

# Appendices

## Appendix A - Performance Reporting

The Performance Reporting – Indicators of Progress against Priorities is being phased out with the adoption of Balanced Scorecards. 2021/22 will be the final year for this report as Balanced Scorecards will be fully implemented and performance results fully reported.

The following section provides information on key performance measures for the department for the 2021/22 reporting year. All Manitoba government departments include performance measures in their Annual Reports to complement the financial results and provide Manitobans with meaningful and useful information about government activities and their impact on the province and its citizens.

<i>What is being measured and using what indicator?(A)</i>	<i>Why is it important to measure this? (B)</i>	<i>Where are we starting from (baseline measurements)? (C)</i>	<i>What is the most recent available data? (D)</i>	<i>What is the trend over time? (E)</i>	<i>Comments/ Recent Actions/Report Links (F)</i>
<b>K to 12 EDUCATION</b>					
1. Overall student learning, by measuring the high school graduation rate. <sup>1</sup>	A high school diploma is the foundation to further education and is typically viewed as the minimum requirement for entering the labour market.	Using the student-tracked methodology, 76.2% of students in the first-time Grade 9 cohort of September 2009 (public and funded independent schools) graduated on time in June 2013.	Using the student-tracked methodology, 81.9% of students in the first-time Grade 9 cohort of September 2015 (public and funded independent schools) graduated on time in June 2019.	The four-year “on time” student-tracked rate has trended upward since June 2013.	Manitoba’s high school graduation rates are published on: <a href="http://www.edu.gov.mb.ca/k12/grad_rates">http://www.edu.gov.mb.ca/k12/grad_rates</a> . The student-tracked rates are disaggregated by Indigenous identity and by gender.  The “on time” rate improves by 3.5 percentage points after an additional two years of student tracking (i.e. the “extended time”).
		Following the first-time Grade 9 cohort of September 2009 up to June 2015 shows that 81.9% of the students graduated within six years.	Following the first-time Grade 9 cohort of September 2013 up to June 2019 shows that 85.4% of the students graduated within six years.	The six-year “extended time” rate has trended upward since June 2015.	

<sup>1</sup> For the purposes of calculating a student-tracked high school graduation rate, Manitoba Education and Early Childhood Learning follows cohorts of first-time Grade 9 students in public and funded independent schools for up to six years. The difference between the reported graduation rates and a 100% rate is not a measure of the drop-out rate, as the difference includes students who are continuing in public and funded-independent schools and students who have transferred out to enroll in First Nations schools (including those administered by Frontier School Division), non-funded independent schools, and Adult Learning Centres, over and above those students who have actually withdrawn from school. The student-tracked rate has been adjusted for attrition due to Statistics Canada’s estimates of population, deaths, and mobility/migration.

<p>2. Student learning as reported in national and international assessments, by measuring results from the Pan-Canadian Assessment Program (PCAP) and the Programme for International Student Assessment (PISA).<sup>2</sup></p>	<p>Achievement results in student assessments (provincial, national, and international) measure student learning in selected areas (ex: reading, math, science). Indicators drawn from large scale national and international student assessment results provide an opportunity to compare the outcomes of student learning in Manitoba with other jurisdictions.</p>	<p><u>Reading</u> PISA 2000 (major domain) mean score: MB 529 ± 6.9 Canada 534 ± 3.2</p> <p>PCAP 2007 (major domain) mean score (rescaled): MB 477 ± 3.9 Canada 512 ± 2.3</p> <p><u>Mathematics</u> PISA 2003 (major domain) mean score: MB 528 ± 6.1 Canada 532 ± 3.6</p> <p>PCAP 2010 (major domain) mean score: MB 468 ± 4.2 Canada 500 ± 2.2</p> <p><u>Science</u> PISA 2006 (major domain) mean score: MB 523 ± 6.3 Canada 534 ± 4.0</p> <p>PCAP 2013 (major domain) mean score: MB 465 ± 3.1 Canada 500 ± 1.9</p>	<p><u>Reading</u> PISA 2018 (major domain) mean score: MB 494 ± 6.5 Canada 520 ± 3.5</p> <p>PCAP 2019 (minor domain) mean score: MB 481 ± 2.7 Canada 505 ± 1.4</p> <p><u>Mathematics</u> PISA 2018 (minor domain) mean score: MB 482 ± 7.5 Canada 512 ± 5.0</p> <p>PCAP 2019 (major domain) mean score: MB 475 ± 2.8 Canada 510 ± 1.8</p> <p><u>Science</u> PISA 2018 (minor domain) mean score: MB 489 ± 7.5 Canada 518 ± 4.0</p> <p>PCAP 2019 (minor domain) mean score: MB 493 ± 2.3 Canada 505 ± 1.1</p>	<p><u>Reading</u> PISA – 31-point decline for MB (no significant change for Canada)</p> <p>PCAP – 6-point decline for MB (slight decline for Canada)</p> <p><u>Mathematics</u> PISA – 39-point decline for MB (Canada declined by approx. 16 points)</p> <p>PCAP – 4-point decline for MB (no significant change for Canada)</p> <p><u>Science</u> PISA – 34-point decline for MB (Canada decreases by 16 points)</p> <p>PCAP – 2-point improvement for MB (Canada declined by approx. 3 points)</p>	<p>More assessment information can be found on the CMEC website at: <a href="http://www.cmec.ca/13/1/Programs-and-Initiatives/Assessment/Overview/index.html">http://www.cmec.ca/13/1/Programs-and-Initiatives/Assessment/Overview/index.html</a></p> <p>Information about PISA and PCAP results, including how to interpret scores (under the heading <b>Scoring Scales</b>) is available at <a href="http://www.edu.gov.mb.ca/k12/assess/results/nat_int_ern.html">www.edu.gov.mb.ca/k12/assess/results/nat_int_ern.html</a>.</p> <p>Mathematics will be the major domain assessed in PISA 2022.</p> <p>Mathematics was the major domain assessed in PCAP 2019.</p>
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<sup>2</sup> PISA assesses 15-year-old students while PCAP assesses students in Grade 8. Both PCAP and PISA assess three domains of learning (reading, math, and science). During each assessment year, one domain is the main focus of the assessment and is called the major domain, while the other two are assessed as minor domains. Changes over time should be reported by comparison to the year in which a subject was the major domain.

EARLY LEARNING AND CHILD CARE					
Availability of child care – percentage of children age 12 and under for whom there is a regulated child care space.	The availability of regulated child care spaces is a key indicator of how Manitoba is progressing with respect to access to supports for children, families and communities.	<b>Overall</b> Ages 0-12: 12.4 per cent (2000/01)  <b>Preschool</b> Ages 0-5: 21.0 per cent (2000/01)  <b>School-age</b> Ages 6-12: 6.0 per cent (2000/01)	<b>Overall</b> Ages 0-12: 19.2 per cent (2021/22)  <b>Preschool</b> Ages 0-5: 27.9 per cent (2021/22)  <b>School-age</b> Ages 6-12: 11.8 per cent (2021/22)	There has been an increase in this indicator compared to the baseline at 2000/01.	At March 31, 2021, there were 39,214 licensed child care spaces in Manitoba. At March 31, 2022, the number of licensed child care spaces had increased by 1,136 to 40,350. <sup>3</sup>

<sup>3</sup>. In 2021/22, Early Learning and Child Care became a division of the new department of Education and Early Childhood Learning. The department continues the work to modernize Manitoba’s early learning and child care system to enable a continuum of flexible, equitable and quality child care options that reflects the diverse needs of families in Manitoba, while also supporting economic growth and diversification. Key achievements increasing the number of licensed child care spaces during 2021/22 include:

- Funded 233 new home-based family child care spaces.
- Funded 458 new spaces in centres through the development of new community and school-based capital projects.
- Issued three Letters of Eligibility to corporations to support the development of three new child care centres in future years under the Child Care Centre Development Tax Credit program.

## Appendix B - Special Operating Agencies (SOA)

Service operations within departments granted more direct responsibility for results and increased management flexibility needed to reach new levels of performance. SOAs embrace market disciplines of the private sector while adhering to the public policy imperatives of government.

At this time, there are no SOAs that are accountable to the Minister of Education and Early Childhood Learning.

## Appendix C – Other Reporting Entities

Other Reporting Entities (OREs) are accountable to the Minister. OREs are directly or indirectly controlled by government as prescribed by the Public Sector Accounting Board.

The following Other Reporting Entities (OREs) form part of the department's consolidated results:

### **ORE #1**

Manitoba Education and Early Childhood Learning has one Other Reporting Entity: Public School Divisions. The province has 36 school divisions and one school district, but on summary they are reported as one ORE.

**For more information please visit the web sites operated by each school division.**

## Appendix D - Statutory Responsibilities

Statutory responsibilities of the Minister of Education and Early Childhood Learning:

- The Community Child Care Standards Act
- The Community Schools Act
- The Early Learning and Child Care Act<sup>1</sup>
- The Education Administration Act
- The Income Tax Act (section 7.20)
- The Property Tax and Insulation Assistance Act (Part III.2)
- The Public Schools Act
- The Teachers' Pensions Act
- The Manitoba Teachers' Society Act

As per Schedule "E" of Order in Council 4/2022 and Order in Council 85/2022.

Any statute that is not assigned to a particular Minister are the responsibility of the Minister of Justice.

## Appendix E – Tables

**Table 1**  
**Student Enrolment by Grades in Manitoba Public Schools**

Year	Special Educati	N	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1980	3,080	1,769	14,374	15,970	15,052	15,094	15,643	15,633	15,159	15,386	15,223	15,474	16,696	15,552	14,299	204,404
1981	2,981	1,689	13,972	15,887	15,174	14,861	14,879	15,394	15,493	15,479	14,809	14,643	15,568	15,271	14,561	200,661
1982	3,111	1,780	13,915	15,399	15,198	14,962	14,787	14,967	15,295	16,093	15,135	14,799	15,400	14,275	15,405	200,521
1983	3,159	1,868	13,985	15,175	14,742	14,946	14,848	14,678	14,837	15,796	15,614	15,166	15,288	14,312	15,329	199,743
1984	2,936	1,962	14,272	15,183	14,457	14,576	14,884	14,812	14,666	15,354	15,452	15,735	15,746	14,328	15,111	199,474
1985	2,797	2,089	14,373	15,467	14,377	14,378	14,438	14,819	14,687	15,162	15,028	15,493	16,248	14,602	14,990	198,948
1986	2,488	1,991	14,676	15,505	14,640	14,301	14,286	14,479	14,827	15,094	14,958	15,187	16,083	15,162	15,381	199,058
1987	2,397	2,052	14,590	15,593	14,624	14,450	14,221	14,222	14,388	15,233	14,986	15,153	16,061	15,093	16,327	199,390
1988	2,001	2,339	14,784	15,572	14,795	14,432	14,357	14,155	14,132	14,860	14,987	15,165	15,956	14,637	16,610	198,782
1989	1,823	2,431	14,771	15,563	14,864	14,593	14,277	14,227	14,048	14,416	14,602	14,890	16,037	14,665	16,517	197,724
1990	1,843	2,377	14,926	15,510	15,018	14,613	14,442	14,236	14,123	14,326	14,183	14,577	16,075	14,726	16,611	197,586
1991	1,493	2,429	14,670	15,455	14,882	14,732	14,373	14,375	14,080	14,295	13,940	14,155	15,724	14,850	17,441	196,894
1992	1,465	2,465	14,355	15,025	14,846	14,688	14,540	14,329	14,237	14,107	14,023	14,180	15,242	14,572	18,545	196,619
1993	1,247	2,591	14,399	14,688	14,757	14,729	14,613	14,485	14,266	14,241	13,906	14,472	14,993	14,193	18,615	196,195
1994	1,329	2,541	14,487	14,751	14,364	14,553	14,610	14,448	14,370	14,215	14,073	14,268	14,798	13,939	17,941	194,687
1995	1,133	2,696	14,655	14,971	14,418	14,126	14,458	14,526	14,382	14,390	14,084	14,714	14,920	13,782	17,963	195,218
1996	1,470	2,518	14,588	15,100	14,598	14,211	14,048	14,370	14,526	14,432	14,269	14,837	14,951	13,676	17,555	195,149
1997	1,331	2,487	13,929	14,971	14,582	14,430	13,967	13,941	14,336	14,453	14,278	15,074	14,958	14,097	17,964	194,798
1998	1,242	2,461	13,928	14,436	14,647	14,431	14,289	13,848	13,969	14,348	14,279	15,122	15,155	14,197	18,739	195,091
1999	1,585	2,352	13,764	14,340	14,094	14,538	14,378	14,279	13,870	13,993	14,469	15,182	15,234	14,327	23,014	99,419
2000	1,615	2,387	13,543	14,292	13,986	14,022	14,521	14,427	14,368	13,899	13,992	15,651	15,376	14,592	25,747	02,418
2001	1,259	2,195	12,919	13,950	14,026	13,893	13,997	14,479	14,458	14,398	13,881	14,968	15,270	14,216	17,193	191,102
2002	1,309	2,325	12,338	13,360	13,767	14,017	13,891	14,005	14,573	14,524	14,346	14,746	14,791	14,385	16,840	89,217
2003	1,408	2,211	12,310	12,783	13,304	13,845	14,094	14,041	14,133	14,691	14,556	15,294	14,725	14,108	16,995	88,498
2004	1,361	2,316	12,192	12,659	12,712	13,360	13,886	14,268	14,164	14,161	14,692	15,321	15,059	14,238	16,279	86,668
2005	1,493	2,127	12,043	12,621	12,577	12,665	13,402	13,926	14,345	14,193	14,164	15,418	15,245	14,599	15,680	84,498
2006	1,330	2,142	11,873	12,463	12,509	12,539	12,687	13,393	13,968	14,298	14,254	14,969	15,337	14,672	15,751	12,185
2007	1,203	2,126	11,856	12,384	12,473	12,652	12,687	12,837	13,548	14,138	14,461	15,133	15,075	14,946	15,927	81,446
2008	1,158	2,136	11,834	12,301	12,452	12,584	12,730	12,851	12,865	13,661	14,213	15,528	15,129	14,770	15,886	180,098
2009	1,121	2,302	11,964	12,338	12,378	12,570	12,795	12,901	13,023	12,959	13,861	15,193	15,575	14,968	15,854	79,802
2010	1,084	2,296	12,051	12,506	12,455	12,549	12,766	12,964	13,016	13,132	13,189	14,944	15,320	15,256	16,447	79,975
2011	968	2,193	12,516	12,418	12,363	12,477	12,621	12,812	12,919	13,001	13,088	13,981	14,771	15,090	16,807	78,025
2012	867	2,205	13,001	12,916	12,469	12,466	12,590	12,740	12,894	12,944	13,114	13,978	14,098	14,859	17,212	78,353
2013	891	2,105	12,982	13,337	12,941	12,501	12,586	12,647	12,763	12,821	13,023	13,869	14,053	14,101	17,260	77,880
2014	945	2,100	13,262	13,391	13,403	13,032	12,606	12,691	12,765	12,772	12,939	13,783	14,020	14,096	16,572	78,377
2015	939	2,041	13,073	13,640	13,501	13,534	13,140	12,767	12,752	12,795	12,901	13,603	14,080	14,111	16,705	79,582
2016	856	2,105	13,318	13,526	13,814	13,702	13,693	13,269	12,904	12,815	13,008	13,634	13,957	14,380	16,781	81,762
2017	791	2,063	13,694	13,764	13,665	14,002	13,888	13,872	13,343	12,911	12,970	13,469	13,956	14,302	16,640	83,330
2018	692	1,977	13,797	14,046	13,871	13,822	14,098	14,006	13,933	13,403	13,031	13,432	13,903	14,106	16,884	85,001
2019	701	1,938	13,796	14,185	14,170	14,003	13,921	14,195	14,046	13,973	13,477	13,553	13,725	13,992	16,697	86,372
2020	638	1,177	12,311	13,184	13,413	13,509	13,313	13,299	13,482	13,438	13,491	13,407	13,453	13,404	16,076	77,595
2021	614	1,476	12,873	13,312	13,494	13,703	13,727	13,523	13,435	13,610	13,575	14,072	13,647	13,552	15,858	80,471

These figures are compiled on September 30<sup>th</sup> of each school year. Effective 2011, figures do not include enrolment in First Nations schools administered under educational agreements with school divisions. Source: 1980 to 1999 - Enrolment and Transported Pupils Report; 2000 to 2021 - Enrolment Report.

Table 2

Statistics for all French-Language Programs or Courses in Manitoba , public schools only  
Comparison of 2020/21 (f) and 2021/22 (e) School Years

----- FRENCH-LANGUAGE PROGRAMS / COURSES -----

	SCHOOL YEAR	FRANÇAIS	FRENCH IMMERSION	FRENCH COURSES (within the English Program)	TOTAL
<b>Divisions/ Districts</b>	2021/22 e	3	23	35	36
	2020/21 f	3	23	35	36
	Difference	-	-	-	-
<b>Schools</b>	2021/22 e	27	115	397	476
	2020/21 f	26	113	397	476
	Difference	1	2	-	-
<b>Students</b>	2021/22 e	5,924	27,361	53,156	86,441
	2020/21 f	5,951	27,233	48,603 e	86,203 e
	Difference	(27)	128	4,553	238
<b>Grants</b>	2021/22 e	\$ 1,740,553	\$ 6,317,354	\$ 265,691	\$ 8,323,598
	2020/21 f	\$ 1,724,665	\$ 6,389,954	\$ 308,002	\$ 8,422,621
	Difference	\$ 15,888	\$ (72,600)	\$ (42,311)	\$ (99,023)

(f) indicates final data

(e) indicates non-final data

Note: School counts may include 'virtual' schools.

**Table 3****School Divisions' Comparative Statement of Operating Fund Revenue and Expenses**

<b>Revenue</b>	<b>Actual 2020-21</b>	<b>Budget 2021-22</b>
Provincial Government	1,512,230,171	1,436,176,334
Federal Government	12,369,556	5,950,353
Municipal Government	934,068,121	962,212,597
Other School Divisions	12,608,981	12,747,353
First Nations	99,046,462	110,442,985
Private Organizations and Individuals	17,140,800	20,227,769
Other Sources	7,414,568	5,521,363
<b>Total</b>	<b>2,594,878,659</b>	<b>2,553,278,754</b>
<b>Expenses</b>		
Regular Instruction	1,487,931,703	1,436,450,404
Student Support Services	475,783,622	473,189,308
Adult Learning Centres	13,553,369	13,250,194
Community Education and Services	22,764,777	21,812,326
Divisional Administration	79,173,376	77,652,162
Instructional and Other Support Services	71,484,645	83,665,277
Transportation of Pupils	100,509,409	110,629,334
Operations and Maintenance	295,983,375	284,869,083
Fiscal	43,657,404	43,773,583
<b>Total</b>	<b>2,590,841,680</b>	<b>2,545,291,671</b>
Surplus/(Deficit)	4,036,979	7,987,083
Less: Net Transfers from (to) Capital Fund	39,317,392	14,869,774
Add: Transfers from Special Purpose Funds	86,925	N/A
<b>Net Surplus/(Deficit) *</b>	<b>(35,193,488)</b>	<b>(6,882,691)</b>

\* Excludes non-cash adjustment for non-vested sick leave liability

Source: FRAME Financial Statements – 2020/21  
FRAME Budgets – 2021/22