



Freedom To Create. Spirit To Achieve.

Proposed Assurance Model

Assurance Model Working Group
October 21, 2011

Government of Alberta ■
Education

A History Lesson

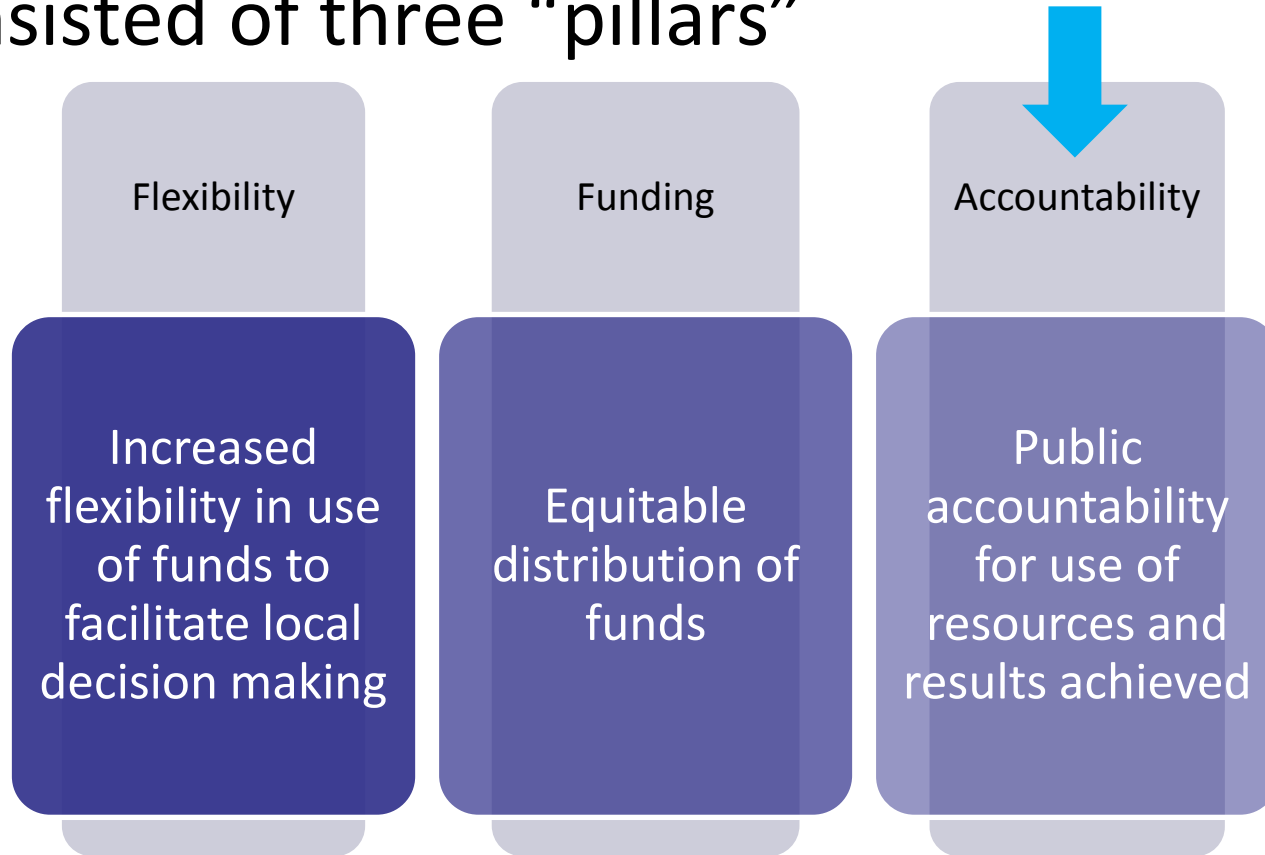
- Current accountability framework for school authorities has been in place since 1995
 - Alignment with ministry business plan & cycle
 - 3YEP and AERR
 - Performance measures, results and targets
 - Financials

Renewed Funding Framework

- Introduced in September 2004
- Developed in consultation with stakeholders:
 - ASBA, ASBOA, CASS, AHSCA
- Driver for the last substantial change in accountability

Renewed Funding Framework

- Consisted of three “pillars”



Accountability Pillar

- Builds on aspects of 1995 framework
 - Expanded set of performance measures
 - Consistent survey process
 - Standard methodology to evaluate results
 - Standard templates and reporting
 - Enhanced process for providing reports and data to school authorities

Accountability Pillar

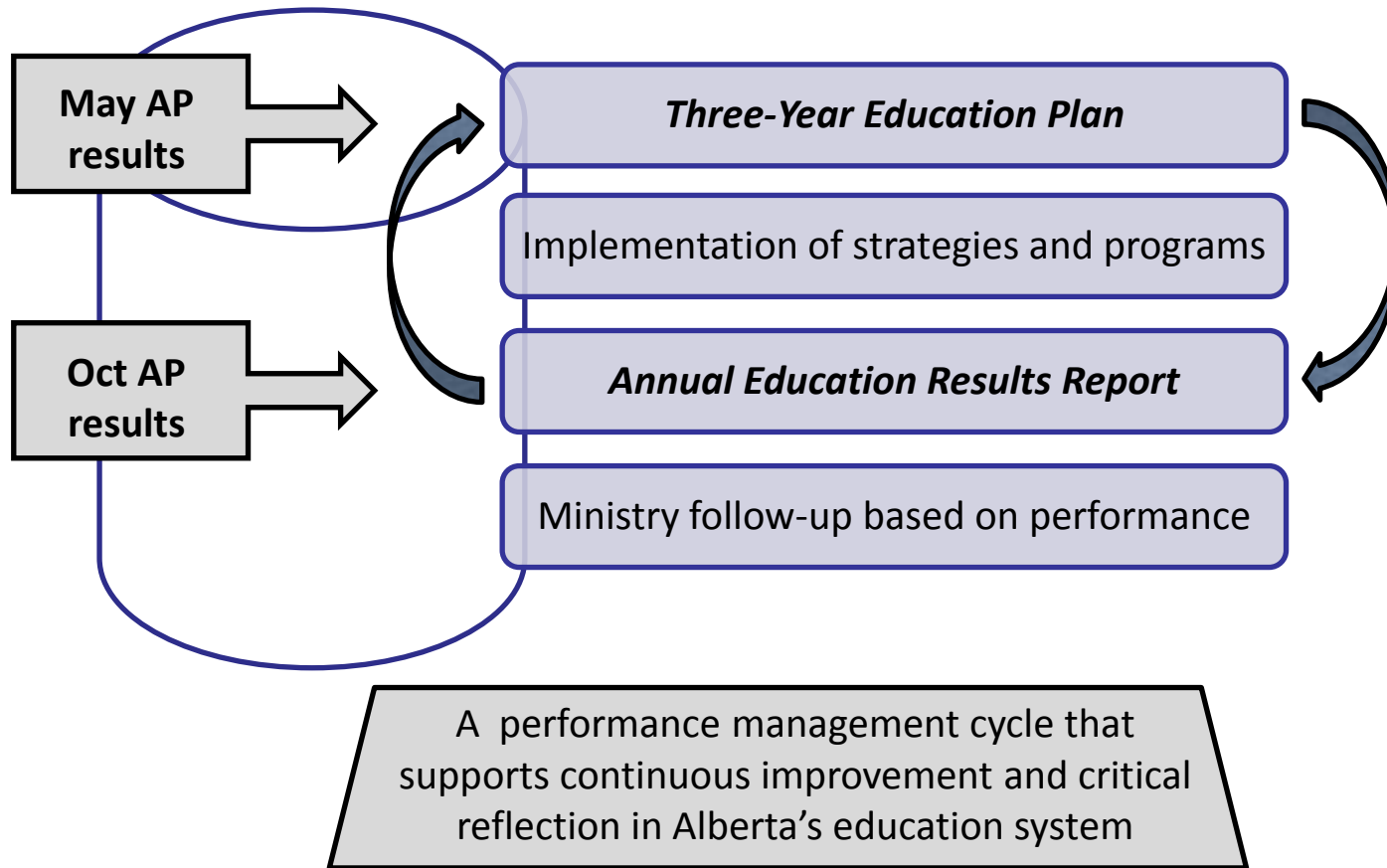
- Provincial summary for October 2011

Measure Category	Measure Category Evaluation	Measure	Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.1	87.6	86.6	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	Program of Studies	80.9	80.5	80.1	High	Improved Significantly	Good
		Education Quality	89.4	89.2	88.9	High	Improved Significantly	Good
		Drop Out Rate	4.2	4.3	4.7	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	72.6	71.5	71.1	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	79.3	79.1	78.0	Intermediate	Improved Significantly	Good
		PAT: Excellence	19.6	19.4	18.5	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	82.6	83.4	84.0	Low	Declined Significantly	Concern
		Diploma: Excellence	18.7	19.0	18.9	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	54.9	53.5	53.5	Intermediate	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	59.6	56.9	57.0	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	59.3	59.8	59.3	High	Maintained	Good
		Work Preparation	80.1	79.9	79.8	High	Improved	Good
		Citizenship	81.9	81.4	79.9	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	79.9	80.0	79.4	High	Improved	Good
Continuous Improvement	Good	School Improvement	80.1	79.9	78.8	High	Improved Significantly	Good

Accountability Pillar

- AP results released twice a year
 - May - updated survey and student outcome data
 - October - updated PAT and DIP results
 - Authorities receive:
 - Reports
 - Data at authority, school and individual student levels
 - Prepopulated templates
 - Access to online analysis tool to generate reports

Planning / Reporting Cycle



Planning / Reporting Cycle

- Process described in *Requirements for Planning and Reporting*
- Prepared annually
- Stakeholder working group provide feedback and recommendations
 - Precursor to the Assurance Model Working Group

Development Process To Date

May You Live In Interesting Times

- Ministry has undertaken extensive stakeholder consultations over the past few years
 - Inspiring Education
 - Setting the Direction
 - Speak Out
- Proposed Education Act was tabled in April 2011



Transformative Change

- Focus is on the transformation of Alberta's education system
 - Strategic Policy Directions
 - Rethinking student needs
 - Rethinking what we're teaching in the 21st Century
 - Rethinking excellence in teaching students
 - Rethinking how we engage with communities
 - Rethinking research

Impact on Accountability

- Rethinking accountability was a natural result of transformation agenda
 - Accountability is sometimes seen as static and linear with a narrow focus
 - Emphasis on “upward” reporting to Ministry
 - Language of transformation suggests other needs
 - Commitment to change implies flexibility
 - Stronger “outward” focus to stakeholders
 - Inspire confidence in ability to deliver on “promise”

First Step on a Long Path

- June 2010
 - Potential changes to accountability framework identified
 - Alignment with strategic direction
 - Increased focus on outcomes
 - Greater flexibility to accommodate change and local needs
 - Received direction to consult with the field



Consultation With Stakeholders

- October 2010
 - FNMI and Field Services held six sessions on accountability with jurisdiction staff
 - Dialogue was put in the context of the transforming education system
 - Focus on identifying high level outcomes and measures
- Nov 2010
 - Summary of sessions was presented to CASS

Another Kick At The Can

- Feb-March 2011
 - Shift in model from accountability to assurance
 - Key points for revised model:
 - Focus on outcomes
 - Robust data / evaluation
 - Build on current process
 - Flexibility
 - Ownership

Consultation Part 2

- March 2011
 - Discussion with CASS in Zone 1 about accountability, assurance and parameters for a new model
- June 2011
 - Discussion with Jim Gibbons of ASBA about assurance and governance models

The Home Stretch...

- August 2011
 - Revised assurance model ready for discussion with stakeholders
 - Key changes from current approach:
 - Broader idea of assurance rather than accountability
 - Reflect transformation of the system
 - Enable school authorities to add local elements
 - Enhance flexibility

Proposed Assurance Model

Assurance vs Accountability

- Assurance is a broader concept
 - How do we assure stakeholders that we have a high quality system and that students are successful?
 - Accountability is one element
 - Transparency
 - Alignment with strategic direction coming from Inspiring Education
 - Focus on outcomes

Assurance vs Accountability


- Proactive
 - How results and other information drive planning
 - Putting things in place to assure desired results are achieved
- Outward focus
 - Communication that is meaningful to stakeholders
 - Engagement

Assurance Model for Authorities



Learner Success

- Describes the high level outcomes we are trying to achieve
- Ties together the three different areas of focus in the model
- Aligned with Basic Education definition and competencies framework



Learner
Success
(Outcomes)

Example Outcomes

- Students
 - achieve high standards
 - complete programs
 - are prepared for the 21st Century
- System
 - meets the needs of students
 - high quality teaching and leadership
 - collaboration and continuous improvement

Accountability Requirements

- What is this?
 - Planning / reporting cycle
 - Core performance measures
 - Audited financial statements
 - Other legislative, regulatory and policy requirements

Accountability
Requirements



Accountability Requirements

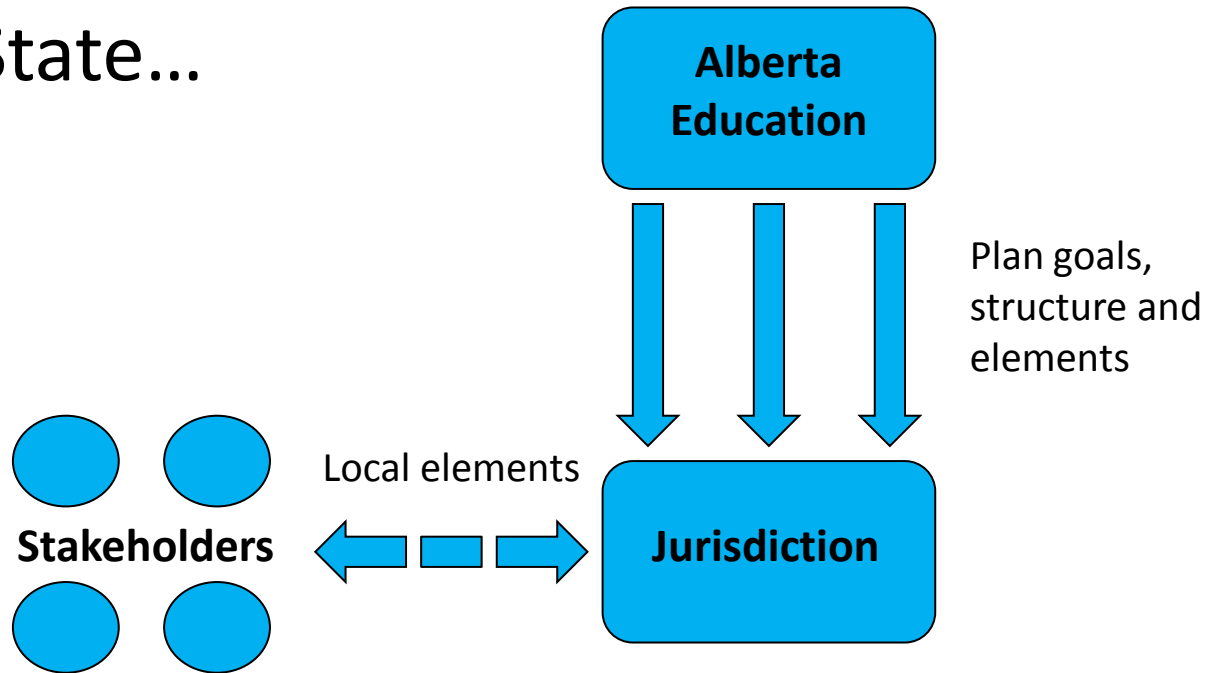
- Why is this included?
 - Accountability is required by legislation in Alberta
 - *Government Accountability Act*
 - *School Act... and new Education Act*
 - Strongly supports the concept of transparency
 - Consistent information
 - Province, school authorities
 - Communicated to stakeholders and public

Accountability Requirements

- What could be different?
 - Streamline our core performance measures
 - Focus on outcomes rather than specific measures
 - Reduction of other administrative requirements in plans / reports to create flexibility
 - Alignment of plans / reports to Alberta Education business plan goals not required

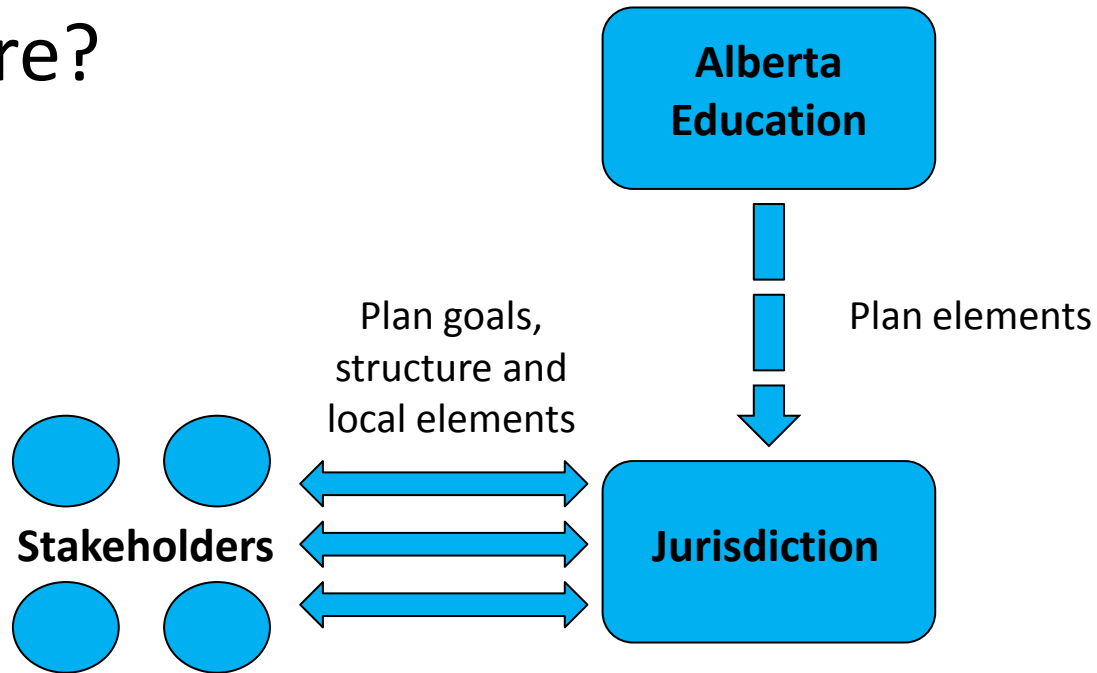
Alignment with Ministry

Current State...



Alignment with Ministry

The Future?



Strategic Priorities

- What is this?
 - Actions, measures and accomplishments related to...
 - Action Agenda items
 - Business plan priority initiatives
 - Other priorities that are the shared responsibility of the government and school authorities



Strategic Priorities

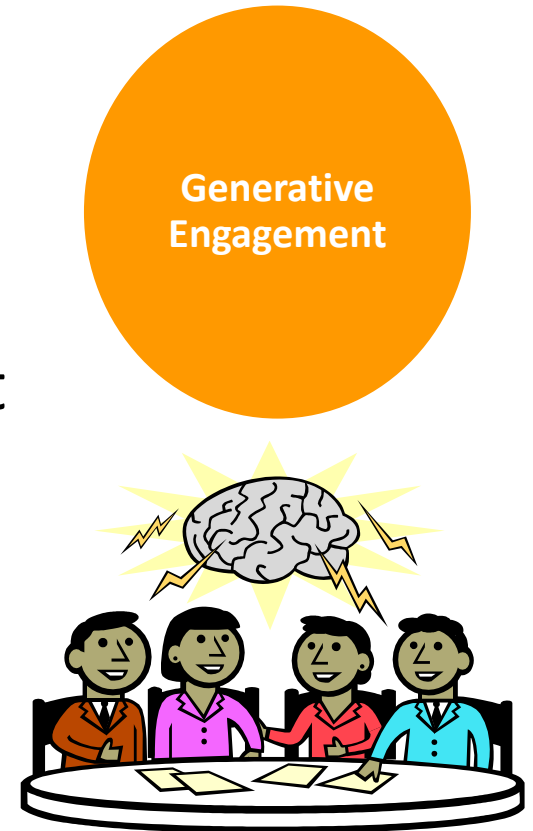
- Why is it included?
 - Transformation of Alberta’s education system requires shared ownership of key priorities
 - Transformation meetings currently underway reflect this
 - Some priorities can only be achieved through the work of authorities/schools (e.g. Action On... Inclusion)
 - Strongly supports the concept of alignment through actions taken to advance priorities

Strategic Priorities

- What could this look like?
 - Set of strategic priorities is identified at the start of the planning cycle
 - School authorities identify the priorities they are focusing on, build corresponding actions into their plans and report on key accomplishments
 - Performance measures attached to priorities, either provincially or locally

Generative Engagement

- What is this?
 - Focus on engaging stakeholders to identify local priorities
 - Subsequent actions, measurement and accomplishments related to those local priorities



Generative Engagement

- Why is it included?
 - School and community engagement are key areas in the transformation process
 - Ties to concept of local autonomy described in the proposed Education Act
 - Local needs and assets become more relevant
 - Emphasis on participatory decision-making
 - Duty to engage public/community and keep them informed to sustain change

Generative Engagement

- What could this look like?
 - School authorities describe...
 - How stakeholders are engaged in the planning process?
 - How their input informed development of local priorities?
 - Subsequent actions and progress towards achieving those priorities
 - Authorities may draw upon various data sources to measure progress (e.g. provincial, regional, local)

3YEP in the Assurance Age?

- Authority decides the structure of the plan
 - Accountability requirements integrated where appropriate
 - Relevant strategic priorities included with corresponding actions and measures
 - Stakeholder engagement process and emergent priorities/actions clearly articulated

Discussion Questions

Accountability Requirements

- Discussion #1
 - Considering the example outcomes and the current Accountability Pillar measures, can a streamlined set of “core” measures be identified?
 - Things to keep in mind
 - Only consider the current set, not potential new measures
 - No data would be lost, measures that are not considered “core” could still be provided to jurisdictions as supporting information

Accountability Requirements

- Discussion #2
 - Are there requirements in the current *Requirements for Planning and Reporting* that are not efficient or effective?
 - Examples
 - Requirement duplicates information available elsewhere
 - Requirement is not informative to stakeholders
 - Requirement does not integrate well with a 3-year planning process (too granular, too much of a tangent)

Strategic Priorities

- Discussion #3
 - How could the Strategic Priorities component best be embedded in the planning/reporting process?
 - Considerations:
 - Are all priorities required for all jurisdictions?
 - How is measurement done? Local? Provincial? Mix?
 - Shared responsibilities means ownership – how do we encourage this?

Generative Engagement

- Discussion #4
 - How could the Generative Engagement component best be embedded in the planning/reporting process?
 - Considerations:
 - What elements do we need to have?
 - Are jurisdictions well positioned to address this component?
 - How can the impact be evaluated?

Overall Assessment

- What are the strengths of this model?

- What challenges/barriers do you see?

Your Role

- As AMWG member...
 - Provide advice and recommendations to inform the development of the model
 - Ongoing commitment to be involved in the discussion
- As CASS/ASBA representative...
 - Share what you have learned with your organization and gather feedback

