

Accountability Pillar Overall Summary
3-Year Plan - May 2009
Province: Alberta



Goal	Measure Category	Measure Category Evaluation	Measure	Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	86.9	85.1	84.6	High	Improved Significantly	Good
	Student Learning Opportunities	Good	Program of Studies	80.3	79.4	78.7	High	Improved Significantly	Good
			Education Quality	89.3	88.2	87.8	High	Improved Significantly	Good
			Drop Out Rate	4.8	5.0	4.9	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	70.7	71.0	70.6	Intermediate	Maintained	Acceptable
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	75.8	75.9	76.7	Low	Declined Significantly	Concern
			PAT: Excellence	19.6	19.4	19.3	Intermediate	Improved	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	85.0	85.4	85.2	Intermediate	Declined	Issue
			Diploma: Excellence	22.3	23.3	23.1	High	Declined Significantly	Issue
			Diploma Exam Participation Rate (4+ Exams)	53.0	53.6	53.6	Intermediate	Declined	Issue
			Rutherford Scholarship Eligibility Rate (Revised)	57.3	56.8	55.8	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	60.7	60.3	59.1	High	Improved Significantly	Good
			Work Preparation	79.6	80.1	78.1	High	Improved Significantly	Good
Citizenship			80.3	77.9	77.1	High	Improved Significantly	Good	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	80.1	78.2	77.9	High	Improved Significantly	Good
	Continuous Improvement	Good	School Improvement	79.4	77.0	76.7	High	Improved Significantly	Good

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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Source Data Reference
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Goal	Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Data Updated
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Safe and Caring	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
	Student Learning Opportunities	Program of Studies	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
		Education Quality	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
		Drop Out Rate	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Feb 27, 2009
		High School Completion Rate (3 yr)	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Feb 27, 2009
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	PAT: Acceptable	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Aug 23, 2008
		PAT: Excellence	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Aug 23, 2008
	Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Aug 29, 2008
		Diploma: Excellence	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Aug 29, 2008
		Diploma Exam Participation Rate (4+ Exams)	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Feb 27, 2009
		Rutherford Scholarship Eligibility Rate (Revised)	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2003/2004 to 2005/2006	Feb 27, 2009
	Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	2007/2008	2006/2007	School Years 2004/2005, 2005/2006, 2006/2007	2000/2001 to 2002/2003	Feb 27, 2009
		Work Preparation	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
		Citizenship	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Parental Involvement	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
	Continuous Improvement	School Improvement	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
ACOL Measure	ACOL Measure	Satisfaction with Program Access	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009
		In-service jurisdiction Needs	2008/2009	2007/2008	School Years 2005/2006, 2006/2007, 2007/2008	2003/2004 to 2005/2006	Apr 3, 2009

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Measure Evaluation Reference

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Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.03	64.03 - 75.85	75.85 - 83.54	83.54 - 87.39	87.39 - 100.00
PAT: Excellence	0.00 - 10.76	10.76 - 14.27	14.27 - 20.37	20.37 - 25.05	25.05 - 100.00
Diploma: Acceptable	0.00 - 71.88	71.88 - 82.15	82.15 - 87.66	87.66 - 90.28	90.28 - 100.00
Diploma: Excellence	0.00 - 7.37	7.37 - 15.75	15.75 - 21.31	21.31 - 24.53	24.53 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" value to 100%.

2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. Lower values are "better"), the range of values at each evaluation level is interpreted as "greater than" the "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" value.

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Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Please note that the "Overall Evaluation" table above has changed from previous years. Beginning in May 2009, the cell intersecting a value of "Very Low" for Achievement and "Maintained" for Improvement has been changed to "Concern" from a prior value of "Issue". This affects all measures starting in May 2009 onward.

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).