

Integrated Results Analysis

Deputy Minister's Message

In 2005/2006, Alberta Education continued to ensure that young Albertans have the skills and knowledge they need to contribute to a prosperous Alberta. Through its leadership and work with partners and stakeholders, the department invested significantly in the students in our K – 12 education system. The Renewed Funding Framework continues to be reviewed to ensure it provides equitable and sustainable funding to school boards, while balancing increased flexibility with accountability for results.

As part of the province's work on the Renewed Funding Framework, this year we introduced the evaluation methodology for the Accountability Pillar, which assesses school jurisdiction achievement and improvement on a common set of performance measures. The department calculates and provides to school jurisdictions the results and evaluations on the Accountability Pillar measures. Combined with the flexibility of the Renewed Funding Framework, the Accountability Pillar provides school jurisdictions the freedom to develop their own solutions to address local challenges and to improve results. The department's support of the improvement efforts of school jurisdictions includes analyzing and providing data that underlie the Accountability Pillar results, a self-evaluation toolkit that was piloted in 2005/2006, as well as resources and advice on an ongoing basis.

Each year, the department invests approximately \$26 million to support curriculum development and implementation and an additional \$8 million for teacher professional development. A special focus recently has been the review and phased introduction of a new Social Studies curriculum, starting with K – 3. The new Social Studies curriculum has a greater focus on citizenship and identity, and includes more Canadian and Alberta history.

This past year, we held five discussions with Aboriginal communities to address student achievement and high school completion. The department released new student textbooks for high school Aboriginal studies courses, as well as infused First Nation, Métis, and Inuit perspective into several high school science and math programs.

One of my key initiatives this past year was a review of the department's organizational structure. The review and resulting reorganization considered the support and resources we provide for the education system, building on strengths while leveraging opportunities for growth and innovation.

As capital funding for schools is transferred to our department in 2006/2007, I look forward to working with our partners and stakeholders to address changing enrollment patterns and the varied school facility needs around the province.

A continuing priority for the Ministry is to sustain and enhance relationships with educators, students, parents, stakeholders, and partners to ensure our education system is adaptable, innovative, and responsive. In this report, information is provided on the funding, initiatives, programs, and results that offer a glimpse of the outstanding work being done throughout the K – 12 system to meet the needs of Alberta's students.

[original signed by]

Keray Henke
Deputy Minister
Alberta Education



Report of the Auditor General on the Results of Applying Specified Auditing Procedures to Performance Measures

To the Members of the Legislative Assembly

Management is responsible for the integrity and objectivity of the performance results included in the Ministry of Education's 2005/2006 Annual Report. My responsibility is to carry out the following specified auditing procedures on performance measures in the annual report. I verified:

Completeness

1. Performance measures and targets matched those included in Budget 2005. Actual results are presented for all performance measures.

Reliability

2. Information in reports from external organizations, such as Statistics Canada, matched information used to calculate the actual results.
3. Information in reports that originated in the Ministry matched information that the Ministry used to calculate the actual results. In addition, I tested the processes the Ministry used to compile the results.

Comparability and Understandability

4. Actual results are presented clearly and consistently with the stated methodology and are presented on the same basis as targets and prior years' information.

I found no exceptions when I performed these procedures.

As my examination was limited to these procedures, I do not express an opinion on whether the set of performance measures is relevant and sufficient to assess the performance of the Ministry in achieving its goals.

[original signed by Fred J. Dunn in printed version]

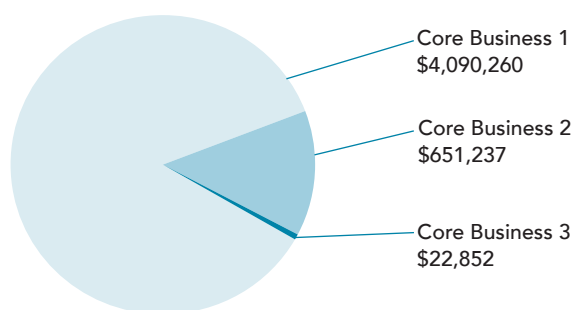
Edmonton, Alberta
September 15, 2006

FCA
Auditor General

Ministry Spending by Core Business

2005/2006 Expenses By Core Business

(in thousands)



| (in thousands) | Original Budget | 2005/06 Adjustments (a) | Authorized Budget | 2005/06 Actuals | 2004/05 Actuals |
|--|---------------------|-------------------------|---------------------|---------------------|---------------------|
| Core Business 1: Support High Quality Learning Opportunities in the Education System | \$ 3,981,293 | \$ 93,590 | \$ 4,074,883 | \$ 4,090,260 | \$ 3,770,332 |
| Core Business 2: Support Learners to Achieve Excellent Learning Outcomes | \$ 662,015 | \$ 775 | \$ 662,790 | \$ 651,237 | \$ 603,495 |
| Core Business 3: Support the Continuous Improvement of the Ministry and Education System | \$ 21,768 | \$ — | \$ 21,768 | \$ 22,852 | \$ 17,223 |
| Total Ministry Expense | \$ 4,665,076 | \$ 94,365 | \$ 4,759,441 | \$ 4,764,349 | \$ 4,391,050 |

(a) Adjustments include any dedicated revenue shortfalls and Supplementary Estimates for additional in-year funding.

Below are the goals and outcomes for each core business.

Core Business 1

Goal 1: High Quality Learning Opportunities for All

Outcomes:

- The education system meets the needs of all learners, society, and the economy.
- Children at risk have their needs addressed through effective programs and supports.
- Schools are safe and caring.

Core Business 2

Goal 2: Excellence in Learner Outcomes

Outcomes:

- Learners demonstrate high standards.
- Learners complete programs.
- Learners are well prepared for lifelong learning.
- Learners are well prepared for employment.
- Learners are well prepared for citizenship.

Core Business 3

Goal 3: Highly Responsive and Responsible Ministry

Outcomes:

- Improved results through effective working relationships with partners and stakeholders.
- The Ministry demonstrates leadership and continuous improvement.

Support High Quality Learning Opportunities in the Education System

Spending Highlights

More than \$4.09 billion, constituting 86% of total Ministry spending, was provided in 2005/2006 for this core business to support high quality learning opportunities for students in the education system. This amount represented a funding increase of 8.5% over 2004/2005 and included:

- \$3.4 billion in operating grants to public and separate school jurisdictions, a funding increase of 6% over 2004/2005, which included an increase of \$30 million for a total of \$379 million in support for Plant Operations and Maintenance in 2005/2006;
- an increase of \$11.8 million for a total of \$134.7 million in operating grant funding to private schools and private ECS programs, which comprised 2.8% of Ministry spending; and
- nearly \$108 million to further reduce average class sizes.

Ministry spending reflects Alberta Education's allocation formulas. School boards have flexibility in how they use the funds provided, except for targeted initiatives, such as the Class Size Initiative.

Goal 1: High Quality Learning Opportunities for All

What it means

The Ministry of Education strives to provide high quality learning opportunities for K – 12 learners by setting policies and standards for program development, providing implementation support, enhancing programs to meet the needs of K – 12 learners, and providing funding for the education system.

Outcomes

- The education system meets the needs of all learners, society, and the economy.
- Children at risk have their needs addressed through effective programs and supports.
- Schools are safe and caring.

Accomplishments

Reduced average class sizes at all levels and achieved Alberta Commission on Learning average class size guidelines ahead of schedule at all levels except K – 3.

Worked collaboratively with Alberta Infrastructure and Transportation (AIT) in the transition of responsibilities from AIT to Education.

Strategies

- 1.1 Work with stakeholders to implement government-approved recommendations from Alberta's Commission on Learning to improve the education system.

Strategies

- 1.1 Work with stakeholders to implement government-approved recommendations from Alberta's Commission on Learning to improve the education system. (continued)

Accomplishments (continued)

Assumed responsibility for Plant Operations and Maintenance funding and funding for construction of modular classrooms. Provided new modular classrooms and relocated existing modulars to address pressing facility needs of school boards

Assumed greater responsibility for establishing strategic capital priorities to better align school facilities with program needs, and identified capital projects worth \$207 million, which were approved by government.

Trained 138 Effective Behavioural Supports coaches and 62 school teams in support of safe and caring schools.

Developed a model for teacher in-service and support through collaboration with the Alberta Regional Professional Development Consortia and the Alberta Online Consortium.

Completed and distributed to schools the *Guide for Comprehensive Professional Development*.

Published and distributed to schools *Individualized Program Planning* to facilitate development of comprehensive IPPs (Individualized Program Plans) for students with special needs.

Conducted six Special Education Programming Standards Reviews to ensure consistency in identification of students with special needs, to ensure programming for students meets Ministry requirements, and to identify best practices that can be shared across the province.

Implemented the second year of the Aboriginal Learner Data Collection Initiative with a 35% increase in self-identification in 2005/2006.



Strategies

- 1.2 Implement K – 12 Revisioning Plan with a focus on working with stakeholders.

Accomplishments (continued)

Approved implementation in Grade 4 of nine-year language and culture programs of study in seven languages: Chinese, Cree, French, German, Japanese, Spanish, and Ukrainian.

In September implemented a requirement for 30 minutes of daily physical activity (DPA) for all students in Grades 1 – 9. Provided \$1.2 million to school jurisdictions to help purchase resources that help students in Grades 1 – 9 develop healthy lifestyles.

Revised the *Kindergarten Program Statement* and distributed it to all schools. Completed and posted on the Ministry's website, the *Alberta Authorized Resource List* and *Annotated Bibliography for Primary Programs*.

Implemented the new Social Studies curriculum, developed the Program of Studies, and authorized learning and teaching resources in English and French.

Published in English and French, and distributed to all schools, *The Heart of the Matter: Character and Citizenship Education in Alberta Schools*.

Conducted a Summer Institute for teachers of Grades 4 and 7 Social Studies.

Published *Safety in the Science Classroom for Grades 1 – 12*.

Completed the *French Teacher's Guide and Resource for Science*.

- 1.3 Implement Learner Career Pathways to improve opportunities for learners to explore career options.

The ministries of Advanced Education, Education, and Human Resources and Employment approved the development of a career development strategy for Alberta.

Supported the implementation of the new Knowledge and Employability (K & E) courses by developing:

- an online Guide to Implementation for K & E courses in academic and occupational courses for junior and senior high schools, and
- an information manual for Grades 8 – 12 to assist administrators, teachers, and counselors to implement K & E courses.

To ensure Career and Technology Studies (CTS) courses are relevant and responsive to students' needs, authorized 95 student and teacher resources for 19 CTS strands, and withdrew 537 out-of-date resources.

Strategies

- 1.4 Focus on using new technologies to increase program choice and access for students in rural communities.
- 1.5 Enrich and expand student learning opportunities through continued implementation of the Learning and Technology Policy Framework, including the Alberta SuperNet, LearnAlberta.ca, technology standards and solutions, and related research.
- 1.6 Develop and support the implementation of anti-bullying strategies, programs, and interventions in schools.

Accomplishments (continued)

Expanded program choice and access for students in rural communities by focusing on new technologies, including video-conferencing.

Collaborated with school jurisdictions to develop a provincial vision for video conferencing.

Supported development of video-conferencing and professional development resources to assist teachers, administrators and technical staff in using this emerging technology effectively.

Provided grant funding to support 15 strategic video-conferencing projects.

Collaborated with Restructuring and Government Efficiency to facilitate connection of almost all Alberta schools to SuperNet.

Posted 1,200 new digital resources to the <http://www.LearnAlberta.ca> website and introduced a Social Studies online guide for K – 3 teachers.

Established Education Standing Offers for school jurisdictions to facilitate savings on technology investments.

Provided grant funding to 15 school jurisdictions to research emerging technologies.

Facilitated a research working group with international researchers and completed a concept paper entitled *Using Research to Improve Learning and Teaching with Technology*.

Launched a bullying prevention public awareness campaign, targeting children 3-11 years old, which includes an interactive website for children (<http://www.teamheroes.ca>) and an information and resources website for parents and professionals (<http://www.bullyfreealberta.ca>). Provided bullying prevention “Starter Kits” to nearly 6,200 community partners.

Performance Highlights

Education system results for 2005/2006 for Goal 1 are highlighted below and discussed on the pages that follow. These results are cumulative and reflect years of investment of resources and effort.

Targets

- ✓ Target Met
- ✓+ Target Exceeded
- × Target not met
- n/a No target set for 2005/06 (insufficient data or new measure for 2006-2009)

Results over time

- ↑ Improved performance
- ~ No change in performance
- ↓ Performance decline

| Outcomes | Performance Measures | 2005/06 Targets | Results |
|--|---|--------------------|--------------------|
| The education system meets the needs of all learners, society, and the economy. | Student, parent, teacher, school board member, and public satisfaction with the overall quality of K – 12 education | n/a | 85% ~ ¹ |
| | Student, parent, teacher, and school board member satisfaction that students are receiving a solid grounding in language arts, mathematics, science and social studies | n/a | 84% ~ ¹ |
| | Student, parent, teacher, and school board member satisfaction with the opportunity of students to receive a broad program of studies | n/a | 79% ~ ¹ |
| | Employer satisfaction with the skills and quality of work of high school graduates | 87% ✓ ² | 84% ~ ¹ |
| Children at risk have their needs addressed through effective programs and supports. | Annual dropout rate of students aged 14-18 | 6% ✓+ | 4.9% ↑ |
| Schools are safe and caring. | Student, parent, teacher, and school board member agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly at school | n/a | 92% ~ ¹ |

¹ The confidence interval is considered in assessing change over time on survey measures.

² Targets are considered met if the result is within 5% of the target value.

Note

- See Endnotes A and B for detailed information on assessing change over time and target achievement.

Performance Measures

Quality of Basic Education

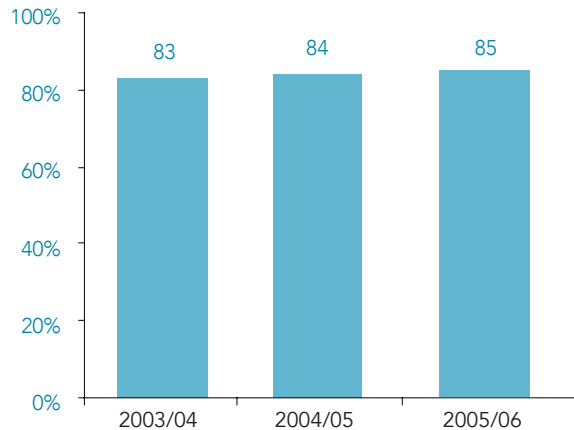
Target

- No target was set for 2005/2006 in the 2005 – 2008 Business Plan, as there was insufficient data.

Discussion

- Satisfaction of students, parents, teachers, school board members, and the public with the overall quality of basic education was 85% in 2005/2006, similar to results in previous years.
- Satisfaction of students, parents, teachers, and school board members continues to be higher than public satisfaction.

Percentages of Students, Parents, Teachers, School Board Members, and the Public Satisfied with the Overall Quality of Basic Education

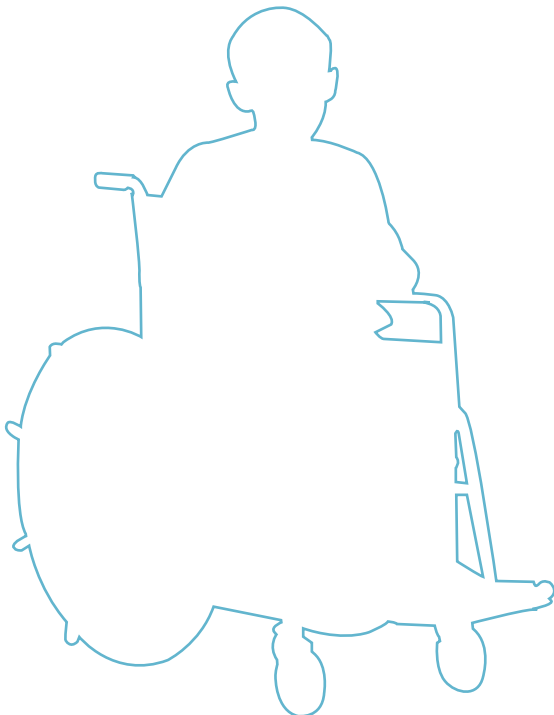


| Respondent Group | 2003/04 | 2004/05 | 2005/06 |
|----------------------|------------|------------|------------|
| High School Students | 88% | 91% | 91% |
| Parents (ECS – 12) | 82% | 83% | 84% |
| Teachers | 91% | 90% | 91% |
| School Board Members | 88% | 88% | 90% |
| Public | 66% | 67% | 69% |
| Overall | 83% | 84% | 85% |

Source: Alberta Education: Compustat Consultants Inc. – 2004, 2005, 2006.

Notes

- In 2003/2004, “school board members” included elected trustees and superintendents, while in 2004/2005 and 2005/2006, only trustees were included.
- For students, parents, teachers, and school board members, overall satisfaction is a roll-up of satisfaction levels with the following specific aspects of the school system:
 - overall satisfaction with education at schools,
 - the quality of teaching at schools,
 - what is being learned in the core subjects is useful/ students are learning what they need to know,
 - school work is interesting,
 - school work is challenging, and
 - learning expectations at school are clear.
- For the public, overall satisfaction is a roll-up of responses to the following two questions:
 - overall satisfaction with education at schools, and
 - students are learning what they need to know.
- See Endnote A, pages 65-67, for information on surveys conducted for Alberta Education.



Core Subjects

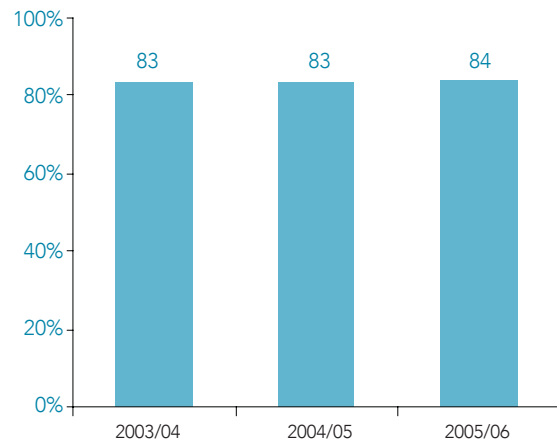
Target

- No target was set for 2005/2006 in the 2005 – 2008 Business Plan, as there was insufficient data.

New Measure

- Overall satisfaction that students are receiving a solid grounding in core subjects was 84% in 2005/2006, similar to results in 2003/2004 and 2004/2005.
- Student, parent, teacher, and school board member satisfaction is consistently higher than public satisfaction.

Percentages of Students, Parents, Teachers, School Board Members, and the Public Satisfied that Students are Receiving a Solid Grounding in Language Arts, Mathematics, Science, and Social Studies



| Respondent Group | 2003/04 | 2004/05 | 2005/06 |
|----------------------|------------|------------|------------|
| High School Students | 89% | 91% | 90% |
| Parents (ECS – 12) | 83% | 83% | 84% |
| Teachers | 83% | 82% | 83% |
| School Board Members | 84% | 85% | 86% |
| Public | 75% | 74% | 75% |
| Overall | 83% | 83% | 84% |

Source: Alberta Education: Compustat Consultants Inc. – 2004, 2005, 2006.

Notes

- In 2003/2004, “school board members” included trustees and superintendents. In 2004/2005 and 2005/2006 only trustees were included.
- For students, the percentages reported are aggregates of agreement levels that “you are getting better at ... reading, writing, mathematics, science, social studies.”
- For parents, teachers, school board members, and the public, percentages reported are aggregates of satisfaction levels that “the curriculum focuses on what students/your child needs to learn in ... reading, writing, mathematics, science, social studies.”
- See Endnote A, pages 65-67, for information on surveys conducted for Alberta Education.

Performance Measures (continued)

Program of Studies

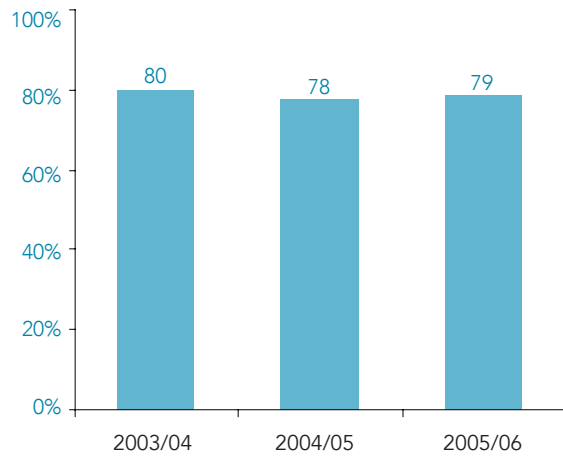
Target

- No target was set for 2005/2006 in the 2005 – 2008 Business Plan, as there was insufficient data.

Discussion

- Overall satisfaction with students' opportunities to receive a broad program of studies was 79% in 2005/2006, similar to results in previous years.
- Satisfaction of high school students is slightly higher than that of parents and school board members.

Percentages of Students, Parents, Teachers, and School Board Members Satisfied with the Opportunity of Students to Receive a Broad Program of Studies

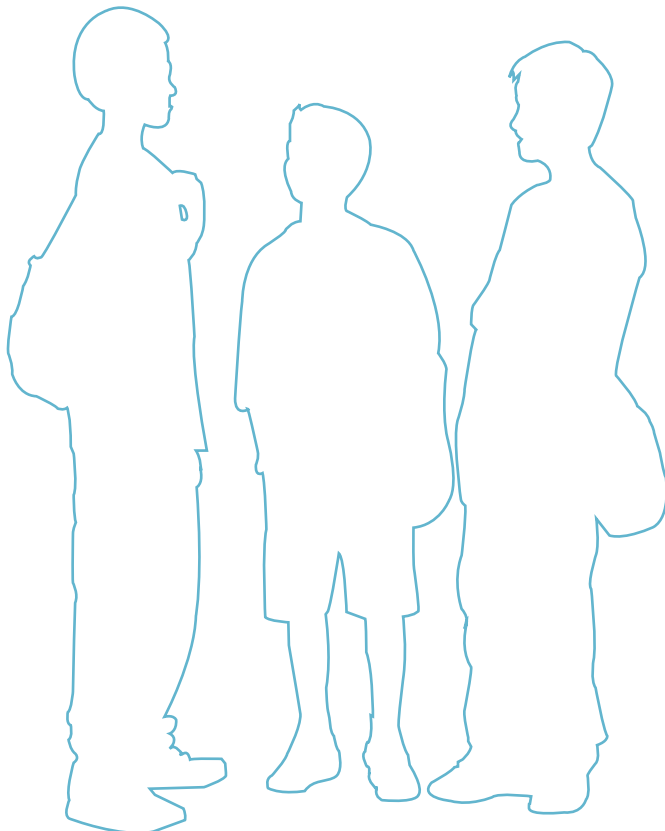


| Respondent Group | 2003/04 | 2004/05 | 2005/06 |
|----------------------|------------|------------|------------|
| High School Students | 81% | 83% | 81% |
| Parents (ECS – 12) | 78% | 76% | 77% |
| Teachers | 80% | 78% | 79% |
| School Board Members | -- | 74% | 77% |
| Overall | 80% | 78% | 79% |

Source: Alberta Education: Compustat Consultants Inc. – 2004, 2005, 2006.

Notes

- School board members were not asked this question in the 2003/2004 surveys.
- Percentages reported are aggregates of satisfaction levels that "you/your child/your students/students in your jurisdiction have opportunities to learn about: ... music, drama, art, computers, health, another language" and with "opportunities to participate in physical education."
- See Endnote A, pages 65-67, for information on surveys conducted for Alberta Education.



Employer Satisfaction

Target

- The target for 2005/2006 was met (the result was within 5% of the target).

Discussion

- In 2005/2006, 84% of employers who had hired recent high school graduates were satisfied with the skills and quality of work of learning system graduates. Results are similar over time.
- The learning system includes K – 12, post-secondary, and apprenticeship programs.
- 2005/2006 is the last year to report employer satisfaction with learning system graduates.

New Methodology

- The methodology for the employer satisfaction measure has been revised in the 2006 – 2009 Business Plan to focus specifically on high school graduates. The new question asks employers about their satisfaction with the skills and quality of work of the recent graduates they hired whose highest level of education was high school completion.
- The result for this new question, asked for the first time on the 2005/2006 employer survey, was 77%.
- Satisfaction with recent high school graduates is significantly lower than satisfaction with other graduate types. Recent high school graduates typically are younger and have less skill, education, and experience than recent graduates of post-secondary and apprenticeship programs.

Satisfaction of Employers who Hired High School Graduates with the Skills and Quality of Work of Learning System Graduates



Note

- The measure was stated in the 2005 – 2008 Business Plan as “employer satisfaction with the skills and quality of work of high school graduates.” However, results for 2005/2006 reported on the graph are for learning system graduates, which is more comparable to the methodology used to report results in prior years and to set the target. The result for employer satisfaction with high school graduates was 77% in 2005/2006, as presented in the table below.

Employer Satisfaction by Type of Graduate (2005/06)

| Graduate Type | Responses | Satisfaction |
|----------------------------|------------|--------------|
| High School | 499 | 77% |
| Post-secondary Degree | 128 | 96% |
| Post-secondary Diploma | 121 | 93% |
| Post-secondary Certificate | 92 | 95% |
| Apprenticeship | 49 | 92% |
| Overall | 889 | 84% |

Source: Alberta Education: Environics West – 2002, Environics Research Group – 2004; R.A. Malatest & Associates – 2006.

Notes

- Employer surveys are conducted every other year.
- The survey question was revised in 2005/2006 from satisfaction with learning system graduates to satisfaction with each specific type of learning system graduate (high school only, degree, diploma, certificate, journey person). The 2005/2006 result reported is a weighted average of employer satisfaction with each graduate type.
- See Endnote A, pages 65-67 for information on surveys conducted for Alberta Education.
- See Endnote B, pages 68-69, for information on assessment of results over time.

Performance Measures (continued)

Students at Risk

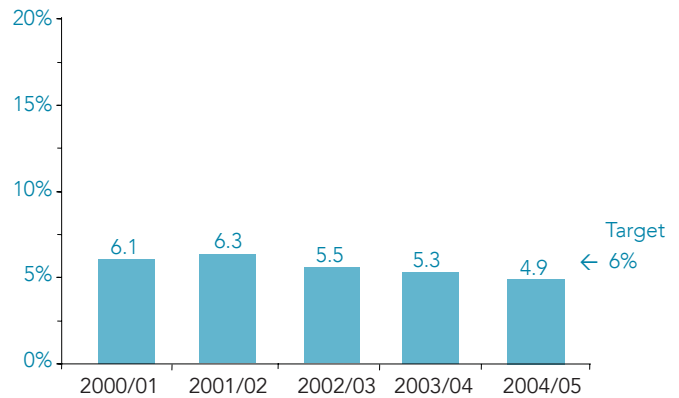
Target

- The target was exceeded.

Discussion

- The proportion of students aged 14-18 who dropped out of school for at least a year has declined significantly over time from more than 6% in earlier years to less than 5% in 2004/2005.
- The improvement in the dropout rate may indicate acknowledgement by students of the importance of completing school for their future success, and the efforts of parents, teachers, and administrators to encourage students to stay in school.
- Dropping out of school can be a temporary interruption of education. Of the students who dropped out in 2003/2004, more than 21% resumed their education in 2004/2005.
- In addition, many students who do not complete high school in the K – 12 education system (see page 44) attain completion status as adults (see the high school completion rate of Albertans aged 25-34, page 45).

Annual Dropout Rates of Students Aged 14-18



Source: Alberta Education

Notes

- Students aged 14-18 who are not enrolled in school (including K – 12, an Alberta post-secondary institution, or apprenticeship program) and have not completed high school in the following year are included in the annual dropout rate. For example, students aged 14-18 in 2003/2004 were tracked for one year. Those who were not enrolled and had not completed are included in the 2004/2005 dropout rate.
- An estimated adjustment for attrition, e.g., moving out of province, has been applied in calculating the dropout rate.
- See Endnote C, Annual Dropout Rate of Students Aged 14-18, page 70.

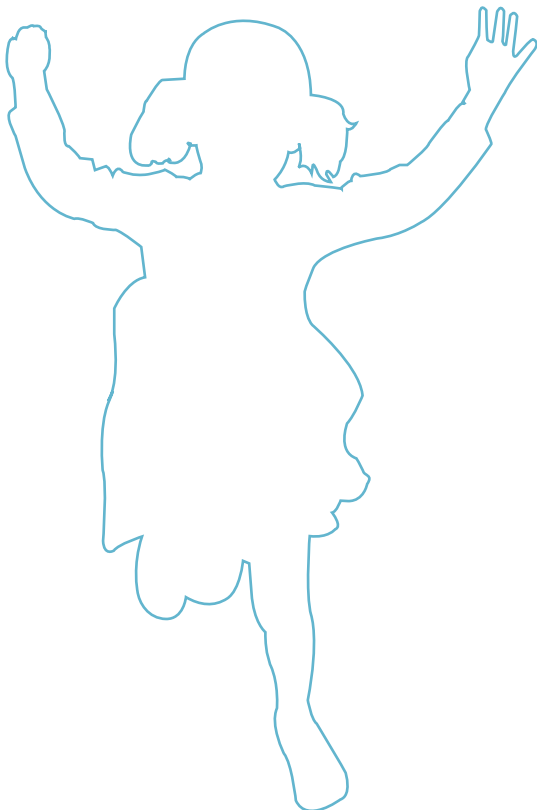
Safe and Caring Schools

Target

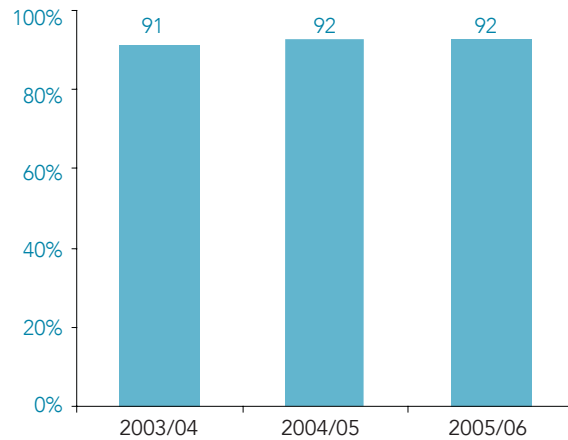
- No target was set for 2005/2006 in the 2005 – 2008 Business Plan, as there was insufficient data.

Discussion

- Overall agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly was 92% in 2005/2006.
- Agreement within respondent groups has been consistent over time, while agreement was slightly lower for parents than for the other groups in all three years.



Percentages of Students, Parents, Teachers, and School Board Members who Agree that Students are Safe at School, are Learning the Importance of Caring for Others, are Learning Respect for Others, and are Treated Fairly



| Respondent Group | 2003/04 | 2004/05 | 2005/06 |
|----------------------|------------|------------|------------|
| High School Students | 92% | 94% | 93% |
| Parents (ECS – 12) | 87% | 87% | 88% |
| Teachers | 92% | 92% | 93% |
| School Board Members | 93% | 94% | 95% |
| Overall | 91% | 92% | 92% |

Source: Alberta Education: Compustat Consultants Inc. – 2004, 2005, 2006.

Notes

- For all respondent groups, percentages reported are aggregates of agreement levels that:
 - students feel safe at school,
 - students feel safe on the way to and from school,
 - students treat each other well at school,
 - teachers care about their students, and
 - students are treated fairly by adults at school.
- Overall agreement rates for all three years are the average of agreement rates for each respondent group.
- In 2003/2004, "school board members" included elected trustees and superintendents, while in 2004/2005 and 2005/2006, only trustees were included.
- See Endnote A, pages 65-67, for information on surveys conducted for Alberta Education.

Support Learners to Achieve Excellent Learning Outcomes

Spending Highlights

To support this core business in 2005/2006, the Ministry of Education spent \$651.2 million, including:

- \$227.4 million to improve school boards' ability to meet the needs of students with severe disabilities, a funding increase of more than \$23 million (11.3%) over 2004/2005;
- school transportation funding of \$218.8 million, an increase of 8.9% over 2004/2005, which included about \$9 million to address higher fuel costs;
- over \$70 million for innovative projects that support student learning as part of the Alberta Initiative for School Improvement (AIS), a 3% increase over 2004/2005;
- an increase in funding for Student Health Services of almost \$1.8 million over 2004/2005 levels, to nearly \$39 million; and
- funding for English as a Second Language of \$30.7 million, an increase of 18.9% over 2004/2005 levels.

Ministry spending reflects Alberta Education's allocation formulas. School boards have flexibility in how they use the funds provided, except for targeted initiatives, such as AIS.

Goal 2: Excellence in Learner Outcomes

What it means

The Ministry of Education strives to achieve excellence in learner outcomes by supporting learners in their quest for success. This support is provided through effective implementation of provincial and school-based student assessment and by providing consultation and technical services to school authorities. Excellence in learner outcomes means that all learners are well prepared for lifelong learning, work, and citizenship, and that they have the skills and knowledge to be successful.

Outcomes

- Learners demonstrate high standards.
- Learners complete programs.
- Learners are well prepared for lifelong learning.
- Learners are well prepared for employment.
- Learners are well prepared for citizenship.

Strategies

- 2.1 Implement the First Nations, Métis, and Inuit Education Policy Framework according to priorities established in consultation with the First Nations, Métis, and Inuit Education Advisory Committee.
- 2.2 Continue to support school authorities in integrating effective practices from Alberta Initiative for School Improvement (AISI) projects.
- 2.3 Improve success for learners by enhancing early interventions and transitions between school and home, community, work, and further study.
- 2.4 Implement a comprehensive provincial plan to increase high school completion rates.

Accomplishments

Infused Aboriginal content into provincial programming by implementing the new K – 3 Social Studies curriculum and completing new textbooks for high school Aboriginal Studies courses.

Received the Book Publishers Association of Alberta award for the Aboriginal Studies 10 textbook.

Incorporated Aboriginal perspectives into the following programs of study: Biology 20-30, Chemistry 20-30, Physics 20-30, and Knowledge and Employability Science courses.

Shared AISI effective practices with school jurisdictions at regional meetings and the annual conference, and updated the online resources.

The AISI University Partners completed three research reviews based on AISI projects, as follows:

- Professional Learning Communities by the University of Alberta,
- Mathematics and Numeracy by the University of Calgary, and
- Language Arts and Literacy by the University of Lethbridge.

Identified screening tools that include criteria to assess three-year old children who are at risk.

Prepared a resource on transitions for students with special needs, entitled *Building on Success: Helping Students Make Transitions from Year to Year* for distribution to schools in 2006/2007.

The High School Completion Task Force completed stakeholder consultations.

Established an advisory group to plan:

- consultations with youth on issues affecting high school completion, and
- a Minister's symposium for September 2006 on high school completion, which was announced in the Throne Speech.

Strategies

- 2.5 Enhance the quality and variety of measures in the provincial student assessment programs to ensure valid, comparable information on student achievement over time.
- 2.6 Expand the capacity of schools to use classroom and provincial assessment results to improve teaching and learning and to provide a more comprehensive view of overall student achievement.
- 2.7 Work collaboratively with school authorities to improve results in schools where student achievement does not meet the provincial standards over time.

Accomplishments (continued)

Completed the diploma examination equating process to ensure results are directly comparable from year to year by establishing baseline diploma examinations in January for Applied Mathematics 30, Biology 30, English Language Arts 30-1, and English Language Arts 30-2.

Conducted a special session with stakeholders on the benefits of exam comparability in ensuring students have fair and equitable access to scholarships and post-secondary admission.

Piloted the new process for Grade Level Achievement (GLA) data collection in each school jurisdiction. Provided information and in-service sessions on the GLA initiative throughout the province.

Held professional development sessions for teachers and administrators on the use and interpretation of achievement test and diploma examination results.

Conducted 12 information activities on focusing jurisdiction planning on continuous improvement for trustees, superintendents, school jurisdiction staff, principals, and Alberta Education staff.

Piloted *Supporting Continuous Improvement in Schools - A Toolkit* in two schools.

Consulted with Aboriginal communities on student achievement and high school completion.

Performance Highlights

Education system results for 2005/2006 for Goal 2 are highlighted below and discussed on the pages that follow. These results are cumulative and reflect years of investment of resources and effort.

| Targets | |
|---------|--|
| ✓ | Target Met |
| ✓+ | Target Exceeded |
| × | Target not met |
| n/a | No target set for 2005/06 (insufficient data or new measure for 2006-2009) |

| Results over time | |
|-------------------|--------------------------|
| ↑ | Improved performance |
| ~ | No change in performance |
| ↓ | Performance decline |

| Outcomes | Performance Measures | 2005/06 Targets | Results |
|---|--|--------------------|--------------------|
| Learners demonstrate high standards. | Percentages of students who achieved the standards on Grades 3, 6, and 9 Provincial Achievement Tests | acceptable 79.8% × | 76.9% ↓ |
| | | excellence 21.1% × | 19.1% ~ |
| | Percentages of students who achieved the standards on diploma examinations | acceptable n/a | 84.7% ~ |
| | | excellence n/a | 23.0% ↑ |
| Diploma examination participation rate (four or more exams based on tracking Grade 10 students for three years) | n/a | 53.5% ↑ | |
| | Percentages of Grade 12 students eligible for a Rutherford Scholarship | 26% ✓+ | 35.3% ↑ |
| Learners complete programs. | High school completion rate of students within 5 years of entering Grade 10 | 76% ✓ | 77.4% ↑ |
| | Educational attainment (high school completion) of Albertans aged 25-34 | 90%+ ✓ | 91% ↑ ¹ |
| Learners are well prepared for lifelong learning. | Readiness to learn measure: Percentages of Grade 1 students who attended ECS the prior year | 95%+ ✓ | 96% ~ |
| | High school to post-secondary transition rate of students within 6 years of entering Grade 10 | 51% ✓+ | 57.5% ↑ |
| Learners are well prepared for employment. | Employment rate of Albertans aged 25-34 (high school graduates only) | 83% ✓ ² | 82% ~ ¹ |
| | Parent, teacher, and public agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school | n/a | 69% ~ |
| Learners are well prepared for citizenship. | Parent, teacher, and student agreement that students model the characteristics of active citizenship | n/a | 83% ~ ¹ |

¹ The confidence interval is considered in assessing change over time on survey measures.

² Targets are considered met if the result is within 5% of the target value.

Note

- See Endnotes A and B for detailed information on assessing change over time and target achievement.

Performance Measures

Achievement Test Results Overall

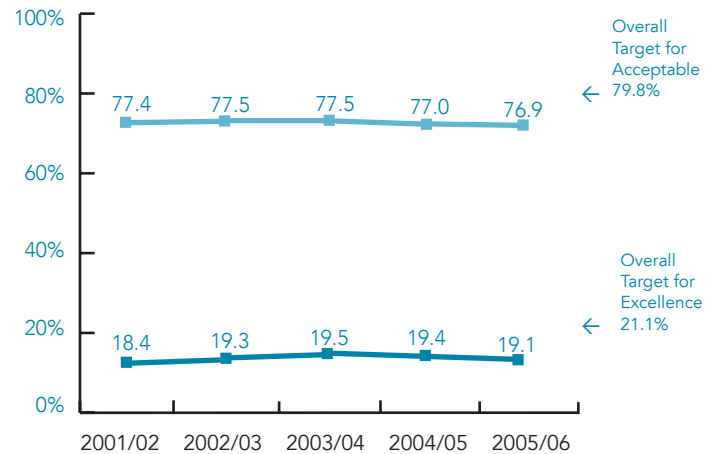
Targets

- The target for overall results on provincial achievement tests in Grades 3, 6, and 9 at the standard of excellence was not met.
- The target at the acceptable standard was not met.

Discussion

- Overall results on provincial achievement tests at the excellence level have been stable over time.
- Overall results at the acceptable level in 2005/2006 are similar to the 2004/2005 results, but are slightly lower than results in earlier years.
- The participation rates improved or remained the same for 9 of 14 tests in 2005/2006 compared to the previous year (see next page).

Overall Results — Percentages of Students in Grades 3, 6, and 9 who Achieved Standards on Provincial Achievement Tests



Source: Alberta Education.

Notes

- The percentages of students achieving the acceptable standard include the students achieving the standard of excellence.
- Results are based on total enrollment in Grades 3, 6, and 9.
- Overall results are a weighted average. Prior years' results have been restated, as previously published results were calculated as a simple average, and did not include French Language Arts and Français.
- The overall results do not include Science 9 test results, as there was insufficient data to set a target for that test based on the new program.
- Overall targets are the averages of the targets for each subject and grade for the acceptable standard and for the standard of excellence.
- See Endnote C, Provincial Achievement Tests, page 70.

Participation Rates for Provincial Achievement Tests (Supplemental Information)

| (percentages) | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 |
|-----------------------|---------|---------|---------|---------|---------|
| Grade 3 | | | | | |
| English Language Arts | 90.6 | 91.5 | 90.6 | 90.2 | 90.6 |
| Mathematics | 91.6 | 92.1 | 91.7 | 90.8 | 90.8 |
| Grade 6 | | | | | |
| English Language Arts | 91.2 | 91.0 | 90.9 | 89.9 | 90.1 |
| French Language Arts | 93.1 | 94.9 | 95.8 | 96.1 | 96.1 |
| Français | 97.9 | 92.8 | 97.3 | 97.6 | 98.0 |
| Mathematics | 91.8 | 91.4 | 91.1 | 90.9 | 90.6 |
| Science | 91.6 | 91.0 | 91.2 | 90.6 | 90.0 |
| Social Studies | 91.2 | 91.4 | 91.0 | 90.0 | 90.5 |
| Grade 9 | | | | | |
| English Language Arts | 87.5 | 87.4 | 87.3 | 87.4 | 87.7 |
| French Language Arts | 95.4 | 96.8 | 95.0 | 97.1 | 95.9 |
| Français | 99.5 | 95.7 | 97.1 | 97.4 | 98.0 |
| Mathematics | 87.5 | 87.4 | 87.7 | 87.6 | 87.3 |
| Science | 88.7 | 85.9 | 88.6 | 88.2 | 88.1 |
| Social Studies | 88.7 | 87.7 | 88.6 | 87.8 | 88.5 |

Source: Alberta Education.

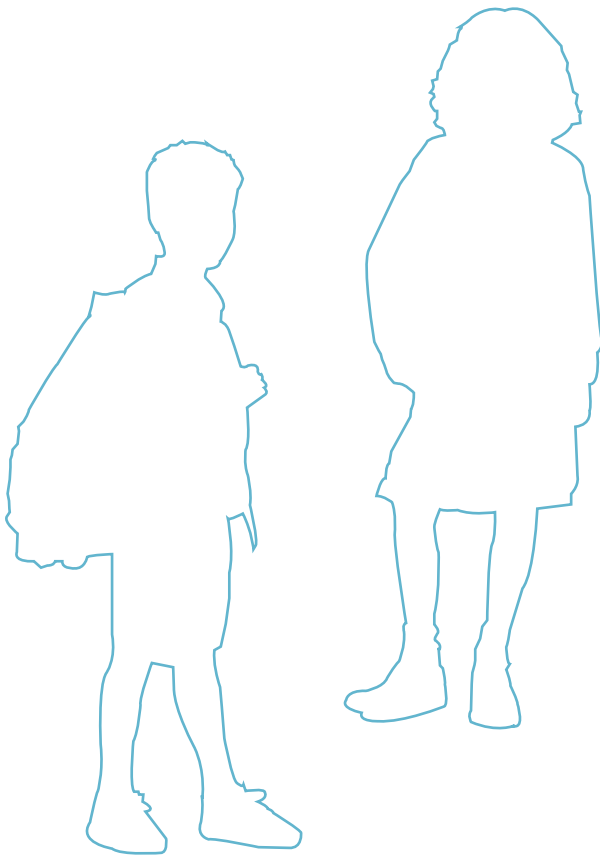


Performance Measures (continued)

Achievement Test Results for All Students in Grades 3, 6 and 9

Targets

- The targets for results at the standard of excellence were met in Science 6 and Social Studies 6, while the targets for all other subjects at both the acceptable and excellence levels were not met.



Discussion

- Grade 3 Mathematics results increased at both the acceptable and excellence levels in 2005/2006, whereas student performance in Grade 3 Language Arts at both standards has declined.
- Compared to 2004/2005, Grade 6 student performance at the acceptable and excellence levels improved in four of six tests.
- Results at both the acceptable and excellence levels for Grades 6 and 9 Social Studies improved since 2004/2005.
- Science 9 results at the excellence level continued to improve, while the results at the acceptable level remained virtually the same.
- Compared to last year, results for Grade 9 Language Arts and Mathematics declined at both the acceptable and excellence levels. However, Grade 9 Mathematics results at the acceptable level have improved over time.
- Grade 9 results in Language Arts and Mathematics are reported annually by the provincial government as indicators of literacy and numeracy, as adult literacy surveys are not conducted regularly. Students who achieve the acceptable standard in these subjects have developed the foundation skills needed to become literate and numerate adults.

Notes to table on page 39

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- The 2002/2003 Science 9 test results do not include one-third of Grade 9 students who wrote Science 9 Form B, based on the learning outcomes of the new Program of Studies. The 2003/2004 to 2005/2006 results in Science 9, based on the new program, are not comparable to earlier years' results.
- No target was set for Science 9 for 2005/2006, as there was insufficient data. The overall results do not include Science 9.
- See Endnote C, Provincial Achievement Tests, page 70.

Percentages of Students in Grades 3, 6, and 9 who Achieved the Standards on Provincial Achievement Tests

| | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2005/06 Targets |
|---|---------|---------|---------|---------|---------|-----------------|
| Grade 3 | | | | | | |
| English Language Arts | | | | | | |
| excellence | 14.9 | 15.7 | 15.1 | 16.2 | 14.1 | 18% |
| acceptable | 81.2 | 82.4 | 81.7 | 82.2 | 81.3 | 84% |
| Mathematics | | | | | | |
| excellence | 26.7 | 29.8 | 27.4 | 26.1 | 26.9 | 31% |
| acceptable | 81.2 | 82.3 | 81.8 | 80.3 | 82.0 | 84% |
| Grade 6 | | | | | | |
| English Language Arts | | | | | | |
| excellence | 15.1 | 17.3 | 15.5 | 15.5 | 15.9 | 18% |
| acceptable | 80.8 | 81.2 | 79.1 | 77.3 | 79.0 | 83% |
| French Language Arts | | | | | | |
| excellence | 13.3 | 13.2 | 12.8 | 8.8 | 11.2 | — |
| acceptable | 83.7 | 84.5 | 88.5 | 85.1 | 87.5 | — |
| Français | | | | | | |
| excellence | 16.1 | 20.1 | 18.1 | 22.8 | 19.7 | — |
| acceptable | 89.2 | 88.5 | 92.8 | 92.0 | 94.5 | — |
| Mathematics | | | | | | |
| excellence | 18.1 | 17.7 | 21.2 | 18.1 | 15.6 | 21% |
| acceptable | 78.3 | 78.3 | 78.5 | 78.2 | 75.2 | 80% |
| Science | | | | | | |
| excellence | 22.6 | 24.1 | 26.2 | 26.0 | 27.7 | 26% |
| acceptable | 79.5 | 80.0 | 80.6 | 79.8 | 78.1 | 82% |
| Social Studies | | | | | | |
| excellence | 19.4 | 20.3 | 19.7 | 21.5 | 22.9 | 21% |
| acceptable | 78.3 | 79.0 | 78.6 | 78.4 | 78.6 | 80% |
| Grade 9 | | | | | | |
| English Language Arts | | | | | | |
| excellence | 14.6 | 13.5 | 12.4 | 14.0 | 13.6 | 15% |
| acceptable | 78.5 | 78.0 | 77.6 | 77.9 | 77.4 | 81% |
| French Language Arts | | | | | | |
| excellence | 10.1 | 18.1 | 11.7 | 13.6 | 10.9 | — |
| acceptable | 83.0 | 89.2 | 83.4 | 85.9 | 83.3 | — |
| Français | | | | | | |
| excellence | 18.6 | 26.6 | 15.4 | 17.4 | 14.7 | — |
| acceptable | 87.9 | 90.3 | 85.6 | 87.2 | 86.1 | — |
| Mathematics | | | | | | |
| excellence | 16.7 | 17.6 | 18.9 | 19.7 | 17.4 | 19% |
| acceptable | 64.5 | 63.5 | 66.1 | 68.0 | 67.4 | 69% |
| Science | | | | | | |
| excellence | 11.4 | 13.0 | 12.1 | 12.8 | 13.3 | — |
| acceptable | 71.6 | 71.1 | 66.6 | 67.5 | 67.4 | — |
| Social Studies | | | | | | |
| excellence | 18.0 | 18.7 | 20.0 | 18.3 | 18.9 | 21% |
| acceptable | 73.8 | 72.6 | 73.1 | 71.3 | 72.5 | 75% |
| Overall (All subjects and grades combined) | | | | | | |
| excellence | 18.4 | 19.3 | 19.5 | 19.4 | 19.1 | 21.1% |
| acceptable | 77.4 | 77.5 | 77.5 | 77.0 | 76.9 | 79.8% |

Source: Alberta Education.

Performance Measures (continued)

Diploma Examination Results

Targets

- No targets were set for 2005/2006, as results were not directly comparable from year to year at the time targets were set. Targets will be set in future years with the implementation of exam equating.

Discussion

- As test equating is being phased in, results are directly comparable for the following diploma examinations: Social Studies 30 and 33 since 2003/2004, and Chemistry 30, Physics 30, and Pure Mathematics 30 since 2004/2005.
- Results for Social Studies 33 have improved since 2003/2004 both at the acceptable and excellence levels.
- Results for Social Studies 30 at the acceptable standard increased, compared to last year, but were still lower than those in 2003/2004, while the results at the standard of excellence increased slightly, compared to 2003/2004, but were not as high as results last year.
- Results for Pure Mathematics 30, Chemistry 30, and Physics 30 all improved at both the acceptable and excellence levels, compared to 2004/2005.
- No direct comparisons of results from year to year can be made for other diploma exam results, as equating was not in place in prior years.

Percentages of Students Writing Diploma Examinations who Achieved Standards

| | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 |
|-----------------------------------|---------|---------|---------|---------|---------|
| English Language Arts 30-1 | | | | | |
| excellence | — | — | 18.8 | 17.8 | 19.3 |
| acceptable | — | — | 92.0 | 89.1 | 88.0 |
| English Language Arts 30-2 | | | | | |
| excellence | — | — | 7.1 | 10.1 | 8.1 |
| acceptable | — | — | 85.2 | 89.4 | 86.1 |
| English 30 | | | | | |
| excellence | 18.9 | 24.1 | 9.6 | — | — |
| acceptable | 88.4 | 92.3 | 81.8 | — | — |
| English 33 | | | | | |
| excellence | 7.2 | 6.5 | 9.8 | — | — |
| acceptable | 86.5 | 85.1 | 89.0 | — | — |
| French Language Arts 30 | | | | | |
| excellence | — | 15.4 | 16.7 | 19.1 | 21.8 |
| acceptable | — | 95.2 | 95.4 | 95.1 | 95.0 |

Percentages of Students Writing Diploma Examinations who Achieved Standards (continued)

| | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 |
|-------------------------------------|---------|---------|---------|---------|---------|
| Français 30 | | | | | |
| excellence | 9.5 | 22.2 | 15.2 | 16.3 | 28.1 |
| acceptable | 91.6 | 94.4 | 99.0 | 95.0 | 94.8 |
| Pure Mathematics 30 | | | | | |
| excellence | 28.3 | 27.1 | 32.0 | 25.7 | 26.5 |
| acceptable | 81.8 | 84.4 | 83.7 | 80.6 | 82.8 |
| Applied Mathematics 30 | | | | | |
| excellence | 14.0 | 14.0 | 14.3 | 21.8 | 11.8 |
| acceptable | 85.1 | 85.0 | 85.5 | 87.6 | 77.5 |
| Mathematics 30 | | | | | |
| excellence | 4.2 | — | — | — | — |
| acceptable | 46.2 | — | — | — | — |
| Mathematics 33 | | | | | |
| excellence | 13.2 | 16.2 | — | — | — |
| acceptable | 75.2 | 78.6 | — | — | — |
| Social Studies 30 | | | | | |
| excellence | 20.9 | 22.0 | 23.8 | 24.3 | 23.9 |
| acceptable | 86.1 | 86.6 | 85.9 | 85.2 | 85.5 |
| Social Studies 33 | | | | | |
| excellence | 11.4 | 13.1 | 15.0 | 17.6 | 19.0 |
| acceptable | 80.5 | 81.5 | 82.9 | 85.0 | 83.5 |
| Biology 30 | | | | | |
| excellence | 25.5 | 21.9 | 26.6 | 26.6 | 26.4 |
| acceptable | 83.5 | 80.8 | 81.9 | 81.9 | 81.4 |
| Chemistry 30 | | | | | |
| excellence | 24.0 | 24.6 | 27.9 | 33.4 | 37.1 |
| acceptable | 82.1 | 84.5 | 85.7 | 88.2 | 88.4 |
| Physics 30 | | | | | |
| excellence | 32.6 | 25.1 | 29.8 | 27.8 | 30.0 |
| acceptable | 84.4 | 81.5 | 86.6 | 84.2 | 84.4 |
| Science 30 | | | | | |
| excellence | 12.2 | 19.7 | 16.5 | 22.1 | 17.3 |
| acceptable | 81.6 | 88.2 | 84.3 | 88.1 | 82.8 |
| Overall (all exams combined) | | | | | |
| excellence | 20.3 | 20.8 | 22.2 | 23.0 | 23.0 |
| acceptable | 83.9 | 85.3 | 85.8 | 85.7 | 84.7 |

Source: Alberta Education.

Notes

- The percentages of students achieving the acceptable standard include the percentages of students achieving the standard of excellence.
- Results for Social Studies 30 and Social Studies 33 in 2003/2004, 2004/2005, and 2005/2006 are directly comparable. Results for Pure Mathematics 30, Chemistry 30, and Physics 30 for 2004/2005 and 2005/2006 are directly comparable.
- Starting in 2002/2003 for the social studies exams and in 2003/2004 for all exams for all math and science courses, the written and multiple choice portions are administered in separate sittings.
- Overall results are a weighted average of results for each diploma examination.
- See Endnote C, Diploma Examinations, page 71.

Performance Measures (continued)

Diploma Examination Participation

Target

- New measure developed in 2005/2006 for the Accountability Pillar. No target was set for 2005/2006 in the 2005 – 2008 Business Plan.

Discussion

- Multi-year results are presented to introduce this new measure of diploma examination participation.
- This new measure reports the proportion of students who have written four or more diploma examinations within three years of entering Grade 10.
- The diploma examination participation rate has increased each year from about 49% in 2000/2001 to more than 53% in 2004/2005.
- Nearly all students who have written four or more diploma examinations have taken courses in the core subjects (language arts, mathematics, the sciences, and social studies) throughout high school.

Percentages of Students Writing Four or More Diploma Examinations (new)



Source: Alberta Education.

Notes

- The most recent results available for this measure are for the 2004/2005 school year as information for this measure lags one year.
- An estimated adjustment for attrition, e.g., moving out of province, is applied in calculating diploma exam participation rates.
- See Endnote C, Diploma Examination Participation Rate, page 72.

Rutherford Scholarships

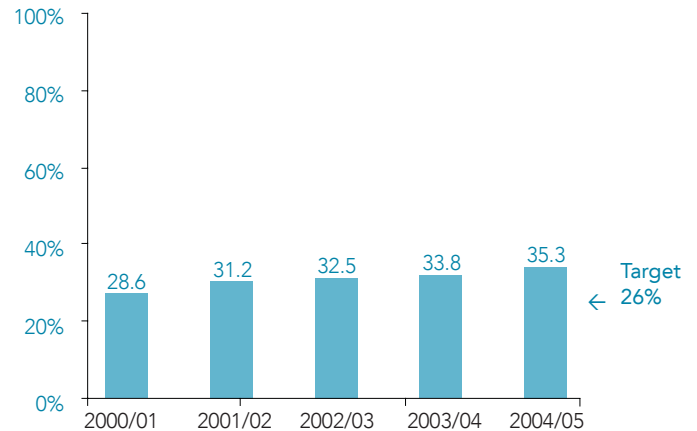
Target

- The target was exceeded.

Discussion

- In 2004/2005, over 35% of Grade 12 students had marks in courses during high school that met the requirements for a Rutherford Scholarship.
- The proportion of Grade 12 students eligible for a Rutherford Scholarship has increased steadily over time, from less than 29% in 2000/2001 to more than 35% in 2004/2005.
- The percentage of students eligible to receive the Rutherford Scholarship also has increased each year since 2000/2001 at all three grade levels, with the greatest increase over this period occurring at the Grade 11 level.
- Results indicate that a greater proportion of Alberta's high school students are achieving academic excellence.

Percentages of Grade 12 Students Eligible for a Rutherford Scholarship



Source: Alberta Education.

Notes

- Students need marks of 80% or higher in certain high school courses to qualify for a Rutherford Scholarship.
- The measure reports the percentages of Grade 12 students whose marks in specified courses in Grades 10, 11, and 12 met the criteria for a Rutherford Scholarship, not the percentages who received the scholarship.
- In order to receive a Rutherford Scholarship, students must enroll in a post-secondary program.
- The target for 2004/2005 was set using results based on an incomplete set of eligible courses. Targets for future years in the 2006 – 2009 Business Plan reflect the complete information.
- See Endnote C, Rutherford Scholarship Eligibility Rate, page 72.

Performance Measures (continued)

High School Completion

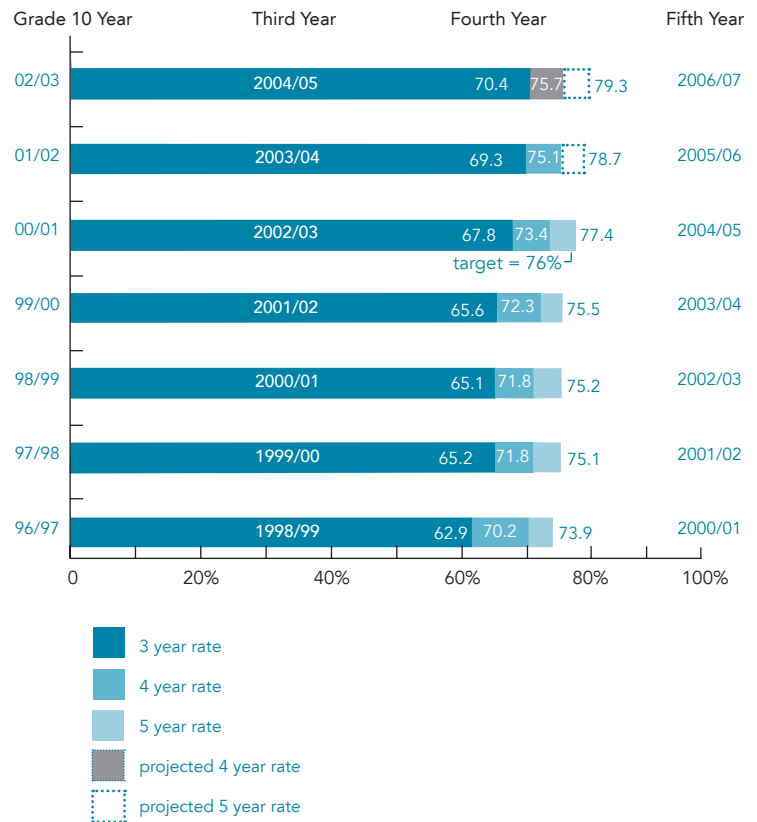
Target

- The target was met.

Discussion

- The high school completion rate within five years of entering Grade 10 (the Business Plan measure) increased from less than 74% in 2000/2001 to more than 77% in 2004/2005.
- Approximately 3% of students are still in high school after the fifth year and may complete in a subsequent year.
- The four-year high school completion rate also has increased over time, from about 70% in 1999/2000 to about 75% in 2004/2005.
- The three-year high school completion rate has increased over time as well, from less than 63% in 1998/1999 to more than 70% in 2004/2005.
- These improvements reflect increased attention to high school completion in recent years and the recognition that high school completion is needed for future success.
- Of the students who completed high school within five years, most (over 87% in 2004/2005) completed in three years. This makes the three-year rate a reliable predictor of the four- and five-year rates in subsequent years. Projections indicate that the four- and five-year rates are likely to continue to increase in the next few years.
- Substantial portions of students who do not complete high school in the basic education system attain high school completion status as adults (see Educational Attainment, next page).

High School Completion Rates



Source: Alberta Education.

Notes

- Projections indicate results likely to be achieved given the three-year completion rates for these groups of Grade 10 students and completion rates in prior years. The projection for 2006/2007 also considers the projected 5-year rate for 2005/2006.
- Included in the calculation of high school completion rates is an estimated adjustment for attrition, e.g., moving out of province.
- See Endnote C, High School Completion Rates, page 72.

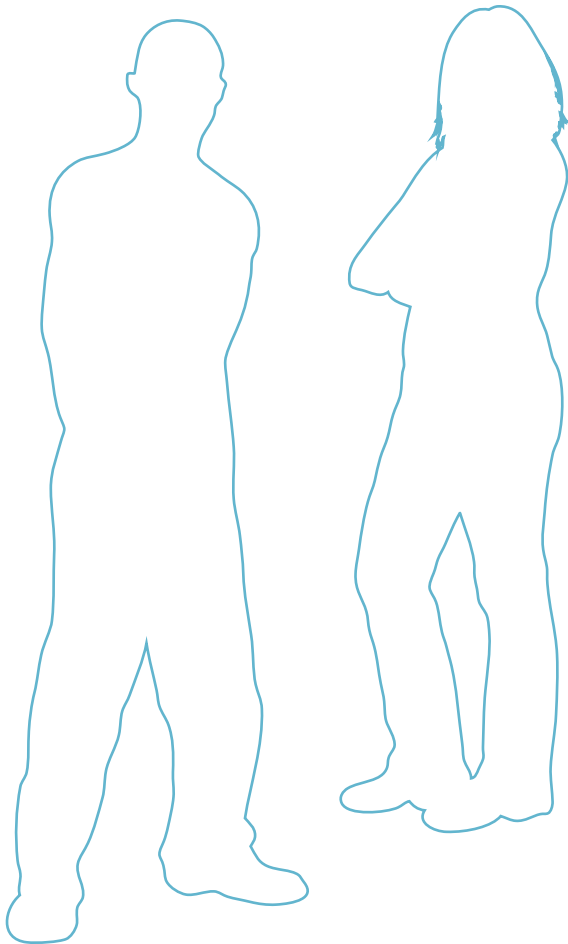
Educational Attainment

Target

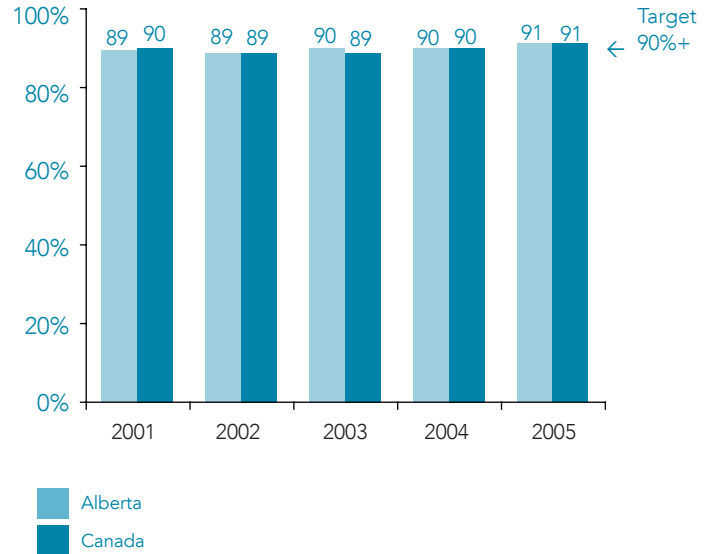
- The target was met.

Discussion

- The percentages of Albertans aged 25-34 with at least high school completion has increased slightly over time to 91%.
- Alberta's results remain similar to the national average.
- 2005/2006 is the last year to report this as a separate measure. In future years, information on the educational attainment of Albertans aged 25-34 will be incorporated into the discussion of the high school completion rate (see previous page).



Percentages of Albertans Aged 25-34 who Completed High School



Source: Statistics Canada Labour Force Survey, special tabulation for Alberta Education.

Notes

- Since respondents were asked about their highest level of education, those who indicated they have participated in or completed some post-secondary studies are considered to have completed high school.
- See Endnote B, pages 68-69 on assessment of results over time.
- See Endnote C, Educational Attainment of Albertans Aged 25-34, page 72.

Performance Measures (continued)

Preparation of Children for School

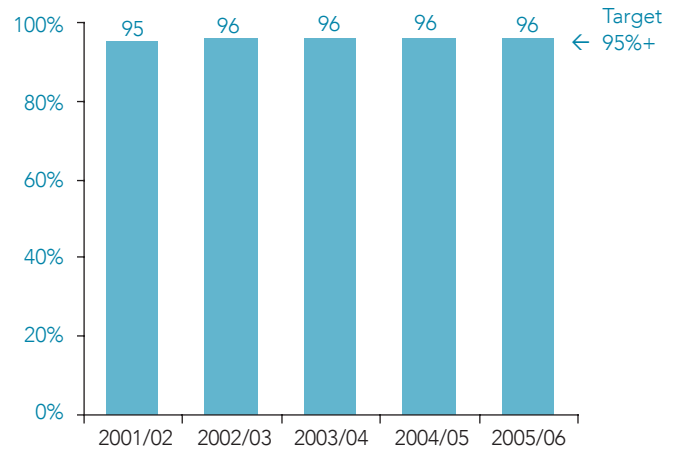
Target

- The target was met.

Discussion

- The percentage of children who participated in Early Childhood Services (ECS) programs before entering Grade 1 was 96% in 2005/2006 and has been stable over time.
- Nearly all parents in Alberta choose to enroll their children in ECS programs even though ECS attendance is not mandatory.
- ECS programming is designed to prepare children for entry into Grade 1 and to provide a foundation for success in school.

Percentages of Grade 1 Students who Attended Early Childhood Services (ECS) Programs



Source: Alberta Education.

Notes

- Includes children enrolled in Early Childhood Services (ECS) or ungraded programs prior to Grade 1.
- See Endnote C, Participation in Early Childhood Services Programs, page 73.
- See Endnote B, pages 68-69, for information on assessment of results over time.



Transition to Post-Secondary

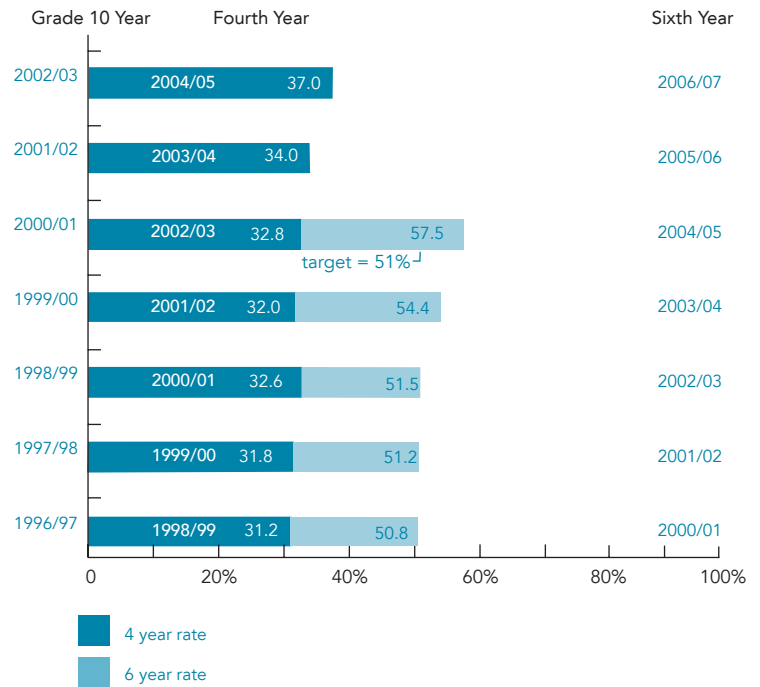
Target

- The target was exceeded.

Discussion

- The high school to post-secondary transition rates report the proportion of students who have enrolled in a post-secondary program within four and six years of entering Grade 10.
- The proportion of Alberta's high school students who have made the transition to post-secondary within six years of beginning high school (the Business Plan measure) has risen each year from less than 51% in 2000/2001 to more than 57% in 2004/2005.
- Similarly, the proportion of Alberta's high school students who have enrolled in a post-secondary program within four years of entering Grade 10 has increased over time from about 31% in 1998/1999 to 37% in 2004/2005.
- Increased government investment in post-secondary education in recent years may have contributed to these increases.
- The results show that a substantial proportion of Alberta's young people delay their entry to post-secondary programs after high school. About one-third are attending a post-secondary program within four years of starting Grade 10, while more than half are attending within six years of starting Grade 10.

High School to Post-Secondary Transition Rates



Source: Alberta Education.

Notes

- Students are considered to be attending post-secondary if they are enrolled in a publicly funded private post-secondary institution in Alberta or registered in an apprenticeship program in Alberta.
- Starting in 2003/2004, information on post-secondary enrollment is from a different data source. This may account for the difference from prior years' results.
- The rates include an estimation for attrition, e.g., moving out of province during high school, and for the proportion of students who attend an out-of-province post-secondary institution.
- See Endnote C, High School to Post-Secondary Transition Rates, page 73.

Performance Measures (continued)

Preparation for Employment

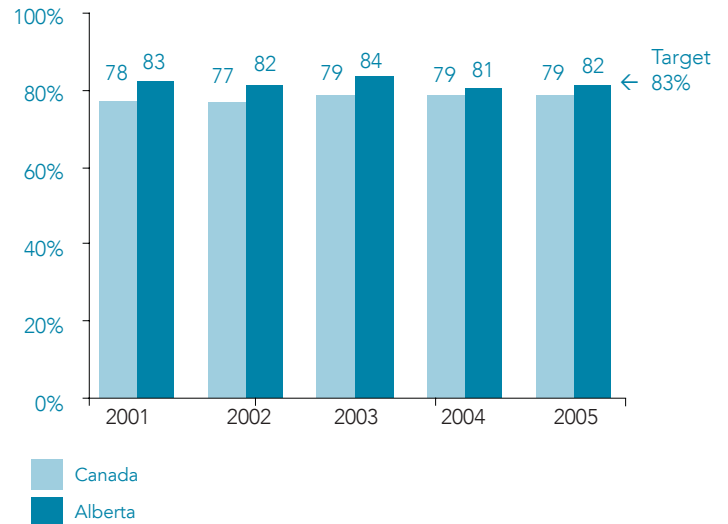
Target

- The target was met (the result is within 5% of the target).

Discussion

- The employment rate was 82% in 2005 for Albertans aged 25-34 whose highest level of education was high school completion. The rate has been similar over time.
- Alberta's employment rates are above the Canadian average, which is directly related to the strength of Alberta's economy.
- In 2005, Alberta also had the highest labour force participation rate (over 72%) and the lowest unemployment rate (under 4.0%) among all provinces.

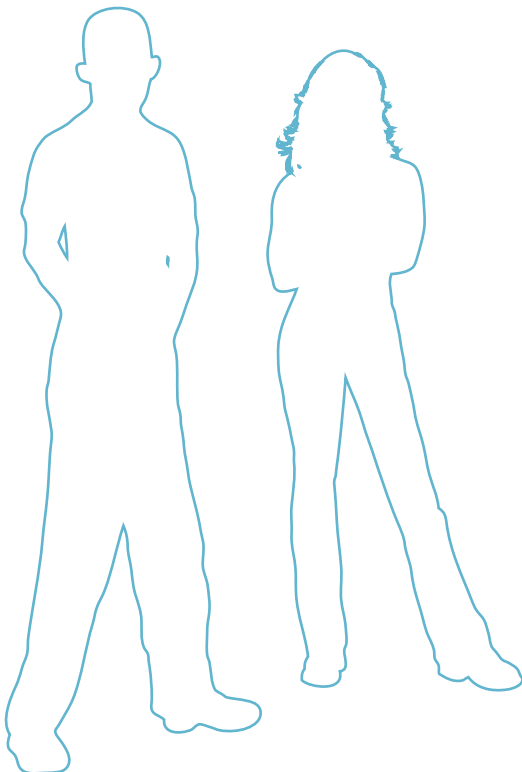
Employment Rate of Albertans Aged 25-34 whose Highest Level of Education is High School Completion



Source: Statistics Canada Labour Force Survey, special tabulation for Alberta Education.

Note

- See Endnote C, Employment Rates of Albertans Aged 25-34, page 74.
- See Endnote B, pages 68-69, for information on assessment of results over time.



Preparation for Employment

(continued)

Replacement Measure

- The employment rate was replaced in the 2006 – 2009 Business Plan with a survey measure: parent, teacher, and public agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

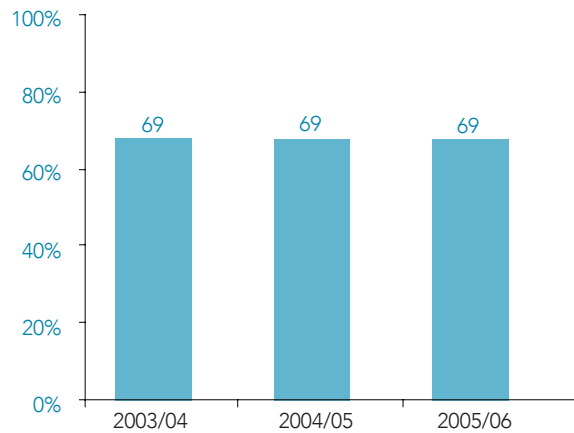
Target

- No target was set for this new measure in 2005/2006 in the 2005 – 2008 Business Plan, as there was insufficient data.

Discussion

- Overall agreement (all respondent groups combined) was stable at 69% in all three years.
- Within each respondent group, results also were stable over time.
- However, agreement levels varied significantly among respondent groups in all three years. Results for parents and teachers were much higher than results for the public.

Percentages of Parents, Teachers, and the Public who Agree that Students are Taught Attitudes and Behaviours that will Make them Successful at Work when they Finish School



| Respondent Group | 2003/04 | 2004/05 | 2005/06 |
|------------------|------------|------------|------------|
| Parents (ECS–12) | 75% | 74% | 76% |
| Teachers | 85% | 86% | 83% |
| Public | 47% | 48% | 48% |
| Overall | 69% | 69% | 69% |

Source: Alberta Education: Compustat Consultants Inc. – 2004, 2005, 2006.

Notes

- The overall agreement rate for each year is the average of agreement rates for each respondent group (parents, teachers, and the public).
- See Endnote A, pages 65-67, for information on surveys conducted for Alberta Education.

Performance Measures (continued)

Preparation for Citizenship

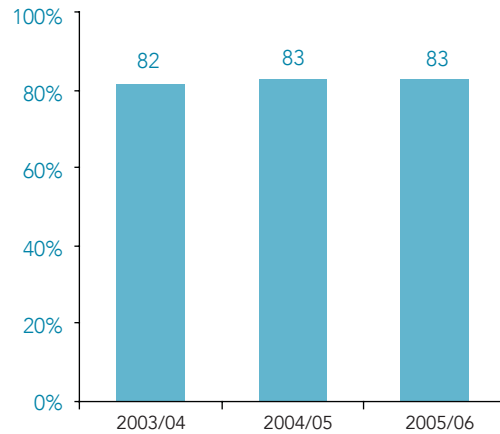
Target

- No target was set for 2005/2006 in the 2005 – 2008 Business Plan, as there was insufficient data.

Discussion

- Overall agreement that students model the characteristics of active citizenship was 83% in 2005/2006, similar to previous years' results.
- Results for each respondent group (high school students, parents, and teachers) were consistent across all three years.
- Teacher agreement levels have been consistently higher than those of parents and high school students.

Percentages of Students, Parents, and Teachers who Agree that Students Model the Characteristics of Active Citizenship

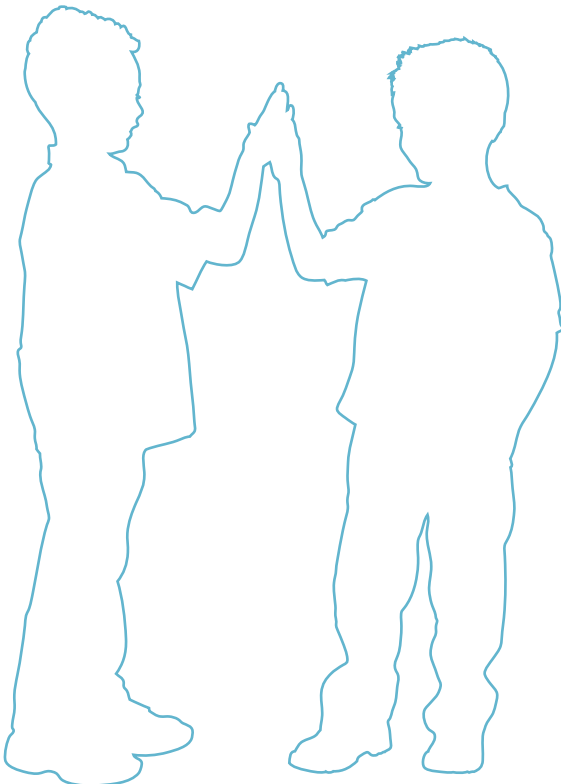


| Respondent Group | 2003/04 | 2004/05 | 2005/06 |
|----------------------|------------|------------|------------|
| High School Students | 76% | 78% | 78% |
| Parents (ECS – 12) | 79% | 81% | 81% |
| Teachers | 90% | 90% | 90% |
| Overall | 82% | 83% | 83% |

Source: Alberta Education: Compustat Consultants Inc. – 2004, 2005, 2006.

Notes

- For all respondent groups, percentages reported are aggregates of agreement levels that:
 - students help each other,
 - students respect each other,
 - students are encouraged to get involved in activities that help people in the community,
 - students are encouraged to try their best, and
 - students follow the rules.
- Overall agreement rates for all three years are the average of agreement rates for each respondent group.
- See Endnote A, pages 65-67, for information on surveys conducted for Alberta Education.



Support the Continuous Improvement of the Ministry and Education System

Spending Highlights

To carry out this core business in 2005/2006, about \$22.9 million, representing less than 0.5% of Ministry expenses, was spent on Ministry Support Services, reflecting responsibilities such as governance, planning, policy development and coordination, information systems, and financial management.

Goal 3: Highly Responsive and Responsible Ministry

What it Means

The Ministry of Education strives to be a highly responsive ministry through effective and efficient policy and planning systems, management of information technology, continuous improvement and accountability systems, open and effective communication services, and financial and administrative support. Being responsive and responsible also means working collaboratively and enhancing effective communication with partners, stakeholders, and Albertans.

Outcomes

- Improved results through effective working relationships with partners and stakeholders.
- The Ministry demonstrates leadership and continuous improvement.

Strategies

- 3.1 Lead and work collaboratively with partners and stakeholders to implement Alberta's International Education Strategy.

Accomplishments

Consulted with stakeholders and developed an Action Plan in support of Alberta's International Education Strategy.

Renewed the Memorandum of Understanding with Spain.

Explored educational initiatives with China.

Expanded teacher exchange programs and piloted the program with Switzerland and Québec.

Revised the international student exchange program to better meet Alberta students' needs.

Strategies

- 3.2 Work with intergovernmental partners, such as the Western and Northern Canadian Protocol, to further develop Alberta's unique cooperative arrangements and to further strengthen Alberta's leadership in pan-Canadian initiatives through the Council of Ministers of Education, Canada.
- 3.3 Co-champion both the Leading in Learning and Skilled Workforce Initiative and the Alberta Children and Youth Initiative and support other cross-ministry policy initiatives, and cross-ministry administrative initiatives.

Accomplishments (continued)

Revised the Western and Northern Canadian Protocol K – 12 Mathematics Common Curriculum Framework.

Supported Memoranda of Understanding with the following four countries for international language advisors: Spain, China, Germany, and Japan.

Continued leadership on key pan-Canadian initiatives of the Council of Ministers of Education, Canada (CMEC), including:

- development of the new pan-Canadian Assessment Program, and
- development of a potential pan-Canadian e-learning portal.

Participated on the Registrars' Working Group Steering Committee related to teacher mobility.

Completed partnership agreements with British Columbia.

In support of the Leading in Learning and Skilled Workforce Initiative:

- co-chaired a coordinating committee with Advanced Education, and
- coordinated reporting on the initiative, including a final report of all accomplishments, targets and results.

In support of the Alberta Children and Youth Initiative:

- conducted an evaluation of the implementation of the Aboriginal Youth Suicide Prevention Strategy pilot,
- completed a formative evaluation and developed a plan for a summative evaluation of the process and outcomes for the Children and Youth with Complex Needs Initiative, and
- completed the development of the Student Health Outcomes Accountability Framework, and developed and piloted satisfaction survey instruments for parents, partners, and service providers.

As part of the Aboriginal Policy Initiative:

- with cross-ministry partners, expanded the sample of Aboriginal Albertans living off reserve Labour Force Survey for the third year
- reported the high school completion rate of Aboriginal Albertans aged 25-34 in the Government of Alberta Annual Report. This rate is stable at 76%.

Strategies

- 3.4 Work with stakeholders to support the implementation of approved recommendations from the Minister's Forum on School Councils Final Report.
- 3.5 Work collaboratively with stakeholders to align and improve the accountability framework for the K – 12 education system that assigns responsibility, reports results, and manages performance.
- 3.6 Provide Albertans with timely, accurate, and relevant information about the education system.
- 3.7 Improve the data collection and integration of administrative information systems.

Accomplishments (continued)

Supported the Alberta Home and School Councils' Association to provide school council training and to revise the *School Councils Resource Manual*.

Held seven consultations across the province to obtain stakeholder feedback to inform revisions to the School Councils Regulation.

Introduced the Accountability Pillar evaluation methodology to school jurisdictions. This methodology was developed in consultation with stakeholders to assess school jurisdiction achievement and improvement on a common set of performance measures.

Provided all Accountability Pillar results to school jurisdictions online.

Developed a one-page reporting format for jurisdictions to report their Accountability Pillar results and evaluation publicly.

Implemented content management and website design to improve access to information.

Developed a diploma examination participation rate measure for the set of measures in the Accountability Pillar to complement diploma exam results.

For the first time, posted multi-year provincial and school jurisdiction high school to post-secondary transition rates and Rutherford Scholarship eligibility rates on the Ministry website.

Consulted with school jurisdictions to improve the collection and integration of student information.

Completed full implementation of the Funding Events System which processes student and course data submitted by school authorities into funding information for payment to school authorities.

Completed implementation of electronic submissions from Alberta Faculties of Education for graduates recommended for Interim Teaching Certificates.



Performance Highlights

Education system results for 2005/2006 for Goal 3 are highlighted below and discussed on the pages that follow. These results are cumulative and reflect years of investment of resources and effort.

Targets

- ✓ Target Met
- ✓+ Target Exceeded
- × Target not met
- n/a No target set for 2005/06 (insufficient data or new measure for 2006-2009)

Results over time

- ↑ Improved performance
- ~ No change in performance
- ↓ Performance decline

| Outcomes | Performance Measures | 2005/06 Targets | Results |
|--|--|-----------------|--------------------|
| Improved results through effective working relationships with partners and stakeholders. | Satisfaction of cross-ministry partners and education system stakeholders that Alberta Education staff are collaborative | 84% ✓+ | 89% ↑ ¹ |
| | Satisfaction of cross-ministry partners and education system stakeholders that Alberta Education staff are responsive and flexible | 83% ✓+ | 88% ↑ ¹ |
| | Parent, teacher, student, and school board member satisfaction that their input is considered, respected, and valued by the school, jurisdiction, and province | n/a | 61% ~ ¹ |
| | Parent, teacher, and school board satisfaction with parental involvement in decisions about their child's education | n/a | 85% ~ ¹ |
| The Ministry demonstrates leadership and continuous improvement. | Parent, teacher, stakeholder, and school board member satisfaction that the leadership at the provincial level effectively supports and facilitates teaching and learning | n/a | 61% ~ ¹ |
| | Parent, teacher, stakeholder, and school board member satisfaction that leadership at the school, jurisdiction, and provincial levels effectively supports and facilitates teaching and learning | n/a | 70% ~ ¹ |
| | Teacher, parent, and school board member perceptions that the Alberta K – 12 system has improved or stayed the same in the last three years | n/a | 72% ↑ ¹ |

¹ The confidence interval is considered in assessing change over time on survey measures.

Notes

- See Endnotes A and B for detailed information on assessing change over time and target achievement.
- A methodology to evaluate achievement and improvement on education system measures is under development.

Performance Measures

Working Relationships

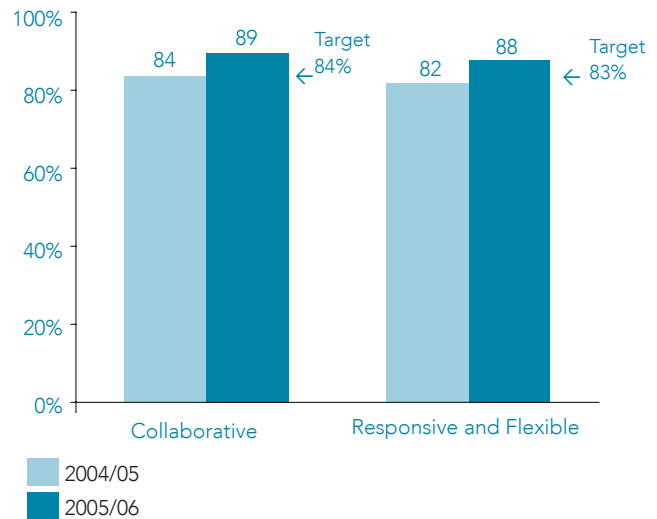
Target

- The targets for both collaborative and responsive/flexible were exceeded.

Discussion

- In 2005/2006, partner and stakeholder agreement that Alberta Education staff are collaborative was 89% and their agreement that Alberta Education staff are responsive and flexible was 88%.
- Both results increased since 2004/2005. The new Ministry of Education put considerable effort into establishing relationships with school boards during 2005/2006. This may have influenced results.
- There is a likelihood of greater variability in results from year to year for this measure than for other survey measures because of the small sample sizes.

Percentages of Cross-Ministry Partners and Education System Stakeholders Satisfied that Alberta Education Staff are Collaborative, Responsive, and Flexible



Source: Alberta Education: Hargroup Management Consultants Inc. – 2005, 2006.

Notes

- For the purpose of these surveys, partners are representatives of other ministries that are involved in Cross-Ministry Initiatives with Alberta Education, and stakeholders are representatives of K – 12 education organizations, such as the Alberta School Boards Association.
- See Endnote A, pages 65-67, for information on surveys conducted for Alberta Education.

Performance Measures (continued)

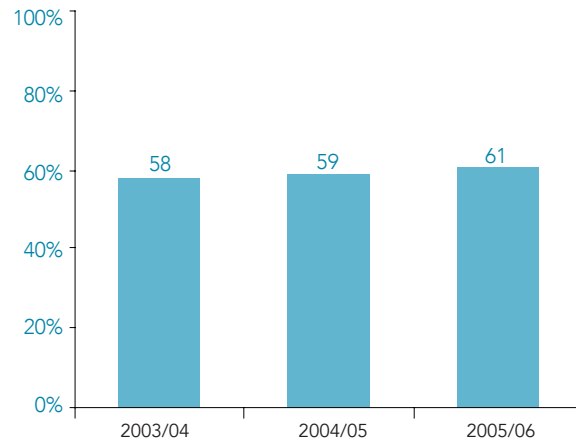
Working Relationships

(continued)

New Measure

- A replacement measure for partner and stakeholder satisfaction was introduced in Alberta Education's 2006 – 2009 Business Plan. As such, no target was set for 2005/2006.
- This new measure asks high school students, parents, teachers, school board members, and the public a specific set of questions to assess working relationships in greater depth and at various levels.
- In 2005/2006, overall satisfaction was 61%, similar to results in previous years.
- Satisfaction varied among respondent groups, with public satisfaction consistently lower than results for other respondent groups.
- Satisfaction over time increased for school board members and was fairly stable for other groups.

Percentages of Students, Parents, Teachers, School Board Members, and the Public Satisfied that their Input is Considered, Respected, and Valued by the School, Jurisdiction, and Province (new)

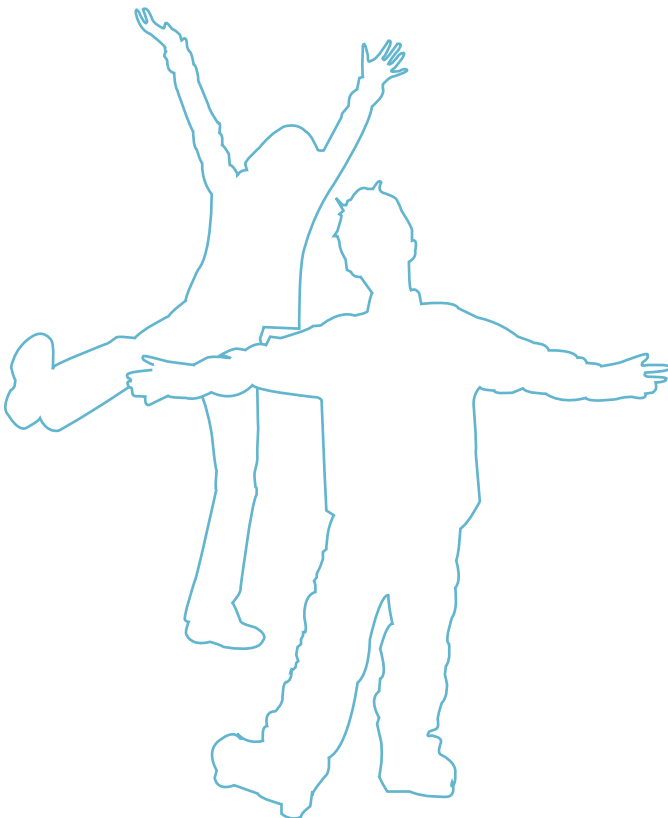


| Respondent Group | 2003/04 | 2004/05 | 2005/06 |
|----------------------|------------|------------|------------|
| High School Students | 68% | 73% | 68% |
| Parents (ECS – 12) | 60% | 56% | 58% |
| Teachers | 56% | 56% | 60% |
| School Board Members | 62% | 67% | 72% |
| Public | 46% | 44% | 45% |
| Overall | 58% | 59% | 61% |

Source: Alberta Education: Compustat Consultants Inc. – 2004, 2005, 2006.

Notes

- Students were asked about their satisfaction that their input into decisions at their school is being considered.
- School board members were asked about their satisfaction that their input into the education of students is being considered by Alberta Education.
- For parents and the public, percentages reported are aggregates of satisfaction that:
 - their input into decisions at school is being considered, and
 - their input into the education of students is considered both by the school board and by Alberta Education.
- For teachers, percentages reported are aggregates of satisfaction that their input into the education of students is considered by the school, the school board, and Alberta Education.
- Overall satisfaction rates are the average of satisfaction rates for each respondent group.
- In 2003/2004, "school board members" included elected trustees and superintendents, while in 2004/2005 and 2005/2006, only trustees were included.
- See Endnote A, pages 65-67, for information on surveys conducted for Alberta Education.



Parental Involvement

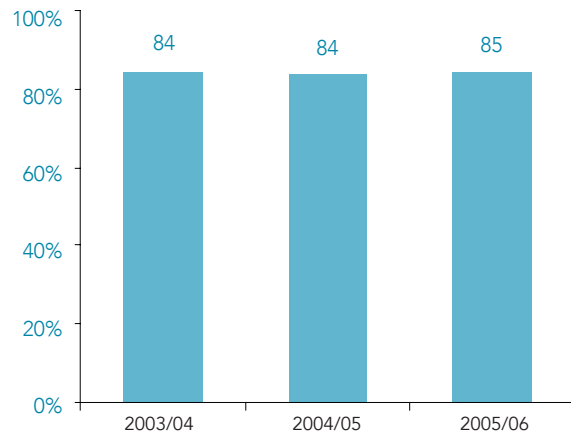
Target

- No target was set for 2005/2006 in the 2005 – 2008 Business Plan, as there was insufficient data.

Discussion

- Overall satisfaction for all respondent groups was 85% in 2005/2006, similar to results in previous years.
- In all three years, satisfaction was lower among parents than among teachers and school board members.
- This is the last year to report these results, as the measure has been replaced in Alberta Education's 2006 – 2009 Business Plan with "parent, teacher, student, and board member satisfaction that their input is considered, respected, and valued by the school, jurisdiction, and the province." Results for this new measure are presented on the previous page.

Percentages of Parents, Teachers, and School Board Members Satisfied with Parental Involvement in Decisions about their Child's Education



| Respondent Group | 2003/04 | 2004/05 | 2005/06 |
|----------------------|------------|------------|------------|
| Parents (ECS – 12) | 77% | 77% | 76% |
| Teachers | 88% | 86% | 88% |
| School Board Members | 87% | 88% | 89% |
| Overall | 84% | 84% | 85% |

Source: Alberta Education: Compustat Consultants Inc. – 2004, 2005, 2006.

Notes

- For all respondent groups, percentages reported are aggregates of:
 - satisfaction with the opportunity for parental involvement in decisions about their child's education,
 - satisfaction with the opportunity for parental involvement in decisions at their child's school,
 - satisfaction that input into decisions at their child's school is considered,
 - the percentage of respondents who reported that parents are involved "A Lot" or "Some" with decisions about their child's education, and
 - the percentage of respondents who reported that parents are involved "A Lot" or "Some" in decisions at their child's school.
- Overall satisfaction rates are the average of satisfaction rates for each respondent group.
- In 2003/2004, "school board members" included elected trustees and superintendents, while in 2004/2005 and 2005/2006, only trustees were included.
- See Endnote A, pages 65-67, for information on surveys conducted for Alberta Education.

Performance Measures (continued)

Provincial Leadership

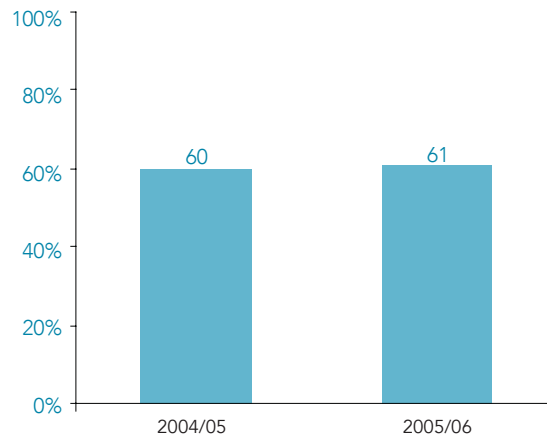
Target

- No target was set for 2005/2006 in the 2005 – 2008 Business Plan, as there was insufficient data.

Discussion

- Overall satisfaction (stakeholders, parents, teachers, and school board members) with leadership at the provincial level in 2005/2006 was 61%, similar to results in the previous year.
- Results for parents and teachers increased significantly in 2005/2006. The Ministry's continued funding of the Class Size Initiative, which has reduced class sizes, may have influenced these results.

Percentages of Parents, Teachers, Stakeholders, and School Board Members who are Satisfied that Leadership at the Provincial Level Effectively Supports and Facilitates Teaching and Learning



| Respondent Group | 2004/05 | 2005/06 |
|----------------------|------------|------------|
| Stakeholders | 78% | 64% |
| Parents (ECS – 12) | 55% | 63% |
| Teachers | 33% | 44% |
| School Board Members | 73% | 75% |
| Overall | 60% | 61% |

Sources: Alberta Education: Compustat Consultants Inc. 2005 and 2006 for parent, teacher and school board member results. Hargroup Management Consultants Inc.: 2005 and 2006 for stakeholder results.

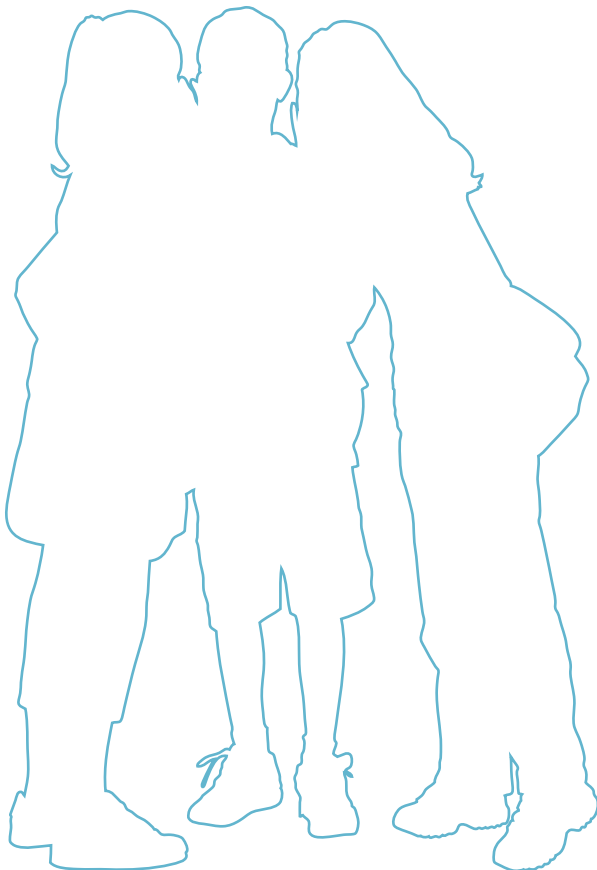
Notes

- The overall result is the average of the rates for each respondent group.
- Although percentages presented are rounded to whole numbers, all averages are calculated from unrounded numbers.
- See Endnote A, pages 65-67, for information on surveys conducted for Alberta Education.

Leadership (continued)

Expanded Measure

- The leadership measure was expanded in the 2006 – 2009 Business Plan to include satisfaction with leadership at the school and jurisdiction levels as well as at the provincial level.
- Overall satisfaction (all respondent groups and at all levels) in 2005/2006 was 70%, similar to results the previous year.
- Satisfaction was highest among parents and school board members in 2005/2006.



Percentages of Parents, Teachers, Stakeholders, and School Board Members who are Satisfied that Leadership at the School, Jurisdiction, and Provincial Levels Effectively Supports and Facilitates Teaching and Learning

| Respondent Group | 2003/04 | 2004/05 | 2005/06 |
|---|------------|------------|------------|
| At the School Level | | | |
| Parents (ECS – 12) | 85% | 85% | 86% |
| Teachers | 88% | 87% | 87% |
| Overall - School | 86% | 86% | 86% |
| At the Jurisdiction Level | | | |
| Parents (ECS – 12) | — | — | 75% |
| Teachers | 72% | 72% | 74% |
| Overall - Jurisdiction | 72% | 72% | 75% |
| At the Provincial Level | | | |
| Stakeholders | — | 78% | 64% |
| Parents (ECS – 12) | — | 55% | 63% |
| Teachers | — | 33% | 44% |
| School Board Members | — | 73% | 75% |
| Overall - Provincial | — | 60% | 61% |
| At All Levels (School, Jurisdiction, Provincial) | | | |
| Stakeholders | — | 78% | 64% |
| Parents (ECS – 12) | 85% | 70% | 75% |
| Teachers | 80% | 64% | 68% |
| School Board Members | — | 73% | 75% |
| Overall - All Levels | — | 71% | 70% |

Sources: Alberta Education: Compustat Consultants Inc. 2004, 2005, 2006 for parent, teacher and school board member results, and Hargroup Management Consultants Inc. 2005, 2006 for stakeholder results.

Notes

- For satisfaction at each level (school, jurisdiction, provincial), the overall result is the average of the rates for each respondent group.
- “—” indicates that data are not available (i.e., question was not asked of this respondent group for this year).
- Although percentages shown are rounded to whole numbers, all averages were calculated from unrounded numbers.
- See Endnote A, pages 65-67, for information on surveys conducted for Alberta Education.

Performance Measures (continued)

K – 12 System Improvement

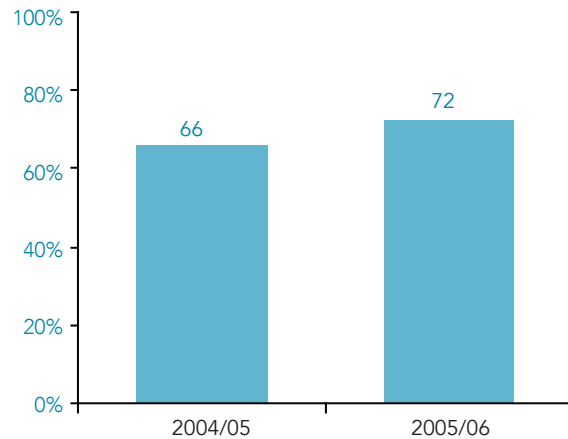
Target

- No target was set for 2005/2006 in the 2005 – 2008 Business Plan, as there was insufficient data.

Discussion

- Overall in 2005/2006, 72% of respondents (across all groups) indicated that Alberta's education system had improved or stayed the same. This is a significant increase over the previous year's result.
- Results were higher among school board members than for parents and teachers in both years, while results for teachers increased significantly in 2005/2006. The Ministry's continued investment in reducing class sizes may have influenced teacher perceptions.
- Compared to school board members, in both years substantially more parents and teachers surveyed answered "Don't Know" or "Not Applicable," or did not respond. In 2005/2006, 15% of parents and 10% of teachers gave one of these answers, compared to 4% of school board members.
- When asked a similar question focused on education in their own school (parents and teachers) or jurisdiction (school board members), rather than about the education system in general, opinions were more positive overall at 77%, as well as for each respondent group.

Percentages of Parents, Teachers, and School Board Members Indicating that the Alberta K – 12 Education System has Improved or Stayed the Same in the Last Three Years



| Respondent Group | 2004/05 | 2005/06 |
|----------------------|------------|------------|
| Parents (ECS – 12) | 63% | 66% |
| Teachers | 55% | 66% |
| School Board Members | 81% | 85% |
| Overall | 66% | 72% |

Source: Alberta Education: Compustat Consultants Inc. – 2005, 2006.

Notes

- The overall satisfaction rate is the average of satisfaction rates for each respondent group.
- See Endnote A, pages 65-67, for information on surveys conducted for Alberta Education.
- See Endnote B, pages 68-69, for information on assessment of results over time.

Financial Results and Performance

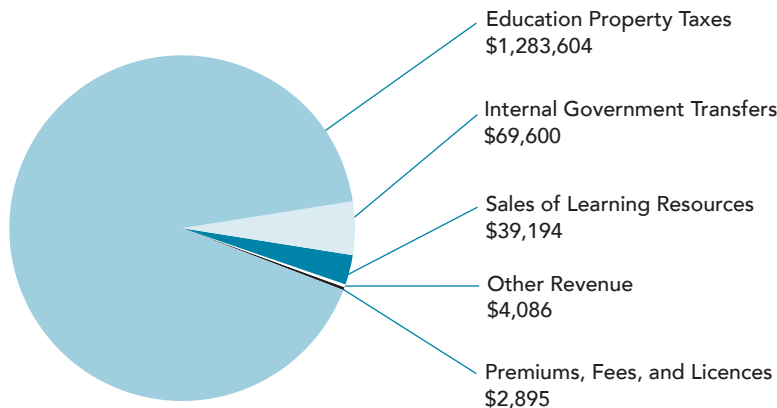
Overview

The Ministry of Education financial statements represent the operating results and financial position of both the Department of Education and the Alberta School Foundation Fund for the year ended March 31, 2006. The Financial Statements can be found on pages 76-132.

Effective April 1, 2005, the responsibility for operations and maintenance funding to school jurisdictions was transferred from Alberta Infrastructure and Transportation to the Ministry of Education. The comparative figures for March 31, 2005 have been restated as if the Ministry had been assigned its current responsibilities in the past. Note 3 of the Ministry consolidated financial statements provides further information on this program transfer.

2005/2006 Revenues by Source

(in thousands)



Total revenue for the Ministry increased \$54 million compared to 2004/2005, attributable primarily to increases of \$37 million in education property taxes and \$13.1 million in sales of learning resources. The increase in education property taxes is due to increasing property values, partially offset by a 5% reduction in the education property tax rate. The increase in the sales of learning resources is due to a higher volume in sales to British Columbia school jurisdictions and a moderate increase in sales to Alberta school jurisdictions.

Expenses by Function (in thousands)

The following table details the distribution of total Ministry expenses by function.

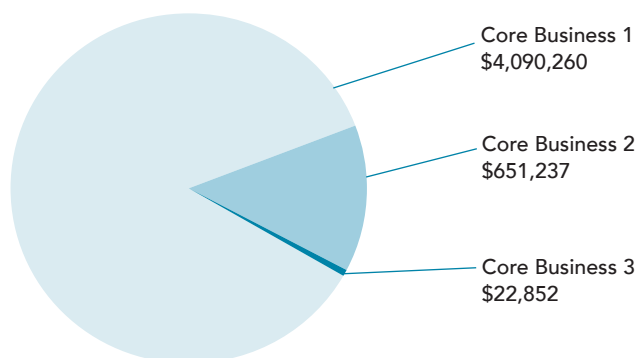
| | 2005/06 Budget | 2005/06 Actuals | 2004/05 Actuals |
|-------------------------------|---------------------|---------------------|---------------------|
| Education | \$ 4,660,976 | \$ 4,760,176 | \$ 4,388,223 |
| Debt Servicing Costs | 4,100 | 4,173 | 2,827 |
| Total Ministry Expense | \$ 4,665,076 | \$ 4,764,349 | \$ 4,391,050 |

Expenses by Core Business (in thousands)

The following table and chart set out the distribution of total Ministry expenses by Core Business.

| | 2005/06 Budget | 2005/06 Actuals | 2004/05 Actuals |
|--|---------------------|---------------------|---------------------|
| Core Business 1: Support High Quality Learning Opportunities in the Education System | \$ 3,981,293 | \$ 4,090,260 | \$ 3,770,332 |
| Core Business 2: Support Learners to Achieve Excellent Learning Outcomes | 662,015 | 651,237 | 603,495 |
| Core Business 3: Support the Continuous Improvement of the Ministry and Education System | 21,768 | 22,852 | 17,223 |
| Total Ministry Expense | \$ 4,665,076 | \$ 4,764,349 | \$ 4,391,050 |

2005/2006 Expenses by Core Business (in thousands)



Core Business 1 – Support High Quality Learning Opportunities in the Education System

Programs associated with this core business include operating support to school authorities, teachers' pensions, the small class size initiative, and other basic education programs. Operating support now includes funding for operations and maintenance of school facilities, which was transferred from Alberta Infrastructure and Transportation effective April 1, 2005. Effective September 8, 2005 school facilities infrastructure funding became a shared responsibility of Alberta Education and Alberta Infrastructure and Transportation. Effective April 1, 2006, school facilities infrastructure funding became the sole responsibility of Alberta Education.

Comparison of 2005/2006 Actual Expenses to Original Budget

Funding for this core business was \$109 million higher than budget. This was primarily the result of three variances:

- A \$42 million increase for purchases of new classroom portables, the relocation of existing portables, and new school construction projects;
- A \$30 million increase for additional school facility operations and maintenance funding; and
- A \$15 million increase to accommodate the growing number of children with special needs in Alberta's private and public schools.

In addition, the cost of sales and expenses associated with increased sales of learning resources exceeded the budget by almost \$6 million and the Ministry's share of the teachers' unfunded pension liability exceeded the budget by \$5 million as a result of an actuarial extrapolation.

Comparison of 2005/2006 Actual Expenses to 2004/2005 Actual Expenses

Funding for this core business increased \$320 million over 2004/2005. The increase of \$193 million in operating support to school jurisdictions was due to the following:

- An increase of 2.5% to the base instruction grant rate;
- An increase of \$42 million in capital funding to school jurisdictions for the purchase of new classroom portables, the relocation of existing portables, and new school construction projects;
- An increase of \$30 million to support school operations and maintenance;
- An increase of \$6 million to support new curriculum development for social studies; and
- An additional \$6 million in one-time small class size funding to assist school boards with the implementation of the second year of the initiative.

Other variances in this core business included:

- An increase of \$55 million in small class size funding. For the 2004/2005 fiscal year, expenses covered only seven months of the 2004/2005 school year (September 2004 to March 2005) as the initiative was implemented at the beginning of the school year. The 2005/2006 fiscal year expenses covered a full school year, which included the balance of the 2004/2005 school year (April 2005 to August 2005) and seven months of the 2005/2006 school year (September 2005 to March 2006). In 2005/2006 small class size funding provided support to hire an additional 450 teachers, as well as support to maintain the 1,250 teachers hired the previous year to reduce class sizes;
- An increase of \$35 million in the Ministry's share of teachers' pension funding. This increase was due primarily to the hiring of more teachers, pay rate increases, and higher teachers' contribution rates, resulting in an increase of \$25 million in current service contributions and an increase of \$19 million in past service contributions. This was partially offset by a \$9 million reduction in the pension valuation due to a change in accounting policy;
- An increase of almost \$13 million in the expenses associated with sales of learning resources;

- An increase of \$12 million in funding to accredited private schools. This increase was due primarily to enrollment growth, grant rate increases, and increased funding for students with severe disabilities; and
- An increase of \$6 million in Program Delivery costs due primarily to the release of conditional grants and increased costs associated with the development and support of the K – 12 Program of Studies.

Core Business 2 – Support Learners to Achieve Excellent Learning Outcomes

This core business consists of supports for students. This funding, included in the operating support for school jurisdictions, provides support for items such as transportation, severe disability programs, school food services, and English as a Second Language programs. Other provincial initiatives, such as the Alberta Initiative for School Improvement (AISI), High Speed Networking, Student Health Services, and grants for learning and teaching resources, also support learners in achieving excellent learning outcomes.

Comparison of 2005/2006 Actual Expenses to Original Budget

Funding for Core Business 2 was under budget by \$11 million. This is the result of an overestimation of \$5 million to accommodate the growing number of students requiring English as a Second Language programs and \$9 million for other programs, offset by several small over-expenditures in other services (i.e., Transportation, High Speed Networking, and Student Health).

Comparison of 2005/2006 Actual Expenses to 2004/2005 Actual Expenses

Expenses associated with Core Business 2 increased by \$48 million when compared to 2004/2005 expenses, primarily due to:

- An increase of \$23 million for students with severe disabilities, which provided school boards with a 4% increase to the grant rate and a 4% increase in the number of students served;
- An increase of \$17 million in student transportation funding to provide school boards with a 3% grant rate increase and additional contingency funding for unexpected fuel cost pressures;
- An increase of \$5 million to support the growing number of students requiring English as a Second Language programs; and
- An increase of approximately \$13 million for provincial initiatives, such as the Alberta Initiative for School Improvement (AISI), High Speed Networking, and Student Health Services.

These increases were offset by the discontinuation of \$12 million in one-time funding provided in the previous year to school jurisdictions and private schools for classroom resources.

Core Business 3 – Support the Continuous Improvement of the Ministry and Education System

Ministry Support Services represents the provision of services focusing on Ministry-wide operations that facilitate integration and accountability across all divisions and the learning system. This core business represents about one-half of one percent of the Ministry's expenses.

Spending on Ministry Support Services exceeded budget by less than 5%. Compared to the previous year, spending increased by about \$5 million in 2005/2006. This variance was largely due to increased support for new program initiatives to enhance technology in schools, such as Provincial Microsoft licensing, Student Transcript information systems, and other resources that advance classroom learning opportunities. The increase also includes additional costs associated with the split of the former Ministry of Learning into the Ministries of Education and Advanced Education.

Endnote A: Notes on Surveys

Public/Client Surveys

Alberta Education regularly commissions telephone surveys of random samples of the Alberta public and key client groups. The purpose of these surveys is to obtain perceptions of how the basic education system is performing in meeting learners' and society's needs and expectations. Professional survey research firms are contracted to conduct the surveys, using trained interviewers and the Computer-Assisted Telephone Interviewing (CATI) system. Survey results are compiled by the survey research firms and provided to the Ministry. Surveys of the public and of parents, high school students, teachers, and school board members are conducted annually. The employer survey is conducted every second year.

The following table provides sampling information about the surveys of Albertans conducted for the Ministry in recent years that are reported in this 2005/2006 Annual Report. The information includes the respondent groups surveyed, sample sizes, and the confidence intervals for results from each survey. Results are considered accurate within the confidence interval 19 times out of 20 (i.e., at a confidence level of 95%). Sampling variation can account for observed differences in results from year to year. See discussion on the use of confidence intervals for interpreting survey results on page 67.

Alberta Education Public/Client Surveys: Sample Sizes and Confidence Intervals

| Survey | | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 |
|---|---------------------|---------|---------|---------|---------|---------|
| Public ¹ | Sample | 1,171 | 2,012 | 2,003 | 3,000 | 3,000 |
| | Confidence interval | +/-2.9% | +/-2.2% | +/-2.2% | +/-1.8% | +/-1.8% |
| Parents ² | Sample | 800 | 818 | 800 | 800 | 800 |
| | Confidence interval | +/-3.5% | +/-3.5% | +/-3.5% | +/-3.5% | +/-3.5% |
| High School Students (Grades 10 – 12) ² | Sample | 800 | 800 | 800 | 800 | 800 |
| | Confidence interval | +/-3.5% | +/-3.5% | +/-3.5% | +/-3.5% | +/-3.5% |
| Teachers ³ | Sample | — | — | 801 | 806 | 800 |
| | Confidence interval | — | — | +/-3.5% | +/-3.5% | +/-3.5% |
| School Board Members ^{3,4} | Sample | — | — | 487 | 350 | 350 |
| | Confidence interval | — | — | +/-2.2% | +/-3.2% | +/-3.2% |
| Employers | Sample | 2,003 | — | 2,000 | — | 2,200 |
| | Confidence interval | +/-2.2% | — | +/-2.2% | — | +/-2.0% |

Notes

- ¹ The sample size for the general public was smaller in 2001/2002 because of the teachers' labour action. Starting in 2004/2005, the public survey sample size was increased from about 2,000 a year to 3,000 to generate more reliable data (i.e., with smaller confidence intervals) for subgroups of respondents.
- ² Although parents and high school students have been surveyed for several years, use of results from these surveys for performance measures reporting began with the 2003/2004 results.
- ³ The surveys of teachers and school board members began in 2003/2004. In that first year, "School Board Members" included school board trustees and superintendents, while in 2004/2005 and 2005/2006, only trustees were surveyed.
- ⁴ Confidence intervals for these samples take into account the small populations from which the samples are selected (i.e., 646 school board trustees and superintendents in 2003/2004, 560 school board trustees in 2004/2005, and 561 school board trustees in 2005/2006).

The survey instruments for these surveys use four-point response scales (Very satisfied, Satisfied, Dissatisfied, Very dissatisfied, or Strongly agree, Agree, Disagree, Strongly disagree), depending on the question. Although not asked, Don't know responses and refusals are recorded as well.

Results presented are the combined percentages of respondents who were very satisfied, satisfied, or who strongly agreed, agreed. The survey results are available online at <http://www.education.gov.ab.ca/pubstats/research.asp>.

Surveys of Partners and Stakeholders

Alberta Education commissioned a telephone survey of its partners and stakeholders in 2004/2005 and 2005/2006. For the purpose of these surveys, partners are representatives of other Alberta government ministries that have worked with Alberta Education on specific projects during the last 12 months, and stakeholders are representatives of K – 12 education system stakeholder organizations (e.g., Alberta School Boards Association, the College of Alberta School Superintendents, and the Alberta Home and School Councils' Association). Some of these organizations are specifically established by legislation, and all have as their mandate a broad and dedicated interest in the K – 12 education system. Stakeholder selection identifies individuals in senior positions in their organizations who have a broad understanding of the learning system and are in the best position to provide meaningful responses. Samples include representatives of the largest school jurisdictions in the province because of their impact on significant numbers of students.

These surveys use judgment sampling (a type of non-probability sampling method, for which confidence intervals are not applicable) and are conducted with partner and stakeholder representatives to obtain

perceptions about their working relationships with Alberta Education staff. The partner and stakeholder surveys capture all major projects in which partners in other ministries worked with Alberta Education staff and all major stakeholder organizations that have an ongoing relationship with the Ministry. Respondents are selected with extensive input from senior Ministry staff who have the greatest contact with senior staff in partner and stakeholder organizations. The table below indicates the number of partner and stakeholder representatives that were surveyed in 2004/2005 and 2005/2006.

| Year | Partners | Stakeholders | Total |
|-----------|----------|--------------|-------|
| 2004/2005 | 38 | 23 | 61 |
| 2005/2006 | 44 | 22 | 66 |

These surveys use four-point response scales (e.g., Strongly agree, Agree, Disagree, Strongly disagree). Results shown are the percentages of all respondents (both partner and stakeholder representatives) who Strongly agreed or Agreed to the survey questions (i.e., the weighted average).

The small samples for these surveys contribute to variation in survey results from year to year. To illustrate the effect of sample size, each respondent in a survey sample of 100 accounts for one percent (1.0%) of the overall result, whereas each respondent in a survey of 1,000 respondents accounts for only one-tenth of one percent (0.1%) of the overall result.

Use of Confidence Intervals for Interpreting Survey Results

When a result is obtained by surveying a random sample of the target population (e.g., the public, parents, teachers), there is a confidence interval associated with the result, which is expressed as a percentage above and below the obtained result. A confidence interval indicates how much variation one might expect from the obtained survey result, as a consequence of sampling and diversity among respondents. Differences in survey results over time or among respondent groups on the same survey question are reported at the “.05 level of confidence” (i.e., the same results would be obtained in repeated surveys 19 times out of 20).

In Alberta Education’s Annual Report, confidence intervals are used to determine:

- whether differences in survey results over time are likely the result of sampling variations, or represent actual change; and
- whether differences among respondent groups to the same question are likely the result of sampling variations or represent actual differences.

When comparing results of survey questions over time or among respondent groups, there is an actual difference between two survey results, 19 times out of 20, if there is no overlap between the confidence intervals of the two observed values. When this is the case, it is acknowledged in the related text that there is an increase, change, or significant difference in survey results over time or among groups. When the confidence intervals of the two observed values do overlap, the observed difference will be due to sampling variation 19 times out of 20, and we cannot conclude that the difference is real (i.e., “significant”). In such cases, the related text indicates that results are similar or stable over time or among groups.

The following hypothetical examples illustrate:

a) two survey results where the confidence intervals overlap and, consequently, it is concluded that there is no real difference between the two survey results, and

b) two survey results where the confidence intervals do not overlap and, consequently, it is concluded that there is a real difference between the two survey results.

Specifically, where two survey results are 76% and 80%, both with a confidence interval of 2.5%, then the upper limit of the confidence interval for the “76%” result is 78.5%, and the lower limit of the confidence interval of the “80%” result is 77.5%. Since the confidence intervals “overlap”, it cannot be concluded that there is a real difference between the two survey results, as the observed difference could be due to sampling variation.

On the other hand, if the two survey results are 74% and 80%, and the confidence interval is 2.5%, the upper limit of the confidence interval for the “74%” result is 76.5%, and the lower limit of the confidence interval of the “80%” result is 77.5%. Since the confidence intervals “do not overlap,” it can be concluded that there is a real difference between the two survey results, as sampling variation alone does not account for the observed difference. In such cases, the related text indicates that there is a significant difference over time (i.e., an increase or decrease) or between groups.

Endnote B: Technical Note on Targets and Trend Lines

Assessing Results Over Time

The change in results over time (i.e., the trend from the base year to the current year) is assessed in the discussion of each performance measure that has more than one year of results. The magnitude of change that is considered significant depends on the inherent variability of historical results for each specific measure. Where the difference in results over time is very small, such as for high school completion of Albertans 25-34 (page 45), the assessment is qualified by referring to the change as “slight.” For measures based on random sampling survey methods, the change over time must be greater than can be expected from sampling variation alone, from about 2 to 3.5 percentage points for most survey measures in this report, depending on sample size (see table on page 65). Changes in results for the survey measures are considered slight when the result is 1-2 percentage points above or below the confidence interval. A detailed discussion of the use of confidence intervals in assessing differences in survey results over time appears in Endnote A (previous page). A detailed discussion of the use of trend lines in assessing results over time is provided below.

Assessing Targets

Performance targets set expectations for results and are the basis for planning improvements and assessing results. They are an important way to gauge whether the organization is improving or falling behind in obtaining desired results in key areas. Targets clearly establish desired levels of performance to be attained by a certain time. Targets are quantifiable and expressed in numerical terms, such as percentages or ratios. They are used as a key tool to drive, measure, improve, and control performance.

The Ministry of Education sets targets in its business plan for performance measures for which sufficient historical data are available. At least two years of

results are considered in establishing targets so that trends over time are taken into account. At the time the business plan was prepared, only one year of data was available for some measures, so targets were not set for those performance measures.

Performance on a measure is considered to have met the target if the result is at or above 95% of the target value, i.e., if the result is within 5% of the target value. For example, if the result is 77% on a measure with a target of 80%, then the target was met, since the performance (77%) represents 96.3% of the target. As another example, if the result on the same measure is 75%, then the target was not met, since 75% represents only 93.8% of the target. Similarly, if the result is more than 5% above the target value (greater than 105% of the target), then the result has exceeded the target. In the instance of a target of 80%, a result above 84% would exceed the target.

This method of assessing performance represents a high level of achievement in relation to the target, i.e., clearing a hurdle. The 95% rule acknowledges the variability in data as well as the complexities of the learning system. In such an environment, targets are general objectives rather than specific values, and achieving 95% of the target value indicates results are “in the ball park.”

The 95% rule is not used to assess achievement of targets for provincial achievement tests, which are administered to students in Grades 3, 6, and 9. The rule does not apply as those results are the minimum possible and under-represent the true results for the population had all students in Grades 3, 6, and 9 taken the test. Instead, as a difference of four-tenths of a percentage point (0.4%) is considered significant for these results, targets are considered met if the result is within four-tenths of a percentage point (0.4%) of the target.

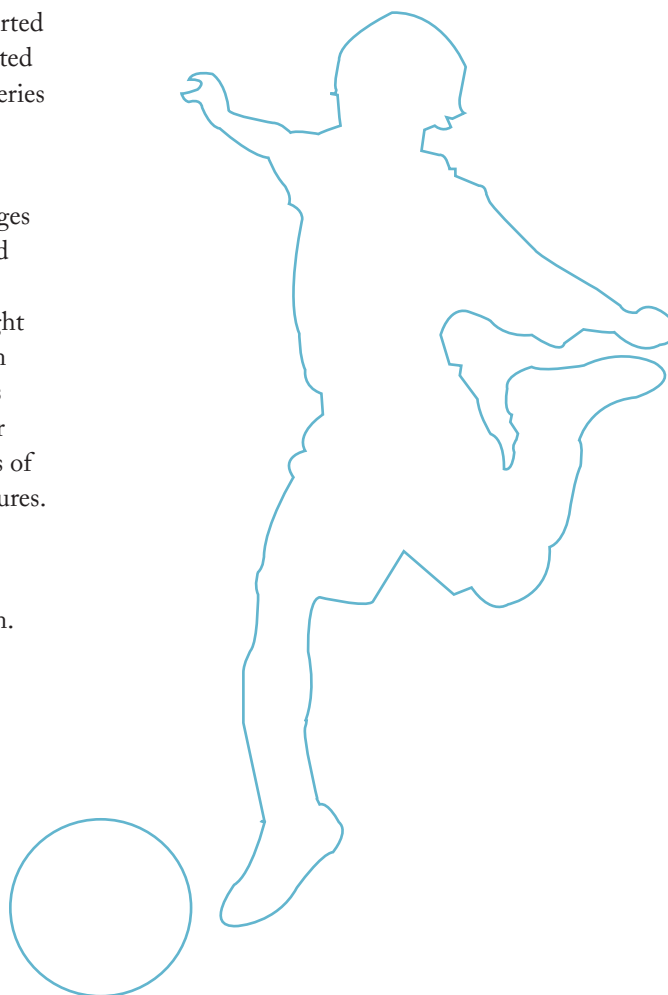
Trend Lines

Trend lines are an aid to interpreting the results for measures reported in the Annual Report. Trend lines augment data interpretation techniques already in use, such as the calculation of confidence intervals, which are used to determine the significance of a change between two survey results (either over time, or among groups). Trend lines provide a useful method of understanding the direction of change over the longer term, since most measures have data spanning three or more years. Trend lines shift the focus from smaller year-to-year changes to providing information about the longer-term direction of the data and whether or not it is tracking towards the performance target for the measures with targets.

Business Plan targets and comments in the discussion of results with at least three data points are supported by trend lines. The type of trend line used is selected based on an informed interpretation of the data series underlying the trend line.

Logarithmic trend lines are appropriate for proportional data (i.e., data expressed as percentages of a whole, and therefore ranging between 0% and 100%), such as the performance measures in this report. A logarithmic trend line is a best-fit straight line that is most useful when the rate of change in the data increases or decreases quickly, then levels out. The leveling out can be seen in the results for some measures in the report, along with examples of year-to-year increases or decreases on other measures.

A logarithmic trend line is calculated using the following formula: $Y = c \ln x + b$ where c and b are constants, and \ln is the natural logarithm function.



Endnote C: Methodology for Performance Measures

Annual Dropout Rate of Students Aged 14-18

The annual dropout rate reports the percentages of Alberta students aged 14-18 in public, separate, francophone, charter, and private schools who, in the following school year:

- are not enrolled in the K – 12 system;
- are not enrolled in a post-secondary institution in Alberta;
- are not registered in an apprenticeship program in Alberta; and
- have not completed high school.

The annual dropout rate is derived from data in Alberta Education and Alberta Advanced Education systems. Adjustments for attrition are based on estimates from Statistics Canada's *Annual Demographic Statistics 2004 (R)* (CD-ROM).

Students whose education is not the responsibility of the provincial government, as well as students who are identified as having a severe cognitive disability or a severe multiple disability, are not included in the annual dropout rate. A detailed description of the methodology used to calculate the annual dropout rate, along with dropout rates for Alberta school jurisdictions, is available online at <http://www.education.gov.ab.ca/pubstats/StatRes.asp>.

Provincial Achievement Tests

Students in Grades 3, 6, and 9 write provincial achievement tests annually in language arts and mathematics while Grades 6 and 9 students also write tests in science and social studies. The achievement test results for Grades 3, 6, and 9 provide information on how well students are meeting provincial standards in the core academic subjects. Tests are developed and administered by educators and are based on expectations in the provincial curriculum. Results are reported in relation to the acceptable standard and the standard of excellence. A student achieving the acceptable standard in a specific

grade shows an adequate understanding of the core knowledge and adequate basic skills essential to that course. A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course by demonstrating an ability to integrate information and evaluate it from various points of view. For each achievement test, the cut scores for the acceptable standard and the standard of excellence are set initially by a standard-setting committee of about 20 teachers using the Modified Angoff Standard Setting Procedure. This procedure uses teachers' judgment to determine the minimum number of items a student must answer correctly to achieve each standard. In subsequent years, the cut scores for each test are adjusted through test equating. This ensures that the standards remain constant even if test difficulty varies slightly from year to year. Whenever curriculum is revised, the standard-setting process is done again.

Results on provincial achievement tests are calculated and presented on the basis of total number of students in each grade who demonstrated the standards. Results for Math, Science, and Social Studies include student results on both English and French versions of the tests. Given the large number of students in each grade (more than 40,000) differences in results from year to year of more than 0.4 percentage points on each test are considered significant.

Not all students write the provincial achievement tests. Achievement test results are not available for students who were absent, who were excused from writing by the superintendent (because participation would be harmful to the student, or the student could not respond to the test instrument), who wrote but whose results were withheld, or who wrote only one part of the two-part language arts test. It is possible that some of these students, under different

circumstances, could have demonstrated achievement of standards on the test.

Participation rates in achievement tests are calculated by dividing the number of students who wrote the test by the sum of total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling.

Provincial overall results present weighted averages based on the number of students achieving standards. Test results and participation are recorded and aggregated in Ministry systems. Provincial, school authority, and school results are available on Alberta Education's website at http://www.education.gov.ab.ca/k_12/testing/default.asp

Diploma Examinations

Examinations are administered in all diploma examination courses in January, June, and August each year. Examinations are administered in three courses in both November and April, for a total of six courses. Results on diploma examinations show how well students are meeting provincial expectations as outlined in the Programs of Study. Examination items are developed and cut scores established by committees of teachers. The examination design is vetted through committees of stakeholders, and by a standard-setting committee of teachers.

A test equating initiative has been phased in for the Diploma Examination Program so that over time examinations are consistent and the results are comparable. Starting in the 2003/2004 school year with Social Studies 30 and 33, the multiple-choice portion of the examinations contains a set of items common to administrations in subsequent years. By comparing the achievement of students writing in January 2004 with those writing in any subsequent administration on the common items and on the unique items, Alberta Education is able to determine whether or not the examinations were of equal difficulty. Student scores on the subsequent examinations can then be equated back to the January 2004 baseline examinations to remove any influence

that differences in examination difficulty may have on student scores. A similar equating process was implemented for Pure Mathematics 30, Chemistry 30, and Physics 30 in January 2005 and for English Language Arts, Applied Mathematics 30, and Biology 30 in January 2006. Through equating, all students, regardless of which examination they have written, receive test scores that are based on an identical standard and, consequently, the test results for a particular diploma examination course can be directly compared over time. As a result of implementing the equating process, diploma exam results are comparable over time as follows:

- Social Studies 30 and 33 for 2003/2004, 2004/2005, and 2005/2006.
- Pure Mathematics 30, Chemistry 30, and Physics 30 for 2004/2005 and 2005/2006.

Diploma examination results are reported in relation to the acceptable standard and the standard of excellence. Results for Math, Sciences, and Social Studies include results for both English and French versions of the tests. The overall results present weighted averages based on the numbers of students achieving standards in all diploma examinations. A student achieving the acceptable standard demonstrates that s/he has met the basic requirements of the course. A mark of 50% on the examination represents the acceptable standard in a diploma examination course. A mark of 80% on the examination represents the standard of excellence and indicates that the student has demonstrated performance significantly beyond the minimum requirements of the course. For student marks in diploma examination courses, the diploma examination mark is worth 50% of the final mark in a course and the school-awarded mark contributes the other 50%.

Diploma examination results are recorded and aggregated in Ministry systems. Provincial, school authority, and school results reports are available online at http://www.education.gov.ab.ca/k_12/testing/multipublic/dip/.

Diploma Examination Participation Rate

The diploma examination participation rate reports the percentages of students who have written four or more diploma exams within three years of entering Grade 10. The tracking of Grade 10 students in public, separate, francophone, charter, and private schools excludes some groups of students, specifically those identified as having a severe cognitive disability or a severe multiple disability and students whose education is not the responsibility of the provincial government. Data for this measure are from Alberta Education systems. Attrition adjustments are based on estimates from Statistics Canada's *Annual Demographic Statistics, 2004 (R)* (CD-ROM). A more detailed description of the methodology is available online at <http://www.education.gov.ab.ca/pubstats/StatRes.asp>.

Rutherford Scholarship Eligibility Rate

The Rutherford Scholarship eligibility rate reports the percentages of Grade 12 students in public, separate, francophone, charter, and private schools whose marks in specified courses in Grades 10, 11, and/or 12 qualify them to receive a Rutherford Scholarship should they decide to attend a post-secondary institution.

Students whose education is not the responsibility of the provincial government, as well as students who are identified as having a severe cognitive or a severe multiple disability are not included in the Rutherford Scholarship rate.

Data for this measure are from Alberta Education and Alberta Advanced Education systems. A more detailed description of the methodology, along with Rutherford Scholarship eligibility rates for Alberta school jurisdictions, is available online at: <http://www.education.gov.ab.ca/pubstats/StatRes.asp>.

High School Completion Rates

The high school completion rate reports the percentages of Alberta students in public, separate, francophone, charter, and private schools who, within three, four, and five years of entering Grade 10:

- received a high school diploma, equivalency diploma (GED), or Integrated Occupational Program (IOP) certificate;
- entered an Alberta post-secondary program or an apprenticeship program; or
- earned credits in five Grade 12 courses, including one language arts diploma examination course and three other diploma examination courses.

The tracking of Grade 10 students excludes some groups of students, such as those identified as having a severe cognitive or a severe multiple disability and students whose education is not the responsibility of the provincial government. Data for this measure are from Alberta Education and Alberta Advanced Education systems. Attrition adjustments are based on estimates from Statistics Canada's *Annual Demographic Statistics, 2004 (R)* (CD-ROM). Prior years' results have been restated as a result of revising the calculation of the attrition estimate. A more detailed description of the methodology, along with high school completion rates for Alberta school jurisdictions, is available online at <http://www.education.gov.ab.ca/pubstats/StatRes.asp>.

Educational Attainment of Albertans Aged 25-34 (high school completion)

The Labour Force Survey is a monthly Canada-wide survey of a representative sample of households. Data are collected about all members of the household who are 15 years of age or older. The high school completion rate for 25-34 year-olds is presented as it represents recent outputs of Alberta's education system.

The Canadian sample size for the monthly Labour Force Survey has been approximately 54,000 households over the reporting period. Alberta's sample size corresponds to its share of the population. In 2005, between 5,017 and 5,262 Alberta households were surveyed each month (an average of 5,130 per month), with information provided on between 10,059 and 10,493 individuals per month. Of these, about 1,719 to 1,921 individuals each month are 25-34 years old.

Excluded from the Labour Force Survey are persons living on Indian reserves, inmates of prisons, and members of the military. As these groups, which represent about 2% of the population age 15+, typically have lower education levels than the total population, educational attainment rates based on Labour Force Survey data may be slightly higher than the rate would be for the total population age 15+.

The educational attainment rates presented are annual aggregates for the calendar year. The coefficient of variation, or CV (the standard error as a percentage of the reported result), for the Labour Force Survey is 1.0% for both the Alberta and the Canadian data. Additional information on the Labour Force Survey methodology is available in *Guide to the Labour Force Survey 2006*, Catalogue no. 71-543-GIE, February, 2006, available on-line from Statistics Canada at <http://www.statcan.ca>. Information on interpreting coefficients of variation is on pages 23-24.

Participation in Early Childhood Services (ECS) Programs

The participation rate in ECS programs is the percentage of all Alberta Grade 1 students in the current school year who had an Alberta ECS registration in any prior school year. The calculation is adjusted to account for Grade 1 students who entered Alberta from another province or country in the previous year, and thus would not have attended ECS in Alberta. In-migration data include the estimated

number of five-year-old immigrants and inter-provincial in-migrants as of July 1st of the calendar year. The Grade 1 and ECS registration data are from Ministry systems. The in-migration estimates are from Statistics Canada, *Annual Demographic Statistics, 2005*, Catalogue no. 91-213-XPB, CD-ROM (R).

High School to Post-Secondary Transition Rates

The high school to post-secondary transition rate reports the percentages of Alberta students in public, separate, francophone, charter, and private schools who, within four and six years of starting Grade 10:

- enrolled in a credit program, part-time or full-time, in an Alberta post-secondary institution; or
- registered in an apprenticeship program other than the Registered Apprenticeship Program for high school students.

Students are tracked using data from Alberta Education and Alberta Advanced Education systems. The high school to post-secondary transition rate includes adjustments for attrition and for attendance at post-secondary institutions out of province. Attrition adjustments are based on estimates from Statistics Canada's *Annual Demographic Statistics 2004 (R)* (CD-ROM). The estimate of Alberta students attending post-secondary institutions out of province uses aggregate student counts from Alberta Advanced Education's enrollment and Students Finance systems. Students whose education is not the responsibility of the provincial government, as well as students who are identified as having cognitive disabilities or a severe multiple disability are not included in the high school to post-secondary transition rates. Prior years' results have been restated as a result of revising the calculation of the attrition estimate. A more detailed description of the methodology, along with post-secondary transition rates for Alberta school jurisdictions, is available online at <http://www.education.gov.ab.ca/pubstats/StatRes.asp>.

Employment Rate of Albertans 25-34 (High School Graduates Only)

Statistics Canada's Labour Force Survey is a monthly Canada-wide survey of a representative sample of households. Data are collected about all members of each household included in the survey who are 15 years of age or older. The employment rates for Alberta 25-34 year-olds whose highest level of education is "high school diploma only" are presented as they represent recent outputs of Alberta's K – 12 school system. The employment rates are annual aggregates for the calendar year. Specifically excluded from the Labour Force Survey are persons living on Indian reserves and inmates of prisons. As these groups, which represent less than 2% of the population age 15+, typically have lower employment levels than the total population, employment rates for 25-34 year-olds whose highest level of education is "high school diploma only" based on Labour Force Survey data may be slightly higher than the rate for all Albertans aged 25-34 whose highest level of education is high school completion.

The Canadian sample size for the monthly Labour Force Survey has been approximately 54,000 households over the reporting period. Alberta's sample size corresponds to its share of the population. In 2005, between 5,017 and 5,262 Alberta households were surveyed each month (an average of 5,130 per month), with information provided on between 10,059 and 10,493 individuals per month. Of these, about 1,719 to 1,921 individuals each month are 25-34 years old.

The coefficient of variation (the standard error as a percentage of the reported result) for both the Alberta and Canadian result is 2.5%.

Additional information on the Labour Force Survey methodology is available in the *Guide to Labour Force Survey 2006*, Catalogue no. 71-543-GIE, February, 2006, available online from Statistics Canada at <http://www.statcan.ca>. Information on interpreting coefficients of variation (a measure of sampling variability) is on pages 23-24. This document also provides the following definitions which apply to the data reported:

- Employment rate: the number employed in a particular group expressed as a percentage of the population for that group (page 10).
- Participation rate: the number of persons in a group that are in the labour force (i.e., either employed or looking for work) expressed as a percentage of the population for that group (page 12). Examples of persons not in the labour force are homemakers and full-time students.
- Unemployment rate: the number unemployed in a group expressed as a percentage of the number of persons in the labour force for that group (page 16).