2018-2019 Annual Report Performance Measures Summary Table

Outcome One: Alberta's students are successful

Student success was achieved through developing curriculum, monitoring student progress through assessments, and other targeted strategies to address student population health and supports, such as the school nutrition program and programming to support high school completion.

Performance Measures			14-15 (%)	15-16 (%)	16-17 (%)	17-18 (%)	Target 18-19 (%)	Current Result[1] (%)	5-Year Trend[2]
1.a	Percentages of students who achieved standards on grade 6 and 9 provincial achievement tests:[3]								
	• Language Arts, all students	acceptable	79.6	80.1	79.8	79.9	80.4	79.6 �	~
		excellence	16.6	17.5	16.6	15.9	17.9	16.2 ✖	↓
	• Mathematics, all students	acceptable	69.3	69.9	68.1	66.2	70.6	66.6 ✖	↓
		excellence	15.9	15.6	15.6	14.4	17.2	16.8 ✖	↑
	• Social Studies, all students	acceptable	67.4	68.0	69.9	70.9	70.0	72.5 ✓+	↑
		excellence	18.8	20.0	20.9	22.2	21.0	22.5 ✓+	↑
	• Science, all students	acceptable	75.1	76.0	75.3	77.1	76.3	76.3 ✓	↑
		excellence	24.0	24.7	25.1	27.4	25.5	27.3 ✓+	↑
1.b	Percentages of students who achieved standards on diploma examinations:[4]								
	• Language Arts	acceptable	87.6	87.8	87.8	87.9	88.4	87.0 ✖	↓
		excellence	11.3	11.3	11.6	13.2	12.3	12.2 ✓	↑
	• Mathematics	acceptable	75.3	72.6	73.8	76.3	74.2	77.2 ✓+	N/A[5]
		excellence	25.6	22.2	24.6	27.4	24.8	27.2 ✓+	N/A
	• Social Studies	acceptable	84.3	83.2	83.4	82.6	85.0	82.2 ✖	↓
		excellence	14.4	13.8	13.7	15.0	15.2	14.7 ✖	~
	• Science	acceptable	84.0	84.0	84.2	85.4	84.5	85.3 ✓+	↑
		excellence	33.0	33.6	35.2	37.5	35.3	38.2 ✓+	↑

Performance Measures	14-15 (%)	15-16 (%)	16-17 (%)	17-18 (%)	Target 18-19 (%)	Current Result[1] (%)	5-Year Trend[2]
1.c Percentage of students writing four or more diploma examinations within three years of entering grade 10[6]	54.4	54.6	54.9	55.7	55.7	56.3✓+	↑
1.d Annual dropout rate of students aged 14-18[6]	3.5	3.2	3.0	2. 3	2.9	2.6✓+	↑
1.e High school completion rate of students within five years of entering grade 10[6]	82.0	82.1	83.2	83.4	83.3	84.8✓+	↑
1.f Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering grade 10[6]	59.7	59.4	57.9	58.7	60.2	59.0✗	↓
1.g Agreement of students, parents, and teachers that students model the characteristics of citizenship	85	84	86	85	87	83✗	↓
1.h Satisfaction of parents, teachers, and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school	75	75	75	74	77	74✗	~
1.i Agreement of students and parents that students are engaged in their learning at school	80	79	82	80	82	80✗	~

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Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

The ministry supports the success of First Nations, Métis, and Inuit students by helping to improve the resources, supports, and programs provided for all students, teachers, and schools.

Performance Measures		14-15 (%)	15-16 (%)	16-17 (%)	17-18 (%)	Target 18-19 (%)	Current Result[1] (%)	5-Year Trend[2]
2.a Percentages of self-identified First Nations, Métis, and Inuit students who achieved standards on grade 6 and 9 provincial achievement tests:[3]								
• Language Arts	acceptable	62.4	63.0	62.5	62.1	**65.8**	**64.3** ✖	↑
	excellence	5.8	5.7	5.6	5.2	**8.0**	**5.4** ✖	~
• Mathematics	acceptable	46.0	45.9	42.5	41.2	**51.8**	**43.1** ✖	↓
	excellence	4.7	4.3	4.5	3.7	**6.9**	**5.2** ✖	~
• Social Studies	acceptable	44.9	45.3	47.1	47.5	**50.7**	**52.0** ✔+	↑
	excellence	6.3	6.4	7.1	7.4	**8.8**	**8.2** ✔	↑
• Science	acceptable	54.6	55.1	54.3	55.7	**58.7**	**56.3** ✖	↑
	excellence	9.3	8.9	9.6	10.0	**12.2**	**10.9** ✖	↑
2.b Percentages of self-identified First Nations, Métis, and Inuit students who achieved standards on diploma examinations:[4]								
• Language Arts	acceptable	84.4	85.7	86.0	86.1	**86.0**	**86.6** ✔	↑
	excellence	7.2	8.4	7.9	8.2	**8.7**	**7.8** ✔	~
• Mathematics	acceptable	66.7	62.8	64.0	66.0	**64.4**	**67.8** ✔+	N/A[5]
	excellence	13.2	11.6	11.2	12.0	**13.2**	**14.5** ✔	N/A
• Social Studies	acceptable	74.2	73.6	74.1	73.2	**76.3**	**72.6** ✖	~
	excellence	6.1	5.7	6.2	6.6	**7.7**	**6.5** ✖	~
• Science	acceptable	75.1	73.4	76.2	76.3	**77.0**	**75.5** ✔	~
	excellence	17.4	18.1	19.6	20.2	**20.4**	**20.6** ✔	↑

Performance Measures	14-15 (%)	15-16 (%)	16-17 (%)	17-18 (%)	Target 18-19 (%)	Current Result[1] (%)	5-Year Trend[2]
2.c Percentage of self-identified First Nations, Métis, and Inuit students writing four or more diploma examinations within three years of entering grade 10[6]	21.0	20.7	21.8	24.4	27.1	24.6 ✘	↑
2.d Annual dropout rate of self-identified First Nations, Métis, and Inuit students aged 14-18[6]	7.0	6.1	5.8	4.8	5.7	5.4 ✔	↑
2.e High school completion rate of self-identified First Nations, Métis, and Inuit students within five years of entering grade 10[6]	56.5	57.5	59.1	60.2	60.0	64.4 ✔+	↑
2.f Agreement of self-identified First Nations, Métis, and Inuit students and their parents that First Nations, Métis and Inuit students are engaged in their learning at school	76	76	76	76	78	75 ✘	~

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Alberta Education helps children and students in Alberta to develop competencies through an inclusive education system. Inclusive education begins in early childhood, fosters a sense of belonging, and builds resilience for success.

Performance Measures	14-15 (%)	15-16 (%)	16-17 (%)	17-18 (%)	Target 18-19 (%)	Current Result[1] (%)	5-Year Trend[2]
3.a Agreement of students, parents, and teachers that students feel like they belong and are supported to be successful in their learning	85	84	85	85	86	84 ✘	~
3.b Satisfaction of students, parents, teachers, and school board members that school provides a safe, caring, and healthy learning environment	87	87	88	87	89	86 ✘	↓
3.c Satisfaction of students, parents, teachers, and school board members that the learning space in schools meets the needs of students	77	81	81	82	82	81 ✔	↑
3.d Agreement of students, parents, teachers, and school board members that supports and services for students can be accessed in a timely manner	81	82	83	81	84	81 ✘	~

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

To achieve this outcome, the department promoted quality in classrooms, encouraged the teaching profession, and supported the education system. The department maintained high standards for educators by maintaining the professional practice standards, encouraged industry professionals to pursue teaching, and certificating teachers.

Performance Measures		14-15 (%)	15-16 (%)	16-17 (%)	17-18 (%)	Target 18-19 (%)	Current Result[1] (%)	5-Year Trend[2]
4.a	Agreement of teachers and school board members that teachers are prepared for teaching	76	77	77	75	79	76 ✖	~
4.b	Satisfaction of parents, teachers, and school board members that education leadership effectively supports and facilitates teaching and learning	68	71	73	70	73	71 ✖	↑
4.c	Satisfaction of students, parents, teachers, school board members, and the public with the opportunity of students to receive a solid grounding in core subjects	82	82	82	80	85	81 ✖	↓
4.d	Satisfaction of students, parents, teachers, and school board members with the opportunity of students to receive a broad program of studies	82	83	83	82	84	82 ✖	~

Outcome Five: Alberta's education system is well governed and managed

Alberta Education sets the direction for the education system and oversees the administration of education programs and services. Its mandate is to establish guiding legislation, allocate public funds, and ensure accountability for those funds and activities. The department also planned and built learning facilities that met students' educational requirements.

Performance Measures		14-15 (%)	15-16 (%)	16-17 (%)	17-18 (%)	Target 18-19 (%)	Current Result[1] (%)	5-Year Trend[2]
5.a	Satisfaction of students, parents, teachers, school board members, and the public that their input is considered, respected, and valued by the school, jurisdiction, and province	59	58	60	58	63	58 ✖	~
5.b	Satisfaction of students, parents, teachers, school board members, and the public with the quality of K–12 education	85	86	87	86	87	85 ✖	~

Notes:

1. Target Achievement: ✔ **Target Met** ✔⁺ **Target Exceeded** ✖ **Target not met.**
   Significant difference is considered in assessing trends and target achievement for all measures. Targets are considered met if the current result is not significantly different from the target value.

2. Trend: ↑ **Improvement in performance** ~ **No significant change in performance** ↓ **Decline in performance**

3. Participation in Provincial Achievement Tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

4. Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

5. Any results prior to 2016-17 are not directly comparable as equating for Mathematics 30-1 and 30-2 was not in place until the 2016-17 school year.

6. This measure is lagged by one year.