

EDMONTON PUBLIC SCHOOLS

May 11, 2010

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Responses to Board Requests for Information

ORIGINATOR: D. Barrett, Assistant Superintendent
T. Parker, Assistant Superintendent
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RESOURCE
STAFF: Gloria Chalmers, David Fraser, Jack Geldart, Elisa Rawe, Bonnie Zack

INFORMATION

BOARD REQUEST #302, APRIL 27, 2010, BRING THE INFORMATION THAT WAS RECENTLY TMD REGARDING CITY CENTRE EDUCATION PROJECT (CCEP) TO PUBLIC BOARD. Further to information provided at the April 13, 2010 Board Meeting, the following is revised information based on the review of data for the students who were in Grade 5 in 2001, the year CCEP was initiated.

How is High School Completion Measured?

The data for high school completion is provided by the province. The most recent year for which data is available is 2007-2008. Students in the three year completion cohort started Grade 10 in September 2005. High school completion includes any of the following: high school diploma, high school equivalent, certificate of achievement, post-secondary attendance and apprenticeship. The District three year completion rate for 2007-2008 was 65.4 per cent.

CCEP Cohort Data

CCEP schools provide education to students from Kindergarten through Grade 9 and as such are not directly measured in the High School Completion Rate.

CCEP was established in September of 2001. Students in Grade 5 in September 2001 could potentially graduate from high school in June of 2008 or in June of 2009. Those who graduated in 2008 would be part of the three year completion data and those who graduated in 2009 would eventually be part of the four year completion data for the District.

In September of 2001, 150 Grade 5 students were enrolled in one of the CCEP schools. Of this original cohort, 55 have completed high school with a high school diploma or Knowledge and Employability (K and E) diploma. This is 37 per cent of the cohort. The graduating students attended CCEP schools for a maximum of five 5 years and a minimum of 1 year, with an average of 3.7 years. Just over half of those who graduated were in a CCEP school for the maximum amount of time, i.e., 5 years.

The percentage of the Grade 5 cohort who graduated, is not in any way comparable to the three or four year completion rate for the District for the following reasons:

- Some students left the District prior to their Grade 10 year. Only 112 students started Grade 10 in September of 2005, the date for the three year cohort. Of these, 55 graduated or 49 per cent by June 2008 or June 2009. Those who left before this date may have moved to other districts or out of the province. They may have graduated but are no longer included in the cohort.
- In addition, 17 students left before their Grade 11 year and 14 left before their Grade 12 year. These students may also have moved to other districts or provinces. We know that 55 of the 81 graduated or 68 per cent.
- We have no data on whether any of the students received a certificate of achievement, attended post-secondary or started an apprenticeship program. If they did they would also count as completed, in addition to the 55.

Since a true comparable graduation figure cannot be determined, it is not possible to say if CCEP impacted the graduation rate positively or negatively. It can be said that half of those who were successful were at CCEP schools for the maximum amount of time (5 years). It can also be said that many schools, other than CCEP schools contributed to the education of the Grade 5 cohort. Completion rates are also impacted by student experience at high schools which are not part of CCEP.

The students who started Kindergarten at a CCEP school in September of 2001, who are still in the District are now in Grade 8. Some of these students may have had the benefit of nine years in the program. Achievement data for this cohort might tell us more about the impact of programming. However, the cohort would be relatively small.

BOARD REQUEST #304, APRIL 27, 2010, PROVIDE INFORMATION REGARDING AN UPDATE ON THE TRANSITION PLANS FOR STUDENTS AND STAFF AFFECTED BY SCHOOL CLOSURES:

Spruce Avenue

- Thursday, April 22 Junior High Open House evening event extended to all City Centre Education Partnership (CCEP) Grade 6 families and the junior high families of Parkdale and McCauley Schools.
 - Barbeque
 - Large group presentation
 - Break out to classrooms
- CCEP Grade 6 student leadership group from across the seven schools will continue their working plan towards junior high; this work will move forward with a strong focus on Spruce Avenue as the junior high site across the CCEP communities.
- On June 25, Spruce Avenue School will be taking a group of 30 Grade 6 leaders from across the seven schools to leadership camp to work on developing their skills and to strengthen the peer relationships between the students who will be coming together in junior high in September.
- The Grades 7 and 8 student leaders from the three current junior high programs will continue their collaborative work around team building and leadership capacity as they plan three events or activities to be held between now and June 29. Each event will bring together the students from McCauley, Parkdale and Spruce Avenue who are eligible to attend Spruce Avenue Junior High next September.

- The principal of Spruce Avenue School has offered to attend a parent meeting at each of the other CCEP schools to provide information, answer questions and share with parents the opportunities available to their children for next September at Spruce Avenue School.
- The principal of Spruce Avenue School will work with the administrators of all CCEP schools to transition parents of students in Grades 6 to 8 into the work of the Spruce Avenue parent council.

Norwood

- On May 3 Norwood School hosted an Open House event for the families of McCauley School.
- On April 28 Norwood School hosted a student “Buddy Day” where the current Early Learning to Grade 5 students of McCauley School came over and “buddied up” with their Grade level peers for a learning experience. This event included a school tour.
- The principal of Norwood School will be sending a letter out to McCauley families personally inviting them to come to the school for a tour, to meet with staff etc.
- The principals of Norwood and McCauley Schools will be meeting jointly with the many partners and agencies currently providing supports and services to the students of McCauley School. The purpose of this meeting will be to look at how to maintain existing partner services and supports to McCauley School students through their educational transition to Norwood School.

John A. McDougall

- Open House for families of Spruce Avenue elementary aged students was held Thursday April 27.
- The principal of John A. McDougall School will be sending a letter out to families personally inviting them to come to the school at any time for a visit and conversation around their child and the learning opportunities at John A. McDougall.
- There will be two activity days planned during the months of May and June where elementary students from Spruce Avenue will come over to John A. McDougall and participate with their peers and future classmates from John A. McDougall.
- There will be Kindergarten, Division 1 and Division 2 student visits where the children from Spruce Avenue Elementary come over to see John A. McDougall, meet their future classmates and begin to connect with the staff there.

Delton

- On April 27 Delton School hosted an Open House and barbeque for the students and families of Parkdale and Eastwood Schools. The Grades 4 and 5 student leaders from Eastwood, Parkdale and Delton Schools acted as hosts during this event.
- Delton School student leadership group hosted a “Buddy Day” for the students of both Parkdale and Eastwood Schools. Students coming over “buddied up” with a student of Delton School and joined them in some of their learning. They also had a chance to exchange school memorabilia as the beginnings of the new relationships between the students of the three elementary sites. Parkdale students participated on April 23 and Eastwood students on April 26.
- In June, the three schools will come together at Delton to participate in a celebration around Aboriginal Day.

- The principal of Delton School will be sending a letter out to families of Eastwood and Parkdale Schools personally inviting them to come to the school for a tour, to meet with staff etc.
- On May 17 Delton School will be hosting a joint parent council meeting including parents from Parkdale and Eastwood Schools. The intent of this meeting will be to set the foundation for them coming together to form the new Delton School Parent Group.

Across all the transitional work, the CCEP partner staff have committed to being present and available to families, students and staff as they work towards having everyone ready for school in September 2010. This includes such examples as the agency based staff from a closed school will attend the receiving school's Open House to be a familiar face for the families. One of the partners is also assisting with translation work to support the best communication possible with families.

Hardisty School

- An information night was held on April 2 regarding K-9 programming at Hardisty School. Invitations were sent home to parents.
- Track day/school orientation is in the planning stages. Details will be determined after discussions with parent groups.
- A plan for September to build community through an internal "artist in residence" is underway.
- The planning stages for the educational place space (playground) is complete.
- Once staffing in kindergarten is determined, a kindergarten night will be held.
- The Logos Society is writing a letter of encouragement to Fulton Place Logos parents.
- Capilano and Fulton Place school communities are planning celebrations at the end of the school year.
- According to the principal, all but three Capilano students and over 140 Fulton Place students have enrolled at Hardisty as of May.

Gold Bar

- Gold Bar Open House was held in late March. Communication and invitations were via the school sign, paid for portable sign on city property, community newsletter, and through the principals of both Capilano and Fulton Place to their parents.
- Three Behaviour and Learning Assistance (BLA) teachers (two new and one current) will meet and set up a "Get to know you and the school" activity for students in early to mid June.
- The three BLA teachers will meet for one day prior to school start up for a team building/team planning day
- Currently, only two families from the closed schools chose Gold Bar for regular Grade 1-6 programming. The principal will continue to monitor and plan welcoming activities as need arises.
- The principal has responded with personal tours and meetings for all parents who have contacted her.

Immediately following the Board Meeting of February 9, 2010, a team from Human Resources (HR) met with staff at all schools being considered for closure to review spring staffing procedures and timelines, as well as to provide advice related to updating writing

resumes and updating employee files. Representatives from each of the staff group locals were also present.

Following the Board's decision of April 13, 2010, that same team returned to each of the schools to provide staff with site specific modified staffing procedures. These modified procedures are consistent with collective agreement requirements and past district practices in such circumstances. Meetings were also held with principals of designated receiving schools. Ongoing individual support continues to be provided to staff by HR consultants.

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