

Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Aurora Learning Foundation

Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Education Plan for the three years commencing August 10, 2018 for Aurora Learning Foundation Edmonton 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 2017/2018 school year and the three-year Education Plan for 2018/2021 on November 30, 2018.



(Signed by the Chair)

Nov. 30, 2018

(Date Signed)

Foundation Statements

Mission Statement

"Learning to Learn"

This school is committed to creating and delivering learning programs that meet the educational needs of each student, and to nurturing the attitudes and skills necessary for their continual learning and personal growth throughout life.

"Learning to Learn" means to use learning as a tool whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfill their true potential.

Vision Statement

Aurora Learning Foundation Edmonton 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

Principles Statement

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

- *Integrity* – uprightness, honesty and decorous conduct, governed by the Holy Bible
- *Commitment* – to self-discipline and the pursuit of excellence
- *Care and Compassion* – kindness, consideration and generosity to all
- *Respect* – for all people, property, opinions and authority
- *Responsibility* – for our actions, progress and the environment

A Profile of the School Authority

Aurora Learning Foundation Edmonton is a fully accredited private Christian school with students enrolled in grades three through twelve. At this school, students are part of a global education ecosystem that develops life-ready students who learn how to learn. 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. 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>.

Aurora Learning Foundation Edmonton employs four full-time Alberta certified teaching staff, one full-time learning support staff member and one full time administrative assistant. It currently has nineteen students enrolled in elementary, junior high, and high school. Aurora Learning Foundation is an affiliated campus of OneSchool Global. Teachers teach the Alberta curriculum for all core and optional subject areas. Due to the small student population, some classes are block-taught to ensure all instructional hours and course content are met. Educational technology has become an integral component of our school vision and with the exception of elementary core classes; almost every class has a VC component to it that utilizes the zoom software platform, VC-room Acano systems, and staff and student laptops. This technology connects students and staffs to their peers in other OneSchool affiliated campuses across the country. The quality of this education has improved again this year as all grade 7 and 8 students received lap top upgrades. All junior high and high school students now have new quality laptops that are able to keep up with the demands of their digital classrooms. This year Aurora Learning Foundation Edmonton receives VC instruction from Aurora Learning Foundation Calgary and other OneSchool campuses in Abbotsford, Stonewall and Maple Creek, whose teachers are Alberta certified.

Grade 12 students have their class schedules tailored so that they can take the appropriate classes to ensure they attain their Alberta High School Diploma. They take English and Social Studies at the 30-level, but Mathematics is optional. Science is not pursued at the 30-level due to religious issues with the content of the course. After they graduate with their Alberta high school diploma, they enter the work force. Aurora learning foundation has no grade 12 students this year.

Students do not attend post-secondary studies but are encouraged to pursue online courses in areas of business and accounting once they graduate from the Aurora Learning Foundation Edmonton. Four graduates in the last three years have completed online business classes with UC Berkeley. This is facilitated by the Career Advancement Program (CAP), which is growing and improving with each year. Both of our grade 11 students this year are enrolled in this program with an eye on continuing their education in this way after graduation.

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. Several graduates in recent years have successfully challenged the -1 streams for English and Social and the -2 stream for Math.

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 OneSchool Global. 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 OneSchool, is currently looking at how to continue to utilize the benefits of VC technology while counteracting the challenges. Some of these challenges include a 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 was implemented last year to address those issues and overall has been very successful.

Some other positives trends are coming from OneSchool that are being implemented by Aurora Learning Foundation. These include an emphasis on building self-directed learners with strong problem solving and creating thinking skills, promoting an increase in cross-curricular learning, and introducing a new language of learning designed to help students better understand their own learning journey. 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. OneSchool's continual innovation results in constant growth for our school and the organization itself.

Summary of Accomplishments

The teachers at Aurora Learning Foundation Edmonton 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 have a limited but continuously growing access to resources, and research materials. Teachers do not have the liberty of consulting other teachers in their subject areas teaching Alberta curriculum because we are the only ones in the school teaching that particular subject (due to our small school size). This means we do not have the mentorship that would be available to others in our position in the public school systems. However, teachers do have the opportunity of connecting and collaborating with teachers from other OneSchool campuses who teach equivalent courses in different provinces. This is highly encouraged and support by Oneschool. We still have a very young staff with each teacher having less than four years teaching experience. Despite those hurdles, our students continue to do well on the standardized tests and we are proud of all the hard work that we put into preparing these students to write those exams.

We have a strong staff core that has now been working at the school together for almost three years. Each year, new initiatives are introduced by the OneSchool organisation. Through teamwork and dedication, the school tailors these initiatives to create a positive learning environment where each students thrives, receives personalized instruction, and strives to achieve to their maximum potential. Some examples of these initiatives include:

- A strong 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
- 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. This includes a focus on students building problem solving skills in response to essential questions and teachers employing a socratic method in their classes.
- MAP testing with a focus on monitoring student growth on tri-annual basis
- Mandatory enrollment for all students in a personal goal setting course called CAPA. This course is designed to help students build a personal portfolio over their school careers. It also assists them in developing goal setting, goal tracking and reflecting skills for personal and academic improvement.
- State-of-the-art indoor and outdoor learning center facilities for all students with flexible seating and a variety of workspaces.

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

Measure Category	Measure	Aurora Learning			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	100.0	n/a	99.6	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	100.0	n/a	66.1	81.8	81.9	81.7	Very High	Improved	Excellent
	Education Quality	100.0	n/a	97.2	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.3	3.0	3.3	Very High	Maintained	Excellent
	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	83.7	83.0	83.0	*	*	*
	Diploma: Excellence	*	*	n/a	24.2	22.2	21.7	*	*	*
	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	100.0	n/a	95.8	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	100.0	n/a	98.1	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	100.0	n/a	93.3	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	100.0	n/a	92.9	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	*	n/a	100	*	*	*	83	100	87
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	n/a	*	*	50	*	*	*	33	25	25

Comment on Results

- Aurora Learning Foundation had two grade 9 and no grade 6 students last year.*
- Very small class sizes and not having students enrolled in every grade, every year, means that the targets set for each future year differ drastically and depend on the composition of students in grade 9 and grade 6 for that given year.*
- We are very happy with our provincial test results from the past year. Half of the tests written by students achieved the standard of excellence and several more were very close to achieving that high standard.*

Strategies

- This year there will be three grade 6 and no grade 9 students writing Provincial Achievement tests. It is our goal that at least four of every five tests written by these students will be at the acceptable standard next year on the and that at least one of every three tests written will be at the standard of excellence. We will be striving to meet this goal during the current year. Students are able to get lots of extra help during intervention times that are available in the student timetable. Small class sizes mean that personalized one-on-one teaching is available and frequently delivered to all students.*
- There is a full-time learning support coordinator on staff to help deliver interventions for students struggling to achieve the acceptable standard.*
- Intervention time for academic support is built into the students and staff schedule and is available to them several times a week.*
- MAP testing occurs three times during the year and that data is utilized to monitor student growth. This further helps determine which students require supports and interventions prior to writing the achievement tests at the end of the year.*

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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).
- 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).	*	*	*	*	*	100	*	*	*	n/a	100	100
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	*	25	*	*	*	n/a	50	50

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	*	*	*	n/a	100	100
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	0.0	0.0	Very High	Maintained	Excellent	0.0	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.	*	*	*	*	*		*	*	*			

Comment on Results

1. We have 2 on students on average write the Diploma Exams in Grade 12 each year so analyzing our results will culminate in meaningless and unbeneficial data. However, in general, students who write the Diploma Exams meet the acceptable standard or the standard of excellence. Next year we will have no grade 12 students and no students who will be writing Diploma Exams.
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.
3. It is against the religious beliefs of the board, parents, and students to attend a post-secondary institution to further their education after grade twelve. However, in recent years, many community members have taken post-secondary courses on an online platform to further continue and enhance their education. As teaching professionals, we encourage this behavior and would like to see at least half of our graduates enroll in an online class or a number of courses offered by a post-secondary institution. Five of the past seven graduates have pursued this route of enrolling in online courses offered through a post-secondary institution.
4. Since our students are not allowed to attend post-secondary institutions, the staff do not encourage applications for Rutherford scholarships.
5. Our students write the English and Social Studies Diploma Exams every year in order to get their high school diplomas. In some years, they also write the Mathematics diploma if they feel they want to further their mathematics education. That is done on a case-by-case basis. They cannot write the Science 30 diploma due to the inclusion of sexual reproduction and reference to evolution in the curriculum. Therefore, our students will only ever write a maximum of three diploma exams, not four.

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. These students.
4. MAP testing and MAP data is utilized to help give early indications of which students may struggle to achieve the acceptable standard and may require additional supports and interventions.
5. There is a full-time learning support coordinator on staff to help deliver interventions for students struggling to achieve the acceptable standard.
6. 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. Both of our current grade 11 students are enrolled in this program.

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.	97.1	97.7	98.6	n/a	100.0	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0
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.	88.9	91.7	100.0	n/a	100.0	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0

Comment on Results

1. *The teaching staff strive to encourage students in modelling the characteristics of active citizenship through class projects and assignments. Students are encouraged to volunteer, both in school and in their communities outside of school. Aurora Learning Foundation places a strong emphasis on teaching students the components and responsibilities of community.*
2. *Parental involvement at the school is also very high. Students are able to observe parents model behaviours within the school setting and see positive adult interactions between the staff and parents.*
3. *High school students are taught successful work related attitudes through business related courses such as economics, accounting, entrepreneurship, marketing and business law.*

Strategies

1. *There exists several layers of leadership and cooperation at the school for students to be involved in. Student Leadership Team members volunteer their time and coordinate with students from other schools across OneSchool to plan events and activities that promote whole-school community. There is also a local leadership team that meets and strategizes to promote school spirit and community.*
2. *All students in grade 7-11 and some grade 6 students are involved in campus improvement teams. These committees meet bi-monthly with a parent and teacher liaison and discuss and implement different methods of improving campus life.*
3. *The OneSchool Global Points System promotes exceptional student behavior and rewards all students quarterly and annually for displaying model citizenship characteristics that align with the school values of integrity, care & compassion, responsibility, commitment and respect. Monthly reports are sent home to the parents and students to keep them informed and aware of their progress.*
4. *There is a large initiative from OneSchool to encourage students to embody the school values listed above. The five core values are read out every morning during morning announcements and students are awarded prizes and incentives for participating in and winning various "Living the Values" competitions.*
5. *We will continue to seek feedback from parents and community members about the effectiveness of the CTS courses we teach in preparing students for the work place. We will strive to improve a school program that is designed to teach skills and provide experiences that correlate with student success in the work place after graduation.*
6. *There is also a continued focus this year on students building 21st century skills. Students work with teacher advisors to set and monitor goals on how they will build up these skills and then reflect on those goals at the middle and end of each quarter. Students also discuss their related goals and progress on building these skills with their parents and teachers twice a year during student-led conferences.*

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.	100.0	95.8	100.0	n/a	75.0	100.0	n/a	n/a	n/a	83.3	91.7	100.0

Comment on Results

The teaching staff and parents are satisfied that the high school graduates demonstrate the knowledge and skills required for life-long learning. We continue to place heavy emphasis on courses that will enhance students' business acumen including the provision of marketing & management, customer service, selling skills, entrepreneurship, business law, human relations, economics, and college-level accounting courses taken throughout their high school program.

Strategies

1. *Aurora Learning Foundation continues to emphasize self-directed learning (SDL). The SDL approach encourages students to take ownership of and responsibility for their learning. This approach is in line with the OneSchool motto of 'learning how to learn'.*
2. *This year students have been introduced to the SOLO taxonomy and a new language of learning that is being embedded into their classes. This further empowers students to understand and describe their own level and complexity of learning and understanding.*
3. *Staff are consistently encouraged to incorporate project based learning into their classrooms and guide students to engage with content with creativity and critical thinking.*
4. *The collection of academic and personal assessments (CAPA portfolio) is continuing this year to help students build lifelong learning skills. Students set their own quarterly learning goals and then monitor their achievement of that goal through collecting evidence and storing it all in their CAPA binders. They complete a written reflection on these goals once per quarter and do an in depth oral reflection of these goals during student led conferences in front of their parents and teachers once per semester.*

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

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

[No Data for Overall FNMI Results]

<p>Comment on Results <i>Aurora Learning Foundation has no FNMI enrolled at its school.</i></p>
<p>Strategies</p> <ol style="list-style-type: none"> 1. <i>The elementary students of this school attended a field trip this year learning about the plains of First Nations people held at this Strathcona Wilderness Center. This was to designed to enhance their learning and awareness in addition to what is already embedded by the teacher and province into the ELA and Social Studies curriculum.</i> 2. <i>The land acknowledgement is read during daily morning announcements.</i>

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

[No Data for Overall FNMI Results]

<p>Comment on Results <i>Aurora Learning Foundation has no FNMI enrolled at its school.</i></p>
<p>Strategies</p> <ol style="list-style-type: none"> 1. <i>The elementary students of this school attended a field trip this year learning about the plains of First Nations people held at this Strathcona Wilderness Center. This was to designed to enhance their learning and awareness in addition to what is already embedded by the teacher and province into the ELA and Social Studies curriculum.</i> 2. <i>The land acknowledgement is read during daily morning announcements.</i>

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. 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.
5. 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.
6. 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, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 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 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.	98.9	99.2	100.0	n/a	100.0	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0

Comment on Results

1. Teachers, parents, and students are highly satisfied that students are safe at school, learn the importance of caring for others, learn respect for others, and are treated fairly at school. These key tenants of citizenship are emphasized vocally through discussion and modelled daily by the teachers and student leaders.
2. Aurora learning foundation strives to ensure that all students are treated fairly. Students and parents have many different channels to voice concerns, such as the student leadership team, community representation at the local, regional and national level, and professionally through the teachers, campus and district principal and educational director. Parents also have the opportunity to be involved in school improvement committees. Communication with the parents is regular through teacher e-mails, quarterly phone calls, face-to-face conversations, weekly newsletters and teacher facilitated student led conferences.
3. Small class sizes and highly favourable teacher-to-student ratios ensure that students always have the time and opportunity to be heard in class and voice concerns to the teacher. The small school population also creates an environment where students have direct access and time to voice concerns to the campus principal about fairness in the classroom.

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 in a facility that operates at a high level.
2. Student caring and cooperation is highly emphasized in Physical Education classes and is also consistently highlighted and rewarded through the OneSchool Global Points system. Caring and respect are two of the five OneSchool core values that students are consistently encouraged to embody and rewarded when they do so.
3. Communication between staff, students and parents occurs on a consistent basis. 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.
4. The campus principal calls all school parents on a quarterly basis to ensure parent concerns are being heard and addressed.
5. There is a OneSchool bullying web form that was released to all parents, staff and students at the beginning of the year as part of the OneSchool anti-bullying program and initiative. Submissions to this web form can be anonymous and all submissions are reviewed by the district leadership team. Submissions that require it are investigated and an action plan is created in any case where bullying has occurred to ensure that it is stopped and prevented from happening again.

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/TFM (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.	76.0	69.3	62.8	n/a	100.0	75.0	Very High	Improved	Excellent	100.0	100.0	100.0

Comment on Results

1. A small staff group of 4 teachers and a small school population every year (19 students) means that 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. 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 Accounting is being offered to them.

2. The affiliation of Aurora Learning Foundation with OneSchool and its other campuses across Canada offers both opportunities and limitations in the area of course selection and variety for students. The school does have the opportunity to utilize the teaching resources of other campuses. However, this affiliation also means that the needs of students at Aurora Learning Foundation are balanced with the needs of other students in other campuses when selecting options for the students for each year.

Strategies

1. In response to previous years, French as a second language, and music, is again being offered to students in grades 3-6.

2. Students in grades 7-11 are being given the opportunity to take more IT related classes. This was placed in the student's schedules to give more variety to what options have been taken in previous years.

3. Students in grade's 9-11 have again been given the additional opportunity to pursue CTS options through Alberta Distance Learning (ADLC) this year. Student's have enrolled in a variety of classes including Sketch & Design, Visual Composition, Legal Studies and Sales and Promotion Techniques. 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/TFM (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.	89.3	85.7	100.0	n/a	100.0	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	93.3	86.7	100.0	n/a	100.0	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	98.1	96.7	97.6	n/a	100.0	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0

Comment on Results

1. *Teachers and parents are highly satisfied with the level of parental involvement in decisions affecting their child’s education. The teachers are open and available to discuss educational programming with parents at all times. Parents and students are welcome and encouraged to voice their thoughts and opinions about student goals and progress during any time. Parents have an active role in their child’s education through parent meetings, student-led conferences and regular parent communication. The Principal ensures that they communicate to all parents at a minimum frequency of quarterly to ensure communication is consistently maintained throughout the year. This also gives parents a readily available platform to voice any concerns they may have about their child’s education. Parents also have a community representative (known as the campus administrator) that meets with the principal on weekly basis to ensure regular parental input and representation in local school decisions. Parents have two channels (community and school) where their concerns can be heard and escalated to a higher level if they are not resolved; all the way up to a Global team.*
2. *Teachers, parents, and students are highly satisfied with the overall quality of basic education and the feedback we regularly get through surveys, phone calls and face-to-face discussions is very positive.*

Strategies

1. *The financial commitment from OneSchool and the local community has resulted in massive facility and technological improvements and upgrades over the past two years. This ensures that the student learning experience as a whole continues to improve each year.*
2. *The Campus Improvement Teams initiative was a big success over the last two years. These committees are running again this year with staff, students and parents part of the committees and involved in decisions. Parental representation and input on these committees is very important. It ensures that the community stays involved in making school decisions that affect the student body.*
3. *Regular meetings with stakeholders involved in offering various services and programs for students at Aurora Learning Foundation Edmonton continue to be scheduled on a weekly basis for the purpose of responding to community concerns quickly and efficiently.*

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/TFM (Tell Them From Me) survey tool.

Summary of Financial Results

- Spending was within budget for 2017-2018 and we forecast no significant changes for 2018-2019. We are committed to reduce the loan amounts.

Budget Summary

	2018/2019 Budget Amount	2018/2019 Budget Percentage	Comments	2017/2018 Budget Amount
REVENUE SUMMARY				
Alberta Government	\$100,557	18%		\$79,313
Other Revenue				
• Tuitions	\$76,295	13%		\$57,625
• Fundraising/Gifts	\$390,000	69%		\$370,000
TOTAL REVENUES	\$566,852	100%		\$506,938
EXPENDITURE SUMMARY				
Instruction	\$315,670	66%		\$248,770
Administration	\$30,000	6%		\$31,200
Operations & Maintenance	\$75,895	16%		\$57,000
Other	\$58,880	12%	(Depreciation & Loan Interest Payments)	\$61,400
TOTAL EXPENDITURES	\$480,445	100%		\$398,370

Capital and Facilities Projects

- *There are no Capital or Facilities projects for 2018-2019.*

Summary of Facility and Capital Plans

- *Maintain the school facility by ensuring any maintenance issues are addressed quickly and resolved effectively.*

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 lunch supervision, provided hot lunch, involvement in local school committees, driving for field trips and rides to and from school.*
- *Communication to parents is frequent and takes many forms included weekly newsletters, minimum quarterly e-mails from teachers, quarterly phone calls from the Principal and regular face-to-face conversations. OneSchool also utilizes the school messenger platform to ensure that communication to parents is timely, consistent and accessible across a variety of different platforms.*

Timelines and Communication

- *Aurora Learning Foundation Edmonton will review and update or reaffirm their three-year education plans for 2018/2019 to 2020/2021 and have a draft plan in place before the start of the 2019/2020 school year.*
- *This report will be posted on the Aurora Learning Foundation Edmonton web site located at www.auroralearningfoundation.com*

Whistleblower Protection

- There have been no reports

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 Detail

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		
	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	*	*		
	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		
	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		
	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		
	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		
	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		
	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	*	*		
	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		
	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		
	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		
	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		
	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

		Aurora Learning							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				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	*	*	*	2	*	n/a	n/a	16,184	88.0	16,632	89.1
	Standard of Excellence	*	*	*	2	*	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	*	*	*	2	*	n/a	n/a	20,391	78.8	19,847	81.0
	Standard of Excellence	*	*	*	2	*	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

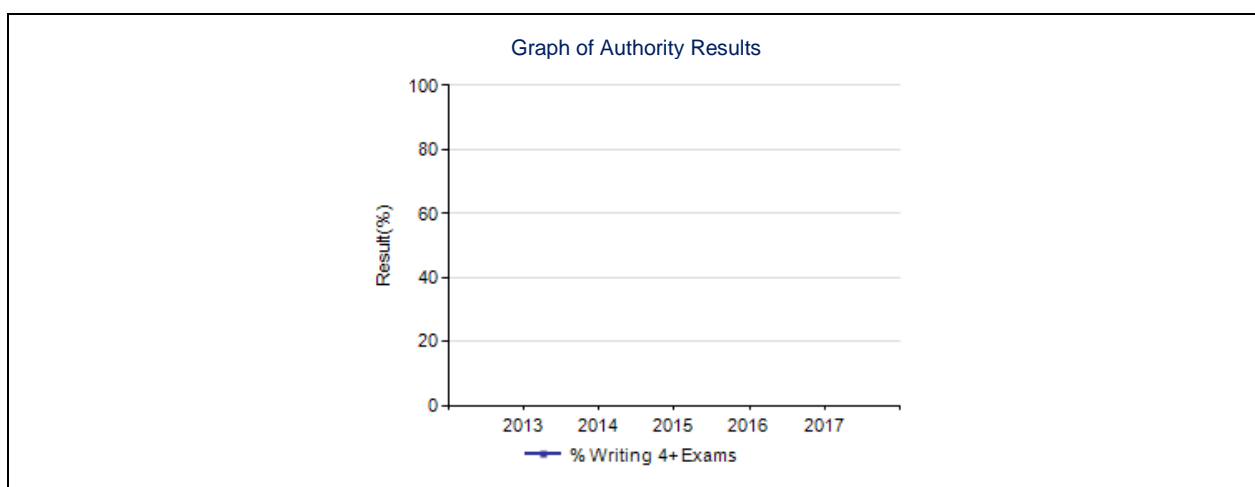
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

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

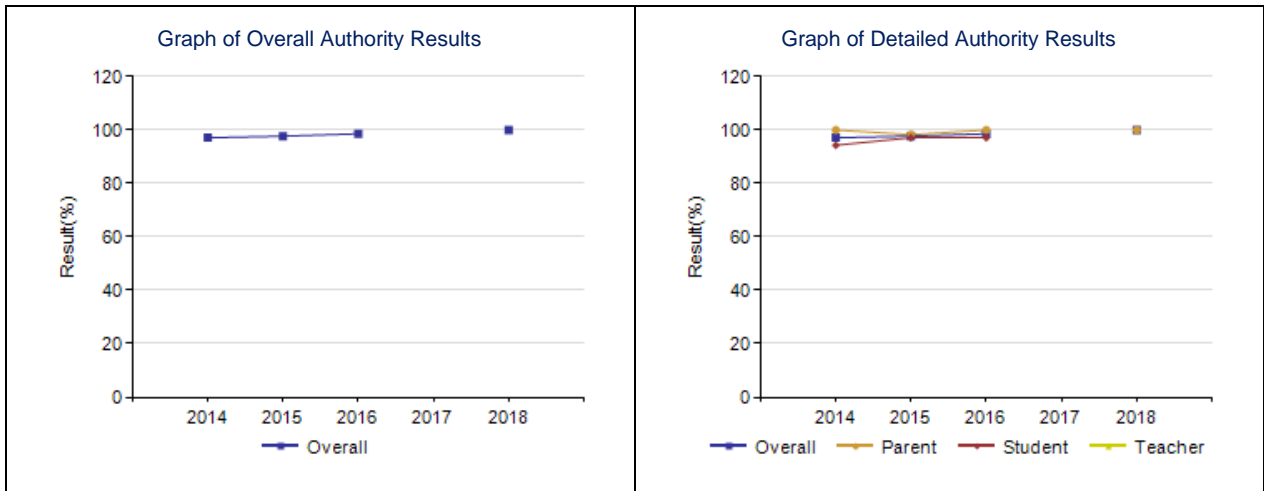
Notes:

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

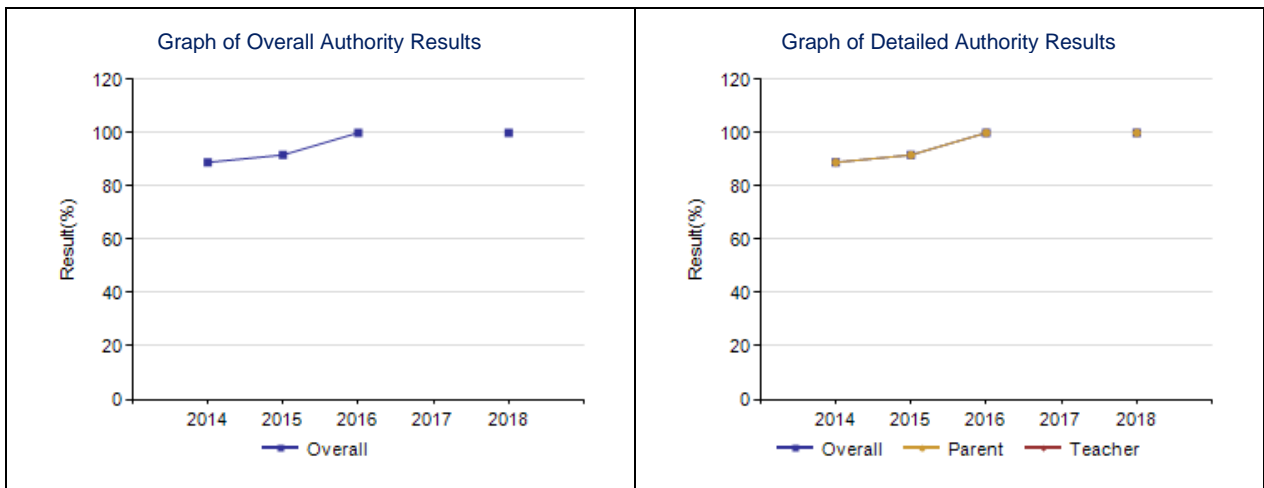
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	97.1	97.7	98.6	n/a	100.0	83.4	83.5	83.9	83.7	83.0
Teacher	*	*	*	*	*	93.8	94.2	94.5	94.0	93.4
Parent	100.0	98.3	100.0	*	100.0	81.9	82.1	82.9	82.7	81.7
Student	94.3	97.1	97.1	n/a	n/a	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/TFM (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	88.9	91.7	100.0	n/a	100.0	81.2	82.0	82.6	82.7	82.4
Teacher	*	*	*	*	*	89.3	89.7	90.5	90.4	90.3
Parent	88.9	91.7	100.0	*	100.0	73.1	74.2	74.8	75.1	74.6

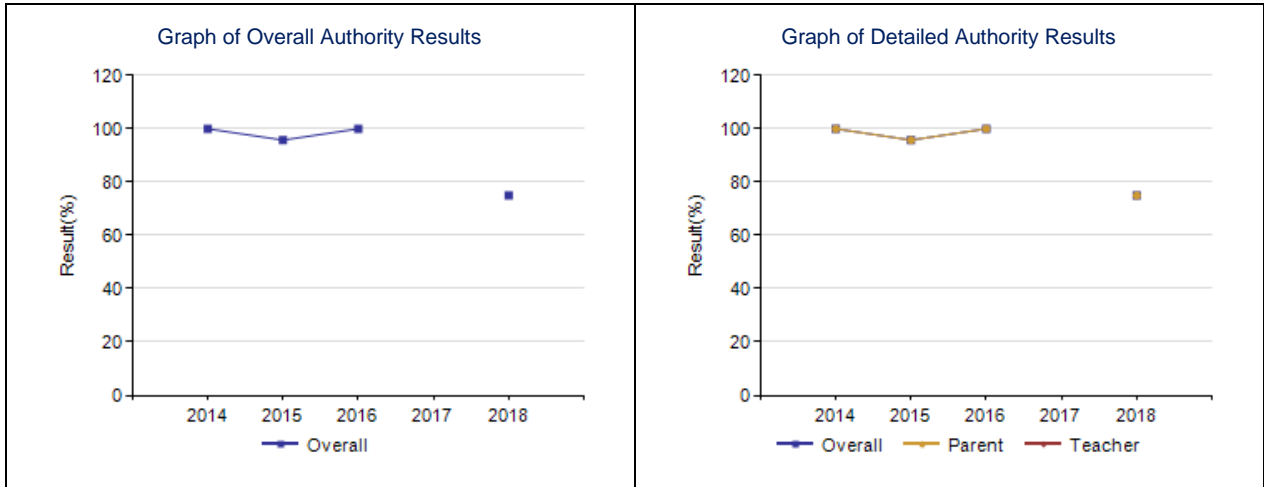


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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	100.0	95.8	100.0	n/a	75.0	69.5	70.0	70.7	71.0	70.9
Teacher	*	*	*	*	*	76.0	76.0	77.3	77.3	77.8
Parent	100.0	95.8	100.0	*	75.0	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		
	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		
	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	*	*	*	*		
	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		
	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		
	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		
	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	*	*	*	*		
	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		
	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	*	*	*	*		
	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		
	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	*	*	*	*		
	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		
	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

Course	Measure	Aurora Learning							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,540	83.5	48,248	82.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,486	72.9	48,172	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,517	78.8	48,180	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,525	75.1	48,170	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	46,822	76.1	44,296	76.5
	Standard of Excellence	*	*	*	2	*	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	*	*	*	2	*	n/a	n/a	46,603	59.2	43,851	66.8
	Standard of Excellence	*	*	*	2	*	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	*	*	*	2	*	n/a	n/a	46,810	75.7	44,341	74.1
	Standard of Excellence	*	*	*	2	*	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	*	*	*	2	*	n/a	n/a	46,840	66.7	44,267	65.6
	Standard of Excellence	*	*	*	2	*	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.

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)

Overall Evaluation Table

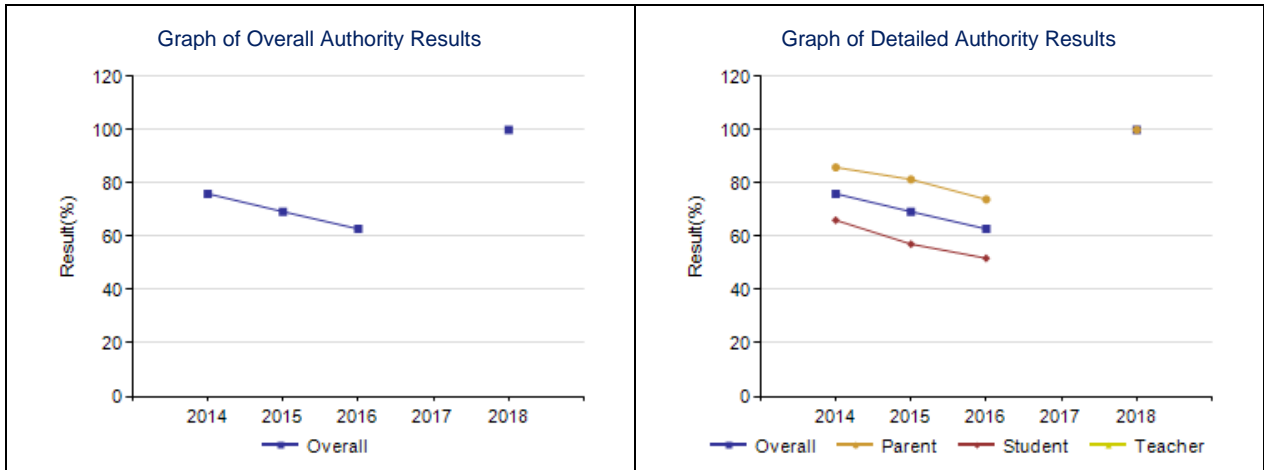
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

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	76.0	69.3	62.8	n/a	100.0	81.3	81.3	81.9	81.9	81.8
Teacher	*	*	*	*	*	87.5	87.2	88.1	88.0	88.4
Parent	85.9	81.4	73.9	*	100.0	79.9	79.9	80.1	80.1	79.9
Student	66.1	57.1	51.8	n/a	n/a	76.6	76.9	77.5	77.7	77.2

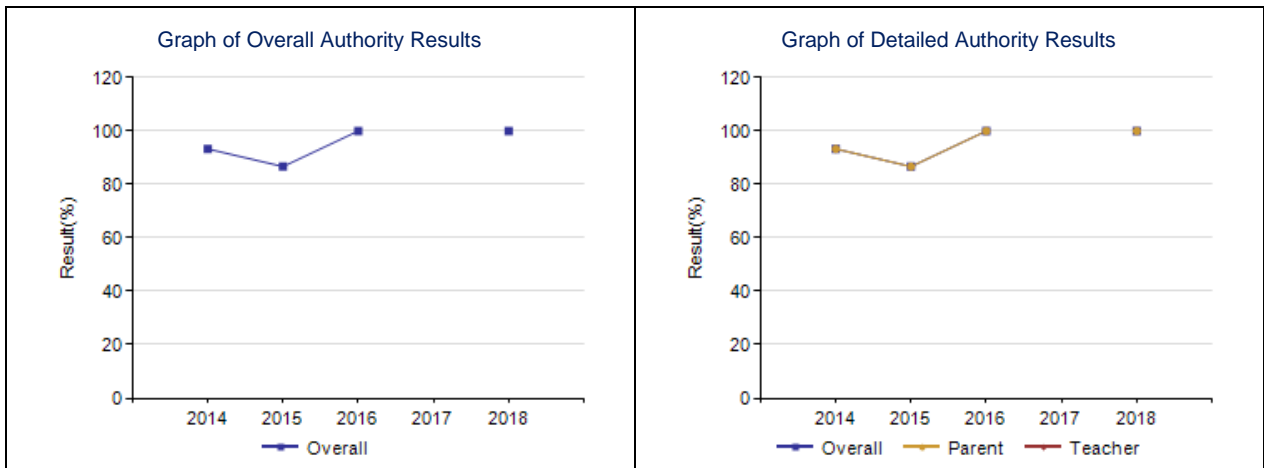


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them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

Parental Involvement – Measure Details

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

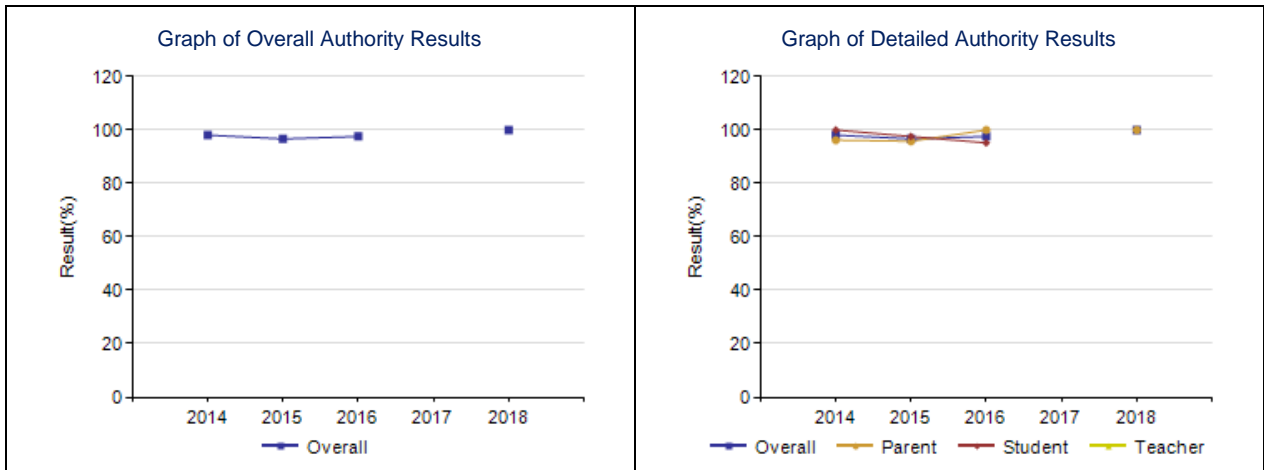
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.3	86.7	100.0	n/a	100.0	80.6	80.7	80.9	81.2	81.2
Teacher	*	*	*	*	*	88.0	88.1	88.4	88.5	88.9
Parent	93.3	86.7	100.0	*	100.0	73.1	73.4	73.5	73.9	73.4



- Notes:
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Education Quality – Measure Details

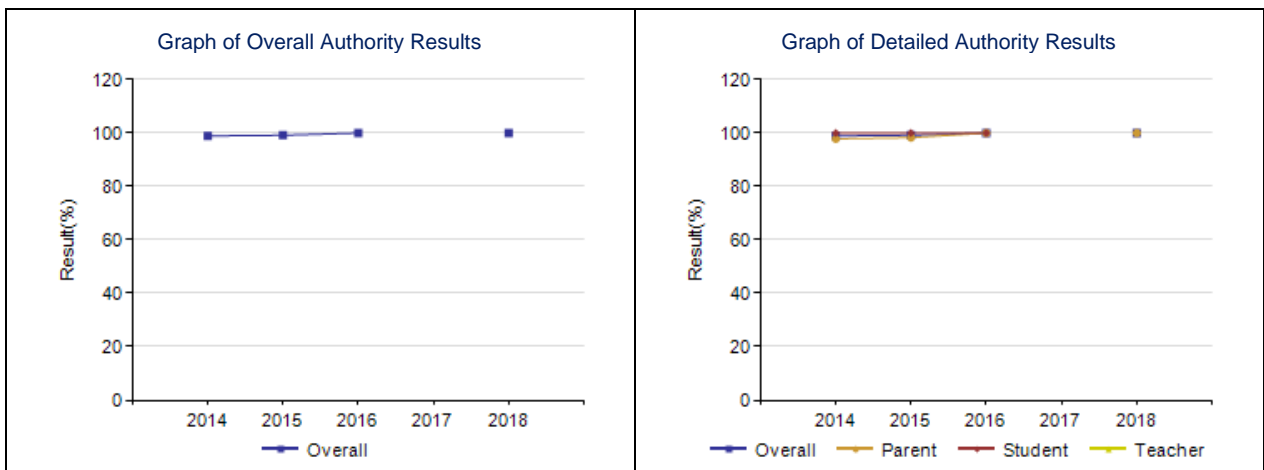
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	98.1	96.7	97.6	n/a	100.0	89.2	89.5	90.1	90.1	90.0
Teacher	*	*	*	*	*	95.5	95.9	96.0	95.9	95.8
Parent	96.2	95.8	100.0	*	100.0	84.7	85.4	86.1	86.4	86.0
Student	100.0	97.6	95.2	n/a	n/a	87.3	87.4	88.0	88.1	88.2



- Notes:
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 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.

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	98.9	99.2	100.0	n/a	100.0	89.1	89.2	89.5	89.5	89.0
Teacher	*	*	*	*	*	95.3	95.4	95.4	95.3	95.0
Parent	97.8	98.3	100.0	*	100.0	88.9	89.3	89.8	89.9	89.4
Student	100.0	100.0	100.0	n/a	n/a	83.1	83.0	83.4	83.3	82.5

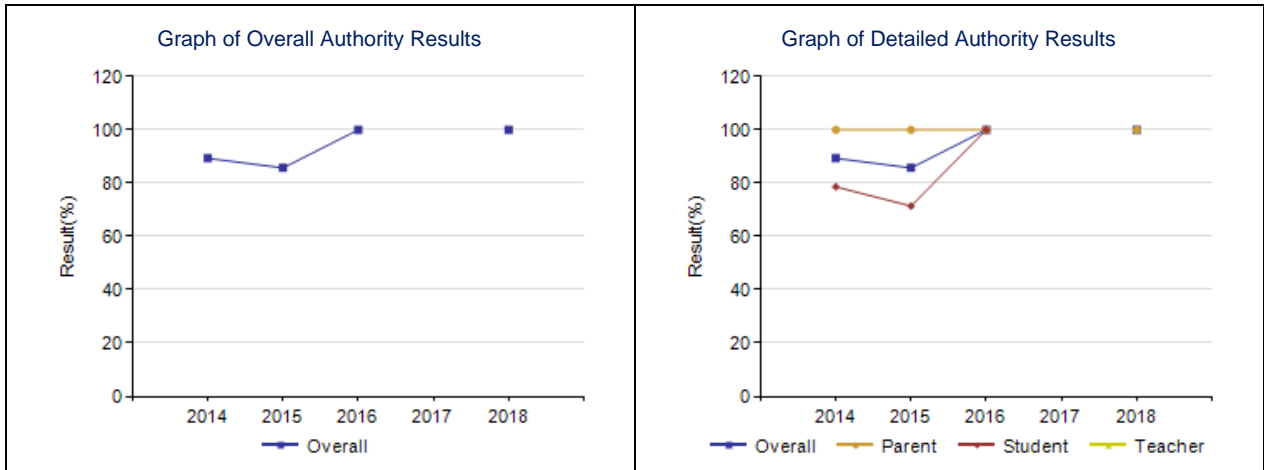


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them 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	89.3	85.7	100.0	n/a	100.0	79.8	79.6	81.2	81.4	80.3
Teacher	*	*	*	*	*	81.3	79.8	82.3	82.2	81.5
Parent	100.0	100.0	100.0	*	100.0	77.0	78.5	79.7	80.8	79.3
Student	78.6	71.4	100.0	n/a	n/a	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.