

EDMONTON PUBLIC SCHOOLS

June 13, 2006

TO: Board of Trustees

FROM: E. Schmidt, Acting Superintendent of Schools

ORIGINATOR: D. Barrett, Executive Director

SUBJECT: Edmonton Public Schools' *Three-Year Education Plan 2006-09*

RESOURCE

STAFF: Karen Bardy, Jenise Bidulock, Ron Bradley, Deborah Brandell, Fred Buffi, Gloria Chalmers, Ray Cimolini, Diane Brunton, Margaretha Ebbers, John Edey, Mike Falk, Sandy Forster, Andrea Furness, Dennis Huculak, Colin Inglis, Glenn Johnson, Shirley Keith, Veda Lastiwka, Donna Leask, June Mielnichuk, Anne Mulgrew, John Nicoll, Jamie Pallett, Lorne Parker, Dean Power, Kevin Stevenson, Marie Tauber, Stuart Wachowicz, Stephen Wright, Helen Yee, Corrie Ziegler

RECOMMENDATION

That the district's *Three-Year Education Plan 2006-2009* be approved for forwarding to Alberta Education.

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In response to the provincial requirement for an annual three-year education plan, the *Three-Year Education Plan 2006-2009* for the district (Appendix I) has been developed based on the district's budget planning process and within the context of the Trustees' Legacy and Goal Statement, the district mission, school and central office expectations and district priorities. It represents the second year of the three-year planning cycle.

As required, the plan reflects a Grades 1 to 12 perspective. It highlights a range of strategies proposed by schools and central services decision units through the plans already reviewed by trustee subcommittees. It balances the required provincial performance expectations with some local satisfaction measures.

Copies of the Edmonton Public Schools' *Three-Year Education Plan 2006-2009* will be made available to schools, school councils, and central services departments. It will be sent to all Capital Region school jurisdictions and the public library. When approved, it will be made available to Alberta Education and the community through the district's Internet web site: <http://www.epsb.ca> by June 23, 2006.

ES:ee

Appendix I - Edmonton Public Schools' *Three-Year Education Plan 2006-2009*



**THREE YEAR
EDUCATION PLAN
2006-2009**

MESSAGE FROM THE BOARD OF TRUSTEES

Edmonton Public Schools' Three-Year Education Plan for 2006-2009 was developed in the context of the district's commitment to "superb results from all students." The plan reflects input of staff, parents, school council partners, community members, students and trustees through the district's educational and budget planning process.

The information in this report highlights new and ongoing initiatives for the second year of the three-year planning cycle. It also reflects the provincial requirements, including accountability pillar measures. The plan demonstrates that the district has a clear sense of direction, utilizes a broad range of strategies and performance measures and involves other stakeholders.

The plan will be posted on the jurisdiction's website. It 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.

Bev Esslinger
Board Chair

ACCOUNTABILITY STATEMENT

Edmonton Public Schools' education plan for the three years commencing September 1, 2006 was prepared under the direction of the board of trustees in accordance with responsibilities specified in the *School Act*, the *Government Accountability Act*, Alberta Education Policy 2.1.1 ("Accountability in Education: School Authority Accountability") and the provincial government's accounting policies. The priorities outlined in this education plan were developed in the context of the provincial government's business and fiscal plans and Alberta Education's business plan. The board is committed to achieving the results laid out in this education plan.

Bev Esslinger
Board Chair

Edgar Schmidt
Acting Superintendent of Schools

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 member 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.

Board of Trustees

LEGACY AND GOAL STATEMENT

Legacy statement

As leaders and advocates for public education, we have:

- Raised academic achievement levels and high school completion rates, and promoted the physical and mental well-being of every student.
- Actively engaged community partners in support of defining and obtaining superb results from every student.
- Secured broad community support for sustained investment in public education and provided sound stewardship of district resources.
- Instilled in every student a strong belief in societal involvement, values and responsibilities.
- Celebrated excellence in teaching and the work of all district staff.

Goal Statement

The Board endeavors:

- To achieve at least a high school completion rate of 70% (for students completing in three years) and 80% (for students completing in five years) within the board's term.
- To ensure the entire district and community understands the board's expectation for improvement.
- To significantly improve understanding of why students drop out.
- To achieve the goals:
 - That every grade three student will read and do mathematics at grade level;
 - That every grade ten student will complete his or her courses; and
 - That every student completes high school.
- To promote creation of a classroom climate at every grade level in which students want to complete their courses and their schooling.
- To ensure that results are publicized.
- To ensure that a climate of urgency in support of teaching and learning is created.

Supporting Teaching and Learning:
SCHOOL EXPECTATIONS

The *Framework for Supporting Teaching and Learning* assists schools in meeting the priorities set by the Board. The work that school staffs have undertaken in the past five years has moved the district beyond the vision of the original framework. The 2006-2007 Framework maintains the basic structure and intent of the previous document. The revisions in the document reflect the work already done by schools and include the tenets of Professional Learning Communities. The Framework for Supporting Teaching and Learning 2006-2007, allows schools the flexibility required to achieve their school improvement efforts while providing the level of district coherence necessary for the sharing of the effective practices between schools.

1. Identify an area(s) for ongoing Instructional Improvement

The school community has a shared vision of its school-wide area(s) for instructional improvement. The area(s) addresses the need for improved achievement of *all* students. School staff can articulate the area(s), recognize the data that were used to determine the area(s) and identify the process the school is undertaking to achieve the specific, measurable goals set. Students are aware of the area(s) for improvement and can talk about how it impacts their learning.

2. Engage in Professional Collaboration

Through collaboration, school staff has the opportunity to individually and collectively reflect on, and enhance, teaching practice and student learning. Staff teams meet regularly with school leaders to participate in professional dialogue and activities based on teaching and learning. An identified group of staff members, the Instructional Leadership Team, provide shared leadership through input into the design, structure and content of these meetings. This shared leadership helps to ensure that staffs are engaged, and that a culture of improvement, reflective practice, and shared responsibility for all students is created.

3. Refine and Enhance Effective Research-Based Teaching/Learning Practices

The school has identified specific, research-based teaching practices based on learning needs identified in their area(s) for instructional improvement. The school provides evidence linking their selected practices to improved student achievement. Teachers participate in professional development to enhance their expertise in these practices, and refine the use of the practices through their implementation in all classrooms. Students can identify the practices, and are able to tell how they help them learn.

4. Implement a Targeted Professional Development Plan

The school's Professional Development Plan supports the teaching and learning framework by building expertise and promoting high expectations for all students. The plan is designed with the following four components: Build expertise, ensure change in practice, impact student achievement and communicate the intent and processes of the professional development. As expertise is enhanced, staff members hold themselves and peers increasingly accountable for the implementation of the strategies. A commitment to both personal and collective growth is created throughout the school.

5. Realign Resources

The school plan provides a structure for the ongoing reflection and monitoring of its resource alignment and its impact on improved student learning. Decisions are made to realign resources following the identification of issues or concerns which are creating roadblocks for student achievement, or when successful innovations become embedded in the work of the school. Opportunities for input by the staff impacted by the decisions are provided.

6. Engage Families and Community

The school staff uses processes to engage the school community in developing an understanding of the area(s) for instructional improvement and improved student learning within the framework. These processes allow for dialogue with both the school community including students, and the larger parent and non-parent community. This creates a broad understanding of the targeted areas for school improvement. Through these processes, opportunities for input and clarification from the community are provided. As well, this engagement of the community as partners in education assists the school in holding itself accountable for the implementation of its plan.

7. Analyze Data: Accountability Measures

The school sets school improvement targets that are related to district targets. Staff use school generated data to assess the results of their work as it relates to improving student achievement at check points throughout the year. The information provided by the data is used to make decisions to ensure continued growth in student learning through the instructional improvement plan.

8. Provide Instructional Leadership

The principal is working towards spending 50% of the instructional day involved in instructional leadership with an emphasis on providing the observations and feedback necessary to support staff and shape instructional practice. Principals also provide support and coaching to other school leaders to increase the leadership capacity within their school and throughout the district.

Supporting Teaching and Learning:
CENTRAL SERVICES EXPECTATIONS

- 1. Words, actions, deeds support teaching and learning**
 - Decision unit staff articulates how their work supports teaching and learning.
 - Decision unit staff implements plans and activities that support teaching and learning.

- 2. Collaboration with schools and other Decision Units to support teaching and learning**
 - A decision unit whose work intersects with the work of other decision units and schools will participate in appropriate collaboration regarding common issues, problems and opportunities that impact the schools and the district.

- 3. Align resources to support teaching and learning**
 - Decision unit staffs are provided with opportunities to develop and/or enhance knowledge, skills and attitudes required to effectively support teaching and learning.

- 4. There is an internal accountability system that supports teaching and learning**
 - The decision unit achieves the plan and initiatives outlined in their budget planning documentation.
 - The decision unit collects feedback from stakeholders to inform changes and improvements to decision unit operations.
 - The decision unit critically examines current departmental performance based on relevant data and feedback.
 - The decision unit has strategies in place to make improvements in a timely manner with respect to supporting teaching and learning.

- 5. Central services leaders support teaching and learning**
 - Central services leaders assist staff in connecting their work to the work of the schools in a relevant and meaningful way.
 - Central services leaders model and encourage collaboration with other central services decision units, schools and stakeholders regarding common issues, problems and opportunities that impact the schools and district.
 - Central services leaders develop the leadership capabilities of their staff.

DISTRICT PRIORITIES 2006-2009

At Edmonton Public Schools, we believe that every young person is capable of succeeding in school, and we are focused on achieving superb results from all students. We set our sights high and believe that all of our students should develop the fundamental skills they need to be successful in school and in life.

The Board of Trustees is responsible for advocating for public education and governing the education of young people in our district. As recognized leaders in public education and as part of our continuing commitment to excellence, the following priorities have been adopted:

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

Our priorities identify where we want to go as a district and provide direction to help us reach our destination. The Board of Trustees recognizes that every student has unique needs and interests, and deserves access to a public education system that:

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

Results are very important and our success will be measured by:

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

PROFILE

Edmonton Public Schools serves over 79,000 students and their families in 199 schools within a site-based decision-making and open boundary framework. District schools typically are organized as kindergarten to grade 6, grades 7 to 9 and 10 to 12 but there are kindergarten to grade 9 sites, kindergarten to grade 12 sites, as well as grades 7 to 12 sites. The district employs over 7,200 staff members, including teachers, support staff, custodians, maintenance staff and exempt staff.

The school district is committed to achieving **superb results from all students** through the *Supporting Teaching and Learning Framework*. The framework includes the eight areas of expectation for schools and the five areas for central services described in the introduction to this document. These expectations ensure all staff understand that all efforts must be directed toward supporting schools and student achievement and form the basis for district-wide professional development. The expectations are monitored through the use of interim measures and visits with staff from senior administration. This work is also aligned and supported by the projects proposed in the new three-year AISI cycle, projects based on differentiation, assessment for learning, learning with technology and deepening literacy instruction.

The district continues to support **choice** through the provision of a broad range of alternative programs and a variety of settings for students with special education needs ranging from full inclusion in regular classrooms in the neighbourhood school to schools that serve only students with special education needs. The district offers bilingual and immersion language programs; arts core and fine and performing arts; academic programming, an all-girls program, a sports alternative, Aboriginal programming; pedagogical alternatives and Christian programs. Many of these programs are offered in multiple locations to improve accessibility for students. In addition, the district offers modified school calendars at several locations, as well as transition programs for junior high students and outreach programs for senior high students in non-traditional school settings.

The district values **parent and community** involvement. It recognizes the importance of collaborating with others to improve student achievement and to assist students to transition to the workplace or post-secondary. The district has an extensive array of mechanisms for obtaining input from students, parents, staff and the broader community and continues to modify and expand them. It is represented on all major interagency organizations in the Capital Region, maintains close links with all area post-secondary institutions and has created alliances with a number of organizations to enhance the learning environment for students. Through formalized external committees, it has brought together community agencies to work together with the district in support of children and families.

Through these community relationships and the work of the planning department, the district stays apprized of emerging **trends and issues** and plans accordingly. The city of Edmonton has the second largest urban **Aboriginal population** in the country and continued growth of the Aboriginal population is expected. Consequently, the district is placing greater emphasis on providing educational programming that is responsive to the learning and cultural needs of Aboriginal children and their families. The board has established a Trustee Aboriginal Education Task Force to strengthen the relationship between the board of trustees and the Aboriginal parent and student community it serves. Across Canada, increased attention is

being placed on the **early years**, as there is more and more research evidence indicating the importance of these years in enabling children to have success in school and in life. With this in mind, the district provides full-day kindergarten in many of the district's high needs schools, provides space for daycares, before and after school care and for pre-schools and is actively involved in community organizations and projects that support children and family programming, particularly for families at risk due to poverty. The city is becoming home to increasing numbers of immigrant and refugee families who require **English as a second language** and other supports to enable them to settle productively in our community. In recognition of this, the district has established an English as a second language reception centre to serve these families and our schools. Furthermore, to enhance our students' ability to compete in an ever-expanding global economy, the district is committed to providing high quality **second language education**. In addition to continuing the work of French language renewal and expanding French Immersion to two new schools in 2006-07, the district will continue to support seven bilingual and ten International Language and Culture programs. The district has developed supports to facilitate the implementation of a second language requirement for all students, starting in grade four in September 2006. In addition, the district is pioneering the use in North America of internationally recognized second language proficiency tests in five languages, enabling students to exit grade 12 with an internationally recognized proficiency in a second language. A global economy and a knowledge-based economy, minimally requires that students **complete high school** and be prepared for successful transition to the world of work. The district is implementing various strategies such as monitoring course completion in grade 10, implementing a career-focused education framework to improve transitions to work and post-secondary and sharing successful approaches across all high schools to improve the completion rate. As a foundation for addressing all these trends and issues, the district continues to promote high levels of **literacy and numeracy** through extensive targeted staff development and provision of resources. It is also committed to strengthening teacher practice and nurturing **professional learning communities**. Principals, teachers, consultants and other school and district staff work on an ongoing basis to refine practice for the improvement of student achievement.

ACCOUNTABILITY PILLAR OVERALL SUMMARY

Prepared by: Student Assessment



3020 Edmonton School District No. 7

Goal	Measure Category	Measure Category Evaluation	Measure	Jurisdiction Results			Provincial Results			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	85.4	84.5	n/a	84.5	83.1	n/a	n/a	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	79.7	78.2	n/a	78.1	76.7	n/a	n/a	n/a	n/a
			Education Quality	89.5	88.4	n/a	87.7	86.1	n/a	n/a	n/a	n/a
			Drop Out Rate	6.1	6.8	7.2	4.9	5.3	5.7	Intermediate	Improved Significantly	Good
			High School Completion Rate (3 yr)	63.6	60.5	58.5	70.4	69.3	67.6	Intermediate	Improved Significantly	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	77.9	77.9	78.4	77.0	77.5	77.5	Intermediate	Declined	Issue
			PAT: Excellence	22.8	22.7	22.1	19.4	19.5	19.1	High	Improved	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	84.8	85.6	84.4	85.7	85.8	85.0	Intermediate	Maintained	Acceptable
			Diploma: Excellence	24.6	24.2	22.7	23.0	22.2	21.1	Very High	Improved Significantly	Excellent
			Diploma Exam Participation Rate (4+ Exams)	54.6	52.8	51.0	53.5	52.4	51.3	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Rutherford Scholarship Eligibility Rate	31.5	30.9	30.4	35.3	33.8	32.5	Intermediate	Improved	Good
			Transition Rate (4 yr)	38.8	33.4	32.6	37.0	34.0	32.9	High	Improved Significantly	Good
Work Preparation			79.8	78.0	n/a	77.1	74.9	n/a	n/a	n/a	n/a	
			Citizenship	79.0	77.8	n/a	76.8	75.3	n/a	n/a	n/a	
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	77.2	77.1	n/a	77.8	76.1	n/a	n/a	n/a	n/a
	Continuous Improvement	n/a	School Improvement	79.3	75.7	n/a	76.9	73.9	n/a	n/a	n/a	n/a

Strategies to address “Issue” with Percentage of students in Grades 3, 6 and 9 who achieved the acceptable Standard on provincial achievement tests (PATs). (cohort results)

The district uses a broad range of strategies that can be grouped within a number of overarching themes:

1. **early intervention/prevention:** examples include early education programming for children aged 2 ½ to 5 ½ identified with severe special needs, full day kindergarten, head start, programs, Cool School, attendance pilot and before and after school care.
2. **literacy and numeracy initiatives:** examples include Reading Recovery, balanced literacy, mathematics resources for elementary and junior high staff, best practices posted on web site.
3. **alternative modes of delivery:** examples include the City Centre Education Project, transition programs, Rites of Passage, alternative programs, career-focused education, special needs programs and programming for students with limited schooling.
4. **targeted/enhanced resources:** examples include Aboriginal Collection on line; numeracy, English Language Learner Centre, Aboriginal Education Consultants and liaison workers, Multilingual consultants, mathematic resources for elementary and junior high staff.
5. **assessment and monitoring:** examples include identification of students a year or more behind on Highest Level of Achievement Tests (HLATs) and provision of intervention plans for these students, data retreats, adoption of no zeroes policy by many schools and provision of opportunities to complete missed assignments.
6. **partnerships and alliances with community organizations and groups:** examples include Literacy Mentorship, Help Your Child to Read and Write, Food for Thought, Aboriginal social workers, high school transition program, speech therapy, mental health classrooms and community partners that serve Aboriginal students and English language learners.
7. **family involvement:** examples include *Stepping into School*, participation on Families First project and parent empowerment sessions.
8. **staff development:** examples include the supporting teaching and learning initiative, provision of opportunities in collaboration with post-secondary, the Alberta Initiative for School Improvement (AIS) initiatives and the Edmonton Regional Learning Consortium.
9. **research:** examples include provision of articles and information on gender and at risk strategies; participation in full day kindergarten, coaching and gender research and involvement in the Crystal project.

For additional examples, see strategies listed in Outcomes 1.2, p. 16; Outcome 1.3, p. 19; Outcome 1.4, p. 21; Outcome 2.1, p. 22; Outcome 3.1, p. 27 and Outcome 3.2, p. 29.

PROVINCIAL GOALS, OUTCOMES, STRATEGIES, PERFORMANCE MEASURES AND TARGETS

Goal One: High Quality Learning Opportunities for All Outcome 1.1: Schools are safe and caring.

Performance Measures	Last Actual	Previous Year's Result
<ul style="list-style-type: none"> Teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school. 	85.4	84.5
<p>Strategies</p> <p>Staff or students who subject any other person to discrimination or harassment are subject to disciplinary action.</p> <p>Procedures have been established to secure police record checks from all employees at time of hire.</p> <p>The district provides supports and safeguards to schools to ensure the safe use of the Internet.</p> <p>The district promotes relations in which ethnic, racial, religious and linguistic similarities and differences are valued, respected and exchanged.</p> <p>The district supports suspension and expulsion of students as required to maintain a positive learning environment and to dissuade inappropriate and unacceptable student behaviour.</p> <p>The district expects principals to ensure adequate supervision during the operational day, during school-authorized activities, when utilizing transportation provided by the board and to cooperate with parents and the community in ensuring safe conduct of students on the way to and from school.</p> <p>The district requires that activities of a school organization, team or club be conducted in a manner that the dignity and self-esteem of the individual student are maintained or enhanced.</p> <p>The district has a student behaviour and conduct policy and requires schools to adhere to this policy as well as to develop any additional student behaviour and conduct expectations, in collaboration with staff, students, parents and community, to address specific school needs.</p> <p>The district citizenship and character education framework establishes district expectations related to behaviour in the school context.</p> <p>The framework is supported through professional development and a website which has resource suggestions, best practices and research.</p> <p>The district collaborates with external groups to provide information to schools and the district on strategies and supports for promoting cross-cultural understanding and respect.</p> <p>The district is represented on the provincial Safe and Caring Schools initiative.</p> <p>The district provides supports to schools to ensure safe off-campus learning experiences and field trips.</p>		

Local measures for this outcome.

- Percentage of parents satisfied with safety of their child in school.
- Percentage of students who feel safe in school.
- Percentage of community who believe Edmonton Public Schools is effective in providing for the safety of students at school.

Outcome 1.2: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Last Actual	Previous Year's Result
<ul style="list-style-type: none"> Teacher, parent, and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education. 	79.7	78.2
<ul style="list-style-type: none"> Teacher, parent and student satisfaction with the overall quality of education in Alberta. 	89.5	88.4
<ul style="list-style-type: none"> Teacher, parent and student satisfaction with access and timeliness of services for students in schools. 	69.4	68.0

Note: Shaded measures are required but are not part of the Accountability Pillar.

Strategies

The research based Supporting Teaching and Learning framework provides the foundation for cycle three AISI projects. The projects will focus on at risk students (students not coded but working below grade level) and will continue to enhance student achievement.

The district establishes and supports a broad range of alternative programs developed in response to student, parent and staff demand and interest.

The district provides and supports a wide range of special needs programming and services, in community schools and district centre settings.

The district supports early education programming for children 2 ½ to 5 ½ years identified with severe special needs.

The district provides on-going in-service training, consultant and specialist advice and other supports for staff working with students who have special educational needs.

The district establishes additional sites for approved alternative programs and special needs programs based on demand, space availability and impact on other programs in order to maximize accessibility throughout the district.

The district updates the Alternative Program Handbook for Administrators yearly and makes it available to all schools and parent/community support groups.

The district provides a common district information template for Individualized Program Plans (IPPs), an Individualized Program Plan Guidebook, inservice training and ongoing supports for teachers.

The district involves staff and, as appropriate, community in developing new alternatives. A new elementary science alternative is scheduled for implementation in September 2006.

The district offers the International Baccalaureate Program (IB) in seven high schools and the Advanced Placement Program (AP) in six for students who desire a challenging curriculum, rigorous assignments and internationally recognized assessments.

The district offers the International Baccalaureate Primary Years Program (PYP), the International Baccalaureate Middle Years Program (MYP) and the Pre-Advanced Placement program (Pre-AP).

The district provides Challenge and Extension programs for students in grades one to nine who are intellectually and/or academically gifted.

The district continues to implement Critical Learning documents that outline curriculum-based programming for students with moderate and severe special needs.

The district will expand the development of Critical Learnings into French Immersion and Bilingual Programs.

The district will implement a second language requirement for students in grades 4 to 9, starting with grade 4 in September 2006.

The district continues to provide extensive second language learning opportunities through French Immersion, seven Bilingual and ten International Language and Culture programs.

The district provides opportunity for grade 12 students to acquire internationally recognized credentials in a second language, accepted by post-secondary and business.

Programming in collaboration with post-secondary institutions and industry provide alternative learning experiences for students who are motivated by applying their learning (e.g., Plumbers and Pipefitters Local 488 and CTS, Norquest College Print Technology and Knowledge and Employability courses).

The Career Focused Education initiative creates early awareness of the need for planning among younger students, stressing the importance and implications of course selection, facilitating school completion and transition to meaningful careers.

Research Support Services in collaboration with other departments and post-secondary institutions provide research-based information to support a broad range of programs.

The board of trustees have approved an Aboriginal Task Force to identify ways to strengthen relationships between the board of trustees and the Aboriginal parent and student community it serves and to increase board awareness and understanding of Aboriginal education needs, issues and priorities in order to guide the board's education policy, leadership and advocacy efforts in support of improved Aboriginal student achievement.

Aboriginal Education consultants provide supports and services in a variety of ways, including professional development in-services, consultations, school visits, resource assistance and collaborative school-based professional development.

The district provides an Aboriginal social worker to support Aboriginal students and families, to assist schools with accessing community services and to address attendance and transiency issues.

The district provides Aboriginal liaison support at selected school sites to enhance home and school relations.

The district will expand and enhance the pilot of the Aboriginal Infusion document in a number of schools as well as provide an analysis of and feedback on the pilot.

The district will continue to expand, enhance and market the Aboriginal Collection Online as well as align it to the Aboriginal Infusion curriculum and the new program of studies for social studies..

The district will continue to provide financial support for an Aboriginal liaison worker at the Alberta School for the Deaf, to partially offset the costs of providing culturally appropriate programming in schools with a significant Aboriginal population and to offset the transportation costs at Prince Charles' Awasis alternative program.

The district works with Aboriginal students and schools to support awareness of careers and to enhance successful career planning and transitions to post secondary education and the work force.

The district is a member of Edmonton Economic Development Corporation (EEDC) working group and the Edmonton Aboriginal agency/industry consortium.

The district established a centre and new protocol for the reception, initial assessment and identification and orientation of new English Language Learners and their parents/guardians.

The district provides professional development, in-services, school visits, coaching and other consultant support at no charge to school staff and teachers in providing programming for English language learners.

The district provides customized professional development for school. It also provides long term coaching support.

Targeted classes for English Language Learners are available through Metro continuing education during the school year and in the summer.

The district provides in-services to teachers in the use of educational technology.

The district supports the provision of a friendly and supportive environment for home schooling families through the Argyll Centre (e.g., in-services, online resources, on-site workshops and face-to-face individual and group tutoring sessions).

The district supports online instruction in a variety of ways (e.g., provision of learning support materials, assessment for learning strategies, ongoing review of the intended goals and outcomes of the program and tutoring sessions as required).

Staff in outreach programs work with students on goal setting and assist students in developing strategies for achieving their goals.

Outreach staff provides individualized programs designed to meet the unique needs of their students.

All high school outreach students are required to take a career directions course to assist them in understanding high school graduation requirements and in planning for a career path.

Summer school programming is made available in an outreach delivery model for students and will be available at two sites in summer 2006.

Outreach, transitions and new directions programming is consolidated under one administration to provide one-stop shopping for principals and parents and to ensure a smoother transition for students between programs when necessary.

The transition program at the Y offers physical education and recreation programs provided by Youth Transition workers.

The district provides a number of nutrition programs, e.g., breakfast program at the Y transition program, snack programs, hot lunch program and Food for Thought program.

The district is developing resources to support the teaching of nutrition in provincial courses.

The district is developing Sport and Recreation Pathway courses for high school which include external credentialing through locally developed courses.

The district provides timetabling support to individual schools to maximize Physical Education class time.

The district provides assistance to organizes sporting events at the district level (e.g., Kid's Triathlon) and at the school level (e.g., school track meets).

Note: Some of the strategies listed under "*Children at risk have their needs addressed through effective programs and supports*" and "*Learners complete programs*" apply here as well.

Local measures for this outcome:

- Percentage of parents satisfied with the overall quality of education received by their child.
- Percentage of community satisfied with the overall quality of education received by students attending Edmonton Public Schools.
- Percentage of parents satisfied with
 - Programs and courses available in their child's school;
 - Courses or programs available in Edmonton Public Schools.

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

Performance Measures	Last Actual	Previous 3-yr Avg.	Evaluation			Improvement Targets 2008/09*
			Achievement	Improvement	Overall	
<ul style="list-style-type: none"> Annual dropout rate of students aged 14 to 18. 	6.1	7.2	Intermediate	Improved Significantly	Good	*

*Improvement targets only required for measures with an overall evaluation in May 2006 of "Issue" or "Concern."

Strategies

Prior to the start of the school year, all schools receive lists of students who are a year or more behind in HLAT reading. This data helps schools to provide appropriate programming.

The district requires schools to submit intervention plans for students who are not coded special needs but who are currently working below grade level as determined by the highest level of achievement tests.

Students who are identified as *Intervention Students* as a result of below grade level reading or writing are tracked on the district and school student information databases. This designation follows the student from school to school. These students are the focus of principal visits to classrooms.

School staff track progress of at risk students through the analysis and dis-aggregation of school-based interim measure results.

The district will expand the attendance pilot project to all district schools.

The district provides schools with research-based teaching strategies that have promise for English Language Learners, for Aboriginal students and for students living in poverty. It also provides information about the impact of gender on achievement.

The district has developed and continues to develop and maintain a broad range of partnerships at the district level with community groups and individuals to enhance needed supports for students (e.g., a transition program for Aboriginal Youth with Bent Arrow Traditional Healing Society, school social workers with Métis Child and Family Services, Aboriginal Head Start programs with Ben Calf Robe Society, literacy mentoring with Big Brothers and Big Sisters, Food for Thought Program with dedicated individuals in the community and Sobeys, etc.).

The district had developed and continues to develop and maintain a wide range of partnerships to support the City Centre Education Project (e.g., family therapists from The Family Centre, a team of social workers from Region 6 Child and Family Services, Girl Guides and Scouts, Boys and Girls Club, a success coach, an Aboriginal worker to assist with the Aboriginal Infusion pilot, researchers from the University of Alberta to study full-day kindergarten and success coaches, etc.).

The district provides flexible programming through the provision of non-school outreach and transition programs, LearnNet, a transitional high school (Centre High) and an academic upgrading continuing education arm (Metro).

The district provides psychological assessment and social work consultant support services, for instance, to deal with attendance issues and social/emotional issues.

The district has introduced an internal and an external First Nations, Métis and Inuit (FNMI) committee to receive broad input, to develop partnerships in support of student success and to coordinate district efforts in the area of Aboriginal Education.

The district has introduced an internal and an external Cultural Diversity committee to receive input, develop partnerships in support of student success and to coordinate district efforts and to work more closely with community partners to support English Language Learners, immigrants and refugee students and families.

The district supports teachers and schools in using a number of assistive technologies to support at risk learners.

Metro continuing education, upon request, offers customized programs at the schools. This includes Cool School (literacy/numeracy supports), test preparation, tutorials, personal development (study skills/self esteem courses).

Centre High shares a registered social worker with consulting services, enabling students to access personal counselling and referrals in a timely fashion.

The district provides research support to various district groupings to identify effective programs and key factors contributing to course completion, academic achievement and/or high school graduation.

The district in September 2006 will implement the provincial Knowledge and Employability courses grades 8 through 12 and introduce supporting district administrative regulations.

District high schools use courses such as Reading 15 and Learning Strategies 25 or 35 to provide support to learners in core courses.

The district, through the programming for student differences team and support for strategies such as Reading Recovery, provides professional development targeted to students who are at risk.

Note: Some of the strategies provided under “*The education system meets the needs of all K-12 students, society and the economy*” and “*Students complete programs*” apply here as well.

Local measures for this outcome.

- Percentage of students who feel they get the help they need from teachers.

Outcome 1.4: Students complete programs.

Performance Measures	Last Actual	Previous 3-yr Avg.	Evaluation			Improvement Targets 2008/09*
			Achievement	Improvement	Overall	
<ul style="list-style-type: none"> High school completion rate of students within three years of entering Grade 10. 	63.6	58.5	Intermediate	Improved Significantly	Good	*

* Targets only required for measures with an overall evaluation in May 2006 of "Issue" or "Concern."

Strategies

The district provides data retreats at all divisions to examine achievement data and the implications for programming. At these sessions, school staff analyse mark/Highest Level of Achievement Tests (HLAT), provincial achievement test (PAT) data and share or learn about best practices.

High schools are sent a list monthly of Grade 10 students who left their school and who did not reappear at another district school and staff provide what information they can about these students. The district is analyzing this information.

On a semester basis, high schools receive a core course retention and marks analysis report by course in which the data for all high schools is displayed. This report now has been extended to include the non-CTS, non-core subject areas. This information allows schools to see how their successful course completion ranks relative to the other high schools, leading to a sharing of best practices.

At the junior and senior high school levels, there is a focus on enhancing relationships between staff and students (e.g., adopt a student program, welcoming atmosphere for students with traditionally poor attendance, learning about students' personal interests, etc.)

High schools are using exit interviews for the purpose of improving programming.

The district has developed an online student course request system (called OSCR) for use with in-coming grade 10 to 12 students which shows student course history and pre-requisites to provide students with appropriate course choices to enable them to attain a high school diploma.

Many district schools have instituted a "no zero" policy with respect to student work and provide descriptive feedback rather than marks while students are in the process of learning. This allows students to take more risks with their learning and to more clearly link their work to improving learning prior to summative assessments.

Providing students with a second chance to complete missed assignments, accompanied by support for students who have had various difficulties with completing assignment in a timely and independent manner, is another strategy used.

Through academic support centres, learning resource centres, school libraries and counselling departments, schools provide tutoring and skill development in test taking, note taking and so forth.

The district has a career-focused education (CFE) model that helps schools provide clusters of courses and experiences related to a broad range of career opportunities and assists students and their families in making decisions related to post-secondary and the world of work. CFE enhances student course planning improving school completion rates.

Involving students in career planning encourages students to reflect upon and identify skills, goals, barriers, options and alternatives and to develop a realistic action plan which in turn supports course completion.

Through outreach, distance education, Centre High and Metro, the district provides and continues to investigate alternative models for organizing instruction, such as fast-track scheduling, multiple entry and exit points as well as outreach and online learning.

Through Centre High, Metro, Outreach and Argyll, the district enables students who have already taken three years of high school to finish or upgrade their diploma to enable them to access post-secondary or enter the world of work.

Centre High supports students whose goal is further education through the provision of on-site registration sessions at Centre High by representatives from post-secondary institutions..

Through Metro, the district provides the students with opportunities to review courses already taken and to preview courses, prepare for Grade 12 diploma examinations and Grade 9 achievement tests and develop the skills and habits of successful students.

Metro and district high schools work cooperatively to provide comprehensive summer school options for students.

Metro provides specialty courses for adults who require English language programming in order to improve success in school.

In response to identified needs relating to high school completion, Resource Development Services develops high quality resources such as *Real Math*, *Secondary Writing Resource* and *Algebra 35* that directly supports this initiative.

Note: Some of the strategies in "*The education system meets the needs of all K-12 students, society and the economy*" and "*Children at risk have their needs addressed through effective programs and supports*" apply here as well.

Local measures for this outcome.

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

Goal Two: Excellence in Student Learning Outcomes

Outcome 2.1: Students demonstrate high standards.

Performance Measures	Last Actual	Previous 3-yr Avg.	Evaluation			Improvement Targets 2008/09*
			Achievement	Improvement	Overall	
• Percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests. (cohort results)*	77.9	78.4	Intermediate	Declined	Issue	78.8**
• Percentages of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests. (cohort results)	22.8	22.1	High	Improved	Good	
• Percentage of students who achieved the acceptable standard on diploma examinations.*	84.8	84.4	Intermediate	Maintained	Acceptable	
• Percentage of students who achieved the standard of excellence on diploma examinations.	24.6	22.7	Very High	Improved Significantly	Excellent	
• Diploma examination participation rate.	54.6	51.0	n/a	n/a	n/a	
• Percentage of Grade 12 students meeting Rutherford Scholarship eligibility criteria.	31.5	30.4	Intermediate	Improved	Good	

* The percentages achieving the acceptable standard include the percentages achieving the standard of excellence

**Three year improvement target required for measures with an overall evaluation in May 2006 of "Issue" or "Concern" but not for the others.

Note: For detailed information on the three provincial achievement tests and the diploma examinations, see Tables 1 to 6, pages 33-38.

Strategies:

Note: Major strategies related to improving results on the measure with an overall evaluation of "Issue" (Percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests) are congregated and reported in the "Accountability Pillar Overall Summary" provided earlier in this document. Additionally, many of the strategies listed here below and in "*The education system meets the needs of all K-12 students, society and the economy*", "*Children at risk have their needs addressed through effective programs and supports*" and "*The students complete programs*" sections apply as well.

The board has identified the priority of improving achievement in core subjects with an emphasis on literacy and numeracy.

The district-wide approach on *Supporting Teaching and Learning* requires that schools identify, through examination of data, areas in which the school must concentrate its efforts to improve student achievement.

The projects in the new AISI cycle developed around four themes – (1) using Assessment for Learning to enhance student achievement, (2) learning with technology, (3) deepening literacy instruction and (4) engaging all learners through differentiated instruction – are structured to improve student achievement.

The district provides support to the *Supporting Teaching and Learning* approach through the collaboration of all district departments but in particular Student Achievement Services, Consulting Services, Student Assessment, Student Information and Personnel Support Services. These departments work collaboratively with schools to provide targeted professional development and best practice training in a variety of formats to meet the needs of individual schools. For more strategies related to professional development, see strategies in *The jurisdiction demonstrates leadership and continuous improvement* section under Goal 3, Outcome 3.2.

Additional support to schools is provided through the posting of best practices on the district's website and through school inter-and intra-classroom visitations.

The district provides support for instructional strategies effective in achieving Language Arts and other literacy learning curriculum outcomes (e.g., Balanced Literacy, Reading Recovery, Meaningful Applied Phonics (MAP) and Middle Years Literacy).

At the secondary level, locally developed courses such as Reading 15, to improve reading levels, and World Literature 35, to support International Baccalaureate and Advanced Placement, are provided to meet the different needs of students.

In partnership with the Centre for Family Literacy, pre-school literacy programs for children and families and additional literacy opportunities for school-aged children and their families are provided.

District numeracy and mathematics resources are available to elementary and junior high school staff.

Algebra 35, a locally developed course, provides a transition to post-secondary studies after Applied Mathematics 30, creating value in the applied Mathematics stream for students who previously attempted Pure Mathematics with limited success.

The district is a partner in the University of Alberta's CRYSTAL Project, an approved research study, which is focused on identifying strategies to support literacy in mathematics and science.

Metro continuing education offers literacy support for students in kindergarten to grade 9 in centralized locations outside the regular school day (Saturdays and in the summer) and on site at schools on request.

Note: Some of the strategies in "*The education system meets the needs of all K-12 students, society and the economy*," "*Children at risk have their needs addressed through effective programs and supports*" and "*Students complete programs*" apply here as well.

Local measures for this outcome.

- Percentage of students reading at or above grade level as measured by the district's highest level of achievement tests.
- Percentage of students writing at or above grade level as measured by the district's highest level of achievement tests.
- The percentage of students enrolled in grades 1-9 judged to be at grade level in language arts and mathematics.

Outcome 2.2: Students are well prepared for lifelong learning.

Performance Measures	Last Actual	Previous 3-yr Avg.	Evaluation			Improvement Targets 2008/09*
			Achievement	Improvement	Overall	
<ul style="list-style-type: none"> High school to post-secondary transition rate within four years of entering Grade 10. 	38.8	32.6	High	Improved Significantly	Good	*

*Targets are only required for measures with an overall evaluation in May 2006 of "Issue" or "Concern."

Strategies

High schools, in support of students, provide an emphasis on goal setting and program planning to guide further study and transition to careers. Pilots are being conducted at the elementary and junior high schools, developing career awareness leading to informed course selection.

District schools have developed partnerships with the business, government and post-secondary community to provide students with opportunities to participate in meaningful learning experiences.

Centre High, Metro continuing education, Outreach and Argyll enable students who have completed three years of high school to upgrade or complete their high school diploma thereby enabling them to pursue post-secondary education or additional job opportunities.

Centre High students all develop a primary and a secondary career plan.

Centre High provides students seminars and workshops on learning strategies, employer or workplace expectations and employment strategies.

Metro is an innovative hub and resource for personal and professional learning in the Capital Region, offering individual courses and continuing education programs which enhance job performance or which are offered for leisure and recreation.

Metro is a resource to assist all employees to enhance their skills and knowledge, as well as providing specialty training programs for specific employee groups.

Metro provides basic language training focused on settlement and development of functional English skills to newcomers to Canada and for those who need English as a second language or other basic training in order to participate fully in society and the economy.

Metro provides opportunities for mature students to earn a high school diploma by activation of their transcripts through completion of one or more new high school courses.

The district provides a mechanism through our high schools and Metro for mature students to earn a high school equivalency diploma.

The district is providing grade 12 students in second language courses with the opportunity to sit for internationally recognized credentials of language proficiency.

In partnership with the Conference Board of Canada students can begin a skills portfolio document through the use of the *Skills Credentialing Tool*, which the student can augment throughout life.

Registered Apprenticeship Program (RAP) is now in all high schools and is encouraging life long learning in trades and advanced technology areas.

Local measure for this outcome.

- Percentage of the community who are satisfied with the availability of continuing education from Edmonton Public Schools (courses for academic upgrading, skill development and special interest).

Outcome 2.3: Students are well prepared for employment.

Performance Measures	Last Actual	Previous Year's Result
<ul style="list-style-type: none"> Teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. 	79.8	78.0
<p>Strategies</p> <p>The Registered Apprenticeship Program is available to all high school students and consists of initial safety and employability skills training, an internship program and finally the apprenticeship phase. Students may earn up to 1,000 hours in any of the over 50 apprenticeship trades while also earning a high school diploma. It enables students to broaden their horizons beyond the classroom into the practical and stimulating realm of the workplace. In addition to developing valuable job skills as apprentices, the students' motivation is increased due to the ability to relate classroom studies to the world of work.</p> <p>Credentialing Programs are in pilot or implementation stages. These programs enable students to document skills developed in high school to satisfy the needs of employers and post secondary institutions. They include:</p> <p>Language proficiency tests in French and International languages provide students, who choose to take the tests, with credentials recognized around the world</p> <p>The Safety Passport, upon Alberta Education approval, provides initial and intermediate safety training to support the needs of employers to ensure workplace safety for students in off-campus learning experiences or for students who directly enter the workforce after completing high school.</p> <p>Skills Credentialing Tool is a decision-making tool developed by the Conference Board of Canada for students to develop an ongoing learning plan and a tool to allow students to demonstrate to future employers the skills developed during high school.</p> <p>Industry credentialing is also available either through assessment by classroom teachers (e.g., NCCP coaching) or by external examination (e.g., Transport Canada or Alberta Fitness Leader Certification Association).</p> <p>Transition Programming for specific student groups (e.g., Print Media and students with limited schooling - Norquest) that will have clearly defined articulation with post-secondary education and the world of work is under development.</p> <p>High school locally developed courses are created in specific subject areas to permit students to learn about and experience the world of work while completing the requirements for a high school diploma.</p> <p>A centrally organized Workplace Showcase demonstrates the range of employment opportunities available to grade 12 students upon completing high school.</p> <p>Centre High operates a Career Centre which coordinates school to post-secondary and school to work activities, and planning assistance for students.</p> <p>Centre High consults with business, industry and post-secondary institutions to identify relevant experiences beneficial for students when seeking employment in particular career areas, i.e. dress code, off-campus placement and so forth.</p> <p>The superintendent meets with business leaders in the community regarding needs, opportunities for district students and feedback on district strategies for improving school to work transitions.</p>		

Local measures for this outcome.

- Percentage of high school parents who are satisfied that school is preparing their child to enter the world of work.
- Percentage of high school parents who are satisfied that school is preparing their child to enter post-secondary education.
- Percentage of the community who feel that EPS is effective in preparing students for the world of work.
- Percentage of the community who feel that EPS is effective in preparing students for entering post-secondary education (university, college, technical schools).
- Percentage of the community who feel that EPS is effective in encouraging students to stay in school until they graduate.

Outcome 2.4: Students model the characteristics of active citizenship.

Performance Measures	Last Actual	Previous Year's Result
<ul style="list-style-type: none"> Teacher, parent and student agreement that students model the characteristics of active citizenship. 	79.0	77.8
<p>Strategies</p> <p>The district provides a framework that establishes common language and expectations across the district regarding creating cultures of character, fundamental to productive, engaging citizenship.</p> <p>The district has a strategy to monitor district progress on character/citizenship education.</p> <p>Schools will incorporate expectations related to character and citizenship education into the expectations in the <i>Supporting Teaching and Learning</i> framework.</p> <p>The district provides in-services for staff on the district Citizenship and Character Education framework.</p> <p>District schools offer a range of student leadership opportunities through student councils, peer support groups and community service options.</p> <p>The district promotes community service through curriculum and alternative programs such as the International Baccalaureate Middle Years, Pre-Advanced Placement, International Baccalaureate and Advanced Placement programs.</p>		

Local measure for this outcome.

- Percentage of the community who feel that Edmonton Public Schools is preparing students to be responsible citizens.

Goal Three: Highly Responsive and Responsible Jurisdiction

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

Performance Measures	Last Actual	Previous Year's Result
<ul style="list-style-type: none"> Teacher and parent satisfaction with parental involvement in decisions about their child's education. 	77.2	77.1
<p>Strategies</p> <p>The district has an expectation that parents and staff will be involved in the developed of the school budget. Trustees, through the budget review process, seek confirmation that this expectation is met.</p> <p>The district developed and implemented <i>School Zone</i> which is a rich resource for parents and students and enhances school-home relations.</p> <p>The district enjoys a collaborative working relationship with many departments within Alberta Education and Advanced Education (e.g., developmental work in second language curriculum and implementation support and <i>Learner Pathways</i>, ongoing dialogue with <i>Curriculum Department</i>, <i>Learner Assessment</i> and <i>Alberta Infrastructure</i>).</p> <p>The district, the <i>Partners in Education</i> and department unit websites, along with resources such as the <i>Keynotes</i> newsletter, provide parents and business and community members with pertinent information.</p> <p>The district collaborates with the University of Alberta and other post secondary institutions to provide student practicum placements and to enable research within our district.</p> <p>In partnership with Capital Health, Children's Services, the City of Edmonton, and under the auspices of Success By 6, the district is involved in a Community Mapping and Early Developmental Inventory pilot to provide all partners with information to enable effective service delivery, especially for those at risk due to poverty.</p> <p>The Career Focused Education (CFE) initiative promotes collaboration between Edmonton Public Schools and area post-secondary institutions and industry/business by obtaining stakeholders input in development of locally developed courses, Career and Technology Studies scope and sequences, off-campus learning experiences and makes learning relevant for students and teachers.</p> <p>The district is an active partner in the Success By 6 Council of Partners and is represented on the childcare subcommittee. Through this involvement the district remains current and provides input to early childhood initiatives that impact children's early development and ultimately their success in school.</p> <p>The district is a member of the Capital Region Services to Children Linkages Committee which provides a regional forum for governing bodies involved with services to children and families.</p> <p>The district is a founding member of the Joint Action for Children Committee (JACC) in the Capital Region, a partnership involving 13 school districts, the health authority and mental health, children's services, AADAC, solicitor general's office and Family and Community Social Services (FCSS). This group coordinates plans for services to children, links community-based working committees to regional and provincial plans and is working on developing a two-way information flow with the Alberta Children and Youth Initiative (ACYI).</p> <p>The district is represented on the Complex Needs Case Management Team that hears cases for all school jurisdictions in the Capital Region.</p> <p>The district is represented on the operations committee and the "Sounding Board" of the Families First initiative.</p> <p>In conjunction with the district, the Capital Health Authority and ESHIP continue to provide speech language services to students with communication delays and disabilities, neurodevelopmental support for students with significant mental health needs, medical services to students with complex needs and services to students who need occupational and physical therapy.</p> <p>In partnership with Child and Family Services, Region 6 and ESHIP resources, the district continues to support students with emotional/behavioural needs with counsellors, therapists and family liaison workers.</p> <p>The district is a founding member of the Community-University Partnership for the Study of Children, Youth and Families (CUP) which is dedicated to reducing the gap between university research and practices in the community. It promotes reciprocal, sustained and mutually beneficial interactions among researchers, practitioners, policy-makers and families to improve practice, inform policy and enhance the development of children, youth and families.</p> <p>The district collaborates with the University of Alberta and other external organizations to identify future research possibilities related to district priorities and initiatives.</p> <p>The district maintains an alliance with the Centre for Family Literacy to enhance literacy opportunities for students and families.</p> <p>The district maintains an alliance with the YMCA to enhance supports for children, youth and their families and subsequently their success in school.</p>		

The district, in the Spring of 2006, formalized an alliance with the Edmonton Public Library to further enhance literacy opportunities for students and families and access to resources for district staff.

The district works in partnership with a range of Aboriginal organizations such as Bent Arrow Traditional Healing Society, Métis Child and Family Services, Ben Calf Robe Society, Red Road Healing Society and Boyle Street Coop.

The district works in partnership with a range of multicultural community organizations such as Edmonton Mennonite Centre for Newcomers, Northern Alberta Alliance on Race Relations, Multicultural Health Brokers, Immigration and Settlement Services at Catholic Social Services, Edmonton Immigrant Services Organization and The Family Centre.

The district is represented on the Roots of Empathy advisory committee.

The district continues to work with Edmonton Police Services so that police resource officers are available in high schools.

The district is a major provider of space at a reasonable cost for Head Start programs, pre-school, before and after school care and day care programs.

The district collaborates with the Sports Medicine Council, Alberta Sport, Recreation, Parks and Wildlife Foundation, National Coaching Certification Program, Alberta Fitness Leaders Certification Association and Edmonton Sports Council to develop programs that enhance lifelong health and wellness.

In collaboration with the Canadian Athletics Coaching Centre, the district provides Run-Jump-Throw in-services to teachers.

The district is working on formal partnerships with the Telus World of Science, the Royal Alberta Museum, the Clifford E. Lee Bird Sanctuary in support of the elementary science alternative program.

The district works collaboratively on cross-ministry initiatives that promote student safety (e.g., Alberta Roundtable on Family Violence and Bullying, the Edmonton Drug Strategy and Safe and Caring Schools).

The district participates in district safety committees with the Alberta Teachers' Association (ATA) and the Canadian Union of Public Employees (CUPE). It is also developing a partnership with Alberta Human Resources and Employment (AHRE), Workplace Safety and the Alberta Boiler Safety Association (ABSA) regarding the development and implementation of safety resources that can be used by all school districts in Alberta.

The district in partnership with the Alberta Teachers' Association (ATA) provides a Mentorship Program for teachers in the district and has initiated a Joint Committee on Professional Learning Communities.

The district works with the Alberta Teachers' Association (ATA) to enhance professional learning communities in all district schools.

The district works with the Edmonton Chapter of the Association for Bright Children, providing programming information and sharing information about resources and sessions for students and parents.

The district works with Region 6 Children and Youth with Fetal Alcohol Spectrum Disorder Committee, helping social workers and support groups access information about the district.

Local measure for this outcome.

- Percentage of parents satisfied with their opportunity for involvement in school decisions that affect their child.
- Percentage of community members who are satisfied that Edmonton Public Schools is working with other agencies to help students (social services, health services, police services).

Outcome 3.2: The jurisdiction demonstrates leadership and continuous improvement.

Performance Measures	Last Actual	Previous Year's Result
<ul style="list-style-type: none"> Percentage of teachers and parents who indicate that their school and schools in their jurisdiction have improved or stayed the same in the last three years. 	79.3	75.7
<ul style="list-style-type: none"> Percentages of teachers who agree that professional development opportunities made available through the school jurisdiction are focused on jurisdiction priorities, effectively address their ongoing professional development needs, and contribute significantly to their professional growth. 	76.3	78.9

Shaded measures are required but are not part of the Accountability Pillar.

Strategies

The district provides training and preparation for positions of leadership through the Principal Education Development and the Leadership Education Development programs.

The district provides programs for first-year principals.

The district provides mentorship programs for first-year teachers and supports for beginning and new teachers in their 1st, 2nd and 3rd year of teaching.

The district provides in-services for support and custodial staff through consulting services and Metro continuing education.

The district provides extensive training and coaching through its *Supporting Teaching and Learning* initiative which involves instructional leadership teams at each school. It has enabled schools to incorporate job-embedded professional development into the daily work of the school. As well, through inter and intra school visitations professional practice is further enhanced.

District professional development sessions help schools analyze school and district data (attendance, report card marks, Highest Level of Achievement Test scores, provincial examination test scores, etc.)

The district involved staff, students, parents, community partners and senior administration in an extensive consultation process to develop cycle three AISI projects. Staff from schools and central will be part of Project Leadership Teams associated with each of the four AISI projects to discuss successes, challenges, professional development and to monitor projects to ensure they continue to enhance student learning and meet AISI criteria.

The district has a cadre of academic experts, as well as experts from a broad range of professions (e.g., audiology, psychology, speech language pathology, occupational therapy, physical therapy, social work, multilingual workers) who provide advice, assistance and support to schools through in-services, customized professional development and assistance with individual students.

The district provides specialized assistance and support to alternative programs to enhance the effectiveness of the programs and to sustain program integrity.

Principals and decision unit managers monitor a variety of indicators (e.g., achievement results, financial statements, satisfaction surveys) and adjust their actions accordingly.

The district continues to develop high-quality curriculum and assessment resources to assist staff in delivering effective programming.

The district is committed to staff development and continuous improvement by recruiting and hiring the best individuals available, supporting subject matter and pedagogical professional development and coordinating development for all staff groups.

The district provides second language proficiency assessments for staff teaching a second language, helping to inform their professional growth plan and enhancing teacher skill in second language.

The district continues to support participation in high-quality research through the provision of research assistance, professional development and guidance needed to access current research findings related to district expectations.

The district has initiated a staff development program for teachers who wish to upgrade their curricular content knowledge. This program has been developed in collaboration with several faculties at the University of Alberta and the University of Lethbridge and is currently targeted to teachers of second languages and physical education and secondary teachers of mathematics, language arts (English), science and social studies.

The district has initiated a pilot, involving staff from Personnel, Staff Relations and Staff Development, Facilities Services, Consulting Services and Metro continuing education, whereby custodial staff may obtain a Building Operator Certificate and prepare for 5th and 4th Class Power Engineering certification.

The district, in collaboration with CUPE Local 474 and 3550 representatives, has established joint committees whose mandate is to examine custodial and support staff development needs and to prepare recommendations regarding the development and implementation of training programs.

The district has developed and is implementing an occupational health and safety program.

A district return to work committee has been established to discuss issues and processes surrounding return to work planning.

Health recovery consultants provide support to employees who are absent to assist with return to work planning and accommodations.

The district provides an Employee and Family Assistance Program to support employees and members of their household as they deal with stressful situations in their lives.

The district, together with the Alberta Teachers' Association (ATA) local, is developing safety guidelines for Science and Career and Technology Studies (CTS) programs.

In collaboration with a variety of district stakeholders, Resource Development Services assumes a leadership role in producing a variety of resources incorporating effective research-based practices that support teaching and learning.

Local measure for this outcome.

- Percentage of staff who feel that the district is a good place to work.

HIGHLIGHTS OF FACILITY AND CAPITAL PLANS

Capital Priorities 2007-2010

Prepared annually, Edmonton Public Schools' three-year capital plan establishes the district's highest priority school facility needs for the forthcoming three-year period (See section below for top three priorities 2007-2010). The district has a growing backlog of facility needs, both modernizations and new construction. This backlog must be addressed in order to meet the learning requirements of students in aging buildings and to provide accommodation in growing or new areas not currently served by a neighbourhood school.

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

Factors influencing district capital priorities:

Over the past year, a number of factors have had an impact on the district's approach to identifying capital priorities. They include:

- The practical application of the planning principles embedded in the district's ten-year facilities plan have supported a more consistent integrated approach to the district's planning around all aspects of student accommodation, space utilization and program distribution.
- An analysis has been done to determine appropriate facility strategies for each district school over a ten year period and is included in the district's ten-year facilities plan.
- The suburban neighbourhoods in the City of Edmonton where the most significant growth is continuing to occur include Riverbend-Terwillegar (southwest), West Edmonton (west), the Lake District (north) and Pilot Sound (northeast). Considerable growth is also occurring in the areas of Heritage Valley (southwest), the Meadows (southeast), Castle Downs Extension and the Palisades (northwest) and Ellerslie (south). The pressure for new school construction nearer the student population base is continuing to intensify. With support from the province, the district needs to provide new schools in these new suburban areas in order to ensure equity of access to quality public education for all students in the city.
- In the fall of 2005 Edmonton Public Schools' received approval to proceed with construction on the Riverbend/Terwillegar High School, which is scheduled to open in September 2008.
- Jasper Place High School Modernization Phases I and II, approved in the 2001 – 2002 project years, is substantially complete with the remaining work to be completed in 2006. The district is working with the provincial government to resolve challenges with the Victoria School of Performing and Visual Arts revitalization project.
- The need for the district to continue improving its efficient use of space remains. With anticipated changes to the approach taken by the provincial government in determining how it allocates funds for Plant Operations and Maintenance, this need is becoming even more critical. With the reduction of surplus space, a greater proportion of the district's annual allocation for Plant Operations and Maintenance can be applied to the reduced area (i.e. more dollars allocated per square metre). Over time, this will help to reduce the district's dependence on the Infrastructure Maintenance and Renewal Fund and further ensure that students at all grade levels have local access to high quality, modernized facilities wherever they live within the city.

Capital Investment and benefits to students:

The district is committed to providing students at all grade levels with high quality modernized facilities wherever they live in the city and with a balanced range of regular, alternative and special education programs within each sector. This approach will reduce the dependency on designated receiving schools and on ride times. As well, the district will seek ways to creatively re-use surplus space with the help of partners to provide value to students and the community.

Space reduction initiatives:

In an effort to reduce surplus space in areas of the district where school facilities are larger than now needed, space reduction initiatives will continue to be considered as an option to school closure. Reductions in school space have recently been completed at Homesteader School and Hazeldean School, Ekota School and reduction of space is scheduled for Belvedere School in 2006. Other similar initiatives, as part of preservation projects or through the removal of portable space, will also be considered and included in any site specific redevelopment or renewal planning.

In May and June of 2005, the Board of Trustees approved the closure of four district schools and students were consolidated into existing schools. Of the four closed schools, Strathearn School has been sold to the Conseil Scolaire Centre-Nord (Francophone School District), Terrace Heights School is being used for the district's Home Education program, and North Edmonton and Wellington Schools are being considered as potential lease opportunities.

For additional information: Visit Edmonton Public Schools' Planning Department website at www.planning.epsb.ca or phone Planning and District Services at 429-8427 or 429-8007

BUDGET HIGHLIGHTS 2006-2007

The 2006-2007 Budget is based on the premise that all resources should be distributed equitably in accordance with responsibilities for results. While most of the funding is directly linked to student populations, other resources are allocated based on environmental factors and the socio-economic dynamics of the school. Priority funding is also allocated based on Alberta Education guidelines.

This budget represents the first year of the 2005-2008 plan. While the focus remains on student achievement and growth, the plans continue to highlight initiatives in support of all board priorities:

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

Revenue is budgeted to be \$649M and is 1.1% greater than the revenue currently forecast for 2005-2006. Grant rates have been increased from two to three per cent across the Alberta Education funding categories. Enrolment is projected to decrease by 426 students.

Approximately 80% of the district's budget is planned directly by the schools with input from staff, students, parents, and the community. Each school receives an allocation of dollars with which to plan the number of staff and the supplies, equipment, and services they need to provide the best possible programs for all students. The allocation is based primarily on the number and categories of the students enrolled at the school.

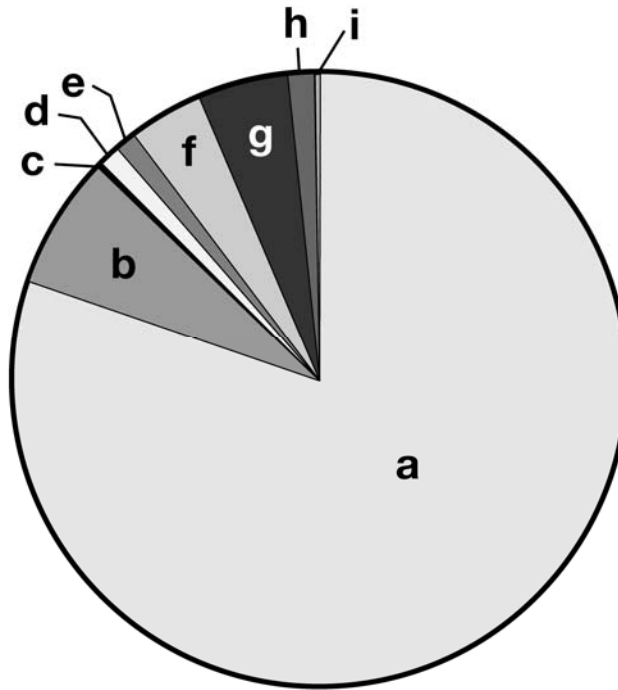
The remaining 20% of the district's budget includes board and central services (9%), Metro Continuing Education (1%), transportation (4.1%), debt services (4.7%). External revenue (1.3%), and deficit repayment (.3%). Although board and central services represent 9% of the budget, this includes resources for instructional support services, and building operation and maintenance.

Of the above, the district does not have the discretion to allocate the revenue for debt, Metro Continuing Education, or transportation. Therefore, when the revenue that is available to allocate is taken into consideration, 92% of these dollars are in the schools. Of the remaining 8%, only 3.5% is allocated for administration and governance, and the remainder is broken up as follows: 1.5% for instructional support, 1.5% for instruction, 0.5% for operations and maintenance, 0.5% for support to capital projects and 0.5% for external services.

Detailed information regarding district and individual school budget and expenditure plans can be obtained from neighbourhood schools in the district and from public libraries.

For additional information, please contact Budget Services at 429-8063 or view the district's website at www.epsb.ca.

2006 - 2007 APPROVED BUDGET



	\$ (Million)	%
a School Budgets	520.1	80.1%
b Board and Central	46.4	7.2%
c Professional Improvement	1.5	0.2%
d Supply Services	7.0	1.1%
e Metro Continuing Education	6.3	1.0%
f Transportation	26.8	4.1%
g Debt	30.5	4.7%
h External Revenue	8.6	1.3%
i Deficit Re-payment	1.8	0.3%
Total District Budget	649.0	100%

Table 1: Student Achievement

Grade 3 Alberta Education Achievement Test Results

Based on Cohort Group

The table below shows a comparison of district and provincial performance on achievement tests over the past five years.

District and Provincial Results on Alberta Education Achievement Tests for Five Years

	Grade 3 Language Arts		Grade 3 Mathematics	
	Acceptable	Excellence	Acceptable	Excellence
2000-2001				
District Targets				
District % Meeting Standards	80.4	15.8	81.1	23.7
Provincial Targets				
Province % Meeting Standards	82.8	16.1	81.8	23.8
2001-2002				
District Targets				
District % Meeting Standards	80.1	14.5	81.9	26.6
Provincial Targets				
Province % Meeting Standards	81.2	14.9	81.2	26.7
2002-2003				
District Targets	81.1	15.2	82.8	27.7
District % Meeting Standards	80.3	15.3	82.3	31.
Provincial Targets	83	17	82	24
Province % Meeting Standards	82.4	15.7	82.3	29.8
2003-2004				
District Targets	81.2	16.1	83.2	33.3
District % Meeting Standards	79.1	15.2	79.8	26.1
Provincial Targets	83	17	82	27
Province % Meeting Standards	81.7	15.1	81.8	27.4
2004-2005				
District Targets	81	16	83	33
District % Meeting Standards	79.5	16.2	79.8	26.4
Provincial Targets	83	18	83	31
Province % Meeting Standards	82.2	16.2	80.3	26.1
District Previous 3 Year Average	79.8	15.0	81.3	28.1
Provincial Previous 3 Year Average	81.8	15.2	81.8	28.0

Source: Tables 1 to 6: EPS' Annual Education Results Report 2004-2005

Table 2: Student Achievement

Grade 6 Alberta Education Achievement Test Results

Based on Cohort Group

The table below shows a comparison of district and provincial performance on achievement tests over the past five years.

District and Provincial Results on Alberta Education Achievement Tests for Five Years

	Grade 6 Lang. Arts		Grade 6 Math		Grade 6 Science		Grade 6 Social		Grade 6 French L.A.	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2000-2001										
District Targets										
District % Meeting Standards	77.7	15.8	81.2	20.4	83.6	28.1	80.8	21.8	92.3	14.9
Provincial Targets										
Province % Meeting Standards	78.7	14.9	79.3	17.9	82.0	25.3	78.6	18.7	85.4	8.0
2001-2002										
District Targets										
District % Meeting Standards	81.2	16.1	80.3	20.9	83.0	29.1	81.3	22.7	89.8	13.4
Provincial Targets										
Province % Meeting Standards	80.8	15.1	78.3	18.1	79.5	22.6	78.3	19.4	83.7	13.3
2002-2003										
District Targets										
District % Meeting Standards	82.0	16.9	81.3	21.9	83.9	30.5	82.2	23.8		
District % Meeting Standards	79.7	18.4	79.8	20.6	82.0	29.6	80.7	24.1	93.0	22.0
Provincial Targets										
Province % Meeting Standards	79	16	78	17	80	25	78	18		
Province % Meeting Standards	81.2	17.3	78.3	17.7	80.0	24.1	79.0	20.3	84.5	13.2
2003-2004										
District Targets										
District % Meeting Standards	80.7	19.4	80.8	21.7	82.9	31.0	81.7	25.4		
District % Meeting Standards	77.6	17.6	78.9	24.1	81.5	32.3	79.6	23.7	93.7	20.6
Provincial Targets										
Province % Meeting Standards	81	16	79	19	81	25	78	20		
Province % Meeting Standards	79.1	15.5	78.5	21.2	80.6	26.2	78.6	19.7	88.5	12.8
2004-2005										
District Targets										
District % Meeting Standards	81	19	81	22	83	31	82	25		
District % Meeting Standards	76.6	17.4	79.5	21.5	81.3	31.8	80.2	25.8	87.7	8.0
Provincial Targets										
Province % Meeting Standards	82	18	80	19	81	25	80	21		
Province % Meeting Standards	77.3	15.5	78.2	18.1	79.8	26.0	78.4	21.5	85.1	8.8
District Prev 3 Yr Average	79.5	17.4	79.7	21.9	82.2	30.3	80.5	23.5	92.2	18.7
Provincial Prev 3 Yr Average	80.4	16.0	78.4	19.0	80.0	24.3	78.6	19.8	85.6	13.1

Table 3: Student Achievement

Grade 9 Alberta Education Achievement Test Results

Based on Cohort Group

The table below shows a comparison of district and provincial performance on achievement tests over the past five years.

District and Provincial Results on Alberta Education Achievement Tests for Five Years

	Grade 9 Lang. Arts		Grade 9 Math		Grade 9 Science (A)		Grade 9 Social		Grade 9 French L.A.	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2000-2001										
District Targets										
District % Meeting Standards	77.5	13.1	67.8	19.9	73.6	15.8	75.5	19.8	92.5	17.4
Provincial Targets										
Province % Meeting Standards	78.8	13.1	66.5	16.3	71.7	11.9	72.8	16.0	86.9	16.3
2001-2002										
District Targets										
District % Meeting Standards	78.5	16.2	66.8	20.8	73.0	15.3	75.9	23.1	83.3	11.1
Provincial Targets										
Province % Meeting Standards	78.5	14.6	64.5	16.7	71.6	11.4	73.8	18.0	83.0	10.1
2002-2003										
District Targets										
District % Meeting Standards	77.3	14.7	67.7	24.1	75.3	18.3	75.9	24.7	92.8	24.2
Provincial Targets										
Province % Meeting Standards	78.0	13.5	63.5	17.6	71.1	13.0	72.6	18.7	89.2	18.1
2003-2004										
District Targets										
District % Meeting Standards	77.0	14.2	71.1	24.6	68.7	17.0	75.9	26.2	95.8	23.8
Provincial Targets										
Province % Meeting Standards	77.6	12.4	66.1	18.9	66.6	12.1	73.1	20.0	83.4	11.7
2004-2005										
District Targets										
District % Meeting Standards	77.8	16.4	72.4	26.2	71.8	19.2	74.5	24.5	91.9	12.2
Provincial Targets										
Province % Meeting Standards	77.9	14.0	68.0	19.7	67.5	12.8	71.3	18.3	85.9	13.6
District Prev 3 Yr Average	77.6	15.0	68.5	23.2	72.3	16.9	75.9	24.7	90.6	19.7
Provincial Prev 3 Yr Average	78.0	13.5	64.7	17.7	69.8	12.2	73.2	18.9	85.2	13.3

* New curriculum, therefore targets were not set.

Table 4: Student Achievement

Diploma Examinations

The table below provides a five-year history of Alberta Education diploma examination results for the district.

**District Five Year Results on Alberta Education
Diploma Examinations Based on Diploma Examination Marks**

	2000-01		2001-02		2002-03		2003-04		2004-05		Prev 3 Yr Av	
	EPS	Prov	EPS	Prov	EPS	Prov	EPS	Prov	EPS	Prov	EPS	Prov
English 30-1												
Number Writing	N/A	N/A	N/A	N/A	N/A	N/A	4121	26,590	4254	27,486	N/A	N/A
% Acceptable	N/A	N/A	N/A	N/A	N/A	N/A	90.6	92.0	87.5	89.1	N/A	N/A
% Excellent	N/A	N/A	N/A	N/A	N/A	N/A	19.4	18.8	19.7	17.8	N/A	N/A
English 30-2												
Number Writing	N/A	N/A	N/A	N/A	N/A	N/A	2013	12,422	1938	12,452	N/A	N/A
% Acceptable	N/A	N/A	N/A	N/A	N/A	N/A	82.6	85.2	85.8	89.4	N/A	N/A
% Excellent	N/A	N/A	N/A	N/A	N/A	N/A	7.6	7.1	9.6	10.1	N/A	N/A
Social Studies 30												
Number Writing	3230	21,121	3491	22,231	3686	23,208	3593	23,157	3612	23,516	3590	22,865
% Acceptable	86.8	85.2	86.3	86.1	86.4	86.6	85.8	85.9	85.0	85.2	86.2	86.2
% Excellent	21.2	18.6	23.7	20.9	23.4	22.0	26.9	23.8	26.9	24.3	24.7	22.2
Social Studies 33												
Number Writing	1973	15,318	1987	15,211	2058	15,340	2185	15,519	2027	14,658	2077	15,357
% Acceptable	80.9	81.4	79.2	80.5	79.4	81.5	81.2	82.9	82.2	85.1	79.9	81.6
% Excellent	13.0	12.8	10.5	11.4	12.3	13.1	14.4	15.0	15.2	17.6	12.4	13.2
French Language Arts												
Number Writing	N/A	N/A	N/A	N/A	39	1000	44	993	37	1086	N/A	N/A
% Acceptable	N/A	N/A	N/A	N/A	97.4	95.2	100.0	95.4	94.6	95.1	N/A	N/A
% Excellent	N/A	N/A	N/A	N/A	20.5	15.4	22.7	16.7	29.7	19.2	N/A	N/A

Table 5: Student Achievement

Diploma Examinations

The table below provides a five-year history of Alberta Education diploma examination results for the district.

**District Five Year Results on Alberta Education
Diploma Examinations Based on Diploma Examination Marks**

	2000-01		2001-02		2002-03		2003-04		2004-05		Prev 3 Yr Av	
	EPS	Prov	EPS	Prov	EPS	Prov	EPS	Prov	EPS	Prov	EPS	Prov
Applied Math 30												
Number Writing	93	2891	265	4394	1561	9840	1706	10,256	1621	10,062	1177	8163
% Acceptable	87.1	81.7	86.4	85.1	85.0	85.0	84.4	85.5	85.1	87.6	85.3	85.2
% Excellent	10.8	10.7	20.4	14.0	14.3	14.0	15.6	14.3	19.9	21.8	16.8	14.1
Pure Math 30												
Number Writing	2555	17,145	3138	19,171	3506	21,338	3481	21,139	3637	22,048	3375	20,549
% Acceptable	82.0	76.8	83.8	81.8	86.4	84.4	87.8	83.7	81.9	80.6	86.0	83.3
% Excellent	26.3	20.3	30.4	28.3	31.5	27.1	36.1	32.0	29.0	25.6	32.7	29.1
Biology 30												
Number Writing	3338	17,932	3454	19,359	3705	20,467	3568	20,414	3544	20,510	3576	20,080
% Acceptable	81.3	80.8	83.4	83.5	79.1	80.8	80.8	81.9	82.0	81.9	81.1	82.1
% Excellent	29.0	27.1	26.0	25.5	21.9	21.9	27.8	26.6	29.2	26.6	25.2	24.7
Chemistry 30												
Number Writing	3015	16,031	3047	16,771	3210	17,904	3092	17,388	3119	17,508	3116	17,354
% Acceptable	76.9	79.1	78.8	82.1	82.1	84.5	86.4	85.7	88.1	88.1	82.4	84.1
% Excellent	21.6	22.0	21.8	24.0	24.0	24.6	29.4	27.9	34.8	33.4	25.1	25.5
Physics 30												
Number Writing	1749	9761	1912	10,165	1848	10,834	1972	10,811	1967	10,873	1911	10,603
% Acceptable	80.8	78.5	85.3	84.4	81.5	81.5	87.1	86.6	85.4	84.2	84.6	84.2
% Excellent	25.9	24.3	32.6	32.6	26.8	25.1	31.8	29.8	28.4	27.8	30.4	29.2
Science 30												
Number Writing	133	2820	296	3055	495	3245	698	3406	762	3465	496	3235
% Acceptable	84.2	82.5	84.5	81.6	85.1	88.2	83.7	84.3	84.9	88.1	84.4	84.7
% Excellent	11.3	14.4	20.9	12.2	20.2	19.7	17.2	16.5	19.8	22.0	19.4	16.1

The district had a higher percentage of students meeting the acceptable standard in 2004-05 than in 2003-04 on six of the eleven diploma examination courses that have data to compare. The percentage of students achieving the standard of excellence increased in all courses relative to 2003-04 with the exception of Pure Math 30, and Physics 30. For Social Studies 30 the percentage achieving the standard of excellence was the same for both years.

Table 6: Student Achievement

Diploma Examinations

The table below shows district and provincial participation rates on diploma examination courses for the past five years.

District and Provincial Participation Rates on Diploma Examinations for 2000-01 to 2004-05

	2000-01		2001-02		2002-03		2003-04		2004-05		Prev 3 Yr Av	
	EPS	Prov	EPS	Prov	EPS	Prov	EPS	Prov	EPS	Prov	EPS	Prov
English 30-1	N/A	N/A	N/A	N/A	N/A	N/A	53.2	56.1	57.2	59.4	N/A	N/A
English 30-2	N/A	N/A	N/A	N/A	N/A	N/A	24.4	25.0	27.4	26.1	N/A	N/A
Social Studies 30	48.7	48.6	51.6	50.5	52.8	52.6	53.2	52.5	54.8	53.7	52.5	51.9
Social Studies 33	29.1	34.1	28.9	33.3	29.5	33.2	30.2	33.7	29.2	32.3	29.5	33.4
French L.A. 30	N/A	N/A	N/A	N/A	0.7	2.5	0.8	2.5	0.6	2.7	N/A	N/A
Applied Math 30	1.5	6.9	3.8	10.0	20.1	21.5	21.6	22.2	21.1	22.0	15.2	17.9
Pure Math 30	24.7	32.4	44.3	41.9	44.2	43.7	44.8	43.9	46.3	45.6	44.4	43.2
Biology 30	44.5	39.0	46.5	40.7	47.4	42.6	45.7	42.6	45.3	43.3	46.5	42.0
Chemistry 30	39.4	35.2	41.6	36.3	41.0	37.9	40.3	37.7	41.3	38.5	41.0	37.3
Physics 30	24.2	21.5	27.0	22.5	26.4	24.0	26.4	24.0	27.5	24.0	26.6	23.5
Science 30	2.3	6.6	3.5	6.9	4.5	7.1	9.0	7.6	10.2	7.8	5.7	7.2

Alberta Education implemented a new process for reporting on provincial and jurisdiction participation rates in 1999. The participation rate now reflects the percentage of students enrolled in their third year of high school in the district on September 30th of the reported school year and who completed the course by August 31 of the reported school year. Students may have completed the course in the reported year or in an earlier year.

For 2004-05, district participation rates were higher than provincial rates for seven of the twelve diploma examination courses for which comparative data is available. District participation rates increased or stayed the same relative to 2003-04 for seven of the twelve diploma examination courses that have data to compare.