
Leslieville Elementary Combined 3-Year Education Plan and Annual Education Results Report (AERR)

Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Leslieville Elementary School			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	Excellent	Safe and Caring	89.0	89.8	88.5	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	74.7	78.7	76.4	81.3	81.5	81.1	Intermediate	Maintained	Acceptable
		Education Quality	91.5	94.7	93.2	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	81.7	74.5	83.4	74.0	75.3	75.5	Intermediate	Maintained	Acceptable
		PAT: Excellence	10.0	25.5	24.1	19.0	19.1	19.6	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	84.2	77.8	76.1	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	87.5	86.6	84.9	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	84.4	87.6	81.9	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Issue	School Improvement	74.7	83.5	83.5	79.8	80.6	80.2	Intermediate	Declined	Issue

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Measure Evaluation Reference

Achievement Evaluation

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

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

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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 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 (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 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)

Goal One: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

Comment on Results

The Brigance Readiness screen is used each fall with all ECS students. This year's class had 75% of the students ready for Kindergarten.

Strategies

The ECS teacher will meet with the local play school teachers/parents and any other play groups. There will be a sharing of the previous results and ideas on how the teachers/parents can prepare the students for Kindergarten. The registration and meet the teacher night early in the school year could also be an opportunity to bring the new parents into the conversation.

Goal Two: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.5	97.4	78.3	74.5	81.7	90	Intermediate	Maintained	Acceptable	85	85	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.6	33.3	13.3	25.5	10.0	20	Very Low	Declined	Concern	15	15	15

Comment on Results

This was the first year that the Grade 3 class did not write the Provincial Achievement Tests as just the Grade 6 class had too. This change has changed these overall results for our school.
The standard of excellence continues to be an area that will be worked on.

Strategies

All staff are engaged in SmartLearning or Inquiry based learning to enhance the instruction in their classrooms. All teachers are working at incorporating additional inquiry based learning into their plans. There is 4 classroom teachers that are following the Daily 5 strategies that is leading to improved writing and reading. These strategies will be expanded to other classrooms. Technology is readily available in the form of Chrome books and ipads which helps with student engagement. The school is now equipped with a one to one ratio for Chrome books to students and a lot of professional development time will be dedicated to this new reality.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.4	83.5	84.6	86.6	87.5	85	Very High	Maintained	Excellent	86	87	88
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.	73.1	81.0	69.4	77.8	84.2	80	High	Maintained	Good	85	86	87

Comment on Results

This area continues to be a strength for Leslieville School and we want it to continue to be that way. The goal is to improve in each area over the next 3 years.

Strategies

All classes will be engaged in Leadership activities that give the students a real opportunity to learn real life skills. Some examples are Grade 6 and 7 students will be invited to apply for and carry out jobs around the school. Examples of these jobs are Kindergarten helpers, class helpers, technology leaders, ice rink cleaning crew, etc. Grade 6 class will work on a project that will see them rebuild the skating rink boards over a 2 year period of time. Each class will organize the monthly spirit day and assembly. Other classes will take on volunteering opportunities with We Day projects.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI 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	n/a			

Comment on Results
(an assessment of progress toward achieving the target)

Strategies

Notes:
 1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.

2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
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. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	73.7	77.3	73.3	78.7	74.7	80	Intermediate	Maintained	Acceptable	80	80	80

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.1	75.4	82.7	87.6	84.4	85	Very High	Maintained	Excellent	85	85	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.7	91.2	93.7	94.7	91.5	92	Very High	Maintained	Excellent	92	92	92

Comment on Results
These are excellent results and the challenge will be to keep them at this level.
Strategies
Continue to find ways to communicate the wonderful things that are happening in our school through the use of Remind, social media, website and all of the face to face opportunities. Find creative ways to use students and their ability to communicate for the school as well.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	87.8	86.2	89.5	89.8	89.0	90	Very High	Maintained	Excellent	90	90	90

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.	81.1	79.0	88.0	83.5	74.7	85	Intermediate	Declined	Issue	85	85	85
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Provincial Achievement Test Results – Measure Details

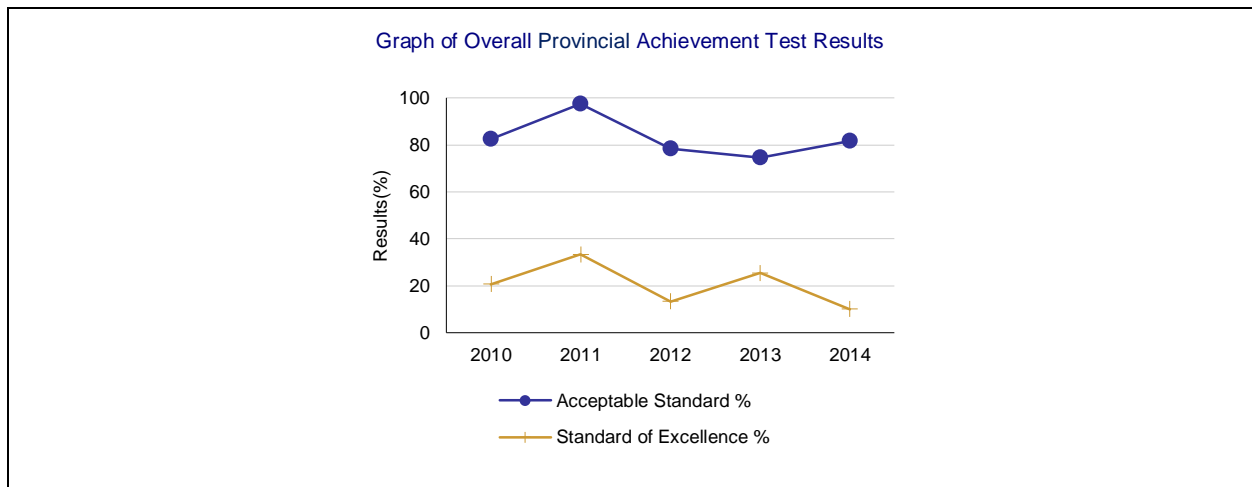
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3*	School	100.0	22.2	100.0	20.0	92.9	35.7	100.0	12.5	n/a	n/a	n/a	
	Authority	84.2	16.9	86.2	9.8	84.9	12.6	83.3	12.6	85.7	23.8	n/a	
	Province	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8	78.0	15.3	n/a	
Mathematics 3*	School	n/a	n/a	80.0	6.7	92.9	7.1	91.7	37.5	n/a	n/a	n/a	
	Authority	n/a	n/a	80.3	21.1	80.3	18.6	78.3	24.5	90.5	52.4	n/a	
	Province	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5	74.0	25.1	n/a	
English Language Arts 6	School	95.2	28.6	92.3	38.5	90.0	10.0	76.5	23.5	95.0	10.0	85	15
	Authority	83.0	13.1	83.2	9.2	85.1	9.2	86.7	11.9	78.7	8.7		
	Province	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6		
Mathematics 6	School	n/a	n/a	100.0	38.5	80.0	10.0	70.6	29.4	95.0	25.0	90	20
	Authority	n/a	n/a	73.3	12.3	70.7	9.2	69.5	10.0	69.4	8.5		
	Province	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4		
Science 6	School	85.7	23.8	100.0	38.5	80.0	15.0	82.4	41.2	90.0	10.0	90	15
	Authority	79.4	22.5	77.4	23.4	79.9	21.3	77.0	17.7	73.2	15.8		
	Province	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9		
Social Studies 6	School	66.7	9.5	100.0	23.1	65.0	15.0	64.7	11.8	60.0	10.0	80	15
	Authority	71.3	13.1	71.5	11.0	71.8	11.5	72.6	11.4	63.4	8.7		
	Province	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6		

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

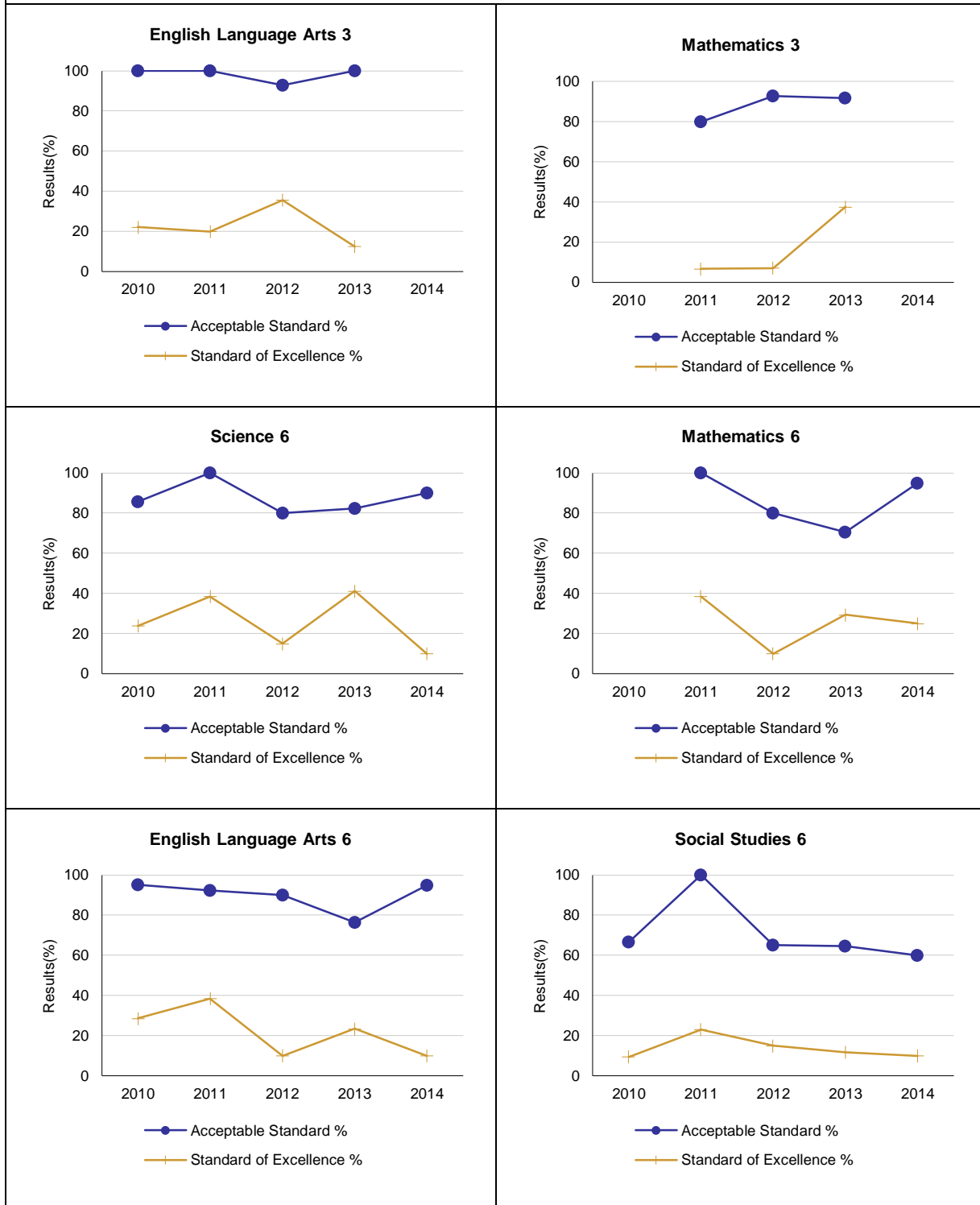
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.



Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Leslieville Elementary School						Alberta				
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	18	97.6	16,235	78.0	44,576	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	18	22.7	16,235	15.3	44,576	18.6
Mathematics 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	18	88.2	16,202	74.0	44,562	76.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	18	17.1	16,202	25.1	44,562	25.7
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	20	95.0	17	86.3	45,704	81.9	43,581	82.7
	Standard of Excellence	Low	Declined	Issue	20	10.0	17	24.0	45,704	17.6	43,581	17.5
Mathematics 6	Acceptable Standard	Very High	Improved	Excellent	20	95.0	17	83.5	45,617	73.5	43,599	73.8
	Standard of Excellence	High	Maintained	Good	20	25.0	17	26.0	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	High	Maintained	Good	20	90.0	17	87.5	45,608	75.9	43,551	77.2
	Standard of Excellence	Very Low	Declined	Concern	20	10.0	17	31.5	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	Low	Declined	Issue	20	60.0	17	76.6	45,593	70.4	43,540	72.3
	Standard of Excellence	Low	Maintained	Issue	20	10.0	17	16.6	45,593	16.6	43,540	19.0

Note: *School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 65.67	65.67 - 76.54	76.54 - 84.30	84.30 - 89.88	89.88 - 100.00
	Standard of Excellence	0.00 - 14.73	14.73 - 21.19	21.19 - 30.01	30.01 - 39.19	39.19 - 100.00
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
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

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)

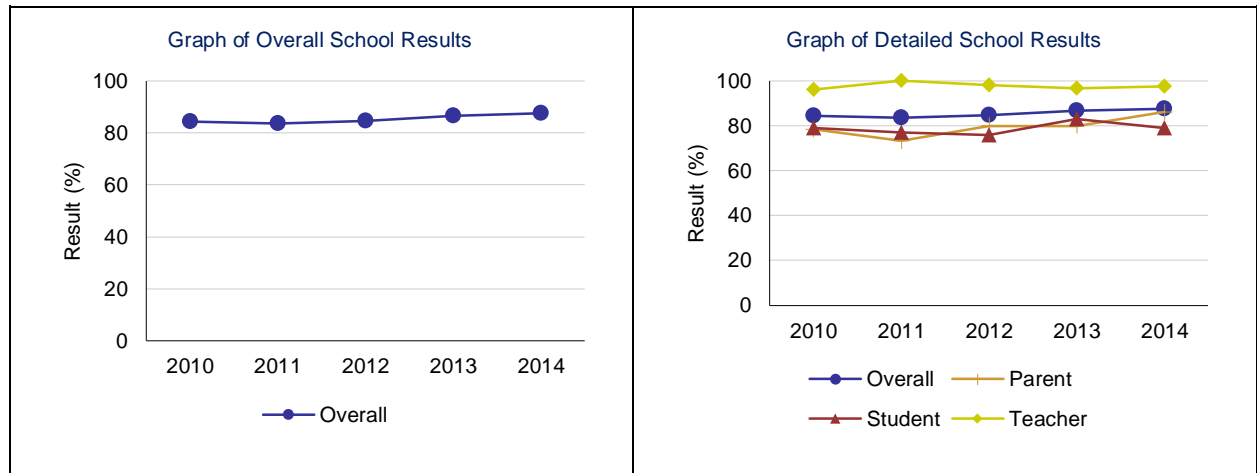
Overall Evaluation Table

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	Good	Acceptable	Issue
Declined	Excellent	Good	Good	Acceptable	Issue
Declined Significantly	Excellent	Good	Good	Acceptable	Issue

Citizenship – Measure Details

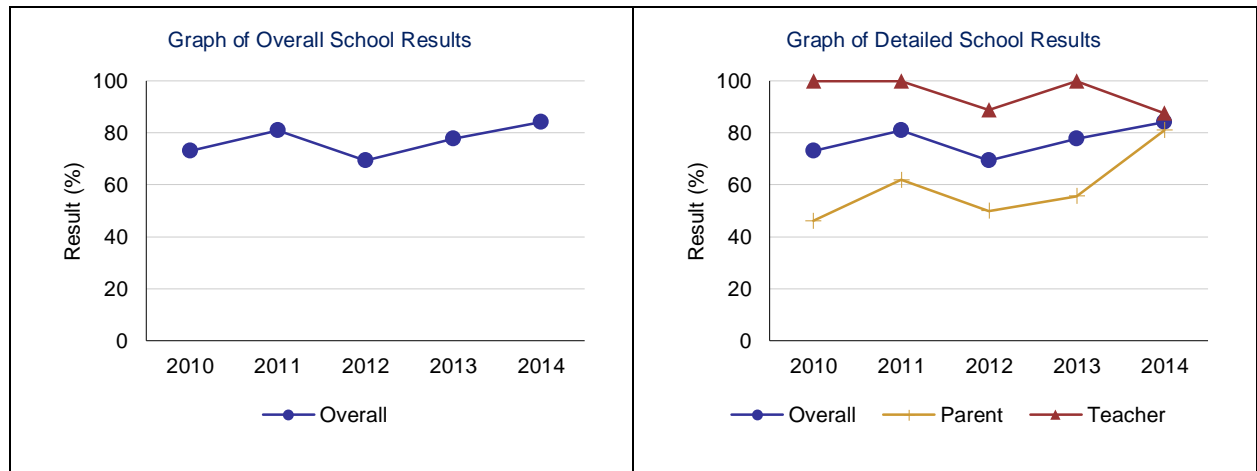
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	84.4	83.5	84.6	86.6	87.5	75.1	73.8	73.8	73.0	74.7	81.4	81.9	82.5	83.4	83.4
Teacher	96.0	100.0	98.0	96.7	97.5	91.4	87.2	86.6	83.3	84.4	93.0	92.7	93.1	93.6	93.8
Parent	78.4	73.3	80.0	80.0	86.1	68.4	69.0	69.2	70.1	75.4	78.5	78.6	79.4	80.3	81.9
Student	79.0	77.1	75.8	83.1	79.0	65.4	65.4	65.7	65.8	64.3	72.7	74.5	75.0	76.2	74.5



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	73.1	81.0	69.4	77.8	84.2	72.9	73.8	69.3	69.7	72.5	79.9	80.1	79.7	80.3	81.2
Teacher	100.0	100.0	88.9	100.0	87.5	90.0	82.2	84.0	80.5	80.5	90.0	89.6	89.5	89.4	89.3
Parent	46.2	61.9	50.0	55.6	81.0	55.9	65.5	54.6	59.0	64.5	69.8	70.6	69.9	71.1	73.1

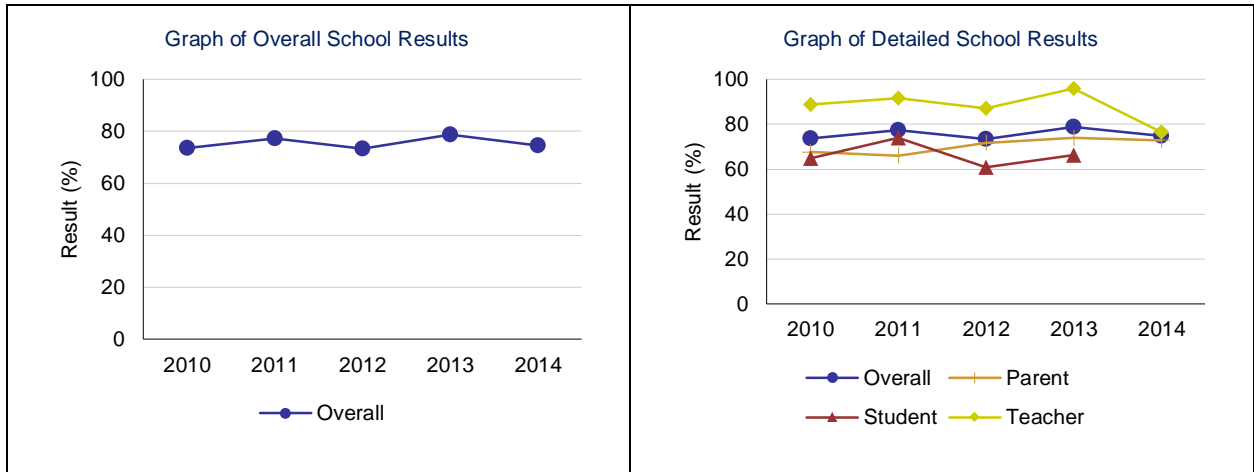


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Program of Studies – Measure Details

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.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	73.7	77.3	73.3	78.7	74.7	71.9	75.2	71.9	72.9	72.1	80.5	80.9	80.7	81.5	81.3
Teacher	88.8	91.7	87.2	95.8	76.6	79.0	82.0	79.9	80.9	78.4	87.7	87.6	87.3	87.9	87.5
Parent	67.6	66.1	71.8	73.9	72.9	69.6	72.8	69.5	71.3	72.5	78.0	78.3	78.1	78.9	79.9
Student	64.8	74.0	60.8	66.2	n/a	67.1	70.8	66.1	66.4	65.4	75.9	76.9	76.9	77.8	76.6

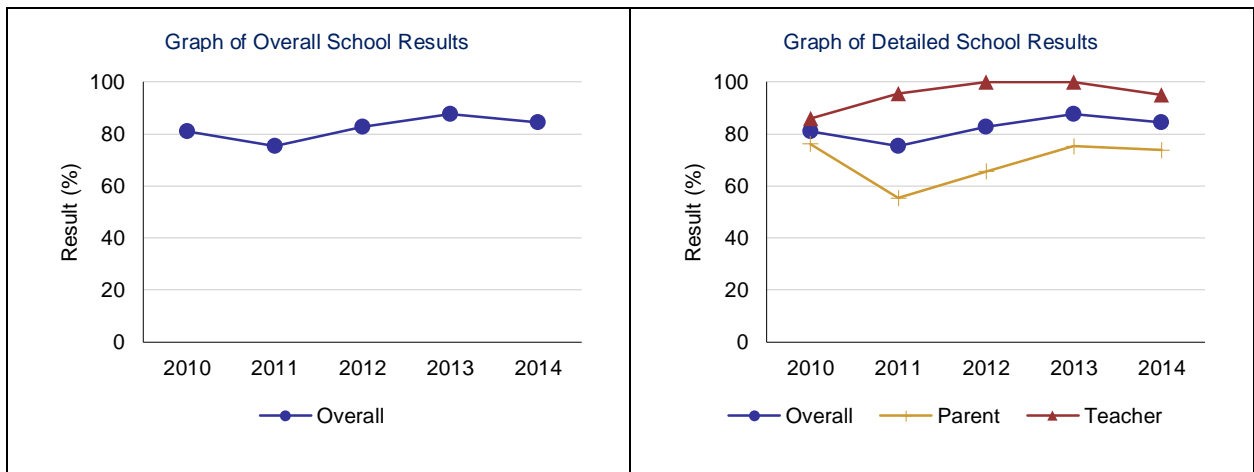


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Parental Involvement – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	81.1	75.4	82.7	87.6	84.4	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3	80.6
Teacher	86.0	95.6	100.0	100.0	95.0	88.6	86.3	85.5	85.0	87.2	88.6	88.1	88.0	88.5	88.0
Parent	76.1	55.3	65.5	75.3	73.8	65.0	63.2	62.3	66.9	73.0	71.3	71.7	71.4	72.2	73.1

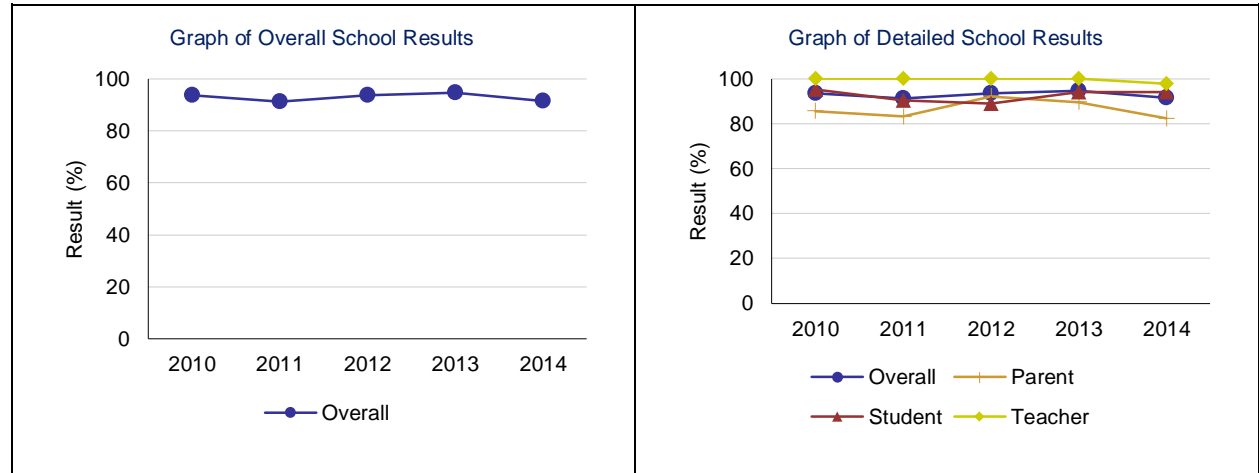


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Education Quality – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	93.7	91.2	93.7	94.7	91.5	86.2	85.1	84.9	83.4	85.2	89.2	89.4	89.4	89.8	89.2
Teacher	100.0	100.0	100.0	100.0	97.9	95.1	93.7	93.2	90.9	91.2	95.6	95.5	95.4	95.7	95.5
Parent	85.6	83.2	92.2	89.7	82.4	78.9	78.5	77.7	77.5	82.8	83.9	84.2	84.2	84.9	84.7
Student	95.4	90.5	89.0	94.2	94.0	84.5	83.0	83.8	81.8	81.5	88.2	88.5	88.6	88.7	87.3

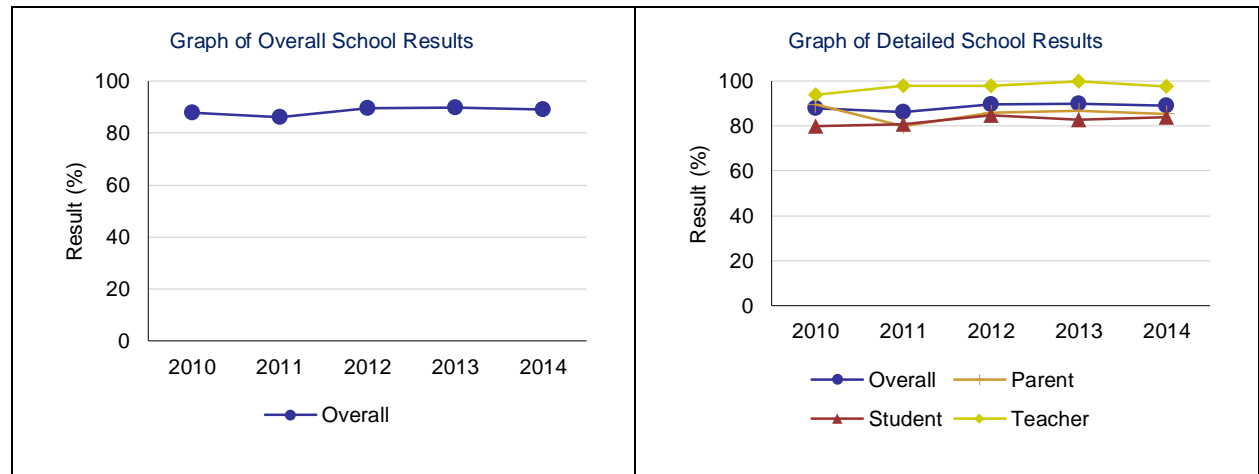


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Safe and Caring – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	87.8	86.2	89.5	89.8	89.0	83.2	83.1	82.6	82.1	84.7	87.6	88.1	88.6	89.0	89.1
Teacher	94.0	97.8	98.0	100.0	97.5	92.1	91.5	90.4	90.0	91.6	94.4	94.5	94.8	95.0	95.3
Parent	89.5	80.0	85.9	86.7	85.5	80.6	80.2	80.4	79.8	86.0	86.1	86.6	87.4	87.8	88.9
Student	79.9	80.9	84.7	82.8	84.0	76.8	77.7	77.0	76.4	76.5	82.2	83.3	83.7	84.2	83.1

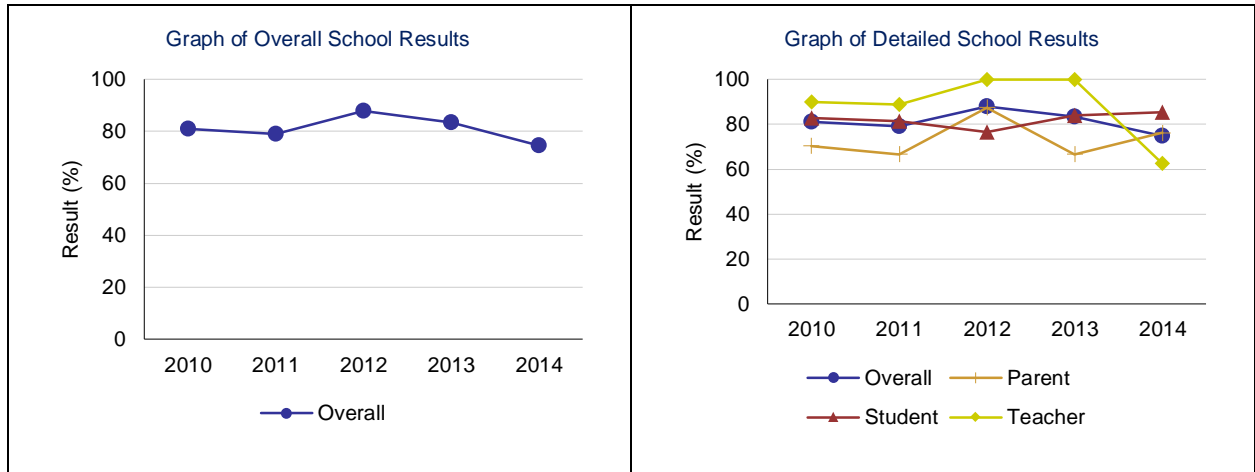


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School Improvement – Measure Details

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.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	81.1	79.0	88.0	83.5	74.7	76.5	75.9	73.1	68.8	73.3	79.9	80.1	80.0	80.6	79.8
Teacher	90.0	88.9	100.0	100.0	62.5	77.2	76.4	77.1	68.8	74.8	80.8	80.1	81.1	80.9	81.3
Parent	70.4	66.7	87.5	66.7	76.2	74.7	73.6	68.5	69.3	74.4	77.0	77.3	76.2	77.9	77.0
Student	82.9	81.3	76.6	83.9	85.3	77.6	77.5	73.8	68.4	70.7	81.8	82.9	82.7	82.9	81.2



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