

EDMONTON PUBLIC SCHOOLS

May 25, 2004

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Board Determined Accountability Measure

ORIGINATOR: A. Habinski, Executive Director, School and District Services  
B. Holt, Executive Director, Instructional and Curricular Support Services

RESOURCE  
STAFF: Gloria Chalmers, Mike Falk, Anne Mulgrew, Edgar Schmidt

RECOMMENDATION

That the following be adopted as the Edmonton Public School Board's indicator in the accountability framework:

Staff, parents, community and students agree that the highest priority of our learning system is the success of the student.

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The *School Board Reporting and Planning Guide 2004 – 2007 (Alberta Learning)*, which was first distributed to school districts late in March 2004, identified additional criteria in relation to school board determined accountability measures. School boards are required to address an outcome and measure from the *Set of Outcomes and Measures—Review Committee on Outcomes* (Appendix I) and it must be one for which the province has no performance measure. The recommended indicator is consistent with these new requirements, the district's priorities, and with its commitment to superb results from all students.

The outcome recommended from the *Set of Outcomes and Measures—Review Committee on Outcomes* is:

**E. 1.** The highest priority of the learning system is the success of each student.

The measure to be used is:

The percentage of staff, parents, community and students agree that the highest priority of our learning system is the success of the student.

An additional question related to this measure will be formulated on the district surveys. The district will collect the essential baseline data during the next school year. Once the data has been analyzed, a foundation for setting specific targets for these indicators will be established.

The results will be brought to the Board on an annual basis, and will then be reported to Alberta Learning.

The Board Accountability Measures already approved at the March 23, 2004 Board meeting do not meet the latest criteria and are not required; however, they are acceptable within the Three Year Education Plan framework and they address district priorities. These measures are fundamental to the district's work and are based on our own data and measurement processes and will offer some comparability with Alberta Learning's measures.

ES:mp

APPENDIX I – Set of Outcomes and Measures—Review Committee on Outcomes

**Set of Outcomes and Measures—Review Committee on Outcomes**  
 from the *School Board Reporting and Planning Guide 2004 – 2007 (Alberta Learning)*

Note: The Funding Framework Review Committee selected a sub-set of the measures listed below for the Accountability Pillar of the Renewed Funding Framework. Accountability Pillar measures are shaded in the following list. Some of these are survey measures. The results for the Accountability Pillar survey measures are collected on common census surveys of grades 4, 7 and 10 students, parents and teachers and of school board numbers. In addition, for the Accountability Pillar, school boards must select an additional outcome and associated measure from the list below and incorporate these into their plans, linked to a related goal, and report the results in their annual results reports.

**Section A: Student Learning**

Outcomes	Measures
<b>A. 1a.</b> Students receive a broad program of studies including: a solid grounding in language arts, mathematics, science and social studies.	Percentage of teacher, parent, public, student and board satisfaction that students are receiving a solid grounding in language arts, mathematics, science and social studies.
	Course completions as a percentage of enrolments in language arts, mathematics, science and social studies at the high school level.
	Panel (educators, experts, parents, and public) satisfaction that the curriculum is sufficient to provide a solid grounding in language arts, mathematics, science and social studies.
<b>A. 1b.</b> Students receive a broad program of studies including: instruction in the fine arts, career, technology, health, physical education, and where appropriate, religious education.	Percentage of teacher, parent, student and board satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health, physical education, and where appropriate, religious education.
	Credits awarded annually in selected subject areas in grades 10–12 (fine arts, CTS, physical education, CALM, religious education) as a percentage of total credits awarded.
	Annual panel (educators, experts, parents, and public) satisfaction that selected student timetables in grades 7 to 12 reflect a broad program of studies.
<b>A. 1c.</b> Students receive a broad program of studies including: a basic understanding of a second language.	Annual percentage of high school students who completed a second language course by grade 12.

## Section A: Student Learning (continued)

Outcomes	Measures
MEASURES ON HOLD UNTIL PROGRAM IS IN PLACE	
<b>A. 1d.</b> Students receive a broad program of studies including: a basic understanding of a second language.	Parent agreement that their child is progressing well in learning to use a second language.
	Annual percentage of elementary and junior high school students who completed a second language program.
<b>A. 2.</b> Students attain high standards of prescribed curriculum outcomes in a rich and challenging program.	Percentage of high school students receiving Rutherford Scholarships.
	Percentage of students who achieve standards (acceptable, excellence) on Achievement Tests (grade 3, 6 and 9) and Diploma Examinations.
	Alberta's rank on national and international assessments of student achievement.
	Level of panel (educators, experts, parents, and public) satisfaction that curriculum outcomes represent a rich and challenging program.
<b>A. 3.</b> Students achieve graduation requirements.	Percentage of students who receive a high school diploma, certificate, academic standing, enter an apprenticeship program or Alberta post-secondary institution directly from high school without a formal credential, within five years of entering grade 10.
<b>A. 4.</b> The learning system contributes to the student's intellectual, social, physical, emotional, and spiritual development.	Percentage of teacher, parent, student and board satisfaction with the opportunity for students to develop the intellectual, social, physical, emotional, and spiritual aspects within their school.
	Percentage of teacher, parent, public, student and board satisfaction that the learning system is contributing to the student's intellectual, social, physical, emotional, and spiritual development.
	Percentage of teacher, parent, public, student and board satisfaction with the overall quality of education in Alberta.
<b>A. 5.</b> Students learn to their maximum individual potential.	Percentage of teacher, parent, student and board satisfaction that students are challenged to their maximum individual potential.
	Percentage of students that drop out of school each year by grade level.

## Section A: Student Learning (continued)

Outcomes	Measures
<b>A. 6.</b> Students demonstrate active citizenship.	Percentage of teacher, parent, public, student and board satisfaction that students model the characteristics of active citizenship.
	Percentage of students participating in school/community leadership, citizenship, and/or cultural activities.
<b>A. 7.</b> Students demonstrate the skills and attitudes for life-long learning.	Percentage of teacher, parent, public, employer and post-secondary instructor satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for life-long learning.
	Percentage of high school graduate satisfaction that schooling has prepared them for life-long learning 2, 4 and 10 years after high school completion.
<b>A. 8.</b> Students demonstrate preparedness for work.	Percentage of employers satisfied with the Conference Board of Canada employability skills of Alberta high school graduates hired within the last two years.
	Percentage of teacher, parent and board agreement that students have attitudes that make them successful in the world of work.
	Percentage of students who agree that they were prepared for the opportunities and expectations of the workplace two and four years after high school completion.
	Annual provincial ratio of total of high school students enrolled and credits awarded in career education (Work Experience, RAP, IOP, CTS) compared to total of high school students enrolled and credits attained (all subjects).
<b>A. 9.</b> Students make successful transitions to post-secondary learning.	Percentage of students who complete the first year at a post-secondary institution out of those that started their first year.
	Percentage of high school student satisfaction with their transition into post-secondary education after their first year in post-secondary studies.
	Focus groups of students' assessment of the success of their transition to post-secondary learning.
<b>A. 10.</b> Students value their education.	Percentage of high school students who value the education they received two and four years after school completion.

## Section B: Opportunity to Learn

Outcomes	Measures
<b>B. 1.</b> Each student comes to school ready to learn.	Percentage of teacher, parent, student and board agreement that students arrive at school ready to learn.
<b>B. 2.</b> Students are provided assistance and support to ensure equitable opportunity to learn.	Percentage of teacher, parent, student and board satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
	Panel (educators, experts, parents, and public) satisfaction that students have opportunity to learn.
<b>B. 3.</b> Children at risk have their needs addressed through effective coordinated programs and supports.	The percentage of teacher, parent, student, and board agreement that programs for children at risk are easy to access and timely.
	Case study tracking identification of children at risk and referral to services and services actually rendered.
<b>B. 4.</b> A safe and caring school environment facilitates student learning in an atmosphere of trust, respect, and inclusiveness.	Percentage of teacher, parent, student and board 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.
<b>B. 5.</b> Appropriately-sized groups and settings allow teachers to meet the diverse, individual learning needs of students.	Percentage of teacher, parent, student and board satisfaction that the individual student is receiving the individual attention they require appropriate to their learning needs in their school.
<b>B. 6.</b> Students utilize appropriate learning resources.	The percentage of teacher, parent, student and board satisfaction that the student learning resources are a) available, b) current, appropriate and support curriculum outcomes; and, c) meet the learning needs of students.

## Section C: Involvement

Outcomes	Measures
<b>C. 1.</b> Parents are involved meaningfully in their children's education.	Percentage of teacher, parent, student and board satisfaction with parental involvement in decisions about their child's education.
	Percentage of parents reporting involvement in their child's education.
	Percentage of students reporting their parent's involvement in their education.
	School reported parent involvement in specific activities in their child's school (attended general meeting, attended scheduled meeting with a teacher, attended school event, volunteered or served on a committee).
<b>C. 2.</b> The voices of students, parents, staff, and the community are heard, respected, and valued.	The percentage of parent, public, student and staff satisfaction that their input is considered, respected, and valued by the board.
	The percentage of parent, public, student, staff and board satisfaction that their input is considered, respected, and valued by the province.
	The percentage of parent, public, student, staff and board satisfaction that their input is considered, respected, and valued by the school.
<b>C. 3.</b> Systematic and sustainable school/family/ community partnerships are fostered.	Percentage of parent satisfaction with a) assistance with parenting, b) effective school-to-home and home-to-school communication, c) meaningful school volunteer opportunities, d) information for families about support of student learning at home, e) opportunities for business and community collaboration.
	Percentage of schools and jurisdictions involved in education/business partnerships.
<b>C. 4.</b> School councils fulfill their advisory role.	Percentage of teacher, parent (at large), board and council agreement that school councils are fulfilling their advisory role.
	Parent perception that school councils influence decisions made at their child's school. (Focus Groups)

## Section D: Teaching and the Profession of Teaching

Outcomes	Measures
<b>D. 1.</b> High-quality teaching is provided to all students by certificated teachers.	Percentage of superintendents, other supervisory personnel and principals who believe that the teaching provided by certificated teachers to all students is of high quality.
<b>D. 2.</b> A positive teacher-student relationship exists.	The percentage of parent, student and teacher agreement that there is mutual respect and trust between teachers and students.
<b>D. 3.</b> Effective teaching and learning practices are fostered and valued.	Percentage of parent, teacher, principal and board agreement that best practices exist and are promoted within their jurisdiction.
	Percentage of teacher, principal, parent (ECS-12), student and board satisfaction that teachers help students achieve learning expectations and high standards.
<b>D. 4.</b> High-quality accessible teacher education programs and stringent teacher certification requirements exist.	Percentage of teacher, principal and board agreement that new Alberta B. Eds are well prepared to meet their responsibilities as teachers.
	Percentage of Alberta B. Ed graduates' agreement that their teacher education program prepared them adequately to meet the teaching quality standard for initial certification, two years after graduation.
	Panel (educators, experts, parents, and public) satisfaction that teacher education programs are accessible and teacher certification requirements are stringent.
<b>D. 5.</b> Teaching is recognized as a profession and teachers exercise their judgment and authority consistent with their professional rights and responsibilities.	Percentage of teacher, parent, public, student and board agreement that teaching is a profession requiring its members to: <ul style="list-style-type: none"> <li>a) have specialized knowledge and skills,</li> <li>b) apply their specialized knowledge and skills using reasoned judgment,</li> <li>c) provide a service to society.</li> </ul>
<b>D. 6.</b> Ongoing professional growth is fostered through systematic professional development.	The percentage of teachers and boards reporting that in the past 3–5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.



## Section E: Leadership and Governance

Outcomes	Measures
<b>E. 1.</b> The highest priority of the learning system is the success of each student.	Percentage of teacher, parent, public, student and board agreement that the highest priority of the learning system is the success of the student.
	Improvement over time of students, who are not subject to IPPs, performing below, at or above grade level.
	Improvement over time of students, who are subject to IPPs, meeting or not meeting IPP goals.
<b>E. 2.</b> The learning system is characterized by ongoing school improvement.	Percentage of teachers, parents, students and boards indicating that their school and school(s) in their jurisdiction have improved, stayed the same, or become worse in the last three years.
	Percentage of teachers, parents and boards indicating that the Alberta learning system has improved, stayed the same, or become worse in the last three years.
<b>E. 3.</b> Consultation, research, and commitment to principles guide policy decisions in the learning system.	The percentage of teacher, parent, public, student and board agreement that the learning system is committed to consultation, research, and principles of the School Act. <i>The learning system includes schools, province, school boards, etc.</i>
<b>E. 4.</b> Student learning is supported by evaluation practices that provide information about important outcomes.	The percentage of teacher, parent, student, stakeholder and board agreement that Alberta Learning, school jurisdictions and schools use the results of student, teacher, program, school, and school system evaluation to improve student learning.
<b>E. 5.</b> Locally elected school boards are accountable to their electorates and responsive to their local communities.	Percentage of teacher, parent, public and board agreement that their jurisdiction is highly accountable and communicates effectively with the public. (See E7)
<b>E. 6.</b> The Program of Studies offered in public schools is free, universal, and accessible.	Teacher, parent, high school student and board satisfaction that core and optional courses are available for students to graduate on time.
	Percentage of teacher, parent, student and board agreement that the fees charged for consumables (instructional supplies, materials and rentals) are reasonable.
	Panel (educators, experts, public and parents) satisfaction that the Program of Studies offered in the jurisdictions or the province is free, universal and accessible.

## Section E: Leadership and Governance (continued)

Outcomes	Measures
<b>E. 7.</b> All elements of the learning system are highly accountable and communicate effectively with the public.	Percentage of teacher, parent, public, board satisfaction that the learning system (government, jurisdictions, schools) is highly accountable and communicates effectively with the public.
<b>E. 8.</b> The Government of Alberta is accountable for its role in the success of the learning system.	Stakeholder (ASBA, CASS, ATA, AHSCA, etc.) satisfaction with the role of Alberta Learning, relating to selected core businesses, in the success of the learning system.
	Stakeholder satisfaction with the role of Alberta Government, relating to selected core businesses, in the success of the learning system.
<b>E. 9.</b> Effective and facilitative leadership supports teaching and learning.	Percentage of parent, public, student, staff and board satisfaction that the leadership at the school, school board and provincial level effectively supports and facilitates teaching and learning.
<b>F. 1.</b> Facilities meet the learning needs of students and the program delivery needs of staff.	Percentage of parent, student, staff and board satisfaction that the facility, space and equipment meet the learning needs of students.
	Percentage of parent, student, staff and board satisfaction that the facility, space, and equipment meet the program delivery needs of staff.
<b>F. 2.</b> Facilities meet the physical needs of students, staff, and the community.	Percentage of buildings rated as good, fair, and poor according to the Capital Planning Initiative.
	Percentage of students, staff and community satisfaction that facilities meet the physical needs of students, staff and the community.
	Frequency distribution of the length of time from board request to provincial approval to completion of new construction or major capital improvements.