

GOVERNMENT OF ALBERTA

Annual Report

Education

2019-2020

Ministry of Education, Government of Alberta | Education 2019–2020 Annual Report

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Note to Readers: Copies of the annual report are available on the Alberta Open Government Portal website www.alberta.ca

Table of Contents

Preface	4
Minister's Accountability Statement	5
Message from the Minister	6
Management's Responsibility for Reporting	8
Results Analysis	10
Ministry Overview	11
Organizational Structure	11
Discussion and Analysis of Results	12
Outcome One	13
Outcome Two	51
Outcome Three	88
Outcome Four	103
Performance Measure and Indicator Methodology	117
Financial Information	130
Ministry Financial Highlights	131
Statement of Revenues and Expenses (unaudited)	131
Revenue and Expense Highlights	132
Breakdown of Revenues (unaudited)	134
Expenses – Directly Incurred Detailed by Object (unaudited)	135
Supplemental Financial Information	136
Tangible Capital Assets (unaudited)	136
Portfolio Investments (unaudited)	137
Other Financial Information	138
Statement of Credit or Recovery (unaudited)	138
Lapse/Encumbrance (unaudited)	139
School Board Operations and Capital Reserves (unaudited)	142
Financial Statements of Other Reporting Entities	143
Alberta School Foundation Fund	143
Other Financial Information	156
Ministry Funding Provided to School Jurisdictions (unaudited)	158
Statement of Remissions, Compromises, and Write-Offs (unaudited)	162
Unaudited Summary of School Jurisdictions' Financial Information	163
Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus	164
Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position	184
Summary of Significant Accounting Policies	204
Disclosure of Salaries and Benefits for Superintendent Positions (unaudited)	205
Alberta Teachers' Retirement Fund Board	207
Annual Report Extracts and Other Statutory Reports	235
Public Interest Disclosure (Whistleblower Protection) Act	235

Preface

The Public Accounts of Alberta are prepared in accordance with the *Financial Administration Act* and the *Fiscal Planning and Transparency Act*. The Public Accounts consist of the annual report of the Government of Alberta and the annual reports of each of the 21 ministries.

The annual report of the Government of Alberta contains ministers' accountability statements, the consolidated financial statements of the province and the *Measuring Up* report, which compares actual performance results to desired results set out in the government's strategic plan.

This annual report of the Ministry of Education contains the minister's accountability statement, the financial information of the ministry and a comparison of actual performance results to desired results set out in the ministry business plan. This ministry annual report also includes:

- the financial statements of entities making up the ministry including the Department of Education and the Alberta School Foundation Fund for which the minister is responsible;
- the individual financial statements of the school jurisdictions presented in summary form as of their fiscal year end, August 31, 2019, in the Other Financial Information section;
- other financial information as required by the *Financial Administration Act* and *Fiscal Planning and Transparency Act*, either as separate reports or as a part of the financial statements, to the extent that the ministry has anything to report; and
- financial information relating to accountable organizations and trust funds, which includes the Alberta Teachers' Retirement Fund and school jurisdictions in the public education system (public, separate and Francophone regional authorities and charter schools).

Minister's Accountability Statement

The ministry's annual report for the year ended March 31, 2020, was prepared under my direction in accordance with the *Fiscal Planning and Transparency Act* and the government's accounting policies. All of the government's policy decisions as at July 9, 2020 with material economic or fiscal implications of which I am aware have been considered in the preparation of this report.

[Original signed by]

Honourable Adriana LaGrange
Minister of Education

Message from the Minister



I am pleased to present Alberta Education's 2019-20 Annual Report. My ministry is committed to strengthening the education system by working with students, parents, teachers, principals, trustees and other education partners. The following report describes some of our work over the past year to help provide students with a world class education.

The department made substantial progress on a number of important initiatives. The independent curriculum advisory panel presented recommendations on curriculum development, content, assessment and the draft Kindergarten to Grade 4 curriculum for my consideration and decision. Alberta and Ontario signed a Memorandum of Understanding to enhance opportunities in the skilled trades and help encourage young

people, parents and educators to recognize skilled trades as a career of choice. We also provided significant funding to upgrade and maintain schools, and coordinated planning to build and modernize schools so that students can continue to learn in safe, up-to-date spaces.

It is important to our government to collaborate with Alberta's Indigenous communities in pursuit of reconciliation, inclusion, and opportunity. In 2019-20, Alberta Education supported Indigenous language and culture programs, developed Indigenous language resources in alignment with future curriculum and supported First Nations school authorities through innovative school-based programs and initiatives.

Engagement is extremely important to our government. During the year, my ministry engaged with education partners, parents, students and the general public on opportunities to protect, improve and enhance education choice in Alberta. This feedback was used to inform the development of the proposed Choice in Education Act. The Minister's Youth Council also provided input and advice to me on choice in education, as well as other priorities, such as the draft ministerial order on student learning and curriculum.

A review of the funding framework was completed to improve funding processes and help Albertans feel more confident that the education system is meeting the needs of students. The new funding model for the K-12 education system, set to take effect for the 2020-21 school year, will streamline operations and direct more dollars to the classroom. Alberta Education also made significant progress in reducing red tape and achieving efficiencies by reducing its regulatory requirements by 7.6 per cent, exceeding the 5 per cent target for the year.

In terms of legislation, the department proclaimed the *Education Act*, which came into force on September 1st last year. The Act sets out the legal parameters that govern the education of students in Alberta. It sets out the goals, roles and responsibilities of Alberta's Early Childhood Services to Grade 12 system. Under the Act, the Certification of Teachers and Teacher Leaders Regulation, and the Practice Review of Teacher and Teacher Leaders Regulation require all principals and superintendents to hold leadership certification.

Our government had to take unprecedented action in March. By order of the Chief Medical Officer, in-school classes were cancelled to help contain and limit the spread of COVID-19 in Alberta. The tremendous impact on the education system, particularly parents and children, cannot be overstated. While students were no longer attending in-school classes, teacher-directed student learning continued through online learning tools, course packages and other forms of delivering content that school authorities determined best suited their unique local needs. Arrangements were made to ensure all students would receive a final mark and students who were on track to progress to the next grade will do so for the next school year. The ministry also worked with post-secondary institutions to ensure the extraordinary circumstances did not prevent students from continuing their studies beyond high school. I am encouraged by the resilience, creativity and dedication evident throughout the K–12 education system in facing this once-in-a-generation challenge.

Despite the significant impact of COVID-19, Alberta remained home to some of the brightest minds in the country—from educators to trustees, and from students to their parents. It is important to me as Minister of Education to maintain an open line of communication with everyone who has a role in our province's system. Our partners in education play a key role in ensuring students have access to excellent learning opportunities. I look forward to continuing our work together and building upon our partnerships in the coming year. Together, we can continue to make a difference.

[Original signed by]

Honourable Adriana LaGrange
Minister of Education

Management's Responsibility for Reporting

The Ministry of Education includes:

- the Alberta School Foundation Fund
- the Department of Education
- the Alberta school jurisdictions

The executives of the individual entities within the ministry have the primary responsibility and accountability for the respective entities. Collectively, the executives ensure the ministry complies with all relevant legislation, regulations and policies.

Ministry business plans, annual reports, performance results and the supporting management information are integral to the government's fiscal and strategic plan, annual report, quarterly reports and other financial and performance reporting.

Responsibility for the integrity and objectivity of the accompanying ministry financial information and performance results for the ministry rests with the Minister of Education. Under the direction of the Minister, I oversee the preparation of the ministry's annual report, including the financial information and performance results. The financial information and performance results, of necessity, include amounts that are based on estimates and judgments. The financial information is prepared using the government's stated accounting policies, which are based on Canadian public sector accounting standards. The performance measures are prepared in accordance with the following criteria:

- **Reliability** – Information used in applying performance measure methodologies agrees with the underlying source data for the current and prior years' results.
- **Understandability** – the performance measure methodologies and results are presented clearly.
- **Comparability** – the methodologies for performance measure preparation are applied consistently for the current and prior years' results.
- **Completeness** – outcomes, performance measures and related targets match those included in the ministry's Budget 2019.

As Deputy Minister, in addition to program responsibilities, I am responsible for the ministry's financial administration and reporting functions. The ministry maintains systems of financial management and internal control which give consideration to costs, benefits, and risks that are designed to:

- provide reasonable assurance that transactions are properly authorized, executed in accordance with prescribed legislation and regulations, and properly recorded so as to maintain accountability of public money;
- provide information to manage and report on performance;
- safeguard the assets and properties of the province under ministry administration;
- provide Executive Council, the President of Treasury Board and Minister of Finance, and the Minister of Education the information needed to fulfill their responsibilities; and
- facilitate preparation of ministry business plans and annual reports required under the *Fiscal Planning and Transparency Act*.

In fulfilling my responsibilities for the ministry, I have relied, as necessary, on the executives of the individual entities within the ministry.

[Original signed by]

Andre Corbould

Deputy Minister of Education

July 9, 2020

Results Analysis

Table of Contents

Ministry Overview	11
Organizational Structure	11
Discussion and Analysis of Results	12
Outcome One	13
Outcome Two	51
Outcome Three	88
Outcome Four	103
Performance Measure and Indicator Methodology	117

Ministry Overview

Organizational Structure

The Ministry of Education, for which the Minister of Education is accountable, consists of the Department of Education, Alberta School Foundation Fund, and arms-length school authorities. School authorities include public and separate school boards, francophone regional authorities, charter school operators, and private school operators.

These school authorities provide programs for children and students in the province's Early Childhood Services (ECS) to Grade 12 education system in accordance with the *Education Act*. The information that follows in this section describes the functions and purpose of the Department of Education and the Alberta School Foundation Fund in more detail.

Department of Education

Alberta Education leads an ECS to Grade 12 education system that provides the foundation of competencies needed to prepare Alberta children and youth for lifelong success. In the 2019-20 school year, more than 740,000 children and students were registered in ECS to Grade 12 education across Alberta.

Alberta Education provides leadership, direction, and oversight in the delivery of the education system, and provides direction to school authorities to inform their planning and reporting. The department provides leadership and direction by designing and supporting the implementation of provincial curriculum for all subjects and grades, helping school authorities implement ministry programs and policies, and enabling excellence among the education system's teachers and leaders. The department provides oversight through developing legislation and policy, strengthening system assurance, and ensuring accountability for financial and performance outcomes. In approaching these responsibilities, the ministry seeks to remove systemic barriers to improve the educational outcomes of First Nations, Métis, and Inuit students.

Alberta School Foundation Fund

The Alberta School Foundation Fund receives tax revenues from municipalities based on the equalized assessment of real property in Alberta and education mill rates established by the lieutenant governor in council. These monies, for which the ministry is responsible, along with those from provincial general revenues, are allocated on a fair and equitable basis to public and separate school boards for educational costs.

Discussion and Analysis of Results

This annual report provides integrated results analysis for the most significant actions taken to achieve ministry outcomes. This section outlines the ministry's key achievements during the 2019-20 year according to the outcomes, key objectives and performance metrics outlined in the 2019-23 Ministry Business Plan (<https://open.alberta.ca/dataset/cea65c12-a239-4bd9-8275-3ab54d84f5b3/resource/ce27c085-4217-4ea6-8a41-a666d52d9a1e/download/education.pdf>)

The achievements and performance metrics describe the progress made towards the following long-term outcomes:

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

Red Tape Reduction

The Government of Alberta has pledged to cut red tape to reduce costs and make it easier to access government services. The Ministry of Education is committed to the ongoing review of programs and services to ensure that the best possible outcomes are being achieved for Albertans and make life easier for education partners, including school authorities, teachers, parents and students. In 2019-20, Alberta Education made significant progress in reducing red tape and achieving efficiencies by reducing its regulatory requirements by 7.6 per cent, exceeding the 5 per cent target for the year by 2.6 per cent. These reductions are a result of decreasing 1,715 regulatory requirements in the ministry's statutes, regulations, policies and forms, including:

- a reduction in the number of Education grants to school authorities from 36 to 15, with an associated reduction in planning and reporting forms;
- simplification of planning and reporting requirements in the new *Funding Manual for School Authorities*; and
- reduction or removal of regulatory requirements in areas such as Regional Collaborative Service Delivery, Program Unit Funding, Education Programs in Institutions, Student Transportation and the School Nutrition Program.

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.

Students' success is supported when they achieve Alberta's learning outcomes, become proficient in literacy and numeracy, and have the foundational knowledge, skills and competencies they will need to thrive.

Student success was achieved through:

- continuing to update the Alberta curriculum to provide students with essential knowledge, skills and foundational competencies;
- administering provincial assessments to monitor student progress; and,
- promoting hands-on learning experiences in apprenticeship, skilled trades and vocational education for students.

Achievements

1.1 Ensure Alberta's curriculum provides students with the essential knowledge and skills and foundational competencies they need to be successful.

Curriculum Development

The provincial curriculum is a core element of formal education. It forms the basis of learning experiences that students encounter in a variety of environments in the Kindergarten to Grade 12 (K–12) system. Known as the programs of study, the provincial K–12 curriculum outlines what students are expected to know, understand and be able to do in each subject and grade. While Alberta Education determines what students need to learn in the provincial curriculum, teachers use their professional judgment to determine how students achieve the learning outcomes.

In 2019-20, Alberta Education supported an independent Curriculum Advisory Panel in fulfilling its mandate of developing a new ministerial order on student learning and providing recommendations on the future direction of curriculum. Government established the twelve-member panel in August 2019. It was comprised of representatives from the K–12 and post-secondary education systems, career and training organizations, as well as education advocates.

In December 2019, the panel submitted its recommendations for the Minister of Education's consideration in the areas of curriculum development, curriculum content and assessment and the draft Kindergarten to Grade 4 (K–4) curriculum that was released in 2018. The panel also provided a draft ministerial order with a new vision for student learning and the essential values, learning foundations and outcomes for K–12 education. In February 2020, there was a public engagement on the panel's draft ministerial order on student learning. More than 8,000 Albertans completed a survey and over 300 education partners, teachers and parents participated in face-to-face and virtual engagement sessions. The engagement feedback will be used to finalize a new ministerial order that sets the vision for student learning and will inform next steps in updating curriculum. Work on the ministerial order cost \$74,000 and continues beyond the 2019-20 year, when the ministerial order is expected to be finalized.

In 2019-20, Alberta Education continued to draw on research, consultations and collaboration with community partners to refine and develop future curriculum in English and French. This included carrying-out engagements, conducting research, developing learning outcomes and other curriculum materials and products, such as teacher professional development modules and the new LearnAlberta.ca application. These initiatives cost \$9.3 million. The development of future curriculum will be aligned with the vision set by the forthcoming ministerial order on student learning.

Supporting Student Success

Alberta Education promotes safe and caring learning environments by strengthening school and community capacity to support students' social, emotional and physical well-being and resiliency. This enables improved student engagement and school success for all students including the most vulnerable. In 2019-20, these initiatives cost \$0.6 million. To facilitate success for all students, particularly the most vulnerable, Alberta Education:

- Worked with Community and Social Services to set the strategic direction for provincial Fetal Alcohol Spectrum Disorder (FASD) initiatives.
- Provided school authorities with access to trained community conference facilitators and facilitation training to address chronic absenteeism.
- Dedicated funds to support the Alberta Mentoring Partnership (AMP) program. The program strengthens school-based mentoring initiatives that enhance students' social and emotional well-being and academic achievement.
- Announced a grant of \$300,000 per year over four years to support the Respect in School training program for school authorities. This training program educates participants about abuse, bullying, harassment and bullying prevention in schools, as well as on their legal duty of care.

In 2019-20 the department also supported 59 out of 63 public, separate and Francophone school authorities and 12 First Nations school authorities in implementing jurisdictional wellness initiatives for their school communities. In addition, Alberta Education collaborated with the Joint Consortium for School Health, the Public Health Agency of Canada, the Canadian Centre on Substance Use and Addiction, and the Canadian Students for Sensible Drug Policy to organize the School Matters Forum. The forum focused on problematic substance use within Canadian schools and action plans for addressing this issue.

Student voices are important to the success of Alberta's education system. When diverse student perspectives are incorporated, the entire system benefits. Alberta Education supports student engagement by offering opportunities for students to help shape the education system. As a result, students develop as active, informed and responsible citizens and the minister has engaged and informed conversations with students. In 2019-20, 40 students were appointed to serve a ten-month term on the Minister's Youth Council (MYC). Members of the MYC include students from all regions of Alberta with diverse perspectives, identities, backgrounds, and interests. They also have a range of educational experiences: urban, rural, public, separate, independent (private), charter, band operated, francophone, online schooling and home education. The MYC met virtually and in-person three times in the 2019-20 year, with additional engagement opportunities throughout the year to learn about the education system, build leadership capacity and provide advice on the education system to the Minister. MYC members provided input on various ministry priorities, such as curriculum, choice in education and the draft ministerial order on student learning.

1.2 Reform provincial assessment to allow students, parents and teachers to clearly identify areas of strength and areas in need of additional support.

Mathematics Learning and Achievement

Strong math skills are key to learning success. Alberta Education continues to implement systemic actions to enhance student learning and achievement in mathematics. In 2019-20, Alberta Education:

- Leveraged research information on mathematics to inform revisions to draft K–9 mathematics curriculum.
- Provided support for the Math Bursary Program, which encourages K–12 teachers to strengthen their knowledge, skill and confidence in teaching mathematics through completing a qualifying math course.
- Reviewed all mathematics professional learning materials used by the Alberta Regional Professional Development Consortia (ARPDC) to ensure alignment with department policy and priorities.
- Included written response questions for mathematics diploma examinations and non-calculator questions in Grades 6 and 9 Provincial Achievement Tests (PATs) in order to provide new opportunities for students to demonstrate understanding.
- Delivered customized math results workshops to school jurisdictions to discuss math results in greater detail to improve student learning.
- Enhanced school division and school-level reports for Math PATs to include common student errors for non-calculator questions to provide schools with insight on areas in need of additional learning support.

These initiatives cost \$1.1 million.

Student Evaluation and Assessments

Student evaluation and assessment is an integral part of the teaching and learning process. Assessment information is used to improve student learning, enhance instruction to students and assure Albertans that the education is meeting the needs of students. Provincial assessments include diploma exams, PATs and Student Learning Assessments (SLAs).

Alberta Education continues to develop and implement print and online assessments; validate student assessment to align with the intent and expectations of the revised curriculum; and improve student assessment to allow students, parents and teachers to clearly identify student strengths and areas for growth. In 2019-20, Alberta Education:

- Initiated plans for research on the use of elementary standardized assessments in school divisions in order to help with understanding and assessing progress and making improvements, in the early years, where necessary.
- Began preparations for the development of performance tasks and questions for Grade 3 assessments once the new curriculum has been completed.
- Completed preliminary jurisdictional scans on reporting and report cards to inform the enhancement of students' report cards in alignment with future curriculum.
- Continued to use the Quest A+ application to administer field tests, PATs, and diploma exams while collaborating with Service Alberta on an updated online assessment application for the 2020-21 school year.

1.3 Increase opportunities for young Albertans' to participate in hands-on learning experiences in apprenticeship, skilled trades and vocational education.

Apprenticeship, Skilled Trades and Vocational Education

Skilled trades, apprenticeship and vocational education are an important and valued part of society in Alberta. Providing students with hands-on learning programs and opportunities to explore their career choices beyond high school contributes to a qualified and educated future workforce for Alberta. In addition to improving future employability, these opportunities also create engaged learners and improve high school completion rates.

In 2019, Alberta and Ontario signed a Memorandum of Understanding to enhance opportunities in the skilled trades and help encourage young people, parents and educators to recognize skilled trades as a career of choice. Alberta and Ontario are committed to enhancing skilled trades opportunities and expanding the apprenticeship model to other professions by promoting clear learner pathways. To support skilled trades and apprenticeship learning, in 2019-20, Alberta Education announced funding allocations, including:

- Increased funding to Skills Canada Alberta by a total of \$2 million over the next four years. This will help expose more junior high and high school students to trades and technology, and enable more high school and post-secondary students to compete in Skills Canada Alberta regional, provincial and national competitions. Skills Canada Alberta gives students the opportunity to learn practical skills, explore their interests and learn from industry professionals. Participating in the competitions provides valuable hands-on experience for students in a specific trade or profession and opens their minds to a range of career opportunities. This helps prepare them for the workforce and gives them the job-ready skills to ensure employability after high school.
- An additional \$200,000 to Skills Canada Alberta to support Alberta's participation in the 2019 WorldSkills international competition in Kazan, Russia. Four highly talented young Albertans were selected to join Team Canada and compete with more than 1,300 apprentices from over 70 countries around the world.
- A new \$1.5-million High School Apprenticeship Scholarship, which consolidates previous programs, to help more high school students access the education and training needed to get jobs in the trades.
- Increased funding to CAREERS: The Next Generation to more than \$6 million a year by 2022-23, which will help 6,000 students with paid internships and skilled trades and technologies learning opportunities in junior high and high schools.

Alberta Education also collaborated with ministry partners, such as Advanced Education, to facilitate student-learning opportunities related to apprenticeship, skilled trades, and vocational education. These initiatives cost \$3 million. In 2019-20, Alberta Education:

- Supported school authorities with Career and Technology Foundations (CTF) course inquiries for Grades 5-9 students. Through CTF, students may plan, design, create and implement solutions for relevant real-life problems. As students engage in hands-on challenges, they develop social, interpersonal, life, and work skills as well as practical knowledge about various industries, issues and technologies. CTF provides a foundation for students transitioning into Career and Technology Studies (CTS) in Grades 10 through 12.
- Updated CTS apprenticeship curriculum in the areas of hairstylist apprenticeship, landscape horticulturist apprenticeship, plumber apprenticeship, pipe trades, crane and hoisting equipment operator – boom truck, and crane and hoisting equipment operator – mobile crane.
- Enabled the new LearnAlberta.ca site to provide CTF and CTS course information to enterprise systems, creating efficiencies in processes related to student records and financial reporting.

- Approved successful dual credit school authority applicants for the third intake, totaling 26 dual credit opportunities.

Additionally, Alberta Education assisted in bringing individuals with unique skill sets into the classroom through the Career and Technology Studies (CTS) Bridge to Certification program. This initiative cost \$0.8 million. In 2019-20, Alberta Education sponsored seventeen journey-certificated tradespersons to complete the program. These individuals will enter the teaching workforce in fall 2021 in 11 public and separate school divisions and one independent (private) school in CTS and areas such as cosmetology, auto services, auto body, carpentry, welding, plumbing, heavy equipment technician and culinary arts.

Performance Measure 1.a:

Overall Achievement Test Results in Language Arts

Rationale

- Overall student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

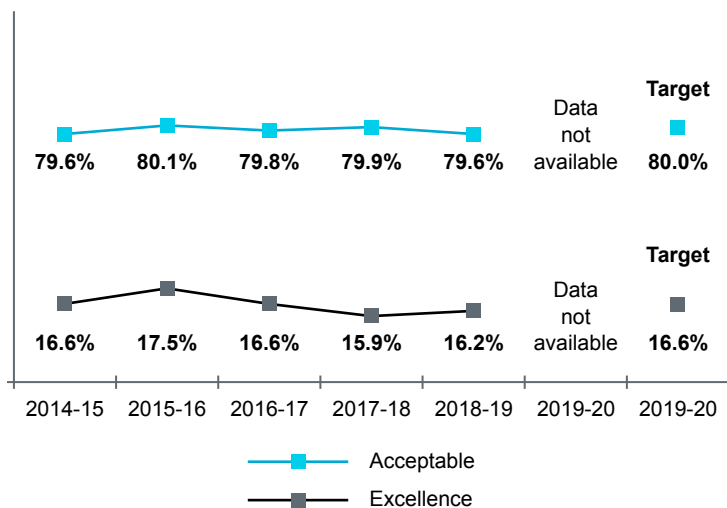
Target

- The targets for the overall Language Arts results could not be assessed as current year data is not available.

Discussion

- Overall results in Language Arts are calculated as an average of the results in the following seven subjects weighted by the number of individuals that were enrolled:
 - English Language Arts 6 and 9
 - French Language Arts 6 and 9
 - Français 6 and 9
 - English Language Arts 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportion of students achieving the acceptable standard in Language Arts has remained stable over time, while the proportion achieving the standard of excellence has decreased.
- To support student learning in core subjects, the ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.

Overall Percentages of Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Language Arts



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Language Arts results are a weighted average based on total enrolment in Grades 6 and 9 Language Arts courses.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for students taking Language Arts provincial achievement tests remained stable over time.

Participation Rates for Language Arts Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 6						
English Language Arts	91	91	90	91	91	Data not available
French Language Arts	98	98	96	96	98	
Français	97	98	97	98	97	
Grade 9						
English Language Arts	88	89	89	89	88	Data not available
English Language Arts (Knowledge and Employability)	82	80	80	80	80	
French Language Arts	96	97	96	96	97	
Français	95	95	97	96	97	
Overall Language Arts						
	89.9	90.0	89.9	90.1	90.0	Data not available

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.

Performance Measure 1.a:**Achievement Test Results in Language Arts by Individual Subject
for Students in Grades 6 and 9*****Rationale***

- Student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

Target

- Targets for individual Language Arts subject results were not set in the 2019-23 business plan.

Discussion

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has increased over time for French Language Arts 6 and remained stable for English Language Arts 6, Français 6, English Language Arts 9 (Knowledge and Employability), French Language Arts 9 and Français 9. The proportion for English Language Arts 9 has decreased over time.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence has increased over time for French Language Arts 6 and 9, and for Français 6 while the proportion has remained stable for English Language Arts 9, English Language Arts 9 (Knowledge and Employability) and Français 9. The proportion for English Language Arts 6 has decreased.
- As adult literacy studies are not conducted regularly, Grade 9 results in Language Arts are regarded as indicators of literacy. Students who achieve the acceptable standard have developed the foundational skills needed to become literate adults. As indicated above, compared to the previous three-year average, 2018-19 results at the acceptable standard for English Language Arts 9 have decreased and have remained stable for French Language Arts 9.
- 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.

Percentages of Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Language Arts

						Previous 3-year average		Targets 2019-20	
Subject	Standard	2014-15	2015-16	2016-17	2017-18				
Grade 6									
English Language Arts	excellence acceptable	19.5 82.8	20.4 82.9	18.9 82.5	17.9 83.5	19.1 82.9	17.8 83.2	Data not available	
French Language Arts	excellence acceptable	13.6 87.5	14.2 87.7	13.5 85.1	12.3 85.2	13.3 86.0	15.7 87.7		
Français	excellence acceptable	15.0 89.0	17.2 91.4	21.6 92.1	23.1 93.3	20.6 92.2	24.6 90.3		
Grade 9									
English Language Arts	excellence acceptable	14.4 75.6	15.2 77.0	14.9 76.8	14.7 76.1	14.9 76.6	14.7 75.1	Data not available	
English Language Arts (Knowledge and Employability)	excellence acceptable	4.5 63.0	6.2 59.8	5.9 58.8	5.9 55.7	6.0 58.1	5.4 57.4		
French Language Arts	excellence acceptable	10.1 85.8	10.8 83.0	11.2 83.1	9.8 81.4	10.6 82.5	12.3 82.9		
Français	excellence acceptable	20.2 88.5	26.8 86.4	26.1 88.9	22.3 82.7	25.1 86.0	26.0 88.6		
Overall Language Arts									
	excellence acceptable	16.6 79.6	17.5 80.1	16.6 79.8	15.9 79.9	16.7 79.9	16.2 79.6	Data not available	16.6 80.0

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

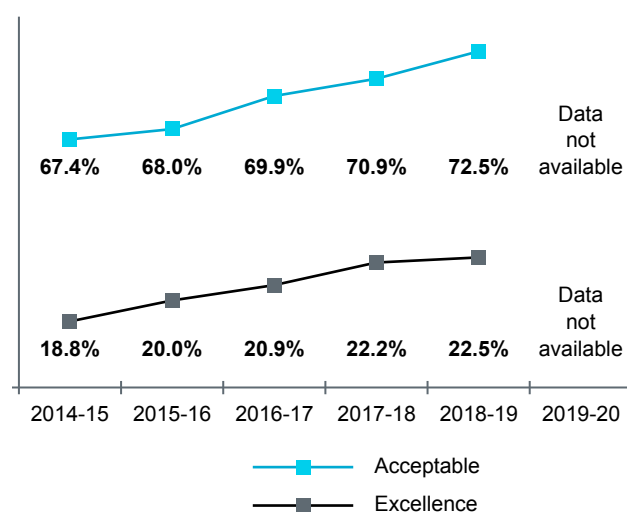
Supplementary Information:

Other subjects—Overall Achievement Test Results in Social Studies

Discussion

- Overall results in Social Studies are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - Social Studies 6
 - Social Studies 9
 - Social Studies 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportions of students achieving the acceptable standard and the standard of excellence in Social Studies have increased over time.

Overall Percentages of Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Social Studies



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 6 and 9 Social Studies courses.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for students taking Social Studies provincial achievement tests increased over time.

Participation Rates for Social Studies Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 6						
Social Studies	90	90	90	91	91	Data not available
Grade 9						
Social Studies	89	89	89	89	89	Data not available
Social Studies (Knowledge and Employability)	85	83	83	85	86	
Overall Social Studies						
	89.2	89.6	89.6	90.0	89.9	Data not available

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard increased over time for Social Studies 6 and 9, and remained stable for Social Studies 9 (Knowledge and Employability).
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence increased for Social Studies 6 and 9, and Social Studies 9 (Knowledge and Employability).
- 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.

Percentages of Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Social Studies

						Previous 3-year average		
Subject	Standard	2014-15	2015-16	2016-17	2017-18		2018-19	2019-20
Grade 6								
Social Studies	excellence acceptable	18.1 69.8	22.0 71.4	21.7 72.9	23.2 75.1	22.3 73.1	24.4 76.2	Data not available
Grade 9								
Social Studies	excellence acceptable	19.8 65.1	18.0 64.7	20.2 67.0	21.5 66.7	19.9 66.1	20.6 68.7	Data not available
Social Studies (Knowledge and Employability)	excellence acceptable	11.2 57.3	11.6 58.0	12.7 56.3	14.2 55.2	12.8 56.5	15.0 55.9	
Overall Social Studies								
	excellence acceptable	18.8 67.4	20.0 68.0	20.9 69.9	22.2 70.9	21.0 69.6	22.5 72.5	Data not available

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Performance Measure 1.b:**Overall Achievement Test Results in Mathematics*****Rationale***

- Overall student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high students are achieving high standards in Mathematics, an important outcome for Alberta's K–12 education system.

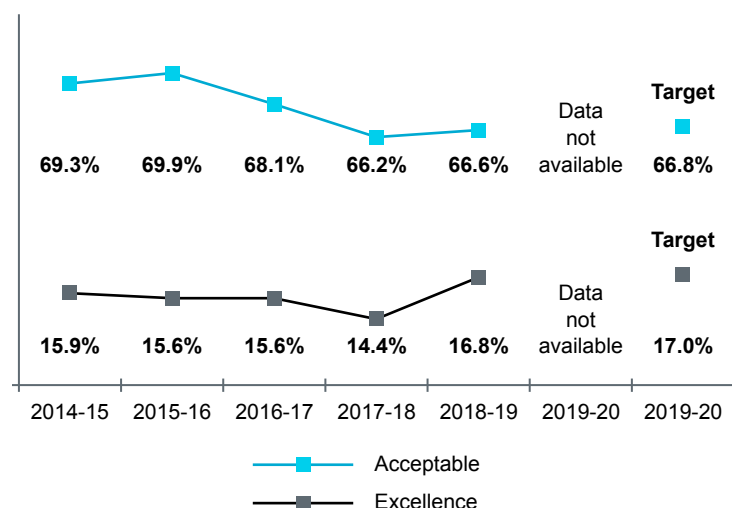
Target

- The targets for the overall Mathematics results could not be assessed as current year data is not available.

Discussion

- Overall results in Mathematics are calculated as an average of the results in the following three subjects weighted by the number of individuals that were enrolled:
 - Mathematics 6
 - Mathematics 9
 - Mathematics 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportion of students achieving the standard of excellence has increased over time with some fluctuations, while the proportion achieving the acceptable standard has declined. The decline in overall Mathematics results in 2016-17 and 2017-18 could have been due to the inclusion of number-operation questions without using calculators. These questions were added to Part A Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively. Mathematics results have started to improve in 2018-19.
- To support student learning in core subjects, the ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.

Overall Percentages of Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Mathematics



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Mathematics results are a weighted average based on total enrolment in Grades 6 and 9 Mathematics courses.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for students taking Mathematics provincial achievement tests remained stable.

Participation Rates for Mathematics Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 6						
Mathematics	91	91	90	91	91	Data not available
Grade 9						
Mathematics	89	89	89	89	89	Data not available
Mathematics (Knowledge and Employability)	86	87	85	85	87	
Overall Mathematics						
	90.0	90.2	89.7	89.9	89.9	Data not available

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.

Performance Measure 1.b:**Achievement Test Results in Mathematics by Individual Subject for Students in Grades 6 and 9*****Rationale***

- Student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high students are achieving high standards in Mathematics, an important outcome for Alberta's K–12 education system.

Target

- Targets for individual Mathematics subject results were not set in the 2019-23 business plan.

Discussion

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has increased over time for Mathematics 6 and decreased for Mathematics 9. The proportion achieving the acceptable standard for Mathematics 9 (Knowledge and Employability) has remained stable.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence has increased for Mathematics 6 and 9, and remained stable for Mathematics 9 (Knowledge and Employability).
- 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.

Percentages of Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Mathematics

						Previous 3-year average			Targets 2019-20
Subject	Standard	2014-15	2015-16	2016-17	2017-18		2018-19	2019-20	
Grade 6									
Mathematics	excellence acceptable	14.1 73.2	14.0 72.2	12.6 69.4	14.0 72.9	13.5 71.5	15.0 72.5	Data not available	
Grade 9									
Mathematics	excellence acceptable	17.9 65.3	17.5 67.8	19.0 67.2	15.0 59.2	17.1 64.7	19.0 60.0	Data not available	
Mathematics (Knowledge and Employability)	excellence acceptable	14.4 60.9	13.0 61.2	13.3 57.5	13.6 57.4	13.3 58.7	13.2 59.6		
Overall Mathematics									
	excellence acceptable	15.9 69.3	15.6 69.9	15.6 68.1	14.4 66.2	15.2 68.1	16.8 66.6	Data not available	17.0 66.8

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

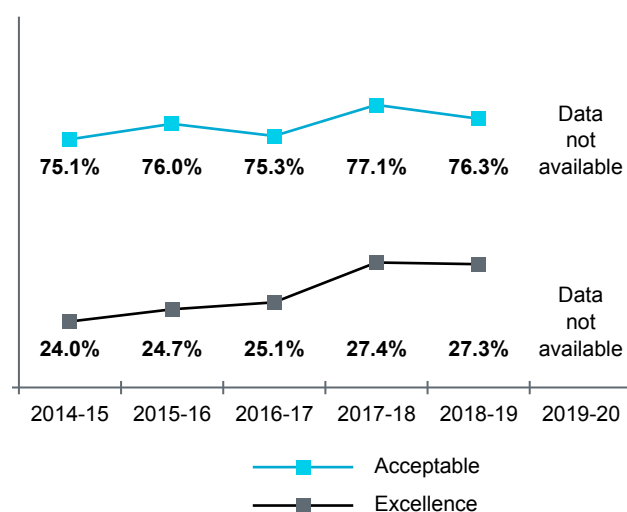
Supplementary Information:

Other subjects—Overall Achievement Test Results in Science

Discussion

- Overall results in Science are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - Science 6
 - Science 9
 - Science 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportions of students achieving the acceptable standard and the standard of excellence in Science have increased over time.

Overall Percentages of Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Science



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 6 and 9 Science courses.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for students taking Science provincial achievement tests remained stable over time.

Participation Rates for Science Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 6						
Science	90	91	90	91	91	Data not available
Grade 9						
Science	90	90	89	90	89	Data not available
Science (Knowledge and Employability)	87	85	84	87	86	
Overall Science						
	90.0	90.2	89.5	90.3	89.9	Data not available

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has increased for Science 9, decreased for Science 9 (Knowledge and Employability), and has remained stable for Science 6.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence also has increased for Science 9, decreased for Science 9 (Knowledge and Employability), and remained stable for Science 6.
- 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.

Percentages of Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Science

						Previous 3-year average		
Subject	Standard	2014-15	2015-16	2016-17	2017-18		2018-19	2019-20
Grade 6								
Science	excellence	25.3	27.1	29.0	30.5	28.9	28.6	Data not available
	acceptable	76.3	78.0	76.9	78.8	77.9	77.6	
Grade 9								
Science	excellence	22.8	22.4	21.4	24.4	22.7	26.4	Data not available
	acceptable	74.1	74.2	74.0	75.7	74.6	75.2	
Science (Knowledge and Employability)	excellence	15.1	14.3	13.3	12.3	13.3	10.7	
	acceptable	64.5	63.8	63.9	64.6	64.1	61.7	
Overall Science								
	excellence	24.0	24.7	25.1	27.4	25.7	27.3	Data not available
	acceptable	75.1	76.0	75.3	77.1	76.2	76.3	

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Performance Measure 1.c:**Overall Diploma Examination Results in Language Arts*****Rationale***

- Student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Language Arts diploma examination measure is an aggregate of four Language Arts courses. This reflects a focus on fundamental literacy skills, an important outcome for Alberta's K–12 education system.

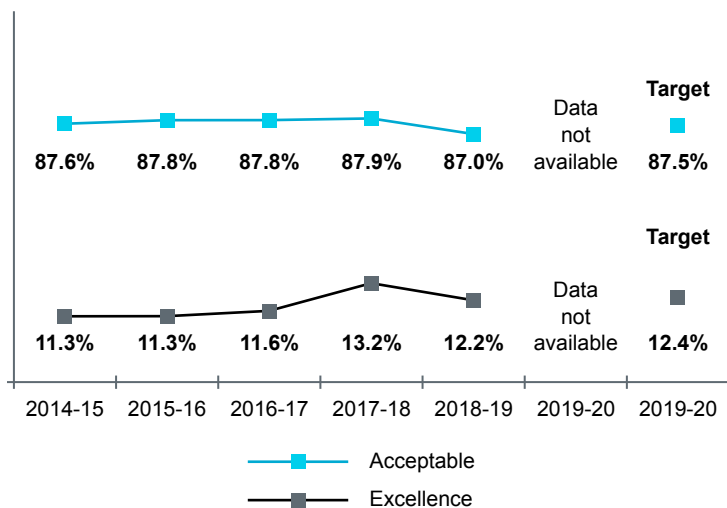
Targets

- The targets for overall Language Arts results could not be assessed as current year data are not available.

Discussion

- The Language Arts measure is an average of the results in the following four subjects, weighted by the total number of individuals who wrote each of the exams:
 - English Language Arts 30-1
 - English Language Arts 30-2
 - French Language Arts 30-1
 - Français 30-1
- Based on 2014-15 to 2018-19 data, the overall proportion of students achieving the acceptable standard in Language Arts has decreased over time, while the proportion achieving the standard of excellence has increased.

Overall Percentages of Students Who Achieved Standards on Diploma Examinations in Language Arts



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Language Arts are a weighted average of results for the four Language Arts subjects.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has remained stable for English Language Arts 30-1 and decreased for English Language Arts 30-2.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence has remained stable for English Language Arts 30-1 and English Language Arts 30-2.
- The number of students writing French Language Arts 30-1 and Français 30-1 exams in 2018-19 was too small to make comparisons over time.

Percentages of Students Writing Language Arts Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20	Targets 2019-20
English Language Arts 30-1	excellence acceptable	11.4 86.5	10.7 86.8	11.7 86.5	13.2 87.5	11.9 86.9	12.3 86.8	Data not available	
English Language Arts 30-2	excellence acceptable	11.2 88.6	12.3 89.1	11.4 89.5	13.1 88.0	12.3 88.9	12.1 87.1		
French Language Arts 30-1	excellence acceptable	9.9 95.5	8.7 93.8	9.4 94.7	11.0 93.8	9.7 94.1	10.1 91.5		
Français 30-1	excellence acceptable	17.1 95.3	20.3 99.3	18.6 98.1	23.0 97.4	20.6 98.3	29.5 98.6		
Overall Language Arts	excellence acceptable	11.3 87.6	11.3 87.8	11.6 87.8	13.2 87.9	12.0 87.8	12.2 87.0		12.4 87.5

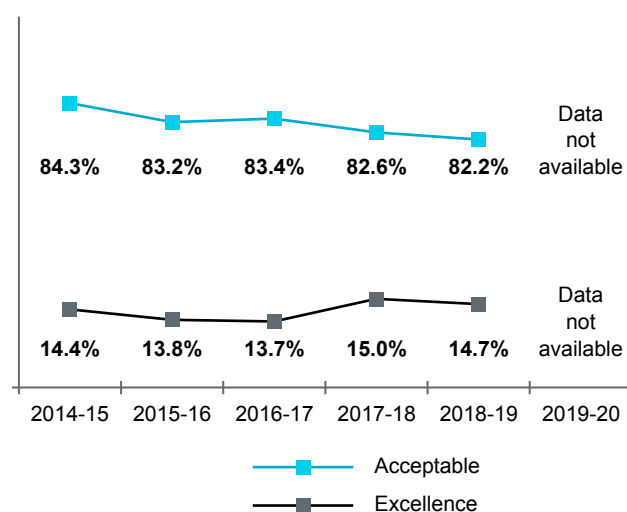
Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Equating of diploma examinations has been phased in over the past number of years making results directly comparable from year-to-year for the equated tests. Results are comparable for all years reported from 2014-15 to 2018-19 for English Language Arts 30-1 and 30-2, but not for French Language Arts 30-1 and Français 30-1.
- Overall results for Language Arts are a weighted average of results for the four Language Arts subjects.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Supplementary Information:**Other subjects—Overall Diploma Examination Results in Social Studies****Discussion**

- Overall diploma exam results in Social Studies are an average of the results in the following two subjects, weighted by the total number of individuals that wrote each of the exams:
 - Social Studies 30-1
 - Social Studies 30-2
- Based on 2014-15 to 2018-19 data, the overall proportion of students achieving the acceptable standard in Social Studies has decreased over time, while the proportion of students achieving the standard of excellence has remained stable.

Overall Percentages of Students Who Achieved Standards on Diploma Examinations in Social Studies

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Social Studies are a weighted average of results for the two Social Studies subjects.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has increased for Social Studies 30-1 and decreased for Social Studies 30-2.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence has increased for Social Studies 30-1 and remained stable for Social Studies 30-2.

Percentages of Students Writing Social Studies Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20
Social Studies 30-1	excellence	16.2	14.3	14.8	17.7	15.6	17.0	Data not available
	acceptable	87.1	84.9	86.0	86.2	85.7	86.6	
Social Studies 30-2	excellence	12.5	13.1	12.6	12.2	12.6	12.2	
	acceptable	81.3	81.1	80.6	78.8	80.2	77.8	
Overall Social Studies	excellence	14.4	13.8	13.7	15.0	14.2	14.7	
	acceptable	84.3	83.2	83.4	82.6	83.1	82.2	

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Social Studies are a weighted average of results for the two Social Studies subjects.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Performance Measure 1.d:**Overall Diploma Examination Results in Mathematics*****Rationale***

- Student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Mathematics diploma examination measure is an aggregate of two courses. This measure reflects a focus on the development of mathematical reasoning and problem-solving skills, which are important outcomes for Alberta's K–12 education system.

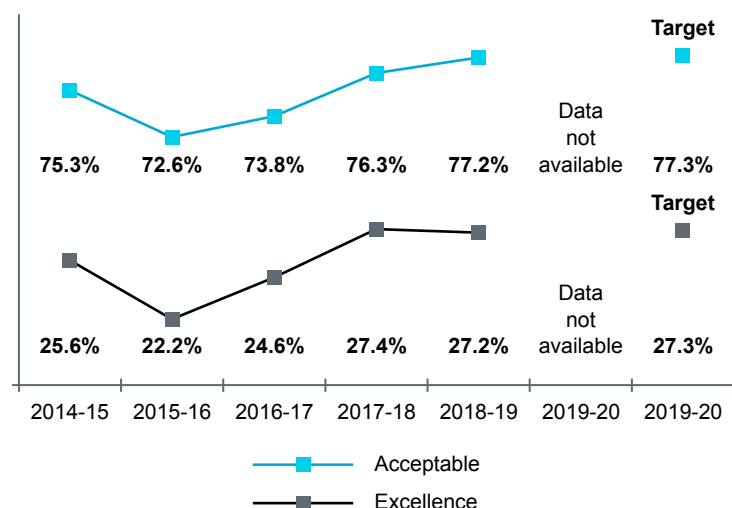
Targets

- The targets for overall Mathematics diploma examination results could not be assessed as current year data is not available.

Discussion

- The Mathematics measure is an average of the results in the following two subjects, weighted by the total number of individuals that wrote each of the exams:
 - Mathematics 30-1
 - Mathematics 30-2
- The overall proportions of students achieving the acceptable standard and the standard of excellence in Mathematics have increased since 2016-17. Note that Mathematics results were not directly comparable prior to 2016-17 as equating for Mathematics 30-1 and Mathematics 30-2 was not in place until the 2016-17 school year.

Overall Percentages of Students Who Achieved Standards on Diploma Examinations in Mathematics



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Mathematics are a weighted average of results for the two Mathematics subjects.
- Any results prior to 2016-2017 were not directly comparable, as equating for Mathematics 30-1 and Mathematics 30-2 was not in place until the 2016-17 school year.
- Starting from the 2018-19 school year, written-response questions have been added as part of the Mathematics 30-1 and Mathematics 30-2 diploma exams.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Discussion (continued):

- For Mathematics 30-1 and Mathematics 30-2 comparisons over time are not reported as equating was not in place for those subjects until the 2016-17 school year.

Percentages of Students Writing Mathematics Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15*	2015-16*	2016-17	2017-18	2018-19	2019-20	Targets 2019-20
Mathematics 30-1	excellence acceptable	31.6 76.1	25.9 70.7	30.7 73.1	35.3 77.8	35.1 77.8	Data not available	
Mathematics 30-2	excellence acceptable	15.5 73.9	16.8 75.4	15.9 74.7	16.4 74.2	16.8 76.5		
Overall Mathematics	excellence acceptable	25.6 75.3	22.2 72.6	24.6 73.8	27.4 76.3	27.2 77.2		27.3 77.3

*Any results prior to 2016-17 are not directly comparable, as equating was not in place until the 2016-17 school year.

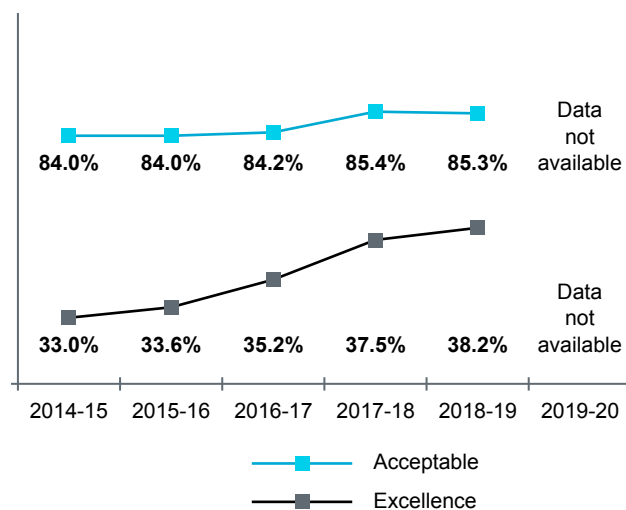
Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Mathematics are a weighted average of results for the two Mathematics subjects.
- Any results prior to 2016-2017 were not directly comparable, as equating for Mathematics 30-1 and Mathematics 30-2 was not in place until the 2016-17 school year.
- Starting from the 2018-19 school year, written-response questions have been added as part of the Mathematics 30-1 and Mathematics 30-2 diploma exams.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Supplementary Information:**Other subjects—Overall Diploma Examination Results in Sciences****Discussion**

- Overall diploma exam results in the Sciences are an average of the results in the following four subjects, weighted by the total number of individuals that wrote each of the exams:
 - Biology 30
 - Chemistry 30
 - Physics 30
 - Science 30
- Based on 2014-15 to 2018-19 data, the overall proportions of students achieving the acceptable standard and the standard of excellence in the Sciences have increased over time.

Overall Percentages of Students Who Achieved Standards on Diploma Examinations in the Sciences

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for the Sciences are a weighted average of results for the four Science subjects.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has increased for Chemistry 30 and Physics 30, remained stable for Science 30, and decreased for Biology 30.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence has increased for Biology 30, Chemistry 30, Physics 30, and Science 30.

Percentages of Students Writing Science Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20
Biology 30	excellence	33.0	32.4	32.3	36.6	33.8	35.5	Data not available
	acceptable	85.8	85.1	84.2	86.6	85.3	83.9	
Chemistry 30	excellence	34.2	34.5	38.6	38.3	37.2	42.5	
	acceptable	82.1	81.5	83.1	83.6	82.7	85.7	
Physics 30	excellence	35.8	39.8	41.8	43.6	41.7	43.5	
	acceptable	83.9	85.8	85.7	86.2	85.9	87.5	
Science 30	excellence	26.6	27.6	28.4	31.5	29.2	31.2	
	acceptable	83.9	84.4	84.9	85.4	84.9	85.7	
Overall Science	excellence	33.0	33.6	35.2	37.5	35.4	38.2	
	acceptable	84.0	84.0	84.2	85.4	84.5	85.3	

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for the Sciences are a weighted average of results for the four Science subjects.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Performance Measure 1.e:
Diploma Examination Participation***Rationale***

- Participation in four or more diploma examinations reflects the intent of the Alberta programs of study and gives appropriate emphasis to the four core subjects of language arts, mathematics, the sciences and social studies, which are the foundation of basic education.

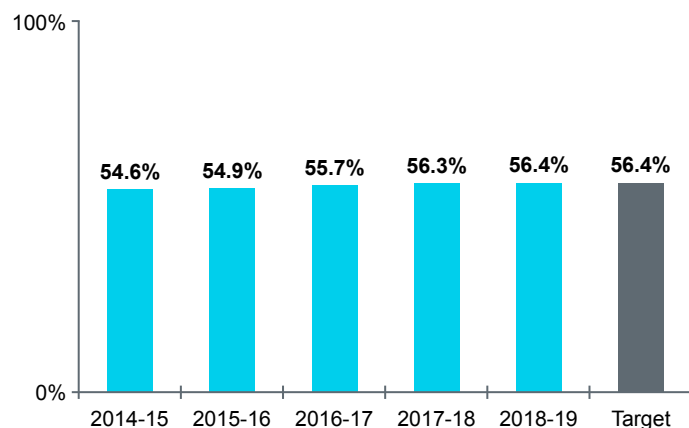
Target

- The target was met.

Discussion

- In 2018-19, 56.4 per cent of Alberta's high school students wrote four or more diploma examinations within three years of entering Grade 10.
- Results have increased over time.
- The ministry is acting to improve results in this area by:
 - Providing students writing diploma exams the opportunity to use additional writing time to complete assessments.
 - Streamlining processes for other accommodations, such as eliminating the application process for accommodations and provisions. Accommodations for the purpose of writing diploma exams are reviewed and managed at the school level.
- The vast majority of students who have written four or more diploma examinations have taken courses in the four core subjects throughout high school. This positions them well to complete high school and enter post-secondary programs or the workplace.

Percentages of Students Writing Four or More Diploma Examinations Within Three Years of Entering Grade 10



Source: Alberta Education

Notes:

- The most current result available for this measure is for the 2018-19 school year as data for this measure lag a year.
- 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.
- Weighting of school-awarded marks in diploma courses increased from 50 per cent to 70 per cent beginning in the 2015-16 school year. Caution should be exercised when interpreting trends over time.
- During the creation of the 2016 Grade 10 cohort, a small number of students were incorrectly identified by their authority as being in Grade 10. The 2016 result for the three-year diploma examination participation rate has been adjusted to reflect the correction of the Grade 10 cohort.
- See Endnote B, page 121 for information on assessing results over time.
- See Endnote C, Diploma Examination Participation Rate, page 128.

Supplementary Information: Transition to Post-Secondary

Discussion

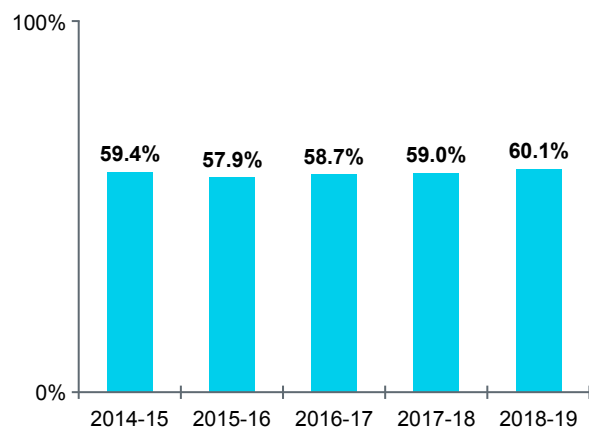
- The Diploma Examination Participation rate is considered a leading indicator for the Post-Secondary Transition rate.
- In 2018-19, 60.1 per cent of Alberta's high school students made the transition to post-secondary within six years of entering Grade 10.
- The six-year transition rate has increased over time.
- The difference between the four year and six year transition rates indicates that a substantial proportion of Alberta's young people delay their entry to post-secondary programs after high school.
- The four-year rate and the six-year rate are correlated for the same grade 10 cohort and the four-year rate is thus a predictor of the six-year rate in subsequent years. Projections indicate that the six-year rate will remain between 58 and 60 per cent over the next few years.

Percentages of Students Who Enroll in Post-Secondary Programs within Four and Six Years of Entering Grade 10

Grade 10 Year	4 Year Rate and Year		6 Year Rate and Year	
2009-10	39.7%	2012-13	59.4%	2014-15
2010-11	38.3%	2013-14	57.9%	2015-16
2011-12	37.0%	2014-15	58.7%	2016-17
2012-13	37.0%	2015-16	59.0%	2017-18
2013-14	39.3%	2016-17	60.1%	2018-19
2014-15	40.1%	2017-18		
2015-16	40.8%	2018-19		

Source: Alberta Education

High School to Post-Secondary Transition Rate Within Six Years of Entering Grade 10



Source: Alberta Education

Notes:

- Student enrolment in a post-secondary program includes attending a publicly funded post-secondary institution in Alberta or registering in an Alberta apprenticeship program.
- The post-secondary transition rates include adjustments for attrition using estimates from Statistics Canada, and for students who attend post-secondary outside the province using estimates from the Ministry of Advanced Education.
- See Endnote B, page 121, for information on assessing results relative to targets.
- See Endnote C, High School to Post-Secondary Transition Rates, pages 124-125.

**Performance Measure 1.f:
High School Completion*****Rationale***

- High school completion is important for entry to the labour force and post-secondary programs. While the majority of students complete high school within three years of entering Grade 10, the five-year rate recognizes that it may take more time for some students to finish high school.
- In addition to those who earn a high school diploma or certificate, Alberta's high school completion rate also includes students who enter an Alberta post-secondary institution or an apprenticeship program within five years of entering Grade 10. This acknowledges that students have completed the high school courses they need to continue their education in a post-secondary program. Another group comprises those who have earned credits in a minimum of five Grade 12 courses, including one Language Arts diploma examination course and three other diploma examination courses.

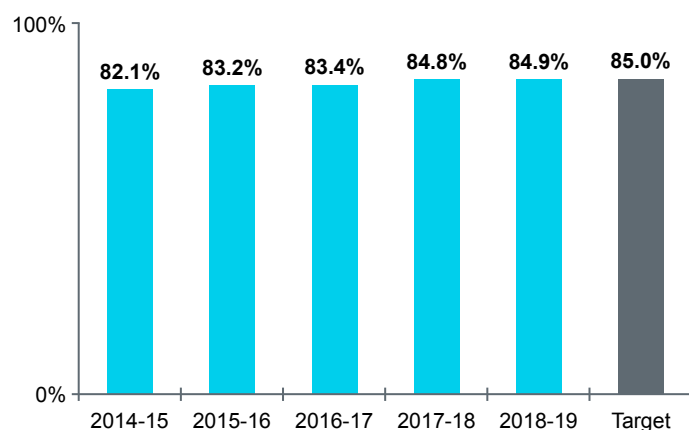
Target

- The target for high school completion rate was met because the result is not significantly different from the target.

Discussion

- In 2018-19, 84.9 per cent of students completed high school within five years of entering Grade 10.
- Based on 2014-15 to 2018-19 data, the high school completion rate has improved over time. This indicates that parents, students and schools continue to recognize that high school completion is important for students' future success.
- Of the students who complete high school in five years, most (about 91 per cent in 2018-19) complete in three years. The three-year rate is also highly correlated with the five-year rate, which makes the three-year rate a reliable predictor of the five-year rate in subsequent years. Projections indicate the five-year rate is likely to increase by one or two percentage points over the next few years.
- Survey results indicate that high school students are attracted into the workforce for part time work, although the percentage of students employed appears to be declining. The percentage of Grade 12 Alberta High School students who reported being employed decreased from 56 per cent to 49 per cent, corresponding to the Grade 10 cohorts that completed in five years in 2014-15 and 2018-19, respectively.
- At the same time, the percentage of employed Grade 12 students who report they work more than 20 hours per week has similarly decreased from 20 per cent to 13 per cent. Research indicates that this may have influenced the high school completion rate.
- In addition, some students who do not complete high school in the ECS-12 education system do so as young adults in the adult learning system. In 2019, 93.1 per cent of Albertans aged 25-to-34 reported they had completed high school. This result has remained stable over time.

High School Completion Rate of Students Within Five Years of Entering Grade 10



Source: Alberta Education

Notes:

- Included in the calculation of high school completion rates is an estimated adjustment for attrition (i.e., students moving out of province) using Statistics Canada estimates of out-migration.
- Weighting of school-awarded marks in diploma courses increased from 50 per cent to 70 per cent beginning in the 2015-16 school year. Caution should be used when interpreting trends over time.
- The 2016 result for the three-year high school completion rate has been adjusted to reflect the correction of the Grade 10 cohort.
- See Endnote B, page 121, for information on assessing results relative to targets.
- See Endnote C, High School Completion Rates, page 124.

Percentages of Students who Completed High School within Three and Five Years of Entering Grade 10

Grade 10 Year	3 Year Rate and Year		5 Year Rate and Year	
2010-11	75.3%	2012-13	82.1%	2014-15
2011-12	76.5%	2013-14	83.2%	2015-16
2012-13	76.5%	2014-15	83.4%	2016-17
2013-14	78.0%	2015-16	84.8%	2017-18
2014-15	78.0%	2016-17	84.9%	2018-19
2015-16	79.1%	2017-18		
2016-17	79.7%	2018-19		

Source: Alberta Education

Note:

- During the creation of the 2016 Grade 10 cohort, a small number of students were incorrectly identified by their authority as being in Grade 10. The 2016 result for the three-year high school completion rate has been adjusted to reflect the correction of the Grade 10 cohort.

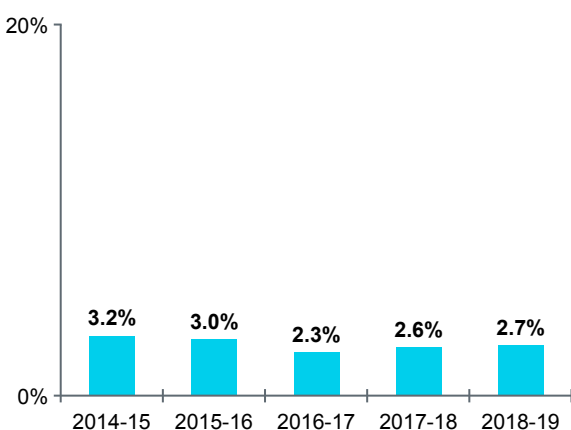
Supplementary information

Annual Dropout Rate—All Students

Discussion

- The dropout rate is considered a leading indicator for the High School Completion rate.
- Enrolment data indicate that 2.7 per cent of students aged 14-18 dropped out of school in 2018-19.
- The dropout rate has improved significantly over time.
- Efforts to improve high school completion rates, as well as the strategies to improve parent and community engagement, are being implemented to encourage students to complete school and help reduce their dropout rate.
- Dropping out of school may be a temporary interruption of a student's education. Of the students who dropped out in 2017-18, about 18 per cent resumed their education in 2018-19.
- Some students who do not complete high school in the basic education system do so as young adults in the adult learning system.

Annual Dropout Rates of Students Aged 14-18



Source: Alberta Education

Notes:

- Students aged 14-18 who, in the following year, are not enrolled in school (a K-12 school, an Alberta post-secondary institution or apprenticeship program) and have not completed high school are included in the annual dropout rate. For example, students aged 14-18 in 2016-17 were tracked for one year. Those who were not enrolled and had not completed are included in the 2017-18 dropout rate.
- See Endnote C, page 123, for more information on the calculation of the Annual Dropout Rate.

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.

2.1 Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students.

Indigenous Language and Culture Resources

Alberta Education supports the development and implementation of Indigenous language and culture programming by increasing the number of Indigenous language training opportunities and developing Indigenous language resources for early childhood to Grade 12 instructors and teachers. These initiatives cost \$2.3 million. In 2019-20, the department managed 46 projects, through the Indigenous Language in Education grant program, as well as offering reporting and communication support to grant recipients throughout their projects.

Alberta Education reviewed First Nations, Métis, and Inuit authorized curriculum resources to ensure availability of culturally relevant and appropriate materials, and align these materials with ongoing curriculum development. These curriculum resources provide teachers and students with authentic and engaging materials that share First Nations, Métis, and Inuit knowledge, connection to land, storytelling, ceremony, humour and kinship. In 2019-20, Alberta Education:

- Developed 11 new Alberta-specific First Nations, Métis, and Inuit teaching and learning resources in the English Language Arts, Arts Education, Science, Math, Social Studies and Wellness Education subject areas.
- Supported teachers with sample lesson plans to align subject outcomes with First Nations, Métis, and Inuit ways of knowing.

To improve the development and implementation of Indigenous Language and Culture curriculum and resources, Alberta Education supported localized land-based learning curriculum development with the Maskwacis Education Schools Commission by interpreting curriculum and identifying potential land-based learning connections within current and future curriculum.

Enhancing knowledge and understanding of Indigenous perspectives

As part of its commitment to build knowledge, capacity and understanding of Indigenous peoples and perspectives, Alberta Education led and participated in activities for National Indigenous Histories month. In 2019, the department hosted 12 events to build staff awareness and understanding of the principles of the United Nations Declaration on the Rights of Indigenous Peoples and the ministry's work in implementing these principles. Additionally, 93 percent of Alberta Education staff completed the Indigenous Introductory Training Course to increase their knowledge and appreciation for Indigenous cultures, histories and worldviews. Department staff facilitated 300 of these learning opportunities.

The ministry continued to support Truth and Reconciliation Commission recommendations through curriculum development, professional learning opportunities, and implementing supports for teaching and learning First Nations, Métis, and Inuit perspectives, experiences, culture, histories and ways of knowing. In addition, Alberta Education supported Indigenous communities and organizations to participate in engagements on curriculum, the *Education Act* and Choice in Education Act.

2.2 Ensure First Nations students have access to the provincial education system.

Facilitating access for First Nations students

Alberta Education strengthens opportunities for First Nations student success by supporting First Nations school authorities through innovative school-based programs and initiatives under the Innovations in First Nations Education (IFNE) grant program. The program, which disbursed \$10 million in 2019-20, increases opportunities for First Nations students to receive coordinated education supports and services that are responsive to their needs by building collaboration, coordination and capacity throughout the provincial and First Nations education system. During the year, the department managed 51 IFNE projects and supported grant recipients with resources to maximize student success.

Alberta Education also made progress working with First Nations governments and the Government of Canada to streamline how First Nations students access the provincial education system. Work is also underway to strengthen future Education Services Agreements (ESAs) that will help ensure First Nations students have access to provincial education on equitable terms, regardless of where they live in the province.

Alberta Education supports First Nations education authorities with the teacher certification process and appointment or renewal of First Nations Designated Signing Authorities. In 2019-20, the department assisted in coordinating operational support for First Nations who wanted to establish their own education authorities in order to operate First Nations schools. The department also provided First Nations education directors with guidance and information to develop their understanding and capacity to navigate the provincial education system.

In 2019-20, Alberta Education supported First Nations in strengthening their education systems through capacity-building, framework agreements and second-level supports partnerships. This included supporting local priorities, such as language and culture revitalization, teacher professional development and parental and community engagement. In 2019-20, the department spent \$6.9 million on these initiatives. To ensure that federal First Nations schools have the information they need to make evidence-based decisions and strategically plan for the future, Alberta Education began creating data sharing agreements between First Nations, Métis, and Inuit governments and organizations and the Government of Alberta. Alberta Education reaffirmed provincial support for framework agreements with Kee Tas Kee Now Tribal Council Education Authority and Maskwacis Education Schools Commission and implemented these agreements through a Framework Agreement Implementation Committee. This committee met throughout the year to action items such as data sharing agreements, red-tape reduction, curriculum development, staff attraction and retention.

2.3 Support school divisions to enter into education service agreements with First Nations.

Education Service Agreements

In order to streamline access to the provincial education system by students living on-reserve, work continued to strengthen Education Service Agreements (ESAs). During the year, Alberta Education and the federal government discussed ways to harmonize and strengthen funding approaches so that First Nations students have access to the provincial education system and receive the required services and supports. Alberta Education also supported First Nations and provincial school authorities in their discussions regarding new ESAs.

2.4 Work with education partners to enhance First Nations, Métis, and Inuit students' educational outcomes.

Leveraging partnerships to enhance educational outcomes

Alberta Education worked with various education partners to improve First Nations, Métis, and Inuit students' educational outcomes through First Nations, Métis, and Inuit self-identified funding for system, program and instructional supports. Work began to develop processes to better assess the effectiveness of initiatives associated with this funding on closing the achievement gap for First Nations, Métis, and Inuit students. These initiatives cost \$54 million.

In 2019-20, the department developed a community-based and evidence-based tool kit and fact sheets to support school authorities with designing and implementing assurance mechanisms that are flexible, responsive and align to the new funding framework. The tool kit provides school authorities with information on factors that effectively and appropriately support First Nations, Métis, and Inuit students' success. It also describes reporting processes that continually improve education outcomes for First Nations, Métis, and Inuit students. Through these resources, the department enabled jurisdictions to explore evidence-based measures tailored to their local and societal context. The measures also targeted the achievement gap between First Nations, Métis, and Inuit students' and non-Indigenous students in Alberta.

During the year, the department's work with First Nations, Métis, and Inuit education partners also included:

- Supporting the Alberta Native Friendship Centres Association in researching parental and caregiver engagement within the provincial education system.
- Engaging with the Indigenous Knowledge and Wisdom Centre and Metis Settlements General Council on opportunities to support First Nations and Métis student success in on-reserve and provincial education systems.
- Collaborating with Rupertsland Institute to create Métis-specific education resources for students.
- Supporting Frontier College in delivering Indigenous summer literacy camps and a year-round urban-based literacy program in partnership with local communities.
- Engaging meaningfully with representatives of the Indigenous Education and Reconciliation Circle on matters related to Indigenous education and advancing truth and reconciliation.

Alberta Education also collaborated with other provinces and territories across Canada in implementing the Council of Ministers of Education Canada (CMEC) Indigenous Education Plan 2019-22. This three-year strategic plan gives provincial and territorial ministers who are responsible for education a more coordinated, strategic approach for working together to improve Indigenous education outcomes for all learners.

Alberta Education remained committed to supporting rural schools and ensuring that Indigenous students have a positive education experience. During the year, the department continued working with Northland School Division on improving student engagement, attendance and completion. This included working with the school division to implement an attendance improvement plan and funding outcomes. As a result, the school division focused more on strategies for supporting chronic non-attenders during the 2019-20 school year. The school division also reported that as of June 2019, there was a 1.4 per cent improvement in student attendance in the 2018-19 school year as compared to the previous year.

Alberta Education continued to support protocol agreements between the provincial government and First Nations in Alberta. While Alberta Indigenous Relations leads the development of protocol agreements, Alberta Education supports the education tables in the agreements. Together, the agreements and the tables function as a venue for meaningful discussion, information sharing and exploring issues of mutual concern. Current protocol agreements are in place with the Blackfoot Confederacy Tribal Council and Treaty 8 First Nations of Alberta. The department worked with the Blackfoot Confederacy to develop a joint education table plan. It addressed priority items such as a Blackfoot language strategy, mental health supports in education, support for Blackfoot confederacy students living off-reserve, and recruitment and retention of Blackfoot educators in provincial schools. The Treaty 8 education table identified mutual priorities that included sharing information and resources for early learning, K–12 education, and discussing ministry initiatives.

Performance Measure 2.a:**Overall First Nations, Métis, and Inuit Student Achievement Test Results
in Language Arts*****Rationale***

- Overall First Nations, Métis, and Inuit student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

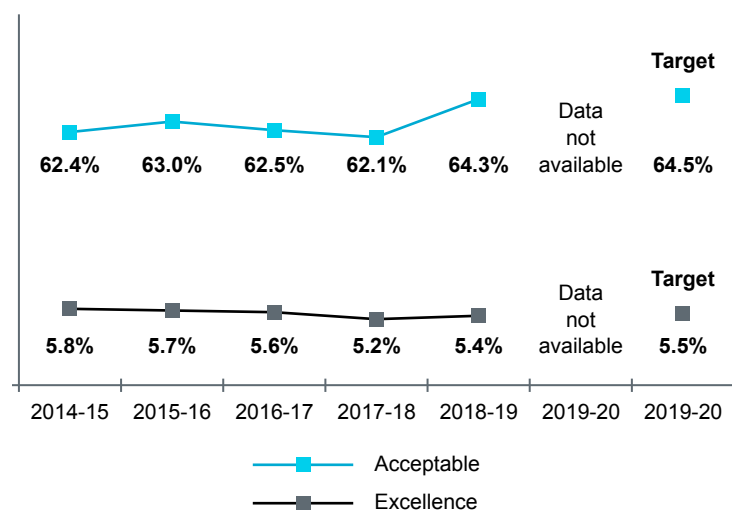
Target

- The targets for the overall Language Arts results could not be assessed as current year data is not available.

Discussion

- Overall results in Language Arts are calculated as an average of the results in the following seven subjects, weighted by the number of individuals that were enrolled:
 - English Language Arts 6 and 9
 - French Language Arts 6 and 9
 - Français 6 and 9
 - English Language Arts 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard in Language Arts has increased while the proportion achieving the standard of excellence has remained stable.
- To support student learning in core subjects, the ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Grade 6 and 9 Provincial Achievement Tests in Language Arts



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Language Arts results are a weighted average based on total enrolment in Grades 6 and 9 Language Arts courses.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for self-identified First Nations, Métis, and Inuit students taking Language Arts provincial achievement tests has remained stable over time.

Self-Identified First Nations, Métis, and Inuit Student Participation Rates for Language Arts Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 6						
English Language Arts	87	88	87	86	87	Data not available
French Language Arts	94	97	94	93	99	
Français	100	*	*	100	93	
Grade 9						
English Language Arts	80	80	81	80	79	Data not available
English Language Arts (Knowledge and Employability)	75	74	73	76	75	
French Language Arts	89	96	97	96	98	
Français	*	*	*	100	100	
Overall Language Arts						
	83.3	83.8	84.2	83.4	83.5	Data not available

Source: Alberta Education

Notes:

- An asterisk (*) indicates data suppression has been applied because fewer than six self-identified First Nations, Métis, and Inuit students wrote the test.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.

Performance Measure 2.a:**First Nations, Métis, and Inuit Student Achievement Test Results in Language Arts by Individual Subject for Students in Grades 6 and 9*****Rationale***

- Self-identified First Nations, Métis, and Inuit student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

Targets

- Targets for individual Language Arts subject results were not set in the 2019-23 business plan.

Discussion

- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has increased for English Language Arts 6 and has remained stable for English Language Arts 9 and English Language Arts 9 (Knowledge and Employability).
- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has remained stable for English Language Arts 6 and 9 and English Language Arts (Knowledge and Employability).
- The number of self-identified First Nations, Métis, and Inuit students in French Language Arts and Français courses was too small to make comparisons over time.
- As adult literacy studies are not conducted regularly, Grade 9 results in Language Arts are regarded as indicators of literacy. Self-identified First Nations, Métis, and Inuit students who achieve the acceptable standard have developed the foundational skills needed to become literate adults. As indicated above, in 2018-19, the proportion of students at the acceptable standard has remained stable for English Language Arts 9.
- 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.

Percentages of Self-Identified First Nations, Métis, and Inuit Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Language Arts

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20	Targets 2019-20
Grade 6									
English Language Arts	excellence acceptable	7.3 69.0	7.1 69.3	6.5 67.9	5.5 69.0	6.4 68.8	6.3 71.6	Data not available	
French Language Arts	excellence acceptable	10.1 76.4	7.8 78.9	5.6 72.2	5.2 74.1	6.2 75.1	6.6 81.3		
Français	excellence acceptable	0.0 85.7	* *	* *	0.0 100.0	- -	0.0 80.0		
Grade 9									
English Language Arts	excellence acceptable	4.0 54.5	4.4 56.2	4.8 57.0	4.9 54.4	4.7 55.8	4.2 55.0	Data not available	
English Language Arts (Knowledge and Employability)	excellence acceptable	5.1 57.2	3.2 54.5	3.6 51.7	4.5 53.5	3.8 53.2	5.0 56.3		
French Language Arts	excellence acceptable	3.7 74.1	1.3 58.7	8.2 75.3	4.5 71.9	4.7 68.6	5.4 67.7		
Français	excellence acceptable	* *	* *	* *	30.0 100.0	- -	11.1 77.8		
Overall Language Arts									
	excellence acceptable	5.8 62.4	5.7 63.0	5.6 62.5	5.2 62.1	5.5 62.5	5.4 64.3	Data not available	5.5 64.5

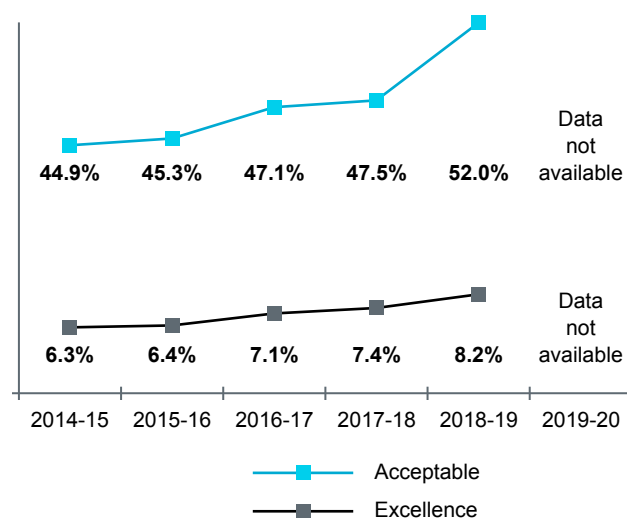
Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- An asterisk (*) indicates data suppression has been applied because fewer than six self-identified First Nations, Métis, and Inuit students wrote the test. A dash (-) indicates that there is insufficient data to calculate the previous three year average.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Supplementary Information:**Other subjects—Overall First Nations, Métis, and Inuit Achievement Test Results in Social Studies****Discussion**

- Overall results in Social Studies are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - Social Studies 6
 - Social Studies 9
 - Social Studies 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard in Social Studies has increased over time. The proportion achieving the standard of excellence has also increased over time.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Social Studies


Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Social Studies results are a weighted average based on total enrolment in Grades 6 and 9 Social Studies courses.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for students taking Social Studies provincial achievement tests increased over time.

Self-Identified First Nations, Métis, and Inuit Student Participation Rates for Social Studies Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 6						
Social Studies	85	87	86	86	87	Data not available
Grade 9						
Social Studies	80	81	82	81	80	Data not available
Social Studies (Knowledge and Employability)	80	77	77	82	82	
Overall Social Studies						
	82.6	83.4	84.0	83.7	83.9	Data not available

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard increased for Social Studies 6 and 9, and remained stable for Social Studies 9 (Knowledge and Employability).
- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence increased for Social Studies 6, and remained stable for Social Studies 9 and Social Studies 9 (Knowledge and Employability).
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution needs to be exercised when interpreting the results over time.

Percentages of Self-Identified First Nations, Métis, and Inuit Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Social Studies

						Previous 3-year average		
Subject	Standard	2014-15	2015-16	2016-17	2017-18		2018-19	2019-20
Grade 6								
Social Studies	excellence acceptable	5.9 47.6	6.7 49.0	7.4 50.6	7.5 52.8	7.2 50.8	8.9 57.7	Data not available
Grade 9								
Social Studies	excellence acceptable	6.7 40.6	5.8 40.5	6.8 43.2	6.8 41.2	6.5 41.6	6.8 44.7	Data not available
Social Studies (Knowledge and Employability)	excellence acceptable	8.4 55.2	7.2 49.4	8.0 47.1	12.3 48.8	9.2 48.4	12.9 53.9	
Overall Social Studies								
	excellence acceptable	6.3 44.9	6.4 45.3	7.1 47.1	7.4 47.5	7.0 46.6	8.2 52.0	Data not available

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Performance Measure 2.b:**Overall First Nations, Métis, and Inuit Student Achievement Test Results
in Mathematics*****Rationale***

- Overall First Nations, Métis, and Inuit student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Mathematics, an important outcome for Alberta's K–12 education system.

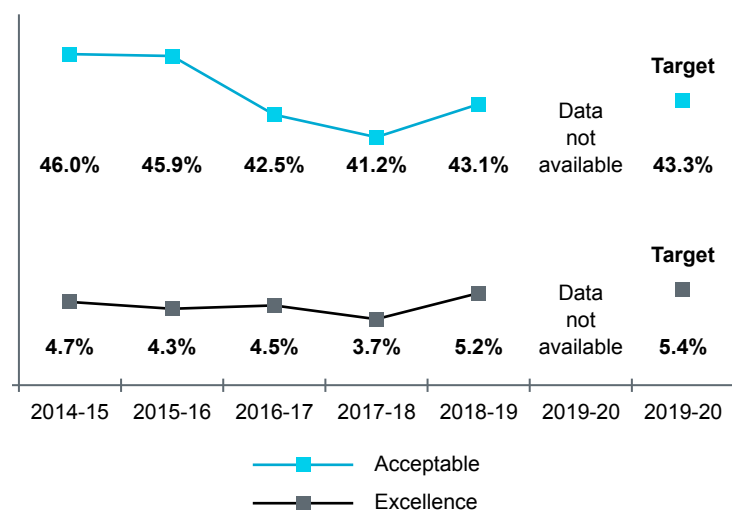
Target

- The targets for the overall Mathematics results could not be assessed as current year data is not available.

Discussion

- Overall results in Mathematics are calculated as an average of the results in the following three subjects weighted by the number of individuals that were enrolled:
 - Mathematics 6
 - Mathematics 9
 - Mathematics 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard in Mathematics has decreased over time while the proportion achieving the standard of excellence has remained stable. The decline in overall Mathematics results in 2016-17 and 2017-18 could have been due to the inclusion of number-operation questions without using calculators. These questions were added to Part A Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively. Mathematics results have started to improve in 2018-19.
- To support student learning in core subjects, the ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Grade 6 and 9 Provincial Achievement Tests in Mathematics



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Mathematics results are a weighted average based on total enrolment in Grades 6 and 9 Mathematics courses.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for self-identified First Nations, Métis, and Inuit students taking Mathematics provincial achievement tests was stable over time.

Self-Identified First Nations, Métis, and Inuit Student Participation Rates for Mathematics Provincial Achievement Tests *(in percentages)*

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 6						
Mathematics	86	87	86	86	87	Data not available
Grade 9						
Mathematics	81	81	81	78	78	Data not available
Mathematics (Knowledge and Employability)	82	81	77	80	83	
Overall Mathematics						
	83.7	83.9	83.7	82.2	83.1	Data not available

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.

Performance Measure 2.b:**First Nations, Métis, and Inuit Student Achievement Test Results in Mathematics by Individual Subject for Students in Grades 6 and 9*****Rationale***

- Self-identified First Nations, Métis, and Inuit student results on provincial achievement tests in each grade and subject provide detailed information on whether self-identified elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Mathematics, an important outcome for Alberta's K–12 education system.

Target

- Targets for individual Mathematics subject results were not set in the 2019-23 business plan.

Discussion

- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has increased for Mathematics 6, has decreased for Mathematics 9, and has remained stable for Mathematics 9 (Knowledge and Employability).
- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has remained stable for Mathematics 6, Mathematics 9 and Mathematics 9 (Knowledge and Employability).

Percentages of Self-Identified First Nations, Métis, and Inuit Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Mathematics

						Previous 3-year average			Targets 2019-20
Subject	Standard	2014-15	2015-16	2016-17	2017-18		2018-19	2019-20	
Grade 6									
Mathematics	excellence acceptable	3.9 51.2	3.6 49.0	3.4 44.4	3.0 49.1	3.3 47.5	4.2 50.5	Data not available	
Grade 9									
Mathematics	excellence acceptable	4.7 37.9	4.7 41.1	5.2 39.9	3.4 30.7	4.5 37.2	5.4 31.5	Data not available	
Mathematics (Knowledge and Employability)	excellence acceptable	10.4 58.3	6.1 51.6	9.0 46.2	10.7 51.4	8.6 49.7	11.4 55.0		
Overall Mathematics									
	excellence acceptable	4.7 46.0	4.3 45.9	4.5 42.5	3.7 41.2	4.2 43.2	5.2 43.1	Data not available	5.4 43.3

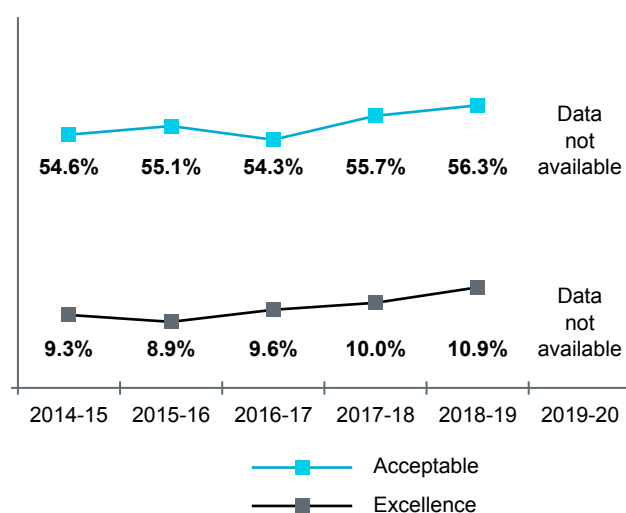
Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Supplementary Information:**Other subjects—Overall First Nations, Métis, and Inuit Achievement Test Results in Science****Discussion**

- Overall results in Science are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - Science 6
 - Science 9
 - Science 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportions of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard and the standard of excellence in Science increased over time.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Grade 6 and 9 Provincial Achievement Tests in Science

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Science results are a weighted average based on total enrolment in Grades 6 and 9 Science courses.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for self-identified First Nations, Métis, and Inuit students taking Science provincial achievement tests was stable over time.

Self-Identified First Nations, Métis, and Inuit Student Participation Rates for Science Provincial Achievement Tests *(in percentages)*

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 6						
Science	87	88	86	87	87	Data not available
Grade 9						
Science	82	83	82	81	80	Data not available
Science (Knowledge and Employability)	81	80	77	82	81	
Overall Science						
	84.4	85.0	83.7	83.8	83.7	Data not available

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has remained stable for Science 6, Science 9 and Science 9 (Knowledge and Employability).
- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has increased for Science 9. The proportion achieving the standard of excellence for Science 6 and for Science 9 (Knowledge and Employability) is considered stable as current results are not significantly different from the previous three year average.
- 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.

Percentages of Self-identified First Nations, Métis, and Inuit Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Science

						Previous 3-year average		
Subject	Standard	2014-15	2015-16	2016-17	2017-18		2018-19	2019-20
Grade 6								
Science	excellence acceptable	10.6 57.8	10.3 58.6	11.7 57.8	11.5 58.9	11.2 58.4	11.9 59.2	Data not available
Grade 9								
Science	excellence acceptable	7.5 50.0	7.3 50.6	7.3 50.3	8.0 51.7	7.6 50.9	10.2 52.8	Data not available
Science (Knowledge and Employability)	excellence acceptable	12.3 62.0	8.0 58.8	8.6 55.2	12.2 58.9	9.6 57.6	6.1 56.2	
Overall Science								
	excellence acceptable	9.3 54.6	8.9 55.1	9.6 54.3	10.0 55.7	9.5 55.0	10.9 56.3	Data not available

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 126-127.

Performance Measure 2.c:**Overall First Nations, Métis, and Inuit Student Diploma Examination Results
in Language Arts*****Rationale***

- Self-identified First Nations, Métis, and Inuit student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Language Arts diploma examination measure is an aggregate of four Language Arts courses. This reflects a focus on fundamental literacy skills, an important outcome for Alberta's K–12 education system.

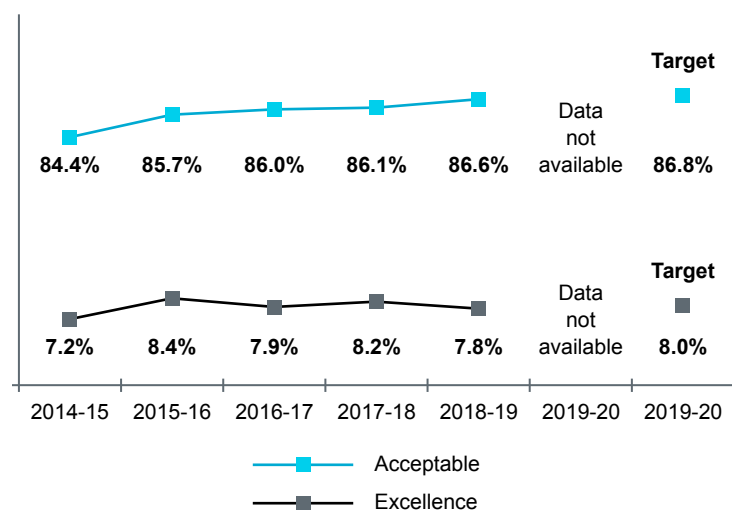
Targets

- The targets for overall Language Arts diploma examination results could not be assessed as current year data is not available.

Discussion

- The Language Arts measure is an average of the results in the following four subjects, weighted by the total number of individuals that wrote each of the exams:
 - English Language Arts 30-1
 - English Language Arts 30-2
 - French Language Arts 30-1
 - Français 30-1
- Based on 2014-15 to 2018-19 data, the overall proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard in Language Arts has increased while the proportion achieving the standard of excellence has remained stable.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Diploma Examinations in Language Arts



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Language Arts are a weighted average of results for the four Language Arts subjects.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has increased for English Language Arts 30-1 and remained stable for English Language Arts 30-2.
- Based on the previous three-year average and 2018-19 data, the proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has remained stable over time for English Language Arts 30-1 and English Language Arts 30-2.
- The number of self-identified First Nations, Métis, and Inuit students writing French Language Arts 30-1 and Français 30-1 exams was too small to make comparisons over time.

Percentages of Self-Identified First Nations, Métis, and Inuit Students Writing Language Arts Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20	Targets 2019-20
English Language Arts 30-1	excellence acceptable	5.4 79.4	4.7 80.7	6.7 80.1	5.9 83.1	5.8 81.3	5.4 84.4	Data not available	
English Language Arts 30-2	excellence acceptable	8.4 87.4	11.2 89.2	8.8 90.0	10.0 88.5	10.0 89.2	9.7 88.4		
French Language Arts 30-1	excellence acceptable	3.1 93.8	4.3 91.3	8.7 91.3	5.4 83.8	6.1 88.8	0.0 81.3		
Français 30-1	excellence acceptable	* *	* *	n/a n/a	* *	- -	n/a n/a		
Overall Language Arts	excellence acceptable	7.2 84.4	8.4 85.7	7.9 86.0	8.2 86.1	8.2 85.9	7.8 86.6		8.0 86.8

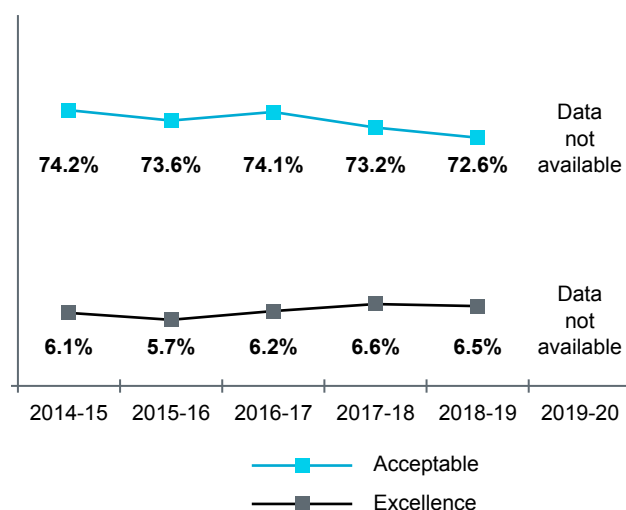
Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Asterisk (*) indicates data suppression has been applied because fewer than six self-identified First Nations, Métis, and Inuit students wrote the test, while n/a indicates no self-identified First Nations, Métis, and Inuit students wrote the test.
- Equating of diploma examinations has been phased in over the past number of years making results directly comparable from year-to-year for the equated tests. Results are comparable for all years reported from 2014-15 to 2018-19 for English Language Arts 30-1 and 30-2, but not for French Language Arts 30-1 and Français 30-1.
- Overall results for Language Arts are a weighted average of results for the four Language Arts subjects.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Supplementary Information:**Overall First Nations, Métis, and Inuit Student Diploma Examination Results in Social Studies****Discussion**

- Overall diploma exam results in Social Studies are an average of the results in the following two subjects, weighted by the total number of individuals that wrote each of the exams:
 - Social Studies 30-1
 - Social Studies 30-2
- Based on 2014-15 to 2018-19 data, the overall proportions of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard and the standard of excellence in Social Studies have remained stable over time.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Diploma Examinations in Social Studies

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Social Studies are a weighted average of results for the two Social Studies subjects.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has remained stable for Social Studies 30-1 and Social Studies 30-2.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence has remained stable over time for Social Studies 30-1 and Social Studies 30-2.

Percentages of Self-identified First Nations, Métis, and Inuit Students Writing Social Studies Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20
Social Studies 30-1	excellence acceptable	6.4 77.6	6.6 72.5	6.3 77.1	8.1 75.3	7.0 74.9	7.6 77.3	Data not available
Social Studies 30-2	excellence acceptable	5.9 72.7	5.3 74.1	6.1 72.7	5.8 72.2	5.8 73.0	5.8 70.1	
Overall Social Studies	excellence acceptable	6.1 74.2	5.7 73.6	6.2 74.1	6.6 73.2	6.2 73.6	6.5 72.6	

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Social Studies are a weighted average of results for the two Social Studies subjects.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be used when interpreting the results over time.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Performance Measure 2.d:**Overall First Nations, Métis, and Inuit Student Diploma Examination Results
in Mathematics*****Rationale***

- Self-identified First Nations, Métis, and Inuit student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Mathematics diploma examination measure is an aggregate of two courses. This measure reflects a focus on development of mathematical reasoning and problem-solving skills, which are important outcomes for Alberta's K–12 education system.

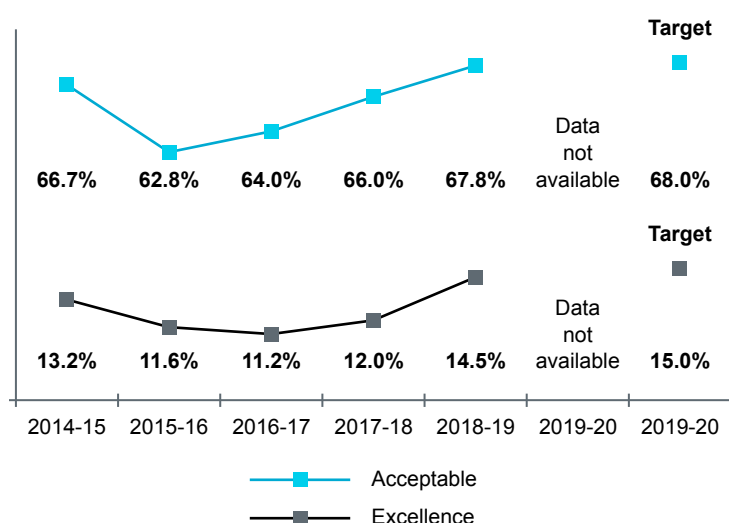
Targets

- The targets for overall Mathematics diploma examination results could not be assessed as current year data is not available.

Discussion

- The Mathematics measure is an average of the results in the following two subjects, weighted by the total number of individuals that wrote each of the exams:
 - Mathematics 30-1
 - Mathematics 30-2
- The overall proportions of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard and the standard of excellence in Mathematics have increased since 2016-17. Note that Mathematics results were not directly comparable prior to 2016-17 as equating for Mathematics 30-1 and Mathematics 30-2 was not in place until the 2016-17 school year.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Diploma Examinations in Mathematics



Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Mathematics are a weighted average of results for the two Mathematics subjects.
- Any results prior to 2016-2017 were not directly comparable, as equating for Mathematics 30-1 and Mathematics 30-2 was not in place until the 2016-17 school year.
- Starting from the 2018-19 school year, written-response questions have been added as part of the Mathematics 30-1 and Mathematics 30-2 diploma examinations.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Discussion (continued):

- For Mathematics 30-1 and Mathematics 30-2, comparisons over time are not included as equating was not in place for those subjects until the 2016-17 school year.

Percentages of Self-identified First Nations, Métis, and Inuit Students Writing Mathematics Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15*	2015-16*	2016-17	2017-18	2018-19	2019-20	Targets 2019-20
Mathematics 30-1	excellence acceptable	16.6 64.2	11.6 54.1	14.6 59.2	15.3 61.3	18.2 61.7	Data not available	
Mathematics 30-2	excellence acceptable	10.3 69.0	11.6 69.4	8.8 67.4	9.7 69.1	12.0 72.0		
Overall Mathematics	excellence acceptable	13.2 66.7	11.6 62.8	11.2 64.0	12.0 66.0	14.5 67.8		15.0 68.0

*Any results prior to 2016-17 are not directly comparable, as equating was not in place until the 2016-17 school year.

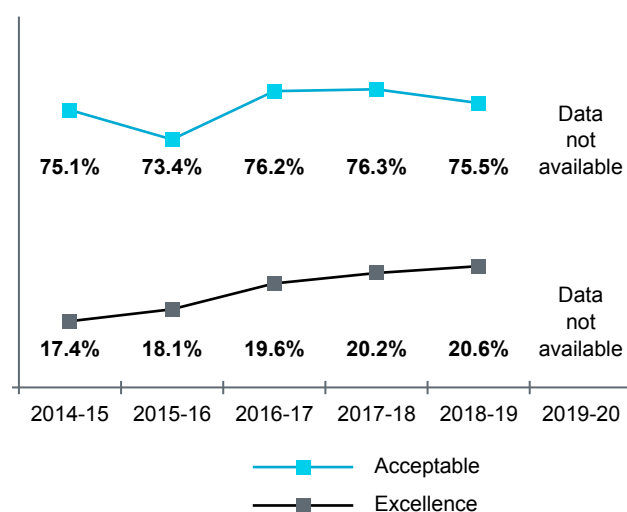
Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- Overall results for Mathematics are a weighted average of results for the two Mathematics subjects.
- Any results prior to 2016-17 were not directly comparable, as equating for Mathematics 30-1 and Mathematics 30-2 was not in place until the 2016-17 school year.
- Starting from the 2018-19 school year, written-response questions have been added as part of the Mathematics 30-1 and Mathematics 30-2 diploma examinations.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Supplementary Information:**Other subjects—Overall First Nations, Métis, and Inuit Student Diploma Examination Results in the Sciences****Discussion**

- Overall diploma exam results in the Sciences are an average of the results in the following four subjects, weighted by the total number of individuals that wrote each of the exams:
 - Biology 30
 - Chemistry 30
 - Physics 30
 - Science 30
- Based on 2014-15 to 2018-19 data, the overall proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard in the Sciences has remained stable over time, while the proportion achieving the standard of excellence has increased.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Diploma Examinations in the Sciences

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for the Sciences are a weighted average of results for the four Science subjects.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has been stable over time for Biology 30, Chemistry 30, Physics 30, and Science 30.
- Based on the previous three-year average and 2018-19 data, the proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has been stable over time for Biology 30, Chemistry 30, Physics 30 and Science 30.

Percentages of Self-identified First Nations, Métis, and Inuit Students Writing Science Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20
Biology 30	excellence	17.4	16.1	16.5	17.3	16.6	17.8	Data not available
	acceptable	75.9	72.2	73.9	75.7	73.9	72.6	
Chemistry 30	excellence	16.5	17.6	23.2	19.9	20.2	23.7	
	acceptable	71.6	72.2	74.8	69.7	72.2	72.9	
Physics 30	excellence	20.6	24.5	26.8	24.0	25.1	25.9	
	acceptable	78.4	75.5	82.6	76.9	78.3	74.1	
Science 30	excellence	16.6	19.2	17.9	24.4	20.5	19.5	
	acceptable	76.1	76.1	79.0	84.1	79.7	84.1	
Overall Science	excellence	17.4	18.1	19.6	20.2	19.3	20.6	
	acceptable	75.1	73.4	76.2	76.3	75.3	75.5	

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Sciences are a weighted average of results for the four Science subjects.
- 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.
- See Endnote B, page 121, for information on assessing results over time.
- See Endnote C, Diploma Examinations, pages 127-128.

Performance Measure 2.e:**Diploma Examination Participation of Self-Identified First Nations, Métis, and Inuit Students*****Rationale***

- Participation in four or more diploma examinations reflects the intent of the Alberta programs of study and gives appropriate emphasis to the four core subjects of language arts, mathematics, the sciences and social studies, which are the foundation of basic education.

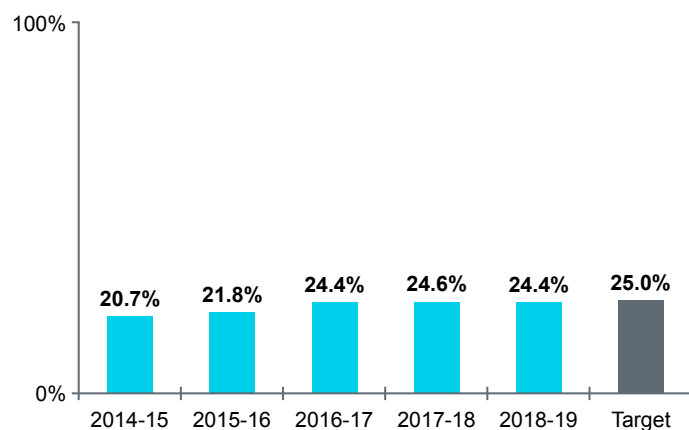
Target

- The target was met because the result is not significantly different from the target.

Discussion

- In 2018-19, 24.4 per cent of self-identified First Nations, Métis, and Inuit high school students wrote four or more diploma examinations.
- Results have increased over time.
- The ministry is acting to improve results in this area by:
 - Providing students writing diploma exams the opportunity to use additional writing time to complete assessments.
 - Streamlining processes for other accommodations, such as eliminating the application process for accommodations and provisions. Accommodations for the purpose of writing diploma exams are reviewed and managed at the school level.
- The vast majority of self-identified First Nations, Métis, and Inuit students who have written four or more diploma examinations have taken courses in the four core subjects throughout high school. This positions them well to complete high school and enter post-secondary programs or the workplace.

Percentages of Self-Identified First Nations, Métis, and Inuit Students Writing Four or More Diploma Examinations Within Three Years of Entering Grade 10



Source: Alberta Education

Notes:

- The most current result available for this measure is for the 2018-19 school year as data for this measure lag a year.
- 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.
- Weighting of school-awarded marks in diploma courses increased from 50 per cent to 70 per cent beginning in the 2015-16 school year. Caution should be used when interpreting trends over time.
- The 2016 result for the three-year diploma examination participation rate has been adjusted to reflect the correction of the Grade 10 cohort.
- See Endnote C, Diploma Examination Participation Rate, page 128.

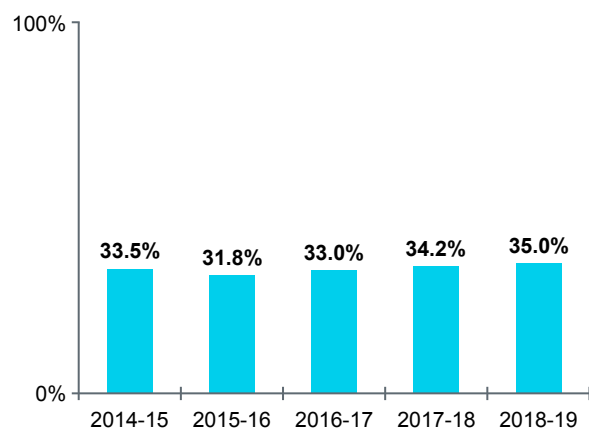
Supplementary Information:**First Nations, Métis, and Inuit Student Post-Secondary Transition Rate****Discussion:**

- The Diploma Examination Participation rate is considered a leading indicator of the Post-Secondary Transition rate.
- In 2018-19, 35.0 per cent of Alberta's self-identified First Nations, Métis, and Inuit high school students made the transition to post-secondary within six years of entering Grade 10.
- The six-year transition rate has been stable.
- The difference between the four-year transition rate and the six-year rate indicates that a substantial proportion of self-identified First Nations, Métis, and Inuit students delay their entry to post-secondary programs after high school.
- The six-year rate for First Nations, Métis, and Inuit students (35.0 per cent) is slightly more than half the rate for all Alberta students (60.1 per cent).
- The four-year rate and the six-year rate for First Nations, Métis, and Inuit students are highly correlated for the same Grade 10 cohort and the four-year rate is thus a reliable predictor of the six-year rate in subsequent years. Projections indicate that the six-year rate will remain between 33 and 35 per cent over the next few years.

Percentages of First Nations, Métis, and Inuit Students Who Enroll in Post-Secondary Programs within Four and Six Years of Entering Grade 10

Grade 10 Year	4 Year Rate and Year		6 Year Rate and Year	
2009-10	18.9%	2012-13	33.5%	2014-15
2010-11	17.8%	2013-14	31.8%	2015-16
2011-12	17.8%	2014-15	33.0%	2016-17
2012-13	17.3%	2015-16	34.2%	2017-18
2013-14	19.3%	2016-17	35.0%	2018-19
2014-15	20.3%	2017-18		
2015-16	22.2%	2018-19		

Source: Alberta Education

First Nations, Métis, and Inuit High School to Post-Secondary Transition Rate Within Six Years of Entering Grade 10

Source: Alberta Education

Notes:

- First Nations, Métis, and Inuit student enrolment in a post-secondary program includes attending a publicly funded post-secondary institution in Alberta or registering in an Alberta apprenticeship program.
- The post-secondary transition rates include adjustments for attrition using estimates from Statistics Canada, and for students who attend post-secondary outside the province using estimates from the Ministry of Advanced Education.
- See Endnote B, page 121, for information on assessing results relative to targets.
- See Endnote C, High School to Post-Secondary Transition Rates, pages 124-125.

Performance Measure 2.f:**High School Completion of Self-Identified First Nations, Métis, and Inuit Students*****Rationale***

- High school completion of self-identified First Nations, Métis, and Inuit students is important for entry to the labour force and post-secondary programs. While the majority of self-identified First Nations, Métis, and Inuit students complete high school within three years of entering Grade 10, the five-year rate recognizes that it may take more time for some self-identified First Nations, Métis, and Inuit students to finish high school.
- In addition to those who earn a high school diploma or certificate, Alberta's high school completion rate of self-identified First Nations, Métis, and Inuit students also includes students who enter an Alberta post-secondary institution or an apprenticeship program within five years of entering Grade 10. This acknowledges that students have completed the high school courses they need to continue their education in a post-secondary program.

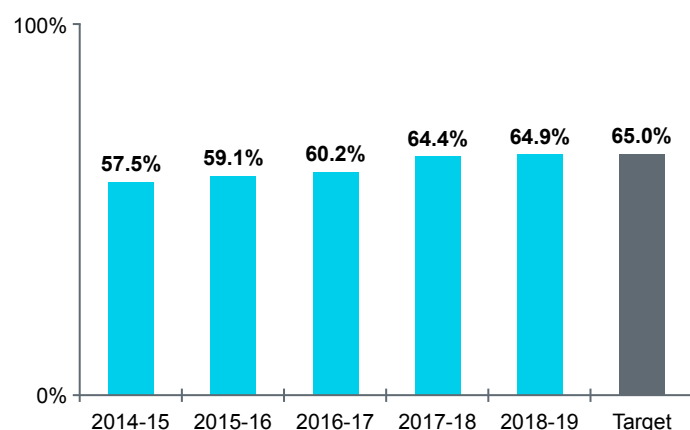
Target

- The target was met because the result is not significantly different from the target.

Discussion

- In 2018-19, 64.9 per cent of self-identified First Nations, Métis, and Inuit students completed high school within five years of entering Grade 10.
- The high school completion rate of self-identified First Nations, Métis, and Inuit students has increased over time by 7.4 per cent from 57.5 per cent in 2014-15 to 64.9 per cent in 2018-19.
- The three-year rate, 55.8 per cent, has also shown a significant improvement compared with the period from 2014-2017 when it was under 54 per cent.
- Of the students who complete high school in five years, most (about 88 per cent in 2018-19) complete in three years. The three-year rate is also highly correlated with the five-year rate, which makes the three-year rate a reliable predictor of the five-year rate in subsequent years. Projections indicate the five-year rate is likely to increase by one or two percentage points over the next few years.

High School Completion Rate of Self-Identified First Nations, Métis, and Inuit Students Within Five Years of Entering Grade 10



Source: Alberta Education

Notes:

- The most recent results are for 2018-19 as the data for this measure lag a year.
- Included in the calculation of high school completion rates is an estimated adjustment for attrition (i.e., students moving out of province) using Statistics Canada estimates of out-migration.
- Weighting of school-awarded marks in diploma courses increased from 50 per cent to 70 per cent beginning in the 2015-16 school year. Caution should be exercised when interpreting trends over time.
- The 2016 result for the three-year high school completion rate has been adjusted to reflect the correction of the Grade 10 cohort.
- See Endnote B, page 121, for information on assessing results relative to targets.
- See Endnote C, High School Completion Rates, page 124.

Percentages of First Nations, Métis, and Inuit Students who Completed High School within Three and Five Years of Entering Grade 10

Grade 10 Year	3 Year Rate and Year		5 Year Rate and Year	
2010-11	45.6%	2012-13	57.5%	2014-15
2011-12	47.7%	2013-14	59.1%	2015-16
2012-13	50.2%	2014-15	60.2%	2016-17
2013-14	53.7%	2015-16	64.4%	2017-18
2014-15	53.3%	2016-17	64.9%	2018-19
2015-16	56.6%	2017-18		
2016-17	55.8%	2018-19		

Source: Alberta Education

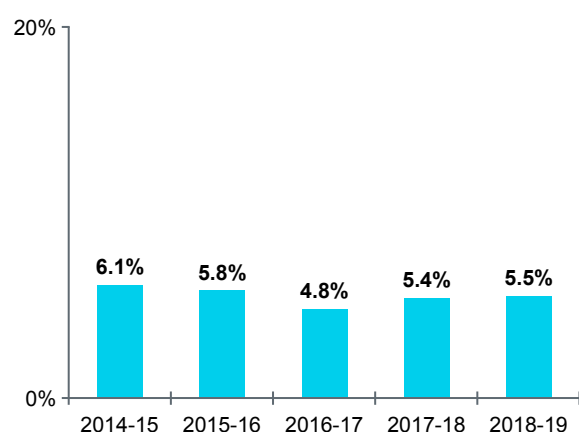
Supplementary Information

Annual Dropout Rate of Self-Identified First Nations, Métis, and Inuit Students

Discussion

- The dropout rate is considered a leading indicator for the High School Completion rate.
- Enrolment data indicate that 5.5 per cent of self-identified First Nations, Métis, and Inuit students aged 14-18 dropped out of school in 2018-19.
- Based on 2018-19 data, the dropout rate for self-identified First Nations, Métis, and Inuit students, 5.5 per cent, is approximately twice the rate for students overall, 2.7 per cent for the same period. However, based on 2014-15 to 2018-19 data, the dropout rate for self-identified First Nations, Métis, and Inuit students has improved significantly over time.
- Efforts to improve high school completion rates, as well as the strategies to improve First Nations, Métis, and Inuit parent and community engagement, are being implemented to encourage First Nations, Métis, and Inuit students to complete school and help reduce their dropout rate.
- Dropping out of school may be a temporary interruption of a student's education. Of the self-identified First Nations, Métis, and Inuit students who dropped out in 2017-18, about 21 per cent resumed their education in 2018-19.
- Some self-identified First Nations, Métis, and Inuit students who do not complete high school in the basic education system do so as young adults in the adult learning system.

Annual Dropout Rates of Self-Identified First Nations, Métis, and Inuit Students Aged 14-18



Source: Alberta Education

Notes:

- Self-identified First Nations, Métis, and Inuit students aged 14-18 who, in the following year, are not enrolled in school (a K-12 school, an Alberta post-secondary institution or apprenticeship program) and have not completed high school are included in the annual dropout rate. For example, students aged 14-18 in 2017-18 were tracked for one year. Those who were not enrolled and had not completed are included in the 2018-19 dropout rate.
- See Endnote C, page 123, for more information on the calculation of self-identified First Nations, Métis, and Inuit Annual Dropout Rate.

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.

Ensuring that Alberta's education system has excellent teachers, school leaders and school authority leaders was achieved through:

- driving teacher, school leader and school authority leader preparation and professional growth to focus on the necessary competencies for success;
- providing guidance on teacher and school leader evaluations;
- supporting the development of the teaching workforce in areas of demand and need; and,
- enhancing the level of subject matter expertise among teachers.

Achievements

3.1 Support the updated teaching quality standard and the new leadership and superintendent leadership quality standards.

Professional Practice Standards

The professional practice standards include the *Teaching Quality Standard*, *Leadership Quality Standard* and *Superintendent Leadership Quality Standard*. These standards guide university and other education programming for teachers and leaders, provide the basis for teacher certification, mentorship, induction and career-long learning and serve as the foundation for teacher growth planning, supervision and evaluation of professional practice. All three professional practice standards align with and build on each other:

- The *Teaching Quality Standard* outlines the professional expectations for teachers who work directly with students.
- The *Leadership Quality Standard* outlines the professional practices that principals and school jurisdiction leaders must demonstrate to create the conditions under which teachers can do their best work.
- The *Superintendent Leadership Quality Standard* outlines the professional practices that superintendents must demonstrate to create the conditions under which school leaders and teachers can do their best work.

A revised *Teaching Quality Standard*, new *Leadership Quality Standard* and new *Superintendent Leadership Quality Standard* took effect on September 1, 2019, holding all teaching professionals accountable to a high standard of practice. Alberta Education implemented the updated and new professional standards and continued to support educators in learning about them, including through the development of training modules and collaborative training with partner groups. These initiatives cost \$1.6 million. In 2019-20, Alberta Education:

- Updated the *Education Act*, *Certification of Teachers and Teacher Leaders Regulation*, and *Practice Review of Teacher and Teacher Leaders Regulation* to require all principals and superintendents to hold leadership certification.

- Supported professional learning providers in aligning training materials with the new standards, and educators in undergoing the necessary training and obtaining certification.
 - All 10 Alberta teacher education universities aligned their programs to the new *Teaching Quality Standard*, and updated Memoranda of Agreement with each university were prepared.
 - Eight Alberta teacher education university programs developed and started providing coursework for leadership and superintendent leadership certification aligned with the new standards.
 - Nearly 4,000 current school leaders and superintendents completed in-service training directly based on the new leadership quality standards. The training was collaboratively developed with education partner groups.
- Enhanced the capacity of the department's online teacher registry, the Teacher Workforce Information System (TWINS), to issue leadership certifications.
 - The department has issued 4,492 leadership certifications, with a further 370 applications pending, ensuring across the board accountability of leaders in the education system.
- Initiated research studies to provide long-term measurement and information on the impact of implementation of the professional standards in school authorities across the province, including a four-year longitudinal research study on the implementation of the standards.

3.2 Provide guidance on the evaluation of teacher and school leader performance.

Teacher and School Leader Evaluation

Evaluation of teacher and school leader performance contributes to quality teaching, leading and learning in the education system. Alberta Education provided guidance on the evaluation of teacher performance through proposed revisions to the *Teacher Growth, Supervision and Evaluation Policy* to align with the new professional practice standards for teachers and school leaders. The *Teacher Growth, Supervision and Evaluation Policy* aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. School authorities are responsible for facilitating quality improvement through each teacher's career-long professional growth. The updated draft policy enables flexibility in local school authority policy-making and implementation and received support from key education partners such as the College of Alberta School Superintendents (CASS), Association of Independent Schools and Colleges in Alberta (AISCA), Alberta School Boards Association (ASBA), Alberta Teachers' Association (ATA), and academic researchers. These initiatives cost \$0.2 million.

3.3 Support the development of the teaching workforce in areas of demand and need.

Teaching workforce development

Growth and development of the teaching workforce in areas of high demand and need are supported through teacher bursary programs such as the Northern Teacher Bursary Program, Rural Practicum Bursary Program and the Math Bursary Program. These initiatives cost \$0.6 million. To build capacity in the teaching workforce, in 2019-20, Alberta Education:

Administered the Rural Practicum Bursary awards for teacher education students to complete their final teaching practicums in a rural community. Forty-nine teacher education students from five post-secondary institutions completed their final field experience at 31 northern or rural school divisions.

- Awarded 26 pre-service teachers with the Northern Student Teacher Bursary (five one-year bursaries and 21 two-year bursaries). These individuals have committed to a total of 73 years of teaching service in northern school divisions.
- Awarded 160 teachers with bursary awards for successfully completing mathematics pedagogy courses to strengthen their knowledge, skill and confidence in teaching mathematics.
- Collaborated with Advanced Education to administer the Language Teacher Bursary Program and the Language Bursary Program for Teaching Indigenous languages, which help Alberta teachers improve their language fluency, teaching and skills in a language other than English, an Indigenous language or Indigenous teaching method.

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

Enhanced subject matter expertise in the teaching workforce

Alberta Education commenced background research to inform the enhancement of subject matter expertise in the teaching workforce. The department explored relevant data on teacher subject matter expertise in studies such as the 2018 Teaching and Learning International Survey (TALIS). The department also encouraged participation in the teaching profession by expanding opportunities to those with career and technology studies backgrounds through the Bridge-to-Teacher Certification program.

Performance Measure 3.a: Teacher Preparation

Rationale

- The initial teacher education training and subsequent professional development of teachers is important to maintain the quality of the K–12 education system.

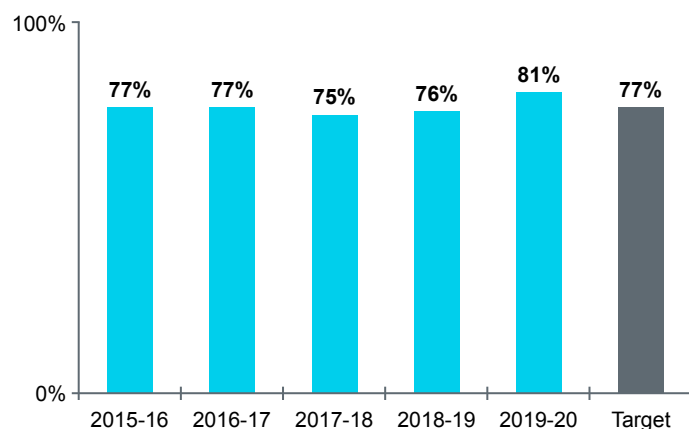
Target

- The target was exceeded.

Discussion

- Overall survey results in 2019-20 indicate that 81 per cent of teachers and school board members agreed that teachers are prepared for teaching.
- Results overall and for teachers have increased over time.
- Teachers' agreement has increased over time in the following three items:
 - teacher education program prepared them adequately to meet the *Teaching Quality Standard* for initial certification
 - recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers, and
 - professional development opportunities have been focused on the priorities of the school.
- Teachers' agreement was still low regarding recent Bachelor of Education graduates being well prepared to meet their responsibilities as teachers, professional development opportunities effectively addressing teachers' professional development needs, and professional development opportunities contributing significantly to teachers' ongoing professional development.
- School board members' agreement that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers has increased over time.

Overall Agreement of Teachers and School Board Members that Teachers are Prepared for Teaching



Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2015-16	2016-17	2017-18	2018-19	2019-20
Teachers	69	68	69	67	74
School Board Members	84	86	82	85	87
Overall Agreement	77	77	75	76	81

Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018 and 2019

Notes:

- For the teacher respondent group, the percentages reported are averages of teachers' agreement that:
 - teacher education programs prepared them adequately to meet the Teaching Quality Standard for initial certification
 - recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers
 - professional development opportunities effectively addressed their professional development needs
 - professional development opportunities contributed significantly to their ongoing professional development, and
 - professional development opportunities have been focused on the priorities of the school.
- For the school board member respondent group, the percentages reported are averages of school board members' agreement that:
 - recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers
 - professional development opportunities effectively addressed teachers' professional development needs
 - professional development opportunities contributed significantly to teachers' ongoing professional development, and
 - professional development opportunities have been focused on the priorities of the jurisdiction.
- Overall agreement rates are the average of agreement rates for each respondent group. See Endnote A, page 119, for information on averaging results within and across respondent groups.
- See Endnote A, pages 117-120, for information on surveys conducted for Alberta Education.

Performance Measure 3.b: Student Engagement

Rationale

- Students that are engaged in their learning are more likely to achieve academic success and complete high school. Engagement also assists in developing a positive disposition towards lifelong learning and working with others in social environments.

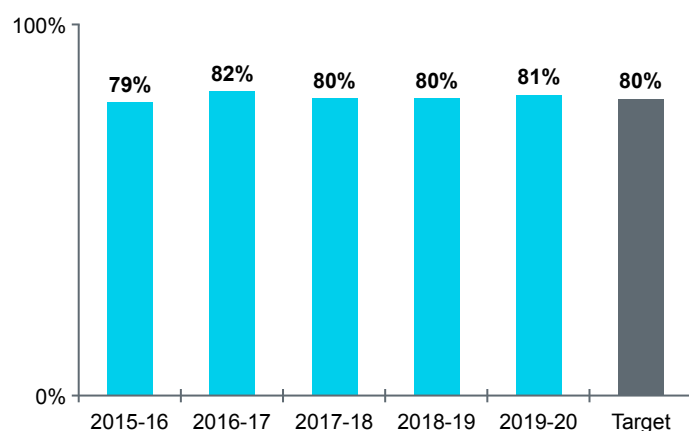
Target

- The target was met.

Discussion

- Overall survey results in 2019-20 indicate that 81 per cent of high school students and parents agreed that students are engaged in their learning at school.
- Results overall have increased over time whereas results for students and parents have been high and stable over time.
- Parents' results have been consistently higher than those of students.
- Student agreement was lowest in the following two areas:
 - hours spent by students outside of class studying and doing assignments (more than three hours); and
 - how many times students missed school other than for illness (less than four times).

Overall Agreement of Students and Parents that Students are Engaged in their Learning at School



Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2015-16	2016-17	2017-18	2018-19	2019-20
High School Students	72	76	73	73	76
Parents (ECS–12)	87	88	87	87	86
Overall Agreement	79	82	80	80	81

Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018 and 2019

Notes:

- For high school students, the percentage reported is the average of the agreement and frequency levels for the following survey items:
 - students are proud of their school
 - students have a voice in decisions made at their school
 - extent of student involvement in decisions made at their school
 - students arrive at school ready to learn
 - teachers give students the individual attention they require
 - hours spent weekly outside of class studying and doing assignments (more than three hours)
 - how often students have enjoyed completing a task that required a lot of thinking or mental effort
 - how often students have asked questions in class or contributed to class discussions
 - how much class work has emphasized understanding information and explaining ideas in their own words
 - students get recognized for the positive things they do at school
 - how many times during the school year students missed school other than for illness (less than four times), and
 - how often during the school year students thought about dropping out of school (never)
- For parents, the percentage reported is the average of the agreement and frequency levels for the following survey items:
 - students arrive at school ready to learn, and
 - teachers give students the individual attention they require.
- Overall agreement rates are the average of agreement rates for each respondent group. See Endnote A, page 119, for information on averaging results within and across respondent groups.
- See Endnote A, pages 117-120, for information on surveys conducted for Alberta Education.

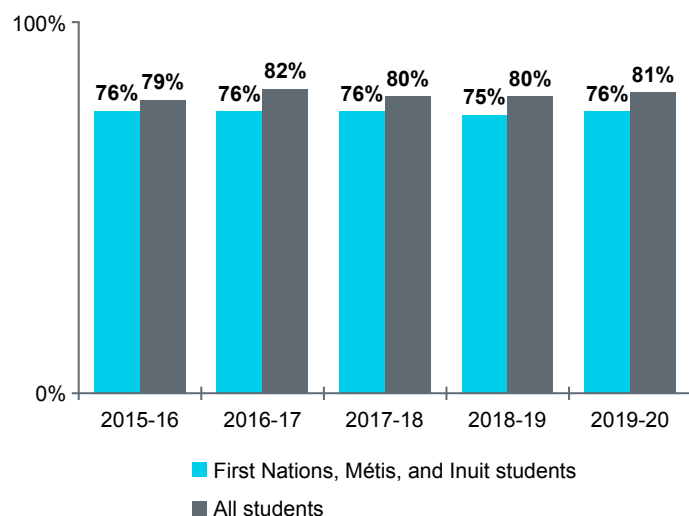
Supplementary Information

First Nations, Métis, and Inuit Student Engagement

Discussion

- Overall survey results in 2019-20 indicate that 76 per cent of self-identified First Nations, Métis, and Inuit high school students and their parents agreed that students are engaged in their learning at school.
- Results overall and for self-identified First Nations, Métis, and Inuit high school students and their parents have been stable over time.
- First Nations, Métis, and Inuit student engagement has been consistently lower (about five per cent) than that of students overall.
- Self-identified First Nations, Métis, and Inuit student agreement was significantly lower than students overall in the following areas:
 - Hours spent by students outside of class studying and doing assignments (more than three hours);
 - how many times students missed school other than for illness (less than four times);
 - how often students have thought about dropping out of school (never); and
 - the extent of student involvement in decisions made at their school.

First Nations, Métis, and Inuit Student Engagement compared with Overall Student Engagement



Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2015-16	2016-17	2017-18	2018-19	2019-20
First Nations, Métis, and Inuit High School Students	69	69	68	66	68
Parents of First Nations, Métis, and Inuit Students (ECS-12)	84	84	85	83	83
Overall Agreement	76	76	76	75	76

Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018 and 2019

Notes:

- For self-identified First Nations, Métis, and Inuit high school students, the percentage reported is the average of the agreement and frequency levels for the following survey items:
 - students are proud of their school
 - students have a voice in decisions made at their school
 - extent of student involvement in decisions made at their school
 - students arrive at school ready to learn
 - teachers give students the individual attention they require
 - hours spent weekly outside of class studying and doing assignments (more than three hours)
 - how often students have enjoyed completing a task that required a lot of thinking or mental effort
 - how often students have asked questions in class or contributed to class discussions
 - how much class work has emphasized understanding information and explaining ideas in their own words
 - students get recognized for the positive things they do at school
 - how many times during the school year students missed school other than for illness (less than four times), and
 - how often during the school year students thought about dropping out of school (never).
- For the parents of self-identified First Nations, Métis, and Inuit students, the percentage reported is the average of the agreement levels for the following survey items:
 - students arrive at school ready to learn, and
 - teachers give students the individual attention they require.
- Overall agreement rates are the average of agreement rates for each respondent group. See Endnote A, page 119, for information on averaging results within and across respondent groups.
- See Endnote A, pages 117-120, for information on surveys conducted for Alberta Education.

Performance Measure 3.c: Students Feel Like they Belong

Rationale

- Students who feel that they belong and are supported in school are more likely to be successful in their future learning.

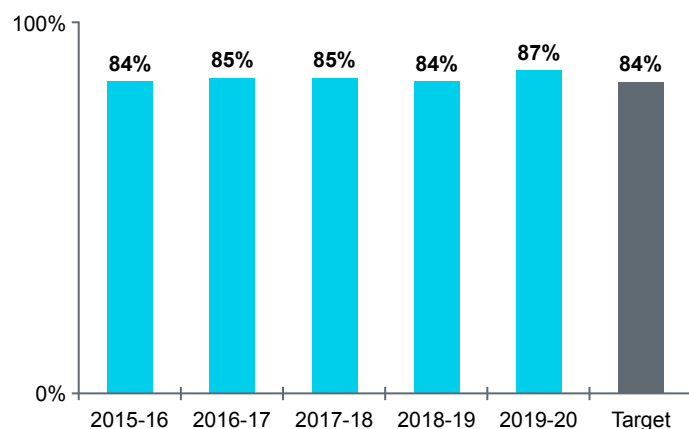
Target

- The target was exceeded.

Discussion

- Overall survey results in 2019-20 indicate that 87 per cent of high school students, parents and teachers agreed that students feel like they belong and are supported to be successful in their learning.
- Results overall and for students and parents have increased over time.
- Results for students and teachers are consistently higher than that of parents.
- Students' agreement that they feel like they belong at school and that they feel comfortable asking questions in class has increased over time.
- Parents' agreement that they get support from the school to help their children succeed, and the school engages parents in a way that helps their children succeed has increased over time.

Overall Agreement of Students, Parents, and Teachers that Students Feel Like they Belong and are Supported to be Successful in their Learning



Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2015-16	2016-17	2017-18	2018-19	2019-20
High School Students	88	90	89	87	92
Parents (ECS–12)	78	80	79	79	82
Teachers	87	86	86	85	88
Overall Agreement	84	85	85	84	87

Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018 and 2019

Notes:

- For high school students, the percentage reported is the average of the agreement for the following survey items:
 - you get the help you need to do well in school
 - you feel good about the work you do at school
 - at school, you feel like you belong, and
 - you feel comfortable asking questions in class.
- For the parent and teacher respondent groups, the percentages reported are the average of the agreement for the following survey items:
 - children get the support they need to be successful in school
 - parents get support from the school to help their children succeed, and
 - the school engages parents in a way that helps their children succeed.
- Overall agreement is the average of agreement rates for each respondent group. See Endnote A, page 119, for information on averaging results within and across respondent groups.
- See Endnote A, pages 117-120, for information on surveys conducted for Alberta Education.

Performance Measure 3.d: Core Subjects

Rationale:

- A grounding in the core subjects of Mathematics, Language Arts, Science and Social Studies is essential for a solid K–12 education.

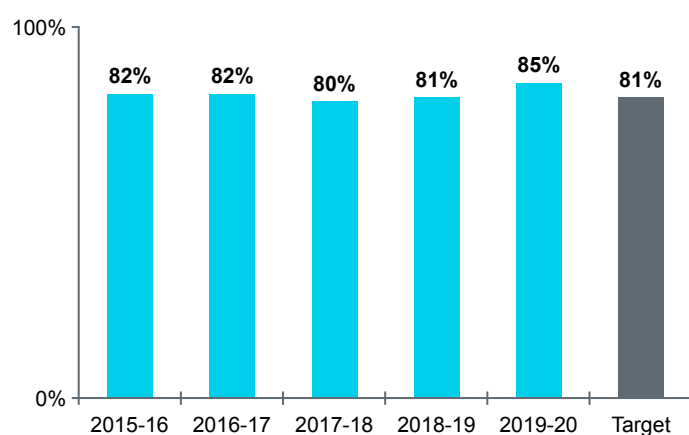
Target:

- The target was exceeded.

Discussion:

- In 2019-20, 85 per cent of high school students, parents, teachers, school board members and the public were satisfied that students are receiving a solid grounding in core subjects.
- Results overall and for students and parents have increased over time and results for teachers, board members and the public have been stable with some fluctuations.
- Satisfaction of high school students, parents, teachers and school board members has been consistently higher than public satisfaction.
- Students' agreement that they are getting better at writing and social studies has increased over time.
- Parents' agreement that curriculum focuses on what their child needs to learn in writing and mathematics has increased over time.
- Teacher agreement that the curriculum focuses on what students need to learn in mathematics and science has increased whereas for social studies it has decreased over time.
- Public agreement that students are getting better at reading, writing and mathematics has increased over time.

Overall Satisfaction of High School Students, Parents, Teachers, School Board Members, and the Public with the Opportunity of Students to Receive a Solid Grounding in Core Subjects (Language Arts, Mathematics, Science and Social Studies)



Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2015-16	2016-17	2017-18	2018-19	2019-20
High School Students	90	94	92	92	93
Parents (ECS–12)	80	82	79	79	84
Teachers	84	80	82	80	83
School Board Members	85	83	81	82	86
Public	73	71	67	69	77
Overall Satisfaction	82	82	80	81	85

Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018 and 2019

Notes:

- For high school students, percentages reported are averages of agreement levels that “you are getting better at ... reading, writing, mathematics, science and social studies.”
- For parents, teachers, school board members and the public, percentages reported are averages of agreement levels that “the curriculum focuses on what students/your child needs to learn in ... reading, writing, mathematics, science and social studies.”
- Overall satisfaction is the average of agreement/satisfaction levels for each respondent group. See Endnote A, page 119, for information on averaging results within and across respondent groups.
- See Endnote A, pages 117-120, for information on surveys conducted for Alberta Education.

Performance Measure 3.e: Broad Program of Studies

Rationale

- Access to complementary subjects such as fine arts, physical education, second languages, and Career and Technology Studies is an indicator that students have the opportunity to receive a broad education.

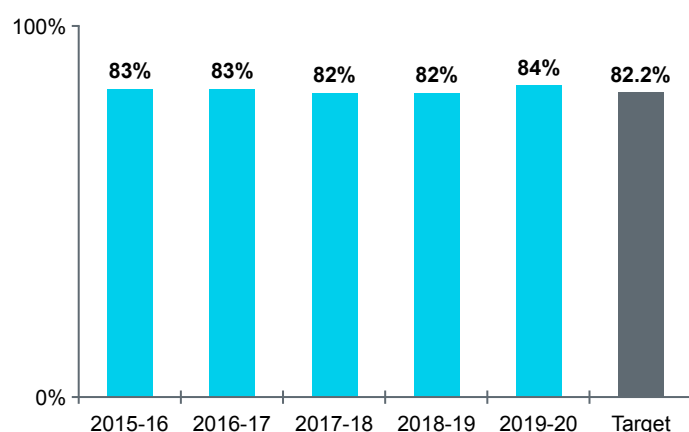
Target

- The target was exceeded.

Discussion

- Overall survey results in 2019-20 indicate that 84 per cent of high school students, parents, teachers and school board members were satisfied with students' opportunities to receive a broad program of studies.
- Results overall and for students, parents, teachers, and school board members have been stable over time.
- Student satisfaction with the variety of subjects available at school, and the opportunity to learn about art and health at school has increased over time.
- Teacher satisfaction with students' opportunity to learn about drama at school was low. Similarly, school board satisfaction with the opportunity to learn another language at schools in their jurisdiction was low.

Overall Satisfaction of High School Students, Parents, Teachers, and School Board Members with the Opportunity of Students to Receive a Broad Program of Studies



Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2015-16	2016-17	2017-18	2018-19	2019-20
High School Students	86	86	86	86	89
Parents (ECS–12)	83	84	84	82	84
Teachers	81	81	79	79	81
School Board Members	81	82	81	80	82
Overall Satisfaction	83	83	82	82	84

Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018 and 2019

Notes:

- Percentages reported are averages of satisfaction levels that “you/your child/your students/students in your jurisdiction have opportunities to learn about: ... music, drama, art, computers, health, another language” and with “opportunities to participate in physical education.”
- In the Parent survey, only parents of Grades 7-12 students were asked questions relating to “drama” and “another language.”
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote A, page 119, for information on averaging results within and across respondent groups.
- See Endnote A, pages 117-120, for information on surveys conducted for Alberta Education.

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.

Maintaining a well governed and managed Alberta K–12 education system was achieved through:

- funding the education system;
- supporting choice in education; and
- ensuring resources are being used effectively while providing more freedom for how school authorities plan and measure their work.

4.1 Support choice in education.

Choice in Education

Alberta has a successful history of education choice. This choice is on display in a robust education system that includes public and separate schools, francophone schools, charter schools, independent (private) schools, home education and early childhood education. The Alberta government committed to Albertans to introduce a Choice in Education Act to affirm that parents are the primary decision-makers in their child's education and support the range of choice within the education system. In 2019-20, Alberta Education engaged with education partners, parents, students and the general public on opportunities to protect, improve and enhance education choice in Alberta. Input and feedback from these engagements were used to inform the development of the proposed Choice in Education Act, which intends to affirm and enhance choice in Alberta's education system.

As part of the commitment to support educational choice, Alberta Education works to ensure that Alberta students have access to education programs through public and separate schools, francophone schools, charter schools, independent (private) schools, independent (private) early childhood services (ECS) programs, home education and alternative programs. In 2019-20, two new independent (private) schools and six new independent (private) ECS operators were approved to begin operations in September 2019 and two charter schools applied for and received charter renewals. Alberta Education made improvements to streamline the accreditation process for new independent (private) school applications, making it more efficient and responsive. The department began accepting year-round applications in 2019-20 and enhanced supports for providing feedback to applicants requesting assistance as they prepare applications.

4.2 Fund the education system.

Funding allocation

Alberta Education allocates public funds for the delivery of a student-centred education system that promotes student success. In 2019-20, Alberta Education provided \$7.7 billion to the education system to support students, parents, teachers and administrators from ECS to Grade 12, including \$404 million to ensure Alberta students have access to charter schools, independent (private) schools, independent (private) ECS programs, home education programs and alternative programs. Payments to school authorities were processed in accordance with timelines and guidelines outlined in the *Funding Manual for School Authorities*.

Alberta Education supports Canada's national official languages in the ECS to Grade 12 system through negotiating agreements with the federal government and administering resulting funds to support official languages education. In 2019-20, Alberta Education completed the negotiation of a multi-year, multi-lateral protocol agreement with federal, provincial and territorial partners, and began negotiations with the federal government on Alberta's bi-lateral agreement to advance official languages education in Alberta, while managing three national official languages programs.

New and modernized school facilities

Alberta Education also provided funding to upgrade and maintain schools and coordinated planning to build and modernize schools so that students can continue to learn in safe and up-to-date spaces. The Budget 2019 capital plan supported the building, replacement and modernization of 15 schools, including brand new high schools in Blackfalds, Calgary, Edmonton, Langdon and Leduc. In addition, six schools are slated for replacement and four will receive modernization or additions. Together, these 25 projects will receive \$397 million.

Budget 2019 also included \$1.5 billion over four years to continue work on previously announced school projects across Alberta, which included \$123 million for about 250 new modular classrooms to address the most urgent needs for additional space across the province. There are more than 70 projects underway in the province. Twenty are expected to be open for the 2020-21 school year, and the remaining projects are in various stages of planning and construction. School jurisdictions were also provided \$530 million to support the day-to-day upkeep of school facilities through the Plant, Operations and Maintenance grant. An additional \$194 million supported the capital maintenance and renewal of existing school buildings through the Infrastructure Maintenance and Renewal Program.

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

Governing the education system

Alberta Education is responsible for governing the education system through establishing legislation and policy. In 2019-20, Alberta Education issued legislation and provided direction to govern and guide the education system.

The *Education Act* sets out the legal parameters that govern the education of students in Alberta. It sets out goals, roles and responsibilities of Alberta's ECS to Grade 12 system. In 2019-20, Alberta Education proclaimed the *Education Act*, which came in to force on September 1, 2019. It replaced the *School Act*, which was introduced over 30 years ago. The *Education Act* was the result of widespread consultation over a number of years. Alberta Education engaged with education partners through 2019 to finalize the *Education Act*, its supporting regulations and related ministerial orders. Before proclamation of the *Education Act*, Alberta Education worked to ensure that policy shifts were appropriately reflected in the new legislation. After the Act came into force, Alberta Education continued working with school authorities to ensure a smooth transition.

In 2019-20, Alberta Education provided guidance on time-out, seclusion and physical restraint in schools. The department worked with school authorities and education partners to develop standards for seclusion and physical restraint as well as guidelines for time-out. *Ministerial Order No. 042/2019 Seclusion and Physical Restraint in Alberta Schools* and *Guidelines for Time-out in Alberta Schools* became effective November 1, 2019 and are a basis for school authorities to develop policies, procedures and practices.

Class Size Reduction Funding Review

In addition to allocating funds, Alberta Education also ensures accountability for these funds and associated activities. In 2019-20, Alberta Education examined the past use of the class size reduction funding. Results of this review are based on reviews of school board plans for the funding grant, interviews with school board and school leadership staff, a comparison of student and board-level outcome data against class size funding allocations, and a literature review of studies on class size impact on student success. The review discovered class sizes were not significantly impacted by this funding and that there were more effective ways of utilizing the funding to provide flexibility for school jurisdictions to support their unique student needs. As a result, Alberta Education reallocated class size funding to provide additional flexibility for school boards to more effectively meet local priorities. Additional detailed results of the review are outlined in the 2019 Class Size Initiative Review Report (<https://open.alberta.ca/publications/9781460146033>). Report highlights include:

- Over the last 15 years, Alberta Education invested more than \$3.4 billion in the Class Size Initiative, and despite this significant investment, Kindergarten to Grade 3 class sizes have only decreased on average by 1.4 students since 2003-04.
- Targeted class size funding accounts for about four per cent of overall funding provided to school boards.
- Kindergarten to Grade 3 classes averaged 20.4 students in the 2018-19 school year, compared to 21.8 in 2003-04 (the last year before the Class Size Initiative) and 19.7 in 2004-05 (the first year of the initiative).
- Annual school year funding allocations to the Class Size Initiative started at \$90 million in 2004-05, growing to \$291 million in 2018-19.
- School jurisdictions, in general, viewed the class size funding model as ineffective, and offered that these dollars should be included with base instruction funding so jurisdictions have flexibility to use funds to best support their unique needs.
- There are many variables in a classroom besides the number of students that affect student success.

Funding and Assurance Framework Review

In 2019, Alberta Education commenced a review of the current funding framework to improve funding and accountability processes and help Albertans feel confident that the education system is meeting the needs of students. The funding model for K–12 education had not changed in over 15 years. Alberta Education met with each public, separate and Francophone school division, along with other system partners, to discuss improvements to the way funding flows to school divisions.

The review resulted in the announcement of a new funding model for the K–12 education system, to streamline operations and direct more dollars to the classroom. The new K–12 education funding model is set to take effect for the 2020-21 school year. The new model provides more predictability by changing from one-year enrolment counts to a moving three-year average, minimizing the need for mid-year adjustments to school budgets. This move will help school divisions plan their finances well in advance of the start of the school year. The new model also reduces red tape and gives more flexibility to school divisions to determine how to best invest taxpayer dollars. By simplifying the number of grants to 15 from 36, while still maintaining education funding, school divisions will have reduced reporting obligations and more leeway to direct funding to support the needs of students.

Performance Measure 4.a:**Safe, Caring, and Healthy Learning Environment*****Rationale***

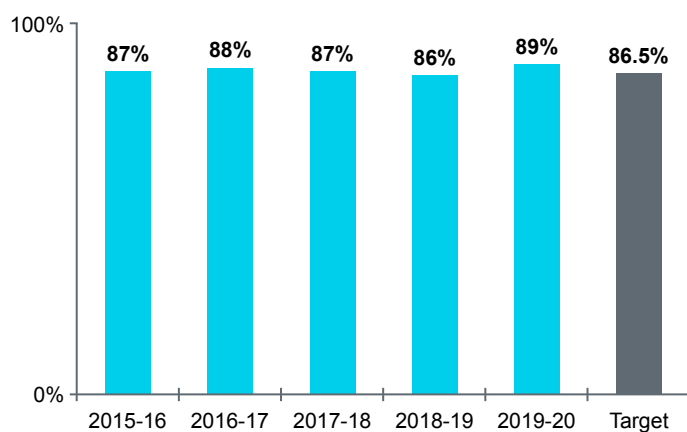
- A safe, caring, and healthy learning environment is fundamental to facilitating student learning.

Target

- The target was exceeded.

Discussion

- In 2019-20, 89 per cent of students, parents, teachers and school board members agreed that schools provide a safe, caring and healthy learning environment.
- Results overall and for students have increased over time whereas overall results for parents, teachers and board members have been consistently high and stable.
- School board member agreement regarding the gym, playground, and other facilities such as sports fields and fitness areas at schools in the jurisdiction meeting the daily physical needs of students has increased over time whereas teacher agreement that students feel safe at school has decreased over time.
- Student agreement was lowest regarding their reporting of physical activity (of at least 30 minutes) at school in the past five school days.
- Parent and teacher agreement was lowest regarding students having healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events.
- Similarly, school board member agreement was lowest regarding school contributing to students' development of emotional well-being.
- Alberta Education supports schools and school authorities in implementing welcoming, caring, respectful, and safe learning environment policies.

**Overall Satisfaction of High School Students, Parents, Teachers
and School Board Members that School Provides a Safe, Caring,
and Healthy Learning Environment**


Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2015-16	2016-17	2017-18	2018-19	2019-20
High School Students	85	88	86	85	90
Parents (ECS–12)	85	86	85	85	87
Teachers	89	88	88	87	89
School Board Members	89	89	88	88	90
Overall Satisfaction	87	88	87	86	89

Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018 and 2019

Notes:

- For all respondent groups and for all years, percentages reported are averages of agreement/satisfaction levels that:
 - students feel safe at school
 - students feel safe on the way to and from school
 - students treat each other well at school
 - teachers care about their students
 - students are treated fairly by adults at school
 - schools promote physical activity
 - students are learning about how to stay healthy
 - students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events
 - gym, playground, and other facilities such as sports fields and fitness areas at school meet the daily physical activity needs of students
 - schools are contributing to students' development of social skills
 - schools are contributing to students' development of physical abilities
 - schools are contributing to students' development of emotional well-being, and
 - students reporting at least one day of physical activity (of at least 30 minutes) at school in the past five school days.
- Overall satisfaction rates are the average of agreement/satisfaction rates for each respondent group. See Endnote A, page 119, for information on averaging results within and across respondent groups.
- See Endnote A, pages 117-120, for information on surveys conducted for Alberta Education.

Performance Measure 4.b: Quality of K–12 Education

Rationale:

- High quality K–12 education meets the needs of all students, society and the economy.

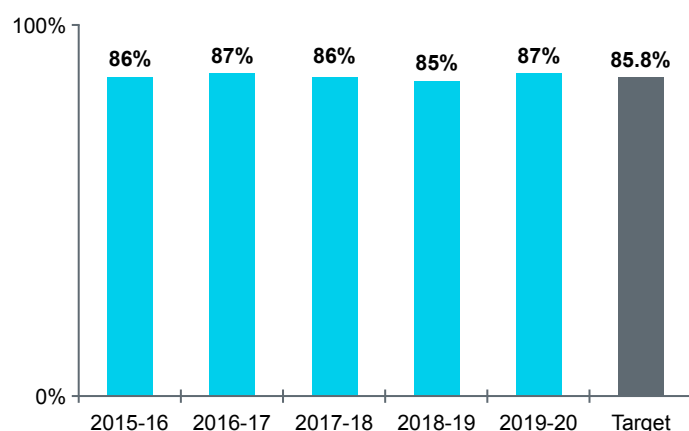
Target:

- The target was exceeded.

Discussion:

- Overall survey results in 2019-20 indicate that 87 per cent of high school students, parents, teachers, school board members, and the public were satisfied with the overall quality of K–12 education.
- Results overall and for all the respondent groups have been stable over time.
- Public satisfaction continues to be lower than the satisfaction of other respondent groups.
- Student agreement with the quality of teaching at school, agreement that the highest priority of Alberta's education system is the success of the students, and that school work is interesting has increased over time. Similarly, parent agreement with the quality of education at school and the quality of teaching at their child's school has increased over time.
- Teacher agreement that the highest priority of Alberta's education system is the success of the student has decreased over time.
- Alberta Education has many initiatives underway to improve the quality of K–12 education, such as:
 - reviewing and improving curriculum on an ongoing basis across all grade levels, and
 - the Accountability Pillar, which requires school jurisdictions to regularly measure and report on core educational outcomes, and address low or declining results.

Overall Satisfaction of High School Students, Parents, Teachers, School Board Members, and the Public with the Quality of K–12 Education



Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2015-16	2016-17	2017-18	2018-19	2019-20
High School Students	90	92	92	91	93
Parents (ECS–12)	80	82	81	81	82
Teachers	92	92	91	89	91
School Board Members	94	93	91	93	92
Public	76	74	73	73	77
Overall Satisfaction	86	87	86	85	87

Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018 and 2019

Notes:

- For high school students, parents, teachers and school board members, percentages reported are averages of agreement/satisfaction levels with the following specific aspects of the school system:
 - overall satisfaction with education at schools
 - the quality of teaching at schools
 - the highest priority of the education system is the success of the student
 - school work is interesting
 - school work is challenging, and
 - learning expectations at school are clear.
- For the public, the percentage reported is the average of agreement/satisfaction levels with the following two aspects of the school system:
 - overall satisfaction with education at schools, and
 - the highest priority of the education system is the success of the student.
- Overall satisfaction is the average of agreement/satisfaction levels for each respondent group. See Endnote A, page 119, for information on averaging results within and across respondent groups.
- See Endnote A, pages 117-120, for information on surveys conducted for Alberta Education.

Performance Measure 4.c: Learning Space at School

Rationale

- Learning space has an influence on student achievement and is one of the important factors for effective teaching and learning activities at school.

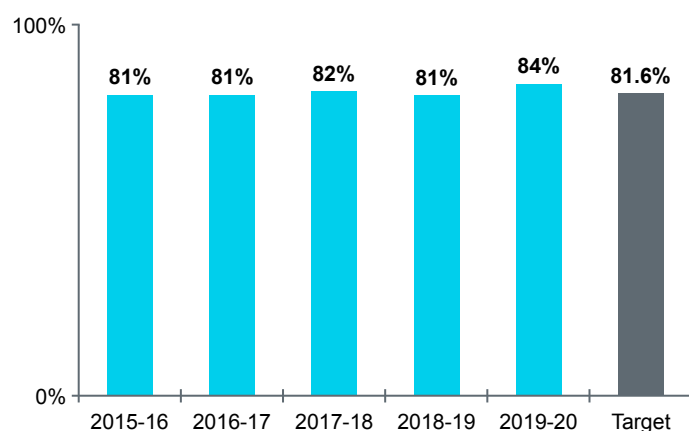
Target

- The target was exceeded.

Discussion

- Overall survey results in 2019-20 indicate that 84 per cent of high school students, parents, teachers and school board members were satisfied that the learning space in schools meets the needs of students.
- Results overall and for students have increased over time whereas results for parents, teachers and board members have been stable.
- Student and parent results have been consistently higher than those of teachers and school board members.
- Students' satisfaction with facilities and equipment at their school, and satisfaction with the school building meeting their physical needs has increased over time.
- Teacher and school board member satisfaction with space meeting the learning needs of students, although relatively low, has increased over time.
- The government of Alberta is committed to building and maintaining high quality, well-designed schools for Alberta's children. Each year, it invests in Infrastructure Maintenance and Renewal program funding for life-cycle maintenance of schools to ensure healthy and safe learning environments.

Overall Satisfaction of High School Students, Parents, Teachers, and School Board Members that the Learning Space in Schools Meets the Needs of Students



Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018, and 2019

Survey Results *(in percentages)*

Respondent Group	2015-16	2016-17	2017-18	2018-19	2019-20
High School Students	89	91	91	90	92
Parents (ECS–12)	88	87	90	89	89
Teachers	72	72	74	72	75
School Board Members	76	73	74	75	81
Overall Satisfaction	81	81	82	81	84

Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018 and 2019

Notes:

- For high school students, the percentage reported is the average of the following satisfaction levels:
 - satisfaction with the facilities at your school
 - satisfaction with the equipment at your school
 - satisfaction that your school has enough space in the buildings and grounds to meet the learning needs of students
 - satisfaction that your school building meets your physical needs, and
 - satisfaction that your school building is well-maintained.
- For parents, the percentage reported is the average of the following satisfaction levels:
 - satisfaction with facilities at your child's school
 - satisfaction with equipment at your child's school
 - satisfaction that your child's school has enough space to meet your child's learning needs
 - satisfaction that your child's school building meets your child's physical needs, and
 - satisfaction that your child's school building is well-maintained.
- For teachers, the percentage reported is the average of the following satisfaction levels:
 - satisfaction that facilities at your school meet the learning needs of students
 - satisfaction that the equipment at your school meets the learning needs of students
 - satisfaction that your school has enough space to meet the learning needs of students, and
 - satisfaction that your school building is well-maintained.
- For boards, the percentage reported is the average of the following satisfaction levels:
 - satisfaction that facilities at schools in your jurisdiction meet the learning needs of students
 - satisfaction that the equipment at schools in your jurisdiction meets the learning needs of students, and
 - satisfaction that schools in your jurisdiction have enough space to meet the learning needs of students.
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote A, page 119, for information on averaging results within and across respondent groups.
- See Endnote A, pages 117-120, for information on surveys conducted for Alberta Education.

Performance Measure 4.d:**Educational Attainment of Recent High School Graduates*****Rationale***

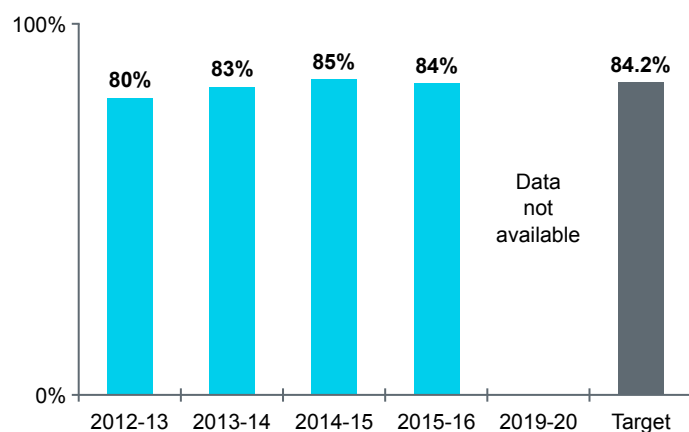
- In assessing the effectiveness of the education system in the province, business and industry employers of recent high school graduates are able to provide important information about the skills and abilities of high school graduates.

Target

- The target could not be assessed as current year data is not available.

Discussion

- The survey of Business and Industry employers was cancelled after difficulties in survey administration were encountered due to the COVID-19 pandemic.
- Overall survey results in 2015-16 indicate that 84 per cent of Business and Industry employers were satisfied with the skills and quality of work of recent high school graduates from Alberta's K-12 education system.
- Based on survey results from 2012-13 to 2015-16, employer satisfaction has increased over time.

Overall Satisfaction of Business and Industry Employers with the Educational Attainment of Recent High School Graduates

Source: Alberta Education: CCI Research Inc.: 2013 to 2016

Survey Results *(in percentages)*

Respondent Group	2012-13	2013-14	2014-15	2015-16	2019-20
Business and Industry Employers	80	83	85	84	N/A
Overall Satisfaction	80	83	85	84	N/A

Source: Alberta Education: CCI Research Inc.: 2013 to 2016

Notes:

- Percentages reported are overall satisfaction levels that: “Thinking about the RECENT High School graduates from Alberta’s K–12 Education System you have working for your organization, please tell me how satisfied or dissatisfied you are OVERALL with their skills and quality of work.”
- N/A indicates no data is available, as the survey was cancelled due to the COVID-19 pandemic.
- See Endnote A, pages 117-120, for information on surveys conducted for Alberta Education.

**Performance Measure 4.e:
Preparation for Student Success*****Rationale***

- Parents and teachers, together with the public, provide a broad perspective on the extent that students demonstrate attitudes, skills, knowledge and behavior to be successful when they finish school, an important outcome of the K–12 system.

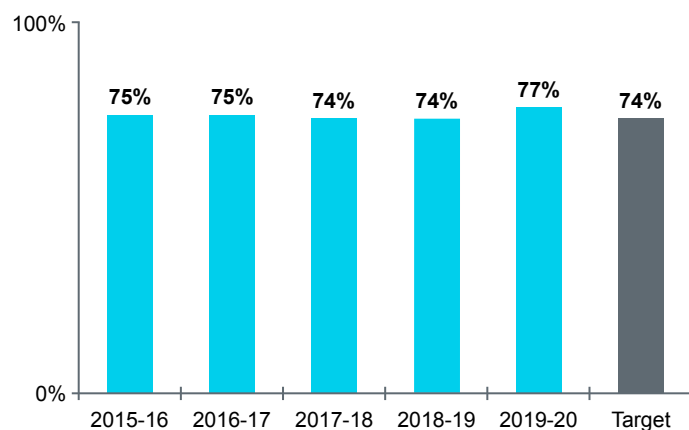
Target

- The target was exceeded.

Discussion

- Overall survey results in 2019-20 indicate that 77 per cent of parents, teachers and the public were satisfied that students demonstrate attitudes, skills, knowledge and behaviours that will make them successful when they finish high school.
- Results overall have increased whereas results for parents, teachers and the public have been stable over time.
- Satisfaction levels of parents and teachers have been consistently higher than the satisfaction level of the public.
- Parent, teacher and public satisfaction is lowest regarding high school graduates demonstrating the ability to manage money, credit and personal finances.
- Teacher and public satisfaction is below 50 per cent regarding high school graduates demonstrating the ability to manage money, credit and personal finances.
- To prepare students for success when they finish school, basic employability skills, such as working with others, critical thinking, analysis and communication are included in all courses. Specific courses that prepare students for work also are offered, such as Career and Technology Studies (CTS) and Knowledge and Employability courses.
- Work Experience courses, dual credit courses, and the Registered Apprenticeship Program also enable many students to gain skills in the workplace while still in high school.

Overall Satisfaction of Parents, Teachers, and the Public that Students Demonstrate Attitudes, Skills, Knowledge, and Behaviours to be Successful when they Finish School



Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018, and 2019

Survey Results (in percentages)

Respondent Group	2015-16	2016-17	2017-18	2018-19	2019-20
Parents (Grades 7–12)	81	83	82	81	84
Teachers	83	81	80	80	83
Public	60	61	60	61	63
Overall Satisfaction	75	75	74	74	77

Source: Alberta Education: CCI Research Inc.: 2016 and 2020; Advanis: 2017, 2018 and 2019

Notes

- For parent, teacher and public groups, percentages reported are averages of satisfaction levels that:
 - students are taught the attitudes and behaviours that will make them successful at work when they leave school
 - students demonstrate attitudes and behaviours that will make them successful at work when they leave school
 - students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime
 - students' ability in demonstrating positive attitudes and behaviours
 - students' ability to use numbers
 - students' ability to think and solve problems
 - students' ability to communicate
 - students' ability to manage information from a variety of areas
 - students' ability to be adaptable - work as an individual or within a team
 - students' ability to learn continuously
 - students' ability to work safely
 - students' ability to work with others towards a common goal
 - students' ability to participate and contribute in projects and tasks
 - students' ability to transition effectively from school to work (e.g., adapting to a workplace, or from school to post-secondary studies)
 - students' ability to understand abstract concepts

- students' ability to be honest and ethical in dealing with other people
- students' ability to be punctual and finish work on time
- students' ability to manage money, credit and personal finances
- students' ability to lead a group or a team
- students' ability to help in keeping the environment clean, and
- students' ability to make fair decisions.
- For the parent and teacher respondent groups, the following additional question is included:
 - students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime
- In the parent survey, only parents of students in Grades 7-12 were asked the questions in this measure.
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote A, page 119, for information on averaging results within and across respondent groups.
- See Endnote A, pages 117-120, for information on surveys conducted for Alberta Education.

Performance Measure and Indicator Methodology

Endnote A: Notes on Surveys

Public/Stakeholder Surveys

Alberta Education regularly commissions telephone surveys of random samples of the Alberta public and key education partners. The purpose of these surveys is to obtain perceptions of how the K–12 education system is performing in meeting students’ and society’s needs and expectations. Professional survey research firms are contracted to conduct the surveys, using trained interviewers and a Computer-Assisted Telephone Interviewing (CATI) system. Survey results are compiled by the survey research firms and provided to the ministry. Surveys are conducted annually with the public, parents of ECS to Grade 12 students, high school students, teachers and school board members.

The following table provides sampling information about the surveys of Albertans conducted in recent years that are reported in this annual report. The information includes the respondent groups surveyed, the sample sizes and the response rates. Also shown are the maximum width confidence intervals for results from each survey. Results are considered accurate within the confidence interval 19 times out of 20 (i.e., at a confidence level of 95 per cent).

The fielding of the surveys in 2019-20 started in early March, before the cancellation of in-school classes in Alberta, due to the COVID-19 pandemic, and concluded in mid-June. The resultant sample sizes and confidence intervals are shown in the table on page 118. While the table is useful as a rough guide to the confidence intervals associated with survey results, a confidence interval for the difference is used to determine whether the difference between two specific survey results (either over time or among respondent groups) is statistically significant (i.e., likely a real difference, and not due to sampling variation).

The survey instruments for these surveys primarily use four-point response scales (Very Satisfied/ Satisfied/ Dissatisfied/Very Dissatisfied or Strongly Agree/Agree/Disagree/Strongly Disagree), depending on the question. A few questions use other response scales (e.g., A Lot/Some/Very Little/Not at All or Improved/ Same/Declined). Although not asked, Don’t Know responses and refusals are recorded as well. Results presented are the combined percentages of respondents who were Very Satisfied/Satisfied or who Strongly Agreed/Agreed. The survey results are available at [education satisfaction surveys](#).

Alberta Education Public/Stakeholder Surveys: Sample Sizes and Confidence Intervals

Survey ¹		2015-16	2016-17	2017-18	2018-19	2019-20
Public ²	Sample	800	809	800	800	600
	Confidence interval	±3.5%	±3.5%	±3.5%	±3.5%	±4.0%
	Response rate	9.0%	4.7%	4.2%	3.6%	7.5%
Parents (ECS–12) ^{2,3}	Sample	800	800	800	802	600
	Confidence interval	±3.5%	±3.5%	±3.5%	±3.5%	±4.0%
	Response rate	15.7%	13.1%	12.7%	13.2%	17.7%
Parents of First Nations, Métis, and Inuit students (ECS-12) ^{2,3}	Sample	800	800	800	693	600
	Confidence interval	±3.4%	±3.4%	±3.4%	±3.7%	±4.0%
	Response rate	21.4%	16.2%	14.9%	13.1%	12.6%
High School Students (Grades 10–12) ²	Sample	800	804	800	599	600
	Confidence interval	±3.5%	±3.5%	±3.5%	±4.0%	±4.0%
	Response rate	14.7%	13.4%	11.2%	8.8%	15.2%
First Nations, Métis, and Inuit High School Students (Grades 10-12) ²	Sample	757	800	800	456	600
	Confidence interval	±3.4%	±3.4%	±3.4%	±4.5%	±3.9%
	Response rate	16.3%	13.1%	13.1%	7.4%	8.5%
Teachers ²	Sample	800	803	800	790	600
	Confidence interval	±3.4%	±3.4%	±3.4%	±3.5%	±4.0%
	Response rate	24.0%	19.5%	18.6%	19.0%	20.7%
School Board Members ^{2,4}	Sample	250	313	312	179	250
	Confidence interval	±4.5%	±3.5%	±3.5%	±5.8%	±4.5%
	Response rate	55.2%	68.5%	66.2%	40.5%	51.5%

Source: Alberta Education

Notes:

1. CCI Research Inc. in 2015-16 and 2019-20; and Advanis in 2016-17, 2017-18 and 2018-19, conducted the telephone surveys of the public, parents, students, teachers and school board members identified in the table above.
2. Confidence intervals for smaller sample sizes of the respondent groups will be different from confidence intervals for the full sample size listed in the table. E.g., for the teacher respondent group, the confidence interval for n=300 sample size will be ±5.6 per cent.
3. In the Parent Survey, some questions were asked only to parents of Grades 3-12 students, or only to parents of Grades 7-12 students. The sample size achieved for the restricted parent group did not have a significant impact on the confidence interval for the measures.
4. Confidence intervals for these samples take into account the small population from which the samples are selected, e.g., in 2019-20, 519 school board trustees.

Calculating Overall Survey Results

When calculating overall results across all respondent groups for survey measures, a simple average (rather than a weighted average) is used to reflect each group's equal importance to the overall result.

Further, although survey results for each respondent group and for overall results are rounded to whole numbers, the overall average results are calculated from the unrounded result for each respondent group. This avoids possible double rounding error that might result if overall averages were calculated from rounded respondent group results.

Use of Confidence Intervals for Interpreting Survey and Survey Measure Results

When a result is obtained by surveying a random sample of the target population, such as the public, parents or teachers, there is a confidence interval associated with the result, which is expressed as a percentage above and below the obtained result. A confidence interval indicates how much variation one might expect from the obtained survey result, as a consequence of sampling and diversity among respondents.

Three key factors influencing the degree of sampling variability associated with survey results are the sample size of the surveys, the magnitude of the result, and the sample size relative to the size of the population:

- The larger the sample size, the smaller the associated confidence interval.
- Given a constant sample size, confidence intervals are smallest for survey percentages near one per cent and 99 per cent and largest for survey percentages near 50 per cent. This is because results near one per cent and 99 per cent represent maximum uniformity of the underlying population on the variable being measured by the survey (e.g., satisfaction/ agreement on various educational issues), while results near 50 per cent represent maximum diversity of the underlying population on the variable being measured.
- If the sample size is more than 5% of a finite population, then the confidence interval is reduced according to a Finite Population Correction Factor.

The table (previous) illustrates the interaction of these three factors in determining the margin of error for results from surveys. As the surveys of parents, high school students, teachers and the public all used a sample size of 600 in 2019-20 and survey results ranged from 93.3 per cent (for student satisfaction with the opportunity to receive a solid grounding in core subjects) to 63.3 per cent (for public satisfaction that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school), the margins of error range from 2.0 per cent to 3.9 per cent.

In addition, as survey measures generally combine survey results on multiple questions from multiple respondent groups, a customized statistical algorithm is used to construct the confidence interval for measure results.

Confidence intervals for specific results and specific measures are determined by the following procedures:

1. To determine the confidence interval for specific survey results for single respondent groups, an online statistical application (www.surveysystem.com/sscalc.htm) is used.
2. Differences in survey results between respondent groups are supported by specific tests using an online statistical application (www.harrisresearchpartners.com/SigDiffCalculator.htm, and <http://www.polarismr.com/help-center/stat-calculator-differences/>).
3. To determine the confidence interval for specific survey measures with multiple respondent groups a customized statistical algorithm is used.

In the Ministry of Education's annual report, confidence intervals are used to determine:

- whether differences in survey results or in survey measure results over time are likely the result of sampling variation, or represent actual change
- whether differences in survey results among respondent groups in the same year are likely the result of sampling variation or represent actual differences.

When comparing results of survey questions over time or among respondent groups, it is concluded that there is an actual difference between two survey results, 19 times out of 20, if the confidence interval for the difference does not include zero. When this is the case, it is acknowledged in the related text that there is an increase, change or significant difference in survey results over time or among groups. When the confidence interval for the difference does include zero the observed difference may be due to sampling variation and we cannot conclude that the difference is real or significant. In such cases, the related text indicates that results are similar or stable over time or among respondent groups.

Endnote B: Technical Notes

Assessing Results Relative to Targets

Performance targets set expectations for results within specific time frames and are the basis for planning improvements and assessing results that are within the sphere of influence of the Ministry and school authorities. They are an important way to gauge whether the education system is improving or falling behind in obtaining desired results in key areas. Targets clearly establish desired levels of performance better than recent performance, to be attained within a specific time frame. Targets are quantifiable and expressed in numerical terms, such as percentages or ratios. They are used as a key tool to drive, measure, improve and manage performance.

For survey measures, performance is considered to have met the target if the confidence interval for the result includes the target value. For example, if a measure result is 77 per cent with a confidence interval of 77 per cent ± 2.5 per cent and a target of 79 per cent, then the target has been met since the target value lies within the interval [74.5 per cent, 79.5 per cent]. If the result on the same measure is 75 per cent, with a confidence interval of 75 per cent ± 2.5 per cent then the target has not been met since the target value of 79 per cent does not lie within the interval [72.5 per cent, 77.5 per cent].

This method of assessing performance represents a high level of achievement in relation to the target and takes into account the sampling variability in the survey process.

For measures based on achievement tests, on diploma exams and on administrative data, a one sample Chi-square statistical test is used to determine whether the result is significantly different from the target and whether the target is met, not met or exceeded. The magnitude of the difference required between the result and the target to establish significance depends on the sample size, for example, the number of students writing an exam, and the proportion of students meeting standards.

Assessing Results Over Time

Changes in results over time are assessed in the discussion of each measure. For survey measures, which are based on probability sampling, confidence intervals are taken into account. See Use of Confidence Intervals for Interpreting Survey and Survey Measure Results in Endnote A on pages 119-120 for an explanation of how confidence intervals are used to assess changes over time for survey measures.

Changes over time are assessed with a two sample Chi-square statistical test for measures based on tests of student learning or on administrative data, i.e., derived from tracking groups of students over time, such as dropout and high school completion rates. The test determines whether the difference between two proportions (e.g., base year and current year results) is significant. The calculation of Chi-square is based on the difference between what was observed and what would be expected assuming that the proportions were the same. Under a simple test of proportions, a Chi-square value of “1” represents a difference of one standard deviation, while a Chi-square value of 3.84 is significant at the five per cent level. Discussion of results over time for the non-survey measures is supported by this test of significant difference.

Trend Lines

Although not appearing in the annual report, trend lines are an aid to interpreting the results for measures reported in the annual report. Trend lines augment data interpretation techniques already in use such as the calculation of confidence intervals, and are used to determine the significance of changes in measure results over time.

Trend lines are used to develop an expected value for a current result given historical results. The expected value can then be compared with the actual result. In this way, trend lines provide a useful method of understanding year-to-year fluctuations and shift the focus from smaller year-to-year changes by providing information about the direction of results over the longer-term. In particular it is of interest whether results are tracking towards the performance target for the measures that have not met targets.

Discussion of results over time for measures with at least three data points are supported by trend lines. The type of trend line used is selected based on an informed interpretation of the data series underlying the trend.

Logarithmic trend lines are appropriate for proportional data, i.e., data expressed as percentages of a whole and therefore ranging between zero per cent and 100 per cent, such as the performance measures in this report. A logarithmic trend line is a best-fit straight line that is most useful when the rate of change in the data increases or decreases quickly, then levels out. The leveling out can be seen in the results for some measures in the report, along with examples of year-to-year increases or decreases on other measures.

A logarithmic trend line is calculated using the following formula:

$Y = c(\ln x) + b$, where c and b are constants and $\ln()$ is the natural logarithm function and x is the year of the series.

Endnote C: Methodology for Performance Measures

Described below are the methodologies used to calculate the measures that are derived from provincial assessments of student learning and from other information about Alberta students in the Ministry of Education's data systems.

Definition of Alberta Student

Starting from 2013-14, the definition of an Alberta student is an individual who is registered as of September 30 of the school year in a school located in Alberta, where "school" means a structured learning environment through which an education program is offered to a student by: a board (includes public, separate, Francophone, Lloydminster); an operator of a private school; an early childhood services (ECS) program private operator; the operator of a charter school; a parent giving a home education program; the Minister. It also includes other Alberta-located educational institutions providing ECS to Grade 12 curriculum instruction, specifically Federal (First Nations' schools and those operated by Corrections Canada); and provincial authorities (such as Bow Valley College and NorQuest College).

Results for First Nations, Métis, and Inuit Students

Calculating results for First Nations, Métis, and Inuit students is possible because school jurisdictions are required to include a voluntary First Nations, Métis, and Inuit self-identification question on school registration forms and to report the identifier to the ministry's student data system. Self-identification of students has increased each year. Students' First Nations, Métis, and Inuit self-identification information associated with their most recent school registration is used to calculate results. This provides the most complete results and reflects the student's intent to be identified.

Annual Dropout Rate of Students Aged 14-18

The annual dropout rate reports the percentages of Alberta students aged 14-18 in public, separate, francophone, charter, and accredited private schools who, in the following school year:

- are not enrolled in the K–12 system,
- are not enrolled in a post-secondary institution in Alberta,
- are not registered in an apprenticeship program in Alberta, and
- have not completed high school.

The annual dropout rate is derived from student data in Alberta Education and Alberta Advanced Education systems. Adjustments for attrition are based on estimates from Alberta Demographic Estimates 48_CD_DR_AS_20062019 and the February 2020 DMTI concordance file.

Alberta students who are identified as having a moderate or severe cognitive disability or a severe multiple disability are not included in the annual dropout rate.

Annual dropout rate is calculated by dividing the number of students who have dropped out of school (adjusted for attrition) by the number of 14- to-18 year old students who were registered in the K–12 system in the previous school year (the age specific cohort), less Attrition as shown in the formula below:

$$\text{Count of Students who Drop Out (adjusted for attrition)} \div \left(\text{Count of 14-18 Year Old Students in One Year (Age Specific Cohort)} - \text{Attrition} \right) = \text{Annual Dropout Rate}$$

High School Completion Rates

The high school completion rate reports the percentages of Alberta students in public, separate, francophone, charter, and accredited private schools who, within three, four and five years of entering Grade 10:

- received an Alberta High School Diploma, an Alberta High School Equivalency Diploma (GED), or the Certificate of High School Achievement (completion of Knowledge and Employability courses and the certificate requirements),
- entered an Alberta post-secondary program or an apprenticeship program, or
- passed a minimum of five Grade 12 courses, including a Language Arts diploma examination course and three other diploma examination courses

Data for this measure are from Alberta Education and Alberta Advanced Education systems. The provincial rate is calculated by dividing the number of high school completers, as defined above, by the number of students in the Grade 10 Cohort, adjusted for attrition, as shown in the formula below:

$$\left(\text{High School Completers} \right) / \left(\text{Grade 10 Cohort} - \text{Attrition Factor} \right) = \text{High School Completion Rate}$$

The tracking of Grade 10 students excludes some students, such as those identified as having a severe or moderate cognitive disability or a severe multiple disability.

In 2010, high school completion rate methodology was revised to reflect new data received from the post-secondary system. Under the revised methodology, the calculations incorporate the post-secondary Classification of Instructional Programs (CIP) coding to better identify those students enrolled in programs that are not deemed to be post-secondary level programming (e.g., academic upgrading). Students in these kinds of programs are not considered completers for the purpose of this measure.

The educational attainment of Albertans aged 25-34 is derived from Statistics Canada Labour Force Survey, special tabulation for Alberta Education.

High School to Post-Secondary Transition Rates

The high school to post-secondary transition rate reports the percentages of Alberta students in public, separate, francophone, charter, and accredited private schools who, within four and six years of starting Grade 10:

- enrolled in a credit program, part-time or full-time, in an Alberta post-secondary institution
- registered in an apprenticeship program other than the Registered Apprenticeship Program for high school students.

Alberta students are tracked using data from the Alberta Education and the Alberta Advanced Education systems. The high school to post-secondary transition rates include adjustments for attrition and for attendance at post-secondary institutions out of province.

The High School to Post-Secondary Transition Rate is calculated by dividing the number of students who enter post-secondary programs by the number of students in the Grade 10 cohort, adjusted for attrition as shown in the formula below:

$$\left(\text{In-Province Post-Secondary Attenders} + \text{Estimate of Out-of-Province Post-Secondary Attenders} \right) / \left(\text{Grade 10 Cohort} - \text{Attrition Factor} \right) = \text{Transition Rate}$$

The tracking of Grade 10 students excludes some students, such as those identified as having a severe or moderate cognitive disability or a severe multiple disability.

In 2010, high school transition rate methodology was revised to reflect new data received from the post-secondary system. Under the revised methodology, the calculations incorporate the post-secondary Classification of Instructional Programs (CIP) coding to better identify those students enrolled in programs that are not deemed to be post-secondary level programming (e.g., academic upgrading). Students in these kinds of programs are not considered transitioners for the purpose of this measure.

Attrition Adjustment

Attrition estimates are applied to all the four Student Outcomes Measures—the High School Completion Rate, the Post-Secondary Transition Rate, the Dropout Rate and the Diploma Examination Participation Rate.

Attrition is the estimate of the number of students from the Grade 10 cohort who leave the province or die in the years subsequent to the start of Grade 10. The attrition estimate is based on the following factors:

- a) mortality;
- b) emigration;
- c) interprovincial out migration;
- d) an estimate of the percentage of 16-, 17-, and 18-year-olds who are enrolled in school (school participation rate); and
- e) a downward adjustment to account for youth who are not in school.

The provincial attrition estimate aggregates census division level data from Alberta Demographic Estimates 48_CD_DR_AS_20062019 and the February 2020 DMTI concordance file.

Out-of-Province Post-Secondary Student Adjustment

Alberta Education does not specifically track Alberta students who participate in post-secondary programs outside of Alberta. An estimate of the number of students who have left the province to pursue post-secondary education is therefore factored into the high school to post-secondary transition rate.

The out-of-province estimate uses aggregate counts of Alberta students receiving financial assistance for studies both in-province and out-of-province based on data from Alberta Advanced Education's Students Finance System (SFS) and the Data Collection and Reporting (DCAR) system. The premise is that in any given year, the percentage of students from the Grade 10 Cohort attending post-secondary programs out-of-province is similar to the percentage of students receiving financial assistance for study out-of-province.

Provincial Achievement Tests

2019-20 provincial achievement test results are not being reported as achievement tests were cancelled due to the COVID-19 pandemic.

Students in Grades 6 and 9 write provincial achievement tests annually in Language Arts, Mathematics, Science and Social Studies. The achievement test results for Grades 6 and 9 provide information on how well Alberta students in public, separate, francophone, charter and accredited private schools are meeting provincial standards in the core academic subjects. Tests are developed and administered by teachers and educators and are based on the provincial curriculum. Results are reported in relation to the acceptable standard and standard of excellence.

A student achieving the acceptable standard in a specific grade shows an adequate understanding of the core knowledge and adequate basic skills essential to that course. A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course by demonstrating an ability to integrate information and evaluate it from various points of view.

For each achievement test, the cut scores for the acceptable standard and the standard of excellence are set initially by a standard-setting committee of about 20 teachers selected from across the province using the Modified Angoff and Bookmark Standard Setting Procedures. These procedures use teachers' judgment to determine a minimum number of items a student must answer correctly—the cut score—to achieve each standard. In subsequent years, the cut scores for each test are adjusted through test equating. This ensures the standards remain constant even if test difficulty varies slightly from year to year. Whenever curriculum is revised, the standard-setting process is done again.

Results on provincial achievement tests are calculated and presented on the basis of the total number of students in each grade who demonstrated the standards. Results for mathematics, science and social studies include student results on both English and French versions of the tests. Given the large number of students in each grade (more than 40,000), typically differences in results from year-to-year of more than 0.4 percentage points on each test are considered significant. French Language Arts and Français courses have higher significant difference values (1.1 to 3.9 percentage points, depending on the number of students in each course), because fewer students are in these courses.

Not all students write the Provincial Achievement Tests. Achievement test results are not available for students who:

- were absent
- were excused from writing by the superintendent because participation would be harmful to the student or the student could not respond to the test instrument
- wrote but whose results were withheld or invalidated
- wrote only one part of the two-part Language Arts or only Part A of the Grade 6 Mathematics Test.

It is possible that some of these students, under different circumstances, could have demonstrated achievement of standards on the test.

Participation rates in achievement tests are calculated by dividing the number of students in the grade who wrote the test by the sum of total enrolment in the grade plus the ungraded students who are in the corresponding year of schooling.

Provincial overall results in Language Arts, Mathematics, Social Studies and Science present weighted averages based on the number of students enrolled in each course. Test results and participation are recorded and aggregated in ministry systems. Provincial, school authority and school results are available at [provincial achievement tests](#).

Diploma Examinations

2019-20 diploma examination results are not being reported as only limited diploma exam sittings were held due to the COVID-19 pandemic.

Examinations are administered in all diploma examination courses in January, June and August each year. Examinations are administered in selected courses in November and April. Provincial Assessments are meant to complement but not to replace day-to-day classroom assessment. Results on diploma examinations show how well Alberta students in public, separate, francophone, charter and accredited private schools are meeting provincial expectations as outlined in the programs of study. Examination items are developed and standards are established by committees of teachers. The examination design is vetted through committees of stakeholders and by a standard-setting committee of teachers.

Test equating has been used for the diploma examination program so that over time examinations are consistent and the results are comparable. The multiple-choice portion of the examinations contains a set of items common to administrations in subsequent years. By comparing the achievement of students writing in a baseline session with those writing in any subsequent administration on the common items and on the unique items, Alberta Education is able to determine whether or not the examinations are of equal difficulty. Student scores on the subsequent examinations can then be equated back to the baseline examinations to remove any influence that differences in examination difficulty may have on student scores.

Through equating, test results for a particular course are based on an identical standard and, consequently, can be directly compared over time. As a result of implementing the equating process, diploma examination results are comparable over time as follows:

- Biology 30, English Language Arts 30-1, and English Language Arts 30-2 since 2005-06
- Science 30 and Chemistry 30 since 2010-11
- Social Studies 30-2 since 2011-12,
- Social Studies 30-1 since 2012-13,
- Physics 30 since 2013-14, and
- Mathematics 30-1 and 30-2 since 2016-17.

Diploma examination results are reported in relation to the acceptable standard and the standard of excellence. Results for mathematics, sciences and social studies include results for both English and French versions of the tests. Provincial overall results present weighted averages based on the numbers of students achieving standards in all diploma examinations. Students achieving the acceptable standard demonstrate that they have met the basic requirements of the course. A mark of 50 per cent on the examination represents the acceptable standard in a diploma examination course. A mark of 80 per cent on the examination represents the standard of excellence and indicates the student has demonstrated performance significantly beyond the minimum requirements of the course. Starting from 2015-16, diploma exams are worth 30 per cent of the overall mark for the diploma course. The school-awarded mark is worth 70 per cent.

Diploma examination results are recorded and aggregated in ministry systems. Provincial, school authority and school results reports are available at [administering diploma exams](#).

Diploma Examination Participation Rate

The diploma examination participation rate reports the percentages of students who have written four or more diploma examinations within three years of entering Grade 10. The tracking of Alberta Grade 10 students in public, separate, francophone, charter and accredited private schools excludes some groups of students, such as those identified as having a severe cognitive disability or severe multiple disabilities.

The diploma examination participation rate is calculated by dividing the number of diploma examination participants by the number of students in the Grade 10 cohort, adjusted for attrition as shown in the formula below:

$$\left(\begin{array}{c} \text{Diploma} \\ \text{Examination} \\ \text{Participants} \end{array} \right) / \left(\begin{array}{c} \text{Grade 10} \\ \text{Cohort} \end{array} - \begin{array}{c} \text{Attrition} \\ \text{Factor} \end{array} \right) = \begin{array}{c} \text{Diploma} \\ \text{Examination} \\ \text{Participation} \\ \text{Rate} \end{array}$$

Appendix: Key Education Partners

Organizations

Alberta School Boards Association ([ASBA](#))

Alberta Teachers' Association ([ATA](#))

College of Alberta School Superintendents ([CASS](#))

Fédération des conseils scolaires francophones de l'Alberta ([FCSFA](#))

(Federation of Francophone School Boards of Alberta)

Alberta School Councils' Association ([ASCA](#))

Council of Catholic School Superintendents of Alberta ([CCSSA](#))

Alberta Home Education Association ([AHEA](#))

Association of Independent Schools and Colleges in Alberta ([AISCA](#))

Alberta Catholic School Trustees' Association ([ACSTA](#))

The Association of Alberta Public Charter Schools ([TAAPCS](#))

Public School Boards' Association of Alberta ([PSBAA](#))

Association canadienne-française de l'Alberta ([ACFA](#))

Association of School Business Officials of Alberta ([ASBOA](#))

Fédération des parents francophones de l'Alberta ([FPFA](#))

Learning Disabilities Association of Alberta ([LDAA](#))

The Alberta Educational Facilities Administrators Association ([AEFAA](#))

The Alberta Urban Municipalities Association ([AUMA](#))

Rural Municipalities of Alberta ([RMA](#))

Financial Information

Table of Contents

Ministry Financial Highlights	131
Statement of Revenues and Expenses (unaudited)	131
Revenue and Expense Highlights	132
Breakdown of Revenues (unaudited)	134
Expenses – Directly Incurred Detailed by Object (unaudited)	135
Supplemental Financial Information	136
Tangible Capital Assets (unaudited)	136
Portfolio Investments (unaudited)	137
Other Financial Information	138
Statement of Credit or Recovery (unaudited)	138
Lapse/Encumbrance (unaudited)	139
School Board Operations and Capital Reserves (unaudited)	142
Financial Statements of Other Reporting Entities	143
Alberta School Foundation Fund	143

Ministry Financial Highlights

Statement of Revenues and Expenses (unaudited)

	2020		2019	Change from	
	Budget	Actual	Actual Restated	Budget	2019 Actual Restated
	<i>(in thousands)</i>				
Revenues					
Education Property Taxes	\$ 2,454,700	\$ 2,474,581	\$ 2,441,044	\$ 19,881	\$ 33,537
Transfers from Government of Canada	119,963	112,340	114,886	(7,623)	(2,546)
Premiums, Fees, and Licences	192,734	173,401	166,866	(19,333)	6,535
Investment Income	26,083	24,417	24,734	(1,666)	(317)
Internal Government Transfers	316,583	377,807	335,919	61,224	41,888
Fundraising, Gifts, and Donations	66,153	78,131	76,136	11,978	1,995
Other Revenue	187,106	209,619	171,239	22,513	38,380
Ministry total	3,363,322	3,450,296	3,330,824	86,974	119,472
Inter-ministry consolidation adjustments	(316,583)	(377,807)	(335,912)	(61,224)	(41,895)
Adjusted ministry total	3,046,739	3,072,489	2,994,912	25,750	77,577
Expenses - Directly Incurred					
Ministry Support Services	6,510	6,273	7,957	(237)	(1,684)
Instruction - ECS to Grade 12	6,399,360	6,287,687	6,380,724	(111,673)	(93,037)
Operations and Maintenance	706,594	757,898	745,930	51,304	11,968
Student Transportation	362,242	369,824	375,309	7,582	(5,485)
School Facilities	350,000	428,386	413,616	78,386	14,770
Governance and System Administration	278,672	274,979	278,678	(3,693)	(3,699)
Program Support Services	186,573	172,453	197,769	(14,120)	(25,316)
Accredited Private Schools	290,656	306,807	286,284	16,151	20,523
Debt Servicing Costs	40,156	44,172	45,182	4,016	(1,010)
Pension Provision	(113,238)	(125,031)	(110,537)	(11,793)	(14,494)
Ministry total	8,507,525	8,523,448	8,620,912	15,923	(97,464)
Inter-ministry consolidation adjustments	(3,909)	(42,378)	(53,185)	(38,469)	10,807
Adjusted ministry total	8,503,616	8,481,070	8,567,727	(22,546)	(86,657)
Annual deficit - before inter-ministry consolidation adjustments	\$ (5,144,203)	\$ (5,073,152)	\$ (5,290,088)	\$ 71,051	\$ 216,936
Inter-ministry consolidation adjustments	(312,674)	(335,429)	(282,727)	(22,755)	(52,702)
Adjusted annual deficit	\$ (5,456,877)	\$ (5,408,581)	\$ (5,572,815)	\$ 48,296	\$ 164,234

Revenue and Expense Highlights

Revenues

- Revenues totaled \$3.1 billion in 2019-20, an increase of \$77.6 million from 2018-19.
- Revenues were \$25.8 million higher than budget. The variance was mainly from Internal Government Transfers, Other Revenue, Fundraising, Gifts and Donations.
- Education property taxes totaled \$2.5 billion, an increase of \$33.5 million from 2018-19, due to a net increase in assessment values of various municipalities of \$47.4 million minus the provincial education requisition credits and the shallow gas tax relief totalling \$13.9 million.
- Internal Government Transfers were \$61.2 million higher than the budget. Internal Government Transfers were estimated to decrease as it was expected fiscal restraint within the Government of Alberta would reduce related spending from other ministries on education. Overall this was not the case and with further new school facilities' spending, this offsetting revenue was higher than estimated.
- Internal Government Transfers also increased by \$41.9 million compared to last year's actuals due to more capital revenue being recognized over the useful lives of school buildings because of new school buildings being completed and put into service, and the capital grants received from the Ministry of Infrastructure recognized as capital revenue in Internal Government Transfers.
- Other Revenue was \$22.5 million higher than the budget due to the fact that school jurisdictions had more sundry revenue (rental, sales and services, other revenue and gains on sale of assets) than estimated. Other Revenue increased by \$38.4 million compared to the prior year. From growth in sales and service activity as well as inflationary factors, the department was also able to recover slightly more funds from different sources this year.
- Fundraising, Gifts, and Donations was \$12.0 million higher than the budget. In recent years the pattern had been trending towards lower revenue from this source given the slowdown in the Alberta economy. This was budgeted to continue, but school boards were able to collect donations at a level similar to prior years.
- Total Premiums, Fees and Licences revenues were \$173.4 million, an increase of \$6.5 million, or 3.9 per cent over the previous fiscal year mainly due to increased enrolment.
- Transfers from the Government of Canada included:
 - \$99.9 million to school boards to support First Nations, Métis, and Inuit students' tuition fees;
 - \$12.4 million federal funding provided to support French Language programs.
- Investment income amounted to \$24.4 million, similar to the prior year but lower than budgeted by \$1.7 million due to lower cash balances in schools and lower rates of return.

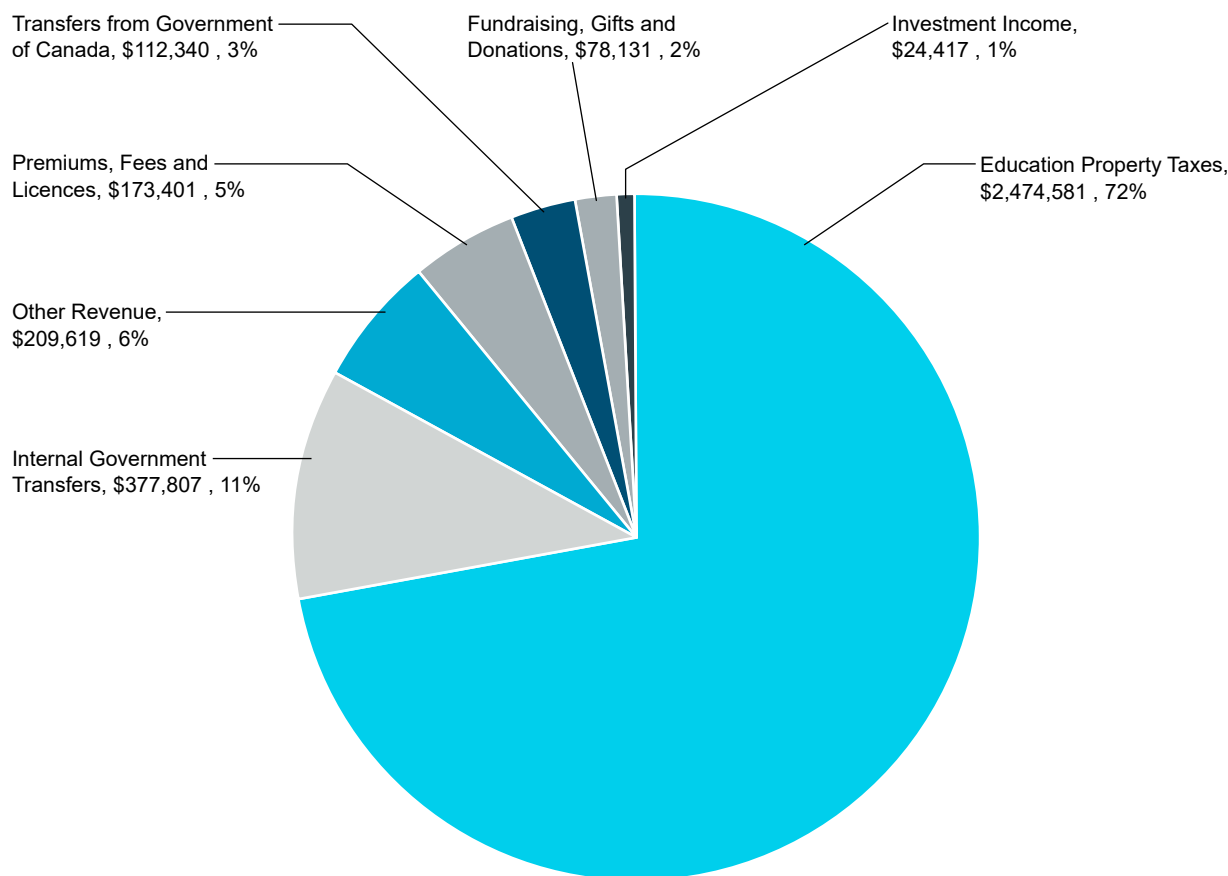
Expenses

- In 2019-20, the consolidated expenses for school boards and the Department of Education were \$8.5 billion, a decrease of \$97.5 million, or 1.1 per cent, less than the previous fiscal year.
- This decrease was mainly due to lower ECS to Grade 12 instruction costs of \$93.0 million as school boards lowered their spending on supplies, materials and compensation; reduced department and non-core school services of \$25.3 million; reduced pension costs of \$14.5 million and a \$5.5 million reduction in student transportation costs.
- These savings were offset by inflationary cost increases and new school openings in operations and maintenance, increasing costs by \$12.0 million; higher amortization costs of \$14.8 million and a \$20.5 million or 7.2 per cent increase in private school funding due to enrolment growth. Private school funding accounted for \$180.7 million and \$126.1 million was provided to Private Early Childhood Service operators.
- Consolidated expenses were \$22.5 million less than budget. The variance was mainly due to lower ECS to Grade 12 instruction spending by approximately \$111.7 million, resulting from lower school board expenditures on supplies and materials and compensation. In addition, \$14.4 million less was spent in Program Support Services attributable to lower department and non-core school services spending. There was also a savings of \$38.5 million in inter-ministry transfers, \$11.8 million in pension costs and \$3.7 million in school board Governance and System Administration spending.
- These savings were offset by higher expenditures on operations and maintenance of \$51.3 million due to higher operating costs and an increase in the number of schools, Student Transportation costs of \$7.6 million as a result of higher operating costs and Private School funding of \$16.1 million due to enrolment growth in private school authorities and in private early childhood service operators. Amortization costs were higher by \$78.4 million and debt-servicing costs were \$4.0 million over budget.
- In the 2019-20 fiscal year, Alberta Education contributed \$401.6 million to the Alberta Teachers' Retirement Fund for the current service costs of teachers' pensions. This is in addition to the \$488.3 million contributed by the government during the year towards the cost of the pre-1992 teachers' pension liability.

Breakdown of Revenues (unaudited)

The following information presents detailed revenues of the ministry. The objective of detailed revenues disclosure is to provide information that is useful in understanding and assessing the financial impact of government's revenue raising and for enhancing legislative control.

2020 Actual (in thousands)

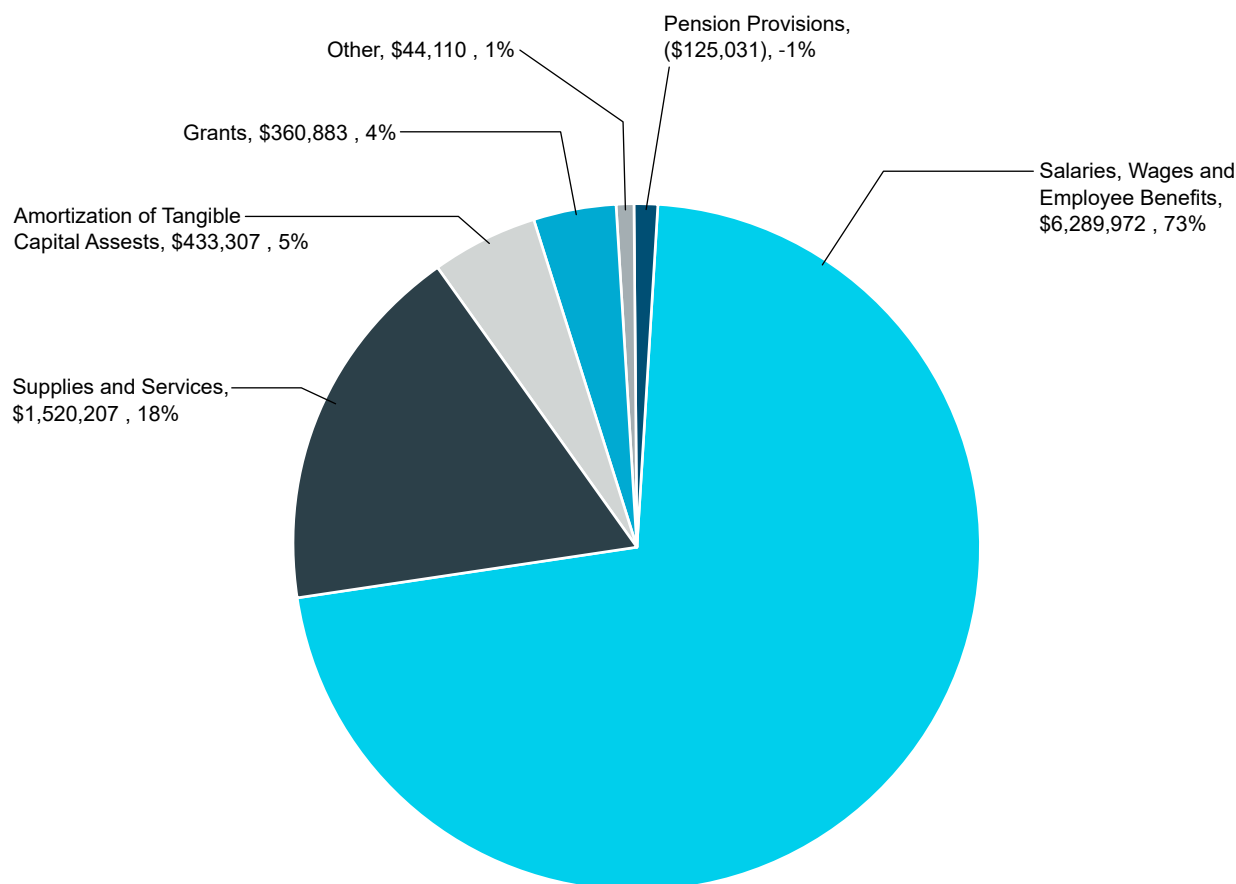


- Education property taxes remained the largest contribution to the ministry's revenue. In 2019-20, education property taxes totaled almost \$2.5 billion, or 72 per cent, of the ministry's revenue. Actual education property taxes were approximately \$19.9 million or 0.8 per cent higher than budgeted.
- Other Revenue totaled \$209.6 million. The Other Revenue category includes other supplies and services revenue, rental revenues, transfer of capital assets, gain on disposal of tangible capital assets and other miscellaneous revenues.

Expenses – Directly Incurred Detailed by Object (unaudited)

The following information presents expenses of the ministry that were directly incurred by object. The objective of disclosure of expenses by object is to provide information that is useful in evaluating the economic impact of government acquiring or consuming various types of resources.

2020 Actual (in thousands)



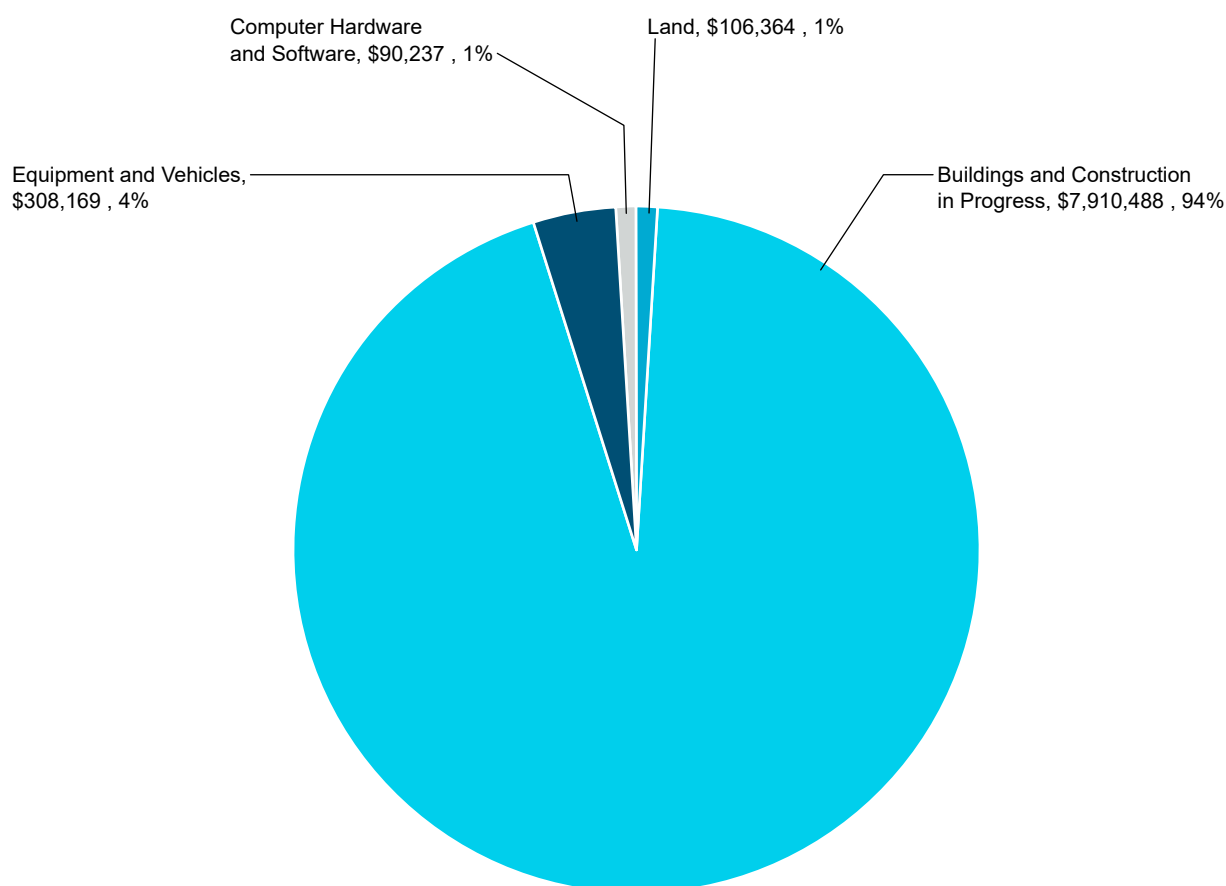
- The ministry's largest operating expense was salaries, wages and employee benefits, which accounted for 73 per cent of the total operating expenses.
- Supplies and services of \$1.5 billion (18 per cent) included contracts and contract services, any materials and supplies.
- Grant expenses totaled \$360.8 million (4 per cent) and represented primarily grants to private school boards.
- The remainder of ministry expenses were amortization of tangible capital assets \$433.3 million (5 per cent) and other expense \$44.1 million.

Supplemental Financial Information

Tangible Capital Assets (unaudited)

Net Book Value as of March 31, 2020

(in thousands)



- Buildings and construction in progress remained the largest component of tangible capital assets net book value. As of March 31, 2020, net book value of buildings and construction in progress totaled \$7.9 billion, or 94 per cent, of the total tangible capital assets net book value. Included in net book value of buildings and construction in progress are capital leases of \$196.5 million and construction in progress of \$587.9 million. No amortization is recorded on construction in progress until the asset is completed and in use.
- The remainder of ministry net book value of tangible capital assets is equipment and vehicles \$308.1 million, computer hardware and software \$90.2 million and land \$106.4 million.
- Alberta Education provided \$193.4 million in Infrastructure Maintenance and Renewal (IMR) program funding for life-cycle maintenance of schools to ensure healthy and safe learning environments.

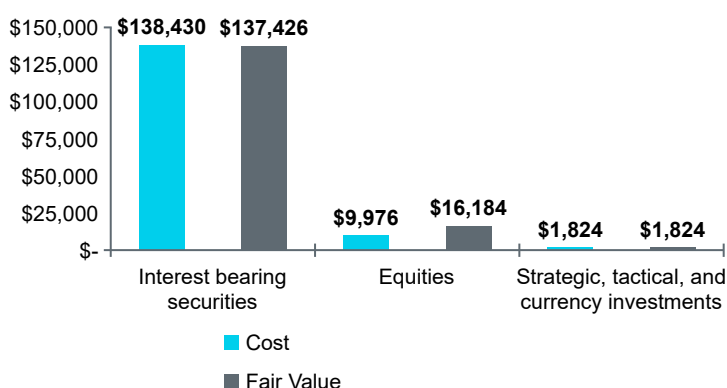
Portfolio Investments (unaudited)

	2020		2019	
	Book Value	Fair Value	Book Value	Fair Value
	<i>In thousands</i>			
Interest bearing securities				
Deposits and short-term securities	\$ 133,013	\$ 131,711	\$ 219,122	\$ 224,199
Bonds and mortgages	5,417	5,715	36,700	36,953
	138,430	137,426	255,822	261,152
Equities				
Canadian equities	1,619	6,032	10,533	11,163
Global developed equities	369	478	521	633
Pooled investment funds	7,988	9,674	2,890	2,949
	9,976	16,184	13,944	14,745
Strategic, tactical, and currency investments	1,824	1,824	2,017	2,017
	\$ 150,230	\$ 155,434	\$ 271,783	\$ 277,914

The following is a breakdown of portfolio investments:

	2020		2019	
	Book Value	Fair Value	Book Value	Fair Value
	<i>In thousands</i>			
Operating	\$ 141,315	\$ 146,210	\$ 263,493	\$ 269,623
Endowments	8,915	9,224	8,290	8,291
Total portfolio investments	\$ 150,230	\$ 155,434	\$ 271,783	\$ 277,914

Comparison of Book Value to Fair Value as of March 31, 2020
(in thousands)



- The total portfolio investment for 2020 was \$150.2 million at cost and \$155.4 million at fair market value. Interest-bearing securities and equities are the two largest types of portfolio investments.
- Interest-bearing securities include deposits, short-term securities, bonds and mortgages. Equities include Canadian equities, global developed equities, and pooled investment funds.
- In 2020, the fair market value of interest-bearing securities was lower than cost by \$1.0 million or 1 per cent while the fair market value of equities was significantly greater than cost by \$6.2 million or 62 per cent.

Other Financial Information

Ministry of Education

Statement of Credit or Recovery (unaudited)

For the year ended March 31, 2020

in thousands

	Authorized	Actual Revenue Recognized	Unearned Revenue	Total Revenue Received/ Receivable	(Shortfall)/ Excess ⁽¹⁾
	<i>(in thousands)</i>				
1 French Language Program	\$ 11,000	\$ 12,379	\$ -	\$ 12,379	\$ 1,379
2 Diploma Exam Rewrites	1,530	1,407	-	1,407	(123)
3 High School Transcripts	1,400	385	-	385	(1,015)
4 Educational Print Services	1,500	472	-	472	(1,028)
5 Teacher Certification	775	786	-	786	11
6 Other Fees and Licences	20	-	-	-	(20)
	<u>\$ 16,225</u>	<u>\$ 15,429</u>	<u>\$ -</u>	<u>\$ 15,429</u>	<u>\$ (796)</u>

⁽¹⁾ Shortfall is deducted from current year's authorized spending.

The Description of the initiatives

- French Language Program:** Funding is received from the federal government to support french minority language and second language education programs.
- Diploma Exam Rewrites:** Revenue is generated from the fees collected from students and from sales of diploma examinations outside of Alberta which funds the costs of writing examinations for retesting and rescoring.
- High School Transcripts:** Revenue is generated from the fees collected for the delivery of high school transcripts and copyrights.
- Educational Print Services:** Revenue is generated from the sale of education print services such as curriculum booklets, brochures, posters and other materials sold through the Queen's Printer.
- Teacher Certifications:** Revenue is generated from fees collected for the evaluation of teacher credentials and the costs associated with the issuance of teacher certificates.
- Other Fees and Licences:** Revenue is generated from the fees collected from the licence agreements for achievement tests and diploma examinations.

Department of Education

Lapse/Encumbrance (unaudited)

For the year ended March 31, 2020

in thousands

	Voted Estimate ⁽¹⁾	Supplementary Estimate ⁽²⁾	Adjustments ⁽³⁾	Adjusted Voted Estimate	Voted Actuals ⁽⁴⁾	Unexpended (Over Expended)
EXPENSE VOTE BY PROGRAM						
1 Ministry Support Services						
1.1 Minister's Office	\$ 1,019	\$ -	\$ -	\$ 1,019	\$ 986	\$ 33
1.2 Deputy Minister's Office	664	-	-	664	660	4
1.3 Corporate Services	4,827	-	-	4,827	4,773	54
	6,510	-	-	6,510	6,419	91
2 Operating Support for Public and Separate Schools						
2.1 Operational Funding	2,880,857	-	-	2,880,857	2,836,923	43,934
2.2 Regional Collaborative Services Delivery	62,743	-	-	62,743	63,489	(746)
2.3 Plant Operations and Maintenance	613,427	-	-	613,427	618,211	(4,784)
2.4 Transportation	294,586	-	-	294,586	300,982	(6,396)
2.5 Inclusive Education	470,725	-	-	470,725	482,276	(11,551)
2.6 Education System Support	74,831	-	-	74,831	74,661	170
2.7 First Nations, Métis and Inuit and Alberta's Approach to First Nations Education	81,700	-	-	81,700	78,360	3,340
	4,478,869	-	-	4,478,869	4,454,902	23,967

Department of Education

Lapse/Encumbrance (unaudited) (continued)

For the year ended March 31, 2020

in thousands

	Voted Estimate ⁽¹⁾	Supplementary Estimate ⁽²⁾	Adjustments ⁽³⁾	Adjusted Voted Estimate	Voted Actuals ⁽⁴⁾	Unexpended (Over Expended)
3 Accredited Private Schools and Early Childhood Service Operators						
3.1 Accredited Private Schools Support	174,616	-	-	174,616	180,695	(6,079)
3.2 Accredited Private Early Childhood Service Operators Support	116,040	-	-	116,040	126,119	(10,079)
	290,656	-	-	290,656	306,814	(16,158)
Capital Grants						
4 School Facilities						
4.1 School Facilities Infrastructure	1,000	-	-	1,000	706	294
Debt Servicing						
4 School Facilities						
4.2 Alberta Schools Alternative Procurement	27,800	-	-	27,800	27,800	-
Capital Payments to Related Parties						
4 School Facilities						
4.1 School Facilities Infrastructure	112,000	-	(182)	111,818	111,372	446
Credit or Recovery Shortfall ⁽⁵⁾	-	-	(796)	(796)	-	(796)
Total	\$4,916,835	\$ -	\$ (978)	\$ 4,915,857	\$ 4,908,013	\$ 7,844
Lapse						\$ 7,844

Department of Education

Lapse/Encumbrance (unaudited) (continued)

For the year ended March 31, 2020

in thousands

	Voted Estimate ⁽¹⁾	Supplementary Estimate ⁽²⁾	Adjustments ⁽³⁾	Adjusted Voted Estimate	Voted Actuals ⁽⁴⁾	Unexpended (Over Expended)
CAPITAL INVESTMENT VOTE BY PROGRAM						
2 Operating Support for Public and Separate Schools						
2.6 Education System Support	\$ 751	\$ -	\$ -	\$ 751	\$ 161	\$ 590
Total	\$ 751	\$ -	\$ -	\$ 751	\$ 161	\$ 590
Lapse						\$ 590
FINANCIAL TRANSACTIONS VOTE BY PROGRAM						
4 School Facilities						
4.2 Alberta Schools Alternative Procurement	\$ 15,678	\$ -	\$ -	\$ 15,678	\$ 15,670	\$ 8
Total	\$ 15,678	\$ -	\$ -	\$ 15,678	\$ 15,670	\$ 8
Lapse						\$ 8

(1) As per "Expense Vote by Program", "Capital Investment Vote by Program" and "Financial Transactions Vote by Program" page 79 and 80 of the 2019-20 Government Estimates.

(2) No Supplementary Supply Estimates in 2019-20.

(3) Adjustments include encumbrances, capital carry over amounts, transfers between votes and credit or recovery increases approved by Treasury Board and credit or recovery shortfalls. An encumbrance is incurred when, on a vote-by-vote basis, the total of actual disbursements in the prior year exceed the total adjusted estimate. All calculated encumbrances from the prior year are reflected as an adjustment to reduce the corresponding voted estimate in the current year.

(4) Actuals exclude non-voted amounts such as amortization and valuation adjustments.

(5) Shortfall from the Statement of Credit or Recovery is reflected in the "Adjustments" column and carried to the "Adjusted Voted Estimate" column and "Over Expended" column as stated in footnote (3).

School Board Operations and Capital Reserves (unaudited)**Ministry of Education****School board adjusted accumulated reserves from operations (ASO) and capital reserves***in thousands*

	2019	2018	Change
		Restated	
Adjusted Accumulated Reserves from Operations	\$ 363,853	\$ 378,030	\$(14,177)
Capital Reserves	195,581	225,762	(30,181)
	<u>\$ 559,434</u>	<u>\$ 603,792</u>	<u>\$(44,358)</u>

- School boards' ASO decreased by \$14.2 million, or 3.8 per cent, from \$378.0 million in 2017-18 (restated) school fiscal year to \$363.9 million in 2018-19 school fiscal year.
- School boards' capital reserves have decreased by \$30.2 million, or 13.4 per cent, from \$225.8 million to \$195.6 million.
- Fiscal Measures and Taxation Act, 2020 (formerly Bill 5) was introduced into Legislation on March 3, 2020. This bill creates a temporary, 2-year measure requiring school boards to obtain ministerial approval before spending reserve funds, beginning in the 2020-21 school year.

Financial Statements of Other Reporting Entities

Alberta School Foundation Fund

Financial Statements

March 31, 2020

Independent Auditor's Report	144
Statement of Operations.	147
Statement of Financial Position	148
Statement of Change in Net Financial Assets.	149
Statement of Cash Flows	150
Notes to the Financial Statements	151



Independent Auditor's Report

To the Minister of Education

Report on the Financial Statements

Opinion

I have audited the financial statements of the Alberta School Foundation Fund (the Fund), which comprise the statement of financial position as at March 31, 2020, and the statements of operations, change in net financial assets, and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Fund as at March 31, 2020, and the results of its operations, its changes in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for opinion

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the Fund in accordance with the ethical requirements that are relevant to my audit of the financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Other information

Management is responsible for the other information. The other information comprises the information included in the *Annual Report of the Ministry of Education*, but does not include the financial statements and my auditor's report thereon. The *Annual Report of the Ministry of Education* is expected to be made available to me after the date of this auditor's report.

My opinion on the financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I will perform on this other information, I conclude that there is a material misstatement of this other information, I am required to communicate the matter to those charged with governance.

Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Fund's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless an intention exists to liquidate or to cease operations, or there is no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Fund's financial reporting process.

Auditor's responsibilities for the audit of the financial statements

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Fund's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Fund's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Fund to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

[Original signed by W. Doug Wylie FCPA, FCMA, ICD.D]
Auditor General

July 9, 2020
Edmonton, Alberta

Alberta School Foundation Fund

Statement of Operations

Year ended March 31, 2020

	2020		2019
	Budget	Actual	Actual
	<i>(in thousands)</i>		
Revenues			
Other Taxes			
Education Property Tax	\$ 2,199,987	\$ 2,218,547	\$ 2,191,941
Investment Income	300	60	50
	2,200,287	2,218,607	2,191,991
Expenses			
Programs			
Payments to School Boards	2,194,060	2,190,043	2,194,492
Bad Debt Expense (Note 2b)	425	362	405
Debt Servicing			
Interest and Bank Charges	2,772	5,856	5,729
	2,197,257	2,196,261	2,200,626
Annual Surplus (Deficit)	\$ 3,030	\$ 22,346	\$ (8,635)

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund

Statement of Financial Position

As At March 31, 2020

	2020	2019
	<i>(in thousands)</i>	
Financial Assets		
Cash and Cash Equivalents (Note 3)	\$ 30,878	\$ 3,948
Accounts Receivable (Note 4)	173	2,005
	<u>31,051</u>	<u>5,953</u>
Liabilities		
Accounts Payable and Accrued Liabilities (Note 6)	6,642	3,890
	<u>6,642</u>	<u>3,890</u>
Net Assets	<u>\$ 24,409</u>	<u>\$ 2,063</u>
Net Assets at Beginning of Year	\$ 2,063	\$ 10,698
Annual Surplus (Deficit)	22,346	(8,635)
Net Assets at End of Year	<u>\$ 24,409</u>	<u>\$ 2,063</u>

Contingent Liabilities are presented in Note 6.

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund

Statement of Change in Net Financial Assets

Year ended March 31, 2020

	2020		2019
	Budget	Actual	Actual
	<i>(in thousands)</i>		
Annual Surplus (Deficit)	\$ 3,030	\$ 22,346	\$ (8,635)
Increase (decrease) in Net Financial Assets	\$ 3,030	\$ 22,346	\$ (8,635)
Net Financial Assets at Beginning of Year		2,063	10,698
Net Financial Assets at End of Year		\$ 24,409	\$ 2,063

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund

Statement of Cash Flows

Year ended March 31, 2020

	2020	2019
	<i>(in thousands)</i>	
Operating Transactions		
Annual Surplus (Deficit)	\$ 22,346	\$ (8,635)
Decrease (Increase) in Accounts Receivable	1,832	(2,001)
Increase in Accounts Payable and Accrued Liabilities	2,752	722
Cash Provided by (Applied to) Operating Transactions	26,930	(9,914)
Cash and Cash Equivalents at Beginning of Year	3,948	13,862
Cash and Cash Equivalents at End of Year	\$ 30,878	\$ 3,948

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund

Notes to the Financial Statements

March 31, 2020

Note 1 Authority and Purpose

The Alberta School Foundation Fund (the Fund) operates under the authority of the *Education Act*, Statutes of Alberta 2012, Chapter E-0.3.

The Fund makes requisitions to municipalities based on the equalized assessment of real property in Alberta and mill rates established by the Lieutenant Governor in Council. The purpose of the Fund is to provide funding to school boards based on an equal amount per eligible student.

Note 2 Summary of Significant Accounting Policies and Reporting Practices

These financial statements are prepared in accordance with Canadian public sector accounting standards.

(a) Reporting Entity

The reporting entity is the Alberta School Foundation Fund, which is part of the Ministry of Education and for which the Minister of Education is accountable.

(b) Basis of Financial Reporting

Revenues

Revenue to be collected (or the requisition amount) is based on 32 per cent of the total budgeted operating expense of the education system. All revenues are reported on the accrual basis of accounting. The amount for the property tax relief programs are deducted against education property tax revenue.

Expenses

(in thousands)

Expenses are those costs for which the Fund has primary responsibility and accountability, as reflected in the Government's budget documents.

Opted-out separate school boards which have passed a resolution pursuant to Section 164(2) of the *Education Act* have the authority to requisition and collect levies from municipalities on their declared residential and non-residential property at a rate not less than the provincial rate applied in that municipality. As a result, these boards do not participate fully in the Alberta School Foundation Fund.

Payments to school boards include \$383,553 (2019: \$389,733) paid to opted out separate school boards to increase their funding to a level the boards would otherwise receive if participating fully in the Alberta School Foundation Fund.

Bad Debt Expense

The Minister approved the non-payment of property tax in the amount of \$362 (2019: \$405) for the City of Cold Lake on January 20, 2020 pursuant to section 167(11) of the *Education Act*.

Alberta School Foundation Fund

Notes to the Financial Statements (continued)

March 31, 2020

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(b) Basis of Financial Reporting (continued)

Valuation of Financial Assets and Liabilities

Fair value is the amount of consideration agreed upon in an arm's length transaction between knowledgeable, willing parties who are under no compulsion to act.

The fair values of the Consolidated Cash Investment Trust Fund (CCITF), accounts receivable and accrued liabilities are estimated to approximate their carrying values because of the short-term nature of these instruments.

Net Assets

Net assets represents the difference between the carrying value of assets held by the Fund and its liabilities. Net assets are restricted by section 169(2) of the *Education Act* in that money in the Fund is payable only to school boards except when a payment to General Revenues is required to repay advances and make interest payments, or to refund municipalities for overpayments made to the Fund.

Measurement Uncertainty

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount (see Note 6).

Note 3 Cash and Cash Equivalents

Cash and cash equivalents are comprised of deposits in CCITF of the Province of Alberta. The CCITF is managed with the objective of providing competitive interest income to depositors while maintaining appropriate security and liquidity of depositors' capital. The portfolio is comprised of high quality, short-term and mid-term fixed income securities with a maximum term to maturity of three years. As at March 31, 2020, securities held by CCITF have an average effective yield of 1.77 per cent per annum (2019: 1.75 per cent per annum). Due to the short-term nature of CCITF investments, the carrying value approximates fair value.

Alberta School Foundation Fund

Notes to the Financial Statements (continued)

March 31, 2020

Note 4 Accounts Receivable

(in thousands)

Accounts Receivable are unsecured and non-interest bearing.

	2020			2019
	Gross Amount	Allowance For Doubtful Accounts	Net Realizable Value	Net Realizable Value
Accounts Receivable				
Requisitions from municipalities	\$ 3,068	\$ (2,898)	\$ 170	\$ 2,005
Receivables from school jurisdictions	3	-	3	-
Total	3,071	(2,898)	173	\$ 2,005

Note 5 Related Party Transactions

(in thousands)

Operating costs incurred in the administration of the Fund borne by other ministries are not reflected in these financial statements. The Fund is prohibited from paying administration costs under section 169(3) of the *Education Act*.

Under the provisions of the *Financial Administration Act*, the Fund receives monthly advances from General Revenues to make payments to school boards in accordance with section 169(2) of the *Education Act*. The Fund repays the advances quarterly throughout the year as monies are received from municipalities and opted-out separate school boards. The Fund pays interest on the advances at an average rate of 1.97 per cent (2019: 1.89 per cent). Interest is calculated on a pro rata basis for the number of days the advances are outstanding.

The Fund distributes monies to school boards based on an equal amount per eligible student.

The following describes the related party transactions of the Fund:

	2020	2019
Payments to school boards ^(a)	\$ 2,183,994	\$ 2,188,288
Interest on advances from general revenue	5,856	5,729
	<u>\$ 2,189,850</u>	<u>\$ 2,194,017</u>

(a) These amounts do not include net payments to the two school boards in Lloydminster, Saskatchewan totaling \$6,049 (2019: \$6,204), as they are not related parties.

Alberta School Foundation Fund

Notes to the Financial Statements (continued)

March 31, 2020

Note 6 Liabilities and Contingent Liabilities

(in thousands)

Accrued Liabilities

(a) In November 2017, the Provincial Education Requisition Credit (PERC) program was created to provide hardship relief for municipalities across Alberta who are unable to collect education property taxes owing on delinquent oil and gas properties.

The property tax relief program is retroactive to the 2015 tax year and will be in place until 2019 tax year. The Minister of Education approved the recommendation from Municipal Affairs to approve 36 (2019: 38) municipalities' PERC applications for a total PERC claims of \$6,161 (2019: \$3,515). The total program maximum is \$10,000 per application year. Credits were not provided during the fiscal year so were accrued to be applied in June 2020 invoices.

(b) In July 2019, the Shallow Gas Tax Relief Initiative (SGTRI) was established to provide hardship relief for natural gas companies across Alberta who are struggling in the face of economic pressures facing their industry. The SGTRI will act as a one-time means of support for 2019 tax year. In September and November 2019, the Minister of Education approved the recommendation from Municipal Affairs to approve 84 (2019:0) municipalities' applications for a total of SGTRI claims of \$19,805 (2019:0). These credits were provided to municipalities during the 2020 fiscal year and were netted against property tax revenue.

(c) If it is determined that a municipality has paid an amount into the Alberta School Foundation Fund in excess of the sum that is required to be paid, the Minister of Education may order the repayment of the excess to the municipality. The amount required to be paid is equivalent to the sum of the applicable education property tax rates applied to the equalized assessment of the municipality for residential and farm land, non-residential property and machinery and equipment. At March 31, 2020 an amount of \$0 was owed to a municipality (2019: \$1).

The Fund has recorded an allowance for assessment adjustments and appeals of \$0 (2019: \$1). The allowance includes any outstanding current year refunds not yet processed at March 31, 2020 plus a five year average of prior year refunds at March 31, 2020. Taxpayers may appeal to or request adjustments to their assessment from their local Assessment Review Boards, Municipal Government Board and/or the Court of Queen's Bench.

Contingent Liabilities

Contingent liabilities are possible obligations that may result in the future sacrifice of economic benefits arising from existing conditions or situations involving uncertainty.

The Alberta School Foundation Fund is not involved in any legal matters where damages are being sought.

Alberta School Foundation Fund

Notes to the Financial Statements (continued)

March 31, 2020

Note 7 Budget

The budget amounts in these financial statements are taken from the 2019/2020 Government Estimates approved on November 26, 2019.

Note 8 Approval of Financial Statements

The deputy minister and the senior financial officer approved these financial statements.

Other Financial Information

Table of Contents

Ministry Funding Provided to School Jurisdictions (unaudited)	158
Statement of Remissions, Compromises, and Write-Offs (unaudited)	162
Unaudited Summary of School Jurisdictions' Financial Information	163
Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus	164
Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position	184
Summary of Significant Accounting Policies	204
Disclosure of Salaries and Benefits for Superintendent Positions (unaudited)	205
Alberta Teachers' Retirement Fund Board	207

The Following Reports are Unaudited.

Schedule to Financial Statements - Unaudited

Ministry Funding Provided to School Jurisdictions

Year ended March 31, 2020

	(in thousands)					
	Funding Framework (a)(f)	School Facilities Infrastructure (b)	Provincial and Other Initiatives (c)	Opted-Out Separate Boards (d)	Pension Costs (e)	Ministry Total
School Board Funding ^(g)						
The Aspen View School Division	\$ 34,391	\$ 475	\$ 724	\$ -	\$ 1,891	\$ 37,481
The Battle River School Division	67,595	1,112	935	-	3,919	73,561
The Black Gold School Division	114,347	2,105	2,573	-	7,145	126,170
The Buffalo Trail School Division	47,083	763	722	-	2,677	51,245
The Calgary Roman Catholic Separate School Division	520,921	8,837	5,962	(105,256)	35,535	465,999
The Calgary School Division	1,130,130	19,103	16,819	-	72,762	1,238,814
The Canadian Rockies School Division	19,399	340	578	-	128	20,445
The Chinook's Edge School Division	108,239	1,860	5,986	-	5,000	121,085
The Christ the Redeemer Catholic Separate School Division	84,872	1,362	1,186	(7,674)	1,568	81,314
The Clearview School Division	27,517	438	611	-	362	28,928
The East Central Alberta Catholic Separate School Division	20,035	261	437	(1,413)	723	20,043
The East Central Francophone Education Region	170,093	115	493	-	24,167	194,868
The Edmonton Catholic Separate School Division	273,447	7,094	21,809	(68,382)	57,888	291,856
The Edmonton School Division	992,275	17,578	13,012	-	3,821	1,026,686
The Elk Island Catholic Separate School Division	67,297	1,061	1,056	(11,504)	9,828	67,738
The Elk Island School Division	165,527	3,258	6,954	-	2,643	178,382
The Evergreen Catholic Separate School Division	38,778	594	2,842	(6,855)	3,400	38,759
The Foothills School Division	77,114	1,134	2,634	-	6,459	87,341
The Fort McMurray School Division	74,306	800	2,089	-	4,055	81,250
The Fort McMurray Roman Catholic Separate School Division	74,705	842	932	(1,676)	2,436	77,239
The Fort Vermillion School Division	42,332	513	2,097	-	2,167	47,109
The Golden Hills School Division	64,710	1,222	1,654	-	5,161	72,747
The Grande Prairie Roman Catholic Separate School Division	55,425	731	812	(4,969)	2,596	54,595
The Grande Prairie School Division	83,357	1,540	4,701	-	3,102	92,700
The Grande Yellowhead School Division	51,739	816	912	-	2,390	55,857
The Grasslands Regional Division	40,120	566	671	-	2,633	43,990
The Greater North Central Francophone Education Region	47,143	2,633	2,318	-	3,478	55,572
The Greater St. Albert Roman Catholic Separate School Division	56,332	925	2,713	(8,751)	2,213	53,432

Schedule to Financial Statements - Unaudited

Ministry Funding Provided to School Jurisdictions (continued)

Year ended March 31, 2020

	(in thousands)					
	Funding Framework (a)(f)	School Facilities Infrastructure (b)	Provincial and Other Initiatives (c)	Opted-Out Separate Boards (d)	Pension Costs (e)	Ministry Total
School Board Funding (continued) ^(g)						
The High Prairie School Division	\$ 37,335	\$ 524	\$ 2,024	\$ -	\$ 1,546	\$ 41,429
The Holy Family Catholic Separate School Division	24,135	390	613	(1,632)	2,987	26,493
The Holy Spirit Roman Catholic Separate School Division	51,308	801	743	(7,028)	2,111	47,935
The Horizon School Division	37,215	819	590	-	1,733	40,357
The Lakeland Roman Catholic Separate School Division	28,797	360	562	(2,113)	1,259	28,865
The Lethbridge School Division	108,492	2,178	1,468	-	2,357	114,495
The Living Waters Catholic Separate School Division	21,825	325	478	(1,440)	499	21,687
The Livingstone Range School Division	41,404	700	730	-	242	43,076
The Medicine Hat Roman Catholic Separate School Division	26,949	472	555	(4,349)	46	23,673
The Medicine Hat School Division	76,300	1,319	1,226	-	193	79,038
The Northern Gateway Regional Division	53,358	785	851	-	1,967	56,961
The Northern Lights School Division	67,931	938	1,076	-	422	70,367
The Northland School Division	34,913	325	3,512	-	5,285	44,035
The Northwest Francophone Education Region	8,574	93	532	-	6,374	15,573
The Palliser School Division	84,019	885	21,780	-	2,065	108,749
The Parkland School Division	110,918	1,619	2,666	-	3,912	119,115
The Peace River School Division	42,814	656	725	-	3,596	47,791
The Peace Wapiti School Division	68,133	987	1,138	-	1,074	71,332
The Pembina Hills Regional Division	48,544	652	15,896	-	2,295	67,387
The Prairie Land School Division	20,304	269	544	-	6,066	27,183
The Prairie Rose School Division	42,244	585	2,484	-	6,355	51,668
The Red Deer Catholic Separate School Division	93,808	1,165	1,187	(8,451)	13,749	101,458
The Red Deer School Division	103,420	1,916	1,575	-	4,966	111,877
The Rocky View School Division	227,325	6,609	3,346	-	2,668	239,948
The St. Albert School Division	77,525	2,745	1,323	-	2,456	84,049
The St. Paul Division	36,432	1,247	782	-	3,204	41,665
The St. Thomas Aquinas Roman Catholic Separate School Division	39,260	1,340	623	(5,215)	168	36,176
The Sturgeon School Division	61,103	1,734	878	-	1,530	65,245
The Southern Francophone Education Region	43,593	1,655	832	-	2,636	48,716
The Westwind School Division	44,543	1,453	731	-	2,590	49,317
The Wetaskiwin School Division	40,798	1,322	866	-	2,571	45,557
The Wild Rose School Division	48,848	1,658	845	-	2,804	54,155
The Wolf Creek School Division	72,981	2,482	1,109	-	4,669	81,241
Funding to School Boards	\$ 6,474,377	\$ 119,086	\$ 178,522	\$ (246,708)	\$ 366,542	\$ 6,891,819

Schedule to Financial Statements - Unaudited

Ministry Funding Provided to School Jurisdictions (continued)

Year ended March 31, 2020

	(in thousands)					
	Funding Framework (a)(f)	School Facilities Infrastructure (b)	Provincial and Other Initiatives (c)	Opted-Out Separate Boards (d)	Pension Costs (e)	Ministry Total
Charter School Funding						
Almadina School Society	\$ 10,782	\$ -	\$ 19	\$ -	\$ 641	\$ 11,442
Aurora School Ltd.	7,454	-	2	-	490	7,946
Boyle Street Education Centre	3,108	490	-	-	138	3,736
Calgary Arts Academy Society	4,098	-	-	-	203	4,301
Calgary Girls' School Society	4,573	110	20	-	279	4,982
CAPE - Centre for Academic and Personal Excellence Institute	2,246	-	10	-	6,127	8,383
Connect Charter School Society	5,494	-	-	-	1,144	6,638
Foundations for the Future Charter Academy Charter School Society	29,847	60	86	-	4,087	34,080
Mother Earth's Children's Charter School Society	373	350	10	-	2,958	3,691
New Horizons Charter School Society	3,292	-	1	-	3,873	7,166
Suzuki Charter School Society	3,022	-	2	-	4,888	7,912
Valhalla School Foundation	1,094	164	10	-	42	1,310
Westmount Charter School Society	13,055	-	21	-	829	13,905
Funding to Charter Schools	\$ 88,438	\$ 1,174	\$ 181	\$ -	\$ 25,699	\$ 115,492
Total Funding to Related Parties	\$ 6,562,815	\$ 120,260	\$ 178,703	\$ (246,708)	\$ 392,241	\$ 7,007,311
Non-Related Parties						
Lloydminster Public School Division	\$ 22,290	\$ 441	\$ 415	\$ (7,630)	\$ 1,458	\$ 16,974
Lloydminster Roman Catholic Separate School Division	15,922	265	360	(1,696)	4,555	19,406
Total Funding to Non-Related Parties	\$ 38,212	\$ 706	\$ 775	\$ (9,326)	\$ 6,013	\$ 36,380
All Funded School Jurisdictions	\$ 6,601,027	\$ 120,966	\$ 179,478	\$ (256,034)	\$ 398,254	\$ 7,043,691

Schedule to Financial Statements - Unaudited

Ministry Funding Provided to School Jurisdictions (continued)

Year ended March 31, 2020

- (a) The Funding Framework is based on a jurisdiction profile which combines base instructional funding with additional allocations for differential cost factors and transportation.
- (b) School Facilities Infrastructure consists of funding provided to school jurisdictions for school building capital projects. School Facilities Operations and Maintenance funding is included in the Funding Framework.
- (c) Provincial and Other Initiatives provide funding to school authorities including School Fees, School Transportation Fees, Dual Credit Programming, the Regional Collaborative Service Delivery, High Speed Networking, Regional Consortium, School Nutrition Program and Building Collaboration and Capacity in Education.
- (d) Opted-out separate school boards, which have passed a resolution pursuant to section 164(2) of the *Education Act*, have the authority to requisition and collect from municipalities levies on their declared residential and non-residential property at a rate of not less than the provincial rate applied in that municipality. These amounts collected from municipalities are shown as a reduction to funding from the Ministry.
- (e) Pension Costs are the cost of Ministry contributions for teachers of school jurisdictions and employer contributions for current service employees during the fiscal year.
- (f) The Funding Framework is supported by education property tax directly requisitioned by opted-out separate school boards from their municipalities as shown in column d.
- (g) School Board names changed effective September 1, 2019 with the implementation of the *Education Act*.

Statement of Remissions, Compromises, and Write-Offs - Unaudited

Year ended March 31, 2020

The following statement has been prepared pursuant to Section 23 of the *Financial Administration Act*.
This statement includes all remissions, compromises, and write-offs made or approved during the period.

	<u>(in thousands)</u>
Write-Offs	
Department Accounts Receivable	\$ -
Alberta School Foundation Fund Accounts Receivable	362
School Jurisdiction Accounts Receivable	1,060
Total remissions, compromises, and write-offs ⁽¹⁾	<u>\$ 1,422</u>

(1) No remission or compromise expenses were incurred.

Unaudited Summary of School Jurisdictions' Financial Information

(includes School Boards and Charter Schools)

**Unaudited Summary of School Jurisdictions' Statements of Financial Position and
Accumulated Surplus**

**Unaudited Summary of School Jurisdictions' Statements of Operations and Changes
in Financial Position**

Summary of Significant Accounting Policies

Disclosure of Salaries and Benefits for Superintendent Positions

For additional information:

The audited financial statements of school jurisdictions are available on the Government of Alberta's website at <https://www.alberta.ca/K-12-education-financial-statements.aspx/>.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Almadina School Society	Aspen View Public School Div. # 78	Aurora School Ltd.	Battle River Regional Div. # 31
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 1,480,077	\$ 5,947,603	\$ 3,340,119	\$ 4,184,856
Accounts receivable (net after allowances)	179,080	1,112,637	201,219	2,608,345
Portfolio investments				
Operating	1,449,670	79,782	1,517,385	4,349,925
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 3,108,827	\$ 7,140,022	\$ 5,058,723	\$ 11,143,126
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	665,396	1,934,071	413,463	5,246,748
Deferred contributions	2,056,603	48,181,672	2,494,912	45,166,752
Employee future benefits liabilities	-	409,988	-	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	38,204
Unsupported Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 2,721,999	\$ 50,525,731	\$ 2,908,375	\$ 50,451,704
Net debt	\$ 386,828	\$ (43,385,709)	\$ 2,150,348	\$ (39,308,578)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 2,654,081	\$ 50,097,024	\$ 5,706,972	\$ 55,168,550
Inventory of supplies	-	-	-	269,611
Prepaid expenses	100,070	331,043	16,249	588,629
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 2,754,151	\$ 50,428,067	\$ 5,723,221	\$ 56,026,790
Accumulated surplus	\$ 3,140,979	\$ 7,042,358	\$ 7,873,569	\$ 16,718,215
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 1,495,501	\$ -	\$ 770,010	\$ -
Total operating reserves	448,000	2,909,667	3,140,472	5,440,821
Accumulated Surplus from Operations	\$ 1,943,501	\$ 2,909,667	\$ 3,910,482	\$ 5,440,821
Investment in tangible capital assets	597,478	3,120,397	3,963,087	10,171,127
Total capital reserves*	600,000	1,012,294	-	1,106,267
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 3,140,979	\$ 7,042,358	\$ 7,873,569	\$ 16,718,215
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 3,140,979	\$ 7,042,358	\$ 7,873,569	\$ 16,718,215

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Black Gold Regional Div. # 18	Boyle Street Education Centre	Buffalo Trail Public Schools Regional Div. # 28	Calgary Arts Academy Society
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 5,790,260	\$ 1,607,528	\$ 6,503,050	\$ 406,309
Accounts receivable (net after allowances)	3,304,306	33,967	2,297,271	17,438
Portfolio investments				
Operating	10,047,074	508,880	-	-
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 19,141,640	\$ 2,150,375	\$ 8,800,321	\$ 423,747
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	7,308,681	36,210	4,625,829	434,942
Deferred contributions	144,530,300	-	53,522,490	10,973,383
Employee future benefits liabilities	750,084	-	-	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	42,379	-
Unsupported Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 152,589,065	\$ 36,210	\$ 58,190,698	\$ 11,408,325
Net debt	\$ (133,447,425)	\$ 2,114,165	\$ (49,390,377)	\$ (10,984,578)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 150,415,376	\$ 91,339	\$ 53,756,311	\$ 12,235,715
Inventory of supplies	270,170	-	-	-
Prepaid expenses	1,405,545	4,471	382,745	13,365
Other non-financial assets	-	-	1,970	-
Total non-financial assets	\$ 152,091,091	\$ 95,810	\$ 54,141,026	\$ 12,249,080
Accumulated surplus	\$ 18,643,666	\$ 2,209,975	\$ 4,750,649	\$ 1,264,502
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 270,198	\$ 618,636	\$ 953,715	\$ 383,717
Total operating reserves	8,957,585	1,500,000	911,416	-
Accumulated Surplus from Operations	\$ 9,227,783	\$ 2,118,636	\$ 1,865,131	\$ 383,717
Investment in tangible capital assets	7,177,588	91,339	2,840,992	880,785
Total capital reserves*	2,238,295	-	44,525	-
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 18,643,666	\$ 2,209,975	\$ 4,750,649	\$ 1,264,502
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 18,643,666	\$ 2,209,975	\$ 4,750,649	\$ 1,264,502

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Calgary Girls' School Society	Calgary Roman Catholic Sep. School Dist. # 1	Calgary School Dist. # 19	Canadian Rockies Regional Div. # 12
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 379,979	\$ 68,572,565	\$ 136,522,000	\$ 9,362,466
Accounts receivable (net after allowances)	42,203	35,133,236	40,818,000	1,141,759
Portfolio investments				
Operating	1,500,000	-	13,899,000	112,341
Endowments	-	-	7,436,000	-
Inventories for resale	-	-	-	-
Other financial assets	-	223,600	-	-
Total financial assets	\$ 1,922,182	\$ 103,929,401	\$ 198,675,000	\$ 10,616,566
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	297,826	63,723,707	111,474,000	3,295,846
Deferred contributions	-	581,798,563	1,172,115,000	54,936,050
Employee future benefits liabilities	-	7,094,701	24,833,000	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	327,000	-
Debt				
Supported: Debentures	-	5,200	232,000	192,640
Unsupported Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	13,250,000	-
Total liabilities	\$ 297,826	\$ 652,622,171	\$ 1,322,231,000	\$ 58,424,536
Net debt	\$ 1,624,356	\$ (548,692,770)	\$ (1,123,556,000)	\$ (47,807,970)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 448,127	\$ 603,863,978	\$ 1,320,073,000	\$ 54,544,763
Inventory of supplies	-	464,385	-	-
Prepaid expenses	22,076	4,400,410	14,066,000	91,617
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 470,203	\$ 608,728,773	\$ 1,334,139,000	\$ 54,636,380
Accumulated surplus	\$ 2,094,559	\$ 60,036,003	\$ 210,583,000	\$ 6,828,410
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ (3,983)	\$ 20,695,835	\$ -	\$ 797,233
Total operating reserves	150,415	5,045,649	22,995,000	1,029,714
Accumulated Surplus from Operations	\$ 146,432	\$ 25,741,484	\$ 22,995,000	\$ 1,826,947
Investment in tangible capital assets	448,127	27,767,945	165,989,000	3,927,330
Total capital reserves*	1,500,000	6,526,574	15,887,000	1,048,792
Endowments	-	-	4,714,000	-
Accumulated operating surplus (deficit)	\$ 2,094,559	\$ 60,036,003	\$ 209,585,000	\$ 6,803,069
Accumulated remeasurement gains (losses)	-	-	998,000	25,341
	\$ 2,094,559	\$ 60,036,003	\$ 210,583,000	\$ 6,828,410

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	CAPE-Centre for Academic and Personal Excellence Institute	Chinook's Edge School Div. # 73	Christ the Redeemer Catholic Sep. Regional Div. # 3	Clearview School Div. # 71
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 334,263	\$ 11,930,102	\$ 11,726,124	\$ 3,301,421
Accounts receivable (net after allowances)	65,740	2,264,523	1,949,844	647,640
Portfolio investments				
Operating	-	1,788,208	1,453,362	629,196
Endowments	-	90,567	-	-
Inventories for resale	-	40,196	-	-
Other financial assets	-	198,068	9,302	-
Total financial assets	\$ 400,003	\$ 16,311,664	\$ 15,138,632	\$ 4,578,257
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	224,439	4,705,635	2,123,838	1,021,972
Deferred contributions	805,908	138,077,822	85,043,386	19,633,320
Employee future benefits liabilities	-	711,975	466,330	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	463,285	-	-
Debt				
Supported: Debentures	-	-	74,725	19,564
Unsupported Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	63,189	-	-	-
Total liabilities	\$ 1,093,536	\$ 143,958,717	\$ 87,708,279	\$ 20,674,856
Net debt	\$ (693,533)	\$ (127,647,053)	\$ (72,569,647)	\$ (16,096,599)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 834,897	\$ 147,054,867	\$ 94,722,756	\$ 24,547,971
Inventory of supplies	-	345,454	292,883	146,723
Prepaid expenses	19,108	961,826	670,792	355,360
Other non-financial assets	-	11	-	9,174
Total non-financial assets	\$ 854,005	\$ 148,362,158	\$ 95,686,431	\$ 25,059,228
Accumulated surplus	\$ 160,472	\$ 20,715,104	\$ 23,116,784	\$ 8,962,629
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 89,414	\$ 1,965,473	\$ 863,630	\$ 655,939
Total operating reserves	-	5,779,611	5,151,000	2,700,412
Accumulated Surplus from Operations	\$ 89,414	\$ 7,745,084	\$ 6,014,630	\$ 3,356,351
Investment in tangible capital assets	71,058	11,714,260	10,709,512	5,556,278
Total capital reserves*	-	1,127,665	6,278,597	50,000
Endowments	-	90,567	114,045	-
Accumulated operating surplus (deficit)	\$ 160,472	\$ 20,677,576	\$ 23,116,784	\$ 8,962,629
Accumulated remeasurement gains (losses)	-	37,528	-	-
	\$ 160,472	\$ 20,715,104	\$ 23,116,784	\$ 8,962,629

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Connect Charter School Society	East Central Alberta Catholic Sep. Schools Regional Div. # 16	East Central Francophone Education Region # 3	Edmonton Catholic Sep. School Dist. # 7
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 858,883	\$ 8,571,474	\$ 898,136	\$ 34,135,776
Accounts receivable (net after allowances)	37,836	725,603	322,670	23,163,474
Portfolio investments				
Operating	602,767	8,925	-	30,000,000
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 1,499,486	\$ 9,306,002	\$ 1,220,806	\$ 87,299,250
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	51,426	963,804	430,903	36,408,940
Deferred contributions	999,610	28,123,317	30,501,731	432,803,751
Employee future benefits liabilities	-	219,713	-	5,753,686
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported Debentures	-	-	82,426	-
Mortgages and capital loans	-	-	181,554	-
Capital leases	-	-	-	10,614,502
Total liabilities	\$ 1,051,036	\$ 29,306,834	\$ 31,196,614	\$ 485,580,879
Net debt	\$ 448,450	\$ (20,000,832)	\$ (29,975,808)	\$ (398,281,629)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 221,891	\$ 30,596,733	\$ 31,682,206	\$ 462,856,008
Inventory of supplies	-	-	-	2,542,791
Prepaid expenses	306,313	267,609	364,933	3,739,133
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 528,204	\$ 30,864,342	\$ 32,047,139	\$ 469,137,932
Accumulated surplus	\$ 976,654	\$ 10,863,510	\$ 2,071,333	\$ 70,856,303
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ -	\$ (387,803)	\$ -
Total operating reserves	754,763	5,332,409	-	23,426,127
Accumulated Surplus from Operations	\$ 754,763	\$ 5,332,409	\$ (387,803)	\$ 23,426,127
Investment in tangible capital assets	221,891	4,702,014	2,459,136	30,992,761
Total capital reserves*	-	829,087	-	16,437,415
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 976,654	\$ 10,863,510	\$ 2,071,333	\$ 70,856,303
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 976,654	\$ 10,863,510	\$ 2,071,333	\$ 70,856,303

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Edmonton School Dist. # 7	Elk Island Catholic Sep. Regional Div. # 41	Elk Island Public Schools Regional Div. # 14	Evergreen Catholic Sep. Regional Div. # 2
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 156,923,356	\$ 3,039,596	\$ 11,046,629	\$ 7,591,960
Accounts receivable (net after allowances)	39,092,477	5,384,129	6,758,328	1,355,729
Portfolio investments				
Operating	-	-	9,875,164	-
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 196,015,833	\$ 8,423,725	\$ 27,680,121	\$ 8,947,689
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	83,230,574	5,319,665	13,288,039	3,344,099
Deferred contributions	1,043,030,903	95,901,210	138,386,291	53,232,522
Employee future benefits liabilities	10,038,000	139,549	58,939	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	12,899	-	-
Unsupported Debentures	11,735,925	12,780,050	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	330,647	-
Total liabilities	\$ 1,148,035,402	\$ 114,153,373	\$ 152,063,916	\$ 56,576,621
Net debt	\$ (952,019,569)	\$ (105,729,648)	\$ (124,383,795)	\$ (47,628,932)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 1,142,421,534	\$ 120,585,456	\$ 142,850,193	\$ 53,569,060
Inventory of supplies	2,834,357	-	-	-
Prepaid expenses	3,122,762	622,025	1,278,628	319,571
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 1,148,378,653	\$ 121,207,481	\$ 144,128,821	\$ 53,888,631
Accumulated surplus	\$ 196,359,084	\$ 15,477,833	\$ 19,745,026	\$ 6,259,699
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ 16,395	\$ -	\$ 17,921
Total operating reserves	51,420,404	1,663,255	12,584,725	3,961,727
Accumulated Surplus from Operations	\$ 51,420,404	\$ 1,679,650	\$ 12,584,725	\$ 3,979,648
Investment in tangible capital assets	102,691,828	12,558,183	6,265,344	2,153,419
Total capital reserves*	42,246,852	1,240,000	894,957	126,632
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 196,359,084	\$ 15,477,833	\$ 19,745,026	\$ 6,259,699
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 196,359,084	\$ 15,477,833	\$ 19,745,026	\$ 6,259,699

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	FFCA Charter School Society	Foothills School Div. # 38	Fort McMurray Public School Dist. # 2833	Fort McMurray Roman Catholic Sep. School Dist. # 32
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 1,170,455	\$ 7,449,379	\$ 19,342,966	\$ 39,475,695
Accounts receivable (net after allowances)	543,796	4,280,205	7,094,208	3,514,348
Portfolio investments				
Operating	1,019,000	4,690,470	988,172	5,351,660
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 2,733,251	\$ 16,420,054	\$ 27,425,346	\$ 48,341,703
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	2,564,869	2,208,200	8,596,859	4,472,713
Deferred contributions	2,171,747	104,229,228	177,956,389	115,764,662
Employee future benefits liabilities	76,996	246,900	885,300	327,900
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	25,360	-	-
Unsupported Debentures	-	-	-	-
Mortgages and capital loans	1,408,255	-	-	-
Capital leases	14,200	195,293	-	-
Total liabilities	\$ 6,236,067	\$ 106,904,981	\$ 187,438,548	\$ 120,565,275
Net debt	\$ (3,502,816)	\$ (90,484,927)	\$ (160,013,202)	\$ (72,223,572)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 6,108,154	\$ 107,920,995	\$ 180,260,537	\$ 113,526,326
Inventory of supplies	-	434,056	-	-
Prepaid expenses	163,084	1,050,000	552,143	579,793
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 6,271,238	\$ 109,405,051	\$ 180,812,680	\$ 114,106,119
Accumulated surplus	\$ 2,768,422	\$ 18,920,119	\$ 20,799,478	\$ 41,882,547
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ -	\$ 8,325	\$ 3,763,972
Total operating reserves	181,393	7,458,489	10,199,091	18,088,835
Accumulated Surplus from Operations	\$ 181,393	\$ 7,458,489	\$ 10,207,416	\$ 21,852,807
Investment in tangible capital assets	2,587,029	5,580,294	9,934,745	8,800,144
Total capital reserves*	-	5,667,965	657,317	11,192,214
Endowments	-	213,371	-	-
Accumulated operating surplus (deficit)	\$ 2,768,422	\$ 18,920,119	\$ 20,799,478	\$ 41,845,165
Accumulated remeasurement gains (losses)	-	-	-	37,382
	\$ 2,768,422	\$ 18,920,119	\$ 20,799,478	\$ 41,882,547

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Fort Vermillion School Div. # 52	Golden Hills School Div. # 75	Grande Prairie Roman Catholic Sep. School Dist. # 28	Grande Prairie School Dist. # 2357
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 5,899,500	\$ 7,316,984	\$ 14,500,561	\$ 3,271,445
Accounts receivable (net after allowances)	6,883,429	6,128,363	1,130,061	1,670,466
Portfolio investments				
Operating	-	2,000,000	3,380,905	-
Endowments	-	75,000	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	88,333	239,854
Total financial assets	\$ 12,782,929	\$ 15,520,347	\$ 19,099,860	\$ 5,181,765
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	7,465,166	9,138,186	4,093,274	2,119,089
Deferred contributions	40,850,675	93,504,309	137,531,134	173,775,629
Employee future benefits liabilities	229,316	193,900	-	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	1,140,631	-	-
Debt				
Supported: Debentures	-	-	-	33,258
Unsupported Debentures	-	909,122	-	-
Mortgages and capital loans	-	-	-	993,191
Capital leases	-	-	-	-
Total liabilities	\$ 48,545,157	\$ 104,886,147	\$ 141,624,408	\$ 176,921,167
Net debt	\$ (35,762,228)	\$ (89,365,800)	\$ (122,524,548)	\$ (171,739,402)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 47,896,110	\$ 111,750,312	\$ 149,234,425	\$ 180,020,215
Inventory of supplies	-	245,605	-	-
Prepaid expenses	231,098	888,192	919,792	1,354,531
Other non-financial assets	-	-	-	168,475
Total non-financial assets	\$ 48,127,208	\$ 112,884,109	\$ 150,154,217	\$ 181,543,221
Accumulated surplus	\$ 12,364,980	\$ 23,518,309	\$ 27,629,669	\$ 9,803,819
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ 5,401	\$ 895,261	\$ 713,635
Total operating reserves	2,999,542	5,485,539	9,437,676	2,558,002
Accumulated Surplus from Operations	\$ 2,999,542	\$ 5,490,940	\$ 10,332,937	\$ 3,271,637
Investment in tangible capital assets	8,052,968	17,813,542	15,622,800	5,827,956
Total capital reserves*	1,312,470	138,827	1,673,932	704,226
Endowments	-	75,000	-	-
Accumulated operating surplus (deficit)	\$ 12,364,980	\$ 23,518,309	\$ 27,629,669	\$ 9,803,819
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 12,364,980	\$ 23,518,309	\$ 27,629,669	\$ 9,803,819

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Grande Yellowhead Public School Div. # 77	Grasslands Regional Div. # 6	Greater North Central Francophone Education Region # 2	Greater St. Albert Roman Catholic Sep. School Dist. # 734
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 11,251,369	\$ 3,486,213	\$ 6,880,532	\$ 4,621,230
Accounts receivable (net after allowances)	332,614	462,344	4,729,965	2,035,462
Portfolio investments				
Operating	-	4,000,000	-	-
Endowments	431,788	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 12,015,771	\$ 7,948,557	\$ 11,610,497	\$ 6,656,692
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	1,610,792	1,309,651	4,311,951	4,056,258
Deferred contributions	66,775,383	47,084,287	64,258,899	64,851,546
Employee future benefits liabilities	-	-	179,700	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	99,955	-	90,767
Unsupported Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 68,386,175	\$ 48,493,893	\$ 68,750,550	\$ 68,998,571
Net debt	\$ (56,370,404)	\$ (40,545,336)	\$ (57,140,053)	\$ (62,341,879)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 72,179,839	\$ 50,667,481	\$ 67,330,673	\$ 66,752,098
Inventory of supplies	-	109,145	-	-
Prepaid expenses	206,935	160,344	580,711	345,645
Other non-financial assets	93,656	-	-	-
Total non-financial assets	\$ 72,480,430	\$ 50,936,970	\$ 67,911,384	\$ 67,097,743
Accumulated surplus	\$ 16,110,026	\$ 10,391,635	\$ 10,771,331	\$ 4,755,864
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 2,061,751	\$ 895,526	\$ 2,586,473	\$ 689,527
Total operating reserves	2,835,160	3,729,568	120,000	428,212
Accumulated Surplus from Operations	\$ 4,896,911	\$ 4,625,094	\$ 2,706,473	\$ 1,117,739
Investment in tangible capital assets	8,221,888	5,166,070	7,245,858	3,201,408
Total capital reserves*	2,559,439	600,471	819,000	436,717
Endowments	431,788	-	-	-
Accumulated operating surplus (deficit)	\$ 16,110,026	\$ 10,391,635	\$ 10,771,331	\$ 4,755,864
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 16,110,026	\$ 10,391,635	\$ 10,771,331	\$ 4,755,864

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	High Prairie School Div. # 48	Holy Family Catholic Regional Div. # 37	Holy Spirit Roman Catholic Sep. Regional Div. # 4	Horizon School Div. # 67
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 7,349,265	\$ 4,021,798	\$ 13,700,896	\$ 2,581,262
Accounts receivable (net after allowances)	711,214	1,063,595	599,961	413,409
Portfolio investments				
Operating	-	-	-	4,222,228
Endowments	-	-	179,830	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 8,060,479	\$ 5,085,393	\$ 14,480,687	\$ 7,216,899
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	1,642,720	1,022,748	1,520,316	786,630
Deferred contributions	25,022,640	35,535,855	82,803,336	57,489,891
Employee future benefits liabilities	243,247	109,919	959,676	100,518
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 26,908,607	\$ 36,668,522	\$ 85,283,328	\$ 58,377,039
Net debt	\$ (18,848,128)	\$ (31,583,129)	\$ (70,802,641)	\$ (51,160,140)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 37,486,800	\$ 40,682,566	\$ 82,816,549	\$ 61,884,542
Inventory of supplies	-	12,838	-	-
Prepaid expenses	332,746	295,374	554,684	350,242
Other non-financial assets	530,229	-	-	-
Total non-financial assets	\$ 38,349,775	\$ 40,990,778	\$ 83,371,233	\$ 62,234,784
Accumulated surplus	\$ 19,501,647	\$ 9,407,649	\$ 12,568,592	\$ 11,074,644
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 1,118,949	\$ (2)	\$ -	\$ 1,335,930
Total operating reserves	1,704,204	589,319	3,486,092	2,328,940
Accumulated Surplus from Operations	\$ 2,823,153	\$ 589,317	\$ 3,486,092	\$ 3,664,870
Investment in tangible capital assets	12,761,085	5,720,057	6,286,261	5,438,137
Total capital reserves*	3,917,409	3,098,275	2,652,424	1,971,637
Endowments	-	-	142,900	-
Accumulated operating surplus (deficit)	\$ 19,501,647	\$ 9,407,649	\$ 12,567,677	\$ 11,074,644
Accumulated remeasurement gains (losses)	-	-	915	-
	\$ 19,501,647	\$ 9,407,649	\$ 12,568,592	\$ 11,074,644

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Lakeland Roman Catholic Sep. School Dist. # 150	Lethbridge School Dist. # 51	Living Waters Catholic Regional Div. # 42	Livingstone Range School Div. # 68
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 1,131,301	\$ 18,375,384	\$ 3,294,160	\$ 10,742,348
Accounts receivable (net after allowances)	952,945	6,445,372	283,700	2,539,354
Portfolio investments				
Operating	-	93,469	-	193,321
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 2,084,246	\$ 24,914,225	\$ 3,577,860	\$ 13,475,023
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	2,218,402	4,987,853	714,491	2,347,095
Deferred contributions	44,885,149	142,100,297	44,059,289	51,410,146
Employee future benefits liabilities	103,708	230,538	-	56,455
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	2,816	-
Unsupported Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 47,207,259	\$ 147,318,688	\$ 44,776,596	\$ 53,813,696
Net debt	\$ (45,123,013)	\$ (122,404,463)	\$ (41,198,736)	\$ (40,338,673)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 49,973,566	\$ 143,323,320	\$ 45,935,978	\$ 52,577,447
Inventory of supplies	61,640	184,020	-	18,624
Prepaid expenses	229,463	481,694	149,440	312,949
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 50,264,669	\$ 143,989,034	\$ 46,085,418	\$ 52,909,020
Accumulated surplus	\$ 5,141,655	\$ 21,584,571	\$ 4,886,682	\$ 12,570,347
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ 700,209	\$ -	\$ 397,173
Total operating reserves	(1,373,910)	9,893,702	1,563,092	2,814,425
Accumulated Surplus from Operations	\$ (1,373,910)	\$ 10,593,911	\$ 1,563,092	\$ 3,211,598
Investment in tangible capital assets	6,307,618	5,524,153	2,792,664	6,920,059
Total capital reserves*	207,947	5,146,633	530,926	2,438,690
Endowments	-	319,874	-	-
Accumulated operating surplus (deficit)	\$ 5,141,655	\$ 21,584,571	\$ 4,886,682	\$ 12,570,347
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 5,141,655	\$ 21,584,571	\$ 4,886,682	\$ 12,570,347

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Medicine Hat Catholic Regional Div. # 20	Medicine Hat Public School Dist. # 76	Mother Earth's Children's Charter School Society	New Horizons Charter School Society
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 4,260,016	\$ 9,351,475	\$ 213,078	\$ 922,237
Accounts receivable (net after allowances)	1,093,012	5,659,542	13,106	25,824
Portfolio investments				
Operating	-	-	426,272	181,302
Endowments	-	2,027,281	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 5,353,028	\$ 17,038,298	\$ 652,456	\$ 1,129,363
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	2,661,069	4,195,502	33,900	54,520
Deferred contributions	39,654,221	105,992,642	120,000	7,972,535
Employee future benefits liabilities	-	826,660	-	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported Debentures	-	-	-	-
Mortgages and capital loans	-	89,980	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 42,315,290	\$ 111,104,784	\$ 153,900	\$ 8,027,055
Net debt	\$ (36,962,262)	\$ (94,066,486)	\$ 498,556	\$ (6,897,692)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 39,033,155	\$ 118,129,698	\$ 104,100	\$ 8,183,792
Inventory of supplies	-	-	-	-
Prepaid expenses	541,205	354,233	3,430	16,742
Other non-financial assets	86,301	20	-	-
Total non-financial assets	\$ 39,660,661	\$ 118,483,951	\$ 107,530	\$ 8,200,534
Accumulated surplus	\$ 2,698,399	\$ 24,417,465	\$ 606,086	\$ 1,302,842
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 477,346	\$ 2,358,955	\$ 466,986	\$ 380,354
Total operating reserves	839,655	3,871,800	-	150,876
Accumulated Surplus from Operations	\$ 1,317,001	\$ 6,230,755	\$ 466,986	\$ 531,230
Investment in tangible capital assets	1,329,399	13,661,551	104,100	211,257
Total capital reserves*	52,000	2,471,400	35,000	560,355
Endowments	-	1,857,538	-	-
Accumulated operating surplus (deficit)	\$ 2,698,399	\$ 24,221,244	\$ 606,086	\$ 1,302,842
Accumulated remeasurement gains (losses)	-	196,221	-	-
	\$ 2,698,399	\$ 24,417,465	\$ 606,086	\$ 1,302,842

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Northern Gateway Regional Div. # 10	Northern Lights School Div. # 69	Northland School Div. # 61	Northwest Francophone Education Region # 1
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 7,962,935	\$ 7,413,917	\$ 11,095,489	\$ 2,628,965
Accounts receivable (net after allowances)	2,495,205	1,955,261	16,270,674	165,227
Portfolio investments				
Operating	-	172,142	-	19,420
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	260,501	-	50,056	-
Total financial assets	\$ 10,718,641	\$ 9,541,320	\$ 27,416,219	\$ 2,813,612
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	1,604,482	3,204,045	14,113,893	304,420
Deferred contributions	73,710,913	87,485,474	69,508,118	14,598,597
Employee future benefits liabilities	-	-	6,001	164,201
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported Debentures	-	-	-	-
Mortgages and capital loans	-	69,926	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 75,315,395	\$ 90,759,445	\$ 83,628,012	\$ 15,067,218
Net debt	\$ (64,596,754)	\$ (81,218,125)	\$ (56,211,793)	\$ (12,253,606)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 82,802,203	\$ 93,679,852	\$ 66,561,797	\$ 14,362,778
Inventory of supplies	-	-	-	28,539
Prepaid expenses	-	829,767	509,671	102,416
Other non-financial assets	-	-	10	-
Total non-financial assets	\$ 82,802,203	\$ 94,509,619	\$ 67,071,478	\$ 14,493,733
Accumulated surplus	\$ 18,205,448	\$ 13,291,494	\$ 10,859,685	\$ 2,240,127
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ 584,183	\$ 2,947,144	\$ 291,535
Total operating reserves	6,683,126	3,939,551	-	1,215,668
Accumulated Surplus from Operations	\$ 6,683,126	\$ 4,523,734	\$ 2,947,144	\$ 1,507,203
Investment in tangible capital assets	9,697,927	7,029,469	6,137,250	460,924
Total capital reserves*	1,824,396	1,710,710	1,775,291	272,000
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 18,205,448	\$ 13,263,913	\$ 10,859,685	\$ 2,240,127
Accumulated remeasurement gains (losses)	-	27,581	-	-
	\$ 18,205,448	\$ 13,291,494	\$ 10,859,685	\$ 2,240,127

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Palliser Regional Div. # 26	Parkland School Div. # 70	Peace River School Div. # 10	Peace Wapiti School Div. # 76
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 6,090,310	\$ 13,669,958	\$ 12,661,909	\$ 4,091,941
Accounts receivable (net after allowances)	1,817,749	1,076,335	1,090,895	1,210,944
Portfolio investments				
Operating	137,653	-	-	7,765,338
Endowments	87,908	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 8,133,620	\$ 14,746,293	\$ 13,752,804	\$ 13,068,223
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	3,826,262	3,925,229	2,167,821	3,694,800
Deferred contributions	40,299,613	115,051,826	50,789,752	90,659,108
Employee future benefits liabilities	286,300	453,700	-	449,197
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	598,057	-	-	-
Total liabilities	\$ 45,010,232	\$ 119,430,755	\$ 52,957,573	\$ 94,803,105
Net debt	\$ (36,876,612)	\$ (104,684,462)	\$ (39,204,769)	\$ (81,734,882)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 45,140,602	\$ 121,704,251	\$ 57,426,750	\$ 101,326,298
Inventory of supplies	4,903	-	411,660	645,845
Prepaid expenses	1,104,115	383,737	247,650	900,825
Other non-financial assets	-	-	-	267,746
Total non-financial assets	\$ 46,249,620	\$ 122,087,988	\$ 58,086,060	\$ 103,140,714
Accumulated surplus	\$ 9,373,008	\$ 17,403,526	\$ 18,881,291	\$ 21,405,832
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ -	\$ 943,769	\$ (296,092)	\$ -
Total operating reserves	1,641,535	5,244,620	6,418,024	3,898,923
Accumulated Surplus from Operations	\$ 1,641,535	\$ 6,188,389	\$ 6,121,933	\$ 3,898,923
Investment in tangible capital assets	5,791,151	7,332,936	9,500,325	11,809,807
Total capital reserves*	1,852,414	3,882,201	3,259,034	5,697,102
Endowments	87,908	-	-	-
Accumulated operating surplus (deficit)	\$ 9,373,008	\$ 17,403,526	\$ 18,881,291	\$ 21,405,832
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 9,373,008	\$ 17,403,526	\$ 18,881,291	\$ 21,405,832

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Pembina Hills Regional Div. # 7	Prairie Land Regional Div. # 25	Prairie Rose School Div. # 8	Red Deer Catholic Regional Div. # 39
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 4,176,915	\$ 1,393,231	\$ 7,307,816	\$ 11,158,614
Accounts receivable (net after allowances)	2,661,954	177,991	1,382,402	7,427,377
Portfolio investments				
Operating	-	5,614,571	-	342,694
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 6,838,869	\$ 7,185,793	\$ 8,690,218	\$ 18,928,685
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	1,307,912	968,955	2,301,253	5,178,079
Deferred contributions	27,231,874	26,339,016	38,876,062	132,890,366
Employee future benefits liabilities	-	31,927	-	2,337,391
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported Debentures	-	-	-	2,562,000
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 28,539,786	\$ 27,339,898	\$ 41,177,315	\$ 142,967,836
Net debt	\$ (21,700,917)	\$ (20,154,105)	\$ (32,487,097)	\$ (124,039,151)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 31,311,126	\$ 29,028,925	\$ 39,729,394	\$ 144,338,124
Inventory of supplies	406,643	-	-	-
Prepaid expenses	158,162	171,559	566,411	1,153,113
Other non-financial assets	32,455	-	-	71,949
Total non-financial assets	\$ 31,908,387	\$ 29,200,484	\$ 40,295,805	\$ 145,563,186
Accumulated surplus	\$ 10,207,470	\$ 9,046,379	\$ 7,808,707	\$ 21,524,035
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 903,067	\$ 707,924	\$ 1,316,544	\$ -
Total operating reserves	3,224,391	2,311,555	2,013,269	5,810,145
Accumulated Surplus from Operations	\$ 4,127,458	\$ 3,019,479	\$ 3,329,813	\$ 5,810,145
Investment in tangible capital assets	4,938,665	3,808,613	3,951,832	11,319,899
Total capital reserves*	1,141,347	2,218,287	527,062	4,281,067
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 10,207,470	\$ 9,046,379	\$ 7,808,707	\$ 21,411,111
Accumulated remeasurement gains (losses)	-	-	-	112,924
	\$ 10,207,470	\$ 9,046,379	\$ 7,808,707	\$ 21,524,035

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Red Deer Public School Dist. # 104	Rocky View School Div. # 41	St. Albert Public School Dist. # 5565	St. Paul Education Regional Div. # 1
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 15,342,566	\$ 31,922,690	\$ 19,340,612	\$ 6,632,370
Accounts receivable (net after allowances)	2,169,785	6,648,481	1,292,828	770,262
Portfolio investments				
Operating	4,177,794	18,975,166	-	-
Endowments	-	90,941	-	-
Inventories for resale	-	-	48,575	-
Other financial assets	-	-	-	-
Total financial assets	\$ 21,690,146	\$ 57,637,278	\$ 20,682,015	\$ 7,402,632
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	4,842,334	22,969,311	4,961,249	1,766,643
Deferred contributions	104,736,281	321,311,200	69,412,446	101,235,803
Employee future benefits liabilities	976,600	-	-	-
Liability for contaminated sites	-	-	-	-
Other liabilities	43,169	-	-	-
Debt				
Supported: Debentures	-	-	33,346	-
Unsupported Debentures	-	1,779,875	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 110,598,384	\$ 346,060,386	\$ 74,407,041	\$ 103,002,446
Net debt	\$ (88,908,238)	\$ (288,423,108)	\$ (53,725,026)	\$ (95,599,814)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 103,630,756	\$ 345,005,693	\$ 73,680,071	\$ 102,760,751
Inventory of supplies	627,955	88,266	-	-
Prepaid expenses	688,399	1,294,547	695,502	501,221
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 104,947,110	\$ 346,388,506	\$ 74,375,573	\$ 103,261,972
Accumulated surplus	\$ 16,038,872	\$ 57,965,398	\$ 20,650,547	\$ 7,662,158
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 4,459,587	\$ -	\$ 666,365	\$ 499,999
Total operating reserves	4,969,128	17,566,070	10,958,208	2,136,543
Accumulated Surplus from Operations	\$ 9,428,715	\$ 17,566,070	\$ 11,624,573	\$ 2,636,542
Investment in tangible capital assets	6,313,354	32,558,743	5,515,709	3,936,398
Total capital reserves*	261,437	7,383,444	3,510,265	1,089,218
Endowments	35,367	90,941	-	-
Accumulated operating surplus (deficit)	\$ 16,038,872	\$ 57,599,198	\$ 20,650,547	\$ 7,662,158
Accumulated remeasurement gains (losses)	-	366,200	-	-
	\$ 16,038,872	\$ 57,965,398	\$ 20,650,547	\$ 7,662,158

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	St. Thomas Aquinas Roman Catholic Sep. Regional Div. # 38	Sturgeon School Div. # 24	Suzuki Charter School Society	The Southern Francophone Education Region # 4
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 2,380,478	\$ 10,284,553	\$ 259,833	\$ 7,620,332
Accounts receivable (net after allowances)	557,935	1,686,763	56,544	871,542
Portfolio investments				
Operating	-	5,240	206,040	-
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	37,922	-	-
Total financial assets	\$ 2,938,413	\$ 12,014,478	\$ 522,417	\$ 8,491,874
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	477,579	3,784,364	37,719	1,215,741
Deferred contributions	70,144,750	65,321,654	390,419	70,776,290
Employee future benefits liabilities	-	-	-	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	16,112	-	-	-
Unsupported Debentures	-	-	-	-
Mortgages and capital loans	89,934	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 70,728,375	\$ 69,106,018	\$ 428,138	\$ 71,992,031
Net debt	\$ (67,789,962)	\$ (57,091,540)	\$ 94,279	\$ (63,500,157)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 73,959,137	\$ 68,308,994	\$ 552,058	\$ 68,124,874
Inventory of supplies	183,188	-	-	-
Prepaid expenses	344,838	584,715	37,350	316,256
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 74,487,163	\$ 68,893,709	\$ 589,408	\$ 68,441,130
Accumulated surplus	\$ 6,697,201	\$ 11,802,169	\$ 683,687	\$ 4,940,973
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ 1,172,792	\$ 1,122,375	\$ 402,998	\$ 2,529,659
Total operating reserves	998,482	1,526,463	106,841	2,110,424
Accumulated Surplus from Operations	\$ 2,171,274	\$ 2,648,838	\$ 509,839	\$ 4,640,083
Investment in tangible capital assets	4,200,496	4,616,207	173,848	268,617
Total capital reserves*	325,431	4,537,124	-	32,273
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 6,697,201	\$ 11,802,169	\$ 683,687	\$ 4,940,973
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 6,697,201	\$ 11,802,169	\$ 683,687	\$ 4,940,973

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)			
	Valhalla School Foundation	Westmount Charter School Society	Westwind School Div. # 74	Wetaskiwin Regional Div. # 11
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 82,767	\$ 1,720,199	\$ -	\$ 3,071,025
Accounts receivable (net after allowances)	14,629	142,107	3,485,339	253,129
Portfolio investments				
Operating	-	75,000	2,144,191	-
Endowments	-	-	495,848	79,197
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 97,396	\$ 1,937,306	\$ 6,125,378	\$ 3,403,351
LIABILITIES				
Bank indebtedness	\$ 1,030	\$ -	\$ 2,114,441	\$ -
Accounts payable and accrued liabilities	41,083	718,781	1,483,260	946,405
Deferred contributions	385,478	1,167,132	82,669,052	55,447,881
Employee future benefits liabilities	-	-	140,307	-
Liability for contaminated sites	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported Debentures	1,421	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	544,254	-
Total liabilities	\$ 429,011	\$ 1,885,913	\$ 86,951,314	\$ 56,394,286
Net debt	\$ (331,615)	\$ 51,393	\$ (80,825,935)	\$ (52,990,935)
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 445,075	\$ 1,534,505	\$ 90,147,676	\$ 58,316,084
Inventory of supplies	-	-	-	314,237
Prepaid expenses	18,608	115,443	27,476	621,087
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 463,683	\$ 1,649,948	\$ 90,175,152	\$ 59,251,408
Accumulated surplus	\$ 132,067	\$ 1,701,341	\$ 9,349,217	\$ 6,260,472
Accumulated surplus / (deficit) is comprised of:				
Unrestricted surplus	\$ (14,612)	\$ 631,761	\$ -	\$ -
Total operating reserves	-	85,928	1,170,430	2,198,760
Accumulated Surplus from Operations	\$ (14,612)	\$ 717,689	\$ 1,170,430	\$ 2,198,760
Investment in tangible capital assets	146,679	427,147	7,584,525	3,759,967
Total capital reserves*	-	556,505	98,414	222,548
Endowments	-	-	495,848	79,197
Accumulated operating surplus (deficit)	\$ 132,067	\$ 1,701,341	\$ 9,349,217	\$ 6,260,472
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 132,067	\$ 1,701,341	\$ 9,349,217	\$ 6,260,472

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)	
	Wild Rose School Div. # 66	Wolf Creek School Div. # 72
FINANCIAL ASSETS		
Cash and cash equivalents	\$ 11,473,200	\$ 5,538,579
Accounts receivable (net after allowances)	1,037,891	1,425,120
Portfolio investments		
Operating	-	2,089,002
Endowments	-	167,285
Inventories for resale	-	-
Other financial assets	525	3,150
Total financial assets	\$ 12,511,616	\$ 9,223,136
LIABILITIES		
Bank indebtedness	\$ -	\$ -
Accounts payable and accrued liabilities	2,527,967	2,518,551
Deferred contributions	47,813,977	69,913,822
Employee future benefits liabilities	226,605	-
Liability for contaminated sites	-	-
Other liabilities	-	-
Debt		
Supported: Debentures	52,119	-
Unsupported Debentures	-	-
Mortgages and capital loans	-	-
Capital leases	-	-
Total liabilities	\$ 50,620,668	\$ 72,432,373
Net debt	\$ (38,109,052)	\$ (63,209,237)
NON-FINANCIAL ASSETS		
Tangible capital assets	\$ 49,868,276	\$ 76,663,840
Inventory of supplies	-	-
Prepaid expenses	425,263	566,876
Other non-financial assets	53,070	-
Total non-financial assets	\$ 50,346,609	\$ 77,230,716
Accumulated surplus	\$ 12,237,557	\$ 14,021,479
Accumulated surplus / (deficit) is comprised of:		
Unrestricted surplus	\$ 2,833,469	\$ 2,966,615
Total operating reserves	5,323,916	838,159
Accumulated Surplus from Operations	\$ 8,157,385	\$ 3,804,774
Investment in tangible capital assets	4,080,172	8,861,903
Total capital reserves*	-	1,187,517
Endowments	-	167,285
Accumulated operating surplus (deficit)	\$ 12,237,557	\$ 14,021,479
Accumulated remeasurement gains (losses)	-	-
	\$ 12,237,557	\$ 14,021,479

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Accumulated Surplus

As at August 31, 2019

	(in dollars)	
	2019 Actual Totals	2018 Actual Totals (As restated)
FINANCIAL ASSETS		
Cash and cash equivalents	\$ 900,385,284	\$ 843,445,884
Accounts receivable (net after allowances)	285,408,118	292,867,621
Portfolio investments		
Operating	146,092,729	268,062,685
Endowments	11,161,645	10,604,976
Inventories for resale	88,771	-
Other financial assets	1,111,311	2,267,921
Total financial assets	\$ 1,344,247,858	\$ 1,417,249,087
LIABILITIES		
Bank indebtedness	\$ 2,115,471	\$ -
Accounts payable and accrued liabilities	515,590,445	537,863,509
Deferred contributions	7,736,282,287	7,568,852,774
Employee future benefits liabilities	60,318,927	60,824,814
Liability for contaminated sites	-	-
Other liabilities	1,974,085	836,256
Debt		
Supported: Debentures	971,344	3,572,738
Unsupported Debentures	29,850,819	31,490,692
Mortgages and capital loans	2,832,840	2,994,444
Capital leases	25,610,142	24,769,246
Total liabilities	\$ 8,375,546,360	\$ 8,231,204,473
Net debt	\$ (7,031,298,502)	\$ (6,813,955,386)
NON-FINANCIAL ASSETS		
Tangible capital assets	\$ 8,335,187,378	\$ 8,113,260,316
Inventory of supplies	10,943,538	9,771,932
Prepaid expenses	56,469,758	59,238,823
Other non-financial assets	1,315,066	1,789,037
Total non-financial assets	\$ 8,403,915,740	\$ 8,184,060,108
Accumulated surplus	\$ 1,372,617,238	\$ 1,370,104,707
Accumulated surplus / (deficit) is comprised of:		
Unrestricted surplus	\$ 72,726,688	\$ 64,700,850
Total operating reserves	347,083,032	370,988,745
Accumulated Surplus from Operations	\$ 419,809,720	\$ 435,689,595
Investment in tangible capital assets	746,404,483	699,246,157
Total capital reserves*	195,685,314	225,761,710
Endowments	8,915,629	8,291,355
Accumulated operating surplus (deficit)	\$ 1,370,815,146	\$ 1,368,988,817
Accumulated remeasurement gains (losses)	1,802,092	1,115,890
	\$ 1,372,617,238	\$ 1,370,104,707

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	Almadina School Society	Aspen View Public School Div. # 78	Aurora School Ltd.	Battle River Regional Div. # 31
REVENUES				
Government of Alberta	\$ 11,601,215	\$ 41,426,387	\$ 8,489,751	\$ 77,033,949
Federal Government and First Nations	-	2,091,251	-	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	-	-	-
Fees	297,674	789,930	479,571	833,344
Other sales and services	-	315,463	25,077	3,007,718
Investment income	39,935	152,964	90,816	203,025
Gifts and donations	5,013	39,981	2,792	349,641
Rental of facilities	-	33,698	3,045	17,623
Fundraising	24,703	456,704	79,544	854,734
Gains on disposal of capital assets	-	9,599	-	23,676
Other revenue	22,714	253,556	-	176,552
Total revenues	\$ 11,991,254	\$ 45,569,533	\$ 9,170,596	\$ 82,500,262
EXPENSES				
Instruction - ECS	\$ 554,142	\$ 1,129,296	\$ 300,431	\$ 4,400,045
Instruction - Grades 1 - 12	9,144,672	29,910,905	5,708,196	57,663,232
Plant operations and maintenance	687,493	7,174,649	1,327,935	11,215,523
Transportation	1,022,212	4,126,789	725,147	5,390,580
Board & system administration	582,193	1,841,275	429,488	2,911,702
External services	-	1,496,642	-	1,928,529
Total expenses	\$ 11,990,712	\$ 45,679,556	\$ 8,491,197	\$ 83,509,611
Operating surplus (deficit)	\$ 542	\$ (110,023)	\$ 679,399	\$ (1,009,349)
Accumulated operating surplus (deficit) at beginning of year	3,140,437	7,152,381	7,194,170	17,727,564
Accumulated operating surplus (deficit) at end of year	\$ 3,140,979	\$ 7,042,358	\$ 7,873,569	\$ 16,718,215
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 133,636	\$ (89,157)	\$ 1,116,970	\$ 177,773
Total cash flows from capital transactions	(618,206)	(1,821,192)	(361,814)	(2,972,741)
Total cash flows from investing transactions	485,638	(409)	(816)	(1,305,165)
Total cash flows from financing transactions	-	-	-	(101,968)
Increase (decrease) in cash and cash equivalents	\$ 1,068	\$ (1,910,758)	\$ 754,340	\$ (4,202,101)
Cash and cash equivalents, at beginning of the year	1,479,009	7,858,361	2,585,779	8,386,957
Cash and cash equivalents, at end of the year	\$ 1,480,077	\$ 5,947,603	\$ 3,340,119	\$ 4,184,856
Alberta Education Funded Student Enrolment*	1,114	2,495	831	5,791

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	Black Gold Regional Div. # 18	Boyle Street Education Centre	Buffalo Trail Public Schools Regional Div. # 28	Calgary Arts Academy Society
REVENUES				
Government of Alberta	\$ 130,502,720	\$ 3,649,911	\$ 54,438,868	\$ 4,356,554
Federal Government and First Nations	80	-	12,910	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	-	-	-
Fees	2,053,439	-	274,553	398,865
Other sales and services	2,005,352	7,013	379,345	28,528
Investment income	370,637	43,783	144,592	1,298
Gifts and donations	392,297	6,000	422,761	8,036
Rental of facilities	139,119	-	15,734	11,150
Fundraising	626,840	-	1,487,298	1,061
Gains on disposal of capital assets	25,367	-	6,059	23,219
Other revenue	-	-	-	506,395
Total revenues	\$ 136,115,851	\$ 3,706,707	\$ 57,182,120	\$ 5,335,106
EXPENSES				
Instruction - ECS	\$ 11,364,649	\$ -	\$ 1,218,746	\$ 167,296
Instruction - Grades 1 - 12	98,097,330	2,560,998	40,798,184	3,502,844
Plant operations and maintenance	16,427,656	956,993	7,050,579	952,622
Transportation	4,451,522	17,245	5,593,937	355,695
Board & system administration	4,083,895	179,359	2,017,502	286,681
External services	523,900	-	280,831	-
Total expenses	\$ 134,948,952	\$ 3,714,595	\$ 56,959,779	\$ 5,265,138
Operating surplus (deficit)	\$ 1,166,899	\$ (7,888)	\$ 222,341	\$ 69,968
Accumulated operating surplus (deficit) at beginning of year	17,476,767	2,217,863	4,528,308	1,194,534
Accumulated operating surplus (deficit) at end of year	\$ 18,643,666	\$ 2,209,975	\$ 4,750,649	\$ 1,264,502
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 6,492,483	\$ (7,099)	\$ 11,323,256	\$ 68,049
Total cash flows from capital transactions	(7,380,150)	(51,726)	(10,885,421)	(9,386)
Total cash flows from investing transactions	976,707	1,032,589	-	73,471
Total cash flows from financing transactions	-	-	(128,250)	-
Increase (decrease) in cash and cash equivalents	\$ 89,040	\$ 973,764	\$ 309,585	\$ 132,134
Cash and cash equivalents, at beginning of the year	5,701,220	633,764	6,193,465	274,175
Cash and cash equivalents, at end of the year	\$ 5,790,260	\$ 1,607,528	\$ 6,503,050	\$ 406,309
Alberta Education Funded Student Enrolment*	11,240	141	3,860	462

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	Calgary Girls' School Society	Calgary Roman Catholic Sep. School Dist. # 1	Calgary School Dist. # 19	Canadian Rockies Regional Div. # 12
REVENUES				
Government of Alberta	\$ 4,809,276	\$ 490,693,008	\$ 1,288,251,000	\$ 23,648,106
Federal Government and First Nations	-	1,853,586	2,698,000	4,363,428
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	100,207,308	-	-
Fees	684,075	12,271,732	43,627,000	1,093,072
Other sales and services	-	6,533,764	28,874,000	1,581,996
Investment income	31,439	1,718,311	3,837,000	147,220
Gifts and donations	11,050	2,828,368	9,536,000	184,874
Rental of facilities	3,450	1,852,014	4,211,000	199,000
Fundraising	6,720	1,668,688	2,524,000	309,289
Gains on disposal of capital assets	-	20,857	110,000	2,200
Other revenue	35,915	69,508	1,047,000	-
Total revenues	\$ 5,581,925	\$ 619,717,144	\$ 1,384,715,000	\$ 31,529,185
EXPENSES				
Instruction - ECS	\$ -	\$ 22,002,896	\$ 44,354,000	\$ 1,156,670
Instruction - Grades 1 - 12	4,248,438	473,222,251	1,048,639,000	20,082,550
Plant operations and maintenance	540,415	83,398,779	161,616,000	4,394,633
Transportation	690,800	20,480,630	52,632,000	1,213,611
Board & system administration	310,151	20,324,719	48,054,000	1,656,914
External services	-	1,423,972	32,898,000	2,372,582
Total expenses	\$ 5,789,804	\$ 620,853,247	\$ 1,388,193,000	\$ 30,876,960
Operating surplus (deficit)	\$ (207,879)	\$ (1,136,103)	\$ (3,478,000)	\$ 652,225
Accumulated operating surplus (deficit) at beginning of year	2,302,438	61,172,106	213,063,000	6,150,844
Accumulated operating surplus (deficit) at end of year	\$ 2,094,559	\$ 60,036,003	\$ 209,585,000	\$ 6,803,069
Changes in Financial Position:				
Total cash flows from operating transactions	\$ (165,829)	\$ 38,298,608	\$ 77,261,000	\$ 14,336,071
Total cash flows from capital transactions	-	(49,180,221)	(82,286,000)	(11,196,261)
Total cash flows from investing transactions	112,806	-	(617,000)	20,525
Total cash flows from financing transactions	-	(16,067)	417,000	(395,590)
Increase (decrease) in cash and cash equivalents	\$ (53,023)	\$ (10,897,680)	\$ (5,225,000)	\$ 2,764,745
Cash and cash equivalents, at beginning of the year	433,002	79,470,245	141,747,000	6,597,721
Cash and cash equivalents, at end of the year	\$ 379,979	\$ 68,572,565	\$ 136,522,000	\$ 9,362,466
Alberta Education Funded Student Enrolment*	503	54,548	116,759	1,785

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	CAPE-Centre for Academic and Personal Excellence Institute	Chinook's Edge School Div. # 73	Christ the Redeemer Catholic Sep. Regional Div. # 3	Clearview School Div. # 71
REVENUES				
Government of Alberta	\$ 2,216,491	\$ 124,969,550	\$ 90,563,768	\$ 32,115,360
Federal Government and First Nations	-	4,200	-	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	-	7,477,193	-
Fees	169,505	1,729,471	1,103,598	522,889
Other sales and services	27,700	1,837,729	533,153	426,370
Investment income	1,313	304,559	560,677	89,501
Gifts and donations	10,242	546,769	374,783	103,569
Rental of facilities	-	251,287	37,417	15,130
Fundraising	14,192	764,630	422,292	275,840
Gains on disposal of capital assets	-	37,723	858	17,204
Other revenue	5,391	583,048	666,263	434,728
Total revenues	\$ 2,444,834	\$ 131,028,966	\$ 101,740,002	\$ 34,000,591
EXPENSES				
Instruction - ECS	\$ 126,905	\$ 7,209,193	\$ 2,356,446	\$ 2,075,408
Instruction - Grades 1 - 12	1,717,963	92,872,051	78,872,160	22,486,791
Plant operations and maintenance	454,815	17,160,364	12,604,039	4,503,005
Transportation	107,274	6,699,793	5,104,266	3,122,402
Board & system administration	157,654	4,213,765	2,875,127	1,538,609
External services	26,743	2,202,148	12,595	254,104
Total expenses	\$ 2,591,354	\$ 130,357,314	\$ 101,824,633	\$ 33,980,319
Operating surplus (deficit)	\$ (146,520)	\$ 671,652	\$ (84,631)	\$ 20,272
Accumulated operating surplus (deficit) at beginning of year	306,992	20,005,924	23,201,415	8,942,357
Accumulated operating surplus (deficit) at end of year	\$ 160,472	\$ 20,677,576	\$ 23,116,784	\$ 8,962,629
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 485,075	\$ 2,298,763	\$ 1,430,983	\$ 1,247,504
Total cash flows from capital transactions	(516,933)	(3,471,302)	(2,807,906)	(1,506,889)
Total cash flows from investing transactions	103,512	(989,551)	260,899	199,628
Total cash flows from financing transactions	63,189	-	(271,282)	(68,083)
Increase (decrease) in cash and cash equivalents	\$ 134,843	\$ (2,162,090)	\$ (1,387,306)	\$ (127,840)
Cash and cash equivalents, at beginning of the year	199,420	14,092,192	13,113,430	3,429,261
Cash and cash equivalents, at end of the year	\$ 334,263	\$ 11,930,102	\$ 11,726,124	\$ 3,301,421
Alberta Education Funded Student Enrolment*	193	10,486	8,666	2,263

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	East Central Alberta		East Central Francophone Education Region # 3	Edmonton Catholic Sep. School Dist. # 7
	Connect Charter School Society	Catholic Sep. Schools Regional Div. # 16		
REVENUES				
Government of Alberta	\$ 5,771,681	\$ 22,033,683	\$ 16,184,756	\$ 418,282,403
Federal Government and First Nations	2,890	-	-	8,514,581
Out of province authorities	-	-	18,960	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	1,463,415	-	66,914,401
Fees	868,367	200,874	192,622	15,139,004
Other sales and services	229,939	245,838	502,091	5,391,368
Investment income	28,076	183,971	3,333	1,228,541
Gifts and donations	47,762	39,681	56,679	4,411,222
Rental of facilities	9,600	9,215	21,553	2,236,224
Fundraising	51,516	180,145	223,836	424,593
Gains on disposal of capital assets	18,824	-	11,250	3,622,524
Other revenue	-	33,518	-	-
Total revenues	\$ 7,028,655	\$ 24,390,340	\$ 17,215,079	\$ 526,164,861
EXPENSES				
Instruction - ECS	\$ -	\$ 994,537	\$ 1,155,513	\$ 53,009,347
Instruction - Grades 1 - 12	5,623,920	18,456,666	8,941,605	356,540,552
Plant operations and maintenance	467,658	3,679,256	3,135,558	66,729,318
Transportation	574,034	447,057	1,390,932	22,361,390
Board & system administration	356,254	1,304,701	1,147,580	14,994,170
External services	-	125,088	1,615,881	7,854,503
Total expenses	\$ 7,021,866	\$ 25,007,305	\$ 17,387,070	\$ 521,489,280
Operating surplus (deficit)	\$ 6,789	\$ (616,965)	\$ (171,992)	\$ 4,675,581
Accumulated operating surplus (deficit) at beginning of year	969,865	11,480,475	2,243,325	66,180,722
Accumulated operating surplus (deficit) at end of year	\$ 976,654	\$ 10,863,510	\$ 2,071,333	\$ 70,856,303
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 49,663	\$ 156,674	\$ 795,990	\$ 27,200,569
Total cash flows from capital transactions	4,370	(1,990,545)	(236,705)	(26,762,763)
Total cash flows from investing transactions	2,916	(222)	-	(30,000,000)
Total cash flows from financing transactions	-	-	(110,619)	(313,036)
Increase (decrease) in cash and cash equivalents	\$ 56,949	\$ (1,834,093)	\$ 448,666	\$ (29,875,230)
Cash and cash equivalents, at beginning of the year	801,934	10,405,567	449,470	64,011,006
Cash and cash equivalents, at end of the year	\$ 858,883	\$ 8,571,474	\$ 898,136	\$ 34,135,776
Alberta Education Funded Student Enrolment*	621	1,962	712	39,857

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	Edmonton School Dist. # 7	Elk Island Catholic Sep. Regional Div. # 41	Elk Island Public Schools Regional Div. # 14	Evergreen Catholic Sep. Regional Div. # 2
REVENUES				
Government of Alberta	\$ 1,126,694,519	\$ 65,485,251	\$ 188,675,232	\$ 39,493,924
Federal Government and First Nations	2,312,333	-	-	43,298
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	11,266,213	-	6,691,547
Fees	27,672,898	2,910,058	4,956,626	590,755
Other sales and services	18,998,188	2,016,797	3,040,025	525,630
Investment income	4,039,184	96,695	515,188	142,475
Gifts and donations	8,958,771	164,723	1,069,171	85,546
Rental of facilities	4,471,451	201,059	362,973	800
Fundraising	2,197,661	178,796	384,183	222,312
Gains on disposal of capital assets	-	3,952,564	34,412	-
Other revenue	-	-	-	1,995
Total revenues	\$ 1,195,345,005	\$ 86,272,156	\$ 199,037,810	\$ 47,798,282
EXPENSES				
Instruction - ECS	\$ 81,693,906	\$ 4,678,365	\$ 10,388,170	\$ 1,743,558
Instruction - Grades 1 - 12	841,378,411	59,580,132	147,500,974	36,612,719
Plant operations and maintenance	177,994,002	11,231,599	23,271,638	6,914,718
Transportation	44,215,625	3,642,737	10,623,295	672,145
Board & system administration	41,090,034	2,704,171	6,902,389	1,924,609
External services	20,204,875	1,247,322	1,228,709	270,687
Total expenses	\$ 1,206,576,853	\$ 83,084,326	\$ 199,915,175	\$ 48,138,436
Operating surplus (deficit)	\$ (11,231,848)	\$ 3,187,830	\$ (877,365)	\$ (340,154)
Accumulated operating surplus (deficit) at beginning of year	207,590,932	12,290,003	20,622,391	6,599,853
Accumulated operating surplus (deficit) at end of year	\$ 196,359,084	\$ 15,477,833	\$ 19,745,026	\$ 6,259,699
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 55,041,120	\$ (403,739)	\$ 6,592,767	\$ 1,746,296
Total cash flows from capital transactions	(85,520,355)	(6,183,928)	(13,128,974)	(676,973)
Total cash flows from investing transactions	130,000,000	-	5,406,518	912,990
Total cash flows from financing transactions	(634,683)	(367,447)	(344,540)	(32,191)
Increase (decrease) in cash and cash equivalents	\$ 98,886,082	\$ (6,955,114)	\$ (1,474,229)	\$ 1,950,122
Cash and cash equivalents, at beginning of the year	58,037,274	9,994,710	12,520,858	5,641,838
Cash and cash equivalents, at end of the year	\$ 156,923,356	\$ 3,039,596	\$ 11,046,629	\$ 7,591,960
Alberta Education Funded Student Enrolment*	96,372	6,398	16,491	4,091

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	FFCA Charter School Society	Foothills School Div. # 38	Fort McMurray Public School Dist. # 2833	Fort McMurray Roman Catholic Sep. School Dist. # 32
REVENUES				
Government of Alberta	\$ 32,627,357	\$ 89,098,125	\$ 87,837,150	\$ 84,374,286
Federal Government and First Nations	-	445,013	145,615	1,425,886
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	-	-	1,649,963
Fees	3,329,162	1,773,209	1,406,113	605,740
Other sales and services	101,186	616,154	955,625	2,433,821
Investment income	72,546	343,511	347,597	1,019,111
Gifts and donations	56,341	332,152	760,821	848,332
Rental of facilities	170,891	128,754	1,060,563	612,435
Fundraising	413,187	996,328	105,779	436,458
Gains on disposal of capital assets	-	30,316	-	10,377
Other revenue	291,459	475,031	5,394	113,250
Total revenues	\$ 37,062,129	\$ 94,238,593	\$ 92,624,657	\$ 93,529,659
EXPENSES				
Instruction - ECS	\$ 1,360,290	\$ 3,788,266	\$ 12,191,148	\$ 6,562,641
Instruction - Grades 1 - 12	27,986,721	71,040,293	54,576,506	66,190,868
Plant operations and maintenance	3,004,429	15,395,011	16,590,565	12,671,827
Transportation	3,423,754	4,778,518	2,257,983	2,121,347
Board & system administration	1,555,167	3,239,330	3,043,592	2,951,745
External services	-	-	-	2,640,018
Total expenses	\$ 37,330,361	\$ 98,241,418	\$ 88,659,794	\$ 93,138,446
Operating surplus (deficit)	\$ (268,232)	\$ (4,002,825)	\$ 3,964,863	\$ 391,213
Accumulated operating surplus (deficit) at beginning of year	3,036,654	22,922,944	16,834,615	41,453,953
Accumulated operating surplus (deficit) at end of year	\$ 2,768,422	\$ 18,920,119	\$ 20,799,478	\$ 41,845,165
Changes in Financial Position:				
Total cash flows from operating transactions	\$ (92,046)	\$ (792,963)	\$ 22,287,737	\$ 3,442,750
Total cash flows from capital transactions	(999,436)	(3,839,600)	(18,358,355)	(3,232,046)
Total cash flows from investing transactions	31,000	3,414,530	(122,256)	31,095
Total cash flows from financing transactions	(81,365)	1,764,988	-	-
Increase (decrease) in cash and cash equivalents	\$ (1,141,847)	\$ 546,955	\$ 3,807,126	\$ 241,799
Cash and cash equivalents, at beginning of the year	2,312,302	6,902,424	15,535,840	39,233,896
Cash and cash equivalents, at end of the year	\$ 1,170,455	\$ 7,449,379	\$ 19,342,966	\$ 39,475,695
Alberta Education Funded Student Enrolment*	3,359	7,681	5,323	5,735

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	Fort Vermilion School Div. # 52	Golden Hills School Div. # 75	Grande Prairie Roman Catholic Sep. School Dist. # 28	Grande Prairie School Dist. # 2357
REVENUES				
Government of Alberta	\$ 49,936,587	\$ 74,872,182	\$ 59,233,399	\$ 99,143,802
Federal Government and First Nations	5,639,854	1,542,273	103,079	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	-	4,973,949	-
Fees	217,508	1,266,538	1,750,016	1,330,868
Other sales and services	6,174,148	9,497,423	160,371	2,438,625
Investment income	123,564	178,911	282,703	89,273
Gifts and donations	18,832	258,616	64,325	63,451
Rental of facilities	221,417	160,952	221,251	145,914
Fundraising	1,129,218	485,147	470,935	411,362
Gains on disposal of capital assets	16,937	6,000	26,378	4,000
Other revenue	-	1,770,658	125,944	-
Total revenues	\$ 63,478,065	\$ 90,038,699	\$ 67,412,350	\$ 103,627,295
EXPENSES				
Instruction - ECS	\$ 2,065,673	\$ 3,000,249	\$ 4,118,944	\$ 8,799,926
Instruction - Grades 1 - 12	41,213,753	59,490,003	44,191,829	69,828,634
Plant operations and maintenance	13,180,600	12,705,285	11,668,882	18,550,454
Transportation	3,555,624	4,102,909	3,156,331	2,324,667
Board & system administration	2,227,800	3,104,629	2,432,125	3,461,455
External services	956,169	6,211,673	358,064	-
Total expenses	\$ 63,199,619	\$ 88,614,747	\$ 65,926,175	\$ 102,965,136
Operating surplus (deficit)	\$ 278,446	\$ 1,423,952	\$ 1,486,175	\$ 662,159
Accumulated operating surplus (deficit) at beginning of year	12,086,534	22,019,357	26,409,588	9,141,660
Accumulated operating surplus (deficit) at end of year	\$ 12,364,980	\$ 23,443,309	\$ 27,895,763	\$ 9,803,819
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 1,907,688	\$ 7,981,254	\$ 5,999,079	\$ 1,632,792
Total cash flows from capital transactions	(2,148,020)	(7,900,385)	(4,140,826)	(1,144,072)
Total cash flows from investing transactions	-	-	(914,549)	-
Total cash flows from financing transactions	-	(143,350)	-	(215,889)
Increase (decrease) in cash and cash equivalents	\$ (240,332)	\$ (62,480)	\$ 943,704	\$ 272,831
Cash and cash equivalents, at beginning of the year	6,139,832	7,379,464	13,556,857	2,998,614
Cash and cash equivalents, at end of the year	\$ 5,899,500	\$ 7,316,984	\$ 14,500,561	\$ 3,271,445
Alberta Education Funded Student Enrolment*	2,879	6,060	4,925	7,791

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	Grande Yellowhead Public School Div. # 77	Grasslands Regional Div. # 6	Greater North Central Francophone Education Region # 2	Greater St. Albert Roman Catholic Sep. School Dist. # 734
REVENUES				
Government of Alberta	\$ 58,364,657	\$ 46,359,418	\$ 52,739,296	\$ 57,253,312
Federal Government and First Nations	13,000	721,365	1,472,442	131,436
Out of province authorities	-	-	127,280	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	-	-	8,487,922
Fees	630,965	544,257	524,579	2,500,089
Other sales and services	386,585	711,142	182,157	1,147,662
Investment income	217,789	189,496	72,526	122,420
Gifts and donations	292,979	406,162	202,645	100,901
Rental of facilities	-	65,584	276,521	276,316
Fundraising	628,251	181,310	313,053	174,856
Gains on disposal of capital assets	48,513	2,771	3,104	14,609
Other revenue	318,100	-	41,060	195,344
Total revenues	\$ 60,900,839	\$ 49,181,505	\$ 55,954,663	\$ 70,404,867
EXPENSES				
Instruction - ECS	\$ 3,049,405	\$ 3,108,883	\$ 3,661,270	\$ 5,163,601
Instruction - Grades 1 - 12	42,522,011	35,363,284	35,573,154	51,524,976
Plant operations and maintenance	7,671,543	6,498,849	8,212,155	8,282,760
Transportation	4,142,869	2,423,899	6,137,888	2,822,161
Board & system administration	2,729,382	1,925,212	2,076,044	2,423,261
External services	36,785	403,656	353,970	731,271
Total expenses	\$ 60,151,995	\$ 49,723,783	\$ 56,014,481	\$ 70,948,030
Operating surplus (deficit)	\$ 748,844	\$ (542,278)	\$ (59,818)	\$ (543,163)
Accumulated operating surplus (deficit) at beginning of year	15,361,182	10,933,913	10,831,149	5,299,027
Accumulated operating surplus (deficit) at end of year	\$ 16,110,026	\$ 10,391,635	\$ 10,771,331	\$ 4,755,864
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 3,419,826	\$ 1,813,206	\$ 9,766,483	\$ 3,114,029
Total cash flows from capital transactions	(1,030,712)	(1,744,732)	(8,334,688)	(2,516,187)
Total cash flows from investing transactions	5,159,264	(4,000,000)	-	-
Total cash flows from financing transactions	-	(239,275)	-	(219,668)
Increase (decrease) in cash and cash equivalents	\$ 7,548,378	\$ (4,170,801)	\$ 1,431,795	\$ 378,174
Cash and cash equivalents, at beginning of the year	3,702,991	7,657,014	5,448,737	4,243,056
Cash and cash equivalents, at end of the year	\$ 11,251,369	\$ 3,486,213	\$ 6,880,532	\$ 4,621,230
Alberta Education Funded Student Enrolment*	4,313	3,484	3,329	5,459

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	High Prairie School Div. # 48	Holy Family Catholic Regional Div. # 37	Holy Spirit Roman Catholic Sep. Regional Div. # 4	Horizon School Div. # 67
REVENUES				
Government of Alberta	\$ 44,894,246	\$ 27,005,166	\$ 52,301,560	\$ 43,373,944
Federal Government and First Nations	4,700,703	2,632,386	1,228,091	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	1,613,334	6,931,739	-
Fees	394,869	232,171	964,770	596,586
Other sales and services	870,751	230,033	887,895	730,171
Investment income	216,872	139,975	108,319	158,905
Gifts and donations	18,344	40,156	313,302	334,519
Rental of facilities	52,414	15,492	66,085	20,763
Fundraising	305,369	114,325	302,594	321,891
Gains on disposal of capital assets	8,359	1,956	-	-
Other revenue	-	150,031	389,601	43,956
Total revenues	\$ 51,461,927	\$ 32,175,025	\$ 63,493,956	\$ 45,580,735
EXPENSES				
Instruction - ECS	\$ 1,829,128	\$ 1,511,539	\$ 4,408,821	\$ 1,440,714
Instruction - Grades 1 - 12	36,641,055	25,349,551	45,412,930	32,414,245
Plant operations and maintenance	5,985,977	4,826,467	8,925,154	6,294,333
Transportation	4,480,675	551,807	1,871,457	2,887,044
Board & system administration	2,178,763	1,560,410	2,535,842	1,937,483
External services	1,838,290	342,360	-	470,951
Total expenses	\$ 52,953,888	\$ 34,142,134	\$ 63,154,204	\$ 45,444,770
Operating surplus (deficit)	\$ (1,491,961)	\$ (1,967,109)	\$ 339,752	\$ 135,965
Accumulated operating surplus (deficit) at beginning of year	20,993,608	11,374,758	12,227,925	10,938,679
Accumulated operating surplus (deficit) at end of year	\$ 19,501,647	\$ 9,407,649	\$ 12,567,677	\$ 11,074,644
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 469,038	\$ (135,626)	\$ 2,045,782	\$ 1,134,236
Total cash flows from capital transactions	(1,183,333)	(1,799,292)	(1,796,402)	(1,463,225)
Total cash flows from investing transactions	-	-	(3,367)	260,448
Total cash flows from financing transactions	-	-	-	230,415
Increase (decrease) in cash and cash equivalents	\$ (714,295)	\$ (1,934,918)	\$ 246,013	\$ 161,874
Cash and cash equivalents, at beginning of the year	8,063,560	5,956,716	13,454,883	2,419,388
Cash and cash equivalents, at end of the year	\$ 7,349,265	\$ 4,021,798	\$ 13,700,896	\$ 2,581,262
Alberta Education Funded Student Enrolment*	2,729	1,793	4,676	3,322

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	Lakeland Roman Catholic Sep. School Dist. # 150	Lethbridge School Dist. # 51	Living Waters Catholic Regional Div. # 42	Livingstone Range School Div. # 68
REVENUES				
Government of Alberta	\$ 32,239,698	\$ 121,725,881	\$ 27,193,940	\$ 47,511,380
Federal Government and First Nations	1,496,947	400,582	91,235	3,128,692
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	2,240,228	-	1,418,475	-
Fees	626,789	1,944,047	339,800	844,808
Other sales and services	709,754	1,433,092	416,736	1,557,088
Investment income	2,094	413,358	61,123	185,449
Gifts and donations	146,215	796,801	49,121	348,559
Rental of facilities	35,587	27,504	6,430	51,488
Fundraising	170,358	2,158,853	47,339	329,756
Gains on disposal of capital assets	25,119	2,411	-	107,997
Other revenue	-	-	7,031	193,988
Total revenues	\$ 37,692,789	\$ 128,902,529	\$ 29,631,230	\$ 54,259,205
EXPENSES				
Instruction - ECS	\$ 1,941,223	\$ 8,918,450	\$ 1,631,641	\$ 2,147,434
Instruction - Grades 1 - 12	27,089,710	98,383,680	21,054,546	37,864,720
Plant operations and maintenance	4,093,795	15,886,139	4,728,103	8,121,047
Transportation	2,713,935	2,162,305	55,589	3,620,384
Board & system administration	1,385,590	4,133,438	1,355,016	1,973,967
External services	594,705	427,619	-	-
Total expenses	\$ 37,818,958	\$ 129,911,631	\$ 28,824,895	\$ 53,727,552
Operating surplus (deficit)	\$ (126,169)	\$ (1,009,102)	\$ 806,335	\$ 531,653
Accumulated operating surplus (deficit) at beginning of year	5,267,824	22,593,673	4,080,347	12,038,694
Accumulated operating surplus (deficit) at end of year	\$ 5,141,655	\$ 21,584,571	\$ 4,886,682	\$ 12,570,347
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 1,241,213	\$ 4,723,621	\$ 2,099,999	\$ 4,229,973
Total cash flows from capital transactions	(957,462)	(8,688,638)	(513,229)	(1,823,238)
Total cash flows from investing transactions	-	(18,929)	-	(10,214)
Total cash flows from financing transactions	-	-	(21,596)	939,803
Increase (decrease) in cash and cash equivalents	\$ 283,751	\$ (3,983,946)	\$ 1,565,174	\$ 3,336,325
Cash and cash equivalents, at beginning of the year	847,550	22,359,330	1,728,986	7,406,024
Cash and cash equivalents, at end of the year	\$ 1,131,301	\$ 18,375,384	\$ 3,294,160	\$ 10,742,348
Alberta Education Funded Student Enrolment*	2,316	10,632	1,966	3,170

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	Medicine Hat Catholic Sep. Regional Div. # 20	Medicine Hat Public School Dist. # 76	Mother Earth's Children's Charter School Society	New Horizons Charter School Society
REVENUES				
Government of Alberta	\$ 27,000,542	\$ 87,329,217	\$ 801,207	\$ 3,923,885
Federal Government and First Nations	-	-	765,420	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	4,191,654	-	-	-
Fees	629,230	915,593	-	72,691
Other sales and services	1,031,966	2,803,894	10,500	2,525
Investment income	76,373	331,660	4,044	5,800
Gifts and donations	163,646	273,748	143,614	11,557
Rental of facilities	26,121	86,838	1,250	23,655
Fundraising	137,175	412,878	-	10,982
Gains on disposal of capital assets	-	-	-	-
Other revenue	116,793	-	-	-
Total revenues	\$ 33,373,500	\$ 92,153,828	\$ 1,726,035	\$ 4,051,095
EXPENSES				
Instruction - ECS	\$ 3,602,361	\$ 9,835,066	\$ 89,122	\$ 177,891
Instruction - Grades 1 - 12	21,184,031	63,301,423	611,845	2,710,659
Plant operations and maintenance	4,665,435	11,269,407	592,660	706,135
Transportation	1,260,072	2,328,505	152,479	88,756
Board & system administration	1,672,813	2,916,232	194,432	224,430
External services	456,946	1,035,170	-	11,116
Total expenses	\$ 32,841,658	\$ 90,685,803	\$ 1,640,538	\$ 3,918,987
Operating surplus (deficit)	\$ 531,843	\$ 1,468,025	\$ 85,497	\$ 132,108
Accumulated operating surplus (deficit) at beginning of year	2,166,557	22,753,219	520,589	1,170,734
Accumulated operating surplus (deficit) at end of year	\$ 2,698,399	\$ 24,221,244	\$ 606,086	\$ 1,302,842
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 1,984,140	\$ 3,077,418	\$ 79,078	\$ 42,215
Total cash flows from capital transactions	(1,462,881)	(4,432,902)	-	(135,340)
Total cash flows from investing transactions	-	(54,103)	36,391	365,844
Total cash flows from financing transactions	-	(61,874)	-	-
Increase (decrease) in cash and cash equivalents	\$ 521,259	\$ (1,471,461)	\$ 115,469	\$ 272,719
Cash and cash equivalents, at beginning of the year	3,738,758	10,822,936	97,609	649,518
Cash and cash equivalents, at end of the year	\$ 4,260,016	\$ 9,351,475	\$ 213,078	\$ 922,237
Alberta Education Funded Student Enrolment*	2,458	7,009	7	332

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	Northern Gateway Regional Div. # 10	Northern Lights School Div. # 69	Northland School Div. # 61	Northwest Francophone Education Region # 1
REVENUES				
Government of Alberta	\$ 60,258,530	\$ 77,479,447	\$ 44,418,584	\$ 10,140,454
Federal Government and First Nations	3,440,309	3,495,588	15,113,971	28,428
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	-	-	-
Fees	849,552	635,857	-	78,212
Other sales and services	1,142,076	1,798,595	13,079,490	211,957
Investment income	177,359	28,007	260,960	4,085
Gifts and donations	190,357	859,069	349,490	22,777
Rental of facilities	85,733	129,181	667,219	7,948
Fundraising	240,144	538,687	161,750	152,186
Gains on disposal of capital assets	69,737	57,620	11,190	-
Other revenue	5,000	-	177,126	29,996
Total revenues	\$ 66,458,797	\$ 85,022,051	\$ 74,239,780	\$ 10,676,043
EXPENSES				
Instruction - ECS	\$ 2,117,449	\$ 5,139,108	\$ 2,426,042	\$ 710,549
Instruction - Grades 1 - 12	48,452,841	58,539,877	38,055,151	6,093,191
Plant operations and maintenance	8,681,265	12,057,870	23,281,382	1,827,579
Transportation	5,004,004	6,034,704	3,570,673	813,394
Board & system administration	2,741,302	3,101,624	3,484,131	470,651
External services	468,518	807,375	4,972,953	286,734
Total expenses	\$ 67,465,379	\$ 85,680,558	\$ 75,790,332	\$ 10,202,098
Operating surplus (deficit)	\$ (1,006,582)	\$ (658,507)	\$ (1,550,552)	\$ 473,945
Accumulated operating surplus (deficit) at beginning of year	19,212,030	13,922,420	12,410,237	1,766,182
Accumulated operating surplus (deficit) at end of year	\$ 18,205,448	\$ 13,263,913	\$ 10,859,685	\$ 2,240,127
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 99,209	\$ 1,436,372	\$ 629,527	\$ 559,185
Total cash flows from capital transactions	(2,199,164)	(2,364,971)	(1,377,601)	(342,612)
Total cash flows from investing transactions	-	-	-	(141)
Total cash flows from financing transactions	(11,274)	(22,778)	-	-
Increase (decrease) in cash and cash equivalents	\$ (2,111,229)	\$ (951,377)	\$ (748,074)	\$ 216,432
Cash and cash equivalents, at beginning of the year	10,074,164	8,365,294	11,843,563	2,412,533
Cash and cash equivalents, at end of the year	\$ 7,962,935	\$ 7,413,917	\$ 11,095,489	\$ 2,628,965
Alberta Education Funded Student Enrolment*	4,442	5,483	1,281	412

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	Palliser Regional Div. # 26	Parkland School Div. # 70	Peace River School Div. # 10	Peace Wapiti School Div. # 76
REVENUES				
Government of Alberta	\$ 92,334,035	\$ 127,138,365	\$ 48,505,888	\$ 78,024,404
Federal Government and First Nations	463,045	1,725,983	292,115	2,336,364
Out of province authorities	-	-	-	278,118
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	-	-	-
Fees	978,709	2,623,655	286,390	604,290
Other sales and services	1,905,945	1,505,698	240,638	1,234,372
Investment income	139,955	338,926	326,928	378,779
Gifts and donations	108,650	655,687	92,175	424,440
Rental of facilities	224,572	7,877	162,994	296,428
Fundraising	600,299	369,195	720,462	857,682
Gains on disposal of capital assets	544,502	7,833	39,875	34,122
Other revenue	1,463,162	-	352,295	-
Total revenues	\$ 98,762,874	\$ 134,373,219	\$ 51,019,760	\$ 84,468,999
EXPENSES				
Instruction - ECS	\$ 3,957,610	\$ 12,258,751	\$ 1,968,767	\$ 3,887,926
Instruction - Grades 1 - 12	75,041,168	90,693,745	34,268,592	59,612,845
Plant operations and maintenance	10,551,935	15,341,886	6,566,701	10,559,059
Transportation	4,188,287	11,806,545	5,608,722	7,331,835
Board & system administration	3,189,951	4,338,226	2,082,556	2,857,523
External services	412,972	83,338	351,105	-
Total expenses	\$ 97,341,923	\$ 134,522,491	\$ 50,846,443	\$ 84,249,188
Operating surplus (deficit)	\$ 1,420,951	\$ (149,272)	\$ 173,317	\$ 219,811
Accumulated operating surplus (deficit) at beginning of year	7,951,381	17,552,798	18,707,974	21,186,021
Accumulated operating surplus (deficit) at end of year	\$ 9,372,332	\$ 17,403,526	\$ 18,881,291	\$ 21,405,832
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 808,013	\$ 5,674,552	\$ 3,541,706	\$ 2,029,593
Total cash flows from capital transactions	(2,092,962)	(6,817,105)	(5,788,519)	(2,679,901)
Total cash flows from investing transactions	(5,655)	-	-	1,234,126
Total cash flows from financing transactions	505,140	-	-	-
Increase (decrease) in cash and cash equivalents	\$ (785,464)	\$ (1,142,553)	\$ (2,246,813)	\$ 583,818
Cash and cash equivalents, at beginning of the year	6,875,774	14,812,511	14,908,722	3,508,123
Cash and cash equivalents, at end of the year	\$ 6,090,310	\$ 13,669,958	\$ 12,661,909	\$ 4,091,941
Alberta Education Funded Student Enrolment*	7,950	10,391	2,889	5,565

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	Pembina Hills Regional Div. # 7	Prairie Land Regional Div. # 25	Prairie Rose School Div. # 8	Red Deer Catholic Regional Div. # 39
REVENUES				
Government of Alberta	\$ 56,800,564	\$ 24,353,070	\$ 47,784,467	\$ 99,815,961
Federal Government and First Nations	32,342	-	262,660	59,575
Out of province authorities	-	106,403	212,172	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	-	-	8,531,281
Fees	678,701	205,554	448,628	1,040,460
Other sales and services	1,703,606	517,238	1,355,504	2,493,675
Investment income	251,288	265,040	138,499	351,412
Gifts and donations	155,718	116,373	345,929	105,792
Rental of facilities	51,810	109,470	33,741	134,305
Fundraising	479,879	121,295	312,636	725,681
Gains on disposal of capital assets	12,399	3,050	55,389	29,699
Other revenue	-	-	124,760	698,091
Total revenues	\$ 60,166,306	\$ 25,797,493	\$ 51,074,385	\$ 113,985,932
EXPENSES				
Instruction - ECS	\$ 3,785,317	\$ 747,512	\$ 2,610,376	\$ 5,841,181
Instruction - Grades 1 - 12	43,930,459	16,968,545	34,487,885	87,064,127
Plant operations and maintenance	6,544,438	4,435,117	6,099,497	12,681,751
Transportation	4,949,256	2,517,815	5,364,939	6,061,211
Board & system administration	2,000,455	1,194,521	2,100,181	3,320,058
External services	1,009,513	-	15,526	-
Total expenses	\$ 62,219,438	\$ 25,863,510	\$ 50,678,404	\$ 114,968,328
Operating surplus (deficit)	\$ (2,053,132)	\$ (66,017)	\$ 395,981	\$ (982,396)
Accumulated operating surplus (deficit) at beginning of year	12,260,602	9,112,396	7,412,727	22,393,507
Accumulated operating surplus (deficit) at end of year	\$ 10,207,470	\$ 9,046,379	\$ 7,808,708	\$ 21,411,111
Changes in Financial Position:				
Total cash flows from operating transactions	\$ (574,012)	\$ 477,791	\$ 6,017,666	\$ 8,781,511
Total cash flows from capital transactions	(1,235,624)	(1,331,817)	(5,354,229)	(13,340,995)
Total cash flows from investing transactions	-	549,531	-	-
Total cash flows from financing transactions	-	-	(30,085)	(130,024)
Increase (decrease) in cash and cash equivalents	\$ (1,809,636)	\$ (304,495)	\$ 633,352	\$ (4,689,508)
Cash and cash equivalents, at beginning of the year	5,986,551	1,697,726	6,674,464	15,848,122
Cash and cash equivalents, at end of the year	\$ 4,176,915	\$ 1,393,231	\$ 7,307,816	\$ 11,158,614
Alberta Education Funded Student Enrolment*	5,711	1,322	3,135	9,023

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	Red Deer Public School Dist. # 104	Rocky View School Div. # 41	St. Albert Public School Dist. # 5565	St. Paul Education Regional Div. # 1
REVENUES				
Government of Alberta	\$ 116,936,224	\$ 268,043,942	\$ 89,341,642	\$ 44,426,501
Federal Government and First Nations	132,603	749,727	21,728	10,890,041
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	-	-	-	-
Fees	1,620,293	6,673,482	3,836,918	518,476
Other sales and services	3,564,043	3,021,005	1,363,134	655,656
Investment income	287,966	888,362	423,171	196,303
Gifts and donations	605,828	1,867,700	274,924	86,089
Rental of facilities	291,975	340,045	257,596	68,827
Fundraising	193,837	1,635,355	345,696	513,162
Gains on disposal of capital assets	52,733	-	-	20,280
Other revenue	218,434	2,048,824	-	-
Total revenues	\$ 123,903,935	\$ 285,268,442	\$ 95,864,809	\$ 57,375,335
EXPENSES				
Instruction - ECS	\$ 5,000,315	\$ 12,196,480	\$ 5,862,147	\$ 1,945,651
Instruction - Grades 1 - 12	97,163,692	201,402,114	71,635,434	42,315,103
Plant operations and maintenance	13,386,926	39,456,115	10,453,834	8,228,406
Transportation	2,855,948	17,618,002	2,651,340	3,129,970
Board & system administration	3,772,219	7,630,422	2,896,324	2,231,415
External services	-	211,496	835,872	246,097
Total expenses	\$ 122,179,101	\$ 278,514,629	\$ 94,334,951	\$ 58,096,642
Operating surplus (deficit)	\$ 1,724,835	\$ 6,753,813	\$ 1,529,858	\$ (721,307)
Accumulated operating surplus (deficit) at beginning of year	14,318,038	50,845,385	19,120,689	8,383,466
Accumulated operating surplus (deficit) at end of year	\$ 16,042,872	\$ 57,599,198	\$ 20,650,547	\$ 7,662,158
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 20,867,629	\$ 22,715,465	\$ 5,750,803	\$ 87,097
Total cash flows from capital transactions	(13,821,994)	(19,896,282)	(3,939,664)	(2,387,241)
Total cash flows from investing transactions	(3,679,886)	9,520,487	-	-
Total cash flows from financing transactions	-	(275,506)	(117,414)	(5,700)
Increase (decrease) in cash and cash equivalents	\$ 3,365,749	\$ 12,064,164	\$ 1,693,725	\$ (2,305,844)
Cash and cash equivalents, at beginning of the year	11,976,817	19,858,526	17,646,887	8,938,215
Cash and cash equivalents, at end of the year	\$ 15,342,566	\$ 31,922,690	\$ 19,340,612	\$ 6,632,370
Alberta Education Funded Student Enrolment*	10,486	23,532	8,221	2,947

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	St. Thomas Aquinas Roman Catholic Sep. Regional Div. # 38	Sturgeon School Div. # 24	Suzuki Charter School Society	The Southern Francophone Education Region # 4
REVENUES				
Government of Alberta	\$ 42,501,325	\$ 71,625,838	\$ 3,260,224	\$ 51,139,277
Federal Government and First Nations	963,839	336,008	-	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Property taxes	5,196,485	-	-	-
Fees	633,360	1,298,174	112,871	653,577
Other sales and services	1,226,348	407,695	161,686	48,002
Investment income	77,951	220,465	3,727	126,225
Gifts and donations	60,299	212,327	8,576	-
Rental of facilities	69,754	39,203	21,444	-
Fundraising	55,529	148,349	88,615	563,171
Gains on disposal of capital assets	-	-	-	6,784
Other revenue	-	75,428	25,668	27,723
Total revenues	\$ 50,784,890	\$ 74,363,487	\$ 3,682,811	\$ 52,564,759
EXPENSES				
Instruction - ECS	\$ 2,485,763	\$ 11,395,653	\$ 135,345	\$ 2,596,314
Instruction - Grades 1 - 12	35,636,504	43,348,662	2,592,987	33,542,447
Plant operations and maintenance	9,609,076	8,415,937	475,790	7,194,431
Transportation	1,318,830	5,843,732	140,285	6,193,931
Board & system administration	1,983,520	3,032,403	173,488	2,399,338
External services	453,306	778,501	179,003	-
Total expenses	\$ 51,486,999	\$ 72,814,888	\$ 3,696,898	\$ 51,926,461
Operating surplus (deficit)	\$ (702,109)	\$ 1,548,599	\$ (14,087)	\$ 638,298
Accumulated operating surplus (deficit) at beginning of year	7,399,310	10,253,570	697,774	4,302,675
Accumulated operating surplus (deficit) at end of year	\$ 6,697,201	\$ 11,802,169	\$ 683,687	\$ 4,940,973
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 692,706	\$ 4,009,091	\$ (55,898)	\$ 3,931,426
Total cash flows from capital transactions	(2,142,316)	(2,819,070)	-	(1,661,573)
Total cash flows from investing transactions	-	3,112,972	77,350	-
Total cash flows from financing transactions	(113,444)	-	-	-
Increase (decrease) in cash and cash equivalents	\$ (1,563,054)	\$ 4,302,993	\$ 21,452	\$ 2,269,853
Cash and cash equivalents, at beginning of the year	3,943,532	5,981,560	238,381	5,350,479
Cash and cash equivalents, at end of the year	\$ 2,380,478	\$ 10,284,553	\$ 259,833	\$ 7,620,332
Alberta Education Funded Student Enrolment*	4,001	4,779	301	3,269

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)			
	Valhalla School Foundation	Westmount Charter School Society	Westwind School Div. # 74	Wetaskiwin Regional Div. # 11
REVENUES				
Government of Alberta	\$ 1,303,585	\$ 14,716,190	\$ 51,828,088	\$ 48,051,947
Federal Government and First Nations	39,807	-	2,821,634	6,089,490
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	180	-	-	-
Property taxes	-	-	-	-
Fees	10,125	1,232,674	634,488	530,943
Other sales and services	-	13,024	491,277	413,641
Investment income	51	17,398	124,454	74,929
Gifts and donations	30,005	157,361	151,910	170,096
Rental of facilities	3,320	37,130	-	64,895
Fundraising	8,710	43,408	734,505	209,699
Gains on disposal of capital assets	-	-	25,601	-
Other revenue	18,045	-	25,147	286,300
Total revenues	\$ 1,413,828	\$ 16,217,185	\$ 56,837,104	\$ 55,891,940
EXPENSES				
Instruction - ECS	\$ 72,649	\$ 287,786	\$ 4,040,463	\$ 4,997,731
Instruction - Grades 1 - 12	645,629	12,287,014	40,931,792	38,796,011
Plant operations and maintenance	268,608	1,641,087	7,351,147	7,871,950
Transportation	281,269	1,004,699	2,349,623	2,863,376
Board & system administration	161,184	872,322	2,418,902	2,547,198
External services	-	129,585	203,112	-
Total expenses	\$ 1,429,339	\$ 16,222,493	\$ 57,295,039	\$ 57,076,266
Operating surplus (deficit)	\$ (15,512)	\$ (5,308)	\$ (457,935)	\$ (1,184,326)
Accumulated operating surplus (deficit) at beginning of year	147,579	1,706,649	9,807,152	7,445,808
Accumulated operating surplus (deficit) at end of year	\$ 132,067	\$ 1,701,341	\$ 9,349,217	\$ 6,261,482
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 55,940	\$ 175,162	\$ 2,981,393	\$ 1,442,889
Total cash flows from capital transactions	-	(310,198)	(6,961,875)	(1,771,227)
Total cash flows from investing transactions	-	(30,000)	(881,231)	-
Total cash flows from financing transactions	(39,832)	-	475,854	(46,400)
Increase (decrease) in cash and cash equivalents	\$ 16,108	\$ (165,036)	\$ (4,385,859)	\$ (374,738)
Cash and cash equivalents, at beginning of the year	65,629	1,885,235	2,271,418	3,445,763
Cash and cash equivalents, at end of the year	\$ 81,737	\$ 1,720,199	\$ (2,114,441)	\$ 3,071,025
Alberta Education Funded Student Enrolment*	79	1,266	4,023	3,254

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)	
	Wild Rose School Div. # 66	Wolf Creek School Div. # 72
REVENUES		
Government of Alberta	\$ 56,463,009	\$ 83,691,797
Federal Government and First Nations	357,721	2,327,393
Out of province authorities	-	-
Alberta Municipalities-special tax levies	-	-
Property taxes	-	-
Fees	1,024,942	1,311,615
Other sales and services	619,291	1,478,737
Investment income	193,709	161,929
Gifts and donations	347,353	252,318
Rental of facilities	12,502	19,945
Fundraising	514,335	1,007,155
Gains on disposal of capital assets	453,867	11,679
Other revenue	54,701	-
Total revenues	\$ 60,041,430	\$ 90,262,568
EXPENSES		
Instruction - ECS	\$ 2,987,453	\$ 4,974,541
Instruction - Grades 1 - 12	39,755,243	66,336,150
Plant operations and maintenance	6,917,033	10,055,783
Transportation	4,878,518	5,272,635
Board & system administration	2,418,710	3,125,630
External services	1,081,709	702,154
Total expenses	\$ 58,038,666	\$ 90,466,893
Operating surplus (deficit)	\$ 2,002,764	\$ (204,325)
Accumulated operating surplus (deficit) at beginning of year	10,234,793	14,225,804
Accumulated operating surplus (deficit) at end of year	\$ 12,237,557	\$ 14,021,479
Changes in Financial Position:		
Total cash flows from operating transactions	\$ 7,581,932	\$ 3,800,291
Total cash flows from capital transactions	(2,611,366)	(6,221,015)
Total cash flows from investing transactions	-	2,518,474
Total cash flows from financing transactions	(158,490)	(20,000)
Increase (decrease) in cash and cash equivalents	\$ 4,812,076	\$ 77,750
Cash and cash equivalents, at beginning of the year	6,661,124	5,460,829
Cash and cash equivalents, at end of the year	\$ 11,473,200	\$ 5,538,579
Alberta Education Funded Student Enrolment*	4,536	6,874

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2019

	(in dollars)		
	2019 Budget Totals	2019 Actual Totals	2018 Actual Totals (As restated)
REVENUES			
Government of Alberta	\$ 7,354,579,591	\$ 7,288,910,958	\$ 7,151,629,867
Federal Government and First Nations	91,865,082	99,960,947	104,321,940
Out of province authorities	816,076	742,933	807,827
Alberta Municipalities-special tax levies	845,847	180	68,942
Property taxes	161,958,515	239,255,107	243,228,321
Fees	184,197,596	170,822,265	163,544,123
Other sales and services	107,848,958	152,674,719	140,037,147
Investment income	13,791,942	24,195,830	24,522,460
Gifts and donations	33,537,386	43,352,114	40,564,024
Rental of facilities	19,766,033	20,994,680	22,125,154
Fundraising	37,430,051	34,778,402	35,571,858
Gains on disposal of capital assets	4,184,786	9,661,543	2,678,209
Other revenue	7,277,859	13,704,922	15,464,603
Total revenues	\$ 8,018,099,722	\$ 8,099,054,600	\$ 7,944,564,475
EXPENSES			
Instruction - ECS	\$ 428,048,977	\$ 450,912,083	\$ 447,609,388
Instruction - Grades 1 - 12	5,867,062,543	5,795,280,180	5,719,443,537
Plant operations and maintenance	1,043,593,192	1,084,370,863	1,040,437,661
Transportation	373,004,153	378,735,619	375,311,758
Board & system administration	278,770,036	281,669,355	278,323,702
External services	100,235,774	106,064,742	103,418,262
Total expenses	\$ 8,090,714,675	\$ 8,097,032,842	\$ 7,964,544,308
Operating surplus (deficit)	\$ (72,614,953)	\$ 2,021,758	\$ (19,979,833)
Accumulated operating surplus (deficit) at beginning of year	664,409,648	1,368,988,817	1,370,373,832
Accumulated operating surplus (deficit) at end of year	\$ 591,794,695	\$ 1,371,010,575	\$ 1,350,393,999
Changes in Financial Position:			
Total cash flows from operating transactions	\$	430,575,386	\$ 590,424,050
Total cash flows from capital transactions		(498,676,344)	(672,238,234)
Total cash flows from investing transactions		123,266,218	99,820,511
Total cash flows from financing transactions		(341,331)	4,575,512
Increase (decrease) in cash and cash equivalents	\$	54,823,929	\$ 22,581,839
Cash and cash equivalents, at beginning of the year		843,445,884	820,864,045
Cash and cash equivalents, at end of the year	\$	898,269,813	\$ 843,445,884

Alberta Education Funded Student Enrolment*

*Early Childhood Services (ECS) children are counted as 1/2 of full time equivalent enrolment.

Summary of Significant Accounting Policies

School jurisdictions prepare their financial statements in accordance with Public Sector Accounting Standards (PSAS). The following are significant accounting policies followed by these entities:

- Revenues and expenses are recognized on an accrual basis.
- Revenues for the provision of goods and services are recognized in the period in which the goods are provided or the services rendered.
- Unrestricted contributions are recognized as revenues when received or receivable.
- Capital grants that give rise to an obligation to third parties as to use and control are recorded as expended deferred capital contributions (EDCC). EDCC is a component of deferred contributions in the Statements of Financial Position of the school jurisdictions and is recognized as revenue in the period in which the related amortization expense of the funded asset is recorded.
- Contributions for capital assets that will not be amortized, such as land, are recorded as revenue, unless the asset must be held for restricted purposes. If donated land must be used for restricted purposes, revenue is deferred.
- Capital asset additions are recorded at cost and amortized based on amortization policies set by school jurisdictions.
- Donated assets are recorded at fair value where fair value can be reasonably determined.
- Inventories held for resale are valued at the lower of cost and net realizable value. Cost is determined on a first-in, first-out basis or weighted average cost.
- Investments are recorded at fair value.

Disclosure of Salaries and Benefits for Superintendent Positions (unaudited)

For the year ended August 31, 2019

School Jurisdiction	(in dollars)			
	Remuneration	Benefits & Allowances	Other	Total
Aspen View Public School Division No. 78	171,213	23,869	-	195,082
Battle River Regional Division No. 31	210,000	37,890	-	247,890
Black Gold Regional Division No. 18	241,121	69,912	4,685	315,718
Buffalo Trail Public Schools Regional Division No. 28	198,125	62,897	-	261,022
Calgary Roman Catholic Separate School District No. 1	258,803	49,499	24,570	332,872
Calgary School District No. 19	275,769	42,097	782,024	1,099,890
Canadian Rockies Regional Division No. 12	239,022	42,325	33,994	315,341
Chinook's Edge School Division No. 73	216,824	65,566	-	282,390
Christ the Redeemer Catholic Separate Regional Division No. 3	215,794	21,352	-	237,146
Clearview School Division No. 71	205,949	32,812	783	239,544
East Central Alberta Catholic Separate Schools Regional Division No. 16	213,423	60,976	-	274,399
East Central Francophone Education Region No. 3	221,403	33,047	-	254,449
Edmonton Catholic Separate School District No. 7	260,000	36,610	31,852	328,462
Edmonton School District No. 7	287,360	89,325	98,679	475,364
Elk Island Catholic Separate Regional Division No. 41	203,000	45,991	-	248,991
Elk Island Public Schools Regional Division No. 14	234,100	32,013	10,000	276,113
Evergreen Catholic Separate Regional Division No. 2	201,145	42,847	19,771	263,763
Foothills School Division No. 38	207,229	47,093	-	254,322
Fort McMurray Public School District No. 2833	239,106	75,271	-	314,377
Fort McMurray Roman Catholic Separate School District No. 32	216,480	36,309	-	252,789
Fort Vermilion School Division No. 52	196,710	52,123	-	248,833
Golden Hills School Division No. 75	229,796	29,157	-	258,953
Grande Prairie Roman Catholic Separate School District No. 28	198,967	25,808	-	224,775
Grande Prairie School District No. 2357	203,000	45,285	8,566	256,851
Grande Yellowhead Public School Division No. 77	200,625	25,702	-	226,327
Grasslands Regional Division No. 6	182,180	31,120	-	213,300
Greater North Central Francophone Education Region No. 2	173,433	32,673	18,600	224,706
Greater St. Albert Roman Catholic Separate School District No. 734	213,652	41,622	-	255,274
High Prairie School Division No. 48	216,842	15,904	-	232,746
Holy Family Catholic Separate Regional Division No. 37	189,275	53,352	20,433	263,060
Holy Spirit Roman Catholic Separate Regional Division No. 4	205,618	28,410	10,500	244,528
Horizon School Division No. 67	187,017	49,369	-	236,386
Lakeland Roman Catholic Separate School District No. 150	200,180	14,559	20,647	235,386
Lethbridge School District No. 51	215,859	40,747	-	256,606
Living Waters Catholic Regional Division No. 42	176,800	41,534	-	218,334
Livingstone Range School Division No. 68	189,039	28,442	-	217,481
Medicine Hat Catholic Separate Regional Division No. 20	173,250	56,764	19,038	249,052
Medicine Hat School District No. 76	212,968	57,228	-	270,196
Northern Gateway Regional Division No. 10	226,142	21,517	34,225	281,883
Northern Lights School Division No. 69	221,513	43,138	-	264,651
Northland School Division No. 61	393,281	36,517	26,435	456,233
Northwest Francophone Education Region No. 1	107,466	12,714	-	120,180
Palliser Regional Division No. 26	217,262	55,687	-	272,949
Parkland School Division No. 70	224,133	56,262	-	280,395
Peace River School Division No. 10	189,060	23,478	-	212,538
Peace Wapiti School Division No. 76	189,276	44,219	-	233,495
Pembina Hills Regional Division No. 7	190,524	19,791	-	210,315
Prairie Land Regional Division No. 25	179,500	56,447	-	235,947
Prairie Rose School Division No. 8	196,358	32,302	-	228,660
Red Deer Catholic Regional Division No. 39	222,409	41,460	-	263,869
Red Deer Public School District No. 104	216,300	23,930	-	240,230
Rocky View School Division No. 41	235,043	34,670	25,603	295,316
St. Albert Public School District No. 5565	231,234	38,815	-	270,049
St. Paul Education Regional Division No. 1	202,000	38,280	-	240,280
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	198,026	53,030	-	251,056
Sturgeon School Division No. 24	205,000	30,810	-	235,810
The Southern Francophone Education Region No. 4	179,125	36,382	-	215,507

Disclosure of Salaries and Benefits for Superintendent Positions (unaudited)

For the year ended August 31, 2019

(in dollars)				
School Jurisdiction	Remuneration	Benefits & Allowances	Other	Total
Westwind Regional Division No. 74	210,207	57,116	-	267,323
Wetaskiwin Regional Division No. 11	195,000	38,794	22,499	256,293
Wild Rose School Division No. 66	204,000	48,982	8,786	261,768
Wolf Creek School Division No. 72	212,773	40,484	-	253,257

Footnotes:

1. This information is taken from the notes to the Audited Financial Statements submitted to Alberta Education by the School Jurisdictions.
2. Remuneration includes regular base salaries, administrative allowances, overtime, lump-sum payments, honoraria, deferred salary leave, accruals and any other direct cash remuneration.
3. Benefits include the employer's share of all employee benefits and contributions or payments made on behalf of employees.
This includes retirement pension (including Alberta Teacher Retirement Fund contributions made by Alberta Education on behalf of the school jurisdictions), supplementary pensions plans, Canada Pension Plan (CPP), Employment Insurance (EI), health care, dental coverage, vision coverage, out-of-country, medical benefits, group life insurance, accidental disability and dismemberment insurance and disability plans.
4. Allowances include all monies paid to an employee as negotiated allowances. This category includes car or travel allowance, isolation allowances, relocation expenses, sabbaticals, special leave with pay, financial and retirement planning services, and club memberships.
5. Other includes payments made for such things as performance bonuses, accrued vacations and termination benefits (severance pay, retiring allowances, sick leave, vacation payouts, or other settlement costs due to loss of employment).

Alberta Teachers' Retirement Fund Board

Teachers' Pension Plan and Private School Teachers' Pension Plan

Financial Statements

August 31, 2019

Management's Responsibility for Financial Reporting

Independent Auditor's Report

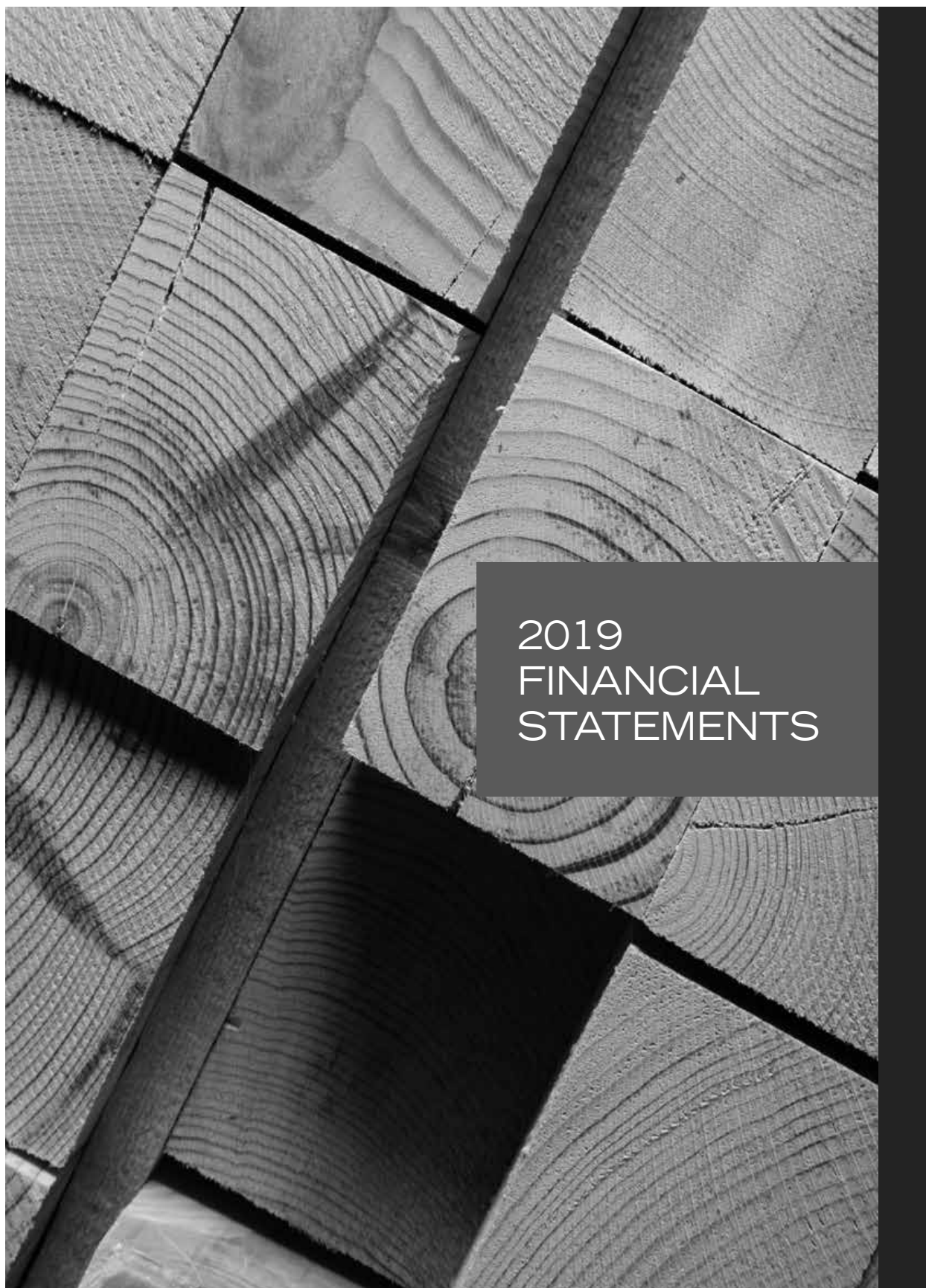
Actuaries' Opinion

Statement of Financial Position

Statement of Changes in Net Assets Available for Benefits

Statement of Changes in Pension Obligations

Notes to the Financial Statements



MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of the Alberta Teachers' Retirement Fund Board and all information in the Annual Report are the responsibility of management, and have been approved by the Board. The financial statements have been prepared in accordance with Canadian accounting standards for pension plans. Where necessary, management has made informed judgments and estimates of the outcome of events and transactions, with due consideration to materiality.

Financial and operating data elsewhere in the Annual Report is consistent with the information contained in the financial statements.

For the integrity of financial information included in this Annual Report, management relies on the organization's system of internal controls and supporting procedures. This system has been established to ensure within reasonable limits that assets are safeguarded, transactions are properly executed in accordance with management's authorization, and that the accounting records provide a solid foundation from which to prepare the financial statements. Controls include high-quality standards for hiring and training employees, an organizational structure that provides a well-defined division of responsibilities and accountability for performance, and the communication of policies and guidelines throughout the organization.

Ultimate responsibility for the financial statements rests with the Board, which is assisted in its responsibilities by the staff and the Audit and Finance Committee. The Alberta Teachers' Retirement Fund Board's external auditor, the Auditor General, has conducted an independent examination of the financial statements in accordance with Canadian generally accepted auditing standards, performing such tests and other procedures as he considers necessary to express the opinion in his report. The Audit and Finance Committee of the Board reviews the Auditor's Report and the financial statements, and recommends them for approval by the Board. The Auditor General has full, unrestricted access to discuss the audit and related findings regarding the integrity of financial reporting, and the adequacy of internal control systems.

[Original Signed]

Rod Matheson
Chief Executive Officer

[Original Signed]

Myles Norton
Vice President, Finance



Independent Auditor's Report

To the Alberta Teachers' Retirement Fund Board

Report on the Financial Statements

Opinion

I have audited the financial statements of Alberta Teachers' Retirement Fund Board, which comprise the statement of financial position as at August 31, 2019, and the statements of changes in net assets available for benefits and changes in pension obligations for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Alberta Teachers' Retirement Fund Board as at August 31, 2019, and the changes in its net assets available for benefits and changes in its pension obligations for the year then ended in accordance with Canadian accounting standards for pension plans.

Basis for opinion

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of Alberta Teachers' Retirement Fund Board in accordance with the ethical requirements that are relevant to my audit of the financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Other information

Management is responsible for the other information. The other information comprises the information included in the *Building on a Solid Foundation 2019 Annual Report*, but does not include the financial statements and my auditor's report thereon.

My opinion on the financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact. I have nothing to report in this regard.

Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for pension plans, and for such internal control as management determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing Alberta Teachers' Retirement Fund Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless an intention exists to liquidate or to cease operations, or there is no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Alberta Teachers' Retirement Fund Board's financial reporting process.

Auditor's responsibilities for the audit of the financial statements

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Alberta Teachers' Retirement Fund Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on Alberta Teachers' Retirement Fund Board's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause Alberta Teachers' Retirement Fund Board to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

[Original Signed]

W. Doug Wylie FCPA, FCMA, ICD.D
Auditor General

November 20, 2019
Edmonton, Alberta



Actuaries' Opinion

Aon has been engaged by the Alberta Teachers' Retirement Fund Board ("ATRF") to prepare actuarial valuations for the *Teachers' Pension Plan* and the *Private School Teachers' Pension Plan* (the "Plans") as at August 31, 2019. The purpose of these valuations is to determine the necessary actuarial information for financial statement reporting for the Plans in accordance with Section 4600 of the CPA Canada Handbook ("Section 4600").

Our valuations have been prepared based on:

- membership data provided by ATRF as at the most recent reported date by the respective employers, projected to August 31, 2019 and adjusted to reflect anticipated new hires as at September 1, 2019;
- asset data provided by ATRF as at August 31, 2019;
- assumptions that we understand have been adopted as ATRF management's best estimates; and
- actuarial cost methods and asset valuation methods that are in accordance Section 4600.

Based on the work we have performed, including conducting reasonability tests on the membership and asset data, we have concluded that, in our opinion:

- the data is sufficient and reliable for the purpose of the valuations;
- the assumptions adopted as best estimate by ATRF's management are appropriate for the purpose of the valuations;
- the actuarial cost methods and the asset valuation methods employed are appropriate for the purpose of the valuations; and
- the valuations conform with the requirements of Section 4600.

While the actuarial assumptions used to estimate the Plans' liabilities represent ATRF management's best estimate of future events and market conditions at August 31, 2019, the Plans' future experience will differ from the actuarial assumptions. Emerging experience differing from the assumptions will result in gains or losses that will be revealed in future valuations and will affect the financial position of the Plans.

Our opinions have been given, and our valuations have been performed, in accordance with accepted actuarial practice in Canada.

[Original Signed]

Brenda Prysko
Fellow, Canadian Institute of Actuaries
Fellow, Society of Actuaries

October 30, 2019

[Original Signed]

Johanan Schmuecker
Fellow, Canadian Institute of Actuaries
Fellow, Society of Actuaries

STATEMENT OF FINANCIAL POSITION

<i>As at August 31 (\$ Thousands)</i>	2019	2018
ASSETS		
Investments (Note 3)	\$ 18,720,338	\$ 16,981,553
Contributions receivable	25,954	20,318
Other assets	7,609	3,274
	18,753,901	17,005,145
LIABILITIES		
Investment related liabilities (Note 3)	576,170	418,900
Accounts payable and accrued liabilities (Note 4)	41,709	34,727
	617,879	453,627
NET ASSETS AVAILABLE FOR BENEFITS (Note 5)	18,136,022	16,551,518
ACCRUED PENSION OBLIGATIONS (Note 5)	14,687,924	13,854,246
ACCOUNTING SURPLUS	\$ 3,448,098	\$ 2,697,272

The accompanying notes are part of these financial statements.

Approved by the Board

[Original Signed]

Sandra Johnston
Chair

[Original Signed]

Kareen Stangherlin
Chair, Audit & Finance Committee

STATEMENT OF CHANGES IN NET ASSETS AVAILABLE FOR BENEFITS

<i>For the Year Ended August 31 (\$ Thousands)</i>	2019	2018
Net assets available for benefits, beginning of year	\$ 16,551,518	\$ 14,767,502
Investment operations		
Change in fair value of investments (Note 6)	957,474	1,122,015
Investment income (Note 6)	513,286	446,729
Investment expenses (Note 7)	(163,252)	(139,065)
Net investment operations	1,307,508	1,429,679
Member service operations		
Contributions (Note 8)		
Teachers	426,027	440,931
The Province	400,161	415,185
Private School Boards	2,673	2,383
Transfers from other plans	15,147	12,423
	844,008	870,922
Benefits paid (Note 9)	(558,448)	(508,806)
Member service expenses (Note 7)	(8,564)	(7,779)
Net member service operations	276,996	354,337
Increase in net assets available for benefits	1,584,504	1,784,016
Net assets available for benefits, end of year	\$ 18,136,022	\$ 16,551,518

STATEMENT OF CHANGES IN PENSION OBLIGATIONS

<i>For the Year Ended August 31 (\$ Thousands)</i>	2019	2018
Accrued pension obligations, beginning of year	\$ 13,854,246	\$ 12,862,534
Increase (decrease) in accrued pension obligations		
Interest on accrued benefits (Note 5)	899,815	835,942
Benefits accrued (Note 5)	536,584	505,008
Experience (gains) losses (Note 5)	(73,994)	141,833
Changes in actuarial assumptions (Note 5)	29,721	17,735
Benefits paid (Note 5, 9)	(558,448)	(508,806)
	833,678	991,712
Accrued pension obligations, end of year (Note 5)	\$ 14,687,924	\$ 13,854,246

The accompanying notes are part of these financial statements.

NOTES TO THE FINANCIAL STATEMENTS

NOTE 1 DESCRIPTION OF PLANS

The following description of the Teachers' Pension Plan and the Private School Teachers' Pension Plan (the "Plans") is a summary only.

a) General

The Alberta Teachers' Retirement Fund Board ("ATRF"), established in 1939, a corporation under the authority of the *Teachers' Pension Plans Act*, Chapter T-1, RSA 2000, is the trustee and administrator of the Plans. The Plans are contributory defined benefit pension plans for the teachers of Alberta.

b) Obligations relating to the period before September 1992

The Teachers' Pension Plan's assets and obligations related to pensionable service after August 31, 1992 (the "post-1992 period") have been accounted for separately from the assets and obligations related to pensionable service prior to September 1, 1992 (the "pre-1992 period") and, accordingly, these financial statements and notes include only post-1992 period transactions of the Teachers' Pension Plan and transactions of the Private School Teachers' Pension Plan.

Effective September 1, 2009, the Province of Alberta (the "Province") assumed full responsibility for obligations related to the Teachers' Pension Plan pre-1992 period pensionable service and provides the required amounts to ATRF to pay the obligations on a monthly basis (Note 9).

c) Contributions

The determination of the value of the benefits and the required contributions for the Plans is made on the basis of periodic actuarial valuations. The contribution rates are as follows:

	Teacher's Pension Plan		Private School Teachers' Pension Plan	
	2019	2018	2019	2018
Up to YMPE ¹	10.17%	10.74%	8.76%	9.09%
Above YMPE	14.52%	15.34%	12.52%	12.98%
Total Teachers' Contribution	11.92%	12.68%	10.27%	10.87%
Total Government/Employer Contribution	11.29%	11.95%	9.73%	10.23%

¹ YMPE: Yearly Maximum Pensionable Earnings used by the Canada Pension Plan (2019: \$57,400; 2018: \$55,900)

All teachers under contract with school jurisdictions and charter schools in Alberta are required to contribute to the Teachers' Pension Plan. Current service costs and related deficiencies are funded by equal contributions from the Province and the teachers. A component of the pre-1992 contributions includes a cost-of-living adjustment, equating to 60% of the increase to the Alberta Consumer Price Index ("ACPI"). Post-1992, the cost-of-living adjustment is calculated at 70% of the increase in the ACPI. This additional 10% is fully funded by the teachers.

Certain other designated organizations in Alberta also participate in the Teachers' Pension Plan under the same funding arrangements, except these organizations make the employer contributions rather than the Province.

NOTE 1 DESCRIPTION OF PLANS (CONTINUED)

Certain private schools participate in the Private School Teachers' Pension Plan. The structure for plan costs and related deficiencies are funded in equal contributions from the employers and the teachers. Similar to the Teachers' Pension Plan above, the additional 10% cost-of-living adjustment for service earned after 1992 is funded entirely by the teachers.

d) Retirement pensions

Retirement pensions are based on the number of years of pensionable service and the average salary of the highest five consecutive years. Pensions are payable to teachers who retire after completion of at least five years of pensionable service, with certain restrictions, and who have attained age 65. Unreduced pensions are also payable to teachers who have reached at least age 55 and the sum of their age and service equals at least 85. With certain restrictions, reduced pensions are payable to teachers who retire at or after age 55 with a minimum of five years of pensionable service.

e) Disability benefits

Teachers who are disabled after August 31, 1992 are credited with pensionable service while disabled. Teachers do not contribute to the Plans while disabled.

f) Termination benefits

Refunds or commuted value transfers are available when a teacher ceases employment, subject to certain restrictions.

g) Death benefits

Death benefits are available upon the death of a teacher and may be available upon the death of a pensioner, depending on the pension option selected by the pensioner at the time of retirement. The benefit may take the form of a lump sum payment or a survivor pension.

h) Other provisions

i. Service purchases

Purchase of past service, such as substitute teaching service, employer-approved leaves, and reinstatement of refunded service is allowed on a basis that is cost neutral to the Plans.

ii. Reciprocal transfer agreements

The Plans have Reciprocal Transfer Agreements with all other provincial teachers' pension plans, the Alberta public sector pension plans, and the Government of Canada Public Service Pension Plan. These agreements authorize the transfer of pensionable service in accordance with the terms of the reciprocal transfer agreement between the participating organizations.

i) Cost-of-living adjustments ("COLA")

Pensions payable are increased each year by an amount equal to 60% of the increase in the ACPI. For the portion of pension earned after 1992, COLA is calculated at 70% of the increase in the ACPI.

j) Income tax

The Plans are registered pension plans as defined in the *Income Tax Act* (registration number 0359125) and are not subject to income taxes in Canada. The Plans may be subject to taxes in other jurisdictions where full tax exemptions are not available.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a) Basis of presentation

The statements present the aggregate financial position of the Plans. These financial statements are prepared in accordance with Canadian accounting standards for pension plans. Section 4600 – Pension Plans, of the CPA Canada Handbook, prescribes accounting policies specific to investments and pension obligations. For accounting policies which do not relate to either investments or pension obligations, International Financial Reporting Standards (“IFRS”) are applied. To the extent that IFRS are inconsistent with Section 4600, Section 4600 takes precedence.

All of the entities that ATRF has an ownership interest in, regardless of whether ATRF can control or exercise significant influence, are considered to be investment assets and are presented on a non-consolidated basis.

b) Application of new IFRS and future changes in accounting standards

Effective September 1, 2018, ATRF adopted IFRS 9 Financial Instruments, issued by the International Accounting Standards Board (“IASB”), which contains certain classification and measurement principles for financial instruments. There was no significant impact resulting from the adoption of IFRS 9 on ATRF’s financial position and investment income for reporting period ending August 31, 2019.

IFRS 16 Leases, issued by the IASB, for annual reporting periods beginning on or after January 1, 2019, provides new principles for the recognition, measurement, presentation and disclosure of leasing arrangements. Management does not expect significant impact to the Plans’ financial statements and future financial results when adopting the new standard for reporting period ending August 31, 2020.

c) Investments

Investments, investment related receivables and investment related liabilities are recognized on a trade date basis and are stated at fair value.

i. VALUATION OF INVESTMENTS

Fair value is the price at which an investment asset would be sold or investment liability transferred through an orderly transaction between market participants at the measurement date under current market conditions.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Fair values are determined as follows:

CATEGORY	BASIS OF VALUATION
Money-market securities	Cost plus accrued interest approximates fair value due to the short-term nature of these securities.
Bonds and debentures	Closing quoted market price. Where quoted prices are not available, estimated values are calculated using discounted cash flows based on current market yields for comparable securities.
Public equity	Closing quoted market price. Where a market price is not available, market value is determined using appropriate valuation methods.
Private equity/ Infrastructure	Private equity/Infrastructure investments are held through limited partnerships, investment funds and/or other appropriate legal structures alongside our investment managers. Fair value is determined based on carrying values and other relevant information reported by the investment managers using accepted valuation methods and adjusted for any transactions during the interim period up to the reporting date of these financial statements.
Absolute return	Absolute return funds are recorded at fair value, as reported by the investment managers.
Real estate	Real estate investments are held directly, through limited partnerships, investment funds and/or other appropriate legal structures alongside our investment managers. Fair value for direct investments is determined using independent appraisals, which are independently appraised every year. Investments held through fund investments are valued using carrying values reported by the investment managers using similar accepted industry valuation methods.
Bond repurchase agreement	Bonds sold under repurchase agreement are recorded at cost plus accrued interest, which approximates fair value.
Derivatives	Market prices are used for exchange-traded derivatives. Where quoted market prices are not readily available, in the case of over-the-counter ("OTC") derivatives, appropriate valuation techniques are used to determine fair value.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**ii. INCOME RECOGNITION**

Income is recognized as follows:

CATEGORY	BASIS OF RECOGNITION
Interest income	Accrual basis
Dividend income	Accrual basis on the ex-dividend date
Income from real estate, private equity, and infrastructure	Income includes distributions recognized as interest income, dividend income or other income, as appropriate
Realized gains and losses on investments	Difference between proceeds on disposal and the average cost
Unrealized gains and losses on investments	Change in the difference between estimated fair value and the average cost

iii. EXTERNAL INVESTMENT MANAGEMENT EXPENSES

Base management expenses for external investment managers are expensed in the fiscal period.

iv. EXTERNAL INVESTMENT PERFORMANCE FEES

External investment performance fees are profit-sharing arrangements contractually earned by external investment managers for generating superior returns and are recorded in the fiscal period.

v. TRANSACTION COSTS

Transaction costs are incremental costs attributable to the acquisition and disposition of investment assets or liabilities. Transaction costs are expensed as incurred.

d) Foreign currency translation

Assets and liabilities denominated in foreign currencies are translated into Canadian dollars at the exchange rates prevailing on the year-end date. Income and expenses are translated into Canadian dollars at the exchange rates prevailing on the dates of the transactions. The realized gains and losses arising from the transactions and the unrealized gains and losses from these translations are included within the change in fair value of investments in investment earnings.

e) Contributions

Contributions from the teachers, the Province and the employers are recorded on an accrual basis. Cash received from teachers for credited service and cash transfers from other pension plans are recorded when received.

f) Benefits

Pension benefits, termination benefits and transfers to other plans are recorded in the period in which they are paid. Any benefit payment accruals not paid are reflected in accrued pension benefits.

g) Accrued pension obligations

The value of accrued pension obligations and changes therein during the year are based on an actuarial valuation prepared by an independent firm of actuaries annually as at August 31. The valuation uses the projected benefit method, pro-rated on service, and includes management's best estimate of various future events, as at the valuation date (Note 5).

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

h) Capital assets

Capital assets are recorded at cost and amortized on a straight-line basis over their estimated useful lives. Costs net of accumulated amortization are included with 'other assets' on the Statement of Financial Position.

i) Use of estimates

The preparation of financial statements, in conformity with Canadian accounting standards for pension plans, requires management to make estimates and assumptions that affect the amounts reported in the financial statements.

Measurement uncertainty exists in the calculation of the Plans' actuarial value of accrued benefits. Uncertainty arises because the Plans' actual experience may differ significantly from assumptions used in the calculation of the Plans' accrued benefits.

Significant estimates and assumptions are made in measuring the Plans' private investments. The values may differ significantly from the values that would have been used had a ready market existed for these investments.

j) Salaries and benefits

Details of senior staff compensation included in "salaries and benefits" (Note 7) are presented in the Compensation Discussion and Analysis section of the Annual Report.

ATRF participates in the Local Authorities Pension Plan, a defined benefit public sector pension plan, which meets the accounting requirements for treatment as a defined contribution plan. The employer contributions are recorded as an expense under salaries and benefits (Note 7).

ATRF provides a Supplementary Employee Pension Plan (SEPP) to executives and managers whose earnings exceed the pension benefit limit under the *Income Tax Act* regulations. Benefits are paid to these members as the benefits come due. No assets are earmarked, set aside or placed into trust by ATRF for SEPP benefit payments. The pension benefit is recorded as an expense under salaries and benefits (Note 7) and as a liability (Note 4).

NOTE 3 INVESTMENTS

The following schedule summarizes the fair value of the Plans' investments before allocating the market exposure related to derivative financial instruments. All financial instruments measured at fair value are categorized into one of the following three hierarchy levels. Each level reflects the availability of observable inputs which are used to determine fair values, based on financial information significant to the valuation measurement:

Level 1 – Fair value is based on unadjusted quoted prices in active markets for identical assets or liabilities;

Level 2 – Fair value is based on market data other than quoted prices included in Level 1 that are observable either directly or indirectly;

Level 3 – Fair value is based on inputs other than observable market data.

NOTE 3 INVESTMENTS (CONTINUED)

The following table presents the level within the fair value hierarchy for investments:

(\$ Thousands)	Fair Value			2019	2018
	Level 1	Level 2	Level 3	Total	Total
Fixed Income					
Cash	\$ 170,682	\$ -	\$ -	\$ 170,682	\$ 180,084
Money-market securities	-	629,275	-	629,275	508,434
Bonds and debentures	-	3,777,000	124,059	3,901,059	3,588,111
	170,682	4,406,275	124,059	4,701,016	4,276,629
Equity					
Public	6,357,756	-	-	6,357,756	6,140,196
Private	-	-	1,883,361	1,883,361	1,538,526
	6,357,756	-	1,883,361	8,241,117	7,678,722
Absolute return	-	-	1,671,685	1,671,685	1,510,741
Real estate	-	-	2,737,477	2,737,477	2,389,092
Infrastructure	-	-	1,259,482	1,259,482	1,075,727
	-	-	3,996,959	3,996,959	3,464,819
Investment related assets					
Accrued income	12,709	-	-	12,709	11,603
Due from brokers	34,677	-	-	34,677	13,179
Unrealized gains and amounts receivable on derivative contracts	8,578	53,597	-	62,175	25,860
	55,964	53,597	-	109,561	50,642
INVESTMENT ASSETS	6,584,402	4,459,872	7,676,064	18,720,338	16,981,553
Investment related liabilities					
Due to brokers	35,058	-	-	35,058	14,487
Bond repurchase agreements	-	518,891	-	518,891	348,395
Unrealized losses and amounts payable on derivative contracts	517	21,704	-	22,221	56,018
INVESTMENT LIABILITIES	35,575	540,595	-	576,170	418,900
NET INVESTMENTS	\$ 6,548,827	\$ 3,919,277	\$ 7,676,064	\$ 18,144,168	\$ 16,562,653

NOTE 3 INVESTMENTS (CONTINUED)

The following table represents a reconciliation of financial instruments included in Level 3 of the fair value hierarchy for the year ended August 31, 2019:

(\$ Thousands)	Fair Value, August 31, 2018	Purchases	Sales	Realized Gain/(Loss)	Unrealized Gain	Fair Value, August 31, 2019
Bonds and debentures	\$ 124,636	\$ 24,288	\$ (26,911)	\$ -	\$ 2,046	\$ 124,059
Private equity	1,538,526	331,347	(352,883)	192,041	174,330	1,883,361
Absolute return	1,510,741	232,864	(159,066)	(3,694)	90,840	1,671,685
Real estate	2,389,092	583,454	(462,854)	32,400	195,385	2,737,477
Infrastructure	1,075,727	226,139	(242,344)	77,758	122,202	1,259,482
	\$ 6,638,722	\$ 1,398,092	\$ (1,244,058)	\$ 298,505	\$ 584,803	\$ 7,676,064

NOTE 4 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

(\$ Thousands)	2019	2018
Tax withholdings	\$ 12,733	\$ 12,207
Accounts payable	11,757	7,909
Incentive plans payable	5,837	6,537
Supplementary Employee Pension Plan	5,528	3,528
Long-Term Incentive Plan	4,149	2,909
Other	1,705	1,637
	\$ 41,709	\$ 34,727

NOTE 5 ACCRUED PENSION OBLIGATIONS

Pension obligations represent the value of accrued pension benefits payable in the future to members and are based on an actuarial valuation prepared annually by an independent firm of actuaries. For accounting purposes, actuarial valuations of the Plans were performed as at August 31, 2019. Valuations for the Plans were also prepared as at August 31, 2018. The present value of the accrued pension obligations of \$14,688 million (2018: \$13,854 million) was determined using the projected benefit method prorated on service.

a) Best-estimate valuations and assumptions

The assumptions used in the valuations are based on management's best estimate of future events and involve rates of demographic change, such as rates of mortality, termination of membership and retirement, as well as economic parameters, such as rates of inflation, discount rates and salary escalation rates.

The discount rate is equivalent to the long-term expected rate of return on invested assets.

NOTE 5 ACCRUED PENSION OBLIGATIONS (CONTINUED)

The major long-term economic assumptions used in the best-estimate valuations are:

	2019	2018
Rate of return on invested assets (discount rate)	6.5%	6.5%
Rate of inflation	2.0%	2.0%
Real wage increases	1.0%	1.0%

b) Sensitivity of changes in major assumptions on best-estimate valuations

For illustrative purposes, the table below shows the impact of changes in major assumptions, holding all other assumptions constant:

	Teachers' Pension Plan		Private School Teachers' Pension Plan	
	0.5% decrease in rate of return on invested assets	0.5% increase in rate of inflation	0.5% decrease in rate of return on invested assets	0.5% increase in rate of inflation
Increase in current service costs (% of total teacher salaries)	1.8%	1.3%	2.0%	1.5%
Increase in accrued pension obligations	\$1,200 million	\$863 million	\$6 million	\$4 million

For accounting purposes, as at August 31, 2019, the current service cost (excluding 0.2% for administrative expenses) as a percent of total teacher salaries for the Teachers' Pension Plan is 14.5% and for the Private School Teachers' Pension Plan is 15.4%.

NOTE 5 ACCRUED PENSION OBLIGATIONS (CONTINUED)**c) Results based on valuations**

For accounting purposes, the excess of net assets available for benefits against pension obligations results in the Plans being in an accounting surplus of \$3,425 million for the post-1992 period of the Teachers' Pension Plan and an accounting surplus of \$23 million for the Private School Teachers' Pension Plan as at August 31, 2019.

(\$ Thousands)	2019			2018		
	Teachers' Pension Plan	Private Teachers'	Total	Teachers' Pension Plan	Private Teachers'	Total
Net assets at beginning of year	\$ 16,469,636	\$ 81,882	\$ 16,551,518	\$ 14,694,784	\$ 72,718	\$ 14,767,502
Contributions	838,640	5,368	844,008	866,180	4,742	870,922
Benefits	(555,689)	(2,759)	(558,448)	(506,225)	(2,581)	(508,806)
Investment earnings	1,463,483	7,277	1,470,760	1,561,019	7,725	1,568,744
Investment and member service expenses	(170,966)	(850)	(171,816)	(146,122)	(722)	(146,844)
Net assets at end of year	18,045,104	90,918	18,136,022	16,469,636	81,882	16,551,518
Accrued pension obligations at beginning of year	13,791,099	63,147	13,854,246	12,804,256	58,278	12,862,534
Interest on accrued benefits	895,669	4,146	899,815	832,129	3,813	835,942
Benefits accrued	532,540	4,044	536,584	501,667	3,341	505,008
Experience (gains) losses	(73,221)	(773)	(73,994)	141,630	203	141,833
Changes in actuarial assumptions	29,565	156	29,721	17,642	93	17,735
Benefits paid	(555,689)	(2,759)	(558,448)	(506,225)	(2,581)	(508,806)
Actuarial value of accrued pension obligations	14,619,963	67,961	14,687,924	13,791,099	63,147	13,854,246
Accounting Surplus	\$ 3,425,141	\$ 22,957	\$ 3,448,098	\$ 2,678,537	\$ 18,735	\$ 2,697,272

The change in pension obligations is comprised of five components:

i. **INTEREST ON ACCRUED BENEFITS**

Pension obligations increase with interest as the present value of the valuation is evaluated one year later. The interest on accrued benefits is calculated using the rate of return on invested assets.

ii. **BENEFITS ACCRUED**

Pension obligations increase with new service credited and additional benefits accumulated by plan members during the fiscal year.

NOTE 5 ACCRUED PENSION OBLIGATIONS (CONTINUED)**iii. EXPERIENCE (GAINS) LOSSES**

Experience gains of \$73.994 million (2018: Experience losses of \$141.833 million) on accrued benefits are the result of actual experience from one valuation to the next being different than implied by the assumptions from the previous valuation. As the experience is more favorable than anticipated in the assumptions, this results in an experience gain. Experience gains decrease the pension obligations. The following table provides details on the net gains on accrued benefits.

(\$ Thousands)	TPP		PSTPP		Total
Short-term salary increase	\$	(222,930)	\$	(826)	\$ (223,756)
COLA		24,545		114	24,659
Demographic		87,080		(342)	86,738
Other plan experience		38,084		281	38,365
Experience gains	\$	(73,221)	\$	(773)	\$ (73,994)

iv. CHANGES IN ACTUARIAL ASSUMPTIONS

Pension obligations can increase or decrease if there are changes in actuarial assumptions used to evaluate the present value of benefits.

The only assumption change from August 31, 2018 to August 31, 2019 is to the commuted value settlement rates used to calculate the value of lump sum benefit payments. The impact of the assumption change on the accrued benefits is shown in the following table.

(\$ Thousands)	TPP		PSTPP		Total
Commuted value	\$	29,565	\$	156	\$ 29,721

v. BENEFITS PAID

The pension obligations decrease with benefits paid from the Plans during the fiscal year, as the funds are no longer required to be set aside to pay for those benefits.

d) Valuation methodologies

ATRF conducts two different actuarial valuations of the Plans. One is for accounting purposes which is included in the financial statements, as per the prescribed accounting standards, and the results are shown within this section of the Notes to the Financial Statements. The second is for funding purposes, as discussed in the funding section of the Annual Report.

The Plans' accounting surplus or deficiency, defined as capital, includes the determination of assets on a fair value basis. However, for actuarial funding valuation purposes, asset values are adjusted for fluctuations in fair values to moderate the effect of market volatility on the Plans' funded status. The funding valuation is calculated in accordance with actuarial standards on a going concern basis and is used to determine changes to contribution rates for future service in order to manage the Plans' funding status. Both types of valuations have prescribed uses and are based on the same underlying plan member data, but the funding valuation differs in smoothing market returns over a five-year period and incorporating a margin for adverse deviation in the discount rate.

NOTE 5 ACCRUED PENSION OBLIGATIONS (CONTINUED)

In accordance with the *Teachers' Pension Plans Act*, an actuarial funding valuation is required to be performed, at a minimum, every three years. The objective is to ensure that the Plans are fully funded over the long term through the management of investments and contribution rates. Investments are based on an asset mix that is designed to enable the Plans to meet their long-term funding requirement within an acceptable level of risk, consistent with the Plans' investment and funding policies, which are approved by the Board. The actuarial deficiencies as determined by actuarial funding valuations are expected to be funded by August 31, 2027. For further information, refer to funding section of the Annual Report.

NOTE 6 INVESTMENT EARNINGS

The following is a summary of investment earnings by asset class:

(\$ Thousands)	2019			2018		
	Investment Income	Change in Fair Value ¹	Total	Investment Income	Change in Fair Value ²	Total
Fixed income						
Cash and money-market securities	\$ 13,085	\$ (516)	\$ 12,569	\$ 10,029	\$ 99	\$ 10,128
Bonds and debentures	101,981	308,120	410,101	89,964	(18,537)	71,427
Equity						
Public	204,587	(215,525)	(10,938)	140,217	525,745	665,962
Private	36,716	366,371	403,087	40,308	318,723	359,031
Absolute return	-	87,146	87,146	-	103,443	103,443
Real estate	95,839	227,785	323,624	99,270	174,524	273,794
Infrastructure	61,078	199,960	261,038	66,941	148,351	215,292
Derivatives	-	(15,867)	(15,867)	-	(130,333)	(130,333)
	\$ 513,286	\$ 957,474	\$ 1,470,760	\$ 446,729	\$ 1,122,015	\$ 1,568,744

¹ Change in fair value includes a realized net gain of \$274,287 and an unrealized net gain of \$683,187.

² Change in fair value includes a realized net gain of \$625,506 and an unrealized net gain of \$496,509.

NOTE 7 INVESTMENT AND MEMBER SERVICE EXPENSES

(\$ Thousands)	2019			2018		
	Investment	Member Service	Total	Investment	Member Service	Total
Salaries and Benefits	\$ 20,062	\$ 5,605	\$ 25,667	\$ 17,100	\$ 5,121	\$ 22,221
Professional Services	4,126	845	4,971	4,270	971	5,241
Premises and Operations	2,209	1,064	3,273	1,561	807	2,368
Communications, Research, and Travel	2,034	400	2,434	1,551	386	1,937
Custodial and Banking	1,988	50	2,038	2,229	38	2,267
Transaction Costs	1,508	-	1,508	1,101	-	1,101
Board and Committees	712	600	1,312	759	456	1,215
Operating Expenses	32,639	8,564	41,203	28,571	7,779	36,350
External Investment Management Expenses	90,694	-	90,694	84,389	-	84,389
External Investment Performance Fees	39,919	-	39,919	26,105	-	26,105
	\$ 163,252	\$ 8,564	\$ 171,816	\$ 139,065	\$ 7,779	\$ 146,844

NOTE 8 CONTRIBUTIONS

(\$ Thousands)	2019	2018
Teachers		
Current service	\$ 305,829	\$ 286,411
Current service: additional COLA	16,566	17,234
Past service	6,726	4,498
Deficiency	96,906	132,788
	426,027	440,931
The Province		
Current service	305,367	287,279
Past service	2,973	2,070
Deficiency	91,821	125,836
	400,161	415,185
Private School Boards		
Current service	2,552	2,053
Deficiency	121	330
	2,673	2,383
Transfers from other plans		
	15,147	12,423
	\$ 844,008	\$ 870,922

NOTE 9 BENEFITS PAID

(\$ Thousands)	2019	2018
Pension benefits	\$ 471,738	\$ 427,598
Termination benefits	76,394	68,237
Transfers to other plans	10,316	12,971
	\$ 558,448	\$ 508,806

During the year \$483 million (2018: \$476 million) was received from the Province and was distributed as benefits paid relating to the pre-1992 period.

NOTE 10 RISK MANAGEMENT

The Plans are exposed to certain financial risks as a result of investment activities. These risks include market risk, credit risk and liquidity risk. ATRF manages financial risk through the Investment Policy which is approved by the Board and reviewed at least once every fiscal year. This policy contains risk limits and risk management provisions that govern investment decisions and has been designed to achieve the mandate of ATRF which is to invest assets to achieve maximum, risk-controlled, cost-effective, long-term investment returns.

a) Market risk

Market risk is the risk that the fair value or future cash flows of an investment asset or investment liability will fluctuate because of changes in market factors such as foreign exchange rates, interest rates, equity and commodity prices. ATRF mitigates market risk through diversification of investments across asset types, geography and time horizons. Market risk is comprised of the following:

i. CURRENCY RISK

Currency risk is the risk that the value of foreign investments will be affected by changes in foreign currency exchange rates for Canadian dollars. The Plans are exposed to currency risk through holdings of investment assets or liabilities in foreign currencies. The relative Canadian value or future cash flows of investments denominated in foreign currencies will change with a change in the price of Canadian dollar against other currencies.

Foreign investments in absolute return, real estate and infrastructure are hedged with the aim of minimizing foreign currency exposure. ATRF permits portfolio managers to hedge foreign currency holdings to limit the Plans' foreign currency exposure.

NOTE 10 RISK MANAGEMENT (CONTINUED)

The Plans' foreign currency exposure is as follows:

(\$ Thousands)	2019				2018			
Currency	Foreign Currency Exposure	Currency Derivatives	Net Foreign Currency Exposure	% of Total	Foreign Currency Exposure	Currency Derivatives	Net Foreign Currency Exposure	% of Total
United States dollar	\$5,656,083	\$(3,676,935)	\$1,979,148	42%	\$4,793,604	\$ (3,262,258)	\$1,531,346	37%
Euro	1,142,905	(433,464)	709,441	15	866,023	(225,288)	640,735	16
Hong Kong dollar	371,658	-	371,658	8	322,840	(167)	322,673	7
British pound sterling	638,100	(304,307)	333,793	7	620,062	(296,257)	323,805	8
Indian rupee	207,057	39	207,096	4	208,841	2,406	211,247	5
Taiwan dollar	134,295	-	134,295	3	147,651	(2,395)	145,256	4
Other	874,280	101,933	976,213	21	899,023	37,949	936,972	23
	\$9,024,378	\$(4,312,734)	\$4,711,644	100%	\$7,858,044	\$(3,746,010)	\$4,112,034	100%

After considering the effect of currency hedges, a 1% increase/decrease in the value of the Canadian dollar against all currencies, with all other variables held constant, would result in an approximate decrease/increase in the value of net foreign investments of \$47 million as at August 31, 2019 (2018: \$41 million).

ii. **INTEREST RATE RISK**

Interest rate risk is the risk that the fair value or future cash flows of an investment will fluctuate as a result of changes in market interest rates. The Plans are exposed to interest rate risk through fixed-rate and floating-rate securities. There are also certain alternative investments which may have interest rate components exposing them to interest rate risk. Changes in interest rates affect fair values of fixed-rate securities and the cash flows of floating-rate securities. Increases in interest rates will generally decrease the fair value of fixed-rate securities and increase cash flow from floating-rate notes.

ATRF manages interest rate risk for investments by establishing a target asset mix that provides an appropriate mix between interest-sensitive investments and those subject to other risks. A portion of the interest-sensitive portfolio is actively managed, allowing managers to anticipate interest rate movements to mitigate or take advantage of interest rate changes.

Interest rate risk sensitivity

The following table presents the approximate increase/decrease in market value for the Plans' interest rate sensitive investments, assuming a parallel 1% decrease/increase in interest rates, with all other variables held constant:

NOTE 10 RISK MANAGEMENT (CONTINUED)

(\$ Thousands)	2019		2018	
Term to Maturity	Market Value	Change in Market Value	Market Value	Change in Market Value
Less than 1 year	\$ 701,485	\$ 2,206	\$ 802,426	\$ 1,996
1-3 years	304,020	5,562	273,162	5,728
3-5 years	328,169	11,983	349,130	12,795
5-10 years	757,000	47,017	553,319	35,863
Greater than 10 years	2,240,211	355,282	1,959,182	292,292
Other ¹	199,449	-	159,326	-
	\$ 4,530,334	\$ 422,050	\$ 4,096,545	\$ 348,674

¹ Includes externally managed private debt investments and holdings for which term to maturity information is not available or modified duration could not be calculated.

iii. EQUITY PRICE RISK

Equity price risk is the risk that the fair value of an investment will fluctuate as a result of changes in equity market prices (other than those arising from interest rate risk or currency risk), whether those changes are caused by factors specific to the individual investment or factors affecting all securities traded in the market.

The Plans use geographic, sector and entity specific analyses, and strategies such as diversification and derivative instruments to mitigate the overall impact of price risk.

A 10% increase/decrease in the value of the overall public equity market, with all other variables held constant, would result in an approximate increase/decrease in the value of public-market exposure of \$636 million (2018: \$614 million).

b) Credit risk

Credit risk is the potential of loss should a counterparty fail to meet its contractual obligations, or a reduction in the value of assets due to deteriorated credit quality of the counterparty, guarantor or the collateral supporting the credit exposure. The Plans are exposed to credit risk through investment in fixed income investments, securities lending, and balances receivable from sponsors and counterparties. Fixed-income investments exposed to credit risk, by credit rating, are as follows:

	2019	2018
Investment grade (AAA to BBB-)	95%	94%
Speculative grade (BB+ or lower)	1	1
Unrated	4	5
	100%	100%

NOTE 10 RISK MANAGEMENT (CONTINUED)

Investment restrictions within the Plans have been set to limit the credit exposure to security issuers. Short-term investments require a rating of “R-1” or equivalent. Bonds or debentures require minimum ratings of “CCC” or equivalent in the externally managed portfolios and “BBB” for the portfolios managed internally. Unrated private debt investments are required to meet the rating criteria comparable to a “BBB” rating. Credit exposure to any single counterparty is limited to maximum amounts and minimum ratings as specified in the investment policies and guidelines.

As at August 31, 2019, the Plans have significant concentration of credit risk within fixed income investments with the following issuers:

	2019	2018
Government of Canada	16%	18%
Province of Ontario	14%	14%
Province of Quebec	10%	10%

The Plans are also exposed to risk through over-the-counter (“OTC”) derivative transactions, arising from a default or insolvency of a counterparty. The Plans have exposure to OTC derivatives as follows:

(\$ Thousands)	2019	2018
Forwards	\$ 48,744	\$ 23,468
Options	3,603	154
Swaps	1,250	274
	\$ 53,597	\$ 23,896

The Plans mitigate counterparty credit risk by using an internal credit-limit monitoring process, International Swaps and Derivatives Master Agreements (“ISDAs”) and/or Credit Support Annexes (“CSAs”) with our counterparties. An ISDA allows for close-out netting privileges in the event of default, while a CSA enables the plan to realize upon any collateral placed with it in the case of default of the counterparty. As at August 31, 2019, the Plans hold \$11 million (2018: \$nil) of collateral to mitigate its credit risk exposure for forwards. The net credit exposure for forwards is \$38 million (2018: \$23 million).

c) Liquidity risk

Liquidity risk is the risk of the Plans being unable to generate sufficient cash in a timely and cost-effective manner to meet commitments and expenses as they become due. Consideration is given to the Plan’s financial liabilities, which include investment-related liabilities (Note 3), accrued pension obligations (Note 5), and contracts that give rise to commitments for future payments (Note 11). The investment-related liabilities are as follows:

NOTE 10 RISK MANAGEMENT (CONTINUED)

(\$ Thousands)	2019				2018			
	Within 1 year	1 to 5 years	Over 5 years	Total	Within 1 year	1 to 5 years	Over 5 years	Total
Due to brokers	\$ 35,058	\$ -	\$ -	\$ 35,058	\$ 14,487	\$ -	\$ -	\$ 14,487
Derivative instruments	20,871	79	1,271	22,221	54,648	17	1,353	56,018
Bonds repurchase agreements	518,891	-	-	518,891	331,615	16,780	-	348,395
	\$ 574,820	\$ 79	\$ 1,271	\$ 576,170	\$ 400,750	\$ 16,797	\$ 1,353	\$ 418,900

Liquidity requirements of the Plans are met through income generated from investments, employee and employer contributions which substantially exceed benefits payable, and by holding publicly traded liquid assets traded in active markets that are easily sold and converted to cash. The following table presents the liquid assets at the year ended August 31:

(\$ Thousands)	2019	2018
Cash	\$ 170,682	\$ 180,084
Money-market securities	629,275	508,434
Bonds and debentures	3,901,059	3,588,111
Public equities	6,357,756	6,140,196
	\$ 11,058,772	\$ 10,416,825

NOTE 11 COMMITMENTS

The Plans have committed to fund certain private investments over the next several years. These commitments are generally payable on demand based on the funding needs of the investment subject to the terms and conditions of each commitment. As at August 31, 2019, the sum of these commitments equalled \$1,800 million (2018: \$1,784 million).

NOTE 12 NET INVESTMENT RETURNS AND RELATED BENCHMARK RETURNS

Net investment returns and related benchmark returns for the Plans for the years ended August 31 are as follows:

	2019	2018
Net Investment Return	7.8%	9.6%
Benchmark Return	6.4%	8.5%

Investment return has been calculated using a time-weighted rate of return methodology in accordance with industry standard methods. Net investment return is net of investment costs and excludes plan member service costs \$8.6 million or 0.05% (2018: \$7.8 million or 0.05%).

The Plans' benchmark return is a composite benchmark produced by aggregating returns from each policy asset class benchmark, using the Plans' asset mix policy weights.

NOTE 13 APPROVAL OF FINANCIAL STATEMENTS

These financial statements were approved by the ATRF Board on November 20, 2019.

Annual Report Extracts and Other Statutory Reports

Public Interest Disclosure (Whistleblower Protection) Act s. 32

The Public Interest Disclosure Act requires the Minister of Education to report annually on the following parts of the Act.

Public Interest Disclosure (Whistleblower Protection) Act s.32

Pursuant to subsection 32(1) of the Public Interest Disclosure Act, every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible. The report must include the following information:

- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
- (b) the number of investigations commenced by the designated officer as a result of disclosures;
- (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

There were no disclosures of wrongdoing filed with the Public Interest Disclosure Office between April 1, 2019 and March 31, 2020, concerning the Department of Education.