

# Education

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## Business Plan 1998-99 to 2000-01

### Accountability Statement

*This Business Plan for the three years commencing April 1, 1998 was prepared under my direction in accordance with the Government Accountability Act and the government's accounting policies. All of the government's policy decisions as at January 20, 1998 with material economic or fiscal implications of which I am aware have been considered in preparing the Business Plan.*

*The Ministry's priorities outlined in the Business Plan were developed in the context of the government's business and fiscal plans. I am committed to achieving the planned results laid out in this Business Plan.*



Gary G. Mar, Q.C.  
Minister of Education  
January 22, 1998

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The three-year plan for education in Alberta is available on the Internet at Alberta Education's home page (<http://ednet.edc.gov.ab.ca>). Click on Education System.

# Introduction

People are government's most important business and Alberta's most important resource. A well-educated population is needed to sustain growth, to maintain the Alberta Advantage and to ensure our communities remain vibrant.

The Alberta government is putting children and young people first by identifying education as its top priority and investing in new initiatives to ensure students have a solid foundation for success. Government recognizes that an excellent education system – one that provides the best education for all Alberta students – is an essential investment in our future. Our education system needs to be maintained and improved if our youth are to receive the education they need and deserve.

## Vision for Education

Alberta's young people are the best educated in the country, able to achieve their individual potential, create a positive future for themselves, their families and their communities, and contribute to Alberta's prosperity and superior quality of life.

## Mission

To ensure that all Alberta students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

## Core Business of Alberta Education

The provincial government has constitutional responsibility for education and has established an education system where that responsibility is shared among government, school authorities, teachers, parents and students. Within this system of shared responsibility, Alberta Education, under the direction of the Minister:

- ◆ ensures that high standards are established and communicated, focusing on what students need to learn;
- ◆ provides funding to school authorities on a fair, equitable and appropriate basis and controls the cost of education;
- ◆ develops and implements legislation, policies and long-range plans for the education system, and
- ◆ assesses and reports to government and the public on student achievement, cost and other results of the education system.

## Priority Areas for Improvement

Priority areas for improving Alberta's education system have been identified from information on provincial and local performance measures, implementation of the provincial three-year plan for education and the review of school board three-year education plans. The following priority

improvement areas are addressed in this plan and in school authority three-year plans, 1998/1999 to 2000/2001:

- ◆ Improving co-ordination of services for children,
- ◆ Increasing high school completion rates,
- ◆ Improving secondary student achievement in mathematics,
- ◆ Improving access to information technology, and
- ◆ Improving public satisfaction with education.

## **New Investment in Education, 1998/1999 to 2000/2001**

The bold new investment program totalling about \$380 million over three years lays the foundation for maintaining and improving education into the next millennium. This is an increase of about 13 per cent over Budget '97. A further spending increase of about \$60 million to support education in public and separate schools will be offset by reductions in debenture interest and Ministry operations. Funding for education is directed to the classroom in critical areas and provides appropriate resources for the education of Alberta students and for the infrastructure that supports their learning.

### **Focus on the Early Years of Schooling - New Program Funding**

- ◆ Literacy skills programs, ECS to grade 2
- ◆ English as a Second Language for Canadian-born students
- ◆ Teacher aides, grades 1 to 6

### **Focus on Instruction - Enhanced Funding**

- ◆ Basic instruction
- ◆ Instructional technology
- ◆ Enrolment growth of 2% annually
- ◆ Equity
- ◆ Students with special needs

### **Support for Education Infrastructure - Enhanced Funding**

- ◆ Student transportation
- ◆ School construction and renovation

With the addition of new initiative funding, total education spending will reach almost \$3.2 billion in 1998/1999, of which 96.4 per cent or nearly \$3.1 billion is used for public and separate schools. The balance supports private school programs, including private ECS, and Ministry operations. Accountability is a key feature of provincial investment in education. The provincial government and school authorities report annually on the use of education funding and the results achieved.

## **Total Education Spending, 1998/1999 to 2000/2001**

(thousands of dollars)

	Comparable 1996-97 Actual	Comparable 1997-98 Budget	Comparable 1997-98 Forecast	1998-99 Estimates	1999-2000 Target	2000-01 Target
Consolidated Ministry Expense	2,719,545	2,822,316	2,959,793	3,029,832	3,129,292	3,205,260
Property Tax Support to Opted Out Separate School Boards	161,934	167,646	155,046	158,614	161,444	163,376
<b>TOTAL EDUCATION SPENDING</b>	<b>2,881,479</b>	<b>2,989,962</b>	<b>3,114,839</b>	<b>3,188,446</b>	<b>3,290,736</b>	<b>3,368,636</b>

# Education Goals, Results, Strategies and Measures

**Goal 1: Education is focused on what students need to learn and students achieve high standards.**

## *Results*

- ◆ Alberta's education system has high learning standards.
- ◆ Students learn what they need to know.
- ◆ Students achieve provincial and national learning standards, and perform well in international comparisons.

## *Selected Department Strategies*

- 1.1 Establish intensive early literacy skills programs for students needing extra help with reading in ECS to grade 2.
- 1.2 Establish a teacher aide program for grades 1 to 6 to increase classroom supports and to enhance opportunities for students to achieve learning expectations.
- 1.3 Expand English as a second language programs to include Canadian-born students whose first language is other than English.
- 1.4 Work with other provinces and territories to develop common standards and resources for social studies and for distance learning exchanges.
- 1.5 Begin revising secondary science programs.
- 1.6 Revise curriculum to emphasize business awareness, employability skills and career education.
- 1.7 Update health and physical education programs to emphasize active and healthy life skills.
- 1.8 Work with partners to create more opportunities to communicate the accomplishments of students.

## *Key Measures*

- ◆ Percentage of students in grades 3, 6 and 9 who met or exceeded the acceptable standard on provincial achievement tests.

Subject	1991-1994*	1995	1996	1997	Standard
Grade 3 Language Arts	76%	83%	86%	87%	85%
Grade 3 Mathematics	87%	91%	91%	93%	85%
Grade 6 Language Arts	70%	81%	84%	84%	85%
Grade 6 Mathematics	73%	82%	85%	88%	85%
Grade 6 Science	85%	82%	80%	77%**	85%
Grade 6 Social Studies	76%	79%	78%	78%	85%
Grade 9 Language Arts (literacy)***	81%	84%	88%	87%	85%
Grade 9 Mathematics (numeracy)***	61%	66%	69%	66%**	85%
Grade 9 Science	73%	78%	81%	78%	85%
Grade 9 Social Studies	75%	77%	79%	81%	85%

Note: Achievement standards are set by members of the public and educators in relation to expected learning outcomes in the prescribed curriculum. 85% of students are expected to meet or exceed the standard.

\* Prior to 1995, achievement tests were given in one core subject each year, with each subject covered in a four-year cycle.

\*\* New curricula were introduced in grade 6 science and grade 9 mathematics in 1996/1997.

\*\*\* Student results on the grade 9 achievement tests in language arts and mathematics are reported annually by the provincial government as indicators of literacy and numeracy.

- ◆ Percentage of students writing grade 12 diploma examinations who met or exceeded the acceptable standard.

	1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	Standard
English 30	89%	88%	87%	87%	91%	88%	85%
English 33	87%	86%	85%	86%	86%	86%	85%
Social Studies 30	81%	80%	84%	84%	84%	84%	85%
Social Studies 33	–	–	–	–	83%	81%	85%
Mathematics 30	73%	75%	75%	74%	74%	75%	85%
Mathematics 33	–	–	–	–	79%	81%	85%
Biology 30	76%	82%	81%	81%	77%	82%	85%
Chemistry 30	83%	82%	80%	84%	82%	79%	85%
Physics 30	81%	82%	85%	84%	80%	80%	85%
Science 30	–	–	–	–	79%	81%	85%

### Key Measures

- ◆ Percentage of students who receive a high school diploma or certificate or enter post-secondary studies within six years of entering grade 9.

1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	Target 2001
68%	69%	70%	69%	69%	69%	75%

- ◆ Percentage of high school students and parents (of K-12 students) who are satisfied overall with the quality of education.\*

	1995	1996	1997	Target 2001
Satisfaction of students with the quality of their education	94%	95%	97%	95%
Parents' overall satisfaction with child's education	89%	88%	89%	90%

\* Public satisfaction with the quality of education to be collected and reported starting in 1998.

- ◆ Percentage of parents, high school students and the public satisfied that high school graduates have the knowledge and skills to get a job or are prepared for post-secondary studies.

	Skills to get a job			Prepared for post-secondary			
	1996	1997	Target 2001	1995	1996	1997	Target 2001
Parents	46%	38%	75%	65%	70%	53%	75%
High school students	83%	85%	90%	88%	92%	88%	90%
Public	38%	38%	75%	60%	68%	52%	75%

**Goal 2: Education in Alberta is responsive to students, parents and communities.**

**Results**

- ◆ Parents, business and the community have meaningful roles in education.
- ◆ Parents and students can choose schools and programs within the public education system.
- ◆ Schools provide a safe and caring environment for students.

**Selected Department Strategies**

- 2.9 Work with government departments, business and educators to:
- ◆ help youth explore a broad range of career options by providing up-to-date information on labour market needs, career preparation and opportunities for further learning;
  - ◆ improve transitions for youth from school to work and further learning;
  - ◆ strengthen connections between school and workplace learning;
  - ◆ expand opportunities for youth to develop career preparation and employability skills.

**Key Measure**

- ◆ Percentage of parents and the public satisfied with their opportunities for involvement in decisions affecting education in their local schools.

	1995	1996	Target 2001
Parents	78%	75%	90%
Public	62%	68%	75%

**Goal 3: Students have access to the support services they require.**

**Results**

- ◆ Services for children are co-ordinated at the provincial and local levels.

**Selected Department Strategies**

- 3.10 Work with Alberta Health, Family and Social Services, other government departments, regional and school authorities, and community partners to better meet the health and related needs of children in schools.
- 3.11 Work with other government departments and post-secondary institutions to develop service co-ordination skills of post-secondary students preparing for careers in education, health, justice and social services.
- 3.12 Work with school jurisdictions, Alberta Family and Social Services, Child and Family Services regional authorities and Aboriginal communities to better meet the needs of Aboriginal children in schools.

**Key Measure**

- ◆ Percentage of parents of students with severe special needs who are satisfied with services for their child.

	1995	1996	1997	Target 2001
Parent satisfaction with services for child with severe special needs	84%	75%	79%	85%

**Goal 4: Teaching in Alberta consistently is of high quality.**

**Results**

- ◆ Teacher preparation and professional growth focus on the knowledge, skills and attributes needed to help students learn.
- ◆ Teachers know the Alberta curriculum and have the skills and knowledge needed to provide students with the best possible opportunity to learn.
- ◆ Teachers evaluate student needs and progress, and use the results to improve student learning.
- ◆ Teachers help students achieve provincial learning expectations and high standards.

**Selected Department Strategies**

- 4.13 Implement the new Teacher Growth, Supervision and Evaluation Policy.
- 4.14 Work with education partners to develop materials that help principals and administrators enhance their leadership skills.
- 4.15 Establish internships for recent education graduates as part of implementing intensive early literacy programs.

**Key Measures**

- ◆ Percentage of parents who agree their child’s teacher communicates and helps students achieve learning expectations and high standards.

	1996	1997	Target 2001
Teachers clearly communicate learning expectations for students	79%	81%	90%
Teachers help students achieve learning expectations	-	82%	90%
Teachers help students achieve high standards	-	79%	90%

- ◆ Percentage of high school students who agree teachers use a variety of methods to meet their needs and percentage of parents who are satisfied teachers use methods that help students learn.

	1995	1996	1997	Target 2001
High school students	82%	87%	88%	90%
Parents (K-12)	-	82%	86%	90%

**Goal 5: Information technology is integrated into education to enhance student learning, and increase efficiency and flexibility of delivery.**

**Results**

**Selected Department Strategies**

- ◆ Students have information technology knowledge, skills, and attitudes needed for K-12 learning and post-secondary studies and the workplace.
  - ◆ Information technology expands choice and flexibility in what, when, where and how students learn.
  - ◆ Teachers integrate information technology into instruction and management of student learning.
- 5.16 Integrate technology outcomes throughout the curriculum.
  - 5.17 Work with partners to develop courseware and delivery alternatives for Career and Technology Studies (CTS).
  - 5.18 Expand teachers' ability to integrate technology into instruction by supporting professional development opportunities in concert with education, business and instructional partners.

**Key Measure**

- ◆ Percentage of high school students who report that school helps them improve their computer skills.\*

	1995	1996	1997	Target 2001
School improves students' computer skills	62%	65%	62%	80%

\* Views of parents to be collected and reported starting in 1998.

**Goal 6: The education funding system is fair, equitable and appropriate.**

**Results**

**Selected Department Strategies**

- ◆ All school boards and schools are funded equitably and appropriately.
  - ◆ Albertans pay comparable education taxes on properties of equal value.
  - ◆ The province, school authorities and schools are efficient in their use of available resources.
- 6.19 Implement a new capital plan to address school maintenance, renovation and construction needs.
  - 6.20 Increase and restructure funding for students with special needs.
  - 6.21 Eliminate the requirement for school boards to match provincial instructional technology funding.
  - 6.22 Increase and restructure funding for student transportation.

**Key Measures**

- ◆ Percentage of parents and the public who are satisfied with the value received from public funds spent in their local school.

	1995	1996	1997	Target 2001
Parents	73%	78%	71%	80%
Public	51%	52%	56%	75%



- ◆ Difference in annual provincial equalized residential property tax rates for education (Alberta School Foundation Fund - Basic Levy).

	1995	1996	1997	1998	Target 2001
Highest mill rate	10.23	8.54	7.02		
Lowest mill rate	2.80	3.07	3.85		
Provincial mill rate	7.29	7.12	7.02	6.95	at or below 6.95

**Goal 7: The education system is open and accountable for the achievement of results and use of resources.**

**Results**

- ◆ Albertans have timely and meaningful information about education, including student achievement and cost, from the department, school authorities and schools.

**Selected Department Strategies**

- 7.23 Monitor school board implementation of school three-year education plans and results reports.
- 7.24 Assist school authorities in the September 1998 implementation of Freedom of Information and Protection of Privacy (FOIPP) legislation.
- 7.25 Report regularly to government and the public on improvement in results supported by new investment in education.

**Key Measure**

- ◆ Percentage of parents satisfied with the information from their school on their child's educational progress and achievement.

	1995	1996	1997	Target 2001
Satisfied with access to information	90%	87%	90%	90%
Satisfied with the information itself	88%	86%	88%	90%

**Goal 8: Alberta Education is managed effectively and efficiently to achieve government goals.**

**Results**

- ◆ Department service is of high quality, affordable and focused on the needs of education partners.

**Selected Department Strategies**

- 8.26 Privatize or eliminate department functions that are not suitable or essential for government.
- 8.27 Simplify and reduce regulatory requirements and provide this information to the public.
- 8.28 Enhance the ability of department staff to communicate directions and objectives for education and the accomplishments of students.

## Key Measure

- ◆ Cost of department administrative services per public school student.

1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	Target 2001
\$115	\$102	\$99	\$101	\$90	\$87 (E)	\$77

## Education Ministry Consolidated Income Statement

(thousands of dollars)

	Comparable 1996-97 Actual	Comparable 1997-98 Budget	Comparable 1997-98 Forecast	1998-99 Estimates	1999-2000 Target	2000-01 Target
<b>REVENUE</b>						
Provincial Education Property Taxes	1,176,303	1,169,454	1,182,100	1,099,400	1,120,600	1,144,600
Sales of Learning Resources	23,888	22,157	22,754	22,620	-	-
Other Revenue	9,269	4,007	4,357	3,811	3,811	3,796
<i>Consolidation Adjustments</i>	(12,591)	(5,943)	(5,943)	(5,818)	-	-
<b>Consolidated Revenue</b>	<b>1,196,869</b>	<b>1,189,675</b>	<b>1,203,268</b>	<b>1,120,013</b>	<b>1,124,411</b>	<b>1,148,396</b>
<b>EXPENSE</b>						
<b>Program</b>						
Operating Support to Public and Separate Schools						
- Basic Instructional Grants	1,750,876	1,783,343	1,807,762	1,899,399	1,976,595	2,034,742
- Severe Special Needs	53,771	60,610	69,296	83,171	91,665	96,465
- Early Literacy	-	-	-	12,250	20,250	20,550
- Other Instructional Grants	84,728	90,731	85,693	96,592	103,523	105,326
Support Grants (Administration, Transportation, and Operations and Maintenance)	489,504	492,876	495,331	525,368	543,400	554,450
<i>Less:</i>						
Property Tax Support to Opted Out Separate School Boards	(161,934)	(167,646)	(155,046)	(158,614)	(161,444)	(163,376)
<b>Sub-total</b>	<b>2,216,945</b>	<b>2,259,914</b>	<b>2,303,036</b>	<b>2,458,166</b>	<b>2,573,989</b>	<b>2,648,157</b>
Early Childhood Services	77,846	93,940	93,940	96,640	99,690	107,690
Private School Support	29,091	30,980	31,280	32,710	33,200	33,700
School Construction and Renewal	110,030	122,030	222,030	140,030	140,030	140,030
Teachers' Pensions - Current Service Payments	98,146	98,890	100,732	105,700	112,100	114,000
Other Financial Assistance to Schools	127,478	158,568	150,859	137,625	128,167	119,467
Learning Resources Distributing Centre	23,194	22,177	22,384	22,620	-	-
Ministry Operations	39,913	41,210	40,925	41,766	41,566	41,666
Interest on Advances from General Revenue Fund	665	550	550	550	550	550
<i>Consolidation Adjustments</i>	(3,763)	(5,943)	(5,943)	(5,975)	-	-
<b>Consolidated Expense</b>	<b>2,719,545</b>	<b>2,822,316</b>	<b>2,959,793</b>	<b>3,029,832</b>	<b>3,129,292</b>	<b>3,205,260</b>
Gain (Loss) on Disposal of Capital Assets	-	-	-	(695)	-	-
<b>NET OPERATING RESULT</b>	<b>(1,522,676)</b>	<b>(1,632,641)</b>	<b>(1,756,525)</b>	<b>(1,910,514)</b>	<b>(2,004,881)</b>	<b>(2,056,864)</b>