

Business Plan 2018–21

Education

Accountability Statement

This business plan was prepared under my direction, taking into consideration our government's policy decisions as of March 7, 2018.

original signed by

David Eggen, Minister

Ministry Overview

The ministry consists of the Department of Education, the Alberta School Foundation Fund and school jurisdictions.

The ministry provides leadership, direction, and oversight in the delivery of an inclusive, student-centred education system, and provides direction to school jurisdictions to inform their planning.

A more detailed description of Education and its programs and initiatives can be found at www.education.alberta.ca.

Strategic Context

The outcomes and key strategies identified in this business plan are aligned with the strategic direction of the Government of Alberta.

Alberta has a high quality Kindergarten to Grade 12 (K–12) education system that prepares students for success in a fast-changing world. Education enriches the lives of students, prepares individuals for their future careers, and contributes to an inclusive and diverse society built on a foundation of mutual respect. Alberta's education system equips students with relevant, meaningful, and engaging learning opportunities so they are ready to meet the demands of an evolving economy. Alberta's curriculum and assessments are being updated, strengthening literacy, numeracy, and the competencies that are the foundations for future success across subjects and grades. The education system will deliver curriculum that enables equitable, inclusive, and accessible learning opportunities for all Alberta students.

All students deserve schools that are welcoming, caring, respectful and safe. The education system ensures that children and students are not discriminated against, for any reason, and that they have access to meaningful and relevant learning experiences that include appropriate instructional supports.

The ministry is actively addressing the significant need to improve supports for the success of First Nations, Métis, and Inuit students. Improvements are being realized by implementing the objectives and principles of the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission: Calls to Action for education. Improvements are also being made by setting targets and strengthening the accountability of the education system, monitoring student success and well-being, and implementing system changes where results are not achieved. The ministry is implementing initiatives so that all children, students, teachers, and school leaders learn about the history and legacy of residential schools, treaties, agreements, and the diverse perspectives and experiences of First Nations, Métis and Inuit in Alberta and Canada. Teachers and school leaders will participate in professional development opportunities to ensure they meet the quality standards' competency in First Nations, Métis and Inuit education. Targeted supports and close collaboration with communities and partners, including ministries and the

federal government, are essential to ensure that all First Nations, Métis, and Inuit students in Alberta achieve the same educational outcomes as all Alberta students.

Alberta Education works closely with stakeholders, including school jurisdictions, leaders, and educators, to enhance the education system. Together, the ministry and stakeholders are working to develop legislation and regulations to guide Alberta’s education system and the teaching profession. Collaboration is also taking place to implement quality standards for teachers, school leaders, and superintendents, and to set the direction for how the education system can better provide assurance to the public that results and expenditures benefit students. Given the need for the education system to be mindful of the realities of the Alberta economy, the ministry is striving for an education system that can achieve robust student outcomes in a financially sustainable way.

Advancing gender equality is a priority for the Government of Alberta. Gender equality is intrinsically linked to social and economic growth and is vital to the realization of human rights for all. Across government, this commitment has been operationalized through the adoption of Gender-based Analysis Plus (GBA+) and the establishment of Centres of Responsibility in each ministry to assess the gender and diversity implications of engagement processes, policies, programs, and initiatives.

Outcomes, Key Strategies and Performance Measures

Outcome One: **Alberta’s students are successful**

The ministry develops curriculum and assessments that enable all students to achieve Alberta Education’s student learning outcomes. Programs of study are being revised to develop a strong foundation of literacy, numeracy, and competencies across subject and discipline areas. This includes multiple, diverse perspectives that reflect our pluralistic society and the important roles and responsibilities of Alberta citizens within provincial, national, and international contexts.

Key Strategies:

- 1.1 Develop and prepare to implement revised curriculum for Kindergarten to Grade 12, in English and French, that integrates competencies in the learning outcomes, supports teachers in fostering student knowledge, ensures students have a strong foundation in literacy and numeracy in all subjects, and includes First Nations, Métis, Inuit, and Francophone perspectives and experiences.
- 1.2 Develop and implement online assessments to improve responsiveness to students’ needs.
- 1.3 Continue to implement systemic actions to further support student learning and achievement in Mathematics.
- 1.4 Provide students with more aligned support for career and life planning, post-secondary learning and employment training to deliver personalized and responsive approaches to high school completion.
- 1.5 Expand the school nutrition program by strategically investing in schools across the province to help prepare students for a healthy and successful future.

Performance Measures	Last Actual (Year)	Target 2018-19	Target 2019-20	Target 2020-21
1.a Percentages of students who achieved standards on grade 6 and 9 provincial achievement tests: ¹	A E	A E	A E	A E
• Language Arts, all students	79.8% 16.6%	80.4% 17.9%	80.6% 18.0%	80.8% 18.1%
• Mathematics, all students	68.1% 15.6%	70.6% 17.2%	70.9% 17.3%	71.2% 17.4%
• Social Studies, all students	69.9% 20.9%	70.0% 21.0%	70.2% 21.2%	70.4% 21.3%
• Science, all students	75.3% 25.1%	76.3% 25.5%	76.5% 25.7%	76.7% 25.9%
	(2016-17)			

Performance Measures	Last Actual (Year)	Target 2018-19	Target 2019-20	Target 2020-21
1.b Percentages of students who achieved standards on diploma examinations: ¹	A E	A E	A E	A E
• Language Arts	87.8% 11.6%	88.4% 12.3%	88.5% 12.4%	88.6% 12.5%
• Mathematics	73.8% 24.6%	74.2% 24.8%	74.4% 25.0%	74.5% 25.2%
• Social Studies	83.4% 13.7%	85.0% 15.2%	85.2% 15.3%	85.3% 15.4%
• Sciences	84.2% 35.2% (2016-17)	84.5% 35.3%	84.7% 35.4%	84.8% 35.5%
1.c Percentage of students writing four or more diploma examinations within three years of entering grade 10	54.9% (2015-16)	55.7%	55.9%	56.0%
1.d Annual dropout rate of students aged 14–18	3.0% (2015-16)	2.9%	2.8%	2.7%
1.e High school completion rate of students within five years of entering grade 10	83.2% (2015-16)	83.3%	83.5%	83.7%
1.f Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering grade 10	57.9% (2015-16)	60.2%	60.2%	60.2%
1.g Agreement of parents, teachers and students that students model the characteristics of citizenship	86.2% (2016-17)	87.0%	87.0%	87.0%
1.h Satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school	75.0% (2016-17)	77.0%	77.0%	78.0%
1.i Agreement of students and parents that students are engaged in their learning at school	81.8% (2016-17)	82.0%	82.0%	83.0%

Note:

¹ A | E: Acceptable | Excellence – the acceptable standard results include the standard of excellence results. Performance measure targets are considered met if the result is not significantly different from the target value using statistical tests.

Linking Performance Measures to Outcomes:

- 1.a Indicates whether elementary and junior high students are successful in meeting provincial standards (acceptable and excellence) in core academic subjects. This demonstrates the effectiveness of the K–9 education system in preparing students for high school.
- 1.b Indicates whether high school students are successful in meeting provincial diploma examination standards (acceptable and excellence) in core subject areas. This demonstrates the effectiveness of the K–12 education system in preparing students with competencies across subject and discipline areas.
- 1.c Demonstrates the effectiveness of the K–12 education system in enabling students to meet the requirements for obtaining a high school diploma.
- 1.d Indicates how well the needs of students at risk of not completing high school are being addressed by the K–12 education system.
- 1.e Demonstrates the effectiveness of the K–12 education system in enabling students to fulfill the requirements for high school completion.
- 1.f Demonstrates the effectiveness of the K–12 education system in preparing students for further education or training.
- 1.g Demonstrates the effectiveness of the K–12 education system in preparing students for citizenship.
- 1.h Indicates the effectiveness of the K–12 education system in developing students that demonstrate the attitudes, skills, knowledge, and behaviours necessary to be successful when they finish school.
- 1.i Demonstrates the effectiveness of the K–12 education system in engaging students in learning at school.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

The ministry works collaboratively with First Nations, Métis, and Inuit communities, Alberta's education system, and partners to eliminate the systemic gaps in education for First Nations, Métis, and Inuit students.

Key Strategies:

- 2.1 Ensure all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- 2.2 Develop and implement provincial strategies to support K–12 Indigenous language and culture programming.
- 2.3 Increase accountability for the First Nations, Métis, and Inuit funding provided to school authorities.
- 2.4 Collaborate with education stakeholders, communities, and other ministries to strengthen First Nations, Métis, and Inuit education programs, policies, and initiatives.

Performance Measures	Last Actual (Year)	Target 2018-19	Target 2019-20	Target 2020-21
2.a Percentages of self-identified First Nations, Metis and Inuit students who achieved standards on grade 6 and 9 provincial achievement tests: ¹	A E	A E	A E	A E
• Language Arts	62.5% 5.6%	65.8% 8.0%	66.7% 8.5%	67.8% 9.1%
• Mathematics	42.5% 4.5%	51.8% 6.9%	52.1% 7.5%	53.1% 8.2%
• Social Studies	47.1% 7.1%	50.7% 8.8%	50.9% 9.4%	51.9% 10.3%
• Science	54.3% 9.6% (2016-17)	58.7% 12.2%	59.7% 12.9%	60.7% 13.9%
2.b Percentages of self-identified First Nations, Metis and Inuit students who achieved standards on diploma examinations: ¹	A E	A E	A E	A E
• Language Arts	86.0% 7.9%	86.0% 8.7%	86.2% 8.9%	86.4% 9.0%
• Mathematics	64.0% 11.2%	64.4% 13.2%	64.8% 13.7%	65.1% 13.9%
• Social Studies	74.1% 6.2%	76.3% 7.7%	76.9% 8.5%	77.5% 9.4%
• Sciences	76.2% 19.6% (2016-17)	77.0% 20.4%	77.9% 22.8%	79.8% 26.2%
2.c Percentage of self-identified First Nations, Metis and Inuit students writing four or more diploma examinations within three years of entering grade 10	21.8% (2015-16)	27.1%	29.5%	31.8%
2.d Annual dropout rate of self-identified First Nations, Metis and Inuit students aged 14-18	5.8% (2015-16)	5.7%	5.5%	5.3%
2.e High school completion rate of self-identified First Nations, Metis and Inuit students within five years of entering grade 10	59.1% (2015-16)	60.0%	61.2%	63.5%
2.f Agreement of self-identified First Nations, Metis and Inuit students and their parents that First Nations, Metis and Inuit students are engaged in their learning at school	76.1% (2016-17)	78.0%	79.0%	80.0%

Note:

¹ A | E: Acceptable | Excellence – the acceptable standard results include the standard of excellence results. Performance measure targets are considered met if the result is not significantly different from the target value using statistical tests.

Linking Performance Measures to Outcomes:

- 2.a Indicates whether elementary and junior high self-identified First Nations, Métis, and Inuit students are successful in meeting provincial standards (acceptable and excellence) in core academic subjects. This assesses the effectiveness of the K–9 education system in addressing educational achievement prior to high school between First Nations, Métis, and Inuit students and all other students.

- 2.b Indicates whether self-identified First Nations, Métis, and Inuit high school students are successful in meeting provincial diploma examination standards (acceptable and excellence) in core subject areas. This assesses the effectiveness of the K–12 education system in addressing educational achievement between self-identified First Nations, Métis, and Inuit students and all other students at the high school level.
- 2.c Demonstrates the effectiveness of the K–12 education system in addressing educational achievement between self-identified First Nations, Métis, and Inuit students and all other students in meeting the requirements for obtaining a high school diploma.
- 2.d Indicates how well the needs of self-identified First Nations, Métis, and Inuit students at risk of not completing high school are being addressed by the K–12 education system.
- 2.e Indicates the effectiveness of the K–12 education system in addressing educational achievement between self-identified First Nations, Métis, and Inuit students and all other students in fulfilling the requirements for high school completion.
- 2.f Demonstrates the effectiveness of the K–12 education system in engaging self-identified First Nations, Métis, and Inuit children and students in learning at school.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. The ministry enables children and students to pursue success and develop competencies during their education that contributes to participation in diverse and inclusive communities. An inclusive education system is established when the system anticipates and values diversity, understands learners’ strengths and needs, and reduces barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of children and students.

Key Strategies:

- 3.1 Implement the Inclusive Education Framework to establish Alberta as an international leader in building an inclusive education system.
- 3.2 Build an integrated early childhood development, learning and care system with Community and Social Services, Children’s Services and Health by aligning programs and services to meet the needs of children and families.
- 3.3 Ensure that all school authorities support the establishment of student organizations that respect diversity and promote a sense of belonging.
- 3.4 Lead the implementation of the government’s recommendations to fight racism, foster acceptance, and promote an inclusive society.
- 3.5 Support school authorities to proactively address chronic student absenteeism.

Performance Measures	Last Actual 2016-17	Target 2018-19	Target 2019-20	Target 2020-21
3.a Agreement of students, parents and teachers that students feel like they belong and are supported to be successful in their learning	85.3%	86.0%	86.0%	86.0%
3.b Satisfaction of students, parents, teachers and school board members that school provides a safe, caring, and healthy learning environment	87.6%	89.0%	89.0%	89.0%
3.c Satisfaction of students, parents, teachers and school board members that the learning space in schools meets the needs of students	81.0%	82.0%	83.0%	83.0%
3.d Agreement of student, parents, teachers and school boards members that supports and services for students can be accessed in a timely manner	83.1%	84.0%	84.0%	84.0%

Linking Performance Measures to Outcomes:

- 3.a Indicates whether the education system demonstrates universal acceptance of, and belonging for, all students.
- 3.b Assesses whether schools are providing safe, caring, and healthy learning environments.
- 3.c Assesses whether learning spaces in schools meet the requirements for effective teaching and learning activities.
- 3.d Indicates whether all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports.

Outcome Four: **Alberta has excellent teachers, and school and school authority leaders**

The ministry maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their 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.

Key Strategies:

- 4.1 Lead the implementation of the Professional Practice Standards in collaboration with stakeholders.
- 4.2 Ensure that teachers, principals, and other system leaders in Alberta schools have the capacity to meet the new Professional Practice Standards, in collaboration with stakeholders and school authorities.
- 4.3 Refresh the approach to assurance across the education system to ensure that students are learning successfully, and that resources are being used effectively.
- 4.4 Support system leaders in the effective and efficient use of technology, including preparing for the implementation of online curriculum and assessments, through the development of policies, procedures, and standards.
- 4.5 Encourage industry professionals to teach in career and technology programs, such as trades, culinary arts, and construction, while completing a teacher-preparation program through the Bridge-to-Teacher Certification funding program.

Performance Measures	Last Actual 2016-17	Target 2018-19	Target 2019-20	Target 2020-21
4.a Agreement of teachers and school board members that teachers are prepared for teaching	77.1%	79.0%	79.0%	80.0%
4.b Satisfaction of parents, teachers, and school board members that education leadership effectively supports and facilitates teaching and learning	72.7%	73.0%	73.0%	74.0%
4.c Satisfaction of students, parents, teachers, school board members, and the public with the opportunity of students to receive a solid grounding in core subjects	82.0%	85.0%	85.0%	85.0%
4.d Satisfaction of students, parents, teachers, and school board members with the opportunity of students to receive a broad program of studies	83.0%	84.0%	84.0%	84.0%

Linking Performance Measures to Outcomes:

- 4.a Assesses the effectiveness of initial teacher education preparation and any subsequent professional learning.
- 4.b Assesses the effectiveness of education leadership at schools, jurisdictions, and the province in supporting and facilitating teaching and learning, and in improving student programs and achievement.
- 4.c Assesses the effectiveness of the K–12 education system in providing the opportunity for students to receive a strong foundation in the core academic subjects that are considered essential for a basic education.
- 4.d Assesses the effectiveness of the K–12 education system in providing access to a broad program of studies, including the arts, physical and wellness education, computers, and other languages.

Outcome Five: Alberta’s education system is well governed and managed

The ministry sets the direction for the education system and oversees the administration of education programs and services. Its mandate is to establish guiding legislation, allocate public funds, and ensure accountability for funds and activities. The ministry is responsible for ensuring that learning facilities meet the educational requirements for K–12 students in Alberta.

Key Strategies:

- 5.1 Ensure legislation, regulations, and policies align with government direction and are developed in consultation with stakeholders.
- 5.2 Establish a collaborative approach to governance that enhances accountability for educational funding while improving student learning outcomes and well-being.
- 5.3 Monitor school boards with reserves over five percent of their operating expenses to reinforce funding allocation.
- 5.4 Plan and build modern school facilities that support student learning and well-being, are a central part of the community, and accommodate collaborative partnerships to address community needs.

Performance Measures	Last Actual 2016-17	Target 2018-19	Target 2019-20	Target 2020-21
5.a 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	59.6%	63.0%	63.0%	64.0%
5.b Satisfaction of students, parents, teachers, school board members, and the public with the quality of K–12 education	86.6%	87.0%	87.0%	87.0%

Linking Performance Measures to Outcomes:

- 5.a Indicates whether the education system is building effective working relationships with stakeholders.
- 5.b Demonstrates whether Albertans’ confidence in the K–12 education system has been maintained and that the education system is meeting the needs of children, students, society, and the economy.

Risks to Achieving Outcomes

The ministry must take bold action to achieve the outcomes identified in this business plan, and will continue to work with stakeholders to achieve these outcomes while efficiently delivering programs. If the ministry and school authorities do not align their structures, policies, and resources, then the education system may not be able to respond to the wellbeing and needs of complex learners and diverse learning environments. If Alberta’s education system is not successful in its efforts to improve educational outcomes for First Nations, Métis, and Inuit students, these students will not have the opportunity to fully participate in Alberta’s economy and labour market. If the ministry does not deliver a revised curriculum that is built on a strong foundation of literacy and numeracy, and educates children and students in a manner that prepares them for success in both their future careers and in their communities, the education system may fail to create a positive future for students and for Alberta. If Alberta’s education system does not ensure inclusive, student-centred, and competency-focused learning, then it cannot enable students to leave school prepared to be successful in a global, digitally-based, and diversified economy, and contribute to their families and their communities. The education system develops individuals’ sense of self and belonging in a strong democracy and a multicultural, inclusive and pluralistic society.

STATEMENT OF OPERATIONS

(thousands of dollars)	Comparable			2018-19 Estimate	2019-20 Target	2020-21 Target
	2016-17 Actual	2017-18 Budget	2017-18 Forecast			
REVENUE						
Education Property Tax	2,412,184	2,446,000	2,446,000	2,446,000	2,596,188	2,708,912
Transfers from Government of Canada	114,055	118,742	118,742	114,719	115,756	115,756
Premiums, Fees and Licences	229,076	183,328	183,328	179,305	183,478	187,971
Investment Income	25,083	24,901	24,901	14,183	12,913	11,759
Internal Government Transfers	25,668	25,506	25,316	25,301	23,559	21,561
Fundraising, Gifts and Donations	88,851	87,267	87,267	80,461	81,417	82,435
Other Revenue	177,060	191,020	191,020	163,336	165,241	167,269
Ministry Total	3,071,977	3,076,764	3,076,574	3,023,305	3,178,552	3,295,663
Inter-Ministry Consolidations	(27,468)	(26,556)	(26,366)	(26,351)	(24,609)	(22,611)
Consolidated Total	3,044,509	3,050,208	3,050,208	2,996,954	3,153,943	3,273,052
EXPENSE						
Ministry Support Services	12,959	11,950	12,045	10,999	10,984	10,967
Instruction - ECS to Grade 12	6,011,128	6,039,893	6,051,893	6,207,686	6,425,333	6,622,333
Operations and Maintenance	755,681	746,417	718,917	722,603	729,667	744,667
Student Transportation	348,160	351,269	348,269	352,690	360,706	364,706
School Facilities	328,558	367,000	367,000	349,000	349,000	350,000
Governance and System Administration	248,519	248,670	248,670	248,907	248,907	248,907
Program Support Services	195,463	210,503	210,147	212,153	213,624	213,725
Accredited Private Schools	260,711	262,604	267,604	274,019	284,019	291,519
2013 Alberta Flooding	17	-	-	-	-	-
Debt Servicing Costs	44,030	41,778	41,778	40,826	40,156	39,247
Pension Provision	(97,952)	(92,814)	(62,004)	(128,012)	(174,622)	152,688
Ministry Total	8,107,274	8,187,270	8,204,319	8,290,871	8,487,774	9,038,759
Inter-Ministry Consolidations	(43,232)	(25,305)	(25,305)	(25,049)	(25,096)	(25,184)
Consolidated Total	8,064,042	8,161,965	8,179,014	8,265,822	8,462,678	9,013,575
Net Operating Result	(5,019,533)	(5,111,757)	(5,128,806)	(5,268,868)	(5,308,735)	(5,740,523)
CAPITAL INVESTMENT						
School Facilities	1,384,670	1,382,939	1,156,552	741,344	633,856	832,276
Program Support Services	631	9,175	9,175	5,565	5,565	5,565
2013 Alberta Flooding	685	5,000	5,000	-	-	-
Ministry Total	1,385,986	1,397,114	1,170,727	746,909	639,421	837,841
Inter-Ministry Consolidations	-	(6,410)	(6,410)	(5,000)	(5,000)	(5,000)
Consolidated Total	1,385,986	1,390,704	1,164,317	741,909	634,421	832,841