

2006 ACCOUNTABILITY PILLAR: SUMMARY OF RESULTS

The overall results contained in this report convey an exceptionally positive story and demonstrate a continuation of the Calgary Board of Education's strong improvement trends.

BACKGROUND

Context

Alberta Education implemented the Renewed Funding Framework for jurisdictions in 2003, based on three pillars: flexibility, accountability and funding. The Accountability Pillar places emphasis on achieving outcomes, reporting results and using these results for informed decision-making with the purpose of improving programs and student results in subsequent years. Jurisdiction performance is measured, evaluated and reported by comparing current results against past performance (improvement) and provincial standards (achievement) on a common set of measures for all jurisdictions, using a common evaluation methodology developed by Alberta Education.

Data Provided

There are three kinds of data provided in the Accountability Pillar Results Report:

- Five measures related directly to **student outcomes**: high school completion rates, drop out rate, Rutherford Scholarship eligibility rate, post-secondary transition rates and Diploma Examination participation rate (new measure for 2006).
- Seven measures of **satisfaction** taken from the Accountability Pillar Survey.
 - Note: Satisfaction data was collected on a total of 11 measures, two of which are reported as Alberta Commission on Learning (ACOL) measures, and two of which are no longer considered part of the Accountability Pillar. Satisfaction with Preparation for Lifelong Learning has been replaced with the Post-Secondary Transition Rate and Satisfaction with Access to Programs for Children at Risk with the Drop Out Rate.
- Four **student achievement** measures: Provincial Achievement Tests (acceptable standard and standard of excellence) and Diploma Examination results (acceptable standard and standard of excellence). **This report does not contain any updated data on these particular achievement measures.**

Overview of Measures and Evaluation

The CBE's current performance in these measures is reported in seven categories and is evaluated against two criteria: achievement and improvement. Each measure and category for which there are sufficient historical data (4 or more years) has been rated by Alberta Education using a five-point scale. The provincial achievement evaluation scale ranges from Very High to Very Low. The provincial improvement scale ranges from Improved Significantly to Declined Significantly. The overall evaluation scale used by the province ranges from Excellent to Concern for all measurement categories with sufficient data. Results are calculated and provided to school jurisdictions each year on the Extranet: first, in May for use in the Three-Year Education Plan and again in

September when the new year of Achievement Test and Diploma Examination results are available for use in the Annual Education Results Report.

In addition, for the first time, school level results will be made available to Principals and Area Directors for each measure. This school level data will assist both schools and Areas with their renewal processes.

Satisfaction survey measures provide useful data for monitoring the Educational Ends and Executive Limitations policies (Attachment 1) adopted on May 3, 2005.

ANALYSIS

The CBE's results reported in the Accountability Pillar Overall Summary are outstanding (Attachment 2). Three significant trends emerge:

- On each of the 12 measures for which there are new data the current year's results exceeded those of the previous year.
- On the eight measures for which there are sufficient data to evaluate achievement and improvement, the CBE has improved significantly over the previous three-year average on seven measures and has maintained its standard of achievement on the remaining measure. It is also commendable that the current level of achievement for these measures ranges from "intermediate" to "very high".
- Of the eight measures evaluated, six had an overall evaluation of "good". One measure was reported as "excellent" and one as "acceptable". No measures were considered to be an "issue" or "concern".

The most recent data provided by Alberta Education present Student Outcome results and Accountability Pillar Survey results.

1. Student Outcome Results

Attachment 3 provides definitions of each of the five student outcome measures while Attachments 4, 5, 6 and 7 provide graphs of data for each of the measures. A summary of the data indicates that:

- The CBE's 3-year High School Completion rates have increased from 68.6% to 70.3% (+1.7%) over the previous year's results and have improved significantly from the previous 3-year average of 66.7% (up 3.6%). The 5-year rates have also increased from 74.0% to 75.1% (+1.1%) and have improved from the previous 3-year average of 72.9% (up 2.2%).
- Dropout Rates have decreased from 5.7% to 5.0% (-0.7%) and have improved significantly from the previous 3-year average of 6.4% (down 1.4%).
- High School to Post-Secondary Transition Rates have increased from 36.2% to 37.9% (+1.7%) and have improved significantly from the previous 3-year average of 33.9% (up 4.0%).
- Rutherford Scholarship Eligibility Rates have increased from 35.2% to 38.3% (+3.1%) and have improved significantly from the previous 3-year average of 33.8% (up 4.5%).

- Diploma Examination Participation rates have increased from 55.2% to 57.4% (+2.2%) and have increased from the previous 3-year average of 54.2% (up 3.2%). Because this is a new measure, the summary report does not provide an evaluation. However, by applying the same evaluation methodology to this data, CBE achievement is “high” for achievement, “improved” for improvement and “good” for the overall evaluation.

The above student outcome measures indicate steady, significant improvement and validate the CBE’s continued focus on data-driven planning and decision making is aligned with student outcomes.

2. Accountability Pillar Survey Results

Accountability Pillar Surveys were administered in mid-February to mid-March 2006 to grades 4, 7 and 10 students, their parents and all teachers. The student and teacher surveys were administered electronically within the Calgary Board of Education. Alberta Education mailed parent surveys directly to homes.

Parents and teachers were asked 35 closed-response questions. There were 17 questions for the grade 4 students and 31 questions for the grade 7 and 10 students. Some of the questions asked respondents to rate their responses from “very good to very poor or don’t know” and others asked them to rate their responses “strongly agree to strongly disagree or don’t know”. All items on the surveys were fixed-response. No open-ended questions were offered. Alberta Education grouped these questions into seven Accountability Pillar measures. See Attachment 8 for survey results over the past three years.

The CBE’s 2006 Accountability Pillar survey results demonstrate continued steady improvement in levels of satisfaction when compared to last year’s results. Survey measure results were not evaluated as four or more years of data have not been collected. Therefore the evaluation in Attachment 2 is “n/a”.

The seven Accountability Pillar Survey measures of satisfaction and the overall results compared to last year are:

- A.1b: Program of Studies: Increased from 77.7% to 79.3% (+1.6%)
- A.4: Education Quality: Increased from 84.5% to 86.7% (+2.2%)
- A.6: Citizenship: Increased from 73.6% to 75.4% (+1.8%)
- A.8: Work Preparation: Increased from 71.9% to 74.4% (+2.5%)
- B.4: Safe and Caring: Increased from 81.7% to 83.5% (+1.8%)
- C.1: Parent Involvement: Increased from 73.4% to 75.2% (+1.8%)
- E.2: School Improvement: Increased from 71.7% to 75.1% (+3.4%)

Improvements in overall results ranged from 1.6% to 3.4% with the greatest satisfaction improvement shown in Measure E.2 School Improvement: Percentages of teachers and parents indicating that their schools and schools in their jurisdiction have improved or stayed the same the last 3 years.

In addition to these seven Accountability Pillar Survey measures, results are reported for two measures derived from Alberta Commission on Learning (ACOL) recommendations. These are:

- Satisfaction with Program Access: Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
 - o Increased from 65.1% to 66.3% (+1.2%)
- Satisfaction with Jurisdiction In-Service Opportunities: Percentage of teachers reporting that in the past three to five years the professional development and in-serviceing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
 - o Increased from 71.9% to 76.1% (+4.2%)

Detailed Analysis by Respondent Group (Parents, Students, Teachers)

Attachment 8 and Attachment 9, Graph 1 show the breakdown of the Accountability Pillar Survey measures by respondent group for the last three years.

Overall satisfaction has improved steadily from 2004 to current results (Attachment 9, Graph 1). For the current year (Attachment 9, Graph 2) teachers report being more satisfied than parents on six of seven measures and also more satisfied than students on four of five measures (students were not asked to respond to Measures A.8 and C.1). Parents are more satisfied than students on three of five measures.

Analysis of specific questions and the results for each group reveal that:

- Parent and teacher satisfaction has improved on all seven measures when compared to previous years' results.
- Student satisfaction has improved on all five measures when compared to previous years' results.
- Grade 4 students were more satisfied than grade 7 and grade 10 students. Grade 7 students were more satisfied than grade 10 students (Attachment 10, Graph 3).

Other significant findings are:

- Parents continue to strongly endorse the CBE's provision of a broad program of studies for their children. When looking at questions that make up Measure A.1.b Program of Studies, it is significant to note that 88% of parents are satisfied or very satisfied with the variety of subjects available to their child at school.
- The CBE is continuing to provide students with quality learning experiences. Within Measure A.4 Education Quality, 85% of parents are satisfied or very satisfied with the quality of education their children are receiving at school and 90% of parents and students are satisfied or very satisfied with the quality of teaching at their school.
- School support for the achievement of Ends 3, 4 and 5 is evident. While the overall satisfaction for Measure A.6 Citizenship is 75%, one question within the measure indicates that 88% of parents and students agree or strongly agree that students are encouraged to try their best.

- A need exists for communication around the many ways the CBE prepares students for the world of work. Unlike all other measures, Measure A.8 Work Preparation asks only one question relating to students being taught the attitudes and behaviours needed to be successful at work. There is a significant discrepancy between parent and teacher responses to this question; only 60% of parents as compared to 89% of teachers are in agreement with this measure.
- Another discrepancy between teacher and parent responses is found in Measure C.1 Parental Involvement, with 65% of parents satisfied as compared to 86% of teachers. Further analysis of parents' responses to questions in this measure reveals that 71% are satisfied with opportunities to be involved in decisions about their child's education, but only 49% report being involved in those decisions. This does not necessarily reflect dissatisfaction with this measure.
- Schools are making the right decisions regarding student safety. Eighty-four percent (84%) of parents, students and teachers agree or strongly agree that children are safe at school (Measure B.4 Safe and Caring). Support for school initiatives regarding safety continues to be a focus for all stakeholders.
- Parents and students were generally more satisfied with school improvement than teachers. For the second year in a row, Measure E.2 School Improvement has shown the greatest gain in overall satisfaction of any of the survey measures. The most significant increases were in parent and teacher satisfaction.

CONCLUSION

The overall results of the Accountability Pillar convey an exceptionally positive story and demonstrate the continuation of Calgary Board of Education's strong improvement trends. The student outcome measures provide valid and reliable evidence that, by objective standards, the CBE is continuing to build on its high standard of academic achievement and focus on meeting the needs of all students. Stakeholder satisfaction has also increased, confirming that public confidence and support for the Calgary Board of Education is continuing to grow.

The data in this report affirm our commitment to improving and providing quality educational opportunities for all students. These results authenticate the ongoing work in all Calgary Board of Education schools, departments and service units focused on our core values of: students come first, learning is our central purpose and public education serves the common good.

The student outcome results and levels of satisfaction outlined in this report are a tribute to students for their excellent achievements, parents for their strong support, trustees for their clear focus and direction, and to all Calgary Board of Education staff for their dedicated service, professional expertise and commitment to students.

Dr. Brendan J. Croskery
Chief Superintendent of School

Goal	Measure Category	Measure Category Evaluation	Measure	Jurisdiction Results			Provincial Results			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	83.5	81.7	n/a	84.5	83.1	n/a	n/a	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	79.3	77.7	n/a	78.1	76.7	n/a	n/a	n/a	n/a
			Education Quality	86.7	84.5	n/a	87.7	86.1	n/a	n/a	n/a	n/a
			Drop Out Rate	5.0	5.7	6.4	4.9	5.3	5.7	Intermediate	Improved Significantly	Good
			High School Completion Rate (3 yr)	70.3	68.6	66.7	70.4	69.3	67.6	Intermediate	Improved Significantly	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	78.5	79.2	78.5	77.0	77.5	77.5	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades 10-12)	n/a	PAT: Excellence	20.2	19.8	19.4	19.4	19.5	19.1	Intermediate	Improved Significantly	Good
			Diploma: Acceptable	87.7	87.7	86.7	85.7	85.8	85.0	Intermediate	Improved Significantly	Good
			Diploma: Excellence	27.2	26.5	24.6	23.0	22.2	21.1	Very High	Improved Significantly	Excellent
			Diploma Exam Participation Rate (4+ Exams)	57.4	55.2	54.2	53.5	52.4	51.3	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate	38.3	35.2	33.8	35.3	33.8	32.5	High	Improved Significantly	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (4 yr)	37.9	36.2	33.9	37.0	34.0	32.9	High	Improved Significantly	Good
			Work Preparation	74.4	71.9	n/a	77.1	74.9	n/a	n/a	n/a	n/a
			Citizenship	75.4	73.6	n/a	76.8	75.3	n/a	n/a	n/a	n/a
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	75.2	73.4	n/a	77.8	76.1	n/a	n/a	n/a	n/a
	Continuous Improvement	n/a	School Improvement	75.1	71.7	n/a	76.9	73.9	n/a	n/a	n/a	n/a

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL measure	ACOL measure	Satisfaction with Program Access	66.3	65.1	n/a	68.5	67.2	n/a
		Inservice Jurisdiction Needs	76.1	71.9	n/a	78.3	76.5	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6,9), Francais (Grades 6,9).
- 2) Student Learning Achievement: Diploma Values reported are averages of DIP Acceptable and DIP Excellence results, weighted by the number of students enrolled in each course.
- 3) Jurisdiction/Provincial Previous 3 year averages: Measures without enough data to calculate this average have been marked as 'n/a'.
- 4) Evaluations of improvement can only be calculated if there are 4 or more years of data. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 5) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.
- 6) As the Diploma Exam Participation Rate information is new, it is presented in this report, but is not evaluated, pending discussion with jurisdiction representatives at Zone meetings. It is expected that this measure will be evaluated in subsequent Accountability Pillar reports.

CBE Ends/ Executive Limitations and Accountability Pillar Measures

E-2: Academic Success: Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.

- ❑ Measure A.1b: 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.
- ❑ Measure A.8: Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- ❑ Student Outcome Measures: High school completion rates, dropout and return rates, transition rates, Rutherford scholarship eligibility rates, provincial achievement test and diploma exam results.

E-3: Citizenship: Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.

- ❑ Measure A.1b: 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.
- ❑ Measure A.4: Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- ❑ Measure A.6: Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- ❑ Measure B.4: 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 at school.

E-4: Personal Development: Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.

- ❑ Measure A.1b: 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.
- ❑ Measure A.4: Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- ❑ Measure A.6: Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

E-5: Character: Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.

- ❑ Measure A.6: Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- ❑ Measure B.4: 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 at school.

EL-4: Treatment of Parents and Citizens.

- ❑ Measure C.1: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

EL-6: Instructional Program

- ❑ Measure B.4: 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 at school.
- ❑ Measure E.2: Percentages of teachers and parents indicating that their schools and schools in their jurisdiction have improved or stayed the same the last three years.

Student Outcomes Measures Definitions

High School Completion, High School to Post-Secondary Transition, and Diploma Examination Participation Rates are all based on the Grade 10 Cohort. This cohort is established each year and remains in place in subsequent years. It consists of all first-time Grade 10 students whom the government of Alberta has a responsibility to educate and who can reasonably be expected to complete high school (in the case of the Completion rate), and have the capacity to pursue post-secondary education (in the case of the Transition rate).

High School Completion Rate: Students from the Grade 10 Cohort can achieve high school completion status through a variety of means. The majority are credentialed completers, earning a High School Diploma, High School Equivalency Diploma (GED) or a Certificate of Achievement for completion of the Integrated Occupational Program (IOP). Students who leave school without one of the above credentials but who have earned credits in high school courses that enable them to continue into post-secondary or apprenticeship programs are considered non-credentialed completers. Students who are not considered high school completers are either continuers or leavers. Statistics Canada data indicates that 90% of Albertans between the ages of 25 – 34 have completed high school.

High School to Post-Secondary Transition Rate: Students from the Grade 10 Cohort are counted as post-secondary students if they are registered in a post-secondary-level program at an Alberta post-secondary institution or if they are registered in an apprenticeship program in Alberta. Although Alberta Education does not specifically track Alberta students who participate in post-secondary programs outside of Alberta, an estimate of the number of students who have left the province to pursue post-secondary education is factored into this rate.

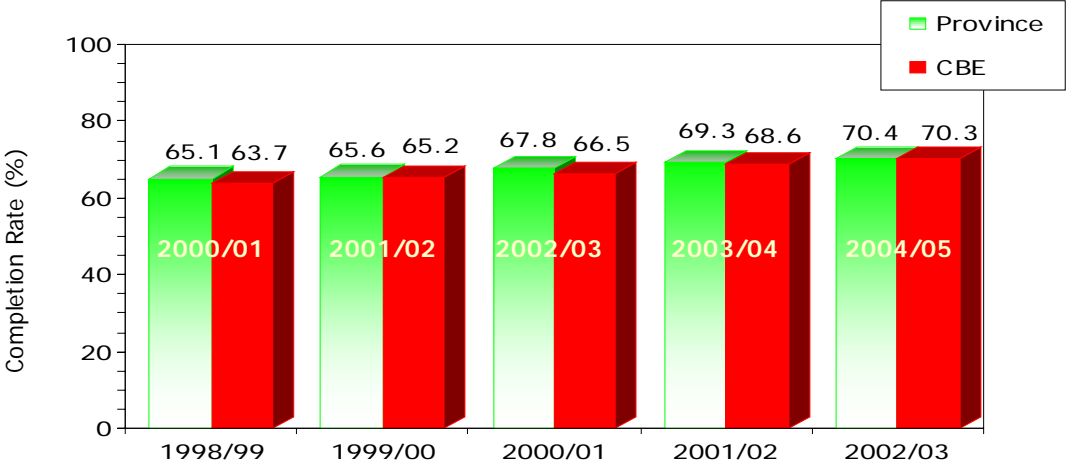
Diploma Examination Participation Rate: Students from the Grade 10 Cohort are included in the diploma examination participation rate if they have written 4 or more diploma examinations within 3 years of starting Grade 10. Any one examination in each of English, Francais, Mathematics and Social Studies subject areas is considered, as are Biology 30, Chemistry 30, Physics 30 and Science 30.

Rutherford Scholarship Measure: Grade 12 students in each school year whose marks in eligible courses in Grades 10, 11 or 12 meet the criteria for the Alexander Rutherford Scholarship for at least one grade during high school are eligible for the scholarship. The criteria are that a student must have achieved an 80% average or higher in 5 of the courses specified at the Grade 10, 11 or 12 level.

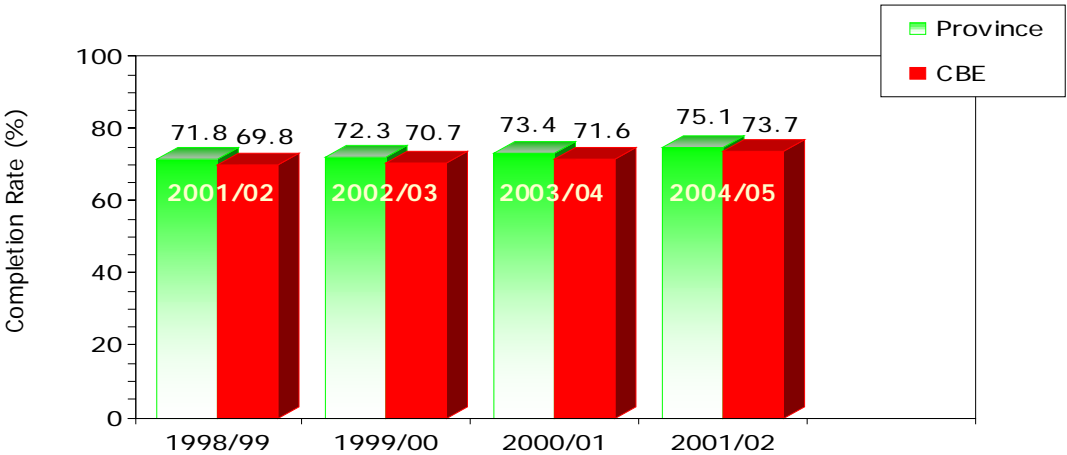
Dropout and Returning Rates: Students aged 14 to 18 on September 30th of a given school year are considered to have dropped out if they are not in the learning system in the subsequent school year and have not completed high school. Students who dropped out but returned to the learning system the following year are included in the Returning Rate.

HIGH SCHOOL COMPLETION RATES

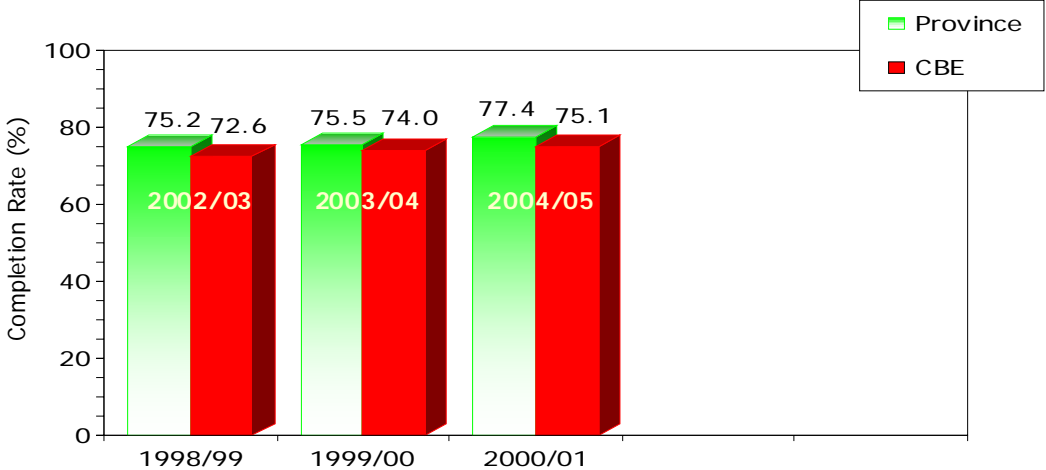
Based on Tracking Grade 10 Students for 3 Years



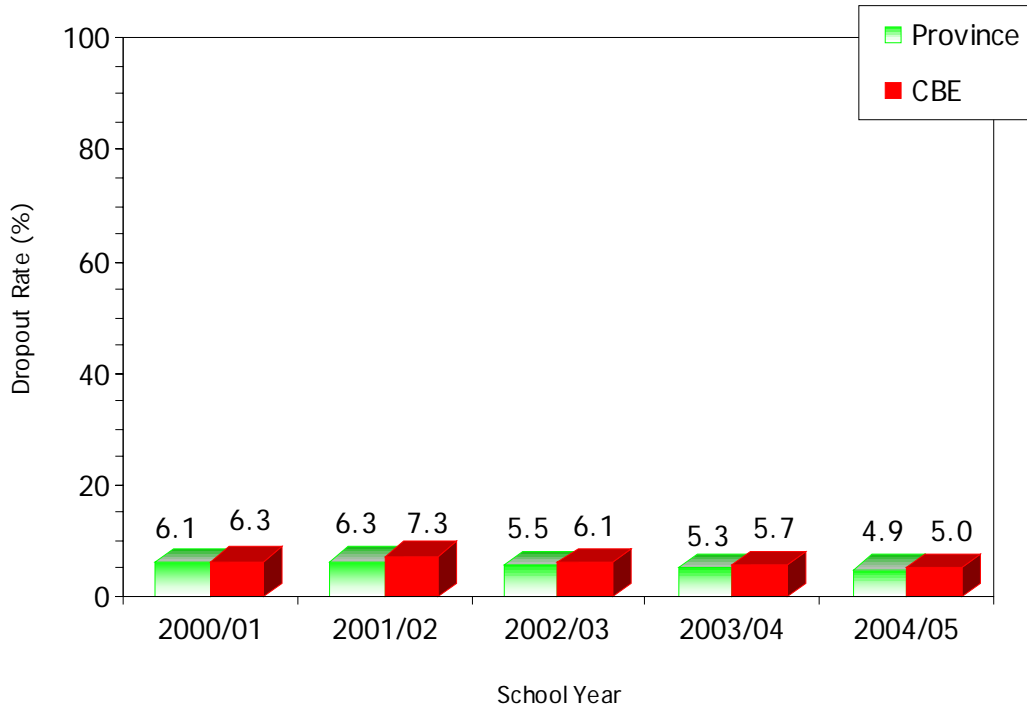
Based on Tracking Grade 10 Students for 4 Years



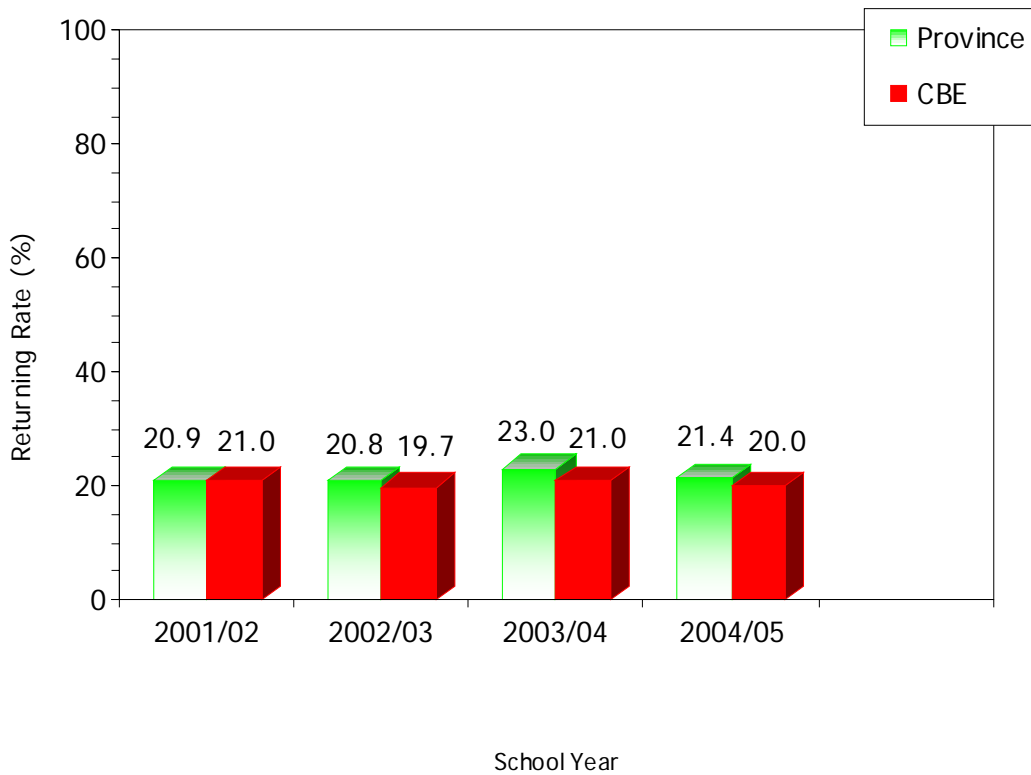
Based on Tracking Grade 10 Students for 5 Years



ANNUAL DROPOUT RATES (Youth Aged 14 to 18 Years)

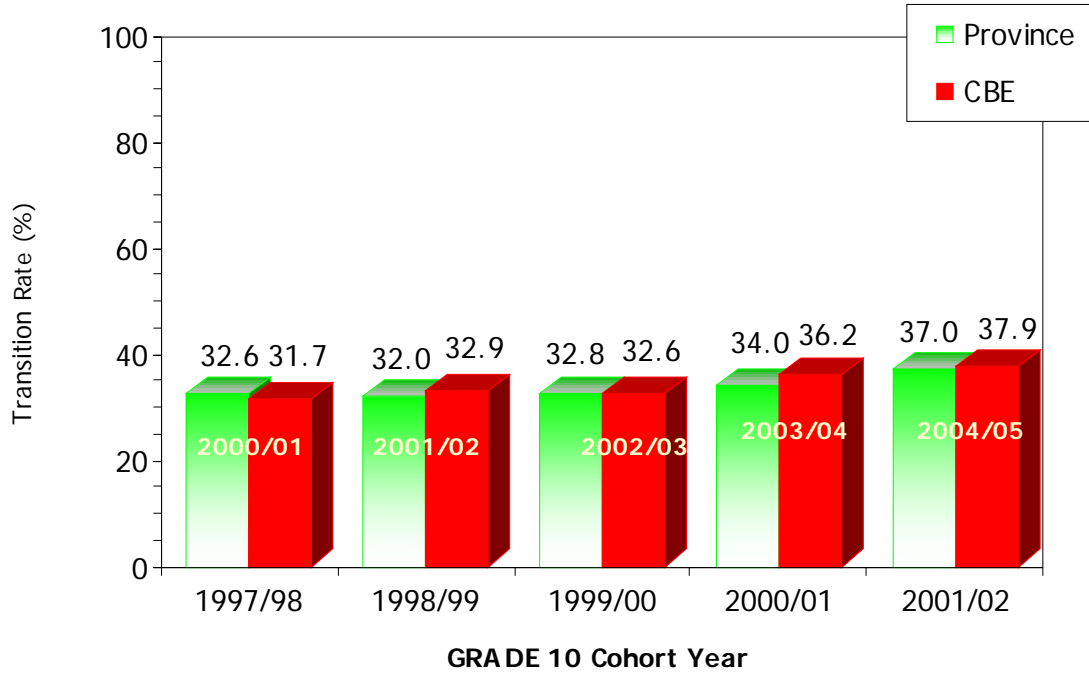


ANNUAL RETURNING RATES (Youth Who Dropped Out in the Previous Year)

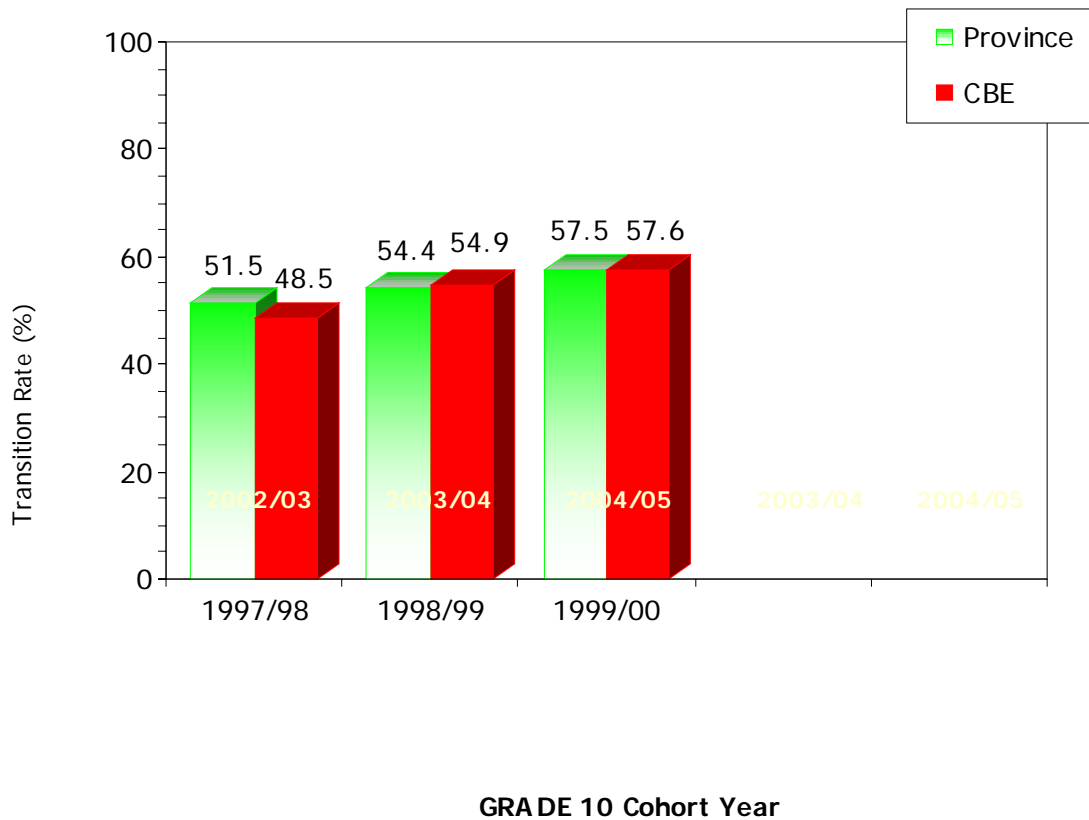


HIGH SCHOOL TRANSITION RATES

Based on Tracking Grade 10 Students for 4 Years



Based on Tracking Grade 10 Students for 6 Years



RUTHERFORD SCHOLARSHIP

Proportion of Grade 12 Students Eligible to Receive the Scholarship during High School

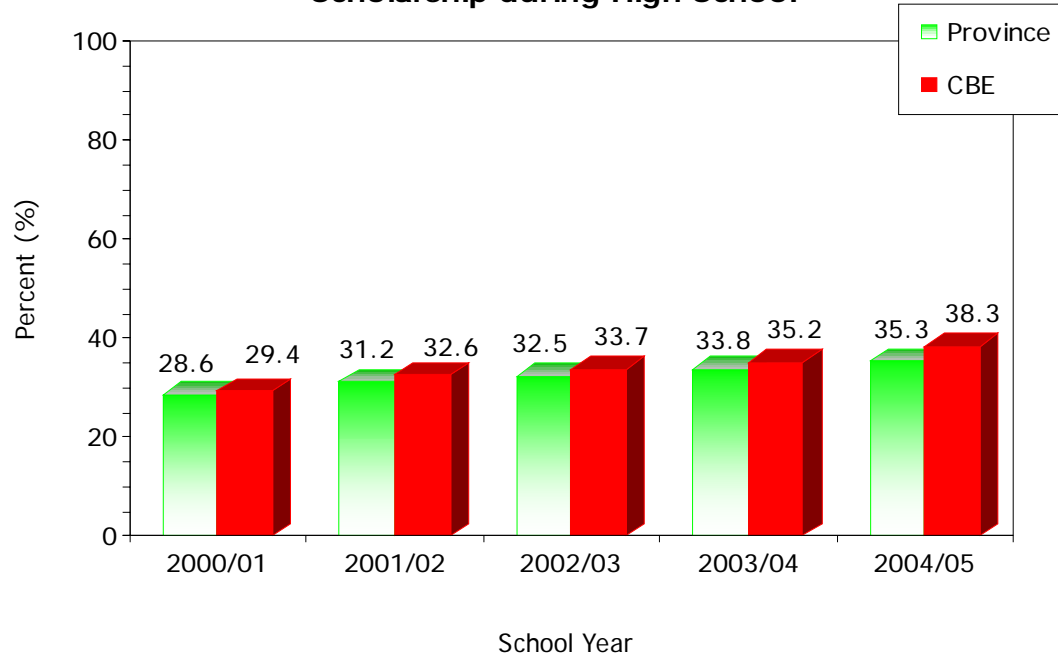
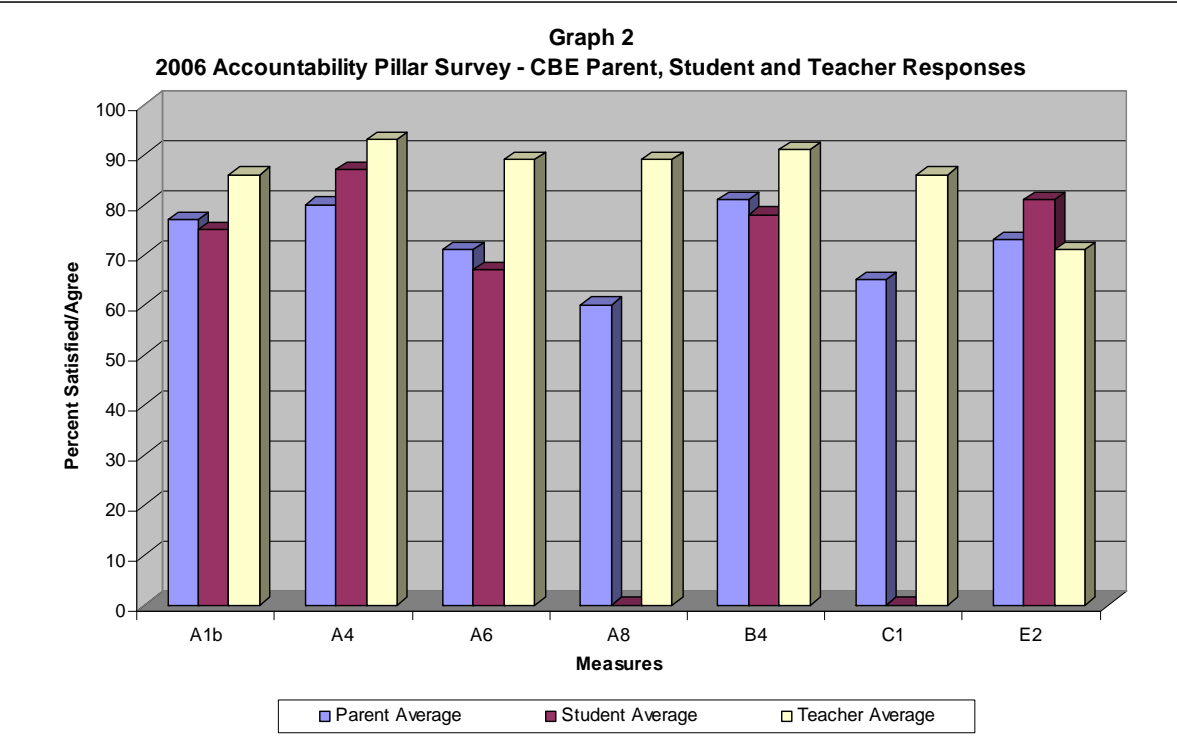
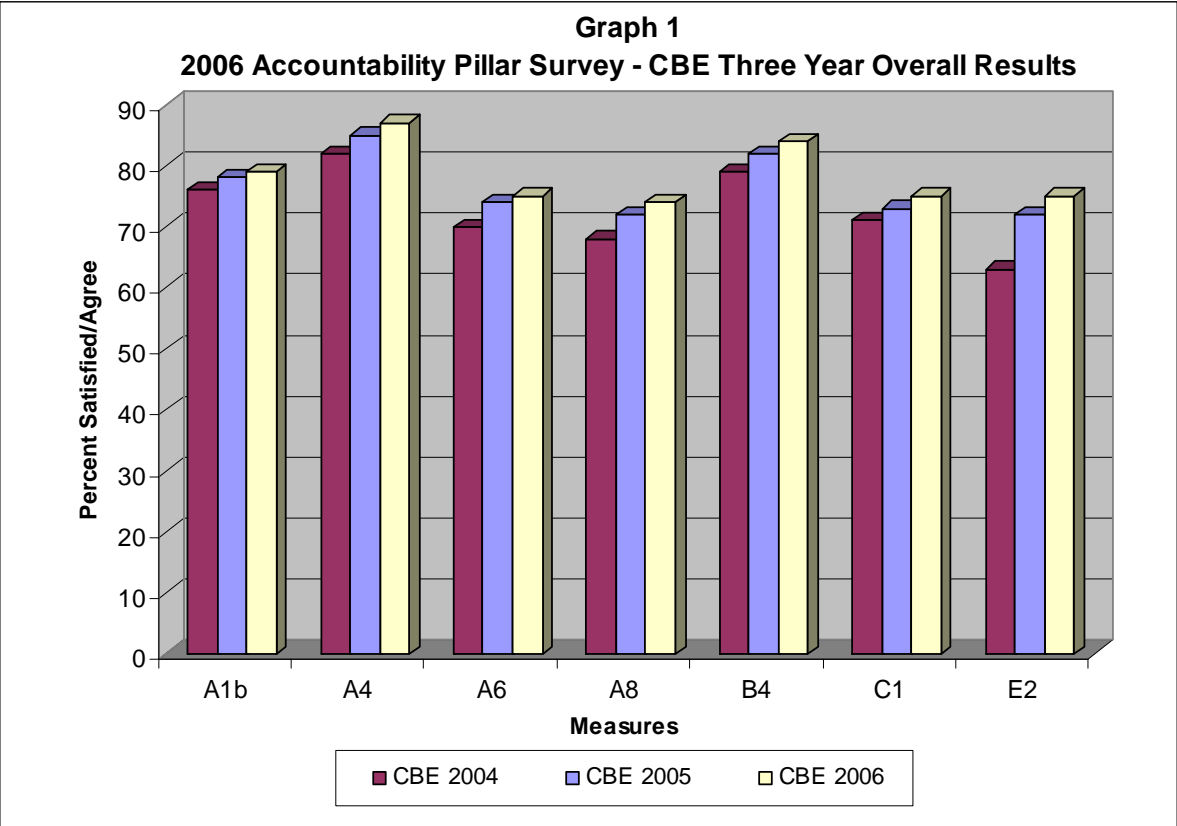


Table 2
Accountability Pillar Survey Results

		Overall Average			Parent Average			Student Average			Teacher Average		
		2004 %	2005 %	2006 %	2004 %	2005 %	2006 %	2004 %	2005 %	2006 %	2004 %	2005 %	2006 %
Measure A.1b Program of Studies													
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.	CBE	76	78	79	75	76	77	71	74	75	82	83	86
	Prov.	76	77	78	75	75	77	69	72	73	84	84	85
Measure A.4 Education Quality													
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	CBE	82	85	87	74	77	80	84	86	87	88	91	93
	Prov.	84	86	88	77	79	82	83	86	87	93	94	95
Measure A.6 Citizenship													
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	CBE	70	74	75	65	68	71	63	66	67	81	87	89
	Prov.	72	75	77	68	70	72	63	66	68	86	90	90
Measure A.8 Work Preparation													
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	CBE	68	72	74	52	58	60	N/A	N/A	N/A	84	86	89
	Prov.	72	75	77	57	61	65	N/A	N/A	N/A	87	89	90
Measure B.4 Safe and Caring													
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 at school.	CBE	79	82	84	76	78	81	74	77	78	87	90	91
	Prov.	81	83	85	78	80	82	74	77	79	91	92	93
Measure C.1 Parental Involvement													
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	CBE	71	73	75	60	63	65	N/A	N/A	N/A	81	84	86
	Prov.	74	76	78	63	65	68	N/A	N/A	N/A	85	87	88
Measure E.2 School Improvement													
Percentages of teachers and parents indicating that their schools and schools in their jurisdiction have improved or stayed the same the last 3 years.	CBE	63	72	75	62	69	73	78	80	81	49	66	71
	Prov.	69	74	77	65	71	75	74	78	80	67	73	77



Graph 3
2006 Accountability Pillar - CBE Student Responses

