

2019-2020 Annual Report Performance Measures Summary Table

Outcome One: Alberta's students are successful

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

Performance Measures			15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	Target 19-20 (%)	Current Result ¹ (%)	5-Year Trend ²
1.a	Percentages of students who achieved standards on grade 6 and 9 provincial achievement tests: ³								
	• Language Arts, all students	acceptable	80.1	79.8	79.9	79.6	80.0	Data not available	
		excellence	17.5	16.6	15.9	16.2	16.6		
1.b	Percentages of students who achieved standards on grade 6 and 9 provincial achievement tests: ³								
	• Mathematics, all students	acceptable	69.9	68.1	66.2	66.6	66.8	Data not available	
		excellence	15.6	15.6	14.4	16.8	17.0		
1.c	Percentages of students who achieved standards on diploma examinations: ⁴								
	• Language Arts	acceptable	87.8	87.8	87.9	87.0	87.5	Data not available	
		excellence	11.3	11.6	13.2	12.2	12.4		
1.d	Percentages of students who achieved standards on diploma examinations: ⁴								
	• Mathematics	acceptable	72.6	73.8	76.3	77.2	77.3	Data not available	
		excellence	22.2	24.6	27.4	27.2	27.3		
1.e	Percentage of students writing four or more diploma examinations within three years of entering grade 10 ⁵		54.6	54.9	55.7	56.3	56.4	56.4✓	↑
1.f	High school completion rate of students within five years of entering grade 10 ⁵		82.1	83.2	83.4	84.8	85.0	84.9✓	↑

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

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

Performance Measures		15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	Target 19-20 (%)	Current Result ¹ (%)	5-Year Trend ²
2.a	Percentages of self-identified First Nations, Métis, and Inuit students who achieved standards on grade 6 and 9 provincial achievement tests: ³							
	• Language Arts	acceptable excellence	63.0 5.7	62.5 5.6	62.1 5.2	64.3 5.4	64.5 5.5	Data not available
2.b	Percentages of self-identified First Nations, Métis, and Inuit students who achieved standards on grade 6 and 9 provincial achievement tests: ³							
	• Mathematics	acceptable excellence	45.9 4.3	42.5 4.5	41.2 3.7	43.1 5.2	43.3 5.4	Data not available
2.c	Percentages of self-identified First Nations, Métis, and Inuit students who achieved standards on diploma examinations: ⁴							
	• Language Arts	acceptable excellence	85.7 8.4	86.0 7.9	86.1 8.2	86.6 7.8	86.8 8.0	Data not available
2.d	Percentages of self-identified First Nations, Métis, and Inuit students who achieved standards on diploma examinations: ⁴							
	• Mathematics	acceptable excellence	62.8 11.6	64.0 11.2	66.0 12.0	67.8 14.5	68.0 15.0	Data not available
2.e	Percentage of self-identified First Nations, Métis, and Inuit students writing four or more diploma examinations within three years of entering grade 10 ⁵		20.7	21.8	24.4	24.6	25.0	24.4✓ ↑
2.f	High school completion rate of self-identified First Nations, Métis, and Inuit students within five years of entering grade 10 ⁵		57.5	59.1	60.2	64.4	65.0	64.9✓ ↑

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Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

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

Performance Measures		15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	Target 19-20 (%)	Current Result ¹ (%)	5-Year Trend ²
3.a	Agreement of teachers and school board members that teachers are prepared for teaching	77	77	75	76	77	81✓ ⁺	↑
3.b	Agreement of students and parents that students are engaged in their learning at school	79	82	80	80	80	81✓	↑
3.c	Agreement of students, parents, and teachers that students feel like they belong and are supported to be successful in their learning	84	85	85	84	84	87✓ ⁺	↑
3.d	Satisfaction of students, parents, teachers, school board members, and the public with the opportunity of students to receive a solid grounding in core subjects	82	82	80	81	81	85✓ ⁺	↑
3.e	Satisfaction of students, parents, teachers, and school board members with the opportunity of students to receive a broad program of studies	83	83	82	82	82.2	84✓ ⁺	~

Outcome Four: Alberta's K-12 education system is well governed and managed

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

Performance Measures		15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	Target 19-20 (%)	Current Result ¹ (%)	5-Year Trend ²
4.a	Satisfaction of students, parents, teachers, and school board members that school provides a safe, caring, and healthy learning environment	87	88	87	86	86.5	89✓ ⁺	↑
4.b	Satisfaction of students, parents, teachers, school board members, and the public with the quality of K-12 education	86	87	86	85	85.8	87✓ ⁺	~
4.c	Satisfaction of students, parents, teachers, and school board members that the learning space in schools meets the needs of students	81	81	82	81	81.6	84✓ ⁺	↑
4.d	Satisfaction of business and industry employers with the educational attainment of recent high school graduates	80 (12-13)	83 (13-14)	85 (14-15)	84 (15-16)	84.2	Data not available	
4.e	Satisfaction of parents, teachers, and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school	75	75	74	74	74	77✓ ⁺	↑

This table is based on performance measure results from the 2019-2020 Annual Report published in August 2020.

Notes:

- Target Achievement: ✓ Target Met ✓⁺ Target Exceeded ✗ Target not met.
Significant difference is considered in assessing trends and target achievement for all measures. Targets are considered met if the current result is not significantly different from the target value.
- Trend: ↑ Improvement in performance ~ No significant change in performance ↓ Decline in performance
- Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- This measure is lagged by one year.