

EDMONTON PUBLIC SCHOOLS

October 27, 2009

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Accountability Pillar and Student Achievement Results

ORIGINATOR: J. Bidulock, Assistant Superintendent

RESOURCE STAFF: John Edey, Rick Gingras, Carolyn Mathew, Kathy McCabe, Mark Ramsankar, Lorie Welk, Colin Woelfle, Corrie Ziegler

INFORMATION

This report provides information about student achievement results for the District based on data from the Accountability Pillar. The Accountability Pillar is a comprehensive document that focuses on three broad learning goals established by Alberta Education (Appendix I). Data is aggregated from a variety of sources (including data in Appendices II to VI) to give an overall report of district growth. Reporting district growth through the Accountability Pillar provides a consistent method of sharing achievement results across the province.

District level information highlights areas of strength and concern. Just as school level results have implications for the school, district level results cause us to revise and change district practice as well. At the district level, we disaggregate data to examine data for groups of students and for curriculum areas. Using this information, along with input from schools, we determine what district-wide practices we need to employ or improve. The District analyzes student data, such as exemptions and absences on exams, and determines what measures need to be put in place to ensure as many students as possible are given the opportunity and support to successfully demonstrate standards. The District also examines curriculum areas and, subject by subject, determines what district supports need to be put in place to improve student achievement.

School level results on their Accountability Pillars are best interpreted at the school level. Schools annually examine in detail their own Accountability Pillar to look for trends from year to year and to inform decision making. Schools focus on the measures included in the Pillar that are most relevant to their context, while remaining grounded in how these impact the three broad learning goals. Schools analyze results related to specific outcomes in curricular areas and this informs instructional improvement. Assistant Superintendents work with school principals to monitor progress towards the improvement of student achievement in specific areas reported in the school's Accountability Pillar.

A more comprehensive analysis of other data in the Accountability Pillar (such as survey results, etc.) will be reported as part of the Annual Education Results Report, which will be shared at a subsequent public board meeting.

The major generalizations with respect to the information included in this report are as follows:

District 2008-2009 Accountability Pillar Results Compared to Previous Years

- Since the province began reporting five-year high school completion rates in 1999-2000, the District has seen a 10.3 per cent increase in the percentage of students who are completing high school, increasing to 74.5 per cent from 64.2 per cent. (Appendix VI)
- There has been an increase in successful course completion in all Grade 10, 11 and 12 courses, with the exception of grade 12 mathematics, from 2004-2009. (Appendix VII)
- The percentage of Grades 3, 6 and 9 district students achieving the acceptable standard is higher compared to the previous year, as well as compared to the previous three year average.
- The percentage of Grades 3, 6 and 9 district achieving the standard of excellence has increased compared to the previous year, and remains higher than the previous three year average for the District.
- The percentage of Grade 12 district students achieving the acceptable standard is higher compared to the previous year; however, the percentage has decreased compared to the previous three year average. (see page 6)
- The percentage of Grade 12 district students achieving the standard of excellence has decreased compared to the previous year, and is lower than the previous three year average for the District. (see page 6)

District 2008-2009 Accountability Pillar Results Compared to Province (Appendix II)

- For four of the seven Measure Categories Evaluation, the District has the same rating as the province of “Good”. For two of the seven Measure Categories Evaluation, the District has a rating of “Excellent”.
- For the District and for the Province, Student Learning Achievement (Grades K-9) has an overall rating of “Good”. This rating includes both the Acceptable Standard and the Standard of Excellence. Both measures have “Improved Significantly” for the District and for the Province.
- Student Learning Achievement (Grades 10-12) overall ratings are not available due to a change in the basis for Rutherford Scholarship eligibility.

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APPENDIX I - Accountability Pillar-Overall Summary Explanation
APPENDIX II - Accountability Pillar Overall Summaries (District and Provincial Results)
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ACCOUNTABILITY PILLAR – OVERALL SUMMARY EXPLANATION

The Accountability Pillar is based on three learning goals:

- Goal 1 - High quality learning opportunities for all
- Goal 2 - Excellence in learner outcomes
- Goal 3 - Highly responsive and responsible jurisdiction (ministry)

Goal 1 has two measure categories that are assessed with five measures:

- Three of these measures are derived from the provincial attitude survey administered to students and parents at Grades 4, 7 and 10, and all teachers.
 - Percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly
 - Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career and technology studies and health and physical education
 - Percentage of teachers, parents and students satisfied with the overall quality of basic education
- Data for the remaining two measures for Goal 1 is provided by Alberta Education, and is one year older than the survey or achievement data.
 - Drop out rate – annual dropout rate of students aged 14 to 18
 - High school completion rate – percentages of students who completed school within three years of entering Grade 10

Goal 2 has three measure categories that are assessed with nine measures:

- Four of these measures are derived from provincial achievement tests and diploma examinations.
 - Percentage of students who achieve the acceptable standard on Grades 3, 6 and 9 provincial achievement tests
 - Percentage of students who achieve the standard of excellence on Grades 3, 6 and 9 provincial achievement tests
 - Percentage of students who achieve the acceptable standard on diploma examinations
 - Percentage of students who achieve the standard of excellence on diploma examinations
- Data for three of the measures for Goal 2 is provided by Alberta Education and is one year older than the survey or achievement data.
 - Diploma exam participation rate – Percentage of students who have written four or more diploma examinations by the end of their third year in high school
 - Rutherford eligibility rate – Percentage of Grade 12 students who meet the Rutherford scholarship eligibility criteria. An overall evaluation is not available in 2009 for Rutherford Scholarship eligibility because the basis for calculating this measure has changed.
 - Transition rate – Percentage of students who have enrolled in a post secondary program within six years of entering Grade 10

- The final two measures for this goal are derived from the provincial attitude survey administered to students and/or parents at Grades 4, 7 and 10, and teachers.
 - Work preparation – 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
 - Citizenship – Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship

Goal 3 (labeled Goal 4 on the chart) has two measure categories that are assessed with two measures:

- The two measures for this goal are derived from the provincial attitude survey administered to parents and teachers.
 - Parental involvement – Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education
 - School improvement - Percentage of teachers and parents indicating that their school and schools in their jurisdiction have improved, or stayed the same for the past three years

Comparisons

Jurisdiction and school data for the above measures is subjected to two comparisons:

- The first (**Achievement**) is a comparison of current year data to a set of standards which remain constant over time. An explanation of how these standards were derived is provided on page nine.
- The second (**Improvement**) is a comparison of current year results with the previous three-year average.
- Finally, the Achievement Evaluation and Improvement Evaluation are combined to come up with an **Overall** rating.

APPENDIX II

ACCOUNTABILITY PILLAR 2008-2009 OVERALL SUMMARIES DISTRICT AND PROVINCIAL RESULTS

For Appendix II, refer to information pages 6 and 7.

- In the Measure Evaluation of Improvement, the District and the Province have both “Improved Significantly” for ten categories.
- The District and Province report summaries are similar, as they were for the October 2008 reporting period.
- For 2007-2008 the District PAT Acceptable was identified as an “Issue”; however, for 2008-2009 PAT Acceptable has “Improved Significantly” for a rating of “Good”.

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2009
 Authority: 3020 Edmonton School District No. 7

Goal	Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			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	Good	Safe and Caring	87.5	85.9	85.3	86.9	85.1	84.6	High	Improved Significantly	Good
	Student Learning Opportunities	Excellent	Program of Studies	81.9	81.7	80.7	80.3	79.4	78.7	Very High	Improved Significantly	Excellent
			Education Quality	91.2	90.1	89.7	89.3	88.2	87.8	Very High	Improved Significantly	Excellent
			Drop Out Rate	5.7	6.3	6.3	4.8	5.0	4.9	Intermediate	Improved Significantly	Good
			High School Completion Rate (3 yr)	65.4	64.6	63.9	70.7	71.0	70.6	Intermediate	Improved	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	77.7	75.0	75.5	76.8	75.3	75.6	Intermediate	Improved Significantly	Good
			PAT: Excellence	22.2	21.2	20.9	19.2	18.3	18.3	High	Improved Significantly	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.3	83.1	83.9	84.4	84.4	84.5	Intermediate	Declined	Issue
			Diploma: Excellence	19.7	20.5	21.9	19.1	19.4	20.3	Intermediate	Declined Significantly	Issue
			Diploma Exam Participation Rate (4+ Exams)	54.9	55.4	55.1	53.3	53.6	53.6	Intermediate	Maintained	Acceptable
			Rutherford Scholarship Eligibility Rate (Revised)	56.2	55.1	53.4	57.3	56.8	55.8	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	62.3	61.3	60.1	60.7	60.3	59.1	High	Improved Significantly	Good
			Work Preparation	80.9	81.8	80.4	79.6	80.1	78.1	High	Maintained	Good
			Citizenship	81.5	80.2	79.3	80.3	77.9	77.1	Very High	Improved Significantly	Excellent
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	79.5	78.3	77.7	80.1	78.2	77.9	High	Improved Significantly	Good
	Continuous Improvement	Excellent	School Improvement	81.2	78.8	79.0	79.4	77.0	76.7	Very High	Improved Significantly	Excellent

Notes:

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2009
Province: Alberta

Goal	Measure Category	Measure Category Evaluation	Measure	Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	86.9	85.1	84.6	High	Improved Significantly	Good
	Student Learning Opportunities	Good	Program of Studies	80.3	79.4	78.7	High	Improved Significantly	Good
			Education Quality	89.3	88.2	87.8	High	Improved Significantly	Good
			Drop Out Rate	4.8	5.0	4.9	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	70.7	71.0	70.6	Intermediate	Maintained	Acceptable
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	76.8	75.3	75.6	Intermediate	Improved Significantly	Good
			PAT: Excellence	19.2	18.3	18.3	High	Improved Significantly	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	84.4	84.4	84.5	Intermediate	Maintained	Acceptable
			Diploma: Excellence	19.1	19.4	20.3	Intermediate	Declined Significantly	Issue
			Diploma Exam Participation Rate (4+ Exams)	53.3	53.6	53.6	Intermediate	Maintained	Acceptable
			Rutherford Scholarship Eligibility Rate (Revised)	57.3	56.8	55.8	Intermediate	n/a	n/a
			Transition Rate (8 yr)	60.7	60.3	59.1	High	Improved Significantly	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Work Preparation	79.6	80.1	78.1	High	Improved Significantly	Good
			Citizenship	80.3	77.9	77.1	High	Improved Significantly	Good
Parental Involvement			80.1	78.2	77.9	High	Improved Significantly	Good	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	80.1	78.2	77.9	High	Improved Significantly	Good
	Continuous Improvement	Good	School Improvement	79.4	77.0	76.7	High	Improved Significantly	Good

**ACCOUNTABILITY PILLAR 2008-2009 DATA REFERENCES
(DISTRICT RESULTS)**

For Appendix III, refer to information pages 9 to 11.

- The District’s PAT Acceptable Standard has received an “Intermediate” rating for Achievement and has an Improvement rating of “Improved Significantly”. This is rated “Intermediate” because the “Intermediate” category ranges from greater than or equal to 74.98 to less than 82.24. (see page 10)
- The District’s PAT Acceptable Standard has an Overall rating of “Good”. There were 77.7 per cent of students achieving the Acceptable Standard, which is an increase of 2.2 per cent from the previous three year average. (see page 9)
- The District’s PAT standard of excellence has received a “High” rating for Achievement. This is rated “High” because the high category ranges from greater than or equal to 18.73 to less than 23.97. It has an Overall rating of “Good”. There were 22.2 per cent of students achieving the Standard of Excellence, which is an increase of 1.3 per cent from the previous three year average. (see page 9)
- The Overall Measure Evaluation for both Diploma: Acceptable and Diploma: Excellence is identified as “Issue”.
 - The percentage of District students at the Acceptable Standard for diploma examinations is 83.3, which is down 0.6 per cent from the previous three year average of 83.9 per cent, but has increased 0.2 per cent compared to the previous year.
 - The percentage of District students at the Standard of Excellence for diploma examinations is 19.7, which is down 2.2 per cent from the previous three year average of 21.9 per cent.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2009
Authority: 3020 Edmonton School District No. 7

Goal	Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			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	Good	Safe and Caring	87.5	85.9	85.3	86.9	85.1	84.6	High	Improved Significantly	Good
	Student Learning Opportunities	Excellent	Program of Studies	81.9	81.7	80.7	80.3	79.4	78.7	Very High	Improved Significantly	Excellent
			Education Quality	91.2	90.1	89.7	89.3	88.2	87.8	Very High	Improved Significantly	Excellent
			Drop Out Rate	5.7	6.3	6.3	4.8	5.0	4.9	Intermediate	Improved Significantly	Good
			High School Completion Rate (3 yr)	65.4	64.6	63.9	70.7	71.0	70.6	Intermediate	Improved	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	77.7	75.0	75.5	76.8	75.3	75.6	Intermediate	Improved Significantly	Good
			PAT: Excellence	22.2	21.2	20.9	19.2	18.3	18.3	High	Improved Significantly	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.3	83.1	83.9	84.4	84.4	84.5	Intermediate	Declined	Issue
			Diploma: Excellence	19.7	20.5	21.9	19.1	19.4	20.3	Intermediate	Declined Significantly	Issue
			Diploma Exam Participation Rate (4+ Exams)	54.9	55.4	55.1	53.3	53.6	53.6	Intermediate	Maintained	Acceptable
			Rutherford Scholarship Eligibility Rate (Revised)	56.2	55.1	53.4	57.3	56.8	55.8	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	62.3	61.3	60.1	60.7	60.3	59.1	High	Improved Significantly	Good
			Work Preparation	80.9	81.8	80.4	79.6	80.1	78.1	High	Maintained	Good
			Citizenship	81.5	80.2	79.3	80.3	77.9	77.1	Very High	Improved Significantly	Excellent
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	79.5	78.3	77.7	80.1	78.2	77.9	High	Improved Significantly	Good
	Continuous Improvement	Excellent	School Improvement	81.2	78.8	79.0	79.4	77.0	76.7	Very High	Improved Significantly	Excellent

Accountability Pillar Overall Summary

Measure Evaluation Reference

Annual Education Results Reports - Oct 2009
 Authority: 3020 Edmonton School District No. 7

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 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 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 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" 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 "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" value.

Accountability Pillar Overall Summary

Measure Evaluation Reference

Annual Education Results Reports - Oct 2009

Authority: 3020 Edmonton School District No. 7

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).

STUDENT LEARNING ACHIEVEMENT (GRADES K-9)

For Appendix IV, refer to information pages 13 to 15.

- Two out of ten Provincial Achievement Tests were assigned an overall evaluation of “Excellent” for the Standard of Excellence.
- Five out of ten Provincial Achievement Tests were assigned an overall evaluation of “Good” for the Acceptable Standard.
- Four out of ten Provincial Achievement Tests were assigned an overall evaluation of “Acceptable” for the Acceptable Standard.
- One out of ten Provincial Achievement Tests was assigned an overall rating of “Acceptable” for the Standard of Excellence: French Language Arts 9.
- Seven out of ten Provincial Achievement Tests were assigned an overall evaluation of “Good” for the Standard of Excellence.
- One out of ten Provincial Achievement Tests was assigned an overall rating of “Issue” for the Acceptable Standard: French Language Arts 9.

Student Learning Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 3020 Edmonton School District No. 7

Course		Measure		Edmonton School District No. 7								Alberta			
				Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg		
							N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	Low	Improved	Acceptable	5,308	79.9	5,379	78.5	41,722	81.3	42,041	80.6			
	Standard of Excellence	High	Improved Significantly	Good	5,308	17.6	5,379	15.3	41,722	18.2	42,041	16.0			
Mathematics 3	Acceptable Standard	Low	Improved	Acceptable	5,308	80.2	5,378	79.2	41,720	79.7	42,053	80.2			
	Standard of Excellence	Intermediate	Improved	Good	5,308	27.9	5,378	26.5	41,720	26.8	42,053	24.8			
English Language Arts 6	Acceptable Standard	Intermediate	Improved Significantly	Good	5,679	81.9	5,904	78.5	43,327	81.8	44,326	80.1			
	Standard of Excellence	High	Maintained	Good	5,679	19.0	5,904	19.6	43,327	18.9	44,326	18.9			
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	183	89.6	185	90.7	2,183	91.5	2,220	87.8			
	Standard of Excellence	High	Improved	Good	183	20.8	185	14.2	2,183	15.9	2,220	12.1			
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9			
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2			
Mathematics 6	Acceptable Standard	Intermediate	Improved Significantly	Good	5,674	78.0	5,904	75.1	43,328	76.6	44,327	74.6			
	Standard of Excellence	High	Improved Significantly	Good	5,674	19.9	5,904	17.5	43,328	16.8	44,327	15.3			
Science 6	Acceptable Standard	Low	Improved	Acceptable	5,658	78.5	5,888	77.1	43,216	76.5	44,209	76.0			
	Standard of Excellence	High	Maintained	Good	5,658	29.1	5,888	29.9	43,216	24.8	44,209	26.1			
English Language Arts 9	Acceptable Standard	Intermediate	Improved Significantly	Good	6,024	78.1	6,292	76.5	43,675	78.7	44,685	77.1			
	Standard of Excellence	High	Maintained	Good	6,024	17.7	6,292	17.6	43,675	14.7	44,685	14.4			
French Language Arts 9	Acceptable Standard	Intermediate	Declined	Issue	177	83.1	199	88.1	2,262	81.8	2,286	83.0			
	Standard of Excellence	Intermediate	Maintained	Acceptable	177	15.3	199	17.1	2,262	10.3	2,286	12.1			
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2			
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0			
Mathematics 9	Acceptable Standard	High	Improved Significantly	Good	5,992	70.5	6,252	68.5	43,118	67.0	44,317	66.5			
	Standard of Excellence	Very High	Improved Significantly	Excellent	5,992	24.4	6,252	22.7	43,118	18.6	44,317	18.0			
Science 9	Acceptable Standard	High	Improved Significantly	Good	5,998	74.7	6,256	70.7	43,560	72.2	44,505	68.8			
	Standard of Excellence	Very High	Improved Significantly	Excellent	5,998	22.2	6,256	19.0	43,560	15.8	44,505	13.7			

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

Student Learning Achievement (Grades K-9)

Measure Evaluation Reference - Achievement Evaluation

Authority: 3020 Edmonton School District No. 7

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 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 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
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 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
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
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 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

Notes:

The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

Students Learning Achievement (Grades K-9)

Measure Evaluation Reference - Improvement and Overall Evaluation Table

Authority: 3020 Edmonton School District No. 7

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

STUDENT LEARNING ACHIEVEMENT (GRADES 10-12)

For Appendix V, refer to information pages 17 to 19.

- The percentage of students achieving the Acceptable Standard for Applied Mathematics 30 is 75.9 per cent, increasing 3.7 per cent from the previous three year average of 72.2 per cent. This accounts for the “Improved Significantly” rating.
- The achievement at the Acceptable Standard was rated “Intermediate” for most diploma examination courses, with the exception of the rating of “Low” for English Language Arts 30-1 and Applied Mathematics 30. French Language Arts 30-1 was rated “Very High” at the Acceptable Standard.
- With the exception of English Language Arts 30-1, the achievement at the Standard of Excellence ranged from ratings of “Intermediate” to “High”. Four courses received an Overall rating of “Issue”, and four courses received an Overall rating of “Good” at the Standard of Excellence.
- Overall results at the Acceptable Standard are rated “Concern” in English Language Arts 30-1. The percentage of students achieving the Acceptable Standard for English Language Arts 30-1 is 83.9 per cent, declining 2.4 per cent from the previous three year average of 86.3 per cent.
- For English Language Arts 30-1, the percentage of students achieving the Standard of Excellence has an Overall rating of “Concern”, declining 5.5 per cent from the previous three year average of 18.7 per cent.

Student Learning Achievement (Grades 10-12)

Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 3020 Edmonton School District No. 7

Course	Measure	Edmonton School District No. 7						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Low	Declined Significantly	Concern	4,708	83.9	4,262	86.3	28,330	86.1	28,021	87.6
	Diploma Examination Standard of Excellence	Low	Declined Significantly	Concern	4,708	13.2	4,262	18.7	28,330	12.3	28,021	17.9
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue	1,915	83.2	1,826	85.3	13,473	88.2	12,858	87.9
	Diploma Examination Standard of Excellence	Intermediate	Declined	Issue	1,915	7.4	1,826	8.9	13,473	8.5	12,858	8.9
French Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	90	100.0	65	98.3	1,245	95.1	1,206	95.2
	Diploma Examination Standard of Excellence	High	Maintained	Good	90	23.3	65	29.2	1,245	18.9	1,206	23.1
Français 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	94.7	123	96.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	33.1	123	26.1
Pure Mathematics 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	4,002	81.7	3,768	82.5	22,197	82.1	22,435	81.7
	Diploma Examination Standard of Excellence	Intermediate	Declined	Issue	4,002	26.9	3,768	28.0	22,197	26.3	22,435	25.7
Applied Mathematics 30	Diploma Examination Acceptable Standard	Low	Improved Significantly	Good	1,513	75.9	1,456	72.2	10,429	79.4	9,994	77.1
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	1,513	12.2	1,456	9.9	10,429	13.5	9,994	11.5
Social Studies 30	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue	3,604	84.6	3,570	86.2	22,845	84.2	23,756	85.4
	Diploma Examination Standard of Excellence	Intermediate	Declined Significantly	Issue	3,604	22.4	3,570	26.0	22,845	21.4	23,756	23.3
Social Studies 33	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	1,819	82.4	1,956	83.4	15,101	85.6	15,045	84.5
	Diploma Examination Standard of Excellence	High	Maintained	Good	1,819	17.0	1,956	18.2	15,101	20.2	15,045	19.1
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Improved Significantly	Good	3,742	85.5	3,478	83.8	21,088	83.0	20,835	82.4
	Diploma Examination Standard of Excellence	High	Declined Significantly	Issue	3,742	27.0	3,478	29.1	21,088	26.6	20,835	26.7
Science 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	1,187	84.8	856	85.4	4,476	86.0	3,721	86.2
	Diploma Examination Standard of Excellence	High	Improved Significantly	Good	1,187	24.0	856	19.3	4,476	20.9	3,721	19.0

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

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

Student Learning Achievement (Grades 10-12)



Measure Evaluation Reference - Achievement Evaluation

Authority: 3020 Edmonton School District No. 7

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30	Acceptable Standard	0.00 - 71.92	71.92 - 80.36	80.36 - 88.99	88.99 - 94.04	94.04 - 100.00
	Standard of Excellence	0.00 - 7.99	7.99 - 15.22	15.22 - 23.07	23.07 - 29.75	29.75 - 100.00
Social Studies 33	Acceptable Standard	0.00 - 68.88	68.88 - 78.33	78.33 - 85.20	85.20 - 89.99	89.99 - 100.00
	Standard of Excellence	0.00 - 4.72	4.72 - 8.85	8.85 - 16.10	16.10 - 20.46	20.46 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 68.78	68.78 - 80.00	80.00 - 87.31	87.31 - 92.42	92.42 - 100.00
	Standard of Excellence	0.00 - 11.21	11.21 - 17.73	17.73 - 25.71	25.71 - 34.24	34.24 - 100.00
Physics 30	Acceptable Standard	0.00 - 61.09	61.09 - 78.70	78.70 - 88.79	88.79 - 91.84	91.84 - 100.00
	Standard of Excellence	0.00 - 7.64	7.64 - 20.50	20.50 - 30.74	30.74 - 42.50	42.50 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all DIP courses.

Students Learning Achievement (Grades 10-12)

Measure Evaluation Reference - Improvement and Overall Evaluation Table

Authority: 3020 Edmonton School District No. 7

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.

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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

HIGH SCHOOL COMPLETION RATES AFTER FIVE YEARS:
DISTRICT AND PROVINCE

- There is a 10.3 per cent increase in the District five year high school completion rate from 1999-2000 to 2007-2008.
- The accountability pillar overall summary indicates there has been an improvement in Edmonton Public Schools' three year completion rate. (see page 6, Appendix II)

High School Completion Rates after 5 Years: District vs. Province

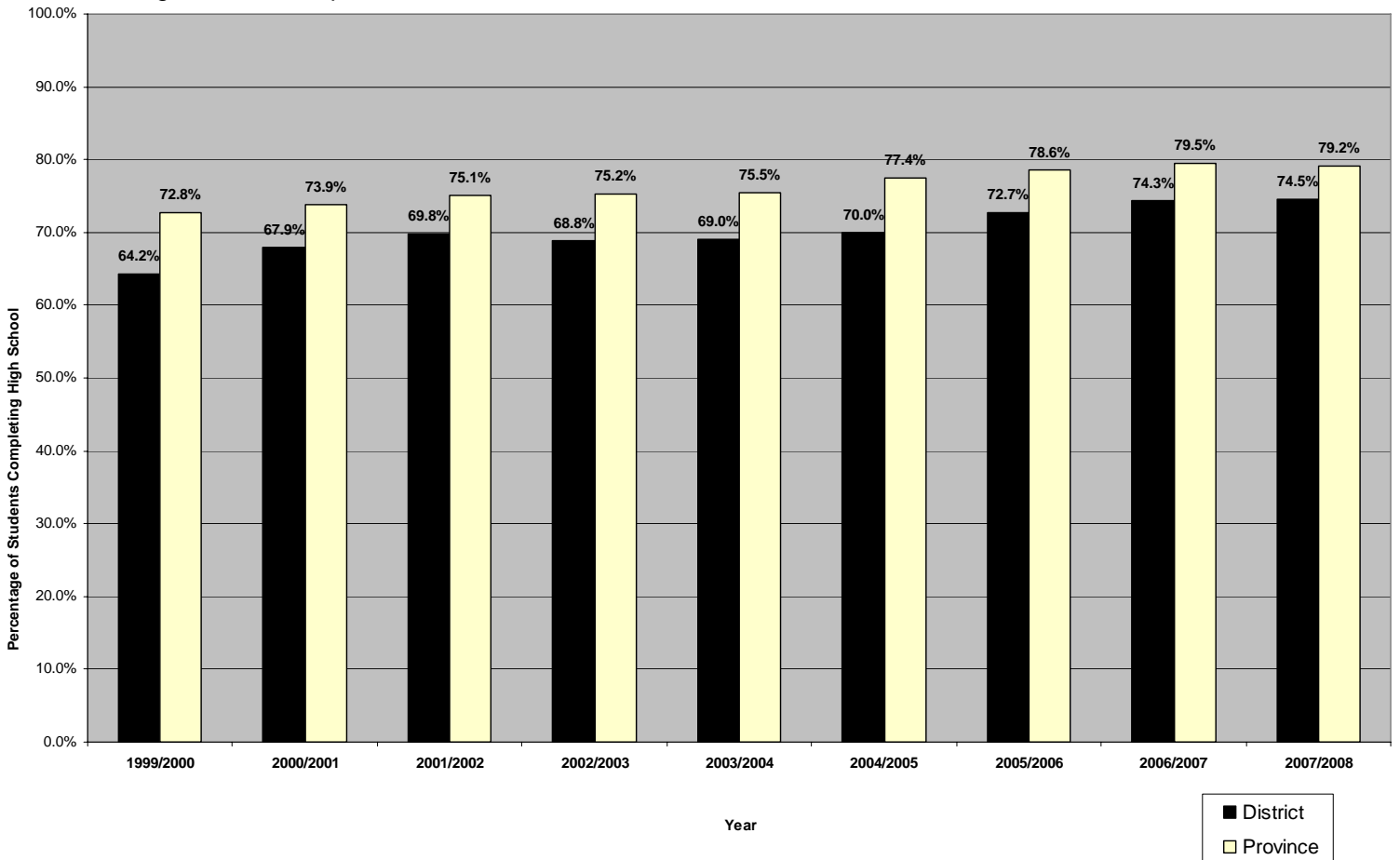


TABLE 1
DISTRICT HIGH SCHOOL COURSE COMPLETION RATES
2 YEAR AND 5 YEAR COMPARISON

Core Subject Areas	Percentage of Students Successfully Completing Courses			Percentage of Students Successfully Completing Courses		
	2007-08	2008-09	Difference	2004-05	2008-09	Difference
Grade 10 English	81.2	84.0	+2.8	81.6	84.0	+2.4
Grade 10 Mathematics	76.3	78.0	+1.7	74.9	78.0	+3.1
Grade 10 Science	81.2	83.3	+2.1	77.8	83.3	+5.5
Grade 10 Social Studies	85.4	86.1	+0.7	83.1	86.1	+3.0
Grade 11 English	86.5	87.8	+5.1	85.9	87.8	+5.7
Grade 11 Mathematics	82.0	81.9	-0.1	80.8	81.9	+1.1
Grade 11 Science	83.9	84.9	+1.0	82.9	84.9	+2.0
Grade 11 Social Studies	86.2	88.5	+2.3	85.3	88.5	+3.2
Grade 12 English	77.9	79.0	+1.1	78.5	79.0	+0.5
Grade 12 Mathematics	73.4	74.5	+1.1	75.3	74.5	-0.8
Grade 12 Science	79.0	79.5	+0.5	76.9	79.5	+2.6
Grade 12 Social Studies	79.3	82.7	+3.4	79.1	82.7	+3.6

Note: Successful completion represents the percentage of students initially enrolled in core courses who completed the course and achieved credits.

A course grouping includes all the core courses in a specific subject area at a specific grade level, e.g. Grade 10 English includes English 10-1, English 10-2 and English 10-4.

GENERALIZATIONS

- There was a higher percentage of students completing courses in 2009 as compared to 2005 in all Grade 10, 11 and 12 course groups with the exception of grade 12 mathematics.
- There was a higher percentage of students completing all Grade 12 courses in 2009 as compared to 2008.

**INTERNATIONAL BACCALAUREATE AND
ADVANCED PLACEMENT 2008-2009 RESULTS**

This appendix provides information related to the International Baccalaureate (IB) examination results. Table 1 provides a detailed analysis of the 2009 data.

This appendix also provides information related to the Advanced Placement (AP) examination results. Table 2 provides a detailed analysis of the 2009 data.

Detailed Results –IB program

Table 1 provides a comparison of district results to world results from the May 2009 IB test administration for courses in which a minimum of fifty students wrote the examination. Information on the total number of students in the world writing each examination is not available.

**TABLE 1
COMPARISON OF DISTRICT INTERNATIONAL BACCALAUREATE
RESULTS TO WORLD RESULTS: 2009**

Subject	Average Score (out of 7)		Number of District Students Writing
	E.P.S.	World	
English (HL)	4.87	4.70	376
History (HL)	4.74	4.98	340
Biology (HL)	4.53	4.18	378
Math Methods (SL)	4.89	4.45	397
Chemistry (SL)	4.61	4.01	416
Physics (SL)	4.59	4.09	160
French B (SL)	4.90	4.72	175

HL - Higher Level SL - Standard Level

In the spring of 2009 students from seven district schools (Harry Ainlay, Jasper Place, M. E. LaZerte, McNally, Old Scona, Ross Shepherd and Victoria) wrote IB exams.

Results summary

The following highlights have been identified:

- In 2009, the district averages were higher than the world averages for all but one IB examination written (History).
- The number of students writing any one IB examinations varies from a low of one to a high of 416.

Detailed Results – AP Program

Table 2 provides district, Alberta, Canada and world averages for the seven AP courses in which at least fifty district students participated.

TABLE 2
AVERAGE SCORE (OUT OF 5) ON
ADVANCED PLACEMENT EXAMINATIONS: MAY 2009

Subject	EPS	Alberta	Canada	World
Biology	3.52	3.40	3.43	2.71
Calculus AB	3.79	3.69	3.64	2.99
Chemistry	2.79	3.40	3.36	2.80
English Lang & Composition	3.11	3.05	3.29	2.88
English Lit & Composition	3.12	3.22	3.11	2.84
European History	2.67	2.90	3.06	2.92
Physics B	3.21	3.66	3.69	2.88

In May 2009, district students from five high schools (Eastglen, Jasper Place, Queen Elizabeth, Strathcona and W. P. Wagner) wrote AP examinations. The number of students participating in any of these examinations ranged from a high of twenty-seven students to a low of one student.

Results Summary

- District averages were higher than Alberta averages in three of the seven courses for which there is sufficient data to report on results, and lower than Alberta averages in four courses.
- District averages were higher than Canadian averages for three of the seven courses, and lower than the Canadian average for four of the seven courses.
- The average mark for students in the district was higher than the world average for five of seven courses in 2009 for which there is sufficient data to report on results.