

EDMONTON PUBLIC SCHOOLS

November 12, 2008

TO: Board of Trustees
FROM: E. Schmidt, Superintendent of Schools
SUBJECT: Draft Annual Education Results Report 2007-2008
ORIGINATOR: D. Barrett, Assistant Superintendent

RESOURCE

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INFORMATION

A draft of the District's Annual Education Results Report 2007-2008 is provided for Trustee review and feedback prior to a final report and a recommendation for approval being brought to board on November 25, 2008.

GC:ja

APPENDIX I Draft Annual Education Results Report 2007-2008



DRAFT

**ANNUAL
EDUCATION
RESULTS
REPORT**

2007-2008

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MESSAGE FROM THE BOARD CHAIR

The Board of Trustees, the Superintendent and staff of Edmonton Public Schools are committed to helping all students be successful so they can enjoy bright futures. The Board understands that this commitment requires the District to work in co-operation with parents, community organizations and businesses. It also demands that the District be a learning organization dedicated to continuous improvement.

The Edmonton Public Schools' Annual Education Results Report for 2007-2008 highlights selected accomplishments, reports achievement on provincially required measures as well as on a number of local measures, and describes planned responses to some of the challenges faced by the District. The report reflects the input of Trustees, staff, parents, school council partners, community members and students. The input was received throughout the year and during the District's results review process.

Bev Esslinger
Board Chair

ACCOUNTABILITY STATEMENT

The annual education results report for Edmonton Public Schools for the 2007-2008 school year was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. The Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes 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

Edmonton Public Schools' Board of Trustees is committed to excellence and to providing students with outstanding educational experiences that prepare them to be leaders in an evolving global society. We respect and embrace the diversity of our students' unique needs, interests and strengths. We believe education is a shared responsibility that requires the active engagement of students, staff, parents and the community.

Through an extensive consultation process with stakeholders, the Board has adopted the following priorities:

- **To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.**
- **To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.**
- **To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.**

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 and the Board of Trustees;
- parent satisfaction, involvement and support;
- community support, engagement and partnerships;
- provision and maintenance of functional, safe and well-kept facilities; and
- Alberta Education's mandated Accountability Pillar.

BOARD STRATEGIC PLAN

The mandate of the Board of Trustees covers three key areas of responsibility:

- leadership and governance;
- community relations; and
- government relations.

The Board's mandate supports the District's mission and involves setting priorities for the school district as a whole (see previous sections).

The District Priorities are aligned with the goals and outcomes set out by Alberta Education:

- increase student participation and completion rates in health, mathematics, science and Career and Technology Studies courses to grow the technology and science sectors; and
- increase broad-based supports and early intervention initiatives for at-risk children to improve their learning outcomes.

The District Priorities serve to guide the work of all district staff. Each school and department develops its own specific plans to support the District Priorities.

The Board of Trustees has also developed its own strategic plan. The plan is intended to help Trustees focus their efforts on fulfilling the Board's mandate and supporting the District Priorities. The Board's strategic plan outlines a number of strategic outcomes and objectives.

To ensure every student is successful, the Board will:

- improve the state of early child development to positively support school success of students attending Edmonton Public Schools; and
- increase high school completion rates and provide all students with the skills and experience to smoothly transition to a variety of post-secondary institutions or meaningful work.

The Board is committed to ensuring the District's learning culture is respectful, responsive and inclusive. To foster this type of learning culture, the Board will:

- provide direction regarding diversity within the District, which includes, for example, English Language Learning, transition programming and supports for refugee students.

The Board recognizes that in order to be successful, it must work closely with district staff. To ensure the District is recognized as an employer of choice, the Board will:

- provide competitive compensation to staff;
- help staff build their own individual skills and knowledge; and
- expand the District's capacity to support student learning.

As a vital, locally elected level of government, the Board is dedicated to fiscal accountability and effectively engaging parents and the community in the work of public education. The Board believes that staff, parents and community members are integral partners in the work of teaching and strongly values their ongoing involvement and support. The Board is confident that its strategic plan will assist Trustees in carrying out their duties in the most effective and efficient manner possible.

**Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2008
Authority: 3020 Edmonton School District No. 7**



Goal	Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Province			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	Good	Safe and Caring	85.9	84.8	84.9	85.1	84.2	83.9	High	Improved Significantly	Good
	Student Learning Opportunities	Good	Program of Studies	81.7	80.6	79.5	79.4	78.5	77.8	Very High	Improved Significantly	Excellent
			Education Quality	90.1	89.5	89.1	88.2	87.6	87.1	Very High	Improved Significantly	Excellent
			Drop Out Rate	6.3	6.3	6.4	5.0	4.7	5.0	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	64.6	63.5	62.6	71.0	70.4	70.0	Intermediate	Improved Significantly	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	75.7	75.6	77.0	75.8	75.9	76.7	Low	Declined Significantly	Concern
			PAT: Excellence	22.6	22.1	22.3	19.6	19.4	19.3	High	Maintained	Good
	Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	83.8	85.3	84.9	85.0	85.4	85.2	Intermediate	Declined Significantly	Issue
			Diploma: Excellence	23.4	24.8	25.0	22.3	23.3	23.1	High	Declined Significantly	Issue
			Diploma Exam Participation Rate (4+ Exams)	55.4	55.5	54.3	53.6	53.7	53.2	Intermediate	Improved	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Rutherford Scholarship Eligibility Rate	36.4	34.5	32.3	38.2	37.2	35.4	High	Improved Significantly	Good
			Transition Rate (8 yr)	61.3	59.8	58.0	60.3	59.5	57.1	High	Improved Significantly	Good
			Work Preparation	81.8	79.6	79.1	80.1	77.1	76.4	High	Improved Significantly	Good
			Citizenship	80.2	78.7	78.5	77.9	76.6	76.2	High	Improved Significantly	Good
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	78.3	77.5	77.3	78.2	77.5	77.2	Intermediate	Improved	Good
	Continuous Improvement	Good	School Improvement	78.8	78.8	78.0	77.0	76.3	75.7	High	Improved Significantly	Good

Goal	Measure Category	Measure	Edmonton School District No. 7			Province		
			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	71.2	69.9	69.1	69.2	68.2	68.0
		In-service Jurisdiction Needs	81.6	79.1	78.1	80.4	78.8	77.8

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) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) 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.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

HIGHLIGHTS OF 2007-2008

Required Measures

Highlights on the provincial performance measures include:

Student Learning Opportunities

- Satisfaction with the program opportunities for students, the overall quality of education and the accessibility of services for students improved significantly for the District. For each of these measures, respondents' satisfaction is higher for the District than for the province as a whole.
- The District responds to student learning needs with alternative programs and methods of program delivery. Open school boundaries allow parents and students choice in meeting the needs of individual students.
- Collaboration with a variety of community agencies enhances the supports and services offered to students and their families.

Preparation for Lifelong Learning, World of Work, Citizenship

- The District improved significantly in each of the measures in this category compared to the previous year and results are higher than for the province overall.
- The four and six year transition rates from high school to post-secondary have increased significantly. This is especially true for the four year rate. There was also a substantial increase in the percentage of parents and students who felt the District prepared students to be successful in the work place. Improved high school completion rates, programs specifically designed to support transitions such as the Youth Apprenticeship Program and a variety of partnerships with agencies designed to encourage students to stay in school contribute to these encouraging results.
- Citizenship is another important indicator that students are provided with education that prepares them to fully participate in society after their schooling is complete. The jurisdiction models active citizenship through their advocacy around health and wellness outcomes and continuous efforts to seek parent and community input into educational issues. Schools encourage direct civic participation by fostering student volunteer work with a variety of agencies and providing opportunities for student to student mentorship.

Student Learning Achievement Outcomes

- The percentage of students completing high school within three, four and five years of entering Grade 10 has increased over the past five years with the most substantial increase in the three year rate. Despite the substantial increases in the completion rates, the District recognizes that there is still a need for improvement. In a global economy it is important to ensure that *all* students complete high school.
- The percentage of students achieving the standard of excellence on Provincial Achievement Tests (PATs) and diploma examinations continues to be higher than for the province as a whole although it declined significantly for diploma examinations over the previous year.
- The percentage of students achieving the acceptable standard on the PATs and diploma examinations is lower than for the province as a whole and declined significantly compared to the previous three year average for both measures.
- The District responses to the ongoing challenges in student achievement are addressed starting on page 36 in the *Future Challenges* section and the Action Plan Progress that follows.

Action Plan Progress

To address the needs of students who are not meeting the acceptable standard on PATs, the District has developed a comprehensive framework that is revisited yearly based on the results achieved and on feedback on the strategies implemented. This past year the District expanded full-day kindergarten (FDK) from 18 to 25 high needs schools. In May of 2008, Dr. da Costa presented his findings on the *Longitudinal Effects of Full-day Kindergarten Through to Grade 6* to the Board of Trustees. Three cohorts of district students were followed in the study. The study suggests that the benefits of full-day kindergarten for children from educationally disadvantaged homes are realized in increased reading and writing levels for a minimum of three years, with potential benefits up to Grade 5. Forty-seven schools were involved with Reading Recovery. Last year also saw the introduction of a range of strategies in support of Aboriginal students, guided by the new board policy and district regulation on Aboriginal Education. Additionally, in response to the needs of a growing multi-cultural student group, the District, through a multi-disciplinary team approach, provided service to three clusters of schools serving significant numbers of students who are refugees or immigrants. Additional information about strategies in the areas of Aboriginal and multi-cultural education is provided below.

Alberta Initiative for School Improvement (AISI)

District schools have completed the second year in one of five Alberta Initiative for School Improvement (AISI) projects: engaging all learners through differentiated instruction, using assessment to enhance student success, learning with technologies, deepening literacy instruction and community collaboration. All projects have the common goals of enhancing student achievement, increasing the number of students who achieve at grade level and increasing high school completion rates. Each project is led by a Project Leadership Team, consisting of staff from schools and central departments. The creation of these teams has resulted in:

- positive professional relationships and networking opportunities across schools, with central staff, parents and the community
- an effective vehicle for dissemination of knowledge and expertise
- a district-wide culture of collaborative inquiry
- validation of the teacher voice
- increased leadership for affecting change within schools and across the District
- a vehicle for holding stakeholders mutually accountable for project results
- creation of a venue for bringing multiple perspectives to the planning and implementation of project work.

Qualitative, anecdotal evidence of student success as a result of the District's AISI projects include increased:

- student engagement, self esteem, self confidence, especially noted with students at risk
- student attendance, again especially for students at risk
- ability for students to set appropriate goals and work toward them
- student recognition that not everyone is at the same place related to learning, but everyone is working to achieve learning goals
- flexibility to demonstrate learning in various ways, including effective use of technologies

Qualitative, anecdotal evidence of impact of AISI project work on teaching practices include:

- Deepening of teacher collaboration through coaching and mentoring opportunities within schools and across schools. Teachers are increasingly more willing, eager and self motivated to engage in professional conversations related to classroom visits. Reflective conversations related to these visits are resulting in enhanced teaching practice.
- Teachers report that job embedded learning is resulting in greater impact on enhancing classroom instruction.
- Teachers demonstrate an increasingly deeper awareness and appetite for various forms of data to drive instruction. Teachers also report that collaborative professional conversations related to data analysis have assisted in identifying areas for upcoming professional development for staff.
- Teachers are deepening their knowledge of various “best practices” to effectively respond to the unique learning needs of an increasingly diverse student population.

Although difficult to make a direct correlation between the work of AISI projects and enhanced student achievement, the District celebrates the following:

- Continued increases in the percentage of students completing high school. Since the province began reporting five-year high school course completion rates in 1999-2000, the District has seen a 10.1 per cent increase in the percentage of students who are completing high school, rising to 74.3 per cent from 64.2 per cent.
- Increase in successful course completion for 10 of 12 core subject areas in Grades 10, 11, and 12.
- Continued success at meeting the standard of excellence.

A full AISI Project report can be reviewed at: <http://education.alberta.ca/apps/aisi/cycle3/>

Class Size Requirement

Edmonton Public Schools is committed to lowering average class sizes as quickly as possible to reach the district-wide 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 2003-2004 school year. In fact, the Learning Commission targets were met for the 4-6, 7-9 and 10-12 grade divisions as of September 2004. The K-3 average class sizes as defined by Alberta Education continue to be approximately two students per class above target, mainly due to pressures due to lack of classroom space in high population growth areas.

Grade Level	Average Size				Alberta Commission on Learning Target Size
	2003-04	2004-05	2005-06	2006-07	
K-3	22.0	19.2	18.9	19.1	17
4-6	22.9	21.5	21.3	21.0	23
7-9	27.2	23.3	23.7	24.2	25
10-12	28.5	25.0	25.4	26.1	27

The school-by-school average class sizes by division for all subjects and for core subjects for the 2004-05, 2005-06 and 2006-07 school years can be found at <http://www.epsb.ca/about/ClassSizeAverage.shtml>

High School Course Completion Results

The Board recognizes the importance of completing high school and has set goals to achieve increased high school completion rates. To achieve these goals, high schools analyze successful course completion data, reflect on practices, and make changes at the school and classroom level to positively impact student success. Successful completion is defined as the percentage of students initially enrolled in a particular course who receive credits in that course. Completion rates for Grade 10 courses are particularly important, since research shows that many students have difficulty recovering from failure in the first year of transition to high school. Successful completion rates for Grade 10 courses are reported on page 21.

Over the past five years, the percentage of students completing Grade 10 English, mathematics, science and social studies courses has increased. As each cohort of Grade 10 students completed more courses, a higher proportion of students were ready to enroll in Grade 11 and then in Grade 12 courses in their second and third years of high school. The successful course completion rates at these grades have also increased overall. As a consequence, high school completion rates after three, four and five years of high school have increased and should continue to increase as this year's cohort of Grade 10 students completes their schooling.

International Baccalaureate (IB) and Advance Placement (AP) Programs

The IB and AP programs are programs of choice in district schools. To support these programs and encourage high achievement outcomes from students in elementary and junior high, primary and middle years IB programs are also offered by the District. In 2008, most district high schools offered either an IB or an AP program as a choice for students. Students participate in full and challenging programs such as the IB diploma or take a variety of IB or AP courses to support individual areas of strength and interest.

In 2008, the district averages were higher than the world averages for all of the IB examinations with the exception of History (HL). The average scores for students in the District were also higher than the world averages in five of seven AP courses, the exceptions being Chemistry and European History. It is important to be aware that these are programs of choice for students within high schools in the District. In many schools around the world that offer the IB program, all students in the school participate. In a similar way to diploma examination results, participation rates in these courses impact overall results.

Special Needs Programs

The District carefully analyzes provincial and local achievement measures to inform and enhance the programming provided to students with special needs designations. For example, the District compared the participation rates and results on PATs to district HLATs in reading and writing for students with a special needs eligibility (other than Gifted and Talented). As a result of this type of analysis, the District organized several meetings with administrators and teachers of special needs students, encouraging reflection on programming elements and support for increased participation on PATs. A pilot was started with a group of district schools to provide support for increased inclusion of students with special needs. This past year saw the completion of the review of Learning Disabilities programming and Deaf or Hard of Hearing programming and implementation of recommendations from these reviews will begin this academic year. As well, the District was proactive in responding to the provincial review of students with severe special needs. New program

descriptions and indicators for several district special needs programs are in the process of being developed. The District is also looking closely at the implications of research related to culturally sensitive assessments to inform our current assessment practices.

Aboriginal Education

This marks the first year of the implementation plan for the Aboriginal Education Policy and Regulation. A number of successful new initiatives involving community consultation were carried out. A Cree extended alternative program was developed and approved by the Board for kindergarten implementation in September 2008, with the intent of adding a new grade in each successive year. A First Nations, Métis and Inuit early learning program was developed for Youngstown School and for the first time a district graduation ceremony was conducted for all First Nation, Métis and Inuit students. Speakers included our own Trustees as well as Willie Littlechild (Assembly of First Nations Regional Chief, Alberta), Chief Ron Morin (Enoch) and Trevor Gladue (Métis Nation).

National Aboriginal Day was celebrated in some district schools as well as at the public board meeting nearest June 21. The celebration included a traditional meal shared by board members, administration, and over 70 community guests with entertainment provided by one of our community partners: Métis Child and Family Services. During the board meeting, following a teaching given by a Cree Elder, gifts were exchanged by Trustees and a student from a school located in their ward. This symbolized the shared partnership of education, and reinforced the importance of gift giving as a part of the culture of the First Nations.

There were a number of additional opportunities for staff development in the area of respect and recognition. June marked the beginning of Aboriginal cultural understanding presented at in-services for all new hires to the District. Aboriginal cultural links were incorporated in all full-day kindergarten professional development offerings. In response to a request for service, Education consultants and Liaison consultants from Aboriginal Education, worked with either individual schools or school clusters in the area of Aboriginal cultural understanding.

Increased work with our community partners led to additional social and youth workers placed in junior high schools, three transition projects with post secondary institutions, as well as a two week summer learning, healthy eating and recreation program in the west end. An attendance board pilot was developed and approved for implementation in the next school year.

Multi-cultural Education

As the demographics of the city continue to evolve, the District has been increasing its focus on multi-cultural education. The English Language Cluster Initiative began implementation in seven school sites. This initiative involves the partnering of Programs, the English Language Support Services Centre, Consulting Services, and the Edmonton Mennonite Centre for Newcomers. The focus is on providing support to schools with high numbers of English Language Learners (ELL) students with complex needs through a multi-partner team of support. The support includes: student assessment on-site, professional development support in ELL instruction for teachers, social work support for students and families, psychologist assessment of students, and cultural broker support for schools, students, and families. Work has also continued with cultural communities and other community partners, such as the Multicultural Health Brokers, Settlement Services, Catholic Social Services, and Edmonton Immigration Services Association, in order to increase the supports to ELL students in

district schools. One result from partnering with community was the piloting of an early learning program (see next section). A community partner group was established at a district high school; as a result of this work, an after school program offering tutoring to ELL students was implemented once a week. A joint grant proposal involving the Multicultural Health Brokers, the Kurdish community, and the District was submitted to Canadian Heritage. It was approved and provides funding for the development and offering of homework clubs, parent information sessions, and mentors for ELL students and families with complex needs in a number of school sites. Another proposal involving the District was approved by the Public Health Agency of Canada and provides funding for the offering of after school programming that focuses on nutrition and active living for refugee and immigrant students. A guide on student assessment information for parents from culturally diverse communities was developed. In addition, a research study with the University of Alberta and two high schools on the needs of African students in district high schools began implementation last year. The District began involvement in the Strategic Alliance on the Advancement of Refugee and Immigrant Children and Youth, which is focusing on what are the key supports needed for students and families. The District is participating actively with the City in the Canadian Coalition of Municipalities Against Racism and Discrimination. A consultant from the English Language Support Services Centre (ELSSC) has been working with the Reception House for new refugees and immigrants in order to provide information and support regarding making transitioning to school. The ELSSC continues to offer assessment of student needs, professional development for staff, and first language and cultural support. The ELSSC can address needs in over 30 languages.

The Early Years

The District's focus on creating "Bright Futures" for all students regardless of a student's background or ability is illustrated in our focus on programming for children in the early learning years. This work is in response to research literature that points to early childhood as an effective time to work towards preventing learning gaps which could result in later school failure. This research has guided the District in expanding kindergarten programs from half to full day in 25 high needs schools. The District has also maintained a research relationship with University of Alberta professor Dr. Joe Da Costa tracking the impact of this work. The establishment of the first multi-cultural early learning class, in partnership with a vast number of community partners, to explore first language acquisition, culturally affirming programming, and parental engagement has helped to build an understanding of creating welcoming learning environments for immigrant and refugee children. The learning from this work is being used to guide teacher professional learning in the now established nine early learning classes in the District. The Board of Trustees has been an active community partner in exploring Early Development Inventory (EDI). EDI is a tool that, when used in conjunction with Community Mapping, is a powerful strategy for obtaining a comprehensive picture of the kindergarten-age population by identifying the variance among communities and providing a means for investigating how the nature and breadth of services available may explain differences in groups of children's readiness for school. This work has led to Edmonton Public Schools being part of the "Early Adopters" in implementing the data collection as part of Alberta Education's five year pilot. In addition to these initiatives, the District increased the number of schools offering Reading Recovery from 27 schools to 47. The District now has 50 trained Reading Recovery teachers. As a result of this initiative, the District doubled the number of children identified at risk, who are reading at grade level.

Second Languages

The District continues to implement a second language requirement for all students in Grades 4 through 9, starting at Grade 4 in 2006-07. The requirement now applies to all students in Grades 4-6 and will be extended into all Grade 7 classrooms in the upcoming school year. Over the past year there has been growth in language enrollments particularly in French immersion and Spanish. Major initiatives that supported this growth included:

- Undertaking research projects to provide information on the impact of second language instruction in schools.
- Opening the Confucius Institute at Edmonton Public Schools, that provides direct support for Chinese language and culture education and links with related language agencies worldwide.
- The establishment of the Institute for Innovation in Second Language Education which contains a large core of second language consultants and links to post-secondary and international supports for second language instruction.
- The establishment of International Credentials for Languages Services, partnering with international governments, ministries of education and their agencies, to enable all students and teachers of second languages to earn international credentials for their language proficiency in French, Spanish, German, Chinese and Japanese. This certification is recognized nationally and internationally by schools, post-secondary institutions, industry and other agencies worldwide.
- Beginning school-based pilots of Canada's first language passport and language portfolio.

Transitions

The District, often in partnerships with others, continues to increase options for students by the provision of bridging courses, exposure to a range of occupations and opportunities for students to demonstrate their skills. Some examples from this past year, include:

- The District has developed resources specific to supporting the new Junior High Knowledge and Employability academic courses and has implemented a comprehensive teacher mentoring model to improve the success rate of these students transitioning to regular high school programs, school completion and transition to meaningful employment.
- Forty-two students completed the Health Sciences 20/30 course at 2008 summer school. The pilot program, offering students a dual credential, was delivered in partnership with Capital Health and NorQuest College.
- In July 2008, students completed the final phase of the pilot in the Print Media Production Partnership Program. High school students earned a certificate in Print Media Production from NorQuest College and high school credits through course challenge. Funding has been extended to allow for a second pilot, which will be modified to incorporate learnings from the initial program offering.
- The District worked with NAIT and the Edmonton branch of the Canadian Culinary Federation to launch the first annual High School Culinary Competition. In the coming year, the competition will grow to 14 teams. Edmonton chefs have offered to visit schools and serve as mentors for the competitors.
- Work Place Showcase 2008 moved to two high school locations to increase the opportunity for Grade 10 and 11 students to plan careers. Other Edmonton Public Schools high schools have expressed an interest in hosting the event in 2009.
- Edmonton Public Schools initiated the Critics and Awards Program (CAPPIES) to recognize student achievement in high school theatre. CAPPIES involves three school districts and the

Edmonton Journal to showcase students through weekly published reviews and a year-end gala celebration. Work continues to identify showcase opportunities for student success to the community.

Parent and Community Involvement

Edmonton Public Schools values parent and community involvement and is continually looking for collaborative ways to support teaching and learning and provide students with the best possible educational opportunities.

During December 2007 and January 2008, the Board of Trustees hosted a number of public consultation meetings with parents and community members, principals, teachers, staff group representatives, and representatives from businesses, community organizations and post-secondary institutions who shared their thoughts on the District's Priorities. Based on this invaluable input, the 2008-2011 District Priorities were developed, forming the basis of the work the District will accomplish over the next three years.

Parents are also invited to be engaged in their children's education through involvement in the District's Parents as Partners program. In 2007-2008, parents participated in five events that focused on helping families support the learning that occurs in school and at home. In addition, many parents participated in a consultation process that played an important role in the development of materials to support the District's Respectful Learning and Working Environments policy.

Partnerships

The District understands that the needs of many students and families go beyond the prescribed mandate of education. However, to provide success for all, many of these needs must be addressed as they directly affect teaching and learning. To support this work, alliances are organized at both the District and school level, particularly for clusters of schools. Examples include alliance with the Edmonton Public Library which has greatly extended the provision of library cards to students and another with the Centre for Family Literacy that has provided assistance to parents, including students at our program for pregnant and parenting teens. With regard to the need for academic assistance, our relationship with Big Brothers, Big Sisters provides in- and out-of -school mentoring, homework clubs and, most recently, summer school for immigrant and refugee students. The Edmonton YMCA and Boys and Girls Club respectively assist with after school programming and partner with one of our Learning Stores. Our association with Medic Alert and the optometrists association's Eye See...Eye Learn initiatives assist families directly while impacting school as well. Partners for Kids, supported financially by the United Way and in collaboration with the Family Centre and Big Brothers, Big Sisters, supports a long-term holistic support network with the schools in the City Centre Education Partnership. Partnerships with not-for-profit service agencies that serve Aboriginal and immigrant and refugee children and families enable the provision of culturally sensitive service and provide a bridge for these families to connect with our schools.

Healthy Living

As evidenced by the district's health and wellness policy for staff and students, the District recognizes the link between physical and emotional well-being and teaching and learning. With the support of the Edmonton City Centre Church Corporation, all students in nine district high needs schools receive a hot nutritious lunch on a daily basis. With the support of a number of community businessmen,

needy students in three schools receive daily lunches and those in six additional schools have their nutrition needs supplemented. As well, 17 schools have a community-supported snack program and four schools have a breakfast program. The District was the fortunate benefactor of the School of Public Health, University of Alberta, Alberta Project Promoting active Living and healthy Eating (APPLE) project. This three and a half year project has provided each of four district schools with a trained health facilitator, who has the task of making the school a healthy, active school. Further in this vein, the Trustees approved a motion for the elimination of the sale of junk food in district schools. A plan has been developed and is in the process of being implemented over a three-year period. The plan includes information and in-service sessions for schools, provision of resources, work with vendors and suppliers of food to schools, collaboration with regional health authority nutritionists, Capital Health's Healthy Eating/Active Living (HEAL) initiative and the Coalition for Comprehensive School Health. With regard to staff health, the District has a multi-year collaborative project with the Alberta School Employee Benefit Plan (ASEBP) to improve individual and organizational health.

Respectful Learning and Working Environments

The Board approved a revised policy entitled Respectful Learning and Working Environments in April 2007. This policy advises that the District is committed to providing and promoting learning and working environments that foster respectful and responsible behaviour, and that all forms of harassment, discrimination and personal harassment are prohibited. In 2007-2008, approximately 240 in-services were presented to staff in all schools and central services departments. The District also provided signage for all schools and worksites, and prepared a brochure for distribution to all parents.

REPORTING AND ANALYSIS OF PERFORMANCE MEASURE RESULTS

Goal One: High Quality Learning Opportunities for All

Outcome 1.1: Schools provide a safe and caring environment.

Performance Measure	Results (in percentages)					
	2003/04	2004/05	2005/06	2006/07	2007/08	
Percentages of teachers, parents and students, who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Overall					
	Jurisdiction	81.2	84.5	85.4	84.8	85.9
	Province	80.7	83.1	84.4	84.2	85.1
	Teachers					
	Jurisdiction	89.7	92.8	92.8	92.7	93.1
	Province	90.6	92.3	92.8	92.6	93.1
	Parents					
	Jurisdiction	79.1	81.9	83.2	81.7	84.3
	Province	78.0	79.9	82.1	81.7	83.2
	Students					
	Jurisdiction	74.6	78.7	80.1	79.8	80.2
	Province	73.5	77.2	78.4	78.5	79.1
	<p>Comment on Results</p> <ul style="list-style-type: none"> The percentage 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 has improved significantly compared to the previous three year average. There was an increase, particularly for the parent respondents, for this measure compared to last year. More parents are satisfied with their children's safety on the way to and from school and at school. 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. 					

Local Measures for outcome 1.1

Parent satisfaction with the safety of their child in school.

	Percentage (%)				
	2004	2005	2006	2007	2008
Parent satisfaction with the safety of their child in school.	93	92	93	94	92

Students who feel safe in school.

Students who feel safe in school.	92	93	92	92	92
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Community who believe EPS is effective in providing for the safety of students at school

Community who believe EPS is effective in providing for the safety of students at school	83	84	83	82	81
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Outcome 1.2 The education system meets the needs of all K – 12 students, society and the economy.

Performance Measure	Results (in percentages)					
	2003/04	2004/05	2005/06	2006/07	2007/08	
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.	Overall					
	Jurisdiction	76.6	78.2	79.7	80.6	81.7
	Province	75.8	76.7	78.1	78.5	79.4
	Teachers					
	Jurisdiction	84.2	84.8	85.8	87.9	88.4
	Province	83.5	83.6	85.2	85.7	86.4
	Parents					
	Jurisdiction	77.0	77.3	78.4	79.3	80.4
	Province	75.4	75.0	76.6	76.9	77.6
	Students					
	Jurisdiction	68.6	72.6	74.9	74.7	76.2
	Province	68.5	71.5	72.6	72.9	74.1
	Comment on Results					
	<ul style="list-style-type: none"> Overall satisfaction with the opportunity for students to receive a broad program of studies has improved significantly in Edmonton Public compared to the previous three year average. The largest increase in satisfaction was expressed by students in Edmonton Public compared to the previous year. 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. 					

Outcome 1.2: The education system meets the needs of all K – 12 students, society and the economy. (continued)

Performance Measure	Results (in percentages)					
	2003/04	2004/05	2005/06	2006/07	2007/08	
Percentages of teachers, parents and students satisfied with the overall quality of basic education.	Overall					
	Jurisdiction	85.4	88.4	89.5	89.5	90.1
	Province	84.1	86.1	87.7	87.6	88.2
	Teachers					
	Jurisdiction	92.7	95.6	95.4	96.1	96.1
	Province	92.6	93.9	94.8	94.7	94.9
	Parents					
	Jurisdiction	79.3	82.9	84.9	84.7	86.4
	Province	76.6	78.9	81.6	81.8	83.0
	Students					
	Jurisdiction	84.2	86.8	88.1	87.7	87.7
	Province	83.2	85.6	86.6	86.4	86.6
	Comment on Results					
	<ul style="list-style-type: none"> Satisfaction with the overall quality of basic education has improved significantly compared to the three year average for Edmonton Public. The largest increase in satisfaction was expressed by parents in Edmonton Public compared to the previous year. Stakeholders have a very high level of satisfaction with the overall quality of education in Edmonton Public. 					

Outcome 1.2: The education system meets the needs of all K – 12 students, society and the economy. (continued)

Performance Measure	Results (in percentages)					
	2003/04	2004/05	2005/06	2006/07	2007/08	
Percentages of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall					
	Jurisdiction		68.0	69.4	69.9	71.2
	Province	--	67.2	68.5	68.2	69.2
	Teachers					
	Jurisdiction		69.5	70.3	73.0	74.9
	Province	--	70.0	71.5	72.0	73.4
	Parents					
	Jurisdiction		56.6	58.7	57.9	58.9
	Province	--	54.9	56.9	55.9	56.5
	Students					
	Jurisdiction		78.0	79.1	78.8	79.9
	Province	--	76.7	77.1	76.8	77.7
	Comment on Results					
	<ul style="list-style-type: none"> Satisfaction with the accessibility, effectiveness and efficiency of services for students in schools has increased substantially overall in Edmonton Public, for all stakeholders. 					

Local Measures for outcome 1.2

	Percentage (%)				
	2004	2005	2006	2007	2008
Parent satisfaction with overall quality of education received by their child	<u>94</u>	<u>94</u>	<u>96</u>	<u>96</u>	<u>96</u>
Community satisfaction with the overall quality of education received by students attending EPS.	<u>82</u>	<u>86</u>	<u>87</u>	<u>87</u>	<u>87</u>
Parent satisfaction with the programs and courses available in their child's school.	<u>90</u>	<u>86</u>	<u>91</u>	<u>92</u>	<u>92</u>
Parent satisfaction with the programs and courses available in EPS.	<u>91</u>	<u>88</u>	<u>93</u>	<u>94</u>	<u>93</u>

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

Performance Measure	Results (in percentages)																							
	2002/03	2003/04	2004/05	2005/06	2006/07																			
Annual dropout rate of students aged 14 to 18.	Jurisdiction	6.9	6.8	6.1	6.3	6.3																		
	Province	5.5	5.3	5.0	4.7	5.0																		
<p>Comment on results</p> <ul style="list-style-type: none"> There has been no change in the annual dropout rate of students compared to the previous three year average. The rate remains unchanged compared to last year. 		<table border="1"> <caption>Edmonton School District No. 7 - Drop Out and Returning Rates</caption> <thead> <tr> <th>Year</th> <th>Drop Out Rate (%)</th> <th>Returning Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>6.9</td> <td>22</td> </tr> <tr> <td>2004</td> <td>6.8</td> <td>25</td> </tr> <tr> <td>2005</td> <td>6.1</td> <td>23</td> </tr> <tr> <td>2006</td> <td>6.3</td> <td>21</td> </tr> <tr> <td>2007</td> <td>6.3</td> <td>22</td> </tr> </tbody> </table>					Year	Drop Out Rate (%)	Returning Rate (%)	2003	6.9	22	2004	6.8	25	2005	6.1	23	2006	6.3	21	2007	6.3	22
Year	Drop Out Rate (%)	Returning Rate (%)																						
2003	6.9	22																						
2004	6.8	25																						
2005	6.1	23																						
2006	6.3	21																						
2007	6.3	22																						

Local Measures for outcome 1.3

Students who feel they get the help they need from teachers.

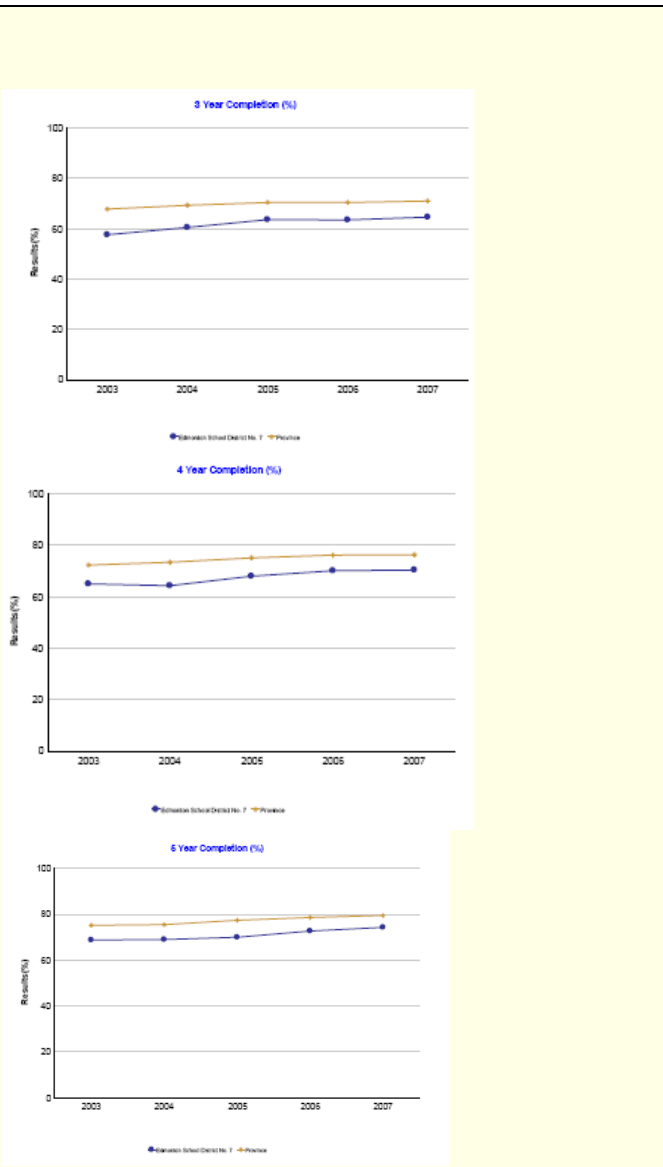
Percentage (%)				
2004	2005	2006	2007	2008
91	92	91	92	91

Outcome 1.4: Students complete programs.

Performance Measure	Results (in percentages)					
	2002/03	2003/04	2004/05	2005/06	2006/07	
Percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 years:					
	Jurisdiction	57.6	60.5	63.6	63.5	64.6
	Province	67.8	69.3	70.4	70.4	71.0
	Within 4 years:					
	Jurisdiction	65.0	64.3	68.0	70.1	70.4
	Province	72.3	73.4	75.1	76.2	76.3
	Within 5 years:					
	Jurisdiction	68.8	69.0	70.0	72.7	74.3
	Province	75.2	75.5	77.4	78.6	79.5

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 five years.
- The 3 year completion rate improved significantly compared to the previous three year average (63.9%) This is the rate that is included in the Accountability Pillar Measure.
- Edmonton Public School's completion rates remain below that of the Province. This continues to be an area of focus for the District. See the *Future Challenges* section of the report for a response to this challenge.



Local Measure for Outcome 1.4 – Percentage of Students Successfully Completing Grade 10 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 five years.

Courses	Percentage of Students Successfully Completing Grade 10 Core Courses					Change between 2003-04 and 2007-08
	2003-04	2004-05	2005-06	2006-07	2007-08	
English 10-1	89.1	91.1	89.0	88.5	89.4	0.3
English 10-2	60.9	65.9	64.2	67.7	65.4	4.5
English 16/10-4	58.1	60.9	62.1	60.2	67.0	8.9
Grade 10 English Total	78.5	81.6	80.5	81.1	81.2	2.7
Applied Math 10	60.7	63.8	65.9	66.0	66.1	5.4
Pure Math 10	82.9	85.4	84.3	82.7	85.7	2.9
Math 10 Prep	60.1	56.5	63.3	63.9	56.6	-3.5
Math 14	62.0	63.8	61.4	64.1	66.5	4.5
Math 16/10-4	61.7	59.3	61.2	50.6	48.6	-13.1
Grade 10 Math Total	72.4	74.9	75.0	74.4	76.3	3.9
Science 10	79.3	80.9	83.6	81.9	84.4	5.2
Science 14	66.9	69.5	67.6	70.0	73.1	6.2
Science 16/10-4	61.0	65.0	61.4	47.1	56.5	-4.5
Grade 10 Science Total	76.1	77.8	79.5	78.2	81.2	5.1
Social Studies 10	90.8	91.3	90.3	91.1	92.0	1.2
Social Studies 13	65.1	67.7	64.5	68.4	72.0	6.9
Social Studies 16	59.5	63.2	62.5	58.4	62.3	2.8
Grade 10 Social Studies Total	81.9	83.1	82.1	83.7	85.4	3.5

Over the past five years, there has been an increase in the percentage of students successfully completing courses for 11 of the 14 Grade 10 courses being tracked. When looking at course clusters, the increases ranged from 2.7 per cent for Grade 10 English courses to 5.1 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.

Goal Two: Excellence in Student Learning Outcomes

Outcome 2.1: Students demonstrate high standards in learner outcomes.

Performance Measure		Results (in percentages)					Target
Percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).		A E*	A E*	A E*	A E*	A E*	A E*
		2003/04	2004/05	2005/06	2006/07	2007/08	2007/08
Grade 3							
Language Arts	Jurisdiction	79.1/15.2	79.5/16.2	80.0/13.9	78.4/16.2	77.1/15.7	
	Province	81.7/15.1	82.2/16.2	81.3/14.1	80.3/17.7	80.1/16.1	
Mathematics	Jurisdiction	79.8/26.1	79.8/26.4	81.5/27.9	78.9/25.7	77.2/25.8	
	Province	81.8/27.4	80.3/26.1	82.0/26.9	79.9/23.5	78.7/23.9	
Grade 6							
Language Arts	Jurisdiction	77.6/17.6	76.6/17.4	78.4/17.0	77.6/20.7	79.5/21.1	
	Province	79.1/15.5	77.3/15.5	79.0/15.9	80.3/19.8	81.1/21.0	
Français	Jurisdiction						
	Province	92.8/18.1	92.0/22.8	94.5/19.7	93.0/18.0	94.3/17.1	
French Language Arts	Jurisdiction	93.7/20.6	87.7/8.0	94.3/14.6	88.4/13.8	89.5/14.3	
	Province	88.5/12.8	85.1/8.8	87.5/11.2	88.1/11.0	87.7/14.2	
Mathematics	Jurisdiction	78.9/24.1	79.5/21.5	77.0/18.1	73.1/16.4	75.2/18.1	
	Province	78.5/21.2	78.2/18.1	75.2/15.6	74.0/14.5	74.6/15.9	
Science	Jurisdiction	81.5/32.3	81.3/31.8	79.7/32.0	75.3/29.9	76.2/27.8	
	Province	80.6/26.3	79.8/26.0	78.1/27.7	75.2/26.6	74.8/24.1	
Social Studies	Jurisdiction	79.6/23.7	80.2/25.8	80.2/27.7	77.5/24.9	78.5/26.6	
	Province	78.6/19.7	78.4/21.5	78.6/22.9	77.4/22.3	77.9/23.8	
Grade 9							
Language Arts	Jurisdiction	77.0/14.2	77.7/16.4	76.9/15.9	77.2/18.3	75.5/18.6	
	Province	77.6/12.4	77.9/14.1	77.4/13.6	77.5/14.8	76.5/14.8	
Français	Jurisdiction						
	Province	85.6/15.4	87.2/17.4	86.1/14.7	81.6/12.6	84.8/11.7	
French Language Arts	Jurisdiction	95.8/23.8	91.9/12.2	90.3/16.8	86.4/19.5	87.5/15.1	
	Province	83.4/11.7	85.9/13.6	83.3/10.9	81.3/12.9	84.5/12.4	
Mathematics	Jurisdiction	71.1/24.6	72.4/26.2	68.8/21.1	68.5/22.7	68.1/24.3	
	Province	66.1/18.9	68.0/19.7	67.4/17.4	66.3/18.3	65.7/18.5	
Science	Jurisdiction	68.7/17.0	71.8/19.2	68.9/17.9	71.9/20.7	71.3/18.4	
	Province	66.6/12.1	67.5/12.8	67.4/13.3	69.6/14.7	69.3/13.0	
Social Studies	Jurisdiction	75.9/26.2	74.5/24.5	75.0/25.1	73.5/24.4	74.2/25.8	
	Province	73.1/20.0	71.3/18.3	72.5/18.9	71.4/18.7	71.7/18.9	
Overall**	Jurisdiction	77.9/22.7	77.9/22.8	77.4/22.0	75.6/22.1	75.7/22.6	76.0
	Province	77.6/19.5	77.2/19.4	77.1/19.2	75.9/19.4	75.8/19.6	

Optional

Required

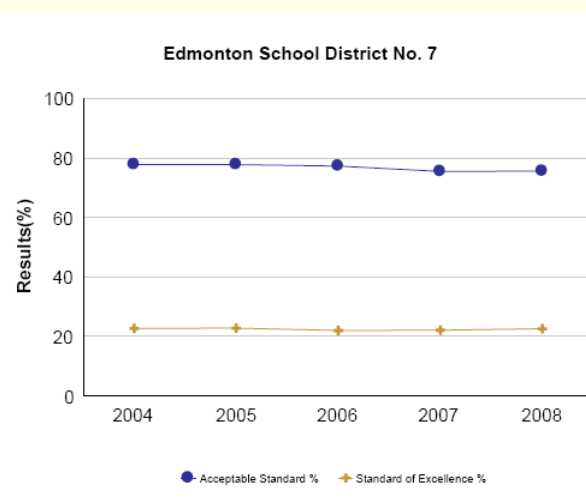
* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Comment on Results

- Overall the percentage of students meeting the acceptable standard is slightly lower for the District than for the Province.
- For the standard of excellence, the level of improvement has been maintained, and continues to be higher than the Province over the past 3 years.
- An area of strength is in Grade 6 English Language Arts at the acceptable standard and at the standard of excellence, which has improved significantly compared to the previous year, and compared to the previous 3 year average.
- Another area of strength is in Grade 9 English Language Arts, Mathematics, and Social Studies where the percentage of students meeting the standard of excellence improved or improved significantly, compared to the previous 3 year average.
- The percentage of Edmonton Public students in Grade 3 achieving the acceptable standard declined significantly in both English Language Arts and Mathematics, compared to the previous 3 year average.
- The percentage of Edmonton Public students in Grade 6 achieving the acceptable standard in Mathematics, Science and Social Studies increased compared to the previous year; however, the results have declined or declined significantly compared to the previous three year average.
- The percentage of Edmonton Public students in Grade 9 achieving the acceptable standard declined significantly in English Language Arts and Mathematics, compared to the previous 3 year average.

Comment on progress towards 2008/09 target set in response to an "Issue" or "Concern" overall evaluation in May 2006.

There was a slight increase in the percentage of students meeting the acceptable standard overall in 2007/08 as compared to the previous year. This indicates some progress towards the revised target for 2008/09 of 76.5% (see the *Three -Year Education Plan (2008-2011)* page 23).



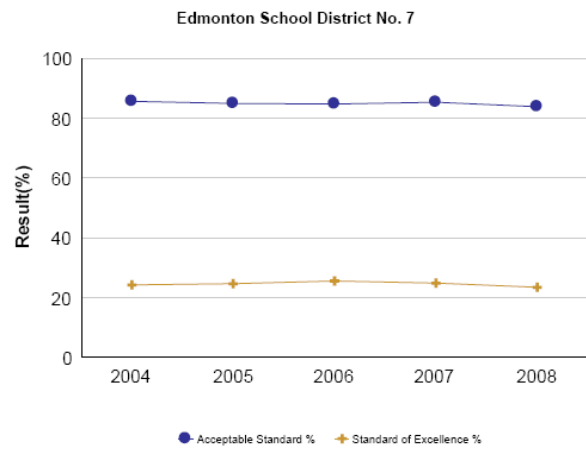
Outcome 2.1: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)				
		A E* 2003/04	A E* 2004/05	A E* 2005/06	A E* 2006/07	A E* 2007/08
Percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.						
English 30-1	Jurisdiction	90.6/19.4	87.5/19.7	87.0/20.3	86.5/19.7	85.3/16.0
	Province	92.0/18.8	89.1/17.8	88.0/19.3	87.7/19.0	87.1/15.5
English 30-2	Jurisdiction	82.6/7.6	85.8/9.6	83.2/8.1	86.1/9.7	86.7/8.7
	Province	85.2/7.1	89.4/10.1	86.1/8.1	88.7/9.7	88.9/8.8
French Language Arts 30	Jurisdiction	100.0/22.7	94.6/29.7	98.0/33.3	100.0/33.3	96.8/21.0
	Province	95.4/16.7	95.1/19.1	95.0/21.8	95.6/23.1	94.9/24.5
Français 30	Jurisdiction	n/a	n/a	n/a	n/a	n/a
	Province	99.0/15.2	95.0/16.3	94.8/28.1	97.2/24.6	98.5/25.4
Social Studies 30	Jurisdiction	85.8/26.9	85.0/26.9	87.0/28.2	87.3/26.2	84.2/23.7
	Province	85.9/23.8	85.2/24.3	85.5/23.9	86.1/24.6	84.7/21.5
Social Studies 33	Jurisdiction	81.2/14.4	82.1/15.2	81.9/17.4	84.9/19.8	83.4/17.3
	Province	82.9/15.0	85.0/17.6	83.5/19.0	84.8/19.6	85.3/18.9
Pure Math 30	Jurisdiction	87.8/36.1	82.0/29.1	84.9/31.0	82.2/25.8	80.4/27.3
	Province	83.7/32.0	80.6/25.7	82.8/26.5	81.1/24.6	81.3/25.8
Applied Math 30	Jurisdiction	84.4/15.6	85.1/19.9	73.1/10.8	71.7/10.8	72.0/8.2
	Province	85.5/14.3	87.6/21.8	77.5/11.8	77.6/12.1	76.3/10.7
Biology 30	Jurisdiction	80.8/27.8	82.1/29.2	83.3/29.7	84.6/29.6	83.5/28.1
	Province	81.9/26.6	81.9/26.6	81.4/26.4	83.5/27.4	82.3/26.3
Chemistry 30	Jurisdiction	86.4/29.4	88.2/34.8	89.0/38.4	89.5/39.1	88.1/39.4
	Province	85.7/27.9	88.2/33.4	88.4/37.1	89.3/37.9	89.2/39.2
Physics 30	Jurisdiction	87.1/31.8	85.4/28.5	84.2/31.5	87.8/31.5	84.7/30.5
	Province	86.6/29.8	84.2/27.8	84.4/30.0	86.1/29.3	85.7/32.0
Science 30	Jurisdiction	83.7/17.2	84.9/19.8	82.2/17.9	86.1/18.3	87.7/21.6
	Province	84.3/16.5	88.1/22.1	82.8/17.3	87.1/18.0	88.6/21.6
Overall	Jurisdiction	85.6/24.2	84.9/24.6	84.7/25.5	85.3/24.8	83.8/23.4
	Province	85.8/22.2	85.7/23.0	84.7/23.0	85.4/23.3	85.0/22.3

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

Comment on Results

- Overall, the percentage of students meeting the acceptable standard on diploma examinations has declined compared to the previous year. The percentage is also lower than that of the Province.
- Overall, the percentage of students meeting the standard of excellence on diploma examinations has declined, compared to the previous year. However, the percentage is higher than that of the Province.
- These two measures are identified as “Issues” in the 2008 evaluation. Diploma examination results are further discussed in the *Future Challenges* section of this report.



Outcome 2.1: Students demonstrate high standards. (continued)

Performance Measure	Results (in percentages)																	
	2002/03	2003/04	2004/05	2005/06	2006/07													
Diploma examination participation rate:	Jurisdiction	50.3	52.8	54.6	55.5	55.4												
	Province	51.4	52.4	53.5	53.7	53.6												
Percentages of students who have written four or more diploma exams by the end of their third year of high school.																		
<p>Comment on Results</p> <ul style="list-style-type: none"> The percentage of Edmonton Public students who take four or more diploma examinations declined slightly compared to the previous year. This rate remains higher than the previous three year average and higher than the percentage for the Province. 		<table border="1"> <caption>Edmonton School District No. 7 - % Writing 4+ Exams (%)</caption> <thead> <tr> <th>Year</th> <th>% Writing 4+ Exams (%)</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>50.3</td> </tr> <tr> <td>2004</td> <td>52.8</td> </tr> <tr> <td>2005</td> <td>54.6</td> </tr> <tr> <td>2006</td> <td>55.5</td> </tr> <tr> <td>2007</td> <td>55.4</td> </tr> </tbody> </table>					Year	% Writing 4+ Exams (%)	2003	50.3	2004	52.8	2005	54.6	2006	55.5	2007	55.4
Year	% Writing 4+ Exams (%)																	
2003	50.3																	
2004	52.8																	
2005	54.6																	
2006	55.5																	
2007	55.4																	

Outcome 2.1: Students demonstrate high standards. (continued)

Performance Measure		Results (in percentages)				
		2002/03	2003/04	2004/05	2005/06	2006/07
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Jurisdiction	29.4	30.9	31.5	34.5	36.4
	Province	32.5	33.8	35.3	37.2	38.2

Comment on Results

- The percentage of Edmonton Public students meeting the Rutherford Scholarship eligibility criteria has increased over the past five years.
- There was a substantial increase in the percentage of students meeting the Rutherford Scholarship eligibility criteria compared to last year, which may be attributed to the change in the eligibility requirements (from 80% and above to 75% and above).

Year	% Eligible for Scholarship
2003	30.9
2004	31.5
2005	34.5
2006	36.4
2007	38.2

Local measures for outcome 2.1 – Highest Level of Achievement Tests (HLATs)

The results for the June 2007 and 2008 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 for the past two years.

**PERCENTAGE OF STUDENTS ACHIEVING AT OR ABOVE GRADE LEVEL
ON HLAT READING AND WRITING**

Enrolment Grade	% of Students Reading at or Above Grade Level		% of Students Writing at or Above Grade Level	
	2007	2008	2007	2008
Grade 1	89.7	88.5	88.0	87.9
Grade 2	84.7	85.8	89.1	88.2
Grade 3	84.3	82.9	88.9	88.4
Grade 4	83.3	81.7	89.0	86.8
Grade 5	82.5	82.9	85.8	87.2
Grade 6	82.7	82.5	86.5	85.7
Grade 7	84.0	84.1	87.9	85.7
Grade 8	82.5	82.7	87.8	86.5
Grade 9	83.3	82.1	89.1	87.3
TOTAL	84.0	83.6	88.0	87.0

The results from the 2008 administration of HLATs 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 or above grade level and an overall decrease (1.0 per cent) in the percentage of students writing at or above grade level. The change in the percentage of students reading at or above grade level ranged from an increase of 1.1 per cent at Grade 2 to a decrease of 1.6 per cent at Grade 4. The change in the percentage of students writing at or above grade level ranged from an increase of 1.4 per cent at Grade 5 to a 2.2 per cent decrease at Grades 4 and 7.

Based on Growth Results for HLAT Reading and Writing, a total of 82.2 per cent of district students demonstrated at least one year’s growth in reading between 2007 and 2008. In that same time frame, 92.8 per cent of district students demonstrated at least one year’s growth in writing.

Local measures for outcome 2.1 – Grade Level of Achievement (GLA)

The District has required schools to indicate grade level of achievement for all courses for all students in Grades 1 to 9 for a number of years. For the past three years, the District has analyzed the data and provided schools with summaries of GLA achievement in language arts and mathematics. 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 their 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 2005-06, 2006-07, 2007-08 school years.

Enrolment Grade	Percentage of Students “At or Above” Grade Level in					
	Language Arts			Mathematics		
	2006	2007	2008	2006	2007	2008
Grade 1	86.3	86.6	85.8	92.6	92.3	92.2
Grade 2	85.4	85.6	86.1	92.0	91.9	92.2
Grade 3	86.3	84.4	84.3	91.3	89.7	90.5
Grade 4	84.8	85.3	84.5	88.9	89.9	88.9
Grade 5	83.9	83.9	84.1	87.6	88.1	88.2
Grade 6	85.0	84.2	84.2	88.2	86.5	87.0
Grade 7	87.3	86.8	87.0	85.6	86.5	85.9
Grade 8	86.8	86.0	87.1	83.9	83.1	83.5
Grade 9	86.8	87.3	85.3	80.8	81.4	79.8

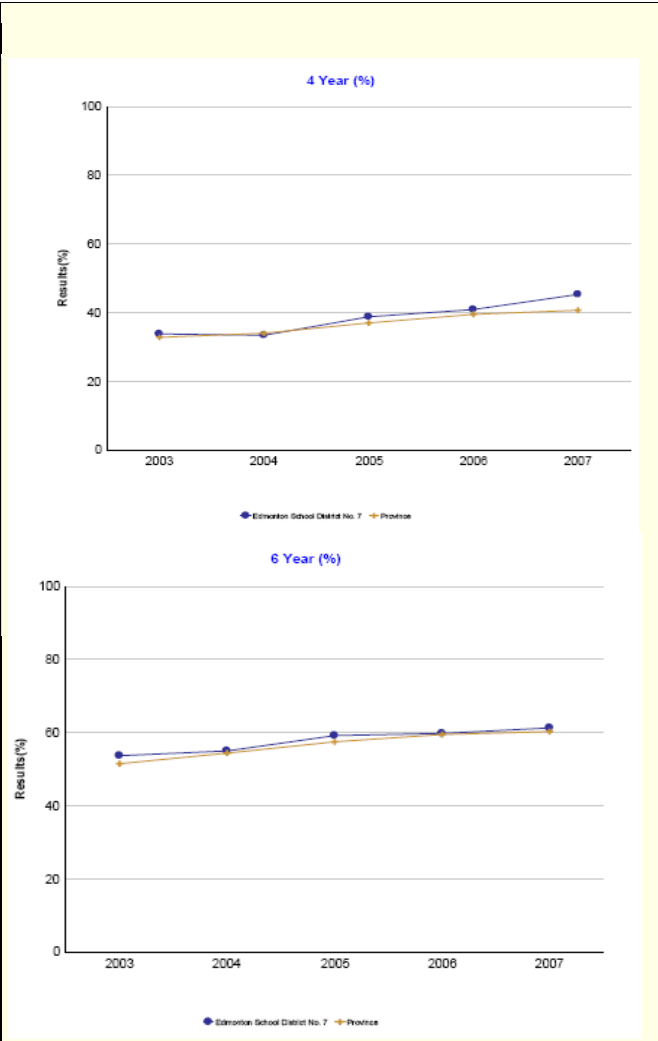
For 2008, the percentage of students reported as being at or above grade level in language arts increased for Grades 2, 5, 7, and 8, remained the same for Grade 6, and showed a decrease for Grades 1, 3, 4, and 9 relative to 2007 data. The percentage of students reported as being at or above grade level in mathematics increased for Grades 2, 3, 5, 6, and 8, but decreased for the other grade levels. Schools are indicating that they are becoming more proficient at determining grade level of achievement, and as this work continues, it is expected that the trends will stabilize.

Outcome 2.2: Students are well prepared for lifelong learning.

Performance Measure	Results (in percentages)					
	2002/03	2003/04	2004/05	2005/06	2006/07	
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 years:					
	Jurisdiction	53.7	55.0	59.2	59.8	61.3
	Province	51.5	54.4	57.5	59.5	60.3
	Within 4 years:					
	Jurisdiction	33.8	33.4	38.8	40.9	45.3
	Province	32.8	34.0	37.0	39.5	40.7

Comment on Results

- The high school to post-secondary transition rates continue to improve as they have over the past four years. This year the rates continued to improve significantly compared to the previous three year average.
- The 6 year rate, which is the measure reported in the Accountability Pillar, improved significantly and is higher for the District than for the Province.



Local Measures for outcome 2.2

Percentage (%)
2004 2005 2006 2007 2008

Community satisfaction with the availability of continuing education from EPS.

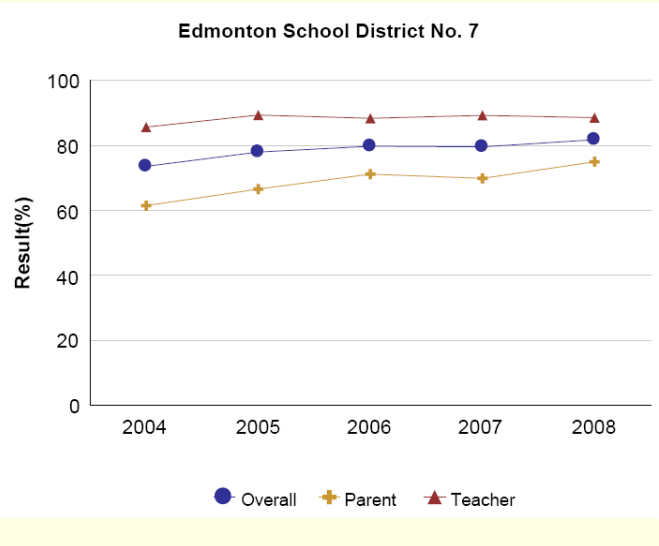
91 93 92 92 91

Outcome 2.3: Students are well prepared for employment.

Performance Measure	Results (in percentages)					
	2003/04	2004/05	2005/06	2006/07	2007/08	
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.	Overall					
	Jurisdiction	73.6	78.0	79.8	79.6	81.8
	Province	72.2	74.9	77.0	77.1	80.1
	Teachers					
	Jurisdiction	85.7	89.4	88.4	89.3	88.6
	Province	87.3	89.1	89.4	89.2	89.3
	Parents					
	Jurisdiction	61.5	66.6	71.2	69.9	75.0
	Province	57.1	60.8	64.6	65.1	70.9

Comment on Results

- Overall, there has been a substantial increase in the percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school, compared to the previous year and to the previous three year average.
- The increase resulted from parents' responses to this measure, as the percentage of teachers that agreed decreased when compared to last year.



Local Measures for outcome 2.3

High school parent satisfaction that school is preparing their child to enter the world of work.

Percentage (%)	2004	2005	2006	2007	2008
	82	86	84	85	84

High school parent satisfaction that school is preparing their child to enter post-secondary education.

86	86	87	85	87
----	----	----	----	----

Community who feel that EPS is preparing students for the world of work.

58	59	60	61	58
----	----	----	----	----

Community who feel that EPS is preparing students for entering post-secondary education.

77	77	78	79	76
----	----	----	----	----

Community who feel that EPS is effective in encouraging students to stay in school until they graduate.

79	75	73	77	74
----	----	----	----	----

Outcome 2.4: Students model the characteristics of active citizenship.

Performance Measure	Results (in percentages)																																			
	2003/04	2004/05	2005/06	2006/07	2007/08																															
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall																																			
	Jurisdiction	73.5	77.8	79.0	78.7	80.2																														
	Province	72.2	75.3	76.8	76.6	77.9																														
	Teachers																																			
	Jurisdiction	85.9	90.5	90.0	90.5	91.0																														
	Province	86.1	89.5	90.3	89.9	90.6																														
	Parents																																			
	Jurisdiction	69.4	73.3	75.5	74.9	77.4																														
	Province	67.5	70.3	72.4	72.6	74.7																														
	Students																																			
	Jurisdiction	65.1	69.6	71.5	70.7	72.2																														
	Province	62.9	66.1	67.5	67.1	68.5																														
	Comment on Results																																			
	<ul style="list-style-type: none"> The percentage of teachers, students and parents that agree that students model the characteristics of active citizenship has improved significantly compared to the previous three year average. It is interesting to note that teachers view their students much more favourably in this area than either students themselves or their parents, although both these percentages have increased compared to the previous year and remain higher than the Province. 			Graph of Overall Jurisdiction Results (optional) <table border="1"> <caption>Edmonton School District No. 7 - Overall Jurisdiction Results (Estimated from Graph)</caption> <thead> <tr> <th>Year</th> <th>Overall (%)</th> <th>Parent (%)</th> <th>Student (%)</th> <th>Teacher (%)</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>73.5</td> <td>72.2</td> <td>65.1</td> <td>85.9</td> </tr> <tr> <td>2005</td> <td>77.8</td> <td>75.3</td> <td>69.6</td> <td>90.5</td> </tr> <tr> <td>2006</td> <td>79.0</td> <td>76.8</td> <td>71.5</td> <td>90.0</td> </tr> <tr> <td>2007</td> <td>78.7</td> <td>76.6</td> <td>70.7</td> <td>90.5</td> </tr> <tr> <td>2008</td> <td>80.2</td> <td>77.9</td> <td>72.2</td> <td>91.0</td> </tr> </tbody> </table>			Year	Overall (%)	Parent (%)	Student (%)	Teacher (%)	2004	73.5	72.2	65.1	85.9	2005	77.8	75.3	69.6	90.5	2006	79.0	76.8	71.5	90.0	2007	78.7	76.6	70.7	90.5	2008	80.2	77.9	72.2	91.0
	Year	Overall (%)	Parent (%)	Student (%)	Teacher (%)																															
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2006	79.0	76.8	71.5	90.0																																
2007	78.7	76.6	70.7	90.5																																
2008	80.2	77.9	72.2	91.0																																

Local Measures for outcome 2.4

Community who feel the EPS is preparing students to be responsible citizens.

Percentage (%)	2004	2005	2006	2007	2008
	65	65	65	65	64

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome 3.1: The jurisdiction demonstrates effective working relationships with partners and stakeholders.

Performance Measure	Results (in percentages)																												
	2003/04	2004/05	2005/06	2006/07	2007/08																								
Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall																												
	Jurisdiction	73.3	77.1	77.2	77.5	78.3																							
	Province	74.1	76.1	77.9	77.5	78.2																							
	Teachers																												
	Jurisdiction	81.9	86.4	84.6	85.6	85.3																							
	Province	85.4	87.0	87.6	87.1	87.5																							
	Parents																												
	Jurisdiction	64.7	67.8	69.8	69.4	71.4																							
	Province	62.8	65.2	68.1	67.9	69.0																							
	Comment on Results																												
<ul style="list-style-type: none"> Parental satisfaction with their involvement in decisions about their child's education has increased compared to the previous year, resulting from several programs being put in place to provide opportunities for parents to become more directly involved in decision making that affects their child's education. Overall, the District's percentage of teachers and parents satisfied with parental involvement in decisions about their child's education has increased and is higher than that of the Province. Overall, the District's percentage of teachers and parents satisfied with parental involvement in decisions about their child's education is higher than that of the previous 3 year average. 																													
<table border="1"> <caption>Edmonton School District No. 7 - Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Overall (%)</th> <th>Parent (%)</th> <th>Teacher (%)</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>73.3</td> <td>64.7</td> <td>81.9</td> </tr> <tr> <td>2005</td> <td>77.1</td> <td>67.8</td> <td>86.4</td> </tr> <tr> <td>2006</td> <td>77.2</td> <td>69.8</td> <td>84.6</td> </tr> <tr> <td>2007</td> <td>77.5</td> <td>69.4</td> <td>85.6</td> </tr> <tr> <td>2008</td> <td>78.3</td> <td>71.4</td> <td>85.3</td> </tr> </tbody> </table>						Year	Overall (%)	Parent (%)	Teacher (%)	2004	73.3	64.7	81.9	2005	77.1	67.8	86.4	2006	77.2	69.8	84.6	2007	77.5	69.4	85.6	2008	78.3	71.4	85.3
Year	Overall (%)	Parent (%)	Teacher (%)																										
2004	73.3	64.7	81.9																										
2005	77.1	67.8	86.4																										
2006	77.2	69.8	84.6																										
2007	77.5	69.4	85.6																										
2008	78.3	71.4	85.3																										

Local Measures for outcome 3.1

Percentage (%)

2004 2005 2006 2007 2008

Parent satisfaction with their opportunity for involvement in school decisions that affect their child.

90 88 90 92 90

Community satisfaction that EPS is working With other agencies to help students.

79 79 81 81 79

Outcome 3.2: The jurisdiction demonstrates leadership and continuous improvement.

Performance Measure	Results (in percentages)					
	2003/04	2004/05	2005/06	2006/07	2007/08	
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall					
	Jurisdiction	65.3	75.7	79.3	78.8	78.8
	Province	68.8	73.9	76.8	76.3	77.0
	Teachers					
	Jurisdiction	58.0	73.1	75.2	75.4	74.7
	Province	67.2	73.1	75.5	74.5	75.6
	Parents					
	Jurisdiction	60.4	72.5	78.6	77.1	77.4
	Province	65.3	70.9	75.4	75.1	75.9
	Students					
	Jurisdiction	77.4	81.6	84.2	84.0	84.4
	Province	73.9	77.9	79.4	79.3	79.5
	<p>Comment on Results</p> <ul style="list-style-type: none"> Overall, the results for Edmonton Public on this particular measure have remained the same as the previous year. The percentages for parents and students increased from the previous year; however, the percentage for teachers decreased by 0.7%. The overall measure evaluation was rated <i>improved significantly</i> due to the increased percentages for the two groups. 					

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

Performance Measure	Results (in percentages)														
	2003/04	2004/05	2005/06	2006/07	2007/08										
Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Teachers														
	Jurisdiction	-	78.9	76.3	79.1	81.6									
	Province	--	76.5	78.2	78.8	80.4									
Comment on Results		<table border="1"> <caption>Edmonton School District No. 7 - Teacher Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Result (%)</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>80</td> </tr> <tr> <td>2006</td> <td>78</td> </tr> <tr> <td>2007</td> <td>80</td> </tr> <tr> <td>2008</td> <td>82</td> </tr> </tbody> </table>				Year	Result (%)	2005	80	2006	78	2007	80	2008	82
Year	Result (%)														
2005	80														
2006	78														
2007	80														
2008	82														
<ul style="list-style-type: none"> There has been a substantial increase in teacher satisfaction related to their opportunities for professional development over the past year, representing the highest percentage for the past four years. In the second year of the current AISI cycle, a project leadership team approach to professional learning has been implemented. These teams include teachers, school and central office leadership staff, and consultants. This may have continued to contribute to increased satisfaction on the part of teachers with their professional development opportunities. 															

Local Measures for outcome 3.2

Percentage (%)
2004 2005 2006 2007 2008

Staff who feel the district is a good place to work. 90 92 89 90 88

FUTURE CHALLENGES

Promoting Success on Provincial Achievement Tests (PATs)

The District's performance on the PATs is identified as an issue in the Accountability Pillar Overall Summary. The District realizes that in order to improve these results they need to be increasingly responsive to the diverse and changing needs of students in the District. The sections that follow entitled: Improving Academic Success for At-risk Students, Promoting Success for Aboriginal Students, Responding to Cultural Diversity, and Improving and Expanding Collaboration all provide descriptions of specific strategies designed to support improved achievement.

In the current *Three Year Education Plan (2008-2011)*, there is a specific action plan to address the "Issue" with the percentage of students in Grades 3, 6, and 9 who achieved the acceptable standard on PATs (pages 12-13). Highlights from some new initiatives in this action plan include:

- Early learning opportunities were expanded from an initial pilot and include an emphasis on learning in a mother tongue along with English Language Learning for new Canadians.
- Increasing the number of schools that provide Reading Recovery by supporting training for teachers in 20 more schools in addition to the 47 schools that received this support last year.
- Introduction of a three year plan for supporting district teachers in effective mathematics instruction, beginning with teachers of K-9 students; it provides professional development for teachers from all district schools to enhance teaching of mathematics and to support implementation of the new mathematics program of study.
- Introduction of a Cree language extended alternative program involving Elders and parents.
- Increased support for immigrant and refugee students including investigation of the efficacy and feasibility of a congregated school.
- Creation of a "Safe Place Classroom" in January 2008 as a model of wrap around services provided through collaboration between schools and agencies, particularly in the area of mental health.

Increasing High School Completion Rates

Success for all students continues to be the central focus of all district work and decisions. Our most current year of data on high school completion rates for the District is 2006- 2007. Although there has been a great improvement in the three, four and five year high school completion rates for the District, a three year completion rate of 64.5 per cent in 2006-2007 still leaves room for growth. Looking back in time, most of these students started Kindergarten in September of 1994. Each year of that journey, from September of 1994 until June of 2007, dedicated staff from the District supported their learning. The current increase in the three year completion rate for this cohort is the sum of those efforts.

The District, in recognition of the impact of each year of education on students' success, has a long-range vision for improving high school completion rates. This vision includes Full Day Kindergarten (FDK) in high needs communities; specific literacy supports such as Reading Recovery training; a board policy, regulation and plan of action to support Aboriginal learners; a district centre to support English Language Learners; a newly formed task force on multi-cultural diversity; a strong focus on using data to reflect on progress towards goals, particularly at the high school level; and targeted use of AISI dollars in projects designed to support teaching and learning.

Promoting High Participation and Achievement on Diploma Examinations

The District continues to challenge students to high levels of academic achievement. The percentage of students who participate in diploma examinations remains high. The percentage of students who participate in four or more examinations improved and is higher than the province, and the percentage of students who demonstrated the standard of excellence is higher than the province overall. This year, however, the percentage of students who demonstrated the acceptable standard and the standard of excellence on diploma examinations declined significantly when compared to the previous three year average. Both of these measures are now evaluated as an “Issue” for the District on the Accountability Pillar overall summary.

Looking more closely at the results course by course, there is a “concern” or an “issue” for the following courses and standards:

- English Language Arts 30-1 acceptable standard and standard of excellence
- Pure Mathematics 30 and Applied Mathematics 30 acceptable standard and standard of excellence
- Social Studies 30 acceptable standard and standard of excellence
- Physics 30 standard of excellence

For all but two of these courses and standards (English Language Arts 30-1 acceptable standard and Applied Mathematics at both standards) the achievement is described as intermediate, high or very high. The change in overall evaluation is primarily a result of a decrease over the previous three year average. As a district we are working very hard to increase the proportion of students who participate in these academic courses and the percentage of students that are ready to take diploma courses in their third year of high school, particularly in English language arts and social studies, so that they can graduate within three years. Participation rates are increasing in mathematics overall and in all science courses but declining in social studies and English language arts overall. This is an area of concern for the District. Some of the decline in achievement, particularly at the standard of excellence, could be attributed to the various changes in who is participating and at what point in their education they take a course.

The District is committed to success for all students. For this reason the primary indicator of success and the focus of many initiatives at the high school level are on increasing high school completion rates. Data analysis has focused on the need to improve successful completion rates of students enrolled in alternative stream courses where our success rates have been relatively low. Shifting resources to these students can, in the short term, impact the very high success rates in the more academic courses. Professional development is focused on meeting the needs of a diverse and increasingly complex high school population in the District. The District continues to emphasize achievement in literacy and numeracy. This includes targeted professional development in subject areas such as mathematics and social studies where new programs of study have recently been introduced. Increased support for English Language Learners and early literacy interventions will help positively impact the achievement of students in English language arts in future years. Schools work collaboratively with community organizations to increase students’ adult role models, create bonds within the school and community, and create caring environments for diverse student groups. Research shows that these strategies impact achievement and high school completion. Over time these strategies will allow more students to be successful at a very high level of academic rigour.

Promoting Success for Aboriginal Students

There are several areas in which we continue to face challenges. The first is the hiring and retention of self-identified First Nations, Métis and Inuit (FNMI) staff. A regular meeting and support group has been planned for all staff of FNMI ancestry through Aboriginal education at the urging of district staff members who participated in a community consultation process this year. As well, various e-mail links and distribution lists for self-identified staff have been established to decrease the feeling of isolation in a large district. A weekly newsletter targeting FNMI schools is planned for the upcoming year. This newsletter will provide information about upcoming conferences, work that is done by different members in the Aboriginal Education unit as well as links to useful sites regarding cultural information and events put on by different community groups is also planned for the upcoming school year.

Another area is the disproportionate number of FNMI students who drop out either in the first year of high school, or between junior and senior high and do not graduate. In an effort to engage families at junior high, as well as building on the success of our elementary family nights, planned projects include piloting the family nights for junior high students. Additional staff has been hired to work with students transitioning from elementary to junior high and from junior high to high school. Other initiatives include developing an Aboriginal welcome center at a high school with high numbers of FNMI students, working with Big Brothers, Big Sisters and other community partners to develop Aboriginal Mentorship programs and ensuring that there are self-identified Aboriginal personnel at each of our junior high and senior high schools.

The third area of challenge lies in the over-representation of FNMI students in transitional, institutional, outreach and special education programs. Aboriginal Education consultants and Liaison consultants meet with youth that are in the process of disengaging from school. Various supports are developed on a one-to-one basis, but the demand still exceeds the available support. In an effort to meet the demand, the Aboriginal Education unit as well as community partners, met with FNMI schools (15 per cent or more students with self-declared FNMI heritage) to develop school plans based on practices identified in the research as encouraging engagement. Follow-up to this session includes returning to each school to plan further supports and interventions. District staff are also increasing their understanding and knowledge of culturally sensitive assessment projects in an effort to determine possible alternative methods of assessment.

Responding to Cultural Diversity

Because the number of English Language Learners (ELL) continues to increase in schools, the District is working on identifying key supports needed for ELL students, particularly those students with complex needs. Consideration is being given to community and district supports. It is difficult to truly reflect the progress ELL students are making in our schools as the challenges for this group of students vary greatly based on such factors as age of arrival, previous education and traumatic experiences. The Board of Trustees has established a task force on multiculturalism in order to inform strategic directions in support of multi-cultural education and the needs of ELL students and their families. The District is collaborating across central departments and with a variety of community partners in order to develop the following kinds of supports:

- in-school transition programming,
- support for students who have experienced trauma,
- provision of parent information sessions to establish trust and understanding with parents,

- access to cultural brokers,
- creation of information that is translated and that can be used by schools in working with parents,
- additional support through homework clubs and after school programs,
- use of mentors, and providing access to summer tutoring and recreational programs.

The District is also developing some ELL resources that are personalized to include photos from students and families from the District and with refugee backgrounds. The District is working with the Somali and Kurdish communities in order to find ways to work together in support of students and their families. The District also recognizes the importance of strategies to increase the diversity of staff.

Improving and Expanding Collaboration

The changing demographics in the city continue to provide challenges for schools, the District generally and other community-based organizations and agencies. The needs of this diverse population are often compounded by poverty, cultural differences and language barriers. The District is committed to determining how it can continue to support collaboration amongst five clusters of schools and community groups. The cluster collaboration work is currently sustained through AISI. Additionally, all schools are involved in collaboration in one manner or another, be it with other similar schools to share ideas or community groups to expand resources and strategies available. The District is tackling this work in partnership with a range of community organizations such as Big Brothers, Big Sisters, the United Way, the Edmonton YMCA, the Edmonton Public Library, the Centre for Family Literacy, the City of Edmonton, Edmonton City Centre Church Corporation, Food for Thought, The Family Centre, and significant Aboriginal and multi-cultural agencies including Bent Arrow Traditional Healing Society, Métis Child and Family Services, Mennonite Centre for Newcomers, Multicultural Health Brokers, Edmonton Immigration Services Association and Catholic Social Services, Settlement Services. With this range of partners, the District is endeavouring to develop a systemic approach to the provision of support and intervention including homework clubs, in- and out-of-school mentoring, summer programming, cultural supports, food and snack programs and family supports. To improve efficiency and effectiveness and to expand the reach of such programming and services, it is necessary to coordinate district work with that of various agencies and organizations

Reducing Class Size

A major challenge of Edmonton Public Schools is related to the class sizes at the K-3 grade levels. The Alberta Commission on Learning recommended that the average class size for this group of students district-wide should be 17. Some factors creating this challenge are:

- Neighbourhoods outside the central core have experienced a growth over the past few years, while the number of classrooms in these neighbourhoods has not increased at the same rate.
- Although there is classroom space available in parts of the city, parents do not wish to transport their children to these schools, nor will they pay to transport their children.
- Most K-3 special needs students are actually in very small classes, but these are usually in 2/3/4 or 3/4 splits and these classes are counted by Alberta Education at the 4 -6 grade level.
- Many K-3 students have the benefit of Reading Recovery teachers, who are not counted into the overall class size determination because they are not in front of a definite group of students on a regular basis. However, if we were able to count these teachers, the K-3 class size average could be reduced by up to 0.4 students.

Improving Career Development and Transition

The District continues to place a high priority on successful preparation for, and transition to post secondary programs. To this end, the District has undertaken the following:

- The District is expanding the district-wide Community Resource Database beyond worksite inspections and provision of a list of safe and inspected work placements for students. It will now include speakers/presentations and teacher learning opportunities for all subjects and all grades.
- Extensive work is underway with NAIT and industry, through an Innovation Grant, to standardize the use of Career and Technology Studies (CTS) courses, and create three and five credit courses in each of several strands. These credit courses will be recognized by post secondary and industry for transition purposes. This will create consistency in programming, efficiency in tooling existing facilities and assist students to develop a better understanding of possible careers in technologies and trades. The work will result in post secondary recognition and assist in staffing and staff retention.
- Creation of The Skill Centre, Alberta's first high school providing needed hands-on career related programs for students in other high schools. The Skill Centre is a partnership between post secondary, industry, Capital Health and government agencies, piloting enhanced opportunities for students to learn awareness and transferable skills in technologies and trades areas, and transition into post secondary programs or employment leading to occupational certification. This will serve to reinforce academic learning, to increase school completion rates and provide more students with transferable skills and interest for successful transition to careers in Alberta.
- At junior high efforts are being made to preserve and enhance the remaining lab facilities and to package learning around understandable goals and outcomes as described in Practical Arts 7-8-9. This will assist students to make informed choices based on experiences and ensure articulation to high school programs.
- The District has implemented the Youth Apprenticeship Program (YAP) in partnership with Alberta Job Corps in support of at-risk Aboriginal and non-Aboriginal students. This year the project involves a Grade 7 and 8 class at Britannia Junior High School and if successful will be extended to several schools in the District. The challenge for the District will be to identify sufficient resources to support YAP by providing in-services for teachers, materials and equipment for students, and by expanding community partnerships.
- The District, in partnership with The Conference Board of Canada, Toronto School District and L.Y. Cairns School, has developed an Employability Skills Achievement Certificate. On-going promotion is necessary for public acceptance in the workplace and to increase the awareness by students to increase the number awarded.
- The District will develop models to work with external organizations such as; Alberta Building Trades Council, Women Building Futures, Habitat for Humanity, and Martin Family Foundation (Aboriginal Entrepreneurship) to support student learning.
- Occupation Health and Safety awareness continues to require on-going support to ensure off-campus learning sites have proper care during inspections and processes to demonstrate due diligence.

Attracting and Retaining Staff

Edmonton Public Schools, similar to other employers, continues to face significant challenges in attracting and retaining staff in this competitive labour market. While we have been able to adjust wages for non-teaching staff in the past year (e.g., office staff, teacher assistants, custodial staff, maintenance staff and exempt staff), the impact of these wage increases tends to be short lived. Many

employers provide cost-of-living increases similar to the Alberta Weekly Wage Earnings index (i.e., in the 4 to 5 per cent range). These employers are also providing additional market adjustments in the range of 8 to 12 per cent in order to attract and retain staff. The District finds it difficult to compete when the funding for all salaries (teacher and non-teacher) is tied to the index, which is set at 4.53 per cent for 2008-2009. The District is concerned that our wage rates for non-teaching positions will fall farther and farther behind other private and public sector employers, resulting in increasing difficulty recruiting and retaining staff. This situation is compounded by the demographics of our non-teaching staff, many of whom are eligible to retire in the next few years. In light of the District's age demographics, strategic succession management and knowledge transfer will continue to be a priority area of emphasis for leadership staff in schools and central services.

Revitalizing District Student Learning Spaces

While the District strives to provide students with the best space in which to learn in a safe and environmentally responsible fashion, the following represent continuing challenges that will require vigilance to maintain and improve our teaching facilities:

- Addressing existing excess capacity issues in the District, to reduce funding challenges for operation and maintenance.
- Accessing funding to address modernization needs of aging building infrastructure.
- Planning for mitigation of the impacts on utilization in existing schools when Alberta School Alternative Procurement (ASAP) schools open.
- Ensuring that program locations best meet the needs of students where they live (sector planning).
- Reducing the carbon footprint of existing buildings and providing environmentally efficient and friendly facilities.
- Meeting community expectations for access to district facilities for recreation, social services, and other community needs.

Transportation

While the District continues to provide students with safe, reliable and efficient transportation, the following represent continuing challenges that will require great focus in the coming years:

- Alignment of practices for the collection and reporting of district transportation data with Alberta Education requirements.
- Realignment of district transportation services in order to more efficiently and effectively serve a changing student demographic.

As well, significant increases in Edmonton Transit Service (ETS) rates and yellow bus costs, are expected to place significant upwards pressure on bus pass prices over the next few years. At this time, making the ETS student bus pass effective on evenings and weekends and providing yellow bus riders access to up to six trips per month on ETS service at no additional costs has helped our students. During 2008-09 ongoing work will be undertaken regarding the provincial government's consideration of a new funding formula for student transportation which is to come into effect for the 2009-10 school year. Efforts will focus on determining whether the new formula accurately reflects the changing transportation environment and addresses current needs of metro boards in terms of equity and adequacy.

SUMMARY OF FINANCIAL RESULTS

The year end audit by KPMG has not been completed at this time. However, the final report scheduled for board on November 25, 2008 will include the financial information

CAPITAL AND FACILITIES PROJECTS

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 helps 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.

Edmonton Public Schools' Three-Year Capital Plan establishes the District's school facility priorities for the forthcoming three-year period, both for new construction and the modernization of existing schools. The District needs to provide new school facilities to meet emerging local needs in a growing number of new and rapidly developing neighbourhoods. The District also continues to have a backlog of deferred capital investment required to ensure modern, efficient and safe conditions are maintained to meet the learning requirements of students in aging buildings.

Prepared annually, 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 2008-2017 and the Three-Year Capital Plan 2008-2011

Ten-Year Facilities Plan 2008-2017

The District initiated Sustainability Reviews for three schools during the 2007-2008 school year: - Horse Hill School, Ritchie School and Woodcroft School. Horse Hill School was recommended for a continuance of review until 2010. School closure processes were initiated and concluded with the closure of Ritchie School and Woodcroft School at the end of the 2007-2008 school year.

Three-Year Capital Plan 2008-2011

Priorities for the application for the \$35 million modernization funding announced by the Province in August 2007 were confirmed. Funding will be applied to modernization projects at five district schools -Eastglen School, Ellerslie School, Forest Heights School, Prince Charles School and Strathcona School. Sustainability and efficiency are part of the design goals for each project. A description of the status of each funded capital project is provided below.

- Eastglen High School - Design of the mechanical and electrical system upgrades is nearing completion and the project will be tendered in early 2009, with scheduled completion in the spring of 2011.
- Ellerslie School - Construction of a new parking lot and drop-off is scheduled for 2009.
- Forest Heights School - Design of the mechanical and electrical system upgrades, and functional programming improvements is nearing completion. The project will be tendered in early 2009, with construction anticipated to begin in June 2009.

- Prince Charles School – As is the case with Forest Heights School, design of the mechanical and electrical system upgrades, and functional programming improvements is nearing completion. The project will be tendered in early 2009, with construction anticipated to begin in June 2009.
- Strathcona High School - Design of the mechanical and electrical system upgrades is nearing completion and the project will be tendered in early 2009, with scheduled completion in the spring of 2011.

Previously Funded Capital Projects - Status

- Lillian Osborne High School (New Construction) - Construction began in 2007. This Leadership in Energy and Environment Design (LEED) silver school will be opened for September 2009.
- The Victoria School of Performing and Visual Arts (Modernization) - Construction of a new wing and renovation to portions of the existing building are underway and will be completed by September 2010. Demolition of the existing high school wing and annex and site development will be completed in 2011. The new construction is being built to sustainable standards.
- Balwin Elementary-Junior High School (Modernization) - Phases I and II are underway and work on the school will be completed by December 2009. Sustainable design features are incorporated where possible, such as condensing boilers, solar hot water heating, displacement ventilation and bio-swales.
- Holyrood Elementary School (Modernization) - Phase I is underway and work on the school will be completed by September 2009. Sustainable design features are incorporated where possible, such as condensing boilers, solar hot water heating, displacement ventilation and bio-swales.

Alberta Schools Alternative Procurement (ASAP) Schools

In June 2007, the Province announced the provision of 18 new schools in Edmonton and Calgary through the ASAP program. District staff provided technical input to the Province's ASAP program team specific to floor plans, design and construction standards, program requirements, site requirements, as well as maintenance and operations. Of the 18 new schools, six were identified for the District to serve suburban Edmonton neighbourhoods.

The District confirmed that the following new construction priorities would be met by the six new public ASAP schools announced to open in 2010:

- The Palisades K-9 school in northwest Edmonton
- The Lake District K-9 school in north central Edmonton
- A Pilot Sound K-9 school in northeast Edmonton
- The Meadows K-9 school in southeast Edmonton
- A Heritage Valley K-9 school in southwest Edmonton
- A Terwillegar Heights K-9 school in southwest Edmonton

These schools had been included in the District's Three-Year Capital Plan for a number of years as new construction priorities. Specific site locations for the schools were selected, in cooperation with the Province and the City of Edmonton. Sites had to be specified as a requirement for inclusion in the provincial Request for Qualification (RFQ) and Request for Proposal (RFP) process documentation, developed to select the successful private sector ASAP partner. Contracts were awarded by the Province for the delivery of the ASAP schools in July 2008, and construction has or is about to begin at all six sites. The six schools are scheduled to open in September 2010, and they will provide accommodation to more than 5,000 students who currently travel to schools outside of their communities.

ASAP Schools (2012)

Another three new public ASAP schools for the District were announced by the Province in January 2008, which are scheduled to open in September 2012. The Province is in the process of preparing documentation to initiate the RFQ and RFP processes for the ASAP 2012 schools. District staff have confirmed locations for these schools in cooperation with the Province and the City of Edmonton as required by the provincial ASAP process.

Space Reduction Initiatives

- The District closed Ritchie School and Woodcroft School as a result of sustainability reviews. These buildings will be used either for other district uses or leased for community use.
- The District is continuing to negotiate a long-term lease with the current lessee at Bellevue School to allow this group the opportunity to make capital improvements to the building and site.
- Two portable classrooms were disposed of by the District, and nine portables were relocated to meet emergent accommodation needs.

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

Major Maintenance Plan

Each year, Alberta Infrastructure, 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. Funding for 2007-08 was \$14.9 million.

The District's Major Maintenance Plan addressed component replacement on school buildings and sites. Many of the projects have an energy saving component. Various projects included: re-roofing, energy management systems, washroom upgrades, heating and electrical system upgrades, security and intercom replacements, as well as floor replacements. The 2007-08 Major Maintenance Plan projects commenced in September 2007. Project requests from schools and facilities continue to exceed available funding. The plan, therefore, reflects the highest district need. The District continues to focus and remove asbestos from schools as funding and time allows. Asbestos removal is often required in advance of renovation work.

Facilities Services Highlights

School appearance and environmental factors greatly influence student performance and staff working conditions. To this end, the District has instituted an anti-graffiti program that addresses exterior graffiti within a 72 hour timeframe. Heating, ventilation and air conditioning (HVAC) system maintenance was completed in a number of schools. During the 2007-08 budget year, the program continued to improve indoor air quality in classrooms.

Regretfully the District has had two major fires at schools this year at Delwood School and the Bennett Environmental Education Centre. Significant district efforts were required to relocate students into other locations, without any significant loss of classroom time. Insurance will cover the losses.

Facilities Services, in their drive to improve the general condition of the District's buildings, has initiated several programs this year. A program has been initiated in order to begin upgrading of parking lots and sidewalks at various schools. Another program has been set up to do modifications to

accommodate barrier free access. Elevators and lifts are being assessed throughout the District to ensure they are well maintained. Emergency preparedness has been an ongoing area of focus. All schools have received feedback on their emergency plans and are required to complete practice drills. All school plans are now stored in an online database. Schools complete yearly reviews of these plans with any changes being automatically saved to the system. Security consultants are conducting Crime Prevention Through Environmental Design assessments at each site on a three-year rotational basis. Feedback is shared with principals in order to assist them in maintaining safe and secure environments.

In the area of Occupational Health and Safety, confined space identification has also begun. The continuation of a program of facilities condition inspections will assist the District in managing current assets.

The District will have to pursue aggressive energy conservation measures to avoid unnecessary energy consumption to accommodate the increase in total energy consumption associated with the new schools that will be coming on line in the next four years.

For additional information: visit Edmonton Public Schools' Planning Department website at www.planning.epsb.ca or phone Planning at 780-429-8427.

PUBLICATION AND COMMUNICATION

The Edmonton Public Schools' Annual Education Results Report (AERR) is posted on the jurisdiction's website at <http://www.epsb.ca/datafiles/AnnualEducationResultsReport.pdf>.

The plan was developed in accordance with the requirements outlined in the Province's accountability statement for the Board of Trustees. Similarly, with regard to requirements for school principals, principals were informed about provincial expectations, including the requirement that school results and interpretation of Accountability Pillar measures be communicated to school councils and that school councils be involved in the development of the results reviews. School administration have indicated within their 2007-08 results reviews how school councils have been involved. Budget Services will post the District's report on the district website, along with the results review documents for individual district schools.

The District's results report will be sent to school council chairs to share with parents and to principals to share with staff. As well, it will be sent to all capital region school jurisdictions, community partners and the public library.