

School Authority Planning & Reporting

School authority planning and results reporting are integral parts of school authority accountability. The plan sets out what needs to be done, including determining priorities, strategies and targets using the most recent results, while the report includes the results obtained from implementing the plan.

School Authority Plans and Results Reports are part of an overall Performance Management Cycle. For school authorities the performance management cycle involves:

- developing/updating plans that are aligned with provincial goals, outcomes and performance measures
- incorporating community input
- preparing budgets that allocate or re-direct resources to achieve goals and improve results
- implementing strategies to maintain or improve student learning and achievement
- monitoring implementation and adjusting efforts as needed
- measuring, analyzing and reporting results
- using results to identify areas for improvement and to develop strategies and targets for the next plan, i.e., evidence-based decision making
- communicating with stakeholders (staff, students, parents or guardians, school councils, the public and Alberta Education) about school authority plans and results.



Preparing/Updating Education Plans

The planning component of the performance management cycle for school authorities involves:

- updating three-year education plans annually in keeping with provincial direction for the K – 12 education system
- developing the budget to support the plan and to position the jurisdiction for future years
- maintaining a three-year time frame—as one year is completed another is added, rolling the plan forward
- adjusting strategies and targets based on performance over time, the Accountability Pillar measure evaluations and local factors such as changes in jurisdiction priorities and the operating environment (context).

This approach to planning enables jurisdictions to be responsive to student and community needs and to focus on continuous improvement while maintaining continuity from year to year and consistency with provincial direction.

The school board is ultimately accountable for and approves the jurisdiction three-year education plan. The elected board provides overall direction for the education plan. In consultation with parents, jurisdiction and school staff and other stakeholders in the community, the jurisdiction administration develops a planning and budgeting process that meets jurisdiction needs and is responsible for preparing the content of the plan and the budget to resource the plan for approval by the board.

Considerations in Updating Education Plans

Annual updating of three-year plans take the following considerations into account:

- jurisdiction and school results and evaluations of Accountability Pillar measures provided in May and the provincial diploma exam and achievement test results and evaluations provided in October
- input from stakeholders such as school councils, students, parents and the public
- available resources
- Alberta Education’s three-year business plan and provincial performance results and trends
- feedback from Alberta Education.

Entirely new plans are prepared infrequently. However, components such as strategies and targets are reviewed each year, while components such as the vision, mission and beliefs (foundation statements) are revisited and refreshed on an occasional basis, e.g., when a new board begins its term.



Results Report Process

Preparing Results Reports

Each year, school jurisdictions assess and interpret their performance and report on their progress toward achieving the goals and outcomes of their three-year education plans in their Annual Education Results Report (AERR). This includes assessing and reporting on local measures as well as reporting and responding to the measurement information and evaluations received from Alberta Education. The Accountability Pillar performance measure results and evaluations are a primary source of information for assessing and reporting on performance, and are used along with other jurisdiction results and contextual information report on jurisdiction performance and to determine where improvements are needed.

The AERR is prepared under the direction of the board, using a process determined by the jurisdiction's accountability system. The report is approved by the elected board or francophone authority and informs stakeholders where the 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 use of resources to provide quality programs for students and to address areas for improvement. AERRs provide

jurisdictions and schools with the opportunity to summarize their accomplishments, in addition to reporting on performance.

In preparing their results reports, school jurisdictions compile and assess jurisdiction results and evaluations that pertain to the performance measures identified in their three-year education plans, taking into account provincial results, trends and context, as well as local context. Jurisdiction results come from:

- Alberta Education, which provides results and evaluations on the Extranet for the required measures, as follows:
 - Accountability Pillar surveys of students, parents and teachers. Results from provincial achievement tests and diploma examinations.
 - High school completion rates, dropout rates, diploma examination participation rates, high school to post-secondary transition rates and Rutherford Scholarship eligibility rates.
- Local sources (schools and jurisdictions), including locally developed surveys used to collect information for optional local performance measures.

Communicating Education Plans and Results Reports

Three-year education plans and results reports are public documents, which must be posted on the jurisdiction's website. Jurisdictions also are encouraged to use a variety of methods to communicate their plans and their results to the broader community, such as newspaper inserts, brochures, newsletters and community meetings.



Resources

Alberta Education. *Funding Manual for School Authorities*.
<http://education.alberta.ca/admin/funding/manual.aspx>

Alberta Education. *Standards for Special Education* (amended June 2004).
http://education.alberta.ca/media/511387/specialed_stds_2004.pdf

Alberta Finance (Rick Goodkey and Ken Ogata) (1998).
Redefining Government Performance (July 16, 1998).
<http://www.finance.alberta.ca/publications/measuring/>
(select the publication title from the list).

Auditor General Alberta (2004). *Accountability in the Learning Sector* (January 9, 2004). <http://www.oag.ab.ca>
(Select “Public Reports,” then the publication title under “Other.”)

Auditor General Alberta (1997). *Government Accountability* (February, 1997). <http://www.oag.ab.ca> (Select “Public Reports,” then the publication title under “Other.”)

First Nations, Metis, & Inuit Education
<http://education.alberta.ca/admin/fnmi.aspx>

Fiscal Management Act, Statutes of Alberta, 2013, Chapter F-14.5 (2013)
http://www.qp.alberta.ca/Laws_Online.cfm
(Select the publication title under “F” of “Search alphabetically.”)

School Act, Revised Statutes of Alberta, 2000, Chapter S-3 (2005). http://www.qp.alberta.ca/Laws_Online.cfm
(Select the publication title under “S” of “Search alphabetically.”)

School Councils Regulation, *School Act*, Section 22: Alberta Regulation 113/2007.
http://www.qp.alberta.ca/Laws_Online.cfm
(Select the publication title under “S” of “Search alphabetically.”)

Supporting Every Student Website
<http://education.alberta.ca/admin/supportingstudent.aspx>