

public agenda

Regular Meeting of the Board of Trustees

February 9, 2021
12:00 p.m.

Microsoft Teams
Calgary, AB

R-1: Mission |

Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-3	
	8.1 Results 2: Academic Success – Annual Monitoring	Board	R-2	Page 4-1 (Jan 12/21)
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.2 Items Provided for Board Information		OE-7, 8	
9.2.1 Chief Superintendent's Update		OE-7, 8	Page 9-1	
9.2.2 Correspondence		OE-7	Page 9-6	



Time	Topic	Who	Policy Ref	Attachment
	10 In-Camera Session			
4:30 p.m.	11 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |
 This public Board meeting will be recorded & posted online.
 Media may also attend these meetings.
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For questions or concerns, please contact:
 Office of the Corporate Secretary at corpsec@cbe.ab.ca.

results monitoring report

Monitoring report for the
school year 2019-20

Report date:
Jan. 12, 2021

Results 2: Academic Success

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 2: Academic Success, the Chief Superintendent certifies that the information in this report is accurate and complete, and that the organization is:

- Making reasonable progress toward achieving the desired results.
- Making reasonable progress with exception(s) (as noted).
Exception(s): results for Students Self-Identified as Indigenous
- Not making reasonable progress.



Signed: _____

Date: January 4, 2021

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 2: Academic Success, the Board of Trustees finds the organization:

- to be making reasonable progress.
- to be making reasonable progress with exception (as noted in motion).
- not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustee



Executive Summary |

Analysis |

The data have indicated that:

- for the All Students cohort overall the results are good, though there are opportunities for improvement;
- English Language Learners achievement is close to that of All Students;
- there is a significant gap between Students who Self-Identify as Indigenous and All Students; and
- Students with Identified Special Needs have a mix of areas of strength and areas of need.

Alberta Education did not release an October 2020 update of the Accountability Pillar Results to school authorities. The May 2020 Accountability Pillar Results report includes N/A for Provincial Achievement Test (PAT) and Diploma Exam data to reflect the cancellation of June PATs and April & June Diploma Examinations in 2019-20.

This is the second year of data with respect to report card achievement. Due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020, caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

Targets |

Targets will be considered annually and finalized based on the identified areas of concern. What follows is a summary of the targets for 2019-20 and whether they were met or not.

Note | Since June 2020 Provincial Achievement Tests and Diploma Examinations were cancelled, some of the data are not available.

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

Target	Met	Not Met
4-year rate: Is at or above 80 percentage for All Students	<input type="checkbox"/>	
5-year rate: Is at or above 83 percentage for All Students	<input type="checkbox"/>	
3-year rate: The Achievement Measure increases one level to <i>Low</i> for Students who Self-Identify as Indigenous		<input type="checkbox"/>
3-year rate: The Achievement Measure is <i>Intermediate</i> for Students with Identified Special Education Needs		<input type="checkbox"/>
3-year rate: The Achievement Measure is <i>High</i> for All Students	<input type="checkbox"/>	
3-year rate: The Improvement Measure is <i>Improved</i> for All Students	<input type="checkbox"/>	

2. Students results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

Target	Met	Not Met
English Language Arts: Division 1 results for Students who Self-Identify as Indigenous will improve.	<input type="checkbox"/>	
English Language Arts: Division 1, 2, 3 and 4 results for English Language Learners will improve.	<input type="checkbox"/>	
Mathematics: Division 2 and 3 results for Students who Self-Identify as Indigenous will improve.	<input type="checkbox"/>	

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

Due to the cancellation of June PATs and April & June Diploma Examinations in 2019-20 by Alberta Education, there are no data for this indicator.

4. Students results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

Target	Met	Not Met
Career & Technology Foundations: Division 3 results for Students who Self-Identify as Indigenous and for Students will Identified Special Education Needs will improve.	<input type="checkbox"/>	
Science: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.	<input type="checkbox"/>	
Social Studies: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.	<input type="checkbox"/>	

5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

Due to the cancellation of June PATs and April & June Diploma Examinations in 2019-20 by Alberta Education, there are no data for this indicator.

Glossary of Terms |

- All Students: the entire set of students included in the data set for a specific indicator.
- Board: Board of Trustees
- Division: group of grades (e.g., Division 1 is comprised of grades 1, 2 and 3).
- English Language Learner: This group includes only those students who have been assessed as needing English language learning support and assigned the corresponding Alberta Education code.
- Mean: the sum of the values in a set of numbers divided by the number of values in the set.
- Measure Evaluations
 - Achievement Measure Evaluation - this is a Provincial Accountability Pillar evaluation, which consists of comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The categories for achievement are *Very High*, *High*, *Intermediate*, *Low* and *Very Low*.
 - Improvement Measure Evaluation - this is a Provincial Accountability Pillar evaluation which consists of comparing the Current Year result with the Previous 3-year Average. A chi-square statistical test is used to determine the significance of the improvement. The categories for improvement and the chi-square range for each category are as follows:
 - *Improved Significantly*, chi-square result ≥ 3.84 (current result $>$ previous 3-year average)
 - *Improved*, $1.00 \leq$ chi-square result < 3.84 (current result $>$ previous 3-year average)
 - *Maintained*, chi-square result < 1.00
 - *Declined*, $1.00 \leq$ chi-square result < 3.84 (current result $<$ previous 3-year average)
 - *Declined Significantly*, chi-square result ≥ 3.84 (current result $<$ previous 3-year average)
 - Overall Measure Evaluation - this is a Provincial Accountability Pillar evaluation that combines the Achievement Evaluation and the Improvement Evaluation. The categories for overall evaluation are *Excellent*, *Good*, *Acceptable*, *Issue* and *Concern*.
- Prov: Province
- Provincial Accountability Pillar: The Alberta government has a system for school authorities to consistently measure success and progress, called the Accountability Pillar. The Provincial Accountability Pillar uses 16 measures that show communities how schools and school authorities are performing each year.

- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.
- Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. In the following report, only students who have been identified are included in the data for "Students who Self-Identify as Indigenous".
- Students with Identified Special Education Needs: This group includes only those students who have been assessed and identified with a special education need then assigned the corresponding Alberta Education special education code, with the exception of those identified as gifted and talented. There is one exception to the latter and that is, when a student is double coded where one of the codes is gifted and talented. In this case the student is included in this group.



Policy |

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.

The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student strengths, needs, values, interests, backgrounds and circumstances.

As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, create, connect and communicate meaning through language, images and written text.

As a broad term, the Chief Superintendent interprets *literate* to mean the ability to use the vocabulary of a particular field of knowledge, to read and understand the texts of that field and to communicate within its ways of thinking.

The Chief Superintendent interprets *numerate* to mean the ability to acquire, create, connect and communicate meaning through mathematical terms, symbols and ways of thinking.

The Chief Superintendent interprets *integrate and apply* to mean that students can use their understandings within and across their studies to solve problems and achieve their goals.

The Chief Superintendent interprets *knowledge, skills and attitudes* to mean the learning outcomes within Alberta Education's authorized programs of study.

The Chief Superintendent interprets *competencies* to mean the attitudes, skills and knowledge that cross specific subject areas and are key to students' personal fulfilment, active citizenship and employability.

The Chief Superintendent interprets *academic disciplines* to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below.

The Chief Superintendent interprets *Fine and Performing Arts* to include Art, Dance, Drama and Music.

The Chief Superintendent interprets *Languages* to mean those programs of study taught in the Calgary Board of Education as both second language/language and culture courses and as immersion/bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- Career & Technology Foundations/Studies
- English Language Arts
- Fine and Performing Arts
- French Language Arts
- Languages
- Mathematics
- Physical Education
- Science
- Social Studies

Interpretation |

The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.

The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.

The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

Indicators |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.
 - 1.1 All Students
 - 1.2 English Language Learners
 - 1.3 Students who Self-Identify as Indigenous
 - 1.4 Students with Identified Special Education Needs
2. Student results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.
 - 2.1 All Students
 - 2.2 English Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs
3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - 3.1 All Students
 - 3.2 English Language Learners
 - 3.3 Students who Self-Identify as Indigenous
 - 3.4 Students with Identified Special Education Needs

4. Student results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
 - 4.1 All Students
 - 4.2 English Language Learners
 - 4.3 Students who Self-Identify as Indigenous
 - 4.4 Students with Identified Special Education Needs

5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - 5.1 All Students
 - 5.2 English Language Learners
 - 5.3 Students who Self-Identify as Indigenous
 - 5.4 Students with Identified Special Education Needs

Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2019-20 results, analysis and capacity building |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

This indicator is based on an Alberta Education determined Grade 10 Cohort who complete high school within three, four or five years. High school completion rates include students who receive a credential (e.g., a High School Diploma, Certificate of Achievement) and students who do not receive a credential but who transition to a post-secondary institution, an apprenticeship program or who have achieved “academic standing”¹.

Note | the 4-year rate includes the numbers from the 3-year rate and the 5-year rate includes the numbers from both the 3-year and 4-year rates.

Legend |

Achievement	Improvement	Overall
Very High	Improved Significantly	Excellent
High	Improved	Good
Intermediate	Maintained	Acceptable
Low	Declined	Issue
Very Low	Declined Significantly	Concern

¹ Refer to Attachment I for the criteria of the categories for High School Completion.

1.1 All Students

Rate	Compare	2018-19	2019-20
3-year	CBE	77.4	78.3
	Prov	79.1	79.7
4-year	CBE	81.0	82.9
	Prov	82.7	83.5
5-year	CBE	84.5	83.9
	Prov	84.8	84.9

3-year	Measure Evaluation	2018-19	2019-20
CBE	Achievement		
	Improvement		
	Overall		
Prov	Achievement		
	Improvement		
	Overall		

- Analysis of Cohort

For All Students, the 4-year result had the lowest gap between the provincial results and CBE in the 2019-20 school year. CBE and the Province reported results in the same range across all 3-year completion rate Measure Evaluations for two consecutive years, with both seeing the Improvement Measure of *Improved Significantly* when comparing the current year results to the previous three-year average.

From 2018-19 to 2019-20, CBE saw a greater increase of the 3-year and 4-year high school completion rates in 2019-20 than the Province saw. For these two rates, we are closing the gap between CBE and the Province. There was a 0.6 percentage point decrease in the CBE 5-year rate. Based on a Chi-Squared comparison to the 2018-19 result, the decline was not significant and it matched the previous three-year average 5-year rate. The CBE cohort of All Students in 2019-20 represents about 8600 students.

1.2 English Language Learners

Rate	Compare	2018-19*	2019-20
3-year	CBE	65.6	65.5
	Prov	74.4	73.3
4-year	CBE	71.8	79.0
	Prov	82.6	82.7
5-year	CBE	79.4	75.1
	Prov	85.8	84.9

3-year	Measure Evaluation	2018-19*	2019-20
CBE	Achievement	Yellow	Yellow
	Improvement	Green	Yellow
	Overall	Green	Yellow
Prov	Achievement	Green	Yellow
	Improvement	Blue	Yellow
	Overall	Green	Yellow

* The data have been revised based on the May 2020 Accountability Pillar Results.

- Analysis of Cohort

For English Language Learners, the gaps between the Province and CBE narrowed for two out of the three rates. The only widened gap was the 5-year result, with a gap increase of 3.4 percentage points. CBE maintained the same 3-year rate in the Achievement Measure level while the Province declined in the same measure. Both CBE and the Province showed declined performances in the Improvement Measure with the CBE dropping one level while the Province dropped two levels.

Decreases were observed in the 3-year and 5-year rates for both CBE and the Province, however, comparing to the provincial results, CBE showed a smaller decline in the 3-year rate and a larger decline in the 5-year rate. Based on Chi-Squared comparisons to the 2018-19 results, CBE decreases were not statistically significant. Additionally, the CBE 4-year rate improved significantly over time with an increase of 7.2 percentage points while the provincial result increased by 0.1 percentage points. English Language Learners in CBE represent about 670 students.

1.3 Students who Self-Identify as Indigenous

Rate	Compare	2018-19	2019-20
3-year	CBE	40.0	38.8
	Prov	56.6	55.8
4-year	CBE	45.2	46.9
	Prov	60.8	64.0
5-year	CBE	51.2	50.1
	Prov	64.4	64.9

3-year	Measure Evaluation	2018-19	2019-20
CBE	Achievement	Red	Red
	Improvement	Green	Yellow
	Overall	Orange	Red
Prov	Achievement	Red	Red
	Improvement	Blue	Green
	Overall	Yellow	Orange

- Analysis of Cohort

For Students who Self-Identify as Indigenous, the gaps between the provincial results and CBE's widened in all three rates with CBE being around 17 percentage points below the province at both 3-year and 4-year rates. Both CBE and the Province dropped one level in their 3-year rate Improvement Measures with both having *Very Low Achievement Measures*. CBE's 3-year rate did improve as compared to the previous three-year average.

The CBE 3-year and 5-year rates both saw a decrease around 1.1 percentage points in 2019-20 compared to the 2018-19 school year. Based on a Chi-Squared comparison, the improvement measure would be *Maintained*. The province showed the same Chi-Squared test results as CBE for both rates. Both CBE and the Province had increases in their 4-year rates while only the provincial increase was significant by test. The CBE cohort of Students who Self-Identify as Indigenous represents about 360 students.

1.4 Students with Identified Special Education Needs

Rate	Compare	2018-19*	2019-20
3-year	CBE	60.0	60.7
	Prov	62.3	61.8
4-year	CBE	64.7	69.4
	Prov	67.7	70.3
5-year	CBE	67.8	70.1
	Prov	71.0	71.8

3-year	Measure Evaluation	2018-19*	2019-20
CBE	Achievement	Orange	Orange
	Improvement	Blue	Blue
	Overall	Green	Green
Prov	Achievement	Orange	Orange
	Improvement	Blue	Green
	Overall	Green	Yellow

* The data have been revised based on the May 2020 Accountability Pillar Results.

- Analysis of Cohort

For Students with Identified Special Education Needs, CBE and the Province both maintained levels in their Achievement Measures. The Province saw a drop in their Improvement Measure, when comparing the current year results to the previous three-year average, while CBE maintained their *Improved Significantly* level.

Compared to the Province, CBE reported greater increases in 2019-20 in all three results as compared to their 2018-19 results. The 4.7 percentage point rise in the 4-year rate was statistically significant by test. Moreover, while CBE increased by 0.7 percentage points in the 3-year rate, the Province decreased by 0.5 percentage points in 2019-20. When comparing the previous three-year averages to the current year results, statistically significant increases were seen for all three CBE results and two out of the three provincial results (except for 3-year rate). The CBE cohort of Students with Identified Special Education Needs represents about 1800 students.

1.5 Summary

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
3 Year	78.3	79.7	65.5	73.3	38.8	55.8	60.7	61.8
4 Year	82.9	83.5	79.0	82.7	46.9	64.0	69.4	70.3
5 Year	83.9	84.9	75.1	84.9	50.1	64.9	70.1	71.8

3 Year	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
	Achievement	Green	Green	Yellow	Yellow	Red	Red	Orange	Orange
	Improvement	Blue	Blue	Yellow	Yellow	Yellow	Green	Blue	Green
	Overall	Green	Green	Yellow	Yellow	Red	Orange	Green	Yellow

- Targets for 2019-20

Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

- 4-year rate: Is at or above 80 percentage for All Students
- 5-year rate: Is at or above 83 percentage for All Students
- 3-year rate: The Achievement Measure increases one level to *Low* for Students who Self-Identify as Indigenous
- 3-year rate: The Achievement Measure is *Intermediate* for Students with Identified Special Education Needs
- 3-year rate: The Achievement Measure is *High* for All Students
- 3-year rate: The Improvement Measure is *Improved* for All Students

- Analysis

When comparing the high school completion rates between CBE's All Students and CBE's English Language Learners, the gap between the results of the 5-year rate for 2019-20 is lower than that of the 3-year rate. However, the gap is still significant. Among all three sub cohorts of students, the English Language Learners results were the closest to the All Students results for two consecutive years.

As compared to CBE's All Students results, the results for CBE's Students who Self-Identify as Indigenous show a significant gap and continue to indicate a need for improvement.

In considering CBE's Students with Identified Special Education Needs cohort against CBE's All Students cohort in 2019-20, the gap between the 5-year rates is smaller than the 3-year rate, which indicates improvement. However, the gap is still significant.

- Interpretation

In the percentage of students completing high school within three, four or five years of starting grade 10, as measured by the Provincial Accountability Pillar, CBE met four of the six targets in this indicator. The interpretation below highlights notable strengths and offers considerations for capacity building.

The CBE All Students cohort demonstrated results in the same range as the Province and significant improvement over the previous 3-year average. CBE's All Students cohort also improved in the percentage of students completing high school within three and four years, and although a slight decline was noted for high school completion within five years, this was not statistically significant. CBE reported greater percentages of improvement in the 3-year and 4-year high school completion rates in 2019-20 than the Province.

When comparing the previous three-year averages to the current year results, Students with Identified Special Needs in CBE had statistically significant increases for all three high school completion results.

English Language Learners and Students with Identified Special Needs in CBE are continuing to complete high school within three, four or five years at levels more closely related to the provincial results for these cohorts than Students who Self-Identify as Indigenous. A continued focus in CBE to support Students who Self-Identify as Indigenous to complete high school within three, four or five years is a noted area for capacity building as the gap between CBE and the province did not reduce in 2019-20. As stated in the analysis above, CBE Students who Self-Identify as Indigenous represent about 360 students of the All Students cohort so are susceptible to changes in composition of the cohort.

The two target areas in this indicator that were not met present as areas for continued focused improvement.

- 3-year rate: The Achievement Measure increases one level to *Low* for Students who Self-Identify as Indigenous. In 2019-20, CBE results were *Very Low* in this target. The Province also achieved results in the *Very Low* range.
- 3-year rate: The Achievement Measure is *Intermediate* for Students with Identified Special Education Needs. In 2019-20, CBE results were *Low* for this target. The Province also achieved results in the *Low* range.

When considering all four cohorts and all three years, while the CBE results are lower than the Province results, the gap between the CBE and Province is narrowed in eight of the 12 measures. We are moving in the right direction.

- Building Capacity

The following is the list of next steps based on the analysis:

- All Students

Create and employ professional learning focused on:

- building school administrator capacity with data by providing Data and the SDP Professional Learning sessions; and
- Career & Technology Foundations (CTF) and Career & Technology Studies (CTS) teachers designing tasks that are explored by students in CTF, which are then built upon and strengthened in CTS.

Structures & Processes

- Use *Dialogue Framework* with High School Engagement process.
- Continuation of school visits by Education Directors with guiding questions where the Education Director will review use of evidence for all as well as identified cohorts, and align actions based on evidence.
- Expand the relationship between CTF and CTS with the goal of transitions between Middle/Junior/High Schools and post-secondary.
- Promote asynchronous dual credit delivery to remove challenges through scheduling conflicts and to increase accessibility.
- Develop online dual credit strategies that leverage the use of technology in learning environments to meet the needs of diverse learners and increased equity.

Resources

- Create a robust School Development Planning Toolkit inclusive of data tools, templates, exemplars and a School Development Plan Companion Guide.
- Increase Brightspace and Bongo Virtual Classroom usage.
- The Unique Pathways Team will develop a broader scope of pathways that are accessible to a diverse demographic.

- English Language Learners

Structures & Processes

- Gather and analyze baseline Language Proficiency (LP) data to inform instructional strategies within the School Development Plan with the support of Education Directors, English Language Learner (ELL) Strategists & System Principals.
- Evaluate and adjust current expectations of ELL Benchmark Assessment and Reporting with a continued focus on strong programming.
- Collaborate with other system portfolios to create a systematic approach to building supportive and Inclusive Learning Environments.

Resources

- ELL Strategists will be assigned to specific schools based on the equity factor scores and ELL language proficiency data, with a focus on leveraging background and expertise in Elementary, Middle/Junior, and Senior High School.
- Create exemplars of ELL SDP goals, strategies and measures at all divisions.

- Students who Self-Identify as Indigenous

Professional Learning

Create and employ professional learning focused on:

- collaboration offered by the Indigenous Team to build foundational knowledge - Friday afternoon professional learning offerings, Elder teaching days, and land-based learning series, system professional learning days, leadership cohorts, service units.

Structures & Processes

- Design, share and support the implementation of a holistic collaborative response to supporting Indigenous student achievement and well-being for all schools.
- Holistically track grade 10 Indigenous students in all high schools using area data templates.
- Design and implement a transition process for Indigenous students moving from grade 9 to 10.
- Through Monthly Leadership Meetings: Principals will now model the application of Truth and Reconciliation Commission actions specifically in the area of acknowledging the Land and land based learning.

Resources

- The Indigenous Education Team is comprised of a system principal and three specialists situated at Niitsitapi Learning Centre along with strategists (16) and Indigenous Diversity & Learning Support Advisors (7) in each area. The 15 school-based Indigenous Education Strategists and one Indigenous Well-Being Strategist will support 17 targeted K-12 schools as well as system work.

- Students with Identified Special Education Needs

Structures & Processes

- Develop a system approach to support the completion of Student Program Reviews, including documentation, timelines and connection to Individual Program Plans.
- Gather data through observations, conversation and quantifiable information to ensure students are receiving appropriate instruction within specialized classes to address both mental health and academic strengths and challenges in a timely manner.
- Create clear pathways for accessing system supports.
- Create common processes and procedures for specialized classes – intake, discharge and transition.

Resources

- Area Learning Team processes will continue to determine areas for greatest student need and support.
- Shift to expanded practices for small group psychological interventions to increase direct service.

Context for the Results of Indicators 2 to 5

On March 15, 2020, Alberta's Minister of Education informed school divisions that due to the COVID-19 pandemic, in-school classes were cancelled and that teacher-directed learning would continue.

The following is an excerpt from the Alberta Education News Release:

Continuity of student learning and content delivery

For all kindergarten to Grade 12 students, school authorities will offer at-home learning opportunities, either through online means or through other accommodations, such as course packages and telephone check-ins. Government expects that every student, regardless of their geographic location or socioeconomic status, will continue to learn while in-school classes across the province are cancelled. This includes students in public, separate, Francophone, charter and independent schools, and Indigenous students attending provincial schools.

To identify what content needs to be delivered, teachers will evaluate curricular outcomes that have not yet been covered, prioritize remaining outcomes based on what is manageable for students working from home, and will plan specific tasks and projects for students.

Content delivery for each grade is broken down as follows:

- Kindergarten – Grade 3
 - Education content will focus on language/literacy and mathematics/numeracy outcomes of the provincial curriculum.
 - Teachers will assign an average of five hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
- Grades 4-6
 - Education content will continue to focus on language/literacy and mathematics/numeracy outcomes, and there will be opportunity to incorporate science and social studies outcomes through cross-curricular learning.
 - Teachers will assign an average of five hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
- Grades 7-9
 - Education content will focus on core mathematics, language/literacy, science and social studies curriculum outcomes.
 - Teachers will assign an average of 10 hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
- Grades 10-12
 - Education content will focus on specified and core courses required for high school graduation requirements, including language (English, French and French language arts), social studies, mathematics, biology, chemistry and physics.
 - Content from other courses will be delivered where possible, and accommodations for students unable to complete courses are in place.

Grade progression and report cards

Every student will receive final grades and will receive a report card, appropriate to their grade level. Teachers will be responsible for assessing a student's progress and assigning a final grade. School authorities have committed to ensuring parents are consulted and kept informed of how assessment will be determined in this unique circumstance. All students who were on track to progress to the next grade will.

Where possible, schools will work with high school students to complete their courses to the best of their ability, providing a final mark and awarding credits. If a student is unable to complete a course that would have allowed them to progress to the next grade, principals have the ability to award credits to ensure student progression.

High school diploma criteria

Students on track to receive 100 or more credits will still be eligible to graduate and receive a high school diploma. Principals have the ability to award up to 15 credits to students in Grade 12 whose program has been negatively impacted by class cancellations. For any courses that are started, schools will complete them with the student to the best of their ability, provide a final mark and award credits.

If the student is unable to complete a course that would have led them to achieving a high school diploma, such as a work experience or a career and technology studies course, principals have the ability to award credits to ensure the student graduates.

Provincial assessments

All Grade 6 and 9 provincial achievement tests and Grade 12 diploma exams are cancelled. Under special circumstances, students can request to write a diploma exam. Students wishing to do so should speak to their teacher and school administrator.

– Alberta Ministry of Education | News Release | March 20, 2020

Further guidance was provided by the ministry in regards to final course marks. The following is an example of what was provided by CBE as a result of this guidance.

Key Understandings

- At this time, students and families are coping with a variety of situations that may include but are not limited to: fear and worry about their own health and the health of loved ones; difficulty sleeping or concentrating; coping with illness; unexpected unemployment; challenges to finding essential food and household items; working from home; loss of child care; elective or mandatory quarantine; and/or social distancing.
- School environments provide students equitable access to learning and learning resources. When learning occurs remotely, each student's environment, capacity and access to learning resources are different. At the point we are able to return to instructional and assessment methods where these barriers are not at the forefront, we will need to work together to address the learning needs and gaps of students based on their varied experiences.
- The temporary change in instructional setting limits teachers' capacity to determine whether assessments have been completed independently or with support (e.g., collaborating with others, using additional resources). This impacts the validity and accuracy of grades. Whenever possible, the emphasis should be on formative assessment strategies that improve learning.

- CBE will adhere to Alberta Education guidelines that all students, Kindergarten to Grade 12, will receive final grades and a report card. To ensure students and families receive the most accurate and meaningful communication about the student's learning, teachers will determine interim report card grades that summarize achievement up until the cancellation of classes on March 15. Course grades as of March 15 can be identified as final. Grades may be improved upon, but must not be decreased based on the assessment between now and the end of the course.

– Guidelines | Assessment and Reporting for Ongoing Learning in CBE

We asked our staff to understand the challenges of remote teaching and come from a place of generosity when working with students.

- Situation of students and families: At this time, students and families are coping with a variety of situations that may include but are not limited to: fear and worry about their own health and the health of loved ones; difficulty sleeping or concentrating; coping with illness; unexpected unemployment; challenges to finding essential food and household items; working from home; loss of child care; elective or mandatory quarantine; and/or social distancing.
- Access to learning and resources: School environments provide students equitable access to learning and learning resources. When learning occurs remotely, each student's environment, capacity and access to learning resources are different.
- Lack of face-to-face instruction: Student's schedules are not as structured as when they were in school, making regular classes difficult. Parents may require support outside of normal teaching hours.

Early research is indicating that the gaps that existed between low socioeconomic status students and medium to high socioeconomic status students have gone from bad to worse with the pandemic. Compounding this is the difference in access to digital devices and reliable internet, necessary for online learning.

What does this mean for Results monitoring using indicators 2 to 5?

Even though the report card results are higher following emergency remote teaching, our data analysis will still be able to surface key areas of focus for identified cohorts.

There will be no data for indicators 3 & 5 due to the cancellation of Provincial Achievement Tests and Diploma Examinations.

While not explicit in any of the indicators, the instructional actions stated in school development plans determine the expected improvements in student learning (key outcomes), which in turn inform the report card indicators (K-9) and marks (Gr. 10-12). To that end, we will provide the percentage of key outcomes that showed improvement broken out by goal type (Literacy, Well-Being for Learning) and school type (e.g., elementary, middle, senior).

For other examples of how learning gaps will be addressed and monitored, refer to Appendix I.

2. Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

Legend |

- Division 1 – Grades 1 to 3 (Indicators 1-4)
- Division 2 – Grades 4 to 6 (Indicators 1-4)
- Division 3 – Grades 7 to 9 (Indicators 1-4)
- Division 4 – Grades 10 to 12 (Percentage)

2.1 All Students

- A. Student report card results as a mean within English Language Arts: Division

Division	2018-19	2019-20
1	2.70	2.84
2	2.80	2.90
3	2.86	2.91
4	69.7	71.2

- B. Student report card results as a mean within Mathematics: Division

Division	2018-19	2019-20
1	2.78	2.97
2	2.82	2.96
3	2.83	2.88
4	72.1	74.9

- Analysis of Cohort

For All Students, among Division 1 to Division 3, Division 3 achieved the highest results in English Language Arts for both school years as well as the highest Mathematics results in 2018-19 with Division 1 being the highest in Mathematics in 2019-20.

Year-over-year improvements can be observed across different divisions in both subject areas. Except for the notable increases in Division 4, Division 1 students consistently had the greatest year-over-year improvements among the remaining three divisions in both subjects. Moreover, based on the Chi-Squared comparison to the corresponding 2018-19 result, Division 1 and Division 4 students improved significantly in both English Language Arts and Mathematics.

2.2 English Language Learners

A. Student report card results as a mean within English Language Arts: Division

Division	2018-19	2019-20
1	2.61	2.75
2	2.68	2.79
3	2.66	2.73
4	65.2	67.5

B. Student report card results as a mean within Mathematics: Division

Division	2018-19	2019-20
1	2.67	2.87
2	2.79	2.91
3	2.74	2.78
4	70.9	73.8

- Analysis of Cohort

For English Language Learners, Division 2 consistently had the highest results in both English Language Arts and Mathematics over the two years among Division 1 to Division 3 students.

Similar to All Students, universal improvements can be seen across different Divisions and except for Division 4, Division 1 students achieved the greatest improvements among other Divisions in both English Language Arts and Mathematics. Moreover, Division 4 had significant increases in both subjects.

2.3 Students who Self-Identify as Indigenous

A. Student report card results as a mean within English Language Arts: Division

Division	2018-19	2019-20
1	2.09	2.23
2	2.27	2.42
3	2.33	2.42
4	62.7	62.9

B. Student report card results as a mean within Mathematics: Division

Division	2018-19	2019-20
1	2.16	2.35
2	2.16	2.39
3	2.14	2.28
4	64.0	65.1

- Analysis of Cohort

For Students who Self-Identify as Indigenous, the specific division that achieved the highest results over time among Division 1 to Division 3 was different for different subjects. Division 2 had the highest average result in Mathematics while Division 3 achieved the highest performance in English Language Arts.

Year-over-year improvements can also be observed across different divisions in English Language Arts and Mathematics. And unlike other cohorts of students, among Division 1 to Division 3, Division 2 had the highest improvements in both subjects.

2.4 Students with Identified Special Education Needs

A. Student report card results as a mean within English Language Arts: Division

Division	2018-19	2019-20
1	2.24	2.40
2	2.41	2.57
3	2.48	2.55
4	65.2	66.3

B. Student report card results as a mean within Mathematics: Division

Division	2018-19	2019-20
1	2.29	2.51
2	2.39	2.61
3	2.37	2.47
4	66.1	68.9

- Analysis of Cohort

For Students with Identified Special Education Needs, division comparison results were quite distinct for different subjects. Among Division 1 to Division 3, Division 3 had the highest English Language Arts result in 2018-19 while Division 2 being the highest in 2019-20. In Mathematics, Division 2 students achieved the highest average scores in both years.

Moreover, performances were consistently improved and different from other cohorts of students, Division 1 and Division 2 achieved the same improvements and based on the Chi-Squared comparisons to the 2018-19 results, Division 4 improved significantly in Mathematics.

2.5 Summary

ELA	All Students	ELL	Indigenous	Special Ed
Division 1	2.84	2.75	2.23	2.40
Division 2	2.90	2.79	2.42	2.57
Division 3	2.91	2.73	2.42	2.55
Division 4	71.2	67.5	62.9	66.3

Math	All Students	ELL	Indigenous	Special Ed
Division 1	2.97	2.87	2.35	2.51
Division 2	2.96	2.91	2.39	2.61
Division 3	2.88	2.78	2.28	2.47
Division 4	74.9	73.8	65.1	68.9

- Targets for 2019-20

Students results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

- English Language Arts:
 - Division 1 results for Students who Self-Identify as Indigenous will improve.
 - Division 1, 2, 3 and 4 results for English Language Learners will improve.
- Mathematics:
 - Division 2 and 3 results for Students who Self-Identify as Indigenous will improve.

- Analysis

This analysis begins with a comparison of results between divisions in 2019-20. The first paragraph provides results that had consistency over two years, while the second includes divisions with the highest results in 2019-20. The analysis continues with a discussion of year-over-year improvement. This is followed by comparison of cohort groups, including review of the results from English Language Learners, Students who Self-Identify as Indigenous, and Students with Identified Special Education Needs as compared to the All Students cohort.

The next comparison in the analysis is between the two subjects: English Language Arts and Mathematics. This subject review provides information by division, cohort group and comparison between 2018-19 and 2019-20, though the caution was exercised given the differences in context between the years.

The appendix offers additional data regarding English Language Arts and Mathematics results by stem for grades 1-9, and by course for high school. A brief review of stem and course data for each subject is provided to conclude the analysis in this section.

When considering the three sub cohorts against the All Students cohort, the relative performances of the three sub cohorts in 2019-20 across all four divisions for both English Language Arts and Mathematics remained equal or improved in 17 of 24 results. The improvements were more noticeable for Students with Identified Special Education Needs among all three sub cohorts in both subjects.

For Students who Self-Identify as Indigenous, the improvements as compared to the All Students cohort were mainly focused on Division 2 and 3 students in both subjects. For English Language Learners, the results were different for different subjects. Generally speaking, sub cohort students had more improvements in Mathematics than in English Language Arts.

Of the Students who Self-Identify as Indigenous cohort, those in Division 4 had the most evident decrease of relative performances against the All Students cohort in both subjects. The following sub cohort results are the ones whose gaps with the All Students cohort widened from 2018-19 to 2019-20:

- Division 1 for Students who Self-Identify as Indigenous in Mathematics.
- Division 2 and 3 for English Language Learners in Mathematics;
- Division 4 for Students who Self-Identify as Indigenous in English Language Arts and Mathematics;
- Division 4 for Students with Identified Special Education in English Language Arts;

In addition, student results were generally higher in Mathematics as compared to English Language Arts for both years. In 2019-20, the specific cases where higher English Language Arts results were reported were similar to those in 2018-19 and they were mainly focused on Division 3 students:

- Division 2 for Students who Self-Identify as Indigenous.
- Division 3 for All Students, Students who Self-Identify as Indigenous and Students with Identified Special Education;

The only notable change over time was the results of Division 2 Students with Identified Special Education Needs cohort where the English Language Arts result was higher than the Mathematics result in 2018-19 but lower in 2019-20.

It is notable that English Language Learners performed better in Mathematics as compared to English Language Arts across different divisions and their results were the closest to the All Student results for both subjects in two consecutive years.

Additional analysis regarding appendix data: Within 2019-20, the lowest percentage of 3s and 4s across all grades was on the stem 'Writes to develop, organize and express information and ideas'. The next lowest was 'Manages and evaluates information and ideas' for grades 3-7,9 and 'Reads to explore, construct and extend

understanding' for grades 1,2,8. In high school students in dash 2 and 4 courses saw the lowest percentage of students achieving a mark of at least 65%.

Except for the 'Writes to develop, organize and express information and ideas' stem, year-over-year, Grade 9 students had declined percentages of good or excellent achievement across all remaining stems. The declines were more notable for the stem 'Constructs meaning and makes connections through speaking' with a 7.0 percentage point decrease and for the stem 'Manages and evaluates information and ideas' with a 3.5 percentage point decrease. English Language Arts 30-4 saw a decline of 3.1 percentage points in students achieving a mark of at least 65%.

Within 2019-20 the lowest percentage of 3s and 4s was for the stem 'Develops number sense and applies strategies for computation and estimation' for grades 1-3,7,9 and 'Uses algebraic reasoning to represent patterns and relationships' for grades 4-6,8.

Like English Language Arts, in high school Mathematics courses students in dash 2, 3 and 4 courses did not achieve at least a 65% at a rate far below those in dash 1 courses.

- Interpretation

This is the second year of data with respect to report card achievement. Due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020, caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

CBE achieved all targets in this indicator. The interpretation below highlights notable strengths and offers considerations for capacity building.

A notable point of progress in this indicator is the following: when compared to the All Students cohort, the relative performances of English Language Learners, Students who Self-Identify as Indigenous and Students with Identified Special Education Needs were generally improved in 2019-20 across all four divisions for both English Language Arts and Mathematics.

Improvements were more noticeable for Students with Identified Special Education Needs compared to the All Students cohort among all three sub cohorts in both subjects. For Students who Self-Identify as Indigenous, the improvements were mainly focused on Division 2 and 3 students in both subjects.

Of the Students who Self-Identify as Indigenous cohort, those in Division 4 had the most evident decrease of relative performances against the All Students cohort in both subjects.

The specific groups below demonstrated widened differences from the All Students cohort results in 2019-20, and are offered as possible areas of focus for Building Capacity:

- Division 4 for Students who Self-Identify as Indigenous in English Language Arts and Mathematics;
- Division 4 for Students with Identified Special Education in English Language Arts;
- Division 2 and 3 for English Language Learners in Mathematics;
- Division 1 for Students who Self-Identify as Indigenous in Mathematics.

The examination of within year lows and year-over-year declines combined with the widening of gaps in specific cohorts, indicates a need to focus on:

- English Language Learners: Mathematics
 - Division 2 - Uses algebraic reasoning to represent patterns and relationships
 - Division 3 - Develops number sense and applies strategies for computation and estimation.
- Students who Self-Identify as Indigenous: Mathematics
 - Division 1 - Develops number sense and applies strategies for computation and estimation.
 - Division 4 - achievement in dash 2, 3 and 4 courses
- Students who Self-Identify as Indigenous: English Language Arts
 - Division 4 - achievement in dash 2 and 4 courses
- Students with Identified Special Education Needs: English Language Arts
 - Division 4 - achievement in dash 2 and 4 courses
- Building Capacity

The following is the list of next steps based on the analysis:

- All Students
 - **Professional Learning**
Create and employ professional learning focused on:
 - the pilot implementation of the Reading Readiness Screening Tool (RRST) in kindergarten and grade one classrooms in selected schools across CBE;
 - Speech Language Services, the Early Learning Team and the Literacy Team will develop the K-Grade 1 Early Literacy Framework focused on evidence-based practices; speech language pathologists (SLP) to support teachers' understanding and implementation of strategies including oral language and phonological/phonemic development;
 - *Understanding Grade Level Reading* and *Understanding Grade Level Writing* facilitated by the literacy specialists. These documents outline the reading and writing skills a student should have repeated opportunities to practice and master by the end of June;
 - shifting mindsets in Early Learning from using resources to diagnose and code, to using resources allocated to intervene and support;
 - the pilot of the MathUP Classroom, a teacher-facing resource that provides the support needed for teachers to plan, teach and assess to meet the needs of learners in grades 1-8;
 - integrating technology, assessment, numeracy and literacy;
 - increasing online and blended instructional practices that are combined with literacy, assessment and reporting, and numeracy strategies;

- concept-based learning facilitated by Julie Stern focused on teaching for conceptual understanding, with the goal of sharing resources and high-quality teaching and learning strategies to prepare for implementation of the new provincial curriculum; and
- teaching combined grades in divisions 1 & 2.

Structures & Processes

- Early Learning and Literacy Teams co-develop a strategic plan to use a universal early literacy screening tool in all schools.
- Employ a new model to review the Early Years Evaluation data at the school level towards the goal of building school capacity in programming for individual student and school needs.
- Establish Assessment and Reporting Champion representation from each school. These teachers and leaders participate in monthly professional learning about best practices for assessment and the use of PowerTeacher Pro gradebook.

Resources

- Create and implement a Scope and Sequence for Curriculum in Grades 1-9 to support teachers and teams in engaging in collaborative planning for instruction and to ensure alignment between Hub Learning and in-class programming, offering smooth transitions following potential staff/student absence.
 - Equitable allocation of Literacy kits to specialized classes through the Loan Pool via Inclusive Education Strategists to ensure maximum engagement, implementation and use.
 - Develop system guidelines to increase learning opportunities via recording lessons and setting direction on live synchronous sessions for students in Hub or at-home learning.
 - Create and implement resources to support teachers and teams in engaging in offering combined grades in divisions 1 & 2.
- English Language Learners

Professional Learning

Create and employ professional learning focused on:

- intentional and explicit planning for English language development instruction with a focus on function, forms and academic vocabulary with increased opportunities for fluency.

Structures & Processes

- Build a systematic approach to surfacing the English language across all disciplines.
- Create a process and develop a screening tool to support the placement of students who are new to Canada and have complex needs.
- Build a partnership with Immigrant Services Calgary to increase efficiencies within student assessment.

- Students who Self-Identify as Indigenous

Professional Learning

Create and employ professional learning focused on:

- supporting Indigenous student academic achievement/well-being and incorporating Indigenous knowledge into teaching and learning within the 17 K-12 core schools identified by the Indigenous Education Team.

Resources

- Establish Indigenous Education Team (4 system staff and 23 school-based).
- Maintain the Elder Advisory Council.

- Students with Identified Special Education Needs

Professional Learning

Create and employ professional learning focused on:

- practical language strategies (K-4), facilitate by SLPs;
- developing resource teachers repertoire of inclusionary practices so that can in turn build staff capacity in this area;
- supporting students with autism and behaviour/mental health in inclusive classrooms through mentorship and communities of practice;
- implementing *Collaborative Planning Guide* in Adapted Learning Class (ALP), Attitude, Community Competence, Elements of Academic Curriculum, Social Skills Class (ACCESS), Communication, Sensory, Social Interaction Class (CSSI), Enhanced Educational Support (EES) and Teaching Attitude, Social Skills and Communication Class (TASC) classes;
- support of programming for students with hearing loss, facilitated by the Deaf and Hard of Hearing (DHH) Team; and
- functional behaviour assessments, for all staff in Inclusive Education and Leading Inclusion.

Structures & Processes

- Reorganize Early Development Centres to increase efficiency aligned to the new funding framework and maintain programming for our most vulnerable special needs early learners.
- Create collaboration opportunities for school Resource Teachers to promote inclusive philosophy within schools as per Alberta Education mandate (Resource Teacher's Network).
- Creation of EES Learning Series Committee to continue developing professional learning supports.
- Create new Placement Process for Specialized classes (development of guiding principles, screening process, participant feedback, student rubrics to support decision-making).
- Inclusive Education Learning Leaders and Complex Needs Strategists - monthly data collection to measure impact and identify priority areas of school support (e.g., number of student visits, goal areas for teachers and students).
- Inclusive Education will develop process for accessing learning environment supports from the Loan Pool and collecting data on the impact of these resources.
- Use of Functional Behavior Assessment to develop Student Support Plans.
- Develop Level B testing processes.
- Review criteria for specialized assessments and reassessments.
- Identify and allocate psychologists with specialized skills.
- DHH Team analysis of data to ensure equity of access to a DHH Strategist, supports and services.
- Develop a referral method for schools to use when referring students with Augmentative and Alternative Communication (AAC) needs; develop an intake and triage process for those referrals.
- Ongoing systematic review of braille support needs for students who use braille and deployment of Braille assistants and Education Assistant – Braille.
- Ongoing review of vision team supports to ensure they are reflective of system needs and access to strategists, supports and services.

Resources

- Develop an Early Learning Speech Language Services Guide for schools; development of processes to support speech-language work and decision-making.



- Speech Language Services development of resources for universal supports: additional online parent articulation sessions, fluency resources and videos, and language strategy videos for parents and teachers.
 - Implement multi-disciplinary team at Area learning team level.
 - DHH Team update the unilateral hearing loss protocol to include Area Learning Team pathways of access – enhancing transparency and opportunity for collaboration, reducing service duplication and ensuring wrap around supports.
 - Vision Team to develop a Brightspace by D2L shell for school based staff to access resources that will enhance and support the learning needs of students with a visual impairment.
 - Revision of Specialized Classes Expanded Readings to support task design and assessment of learning for students receiving modified programming.
3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Due to the cancellation of June PATs and April & June Diploma Examinations in 2019-20 by Alberta Education, there are no data for this indicator.

4. Student results in each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

Legend |

- Division 1 – Grades 1 to 3
- Division 2 – Grades 4 to 6
- Division 3 – Grades 7 to 9
- Division 4 – Grades 10 to 12

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4.1 All Students

Student report card results as a mean			
Subject	Division	2018-19	2019-20
CTF/CTS	1	n/a	n/a
	2 (CTF)	3.03	3.05
	3 (CTF)	2.99	3.08
	4 (CTS)	82.1	83.7
Fine and Performing Arts	1	2.86	2.98
	2	2.94	3.06
	3	3.02	3.09
	4	82.5	84.3
French Language Arts	1	2.91	3.03
	2	2.91	3.01
	3	2.99	3.04
	4	75.7	79.3
Languages	1	2.73	2.97
	2	2.82	2.91
	3	2.94	3.09
	4	85.0	87.0
Physical Education	1	2.93	3.07
	2	3.04	3.15
	3	3.05	3.08
	4	82.0	83.5
Science	1	2.79	2.91
	2	2.81	2.90
	3	2.80	2.86
	4	73.8	76.7
Social Studies	1	2.74	2.87
	2	2.78	2.87
	3	2.81	2.88
	4	71.6	73.7

- Analysis of Cohort

For All Students, Division 3 students maintained the highest results for both years in Arts, French, Languages and Social Studies while different divisions emerged in other subjects over time:

- CTF/CTS: Division 2 in 2018-19 and Division 3 in 2019-20;
- Physical Education: Division 3 in 2018-19 and Division 2 in 2019-20;
- Science: Division 2 in 2018-19 and Division 1 in 2019-20.

Improved year-over-year performances were reported for all subjects across different divisions and based on the Chi-Squared comparisons to the corresponding 2018-19 results, Division 4 improved significantly in all subjects and Division 1 and Division 2 achieved significant increases in Arts.

Moreover, except for the increases in Division 4, reported in a different scale, Division 1 had the largest increases for all subjects (excluding CTF/CTS). In CTF/CTS, Division 3 students achieved the greater increase between the rest two divisions.



4.2 English Language Learners

Student report card results as a mean			
Subject	Division	2018-19	2019-20
CTF/CTS	1	n/a	n/a
	2 (CTF)	2.90	2.96
	3 (CTF)	2.85	2.95
	4 (CTS)	79.6	81.3
Fine and Performing Arts	1	2.75	2.86
	2	2.86	2.97
	3	2.85	2.92
	4	78.7	79.7
French Language Arts	1	2.80	2.95
	2	2.87	2.93
	3	2.92	2.95
	4	73.2	72.6
Languages	1	2.82	2.98
	2	2.78	2.89
	3	2.85	2.99
	4	85.6	86.2
Physical Education	1	2.80	2.94
	2	2.95	3.06
	3	2.94	2.96
	4	78.3	80.7
Science	1	2.62	2.77
	2	2.70	2.81
	3	2.65	2.72
	4	70.4	73.7
Social Studies	1	2.59	2.74
	2	2.68	2.77
	3	2.64	2.72
	4	68.0	69.8

- Analysis of Cohort

For English Language Learners, the highest-achieving division remained the same for two consecutive years in all subjects:

- Division 2 in CTF/CTS, Arts, Physical Education, Science and Social Studies;
- Division 3 in French and Languages.

While improved year-over-year performances can be observed for most of the subjects across different divisions. Division 4 students showed declined average score in 2019-20. According to Chi-Squared comparison to the 2018-19 result, the decrease was not statistically significant. In CTF/CTS, similar to All Students, Division 3 students achieved the greater increase between Division 2 and Division 3 while for other subjects, Division 1 generally had the most notable improvements among Division 1 to Division 3. The only exception where Division 1 did not achieve the largest improvement was in Arts where Division 2 students reported the most noticeable increase.

According to the Chi-Squared tests, the significant increases were predominantly focused on Division 4 students. For English Language Learners, Division 4 students achieved statistically significant improvements in CTF/CTS, Physical Education and Science.



4.3 Students who Self-Identify as Indigenous

Student report card results as a mean			
Subject	Division	2018-19	2019-20
CTF/CTS	1	n/a	n/a
	2 (CTF)	2.85	2.74
	3 (CTF)	2.60	2.71
	4 (CTS)	76.6	78.4
Fine and Performing Arts	1	2.56	2.68
	2	2.66	2.76
	3	2.72	2.80
	4	72.6	74.7
French Language Arts	1	2.74	2.93
	2	2.84	2.89
	3	2.78	2.63
	4	72.7	73.8
Languages	1	2.36	2.60
	2	2.53	2.57
	3	2.53	2.50
	4	75.4	78.5
Physical Education	1	2.64	2.70
	2	2.68	2.78
	3	2.67	2.68
	4	71.1	71.6
Science	1	2.32	2.41
	2	2.30	2.39
	3	2.20	2.28
	4	65.1	68.1
Social Studies	1	2.29	2.40
	2	2.30	2.38
	3	2.26	2.31
	4	61.5	63.9

- Analysis of Cohort

For Students who Self-Identify as Indigenous, the specific division that achieved the consecutively highest results in both years was different for different subjects:

- Science: Division 1;
- CTF/CTS and Physical Education: Division 2;
- Arts: Division 3.

For the remaining subjects (French, Languages and Social Studies), the highest-achieving divisions were Division 2 in 2018-19 and Division 1 in 2019-20.

Comparing to other cohorts of students, a small number of declined average scores were observed for Students who Self-Identify as Indigenous.

- CTF/CTS: Division 2;
- French: Division 3;
- Languages: Division 3.

According to Chi-Squared comparisons to the 2018-19 results, the decreases above are not statistically significant.

Similar to English Language Learners, except for CTF/CTS, there was only one exception where Division 1 did not report the largest improvement among Division 1 to Division 3 students: Division 2 in Physical Education. Moreover, based on the Chi-Squared tests, Division 4 achieved significant improvement in CTF/CTS.

4.4 Students with Identified Special Education Needs

Student report card results as a mean			
Subject	Division	2018-19	2019-20
CTF/CTS	1	n/a	n/a
	2 (CTF)	2.80	2.82
	3 (CTF)	2.70	2.83
	4 (CTS)	78.2	80.2
Fine and Performing Arts	1	2.50	2.63
	2	2.64	2.79
	3	2.75	2.88
	4	77.3	79.5
French Language Arts	1	2.43	2.60
	2	2.49	2.67
	3	2.72	2.77
	4	70.0	74.8
Languages	1	2.28	2.53
	2	2.47	2.57
	3	2.57	2.73
	4	78.6	80.0
Physical Education	1	2.57	2.73
	2	2.77	2.91
	3	2.79	2.84
	4	76.8	78.4
Science	1	2.41	2.49
	2	2.43	2.54
	3	2.39	2.46
	4	67.7	70.7
Social Studies	1	2.33	2.44
	2	2.37	2.50
	3	2.40	2.48
	4	65.7	68.0

- Analysis of Cohort

Similar to the All Students cohort, for Students with Identified Special Education Needs, Division 3 students had the highest results in Arts, French and Languages. In Science, Division 2 students achieved the highest average score. Change was observed in the highest-achieving divisions for other subjects between 2018-19 and 2019-20:

- CTF/CTS: Division 2 in 2018-19 and Division 3 in 2019-20;
- Physical Education and Social Studies: Division 3 in 2018-19 and Division 2 in 2019-20.

In considering the year-over-year performances, improved results were reported for all subjects across different divisions and the statistically significant increases were consistently from Division 4 students. Based on the Chi-Squared comparisons to the corresponding 2018-19 results, Division 4 achieved significant increases in CTF/CTS, Arts, Science and Social Studies.

Except for the increases in Division 4, unlike other cohorts of students, Division 2 generally achieved the greatest increases across subjects (excluding CTF/CTS). The only two courses where Division 1 accomplished greater improvements were Language and Physical Education. In CTF/CTS, similar to other cohorts, Division 3 students reported the greater increase between the two divisions.

4.5 Summary

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.05	2.96	2.74	2.82
Division 3	3.08	2.95	2.71	2.83
Division 4	83.7	81.3	78.4	80.2

Arts	All Students	ELL	Indigenous	Special Ed
Division 1	2.98	2.86	2.68	2.63
Division 2	3.06	2.97	2.76	2.79
Division 3	3.09	2.92	2.80	2.88
Division 4	84.3	79.7	74.7	79.5

French	All Students	ELL	Indigenous	Special Ed
Division 1	3.03	2.95	2.93	2.60
Division 2	3.01	2.93	2.89	2.67
Division 3	3.04	2.95	2.63	2.77
Division 4	79.3	72.6	73.8	74.8

Languages	All Students	ELL	Indigenous	Special Ed
Division 1	2.97	2.98	2.60	2.53
Division 2	2.91	2.89	2.57	2.57
Division 3	3.09	2.99	2.50	2.73
Division 4	87.0	86.2	78.5	80.0

Physical Education	All Students	ELL	Indigenous	Special Ed
Division 1	3.07	2.94	2.70	2.73
Division 2	3.15	3.06	2.78	2.91
Division 3	3.08	2.96	2.68	2.84
Division 4	83.5	80.7	71.6	78.4

Science	All Students	ELL	Indigenous	Special Ed
Division 1	2.91	2.77	2.41	2.49
Division 2	2.90	2.81	2.39	2.54
Division 3	2.86	2.72	2.28	2.46
Division 4	76.7	73.7	68.1	70.7

Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.87	2.74	2.40	2.44
Division 2	2.87	2.77	2.38	2.50
Division 3	2.88	2.72	2.31	2.48
Division 4	73.7	69.8	63.9	68.0

- Targets for 2019-20

Students results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

- Career & Technology Foundations: Division 3 results for Students who Self-Identify as Indigenous and for Students will Identified Special Education Needs will improve.
 - Science: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.
 - Social Studies: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.

- Analysis

This analysis begins with a comparison of results between divisions in 2019-20 and among the cohorts of students. The analysis continues with a discussion of year-over-year improvement. This is followed by comparison of cohort groups, including review of the results from English Language Learners, Students who Self-Identify as Indigenous, and Students with Identified Special Education Needs as compared to the All Students cohort. The next comparison in the analysis is between the seven subjects in this indicator. This subject review provides information by division, cohort group and comparison between 2018-19 and 2019-20. The final section in this analysis is a review of the within this indicator based on additional data available in the appendix. The analysis includes a range of comparisons for CTF/CTS, subjects applicable to grades 1-9 and subjects in high school.

With regards to the compared performances of the three sub cohorts against the All Students cohort, the results in 2019-20 were mainly improved from 2018-19 for English Language Learners and Students with Identified Special Education Needs. Comparatively, widened gaps were mainly observed for Students who Self-Identify as Indigenous cohort. Generally speaking, there was no apparent uniform pattern with respect to the relative performances in different subjects across sub cohorts and the comparison results were distinct for different divisions across subjects.

Students with Identified Special Education Needs presented the most improved performances as compared to the All Students cohort among all three subgroups. In Arts, French and Physical Education, narrowed or maintained gaps were observed for all four divisions in 2019-20. In Science and Social Studies, all but Division 1 showed improved results. Similarly, the only division that did not achieve better relative performance in CTF/CTS and Languages was Division 2 and Division 4, respectively.

For English Language Learners, all divisions showed decreased gaps against All Students in CTF/CTS and Science. However, in French, Languages and Arts, only one division achieved smaller or equal difference against All Student results in 2019-20. To be more specific, only Division 1 showed improved performance as compared to All Students in French while only Division 2 achieved better relative performance in Languages. In Arts, only Division 3 students maintained the same difference comparing to All Student result while the other three divisions showed widened differences in 2019-20. It is notable that Division 2 students had a maintained gap when comparing All Students in both Physical Education and Social Studies. While Division 4 presented the only narrowed gap in Physical Education, Division 1 and 3 students achieved the same narrowed differences in Social Studies. Moreover, the English Language Learner results were the closest to the All Students results among all three sub cohorts for two consecutive years except for their Division 4 French scores in 2019-20. The Division 1 Languages result for English Language Learners continued to exceed the corresponding All Students Languages result in 2019-20. Additionally, in 2018-19, results for English Language Learners were higher than the All Students cohort in Division 4 Languages, while in 2019-20 the All Students cohort was higher than English Language Learners.

For Students who Self-Identify as Indigenous, Physical Education was the only subject that no division showed a declined difference as compared to the All Students cohort in 2019-20. Meanwhile, in both CTF/CTS and Arts, all divisions except for Division 2 students performed better or the same relative results in 2019-20 school year. The results for other subjects where gaps narrowed were observed are the following:

- Division 1 in French;
- Division 1&4 in Languages;
- Division 3&4 in Science;
- Division 4 in Social Studies.

In addition, the comparison results for different subjects were remarkably distinct across different cohorts and divisions in two years. However, the following contrast results were identical for all four cohorts and different divisions over time:

- CTF/CTS results were higher than Science results;
- CTF/CTS results were higher than Social Studies results;
- Arts results were higher than Science results;
- Arts results were higher than Social Studies results;
- French results were higher than Social Studies results;
- Physical Education results were higher than Science results;
- Physical Education results were higher than Social Studies results.

Additional analysis regarding CTF/CTS appendix data: Grade 5 students achieved the highest percentage of good or excellent achievements of grade level expectations for both years while Grade 9 students showed the greatest improvement in 2019-20. Among the five high school CTS clusters, HRH (Health, Recreation & Human Services) presented the highest percentage of students who achieved a mark that is above 65% in two consecutive years while the most notable year-over-year improvement was TMT (Trades, Manufacturing & Transportation). Moreover, the only cluster that showed a declined performance in 2019-20 was NAT (Natural Resources).

Additional analysis regarding other subject Grades 1-9 data found in Appendix I: In Arts and Physical Education, Division 2 continued to have the highest results with respect to good or excellent achievement percentages for both years. In Languages, Division 3 continued to show the highest percentage. However, the highest results in other subjects were not consistent over time:

- French: Division 3 in 2018-19 and Division 2 in 2019-20;
- Science: Division 2 in 2018-19 and Division 1 in 2019-20;
- Social Studies: Division 3 in 2018-19 and Division 1 in 2019-20.

In addition, the largest increase in good or excellent achievement percentages was from Division 1 across all subjects. There were only two decreased performance results in 2019-20: Grade 8 French and Grade 9 Social Studies.

Additional analysis regarding other subject high school data found in Appendix I: In Arts, high school students consistently achieved the highest percentage of marks within 65-100% in the 30-level courses while the largest improvement in the percentage was observed in the 10-level courses with an increase around 4.0 percentage points. The 20-level and 30-level course results were also increased by about 2.0 percentage points in 2019-20 school year.

In French, with respect to mark percentages within 65-100%, while 20-level courses continued to have the highest results, French 20-1 was the highest course in 2019-20 and French 20-2 was the highest course in 2018-19. Moreover, French 20-1 showed the greatest increase in the percentage by around 10.0 percentage points from 2018-19 while French 20-2 decreased the most by around 21.0 percentage points. Decreases were also observed in French 30-1 and French 30-2 with a level around 1.0 percentage points and 12.0 percentage points, respectively.

Similar to the results in Arts, Languages 30-level courses were the ones that had the highest percentages of marks within 65-100%, over time among the three levels, while 10-level courses presented the greatest improvement of 2.5 percentage points in 2019-20. The percentage of the marks within 65-100% increased by 0.9 percentage points in 30-level courses and by 0.1 percentage points in 20-level courses.

Opposite to the results in Arts and Languages, 10-level Physical Education courses had the highest mark percentage within 65-100% for both years while the most noticeable year-over-year increase in the percentage was seen in 30-level Physical Education courses. Additionally, 10-level Physical Education courses showed an increase of around 1.0 percentage point while 20-level course results decreased by around 1.0 percentage point in 2019-20.

Among the Science high school courses, Physics 30 continued to have the highest percentage of marks within 65-100% in 2019-20 while Science 10-4 improved the most with an increase around 18.0 percentage points. The only decrease in the percentage was observed in Science 20-4. For most high school Science courses, students achieved better results in 2019-20 regarding mark percentage within 65-100%:

- increased by around 5.0 percentage points in Biology 20, Chemistry 20, Chemistry 30 and Physics 30;
- increased by around 6.0 percentage points in Science 20 and Biology 30;
- increased by around 8.0 percentage points in Physics 20 and Science 24;
- increased by around 9.0 percentage points in Science 10 and Science 30;
- increased by around 10.0 percentage points in Science 14;
- decreased by around 4.0 percentage points in Science 20-4.

The relative achievement results of Social Studies high school courses were similar to those in 2018-19 school year. Among all the courses, Social Studies 20-1 had the highest mark percentage within 65-100% for both years. The largest increase was in Social Studies 20-4. In addition, the rest of the Social Studies courses consistently showed higher results in the percentage of marks 65-100% in 2019-20:

- increased by around 3.0 percentage points in SS 10-1 and SS 20-1;
- increased by around 4.0 percentage points in SS 30-1;
- increased by around 5.0 percentage points in SS 10-2;
- increased by around 7.0 percentage points in SS 20-2;
- increased by around 8.0 percentage points in SS 30-2;
- increased by around 9.0 percentage points in SS 10-4.

- Interpretation

This is the second year of data with respect to report card achievement. Due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020, caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

This indicator includes a set of courses that are required programs of study in particular grades as well as courses that are optional in particular grades. The Guide to Education describes the requirements and flexibilities in organization and instructional time that school authorities may use to meet the learning needs of students in these courses.

CBE met each of the three targets in this indicator. The interpretation below highlights notable strengths and offers considerations for capacity building.

In considering the year-over-year performances for All Students and Students with Identified Special Education Needs, improved results were reported for all subjects across different divisions. English Language Learner results were generally the closest to the All Students results among all three sub cohorts for two consecutive years.

While year-over-year increases were mainly observed across different divisions, subjects and cohorts of students, statistically significant increases were predominantly focused on Division 4 students. The significantly increasing results are as follows:

- All Students: Division 4 in all subjects and Division 1&2 in Arts;
- English Language Learners: Division 4 in CTF/CTS, Physical Education and Science;
- Students who Self-Identify as Indigenous: Division 4 in CTF/CTS;
- Students with Identified Special Education Needs: Division 4 in CTF/CTS, Arts, Science and Social Studies.

These results may reflect an increased opportunity for students in exploratory courses.

For Students who Self-Identify as Indigenous, Physical Education was the only subject that no division showed a declined difference as compared to the All Students cohort in 2019-20. Meanwhile, in both CTF/CTS and Arts, all divisions except for Division 2 students performed better or the same relative results in 2019-20 school year. The results for other subjects where gaps narrowed were observed are the following:

- Division 1 in French;
- Division 1&4 in Languages;
- Division 3&4 in Science;
- Division 4 in Social Studies.

For all four cohorts and different divisions over time: CTF/CTS, Arts and Physical Education results were higher than Science and Social Studies results.

From data regarding other subjects Grades 1-9, the largest increase in good or excellent achievement percentages was from Division 1 across all subjects.

Additional analysis of high school course data is brief and provided in the analysis above.

The examination of within year lows and year-over-year declines in Science and Social Studies combined with the widening of gaps in specific cohorts, indicates a need to focus on:

- English Language Learners:
 - Division 1 - Science and Social Studies
 - Division 3 - Science and Social Studies
 - Division 4 - Science
- Students who Self-Identify as Indigenous:
 - Division 1 - Science and Social Studies
 - Division 3 - Science and Social Studies
 - Division 4 - Science and Social Studies
- Students with Identified Special Education Needs:
 - Division 1 - Science and Social Studies
 - Division 2 - Social Studies
 - Division 3 - Science
 - Division 4 - Science and Social Studies

- Building Capacity

The following is the list of next steps based on the analysis:

- All Students
 - Professional Learning**
 - Create and employ professional learning focused on:
 - task design and assessment;
 - access to teacher training in regard to specific occupational areas through an online or modified learning environment;
 - community partnership events (e.g., Welding Rodeo, Construction Expo, Skills Alberta and Skills Canada);
 - connecting design thinking to instructional and task design, assessment and leadership in CTF and CTS;
 - CTF and CTS occupational areas;
 - collaboration with Arts partners and educators to design multiple offerings to support task design for teachers (both Hub and in-person) integrating art, drama and music. (Oct 30, Apr 26);
 - developing a shared understanding of the Fine and Performing Arts (FPA) program of studies, task design, assessment and calibration;
 - Speech Language Services and the Early Learning Strategists supporting a community of practice for French Immersion teachers on enhancing French oral language acquisition through play and exploration in the Kindergarten classroom;
 - French immersion common professional learning (Oct 30, The Neurolinguistics Approach, Integration of Technology Resources and Combined Grades. April 26, University of Calgary Multilingualism Virtual Conference);
 - maintain Languages community of practice.
 - further understanding the line between CTS and unique pathways (dual credit and exploratory), Registered Apprenticeship Program (RAP) and other off-campus learning opportunities; and
 - physical and outdoor education and wellness.

Structures & Processes

- Develop a process to request tools and materials for CTF.
- Develop system definition of career and technology, as it exists on the complementary curriculum continuum. Calibrate between CTF and CTS teachers to support student transition.
- Establish working group to investigate Instrumental music 5-9.
- System articulation of program design for FPA K-9 in alignment with Assessment and Reporting Guide.
- Articulate a vision for Arts Integration in CBE.
- Education Director for Languages Program meet with Human Resources to review recruiting practices for leadership in French Immersion and Chinese, German and Spanish Bilingual Programs.
- Include a language goal in the School Development Plan (SDP) of each of the 42 immersion and bilingual schools.
- Establish a baseline using system-created calibration tools (rubrics and exemplars) for oral language proficiency (French and Spanish).
- Pilot the integration of media and technology platforms (e.g., Idélo and Odilo) in French as a Second Language, French Immersion and bilingual programs.
- Develop Scope and Sequence for French Language Arts K-9 and Spanish K-9.
- Partner with ACPI (Association Canadien des Professeur d'Immersion) in the development of online resources.
- Lead working group on French Language Arts (FLA) written proficiency for grade 9.
- Work with organizations like Education Matters to support identified equity schools to access new or updated equipment to support their existing CTF and CTS programs.
- Develop a process for inducting new CTF/CTS teachers.
- Connecting partners to Elementary and Junior High PLCs.
- Education Director for Languages Program meet with Human Resources to review recruiting practices for leadership in French Immersion and Chinese, German and Spanish Bilingual Programs.

Resources

- Community partnership events e.g., Beakerhead.
- Amplify! Project with Timepoint Ensemble courtesy of Mobility Quotient Grant Funds. The project supports video and audio recording and editing for the purposes of virtual production/ performance combined with a focus on musical composition for open ensembles.
- Continue work with assessment in Elementary Music working group to establish key learning progressions of synthesized outcomes.
- Continue work with the Instrument Resource working group, a collaborative multi-department group working on streamlined processes for equity in access to instruments in CBE.
- Artists in Schools Guiding Documents to help facilitate the continued collaboration with the Arts community in support of Arts Education.
- Global Learning Team will provide opportunities and experiences for students and staff to gain cross-cultural experiences and understandings.
- Support teachers to gain the required certifications to teach CTS courses.
- System Loose Parts Play initiative
- Revision of Canadian Climber Guidelines to include large loose parts and naturalized play. Seek mentorship opportunity with Ever Active Schools for Hub teachers.

- “Making Headway” concussion course through the Coaching Association of Canada. All courses will then be transferred over to the National Coaching Certification Program (NCCP) “Locker”.

- **English Language Learners**
Professional Learning
 Create and employ professional learning focused on:
 - building teacher capacity to utilize the Alberta English Language Benchmark to create effective language and content instruction that is personalized (differentiated) according to language proficiency.

- **Students who Self-Identify as Indigenous**
Professional Learning
 Create and employ professional learning focused on:
 - further developing leaders and teachers to understand and connect to the importance of the Acknowledgement of Land while meeting the Leadership and Teaching Quality Standards Competency 5; and
 - Indigenous games and land-based play.**Structures & Processes**
 - Establish a Truth & Reconciliation Circle to advise on CBE efforts to meet Calls to Action related to education for reconciliation.
 - Design and create resources for Aboriginal Studies 10, 20, 30.**Resources**
 - Indigenous games and land-based play – kits have been made and the Indigenous Design team are storing them at Niitsitapi Learning Centre.
 - Completion of a new Locally Developed Course, Indigenous Studies 5-9.

- **Students with Identified Special Education Needs**
Professional Learning
 Create and employ professional learning focused on:
 - increasing understanding of Response to Intervention (RTI) model (including multidisciplinary meetings);
 - RTI interventions, i.e., executive functioning, emotion regulation;
 - counselling processes and procedures; and
 - orientation & mobility for vision students in indoor and outdoor environments by the Vision Team.**Structures & Processes**
 - Develop a regulation presentation that will be used by all Inclusive team members reflecting best practise; share with psychology team for alignment and consistent messaging.
 - Update School Guide for Occupational Therapy and Physiotherapy in K-6 Schools.
 - Expand working Group with Inclusive Education and Facilities to include the perspective of teachers of the blind/visually impaired.
 - Create a Master List of all students seen by the Multi-Disciplinary Team (MDT) to inform and support collaboration and an integrated service delivery model; in addition to the MDT team, the master list reflects strategist, DHH and Vision support.
 - Create a document that supports teachers in EES classes in understanding the roles of Occupational Therapy, Physiotherapy, Speech-Language Pathology and Psychology.

Resources

- The Vision Team will provide options for different schools in creating accessible pathways and tactual, visible sanitization stations for students with a visual impairment, both for mild/moderate (56) vision loss to severe vision loss/blindness (46).
5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Due to the cancellation of June PATs and April & June Diploma Examinations in 2019-20 by Alberta Education, there are no data for this indicator.

Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

Alberta's Ministry of Education has left the decision of participating in Provincial Achievement Tests (PATs) to the discretion of individual school divisions. CBE, like many school divisions, have opted out of participating in PATs this year. As well, participation of students in diploma examinations for the 2020-21 school year can be decided by student and families.

The ongoing COVID-19 pandemic and the interruptions to continuity of learning experienced to date, means that the work to improve student learning may not be significantly reflected in the particular Results 2 indicators for the 2020-21 school year. We do expect to see incremental growth with respect to many of the measures on School Development Plans, and are closely monitoring these measures at each school.

It is for these reasons no targets have been set for 2020-21 in this report.

APPENDIX

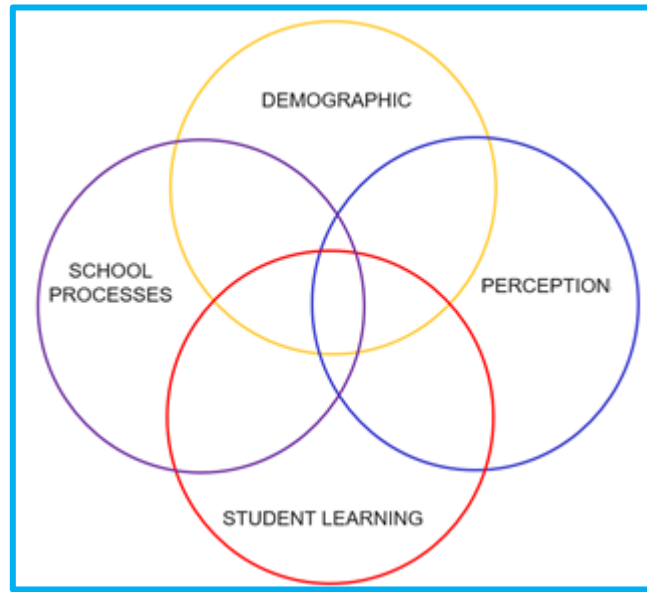
- Appendix I: Responding to COVID-19 | Monitoring and Addressing Learning Gaps
- Appendix II: Summary Tables Indicators 1, 2, 4
- Appendix III: Additional Data Sets by Indicator
- Appendix IV: Distribution of Codes

ATTACHMENT

- Attachment I: Criteria for High School Completion Categories
- Attachment II: Strategies

appendix

I. Responding to COVID-19 | Monitoring and Addressing Learning Gaps



School data fall into four categories.

- Demographic Data: establish the characteristics of the school population.
- School Processes Data: are the actions taken to achieve the purpose of the school.
- Perception Data: tell us what students, staff, parents are thinking about the learning organization.
- Student Learning Data: provide evidence of student achievement against learning outcomes.

As illustrated in the figure above, the four types of data overlap and by examining results across multiple types of data allows schools to identify “what they are doing to get the results they are getting now, what is working, what is not working and how data elements relate to each other to impact results.” (Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.)

School Development Planning

Each year, with input from internal and external stakeholders, the schools prepare development plans. This year, each of our schools have developed a three-year school development plan (SDP) that must include both a Literacy and Well-Being for Learning goal. SDPs include data informed student goals, instructional actions, resources, key outcomes, and measures (including baseline data for each measure).

School improvement is about looking at last year’s data through the lens of the work done by the school, in order to determine the impact on student learning. It is also about



considering the students' learning needs in the context of the teachers' capacity to address these needs. School improvement goals are set based on these gaps.

Exemplars have been created to guide different literacy and well-being for learning goals. In addition, exemplars have been created for other areas of focus which, while may not be on the SDP formally, continue to support priorities within schools based on their student context.

Despite the pandemic, schools continue to monitor student progress in each of our classrooms. Multiple measures of student achievement, including actions and processes, provide us with information needed to improve teaching and learning for all students. Processes implemented across our system ensure the actions administrators and teachers take identify gaps and improve student learning and achievement.

System Guiding Documents

The new CBE developed and updated K-10 English Language Arts and Mathematics Assessment and Reporting Guides and CBE Understanding Grade Level Reading and Writing documents and accompanying checklists, are being used by teachers to assess student understanding based on high impact teaching strategies. These measures support teachers in identifying gaps and deciding what targeted, intentional teaching strategies to implement next as they review student work and set new targets.

Professional Learning Communities

At a school level, the professional learning community (PLC) meeting occurs regularly and is the context in which teachers identify learning gaps and plan instruction in learning cycles (sprints) to address the identified gaps. This is a common school process outlined in the SDP. Notes from these PLC meetings become evidence used to track each team's progress towards results. In these meetings, teachers analyse student work based on the programs of study in order to determine student performance. Teachers bring student work samples and assessment tools (e.g., pre- and post-assessments, screening tools such as Mathematics Intervention/Programming Instrument, mathematics and reading running records, teacher created quizzes and tests, common writing tasks and other performance tasks that include success criteria).

Team Meetings

Team meetings are a school process where teachers plan tasks collaboratively, with a focus on content that may or may not be included in the SDP. Teachers meet to review learning outcomes, teaching strategies and assessment tools that will identify the extent to which students are learning the outcomes in the programs of study.

School-Based Professional Learning

Schools also engage in professional learning to build teacher capacity in implementing high impact strategies and assessment practices that will close gaps and result in continuous improvement. Opportunities such as learning from colleagues to improve the collective wisdom of the teams, teacher mentoring, reading articles, exploring webinars and text resources, working with the system specialists, and learning from the Assessment and Reporting champion at each school all contribute to continuous improvement.

Early Years Evaluation – Teacher Assessment (EYE-TA)

The EYE assessment is a system process based on a local measure used to assess all kindergarten students across the system. Each kindergarten teacher completes an early year's evaluation (EYE) assessment in October. Following the assessment, schools meet with the area strategist to review each student's results in order to identify gaps and plan strategies to address these gaps. This may include providing additional support from speech and language, occupational and physical therapists, and psychologists.

English Language Learning (ELL) Proficiency Benchmarks

Multiple times a year, teachers use Alberta Education's K-12 ESL Proficiency Benchmarks to determine language proficiency levels for our ELL learners. These data, which include indicators in reading, writing, speaking and listening, inform the school, area and system on the need for intentional supports and effective instruction for language acquisition

Attendance Tracking

Tracking attendance is another important school process that ensures the gap in student achievement does not widen. When schools identify concerns with attendance, they contact CBE's Attendance team, who work collaboratively with schools and families positively influence student's attendance.

School Learning Team

When students are not demonstrating success, the next step is for teachers to bring the students forward to the school learning team. Schools may assign members of the school learning team such as the principal, assistant principal, resource teacher, team teachers and learning leaders. The school learning team meets to review student strengths and areas for growth, the effectiveness of strategies implemented and then plan actions that will support students. After a period of implementation, the school learning team reviews the actions to determine next steps in addressing gaps.

Response to Intervention (RTI)

RTI is a multi-tier approach to assist in early identification of students who require targeted supports for continued intellectual, social and emotional development, and is informed by multiple perspectives and continuous data collection.

Area Learning Team

Students who, after intentional support and intervention are still struggling are brought forward to their area learning team where strategists, specialists, psychologists, under the direction of the system principal and education directors, meet to plan interventions and action plans.

Each area has a team that supports schools. Access to the area learning team requires schools to share their school learning team process and includes a continuum of supports, starting at what we would see as support in every classroom for every child (tier 1) to targeted supports for some of the students some of the time (tier 2) and individualized school supports (tier 3).

Examples of supports that can be accessed by a referral to the area learning team include: school based mental health counsellor; psychological assessment; vision; audiology; ELL strategists; diversity & learning support advisor; Community Outreach of Pediatrics and Psychiatry in Education; inclusive education strategists; area behaviour support worker; speech language pathologist; occupational therapy; physiotherapy; Multi Agency School

Support Team; Youth at Risk Development Program; John Howard Society; YMCA alternative to suspension; and children's' services.



II. Summary Tables Indicators 1, 2, 4

Indicator 1

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
3 Year	78.3	79.7	65.5	73.3	38.8	55.8	60.7	61.8
4 Year	82.9	83.5	79.0	82.7	46.9	64.0	69.4	70.3
5 Year	83.9	84.9	75.1	84.9	50.1	64.9	70.1	71.8

3 Year	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
	Achievement								
	Improvement								
	Overall								

Indicator 2

ELA	All Students	ELL	Indigenous	Special Ed
Division 1	2.84	2.75	2.23	2.40
Division 2	2.90	2.79	2.42	2.57
Division 3	2.91	2.73	2.42	2.55
Division 4	71.2	67.5	62.9	66.3

Math	All Students	ELL	Indigenous	Special Ed
Division 1	2.97	2.87	2.35	2.51
Division 2	2.96	2.91	2.39	2.61
Division 3	2.88	2.78	2.28	2.47
Division 4	74.9	73.8	65.1	68.9

Indicator 4

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.05	2.96	2.74	2.82
Division 3	3.08	2.95	2.71	2.83
Division 4	83.7	81.3	78.4	80.2

Arts	All Students	ELL	Indigenous	Special Ed
Division 1	2.98	2.86	2.68	2.63
Division 2	3.06	2.97	2.76	2.79
Division 3	3.09	2.92	2.80	2.88
Division 4	84.3	79.7	74.7	79.5

French	All Students	ELL	Indigenous	Special Ed
Division 1	3.03	2.95	2.93	2.60
Division 2	3.01	2.93	2.89	2.67
Division 3	3.04	2.95	2.63	2.77
Division 4	79.3	72.6	73.8	74.8

Languages	All Students	ELL	Indigenous	Special Ed
Division 1	2.97	2.98	2.60	2.53
Division 2	2.91	2.89	2.57	2.57
Division 3	3.09	2.99	2.50	2.73
Division 4	87.0	86.2	78.5	80.0

Physical Education	All Students	ELL	Indigenous	Special Ed
Division 1	3.07	2.94	2.70	2.73
Division 2	3.15	3.06	2.78	2.91
Division 3	3.08	2.96	2.68	2.84
Division 4	83.5	80.7	71.6	78.4

Science	All Students	ELL	Indigenous	Special Ed
Division 1	2.91	2.77	2.41	2.49
Division 2	2.90	2.81	2.39	2.54
Division 3	2.86	2.72	2.28	2.46
Division 4	76.7	73.7	68.1	70.7

Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.87	2.74	2.40	2.44
Division 2	2.87	2.77	2.38	2.50
Division 3	2.88	2.72	2.31	2.48
Division 4	73.7	69.8	63.9	68.0

III. Additional Data by Indicator

Indicator 1: Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

Number of students within each completion category

Note | see Appendix II for the criteria for each completion category.

Rate	Compare	2018-19	2019-20
3-year	High School Diploma	6241	6235
	High School Equivalency Diploma	0	0
	Certificate of High School Achievement	76	82
	Post-Secondary Attendance	21	22
	Apprenticeship	1	2
	Academic Standing	106	112
4-year	High School Diploma	6423	6737
	High School Equivalency Diploma	2	2
	Certificate of High School Achievement	94	89
	Post-Secondary Attendance	68	79
	Apprenticeship	9	12
	Academic Standing	37	39
5-year	High School Diploma	6836	6643
	High School Equivalency Diploma	9	12
	Certificate of High School Achievement	100	101
	Post-Secondary Attendance	109	102
	Apprenticeship	24	14
	Academic Standing	25	19

Indicator 2: Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

- A. Students results by level of achievement within English Language Arts as measured by student report card stems 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations.

2 - The student has demonstrated basic achievement of grade level expectations.

1 - The student is not meeting grade level expectations.

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Reads to explore, construct and extend understanding							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	24.4	27.0	22.2	12.0	11.7	2.8
2	2019-20	28.1	30.1	18.8	10.8	8.1	4.1
3	2019-20	28.0	34.3	19.2	7.6	5.3	5.7
4	2019-20	27.8	38.3	18.9	4.3	4.2	6.4
5	2019-20	23.1	42.1	21.3	3.5	3.4	6.6
6	2019-20	24.0	42.2	22.0	2.8	3.2	5.8
7	2019-20	24.0	43.4	25.1	1.9	2.4	3.2
8	2019-20	24.0	42.0	26.4	2.7	2.1	2.7
9	2019-20	24.0	41.4	27.4	3.2	2.1	1.9

Stem 2: Writes to develop, organize and express information and ideas							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	15.0	34.6	27.3	9.0	10.9	3.0
2	2019-20	13.5	37.9	29.1	7.3	7.8	4.4
3	2019-20	13.9	38.2	30.3	5.7	5.3	6.7
4	2019-20	15.5	40.2	28.5	3.8	4.1	7.9
5	2019-20	15.0	41.3	28.9	3.2	3.5	8.2
6	2019-20	16.3	41.5	29.0	2.9	3.1	7.2
7	2019-20	18.4	42.9	29.8	2.5	2.5	3.9
8	2019-20	19.7	41.9	30.0	2.9	2.0	3.4
9	2019-20	20.1	40.7	31.5	3.3	2.0	2.3

Stem 3: Manages and evaluates information and ideas							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	15.3	43.6	29.0	3.1	7.0	2.0
2	2019-20	16.9	45.4	28.3	2.7	4.5	2.2
3	2019-20	17.7	44.3	29.0	2.7	3.4	2.9
4	2019-20	18.0	45.2	28.3	2.4	2.5	3.6
5	2019-20	17.8	45.5	28.9	2.0	1.9	3.9
6	2019-20	20.1	43.6	27.9	2.6	1.9	3.8
7	2019-20	21.8	44.7	27.7	2.7	1.5	1.6
8	2019-20	22.2	44.6	27.7	2.6	1.3	1.6
9	2019-20	23.5	41.3	29.6	3.0	1.4	1.2

Stem 4: Constructs meaning and makes connections through speaking							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	19.0	44.6	25.0	0.9	6.6	3.8
2	2019-20	20.8	47.2	23.7	1.1	4.1	3.0
3	2019-20	21.2	47.8	24.9	0.8	2.8	2.5
4	2019-20	21.9	49.1	23.6	1.0	2.5	2.0
5	2019-20	20.0	50.1	24.7	0.8	2.0	2.4
6	2019-20	22.2	46.1	26.9	1.3	2.0	1.6
7	2019-20	21.5	49.4	25.4	1.2	1.7	0.8
8	2019-20	21.8	47.4	26.9	1.8	1.5	0.7
9	2019-20	23.4	46.4	25.9	1.9	1.6	0.7

Stem 5: Constructs meaning and makes connections through listening							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	19.3	45.1	25.7	1.4	6.3	2.3
2	2019-20	21.4	47.8	23.9	1.3	3.7	1.8
3	2019-20	22.8	46.8	25.0	1.2	2.4	1.8
4	2019-20	23.6	48.1	23.3	1.1	2.3	1.6
5	2019-20	22.6	47.4	25.0	1.0	1.8	2.2
6	2019-20	25.4	46.1	24.1	1.3	1.7	1.4
7	2019-20	24.0	48.9	23.8	1.2	1.5	0.6
8	2019-20	27.0	43.5	25.0	2.5	1.4	0.6
9	2019-20	28.6	44.1	23.7	1.8	1.5	0.5

Stem 6: Represents ideas and creates understanding through a variety of media							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	15.2	48.0	29.3	1.9	4.4	1.2
2	2019-20	16.0	51.4	27.0	1.8	2.8	1.1
3	2019-20	17.4	48.9	28.3	1.6	2.1	1.7
4	2019-20	19.1	50.8	25.2	1.5	1.7	1.8
5	2019-20	20.0	50.2	25.2	1.1	1.3	2.1
6	2019-20	21.6	47.6	26.8	1.4	1.2	1.4
7	2019-20	23.2	47.8	25.4	1.9	0.9	0.6
8	2019-20	24.7	46.5	24.8	2.3	1.0	0.7
9	2019-20	27.0	43.4	24.9	3.1	1.1	0.6



B. Students results by level of achievement within Mathematics as measured by student report card stems 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Develops number sense and applies strategies for computation and estimation							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	29.3	41.5	21.7	4.9	1.5	1.1
2	2019-20	29.7	39.9	22.9	5.0	0.9	1.5
3	2019-20	29.0	41.0	22.4	4.5	0.6	2.5
4	2019-20	29.9	40.8	21.3	4.0	0.4	3.7
5	2019-20	28.8	39.7	22.7	4.3	0.4	4.1
6	2019-20	28.4	38.5	24.1	4.1	0.4	4.4
7	2019-20	24.4	41.5	27.1	4.0	0.5	2.4
8	2019-20	27.3	38.7	26.4	5.0	0.4	2.2
9	2019-20	23.7	37.3	30.3	6.5	0.3	1.9

Stem 2: Uses algebraic reasoning to represent patterns and relationships							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	27.1	47.0	21.3	2.5	1.3	0.7
2	2019-20	27.8	46.0	22.4	2.2	0.9	0.7
3	2019-20	25.5	44.9	23.9	3.4	0.8	1.7
4	2019-20	25.7	45.0	23.3	3.1	0.7	2.4
5	2019-20	23.3	44.1	26.0	2.9	0.5	3.3
6	2019-20	25.6	41.0	26.7	3.1	0.4	3.1
7	2019-20	27.4	39.9	26.5	3.3	0.5	2.5
8	2019-20	27.1	38.5	26.4	5.4	0.6	2.0
9	2019-20	25.4	37.1	28.2	7.2	0.5	1.6

Stem 3: Applies spatial reasoning and measurement to make sense of the natural world							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	24.6	47.9	23.1	2.0	1.7	0.6
2	2019-20	24.5	50.3	21.5	2.1	1.0	0.6
3	2019-20	24.5	46.2	24.4	2.8	0.8	1.3
4	2019-20	24.4	46.5	23.9	3.0	0.5	1.7
5	2019-20	24.1	45.3	24.6	2.9	0.6	2.4
6	2019-20	27.2	41.4	25.9	2.6	0.5	2.4
7	2019-20	26.2	41.2	26.9	3.5	0.5	1.7
8	2019-20	26.6	39.0	27.1	5.0	0.5	1.7
9	2019-20	24.6	38.4	28.3	6.5	0.5	1.7

Stem 4: Uses data to make predictions and answer questions							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
2	2019-20	24.6	48.7	22.6	2.2	1.1	0.9
3	2019-20	23.4	46.8	24.4	3.0	0.9	1.5
4	2019-20	22.3	48.3	24.1	2.5	0.5	2.2
5	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
6	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
7	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
8	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
9	2019-20	n/a	n/a	n/a	n/a	n/a	n/a

Stem 5: Uses probability and data to make predictions and answer questions							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
2	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
3	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
4	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
5	2019-20	26.3	47.4	22.4	1.3	0.5	2.1
6	2019-20	24.8	43.2	26.9	2.2	0.4	2.5
7	2019-20	25.4	41.6	26.4	4.2	0.6	1.8
8	2019-20	25.2	40.8	28.0	3.9	0.6	1.5
9	2019-20	27.0	38.3	28.9	3.3	0.9	1.7

C. Students results by level of achievement within English Language Arts as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2019-20	40.0	40.8	17.6	1.6
10-2	2019-20	14.6	33.8	41.2	10.4
10-4	2019-20	15.4	29.9	44.7	10.0
20-1	2019-20	42.3	39.1	17.1	1.5
20-2	2019-20	15.7	35.6	40.6	8.1
20-4	2019-20	13.6	39.1	37.2	10.1
30-1	2019-20	35.9	42.1	18.7	3.3
30-2	2019-20	13.5	43.5	37.1	5.9
30-4	2019-20	17.3	35.2	38.5	8.9

D. Students results by level of achievement within Mathematics as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10C	2019-20	51.4	24.1	19.9	4.6
10-3	2019-20	27.6	29.0	33.8	9.6
10-4	2019-20	33.8	28.5	31.8	5.9
20-1	2019-20	53.9	25.2	16.0	4.9
20-2	2019-20	20.6	35.1	37.0	7.3
20-3	2019-20	29.0	29.8	34.8	6.4
20-4	2019-20	38.1	28.0	26.7	7.2
30-1	2019-20	58.3	24.5	13.3	3.9
30-2	2019-20	32.4	33.7	27.6	6.3
30-3	2019-20	22.4	33.7	37.0	7.0
31	2019-20	83.7	11.8	3.8	0.6

Indicator 4: Student results in each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

A. Students results by level of achievement within Career & Technology Foundations as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
5	2019-20	28.2	55.5	14.7	0.3	1.0	0.4
6	2019-20	25.9	50.6	21.8	1.5	0.1	0.1
7	2019-20	29.9	50.8	18.0	1.0	0.2	0.1
8	2019-20	30.0	47.8	19.9	2.0	0.1	0.1
9	2019-20	31.8	46.9	19.0	2.0	0.2	0.2

B. Students results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2019-20: high school courses

Legend | The CTS Programs of Study are organized into five clusters:

- BIT – Business, Administration, Finance & Information Technology.
- HRH – Health, Recreation & Human Services
- MDC – Media, Design & Communication Arts
- NAT – Natural Resources
- TMT – Trades, Manufacturing & Transportation

Cluster	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
BIT	2019-20	71.5	17.1	11.4	0.1
HRH	2019-20	72.6	17.6	9.8	0.0
MDC	2019-20	65.1	21.1	13.8	0.1
NAT	2019-20	63.1	23.9	12.3	0.7
TMT	2019-20	67.1	22.5	10.4	0.0

C. Students results by level of achievement within Fine and Performing Arts as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	18.2	56.5	23.2	0.8	0.8	0.5
2	2019-20	21.5	57.2	20.0	0.6	0.4	0.2
3	2019-20	21.2	57.2	20.6	0.4	0.3	0.2
4	2019-20	23.8	56.2	19.0	0.6	0.2	0.2
5	2019-20	25.0	55.3	18.8	0.5	0.2	0.2
6	2019-20	29.5	50.6	18.4	1.2	0.1	0.1
7	2019-20	29.2	50.0	19.1	1.5	0.2	0.1
8	2019-20	32.3	46.6	18.9	1.9	0.1	0.2
9	2019-20	34.6	43.9	19.0	2.2	0.2	0.2

D. Students results by level of achievement within Fine and Performing Arts as measured by student report cards 2019-20: high school courses

Level	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2019-20	70.6	18.1	8.8	2.5
20	2019-20	79.0	13.5	6.3	1.2
30	2019-20	83.6	10.9	4.6	0.9

E. Students results by level of achievement within French Language Arts as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	34.4	41.6	21.4	2.1	0.0	0.5
2	2019-20	30.4	41.0	22.2	4.8	0.0	1.6
3	2019-20	29.1	43.1	23.9	2.5	0.0	1.4
4	2019-20	23.8	46.7	24.8	2.0	0.0	2.7
5	2019-20	27.7	50.2	19.2	0.5	0.0	2.4
6	2019-20	23.5	53.1	21.7	0.6	0.0	1.2
7	2019-20	31.0	44.3	22.1	2.3	0.0	0.2
8	2019-20	29.4	42.1	25.7	2.6	0.0	0.3
9	2019-20	33.2	44.7	20.7	1.2	0.0	0.2

F. Students results by level of achievement within French Language Arts as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2019-20	52.0	38.0	9.8	0.2
10-2	2019-20	0.0	0.0	0.0	0.0
20-1	2019-20	57.7	35.5	6.6	0.2
20-2	2019-20	27.6	51.7	20.7	0.0
30-1	2019-20	55.8	35.3	8.7	0.3
30-2	2019-20	57.8	18.3	20.2	3.7

G. Students results by level of achievement within Languages as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	27.6	46.3	23.4	2.1	0.1	0.5
2	2019-20	24.8	48.0	24.5	2.0	0.1	0.5
3	2019-20	23.1	47.5	26.2	1.7	0.4	1.1
4	2019-20	17.8	52.9	26.8	1.1	0.7	0.8
5	2019-20	19.0	54.3	24.3	1.2	0.7	0.6
6	2019-20	19.4	51.4	26.6	1.2	0.9	0.6
7	2019-20	29.4	48.3	20.7	1.2	0.0	0.4
8	2019-20	32.5	46.0	19.8	1.6	0.0	0.2
9	2019-20	35.1	44.8	17.8	1.9	0.3	0.1

H. Students results by level of achievement within Languages as measured by student report cards 2019-20: high school courses

Level	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2019-20	76.7	14.7	6.1	2.5
20	2019-20	80.1	13.2	5.3	1.3
30	2019-20	86.2	9.9	3.5	0.3

- I. Students results by level of achievement within Physical Education as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	21.4	59.6	17.5	0.8	0.1	0.5
2	2019-20	24.8	59.0	15.1	0.6	0.0	0.4
3	2019-20	25.4	59.6	14.2	0.5	0.0	0.3
4	2019-20	28.2	57.6	13.5	0.4	0.0	0.3
5	2019-20	29.1	57.1	12.8	0.4	0.3	0.4
6	2019-20	30.3	55.0	13.9	0.6	0.0	0.1
7	2019-20	27.2	56.0	15.5	1.0	0.2	0.1
8	2019-20	26.2	55.2	16.9	1.5	0.0	0.2
9	2019-20	29.1	51.3	17.5	1.7	0.2	0.2

- J. Students results by level of achievement within Physical Education as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2019-20	75.5	15.2	7.2	2.2
20	2019-20	70.2	17.4	9.6	2.8
30	2019-20	76.2	13.5	7.5	2.7

K. Students results by level of achievement within Science as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	19.3	50.1	24.1	1.4	4.0	1.1
2	2019-20	19.2	52.3	23.7	1.2	2.7	0.9
3	2019-20	18.4	49.8	26.7	1.6	2.2	1.3
4	2019-20	21.1	50.5	24.1	1.6	1.6	1.2
5	2019-20	20.3	48.1	27.2	1.9	1.3	1.2
6	2019-20	21.2	46.0	28.0	2.5	1.2	1.0
7	2019-20	19.9	45.5	29.6	3.1	1.0	0.9
8	2019-20	22.8	42.7	28.9	3.8	0.9	0.9
9	2019-20	25.1	41.0	28.1	4.1	1.1	0.6

L. Students results by level of achievement within Science as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
Science 10	2019-20	49.1	27.0	19.2	4.6
Science 14	2019-20	31.2	29.1	33.0	6.7
Science 10-4	2019-20	27.8	29.8	32.2	10.2
Biology 20	2019-20	54.1	26.9	16.4	2.6
Chemistry 20	2019-20	57.4	23.3	15.4	3.9
Physics 20	2019-20	58.3	22.2	15.5	4.0
Science 20	2019-20	23.4	36.9	34.8	4.8
Science 24	2019-20	33.6	32.5	29.8	4.1
Science 20-4	2019-20	21.2	30.1	34.2	14.4
Biology 30	2019-20	58.9	24.7	13.4	3.0
Chemistry 30	2019-20	61.0	24.5	11.6	2.9
Physics 30	2019-20	68.3	19.8	9.1	2.9
Science 30	2019-20	44.2	31.6	20.6	3.7

M. Students results by level of achievement within Social Studies as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	16.9	50.2	25.4	1.4	4.9	1.3
2	2019-20	17.0	51.3	26.0	1.4	3.2	1.1
3	2019-20	17.3	49.4	27.6	1.8	2.5	1.4
4	2019-20	18.8	49.2	26.7	1.9	1.9	1.6
5	2019-20	18.9	47.7	28.1	1.9	1.5	1.8
6	2019-20	20.6	44.9	29.0	2.2	1.7	1.7
7	2019-20	21.2	44.7	28.8	2.9	1.4	1.1
8	2019-20	24.2	42.6	27.4	3.4	1.3	1.2
9	2019-20	23.6	41.4	29.1	3.5	1.5	0.9

N. Students results by level of achievement within Social Studies as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2019-20	51.8	34.2	13.1	0.9
10-2	2019-20	16.6	32.3	40.7	10.4
10-4	2019-20	14.5	35.7	42.0	7.8
20-1	2019-20	54.4	33.5	11.1	1.0
20-2	2019-20	21.0	34.0	38.3	6.8
20-4	2019-20	19.6	35.4	39.2	5.8
30-1	2019-20	51.1	34.3	13.4	1.1
30-2	2019-20	30.5	35.7	29.2	4.6

appendix

IV. Distribution of Codes

Grades 1-12: 116 787 students

Code										N
301 - English as a Second Language - Foreign Born										14 730
LP1	7.2%	LP2	16.7%	LP3	27.0%	LP4	30.8%	LP5	18.4%	
302 - English as a Second Language - Non-funded										1122
LP1	3.7%	LP2	14.6%	LP3	28.7%	LP4	34.3%	LP5	18.7%	
303 - English as a Second Language - Canadian Born										14 175
LP1	2.7%	LP2	12.8%	LP3	29.8%	LP4	34.0%	LP5	20.7%	

Total 30 027
Percent of the Students in Grades 1-12 25.7

Code	N
331 - Aboriginal Student - Status First Nations	2586
332 - Aboriginal Student - Non-Status First Nations	1014
333 - Aboriginal Student - Métis	1266
334 - Aboriginal Student - Inuit	59

Total 4925
Percent of the Students in Grades 1-12 4.2

Code	N
41 - Severe Cognitive Disability	25
42 - Severe Emotional/Behavioural Disability	3309
43 - Severe Multiple Disability	266
44 - Severe Physical or Medical Disability	3207
45 - Deafness	82
46 - Blindness	30
51 - Mild Cognitive Disability	709
52 - Moderate Cognitive Disability	90
53 - Emotional/Behavioural Disability	1029
54 - Learning Disability	5317
55 - Hearing Disability	130
56 - Visual Disability	25
57 - Communication Disability	1640
58 - Physical/Medical Disability	4679
59 - Multiple Disability	1592
80 - Gifted and Talented	2562

Total 23 998
Percent of the Students in Grades 1-12 20.5

attachment

I. Alberta's Criteria for High School Completion Categories

- A. High School Diploma
- B. High School Equivalency Diploma
- C. Certificate of High School Achievement
- D. Post-Secondary Attendance
- E. Apprenticeship
- F. Academic Standing

- A. High School Diploma

[Guide to Education: ECS to Grade 12 | 2020-2021](#) p. 107

The requirements indicated below are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 credits including the following:

- English Language Arts – 30-level (English Language Arts 30-1 or 30-2)
- Social Studies – 30-level (Social Studies 30-1 or 30-2)
- Mathematics – 20-level (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
- Science – 20-level^o (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
- Physical Education 10 (3 credits)^o
- Career and Life Management (3 credits)^o
- 10 credits in any combination from:
 - Career and Technology Studies (CTS) courses
 - Fine and Performing Arts courses
 - Second Languages courses
 - Physical Education 20 and/or 30
 - Knowledge and Employability courses
 - Registered Apprenticeship Program courses
 - Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses
- 10 credits in any 30-level course (in addition to a 30-level English Language Arts and a 30-level Social Studies course as specified above)^o These courses may include:
 - 30-level locally developed courses
 - advanced level (3000 series) in Career and Technology Studies courses
 - 30-level Work Experience courses^o
 - 30-level Knowledge and Employability courses
 - 30-level Registered Apprenticeship Program courses
 - 30-level Green Certificate Specialization courses
 - Special Projects 30

- ❶ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.
- ❷ See information on exemption from the physical education requirement.
- ❸ See information on exemption from the CALM requirement.
- ❹ 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- ❺ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma requirements of “10 credits in any combination from Career and Technology Studies (CTS) courses” and “10 credits in any 30-level course—Advanced level (3000 series) in Career and Technology Studies courses.”
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).

B. High School Equivalency Diploma

[Guide to Education: ECS to Grade 12 | 2020-2021](#) p. 110

There are two options for achieving a High School Equivalency Diploma.

- Option 1 - A person 18 years or older as of September 1 of the current school year who is deficient in the credits needed for an Alberta High School Diploma, who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of a senior high school in the community. The principal will first confirm that the candidate has achieved 60 credits through classroom instruction in a school or other institution accredited by or acceptable to the Minister. For out-of-province students, refer to the Evaluation of Out-of-province/Out-of-country Educational Documents section.

The 60 credits will include:

- a high school course in mathematics (5 credits)
- a high school course in science (3 credits)
- English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)
- one other 30-level course, other than English language arts (5 credits)
- additional high school courses (42 credits)

If the student has met all of the requirements above, the principal will apply additional credits. Additional credits can be awarded in Provincial Approach to Student Information (PASI) for the following:

- additional high school courses
- a maximum of 15 credits for approved adult education courses offered by recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes)
- a maximum of 15 credits for age, according to the following scale:
 - age 21–24 (inclusive) 5 credits
 - age 25–29 (inclusive) 10 credits
 - age 30 and over 15 credits
- a maximum of 5 credits for extensive travel
- a maximum of 5 credits for extensive reading

The student will be awarded the credential if the number of additional credits added to the minimum 60 credits gained through classroom instruction totals at least 100.

Copies of all necessary documents should be retained by the principal in accordance with school authority requirements.

Note | the credits for adult education, age, extensive travel and extensive reading cannot be used toward meeting the 100-credit requirement for the Alberta High School Diploma.

- Option 2 - A person 18 years or older who has been out of school for at least 10 consecutive months and who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450 or better on each test will be granted a High School Equivalency Diploma.

C. Certificate of High School Achievement

[Guide to Education: ECS to Grade 12 | 2020-2021](#) p. 107

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 credits[○] including the following:

- English Language Arts 20-2 OR 30-4
- Mathematics 10-3 OR 20-4
- Science 14 OR 20-4
- Social Studies 10-2 OR 20-4
- Physical Education 10 (3 CREDITS)[○]
- Career and Life Management (3 CREDITS)[○]
- 5 credits in:
 - 30-level Knowledge and Employability occupational course, or
 - advanced level (3000 series) in Career and Technology Studies courses,[○] or
 - 30-level locally developed course with an occupational focus

AND

5 credits in:

- 30-level Knowledge and Employability Workplace Practicum course, or
- 30-level Work Experience course,[○] or
- 30-level Green Certificate course,[○] or
- Special Projects 30

OR

5 credits in a 30-level Registered Apprenticeship Program (RAP) course[○]

- ❶ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course or be identified as a Knowledge and Employability student (710 code) within the 12 months previous to the awarding of the Certificate.
- ❷ See information on exemption from the physical education requirement.
- ❸ See information on exemption from the CALM requirement.
- ❹ Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of “5 credits in Advanced level (3000 series) in Career and Technology Studies courses.”
- ❺ Refer to the Off-campus Education Handbook for additional information.
- ❻ Refer to the Alberta Education website for additional Green Certificate information.

- 7 Refer to the Off-campus Education Handbook for additional information.

D. Post-Secondary Attendance

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11

Students enrolled in a credit program in an Alberta post-secondary who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement are considered non-credentialed high school completers. The information on post-secondary enrolments incorporates post-secondary Classification of Instructional Programs (CIP) coding to better identify students enrolled in programs not deemed to be post-secondary level (e.g., academic upgrading). Students in these programs are not considered completers for the purpose of this measure.

E. Apprenticeship

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11

Students registered in an apprenticeship program who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement and are no longer registered in school are considered non-credentialed high school completers. The Alberta Student Number is used to match students from the Grade 10 Cohort with the apprentices in Alberta Advanced Education's apprenticeship information system (ATOMS). Students in a Registered Apprenticeship Program (RAP) are excluded because they are still in high school. Students identified as both attending a post-secondary institution and having registered in an apprenticeship program are reported as attending a post-secondary institution.

F. Academic Standing

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11

Students who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement have achieved academic standing if they have passed a minimum of five Grade 12 courses including a Language Arts diploma exam course and three other diploma exam courses. These students may be eligible for post-secondary entrance and some may be attending a post-secondary institution out of province.

**report to
Board of Trustees**

Chief Superintendent's Update

Date	February 9, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-5: Financial Planning OE-9: Facilities

1 | Recommendation

This report is being provided for information for the Board. No decision is required at this time.

2 | Issue

As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-2: Learning Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student." With other reports submitted to the Board of Trustees, this update meets the requirement of providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.



OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

OE-5: Financial Planning states that "prudent financial planning and management are essential for student success and public confidence". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-5 in focusing on student learning, incorporating key assumptions and presenting information that furthers understanding of the use of resources.

OE-9: Facilities states that "in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

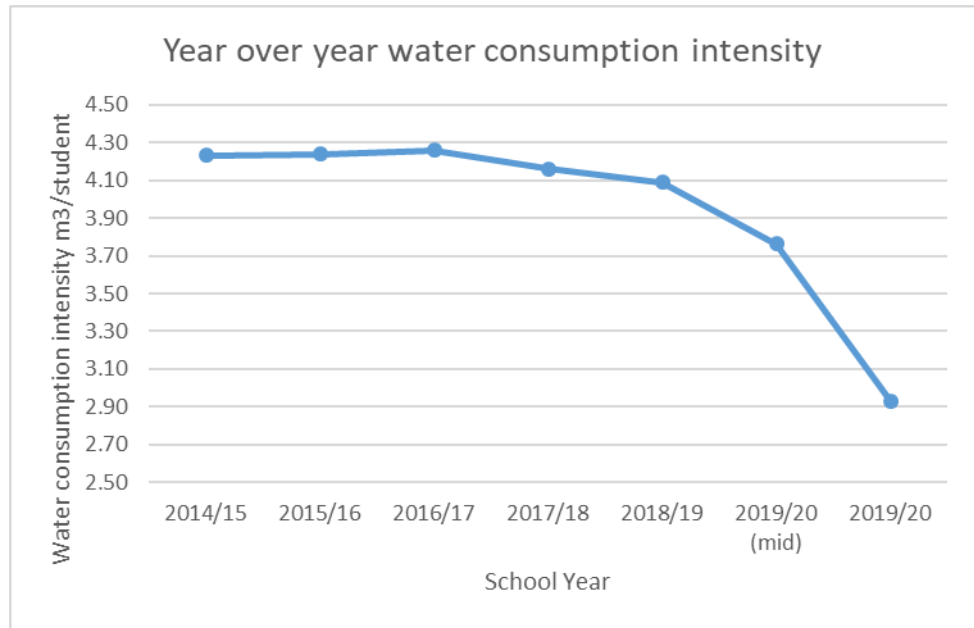
3 | Timely Information

Strategic Allocation of Resources to Support Student Needs | Sustainability and Water Reduction at the CBE

Within the CBE Sustainability Framework, the Calgary Board of Education committed to manage and/or reduce water consumption to 4m³ per student per year, by 2020.

The following graph represents year-over-year water consumption intensity at the CBE. Water consumption in 2014-2015, the baseline year, was 4.23m³ per student. During the period covering 2014-2015 to 2018-2019, water consumption intensity decreased by 3% at the same time as the CBE added close to 11,000 additional students to its schools. The slight increase in 2016-2017 corresponds with the opening 18 new schools. However, the graph shows how average water consumption intensity drops after 2016-2017 following the implementation of irrigation system retrofits, the closure of several surplus CBE facilities and ongoing work to upgrade older washrooms and commercial kitchens.

During the 2019-2020 school year, the CBE was on track to exceed the water consumption target of 4m³ per student. In fact, the mid-year value (assessed in February 2020) equated to 3.8m³ per student for the year. However, as a result of the cancellation of in-person classes in March 2020, water consumption decreased considerably, such that the average water consumption was 3m³ per student.



Since the 2016-2017 year, the CBE has saved approximately \$150,000 due to water conservation initiatives. An additional \$200,000 in savings were generated solely as a result of the cancellation of in-person classes from March-June 2020.

There are a number of facilities-based initiatives that contribute to decreased water use in schools. In the case of new schools, this is done by ensuring that water use is considered during design and construction. In the case of existing schools, all school maintenance and preventative maintenance projects are reviewed to incorporate water saving measures where feasible and possible.

In addition to facility-based initiatives, many CBE schools also engage in classroom-based and eco-club water conservation initiatives led by student sustainability leaders to raise awareness about water use and water conservation. Through this important work, the CBE not only offers students with learning opportunities but also models the behaviour students will need to contribute to a sustainable future.

Achievement & Well-Being – School and Area Data Snapshots

As a means of better telling the holistic story of Indigenous student learning and facilitate conversation around next steps to support Indigenous student achievement, the Indigenous Education Team has created data snapshots for each area and 17 targeted schools. The snapshots included demographic, special education, attendance and Diversity and Learning Support Advisor referral data. On both the Area and targeted 17 school data snapshots it was noted that this specific data is only one part of the story and does not speak to the many successes within each Area and school or the processes they have in place to learn more of the story. Education Directors are reviewing the data and planning for their next steps in their work with school principals.

Developing our Employees – Professional Learning

The Indigenous Education Team continues to offer professional learning opportunities for CBE staff members. The following sessions were offered in December:

- Elder Kerrie Moore facilitated a session to 117 CBE staff as an opportunity to connect and share teachings about self-care and well-being.
- The Indigenous Education Team and Elder saa'kokoto hosted 106 educators and administrators from 34 schools across the district for the first of four Land Based Learning Series offerings.
- Elder saa'kokoto lead 135 CBE staff in traditional Blackfoot teachings and celebration in honour of the Winter Solstice.

The Indigenous Education Team also continues to provide professional learning at all leadership cohort sessions. The focus of their sharing is teaching about the Holistic Lifelong Learning Framework with a specific focus on one domain (Spirit, Heart, Body or Mind) at each session. Teachings and resources in relation to the covered domain are shared through examples of how various schools are bringing the teachings of that domain to life in their school communities.

Strategic Allocation of Resources to Support Student Needs – Principal Reflections: Transition Success for Online Learning

Schools worked hard to prepare to transition to online learning in December and January. At the System Leadership meeting held on January 20, 2021, principals from each of the three levels – elementary, middle school, and high school – reflected on their highlights and successes. Common themes were:

- Importance of planning ahead of time
- Creation of consistent messaging for families across grade levels
- Thoughtful preparation of students and families around what to expect in the online environment
- Frequent reminders to families
- Intentionally used technology tools in staff meetings in the fall to support teachers in level of familiarity and use
- Practiced D2L and Google Meets with staff and students
- Ensured students could access and submit assignments
- Supported well-being of staff and students using school wide events, sharing important messages
- Added spirit building events – i.e., baking, dress up your pet, etc.
- Utilized multiple social media platforms at the school to reduce the sense of isolation
- Proactively connected with at-risk students
- Connected families with external supports as needed
- Had translation documents planned and prepared in advance

Strategic Allocation of Resources to Support Student Needs Achievement & Well-Being – Unique Pathways

As semester one winds down, students participating in Unique Pathways Dual Credit learning opportunities have yet again demonstrated great resiliency, flexibility and success as they explore potential next steps in their learning pathways. Semester one has found over 60 students participating in a number of Dual Credit programs that range from Pre-Employment Carpentry at SAIT to Veterinary Technical Assistant with Olds College. Many of these hardworking students are continuing on with their learning into semester two as these programs are largely full year learning opportunities but they will soon be joined by over 250 fellow CBE students who are beginning their Dual Credit and Exploratory experiences.

Many students have already reached out to share how excited they are to begin learning in Exploratory programming such as Electrical Trades, Mechanical Insulation and Pipe Trades. CBE's incredible industry partners who, with the support of The Educational Partnership Foundation (TEPF), have found ways to adhere to COVID-19 safety measures, while ensuring students are offered an in-depth learning experience. Other students will be heading into a range of Dual Credit learning opportunities which include online learning in Business, online learning in the field Ecology, online learning in the veterinary medicine field, blended programming in Health Care Career Essentials and more. These exciting learning opportunities for CBE students have been made possible by the continued collaborative efforts of CBE schools, system teams, partners like Education Matters and other local organizations to ensure that students might continue to explore future pathways in a safe and supportive manner.



**CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS**

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

report to Board of Trustees

Correspondence

Date	February 9, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board.

2 | Background

The following is a summary of the correspondence provided to the Board:

- Letter dated November 12, 2020 to The Hon. A. LaGrange, Education Minister re: Diploma Exams.
- Letter dated December 2, 2020 from The Hon. A. LaGrange, Education Minister re: Diploma Exams.
- Letter dated November 26, 2020 to The Hon. A. LaGrange, Education Minister re: decision to close the National Sport School.
- Letter dated December 9, 2020 to The Hon. A. LaGrange, Education Minister re: New School Fit-up Funding.
- Letter dated December 18, 2020 from The Hon. A. LaGrange, Education Minister re: New School Fit-up Funding.
- Letter dated January 21, 2021 from The Hon. A. LaGrange, Education Minister re: CBE Ward Boundary Bylaw.



- Letter dated January 27, 2021 to The Hon. A. LaGrange, Education Minister re: decision to close Rosscarrock School.
- Letter dated January 27, 2021 The Hon. A. LaGrange, Education Minister re: decision to close Discovering Choices II (Marlborough) for the purpose of relocation.

Attachments: Relevant Correspondence



Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

www.cbe.ab.ca

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Mike Bradshaw Wards 12 & 14

November 12, 2020

Honourable Adriana LaGrange

Minister of Education

228 Legislature Building

10800 – 97 Avenue

Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: 2020-21 Diploma Examination Program

The Calgary Board of Education is committed to maintaining quality instruction and safe and healthy learning environments in the midst of a global pandemic.

The re-opening of schools in September 2020 has been an important step in supporting the ongoing development, learning and well-being of students of all ages.

We are appreciative of the flexibility to determine CBE participation in the Provincial Achievement Test (PAT) program for the 2020-21 school year. After careful consideration and analysis of the impacts thus far, we will not be participating in PATs.

Similarly, we are writing to you to express support for the cancellation of remaining Diploma exams for the 2020-21 school year. We propose that students have the opportunity to choose to write, but that diploma exams should not be a requirement in the current context and with rising cases. This practice was already established with the April, June and November exam schedules. Conceptually, while offering diploma exams while we are operating in Scenario 1 seems reasonable, there are a number of significant factors that have shifted since this determination was made in the Spring. Namely:

- Cumulative decreases in instructional time per course as a result of the health measures in place. For example:
 - Delays attributed to required cleaning and dwell time of chemicals between classes
 - Staggered movement throughout the school
- The application of close contacts by AHS for a confirmed positive case, resulting in large numbers of staff and whole classes of students in quarantine. Despite pre-planning and availability of online resources, there is disruption to both reinforcement of concepts already taught or the effective introduction of new concepts.
- Students required to quarantine as a result of being identified as a close contact of a confirmed positive case unrelated to the school.
- Workforce disruption resulting from teachers and staff members remaining home while symptomatic or needing to care for children who are symptomatic and unable to attend school.

- The availability of qualified replacements in 30-level courses with the increased demand on substitute teachers across the province.

Since Alberta Education released the information regarding re-entry and the determination that diploma exams would go forward, we continue to see the number of confirmed cases increase. Even if the pattern reverses, with 20% of the full school year complete and half a semester, the degree of disruption and potential impact on the quality of learning for students in these courses is significant.

While all students will have a varying degree of disruption across the province, a significantly higher number of variables are impacting the environment in which an individual student will learn and be prepared to write a diploma exam with the associated course(s).

Further exacerbating this issue is the point of equity. It is well documented that COVID-19 has had a greater negative impact on individuals who already experience challenges related to socio-economic and/or ethnic status among others. For these families and associated communities, there may be less ability to access technology or even provide time for students to attend to necessary studies as a result of the cumulative impact on the family unit. All but three CBE high schools have been impacted by positive cases, outbreaks and watch designations. Although schools have done incredible work in attempting to keep students connected and maintain learning continuity, it should be noted that the added challenge of required quarantine and isolation has had impact.

Additionally, the CBE has 935 students registered in diploma exam courses in the first semester enrolled in Hub online learning due to concerns with in-person classes and health considerations. Managing the individual needs of students taking online courses creates additional pressures for each site. Specifically, the effective proctoring of diploma exams requires adequate supervision and training. At this time, significant day-to-day uncertainty exists regarding staff availability and planning.

We were very hopeful that Scenario 1 would mean near normal circumstances and logically, the writing of diploma exams. However, given the ongoing interruptions to normal learning conditions and the anticipation that this uncertainty will continue to exist, we would fully support making the writing of diploma examinations optional for the remainder of the school year. Like your decision in the spring, this will take significant pressure off of students and allow them to focus on their learning and well-being.

Yours truly,



Marilyn Dennis, Chair
Board of Trustees

cc: Dr. Vivian Abboud, Executive Director, ASBA
Lorrie Jess, President, ASBA
Christopher Usih, Chief Superintendent of Schools



Office of the Minister



AR114343

DEC 02 2020

Ms. Marilyn Dennis
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Dennis: *Marilyn,*

Thank you for your November 12, 2020 letter on behalf of the Calgary Board of Education Board of Trustees regarding the administration of diploma exams and Provincial Achievement Tests (PATs) for the remainder of the 2020/21 school year.

On October 13, 2020 Alberta's government announced that it would provide students and parents with the choice of whether to write diploma exams for the November 2020 administration. As the COVID-19 pandemic has progressed, and after listening to students, parents and education partners, it became clear to us that making the exams optional for the remainder of the school year is the right thing to do. As you know, on November 24, 2020 we announced that diploma exams would be optional for the remainder of the 2020/21 school year.

The decision to write diploma exams resides with students and their families. Students will automatically receive an exemption if they choose not to write an exam, and their school awarded mark will be their official mark. If a student writes an exam, it will still be worth 30 per cent of their mark. This will include the January 2021, April 2021, June 2021 and August 2021 diploma exam administrations. At this time, a return to normal diploma exam administration is anticipated for the 2021/22 school year.

I appreciate you letting me know that your board has decided not to participate in Provincial Achievement Tests this school year. The decision to grant school authorities the autonomy to excuse some or all of their students from PATs was based on the fact that school authorities are in the best position to make informed decisions about what is best for their students and teachers, given the numerous and complex challenges related to the COVID-19 pandemic.


.../2

Ms. Marilyn Dennis
Page Two

If you or your administration have any questions or concerns about the diploma exams, please contact Deanna Shostak, Director, Diploma Programs, at deanna.shostak@gov.ab.ca or 780-422-5160 (toll-free by first dialing 310-0000).

I appreciate you taking the time to share Calgary Board of Education's perspective on this issue.

Sincerely,

A handwritten signature in black ink, appearing to read "Adriana LaGrange". The signature is fluid and cursive, with a long horizontal stroke at the end.

Adriana LaGrange
Minister



Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

November 26, 2020

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: National Sport School Closure

On behalf of the Board of Trustees, I am writing to inform you that at a Regular Meeting of the Board of Trustees held on November 25, 2020, the following motion was passed:

THAT the Board of Trustees approves the closure of National Sport School and all programs contained therein, effective June 30, 2021.

Written notification on the Board of Trustees' decision to close National Sport School has been provided to parents of every student enrolled in National Sport School.

Please accept this correspondence as the official notification required pursuant to Section 62(6) of the *Education Act*.

Yours truly,

Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education

Cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services



Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

December 9, 2020

Honourable Adriana LaGrange
Minister of Education
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: Use of Capital Reserves for New School Development and Fit-Up

With this letter, we are requesting authorization to expend up to \$308,000 from capital reserves in 2020-2021 to support new school development and fit-up activities.

In reference to this request, the CBE Board of Trustees passed the following motion on December 8, 2020:

- *“THAT the Board of Trustees approves a budget expenditure of up to \$308,000 from capital reserves in 2020-2021 to undertake school development and fit-up for the following five (5) schools:*
 - Auburn Bay Elementary School
 - Auburn Bay Middle School
 - Mahogany Elementary School
 - North Calgary High School
 - Skyview Ranch K-9 School”

Funds requested will be used to support staffing of the CBE Capital Planning and Development team in their interactions with Alberta Infrastructure supporting project delivery, and the planning and acquisition of new school furniture, fittings and equipment.

Should you have further questions regarding this request, please do not hesitate to contact me or have your staff contact Dany Breton, Superintendent, Facilities & Environmental Services for additional information.

Sincerely,

Marilyn Dennis, Chair
Board of Trustees

cc: Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities & Environmental Services



ALBERTA
EDUCATION

*Office of the Minister
MLA, Red Deer-North*

AR114627

December 18, 2020

Ms. Marilyn Dennis
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Dennis:

Thank you for your December 9, 2020 letter regarding your request for approval to transfer \$308,000 from capital reserves to your operations budget in order to enable school division staff to work with Alberta Infrastructure on five recently approved capital projects.

I am currently reviewing reserve usage and transfer requests from across the province. Brian Smith, Director, Financial Reporting and Accountability Branch, will be in touch with your school division about your request in January 2021.

Thank you for taking the time to write. I wish your staff and students continued success in the current school year.

Sincerely,

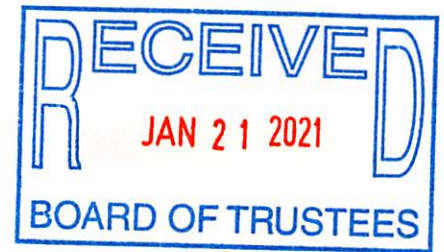
Adriana LaGrange
Minister

cc: Christopher Usih
Chief Superintendent

Dany Breton
Superintendent, Facilities and Environmental Services



Office of the Minister



AR114691

JAN 14 2021

Ms. Marilyn Dennis
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Dennis: *Marilyn,*

Thank you for your December 17, 2020 email on behalf of the Calgary Board of Education Board of Trustees. I appreciate receiving a copy of Ward Bylaw No. 1 of 2020, which will be in effect for the October 2021 general election.

The governance structure of school boards in our province is extremely important, and I appreciate the time your board took to review this matter. I am confident this structure will work well for your electors.

Best wishes as you continue with the current governance structure.

Sincerely,

Adriana LaGrange
Minister

cc: Christopher Usih
Superintendent of Schools

Brad Grundy
Chief Financial Officer and Treasurer



Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

January 27, 2021

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: Rosscarrock School Closure

On behalf of the Board of Trustees, I am writing to inform you that at a Regular Meeting of the Board of Trustees held on January 26, 2021, the following motion was passed:

THAT the Board of Trustees approves the closure of Rosscarrock School and all programs contained therein, effective June 30, 2021.

Written notification on the Board of Trustees' decision to close Rosscarrock School has been provided to parents of every student enrolled in Rosscarrock School.

Please accept this correspondence as the official notification required pursuant to Section 62(6) of the *Education Act*.

Yours truly,

Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education

Cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services



Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

January 27, 2021

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: Marlborough Discovering Choices II Program Closure for the Purpose of Relocation

On behalf of the Board of Trustees, I am writing to inform you that at a Regular Meeting of the Board of Trustees held on January 26, 2021, the following motion was passed:

THAT the Board of Trustees approves the closure of the Marlborough Discovering Choices II program effective June 30, 2021 for the purpose of relocation.

Written notification on the Board of Trustees' decision to close Marlborough Discovering Choices II program for the purpose of relocation has been provided to parents of all the students enrolled in Marlborough Discovering Choices II program.

Please accept this correspondence as the official notification required pursuant to Section 62(6) of the *Education Act*.

Yours truly,

Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education

Cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services