

Education

Annual Report Update
2017-18

Alberta 

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Education

2017-18 Annual Report Update: Performance Measures Related to Provincial Testing

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Results Analysis

Performance Highlights

Performance measurement provides information on the achievement of outcomes of the education system. This information is generated through student outcome data, provincial stakeholder surveys and student test results. In the Annual Report Update, results from Provincial Achievement Tests and diploma examinations are presented. Specifically, the proportions of students that reach the acceptable standard and the standard of excellence in four subject areas are assessed against targets set in the 2017-20 business plan.

- Four of the eight performance targets based on Provincial Achievement Test results and six of the eight performance targets based on diploma examination results were either achieved or exceeded.
- The proportion of students who achieved the acceptable standard on Language Arts Provincial Achievement Tests has increased from 79.4 per cent in 2013-14 to 79.9 per cent in 2017-18, while the proportion of students who achieved the standard of excellence (15.9 per cent in 2017-18) has remained stable over time.
- The proportion of students achieving the acceptable standard on Science Provincial Achievement Tests has increased from 74.4 per cent in 2013-14 to 77.1 per cent in 2017-18, while the proportion of students achieving the standard of excellence has increased from 23.4 per cent in 2013-14 to 27.4 per cent in 2017-18.
- The proportion of students achieving the acceptable standard on Social Studies Provincial Achievement Tests has increased from 67.9 per cent in 2013-14 to 70.9 per cent in 2017-18, while the proportion of students achieving the standard of excellence has increased from 18.1 per cent in 2013-14 to 22.2 per cent in 2017-18.
- The proportion of students achieving the acceptable standard on Mathematics Provincial Achievement Tests has decreased from 70.2 per cent in 2013-14 to 66.2 per cent in 2017-18, while the proportion of students achieving the standard of excellence has decreased from 16.3 per cent in 2013-14 to 14.4 per cent in 2017-18.
- The proportion of students achieving the acceptable standard on Language Arts diploma examinations has decreased from 88.6 per cent in 2013-14 to 87.9 per cent in 2017-18, while the proportion of students achieving the standard of excellence has increased from 12.4 per cent in 2013-14 to 13.2 per cent in 2017-18.
- The proportion of students achieving the acceptable standard on Science diploma examinations has increased from 83.6 per cent in 2013-14 to 85.4 per cent in 2017-18, and the proportion of students achieving the standard of excellence has increased from 32.6 per cent in 2013-14 to 37.5 per cent in 2017-18.
- The proportion of students achieving the acceptable standard on Social Studies diploma examinations has decreased from 84.8 per cent in 2013-14 to 82.6 per cent in 2017-18, while the proportion of students achieving the standard of excellence has increased from 14.5 per cent in 2013-14 to 15.0 per cent in 2017-18.

- The ministry supports the education system in eliminating the achievement gap between testing results for self-identified First Nations, Métis and Inuit students and the results for all students. One of the eight performance targets for self-identified First Nations, Métis and Inuit students based on Provincial Achievement Tests was achieved, and seven out of eight performance targets based on diploma examination results were achieved.
- The proportions of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard (62.1 per cent in 2017-18) and the standard of excellence (5.2 per cent in 2017-18) on Language Arts Provincial Achievement Tests have remained stable over time.
- The proportion of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard on Science Provincial Achievement Tests has increased from 53.5 per cent in 2013-14 to 55.7 per cent in 2017-18, and the proportion of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence has increased from 8.0 per cent in 2013-14 to 10.0 per cent in 2017-18.
- The proportion of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard (47.5 per cent in 2017-18) on Social Studies Provincial Achievement Tests has remained stable over time, while the proportion of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence has increased from 5.9 per cent in 2013-14 to 7.4 per cent in 2017-18.
- The proportion of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard on Mathematics Provincial Achievement Tests has decreased from 46.1 per cent in 2013-14 to 41.2 per cent in 2017-18, and the proportion of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence has decreased from 5.2 per cent in 2013-14 to 3.7 per cent in 2017-18.
- The proportions of self-identified First Nations, Métis and Inuit students achieving the acceptable standard (86.1 per cent in 2017-18) and the standard of excellence (8.2 per cent in 2017-18) on Language Arts diploma examinations have remained stable over time.
- The proportion of self-identified First Nations, Métis and Inuit students achieving the acceptable standard (76.3 per cent in 2017-18) on Science diploma examinations has remained stable over time, while the proportion of self-identified First Nations, Métis and Inuit students achieving the standard of excellence has increased from 16.4 per cent in 2013-14 to 20.2 per cent in 2017-18.
- The proportions of self-identified First Nations, Métis and Inuit students achieving the acceptable standard (73.2 per cent in 2017-18) and the standard of excellence (6.6 per cent in 2017-18) on Social Studies diploma examinations have remained stable over time.

Discussion and Analysis of Results

OUTCOME ONE

Alberta's students are successful

Student success was achieved through the use of curriculum tools, monitoring of student progress through assessments, and a variety of other targeted strategies to address student population health and supports, such as mental health, school nutrition, and the Classroom Improvement Fund.

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.

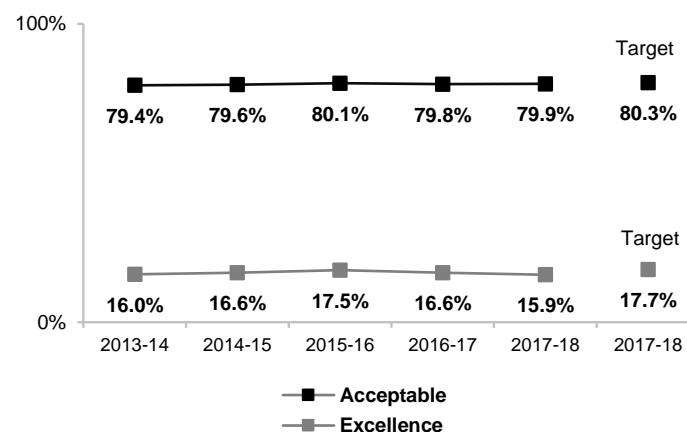
Target

- Target for overall Language Arts Provincial Achievement Test results at the acceptable standard and at the standard of excellence were not met.

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)
- The overall proportion of students achieving the acceptable standard in Language Arts has increased over time, while the proportion achieving the standard of excellence has remained stable over time.
- 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 Grade 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 A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

Discussion (continued):

- The overall participation rate for students taking Language Arts Provincial Achievement Tests has increased over time.

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

Subject	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6					
English Language Arts	90	91	91	90	91
French Language Arts	98	98	98	96	96
Français	97	97	98	97	98
Grade 9					
English Language Arts	88	88	89	89	89
English Language Arts (Knowledge and Employability)	80	82	80	80	80
French Language Arts	97	96	97	96	96
Français	95	95	95	97	96
Overall Language Arts					
	89.7	89.9	90.0	89.9	90.1

Source: Alberta Education

Note:

- 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.

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 2017-20 Business Plan.

Discussion

- The proportion of students achieving the acceptable standard has increased over time for English Language Arts 6 and has remained stable over time for English Language Arts 9. Results for French Language Arts 6 and French Language Arts 9 and English Language Arts 9 (Knowledge and Employability) have decreased over time.
- The proportion of students achieving the standard of excellence has increased for English Language Arts 9 (Knowledge and Employability) and has remained stable over time for English Language Arts 6 and English Language Arts 9 and French Language Arts 9. The results for French Language Arts 6 have decreased over time.
- 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, results at the acceptable standard have remained stable over time for English Language Arts 9 and decreased over time 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

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Grade 6							
English Language Arts	excellence	17.6	19.5	20.4	18.9	17.9	
	acceptable	81.9	82.8	82.9	82.5	83.5	
French Language Arts	excellence	15.6	13.6	14.2	13.5	12.3	
	acceptable	88.0	87.5	87.7	85.1	85.2	
Français	excellence	17.1	15.0	17.2	21.6	23.1	
	acceptable	90.6	89.0	91.4	92.1	93.3	
Grade 9							
English Language Arts	excellence	15.0	14.4	15.2	14.9	14.7	
	acceptable	76.3	75.6	77.0	76.8	76.1	
English Language Arts (Knowledge and Employability)	excellence	3.5	4.5	6.2	5.9	5.9	
	acceptable	62.8	63.0	59.8	58.8	55.7	
French Language Arts	excellence	11.1	10.1	10.8	11.2	9.8	
	acceptable	86.5	85.8	83.0	83.1	81.4	
Français	excellence	17.8	20.2	26.8	26.1	22.3	
	acceptable	86.1	88.5	86.4	88.9	82.7	
Overall Language Arts							
	excellence	16.0	16.6	17.5	16.6	15.9	17.7
	acceptable	79.4	79.6	80.1	79.8	79.9	80.3

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 A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

1.a 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.

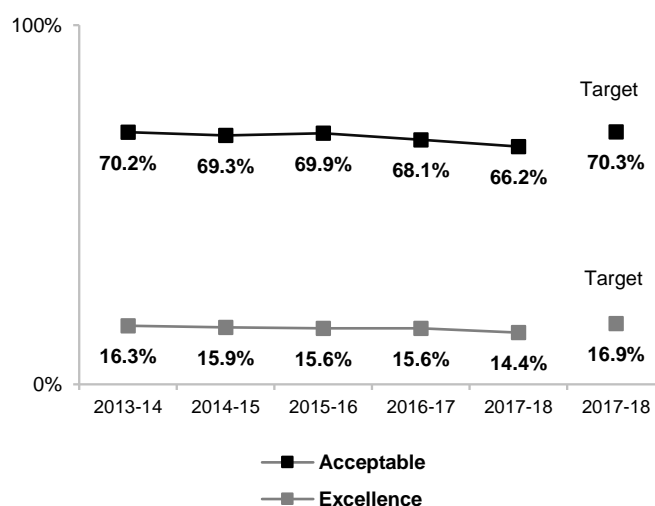
Target

- Targets for overall Mathematics Provincial Achievement Test results at the acceptable standard and at the standard of excellence were not met.

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)
- The overall proportions of students achieving the acceptable standard and the standard of excellence in Mathematics have declined over time.
- 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 Grade 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 A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

Discussion (continued):

- The overall participation rate for students taking Mathematics Provincial Achievement Tests has remained stable over time.

Participation Rates for Provincial Achievement Tests in Mathematics (*in percentages*)

Subject	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6					
Mathematics	91	91	91	90	91
Grade 9					
Mathematics	89	89	89	89	89
Mathematics (Knowledge & Employability)	86	86	87	85	85
Overall Mathematics					
	89.8	90.0	90.2	89.7	89.9

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.

1.a 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 2017-20 Business Plan.

Discussion

- The proportions of students achieving the acceptable standard have decreased over time for Mathematics 6 and Mathematics 9 (Knowledge and Employability), while the proportion for Mathematics 6 has remained stable.
- The proportion of students achieving the standard of excellence has decreased over time for Mathematics 6 and Mathematics 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

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Grade 6							
Mathematics	excellence	15.4	14.1	14.0	12.6	14.0	
	acceptable	73.5	73.2	72.2	69.4	72.9	
Grade 9							
Mathematics	excellence	17.3	17.9	17.5	19.0	15.0	
	acceptable	67.1	65.3	67.8	67.2	59.2	
Mathematics (Knowledge and Employability)	excellence	14.5	14.4	13.0	13.3	13.6	
	acceptable	63.4	60.9	61.2	57.5	57.4	
Overall Mathematics							
	excellence	16.3	15.9	15.6	15.6	14.4	16.9
	acceptable	70.2	69.3	69.9	68.1	66.2	70.3

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.
- 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 A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

1.a Overall Achievement Test Results in Social Studies

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 Social Studies, an important outcome for Alberta's K-12 education system.

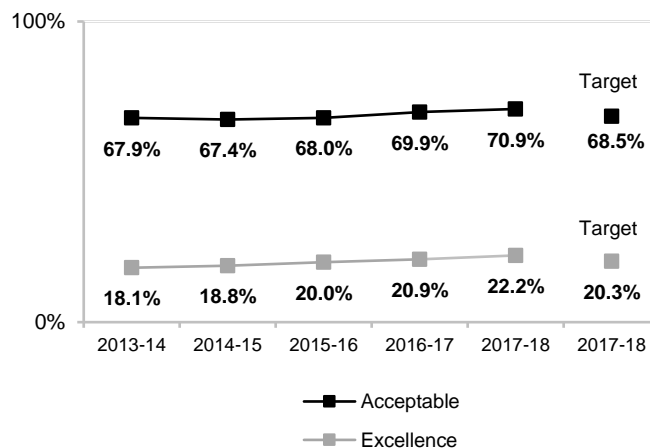
Target

- The targets for overall Social Studies Provincial Achievement Test results at the acceptable standard and at the standard of excellence were exceeded.

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)
- 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 A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

Discussion (continued):

- The overall participation rate for students taking Social Studies Provincial Achievement Tests has increased over time.

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

Subject	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6					
Social Studies	90	90	90	90	91
Grade 9					
Social Studies	89	89	89	89	89
Social Studies (Knowledge & Employability)	84	85	83	83	85
Overall Social Studies					
	89.1	89.2	89.6	89.6	90.0

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.

1.a Achievement Test Results in Social Studies 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 Social Studies, an important outcome for Alberta's K–12 education system.

Target

- Targets for individual Social Studies subject results were not set in the 2017-20 Business Plan.

Discussion

- The proportions of students achieving the acceptable standard have decreased over time for Social Studies 9 (Knowledge and Employability) but have increased for Social Studies 6 and Social Studies 9.
- The proportions of students achieving the standard of excellence have increased over time for Social Studies 6, 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 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

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Grade 6							
Social Studies	excellence	16.6	18.1	22.0	21.7	23.2	
	acceptable	70.4	69.8	71.4	72.9	75.1	
Grade 9							
Social Studies	excellence	19.9	19.8	18.0	20.2	21.5	
	acceptable	65.5	65.1	64.7	67.0	66.7	
Social Studies (Knowledge and Employability)	excellence	10.7	11.2	11.6	12.7	14.2	
	acceptable	61.8	57.3	58.0	56.3	55.2	
Overall Social Studies							
	excellence	18.1	18.8	20.0	20.9	22.2	20.3
	acceptable	67.9	67.4	68.0	69.9	70.9	68.5

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 A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

1.a Overall Achievement Test Results in Science

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 Science, an important outcome for Alberta's K–12 education system.

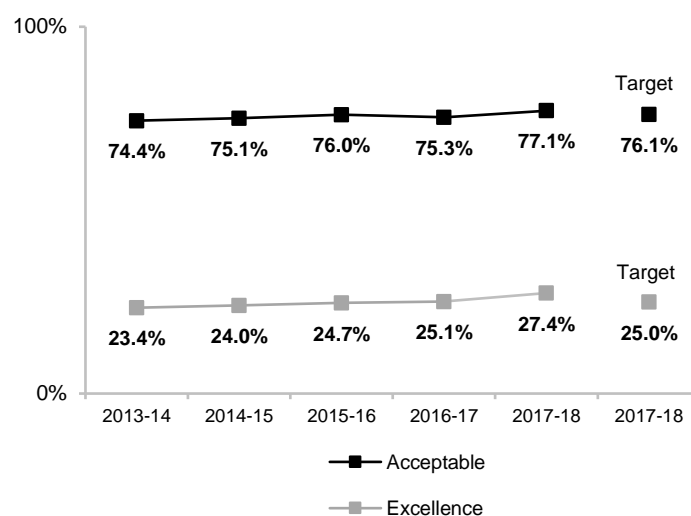
Target

- The targets for overall Science Provincial Achievement Test results at the acceptable standard and at the standard of excellence were exceeded.

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)
- 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 A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

Discussion (continued):

- The overall participation rate for students taking Science Provincial Achievement Tests has increased over time.

Participation Rates for Science Provincial Achievement Tests (*in percentages*)

Subject	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6					
Science	90	90	91	90	91
Grade 9					
Science	90	90	90	89	90
Science (Knowledge and Employability)	86	87	85	84	87
Overall Science					
	89.8	90.0	90.2	89.5	90.3

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.

1.a Achievement Test Results in Science 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 Science, an important outcome for Alberta's K–12 education system.

Target

- Targets for individual Science subject results were not set in the 2017-20 Business Plan.

Discussion

- The proportion of students achieving the acceptable standard has remained stable for Science 9 (Knowledge and Employability), while the results for Science 6 and Science 9 have increased over time.
- The proportion of students achieving the standard of excellence has decreased for Science 9 (Knowledge and Employability), while the results have increased for Science 6 and Science 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 Science

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Grade 6							
Science	excellence	24.9	25.3	27.1	29.0	30.5	
	acceptable	75.9	76.3	78.0	76.9	78.8	
Grade 9							
Science	excellence	22.1	22.8	22.4	21.4	24.4	
	acceptable	73.2	74.1	74.2	74.0	75.7	
Science (Knowledge and Employability)	excellence	14.9	15.1	14.3	13.3	12.3	
	acceptable	64.1	64.5	63.8	63.9	64.6	
Overall Science							
	excellence	23.4	24.0	24.7	25.1	27.4	25.0
	acceptable	74.4	75.1	76.0	75.3	77.1	76.1

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 A, page 62, for information on assessing results relative to targets, and results over time.
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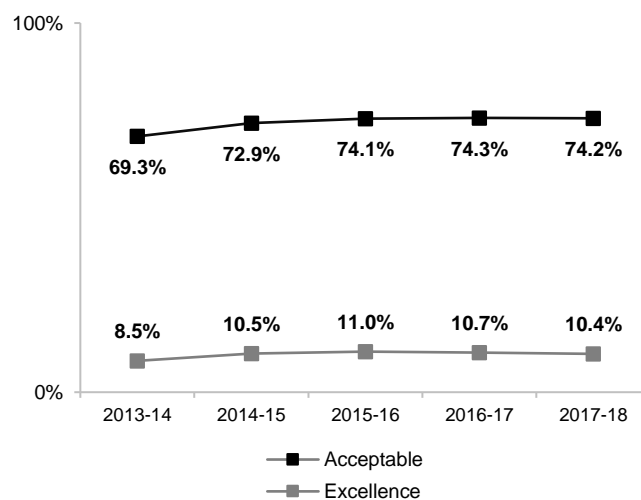
Supplementary Information:

English as a Second Language (ESL) Students Achievement Test Results in English Language Arts

Discussion

- The goal of ESL programs is to provide students with planned systematic instruction and support that will enable them to speak the English language fluently, further their education and become productive and contributing members of Albertan and Canadian society. ESL programs are funded for both Canadian-born and foreign-born students.
- The overall proportions of ESL students achieving the acceptable standard and the standard of excellence in English Language Arts Provincial Achievement Tests have increased over time.
- Targets were not set for ESL students in the 2017-20 Business Plan.

Overall Percentages of ESL Students Who Achieved Standards on Grade 6 and 9 Provincial Achievement Tests in English 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 English Language Arts results are a weighted average based on total enrolment in Grades 6 and 9 English 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 A, page 62, for information on assessing results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

Discussion (continued):

- The participation rate for ESL students taking English Language Arts Provincial Achievement Tests, 88.5 per cent in the current year, has increased over time.

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

Subject	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6					
English Language Arts	89	90	91	91	90
Grade 9					
English Language Arts	83	86	86	86	86
English Language Arts (Knowledge and Employability)	76	79	84	87	85
Overall Language Arts					
	86.5	88.5	89.1	88.9	88.5

Source: Alberta Education

Note:

- 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.

English Language Arts Achievement Test Results by Individual Subject for ESL Students in Grades 6 and 9

Discussion

- The proportion of ESL students achieving the acceptable standard and the standard of excellence has increased over time for English Language Arts 6.
- The proportion of ESL students achieving the acceptable standard has increased over time for English Language Arts 9, while the proportion achieving the standard of excellence has remained stable over time.

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

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6						
English Language Arts	excellence	9.6	13.1	14.0	13.5	12.7
	acceptable	75.0	78.8	79.8	80.2	80.7
Grade 9						
English Language Arts	excellence	7.1	6.4	6.4	6.4	6.9
	acceptable	61.0	64.2	65.1	65.3	64.6
English Language Arts (Knowledge and Employability)	excellence	1.1	5.8	4.5	8.3	6.9
	acceptable	53.3	59.9	62.0	64.3	56.9
Overall Language Arts						
	excellence	8.5	10.5	11.0	10.7	10.4
	acceptable	69.3	72.9	74.1	74.3	74.2

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 A, page 62, for information on assessing results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

Other Subjects (ESL Students)

Discussion

- The proportion of ESL students achieving the acceptable standard has increased over time for Science 6, Social Studies 6, Science 9 and Social Studies 9. The proportion has decreased for Mathematics 9 and has remained stable over time for Mathematics 6.
- The proportion of ESL students achieving the standard of excellence has increased over time for Science 6, Social Studies 6 and Social Studies 9. The proportion has declined for Mathematics 9 and has remained stable for Mathematics 6 and Science 9.

Percentages of ESL Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in subjects other than English Language Arts

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6						
French Language Arts	excellence	23.9	12.1	21.6	17.6	11.5
	acceptable	90.2	88.5	88.3	83.8	81.3
Français	excellence	16.5	14.2	19.8	16.8	25.2
	acceptable	89.3	87.5	90.7	86.4	91.6
Mathematics	excellence	13.8	13.4	13.0	11.7	13.3
	acceptable	71.2	71.8	69.4	68.0	71.5
Science	excellence	16.7	19.3	21.1	23.2	25.3
	acceptable	68.8	71.6	74.5	73.6	75.5
Social Studies	excellence	10.9	14.0	18.6	18.2	19.0
	acceptable	64.0	65.8	67.9	70.2	72.0
Grade 9						
French Language Arts	excellence	9.0	12.5	13.3	13.4	9.7
	acceptable	85.9	81.3	76.3	71.1	75.0
Français	excellence	8.3	17.6	12.3	22.2	17.6
	acceptable	72.2	76.5	80.7	86.1	64.7
Mathematics	excellence	16.2	15.1	14.3	16.4	12.1
	acceptable	61.2	58.9	61.0	62.0	53.2
Mathematics (Knowledge and Employability)	excellence	7.3	15.8	19.8	25.4	19.8
	acceptable	53.6	55.9	64.6	64.2	59.4
Science	excellence	16.2	16.5	15.5	14.5	16.4
	acceptable	60.9	63.9	65.7	65.6	68.1
Science (Knowledge and Employability)	excellence	6.1	10.9	9.1	11.6	9.5
	acceptable	53.5	60.6	63.6	62.6	63.0
Social Studies	excellence	11.2	12.7	11.6	12.8	14.2
	acceptable	52.7	57.0	54.1	58.3	58.0
Social Studies (Knowledge and Employability)	excellence	6.4	8.6	11.4	19.6	13.4
	acceptable	54.3	61.2	59.7	59.4	54.5

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 A, page 62, for information on assessing results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

1.b 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 measure reflects a focus on fundamental literacy skills, an important outcome for Alberta’s K–12 education system.

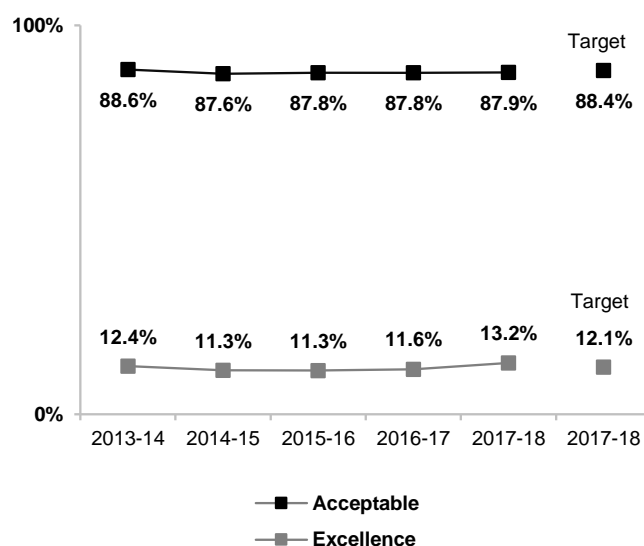
Targets

- The target for overall Language Arts diploma examination results at the acceptable standard was not met. The target at the standard of excellence was exceeded.

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
- 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 over time.

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.
- Weighting of exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65.

Discussion (continued):

- Results at the acceptable standard have remained stable for English Language Arts 30-1, and decreased over time for English Language Arts 30-2.
- Results at the standard of excellence have increased for English Language Arts 30-1, and remained stable over time for English Language Arts 30-2.

Percentages of Students Writing Language Arts Diploma Examinations Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
English Language Arts 30-1	excellence	11.8	11.4	10.7	11.7	13.2	
	acceptable	87.6	86.5	86.8	86.5	87.5	
English Language Arts 30-2	excellence	13.1	11.2	12.3	11.4	13.1	
	acceptable	89.8	88.6	89.1	89.5	88.0	
French Language Arts 30-1	excellence	14.6	9.9	8.7	9.4	11.0	
	acceptable	96.6	95.5	93.8	94.7	93.8	
Français 30-1	excellence	29.2	17.1	20.3	18.6	23.0	
	acceptable	99.3	95.3	99.3	98.1	97.4	
Overall Language Arts	excellence	12.4	11.3	11.3	11.6	13.2	12.1
	acceptable	88.6	87.6	87.8	87.8	87.9	88.4

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the percentages of 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 2013-14 to 2017-18 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.
- Weighting of exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets and results over time.
- See Endnote B, diploma examinations, pages 64-65.

1.b 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 development of mathematical reasoning and problem-solving skills, an important outcome for Alberta's K–12 education system.

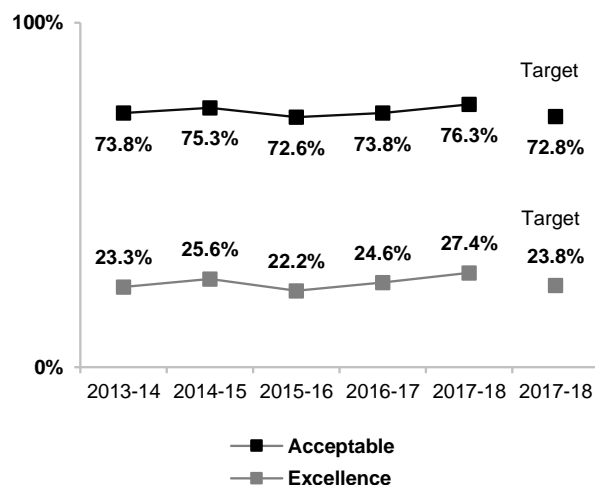
Targets

- The targets for overall Mathematics diploma examination results at the acceptable standard and at the standard of excellence were exceeded.

Discussion

- The Mathematics measure is an average of the results in the following two subjects, weighted by the total number of individuals who wrote each of the exams:
 - Mathematics 30-1
 - Mathematics 30-2
- Caution should be exercised when interpreting results over time for Mathematics 30-1 and Mathematics 30-2, as equating was not in place until the 2016-17 school year.
- The overall proportions of students achieving the acceptable standard and the standard of excellence in Mathematics have increased since 2016-17.

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.
- 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 exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65.

Discussion (continued):

- The proportion of students achieving the acceptable standard has increased since 2016-17 for Mathematics 30-1 and remained stable for Mathematics 30-2.
- The proportion of students achieving the standard of excellence has increased since 2016-17 for Mathematics 30-1 and remained stable for Mathematics 30-2.

Percentages of Students Writing Mathematics Diploma Examinations Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Mathematics 30-1*	excellence	27.9	31.6	25.9	30.7	35.3	
	acceptable	75.1	76.1	70.7	73.1	77.8	
Mathematics 30-2*	excellence	15.0	15.5	16.8	15.9	16.4	
	acceptable	71.3	73.9	75.4	74.7	74.2	
Overall Mathematics	excellence	23.3	25.6	22.2	24.6	27.4	23.8
	acceptable	73.8	75.3	72.6	73.8	76.3	72.8

*Caution should be exercised when interpreting results over time for Mathematics 30-1 and Mathematics 30-2, 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 percentages of students who achieved the standard of excellence.
- Overall results for Mathematics are a weighted average of results for the two Mathematics 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.
- Weighting of exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65.

1.b Diploma Examination Results In Social Studies

Rationale

- Student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Social Studies diploma examination measure is an aggregate of two courses. This measure reflects a focus on students affirming their place as citizens in an inclusive, democratic society, an important outcome for Alberta’s K–12 education system.

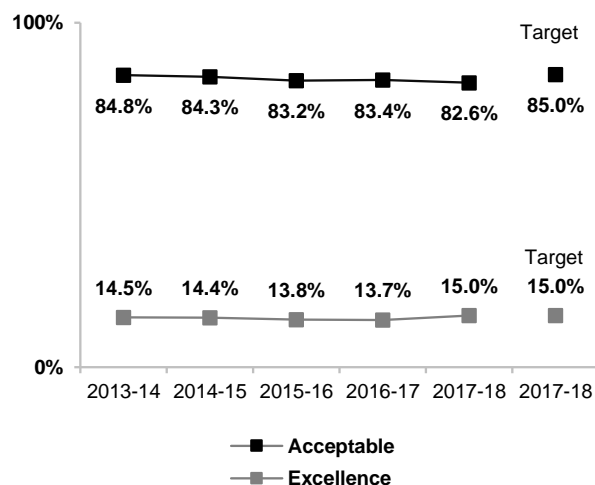
Targets

- The target for overall Social Studies diploma examination results at the acceptable standard was not met. The target at the standard of excellence was met.

Discussion

- The Social Studies 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:
 - Social Studies 30-1
 - Social Studies 30-2
- The overall proportion of students achieving the acceptable standard in Social Studies has decreased over time, while the proportion achieving the standard of excellence has increased over time.

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.
- Weighting of exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65.

Discussion (continued):

- Results at the acceptable standard have remained stable for Social Studies 30-1 and decreased over time for Social Studies 30-2.
- Results at the standard of excellence have increased for Social Studies 30-1 and decreased over time for Social Studies 30-2.

Percentages of Students Writing Social Studies Diploma Examinations Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Social Studies 30-1	excellence	14.2	16.2	14.3	14.8	17.7	
	acceptable	85.6	87.1	84.9	86.0	86.2	
Social Studies 30-2	excellence	14.8	12.5	13.1	12.6	12.2	
	acceptable	83.9	81.3	81.1	80.6	78.8	
Overall Social Studies	excellence	14.5	14.4	13.8	13.7	15.0	15.0
	acceptable	84.8	84.3	83.2	83.4	82.6	85.0

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the percentages of 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 Social Studies 30-1 since 2013-14, and Social Studies 30-2 since 2011-12.
- 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.
- Weighting of exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65.

1.b Diploma Examination Results In Science

Rationale

- Student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Science diploma examination measure is an aggregate of four courses. This reflects a focus on skills and attitudes needed to solve problems and make decisions, an important outcome for Alberta's K–12 education system.

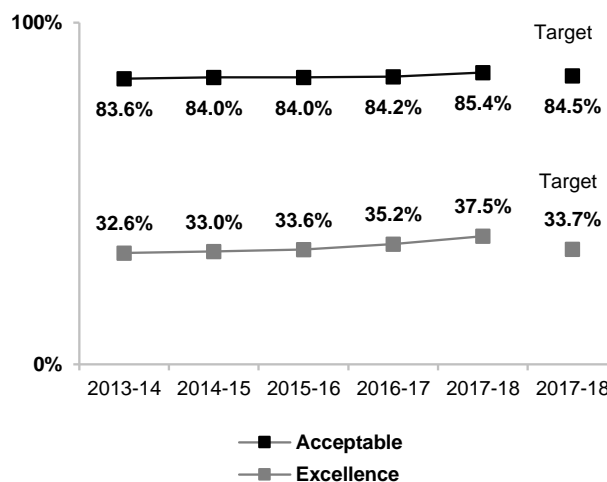
Targets

- The targets for overall Science diploma examination results at the acceptable standard and at the standard of excellence were exceeded.

Discussion

- The Science 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:
 - Biology 30
 - Chemistry 30
 - Physics 30
 - Science 30
- The overall proportions of students achieving the acceptable standard and the standard of excellence have increased over time.

Overall Percentages of Students Who Achieved Standards on Diploma Examinations 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 for Science are a weighted average of results for the four Science subjects.
- Participation in diploma examination 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 exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65.

Discussion (continued):

- Results at the acceptable standard have increased over time for Biology 30, Chemistry 30 and Physics 30; results remained stable for Science 30.
- Results at the standard of excellence have increased over time for Chemistry 30, Physics 30 and Science 30; results remained stable for Biology 30.

Percentages of Students Writing Science Diploma Examinations Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Biology 30	excellence	31.8	33.0	32.4	32.3	36.6	
	acceptable	85.2	85.8	85.1	84.2	86.6	
Chemistry 30	excellence	35.2	34.2	34.5	38.6	38.3	
	acceptable	81.5	82.1	81.5	83.1	83.6	
Physics 30	excellence	34.3	35.8	39.8	41.8	43.6	
	acceptable	83.2	83.9	85.8	85.7	86.2	
Science 30	excellence	25.4	26.6	27.6	28.4	31.5	
	acceptable	85.0	83.9	84.4	84.9	85.4	
Overall Science	excellence	32.6	33.0	33.6	35.2	37.5	33.7
	acceptable	83.6	84.0	84.0	84.2	85.4	84.5

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the percentages of 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 Biology 30 since 2005-06, Science 30 and Chemistry 30 since 2010-11, and Physics 30 since 2013-14.
- Overall results for Science 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.
- Weighting of exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65

Supplementary Information:

English as a Second Language (ESL) Students Diploma Examination Results in English Language Arts

Discussion

- The goal of ESL programs is to provide students with planned systematic instruction and support that will enable them to speak the English language fluently, further their education and become productive and contributing members of Albertan and Canadian society. ESL programs are funded for both Canadian-born and foreign-born students.
- Targets were not set for ESL students in the 2017-20 Business Plan.
- The overall proportion of ESL students that achieved the acceptable standard in English Language Arts has increased over time. The proportion achieving the standard of excellence in English Language Arts has remained stable over time.
- ESL results at the acceptable standard have increased over time for English Language Arts 30-1 and English Language Arts 30-2.
- ESL results at the standard of excellence have remained stable over time for English Language Arts 30-1 and English Language Arts 30-2.

Percentages of ESL Students Writing English Language Arts Diploma Examinations Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18
English Language Arts 30-1	excellence	3.1	2.9	3.3	3.7	3.8
	acceptable	63.9	64.7	68.2	68.1	71.0
English Language Arts 30-2	excellence	4.8	3.1	4.5	4.0	4.8
	acceptable	70.0	72.3	74.8	75.8	76.3
Overall Language Arts	excellence	4.0	3.0	3.9	3.8	4.3
	acceptable	67.0	68.5	71.5	72.0	73.6

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 2013-14 to 2017-18 for English Language Arts 30-1 and 30-2.
- Overall results for English Language Arts are a weighted average of results for the English 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 A, page 62, for information on assessing results over time.
- See Endnote B, diploma examinations, pages 64-65.

Other Subjects (ESL Students)

Discussion

- The proportions of ESL students achieving the acceptable standard have decreased over time for Social Studies 30-2, have increased for Social Studies 30-1 and remained stable over time for Biology 30, Chemistry 30, Physics 30 and Science 30.
- The proportions of ESL students achieving the standard of excellence have remained stable over time for Social Studies 30-1, Biology 30, Chemistry 30, Physics 30 and Science 30; results have decreased for Social Studies 30-2.

Percentages of ESL Students Writing Diploma Examinations other than English Language Arts Who Achieved Standards

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18
French Language Arts 30-1	excellence	5.3	12.5	16.1	12.8	12.8
	acceptable	89.5	95.0	83.9	89.4	92.3
Français 30-1	excellence	6.7	14.8	11.8	24.0	8.3
	acceptable	93.3	88.9	100.0	96.0	83.3
Mathematics 30-1	excellence	29.0	30.2	26.0	27.9	29.3
	acceptable	71.6	72.9	65.1	65.8	71.5
Mathematics 30-2	excellence	13.0	11.5	11.6	11.5	12.0
	acceptable	62.8	66.7	69.3	68.6	66.1
Social Studies 30-1	excellence	8.7	8.3	8.2	9.6	10.0
	acceptable	72.6	74.8	75.0	76.9	77.9
Social Studies 30-2	excellence	11.6	9.5	10.8	9.2	8.7
	acceptable	72.7	69.7	70.9	70.1	68.0
Biology 30	excellence	26.4	26.4	25.9	26.1	29.1
	acceptable	81.0	80.9	78.8	77.4	80.5
Chemistry 30	excellence	33.4	32.2	30.8	36.4	33.2
	acceptable	78.1	76.9	78.5	78.8	79.3
Physics 30	excellence	32.2	30.4	34.6	31.1	32.8
	acceptable	77.4	77.7	78.8	78.1	79.4
Science 30	excellence	19.3	20.1	20.4	22.7	22.1
	acceptable	74.1	74.3	75.5	74.9	75.8

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the percentages of 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 Biology 30 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, and Physics 30 since 2013-14. Results are comparable for Mathematics 30-1 and Mathematics 30-2 since 2016-17. Caution should be exercised when interpreting the results over time.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be used when interpreting the results over time.
- See Endnote A, page 62, for information on assessing results over time.
- See Endnote B, diploma examinations, pages 64-65.

OUTCOME TWO

The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

Significant work has been undertaken to close the systemic achievement gap for First Nations, Métis and Inuit students by supporting classroom learning, keeping the department's commitment to agreements and strengthening partnerships across Alberta and with the Government of Canada.

2.a First Nations, Métis and Inuit 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.

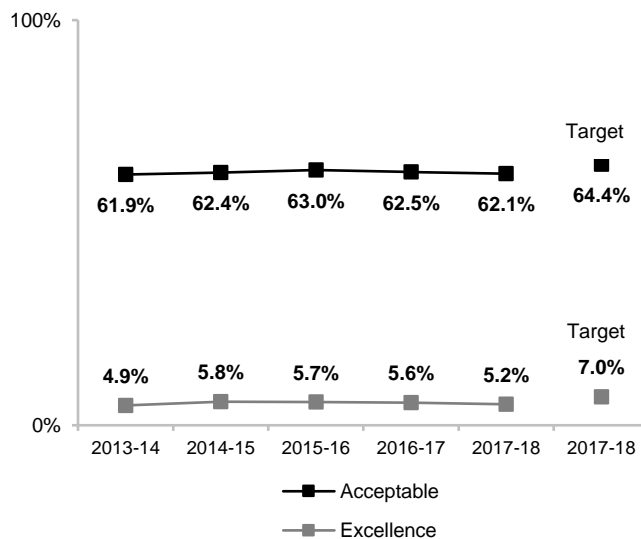
Target

- Targets for overall Language Arts Provincial Achievement Test results at the acceptable standard and at the standard of excellence were not met.

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)
- The overall proportions of self-identified First Nations, Métis and Inuit students achieving the acceptable standard and the standard of excellence in Language Arts have remained stable over time.
- 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.
- 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 A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

Discussion (continued):

- 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	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6					
English Language Arts	86	87	88	87	86
French Language Arts	93	94	97	94	93
Français	100	100	*	*	100
Grade 9					
English Language Arts	79	80	80	81	80
English Language Arts (Knowledge and Employability)	76	75	74	73	76
French Language Arts	97	89	96	97	96
Français	*	*	*	*	100
Overall Language Arts					
	82.9	83.3	83.8	84.2	83.4

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.

2.a First Nations, Métis and Inuit 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.

Target

- Targets for individual Language Arts subject results were not set for self-identified First Nations, Métis and Inuit students in the 2017-20 Business Plan.

Discussion

- The proportion of self-identified First Nations, Métis and Inuit students achieving the acceptable standard has remained stable for English Language Arts 6 and English Language Arts 9.
- The proportion of self-identified First Nations, Métis and Inuit students achieving the standard of excellence has remained stable for English Language Arts 6 and English Language Arts 9.
- 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, results at the acceptable standard have 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	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Grade 6							
English Language Arts	excellence	5.3	7.3	7.1	6.5	5.5	
	acceptable	68.0	69.0	69.3	67.9	69.0	
French Language Arts	excellence	7.2	10.1	7.8	5.6	5.2	
	acceptable	77.1	76.4	78.9	72.2	74.1	
Français	excellence	0.0	0.0	*	*	0.0	
	acceptable	83.3	85.7	*	*	100.0	
Grade 9							
English Language Arts	excellence	4.5	4.0	4.4	4.8	4.9	
	acceptable	55.3	54.5	56.2	57.0	54.4	
English Language Arts (Knowledge and Employability)	excellence	3.8	5.1	3.2	3.6	4.5	
	acceptable	58.2	57.2	54.5	51.7	53.5	
French Language Arts	excellence	3.0	3.7	1.3	8.2	4.5	
	acceptable	73.1	74.1	58.7	75.3	71.9	
Français	excellence	*	*	*	*	30.0	
	acceptable	*	*	*	*	100.0	
Overall Language Arts							
	excellence	4.9	5.8	5.7	5.6	5.2	7.0
	acceptable	61.9	62.4	63.0	62.5	62.1	64.4

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.
- 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.
- See Endnote A, page 62, for assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

2.a First Nations, Métis and Inuit 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.

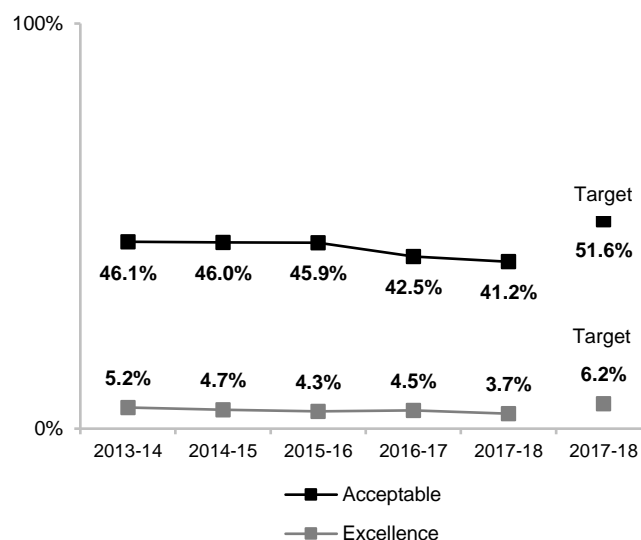
Target

- Targets for overall Mathematics Provincial Achievement Test results at the acceptable standard and at the standard of excellence were not met.

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)
- The overall proportions of self-identified First Nations, Métis and Inuit students achieving the acceptable standard and the standard of excellence in Mathematics have decreased over time.
- 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 A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

Discussion (continued):

- The overall participation rate for self-identified First Nations, Métis and Inuit students taking Mathematics Provincial Achievement Tests has been stable over time.

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

Subject	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6					
Mathematics	86	86	87	86	86
Grade 9					
Mathematics	80	81	81	81	78
Mathematics (Knowledge and Employability)	82	82	81	77	80
Overall Mathematics					
	83.2	83.7	83.9	83.7	82.2

Source: Alberta Education

Note:

- 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.

2.a First Nations, Métis and Inuit 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 for self-identified First Nations, Métis and Inuit students in the 2017-20 Business Plan.

Discussion

- The proportion of self-identified First Nations, Métis and Inuit students achieving the acceptable standard has remained stable over time for Mathematics 6, and decreased over time for Mathematics 9.
- The proportion of self-identified First Nations, Métis and Inuit students achieving the standard of excellence has decreased for Mathematics 6 and Mathematics 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 Mathematics

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Grade 6							
Mathematics	excellence	4.4	3.9	3.6	3.4	3.0	
	acceptable	50.0	51.2	49.0	44.4	49.1	
Grade 9							
Mathematics	excellence	4.8	4.7	4.7	5.2	3.4	
	acceptable	40.1	37.9	41.1	39.9	30.7	
Mathematics (Knowledge and Employability)	excellence	13.4	10.4	6.1	9.0	10.7	
	acceptable	56.9	58.3	51.6	46.2	51.4	
Overall Mathematics							
	excellence	5.2	4.7	4.3	4.5	3.7	6.2
	acceptable	46.1	46.0	45.9	42.5	41.2	51.6

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.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

2.a First Nations, Métis and Inuit Achievement Test Results in Social Studies

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 Social Studies, an important outcome for Alberta's K–12 education system.

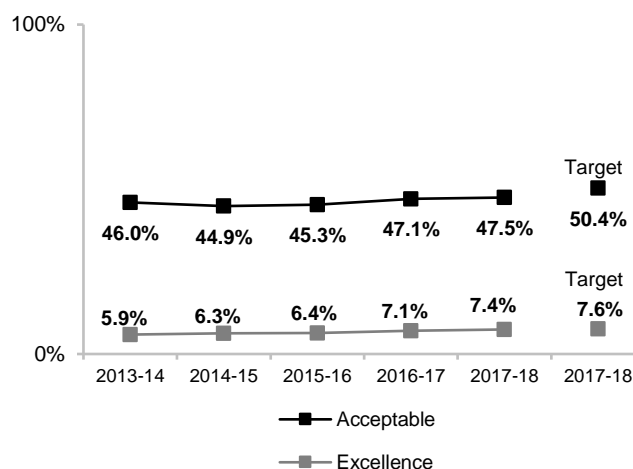
Target

- The target for overall Social Studies Provincial Achievement Test results at the acceptable standard was not met. The target at the standard of excellence was met as the current result is not significantly different from the target value.

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)
- The overall proportion of self-identified First Nations, Métis and Inuit students achieving the acceptable standard in Social Studies has remained stable. The proportion achieving the standard of excellence has increased over time.
- 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 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.
- 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 A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

Discussion (continued):

- The overall participation rate for self-identified First Nations, Métis and Inuit students taking Social Studies Provincial Achievement Tests has been stable over time.

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

Subject	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6					
Social Studies	85	85	87	86	86
Grade 9					
Social Studies	80	80	81	82	81
Social Studies (Knowledge and Employability)	79	80	77	77	82
Overall Social Studies					
	82.6	82.6	83.4	84.0	83.7

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.

2.a First Nations, Métis and Inuit Achievement Test Results in Social Studies 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 Social Studies, an important outcome for Alberta's K–12 education system.

Target

- Targets for individual Social Studies subject results were not set for self-identified First Nations, Métis and Inuit students in the 2017-20 Business Plan.

Discussion

- The proportion of self-identified First Nations, Métis and Inuit students achieving the acceptable standard decreased over time for Social Studies 9 (Knowledge and Employability), remained stable for Social Studies 9 and increased for Social Studies 6.
- The proportion of self-identified First Nations, Métis and Inuit students achieving the standard of excellence has remained stable over time for Social Studies 9 and increased for Social Studies 6 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 Self-Identified First Nations, Métis and Inuit Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Social Studies

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Grade 6							
Social Studies	excellence	4.7	5.9	6.7	7.4	7.5	
	acceptable	47.9	47.6	49.0	50.6	52.8	
Grade 9							
Social Studies	excellence	7.0	6.7	5.8	6.8	6.8	
	acceptable	42.7	40.6	40.5	43.2	41.2	
Social Studies (Knowledge and Employability)	excellence	7.1	8.4	7.2	8.0	12.3	
	acceptable	58.0	55.2	49.4	47.1	48.8	
Overall Social Studies							
	excellence	5.9	6.3	6.4	7.1	7.4	7.6
	acceptable	46.0	44.9	45.3	47.1	47.5	50.4

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 A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

2.a First Nations, Métis and Inuit Achievement Test Results in Science

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 Science, an important outcome for Alberta's K–12 education system.

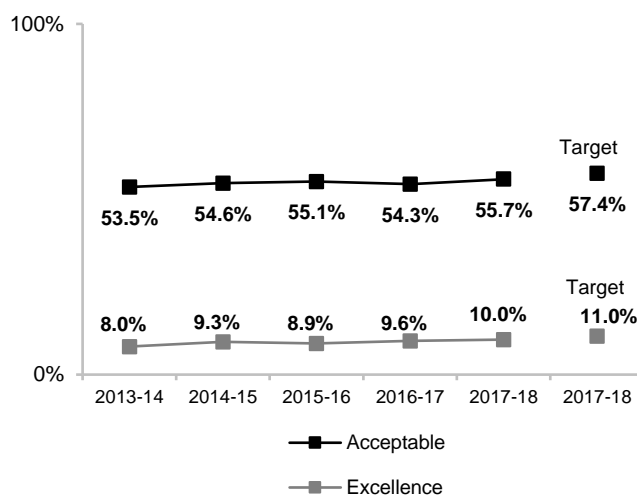
Target

- The targets for overall Science Provincial Achievement Test results at the acceptable standard and at the standard of excellence were not met.

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)
- The overall proportions of self-identified First Nations, Métis and Inuit students achieving the acceptable standard and the standard of excellence in Science have increased over time.
- 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 Grades 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 A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

Discussion (continued):

- The overall participation rate for self-identified First Nations, Métis and Inuit students taking Science Provincial Achievement Tests has been stable over time.

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

Subject	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6					
Science	86	87	88	86	87
Grade 9					
Science	81	82	83	82	81
Science (Knowledge and Employability)	83	81	80	77	82
Overall Science					
	83.5	84.4	85.0	83.7	83.8

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.

2.a First Nations, Métis and Inuit Achievement Test Results in Science 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 Science, an important outcome for Alberta's K–12 education system.

Target

- Targets for individual Science subject results were not set for self-identified First Nations, Métis and Inuit students in the 2017-20 Business Plan.

Discussion

- The proportion of self-identified First Nations, Métis and Inuit students achieving the acceptable standard has remained stable over time for Science 9 and Science 9 (Knowledge and Employability) and increased for Science 6.
- The proportion of self-identified First Nations, Métis and Inuit students achieving the standard of excellence has remained stable over time for Science 9 and Science 9 (Knowledge and Employability) and increased 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 Self-identified First Nations, Métis and Inuit Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Science

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Grade 6							
Science	excellence	8.3	10.6	10.3	11.7	11.5	
	acceptable	55.7	57.8	58.6	57.8	58.9	
Grade 9							
Science	excellence	7.4	7.5	7.3	7.3	8.0	
	acceptable	50.4	50.0	50.6	50.3	51.7	
Science (Knowledge and Employability)	excellence	10.8	12.3	8.0	8.6	12.2	
	acceptable	61.4	62.0	58.8	55.2	58.9	
Overall Science							
	excellence	8.0	9.3	8.9	9.6	10.0	11.0
	acceptable	53.5	54.6	55.1	54.3	55.7	57.4

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 A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, Provincial Achievement Tests, pages 63-64.

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

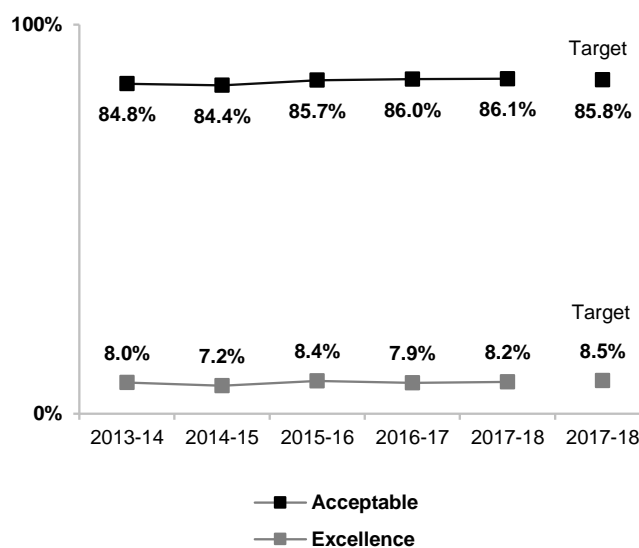
Targets

- The target for overall Language Arts results at the acceptable standard was met. The target for the standard of excellence was met as the current result was not significantly different from the target value.

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
- Note that results for Français 30-1 have not been included because fewer than six self-identified First Nations, Métis and Inuit students wrote the exam in 2017-18.
- The overall proportions of self-identified First Nations, Métis and Inuit students achieving the acceptable standard and the standard of excellence in Language Arts have remained stable over time.

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 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 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.
- Weighting of exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65.

Discussion (continued):

- Results at the acceptable standard have increased over time for English Language Arts 30-1 and have remained stable for English Language Arts 30-2.
- Results at the standard of excellence have remained stable over time for English Language Arts 30-1 and English Language Arts 30-2.

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

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
English Language Arts 30-1	excellence	5.4	5.4	4.7	6.7	5.9	
	acceptable	79.6	79.4	80.7	80.1	83.1	
English Language Arts 30-2	excellence	9.7	8.4	11.2	8.8	10.0	
	acceptable	88.2	87.4	89.2	90.0	88.5	
French Language Arts 30-1	excellence	7.4	3.1	4.3	8.7	5.4	
	acceptable	92.6	93.8	91.3	91.3	83.8	
Français 30-1	excellence	*	*	*	n/a	*	
	acceptable	*	*	*	n/a	*	
Overall Language Arts	excellence	8.0	7.2	8.4	7.9	8.2	8.5
	acceptable	84.8	84.4	85.7	86.0	86.1	85.8

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 percentages of students who achieved the standard of excellence.
- Asterisk (*) indicates 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 2013-14 to 2017-18 for English Language Arts 30-1 and 30-2, but not for French Language Arts 30-1 and Français 30-1.
- 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 exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets and results over time.
- See Endnote B, diploma examinations, pages 64-65.

2.b First Nations, Métis and Inuit Diploma Examination Results In Mathematics

Rationale

- Self-identified First Nations, Métis and Inuit student results on diploma examinations are a solid indicator of whether self-identified First Nations, Métis and Inuit 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, an important outcome for Alberta's K–12 education system.

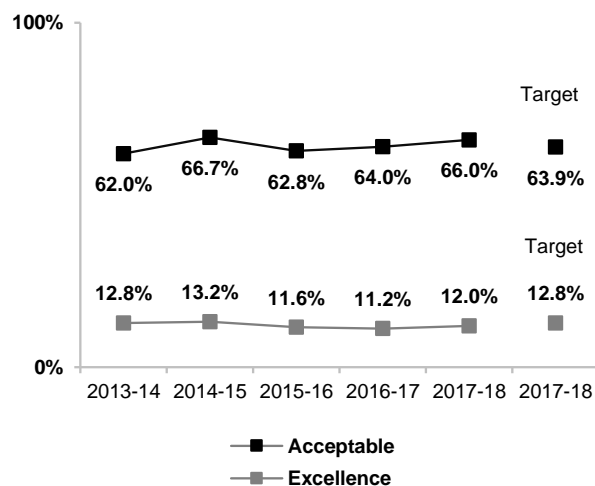
Targets

- The target for overall Mathematics diploma examination results at the acceptable standard was met. The target at the standard of excellence was also met as the current result was not significantly different from the target value.

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
- Caution should be exercised when interpreting results over time for Mathematics 30-1 and Mathematics 30-2, as equating was not in place until the 2016-17 school year.
- The overall proportions of students achieving the acceptable standard and the standard of excellence in mathematics have remained stable since 2016-17.

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 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 results for Mathematics are a weighted average of results for the two Mathematics 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.
- Weighting of exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65.

Discussion (continued):

- The proportion of students achieving the acceptable standard has remained stable since 2016-17 for Mathematics 30-1 and Mathematics 30-2.
- The proportion of students achieving the standard of excellence has remained stable since 2016-17 for Mathematics 30-1 and Mathematics 30-2.

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

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Mathematics 30-1*	excellence	14.6	16.6	11.6	14.6	15.3	
	acceptable	59.3	64.2	54.1	59.2	61.3	
Mathematics 30-2*	excellence	11.1	10.3	11.6	8.8	9.7	
	acceptable	64.6	69.0	69.4	67.4	69.1	
Overall Mathematics	excellence	12.8	13.2	11.6	11.2	12.0	12.8
	acceptable	62.0	66.7	62.8	64.0	66.0	63.9

*Caution should be exercised when interpreting results over time for Mathematics 30-1 and Mathematics 30-2, 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 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 percentages of students who achieved the standard of excellence.
- Overall results for Mathematics are a weighted average of results for the two Mathematics 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.
- Weighting of exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65.

2.b First Nations, Métis and Inuit Diploma Examination Results In Social Studies

Rationale

- Self-identified First Nations, Métis and Inuit student results on diploma examinations are a solid indicator of whether self-identified First Nations, Métis and Inuit high school students are achieving high standards.
- The Social Studies diploma examination measure is an aggregate of two courses. This measure reflects a focus on students affirming their place as citizens in an inclusive, democratic society, an important outcome for Alberta's K–12 education system.

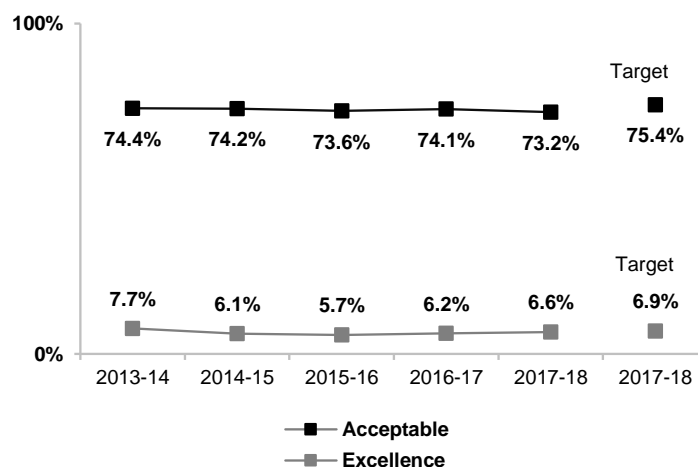
Targets

- The target for overall Social Studies results at the acceptable standard was not met. The target at the standard of excellence was met as the result was not significantly different from the target value.

Discussion

- The Social Studies 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:
 - Social Studies 30-1
 - Social Studies 30-2
- The overall proportions of self-identified First Nations, Métis and Inuit students achieving the acceptable standard and the standard of excellence 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 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 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.
- Weighting of exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65.

Discussion (continued):

- The proportion of students achieving the acceptable standard has remained stable for Social Studies 30-1 and has decreased over time for Social Studies 30-2.
- The proportion of students achieving the standard of excellence has increased over time for Social Studies 30-1 and has decreased for Social Studies 30-2.

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

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Social Studies 30-1	excellence	4.8	6.4	6.6	6.3	8.1	
	acceptable	72.3	77.6	72.5	77.1	75.3	
Social Studies 30-2	excellence	9.1	5.9	5.3	6.1	5.8	
	acceptable	75.4	72.7	74.1	72.7	72.2	
Overall Social Studies	excellence	7.7	6.1	5.7	6.2	6.6	6.9
	acceptable	74.4	74.2	73.6	74.1	73.2	75.4

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 percentages of students who achieved the standard of excellence.
- 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 exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65.

2.b First Nations, Métis and Inuit Diploma Examination Results In Science

Rationale

- Self-identified First Nations, Métis and Inuit student results on diploma examinations are a solid indicator of whether self-identified First Nations, Métis and Inuit high school students are achieving high standards.
- The Science diploma examination measure is an aggregate of four courses. This measure reflects a focus on skills and attitudes needed to solve problems and make decisions, an important outcome for Alberta's K–12 education system.

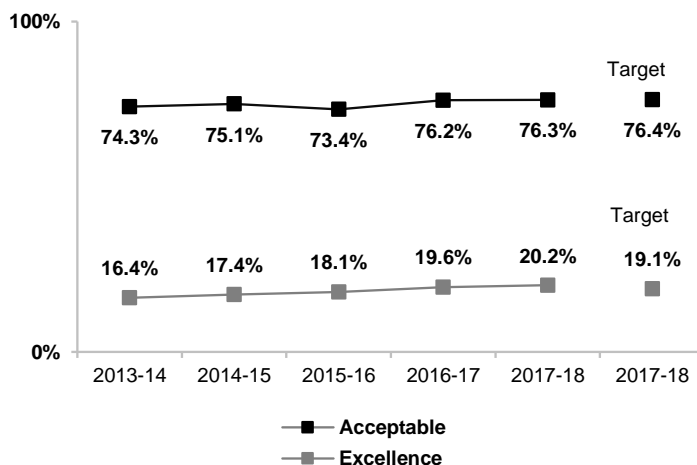
Targets

- The target for overall Science results at the acceptable standard was met as the current result was not significantly different from the target value. The target at the standard of excellence was also met.

Discussion

- The Science 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:
 - Biology 30
 - Chemistry 30
 - Physics 30
 - Science 30
- The overall proportion of self-identified First Nations, Métis and Inuit students achieving the acceptable standard has remained stable over time. The proportion achieving the standard of excellence has increased over time.

Overall Percentages of Self-identified First Nations, Métis and Inuit Students Who Achieved Standards on Diploma Examinations 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 results for Science 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.
- Weighting of exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65.

Discussion (continued):

- Results at the acceptable standard have remained stable for Biology 30, Chemistry 30 and Science 30 and have increased over time for Physics 30.
- Results at the standard of excellence have remained stable over time for Biology 30, Chemistry 30, Physics 30 and Science 30.

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

Subject	Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Targets 2017-18
Biology 30	excellence	14.3	17.4	16.1	16.5	17.3	
	acceptable	74.9	75.9	72.2	73.9	75.7	
Chemistry 30	excellence	16.4	16.5	17.6	23.2	19.9	
	acceptable	71.5	71.6	72.2	74.8	69.7	
Physics 30	excellence	18.7	20.6	24.5	26.8	24.0	
	acceptable	67.7	78.4	75.5	82.6	76.9	
Science 30	excellence	19.6	16.6	19.2	17.9	24.4	
	acceptable	81.5	76.1	76.1	79.0	84.1	
Overall Science	excellence	16.4	17.4	18.1	19.6	20.2	19.1
	acceptable	74.3	75.1	73.4	76.2	76.3	76.4

Source: Alberta Education

Notes:

- The results reported are based solely 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 percentages of students who achieved the standard of excellence.
- 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 exam marks in diploma courses changed from 50 per cent to 30 per cent beginning in the 2015-16 school year.
- See Endnote A, page 62, for information on assessing results relative to targets, and results over time.
- See Endnote B, diploma examinations, pages 64-65.

Endnotes for Performance Measures

Endnote A: Technical Notes

Assessing Results Over Time

Changes over time are assessed with a two sample Chi-square statistical test for measures based on Provincial Achievement Tests and diploma examination results. The test determines whether the difference between the 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 the proportions were the same. Under a simple test of proportions, a Chi-square value of one 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 is supported by this test of significant difference.

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 also 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 timeframe. 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 measures based on achievement tests and on diploma exams, 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, e.g., the number of students writing an exam, and the proportion of students meeting standards.

Trend Lines

Although not appearing in the annual report update, trend lines are an aid to interpreting the results for measures reported in the annual report update. Trend lines augment data interpretation techniques already in use 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 to provide 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 B: 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 in 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 have been required to include a voluntary First Nations, Métis and Inuit self-identification question on school registration forms for several years 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.

Results for English as a Second Language (ESL) Students

The calculation of results for ESL students is based on the number of ESL students for whom funding was provided to school authorities for ESL programming. ESL programming is designed for children/students who require additional English language supports and instruction to achieve grade level expectations in English and other subject areas. This group includes both Canadian-born and foreign-born students. Students funded for an ESL program in the year reflected in the measure, are included in the ESL results. For example, Grade 6 students funded for ESL in 2017-18 are included in the Grade 6 ESL Provincial Achievement Test results.

Provincial Achievement Tests

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 the 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), 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 test 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 <https://education.alberta.ca/provincial-achievement-tests/about-the-pats/>.

Diploma Examinations

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 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
- 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 in 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

<https://education.alberta.ca/diploma-examination-administration/diploma-examinations-program/>.