

**DATE:** November 29, 2011

**TO:** Board of Trustees

**FROM:** Edgar Schmidt, Superintendent of Schools

**SUBJECT:** Annual Progress Reports to Board (Trustee Request #102)

**ORIGINATOR:** Tanni Parker, Assistant Superintendent Student Learning Services

**RESOURCE STAFF:** Sandy Forster, Heather Raymond, Corrie Ziegler

**REFERENCE:** June 14, 2011 (Board of Trustees)

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**ISSUE**

The following information was requested: Schedule the delivery of annual progress reports to the Board, at public board, in the following areas:

- Aboriginal education
- Special education
- Diversity and equity (including ELL including children living in poverty)
- Literacy
- Health and wellness

These reports will include data and analysis to identify progress and challenges. These reports will begin in the 2011-2012 school year.

**BACKGROUND**

N/A

**CURRENT SITUATION**

Currently measures and data exist either from Alberta Education or from the District for the following areas:

- Aboriginal Education
- English Language Learners/Diverse ethno-cultural populations (English language learners, with the exception of First Nations Métis and Inuit children for whom English is not their first language is comprised of the diverse ethno-cultural populations)
- Literacy
- Special Education for students on the graded curriculum

It is recommended that these reports with data analysis come to Board with updates related to implementation on a yearly basis as per table in Attachment I.

**Measures Required**

For the areas of equity, health and wellness, students living in poverty and for special education students not on the graded curriculum; measures at the District or Provincial level have not been designed to measure these outcomes. However, some of the current measures can be can be disaggregated by these categories to provide information to the Board.

For the area of diversity as it relates to ethno-cultural diversity, student performance can be reported by achievement through the disaggregation of English Language Learner data.

Ethnicity is not tracked at either the provincial or the District level as this is less important for programming than the ability of the student to communicate in English.

To meet the request, the following has been assumed in this response:

- Definition of terms (where none existed) has been provided.
- Measures related to levels of perceived satisfaction and the source has been provided.

### **Health and Wellness**

Definition: A state of physical, mental and social well being.

Current Data

- Survey Questions on Accountability Pillar (parents, staff and students in Grades 4, 7, 10)
- District Satisfaction Survey
- Achievement Data
  - Course completion: Physical Education 10

### **Diversity and Equity Including Students Living in Poverty**

Definition: Manitoba Association of School Superintendents in a paper entitled *Equity in Public Education* stated: “One way of defining equity is to identify the inequities we hope to eradicate. Two sources of inequity are evident: those arising from the education system’s structure and practices, and those arising from the student’s ethno-cultural and socioeconomic context.”

To address the two sources of inequity listed above Edmonton Public Schools has created:

1. Equity of resources: Compensatory funding provided for the disadvantaged through the allocation system.
2. Equity in process: The development and implementation of adapted curricular, differentiated education, differentiated programs, Individual Program Plan (IPP), accommodations to meet individual student needs.

Measures:

Equity of resources can be measured through examination of the basis of allocation which has the following categories to provide compensatory funding based on the District Social Vulnerability list. However, linking the increased allocations to student outcomes is difficult in that no control exists to demonstrate how students may have performed without the additional allocations. School performance could be tracked but individual student achievement overtime would require the identification and yearly adjustment of a student cohort. Additionally, the lack of predictable and sustainable funding impacts the percentage of compensatory allocations that are provided and this changes on a yearly basis.

Equity in process could be measured if cohorts of schools were identified. Perceptions and any student outcomes could then be compared to the District as a whole.

Current Data

- Accountability Pillar Survey
- District Satisfaction Survey

### **Special Education students not on the graded curriculum**

Definition: Alberta Education states: “Special education refers to the education of students and Early Childhood Services (ECS) children identified with mild, moderate, or severe disabilities

or as gifted and talented. It is founded on the belief that all children can learn and reach their full potential — given opportunity, effective teaching and appropriate resources.” The majority of district special education students (approximately 80 per cent) receive instruction on the graded curriculum. Twenty per cent receive modified programming not on the graded curriculum.

**Measures:**

The District does not collect percentage of students who have been successful in their IPP goals. This does not happen because the aggregation of individual attainment of individually developed goals cannot be completed in a manner that creates useful data. Perceptions of the effectiveness of supports and outcomes for special education students not on the graded curriculum can be collected from the following sources:

- Accountability Pillar
- District Satisfaction Survey

However, both surveys are responded to by parents, staff and students who may not deliver or receive programming for students with special education needs.

It is recommended that for the areas of equity, health and wellness, students living in poverty and for special education students not on the graded curriculum, yearly reports come to Board as outlined in Attachment I.

**Issues**

Proceeding with the request as stated, a number of issues arise.

1. As some students may be part of multiple categories; how do we ensure the data is not reported in multiple locations?
2. How would the District account for the potential multiplying factor if a student is in more than one of the categories? For example, it is expected that many of the students coded English Language Learners (ELL) may also be in schools that receive compensatory funding based on socio-economic status.
3. Both the Accountability Survey and District Staff, Student and Parent Satisfaction Survey completed with the only identifier as being staff, student, and parent and in the case of the district survey community member with or without students in school. Neither the District nor the Province send out specific questions based on language proficiency, ethnicity, or type of programming a student receives.

**KEY POINTS**

- Measures and data exist for some of the requested areas and annual reports can be provided.
- If new cohorts based socioeconomic factors are requested; FOIP will need to be considered.
- If new measures, the organization of current data into new categories or the creation of more individualized survey questions is requested; additional allocation for the Projects and Research unit will need to be provided.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I Proposed Annual Board Report Schedule

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**Proposed Annual Board Report Schedule**

| <b>Report</b>  | <b>Measures</b>   | <b>Implementation Report</b> | <b>Date</b> |
|--|---|------------------------------|-------------|
| Aboriginal Education                                     | Accountability Pillar<br>Summary<br>Survey data   | Yes                          | March       |
| English Language Learners<br>(Diversity: Ethno-cultural) | HLAT<br>Survey data   | Yes                          | January     |
| Special Education on<br>graded curriculum                | HLAT<br>Survey data   | Yes                          | February    |
| Special Education not<br>on the graded<br>curriculum     | Survey data   | Yes                          | February    |
| Literacy   | HLAT<br>Accountability Pillar<br>Survey data  | No                           | December    |
| Health and Wellness                                      | Survey data<br>Physical Education 10  | No                           | December    |
| Diversity: Socio-economic                                | Survey data*<br>HLAT*<br>Accountability Pillar*<br>Social Vulnerability list<br>by school | No                           | January     |

\* Cohorts would need to be created to track this data.