

# 2015-2016 Annual Report Performance Measures Summary Table

## Desired Outcome One: Every student is successful

**Outcome:** The ministry enables all students to achieve Alberta Education's student learning outcomes through a focus on competencies, which include a strong foundation of literacy and numeracy, critical thinking, collaboration and communication

Performance Measures		11-12 (%)	12-13 (%)	13-14 (%)	14-15 (%)	Target 15-16 (%)	Current Result <sup>1</sup> (%)	5-Year Trend <sup>2</sup>	
<b>1.a</b>	Percentages of students who achieved standards on grade 6 and 9 provincial achievement tests: <sup>3,4</sup>								
	• Language Arts, all students	acceptable excellence	80.3 16.8	80.5 15.5	79.4 16.0	79.6 16.6	79.8 16.8	80.1✓ <sup>+</sup> 17.5✓ <sup>+</sup>	~ ↑
	• Mathematics, all students	acceptable excellence	70.5 17.2	70.5 17.1	70.2 16.3	69.3 15.9	69.8 16.4	69.9✓ 15.6✗	↓ ↓
	• Social Studies, all students	acceptable excellence	70.9 19.2	69.8 18.8	67.9 18.1	67.4 18.8	67.9 18.9	68.0✓ 20.0✓ <sup>+</sup>	↓ ↑
	• Science, all students	acceptable excellence	75.9 25.2	75.6 23.4	74.4 23.4	75.1 24.0	75.2 24.1	76.0✓ <sup>+</sup> 24.7✓ <sup>+</sup>	~ ↓
<b>1.b</b>	Percentages of students who achieved standards on diploma examinations: <sup>4,5</sup>								
	• Language Arts	acceptable excellence	87.6 11.2	87.4 10.7	88.6 12.4	87.6 11.3	88.0 11.8	87.8✓ 11.3✗	~ ~
	• Social Studies	acceptable excellence	84.9 15.4	84.0 14.5	84.8 14.5	84.3 14.4	84.5 14.7	83.2✗ 13.8✗	↓ ↓
	• Science	acceptable excellence	80.0 28.2	82.2 31.1	83.6 32.6	84.0 33.0	84.2 33.2	84.0✓ 33.6✓ <sup>+</sup>	↑ ↑

Performance Measures		11-12 (%)	12-13 (%)	13-14 (%)	14-15 (%)	Target 15-16 (%)	Current Result <sup>1</sup> (%)	5-Year Trend <sup>2</sup>
<b>1.c</b>	Percentage of students writing four or more diploma examinations within three years of entering grade 10 <sup>6</sup>	55.6	55.9	50.1	54.4	55.0	54.6 ✓	↓
<b>1.d</b>	Annual dropout rate of students aged 14-18 <sup>6</sup>	3.8	3.6	3.3	3.5	3.2	3.2 ✓	↑
<b>1.e</b>	High school completion rate of students within five years of entering grade 10 <sup>6</sup>	79.4	80.6	81.5	82.0	82.5	82.1 ✗	↑
<b>1.f</b>	Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering grade 10 <sup>6</sup>	58.4	59.3	59.0	59.7	60.0	59.4 ✗	↑
<b>1.g</b>	Agreement of parents, teachers and students that students model the characteristics of citizenship	85	85	85	85	85	84 ✓	~
<b>1.h</b>	Satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school	76	76	74	75	76	75 ✗	↓
<b>1.i</b>	Agreement of students, parents and teachers that students are engaged in their learning at school	85	85	85	84	85	84 ✗	~

## Desired Outcome Two: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

Outcome: The ministry supports the education system in eliminating the achievement gap between First Nations, Métis and Inuit students and all other students

Performance Measures		11-12 (%)	12-13 (%)	13-14 (%)	14-15 (%)	Target 15-16 (%)	Current Result <sup>1</sup> (%)	5-Year Trend <sup>2</sup>
<b>2.a</b>	Percentages of self-identified First Nations, Métis and Inuit students who achieved standards on grade 6 and 9 provincial achievement tests: <sup>3,4</sup>							
	• Language Arts							
	acceptable	60.0	64.3	61.9	62.4	62.6	<b>63.0</b> ✓	↑
	excellence	4.8	4.6	4.9	5.8	5.9	<b>5.7</b> ✓	↑
	• Mathematics							
	acceptable	45.6	48.8	46.1	46.0	47.5	<b>45.9</b> ✘	~
	excellence	4.9	5.0	5.2	4.7	4.9	<b>4.3</b> ✘	~
	• Social Studies							
	acceptable	46.8	48.2	46.0	44.9	46.8	<b>45.3</b> ✘	~
	excellence	6.2	6.4	5.9	6.3	6.6	<b>6.4</b> ✓	~
	• Science							
	acceptable	52.0	56.3	53.5	54.6	55.0	<b>55.1</b> ✓	↑
	excellence	8.4	8.3	8.0	9.3	9.4	<b>8.9</b> ✓	~
<b>2.b</b>	Percentages of self-identified First Nations, Métis and Inuit students who achieved standards on diploma examinations: <sup>4,5</sup>							
	• Language Arts							
	acceptable	82.8	82.4	84.8	84.4	84.6	<b>85.7</b> ✓	↑
	excellence	7.5	5.8	8.0	7.2	7.4	<b>8.4</b> ✓+	~
	• Social Studies							
	acceptable	75.3	72.0	74.4	74.2	74.5	<b>73.6</b> ✓	~
	excellence	6.4	6.7	7.7	6.1	6.2	<b>5.7</b> ✓	~
	• Science							
	acceptable	66.8	70.1	74.3	75.1	75.4	<b>73.4</b> ✓	↑
	excellence	12.3	15.4	16.4	17.4	17.3	<b>18.1</b> ✓	↑

<b>Performance Measures</b>		<b>11-12 (%)</b>	<b>12-13 (%)</b>	<b>13-14 (%)</b>	<b>14-15 (%)</b>	<b>Target 15-16 (%)</b>	<b>Current Result<sup>1</sup> (%)</b>	<b>5-Year Trend<sup>2</sup></b>
<b>2.c</b>	Percentage of self-identified First Nations, Métis and Inuit students writing four or more diploma examinations within three years of entering grade 10 <sup>6</sup>	19.8	21.2	19.1	21.0	20.5	20.7 ✓	~
<b>2.d</b>	Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14-18 <sup>6</sup>	8.0	7.2	6.9	6.9	7.6	6.1 ✓ <sup>+</sup>	↑
<b>2.e</b>	High school completion rate of self-identified First Nations, Métis and Inuit students within five years of entering grade 10 <sup>6</sup>	49.8	52.9	53.8	56.5	53.5	57.6 ✓ <sup>+</sup>	↑

### Desired Outcome Three: Alberta has quality teaching and school leadership

**Outcome:** The ministry maintains high standards for educators by ensuring that teacher preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership

<b>Performance Measures</b>		<b>11-12 (%)</b>	<b>12-13 (%)</b>	<b>13-14 (%)</b>	<b>14-15 (%)</b>	<b>Target 15-16 (%)</b>	<b>Current Result<sup>1</sup> (%)</b>	<b>5-Year Trend<sup>2</sup></b>
<b>3.a</b>	Agreement of teachers and school board members that teachers are prepared for teaching	80	80	74	76	77	77 ✓	↓
<b>3.b</b>	Satisfaction of parents, teachers and school board members that education leadership effectively supports and facilitates teaching and learning	73	75	70	68	69	71 ✓	↓
<b>3.c</b>	Satisfaction of students, parents, teachers, school board members and the public with the opportunity of students to receive a solid grounding in core subjects	85	85	80	82	83	82 ✓	↓
<b>3.d</b>	Satisfaction of students, parents, teachers and school board members with the opportunity of students to receive a broad program of studies	82	83	82	82	83	83 ✓	~

## Desired Outcome Four: Alberta's education system is effectively governed

**Outcome: To maintain Alberta's confidence, the ministry sets the direction for the education system and ensures that students and communities have access to safe, caring and healthy learning environments**

Performance Measures		11-12 (%)	12-13 (%)	13-14 (%)	14-15 (%)	Target 15-16 (%)	Current Result <sup>1</sup> (%)	5-Year Trend <sup>2</sup>
<b>4.a</b>	Satisfaction of students, parents, teachers, school board members and the public that their input is considered, respected and valued by the school, jurisdiction and province	61	62	59	59	60	58✘	↓
<b>4.b</b>	Perception of parents, teachers and school board members that Alberta's education system has improved or stayed the same in the last three years	83	83	80	81	82	82✓	~
<b>4.c</b>	Satisfaction of students, parents, teachers, school board members and the public with the quality of K-12 education	86	86	85	85	86	86✓	~
<b>4.d</b>	Satisfaction of students, parents, teachers and school board members that school provides a safe, caring and healthy learning environment	87	87	87	87	88	87✘	~
<b>4.e</b>	Satisfaction of students, parents, teachers and school board members that the learning space in schools meets the needs of students	78	80	78	77	78	81✓+	↑

### Notes:

1. Target Achievement: ✓ Target Met ✓+ Target Exceeded ✘ Target not met
2. Trend: ↑ Improvement in performance ~ No significant change in performance ↓ Decline in performance
3. Participation in Provincial Achievement Tests was impacted by the flooding in southern Alberta in June 2013 and by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
4. All results have been adjusted to reflect the change from previous data source systems to the Provincial Approach to Student Information (PASI).
5. Participation in diploma examinations was impacted by the flooding in southern Alberta in June 2013 and by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
6. This measure is lagged by one year.

Significant difference is considered in assessing trends and target achievement for all measures. Targets are considered met if the current result is not significantly different from the target value. This table is based on performance measures results from the 2015-2016 Annual Report published in June 2016 and the 2015-2016 Annual Report Update published in December 2016.