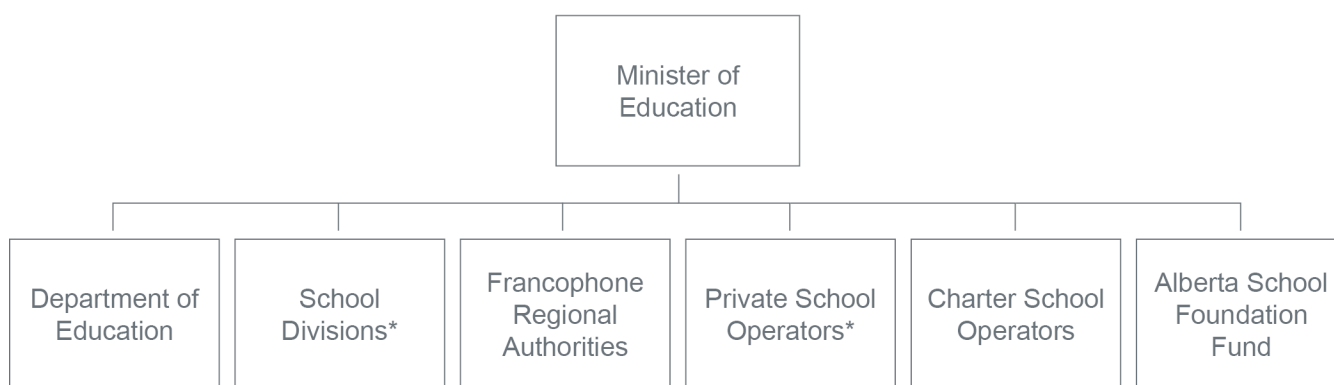


Education

Business Plan 2019–23

Ministry Mandate and Structure

The Ministry of Education provides leadership, direction, and oversight in the delivery of a student-centred education system that provides assurance to the public and promotes student success. The ministry consists of:



*Includes supervision of home education programs

A more detailed description of Education and its programs and initiatives can be found at: www.education.alberta.ca.

Ministry Outcomes

- Alberta’s students are successful
- First Nations, Métis, and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders, and school authority leaders
- Alberta’s K-12 education system is well governed and managed

Outcome 1

What We Want To Achieve

Alberta's students are successful

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering assessments. Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.

Key Objectives

- 1.1 Ensure Alberta's curriculum provides students with the essential knowledge and skills and foundational competencies they need to be successful.
- 1.2 Reform provincial assessment to allow students, parents and teachers to clearly identify areas of strength and areas in need of additional support.
- 1.3 Increase opportunities for young Albertans' to participate in hands-on learning experiences in apprenticeship, skilled trades and vocational education.

Initiatives Supporting Key Objectives

- In 2019-20, \$0.15 million is allocated to develop a ministerial order to establish the vision for student learning that identifies the foundational knowledge and skills and foundational competencies students should attain through the K-12 education system.
- The development of future curriculum in English and French that aligns with the vision set by the new ministerial order on student learning, will cost \$2.3 million in 2019-20.
- In 2019-20, \$3.5 million is allocated to facilitate student-learning opportunities related to apprenticeship, skilled trades, and vocational education; and to collaborate with Advanced Education to promote trades scholarships for high school students.
- Strengthening school and community capacity in order to support social, emotional and physical well-being, resiliency, improved student engagement and school success for all Alberta students, including those with disorders such as Fetal Alcohol Spectrum Disorder (FASD) will cost \$1 million in 2019-20.
- Developing options such as the Career and Technology Studies Bridge to Certification to assist in bringing individuals with unique skill sets into Alberta classrooms will cost \$0.85 million in 2019-20.
- The ministry will support student math achievement by adding a written response component in the Mathematics Diploma Exams, non-calculator questions in Provincial Achievement Tests to provide new opportunities for students to demonstrate understanding, and new efforts to communicate assessment expectations and successful practices to school divisions, teachers, and students. This will cost \$2 million in 2019-20.

Performance Metrics

1.a Performance Measure: Percentage of students who achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Language Arts

In 2018-19, 79.6 per cent of students achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Language Arts and 16.2 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2019-20:	80.0%	16.6%
2020-21:	80.2%	16.8%
2021-22:	80.4%	17.0%
2022-23:	80.6%	17.2%

1.b Performance Measure: Percentage of students who achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Mathematics

In 2018-19, 66.6 per cent of students achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Mathematics and 16.8 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2019-20:	66.8%	17.0%
2020-21:	67.0%	17.2%
2021-22:	67.2%	17.3%
2022-23:	67.4%	17.5%

1.c Performance Measure: Percentage of students who achieved standards on diploma examinations in Language Arts

In 2018-19, 87.0 per cent of students achieved the acceptable standard on diploma examinations in Language Arts and 12.2 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2019-20:	87.5%	12.4%
2020-21:	87.7%	12.6%
2021-22:	87.9%	12.8%
2022-23:	88.0%	13.0%

For Performance Metrics 1.a, 1.b, and 1.c, changes in results between 0.4 per cent and 0.5 per cent are considered significant depending on the measure.

1.d Performance Measure: Percentage of students who achieved standards on diploma examinations in Mathematics

In 2018-19, 77.2 per cent of students achieved the acceptable standard on diploma examinations in Mathematics and 27.2 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2019-20:	77.3%	27.3%
2020-21:	77.4%	27.5%
2021-22:	77.5%	27.7%
2022-23:	77.6%	27.9%

1.e Performance Measure: Percentage of students who wrote four or more diploma examinations

In 2017-18, 56.3 per cent of students wrote four or more diploma examinations within three years of entering grade 10. (2018-19 data available June 2020)

TARGETS

2019-20:	56.4%
2020-21:	56.5%
2021-22:	56.6%
2022-23:	56.8%

1.f Performance Measure: High school completion rate

In 2017-18, 84.8 per cent of students completed high school within five years of entering grade 10. (2018-19 data available June 2020)

TARGETS

2019-20:	85.0%
2020-21:	85.3%
2021-22:	85.6%
2022-23:	86.0%

For Performance Metrics 1.d, 1.e, and 1.f, changes in results between 0.5% and 0.7 % are considered significant depending on the measure.

Outcome 2

What We Want To Achieve

First Nations, Métis, and Inuit students in Alberta are successful

The ministry works collaboratively with First Nations, Métis, and Inuit governments, organizations, communities and partners to be an international leader in Indigenous education. Alberta Education supports First Nations, Métis, and Inuit students in prospering through their learning journeys.

Key Objectives

- 2.1 Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.
- 2.2 Ensure First Nations students have access to the provincial education system.
- 2.3 Support school divisions to enter into education service agreements with First Nations.
- 2.4 Work with education partners to enhance First Nations, Métis and Inuit students' educational outcomes.

Initiatives Supporting Key Objectives

- In 2019-20, \$53 million is allocated to help improve education outcomes for First Nations, Métis and Inuit students through First Nations, Métis, and Inuit self-identified funding for system, program and instructional supports.
- The Innovations in First Nations education grant program, with \$12.5 million allocated in 2019-20, is in place to increase opportunities for First Nations students to receive coordinated education supports and services that are responsive to their needs by building collaboration, coordination and capacity throughout the provincial and First Nations education systems.
- In 2019-20, \$1.8 million is allocated to support the development and implementation of provincial strategies in Indigenous language and culture programming through increasing the number of Indigenous language training opportunities and development of Indigenous language resources.
- To support First Nations in strengthening their education systems through capacity building and supporting local priorities such as language and culture revitalization, teacher professional development and parental and community engagement through framework agreements and second-level supports partnerships, \$9.53 million is allocated in 2019-20.

Performance Metrics

2.a Performance Measure: Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Language Arts

In 2018-19, 64.3 per cent of self-identified First Nations, Métis, and Inuit students achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Language Arts and 5.4 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2019-20:	64.5%	5.5%
2020-21:	64.6%	5.6%
2021-22:	64.8%	5.8%
2022-23:	65.0%	6.0%

2.b Performance Measure: Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Mathematics

In 2018-19, 43.1 per cent of self-identified First Nations, Métis, and Inuit students achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Mathematics and 5.2 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2019-20:	43.3%	5.4%
2020-21:	43.5%	5.6%
2021-22:	43.7%	5.8%
2022-23:	44.0%	6.0%

2.c Performance Measure: Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on diploma examinations in Language Arts

In 2018-19, 86.6 per cent of self-identified First Nations, Métis, and Inuit students achieved the acceptable standard on diploma examinations in Language Arts and 7.8 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2019-20:	86.8%	8.0%
2020-21:	87.0%	8.2%
2021-22:	87.2%	8.4%
2022-23:	87.4%	8.6%

For Performance Metrics 2.a, 2.b, and 2.c, changes in results between 0.8 per cent and 1.8 per cent are considered significant depending on the measure

2.d Performance Measure: Percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on diploma examinations in Mathematics

In 2018-19, 67.8 per cent of self-identified First Nations, Métis, and Inuit students achieved the acceptable standard on diploma examinations in Mathematics and 14.5 per cent achieved the standard of excellence.

TARGETS

	Acceptable	Excellence
2019-20:	68.0%	15.0%
2020-21:	68.3%	15.3%
2021-22:	68.6%	15.6%
2022-23:	69.0%	16.0%

2.e Performance Measure: Percentage of self-identified First Nations, Métis, and Inuit students who wrote four or more diploma examinations within three years of entering grade 10

In 2017-18, 24.6 per cent of self-identified First Nations, Métis, and Inuit students wrote four or more diploma examinations within three years of entering grade 10. (2018-19 data available June 2020)

TARGETS

2019-20:	25.0%
2020-21:	25.6%
2021-22:	26.3%
2022-23:	27.0%

2.f Performance Measure: Percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10

In 2017-18, 64.4 per cent of self-identified First Nations, Métis, and Inuit students completed high school within five years of entering grade 10. (2018-19 data available June 2020)

TARGETS

2019-20:	65.0%
2020-21:	66.0%
2021-22:	67.0%
2022-23:	68.0%

For Performance Metrics 2.d, 2.e, and 2.f, changes in results between 2.1 per cent and 3.8 per cent are considered significant depending on the measure.

Outcome 3

What We Want To Achieve

Alberta has excellent teachers, school leaders, and school authority leaders

The ministry maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.

Key Objectives

- 3.1 Support the updated teaching quality standard and the new leadership and superintendent leadership quality standards.
- 3.2 Provide guidance on the evaluation of teacher and school leader performance.
- 3.3 Support the development of the teaching workforce in areas of demand and need.

3.4 Enhance the level of subject matter expertise in the teacher workforce in collaboration with the Ministry of Advanced Education.

Initiatives Supporting Key Objectives

- In 2019-20, \$1.6 million is allocated to implement professional practice standards including development of training modules and collaborative training with stakeholder groups.
- Growth is supported in teacher capacity through teacher bursary programs, including the northern teacher bursary program and rural practicum bursary program for future teachers, and the math bursary program for practicing teachers' coursework to improve their ability to teach math. This will cost \$1.4 million in 2019-20.
- To support the evaluation of performance through a revised teacher growth, supervision and evaluation policy that applies broadly to teachers and school leaders while allowing flexibility in local school authority policy-making and implementation, \$0.15 million is allocated in 2019-20.

Performance Metrics

3.a Performance Measure: Percentage of teachers and school board members who agreed that teachers are prepared for teaching

In 2018-19, 76.2 per cent of teachers and school board members agreed that teachers are prepared for teaching.

TARGETS

2019-20:	77.0%
2020-21:	77.2%
2021-22:	77.4%
2022-23:	77.6%

3.b Performance Measure: Percentage of students and parents who agreed that students are engaged in their learning at school

In 2018-19, 79.6 per cent of students and parents agreed that students are engaged in their learning at school.

TARGETS

2019-20:	80.0%
2020-21:	80.6%
2021-22:	81.3%
2022-23:	82.0%

3.c Performance Measure: Percentage of students, parents, and teachers who agreed that students feel like they belong and are supported to be successful in their learning

In 2018-19, 83.8 per cent of students, parents, and teachers agreed that students feel like they belong and are supported to be successful in their learning.

TARGETS

2019-20:	84.0%
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2020-21:	84.5%
2021-22:	85.0%
2022-23:	85.5%

3.d Performance Measure: Percentage of students, parents, teachers, school board members, and the public who were satisfied with the opportunity of students to receive a solid grounding in core subjects

In 2018-19, 80.5 per cent of students, parents, teachers, school board members, and the public were satisfied with the opportunity of students to receive a solid grounding in core subjects.

TARGETS

2019-20:	81.0%
2020-21:	81.5%
2021-22:	82.0%
2022-23:	82.5%

3.e Performance Measure: Percentage of students, parents, teachers, and school board members who were satisfied with the opportunity of students to receive a broad program of studies

In 2018-19, 81.9 per cent of students, parents, teachers, and school board members were satisfied with the opportunity of students to receive a broad program of studies.

TARGETS

2019-20:	82.2%
2020-21:	82.8%
2021-22:	83.4%
2022-23:	84.0%

Outcome 4

What We Want To Achieve

Alberta’s K–12 education system is well governed and managed

The ministry charts the course for the education system and oversees the administration of education programs and services. The department’s mandate is to establish guiding legislation, allocate public funds, ensure accountability for funds and activities, and plan learning facilities that meet educational requirements. School divisions’ mandate is to provide K–12 education, including educational services, establish policies respecting the provision of those education services, and maintain and repair school facilities. School division leaders must attend to their local and societal context, implement strategic direction, consider policy implementation, and manage fiscal resources to enable learning supports, quality teaching and leading, and student achievement.

Key Objectives

- 4.1 Support choice in education.
- 4.2 Fund the education system.

- 4.3 Ensure resources are being used effectively while providing more freedom for how school authorities plan and measure their work.

Initiatives Supporting Key Objectives

- In 2019-20, \$7.7 billion is allocated to provide funding to the education system in Alberta to support students, parents, teachers and administrators from Early Childhood Services (ECS) through Grade 12.
- To ensure Alberta students have access to private early childhood services, home education programs, charter schools, private schools and alternative programming, \$400 million is allocated in 2019-20.
- In 2019-20, \$200 million is allocated to upgrade and maintain schools.

Performance Metrics

4.a Performance Measure: Percentage of students, parents, teachers, and school board members who were satisfied that school provides a safe, caring, and healthy learning environment

In 2018-19, 86.2 per cent of students, parents, teachers, and school board members were satisfied that school provides a safe, caring, and healthy learning environment.

TARGETS

2019-20:	86.5%
2020-21:	87.0%
2021-22:	87.5%
2022-23:	88.0%

4.b Performance Measure: Percentage of students, parents, teachers, school board members, and the public who were satisfied with the quality of K–12 education

In 2018-19, 85.4 per cent of students, parents, teachers, school board members, and the public were satisfied with the quality of K–12 education.

TARGETS

2019-20:	85.8%
2020-21:	86.2%
2021-22:	86.6%
2022-23:	87.0%

4.c Performance Measure: Percentage of students, parents, teachers, and school board members who were satisfied that the learning space in schools meets the needs of students

In 2018-19, 81.2 per cent of students, parents, teachers, and school board members were satisfied that the learning space in schools meets the needs of students.

TARGETS

2019-20:	81.6%
2020-21:	82.0%

2021-22:	82.5%
2022-23:	83.0%

4.d Performance Measure: Percentage of businesses and industries who were satisfied with the educational attainment of recent high school graduates

In 2015-16, 84.3 per cent of businesses and industries were satisfied with the educational attainment of recent high school graduates.

TARGETS

2019-20:	84.2%
2020-21:	84.4%
2021-22:	84.7%
2022-23:	85.0%

4.e Performance Measure: Percentage of parents, teachers, and the public who were satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school

In 2018-19, 73.8 per cent of parents, teachers, and the public were satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school.

TARGETS

2019-20:	74.0%
2020-21:	74.5%
2021-22:	75.0%
2022-23:	75.5%

STATEMENT OF OPERATIONS

(thousands of dollars)

	Comparable		2019-20 Estimate	2020-21 Target	2021-22 Target	2022-23 Target
	2018-19 Budget	2018-19 Actual				
REVENUE						
Education Property Tax	2,446,000	2,441,044	2,454,700	2,566,700	2,660,700	2,766,700
Transfers from Government of Canada	114,719	114,885	119,963	122,360	124,698	127,086
Premiums, Fees and Licences	179,305	166,867	192,734	201,050	209,535	218,385
Investment Income	14,183	24,734	26,083	26,651	27,204	27,769
Internal Government Transfers	20,283	326,120	316,583	319,150	322,582	325,327
Fundraising, Gifts and Donations	80,461	76,134	66,153	66,153	66,153	66,153
Other Revenue	163,336	171,350	187,106	187,106	187,106	187,106
Ministry Total	3,018,287	3,321,134	3,363,322	3,489,170	3,597,978	3,718,526
Inter-Ministry Consolidations	(21,333)	(326,226)	(316,583)	(319,150)	(322,582)	(325,327)
Consolidated Total	2,996,954	2,994,908	3,046,739	3,170,020	3,275,396	3,393,199
EXPENSE						
Ministry Support Services	8,980	10,275	6,510	6,510	6,510	6,510
Instruction - ECS to Grade 12	6,206,613	6,380,724	6,399,360	6,395,859	6,407,706	6,407,552
Operations and Maintenance	722,603	745,930	706,594	700,214	700,302	700,392
Student Transportation	352,690	375,309	362,242	362,280	362,318	362,354
Accredited Private Schools and Early Childhood Service Operators	274,019	286,284	290,656	289,656	277,656	277,656
School Facilities	349,000	413,616	350,000	352,000	356,000	360,000
Governance and System Administration	248,907	278,678	278,672	278,510	278,538	278,566
Program Support Services	208,444	198,012	186,573	196,801	196,800	196,800
Debt Servicing Costs	40,826	45,182	40,156	39,247	38,386	37,556
Pension Provision	(128,012)	(110,537)	(113,238)	(143,712)	(82,319)	-
Ministry Total	8,284,070	8,623,473	8,507,525	8,477,365	8,541,897	8,627,386
Inter-Ministry Consolidations	(25,924)	(58,963)	(3,909)	(3,828)	(3,758)	(3,758)
Consolidated Total	8,258,146	8,564,510	8,503,616	8,473,537	8,538,139	8,623,628
Net Operating Result	(5,261,192)	(5,569,602)	(5,456,877)	(5,303,517)	(5,262,743)	(5,230,429)
CAPITAL INVESTMENT						
School Facilities	741,344	677,170	738,160	876,498	652,919	435,827
Program Support Services	565	378	751	565	565	565
Ministry Total	741,909	677,548	738,911	877,063	653,484	436,392
Consolidated Total	741,909	677,548	738,911	877,063	653,484	436,392