

Goal	Measure Category	Measure Category Evaluation	Measure	Jurisdiction Results			Provincial Results			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	83.8	86.5	n/a	84.5	83.1	n/a	n/a	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	74.2	72.2	n/a	78.1	76.7	n/a	n/a	n/a	n/a
			Education Quality	88.5	89.1	n/a	87.7	86.1	n/a	n/a	n/a	n/a
			Drop Out Rate	6.5	8.1	8.4	4.9	5.3	5.7	Intermediate	Improved	Good
			High School Completion Rate (3 yr)	53.3	48.4	47.9	70.4	69.3	67.6	Very Low	Improved	Issue
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	60.4	66.3	63.4	77.0	77.5	77.5	Very Low	Declined	Concern
			PAT: Excellence	14.2	15.7	14.4	19.4	19.5	19.1	Low	Maintained	Issue
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	84.1	78.4	82.7	85.7	85.8	85.0	Intermediate	Maintained	Acceptable
			Diploma: Excellence	21.2	23.1	19.2	23.0	22.2	21.1	Intermediate	Maintained	Acceptable
			Diploma Exam Participation Rate (4+ Exams)	37.0	26.6	30.5	53.5	52.4	51.3	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate	40.1	36.8	34.6	35.3	33.8	32.5	High	Improved	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (4 yr)	20.4	25.0	27.0	37.0	34.0	32.9	Very Low	Declined	Concern
			Work Preparation	84.4	81.9	n/a	77.1	74.9	n/a	n/a	n/a	n/a
Citizenship			77.9	80.8	n/a	76.8	75.3	n/a	n/a	n/a	n/a	
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	82.8	81.8	n/a	77.8	76.1	n/a	n/a	n/a	n/a
	Continuous Improvement	n/a	School Improvement	81.9	83.5	n/a	76.9	73.9	n/a	n/a	n/a	n/a

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL measure	ACOL measure	Satisfaction with Program Access	67.3	68.0	n/a	68.5	67.2	n/a
		Inservice Jurisdiction Needs	73.5	70.1	n/a	78.3	76.5	n/a

Notes:

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

Source Data Reference

April 30, 2006

Goal	Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Data Updated
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Safe and Caring	2005/2006	2004/2005	Three years of data is not yet available	April 21, 2006
	Student Learning Opportunities	Program of Studies	2005/2006	2004/2005	Three years of data is not yet available	April 21, 2006
		Education Quality	2005/2006	2004/2005	Three years of data is not yet available	April 21, 2006
		Drop Out Rate	2004/2005	2003/2004	School Years 2001/2002, 2002/2003, 2003/2004	February 24, 2006
		High School Completion Rate (3 yr)	2004/2005	2003/2004	School Years 2001/2002, 2002/2003, 2003/2004	February 24, 2006
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	PAT: Acceptable	2004/2005	2003/2004	School Years 2001/2002, 2002/2003, 2003/2004	November 8, 2005
		PAT: Excellence	2004/2005	2003/2004	School Years 2001/2002, 2002/2003, 2003/2004	November 8, 2005
	Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2004/2005	2003/2004	School Years 2001/2002, 2002/2003, 2003/2004	November 8, 2005
		Diploma: Excellence	2004/2005	2003/2004	School Years 2001/2002, 2002/2003, 2003/2004	November 8, 2005
		Diploma Exam Participation Rate (4+ Exams)	2004/2005	2003/2004	School Years 2001/2002, 2002/2003, 2003/2004	February 24, 2006
		Rutherford Scholarship Eligibility Rate	2004/2005	2003/2004	School Years 2001/2002, 2002/2003, 2003/2004	February 24, 2006
	Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (4 yr)	2004/2005	2003/2004	School Years 2001/2002, 2002/2003, 2003/2004	February 24, 2006
		Work Preparation	2005/2006	2004/2005	Three years of data is not yet available	April 21, 2006
		Citizenship	2005/2006	2004/2005	Three years of data is not yet available	April 21, 2006
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Parental Involvement	2005/2006	2004/2005	Three years of data is not yet available	April 21, 2006
	Continuous Improvement	School Improvement	2005/2006	2004/2005	Three years of data is not yet available	April 21, 2006
ACOL measure	ACOL measure	Satisfaction with Program Access	2005/2006	2004/2005	Three years of data is not yet available	April 21, 2006
		Inservice Jurisdiction Needs	2005/2006	2004/2005	Three years of data is not yet available	April 21, 2006

Measure Evaluation Reference

April 30, 2006

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
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 - 64.03	64.03 - 75.85	75.85 - 83.54	83.54 - 87.39	87.39 - 100.00
PAT: Excellence	0.00 - 10.76	10.76 - 14.27	14.27 - 20.37	20.37 - 25.05	25.05 - 100.00
Diploma: Acceptable	0.00 - 71.88	71.88 - 82.15	82.15 - 87.66	87.66 - 90.28	90.28 - 100.00
Diploma: Excellence	0.00 - 7.37	7.37 - 15.75	15.75 - 21.31	21.31 - 24.53	24.53 - 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 - 20.69	20.69 - 26.29	26.29 - 33.96	33.96 - 46.47	46.47 - 100.00
Transition Rate (4 yr)	0.00 - 23.87	23.87 - 27.97	27.97 - 37.39	37.39 - 41.77	41.77 - 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.
- 3) Survey measures are not evaluated in May 2006, as there is not enough data, however, it will be evaluated in using the same methodology in May 2007.

Measure Evaluation Reference

April 30, 2006

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	Issue
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, Intermediate 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).