

# Policy and Requirements for School Board Planning and Results Reporting

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Alberta Education, Government of Alberta  
*Policy and Requirements for School Board Planning and Results Reporting*  
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Online version: <https://open.alberta.ca/publications/1923-0257>.

**This document provides the requirements for:**

- School board Three-Year Education Plans for 2019/2020 – 2021/2022;
- School Education Plans;
- School board Annual Education Results Reports on the 2018/2019 school year based on the Three-Year Education Plans for 2018/2019 – 2020/2021; and
- School results reports for the 2018/2019 school year.

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# Policy and Requirements for School Board Planning and Results Reporting, 2019 Edition

Requirements for:

- School board Three-Year Education Plans, (3YEPs) 2019/2020 to 2021/2022; and
- School board Annual Education Results Reports (AERRs) on the 2018/2019 school year.

This document is issued under authority of the following:

- *Education Act*, Section 67;
- *Fiscal Planning and Transparency Act*, Section 10;
- Alberta Regulation 94/2019, *Education Act, School Councils Regulation*; and
- Alberta Regulation 120/2008, *Government Organization Act, Education Grants Regulation*, Sections 2 and 7.

  
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Deputy Minister of Education

Wed 7/19  
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Date

# Policy and Requirements for School Board Planning and Results Reporting

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# What's Changed

## New Alberta Education Business Plan

Alberta Education's Business Plan 2019 - 2023 contains four outcomes. School authorities will need to develop their Three-Year Education Plans in alignment with this structure.

## Introduction of the *Education Act*

The *Education Act* and its regulations took effect on September 1, 2019. References to relevant sections of the *Education Act* and regulations related to the responsibilities of school boards and their accountability relationship with the Department of Education are contained in the **Legislative Authority** section and other relevant sections in this document.

## Deadline

For 2019-2020, school authorities are required to complete and post their three-year education plan and annual education results report by January 6, 2020.

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# Background

## Structure and Purpose of Alberta's K-12 Education System

The education of Alberta's children is the responsibility of the provincial government and is governed by the *Education Act*. Per provisions of the *Education Act*, education is delivered by a system of schools operated by school authorities. For the purposes of this document, school authorities are school boards, charter schools and accredited funded private school operators.

The priority of the K-12 education system is the success of every child in school. School authorities assure the quality of education for its students while the Department of Education\* assures the quality of education provided by school authorities. The Department uses school authority Accountability Pillar information to provide assurance to the public and the Legislative Assembly on the quality of education in Alberta's school system.

## Accountability and Transparency in Alberta's K-12 Education System

In Alberta's K-12 education system, the provincial government delegates responsibility to school authorities. This delegation of responsibilities comes with an obligation to answer for, and publicly report on the spending of public funds and results achieved by the accountable organization through the discharge of responsibilities. This requirement facilitates the transparency of the accountable organization. Consequences are applied to accountable organizations based on performance.

In Alberta's K-12 education system, school authorities are accountable organizations. The Department of Education allocates funds to school authorities so they may fulfill their delegated responsibilities of providing education programs for Alberta's K-12 students. This practice creates an accountability relationship between the Department and school authorities. This accountability relationship is established in legislation and regulation.

This document applies to Public, Separate and Francophone school boards. Separate planning and reporting documents for charter schools and accredited funded private school authorities are available online at <https://open.alberta.ca/publications/1923-127x> and <https://open.alberta.ca/publications/policy-and-requirements-for-accredited-funded-private-school-authority-planning>.

\* See Appendix B: Glossary

## Legislative Authority

The following pieces of legislation and regulation outline the responsibilities of school boards related to the accountability relationship with the Department of Education. The full text of these sections of legislation and regulations is provided in Appendix A.

- Section 10(2) of the *Fiscal Planning and Transparency Act* requires accountable organizations, including school boards, under the jurisdiction of government ministries to prepare business plans and annual reports for each fiscal year “in the form, at a time and containing the information, acceptable to the responsible Minister.”
- Section 67 of the *Education Act* requires school boards to develop and implement a reporting and accountability system on any matter the Minister prescribes. It also requires schools boards, according to the manner the Minister prescribes, to use any information in reports and accounts under the reporting and accountability system, and to disseminate this information to students, parents, electors or the Minister.
- According to section 33(1)(b) of the *Education Act*, school boards have a responsibility to be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes.
- Section 7 of the *Education Grants Regulation* under the *Government Organization Act* requires recipients of grants from the Department of Education to provide the Minister, upon request, any information the Minister considers necessary for the purpose of determining whether or not the recipient has complied or is complying with the conditions of the grant.
- Section 12 (1) of the *School Councils Regulation* under the *Education Act* requires school boards to provide school councils with the opportunity to provide advice on the development of the school’s foundational statements (vision, principles and beliefs); annual education plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments, an interpretation of those results, as well as, the information that the board disseminates through its reporting and accountability system as per section 67 of the *Education Act*.

Pursuant to the *Government Organization Act* and the *Education Act*, and to operationalize the accountability relationships and processes established in provincial legislation, the *Policy and Requirements for School Board Planning and Results Reporting* contains the Minister’s requirements for school board three-year education plans and annual education results reports.

The Minister’s requirements in the *Policy and Requirements for School Board Planning and Results Reporting* ensure that school board plans and annual education results reports are aligned with Education’s vision, mission, outcomes and performance measures in its Business Plan. In this way, the Department, school board and school documents help ensure that the K –12 education system is focused effectively and efficiently on meeting the educational needs of Alberta students.

At the same time, school board and school plans incorporate local strategies and may integrate local goals, outcomes and measures that reflect the unique characteristics and circumstances of their communities. Similarly, school board and school results reports include information on local activities and results on provincial and local measures. As such, school board and school plans and annual education results reports reflect local needs and priorities within the context of provincial direction and framework.

## School Authority Accountability Policy

School authorities are accountable for the results achieved from carrying out their responsibilities to provide education programs to Alberta students. As accountable organizations, school authorities are required to:

- Establish a system of accountability for results that encompasses their schools;
- Interpret and report results to parents, students, the Department of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency; and
- Use results to improve the quality and effectiveness of education programs provided to their students and to improve student learning and achievement.

## Accountability Framework for the K-12 Education System

The Accountability Framework for the K-12 education system is a formal structure established by the Department to support accountability and transparency throughout the system and to ensure alignment of school authorities and schools with provincial direction. This framework helps ensure the priority of the education system is the success of the student.

The Accountability Framework consists of:

- Three-Year Education Plans (3YEPs), which contain:
  - Measureable outcomes;
  - Performance measures to provide information on achievement of outcomes;
  - Targets to improve low or declining performance levels;
  - Strategies to achieve outcomes and improve results; and
  - Implementation of strategies and programs, adjusting if necessary.
- Annual Education Results Reports (AERRs) that publicly report results, assess achievement and indicate whether improvement has taken place; and
- Answering to the Department of Education for performance results over time.



# Reviewing Three-Year Education Plans and Annual Education Results Reports

Alberta Education staff review 3YEPs and AERRs to:

- Enhance the Department's understanding and knowledge of the school authority's local context and priorities;
- Stimulate data-driven dialogue and discussion toward continuous improvement;
- Encourage school authority improvement efforts;
- Ensure consistency between the education plan and the results report;
- Monitor compliance with provincial requirements; and
- Identify implications for provincial planning.

## Information on Accountability Pillar

Additional information is available at the following links:

- School Authority Planning and Reporting Reference Guide  
<https://open.alberta.ca/publications/school-authority-planning-and-reporting-reference-guide>
- The Accountability Pillar Fact Sheet  
<https://open.alberta.ca/publications/6565964>
- Accountability in Alberta's K-12 education system  
<https://www.alberta.ca/accountability-education-system.aspx>

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# Three-Year Education Plan (3YEP), 2019/2020 – 2021/2022

## Components and Requirements for School Board Education Plans

School board education plans must maintain a three-year time frame. School boards are required to consider their latest Accountability Pillar results when they review, adjust and roll the 3YEP forward each year.

Components of 3YEPs are in bold below and key terms are defined in Appendix B. An optional template for a combined 3YEP/AERR, pre-populated with the required Accountability Pillar information, will be provided to school authorities as part of the release of the Accountability Pillar reports.

<i>Optional</i>	Message from Board Chair
<b>Required</b>	An <b>Accountability Statement</b> , signed by the board chair (see Appendix C for the wording of the Accountability Statements for 3YEPs, AERRs and the Accountability Statement to be used if the school board combines its 3YEP and AERR into one document).
<i>Optional</i>	The <b>Accountability Pillar Overall Summary</b> in colour, as provided by Alberta Education on the Extranet.
<i>Optional</i>	<b>Foundation Statements</b> – vision, mission, principles and beliefs.
<i>Optional</i>	<b>A Profile of the School Authority</b>
<i>Optional</i>	<b>Trends and Issues</b>
<b>Required</b>	<b>Provincial Outcomes</b> from the current business plan, <b>Performance Measures, Targets</b> and <b>Strategies</b> . For each outcome, include: <ol style="list-style-type: none"><li>1. The measures used to assess progress and achievement of the outcome (see Required Outcomes and Performance Measures).</li><li>2. Results and evaluations for the measures or reference to the overall summary page.</li><li>3. At least one strategy to address each outcome.</li><li>4. Targets for each year of the plan for the measures with an overall evaluation of “Issue” or “Concern” and a clearly identified strategy for improvement.</li></ol> <p><b>Outcome 2 Note:</b> Develop at least one strategy to improve First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.</p>
<i>Optional</i>	School authorities are encouraged to develop or adopt supplemental local measures to assess progress in achieving outcomes and include additional results or contextual information to help explain strategies and targets to parents and the public.

<b>Required</b>	<p><b>Budget Summary.</b> This section presents summary information about the school board's budget for the 3YEP. The budget summary <b>must</b> include:</p> <ul style="list-style-type: none"> <li>• Charts/tables that summarize budget information consistent with the Fall Budget Update;</li> <li>• A web link to the board's budget for 2019/2020;</li> <li>• Key financial information about the upcoming school year. This section refers to budgeted changes in enrolment, certificated and non-certificated staff, programs, funding, revenues and expenses, annual surpluses or deficits and accumulated surpluses; and</li> </ul>
<b>Optional</b>	<ul style="list-style-type: none"> <li>• A description of how the school board will collaborate with other school authorities to enhance efficiencies, improve effectiveness and reduce costs.</li> </ul>
<b>Required</b>	<p><b>Summary of Facility and Capital Plans.</b> Include a web link to information on the school authority's facility and capital plans.</p>
<b>Required</b>	<p><b>Parental Involvement Strategies.</b> Indicate the school board's actions to meet its obligations under Section 12 of the <i>School Councils Regulation</i> to provide opportunity for school councils to be involved in developing school education plans.</p>
<b>Required</b>	<p><b>Timelines and Communication.</b> School boards must finalize their 3YEPs in the fall, considering the Provincial Achievement Test and Diploma Examination results and Accountability Pillar evaluations provided in early October 2019.</p> <p>3YEPs must be approved by the school board and posted on their website by <b>January 6, 2020</b>.</p> <p>School authorities must <b>notify the appropriate Field Services Branch Director</b> of the posting and include the permalink in the email notice. A permalink is a web link or URL to a web page that does not change and where the 3YEP is posted.</p> <p><b>Note:</b> School Boards may combine their 3YEP and AERR into one document if they wish or continue to prepare and post two separate documents.</p>

## Required Outcomes and Performance Measures

Listed below are the required outcomes and performance measures for school board 3YEPs, which align with Alberta Education’s Business Plan 2019 - 2023. Targets for each year of the plan are required for all Accountability Pillar measures with an overall evaluation of “Issue” or “Concern.” **Combined 3YEP/AERR documents must use these outcomes and performance measures.**

<p><b>OUTCOME ONE:</b> <b>Alberta’s students are successful.</b></p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).</li> <li>• Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations.</li> <li>• High school completion rate of students within three years of entering Grade 10.</li> <li>• Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.</li> <li>• Annual dropout rate of students aged 14 to 18.</li> <li>• High school to post-secondary transition rate of students within six years of entering Grade 10.</li> <li>• Percentage of Grade 12 students eligible for a Rutherford Scholarship.</li> <li>• Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</li> </ul>
<p><b>OUTCOME TWO:</b> <b>First Nations, Métis, and Inuit students in Alberta are successful.</b></p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).</li> <li>• Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard and the overall percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Diploma Examinations.</li> <li>• High school completion rate of self-identified First Nations, Métis and Inuit students within three years of entering Grade 10.</li> <li>• Percentage of self-identified First Nations, Métis and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10.</li> <li>• Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14 to 18.</li> <li>• High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering Grade 10.</li> <li>• Percentage of self-identified First Nations, Métis and Inuit Grade 12 students eligible for a Rutherford Scholarship.</li> </ul>
<p><b>OUTCOME THREE:</b> <b>Alberta has excellent teachers, school leaders, and school authority leaders.</b></p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.</li> </ul>

<p><b>OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.</b></p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.</li> <li>• Overall teacher, parent and student satisfaction with the overall quality of basic education.</li> <li>• Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.</li> <li>• Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.</li> <li>• Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</li> </ul>
<p><b>Notes</b></p>	<ul style="list-style-type: none"> <li>• The results for the required measures are available in the Accountability Pillar reports on Alberta Education's Extranet at <a href="https://www.alberta.ca/ministry-education.aspx">https://www.alberta.ca/ministry-education.aspx</a>.</li> <li>• Consistent with the <i>Freedom of Information and Protection of Privacy Act</i>, <u>when the number of students or survey participants in a group is fewer than six, results are not reported</u> to protect individual privacy.</li> </ul>

## Requirements for School Education Plans

Each school within the school authority must maintain an education plan that reflects and aligns with the school board's 3YEP. As part of its accountability system, each board outlines its own requirements for the process, content and format for school education plans.

Note that Section 12 of the *School Councils Regulation* requires school boards to give school councils the opportunity to provide advice on the development of school education plans.

An optional pre-populated template for the school, based on the school board's combined 3YEP/AERR template, will be provided with the release of the Accountability Pillar reports. Schools may find this template useful as a starting point for preparing education plans.

Alberta Education does not routinely collect or review individual school plans. It is the responsibility of each school board, as part of its accountability system, to ensure the following:

- Each school updates its education plan annually;
- Each school involves the school council in updating the plan; and
- Each school posts its plan on the school's or school authority's website.

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# Annual Education Results Report (AERR), 2018/2019

## Components and Requirements for School Board Results Reports

The 2018-2019 AERR reports on the school board's 3YEP for 2018/2019 – 2020/2021 and includes the components listed below in bold. An optional template for a combined 3YEP/AERR, pre-populated with the required Accountability Pillar information, will be provided to school authorities as part of the release of the Accountability Pillar reports.

<i>Optional</i>	Message from Board Chair.
<i>Required</i>	An <b>Accountability Statement</b> signed by the board chair (see Appendix C for the wording to the Accountability Statements for 3YEPs, AERRs and the Accountability Statement to be used if the school board combines its 3YEP and AERR into one document).
<i>Required</i>	The <b>Accountability Pillar Overall Summary</b> in colour provided by Alberta Education in October 2019. <ul style="list-style-type: none"><li>• The Accountability Pillar Overall Summary <b>must</b> be placed near the beginning of the document.</li><li>• The First Nations, Métis and Inuit Summary must also be included in the AERR.</li></ul>
<i>Optional</i>	<b>Summary of Accomplishments.</b> The school authority's accomplishments arising from its major activities/ strategies.
<i>Required</i>	Report the school authority's <b>Performance Measure Results</b> for 2018/2019 in relation to the outcomes and targets for 2018/2019 set in the education plan (see Required Outcomes and Performance Measures). Specifically, for each required measure, report: <ul style="list-style-type: none"><li>• Five years of the authority's results or available results if less than five years (reporting five years of comparative provincial results is optional).</li><li>• Most recent result in relation to the target for 2018/2019 (if applicable).</li></ul> <p><b>Note:</b> Reporting provincial results is not required but may be useful in interpreting school authority results.</p>
<i>Optional</i>	<b>Commentary on Results</b> , such as key insights from results analysis, contextual information, factors affecting performance or actions taken by the school authority that may have contributed to results.
<i>Optional</i>	<b>Future Challenges</b> , such as changes in enrolment patterns, areas for improvement and how the school authority will address these.

<b>Required</b>	<p><b>Summary of Financial Results.</b> The financial summary:</p>
	<ul style="list-style-type: none"> <li>• Provides key financial information about the school year, including information on how the school board spent its funding, significant changes over the prior year (if any) and whether spending was within budget, and if not, indicates why and how deficits will be addressed.</li> <li>• Includes program expenditure information in a table or graph format for the primary audience – parents and other members of the community.</li> <li>• Indicates where detailed information on the school authority’s sources and uses of school-generated funds can be obtained.</li> <li>• Includes a web link to the Audited Financial Statements (AFS) and related unaudited schedules.</li> <li>• Provides the web link to the provincial roll up of AFS information: <a href="https://www.alberta.ca/k-12-education-financial-statements.aspx">https://www.alberta.ca/k-12-education-financial-statements.aspx</a>.</li> <li>• Indicates where more information can be obtained (e.g. contact at central office).</li> </ul>
<i>Optional</i>	<ul style="list-style-type: none"> <li>• Describes how the school board has collaborated with other school authorities to enhance efficiencies, improve effectiveness and reduce costs.</li> </ul>
<b>Required</b>	<p><b>Parental Involvement Strategies.</b> Indicate how the school board met its obligations under the <i>School Councils Regulation</i> to provide school councils the opportunity to provide advice on the development of school AERRs and to share results from provincial assessments and information from its reporting and accountability system.</p>
<b>Required</b>	<p><b>Whistleblower Protection</b></p> <p>Section 32 of the <i>Public Interest Disclosure Act</i> (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.</p> <p>For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner’s website at <a href="http://www.yourvoiceprotected.ca">www.yourvoiceprotected.ca</a>.</p>
<b>Required</b>	<p><b>Timelines and Communication</b></p> <p>School boards must post their approved AERR for 2018/2019 and AERR Summary (p.15) on their website in a publicly accessible format by <b>January 6, 2020</b> and <b>notify the appropriate Field Services Branch Director</b> by email of the posting. They must also include:</p> <ul style="list-style-type: none"> <li>• The web link for the school board’s AERR and AERR Summary.</li> </ul>



## Required Outcomes and Performance Measures

Listed below are the required outcomes and performance measures for school board's AERRs that align with Alberta Education's Business Plan 2018 - 2021.

**School boards choosing to prepare a combined 3YEP/AERR should use the components listed in the 3YEP section (pp. 7-8) of this document instead of the ones shown below.**

<p><b>OUTCOME ONE:</b> <b>Alberta's students are successful.</b></p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).</li> <li>• Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations.</li> <li>• High school completion rate of students within three years of entering Grade 10.</li> <li>• Annual dropout rate of students aged 14 to 18.</li> <li>• High school to post-secondary transition rate of students within six years of entering Grade 10.</li> <li>• Percentage of Grade 12 students eligible for a Rutherford Scholarship.</li> <li>• Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.</li> <li>• Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</li> <li>• Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.</li> </ul>
<p><b>OUTCOME TWO:</b> <b>Alberta's education system supports First Nations, Métis, and Inuit students' success.</b></p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).</li> <li>• Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard and the overall percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Diploma Examinations.</li> <li>• High school completion rate of self-identified First Nations, Métis and Inuit students within three years of entering Grade 10.</li> <li>• Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14 to 18.</li> <li>• High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering Grade 10.</li> <li>• Percentage of self-identified First Nations, Métis and Inuit Grade 12 students eligible for a Rutherford Scholarship.</li> <li>• Percentage of self-identified First Nations, Métis and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10.</li> </ul>
<p><b>OUTCOME THREE:</b> <b>Alberta's education system respects diversity and promotes inclusion.</b></p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.</li> </ul>

<p><b>OUTCOME FOUR:</b>  <b>Alberta has excellent teachers, and school and school authority leaders.</b></p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.</li> </ul>
<p><b>OUTCOME FIVE:</b>  <b>Alberta’s education system is well governed and managed.</b></p>	<p><b>PERFORMANCE MEASURES</b></p> <ul style="list-style-type: none"> <li>• Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.</li> <li>• Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</li> <li>• Overall teacher, parent and student satisfaction with the overall quality of basic education.</li> </ul>
<p><b>Notes</b></p>	<ul style="list-style-type: none"> <li>• The results for the required measures are available in the Accountability Pillar reports on Alberta Education’s Extranet at <a href="https://www.alberta.ca/ministry-education.aspx">https://www.alberta.ca/ministry-education.aspx</a>.</li> <li>• Consistent with the <i>Freedom of Information and Protection of Privacy Act</i>, <u>when the number of students or survey participants in a group is fewer than six, results are not reported</u> to protect individual privacy.</li> </ul>

## Requirements for School Board AERR Summaries

In addition to producing the 2018 - 2019 AERR, school boards are required to produce a summary of their AERR that provides parents and community members with easy to understand information about their progress. The intent of this document is to improve communication, transparency and accountability to local stakeholders. The AERR Summary should not be more than two pages in length, feature prominently on the school authority's website and include the following components:

- A brief summary of the school authority's priorities and accomplishments relevant to parents and the community.
- A brief description of parental and community engagement efforts, how input is collected and how it informed decision-making or identified local priorities.
- Key highlights and challenges based on the school authority's results on the required performance measures.
- Other statistical, financial or performance information relevant to parents and the community.
- A web link to the full AERR document.
- A web link to detailed financial information (as per the Summary of Financial Results component in the full AERR requirements).

The timelines and communication for the AERR Summary are the same as for the AERR:

- School boards must post their full AERR and the AERR Summary for 2018/2019 on their website by **January 6, 2020** and notify the appropriate Field Services Branch Director of the posting by email. The email notice must include the permalink to the two documents.

## Requirements for School Results Reports

Schools must prepare a report of the school's results for 2018/2019. Each school board establishes requirements for the content, process and format for school annual reports as part of its accountability system.

Section 12 of the *School Councils Regulation* requires school boards to give school councils the opportunity to provide advice on the development of school annual results reports.

Optional pre-populated templates for school annual results reports, and for combined plans/reports, will be provided with the release of the Accountability Pillar reports.

Alberta Education does not routinely collect or review the annual results reports prepared by individual schools. It is the responsibility of school boards to ensure through their accountability system that:

- Each school prepares its results report annually;
- Each school involves the school council in preparing the report; and
- Each school posts its report on the school's or the school authority's website.

# Appendix A – Legislation and Regulation – Key Excerpts

## **Statutes of Alberta 2012**

### **Chapter E-0.3**

#### ***Education Act***

##### Accountability of board

67(1) A board shall develop and implement a reporting and accountability system on any matter the Minister prescribes.

(2) A board shall disseminate any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) to students, parents, electors or the Minister in the manner the Minister prescribes.

(3) A board shall use any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) in the manner the Minister prescribes.

##### Board Responsibilities

33 (1) A board, as a partner in education, has the responsibility to

(b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,

## **Statutes of Alberta 2013**

### **Chapter F-14.5**

#### ***Fiscal Planning and Transparency Act***

##### Accountable Organization

10(1) In this section, “accountable organization” means

(a) a Provincial corporation other than

(i) a corporation referred to in section 2.2(4) of the *Funds and Agencies Exemption Regulation* (AR128/2002), and

(ii) a provincial corporation that is a subsidiary of another Provincial corporation,

(b) a board under the *Education Act*, or

(c) a regional health authority under the *Regional Health Authorities Act*.

(2) The governing body of an accountable organization must prepare and give to the Minister responsible for the accountable organization a business plan and annual report for each fiscal year, in the form, at a time and containing the information, acceptable to the responsible Minister.

(3) An accountable organization must make the business plan or annual report referred to in subsection (2) publicly available after it is given to the Minister.

**Alberta Regulation 120/2008**  
**Government Organization Act**  
**EDUCATION GRANTS REGULATION**

General Authority to Make Grants

2. The Minister may make grants, in accordance with this Regulation, for any purpose related to any program, service or matter under the Minister's administration.

Conditions on which grants are made:

7. In addition to any conditions imposed by the Minister, it is a condition of every grant made under section (2)
- (a) that the recipient shall
    - (i) use the grant only for the purpose for which it is made,
    - (ii) account to the Minister, in the manner that the Minister determines and to the Minister's satisfaction, for how the grant money or any portion of it was or is being used,
    - (iii) permit a representative of the Minister or the Auditor General to examine any books or records that the Minister or the Auditor General considers necessary to determine how the grant money has or is being used, and
    - (iv) provide to the Minister, on request, any information the Minister considers necessary for the purpose of determining whether or not the grant recipient has complied or is complying with the conditions of the grant.

**Alberta Regulation 94/2019**  
**Education Act**  
**SCHOOL COUNCILS REGULATION**

Responsibilities of Board

12(1) A board must provide the school council with an opportunity to provide advice on the development of the school's

- (a) foundation statements, if any, respecting the school's vision, principles and beliefs,
  - (b) policies,
  - (c) annual education plan and annual results report required by the Minister to be reported under section 67 of the Act, and
  - (d) budget required to be reported under section 139 of the Act.
- (2) A board must provide the school council with
- (a) the results for the school from provincial assessments and an interpretation of those results, and
  - (b) the same information that the board disseminates to student, parents or electors under section 67 (2) of the Act.

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# Appendix B – Glossary of Planning and Accountability Terms

## B

**Accountability:** An obligation to answer or account for assigned (delegated) responsibilities, e.g., for use of funds, results achieved and for taking action to make continuous improvement and achieve desired results. Accountability arises when one party delegates responsibility to another party. Some discretion on how responsibilities are carried out is associated with the delegation of responsibility to accountable organizations. In the public sector, accountability involves transparent public reporting of results as well as reporting to the organization, such as a government department, that delegated responsibilities and provided funding to an accountable organization. Consequences for performance are conferred by the delegating party.

**Accountability Framework:** A well-designed structure to ensure accountability within organizations and between governing bodies and delegated organizations (accountable parties). An accountability framework consists of measurable goals, performance measures that provide information on progress toward and achievement of outcomes, targets that indicate a desired level of performance, strategies that are implemented and adjusted as necessary to improve results over time, evaluation of results achieved, including whether improvement has taken place, public performance reports and consequences for the performance of accountable organizations.

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

**Department of Education:** As per the *Government Organization Act*, the department of government administered by the Minister of Education. The Department of Education, school authorities, and the Alberta School Foundation constitute the Ministry of Education as per the *Fiscal Planning and Transparency Act*.

**Goals:** 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:** Conditions that may affect the organization's ability to fulfill its mandate or achieve its goals.

**Mission Statement:** A clear, concise description of an organization's overall purpose and role. It gives direction to the programs and services that the school authority provides for its students.

**Outcomes:** Measurable statements of what an organization seeks 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 school authorities 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 authority that gives context for the plan. Profiles include such information as characteristics of communities, students, programs, size and location.

**Strategies:** Strategies are actions that school authorities 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 describes a possible and desired future state for the organization, grounded in reality, which inspires and guides decisions and actions.

## **Terms Related to the Accountability Pillar Evaluation**

*(in logical, rather than alphabetical order)*

**Accountability Pillar:** The Accountability Pillar is one of the three pillars of the Renewed Funding Framework and enhances school authority accountability for results in return for greater flexibility in the allocation of resources. The Accountability Pillar places increased emphasis on the achievement of specific outcomes by evaluating and reporting results on a common set of measures and, where results are low or declining, taking action to improve student programs and results in subsequent years.

The focus of the Accountability Pillar is on improving school authority results and attaining high levels of achievement.

**Accountability Pillar Performance Measures:** The Accountability Pillar performance measures are a required, consistent set of measures, each of which is calculated on a comparable basis for all school authorities. School authorities are required to include this common set of performance measures and evaluations in their plans and report the results and updated evaluations for these measures in their AERRs. The measures draw from various kinds of data, including:

- Results of provincial assessment programs;
- Student outcomes, such as dropout and high school completion rates, calculated from administrative data; and
- Student, parent and teacher perceptions from surveys.

**Category:** Accountability Pillar measures are grouped into seven categories that represent key aspects of education that are important to parents and the public:

- Safe and caring schools,
- Student learning opportunities,
- Student learning achievement (Grades K to 9),
- Student learning achievement (Grades 10 to 12),
- Preparation for lifelong learning, employment and citizenship,
- Parental involvement, and
- Continuous improvement.

**Evaluation Methodology:** The evaluation methodology assesses each measure in the Accountability Pillar in terms of achievement and improvement, then combines the achievement and improvement evaluations to calculate overall evaluations for measures and categories.

**Achievement Evaluation:** The achievement evaluation is based on comparing the current jurisdiction result against a set of provincial standards that are expected to be fixed for 7 – 10 years. The achievement evaluation results in one of the following five achievement levels: Very High, High, Intermediate, Low and Very Low.

**Standard:** A standard is an established, quantifiable level of performance that is commonly understood and agreed upon, and is the basis for judging actual performance. The standards for each Accountability Pillar measure are calculated from baseline data (based on the distribution of results for all school boards at a fixed point in time). The 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup> and 95<sup>th</sup> percentiles of the distribution of the baseline results are used to establish the five achievement evaluation levels (listed above under “Achievement Evaluation”).

**Baseline:** Baseline data constitute a starting point for comparisons of results against standards. Baseline data for each Accountability Pillar measure are established by averaging each school board’s results across the three years to create a three-year average. The three years that form the baseline for calculating standards differ among measure types, depending on data availability.

**Improvement Evaluation:** The improvement evaluation focuses on improvement over time. Improvement is evaluated by comparing the authority's current year result against the authority's own previous three-year average using the chi-square test of statistical significance. This test is used to determine the probability that there is no significant difference between an observed outcome and the expected outcome, while taking into account the sample size. Thus, the previous three-year average informs expected outcome by which the current year result, the observed outcome, is compared. The improvement evaluation results in one of the following five improvement levels: Improved Significantly, Improved, Maintained, Declined and Declined Significantly.

**Improvement/Decline:** Improvement or decline for an Accountability Pillar measure is determined by comparing the current result against the previous three-year average using the chi-square test of statistical significance. Using the chi-square test:

- An **improvement or decline** occurs when the current result is at least one standard deviation above or below the previous three-year average, but less than two standard deviations.
- A **significant improvement or decline** (at the 5% level of confidence, or 19 times out of 20) occurs when the current result is approximately two or more standard deviations above or below the previous three-year average.

**Overall Evaluation:** Once the improvement and achievement levels have been calculated for a measure, an overall evaluation is calculated, which reflects both the achievement evaluation and the improvement evaluation. The overall evaluation is reported on a five-point scale: Excellent, Good, Acceptable, Issue and Concern.

**Target:** Targets related to achievement standards are set for each year of the plan when the overall evaluation of results for a measure is "Issue" or "Concern". These targets for Accountability Pillar measures:

- Have a higher numerical value each year than the current result (except for dropout rates, where a lower result shows improvement).
- Show reasonable progress toward or move into the next higher achievement standard over the three years.

Making gains over time toward the next achievement level or attaining it will be reflected in the improvement evaluation as well. At minimum the improvement evaluation would be "Maintained," and could be "Improved" or "Improved Significantly".



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# Appendix C – Accountability Statements



Accountability Statements are required for stand-alone 3YEPs and AERRs. School boards that continue to prepare 3YEPs and AERRs as separate documents use the Accountability Statements below.

## Accountability Statement for the Three-Year Education Plan

The Three-Year Education Plan for **(name of school authority)** commencing September 1, 2019 was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Three-Year Education Plan for 2019/2022 on \_\_\_\_\_ (month and day), 2019.

## Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for **(name of school authority)** for the 2018/2019 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2018/2019 was approved by the Board on \_\_\_\_\_ (month and day), 2019.

School boards that combine their AERR and 3YEP into a single document use the following Accountability Statement:

## Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for **(name of school authority)** were prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019/ 2022 on \_\_\_\_\_ (month and day), 2019.