

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

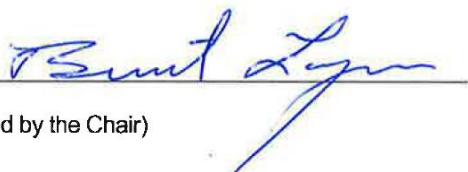
**Accountability Statement**

The Annual Education Results Report for the 2019/2020 school year and the Education Plan for the three years commencing August 26, 2019 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.

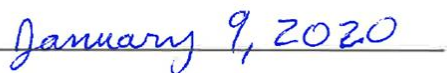
This document was developed in the context of the provincial government's business and fiscal plans.

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 2019/2020 school year and the three-year Education Plan for 2019/2022.

A handwritten signature in blue ink, appearing to read "Brent Lynn", is written over a horizontal line.

(Signed by the Chair)

A handwritten date "January 9, 2020" in blue ink is written over a horizontal line.

(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: <https://www.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 fifteen 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 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 (though it exists in some circumstances); 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, Oxbow and Maple Creek Saskatchewan, whose teachers have valid teacher Alberta certification. We offer a semester system (high school only), allowing students completing diploma examinations in tiers rather than solely in June. Some core subjects, such as Mathematics, English, and Physical Education are offered year-round as we place an emphasis on numerical and physical literacies. 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 Aurora Learning Foundation and OneSchool Global. 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 2019/20 Academic Year, where there are reimbursement programs funded and provided by the Brethren community, enticing students to fully complete the business courses to a high degree.

### 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. Students will opt to challenge themselves in -1 or -2 for their diplomas, showing a pursuit for educational excellence.

Educational technologies continue to be at the forefront of the school's vision long-term. 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 as "Zoom Rooms", a virtual classroom offered by Zoom Technologies, as well as teacher work stations with dual screens demonstrate a commitment by way of resources to optimize the teaching and learning experience. Children at this school have more choice available in selecting their electives, which has demonstrated a level of growth and opportunity in the last 3 Academic Years. However, these new possibilities bring their own strains of challenges due to small class sizes, so options still remain limited. Aurora Learning Foundation, together with OneSchool Global, is currently looking at how to continue to utilize the benefits of Zoom technology to implement virtual classrooms 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 shift within our Interaction Policy permits limitations to Physical Activity between opposing genders, though we are continually building strategies and resources to properly facilitate this and uphold curricular standards.

Now in its second successful year, our Anti-Bullying Policy and Reporting gives 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. So far, this has had a tremendously positive effect on Campus culture throughout all of our 37 Campuses in North America and the Caribbean.

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 Global promotes continual innovation results in constant growth for our school and the organization itself, and we are constantly becoming more integrated with our affiliated Campuses worldwide as we are one of the most widespread global entities in education.

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 Exhibition Projects, a OneSchool Global initiative that follows the same guidelines as British Columbia's CAPStone program:

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

## 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, especially on our diplomas in 2018-19. Students and teachers have a growing amount of resources provided by our National Curricular Team. 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 been recognized on a national scale for their accomplishments within the organization, showing a true strength in leadership and quality standards. We have a tremendous interest, appreciation and passion for STEM education amongst our staff, which in-turn transcends into our local student body. Whether it be designing content for our MakerBot 3D Printer, or adapting lessons to a gamification theme, our Campus has pushed to be hands-on, where applicable. This goes hand-in-hand with our organizational goals: to improve our NWEA MAP RIT scores.

Initiatives that have trended and continue include:

- A stronger student leadership initiative where the Student Leadership Team (SLT) 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, intramurals, 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 seasonal basis (3 per year), adding Science to our testing windows
- Self-directed learning classes are frequently incorporated into the schedule
- Semester system for high school students (primarily for electives), spreading their course load and examination requirements
- Grade 11 and 12 students pushed to complete Work Experience (by way of their Career Achievement Program: CAP)

Students have been involved in some of the implementation and planning of National initiatives with OneSchool Global, including quarterly challenges, merchandising, 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 21<sup>st</sup> Century Skills, thus promoting such successes with staff and students, alike. We have since shifted recognition to better match our core values, thus adopting the Global House System and the Global House Cup, which spans across all of our Campuses globally. Categories for success include:

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

**Combined 2019 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	94.8	89.6	87.0	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	73.1	68.8	68.8	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	96.7	95.7	95.1	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	*	*	0.8	2.6	2.3	2.9	*	*	*
	High School Completion Rate (3 yr)	n/a	*	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	73.8	73.6	73.6	*	*	*
	PAT: Excellence	*	*	n/a	20.6	19.9	19.6	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	n/a	n/a	83.6	83.7	83.1	*	*	*
	Diploma: Excellence	*	n/a	n/a	24.0	24.2	22.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	*	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	n/a	59.0	58.7	58.7	*	*	*
	Work Preparation	100.0	88.9	88.9	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	90.6	78.2	73.8	82.9	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	95.0	75.5	75.5	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	91.7	91.7	95.8	81.0	80.3	81.0	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
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 that 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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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. Our lone student in the 2018-19 Academic Year achieved an acceptable standard on their PAT examinations; some at a level of excellence.

### 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 21<sup>st</sup> 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 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	n/a	*	100%	*	*	*	100%	n/a	100%
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	n/a	*	100%	*	*	*	100%	n/a	100%

**Comment on Results**

1. Data in this section is not provided due to low enrollment at Aurora Learning Foundation
2. Our lone graduating student in the 2018-19 Academic Year achieved a level of excellence across all diplomas completed.

**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 21<sup>st</sup> 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 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 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	*	*	*	n/a		n/a	n/a	n/a	100%	100%	100%
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	n/a		n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	12.5	0.8	*	*	*		*	*	*	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
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	*	*	*	n/a		n/a	n/a	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.
3. 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	69.4	78.2	90.6	80%	Very High	Improved	Excellent	90%	92%	95%

**Comment on Results**

1. Data in this section is not provided due to low enrollment at Aurora Learning Foundation.
2. 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 are thrilled to see continual growth in this outcome, based on efforts.

**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, prevalent in our Global House Points scheme, so it is important to continue 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 21<sup>st</sup> Century Skills.

**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: First Nations, Métis, and Inuit students in Alberta are successful

[No Data for Overall FNMI Results]

### Comment on Results (OPTIONAL)

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 weekly.

### 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
9. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
10. 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.
11. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
12. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
13. 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.
14. 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 has excellent teachers, school leaders, and school authority leaders**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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	68.8	73.1	70%	Intermediate	Maintained	Acceptable	75%	80%	85%

**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, it is the students who would like to see a broader range of electives offered; staff and parents alike seem satisfied.

**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.
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. Students in grades 9-12 have been given the additional opportunity to pursue CTS options through Alberta Distance Learning Courses (ADLC) this year. 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 Four: Alberta’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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	84.4	89.6	94.8	100%	Very High	Maintained	Excellent	100%	100%	100%
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	94.4	95.7	96.7	100%	Very High	Maintained	Excellent	100%	100%	100%
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	88.9	100.0	100%	Very High	Improved	Excellent	100%	100%	100%
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 that do not have grades 10-12.)</i>	n/a	n/a	n/a	82.4	94.6	100%	n/a	n/a	n/a	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	75.5	95.0	100%	Very High	Improved	Excellent	100%	100%	100%
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	100.0	91.7	91.7	100%	Very High	Maintained	Excellent	100%	100%	100%

### 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. Goal setting with 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/TFM (Tell Them From Me) survey tool.

Budget Summary

<b>Budget Report 2019/2020</b>	
<b>REVENUES</b>	
Alberta Education (excluding Home Education)	\$85,000
Alberta Education - Home Education	\$0
<b>Total Alberta Education Revenues</b>	<b>\$85,000</b>
Other Government of Alberta	\$0
Federal Government and/or First Nations	\$0
Other Alberta school authorities	\$0
Instruction fees / Tuition fees	\$65,373
Non-instructional (O&M, Transportation, Admin fees, etc.)	\$0
Other sales and services	\$0
Interest on investments	\$0
Gifts and donations	\$435,877
Gross school generated funds	\$0
Amortization of capital allocations (where applicable)	\$0
Other (specify):	\$0
<b>TOTAL REVENUES</b>	<b>\$586,250</b>
<b>EXPENSES</b>	
Certificated salaries (excluding Home Education)	\$275,000
Certificated benefits (excluding Home Education)	\$40,000
Non-certificated salaries and wages (excluding Home Education)	\$0
Non-certificated Benefits (excluding Home Education)	\$0
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)	\$75,500
Consulting / Management Fees	\$0
Leases - Building	\$140,000
Leases - Other	\$0
Severe Disabilities / Program Unit (excluding Home Ed.)	\$0
Early Literacy (excluding Home Education)	\$0
English as a Second Language (excluding Home Ed.)	\$0
Regional Collaborative Service Delivery (excluding Home Ed)	\$0
<b>Home Education</b>	
Certificated salaries	\$0
Certificated benefits	\$0
Non-certificated salaries and wages	\$0
Non-certificated Benefits	\$0
Payment to parents of a home education student for the purchase of instructional materials	\$0
Contracts	\$0
Services and Supplies	\$0
Regional Collaborative Service Delivery	\$0
Gross school generated funds	\$0
<b>Capital and debt services</b>	
Amortization of capital assets	\$0
From restricted funds	\$0
from unrestricted funds	\$55,750
<b>Total amortization of capital assets</b>	<b>\$55,750</b>
Interest on capital debt	\$0
Other interest charges	\$0
Losses (gains) on disposal of capital assets	\$0
Other (specify):	\$0
<b>TOTAL EXPENSES</b>	<b>\$586,250</b>



### Summary of Financial Results

- Our local Board of Trustees satisfied their fundraising goals of 2018-19, and are on-track in 2019-20.

### 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 2019/2020 to 2011/2022 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 web site: <http://auroralearningfoundation.com/>

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

- Weekly Newsletters
- minimum bi-quarterly check-ins and summaries from teachers
- Quarterly check-ins from Campus Principals; Parental Meetings
- Quarterly informative webinars
- 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. Increased organizational communication is steadily being offered and distributed to all stakeholders by way of Webinars, meetings, Professional Development, etc.

### 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 2018-19 Academic Year.

Our 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. In its first official year of being formally introduced, our Campus received 3 inquiries through our Anti-Bullying reporting scheme. All matters were dealt with internally and were not escalated.

### **APPENDIX – Measure Details (OPTIONAL)**

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 Course By Course Summary With Measure Evaluation

Course		Aurora Learning Foundation Cal							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		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	29,832	86.8	30,091	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	*	*	*	2	*	n/a	n/a	16,640	87.1	16,563	88.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	14,465	76.5	14,107	74.8
	Standard of Excellence	*	*	*	1	*	n/a	n/a	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,610	86.6	22,179	85.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	20,758	77.8	20,078	80.2
	Standard of Excellence	*	*	*	1	*	n/a	n/a	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,442	83.9	22,853	85.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,525	85.7	18,929	82.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,247	87.5	9,974	85.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	85.7	9,180	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	31.2	9,180	29.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	*	*	*	*	n/a	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	*	*	*	*	n/a	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	*	*	*	*	n/a	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	*	*	*	*	n/a	65.0	64.7	65.2	66.1	66.8
<b>% Writing 4+ Exams</b>	*	*	*	*	<b>n/a</b>	<b>54.4</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>
% Writing 5+ Exams	*	*	*	*	n/a	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	*	*	*	*	n/a	13.1	13.8	13.6	13.9	14.2

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

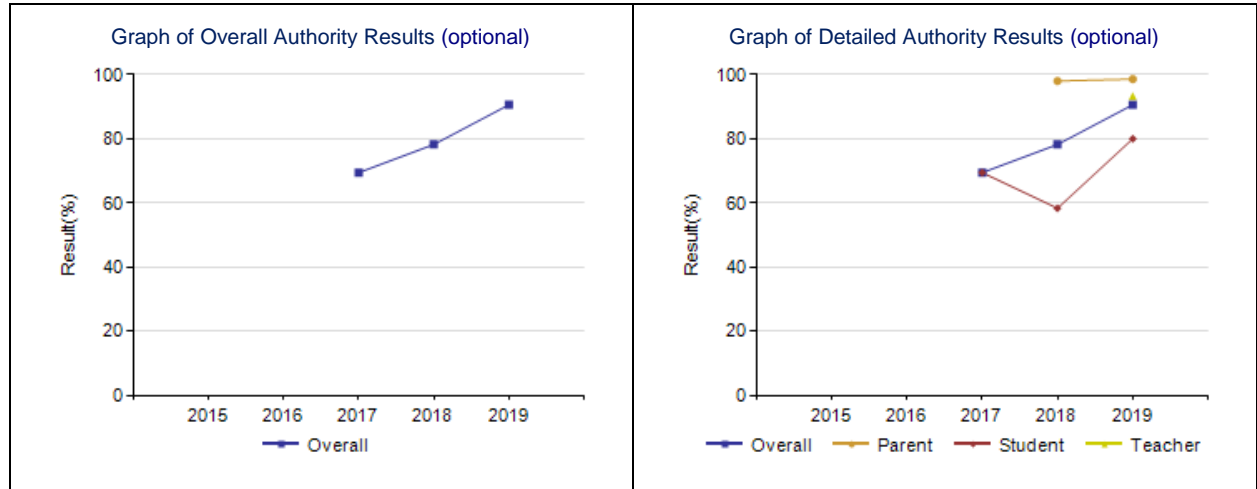
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	*	*	*	*	n/a	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	*	*	*	*	n/a	28.0	28.7	28.7	28.8	27.8
<b>Total of 1 or more English Diploma Exams</b>	*	*	*	*	<b>n/a</b>	<b>79.7</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>	<b>81.1</b>
Social Studies 30-1	*	*	*	*	n/a	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	*	*	*	*	n/a	35.2	36.7	35.8	36.4	37.1
<b>Total of 1 or more Social Diploma Exams</b>	*	*	*	*	<b>n/a</b>	<b>79.6</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>	<b>81.4</b>
Pure Mathematics 30	*	*	*	*	n/a	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	*	*	*	*	n/a	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	*	*	*	*	n/a	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	*	*	*	*	n/a	21.4	22.4	23.7	25.1	24.9
<b>Total of 1 or more Math Diploma Exams</b>	*	*	*	*	<b>n/a</b>	<b>57.0</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>	<b>59.3</b>
Biology 30	*	*	*	*	n/a	41.4	40.6	40.7	41.7	42.7
Chemistry 30	*	*	*	*	n/a	34.7	35.7	35.6	35.1	35.8
Physics 30	*	*	*	*	n/a	20.0	19.9	19.3	18.6	18.7
Science 30	*	*	*	*	n/a	12.8	14.1	15.7	16.9	17.0
<b>Total of 1 or more Science Diploma Exams</b>	*	*	*	*	<b>n/a</b>	<b>59.4</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>	<b>61.8</b>
Français 30-1	*	*	*	*	n/a	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	*	*	*	*	n/a	2.7	2.8	2.8	3.0	2.7
<b>Total of 1 or more French Diploma Exams</b>	*	*	*	*	<b>n/a</b>	<b>2.9</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>

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 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.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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.

**Citizenship – Measure Details**

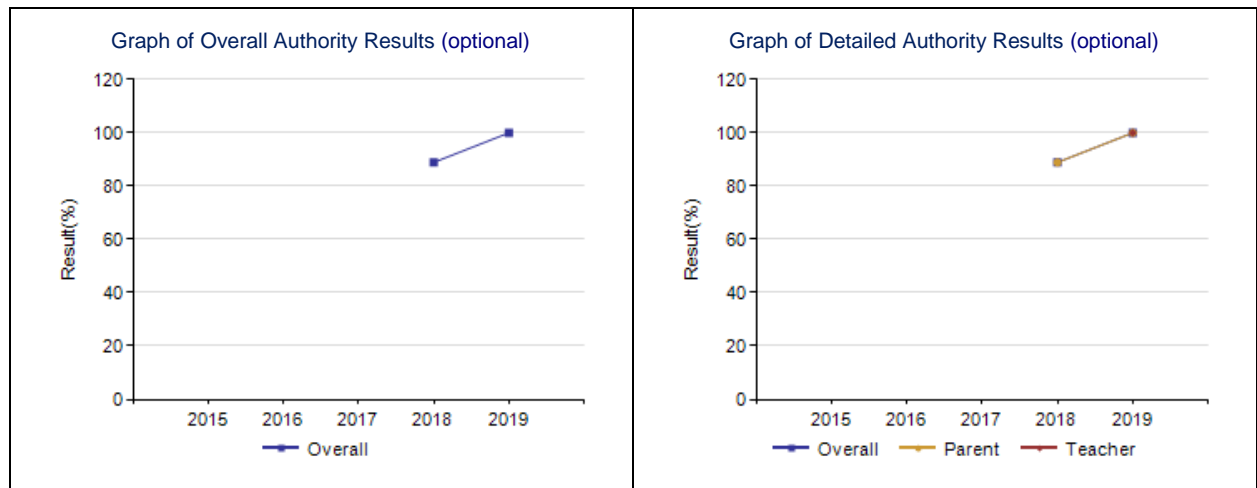
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	69.4	78.2	90.6	83.5	83.9	83.7	83.0	82.9
Teacher	n/a	n/a	*	*	93.3	94.2	94.5	94.0	93.4	93.2
Parent	n/a	n/a	*	98.0	98.6	82.1	82.9	82.7	81.7	81.9
Student	n/a	n/a	69.4	58.3	80.0	74.2	74.5	74.4	73.9	73.5



- 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.

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	88.9	100.0	82.0	82.6	82.7	82.4	83.0
Teacher	n/a	n/a	*	*	100.0	89.7	90.5	90.4	90.3	90.8
Parent	n/a	n/a	*	88.9	100.0	74.2	74.8	75.1	74.6	75.2

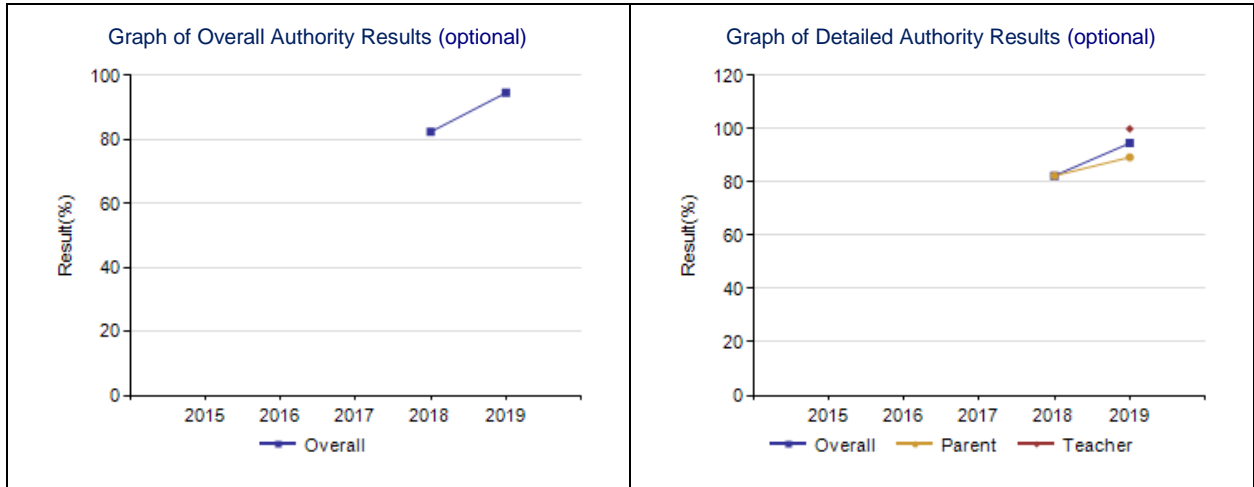


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Lifelong Learning – Measure Details**

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	82.4	94.6	70.0	70.7	71.0	70.9	71.4
Teacher	n/a	n/a	*	*	100.0	76.0	77.3	77.3	77.8	78.8
Parent	n/a	n/a	*	82.4	89.3	64.0	64.2	64.8	64.0	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 (\*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Aurora Learning Foundation Cal							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	1	*	n/a	n/a	54,820	83.2	49,573	82.9
	Standard of Excellence	*	*	*	1	*	n/a	n/a	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	*	*	*	1	*	n/a	n/a	54,778	72.5	49,502	71.5
	Standard of Excellence	*	*	*	1	*	n/a	n/a	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	*	*	*	1	*	n/a	n/a	54,879	77.6	49,520	77.9
	Standard of Excellence	*	*	*	1	*	n/a	n/a	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	*	*	*	1	*	n/a	n/a	54,802	76.2	49,511	73.1
	Standard of Excellence	*	*	*	1	*	n/a	n/a	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	47,465	75.1	45,363	76.6
	Standard of Excellence	*	*	*	1	*	n/a	n/a	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	46,764	60.0	44,959	64.7
	Standard of Excellence	*	*	*	1	*	n/a	n/a	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	47,489	75.2	45,363	74.6
	Standard of Excellence	*	*	*	1	*	n/a	n/a	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	47,496	68.7	45,366	66.1
	Standard of Excellence	*	*	*	1	*	n/a	n/a	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 année	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
K&E English Language Arts 9	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 année	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
K&E Mathematics 9	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
K&E Science 9	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
K&E Social Studies 9	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**

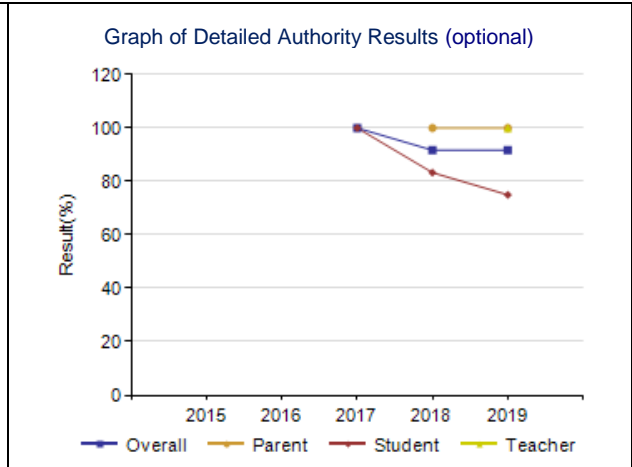
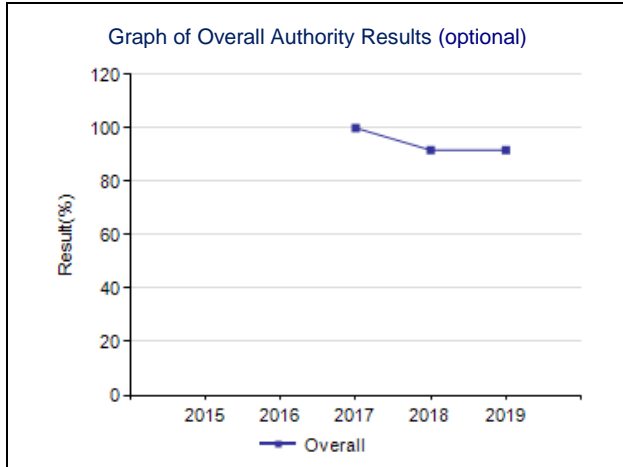
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	100.0	91.7	91.7	79.6	81.2	81.4	80.3	81.0
Teacher	n/a	n/a	*	*	100.0	79.8	82.3	82.2	81.5	83.4
Parent	n/a	n/a	*	100.0	100.0	78.5	79.7	80.8	79.3	80.3
Student	n/a	n/a	100.0	83.3	75.0	80.7	81.5	81.1	80.2	79.4



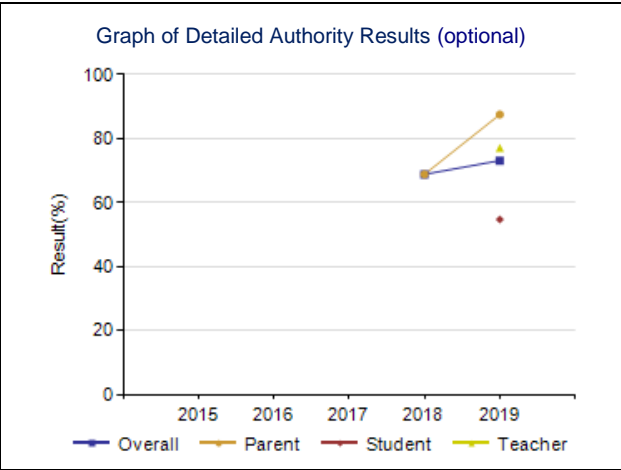
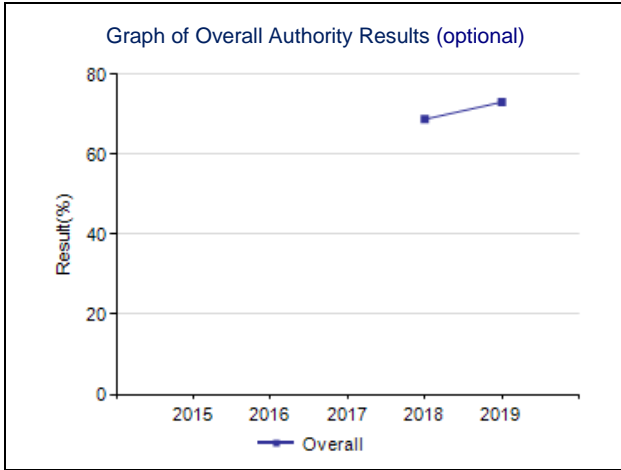
Notes:

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.

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	68.8	73.1	81.3	81.9	81.9	81.8	82.2
Teacher	n/a	n/a	*	*	77.1	87.2	88.1	88.0	88.4	89.1
Parent	n/a	n/a	*	68.8	87.5	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	54.7	76.9	77.5	77.7	77.2	77.4



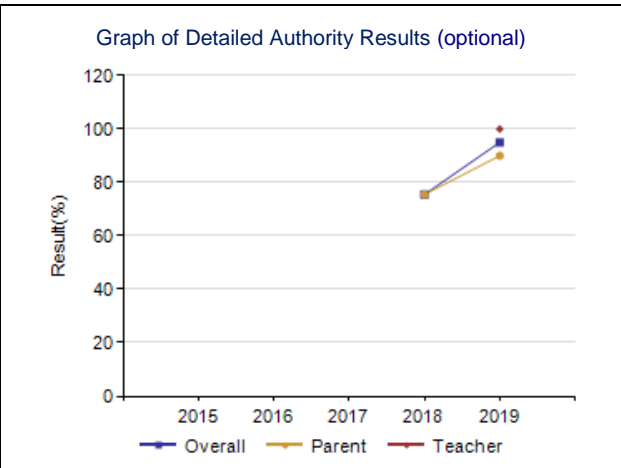
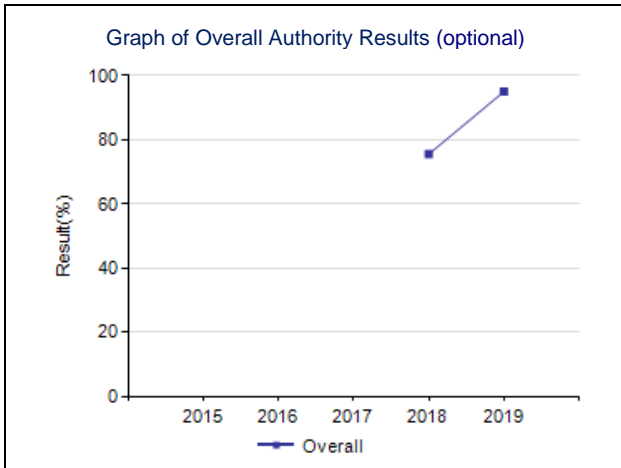
Notes:

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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.

**Parental Involvement – Measure Details**

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	75.5	95.0	80.7	80.9	81.2	81.2	81.3
Teacher	n/a	n/a	*	*	100.0	88.1	88.4	88.5	88.9	89.0
Parent	n/a	n/a	*	75.5	90.0	73.4	73.5	73.9	73.4	73.6



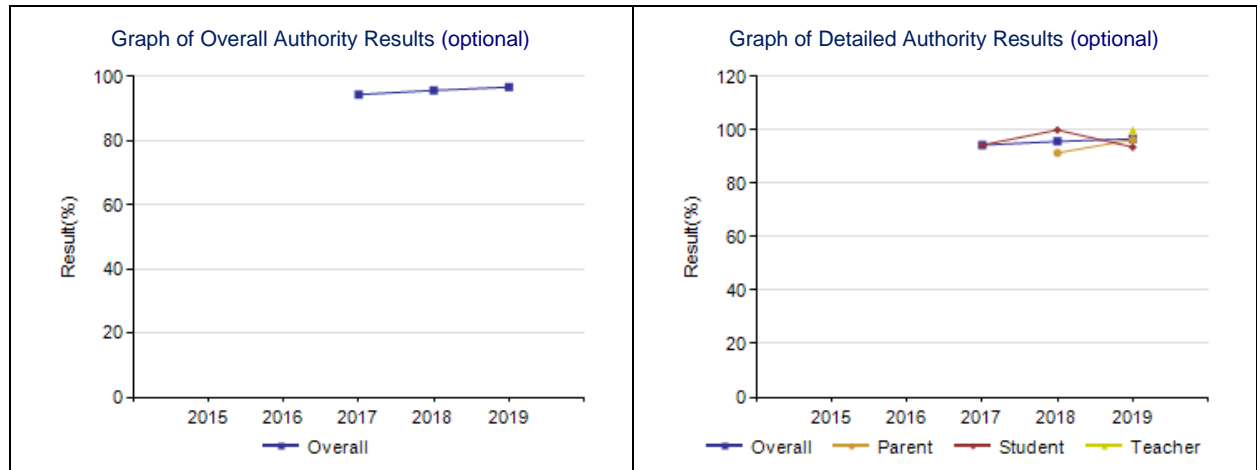
Notes:

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

**Education Quality – Measure Details**

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	94.4	95.7	96.7	89.5	90.1	90.1	90.0	90.2
Teacher	n/a	n/a	*	*	100.0	95.9	96.0	95.9	95.8	96.1
Parent	n/a	n/a	*	91.4	96.4	85.4	86.1	86.4	86.0	86.4
Student	n/a	n/a	94.4	100.0	93.6	87.4	88.0	88.1	88.2	88.1



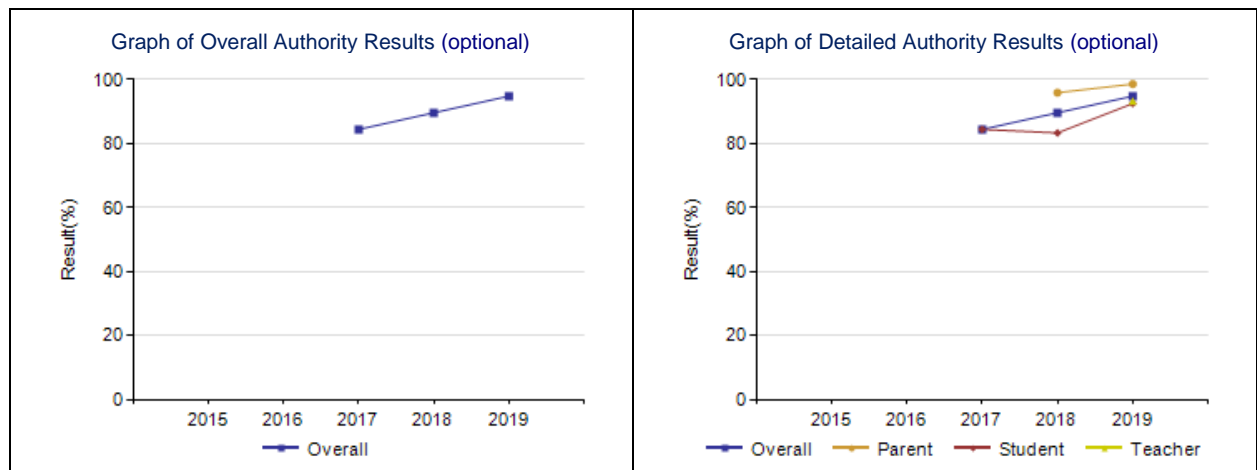
Notes:

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.

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	84.4	89.6	94.8	89.2	89.5	89.5	89.0	89.0
Teacher	n/a	n/a	*	*	93.3	95.4	95.4	95.3	95.0	95.1
Parent	n/a	n/a	*	95.9	98.6	89.3	89.8	89.9	89.4	89.7
Student	n/a	n/a	84.4	83.3	92.5	83.0	83.4	83.3	82.5	82.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.