



Elementary-Secondary Education Statistics Project (ESESP) Definitions

1. Background

In order to obtain consistent counts of students, educators and expenditures for school boards and districts across provinces and territories, it is *very* important that respondents used common definitions. Included, you will find definitions for variables used in the tables of the regular template (the three (3) tables (A, B and C) included in the original BC Ministry of Education Project) and the pilot template (the seven (7) tables included in the supplementary Statistics Canada Pilot Project (Tables 1 to 7)).

The Elementary-Secondary Education Statistics Project (ESESP)¹ is a pilot project first introduced by the Statistics Canada (STC) in 2003. The survey content includes three (3) tables which were originally part of a survey that was sent out each year to all provinces/ territories by the British Columbia Ministry of Education representatives. Following formal consultation with every provinces/territories and data users, seven (7) additional tables were introduced by Statistics Canada to collect additional data. The goal of this project is to analyse the feasibility of replacing the current Elementary-Secondary School Enrolment Survey, the Secondary School Graduate Survey, the Survey of Uniform Financial System - School Boards, the Elementary-Secondary Education Staff Survey and possibly the Principal Statistical Report as the official collection tools for elementary-secondary enrolments, graduates, staff and finance data. The main objectives we are hoping to achieve with this new collection tool are to produce relevant, comparable and timely statistics and to reduce the respondent burden on educational organisations and school principals.

Upon completion of the current data collection exercise (for 2003-2004 data), Statistics Canada will be working on a feasibility study to evaluate the results of the ESESP data collected and make recommendations regarding the method of collection of elementary-secondary data on an ongoing basis. Until results of the ESESP feasibility study are released, the Elementary-Secondary School Enrolment Survey, the Secondary School Graduate Survey and Elementary-Secondary Education Staff Survey have been put on hold.

2. Definitions

2.1 Student related Tables

2.1.1. Table A. Enrolments by Category, School Board and Districts (Headcount)

Enrolment

Number of students (headcount) enrolled in public schools operated by school boards or the province in September (or as close as possible thereafter) of the school year. It includes all students in regular public schools (graded and ungraded), provincial reformatory or custodial schools, and other students recognized and funded by a province or territory. *Exclude* correspondence or distance education enrolments, private school, independent school students or students in schools financed by federal departments (e.g. the Department of National Defense and the Department of Indian and Northern Affairs).

Public Schools

Public elementary/secondary schools operated under locally elected or appointed school boards, including Roman Catholic and Protestant Separate schools, where such exists.

Private Schools

Private elementary-secondary schools operated by an individual or private society and provide academic courses.

Full-time Equivalent (FTE) Enrolment

Full-time equivalent (FTE) enrolment uses the same criteria as headcount enrolment, except that kindergarten students and other non-standard students are counted according to the time fraction for which they are funded. If the time fraction is unknown, an estimate is used. For example, for junior kindergarten and kindergarten students taking a half-time program and where a half-time program is being funded, the FTE enrolment would be the headcount enrolment divided by two,

¹ Formerly the Interprovincial Education Statistical Project (IESP).
Statistics Canada

which is 50% of a regular workload. If a student is taking only a quarter of the usual course load and is funded on that basis, the FTE enrolment would be the headcount enrolment divided by four, which is 25% of a regular workload. For all students in grades one (1) and above that are regular students, FTE enrolment equals headcount enrolment.

Non Standard Enrolment

Non-standard enrolment is defined as students receiving educational services (if recognized by the province) and for which schools and/or school districts receive funding in a unique manner. They may be non-graduates who are taking only a few courses required to complete graduation. For example, a student who is enrolled in only 25% of a 'regular' workload and for whom the school or school district receives only 25% of the usual funding. This category may not apply to some provinces or territories.

2.1.2 Table 2. Enrolments by Type of Programs, Grade and Sex, School Board and Districts (Headcount)

Enrolment

Number of students (headcount) enrolled in public schools operated by school boards or the province in September (or as close as possible thereafter) of the school year. It includes all students in regular public schools (graded and ungraded), provincial reformatory or custodial schools, and other students recognized and funded by a province or territory. *Exclude* correspondence or distance education enrolments, private school, independent school students or students in schools financed by federal departments (e.g. the Department of National Defense and the Department of Indian and Northern Affairs).

Include other non-standard enrolment that is, students receiving educational services (if recognized by the province) and for which schools and/or school districts receive funding in a unique manner. They may be non-graduates who are taking only a few courses required to complete graduation. For example, a student who is enrolled in only 25% of a 'regular' course load and for whom the school or school district receives only 25% of the usual funding. This category may not apply to some provinces or territories.

Regular Programs for Youth

Enrolments in general training programs offered to similarly aged young students.

Full Time Equivalent (FTE) Rate (Adjustment Factor) - Regular Programs for Youth

Full time equivalent (FTE) rate represents the time fraction spent in classroom and for which students are funded. If the time fraction is unknown, an estimate should be used. For example, for junior kindergarten and kindergarten students taking a half-time program and where a half-time program is being funded, the FTE enrolment would be the headcount enrolment divided by two, which is 0.5. If a student is taking only a quarter of the usual course load and is funded on that basis, the FTE enrolment would be the headcount enrolment divided by four, which is 0.25.

Upgrading Programs for Adults

Include enrolments in General Education Development (GED), Adult Basic Education (ABE) and other equivalency programs. Exclude any enrolments in upgrading programs offered at the postsecondary level.

Vocational Programs for Youth and Adults

Include enrolments in all professional and technical training programs offered in public schools operated by school boards or the province. Exclude, any enrolments in vocational programs offered at the postsecondary level.

2.1.3 Table 3. Enrolments by Type of French programs for youth, School Boards and Districts (Headcount)

French Language of Instruction (a.k.a. French second language program or Core French)

Enrolments in programs where French is taught as a subject as part of regular course offerings. One or more additional subjects can also be taught in French up to less than 25% of the week.

French Immersion Programs

French is the language of instruction for 25% or more of the school week for Anglophone students.

French as Language of Instruction (a.k.a. French first language program)

French as language of instruction: enrolments in schools where all classroom instruction is in French for francophone children.

2.1.4 Table 4. Enrolments by type of Aboriginal Language Programs, School Boards and Districts (Headcount)

Aboriginal Language of Instruction (a.k.a. Aboriginal second language program or Core Aboriginal)

Enrolments in programs where an Aboriginal language is taught as a subject as part of regular course offerings. One or more additional subjects can also be taught in an Aboriginal language up to less than 25% of the week;

Aboriginal Language as Language of Instruction (a.k.a. Aboriginal first language program)

Enrolments in schools where all classroom instruction is in an Aboriginal language for Aboriginal children.

2.1.5. Table 5. Enrolments and Expenditures in Special Needs Education by Type of Disability, Type of Class, School Boards and Districts (Headcount)

Special Needs Education

Students with special educational needs are those for whom additional public and/or private resources are provided to support their education. Additional resources are resources made available over and above those generally available to regular students. They are resources provided to support students who have difficulties following the regular curriculum. They can be personnel resources (a more favorable teacher/student ratio, additional teachers, assistants or other personnel), material resources (aids or supports of various types, modification or adaptation to classroom, specialized teaching materials) or financial resources (modified funding formulae, money set aside within the regular budget allocation or additional payments).

Following the OECD and recommendations from the Special Education and Student Services Directors of the Western and Northern Canada Protocol, those students are broken in three sub-categories:

- *Sensory, physical and intellectual disabilities - Low incidence disabilities*
Refers to students whose disabilities have clear biological causes – such as physical disabilities, visual impairment/blind, hearing impairment/deaf, moderate to severe/profound intellectual disability, chronic health problem, multiple disabilities, autism and fetal alcoholic syndrome (FAS).
- *Learning disabilities and behavioral disabilities - High incidence disabilities*
Refers to students who are experiencing learning and/or behavioral difficulties.
- *To compensate for SES or other disadvantages*
Refers to students whose difficulties are considered to arise primarily from socio-economic, cultural and/or linguistic disadvantages for which the education system seeks to compensate.

Regular Class

Classroom composed of similarly aged students.

Special Class

Class composed of students with special educational needs.

2.1.6. Table 6. Number of Graduates by Type of Programs, Age and Sex, School Boards and Districts, 1997-98 to 2004-05

Graduate

Include first time graduates only. Count late graduates but do not count the same graduate twice.

Regular Programs for Youth

Graduate of general training programs offered to similarly aged young students.

Adult Upgrading Programs

Include graduates in General Education Development (GED), Adult Basic Education (ABE) and other equivalency programs. Exclude any graduates of upgrading programs offered at the postsecondary level.

Vocational Programs for Youth and Adults

Include graduates in all professional and technical training programs. Exclude any graduates of vocational programs offered at the postsecondary level.

2.2 Educator related tables

2.2.1 Table B. Number of Educator by Type of Employer (Headcount and FTE), 1997-98 to 2004-05

Educators

Include all employees in the public school system (either school-based or school district-based) who are required to have teaching certification as a condition of their employment. This definition excludes substitute/supply teachers, temporary replacement teachers, teachers on leave, student assistants, teaching assistants and consultants.

Headcount Educator

Defined as the number of educators in September (or as close as possible thereafter) of the school year who are responsible for providing services to the HEADCOUNT ENROLMENT students.

Full Time Equivalent (FTE) Educator

Defined as the number of full-time educators in September (or as close as possible thereafter) of the school year, plus the sum of part-time educators according to their percentage of a full-time employment allocation (determined by the province or territory). For example, if a normal full-time work allocation is ten months per year, an educator who works for six months of the year would be counted as 6/10 (0.6) of a Full Time Equivalent (FTE) or an employee who works part time for ten months at 60% of full time would be 0.6 of an FTE.

2.2.2. Table 7. Number of Full-time, Part-time Educators by Age Group and Sex, School Boards and Districts (Headcount), 1997-98 to 2003-04

2.2. Finance Related Table

2.3.1 Table C. Expenditures by Types of Expenditures, 1997-98 to 2004-05

School District Expenditures

Include all expenditures (operating and capital) from July in the year N-1 (where N-1 is the year before N and N is any given year) to June of the year N by public school boards and direct services to school boards provided by provincial or territory Departments of Education. Includes the costs for services in provincial reformatory and custody schools. Included are all expenses incurred in a given year attributable to that year.

The following are *excluded*:

- federal expenditures (e.g. schools operated by the Department of Indian and Northern Affairs or the Department of National Defense, federal programs such as Official Languages, Human Resources Development Canada programs, CIDA programs, Health and Welfare programs)
- expenditures for private schools (see Private schools, section 2.1.1)
- all expenses incurred by provincial Departments of Education other than those incurred directly on behalf of school boards
- adult education and post-secondary expenditures
- retroactive salaries, transfers to and from reserves, and the reporting of capital expenditures funded through loans (report the annual debt charges)

Educator Salaries and Allowances (row1)

Remuneration to educators for services rendered. ALLOWANCES are payments made in addition to salaries/wages to compensate for isolation, additional administrative duties or other responsibilities and other similar costs. Includes sick leave payments, maternity leave and other approved leave. Ad hoc allowances for travel and accommodation are excluded and are reported in OTHER OPERATING EXPENDITURES. ALLOWANCES also excludes payment of superannuation or pension premiums on behalf of the educator. This is the salary/wage expenditure for the *Educators* as defined under *Educator related tables* (section 2.2.1).

Educator Fringe Benefits (row2)

Includes payment on behalf of the educator for unemployment insurance premiums, life insurance plans, health, dental and drug plans, vision care plans, workers' compensation plans, disability insurance plans, termination and early retirement gratuities, private use of institution's goods and services, employee discounts, professional fees related to professional development, payments to government work safety agencies, purchase and maintenance of clothing, moving fees, employee counseling services, union duties leave, annuity funds, paid recognition for years of service, paid holidays, trips, jury duty pay, employee parking lot fees, and board-sponsored recreation or paid memberships.

Educator Superannuation/Pension (row3)

Includes the payment of superannuation or pension premiums by Other Government Agencies (e.g. the Ministry of Education or the Ministry of Finance).

School District Expenditures - Other Operating Expenditures (row 5)

Includes all public school expenditures except capital expenditures (identified below) and educator salaries, allowances and fringe benefits (identified above). Includes salaries, wages, allowances and superannuation/pensions for staff other than educators, plant operation and maintenance, school district administration, instructional supplies and materials, services purchased or contracted, transportation and any other expenditure related to the provision of services in the public school system.

School District Debt Services (row7)

Includes expenditures incurred to repay loans used for capital purposes. As mentioned before repayment of interest is considered a capital expenditure but not the repayment of the principal. Also, includes temporary borrowing for capital purposes such as interest on interim financing prior to debenture sales.

School District Annual Capital Expenditures (row 8)

Includes physical assets of a fixed or permanent nature with a useful life of more than one operating year that are not financed by debt services. Expenditures of an annual or cyclical nature for major repairs and upgrades to school and board buildings, new school and board furniture and equipment and vehicles. Exclude expenditures for non-major repairs and the replacement of equipment and furniture designated as OTHER OPERATING EXPENDITURES (above) and capital expenditures financed over time.

School District Capital Expenditures (row 9)

Includes expenditures for physical assets of a fixed or permanent nature with a useful life of more than one operating year. Includes expenditures of an annual or cyclical nature for major repairs and upgrades to school and board buildings, new school and board furniture and equipment and vehicles. Included are interest payments on debt charges but not the repayment of principal amounts. Excludes expenditures for non-major repairs and the replacement of equipment and furniture designated as OTHER OPERATING EXPENDITURES (defined above) and capital expenditures financed over time.

Other Government Expenditures - Other Operating Expenditures (row 15)

Includes instructional supplies and materials such as textbooks, audio-visual materials, writing materials and any other resources used for instructional purposes. Excludes adult education supplies and materials.

Other Government Expenditures Other Expenditures (row 16)

Includes expenditures not traditionally used within the school system but traditionally reported.

Other Government Expenditures (row 17)

Includes capital expenditures and other expenditures incurred on behalf of school boards by provincial agencies other than departments of education (e.g. transportation, debt charges from consolidated revenue or other sources, interest payments on debt charges ...). Excludes all provincial expenditures not listed as inclusions.