

# **Guide**

## **for School Board Planning and Results Reporting**

**For Jurisdiction and School Education Plans  
2004/05 – 2006/07 and AERRs,  
November 2004 and 2005**

**Updated November, 2004**

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## What's Changed? Highlighting indicates a change since the Spring 2004 edition.

- Specified the reporting requirements recommended by the Alberta Commission on Learning, (p.151 of the ACOL report):
    - Average class sizes for schools and jurisdictions
    - Supports for schools, and classrooms
    - Jurisdiction and teacher professional development plans
    - Fundraising amounts and uses of funds
  - Included implications for jurisdiction three-year plans and AERRs of the Renewed Funding Framework, in particular the Accountability Pillar, and dropped the two financial outcomes in Goal 1.
  - Restored the requirement for an Accountability Statement in the jurisdiction plans and AERRs
  - New local measures on achievement of special populations of children/students and students in alternative delivery programs.
  - Incorporated the expanded set of measures for jurisdictions as established by the Accountability Pillar of the Renewed Funding Framework. This includes a board-identified outcome and measure from the set of RCO outcomes and measures, and setting targets and reporting on achievement test results combined (all subjects and grades), as well as on each test.
  - In plans, the latest available result for measures, rather than multi-year results, needs to be provided along with targets as applicable.
  - Included the list of RCO outcomes and measures, with the Accountability Pillar measures highlighted, to assist jurisdictions select an RCO outcome and measure to complete their set of Accountability Pillar measures.
  - In response to the recommendations of the School Council review, a requirement has been added, to be reflected in school plans, that school councils have the opportunity to:
    - participate in the development and implementation of the school plan
    - develop school council strategies for the school plan.
  - Appendix 6, Setting Targets for Performance Measures, has been revised extensively and includes an updated timeline for equating of and setting targets for diploma examination results in subsequent years.
  - Appendix 7, Measuring Performance through Surveys, has been revised extensively and includes information on:
    - the new provincial Accountability Pillar surveys of students, parents, and teachers (Grades 4, 7, 10) and of board members,
    - a new resource for school jurisdictions on conducting surveys.
  - Added a glossary (Appendix 8)
  - Included a checklist of revised school board and school reporting requirements for 2004 (based on the 2003 edition of the guide) with reporting class sizes updated.
  - Included an optional format for school board three-year plans.
- Clarified:**
- Reporting on measures in the AERR according to each goal and outcome.
  - Including an assessment of progress and performance, along with the reporting of performance measure results in the AERR.
  - Reporting protocols when there are small numbers of students or survey respondents to protect privacy of individuals.
  - Corrected achievement test grade 9 Science (writers and cohort) and overall test results for writers.
  - Reporting all measures in AERR highlights.

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## I. Introduction

*Revised*

This guide has been prepared to assist Alberta's public, separate and francophone school authorities and their schools in preparing, updating and reporting on their three-year education plans. New and revised contents are labelled.

### **Purpose of School Board Planning and Results Reporting**

Preparing plans and reporting results are essential elements of accountability and continuous improvement in basic education. These documents assist boards to:

- improve education for ECS-12 students,
- identify student learning priorities,
- guide decision making and budgeting,
- address provincial directions and local needs,
- enhance communication with parents and the public.

### **Purpose of the Guide**

*Revised*

This guide outlines the specific requirements for school jurisdiction three-year education plans for 2004/05 to 2006/07 (due May 31, 2004) and annual education results reports on the 2004/05 school year (due November 30, 2005). **The implications for school jurisdiction plans and reports of the Accountability Pillar of the Renewed Funding Framework and the reporting recommended by the Alberta Commission on Learning have been incorporated and constitute the key changes to the 2004 edition of the guide.**

In this document, general information on planning and reporting is separated from specific requirements for school jurisdiction and school plans for 2004/05 to 2006/07 and Annual Education Results Reports for 2004/05. The general information is provided in Sections I to IV. Specific provincial requirements are provided in the links in Section V. Links 1-3 list the requirements for school jurisdiction and school education plans and results reports. These are reviewed each year. Related reference materials are in Section VI, Appendices.

 **Checklist of Requirements for Three-Year Education Plans, 2004/05 to 2006/07, Link 1**

 **Checklist of Reporting Requirements for 2005 on the 2004/05 School Year, Link 2**

*New*

 **Checklist of Revised Reporting Requirements for 2004 on the 2003/04 School Year, Link 3**

While the guide is intended for school jurisdictions and schools in Alberta, it can be used by any organization that seeks to plan its goals, measure its progress, make improvements and communicate its achievements, as it is based on good planning and reporting principles.

## II. Planning and Reporting Overview

Planning and reporting by school boards and schools throughout Alberta are carried out within the provincial government's Accountability Framework and Alberta Learning's Renewed Funding Framework.

### **Government of Alberta Accountability Framework**

The Accountability Framework for the learning system, based on the *Government Accountability Act*, is an ongoing cycle that enables continuous improvement and critical reflection by:

- setting priorities, measuring progress and using results to develop actions to improve education for students;
- aligning jurisdiction and provincial goals and priorities;
- incorporating community input;
- allocating resources to achieve goals and improve results; and
- communicating with stakeholders (staff, students, parents, school councils, the public and Alberta Learning) about school jurisdiction and school directions and results.

*New*

### **Alberta Learning's Renewed Funding Framework**

In the context of the Alberta government's Accountability Framework and provincial responsibility for basic education, Alberta Learning worked with a multi-stakeholder committee to review the Funding Framework. The Renewed Funding Framework provides a means to allocate funding to school jurisdictions to provide a quality education that reflects the needs of students and society. It is based on a foundation of three pillars: **Flexibility, Accountability and Formulas** and has the following fundamental characteristics:

- equitable distribution of funds;
- provision of maximum flexibility to accommodate local decision making; and
- public accountability for the use of resources and the results achieved.

Implementation of the Flexibility and Accountability Pillars began in 2003/04. The formulas were developed in 2003/04 for implementation in 2004/05.

The Flexibility Pillar provides jurisdictions with maximum flexibility. Allocations are provided with minimal conditions and spending direction, which allow school boards to decide how they will use their resources, and how they will implement the various programs they offer, based on their own students' needs and local priorities.

The Accountability Pillar places increased emphasis on achieving outcomes, reporting results and targets, and using results for informed decision making for the purpose of improving programs and student results in subsequent years. Building on existing accountability processes and practices, school boards will continue to be accountable for meeting the learning needs of all students, and ensuring that

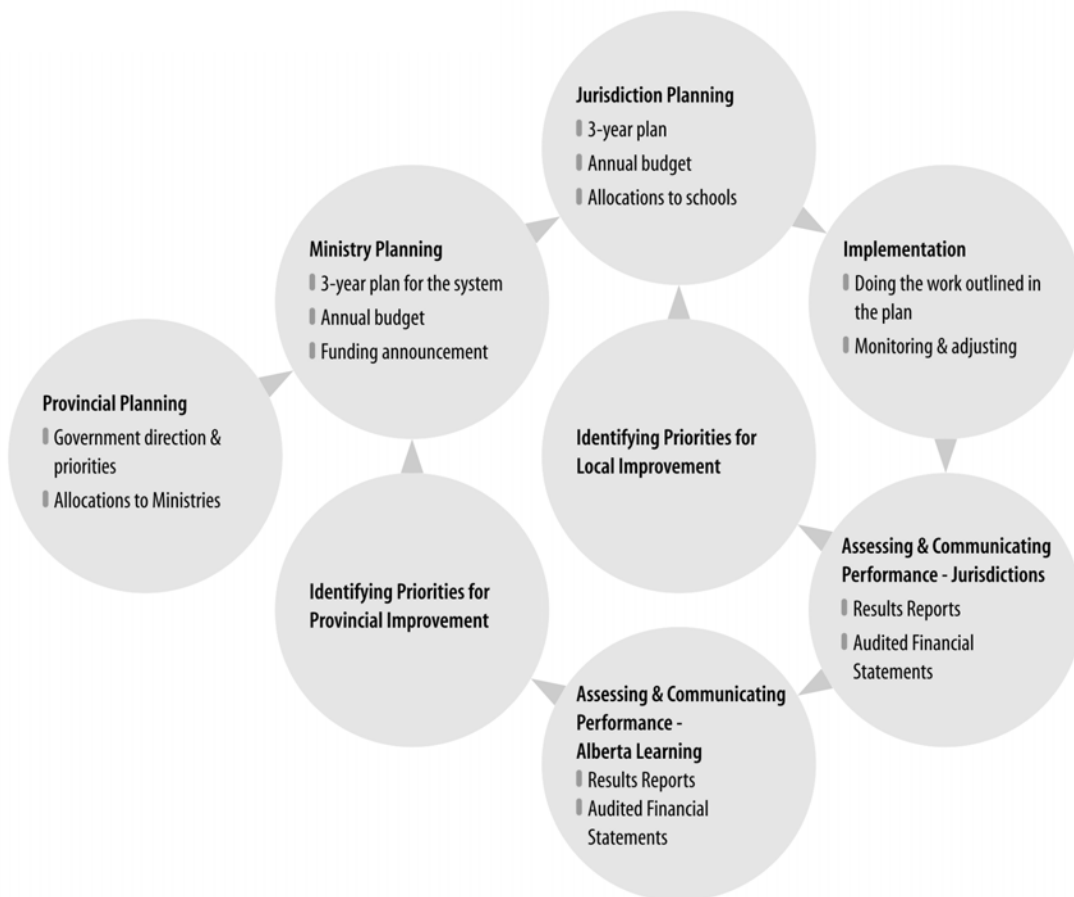
provincial policy, legislation, regulations and standards are met. School jurisdiction performance will be measured and reported by assessing current results against past performance and the specific, well-defined targets set by school boards on a common set of measures for all jurisdictions.

 **Performance Measures and Targets for the Accountability Pillar, Link 4**

The Formulas Pillar is the funding allocation model that recognizes differential costs among jurisdictions related to factors such as student and community characteristics, school size and location. Funding is enveloped for a limited number of specific provincial initiatives.

For a more detailed description of the Renewed Funding Framework, see Part I of the *Funding Manual for School Authorities for the 2004/05 School Year*, available online at [www.learning.gov.ab.ca/funding/FundingManual/](http://www.learning.gov.ab.ca/funding/FundingManual/).

**Accountability Cycle for Continuous Improvement in ECS-12 Education**



Each level in the Accountability Framework plays a key role, as outlined below:

*Government of Alberta*

- sets overall provincial direction;
- allocates funds to ministries;
- monitors and reports on progress;
- uses results to plan improvements.

**Revised**

*Alberta Learning*

- prepares three-year learning system business plan and guidelines for school authority and post-secondary institution planning and reporting based on provincial direction;
- assesses and reports annually on results and uses results to set targets and plan improvements; identifies provincial priorities for improvement;
- allocates funds to school authorities and post-secondary institutions; and
- defines basic education, establishes outcomes for the K-12 system, reviews school jurisdiction and post-secondary institution plans and results for compliance with provincial requirements, for evidence of improvement, and to identify implications for provincial-level planning.

**Revised**

*School Boards*

- plan and implement three-year education plans for the jurisdiction, aligned with Ministry direction;
- allocate resources to schools and programs;
- monitor progress;
- assess and report results annually to stakeholders and the Minister;
- use results to set targets and plan improvements.

**Revised**

*Schools*

- plan and implement three-year education plans aligned with school board direction;
- monitor progress;
- assess and report results annually to their board and stakeholders;
- use results to set targets and plan improvements.

**References:**

- 📁 **Legislative Authority, Appendix 1**
- 📁 **Basic Education in Alberta – The Definition, Appendix 2**
- 📁 **Alberta Learning's Three-Year Business Plan for 2004/05 to 2006/07, [www.learning.gov.ab.ca/departement/businessplan/](http://www.learning.gov.ab.ca/departement/businessplan/).**
- 📁 **Funding Manual for School Authorities for the 2004/05 school year, [www.learning.gov.ab.ca/funding/FundingManual/](http://www.learning.gov.ab.ca/funding/FundingManual/).**



### **III. Education Planning**

School jurisdiction and school plans focus on student learning over three years. Some components of these plans are updated annually, such as strategies and priorities, so that as one year is completed another is added. The plan continues to roll forward, maintaining a three-year time frame. This allows the school board to respond to recent performance results and changes in the operating environment while maintaining continuity from year to year. Although entirely new plans are rarely prepared, every few years other components, such as the vision, mission and beliefs should be revisited and refreshed, typically at the beginning of a board's mandate.

#### **Preparing and Updating Plans**

School jurisdictions and schools annually update their three-year education plans based on the principle of continuous improvement, with a focus on improving student learning. This annual updating takes into account a number of considerations, including:

- jurisdiction and school results;
- input from stakeholders such as school councils, students, parents and the public;
- resources available;
- Alberta Learning's three-year plan and annual performance results;
- feedback from Alberta Learning.

School jurisdiction and school three-year plans align with and build on Alberta Learning's vision, mission, goals and outcomes for the learning system. School jurisdictions and schools may augment the goals and outcomes **required** by the province by incorporating local goals and outcomes to reflect their unique characteristics and circumstances.

#### **Communication**

Three-year education plans serve as a valuable tool for communicating with school and jurisdiction staff, students, school councils, parents and community groups. School jurisdictions and schools have an obligation to use a variety of means to inform parents and the public of their goals, plans, results and priorities for improving education for students, and for the use of facilities and resources.

 **Publication and Notification Requirements for School Jurisdictions Plans, Link 5**

Alberta Learning staff review school jurisdiction plans and results reports to ensure alignment with provincial goals and priorities for improvement, and to provide input into provincial-level planning for the learning system. Reports of the findings from the reviews are prepared for use by Ministry staff and provided to jurisdictions.

## Elements of Education Plans

Listed below are the elements that characterize a good plan. Alberta Learning requires some of these elements, as noted.

### **Revised**

Foundation statements, such as vision, mission, principles, and/or beliefs articulate the jurisdiction's purpose. Contextual information, such as a jurisdiction profile, trends and issues that affect operations, describe the planning environment.

Alberta Learning **requires** jurisdiction education plans to include the following:

- an accountability statement;
- provincial goals and related outcomes;
- provincial priorities for improvement;
- performance measures for outcomes and priorities for improvement;
- local targets for the performance measures;
- strategies for outcomes and priorities for improvement;
- highlights of the jurisdiction's capital and financial plans.

These elements of education planning, taken together, combine to form an education plan for the jurisdiction that enables the jurisdiction staff and stakeholders to know where the school jurisdiction or school is going, how it plans to get there, how progress will be measured and how resources will be used along the way.

### **New**

#### ***Accountability Statement [Required]***

The Accountability Statement, signed by the superintendent and board chair, is the organization's commitment to implement the plan and achieve the outcomes and targets, stated as follows:

The Education Plan for (name of jurisdiction) the three years commencing September 1, (year), was prepared under the direction of the Board in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, the *Policy on School Authority Education Plans* 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. The Board is committed to achieving the planned results laid out in this Plan.

#### **Foundation Statements**

The vision, mission, and principles and/or beliefs of a plan reflect the jurisdiction's aims and values.

#### ***Vision***

A vision looks to the future. It describes a set of ideal circumstances and results that school boards strive to achieve. These ideals focus on student achievements and the programs or services that maximize student learning. The vision should be consistent with Alberta Learning's vision for the provincial learning system:

*The best learning system in the world.*

### ***Mission***

A mission statement is a clear, concise description of the school jurisdiction's overall purpose and role. It gives direction to the programs and services that the jurisdiction provides for its students and should be consistent with Alberta Learning's mission:

*Alberta Learning, through its leadership and work with stakeholders, ensures that learners are prepared for lifelong learning, work and citizenship so they are able to contribute to a democratic, knowledge-based and prosperous society.*

### ***Principles and/or Beliefs***

Principles or belief statements guide decision making and provide a foundation for developing mission and vision statements and goals for the jurisdiction or school. Alberta Learning has established the following principles for the learning system:

*learner-centred, accessible, collaborative, accountable, responsive, innovative and equitable.*

These would be reflected in the school jurisdiction's statements of principles and/or beliefs.

### **Contextual Information**

This information describes the school jurisdiction's or school's context and operating environment.

### ***Profile***

A profile is a brief description of the school jurisdiction or school that gives context for the plan. Profiles include characteristics of communities, students, programs and location.

### ***Trends and Issues***

Trends and issues help school boards and schools identify opportunities and challenges that may impact planning, budgeting, providing programs and achieving results. A trend shows a direction of data over time, e.g., enrolment growth. An issue is a condition that may affect the organization's ability to fulfill its mandate or to achieve its goals.

### **Goals, Outcomes, Priorities, Measures and Strategies [Required]**

These elements of the education plan are **required**. They are aligned with provincial goals, priorities for improvement, outcomes, measures and targets, and they address jurisdiction and school aims, priorities and circumstances.

### ***Goals [Required]***

Goals are broad statements that look towards the long term and steer organizations in the direction of realizing their vision. Goals are typically expressed as desired conditions or aims. School jurisdiction and school plans incorporate Alberta Learning's **required** goals, which guide the direction of the learning system overall, and optional goals that address local needs and circumstances.

### ***Outcomes [Required]***

Outcomes are measurable statements of what school jurisdictions and schools seek to achieve. In broad terms, they answer the question, “What will this look like when we get to where we want to be?” Plans include the **required** provincial outcomes and local outcomes for provincial and local goals. Each goal **requires** at least one outcome.

 **List of Required Performance, Measures for School Jurisdiction Plans, 2004/05 to 2006/07, Link 6**

### ***Priority Areas for Improvement [Required]***

Priority areas for improvement reflect local and province-wide performance areas that require immediate, concerted attention. Reviewing annual performance results is an important basis for selecting priorities in areas where results do not meet expectations. Selecting and addressing priorities for improvement are essential aspects of the accountability cycle for continuous improvement in Alberta’s basic-learning system. Jurisdiction plans are **required** to include strategies and measures in their plans for provincial and local priorities for improvement.

### ***Revised***

Listed below are the **required** provincial priorities for improvement for the basic education system and the corresponding **required** measures. The priorities are presented in an order generally reflecting progression through school.

| <b>Provincial Priorities for Improvement</b>  | <b>Performance Measures*</b>   |
|---|--|
| <ul style="list-style-type: none"><li>Improving early literacy and numeracy</li></ul>   | <ul style="list-style-type: none"><li>Percentages of students in Grade 3 who achieved the acceptable standard on provincial achievement tests (cohort results) in mathematics and language arts.</li></ul>               |
| <ul style="list-style-type: none"><li>Improving children’s access to services through coordination of services</li></ul>              | <ul style="list-style-type: none"><li>Percentages of teachers, parents, students and board members who agree that services and supports for children at risk are easy to access and timely.</li></ul>                    |
| <ul style="list-style-type: none"><li>Improving learning through effective use of information and communications technology</li></ul> | <ul style="list-style-type: none"><li>Percentages of teachers, parents and students who are satisfied with the opportunity for students to receive a broad program of studies, including ... <b>technology</b></li></ul> |
| <ul style="list-style-type: none"><li>Improving programs and results for First Nations, Métis and Inuit learners</li></ul>            | <ul style="list-style-type: none"><li>Local measure of Aboriginal student achievement.</li></ul>   |
| <ul style="list-style-type: none"><li>Improving secondary student achievement in mathematics</li></ul>                                | <ul style="list-style-type: none"><li>Percentages of students in Grade 9 who achieved the acceptable standard on the provincial achievement test in mathematics (cohort results).</li></ul>                              |
| <ul style="list-style-type: none"><li>Increasing high school completion rates</li></ul>   | <ul style="list-style-type: none"><li>High school completion rates.</li></ul>  |
| <ul style="list-style-type: none"><li>Improving community satisfaction with education</li></ul>                                       | <ul style="list-style-type: none"><li>Percentages of teachers, parents, students and board members satisfied with the overall quality of education in Alberta.</li></ul>   |

\* All specified measures for the priorities for improvement are from the Accountability Pillar. Jurisdictions select an appropriate local measure of Aboriginal student achievement for the First Nations, Métis and Inuit (FNMI) priority. Alberta Learning is working to improve information on Aboriginal student achievement.

## **Revised**

### ***Performance Measures and Targets [Required]***

Performance measures are the assessment tools that school jurisdictions and schools use to track how far along they are in achieving the outcomes in their plan.

Education plans include at least one measure for each outcome. Measures are quantitative and are expressed as “*numbers of*” (in relation to a total) or “*percentages of*.”

School jurisdiction and school plans include the measures that will be used to assess and report results, and the most recent result for these measures, if available. These include the **required** measures, (see Link 6), and locally determined measures for local outcomes and priorities for improvement.

Targets are strategic tools to help school jurisdictions and schools focus on improving or maintaining results that have reached a high level. Targets show desired levels of performance to be attained by a certain time. Locally developed targets are **required** for the required measures for which there is trend data. Targets are encouraged for local measures.






Specifically, targets **must** be set for the required measures, including the Accountability Pillar measures, as follows:

- A target for the first year of the plan when there are two years of results for the measure;
- Targets for two years when there are three years of results;
- Targets for all three years of the plan when there are three or more years of results.



**List of Required Performance, Measures and Targets for School Jurisdiction Plans, 2004/05 – 2006/07, Link 6**

### **References**

-  **Provincial Results and Targets for School Jurisdiction and School Performance Measures, Appendix 3**
-  **Performance Measurement, Appendix 4**
-  **Set of Outcomes and Measures – Review Committee on Outcomes, Appendix 5**
-  **Setting Targets for Performance Measures, Appendix 6**
-  **Measuring Performance through Surveys, Appendix 7**

## **Revised**

### ***Strategies [Required]***

Strategies are actions that school jurisdictions and schools take to achieve goals and desired outcomes that meet the needs of their students. School jurisdictions are **required** to develop strategies for each outcome, including developing strategies to address:

- provincial and local priorities for improvement;
- enveloped funding initiatives: Alberta Initiative for School Improvement (AISI), Student Health Initiative and High Speed Networking.
- In developing strategies for their plan, jurisdictions should consider:
  - the needs of their entire students’ population, ECS to 12, including any special populations (e.g., children/student with special needs, Aboriginal children/students, children/students whose first language is other than English and

- children/students who are at risk academically) and students in alternate delivery methods such as Outreach, online and home education;
- any major curriculum changes;
- support services needs of schools and students (e.g., teaching assistants, teacher librarians and counsellors); and
- in-service and professional development needs of staff.

### ***Highlights of School Facilities Plans [Required]***

In this section of the three-year education plan, school jurisdictions highlight for parents and the public the major school renewal and construction projects underway and planned for their jurisdiction for the next three years. These highlights should:

- include the educational purpose of the projects and benefits to students (e.g., building an addition or new school to accommodate enrolment growth, upgrading a lab to improve CTS programs);
- reflect the jurisdiction's Infrastructure Maintenance Program (IMP) priorities (formerly BQRP) and the three-year capital plan approved by Infrastructure (or submitted if approval is pending);
- contain information on where readers can obtain more information about the jurisdiction's facility renewal priorities and three-year capital plan.

### ***Budget Highlights [Required]***

This section presents highlights from the board's budget for the first year of the three-year plan in a way that is easily understood, transparent and meaningful to the public. Budget highlights should provide key financial information about the upcoming school year, focusing on anticipated material changes from the current year. This section may refer to budgeted changes in enrolment, certificated and uncertificated staff, programs, funding, revenues and expenses, annual surpluses or deficits and accumulated surpluses. The section should include:

- guiding principles the board uses in financial planning;
- charts and/or tables presenting summarized information from the board's budget;
- information on where readers can obtain detailed jurisdiction budget information.

## **School Improvement Planning**

School education plans are a tool to help school jurisdictions and schools achieve continuous improvement, focusing on student learning and results. And, because school plans also address provincial goals and board direction, they help ensure the entire basic learning system is focused on key improvements and the educational needs of Alberta students.

School plans contain the **required** learning system goals, measures, targets and strategies (see below), board requirements and outcomes that schools develop to address priorities and the educational needs of all their children/students. School plans are based on a three-year cycle and are updated annually to incorporate school board direction, input from the school council, teachers, parents and students, and to address areas for improvement identified from results. Plans indicate how progress will be measured and enable critical reflection and continuous improvement. Schools also have an obligation to use a variety of means to communicate their plans with parents and the larger community, as well as provide the plans to the board.

**Revised**

If a substantial number of children or students has special needs or circumstances, such as English as a second language (ESL) or special programming, or are enrolled in home education programs or outreach programs, the strategies in the school plan **must** reflect these.

**New**

School councils **must** have the opportunity to participate in the development and implementation of the school's plan and the opportunity to develop and include strategies the council intends to pursue to support the achievement of the outcomes in the school's plan.

See Elements of Education Plans on pages 6-10.

**Required Goals, Measures and Targets for School Plans, 2004/05-2006/07**

School plans are **required** to include and address the following three provincial goals for Alberta's learning system:

Goal 1: High quality learning opportunities for all


Goal 2: Excellence in learner outcomes

Goal 3: Highly responsive and responsible school

For Goal 2, excellence in learner outcomes, student results on provincial achievement tests and diploma examinations are the required measures for school plans, as specified below:

- Percentages of students writing provincial achievement tests in Grades 3, 6 and 9 who achieve the acceptable standard, and the percentage who achieve the standard of excellence on each provincial achievement test, including the most recent year of results, along with provincial results and targets and school targets for each year of the plan.
- Percentages of students in Grades 3, 6 and 9 writing provincial achievement tests (most recent year of participation rates), in relation to the provincial participation rates for each test.
- Percentages of students writing Grade 12 diploma examinations who achieved the acceptable standard, and the percentages who achieved the standard of excellence (the most recent year of results) along with provincial results for each examination.
- Student participation in diploma examination courses (most recent year of participation rates), in relation to the provincial participation rate for each examination.

 **See Appendix 3 for available provincial results and targets for the required measures.**

 **See Appendix 6 for information on setting targets. This appendix also contains information on the phase in of setting targets for diploma examination results once the examinations are comparable from year to year.**

**Note:** Alberta Learning provides multi-year reports on the Extranet for schools on student achievement and participation on provincial achievement tests and diploma examinations that schools include in their three-year plans and use to set targets and improve programs for students.

## IV. Results Reporting

School jurisdictions and schools assess and report annually on their progress and achievements and use the results information to identify improvements to address in the next update of their plan. Every few years jurisdictions may wish to undertake a major retrospective by assessing accomplishments over a longer span of time, such as at the end of a board's mandate, in preparation for a major direction-setting exercise of the next board.

### *Revised* School Board Reporting

Each year school jurisdictions measure their performance and report on the progress toward achieving the goals and outcomes of their three-year education plans in their Annual Education Results Report (AERR). The performance measure results are a primary source of information for assessing and reporting on performance, and for determining where improvements are needed.

The annual results report informs stakeholders where the school jurisdiction is in relation to where it wants to be in achieving its goals and outcomes. It demonstrates that the school board is accountable for results and for the wise use of resources to provide quality programs for students and to address improvement priorities. AERRs provide school jurisdictions and schools the opportunity to summarize their accomplishments, in addition to reporting on performance.

#### **Communication [Requirement]**

AERRs are public documents, and school jurisdictions and schools are **required** to communicate results to the larger community. A variety of methods are available to highlight results, including newspaper inserts, brochures, websites, a jurisdiction report card, community meetings, and so forth. These summaries of the jurisdiction AERR **must** include the results for all performance measures in the plan, including the Accountability Pillar measures.

#### **Publication and Notification Requirements for School Jurisdiction Plans, Link 5**

Alberta Learning staff review AERRs to ensure alignment with provincial goals and to provide input into provincial-level planning for the learning system. Reports highlighting the findings from the review and analysis are prepared for use by Ministry staff and provided to school jurisdictions.



## Elements of Annual Education Results Reports

The Annual Education Results Report (AERR) provides information on the jurisdiction and school's major accomplishments and results of the past year, with a focus on results for students. Listed below are the elements that characterize a results report. Those elements required by Alberta Learning are noted.

### *New* **Accountability Statement** [Required]

The accountability statement, signed by the superintendent and board chair, indicates that the school board is responsible for taking action based on results in order to improve in areas where results are below expectations and to maintain good performance in areas where results meet or exceed expectations. The **required** wording of the Accountability Statement follows:

The *Annual Education Results Report* for (name of jurisdiction) for the (year) school year was prepared under the direction of the Board, in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, the *Policy on Annual Education Results Reports* and the provincial government's accounting policies. The results are used to the best of our abilities to make continuous improvements by developing strategies for three-year education plans to ensure that all students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

### **Highlights** [Required]

This section briefly highlights the jurisdiction results and accomplishments for the last year and must report the results of the **required** measures.

### *Revised* **Summary of Accomplishments**

Major activities to implement the jurisdiction's education plan over the past year are highlighted in the Summary of Accomplishments. This section also gives the jurisdiction the opportunity to celebrate its successes.

Jurisdictions are **required** to report on progress and outcomes of specific provincial initiatives that receive enveloped funding under the Renewed Funding Framework: AISI, Student Health (SHIP), High Speed Networking and average class sizes. **This reporting can be included in an Accomplishments section, except for the class size reporting, which is in a separate report.**

**Note:** School jurisdictions are **required** to report AISI project summaries in the AERR, focusing on results achieved. For projects that have reached the end of their three-year term, this information must include highlights of the results of the summative evaluation. (See the updated *AISI Administrative Handbook* available online at [www.learning.gov.ab.ca/k\\_12/special/aisi/](http://www.learning.gov.ab.ca/k_12/special/aisi/)).

**New** School boards have considerable flexibility and discretion when it comes to deciding how to allocate and use the funding provided. Boards continue to be responsible for providing appropriate programs for all their students and for the achievement of all students. As such, the report should include highlights of:

- actions taken (e.g., programs provided and changed) and progress made in meeting the needs of special populations of students (as applicable):
  - children/students for whom English is a second language;
  - aboriginal children/students;
  - children/students with special needs; and
  - children/students who are academically at risk.
- alternate delivery programs provided, including (as applicable):
  - home education programs;
  - online programs; and
  - outreach programs.

**New** In response to the recommendations of the Alberta Commission on Learning, school boards **are required to report:**

- the highlights of their professional development plan, including major areas of professional development focus for the 2004/05 school year;
- reflection on the professional development plan's impact on teacher practice;
- a statement indicating the percentage of teachers having an annual teacher professional growth plan; and
- the percentage of teacher growth plans aligned to the school's improvement plan.

The Summary of Accomplishments should also address any other significant initiatives, such as implementation of new curricula.

#### **Performance Measures Results** *[Required]*

**Revised** School jurisdictions are **required** to assess and report performance results in relation to the goals, outcomes and priorities for improvement in their three-year plan for:

- the **required** measures, including the Accountability Pillar measures; and
- local measures.

**Revised** For these measures, AERRs **must** include five years of jurisdiction and provincial results (or as many years as available if less than five), with the provincial and jurisdiction target for the most recent year of results. School jurisdictions analyze performance results and **must** include in the AERR an assessment of their progress toward achieving the outcomes and goals of their three-year plan, including performance over time and in relation to targets. Contextual information can be provided to explain results and describe the environment in which results were achieved. This qualitative information enhances understanding of quantitative results and contributes to the overall assessment and reporting of progress and achievement.

**Note:** Alberta Learning provides the results for all Accountability Pillar measures to jurisdictions on the Extranet. Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number in a group of students or survey participants is six or fewer, data must not be reported to protect individual privacy.



**Checklist of Reporting Requirements for 2005 on the 2004/05 school year, Link 2**



**Checklist of Revised Reporting Requirements for 2004 on the 2003/04 school year, Link 3**

Provincial results and targets on the required measures for which data are available are provided in Appendix 3.



**Provincial Results and Targets for the Accountability Pillar Measures and School Performance Measures, Appendix 3**

### **Future Challenges [Required]**

School jurisdictions briefly describe the major education issues and priorities for the next few years, including priorities for improvement identified from the assessment of results. This section also discusses emerging issues and trends that have implications for the school jurisdiction.

### **Highlights of Facilities Projects [Required]**

School jurisdictions highlight, for parents and the public, their progress on major facility projects - building renewal and construction funded by Infrastructure - for the previous school year, focusing on the benefits to students.

**Revised**

### **Financial Summary [Required]**

In the financial summary, boards communicate to the public the key messages arising from their audited financial statements that are relevant to the evaluation of the year's financial results. This section should be transparent, understandable and:

- provide the reader with key financial information about the school year, such as significant changes over the prior year, the annual operating surplus or deficit, accumulated operating surplus, and capital reserves;
- include program expenditure information in a table or graph format for the primary audience – parents and other members of the community;
- include a statement specifying:
  - where more information on the jurisdiction's sources of school generated funds and their uses can be obtained (e.g. link to the Audited Financial Statement (AFS), contact at central office);
  - that comparative information is available in a provincial report and provide the weblink to the provincial roll up of jurisdiction AFS information: <http://www.learning.gov.ab.ca/funding/afs/>; and
- indicate how readers can access additional financial information about the jurisdiction.

**New**

*New*      **Average Class Size [Required]**

An Extranet tool has been developed to assist jurisdictions in reporting average class sizes starting in the fall of 2004. Jurisdictions will receive information about this separately.

- Report the unverified average class size report for the jurisdiction and each school by posting the report on the jurisdiction website and providing a web link in the AERR to the class size report.
- By January 15, post an addendum to the jurisdiction's AERR that contains the following:
  - A summary of the jurisdiction's three-year plan to achieve the class size guidelines recommended by the Alberta Commission on Learning and/or how the jurisdictions plans to enhance classroom learning;
  - The verified report of jurisdiction and school September 30, 2003, 2004 and 2005 average class size survey results for K-3, 4-6, 7-9 and 10-12;
  - A statement indicating where more detailed information can be obtained (e.g., Web site); and
  - Notify zone director of this posting.

## School Results Reporting

### *Revised*

Schools assess and report annually to their board, parents and their communities on student achievement and use of resources. The reports include the results information in relation to all goals, outcomes and performance measures in the school's plan, including **required** provincial student achievement measures. School reports also include specific elements required by the board.

### **School Reporting Requirements on the 2004/05 School Year**

School reports must report on the **required** provincial measures — student results on provincial achievement tests and diploma examinations — for the learning system goal, excellence in learner achievement, and include an assessment of progress in relation to targets and past performance.

**Note:** Consistent with the Freedom of Information and Protection of Privacy Act, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.

**Required** provincial measures:

- Percentages of students writing provincial achievement tests in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests, and the percentages who achieved the standard of excellence (five years of results), in relation to provincial results for each year, and school and provincial targets for 2004/05.
- Percentages of students in Grades 3, 6 and 9 writing provincial achievement tests (five years of participation rates) in relation to provincial participation rate for each test.
- Percentages of students writing Grade 12 diploma examinations who achieved the acceptable standard, and the percentages who achieved the standard of excellence (five years of results) in relation to provincial results for each examination.
- Student participation in diploma examination courses in relation to provincial participation rates (five years of participation rates for each course).

In addition, schools are **required** to report on all measures and targets in their plans and include any other information required by their board.

### *New*

#### **Average Class Size [Required]**

- Report overall school class size survey results (unverified) for K-3, 4-6, 7-9, 10-12 (as applicable), in relation to jurisdiction results, as of September 30, 2003, 2004 and 2005, and include a weblink to the posted jurisdiction class size report.

Link 2 contains a checklist of school reporting requirements on the 2004/05 school year.

 **Checklist of Reporting Requirements for 2005 on the 2004/05 School Year, Link 2**

The revised school reporting requirements for the 2003/04 school year are listed in Link 3.

 **Checklist of Revised Reporting Requirements for 2004 on the 2003/04 School Year, Link 3.**

## V. Links

### Link 1 Checklist of Requirements for Three-Year Education Plans, 2004/05 – 2006/07

#### A. JURISDICTION PLANS (deadline extended to June 30, 2004)

- ❑ Indicate how information on the plan was or will be communicated to parents and the public.
- ❑ Accountability Statement

#### Goals, Outcomes, Priorities for Improvement, Strategies, Measures and Targets

In developing strategies, jurisdiction plans **must** reflect specific provincial funding initiatives – AISI, Student Health and High Speed Networking – and consider:

- new or revised programs of study;
- providing programs for all ECS-12 children/students in the jurisdiction, including special populations such as (as applicable) those whose first language is other than English, children/students with special needs, Aboriginal children/students, children/students academically at risk, and students in programs that use alternate delivery methods such as home education, online and outreach programs.
- providing support services for students and classrooms, such as teaching assistants, teacher librarians, councillors,
- teacher in-service and development needs.

In addition to the required outcomes and measures listed by goal below, jurisdictions are **required**, as part of the Accountability Pillar, to select an outcome and associated measure from the set of outcomes and measures developed by the Review Committee on Outcomes (RCO), and link these to an appropriate provincial or local goal. The list of RCO outcomes and measures are included in this document in Appendix 5 and is available online at [www.learning.gov.ab.ca/rco/](http://www.learning.gov.ab.ca/rco/).

#### **Revised**

Alberta Learning provides results for the required measures, including the Accountability Pillar measures, to jurisdictions on the Extranet for use in plans and reports. For measures with results, include the latest available provincial and jurisdiction results. For the survey measures, list the measure and indicate it is under development. See Appendix 3 for the latest provincial results and targets.

**Note:** Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.

## **Goal 1: High Quality Learning Opportunities for All**

**Outcome:** The learning system meets the needs of all learners, society and the economy.

- At least one strategy for this outcome.

**Provincial Priority for Improvement:** Improving learning through effective use of information and communications technology.

- At least one strategy for this priority.

**Measure:**

- Percentages of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, **technology**, health and physical education (under development). **(new)**

**Note:** The technology aspect of this measure is the measure for the priority on effective use of technology. Jurisdictions should note this in their plan.

**Provincial Priority for Improvement:** Improving community satisfaction with education.

- At least one strategy for this priority.

**Measure:**

- Percentages of teachers, parents, students and board members satisfied with the overall quality of education in Alberta (under development). **(new)**

**Other Measures for this Outcome:**

- Percentages of teachers, parents, students and board members who agree that: students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school (under development). **(new)**

**Outcome:** All Albertans can participate in quality learning.

- At least one strategy for this outcome.

**Priority Area for Improvement:** Improving children's access to services through coordination of services.

- At least one strategy for this priority.

**Measure:**

- Percentages of teachers, parents, students and board members who agree that services and supports for children at risk are easy to access and timely (under development). **(new)**

## **Goal 2: Excellence in Learner Outcomes**

**Outcome:** Learners demonstrate high standards.

- At least one strategy for this outcome.

**Provincial Priority for Improvement:** Improving programs and results for First Nations, Métis and Inuit learners.

- At least one strategy for this priority.
- Local measure for Aboriginal student achievement. **(new)**

**Provincial Priority for Improvement:** Improving early literacy and numeracy.

- At least one strategy for this priority.

**Provincial Priority for Improvement:** Improving secondary student achievement in mathematics.

- At least one strategy for this priority.

**Measure:**

- Percentages of students (both writers and the cohort) in Grades 3, 6 and 9 who achieved the acceptable standards and who achieved the standard of excellence on each provincial achievement test. Also include, for both writers and the cohort, the combined results for all subjects and grades. Specifically:
  - For the above, provide in table format the most recent year of jurisdiction and provincial results as well as jurisdiction and provincial targets for each year of the plan. (Examples are provided on pages 8 and 9 of Appendix 9.)
  - Also indicate on the table of **cohort** results and targets that:
    - Grade 3 results at the acceptable standard in language arts and mathematics measure the provincial priority: improving early literacy and numeracy,
    - Grade 9 results at the acceptable standard in mathematics measure the provincial priority: improving secondary student achievement in mathematics.

**Note:** The combined result and target (all subjects and grades) is an unweighted average of the results or the targets for acceptable and for excellence for all subjects and grades for a particular year.

**Other Measures for this Outcome:**

- Percentages of students who achieved the acceptable standard, and the percentages who achieved the standard of excellence on diploma examinations (most recent year of jurisdiction and provincial results for each course). Targets not required in the 2004/05-2006/07 plan.
- Participation rates in diploma examination courses (most recent year of jurisdiction and provincial rates for each course).
- Percentages of Grade 12 students eligible for Rutherford scholarships (with the most recent year of jurisdiction and provincial results and jurisdiction targets for each year of the plan). **(new)**
- Local measures of achievement of special populations of children/students and for students in alternate delivery methods (as applicable): **(new)**
  - children/students for whom English is a second language,
  - children/students with special needs,
  - children/students who are academically at risk,
  - home education programs,
  - online programs, and
  - outreach programs.

**Outcome:** Learners complete programs.

- At least one strategy for this outcome.

**Provincial Priority for Improvement:** Increasing high school completion rates.

- At least one strategy for this priority.

**Measure:**

- Percentage of students who completed high school within three and five years of entering Grade 10 (with the most recent year of jurisdiction and provincial results, along with jurisdiction and provincial targets for the five-year rate for each year of the plan).



**Outcome:** Learners are well prepared for lifelong learning

- At least one strategy for this outcome.

**Measure:**

- Percentages of teachers and parents satisfied that high school students demonstrate the knowledge, skills and attitudes for lifelong learning (under development). **(new)**

**Outcome:** Learners are well prepared for employment

- At least one strategy for this outcome.

**Measure:**

- Percentages of teachers, parents and board members who agree that students have attitudes that make them successful in the world of work (under development). **(new)**

**Outcome:** Learners are well prepared for citizenship.

- At least one strategy for this outcome.

**Measure:**

- Percentages of teachers, parents and board members satisfied that students model the characteristics of active citizenship (under development). **(new)**

### **Goal 3: Highly Responsive and Responsible Jurisdiction**

**Outcome:** Improved results through effective working relationships on cross-ministry initiatives and with stakeholders.

- At least one strategy for this outcome.

**Measure:**

- Percentages of teachers, parents and board members satisfied with parental involvement in decisions about their child's education (under development). **(new)**

**Outcome:** The jurisdiction demonstrates leadership and continuous improvement.

- At least one strategy for this outcome.

**Measure:**

- Percentages of teachers, parents, and board members surveyed who indicate that their school and schools in their jurisdiction have improved, stayed the same or declined in the last three years (under development). **(new)**

### **Other**

- Local goal(s), if applicable, **Specify** -
  - Local outcomes for each local goal – **Specify** –
    - At least one strategy for each local outcome.
    - At least one measure for each local outcome.
  - Local priorities for improvement, if applicable, – Relates to any goal(s) the jurisdiction considers appropriate – **please specify goal**.
    - At least one strategy for each local priority.
    - At least one measure for each local priority for improvement.

### **Highlights of School Facilities Plans (page 10)**

- Educational purposes of the projects and benefits to students.
- How it reflects the jurisdiction's Infrastructure Maintenance Program (IMP) priorities, formerly Building Quality Restoration Program (BQRP) and three-year capital plan.
- Where and how the reader can get more detailed information.

### **Budget Highlights (page 10)**

- Board's guiding principles for financial planning.
- Summarized information for parent and community members, in charts or tables.
- Where and how the reader can get more detailed information on the board's budget.

### **B. SCHOOL IMPROVEMENT PLANS, 2004/05 TO 2006/07 (pages 10-11)**

- The three learning system goals:
  - Goal 1 – High-Learning Opportunities for All
  - Goal 2 – Excellence in Learner Outcomes
  - Goal 3 – Highly Responsive and Responsible School

#### ***Required measures for Goal 2:***

- Percentage of students writing provincial achievement tests who achieved the acceptable standard, and the percentage who achieved the standard of excellence. Include most recent year of school and provincial results on each test, and school and provincial targets for each year of the plan.
- Participation rates in achievement tests (most recent year of school and provincial rates on each test).
- Percentages of students who achieved the acceptable standard, and percentages who achieved the standard of excellence on diploma examinations (most recent year of school and provincial results for each examination).
- Percentage of Grade 12 students participating in diploma exam courses (most recent year of provincial and school rates in each course).
- Measures for local outcomes and priorities.

**Note:** See Appendix 3 for provincial results and targets for the required measures.

#### ***Other:***

*New*

- Information on school council involvement in the development of the plan (or opportunity to participate), and school council strategies (if developed).
- Any other information required by the board.

## Link 2: Checklist of Reporting Requirements for 2005 on the 2004/05 School Year

### A. JURISDICTION AERRs (NOVEMBER 2005)

- ❑ Accountability Statement (page 13)
- ❑ Indicate how jurisdiction results information was or will be communicated to parents and the public.
- ❑ Indicate how school AERRs were communicated to parents and the community.

### Summary of Accomplishments, including reporting on provincial initiatives that receive enveloped funding, focussing on progress and results (pages 13-14):

- ❑ Student Health
- ❑ High Speed Networking
- ❑ Alberta Initiative for School Improvement (AISI). See AISI Handbook online [www.learning.gov.ab.ca/k\\_12/special/aisi/aisi\\_handbook.pdf](http://www.learning.gov.ab.ca/k_12/special/aisi/aisi_handbook.pdf);

### Other:

- ❑ Programs and progress for special populations and students in alternate delivery programs;
- ❑ Major areas of professional development focus for the jurisdiction and reflection on the impact on teacher practice.
- ❑ The percentage of teachers having an annual teacher professional growth plan and the percentage of these plans aligned to the school's improvement plan;
- ❑ Other accomplishments as a result of implementing the strategies in the plan, such as implementation of new curriculum.

### Reporting and Analysis of Performance Measures (page 14, Link 6).

Report results for the measures in the plan and assessment of progress. This includes reporting results on required measures in Link 5 in relation to provincial results (up to five years of data if available) and in relation to jurisdiction and provincial targets for 2004/05. Include an assessment of progress toward achieving the respective goals and outcomes.

### Notes:

- Measures that relate to provincial priorities for improvement are noted.
- In addition to the measures specified below, the measure selected by the board from the RCO list should be reported in relation to its affiliated goal and outcome.
- Alberta Learning provides results to jurisdictions for the required measures. See Appendix 3 for available provincial results and targets on required measures.
- Consistent with the *Freedom of Information and Protection of Privacy (FOIPP) Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.

### Goal 1: High Quality Learning Opportunities for All

**Outcome:** The learning system meets the needs of all learners, society and the economy.

#### **Priorities for Improvement:**

- Improving learning through effective use of information and communications technology.
- Improving community satisfaction with education.

***Measures to report and assess:***

- ❑ Percentages of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, **technology**, health, physical education and, where appropriate, religious education (two years of jurisdiction and provincial results). Indicate that the results for the technology question measure the provincial priority for improvement: improving learning through effective use of information and communications technology.
- ❑ Percentages of teachers, parents, students and board members satisfied with the overall quality of education in Alberta (two years of jurisdiction and provincial results). Indicate that these results measure the provincial priority for improvement: improving community satisfaction with education.
- ❑ Percentages of teachers, parents, students and board members who agree that: students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school (two years of jurisdiction and provincial results).

***Outcome:*** All Albertans participate in quality learning.

***Priority for Improvement:*** Improving children's access to services through coordination of services.

***Measure to report and assess:***

- ❑ Percentages of teachers, parents, students and board members who agree that services and supports for children at risk are easy to access and timely (two years of jurisdiction and provincial results). Indicate that these results measure the provincial priority for improvement: improving children's access to services through coordination of services.
- ❑ Percentages of teachers, parents and students satisfied with support services provided for schools and students, such as teaching assistance, library services and counselling (under development). More information will be provided on this reporting requirement when available.

**Goal 2: Excellence in Learner Outcomes**

***Outcome:*** Learners demonstrate high standards.

***Priority for Improvement:*** Improving programs and results for First Nations, Métis and Inuit learners.

***Measure to report and assess:***

- ❑ Local measure of Aboriginal student achievement.

***Priority for Improvement:*** Improving early literacy and numeracy.

***Priority for Improvement:*** Improving secondary student achievement in mathematics.

***Measures to report and assess:***

- ❑ Percentages of students (results for cohort and writers) in Grades 3, 6 and 9 who achieved the acceptable standards, and the percentages who achieved the standard of excellence on provincial achievement tests. Specifically:
- ❑ Provide in table or graph format five years of jurisdiction and provincial results at the acceptable standard and the standard of excellence on each test for writers and the cohort. Also include five years of combined results (all subjects and grades) for the acceptable standard and the standard of excellence for writers and the cohort.

- ❑ Report the jurisdiction and provincial targets for 2004/05 for both writers and the cohort for each test and for the combined results in relation to the 2004/05 results.
- ❑ Also indicate on the table of **cohort** results that
  - Grade 3 results at the acceptable standard in language arts and mathematics results are the measures for the provincial priority: improving early literacy and numeracy,
  - Grade 9 results at the acceptable standard in mathematics measure the provincial priority to improve secondary student achievement in mathematics.

**Note:** The combined result or target (all subjects and grades for the acceptable standard and for the standard of excellence) for a particular year is the unweighted average of the results or the targets for all subjects and grades.

- ❑ Percentages of students who achieved the acceptable standard and the percentages who achieved the standard of excellence on diploma examinations (five years of jurisdiction and provincial results for each examination).
- ❑ Participation rates in diploma examination courses (five years of jurisdiction and provincial rates for each course).
- ❑ Percentage of Grade 12 students eligible for Rutherford scholarships (five years of jurisdiction and provincial results and 2004/05 jurisdiction results in relation to jurisdiction target).
- ❑ Local measure of achievement for special populations of students and alternate delivery methods (as applicable):
  - Children/students for whom English is a second language;
  - Children/students with special needs;
  - Children/students who are academically at risk;
  - Home education programs;
  - Online programs; and
  - Outreach programs.

**Note:** Consistent with the *Freedom of Information and Protection of Privacy (FOIPP) Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.

**Outcome:** Learners complete programs.

**Priority for Improvement:** Increase high school completion rates.

**Measure to report and assess:**

- ❑ Percentages of students who completed high school within three and five years of entering Grade 10 (five years of jurisdiction and provincial results), and 2004/05 results in relation to provincial and jurisdiction targets for the five-year rate. Indicate that the five-year rate is the measure for the provincial priority for improvement in increasing high school completion rates.

**Outcome:** Learners are well prepared for lifelong learning (two years of jurisdiction and provincial results).

**Measure to report and assess:**

- ❑ Percentages of teachers and parents satisfied that high school students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

**Outcome:** Learners are well prepared for employment.

**Measure to report and assess:**

- Percentages of teachers, parents and board members who agree that students have attitudes that make them successful in the world of work (two years of jurisdiction and provincial results).

**Outcome:** Learners are well prepared for citizenship.

**Measure to report and assess:**

- Percentages of teachers, parents, students and board members surveyed who are satisfied that students model the characteristics of active citizenship (two years of jurisdiction and provincial results).

**Goal 3: Highly Responsive and Responsible Jurisdiction**

**Outcome:** Improved results through effective working relationships on cross-ministry initiatives and with stakeholders.

**Measure to report and assess:**

- Percentages of teachers, parents, students and board members satisfied with parental involvement in decisions about their child's education (two years of jurisdiction and provincial results).

**Outcome:** The jurisdiction demonstrates leadership and continuous improvement.

**Measure to report and assess:**

- Percentages of teachers, parents and board members surveyed who indicate that their school and schools in their jurisdiction have improved, stayed the same or declined in the last three years (two years of jurisdiction and provincial results).
- Percentages of teachers and board members who agree that in-services received from the school authority have effectively addressed teachers' professional development needs and have contributed significantly to teachers' on-going professional development.

**Note:** Jurisdictions also report on the measure selected from the set of RCO measures, in relation to its goal and outcome (five years of results if available) and in relation to the target for 2004/05 (if available).

**Other**

- Future Challenges – major issues, concerns and priorities for the next few years (page 15)
- Highlights of School Facilities Projects for the year - including benefits to students (page 15)
- Financial Summary (page 15) – include:
  - key financial information on the previous school year, noting significant changes;
  - a statement specifying
    - where more information on the jurisdiction's sources of school generated funds and their uses can be obtained (e.g. weblink to the Audited Financial Statement (AFS), contact at central office),
    - where comparative information is available online and provide the weblink to the provincial summary of jurisdiction AFS information:  
[www.learning.gov.ab.ca/funding/afs/](http://www.learning.gov.ab.ca/funding/afs/);
  - program expenditure information in a table or graph format;

- information on how the reader can access additional financial information (page 15).

### **Average Class Sizes [Required]**

- Report the unverified average class sizes for K-3, 4-6, 7-9 and 10-12 for September 2003, 2004 and 2005 for the jurisdiction and each school by posting the report generated by the Extranet application on the jurisdiction website and providing a web link in the AERR to the class size report.
- By January 15, 2006 post an addendum to the jurisdiction's AERR that contains the following:
  - A summary of the jurisdiction's updated three-year plan to achieve the ACOL class size guidelines and/or how the jurisdictions plans to enhance classroom learning.
  - The verified class size report of jurisdiction and school September 30, 2003, 2004 and 2005 class size survey results for K-3, 4-6, 7-9 and 10-12.
  - A statement indicating where more detailed information can be obtained (e.g., Web site).
  - Inform the zone director of the posting.

### **Publication and notification**

- Post the AERR on the jurisdiction website by November 30, 2005 and send a notice to [field.services@learning.gov.ab.ca](mailto:field.services@learning.gov.ab.ca).

### **B. SCHOOL RESULTS REPORTS ON 2004/05 (page 16)**

Report on all three provincial goals, and the following **required** measures for goal 2: Excellence in Learner Outcomes. Include an assessment of progress over time and in relation to achieving targets.

- Percentages of students writing provincial achievement tests in Grades 3, 6 and 9 who achieved the acceptable standard, and the percentages who achieved the standard of excellence on each test (five years of school and provincial results) in relation to school and provincial targets for 2004/05.
- Participation rates of Grades 3, 6 and 9 students in each provincial achievement test (five years of school and provincial results).
- Percentages of students writing diploma exams who achieved the acceptable standard, and percentages who achieved the standard of excellence (five years of school and provincial results on each examination).
- Participation rate of Grade 12 students in diploma examination courses (five years of school and provincial participation rates for each course).
- Results on local measures (if used).
- Any other information required by the board.

**Average Class Sizes** *[Required]*

- Report unverified jurisdiction and school class sizes for K-3, 4-6, 7-9 and 10-12 as of September 30, 2003, 2004 and 2005, and provide the weblink to the jurisdiction's class size report.

**Note:** Consistent with the *Freedom of Information and Protection of Privacy (FOIPP) Act*, when the number of students or a survey participants in a group is less than six, data must not be reported to protect individual privacy.



### **Link 3: Checklist of Revised Reporting Requirements for 2004 on the 2003/04 School Year**

This checklist is based on the reporting requirements contained in the 2003 guide for School Board Planning and Results Reporting online at

[www.learning.gov.ab.ca/departments/planning/schoolguides/SBPRGuide2003.pdf](http://www.learning.gov.ab.ca/departments/planning/schoolguides/SBPRGuide2003.pdf)

#### **SCHOOL BOARD ANNUAL EDUCATION RESULTS REPORT, NOVEMBER 2004**

- ❑ Highlights of jurisdiction results, including results on the required measures, and how results were communicated to parents and the public
- ❑ Summary of AISI project results

#### **Reporting and Analysis of Performance Measures** (page 14, Link 6).

Report and comment on performance and progress toward achieving goals and outcomes for all measures in the education plan for 2003/04 to 2005/06, including the following required measures:

For Goal 2 – excellence in learner outcomes:

- ❑ Percentages of students writing provincial achievement tests who achieved the acceptable standard, and percentages who achieved the standard of excellence (five years of results) in relation to provincial results, and to jurisdiction and provincial targets for 2003/04.
- ❑ Percentages of all students in Grades 3, 6 and 9 (five years of cohort results) who achieved the acceptable standard, and percentages who achieved the standard of excellence in relation to provincial results, and to jurisdiction and provincial targets for 2003/04.
- ❑ Percentages of students achieving the acceptable standard, and the percentages achieving the standard of excellence on diploma examinations (five years of jurisdiction and provincial results for each examination).
- ❑ Participation rate of Grade 12 students in diploma examination courses (five years of jurisdiction and provincial rates for each course).
- ❑ Percentages of students who completed high school within three and five years of entering Grade 10 (up to five years of jurisdiction and provincial results) in relation to provincial results, and jurisdiction and provincial targets for 2003/04.

Other performance information:

- ❑ All measures included in the jurisdiction plan for 2003/04 to 2005/06 in relation to their respective goals and outcomes.

**Note:** Consistent with the *Freedom of Information and Protection of Privacy (FOIPP) Act*, when the number of students or a survey participants in a group is less than six, data must not be reported to protect individual privacy.

## Other

- Future Challenges (page 15)
- Highlights of Facilities Projects (page 15)
- Financial Summary, including:
  - A brief overview of jurisdiction financial position, and
  - where readers can obtain additional financial information (page 15).

## Average Class Sizes [Required]

*New*

- Report unverified jurisdiction and school average class sizes for K-3, 4-6, 7-9 and 10-12 as of September 30, 2003 and September 30, 2004 by posting the jurisdiction class size report generated by the Extranet application. Include a link in the AERR to the class size report.
- By January 15, 2005, post an addendum to the AERR on the jurisdiction website that contains:
  - A summary of the jurisdiction's three year plan to achieve the ACOL class size guidelines and/or how the jurisdiction plans to enhance classroom learning. Include a statement of where more detailed information can be found.
  - The verified average class size report for September 2003 and 2004 for the jurisdiction and schools for K-3, 4-6, 7-9 and 10-12 (generated by the Extranet application).
  - notify the zone director of the posting.

## Publication and notification

- Post the AERR on the jurisdiction website by November 30, 2004 and send a notice to [field.services@learning.gov.ab.ca](mailto:field.services@learning.gov.ab.ca).

## SCHOOL REPORTS 2004 (page 16)

Report and comment on performance for the following measures:

- Percentages of students writing provincial achievement tests in Grades 3, 6 and 9 who achieved the acceptable standard, and percentages who achieved the standard of excellence (five years of school and provincial results), and school results for 2003/04 in relation to school and provincial targets.
- Participation rates of students in Grades 3, 6, and 9 on provincial achievement tests (five years of school and provincial rates on each test).
- Percentages of students writing diploma examinations who achieved the acceptable standard, and percentages who achieved the standard of excellence (five years of school and provincial results on each examination).
- Participation rates of Grade 12 students in diploma examination courses (five years of school and provincial rates for each course).
- Results on local measures included in the 2003/04 to 2005/06 plan.

**Note:** Consistent with the *Freedom of Information and Protection of Privacy (FOIPP) Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.

**Other:**

- Any other information required by the board.

*New*

**Average Class sizes** *[Required]*

- Report unverified jurisdiction and school class sizes for K-3, 4-6, 7-9 and 10-12 as of September 30, 2003 and September 30, 2004 and include a weblink to the jurisdiction's class size report.

## **Link 4: Performance Measures and Targets for the Accountability Pillar**

### **Goals and Outcomes – Linkage to Alberta Learning Business Plan**

Listed on the following page are Accountability Pillar measures organized by the learning system goals and outcomes. These measures are **required** to be incorporated in school authority three-year plans for 2004/05-2006/07. New measures are shaded. In future years, when multi-year data are available for all measures, jurisdiction results on these measures will be assessed in relation to improvement over time and to targets.

*New*

### **Enhanced Performance Measures – Accountability Pillar**

Under the Accountability Pillar of the new Funding Framework, the set of **required** measures for school jurisdictions has been expanded to address all required outcomes in jurisdiction plans. The Accountability Pillar measures required for school jurisdiction plans are a sub-set of the measures developed by the Review Committee on Outcomes (RCO). The information for these measures (continuing and new) will be provided to jurisdictions by Alberta Learning via the Extranet. Note: the Accountability Pillar measures include one measure selected by the jurisdiction from the set of RCO outcomes and measures, available in Appendix 5 and online at [www.learning.gov.ab.ca/rco/IndicatorsReport.pdf](http://www.learning.gov.ab.ca/rco/IndicatorsReport.pdf).

*New*

### **Survey Measures for the Accountability Pillar**

To implement the new survey measures in the Accountability Pillar in a consistent manner, standardized provincial surveys were developed to collect responses of students, parents, teachers and board members. The survey methodology, sampling plan and survey instruments were developed by Alberta Learning in consultation with stakeholders. Consistent survey methodology and survey instruments facilitate data quality and comparability over time. Alberta Learning is working with school jurisdictions and other stakeholders to implement the provincial surveys. Jurisdictions are responsible for administering the surveys of students (in Grades 4, 7 and 10) and their teachers, while Alberta Learning is responsible for administering the surveys of their parents and of school board members. Alberta Learning will compile the results of all four provincial surveys and provide them to jurisdictions via the Extranet, along with response rates and comparable provincial data. The first year of data collection for the Accountability Pillar survey measures will establish baseline data for jurisdictions and the province. See Appendix 7 for more information on the surveys, the set of survey instruments, and advice on jurisdiction surveys.

*New*

### **Targets for Measures**

In this first year of implementing the Accountability Pillar, targets are **required** only for measures for which multi-year data are available: provincial achievement tests, high school completion rates and Rutherford scholarships. Jurisdictions set targets for these measures in the context of their recent results, which are sensitive to local circumstances, as well as provincial results and provincial targets. See Appendix 6, pages 50-55, for information on target requirements and advice on target setting and Appendix 3, pages 36-39, for the corresponding provincial results and targets for the required measures. In subsequent years, jurisdictions will set targets for the new survey measures when at least two years of data are available.

## Accountability Pillar Measures

| <b>Goal 1: High -quality Learning Opportunities for All</b>   |  |
|---|--|
| <b>Outcomes</b>   | <b>Jurisdiction Performance Measures and Targets</b>   |
| <ul style="list-style-type: none"> <li>The learning system meets the needs of all learners, society and the economy.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health and physical education.</li> <li>Percentage of teacher, parent, student and board satisfaction with the overall quality of education in Alberta.</li> <li>Percentage of teacher, parent, student and board agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.</li> </ul>  |
| <ul style="list-style-type: none"> <li>All Albertans can participate in quality learning.</li> </ul>  | <ul style="list-style-type: none"> <li>Percentage of teacher, parent, student and board agreement that services and supports for children at risk are easy to access and timely.*</li> </ul>   |
| <b>Goal 2: Excellence in Learner Outcomes</b>   |  |
| <b>Outcomes</b>   | <b>Jurisdiction Performance Measures and Targets</b>   |
| <ul style="list-style-type: none"> <li>Learners demonstrate high standards.</li> </ul>  | <ul style="list-style-type: none"> <li>Percentages of students in Grades 3, 6 and 9 (<b>cohort results</b>) who achieve the acceptable standard, and the percentage who achieve the standard of excellence on provincial achievement tests. (<b>Targets for student achievement required for each test for each year of the plan.</b>)</li> <li>Percentages of students who achieve the acceptable standard and percentages who achieve the standard of excellence on diploma examinations. (<b>Targets not required for diploma exams as results are not yet comparable from year to year.</b>)</li> <li>Percentages of Grade 12 students eligible for Rutherford scholarships (under development). (<b>Targets required for each year of the plan.</b>)</li> </ul> |
| <ul style="list-style-type: none"> <li>Learners complete programs.</li> </ul>   | <ul style="list-style-type: none"> <li>Percentages of students who completed high school within five years of entering Grade10. (<b>Targets required for each year of the plan.</b>)</li> </ul>  |
| <ul style="list-style-type: none"> <li>Learners are well prepared for lifelong learning.</li> </ul>   | <ul style="list-style-type: none"> <li>Percentages of teachers and parents satisfied that high school students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Learners are well prepared for employment.</li> </ul>  | <ul style="list-style-type: none"> <li>Percentages of teacher, parent and board agreement that students have attitudes that make them successful in the world of work.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Learners are well prepared for citizenship.</li> </ul>   | <ul style="list-style-type: none"> <li>Percentages of teacher, parent, student and board satisfaction that students model the characteristics of active citizenship.</li> </ul>  |
| <b>Goal 3: Highly Responsive and Responsible Jurisdiction</b>   |  |
| <b>Outcomes</b>   | <b>Jurisdiction Performance Measures and Targets</b>   |
| <ul style="list-style-type: none"> <li>Improved results through effective working relationships on cross-ministry initiatives and with stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>Percentages of teacher, parent, student and board satisfaction with parental involvement in decisions about their children’s education.</li> </ul>  |
| <ul style="list-style-type: none"> <li>The jurisdiction demonstrates leadership and continuous improvement.</li> </ul>  | <ul style="list-style-type: none"> <li>Percentages of teachers, parents and board members surveyed who indicate that their school and schools in their jurisdiction have improved, stayed the same or declined in the last three years.</li> </ul>   |

\* For the purposes of this measure, children at risk is defined as students who are academically at risk, specifically students who do not achieve the acceptable standard on Grades 3, 6 and 9 provincial achievement tests in language arts and students who are excused from those tests.

In addition to the outcomes and measures in the above table, jurisdictions **must** select an outcome and related measure from the set of Review Committee on Outcomes’ (RCO) list of outcomes and measures, and incorporate these into their three-year plans in relation to a provincial or local goal as part of the Accountability Pillar. Targets are required as well if there is trend data for this locally selected measure. The RCO outcomes and measures are listed in Appendix 5 and are available online at [www.learning.gov.ab.ca/rco/IndicatorsReport.pdf](http://www.learning.gov.ab.ca/rco/IndicatorsReport.pdf).

## **Link 5: Publication and Notification Requirements for School Jurisdiction Plans**

Three-year education plans and AERRs are **required** to be made available to the public. Jurisdictions are encouraged to use a variety of methods to communicate their plans and their achievements to the broader community.

### **Education Plans**

The jurisdiction's three-year plans are **required** to be updated by **May 31** of each year and posted on the jurisdiction's website. School jurisdictions notify Alberta Learning of the website posting at [field.services@learning.gov.ab.ca](mailto:field.services@learning.gov.ab.ca). Alternatively, jurisdictions provide a copy of their plan as an e-mail attachment to the appropriate Field Services zone director. **Note: Deadline has been extended to June 30, 2004, for the school jurisdiction three-year education plans for 2004/05 to 2006/07.**

### **Results Reports**

The jurisdiction's AERR is **required** to be prepared and posted on its website by **November 30** of each year. Summary information provided to the public must include the results for all performance measures in the plan, including the Accountability Pillar measures, for each goal and outcome in relation to provincial results and to provincial and jurisdiction targets, as applicable. School jurisdictions notify Alberta Learning of the website posting at [field.services@learning.gov.ab.ca](mailto:field.services@learning.gov.ab.ca). Alternatively, jurisdictions provide a copy of their AERR as an e-mail attachment to the appropriate Field Services zone director.

## Link 6: Required Performance Measures for Jurisdiction Plans

Listed below are all the required measures for school jurisdiction three-year education plans for 2004/05 to 2006/07. The measures for the provincial priorities for improvement are identified. The measures that are not part of the Accountability Pillar are shaded.

\* For the purposes of this measure, children at risk is defined as students who are academically at risk, specifically students who do

|  |
|--|
| <p><b>Goal 1: High Quality Learning Opportunities for All</b></p> <ul style="list-style-type: none"> <li>Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health and physical education. Results for technology measure the provincial priority on improving learning through effective use of information and communication technology.</li> <li>Percentage of teacher, parent, student and board satisfaction with the overall quality of education in Alberta. This measure also is the measure for the provincial priority to improve community satisfaction with the quality of education.</li> <li>Percentage of teacher, parent, student and board agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Percentage of teacher, parent, student and board agreement that services and supports for children at risk are easy to access and timely.* This measure also is the measure for the provincial priority on improving services for children by increasing coordination of services for children.</li> <li>Survey measure of parents, teachers and students regarding services and supports for schools (under development).</li> </ul>   |
| <p><b>Goal 2: Excellence in Learner Outcomes</b></p> <ul style="list-style-type: none"> <li>Percentages of students in Grades 3, 6 and 9 (cohort results) who achieve the acceptable standard, and the percentage who achieve the standard of excellence on provincial achievement tests. (Targets required for each test for each year of the plan.) The Grade 3 language arts and mathematics tests (cohort results) are the measures for the provincial priority to improve early literacy and numeracy. Cohort results on the Grade 9 mathematics test measure the provincial priority to improve secondary student achievement in mathematics.</li> <li>Percentages of students writing provincial achievement tests in Grades 3, 6 and 9 who achieve the acceptable standard and percentages who achieve the standard of excellence. (Targets required for each test for each year of the plan.)</li> <li>Percentages of students who achieve the acceptable standard and percentages who achieve the standard of excellence on diploma examinations. (Targets not required for diploma examinations.)</li> <li>Participation rates of Grade 12 students in diploma examination courses.</li> <li>Percentages of Grade 12 students eligible for Rutherford scholarships (under development). (Targets required for each year of the plan.)</li> <li>Local measures of achievement for children/students whose first language is other than English, Aboriginal children/students, children/students with special needs, children/students who are academically at risk, and students in home education, online and outreach programs (as applicable). The local measure of Aboriginal student achievement is the measure for the priority to improve programs and achievement of FNMI learners.</li> </ul> |
| <ul style="list-style-type: none"> <li>Percentages of students who completed high school within three and five years of entering Grade 10. (Targets required for each year of the plan for the five-year rate.) The five-year rate is the measure for the provincial priority to increase high school completion rates.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Percentages of teachers and parents satisfied that high school students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Percentages of teacher, parent and board agreement that students have attitudes that make them successful at work.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Percentages of teacher, parent, student and board satisfaction that students model the characteristics of active citizenship.</li> </ul>  |
| <p><b>Goal 3: Highly Responsive and Responsible Jurisdiction</b></p> <ul style="list-style-type: none"> <li>Percentages of teachers, parents and board members satisfied with parental involvement in their children's education.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Percentages of teachers, parents and board members surveyed who indicate that their school and schools in their jurisdiction have improved, stayed the same or declined in the last three years.</li> <li>Percentages of teachers and board members who agree that in-services received from the school authority have effectively addressed teachers' professional development needs and have contributed significantly to teacher's on-going professional development.</li> </ul>   |

not achieve the acceptable standard on Grades 3, 6 and 9 provincial achievement tests in language arts and students who are excused from those tests.

**Note:** In addition to the outcomes and measures in the above table, jurisdictions **must** select an outcome and related measure from the set of Review Committee on Outcomes' (RCO) list of outcomes and measures, and incorporate these into their three-year plans in relation to a provincial or local goal as part of the Accountability Pillar. Targets are required as well if there is trend data for this locally selected measure. The RCO outcomes and measures are listed in Appendix 5 and are available online at [www.learning.gov.ab.ca/rco/IndicatorsReport.pdf](http://www.learning.gov.ab.ca/rco/IndicatorsReport.pdf).



## VI. Appendices

### Appendix 1: Legislative Authority

The provincial government has developed a comprehensive concept of accountability that expanded the focus from accounting for dollars spent to include accounting for results achieved. Accountability for performance involves developing plans to make the best use of resources available, assessing results to determine if expectations are being met, identifying where improvement is needed and reporting the results to the public.

This expanded concept of accountability, applying to government departments and funded agencies and organizations, was established in legislation in 1995. The *Government Accountability Act* (GAA) requires government departments and school boards, as well as other public agencies, to prepare plans and report on results.

The accountability cycle for the basic learning system (*Accountability in Education – Policy Framework*, June 1995) was developed to describe the application of the government’s comprehensive concept of accountability to the ECS-12 system. This cycle focuses on continuous improvement and on the linkage of school authority plans and reports to each other and to provincial directions for the learning system, as reflected in the School Authority Accountability Policy, 2.1.1 (*Policy, Regulations and Forms Manual*, online at [www.learning.gov.ab.ca/educationguide/pol-plan/polregs/toc.asp](http://www.learning.gov.ab.ca/educationguide/pol-plan/polregs/toc.asp) ).

A variety of documents essential for school system operations are available on the department’s website, such as the three-year business plan for the learning system, the Guide to Education, the Program of Studies, the *Standards for Special Education* and the Funding Manual. The *Government Accountability Act* and the *School Act* are available on the Queen’s Printer website linked from the online Policy Manual Table of Contents, or at [www.gov.ab.ca/qp/index.html](http://www.gov.ab.ca/qp/index.html).



## **Appendix 2: Basic Education in Alberta – The Definition**

The definition of a basic education in Alberta was created by Ministerial Order No. 004/98: Goals and Standards Applicable to the Provision of Basic Education in Alberta Ministerial Order No. 004/98 Section 39(1)(f), *School Act*, February 10, 1998.

“A basic education must provide students with a solid core program including language arts, mathematics, science and social studies. Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.”

### **Student Learning Outcomes**

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- Read for information, understanding and enjoyment.
- Write and speak clearly, accurately and appropriately for the context.
- Use mathematics to solve problems in business, science and daily-life situations.
- Understand the physical world, ecology and the diversity of life.
- Understand the scientific method, the nature of science and technology, and their application to daily life.
- Know the history and geography of Canada and have a general understanding of world history and geography.
- Understand Canada’s political, social, and economic systems within a global context.
- Respect the cultural diversity and common values of Canada.
- Demonstrate desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty, and commitment to democratic ideals.
- Recognize the importance of personal well-being and appreciate how family and others contribute to that well-being.
- Know the basic requirements of an active, healthful lifestyle.
- Understand and appreciate literature, the arts and the creative process.
- Research an issue thoroughly and evaluate the credibility and reliability of information sources.
- Demonstrate critical and creative thinking skills in problem solving and decision making.
- Demonstrate competence in using information technologies.

- Know how to learn and work independently and as part of a team.
- Manage time and other resources needed to complete a task.
- Demonstrate initiative, leadership, flexibility and persistence.
- Evaluate their own endeavours and continually strive to improve.
- Have the desire and realize the need for life-long learning.

### **Standards for Student Learning**

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

### **Education Delivery**

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practice employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

This document is available online at

[www.learning.gov.ab.ca/educationguide/guide.asp?id=030201](http://www.learning.gov.ab.ca/educationguide/guide.asp?id=030201)

### Appendix 3: Provincial Results and Targets for School Jurisdiction and School Performance Measures

Listed below are the measures from the Accountability Pillar and school performance measures for which there are historical provincial results and targets. Some of these are performance measures for the priority areas for improvement. The provincial achievement test cohort results for Grade 3 language arts and mathematics at the acceptable level are the measures for the early literacy and numeracy priority. The provincial achievement test cohort results for Grade 9 mathematics at the acceptable level are the measure for the secondary mathematics priority. The five-year high school completion rate is the measure for improving high school completion.

#### Provincial Achievement Test Results (cohort) and Targets (measures for school jurisdictions only)

| Subject  | Standard   | Actuals<br>1999/00 | Actuals<br>2000/01 | Actuals<br>2001/02 | Actuals<br>2002/03 | Actuals<br>2003/04 | Targets<br>2004/05 | Targets<br>2005/06 | Targets<br>2006/07 |
|--|------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| <b>Grade 3:</b>                                    |            |                    |                    |                    |                    |                    |                    |                    |                    |
| Language Arts                                      | Excellence | 17.9%              | 16.1%              | 14.9%              | 15.7%              | 15.1%              | 18%                | 18%                | 19%                |
|  | Acceptable | 84.3%              | 82.8%              | 81.2%              | 82.4%              | 81.7%              | 83%                | 83%                | 84%                |
| Mathematics  | Excellence | 25.7%              | 23.8%              | 26.7%              | 29.8%              | 27.4%              | 31%                | 31%                | 32%                |
|  | Acceptable | 82.1%              | 81.8%              | 81.2%              | 82.3%              | 81.8%              | 83%                | 84%                | 84%                |
| <b>Grade 6:</b>                                    |            |                    |                    |                    |                    |                    |                    |                    |                    |
| Language Arts                                      | Excellence | 19.4%              | 14.9%              | 15.1%              | 17.3%              | 15.5%              | 18%                | 18%                | 19%                |
|  | Acceptable | 80.3%              | 78.7%              | 80.8%              | 81.2%              | 79.1%              | 82%                | 83%                | 83%                |
| Mathematics  | Excellence | 16.5%              | 17.9%              | 18.1%              | 17.7%              | 21.2%              | 19%                | 20%                | 20%                |
|  | Acceptable | 78.9%              | 79.3%              | 78.3%              | 78.3%              | 78.5%              | 80%                | 80%                | 81%                |
| Science  | Excellence | 24.7%              | 25.3%              | 22.6%              | 24.1%              | 26.2%              | 25%                | 26%                | 26%                |
|  | Acceptable | 79.0%              | 82.0%              | 79.5%              | 80.0%              | 80.6%              | 81%                | 82%                | 82%                |
| Social Studies                                     | Excellence | 19.9%              | 18.7%              | 19.4%              | 20.3%              | 19.7%              | 21%                | 21%                | 22%                |
|  | Acceptable | 78.7%              | 78.6%              | 78.3%              | 79.0%              | 78.6%              | 80%                | 80%                | 81%                |
| <b>Grade 9:</b>                                    |            |                    |                    |                    |                    |                    |                    |                    |                    |
| Language Arts                                      | Excellence | 13.6%              | 13.1%              | 14.6%              | 13.5%              | 12.4%              | 15%                | 16%                | 16%                |
|  | Acceptable | 80.1%              | 78.8%              | 78.5%              | 78.0%              | 77.6%              | 80%                | 81%                | 82%                |
| Mathematics  | Excellence | 14.4%              | 16.3%              | 16.7%              | 17.6%              | 18.9%              | 19%                | 19%                | 20%                |
|  | Acceptable | 66.9%              | 66.5%              | 64.5%              | 63.5%              | 66.1%              | 68%                | 68%                | 69%                |
| Science (Form A)                                   | Excellence | 12.6%              | 11.9%              | 11.4%              | 13.0%              | --                 | --                 | --                 | --                 |
|  | Acceptable | 72.0%              | 71.7%              | 71.6%              | 71.1%              | --                 | --                 | --                 | --                 |
| Science (Form B)                                   | Excellence | --                 | --                 | --                 | 11.4%              | 12.1%              | --                 | TBS                | TBS                |
|  | Acceptable | --                 | --                 | --                 | 68.5%              | 66.6%              | --                 | TBS                | TBS                |
| Social Studies                                     | Excellence | 16.2%              | 16.0%              | 18.0%              | 18.7%              | 20.0%              | 20%                | 20%                | 21%                |
|  | Acceptable | 73.4%              | 72.8%              | 73.8%              | 72.6%              | 73.1%              | 75%                | 75%                | 76%                |
| <b>Overall (all subjects and grades combined):</b> |            |                    |                    |                    |                    |                    |                    |                    |                    |
|  | Excellence | 18.1%              | 17.4%              | 17.8%              | 18.8%              | 19.6%              | 20.7%              | 21.0%              | 21.7%              |
|  | Acceptable | 77.6%              | 77.3%              | 76.8%              | 76.8%              | 77.5%              | 79.1%              | 79.6%              | 80.2%              |

**Notes:**

1. TBS = Target to be set in future years when trend data are available.
2. **Achievement test measures related to provincial priority areas for improvement are shaded.** Grade 3 language arts and math are the measures for the early literacy and numeracy priority. Grade 9 Math is the measure for secondary math priority.
3. Overall results are the unweighted averages for all grades and subjects for acceptable and for excellence results and targets, **excluding grade 9 Science, Form B in 2002/03 and 2003/04.**

**Provincial Achievement Test Results for Students who Wrote and Provincial Targets (measures for schools and jurisdictions)**

| Subject   | Standard   | Actuals 1999/00 | Actuals 2000/01 | Actuals 2001/02 | Actuals 2002/03 | Actuals 2003/04 | Target 2004/05 | Target 2005/06 | Target 2006/07 |
|---|------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------|----------------|----------------|
| <b>Grade 3:</b>                                     |            |                 |                 |                 |                 |                 |                |                |                |
| Language Arts                                       | excellence | 19.3%           | 17.4%           | 16.4%           | 17.2%           | 16.7%           | 19%            | 19%            | 20%            |
|   | acceptable | 90.7%           | 89.4%           | 89.6%           | 90.1%           | 90.2%           | 91%            | 92%            | 92%            |
| Mathematics   | excellence | 27.5%           | 25.4%           | 29.2%           | 32.4%           | 29.9%           | 32%            | 33%            | 33%            |
|   | acceptable | 87.9%           | 87.6%           | 88.7%           | 89.3%           | 89.2%           | 90%            | 90%            | 91%            |
| <b>Grade 6:</b>                                     |            |                 |                 |                 |                 |                 |                |                |                |
| Language Arts                                       | excellence | 20.9%           | 16.2%           | 16.5%           | 19.0%           | 17.0%           | 19%            | 20%            | 20%            |
|   | acceptable | 86.3%           | 85.4%           | 88.6%           | 89.2%           | 87.0%           | 90%            | 91%            | 91%            |
| Mathematics   | excellence | 17.6%           | 19.3%           | 19.7%           | 19.3%           | 23.3%           | 20%            | 21%            | 21%            |
|   | acceptable | 84.2%           | 85.4%           | 85.2%           | 85.6%           | 86.2%           | 87%            | 87%            | 88%            |
| Science   | excellence | 26.5%           | 27.2%           | 24.6%           | 26.5%           | 28.8%           | 28%            | 28%            | 29%            |
|   | acceptable | 84.9%           | 88.0%           | 86.7%           | 87.9%           | 88.3%           | 89%            | 90%            | 90%            |
| Social Studies                                      | excellence | 21.2%           | 20.2%           | 21.3%           | 22.3%           | 21.7%           | 23%            | 23%            | 24%            |
|   | acceptable | 84.1%           | 84.7%           | 85.9%           | 86.4%           | 86.4%           | 87%            | 88%            | 88%            |
| <b>Grade 9:</b>                                     |            |                 |                 |                 |                 |                 |                |                |                |
| Language Arts                                       | excellence | 15.1%           | 14.9%           | 16.7%           | 15.4%           | 14.2%           | 17%            | 17%            | 18%            |
|   | acceptable | 89.5%           | 89.2%           | 89.8%           | 89.2%           | 88.9%           | 91%            | 92%            | 92%            |
| Mathematics   | excellence | 16.1%           | 18.4%           | 19.1%           | 20.1%           | 21.5%           | 21%            | 21%            | 22%            |
|   | acceptable | 74.4%           | 75.2%           | 73.7%           | 72.6%           | 75.4%           | 76%            | 76%            | 77%            |
| Science (Form A)                                    | excellence | 13.9%           | 13.3%           | 12.8%           | 15.1%           | --              | --             | --             | --             |
|   | acceptable | 79.4%           | 79.9%           | 80.7%           | 82.8%           | --              | --             | --             | --             |
| Science (Form B)                                    | excellence | --              | --              | --              | 12.6%           | 13.6%           | --             | TBS            | TBS            |
|   | acceptable | --              | --              | --              | 75.7%           | 75.2%           | --             | TBS            | TBS            |
| Social Studies                                      | excellence | 17.8%           | 17.9%           | 20.3%           | 21.3%           | 22.6%           | 22%            | 22%            | 23%            |
|   | acceptable | 80.9%           | 81.5%           | 83.2%           | 82.8%           | 82.6%           | 84%            | 84%            | 85%            |
| <b>Overall [all subjects and grades combined]:*</b> |            |                 |                 |                 |                 |                 |                |                |                |
|   | excellence | 19.6%           | 19.0%           | 19.7%           | 20.9%           | 21.7%           | 22.3%          | 22.7%          | 23.3%          |
|   | acceptable | 84.2%           | 84.6%           | 85.2%           | 85.6%           | 86.0%           | 87.2%          | 87.8%          | 88.2%          |

**Notes:**

1. TBS = Targets will be set in future years when more years of comparable data are available.
2. Overall results are the unweighted averages for all grades and subjects for acceptable and for excellence results and targets, excluding grade 9 Science Form B in 2002/03 and 2003/04.
3. \* = for school jurisdictions only.

**Provincial Participation Rates for Provincial Achievement Tests (measure for schools only)**

| Subject          | 1999/2000 | 2000/2001 | 2001/2002 | 2002/2003 | 2003/04 |
|------------------|-----------|-----------|-----------|-----------|---------|
| <b>Grade 3</b>   |           |           |           |           |         |
| Language Arts    | 93.0%     | 92.6%     | 90.6%     | 91.5%     | 90.6%   |
| Mathematics      | 93.4%     | 93.4%     | 91.6%     | 92.1%     | 91.7%   |
| <b>Grade 6</b>   |           |           |           |           |         |
| Language Arts    | 93.0%     | 92.1%     | 91.2%     | 91.0%     | 90.9%   |
| Mathematics      | 93.7%     | 92.9%     | 91.8%     | 91.4%     | 91.1%   |
| Science          | 93.1%     | 93.1%     | 91.6%     | 91.0%     | 91.2%   |
| Social Studies   | 93.6%     | 92.8%     | 91.2%     | 91.4%     | 91.0%   |
| <b>Grade 9</b>   |           |           |           |           |         |
| Language Arts    | 89.6%     | 88.3%     | 87.5%     | 87.4%     | 87.3%   |
| Mathematics      | 89.9%     | 88.4%     | 87.5%     | 87.4%     | 87.7%   |
| Science (Form A) | 90.7%     | 89.7%     | 88.7%     | 85.9%     | --      |
| Science (Form B) | --        | --        | --        | 90.5%     | 88.6%   |
| Social Studies   | 90.7%     | 89.3%     | 88.7%     | 87.7%     | 88.6%   |

### Provincial Diploma Examination Results and Targets (measures for schools and jurisdictions)

|                          |            | Actuals<br>1999/00 | Actuals<br>2000/01 | Actuals<br>2001/02 | Actuals<br>2002/03 | Actuals<br>2003/04 | Target<br>2004/05 | Target<br>2005/06 | Target<br>2006/07 |
|--------------------------|------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| <b>English 30</b>        | Acceptable | 89%                | 89%                | 88%                | 92%                | --                 | --                | --                | --                |
|                          | Excellence | 16%                | 19%                | 19%                | 24%                | --                 | --                | --                | --                |
| <b>English 33</b>        | Acceptable | 88%                | 87%                | 87%                | 85%                | --                 | --                | --                | --                |
|                          | Excellence | 8%                 | 8%                 | 7%                 | 7%                 | --                 | --                | --                | --                |
| <b>English 30 - 1</b>    | Acceptable | --                 | --                 | --                 | --                 | 92%                | --                | --                | --                |
|                          | Excellence | --                 | --                 | --                 | --                 | 19%                | --                | --                | --                |
| <b>English 30 - 2</b>    | Acceptable | --                 | --                 | --                 | --                 | 85%                | --                | --                | --                |
|                          | Excellence | --                 | --                 | --                 | --                 | 7%                 | --                | --                | --                |
| <b>French L.A. 30</b>    | Acceptable | --                 | --                 | --                 | 95%                | 95%                | --                | --                | --                |
|                          | Excellence | --                 | --                 | --                 | 15%                | 17%                | --                | --                | --                |
| <b>Social Studies 30</b> | Acceptable | 84%                | 85%                | 86%                | 87%                | 86%                | --                | --                | TBS               |
|                          | Excellence | 16%                | 19%                | 21%                | 22%                | 24%                | --                | --                | TBS               |
| <b>Social Studies 33</b> | Acceptable | 81%                | 81%                | 81%                | 82%                | 83%                | --                | --                | TBS               |
|                          | Excellence | 13%                | 13%                | 12%                | 13%                | 15%                | --                | --                | TBS               |
| <b>Pure Math 30</b>      | Acceptable | --                 | 77%                | 82%                | 85%                | 84%                | --                | --                | --                |
|                          | Excellence | --                 | 20%                | 28%                | 27%                | 32%                | --                | --                | --                |
| <b>Applied Math 30</b>   | Acceptable | --                 | --                 | --                 | 85%                | 86%                | --                | --                | --                |
|                          | Excellence | --                 | --                 | --                 | 14%                | 14%                | --                | --                | --                |
| <b>Biology 30</b>        | Acceptable | 81%                | 81%                | 84%                | 81%                | 82%                | --                | --                | --                |
|                          | Excellence | 23%                | 27%                | 26%                | 22%                | 27%                | --                | --                | --                |
| <b>Chemistry 30</b>      | Acceptable | 84%                | 79%                | 82%                | 85%                | 86%                | --                | --                | --                |
|                          | Excellence | 24%                | 22%                | 24%                | 25%                | 28%                | --                | --                | --                |
| <b>Physics 30</b>        | Acceptable | 83%                | 79%                | 84%                | 82%                | 87%                | --                | --                | --                |
|                          | Excellence | 28%                | 24%                | 33%                | 25%                | 30%                | --                | --                | --                |
| <b>Science 30</b>        | Acceptable | 78%                | 83%                | 82%                | 88%                | 84%                | --                | --                | --                |
|                          | Excellence | 11%                | 14%                | 12%                | 20%                | 17%                | --                | --                | --                |

**Note:** Targets to be set in future years once the exam results are comparable from year to year (TBS).

### Provincial Participation Rates in Diploma Exam Courses (measures for schools and jurisdictions)

| Participation Rates      | Actuals<br>1999/00 | Actuals<br>2000/01 | Actuals<br>2001/02 | Actuals<br>2002/03 | Actuals<br>2003/04 | Targets<br>2004/05 | Targets<br>2005/06 | Targets<br>2006/07 |
|--------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| <b>English 30</b>        | 55%                | 55%                | 57%                | 58%                | --                 | --                 | --                 | --                 |
| <b>English 33</b>        | 29%                | 28%                | 27%                | 26%                | --                 | --                 | --                 | --                 |
| <b>English 30 - 1</b>    | --                 | --                 | --                 | --                 | 56%                | --                 | --                 | --                 |
| <b>English 30 - 2</b>    | --                 | --                 | --                 | --                 | 25%                | --                 | --                 | --                 |
| <b>French L.A. 30</b>    | --                 | --                 | --                 | 3%                 | 3%                 | --                 | --                 | --                 |
| <b>Social Studies 30</b> | 49%                | 49%                | 51%                | 53%                | 53%                | --                 | --                 | --                 |
| <b>Social Studies 33</b> | 35%                | 34%                | 33%                | 33%                | 34%                | --                 | --                 | --                 |
| <b>Pure Math 30</b>      | --                 | 33%                | 42%                | 44%                | 44%                | --                 | --                 | --                 |
| <b>Applied Math 30</b>   | --                 | --                 | --                 | 22%                | 22%                | --                 | --                 | --                 |
| <b>Biology 30</b>        | 38%                | 39%                | 41%                | 43%                | 43%                | --                 | --                 | --                 |
| <b>Chemistry 30</b>      | 36%                | 35%                | 36%                | 38%                | 38%                | --                 | --                 | --                 |
| <b>Physics 30</b>        | 22%                | 22%                | 23%                | 24%                | 24%                | --                 | --                 | --                 |
| <b>Science 30</b>        | 6%                 | 7%                 | 7%                 | 7%                 | 8%                 | --                 | --                 | --                 |

**Note:** The participation rate is the percentage of students completing diploma examination courses in their third year of high school.

**Percentage of Grade 12 students eligible for Rutherford Scholarships (measure for jurisdictions only).**

This measure is the unduplicated total Grade 12 students whose marks in grades 10, 11 or 12 meet the criteria for the Rutherford Scholarships.

|  | 1998/99 | 1999/2000 | 2000/01 | 2001/02 | 2002/03 |
|--|---------|-----------|---------|---------|---------|
| Grade 12 students eligible for Rutherford Scholarships | 28.5%   | 25.0%     | 23.2%   | 24.9%   | 25.7%   |

**Provincial High School Completion Rate and Targets (measure for jurisdictions only)**

The five-year rate, shaded below, is the measure for the provincial priority to increase high school completion rates. Table has been updated to include actuals for 2002/03 and projections for 2004/05.

| Grade 10 Year | Completion Rates |                |
|---------------|------------------|----------------|
|               | In 3 years       | In 5 years     |
| 1995/96       | 62% (1997/98)    | 72% (1999/00)  |
| 1996/97       | 63% (1998/99)    | 73% (2000/01)  |
| 1997/98       | 65% (1999/00)    | 74% (2001/02)  |
| 1998/99       | 65% (2000/01)    | 75% (2002/03)  |
| 1999/2000     | 65% (2001/02)    | 75%* (2003/04) |
| 2000/01       | 67% (2002/03)    | 76%* (2004/05) |
| Targets       | 2004/05          | 75%            |
|               | 2005/06          | 76%            |

\*Projection (results likely to be achieved given completion rates in prior years).

**Information for the Accountability Pillar Survey measures:**

- Baseline information is being collected in late February/early March 2004 on the Accountability Pillar survey measures. The target date for providing survey results to jurisdictions is May 31.

## Appendix 4: Performance Measurement

Performance measures in school authority and school plans and results reports provide information on achievement of outcomes on key aspects of the education system. This information is an essential part of accountability that enables the organization to:

- assess and report on progress, what is working well and what needs improvement;
- determine priorities for improvement and set improvement targets;
- make program and budget decisions to maintain good performance and improve performance in areas requiring improvement.

Measures typically provide quantifiable information on key aspects of education. This information is generated quantitatively through tests and data analysis or through qualitative means, such as observation, interviews and portfolio reviews. Whether quantitative or qualitative, measures demonstrate observable change. To be meaningful, measures information is obtained regularly (e.g., annually) and is normally expressed in percentages, ratios or numbers in relation to a total.

### Types of Performance Measures

- **Outcome measures:** These provide information on progress toward desired results in key areas – effectiveness of programs, impacts on clients.
- **Intermediate outcome measures:** For some desired outcomes, results may not be known for several years. In such instances, it is useful to measure intermediate steps – milestones or landmarks – toward the desired outcome.

The measures in school authority and school plans and in results reports focus on outcomes and constitute the core set for assessing and reporting on progress and achievement.

Other types of measures, listed below, are important for managing resources, providing programs and services and reporting contextual information:

- **Output measures:** information on number of clients served and types of services provided.
- **Process measures:** information on activity and efficiency. These measures indicate demand for services and cost per unit of providing service.
- **Input measures:** information on resources allocated to programs, such as funding, personnel, equipment. These measures provide information on cost of providing programs and services.

## **Characteristics of good performance measures**

Good performance measures provide information that is:

- Understandable – clear and sufficient to provide an understanding of the organization or system to staff, community and government
- Valid – meaningful and credible (sound, defensible)
- Relevant and appropriate – timely, related to important aspects
- Reliable – unbiased, error-free and verifiable
- Comparable – show change over time and/or among similar organizations
- Discrete – provides information in distinct, non-overlapping categories
- Empowering – useful for decision making, promote improvement
- Practical – can be reliably assessed with reasonable effort

## **References:**

Alberta Treasury, *Measuring Performance: A Reference Guide*, September 1996. On the Internet at [www.treas.gov.ab.ca/publications/measuring/](http://www.treas.gov.ab.ca/publications/measuring/). Click on “Other Alberta performance measurement documents.”

Alberta Auditor General, *Government Accountability*, February 1997. On the Internet at [www.oag.ab.ca/](http://www.oag.ab.ca/). Click on “The Reading Room.”



## Appendix 5: Set of Outcomes and Measures - Review Committee on Outcomes

**Note:** The Funding Framework Review Committee selected a sub-set of the measures listed below for the Accountability Pillar of the Renewed Funding Framework. Accountability Pillar measures are shaded in the following list. Some of these are survey measures. The results for the Accountability Pillar survey measures are collected on common census surveys of Grades 4, 7 and 10 students, parents and teachers and of school board numbers. **In addition, for the Accountability Pillar, school boards must select an additional outcome and associated measure from the list below and incorporate these into their plans, linked to a related goal, and report the results in their annual results reports.**

### Section A: Student Learning

| Outcomes   | Measures  |
|--|---|
| <b>A. 1a.</b> Students receive a broad program of studies including: a solid grounding in language arts, mathematics, science and social studies.  | Percentage of teacher, parent, public, student and board satisfaction that students are receiving a solid grounding in language arts, mathematics, science and social studies.  |
|  | Course completions as a percentage of enrolments in language arts, math, science and social studies at the high school level.   |
|  | Panel (educators, experts, parents, and public) satisfaction that the curriculum is sufficient to provide a solid grounding in language arts, math, science and social studies.   |
| <b>A. 1b.</b> Students receive a broad program of studies including: instruction in the fine arts, career, technology, health, physical education, and where appropriate, religious education. | Percentage of teacher, parent, student and board satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health, physical education, and where appropriate, religious education.* |
|  | Credits awarded annually in selected subject areas in Grades 10-12 (fine arts, CTS, physical education, CALM, religious education) as a percentage of total credits awarded.  |
|  | Annual panel (educators, experts, parents, and public) satisfaction that selected student timetables in Grades 7 to 12 reflect a broad program of studies.  |
| MEASURES ON HOLD UNTIL PROGRAM IS IN PLACE   |   |
| <b>A. 1c.</b> Students receive a broad program of studies including: a basic understanding of a second language.   | Annual percentage of high school students who completed a second language course by Grade 12.   |
|  | Parent agreement that their child is progressing well in learning to use a second language.   |
| <b>A. 1c.</b> Students receive a broad program of studies including: a basic understanding of a second language.   | Annual percentage of elementary and junior high school students who completed a second language program.  |

\*Religious education is not included on the common Accountability Pillar surveys.

**Section A: Student Learning (continued)**

| <b>Outcomes</b>  | <b>Measures</b>  |
|--|--|
| <p><b>A. 2.</b> Students attain high standards of prescribed curriculum outcomes in a rich and challenging program.</p>                    | Percentage of high school students receiving Rutherford Scholarships.  |
|  | Percentage of students who achieve standards (acceptable, excellence) on Achievement Tests (Grade 3, 6 and 9) and Diploma Examinations.  |
|  | Alberta's rank on national and international assessments of student achievement.   |
|  | Level of panel (educators, experts, parents, and public) satisfaction that curriculum outcomes represent a rich and challenging program.   |
| <p><b>A. 3.</b> Students achieve graduation requirements.</p>  | Percentage of students who receive a high school diploma, certificate, academic standing, enter an apprenticeship program or Alberta post-secondary institution directly from high school without a formal credential, within five years of entering Grade 10. |
| <p><b>A. 4.</b> The learning system contributes to the student's intellectual, social, physical, emotional, and spiritual development.</p> | Percentage of teacher, parent, student and board satisfaction with the opportunity for students to develop the intellectual, social, physical, emotional, and spiritual aspects within their school.   |
|  | Percentage of teacher, parent, public, student and board satisfaction that the learning system is contributing to the student's intellectual, social, physical, emotional, and spiritual development.  |
|  | Percentage of teacher, parent, public, student and board satisfaction with the overall quality of education in Alberta.  |
| <p><b>A. 5.</b> Students learn to their maximum individual potential.</p>  | Percentage of teacher, parent, student and board satisfaction that students are challenged to their maximum individual potential.  |
|  | Percentage of students that drop out of school each year by grade level.   |

**Section A: Student Learning (continued)**

| <b>Outcomes</b>   | <b>Measures</b>   |
|---|---|
| <p><b>A. 6.</b> Students demonstrate active citizenship.</p>                              | <p>Percentage of teacher, parent, public, student and board satisfaction that students model the characteristics of active citizenship.</p>   |
|   | <p>Percentage of students participating in school/community leadership, citizenship, and/or cultural activities.</p>  |
| <p><b>A. 7.</b> Students demonstrate the skills and attitudes for life-long learning.</p> | <p>Percentage of teacher, parent, public, employer and post-secondary instructor satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for life-long learning.</p>                            |
|   | <p>Percentage of high school graduate satisfaction that schooling has prepared them for lifelong learning 2, 4 and 10 years after high school completion.</p>   |
| <p><b>A. 8.</b> Students demonstrate preparedness for work.</p>                           | <p>Percentage of employers satisfied with the Conference Board of Canada employability skills of Alberta high school graduates hired within the last two years.</p>   |
|   | <p>Percentage of teacher, parent and board agreement that students have attitudes that make them successful in the world of work.</p>   |
|   | <p>Percentage of students who agree that they were prepared for the opportunities and expectations of the workplace two and four years after high school completion.</p>  |
|   | <p>Annual provincial ratio of total of high school students enrolled and credits awarded in career education (Work Experience, RAP, IOP, CTS) compared to total of high school students enrolled and credits attained (all subjects).</p> |
| <p><b>A. 9.</b> Students make successful transitions to post-secondary learning.</p>      | <p>Percentage of students who complete the first year at a post-secondary institution out of those that started their first year.</p>   |
|   | <p>Percentage of high school student satisfaction with their transition into post-secondary education after their first year in post-secondary studies.</p>   |
|   | <p>Focus groups of students' assessment of the success of their transition to post-secondary learning.</p>  |
| <p><b>A. 10.</b> Students value their education.</p>                                      | <p>Percentage of high school graduates who value the education they received two and four years after school completion.</p>  |

## Section B: Opportunity to Learn

| Outcomes  | Measures   |
|---|--|
| <b>B. 1.</b> Each student comes to school ready to learn.   | Percentage of teacher, parent, student and board agreement that students arrive at school ready to learn.  |
| <b>B. 2.</b> Students are provided assistance and support to ensure equitable opportunity to learn.                                   | <p>Percentage of teacher, parent, student and board satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.</p> <p>Panel (educators, experts, parents, and public) satisfaction that students have opportunity to learn.</p> |
| <b>B. 3.</b> Children at risk have their needs addressed through effective coordinated programs and supports.                         | <p>The percentage of teacher, parent, student, and board agreement that programs for children at risk are easy to access and timely.*</p> <p>Case study tracking identification of children at risk and referral to services and services actually rendered.</p>                                 |
| <b>B. 4.</b> A safe and caring school environment facilitates student learning in an atmosphere of trust, respect, and inclusiveness. | Percentage of teacher, parent, student and board agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.  |
| <b>B. 5.</b> Appropriately-sized groups and settings allow teachers to meet the diverse, individual learning needs of students.       | Percentage of teacher, parent, student and board satisfaction that the individual student is receiving the individual attention they require appropriate to their learning needs in their school.  |
| <b>B. 6.</b> Students utilize appropriate learning resources.   | The percentage of teacher, parent, student and board satisfaction that the student learning resources are a) available, b) current, appropriate and support curriculum outcomes and c) meet the learning needs of students.  |

\* For the purposes of this measure, children at risk is defined as students who are academically at risk: specifically students who do not achieve the acceptable standard on Grades 3, 6 and 9 provincial achievement tests in language arts, and students who are excused from those tests.

## Section C: Involvement

| Outcomes  | Measures   |
|---|--|
| <p><b>C. 1.</b> Parents are involved meaningfully in their children's education.</p>                            | Percentage of teacher, parent, student and board satisfaction with parental involvement in decisions about their child's education.  |
|   | Percentage of parents reporting involvement in their child's education.  |
|   | Percentage of students reporting their parent's involvement in their education.  |
|   | School reported parent involvement in specific activities in their child's school (attended general meeting, attended scheduled meeting with a teacher, attended school event, volunteered or served on a committee).  |
|   |  |
| <p><b>C. 2.</b> The voices of students, parents, staff, and the community are heard, respected, and valued.</p> | The percentage of parent, public, student and staff satisfaction that their input is considered, respected, and valued by the board.   |
|   | The percentage of parent, public, student, staff and board satisfaction that their input is considered, respected, and valued by the province.   |
|   | The percentage of parent, public, student, staff and board satisfaction that their input is considered, respected, and valued by the school.   |
|   |  |
| <p><b>C. 3.</b> Systematic and sustainable school/family/community partnerships are fostered.</p>               | Percentage of parent satisfaction with a) assistance with parenting, b) effective school-to-home and home-to-school communication, c) meaningful school volunteer opportunities, d) information for families about support of student learning at home, e) opportunities for business and community collaboration. |
|   | Percentage of schools and jurisdictions involved in education/business partnerships.   |
|   |  |
| <p><b>C. 4.</b> School councils fulfill their advisory role.</p>  | Percentage of teacher, parent (at large), board and council agreement that school councils are fulfilling their advisory role.   |
|   | Parent perception that school councils influence decisions made at their child's school. (Focus Groups)  |

## Section D: Teaching and the Profession of Teaching

| Outcomes   | Measures   |
|--|--|
| <b>D. 1.</b> High-quality teaching is provided to all students by certificated teachers.   | Percentage of superintendents, other supervisory personnel and principals who believe that the teaching provided by certificated teachers to all students is of high quality.  |
| <b>D. 2.</b> A positive teacher-student relationship exists.   | The percentage of parent, student and teacher agreement that there is mutual respect and trust between teachers and students.  |
| <b>D. 3.</b> Effective teaching and learning practices are fostered and valued.  | Percentage of parent, teacher, principal and board agreement that best practices exist and are promoted within their jurisdiction.   |
|  | Percentage of teacher, principal, parent (ECS-12), student and board satisfaction that teachers help students achieve learning expectations and high standards.  |
| <b>D. 4.</b> High-quality, accessible teacher education programs and stringent teacher certification requirements exist.   | Percentage of teacher, principal and board agreement that new Alberta B.Eds are well prepared to meet their responsibilities as teachers.  |
|  | Percentage of Alberta B.Ed graduates' agreement that their teacher education program prepared them adequately to meet the teaching quality standard for initial certification, two years after graduation.   |
|  | Panel (educators, experts, parents, and public) satisfaction that teacher education programs are accessible and teacher certification requirements are stringent.  |
| <b>D. 5.</b> Teaching is recognized as a profession and teachers exercise their judgment and authority consistent with their professional rights and responsibilities. | Percentage of teacher, parent, public, student and board agreement that teaching is a profession requiring its members to: a) have specialized knowledge and skills, b) apply their specialized knowledge and skills using reasoned judgment, c) provide a service to society. |
| <b>D. 6.</b> Ongoing professional growth is fostered through systematic professional development.  | The percentage of teachers and boards reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.*                  |

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\* Measure for ACOL reporting recommendation on professional development.

## Section E: Leadership and Governance

| Outcomes  | Measures   |
|---|--|
| <p><b>E. 1.</b> The highest priority of the learning system is the success of each student.</p>                                   | <p>Percentage of teacher, parent, public, student and board agreement that the highest priority of the learning system is the success of the student.</p>  |
|   | <p>Improvement over time of students, who are not subject to IPPs, performing below, at or above grade level.</p>  |
|   | <p>Improvement over time of students, who are subject to IPPs, meeting or not meeting IPP goals.</p>   |
| <p><b>E. 2.</b> The learning system is characterized by ongoing school improvement.</p>   | <p>Percentage of teachers, parents, students and boards indicating that their school and school(s) in their jurisdiction have improved, stayed the same, or become worse in the last three years.</p>  |
|   | <p>Percentage of teachers, parents and boards indicating that the Alberta learning system has improved, stayed the same, or become worse in the last three years.</p>  |
| <p><b>E. 3.</b> Consultation, research, and commitment to principles guide policy decisions in the learning system.</p>           | <p>The percentage of teacher, parent, public, student and board agreement that the learning system is committed to consultation, research, and principles of the School Act. <i>The learning system includes schools, province, school boards etc.</i></p> |
| <p><b>E. 4.</b> Student learning is supported by evaluation practices that provide information about important outcomes.</p>      | <p>The percentage of teacher, parent, student, stakeholder and board agreement that Alberta Learning, school jurisdictions and schools use the results of student, teacher, program, school, and school system evaluation to improve student learning.</p> |
| <p><b>E. 5.</b> Locally elected school boards are accountable to their electorates and responsive to their local communities.</p> | <p>Percentage of teacher, parent, public and board agreement that their jurisdiction is highly accountable and communicates effectively with the public. (See E7)</p>  |
|   | <p>Percentage of teacher, parent, public and board agreement that their jurisdiction is responsive to their local communities.</p>   |
| <p><b>E. 6.</b> The Program of Studies offered in public schools is free, universal, and accessible.</p>                          | <p>Teacher, parent, high school student and board satisfaction that core and optional courses are available for students to graduate on time.</p>  |
|   | <p>Percentage of teacher, parent, student and board agreement that the fees charged for consumables (instructional supplies, materials and rentals) are reasonable.</p>  |
|   | <p>Panel (educators, experts, public and parents) satisfaction that the Program of Studies offered in the jurisdictions or the province is free, universal and accessible.</p>   |

| <b>Outcomes</b>  | <b>Measures</b>  |
|--|--|
| <b>E. 7.</b> All elements of the learning system are highly accountable and communicate effectively with the public. | Percentage of teacher, parent, public, board satisfaction that the learning system (government, jurisdictions, schools) is highly accountable and communicates effectively with the public.  |
| <b>E. 8.</b> The Government of Alberta is accountable for its role in the success of the learning system.            | Stakeholder (ASBA, CASS, ATA, AHSCA, etc) satisfaction with the role of Alberta Learning, relating to selected core businesses, in the success of the learning system.<br>Stakeholder satisfaction with the role of Alberta Government, relating to selected core businesses, in the success of the learning system.   |
| <b>E. 9.</b> Effective and facilitative leadership supports teaching and learning.                                   | Percentage of parent, public, student, staff and board satisfaction that the leadership at the school, school board and provincial level effectively supports and facilitates teaching and learning.   |
| <b>F. 1.</b> Facilities meet the learning needs of students and the program delivery needs of staff.                 | Percentage of parent, student, staff and board satisfaction that the facility, space and equipment meet the learning needs of students.<br>Percentage of parent, student, staff and board satisfaction that the facility, space and equipment meet the program delivery needs of staff.  |
| <b>F. 2.</b> Facilities meet the physical needs of students, staff, and the community.                               | Percentage of buildings rated as good, fair, and poor according to the Capital Planning Initiative.<br>Percentage of students, staff and community satisfaction that facilities meet the physical needs of students, staff and the community.<br>Frequency distribution of the length of time from board request to provincial approval to completion of new construction or major capital improvements. |



## Appendix 6: Setting Targets for Performance Measures

**Revised** Targets are relevant for performance measures at all levels of Alberta's learning system, including school, jurisdiction and provincial levels of performance. The information provided below relates specifically to school and jurisdiction target-setting.

### **Definition**

A target is a desired level of performance or observable performance to be attained by a specified time. Targets are a commitment to improvement.

### **Purpose**

Targets support continuous improvements and are used to assess and report achievement in relation to the desired level of performance. Targets indicate the extent of improvement the organization is striving to achieve by a point in time (e.g., by a certain year), and provide a focus for efforts to achieve improvement, including resource allocation, staffing and strategy development and implementation.

**New** Targets are required for the Accountability Pillar measures. For measures without data, this target requirement will be implemented as data becomes available. Jurisdiction performance on the required measures will be assessed in part against improvement targets set by jurisdictions for the measures.

### **New Principles**

1. Targets for performance measures are a valuable part of planning, assessment and reporting.
2. Targets should be meaningful, achievable and challenging.
3. Targets should benefit students and help improve student learning.
4. Target-setting should be an interactive process that takes a variety of qualitative and quantitative information into account:

Jurisdiction and provincial targets for measures provide a frame of reference for each school in the jurisdiction to use in setting school targets. Targets will vary from school to school, taking into consideration school and community characteristics, past results and other information. Likewise, jurisdiction targets reflect the jurisdiction's context and results, as well as provincial and school targets.

5. Targets should be communicated to parents and the public so that Albertans are part of the system-wide efforts to improve education for students.

### **New Target Requirements for Accountability Pillar Measures**

1. Targets should be expressed quantitatively in relation to a whole (e.g., percentages, ratios).
2. Jurisdiction targets need to be set in relation to school and provincial targets and results, as well as to jurisdiction results.

3. Jurisdiction targets are required for measures for which there is historical data. Specifically:
  - one-year targets when there are two years of data,
  - two-year targets when there are three years of data, and
  - three-year targets when there are four or more years of data.
  
4. Target setting should be consistent with data collection methods. Data reliability and variability should be considered in target setting. For example, since survey results based on random sampling have confidence intervals (e.g., plus or minus 2.5% 19 times out of 20) to reflect sampling variability, targets for survey measures would need to exceed the latest actual result by more than the confidence interval in order to be considered improvement targets. For illustration, see the visual display example on page 53, *Public Satisfaction that High School Students are Well Prepared for Citizenship*. The targets of 60% for 2003/04 and 2004/05 are **maintenance** targets (i.e., they are within the confidence interval of the last actual result of 59% in 2002/03). The target value would need to be at least 62% to be considered an **improvement** target. (i.e., exceeding the confidence interval of the last actual result – 59% in 2002/03).

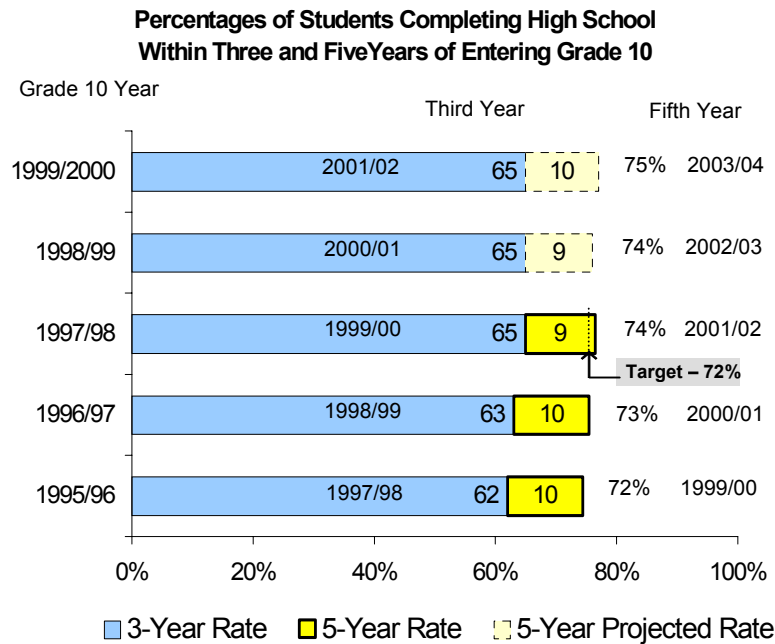
Note on phase in of targets for student results on diploma examinations: Diploma examinations are being made comparable from year to year by building a common set of questions (anchor items) into the machine-scored portion and equating cut scores. This is taking place as the curriculum is revised for each diploma exam course. Once the exam is comparable for a course, jurisdiction targets will be required for diploma exam results. See table on page 54 for implementation of comparable exams and targets in diploma exam courses over the next few years. The information on the Diploma Examination Program available online at [www.learning.gov.ab.ca/k\\_12/testing/diploma/dip\\_gib/](http://www.learning.gov.ab.ca/k_12/testing/diploma/dip_gib/) will be updated as more information becomes available about diploma exam comparability over time.

### *New Guidelines*

1. Consider a wide variety of information in setting targets: past performance, including trends over time on the measure under consideration as well as related measures (e.g., using prior years' Grade 3 achievement test results to set Grade 6 achievement test results), student or school characteristics, resources, both financial and human, that can be applied to achieve improvement, etc.
2. Involve stakeholders in setting targets at each level. School councils and staff should have input in setting school-level targets; community representatives should have input to jurisdiction targets.
3. When setting targets, prioritize to focus on areas needing improvement, and ensure organizational capacity and resources are in place, including budget, staff and concrete actions of benefit to student learning that will be taken to improve results and achieve the targets.
4. While targets typically indicate the extent of improvement desired over current performance, it may be reasonable to set "hold the line" targets to maintain current levels of performance in some areas temporarily while directing attention to the areas where results are in greater need of improvement, or when results are at a high level (e.g., over 90%).

5. Set targets in relation to other targets, i.e., measures that impact each other. For example, performance on achievement tests in Grade 3 has implications for performance in Grade 6 three years later.
6. Visual displays, such as trend-line graphs and projections, aid in illustrating results and in setting targets. Trend lines, incorporating up to five years of historical data, or rolling three-year averages to smooth out year-to-year variability (particularly evident in smaller jurisdictions), shift the focus from smaller, year-to-year changes to providing information about the longer term direction of the data, including estimates of future results. Examples that include projections are provided below.
7. Sound judgment that takes the local context into account, as well as local and provincial results, is needed for setting targets. In other words, trend data, graphs and projections are an aid to target-setting – they do not in themselves determine the targets.

***New Examples of Visual Displays of Results and Projections***



**Notes:**

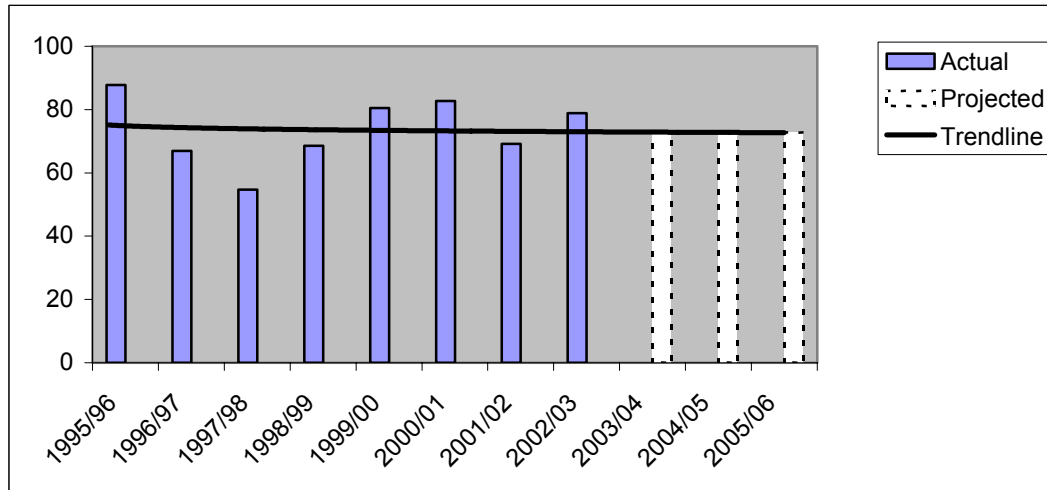
- Projections indicate results likely to be achieved given the three-year completion rates for these groups of Grade 10 students and completion rates in prior years. The projection for 2003/04 also considers the projected five-year rate for 2002/03.
- Alberta Learning has prepared and posted on the Intranet a similar graph for each jurisdiction.

**Provincial Achievement Test Results – Grade 6 Science Acceptable (cohort results)**

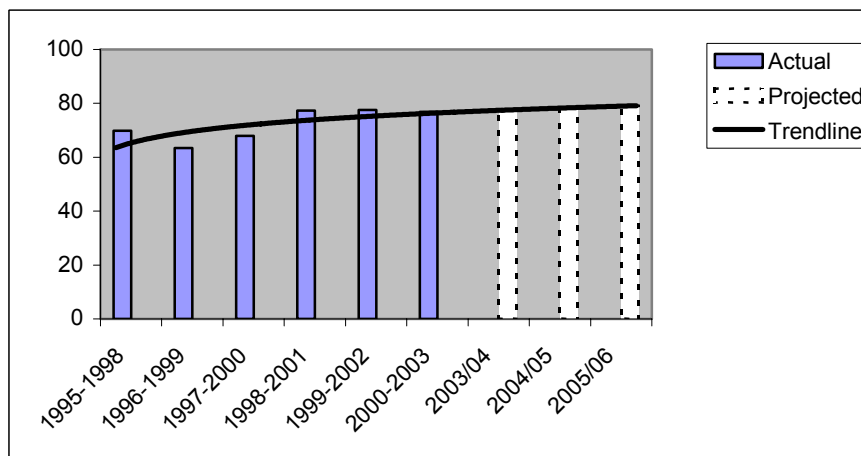
The graphs that follow illustrate the difference in analysis of trends using year-to-year data (first graph) and rolling three-year averages (second graph) when there is considerable year-to-year variability. The rolling average smoothes out the variability and presents the trend line clearly. Jurisdictions with smaller numbers of students taking each test (e.g., fewer than 100 students) are more likely to have greater

variability in results from year to year and may wish to use a smoothing technique with longitudinal data to aid in setting targets.

**PAT Acceptable Standard results and projections for Grade 6 Science (example jurisdiction)**



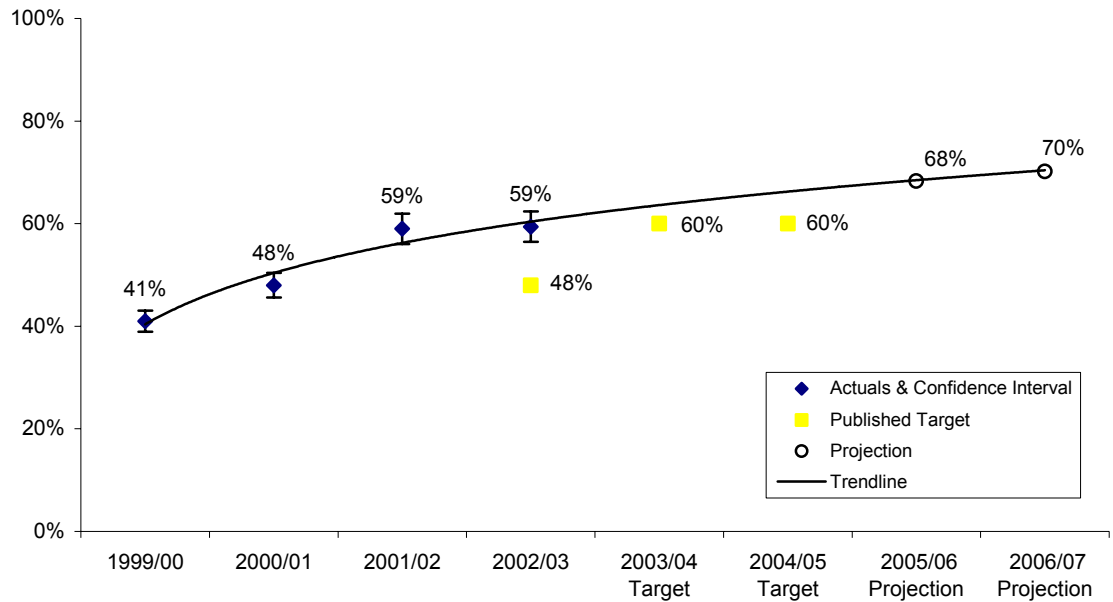
**Three-year moving averages and projections of PAT Acceptable Standard results for Grade 6 Science (example jurisdiction)**



**Notes:**

- For the achievement test trend line above and the trend line for citizenship (next page), logarithmic trend lines were used to illustrate historical results and to project likely future results. Logarithmic trend lines are appropriate for proportional data (i.e., data expressed as percentages of a whole, and therefore ranging between 0% and 100%).
- While reporting five years of results is required, more years of comparable longitudinal data are useful in detecting trends over time to assist with target-setting.
- Another technique for smoothing (not illustrated) when there is a substantial data series would be to remove the highest and lowest results from the series, and prepare the trend line and projection based on the remaining results. If this approach were used with the Grade 6 science example above (top graph), the 1995/96 and 1997/98 results would be excluded from the trend line.

## Public Satisfaction that High School Students are Well Prepared for Citizenship



### Notes:

- Results obtained by surveying a random sample of a target population (e.g., students, teachers) have a confidence interval, which is expressed as a percentage above and below the obtained result. A confidence interval indicates the expected variation from the obtained survey result, as a consequence of sampling and diversity among respondents, if repeated samples were surveyed. In the example above, the confidence intervals range from  $\pm 2.2\%$  to  $2.9\%$ , depending on the year. Differences in survey results over time or among respondent groups on the same survey question are reported at the .05 level of confidence (i.e., the same results would be obtained in repeated surveys 19 times out of 20). The lines above and below the results presented for public satisfaction with preparation for citizenship indicate the confidence interval around the obtained survey result.
- The maintenance target of 48% for 2002/03 was set in 2000 before the 2001/02 result of 59% was available. Similarly, the targets for 2003/04 and 2004/05 were set before the result of 59% was repeated in 2002/03. Judgment was used in setting the targets for 2003/04 and 2004/05. It was considered unrealistic to expect results to continue to increase at the rate achieved from 1999/2000 to 2001/02, as indicated by the projected trend line. Also, the question on the survey was clarified in 2001/02, which may have affected results in that and subsequent years.

**New Timelines for Diploma Exam Equating/Target Setting (Information for future years)**

Diploma examinations are being made comparable from year to year by building in a common set of test items (anchor items) and adjusting student scores so that standards for acceptable and for excellence remain constant (equating). The process varies in relation to subject-specific challenges.

This comparability of diploma exams over time is being implemented as diploma examination courses are being revised. Once the examination is comparable for a course, jurisdictions will be required to start setting targets for the examination results when there is one year of results comparable to the baseline year results (two years of results). Provided below is the updated schedule over the next few years for equating diploma examinations and setting targets for results. **Note: major changes have been made to this schedule.** Detailed information will be provided online as it becomes available at [www.learning.gov.ab.ca/k\\_12/testing/diploma/dip\\_gib/](http://www.learning.gov.ab.ca/k_12/testing/diploma/dip_gib/).

| School Year | Social Studies 30<br>Social Studies 33  | Pure Mathematics 30<br>Physics 30<br>Chemistry 30   | English Language Arts 30-1<br>English Language Arts 30-2<br>Applied Mathematics 30<br>Biology 30   |
|-------------|---|---|--|
| 2003/04     | Baseline established for equating.  |   |  |
| 2004/05     | <ul style="list-style-type: none"> <li>Two years of comparable results available.</li> <li>Set one-year target for 2006/07.</li> </ul>  | Baseline established for equating.  |  |
| 2005/06     | <ul style="list-style-type: none"> <li>Three years of comparable results available.</li> <li>Set targets for 2007/08.</li> </ul>  | <ul style="list-style-type: none"> <li>Two years of comparable results available.</li> <li>Set one-year target for 2007/08.</li> </ul>  | Baseline established for equating.   |
| 2006/07     | <ul style="list-style-type: none"> <li>Four years of comparable results available.</li> <li>Assess achievement of 2006//07 targets.</li> <li>Set targets for 2008/09</li> </ul> | <ul style="list-style-type: none"> <li>Three years of comparable results available.</li> <li>Set targets for 2008/09 and 2009/10.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Two years of comparable results available.</li> <li>Set one-year target for 2008/09.</li> </ul>   |
| 2007/08     | <ul style="list-style-type: none"> <li>Five years of comparable results available.</li> <li>Assess achievement of 2007/08 targets.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Four years of comparable results available.</li> <li>Set targets for 2010/11.</li> <li>Assess achievement of 2007/08 targets.</li> </ul> | <ul style="list-style-type: none"> <li>Three years of comparable results available.</li> <li>Set targets for 2009/10 and 2010/11.</li> </ul>                                     |
| 2008/09     | <ul style="list-style-type: none"> <li>Six years of comparable results.</li> <li>Assess achievement of 2008/09 targets.</li> </ul>  | Cycle continues; target setting and assessment of results roll forward a year.  | <ul style="list-style-type: none"> <li>Four years of comparable results available.</li> <li>Set targets for 2011/12.</li> <li>Assess achievement of 2008//09 targets.</li> </ul> |
| 2009/10     | New curriculum implemented.   | Cycle continues; target setting and assessment of results roll forward a year.  | Cycle continues; target setting and assessment of results roll forward a year.   |

**Note:** Establishing baselines for equating will be done only for multiple-choice tests, and for English versions of tests (not Français 30 or French versions, due to small populations). Similarly, there will not be an equating process for Science 30, also because of small populations. The curriculum revision schedule will be monitored closely and the timeline adjusted if the timing of revising a diploma examination course changes. Jurisdictions will be advised of any changes to the timeline.

## **Appendix 7: Measuring Performance through Surveys**

### **Revised Introduction**

Gathering feedback and perspectives from stakeholders and beneficiaries of the learning system provides insight on the attitudes and opinions of Albertans on the performance of the learning system. Conducting survey research is an important tool for determining what is working well, where improvement is required and how it can be achieved.

### **Revised Required Provincial Surveys for Accountability Pillar Measures**

The Accountability Pillar consists of a set of measures selected by the Funding Framework Review Committee from the work of the Review Committee on Outcomes (RCO). Some of these are surveys measures. To ensure consistency in results for the Accountability Pillar measures across the province and support jurisdictions in gathering and reporting these results in their Annual Education Results Reports, Alberta Learning is implementing annual surveys, starting in 2003/04, of students, parents, teachers and school board members. The surveys of students and teachers are administered at schools, using the same process as for achievement tests and diploma exams. Alberta Learning is conducting a mailed survey of parents and a telephone survey of school board members. The survey instruments are provided in this document starting on page 58, and also are available online at [www.learning.gov.ab.ca/educationsystem/Satisfaction/](http://www.learning.gov.ab.ca/educationsystem/Satisfaction/).

### **Revised Jurisdiction Surveys**

Many school jurisdictions routinely survey a variety of client groups. As the new provincial surveys are limited to the survey measures in the Accountability Pillar, jurisdiction surveys are expected to continue. These jurisdiction surveys provide a wealth of information that informs management and decision making. Their continuation also adds to existing longitudinal data and provides more complete parent, student and teacher information for schools and jurisdictions, as Alberta Learning is surveying only Grades 4, 7, and 10 students, and their parents and teachers.

Jurisdictions may choose to include local survey measures in their three-year plans as measures for provincial or local goals and to report these survey results in their AERRs.

**Note:** Results from jurisdiction surveys cannot be used to report on the Accountability Pillar measures, as the methodologies are different from jurisdiction to jurisdiction or between jurisdictions and the province. Only the provincial survey results can be used to report on the Accountability Pillar measures.

### **New Survey Resources**

There are many published resources on conducting surveys. To assist school jurisdictions in planning, designing and implementing surveys, a handbook was prepared by Hargroup Management Consultants, Inc. (under contract to Alberta Learning) and tailored to the type of surveys conducted by school jurisdictions. This document, *How to Conduct Satisfaction Surveys: A Practical Guide to Conducting Surveys within Alberta's Learning System*, is available online at [www.learning.gov.ab.ca/educationsystem/Satisfaction/](http://www.learning.gov.ab.ca/educationsystem/Satisfaction/) and describes in detail (pages 4-33) the key steps from the following checklist for those involved in conducting satisfaction surveys in Alberta's basic learning system.

## **Phases of the Survey Process**

### **Planning a Survey**

- Develop a description of the satisfaction survey project.
- Define the survey population (students, parents, teachers or citizens).
- Identify key research questions or objectives.
- Establish the project budget and timelines, including determining if the survey will be conducted in-house or contracted to a survey research firm.

### **Designing the Survey**

- Determine the data collection techniques.
- Design the survey tools and instruments (e.g., questionnaire).
- Pre-test the survey tools and instruments.

### **Conducting the Survey**

- Prepare instruments, staff and equipment for survey administration, including selecting a contractor, if used.
- Collect data from respondents.
- Prepare data for analysis.
- Analyze the data.

### **Communicating Survey Results**

- Identify stakeholder groups to report survey results.
- Determine methods to report survey results.
- Prepare survey results report.
- Communicate results to interested individuals or groups.

### **Implementing Survey Results**

- Develop and implement initiatives to address the survey results.
- Gain additional feedback from stakeholders.
- Evaluate the successes and challenges of the survey project.
- Plan future satisfaction measurement issues.

Another useful resource on conducting surveys in the public sector (*Client Satisfaction Surveys*, October 1998) was prepared by the Alberta Auditor General's Office. This document is available on the Internet at [www.oag.ab.ca](http://www.oag.ab.ca) under "Reading Room."

The following pages contain the surveys of Grades 4, 7 and 10 students, parents and teachers and of board members.



## Student Grade 4 Questionnaire

Dear Student:

Please help Alberta Learning by answering the questions on this form.

- Do not write your name on this form.
- Read each question and answer it carefully.
- Using a pencil, fill in the circle that best describes your answer to the question (e.g., ○○●○).
- If you are unsure about a question, fill in the circle under 'Don't Know' or leave it blank.
- This is not a test. There are no right or wrong answers.
- When you are finished, please place your completed questionnaire in the envelope provided for your class.

The answers you provide will not be shared with anyone.

Using a pencil, fill in the circle that best describes your answer to the question (e.g., ○○●○). The circle must be completely filled in.

| Please answer the following questions:   | Very Good                          | Good                               | Poor                               | Very Poor                          | Don't Know                         |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 1. Do you think your school is .....   | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> | <input type="radio"/> <sub>4</sub> | <input type="radio"/> <sub>5</sub> |
| 2. Are the teachers in your school .....   | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> | <input type="radio"/> <sub>4</sub> | <input type="radio"/> <sub>5</sub> |
|  |                                    |                                    | Yes                                | No                                 | Don't Know                         |
| 3. At school, do most students help each other.....  |                                    |                                    | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> |
| 4. At school, do most students respect each other.....                                     |                                    |                                    | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> |
| 5. At school, do most students follow the rules .....                                      |                                    |                                    | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> |
| 6. Are you proud of your school.....   |                                    |                                    | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> |
| 7. At school, are you encouraged to try your best.....                                     |                                    |                                    | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> |
| 8. Is it easy to get help with school work at your school if you need it .....             |                                    |                                    | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> |
| 9. Can you get help at your school with problems that are not related to school work ..... |                                    |                                    | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> |
| 10. When you need it, are teachers at your school available to help you .....              |                                    |                                    | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> |
| 11. Do you feel safe at school .....   |                                    |                                    | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> |
| 12. Do you feel safe on the way to and from school.....                                    |                                    |                                    | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> |
| 13. Do other students treat you well .....   |                                    |                                    | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> |
| 14. Do your teachers care about you .....  |                                    |                                    | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> |
| 15. Are you treated fairly by adults in your school.....                                   |                                    |                                    | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> |

16. Are you a girl or boy?

<sub>1</sub> Girl

<sub>2</sub> Boy

**Thank you for your time and assistance with this survey.**

## Student Grade 7 Questionnaire

Dear Student:

Please help Alberta Learning by answering the questions on this form.

- Do not write your name on this form.
- Read each question and answer it carefully.
- Using a pencil, fill in the circle that best describes your answer to the question (e.g., ○○●○).
- If you are unsure about a question, fill in the circle under 'Don't Know' or leave it blank.
- This is not a test. There are no right or wrong answers.
- When you are finished, please place your completed questionnaire in the envelope provided for your class.

The answers you provide will not be shared with anyone.

Using a pencil, fill in the circle that best describes your answer to the question (e.g., ○○●○). The circle must be completely filled in.

| Please answer the following questions:   | Very Good      | Good           | Poor           | Very Poor      | Don't Know     |
|--|----------------|----------------|----------------|----------------|----------------|
| 1. Overall, is the education you are receiving at school .....                                 | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 2. Is the quality of teaching at your school .....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 3. Is the variety of courses available to you at school .....                                  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 4. Are the opportunities you have to learn about <b>music</b> at school .....                  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 5. Are the opportunities you have to learn about <b>drama</b> at school .....                  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 6. Are the opportunities you have to learn about <b>art</b> at school.....                     | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 7. Are the opportunities you have to learn about <b>computers</b> at school .....              | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 8. Are the opportunities you have to learn about <b>health</b> at school .....                 | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 9. Are the opportunities you have to learn <b>another language</b> at school .....             | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 10. Are the opportunities you have to participate in <b>physical education</b> at school ..... | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |

Using a pencil, fill in the circle that best describes your answer to the question (e.g., ○○●○). The circle must be completely filled in.

| Do you agree or disagree with the following statements:  | Strongly Agree | Agree          | Disagree       | Strongly Disagree | Don't Know     |
|--|----------------|----------------|----------------|-------------------|----------------|
| 11. The core subjects (math, language arts, social studies, science) I am learning at school are useful to me..... | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 12. My school work is interesting.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 13. My school work is challenging.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 14. It is clear what I am expected to learn at school.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 15. At school, students help each other.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 16. At school, students respect each other.....  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 17. At school, I am encouraged to get involved in activities that help people in my community.....                 | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 18. At school, I am encouraged to try my best.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 19. At school, students follow the rules.....  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 20. I am proud of my school.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 21. I would recommend my school to a friend.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 22. It is easy to get help with school work at my school if I need it.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 23. I can get help at my school with problems that are not related to school work.....                             | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 24. When I need it, teachers at my school are available to help me.....  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 25. I feel safe at school.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 26. I feel safe on the way to and from school.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 27. Other students treat me well.....  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 28. My teachers care about me.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 29. I am treated fairly by adults at my school.....  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |

30. Are you male or female?

○<sub>1</sub> Female      ○<sub>2</sub> Male

**Thank you for your time and assistance with this survey.**

## Student Grade 10 Questionnaire

Dear Student:

Please help Alberta Learning by answering the questions on this form.

- In order to keep your responses anonymous, please do not write your name on this form.
- Read each question and answer it carefully.
- Using a pencil, fill in the circle that best describes your answer to the question (e.g., ○○●○).
- If you are unsure about a question, fill in the circle under 'Don't Know' or leave it blank.
- This is not a test. There are no right or wrong answers.
- When you are finished, please place your completed questionnaire in the envelope provided for your class.

The answers you provide will not be shared with anyone.

Using a pencil, fill in the circle that best describes your answer to the question (e.g., ○○●○). The circle must be completely filled in.

| Please answer the following questions:   | Very Good      | Good           | Poor           | Very Poor      | Don't Know     |
|--|----------------|----------------|----------------|----------------|----------------|
| 1. Overall, is the education you are receiving at school .....                                 | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 2. Is the quality of teaching at your school .....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 3. Is the variety of courses available to you at school .....                                  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 4. Are the opportunities you have to learn about <b>music</b> at school .....                  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 5. Are the opportunities you have to learn about <b>drama</b> at school .....                  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 6. Are the opportunities you have to learn about <b>art</b> at school.....                     | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 7. Are the opportunities you have to learn about <b>computers</b> at school .....              | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 8. Are the opportunities you have to learn about <b>health</b> at school .....                 | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 9. Are the opportunities you have to learn <b>another language</b> at school .....             | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |
| 10. Are the opportunities you have to participate in <b>physical education</b> at school ..... | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub> | ○ <sub>5</sub> |

Using a pencil, fill in the circle that best describes your answer to the question (e.g., ○○●○). The circle must be completely filled in.

| Do you agree or disagree with the following statements:  | Strongly Agree | Agree          | Disagree       | Strongly Disagree | Don't Know     |
|--|----------------|----------------|----------------|-------------------|----------------|
| 11. The core subjects (math, language arts, social studies, science) I am learning at school are useful to me..... | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 12. My school work is interesting.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 13. My school work is challenging.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 14. It is clear what I am expected to learn at school.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 15. At school, students help each other.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 16. At school, students respect each other.....  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 17. At school, I am encouraged to get involved in activities that help people in my community.....                 | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 18. At school, I am encouraged to try my best.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 19. At school, students follow the rules.....  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 20. I am proud of my school.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 21. I would recommend my school to a friend.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 22. It is easy to get help with school work at my school if I need it.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 23. I can get help at my school with problems that are not related to school work.....                             | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 24. When I need it, teachers at my school are available to help me.....  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 25. I feel safe at school.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 26. I feel safe on the way to and from school.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 27. Other students treat me well.....  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 28. My teachers care about me.....   | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |
| 29. I am treated fairly by adults at my school.....  | ○ <sub>1</sub> | ○ <sub>2</sub> | ○ <sub>3</sub> | ○ <sub>4</sub>    | ○ <sub>5</sub> |

30. Are you a male or female?

○<sub>1</sub> Female      ○<sub>2</sub> Male

**Thank you for your time and assistance with this survey.**

# Alberta Learning - Parents Survey 2004

- In order to keep your responses anonymous, please do not write your name on this form.
- Using a pencil, fill in the circle that best describes your answer to the question (e.g., ○○●○○).
- If you are unsure about a question, fill in the circle under 'Don't Know' or leave it blank.
- Only aggregated data will be reported.
- All questionnaire data will be managed in accordance to the *Freedom of Information and Protection of Privacy Act*.
- Do not return the cover letter that accompanied this form.
- When finished, please return in the provided postage-paid envelope by March 1, 2004.

| How satisfied or dissatisfied are you ...  | Using a pencil, fill in the circle that best describes your answer to the question (e.g., ○○●○○). The circle must be completely filled in. |                                      |                                      |                                      |                                      |
|--|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
|  | Very Satisfied   | Satisfied                            | Dis-satisfied                        | Very Dis-Satisfied                   | Don't Know                           |
| 1. With the quality of education your child is receiving at school? .....                      | <input type="radio"/> O <sub>1</sub>   | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 2. With the quality of teaching at your child's school? .....                                  | <input type="radio"/> O <sub>1</sub>   | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 3. With the variety of subjects available to your child at school? ..                          | <input type="radio"/> O <sub>1</sub>   | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 4. With the opportunities your child has to learn about the following topics at school:        |  |                                      |                                      |                                      |                                      |
| a. Music? .....  | <input type="radio"/> O <sub>1</sub>   | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| b. Drama? .....  | <input type="radio"/> O <sub>1</sub>   | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| c. Art? .....  | <input type="radio"/> O <sub>1</sub>   | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| d. Computers? .....  | <input type="radio"/> O <sub>1</sub>   | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| e. Health? .....   | <input type="radio"/> O <sub>1</sub>   | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| f. Another language? .....   | <input type="radio"/> O <sub>1</sub>   | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 5. With the opportunities your child has to participate in physical education at school? ..... | <input type="radio"/> O <sub>1</sub>   | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |

| To what extent do you agree or disagree that ...              | Strongly Dis-Agree                   |                                      |                                      |                                      |                                      |
|---|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
|   | Strongly Agree                       | Agree                                | Disagree                             | Strongly Dis-Agree                   | Don't Know                           |
| 6. Your child is learning what he or she needs to know? ..... | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 7. Your child finds school work interesting? .....            | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 8. Your child finds school work challenging? .....            | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |

|  |                                      |                                      |                                      |                                      |                                      |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 9. Your child clearly understands what he or she is expected to learn at school? .....             | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 10. Students at your child's school help each other when they can? .....                           | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 11. Students at your child's school respect each other? .....                                      | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 12. Your child is encouraged at school to be involved in activities that help the community? ..... | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 13. Your child is encouraged at school to try his or her best? .....                               | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 14. Students at your child's school follow the rules? .....  | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |

| <b>Please continue to answer the questions presented below.</b>                                       |                                      |                                      |                                      |                                      |                                      |
|---|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| <b>To what extent do you agree or disagree that ...</b>   | <b>Strongly Agree</b>                | <b>Agree</b>                         | <b>Disagree</b>                      | <b>Strongly Disagree</b>             | <b>Don't Know</b>                    |
| 15. Your child is safe at school? .....   | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 16. Your child is safe on the way to and from school? .....   | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 17. Students treat each other well at your child's school? .....                                      | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 18. Teachers care about your child? .....   | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 19. Your child is treated fairly by adults at school? .....   | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 20. Your child can easily access programs and services at school to get help with school work? .....  | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 21. Your child can get help at school with problems that are not related to school work? .....        | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 22. When your child needs it, teachers at your child's school are available to help him or her? ..... | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |

| <b>How satisfied or dissatisfied are you that ...</b>  | <b>Very Satisfied</b>                | <b>Satisfied</b>                     | <b>Dis-satisfied</b>                 | <b>Very Dis-satisfied</b>            | <b>Don't Know</b>                    |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 23. High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime? ..... | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 24. Your child is taught the knowledge, skills and attitudes necessary for learning throughout his or her lifetime? .....        | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 25. Your child is taught attitudes and behaviors to be successful at work when he or she leaves school? .....                    | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |

|  | <b>A Lot</b>                         | <b>Some</b>                          | <b>Very Little</b>                   | <b>Not At All</b>                    | <b>Don't Know</b>                    |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 26. To what extent are you involved in decisions about your child's education? Would you say ..... | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |

| <b>How satisfied or dissatisfied are you:</b>  | <b>Very satisfied</b>                | <b>Satisfied</b>                     | <b>Dis-satisfied</b>                 | <b>Very Dis-satisfied</b>            | <b>Don't Know</b>                    |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 27. With the opportunity to be involved in decisions about your child's education? ..... | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |

|  | <b>A Lot</b>                         | <b>Some</b>                          | <b>Very Little</b>                   | <b>Not At All</b>                    | <b>Don't Know</b>                    |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 28. To what extent are you involved in decisions at your child's school? Would you say ..... | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| <b>How satisfied or dissatisfied are you:</b>  | <b>Very satisfied</b>                | <b>Satisfied</b>                     | <b>Dis-satisfied</b>                 | <b>Very Dis-satisfied</b>            | <b>Don't Know</b>                    |
| 29. With the opportunity to be involved in decisions at your child's school? .....           | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |
| 30. That your input into decisions at your child's school is considered? .....               | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |

|  | <b>Improved</b>                      | <b>Stayed The Same</b>               | <b>Declined</b>                      | <b>Don't Know</b>                    |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 31. In your opinion, has the quality of education that your child experienced at school improved, stayed the same or declined in the past three years? ..... | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> |

The next question is asked so that we may group your answer with others that have been gathered in the survey. All answers will be kept strictly confidential.

32. Is your child male or female?

O<sub>1</sub> Female       O<sub>2</sub> Male

**Thank you for your time and assistance with this survey.**



**Teacher Questionnaire**

- Using a pencil, fill in the circle that best describes your answer to the question (e.g., ○○●○○).
- If you are unsure about a question, fill in the circle under 'Don't Know' or leave it blank.
- In order to keep your responses anonymous, please do not write your name on this form.
- When finished, please place your questionnaire in the envelope provided for teacher questionnaires for your school.
- Only aggregated data will be reported.
- All questionnaire data will be managed in accordance to the *Freedom of Information and Protection of Privacy Act*.

|   |   | Using a pencil, fill in the circle that best describes your answer to the question (e.g., ○○●○○). The circle must be completely filled in. |                |                |                    |                |
|---|---|--|----------------|----------------|--------------------|----------------|
| How satisfied or dissatisfied are you ... |   | Very Satisfied   | Satisfied      | Dis-satisfied  | Very Dis-satisfied | Don't Know     |
| 1.  | With the quality of education students at your school are receiving? .....                      | O <sub>1</sub>   | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |
| 2.  | With the quality of teaching at your school? .....  | O <sub>1</sub>   | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |
| 3.  | With the variety of subjects available to students at your school? .....                        | O <sub>1</sub>   | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |
| 4.  | With the opportunities students at your school have to learn about the following topics:        |  |                |                |                    |                |
|   | a. Music? .....   | O <sub>1</sub>   | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |
|   | b. Drama? .....   | O <sub>1</sub>   | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |
|   | c. Art? .....   | O <sub>1</sub>   | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |
|   | d. Computers? .....   | O <sub>1</sub>   | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |
|   | e. Health? .....  | O <sub>1</sub>   | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |
|   | f. Another language? .....  | O <sub>1</sub>   | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |
| 5.  | With the opportunities students at your school have to participate in physical education? ..... | O <sub>1</sub>   | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |

Teacher Questionnaire continued...

| Please continue to answer the questions presented below. |  |                |                |                |                    |                |
|--|--|----------------|----------------|----------------|--------------------|----------------|
| To what extent do you agree or disagree that ...         |  | Strongly Agree | Agree          | Disagree       | Strongly Dis-agree | Don't Know     |
| 6.   | Students at your school are learning what they need to know? ... | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |
| 7.   | Students at your school find school work interesting? .....      | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |
| 8.   | Students at your school find school work challenging? .....      | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |

|   |                |                |                |                |                |
|---|----------------|----------------|----------------|----------------|----------------|
| 9. Students at your school clearly understand what they are expected to learn at school? .....          | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |
| 10. Students at your school help each other when they can? .....  | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |
| 11. Students at your school respect each other? .....   | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |
| 12. Students are encouraged at your school to be involved in activities that help the community? .....  | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |
| 13. Students are encouraged at your school to try their best? .....                                     | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |
| 14. Students at your school follow the rules? .....   | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |
| 15. Students are safe at your school? .....   | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |
| 16. Students are safe on the way to and from your school? .....   | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |
| 17. Students treat each other well at your school? .....  | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |
| 18. Teachers at your school care about their students? .....  | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |
| 19. Students are treated fairly by adults at your school? .....   | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |
| 20. Students can easily access programs and services at your school to get help with school work? ..... | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |
| 21. Students can get help at your school with problems that are not related to school work? .....       | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |
| 22. When students need it, teachers at your school are available to help them? .....                    | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub> | O <sub>5</sub> |

| How satisfied or dissatisfied are you that ...   | Very Satisfied | Satisfied      | Dis-satisfied  | Very Dis-satisfied | Don't Know     |
|--|----------------|----------------|----------------|--------------------|----------------|
| 23. High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime? .....   | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |
| 24. Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime? ..... | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |
| 25. Students at your school are taught attitudes and behaviors to be successful at work when they leave school? .....              | O <sub>1</sub> | O <sub>2</sub> | O <sub>3</sub> | O <sub>4</sub>     | O <sub>5</sub> |

Teacher Questionnaire continued...

|  |                       |                  |                      |                           |                   |
|--|-----------------------|------------------|----------------------|---------------------------|-------------------|
|  | <b>A Lot</b>          | <b>Some</b>      | <b>Very Little</b>   | <b>Not At All</b>         | <b>Don't Know</b> |
| 26. To what extent are parents or guardians involved in decisions about their children's education? Would you say..... | O <sub>1</sub>        | O <sub>2</sub>   | O <sub>3</sub>       | O <sub>4</sub>            | O <sub>5</sub>    |
| <b>How satisfied or dissatisfied are you:</b>  | <b>Very satisfied</b> | <b>Satisfied</b> | <b>Dis-satisfied</b> | <b>Very Dis-satisfied</b> | <b>Don't Know</b> |
| 27. With the opportunity for parents or guardians to be involved in decisions about their children's education? .....  | O <sub>1</sub>        | O <sub>2</sub>   | O <sub>3</sub>       | O <sub>4</sub>            | O <sub>5</sub>    |

|  |                       |                  |                      |                           |                   |
|--|-----------------------|------------------|----------------------|---------------------------|-------------------|
|  | <b>A Lot</b>          | <b>Some</b>      | <b>Very Little</b>   | <b>Not At All</b>         | <b>Don't Know</b> |
| 28. To what extent are parents or guardians involved in decisions at your school? Would you say .....      | O <sub>1</sub>        | O <sub>2</sub>   | O <sub>3</sub>       | O <sub>4</sub>            | O <sub>5</sub>    |
| <b>How satisfied or dissatisfied are you:</b>  | <b>Very satisfied</b> | <b>Satisfied</b> | <b>Dis-satisfied</b> | <b>Very Dis-satisfied</b> | <b>Don't Know</b> |
| 29. With the <u>opportunity for parents or guardians to be involved in decisions at your school?</u> ..... | O <sub>1</sub>        | O <sub>2</sub>   | O <sub>3</sub>       | O <sub>4</sub>            | O <sub>5</sub>    |
| 30. That the input of parents or guardians into decisions <u>at your school</u> is considered?.....        | O <sub>1</sub>        | O <sub>2</sub>   | O <sub>3</sub>       | O <sub>4</sub>            | O <sub>5</sub>    |

|  |                 |                        |                 |                   |
|--|-----------------|------------------------|-----------------|-------------------|
|  | <b>Improved</b> | <b>Stayed The Same</b> | <b>Declined</b> | <b>Don't Know</b> |
| 31. In your opinion, has the quality of education at your school improved, stayed the same or declined in the past three years?..... | O <sub>1</sub>  | O <sub>2</sub>         | O <sub>3</sub>  | O <sub>4</sub>    |

The last question is asked so that we may group your answer with others that have been gathered in the survey. All answers will be kept strictly confidential.

32. What grades do you teach? O<sub>1</sub> Grade 4 O<sub>2</sub> Grade 7 O<sub>3</sub> Grade 10

33. How many years have you been teaching?

- O<sub>1</sub> Less than 3 years
- O<sub>2</sub> 3 to 5 years
- O<sub>3</sub> More than 5 to 10 years
- O<sub>4</sub> More than 10 to 15 years
- O<sub>5</sub> More than 15 to 20 years
- O<sub>6</sub> More than 20 years

**Thank you for your time and assistance with this survey.**

**School Board Member Questionnaire**

Hello, may I speak with (Name of School Board Member).

Hello, my name is \_\_\_\_\_ from \_\_\_\_\_. I am calling on behalf of Alberta Learning for a survey about the schools in your jurisdiction and the learning system within Alberta. This important survey is being conducted by Alberta Learning to help improve education throughout the province. Your participation in the survey would be very helpful. Do you have a few minutes to participate in this survey.

All responses that you provide in this survey will be managed in accordance with the *Freedom of Information and Protection of Privacy Act*. Participation in the survey is strictly voluntary.

If you feel that a question does not apply to you or you do not want to answer a specific question, please tell me.

| How satisfied or dissatisfied are you ...   | Very Satisfied                       | Satisfied                            | Dis-satisfied                        | Very Dis-satisfied                   | Don't know                           | Prefer not to Answer<br>N/A          |
|---|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 1. With the quality of education students are receiving in your jurisdiction? .....   | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 2. With the quality of teaching at schools in your jurisdiction? .....  | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 3. That students in your jurisdiction are taught attitudes and behaviors to be successful at work when they leave school? ..... | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |

| To what extent do you agree or disagree that ...   | Strongly Agree                       | Agree                                | Disagree                             | Strongly Dis-agree                   | Don't know                           | Prefer not to Answer<br>N/A          |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 4. Students in your jurisdiction are learning what they need to know? .....  | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 5. Students in your jurisdiction find school work interesting? .....   | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 6. Students in your jurisdiction find school work challenging? .....   | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 7. Students in your jurisdiction clearly understand what they are expected to learn at school? .....                   | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 8. Students in your jurisdiction help each other when they can? .....  | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 9. Students in your jurisdiction respect each other?.....  | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 10. Students in your jurisdiction are encouraged at school to be involved in activities that help the community? ..... | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |

|   |                                      |                                      |                                      |                                      |                                      |                                      |
|---|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 11. Students in your jurisdiction are encouraged at school to try their best? ..... | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 12. Students in your jurisdiction follow the rules?.....                            | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |

School Board Member Questionnaire continued...

| To what extent do you agree or disagree that ...  | Strongly Agree                       | Agree                                | Disagree                             | Strongly Dis-agree                   | Don't Know                           | Prefer not to Answer<br>NA           |
|---|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 13. Students in your jurisdiction are safe at school? .....   | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 14. Students in your jurisdiction are safe on the way to and from school?.....  | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 15. Students in your jurisdiction treat each other well at school? .....  | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 16. Teachers in your jurisdiction care about their students? .....  | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 17. Students in your jurisdiction are treated fairly by adults at their schools?.....                                   | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 18. Students in your jurisdiction can easily access programs and services at school to get help with school work? ..... | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 19. Students in your jurisdiction can get help at school with problems that are not related to school work?.....        | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 20. When students need it, teachers in your jurisdiction are available to help them? .....                              | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |

|   |  |   |  |   |   |  |
|---|--|---|--|---|---|--|
| 21. To what extent are parents or guardians in your jurisdiction involved in decisions about their children's education? Would you say..... | <b>A Lot</b><br><input type="radio"/> O <sub>1</sub> | <b>Some</b><br><input type="radio"/> O <sub>2</sub> | <b>Very Little</b><br><input type="radio"/> O <sub>3</sub> | <b>Not At All</b><br><input type="radio"/> O <sub>4</sub> | <b>Don't Know</b><br><input type="radio"/> O <sub>5</sub> | <b>Prefer not to answer<br/>NA</b><br><input type="radio"/> O <sub>6</sub> |
| <b>How satisfied or dissatisfied are you:</b>   | <b>Very satisfied</b>                                | <b>Satisfied</b>                                    | <b>Dis-satisfied</b>                                       | <b>Very Dis-satisfied</b>                                 | <b>Don't Know</b>   | <b>Prefer not to answer<br/>NA</b>   |
| 22. With the opportunity for parents or guardians in your jurisdiction to be involved in decisions about their children's education?.....   | <input type="radio"/> O <sub>1</sub>                 | <input type="radio"/> O <sub>2</sub>                | <input type="radio"/> O <sub>3</sub>                       | <input type="radio"/> O <sub>4</sub>                      | <input type="radio"/> O <sub>5</sub>                      | <input type="radio"/> O <sub>6</sub>                                       |

School Board Member Questionnaire continued...

|  |                                      |                                      |                                      |                                      |                                      |                                      |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 23. To what extent are parents or guardians involved in decisions at schools in your jurisdiction? Would you say ..... | <b>A Lot</b>                         | <b>Some</b>                          | <b>Very Little</b>                   | <b>Not At All</b>                    | <b>Don't Know</b>                    | <b>Prefer not to answer</b>          |
|  | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| <b>How satisfied or dissatisfied are you:</b>  | <b>Very satisfied</b>                | <b>Satisfied</b>                     | <b>Dis-satisfied</b>                 | <b>Very Dis-satisfied</b>            | <b>Don't Know</b>                    | <b>Prefer not to answer</b>          |
|  |                                      |                                      |                                      |                                      |                                      | <b>NA</b>                            |
| 24. With the opportunity for parents or guardians to be involved in decisions at schools in your jurisdiction? ..      | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |
| 25. That the input of parents or guardians into decisions at schools in your jurisdiction is considered? .....         | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> |

|   |                                      |                                      |                                      |                                      |                                      |
|---|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 26. In your opinion, has the quality of education in schools in your jurisdiction improved, stayed the same or declined in the past three years?..... | <b>Improved</b>                      | <b>Stayed The Same</b>               | <b>Declined</b>                      | <b>Don't Know</b>                    | <b>Prefer not to answer</b>          |
|   | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> |

The next question is asked so that we may group your answer with others that have been gathered in the survey. All answers will be kept strictly confidential.

How many years have you been a school board member?

- O<sub>1</sub> Less than 3 years
- O<sub>2</sub> 3 to 6 years
- O<sub>3</sub> More than 6 to 9 years
- O<sub>4</sub> More than 9 to 12 years
- O<sub>5</sub> More than 12 to 15 years
- O<sub>6</sub> More than 15 years

Thank you for participating in this survey.

*New*

## **Appendix 8: Glossary of Terms**

### ***Planning and Accountability Terms***

**Accountability:** Being answerable to a higher authority, e.g., a funding agency, for use of funds, results achieved and for taking action to make continuous improvement and achieve desired results.

**Baseline:** A set of data used as a starting point to measure changes over time using the same methodology.

**Continuous Improvement:** Using performance results to adjust strategies and practices so that improvement in performance is achieved over time.

**Goals:** Goals are broad statements that look towards the long term and steer organizations in the direction of realizing their vision. Goals are typically expressed as desired conditions or aims.

**Issues:** An issue is a condition that may affect the organization's ability to fulfill its mandate or achieve its goals.

**Mission Statement:** A mission statement is a clear, concise description of a school jurisdiction's overall purpose and role. It gives direction to the programs and services that the jurisdiction provides for its students.

**Outcomes:** Outcomes are measurable statements of what school jurisdictions and schools seek to achieve. In broad terms, they answer the question, "What will this look like when we get to where we want to be?"

**Performance Measures:** Performance measures provide information on important, quantifiable aspects of the education system. They enable jurisdictions to assess progress toward achieving goals and outcomes.

**Principles and Beliefs:** Principles and beliefs guide decision-making and provide a foundation for developing mission, vision and goals.

**Profile:** A profile is a brief description of the school jurisdiction or school that gives context for the plan. Profiles include characteristics of communities, students, programs and location.

**Strategies:** Strategies are actions that school jurisdictions and schools take to achieve goals and desired outcomes that meet the needs of all their students. They address local circumstances, issues, trends and opportunities.

**Targets:** Targets show desired levels of performance to be attained by a certain time. Targets are expressed quantitatively.

**Trend:** A trend shows a direction of data over time, e.g., enrolment growth.

**Vision:** A vision looks into the future. It describes a set of ideal circumstances and characteristics for the organization.

### ***New Testing Related Terms (In logical rather than alphabetical order)***

**Test Equating:** Test equating is a procedure that establishes the relationship between scores from two or more tests and places those scores on a common scale so that student test results from different forms can be directly compared. This

procedure is usually applied in situations where multiple test forms, similar in content but possibly different in test difficulty, are administered on different test dates. A variety of different statistical procedures can be used to equate tests scores. Equated scores from different forms can be directly compared. Equated scores typically will represent the same level of achievement, no matter which form the student wrote.

**Anchor Item:** Anchor items are used in the test-equating procedures currently applied by the Learner Assessment Branch. Since all students answer the same set of anchor items, it is possible to determine the relative difficulty of the different forms and adjust student scores appropriately. Sets of anchor items are chosen to represent the curriculum and the range of item difficulties as broadly as possible. In order to preserve the validity of the anchor items, they must be kept secure.

*Statistics and Survey Research Terms (in logical, rather than alphabetical order)*

**Statistical Inference:** Using information from a sample to draw conclusions (inferences) about the population from which the sample was drawn.

**Population:** Any entire collection of persons or things from which we may collect data. It is the entire group we wish to describe or draw conclusions about.

**Sample:** A subset of units selected from the larger group (the population). Samples are studied, for reasons of efficiency, to draw valid conclusions about the population.

**Census Sample:** A sample drawn from a finite population that includes all members of the population.

**Random Sample:** A subset of a population where every item in the population has the same probability of being in the sample. The primary goal of survey research is to use information collected from a sample to characterize a certain population.

**Convenience Sample:** A sample where cases are selected, in part or in whole, at the convenience of the researcher (e.g., selecting a sample of students in a school by standing in the hall and interviewing those students who walk by).

**Stratified Sample:** A sample selected to ensure that key characteristics of the target population (e.g., gender, age, geographic distribution) are adequately represented.

**Judgement Sample:** (also referred to as “purposive sampling”) A sample selected based on the researcher’s assessment of their suitability for inclusion in the sample (e.g., selecting persons to a sample who, in the researcher’s judgement, are likely to be well informed about the issue under study).

**Confidence Interval:** A survey result obtained from a random sample of the target population has a confidence interval, expressed as a percentage above and below the obtained result, which indicates the expected variation from the obtained survey result as a consequence of sampling and diversity among respondents. Confidence intervals indicate whether differences in survey results over time (or differences among respondent groups to the same question) are likely the result of sampling variation or represent actual differences.

**Standard Deviation:** A measure of the spread or dispersion of a set of data. The more widely the values are spread out, the larger the standard deviation.



**Survey Instrument (Questionnaire):** A set of questions designed and used to gather specific information from survey respondents.

**Scales (Measurement type):** A basis for ordering or categorizing data to facilitate meaningful comparisons of the aggregate data. **Nominal scales** are used for categorizing/ordering data having a limited number of possible outcomes that cannot be placed in any order representing the intrinsic properties of the measurements (e.g., male/female). **Ordinal scales** are used when the relative values of the data being collected are defined in terms of being lesser, equal to or greater than data elements (e.g., strongly agree, agree, disagree, strongly disagree). **Interval scales** are used when the magnitude of the differences among the observational units is defined in quantitative terms (e.g., amount of money expressed in dollars, weight in pounds, age in years).

**Mean:** The mean (or “average”) of a set of observations is simply their sum, divided by the total number of observations.

**Weighted Average:** A procedure for combining the mean of two or more groups of different sizes that takes the size of the groups into account when computing the overall average.

*New* **Appendix 9: Optional Format for School Jurisdiction Plans**

The format for the jurisdiction three-year plan that follows contains all the required elements. It is optional – jurisdictions may continue to use a format of their choosing for their three-year plan.

# Jurisdiction Three-year Education Plan 2004/05 to 2006/07



## ***Message from the Board Chair***

### ***Accountability Statement***

The Education Plan for (name of jurisdiction) for the three years commencing September 1, (year), was prepared under the direction of the Board in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, the *Policy on School Authority Education Plans* 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. The Board is committed to achieving the planned results laid out in this Plan.

***Vision:***

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***Mission:***

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**Goals and Outcomes**

 **Goal 1: High Quality Learning Opportunities for All**

- 1.1 The learning system meets the needs of all learners, society and the economy.
- 1.2 All Albertans can participate in quality learning.

 **Goal 2: Excellence in Learner Outcomes**

- 2.1 Learners demonstrate high standards.
- 2.2 Learners complete programs.
- 2.3 Learners are well prepared for lifelong learning.
- 2.4 Learners are well prepared for employment.
- 2.5 Learners are well prepared for citizenship.

 **Goal 3: Highly Responsive and Responsible Jurisdiction**

- 3.1 Improved results through effective working relationships on cross-ministry initiatives and with stakeholders.
- 3.2 The jurisdiction demonstrates leadership and continuous improvement.

# Goal 1: High Quality Learning Opportunities for All

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*What this goal means for our jurisdiction:*

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**Outcome 1.1:** The learning system meets the needs of all learners, society and the economy.

**Provincial Priority for Improvement:** Improving learning through effective use of information and communications technology

**Strategies for this priority:**

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**Provincial Priority for Improvement:** Improving community satisfaction with education

**Strategies for this priority:**

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**Other strategies for the outcome:**

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**Outcome 1.2 -** All Albertans can participate in quality learning.

**Provincial Priority for Improvement:** Improving children's access to services through coordination of services

**Strategies for this priority:**

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**Other strategies for this outcome**

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**Local outcome(s) for Goal 1 (optional)**

## Strategies for local outcome(s)

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## *Performance Expectations*

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**Outcome 1.1:** The learning system meets the needs of all learners, society and the economy.

### *Performance Measures:*

- Percentages of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, **technology**, health, physical education and, where appropriate, religious education (measure for the provincial technology priority in bold).
- Percentages of teachers, parents, students and board members satisfied with the overall quality of education in Alberta (measure for the provincial community satisfaction priority).
- Percentages of teachers, parents, students and board members who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

### **Local measure for outcome 1.1 (optional)**

**Outcome 1.2:** All Albertans can participate in quality learning.

### *Performance Measure:*

- Percentages of teachers, parents, students and board members who agree that services and supports for children at risk are easy to access and timely (measure for the provincial coordination of services priority).

### **Local measure for outcome 1.2 (optional)**

### **Local outcome(s) for Goal 1 – optional**

### **Performance measure(s) for local outcome**

## Goal 2: Excellence in Learner Outcomes

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*What this goal means for our jurisdiction:*

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**Outcome 2.1:** Learners demonstrate high standards.

**Provincial Priority for Improvement:** Improving early literacy and numeracy

**Strategies for the priority:**

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**Provincial Priority for Improvement:** Improving secondary student achievement in mathematics

**Strategies for the priority:**

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**Other strategies for the outcome:**

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**Provincial Priority for Improvement:** Improving programs and results for First Nations, Métis and Inuit (FNMI) learners

**Strategies for this priority:**

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**Outcome 2.2:** Learners complete programs.

**Provincial Priority for Improvement:** Increasing high school completion rates

**Strategies:**

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**Other strategies for the outcome:**

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**Outcome 2.3: Learners are well prepared for lifelong learning.**

**Strategies:**

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**Outcome 2.4: Learners are well prepared for employment.**

**Strategies:**

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**Outcome 2.5: Learners are well prepared for citizenship.**

**Strategies:**

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**Local outcome(s) for Goal 2 (optional)**

**Strategies for local outcome(s)**

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## Performance Expectations

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### Outcome 2.1: Learners demonstrate high standards.

#### Performance Measure:

- Percentages of students in Grades 3, 6 and 9 (**cohort results**) who achieved the acceptable standard, and the percentages who achieved the standard of excellence on each provincial achievement test and overall results (combined subjects and goals). Measures for the provincial priorities of improving early literacy and numeracy and for improving student achievement in secondary mathematics are shaded.

|                                       |            | <i>Actual<br/>2002/03</i> |       | <i>Target<br/>2004/05</i> |      | <i>Target<br/>2005/06</i> |      | <i>Target<br/>2006/07</i> |      |
|---------------------------------------|------------|---------------------------|-------|---------------------------|------|---------------------------|------|---------------------------|------|
|                                       |            | Jur                       | Prov  | Jur                       | Prov | Jur                       | Prov | Jur                       | Prov |
| Grade 3                               | Acceptable |                           | 82.4% | 83%                       |      | 83%                       |      | 84%                       |      |
| Language Arts:                        | Excellence |                           | 15.7% | 18%                       |      | 18%                       |      | 19%                       |      |
| Grade 3                               | Acceptable |                           | 82.3% | 83%                       |      | 84%                       |      | 84%                       |      |
| Mathematics                           | Excellence |                           | 29.8% | 31%                       |      | 31%                       |      | 32%                       |      |
| Grade 6                               | Acceptable |                           | 81.2% | 82%                       |      | 83%                       |      | 83%                       |      |
| Language Arts:                        | Excellence |                           | 17.3% | 18%                       |      | 18%                       |      | 19%                       |      |
| Grade 6                               | Acceptable |                           | 78.3% | 80%                       |      | 80%                       |      | 81%                       |      |
| Mathematics                           | Excellence |                           | 17.7% | 19%                       |      | 20%                       |      | 20%                       |      |
| Grade 6                               | Acceptable |                           | 80.0% | 81%                       |      | 82%                       |      | 82%                       |      |
| Science                               | Excellence |                           | 24.1% | 25%                       |      | 26%                       |      | 26%                       |      |
| Grade 6                               | Acceptable |                           | 79.0% | 80%                       |      | 80%                       |      | 81%                       |      |
| Social Studies                        | Excellence |                           | 20.3% | 21%                       |      | 21%                       |      | 22%                       |      |
| Grade 9                               | Acceptable |                           | 78.0% | 80%                       |      | 81%                       |      | 82%                       |      |
| Language Arts:                        | Excellence |                           | 13.5% | 15%                       |      | 16%                       |      | 16%                       |      |
| Grade 9                               | Acceptable |                           | 63.5% | 68%                       |      | 68%                       |      | 69%                       |      |
| Mathematics                           | Excellence |                           | 17.6% | 19%                       |      | 19%                       |      | 20%                       |      |
| Grade 9                               | Acceptable |                           | 71.1% | --                        |      | --                        |      | --                        |      |
| Science, Form A                       | Excellence |                           | 13.0% | --                        |      | --                        |      | --                        |      |
| Grade 9                               | Acceptable |                           | 68.5% | --                        |      | --                        |      | --                        |      |
| Science, Form B                       | Excellence |                           | 11.4% | --                        |      | --                        |      | --                        |      |
| Grade 9                               | Acceptable |                           | 72.6% | 75%                       |      | 75%                       |      | 76%                       |      |
| Social Studies                        | Excellence |                           | 18.7% | 20%                       |      | 20%                       |      | 21%                       |      |
| Combined (all<br>subjects and grades) | Acceptable |                           | 76.8% | 79%                       |      | 80%                       |      | 80%                       |      |
|                                       | Excellence |                           | 18.8% | 21%                       |      | 21%                       |      | 22%                       |      |

#### Notes:

- Overall results are the unweighted averages for all grades and subjects for acceptable and for excellence results and targets, **excluding grade 9 Science Form B in 2002/03 and 2003/04.**
- Targets will be set for Grade 9 science in future years when there are at least two years of results based on the new curriculum.

**Performance Measure:**

- Percentages of students writing Grades 3, 6 and 9 provincial achievement tests who achieved the acceptable standard and percentages who achieved the standard of excellence.

|                                    |            | <i>Actual</i><br>2002/03 |       | <i>Target</i><br>2004/05 |       | <i>Target</i><br>2005/06 |       | <i>Target</i><br>2006/07 |       |
|------------------------------------|------------|--------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|-------|
|                                    |            | Jur                      | Prov  | Jur                      | Prov  | Jur                      | Prov  | Jur                      | Prov  |
| Grade 3                            | Acceptable |                          | 90.1% |                          | 91%   |                          | 92%   |                          | 92%   |
| Language Arts                      | Excellence |                          | 17.2% |                          | 19%   |                          | 19%   |                          | 20%   |
| Grade 3                            | Acceptable |                          | 89.3% |                          | 90%   |                          | 90%   |                          | 91%   |
| Mathematics                        | Excellence |                          | 32.4% |                          | 32%   |                          | 33%   |                          | 33%   |
| Grade 6                            | Acceptable |                          | 89.2% |                          | 90%   |                          | 91%   |                          | 91%   |
| Language Arts                      | Excellence |                          | 19.0% |                          | 19%   |                          | 20%   |                          | 20%   |
| Grade 6                            | Acceptable |                          | 85.6% |                          | 87%   |                          | 87%   |                          | 88%   |
| Mathematics                        | Excellence |                          | 19.3% |                          | 20%   |                          | 21%   |                          | 21%   |
| Grade 6                            | Acceptable |                          | 87.9% |                          | 89%   |                          | 90%   |                          | 90%   |
| Science                            | Excellence |                          | 26.5% |                          | 28%   |                          | 28%   |                          | 29%   |
| Grade 6                            | Acceptable |                          | 86.4% |                          | 87%   |                          | 88%   |                          | 88%   |
| Social Studies                     | Excellence |                          | 22.3% |                          | 23%   |                          | 23%   |                          | 24%   |
| Grade 9                            | Acceptable |                          | 89.2% |                          | 91%   |                          | 92%   |                          | 92%   |
| Language Arts                      | Excellence |                          | 15.4% |                          | 17%   |                          | 17%   |                          | 18%   |
| Grade 9                            | Acceptable |                          | 72.6% |                          | 76%   |                          | 76%   |                          | 77%   |
| Mathematics                        | Excellence |                          | 20.1% |                          | 21%   |                          | 21%   |                          | 22%   |
| Grade 9                            | Acceptable |                          | 82.8% |                          | --    |                          | --    |                          | --    |
| Science, Form A                    | Excellence |                          | 15.1% |                          | --    |                          | --    |                          | --    |
| Grade 9                            | Acceptable |                          | 75.7% |                          | --    |                          | --    |                          | --    |
| Science, Form B                    | Excellence |                          | 12.6% |                          | --    |                          | --    |                          | --    |
| Grade 9                            | Acceptable |                          | 82.8% |                          | 84%   |                          | 84%   |                          | 85%   |
| Social Studies                     | Excellence |                          | 21.3% |                          | 22%   |                          | 22%   |                          | 23%   |
| Combined (all subjects and grades) | Acceptable |                          | 85.6% |                          | 87.2% |                          | 87.8% |                          | 88.2% |
|                                    | Excellence |                          | 20.9% |                          | 22.3% |                          | 22.7% |                          | 23.3% |

**Notes:**

- Overall results are the unweighted averages for all grades and subjects for acceptable and for excellence results and targets, **excluding grade 9 Science Form B in 2002/03 and 2003/04.**
- Targets will be set for Grade 9 science in future years when there are at least two years of results based on the new curriculum.

**Performance Measure:**

- Percentages of students who achieved the acceptable standard and percentages who achieved the standard of excellence on diploma examinations.

| Diploma Examinations |            | <i>Actual</i><br>2002/03 |      | Target<br>2004/05 |      | Target<br>2005/06 |      | Target<br>2006/07 |      |
|----------------------|------------|--------------------------|------|-------------------|------|-------------------|------|-------------------|------|
|                      |            | Jur                      | prov | Jur               | prov | Jur               | prov | Jur               | prov |
| English 30           | Acceptable | 92%                      | --   | --                | --   | --                | --   | --                | --   |
|                      | Excellence | 24%                      | --   | --                | --   | --                | --   | --                | --   |
| English 33           | Acceptable | 85%                      | --   | --                | --   | --                | --   | --                | --   |
|                      | Excellence | 7%                       | --   | --                | --   | --                | --   | --                | --   |
| French L.A.          | Acceptable | 95%                      | --   | --                | --   | --                | --   | --                | --   |
|                      | Excellence | 15%                      | --   | --                | --   | --                | --   | --                | --   |
| Social Studies 30    | Acceptable | 87%                      | --   | --                | --   | --                | --   | --                | --   |
|                      | Excellence | 22%                      | --   | --                | --   | --                | --   | --                | --   |
| Social Studies 33    | Acceptable | 82%                      | --   | --                | --   | --                | --   | --                | --   |
|                      | Excellence | 13%                      | --   | --                | --   | --                | --   | --                | --   |
| Pure Math 30         | Acceptable | 85%                      | --   | --                | --   | --                | --   | --                | --   |
|                      | Excellence | 27%                      | --   | --                | --   | --                | --   | --                | --   |
| Applied Math 30      | Acceptable | 85%                      | --   | --                | --   | --                | --   | --                | --   |
|                      | Excellence | 14%                      | --   | --                | --   | --                | --   | --                | --   |
| Biology 30           | Acceptable | 81%                      | --   | --                | --   | --                | --   | --                | --   |
|                      | Excellence | 22%                      | --   | --                | --   | --                | --   | --                | --   |
| Chemistry 30         | Acceptable | 85%                      | --   | --                | --   | --                | --   | --                | --   |
|                      | Excellence | 25%                      | --   | --                | --   | --                | --   | --                | --   |
| Physics 30           | Acceptable | 82%                      | --   | --                | --   | --                | --   | --                | --   |
|                      | Excellence | 25%                      | --   | --                | --   | --                | --   | --                | --   |
| Science 30           | Acceptable | 88%                      | --   | --                | --   | --                | --   | --                | --   |
|                      | Excellence | 20%                      | --   | --                | --   | --                | --   | --                | --   |

**Note:** Targets to be set (in subsequent three-year plans) for diploma exams after the exams are equated.

**Performance Measure:**

- Participation rates of Grade 12 students in diploma examination courses.

| Participation Rates | Actual<br>2002/03 |             | Targets    |             |            |             |            |             |
|---------------------|-------------------|-------------|------------|-------------|------------|-------------|------------|-------------|
|                     |                   |             | 2004-2005  |             | 2005-2006  |             | 2006-2007  |             |
|                     | <i>Jur</i>        | <i>Prov</i> | <i>Jur</i> | <i>Prov</i> | <i>Jur</i> | <i>Prov</i> | <i>Jur</i> | <i>Prov</i> |
| English 30          |                   | 58%         | --         | --          | --         | --          | --         | --          |
| English 33          |                   | 26%         | --         | --          | --         | --          | --         | --          |
| French L.A. 30      |                   | 3%          | --         | --          | --         | --          | --         | --          |
| Social Studies 30   |                   | 53%         | --         | --          | --         | --          | --         | --          |
| Social Studies 33   |                   | 33%         | --         | --          | --         | --          | --         | --          |
| Pure Math 30        |                   | 44%         | --         | --          | --         | --          | --         | --          |
| Applied Math 30     |                   | 22%         | --         | --          | --         | --          | --         | --          |
| Biology 30          |                   | 43%         | --         | --          | --         | --          | --         | --          |
| Chemistry 30        |                   | 38%         | --         | --          | --         | --          | --         | --          |
| Physics 30          |                   | 24%         | --         | --          | --         | --          | --         | --          |
| Science 30          |                   | 7%          | --         | --          | --         | --          | --         | --          |

**Performance Measure:**

- Percentages of Grade 12 students eligible for Rutherford scholarships

|                   | Actual<br>2002/03 |             | Targets    |             |            |             |            |             |
|-------------------|-------------------|-------------|------------|-------------|------------|-------------|------------|-------------|
|                   |                   |             | 2004-2005  |             | 2005-2006  |             | 2006-2007  |             |
|                   | <i>Jur</i>        | <i>Prov</i> | <i>Jur</i> | <i>Prov</i> | <i>Jur</i> | <i>Prov</i> | <i>Jur</i> | <i>Prov</i> |
| Students eligible |                   | 25%         |            | --          |            | --          |            | --          |

**Local measures for outcome 2.1:**

- Local measure for assessing Aboriginal student achievement (measures the provincial priority to improve programs and results for First Nations, Métis, Inuit learning)
- Local measures of achievement of children/students:
  - whose first language is other than English
  - with special needs
  - who are academically at risk
  - in home education, online and outreach programs

**Outcome 2.2: Learners complete programs.**

**Performance Measure:**

- Percentages of students who completed high school within five years of entering Grade10 (measure for provincial high school completion priority). Measure for the provincial priority for increasing the high school completion rate appears in ***bold italics***.

| High School Completion Rates*                 | Actual 2002/03 |      | Targets   |      |           |      |           |                   |
|---|----------------|------|-----------|------|-----------|------|-----------|-------------------|
|   |                |      | 2004-2005 |      | 2005-2006 |      | 2006-2007 |                   |
|   | Jur            | Prov | Jur       | Prov | Jur       | Prov | Jur       | Prov              |
| Five-year rate (1997/98 Grade 10 students)    |                | 75%  |           | 75%  |           | 76%  |           | <b><i>TBS</i></b> |
| Three-year rate (1999/2000 Grade 10 students) |                | 67%  | --        | --   | --        | --   | --        | --                |

\*Results lag a year

**Outcome 2.3: Learners are well prepared for lifelong learning.**

**Performance Measure:**

- Percentages of teachers and parents satisfied that high school students who demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

**Local measure for outcome 2.3 (optional)**

**Outcome 2.4: Learners are well prepared for employment.**

**Performance Measure:**

- Percentages of teachers, parents, students and board members who agree that students have attitudes that make them successful in the world of work.

**Local measure for outcome 2.4 (optional)**

**Outcome 2.5: Learners are well prepared for citizenship.**

**Performance Measure:**

- Percentages of teachers, parents, students and board members satisfied that students model the characteristics of active citizenship.

**Local measure for outcome 2.5 (optional)**

**Local outcome(s) for Goal 2 (optional)**

**Local measure for local outcome(s)**

## **Goal 3: Highly Responsive and Responsible Jurisdiction**

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*What this goal means for our jurisdiction:*

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**Outcome 3.1: Improved results through effective working relationships on cross-ministry initiatives and with stakeholders.**

**Strategies:**

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**Outcome 3.2: The jurisdiction demonstrates leadership and continuous improvement.**

**Strategies:**

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**Local outcome(s) for Goal 3 (optional)**

**Strategies for local outcome(s)**

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## ***Performance Expectations***

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**Outcome 3.1: Improved results through effective working relationships on cross-ministry initiatives and with stakeholders.**

***Performance Measure:***

- Percentages of teachers, parents, students and board members who are satisfied with parental involvement in decisions about their child's education.

**Local measure for outcome 3.1 (optional)**

**Outcome 3.2: The jurisdiction demonstrates leadership and continuous improvement.**

***Performance Measure:***

- Percentages of teachers, parents and board members surveyed who indicate that their school and schools in their jurisdiction have improved, stayed the same or declined in the last three years.

**Local measure for outcome 3.2 (optional)**

**Local outcome(s) for Goal 3 (optional)**

**Measure(s) for local outcome**

**Local goals and priorities for improvement (optional)**

If local goals are included, outcomes, strategies and measures are needed for each.

If local priorities are included, strategies and measures are needed for each.

**Notes:**

- The outcome and measure that boards select from the set of RCO outcomes and measures are to be included in the plan as an outcome and measure for an appropriate provincial or local goal.
- All the survey measures in the plan are new, so there is insufficient data to set targets. Baseline data for the survey measures in the Accountability Pillar were obtained from census surveys conducted in February and March 2003/04 of students, parents and teachers (Grades 4, 7 and 10) and of board members. In future years, these results will be included in jurisdiction plans, reported in AERRs and used to set targets.

**Highlights of School Facilities Projects**

**Budget Highlights**