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Education

Annual Report Update
2010-2011

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Education

2010-2011 Annual Report Update: Results Analysis Section Related to Provincial Testing

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Review Engagement Report



To the Members of the Legislative Assembly

I have reviewed the performance measures identified as “Reviewed by Auditor General” in the Ministry of Education’s *2010–11 Education Annual Report Update: Results Analysis Section Related to Provincial Testing*. These performance measures are the responsibility of the Ministry and are prepared based on the following criteria:

- Reliability—Information agrees with the underlying data and with sources used to prepare it.
- Understandability and Comparability—Current results are presented clearly in accordance with the stated methodology and are comparable with previous results.
- Completeness—Performance measures and targets match those included in Budget 2010.

My review was made in accordance with Canadian generally accepted standards for review engagements and, accordingly, consisted primarily of enquiry, analytical procedures and discussion related to information supplied to me by the Ministry. My review was not designed to provide assurance on the relevance of these performance measures.

A review does not constitute an audit and, consequently, I do not express an audit opinion on these performance measures.

Based on my review, nothing has come to my attention that causes me to believe that the “Reviewed by Auditor General” performance measures in the Ministry’s *2010–11 Annual Report Update* are not, in all material respects, presented in accordance with the criteria of reliability, understandability, comparability, and completeness as described above. However, my review was not designed to provide assurance on the relevance of these performance measures.

[Original signed by Merwan N. Saher, CA]

Auditor General

October 26, 2011

Edmonton, Alberta

Results Analysis

Performance Highlights

- Overall results for Provincial Achievement Tests exceeded targets at both the acceptable level and the level of excellence.
- The percentage of students who achieved the acceptable standard has increased over time from 76.8 per cent in 2006-07 to 79.3 per cent in 2010-11; similarly the percentage for those who achieved the standard of excellence has risen from 18.6 per cent to 19.6 per cent.
- Participation rates for the Provincial Achievement Tests, which are the proportion of the total number of students enrolled that write the tests, were similar to previous years averaging approximately 90 per cent.
- Overall results for Diploma Examinations have declined over time at both the acceptable standard and the standard of excellence. Both the percentage of students in English Language Arts 30-1 and Applied Mathematics 30 who achieved the acceptable standard and the percentage for those who achieved the standard of excellence have shown a decline over time.
- A key challenge for the K-12 education system remains the substantial gap between testing results for First Nations, Métis and Inuit (FNMI) students and the results for all students. Overall FNMI results for achievement tests did not meet targets at either the acceptable standard or the standard of excellence. However, the percentage of FNMI students who achieved the acceptable standard has increased over time from 52.9 per cent in 2006-07 to 57.9 per cent in 2010-11; the percentage of FNMI students who achieved the standard of excellence has remained unchanged at approximately 6 per cent.
- FNMI student participation rates for the Provincial Achievement Tests, which are the proportion of enrolled FNMI students that write the tests, have risen steadily over the past five years and now average approximately 83 per cent.
- Overall FNMI results for Diploma Examinations have been stable at the acceptable standard but have declined at the standard of excellence. The principal contributor to this decline at the standard of excellence is English 30-1, a trend which mirrors the results of all students writing the exam in the province.
- Five jurisdictions have an evaluation of “Excellent” on Provincial Achievement Test results at the standard of excellence. These jurisdictions contain approximately 21 per cent of the enrolment of students in Grades 3, 6 and 9 across the province.
- Eight jurisdictions have an evaluation of “Concern” on Diploma Examination results at the acceptable standard. These jurisdictions contain approximately 31 per cent of the students that wrote Diploma Exams.

Performance Measures Summary Table

The performance measures and targets for 2010-11 that are related to Provincial Achievement Test and Diploma Examination results are established in the Ministry of Education Business Plan for 2010-13. The table below presents a summary of performance measures reported in the Results Analysis section, pages 10 - 26, including:

- 2010-11 target and most recent results
- change over time (5-year trend)

Core Business/Goals/Performance Measure(s)				Prior Years' Results				Target	Current Actual
Lead and support the education system so that all students are successful at learning									
2 Excellence in student learning outcomes									
2.a* Results on Provincial Achievement Tests:									
Grade 3 English Language Arts*		acceptable	80%	80%	81%	82%	81% 18%	82%	18%
		excellence	18%	16%	18%	20%			
				2006-07	2007-08	2008-09	2009-10		2010-11
Grade 6 English Language Arts*		acceptable	80%	81%	82%	83%	82% 19%	83%	19%
		excellence	20%	21%	19%	19%			
				2006-07	2007-08	2008-09	2009-10		2010-11
French Language Arts*		acceptable	87%	88%	91%	88%	91% 17%	89%	17%
		excellence	11%	14%	16%	16%			
				2006-07	2007-08	2008-09	2009-10		2010-11
Français*		acceptable	93%	94%	93%	91%	94% 20%	92%	18%
		excellence	18%	17%	19%	18%			
				2006-07	2007-08	2008-09	2009-10		2010-11
Science*		acceptable	75%	75%	77%	77%	77% 25%	76%	25%
		excellence	27%	24%	25%	26%			
				2006-07	2007-08	2008-09	2009-10		2010-11
Grade 9 English Language Arts*		acceptable	78%	77%	79%	79%	79% 15%	79%	16%
		excellence	15%	15%	15%	15%			
				2006-07	2007-08	2008-09	2009-10		2010-11
French Language Arts*		acceptable	81%	84%	82%	86%	83% 11%	89%	15%
		excellence	13%	12%	10%	12%			
				2006-07	2007-08	2008-09	2009-10		2010-11
Français*		acceptable	82%	85%	86%	84%	87% 14%	90%	16%
		excellence	13%	12%	13%	13%			
				2006-07	2007-08	2008-09	2009-10		2010-11
Science*		acceptable	70%	69%	72%	74%	72% 16%	75%	21%
		excellence	15%	13%	16%	18%			
				2006-07	2007-08	2008-09	2009-10		2010-11
Overall* All subjects and grades ¹		acceptable	76.8%	76.6%	78.3%	79.1%	78.4% 18.5%	79.3%	19.6%
		excellence	18.6%	17.7%	18.3%	19.4%			
				2006-07	2007-08	2008-09	2009-10		2010-11

¹ Overall results and targets exclude Social Studies 6 and 9 as well as Mathematics 3, 6 and 9 for both the current year and for previous years as new curricula were implemented in 2008-09 and 2009-10, respectively.

Core Business/Goals/Performance Measure(s)			Prior Years' Results				Target	Current Actual
Lead and support the education system so that all students are successful at learning								
2 Excellence in student learning outcomes (continued)								
2.b	Results on Diploma Examinations:							
	Pure Mathematics 30	acceptable	81.1%	81.3%	82.1%	82.9%	82%	81.0%
		excellence	24.6%	25.8%	26.3%	29.7%	26%	28.7%
			2006-07	2007-08	2008-09	2009-10		2010-11
	Applied Mathematics 30	acceptable	77.6%	76.4%	79.4%	77.3%	79%	74.3%
		excellence	12.1%	10.7%	13.5%	12.6%	14%	9.8%
			2006-07	2007-08	2008-09	2009-10		2010-11
	English Language Arts 30-1	acceptable	87.7%	87.1%	86.1%	85.1%	86%	84.4%
		excellence	19.0%	15.5%	12.3%	10.1%	12%	10.1%
			2006-07	2007-08	2008-09	2009-10		2010-11
	English Language Arts 30-2	acceptable	88.7%	88.9%	88.2%	88.8%	88%	88.6%
		excellence	9.7%	8.8%	8.5%	9.8%	8%	9.1%
			2006-07	2007-08	2008-09	2009-10		2010-11
	Biology 30	acceptable	83.5%	82.3%	83.0%	81.4%	83%	81.9%
		excellence	27.4%	26.3%	26.6%	28.1%	27%	29.8%
			2006-07	2007-08	2008-09	2009-10		2010-11
3 Success for First Nations, Métis and Inuit students								
3.a	Results of self-identified First Nations, Métis, and Inuit students on Provincial Achievement Tests:							
	Grade 3 English Language Arts	acceptable	66%	66%	68%	68%	70%	67%
		excellence	6%	6%	6%	7%	7%	6%
			2006-07	2007-08	2008-09	2009-10		2010-11
	Grade 6 English Language Arts	acceptable	59%	64%	62%	68%	65%	66%
		excellence	6%	7%	6%	6%	7%	6%
			2006-07	2007-08	2008-09	2009-10		2010-11
	Science	acceptable	50%	52%	52%	58%	55%	54%
		excellence	8%	8%	8%	10%	10%	9%
			2006-07	2007-08	2008-09	2009-10		2010-11
	Grade 9 English Language Arts	acceptable	49%	47%	53%	55%	56%	55%
		excellence	4%	3%	3%	4%	5%	4%
			2006-07	2007-08	2008-09	2009-10		2010-11
	Science	acceptable	38%	38%	44%	45%	47%	46%
		excellence	3%	3%	3%	5%	4%	6%
			2006-07	2007-08	2008-09	2009-10		2010-11
	Overall All subjects and grades ²	acceptable	52.9%	54.0%	56.1%	59.0%	58.8%	57.9%
		excellence	5.6%	5.3%	5.4%	6.4%	6.7%	6.0%
			2006-07	2007-08	2008-09	2009-10		2010-11

² Overall results and targets exclude Social Studies 6 and 9 as well as Mathematics 3, 6 and 9 for both the current year and for previous years as new curricula were implemented in 2008-09 and 2009-10, respectively.

Core Business/Goals/Performance Measure(s)			Prior Years' Results				Target	Current Actual
Lead and support the education system so that all students are successful at learning								
3.b	Results of self-identified First Nations, Métis, and Inuit students on Diploma Examinations:							
	Pure Mathematics 30	acceptable	71.8%	67.8%	70.0%	71.1%	74%	69.2%
		excellence	9.7%	11.4%	11.5%	12.3%	17%	11.6%
			2006-07	2007-08	2008-09	2009-10		2010-11
	Applied Mathematics 30	acceptable	67.8%	69.0%	75.9%	71.2%	78%	70.3%
		excellence	8.3%	9.9%	11.9%	8.1%	13%	8.4%
			2006-07	2007-08	2008-09	2009-10		2010-11
	English Language Arts 30-1	acceptable	79.3%	79.1%	78.1%	75.2%	81%	79.5%
		excellence	9.5%	8.4%	5.9%	4.2%	9%	1.4%
			2006-07	2007-08	2008-09	2009-10		2010-11
	English Language Arts 30-2	acceptable	85.4%	85.0%	83.2%	88.0%	85%	87.3%
		excellence	8.0%	8.0%	4.1%	6.8%	6%	6.7%
			2006-07	2007-08	2008-09	2009-10		2010-11
	Biology 30	acceptable	70.6%	68.8%	68.7%	63.6%	75%	70.9%
		excellence	12.0%	16.0%	11.6%	13.5%	16%	11.8%
			2006-07	2007-08	2008-09	2009-10		2010-11

Performance Measures Under Development

Goal/Performance Measure		Prior Years' Results			Target	Current Actual
4.	Highly responsive and responsible education system					
4.d	Percentages of school boards with an overall evaluation of Good or Excellent on accountability measures.	Percentage of jurisdictions <ul style="list-style-type: none"> Increased on 6 of 9 measures maintained on 1 measure declined on 2 measures 	Percentage of jurisdictions <ul style="list-style-type: none"> Increased on 8 of 15 measures declined on 7 measures 	Percentage of jurisdictions <ul style="list-style-type: none"> Increased on 8 of 15 measures maintained on 1 measure declined on 6 measures 	n/a	Percentage of jurisdictions <ul style="list-style-type: none"> Increased on 6 of 15 measures maintained on 2 measures declined on 7 measures
		2006-07	2007-08	2008-09		2009-10

***Indicates Performance Measures that have been reviewed by the Office of the Auditor General**

The performance measures indicated with an asterisk were selected for review by ministry management based on the following criteria established by government:

- Enduring measures that best represent the goal and mandated initiatives
- Measures for which new data is available
- Measures that have well established methodology.

Notes: For information on assessing change over time and target achievement, please refer to Endnote A, page 27.
For information on the methodology employed in the test measures please refer to Endnote B, pages 28 - 33.

Discussion and Analysis of Results

GOAL 2 Linked to Core Business 1 – Lead and support the education system so that all students are successful at learning

Excellence in Student Learning Outcomes

Excellence in learning outcomes means that every student is well-prepared for lifelong learning, work and citizenship, and possesses the competencies to be successful. The ministry, in cooperation with its stakeholders and partners, assists students in achieving excellence in learning outcomes by providing flexible programming options designed to address the diversity of student needs. The ministry also implements provincial and school-based student assessments.

GOAL 2 PERFORMANCE MEASURES

2.a Achievement Test Results (Overall)

Rationale

- Overall student achievement of standards on Provincial Achievement Tests is a sound indicator of whether elementary and junior high students are achieving high standards, an important outcome for Alberta's K–12 education system.

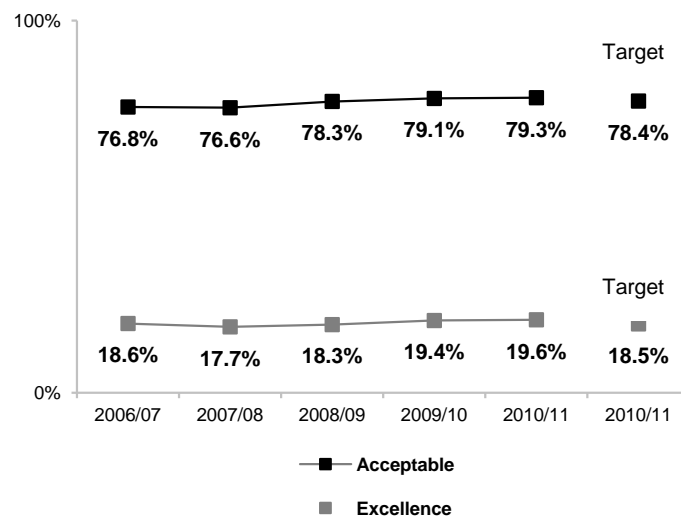
Target

- Targets for overall results were exceeded for both the acceptable standard and the standard of excellence.

Discussion

- Overall results are calculated as an average of the results in the following nine subjects weighted by the number of individuals that were enrolled in each course:
 - English Language Arts 3, 6 and 9
 - French Language Arts 6 and 9
 - Français 6 and 9
 - Science 6 and 9
- Overall results have improved from 2006-07 to 2010-11 at both the acceptable and excellence levels.
- To support student learning in core subjects, the Ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.

Overall Percentages of Students who Achieved Standards on Grades 3, 6 and 9 Provincial Achievement Tests



Source: Alberta Education.

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 3, 6 and 9.
- Overall results exclude Grades 6 and 9 social studies and Grades 3, 6 and 9 Mathematics as new curricula were fully implemented in 2008-09 and 2009-10, respectively.
- Overall targets are the weighted average of the targets for each subject and grade and exclude targets for Social Studies 6 and 9 and Mathematics 3, 6 and 9.
- See Endnote B, Provincial Achievement Tests, pages 28 – 29.

Participation Rates for Provincial Achievement Tests *(in percentages)*

Subject	2006/07	2007/08	2008/09	2009/10	2010/11
Grade 3					
English Language Arts	90	90	91	91	91
Mathematics	90	90	91	—	92
Grade 6					
English Language Arts	90	90	90	91	91
French Language Arts	97	96	98	98	97
Français	98	98	98	98	98
Mathematics	90	90	91	—	91
Science	89	89	90	90	90
Social Studies	90	89	—	90	91
Grade 9					
English Language Arts	88	88	90	90	89
French Language Arts	94	97	95	98	97
Français	97	98	98	98	98
Mathematics	88	88	90	—	89
Science	89	89	90	90	90
Social Studies	88	89	—	90	89
Overall					
	89.3	89.2	90.2	90.7	90.4

Source: Alberta Education.

Note:

- The overall participation rates exclude Social Studies 6 and 9, and Mathematics 3, 6 and 9 on the same basis as the overall results.

2.a Achievement Test Results for Students in Grades 3, 6 and 9

Rationale

- Student results on Provincial Achievement Tests in each grade and subject provide detailed information on whether elementary and junior high students are achieving high standards, an important outcome for Alberta's K–12 education system.

Target

- Targets at the acceptable standard were met for Français 6 and 9 and English Language Arts 9. Targets were exceeded for English Language Arts 3 and 6, French Language Arts 9 and Science 9.
- Targets at the standard of excellence were met for Français 6, French Language Arts 6 and Science 6. Targets were exceeded for English Language Arts 9, Français 9, French Language Arts 9 and Science 9.

Discussion

- At the acceptable standard, results have improved over time for all subjects except Français 6 which has remained stable.
- At the standard of excellence, results have remained stable for English Language Arts 3 as well as for Français 6. Results have improved over time for Français 9, French Language Arts 6 and 9, English Language Arts 9 and Science 9.
- As adult literacy studies are not conducted regularly, Grade 9 results in language arts are reported annually by the provincial government as an indicator of literacy. Students who achieve the acceptable standard have developed the foundational skills needed to become literate adults.
- For more information on literacy, see Measuring Up, part of the Government of Alberta's 2010-11 Annual Report, at: www.finance.alberta.ca/publications/measuring/minann.html.

Percentages of Students in Grades 3, 6 and 9 who Achieved Standards on Provincial Achievement Tests

Subject	Standard	2006/07	2007/08	2008/09	2009/10	2010/11	Targets 2010/11
Grade 3							
English Language Arts	excellence	18	16	18	20	18	18
	acceptable	80	80	81	82	82	81
Mathematics (see note below)	excellence	23	24	27	—	26	—
	acceptable	80	79	80	—	77	—
Grade 6							
English Language Arts	excellence	20	21	19	19	19	19
	acceptable	80	81	82	83	83	82
French Language Arts	excellence	11	14	16	16	17	17
	acceptable	87	88	91	88	89	91
Français	excellence	18	17	19	18	18	20
	acceptable	93	94	93	91	92	94
Mathematics (see note below)	excellence	14	16	17	—	18	—
	acceptable	74	75	77	—	74	—
Science	excellence	27	24	25	26	25	25
	acceptable	75	75	77	77	76	77
Social Studies (see note below)	excellence	22	24	—	16	19	—
	acceptable	77	78	—	71	71	—
Grade 9							
English Language Arts	excellence	15	15	15	15	16	15
	acceptable	78	77	79	79	79	79
French Language Arts	excellence	13	12	10	12	15	11
	acceptable	81	84	82	86	89	83
Français	excellence	13	12	13	13	16	14
	acceptable	82	85	86	84	90	87
Mathematics (see note below)	excellence	18	18	19	—	17	—
	acceptable	66	66	67	—	66	—
Science	excellence	15	13	16	18	21	16
	acceptable	70	69	72	74	75	72
Social Studies (see note below)	excellence	19	19	—	19	19	—
	acceptable	71	72	—	69	67	—
Overall (Mathematics and Social Studies excluded)							
	excellence	18.6	17.7	18.3	19.4	19.6	18.5
	acceptable	76.8	76.6	78.3	79.1	79.3	78.4

Source: Alberta Education.

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- The curricula for Social Studies 6 and 9 changed in 2008-09. Results after that year are not comparable to previous years.
- Social Studies 6 and 9 as well as Mathematics 3, 6 and 9 are excluded from the aggregated overall results and targets, as new curricula were implemented in 2008-09 and 2009-10, respectively.
- See Endnote A, page 27, for information on assessing results relative to targets.
- See Endnote B, Provincial Achievement Tests, pages 28 – 29.

GOAL 2 PERFORMANCE MEASURES

2.b Diploma Examination Results

Rationale:

- Student results on Diploma Examinations are a solid indicator of whether high school students are achieving high standards, an important outcome for Alberta's K–12 education system.

Target:

- The target at the acceptable level was exceeded for English Language Arts 30-2.
- Targets for the standard of excellence were exceeded for English Language Arts 30-2, Pure Mathematics 30 and Biology 30.

Discussion:

- Results at the acceptable level have declined over time for English Language Arts 30-1, Applied Mathematics 30 and Biology 30.
- Results at the standard of excellence have improved over time for Pure Mathematics 30 and Biology 30, and declined over time for English Language Arts 30-1 and Applied Mathematics 30.
- Overall results are calculated as an average of the results in the following eight subjects weighted by the total number of individuals that wrote each of the exams:
 - English Language Arts 30-1
 - English Language Arts 30-2
 - French Language Arts 30-1
 - Français 30-1
 - Pure Mathematics 30
 - Applied Mathematics 30
 - Biology 30
 - Science 30.

Overall results at both the acceptable level and the standard of excellence have declined over time reflecting primarily the decline in English Language Arts 30-1 and Applied Mathematics 30 results.

- To receive a high school diploma, a student must meet diploma requirements, which include earning credit in an English Language Arts and a Social Studies Diploma Examination course.

Percentages of Students Writing Diploma Examinations who Achieved Standards

Subject	Standard	2006/07	2007/08	2008/09	2009/10	2010/11	Targets 2010/11
English Language Arts 30-1	excellence	19	15	12	10	10	12
	acceptable	88	87	86	85	84	86
English Language Arts 30-2	excellence	10	9	8	10	9	8
	acceptable	89	89	88	89	89	88
French Language Arts 30-1	excellence	23	24	19	16	14	—
	acceptable	96	95	95	94	95	—
Français 30-1	excellence	25	25	33	16	20	—
	acceptable	97	98	95	94	94	—
Pure Mathematics 30	excellence	25	26	26	30	29	26
	acceptable	81	81	82	83	81	82
Applied Mathematics 30	excellence	12	11	14	13	10	14
	acceptable	78	76	79	77	74	79
Social Studies 30-1 (See note below)	excellence	—	—	—	—	15	—
	acceptable	—	—	—	—	83	—
Social Studies 30-2 (See note below)	excellence	—	—	—	—	16	—
	acceptable	—	—	—	—	86	—
Biology 30	excellence	27	26	27	28	30	27
	acceptable	84	82	83	81	82	83
Chemistry 30 (See note below)	excellence	38	39	—	30	28	—
	acceptable	89	89	—	79	75	—
Physics 30 (see note below)	excellence	29	32	—	20	28	—
	acceptable	86	86	—	74	77	—
Science 30	excellence	18	22	21	23	21	—
	acceptable	87	89	86	80	80	—
Overall (Chemistry 30, Physics 30 and Social Studies excluded)							
	excellence	20.2	19.1	18.5	19.0	18.7	—
	acceptable	84.5	84.1	84.3	83.4	82.6	—

Source: Alberta Education.

Notes:

- The percentages of students who achieved the acceptable standard include the percentages of students who achieved the standard of excellence.
- Equating of Diploma Examinations has been phased in over the past number of years making results directly comparable from year to year for the equated tests. Results are comparable for all years reported from 2006-07 to 2010-11 for Pure Mathematics 30, English Language Arts 30-1 and 30-2, Applied Mathematics 30 and Biology 30.
- New curricula for Chemistry 30, Physics 30 were adopted in 2008-09. Results from prior years are not comparable to the current year.
- Overall results are a weighted average of results for all subjects. Overall results exclude Chemistry 30 and Physics 30, as well as Social Studies 30-1 and 30-2, as these courses have been revised.
- Percentages of students who achieved standards in individual subjects are presented as rounded numbers. Percentages shown in the Performance Measures Summary Table are presented to one decimal place.
- See Endnote A, page 27, for information on assessing results relative to targets.
- See Endnote B, Diploma Examinations, pages 29 – 30.

GOAL 3 Linked to Core Business 1 – Lead and support the education system so that all students are successful at learning

Success for First Nations, Métis and Inuit Students

Alberta's First Nations, Métis and Inuit students are provided with high-quality learning opportunities and supports to enable successful learning. The ministry will work collaboratively with First Nations and the federal government to enable equitable educational opportunities for all First Nations students. The ministry supports First Nations, Métis and Inuit student success by raising awareness of their unique needs; developing culturally relevant learning resources and programming opportunities; focusing on continuous improvement through appropriate accountability mechanisms; and working collaboratively with First Nations, Métis and Inuit communities.

GOAL 3 PERFORMANCE MEASURES

3.a First Nations, Métis and Inuit (FNMI) Achievement Test Results Overall

Rationale:

- Overall FNMI student achievement of standards on Provincial Achievement Tests is a sound indicator of whether FNMI elementary and junior high students are achieving high standards, an important outcome for Alberta's K–12 education system.

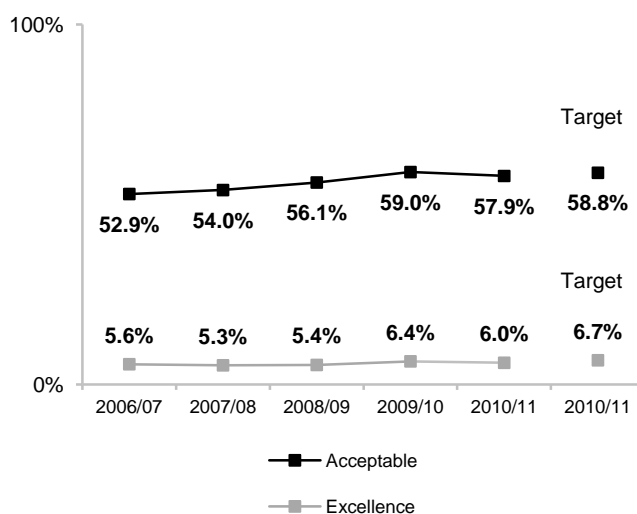
Target:

- The targets for the overall results at the acceptable standard and the standard of excellence were not met.

Discussion:

- Overall results are calculated as an average of the results in the following five subjects weighted by the number of individuals that were enrolled:
 - English Language Arts 3, 6 and 9
 - Science 6 and 9
- Overall results for self-identified FNMI students have improved over time at the acceptable standard.
- Overall results for FNMI students at the standard of excellence have been stable over time.
- Overall test participation rates for FNMI students have increased over time, primarily because participation in Grades 6 and 9 English Language Arts and Science tests has increased.

Overall Percentages of FNMI Students who Achieved Standards on Grades 3, 6 and 9 Provincial Achievement Tests



Source: Alberta Education.

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Aboriginal students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 3, 6 and 9.
- Overall results include only Grades 3, 6 and 9 English Language Arts and Grades 6 and 9 Science. Historical overall results are restated based only on these subjects.
- See Endnote B, Provincial Achievement Tests, pages 28 - 29.

FNMI Participation Rates for Provincial Achievement Tests *(in percentages)*

Subject	2006/07	2007/08	2008/09	2009/10	2010/11
Grade 3					
English Language Arts	85	86	85	86	87
Mathematics	85	87	86	–	87
Grade 6					
English Language Arts	81	83	81	84	86
French Language Arts	94	90	96	95	97
Français	*	*	*	*	*
Mathematics	81	83	81	–	84
Science	80	82	80	84	86
Grade 9					
English Language Arts	72	71	75	76	76
French Language Arts	84	97	90	98	95
Français	*	n/a	n/a	n/a	*
Mathematics	72	71	75	–	76
Science	74	73	77	77	78
Overall					
	78	79	80	82	83

Source: Alberta Education.

Notes:

- Participation in English Language Arts and Science is included in the overall participation rates to report overall participation on the same basis as the overall results. Historical overall rates have been restated for comparability.
- An asterisk (*) indicates suppression has been applied because fewer than six students wrote the test, while n/a indicates no FNMI students wrote the test. A dash (–) indicates data is not available.

3.a FNMI Achievement Test Results for Students in Grades 3, 6 and 9

Rationale:

- FNMI student results on Provincial Achievement Tests in each grade and subject provide detailed information on whether FNMI elementary and junior high students are achieving high standards.

Target:

- The targets were met for English Language Arts 6, Science 6, English Language Arts 9, and Science 9 at the acceptable standard.
- The target was met for English Language Arts 9 at the standard of excellence and the target for Science 9 was exceeded.

Discussion:

- Improvement in results in English Language Arts 6 and 9, and in Science 6 and 9 accounts for the improvement over time in the overall results at the acceptable standard.
- At the standard of excellence, results in Science 9 have increased over time.
- Increases in participation rates contributed to the improved results in English Language Arts 6 and 9, and Science 6 and 9 at the acceptable standard, and Science 9 at the standard of excellence in 2010-11.

Percentages of FNMI Self-Identified Students in Grades 3, 6 and 9 who Achieved Standards on Provincial Achievement Tests

Subject	Standard	2006/07	2007/08	2008/09	2009/10	2010/11	Targets 2010/11
Grade 3							
English Language Arts	excellence	6	6	6	7	6	7
	acceptable	66	66	68	68	67	70
Mathematics (see note below)	excellence	10	10	11	—	10	—
	acceptable	63	62	62	—	58	—
Grade 6							
English Language Arts	excellence	6	7	6	6	6	7
	acceptable	59	64	62	68	66	65
French Language Arts	excellence	2	3	2	3	3	—
	acceptable	76	74	87	70	80	—
Français	excellence	*	*	*	n/a	*	—
	acceptable	*	*	*	n/a	*	—
Mathematics (see note below)	excellence	4	4	5	—	5	—
	acceptable	47	50	51	—	49	—
Science	excellence	8	8	8	10	9	10
	acceptable	50	52	52	58	54	55
Social Studies (see note below)	excellence	6	8	—	16	6	—
	acceptable	52	57	—	71	48	—
Grade 9							
English Language Arts	excellence	4	3	3	4	4	5
	acceptable	49	47	53	55	55	56
French Language Arts	excellence	3	5	2	11	2	—
	acceptable	66	77	69	71	75	—
Français	excellence	*	n/a	n/a	n/a	*	—
	acceptable	*	n/a	n/a	n/a	*	—
Mathematics (see note below)	excellence	4	4	4	—	4	—
	acceptable	33	32	36	—	34	—
Science	excellence	3	3	3	5	6	4
	acceptable	38	38	44	45	46	47
Social Studies (see note below)	excellence	5	5	—	19	5	—
	acceptable	41	41	—	69	38	—
Overall (English Language Arts and Science only)							
	excellence	5.6	5.3	5.4	6.4	6.0	6.7
	acceptable	52.9	54.0	56.1	59.0	57.9	58.8

Source: Alberta Education.

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Aboriginal students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- An asterisk (*) indicates suppression has been applied because fewer than six self-identified FNMI students wrote the test, while n/a indicates no self-identified FNMI students wrote the test. A dash (—) indicates data is not available.
- The curricula for Social Studies 6 and 9 changed in 2008-09. Results from prior years are not comparable to the current year.
- The curricula for Mathematics 3, 6 and 9 changed in 2009-10. Results from prior years are not comparable to the current year.
- Overall results include only English Language Arts 3, 6, and 9 and Science 6 and 9. Historical overall results are restated for comparability.
- See Endnote B, Provincial Achievement Tests, pages 28 – 29.

GOAL 3 PERFORMANCE MEASURES

3.b First Nations, Métis and Inuit (FNMI) Diploma Examination Results

Rationale:

- FNMI student results on Diploma Examinations are a solid indicator of whether high school students are achieving high standards, an important outcome for Alberta's K–12 education system.

Target:

- The target at the acceptable standard was met for English Language Arts 30-1 and was exceeded for English Language Arts 30-2.
- The target at the standard of excellence was met for English Language Arts 30-2.

Discussion:

- Diploma Examination results for self-identified FNMI students in English Language Arts 30-1, English Language Arts 30-2, Pure Mathematics 30, Applied Mathematics 30, and Biology 30 at the acceptable standard have been stable over time.
- Diploma Examination results in English Language Arts 30-1 at the standard of excellence have declined over time.
- Overall results are calculated as an average of the results in the following eight subjects weighted by the number of individuals that wrote the exams:
 - English Language Arts 30-1
 - English Language Arts 30-2
 - French Language Arts 30-1
 - Français 30-1
 - Pure Mathematics 30
 - Applied Mathematics 30
 - Biology 30
 - Science 30.

While overall results at the acceptable level have been stable, overall results at the standard of excellence have declined primarily due to the decline in English Language Arts 30-1 results.

- To receive a high school diploma, a student must meet diploma requirements, which include earning credit in an English Language Arts and a Social Studies Diploma Examination course.

Percentages of Self Identified FNMI Students Writing Diploma Examinations who Achieved Standards

Subject	Standard	2006/07	2007/08	2008/09	2009/10	2010/11	Targets 2010/11
English Language Arts 30-1	excellence	10	8	6	4	1	9
	acceptable	79	79	78	75	80	81
English Language Arts 30-2	excellence	8	8	4	7	7	6
	acceptable	85	85	83	88	87	85
French Language Arts 30-1	excellence	10	14	15	0	0	—
	acceptable	100	79	85	75	95	—
Français 30-1	excellence	*	n/a	n/a	n/a	n/a	—
	acceptable	*	n/a	n/a	n/a	n/a	—
Pure Mathematics 30	excellence	10	11	11	12	12	17
	acceptable	72	68	70	71	69	74
Applied Mathematics 30	excellence	8	10	12	8	8	13
	acceptable	68	69	76	71	70	78
Social Studies 30-1	excellence	—	—	—	—	3	—
	acceptable	—	—	—	—	71	—
Social Studies 30-2	excellence	—	—	—	—	10	—
	acceptable	—	—	—	—	78	—
Biology 30	excellence	12	16	12	13	12	16
	acceptable	71	69	69	64	71	75
Chemistry 30 (see note below)	excellence	20	18	—	12	10	—
	acceptable	80	81	—	64	56	—
Physics 30 (see note below)	excellence	22	18	—	11	15	—
	acceptable	70	71	—	61	66	—
Science 30	excellence	15	10	15	15	11	—
	acceptable	76	88	80	77	73	—
Overall (Chemistry 30, Physics 30, and Social Studies excluded)							
	excellence	9.5	10.2	8.2	8.7	7.4	
	acceptable	77.4	77.1	77.1	76.3	77.7	

Source: Alberta Education.

Notes

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Aboriginal students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- An asterisk (*) indicates suppression has been applied because fewer than six self-identified FNMI students wrote the test, while n/a indicates no self-identified FNMI students wrote the test.
- Equating of Diploma Examinations has been phased in over the past number of years making results directly comparable from year to year for the equated tests. Results are comparable for all years reported from 2006-07 to 2010-11 for Pure Mathematics 30, English Language Arts 30-1 and 30-2, Applied Mathematics 30 and Biology 30.
- New curricula for Chemistry 30 and Physics 30 were adopted in 2008-09 and 2009-10. Results from prior years are not comparable to the current year reported.
- See Endnote B, Diploma Examinations, pages 29 - 30.

GOAL 4 Linked to Core Business 1 – Lead and support the education system so that all students are successful at learning

Highly Responsive and Responsible Education System

The ministry provides leadership and support to ensure a highly responsive and responsible education system and promotes the development of leadership capacity within the education sector workforce. It assists in the development and implementation of planning, reporting and financial accountability systems and leads in the effective use of information systems and technology. The ministry is also responsible for the development and implementation of capital plans for the construction, renovation, leasing and maintenance of school buildings.

GOAL 4 PERFORMANCE MEASURES

4.d Performance of the Education System

Rationale

- As part of the accountability component of the Renewed Funding Framework, school jurisdictions report their evaluations on a required set of measures and implement strategies to address low or declining results. The overall evaluations are a combination of the achievement and improvement evaluations. The percentages of jurisdictions with overall evaluations of Good or Excellent provide an indication of how well the education system is performing.

Target

- Of the seven targets for survey measures, three were met. Targets were not met for:
 - Overall quality of education
 - Broad program of studies
 - Parental Involvement
 - School Improvement
- Of the four targets for administrative measures, targets were met for dropout rate, high school completion rate and diploma exam participation rate, while the target for post-secondary transition rate was not met.
- There was no 2010-11 target for the percentage of jurisdictions with overall evaluations of Good or Excellent on the Rutherford Scholarship eligibility rate in the 2010-13 Business Plan.
- The targets for the percentage of jurisdictions with Good or Excellent evaluations on Provincial Achievement Test results at the acceptable standard and the standard of excellence were met.
- The targets for the percentage of jurisdictions with Good or Excellent evaluations on Diploma Examination results at the acceptable standard and the standard of excellence were not met.

Discussion

- The department calculates an overall evaluation of each school board's results on accountability measures using a consistent methodology based on five levels: Excellent, Good, Acceptable, Issue and Concern. Each year, each school board is evaluated on the same measures, in the same way and at the same time.
- The percentage of boards with an overall evaluation of Good or Excellent has increased over time on all the seven survey measures.
- The percentage of boards with an overall evaluation of Good or Excellent increased for dropout rate in 2011 after lower results in 2008 and 2009.
- The percentage of boards with overall evaluations of Good or Excellent has increased for high school completion and diploma exam participation rates, while it has decreased for high school to post-secondary transition rate.
- The percentage of boards with overall evaluations of Good or Excellent has increased over time for Provincial Achievement Test results and has decreased over time for Diploma Examination results.

Jurisdiction Performance by Accountability Measure *(percentage of jurisdictions)*

		2007	2008	2009	2010	2011	Target 2011
Goal One							
Overall Quality of Education		60	69	79	74	74	79
Broad Program of Studies		47	61	69	69	63	76
Safe and Caring Schools		63	79	89	92	94	90+
Drop Out Rate		66	39	45	61	69	50
High School Completion Rate (3 year)		43	48	47	50	53	52
Goal Two							
Provincial Achievement Tests	acceptable	19	21	44	61	53	44
	excellence	34	35	37	55	58	39
Diploma Examinations	acceptable	26	23	19	23	13	29
	excellence	42	32	15	19	18	34
Diploma Exam Participation Rate	4+ Exams	43	36	34	32	45	44
Rutherford Scholarship Eligibility Rate		72	65	—	—	63	n/a
Post-Secondary Transition Rate	4-year rate	78	—	—	—	—	—
	6-year rate	—	66	66	61	48	66
Work Preparation		60	85	56	65	68	63
Citizenship		50	76	85	94	90	85
Goal Four							
Parental Involvement		52	50	68	68	68	74
School Improvement		73	65	85	89	85	89

Source: Alberta Education

Notes:

- Overall evaluations are the combination of the achievement (results compared to standards) and improvement (results compared to past performance) evaluations. Five years of results are used to calculate evaluations.
- The results are based on the number of public, separate and francophone school boards on an equal basis, not weighted by size of board's student population.
- Alberta Education conducts annual surveys of students, parents and teachers for reporting on the seven survey measures that are part of school jurisdiction accountability.
- New criteria for Rutherford Scholarships started in April 2008. There was insufficient data to evaluate results in 2009 and 2010.
- The 6-year post-secondary transition rate replaced the 4-year rate as the jurisdiction accountability measure in 2008. Overall evaluations are not available for the 6-year rate in 2007 or for the 4-year rate in 2008, 2009, 2010 and 2011.
- See Endnote B, Overall Performance of School Jurisdictions, pages 30 - 33.

ENDNOTES FOR PERFORMANCE MEASURES

Endnote A: Technical Notes

Assessing Results Over Time

Changes over time are assessed with a Chi-square statistical test for measures based on tests of student learning and on administrative data, i.e., derived from tracking groups of students over time, such as dropout and high school completion rates. The test determines whether the difference between two proportions is significant. The calculation of Chi-square is based on the difference between what was observed and what would be expected. Under a simple test of proportions, a Chi-square value of 1 represents a difference of one standard deviation, while a Chi-square value of 3.84 is considered as a significant difference with only a 5% or smaller probability that this difference could occur by chance. Discussion of results over time for the non-survey measures is supported by this test of significant difference.

Assessing Results Relative to Targets

Performance targets set expectations for results within specific time frames and are the basis for planning improvements and assessing results that are within the sphere of influence of the ministry and school authorities. They are an important way to gauge whether the education system is improving or falling behind in obtaining desired results in key areas. Targets clearly establish desired levels of performance better than recent performance, to be attained within a specific timeframe. Targets are quantifiable and expressed in numerical terms, such as percentages or ratios. They are used as a key tool to drive, measure, improve and manage performance.

For measures based on achievement tests, on Diploma Exams and on administrative data, the Chi-square statistical test is used to determine whether the result is significantly different from the target. The magnitude of the difference required between the result and the target for each test to establish significance depends on the sample size, e.g., the number of students writing an exam, and the proportion, e.g., the percentage of students meeting standards.

Trend Lines

Although not appearing in the Annual Report, trend lines are an aid to interpreting the results for measures reported in the Annual Report. Trend lines augment data interpretation techniques already in use such as the calculation of confidence intervals, which is used to determine the significance of a change between two survey results over time.

Trend lines are used to develop an expected value for a current result given historical results. The expected value can then be compared with the actual result. In this way, trend lines provide a useful method of understanding year-to-year fluctuations and shift the focus from smaller year-to-year changes to providing information about the direction of results over the longer-term. In particular it is of interest whether results are tracking towards the performance target for the measures that have not met targets.

Discussion of results over time for measures with at least three data points are supported by trend lines. The type of trend line used is selected based on an informed interpretation of the data series underlying the trend.

Logarithmic trend lines are appropriate for proportional data, i.e., data expressed as percentages of a whole, and therefore ranging between 0% and 100%, such as the performance measures in this report. A logarithmic trend line is a best-fit straight line that is most useful when the rate of change in the data increases or decreases quickly, then levels out. The leveling out can be seen in the results for some measures in the report, along with examples of year-to-year increases or decreases on other measures.

A logarithmic trend line is calculated using the following formula:

$$Y = c \ln(x) + b$$
, where c and b are constants and \ln is the natural logarithm function and x is the year of the series.

Endnote B: Methodology for Performance Measures

Described below are the methodologies used to calculate the measures that are derived from provincial assessments of students.

Definition of Alberta Student

Results are reported for Alberta students, i.e., students whose education is the responsibility of the Alberta government. An Alberta student is age 19 or younger on September 1 of the school year and is registered in an Alberta school authority, i.e., a public, separate or francophone school board, a charter school or an accredited private school on September 30 of the school year. Students attending a school in Lloydminster are not included.

Results for FNMI Students

Results for First Nations, Métis and Inuit (FNMI) students are reported for the second time for the Accountability Pillar measures presented in this section, that is, for all measures except Participation in Early Childhood Services (ECS) and Overall Performance of School Boards.

Calculating results for FNMI students is possible because school jurisdictions have been required to include a voluntary FNMI self-identification question on school registration forms for several years and to report the identifier to the ministry's student data system. Self-identification of students has increased each year. Students' FNMI self-identification information associated with their most recent school registration is used to calculate results. This provides the most complete results and reflects the student's intent to be identified.

Provincial Achievement Tests

Students in Grades 3, 6 and 9 write Provincial Achievement Tests annually in language arts and mathematics. Grades 6 and 9 students also write tests in science and social studies. The achievement test results for Grades 3, 6 and 9 provide information on how well Alberta students in public, separate, francophone, charter and accredited private schools are meeting provincial standards in the core academic subjects. Tests are developed and administered by teachers and educators and are based on the provincial curriculum. Results are reported in relation to the standards of acceptable and excellence.

A student achieving the acceptable standard in a specific grade shows an adequate understanding of the core knowledge and adequate basic skills essential to that course. A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course by demonstrating an ability to integrate information and evaluate it from various points of view.

For each achievement test, the cut scores for the acceptable standard and the standard of excellence are set initially by a standard-setting committee of about 20 teachers using the Modified Angoff Bookmark or Body of Work Standard Setting Procedures. These procedures use teachers' judgment to determine a minimum number of items a student must answer correctly – the cut score – to achieve each standard. In subsequent years, the cut scores for each test are adjusted through test equating. This ensures the standards remain constant even if test difficulty varies slightly from year to year. Whenever curriculum is revised, the standard-setting process is done again.

Results on Provincial Achievement Tests are calculated and presented on the basis of the total number of students in each grade who demonstrated the standards. Results for mathematics, science and social studies include student results on both English and French versions of the tests. Given the large number of students in each grade taking English Language Arts and Mathematics and taking Science and Social Studies in Grades 6 and 9 (more than 40,000), differences in results from year to year of more than 0.4 or 0.5 percentage points, depending on the subject, are considered significant. French language arts and Français courses have higher significant difference values (1.2 to 3.8 percentage points, depending on the number of students in each course), because fewer students are in these courses and the results consequently show more variation.

Not all students write the Provincial Achievement Tests. Achievement test results are not available for students who:

- were absent
- were excused from writing by the superintendent because participation would be harmful to the student or the student could not respond to the test instrument
- wrote but whose results were withheld or invalidated
- wrote only one part of the two-part language arts test.

It is possible that some of these students, under different circumstances, could have demonstrated achievement of standards on the test.

Participation rates in achievement tests are calculated by dividing the number of students in the grade who wrote the test by the sum of total enrolment in the grade plus the ungraded students who are in the corresponding year of schooling.

Provincial overall results present weighted averages based on the number of students achieving standards. Test results and participation are recorded and aggregated in ministry systems.

Provincial, school authority and school results are available at

<http://www.education.alberta.ca/admin/testing.aspx>.

Diploma Examinations

Examinations are administered in all Diploma Examination courses in January, June and August each year. Examinations are administered in four courses in both November and April, for a total of eight courses. Results on Diploma Examinations show how well Alberta students in public, separate, francophone, charter and accredited private schools are meeting provincial expectations as outlined in the programs of study. Examination items are developed and standards are established by committees of teachers. The examination design is vetted through committees of stakeholders and by a technical review committee of teachers.

A test equating initiative has been phased in for the Diploma Examination Program so that over time examinations are consistent and the results are comparable. Starting in the 2003-04 school year with Social Studies 30 and 33, the multiple-choice portion of the examinations contains a set of items common to administrations in subsequent years. By comparing the achievement of students writing in January 2004 with those writing in any subsequent administration on the common items and on the unique items, Alberta Education is able to determine whether or not the examinations are of equal difficulty. Student scores on the subsequent examinations can then be equated back to the January 2004 baseline examinations to remove any influence that differences in examination difficulty may have on student scores. A similar equating process was implemented for Pure Mathematics 30, Chemistry 30 and Physics 30 in January 2005 and for English Language Arts 30-1 and 30-2, Applied Mathematics 30 and Biology 30 in January 2006.

Through equating, test results for a particular course are based on an identical standard and, consequently, can be directly compared over time. As a result of implementing the equating process, Diploma Examination results are comparable over time as follows:

- Pure Mathematics 30 from 2004-05 to 2010-11
- Chemistry 30 and Physics 30 from 2004-05 to 2007-08
- English Language Arts 30-1 and 30-2, Biology 30 and Applied Mathematics 30 from 2005-06 to 2010-11.

Diploma Examination results are reported in relation to the acceptable standard and the standard of excellence. Results for mathematics, sciences and social studies include results for both English and French versions of the tests. The overall results present weighted averages based on the numbers of students achieving standards in all Diploma Examinations. Students achieving the acceptable standard demonstrate that they have met the basic requirements of the course. A mark of 50 per cent on the examination represents the acceptable standard in a Diploma Examination course. A mark of 80 per cent on the examination represents the standard of excellence and indicates the student has demonstrated performance significantly beyond the minimum requirements of the course. For student marks in Diploma Examination courses, the Diploma Examination mark is worth 50 per cent of the final mark in a course and the school-awarded mark contributes the other 50 per cent.

Diploma Examination results are recorded and aggregated in ministry systems. Provincial, school authority and school results reports are available at <http://www.education.alberta.ca/admin/testing.aspx>.

Overall Performance of School Boards

The success of each student is the highest priority of Alberta's K–12 education system. Ensuring every student learns and every student succeeds requires measurement to determine if this priority is being met. School boards have responsibility under the *School Act* to provide programs for students, for which they receive funding from the provincial government, and they are accountable for results achieved.

The provisions of the *Government Accountability Act* and the *School Act* lay out planning and reporting expectations for the province's K–12 education system, which includes school boards and the department. Under the *Government Accountability Act*, school boards (public, separate and francophone school authorities) are organizations accountable to the Minister that are required to prepare three-year plans and report results annually in a form and at a time specified by the Minister. In addition, the *School Act* (section 78) requires school boards to have a reporting and accountability system as prescribed by the Minister of Education. Pursuant to these accountability responsibilities, the Minister of Education has established:

- the school authority accountability policy
- accountability performance measures for school authorities - the Accountability Pillar of the Renewed Funding Framework
- methodologies for calculating the required accountability measures
- an evaluation methodology for assessing school jurisdiction results on the accountability measures
- reporting requirements for school authorities, which include the results and evaluations on the accountability measures
- conditions, i.e., measure evaluations at certain levels, under which school authorities must take action to improve results and under which the department initiates action.

These requirements are reviewed annually and provided to school boards each year in *Policy and Requirements for School Board Planning and Results Reporting*, which is posted on the ministry's website at

<http://education.alberta.ca/admin/resources/planning/reporting2010.aspx>. The most recent edition, February 2010, lists the required accountability measures, identifies reporting requirements for school boards and provides summary information on both the evaluation methodology and the methodology for each measure. Separate planning and reporting guides are available on the site for the other types of school authorities: charter schools and accredited private schools that provide a complete elementary, junior high school or senior high school program.

The evaluation methodology applied to school board results on the accountability measures assesses performance on both improvement and achievement. For each measure, an improvement evaluation, an achievement evaluation and an overall evaluation that combines improvement and achievement evaluations are provided.

Improvement evaluations of Improved Significantly, Improved, Maintained, Declined or Declined Significantly are calculated by comparing the school board's current result with the board's prior three-year average result.

- Achievement evaluations of Very High, High, Intermediate, Low or Very Low are calculated by comparing the board's current result with provincial standards, which were set based on all school board three-year average results and have remained unchanged.
- Overall evaluations of Excellent, Good, Acceptable, Issue or Concern combine the achievement and improvement evaluations.

The table below indicates how the achievement and improvement evaluations are combined to arrive at an overall evaluation for each measure.

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

The overall evaluations received by school boards in 2011 are summarized in the table below. The table also provides the percentage of students enrolled in school boards at each overall evaluation level.

2011 School Jurisdiction Overall Measure Evaluations by Level

Measure		Excellent	Good	Acceptable	Issue	Concern
Overall Quality of Education	Number	17	29	10	6	0
	% of Jurisdictions	27.4	46.8	16.1	9.7	0.0
	% of Students	33.5	52.2	7.2	7.2	0.0
Broad Program of Studies	Number	17	22	17	5	1
	% of Jurisdictions	27.4	35.5	27.4	8.1	1.6
	% of Students	62.0	22.9	11.6	3.0	0.5
Safe and Caring Schools	Number	29	29	4	0	0
	% of Jurisdictions	46.8	46.8	6.5	0.0	0.0
	% of Students	36.6	60.3	3.1	0.0	0.0
Drop Out Rate	Number	17	26	13	4	2
	% of Jurisdictions	27.4	41.9	21.0	6.5	3.2
	% of Students	21.0	63.4	12.8	2.4	0.5
High School Completion Rate (3-year)	Number	12	21	21	4	4
	% of Jurisdictions	19.4	33.9	33.9	6.5	6.5
	% of Students	7.6	64.5	23.1	3.1	1.8
Provincial Achievement Tests: Acceptable ¹	Number	2	31	20	8	1
	% of Jurisdictions	3.2	50.0	32.3	12.9	1.6
	% of Students	0.7	62.5	21.9	14.5	0.4
Provincial Achievement Tests: Excellence ¹	Number	5	31	21	4	1
	% of Jurisdictions	8.1	50.0	33.9	6.5	1.6
	% of Students	20.9	55.0	21.1	2.5	0.4
Diploma Examinations: Acceptable ¹	Number	2	6	12	34	8
	% of Jurisdictions	3.2	9.7	19.4	54.8	12.9
	% of Students	0.5	4.3	14.5	49.5	31.2
Diploma Examinations: Excellence ¹	Number	3	8	18	24	9
	% of Jurisdictions	4.8	12.9	29.0	38.7	14.5
	% of Students	1.2	28.5	41.5	24.3	4.5
Diploma Exam Participation Rate (4+ exams)	Number	5	23	19	13	2
	% of Jurisdictions	8.1	37.1	30.6	21.0	3.2
	% of Students	1.6	68.8	17.7	10.9	0.9
Rutherford Scholarship Eligibility Rate	Number	11	28	17	4	2
	% of Jurisdictions	17.7	45.2	27.4	6.5	3.2
	% of Students	6.6	50.5	39.8	3.0	0.2
Post-Secondary Transition Rate (6-year)	Number	8	21	22	7	3
	% of Jurisdictions	13.1	34.4	36.1	11.5	4.9
	% of Students	10.7	58.6	23.4	5.4	1.9
Work Preparation	Number	4	38	14	6	0
	% of Jurisdictions	6.5	61.3	22.6	9.7	0.0
	% of Students	2.4	59.7	32.2	5.7	0.0
Citizenship	Number	29	27	6	0	0
	% of Jurisdictions	46.8	43.5	9.7	0.0	0.0
	% of Students	49.0	44.3	6.8	0.0	0.0
Parental Involvement	Number	9	33	15	5	0
	% of Jurisdictions	14.5	53.2	24.2	8.1	0.0
	% of Students	7.9	56.8	31.5	3.8	0.0
School Improvement	Number	31	22	6	3	0
	% of Jurisdictions	50.0	35.5	9.7	4.8	0.0
	% of Students	29.7	50.0	4.0	16.3	0.0

Note:

- Some of the number rows do not add to 62 because there was insufficient data in a few jurisdictions to evaluate the measure.

¹ Current year results have been updated.

More information on the evaluation methodology is available on the ministry's Accountability Pillar website at

<http://www.education.gov.ab.ca/accountability/pdf/EvaluationMethodology.pdf>.

The overall performance of school boards is based on the overall evaluations of each public, separate, and francophone school board on the accountability measures. It is calculated by determining the percentages of these school boards with an overall evaluation of Good or Excellent on each measure.

School board overall evaluation summaries are posted on the ministry's website at

<http://education.alberta.ca/apps/accountability/schoolauthorities.asp>.

The accountability measures for school authorities are aligned with the ministry's goals, outcomes and performance measures as reported in this update to the Annual Report.

The methodologies for the student achievement measures, Provincial Achievement Tests, and Diploma Examinations are described in the methodology for each of these measures earlier in this section (Endnote B).