

2022-25 Business Plan and Supplementary Performance Measures Summary

Administrative	Assessment	Survey
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- All results reflect current data as of March 2022, unless otherwise stated.

Table 1: 2022-25 Business Plan Performance Measures							
15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	19-20 (%)	5-Year Trend ²	Target 22-23 (%)	
1.a High school completion rate of students within five years of entering grade 10¹							
83.2	83.4	84.8	84.9	85.8	↑	86.0	
2.a High school completion rate of self-identified First Nations, Métis, and Inuit students within five years of entering grade 10¹							
59.1	60.2	64.4	64.9	68.0	↑	68.5	
3.a Students who achieved acceptable standards on provincial achievement tests:^{3, 4}							
	14-15 (%)	15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	5-Year Trend ²	Target 22-23 (%)
Language Arts	79.6	80.1	79.8	79.9	79.6	~	80.6
Mathematics	69.3	69.9	68.1	66.2	66.6	↓	67.4
4.a Satisfaction of students, parents, teachers, and school board members that school provides a safe, caring and healthy learning environment							
16-17 (%)	17-18 (%)	18-19 (%)	19-20 (%)	20-21 (%)	5-Year Trend ²	Target 22-23 (%)	
88	87	86	89	87	↓	87.0	

1. The most current result available for this measure is for the 2019-20 school year.

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

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

4. Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities.

Table 2: Supplementary Administrative Measures						
14-15 (%)	15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	19-20 (%)	5-Year Trend³
A.1 Percentage of students writing four or more diploma examinations within three years of entering Grade 10¹						
54.6	54.9	55.7	56.3	56.4	Data Not Available	↑
A.2 Percentage of students who enrol in post-secondary programs within six years of entering Grade 10²						
59.4	57.9	58.7	59.0	60.1	59.7	↑
A.3 Percentage of students who dropped out of school²						
3.2	3.0	2.3	2.6	2.7	2.6	↑
A.4 Percentage of self-identified First Nations, Métis and Inuit students writing four or more diploma examinations within three years of entering Grade 10¹						
20.7	21.8	24.4	24.6	24.4	Data Not Available	↑
A.5 Percentage of self-identified First Nations, Métis and Inuit students who enrol in post-secondary programs within six years of entering Grade 10²						
33.5	31.8	33.0	34.2	35.0	35.6	~
A.6 Percentage of self-identified First Nations, Métis and Inuit students who dropped out of school²						
6.1	5.8	4.8	5.4	5.5	5.0	↑

1. The most current result available for this measure is for the 2018-19 school year as results were not available in 2019-20 due to the COVID-19 related cancellations of diploma examinations.

2. The most current result available for this measure is for the 2019-20 school year as data for this measure is lagged a year.

3. Trend: ↑ Improvement in performance ~ No significant change in performance ↓ Decline in performance. Trend is based on the most recent five years of data.

Table 3: Supplementary Assessment Measures						
	14-15 (%)	15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	5-Year Trend⁶
B.1 Students who achieved the acceptable standard on provincial achievement tests:^{1, 3}						
Social Studies	67.4	68.0	69.9	70.9	72.5	↑
Science	75.1	76.0	75.3	77.1	76.3	↑
B.2 Students who achieved the standard of excellence on provincial achievement tests:^{1, 3}						
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.3 Students who achieved the acceptable standard on diploma examinations:^{2, 4}						
Language Arts	87.6	87.8	87.8	87.9	87.0	↓
Mathematics ⁵	75.3	72.6	73.8	76.3	77.2	n/a
Social Studies	84.3	83.2	83.4	82.6	82.2	↓
Science	84.0	84.0	84.2	85.4	85.3	↑
B.4 Students who achieved the standard of excellence on diploma examinations:^{2, 4}						
Language Arts	11.3	11.3	11.6	13.2	12.2	↑
Mathematics ⁵	25.6	22.2	24.6	27.4	27.2	n/a
Social Studies	14.4	13.8	13.7	15.0	14.7	~
Science	33.0	33.6	35.2	37.5	38.2	↑
B.5 Self-identified First Nations, Métis and Inuit students who achieved the acceptable standard on provincial achievement tests:^{1, 3}						
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	↑

Table 3: Supplementary Assessment Measures

	14-15 (%)	15-16 (%)	16-17 (%)	17-18 (%)	18-19 (%)	5-Year Trend ⁶
B.6 Self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on provincial achievement tests:^{1,3}						
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.7 Self-identified First Nations, Métis and Inuit students who achieved the acceptable standard on diploma examinations:^{2,4}						
Language Arts	84.4	85.7	86.0	86.1	86.6	↑
Mathematics ⁵	66.7	62.8	64.0	66.0	67.8	n/a
Social Studies	74.2	73.6	74.1	73.2	72.6	~
Sciences	75.1	73.4	76.2	76.3	75.5	~
B.8 Self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on diploma examinations:^{2,4}						
Language Arts	7.2	8.4	7.9	8.2	7.8	~
Mathematics ⁵	13.2	11.6	11.2	12.0	14.5	n/a
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. Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
4. Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
5. Trends are not indicated for Mathematics as equating for Mathematics 30-1 and Mathematics 30-2 was not in place until the 2016-17 school year.
6. Trend: ↑ Improvement in performance ~ No significant change in performance ↓ Decline in performance

Table 4: Supplementary Survey Measures					
16-17 (%)	17-18 (%)	18-19 (%)	19-20 (%)	20-21 (%)	5-Year Trend ¹
C.1 Percentage of teachers and school board members who agreed that teachers are prepared for teaching					
77	75	76	81	81	↑
C.2 Percentage of students and parents who agreed that students are engaged in their learning at school					
82	80	80	81	80	↓
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	75	76	73	↓
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					
85	85	84	87	85	~
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	80	81	85	83	↑
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	82	82	84	81	↓
C.7 Percentage of students, parents, teachers, school board members, and the public who were satisfied with the quality of K–12 education					
87	86	85	87	85	↓
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	82	81	84	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	74	74	77	75	~
C.10 Percentage agreement of students, parents, and teachers that students model the characteristics of citizenship					
86	85	83	86	84	↓
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					
83	81	81	85	82	~
C.12 Percentage of parents, teachers, and school board members who were satisfied that education leadership effectively supports and facilitates teaching and learning					
73	70	71	71	64	↓

Table 4: Supplementary Survey Measures					
16-17 (%)	17-18 (%)	18-19 (%)	19-20 (%)	20-21 (%)	5-Year Trend¹
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					
60	58	58	61	57	↓
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					
83	82	81	83	73	↓
C.15 Percentage of businesses and industries who were satisfied with the educational attainment of recent high school graduates					
12-13 (%)	13-14 (%)	14-15 (%)	15-16 (%)	20-21 (%)	5-Year Trend¹
80	83	85	84	Data not available	

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