

2017 Stakeholder Satisfaction with Education in Alberta Surveys

Summary Report



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Executive Summary

Alberta Education conducts a set of annual telephone surveys to obtain feedback from education system stakeholders regarding their perceptions of Alberta's education system. Respondents for the surveys include senior high school students, self-identified Aboriginal high school students, parents of students in the K–12 education system, parents of self-identified Aboriginal students, parents of students with severe disabilities, teachers in the K–12 system, school principals, school board trustees, superintendents, and the general public. Administration of the superintendent survey and principal survey was done in alternate years until 2014. Since then both groups have been surveyed. In 2017, the surveys were conducted by Advanis from mid-February to the end of April 2017.

The main objectives of this study were to determine stakeholders' satisfaction with:

- Alberta's education system meeting the needs of students, society, and the economy,
- The preparation of students for lifelong learning, employment, and citizenship,
- Communication and stakeholder involvement in Alberta's education system, and
- Leadership and continuous improvement of Alberta's education system.

This report is primarily based on item level results related to department business plan survey measures.

Key Findings

- *Satisfaction with the quality of education at schools:* almost all students (99%), principals (99%), superintendents (99%), and a high proportion of school board trustees (98%), teachers (96%), parents (K–12: 89%; severe disabilities: 83%), and the public (72%) were satisfied.
- *Satisfaction with the quality of teaching at schools:* almost all principals (99%) and superintendents (99%), and a high proportion of school board trustees (96%), teachers (96%), students (95%), and parents (K–12: 90%; severe disabilities: 88%) were satisfied.
- *Satisfaction with the opportunity for parental involvement in decisions at school:* a high proportion of principals (98%), superintendents (97%), teachers (91%), school board trustees (90%), and parents (K–12: 81%; severe disabilities: 80%) were satisfied.
- *Satisfaction that they are receiving value for money spent in schools:* a high proportion of principals (97%), superintendents (97%), school board trustees (93%), teachers (89%), parents (K–12: 81%; severe disabilities: 80%), and about six in ten members of the public (60%, an increase of 8% from 2014) were satisfied.
- *Improvement in the quality of education at schools:* almost all superintendents (99%), and a high proportion of school board trustees (94%), principals (93%), parents

- (Grade 3–12: 76%), teachers (70%) and a relatively lower proportion of parents of students with severe disabilities (66%) indicated that the quality of education at schools has improved or stayed the same in the past three years.
- *Improvement in the quality of the K-12 education system:* a high proportion of superintendents (90%), principals (88%), school board trustees (87%) and relatively fewer teachers (70%, an increase of 7%-15% from 2013-2015) and parents (Grade 3–12: 68%, an increase of 10% from 2014) indicated that the quality of the Alberta K–12 system in general has improved or stayed the same in the past three years.
 - *Satisfaction with the variety of courses available to students:* a high proportion of students, parents (K–12), teachers, principals, school board trustees, and superintendents indicated that they were satisfied (82% to 95%).
 - *Satisfaction with the opportunities to learn about specific subjects such as music, art, computers, health, and physical education:* the proportion of students, parents (K–12), teachers, principals, school board trustees, and superintendents that indicated that they were satisfied, varied (63% to 99%).
 - *Agreement that the leadership at the school effectively supports and facilitates teaching and learning:* a high proportion of parents (K–12: 88%; severe disabilities: 88%) and teachers (81%) agreed.
 - *Agreement that the leadership at the jurisdiction effectively supports and facilitates teaching and learning:* a high proportion of parents (K–12: 82%) and teachers (79%) agreed.
 - *Agreement that the leadership at the provincial level effectively supports and facilitates teaching and learning:* three-quarters of principals (75%, an increase of 17%-22% from 2013-2015), about two-thirds of school board trustees (66%, a decrease of 10% from 2013), superintendents (66%), and teachers (65%, an increase of 12%-27% from 2013-2015), and a lower proportion of parents (K–12: 61%, an increase of 8% from 2014) and the public (53%, an increase of 9%-10% from 2014-2015) agreed.
 - *Satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school:* all superintendents (100%), and a high proportion of principals (97%), school board trustees (83%), and teachers (79%, a decrease from 2013), parents (Grade 7–12: 72%), and a lower proportion of the public (45%) were satisfied. Parent (Grade 7–12: 59%), and public (44%) satisfaction regarding whether students demonstrate attitudes and behaviours to be successful at work when they leave school was low compared to other respondents groups (69% to 95%).
 - *Satisfaction that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime:* a high proportion of teachers (85%) and parents (Grade 7–12: 76%, an increase of 10% from 2015) were satisfied.

Relatively lower proportions of these respondent groups (parents: 66%; teachers: 59%, a decrease of 9% from 2013; and the public: 52%) were satisfied that high school students demonstrate these skills. A high proportion of students (93%) were satisfied that they have these skills.

Opportunities for improvement

- *Satisfaction that their input into the education of students is considered by Alberta Education:* a low proportion of the public (44%, an increase of 6% from 2014-2015), teachers (46%, an increase of 9%-16% from 2013-2015), school board trustees (49%, a decrease of 8%-20% from 2013-2015), parents (K-12: 53%; severe disabilities: 54%), and a higher proportion of superintendents (71%) and principals (74%, an increase of 9%-11% from 2013-2015) were satisfied.
- *Agreement that Alberta's education system communicates effectively with the public:* a low proportion of school board trustees (47%, a decrease of 12%-20% from 2013-2014), the public (49%, an increase of 9% from 2015), parents (K-12: 59%; severe disabilities: 51%, a decrease of 8% from 2016), superintendents (68%, an increase of 10%-23% from 2015-2016), teachers (69%, an increase of 10%-17% from 2013-2015) and principals (71%) agreed.

First Nations, Métis and Inuit Survey Results

- *Satisfaction with the quality of education at schools:* a high proportion of self-identified Aboriginal students (98%) and parents of self-identified Aboriginal students (86%) were satisfied.
- *Satisfaction with the quality of teaching at schools:* a high proportion of the respondent groups (students: 95%; parents: 85%) were satisfied.
- *Satisfaction with the opportunity for parental involvement in decisions at school:* about three-quarters of parents of self-identified Aboriginal students (77%) were satisfied.
- *Satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school:* Two-thirds of parents of self-identified Aboriginal students (Grade 7-12: 67%) were satisfied. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was lower (55%). A high proportion of self-identified Aboriginal students (94%) were satisfied that they have these skills.
- *Agreement that the leadership at the provincial level effectively supports and facilitates teaching and learning:* about two-thirds (63%) of parents of self-identified Aboriginal students agreed.
- *Satisfaction that their input into the education of students is considered by Alberta Education:* about half of parents of self-identified Aboriginal students (57%) were satisfied.

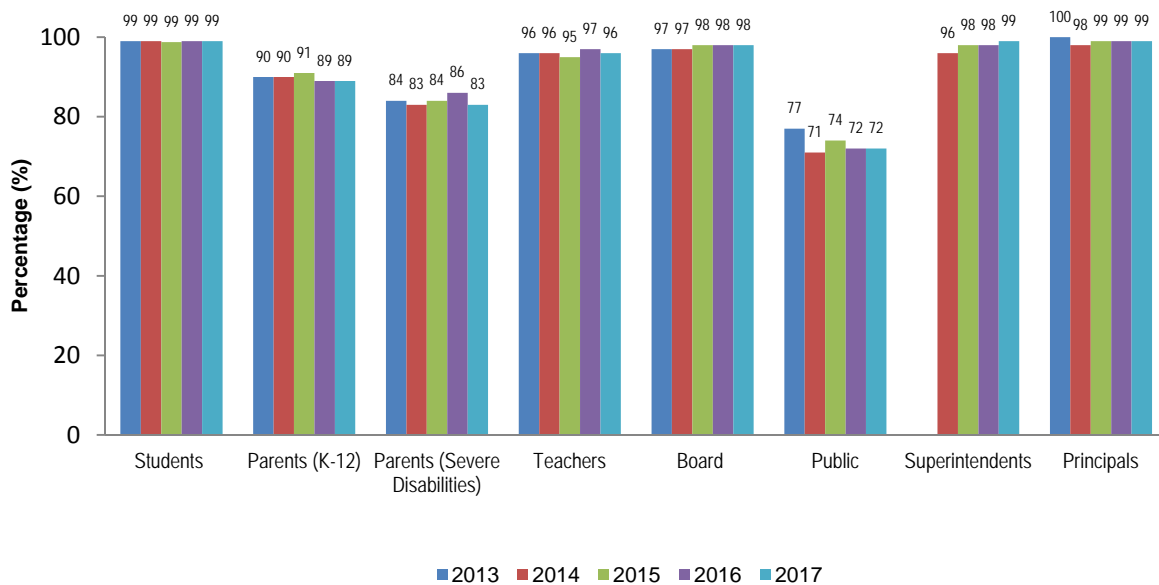
Meeting the Needs of Students

Quality of Education

A high proportion of students, parents, teachers, principals, school board trustees, and superintendents were satisfied with the quality of education.

Almost all students (99%), principals (99%), superintendents (99%), and a high proportion of school board trustees (98%), teachers (96%), and parents (K–12: 89%, severe disabilities: 83%) surveyed were satisfied with the quality of basic education at schools. About seven in ten (72%) of the public were also satisfied with the quality of basic education at schools. Public satisfaction although relatively low is similar to previous results.

Chart 1: Satisfaction with Quality of Education



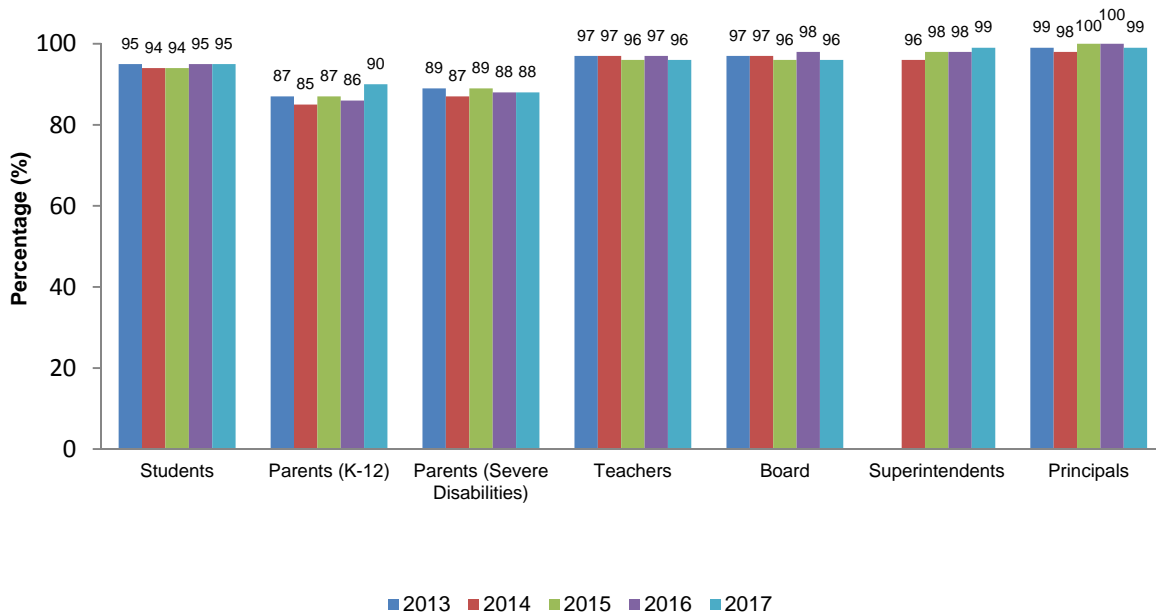
Throughout the survey each respondent group was asked questions from its perspective. For example, in this question, students were asked to rate the quality of education they are receiving; parents were asked how satisfied they were with the quality of education their child is receiving at school; teachers and principals were asked how satisfied they were with the quality of education students are receiving at their school; school board trustees and superintendents were asked how satisfied they were with the quality of education students are receiving in their jurisdiction; and the public were asked how satisfied they were with the quality of education that students are receiving in elementary, junior and senior high schools in their community.

Quality of Teaching

Students, parents, teachers, principals, school board trustees, and superintendents expressed a high degree of satisfaction with the quality of teaching at schools.

Almost all principals (99%) and superintendents (99%), and a high proportion of teachers (96%), school board trustees (96%), students (95%), and parents (K–12: 90%, severe disabilities: 88%) were satisfied with the quality of teaching at schools.

Chart 2: Satisfaction with Quality of Teaching



Core Subjects

A high proportion of parents of K–12 students, teachers, principals, school board trustees, and superintendents agreed that the curriculum focuses on what students need to learn in core subject areas, and a high proportion of students also agreed that they are improving in these core subject areas.

Parents, teachers, principals, school board trustees, superintendents, and the public were asked to rate their level of agreement that the curriculum/program focuses on what students need to learn in a number of core subject areas (reading, writing, mathematics, science, and social studies). A high proportion of superintendents (81% to 97%), principals (87% to 96%), school board trustees (73% to 92%), teachers (71% to 87%), and parents of K–12 students (76% to 88%) agreed that curriculum focuses on what students need to learn in a number of core subject areas. Public agreement (61% to 81%) on the curriculum for these core subject areas was lower compared to other respondent groups. Parents of students with severe disabilities' level of agreement was also relatively lower than other respondent groups regarding whether the curriculum focuses on what students need to learn in mathematics (66%), writing (66%), and reading (73%). Note that parents of students with severe disabilities were asked only to rate their agreement about reading, writing, and mathematics as core subject areas.

Students were also asked to rate their agreement that they were getting better in these core subject areas. A large proportion of students agreed that they were improving in these core subject areas (92% to 95%).

Student agreement that the curriculum focuses on what they need to learn in mathematics has increased by 7% compared to the 2013 result, whereas parent agreement has decreased by 6%. Teachers' agreement that the curriculum focuses on what students need to learn in mathematics and in science has decreased by 7%-9% compared to the results from 2013; while teachers' agreement that the curriculum focuses on what students need to learn in social studies has decreased by 8%-10% compared to the results from 2013, 2015, and 2016. School board trustees' agreement that the curriculum focuses on what students need to learn in writing has decreased by 6% compared to the 2013 result and for mathematics has decreased by 10%-13% compared to the results from 2013 and 2015. Principals' agreement that curriculum focuses on what students need to learn in mathematics has increased by 12% compared to the 2014 result. Superintendents' agreement that the curriculum focuses on what students needs to learn in mathematics has decreased by 10%-11% compared to the results from 2015 and 2016 while agreement with respect to social studies has decreased by 16% compared to the 2015 result. Public agreement that the curriculum focuses on what students need to learn in mathematics has decreased by 8% from the 2013 result.

Table 1: Curriculum Focuses on What Students Need to Learn in Core Subject Areas

Core Subject Areas	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Public	Superintendents	Principals
Reading	2013	92%	86%	74%	91%	94%	81%	—	96%
	2014	91%	84%	73%	88%	89%	78%	94%	94%
	2015	92%	87%	77%	89%	92%	76%	95%	94%
	2016	93%	85%	75%	88%	93%	78%	97%	94%
	2017	94%	88%	73%	87%	92%	77%	97%	96%
Writing	2013	93%	76%	66%	88%	86%	64%	—	96%
	2014	92%	74%	68%	85%	82%	62%	92%	94%
	2015	92%	75%	69%	84%	82%	60%	98%	94%
	2016	91%	76%	69%	86%	80%	64%	93%	93%
	2017	95%	79%	66%	83%	80%	61%	91%	96%
Mathematics	2013	87%	82%	66%	84%	86%	75%	—	92%
	2014	88%	71%	62%	70%	69%	63%	85%	75%
	2015	89%	72%	66%	78%	83%	68%	93%	87%
	2016	89%	72%	67%	79%	76%	69%	92%	89%
	2017	94%	76%	66%	75%	73%	67%	82%	87%
Science	2013	93%	86%	—	89%	93%	80%	—	93%
	2014	92%	83%	—	86%	90%	78%	96%	90%
	2015	91%	86%	—	85%	94%	78%	98%	93%
	2016	93%	86%	—	86%	94%	80%	92%	95%
	2017	93%	87%	—	82%	91%	81%	93%	92%
Social Studies	2013	88%	82%	—	80%	84%	73%	—	89%
	2014	86%	79%	—	75%	82%	72%	89%	83%
	2015	86%	80%	—	79%	85%	73%	97%	88%
	2016	86%	81%	—	81%	84%	73%	87%	88%
	2017	92%	81%	—	71%	80%	71%	81%	87%

Learning Opportunities at School

A high proportion of students, parents, teachers, principals, school board trustees, and superintendents were satisfied with the learning opportunities available at their school.


Students, parents (K–12), teachers, principals, school board trustees, and superintendents were asked to rate their satisfaction with the variety of courses available to students and the opportunities students have to learn about specific subjects (music, drama, art, computers, health, another language, career, and physical education). Although the level of satisfaction varied across respondent groups, a large proportion of respondent groups were satisfied with the variety of courses available (82% to 95%), opportunities to learn about art (82% to 93%), opportunities to learn about computers (78% to 94%), opportunities to learn about health (80% to 96%), and the opportunity to participate in physical education (90% to 99%).

Satisfaction with the opportunity to learn about drama was low among teachers (63%) compared to students (83%), parents (Grade 7-12: 79%), superintendents (79%), school board trustees (76%), and principals (72%). Satisfaction with the opportunity to learn about another language was low among superintendents (63%) and school board trustees (66%) compared to students (79%), principals (75%), parents (Grade 7-12: 73%) and teachers (70%). Similarly satisfaction with the opportunity to learn about music was low among superintendents (66%) compared to principals (86%), parents (85%), teachers (83%), students (81%), and school board trustees (71%). Satisfaction with the opportunity to learn about careers was low among parents (Grade 7–12: 67%) and teachers (65%) compared to principals (85%), students (82%), superintendents (76%), and school board trustees (75%).

The level of satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics has remained relatively stable over time for students. Parents' (Grade 7-12) satisfaction with the opportunity for students to learn about careers (67%) has increased by 10% compared to the 2015 result. Teachers' satisfaction with students' opportunities to learn about drama (63%) has decreased by 6% compared to the 2013 result, and satisfaction with students' opportunities to learn another language (70%) has decreased by 6%-7% compared to the 2013 and 2014 results. Teachers' satisfaction regarding careers (65%) has increased by 7%-8% compared to the 2013 and 2014 results.

School board trustees' satisfaction with student opportunities to learn about art (82%) and about drama (76%) has increased by 7% compared to the 2013 results. In addition, school board trustees' satisfaction has increased by 6%-9% compared to 2014 results regarding opportunities students have to learn another language (66%) and careers (75%).

Principals' satisfaction with the opportunities students have to learn about computers (94%) has increased by 8% compared to the 2014 result, while satisfaction with the opportunities students



have to learn another language (75%) has decreased by 7% compared to the result observed in 2013. The proportion of principals who were satisfied with the opportunities students have to learn about careers (85%) has increased by 15%-21% compared to the results of 2013-2014. Superintendents' satisfaction with the opportunity to learn about art (90%) has increased by 11% compared to the 2014 result, while the opportunity to learn about careers (76%) has decreased by 9% compared to the 2016 result.

Respondents who were dissatisfied regarding the opportunity for students to learn another language at their school were asked which language they desired to see offered in schools. The suggestions vary among the respondent groups but Spanish and French were the most common language choices among students, parents, teachers and principals. In addition to Spanish and French, an Aboriginal language such as Cree was the language choice for self-identified Aboriginal students and parents of self-identified Aboriginal students. Note that this question was new to the survey in 2017.

Table 2a: Satisfaction with Learning Opportunities at School
(continued on next page)

Questions	Year	Students	Parents (K-12)	Teachers	Board	Superintendents	Principals
Variety of subjects available	2013	91%	87%	93%	82%	—	93%
	2014	91%	86%	89%	78%	89%	91%
	2015	92%	86%	88%	80%	87%	94%
	2016	92%	86%	89%	84%	93%	93%
	2017	93%	88%	89%	82%	94%	95%
Opportunities to learn about music	2013	82%	83%	85%	69%	—	86%
	2014	82%	82%	83%	70%	77%	81%
	2015	82%	83%	82%	74%	77%	83%
	2016	83%	81%	83%	74%	73%	86%
	2017	81%	85%	83%	71%	66%	86%
Opportunities to learn about drama*	2013	82%	79%	69%	69%	—	69%
	2014	80%	77%	68%	71%	79%	70%
	2015	82%	78%	61%	73%	75%	70%
	2016	84%	83%	65%	74%	73%	73%
	2017	83%	79%	63%	76%	79%	72%
Opportunities to learn about art	2013	90%	87%	88%	75%	—	92%
	2014	89%	86%	88%	78%	79%	91%
	2015	88%	87%	86%	82%	85%	95%
	2016	88%	88%	87%	84%	82%	94%
	2017	89%	88%	87%	82%	90%	93%
Opportunities to learn about computers	2013	83%	86%	85%	96%	—	88%
	2014	80%	83%	84%	92%	96%	86%
	2015	82%	83%	80%	94%	95%	89%
	2016	83%	83%	79%	95%	93%	94%
	2017	84%	83%	78%	92%	93%	94%
Opportunities to learn about health	2013	80%	86%	87%	90%	—	95%
	2014	78%	87%	87%	89%	98%	95%
	2015	79%	87%	84%	89%	93%	96%
	2016	80%	87%	86%	91%	97%	94%
	2017	80%	89%	83%	92%	94%	96%
Opportunities to learn another language*	2013	81%	70%	76%	71%	—	82%
	2014	78%	73%	77%	60%	64%	74%
	2015	80%	73%	68%	68%	57%	75%
	2016	81%	72%	71%	61%	65%	73%
	2017	79%	73%	70%	66%	63%	75%

Questions	Year	Students	Parents (K-12)	Teachers	Board	Superintendents	Principals
Opportunities to learn about careers* ¹	2013	86%	65%	57%	70%	—	64%
	2014	82%	59%	58%	66%	81%	70%
	2015	82%	57%	66%	74%	82%	80%
	2016	82%	62%	64%	70%	85%	82%
	2017	82%	67%	65%	75%	76%	85%
Opportunities to participate in physical education	2013	97%	88%	93%	90%	—	96%
	2014	97%	86%	93%	88%	91%	97%
	2015	96%	86%	90%	89%	92%	96%
	2016	97%	88%	91%	88%	93%	97%
	2017	97%	90%	91%	91%	99%	98%

*Note that these questions were asked only to parents of students in grades 7-12.

¹2013-2016 How satisfied are you with the opportunities to learn about the following topics at school: (f) Career education.

2017 How satisfied are you with the opportunities to learn about the following topics at school: (f) Careers.

Table 2b: Satisfaction with Learning Opportunities at School – Desired Language that is Not Currently Offered

Another Language ¹	Students	Parents (7-12)	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students	Teachers	Principals
Spanish	27%	40%	18%	24%	27%	20%
French	21%	25%	21%	22%	40%	47%
German	10%	10%	8%	6%	4%	4%
Mandarin/Cantonese	4%	7%	2%	3%	6%	2%
Aboriginal	-	4%	18%	33%	5%	10%
Japanese	5%	3%	4%	1%	2%	1%
Others	20%	8%	11%	9%	8%	5%
Don't Know	13%	3%	18%	2%	8%	11%

2017 Which language should be taught that is currently not being offered?

¹This was an open-ended question where respondents could provide more than one language as an answer; results are expressed as percentages out of the total number of languages provided.


Social and Learning Environment at Schools

Students, parents, teachers, principals, school board trustees, and superintendents held varying perceptions about aspects of the social and learning environment at schools.

Students, parents, teachers, principals, school board trustees, and superintendents were asked to rate their agreement with a series of statements about the social and learning environment at schools. Overall, in 2017, a large proportion of respondents across all groups agreed/were satisfied that:

- Students find school work interesting (72% to 99%),
- Students find school work challenging (74% to 99%),
- Students clearly understand what they are expected to learn at school (63% to 98%),
- Students feel safe at school (90% to 100%),
- Students feel safe on the way to and from school (86% to 97%),
- Teachers care about students (93% to 100%),
- Teachers are knowledgeable about the subjects they teach (students: 96%),
- At school students treat each other well (84% to 100%),
- Students are treated fairly by adults at school (88% to 100%),
- At school students are encouraged to get involved in activities that help people in the community (81% to 97%),
- At school students are encouraged to try their best (93% to 100%),
- At school students follow the rules (77% to 100%),
- At school students help each other (81% to 100%),
- At school students respect each other (81% to 100%),
- There is mutual respect between teachers and students at school (89% to 94%),
- There is mutual trust between teachers and students at school (86% to 96%),
- It is easy to get help with school work at school if needed (77% to 97%),
- Students can get help at school with problems that are not related to school work (74% to 94%),
- When needed, teachers at school are available to help students (87% to 100%),
- Students respect the diversity among people (89% to 92%),
- Students take responsibility for their actions (76% to 78%),
- Students volunteer for activities that help others (82% to 90%),
- Students are encouraged to participate in school activities, such as attending special events or helping in the library (86% to 94%),
- Students are encouraged to get involved in global issues, such as the environment, world

- hunger, and disaster relief (74% to 83%),
- School promotes physical activity (91% to 99%),
 - Students are learning about how to stay healthy (81% to 100%),
 - Students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events (57% to 84%),
 - The gym, playground, and other facilities such as sports fields and fitness areas at school meet the daily physical activity needs of students (71% to 91%),
 - Schools are contributing to students' development of intellectual skills (80% to 96%),
 - Schools are contributing to students' development of social skills (80% to 91%),
 - Schools are contributing to students' development of physical abilities (86% to 95%),
 - Schools are contributing to students' development of emotional well-being (65% to 83%),
 - Students reporting at least one day of physical activity (of at least 30 minutes duration) at school in the past five school days (students: 58%; teachers: 90%),
 - Experience at school is contributing to students' growth in developing clear career goals (students: 84%),
 - Subjects learned at school have practical applications in the real world (students: 79%; parents: 81%),
 - Students feel good about the work they do at school (students: 89%),
 - At school, students feel like they belong (students: 88%),
 - Students feel comfortable asking questions in class (students: 89%),
 - Parents get support from the school to help their children succeed (parents: 78%; teachers: 89%),
 - Students get the help they need with reading and writing (students: 96%),
 - School provides the learning resources, such as textbooks, software, audio and video materials, that meet the needs of students (84% to 98%),
 - Academic counselling can be accessed in a timely manner at school when needed (75% to 82%),
 - Support services for students with disabilities can be accessed in a timely manner when needed (teachers: 75%; board: 81%),
 - Student assessment services for students with learning difficulties can be accessed in a timely manner (teachers: 64%; board: 76%), and
 - Services (beyond regular instruction) that help students read and write can be accessed in a timely manner at school when needed (63% to 84%).




The level of agreement on the statements related to the social and learning environment at schools has remained relatively stable over time for most of the respondent groups with some exceptions. Student agreement that students find school work interesting (84%) has increased by 6% compared to the 2015 result. Student agreement that they are encouraged to get involved in activities that help people in the community has increased by 6% compared to the 2013 and 2015 results. Student agreement that students follow the rules has increased by 6%-8% compared to the results of 2013-2015. Student agreement that students help each other has increased by 6% compared to the 2014 result. Similarly, students' agreement that they can get help at school with problems that are not related to school work (87%) has increased by 6% compared to the 2016 result and agreement that students take responsibility for their actions (77%) has increased by 8% compared to the 2015 result.

Students' agreement that they volunteer for activities that help others (84%) has increased by 6% compared to the 2013 and 2016 results. Agreement that students are encouraged to participate in school activities, such as attending special events or helping in the library (86%) has increased by 9%-11% compared to the results of 2013-2016. Students' agreement that they are encouraged to get involved in global issues, such as the environment, world hunger and disaster relief (74%) has increased by 7% compared to the 2016 result. Additionally, agreement that students are learning about how to stay healthy (81%) has increased by 6%-7% since the 2015-2016 results.

Parents' agreement that students clearly understand what they are expected to learn at school (86%) has increased by 6%-8% compared to the 2014-2016 results. Similarly, parental agreement that their child can easily access programs and services to get help with school work has increased by 6% compared to the 2014 result.

Teachers' agreement that students clearly understand what they are expected to learn at school (89%) has decreased by 6% compared to the 2013 result. Agreement that students take responsibility for their actions (76%) has decreased by 9%-10% compared to the 2013-2014 results. Agreement that students are encouraged to get involved in global issues such as the environment, world hunger and disaster relief (83%) has decreased by 6%-7% since 2013-2014. Additionally, agreement that students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events (66%) has increased by 9% compared to the 2013 result. Teachers' satisfaction that schools are contributing to students' development of emotional well-being (83%) has decreased by 7% since 2013-2014. Teacher satisfaction with timely access to support for students with disabilities has increased by 7%-9% compared to the 2014-2016 results. Similarly, teacher satisfaction with assessment services for students with learning difficulties has increased by 6%-9% compared to the 2014-2016 results.



School board trustees' agreement that students find school work interesting has increased by 7% compared to the 2014 result. Also, school board trustees' agreement that students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events (84%) has increased by 6%-7% compared to the results of 2013-2014.

Additionally, agreement that the gym, playground, and other facilities such as sports fields and fitness areas at school meet the daily physical activity needs of students (73%) has increased by 6% for school board trustees compared to the result of 2014. School board trustees' satisfaction with respect to schools contributing to students' development of emotional well-being (65%) has decreased by 8%-13% compared to the 2013-2014 results. School board trustees' agreement that school provides learning resources, such as textbooks that meet the learning needs of students (96%) has increased by 8% compared to the 2014 result. School board trustees' satisfaction that students in their jurisdiction can access academic counselling in a timely manner at school when needed has decreased by 7% compared to the 2016 result. Similarly, board satisfaction with supports for students with disabilities and student assessment services for students with learning difficulties has increased by 7%-8% compared to the corresponding 2014 result.

Superintendents' agreement that students get help with problems that are not related to school work has decreased by 9%-13% compared to the 2014-2016 results. Satisfaction that students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events has decreased by 9% for superintendents (78%) compared to the 2014 result. Superintendents' satisfaction that the gym, playground, and other facilities at schools meet the daily physical activity needs of students (82%) has increased by 15% compared to the result of 2015.

Satisfaction that students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events has increased by 22% for principals (78%) compared to the 2013 result. Principals' satisfaction that schools are contributing to students' development of physical abilities (95%) has increased by 7% compared to the 2015 result. Principal satisfaction that students in the school can access services (beyond regular instruction) that help students read and write in a timely manner has increased by 9% compared to the 2013 result.

Table 3: Social and Learning Environment at Schools

(continued on next six pages)

Questions	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Superintendents	Principals
School work is interesting	2013	81%	77%	76%	94%	87%	—	98%
	2014	81%	80%	68%	93%	85%	92%	95%
	2015	78%	77%	71%	91%	90%	98%	98%
	2016	82%	78%	72%	91%	92%	100%	100%
	2017	84%	78%	72%	90%	92%	99%	97%
School work is challenging	2013	86%	75%	78%	96%	90%	—	98%
	2014	85%	72%	78%	96%	93%	96%	98%
	2015	82%	72%	76%	96%	95%	98%	99%
	2016	83%	70%	77%	94%	94%	100%	99%
	2017	85%	74%	77%	96%	94%	99%	99%
Students clearly understand what they are expected to learn at school	2013	90%	82%	62%	95%	89%	—	98%
	2014	91%	79%	62%	93%	80%	96%	96%
	2015	89%	78%	66%	91%	87%	93%	97%
	2016	89%	80%	64%	91%	92%	98%	98%
	2017	93%	86%	63%	89%	86%	94%	98%
Students feel safe at school	2013	97%	92%	91%	98%	99%	—	100%
	2014	96%	93%	90%	98%	99%	98%	99%
	2015	96%	94%	93%	97%	99%	100%	100%
	2016	97%	93%	92%	98%	98%	100%	100%
	2017	97%	93%	90%	97%	99%	100%	100%
Students feel safe on the way to and from school	2013	96%	90%	92%	84%	94%	—	95%
	2014	97%	90%	92%	83%	94%	98%	95%
	2015	96%	91%	94%	84%	96%	95%	94%
	2016	96%	91%	95%	85%	96%	97%	96%
	2017	97%	92%	93%	86%	96%	97%	96%
Teachers care about students	2013	95%	91%	95%	100%	98%	—	100%
	2014	92%	91%	94%	100%	99%	98%	100%
	2015	93%	92%	95%	100%	99%	100%	100%
	2016	93%	92%	95%	100%	100%	100%	100%
	2017	97%	93%	93%	99%	98%	100%	100%
Teachers are knowledgeable about the subjects they teach	2013	97%	—	—	—	—	—	—
	2014	91%	—	—	—	—	—	—
	2015	94%	—	—	—	—	—	—
	2016	93%	—	—	—	—	—	—
	2017	96%	—	—	—	—	—	—

Questions	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Superintendents	Principals
At school students treat each other well	2013	95%	79%	—	94%	92%	—	98%
	2014	95%	82%	—	96%	93%	98%	99%
	2015	97%	83%	—	94%	95%	97%	98%
	2016	95%	81%	—	94%	96%	100%	97%
	2017	95%	84%	—	92%	95%	100%	99%
Students are treated fairly by adults at school	2013	91%	89%	91%	99%	95%	—	100%
	2014	91%	92%	89%	98%	96%	98%	100%
	2015	90%	90%	90%	98%	98%	100%	100%
	2016	89%	90%	88%	98%	96%	100%	100%
	2017	94%	91%	88%	98%	96%	100%	100%
At school students are encouraged to get involved in activities... in the community	2013	75%	79%	—	91%	92%	—	95%
	2014	76%	77%	—	90%	89%	96%	95%
	2015	75%	79%	—	89%	92%	98%	96%
	2016	76%	77%	—	90%	89%	92%	97%
	2017	81%	81%	—	88%	94%	97%	97%
At school students are encouraged to try their best	2013	96%	91%	94%	98%	98%	—	100%
	2014	95%	91%	93%	99%	98%	98%	100%
	2015	94%	91%	93%	98%	98%	100%	100%
	2016	94%	88%	93%	98%	98%	100%	100%
	2017	98%	93%	94%	98%	98%	100%	100%
At school students follow the rules	2013	71%	81%	81%	92%	96%	—	100%
	2014	73%	83%	78%	93%	96%	100%	99%
	2015	72%	84%	82%	90%	95%	98%	99%
	2016	74%	82%	81%	89%	96%	100%	99%
	2017	79%	83%	77%	89%	97%	100%	100%
At school students help each other	2013	87%	86%	79%	97%	95%	—	100%
	2014	84%	85%	79%	98%	95%	100%	99%
	2015	88%	90%	83%	96%	96%	100%	99%
	2016	87%	87%	82%	97%	97%	100%	100%
	2017	90%	88%	81%	97%	97%	100%	100%
At school students respect each other	2013	80%	79%	76%	93%	94%	—	99%
	2014	80%	82%	77%	95%	93%	96%	98%
	2015	83%	82%	80%	93%	95%	97%	99%
	2016	81%	82%	81%	93%	96%	97%	98%
	2017	85%	84%	81%	91%	97%	100%	98%

Questions	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Superintendents	Principals
There is mutual respect between teachers and students at school	2013	84%	89%	90%	97%	—	—	—
	2014	85%	90%	90%	97%	—	—	—
	2015	85%	91%	91%	96%	—	—	—
	2016	86%	90%	90%	96%	—	—	—
	2017	89%	91%	89%	94%	—	—	—
There is mutual trust between teachers and students at school	2013	83%	90%	89%	97%	—	—	—
	2014	81%	90%	88%	98%	—	—	—
	2015	83%	91%	89%	97%	—	—	—
	2016	83%	91%	89%	97%	—	—	—
	2017	86%	91%	88%	96%	—	—	—
It is easy to get help with school work at school if needed	2013	92%	74%	—	88%	84%	—	94%
	2014	91%	71%	—	85%	83%	94%	92%
	2015	90%	76%	—	84%	87%	95%	92%
	2016	92%	76%	—	83%	91%	97%	94%
	2017	94%	77%	—	83%	87%	97%	96%
Students can get help at school with problems that are not related to school work	2013	84%	70%	—	90%	80%	—	91%
	2014	84%	69%	—	87%	78%	91%	93%
	2015	82%	73%	—	89%	78%	92%	90%
	2016	81%	74%	—	89%	85%	90%	94%
	2017	87%	74%	—	90%	82%	79%	94%
When needed, teachers at school are available to help students	2013	94%	85%	—	98%	94%	—	100%
	2014	93%	84%	—	97%	93%	96%	100%
	2015	92%	87%	—	98%	96%	97%	99%
	2016	92%	88%	—	99%	95%	98%	100%
	2017	95%	87%	—	98%	95%	99%	100%
Students respect the diversity among people	2013	87%	86%	—	93%	—	—	—
	2014	88%	88%	—	94%	—	—	—
	2015	89%	89%	—	93%	—	—	—
	2016	86%	90%	—	92%	—	—	—
	2017	91%	89%	—	92%	—	—	—
Students take responsibility for their actions	2013	75%	79%	—	86%	—	—	—
	2014	75%	79%	—	87%	—	—	—
	2015	69%	76%	—	80%	—	—	—
	2016	72%	75%	—	78%	—	—	—
	2017	77%	78%	—	76%	—	—	—

Questions	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Superintendents	Principals
Students volunteer for activities that help others	2013	78%	80%	—	92%	—	—	—
	2014	80%	79%	—	92%	—	—	—
	2015	80%	84%	—	91%	—	—	—
	2016	78%	82%	—	91%	—	—	—
	2017	84%	82%	—	90%	—	—	—
Students are encouraged to participate in school activities, such as attending special events or helping in the library*	2013	75%	83%	—	93%	—	—	—
	2014	76%	84%	—	91%	—	—	—
	2015	76%	86%	—	92%	—	—	—
	2016	77%	84%	—	92%	—	—	—
	2017	86%	87%	—	94%	—	—	—
Students are encouraged to get involved in global issues, such as the environment, ...	2013	74%	79%	—	89%	—	—	—
	2014	73%	81%	—	90%	—	—	—
	2015	72%	78%	—	85%	—	—	—
	2016	67%	76%	—	86%	—	—	—
	2017	74%	78%	—	83%	—	—	—
Schools promote physical activity	2013	91%	92%	—	96%	94%	—	99%
	2014	92%	92%	—	97%	95%	96%	99%
	2015	90%	92%	—	94%	94%	98%	99%
	2016	90%	91%	—	94%	94%	97%	99%
	2017	91%	92%	—	94%	97%	99%	99%
Students are learning about how to stay healthy	2013	79%	88%	—	92%	91%	—	99%
	2014	77%	87%	—	94%	93%	96%	99%
	2015	75%	87%	—	92%	94%	97%	98%
	2016	74%	87%	—	93%	93%	95%	99%
	2017	81%	90%	—	91%	96%	99%	100%
Students have healthy food choices in the school cafeteria, canteen, vending machines, and ...	2013	75%	52%	—	57%	77%	—	56%
	2014	76%	56%	—	68%	78%	87%	77%
	2015	76%	60%	—	68%	85%	82%	76%
	2016	72%	60%	—	66%	85%	83%	80%
	2017	75%	57%	—	66%	84%	78%	78%
The gym, playground, and other facilities... at school meet the daily physical activity needs of students	2013	88%	85%	—	74%	71%	—	78%
	2014	91%	85%	—	71%	67%	79%	79%
	2015	91%	85%	—	73%	72%	67%	75%
	2016	91%	87%	—	75%	74%	78%	78%
	2017	91%	88%	—	71%	73%	82%	81%

Questions	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Superintendents	Principals
Schools are contributing to students' development of intellectual skills	2013	94%	78%	—	95%	88%	—	94%
	2014	92%	75%	—	94%	85%	94%	89%
	2015	92%	78%	—	92%	86%	95%	94%
	2016	93%	80%	—	92%	87%	97%	92%
	2017	95%	80%	—	92%	86%	96%	94%
Schools are contributing to students' development of social skills	2013	91%	82%	—	93%	84%	—	91%
	2014	89%	84%	—	93%	85%	91%	88%
	2015	87%	84%	—	93%	81%	92%	89%
	2016	86%	82%	—	91%	81%	92%	88%
	2017	89%	83%	—	88%	80%	91%	89%
Schools are contributing to students' development of physical abilities	2013	91%	87%	—	92%	82%	—	91%
	2014	90%	85%	—	92%	84%	92%	90%
	2015	88%	86%	—	89%	86%	90%	88%
	2016	89%	87%	—	92%	87%	92%	91%
	2017	91%	89%	—	93%	86%	93%	95%
Schools are contributing to students' development of emotional well-being	2013	88%	79%	—	90%	78%	—	77%
	2014	84%	80%	—	90%	73%	70%	72%
	2015	82%	81%	—	88%	68%	70%	71%
	2016	78%	81%	—	87%	65%	63%	67%
	2017	83%	79%	—	83%	65%	69%	72%
Students reporting at least one day of physical activity (of at least 30 minutes) at school in the past five school days	2013	59%	—	—	87%	—	—	—
	2014	59%	—	—	89%	—	—	—
	2015	59%	—	—	88%	—	—	—
	2016	61%	—	—	90%	—	—	—
	2017	58%	—	—	90%	—	—	—
Experience at school is contributing to students' growth in developing clear career goals	2013	84%	—	—	—	—	—	—
	2014	80%	—	—	—	—	—	—
	2015	80%	—	—	—	—	—	—
	2016	80%	—	—	—	—	—	—
	2017	84%	—	—	—	—	—	—
Subjects learned at school have practical applications in the real world	2013	79%	85%	—	—	—	—	—
	2014	75%	83%	—	—	—	—	—
	2015	75%	80%	—	—	—	—	—
	2016	73%	80%	—	—	—	—	—
	2017	79%	81%	—	—	—	—	—

Questions	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Superintendents	Principals
Students feel good about the work they do at school	2013	91%	—	—	—	—	—	—
	2014	88%	—	—	—	—	—	—
	2015	90%	—	—	—	—	—	—
	2016	89%	—	—	—	—	—	—
	2017	89%	—	—	—	—	—	—
At school, students feel like they belong	2013	89%	—	—	—	—	—	—
	2014	89%	—	—	—	—	—	—
	2015	88%	—	—	—	—	—	—
	2016	86%	—	—	—	—	—	—
	2017	88%	—	—	—	—	—	—
Students feel comfortable asking questions in class	2013	87%	—	—	—	—	—	—
	2014	85%	—	—	—	—	—	—
	2015	84%	—	—	—	—	—	—
	2016	86%	—	—	—	—	—	—
	2017	89%	—	—	—	—	—	—
Parents get support from the school to help their children succeed	2013	—	77%	—	92%	—	—	—
	2014	—	75%	—	89%	—	—	—
	2015	—	77%	—	91%	—	—	—
	2016	—	77%	—	89%	—	—	—
	2017	—	78%	—	89%	—	—	—
Students get the help they need with reading and writing	2013	95%	—	—	—	—	—	—
	2014	95%	—	—	—	—	—	—
	2015	95%	—	—	—	—	—	—
	2016	94%	—	—	—	—	—	—
	2017	96%	—	—	—	—	—	—
School provides learning resources, such as textbooks, ... that meet the needs of students	2013	96%	90%	85%	91%	91%	—	96%
	2014	95%	88%	85%	89%	88%	94%	95%
	2015	93%	89%	84%	86%	91%	97%	94%
	2016	93%	87%	84%	86%	95%	95%	97%
	2017	94%	89%	84%	89%	96%	94%	98%
Academic counselling can be accessed in a timely manner at school when needed	2013	—	75%	—	80%	85%	—	—
	2014	—	74%	—	76%	80%	—	—
	2015	—	75%	—	78%	85%	—	—
	2016	—	79%	—	77%	89%	—	—
	2017	—	79%	—	75%	82%	—	—

Questions	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Superintendents	Principals
Support services for students with disabilities can be accessed in a timely manner when needed	2013	—	—	—	70%	80%	—	—
	2014	—	—	—	67%	73%	—	—
	2015	—	—	—	68%	76%	—	—
	2016	—	—	—	66%	80%	—	—
	2017	—	—	—	75%	81%	—	—
Student assessment services for students with learning difficulties can be accessed in a timely manner	2013	—	—	—	60%	73%	—	—
	2014	—	—	—	57%	69%	—	—
	2015	—	—	—	58%	73%	—	—
	2016	—	—	—	55%	75%	—	—
	2017	—	—	—	64%	76%	—	—
Services (beyond regular instruction) that help students read and write can be accessed in a timely manner	2013	—	72%	—	61%	76%	—	73%
	2014	—	66%	—	58%	72%	87%	75%
	2015	—	72%	—	58%	75%	87%	75%
	2016	—	70%	—	59%	75%	82%	79%
	2017	—	69%	—	63%	76%	84%	82%


* 2013-2016 Students are encouraged to participate in school services, such as attending special events or helping in the library.
2017 Students are encouraged to participate in school activities, such as attending special events or helping in the library.

Student Engagement in Learning at Schools

Students, parents, teachers, principals, school board trustees, and superintendents held varying perceptions about aspects of student engagement in learning at schools.

Students, parents, teachers, principals, school board trustees, and superintendents were asked to rate their agreement with a series of statements about student engagement at schools. Overall, in 2017, a large proportion of respondents (across groups where applicable) agreed that:

- Students are proud of their school (students: 90%),
- Students have a voice in decisions made at their school (students: 74%),
- Students arrive at school ready to learn (77% to 96%),
- Teachers give students the individual attention they require (77% to 97%),
- Hours spent outside of class studying and doing assignments (more than 3 hours per week) (students: 55%),
- Students enjoyed completing a task that required a lot of thinking and mental effort (students: 71%),
- Students asked questions in class or contributed to class discussions (students: 73%),
- Students have the opportunity to take part in classroom discussions and activities (97% to 100%),
- Class work has emphasized understanding information and explaining ideas in their own words (students: 76%),
- Experience at school is contributing to students' growth in thinking deeply and critically (students: 93%),
- Students get recognized for the positive things they do at school (85% to 100%),
- Students are encouraged to express their opinions and engage in an exchange of ideas (94% to 100%),
- Students missed school other than for illness (less than 4 times during the school year) (students: 65%),
- Students that never thought about dropping out of school (students: 84%),
- Students are able to learn in a way that best suits their learning style (74% to 85%),
- Students get the help/support they need to do well/be successful in school (73% to 94%),
- School is helping struggling students keep up in their studies (students: 82%; parents: 65%), and
- Teachers help students achieve learning expectations (92% to 100%).



The level of agreement on statements related to student engagement in learning at school has remained relatively stable over time for all respondent groups with some exceptions. Students' agreement that they have a voice in decisions made at their school (74%) has increased by 8% compared to the 2016 result. Students reporting that they spend more than 3 hours per week outside of class studying and doing assignments (55%) has decreased by 9%-11% compared to the 2015-2016 results. Students reporting that they enjoyed completing a task that required a lot of thinking or mental effort (71%) has increased by 6%-8% compared to the previous four years. Students reporting that they asked questions in class or contributed to class discussion (73%) has increased by 6% compared to the 2015-2016 results. Students' agreement that they get recognized for the positive things they do at school (85%) and that school is helping struggling students keep up in their studies (82%) have increased by 6%-7% compared to the 2016 results. Agreement of parents (K-12: 78%; severe disabilities: 74%) that students are able to learn in a way that suits their learning style has increased by 6%-8% compared to the 2014 results. Parents' agreement that students get the support they need to be successful in school (86%) has increased by 6% compared to the 2014 result.

Table 4: Student Engagement in Learning at Schools

(continued on next two pages)

Questions	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Superintendents	Principals
Students are proud of their school	2013	90%	—	—	—	—	—	—
	2014	90%	—	—	—	—	—	—
	2015	89%	—	—	—	—	—	—
	2016	89%	—	—	—	—	—	—
	2017	90%	—	—	—	—	—	—
Students have a voice in decisions made at their school	2013	70%	—	—	—	—	—	—
	2014	71%	—	—	—	—	—	—
	2015	70%	—	—	—	—	—	—
	2016	66%	—	—	—	—	—	—
	2017	74%	—	—	—	—	—	—
Students arrive at school ready to learn	2013	73%	95%	89%	81%	89%	—	89%
	2014	73%	97%	88%	80%	87%	75%	85%
	2015	70%	96%	87%	77%	84%	78%	86%
	2016	74%	96%	89%	76%	84%	82%	85%
	2017	77%	96%	90%	76%	85%	76%	84%
Teachers give students the individual attention they require	2013	86%	77%	—	81%	81%	—	95%
	2014	82%	75%	—	77%	78%	91%	94%
	2015	83%	76%	—	75%	79%	87%	95%
	2016	83%	78%	—	75%	82%	95%	95%
	2017	86%	81%	—	77%	82%	94%	97%
Hours spent outside of class studying and doing assignments (more than 3 hours per week)	2013	57%	—	—	—	—	—	—
	2014	60%	—	—	—	—	—	—
	2015	64%	—	—	—	—	—	—
	2016	66%	—	—	—	—	—	—
	2017	55%	—	—	—	—	—	—
Students enjoyed completing a task that required a lot of thinking or mental effort	2013	63%	—	—	—	—	—	—
	2014	64%	—	—	—	—	—	—
	2015	65%	—	—	—	—	—	—
	2016	64%	—	—	—	—	—	—
	2017	71%	—	—	—	—	—	—
Students asked questions in class or contributed to class discussions	2013	69%	—	—	—	—	—	—
	2014	68%	—	—	—	—	—	—
	2015	67%	—	—	—	—	—	—
	2016	67%	—	—	—	—	—	—
	2017	73%	—	—	—	—	—	—

Questions	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Superintendents	Principals
Students have the opportunity to take part in classroom discussions and activities	2013	98%	—	—	99%	96%	—	100%
	2014	96%	—	—	99%	97%	96%	99%
	2015	98%	—	—	99%	97%	100%	99%
	2016	96%	—	—	100%	99%	100%	99%
	2017	98%	—	—	99%	97%	100%	99%
Classwork has emphasized understanding information and explaining ideas in their own words	2013	76%	—	—	—	—	—	—
	2014	73%	—	—	—	—	—	—
	2015	72%	—	—	—	—	—	—
	2016	74%	—	—	—	—	—	—
	2017	76%	—	—	—	—	—	—
Experience at school is contributing to students' growth in thinking deeply and critically	2013	92%	—	—	—	—	—	—
	2014	91%	—	—	—	—	—	—
	2015	90%	—	—	—	—	—	—
	2016	91%	—	—	—	—	—	—
	2017	93%	—	—	—	—	—	—
Students get recognized for the positive things they do at school	2013	83%	—	—	97%	97%	—	100%
	2014	80%	—	—	96%	97%	98%	100%
	2015	82%	—	—	97%	96%	100%	100%
	2016	79%	—	—	96%	95%	100%	99%
	2017	85%	—	—	96%	97%	100%	99%
Students are encouraged to express their opinions and engage in an exchange of ideas	2013	—	—	—	98%	93%	—	99%
	2014	—	—	—	98%	93%	92%	98%
	2015	—	—	—	97%	95%	97%	99%
	2016	—	—	—	98%	95%	100%	99%
	2017	—	—	—	97%	94%	100%	99%
Students missed school other than for illness (less than 4 times during the school year)	2013	66%	—	—	—	—	—	—
	2014	66%	—	—	—	—	—	—
	2015	65%	—	—	—	—	—	—
	2016	61%	—	—	—	—	—	—
	2017	65%	—	—	—	—	—	—
Students thought about dropping out of school (never)	2013	89%	—	—	—	—	—	—
	2014	86%	—	—	—	—	—	—
	2015	86%	—	—	—	—	—	—
	2016	79%	—	—	—	—	—	—
	2017	84%	—	—	—	—	—	—

Questions	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Superintendents	Principals
Students are able to learn in a way that best suits their learning style	2013	86%	73%	73%	88%	—	—	—
	2014	82%	70%	68%	84%	—	—	—
	2015	83%	73%	76%	87%	—	—	—
	2016	81%	74%	76%	88%	—	—	—
	2017	84%	78%	74%	85%	—	—	—
Students get the help/support they need to do well/be successful in school	2013	92%	82%	73%	88%	—	—	—
	2014	90%	80%	70%	85%	—	—	—
	2015	92%	82%	76%	83%	—	—	—
	2016	90%	82%	73%	85%	—	—	—
	2017	94%	86%	73%	84%	—	—	—
School is helping struggling students keep up in their studies	2013	85%	68%	—	—	—	—	—
	2014	84%	66%	—	—	—	—	—
	2015	80%	67%	—	—	—	—	—
	2016	75%	67%	—	—	—	—	—
	2017	82%	65%	—	—	—	—	—
Teachers help students achieve learning expectations	2013	93%	91%	—	99%	97%	—	100%
	2014	94%	89%	—	99%	98%	100%	100%
	2015	92%	89%	—	99%	97%	100%	100%
	2016	91%	89%	—	99%	98%	100%	100%
	2017	95%	92%	—	99%	97%	100%	99%

Preparation of Students

Preparation for Lifelong Learning

A high proportion of parents and teachers were satisfied that high school students are taught knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents of grades 7–12 students and teachers were asked to rate their satisfaction that students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. A high proportion of teachers (85%, a decrease by 7% from 2013) and parents (Grade 7–12: 76%, an increase of 10% from 2015) were satisfied that students are taught the knowledge, skills and attitudes necessary for lifelong learning.

Table 5: Satisfaction that Students are Taught Knowledge, Skills and Attitudes Necessary for Lifelong Learning

Question	Year	Parents	Teachers
Students are taught knowledge, skills and attitudes for lifelong learning	2013	75%	92%
	2014	70%	90%
	2015	66%	87%
	2016	77%	89%
	2017	76%	85%

A low proportion of parents, teachers and the public were satisfied that high school students/graduates demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Students, parents of grades 7–12 students, teachers, and the public were asked to rate their satisfaction that high school students/graduates demonstrate knowledge, skills and attitudes necessary for learning throughout their lifetime. About half of the public (52%), and about six in ten teachers (59%, a decrease by 9% from 2013) and two-thirds of parents (Grade 7–12: 66%, an increase of 7% from 2014) indicated that they were satisfied. About nine in ten students (93%) were satisfied that they had the knowledge, skills and attitudes necessary for learning throughout their lifetime.

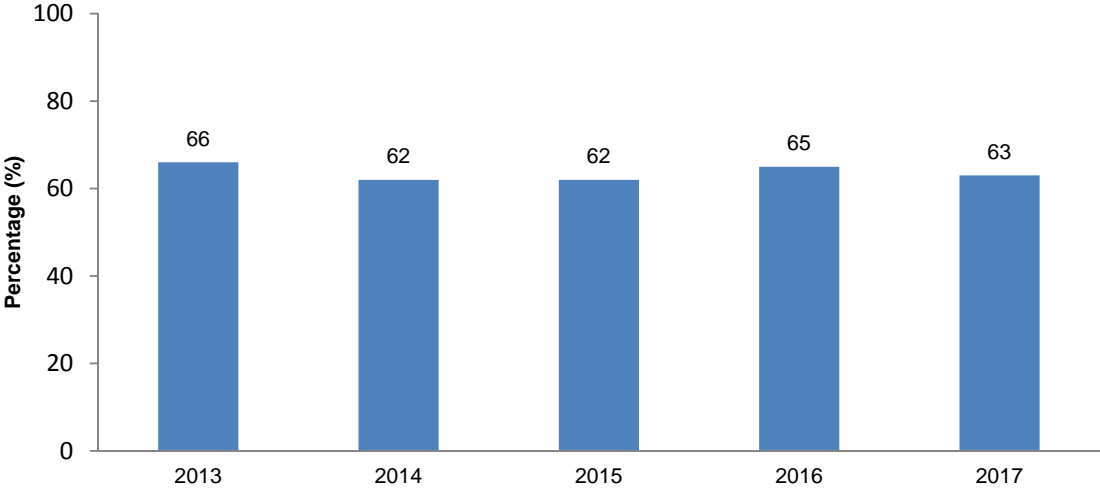
Table 6: Satisfaction that High School Students/Graduates Demonstrate Knowledge, Skills and Attitudes Necessary for Lifelong Learning

Question	Year	Students	Parents	Teachers	Public
High school students/graduates demonstrate knowledge, skills and attitudes necessary for lifelong learning	2013	95%	62%	68%	56%
	2014	93%	59%	62%	53%
	2015	94%	63%	64%	53%
	2016	91%	66%	60%	54%
	2017	93%	66%	59%	52%

Most of the public agreed that high school students are prepared to enter post-secondary education and training.

When asked to rate their agreement regarding high school graduates' preparedness to enter post-secondary education and training, more than six in ten (63%) members of the public agreed that high school graduates in Alberta are prepared to enter post-secondary education and training.

Chart 3: Public Agreement that High School Graduates are Prepared to Enter Post-Secondary Education and Training

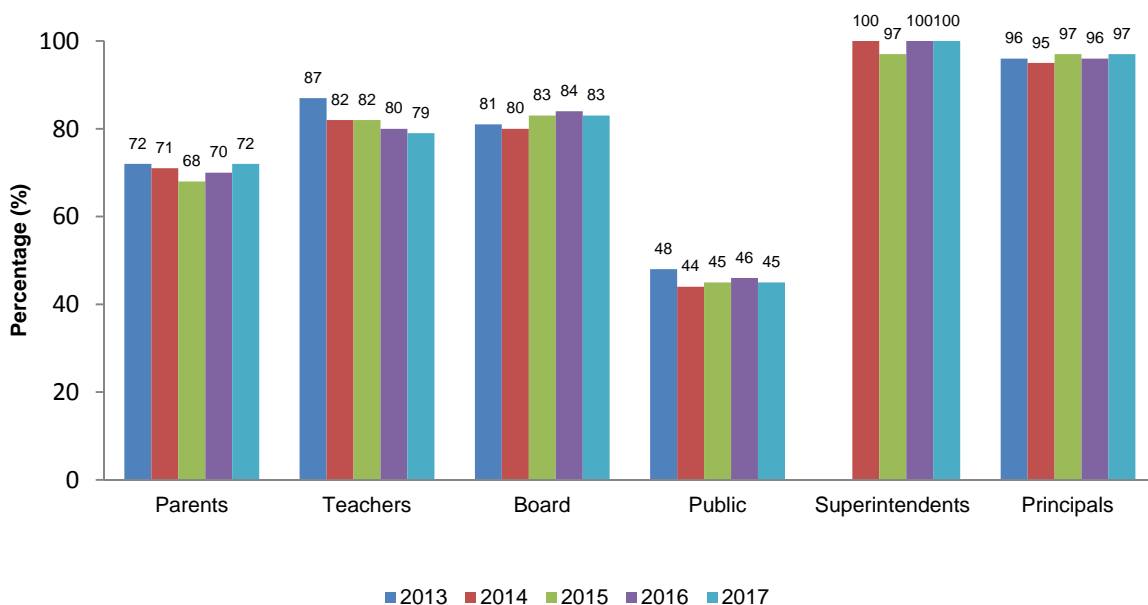


Preparation for the Workforce

A high proportion of teachers, principals, school board trustees, and superintendents were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Public satisfaction was lower.

Parents (Grade 7–12), teachers, principals, school board trustees, superintendents, and the public were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. All superintendents (100%), and a high proportion of principals (97%), school board trustees (83%) and teachers (79%, a decrease by 8% from 2013) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. About seven in ten (72%) parents and less than half of the public (45%) also indicated their satisfaction.

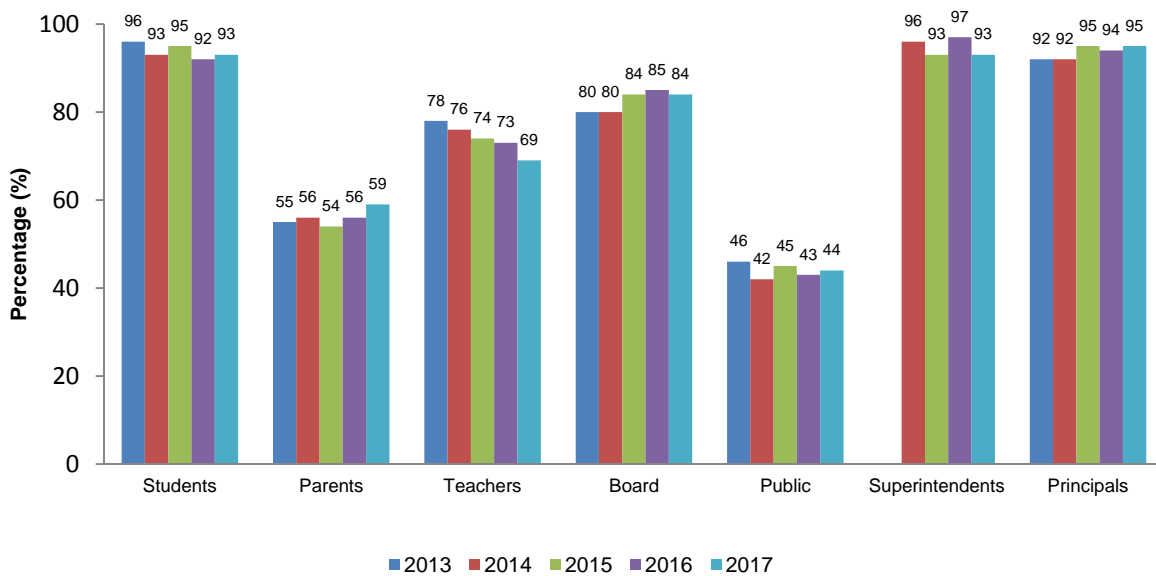
Chart 4: Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work



Satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was high among students, teachers, principals, school board trustees, and superintendents and lower for the public and parent respondent groups.

A high proportion of principals (95%), students (93%), superintendents (93%), school board trustees (84%) and teachers (69%, a decrease by 7%-9% from 2013 and 2014) were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, about three out of five parents (Grade 7–12: 59%) and less than half of the public (44%) indicated that they were satisfied.

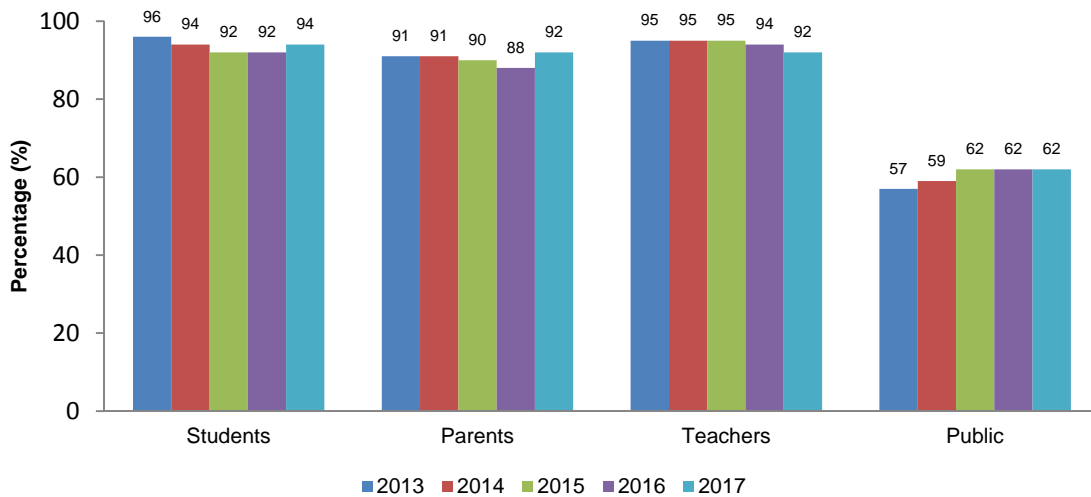
Chart 5: Satisfaction that Students Demonstrate Attitudes and Behaviours to be Successful at Work



Satisfaction that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours was high among students, parents and teachers compared to the public respondent group.

A high proportion of students (94%), teachers (92%) and parents (Grade 7-12: 92%), and a lower proportion of the public (62%) were satisfied that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours.

Chart 6 : Satisfaction that School is Contributing to the Development of Students' Ability to Demonstrate Positive Attitudes and Behaviours



Satisfaction that school is contributing to the development of students' unique skills and abilities varies across respondent groups.

Students, parents of grade 7-12 students, teachers, and the public were further asked to rate their satisfaction that school is contributing to the development of students' unique skills and abilities. Although the level of satisfaction varied across respondent groups, a large proportion were satisfied with schools' contribution to the ability to learn continuously (75% to 95%), work safely (80% to 98%), work with others towards a common goal (78% to 95%), participate in and contribute in projects and tasks (78% to 96%), be honest and ethical in dealing with other people (70% to 95%), help in keeping the environment clean (76% to 88%), and make fair decisions (75% to 97%).

Public satisfaction with schools' contribution to students' ability to manage information (67%), be adaptable (66%), understand abstract concepts (63%), lead a group or a team (61%), use numbers (56%), think and solve problems (52%), communicate (49%), and take responsibility for their own learning (42%) was low compared to student, parent and teacher respondent groups (74% to 96%).

Teacher (64%), parent (63%) and public (55%) satisfaction with schools' contribution to the development of students' ability to transition effectively from school to work or from school to post-secondary studies was low compared to the student (86%) respondent group. Teacher (64%) and public (50%) satisfaction regarding students' ability to be punctual and finish work on time was low compared to students (89%) and parents (88%). Similarly, parent (54%), teacher (39%) and public (28%) satisfaction regarding students' ability to manage money, credit and personal finances was low compared to the student respondent group (66%).

Student satisfaction regarding students' ability to transition effectively from school to work or from school to post-secondary studies (86%) has decreased by 6% compared to the 2013 result. In addition, student satisfaction that school is contributing to the development of their ability to manage money, credit and personal finances (66%) has decreased by 10% compared to the 2013 result.

Parents' satisfaction regarding students' ability to be punctual and finish work on time (88%) has increased by 10%-11% compared to the 2013 and 2016 results.

Teacher satisfaction with their school's contribution to the development of students' ability to use numbers (84%) has decreased by 6% compared to the 2013 result. Teacher satisfaction regarding students' ability to think and solve problems has decreased by 7% compared to the

2013 result. Teacher satisfaction regarding students' ability to take responsibility for their own learning (75%) has decreased by 7% compared to the 2013 result. Similarly, teacher satisfaction regarding students' ability to be punctual and finish work on time (64%) has decreased by 7%-8% compared to the 2013-2014 results.

Public satisfaction regarding students' ability to work safely (80%) has increased by 6%-9% compared to the 2013-2016 results. Similarly, public (55%) satisfaction regarding students' ability to transition effectively from school to work or from school to post-secondary studies has increased by 6%-7% compared to the 2013-2014 results.

Table 7: Satisfaction that School is Contributing to the Development of Students' Unique Skills and Abilities

(continued on next two pages)

Questions	Year	Students	Parents (Grades 7-12)	Teachers	Public
Ability to use numbers	2013	94%	87%	90%	59%
	2014	93%	82%	81%	53%
	2015	93%	83%	86%	58%
	2016	93%	81%	88%	55%
	2017	94%	84%	84%	56%
Ability to think and solve problems	2013	94%	88%	89%	54%
	2014	94%	81%	82%	52%
	2015	95%	85%	85%	52%
	2016	93%	82%	86%	52%
	2017	96%	83%	82%	52%
Ability to communicate	2013	95%	89%	95%	50%
	2014	93%	88%	92%	48%
	2015	94%	87%	93%	45%
	2016	90%	88%	95%	50%
	2017	94%	90%	92%	49%
Ability to manage information	2013	95%	88%	90%	71%
	2014	93%	85%	87%	70%
	2015	93%	86%	86%	69%
	2016	92%	85%	87%	70%
	2017	92%	84%	86%	67%
Ability to take responsibility for own learning	2013	96%	84%	82%	38%
	2014	95%	86%	80%	38%
	2015	94%	85%	77%	42%
	2016	95%	85%	76%	42%
	2017	96%	89%	75%	42%

Questions	Year	Students	Parents (Grades 7-12)	Teachers	Public
Ability to be adaptable	2013	94%	93%	93%	67%
	2014	93%	93%	92%	64%
	2015	94%	95%	91%	67%
	2016	92%	90%	91%	65%
	2017	95%	92%	89%	66%
Ability to learn continuously	2013	95%	90%	93%	74%
	2014	92%	88%	89%	73%
	2015	91%	90%	89%	71%
	2016	93%	87%	90%	74%
	2017	95%	89%	88%	75%
Ability to work safely	2013	99%	96%	98%	74%
	2014	98%	96%	98%	72%
	2015	97%	96%	99%	73%
	2016	98%	97%	98%	71%
	2017	98%	97%	98%	80%
Ability to work with others towards a common goal	2013	94%	94%	96%	75%
	2014	94%	93%	96%	75%
	2015	93%	94%	96%	77%
	2016	92%	92%	96%	77%
	2017	93%	95%	94%	78%
Ability to participate and contribute in projects and tasks	2013	96%	93%	97%	77%
	2014	96%	96%	98%	75%
	2015	95%	96%	97%	77%
	2016	94%	94%	97%	78%
	2017	95%	95%	96%	78%
Ability to transition effectively from school to work or from school to post-secondary studies	2013	92%	70%	59%	49%
	2014	88%	65%	59%	48%
	2015	86%	69%	68%	54%
	2016	83%	60%	63%	59%
	2017	86%	63%	64%	55%
Ability to understand abstract concepts	2013	89%	80%	79%	62%
	2014	86%	81%	73%	59%
	2015	84%	78%	74%	60%
	2016	86%	78%	73%	59%
	2017	88%	87%	74%	63%

Questions	Year	Students	Parents (Grades 7-12)	Teachers	Public
Ability to be honest and ethical in dealing with other people	2013	94%	92%	93%	66%
	2014	94%	94%	95%	69%
	2015	95%	93%	93%	72%
	2016	94%	94%	93%	68%
	2017	95%	93%	91%	70%
Ability to be punctual and finish work on time	2013	88%	78%	72%	48%
	2014	87%	82%	71%	49%
	2015	87%	85%	63%	50%
	2016	85%	77%	62%	51%
	2017	89%	88%	64%	50%
Ability to manage money, credit and personal finances	2013	76%	60%	34%	31%
	2014	70%	59%	34%	30%
	2015	66%	58%	41%	30%
	2016	62%	55%	37%	29%
	2017	66%	54%	39%	28%
Ability to lead a group or a team	2013	90%	82%	87%	59%
	2014	88%	82%	87%	59%
	2015	86%	82%	85%	62%
	2016	88%	81%	88%	62%
	2017	88%	78%	85%	61%
Ability to help in keeping the environment clean	2013	82%	92%	88%	72%
	2014	84%	89%	86%	71%
	2015	82%	92%	84%	74%
	2016	80%	87%	84%	72%
	2017	82%	88%	84%	76%
Ability to make fair decisions	2013	96%	94%	96%	75%
	2014	97%	95%	96%	75%
	2015	97%	93%	95%	75%
	2016	95%	93%	96%	74%
	2017	97%	92%	95%	75%

Agreement that students have the computer skills necessary to support their studies is high.

Students, parents of grade 7-12 students, teachers, principals, school board trustees, and superintendents were asked to rate their agreement regarding computer skills and technology learning outcomes of students. A large proportion of the respondent groups agreed that students have computer skills (such as using word processing, or creating spreadsheets and charts) necessary to support their studies (78% to 94%) and create multi-media presentations (with sound, pictures, and video) for their projects/assignments (80% to 94%).

The proportion of respondent groups that agreed that students have sufficient access to computers at school (74% to 96%) and at home (62% to 98%) to do their school work varied widely. A low proportion of teachers agreed that students have sufficient access to computers at home (62%) to do their school work; about three-quarters of parents (74%) and teachers (78%) agreed that students have sufficient access to computers at school to do their school work. A large proportion of respondent groups agreed that students use the internet to do research on assignment topics (90% to 99%).

Parents' agreement that students have sufficient access to computers at school to do their school work (74%) has decreased by 9% compared to the 2013 result.

The proportion of teachers reporting that students have computer skills (such as word processing or creating spreadsheets and charts) necessary to support their studies (78%) has decreased by 7% compared to the 2013 result. Teachers' agreement that students have sufficient access to computers at school to do their school work (78%) has increased by 6%-14% compared to the result from 2014-2015. However, teachers' agreement that students have sufficient access to computers at home to do their school work (62%) has decreased by 8%-11% compared to the 2014-2015 results.

Principals' agreement that students have sufficient access to computers at school to do their school work has increased by 14%-17% compared to the 2013-2015 results.

School board trustees' agreement that students have sufficient access to computers at school to do their school work has increased by 14% compared to the 2014 result. Similarly, school board trustees' agreement that students have computer skills (such as word processing or creating spreadsheets and charts) necessary to support their studies (94%) has increased by 9% compared to the result from 2014.

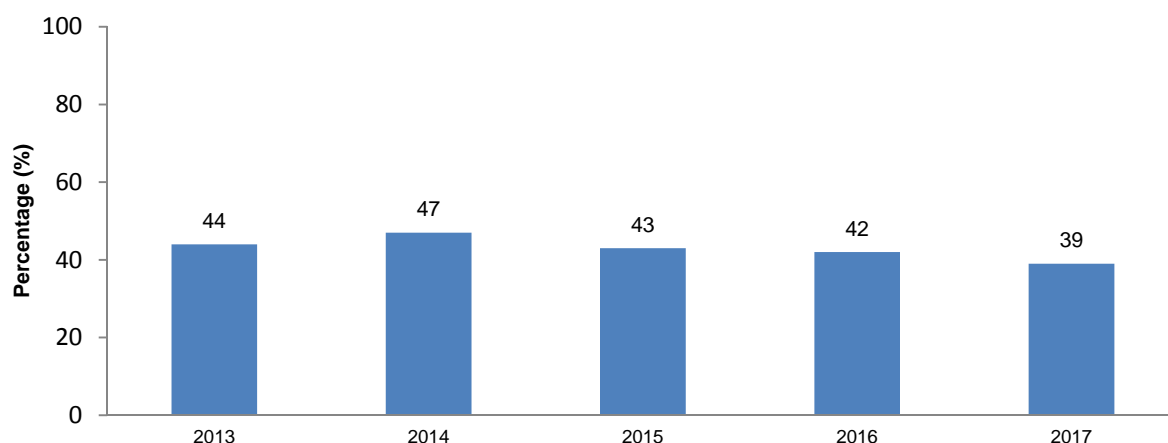
Table 8: Agreement on Computer Skills and Technology Learning Outcomes

Questions	Year	Students	Parents (7-12)	Teachers	Board	Superintendents	Principals
Students have computer skills (such as word processing, or creating spreadsheets and charts) necessary to support studies	2013	88%	84%	85%	92%	—	89%
	2014	86%	80%	80%	85%	92%	86%
	2015	87%	82%	78%	92%	97%	86%
	2016	84%	80%	77%	97%	98%	90%
	2017	87%	81%	78%	94%	94%	92%
Students have sufficient access to computers at school to do their school work	2013	95%	83%	74%	93%	—	79%
	2014	93%	75%	64%	80%	91%	78%
	2015	93%	79%	72%	85%	90%	76%
	2016	91%	75%	73%	90%	98%	89%
	2017	95%	74%	78%	94%	96%	93%
Students have access to computers at home to do their school work	2013	97%	96%	70%	—	—	—
	2014	96%	96%	73%	—	—	—
	2015	95%	98%	68%	—	—	—
	2016	95%	97%	67%	—	—	—
	2017	94%	98%	62%	—	—	—
Students have skills to create multimedia presentations for projects/assignments	2013	86%	80%	82%	89%	—	84%
	2014	88%	85%	84%	87%	91%	83%
	2015	85%	83%	84%	90%	92%	83%
	2016	86%	82%	81%	95%	95%	90%
	2017	90%	80%	82%	94%	94%	88%
Students use the internet to do research on assignment topics	2013	95%	88%	96%	96%	—	94%
	2014	98%	89%	95%	97%	100%	95%
	2015	94%	87%	92%	97%	100%	95%
	2016	98%	93%	95%	99%	98%	96%
	2017	97%	90%	93%	98%	99%	97%

About four in ten high school students reported that they hold a part time or full time paying job.

High school students were asked to indicate their employment status in the survey. About four in ten (39%, a decrease of 8% from 2014) high school students reported that they held a part time or full time paying job in 2017.

Chart 7: High School Students Holding a Part Time or Full Time Job



The proportion of high school students who reported that they worked 10 hours or less has increased over time by 9%. The proportion of high school students who reported that they worked 11 to 20 hours a week has decreased by 9% compared to the result from 2015, and the proportion of high school students who reported they worked more than 20 hours a week has remained stable.

Table 9: Breakdown of Number of Hours Worked Reported by High School Students

Year	Average Weekly Hours Worked			
	10 hours or less	11 to 20 hours	More than 20 hours	DK/NA/NR
2013	40%	44%	16%	0%
2014	46%	42%	12%	0%
2015	42%	49%	10%	0%
2016	45%	40%	14%	1%
2017	49%	40%	10%	1%

Communication and Involvement

Parental Involvement in Decision Making

Most parents, teachers, principals, school board trustees, and superintendents were satisfied with parental involvement in their children's education and in decisions at school.

A high proportion of parents of K–12 students, teachers, principals, school board trustees, and superintendents indicated that parents are involved a lot or to some extent in the decisions about their children's education (79% to 96%), and that they were satisfied with the opportunity for parental involvement in their children's education (81% to 97%). A high proportion (84%) of students also indicated that their parents are involved a lot or to some extent in decisions about their education.

A high proportion of teachers, principals, school board trustees, and superintendents (79% to 96%), and a relatively lower proportion of parents (K–12: 67%; severe disabilities: 65%) indicated that parents are involved a lot or to some extent in decisions at school. Half of students (50%) also indicated that their parents are involved a lot or to some extent in decisions at their school. The proportion of parents of students with severe disabilities that indicated involvement has decreased 7% from the 2013 result, while the proportion of principals that indicated involvement has increased by 11% from the 2014 result.

A high proportion of teachers, principals, school board trustees, and superintendents (90% to 98%), and parents (K-12: 81%; severe disabilities: 80%) were satisfied with the opportunity for parental involvement in decisions at school.

A high proportion (89% to 98%) of teachers, principals, school board trustees, and superintendents were satisfied that parental input into decisions at school was being considered.

About three-quarters of parents (K-12: 77%; severe disabilities: 76%) indicated agreement that the school engages them in a way that helps their child succeed. Similarly, about four in five (84%) teachers agreed that school engages parents in a way that helps their child succeed.

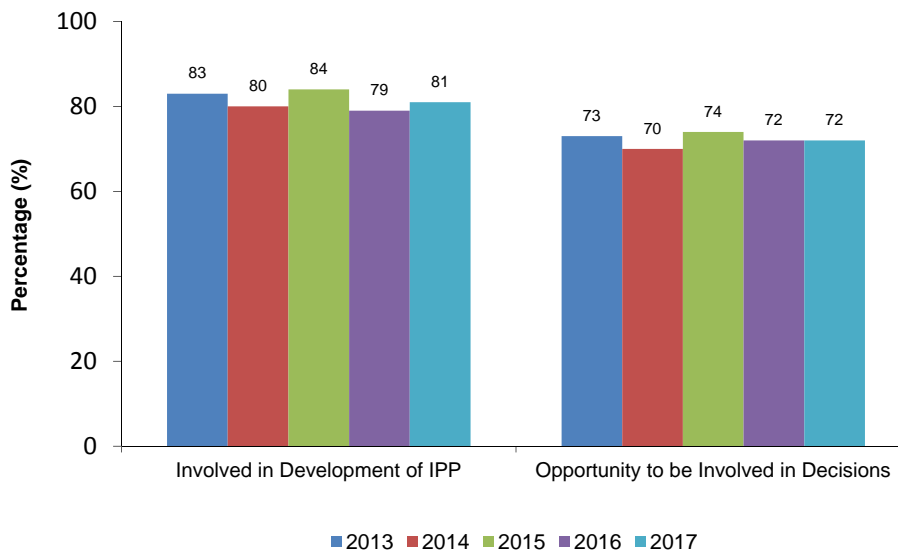
Table 10: Parental Involvement in Decision Making

Questions	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Superintendents	Principals
Extent of parental involvement in decisions about child's education	2013	83%	85%	—	84%	86%	—	88%
	2014	85%	82%	—	82%	85%	92%	83%
	2015	86%	84%	—	81%	89%	93%	88%
	2016	81%	84%	—	80%	86%	93%	91%
	2017	84%	86%	—	79%	90%	96%	87%
Satisfaction with opportunity for parental involvement in decisions about child's education	2013	—	81%	—	91%	91%	—	97%
	2014	—	79%	—	92%	88%	91%	96%
	2015	—	81%	—	91%	91%	97%	95%
	2016	—	79%	—	92%	94%	97%	99%
	2017	—	81%	—	91%	92%	97%	96%
Extent of parental involvement in decisions at school	2013	46%	66%	72%	80%	82%	—	86%
	2014	48%	64%	64%	77%	84%	92%	78%
	2015	49%	68%	66%	78%	86%	92%	84%
	2016	45%	65%	68%	80%	82%	92%	86%
	2017	50%	67%	65%	79%	87%	96%	89%
Satisfaction with opportunity for parental involvement in decisions at school	2013	—	79%	81%	92%	93%	—	96%
	2014	—	80%	76%	92%	90%	92%	95%
	2015	—	81%	81%	91%	92%	97%	97%
	2016	—	78%	80%	94%	92%	93%	98%
	2017	—	81%	80%	91%	90%	97%	98%
Satisfaction with parental input into decisions at school being considered	2013	—	—	—	93%	91%	—	97%
	2014	—	—	—	91%	90%	92%	98%
	2015	—	—	—	90%	89%	98%	98%
	2016	—	—	—	92%	90%	98%	99%
	2017	—	—	—	89%	90%	97%	98%
Agreement that school engages parents in a way that helps their child succeed	2013	—	76%	76%	87%	—	—	—
	2014	—	72%	75%	86%	—	—	—
	2015	—	77%	75%	87%	—	—	—
	2016	—	74%	72%	86%	—	—	—
	2017	—	77%	76%	84%	—	—	—

A high proportion of parents of students with severe disabilities agreed that they were involved in the development of their child’s Individualized Program Plan (IPP), and that they had an opportunity for involvement in decisions regarding the support services implemented for their child.

With respect to their child’s Individualized Program Plan (IPP), about eight in ten (81%) parents of students with severe disabilities agreed that they had been meaningfully involved in the development of their child’s IPP. Similarly, about seven in ten (72%) of these parents agreed that they had an opportunity to be involved in decisions regarding the support services implemented for their child.

Chart 8: Parents (Severe Disabilities) Involvement in the Development of IPP and Opportunity for Involvement in Decisions Regarding Services




A high proportion of parents of students with severe disabilities were satisfied that school provides a program that meets the needs of their child and were satisfied with their child's progress at school.

At least three-quarters of parents of students with severe disabilities indicated their satisfaction with the school program meeting the needs of their child (76%) and with their child's progress at school (80%). They were also satisfied that their child receives the support services he/she needs to be successful in school (72%) and is benefiting from the services being provided (82%).

Table 11: Parents of Students with Severe Disabilities' Satisfaction with School Program and Services

Questions	Year	Parents of Students with Severe Disabilities
The school provides a program that meets the needs of their child	2013	79%
	2014	75%
	2015	77%
	2016	79%
	2017	76%
Child's progress in school	2013	79%
	2014	77%
	2015	80%
	2016	82%
	2017	80%
Child receives the support services he/she needs to be successful in school	2013	77%
	2014	72%
	2015	77%
	2016	74%
	2017	72%
Child is benefiting from the services being provided	2013	83%
	2014	81%
	2015	84%
	2016	83%
	2017	82%



In general, parents, teachers, principals, school board trustees, superintendents, and the public were more satisfied that their input is considered by schools than it is being considered by school boards or Alberta Education.

A high proportion of teachers (77%) and parents (K-12: 77%; severe disabilities: 76%) were satisfied that their input into the education of students is considered by their school. However, only about half (53%) of the public were satisfied that their input into the education of students is considered by schools in their communities. In addition, teachers' satisfaction has decreased by 7% compared to the 2015 result.

About nine in ten (94%) principals were satisfied that their input into the education of students is considered by their school boards. However, a lower proportion of parents (K-12: 63%; severe disabilities: 59%), teachers (62%), and the public (47%) were satisfied that their input into the education of students is considered by their school boards. In addition, parents' (K-12) satisfaction that their input into the education of students is considered by their school board has increased by 6% compared to the result of 2014.

About three-quarters of principals (74%) and superintendents (71%) were satisfied that their input into the education of students is considered by Alberta Education. However, a lower proportion of parents (K-12: 53%; severe disabilities: 54%), school board trustees (49%), teachers (46%), and the public (44%) were satisfied that their input into the education of students is considered by Alberta Education. Principals' (74%) and teachers' (46%) satisfaction that their input into the education of students is considered by Alberta Education has increased by 9%-16% compared to the results of 2013-2015. Similarly, school board trustees' satisfaction (49%) has decreased by 8%-20% compared to the 2013-2015 results, while public satisfaction (44%) has increased by 6% compared to the 2014-2015 results.

Table 12: Satisfaction that Input into the Education of Students is Considered

Questions	Year	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Public	Superintendents	Principals
Satisfaction that their input into decisions/education of students is considered by the school	2013	74%	79%	81%	—	52%	—	—
	2014	76%	74%	81%	—	49%	—	—
	2015	77%	78%	84%	—	51%	—	—
	2016	77%	77%	81%	—	52%	—	—
	2017	77%	76%	77%	—	53%	—	—
Satisfaction that their input into education of students is considered by school board	2013	60%	61%	58%	—	46%	—	89%
	2014	57%	58%	58%	—	45%	—	86%
	2015	59%	64%	58%	—	46%	—	91%
	2016	61%	61%	63%	—	47%	—	91%
	2017	63%	59%	62%	—	47%	—	94%
Satisfaction that their input into the education of students is considered by Alberta Education	2013	50%	59%	37%	69%	42%	—	63%
	2014	48%	54%	32%	61%	38%	79%	65%
	2015	51%	58%	30%	57%	38%	77%	63%
	2016	50%	57%	43%	45%	45%	73%	72%
	2017	53%	54%	46%	49%	44%	71%	74%

About seven in ten (72%) students indicated they are involved a lot or to some extent in decisions at their school, and three-quarters of them (75%) indicated that they are satisfied that their input into decisions at their school is considered.

Students reporting that they are involved a lot or to some extent in decisions at their school (72%) has increased by 8%-10% compared to the 2013 and 2016 results.

Table 13: Students' Involvement in Decisions at School

Questions	Students				
	2013	2014	2015	2016	2017
Extent of involvement in decisions at school	64%	68%	68%	62%	72%
Satisfaction that input into decisions at school is considered	75%	73%	75%	72%	75%

About one-third (36%) of the public indicated that they are involved a lot or to some extent in decisions at schools in their community. Similarly, about two-thirds (64%) of the public were satisfied with the opportunity to be involved in decisions at schools in their community.

Table 14: Public Involvement in Decisions at Schools in the Community

Questions	Public				
	2013	2014	2015	2016	2017
Extent of involvement in decisions at schools in the community	41%	35%	37%	36%	36%
Satisfaction with opportunity to be involved in decisions at schools in the community	64%	67%	63%	64%	64%

Communication with the Public

A low proportion of parents, school board trustees and the public agreed that Alberta's education system communicates effectively with the public; teacher, principal and superintendent agreement was relatively higher.

Less than three quarters of principals (71%), teachers (69%), superintendents (68%), and parents (K–12: 59%; severe disabilities: 51%) agreed that Alberta's education system communicates effectively with the public. In addition, less than half of the school board trustees (47%), and the public (49%) agreed that Alberta's education system communicates effectively with the public.

Agreement of parents of students with severe disabilities (51%) has decreased by 8% compared to the 2016 result. Teachers' agreement (69%) has increased by 10%-17% compared to the 2013-2015 results. School board trustees' agreement (47%) has decreased by 12%-20% compared to the 2013-2014 results. Public agreement (49%) has increased by 9% compared to the 2015 result. Superintendents' agreement (68%) has increased by 10%-23% compared to the 2015-2016 results.

Table 15: Alberta's Education System Communicates Effectively with the Public

Question	Year	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Public	Superintendents	Principals
Alberta's education system communicates effectively with the public	2013	57%	56%	59%	67%	48%	—	65%
	2014	52%	53%	52%	59%	43%	66%	67%
	2015	52%	54%	55%	52%	40%	58%	62%
	2016	54%	59%	67%	38%	49%	45%	67%
	2017	59%	51%	69%	47%	49%	68%	71%

Leadership and Continuous Improvement

Improvement in Quality of Education

A high proportion of principals, school board trustees and superintendents indicated that the quality of education at schools has improved or stayed the same in the past three years.


Almost all superintendents (99%), and a high proportion of school board trustees (94%) and principals (93%) indicated that the quality of education at schools has improved or stayed the same in the past three years. However, a relatively fewer parents (Grade 3–12: 76%; severe disabilities: 66%) and teachers (70%) indicated that the quality of education at schools has improved or stayed the same in the past three years.

A high proportion of superintendents (90%), principals (88%), and school board trustees (87%) indicated that the quality of the Alberta K–12 system has improved or stayed the same in the past three years. However, relatively fewer teachers (70%) and parents (Grade 3–12: 68%) indicated that quality of the Alberta K–12 system has improved or stayed the same in the past three years.

Parents' agreement that the quality of the Alberta K-12 system has improved or stayed the same (68%) increased by 10% compared to the 2014 result. Similarly, teachers' agreement that the quality of the Alberta K-12 system has improved or stayed the same (70%) has increased by 7%-15% compared to the 2013-2015 results.

Table 16: Improvement in Quality of Education in the Past 3 Years

Questions	Year	Parents (Grades 3-12)	Parents (Severe Disabilities)	Teachers	Board	Superin- tendents	Principals
Quality of education at school has improved or stayed the same in the past three years	2013	76%	69%	79%	91%	—	89%
	2014	73%	66%	76%	89%	98%	89%
	2015	72%	66%	71%	92%	97%	88%
	2016	79%	69%	75%	90%	100%	94%
	2017	76%	66%	70%	94%	99%	93%
Quality of the <u>Alberta K–12 system</u> has improved or stayed the same in the past three years	2013	68%	—	63%	84%	—	83%
	2014	58%	—	55%	78%	87%	82%
	2015	66%	—	61%	80%	85%	83%
	2016	67%	—	71%	82%	85%	87%
	2017	68%	—	70%	87%	90%	88%



A high proportion of parents, teachers, and school board trustees indicated that key aspects of education have improved or stayed the same in the past three years.

Parents of students in grades 3-12, teachers, and school board trustees were asked whether the quality of key aspects of education (engagement of students in school, information about student achievement, communication of plans for school improvement, the school learning environment, and the accountability of schools to parents) in their school/schools in their jurisdiction have improved, stayed the same, or declined over the past three years. Overall, in 2017, a large proportion of respondents indicated that:

- The school learning environment has improved or stayed the same (78% to 95%),
- Engagement of students in school has improved or stayed the same (77% to 96%),
- Information about student achievement has improved or stayed the same (79% to 93%),
- Communication of plans for school improvement has improved or stayed the same (79% to 95%), and
- The accountability of school to parents has improved or stayed the same (77% to 95%).

The proportion of parents who reported improvement in the learning environment (82%) has increased by 8% compared to the 2014 result. The proportion of teachers who reported improvement in the engagement of students has decreased by 7% from the 2013-2014 results. Similarly, the proportion of teachers who reported improvement in the information about student achievement (83%) has decreased by 7% compared to the 2013 result.

Table 17: Improvement in Aspects of the Education System in the Past 3 Years

Questions	Year	Parents (Grades 3-12)	Teachers	Board
The school learning environment has improved or stayed the same in the past three years	2013	77%	80%	93%
	2014	74%	74%	93%
	2015	79%	75%	93%
	2016	81%	78%	92%
	2017	82%	78%	95%
Engagement of students in school has improved or stayed the same in the past three years	2013	79%	84%	94%
	2014	78%	84%	94%
	2015	82%	82%	95%
	2016	81%	81%	95%
	2017	80%	77%	96%
Information about student achievement has improved or stayed the same in the past three years	2013	77%	90%	94%
	2014	77%	86%	90%
	2015	74%	79%	88%
	2016	75%	84%	90%
	2017	79%	83%	93%
Communication of plans for school improvement has improved or stayed the same in the last three years	2013	77%	83%	91%
	2014	75%	80%	90%
	2015	80%	80%	91%
	2016	78%	81%	92%
	2017	79%	80%	95%
The accountability of school to parents has improved or stayed the same in the last three years	2013	76%	94%	95%
	2014	74%	94%	92%
	2015	78%	93%	94%
	2016	75%	93%	94%
	2017	77%	90%	95%

Leadership

A high proportion of parents and teachers agreed that the leadership at the school and at the jurisdiction level effectively supports and facilitates teaching and learning.

A high proportion of parents and teachers agreed that the leadership at the school [(parents: K-12: 88%; severe disabilities: 88%); teachers: 81%], and at the jurisdiction (parents K-12: 82%; teachers: 79%) effectively supports and facilitates teaching and learning.

Three-quarters of principals (75%, an increase by 17%-22% from 2013-2015), about two-thirds of superintendents (66%), and a lower proportion of school board trustees (66%, a decrease by 10% from 2013), teachers (65%, an increase by 12%-27% from 2013-2015), parents (K-12: 61%, an increase by 8% from 2014), and the public (53%, an increase by 9%-10% from 2014-2015) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

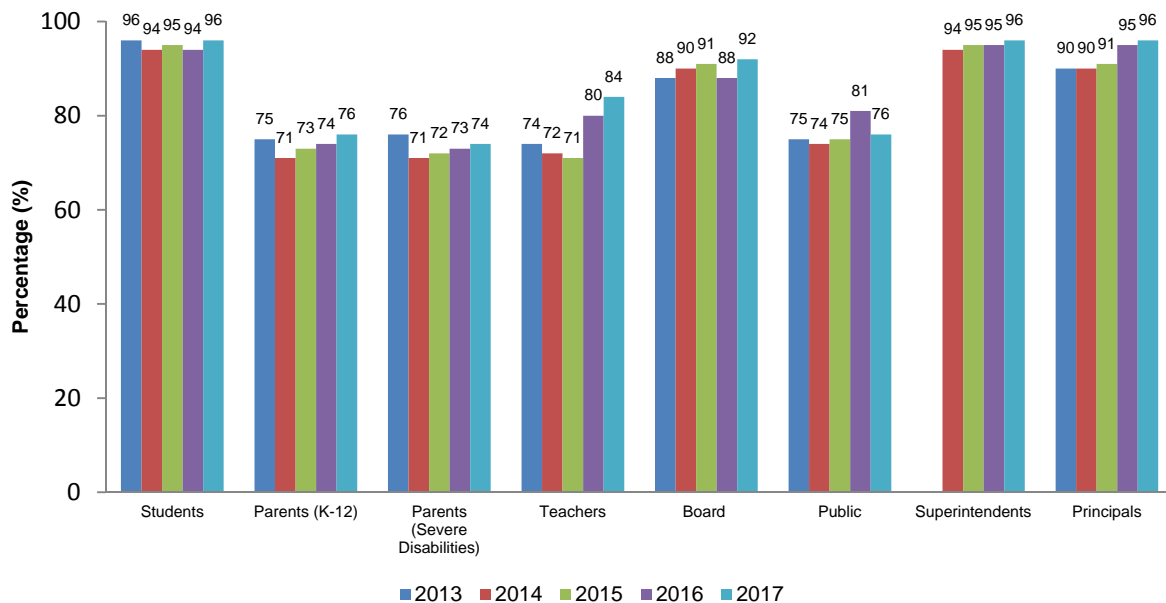
Table 18: Leadership Effectively Supports and Facilitates Teaching and Learning

Questions	Year	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Public	Superintendents	Principals
Leadership at school effectively supports and facilitates teaching and learning	2013	87%	85%	85%	—	—	—	—
	2014	86%	85%	84%	—	—	—	—
	2015	87%	87%	84%	—	—	—	—
	2016	87%	87%	84%	—	—	—	—
	2017	88%	88%	81%	—	—	—	—
Leadership at jurisdiction effectively supports and facilitates teaching and learning	2013	82%	—	78%	—	—	—	—
	2014	80%	—	75%	—	—	—	—
	2015	82%	—	78%	—	—	—	—
	2016	82%	—	79%	—	—	—	—
	2017	82%	—	79%	—	—	—	—
Leadership at provincial level effectively supports and facilitates teaching and learning	2013	58%	—	53%	76%	50%	—	55%
	2014	53%	—	42%	71%	43%	77%	58%
	2015	58%	—	38%	61%	44%	65%	53%
	2016	60%	—	61%	61%	59%	70%	71%
	2017	61%	—	65%	66%	53%	66%	75%

A high proportion of the respondent groups agreed that the highest priority of Alberta’s education system is the success of the student.

A high proportion of students (96%), principals (96%), superintendents (96%), school board trustees (92%), teachers (84%, an increase by 10%-13% from 2013-2015), the public (76%), and parents (K–12: 76%; severe disabilities: 74%) indicated agreement that the highest priority of Alberta’s education system is the success of the student.

Chart 9: Highest Priority of Alberta's Education System is the Success of the Student



A high proportion of students, and a relatively lower proportion of parents, teachers, and principals agreed that the Alberta education system ensures access to quality education to all students regardless of where they live. However, agreement was lower for school board trustees, parents of students with severe disabilities, superintendents, and the public.

A high proportion of students (94%), and a relatively lower proportion of teachers (77%, an increase by 8% compared to 2014), principals (76%), and parents (71%) agreed that Alberta’s education system ensures access to quality education to all students regardless of where they live. However, a lower proportion of the public (68%), superintendents (66%, a decrease by 15% from 2014), parents of students with severe disabilities (64%, a decrease by 6% from 2016), and school board trustees (57%) agreed with this statement.

In addition, a high proportion of principals (84%), and superintendents (81%, a decrease by 13% from 2014, but an increase by 13% from 2016), and a lower proportion of school board trustees (59%, a decrease of 17%-22% from 2013-2015) and the public (49%) and agreed that Alberta’s education system uses research and consultation with Albertans to guide policy decisions.

Table 19: Agreement on Access to Quality Education and the Use of Research and Consultation

Questions	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Public	Superintendents	Principals
Alberta’s education system ensures access to quality education to all students regardless of where they live	2013	91%	74%	68%	72%	63%	65%	—	67%
	2014	92%	69%	63%	69%	63%	64%	81%	75%
	2015	92%	69%	67%	72%	61%	61%	67%	70%
	2016	89%	67%	70%	73%	62%	64%	63%	79%
	2017	94%	71%	64%	77%	57%	68%	66%	76%
Alberta’s education system uses research and consultation with Albertans to guide policy decisions	2013	—	—	—	—	81%	49%	—	76%
	2014	—	—	—	—	76%	49%	94%	83%
	2015	—	—	—	—	77%	43%	87%	79%
	2016	—	—	—	—	49%	50%	68%	81%
	2017	—	—	—	—	59%	49%	81%	84%

Facilities and Equipment

A high proportion of respondent groups were satisfied with school facilities. Teacher, school board trustee and superintendent satisfaction was lower with regard to schools having enough space to meet the learning needs of students.

A high proportion of students (92% to 95%), parents of students with severe disabilities (92% to 93%), parents (91% to 93%), the public (83% to 90%), and teachers (82% to 83%) were satisfied that their school building meets the physical needs of students and that the school building is well maintained. Similarly, a high proportion of students (90% to 91%), principals (87% to 90%), parents of students with severe disabilities (87% to 89%), parents (85% to 86%), superintendents (84% to 87%), school board trustees (73% to 85%), and teachers (73% to 76%) were satisfied that the equipment and facilities at school meet the learning needs of students. A high proportion of students (88%), parents of students with severe disabilities (83%), parents (80%), principals (73%) and a relatively lower proportion of superintendents (65%), school board trustees (62%), and teachers (59%) agreed that schools have enough space to meet the learning needs of students.

Satisfaction that school has enough space to meet the learning needs of students has increased by 8% for teachers (59%) compared to the 2015 result. Similarly, school board trustee satisfaction that school has enough space to meet the learning needs of students (62%) has increased 7% to 14% compared to the 2013-2015 results, while superintendents' satisfaction (65%) has increased by 12%-17% compared to the 2014-2015 results.

Satisfaction that facilities at school meet the learning needs of students has increased for school board trustees (73%) by 6%-10% compared to the 2013 and 2015 results.

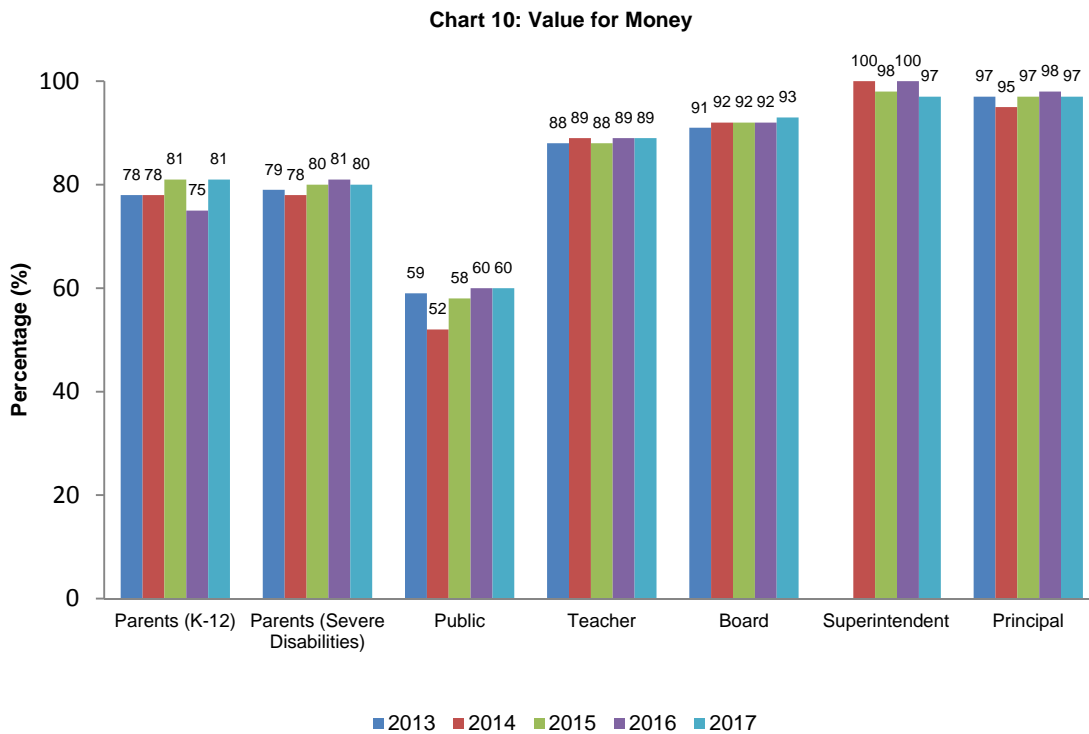
Table 20: Satisfaction with School Facilities

Questions	Year	Students	Parents (K-12)	Parents (Severe Disabilities)	Teachers	Board	Public	Superintendents	Principals
School has enough space to meet the learning needs of students	2013	88%	82%	84%	60%	53%	—	—	72%
	2014	88%	75%	82%	55%	55%	—	53%	74%
	2015	87%	78%	82%	51%	48%	—	48%	70%
	2016	87%	80%	83%	54%	62%	—	68%	73%
	2017	88%	80%	83%	59%	62%	—	65%	73%
School building meets the physical needs of students	2013	96%	92%	93%	80%	—	92%	—	—
	2014	94%	92%	93%	79%	—	89%	—	—
	2015	95%	92%	91%	82%	—	90%	—	—
	2016	93%	93%	93%	82%	—	91%	—	—
	2017	95%	93%	92%	83%	—	83%	—	—
School building is well maintained	2013	92%	92%	94%	80%	—	92%	—	—
	2014	92%	90%	92%	79%	—	89%	—	—
	2015	91%	91%	94%	79%	—	89%	—	—
	2016	89%	91%	92%	81%	—	93%	—	—
	2017	92%	91%	93%	82%	—	90%	—	—
Facilities at school meet learning needs of students	2013	91%	86%	90%	78%	67%	—	—	83%
	2014	90%	85%	89%	75%	68%	—	77%	84%
	2015	89%	86%	89%	73%	63%	—	78%	81%
	2016	89%	87%	90%	77%	78%	—	88%	85%
	2017	91%	85%	89%	76%	73%	—	84%	87%
Equipment at school meets learning needs of students	2013	90%	87%	87%	75%	84%	—	—	87%
	2014	87%	85%	86%	72%	81%	—	85%	83%
	2015	87%	85%	87%	73%	83%	—	85%	83%
	2016	87%	88%	88%	75%	88%	—	92%	88%
	2017	90%	86%	87%	73%	85%	—	87%	90%

Value for Money

A high proportion of parents, teachers, principals, school board trustees and superintendents, and a lower proportion of the public were satisfied with receiving value for money spent in schools.

A high proportion of principals (97%), superintendents (97%) and school board trustees (93%), teachers (89%), and parents (K-12: 81%; severe disabilities: 80%) reported being satisfied with receiving value for money that is spent in schools. Public satisfaction that they are receiving value for money spent in schools in their community was lower (60%, an increase of 8% from 2014). Note that this question was asked to teachers, principals and school board trustees starting in 2013, and to superintendents starting in 2014.



Teacher Preparation and Professional Development

About seven in ten superintendents agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers.

About seven in ten superintendents (69%), principals (66%) and school board trustees (66%), and a relatively lower proportion of teachers (57%, a decrease by 6%-10% from 2013 and 2015) agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers.

Of teachers who graduated from a Bachelor of Education program in Alberta, about seven in ten (69%) agreed that their teacher education program adequately prepared them to meet the teaching quality standard for initial certification.

A high proportion of principals (94%), superintendents (93%), school board trustees (91%) and a lower proportion of teachers (62%, a decrease by 7% from 2013) agreed that professional development opportunities available to teachers effectively addressed teachers' professional development needs.

A high proportion of principals (94%, an increase of 7% from 2014), school board trustees (93%) and superintendents (93%), and a lower proportion of teachers (64%) agreed that professional development opportunities available to teachers contributed significantly to teachers' on-going professional development.

A high proportion of principals (96%), superintendents (96%), school board trustees (94%), and teachers (88%) also agreed that professional development opportunities have been focused on the priorities of the school/jurisdiction.

Table 21: Perception of Recent Bachelor of Education Graduates and Professional Development Opportunities Available for Teachers

Questions	Year	Teachers	Board	Superintendents	Principals
Recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers	2013	67%	71%	—	74%
	2014	62%	65%	77%	64%
	2015	63%	65%	72%	64%
	2016	60%	65%	70%	68%
	2017	57%	66%	69%	66%
Teacher education program adequately prepared teachers to meet the teaching quality standard for initial certification	2013	75%	—	—	—
	2014	70%	—	—	—
	2015	70%	—	—	—
	2016	72%	—	—	—
	2017	69%	—	—	—
Professional development opportunities available to teachers effectively addressed the professional development needs of teachers	2013	69%	89%	—	92%
	2014	59%	81%	89%	89%
	2015	62%	87%	93%	89%
	2016	63%	87%	95%	92%
	2017	62%	91%	93%	94%
Professional development opportunities contributed significantly to teachers' on-going professional development	2013	68%	91%	—	92%
	2014	59%	86%	91%	87%
	2015	64%	89%	97%	89%
	2016	65%	92%	95%	92%
	2017	64%	93%	93%	94%
Professional development opportunities have been focused on the priorities of the jurisdiction/school	2013	88%	92%	—	95%
	2014	85%	88%	94%	91%
	2015	87%	92%	97%	92%
	2016	86%	93%	95%	94%
	2017	88%	94%	96%	96%

Teacher Attraction and Retention

A high proportion of principals and superintendents agreed that they were able to attract (84% and 81%) and retain (92% and 91%) teachers in their schools and jurisdictions, respectively. However, superintendents' agreement regarding attracting teachers has decreased by 9% from 2015.

Table 22: Attraction and Retention of Teachers

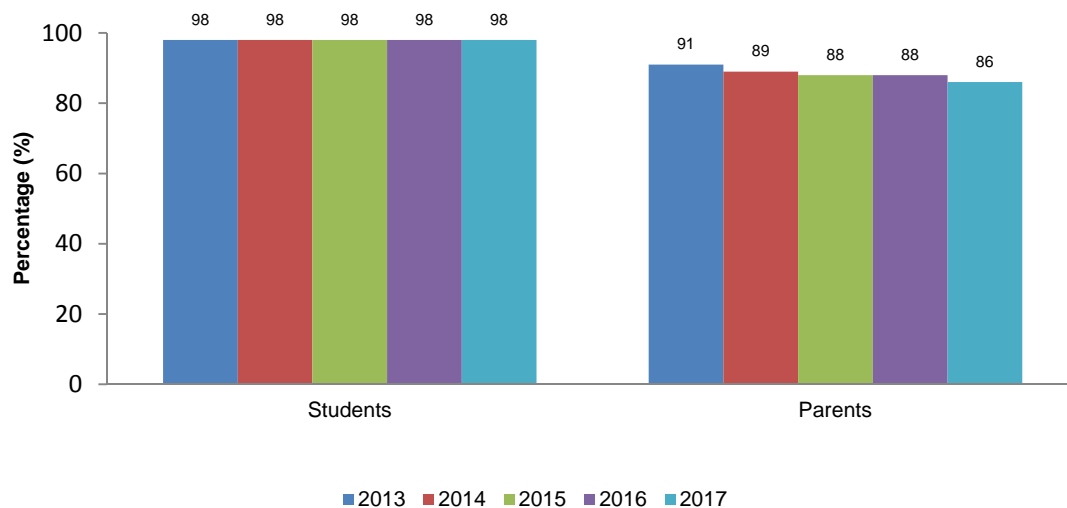
Questions	Year	Superintendents	Principals
Attraction of teachers to school/jurisdiction	2013	—	85%
	2014	89%	81%
	2015	90%	80%
	2016	82%	82%
	2017	81%	84%
Retention of teachers in school/jurisdiction	2013	—	92%
	2014	92%	91%
	2015	93%	94%
	2016	90%	94%
	2017	91%	92%

First Nations, Métis and Inuit Survey Results

A high proportion of self-identified Aboriginal students and parents of self-identified Aboriginal students were satisfied with the quality of education.

A high proportion of self-identified Aboriginal students (98%) and parents of self-identified Aboriginal students (86%) surveyed were satisfied with the quality of education at schools.

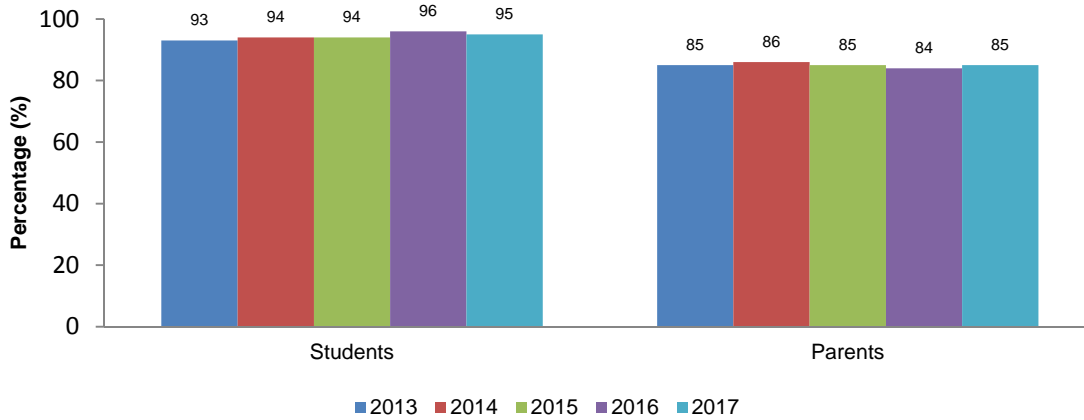
Chart 11: Satisfaction with Quality of Education (First Nations, Métis and Inuit)



Self-identified Aboriginal students and parents of self-identified Aboriginal students expressed a high degree of satisfaction with the quality of teaching.

A high proportion of self-identified Aboriginal students (95%) and parents of self-identified Aboriginal students (85%) were satisfied with the quality of teaching at schools.

Chart 12: Satisfaction with Quality of Teaching (First Nations, Métis and Inuit)



Self-identified Aboriginal students and parents of self-identified Aboriginal students had varying perceptions about various aspects of social and learning environments at schools.

Self-identified Aboriginal students and parents of self-identified Aboriginal students were asked to rate their agreement with a series of statements about the social and learning environments at schools. Overall, in 2017, a large proportion of respondents in the student group and the parent group agreed/were satisfied that:

- Students find school work interesting (students: 83%; parents: 76%, an increase of 7% from 2014),
- Students find school work challenging (students: 80%; parents: 72%),
- Students clearly understand what they are expected to learn at school (students: 91%; parents: 81%, an increase of 7% from 2014),
- Students feel safe at school (students: 94%; parents: 90%),
- Students feel safe on the way to and from school (students: 96%; parents: 91%),
- Teachers care about students (students: 95%; parents: 90%),
- Teachers are knowledgeable about the subjects they teach (students: 95%),
- At school students treat each other well (students: 92%; parents: 77%),
- Students are treated fairly by adults at school (students: 91%; parents: 85%),
- At school students are encouraged to get involved in activities that help people in the community (students: 80%, an increase of 6% from 2013; parents: 75%),
- At school students are encouraged to try their best (students: 97%; parents: 93%),
- At school students follow the rules (students: 74%, an increase of 8% from 2014; parents: 77%),
- At school students help each other (students: 83%; parents: 85%),
- At school students respect each other (students: 79%; parents: 75%),
- There is mutual respect between teachers and students at school (students: 85%; parents: 85%),
- There is mutual trust between teachers and students at school (students: 85%; parents: 86%),
- It is easy to get help with school work at school if needed (students: 91%; parents: 73%),
- Students can get help at school with problems that are not related to school work (students: 86%; parents: 74%),
- When needed, teachers at school are available to help students (students: 94%; parents: 85%),
- Students respect the diversity among people (students: 85%; parents: 83%),
- Students take responsibility for their actions (students: 70%; parents: 72%),

- Students volunteer for activities that help others (students: 76%; parents: 76%),
- Students are encouraged to participate in school services, such as attending special events or helping in the library (students: 85%, an increase of 6%-11% from results in 2013, 2014 and 2016; parents: 85%),
- Students are encouraged to get involved in global issues, such as the environment, world hunger, disaster relief (students: 71%; parents: 68%, a decrease by 6%-7% from 2013, 2014 and 2016),
- School promotes physical activity (students: 93%; parents: 91%),
- Students are learning about how to stay healthy (students: 83%, an increase by 7% from 2016; parents: 87%),
- Students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events (students: 77%; parents: 64%, an increase by 10% from 2013),
- The gym, playground, and other facilities such as sports fields and fitness areas at school meet the daily physical activity needs of students (students: 91%; parents: 87%),
- Schools are contributing to students' development of intellectual skills (students: 92%; parents: 79%),
- Schools are contributing to students' development of social skills (students: 88%; parents: 80%),
- Schools are contributing to students' development of physical abilities (students: 91%; parents: 87%),
- Schools are contributing to students' development of emotional well-being (students: 80%, a decrease of 6% from 2013; parents: 73%),
- Students reporting at least one day of physical activity (of at least 30 minutes duration) at school in the past five school days (students: 59%, a decrease by 11% from 2013),
- Experience at school is contributing to students' growth in developing clear career goals (students: 88%),
- Subjects learned at school have practical applications in the real world (students: 81%; parents: 72%, a decrease by 12% from 2013),
- Students feel good about the work they do at school (students: 90%),
- At school, students feel like they belong (students: 83%),
- Students feel comfortable asking questions in class (students: 80%),
- Parents get support from the school to help their children succeed (parents: 73%),
- Students get the help they need with reading and writing (students: 96%),
- School provides the learning resources, such as textbooks, software, audio and video materials, that meet the needs of students (students: 96%; parents: 88%),


- 
- Academic counselling can be accessed in a timely manner at school when needed (parents: 73%),
 - Services (beyond regular instruction) that help students read and write can be accessed in a timely manner (parents: 68%, a decrease of 8% from 2013).

Table 23: Social and Learning Environment at Schools (First Nations, Métis and Inuit)
(continued on next six pages)

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
School work is interesting	2013	82%	73%
	2014	79%	69%
	2015	78%	73%
	2016	79%	71%
	2017	83%	76%
School work is challenging	2013	78%	73%
	2014	78%	74%
	2015	79%	75%
	2016	79%	75%
	2017	80%	72%
Students clearly understand what they are expected to learn at school	2013	91%	80%
	2014	91%	74%
	2015	91%	76%
	2016	89%	76%
	2017	91%	81%
Students feel safe at school	2013	97%	90%
	2014	95%	90%
	2015	95%	88%
	2016	96%	89%
	2017	94%	90%
Students feel safe on the way to and from school	2013	96%	89%
	2014	96%	88%
	2015	96%	88%
	2016	94%	90%
	2017	96%	91%
Teachers care about students	2013	93%	90%
	2014	92%	89%
	2015	93%	89%
	2016	94%	90%
	2017	95%	90%
Teachers are knowledgeable about the subjects they teach	2013	93%	—
	2014	95%	—
	2015	95%	—
	2016	97%	—
	2017	95%	—

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
At school students treat each other well	2013	94%	73%
	2014	92%	73%
	2015	91%	74%
	2016	93%	73%
	2017	92%	77%
Students are treated fairly by adults at school	2013	91%	87%
	2014	91%	87%
	2015	89%	85%
	2016	90%	85%
	2017	91%	85%
At school students are encouraged to get involved in activities that help people in the community	2013	74%	73%
	2014	73%	74%
	2015	73%	73%
	2016	76%	77%
	2017	80%	75%
At school students are encouraged to try their best	2013	96%	92%
	2014	95%	93%
	2015	94%	92%
	2016	93%	91%
	2017	97%	93%
At school students follow the rules	2013	70%	77%
	2014	66%	78%
	2015	69%	77%
	2016	72%	76%
	2017	74%	77%
At school students help each other	2013	81%	83%
	2014	79%	80%
	2015	83%	84%
	2016	83%	84%
	2017	83%	85%
At school students respect each other	2013	75%	73%
	2014	75%	70%
	2015	75%	71%
	2016	80%	70%
	2017	79%	75%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
There is a mutual respect between teachers and students at school	2013	86%	87%
	2014	83%	84%
	2015	82%	86%
	2016	85%	85%
	2017	85%	85%
There is a mutual trust between teachers and students at school	2013	84%	87%
	2014	80%	86%
	2015	80%	86%
	2016	83%	86%
	2017	85%	86%
It is easy to get help with school work at school if needed	2013	91%	73%
	2014	92%	69%
	2015	91%	73%
	2016	92%	74%
	2017	91%	73%
Students can get help at school with problems that are not related to school work	2013	85%	74%
	2014	86%	72%
	2015	85%	72%
	2016	87%	77%
	2017	86%	74%
When needed, teachers at school are available to help students	2013	94%	85%
	2014	93%	81%
	2015	93%	83%
	2016	93%	84%
	2017	94%	85%
Students respect the diversity among people	2013	85%	82%
	2014	84%	81%
	2015	83%	82%
	2016	85%	81%
	2017	85%	83%
Students take responsibility for their actions	2013	73%	77%
	2014	71%	74%
	2015	66%	69%
	2016	68%	68%
	2017	70%	72%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students volunteer for activities that help others	2013	73%	79%
	2014	75%	79%
	2015	77%	79%
	2016	76%	79%
	2017	76%	76%
Students are encouraged to participate in school activities, such as attending special events or helping in the library	2013	79%	82%
	2014	74%	83%
	2015	80%	82%
	2016	79%	83%
	2017	85%	85%
Students are encouraged to get involved in global issues, such as the environment, world hunger, disaster relief	2013	71%	75%
	2014	72%	74%
	2015	67%	72%
	2016	76%	75%
	2017	71%	68%
Schools promote physical activity	2013	91%	92%
	2014	91%	93%
	2015	91%	89%
	2016	90%	92%
	2017	93%	91%
Students are learning about how to stay healthy	2013	82%	85%
	2014	80%	87%
	2015	79%	85%
	2016	76%	87%
	2017	83%	87%
Students have healthy food choices in the school cafeteria, canteen and vending machines, and at classroom and school events	2013	74%	54%
	2014	77%	65%
	2015	77%	65%
	2016	78%	63%
	2017	77%	64%
The gym, playground, and other facilities... at school meet the daily physical activity needs of students	2013	86%	85%
	2014	90%	85%
	2015	90%	86%
	2016	89%	85%
	2017	91%	87%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Schools are contributing to students' development of intellectual skills	2013	93%	79%
	2014	92%	74%
	2015	92%	77%
	2016	91%	81%
	2017	92%	79%
Schools are contributing to students' development of social skills	2013	92%	83%
	2014	87%	78%
	2015	89%	82%
	2016	87%	81%
	2017	88%	80%
Schools are contributing to students' development of physical abilities	2013	90%	87%
	2014	90%	87%
	2015	91%	85%
	2016	90%	86%
	2017	91%	87%
Schools are contributing to students' development of emotional well-being	2013	86%	78%
	2014	84%	72%
	2015	83%	76%
	2016	82%	78%
	2017	80%	73%
Students reporting at least one day of physical activity (of at least 30 minutes) at school in the past five school days	2013	70%	—
	2014	61%	—
	2015	62%	—
	2016	63%	—
	2017	59%	—
Experience at school is contributing to students' growth in developing clear career goals	2013	89%	—
	2014	85%	—
	2015	85%	—
	2016	85%	—
	2017	88%	—
Subjects learned at school have practical applications in the real world	2013	83%	84%
	2014	78%	77%
	2015	79%	78%
	2016	77%	75%
	2017	81%	72%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students feel good about the work they do at school	2013	91%	—
	2014	88%	—
	2015	90%	—
	2016	86%	—
	2017	90%	—
At school, students feel like they belong	2013	87%	—
	2014	84%	—
	2015	83%	—
	2016	83%	—
	2017	83%	—
Students feel comfortable asking questions in class	2013	85%	—
	2014	81%	—
	2015	79%	—
	2016	81%	—
	2017	80%	—
Parents get support from the school to help their children succeed	2013	—	78%
	2014	—	71%
	2015	—	75%
	2016	—	73%
	2017	—	73%
Students get the help they need with reading and writing	2013	96%	—
	2014	96%	—
	2015	96%	—
	2016	95%	—
	2017	96%	—
School provides the learning resources, such as textbooks, software, audio and video materials, that meet the needs of students	2013	95%	89%
	2014	94%	86%
	2015	94%	88%
	2016	95%	87%
	2017	96%	88%
Academic counselling can be accessed in a timely manner at school when needed	2013	—	76%
	2014	—	71%
	2015	—	75%
	2016	—	75%
	2017	—	73%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Services (beyond regular instruction) that help students read and write can be accessed in a timely manner	2013	—	76%
	2014	—	71%
	2015	—	74%
	2016	—	71%
	2017	—	68%

Self-identified Aboriginal students and parents of self-identified Aboriginal students held varying perceptions about aspects of student engagement in learning.

Self-identified Aboriginal students and parents of self-identified Aboriginal students were asked to rate their agreement with a series of statements about student engagement at schools. Overall, in 2017, a large proportion of students and parents (where applicable) agreed that:

- Students are proud of their school (students: 88%),
- Students have a voice in decisions made at their school (students: 74%),
- Students arrive at school ready to learn (students: 74%; parents: 94%),
- Teachers give students the individual attention they require (students: 82%; parents: 73%),
- Hours spent outside of class studying and doing assignments (more than 3 hours per week) (students: 38%, a decrease by 10% from 2016),
- Students enjoyed completing a task that required a lot of thinking and mental effort (students: 68%, an increase of 7% from 2014),
- Students asked questions in class or contributed to class discussions (students: 64%),
- Students have the opportunity to take part in classroom discussions and activities (students: 97%),
- Classwork has emphasized understanding information and explaining ideas in their own words (students: 69%),
- Experience at school is contributing to students' growth in thinking deeply and critically (students: 92%),
- Students get recognized for the positive things they do at school (students: 82%),
- Students missed school other than for illness (less than 4 times during the school year) (students: 46%),
- Students that never thought about dropping out of school (students: 72%),
- At school, students are able to learn in a way that best suits their learning styles (students: 84%; parents: 71%),
- Students get the help/support they need to do well/be successful in school (students: 91%; parents: 78%),
- School is helping struggling students keep up in their studies (students: 82%; parents: 63%, a decrease of 6%-8% from 2013 and 2015), and
- Teachers help students achieve learning expectations (students: 95%; parents: 85%).

Table 24: Student Engagement in Learning at Schools (First Nations, Métis and Inuit)

(continued on next two pages)

Question	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students are proud of their school	2013	87%	—
	2014	88%	—
	2015	89%	—
	2016	89%	—
	2017	88%	—
Students have a voice in decisions made at their school	2013	73%	—
	2014	72%	—
	2015	72%	—
	2016	76%	—
	2017	74%	—
Students arrive at school ready to learn	2013	74%	93%
	2014	72%	94%
	2015	70%	94%
	2016	75%	92%
	2017	74%	94%
Teachers give students the individual attention they require	2013	83%	77%
	2014	81%	71%
	2015	82%	74%
	2016	83%	75%
	2017	82%	73%
Hours spent outside of class studying and doing assignments (more than 3 hours per week)	2013	43%	—
	2014	40%	—
	2015	41%	—
	2016	48%	—
	2017	38%	—
Students enjoyed completing a task that required a lot of thinking or mental effort	2013	66%	—
	2014	61%	—
	2015	63%	—
	2016	66%	—
	2017	68%	—
Students asked questions in class or contributed to class discussions	2013	60%	—
	2014	61%	—
	2015	63%	—
	2016	59%	—
	2017	64%	—

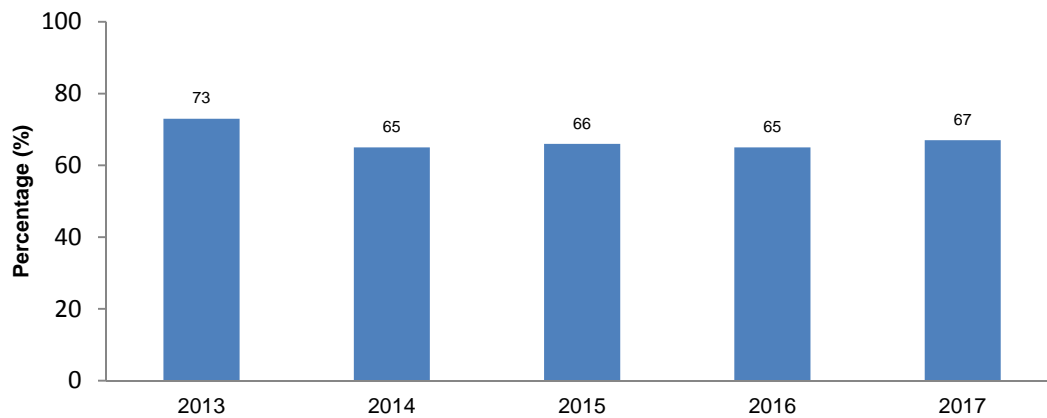
Question	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students have the opportunity to take part in classroom discussions and activities	2013	96%	—
	2014	96%	—
	2015	96%	—
	2016	94%	—
	2017	97%	—
Classwork has emphasized understanding information and explaining ideas in their own words	2013	70%	—
	2014	68%	—
	2015	68%	—
	2016	70%	—
	2017	69%	—
Experience at school is contributing to students' growth in thinking deeply and critically	2013	93%	—
	2014	92%	—
	2015	91%	—
	2016	91%	—
	2017	92%	—
Students get recognized for the positive things they do at school	2013	82%	—
	2014	80%	—
	2015	81%	—
	2016	81%	—
	2017	82%	—
Students missed school other than for illness (less than 4 times during the school year)	2013	48%	—
	2014	46%	—
	2015	46%	—
	2016	41%	—
	2017	46%	—
Students thought about dropping out of school (never)	2013	77%	—
	2014	74%	—
	2015	72%	—
	2016	74%	—
	2017	72%	—
At school, students are able to learn in a way that best suits their learning style	2013	86%	72%
	2014	85%	67%
	2015	86%	73%
	2016	84%	72%
	2017	84%	71%

Question	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students get the help/support they need to do well/be successful in school	2013	92%	80%
	2014	92%	77%
	2015	92%	80%
	2016	92%	79%
	2017	91%	78%
School is helping struggling students keep up in their studies	2013	85%	69%
	2014	82%	67%
	2015	82%	71%
	2016	82%	65%
	2017	82%	63%
Teachers help students achieve learning expectations	2013	94%	86%
	2014	92%	87%
	2015	92%	86%
	2016	91%	84%
	2017	95%	85%

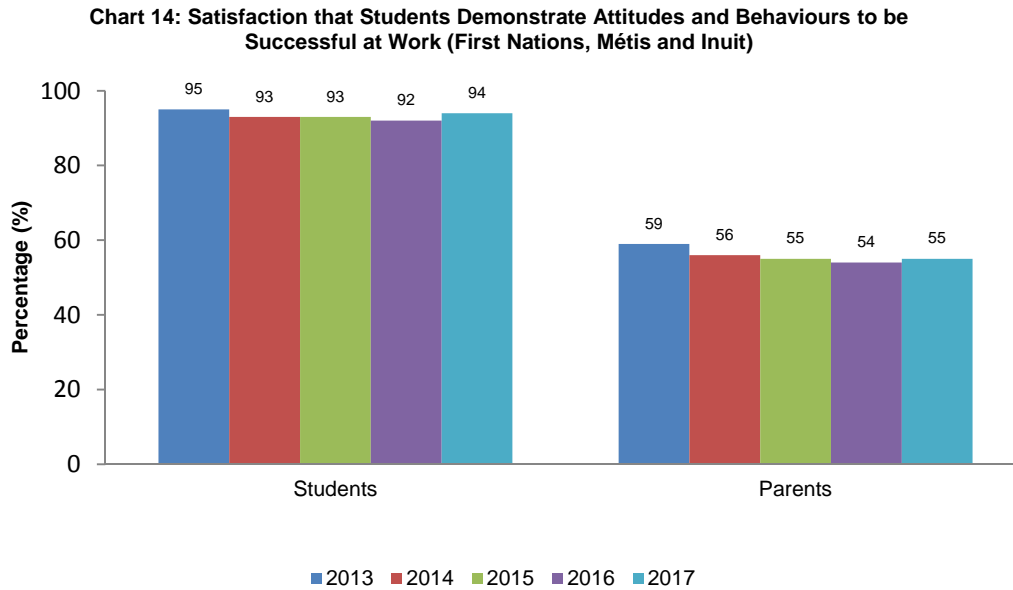
Two-thirds of parents of self-identified Aboriginal students were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was much lower.

Parents of self-identified Aboriginal students (Grade 7-12) were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. Two-thirds of parents (67%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school.

Chart 13: Parent Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work (First Nations, Métis and Inuit)



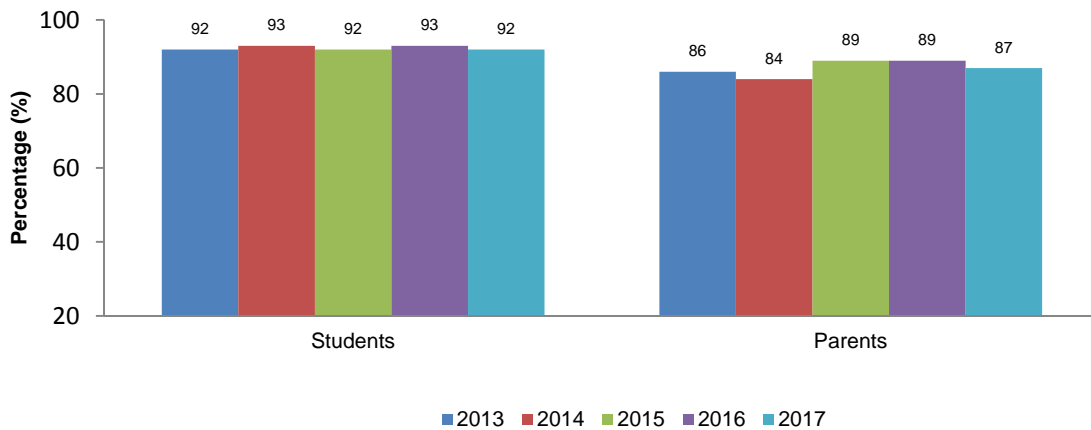
A low proportion (55%) of parents of self-identified Aboriginal students (Grade 7-12) were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, self-identified Aboriginal students' satisfaction that they have the attitudes and behaviours to be successful at work when they leave school was very high (94%).



Satisfaction that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours was high among both self-identified Aboriginal students and parents of self-identified Aboriginal students.

A high proportion of self-identified Aboriginal students (92%) and parents of self-identified Aboriginal students (Grade 7-12: 87%) were satisfied that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours.

Chart 15: Satisfaction that School is Contributing to the Development of Students' Ability to Demonstrate Positive Attitudes and Behaviours (First Nations, Métis and Inuit)



Satisfaction that school is contributing to the development of students' unique skills and abilities is high among self-identified Aboriginal students and parents of self-identified Aboriginal students.

Self-identified Aboriginal students and parents of self-identified Aboriginal students (Grade 7-12) were further asked to rate their satisfaction that school is contributing to the development of students' unique skills and abilities. Overall, in 2017, a large proportion of respondents were satisfied with students' abilities to:

- Use numbers (students: 94%; parents: 80%),
- Think and solve problems (students: 95%; parents: 83%),
- Communicate (students: 92%; parents: 87%),
- Manage information (students: 92%; parents: 85%),
- Take responsibility for their own learning (students: 95%; parents: 82%),
- Be adaptable – work as an individual or within a team (students: 94%; parents: 86%),
- Learn continuously (students: 94%; parents: 84%),
- Work safely (students: 98%; parents: 93%),
- Work with others towards a common goal (students: 93%; parents: 91%),
- Participate and contribute in projects and tasks (students: 95%; parents: 91%),
- Transition effectively from school to work or from school to post-secondary studies (students: 89%; parents: 60%),
- Understand abstract concepts (students: 88%; parents: 78%),
- Be honest and ethical in dealing with other people (students: 93%; parents: 90%),
- Be punctual and finish work on time (students: 90%, an increase by 7%-9% from 2015 and 2016; parents: 75%),
- Lead a group or a team (students: 86%; parents: 76%),
- Help in keeping the environment clean (students: 83%; parents: 86%), and
- Make fair decisions (students: 96%; parents: 91%).

Parents of self-identified Aboriginal students' (Grades 7-12) satisfaction was lowest (50%, a decrease of 9%-13% compared to the 2013-2014 results) regarding whether school is contributing to the development of students' ability to manage money, credit and personal finances although about seven in ten self-identified Aboriginal students (72%, a decrease by 8% from 2013) expressed satisfaction on this item.


Table 25: Satisfaction that School is Contributing to the Development of Students' Unique Skills and Abilities (First Nations, Métis and Inuit)

(continued on next two pages)

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (7-12)
Ability to use numbers	2013	93%	86%
	2014	91%	72%
	2015	94%	83%
	2016	93%	84%
	2017	94%	80%
Ability to think and solve problems	2013	94%	84%
	2014	94%	76%
	2015	94%	82%
	2016	91%	80%
	2017	95%	83%
Ability to communicate	2013	95%	85%
	2014	91%	84%
	2015	92%	87%
	2016	92%	81%
	2017	92%	87%
Ability to manage information	2013	93%	86%
	2014	91%	79%
	2015	94%	87%
	2016	93%	86%
	2017	92%	85%
Ability to take responsibility for own learning	2013	96%	85%
	2014	94%	77%
	2015	94%	83%
	2016	94%	84%
	2017	95%	82%
Ability to be adaptable	2013	95%	89%
	2014	93%	87%
	2015	93%	87%
	2016	94%	87%
	2017	94%	86%
Ability to learn continuously	2013	92%	88%
	2014	92%	84%
	2015	92%	87%
	2016	91%	85%
	2017	94%	84%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (7-12)
Ability to work safely	2013	98%	95%
	2014	97%	93%
	2015	98%	92%
	2016	99%	94%
	2017	98%	93%
Ability to work with others towards a common goal	2013	93%	91%
	2014	93%	89%
	2015	93%	93%
	2016	92%	93%
	2017	93%	91%
Ability to participate and contribute in projects and tasks	2013	96%	93%
	2014	93%	89%
	2015	94%	93%
	2016	94%	92%
	2017	95%	91%
Ability to transition effectively from school to work or from school to post-secondary studies	2013	89%	70%
	2014	89%	64%
	2015	89%	67%
	2016	88%	57%
	2017	89%	60%
Ability to understand abstract concepts	2013	88%	80%
	2014	87%	70%
	2015	86%	77%
	2016	90%	79%
	2017	88%	78%
Ability to be honest and ethical in dealing with other people	2013	94%	93%
	2014	92%	90%
	2015	94%	92%
	2016	94%	92%
	2017	93%	90%
Ability to be punctual and finish work on time	2013	85%	76%
	2014	85%	70%
	2015	83%	73%
	2016	81%	70%
	2017	90%	75%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (7-12)
Ability to manage money, credit and personal finances	2013	80%	63%
	2014	74%	59%
	2015	74%	56%
	2016	71%	56%
	2017	72%	50%
Ability to lead a group or a team	2013	88%	81%
	2014	85%	71%
	2015	86%	80%
	2016	85%	79%
	2017	86%	76%
Ability to help in keeping the environment clean	2013	85%	90%
	2014	83%	88%
	2015	84%	88%
	2016	84%	90%
	2017	83%	86%
Ability to make fair decisions	2013	98%	92%
	2014	96%	90%
	2015	94%	90%
	2016	95%	91%
	2017	96%	91%



Agreement that students have computer skills necessary to support their studies is high among self-identified Aboriginal students and parents of self-identified Aboriginal students.

Self-identified Aboriginal students and parents of self-identified Aboriginal students were further asked to rate their agreement regarding computer skills and technology learning outcomes of students. A large proportion of them agreed that students have computer skills (such as word processing or creating spreadsheets and charts) necessary to support their studies (students: 88%; parents: 77%) and create multi-media presentations with sound, pictures and video for their projects/assignments (students: 87%; parents: 74%). A large proportion of them also agreed that students have sufficient access to computers at school (students: 94%; parents: 77%) and at home (students: 84%; parents: 95%) to do their school work, and use the internet to do research on assignment topics (students: 96%; parents: 88%).

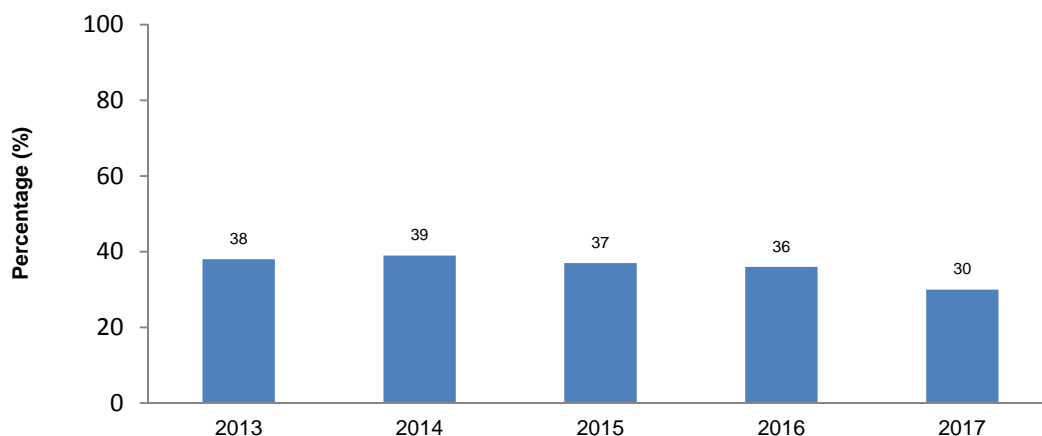
**Table 26: Satisfaction with Computer Skills and Technology Learning Outcomes
(First Nations, Métis and Inuit)**

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (7-12)
Students have computer skills (such as word processing or creating spreadsheets and charts) necessary to support studies	2013	90%	78%
	2014	86%	74%
	2015	87%	80%
	2016	86%	78%
	2017	88%	77%
Students have sufficient access to computers at school to do their school work	2013	94%	77%
	2014	92%	77%
	2015	93%	80%
	2016	94%	79%
	2017	94%	77%
Students have access to a computer at home to do their school work	2013	90%	91%
	2014	87%	93%
	2015	88%	89%
	2016	86%	86%
	2017	84%	95%
Students have skills to create multimedia presentations for projects/assignments	2013	91%	75%
	2014	86%	71%
	2015	84%	78%
	2016	88%	74%
	2017	87%	74%
Students use the internet to do research on assignment topics	2013	97%	85%
	2014	95%	86%
	2015	94%	87%
	2016	95%	91%
	2017	96%	88%

About one in three self-identified Aboriginal high school students reported that they hold a part time or full time paying job.

Self-identified Aboriginal high school students were asked to indicate their employment status in the survey. About one in three (30%) self-identified Aboriginal high school students reported that they hold a part time or full time paying job in 2017.

Chart 16: Self-identified Aboriginal High School Students Holding a Part Time or Full Time Job



The proportion of self-identified Aboriginal high school students who reported that they worked 11 to 20 hours a week has remained stable over time with minor fluctuations. In contrast, the proportion of self-identified Aboriginal high school students who reported that they worked 10 hours or less a week has increased by 7% over time. The proportion of self-identified Aboriginal high school students who reported they worked more than 20 hours a week has decreased by 7% over time with minor fluctuations.

Table 27: Breakdown of Number of Hours Worked, Reported by High School Students (First Nations, Métis and Inuit)

Year	Average Weekly Hours Worked			
	10 hours or less	11 to 20 hours	More than 20 hours	DK/NA/NR
2013	34%	43%	22%	1%
2014	34%	46%	19%	1%
2015	32%	45%	23%	0%
2016	41%	40%	18%	1%
2017	41%	43%	15%	0%



Most parents of self-identified Aboriginal students were satisfied with their involvement in decisions about their child's education.

A high proportion of parents of self-identified Aboriginal students indicated that they were involved a lot or to some extent in decisions about their child's education (84%), and that they were satisfied with the opportunity for parental involvement in decisions about their child's education (78%). A high proportion (84%) of self-identified Aboriginal high school students also indicated that their parents were involved a lot or to some extent in decisions about their education.

About two-thirds (64%) of parents of self-identified Aboriginal students indicated that they were involved a lot or to some extent in decisions at their child's school and about three-quarters (77%) of parents were satisfied with the opportunity for parental involvement in decisions at their child's school. About half (57%, an increase of 6% from 2016) of self-identified Aboriginal high school students indicated that their parents were involved a lot or to some extent in decisions at their school.

About seven in ten (71%, a decrease of 6% from 2013) parents of self-identified Aboriginal students indicated agreement that the school engages them in a way that helps their child succeed.

Table 28: Parental Involvement in Decision Making (First Nations, Métis and Inuit)

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Extent of parental involvement in decisions about child's education	2013	83%	84%
	2014	81%	82%
	2015	83%	82%
	2016	83%	83%
	2017	84%	84%
Satisfaction with opportunity for parental involvement in decisions about child's education	2013	—	81%
	2014	—	76%
	2015	—	80%
	2016	—	79%
	2017	—	78%
Extent of parental involvement in decisions at school	2013	54%	67%
	2014	52%	65%
	2015	52%	63%
	2016	51%	65%
	2017	57%	64%
Satisfaction with opportunity for parental involvement in decisions at school	2013	—	78%
	2014	—	74%
	2015	—	77%
	2016	—	77%
	2017	—	77%
Agreement that school engages parents in a way that helps their children succeed	2013	—	77%
	2014	—	70%
	2015	—	75%
	2016	—	73%
	2017	—	71%

In general, parents of self-identified Aboriginal students were more satisfied that their input is considered by their child’s school than by their school board or Alberta Education

About three-quarters (74%) of parents of self-identified Aboriginal students were satisfied that their input into decisions at their child’s school is considered. However, a lower proportion were satisfied that their input into the education of students is considered by their school board (62%) or by Alberta Education (57%).

Table 29: Satisfaction that Input into the Education of Students is Considered (First Nations, Métis and Inuit)

Questions	Year	Parents of Self-identified Aboriginal Students (K-12)
Satisfaction that their input into decisions at school is considered	2013	78%
	2014	76%
	2015	73%
	2016	76%
	2017	74%
Satisfaction that their input into education of students is considered by their school board	2013	62%
	2014	61%
	2015	60%
	2016	65%
	2017	62%
Satisfaction that their input into the education of students is considered by Alberta Education	2013	56%
	2014	53%
	2015	56%
	2016	59%
	2017	57%

A high proportion of parents of self-identified Aboriginal students agreed that the leadership at the school and at the jurisdiction effectively supports and facilitates teaching and learning.

A high proportion of parents of self-identified Aboriginal students (K-12) agreed that the leadership at the school (85%) and jurisdiction (82%) effectively supports and facilitates teaching and learning. However, a relatively lower proportion (63%) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

**Table 30: Leadership Effectively Supports and Facilitates Teaching and Learning
(First Nations, Métis and Inuit)**

Questions	Year	Parents of Self-identified Aboriginal Students (K-12)
Leadership at school effectively supports and facilitates teaching and learning	2013	88%
	2014	87%
	2015	87%
	2016	85%
	2017	85%
Leadership at jurisdiction effectively supports and facilitates teaching and learning	2013	84%
	2014	80%
	2015	83%
	2016	84%
	2017	82%
Leadership at provincial level effectively supports and facilitates teaching and learning	2013	66%
	2014	60%
	2015	60%
	2016	68%
	2017	63%

Appendix – Research Background and Methodology

Target Populations and Sampling

The target respondent groups for the 2017 Stakeholder Satisfaction Surveys included in this report are the following:

- The general public,
- Parents of students in the K–12 education system,
- Parents of self-identified Aboriginal students,
- Senior high school students,
- Self-identified Aboriginal high school students,
- Parents of students with severe disabilities,
- Teachers,
- Principals,
- School board trustees, and
- Superintendents

The sample frames for each target group (with the exception of the general public) were provided to the survey company by Alberta Education. For the student, teacher, and parent surveys, the sample frames were generated randomly by Alberta Education. Contact information for school board trustees, superintendents and principals was also provided by Alberta Education. For the general public survey, a random sample for Alberta by census subdivision was used.

All samples were stratified by geographic location to ensure adequate representation of each population.

Presentation of Results

For the purposes of this report, data analysis includes presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate.

Regarding the presentation of frequency data, it should be noted that many items on the surveys use four-point response scales such as “very good, good, poor, very poor” or “very satisfied, satisfied, dissatisfied, very dissatisfied” or “strongly agree, agree, disagree, strongly disagree” depending on the question. Although not asked, “don’t know/not applicable” and “no response” (refusals) were recorded as well. Results presented in the report represent the combined percentages of respondents who reported “very good/good,” “very

satisfied/satisfied” or “strongly agree/agree.” Thus, in the body of the reports, satisfaction or agreement refers to these combined percentages. All percentages are rounded to the nearest whole number based on computer-generated analysis.

For each survey, percentages are based on all responses for each item (i.e., “don’t know/not applicable” and “no response” are included in the calculations).

Statistical Accuracy

The following table provides accuracy information about the surveys that were conducted for 2017. The information includes the respondent groups surveyed, and the corresponding sample sizes and confidence intervals for each survey.

Table 31: Confidence Intervals

Target Group	Number of Completions	Margin of Error for 95% Confidence Interval
Public	809	±3.4%
Parents of K–12 students	800	±3.5%
Parents of self-identified Aboriginal students*	800	±3.4%
High school students*	804	±3.4%
Self-identified Aboriginal high school students*	800	±3.4%
Parents of students with severe disabilities*	800	±3.4%
Teacher*	803	±3.4%
Principal*	400	±4.3%
School board trustee*	313	±3.5%
Superintendent*	68	± 3.4%

*Accuracy for these samples takes into account the population of the respondent group.