

# Accountability Pillar Results for 3-Year Education Plans

## School Overall Summaries

May 2020

6020 Aurora School Ltd.

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## What's New for May 2020?



This section outlines any changes to the data, calculations or measures compared to the October 2019 release.

### Data Updates

- New year of results for all survey measures.
- New year of results for all derived measures (Drop Out Rate, High School Completion Rate, Post-Secondary Transition Rate, Diploma Examination Participation Rate and Rutherford Scholarship Eligibility Rate).

### Methodology Updates

- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019 an updated methodology was applied to more accurately attribute results between schools for derived measures, most noticeably for these two measures. This methodology better reflects the current variety of program delivery options (including online, distance, and home education), improving attribution of results for situations where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020**  
**Authority: 6020 Aurora School Ltd.**



Measure Category	Measure	Aurora School Ltd.			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	86.8	86.7	87.8	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	77.0	75.8	75.4	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	91.2	91.7	92.1	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	99.3	99.8	99.3	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	56.3	47.8	50.4	20.6	19.9	19.6	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	89.1	92.9	91.6	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	82.0	81.4	82.7	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	90.0	84.2	83.3	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	79.7	79.9	77.5	81.5	81.0	80.9	High	Maintained	Good

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
  4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
  5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
  7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
  9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
  10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

**Accountability Pillar Overall Summary**  
**Source Data Reference**  
**3-Year Plan - May 2020**  
**Authority: 6020 Aurora School Ltd.**



Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Data Updated
Safe and Caring Schools	Safe and Caring	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Student Learning Opportunities	Program of Studies	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
	Education Quality	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
	Drop Out Rate	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
	High School Completion Rate (3 yr)	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
Student Learning Achievement (Grades K-9)	PAT: Acceptable	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
	PAT: Excellence	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
	Diploma: Excellence	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Aug 23, 2019
	Diploma Exam Participation Rate (4+ Exams)	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
	Rutherford Scholarship Eligibility Rate	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	2018/2019	2017/2018	School Years 2015/2016, 2016/2017, 2017/2018	Mar 01, 2020
	Work Preparation	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
	Citizenship	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Parental Involvement	Parental Involvement	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
Continuous Improvement	School Improvement	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
ACOL Measure	Satisfaction with Program Access	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020
	In-service jurisdiction Needs	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 29, 2020

# Accountability Pillar Overall Summary



## Measure Evaluation Reference

### 3-Year Plan - May 2020

### Authority: 6020 Aurora School Ltd.

#### 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 three-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 five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes:

1. For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

## Accountability Pillar Overall Summary

### Measure Evaluation Reference

#### 3-Year Plan - May 2020

#### Authority: 6020 Aurora School Ltd.

#### 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 five 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



**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020**  
**School: 1939 Aurora School**



Measure Category	Measure	Aurora Middle 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	Safe and Caring	85.8	86.0	87.2	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	76.7	74.5	74.7	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	90.2	91.5	91.8	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	99.3	99.8	99.3	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	56.3	47.8	50.4	20.6	19.9	19.6	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	86.7	93.5	92.5	84.1	83.0	82.7	Very High	Declined	Good
	Citizenship	79.3	80.3	81.5	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	90.7	83.6	81.8	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	78.4	78.0	76.0	81.5	81.0	80.9	High	Maintained	Good

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
  4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
  5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
  7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
  9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
  10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020**  
**School: 6006 Aurora School**



Measure Category	Measure	Aurora 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	Safe and Caring	90.7	91.0	91.0	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.2	90.7	86.3	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	94.1	96.0	96.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	0.0	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	86.7	94.2	92.5	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	89.0	87.3	88.0	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.1	90.5	88.9	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.5	93.3	86.3	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

## Appendix – Definitions for Measures and Key Terms



The **First Nations, Métis and Inuit** results reported for the Accountability Pillar only include students that self-identified as First Nations, Métis or Inuit on student registration forms. School authorities are required to report on Accountability Pillar results for First Nations, Métis, and Inuit students in their 3-year education plans and annual education results reports for the purpose of monitoring and improving education outcomes. Please ensure context and appropriate analysis are provided whenever results for self-identified First Nations, Métis and Inuit students are shared publicly.

**High School Completion Rate (3-year)** is the percentage of students in the Grade 10 Cohort<sup>1</sup> who have completed high school by the end of their third year, adjusted for attrition<sup>2</sup>.

- High school completion is defined as: receiving an Alberta high school diploma, certificate of high school achievement (completion of Knowledge and Employability courses and the certificate requirements) or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in a minimum of five grade 12 courses, including a Language Arts diploma exam course and three other diploma examination courses.

**Post-Secondary Transition Rate (6-year)** is the percentage of students in the Grade 10 Cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

**Diploma Exam Participation Rate (4+Exams)** is the percentage of students in the Grade 10 Cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.

- Students are not considered a diploma examination participant if they do not have an examination mark.

**Drop Out Rate** is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year, adjusted for attrition.

- An initial age specific cohort of students aged 14 to 18 years is established for a given school year, excluding the following groups of students: students who are not registered on September 30th of the school year; students registered in schools not affiliated with Alberta (e.g. Lloydminster); students registered in schools under provincial or federal authorities; students identified as having a moderate/severe cognitive or severe multiple disability; visiting/exchange students; students attending Hutterite colony schools.
- A student who was in Alberta's education system is considered to have dropped out if:
  - There is no evidence of their participation in the Alberta education system the following school year (including in Alberta post-secondary and apprenticeship programs)
  - They did not complete high school (see high school completion measure for details).

**Rutherford Scholarship Eligibility Rate** is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30th of the school year; students registered in schools not affiliated with Alberta (e.g. Lloydminster); students registered in schools under provincial or federal authorities; students identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; students identified in the grade 12 school year as visiting/exchange students; students 20 years of age or older on September 1 of the school year.

## Appendix – Definitions for Measures and Key Terms



**Provincial Achievement Test (PAT) Results (Acceptable / Excellence)** are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 6 and 9 Provincial Achievement Tests.
- PAT excellence is the percentage of students who achieve the standard of excellence on grades 6 and 9 Provincial Achievement Tests.

**Diploma Exam Results (Acceptable / Excellence)** are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

### Survey Measures

In public, separate and Francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey. In charter schools and level 2 private schools students in grade 4 and above; their parents; and all teachers are included in the survey.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade grouping and then taking a simple average across grade groups.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

### Table Headings

For each table displaying measure history or 3-year Rolling Averages, **N** represents the size of the underlying cohort. For example:

- **N** is the size of the Grade 10 Cohort for High School Completion Rate, Post-Secondary Transition Rate, and Diploma Exam Participation Rate.
- **N** is the size of the age-specific cohort for Drop Out Rate.
- For survey measures, **N** is the number of respondents.

Values under the % column headings represent the rate for that cohort.

Some measures are calculated using several years of data. In these cases, the years displayed in the tables and charts reflect the latest years of data included in each calculation.

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<sup>1</sup>**Grade 10 Cohort:** Students are included in the Grade 10 Cohort in the first school year in which they have a grade 10 registration at a public, separate, Francophone, charter or accredited private school. The following categories of students are excluded from the Grade 10 Cohort:

- a. students who register after September 30th of the school year;
- b. students who are registered in schools under provincial and federal authorities, Lloydminster school authorities or other out-of-province schools;
- c. students who have a concurrent grade 9 registration in the same school year;
- d. adult students (older than 18 when they start grade 10);
- e. students who are identified as having a moderate/severe cognitive disability or a severe multiple disability;
- f. students attending Hutterite Colony schools; and
- g. visiting or exchange students

<sup>2</sup>**Attrition:** The loss of students due to out-migration and mortality, referred to as “attrition”, is estimated from department and Statistics Canada data.