

EDMONTON PUBLIC SCHOOLS

February 8, 2010

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Responses to Trustee Requests for Information

ORIGINATOR: T. Parker, Assistant Superintendent  
B. Smith, Executive Director  
T. Taylor, Director

RESOURCE

STAFF: Bruce Cline, Jan Favel, Kathy McCabe, Greg McNulty, Andy Moore,  
Bob Morter, John Nicoll, Anne Sherwood, Rosalind Smith

INFORMATION

**TRUSTEE REQUEST #30, NOVEMBER 30, 2010 (TRUSTEE COLBURN), PROVIDE A COMPARISON ON DATA REGARDING FNMI STUDENTS FROM OUR ACCOUNTABILITY PILLAR WITH OTHER METRO BOARDS DATA.** Alberta Education prepared a report that compares the District's First Nations Métis Inuit (FNMI) Accountability Pillar results with the combined FNMI Accountability Pillar results of the other metro school boards (OMB), i.e., Edmonton Catholic, Calgary Public and Calgary Catholic. The District's large FNMI student population required combining the FNMI populations of the OMB to create data sets that could be reasonably compared.

**Dropout Rate Comparisons**

The annual dropout rate is the percentage of students aged 14-18 who drop out the following year, adjusted for attrition. The 2010 dropout rate for District FNMI students was 13.5 per cent, which is an increase from the previous three year average of 13.0 per cent. In comparison, the 2010 dropout rate for OMB FNMI students was 12.2 per cent, which is a decrease from the previous three year average of 12.9 per cent (Appendix I).

**Rutherford Scholarship Eligibility Rate**

The rules for the Rutherford Scholarship changed in 2008, increasing the number of students eligible for Rutherford Scholarships; the history for the measure has been recalculated for trends to be identified. The Rutherford Scholarship eligibility rate for District FNMI students is 27.6 percent, which is a decrease from the previous three year average of 29.4 per cent. The Rutherford Scholarship eligibility rate for OMB FNMI students is 23.0 per cent, which is an increase from the previous three year average of 22.4 per cent. It is worth noting that the number of Grade 12 FNMI students in the District is exactly the same as the number of Grade 12 FNMI students in the other three boards combined.

**Transition Rate**

The transition rate is determined by tracking the percentage of students in the Grade 10 cohort who entered a post-secondary institution or registered in an apprenticeship program in Alberta within six years of entering Grade 10, adjusted for attrition. The District's FNMI

transition rate was 26.4 per cent, which is an increase from the previous three year average of 16.9 per cent. This is a significant increase. The OMB FNMI transition rate was 28.4 per cent, which is an increase from the previous three year average of 21.1 per cent.

### **High School Completion**

The District's FNMI three year high school completion rate is 21.7 per cent, which is an increase from the previous three year average of 21.2 per cent. The OMB three year high school completion rate is 27.8 per cent, which is a decrease from the previous three year average of 31.2 per cent. It should be noted that the District's FNMI high school completion rate increases to 31.3 per cent after four years.

### **Provincial Achievement Tests Comparison**

The percentage of District FNMI students achieving the Acceptable Standard on the 2010 Provincial Achievement Tests (PATs) was 57.9 per cent, which is a significant improvement from the previous three year average of 53.4 per cent. The percentage of OMB FNMI students achieving the Acceptable Standard on the 2010 PATs was 61.1 per cent, which is an increase from the previous three year average of 53.3 per cent.

The percentage of District FNMI students achieving the Standard of Excellence on the 2010 PATs was 6.3 per cent, which is an increase from the previous three year average of 5.6 per cent. The percentage of OMB FNMI students achieving the Standard of Excellence on the 2010 PATs was 6.9 per cent, which is an increase from the previous three year average of 5.3 per cent.

For the District, in four out of the five subject PAT exams where the number of students writing is large enough to report results, the percentage of students achieving the Acceptable Standard improved as compared to the previous three year average.

### **Diploma Exams Comparison**

The percentage of District FNMI students achieving the Acceptable Standard on the 2010 Diploma Exams was 73.8 per cent, which is a decrease from the previous three year average of 77.4 per cent. The percentage of OMB FNMI students achieving the Acceptable Standard on the 2010 Diploma Exams was 80.5 per cent, which is a decrease from the previous three year average of 82.7 per cent.

The percentage of District FNMI students achieving the Standard of Excellence on the 2010 Diploma Exams was 9.5 per cent, which is a decrease from the previous three year average of 10.2 per cent. The percentage of OMB FNMI students achieving the Standard of Excellence on the 2010 Diploma Exams was 11.1 per cent, which is a decrease from the previous three year average of 13.0 per cent.

**TRUSTEE REQUEST #41, DECEMBER 14, 2010 (TRUSTEE MACKENZIE), RE TT#12 – PROVIDE INFORMATION ON THE BEST PRACTICES IN OTHER JURISDICTIONS AS WELL AS INFORMATION ABOUT WHAT WAS BEING DONE IN THE DISTRICT PRIOR TO THE MORE RECENT INITIATIVES.** In terms of provincial school board responses to Lesbian, Gay, Bisexual, Trans-Identified and Questioning/Queer (LGBTQ) educational issues, Edmonton Public, St. Albert Protestant, and Elk Island have been the most active in this area. This work has included:

### **Edmonton Public Schools**

- Authorized first gay-straight student alliances (GSA) to be created in 2005 (Strathcona and Ross Sheppard).
- Presentations to selected principal groups, as requested.
- LGBTQ resource materials sent to all junior and senior high schools in partnership with the Institute for Sexual Minority Studies and Services (2009).
- LGBTQ-inclusive information shared via internal Bulletin Board announcements.
- District participation in ATA Sexual Orientation and Gender Identity Educational Subcommittee (2008-2010).
- Sexual orientation and gender identity included in *Safe, Caring and Respectful Learning Environments* policy (2010).
- Hired a 0.2 FTE consultant to specialize in sexual orientation and gender identity support services (fall, 2010).
- Teachers and students are invited to participate in monthly GSA Roundtable meetings hosted by the Institute for Sexual Minority Studies and Services.

### **St. Albert Protestant**

- Open Board presentation on LGBTQ issues.
- Workshops for administrators and teaching staff.
- LGBTQ resource materials sent to all junior and senior high schools in partnership with the Institute for Sexual Minority Studies and Services.
- Both high schools have active gay-straight student alliances.

### **Elk Island Public Schools**

- *Respectful Working and Learning Environments* (2007) policy is inclusive of sexual orientation and gender identity.
- LGBTQ professional development workshops.
- Board Trustee participation in ATA Sexual Orientation and Gender Identity Educational Subcommittee.

### **Catholic School District Approaches to LGBTQ Issues**

In 2006, the Council of Catholic School Superintendents produced a workshop entitled, "Toward an Inclusive Community". This workshop and supporting reference materials provides the foundation for addressing "same-sex attractions" within a faith-based perspective. These materials represent the official guide for responding to LGBTQ issues within Catholic schools in the province. Currently, there are no known Catholic school board policies, which specifically address issues related to sexual orientation and gender identity.

### **Best Practice in Other Jurisdictions**

Examples of exemplary Canadian LGBTQ policies and procedures include:

- BC School District No. 39 (Vancouver) – LBTTQ Policy (outlined below)  
<http://www.vsb.bc.ca/district-policy/acb-lesbian-gay-bisexual-transgender-transsexual-two-spirit-questioning>
- BC School District No. 61 (Greater Victoria) – Discrimination Regulation  
<http://www.sd61.bc.ca/super/polreg/pdf/reg4303.pdf>

- BC School District No. 64 (Gulf Islands) – LGBTTIQQ Diversity  
[http://www.sd64.bc.ca/policies/Policy\\_617.pdf](http://www.sd64.bc.ca/policies/Policy_617.pdf)
- Winnipeg School Division No. 1 – Human Rights/Anti-Homophobia Resource Guide (not available electronically, can ordered online at: <http://library.wsd1.org/search/>)
- Toronto District School Board – LGBTQ-Related Policies and Procedures  
<http://www.tdsb.on.ca/ppf/Detail.aspx?id=207>  
<http://www.tdsb.on.ca/ppf/Detail.aspx?id=1762>  
<http://www.tdsb.on.ca/ppf/Detail.aspx?id=1771>
- South Shore Regional School Board (Nova Scotia) – Race Relations, Cross-Cultural Understanding and Human Rights Policy  
<http://www.srsb.ca/search.html?ordering=&searchphrase=all&searchword=policy+795>

The **Vancouver School Board** Lesbian, Gay, Bisexual, Transgender, Two-Spirit, Questioning Policy, (LGBTQ) (February 2004) has been developed from the intent of the Canadian Charter of Rights and Freedoms, and the B.C. Human Rights Act. The framework of the policy outlines seven key practices:

#### **Leadership**

- Administration, teachers, counsellors, staff and student leaders are expected to communicate the LGBTQ policy to staff and students.
- In the course of leadership roles the administration is committed to listening to issues of concern and to taking concrete actions to make schools welcoming and safe for LGBTQ students.
- The Board consults with the LGBTQ Advisory Committee to ensure that policy directions, priorities and implementation of programs and services are consistent with this LGBTQ policy.

#### **Counselling and Student Support**

- All counsellors are educated in the knowledge and skills required to deal with LGBTQ issues with students.
- Elementary and secondary schools are encouraged to appoint a staff person to be a safe contact for students who identify themselves on the basis of sexual orientation or gender identity.
- Where students request and where staff is willing to volunteer their time, Gay/Straight Alliance clubs (GSAs) are encouraged at the secondary level.

#### **Anti- Harassment**

- Schools are encouraged to specifically include the prohibition of language or behaviour that deliberately degrades, denigrates, labels, stereotypes, incites hatred, prejudice, discrimination, or harassment towards students or staff in their student codes of conduct.

### **Curriculum Learning Resources**

- The Board is committed to enabling all LGBTTTQ to see themselves and their lives positively reflected in the curriculum.
- Resources are chosen and updated in order to promote critical thinking and include materials that accurately reflect the range of Canada's LGBTTTQ communities.
- As many resources as possible are made available in different languages and in formats easily accessible to English as a Second Language (ESL) students.

### **Staff Development, Inservice and Professional Development**

- The Board provides in-service training for teaching and support staff in anti-homophobia methodologies to enable them to deliver an inclusive curriculum.
- The Board provides in-service training for employees to deal effectively and confidently with issues of homophobia, heterosexism and gender identity.

### **School-Community Involvement**

- The Board encourages parent advisory councils to reflect the diversity of the District.
- Information to students and parents on anti-homophobia, anti-discrimination and sexual orientation equity is translated into the languages spoken in the homes of students.
- Parent Advisory Councils and students are encouraged to engage in dialogues with openly identified LGBTTTQ youth and their organizations.

### **Employment Equity**

- The Board ensures the confidentiality of the sexual orientation and gender identity of staff will be protected.
- Employees who are out as lesbian, gay bisexual, transgender or transitioning to another gender are given support they require to do their work in a safe and respectful environment.

**TRUSTEE REQUEST #44, DECEMBER 14, 2010 (TRUSTEE JANZ), PROVIDE INFORMATION REGARDING THE POSSIBILITY AND IMPACT OF THE DISTRICT GOING PESTICIDE FREE FOR OUR GREEN SPACES.** Current district practice with regards to pesticide application on school grounds is in accordance with Health Canada and Alberta Government guidelines and regulations. The turf areas maintained by the District are the ornamental lawns typically encompassing the front and sides of the school building. The City of Edmonton, through the Joint Use Agreement, maintains the playfields on district property to the same standards as the city owned playfields. All turf areas are seen as a district asset and provided the same standard of care and maintenance as other district assets. The herbicide spray program is coordinated through Facilities Maintenance and employs the use of contractors with certified applicators, spraying that is timed to occur during summer months and with community notification practices. A 30 metre "no spray" buffer is provided around playground apparatus belonging to either the City of Edmonton or Edmonton Public Schools.

Weed control is required to ensure compliance with provincial and civic laws. The Government of Alberta regulates the spread of noxious weeds and prohibited noxious weeds through the *Weed Control Act*. Canada thistle is a common example of a noxious weed that must be controlled under the *Weed Control Act* as it provides an environmental threat to surrounding turf and gardens. Dandelions are considered a nuisance weed only and are not included in the *Act*.

To declare all schools pesticide (herbicide) free areas would have potentially detrimental consequences for the current Joint Facilities Agreement. As part of the agreement, the City of Edmonton is currently responsible for maintaining the playfields located on Edmonton Public Schools property. This responsibility may be turned over to the schools if changes to the maintenance and care of these fields will take away from the safety of users. This would add an additional financial burden to the District.

To totally eliminate the use of herbicides would have a significant cost implication for school budgets. Removal of weeds, whether nuisance or noxious, would require alternative treatments increasing the amount of time and labour required by as much as ten times. The cost of manually removing the weeds is estimated to be \$500,000 per year. The cost of the herbicide treatments in the summer of 2010 was \$50,000. Alternative treatments to herbicides have a short term effect and are not cost effective, therefore making them inefficient to implement. With herbicides eliminated, the cost of turf care would increase with additional core aeration, fertilizer, top dressing, as well as additional mowing cycles. The increased costs would be carried by the schools and would further add to their plant operations and maintenance (PO&M) costs not covered by the allocations to schools.

City communities may apply to have their green spaces, including school grounds, be declared “herbicide free” if they meet specific City requirements. Edmonton Public Schools recognizes and honours community wishes and does not use herbicides on these designated lands. Currently, there are 11 school grounds in the District that are designated as herbicide free.

**TRUSTEE REQUEST #45, DECEMBER 14, 2010 (TRUSTEE HOFFMAN), WHAT SUPPORTS AND PROGRAMS ARE IN PLACE AT THE SCHOOL AND DISTRICT LEVEL TO ADDRESS BULLYING? WHAT IS THE UPTAKE OF THESE PROGRAMS? HOW MANY STUDENTS REPORTED INCIDENCES OF BULLYING IN EACH GRADE LEVEL IN THE CURRENT SCHOOL YEAR AND THE PRIOR THREE SCHOOL YEARS?**

1. Schools within the District are offering a wide range of programs to build and support positive student behaviours and relationships with the goal of building respectful and caring school environments. The availability of a wide range of programs and approaches for improving student behaviour allows schools to choose the approach that works best within the individual school communities. These programs would serve to address behaviours in school that are often characterized as bullying. The programs offered include the following:

- Olweus Bullying Prevention Program
- The Leader in Me
- Tribes
- Healthy Me Healthy Us
- Character Education
- Compassion Classroom

In addition, all schools have access to materials from the provincial government including the Safe and Caring Schools materials, the publications *Supporting Positive Behaviour in Alberta Schools*, and a number of online resources including [www.b-free.ca](http://www.b-free.ca), and [www.teamheroes.ca](http://www.teamheroes.ca). Many schools host guest speakers and peer programs from credible organizations that contribute to the education of students and staff around the issue of bullying and how this impacts one's mental health and well being.

2. Of the programs listed above, not including the Alberta Education resources and guest speakers, 91 of the 111 schools recently contacted responded that they are involved in offering a program to address character education and develop positive student behaviours.
3. The District collects by school, information on the number and duration of out of school suspensions. In addition, the District tracks information around expulsions on an ongoing basis. Individual schools track behaviour and conduct issues on a student basis, not by the type of incident. As a result, the collection of information around the number of bullying incidences currently does not exist. For information, the Olweus Bullying Prevention Program, references a 2001 study from the United States, *Bullying Behaviours among U.S. Youth* that reports 17 per cent of students report being bullied "sometimes".

**TRUSTEE REQUEST #49, DECEMBER 14, 2010 (TRUSTEE COLBURN), PROVIDE INFORMATION IDENTIFYING ANNUAL REPORTS DELIVERED AT PUBLIC BOARD MONITORING DISTRICT WORK AND OUTCOMES. ALSO, WHAT PROCESSES ARE CURRENTLY IN PLACE TO INFORM OUR PUBLIC OF THESE REPORTS?** The following reports are provided to public board on an annual basis. All reports are available to the public as part of the board meeting agenda posted on the district website at <http://www.epsb.ca/board/agenda.shtml>.

| Report Type    | Report Title   | Date to Board     |
|----------------|--|-------------------|
| Information    | District Student, Parent, Staff and Community Survey Results <sup>1</sup>                                    | September/October |
| Recommendation | Edmonton Public Schools' Combined Three Year Education Plan and Annual Education Results Report <sup>2</sup> | November          |
| Information    | Accountability Pillar and Student Achievement Results  | November          |
| Recommendation | Approval of Expenditure budget   | November          |
| Information    | Trustee Subcommittee Review of School and Central Departments Results  | November          |
| Recommendation | Financial Statements <sup>2</sup> and Auditor's Report   | November          |
| Recognition    | <i>An Act to Follow</i> Staff Recognition Program  | February          |
| Information    | Multicultural Policy and Regulation: Implementation Plan Update  | April             |
| Recommendation | Process and Timeline for Planning  | April/May         |
| Recommendation | Proposed Planning Base   | April/May         |
| Information    | Introduction of the Proposed Budget  | April/May         |
| Information    | Review of Plans and Proposed Budget  | April/May         |
| Recommendation | General Banking and Borrowing Resolution   | April/May         |
| Recommendation | Non-Resident Fees  | April/May         |
| Recognition    | <i>An Act to Follow</i> Staff Recognition Program  | May               |

| Report Type    | Report Title  | Date to Board |
|----------------|---|---------------|
| Recognition    | Multicultural Day Celebration (June 27 proclaimed day)          | May           |
| Recognition    | Margaret T. Stevenson Talented Young Writer Award Recipient     | May           |
| Recommendation | Student Transportation Fees <sup>3</sup>                        | By May 30     |
| Recommendation | Approval of the Proposed Budget <sup>4</sup>                    | May/June      |
| Recognition    | Recognition of National Aboriginal Day (June 21 proclaimed day) | June          |
| Recommendation | Three-Year Capital Plan <sup>5</sup>                            | By June 30    |
| Information    | Ten-Year Facilities Plan <sup>5</sup>                           | By June 30    |
| Information    | Annual Leasing Summary <sup>6</sup>                             | By June 30    |
| Information    | Major Maintenance Plan  | By June 30    |
| Recommendation | Locally Developed Courses – Additions, Renewals or Deletions    | as needed     |

<sup>1</sup> Once received by Board this report is posted on the district website under “About Us” at <http://www.epsb.ca/index.shtml>

<sup>2</sup> Once approved by Board this report is posted on the district website at <http://epsb.ca/publications/index.shtml>

<sup>3</sup> Once approved by Board, this report is posted on the Student Transportation web page at <http://transportation.epsb.net/>. The information is also provided in information packages for schools, district staff and parents.

<sup>4</sup> The approved budget is posted on the Budget web page at <http://www.epsb.ca/budget/index.shtml>

<sup>5</sup> Once approved and received by Board these reports are posted on the district website <http://epsb.ca/publications/index.shtml> and Planning web page at <http://planning.epsb.ca/>

<sup>6</sup> Once received by Board this report is posted on the Planning web page at <http://planning.epsb.ca/>

**TRUSTEE REQUEST #54, JANUARY 11, 2011 (TRUSTEE SHIPKA), PROVIDE INFORMATION ON THE BENEFITS AND DRAWBACKS, INCLUDING ANY FINANCIAL IMPLICATIONS, TO MOVING PUBLIC BOARD MEETINGS FROM EVENINGS TO DAYTIME.**

Benefits

- Extended meetings would generally end during regular daytime working hours, as opposed to leading into the late night hours. There are several benefits to this, including reduced fatigue, improved focus and alertness when evaluating information and making decisions.
- Trustees would have more opportunities to attend school events held on Tuesday evenings, including School Council meetings which often take place on Tuesday evenings. This enhances Trustees’ ability to be involved in their community.
- Partnering organizations may prefer to attend during daytime hours which may increase community participation.
- Improved work-life balance for staff as this would be part of a regular working day. This can contribute to a reduction in overtime or time lieu for some staff.
- Enhanced use of time as staff who are presenting information could be called upon during their working day, rather than waiting through Board meeting business until their turn.
- Some financial savings could be realized (see below – Financial Implications).



Drawbacks

- Some members of the public may not be able to attend in person due to work commitments; however, there are alternative methods for the public to view meetings and communicate with Trustees i.e. webcast, email, telephone.
- Senior management would be tied up during the morning and/or afternoon on Board meeting days. This would have implications on their work schedule and accessibility to staff.

Financial Implications

Moving public Board meetings from evening to daytime could result in savings of approximately \$33,340. Expenses related to evening Board meetings have been summarized below.

| <b>Additional Expenses for Evening Board Meetings</b>  | <b>Cost per meeting</b> | <b>Annual cost</b><br>(20 meetings per year) |
|--|-------------------------|--|
| McCauley Chambers fans 4 hrs @ \$1.67/hr   | \$6.68                  | \$134  |
| Electricity cost to operate parkade lights 5 hrs @ \$1.85/hr<br>(Parkade lights run an extra hour for evening Board meetings)                          | \$9.25                  | \$185  |
| Custodial/security front entrance 3 hrs @ \$21/hr<br>(Would not need if meeting is held during the day as the main reception would perform the duties) | \$63                    | \$1,260                                      |
| Audio-Visual technician 4 hrs @ \$25/hr  | \$100                   | \$2,000                                      |
| Sound technician 4 hrs @ \$37/hr   | \$148                   | \$2,960                                      |
| Building Operations Manager 4 hrs @ \$60/hr  | \$240                   | \$4,800                                      |
| Board dinners for staff working over eight hours and attending Board meeting   | \$1,100                 | \$22,000                                     |
| <b>TOTAL</b>   | <b>\$1,667</b>          | <b>\$33,339</b>                              |

TP:BJS:TT:ja

APPENDIX I Accountability Pillar Overall Summary - FMNI

October 2010 Accountability Pillar Overall Summary – FNMI

| Goal  | Measure Category                            | Measure Category Evaluation | Measure   | Edmonton School District No. 7 |                  |                   | Alberta        |                  |                   | 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                   | Student Learning Opportunities              | n/a                         | Drop Out Rate                                     | 13.5                           | 12.8             | 13.0              | 11.2           | 11.0             | 10.9              | Very Low           | Maintained             | Concern    |
|   |   |                             | High School Completion Rate (3 yr)                | 21.7                           | 26.3             | 21.2              | 34.1           | 35.6             | 35.2              | Very Low           | Maintained             | Concern    |
| Goal 2: Excellence in student learning outcomes               | Student Learning Achievement (Grades K-9)   | Issue                       | PAT: Acceptable                                   | 57.9                           | 55.1             | 53.4              | 59.1           | 56.3             | 54.5              | Very Low           | Improved Significantly | Acceptable |
|   |   |                             | PAT: Excellence                                   | 6.3                            | 5.6              | 5.6               | 6.4            | 5.3              | 5.4               | Very Low           | Maintained             | Concern    |
|   | Student Learning Achievement (Grades 10-12) | n/a                         | Diploma: Acceptable                               | 73.8                           | 76.5             | 77.4              | 76.3           | 77.1             | 77.2              | Very Low           | Maintained             | Concern    |
|   |   |                             | Diploma: Excellence                               | 9.5                            | 8.5              | 10.2              | 8.7            | 8.2              | 9.3               | Very Low           | Maintained             | Concern    |
|   |   |                             | Diploma Exam Participation Rate (4+ Exams)        | 13.1                           | 16.3             | 13.3              | 16.7           | 17.2             | 17.0              | Very Low           | Maintained             | Concern    |
|   |   |                             | Rutherford Scholarship Eligibility Rate (Revised) | 27.6                           | 30.8             | 29.4              | 27.5           | 29.0             | 27.4              | Very Low           | n/a                    | n/a        |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a   | n/a                         | Transition Rate (6 yr)                            | 26.4                           | 23.2             | 16.9              | 33.9           | 31.8             | 28.1              | Very Low           | Improved               | Issue      |

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

October 2010 Accountability Pillar Overall Summary – FNMI

| Goal  | Measure                                    | Edmonton CSS District No. 7 |                  |                   | Measure Evaluation |             |            |
|---|--|-----------------------------|------------------|-------------------|--------------------|-------------|------------|
|   |  | Current Result              | Prev Year Result | Prev 3 yr Average | Achievement        | Improvement | Overall    |
| <i>Goal 1:</i><br>High Quality Learning Opportunities for All | Drop-Out Rate                              | 17.4                        | 13.0             | 14.4              | Very Low           | Declined    | Concern    |
|   | High School Completion Rate (3 yr)         | 26.2                        | 24.0             | 25.1              | Very Low           | Maintained  | Concern    |
| <i>Goal 2:</i><br>Excellence in Learner Outcomes              | PAT: Acceptable                            | 63.3                        | 57.1             | 53.5              | Very Low           | Improved    | Acceptable |
|   | PAT: Excellence                            | 7.9                         | 5.2              | 5.0               | Low                | Maintained  | Issue      |
|   | Diploma: Acceptable                        | 77.0                        | 87.3             | 81.5              | Very Low           | Maintained  | Issue      |
|   | Diploma: Excellence                        | 9.5                         | 10.0             | 11.6              | Very Low           | Maintained  | Concern    |
|   | Diploma Exam Participation Rate (4+ Exams) | 14.2                        | 14.0             | 12.6              | Very Low           | Maintained  | Concern    |
|   | Rutherford Scholarship Eligibility Rate    | 20.7                        | 19.2             | 17.7              | Very Low           | n/a         | n/a        |
|   | Transition Rate (6 yr)                     | 18.4                        | 14.5             | 19.3              | Very Low           | Maintained  | Good       |

Notes:

1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.

3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

4) The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.

5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Combined Three-Year Education Plan and Annual Education Results Report

October 2010 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

| Goal  | Measure Category                            | Measure   | Calgary RCSSD No. 1    |                  |                   | Alberta        |                  |                   |
|---|---|---|------------------------|------------------|-------------------|----------------|------------------|-------------------|
|   |   |   | Current Result         | Prev Year Result | Prev 3 yr Average | Current Result | Prev Year Result | Prev 3 Yr Average |
| Goal 1: High-quality learning opportunities     | Student Learning Opportunities              | Drop Out Rate   | 5.3                    | 8.4              | 6.8               | 11.2           | 11.0             | 10.9              |
|   |   | High School Completion Rate (3 yr)                            | 49.5                   | 46.2             | 47.6              | 34.1           | 35.6             | 35.2              |
| Goal 2: Excellence in student learning outcomes | Student Learning Achievement (Grades K-9)   | PAT: Acceptable   | 62.4                   | 60.5             | 60.5              | 59.1           | 56.3             | 54.5              |
|   |   | PAT: Excellence   | 10.1                   | 6.9              | 8.5               | 6.4            | 5.3              | 5.4               |
|   | Student Learning Achievement (Grades 10-12) | Diploma: Acceptable   | 81.1                   | 87.5             | 80.7              | 76.3           | 77.1             | 77.2              |
|   |   | Diploma: Excellence   | 13.4                   | 13.6             | 13.4              | 8.7            | 8.2              | 9.3               |
|   |   | Diploma Exam Participation Rate (4+ Exams)                    | 19.5                   | 36.2             | 30.0              | 16.7           | 17.2             | 17.0              |
|   |   | Rutherford Scholarship Eligibility Rate (Revised)             | 23.7                   | 38.2             | 35.6              | 27.5           | 29.0             | 27.4              |
|   |   | Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 47.5             | 40.6              | 39.9           | 33.9             | 31.8              |

Notes:

- PAT results are a weighted average of the per cent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (grades 3, 6, 9), Science (grades 6, 9), French Language Arts (grades 6, 9), Français (grades 6, 9).
- Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
- Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Calgary Board of Education - Ends 2: Academic Success

### Alberta Education Goal Three - Success for First Nations, Métis and Inuit (FNMI) Students

Alberta Education Outcome: Key learning outcomes for FNMI students improve.

October 2010 Accountability Pillar Overall Summary – First Nations, Métis and Inuit (FNMI)

| Goal  | Measure   | Calgary School District No. 19 |                  |                   | Alberta        |                  |                   | Measure Evaluation |                        |            | Improvement Targets** |           |           |
|---|---|--------------------------------|------------------|-------------------|----------------|------------------|-------------------|--------------------|------------------------|------------|-----------------------|-----------|-----------|
|   |   | Current Result                 | Prev Year Result | Prev 3 yr Average | Current Result | Prev Year Result | Prev 3 Yr Average | Achievement        | Improvement            | Overall    | 2010/2011             | 2011/2012 | 2012/2013 |
| Goal 1: High-quality learning opportunities     | Drop Out Rate                                     | 10.5                           | 13.6             | 13.9              | 11.2           | 11.0             | 10.9              | Very Low           | Improved Significantly | Acceptable | n/a                   | n/a       | n/a       |
|   | High School Completion Rate (3 yr)                | 22.1                           | 25.5             | 29.6              | 34.1           | 35.6             | 35.2              | Very Low           | Degraded               | Concern    | 27.1                  | 32.1      | 37.1      |
| Goal 2: Excellence in student learning outcomes | PAT: Acceptable                                   | 58.7                           | 50.7             | 50.5              | 59.1           | 56.3             | 54.5              | Very Low           | Improved Significantly | Acceptable | n/a                   | n/a       | n/a       |
|   | PAT: Excellence                                   | 4.8                            | 3.9              | 4.3               | 6.4            | 5.3              | 5.4               | Very Low           | Maintained             | Concern    | 6.3                   | 7.8       | 9.3       |
|   | Diploma: Acceptable                               | 81.4                           | 87.9             | 85.0              | 76.3           | 77.1             | 77.2              | Low                | Maintained             | Issue      | 82.4                  | 83.4      | 84.4      |
|   | Diploma: Excellence                               | 10.1                           | 12.7             | 13.8              | 8.7            | 8.2              | 9.3               | Very Low           | Maintained             | Concern    | 11.1                  | 12.1      | 13.1      |
|   | Exam Participation Rate (4+ Exams)                | 12.2                           | 12.8             | 14.1              | 16.7           | 17.2             | 17.0              | Very Low           | Maintained             | Concern    | 13.2                  | 14.2      | 15.2      |
|   | Rutherford Scholarship Eligibility Rate (Revised) | 25.0                           | 21.8             | 20.8              | 27.5           | 29.0             | 27.4              | Very Low           | n/a                    | n/a        |                       | n/a       |           |
|   | Transition Rate (6 yr)                            | 28.5                           | 25.2             | 15.9              | 33.9           | 31.8             | 28.1              | Very Low           | Improved               | Issue      | 29.5                  | 30.5      | 31.5      |

Notes:

1. The FNMI results in the Accountability Pillar reports only include those students who have self-identified as Aboriginal on the school registration form.
2. PAT results are a weighted average of the percent of students meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).