

2016-2017 Annual Report Performance Measures Summary Table

Outcome One: Alberta's students are successful

Through the provision of K–12 education, the ministry enables all students to achieve Alberta Education's student learning outcomes through a focus on competencies, which include critical thinking, collaboration and communication, across subject and discipline areas that are based on a strong foundation of literacy and numeracy.

Performance Measures			12-13 (%)	13-14 (%)	14-15 (%)	15-16 (%)	Target 16-17 (%)	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	80.5	79.4	79.6	80.1	80.0	79.8✓	↓
		excellence	15.5	16.0	16.6	17.5	17.0	16.6✗	↑
	• Mathematics, all students	acceptable	70.5	70.2	69.3	69.9	70.0	68.1✗	↓
		excellence	17.1	16.3	15.9	15.6	16.6	15.6✗	↓
	• Social Studies, all students	acceptable	69.8	67.9	67.4	68.0	68.2	69.9✓+	~
		excellence	18.8	18.1	18.8	20.0	19.1	20.9✓+	↑
	• Science, all students	acceptable	75.6	74.4	75.1	76.0	75.4	75.3✓	~
		excellence	23.4	23.4	24.0	24.7	24.2	25.1✓+	↑
1.b	Percentages of students who achieved standards on diploma examinations: ^{4, 5}								
	• Language Arts	acceptable	87.4	88.6	87.6	87.8	88.2	87.8✗	↑
		excellence	10.7	12.4	11.3	11.3	12.0	11.6✗	↑
	• Social Studies	acceptable	84.0	84.8	84.3	83.2	84.8	83.4✗	↓
		excellence	14.5	14.5	14.4	13.8	14.9	13.7✗	↓
	• Sciences	acceptable	82.2	83.6	84.0	84.0	84.3	84.2✓	↑
		excellence	31.1	32.6	33.0	33.6	33.4	35.2✓+	↑

Outcome One: Alberta's students are successful

Through the provision of K–12 education, the ministry enables all students to achieve Alberta Education's student learning outcomes through a focus on competencies, which include critical thinking, collaboration and communication, across subject and discipline areas that are based on a strong foundation of literacy and numeracy.

Performance Measures (continued)		12-13 (%)	13-14 (%)	14-15 (%)	15-16 (%)	Target 16-17 (%)	Current Result ¹ (%)	5-Year Trend ²
1.c	Percentage of students writing four or more diploma examinations within three years of entering grade 10 ⁶	55.9	50.1	54.4	54.6	55.3	54.9✓	↓
1.d	Annual dropout rate of students aged 14-18 ⁶	3.6	3.3	3.5	3.2	3.1	3.0✓+	↑
1.e	High school completion rate of students within five years of entering grade 10 ⁶	80.6	81.5	82.0	82.1	82.7	83.2✓+	↑
1.f	Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering grade 10 ⁶	59.3	59.0	59.7	59.4	60.2	57.9✖	↓
1.g	Agreement of parents, teachers and students that students model the characteristics of citizenship	85	85	85	84	86	86✓	↑
1.h	Satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school	76	74	75	75	77	75✖	~
1.i	Agreement of students and parents that students are engaged in their learning at school	83	83	83	82	83	85✓+	~

Outcome Two: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

The ministry works collaboratively with First Nations, Métis and Inuit communities and Alberta's education system to eliminate the achievement gap between First Nations, Métis and Inuit students and all other students.

Performance Measures		12-13 (%)	13-14 (%)	14-15 (%)	15-16 (%)	Target 16-17 (%)	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	64.3 4.6	61.9 4.9	62.4 5.8	63.0 5.7	63.3 6.5	62.5✓ 5.6✗ ↓ ↑
	• Mathematics	acceptable excellence	48.8 5.0	46.1 5.2	46.0 4.7	45.9 4.3	49.5 5.1	42.5✗ 4.5✗ ↓ ~
	• Social Studies	acceptable excellence	48.2 6.4	46.0 5.9	44.9 6.3	45.3 6.4	48.6 7.0	47.1✗ 7.1✓ ~ ~
	• Science	acceptable excellence	56.3 8.3	53.5 8.0	54.6 9.3	55.1 8.9	56.5 10.3	54.3✗ 9.6✗ ↓ ↑
2.b	Percentages of self-identified First Nations, Métis and Inuit students who achieved standards on diploma examinations: ^{4, 5}							
	• Language Arts	acceptable excellence	82.4 5.8	84.8 8.0	84.4 7.2	85.7 8.4	84.7 7.5	86.0✓ 7.9✓ ↑ ↑
	• Social Studies	acceptable excellence	72.0 6.7	74.4 7.7	74.2 6.1	73.6 5.7	74.9 6.5	74.1✓ 6.2✓ ~ ~
	• Sciences	acceptable excellence	70.1 15.4	74.3 16.4	75.1 17.4	73.4 18.1	75.8 18.1	76.2✓ 19.6✓ ↑ ↑
2.c	Percentage of self-identified First Nations, Métis and Inuit students writing four or more diploma examinations within three years of entering grade 10 ⁶		21.2	19.1	21.0	20.7	22.0	21.8✓ ~

Outcome Two: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

The ministry works collaboratively with First Nations, Métis and Inuit communities and Alberta's education system to eliminate the achievement gap between First Nations, Métis and Inuit students and all other students.

Performance Measures (continued)		12-13 (%)	13-14 (%)	14-15 (%)	15-16 (%)	Target 16-17 (%)	Current Result ¹ (%)	5-Year Trend ²
2.d	Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14-18 ⁶	7.4	7.1	7.0	6.1	7.4	5.8✓ ⁺	↑
2.e	High school completion rate of self-identified First Nations, Métis and Inuit students within five years of entering grade 10 ⁶	52.9	53.8	56.5	57.5	55.0	59.1✓ ⁺	↑
2.f	Agreement of First Nations, Métis and Inuit students and their parents that First Nations, Métis and Inuit students are engaged in their learning at school	81	79	80	80	80	80✓	~

Outcome Three: Alberta's education system is inclusive

The ministry enables students to pursue personal excellence and social development during their educational journeys. Inclusive environments are established when education partners anticipate and value diversity, understand learners' strengths and needs, and reduce barriers, and when capacity is built and responsibility is shared among education professionals.

Performance Measures		12-13 (%)	13-14 (%)	14-15 (%)	15-16 (%)	Target 16-17 (%)	Current Result ¹ (%)	5-Year Trend ²
3.a	Agreement of students, parents and teachers that students feel like they belong and are supported to be successful in their learning	86	84	85	84	85	85✓	~
3.b	Satisfaction of students, parents, teachers and school board members that school provides a safe, caring and healthy learning environment	87	87	87	87	88	88✓	~
3.c	Satisfaction of students, parents, teachers and school board members that the learning space in schools meets the needs of students	80	78	77	81	79	81✓ ⁺	~
3.d	Agreement of students, parents, teachers and school board members that supports and services for students can be accessed in a timely manner	82	80	81	82	82	83✓ ⁺	~

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

The ministry maintains high standards for educators by ensuring that teacher preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership.

Performance Measures	12-13 (%)	13-14 (%)	14-15 (%)	15-16 (%)	Target 16-17 (%)	Current Result ¹ (%)	5-Year Trend ²
4.a Agreement of teachers and school board members that teachers are prepared for teaching	80	74	76	77	78	77✓	↓
4.b Satisfaction of parents, teachers and school board members that education leadership effectively supports and facilitates teaching and learning	75	70	68	71	70	73✓+	~
4.c Satisfaction of students, parents, teachers, school board members and the public with the opportunity of students to receive a solid grounding in core subjects	85	80	82	82	84	82✗	↓
4.d Satisfaction of students, parents, teachers and school board members with the opportunity of students to receive a broad program of studies	83	82	82	83	84	83✗	~







Outcome Five: The education system is well governed and managed

The ministry sets the direction for the education system by establishing guiding legislation, allocating funding and building and maintaining school facilities to protect Albertans' confidence in public education.

Performance Measures	12-13 (%)	13-14 (%)	14-15 (%)	15-16 (%)	Target 16-17 (%)	Current Result ¹ (%)	5-Year Trend ²
5.a Satisfaction of students, parents, teachers, school board members and the public that their input is considered, respected and valued by the school, jurisdiction and province	62	59	59	58	61	60✗	↓
5.b Perception of parents, teachers and school board members that Alberta's education system has improved or stayed the same in the last three years	83	80	81	82	83	83✓	~
5.c Satisfaction of students, parents, teachers, school board members and the public with the quality of K-12 education	86	85	85	86	86	87✓	~

This table is based on performance measures results from the 2016-2017 Annual Report published in June 2017 and the 2016-17 Annual Report Update published in December 2017.

Notes:

1. 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.
2. Trend:  **Improvement in performance**  **No significant change in performance**  **Decline in performance**
3. Participation in Provincial Achievement Tests was impacted by the flooding in southern Alberta in June 2013 and by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
4. Participation in diploma examinations was impacted by the flooding in southern Alberta in June 2013 and by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
5. Weighting of school-awarded marks in diploma courses increased from 50 per cent to 70 per cent beginning in the 2015-16 school year.
6. This measure is lagged by one year.