

Policy and Requirements for Accredited Funded Private School Authority Planning and Results Reporting

April 2018

Policy and Requirements for Accredited Funded Private School Authority
Planning and Results Reporting April 2018©

This document contains requirements for Alberta's accredited funded private school authorities except for schools offering only heritage language and culture programs.

This document is available online at:

<https://education.alberta.ca/school-authority-planning-resources/current-requirements/everyone/planning-documents>

and provides the requirements for:

- Accredited funded private school authority Three-Year Education Plans for 2018/2019 – 2020/2021. Authority plans must be approved by the board of directors and posted on the school's website by November 30, 2018. If the school does not have a website, attach the document to the e-mail to the appropriate Field Services Branch Director.
- Accredited funded private school authority Annual Education Results Reports on the 2017/2018 school year based on the three-year education plans for 2017/2018 – 2019/2020. Accredited funded private school authority reports must be approved by the board of directors and posted on the school's website by November 30, 2018. If the school does not have a website, attach the document to the e-mail to the appropriate Field Services Branch Director.

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Policy and Requirements for Accredited Funded Private School Authority Planning and Results Reporting, 2018 Edition

Requirements for:

- Accredited funded private school authority Three-Year Education Plans (3YEPs), 2018/2019 to 2020/2021
- Accredited funded private school authority Annual Education Results Reports (AERRs) on the 2017/2018 school year

This document is issued under authority of the following:

- Alberta Regulation 190/2000, *School Act, Private Schools Regulation*, Sections 15, 18 and 22
- Alberta Regulation 120/2008, *Government Organization Act, Education Grants Regulation*, Sections 2 and 7

Deputy Minister of Education

Date

Policy and Requirements for Accredited Funded Private School Authority Planning and Results Reporting

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What's Changed

New Alberta Education Business Plan

Alberta Education's Business Plan 2018 - 2021 contains five outcomes. School authorities will need to develop their Three-Year Education Plans in alignment with this structure.

Background

Structure and Purpose of Alberta's K-12 Education System

The education of Alberta's children is the responsibility of the provincial government and is governed by the *School Act*. Per provisions of the *School Act*, education is delivered by a system of schools operated by school boards and Francophone, charter school and accredited funded private school authorities.

The priority of the K-12 education system is the success of every child in school. Each type of school authority assures the quality of education for its students while the Ministry of Education assures the quality of education provided by school authorities. The Ministry uses school authority Accountability Pillar information to provide assurance to the public and the Legislative Assembly on the quality of education in Alberta's school system.

Accountability and Transparency in Alberta's K-12 Education System

In Alberta's K-12 education system, there is a delegation of responsibility from the provincial government to school authorities. This delegation of responsibilities also comes with an obligation to answer for, and publicly report on the spending of public funds and results achieved by the accountable organization through the discharge of responsibilities. This facilitates the transparency of the accountable organization. Consequences are applied to accountable organizations based on performance.

In Alberta's K-12 education system, school authorities (school boards, Francophone regional authorities, charter schools and accredited funded private school authorities) are accountable organizations. The Ministry of Education allocates funds to school authorities so they may fulfill their delegated responsibilities of providing education programs for Alberta's K-12 students. This creates an accountability relationship between the Ministry and school authorities. This accountability relationship is established in legislation and regulation.

This document applies to accredited funded private school authorities. Separate planning and reporting documents are available for school boards and for charter schools on the Ministry of Education's website.

<https://education.alberta.ca/school-authority-planning-resources/current-requirements/everyone/planning-documents>

Legislative Authority

The following pieces of legislation and regulation dictate the responsibilities of accredited funded private school authorities related to the accountability relationship with the Ministry of Education.

- Section 18 of the *Private Schools Regulation* under the *School Act* establishes the requirement for operators of accredited funded private schools to prepare Three-Year Education Plans and Annual Education Results Reports as specified by the Minister.
- Under Section 22, the operator of such private schools must provide to the Minister any information relating to the school that the Minister requests in writing.
- Section 7 of the *Education Grants Regulation* under the *Government Organization Act* requires recipients of grants from the Ministry of Education to provide the Minister, upon request, any information the Minister considers necessary for the purpose of determining whether or not the recipient has complied or is complying with the conditions of the grant.

Pursuant to the *Government Organization Act* and the *School Act* and to operationalize the accountability relationships and processes established in provincial legislation, the *Policy and Requirements for Accredited Funded Private School Authority Planning and Results Reporting* contains the Minister's requirements for accredited funded private school authority three-year education plans and annual education results reports.

The Minister's requirements in the *Policy and Requirements for Accredited Funded Private School Authority Planning and Results Reporting* ensure that accredited funded private school authority plans and annual education results reports are aligned with the Ministry of Education's vision, mission, outcomes and performance measures in Education's Business Plan. In this way, the Ministry and accredited funded private school authority documents help ensure that the K –12 education system is focused effectively and efficiently on meeting the educational needs of Alberta students.

Accredited funded private school authority plans may incorporate local strategies, goals, priorities, outcomes and measures that reflect the unique characteristics and circumstances of their communities. Similarly, accredited funded private school authority results reports include information on local activities and results on provincial and local measures. As such, accredited funded private school authority education plans and annual education results reports reflect local needs and priorities within the context of provincial direction and framework.

School Authority Accountability Policy

School authorities are accountable for results achieved from carrying out their responsibilities to provide education programs to Alberta students. As accountable organizations, school authorities are required to:

- Establish a system of accountability for results that encompasses their schools.
- Interpret and report results to parents, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency.
- Use results to improve the quality and effectiveness of education programs provided to their students and to improve student learning and achievement.

Accountability Framework for the K-12 Education System

The Accountability Framework for the K-12 education system is a formal structure established by the Ministry to support accountability and transparency throughout the system and to ensure alignment of school authorities and schools with provincial direction. This helps ensure the highest priority of the education system is the success of the student.

The Accountability Framework consists of:

- Three-Year Education Plans (3YEPs), which contain:
 - Measureable outcomes;
 - Performance measures to provide information on achievement of outcomes;
 - Targets to improve low or declining performance levels;
 - Strategies to achieve outcomes and improve results;
 - Implementation of strategies and programs, adjusting if necessary.
- Annual Education Results Reports (AERRs) that publicly report results, assess achievement and indicate whether improvement has taken place; and
- Answering to the Ministry for performance results over time.

Reviewing Three-Year Education Plans and Annual Education Results Reports

Alberta Education staff review 3YEPs and AERRs to:

- Enhance the department's understanding and increase knowledge of the school authority's local context and priorities;
- Stimulate data-driven dialogue and discussion toward continuous improvement;
- Encourage school authority improvement efforts;
- Ensure consistency between the authority's plan and results report;
- Monitor compliance with provincial requirements; and
- Identify implications for provincial planning.

Information on Accountability Pillar

Additional information on planning and reporting and explanatory information on the Accountability Pillar are available separately on the Ministry website:

[School Authority Planning and Reporting Reference Guide](#)

[The Accountability Pillar of the Renewed Funding Framework Fact Sheet](#)

[Accountability in Alberta's Education System](#)

Three-Year Education Plan (3YEP), 2018/2019 – 2020/2021

Components and Requirements for Accredited Funded Private School Authority Education Plans

Accredited funded private school authority education plans must maintain a three-year time frame. Accredited funded private school authorities are required to consider their latest Accountability Pillar results when they review, adjust and roll the 3YEP forward each year.

Components of 3YEPs are in bold below and defined in Appendix B. An optional template for a combined 3YEP/AERR, pre-populated with the required Accountability Pillar information, will be provided to accredited funded private school authorities as part of the May and October 2018 Accountability Pillar reports.

Optional **Message from Board Chair**

Required An **Accountability Statement, signed by the board chair** (see Appendix C for the wording to the Accountability Statements for 3YEPs, AERRs and the Accountability Statement to be used if the accredited funded private school authority combines its 3YEP and AERR into one document).

Optional **Accountability Pillar Overall Summary** in colour, as provided by Alberta Education on the Extranet.

Optional **Foundation Statements** – vision, mission, principles and beliefs.

Optional **A Profile of the School Authority**

Optional **Trends and Issues**

Level 1 Required Provincial Outcomes, Performance Measures, Targets and Strategies (see Required Outcomes and Performance Measures).

For each required outcome, include:

- The required and any other measures used to assess progress and achievement of the outcome, along with the most recent result.
- Targets for each year of the plan for Provincial Achievement Test cohort results (acceptable and excellence) for each subject and grade, where three years of data is available for the 2018 – 2021 education plan.
- Targets for each year of the plan for Diploma Examination results (acceptable and excellence) for which three years of data is available for the 2018 – 2021 education plan.

For each outcome, accredited funded private school authorities must develop and include **strategies** (at least one strategy for each outcome) in the plan to improve student learning and results.

Note: For Outcome 2, school authorities should include strategies that ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

Note: For Outcome 3, describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the accredited funded private school authority is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit <https://education.alberta.ca/inclusive-education/what-is-inclusion/>

Level 1 Optional Accredited funded private school authorities may include additional results or contextual information to help explain strategies and targets to parents and the public, such as:

- Participation rates in Provincial Achievement Tests;
- Five-year high school completion rates; and
- Results from the school authority's own surveys.

Level 2 Required **Provincial Outcomes, Performance Measures, Targets and Strategies.** For each outcome, include:

1. The measures used to assess progress and achievement of the outcome (see Required Outcomes and Performance Measures).
2. Results and evaluations for the measures or reference to the overall summary page.
3. At least one strategy to address each outcome.
4. Targets for each year of the plan for measures with an overall evaluation of “Issue” or “Concern” and a clearly identified strategy for improvement.

Note: For Outcome 2, school authorities should include strategies that ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

Note: For Outcome 3, describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the accredited funded private school authority is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit <https://education.alberta.ca/inclusive-education/what-is-inclusion/>

Level 2 Optional Accredited funded private school authorities may include additional results or contextual information to help explain strategies and targets to parents and the public, such as:

- Provincial Achievement Test or Diploma Examination results for specific grades and subjects;
- Results for each respondent group on the Accountability Pillar surveys;
- Participation rates in Provincial Achievement Tests;
- Five-year high school completion rates; and
- Results from the school authority’s own surveys.

Required Budget Summary. This section presents summary information about the accredited funded private school authority's budget. The budget summary **must** include:

- Level 1 and 2 accredited funded private schools – Charts/tables, including amounts, that summarize budget information;
- Level 2 accredited funded private schools – Key financial information about the upcoming school year, focusing on anticipated major changes or shifts in focus, such as addressing Accountability Pillar results; and
- Level 2 accredited funded private schools – anticipated revenue from Alberta Education for the 2018/2019 school year based on the budgeted enrolment projection. Anticipated expenditures for the same period.

Required Timelines and Communication. School authorities must finalize their 3YEPs in the fall, considering the Provincial Achievement Test and Diploma Examination results and evaluations provided in early October 2018.

Accredited funded private school authority 3YEPs must be approved by the authority's board of directors and posted in a publicly accessible format on the school authority's website **by November 30** each year. If the school authority does not have a website, indicate how the plan is communicated to parents and other members of the school community, as well as how members of the general public could obtain information about the school authority's 3YEP.

Notify the appropriate Field Services Branch Director of the posting and include a web link in the email notice or attach the plan if the school authority does not have a website.

Note: Accredited funded private school authorities may combine their 3YEP and AERR into one document if they wish or continue to prepare and post two separate documents.

Required Outcomes and Performance Measures

Listed below are the required outcomes and performance measures for accredited funded private school authority 3YEPs, which align with Alberta Education’s Business Plan 2018 - 2021. Targets for each year of the plan are required for all Accountability Pillar measures with an overall evaluation of “Issue” or “Concern”. Combined 3YEP/AERR documents will use these outcomes and performance measures.

<p>OUTCOME ONE: Alberta’s students are successful.</p>	<p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). • Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of students within three years of entering Grade 10. • Annual dropout rate of students aged 14 to 18. • High school to post-secondary transition rate of students within six years of entering Grade 10. • Percentage of Grade 12 students eligible for a Rutherford Scholarship. • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. • Overall teacher, parent and student agreement that students model the characteristics of active citizenship. • Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. • Overall teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (<i>This measure is required for accredited funded private school authorities with only K-9 schools.</i>)
<p>OUTCOME TWO: Alberta’s education system supports First Nations, Métis, and Inuit students’ success.</p>	<p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). • Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard and the overall percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of self-identified First Nations, Métis and Inuit students within three years of entering Grade 10. • Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14 to 18. • High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering Grade 10. • Percentage of self-identified First Nations, Métis and Inuit Grade 12 students eligible for a Rutherford Scholarship. • Percentage of self-identified First Nations, Métis and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10.

<p>OUTCOME THREE: Alberta’s education system respects diversity and promotes inclusion.</p>	<p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
<p>OUTCOME FOUR: Alberta has excellent teachers, school leaders, and school authority leaders.</p>	<p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
<p>OUTCOME FIVE: Alberta’s education system is well governed and managed.</p>	<p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education. • Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. • Overall teacher, parent and student satisfaction with the overall quality of basic education.
<p>Notes</p>	<ul style="list-style-type: none"> • The results for the required measures are available in the Accountability Pillar reports on Alberta Education’s Extranet at https://education.alberta.ca/ • <u>Consistent with the <i>Freedom of Information and Protection of Privacy Act</i>, when the number of students or survey participants in a group is fewer than six, results are not reported to protect individual privacy.</u>

Annual Education Results Report (AERR), 2017/2018

Components and Requirements for Accredited Funded Private School Authority Results Reports

The 2017/2018 AERR reports on the accredited funded private school authority's 3YEP for 2017/2018 – 2019/2020 and includes the components listed below in bold. An optional template for a combined 3YEP/AERR, pre-populated with the required Accountability Pillar information, will be provided to accredited funded private school authorities as part of the October 2018 Accountability Pillar reports.

<i>Optional</i>	Message from Board Chair.
Required	An Accountability Statement signed by the board chair (see Appendix C for the wording to the Accountability Statements for 3YEPs, AERRs and the Accountability Statement to be used if the school authority combines its 3YEP and AERR into one document).
Level 2 Required	The Accountability Pillar Overall Summary in colour provided by Alberta Education in October 2018. <ul style="list-style-type: none">• The Accountability Pillar Overall Summary must be placed near the beginning of the document.
<i>Optional</i>	Summary of Accomplishments. The accredited funded private school authority's accomplishments (impact of major activities/strategies).
Required	Report the accredited funded private school authority's Performance Measure Results for 2017/2018 in relation to the goals, outcomes and targets for 2017/2018 set in the school authority's education plan (see Required Goals, Outcomes and Performance Measures). Specifically, for each required measure, report: <ul style="list-style-type: none">• Five years of accredited funded private school authority's results or available results if less than five years; (reporting five years of comparative provincial results is optional).• Most recent result in relation to the target for 2017/2018 (if applicable).
<i>Optional</i>	Commentary on Results , such as contextual information, factors affecting performance and analysis of results may be included.

Optional

Future Challenges, such as changes in enrolment patterns, areas for improvement and how the accredited funded private school authority will address these.

Required

Summary of Financial Results (based on submitted Audited Financial Statements). The financial summary:

- Provides key financial information about the school year, including information on how the board spent its funding, significant changes over the prior year (if any) and whether spending was within budget (if not, why not, and should an accumulated deficit exist, how it will be addressed).
- Includes program expenditure information in a table or graph format, complete with amounts, for the primary audience – parents and other members of the school’s community.

Required

Timelines and Communication

Accredited funded private school authorities must post their board approved AERR for 2017/2018 on their website in a publicly accessible format by **November 30, 2018** and **notify the appropriate Field Services Branch Director** by email of the posting. They must also include:

- The web link to the school authority AERR in both the print and posted versions.
- Information on how the accredited funded private school authority communicates results to parents and the school community and how it makes the AERR available to the general public if the authority does not have a website.

Required

Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act* (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner’s website at

www.yourvoiceprotected.ca

Required Outcomes and Performance Measures

Listed below are the required goals, outcomes and performance measures for accredited funded private school authority AERRs, which align with Alberta Education's Business Plan 2017 - 2020.

Accredited funded private school authorities choosing to prepare a combined 3YEP/AERR use the components listed in the 3YEP section of this document instead of the ones shown below.

<p>OUTCOME ONE: Alberta's students are successful.</p>	<p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). • Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of students within three years of entering Grade 10. • Annual dropout rate of students aged 14 to 18. • High school to post-secondary transition rate of students within six years of entering Grade 10. • Percentage of Grade 12 students eligible for a Rutherford Scholarship. • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. • Overall teacher, parent and student agreement that students model the characteristics of active citizenship. • Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. • Overall teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (<i>This measure is required for accredited funded private school authorities with only K-9 schools.</i>)
<p>OUTCOME TWO: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.</p>	<p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). • Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard and the overall percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of self-identified First Nations, Métis and Inuit students within three years of entering Grade 10. • Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14 to 18. • High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering Grade 10. • Percentage of self-identified First Nations, Métis and Inuit Grade 12 students eligible for a Rutherford Scholarship.

	<ul style="list-style-type: none"> Percentage of self-identified First Nations, Métis and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10.
OUTCOME THREE: Alberta’s education system is inclusive.	<p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
OUTCOME FOUR: Alberta has excellent teachers, and school and school authority leaders.	<p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
OUTCOME FIVE: Alberta’s education system is well governed and managed.	<p>PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education. Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. Overall teacher, parent and student satisfaction with the overall quality of basic education.
Notes	<ul style="list-style-type: none"> The results for the required measures are available in the Accountability Pillar reports on Alberta Education’s Extranet at https://education.alberta.ca/ Consistent with the <i>Freedom of Information and Protection of Privacy Act</i>, <u>when the number of students or survey participants in a group is fewer than six, results are not reported</u> to protect individual privacy.

Appendix A – Legislation and Regulation – Key Excerpts

Alberta Regulation 190/2000
School Act
PRIVATE SCHOOLS REGULATION

Education Plan and Annual Education Results Report

18(1) The operator of a funded private school

(a) must develop, implement and maintain policies regarding the school's 3-year education plan and its annual education results report that are consistent with the policies of the Minister, and

(b) must prepare the 3-year education plan and annual education results report as required by the Minister.

(2) Subsection (1) does not apply where the funded private school offers only heritage language programs or cultural programs, or both.

AR 190/2000 s18; 43/2005

Provision and disclosure of Information

22(1) The operator of each private school must provide to the Minister any information relating to the school that the Minister requests in writing.

(2) The Minister may publish or otherwise disclose any information the Minister receives under subsection (1).

Alberta Regulation 120/2008
Government Organization Act
EDUCATION GRANTS REGULATION

General Authority to Make Grants

2. The Minister may make grants, in accordance with this Regulation, for any purpose related to any program, service or matter under the Minister's administration.

Conditions on which grants are made:

7. In addition to any conditions imposed by the Minister, it is a condition of every grant made under section (2)

(a) that the recipient shall

- (i) use the grant only for the purpose for which it is made,
- (ii) account to the Minister, in the manner that the Minister determines and to the Minister's satisfaction, for how the grant money or any portion of it was or is being used,
- (iii) permit a representative of the Minister or the Auditor General to examine any books or records that the Minister or the Auditor General considers necessary to determine how the grant money has or is being used, and
- (iv) provide to the Minister, on request, any information the Minister considers necessary for the purpose of determining whether or not the grant recipient has complied or is complying with the conditions of the grant.

Appendix B – Glossary of Planning and Accountability Terms



B

Accountability: An obligation to answer or account for assigned (delegated) responsibilities, e.g., for use of funds, results achieved and for taking action to make continuous improvement and achieve desired results. Accountability arises when one party delegates responsibility to another party. Some discretion on how responsibilities are carried out is associated with the delegation of responsibility to accountable organizations. In the public sector, accountability involves transparent public reporting of results as well as reporting to the organization, such as a government ministry, that delegated responsibilities and provided funding to an accountable organization. Consequences for performance are conferred by the delegating party.

Accountability Framework: A well-designed structure to ensure accountability within organizations and between governing bodies and delegated organizations (accountable parties). An accountability framework consists of measurable goals, performance measures that provide information on progress toward and achievement of outcomes, targets that indicate a desired level of performance, strategies that are implemented and adjusted as necessary to improve results over time, evaluation of results achieved, including whether improvement has taken place, public performance reports and consequences for the performance of accountable organizations.

Continuous Improvement: Using performance results to adjust strategies and practices so that improvement in performance is achieved over time.

Goals: Broad statements that look towards the long term and steer organizations in the direction of realizing their vision. Goals are typically expressed as desired conditions or aims.

Issues: Conditions that may affect the organization's ability to fulfill its mandate or achieve its goals.

Mission Statement: A clear, concise description of an organization's overall purpose and role. It gives direction to the programs and services that the school authority provides for its students.

Outcomes: Measurable statements of what an organization seeks to achieve. In broad terms, they answer the question, “What will this look like when we get to where we want to be?”

Performance Measures: Performance measures provide information on important, quantifiable aspects of the education system. They enable school authorities to assess progress toward achieving goals and outcomes.

Principles and Beliefs: Principles and beliefs guide decision-making and provide a foundation for developing mission, vision and goals.

Profile: A profile is a brief description of the school authority that gives context for the plan. Profiles include such information as characteristics of communities, students, programs, size and location.

Strategies: Strategies are actions that school authorities take to achieve goals and desired outcomes that meet the needs of all their students. They address local circumstances, issues, trends and opportunities.

Targets: Targets show desired levels of performance to be attained by a certain time. Targets are expressed quantitatively.

Trend: A trend shows a direction of data over time, e.g., enrolment growth.

Vision: A vision describes a possible and desired future state for the organization, grounded in reality, which inspires and guides decisions and actions.

Terms Related to the Accountability Pillar Evaluation *(in logical, rather than alphabetical order)*

Accountability Pillar: The Accountability Pillar is one of the three pillars of the Renewed Funding Framework and enhances school authority accountability for results in return for greater flexibility in the allocation of resources. The Accountability Pillar places increased emphasis on the achievement of specific outcomes by evaluating and reporting results on a common set of measures and, where results are low or declining, taking action to improve student programs and results in subsequent years.

The focus of the Accountability Pillar is on improving school authority results and attaining high levels of achievement.

Accountability Pillar Performance Measures: The Accountability Pillar performance measures are a required, consistent set of measures, each of which is calculated on a comparable basis for all jurisdictions. School authorities are required to include this common set of performance measures and evaluations in their plans and report the results and updated evaluations for these measures in their AERRs. The measures draw from various kinds of data, including:

- Results of provincial assessment programs;
- Student outcomes, such as dropout and high school completion rates, calculated from administrative data; and
- Student, parent and teacher perceptions from surveys.

Category: Accountability Pillar measures are grouped into seven categories that represent key aspects of education that are important to parents and the public:

- Safe and caring schools,
- Student learning opportunities,
- Student learning achievement (Grades K to 9),
- Student learning achievement (Grades 10 to 12),
- Preparation for lifelong learning, employment and citizenship,
- Parental involvement, and
- Continuous improvement.

Evaluation Methodology: The evaluation methodology assesses each measure in the Accountability Pillar in terms of achievement and improvement, then combines the achievement and improvement evaluations to calculate overall evaluations for measures and categories.

Achievement Evaluation: The achievement evaluation is based on comparing the current jurisdiction result against a set of provincial standards that are expected to be fixed for 7 – 10 years. The achievement evaluation results in one of the following five achievement levels: Very High, High, Intermediate, Low and Very Low.

Standard: A standard is an established, quantifiable level of performance that is commonly understood and agreed upon, and is the basis for judging actual performance. The standards for each Accountability Pillar measure are calculated from baseline data (based on the distribution of results for all school boards at a fixed point in time). The 5th, 25th, 75th and 95th percentiles of the distribution of the baseline results are used to establish the five achievement evaluation levels (listed above under “Achievement Evaluation”).

Baseline: Baseline data constitute a starting point for comparisons of results against standards. Baseline data for each Accountability Pillar measure are established by averaging each school board’s results across the three years to create a three-year average. The three years that form the baseline for calculating standards differ among measure types, depending on data availability.

Improvement Evaluation: The improvement evaluation focuses on improvement over time. Improvement is evaluated by comparing the authority’s current year result against the authority’s own previous three-year average using the chi-square test of statistical significance. This test is used to determine the probability that there is no significant difference between an observed outcome and the expected outcome, while taking into account the sample size. Thus, the previous three-year average informs expected outcome by which the current year result, the observed outcome, is compared. The improvement evaluation results in one of the following five improvement levels: Improved Significantly, Improved, Maintained, Declined and Declined Significantly.

Improvement/Decline: Improvement or decline for an Accountability Pillar measure is determined by comparing the current result against the previous three-year average using the chi-square test of statistical significance. Using the chi-square test:

- An **improvement or decline** occurs when the current result is at least one standard deviation above or below the previous three-year average, but less than two standard deviations.
- A **significant improvement or decline** (at the 5% level of confidence, or 19 times out of 20) occurs when the current result is approximately two or more standard deviations above or below the previous three-year average.

Overall Evaluation: Once the improvement and achievement levels have been calculated for a measure, an overall evaluation is calculated, which reflects both the achievement evaluation and the improvement evaluation.

The overall evaluation is reported on a five-point scale: Excellent, Good, Acceptable, Issue and Concern.

Target: Targets related to achievement standards are set for each year of the plan when the overall evaluation of results for a measure is “Issue” or “Concern”. These targets for Accountability Pillar measures:

- Have a higher numerical value each year than the current result (except for dropout rates, where a lower result shows improvement).
- Show reasonable progress toward or move into the next higher achievement standard over the three years.

Making gains over time toward the next achievement level or attaining it will be reflected in the improvement evaluation as well. At minimum the improvement evaluation would be “Maintained,” and could be “Improved” or “Improved Significantly”.

Appendix C – Accountability Statements



Accountability Statements are required for stand-alone 3YEPs and AERRs. Accredited private school authorities that continue to prepare 3YEPs and AERRs as separate documents use the Accountability Statements below.

Accountability Statement for the Three-Year Education Plan

The Three-Year Education Plan for **(name of school authority)** commencing September 1, **(year)** was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Three-Year Education Plan for 2018/2021 on _____ (month and day), 2018.

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for **(name of school authority)** the **(year)** school year was prepared under the direction of the Board in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the private school authority can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2017/2018 was approved by the Board on _____ (month and day), 2018.

Name

Date

Accredited funded private school authorities that combine their AERR and 3YEP into a single document use the following Accountability Statement:

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the **(year)** school year and the Three-Year Education Plan commencing September 1, **(year)** for **(name of school authority)** were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three Year Education Plan for 2018/ 2021 on _____ (month and day), 2018.