

Report on K-12 Indicators and Measures

Section A. Student Learning

Indicator	Measure
A. 1a. Students receive a broad program of studies including: a solid grounding in language arts, mathematics, science and social studies.	
Teacher, Parent, Public, Student and Board Satisfaction.	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.	Course completions as a percentage of enrollments in language arts, math, science and social studies at the high school level.
Panel Satisfaction.	Panel (educators, experts, parents, and public) satisfaction that the curriculum is sufficient to provide a solid grounding in language arts, math, science and social studies.
A. 1b. Students receive a broad program of studies including: instruction in the fine arts, career, technology, health, physical education, and where appropriate, religious education.	
Teacher, Parent, Student and Board Satisfaction.	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.
Instruction Received.	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.
Panel Satisfaction.	Annual panel (educators, experts, parents, and public) satisfaction that selected student timetables in grades 7 to 12 reflect a broad program of studies.
A. 1c. Students receive a broad program of studies including: a basic understanding of a second language.	
Student Participation.	Annual percentage of high school students who completed a second language course by grade 12.
MEASURES ON HOLD UNTIL PROGRAM IS IN PLACE	
Student Learning.	Parent agreement that their child is progressing well in learning to use a second language.
Student Participation.	Annual percentage of elementary and junior high school students who completed a second language program.

Report on K-12 Indicators and Measures

Section A. Student Learning

A. 2. Students attain high standards of prescribed curriculum outcomes in a rich and challenging program.	
Student Achievement.	Percentage of high school students receiving Rutherford Scholarships.
Student Achievement.	Percentage of students who achieve standards (acceptable, excellence) on Achievement Tests (grade 3, 6 and 9) and Diploma Examinations.
National and International Achievement Test Results.	Alberta's rank on national and international assessments of student achievement.
Panel Satisfaction.	Level of panel (educators, experts, parents, and public) satisfaction that curriculum outcomes represent a rich and challenging program.
A. 3. Students achieve graduation requirements.	
High School Completion.	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.
A. 4. The learning system contributes to the student's intellectual, social, physical, emotional, and spiritual development.	
Teacher, Parent, Student and Board Satisfaction.	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.
Teacher, Parent, Public, Student and Board Satisfaction.	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.
Teacher, Parent, Public, Student, and Board Satisfaction.	Percentage of teacher, parent, public, student and board satisfaction with the overall quality of education in Alberta.
A. 5. Students learn to their maximum individual potential.	
Teacher, Parent, Student and Board Satisfaction.	Percentage of teacher, parent, student and board satisfaction that students are challenged to their maximum individual potential.
Students Leaving School.	Percentage of students that drop out of school each year by grade level.

Report on K-12 Indicators and Measures

Section A. Student Learning

A. 6. Students demonstrate active citizenship.	
Teacher, Parent, Public, Student and Board Satisfaction.	Percentage of teacher, parent, public, student and board satisfaction that students model the characteristics of active citizenship.
Student Participation.	Percentage of students participating in school/community leadership, citizenship, and/or cultural activities.
A. 7. Students demonstrate the skills and attitudes for life-long learning.	
Teacher, Parent, Public, Employer, and Post-Secondary Instructor Satisfaction.	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.
Student Satisfaction.	Percentage of high school graduate satisfaction that schooling has prepared them for lifelong learning 2, 4 and 10 years after high school completion.
A. 8. Students demonstrate preparedness for work.	
Employer Satisfaction.	Percentage of employers satisfied with the Conference Board of Canada employability skills of Alberta high school graduates hired within the last two years.
Teacher, Parent and Board Agreement.	Percentage of teacher, parent and board agreement that students have attitudes that make them successful in the world of work.
Student Agreement.	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.
Career Education Participation and 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).
A. 9. Students make successful transitions to post-secondary learning.	
Post-Secondary Retention.	Percentage of students who complete the first year at a post-secondary institution out of those that started their first year.
Student Satisfaction.	Percentage of high school student satisfaction with their transition into post-secondary education after their first year in post-secondary studies.
Student Perception.	Focus groups of students' assessment of the success of their transition to post-secondary learning
A. 10. Students value their education.	
Student Perception.	Percentage of high school students who value the education they received two and four years after school completion.

Report on K-12 Indicators and Measures

Section B. Opportunity to Learn

Indicator	Measure
B. 1. Each student comes to school ready to learn.	
Teacher, Parent, Student and Board Agreement.	Percentage of teacher, parent, student and board agreement that students arrive at school ready to learn.
B. 2. Students are provided assistance and support to ensure equitable opportunity to learn.	
Teacher, Parent, Student and Board Satisfaction.	Percentage of teacher, parent, student and board satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
Panel Satisfaction.	Panel (educators, experts, parents, and public) satisfaction that students have opportunity to learn.
B. 3. Children at risk have their needs addressed through effective coordinated programs and supports.	
Teacher, Parent, Student and Board Agreement.	The percentage of teacher, parent, student, and board agreement that programs for children at risk are easy to access and timely.
Effectiveness and Efficiency of Services Provided.	Case study tracking identification of children at risk and referral to services and services actually rendered.
B. 4. A safe and caring school environment facilitates student learning in an atmosphere of trust, respect, and inclusiveness.	
Teacher, Parent, Student and Board Agreement.	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. 5. Appropriately-sized groups and settings allow teachers to meet the diverse, individual learning needs of students.	
Teacher, Parent, Student and Board Satisfaction.	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. 6. Students utilize appropriate learning resources.	
Teacher, Parent, Student and Board Satisfaction.	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.

Report on K-12 Indicators and Measures

Section C. Involvement

Indicator	Measure
C. 1. Parents are involved meaningfully in their children's education.	
Teacher, Parent, Student and Board Satisfaction.	Percentage of teacher, parent, student and board satisfaction with parental involvement in decisions about their child's education.
Parental Involvement.	Percentage of parents reporting involvement in their child's education.
	Percentage of students reporting their parent's involvement in their education.
Parent Involvement in School Activities.	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).
C. 2. The voices of students, parents, staff, and the community are heard, respected, and valued.	
Parent, Public, Student and Staff Satisfaction.	The percentage of parent, public, student and staff satisfaction that their input is considered, respected, and valued by the board.
Parent, Public, Student, Staff and Board Satisfaction.	The percentage of parent, public, student, staff and board satisfaction that their input is considered, respected, and valued by the province.
Parent, Public, Student, Staff and Board Satisfaction.	The percentage of parent, public, student, staff and board satisfaction that their input is considered, respected, and valued by the school.
C. 3. Systematic and sustainable school/family/community partnerships are fostered.	
Parent Satisfaction.	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.
School Partnerships.	Percentage of schools and jurisdictions involved in education/business partnerships.
C. 4. School councils fulfill their advisory role.	
Teacher, Parent, Board and Council Agreement.	Percentage of teacher, parent (at large), board and council agreement that school councils are fulfilling their advisory role.
Parent Perception.	Parent perception that school councils influence decisions made at their child's school. (Focus Groups)

Report on K-12 Indicators and Measures

Section D. Teaching and the Profession of Teaching

Indicator	Measure
D. 1. High-quality teaching is provided to all students by certificated teachers.	
Superintendent, Supervisor and Principal Perception.	Percentage of superintendents, other supervisory personnel and principals who believe that the teaching provided by certificated teachers to all students is of high quality.
D. 2. A positive teacher-student relationship exists.	
Parent, Student and Teacher Agreement.	The percentage of parent, student and teacher agreement that there is mutual respect and trust between teachers and students.
D. 3. Effective teaching and learning practices are fostered and valued.	
Parent, Teacher, Principal and Board Agreement.	Percentage of parent, teacher, principal and board agreement that best practices exist and are promoted within their jurisdiction.
Teacher, Principal, Parent, Student and Board Satisfaction.	Percentage of teacher, principal, parent (ECS-12), student and board satisfaction that teachers help students achieve learning expectations and high standards.
D. 4. High-quality, accessible teacher education programs and stringent teacher certification requirements exist.	
Teacher, Principal and Board Agreement.	Percentage of teacher, principal and board agreement that new Alberta B.Eds are well prepared to meet their responsibilities as teachers.
Teacher Agreement.	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 Satisfaction.	Panel (educators, experts, parents, and public) satisfaction that teacher education programs are accessible and teacher certification requirements are stringent.
D. 5. Teaching is recognized as a profession and teachers exercise their judgment and authority consistent with their professional rights and responsibilities.	
Teacher, Parent, Public, Student and Board Agreement.	Percentage of teacher, parent, public, student and board agreement that teaching is a profession requiring its members to: a) have specialized knowledge and skills, b) apply their specialized knowledge and skills using reasoned judgment, c) provide a service to society.

Report on K-12 Indicators and Measures
Section D. Teaching and the Profession of Teaching

Indicator	Measure
D. 6. Ongoing professional growth is fostered through systematic professional development.	
Teacher and Board Perception.	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.

Report on K-12 Indicators and Measures

Section E. Leadership and Governance

Indicator	Measure
E. 1. The highest priority of the learning system is the success of each student.	
Teacher, Parent, Public, Student and Board Agreement.	Percentage of teacher, parent, public, student and board agreement that the highest priority of the learning system is the success of the student.
Student Achievement Over Time.	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.
E. 2. The learning system is characterized by ongoing school improvement.	
Teacher, Parent, Student and Board Perceptions.	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.
Teacher, Parent and Board Perceptions.	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.
E. 3. Consultation, research, and commitment to principles guide policy decisions in the learning system.	
Teacher, Parent, Public, Student and Board Agreement.	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>
E. 4. Student learning is supported by evaluation practices that provide information about important outcomes.	
Teacher, Parent, Student, Stakeholder and Board Agreement.	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.
E. 5. Locally elected school boards are accountable to their electorates and responsive to their local communities.	
Teacher, Parent, Public and Board Agreement.	Percentage of teacher, parent, public and board agreement that their jurisdiction is highly accountable and communicates effectively with the public. (See E7)
	Percentage of teacher, parent, public and board agreement that their jurisdiction is responsive to their local communities.

Report on K-12 Indicators and Measures

Section E. Leadership and Governance

Indicator	Measure
E. 6. The Program of Studies offered in public schools is free, universal, and accessible.	
Teacher, Parent, Student and Board Satisfaction.	Teacher, parent, high school student and board satisfaction that core and optional courses are available for students to graduate on time.
Teacher, Parent, Student and Board Agreement.	Percentage of teacher, parent, student and board agreement that the fees charged for consumables (instructional supplies, materials and rentals) are reasonable.
Panel Satisfaction.	Panel (educators, experts, public and parents) satisfaction that the Program of Studies offered in the jurisdictions or the province is free, universal and accessible.
E. 7. All elements of the learning system are highly accountable and communicate effectively with the public.	
Teacher, Parent, Public and Board Satisfaction.	Percentage of teacher, parent, public, board satisfaction that the learning system (government, jurisdictions, schools) is highly accountable and communicates effectively with the public.
E. 8. The Government of Alberta is accountable for its role in the success of the learning system.	
Stakeholder Satisfaction.	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.
E. 9. Effective and facilitative leadership supports teaching and learning.	
Parent, Public, Student, Staff and Board Satisfaction.	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.

Report on K-12 Indicators and Measures

Section F: Facilities

Indicator	Measure
F. 1. Facilities meet the learning needs of students and the program delivery needs of staff.	
Parent, Student, Staff and Board Satisfaction.	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.
F. 2. Facilities meet the physical needs of students, staff, and the community.	
Building Condition.	Percentage of buildings rated as good, fair, and poor according to the Capital Planning Initiative.
Student, Staff and Community Satisfaction.	Percentage of students, staff and community satisfaction that facilities meet the physical needs of students, staff and the community.
Completion Time.	Frequency distribution of the length of time from board request to provincial approval to completion of new construction or major capital improvements.