

## 2021-24 Business Plan and Supplementary Performance Measures Summary

Administrative	Assessment	Red Tape Reduction	Survey
----------------	------------	--------------------	--------

- All results reflect current data as of October 2020, unless otherwise stated.

Table 1: 2021-24 Business Plan Performance Measures							
15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	19-20 (%)	5-Year Trend <sup>2</sup>	Target 21-22 (%)	
<b>1.a High school completion rate of students within five years of entering grade 10<sup>1</sup></b>							
82.1	83.2	83.4	84.8	84.9	↑	85.6	
<b>2.a High school completion rate of self-identified First Nations, Métis, and Inuit students within five years of entering grade 10<sup>1</sup></b>							
57.5	59.1	60.2	64.4	64.9	↑	67.0	
<b>3.a Students who achieved acceptable standards on provincial achievement tests:<sup>3, 4</sup></b>							
	14-15 (%)	15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	5-Year Trend <sup>2</sup>	Target 21-22 (%)
Language Arts	79.6	80.1	79.8	79.9	79.6	~	80.4
Mathematics	69.3	69.9	68.1	66.2	66.6	↓	67.2
<b>4.a Red Tape Reduction (new measure)</b>							
15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	19-20 (%)	5-Year Trend <sup>2</sup>	Target 21-22 (%)	
				7.6		20	
<b>4.b Satisfaction of students, parents, teachers, school board members, and the public with the quality of K–12 education</b>							
86	87	86	85	87	~	87.0	

- The most current result available for this measure is for the 2018-19 school year as data for this measure is lagged a year.
- Trend: ↑ Improvement in performance ~ No significant change in performance ↓ Decline in performance
- 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.
- 2019-20 provincial achievement test results are not being reported as achievement tests were cancelled due to the COVID-19 pandemic.

<b>Table 2: Supplementary Administrative Measures</b>					
<b>15-16 (%)</b>	<b>16-17 (%)</b>	<b>17-18 (%)</b>	<b>18-19 (%)</b>	<b>19-20 (%)</b>	<b>5-Year Trend<sup>2</sup></b>
<b>A.1 Percentage of students writing four or more diploma examinations within three years of entering Grade 10<sup>1</sup></b>					
54.6	54.9	55.7	56.3	56.4	↑
<b>A.2 Percentage of students who enrol in post-secondary programs within six years of entering Grade 10<sup>1</sup></b>					
59.4	57.9	58.7	59.0	60.1	↑
<b>A.3 Percentage of students who dropped out of school<sup>1</sup></b>					
3.2	3.0	2.3	2.6	2.7	↑
<b>A.4 Percentage of self-identified First Nations, Métis and Inuit students writing four or more diploma examinations within three years of entering Grade 10<sup>1</sup></b>					
20.7	21.8	24.4	24.6	24.4	↑
<b>A.5 Percentage of self-identified First Nations, Métis and Inuit students who enrol in post-secondary programs within six years of entering Grade 10<sup>1</sup></b>					
33.5	31.8	33.0	34.2	35.0	~
<b>A.6 Percentage of self-identified First Nations, Métis and Inuit students who dropped out of school<sup>1</sup></b>					
6.1	5.8	4.8	5.4	5.5	↑

1. The most current result available for this measure is for the 2018-19 school year as data for this measure is lagged a year.

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

<b>Table 3: Supplementary Assessment Measures</b>						
	<b>14-15 (%)</b>	<b>15-16 (%)</b>	<b>16-17 (%)</b>	<b>17-18 (%)</b>	<b>18-19 (%)</b>	<b>5-Year Trend</b>
<b>B.1 Students who achieved the acceptable standard on provincial achievement tests:<sup>1, 3</sup></b>						
Social Studies	67.4	68.0	69.9	70.9	72.5	↑
Science	75.1	76.0	75.3	77.1	76.3	↑
<b>B.2 Students who achieved the standard of excellence on provincial achievement tests:<sup>1, 3</sup></b>						
Language Arts	16.6	17.5	16.6	15.9	16.2	↓
Mathematics	15.9	15.6	15.6	14.4	16.8	↑
Social Studies	18.8	20.0	20.9	22.2	22.5	↑
Science	24.0	24.7	25.1	27.4	27.3	↑
<b>B.3 Students who achieved the acceptable standard on diploma examinations:<sup>2, 4</sup></b>						
Language Arts	87.6	87.8	87.8	87.9	87.0	↓
Mathematics	75.3	72.6	73.8	76.3	77.2	↑
Social Studies	84.3	83.2	83.4	82.6	82.2	↓
Science	84.0	84.0	84.2	85.4	85.3	↑
<b>B.4 Students who achieved the standard of excellence on diploma examinations:<sup>2, 4</sup></b>						
Language Arts	11.3	11.3	11.6	13.2	12.2	↑
Mathematics	25.6	22.2	24.6	27.4	27.2	↑
Social Studies	14.4	13.8	13.7	15.0	14.7	~
Science	33.0	33.6	35.2	37.5	38.2	↑

**Table 3: Supplementary Assessment Measures**

	14-15 (%)	15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	5-Year Trend
<b>B.5 Self-identified First Nations, Métis and Inuit students who achieved the acceptable standard on provincial achievement tests:<sup>1,3</sup></b>						
Language Arts	62.4	63.0	62.5	62.1	64.3	↑
Mathematics	46.0	45.9	42.5	41.2	43.1	↓
Social Studies	44.9	45.3	47.1	47.5	52.0	↑
Science	54.6	55.1	54.3	55.7	56.3	↑
<b>B.6 Self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on provincial achievement tests:<sup>1,3</sup></b>						
Language Arts	5.8	5.7	5.6	5.2	5.4	~
Mathematics	4.7	4.3	4.5	3.7	5.2	~
Social Studies	6.3	6.4	7.1	7.4	8.2	↑
Science	9.3	8.9	9.6	10.0	10.9	↑
<b>B.7 Self-identified First Nations, Métis and Inuit students who achieved the acceptable standard on diploma examinations:<sup>2,4</sup></b>						
Language Arts	84.4	85.7	86.0	86.1	86.6	↑
Mathematics	66.7	62.8	64.0	66.0	67.8	↑
Social Studies	74.2	73.6	74.1	73.2	72.6	~
Sciences	75.1	73.4	76.2	76.3	75.5	~
<b>B.8 Self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on diploma examinations:<sup>2,4</sup></b>						
Language Arts	7.2	8.4	7.9	8.2	7.8	~
Mathematics	13.2	11.6	11.2	12.0	14.5	↑
Social Studies	6.1	5.7	6.2	6.6	6.5	~
Sciences	17.4	18.1	19.6	20.2	20.6	↑

1. 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. 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.
3. 2019-20 provincial achievement test results are not being reported as achievement tests were cancelled due to the COVID-19 pandemic.
4. 2019-20 diploma examination results are not being reported as only limited diploma exam sittings were held due to the COVID-19 pandemic.
5. Trend: ↑ Improvement in performance ~ No significant change in performance ↓ Decline in performance

Table 4: Supplementary Survey Measures					
15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	19-20 (%)	5-Year Trend <sup>1</sup>
C.1 Percentage of teachers and school board members who agreed that teachers are prepared for teaching					
77	77	75	76	81	↑
C.2 Percentage of students and parents who agreed that students are engaged in their learning at school					
79	82	80	80	81	↑
C.3 Percentage of self-identified First Nations, Métis and Inuit students and their parents who agreed that students are engaged in their learning at school					
76	76	76	75	76	~
C.4 Percentage of students, parents, and teachers who agreed that students feel like they belong and are supported to be successful in their learning					
84	85	85	84	87	↑
C.5 Percentage of students, parents, teachers, school board members, and the public who were satisfied with the opportunity of students to receive a solid grounding in core subjects					
82	82	80	81	85	↑
C.6 Percentage of students, parents, teachers, and school board members who were satisfied with the opportunity of students to receive a broad program of studies					
83	83	82	82	84	~
C.7 Percentage of students, parents, teachers, and school board members who were satisfied that school provides a safe, caring, and healthy learning environment					
87	88	87	86	89	↑
C.8 Percentage of students, parents, teachers, and school board members who were satisfied that the learning space in schools meets the needs of students					
81	81	82	81	84	↑
C.9 Percentage of parents, teachers, and the public who were satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school					
75	75	74	74	77	↑
C.10 Percentage agreement of students, parents, and teachers that students model the characteristics of citizenship					
84	86	85	83	86	↑
C.11 Percentage agreement of students, parents, teachers, and school board members that supports and services for students can be accessed in a timely manner					
82	83	81	81	85	↑
C.12 Percentage of parents, teachers, and school board members who were satisfied that education leadership effectively supports and facilitates teaching and learning					

<b>Table 4: Supplementary Survey Measures</b>					
<b>15-16 (%)</b>	<b>16-17 (%)</b>	<b>17-18 (%)</b>	<b>18-19 (%)</b>	<b>19-20 (%)</b>	<b>5-Year Trend<sup>1</sup></b>
71	73	70	71	71	~
C.13 Percentage of students, parents, teachers, school board members, and the public who were satisfied that their input is considered, respected, and valued by the school, jurisdiction, and province					
58	60	58	58	61	↑
C.14 Percentage of parents, teachers, and school board members who agreed that Alberta's education system has improved or stayed the same in the last three years					
82	83	82	81	83	~
C.15 Percentage of businesses and industries who were satisfied with the educational attainment of recent high school graduates					
<b>12-13 (%)</b>	<b>13-14 (%)</b>	<b>14-15 (%)</b>	<b>15-16 (%)</b>	<b>19-20 (%)</b>	<b>5-Year Trend<sup>1</sup></b>
80	83	85	84	Data not available	

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