

Combined 3-Year Education Plan and Annual Education Results Report (AERR) for School Authorities

Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Education Plan for the three years commencing August 13, 2018 for Aurora Learning Foundation Calgary were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation.

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 Education 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 2018/2021 on November 30, 2018.



(Signed by the Chair)

November 30, 2018

(Date Signed)

Foundation Statement

Mission Statement:

The mission of Aurora Learning Foundation Calgary is to provide a global education system that develops life-ready students who learn how to learn within OneSchool Global.

Vision Statement:

Aurora Learning Foundation Calgary envisions:

- Students of integrity who are responsible, well-rounded, and actively participating in a rigorous curriculum
- Staff who are highly qualified, accountable, and motivated for creating a positive learning environment
- Collaborative school communities in which staff, students and families work together within a universal standard
- Adequately funded academic programs and safe, well-maintained, proper school facilities
- The use of best practices, appropriate assessment, and technology to foster continuous improvement
- Continually grow to foster and nurture the evolving needs of all stakeholders, staff, students, parents, and extended community.

Principles and Values Statement:

In coming to Aurora Learning Foundation Calgary each student, parent and staff member shall uphold the principles of the school which include:

- Integrity – uprightness and honesty
- Care and Compassion – Kindness, consideration and generosity to the whole community
- Respect – for all people, property, opinions and those in authority
- Responsibility – for our actions, progress and the environment; and Commitment to self-discipline and the pursuit of excellence.
- Commitment – modest and decorous conduct, governed by the Holy Bible

A Profile of the School Authority

Aurora Learning Foundation is a fully accredited private Christian school with students enrolled in grades three through twelve. At this school, students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs. The truth and authority of the Holy Bible and strong family values underpin the commitment of the School to provide quality in every facet of education - curriculum, teachers, facilities, management and discipline - in a safe, secure and caring environment.

Through OneSchool Global, all stakeholders are encouraged to foster a culture to provide a global education system that develops life-ready students who learn how to learn. More information on OneSchool Global can be found at: <http://oneschoolglobal.com/>

These students come from a sect of Christianity called the Plymouth Brethren. More information about this religion and culture can be found at: <http://www.plymouthbrethrenchristianchurch.org/>

Our Calgary Campus currently employs three full-time Alberta certified teaching staff and one full-time learning support staff. It currently has eighteen students enrolled in elementary and secondary school. Teachers instruct the Alberta curriculum for all core and optional subject areas. Due to the small student population, some classes are taught through charted tiers (elementary, junior high, high school) to ensure all instructional hours and course content are met. Many of the courses offered were taught via virtual classroom (VC) via Acano stationary units, or via Zoom: <https://zoom.us/>

Educational technology through Learning Management Systems (LMS) is becoming an integral component of our school vision and with the exception of elementary core classes; almost every class has a LMS component. The quality of this education has improved this year as now every student at our Campus is provided with a personal laptop or device. This improvement gives each of those students more direct and personalized access to the content and their instructors, but also expands and broadens the classroom capabilities for instruction.

This year, Aurora Learning Foundation Calgary receives external instruction from our neighboring Edmonton Campus, Abbotsford British Columbia, Stonewall Manitoba, and Regina Saskatchewan whose teachers have valid teacher Alberta certification. We have recently moved to a semester system (high school only), allowing students completing diploma examinations in tiers rather than solely in June. Upon graduation, we thrive to push all students towards a certified Alberta diploma. Students do not attend post-secondary studies but are encouraged to pursue online courses via correspondence in areas of business and accounting once they graduate from the Aurora Learning Foundation. Graduates, within the last three years, have completed online business classes with UC Berkeley and beyond. This is facilitated by the Career Advancement Program (CAP), which has improved immensely in terms of options and distribution in the 2018/19 Academic Year.

Trends and Issues

In the past, students and parents have been inclined to pursue lower streams of core courses such as the -2 and -3 streams of Math, Social and English. This was a result of only needing to meet the basic requirements of an Alberta High School Diploma to enter the work force. However, there is now a continually growing amount of opportunities for students to pursue post-secondary studies; even after they have entered the work force. Therefore, the school is encouraging students and parents to challenge the more difficult streams so that all of these opportunities remain available upon graduation.

Educational technologies continue to be at the forefront of the school mission and vision this year. This is in line with the many innovations being introduced by Sterling Education. An increase in virtual classroom and video conferencing technology has increased the amount of optional classes available to students. Children at this school have more choice available to them this year in what courses they can take than in any previous year. However, these new possibilities bring their own strains of challenges. Aurora Learning Foundation, together with Sterling Education, is currently looking at how to continue to utilize the benefits of VC technology while counteracting the challenges. Some of these challenges include: developing interpersonal skills, lack of face-to-face time with students and difficulties with classroom management for teachers.

A change in VC platform to Zoom and learning management system (LMS) to Canvas has been implemented this year to address those issues. Some other positives trends are coming from Sterling Education that are being slowly implemented by Aurora Learning Foundation. These include a growing emphasis on building self-directed learners with strong problem solving and creating thinking skills, promoting an increase in co-teaching and cross curricular learning, and a focus on developing whole student wellness.

Through effective communication with both parents and stakeholders, it was evident that all were in favour of bullying prevention measures. So, our Student Success division nationwide has implemented an Anti-Bullying Policy and Reporting, giving all stakeholders the necessary platforms for reporting incidents, even if they deem it irrelevant. It's important to establish a culture that will not tolerate such behaviours and actions.

Change is a constant trend for this school and that in itself is a challenge. However, it has also been important in developing flexibility and resilience in the students at this school. Sterling's shift to OneSchool Global promotes continual innovation results in constant growth for our school and the organization itself.

As an organization, we identified life skills to which students needed to improve in order to be successful through self-direction. These skills were highlighted through teacher-led workshops, held in the fall of 2018, and worked on collaboratively. These skills of focus were:

- Growth Mindset
- Executive Functioning Skills
- Reflective Skills
- Goal-Setting Skills
- Team-Building Skills

Language of Learning was introduced globally, and distributed to students Canada part-way through our introduction to the 2018-19 Academic Year. Key elements include:

- The Learning Pit
- One School Way
- SOLO

Summary of Accomplishments

The teachers at Aurora Learning Foundation have been very happy with the marks their students achieve on the standardized tests distributed by the province each year. Several members of our small student population achieve the standard of excellence each year. Students and teachers have limited but growing access to resources (mostly web-based resources that cannot be utilized in the classroom), and research materials, and no access to more experienced teachers who have taught that course before. Though our overall staff count in the province is low, and we typically do not have more than one teacher in a particular department, apart from elementary, Fine Arts, and Physical Education, many of our core staff members have taken on leadership roles by overseeing their respective departments. In total, we have four department leads in Alberta alone across all subjects in Canada, showing a true strength in leadership and quality standards.

Through efforts in leadership, staff, the Board of Trustees, and the surrounding community, there has been a tremendous shift in overall morale. There were negative connotations in shifting to a funded system within the province, which still exists today, in some regards, through our District, but they are gradually improving through constant communication and transparency.

These initiatives included:

- A stronger student leadership initiative where the Student Council leads a variety of activities with the rest of the students during Collaboration period
- Campus Improvement Teams (CITs) where students work together with parents and teachers in committees with a focus on improving different aspects of the school for a better student experience. These teams include, but are not limited to: fundraising, student and community generated clubs, and weekly newsletters
- Individualized Achievement Plans (IAPs) where students, parents, and teachers sit down at the beginning of each school year and map out the students' strengths and challenges, and prepare academic and developmental goals for the year. These IAP plans are revisited after each reporting period and achievement is assessed
- Intensive Remediation Plans (IRPs) where students who are struggling to meet curriculum expectations, not as a result of an exceptionality, are put on specialized short term programs under the close supervision of learning support staff
- Differentiated instruction which is practiced by all the teachers throughout each grade and subject area.
- Project-based learning which is also practiced by all the teachers throughout each grade and subject area.
- MAP testing with a focus on monitoring student growth on semester basis
- Self-directed learning classes are frequently incorporated into the schedule
- Exploratory Days, offering students self-exploration in topics that may veer outside of some of the course content they may be exposed to in the given year
- A shift to a semester system for high school students, spreading their course load and examination requirements

Students have been involved in some of the implementation and planning of National initiatives with Sterling Education and OneSchool Global, including quarterly challenges and daily announcements. To add, project-based learning is offered to all regions within the country, providing collaborative opportunities for both staff and students through effective Collaboration daily.

Our Global points system to honour recognition and excellence, TopDUX, was officially unveiled in October of 2016, where it highlights and celebrates 21st Century Skills, thus promoting such successes with staff and students, alike. This year, we have shifted recognition to better match our core values, thus adopting the Global House System. Categories for success include:

- Commitment
- Integrity
- Responsibility
- Care and Compassion
- Respect

These are to co-align with the previous Accountability Pillars (form TopDUX):

- Academic Achievement
- Leadership
- Fulfilling Potential
- Involvement in School Activities
- Management Skills

Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Aurora Learning Foundation Cal			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.6	84.4	84.4	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	68.8	n/a	n/a	81.8	81.9	81.7	Low	n/a	n/a
	Education Quality	95.7	94.4	94.4	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	*	*	6.7	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	*	*	n/a	78.0	78.0	77.0	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	73.6	73.4	73.3	*	*	*
	PAT: Excellence	*	*	n/a	19.9	19.5	19.2	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	55.7	54.9	54.7	*	*	*
	Rutherford Scholarship Eligibility Rate	*	*	n/a	63.4	62.3	61.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	n/a	58.7	57.9	59.0	*	*	*
	Work Preparation	88.9	n/a	n/a	82.4	82.7	82.4	Very High	n/a	n/a
	Citizenship	78.2	69.4	69.4	83.0	83.7	83.7	High	Maintained	Good
Parental Involvement	Parental Involvement	75.5	n/a	n/a	81.2	81.2	81.0	Intermediate	n/a	n/a
Continuous Improvement	School Improvement	91.7	100.0	100.0	80.3	81.4	80.7	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

[No Data for Overall Summary - FNMI]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	n/a	*	*	*	100%	*	*	*	100%	100%	100%
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	n/a	*	*	*	100%	*	*	*	100%	100%	100%

Comment on Results

1. Data in this section is not provided due to low enrollment at Aurora Learning Foundation
2. All students in the 2017-18 scholastic year achieved an acceptable standard on their PAT examinations; some achieved a level of excellence.
3. We did not have any graduating student writing Diploma examinations in 2017-18.

Strategies

1. Continue to deliver Alberta curriculum to students enrolled at Aurora Learning Foundation at a high level of standard; offer extensions beyond the curricular requirements that hone student 21st century skills.
2. Maintain highly qualified staff with Aurora Learning Foundation; provide various professional development to further their learning.
3. Ensure that all outcomes are achieved to ensure students are prepared for the content they may encounter on PAT and Diploma examinations.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	100%	100%	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	50%	100%	n/a

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	*	*	*	*	100%	*	*	*	100%	100%	100%
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	12.5	0.8	*	*	0%	*	*	*	0%	0%	0%
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	*	*	n/a	*	*	*	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	*	*	*	n/a	*	*	*	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*	n/a	*	*	*	n/a	n/a	n/a

Comment on Results

1. Data in this section is not provided due to low enrollment at Aurora Learning Foundation.
2. The board, staff, and parents endeavor collegially to ensure every student completes their high school education and receives a High School Diploma from the Government of Alberta. Students with Aurora Learning Foundations attend post-secondary institutions only via correspondence. As such, the Rutherford Scholarship does not pertain to the student body.

Strategies

1. Students are placed into a three-year cycle starting in grade ten and are placed in small classroom settings. Their high school programs are created for them by the district principal and their progress is closely monitored by the teachers. These programs are created to allow the students to complete their high school program well within the allotted time.
2. Being heavily involved in the business community the teachers ensure each student is placed in a workplace with a goal of growing their career in either that business or being able to start their own. The teachers still place strong emphasis on students completing their grade twelve (with a heavy emphasis on business) as a preparation for moving into that environment. Aurora Learning Foundation Edmonton encourages post-graduate training with distance learning courses specifically designed to their business interest to promote lifelong learning. As a small school with a high level of parental involvement and support, dropout rates are not an issue.
3. Staff members are given the task of monitoring the progress of students with unique challenges and reports are made on a regular basis.
4. There is a full-time learning support coordinator on staff to help deliver interventions for students struggling to achieve the acceptable standard.
5. There is no expectation that students will transition to post-secondary studies but rather directly into one of the community's businesses. However, the Career Advancement Program (CAP) is designed to prepare students, starting in grade 11, to enroll and complete some business-related post-secondary courses. This program should ensure that more students are continuing their studies and furthering their education beyond high school.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-Secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	69.4	78.2	80%	High	Maintained	Good	80%	80%	80%
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	n/a	88.9	n/a	Very High	n/a	n/a	90%	90%	90%

Comment on Results

1. Data in this section is not provided due to low enrollment at Aurora Learning Foundation.
2. At the time of the Accountability Pillar Surveys, there were many changes to be implemented to our teaching methodology in the coming year, including a shift to self-directed learning, so some of the results may have been impacted in anticipation of this.
3. As a focus to last year's results, it is important to acknowledge the efforts of all staff and stakeholders to improve this measure (citizenship), and it is satisfying to see results. We anticipate to see continual growth in this outcome.

Strategies

1. Instill citizenship with students and emphasize it as an indicator of success. Citizenship was one of our five former Achievement Pillars, emphasized in Leadership and Fulfilling Potential, in our Global point system (TopDUX), so it is important to continue to pursue/celebrate it through the re-integrated system involving our Values and making the necessary links.
2. Demonstrate and celebrate examples among staff and students for conformity and consistency by way of discussion on the importance on the development of 21st Century Skills.
3. Create Campus Improvement Teams with the parental community to discuss on how we can improve these results in future years to come.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	n/a	n/a	82.4	100%	n/a	n/a	n/a	90%	90%	90%

<p>Comment on Results</p> <ol style="list-style-type: none"> Data in this section was previously not provided due to low enrollment at Aurora Learning Foundation; however, this year, due to the responses, we were able to yield tangible results. Goals in the coming years were adjusted accordingly from previous settings to accommodate the recent results.
<p>Strategies</p> <ol style="list-style-type: none"> Self-directed learning promotes and provides lifelong learning skills to students, where they are given the autonomy to extend their learning beyond the curricular requirements on a specified discipline or topic of study. Teachers and Learning Coaches are to continue to challenge students to extend themselves beyond their course requirements. Our Global points system for recognition of excellence merits this, where students are encouraged to develop their 21st Century Skills. Promote self-exploration through Exploratory Days, offered for the first time this year. Student-Led Conferences where accountability to learning is at the forefront.

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

[No Data for Overall FNMI Results]

Comment on Results

Aurora Learning Foundation currently has no First Nations, Métis or Inuit students enrolled.

Strategies

1. Integrate FNMI into core curriculum studies across all subjects.
2. Offer extensions to those interested in extending studies by providing off-site education opportunities.
3. Provide interaction with contributing members of the Tsuu T'ina Nation.
4. Land Acknowledgements daily during Collaboration.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	n/a	84.4	89.6	90%	Very High	Maintained	Excellent	90%	90%	90%

Comment on Results

1. Data in this section is not provided due to low enrollment at Aurora Learning Foundation, though it has trended upwards in the past two years
2. We will continue to pursue and promote growth in the outcome.

Strategies

1. The board together with the staff and building manager work very hard to put measures in place so that students are always safe at school.
2. Student caring and cooperation is highly emphasized in Physical Education classes and is also consistently highlighted and rewarded through the OneSchool Global House Points system.
3. NWEA MAP testing has been now active for its second year. This data is very useful for identifying areas of student strength and weakness as well as monitoring growth in students learning. This data is shared at all educational levels including to the students, parents, staff, school and district.
4. Communication between staff, students and parents occurs on a consistent basis and is part of the School, District and Region’s annual goals. This communication ensures that barriers to student’s learning are identified and strategies are immediately put in place, as a team, to mitigate and if possible eliminate them.
5. Our Whistleblower Policy indicates that no disclosures of major incidents took place in this time period.
6. The new Anti-Bullying Policy promotes inclusion; dissuades students from feeling excluded by reporting those instances.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	n/a	68.8		Low	n/a	n/a			

Comment on Results

1. Data in this section is not provided due to low enrollment at Aurora Learning Foundation, though results have registered this year. Long term goals have been adjusted to accommodate the recent results.
2. Due to low enrollment, we do not employ a large staff; meaning, Aurora Learning Foundation does not have the staff or financial resources or the student population to offer a large variety of optional classes to the students.
3. Analyzing the data, both parents and students would like to see a broader range of electives offered, though it is not reflective to the core courses offered.

Strategies

1. Although a larger variety of options cannot be offered in a single year, variety is offered to students in grades 7-12 in three year cycles. Different optional classes are taught in different years of the three cycle to give variety to the program of studies taught to students. For example, Business Law was offered last year to the high school students and this year Career Technology Studies options and Accounting are being offered.
2. Continue to collaborate with other campuses to provide an array of opportunities for staff and students alike.
3. Career Advantage Program (CAP) is offered through OneSchool Global.
4. Exploratory Days are offered this year, giving students the opportunity for self-exploration beyond curricular rigor.
5. Students in grades 9-12 have been given the additional opportunity to pursue CTS options through Alberta Distance Learning Courses (ADLC) this year. Students have enrolled in a variety of classes including, but not limited to:
 - Sketch & Design
 - Gardening
 - Photography
 Local teacher Advisors are assigned to monitor and support these students as they pursue their self-directed studies.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	n/a	n/a	n/a	100.0	91.7	100%	Very High	Maintained	Excellent	100%	100%	100%
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	n/a	75.5	n/a	Intermediate	n/a	n/a	80%	80%	80%
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	94.4	95.7	100%	Very High	Maintained	Excellent	100%	100%	100%

Comment on Results

1. Data in this section is previously not provided due to low enrollment at Aurora Learning Foundation, though is now visible. Long term has been adjusted to accommodate this.
2. Our goals as a Campus will not be deterred and will remain unchanged, where all staff are required to deliver a high level of education, while promoting positive change and improvement.
3. Parental Meetings occur quarterly, offering opportunities for engagement and contributions

Strategies

1. Continue to deliver and fulfill the Alberta curriculum.
2. Continue to focus on communication.
3. Continue to emphasize Campus Improvement Teams (CIT) and promote parental involvement in efforts to improve Campus success.
4. Regular meetings with stakeholders involved in offering various services and programs for students at Aurora Learning Foundation continue to be scheduled on a weekly basis for the purpose of responding to community concerns quickly and efficiently.
5. CAPA goal setting by students to ensure they are progressive and accountable to their learning and understanding.
6. School Improvement Plans (SIPs) completed from a Campus and individual level by staff to promote growth and improvements within our school.
7. Continue to promote excellent attendance at routine Parental Meetings; ensure they attend local Webinars.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Budget Summary

Budget Report 2018/2019	
REVENUES	
Alberta Education (excluding Home Education)	\$89,995.00
Alberta Education - Home Education	\$0.00
Total Alberta Education Revenues	\$89,995.00
Other Government of Alberta	\$0.00
Federal Government and/or First Nations	\$0.00
Other Alberta school authorities	\$0.00
Instruction fees / Tuition fees	\$65,960.00
Non-instructional (O&M, Transportation, Admin fees, etc.)	\$0.00
Other sales and services	\$0.00
Interest on investments	\$0.00
Gifts and donations	\$417,242.00
Gross school generated funds	\$0.00
Amortization of capital allocations (where applicable)	\$0.00
Other (specify):	\$0.00
TOTAL REVENUES	\$573,197.00
EXPENSES	
Certificated salaries (excluding Home Education)	\$250,000.00
Certificated benefits (excluding Home Education)	\$30,000.00
Non-certificated salaries and wages (excluding Home Education)	\$0.00
Non-certificated Benefits (excluding Home Education)	\$0.00
Services, contracts and supplies (excluding Home Ed.)	\$80,750.00
Leases - Building	\$140,000.00
Leases - Other	\$6,678.00
Severe Disabilities / Program Unit (excluding Home Ed.)	\$0.00
Early Literacy (excluding Home Education)	\$0.00
English as a Second Language (excluding Home Ed.)	\$0.00
Regional Collaborative Service Delivery (excluding Home Education)	\$0.00
Home Education	
Certificated salaries	\$0.00
Certificated benefits	\$0.00
Non-certificated salaries and wages	\$0.00
Non-certificated Benefits	\$0.00
Payments to the parents of a	\$0.00
Contracts	\$0.00
Services and Supplies	\$0.00
Regional Collaborative Service Delivery	\$0.00
Gross school generated funds	\$0.00
Capital and debt services	
Amortization of capital assets	
From restricted funds	\$0.00
from unrestricted funds	\$65,769.00
Total amortization of capital assets	\$65,769.00
Interest on capital debt	\$0.00
Other interest charges	\$0.00
Losses (gains) on disposal of capital assets	\$0.00
Other (specify):	\$0.00
TOTAL EXPENSES	\$573,197.00
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	\$0.00

Summary of Financial Results

- Our local Board of Trustees satisfied their fundraising goals of 2017-18

Capital and Facilities Projects

- There are no major Capital and Facilities Projects planned for 2018-19 as our facility was recently updated in January of 2016.
- Additions have included painting, and new furniture, but was allocated in the budget.
- Fundraising team are actively looking to potentially raise money to build a deck on the west side of the school.

Summary of Facility and Capital Plans

- There are no major Capital and Facilities Plans expected for 2018-19 as our facility was recently updated in January of 2016.

Parental Involvement

Parents are involved in every step of their child's education, from programming, assessments, and evaluations. A few examples of parental involvement include, but are not limited to:

- lunch supervision
- providing hot lunch
- involvement in local school committees
- driving for field trips and rides to and from school

Furthermore, parents are encouraged to contribute to some of our planning and preparation of our field trips, carnivals, and student exchanges. We rely on their continued commitment to Campus improvement.

Timelines and Communication

Aurora Learning Foundation will review and update or reaffirm their three-year education plans for 2017/2018 to 2019/2020 and have a draft plan in place before the start of the 2017/2018 school year.

This report will be posted on the Aurora Learning Foundation web site: <http://www.auroralearningfoundation.com/>.

Communication to parents is frequent and takes many forms, including, but not limited to:

- Weekly Newsletters
- minimum quarterly e-mails from teachers
- Quarterly check-ins from Campus Principals
- face-to-face conversations
- Global House scores

Quality and frequency of parental communication and the transparent relay of information are very important to OneSchool Global. The Northern region, within Canada, as well as each district and local school, including Aurora Learning Foundation continues to foster the importance of this and is included in yearly goals.

Whistleblower Protection

Section 32 of Public Interest Disclosure (Whistleblower Protection) Act:

Every Chief Officer must prepare a report annually on all disclosures that have been made to the designated officer. Procedures should be established by public entities to track and compile the required details.

Annual reports by chief officers must include the following information:

- a) The number of disclosures received by the designated officer;
- b) The number of disclosures acted on; and
- c) The number of disclosures not acted on by the designated officer;
- d) The number of investigations commenced by the designated officer as a result of disclosures.
- e) In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

Outcome:

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2017-18 school year.

Our new Anti-Bullying Policy shows great overlap in correlating the procedures of our Whistleblower Policy, thus promoting a level of comfort to all stakeholders in disclosing information.

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	Authority	n/a	n/a	*	*	*	*	*	*	n/a	n/a	n/a	n/a
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	Authority	n/a	n/a	*	*	*	*	*	*	n/a	n/a	n/a	n/a
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Aurora Learning Foundation Cal							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,393	87.5	29,349	86.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,184	88.0	16,632	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,148	77.8	20,605	73.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,793	86.2	21,941	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,391	78.8	19,847	81.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,026	86.6	22,263	85.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,770	83.6	19,031	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	86.2	10,276	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,426	85.4	8,651	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,426	31.5	8,651	27.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

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

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

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

Overall Evaluation Table

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

	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

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	*	*	*	*	*	75.3	76.5	76.5	78.0	78.0
4 Year Completion	*	*	*	*	*	79.6	79.9	81.0	81.2	82.6
5 Year Completion	*	*	*	*	*	81.5	82.0	82.1	83.2	83.4

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	*	12.5	0.8	*	*	3.3	3.5	3.2	3.0	2.3
Returning Rate	n/a	n/a	*	*	n/a	20.7	20.9	18.2	18.9	19.9

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	*	*	*	*	*	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	*	*	*	*	*	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	*	*	*	*	*	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	*	*	*	*	*	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	*	*	*	*	*	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	*	*	*	*	*	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	*	*	*	*	*	11.4	13.1	13.8	13.6	13.9

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

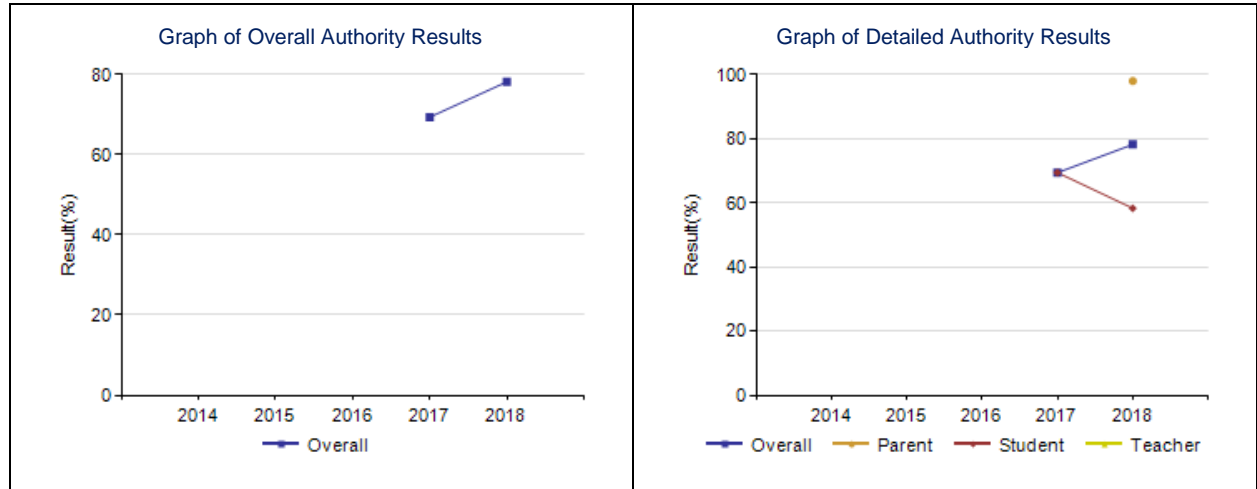
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	*	*	*	*	*	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	*	*	*	*	*	27.1	28.0	28.7	28.7	28.8
Total of 1 or more English Diploma Exams	*	*	*	*	*	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	*	*	*	*	*	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	*	*	*	*	*	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	*	*	*	*	*	78.8	79.6	79.5	80.3	80.7
Pure Mathematics 30	*	*	*	*	*	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	*	*	*	*	*	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	*	*	*	*	*	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	*	*	*	*	*	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	*	*	*	*	*	52.1	57.0	57.6	58.3	58.6
Biology 30	*	*	*	*	*	42.2	41.4	40.6	40.7	41.7
Chemistry 30	*	*	*	*	*	31.5	34.7	35.7	35.6	35.1
Physics 30	*	*	*	*	*	17.3	20.0	19.9	19.3	18.6
Science 30	*	*	*	*	*	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	*	*	*	*	*	57.3	59.4	59.8	60.5	61.2
Français 30-1	*	*	*	*	*	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	*	*	*	*	*	2.7	2.7	2.8	2.8	3.0
Total of 1 or more French Diploma Exams	*	*	*	*	*	3.0	2.9	3.0	3.1	3.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Citizenship – Measure Details

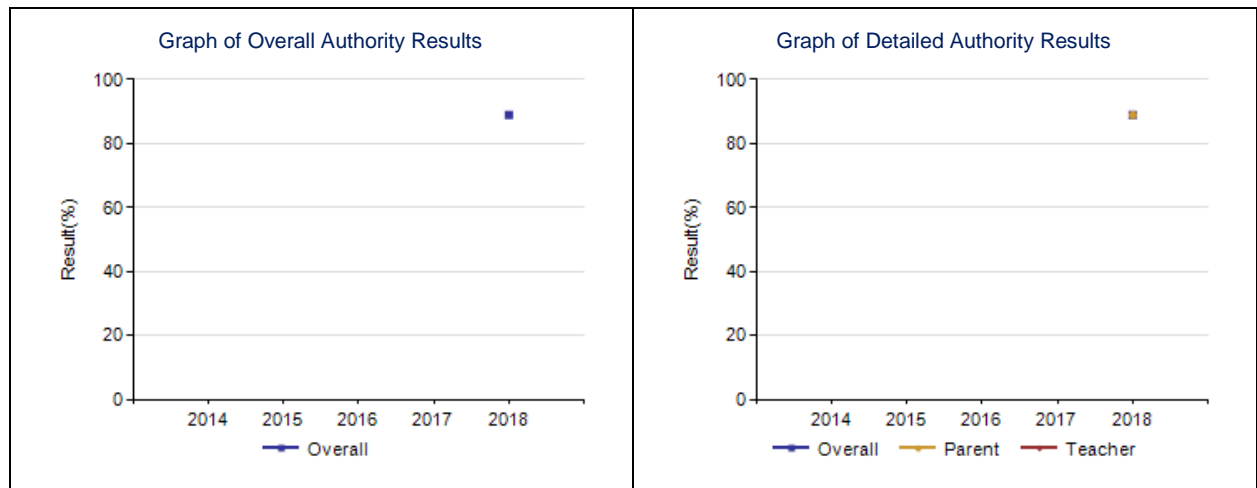
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	69.4	78.2	83.4	83.5	83.9	83.7	83.0
Teacher	n/a	n/a	n/a	*	*	93.8	94.2	94.5	94.0	93.4
Parent	n/a	n/a	n/a	*	98.0	81.9	82.1	82.9	82.7	81.7
Student	n/a	n/a	n/a	69.4	58.3	74.5	74.2	74.5	74.4	73.9



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	n/a	88.9	81.2	82.0	82.6	82.7	82.4
Teacher	n/a	n/a	n/a	*	*	89.3	89.7	90.5	90.4	90.3
Parent	n/a	n/a	n/a	*	88.9	73.1	74.2	74.8	75.1	74.6

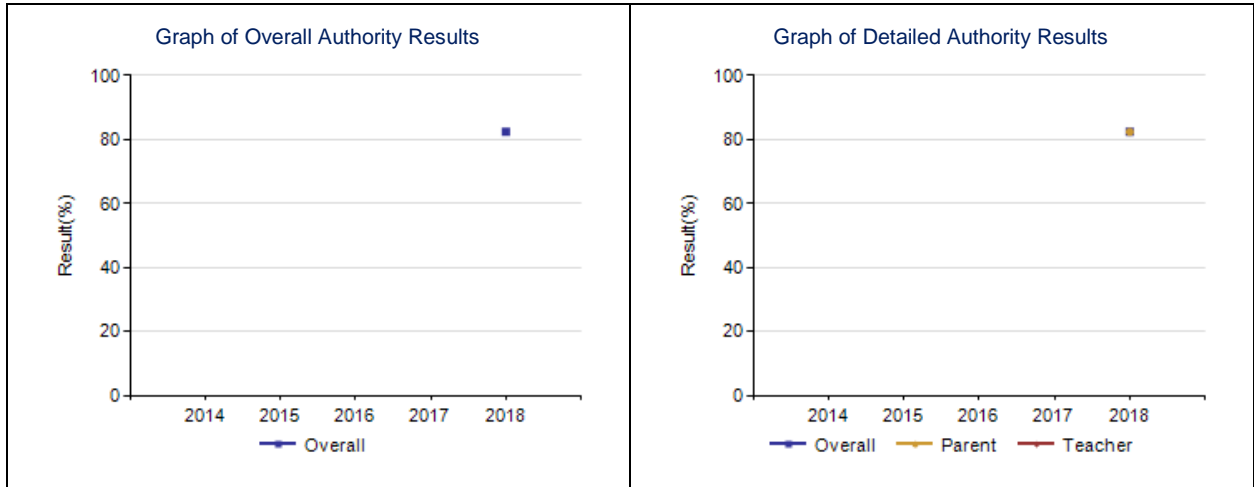


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	n/a	82.4	69.5	70.0	70.7	71.0	70.9
Teacher	n/a	n/a	n/a	*	*	76.0	76.0	77.3	77.3	77.8
Parent	n/a	n/a	n/a	*	82.4	63.0	64.0	64.2	64.8	64.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*	*	*
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*	*	*
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*	*	*
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*	*	*
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	Authority	*	*	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	Authority	*	*	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	Authority	*	*	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	Authority	*	*	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

		Aurora Learning Foundation Cal							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	4	*	n/a	n/a	51,540	83.5	48,248	82.7
	Standard of Excellence	*	*	*	4	*	n/a	n/a	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	*	*	*	4	*	n/a	n/a	51,486	72.9	48,172	71.6
	Standard of Excellence	*	*	*	4	*	n/a	n/a	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	*	*	*	4	*	n/a	n/a	51,517	78.8	48,180	77.1
	Standard of Excellence	*	*	*	4	*	n/a	n/a	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	*	*	*	4	*	n/a	n/a	51,525	75.1	48,170	71.4
	Standard of Excellence	*	*	*	4	*	n/a	n/a	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	76.1	44,296	76.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	59.2	43,851	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	75.7	44,341	74.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	66.7	44,267	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Overall Evaluation Table

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

	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

5.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

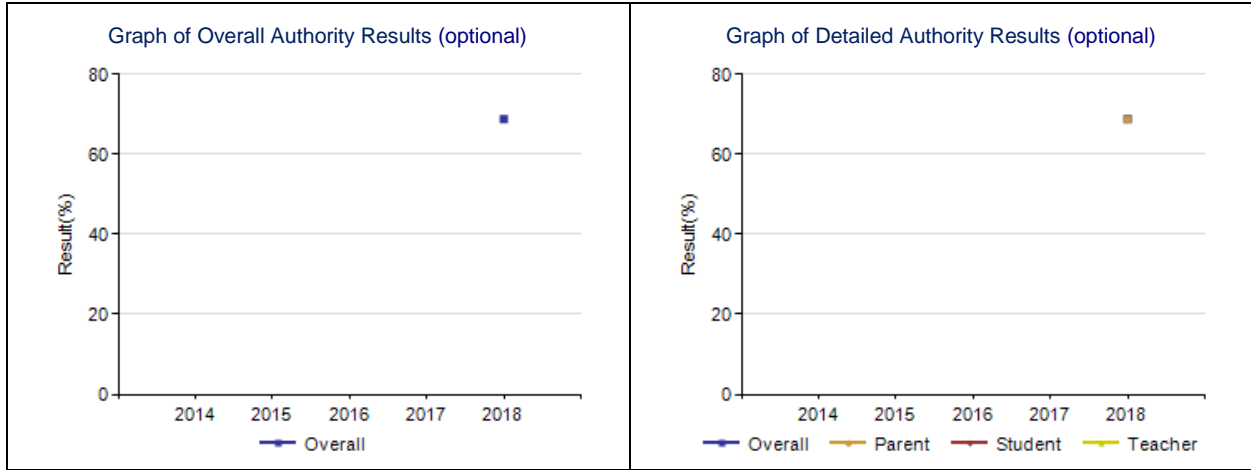
The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	n/a	68.8	81.3	81.3	81.9	81.9	81.8
Teacher	n/a	n/a	n/a	*	*	87.5	87.2	88.1	88.0	88.4
Parent	n/a	n/a	n/a	*	68.8	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	76.6	76.9	77.5	77.7	77.2

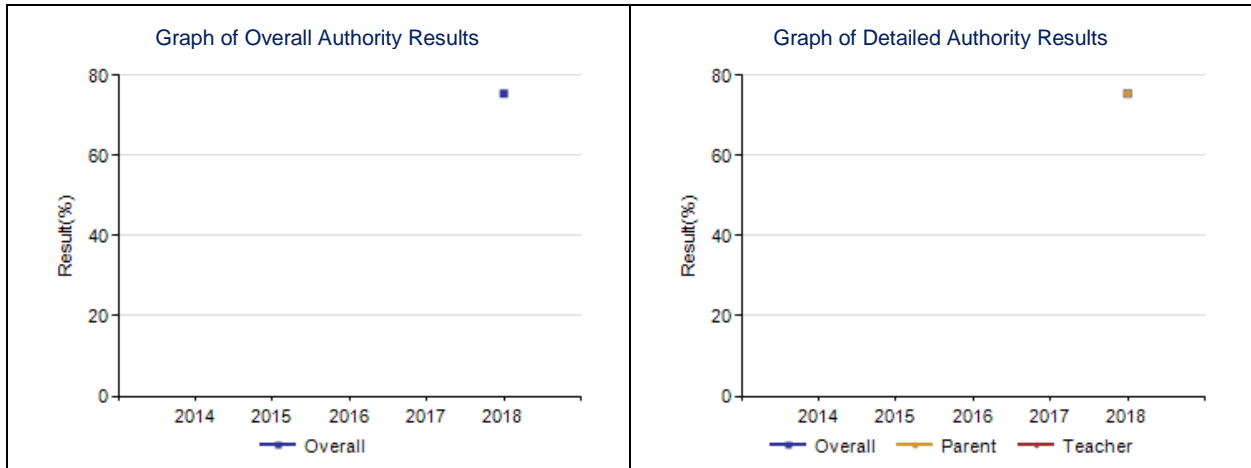


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	n/a	75.5	80.6	80.7	80.9	81.2	81.2
Teacher	n/a	n/a	n/a	*	*	88.0	88.1	88.4	88.5	88.9
Parent	n/a	n/a	n/a	*	75.5	73.1	73.4	73.5	73.9	73.4

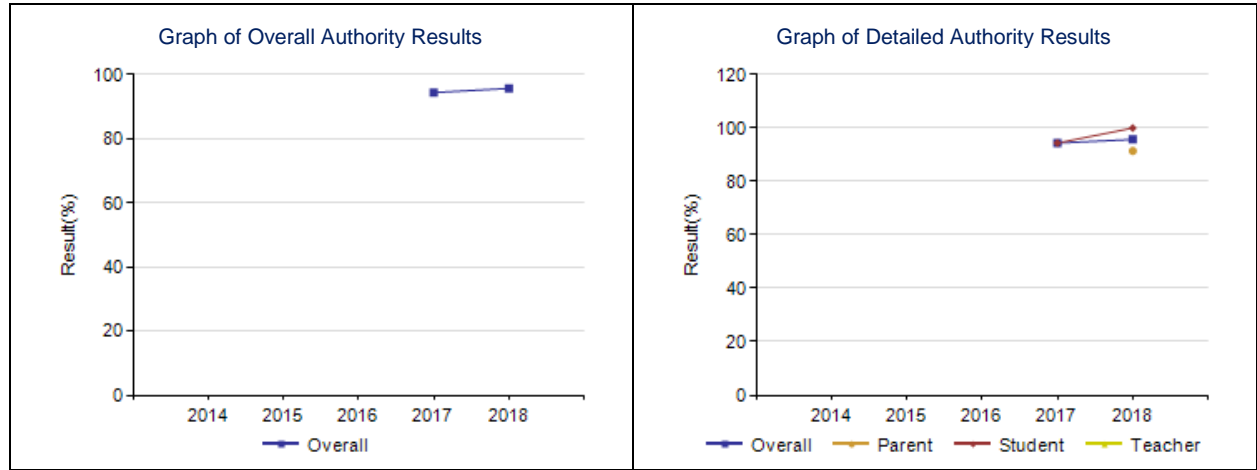


- Notes:
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Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	94.4	95.7	89.2	89.5	90.1	90.1	90.0
Teacher	n/a	n/a	n/a	*	*	95.5	95.9	96.0	95.9	95.8
Parent	n/a	n/a	n/a	*	91.4	84.7	85.4	86.1	86.4	86.0
Student	n/a	n/a	n/a	94.4	100.0	87.3	87.4	88.0	88.1	88.2

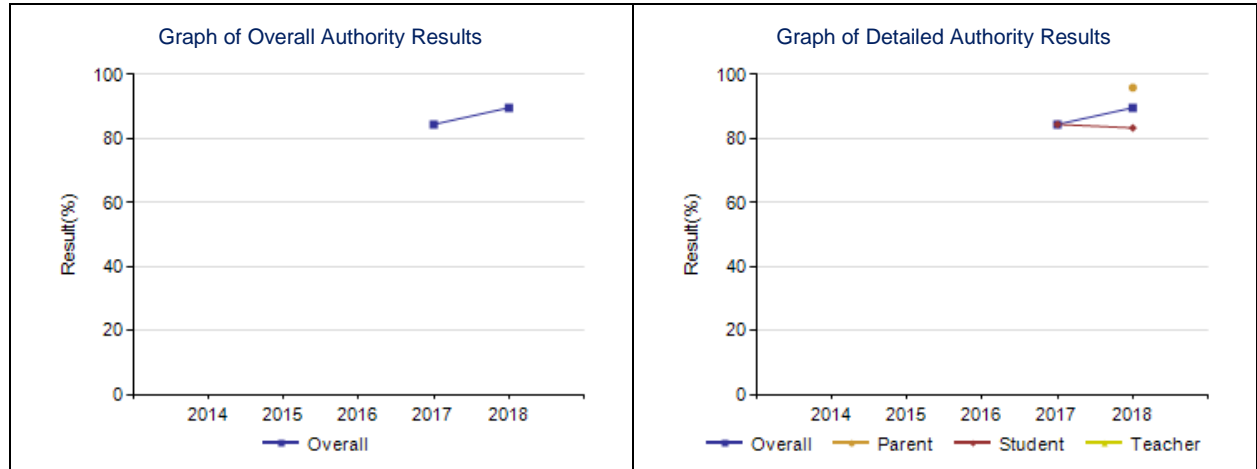


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	84.4	89.6	89.1	89.2	89.5	89.5	89.0
Teacher	n/a	n/a	n/a	*	*	95.3	95.4	95.4	95.3	95.0
Parent	n/a	n/a	n/a	*	95.9	88.9	89.3	89.8	89.9	89.4
Student	n/a	n/a	n/a	84.4	83.3	83.1	83.0	83.4	83.3	82.5

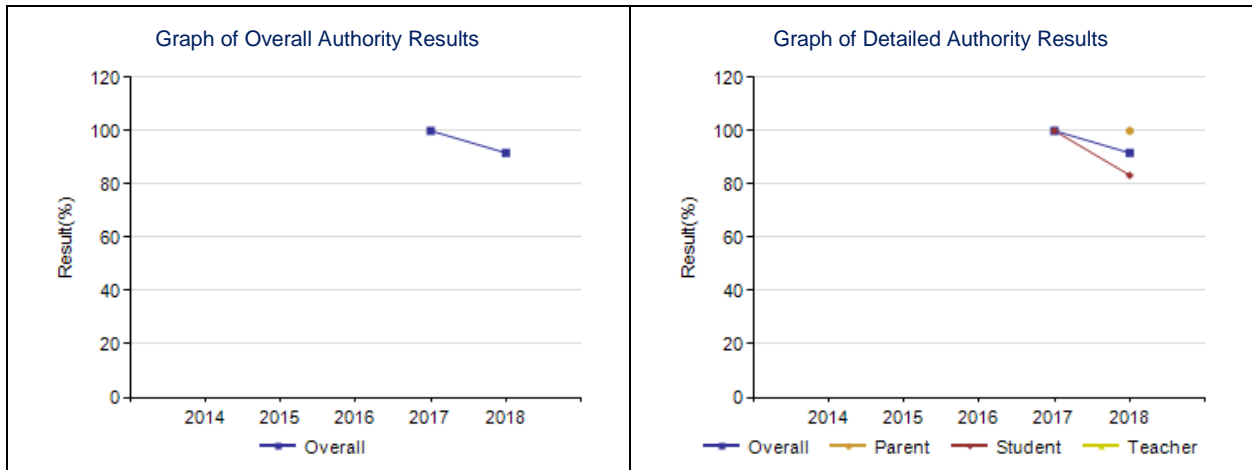


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

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.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	100.0	91.7	79.8	79.6	81.2	81.4	80.3
Teacher	n/a	n/a	n/a	*	*	81.3	79.8	82.3	82.2	81.5
Parent	n/a	n/a	n/a	*	100.0	77.0	78.5	79.7	80.8	79.3
Student	n/a	n/a	n/a	100.0	83.3	81.2	80.7	81.5	81.1	80.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.