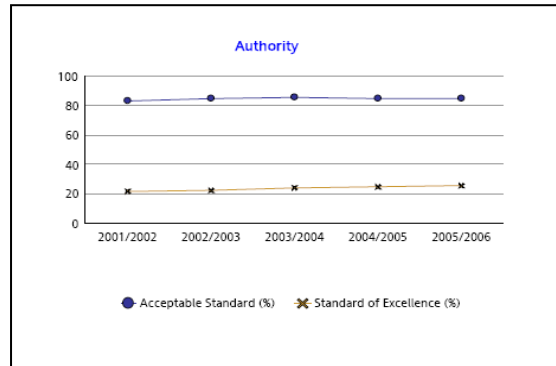
Outcome 2.1: Learners demonstrate high standards. (continued)

Performance Measure		Results (in percentages)				
		A E* 2001/02	A E* 2002/03	A E* 2003/04	A E* 2004/05	A E* 2005/06
2.1.2. Percentages of students who achieved the acceptable standard and the percentages who achieved the standard of excellence on diploma examinations.						
English 30-1	Jurisdiction			90.6/19.4	87.5/19.7	87.0/20.3
	Province			92.0/18.8	89.1/17.8	88.0/19.3
English 30-2	Jurisdiction			82.6/7.6	85.8/9.6	83.3/8.1
	Province			85.2/7.1	89.4/10.1	86.1/8.1
English 30	Jurisdiction	88.1/20.9	91.8/25.9	87.8/12.2		
	Province	88.4/18.9	92.3/24.1	81.8/9.6		
English 33	Jurisdiction	85.1/7.4	83.1/7.7	91.3/7.5		
	Province	86.5/7.2	85.1/6.5	89.0/9.8		
Français 30	Jurisdiction					
	Province					
French Language Arts 30	Jurisdiction		97.4/20.5	100.0/22.7	94.6/29.7	98.0/33.3
	Province		95.2/15.4	95.4/16.7	95.1/19.1	95.0/21.8
Social Studies 30	Jurisdiction	86.3/23.7	86.4/23.4	85.8/26.9	85.0/26.9	87.0/28.2
	Province	86.1/20.9	86.6/22.0	85.9/23.8	85.2/24.3	85.5/23.9
Social Studies 33	Jurisdiction	79.2/10.5	79.4/12.3	81.2/14.4	82.1/15.2	81.9/17.4
	Province	80.5/11.4	81.5/13.1	82.9/15.0	85.0/17.6	83.5/19.0
Pure Math 30	Jurisdiction	83.8/30.4	86.4/31.5	87.8/36.1	82.0/29.1	84.9/31.0
	Province	81.8/28.3	84.4/27.1	83.7/32.0	80.6/25.7	82.8/26.5
Applied Math 30	Jurisdiction	86.4/20.4	85.0/14.3	84.4/15.6	85.1/19.9	73.1/10.8
	Province	85.1/14.0	85.0/14.0	85.5/14.3	87.6/21.8	77.5/11.8
Math 30	Jurisdiction	32.6/2.3				
	Province	46.2/4.2				
Math 33	Jurisdiction	73.4/12.0	79.0/17.4			
	Province	75.2/13.2	78.6/16.2			
Biology 30	Jurisdiction	83.4/26.0	79.1/21.9	80.8/27.8	82.1/29.2	83.3/29.7
	Province	83.5/25.5	80.8/21.9	81.9/26.6	81.9/26.6	81.4/26.4
Chemistry 30	Jurisdiction	78.8/21.8	82.1/24.0	86.4/29.4	88.2/34.8	88.9/38.3
	Province	82.1/24.0	84.5/24.6	85.7/27.9	88.2/33.4	88.4/37.1
Physics 30	Jurisdiction	85.3/32.6	81.5/26.8	87.1/31.8	85.4/28.5	84.2/31.5
	Province	84.4/32.6	81.5/25.1	86.6/29.8	84.2/27.8	84.4/30.0
Science 30	Jurisdiction	84.5/20.9	85.1/20.2	83.7/17.2	84.9/19.8	82.2/17.9
	Province	81.6/12.2	88.2/19.7	84.3/16.5	88.1/22.1	82.8/17.3
<b>Overall</b>	Jurisdiction	83.0/21.7	84.4/22.3	85.6/24.2	84.9/24.6	84.7/25.5
	Province	83.9/20.3	85.3/20.8	85.8/22.2	85.7/23.0	84.7/23.0

Comment on Results

- Overall the percentage of students meeting standards on diploma examinations has increased over the past 5 years. This also the trend for the Province as a whole.
- Overall the percentage of students meeting the standard of excellence is higher for Edmonton Public than for the Province as a whole.

Graph of Overall Jurisdiction Results (optional)



Outcome 2.1: Learners demonstrate high standards. (continued)

Performance Measure		Results																						
		2000/01	2001/02	2002/03	2003/04	2004/05																		
2.1.3. Diploma examination participation rate: percentages of students who take four or more diploma exam courses.	Jurisdiction	49.8	50.0	50.3	52.8	54.6																		
	Province	49.1	50.1	51.4	52.4	53.5																		
Comment on Results		Graph of Overall Jurisdiction Results (optional)																						
<ul style="list-style-type: none"> <li>The percentage of Edmonton Public students who take four or more diploma examinations has increased steadily over the past 5 years.</li> <li>It is encouraging to note that participation rates for Edmonton Public students are increasing in conjunction with the percentage of students meeting standards.</li> </ul>		- no graph available																						
Performance Measure		Results					Target																	
		2000/01	2001/02	2002/03	2003/04	2004/05	2005/06																	
2.1.4. Percentages of Grade 12 students meeting Rutherford Scholarship eligibility criteria.	Jurisdiction	26.4	30.8	29.4	30.9	31.5																		
	Province	28.6	31.2	32.5	33.8	35.3																		
Comment on Results		Graph of Overall Jurisdiction Results (optional)																						
<ul style="list-style-type: none"> <li>The percentage of Edmonton Public students meeting the Rutherford Scholarship eligibility criteria has increased over the past 5 years.</li> </ul>		<table border="1"> <caption>Data for Graph of Overall Jurisdiction Results (optional)</caption> <thead> <tr> <th>Year</th> <th>Auth (%)</th> <th>Prov (%)</th> </tr> </thead> <tbody> <tr> <td>2000/2001</td> <td>26.4</td> <td>28.6</td> </tr> <tr> <td>2001/2002</td> <td>30.8</td> <td>31.2</td> </tr> <tr> <td>2002/2003</td> <td>29.4</td> <td>32.5</td> </tr> <tr> <td>2003/2004</td> <td>30.9</td> <td>33.8</td> </tr> <tr> <td>2004/2005</td> <td>31.5</td> <td>35.3</td> </tr> </tbody> </table>					Year	Auth (%)	Prov (%)	2000/2001	26.4	28.6	2001/2002	30.8	31.2	2002/2003	29.4	32.5	2003/2004	30.9	33.8	2004/2005	31.5	35.3
Year	Auth (%)	Prov (%)																						
2000/2001	26.4	28.6																						
2001/2002	30.8	31.2																						
2002/2003	29.4	32.5																						
2003/2004	30.9	33.8																						
2004/2005	31.5	35.3																						



**Local measures for outcome 2.1 – Grade Level of Achievement**

The district has required schools to indicate grade level of achievement for all students in grades 1 to 9 for a number of years. For the past two years, the district has analyzed the data and provided schools with summaries. Students were considered to be at grade level if the grade level of achievement submitted for a course of study was equal to or greater than enrolment grade, and the performance mark was a “pass”. Students were considered to not have met grade level expectations if their grade level of achievement in a course was lower than enrolment grade, if their grade level of achievement was equal to enrolment grade but they received a failing mark in the course, or if they were not registered in a specific language arts or mathematics course. The following table indicates the percentage of students at grade level in language arts and mathematics by enrolment grade for the 2004-05 and the 2005-06 school years.

Enrolment Grade	Percentage of Students “At or Above” Grade Level in			
	Language Arts		Mathematics	
	2005	2006	2005	2006
Grade 1	85.9	86.3	92.3	92.6
Grade 2	87.5	85.4	92.6	92.0
Grade 3	85.9	86.3	90.4	91.3
Grade 4	85.2	84.8	89.4	88.9
Grade 5	84.8	83.9	88.6	87.6
Grade 6	85.4	85.0	88.2	88.2
Grade 7	90.4	87.3	88.2	85.6
Grade 8	88.3	86.8	85.1	83.9
Grade 9	89.8	86.8	84.6	80.8

With few exceptions, the percentage of students reported as being at grade level in language arts and mathematics was lower in 2005-06 than in 2004-05. One reason for this may be that district staff development has been undertaken over the past two years to assist schools in more accurately determining grade level of achievement for students. As schools become more proficient at determining grade level of achievement, it is expected that this trend will stabilize, and hopefully reverse itself.

**Local measures for outcome 2.1 – HLATs**

The results for the June 2005 and 2006 HLAT administrations are summarized in the table below. This table shows the percentage of students achieving a grade level of achievement equal to or greater than their enrolment grade for both the reading and writing components of HLAT.

**>Percentages of Students Reading and Writing at or Above Grade Level As Determined by HLAT**

Enrolment Grade	% of Students Reading at or Above Grade Level		% of Students Writing at or Above Grade Level	
	2005	2006	2005	2006
Grade 1	89.7	89.6	90.1	90.2
Grade 2	87.3	85.4	93.0	90.4
Grade 3	86.3	85.5	91.0	90.7
Grade 4	83.0	83.9	88.9	86.9
Grade 5	83.9	84.0	88.0	87.0
Grade 6	84.3	84.5	88.4	88.1
Grade 7	87.0	85.1	87.9	88.3
Grade 8	83.4	83.9	87.8	88.1
Grade 9	85.4	85.1	88.2	88.9
<b>TOTAL</b>	<b>85.5</b>	<b>85.1</b>	<b>89.2</b>	<b>88.7</b>

The results from the 2006 administration of Highest Level of Achievement tests to all district students enrolled in grades 1 through 9 indicate a slight overall decrease (0.4 per cent) in the percentage of students reading at and above grade level and a slight overall decrease (0.5 per cent) in the percentage of students writing at and above grade level. The percentage of students reading at or above grade level increased for enrolment grades 4, 5, 6 and 8, but decreased for enrolment grades 1, 2, 3, 7 and 9. The percentage of students writing at or above grade level increased for enrolment grades 1, 7, 8 and 9, but decreased for enrolment grades 2 through 6. A total of 82.3 per cent of district students demonstrated at least one year's growth in reading between 2005 and 2006. In that same time frame, 93.6 per cent of district students demonstrated at least one year's growth in writing.

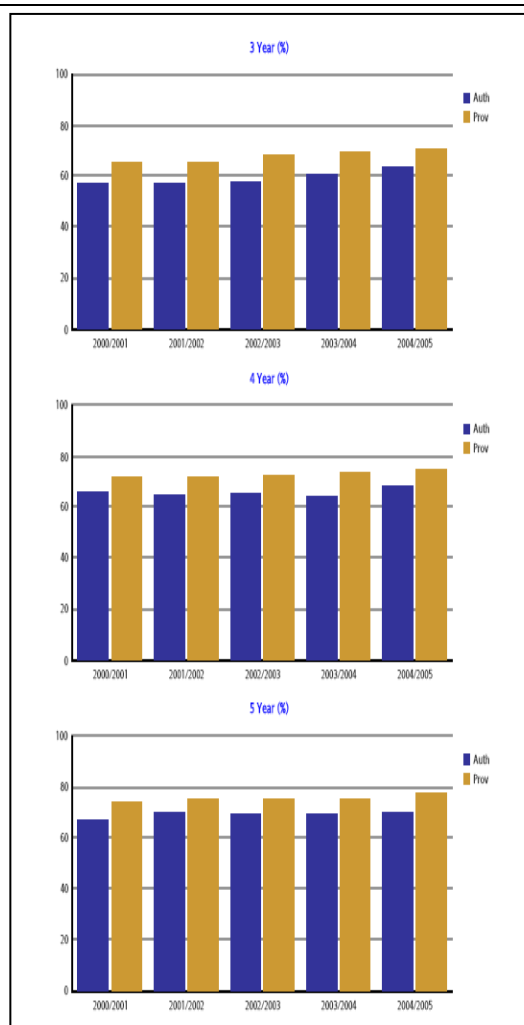
Outcome 2.2: Learners complete programs.

Performance Measure	Results					Target	
	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	
2.2.1. High school completion rates: percentages of students who complete high school within 3, 4 and 5 years of entering Grade 10.	<b>Within 3 years:</b>						
	Jurisdiction	57.0	57.3	57.6	60.5	63.6	optional
	Province	65.1	65.6	67.8	69.3	70.4	
	<b>Within 4 years:</b>						
	Jurisdiction	65.5	64.5	65.0	64.3	68.0	optional
	Province	71.8	71.8	72.3	73.4	75.1	
	<b>Within 5 years:</b>						
	Jurisdiction	67.0	69.8	68.8	69.0	70.0	
	Province	73.9	75.1	75.2	75.5	77.4	

Comment on Results

- The percentage of students completing high school within 3, 4 and 5 years of entering grade 10 in Edmonton Public has increased over the past 5 years.
- The most substantial increase is in the 3 year completion rate. This is the rate that is included in the Accountability Pillar Measure. It is anticipated that the 4 and 5 year completion rates will be positively by this substantial increase.
- Edmonton Public School's completion rates remain below that of the Province. This continues to be an area of focus for the district.

Graph of Overall Jurisdiction Results (optional)



Include a note indicating that the 3-year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary

Note: The high school completion rate is reported in Goal 1 in the Accountability Pillar Summary and in the 2006-2009 jurisdiction education plan. Jurisdictions may wish to move this measure and the related outcome to Goal 1 in the November 2006 AERR to align with the Accountability Pillar Summary, even though they are part of Goal 2 in the 2005-2008 education plan. If kept in Goal 2, jurisdictions should note that the high school completion rate is reported in Goal 1 in the Accountability Pillar Summary.

## Local measures for outcome 2.2

### >The percentage of students who are successful in completing grade 10 high school core courses.

In an effort to increase high school completion rates, the district has placed a great deal of emphasis on the successful completion of high school courses, particularly at the grade 10 level. Successful completion is defined as the percentage of students initially enrolled in a particular course who receive credits in that course. The table below provides information on successful completion rates of grade 10 courses for the past four years.

Courses	Percentage of Students Successfully Completing Grade 10 Core Courses				Changes between 2002-03 and 2005-06
	2002-03	2003-04	2004-05	2005-06	
English 10-1	86.8	89.1	91.1	89.0	+2.2
English 10-2	59.3	60.9	65.9	64.2	+4.8
English 16	51.7	58.1	60.9	62.1	+10.5
<b>Grade 10 English Total</b>	<b>76.2</b>	<b>78.5</b>	<b>81.6</b>	<b>80.5</b>	<b>+4.3</b>
Applied Mathematics 10	60.2	60.7	63.8	65.9	+5.7
Pure Mathematics 10	78.1	82.9	85.4	84.3	+6.2
Math 10 Prep	46.4	60.1	56.5	63.3	+16.9
Mathematics 14	56.3	62.0	63.8	61.4	+5.1
Mathematics 16	62.9	61.7	59.3	61.2	-1.7
<b>Grade 10 Mathematics Total</b>	<b>67.1</b>	<b>72.4</b>	<b>74.9</b>	<b>75.0</b>	<b>+7.9</b>
Science 10	74.8	79.3	80.9	83.6	+8.9
Science 14	55.5	66.9	69.5	67.6	+12.1
Science 16	56.0	61.0	65.0	61.4	+5.4
<b>Grade 10 Science Total</b>	<b>70.1</b>	<b>76.1</b>	<b>77.8</b>	<b>79.5</b>	<b>+9.5</b>
Social Studies 10	86.8	90.8	91.3	90.3	+3.4
Social Studies 13	59.1	65.1	67.7	64.5	+5.4
Social Studies 16	59.3	59.5	63.2	62.5	+3.2
<b>Grade 10 Soc. Studies Total</b>	<b>76.8</b>	<b>81.9</b>	<b>83.1</b>	<b>82.1</b>	<b>+5.3</b>

Over the past four years, there has been an increase in the percentage of students successfully completing courses for thirteen of the fourteen grade 10 courses being tracked. When looking at course clusters, the increases ranged from 4.3 per cent for grade 10 English courses to 9.5 per cent for grade 10 science courses. It is expected that these increases in successful course completion will translate into increased high school completion rates over the next several years.

*Outcome 2.3: Learners are well prepared for lifelong learning.*

Performance Measure	Results					Target	
	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	
2.3.1. High school to post-secondary transition rate within four and six years of entering Grade 10.	<b>Within 4 years:</b>						
	Jurisdiction	33.5	30.7	33.8	33.4	38.8	optional
	Province	32.6	32.0	32.8	34.0	37.0	
	<b>Within 6 years:</b>						
	Jurisdiction	50.2	51.3	53.7	55.0	59.2	
	Province	50.8	51.2	51.5	54.4	57.5	
Comment on Results			Graph of Overall Jurisdiction Results (optional)				
<ul style="list-style-type: none"> <li>The percentage of students transitioning to post secondary within 4 and 6 years of entering grade 10 in Edmonton Public has increased over the past 5 years.</li> <li>The percentage of Edmonton Public students entering post secondary within 4 and 6 years of entering grade 10 is higher than that of the Province.</li> </ul>							

Include a note indicating that the 4 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

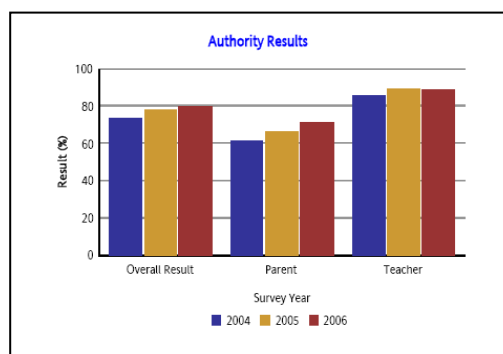
**Local measures for outcome 2.3:**

Question	2001	2002	2003	2004	2005	2006
	%	%	%	%	%	%
> Community satisfaction with the availability of continuing education from EPS.	92	90	n/a	91	93	92

*Outcome 2.4: Learners are well prepared for employment.*

Performance Measure	Results			Target	
	2003/04	2004/05	2005/06	2005/06	
2.4.1. Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	<b>Teachers</b>				
	Jurisdiction	85.7	89.4	88.4	optional
	Province	87.3	89.1	89.4	
	<b>Parents</b>				
	Jurisdiction	61.5	66.6	71.2	optional
	Province	57.1	60.8	64.6	
<b>Overall</b>					
Jurisdiction	73.6	78.0	79.8		
Province	72.2	74.9	77.0		
Comment on Results	Graph of Overall Jurisdiction Results (optional)				

- The percentage of parents that agree that students are taught attitudes and behaviours that will make them successful at work when they finish school has increased over the past 3 years.
- The increase in this measure has been substantial for the parent group sample.
- Edmonton Public Schools has implemented several new programs to assist students in their transition to the world of work.



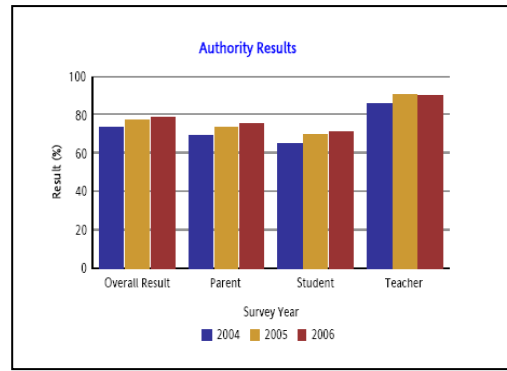
#### Local measures for outcome 2.4

Question	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %
> High school parent satisfaction that school is preparing their child to enter the world of work	76	73	n/a	82	86	84
>High school parent satisfaction that school is preparing their child to enter post-secondary education.	82	80	n/a	86	86	87
>Community who feel that EPS is preparing students for the world of work.	58	59	n/a	58	59	60
>Community who feel that EPS is preparing students for entering post-secondary education.	74	77	n/a	77	77	78
>Community who feel that EPS is effective in encouraging students to stay in school until they graduate.	75	75	n/a	79	75	73

#### Outcome 2.5: Learners are well prepared for citizenship.

Performance Measure		Results			Target
		2003/04	2004/05	2005/06	2005/06
2.5.1. Percentages of teachers, parents and students who agree that students model the characteristics of active citizenship.	<b>Teachers</b>				
	Jurisdiction	85.9	90.5	90.0	optional
	Province	86.1	89.5	90.3	
	<b>Parents</b>				
	Jurisdiction	69.4	73.3	75.5	optional
	Province	67.5	70.3	72.4	
	<b>Students</b>				
	Jurisdiction	65.1	69.6	71.5	optional
	Province	62.9	66.1	67.5	
	<b>Overall</b>				
	Jurisdiction	73.5	77.8	79.0	
	Province	72.2	75.3	76.8	
Comment on Results	Graph of Overall Jurisdiction Results (optional)				

- The percentage of parents and students that agree that students model the characteristics of active citizenship has increased over the past 3 years. Teacher agreement remains strong at 90%.
- It is interesting to note that teachers view their students much more favourably in this area than either students themselves or their parents.



Also report results on all local jurisdiction Goal Two Measures from the jurisdiction's Three-Year Education Plan 2005/06-2007/08 in relation to Goal 2, Goal 2 outcomes and targets for 2005/06. Minimum one year of results – Jurisdictions are encouraged to provide multi-year results for trend analysis.

### Local measures for outcome 2.5

Question	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %
> Community who feel that EPS is preparing students to be responsible citizens	64	64	n/a	65	65	65

## Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome 3.1: Improved results through effective working relationships with partners and stakeholders.

Performance Measure	Results			Target																
	2003/04	2004/05	2005/06	2005/06																
3.1.1. Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.	<b>Teachers</b>																			
	Jurisdiction	81.9	86.4	84.6	optional															
	Province	85.4	87.0	87.6																
	<b>Parents</b>																			
	Jurisdiction	64.7	67.8	69.8	optional															
	Province	62.8	65.2	68.1																
	<b>Overall</b>																			
	Jurisdiction	73.3	77.1	77.2																
	Province	74.1	76.1	77.9																
	<b>Comment on Results</b>		<b>Graph of Overall Jurisdiction Results (optional)</b>																	
<ul style="list-style-type: none"> <li>Although parental satisfaction with their involvement in decisions about their child's education has increased, this remains an area of concern for Edmonton Public Schools.</li> <li>Several programs are in place to provide opportunities for parents to become more directly involved in decision making that affects their child's education.</li> </ul>		<table border="1"> <caption>Authority Results Data</caption> <thead> <tr> <th>Category</th> <th>2004</th> <th>2005</th> <th>2006</th> </tr> </thead> <tbody> <tr> <td>Overall Result</td> <td>73.3</td> <td>77.1</td> <td>77.2</td> </tr> <tr> <td>Parent</td> <td>64.7</td> <td>67.8</td> <td>69.8</td> </tr> <tr> <td>Teacher</td> <td>81.9</td> <td>86.4</td> <td>84.6</td> </tr> </tbody> </table>			Category	2004	2005	2006	Overall Result	73.3	77.1	77.2	Parent	64.7	67.8	69.8	Teacher	81.9	86.4	84.6
Category	2004	2005	2006																	
Overall Result	73.3	77.1	77.2																	
Parent	64.7	67.8	69.8																	
Teacher	81.9	86.4	84.6																	

### Local measures for outcome 3.1

Question	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %
> Parent satisfaction with their opportunity for involvement in school decisions that affect their child.	87	84	n/a	90	88	90
>Community satisfaction that EPS is working with other agencies to help students.	79	79	n/a	79	79	81



Outcome 3.2: The jurisdiction demonstrates leadership and continuous improvement.

Performance Measure		Results			Target																			
		2003/04	2004/05	2005/06	2005/06																			
3.2.1. Percentages of teachers, students and parents who indicate that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	<b>Teachers</b>																							
	Jurisdiction	58.0	73.1	75.2	optional																			
	Province	67.2	73.1	75.5																				
	<b>Parents</b>																							
	Jurisdiction	60.4	72.5	78.6	optional																			
	Province	65.3	70.9	75.4																				
	<b>Students</b>																							
	Jurisdiction	77.4	81.6	84.2	optional																			
	Province	73.9	77.9	79.4																				
	<b>Overall</b>																							
	Jurisdiction	65.3	75.7	79.3																				
	Province	68.8	73.9	76.8																				
	<b>Comment on Results</b>	<b>Graph of Overall Jurisdiction Results (optional)</b>																						
	<ul style="list-style-type: none"> <li>The results for Edmonton Public on this particular measure are very encouraging as the district has been involved in a number of initiatives to support leadership that encourages continuous improvement.</li> <li>There is a substantial increase in the percentage of Edmonton Public teachers and parents who indicated that their school and schools in their jurisdiction have improved or stayed the same in the last three years.</li> </ul>	<table border="1"> <caption>Authority Results Data</caption> <thead> <tr> <th>Category</th> <th>2004</th> <th>2005</th> <th>2006</th> </tr> </thead> <tbody> <tr> <td>Overall Result</td> <td>65.3</td> <td>68.8</td> <td>75.7</td> </tr> <tr> <td>Parent</td> <td>60.4</td> <td>65.3</td> <td>72.5</td> </tr> <tr> <td>Student</td> <td>77.4</td> <td>81.6</td> <td>84.2</td> </tr> <tr> <td>Teacher</td> <td>58.0</td> <td>73.1</td> <td>75.2</td> </tr> </tbody> </table>				Category	2004	2005	2006	Overall Result	65.3	68.8	75.7	Parent	60.4	65.3	72.5	Student	77.4	81.6	84.2	Teacher	58.0	73.1
Category	2004	2005	2006																					
Overall Result	65.3	68.8	75.7																					
Parent	60.4	65.3	72.5																					
Student	77.4	81.6	84.2																					
Teacher	58.0	73.1	75.2																					

Outcome 3.2: The jurisdiction demonstrates leadership and continuous improvement. (continued)

Performance Measure	Results			Target									
	2003/04	2004/05	2005/06	2005/06									
3.2.2. Percentage of teachers who agree that professional development opportunities made available through the school jurisdiction are focused on jurisdiction priorities, effectively address their ongoing professional development needs, and contribute significantly to their professional growth.	Teachers												
	Jurisdiction	78.9	76.3	optional									
	Province	76.5	78.2										
<b>Comment on Results</b>	<b>Graph of Jurisdiction Results (optional)</b>												
<ul style="list-style-type: none"> <li>There has been a decline in teacher satisfaction related to their opportunities for professional development over the past 2 years.</li> <li>Over the past two years, much of the funding for professional development has been tied to AISI funding. This has shifted the focus of professional development opportunities to whole staff development rather than individual professional development. This may have impacted the level of teacher's personal satisfaction.</li> </ul>	<table border="1"> <caption>Authority Results Data</caption> <thead> <tr> <th>Category</th> <th>2005 (%)</th> <th>2006 (%)</th> </tr> </thead> <tbody> <tr> <td>Overall Result</td> <td>80</td> <td>78</td> </tr> <tr> <td>Teacher</td> <td>80</td> <td>78</td> </tr> </tbody> </table>				Category	2005 (%)	2006 (%)	Overall Result	80	78	Teacher	80	78
Category	2005 (%)	2006 (%)											
Overall Result	80	78											
Teacher	80	78											

Also report:

- results on all local jurisdiction Goal Three Measures from the jurisdiction's Three-Year Education Plan 2005/06-2007/08 in relation to Goal 3, Goal 3 outcomes and targets for 2005/06. Minimum one year of results – Jurisdictions are encouraged to provide multi-year results for trend analysis.
- 2005.06 results for measures and targets for local goals and outcomes in the Jurisdiction's Three-Year Education Plan for 2005/06 to 2007/08. Minimum one year of results – Jurisdictions are encouraged to provide multi-year results for trend analysis.

Local measures for outcome 3.2

Question	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %
> Staff who feel the district is a good place to work.	92	87	n/a	90	92	89

## **FUTURE CHALLENGES**

### **Increasing High School Completion Rates**

In an effort to increase high school completion rates, the district continues to place a great deal of emphasis on the successful completion of high school courses, particularly at the grade 10 level. The district's high school course completion rate is increasing, which is expected to translate into increased high school completion rates over the next several years. The district continues to support high schools in examining their achievement data and strategies in an in-depth manner in order to identify the most effective approaches to increasing course completion for all students. The district is beginning the first year of another three-year AISI cycle and is providing district-wide professional development that focuses on strategies that promote success throughout school, which in turn will assist more students in completing high school. All schools are receiving professional development in such areas as literacy, differentiation, and working with community on supports for students and their families. Work is also underway to provide junior and senior high schools with support in implementing student career portfolios, through a district license for "Career Cruising", in which schools have been inserviced. This will improve students' high school planning, provide better school-to-home communication, and as a result, improve high school completion. Centre High, Metro, and Argyll continue to offer a wide range of flexible programming options and supports that assist students in completing high and making the transition to post-secondary education and employment. In working with community partners, the district is also examining ways to put in place transition supports that assist Aboriginal students who are at-risk and ELL students who are at-risk in completing high school. As well, the district is strengthening relationships with businesses with the view of finding a balance that meets their needs for education student workers and the district's desire to keep students in the classroom.

### **Promoting high levels of literacy and numeracy**

Because high levels of literacy and numeracy are skills required for high school completion, the district continues to emphasize high levels of literacy and numeracy across the grade levels. Experts in the field will be brought in during the year so that central staff, administrators and teachers will have the opportunity to become familiar with the current research and best practices related to literacy learning. Professional development days on literacy will feature speakers of international acclaim and are made available through Consulting Services, through AISI funding. Training, as well as coaching, in specific instructional strategies or programs such as Balanced Literacy for Divisions 1-2, Write Traits, Power of Ten will continue to be offered through intensive sessions.

For those teachers working with students who need additional literacy support, there is intensive training available in programs such as Middle Years Literacy Intervention, Reading Recovery, as well as others. One hundred and eighteen schools will be focusing their professional development on AISI projects related to either Differentiated Instruction or Deepening Literacy which will benefit students that need support. The partnership with the Edmonton Public Library will continue its emphasis on creating a life-long love of reading through its library card pilot, and begin a project on equipping students at the junior high with research strategies.

With regard to numeracy, Math to the Max is being translated into different languages to support elementary bilingual programming and consultant support is being provided to schools teaching mathematics in the target language. As well, the district has developed Algebra 35 to provide learning necessary for a student of Applied Math to transition to post-secondary in programs that require explicit algebra skills. The Algebra 35 has been accepted on par with Pure Math 30 by NAIT. Technical Math and Science 35 has been acquired to permit students interested in the trades to develop math skills in preparation for apprenticeship exams.

### **Improving academic success for at-risk students**

The district serves a significant number of students described as being at risk. At-risk students can include those who suffer from the negative effects of poverty, are beginning to learn English (see Responding to Diversity), have attendance problems, have suffered trauma, or have major health issues. Some are Aboriginal students (see Promoting Success for Aboriginal Students) and some are students with refugee status that have had limited opportunities for formal schooling. The district continues to focus on at-risk students by asking all schools to identify the students who are at risk within their school population and to determine specific intervention strategies that will promote success for these students. In addition, support is being provided to all schools through the district's AISI professional development work, which is focusing on literacy, differentiation, and strategies that promote success for students who are at risk. The district continues to explore ways to provide additional supports for students as they make the transition to post-secondary education and to employment through the flexible and responsive programming options offered by Metro, Centre High, and Argyll. This focus also involves working closely with educational and business partners on transitions for students. For example, the district will be supporting the Norquest partnership agreement to enable the pilot to become a regular part of the education system in Alberta. This will assist students who are facing challenges in obtaining a meaningful credential and to complete their schooling with the prospect of good employment. The district is also creating transition programs to apprenticeships for at-risk students through providing students with Technical Math and Science 35. Working closely with community partners in providing supports to students and their families remains an ongoing area of emphasis through such programs as Eye See...Eye Learn, a partnership project with the Optometrist Association of Alberta, which provides all kindergarten children identified as in need of vision correction with a free pair of eye glasses.

### **Promoting success for Aboriginal students**

The district continues to increase its focus on promoting success for Aboriginal students. A Trustee Aboriginal Task Force has been established further demonstrating the board and district's commitment to Aboriginal education. The district continues to provide professional development support to schools on the most effective strategies to promote success for Aboriginal students and to increase understanding of Aboriginal culture. Liaison support also continues to be provided to schools. The district is making available to schools information on culturally sensitive assessment and is exploring the feasibility of developing a Cree Bilingual program. The district continues to work closely with the community partners on the external First Nations, Métis, Inuit (FNMI) Committee in order to identify strategies that will more effectively support Aboriginal students and families. Five Aboriginal social workers from a community partner continue to be located in school sites to provide supports to students and families. Initial work is being undertaken to support a research project that provides a visual narrative of the school experiences of Aboriginal students. Work is also occurring to coordinate the promotion of National Aboriginal Day in district schools and to expand the Stepping into School program into family involvement sessions for Aboriginal parents. The district continues to examine ways to put in place more effective transitions for Aboriginal students to post-secondary education and employment. The district has been approved to operate a pilot of the Youth Apprenticeship Project which enables junior high students to take part in practical learning that provides a context to support the relevancy of school.

### **Responding to Diversity**

The student population within district schools continues to become more diverse; there are increasing numbers of Aboriginal students (see Promoting Success for Aboriginal students) and ELL students from a range of cultural backgrounds in district schools, as well as increasing numbers of students with refugee experience who have significant gaps in their educational background and complex needs. As a result, the district is recognizing the increasing importance of providing leadership and support to staff in understanding cultural diversity and in focusing on supports for students from diverse cultural

backgrounds. Collaborative work with community partners is occurring through the district's Cultural Advisory Committee, which consists of community members who serve ELL students and Aboriginal students. A review of the district's multicultural policy has been initiated and work is being undertaken to review the programming and location of district ESL sites in the district. The English Language Support Services Centre is responding to the increasing demands for its services. The district is also increasing access to information and professional development on cultural diversity from community partners. Aided through the expertise of community organizations, several schools will be clustered together for workshops dealing with the educational needs of students with refugee experience. Leadership Services is including an all-day session on the specific needs of particular refugee students in their professional development plan. A model of a year-long information and orientation program for ELL parents in collaboration with community partners is also being developed as is the expansion of the Stepping into School program into sessions for ELL parents from clusters of schools.

### **Reducing Class Size**

It is estimated that approximately 125 additional teachers at the K-3 level are required to meet the Learning Commission's target of 17 for an average class size. The current level of class size funding is insufficient to fill this need. Combined with the lack of classroom space in many areas of the city, and dramatic increases in enrolment due to Alberta's booming economy, it will be extremely challenging to meet the K-3 target.

### **Enhancing second languages**

The district is a strong supporter of second language learning as it believes it better prepares students for citizenship and the world of work in a global economy. Accessing appropriate resources is both costly and challenging but necessary. The district is working on developing scheduling practices and supports for schools to enable them to provide quality second language education from the earliest ages. Work is still required to improve the public's perception of the value of second language capacity to both the student and society and the district is prepared to partner with others in this work.

### **Expanding career-focused education**

Developing meaningful programs during the present revisions of Career and Technology Studies (CTS) will be a challenge. The Alberta Education revisions affect not only the CTS courses, but many other courses in junior and senior high as the newly proposed model will impact instructional time, resources, facilities, staffing and balance of course offerings. This will be the major challenge for every secondary school over the next three years. The challenge will require a careful consideration of the problems with the current CTS model, and the development of recommendations made in collaboration with secondary and post-secondary stakeholders. The district will seek to develop an understanding from industry and post secondary institutions as to what technical knowledge and skill is required to transition to further training, or to prepare for trade or occupational certification. Subsequent work will articulate these findings with outcomes contained in particular CTS one credit courses, clustering them into meaningful five credit packages in consultation with industry and post secondary schools. Further work with schools will correlate these courses with physical and human resources available in the district, thus providing information to schools to enable each site to make decisions as to what may be offered to best serve the long term interests of students and community.

### **Improving coordination of services for children**

The district has long acknowledged that it requires the support of service providers such as Capital Health, Region 6 Child and Family Services, Aboriginal and Immigrant and Refugee serving agencies and organizations serving families and children with special needs in order to serve the diverse needs of district students and families. With the changing demographics in the Edmonton region, it is crucial

that links with the Aboriginal and cultural diversity communities be strengthened. Consequently, the district remains active on all the major coordinating groups – Capital Region Services for Children Linkages Committee, the Joint Action Committee for Children, Success By 6, the Edmonton Student Health Initiative Partnership and the Regional Integrated Complex Management Team. This past year the district has focused on increasing links with the Aboriginal and cultural diversity communities through the development of external FNMI and Cultural Diversity committees, both involving a broad range of community and post-secondary representatives. The district is also represented on the Region 6 Parent Link Steering Committee and on the operations and sounding board groups of the Families First Initiative. While continuing to nurture its alliances with the Edmonton YMCA and the Centre for Family Literacy, it formalized an alliance with the Edmonton Public Library. Provincial financial support for administrative and research needs related to regional coordinating and collaborating initiatives, is required to further improve coordination of services for children.

### **Revitalizing district student learning spaces**

This year the district has seen further construction of many new homes and growth in the population in the City of Edmonton. The result has been an increase in student enrolment in the outlying suburb areas of the city and a decrease in student enrolment in the mature areas of the City. Learning space in these mature areas is also in need of significant upgrading. Increasing numbers of students are residing in new neighbourhoods without local schools causing more students to travel to school by bus or car. Currently, one out of every four students does not have a school in their neighborhood. This trend will continue as long as new schools are not built. Additionally, the district is experiencing a significant and growing backlog of school buildings in need of renovations. These factors present significant challenges to the district. In response, the district has prepared and is implementing a comprehensive Ten Year Facility Plan that will address the overall reduction of student learning spaces, the redistribution of learning spaces closer to where students live and the revitalization of existing schools. The plan will include, but will not be limited to, the following strategies: partial demolitions, consolidation, grade reconfiguration, program distribution and redistribution, receiving school designations, changing attendance boundaries, replacement schools, school closure and partnerships with other service providers who serve children, youth and families. The plan to reduce and consolidate space will only be successful if it is also supported by Alberta Education and Alberta Infrastructure and Transportation. The greatest challenge in this regard will be to secure provincial support for long term, sustainable, timely, and adequate funding for school renovation and new construction.

### **Improving transportation services for students**

A substantial challenge faced by the district is that of attempting to maintain the current level of bus service in a time of increasing costs, driver shortages, and increased demand for service. One in every four students takes a bus to school. The lack of new schools in growing outlying areas of the city of Edmonton places an ever increasing pressure on the transportation system. As well, parents of special needs students and students attending choice programs have come to expect a high level of service from the district. These challenges can result in long ride times for students, especially for those students that are often the least able to cope. At the same time, the district is hopeful that the provincial government, through examination of the current student transportation funding formulae, will develop a funding formula for student transportation that more accurately reflects the changing transportation environment and needs of Metro boards, and that addresses both equity and adequacy.

## **CAPITAL AND FACILITIES PROJECTS**

Prepared annually, Edmonton Public Schools' three-year capital plan establishes the district's highest priority school facility needs for the forthcoming three-year period. The district has a growing backlog of facility needs, both modernizations and new construction. This backlog must be addressed in order to meet the learning requirements of students in aging buildings and to provide accommodation in growing or new areas not currently served by a neighbourhood school.

Edmonton Public Schools' ten-year facilities plan provides overall direction to the district's capital planning process. As a planning framework and reference, the ten-year facilities plan is also valuable in helping to ensure that the district maintains a balanced and consistent approach in all of its work around capital development, space utilization, facilities management and program distribution. The ten-year facilities plan and the three-year capital plan ensure that the district's long-term investment in facilities is effective in maintaining the critical relationship between quality learning environments, excellence in teaching and learning and the responsible use of space district-wide.

### **Results from the District's Ten Year Facilities Plan and the Three Year Capital Plan.**

Over the past year, the district has added an element to the Ten Year Capital Plan which will improve the way the district uses school facilities and identifies modernization projects for the Three Year Capital Plan. The Ten Year Facility Plan now includes some practical planning tools such as school profiles and benchmarks. Schools that do not meet the benchmarks are referred to the Annual Implementation Plan which identifies schools for either sustainability review, program fit review or facility alteration. Those schools identified for facility alteration are placed in the Three Year Capital Plan, and schools identified for either sustainability review or program fit review undergo a process of engagement with the district and community to determine a way to accommodate students in a viable manner. The district is currently working with nine schools in this engagement process.

The province announced in September that funding for two modernization projects identified in the districts Three Year Capital Plan, will be approved. Balwin Elementary Junior High School will receive \$11 million for a general upgrade, and Holyrood Elementary will receive \$8 million for a general upgrade. These schools were identified as receiving schools for students impacted by the closure of North Edmonton School and Strathearn School. Work on these two projects is scheduled to commence immediately.

### **Ongoing Capital Projects**

- The New High School in Southwest Edmonton – The schematic design is completed and detailed design and contract document preparation is underway for this project. Construction is expected to start in March 2007. The school will be opened for September 2008.
- The Victoria School for Performing Arts – the schematic design for this modernization project has been approved and detailed design is underway. The project is expected to be tendered in June 2007. Work on the school will be completed by September 2010.

### **Space Reduction Initiatives**

- A pod was removed from Ekota School and sold for a nominal rate to Capital Health
- A wing was demolished at Belvedere School. The wing was in poor physical condition and not a suitable student learning environment.
- Strathearn School was sold to the Conseil Scolaire Centre-Nord (Francophone School District).
- The following closed schools have been identified as surplus to district need and the City of Edmonton is considering their first option to purchase; Sherbrooke, Argyll and Bellevue.

- The province has agreed to remove a portion of Major General Griesbach School and a portion of Ritchie School from the Area, Space and Utilization Report due to the unsuitability of the space for student learning.

The district will continue to look for practical opportunities to reduce space as they become available.

### **Major Maintenance Plan**

Each year, Alberta Infrastructure and Transportation, through the Infrastructure Maintenance and Renewal Fund, funds the district's Major Maintenance Plan. Funding for this purpose is based on a block grant formula that considers total school space and approved FTE enrolment. This year's funding will be 30.8 million dollars

The district's Major Maintenance Plan addressed component replacement on school buildings and sites. Various projects include: re-roofing, energy management systems, washroom upgrades, heating and electrical system upgrades, hazardous material abatement, security and intercom replacements, as well as floor replacement. The 2005-06 Major Maintenance Plan projects commenced in April 2005. Project requests from schools and facilities continue to exceed available funding. The Plan, therefore, by necessity must reflect the highest district needs.

### **Self-Initiated Programs**

The air systems maintenance was completed in a number of schools. During the 2005-06 budget year, the program continued to deliver improved indoor air quality in classrooms. The hazardous material management program, which identifies hazardous materials in schools, will enhance safe work procedures for district staff and assist administrators with hazardous materials strategies related to on-going inspection, removal and training. The initiation of a program of facilities condition inspections will assist the district in managing current assets.

**For additional information: Visit Edmonton Public Schools' Planning Department website at [www.planning.epsb.ca](http://www.planning.epsb.ca) or phone Planning and District Services at 429-8427 or 429-8007**



## FINANCIAL SUMMARY

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

The district's operational expenditure for 2005-06 was \$650,097,916. Of the total operating budget, the district does not have the discretion to allocate the revenue for debt, or continuing education. The operational expenditure does not include capital expenditure financed out of operating or capital funding. The district ended the 2005-06 school year with a \$5.6 million accumulated surplus. The capital reserve increased from \$1.7 million to \$3.7 million.

The district's expenditure per student FTE for 2005-06 was \$8,272 which includes instruction for students, kindergarten to grade 12, operations and maintenance of schools, transportation, and board and system administration. This figure does not include School Generated Funds or the costs for External Services. Information on the district's sources of school generated funds and their uses may be found in the audited annual financial statements. The expenditure on instruction (excluding school generated funds and external services from the base) represents 78.7% of this net amount.

Detailed information regarding the district's audited financial statements can be obtained from Financial Services at 429-8139 or can be viewed at the district's website at:  
<http://www.epsb.ca/datafiles/FinancialStatements.pdf>.

The provincial roll up of jurisdictions' Audited Financial Statements is provided at:  
<http://www.education.gov.ab.ca/funding/afs>

Early Childhood to Grade 12 Instruction	497,957,277	76.60%
Operation and Maintenance	85,470,322	13.15%
Transportation	24,279,802	3.73%
Board and System Administration	20,935,902	3.22%
External Services	21,454,613	3.30%
TOTAL	650,097,916	100.00%