public agenda | Regular Meeting of the Board of Trustees

December 13, 2022
11:00 a.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

PUBLIC AGENDA

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
11:00 a.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			
	5.1 OE-8: Communicating and Engaging With the Public – Annual Monitoring	C. Usih	OE-8	Page 5-1
	6 | Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 | Matters Reserved for Board Information		GC-3	
	8 | Matters Reserved for Board Decision			
	8.1 Annual Education Results Report 2021-22	Board	R-1; OE-5, 8	Page 8-1
	9 | Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			

Calgary Board of Education

Time	Topic		Who	Policy Ref	Attachment
	9.1.1	Governance Culture and Board/Chief Superintendent Relationship Governance Policies - Board of Trustees' Annual Self-Evaluation		GC-2, 3, 5, B/CSR 1-5	Page 9-1
		(THAT the Board approves the Board's self-evaluation report as developed during the evaluation workshop of September 20, 2022, as submitted.)			
	9.1.2	Meeting Minutes			
		▪ November 2, 2022 Special Meeting ▪ November 24, 2022 Regular Meeting			Page 9-4 Page 9-7
		(THAT the Board approves the minutes of the Special Meeting held November 2 and the Regular Meeting held November 24, 2022, as submitted.)			
	9.2	Items Provided for Board Information			
	9.2.1	Chief Superintendent's Update			Page 9-60
	9.2.2	2022-2023 School Enrolment Report			Page 9-10
	10 | In-Camera Session				
	11 | Adjournment				
	Debrief		Board	GC-2.3	

Notice |
This public Board meeting will be recorded & posted online.
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Freedom of Information and Protection of Privacy Act section 33(c)
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Office of the Corporate Secretary at corpsec@cbe.ab.ca.

Calgary Board of Education

operational expectations monitoring report

OE – 8: Communicating and Engaging with the Public

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 8: Communicating and Engaging with the Public, the Chief Superintendent certifies that the proceeding information is accurate and complete.

☒ In Compliance.

☐ In Compliance with exceptions noted in the evidence.

☐ Not in Compliance.

Signed: _____ Date: December 13, 2022

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 8: Global Operational Expectations, the Board of Trustees:

☐ Finds the evidence to be compliant

☐ Finds the evidence to be compliant with noted exceptions

☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____

Chair, Board of Trustees

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

Executive Summary

> The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, the Calgary Board of Education and public education. Communities include students, parents, school councils, staff, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding communicating and engaging with the public.

The Chief Superintendent's reasonable interpretation and indicators for OE 8: Communicating and Engaging with the Public were approved on October 10, 2017. The Board of Trustees last monitored OE 8 on January 25, 2022. This report includes data available from the 2021-22 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
8.1	8.1.1	Compliant
8.1	8.1.2	Compliant
8.1	8.1.3	Compliant
8.2	8.2.1	Compliant
8.2	8.2.2	Compliant
8.2	8.2.3	Compliant
8.2	8.2.4	Compliant
8.3	8.3.1	Compliant
8.3	8.3.2	Compliant
8.4	8.4.1	Compliant
8.4	8.4.2	Non-compliant
8.4	8.4.3	Compliant
8.4	8.4.4	Compliant
8.4	8.4.5	Compliant

Calgary Board of Education

**operational
expectations
monitoring report**

OE – 8: Communicating and Engaging with the Public

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, the Calgary Board of Education and public education. Communities include students, parents, school councils, staff, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

Board-approved Interpretation |

In the course of our work it is important to build positive relationships with various stakeholders that are characterized by:

- clearly stated roles, responsibilities and contributions;

- clear and understood decision-making processes where voice is valued; and

- collective support for student success.

The Chief Superintendent interprets:

- *communities* to mean stakeholders that share a commonality as it relates to CBE business.

- *corporate and community partners* to mean organizations or individual members of the public that provide support and/or services that contribute to student success.

- *all levels of government* to mean representatives of municipal, provincial and federal ministries and/or departments.

- *mutual respect* to mean clearly stated roles and responsibilities between CBE authorities and participants.

- *courtesy* to mean the interactions with the public are open, respectful and cooperative.

- *honesty* to mean communicating information clearly, candidly and in a timely manner.

**Calgary Board
of Education**

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

- *freedom of information and protection of privacy* to mean the sharing of information as appropriate in compliance with relevant legislation.

The Chief Superintendent shall:

8.1	Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.	Compliant

Engaging with our public is a critical component to building relationships that support public education and student success.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.

- *flow* to mean provision and/or distribution.

- *appropriate input* to mean perspective, ideas, comment and opinion sought from public with clear expectations for how the input will be used.

- *strategic* to mean in consideration of the vision, plans and challenges facing the organization as a whole.

- *two-way dialogue* to mean sharing, informing, listening, exchange of ideas and responding.

- *understanding* to mean fact-based knowledge about the organization.

- *support* to mean agreement with the vision, values and work of the organization.

Board-approved Indicators and *Evidence* of Compliance |

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the 2021-22 school year, 100% of system-level communication included at least one of the following: CBE website address and/or contact information of the system, department, school or individual responsible for content. Our corporate website has a number of dedicated email feedback mechanisms including a budget feedback form. Examples include: webmaster@cbe.ab.ca, cbecommunications@cbe.ab.ca, dialogue@cbe.ab.ca, transportation@cbe.ab.ca, partnerships@cbe.ab.ca,and schoolcouncils@cbe.ab.ca.

2. The Dialogue Framework is being used with affected stakeholders to help inform decision-making.	Compliant

The organization is compliant with this indicator.

Evidence statement

Launched in 2016, the Dialogue Framework guides community engagement activities across the organization. School and service unit leaders use the framework on an ongoing basis and reach out to Communication and Engagement Services for support, when appropriate. There is a toolkit of engagement resources available on Insite to support leaders in their engagement activities as well as additional videos and resources for our online engagement platform.

These resources are updated on an ongoing basis. Training sessions are held throughout the school year to build leaders' understanding of the Dialogue Framework and engagement best practices. Four virtual sessions were held in 2021-22 with staff to support successful engagements.

Calgary Board of Education

operational expectations monitoring report

OE – 8: Communicating and Engaging with the Public

System-led engagements conducted in the 2021-22 school year include:

- School Planning engagement (which includes school development plans, school budgets and school fee;
- Louise Dean School engagement to prepare the recommendation for consideration of closure for the purpose of relocation to the Board of Trustees;
- Proposed Discovering Choices location moves;
- 2022-23 Designation for Grade 9 Students Living in Auburn Bay, Mahogany and Seton;
- input gathered from non-school-based employees to inform the development of a hybrid work program;
- input gathered from students, parents and staff to inform the development of the Sustainability Framework 2030; and
- Conducted an Employee Well-Being Pulse Survey.

Additional details are outlined in indicator 8.4.1

3. Ninety per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days.	Compliant

The organization is compliant with this indicator.

Evidence statement

Of the service units that have direct interaction with the public, 100% reported that public enquiries were acknowledged within two business days.

Evidence demonstrates all indicators in subsection 1 are in compliance.

8.2	Ensure that school councils are supported in performing their mandated role.	Compliant

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

Involved and informed school communities have the potential to make a significant impact on student success.

The Chief Superintendent interprets:

- *school councils* to mean a collective association of individuals as identified by Alberta Education in each school, working collaboratively with the principals and school community.

- *mandated role* to mean serving in an advisory capacity to the principal and Board of Trustees respecting matters related to the school.

Board-approved Indicators and *Evidence* of Compliance |

1. Available school council resources are accessed through the corporate website.	Compliant

The organization is compliant with this indicator.

Evidence statement

The corporate website includes dedicated pages with a variety of resources for school councils. These include:

- the School Council Handbook, which is reviewed and updated regularly
- links to the Community of School Councils (COSC) meeting materials and resources;
- links to Alberta School Councils' Association (ASCA) resources;
- relevant Administrative Regulations;
- templates for school council annual reports and sample agendas minutes, bylaws and other important checklists; and
- social media guidelines for school councils.

The Key Communiqué newsletter was sent monthly during September to June to all school councils with important information and updates for school councils and school communities. A separate page on the corporate website is dedicated to resources for parent societies.

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

In the 2021-22 school year, the following resources were accessed:
- School Council Handbook: 1,378 downloads
- School Councils page: 2,723 page views
- Administrative Regulation 5001: 1,120 downloads: 1,120 downloads
- Social Media Guidelines for School Councils: 325 downloads

2. Information is shared on a timely basis with school councils.	Compliant

The organization is compliant with this indicator.

Evidence statement

In 2021-22, ten Key Communiqué newsletters were emailed to school council chairs, principals, Area offices and trustees. School council chairs, in turn, share these with their individual school communities. The newsletter is also published on the CBE website. This newsletter includes timely information for school councils and communities such as key system updates, ASCA resources and other items of interest to school communities.

Four COSC (Council of School Council) virtual meetings were held in the 2021-22 school year. A range of 85-150 people RSVP'd for each meeting. Meetings generally included key system updates, presentations, breakout rooms and Q&A with superintendents and trustees. Topics included:

- Meeting your trustee;
- COVID-19 updates;
- School council workshops;
- K-6 curriculum;
- Results monitoring;
- Budget planning; and
- ASCE grants to name a few.

Electronic meeting evaluations were received from participants who attended the meetings. These surveys were made available during the meeting, and a link was sent out to all participants following the meeting. Responses ranged from 11-26 per

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

meeting survey. Some questions were specific to certain meetings.

Question	Respondents Agreed or Strongly Agreed
This meeting provided me with useful information or attending this meeting was valuable.	96-100% (across 4 meetings)
I will share this information with my school.	96-100% (across 4 meetings)
The online format of the meeting worked well for me.	93% (September meeting)
ASCA workshops were helpful.	60% (September meeting)
I had an opportunity to share my feedback/ask questions.	69-100% (January, March and June meetings)
The breakout rooms were worthwhile.	83-100% (January, March and June meetings)
I enjoyed the opportunity to meet trustees.	96% (January meeting)
I enjoyed the opportunity to hear directly from the chief superintendent and his team.	87% (January meeting)
I would prefer in-person meetings.	36.4% (March meeting)
Next year, I prefer COSC meetings to be online only.	58% (June meeting)
Next year, I prefer COSC meetings to be in-person only.	4% (June meeting)
Next year, I prefer COSC meetings to alternate between in-person and online.	16.7% (June meeting)
Next year, I prefer COSC meetings to be hybrid.	20.8% (June meeting)

3. Principals confirm that school councils are offered opportunities to provide input and feedback on the school development plan.	Compliant

Calgary Board
of Education

OE – 8: Communicating and Engaging with the Public

The organization is compliant with this indicator.

Evidence statement

During the 2021-22 school year, 100% of principals who have school councils confirmed that they provided school council with the opportunity to receive information and provide feedback regarding school development plans using the Dialogue toolkit. Four schools indicated they do not have a school council. All schools publish their school development plans on their website.

It is important to note that in the 2021-22 school year, a school-led engagement initiative was launched to gather feedback from parents on the school development plan, the school budget and fees. It was the first year that a combined "school planning engagement" was made available.

Schools gathered input and feedback from parents on school planning using a toolkit developed by Communication and Engagement Services. Schools shared information and gathered feedback at school council meetings and through online surveys. Resources available to schools in the toolkit included an online survey template, presentation template, meeting evaluation template, meeting invitation template and materials for posting information on school websites.

As part of the change to school planning engagement, the time of year for active engagement was adjusted. This allowed schools to provide families with information on the progress of their school development plan as well as what families value in terms of school-based budget priorities and setting fees.

To guide this engagement, an internal project team was established including representatives from School Improvement, Finance and Communication and Engagement Services. In addition, discussions were held with education directors, principal associations and the cross-functional internal Fee Committee.

Given this was a new approach, feedback was gathered through an online survey and discussions at the Area principal meetings in April and May. This feedback provided us with clear direction for the next year in three areas:

Timing for active engagement - 241 out of 258 responses in Area meetings support the February/March timing. Going forward, timing will be adjusted to reflect this feedback.

Copy, Paste & Send Template – 186 out of 232 responses in Area meetings indicated support for an online survey template that does not

**Calgary Board
of Education**

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

require customization.

Language Translation – 214 out of 227 in Area meetings indicated that language translation is important, so survey templates will continue to be created using Zencity Engage (formerly Civil Space) where translation is available in 27 languages.

4. Principals confirm that school councils are offered opportunities to provide input and feedback on the school based budget.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the 2021-22 school year, 100% of principals who have school councils confirmed that they have provided school council with the opportunity to receive information and an opportunity to provide feedback regarding school based budgets using the dialogue toolkit.

As noted above, school budget feedback is collected as part of school planning engagement.

Schools gathered input and feedback from parents on school budget, school fees and school development plans February 1 – March 16, 2022 using a toolkit developed by Communication and Engagement Services. This toolkit asked schools to provide opportunities for feedback at school council meetings and through online surveys in February and March.

Resources available to schools in the toolkit included an online template, presentation template, meeting evaluation template, meeting invitation template and materials for posting information on school websites.

Evidence demonstrates all indicators in subsection 2 are in compliance.

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

8.3	Effectively handle complaints and concerns.	Compliant

Contributing to the success of an effective organization is the provision for a process, which addresses concerns and complaints.

The Chief Superintendent interprets:

- effectively to mean reviewed and responded to within reasonable or posted time frames utilizing existing mechanisms and processes.
- complaints and concerns to mean a formal expression of discontent:
    - about the values, customs or regulations of the CBE;
    - within the context of their relationship with the CBE; and
    - requiring a response.

Board-approved Indicators and *Evidence* of Compliance |

1. Ninety per cent of concerns and complaints received at the Area and system level are responded to within the stated time frames as outlined in AR 5007.	Compliant

The organization is compliant with this indicator.

Evidence statement

All Area offices and service units who deal with the public reported that 100% of concerns and complaints received were responded to within expected timelines. Administrative Regulation 5007 – Concerns and Complaints outlines expected timelines that escalate through levels if not addressed. Each level has timelines specific to that level of concern or complaint.

Calgary Board of Education

**operational
expectations
monitoring report**

OE – 8: Communicating and Engaging with the Public

2. Principals and system leaders confirm the approved concerns and complaints process is used.	Compliant

The organization is compliant with this indicator.

Evidence statement

100% of principals and system leaders confirmed, when applicable, parents were directed to utilize the Concerns and Complaints process. This usually occurs if a parent feels their concerns are not being addressed at the school or system level.

Evidence demonstrates all indicators in subsection 3 are in compliance.

8.4	Reasonably include people in decisions that affect them.	Compliant

Better decisions are made when people work together to solve problems and find solutions.

The Chief Superintendent interprets:

- *reasonably include* to mean sensible, fair and appropriate opportunities are offered to provide feedback to the decision-making process.

- *decisions that affect them* to mean those choices that are made that directly impact individuals.

Board-approved Indicators and *Evidence* of Compliance |

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

1. One hundred per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.	Compliant

The organization is compliant with this indicator.

Evidence statement

The Dialogue Framework guides the CBE's engagement activities. More details on engagements conducted in 2021-22 school year are outlined below.

- School Planning engagement (which includes school development plans, school budgets and school fees);
- Louise Dean School engagement on implementation of recommendation to the Board of Trustees for consideration of closure for the purpose of relocation;
- Proposed Discovering Choices Location Moves;
- 2022-23 Designation for Grade 9 Students Living in Auburn Bay, Mahogany and Seton;
- Development of a hybrid work program: input gathered from non-school-based employees;
- Sustainability Framework 2030: input gathered from students, parents and staff informed development of the plan; and
- Employee Well-Being Pulse Survey conducted.

School Planning Engagement
This is an annual engagement that is facilitated and organized centrally by Communication and Engagement Services, School Improvement and Finance Services. Though it is organized centrally, it is designed to provide the resources and tools principals need to engage their communities in a consistent manner that still allows for customization that is appropriate to each school community. Principals play the lead role in gathering input and feedback from their parents and school councils.

A system toolkit is developed each year for principals to gather input and feedback from parents and school councils. In 2021-22, this included an online survey template, presentation templates, a session evaluation template, templates for sharing back engagement results and more. The toolkit asks principals to gather input in two ways:

Calgary Board
of Education

OE – 8: Communicating and Engaging with the Public

1. Online survey
2. School council of special parent meeting

In 2021-22, CBE schools had 13,868 views or partial completions of the online surveys and session evaluations and 6,565 full survey/evaluation completions.

The school planning engagement process continues to be refined including opportunities to build leaders' understanding of its purpose, sharing best practices and streamlining how feedback is gathered.

Engagement in Support of Implementation Considerations for the Proposed Move of Louise Dean School
In May – June 2022, CBE Administration gathered feedback from members of the Louise Dean School (LDS) community and the Jack James High School (JJHS) community about implementation considerations should a recommendation to move LDS to JJHS be approved by the Board of Trustees. This feedback was gathered through online surveys, virtual sessions and in-person sessions. All of the perspectives gathered were posted on the CBE website and shared with the Board of Trustees in presenting the *Recommendation to Commence Public Input to Consider the Closure of Louise Dean School for the Purpose of Relocation Report* to the Board of Trustees on September 27, 2022.

Proposed Discovering Choices Location Moves

In March 2022, CBE Administration shared a recommendation to move two locations of the Discovering Choices Program. This recommendation was to move the current Discovering Choices Bowness location to Robert Thirsk High School, and to move the Westbrook Discovering Choices location to Alternative High School. Feedback was gathered through online surveys, virtual sessions and in-person sessions. The perspectives gathered were posted on the CBE website and shared with the Board of Trustees in presenting the *Recommendation to Commence Public Input to Consider the Closure of Start Outreach – Bowness and Westbrook Outreach Programs for the Purpose of Relocation* in a public board meeting on April 26, 2022.

2022-23 Designation of Grade 9 Students Living in Auburn Bay, Mahogany and Seton

In December 2021, the CBE confirmed a plan for adjusted boundaries and designations for the communities of Auburn Bay, Mahogany, and Seton. At that time, we confirmed that the Auburn Bay second elementary school (i.e. Bayside School), Auburn Bay middle school (i.e. Lakeshore School), and Mahogany School were expected to open in September 2022, allowing students living in those communities to attend school closer to home. At that time, the CBE also indicated it

OE – 8: Communicating and Engaging with the Public

would gather feedback from families with students currently in Grade 8 about the schools they would prefer to attend for the 2022-23 school year.

Families in Auburn Bay, Seton and Mahogany with students currently in Grade 8 had the opportunity to provide feedback on the options for 2022-23 school designations from December 15, 2021 to January 5, 2022. The majority of respondents (70%) indicated they would prefer to complete Grade 9 close to home. Based on this result, the decision was made to offer Grade 9 at the Auburn Bay middle school in 2022-23. Families who were interested in remaining at the schools students attended in Grade 8 had the option to remain at that school if they wished.

Development of a Hybrid Work Program for Non-School-Based Employees
In the spring of 2022, the CBE was considering possibilities for a hybrid work program for some CBE employees starting in the 2022-23 school year. Non-school-based employees had the opportunity to share their thoughts and perspectives on a hybrid work program. Discussions took place in small groups of supervisors, staff and colleagues within each service unit using a common discussion guide in April to June 2022. This input helped inform the development of the hybrid work program that launched in September 2022.

Sustainability Framework 2030
In fall 2021, the CBE began sharing plans to update the organization's sustainability framework with students, staff, parents and community members. In November 2021, online surveys were launched and some engagement sessions took place in schools. The input gathered through these sessions informed the development of Sustainability Framework 2030, which describes the strategic framework that will enable the CBE to continue being a leader in sustainability planning, education, and action. The 2030 Framework was presented to the Board of Trustees in April 2022.

Employee Well-Being Pulse Survey
In June 2022, an employee well-being pulse survey was circulated to all CBE employees to better understand their experiences. Approximately 7,900 employees answered one or more questions in the survey. The perspectives gathered will help the CBE to develop appropriate strategies to improve employee well-being into the future.

Calgary Board
of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

2. Sixty per cent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.	Non-compliant

This indicator is non-compliant for the 2021-22 school year.

Evidence statement

Due to health measures in place, system engagements conducted in 2021-22 focused on online surveys rather than in-person meetings. This means that there is no system level post-engagement data to report on.

For the school-based engagements on school development plans and school budget and fees, principals were asked to share evaluation surveys with participants of virtual meetings. The results of these surveys are evaluated and considered at a school level. Principals are encouraged to share any feedback from these evaluations with Communication and Engagement Services if the feedback is related to the system toolkit materials. Going forward, we will explore being able to collate school-based evaluation feedback and report on this at a system level.

A post-session survey evaluation is part of the Dialogue Toolkit and leaders are encouraged, where appropriate, to offer participants an opportunity to evaluate in-person sessions.

3. The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by Alberta Education's Accountability Pillar Survey will be maintained plus or minus two percentage points.	Compliant

The organization is compliant with this indicator.

Evidence statement

Note | The Alberta Education's Assurance Survey replaced Alberta Education's Accountability Pillar Survey in the 2020-21 school year.

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

An average of 4,894 parents responded to the suite of questions tied to Parent Involvement in 2021-22 as compared to 2020-21 when an average of 5,712 responded. In 2021-22, this represented approximately 17% of parents who had the opportunity to complete the Assurance Survey.

Previous reporting erroneously included the results from all stakeholders, instead of the results for parents only. The results of parents responding positively regarding the suite of questions tied to Parental Involvement for the past five years are as follows:

2017-18	2018-19	2019-20	2020-21	2021-22
66.7%	68.0%	69.5%	68.7%	70.9%

In 2021-22 the all-stakeholder result was 77.3% compared to 76.6% in 2020-21; an increase of 0.7 percentage points.

The 2021-22 parent-only result of 70.9% is an increase of 2.2 percentage points over the 2020-21 result of 68.7%, a significant improvement.

The indicator speaks to +/- 2% to be compliant, CBE administration exceeded this target and have indicated compliance.

In examining the data, the increase was tied to one question in particular; i.e., parent level of satisfaction with the extent in which they were involved in decisions at their child's school. This question saw an increase in satisfaction of 9 percentage points.

4. Principals confirm staff involvement in school decisions as required by collective agreements.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the 2020-2021 school year, 100% of principals confirm they offered staff opportunities to be involved in school decisions. Administrative Regulation 1004.1 – Role of the Principal requires the principal to provide an opportunity for input of those affected when planning significant organizational changes.

Calgary Board of Education

**operational
expectations
monitoring report**

OE – 8: Communicating and Engaging with the Public

5. The Chief Superintendent will provide opportunities for school based staff to provide feedback on identified issues.	Compliant

The organization is compliant with this indicator.

Evidence statement

The chief superintendent has ensured multiple opportunities for school-based staff to provide feedback on identified issues such as systems that support schools in their day-to-day work, school culture, and visibility and connection.

Identified topics and issues:

System and school culture
- The CBE has a number of new/ongoing councils and working groups with staff and leaders from a cross-section of schools and service units. Examples include:
  - the Teacher Advisory Group
  - Technology Council
  - Transportation Advisory Council
  - New Schools Project Planning committee
- Employees and leaders were brought together in the 2021-22 school year to provide feedback to continuously improve processes such as the high school transfer process and moving the School Information Handbook online.

Visibility and connection
- Chief Superintendent visited approximately 43 schools during the school year (in person or virtually).
- The twice-monthly employee newsletter (Link Online) and direct all-staff emails were provided to share important system information.
- Monthly virtual meetings were held with the chief superintendent/senior leaders and union/association executive to discuss issues that matter to staff.
- Meetings with the chief superintendent, senior leaders and staff were held at various schools and areas. Topics include achievement, equity and well-being, ways to continuously improve, and other emergent topics.

**Calgary Board
of Education**

OE – 8: Communicating and Engaging with the Public

Capacity and learning

- Principals and assistant principals collaborated during monthly Area Leadership meetings to advance their School Development Plan achievement goals.
- Teachers across all schools participated in champion model professional learning sessions (literacy, numeracy, assessment) to build content knowledge and leadership skills to improve research-informed teaching practice.
- Quarterly Career and Technology Studies (CTS) Learning Leader meetings and specific sub-committees were implemented that focused on identifying specific needs, developing long-range CTS priorities and strengthening system-wide CTS connections (e.g., PowerSchool outcomes for CTS modules, CTS Professional Learning Networks.
- Collaborated monthly with school-based unique pathways contacts (off-campus coordinators, guidance counsellors, administrators) to discuss programming opportunities available for students in support of high school completion.
- Participated in regular meetings of CBE's Health and Wellness Committee (CBE management, representatives from all our union and association groups – Alberta Teachers' Association, Canadian Union of Public Employees, The Calgary Board of Education's Staff Association and Trades) to discuss opportunities to focus on and prioritize the health and wellness of CBE employees.

Evidence demonstrates 5 of the 5 indicators in subsection 4 are in compliance.

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

report to
Board of Trustees

Annual Education Results Report 2021-22

Date	December 13, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originators	Joanne Pitman, Superintendent of School Improvement Andrea Holowka, Superintendent of School Improvement Brad Grundy, Superintendent of Finance and Technology Services, Chief Financial Officer, Corporate Treasurer Dany Breton, Superintendent of Facilities and Environmental Services Rob Armstrong, Superintendent of Human Resources Kelly-Ann Fenney, General Counsel Marla Martin-Esposito, Chief Communications Officer
Governance Policy Reference	Operational Expectations OE-1: Global Operational Expectations OE-5: Financial Planning Results R-1: Mission
Resource Persons	Elizabeth Wood, Education Director, Research & Strategy Tanya Scanga, Manager, Corporate Planning & Reporting

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approve the Annual Education Results Report 2021-22 and authorize its submission to Alberta Education.

Calgary Board of Education

2 | Issue

School authorities use their Education Plan and the Annual Education Results Report as key elements of the Alberta Education Assurance Framework for the K-12 education system. School authorities interpret and report results to parents, legal guardians, students, staff, the Ministry of Education and the public in a manner and at a time the Minister of Education prescribes, as part of ensuring transparency.

The Ministry has stated that results provided are used to improve the quality and effectiveness of education programs provided to students and to improve student learning and achievement. The Minister's requirements, set out in Section K of *Funding Manual for School Authorities 2022/23 School Year*, ensure that school board and school education plans as well as annual results reports are aligned with the Ministry of Education's vision, mission, goals, outcomes and specific performance measures for the education system.

3 | Background

The K-12 education system in Alberta is the responsibility of the Ministry of Education. The Ministry allocates funds to school authorities to allow them to carry out delegated responsibilities. School authorities are obligated to demonstrate accountability for this funding and for the success of students. This public transparency addresses outcomes, goals and priorities established by Alberta Education's Business Plan to meet the educational needs of students along with the local outcomes and strategies in the Education Plan that consider the unique characteristics of each authority.

4 | Analysis

The *Annual Education Results Report 2021-22* reflects the actions that took place within the year, evidence of impact, and next steps in advancing the goals of the Education Plan 2021- 2024. This plan encompasses CBE schools, Areas, service units and departments in support of CBE and provincial Outcomes. It also informs the budgeting process as outlined in OE-5: Financial Planning.

The *Annual Education Results Report 2021-22* demonstrates progress made over the past year in meeting the Goals and Outcomes set out by Alberta Education.

To assist school authorities in assessing progress, through their Assurance Measure Results Report, Alberta Education provides measure evaluations: Achievement, Improvement and Overall. Additionally, school authorities identify and use local measures to support the development and refinement of their Education Plan. Local measures allow for the examination of incremental progress

Calgary Board of Education

using data sets reflective of the local context in order to ensure transparent, flexible and responsive decisions.

The Achievement Evaluation is based on a comparison of Current Year[1] data to a set of standards, which remain consistent over time. The Improvement Evaluation consists of comparing the Current Year Result for each measure with the Previous Three-Year Average. A chi-square statistical test is used by Alberta Education to determine the significance of the improvement. The Overall Evaluation combines the Achievement Evaluation and the Improvement Evaluation.

Authority Assurance Measures: Overall Summary: All Students

Of the 12 required assurance measures and five supplemental assurance measures included in the 2021-22 AERR, only 10 were evaluated by Alberta Education. Eight of the 10 are Alberta Education Assurance Survey measures.

An Achievement Evaluation of:
- *Very High* was reported for:
  - Program of Studies
- *High* was reported for:
  - Citizenship
  - Education Quality
  - Safe and Caring
- *Intermediate* was reported for:
  - High School Completion Rate (3 yr)
  - High School Completion Rate (5 yr)
  - Parental Involvement
  - School Improvement
- *Low* was reported for:
  - In-Service Jurisdiction Needs
- *Very Low* was reported for:
  - Program of Studies - At Risk Students

An Improvement Evaluation of:
- *Improved Significantly* was reported for:
  - High School Completion Rate (3 yr)
  - High School Completion Rate (5 yr)
- *Maintained* was reported for:
  - Program of Studies
- *Declined* was reported for:
  - In-Service Jurisdiction Needs
- *Declined Significantly* was reported for:
  - Citizenship
  - Education Quality
  - Parental Involvement
  - Program of Studies - At Risk Students
  - Safe and Caring
  - School Improvement

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[1] For the High School Completion Rate (3 yr, 5 yr) the "Current year" is 2020-21. For all other measures, the "Current Year" is 2021-22.

Calgary Board of Education

In The Calgary Board of Education, the Education Plan 2021-2024 provides direction and clarity of purpose while remaining broad enough to allow each school, Area, department and service unit to formulate actions in response to the unique needs revealed by their own data.

This Board report demonstrates how strategies developed to facilitate improved Outcomes for CBE students align with the jurisdiction's results. It considers, as well, the ways in which budget, and capital and facilities planning support these strategies.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: The Calgary Board of Education Annual Education Results Report 2021-22

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.

OE - 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.

2021-22

The Calgary Board of Education
Annual Education Results Report

learning | as unique | as every student

Calgary Board of Education

Table of Contents

Calgary Board of Education

8-7

Commitment to Quality Public Education

CBE's commitment to quality education includes prioritizing the success of all students. Alberta's Department of Education allocates funds to CBE to fulfill and actualize this commitment to all K-12 students. This creates a responsible relationship between CBE and the government, established in legislation and regulation, to ensure that this commitment to quality education is achieved and shared in a transparent way, using supportive evidence (*Funding Manual for School Authorities 2022-23 School Year*, pp. 16-18).

As a responsible and ethical school district, CBE uses diverse measures, metrics and results to improve the quality and effectiveness of its programs in service of student learning and achievement. These results are analysed, interpreted and reported to the public, parents, students and Alberta Education to ensure transparency and demonstrate organizational integrity (*Funding Manual for School Authorities 2022-23 School Year*, pp. 16-18).

The *Annual Education Results Report* for The Calgary Board of Education for the 2021-22 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board of Trustees is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This *Annual Education Results Report* for 2021-22 was approved by the Board of Trustees on MMM DD, 2022.

Laura Hack
Chair, Board of Trustees
The Calgary Board of Education

Christopher Usih
Chief Superintendent of Schools
The Calgary Board of Education

Assurance Framework

Alberta Education states:

> The Assurance Framework, developed collaboratively with education partners, outlines key guiding principles, domains and processes for enhancing public trust and confidence that the education system is meeting the needs of students and students are successful.
>
> In the Assurance Framework, all education stakeholders accept responsibility for building capacity of the education system – in classrooms, schools, school authorities and in government. Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts.
>
> *Funding Manual for School Authorities 2022-23 School Year*, p. 18

This assurance is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Through the communication of The Calgary Board of Education's (CBE) key policies, processes, actions and evidence of our collective impact, this *Annual Education Results Report* supports the building of public confidence in CBE.

CBE is committed to consistently using evidence from diverse data sources to ensure responsive and transparent decision-making and to help us know if the actions we are taking as an organization are having the intended influence on priorities of CBE Board of Trustees: achievement, equity and well-being. Through the adoption of a data model and process as a district, CBE ensures that what is "…measured and reported is consistent with the best interests of student growth and achievement, and the goals of education in the province of Alberta" (*Funding Manual for School Authorities 2022-23 School Year*, p. 19).

Alberta Education specifies that:

> Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:
>
> - Student Growth and Achievement;
> - Teaching and Leading;
> - Learning Supports;
> - Governance; and
> - Local and Societal Context.

Calgary Board of Education

Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Local and Societal Context, while a separate domain, operates across and is integrated into the others. For the purposes of description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic below:
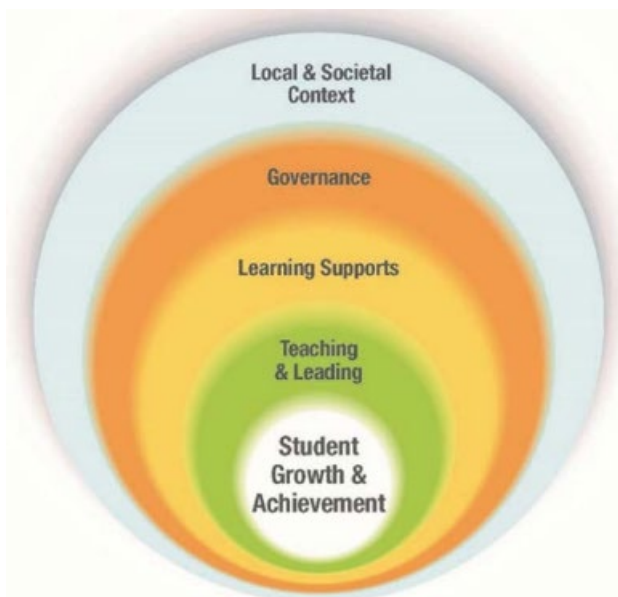
Funding Manual for School Authorities 2022-23 School Year, pp. 19, 20

For more information about the Assurance Framework domains, refer to Appendix A | Assurance Domains.

The Calgary Board of Education's *Annual Education Results Report* provides a summary of results for the 2021-22 school year.

In addition to this report, the Board of Trustees publicly monitors progress through *Operational Expectations and Results* reporting each year.

Annually, each school posts a *School Improvement Results Report* on its website that speaks to the achievement of goals specified in its *School Development Plan* and to the focused area(s) of improvement for the coming years.

At the core:

- schools work collaboratively with service units to create and implement system initiatives that advance learning and enhance opportunities for students and families;

- education directors review each school's *School Development Plan* and support and monitor principals' work towards achieving the goals of their *School Development Plan*;

- centralized supports are aligned with system-wide priorities reflected by CBE Values and *Education Plan*; and

- specific areas of operations and centralized services provide administrative time-savings for schools and allow more time to focus on teaching and learning.

The *School Improvement Results Report* Template and *School Development Plan* Template that are used by all schools in CBE can be found in Appendix B | School Improvement Results Report Template and Appendix C | School Development Plan Template, respectively.

School Councils

School Councils play a key role in education and council advice is actively sought and seriously considered prior to making decisions on a wide range of school matters. School Councils help build the context of school development plans through direct input at School Council meetings and the opportunities for suggestions and feedback provided to all parents/guardians. They also provide advice on the development of the school's results report.

CBE has established administrative regulations and practices that ensure school principals work toward:

- enhancing communication between the school and its parent/guardian community;

- providing a method by which the school, home and community may work together for the benefit of students;

Required Local Component

Accountability / Assurance System

- how the school authority is supporting continuous improvement and evidence-informed decision making
- the requirements for the process, content and format for school education plans and Results reports

---

Required Local Component

Accountability / Assurance System

How the school authority is ensuring schools are providing assurance to their communities that they are meeting their responsibilities.

Calgary Board of Education

- providing a forum for discussion of school philosophies, results, budgets and operations that contribute to the creation of the School Development Plan; and

- reporting to the community on the progress achieved towards the goals and key outcomes in the School Development Plan through the results report.

Communicating and Engaging Stakeholders

Required Local Component

Stakeholder Engagement
Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to share progress and results.

At CBE, we place a high priority on effective ongoing communication with students, staff, families, partners and community members. This approach leads to strong collaboration and strengthens the learning opportunities provided to our students.

Timely, clear communication to staff, students and families through multiple channels enables us to build trust and strong connections with the communities we serve. We continually update our public, internal and school websites and have invested resources to ensure all websites are accessible, mobile friendly and translatable into multiple languages.

Information is also sent regularly to our staff and families via email, internal newsletters, our mass communication tool (SchoolMessenger) and social media channels including Twitter, Facebook and Instagram. Teachers also communicate with students and families through Iris, MyCBE, Google Classroom and Brightspace by D2L.

When there is a decision to be made and stakeholders can influence that decision, we move beyond communications into community engagement. That said, communications are an important foundational element of any community engagement initiative. At CBE, our work is guided by our framework for community engagement called Dialogue. The *Dialogue Framework* provides a process and guidelines for involving students, staff, families and community members in decisions that affect them. We know we make better decisions when we work together with our communities to solve problems and find solutions.

A collaborative approach supports student success. Students have a voice through the following opportunities:

- contributing their ideas and interests to the design of daily learning tasks;

- the Chief Superintendent's Student Advisory Council;

- participating on advisory groups;

- completing surveys and taking part in focus groups;

- their school's Principal Advisory Council; and

- other unique opportunities within our schools.

In the 2021-22 school year, a school-led engagement initiative was launched to gather feedback from parents on the school development plan and the school budget & fees. It was the first year that a combined "school planning engagement" was launched.

Schools gathered input and feedback from parents on school budget, school fees and school development plans Feb. 1 - Mar. 16, 2022, using a toolkit developed by Communication and Engagement Services. This toolkit asked schools to provide opportunities for feedback at school council meetings and through online surveys in February and March. A total of 6565 completed surveys/evaluations were received, which represents an approximate 5.2% participation rate by parents.

Resources available to schools in the toolkit included an online template, presentation template, meeting evaluation template, meeting invitation template and materials for posting information on school websites.

As part of the change to school planning engagement, the time of year for active engagement was adjusted. This allowed schools to provide families with information on the progress of their school development plan as well as what families value in terms of budget priorities and setting fees.

To guide this engagement, an internal project team was established including representatives from School Improvement, Finance and Communication & Engagement Services, principal associations, principal focus groups and discussions with education directors.

Given this was a new approach, feedback was gathered through an online survey and discussions at the Area principal meetings in April and May. This feedback provided us with clear direction for next year in three areas.

- Timing for active engagement - 241 out of 258 responses in Area meetings support the February/March timing. Going forward, timing will be adjusted to reflect this feedback.

- Copy, Paste & Send Template – 186 out of 232 responses in Area meetings indicated support for an online survey template that does not require customization.

- Language Translation – 214 out of 227 in Area meetings indicated that language translation is important, so survey templates will continue to be created using Zencity Engage (formerly Civil Space) where translation is available in 27 languages.

In the spring of 2022, more than 26 000 CBE students, over 4800 parents/guardians and more than 5000 teachers responded to the Alberta Education Assurance (AEA) Survey.

- 84.7 per cent agreed or strongly agreed that students are engaged in their learning at school.

- 79.2 per cent are satisfied that students model the characteristics of active citizenship.

- 87.9 per cent are satisfied with the overall quality of basic education.

- 84.9 per cent agreed or strongly agreed that their learning environments are welcoming, caring, respectful and safe.

- 77.9 per cent agreed or strongly agreed that students have access to the appropriate supports and services at school.

- 77.3 per cent are satisfied with parental involvement in decisions about their child's education (respondents: parents and teachers only).

Who are we? We are CBE.

We are one school system educating more than 125 000 students in 249 school settings in the 2021-22 school year. More than 15 000 employees, across schools and service units, work together to provide learning opportunities as unique as each student.

Our work is guided by our *Education Plan*, which connects each employee in The Calgary Board of Education (CBE) to student success, the centre of all our decisions. The Board of Trustees sets direction for student achievement and well-being in its Results policies, in its strategic priorities and when approving the Education Plan and budget. Achieving student success requires commitment from every part of CBE's community – employees, students, parents, community and industry leaders, and government. It requires a vision of what success looks like for each student and a plan for how we get there.

As a leader in education, we are all committed to the Board of Trustees priorities for student success: achievement, equity and well-being. We are proud of our students and the outstanding results they continue to achieve.
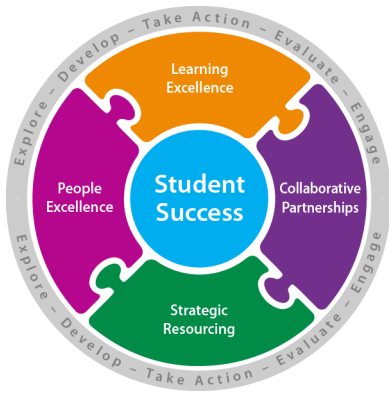
Our Values

Students come first.

Learning is our central purpose.

Public education serves the common good.
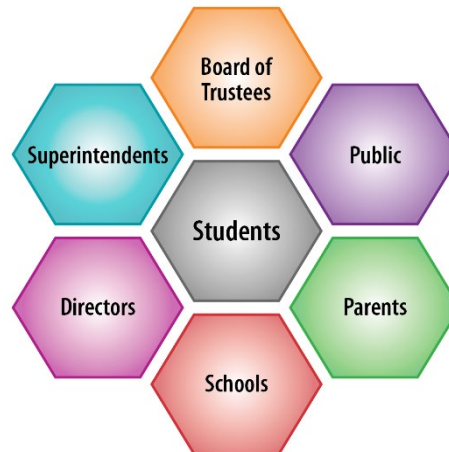
In CBE, students are at the center of all our efforts and decisions. We are responsible for all students within our care, and therefore, all schools, supports, services and partnerships wrap around the needs of students to ensure their success. The visual representation of the honeycomb demonstrates that the village supports the student. Each group displayed in the hexagon works shoulder to shoulder with the two on either side, and occasionally with groups across from them, to ensure the achievement and well-being of each student. All work together to anticipate and respond to student needs as appropriate, given the circumstances.

Calgary Board of Education

Our Students

In 2021-22, CBE served more than 125 000 students, including students in CBe-learn (our online learning program) and Chinook Learning Services (high school upgrading, non-credit continuing education, summer school). The tables that follow provide a window into who comprised our diverse student population and parts of their unique and collective story.

Demographic data are used at both a system and school level to help best understand our students' stories so that we can be responsive and improve student learning and well-being.

Grade	Number
Pre-K & K	9 031
Division 1	28 255
Division 2	28 567
Division 3	28 563
Division 4	31 218
All	**125 634**

Learning Program	Number
CBe-learn	2774
Chinook Learning Services	695
CBE Home Education	347
Outreach Programs	1231
Unique Settings*	943

* Excluding CBE Home Education, CBe-learn and Chinook Learning Services

Student Primary Language	Number	Student Primary Language	Number
English	80 944	Pashto	661
Punjabi	6506	Gujarati	636
Arabic	5492	Amharic	565
Urdu	4438	French	504
Mandarin	3394	Somali	501
Cantonese	2149	Nepali	497
Spanish	1694	Tigrinya	492
Tagalog	1627	Tamil	402
Hindi	1585	Romanian	329
Vietnamese	1434	Oromo	312
Persian	1349	Turkish	302
Korean	1199	Malayalam	301
Chinese	1147	Japanese	281
Russian	1075	Filipino	261
Bengali	792	Other Languages*	4765

* Includes 115 other languages

Student Birth Country	Number	Student Birth Country	Number
Canada	99 172	Vietnam	485
India	3495	Iraq	403
Pakistan	1814	Saudi Arabia	362
United States	1680	Ethiopia	339
China	1630	Nepal	331
Philippines	1498	Hong Kong	316
Syrian Arab Republic	1323	Iran	302
Nigeria	928	Mexico	281
United Kingdom	759	South Africa	272
Republic of Korea	617	Kenya	271
United Arab Emirates	516	Bangladesh	258
Egypt	486	Other Countries*	8096

*Includes 150 other countries

Calgary Board of Education

In our schools 89.9 per cent of our students are Canadian citizens, while 10.1 per cent are permanent residents and of these, 2.9 per cent are refugees. Despite the high percentage of Canadian citizens, English language learners (ELL) make up 23.6 per cent of our student population (11.3 % foreign born, 12.3% Canadian born).

At CBE, we assess ELL English acquisition using the *Alberta ESL Benchmarks*. To help provide a better understanding of these English language learners, their language proficiency (LP) level* as of June 2022, were:

LP1	LP2	LP3	LP4	LP5
4.5%	13.3%	26.5%	35.1%	20.6%

* Levels range from 1-5, with 1 indicating the lowest level of proficiency.

CBE delivers high quality programming to students with identified special education codes, who comprise 17.9 per cent of CBE's student population. Within the cohort of students with identified special education codes, 11.9 per cent of students have identified mild or moderate disabilities, while 5.9 per cent have identified severe disabilities. Students with identified learning exceptionalities may benefit from attending schools specialized in offering adapted supports. Alternatively, and most commonly, students with identified special education codes are supported and accommodated within an inclusive classroom.

Our Schools

Schools

Every child in Calgary has a designated CBE school, based on their home address and their program of choice. With over 240 schools across the city, each CBE school is led by a principal and supported by one of seven Area office teams.

Our schools are welcoming, caring, respectful and safe environments where students learn, build positive relationships and discover their gifts and interests. Each school has a culture that reflects its unique community of students, teachers, parents, volunteers, and local organizations that work together to support student success. Along with its own school culture, each school reflects a unified CBE culture of inclusion. Recognizing the full range of uniqueness in our students and staff is central to our work. To that end, CBE offers both unique settings and alternative programs.

Unique school settings are responsive to cognitive and complex learning needs, emotional and behavioural complexities, and can offer flexible hours and personalized programming, based upon students' educational goals and individual life circumstances.

Alternative programs teach the Alberta mandated curriculum and also emphasize a particular language, culture or subject matter or use a particular teaching philosophy (see Program Options).

As Calgary grows and changes, our district adapts and changes, too. In 2021-22, five new CBE schools were under construction to meet the growing needs of our city's population in Auburn Bay (Bayside School, Lakeshore School), Mahogany (Mahogany School), North Calgary High School and Skyview Ranch (Prairie Sky School).

Our district includes schools with many different grade configurations and organization from kindergarten through to grade 12.

School Type	Number
Elementary	147
Elementary-Junior	10
Middle/Junior	54
Junior-Senior	2
Senior	19
Outreach	1
Unique Setting	15
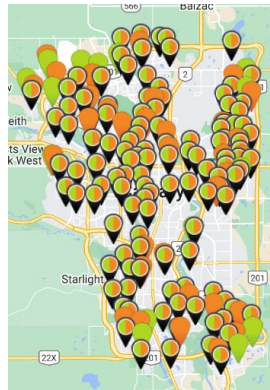
Any of K to Gr 6   **Any of Gr 7 to 9**   **Any of Gr 10 to 12**
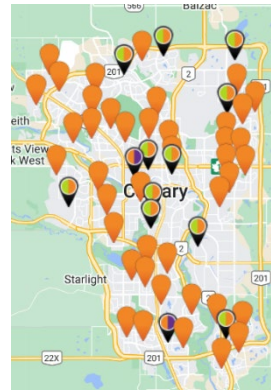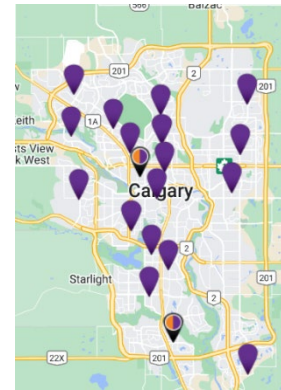
Our Board of Trustees

CBE is guided by an elected Board of Trustees comprised of seven trustees. Trustees are elected every four years during the municipal election to guide our school system based on the values Calgarians have for their public education system. The most recent election was held in October 2021. The Board of Trustees define CBE's Mission as "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."

It is the Board of Trustee's responsibility to establish expectations for organizational results and quality operational performance then monitor CBE's progress toward achieving the *Results* and performance of CBE against its stated *Operational Expectations*. This monitoring takes place at public board meetings.
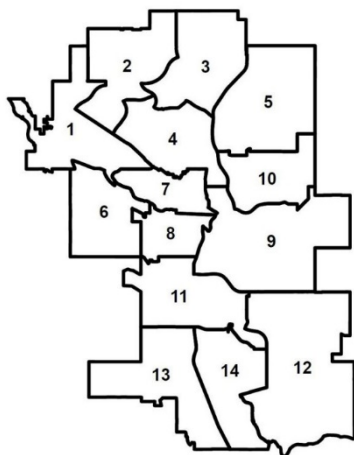
From Left to Right:

Laura Hack, Chair, Wards 3 & 4

Charlene May, Wards 12 & 14

Marilyn Dennis, Wards 5 & 10

Dana Downey, Wards 1 & 2

Patricia Bolger, Wards 6 & 7

Nancy Close, Wards 11 & 13

Susan Vukadinovic, Vice-Chair, Wards 8 & 9

Board of Trustees

Calgary Board of Education

8-18

Assurance Domain

Governance

Parents

Public
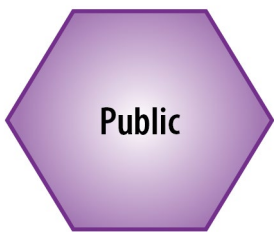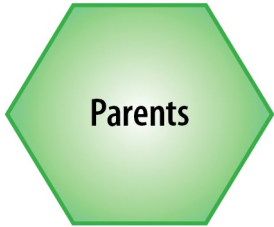
The Board of Trustees are CBE's elected governors. The Board is responsible for providing oversight of system performance and student outcomes, setting direction, and effective stewardship of CBE resources. The Board directs through policy. The Board's Results policies set direction on expected student outcomes and CBE administration is monitored annually on progress towards those outcomes The Board monitors CBE's operational performance through Operational Expectations policies, which provide direction to the Chief Superintendent on operational matters. The Board also sets standards for its own performance and effectiveness through its Governance Culture and Board/Chief Superintendent Relationship policies.

Public education is a shared and collective responsibility. With our students, families, employees, partners and communities, The Board works together with Administration to build positive learning and working environments to support student success.

The Board of Trustees also monitors its policies to ensure acceptable performance of the Board and the chief superintendent. Additional responsibilities include:

- approving the Education Plan
- approving the annual budget
- approving the annual capital plan
- approving the Annual Education Results Report
- approving the audited financial statements
- approving the bargaining mandate and ratifying all collective agreements for unionized employees; and
- performing other duties required by law or not otherwise delegated to the chief superintendent.

Role of Administration

Board of Trustees

Chief Superintendent

School Improvement

7 Area Offices – 17 Education Directors

250 Schools

Facilities and Environmental Services

Communication & Engagement Services

Legal Services

Human Resources

Finance/Technology Services

8-19
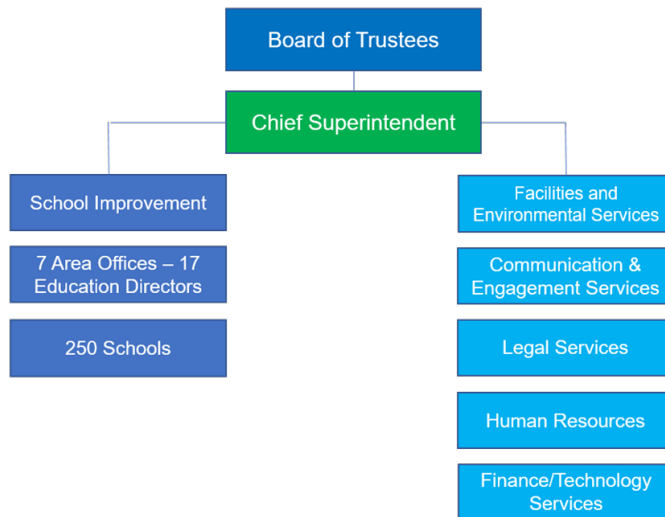
Chief Superintendent of Schools

Christopher Usih

The chief superintendent is hired by and is the sole employee of the Board of Trustees. The chief is responsible for meeting the expectations of the Board that are set out in the Board's Results and Operational Expectations policies.

Christopher leads all aspects of the organization, is responsible for the overall operation and performance of the school authority and ensuring the Board priority of student success is the focus of the work in schools and service units.

The Leadership webpage has more information on the people that lead CBE.

Superintendents

Leading with Hope and Optimism

Mission
Values

Board Priorities: Achievement, Equity, Well-being

Education Plan

School Development Plans

Service Unit Work Plans

Academic Success — Personal Development — Character — Results — Citizenship

More Students Complete High School

In keeping with the CBE Mission, our role as leaders is to **create conditions** that will enable ALL students to complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Required Local Component

Accountability/ Assurance System

School authorities must outline the features of their assurance system for schools.

The book, *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation[1],* refers to the notion of "storientation" to pay close attention to the role of stories in school improvement. Listening to the stories of others, including students, colleagues and the organization's collective story, as well as reflecting on our own, helps to build more equitable and inclusive communities that further the desired outcomes for all. As an organization, CBE recognizes the importance of our collective system story in addition to understanding the need to uncover the granular school and individual student stories in service of our commitment to equity, well-being and achievement.

As such, when telling our CBE story in this report, we intend to organize it in a way that allows the reader to step into our district narrative while also being invited into the more sharpened stories and data at the school and student levels.

Cycles of continuous improvement are simultaneously occurring at the individual student, school and system levels in support of school improvement in CBE.

Classroom	School	System
Programs of Study	School Development Plan	Education Plan
Student Data	School Data	System Data
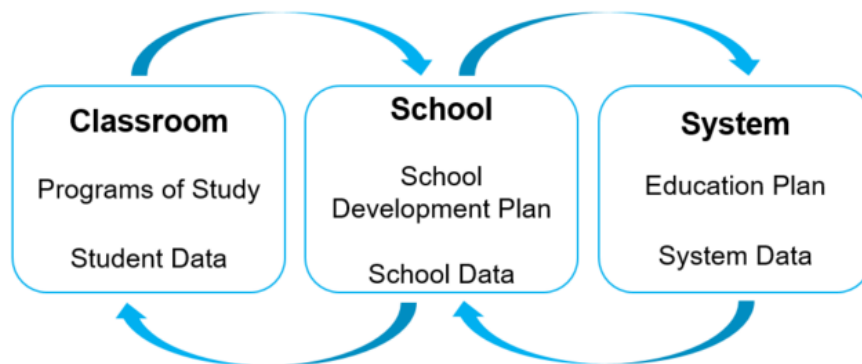
To this end, CBE is exploring how identification of distinct data levels can support our ability to make equitable and evidence-informed decisions using a data model. Depending on the context (system, school, classroom), the levels of data change (narrow, widen). As a district committed to continuous improvement and equity, we navigate these levels and prioritize the sharpening of our focus to determine key priorities and actions at each level.

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[1] Safir, S., Dugan, J., & Wilson, C. (2021). *Street data: A next-generation model for equity, pedagogy, and School Transformation*. Corwin.

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- **Level 1 Data**

  Point us in a general direction for further digging

- **Level 2 Data**

  Point us in a slightly more focused direction

- **Level 3 Data**

  Focused listening and observation to inform next steps

Example | by Context

Data Level	System	School / Portfolio	Classroom
1	**Provincial Achievement Test** Mathematics Results	**School Data Dashboard** CBE Student Survey Results	**Report Card** Art 8 Results
2	**Report Card** Mathematics Results	**CBE Student Survey** Well-Being Questions Results	**Specific Learning Progression** Art 8 Drawing Assessments
3	**School Development Plan** Mathematics Goal and Instructional Actions	**Focus Group** Discussion of Specific Well-Being Questions Results	**Specific Learning Progression** Art 8 Drawing Observations and Conversations

The art of data or storientation is being able to seamlessly focus narrowly down to the story and voice of an individual student (Level 3) to then act in a way that is intended to support all students (Level 1).

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COVID-19 Context

For the 2021-22 school year, the Alberta Ministry of Education continued to use a measured approach to reopening in-person learning in schools across Alberta. Elementary and secondary schools across the province facilitated in-person learning on a daily basis for all students in attendance.

For September, it was determined that K-6 classes with three or more students reporting positive COVID-19 cases, who also attended school while infectious in a five-day calendar period, had to move to online learning for 10 calendar days. For schools with grades K-12, Alberta Health Services (AHS) was responsible for determining if a school reached outbreak status (10 or more confirmed cases within a 14-day period that were infectious while at school) and required a move to online learning. Due to an increase in COVID-19 cases and a concern that winter holiday activities might have greater health impacts, the government extended the winter break from January 4 until January 10, 2022. Upon return, the COVID-19 positive case notification process changed. Alberta Health Services no longer required schools to inform close contacts or the school community of positive COVID-19 cases. Parents and guardians were also not required to report rapid test results to their child's school.

March 2022 saw the removal of all COVID restrictions on masking and all school-based activities resumed. In-person graduation ceremonies were re-introduced in April. These changes were made in concert with Step 2 of the Alberta provincial COVID-19 public health measures.

Impact

The COVID-19 pandemic affected each student and family differently. Key themes that surfaced as common across many students included the need to support student mental health and well-being, provide enhanced support for early literacy and mathematics and the re-engagement of students. Some of our younger students had not yet experienced in-person learning.

For example, because of pandemic conditions, a larger proportion of CBE students entering Grade 1 in the 2021-22 school year arrived without an Alberta kindergarten experience. By comparison, in 2018-19, 5.9 per cent of students arrived without a kindergarten experience.

Area	Attended Kindergarten	No Kindergarten
Area 1	84.8%	15.2%
Area 2	86.5%	13.5%
Area 3	85.0%	15.0%
Area 4	81.6%	18.4%
Area 5	86.5%	13.5%
Area 6	87.4%	12.6%
Area 7	87.3%	12.8%
Total	**85.7%**	**14.4%**

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8-23

Absences and Teacher Transitions

Although there was a decreased need to move entire classes online this year, many factors disrupted student learning related to teacher and student absences.

Often teachers who needed to miss work due to illness were unable to rely on being able to book a substitute teacher consistently. Consequently, teachers or administrators in the school had to step in to teach, even when they did not have the subject area expertise. This proved disruptive for student learning and shifted teachers' allocation of instructional time.

Occasionally, teaching moved temporarily online for select classes, which was a difficult transition for school communities after they had re-established teaching and learning routines in a face-to-face environment.

COVID-19 fatigue was a shared experience amongst students, teachers and parents as we all continued to manage the major and minor stressors of the pandemic that uniquely affected our families and school communities.

Achievement

Trust and validity in any body of evidence increases with the frequency in which this evidence consistently tells the same story. Student achievement data collected by teachers are most reliable and valid when a robust body of assessment evidence is available to triangulate and confirm the evaluation of student learning as recorded on report cards.

For many years, CBE teachers have been purposeful in gathering a body of student assessment evidence through observations, conversations and products. This year, schools had less instructional time with the extended winter break. Frequent teacher and student absences due to COVID-19 limited the collection of a rounded body of evidence for some students, in conflict with our standard.

Since teachers were frequently called upon to cover for absent teachers or to supervise, meaning they had less time to concentrate on lesson planning and assessment. They may have used assessment evidence gathered by a substitute teacher on their behalf or had students absent for large chunks of learning, and therefore, were not able to assess learning against all outcomes in the programs of study. Interestingly, when asked about the quality of education with respect to opportunities for students to access a broad category of studies, overall results are 1.1 per cent higher than the previous year, with parent and student results having a 1.6 per cent improvement and teachers a 0.1 per cent improvement.

While we use caution when considering trends over time considering the impact that the pandemic had on the ability of teachers to collect a robust body of evidence, report card data are still used to identify needs and gaps. Just like in all schools, as they dig and inquire into the data, there are always areas that emerge requiring improvement. This is also true of our work with the system data.

Triangulation of a body of evidence using observations, conversations and products.

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Context

Our ability to have a positive influence on student learning depends on students attending school on a consistent basis. Research studies consistently confirm that absenteeism rates and student academic achievement are negatively correlated[2]. As a leading indicator of student success in learning at school, attendance data and attendance processes took on a new importance through the pandemic. They continue to be data we value as a local measure of Learning Excellence in CBE's *Education Plan*. While attendance is a local measure and not a key outcome in the Education Plan, attendance is a predictor of high school success.

A whole-school approach is widely recognized to promote students' health, safety and well-being; research supports using this comprehensive model to address a complex issue like attendance. All stakeholders (school staff, system staff, parents, communities) play a part in promoting and facilitating opportunities for students to attend school regularly.

- By Grade 3, students with chronic absenteeism are less likely to read at grade level.

- By Grade 6, chronic absenteeism puts students at risk of not completing high school.

- By Grade 9, regular attendance is a better predictor of graduation rates than test scores.

Home. Attendance Works. (n.d.). Retrieved October 31, 2022, from
www.attendanceworks.org/

Poverty, trauma and importance of supportive relationships at the school are some of the most prevalent underlying concerns that present as chronic absenteeism.

In CBE, we take a whole-school approach to attendance. In this model, schools examine their practices to build capacity throughout their school community through collaborative problem solving. It is an ongoing process of reviewing, reflecting on and identifying next steps in supporting students with attendance improvement through developing positive relationships.

When implemented together, each section in the *Whole School Approach to Attendance* model supports and enhances the others to optimize attendance improvement.

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[2] Klein, M., Sosu, E. M., & Dare, S. (2022). School absenteeism and academic achievement: Does the reason for absence matter? *AERA Open*, *8*. https://doi.org/10.1177/23328584211071115

Calgary Board
of Education

What We Did

- **Professional Learning**

  - The Attendance Team provided consultation and coaching to CBE school leaders (principals, assistant principals, learning leaders, etc.) and service unit staff (specialists, strategists, school family liaisons, diversity and learning support advisors). These consults were in relation to attendance policies and best practices for addressing complex underlying concerns and barriers to attendance.

  - School leaders and Indigenous Education strategists in 18 target schools participated in a professional learning network where CBE's *Holistic Collaborative Response to Attendance* resource was shared and applied to school-based actions focused on increasing Indigenous student attendance.

  - System-wide initiatives supported the work of improving student attendance by increasing staff awareness about the underlying causes of student absenteeism and providing tools to increase student engagement and belonging.

    - System-wide Indigenous Education Professional Day of Learning.
    - Bullying Awareness and Prevention Framework.
    - Collaboration for Anti-Racism & Equity Supports (CBE CARES).

- **Structures and Processes**

  - Reviewed the attendance codes to consistently capture the attendance data for all schools, aligned with provincial COVID-19 measures. This assisted school leadership to determine how many students were absent, particularly due to concerns related to COVID-19. As needed, these data were utilized by school leaders to reach out to families and to provide support to improve student engagement and attendance at school.

- Identified students with severe attendance concerns to schools in September through CBE's Enrolment Verification process, recognizing early identification of chronic absenteeism as a key strategy. This ensured these students and their parent(s), were well supported and resourced to improve attendance.

- Initiated thoughtful steps at school level to develop and maintain supportive relationships with students and provide opportunities for them to develop a sense of community. Fostering supportive relationships and building a strong sense of belonging for each student plays a vital role in improving attendance rates.

- Completed feedback surveys with school leaders after each attendance professional learning session. This measurement tool was used to assess CBE attendance processes and resources and to provide feedback to the Attendance Team with great insight on what was currently working well, where further clarification was required and how the processes could be improved. Identified students who required specialized support through school, system and/or community resources, using the continuum of support model. The attendance of these identified students was periodically reviewed on an individual basis to measure success.

- Introduced a new attendance code for the 2022-23 school year as part of our commitment to acknowledge and support the implementation of the Truth and Reconciliation Commission Calls to Action. This new Cultural-Spiritual-Ceremonial (CSC) attendance code offers an excused absence from school to recognize and support Indigenous cultural revitalization for CBE students who self-identify as Indigenous, and their families. While the CBE has introduced the CSC code as an act of reconciliation, the code can be accessed for all students and is intended to support participation in cultural, spiritual or ceremonial events.

- Worked collaboratively, directly with students and their supportive network, to improve attendance. At the school level, depending on the need and circumstances of each student, the Detailed Student Attendance Report (from the SIS) was used to measure student success on a weekly, biweekly and/or monthly basis. In addition to quantitatively measuring student improvement, school staff collected qualitative information from students and their supports by collaborating on an Attendance Improvement Plan. This assisted the school staff to better understand student's well-being and overall school engagement. The combined assessment of qualitative and quantitative data informed the next steps in supporting the student.

- Provided opportunity for school leaders to implement the Whole School Approach to Attendance model. This model was shared with the school leaders in May and June 2021. When needed, the Attendance Team provided one-on-one consultation to school leadership as they adapted and implemented the model at their schools to address their unique circumstances. Based on the feedback received from school leaders, the Whole School Approach to Attendance has allowed them to understand attendance data better and to implement more strategic interventions for addressing attendance concerns.

- Worked collaboratively with Alberta Education to track provincially unregistered students who were previously with CBE but provided notice to engage in their learning through a different school authority or home education. These students were supported through registration back into CBE or notification to Alberta Education in confirmation of their intention to register elsewhere.

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- **Resources**

  - Created an attendance section in the Data Dashboard and an attendance analytics tool in PowerSchool (SIS) for CBE schools to review and access attendance data. The Attendance Team consulted on these initiatives to capture what data would be most needed by the schools to review and improve attendance at universal, targeted and specialized levels.

  - Introduced the *Holistic Collaborative Response to Attendance* resource through collaboration between the Indigenous Education and Attendance Teams via several professional learning sessions in May and June 2021. This resource was created with an Indigenous lens and provides several tools and resources that can be used for all CBE students. During the 2021-22 school year, this was implemented across our system. A highly positive response was received across CBE as school leaders utilized the tools and resources provided.

  - Updated internal Attendance Insite page to meet the changing needs of school leadership addressing absences due to the pandemic.

What We Measured

For additional information, refer to Appendix D | Glossary and Appendix E | Measures Used in the AERR.

Attendance

Percentage of absenteeism

Total Absent Rate
11.3

Percentage of absenteeism by Division

Division	Less than 10%	10%-20%	20%-50%	More than 50%
Div 1	6.2	3.8	1.5	0.3
Div 2	6.0	2.7	1.0	0.2
Div 3	6.7	2.7	1.3	0.4
Div 4	7.2	2.5	2.0	0.7

Percentage of absenteeism by Code

Code*	Div 1	Div 2	Div 3	Div 4
A	1.9	1.8	3.5	7.1
IL	5.6	4.4	4.2	3.1
Other	4.3	3.7	3.4	2.2

*A – Absent without contact from the legal guardian
IL – Student is absent due to physical or mental illness or injury and a legal guardian has called in and/or provided medical documentation

Consultations

The Attendance Team provided approximately 900 consultations to CBE school leaders (principals, assistant principals, learning leaders, etc.) and service unit staff (specialists, strategists, school family liaisons, diversity and learning support advisors). These consultations were in relation to the attendance regulation and best practices for addressing complex underlying concerns and barriers to attendance. The Attendance Team noted a 130 per cent increase in the number of consultations in the 2021-22 school year, in comparison to the prior school year. This increase is consistent with the rise in overall student absenteeism due to the pandemic.

Local Measure

Attendance

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What We Noticed

Students in CBE showed approximately 11 per cent overall absenteeism. Specifically, 0.4 per cent of the students missed more than half of their scheduled classes. Division 1 and Division 3 had similar absenteeism while Division 2 had the least absenteeism at 9.9 per cent. Across different divisions, Division 4 had the highest percentage of students missing more than half of the classes (0.7 per cent or about 200 students). In Divisions 1 & 2, absence due to illness has the highest percentages whereas absent without contact from a legal guardian has the highest percentage in Division 4.

Our Next Steps

Level 1 |
Classroom Door
Get students in the door, attending school. School Level.

Level 2 |
Classroom Door
Provide students with opportunities to learn mathematics, literacy and well-being skills in the classroom based on whole school data to inform choice in high impact instructional strategies. Classroom level.

Level 3 |
Window into Individual Student Achievement
Use individual student and classroom assessment data to inform next steps in teaching and learning. Individual student. Student Level.

Opens a door to improving student learning.

- **Professional Learning**

  - Research & Strategy and the Attendance Team will increase collaboration to provide professional learning opportunities to new and aspiring leaders within CBE.

  - Attendance Team will provide professional development to school leaders to facilitate more collaborative and culturally responsive conversations (Attendance Improvement Plan) regarding attendance with students and parent(s), in alignment with the Indigenous Education *Holistic Lifelong Learning Framework*.

- **Structures and Processes**

  - Review CBE attendance codes to be more inclusive of self-identified Indigenous students' traditional practices.

  - Continue to support all schools through the Attendance Team with the implementation of the Whole School Approach to Attendance and day-to-day supports and strategies.

- **Resources**

  - Update of the Attendance Improvement Plan document to align with CBE's *Indigenous Education Holistic Collaborative Lifelong Learning Framework*.

Assurance Domain

Student Growth & Achievement

Goal | Create strong student achievement and well-being for lifelong success

Context

Achievement is a priority for the Board of Trustees. The Board identifies its expectations for student outcomes in its Results Policies and identifies strategic priorities for administration each year within the annual summative evaluation of the Chief Superintendent. This evaluation and Operational Expectation 5 - Financial Planning ensure that the Board's priorities inform the development of the annual budget and Education Plan.

To provide a broad overview of CBE student achievement in the 2021-22 school year, in this section of the report, we have intentionally lifted three key measures or indicators of student achievement: provincial achievement tests (PATs), diploma examinations (DIPs) and system report card data. It is important to note that although these data triangulate to tell an overall achievement story and paint a broad picture of student success in CBE, as outlined below, these data do not represent a complete achievement narrative representative of all CBE students.

Provincial Assessment

For two years, CBE students, teachers and parents did not participate in provincial assessment administration processes and reporting due to the COVID-19 pandemic. Alberta Education made optional or cancelled provincial achievement tests (PAT) and diploma examinations (DIP) for two consecutive years while schools and the province prioritized safety and well-being. In the 2021-22 school year, we returned to administering provincial assessments.

When reviewing CBE's PAT and DIP results, it is important to know that these are not considered a stratified random sample across our district. Rather, these are snapshots in time of how grade 6, 9 and 12 CBE students demonstrated their learning on a single assessment under provincial assessment standardized testing conditions. While these are an important piece of CBE's student learning data story, only three of our thirteen grade levels are represented in these provincial data stories.

Report Card

Report cards summarize and communicate information about student achievement, progress and growth at set times in a school year. When determining grades for report cards, teachers consult and use a robust body of summative assessment information, gathered over a period of several months. This collection of recorded observations, conversations about, and products of student learning provides valid and reliable information about what a student knows and can do.

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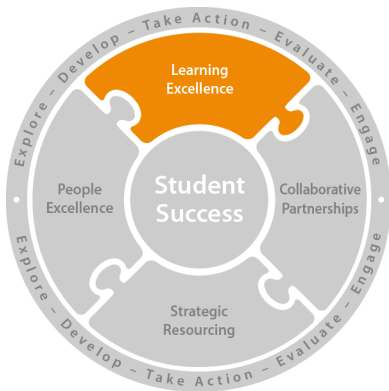
A single report card grade represents a student's achievement in relation to several learning outcomes in the program of study, rolled into a single overarching metric. Student achievement on report cards reflects a flexible and responsive learning environment whereby students are often provided with more than one opportunity or modality to demonstrate their conceptual understanding. Prior to the determination of report card grades, students benefit from formative assessment opportunities and feedback throughout multiple learning cycles that improve student learning.

Comparing Report Card and Provincial Achievement Data

Like report card grades, PATs and DIPs are designed to capture summative assessment across many learning outcomes in the programs of study. This is achieved through a single assessment experience at the end of a yearly learning cycle, instead of being informed by a diverse and rounded body of assessment evidence over time. Provincial assessments span as many of the learning outcomes in the program of study as are possible within the parameters of the provincial assessment format. As such, there are learning outcomes not assessed on PATs or DIPs that still inform report card grades. Examples include assessment data for outcomes related to skills such as listening, speaking and the front matter (i.e., values, attitudes, skills, processes) of the curriculum, which can only be assessed in a classroom environment.

These differences are included to support understanding why direct comparisons between report card and provincial achievement results require careful consideration and contextualization prior to drawing conclusions or attempting to draw parallels between these different sources of student learning data. That said, rich opportunities for triangulation between these sources support CBE in identifying at a high-level, key strengths and areas of growth.

What We Did

- **Professional Learning**

  - Principals and assistant principals collaborated during monthly Area Leadership meetings to advance their *School Development Plan* achievement goals.

  - Teachers across all schools participated in champion model professional learning sessions (literacy, numeracy, assessment) to build content knowledge and leadership skills to improve research-informed teaching practice.

  - Principals and assistant principals participated in virtual sessions focused on digging into report card data using school data dashboards and PowerSchool data analytics tools to understand student achievement data celebrations and areas of growth.

- **Structures and Processes**

  - Implemented an Intervention Plan in response to provincial literacy screening tool (i.e., Castles and Coltheart 3, Letter Name-Sound) and provincial numeracy screen tool results for Grade 1-3.

  - Deployed additional 400 teachers to schools using learning disruption funding, focused on providing additional intervention supports for Grade 1-3.

- **Resources**
  - Implemented *K-12 Literacy Framework* and *K-12 Mathematics Framework* to support teachers' understanding and application of teaching and assessment practices that create positive literacy and mathematical learning environments, effective instruction, and achievement across all CBE schools.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

High School Completion

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
All	Student Growth and Achievement	3-year High School Completion	**83.0**	82.4	79.8	**83.2**	83.4	81.1	Intermediate	Improved Significantly	Good
		5-year High School Completion	**86.6**	86.0	85.0	**87.1**	86.2	85.6	Intermediate	Improved Significantly	Good

Cohort	Measure	2017-18	2018-19	2019-20	2020-21	2021-22
All	3-year High School Completion	76.7	78.0	78.9	82.4	83.0
	5-year High School Completion	84.0	84.8	84.3	86.0	86.6

Alberta Education Assurance (AEA) Survey: Student Learning Engagement, Program of Studies

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to each measure

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	**84.7**	84.8	n/a	**85.1**	85.6	n/a	n/a	n/a	n/a
Supplemental AEAMs	Program of Studies	**82.6**	81.5	82.5	**82.9**	81.9	82.3	Very High	Maintained	Excellent

Diploma Examination and Provincial Achievement Test (PAT) Results

Note | The Prev 3 Year Average is based on one year only (2018-19). Provincial assessments were cancelled or optional in 2019-20 and 2020-21 due to the global pandemic.

For overall results over time as well as by course results, refer to Appendix J | Diploma Examination Results.

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
All	Student Growth and Achievement	Diploma: Acceptable	81.1	n/a	86.6	75.2	n/a	83.6	n/a	n/a	n/a
		Diploma: Excellence	26.5	n/a	32.2	18.2	n/a	24.0	n/a	n/a	n/a
English Language Learners	Student Growth and Achievement	Diploma: Acceptable	65.7	n/a	76.0	59.0	n/a	72.5	n/a	n/a	n/a
		Diploma: Excellence	15.2	n/a	21.2	10.8	n/a	15.3	n/a	n/a	n/a
Self-Identify as Indigenous	Student Growth and Achievement	Diploma: Acceptable	77.1	n/a	83.4	68.7	n/a	77.2	n/a	n/a	n/a
		Diploma: Excellence	10.2	n/a	15.9	8.5	n/a	11.4	n/a	n/a	n/a
With Identified Special Education Needs	Student Growth and Achievement	Diploma: Acceptable	76.5	n/a	83.5	68.5	n/a	77.4	n/a	n/a	n/a
		Diploma: Excellence	19.1	n/a	20.6	12.1	n/a	14.2	n/a	n/a	n/a

Calgary Board of Education

For overall results over time as well as by course results, refer to Appendix K | Provincial Achievement Test Results.

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
All	Student Growth and Achievement	PAT: Acceptable	70.9	n/a	77.7	67.3	n/a	73.8	n/a	n/a	n/a
		PAT: Excellence	20.5	n/a	23.2	18.0	n/a	20.6	n/a	n/a	n/a
English Language Learners	Student Growth and Achievement	PAT: Acceptable	66.6	n/a	74.3	65.8	n/a	70.2	n/a	n/a	n/a
		PAT: Excellence	16.0	n/a	19.2	15.2	n/a	16.4	n/a	n/a	n/a
Self-Identify as Indigenous	Student Growth and Achievement	PAT: Acceptable	40.3	n/a	48.1	46.4	n/a	54.0	n/a	n/a	n/a
		PAT: Excellence	5.6	n/a	5.8	6.4	n/a	7.4	n/a	n/a	n/a
With Identified Special Education Needs	Student Growth and Achievement	PAT: Acceptable	48.0	n/a	58.5	42.5	n/a	49.6	n/a	n/a	n/a
		PAT: Excellence	9.1	n/a	11.3	6.7	n/a	8.1	n/a	n/a	n/a

Local Measure

Report Card

Report Card Grade (Mean)

The mean of the indicators for the English Language Arts report card stems (Div 1-3) and report card final marks (Div 4)

English Language Arts	Division	2018-19	2019-20	2020-21	2021-22
All	Div 1	2.70	2.84	2.94	2.96
	Div 2	2.80	2.90	2.96	2.95
	Div 3	2.86	2.91	2.95	2.92
	Div 4	69.7	71.2	71.5	70.9
English Language Learners	Div 1	2.61	2.75	2.84	2.82
	Div 2	2.68	2.79	2.82	2.82
	Div 3	2.66	2.73	2.77	2.76
	Div 4	65.2	67.5	67.5	66.9
Self-Identify as Indigenous	Div 1	2.09	2.23	2.29	2.37
	Div 2	2.27	2.42	2.46	2.45
	Div 3	2.33	2.42	2.44	2.37
	Div 4	62.7	62.9	60.6	58.8
With Identified Special Education Needs	Div 1	2.24	2.40	2.47	2.45
	Div 2	2.41	2.57	2.61	2.61
	Div 3	2.48	2.55	2.59	2.57
	Div 4	65.2	66.3	65.4	65.1

The mean of the indicators for the Mathematics report card stems (Div 1-3) and report card final marks (Div 4)

Mathematics	Division	2018-19	2019-20	2020-21	2021-22
All	Div 1	2.78	2.97	3.07	3.10
	Div 2	2.82	2.96	2.99	3.00
	Div 3	2.83	2.88	2.88	2.87
	Div 4	72.1	74.9	73.7	72.4
English Language Learners	Div 1	2.67	2.87	2.95	2.93
	Div 2	2.79	2.91	2.91	2.92
	Div 3	2.74	2.78	2.78	2.76
	Div 4	70.9	73.8	70.3	69.7
Self-Identify as Indigenous	Div 1	2.16	2.35	2.36	2.51
	Div 2	2.16	2.39	2.37	2.37
	Div 3	2.14	2.28	2.23	2.19
	Div 4	64.0	65.1	60.9	60.6
With Identified Special Education Needs	Div 1	2.29	2.51	2.60	2.58
	Div 2	2.39	2.61	2.64	2.64
	Div 3	2.37	2.47	2.47	2.46
	Div 4	66.1	68.9	66.5	65.4

Calgary Board of Education

8-33

The mean of the indicators for the Health and Life Skills report card stems (Div 1-3) and CALM report card final marks (Div 4)

Health & CALM	Division	2018-19	2019-20	2020-21	2021-22
All	Div 1	2.93	3.07	3.18	3.15
	Div 2	3.03	3.11	3.18	3.17
	Div 3	3.10	3.15	3.13	3.13
	Div 4	77.3	77.9	76.3	75.6
English Language Learners	Div 1	2.83	2.97	3.06	3.03
	Div 2	2.97	3.05	3.08	3.10
	Div 3	3.00	3.02	3.00	3.02
	Div 4	77.3	76.4	73.8	73.0
Self-Identify as Indigenous	Div 1	2.47	2.64	2.73	2.74
	Div 2	2.59	2.67	2.72	2.74
	Div 3	2.69	2.73	2.67	2.80
	Div 4	65.5	66.5	59.7	61.4
With Identified Special Education Needs	Div 1	2.48	2.61	2.71	2.66
	Div 2	2.65	2.75	2.84	2.82
	Div 3	2.77	2.85	2.84	2.87
	Div 4	70.0	71.4	69.0	68.6

What We Noticed

High School Completion

Overall, high school completion rates improved significantly for both 3-year and 5-year measures. This is in alignment with CBE's mission focused on each student completing high school with a foundation of learning necessary to thrive in life, work and continued learning. Both rates show an upward trend over the past five years.

Alberta Education Assurance (AEA) Survey

Students, parents and teachers were in strong agreement that CBE students are engaged in their learning at school. In alignment with provincial trends, teacher agreement levels (94.9%) were highest and student agreement levels were lowest (72.4%) with the percentage of parent agreement (86.9%) falling in between. In comparison to the provincial student agreement rates, CBE students reported being more engaged in their learning at school than students did across the province of Alberta. Strong overall agreement across student, parent and teacher results on the Program of Studies measure indicates satisfaction with the programs of study offerings. Knowing that student engagement and achievement are connected, these perception data set an important stage to position student academic achievement on provincial assessment and report cards.

Diploma Examination Results

Overall

Generally speaking, CBE achieved better diploma results across all cohorts of students as compared to the provincial diploma results. This was especially evident for students who self-identify as Indigenous and students with identified special education needs, where the difference between CBE and province of the percentage of students achieving the acceptable standard was more than 8 percentage points. Moreover, while over time decreases were observed for both CBE and the province as compared to the previous three-year averages, acceptable standard provincial results showed larger decreases. Across all cohorts, English language learners showed the most noticeable decrease in 2021-22 when compared the previous 3-year average (10 percentage points).

By Examination

- All Student Cohort

  The 2021-22 specific examination results were consistently higher in CBE as compared to the province for both standards across all diploma examinations, with one exception (FLA 30-1 standard of excellence). The positive differences between CBE and provincial results ranged from 0.4 to 13.3 percentage points and were most evident in the standard of excellence results of the science and social studies exams.

  These strong results across science diploma examinations are in alignment with grade 10 student perceptions about science who perceived science as both a useful and interesting discipline (AEA Survey). Grade 10 student agreement levels were 82 per cent for the usefulness of learning science and 80 per cent for their level of interest in learning science at school. When these data are considered together, we can see the positive relationship between student achievement in science high school courses and student perceptions about science learning at school.

  The AEA Survey student results that indicated that students found learning social studies to be less interesting and useful than science. Specifically, the overall grade 10 agreement towards interest in social studies was 62 percent and 73 percent seeing social studies learning as useful. This may be one of the reasons why the results for the standard of excellence are lower in social studies than in science.

  When the 2021-22 results were compared to the previous three-year average both CBE and provincial results were lower. At the acceptable standard, the provincial results dropped more than CBE's in nine of the 11 exams. CBE's mathematics courses had the most significant decrease as compared to the previous three-year average over time and less than 69 per cent of the students achieved the acceptable standard for both Mathematics 30-1 and 30-2. French Language Arts 30-1 had a 13 percentage point decrease in the standard of excellence results.

- Other Cohorts

  Across the other cohorts, at the acceptable standard, CBE generally achieved stronger diploma results than their provincial counterparts (ranging from 2.3 to 21.7 percentage points higher), with three exceptions. In Mathematics 30-1, half of CBE English language learners achieved the acceptable standard in CBE as compared to 52 per cent of the province's English language learners, on Science 30, English language learner results were 1.5 percentage points lower than the province and about 41 per cent of CBE students who self-identify as Indigenous achieved the acceptable standard in Mathematics 30-1 while more than half of the provincial counterpart achieved this standard.

  Within CBE, 2021-22 results compared to the previous three-year results for the three sub-cohorts decreased, with a few exceptions.

Provincial Achievement Test Results

Overall

Overall, CBE's 2021-22 PAT results were consistently higher than the province in both standards and across different cohorts, with the exception of CBE students who self-identify as Indigenous. The provincial results show that 46 per cent of students who self-identify as Indigenous achieved the acceptable standard compared to 40 per cent in CBE.

When the 2021-22 Provincial Achievement Test (PAT) results are compared to the previous three-year averages, both CBE and the province showed decreasing results. However,

CBE generally showed more significant decreases and wider gaps between current year results and the previous three-year average.

By PAT

- All Student cohort

  PAT results for CBE in the 2021-22 were consistently higher than the provincial results at both the acceptable standard and standard of excellence with only a couple exceptions.

  At the acceptable standard, the provincial results dropped more than CBE's in 11 of the 14 PATs, where the decreases were more pronounced for Grade 6 PAT results.

  Unlike the diploma examination results where over 80 percent of the All student cohort met the acceptable standard for 10 of the 11 exams written, this occurred in only two of the 14 PATs.

- Other cohorts

  CBE achieved stronger PAT results than the province for English language learners and for students with identified special education needs, with a few exceptions. That said, English language learners in CBE achieved lower results on the Social Studies 9 than the province in both standards. Overall, CBE students who self-identify as Indigenous achieved lower PAT results when compared to provincial counterpart cohort of students.

  Within CBE, 2021-22 results compared to the previous three-year average decreased for the most part for all three cohorts.

  English language learners results stayed the same or increased in 10 of the 28 standards (two standards for each of 14 PATs), with eight of those tied to K&E PATs. Decreases of more than 10 percentage points were see in the acceptable standard for French Language Arts 6 & 9 and Mathematics 6.

  Students who self-identify as Indigenous results stayed the same or increased in nine of the 28 standards. Decreases of more than 10 percentage points were seen in the acceptable standard for English Language Arts 6, Mathematics 6, Social Studies 6 and K&E Mathematics 9.

  Students with identified special education needs results stayed the same or increased in three of the 28 standards. Decreases of more than 10 percentage points were seen in the acceptable standard for English Language Arts 6, French Language Arts 6, Mathematics 6 and Social Studies 6.

Science | PAT & Alberta Education Assurance (AEA) Survey Results

Grade 7 CBE students continued to maintain the same levels of agreement in 2021-22 as the previous school year when asked whether they agree that their learning in science is useful and interesting. In general, students perceive their learning of science in school as both useful (84 per cent agreement) and interesting (81 per cent agreement). This suggests an overall strong engagement with the discipline across grade 7 students in CBE.

The percentage of grade 6 CBE students that achieved the standard of excellence on the Science 6 PAT was 26.9 per cent which was the highest percentage of students to achieve excellence on any PAT in 2021-22 across all grade 6 and 9 PAT results. The percentage of CBE students that achieved the acceptable standard on the Science 6 PAT was 77.2 per cent, only surpassed by achievement in English Language Arts 6 and French Language Arts 6 for the acceptable standard category.

These perception and achievement data considered together suggest that science is a bright spot in terms of a discipline whereby students are experiencing both academic

Calgary Board of Education

success and strong achievement while also feeling engaged and connected to the discipline when learning Science at school.

Social Studies | PAT & Alberta Education Assurance (AEA) Survey Results

On the AEA Survey, the percentage of grade 7 CBE students that agree they understand how their learning of social studies is useful was 73 per cent and this is an improved agreement level from the previous school year and positive increase of 5 percentage points. Students showed slightly lower agreement levels (68 per cent) when asked if they perceived their learning of social studies as interesting compared to student perception of usefulness however this was an improvement of 2 percentage points from the previous school year survey results.

Social Studies 6 PAT results show that 22 per cent of students achieved the standard of excellence and this was the only surpassed by Science 6 results in this standard in 2021-22, making Social Studies the second highest achievement of a standard of excellence for grade 6 PATs. At the same time, the percentage of students that achieved the acceptable standard on the Social Studies 6 PAT (74.1 per cent) was less than all other grade 6 PATs with the exception of Mathematics 6 achievement.

When social studies perception data and provincial achievement data are considered together, questions surface about the relationship between student interest in social studies and general student achievement levels. Better understanding how to continuously improve student engagement and interest in social studies meaningfully may offer opportunities for improving student achievement and learning of social studies outcomes in the future.

Note | English Language Arts and Mathematics intersections are explored in the Learning Excellence section of this report.

K-12 Report Card

Report Card data were the most common measure used on school development plans to determine incremental growth for literacy, mathematics and well-being student goals in the 2021-22 school year. Over time, both at the school and system levels, these data have been a key source and indicator of growth and improvement in student achievement. As such, understanding key trends over time in these data can support CBE in moving forward in ensuring our measures are consistently in alignment with our SDP student goals.

English Language Arts

Over time, English Language Arts report card grades have trended upwards, with the greatest increase over time surfacing in Division 1 (a total of 0.26 increase in the mean) and the fewest discrepancies over time being evident in Division 4 report card grades (a total of 1.17 increase in the mean) for the All student cohort. In general, report card grades year over year increases become smaller as the Division level increases. Trends across divisions within specific years have changed over time. In years past, report card grades tended to increase or be somewhat consistent as Division levels increased in a single year. In the 2021-22 school year, ELA report card grades decreased with Division level and for the first time, Division 3 students achieved lower report card grades than Division 1 students. Over time, ELA report card grades have become more closely aligned across Divisions 1, 2 and 3 in 2021-22 than they were in 2018-19.

Mathematics

In alignment with ELA report card trends over time, Mathematics report card grades have consistently trended upwards with the greatest increase over time being in Division 1 report card grades as well. Much like ELA report card data, the magnitude of the increase over time becomes smaller as Division level increases. Compared with ELA mean averages over time, Mathematics report card grades have increased in Division 1 to a greater degree with a total of 0.32 increase in the mean since the 2018-19 school year as the average mean

increased from 2.78 to 3.10 in this time. The increases in other divisions were less pronounced with Division 2 report card grades increasing by 0.18 in the mean since 2018-19, an increase of almost half the size of that in Division 1 over time. Division 3 and 4 over time increases to the report card mean were small in comparison at 0.04 (out of 4) increase in the mean for Division 3 and 0.35 (out of 100) increase in Division 4.

Health and Life Skills & CALM

Overall, Health and Life Skills report card grades consistently trend upwards much like ELA and Mathematics trends over time. In alignment with Mathematics and ELA report card trends, Division 1 Health and Life Skills grades increased the most over time with a 0.22 increase in the mean since 2018-19. This increase is somewhat smaller than ELA and much smaller than Mathematics increases for Division 1 students. The magnitude of increases in Division 2 and 3 Health and Life Skills grades are comparable to Mathematics at 0.14 and 0.03 increases to the mean respectively since 2018-19. One exception to this can be noted in Division 4 where student achievement in CALM since the 2018-19 school year has declined from an average report card grade of 77.3 in 2018-19 to 75.6 in 2021-22. This 1.7 percentage point drop is consistent with patterns surfaced in well-being data for Division 4 students over time and echoes well-being perception trends as well. Over time, the variation between divisions for Health and Life Skills report card grades decreased and the 2021-22 report card achievement are more comparable across Divisions compared to 2018-19 ranges in grades across these divisions.

Celebrate | High school completion and Alberta Education Assurance (AEA) Survey results

- High school completion rates improved significantly for both 3-year and 5-year measures.

- Compared to the 2020-21 results, there was improvement and strong agreement (84.7%) in the overall Student Engagement measure and student results for this measure were higher than the province's results.

- Teachers, parents and students (82.6%) are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health and physical education; student results for this measure were higher than the province's results.

Celebrate | Diploma examination achievement

- More CBE students achieved the standard of excellence when compared to the province results across all diploma examinations, with the exception of French Language Arts 30-1.

- The percentage of CBE students who achieved the standard of excellence on Physics 30 was 13.3 percentage points higher than the province followed by Biology 30 at 12.7 percentage points. Chemistry 30 results were 12.0 percentage points higher at the standard of excellence.

- Percentage of English language learners that achieved the standard of excellence on Physics 30 was higher than the province by 13.8 percentage points.

- CBE students who self-identify as Indigenous achieved stronger diploma results than the province's students who self-identify as Indigenous across both standards for ELA 30-2, Social Studies 30-1 & 30-2, Biology 30, Chemistry 30 and Physics 30.

- CBE students who self-identify as Indigenous achieved results that were higher than the province's at the acceptable standard for English Language Arts 30-1, Mathematics 30-2 and Science 30.

- 90 per cent of students who self-identify as Indigenous achieved the acceptable standard on Physics 30, which was 21.4 percentage points higher than the province, while 40 per cent achieved the standard of excellence, which was 14.8 percentage points higher than the province.

- It is noteworthy that the percentage of students with identified special education needs that achieved both the acceptable standard and standard of excellence was higher than the province for this same cohort of students.

Celebrate | Provincial achievement test achievement

- French Language Arts 6 results for the Acceptable Standard were 8.4 percentage points above those of the province.

- K&E English Language Arts 9 results for the acceptable standard were 6.8 percentage points above the province.

Celebrate | Report card achievement

- English Language Arts, Mathematics and Health and Life Skills report card grades consistently trend upwards.

Celebrate | Mathematics report card achievement

- More than 72 per cent of kindergarten to grade nine students achieved an indicator of 3 or 4 on their report card mathematics number, patterns and shape and space stems.

- Division 1 and 2 students' mathematics report card mean grade was above 3 in the 2021-22 school year.

Area for Growth | Diploma examination achievement

- Percentage of students meeting the acceptable standard on Mathematics 30-1 & 30-2 is well below 80% for the All student cohort.

- English Language Arts at the 30-level is a required course for high school completion. 60.5 per cent of English language learners met the acceptable standard for ELA 30-1 and 66.2 percent for ELA 30-2.

- The number of diploma examinations where 80 per cent of the identified cohort met the acceptable standard is as follows:

  - English language learners – zero of 10
  - students who self-identity as Indigenous – five of 10
  - students with identified special education needs – five of 11

Area for Growth | Provincial achievement test achievement

- Percentage of students achieving the standard excellence on the French Language Arts 6 & 9 were 1.8 and 1.0 percentage point(s) lower than the province respectively.

- Percentage of students achieving the standard of excellence and acceptable standard on the K&E Science 9 PAT results was lower than the province by 1.8 and 2.7 percentage point(s) respectively.

- The number of PATs where 80 per cent of the identified cohort met the acceptable standard is as follows:

  - English language learners – one of 14
  - students who self-identity as Indigenous – one of 14
  - students with identified special education needs – zero of 14

Key Outcome: Students achieve excellence in literacy

Context

To support the implementation of CBE's *K-12 Literacy Framework,* designated K-12 champion teachers engaged in system-wide literacy professional learning sessions to build content knowledge and leadership skills across all CBE schools to support teachers' understanding and application of teaching and assessment practices that foster positive literacy learning environments, effective instruction and achievement.

Pandemic conditions shone a light on the need to address early literacy structured support as an essential precursor to achieving learning excellence. In response to Alberta Education's request for learning loss data, a *Literacy Intervention Plan* was implemented to support the use of provincial literacy screening tools (i.e., Castles and Coltheart 3, Letter Name-Sound) for Grade 1-3. This focused on diagnostic assessment to assist school leaders and teachers in decision making regarding support and organizational structures for the COVID-response intervention model in individual schools.

Further, with the implementation of these screening tools, children in kindergarten classrooms now have the opportunity to participate in the Reading Readiness Screening Tool (RRST), informing classroom, school and system level knowledge and decisions.

Additionally, learning technologies were utilized to support learners across division levels. Teachers increased their capacity to leverage these tools to assist in building literacy skills.

In preparation for new curriculum, a system-wide implementation plan with supporting resources was designed and shared with impacted leaders and teachers. Invitations to summer professional learning sessions were communicated prior to the end of the school year to provide teachers with confidence in implementing new curriculum.

What We Did

- **Professional Learning**

  - Designated K-6 champion teachers engaged in system-wide literacy sessions aimed at improving reading instruction to provide professional practice supports to other teachers at their school.

  - Designated Grade 7-12 champion teachers engaged in system-wide literacy learning aimed at improving literacy through the disciplines to share this learning with colleagues at their schools.

  - Interested teachers from K-9 participated in the Highest Level of Achievement (HLAT) Network to deepen professional understanding of the writing process and build collective knowledge and confidence in using professional judgement when assessing the complexities of written student work.

  - Interested middle school literacy teachers participated in Improving Reading for Older Students (IROS) pilot project and course focused on learning how to improve literacy outcomes for older students who are reading below grade level.

  - Grade 1-3 literacy teachers engaged in multiple professional learning sessions aimed at improving teacher understanding of literacy instruction.

Calgary Board of Education

- Kindergarten teachers deepened their understanding of pre and early literacy through learning about the Right to Read program and how to administer the associated Reading Readiness Screening Tool (RRST) to screen kindergarten children effectively and universally, determining who may be at risk of literacy difficulties.

- Teachers enhanced their understanding of digital tools and learning resources such as Read&Write for Google Chrome, Jamboard, Lumio by SMART and iPad tools to support student literacy outcomes.

- **Structures and Processes**

  - Provided a common location and structure within the student information system (SIS) to capture and record Reading Readiness Screening Tool results to have readily available data in support of children's literacy needs, as well as to ensure data were available for system use.

  - Entered Reading Readiness Screening Tool student specific results into the SIS by the designated dates to support responsive and personalized literacy instruction.

  - Developed new PowerSchool data analytics tools and summarized assessment data into spreadsheets to support schools in analysing LeNS and CC3 assessment data for school development planning and teacher instructional decisions.

  - Built out school, area and system data dashboards to include a Local Measures tab with LeNS and CC3 data visible alongside other student achievement data.

  - Core Curriculum team and Research & Strategy team collaborated to finalized new CBE Student Survey questions in alignment with the Literacy Framework.

- **Resources**

  - Created classroom resources for responsive intervention, informed by diagnostic assessment results.

  - Updated Grade 1-9 *Scope and Sequence* for curriculum documents to support teacher teams in collaborative planning for instruction.

  - Developed and refined *Assessment and Reporting Guides* to support high school English Language Arts teachers in task design, assessment and reporting, focused on outlining criteria from the program of study and describing what students demonstrate at each level of proficiency.

  - Created the *Responsive Instruction and Assessment* and companion *Key Resource Playlist* documents to assist school leaders and teachers in decision making, about support and organizational structures for the COVID-Response intervention model in individual schools.

  - Continued to plan and deliver ongoing Right to Read training for all kindergarten and other interested teachers to support the systemic delivery of the Reading Readiness Screening Tool in kindergarten classrooms.

  - Purchased and distributed decodable books that align with the new English Language Arts and Literature curriculum to support K-3 teachers in planning and delivering systemically coherent, structured literacy opportunities for students.

- Created benchmarks for French and Spanish Language Arts reading, writing, and speaking learning outcomes to align assessment practices across French immersion and Spanish bilingual schools.
- Collaborated with EducationMatters to fund diverse learning materials for schools with the greatest need through donations and grants.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Alberta Education Assurance (AEA) Survey: Student Learning Engagement – Literacy

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to literacy and language arts

Measure	Group	2020-21	2021-22
Student Learning Engagement - Literacy	Parent	90.9	91.2
	Student	73.3	72.3
	Teacher	94.3	94.1

Local Measure

CBE Student Survey

Literacy Framework

CBE Student Survey

For the results by question, refer to Appendix H | CBE Student Survey Results by Question.

Percentage of agreement with the suite of questions tied to the summary measure

Summary Measure	Percentage Agreement
Literacy Framework	77.7

Local Measure

SDP Goals, Measures

School Development Plan (SDP) 2021-22

Note | every school has a literacy goal.

Percentage of schools that have the identified goal, resource and measure

Literacy SDP Goal	Percentage of Schools
Reading	48
Writing	30
Disciplinary Literacy	11
Speaking	5
Course Completion	1

Literacy SDP Resource	Percentage of Schools
Literacy Framework	57
Assessment & Reporting Guides	41
Understanding Grade Level Reading/Writing	41
Identified Author/Book	27
Literacy Champions	18
Book Study	12
Insite Documents	7
Decodable Texts	7
Alberta Education	6
Mentor Texts	4

Calgary Board of Education

Literacy SDP Measure	Percentage of Schools
Report Card	78
Common Student Assessment	39
Professional Learning Communities	31
Survey	26
Castles and Coltheart 3 (CC3)	23
Look Fors	22
Letter Name-Sound (LeNS)	21
Teacher Perception	16
Frequency Tracking	10
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	6
Reading Readiness Screening Tool (RRST)	5
Student Voice	4
Early Years Evaluation - Teacher Assessment (EYE-TA)	3
Alberta Education Assurance Survey	2
Spelling Inventory	2
Canadian Test of Basic Skills (CTBS)	2

Local Measure

Universal Literacy Screeners

- CC3
- LeNS
- RRST

Kindergarten Reading Readiness Screening Tool (RRST)

For the results by section, refer to Appendix M | Reading Readiness Screening Tool.

Percentage of students in each category

Category	Minimal Development	Developing Skills	Developing Well
Oral Expression Skills	25.9	44.0	30.1
Phonological Skills	41.9	24.6	33.5
Print-Based Skills	45.7	15.2	39.1

Castles and Coltheart 3 (CC3)

Pretest Results: All Students

Category	GR 2 & 3	Percentage
Regular Words	At-Risk	27.9
	Below Average	21.3
	Above Average	50.8
Irregular Words	At-Risk	27.0
	Below Average	18.7
	Above Average	54.2
Non-words	At-Risk	28.6
	Below Average	19.7
	Above Average	51.6

Posttest Results: Of the 27.9% (Regular Words), 27.0% (Irregular Words) and 28.6% (Non-words) of Students Who Scored At-Risk in Pretest

Category	GR 2 & 3	Percentage
Regular Words	At-Risk	59.3
	Below Average	27.3
	Above Average	13.5
Irregular Words	At-Risk	51.0
	Below Average	30.9
	Above Average	18.1
Non-words	At-Risk	51.1
	Below Average	32.3
	Above Average	16.6

Calgary Board of Education

Letter Name-Sound (LeNS)

Pretest Results: All Students

GR 1 & 2	Percentage
At-Risk	31.4
Below Average	16.8
Above Average	51.8

Posttest Results: Of the 31.4% of Students Who Scored At-Risk in Pretest

GR 1 & 2	Percentage
At-Risk	56.4
Below Average	25.4
Above Average	18.3

Local Measure

Report Card Results

Language Arts

Report Card

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card reading stem

Reading Stem	Division	1	2	3	4
All	Div 1	10.9	20.7	33.2	35.2
	Div 2	4.0	22.2	43.0	30.8
	Div 3	3.6	27.5	43.0	25.9

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card writing stem

Writing Stem	Division	1	2	3	4
All	Div 1	9.5	30.5	40.2	19.8
	Div 2	4.4	30.8	45.4	19.3
	Div 3	4.0	30.5	43.9	21.6

Percentage of students with a final course mark within the identified range

ELA	Course	80 - 100%	65 - 79%	50 - 64%	0 - 49%	65 -100%
All	ELA 10-1	43.2	37.5	16.9	2.5	80.7
	ELA 10-2	13.7	29.1	41.7	15.5	42.7
	ELA 10-4	12.0	28.9	42.5	16.6	40.9
	ELA 20-1	43.7	36.6	16.8	2.8	80.4
	ELA 20-2	14.6	31.3	44.4	9.8	45.8
	ELA 20-4	12.6	34.4	44.3	8.7	47.0
	ELA 30-1	47.6	33.5	14.8	4.1	81.1
	ELA 30-2	20.1	38.5	33.3	8.1	58.6
	ELA 30-4	13.3	26.6	49.3	10.8	39.9

Local Measure

DELF & DELE

Results on the Diplôme d'études en langue française (DELF) and the Diplomas de Español como Lengua Extranjera (DELE)

Exam & Level	Exams written	Exams passed
DELF - B2	73	70
DELE - A2/B1	9	8*
DELE - B2	1	

*DELE results breakdowns do not specify which students passed which exam only the overall pass rate.

Calgary Board of Education

Diploma Examination and Provincial Achievement Test (PAT) Results

Note | The Prev 3 Year Average is based on one year only (2018-19). Provincial assessments were cancelled or optional in 2019-20 and 2020-21 due to the global pandemic.

For overall results over time as well as by course results, refer to Appendix J | Diploma Examination Results.

All			Results (in percentages)									
			2017-18		2018-19		2019-20		2020-21		2021-22	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	96.3	35.9	96.9	38.0	n/a	n/a	n/a	n/a	97.6	46.0
		Diploma Exam	87.6	16.1	86.9	15.4	n/a	n/a	n/a	n/a	81.6	13.9
	Province	School-Awarded	97.9	34.5	98.0	35.1	n/a	n/a	n/a	n/a	98.2	44.6
		Diploma Exam	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4
English Lang Arts 30-2	Authority	School-Awarded	92.9	14.5	93.0	13.4	n/a	n/a	n/a	n/a	95.4	21.0
		Diploma Exam	88.5	14.4	86.9	14.7	n/a	n/a	n/a	n/a	81.9	15.8
	Province	School-Awarded	95.9	15.2	96.1	15.4	n/a	n/a	n/a	n/a	96.6	19.9
		Diploma Exam	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3
French Lang Arts 30-1	Authority	School-Awarded	100.0	62.2	99.7	61.4	n/a	n/a	n/a	n/a	100.0	65.2
		Diploma Exam	95.9	15.2	94.9	18.9	n/a	n/a	n/a	n/a	92.3	5.8
	Province	School-Awarded	99.8	60.0	99.7	56.7	n/a	n/a	n/a	n/a	99.8	65.8
		Diploma Exam	93.8	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8

For overall results over time as well as by course results, refer to Appendix K | Provincial Achievement Test Results.

All			Results (in percentages)									
			2017-18		2018-19		2019-20		2020-21		2021-22	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6	Authority	Reading	90.2	45.1	91.0	46.9	n/a	n/a	n/a	n/a	86.5	41.8
		Writing	93.2	12.8	92.3	11.2	n/a	n/a	n/a	n/a	90.2	16.3
	Province	Reading	89.8	42.7	90.2	44.6	n/a	n/a	n/a	n/a	86.5	39.3
		Writing	93.0	12.2	91.6	10.8	n/a	n/a	n/a	n/a	91.5	15.7
French Language Arts 6 année	Authority	Reading	91.3	32.3	90.6	31.9	n/a	n/a	n/a	n/a	84.5	19.6
		Writing	94.0	11.9	95.6	19.8	n/a	n/a	n/a	n/a	83.8	10.0
	Province	Reading	84.4	24.0	83.8	25.3	n/a	n/a	n/a	n/a	76.4	18.0
		Writing	91.7	11.6	93.9	16.5	n/a	n/a	n/a	n/a	84.1	12.1
English Language Arts 9	Authority	Reading	81.4	21.7	79.1	21.6	n/a	n/a	n/a	n/a	82.0	27.1
		Writing	90.1	21.2	91.0	21.8	n/a	n/a	n/a	n/a	87.5	20.2
	Province	Reading	81.4	20.3	79.6	19.6	n/a	n/a	n/a	n/a	81.0	21.3
		Writing	89.8	20.3	89.6	21.2	n/a	n/a	n/a	n/a	88.6	18.1
K&E English Language Arts 9	Authority	Reading	70.3	10.8	70.4	23.5	n/a	n/a	n/a	n/a	68.8	16.1
		Writing	64.0	3.6	73.5	5.1	n/a	n/a	n/a	n/a	65.6	8.6
	Province	Reading	68.1	16.3	68.8	18.8	n/a	n/a	n/a	n/a	65.0	16.9
		Writing	72.4	6.3	74.5	4.8	n/a	n/a	n/a	n/a	67.7	5.1
French Language Arts 9 année	Authority	Reading	81.8	14.5	81.6	16.4	n/a	n/a	n/a	n/a	76.2	11.3
		Writing	87.8	12.5	89.6	12.8	n/a	n/a	n/a	n/a	80.1	13.2
	Province	Reading	79.7	13.7	81.2	15.7	n/a	n/a	n/a	n/a	73.6	10.5
		Writing	90.0	14.2	90.1	14.0	n/a	n/a	n/a	n/a	84.1	15.1

What We Noticed

Perception and Process Data | AEA Survey, CBE Student Survey, SDP

Student perception data gathered from the CBE Student Survey indicate that overall agreement to the suite of questions that attend to CBE's *Literacy Framework* to be 77.7 per cent. This is a strong baseline to have established as a summary metric. To have achieved this in the first year following the implementation of the *Literacy Framework* and development of survey questions specific to the aims of the framework is encouraging. This

paired with *School Development Plan* (SDP) resource data indicating over 50 per cent of schools used CBE's *Literacy Framework* as a resource to support SDP goal achievement, suggests a strong first year of *Literacy Framework* implementation across the district.

CBE Student Survey results indicate that students recognize the importance of reading and writing skills, and overall, CBE students report feeling confident in their ability to understand the material they read. At the same time, students consistently perceived lower levels of connection to the texts utilized in class when compared to other Literacy Framework survey questions on the CBE Student Survey.

When grade 4 (Division 2) students were asked the question, "Do you like learning Language Arts?" on the AEA Survey, 70 per cent of students agreed with the statement. When students were asked if they found Language Arts to be interesting, agreement levels of grade 7 (69%) and 10 (61%) students were lower than grade 4 agreement levels. Despite the lower agreements levels in grades 7 and 10 student results related to perceiving Language Arts as interesting, agreement levels to perceived usefulness of Language Arts were both greater than 80 per cent. This surfaces a discrepancy between how students perceive the usefulness of Language Arts versus student interest levels in Language Arts. CBE Students in grades 7 and 10 who responded to the AEA Survey perceived the literacy skills taught in school as less useful than parents and teachers with an approximate difference of 10 per cent between these results.

Achievement Data | Kindergarten RRST, CC3, LeNS, Report Card, Provincial Achievement Tests, Diploma Examinations

Kindergarten

Reading Readiness Screening Tool (RRST) results indicate that approximately 66 per cent of CBE kindergarten students were on the right track to achieve levels considered developmentally appropriate. Within RRST tests, Oral Expression Skills showed the lowest percentage of students achieving 'minimal development', suggesting that oral expression skills are a noteworthy literacy strength for CBE students enrolled in kindergarten last year.

RRST results surface the most pronounced results in the Print-Based Skills section where the largest percentage of students achieved 'developing well' and 'minimal development' performances at the same time across all three sections. Within Print-Based Skills section, tests within the Identification concept show the most promising results, where more than 66 per cent of the students achieved 'developing well' results. Meanwhile, around 70 per cent of students achieved 'minimal development' performances in the Recognition and Encoding tests. Subtests within each concept in the Phonological Skills section had noticeably different results from each other.

Division 1

Letter Name-Sound (LeNS) and Castles and Coltheart 3 (CC3) assessments consistently show more than 50 per cent of the grades 2 and 3 students remained 'at-risk' in Posttest results, specifically in the CC3 regular words test, where approximately 60 per cent of students achieved 'at-risk' in the posttest. Within CC3, while uniformly around 51 per cent of the students were at-risk in both Irregular words and Non-words tests, Irregular words test had noticeably more students in the 'above average' category. Moreover, as compared to CC3, LeNS had proportionally more students achieve in the 'above average' category. Division 1 students achieved lower results in the writing report card stem and approximately 40 per cent of the Division 1 students received an indicator of 1 or 2 for this stem. There were consistently more students (around 10 per cent higher) achieving an indicator of 1 or 2 in the English Language Arts writing report card stem when compared with student achievement in reading on report cards.

Division 2

Generally speaking, when the All student cohort Division 2 report card data are compared to the All student cohort Division 1 report card data, Division 2 students achieved indicators of 1 and 2 less frequently (5 percentage points less) in both reading and writing English Language Arts report card stems.

Since 2018-19, CBE's reading results at the acceptable standard have decreased more (4.5 percentage points) than the writing results in English Language Arts 6 and for French Language Arts it was the writing results that decreased more (11.8 percentage points).

For both reading and writing in 2021-22, a higher percentage of CBE students achieved the standard of excellence compared to the province, with the exception of French Language Arts (FLA) 6 writing.

Both CBE and the Province had 86.5 per cent of students achieving the acceptable standard in ELA 6 reading while having more than 90 per cent of the students achieving acceptable standard in writing. In FLA 6, CBE was 8.1 percentage points higher in the percentage of students at the acceptable standard in reading though below by 0.3 percentage points for writing.

Overall, the ELA data align with system school development plan and report card data. First, a greater number of CBE schools (48%) are focused on improving reading compared to the percentage of schools having SDP student goals focused on writing (30%). Second, the percentage of students that did not achieve grade level (indicator of 1) was somewhat higher for report card reading stems when compared to writing stems. It is clear that schools are being responsive to their school data stories in order to improve student literacy skills.

Division 3

Students in Division 3 showed fewer discrepancies between reading and writing report card stem achievement. Students in Division 3 achieved a comparable number of indicators 1 and 2 on the reading report card stem and fewer students achieved an indicator 1 and 2 on the writing stem when compared to Division 1 students.

Compared to the provincial results for both standards, CBE students showed stronger results in reading on both the English Language Arts 9 and French Language Arts PATs, suggesting a strength across the district in reading skills. Of particular note, more than 27 per cent of grade 9 students achieved the standard of excellence in ELA 9 reading results in the 2021-22 school year. These achievement results are in alignment with student perceptions about reading from the CBE Student Survey where over 92% of students agree that they understand what they read.

ELA 9 PAT results also align with ELA report card data, which indicate a greater percentage of students achieving excellence in reading compared to writing through the evident higher percentages of report card indicators of 4 provided as a grade compared to the writing report card stem. When averaged across divisions, approximately 30 per cent of students received a report card grade indicator of 4 for reading. Approximately 20 per cent of student received a report card grade indicator of 4 for writing and 20.2 per cent of grade 9 students achieved the standard of excellence on the ELA 9 writing PAT.

Division 4

When looking at English Language Arts high school courses, dash 1 courses showed the highest percentages of students that received a mark above 65 per cent compared to dash 2 and dash 4 courses. Grade 10 courses, on average, demonstrated the smallest percentage of students receiving a mark in the 65-100 range, while Grade 12 courses had the highest report card results.

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In 2021-22, the percentage of students in English Language Arts 30-1 who met the acceptable standard on the diploma examination minus the percentage of those meeting the standard with their school-awarded mark saw a drop of 16.0 percentage points for CBE as compared to the province at 19.4 percentage points. The corresponding difference for ELA 30-2 was 13.5 percentage points for CBE 15.8 percentage points for the province and FLA 30-1, 7.7 percentage points for CBE and 7.9 percentage points for the province. A drop between the school-awarded mark and the diploma exam mark is expected given the fact that there are outcomes that might not be easily assessed on a diploma examination (e.g., oral production, laboratory skills) as well as the scope of in class assessments (see Achievement section of this report for more information). Schools examine the student specific decrease to better understand where capacity needs to be built moving forward.

Celebrate | Literacy perceived as useful

- High levels of agreement (over 80-90%) across students, parent and teacher AEA Survey results that the literacy skills being learned at school are useful.

Celebrate | Language arts diploma examination results

- Over 81 per cent of CBE students achieved the acceptable standard in English Language Arts (ELA) 30-1 and 30-2 diploma exams.

- CBE diploma examination results for ELA 30-1 and ELA 30-2 courses were higher than provincial results.

Celebrate | Language arts provincial achievement test (pat) reading results

- CBE students achieved results that met or exceeded the provincial average for all Part B Reading PATs in both the acceptable and excellence standards with the exception of K&E ELA 9 where the province had more students achieve the standard of excellence.

- The percentage of CBE students meeting the acceptable standard on French Language Arts 6 reading exceeded the provincial results by 8.1 percentage points.

Celebrate | Use of the *K-12 Literacy Framework* in support of student literacy achievement

- Fifty-seven per cent of schools listed the *K-12 Literacy Framework* in their School Development Plan (SDP) as a resource used in their school, which is excellent uptake and application of this system-wide resource. Almost 50 per cent of schools included a reading goal and 30 per cent a writing goal.

- More than 80 per cent of students achieved a mark that was between 65 and 100 per cent in English Language Arts 10-1.

- About 70 per cent of the students achieved a 3 or 4 on their English Language Arts reading stem report card.

- More than 92 per cent of students in the All student and English language learner cohorts expressed agreement on understanding what they read.

Celebrate | Implementation of a literacy intervention plan

- Over 40% of students moved out of the At-Risk category of the two literacy assessments between the pretest and posttest.

- About two thirds of children mastered letter and sound identification by the end of February of their kindergarten year.

Area for Growth | Literacy identity and interest

- Less than 69 per cent of students expressed agreement on feeling a connection to the texts they read and hear in class.

- Low agreement levels of 69 per cent (grade 7) and 61 per cent (grade 10) on AEA Survey when students are asked if they find language arts learning at school interesting.

Area for Growth | Phonological skills

- Fewer than half of children had well developed phonological skills by February of their kindergarten school year. This includes even the most basic phonological skills expected of children entering kindergarten.

Area for Growth | Language arts diploma examination results

- The percentage of students meeting the standard of excellence with their school-awarded mark drops significantly with those meeting the same standard on the diploma examination in both ELA 30-1 and FLA 30-1 with a drop of 32.1 percentage points and 59.4 percentage points respectively.

Area for Growth | Language arts provincial achievement test results

- Reading results for the acceptable standard on ELA 6 & 9 and FLA 9 are lower than the writing results at this standard.

- Writing results for the standard of excellence on ELA 6 are 25.5 percentage points lower than those for reading at this standard.

Our Next Steps

- **Professional Learning**

  - Grade 1-6 literacy teachers will engage in multiple professional learning sessions (both from the system and within their schools) aimed at improving teacher understanding of literacy instruction in relation to the new English Language Arts and Literature (ELAL) curriculum , and appropriate application of learning technologies to support student literacy outcomes.

  - Kindergarten teachers will enhance their understanding of the foundational literacy skills children need to master to become confident and competent readers through participation in system-led literacy focused professional development.

  - All teachers new to kindergarten will be trained in the purpose and use of the Right to Read program and the Reading Readiness Screening Tool.

- Interested K-9 teachers will have the opportunity to participate in the Highest Level of Achievement (HLAT) Network to deepen professional understanding of the writing process and build collective knowledge and confidence in using professional judgement when assessing the complexities of written student work.

- Interested middle school literacy teachers will have the opportunity to take part in Improving Reading for Older Students (IROS) course focused on learning how to improve literacy outcomes for older students who are reading below grade level.

- Language teachers will receive training on the use of Language benchmark tools.

- **Structures and Processes**

  - Refine and then implement the intervention plan in response to results of provincial literacy screening tools (i.e., Castles and Coltheart 3, Letter Name-Sound) for Grade 1-3.

  - Refine and then enact an implementation plan for the new English Language Arts and Literature (ELAL) curriculum.

  - Ensure all kindergarten teachers administer the Reading Readiness Screening Tool in February and collect the data, using CBE's student information system, to identify the literacy/pre-literacy needs of all CBE kindergarten children.

  - Continue to offer annual professional learning opportunities for teachers new to kindergarten, specific to the Right to Read program and the Reading Readiness Screening Tool.

  - Increase opportunities for students in bilingual and immersion programs, focused on extending their language and culture learning beyond the classroom. For example:

    - intensive language camps or experiences – elementary/middle school.
    - reciprocal exchange program with French speaking students in Quebec - junior high school.
    - reciprocal exchange program in a country of the target language or with school learning the target language – high school.

- **Resources**

  - Continue implementation of the *K-12 Literacy Framework* to support teachers' understanding and application of teaching and assessment practices and to foster positive literacy learning environments, effective instruction and achievement across all CBE schools.

  - Update classroom resources for responsive intervention, informed by diagnostic assessment results.

  - Update and implement the new English Language Arts and Literature curriculum Scope and Sequence documents to support teacher teams in collaborative planning for instruction.

  - Support teachers in using the Curriculum Comparison documents for the new K-6 English Language Arts and Literature curriculum to leverage their understanding of similarities and points of intersection between the new curriculum and the former program of studies.

- Further develop and refine Assessment and Reporting Guides to support high school English Language Arts teachers in task design, assessment and reporting, focused on outlining criteria from the program of study and describing what students demonstrate at each level of proficiency.

- Update benchmarking tools for French Language Arts Grade 4-9 to support teachers in providing consistent outcome-based assessment.

- Collaborate with EducationMatters to fund diverse learning materials for schools with the greatest need through donations and grants.

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Assurance Domain

Student Growth & Achievement
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Key Outcome: Students achieve excellence in mathematics

Context

To support the implementation of CBE's *K-12 Mathematics Framework*, designated K-12 champion teachers engaged in system-wide mathematics professional learning sessions to build content knowledge and leadership skills, supporting teachers' understanding and application of teaching and assessment practices that foster positive mathematics learning environments, effective instruction, and achievement across all CBE schools.

Pandemic conditions shone a light on the need to address early mathematics structured support as an essential precursor to achieving learning excellence. In response to Alberta Education's request for learning loss data, a *Mathematics Intervention Plan* was implemented to support the use of provincial numeracy screening tools for Grade 1-3. This focused on diagnostic assessment to assist school leaders and teachers in decision making, regarding support and organizational structures for the COVID-Response intervention model in individual schools.

In preparation for new curriculum, a system-wide implementation plan with supporting resources was designed and shared with impacted leaders and teachers. Invitations to summer professional learning sessions were communicated prior to the end of the school year to provide teachers with confidence in implementing new curriculum.

What We Did

- **Professional Learning**

  - Designated K-12 champion teachers engaged in system-wide mathematics sessions, aimed at improving mathematics instruction to provide professional practice supports to other teachers at their school.

  - Designated mathematics teachers enhanced their understanding of *MathUP* resources to improve teacher practice and student achievement. Grade 1-3 mathematics teachers engaged in multiple professional learning sessions aimed at improving teacher understanding of numeracy instruction.

- **Structures and Processes**

  - Developed and implemented instructional actions, key resources, key outcomes, and measures to support all learners in achieving excellence in mathematics through School Development Plans.

Calgary Board of Education

8-51

- Implemented champion model professional learning sessions to build content knowledge and leadership skills for teachers across all schools to improve research informed teaching practice consistently.

- Developed new PowerSchool data analytics tools and summarized assessment data into spreadsheets to support schools in analysing numeracy assessment data for school development planning and teacher instructional decisions.

- Built out school, area and system data dashboards to include a Local Measures tab with numeracy data visible alongside other student achievement data.

- Finalized new CBE Student Survey questions in alignment with the *K-12 Mathematics Framework*.

- **Resources**

  - Introduced *Supporting Equitable Mathematical Teaching* flat sheet to provide teachers with strategies to support diverse learners.

  - Identified and created resources to support classroom interventions to respond to diagnostic assessment results.

  - Updated Mathematics page on CBE Insite to support teachers to access information and resources aligned with the *K-12 Mathematics Framework*.

  - Updated *K-9 Scope and Sequence* documents to support teacher teams in collaborative planning for instruction.

  - Developed and refined *Assessment and Reporting Guides* to support high school mathematics teachers in task design, assessment and reporting, focused on outlining criteria from the program of study and describing what students demonstrate at each level of proficiency.

  - Created the *Responsive Instruction and Assessment* and companion *Key Resource Playlist* documents to assist school leaders and teachers in decision making, regarding support and organizational structures for the COVID-Response intervention model in individual schools.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Alberta Education Assurance (AEA) Survey: Student Learning Engagement - Numeracy

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to numeracy and mathematics

Measure	Group	2020-21	2021-22
Student Learning Engagement - Numeracy	Parent	89.2	89.6
	Student	69.9	69.4
	Teacher	92.6	92.4

CBE Student Survey

For the results by question, refer to Appendix H | CBE Student Survey Results by Question.

Percentage of agreement with the suite of questions tied to the summary measure

Summary Measure	Percentage
Mathematics Framework	73.1

Local Measure

CBE Student Survey

Mathematics Framework

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Local Measure

SDP Goals,
Measures

School Development Plan (SDP) 2021-22

Note | every school has a mathematics goal.

Percentage of schools that have the identified goal and measure

Mathematics SDP Goal	Percentage of Schools
Procedural Fluency	23
Number Sense	20
Number	13
Problem Solving	12
Numeracy	7
Mathematical Literacy	6
Reasoning & Sense Making	5
Communicating mathematical thinking	4
Mathematical Representations	4
Mathematical Assessment	3
Mathematical Identity	2
Productive Struggle	2

Mathematics SDP Measure	Percentage of Schools
Report Card	76
Look Fors	53
Numeracy Assessment	46
Common Student Assessment	39
Teacher Self Report	37
Survey	37
Professional Learning Communities	30
Frequency Tracking	28
Provincial Assessment	19
Math Intervention/Programming Instrument (MIPI)	13
Alberta Education Assurance Survey	2
Early Years Evaluation - Teacher Assessment	2
Student Voice	1

Local Measure

Numeracy
Assessments

Numeracy Assessment

Pretest Results: All Students

GR 1 & 2	Percentage
At-Risk	29.5
Below Average	20.3
Above Average	50.2

Posttest Results: Of the 29.5% of Students Who Scored At-Risk in Pretest

GR 1 & 2	Percentage
At-Risk	49.2
Below Average	26.8
Above Average	24.0

Calgary Board of Education

8-53

Report Card

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card number stem

Number Stem	Division	1	2	3	4
All	Div 1	5.0	19.3	37.9	37.8
	Div 2	5.4	22.2	39.5	33.0
	Div 3	6.4	27.3	37.8	28.5

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card pattern stem

Patterns Stem	Division	1	2	3	4
All	Div 1	2.6	18.6	41.9	36.9
	Div 2	4.4	24.2	41.5	29.9
	Div 3	8.4	27.8	35.0	28.8

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card shape and space stem

Shape and Space Stem	Division	1	2	3	4
All	Div 1	2.1	18.2	45.4	34.3
	Div 2	3.4	23.8	42.9	29.9
	Div 3	7.2	28.2	37.7	27.0

Percentage of students with a final course mark within the identified range

Mathematics	Course	80 - 100	65 - 79	50 - 64	0 - 49	65 -100
All	Math 10C	48.5	23.3	20.8	7.5	71.8
	Math 10-3	26.9	26.6	33.2	13.2	53.5
	Math 10-4	22.1	24.7	33.3	19.9	46.8
	Math 20-1	50.9	23.9	18.5	6.6	74.8
	Math 20-2	16.6	31.1	40.4	11.9	47.7
	Math 20-3	22.6	27.9	39.1	10.4	50.5
	Math 20-4	24.8	27.9	32.9	14.4	52.7
	Math 30-1	57.0	21.6	15.4	6.0	78.6
	Math 30-2	28.2	32.1	29.4	10.3	60.3
	Math 30-3	21.5	26.8	40.4	11.2	48.4
	Math 31	75.9	16.1	6.5	1.5	92.0

Diploma Examination and Provincial Achievement Test (PAT) Results

Note | The Prev 3 Year Average is based on one year only (2018-19). Provincial assessments were cancelled or optional in 2019-20 and 2020-21 due to the global pandemic.

For overall results over time as well as by course results, refer to Appendix J | Diploma Examination Results.

All			Results (in percentages)									
			2017-18		2018-19		2019-20		2020-21		2021-22	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
Mathematics 30-1	Authority	School-Awarded	94.4	53.0	95.5	53.6	n/a	n/a	n/a	n/a	92.2	47.7
		Diploma Exam	82.9	44.3	83.4	45.5	n/a	n/a	n/a	n/a	66.5	24.4
	Province	School-Awarded	96.1	52.3	96.2	51.6	n/a	n/a	n/a	n/a	95.4	51.6
		Diploma Exam	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0
Mathematics 30-2	Authority	School-Awarded	93.2	25.7	92.2	28.2	n/a	n/a	n/a	n/a	93.6	29.7
		Diploma Exam	75.3	18.1	77.7	19.6	n/a	n/a	n/a	n/a	68.1	15.1
	Province	School-Awarded	94.4	26.9	94.3	28.6	n/a	n/a	n/a	n/a	94.3	29.7
		Diploma Exam	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8

For overall results over time as well as by course results, refer to Appendix K | Provincial Achievement Test Results.

All			Results (in percentages)									
			2017-18		2018-19		2019-20		2020-21		2021-22	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
Mathematics 6	Authority	Part A	74.8	39.2	77.2	51.2	n/a	n/a	n/a	n/a	69.2	40.5
		Part B	81.5	19.3	83.9	19.8	n/a	n/a	n/a	n/a	76.3	14.7
	Province	Part A	72.2	35.5	71.8	43.5	n/a	n/a	n/a	n/a	68.0	39.0
		Part B	81.9	16.3	81.3	16.9	n/a	n/a	n/a	n/a	77.3	14.0
Mathematics 9	Authority	Part A	54.0	22.4	56.5	27.7	n/a	n/a	n/a	n/a	55.0	26.0
		Part B	70.4	20.5	75.8	27.9	n/a	n/a	n/a	n/a	73.4	27.1
	Province	Part A	50.5	17.8	51.3	21.9	n/a	n/a	n/a	n/a	49.0	20.3
		Part B	72.5	19.2	74.2	24.0	n/a	n/a	n/a	n/a	71.3	22.8
K&E Mathematics 9	Authority	Knowledge	63.3	21.7	64.6	14.8	n/a	n/a	n/a	n/a	66.2	16.9
		Skills	63.8	19.8	71.7	18.4	n/a	n/a	n/a	n/a	66.9	20.6
	Province	Knowledge	69.7	21.9	68.4	16.2	n/a	n/a	n/a	n/a	65.8	15.1
		Skills	72.6	19.0	74.5	19.0	n/a	n/a	n/a	n/a	69.4	18.1

What We Noticed

Process Data | SDP

When *School Development Plan* data were analysed, a clear priority of focus for a large proportion of CBE schools was on number, numeracy and number sense. Approximately 40 per cent of schools determined one of these three areas to be a school development goal priority. This speaks to CBE schools being responsive to their school data stories as system report card data indicate that the number report card stem has a higher percentage of students achieving an indicator of 1, not achieving grade level. Given that 76 per cent of schools used report card data as a measure on their SDP and 46 per cent of schools used the numeracy assessment as a measure of SDP improvement, triangulating these data makes sense. These two system data sets considered together evidence CBE schools' commitment to continuous improvement and use of data to determine targeted areas of focus on school development plans and responsive actions.

Perception Data | CBE Student Survey and AEA Survey

Student perception data gathered from the CBE Student Survey indicates that overall agreement to the suite of questions that attend to CBE's *Mathematics Framework* to be 73.1 per cent, suggesting a strong first year implementation of this new *Mathematics Framework*. Most students (84.7%) have great confidence in learning mathematics.

A second strength in the All student cohort CBE Student Survey perception data is student agreement that students are able to attain the level of personal success in mathematics to achieve their future goals.

All student cohort agreement was lowest in response to survey questions that addressed seeing mathematics as an interesting and creative subject (58.2%) and enjoyment while working on challenging mathematics problems (59.3%). Generally speaking, students did not enjoy working on challenging mathematics problems.

Overall, Student Learning Engagement perception data gathered from parents and teachers on the AEA Survey was consistently higher than student agreement levels, suggesting differing perceptions about learning mathematics for students when compared to the adult perceptions of teachers and parents. For example, 72 per cent of the Division 2 (grade 4) students who responded to the AEA Survey perceived mathematics as a subject they "liked learning", while parent and teacher agreement that mathematics as a subject is useful was much higher at 91 per cent and 98 per cent agreement respectively.

Responses from students on the AEA Survey showed higher agreement with how mathematics being learned is useful (7-9: 79%, 10-12: 72%) versus interesting (7-9: 62%, 10-12: 60%).

Achievement Data | Report Cards and Numeracy Assessment

Division 1

Less than half (49.2%) of Division 1 students remained as at-risk in their numeracy Posttest while 50.8 per cent of students who scored at-risk in the pretest moved into the below average or above average category when the Posttest was administered. Within mathematics report card stems, Division 1 students achieved lower results in the number stem and approximately 24 per cent of Division 1 students received an indicator of 1 or 2 on this strand. For the All student cohort, the results between patterns stem and shape and space stem were more comparable.

Division 2

There were more students with an indicator of 1 or 2 in Division 2 than in Division 1 across all three mathematics stems in the All student cohort. Moreover, Division 2 students had similar percentages of students getting an indicator of 1 or 2 in their number and shape and space stems.

CBE results on the Mathematics 6 PAT were higher on Part A as compared to the provincial results across both standards. A higher percentage of CBE students achieved the acceptable standard on Part B (76.3 per cent) compared to Part A achievement (69.2 per cent) and over 40 per cent of students achieved the standard of excellence on Part A, which is significantly higher than the results in Part B (14.7 per cent).

Division 3

Division 3 students consistently had the lowest report card results across all three stems as compared to other divisions: more than 33 per cent of the Division 3 students had an indicator of 1 or 2. Results of patterns stem had the most students getting indicator 1 or 2 as compared to other stems.

CBE consistently achieved stronger performances in both Part A and Part B Mathematics 9 PAT results compared to the provincial results. More than 73 per cent of students achieved the acceptable standard in Part B, while 55 per cent of students achieved the same standard in Part A in the 2021-22 school year. The K&E Mathematics 9 PAT results very close to each other for each of the Knowledge and Skills acceptable standard.

Division 4

Similar to English Language Arts, students enrolled in dash 1 mathematics courses achieved the highest number of report card grades above 65 per cent compared to dash 2 and dash 4 courses. Moreover, students enrolled in Mathematics 10-3 and Mathematics 10-4 achieved the least number of grades above 65 per cent mark. Students performed best in Grade 12 mathematics courses compared to mathematics courses in other grades. The All student cohort performed better in their Grade 10 courses, on average, compared to Grade 11 courses achievement.

In 2021-22, the percentage of students in Mathematics 30-1 who met the acceptable standard on the diploma examination minus the percentage of those meeting the standard with their school-awarded mark saw a drop of 25.7 percentage points for CBE as compared to the province at 31.8 percentage points. The corresponding difference for Mathematics 30-2 was 25.5 percentage points for CBE 32.8 percentage points for the province. A drop between the school-awarded mark and the diploma exam mark is expected given the fact that there are outcomes that might not be easily assessed on a diploma examination as well as the scope of in class assessments (see Achievement section of this report for more

information). Schools examine the student specific decrease to better understand where capacity needs to be built moving forward.

Celebrate | Use of the K-12 Mathematics Framework in support of student mathematics achievement

- 76 per cent of schools listed the *K-12 Mathematics Framework* in their *School Development Plan* (SDP) as a resource used in their school. We celebrate the uptake and application of this system-wide resource in support of student mathematics achievement.

Celebrate | Mathematics report card achievement

- More than 72 per cent of kindergarten to grade nine students achieved an indicator of 3 or 4 on their report card mathematics number, patterns and shape and space stems.

Celebrate | Mathematics perceptions

- Approximately 85 per cent of students agreed that they are confident in learning mathematics.

- 79 per cent of grade 7 students agreed on the AEA Survey that they understand how the mathematics they are learning at school is useful.

- Approximately 80 per cent of students agreed that they can reach the level of success in mathematics that they need to reach their future goals.

- Over 78 per cent of students agreed that they know what to do next to improve in mathematics.

Area for Growth | Mathematics diploma examination results

- The difference between the percentage of students meeting the acceptable standard with their school-awarded and diploma examination marks was high in both Mathematics 30-1 & 30-2, with a difference of 25.7 percentage points and 25.5 percentage points respectively.

Area for Growth | Mathematics provincial achievement test results

- Part B result for the standard of excellence on Mathematics 6 is 25.8 percentage points lower than that for Part A at this standard.

- Part A result for the acceptable on Mathematics 9 is 18.4 percentage points lower than that for Part B at this standard.

Area for Growth | Report card achievement

- Division 3 students consistently had the lowest percentage of students receiving an indicator of 3 or 4, across all cohorts in their mathematics number, patterns and shape and space stems.

- Division 3 and 4 students showed decreased mathematics results in 2021-22 school year across all four cohorts.

- In the 2021-22 school year, less than half of the students received a mark above 65 per cent in Mathematics 20-2 and Mathematics 30-3 courses.

Area for Growth | Mathematics perceptions

- Less than 60 per cent of students saw mathematics as a creative and interesting subject and enjoyed working on challenging problems in mathematics.

Our Next Steps

- **Professional Learning**

  - Designated mathematics teachers will continue to have opportunities to enhance their understanding of *MathUP* resources to improve teacher practice and student achievement.

  - K-6 mathematics teachers will engage in multiple professional learning sessions (both from the system and within their schools) aimed at improving teacher understanding of mathematics instruction in relation to the new K-6 Mathematics curriculum.

- **Structures and Processes**

  - Refine and then implement the intervention plan in response to results of provincial numeracy screening tools for Grade 1-3.

  - Refine and then enact an implementation plan for the new K-6 Mathematics curriculum.

- **Resources**

  - Continue to implement the *K-12 Mathematics Framework* to support teachers' understanding and application of teaching and assessment practices and foster positive mathematical learning environments, effective instruction and achievement across all CBE schools.

  - Update classroom resources for responsive intervention, informed by diagnostic assessment results.

  - Update *Scope and Sequence* documents for Grade 1-9 curriculum to support teacher teams in collaborative planning for instruction.

  - Further develop and refine *Assessment and Reporting Guides* to support high school mathematics teachers in task design, assessment and reporting, focused on outlining criteria from the program of study and describing what students demonstrate at each level of proficiency.

  - Implement the new K-6 *Mathematics Scope and Sequence* documents to support teacher teams in collaborative planning for instruction.

  - Support teachers in using the *Curriculum Comparison* documents for the new K-6 Mathematics curriculum to leverage their understanding of similarities and points of intersection between the new curriculum and the former program of studies.

Assurance Domains

Student Growth & Achievement

Learning Supports

Required Local Component

School authorities are responsible for improving First Nations, Métis and Inuit student success.

This includes ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

Key Outcome: Students who self-identify as Indigenous are supported to experience improved achievement and well-being

Context

Our district is committed to contributing to Truth and Reconciliation in Canada by acknowledging and supporting the implementation of the Truth and Reconciliation Commission of Canada (TRC) 94 Calls to Action. Based on *What We Have Learned: Principles of Truth and Reconciliation*, the constructive actions that we are taking across the system and in schools position us to support improved achievement, equity and well-being for students who self-identify as Indigenous, and create opportunities for all students, staff and school communities to engage in practices that facilitate reconciliation.

School leaders play an essential role in guiding their communities to consider and engage in practices to facilitate reconciliation. Introduced in the 2021-22 school year, each CBE school principal worked closely with their students, staff and families to develop and take action on a school based TRC Commitment to Action. While responsive to and inspired by a range of the 94 Calls to Action, the majority of CBE schools committed to supporting TRC Call to Action 63 (i-iv) focused on maintaining an annual commitment to Indigenous Education issues. In June 2022, school leaders reflected on their actions and then renewed their TRC Commitment for the 2022-23 school year.

"*Reconciliation is an act of Canadian citizenship.*"

Her Excellency the Right Honourable Mary Simon, C.C., C.M.M., C.O.M., O.Q., C.D., Governor General and Commander-in-Chief of Canada

Acknowledging the songs and stories that have lived on this land for thousands of years is fundamental to our planning and actions for truth and reconciliation in CBE. Learning from and working with Indigenous Elders and Knowledge Keepers, holds space for Indigenous knowledge systems to influence our work across the organization and is central to long-term reconciliation. Since the establishment of CBE's Elder Advisory Council in 2010, Elders and Knowledge Keepers from the Treaty 7 Nations (Blackfoot, Stoney Nakoda, Tsuut'ina), the Métis Nation and Cree Nations have offered significant friendship, knowledge, guidance and advice in several areas, including the design of the Indigenous Education Holistic Lifelong Learning Framework, the establishment of the Niitsitapi Learning Centre, and how we advance equity, anti-racism and inclusion within CBE for all students.

Since the 2020-21 school year, CBE has been working closely with Indigenous Elders and Knowledge Keepers to design a framework to guide the actions we take to meet our commitment to supporting improved achievement, equity and well-being for students who self-identify as Indigenous, and to creating opportunities for all students, staff and school communities to engage in practices that facilitate reconciliation.

At the beginning of the 2021-22 school year, we planted a seed with the sharing of the visual with key attributes with CBE staff. We invited staff to invest in building and applying knowledge about Indigenous knowledge systems, the medicine wheel and holistic lifelong learning within their unique contexts and environments. In support, we offered professional learning and modeled possibilities for reflection, learning, planning and application. As a result, staff and students across the district responded in positive and impactful ways that ranged from engaging in staff professional learning and working collaboratively to know each student holistically to inviting Elders and Knowledge Keepers to share teachings with students in the classroom and on the land.

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Indigenous Education Holistic Lifelong Learning Visual with Key Attributes
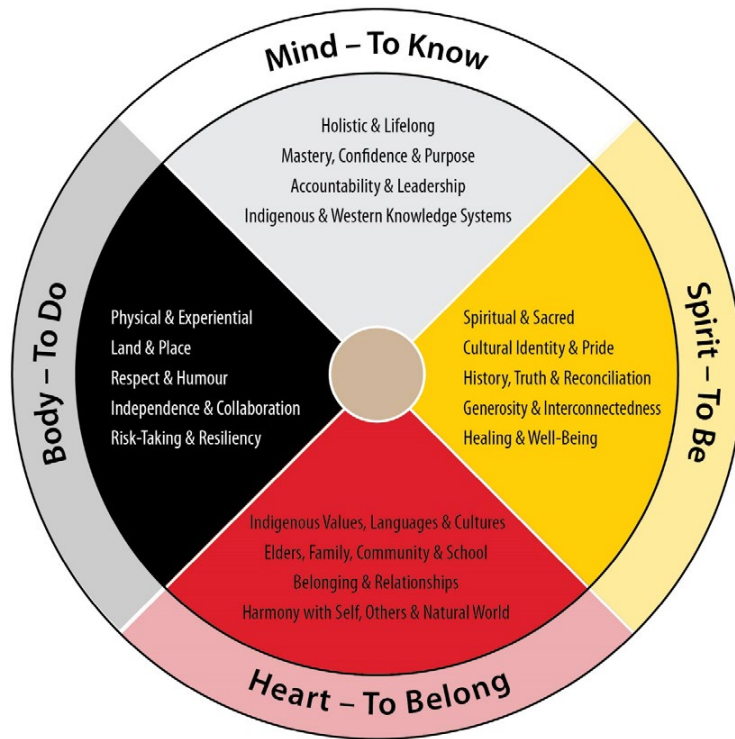
In March 2022, CBE released the *Indigenous Education Holistic Lifelong Learning Framework* and supporting resources, including a *Companion Guide for Schools*. As we journey into the implementation phase, the *Indigenous Education Holistic Lifelong Learning Framework* will provide the foundation upon which individual staff members, teams, schools (including students and community), service units and our district meaningfully position and deepen our individual and collective knowledge, decisions and actions to meet the holistic needs of students who self-identify as Indigenous and all students.

What We Did

- **Professional Learning**

  - School and service unit staff participated in the system-wide Indigenous Education Professional Day of Learning on October 18, 2021, focused on building and applying foundational knowledge of First Nations, Métis and Inuit ways of being, belonging, doing and knowing.

  - Education Centre staff engaged with Legacy of Hope exhibitions on the Residential School System to build knowledge, promote healing and encourage acts of reconciliation.

  - School staff participated in multiple professional learning sessions throughout the school year, focused on building capacity to include Indigenous perspectives and experiences in school and classroom planning through the four domains of the *Indigenous Education Holistic Lifelong Learning Framework*. These included teachers' knowledge and experience of Indigenous land-based learning, implementation strategies for garden spaces and local plant species through the Green Network, the role of Indigenous Elders and Knowledge Keepers, as well as school leaders' capacity to further establish the conditions of the school community to support Indigenous student achievement and well-being.

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of Education

- Staff from service units engaged in a variety of learning opportunities, individually and collectively, to enhance foundational knowledge and understanding of Indigenous ways of knowing, awareness and understanding of the impact of residential schools upon First Nations, Métis and Inuit peoples, land acknowledgements as a reconciliatory act, support for the implementation of the *Truth and Reconciliation Commission of Canada: Calls to Action* and exploration of the *Indigenous Education Holistic Lifelong Learning Framework.*

- **Structures and Processes**

  - Actioned and renewed school-based Truth and Reconciliation Commission of Canada (TRC) Commitments to acknowledge and support the implementation of the *Truth and Reconciliation Commission of Canada: Calls to Action*.

  - Continued implementation and support of CBE's Land Acknowledgement to action commitment to *Education for Truth and Reconciliation*.

  - Implemented requirement for 18 target schools to make visible the supporting role of the Indigenous Education strategist in *School Development Plans* in establishing a holistic collaborative response to support academic achievement, including literacy, mathematics and well-being for Indigenous students.

  - Implemented Collaborative Team Meeting (CTM) structure for education directors to work with all schools to achieve key outcome: students who self-identify as Indigenous are supported to experience improved achievement and well-being.

  - Developed and implemented *Grade 9 Holistic Transition Plans* to support students in building resiliency transitioning between grades, programs, schools, and adulthood.

  - Maintained preschool and full-day kindergarten programs at Niitsitapi Learning Centre and full-day kindergarten at Piitoayis Family School to provide strength-based early learning environments with a focus on building a strong sense of Indigenous identity and a robust academic foundation.

  - Hosted annual Indigenous Student Graduation event to celebrate Indigenous students completing Grade 12.

  - Communicated Indigenous Education in CBE through public website, staff Insite, and social media to celebrate and draw attention to significant events and resources.

  - Drafted Indigenous Education teacher postings and recruited from post-secondary schools with programs focused on Indigenous teaching methodologies and practices to attract applicants with this training and life experience, increasing these skillsets within the system.

- **Resources**

  - Designed and published the *Indigenous Education Holistic Lifelong Learning Framework* to set out the structure of foundational knowledge (four domains) and the underlying attributes essential to support students who self-identify as Indigenous to experience improved achievement and well-being, as well as a school companion guide to support its implementation.

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- Communicated and shared bi-monthly internal staff Indigenous Education newsletter to highlight wise practices and classroom resources, and quarterly internal and external community Indigenous Education newsletter to support greater school and system community knowledge building and access to resources.

- Continued deployment of Indigenous Education Team to collaborate with service unit teams and school-based staff focused on supporting needs of students who self-identify as Indigenous.

- Collaborated with The City of Calgary and the Calgary Catholic School District to plan and host September 30, "Remembering the Children" event to commemorate residential school victims, honour survivors and their families, and commit to acting on reconciliation.

- Collaborated with Calgary Catholic School District to design and share the National Week of Truth and Reconciliation Teacher Guide to support teacher planning.

- Designed and shared video and print resources throughout the school year to highlight and support schools with acknowledging events (e.g., Secret Path Week, Métis Week, Indigenous Veteran's Day, Solstice/Equinox, National Indigenous Peoples Day).

- Updated Indigenous Education Cultural Protocols to support schools with inviting and working with Indigenous Elders and Knowledge Keepers.

- Updated CBE's Visual Identity Standards to include guidance on how to acknowledge the land in staff e-mail signatures.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

High School Completion

Required AEAM

High School Completion

High school completion rate of students within three and five years of entering grade 10.

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Self-Identify as Indigenous	Student Growth and Achievement	3-year High School Completion	**48.8**	48.0	42.5	**59.5**	62.0	58.4	Very Low	Improved	Issue
		5-year High School Completion	**50.7**	53.1	51.8	**68.0**	68.1	65.8	Very Low	Maintained	Concern

Cohort	Measure	2017-18	2018-19	2019-20	2020-21	2021-22
Self-Identify as Indigenous	3-year High School Completion	38.2	40.4	38.9	48.0	48.8
	5-year High School Completion	45.0	51.6	50.5	53.1	50.7

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Local Measure

Attendance

Attendance

Percentage of absenteeism

Total Absent Rate
24.7

Percentage of absenteeism

Division	Less than 10%	10%-20%	20%-50%	More than 50%
Div 1	5.7	6.1	7.7	4.3
Div 2	5.5	5.9	6.3	2.5
Div 3	7.2	6.2	7.3	5.2
Div 4	11.0	3.5	5.9	5.5

Percentage of absenteeism by Code

Code*	Div 1	Div 2	Div 3	Div 4
A	11.1	9.5	15.7	19.3
IL	6.7	5.7	5.0	3.6
Other	6.0	5.0	5.3	2.9

*A – Absent without contact from the legal guardian

IL – Student is absent due to physical or mental illness or injury and a legal guardian has called in and/or provided medical documentation

Local Measure

CBE Student Survey

Indigenous Education Holistic Lifelong Learning Framework

CBE Student Survey

For the results by question, refer to Appendix H | CBE Student Survey Results by Question.

Percentage of agreement with the suite of questions tied to each summary measure

Summary Measure	Percentage Agreement
Indigenous Education Holistic Lifelong Learning Framework	68.9
Adaptability Summary	69.3
Emotional Health Summary	59.4
Physical Health Summary	62.4
Resiliency and Perseverance Summary	75.5
Respectfully Challenging Policies or Decisions Summary	65.0
Risk-taking Summary	79.2
Social Health Summary	78.9

Local Measure

Literacy and Numeracy Assessments

- CC3
- LeNS
- Numeracy
- RRST

Kindergarten Reading Readiness Screening Tool (RRST)

For the results by section, refer to Appendix M | Reading Readiness Screening Tool.

Percentage of students in each category

Category	Minimal Development	Developing Skills	Developing Well
Oral Expression Skills	22.0	49.5	28.5
Phonological Skills	52.2	21.5	26.3
Print-Based Skills	62.6	13.7	23.7

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Castles and Coltheart 3 (CC3)

Pretest Results: All Students Who Self-Identify as Indigenous

Category	GR 2 & 3	Percentage
Regular Words	At-Risk	54.3
	Below Average	17.0
	Above Average	28.8
Irregular Words	At-Risk	51.9
	Below Average	15.2
	Above Average	32.8
Non-words	At-Risk	54.4
	Below Average	17.6
	Above Average	28.0

Posttest Results: Of the 54.3% (Regular Words), 51.9% (Irregular Words) and 54.4% (Non-words) of Students Who Scored At-Risk in Pretest

Category	GR 2 & 3	Percentage
Regular Words	At-Risk	73.6
	Below Average	17.6
	Above Average	8.8
Irregular Words	At-Risk	60.7
	Below Average	26.6
	Above Average	12.7
Non-words	At-Risk	63.4
	Below Average	24.0
	Above Average	12.5

Letter Name-Sound (LeNS):

Pretest Results: All Students Who Self-Identify as Indigenous

GR 1 & 2	Percentage
At-Risk	58.9
Below Average	16.1
Above Average	25.0

Posttest Results: Of the 58.9% of Students Who Self-Identify as Indigenous Who Scored At-Risk in Pretest

GR 1 & 2	Percentage
At-Risk	72.6
Below Average	18.6
Above Average	8.8

Numeracy Assessment

Pretest Results: All Students Who Self-Identify as Indigenous

GR 1 & 2	Percentage
At-Risk	53.9
Below Average	19.6
Above Average	26.5

Posttest Results: Of the 53.9% of Students Who Self-Identify as Indigenous Who Scored At-Risk in Pretest

GR 1 & 2	Percentage
At-Risk	62.5
Below Average	22.1
Above Average	15.4

Local Measure

Report Card Results

Report Card

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card reading stem

Reading Stem	Division	1	2	3	4
Self-Identify as Indigenous	Div 1	38.0	23.1	25.8	13.2
	Div 2	15.7	33.7	35.3	15.3
	Div 3	15.1	46.4	28.5	9.9

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card writing stem

Writing Stem	Division	1	2	3	4
Self-Identify as Indigenous	Div 1	38.9	33.5	21.9	5.7
	Div 2	19.7	43.1	28.2	9.0
	Div 3	15.1	49.2	27.3	8.3

Percentage of students with a final course mark within the identified range

Cohort	Course	80 - 100%	65 - 79%	50 - 64%	0 - 49%	65 -100%
Self-Identify as Indigenous	ELA 10-1	25.4	39.2	26.9	8.5	64.6
	ELA 10-2	7.8	19.8	40.6	31.8	27.6
	ELA 10-4	13.0	21.7	34.8	30.4	34.8
	ELA 20-1	39.8	26.2	28.2	5.8	66.0
	ELA 20-2	6.3	26.6	43.0	24.1	32.9
	ELA 20-4	15.9	18.2	43.2	22.7	34.1
	ELA 30-1	29.5	40.0	24.8	5.7	69.5
	ELA 30-2	13.3	32.7	39.3	14.7	46.0
	ELA 30-4	5.3	39.5	42.1	13.2	44.7

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card number stem

Number Stem	Division	1	2	3	4
Self-Identify as Indigenous	Div 1	21.3	30.3	30.4	17.9
	Div 2	23.6	34.9	29.8	11.8
	Div 3	22.3	44.1	25.4	8.2

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card pattern stem

Patterns Stem	Division	1	2	3	4
Self-Identify as Indigenous	Div 1	13.8	35.2	34.4	16.6
	Div 2	19.0	40.7	28.5	11.9
	Div 3	25.6	43.1	22.5	8.8

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Percentage of students with an indicator of 1, 2, 3 or 4 on the report card shape and space stem

Shape and Space Stem	Division	1	2	3	4
Self-Identify as Indigenous	Div 1	11.4	34.7	37.9	16.0
	Div 2	16.4	40.1	32.4	11.1
	Div 3	24.5	40.8	26.3	8.4

Percentage of students with a final course mark within the identified range

Mathematics	Course	80 - 100	65 - 79	50 - 64	0 - 49	65 -100
Self-Identify as Indigenous	Math 10C	29.3	21.4	30.7	18.6	50.7
	Math 10-3	15.1	27.5	30.3	27.1	42.7
	Math 10-4	22.2	19.8	24.7	33.3	42.0
	Math 20-1	33.3	27.3	28.8	10.6	60.6
	Math 20-2	13.0	29.6	48.1	9.3	42.6
	Math 20-3	18.0	24.1	36.8	21.1	42.1
	Math 20-4	22.0	29.3	19.5	29.3	51.2
	Math 30-1	42.5	25.0	25.0	7.5	67.5
	Math 30-2	36.4	25.5	23.6	14.5	61.8
	Math 30-3	37.5	16.7	37.5	8.3	54.2
	Math 31	63.6	36.4	0.0	0.0	100.0

Required AEAM

PAT Acceptable & Excellence

Diploma Exam Acceptable & Excellence

Diploma Examination and Provincial Achievement Test (PAT) Results

Note | The Prev 3 Year Average is based on one year only (2018-19). Provincial assessments were cancelled or optional in 2019-20 and 2020-21 due to the global pandemic.

Note | Provincial Achievement Test (PAT) Results broken out by reading and writing are not provided for sub-cohorts by Alberta Education.

For overall results over time as well as by course results, refer to Appendix J | Diploma Examination Results.

All			Results (in percentages)									
			2017-18		2018-19		2019-20		2020-21		2021-22	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	95.6	20.0	92.0	21.0	n/a	n/a	n/a	n/a	98.0	28.6
		Diploma Exam	85.6	2.2	85.0	8.0	n/a	n/a	n/a	n/a	79.6	2.0
	Province	School-Awarded	97.2	22.3	95.9	22.5	n/a	n/a	n/a	n/a	97.1	31.9
		Diploma Exam	83.1	5.9	84.4	5.4	n/a	n/a	n/a	n/a	73.5	4.4
English Lang Arts 30-2	Authority	School-Awarded	91.6	8.4	91.3	9.6	n/a	n/a	n/a	n/a	100.0	15.9
		Diploma Exam	91.6	14.0	89.4	18.3	n/a	n/a	n/a	n/a	85.7	9.5
	Province	School-Awarded	94.9	11.5	94.8	11.2	n/a	n/a	n/a	n/a	96.0	13.7
		Diploma Exam	88.5	10.0	88.4	9.7	n/a	n/a	n/a	n/a	82.1	9.2
French Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Diploma Exam	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	School-Awarded	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Diploma Exam	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 30-1	Authority	School-Awarded	88.4	32.6	91.5	34.0	n/a	n/a	n/a	n/a	88.2	11.8
		Diploma Exam	69.8	18.6	68.1	19.1	n/a	n/a	n/a	n/a	41.2	5.9
	Province	School-Awarded	93.1	34.6	95.5	37.9	n/a	n/a	n/a	n/a	94.5	39.1
		Diploma Exam	61.3	15.3	61.7	18.2	n/a	n/a	n/a	n/a	50.9	10.5
Mathematics 30-2	Authority	School-Awarded	87.3	25.5	95.0	32.5	n/a	n/a	n/a	n/a	93.1	34.5
		Diploma Exam	70.9	18.2	92.5	17.5	n/a	n/a	n/a	n/a	75.9	6.9
	Province	School-Awarded	92.7	19.4	93.1	19.5	n/a	n/a	n/a	n/a	91.5	22.8
		Diploma Exam	69.1	9.7	72.0	12.0	n/a	n/a	n/a	n/a	55.2	7.3

Local Measure

Indigenous
Education Team
Support

Requests for support from Indigenous Education Team

Indigenous Education Team Requests for Support, 2021-22 School Year

Request for Support Topics

■ Learning ■ Resources ■ Attendance ■ Transitions ■ Mental Health ■ Cultural ■ Relationship Building
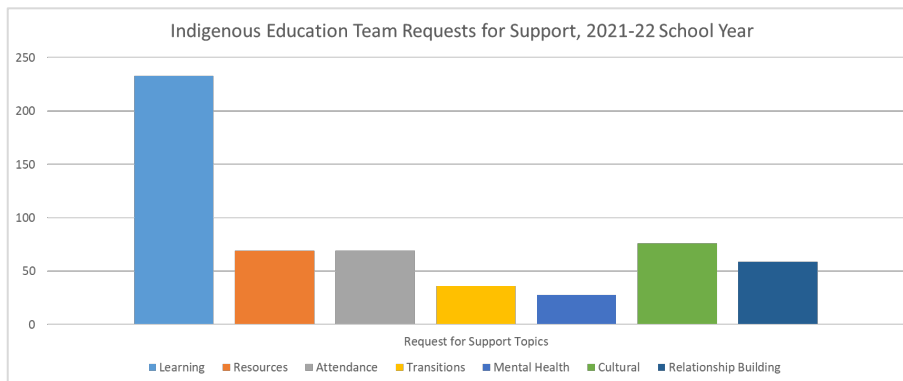
Local Measure

Transition Plans for
Indigenous Students

Transition Plans for Grade 9 Indigenous Students

June 2022 Holistic Transitions Plans – Completion Rates

Completion Rate

■ Complete ■ Incomplete Reason ■ Incomplete No Reason ■ No Transition
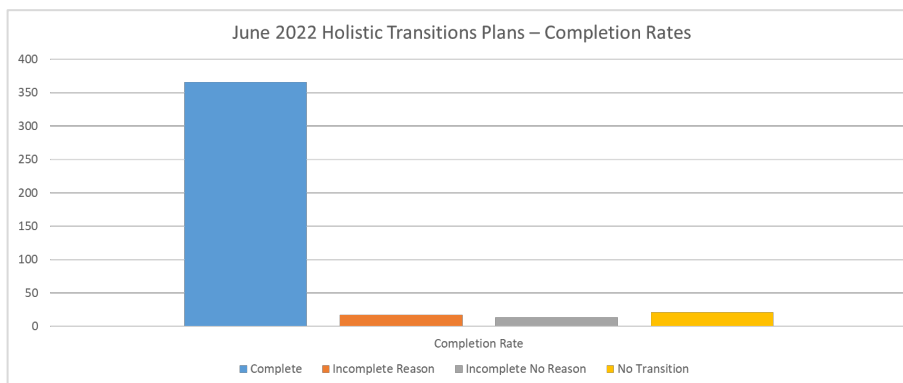
What We Noticed

Demographic Data | Attendance, High School Completion Rates

Overall absenteeism is 24.7 per cent for students who self-identify as Indigenous, with 4.4 per cent of students who have had absences falling in the 'more than 50% absenteeism' category, which equates to about 240 students.

Divisions 1, 3 and 4 had similar absenteeism while Division 2 had the least absenteeism at 20.2 per cent. Across different divisions, Division 4 had the highest percentage of students missing more than half of the classes. Absent without contact from a legal guardian represented the highest percentage of absenteeism across all four divisions.

Students who self-identify as Indigenous showed statistically improved three-year high school completion rates. Moreover, students who self-identify as Indigenous showed a general upward trend in the 3-year high school completion rate over-time results.

Perception Data | CBE Student Survey

Over 82 per cent of CBE students who self-identify as Indigenous agreed that teachers care for students, while approximately 66 per cent of students agreed to having at least one adult at school with whom they connect. Students also expressed a great willingness to learn and try new things at school. More than 86 per cent of students who self-identify as Indigenous had positive relationships with friends and family and more than 84 per cent of students who self-identify as Indigenous know when their relationships become unhealthy. Around 71 per cent of students showed agreement to having positive relationships with their fellow classmates. 63 per cent of students agreed they get enough sleep and less than 40 per cent of students indicated an ability to effectively manage their screen time. Approximately 55 per cent of students who self-identify as Indigenous felt included at school and approximately 52 per cent of the students felt they could express their feelings to others.

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Students who self-identify as Indigenous consistently perceived lower levels of connection to the texts taken up in class when compared to other Literacy Framework survey questions on the CBE Student Survey. Relatively speaking, students who self-identify as Indigenous showed low agreement levels in their confidence and attaining level of personal success in mathematics and less than 50 per cent of the students who self-identify as Indigenous did not see mathematics as a creative and interesting subject.

Achievement Data | CC3, LeNS, Numeracy Assessment, Report Card

For all the local measure tests, more than 72 per cent of students who self-identify as Indigenous remained in the 'at-risk' achievement level on the Castles and Coltheart 3 (CC3) Regular Words Posttest as well as the Letter Name-Sound (LeNS) Posttest. In addition, 8.8 per cent of students who self-identify as Indigenous were consistently evaluated as 'above average' in these same two tests. Within CC3 results, students who self-identify as Indigenous achieved relatively stronger results in the Irregular Words category and around 61 per cent of students remained as 'at-risk'. Lastly, 62.5 per cent of students who self-identify as Indigenous were evaluated as 'at-risk' on Numeracy Posttests and 15.4 per cent of the students achieved 'above average', which are the highest results among all the local measure tests.

There were consistently more Division 1 students (around 10 per cent higher) achieving an indicator of 1 or 2 in the English Language Arts writing report card stem when compared with Division 1 student achievement in reading on report cards. As compared to Division 1, Division 2 students achieved indicators of 1 and 2 less frequently (around 10 per cent less) in both reading and writing English Language Arts report card stems. Students who self-identify as Indigenous in Division 3 achieved comparable number of indicators 1 and 2 on the reading report card stem and fewer students achieved an indicator 1 and 2 on the writing stem when compared to Division 1 students. When looking at English Language Arts high school courses, dash 1 courses showed the highest percentage of students that received a mark above 65 per cent compared to dash 2 and dash 4 courses. Moreover, Grade 10 courses, on average demonstrated the smallest percentage of students receiving a mark in the 65-100 range while Grade 12 courses had the highest report card results.

In 2021-22, the percentage of students in English Language Arts (ELA) 30-1 who met the acceptable standard on the diploma examination minus the percentage of those meeting the standard with their school-awarded mark, saw a drop of 18.4 percentage points for CBE as compared to the province at 23.6 percentage points. The corresponding difference for ELA 30-2 was 14.3 percentage points for CBE and 13.9 percentage points for the province. Schools examine the student specific decrease to better understand where capacity needs to be built moving forward. As compared to 2018-19, the percentage of students in ELA 30-1 meeting the acceptable standard in 2021-22 dropped 5.4 percentage points as compared to the province where the drop was 10.9 percentage points. The corresponding difference for ELA 30-2 was 3.7 percentage points for CBE and 6.3 percentage points for the province. CBE students who self-identify as Indigenous have done far better than their provincial counterparts in ELA 30-1 and ELA 30-2.

Within mathematics report card stems, Division 1 students achieved lower results in the number stem and approximately 52 per cent of Division 1 students received an indicator of 1 or 2 on this strand. Comparatively speaking, the number and patterns Division 1 results were more closely aligned. Division 3 students who self-identify as Indigenous consistently had the lowest report card results across all three stems as compared to other divisions. Similar to English Language Arts, students enrolled in dash 1 mathematics courses achieved the highest number of report card grades above 65 per cent compared to dash 2 and dash 4 courses. Moreover, students enrolled in Mathematics 10-3 and Mathematics 10-4 achieved the least number of grades above 65 per cent mark. Students performed best in Grade 12 mathematics courses compared to mathematics courses in other grades. For

students who self-identify as Indigenous, Grade 11 courses had relatively more students on average achieving a mark that was above 65 compared to achievement in Grade 10 courses.

In 2021-22, the percentage of students in Mathematics 30-1 who met the acceptable standard on the diploma examination minus the percentage of those meeting the standard with their school-awarded mark saw a drop of 47.0 percentage points for CBE as compared to the province at 43.6 percentage points. The corresponding difference for Mathematics 30-2 was 17.2 percentage points for CBE and 36.3 percentage points for the province. As compared to 2018-19, the percentage of students in Mathematics 30-1 meeting the acceptable standard on the diploma examination in 2021-22 dropped 26.9 percentage points as compared to the province where the drop was 10.8 percentage points. The corresponding difference for Mathematics 30-2 was 16.6 percentage points for CBE and 16.8 percentage points for the province.

Process Data | Requests for Supports

The majority of requests (over 225) for support to CBE's Indigenous Education Team were seeking support for student learning needs. Requests that were cultural in nature were also common (over 60) as well as Indigenous Education resource requests, attendance and relationship building supports. The Indigenous Education Team received the least number of requests for mental health support and transitions in 2021-22. In addition, by June 2022 almost all Holistic Transition Plans were completed.

Celebrate | Indigenous student well-being & Indigenous Education for all students

- Compared to All student and English language learner cohorts, students who self-identify as Indigenous expressed higher rates of seeing their culture reflected in school, having at least one adult that they connected with, and respectfully spoke up when they did not agree with a decision made by a staff member.

- Almost all Grade 9 students who self-identify as Indigenous have a holistic transition plan to support their entry to high school.

- Overwhelmingly, CBE students across cohorts and divisions recognized their responsibility to help develop respect and understanding between Indigenous peoples and other Canadians.

- CBE staff are making requests for support to build their foundational knowledge to include Indigenous ways of being, belonging, doing and knowing into their teaching and leadership practice.

Celebrate | Language arts report card achievement

- Students who self-identify as Indigenous showed continued improvements in Division 1 and Division 2 English Language Arts report card results over the last two years.

Celebrate | Diploma examination achievement

- More CBE students who self-identify as Indigenous achieved the acceptable standard in English Language Arts 30-1 & 30-2 and Mathematics 30-2 when compared to the provincial results.

- 85.7 per cent of CBE students who self-identify as Indigenous achieved the acceptable standard and 9.5 per cent achieved the Standard of Excellence on the English Language Arts 30-2 diploma examination.

Calgary Board of Education

- Approximately 76 per cent of CBE students who self-identify as Indigenous achieved the acceptable standard on the Mathematics 30-2 diploma examination, which was more than 20 percentage points higher than the results of the province's students who self-identify as Indigenous.

Area for Growth | Indigenous student well-being & connection to school

- Students who self-identify as Indigenous expressed feeling less connected to school, together with feeling welcome and included and being proud to be a part of their school.

- Students who self-identify as Indigenous experienced high absenteeism rates across all divisions.

- School-based requests for support from the Indigenous Education Team often centred around how to re-engage Indigenous students to return to school following an extensive absence. These requests were often focused on immediate needs rather than building capacity.

- Staff feedback to professional learning offering and individual requests identified knowledge gaps in areas of high demand, including the *Indigenous Education Holistic Lifelong Learning Framework*, Indigenous land-based learning, working with Elders and Knowledge Keepers, and acknowledging the land.

Area for Growth | Student literacy perceptions

- Around 65 per cent of students who self-identify as Indigenous agreed that they are a good (competent) writer.

- Less than 70 per cent of the students who self-identify as Indigenous knew what to do next to improve their reading and writing skills.

Area for Growth | Language arts report card achievement

- Around 38 per cent of Division 1 students who self-identify as Indigenous received an indicator of 1 in their English Language Arts reading and writing stems.

- Less than half of Division 4 students in dash 2 or 4 courses who self-identify as Indigenous had a final mark between 65-100%.

Area for Growth | Student mathematics perceptions

- Less than 50 per cent of students who self-identify as Indigenous saw mathematics as a creative and interesting subject.

- Less than 60 per cent of students who self-identify as Indigenous shared their ideas and asked questions in mathematics class.

Area for Growth | Mathematics report card achievement

- 42 per cent of students who self-identify as Indigenous achieved an indicator of 3 or 4 in their mathematics number and pattern stems.

- Less than half of Division 4 students in Mathematics 10-3, 10-4, 20-2 and 20-3 courses who self-identify as Indigenous had a final mark between 65-100%.

Area for Growth | Mathematics diploma examination achievement

- The percentage of students who self-identify as Indigenous meeting the acceptable in Mathematics 30-1 with their school-awarded mark dropped significantly (47.0 percentage points) with those meeting the same standard on the diploma examination.

Our Next Steps

- **Professional Learning**

  - All school and service unit staff will participate in Maatoomsii'Pookaiks (Children First), the system-wide Indigenous Education Professional Day of Learning, focused on building and applying foundational knowledge of First Nations, Métis, and Inuit ways of being, belonging, doing and knowing. The theme for the 2022-23 school year is Truth and Reconciliation.

  - School and service unit staff will be invited to participate in multiple professional learning sessions throughout the school year to build their capacity in implementing the *Indigenous Education Holistic Lifelong Learning Framework* (including Indigenous land-based learning, working with Elders and Knowledge Keepers, and acknowledging the land) in their work on behalf of students.

  - School leaders will be invited to participate in professional learning sessions focused on sharing wise practices and planning for school-based action to increase Indigenous student attendance.

- **Structures and Processes**

  - Design and implement a system plan to hold space for Indigenous student voice in our planning and implementation of actions to support their success.

  - Implement and engage in Collaborative Team Meeting (CTM) structure for education directors to work with all schools to achieve key outcome: students who self-identify as Indigenous are supported to experience improved achievement and well-being.

  - Implement a new structure for schools and service units to request and receive support from the Indigenous Education Team focused on extending a continuum of supports to more schools and service unit teams through a holistic collaborative response.

  - Provide a third and final year of targeted support to 17 schools (one school is in year two) through the deployment of an Indigenous Education strategist focused on building the capacity of each school to ensure that students who self-identify as Indigenous are supported to experience improved achievement and well-being. A detailed transition plan will be designed with each school to ensure that the structures and processes continue to be lived out without the support of the strategist.

  - Design and implement a system level structure to track and monitor Indigenous student attendance focused on increasing Indigenous student attendance. This work will begin with a focus on Grade 10 students to support their success in high school in alignment with their *Grade 9 Holistic Transition Plan*.

  - Initiate a *Grade 9 Holistic Transition Plan* for students who self-identify as Indigenous at the start of the grade nine year and finalize the plan in June, to support the students' individual transition to high school.

Calgary Board of Education

8-71

- Host annual Indigenous Student Graduation event to celebrate Indigenous students completing Grade 12.

- Expand on implementation and support of CBE's Land Acknowledgement to action commitment to Education for Truth and Reconciliation across schools and service units.

- Action school-based Truth and Reconciliation (TRC) Commitments to acknowledge and support the implementation of the *Truth and Reconciliation Commission of Canada: Calls to Action*.

- Continue to draft Indigenous Education teacher postings and recruit from post-secondary schools with programs that focus on Indigenous teaching methodologies and practices to attract applicants with training, life experience and understanding of Indigenous ways of being, belonging, doing and knowing, with a goal to increase these skillsets at CBE.

- **Resources**

  - Design a resource and tools focused on supporting schools to gather and action Indigenous student voice.

  - Update and share *Indigenous Education Holistic Collaborative Response* to support schools and service units prior to and following submission of a request for support to the Indigenous Education Team.

  - Update Indigenous Education Insite page resources to align with *Holistic Collaborative Response* and requests for support structure.

  - Design and share new resources and tools to support gaps in areas of high demand, including the *Indigenous Education Holistic Lifelong Learning Framework*, Indigenous land-based learning, working with Elders and Knowledge Keepers, and acknowledging the land.

  - Update, design and share resources and tools to support schools to increase Indigenous student attendance.

  - Design and share Indigenous Education newsletters (internal and external) to highlight good news stories and resources with staff, families and community.

  - Refine, design and share video and print resources throughout the school year to highlight and support schools with acknowledging significant events (e.g., Secret Path Week, Métis Week, Indigenous Veteran's Day, Solstice/Equinox, National Indigenous Peoples Day).

Required Local Component

School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

Key Outcome: Students access learning opportunities and supports that address their diverse learning needs and well-being

Context

At the core of CBE's mission is the belief that each student possesses individual abilities and gifts and will complete high school with a foundation of learning necessary to thrive in life, work and continued learning. This mission encompasses achievement, equity and well-being of all in our care. The Board of Trustees have prioritized equity and well-being for student success and monitor progress through its Results and Organizational Expectations policies. Our story values and respects each person and every person, and their contributions to the community and society. Since this story is always evolving, we are engaging in careful listening to advance our mission.

Careful listening led to the creation of CBE CARES: Collaboration for Anti-Racism and Equity Supports. In the fall of 2021, CBE's senior leadership team reviewed *CBE CARES | What We Heard Report* as well as existing CBE policies and practices to determine how to best ensure advancing equity and inclusion is a part of the fabric of CBE. A key theme that emerged from the listening sessions was the need for professional learning to support school and service unit staff in gaining confidence engaging in challenging conversations about racism and discrimination and understanding the most responsive and impactful actions.

Along with actions to achieve truth and reconciliation and equity, in the 2021-22 year, a draft student Well-Being Framework was initiated and our district's commitment to people excellence was evidenced through the establishment of different committees and stewardship groups focused on well-being in CBE. All of these efforts are directed to help our students to be successful in their education and thrive in their lives.

The need to meet students in a variety of ways to support their learning remains a key priority. For example, children come to kindergarten classrooms with varying degrees of readiness to learn and an increasing number of complex needs following two years of learning disruptions. CBE teachers meet and program for each child at their unique entry points.

Approximately 25 per cent of CBE students are in the process of acquiring English as an additional language. English language learners' (ELL) language and academic development are supported through a wide range of programming options and personalized instructional strategies. The English Language Learning and Diversity Services Team provides several services at system, school and classroom levels and specialized supports for ELL programming are available through requests to Area Learning Teams. Supports for ELL students also include admissions, assessment and settlement services.

Approximately 18.3 per cent of students within CBE are assigned an Alberta Education Special Education Code. All student needs are considered within a continuum of services and supports, with some requiring additional services or programs outside of the regular classroom. All students are supported with programming aligned with their identified needs, while staff and parents engage in collaborative planning, communication and support to ensure student success.

Teachers have also engaged in the use of learning technologies to support diverse student learning needs in virtual, blended and in-person learning environments. Teachers and students in CBE were provided with increased access to learning technologies such as Lumio by SMART, Read&Write for Google Chrome and Google Classroom to support their unique needs, and teachers engaged in professional learning to increase their application of technology for learning.

Calgary Board of Education

What We Did

- **Professional Learning**

  - Principals, assistant principals and system leaders participated in ongoing professional learning, which focused on the foundations of empathy and storytelling as a tool to navigate differing perspectives, the self-examination of implicit and explicit biases, and the structures that exist within the system aimed to address racism.

  - Teachers enhanced their understanding of culturally responsive practice, including the vetting of resources to advance inclusive task design through system professional learning sessions.

  - Service units shared presentations, fostered discussions and enhanced staff awareness and understanding about anti-racism, diversity and inclusion at team meetings to enhance understanding and how staff can continue to advance this work.

  - Well-being champions participated in three half-day sessions to align their understanding of well-being components aimed at supporting school and student well-being.

  - Inclusive Education staff and system principals enhanced their understanding of Collaborative Response and applied their learnings to strengthen the Area Learning Team in meeting the needs of students identified with special needs.

  - Inclusive Education staff deepened their understanding and application of the principles of inclusion outlined by Alberta Education to improve their practice to support students with identified special education needs.

  - Inclusive Education staff broadened their knowledge and understanding of executive functioning, regulation and social skills from a multidisciplinary perspective to enable them to better meet student needs identified by schools.

  - Kindergarten teachers, through learning to administer the Early Years Evaluation - Teacher Assessment (EYE-TA), deepened their understanding of certain developmental milestones as indicators of future academic difficulties.

  - English language learner champions from each school developed and implemented professional learning to support teachers in applying the Alberta Programs of Study content through a language lens within the *K-12 Literacy and Mathematics Frameworks*.

  - Teachers enhanced their understanding of assistive technologies (e.g., Read&Write for Google Chrome, Lumio by SMART, iPad tools) to support English language learners and students with identified special education needs.

  - Grade 7-9 Teachers learned about myBlueprint to support student career exploration and assessment practices.

  - New high school off-campus coordinators, Career and Technology Foundations (CTF) teachers and guidance counsellors built their understanding of unique pathways and off-campus education system expectations and best practices, to support student transitions into high school and understand the diverse opportunities available for students to complete high school.

- **Structures and Processes**

  - Hired a Diversity & Inclusion specialist to lead the advancement of anti-racism, diversity and inclusion including CBE CARES.

  - Created a well-being champion network focused on Comprehensive School Health implementation and to support well-being champions in the work of their School Development Plan well-being goal.

  - Identified one well-being champion from each school to build an understanding of well-being components and engage in actions to support well-being goals.

  - Required well-being champions to complete the post-secondary 'Building Healthy School Communities' course to increase coherence across the system of the structures needed to improve student well-being.

  - Created a Well-Being Stewardship Group comprised of a cross section of service unit representatives that met regularly to discuss and lead the work of well-being across CBE.

  - Completed the Canadian Healthy School Standards survey at each school to inform the direction of system professional learning.

  - Provided expertise by Ever Active Schools and Alberta Health Services to build the capacity of well-being champions.

  - Used the Area Learning Team and School Learning Team structures to bring forward student well-being needs, to be supported through classroom, school, or centralized supports. This ranges from universal to targeted interventions for students.

  - Included well-being summary measures in system, area and school data dashboards that triangulate well-being perception data across different surveys into four key well-being themes in support of school development planning.

  - Parsed out well-being CBE Student Survey results into portfolio report and shared with system portfolio personnel in spring 2022 to support making data-informed decisions and work plans.

  - Implemented Collaborative Response in the Area Learning Team meetings to support all learners access to learning.

  - Revised the process to place students in specialized classes to ensure placements are aligned with the students' learning profile and their strengths.

  - Revised the individual student review process for students in specialized classes to improve access to supports, services and transition plans.

  - Provided a common location and structure within the Student Information System (SIS) to capture and record Early Years Evaluation - Teacher Assessment (EYE-TA) results to have readily available data in support of children's learning needs, as well as to ensure data were available for system use.

  - Leveraged the English language learner champion through literacy and mathematics foci and building meaningful connections with the *K-12 Literacy and Mathematics Frameworks*.

- Continued to implement the refined English language learner strategist support model of six-week iterative cycles in identified target schools, based on the following criteria: English language learners equity index, number of students identified at language proficiency (LP) 1 and 2, report card reading achievement data, and focused on building teacher capacity in utilizing the *Revised Alberta K-12 ESL Proficiency Benchmarks* as planning and assessment tool to improve ELL achievement.

- Enhanced the use of student data to monitor language acquisition achievement by creating an online Revised Alberta K-12 ESL Proficiency Benchmarks and data analytics tools to identify high-impact strategies to support the *School Development Plan*.

- Strengthened and refined processes at CBE's Welcome Centre to ensure all newcomers receive a complete language proficiency assessment and were effectively transitioned to their designated school or specialized setting.

- Provided services through the Parent Technical Support Desk to ensure supports for learning were accessible to all students learning at home.

- **Resources**

  - Developed a Culture Commons Companion Resource aimed to support teachers and school leaders when designing culturally inclusive classroom learning experiences and further develop a common understanding of issues of equity, power, privilege and systemic inequities in learning communities.

  - Launched a new Diversity and Inclusion Insite page (internal webpage) to support teachers and leaders with the implementation of strategies to advance anti-racism, diversity and inclusion.

  - Planned for the Launch of Dates of Significance on CBE's corporate website to build a culture of appreciation and inclusion, where students and staff can see themselves valued and respected.

  - Updated the video and photo library to ensure images used in Communications department reflect the full range of diversity of students and staff.

  - Utilized short videos to enhance staff awareness and understanding of anti-racism, diversity and inclusion.

  - Created a Comprehensive School Health Insite page of resources aimed at supporting teacher awareness and implementation of this approach.

  - Expanded system, area and school data dashboards to include well-being perception data and summary measures by themes.

  - Created a K-6 Physical Education and Wellness Comparison Guide to provide teachers with an overview of changes reflected in the new curriculum.

  - Provided literacy resource for students with complex communication needs in Enhanced Educational Supports specialized classes to improve literacy for non-verbal students.

  - Developed sensory learning kits to support inclusive education staff in teaching and modelling strategies for students with complex needs.

  - Created guiding documents with best practices that focus on connections between the *K-12 Literacy* and *Mathematics Frameworks* and the three key competencies outlined in the *Revised Alberta K-12 ESL Proficiency Benchmarks* (Vocabulary, Syntax, Discourse).

Calgary Board of Education

- Established online collaboration space for off-campus coordinators to promote consistency in reporting and record keeping processes.

- Re-established a connection with the Southern Alberta Institute of Technology (SAIT) for teachers to enhance trades-based skills.

- Created Unique Pathways 101 and Work Experience 101 videos and documentation to on-board staff new to the role of the off-campus coordinator in order to support diverse options for students to complete high school.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

High School Completion

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
English Language Learners	Student Growth and Achievement	3-year High School Completion	**67.3**	68.6	67.2	**78.5**	78.7	76.0	Low	Maintained	Issue
		5-year High School Completion	**79.9**	85.0	80.0	**86.1**	86.9	85.9	Low	Maintained	Issue
With Identified Special Education Needs	Student Growth and Achievement	3-year High School Completion	**69.4**	66.9	62.6	**68.9**	69.1	64.4	Low	Improved Significantly	Good
		5-year High School Completion	**75.5**	74.3	70.8	**75.1**	73.5	71.9	Low	Improved Significantly	Good

Cohort	Measure	2017-18	2018-19	2019-20	2020-21	2021-22
English Language Learners	3-year High School Completion	64.0	66.5	66.3	68.6	67.3
	5-year High School Completion	82.4	79.7	75.3	85.0	79.9
With Identified Special Education Needs	3-year High School Completion	57.7	60.1	61.0	66.9	69.4
	5-year High School Completion	68.2	67.9	70.3	74.3	75.5

Attendance

Percentage of absenteeism

Cohort	Total Absent Rate
English Language Learners	10.4
With Identified Special Education Needs	15.1

Percentage of absenteeism

Division	Less than 10%	10%-20%	20%-50%	More than 50%
English Language Learners				
Div 1	6.3	3.6	1.9	0.3
Div 2	5.8	2.2	1.0	0.2
Div 3	6.2	2.1	1.1	0.3
Div 4	7.0	2.5	2.1	0.6
With Identified Special Education Needs				
Div 1	6.2	4.9	2.8	0.6
Div 2	6.2	3.7	1.9	0.4
Div 3	7.4	4.0	2.6	1.0
Div 4	8.4	3.5	3.7	1.8

Calgary Board of Education

Percentage of absenteeism by Code

Code*	Div 1	Div 2	Div 3	Div 4
English Language Learners				
A	2.1	1.7	3.5	7.9
IL	5.2	3.7	3.2	2.3
Other	4.8	3.7	3.0	1.9
With Identified Special Education Needs				
A	3.0	2.5	5.1	10.3
IL	6.6	5.4	5.4	4.2
Other	5.0	4.3	4.5	2.9

*A – Absent without contact from the legal guardian

IL – Student is absent due to physical or mental illness or injury and a legal guardian has called in and/or provided medical documentation

Required AEAM

Assurance Survey

- Citizenship
- Welcoming, Caring, Respectful and Safe Learning Environments
- Access to Supports and Services

Alberta Education Assurance (AEA) Survey: Citizenship; Welcoming, Caring, Respectful and Safe Learning Environments; Access to Supports and Services; Program of Studies-At Risk Students

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to each measure

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Citizenship	79.2	80.3	80.9	81.4	83.2	83.1	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.9	86.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
Learning Supports	Access to Supports and Services	77.9	78.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Supplemental AEAMs	Program of Studies - At Risk Students	78.3	79.2	82.0	81.9	82.7	84.8	Very Low	Declined Significantly	Concern

Local Measure

CBE Student Survey

- Indigenous Education Holistic Lifelong Learning Framework
- Respectfully Challenging Policies or Decisions Summary

CBE Student Survey

For the results by question, refer to Appendix H | CBE Student Survey Results by Question.

Percentage of agreement with the suite of questions tied to each summary measure

Summary Measure	Percentage Agreement
Indigenous Education Holistic Lifelong Learning Framework	72.2
Respectfully Challenging Policies or Decisions Summary	65.5

Local Measure

OurSCHOOL Survey

OurSCHOOL Survey

For the results by grade, refer to Appendix I | OurSCHOOL Survey Results by Grade.

Percentage of agreement with the suite of questions tied to each summary measure

Summary Measure	Percentage Agreement
Feel safe attending this school	64.1
Students who possess understanding of other cultures	81.4
Students who possess understanding of their own culture	59.6
Students with a positive sense of belonging	68.8
Students with positive relationships	76.2

Calgary Board of Education

Well-Being Student Summary Perception Data

Percentage of agreement with the suite of questions tied to each theme across three different student surveys (AEA Survey, CBE Student Survey, OurSCHOOL Survey)

Well-Being Themes	Percentage Agreement
Belonging/Connection	72.5
Perseverance and Persistence	71.8
Regulation	69.7
Relationships	75.5

AEA Survey: Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Themes	Percentage Agreement
Belonging/Connection	76.4
Perseverance and Persistence	n/a
Regulation	76.4
Relationships	77.3

CBE Student Survey: Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Themes	Percentage Agreement
Belonging/Connection	71.2
Perseverance and Persistence	81.5
Regulation	64.5
Relationships	78.9

OurSCHOOL Survey: Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Themes	Percentage Agreement
Belonging/Connection	69.9
Perseverance and Persistence	62.0
Regulation	68.3
Relationships	70.2

Local Measure

Universal Screeners

- CC3
- EYE-TA
- LeNS
- Numeracy
- RRST

Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA): Posttest Results for Children at Yellow or Red in Fall Assessment

For the results by domain, refer to Appendix L | Early Years Evaluation - Teacher Assessment.

Percentage of students in each category

Cohort	Improved	Stayed Same or Decreased
All	69.8	30.2
English Language Learners	61.1	38.9
Self-Identify as Indigenous	60.3	39.7
With Identified Special Education Needs	50.8	49.2

Calgary Board of Education

Kindergarten Reading Readiness Screening Tool (RRST)

For the results by section, refer to Appendix M | Reading Readiness Screening Tool.

Percentage of students in each category

Category	Minimal Development	Developing Skills	Developing Well
English Language Learners			
Oral Expression Skills	49.2	33.2	17.7
Phonological Skills	47.8	22.8	29.4
Print-Based Skills	42.2	12.2	45.6
With Identified Special Education Needs			
Oral Expression Skills	51.6	34.9	13.5
Phonological Skills	70.8	16.5	12.7
Print-Based Skills	63.2	10.2	26.6

Letter Name-Sound (LeNS):

Pretest Results: All English Language Learners and Students With Identified Special Education Needs

Percentage of students in each category

GR 1 & 2	English Language Learners	With Identified Special Education Needs
At-Risk	37.8	58.4
Below Average	16.0	13.6
Above Average	46.1	28.0

Posttest Results: Of the 37.8% of English Language Learners and of the 58.4% of Students With Identified Special Education Needs Who Scored At-Risk in Pretest

Percentage of students in each category

GR 1 & 2	English Language Learners	With Identified Special Education Needs
At-Risk	57.6	71.9
Below Average	24.7	18.3
Above Average	17.7	9.9

Calgary Board of Education

Castles and Coltheart 3 (CC3)

Pretest Results: All English Language Learners and Students With Identified Special Education Needs

Percentage of students in each category

Category	GR 2 & 3	English Language Learners	With Identified Special Education Needs
Regular Words	At-Risk	29.9	52.1
	Below Average	19.9	17.6
	Above Average	50.2	30.3
Irregular Words	At-Risk	26.4	49.1
	Below Average	17.6	16.0
	Above Average	56.1	34.8
Non-words	At-Risk	31.7	52.2
	Below Average	19.1	17.9
	Above Average	49.1	29.9

Posttest Results: Of the 29.9% (Regular Words), 26.4% (Irregular Words) and 31.7% (Non-words) of English Language Learners Who Scored At-Risk in Pretest, and of the 52.1% (Regular Words), 49.1% (Irregular Words) and 52.2% (Non-words) of Students With Identified Special Education Needs Who Scored At-Risk in Pretest

Percentage of students in each category

Category	GR 2 & 3	English Language Learners	With Identified Special Education Needs
Regular Words	At-Risk	62.0	74.6
	Below Average	26.2	17.7
	Above Average	11.8	7.7
Irregular Words	At-Risk	55.0	64.7
	Below Average	29.1	25.2
	Above Average	15.9	10.1
Non-words	At-Risk	53.4	65.7
	Below Average	32.1	24.9
	Above Average	14.5	9.4

Numeracy Assessment

Pretest Results: All English Language Learners and Students With Identified Special Education Needs

Percentage of students in each category

GR 1 & 2	English Language Learners	With Identified Special Education Needs
At-Risk	33.5	56.2
Below Average	20.6	16.7
Above Average	45.9	27.2

Posttest Results: Of the 33.5% of English Language Learners and Of the 56.2% of Students With Identified Special Education Needs Who Scored At-Risk in Pretest

Percentage of students in each category

GR 1 & 2	English Language Learners	With Identified Special Education Needs
At-Risk	50.9	65.4
Below Average	26.6	21.7
Above Average	22.5	12.9

Local Measure

ELL Benchmarks

English Language Learner Language Proficiency (LP) Benchmarks

Percentage of students at the identified LP

Grade	LP1	LP2	LP3	LP4	LP5
K	19.6	22.3	31.1	21.7	5.3
1	13.9	34.0	32.3	18.2	1.6
2	5.9	21.6	33.0	28.8	10.7
3	4.6	13.9	27.4	33.4	20.7
4	3.4	12.6	31.4	36.9	15.8
5	3.6	9.8	24.8	38.8	22.9
6	2.3	8.0	23.4	37.6	28.7
7	3.4	9.6	24.9	38.0	24.1
8	3.2	9.5	22.7	35.5	29.0
9	3.0	9.8	20.5	34.4	32.3
10	3.3	8.6	23.3	41.5	23.2
11	3.4	7.3	22.5	44.0	22.8
12	2.7	6.6	25.1	43.5	22.0
All	**4.5**	**13.3**	**26.5**	**35.1**	**20.6**

Local Measure

Report Card Results

Report Card

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card reading stem

Reading Stem	Division	1	2	3	4
English Language Learners	Div 1	7.3	25.0	37.4	30.4
	Div 2	5.4	28.7	43.2	22.7
	Div 3	4.5	36.6	40.9	18.0
With Identified Special Education Needs	Div 1	23.6	27.2	29.3	20.0
	Div 2	6.2	32.6	42.2	19.0
	Div 3	7.1	42.5	38.8	11.6

Calgary Board of Education

8-82

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card writing stem

Writing Stem	Division	1	2	3	4
English Language Learners	Div 1	5.7	34.8	42.3	17.1
	Div 2	4.5	36.9	44.1	14.4
	Div 3	4.8	39.9	40.9	14.5
With Identified Special Education Needs	Div 1	26.8	39.8	26.5	7.0
	Div 2	8.4	45.4	37.6	8.6
	Div 3	7.7	48.0	35.9	8.3

Percentage of students with a final course mark within the identified range

Cohort	Course	80 - 100%	65 - 79%	50 - 64%	0 - 49%	65 -100%
English Language Learners	ELA 10-1	32.6	40.0	24.2	3.2	72.6
	ELA 10-2	16.0	28.0	42.0	14.0	44.0
	ELA 10-4	12.8	41.0	33.3	12.8	53.8
	ELA 20-1	30.4	42.6	22.3	4.7	73.0
	ELA 20-2	17.3	35.5	40.1	7.1	52.8
	ELA 20-4	13.8	24.1	51.7	10.3	37.9
	ELA 30-1	28.2	38.2	27.7	5.9	66.4
	ELA 30-2	18.7	39.5	34.7	7.1	58.2
	ELA 30-4	10.5	21.1	52.6	15.8	31.6
With Identified Special Education Needs	ELA 10-1	28.7	40.6	25.9	4.8	69.3
	ELA 10-2	11.0	28.5	44.9	15.7	39.4
	ELA 10-4	12.1	31.6	43.3	13.0	43.7
	ELA 20-1	30.4	37.4	25.5	6.7	67.8
	ELA 20-2	11.4	26.6	49.1	12.9	38.0
	ELA 20-4	13.3	37.6	42.4	6.7	51.0
	ELA 30-1	36.0	37.8	20.6	5.6	73.8
	ELA 30-2	18.8	36.7	35.6	8.9	55.5
	ELA 30-4	13.2	27.0	51.1	8.6	40.2

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card number stem

Number Stem	Division	1	2	3	4
English Language Learners	Div 1	6.8	25.8	37.4	30.1
	Div 2	6.1	24.0	39.0	30.9
	Div 3	7.5	30.4	37.4	24.6
With Identified Special Education Needs	Div 1	16.1	32.0	33.7	18.2
	Div 2	9.1	33.8	38.6	18.5
	Div 3	11.3	42.4	33.0	13.3

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card pattern stem

Patterns Stem	Division	1	2	3	4
English Language Learners	Div 1	3.9	26.3	42.0	27.8
	Div 2	5.1	26.8	41.1	26.9
	Div 3	9.5	30.9	35.2	24.5
With Identified Special Education Needs	Div 1	10.3	37.2	35.4	17.2
	Div 2	9.2	37.5	36.8	16.5
	Div 3	15.3	41.7	30.0	13.0

Percentage of students with an indicator of 1, 2, 3 or 4 on the report card shape and space stem

Shape and Space Stem	Division	1	2	3	4
English Language Learners	Div 1	2.9	26.3	44.4	26.3
	Div 2	4.0	27.6	42.3	26.1
	Div 3	7.7	33.2	36.8	22.3
With Identified Special Education Needs	Div 1	8.3	37.4	38.6	15.7
	Div 2	6.9	37.9	39.8	15.4
	Div 3	13.1	42.5	31.4	12.9

Percentage of students with a final course mark within the identified range

Cohort	Course	80 - 100	65 - 79	50 - 64	0 - 49	65 -100
English Language Learners	Math 10C	42.3	22.8	24.5	10.4	65.1
	Math 10-3	28.6	25.8	35.5	10.2	54.3
	Math 10-4	20.5	23.1	43.6	12.8	43.6
	Math 20-1	45.8	24.9	21.1	8.2	70.8
	Math 20-2	12.8	28.2	44.2	14.8	41.0
	Math 20-3	22.8	26.6	42.4	8.1	49.5
	Math 20-4	21.7	26.1	43.5	8.7	47.8
	Math 30-1	49.2	24.4	16.9	9.6	73.5
	Math 30-2	21.7	30.3	35.2	12.8	52.1
	Math 30-3	13.4	26.8	47.6	12.2	40.2
	Math 31	75.4	13.6	8.5	2.5	89.0
With Identified Special Education Needs	Math 10C	29.3	26.4	31.8	12.5	55.7
	Math 10-3	23.4	25.2	35.5	15.9	48.6
	Math 10-4	24.1	25.3	34.4	16.2	49.4
	Math 20-1	32.7	29.2	26.9	11.1	61.9
	Math 20-2	14.1	34.7	38.9	12.2	48.9
	Math 20-3	21.2	28.1	38.8	11.9	49.4
	Math 20-4	25.3	29.6	33.3	11.8	54.8
	Math 30-1	43.3	27.0	20.0	9.7	70.3
	Math 30-2	22.5	32.3	32.8	12.4	54.8
	Math 30-3	22.4	27.9	40.6	9.1	50.3
	Math 31	69.4	21.5	6.9	2.1	91.0

PAT Acceptable & Excellence

Diploma Exam Acceptable & Excellence

Diploma Examination and Provincial Achievement Test (PAT) Results

Note | The Prev 3 Year Average is based on one year only (2018-19). Provincial assessments were cancelled or optional in 2019-20 and 2020-21 due to the global pandemic.

Note | Provincial Achievement Test (PAT) Results broken out by reading and writing are not provided for sub-cohorts by Alberta Education.

For overall results over time as well as by course results, refer to Appendix J | Diploma Examination Results.

English Language Learners			Results (in percentages)									
			2017-18		2018-19		2019-20		2020-21		2021-22	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	92.3	21.1	94.3	23.7	n/a	n/a	n/a	n/a	94.6	22.4
		Diploma Exam	70.1	4.1	67.9	3.4	n/a	n/a	n/a	n/a	60.5	2.0
	Province	School-Awarded	95.4	18.8	95.3	19.2	n/a	n/a	n/a	n/a	96.4	28.5
		Diploma Exam	71.0	3.8	68.1	3.3	n/a	n/a	n/a	n/a	55.5	2.6
English Lang Arts 30-2	Authority	School-Awarded	93.5	16.5	92.3	9.0	n/a	n/a	n/a	n/a	94.9	14.5
		Diploma Exam	80.0	4.5	74.0	5.2	n/a	n/a	n/a	n/a	66.2	2.6
	Province	School-Awarded	95.9	11.1	95.4	11.1	n/a	n/a	n/a	n/a	95.5	14.8
		Diploma Exam	76.3	4.8	73.1	4.8	n/a	n/a	n/a	n/a	63.9	3.7
French Lang Arts 30-1	Authority	School-Awarded	100.0	60.0	100.0	65.0	n/a	n/a	n/a	n/a	*	*
		Diploma Exam	95.0	10.0	100.0	25.0	n/a	n/a	n/a	n/a	*	*
	Province	School-Awarded	97.4	59.0	100.0	65.1	n/a	n/a	n/a	n/a	100.0	56.3
		Diploma Exam	92.3	12.8	93.0	20.9	n/a	n/a	n/a	n/a	93.8	12.5
Mathematics 30-1	Authority	School-Awarded	91.5	50.0	93.7	48.3	n/a	n/a	n/a	n/a	84.6	35.2
		Diploma Exam	78.4	41.3	77.2	36.9	n/a	n/a	n/a	n/a	50.0	19.1
	Province	School-Awarded	93.4	45.7	93.5	43.9	n/a	n/a	n/a	n/a	92.1	47.7
		Diploma Exam	71.5	29.3	71.7	27.6	n/a	n/a	n/a	n/a	52.2	19.2
Mathematics 30-2	Authority	School-Awarded	91.3	19.6	90.2	14.5	n/a	n/a	n/a	n/a	90.2	24.8
		Diploma Exam	68.0	16.4	71.5	12.1	n/a	n/a	n/a	n/a	58.6	8.3
	Province	School-Awarded	91.2	20.0	90.5	22.3	n/a	n/a	n/a	n/a	91.0	23.9
		Diploma Exam	66.1	12.0	68.8	11.6	n/a	n/a	n/a	n/a	46.9	6.3

With Identified Special Education Needs			Results (in percentages)									
			2017-18		2018-19		2019-20		2020-21		2021-22	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	95.4	27.5	96.0	26.2	n/a	n/a	n/a	n/a	96.6	36.3
		Diploma Exam	85.4	10.8	84.9	10.3	n/a	n/a	n/a	n/a	76.1	11.2
	Province	School-Awarded	96.9	25.1	96.7	23.3	n/a	n/a	n/a	n/a	97.3	34.4
		Diploma Exam	81.5	8.6	81.0	7.4	n/a	n/a	n/a	n/a	70.8	7.0
English Lang Arts 30-2	Authority	School-Awarded	92.4	9.6	93.8	13.3	n/a	n/a	n/a	n/a	94.4	20.3
		Diploma Exam	89.7	13.7	87.7	14.8	n/a	n/a	n/a	n/a	85.1	17.3
	Province	School-Awarded	95.1	9.6	95.6	10.6	n/a	n/a	n/a	n/a	96.2	14.2
		Diploma Exam	84.1	8.9	83.1	9.3	n/a	n/a	n/a	n/a	75.1	8.9
French Lang Arts 30-1	Authority	School-Awarded	100.0	41.7	100.0	38.7	n/a	n/a	n/a	n/a	100.0	80.0
		Diploma Exam	91.7	8.3	96.8	22.6	n/a	n/a	n/a	n/a	92.0	4.0
	Province	School-Awarded	100.0	40.3	100.0	43.8	n/a	n/a	n/a	n/a	100.0	65.0
		Diploma Exam	90.3	6.5	84.4	12.5	n/a	n/a	n/a	n/a	87.5	2.5
Mathematics 30-1	Authority	School-Awarded	94.4	43.1	95.6	38.0	n/a	n/a	n/a	n/a	88.3	39.8
		Diploma Exam	82.5	34.2	76.2	31.8	n/a	n/a	n/a	n/a	57.9	19.9
	Province	School-Awarded	95.4	44.0	95.6	38.3	n/a	n/a	n/a	n/a	92.1	43.1
		Diploma Exam	73.5	27.1	72.8	27.2	n/a	n/a	n/a	n/a	53.6	14.7
Mathematics 30-2	Authority	School-Awarded	93.0	22.3	91.1	25.6	n/a	n/a	n/a	n/a	92.0	25.0
		Diploma Exam	78.9	16.1	77.3	17.5	n/a	n/a	n/a	n/a	64.6	13.2
	Province	School-Awarded	92.9	21.1	91.6	22.2	n/a	n/a	n/a	n/a	93.1	24.3
		Diploma Exam	71.6	14.2	71.2	12.9	n/a	n/a	n/a	n/a	56.6	9.5

Calgary Board of Education

School Development Plan (SDP) 2021-22

Note | Every CBE school has a well-being for learning goal.

Percentage of schools that have the following identified goal and measure

SDP Well-Being Goal	Percentage of Schools
Belonging/Connection	27
Persistence and Perseverance	29
Regulation	27
Relationships	17

SDP Well-Being Measure	Percentage of Schools
OurSCHOOL Survey	73
Look For Tools	61
Report Cards	52
Alberta Education Assurance Survey	40
Local School Survey	29
CBE Student Survey	26
Self Reporting	16
K-3 Well-Being Survey	14
Attendance	4
High School Completion Rates	2

School Learning Team (SLT) Referrals and Area Learning Team (ALT) Support

Category	Number
Community Outreach of Pediatrics & Psychiatry in Education (COPE)	54
Early Learning Support	195
English Language Learning Diversity and Learning Support Advisor (DLSA)	439
English Language Learning Strategist	38
Inclusive Education Behaviour Support Worker	119
Inclusive Education Hearing Strategist	54
Inclusive Education Learning Leader	90
Inclusive Education Occupational Therapist / Physical Therapist	49
Inclusive Education Psychologist - Assessment	885
Inclusive Education Psychologist - Consultation, Learning Needs	42
Inclusive Education Psychologist - Consultation, Mental Health Needs	30
Inclusive Education Psychologist - Functional Behaviour Analysis	9
Inclusive Education Psychologist - Re-assessment Urgent	4
Inclusive Education Psychologist - Sexual Orientation & Gender Identity (SOGI)	4
Inclusive Education Psychologist - Social/Behaviour/Mental Health Group	10
Inclusive Education Psychologist - Social/Behaviour/Mental Health Individual	506
Inclusive Education School Family Liaison	553
Inclusive Education Speech Language Pathologist - Augmentative and Alternative Communication	61
Inclusive Education Strategist - Complex Needs	236
Inclusive Education Strategist - Functional Behaviour Analysis Support	1
Inclusive Education Strategist - Learning Needs	286
Inclusive Education Strategist - Mental Health Needs	141
Inclusive Education Strategist - Placement Request	660
Inclusive Education Strategist - Social/Emotional/Behaviour Needs	282
Inclusive Education Vision Strategist	25
Indigenous Education Diversity and Learning Support Advisor (DLSA)	225
Indigenous Education Strategist	13
Multi-Agency School Support Team (MASST)	48
Transportation Exception	66

What We Noticed

One way our district prioritizes equity, achievement and well-being is through our collective commitment to listening closely to the voices of our students and school communities. We consider student voice in a variety of ways at the system, school and individual student level. Understanding how students perceive their experiences, learning and well-being provides us with a starting point to make evidence-informed decisions and ensure every student can learn and experience success. As such, system perception data provide a window into where student voices intersect to inform our actions.

Perception Data | AEA Survey, CBE Student Survey, OurSCHOOL Survey

Citizenship & Welcoming, Caring, Respectful and Safe Learning Environments

Student and teacher groups in CBE showed significantly decreased levels of agreement on the Citizenship Alberta Education Assurance (AEA) Survey measure, whereas parent agreement was maintained. Strong overall agreement (84.9%) for the Welcoming, Caring, Respectful and Safe Learning Environments AEA measure was noticed. Overall results declined for both the province and CBE on these two measures although the rate of decline was greater for the province.

Supports and Services

The overall percentage of teachers, parent and students who agreed that students have access to appropriate supports and services at school was 77.9 per cent on the AEA survey. Strongest agreement was from teachers (83%) and lowest agreement was from parents (72.9%) and across respondent groups, CBE agreement levels were lower than the province. The overall percentage of teacher, parent and students who agreed that programs for children at-risk were easy to access and timely was 78.3 per cent. In alignment with perceptions related to access to supports, strongest agreement levels were from teachers (87.1%) and the lowest agreement levels were from parents (70.1%).

Both measures decreased compared to 2020-21 for both CBE and the province although the province experienced a greater decrease in parent agreement for both suites of questions compared to CBE.

Well-Being

AEA Survey student results are relatively consistent across the suite of questions tied to three out of the four well-being themes with overall agreement levels above 76 per cent for all identified summary themes. Questions tied to relationships surfaced the highest agreement levels (77.3%) whereas lowest levels of student agreement were to questions about students following rules (53.6%) and caring for each other (65.3%). These lower agreement levels make sense in a school year where following rules related to health (wearing masks, keeping distance, etc.) were emphasized.

Generally speaking, CBE students in higher grade levels had lower perceptions about their well-being across OurSCHOOL measures, with the exception of the positive hedonic well-being measure (i.e., the 'feel good' part of well-being associated with enjoyable experiences). Student sense of belonging and safety tend to decrease as grade level increases, whereas student understanding of culture (their own and others) tends to increase with increasing grade levels.

CBE Student Survey data also surfaces a noteworthy difference in student levels of comfort respectfully disagreeing with peers, teachers and school staff. Many students feel they can easily challenge decisions made by their classmates, whereas about only half of students agree they can respectfully disagree with adults in the school. Student agreement to questions tied to perseverance and persistence on the CBE Student Survey were strong at over 80 per cent. CBE students try hard in school (86.5%) even when faced with challenges

and they are committed to persisting through challenges. Students feel confident overcoming challenges they encounter in their learning at school (81%) and continue to enjoy learning new things even when faced with challenges in their learning at school (80%). Over 82% of students also agreed that they are able to manage struggles they encounter in schoolwork and can get through and find a solution.

CBE Student Survey suite of questions tied to regulation present an opportunity for growth. In particular, students do not perceive that they have strategies to effectively manage their screen time (39.5%) and only 62.8 per cent of students agreed that they have strategies to manage school stressors.

Key perception data overlaps that surfaced:

- Care and Connection

  CBE students feel cared for at school and this is a system strength over time in the AEA and CBE Student Survey results. Teachers, students and parents agree (87.7% overall) on the AEA Survey that students are learning care and respect for others and are treated fairly. Strong student agreement (82.1 per cent) on this Safe and Caring AEA measure aligns with CBE Student Survey results where 86.7 per cent of students agreed to the statement "My teachers care about me." 76.2 per cent of students agreed with OurSCHOOL positive relationships measures. Approximately 63.2 per cent of students agreed to the survey question, "there is at least one adult at school who I really connect with". Together, these perceptions suggest a strong sense of care and respect at the core of student relationships at school and continued opportunity to strengthen the number of caring connections moving forward.

- Culture

  Students consistently agree more strongly to understanding other people's culture compared to understanding their own culture. A large proportion (40 per cent) of CBE students did not feel they understood their own culture. These data align with the CBE Student Survey measure that asked students if they see their culture reflected in their school and only 53.2 per cent of students agreed. A better understanding of how students understand and interpret the notion of culture would allow for a deeper understanding of these perception data.

English language learners perceive themselves as resilient and adaptable learners and most (91 per cent) reported having positive relationships This cohort of students also reported higher levels of agreement to having strategies to improve their reading skills when compared to other student cohorts and presented the highest overall agreement towards all mathematics questions on the CBE Student Survey. English language learners were also more likely to view mathematics as interesting and creative (67.4% agreement), suggesting a possible positive difference in student mathematical identities for this cohort. Many areas for growth in ELL perception data were consistent with the All student cohort findings such as screen time, sleep, connection to texts, and levels of enjoyment working on math problems.

Process Data | SDP, ALT

Three perception tools (surveys) used in CBE have specific well-being measures that can be categorized into four themes. When summary perception results are compared to the percentage of schools focused on specific themes in School Development Plans, there is clear alignment between perception data and the SDP action plans set in motion across CBE schools. Our system results are highest on student survey questions related to building positive relationships and this is an area of focus for the smallest percentage (17%) of schools for SDP well-being goals. Whereas regulation and persistence/perseverance

with the lowest summary results from surveys are more common SDP well-being foci, comprising 56 per cent of well-being SDP goals when counted together.

The most commonly requested Area Learning Team (ALT) support (885 referrals) through the School Learning Team (SLT) process was for the purposes of a psychoeducational assessment for students identified as strong candidates for these assessments at the school level. The second most commonly requested support in 2021-22 was for specialized class placement (660), followed by requests (553) for a school family liaison. Requests for social, behavioural and mental health psychologists (516) and diversity and learning support advisors (664) were also extremely common requests made through these coordinated and collaborative processes between schools and Areas. These data align with the Alberta Education Assurance (AEA) Survey data saying programs for children at risk are easy to access and timely.

Demographic Data | Attendance, High School Completion

Overall absenteeism was 10.4 per cent for English language learners, with 0.3 percent of absences falling in the 'more than 50% absenteeism' category. Division 2 had the lowest absenteeism at 9.2 per cent. Across different divisions, Division 4 had the highest percentage of students missing more than half of the classes. Absent without contact from a legal guardian represented the highest percentage of absenteeism for Divisions 3 & 4.

Overall absenteeism was 15.1 per cent for students with identified special education needs, with 1.0 percent of absences falling in the 'more than 50% absenteeism' category. Division 2 had the lowest absenteeism at 12.2 per cent. Across different divisions, Division 4 had the highest percentage of students missing more than half of the classes. Absent due to illness represented the highest percentage of absenteeism in Divisions 1, 2 and 4, whereas absent without contact from a legal guardian represented the highest percentage of absenteeism for Division 4.

For English language learners, a decrease in both the 3-year and 5-year high school completion rates was observed for both CBE and the province, though the decrease for CBE was larger. The 3-year and 5-year high school completion rates improved for CBE students with identified special education needs.

Achievement Data | EYE-TA, Numeracy, LeNS, CC3, LP Benchmarks, Report Card

Kindergarten

Early Years Evaluation - Teacher Assessment (EYE-TA) results indicate that approximately 70 per cent of CBE kindergarten students were on the right track to achieve levels considered developmentally appropriate. Across all domains in the EYE-TA tests, students showed strong performance in the Physical Development - Fine motor and Cognitive Skills domains, while in Social Skills and Approaches to Learning around 60 per cent of students showed improved results.

English language learners showed stronger improvement in their EYE-TA Cognitive Skills domain when compared to other EYE-TA assessment domains. Approximately 70 per cent of students who self-identify as Indigenous achieved improved results in the Physical Development - Fine motor and Cognitive Skills domains. Students with identified special education needs saw an overall improvement of 50.8 per cent, which is lower than the other cohort results. This may be due to the identified needs of the children as per their Individual Program Plan (IPP). The greatest improvement for this cohort was in the Physical Development - Fine motor domain (72.5%).

English language learners achieved greater language proficiency in the listening strand compared to the speaking strand where more than 40 per cent of the students were assessed at language proficiency (LP) 1 or LP2.

Division 1

Division 1 showed a higher percentage of English language learners achieving LP1 or LP2. With respect to the Castles and Coltheart 3 (CC3), 62.0 per cent, 55.0 per cent and 53.4 per cent of English language learners remained at-risk in the regular words, irregular words and non-words Posttest categories, respectively. The Letter Name-Sound (LeNS) results align with 57.6 per cent of students remaining 'at risk'. Numeracy Assessment results were marginally better, though 50.9 per cent of students remained 'at risk'.

Approximately 65 per cent of students with identified special education needs scored within the at-risk category results on CC3 irregular words and non-words Posttests with 74.6 remaining 'at-risk' in regular words. More than 71 per cent of students remained at-risk, following administration of the LeNS and CC3 regular words Posttests. Students with identified special education needs had by comparison slightly better results on the Numeracy with 65 per cent remaining 'at-risk'.

Across both cohorts, a higher percentage of Division 1 students achieved an indicator of 1 or 2 in the English Language Arts writing report card stem when compared with student achievement in reading. Within Mathematics report card stems, for English language learners, the results between patterns stem and shape and space stem were more comparable while for students with special education needs, the number and patterns results were more closely aligned.

Division 2

English language learners generally moved towards achieving LP3 and LP4 in Division 2. As compared to Division 1, Division 2 English language learners had a slightly higher percentage achieving an indicator of 1 or 2 for the English Language Arts report card reading and writing stems. Division 2 students with identified special education needs saw dramatically lower percentages of students achieving an indicator of 1 as compared to Division 1, in both the reading and writing on the English Language Arts report card stems. In mathematics, Division 2 students with identified special education needs had a higher percentage of students achieving a 3 or 4 as compared to Division 1, whereas English language learners achieved stronger results compared to their results in Division in the number stem only.

Division 3

Division 2 and Division 3 have similar distributions of LPs for English language learners. Division 3 English language learners achieved significantly more indicators of 1 and 2 than Division 1 English language learners for both the reading and writing English Language Arts report card stems in 2021-22. At the same time, students with identified special education needs in Division 3 achieved comparable number of indicators 1 and 2 on the reading report card stem as compared to Division 1 students while fewer students achieved an indicator of 1 and 2 on the writing stem when compared to Division 1 students.

Division 4

By Division 4 over 65% of English language learners were achieving LP4 or LP5.

For both English Language Arts (ELA) and Mathematics high school courses, dash 1 courses showed the highest percentage of students that received a mark above 65 per cent compared to dash 2 and dash 4 courses across two cohorts. For English language learners, ELA 10-1 had the highest percentage of students achieving marks in the 80-100 range, compared to students with identified special education needs where the highest percentage of students was in ELA 30-1 English language learners performed better in their 10 level mathematics courses, on average, compared to 20 level mathematics courses achievement, while for students with identified special education needs, 20 level

mathematics courses had relatively more students on average achieving a mark that was above 65 compared to achievement in 10 level mathematics courses.

With regards to Diploma Examinations, the percentage of CBE English language learners achieving the acceptable standard was consistently higher than the provincial results for the same cohort of students for English Language Arts 30-1 & 30-2 as well as for Mathematics 30-2. In 2021-22, the percentage difference of English language learners who met the acceptable standard on the English Language Arts and Mathematics diploma examinations as compared to the percentage of those meeting the standard with their school-awarded mark was much greater than in 2018-19.

Students with identified special needs followed the same trend. In addition, they consistently outperformed their provincial counterparts in English Language Arts 30-1 & 30-2 as well as in Mathematics 30-1 & 30-2 in the 2021-22 school year. It is worth noting that on the English Language Arts 30-2, more than 85 per cent of CBE students with identified special education needs achieved the acceptable standard in the 2021-22 school year, which is 10 percentage points higher than their provincial counterparts.

Celebrate | Sense of community

- In CBE, there is a strong sense of community. For example, all groups report that students demonstrate attributes of active citizenship. Students report a good understanding of different cultures. Overall agreement that CBE environments are safe and caring, and students indicate that their teachers care about them and want them to be successful.

Celebrate | School development plan and perception data alignment

- School development plans are responsive to the system student perception data from three different surveys that have questions related to student well-being.

Celebrate | Relationships

- Across surveys, students consistently show strong agreement to questions connected to having positive relationships. 91.9 per cent of students report they have positive relationships with friends and family, and 88.6 per cent know when their friendships or relationships become negative or unhealthy.

Celebrate | Student resiliency, risk taking and adaptability

- Students report that they have skills to overcome challenges to succeed in their learning and to experience positive relationships (CBE Student Survey).

- Over 80 per cent of students indicate that they try hard at school even when they find it challenging to succeed. When struggling with their work, they get through and fix it, and persevere to overcome challenges with learning.

- Over 80 per cent of students are willing to try new things in their learning even if they are not sure they will be successful.

Celebrate | Hedonic well-being

- Students in grades 6-12 report high levels (90.6%) of the 'feel good' part of well-being associated with enjoyable experiences, being relaxed or being engaged in exciting activities on the OurSCHOOL Survey.

Celebrate | Supports developed for the implementation of the K-6 physical education and wellness curriculum

- The well-being champion professional learning sessions resulted in some system co-ordination aimed at improving student well-being.

- The development of a *Comparison Guide* provided teachers an overview of changes in the new curriculum.

Celebrate | English language learner perceptions of mathematics

- Approximately 87 per cent of English language learners agreed that they are confident in learning mathematics.

- Approximately 82 per cent of English language learners agreed that they can reach the level of success in mathematics that they need for their future goals, and they know what to do next to improve in mathematics.

- Approximately 80 per cent of English language learners showed their agreement on thinking deeply and slowly when solving mathematics problems.

Celebrate | English language learner achievement

- In the ELL Benchmark Analysis (grades 1-12):

  - between grades one and two, the percentage of students in LP1 and LP2 decreased by nearly one-half;

  - By Grade 6, the percentage of students in LP1 and LP2 was one-fifth of the percentage of LP1 and LP2 students in Grade 1;

  - Grade 6 students, in comparison to other grades, consistently had the lowest percentages of students receiving LP1 or LP2 benchmarks across all four sections; and

  - less than 10 per cent of Grade 12 students received a language proficiency (LP) level of 1 or 2 in their Overall LP Level evaluation.

Celebrate | Diploma examination achievement

- Percentage of English language learners that achieved the acceptable standard on the Mathematics 30-2 diploma was higher than the province's results by 11.7 percentage points.

- CBE students with identified special education needs achieved results that were higher than the province for both standards on English Language Arts 30-1 & 30-2 as well as Mathematics 30-1 & 30-2.

- The percentage of CBE students with identified special education needs that achieved the acceptable standard on the English Language Arts 30-2 diploma was 10 percentage points higher than the province and achieved the standard of excellence on ELA 30-2 to a greater degree compared to the province (8.4 percentage points higher).

Area for Growth | Understanding own culture, student voice

- Students' understanding of their own culture and ability to see their culture reflected in their school is low (59.6%).

- Students are less likely to respectfully speak up when they disagree with a decision made by a teacher (57.8%) or school staff member (52.6%).

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Area for Growth | Students' physical and emotional health

- Students experience challenges with emotional health, including how they feel, and how they help themselves or seek help from others. Specifically, students indicate the following:

  - students self-report of positive self-esteem decreases and self-report of anxiety and depression increases. This same trend occurs with students' life satisfaction;

  - 62.8 per cent of students agree to having strategies to help manage stress at school and only 54.6 per cent talk to their caregivers, friends, classmates and/or teachers about how they feel; and

  - 66.5 per cent of students report getting enough sleep and 39.5 per cent report that they make sure they do not have too much screen time.

Area for Growth | Well-being for high school students

- CBE students enrolled in the highest grade levels demonstrate the lowest levels of well-being across most measures.

Area for Growth | Visibility of available supports

- Make school-based supports for student well-being more visible and accessible to parent communities.

Area for Growth | English language learner high school completion rates

- High school completion data show students who identify as English language learners showed a decline in both the 3-year and 5-year high school completion rates as compared to the previous year.

Area for Growth | Diploma examination achievement

- The percentage of English language learners meeting the acceptable with their school-awarded mark drops significantly with those meeting the same standard on the diploma examination as follows:

  - English Language Arts 30-1, 34.1 percentage points and English Language Arts 30-2, 28.7 percentage points; and

  - Mathematics 30-1, 34.6 percentage points and Mathematics 30-2, 31.6 percentage points.

- The percentage of students with identified special education needs meeting the acceptable with their school-awarded mark drops significantly with those meeting the same standard on the diploma examination as follows:

  - English Language Arts 30-1, 20.5 percentage points; and

  - Mathematics 30-1, 30.4 percentage points and Mathematics 30-2, 27.4 percentage points.

Area for Growth | Increased complexity in kindergarten classrooms

- Refine, redesign and reallocate resources used to support children with complex needs in kindergarten.

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Our Next Steps

- **Professional Learning**

  - School-based and service unit leaders will engage in further professional learning opportunities aimed at enhancing their understanding of anti-racist strategies, diversity and inclusion.

  - K-12 teachers will engage in professional learning to enhance their understanding of how to implement the student Well-Being Framework to support School Development Plan well-being goals. This will include 'drive-in' workshops, on-line learning opportunities and embedding components into K-6 new curriculum and middle/junior professional learning sessions.

  - Interested staff from each school (Well-Being Network) will engage in monthly professional learning opportunities aimed at deepening their understanding of the components of Comprehensive School Health including the online *Building Healthy School Communities* course for leaders.

  - K-12 leaders and teachers will learn how to better support their community's well-being through attending well-being learning sessions centered on leadership, families and caregivers.

  - Designated certificated staff from each K-9 school site will participate in Go To Educator Training to increase their understanding in identifying mental health challenges that may arise in students and processes for seeking further support.

  - K-6 teachers will understand how to support their students' learning within the new Physical Education and Wellness Curriculum.

  - Teachers will engage in on-line sessions to support the implementation of the new K-6 Physical Education and Wellness Curriculum.

  - Teachers will continue to participate in bi-monthly 'drive-in' workshops to support physical education and wellness.

  - Middle school teachers (4-9) will engage in system professional learning designed to focus on improving student well-being through effective instructional practises.

  - School administrators and teachers will enhance their understanding of English language learners' (ELLs) culture and cultural identity, language proficiency, learner profile and interest and readiness levels within a welcoming, caring, respectful, safe and inclusive learning environment.

  - Teachers, including those who are novice, will build their capacity to utilize the *Revised Alberta K-12 ESL Proficiency Benchmarks* to collect baseline data, inform instructional practice, assess for student growth and report language acquisition achievement through face-to-face and on-line professional learning sessions.

  - English language learner teacher designate from each school will engage in ongoing professional learning, focused on enhancing, monitoring and accelerating English as a Second Language programming, using timely and appropriate explicit language instruction to enhance academic success.

  - Teachers will engage in a continued focus on implementation of SLT and ALT processes to ensure appropriate strategies, supports and services are provided for students.

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- Inclusive Education will engage in literacy professional learning to enhance literacy experiences for students with specialized learning needs.

- **Structures and Processes**

  - Lead anti-racism, diversity and inclusion actions through new School Improvement portfolio to continue to advance equity and inclusion.

  - Support staff in anti-racist strategies and actions through Diversity and Inclusion specialist to continue to advance equity and inclusion.

  - Meet regularly with CBE's Well-Being Stewardship Group in order to leverage the working sub-groups, which are focused on creating coherence and effective strategies for advancing a culture of well-being.

  - Build upon established well-being professional learning network of teachers in order to support the implementation of the Comprehensive School Health components at their school.

  - Engage in collaborative meetings of the multi-disciplinary team to support the development of the process in creating personalized student Attendance Improvement Plans.

  - Further develop and implement professional learning, with Core Curriculum and other service units to support teachers in applying the Alberta Programs of Study content through a language lens within the *K-12 Literacy and Mathematics Frameworks*, leading with the new curriculum.

  - Support school leaders in implementing a coherent approach to leading a professional learning model across the system that infuses English language learner pedagogy in mathematics, literacy and new curriculum.

  - Provide multiple modes of on-line and in-person professional learning to support teaching focusing on the following areas: vocabulary development, supporting language proficiency level 1 (LP1) and LP2 students, culturally responsive and trauma-informed classrooms and supporting beginner English language learners.

  - Implement a centralized 30-level language course challenge process to allow all CBE high school students an opportunity to gain course credits for different language skills.

- **Resources**

  - Purchase key resources for all leaders aimed at deepening their ability to lead anti-racism, diversity and inclusion.

  - Present CBE's student Well-Being Framework to create a common understanding of how to improve our culture of well-being in CBE.

  - Complete and release CBE's student Well-Being Companion Guide to further support schools in achieving their School Development Plan well-being goals.

  - Identify and recommend foundational resources to support K-6 teachers as they implement the new Physical Education and Wellness Curriculum.

  - Continuously update the D2L English language learner (ELL) Toolbox as the common repository of ELL resources, including recorded professional learning sessions, high-impact strategies and current research.

  - Collaborate with EducationMatters on initiatives that will remove barriers and ensure students have equitable access to learning opportunities.

  - Develop a language course challenge information manual for internal and external audiences to support administrators and families in navigating the course challenge process.
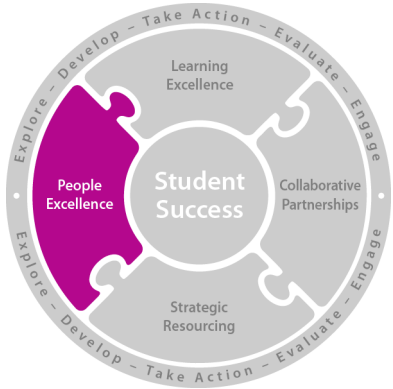
Goal | Ensure all leaders and staff demonstrate excellence in advancing student success

Key Outcome: People in CBE are engaged and supported to achieve student and system success

Assurance Domain

Teaching and Leading

Context

Within CBE, we work together for a common purpose – the success of all our students. To put student achievement, equity and well-being at the centre of our efforts, we create conditions for our system and school-based leaders to collaborate on a regular basis within a model of continuous improvement. Our collective story tells us that engaging all members of our organization to achieve our goals will enhance all aspects of student success.

We continue to engage our people in many opportunities for listening, reflecting, learning and implementing best practices, so our students thrive as learners and contributing members of society. We are committed to providing staff supports to achieve the goals developed together.

Over the last year, school leaders and teachers were supported through a range of professional learning opportunities, aligned with CBE's *Education Plan*. These included sessions, processes and resources in areas such as literacy, numeracy, Indigenous Education, well-being and learning technologies to support effective practices.

What We Did

- **Professional Learning**

    Note | Professional learning opportunities tied to Learning Excellence have been included in the Learning Excellence section of this report.

    - Principals and assistant principals engaged in personalized professional learning in service of building school leaders' data literacy capacity through the provision of virtual spring sessions hosted by The Learning Bar and Research & Strategy across all seven CBE areas.

    - School leaders engaged in learning how to best leverage various data analytics tools in PowerSchool in order to make equitable and evidence-informed decisions in support of student learning and well-being.

    - Principals and assistant principals new to Language program schools built their understanding of leading Language program schools.

Calgary Board of Education

- New Language teachers built their understanding of language acquisition and developed a network of support.

- CBE staff and participants from other school authorities participated in a Language Symposium on April 17, 2022, hosted by Languages, to share best practices and learn about new research to improve second-language pedagogy.

- Career and Technology Foundations teachers new to construction attended a summer workshop at Southern Alberta Institute of Technology (SAIT) to enhance their understanding of safe and appropriate use of tools.

- Teachers increased their understanding of technology integration into curricular outcomes by using a wide range of technology tools including: Brightspace by D2L, Google Classroom, Google Workspace for Education, Flip, Jamboard, and myBlueprint.

- Digital Communications staff from Communication Engagement Services and Information Technology Services learned how to leverage and manage new SharePoint Online Team Sites, Teams and related Office 365 tools to architect, build and support collaboration sites and tools for each school, area and service unit.

- Service unit leaders participated in Harvard ManageMentor (HMM) sessions to improve individual leader's skills and foster stronger organizational capacities. 103 service unit leaders and 220 school leaders participated in the live sessions.

- Finance & Technology Services supported professional learning opportunities for all leaders within the department, including Business Relationship Management and Organizational Change Management.

- School-based administrators (192) enhanced their understanding of the Teacher Evaluation process including resources and documentation required for Part 1 and Part 2 evaluations, a framework by which administrators should summarize their findings for each of the Teaching Quality Standard (TQS) objectives, and the process to address teacher performance issues, as well as an overview of performance management.

- **Structures and Processes**

  - Focused the Second Language Leaders Group meetings agendas on promoting high quality language programs in alignment with system language priorities.

  - Provided French Immersion teachers with online memberships to Idéllo for educational resources and activities to use in class.

  - Implemented system-wide *Learning Technologies System Survey* to determine professional learning priorities and system actions.

  - Developed a survey for teachers new to Career and Technology Foundations to understand areas of comfort and areas for growth in order to better support teacher learning in supporting student success.

  - Implemented Educational Technology Key Contacts network across schools to communicate system updates and professional learning offerings, develop teacher knowledge and leadership around learning technologies, offer feedback to inform system alignment and work, and share technology integration resources across the system.

- Facilitated Three-Year Technology Planning meetings with schools to support the appropriate selection and implementation of technology tools to meet curricular outcomes.

- Collaborated with professional learning organizations to support teachers in using system technology tools for task design and assessment.

- Implemented quarterly Career and Technology Services (CTS) Learning Leader meetings and specific sub-committees focused on identifying specific needs, developing long-range CTS priorities and strengthening system-wide CTS connections (e.g., PowerSchool outcomes for CTS modules, CTS Professional Learning Networks).

- Collaborated monthly with school-based unique pathways contacts (off-campus coordinators, guidance counsellors, administrators) to discuss programming opportunities available for students in support of high school completion.

- Implemented evidence-based tools, such as the *Core Four Look For Guide*, to enhance classroom visits in order to improve teacher practice and advance student success.

- Created and delivered Facilities Management Program to support and advance professional learning needs of Facilities and Environmental Services staff and maintained a professional development fund to advance opportunities and maintain awareness of current and emerging technologies.

- Conducted several short surveys of Facilities and Environmental Services staff to provide input on annual work plan and enhance engagement.

- Administered the Professional Improvement Fellowship (PIF) process, which provides funding for Alberta Teachers' Association (ATA) and CBE's Staff Association members, focused on pursuing further learning in a self-chosen domain that supports CBE priorities outlined in the Education Plan (e.g., raising language teachers' language proficiency through completion of target second language courses).

- Participated in regular Workplace Relationship Commitment meetings with representatives of The Calgary Board of Education's Staff Association (SA), along with CBE management representatives, to surface issues affecting student success.

- Participated in regular liaison meetings with representatives of the Alberta Teachers Association (ATA), along with CBE management representatives, to surface issues affecting student success.

- Participated in quarterly meetings with ATA and CBE management representatives to review sick leave numbers and implement initiatives to reduce the number of absences, keeping teachers in classrooms as much as possible.

- Participated in regular meetings of CBE's Health and Wellness Committee (CBE management, representatives from all our union and association groups – Alberta Teachers' Association, Canadian Union of Public Employees, The Calgary Board of Education's Staff Association and Trades) to discuss opportunities to focus on and prioritize the health and wellness of CBE employees.

- Reviewed CBE's annual benefits utilization with representatives of all employee groups aimed at increasing transparency and understanding of the current trends or needs of CBE employees and prioritizing areas of focus for well-being.

- Maintained a structure of single points of contact for schools and administrative departments to collect feedback on and present new technology and related processes for use in schools and departments.

- Created and implemented the Flexible Work Program for eligible employees to allow CBE to remain progressive and competitive in the labour market.

- **Resources**

  - Modernized bid exemption approval documentation to complement provincial and federal trade agreements requirements.

  - Updated Teacher Evaluation documents to ensure leaders are aware of permanent certification requirements, when to contact HR Advisory and the structures for providing detailed feedback for each of the TQS objectives.

  - Provided retirement forecasts for principals, assistant principals and learning leaders to assist in succession planning for future placements in these roles.

  - Updated *Standards of Practice French Immersion & Bilingual Programs Languages and Culture Courses* to direct decision-making related to second language instruction, delivery, expectations, content, and staffing.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Required AEAM

Assurance Survey
Education Quality

Alberta Education Assurance (AEA) Survey: Education Quality, In-Service Jurisdiction Needs

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Note | In-service jurisdiction needs refers to professional development and in service support received by ATA school-based staff from the school authority.

Percentage of agreement with the suite of questions tied to the measure

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Teaching & Leading	Education Quality	**87.9**	88.1	88.8	**89.0**	89.6	90.3	High	Declined Significantly	Issue
Supplemental AEAMs	In-Service Jurisdiction Needs	**80.5**	81.2	81.8	**83.7**	84.9	85.1	Low	Declined	Issue

Local Measure

Professional
Learning
Opportunities

Professional Learning Opportunities

Service Unit and Department/Portfolio	Unique Sessions Offered	Registrants
Finance		
School Fees	33	406
School Finances (e.g., QuickBooks, Oracle)	5	1506
Human Resources		
Position Management	1	39
Staffing	6	1310
School Improvement		
Assessment & Reporting	7	1022
Complementary Curriculum	126	4494
Core Curriculum	19	5431
Diversity & Inclusion	1	17
Early Learning	14	2554
Educational Partnerships	1	77
English Language Learning	10	1222
Inclusive Education	48	4251
Indigenous Education	6	1542
Languages	54	1549
Off-Site Activities	2	84
Research & Strategy	27	2293
SIS Team - PowerSchool and SchoolEngage	17	1476
Teaching and Learning with Technology	37	2210
Unique Pathways & Off Campus	1	16

Local Measure

Professional
Learning Feedback

Professional Learning Feedback

- CBE Indigenous Education Professional Learning Day, Oct. 18, 2021.

- At the end of the day, staff were asked to select each of the knowledge topics where they experienced growth (both in big and small ways) during their professional learning in each of the four domains of the *Indigenous Education Holistic Lifelong Learning Framework*. 6365 staff completed some or all of the survey.

Spirit Domain	N
Impact & legacy of residential schools (intergenerational trauma, Orange Shirt Day)	2444
Canada's historical and contemporary relationship with Indigenous peoples	3154
CBE Holistic Lifelong Learning Framework (medicine wheel teachings, Circle of Courage, holism)	4991
Truth & Reconciliation Commission of Canada (TRC): 94 Calls to Action (Education, Health, Justice etc.)	3330
Heart Domain	**N**
Working with & learning from Indigenous Elders & Knowledge Keepers (understanding/including protocols, ceremony)	3348
Indigenous languages (knowing the languages used in Treaty 7, current/respectful terminology, including and protecting the right to languages)	1823
Engaging with Indigenous community and establishing partnerships (protocols, understanding reciprocity)	3497
Relationship building with Indigenous peoples (positive relationships, safe/caring/welcoming spaces)	4634
Body Domain	**N**
CBE Indigenous Education Insite page and where to go for additional professional learning resources	3396
Treaties (including Treaty 7) & agreements with First Nations, Métis & Inuit peoples	1643
Land acknowledgements (importance, understanding why, practicing)	4155
Land-based learning (validating and using)	3714

Calgary Board of Education

Mind Domain	N
Historical and contemporary contributions of Indigenous peoples to society	2644
Indigenous approaches to data collection & analysis (gathering stories)	1751
Importance of eliminating educational and employment gaps between Indigenous and non-Indigenous Canadians (TRC Call to Action #7)	2867
Weaving Indigenous knowledge into my work/workplace (curriculum, policy, processes, structures, decision-making, relationship building, engagement, celebrations)	4147

- Use of K-12 Literacy Framework

    - 55 per cent of literacy champions reported that they consistently use the framework to support teaching and learning;

    - 45 per cent of literacy champions reported they sometimes use the *K-12 Literacy Framework* to support teaching and learning;

    - 12 per cent of literacy champions reported that the use of the framework is systematically embedded in the work at their schools;

    - 56 per cent of literacy champions reported teachers are using the *K-12 Literacy Framework* in small pockets in their school; and

    - 14 per cent of literacy champions reported use of *K-12 Literacy Framework* was not an established practice within their schools.

- Based on feedback from a 20-person focus group of champion teachers and principals, two issues were identified:

    - broader teacher audience was needed; and

    - insufficient time for professional learning.

- Use of K-12 Mathematics Framework

    - 44 per cent of math champions reported that they consistently use the framework to support teaching and learning;

    - 53 per cent of math champions reported they sometimes use the *K-12 Mathematics Framework*;

    - 12 per cent of mathematics champions reported that the use of the framework is systematically embedded in the work at their schools;

    - 59 per cent of math champions reported teachers are using the *K-12 Mathematics Framework* in small pockets in their school; and

    - 10 per cent of math champions reported use of the framework was not an established practice within their schools.

- In all champion networks:

    - low numbers of teachers who had shared the professional learning with the whole staff; and

    - most reported applying ideas and learning to their own practice, and/or sharing informally with individual teachers or small groups of colleagues.

- Teaching and Learning with Technology

    - 89 per cent of teachers agree that professional learning focused on the priorities of the jurisdiction;

    - 89 per cent of teachers agree that professional learning effectively addressed their professional growth needs; and

- 82 per cent of teachers agree that professional learning significantly contributed to their on-going professional growth.

- Research & Strategy

    - 94 per cent of session attendees agreed exploring new data analytics tools in PowerSchool (LeNS, CC3, Numeracy, ELL) improved their ability to access, analyse and understand their school's data story.

    - 100 per cent of administrators who attended "Data Tools" sessions agreed that the session improved their ability to access, analyse and understand their school's data story.

    - 100 per cent of Indigenous Education Team members who attended a "Data Analytics Tools" session agreed the session improved their ability to access, analyse and understand a school's data story and agreed they could see how the data tools could support their work as specialists and/or strategists in service of school improvement.

    - 94 per cent of session attendees agreed that the condensed 15 and 15 format of three "Pop Up" data literacy sessions worked well for their professional learning styles in a virtual platform.

    - 100 per cent of session attendees agreed that Provincial Achievement Test (PAT) session was helpful in preparing for their role in administering PATs to best set students up for success, that they understood the first steps in this work and where to find key resources.

    - 100 per cent of administrators who attended "Modelling the Dig" sessions agreed that the session helped build understanding of how to use School Data Dashboards, built data literacy skills and supported their ability to make evidence-informed decisions.

        Qualitative feedback: "We all need reminders to focus our efforts. Often our intuition is supported by data but sometimes it highlights our blind spots or things we should be considering as we drill down to specifics of for our school."

    - 100 per cent of administrators agreed that the "Making School Improvement Visible" session helped to build understanding about how to make improvement visible and built leaders' capacity to make evidence-informed decision making visible.

        Qualitative feedback: "I appreciated the chance to think about how we can make the data visual. The matrix will be a powerful tool moving forward that I will use with staff and parents in the near future. Thank you for that!"

- Indigenous Education

    In spring 2022, school leaders reflected on their 2021-22 school community Truth & Reconciliation (TRC) Commitment to Action. Qualitative impressions pulled from the written reflections of school leaders identify the following:

    - an increased understanding and application of Indigenous ways of being, belonging, doing and knowing to either their leadership or the teaching practice of teachers;

    - staff, students, and families engaged in learning about and from Indigenous knowledge systems through Indigenous Elders, parents, staff, community members, and video and print resources; and

    - working with Indigenous Elders, Indigenous land-based learning, and land acknowledgements are priority areas for staff and student learning.

Leadership Development Opportunities

Service Unit and Department/Portfolio	Unique Sessions Offered	Registrants
Communication and Engagement Services		
Engagement	8	205
Human Resources		
Leadership & Learning - Aspiring & New Cohorts	17	2089
Leadership & Learning - Service Unit	11	1172

Leadership Development Feedback

- Leadership development for the Leadership & Learning Cohorts (aspiring assistant principals and principals, new assistant principals and principals)

    - Cohort participants identified value in gaining a broad view of the system with direct links to the diversity of school contexts and service units.

    - Identified value for the ability to apply new learning to current context, with session design allowing for reflection, and connection with new leaders.

- Leadership development initiatives for service unit leaders

    - 92 per cent of participants indicated that they agree or strongly agree that Harvard ManageMentor has been useful in their development as leaders.

    - On average 38 per cent of participants indicated that the six courses delivered to them had a high positive impact on their leadership practices.

    - On average 45 per cent of participants indicated that the six courses delivered to them had some positive impact on their leadership practices.

    - Example of qualitative feedback:

        - Appreciation for commitment to continuous leadership development utilizing effective resources.
        - Opportunity to engage with senior leaders and managers to consider continuous development of action plans.

Teacher Growth, Supervision and Evaluation

- Policy

    - Teachers

    All teacher evaluations require both Part 1 and Part 2, which confirms that the teacher is meeting the Teacher Quality Standard (TQS) as outlined in *Administrative Regulation 4003* | *Teacher Growth, Supervision and Evaluation.* The final evaluation report is a formal document. The body of the report makes claims about a teacher's demonstrated TQS competencies, provides bodies of observed evidence to support those claims, describes the information gathered and provides an analysis of the data. The evaluator then draws conclusions based on the analysis and makes recommendations based on these conclusions.

    To support school administration in conducting teacher evaluation and supervision, the Teacher Staffing team and Human Resources (HR) Advisory offered four 2-hour session for administrators, reviewing the teacher evaluation process. In total, 192 school-based administrators attended at least one of the sessions. The presentations reviewed all resources and documentation required for Part 1 and Part 2 evaluations, including a framework by which

Calgary Board of Education

administrators should summarize their findings for each of the TQS objectives. HR Advisory also provided information about process to address teacher performance issues, as well as an overview of performance management. Teacher Staffing has updated all evaluation documents to include information on permanent certification requirements, information on when to contact HR Advisory and structure on providing detailed feedback for each of the TQS objectives. Talent Management will provide supporting documents to school administrators such as evaluation comment exemplars and lesson observation templates.

- Leaders (Principals, Assistant Principals)

  All administrators within the first year of their appointments must have a performance evaluation completed to determine their suitability to receive a continuing designation in their administrator position. The final evaluation report documents the administrator's progress in demonstrating the competencies outlined in the Leadership Quality Standard (LQS), the requirements of the *Administrative Regulation 4002* | *Administrator Growth, Supervision and Evaluation* and the degree to which they have satisfied appropriate requirements contained in these *Guidelines for Evaluation of Administrators*. Education directors are responsible for the evaluation of principals. Principals are responsible for the evaluation of assistant principals. If an administrator does not meet the Leadership Quality Standard leadership and role competencies, their supervisor (director or principal) will not recommend the administrator for a continuing designation.

- Data

  - 291 teacher evaluations completed.

    - 271 of these were full part 1 and 2 evaluations; 20 were confirming reports.
    - 266 teachers recommended for permanent professional certificate (PPC). Note | the total evaluations completed is higher as some teachers did not have their 400 days or already had a PPC.

  - 20 principal evaluations completed.

  - 32 assistant principal evaluations completed.

Local Measure
Staff absenteeism

Staff absence rates

The number of teacher absences requiring substitutes increased 30 per cent in 2021-22 from the prior year to an average of 532 per day. For school-based support staff, the number of absences requiring casual replacements also increased by 30 per cent, to 309 per day. The increase was due at least in part to fewer days in 2021-22 where students were learning online.

Teacher (ATA) Reason	Percentage
Additional Help	7.0
Appointment - Dental, Medical	21.9
Board Business	1.4
Child Arrival	0.2
Convocation	0.4
Critical Illness Family, Family Emergency	5.3
External Agency	1.0
Full Deduction	0.4
Funeral	1.2
Leave - Paid Personal, Sick, Unspecified	17.0
Lieu Day - Principal, Assistant Principal	0.4
Illness	37.8
Quarantine	0.4
Teacher Vacancy	2.0
Workshop	3.3
Other	0.3

School-Based Support Staff	Percentage
Absence (school account, central account)	57.8
Additional Help	25.6
Vacancy Fill	16.6

Local Measure
Workforce Planning

Workforce planning data on teacher supply, specialty teacher supply and other areas of focus

As of September 1 for each of the identified years

Substitute Roster	2020-21	2021-22
Alberta Teachers' Association	1707	1933
Staff Association	1393	1625

Hired 25 Emergency Supply Teachers aimed at supporting schools with emergent teacher vacancies to ensure that student learning is not disrupted.

Workforce planning data such as anticipated retirements

During the 2021-22 school year, CBE saw 33 retirements from the ranks of school administrators (assistant principals, principals and education directors). CBE Human Resources is projecting 30 school administrator retirements during the 2022-23 school year.

School Year	Job Title	Projected Retirement	Lowest Projected	Highest Projected
2022-23	AP	8	5	11
	Principal	16	10	28
2023-24	AP	9	6	12
	Principal	21	13	36

Calgary Board of Education

8-105

In addition, based on the five-year trend data, another 307 retirees are expected in the 2022-23 school year as follows:

Union	Number
Alberta Teachers' Association (ATA)	143
Trades	5
Canadian Union of Public Employees (CUPE)	31
Staff Association Main Body / Professional Support Staff	121
Exempt	7

Performed 151 Humanex interviews for both aspiring principals and assistant principals to assess readiness for administrator roles.

Cohort	Number	Details
New Principal	69	29 – 1st year (Apr 2022) 39 – 2nd year 1 – on leave
Aspiring Principal Cohort	35	19 - 1st year (Sept 2022) 10 - 2+ years (2018-21) 3 - currently in an acting Principal assignments 3 - on leave
New Assistant Principal	97	43 – 1st year (Apr 2022) 51 – 2nd year 1 – currently in an acting AP assignment 1 – currently in an acting P assignment 1 – on leave
Aspiring AP Cohort	53	24 – 1st year (Sept 2022) 9 – 2nd year (Sept 2021) 14 – 3+ years (Sept 2016-20) 6 – currently in an acting AP assignment

Approved 71 out of 84 Alberta Teachers' Association (ATA) and nine out of 10 CBE's Staff Association Professional Improvement Fellowship (PIF) applications for commencement of studies in the 2022-23 school year.

Number and type of harassment complaints

The number of complaints filed under CBE's *Administrative Regulation 4038* | *Harassment, Sexual Harassment and Discrimination* remained steady in relation to the prior year. The majority of complaints involve peers.

Public Interest Disclosures

CBE's *Administrative Regulation 4090 | Public Interest Disclosure (Whistleblower Protection)* was approved in February 2014.

All disclosures are reviewed by the designated officer to determine if the disclosure falls within the *Public Interest Disclosure (Whistleblower Protection) Act* and if so, if it warrants investigation. Disclosures not falling within the Act may be referred to other service units for follow up.

For the purposes of this report, disclosures include all disclosures made during the reporting period.

- Matters reported as:
  - "acted on" include disclosures made and referred to other service units for follow up under CBE administrative regulations.
  - "not acted on" include those that do not fall within the legislation or where further investigation was not possible or not warranted.
- Disclosures under review include matters where no determination has been made as of the reporting date.

Local Measure

Harassment Complaints

Reporting Requirement

Whistleblower Protection

From October 1, 2021, up to and including September 30, 2022, the following have been received:

Type	Number
Disclosures received by the designated officer	4
Disclosures acted on	0
Disclosures not acted on	2
Disclosures under review	1
Investigations commenced by the designated officer as a result of disclosures	1

What We Noticed

To achieve people excellence, efforts in this area were geared to provide CBE staff ways to focus their energies on student success by providing them with a wide range of professional learning, supports and tools to be more effective in their roles. The support provided by Human Resources to standardize the evaluation process should lead to greater consistency in the assessment of Teacher Quality Standard expectations and subsequent recommendations. In addition, by providing resources and documentation required for Part 1 and Part 2 evaluations, administrators will now have more time to focus their efforts on mentoring new teachers, rather than writing evaluations. The same is true with respect to the evaluations of principals and assistant principals. This shifts the evaluation process from documentation to a valuable learning opportunity for the individual.

Staff were provided many opportunities for professional development and internal feedback indicates that the vast majority felt it was useful and targeted. This finding is supported by the Alberta Education Assurance (AEA) Survey where 80.5 per cent of teachers reported that in the past 3-5 years, the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. Although this number is lower than in previous years and is lower than the provincial average, the report advises that caution should be used when interpreting trends over time, particularly when participation was impacted by the COVID-19 pandemic. It seems that the champion model for literacy and mathematics is not as far reaching as we had hoped, but benefited those teachers most directly engaged in the process.

A range of other measures demonstrated the attention paid to employee health and well-being to achieve student and system success. There were only four public interest disclosures, which equates to about one disclosure for every 3500 employees. The number and type of harassment complaints remained steady as compared to previous years. Employees seeking extended disability leaves decreased and a significant percentage of staff accessed employee health and wellness supports.

Retirement projections indicate that we can expect a gradual increase in the number of retirements of school administrators over the next two years. The number of substitute teachers and casual support staff available to schools increased as the demand for them grew. This provides evidence that we should be able to recruit sufficient teachers and support staff to replace the number of staff that are projected to retire. The consideration of past and projected retirements indicates that the organization is also planning for the future health and wellness of its employees and its students.

Celebrate | Professional learning

- School and service unit staff had many opportunities for professional learning, which the groups found beneficial.

- Almost 5000 (78%) staff engaged in the Indigenous Education Professional Learning Day indicated that they experienced growth (both in big and small ways) in CBE *Holistic Lifelong Learning Framework* (medicine wheel teachings, Circle of Courage, holism). Over 4600 (73%) staff reported growth in understanding of relationship building with Indigenous peoples (positive relationships, safe/caring/welcoming spaces) and over 4100 (65%) reported growth in understanding the purpose and importance of land acknowledgements (importance, understanding why, practicing).

- A large majority of participants agreed that data analytic tools workshops improved their ability to access, analyse and understand their school's data story (94% of participants, 100% of administrators and 100% of Indigenous Education Team).

- A large majority of service unit staff (92% agreement) found the leadership development opportunities as useful to their development.

Celebrate | Indigenous student well-being & Indigenous Education for all students

- School and service unit staff experienced growth in their foundational knowledge about Indigenous ways of being, belonging, doing, and knowing, and a desire to extend their learning.

- School leaders shared positive reflections on their Truth and Reconciliation Commission of Canada (TRC) Commitments to Action, identifying growth in their leadership, teaching practice, student learning, and relationships with Indigenous families and community members.

Celebrate | New curriculum professional learning

- Summer professional learning sessions, focused on new curriculum implementation, were widely attended by K-6 leaders and teachers. Online professional learning sessions and in-person working sessions for both English Language Arts and Literature (ELAL) and Mathematics saw an excess of 6000 total registrants each.

Area for Growth | Understanding, application and consistency of *K-12 Literacy Framework* and *K-12 Mathematics Framework* use

- The *K-12 Literacy Framework* and *K-12 Mathematics Framework* are in year one of implementation and literacy/mathematics champions struggled to share or lead work from the professional learning networks. In focus groups, both principals and teachers indicated that time was an issue in absorbing new material, sharing it with staff and for staff to reflect and discuss it. Many schools felt overwhelmed with the amount of content to lead and implement and struggled to focus and set priority.

Area for Growth | Improving implementation of professional learning

- Based on champion model feedback from participants and principals, two issues were reported. First, reaching a broader teacher audience is needed and second, insufficient time as an issue. In all Champion networks, there were low numbers of teachers who had shared the professional learning with the whole staff; most reported applying the ideas and learning to their own practice and/or sharing informally with individual teachers or small groups of colleagues. Many Champions and principals reported; time to absorb the new material, time to share with their staff, and time for staff to reflect and discuss the material shared by the Champion. Many schools were overwhelmed with the amount of content to lead and implement, and struggled to focus and set priority.

Area for Growth | Professional learning to support learning technology implementation and planning

- The Educational Technology Key Contacts network has been implemented for one year. Engagement methods can be extended to build a more connected network across schools in order to develop teacher knowledge and leadership around learning technologies, offer feedback to inform system alignment and work, and share technology integration resources across the system.

- Some of our professional learning offered by partner organizations needs to be personalized toward specific teacher needs and CBE in order to support teachers in using system technology tools for task design and assessment.

Area for Growth | New curriculum implementation professional learning

- Because professional learning related to new curriculum was offered during non-school days, not all teachers implementing new curriculum in the fall were able to take part. Given the shortened time to prepare for new curriculum implementation, time to absorb the new material, and time for staff to reflect on and discuss the material shared in the sessions, as compared to past new curriculum implementations, this implementation and the professional learning associated with its implementation has been completed on a compressed timeline.

Our Next Steps

- **Professional Learning**

  - School and service unit staff will participate in training on crisis management to offer better support during unforeseen events.

  - Certificated staff interested in acquiring knowledge about school-based leadership will have the opportunity to participate in a newly established two-year Open Leadership Development learning series.

  - Staff will learn and share at the April 2023 CBE Languages Symposium focused on best practices and new research in second languages education.

  - Service unit leaders will participate in Harvard ManageMentor (HMM) sessions to improve individual skills and foster stronger organizational capacities.

Calgary Board of Education

8-109

- Facilities and Environmental Services staff will be able to access a professional development fund to advance professional learning needs and maintain awareness of current and emerging technologies.

- Facilities and Environmental Services staff will provide input on annual unit work plan through short surveys to enhance engagement.

- School administrators (principals, assistant principals) will be offered workshops aimed at improving their teacher evaluation data collection methods and summary report writing skills.

- Representatives of The Calgary Board of Education's Staff Association (SA), along with CBE management representatives, will participate in regular workplace relationship commitment meetings to surface issues affecting student success.

- Representatives of the Alberta Teachers' Association (ATA), along with CBE management representatives, will continue to participate in regular liaison meetings to surface issues affecting student success.

- Alberta Teachers' Association (ATA) and CBE management representatives will participate in quarterly meetings to continue to review sick leave numbers and to implement initiatives to reduce the number of absences, keeping teachers in classrooms as much as possible.

- CBE Management and representatives from all our union and association groups – Alberta Teachers' Association (ATA), Canadian Union of Public Employees (CUPE), CBE's Staff Association, and Trades will continue to participate in regular meetings to discuss opportunities to focus on, and prioritize the health and wellness of CBE employees.

- Procurement buyers will attend Chinook Learning Service professional learning courses to further develop their communication and organizational skills.

- **Structures and Processes**

  - Refine the system-wide professional learning model in order to reach a broader teaching audience aimed at targeted system and school level professional learning sessions, building content knowledge and leadership skills for teachers to consistently improve research-informed teaching practice.

  - Target recruitment at universities across Canada, where the CBE has had success in recruitment, to replace turnover of staff in speciality areas such as languages and special education.

  - Rework the selection and assignment process of principals and assistant principals to ensure the strongest leaders are implementing the goals, key outcomes and key actions of the Education Plan.

  - Provide open leadership learning opportunities to all interested aspiring leaders to allow for the development of a robust pool of potential leaders, available when needed who can better meet the needs of the system.

  - Adjust leadership development professional learning opportunities to support principals and assistant principals in enhancing their capacity aligned with the competencies of the Leadership Quality Standard.

  - Continue to build a cohesive learning plan for all current school-based leaders to address common areas of development.

- Establish a CBE Languages program evaluation process to provide school leaders with data and pathways on how to improve school language programs.

- Expand on work with Educational Technology Key Contacts network across schools by holding monthly meetings to communicate system updates and professional learning offerings, develop teacher knowledge and leadership around learning technologies, offer feedback to inform system alignment and work, and share technology integration resources across the system.

- **Resources**

  - Continue offering Employee and Family Assistance Program (EFAP) services to all CBE employees with the goal of achieving greater personal and workplace wellbeing. The EFAP is aimed at supporting employees' overall health and wellness through, counselling, coaching, resources, information, and support for all types of issues relating to mental health, and health management.

  - Continue to work with schools, service units and human resources to ensure that all staff in roles requiring computers on a full-time basis are supplied with one.

  - Continue with a loaner program for staff who are not normally assigned a computer to be provided one for a limited time, currently supporting more than 500 staff.
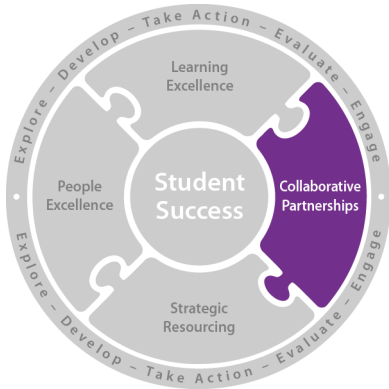
Goal | Foster relationships to support student success

Key Outcome: Student learning and well-being are enhanced through partnerships and engagement with students, staff, parents, and community

Context

In CBE, the village supports the student. Each partner in education works shoulder to shoulder with the others to ensure that students come first, and that their achievement and well-being are at the centre of every decision.

Ensuring student success requires commitment from every part of CBE's community – employees, students, parents, community, industry leaders and government. Through our shared mission, values and plans, CBE works together to achieve its goals. In particular, through our community partnerships, along with careful listening and sharing, we can help students thrive in their education and beyond.

For example, our partnerships for professional learning and local involvement, support student learning and increased student-community-engagement through technology-enabled access to resources and learning opportunities. Further, student learning and well-being are enhanced through opportunities to access diverse programming, and opportunities such as dual credit and exploratory programming with several post-secondary and community partners. Continued expansion of the number and variety of opportunities available to students will support continued readiness for post-secondary and the world of work.
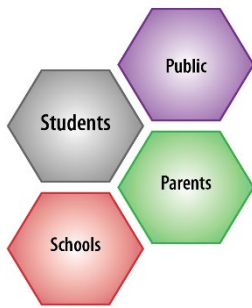
What We Did

- **Professional Learning**
  - Key staff were trained and coached on various communication tools (internal and public websites, system parent communications) to present content in ways that are easily accessible and lead to staff success.
  - Teachers of the German language collaborated with the University of Calgary's School of Languages, Linguistics, Literatures and Cultures researchers to enhance effective teaching practices.

- **Structures and Processes**

  - Explored ways to distribute system-wide and timely information to all parents/guardians to make the information accessible to all.

  - Collaborated with a cross-functional team on partnership management and intake to support the development of system-wide processes, tools, and practices to improve partnership management.

  - Expanded translation to 20+ languages for public CBE online surveys to make engagement opportunities more accessible.

  - Implemented virtual exchange programs between Besancon, France and Aguascalientes, Mexico and CBE language classes to expand authentic language communication skills and extend students' worldviews.

  - Partnered with four post-secondary institutions (Southern Alberta Institute of Technology, Olds College, Mount Royal University and the University of Calgary) in supporting 19 dual credit programs and four exploratory program cohorts.

  - Partnered with four local community organizations (The Educational Partnership Foundation and their four local industry partners, City of Calgary and their partner Ever Active Schools, Calgary Public Library and the Marriott Hotel Group), connecting CBE to their partner networks to offer nine exploratory program cohorts and one internship cohort.

  - Formalized the partnership with CAREERS: The Next Generation in order to support students in accessing paid internships for Work Experience and potentially the Registered Apprenticeship Program in the skilled trades, health and animal sciences, and information and communications technology.

  - Continued partnerships with service providers and community partners to support students with complex learning needs.

  - Implemented School Connections YYC to enhance access to community programs and services during non-instructional hours.

  - Collaborated with Indigenous community organizations to support Indigenous student achievement and well-being and learning for all students and staff.

  - Implemented a structured and automated online in-kind donation process to support schools receiving donations from the community.

  - Collaborated with a cross-functional team on school planning engagement to support active and meaningful participation and decision-making, streamline processes, and develop resources.

  - Updated the School Planning Engagement Toolkit to support principals in gathering feedback for consideration in making future school planning decisions (budget, fees, school development plan).

  - Developed and shared best practices with leaders in various areas of communication and community engagement to support strong relationships with their communities.

  - Improved website information to ensure content is easily accessible and translatable.

  - Redesigned and redeveloped the School Conferences application to enhance the functionality available to teachers, parents and legal guardians and improve the long-term sustainability and supportability of the application.

Calgary Board of Education

- **Resources**

  - Updated *Resources for Indigenous Families* to support schools and families with accessing community supports.

  - Implemented the system-wide learning opportunity, "Minecraft: Education Edition Design Challenge, Level up, Calgary! Community Reimagined, Reconfigured, Revitalized" in collaboration with Microsoft, The City of Calgary, and the Calgary Public Library (CPL) to facilitate student-community engagement and technology integration into curriculum.

  - Built a partnership database tool focused on capturing and managing partner relationships.

  - Collaborated with EducationMatters on fundraising priorities that support barrier removal and access to enhanced learning opportunities, grants, and student awards.

  - Updated various communication protocols and guidance documents to support successful communications and to mitigate risks.

  - Worked with The City of Calgary and other partners to put in place a software application to facilitate access to community programs and services during non-instructional hours.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

School Development Plan (SDP) 2021-22 | Student Voice Measures

Percentage of schools using the identified student voice measures

Local Measure

Student Voice

SDP Literacy Measures	Percentage of Schools
Survey	26
Student Voice	4
Alberta Education Assurance Survey	2

SDP Mathematics Measures	Percentage of Schools
Survey	37
Alberta Education Assurance Survey	2
Student Voice	1

SDP Well-Being Measures	Percentage of Schools
OurSCHOOL Survey	73
Alberta Education Assurance Survey	40
Local School Survey	29
CBE Student Survey	26
K-3 Well-Being Survey	14

Local Measure

Engagement

Operational Expectations 8 indicators | Communicating and Engaging with the Public

The data for the OE-8 indicators demonstrates compliance and commitment to communicating and engaging with the public.

Calgary Board of Education

Elder Advisory Council

CBE's chief superintendent and other CBE leaders met formally with the Elder Advisory Council four times during the 2021-22 school year.

During the 2021-22 school year, Indigenous Elders and Knowledge Keepers worked alongside CBE to develop the *Indigenous Education Holistic Lifelong Learning Framework*.

Alberta Education Assurance (AEA) Survey: Parental Involvement

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to the measure

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Governance	Parental Involvement	**77.3**	76.6	78.5	**78.8**	79.5	81.5	Intermediate	Declined Significantly	Issue

Registration in and completion of dual credit courses, off-campus, apprenticeship opportunities or number of students participating in exploratory pathways

Opportunities	Registration N	Final Mark ≥ 50% N	Rate of Success %
Apprenticeship	401	401	100.0
Registered Apprenticeship Program	55	55	100.0
Dual Credit	330	322	97.6
Exploratory	76	n/a	n/a
Off-Campus	1591	1520	95.5

Number of School Connections YYC bookings in CBE schools

The City of Calgary explains:

> School Connections YYC connects schools with community-based organizations to access available space in schools for programs and services to support students and families.

> The City of Calgary has collaborated with The Calgary Board of Education and Calgary Catholic School District to create the new School Connections YYC (SCYYC) framework. SCYYC replaces Access 3-6.

> (Retrieved Nov 12, 2022, from School Connections YYC
> https://www.calgary.ca/communities/school-connections-yyc.html)

CBE largely closed down public rentals and third-party uses of schools during the pandemic, as such there were no School Connections YYC bookings in CBE schools. As of Sep 19, 2022, there are 47 bookings in CBE schools. These bookings represent use of 38 different CBE schools and are anticipated to increase over the course of the year.

What We Noticed

Excellent partnerships with external organizations provided students with enriched learning opportunities. The outstanding rates of success for students enrolled in dual credit courses, off-campus, and apprenticeship programs speak for themselves. Although more difficult to measure, the participation rates in the exploratory pathway, exchange programs and other initiatives like providing our students access to digital literacy tools through the Calgary Public Library are other indicators of effective collaborations. Inviting and involving our Indigenous Elders to share their wisdom with administrators and students is a collaboration that continues to grow and thrive. All these initiatives are preparing our students for success beyond CBE.

Calgary Board of Education

Some initiatives provided teachers with professional learning opportunities in collaboration with outside organizations. These include language teachers working with the University of Calgary, which support language and culture learning for our teachers who can then pass along their insights and learning experiences to their students. Unique Pathways partnerships also gave teachers great professional development as they partnered with four post-secondary instructors to deliver dual credit and exploratory programs.

Other partnerships focused on enhancing the relationship between school personnel and their communities. Much of this work revolved around developing tools, many of them technology-based, for staff and educating staff in their use to promote easier and more effective communication. There is room for improvement in this realm, as there is a difference of 12.8 per cent between teachers' satisfaction and that of parents with parental involvement in decisions about their child's education. Communication and Engagement Services are working to improve stakeholder engagement by developing and sharing best practices with leaders to support strong relationships with their communities and continuously improve the accessibility of information to all parents and legal guardians. As a system our continued engagement to inform the Education Plan remains an area of further focus.

Celebrate | Development of framework

- CBE and the Elder Advisory Council developed and shared the *Indigenous Education Holistic Lifelong Learning Framework* for all staff and students.

Celebrate | Student voice matters

- Student voice matters in school decisions as evidence by the number and percentage use of these measures in school development plans.

Area for Growth | Continue to build parental involvement

- About 77 per cent of teachers and parents indicate they are satisfied with parental involvement in decisions about their child's education. While this may be celebrated, CBE continues to aspire to be inclusive of all parents and legal guardians in matters affecting their child's education.

Area for Growth | Expanding technology-enabled student-community learning opportunities

- Our current relationships with partners such as Microsoft, SMART, The City of Calgary and the Calgary Public Library (CPL) can continue to evolve and strengthen to facilitate student-community engagement and technology integration into curriculum.

Our Next Steps

- **Professional Learning**

  - School staff will learn wise practices to establish and nurture meaningful relationships with Indigenous families.

  - Staff will engage in learning on topics including partnership database, media/key message development, Dialogue Framework, how to effectively use existing digital tools, as well as engaging and communicating successfully with various stakeholders to foster stronger relationships with families and the community.

- Teachers will increase their skill and ability to leverage technology into student-community engagement and curriculum integration in incorporating Minecraft Education Edition for learning through the Minecraft: Education Edition Design Challenge, Level up, Calgary! Community Reimagined, Reconfigured, Revitalized in collaboration with Microsoft, The City of Calgary, and the Calgary Public Library (CPL).

- **Structures and Processes**

  - Offer, in partnership with Alberta Health Services, a five-part series on child and youth well-being to support families and caregivers.

  - Develop a partnerships strategy that supports the *Education Plan* priorities and goals as we continue to work with external partners. Launch a partnership intake process to centralize requests and ensure that new relationships align with CBE's *Education Plan* and Board of Trustee priorities.

  - Develop partnerships with international organizations whose mandate is to support language and culture learning (e.g., Instituto Cervantes, Alliance Française, Hanban, Goethe Institute) for authentic student learning experiences.

  - Develop a reciprocal international homestay program to support the international or national language and culture experience for students in bilingual and immersion programs.

  - Expand post-secondary partnerships in order to provide more dual credit programming for students.

  - Expand programming with our existing partners to include a minimum of four more dual credit program cohorts and two more exploratory program cohorts, as well as building out industry connections for potential internships.

  - Work with Indigenous Elder Advisory Council focused on learning and working together to implement the *Indigenous Education Holistic Lifelong Learning Framework*.

  - Establish an Indigenous Education Committee with representation from the Indigenous and CBE communities, aimed at working together to support improved achievement and well-being for Indigenous students.

  - Commence development of a regular communication tool that will be broadened to provide timely information and updates to all families.

  - Operate and maintain School Connections YYC to enhance access to community programs and services during non-instructional hours.

- **Resources**

  - Launch a partnerships database that enables education directors to find information on existing partners and provides a platform for managing the external relationships aligned with their portfolios.

  - Develop new partnerships with Indigenous community agencies focused on providing cultural resources and supports to students, families and staff.

  - Develop an Indigenous Elders, Knowledge Keepers and Community Supports Roster to support schools and service units with accessing, learning and working with the Indigenous community.

- Update and renew the Education Services Agreement (ESA) between CBE and the Tsuut'ina Nation in support of Tsuut'ina Nation students attending CBE schools.

- Maintain relationship with The City of Calgary and other partners to sustain the software application to facilitate access to community programs and services during non-instructional hours.
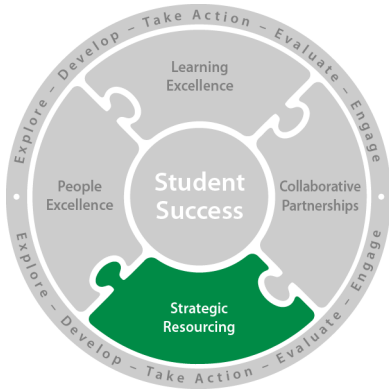
Goal | Allocate resources to support student success

Key Outcome: CBE optimizes available financial, people and physical resources in support of student and system success

Assurance Domain

Governance

Context

CBE is committed to the principles of democracy that drive our accountability to the public. We value transparency and ensure that resources are allocated in a responsible way to support our mission and values. Specifically, we prioritize the allocation of resources to support student success and the achievement of our educational outcomes. Further, we look for efficiencies and new processes to use all resources most effectively. Resources are allocated to advance equity, achievement and well-being.

For example, with the high prevalence and availability of software and hardware for learning, there is a need to provide support and guidance to schools and the system to support the use and implementation of learning technologies. During the 2021-22 school year, we strengthened systems and processes for school planning and implementation of technology tools to support effective operations and advance teaching practice.

What We Did

- **Professional Learning**

  - Career and Technology Foundations and Health and Life Skills teachers enhanced their understanding of career and academic planning and goal setting by using myBlueprint.

  - Facilities and Environmental Services staff were provided access to a professional development fund to advance professional learning needs and maintain awareness of current and emerging technologies.

  - Procurement buyers enhanced their knowledge of e-tendering methodologies to enable expeditious processing of competitive projects.

Calgary Board of Education

- **Structures and Processes**

  - Worked with middle/junior school principals and school communities to explore how software, like myBlueprint, could be used as a goal setting and self-reflection structure to support all learners in developing a better sense of self for transitions to high school.

  - Refined the online high school transfer process for students and school administration to improve functionality, consistency and transparency, and reduce errors.

  - Developed a COVID absence-reporting tracker for students and staff and results were publicly available on CBE's corporate website.

  - Developed an automated, online system-wide process to allow schools to report COVID cases simply and consistently, and for education directors and other related central staff to manage and report on those cases.

  - Leveraged technology to automate data entry, data reconciliation and information transfer between systems aimed at increasing the efficiency and effectiveness of benefits, employee record, payroll, payroll accounting and staffing processes.

  - Implemented a new personal spending account to provide flexible health benefit options for teachers and to ensure compliance with Alberta Teachers' Association Collective Agreement changes.

  - Completed an external audit of CBE's Payroll System aimed at identifying opportunities to strengthen and improve internal controls related to payroll processing.

  - Reviewed and evaluated technology related initiatives, consistent with the Terms of Reference of the Technology Council, by scrutinising strategic alignment, cost analyses, business process and technical analyses to prioritize technology projects, provide constructive feedback, and make recommendations for the best use and assignment of limited resources.

  - Collaboratively refined key components of the Resource Allocation Model to address equitable allocations across the system through feedback received from education directors and principals.

  - Assessed school financials as a component of criteria-based resource funding to ensure funding was allocated in an equitable and consistent manner.

  - Refined technology evergreen program for student devices as a top-up program based on schools' existing footprint to allocate provincial funding prudently, where local funding was not available.

  - Expanded the digital display refresh component of the technology evergreen program funding to include over 500 classrooms per year.

  - Created a fully self-sufficient cost per page printing model, where schools pay only for each page printed (no longer need to purchase new equipment, supporting infrastructure, consumables or repair) to optimize financial resources and contribute to CBE's environmental impact reduction goals.

  - Redefined the client hardware support Statement of Work to eliminate redundant work as well as reducing school and service unit effort in the procurement and hardware support of client hardware.

- Renegotiated corporate cell phone plans and devices resulting in per line savings of 10 per cent.

- Provided Chromebooks to students in high equity index schools through the Extended Technology Loan Program to support equitable learning opportunities.

- Administered Computers for Kids Program to provide Computers for Schools devices to students who do not have access to technology.

- Created a standard technology process and support structure for the administration of provincial and school-based secure assessments using Quest A+, including providing schools with additional Chromebooks, to maximize efficient use of resources.

- Architected, designed, tested, and built the Single Sign-On (SSO) and Multi Factor Authentication (MFA) integration solution to allow high school teachers to access the Smarter Marks Assessment Analytics Tool easily and seamlessly.

- Implemented an e-tendering cloud solution to allow for structured and expeditious proposal evaluations and scoring.

- Focused on portfolio project management to elevate effective prioritization, project management and organizational change management practices in service units to minimize disruption and optimize benefit for schools receiving system services and supports.

- Established the Funding & Enrolment Governance Group to focus on CBE's systemic processes related to provincial per student funding including student attendance and student records.

- Developed fee and waiver reporting aimed at informing leadership and Fee Committee (governance structure), regarding the fees charged to parents and waiver processes.

- **Resources**

  - Developed emergency support for complementary programs in middle/junior and high school settings to support the replacement or repair of vital, existing equipment.

  - Tested and prepared network security and infrastructure resources for the development of eSports for CBE high school students to advance learning opportunities for students.

  - Developed features of Software Asset Management (SAM) to support system approval processes for software for learning.

  - Developed and updated system student accommodation planning materials to build understanding and support of this work.

  - Created an interactive student accommodation plan dashboard to increase transparency and heighten awareness of student accommodation projects.

  - Obtained Board of Trustee approved capital reserve funding and Municipal Climate Change Action Centre grant to commence work on the largest photovoltaic undertaking in CBE history.

  - Revised the *Three-Year Technology Planning* template and planned collaborative support structures to support schools in the appropriate selection and management of technology tools to meet curricular outcomes.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Local Measure
Assurance Survey
School Improvement

Alberta Education Assurance (AEA) Survey: School Improvement

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to the measure

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Supplemental AEAMs	School Improvement	**71.9**	79.0	79.3	**74.2**	81.4	81.3	Intermediate	Declined Significantly	Issue

Local Measure
Financial Health

Financial Health Matrix

Through the Financial Health Matrix, administration provides the Board of Trustees and the community with summary information about the CBE's financial health and any risks related to achieving its Results policies and outcomes set out in the CBE's Education Plan.

The matrix is included in the Fourth Quarter Budget Variance Analysis Report https://www.cbe.ab.ca/about-us/board-of-trustees/BoardofTrusteeDocuments/20221129-public-agenda-regular-meeting.pdf dated November 29, 2022, Appendix VI: Financial Health Matrix, beginning on page 338/340.

Required Local Component

Audited Financial Statements

School boards must include a web link to the Audited Financial Statements (AFS) and related unaudited schedules and a web link to the provincial roll up of AFS information:https://www.alberta.ca/k12-education-financial-statements.aspx.

Audited Financial Statements

CBE's Financial Results for the year ended August 31, 2022, including the audited financial statements https://www.cbe.ab.ca/about-us/board-of-trustees/BoardofTrusteeDocuments/20221129-public-agenda-regular-meeting.pdf, beginning on page 3/340.

Provincial K to 12 education financial statements, include combined statements, summary reports, and school authority audited financial statements: https://www.alberta.ca/k-12-education-financial-statements.aspx.

Calgary Board of Education

8-122

Budget-Actual Comparison

The Fourth Quarter Budget Variance Report provides total expenses budgeted for, the actual expenses incurred as well as the variance as a dollar amount and percentage. Please refer to https://www.cbe.ab.ca/about-us/board-of-trustees/BoardofTrusteeDocuments/20221129-public-agenda-regular-meeting.pdf, beginning on page 325/340.

Annual Budget submitted to Alberta Education

The Calgary Board of Education is committed to advancing student success, safety, and sustainability through the ongoing development of its 2021-22 budget.

On Mar. 31, 2021, school districts received their individual funding profiles from Alberta Education, following the government release of the 2021 budget on Feb. 26, 2021.

Using the detailed information from its funding profile, CBE Administration developed a Budget Assumption Report (BAR), which was presented to the Board of Trustees on Apr. 6, 2021. The BAR laid out the assumptions Administration would use to build the 2021-22 budget.

At the May 20, 2021, public Board meeting, the Board of Trustees approved the 2021-22 budget.

In keeping with legal requirements, a balanced budget was submitted to Alberta Education before May 31.

Operating Budget 2021-22

Students to school-based staff ratio

Students to School Based Staff Ratio

15.2 : 1

5 Year Trend

5 Year Change
▲ 8.6%
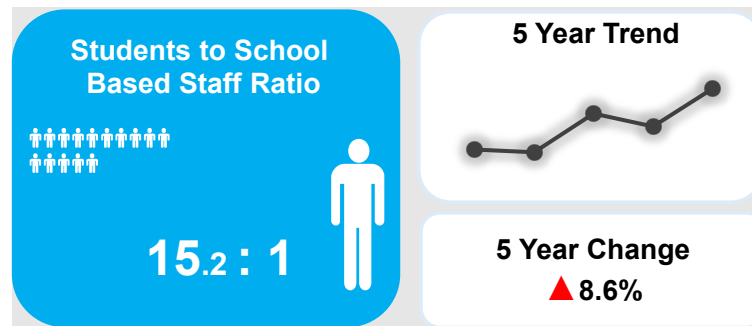
Note | The term "school-based staff" does not include staff in service units who work directly in schools, such as facility operations staff, trades staff, centrally managed school supports including school technology support specialists, psychologists, speech-language pathologists and the range of other supporting professionals.

Calgary Board of Education

8-123

Local Measure

Ratio of devices

Local Measure

CBE Student Survey

Local Measure

Alberta Education
Utilization Rate

Ratio of student devices to students

0.57:1

There are 0.57 student devices per student; said another way, there are 1.75 students for each student device. This ratio is as of Sep 30, 2021, and includes student iPads, laptops, desktops and Chromebooks configured as student devices that are in CBE's inventory, regardless of the age of the device.

The ratio provided does not identify the funding source, so these devices may have been acquired through a variety of means. CBE provides though central funding, resources to schools to ensure they are able to meet a supported ratio of students to devices at their school. We take an equity-based approach to this and provide funding to the school only if it is below the threshold of in-lifecycle devices.

CBE Student Survey

For the results by question, refer to Appendix H | CBE Student Survey Results by Question.

Percentage of agreement with the suite of questions tied to each summary measure

Summary Measure	Percentage
Learning Technology Summary	90.8
Technological Communication Summary	82.5
Technological Critical Thinking Summary	79.2

Number of schools operating below 85% utilization

Under the provincial funding model, schools that are 85 per cent utilized receive maximum operational and maintenance dollars (O&M). Changes to O&M funding guidelines impact CBE's ability to operate schools with a utilization rate lower than 85 per cent (*Three-Year System Student Accommodation Plan*).

There were 137 schools operating below 85 per cent utilization in 2021-22.

Refer to Appendix N | School Space Allocation: Utilized and Underutilized Space for information regarding Alberta Education's school unitization rate and funding to school authorities and to CBE's public webpage, *Three-Year System Student Accommodation Plan (SSAP)* for more information.

What We Noticed

Much of the work around the allocation of resources to support student success has involved doing so equitably and consistently. Examples include refining the Resource Allocation Model and the Technology Evergreen Program with respect to top-ups, so schools with the greatest needs get an equitable share of available resources. The CBE Student Survey results addressing technology learning, communication and critical thinking show that the vast majority of our students use technology extensively, although they could use more guidance in how to do so safely and critically.

Another aspect involves optimizing the knowledge about and use of various technologies and strategies for overall system efficiencies. At the student level, teachers at middle/junior school have been taught how to use myBlueprint to support student transitions to high school. The Welcome Centre processes have been strengthened and refined to effectively transition students to their designated school or specialized setting.

Concrete cost saving initiatives are identified. These include facility projects to support environmental and financial sustainability, student accommodation projects to increase facility utilization rates, renegotiated corporate cell phone plans realizing a 10 per cent per line savings and a cost per page printing model in every school and service unit. Less obvious ways that money is being saved include giving professional development funds to

Calgary Board of Education

people in our service units to advance their knowledge of current and emerging technologies, optimizing technology use and information transfer between departments, revising and refining the technology planning template and the software asset management approval process.

Consideration of school improvement data over 5 years, based on Alberta Education Assurance (AEA) Survey, reveal that fewer parents, students and teachers felt that their school and schools in our jurisdiction improved or stayed the same the last three years. This trend was province wide. This likely has to do with the significant disruptions to student learning caused by the COVID-19 pandemic.

Celebrate | Learning technologies for diverse learning needs

- Students had increased learning opportunities using tools such as Minecraft Education Edition, myBlueprint, Read&Write for Google Chrome, Lumio by SMART, Brightspace by D2L and iPads to support their learning. Further, students report that feel they have the skills they need to use technology at school to help them in their learning (91.6 per cent overall agreement).

Area for Growth | Increasing the use of learning technologies for literacy

- Some teachers require further understanding of digital tools and learning resources such as Read&Write for Google Chrome, Jamboard, Lumio by SMART, and iPad tools to support student literacy outcomes.

Our Next Steps

- **Professional Learning**

  - School-based administrative staff will build their financial management capacity aligned with best practise.

- **Structures and Processes**

  - Implement student accommodation projects in continuing support of maintaining school utilization rates.

  - Implement the revised Three-Year Technology Planning template and collaborative support structures to support schools in the appropriate selection and management of technology tools to meet curricular outcomes.

  - Identify and migrate to a new public and internal website platform to ensure that:

    - staff, students, parents and all members of the public have intuitive and reliable access to the information they need; and
    - internal content owners can intuitively maintain their web content.

  - Engage with families, students and staff on the recommendation to move to one instructional calendar in order to:

    - support equity by providing students with greater access to language and alternative programs that typically operate on the traditional calendar;
    - easing scheduling challenges resulting from some families having children attending schools operating on two different calendars; and
    - reduce operational challenges and improve efficiencies across CBE.

- Analyse the *Human Resources Administrative Manual* data entry requirements to automate applicable processes, increasing efficiencies and reducing overtime costs.

- Integrate high equity index school information into human resources reporting to recognize staff contributions within these schools and encourage future contributions.

- Continue refining and maturing the Technology Council's evaluation and prioritizing processes to ensure that corresponding investment recommendations and decisions are appropriately aligned to organizational objectives, consistent with technology directions and have the best probability of achieving stated objective consistent with identified costs.

- Create student device scorecards for schools to assess the student-to-device ratio as implemented at each school to assist school administration to allocate resources effectively.

- **Resources**

  - Add and enhance features of Software Asset Management (SAM) based on user feedback to increase usability and efficiency for schools and service units.

  - Update and create digital citizenship guiding documents to meet the needs of current technology trends and usage to support student well-being.

Appendix A | Assurance Domains

Student Growth and Achievement	Teaching and Leading	Learning Supports	Governance	Local and Societal Context
• the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.	• refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards	• refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	• refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.	• refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students. Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts. Processes and practices than enable attending to local and society context are woven throughout each of the other four domains.

Key Elements	Key Elements	Key Elements	Key Elements	Key Elements
▪ Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. ▪ Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. ▪ Students are active, healthy and well. ▪ Students apply knowledge, understanding and skills in real life contexts and situations. ▪ Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. ▪ Students demonstrate understanding and respect for the uniqueness of all learners.	▪ Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ▪ Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. ▪ Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. ▪ All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. ▪ University teacher education, university leadership education and on-going professional learning programs prepare teachers and leaders to meet the standards for professional practice. ▪ Teachers and leaders use a range of data arising from their practice to inform cycles of evidence based continuous learning.	▪ Learning environments are welcoming, caring, respectful and safe. ▪ Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ▪ Education partners fulfil their respective roles with a shared understanding of an inclusive education system. ▪ Students and their families work in collaboration with education partners to support learning. ▪ The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. ▪ Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. ▪ Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.	▪ Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. ▪ Legislation, policy and regulation provide clarity regarding the roles and responsibilities of education partners in matters of governance. ▪ Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. ▪ Curriculum is relevant, clearly articulated and designed for implementation within local contexts. ▪ Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.	▪ Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.

Appendix B | School Improvement Results Report Template

The template includes the following sections:

Introduction

School Develop Plan 2021-22 Highlights

    Look Back | School Goals

    Literacy |

    Mathematics |

    Well-Being for Learning |

Alberta Education Assurance Measures (AEAMs)

School Development Plan 2022-23

    Look Forward | School Goals 2022-23

Our School

Our School's COVID-19 Context

School Council Involvement

Other Reports

    School Fees

Appendix C | School Development Plan Template

Schools are required to have a Literacy, Mathematics and Well-Being for Learning student goal. Below is the template, where the Literacy student goal is the example.

Data	Student Goals	Instructional Actions	Resources	Key Outcomes	Measures	Begin	End	Improvement
What story do last year's school data tell? How do these inform shifts in Instructional Actions, Resources and Key Outcomes for this school year?	What area(s) need to be improved? The heart and integrity of each Student Goal is maintained for the three years.	Describe the professional learning opportunities planned that will directly support building staff capacity to advance the achievement of the Student Goal. Articulate the specific classroom and pedagogical actions planned. How will teachers work with students to achieve the Student Goal?	List the resources (structures, processes, physical, human, financial, technological) needed in order to achieve the Student Goal based on the identified Instructional Actions.	What are the improvements expected as a result of the Instructional Actions? What smaller goal(s) do you expect to achievement in one school year through the specific Instructional Actions? If you do this (Instructional Action) then this will be the results (Key Outcome).	What are the specific data sources that will show the summative evidence of the achievement of key outcomes? Name the specific tool(s) or data source(s) that will be used to find evidence that Key Outcomes were achieved	For each measure, what are the beginning of the year number(s)? Based on the Measure identified, what are the data at the earliest point in the school year? Include the month for easy reference.	For each measure, what are the end of the year number(s)? Based on the Measure identified, what are the data captured at the latest point in the school year? Include the month for easy reference.	When the data and narrative are considered together, what brief (5 sentences or less) story can be told about improvement? Context and audience matter.
Literacy Data	Literacy Student Goals	Literacy Instructional Actions	Literacy Resources	Literacy Key Outcomes	Literacy Measures	Literacy Begin	Literacy End	Literacy Improvement
Theory of Action (optional):								
2020-21 ▪	2020-21	2020-21 Staff will: ▪ With students, staff will ▪	2020-21 ▪	2020-21 ▪	Measure 1	Measure 1 ▪	Measure 1 ▪	Measure 1
					Measure 2	Measure 2 ▪	Measure 2 ▪	Measure 2
					Measure 3	Measure 3 ▪	Measure 3 ▪	Measure 3
					Measure 4	Measure 4 ▪	Measure 4 ▪	Measure 4
2021-22 ▪	2021-22	2021-22 Staff will: ▪ With students, staff will ▪	2021-22 ▪	2021-22 ▪	Measure 1	Measure 1 ▪	Measure 1 ▪	Measure 1
					Measure 2	Measure 2 ▪	Measure 2 ▪	Measure 2
					Measure 3	Measure 3 ▪	Measure 3 ▪	Measure 3
					Measure 4	Measure 4 ▪	Measure 4 ▪	Measure 4
2022-23 ▪	2022-23	2022-23 Staff will: ▪ With students, staff will ▪	2022-23 ▪	2022-23 ▪	Measure 1	Measure 1 ▪	Measure 1 ▪	Measure 1
					Measure 2	Measure 2 ▪	Measure 2 ▪	Measure 2
					Measure 3	Measure 3 ▪	Measure 3 ▪	Measure 3
					Measure 4	Measure 4 ▪	Measure 4 ▪	Measure 4

Appendix D | Glossary

- Cohorts

  - All: the entire set of students included in the data set for a specific result.

  - English Language Learner: This cohort only includes those students who have been assessed as needing English as a second language learning support and assigned the corresponding Alberta Education code.

  - Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Student Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. Only students who have been self-identified are included in the results.

  - Students with Identified Special Education Needs: This cohort only includes those students who have been assessed and identified with a special education need and then assigned the corresponding Alberta Education special education code.

    Note | students who are only identified as gifted and talented (i.e., only one code) are not included in this cohort.

- Divisions

  - 1: grades 1 to 3

  - 2: grades 4 to 6

  - 3: grades 7 to 9

  - 4: grades 10 to 12

- Well-Being

  - Hedonia (Hedonic well-being): Hedonia is the 'feel good' component of well-being associated with enjoyable experiences, being relaxed, or being engaged in exciting activities: "I like spending time doing social activities with friends"; "I prefer to spend time doing relaxing activities"; "I like doing activities that have a certain amount of risk."

  - Eudaimonia (Eudaimonic well-being): Eudaimonia conceives of well-being as getting to know one's true self, or 'daimon', and striving to be the best one can be. The core element is having a sense of purpose in life. It is "the development of a person's best potentials and their application in the fulfilment of personally expressive, self-concordant goals" (Waterman et al., 2010). "I feel satisfied with my life because I have a clear sense of purpose for my life." Eudemonic well-being is the feeling that comes when one is engaging in activities that are personally meaningful, making progress towards a goal, and achieving a goal with a high level of mastery (Benson & Scales, 2009; Ryan & Deci, 2001; Waterman, 1993; Waterman et al., 2010). "I feel satisfied with my life because I can engage in activities that are meaningful to me."

    (Retrieved on Nov. 18, 2022, from: https://thelearningbar.com/wp-content/uploads/2020/11/Thriving_The-Learning-Bars-framework-for-assessing-student-well-being_Nov-2020.pdf)

Appendix E | Measures Used in AERR

This appendix includes definitions and information for some of the measures used in this report. Click on a link below to jump to the specific measure in the appendix.

[Alberta Education Assurance (AEA) Survey](#)

[Castles and Coltheart 3 (CC3)](#)

[CBE Student Survey](#)

[Early Years Evaluation - Teacher Assessment (EYE-TA)](#)

[English Language Learners (ELL) Benchmarks](#)

[High School Completion Rate (3yr, 5yr)](#)

[High School Completion | Alberta Education's Categories](#)

[Letter Name-Sound (LeNS)](#)

[Numeracy Screen Assessment](#)

[OurSCHOOL Survey](#)

[Reading Readiness Screening Tool (RRST)](#)

[School Development Plan](#)

Alberta Education Assurance (AEA) Survey

Each year Alberta Education surveys, students in grades 4, 7 and 10 and their parents / legal guardians as well as all K-12 teachers on the quality of education provided by school authorities.

> Our education system must know what is working well and where there is room for improvement. The results of our Assurance Survey give everyone important information and evidence about the quality of your child's education. It assures us all that schools are moving in the right direction. It also helps our schools show their parents, their communities and the province that they are meeting the needs of your child. Every parent has an important role to play, and I thank you for your diligence and dedication to Alberta's students.

> … Alberta Education's Assurance Framework provides the basis for accountability and public assurance in the Kindergarten to Grade 12 education system. To support the framework, the provincial government collects survey data on behalf of schools and school authorities to assess our learning goals as schools, school authorities and as a provincial government.

> (Retrieved Nov 12, 2022, from Alberta Education Assurance Survey - Parent Letter
> https://www.alberta.ca/assets/documents/edc-alberta-education-assurance-survey-parent-letter.pdf)

The following AEA Survey measures are included in this report:

- Access to Supports and Services: The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

- Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

- Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.

- In-Service Jurisdiction Needs: The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

- Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

- Program of Studies - At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

- Program of Studies - Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

- School Improvement: Percentage of teacher, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

- Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

- Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

For more information, refer to Appendix F | Alberta Education Assurance Measure Results and Alberta Education's Assurance and accountability in Alberta's K to 12 education system webpage.

Castles and Coltheart 3 (CC3)

The Castles and Coltheart 3 (CC3) assessment is an English word-reading test designed to identify the nature of a student's reading difficulties. CC3 assesses a student's ability to recall familiar and irregular words (for example, take, hand, island, cough), and their ability to sound out non-words (for example, norf, framp, gurve) that were created especially for this assessment and are meant to be fictitious and without meaning.

Retrieved Nov 7, 2022, from https://www.alberta.ca/early-years-assessments.aspx#:~:text=The%20English%20Letter%20Name%2DSound,ay%2C%20oa%2C%20oy)

For further information, see *Provincial Kindergarten to Grade 3 Literacy Screening Assessments LeNS and CC3 Interpretation Guide*.

CBE Student Survey

The CBE Student Survey is an in-house survey administered to students in grades 5, 6, 8, 9, 11, 12. Questions are tied to the Indigenous Education Holistic Lifelong Learning Framework, Literacy Framework, Mathematics Framework, Results 3 | Citizenship, Results 4 | Personal Development and Results 5 | Character. It is an opportunity for students to:

- report on themselves, their own abilities and their accomplishments; and

- take pride in what they have achieved.

Early Years Evaluation - Teacher Assessment (EYE-TA)

As part of on-going classroom observations, all kindergarten teachers complete a developmental screening tool on children in the fall. The Early Years Evaluation - Teacher Assessment (EYE-TA) helps the teacher, school and system to better understand each child's strengths and areas for growth.

Five domains are assessed: awareness of self and environment; social skills and approaches to learning; cognitive skills; language and communication; and physical and development.

- Yellow means the child is experiencing some difficulty in achieving the tasks in the particular developmental area (domain).

- Red means the child is experiencing significant difficulty in achieving the tasks in the particular developmental area (domain).

English Language Learners (ELL) Benchmarks

The *Alberta K-12 ESL Proficiency Benchmarks* is a language proficiency assessment, developed in Alberta, as an informal criterion-based assessment. It was designed for use by teachers of English language learners and can be used to assess language proficiency in the classroom context.

For more information, see Supporting English Language Learners: https://www.learnalberta.ca/content/eslapb/index.html.

High School Completion Rate (HSCR)

Alberta Education calculates the rate at which Alberta students complete high school within three, four, and five years of starting Grade 10. The High School Completion rate is calculated by dividing the number of high school completers by the number of students in the Grade 10 Cohort, adjusted for attrition.

The Grade 10 Cohort used for the HSCR is comprised of first-time Grade 10 students:

- whom the government of Alberta has a responsibility to educate; and

- who can reasonably be expected to complete high school.

For more information, refer to Appendix F | Alberta Education Assurance Measure Results and *Student Outcomes Measures Based on the Grade 10 Cohort: methodology for rates calculation*.

High School Completion | Alberta Education's 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 | 2021-2022, 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 [1] (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
- Physical Education 10 (3 credits) [2]
- Career and Life Management (3 credits) [3]

- 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)[4]. These courses may include:

    - 30-level locally developed courses
    - advanced level (3000 series) in Career and Technology Studies courses
    - 30-level Work Experience course[5]
    - 30-level Knowledge and Employability courses
    - 30-level Registered Apprenticeship Program courses
    - 30-level Green Certificate Specialization courses
    - Special Projects 30

[1] 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.

[2] See information on exemption from the physical education requirement.

[3] See information on exemption from the CALM requirement.

[4] 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.

[5] 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 | 2021-2022, p. 105

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 | 2021-2022, p. 111

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[1] 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)[2]
- Career and Life Management (3 credits)[3]
- 5 credits in:

  - 30-level Knowledge and Employability occupational course, or
  - advanced level (3000 series) in Career and Technology Studies courses[4], 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 course❸, or
- 30-level Green Certificate course❻, or
- Special Projects 30

OR

5 credits in a 30-level Registered Apprenticeship Program (RAP) course❼.

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.

❼ 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.

Letter Name-Sound (LeNS)

The Letter Name-Sound (LeNS) assessment is designed to ensure a student has the foundational phonics skills to develop into an independent reader. LeNS assesses a student's ability to sound out single letters and letter combinations (for example, n, d, e, ch, ay, oa, oy).

(Retrieved on Nov 7, 2022, from https://www.alberta.ca/early-years-assessments.aspx#:~:text=The%20English%20Letter%20Name%2DSound,ay%2C%20oa%2C%20oy)

For further information, see *Provincial Kindergarten to Grade 3 Literacy Screening Assessments LeNS and CC3 Interpretation Guide*.

Numeracy Screening Assessment

The numeracy screening assessments are a collection of tasks designed to help teachers understand their students' underlying knowledge of the number system, basic number operations and proportional reasoning skills. Although the tasks are designed to reflect curricular knowledge and expectations found in the current and draft elementary mathematics curriculum, they are not curriculum-based assessments. Alberta curriculum was used as a guideline to keep curriculum requirements within the range of each task expectation, with the understanding that students would generally perform at or better than these very minimal standards.

(Retrieved Nov 7, 2022, from https://www.alberta.ca/early-years-assessments.aspx#:~:text=The%20English%20Letter%20Name%2DSound,ay%2C%20oa%2C%20oy)

For more information, see *Provincial Kindergarten to Grade 3 Numeracy Screening Assessments Interpretation Guide*.

OurSCHOOL Survey

CBE administers The Learning Bar's OurSCHOOL Well-Being Survey in the fall to students in grades 4-12. Schools have the option to re-administer the survey in the spring.

> The OurSCHOOL Student Survey provides reliable, timely and accurate data on the factors known to have a profound impact on student outcomes. The survey is focused on measuring the factors that have been proven to directly affect students' academic achievement, health and well-being, engagement and attainment.

(Retrieved Nov 7, 2022, from https://thelearningbar.com/ourschool-survey/ourschool-student-survey/?lang=en-us)

There are two versions of the survey.

- Grades 4 and 5 students have an opportunity to provide feedback on their sense of belonging, positive relationships, anxiety, feeling safe at school.

- Grades 6-12 students have an opportunity to provide feedback on their sense of belonging, positive relationships, anxiety, depression, self-esteem, feeling safe at school, life satisfaction, general health, orientation to well-being, goal-oriented, self-regulation, cultural awareness.

The results of the survey are used at both the system and school levels to determine next steps in improving student well-being including specific instructional actions, supports and school processes.

Reading Readiness Screening Tool (RRST)

This diagnostic assessment tool is used in CBE in kindergarten classrooms. The use of this tool lays the foundation for district wide cohesive literacy assessment practices to inform instruction.

> The Reading Readiness Screening Tool provides … early identification of foundational skills, including phonemic awareness, is known to minimize the impact of reading difficulties, and in some cases prevents future reading and writing difficulties.

(Retrieved Nov 7, 2022, from https://ldalberta.ca/right-to-read-program/)

School Development Plan

A school's development plan sets out what needs to be done including the identification of goals, key actions, key outcomes and measures based on the school's data. The school development plan alongside the school improvement results report captures the previous year's improvement story and the plan moving forward. The plan and report are posted to the school's website under the About Us > Our School tab.

For more information, refer to Appendix B | School Development Plan Template.

Appendix F | Alberta Education Assurance Measure Results

The Alberta Education Assurance Measures Overall Summary records the results for specific measures.

Current Result is from 2021-22 for all measures except for the following where the Current Result is from 2020-21:

- 3-year High School Completion

- 5-year High School Completion

Based on the year of the Current Result, the year(s) of other results are as follows:

Current Result	Prev Year Result	Prev 3 Year Average
2020-21	2019-20	2017-18, 2018-19, 2019-20
2021-22	2020-21	2018-19, 2019-20, 2020-21

The Measures fall into one of three types.

- Achievement

  - Diploma Examination (Diploma): Acceptable
  - Diploma Examination (Diploma): Excellence
  - Provincial Achievement Test (PAT): Acceptable
  - Provincial Achievement Test (PAT): Excellence

- Alberta Education Assurance (AEA) Survey

  - Access to Supports and Services
  - Citizenship
  - Education Quality
  - In-Service Jurisdiction Needs
  - Parental Involvement
  - Program of Studies
  - Program of Studies – At Risk Students
  - School Improvement
  - Student Learning Engagement
  - Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

- Demographic

  - 3-year High School Completion
  - 5-year High School Completion

Methodology Rate Calculation for Demographic Measures | Summary

The methodology for rate calculation varies by measure. For detailed information, refer to the "AEAM methodology documents" section of Alberta Education's Assurance and accountability in Alberta's K to 12 education system webpage.

High School Completion rates are based on the Grade 10 Cohort. Students are included in the Grade 10 Cohort in the first school year in which they have a Grade 10 registration as of September 30 and they remain attached to that school's Cohort whether they remain registered at the school or not.

High School Completion Rate (3-year) is the percentage of students in the Grade 10 Cohort who have completed high school by the end of their third year, adjusted for attrition. High school completion is defined as:

- receiving an Alberta high school diploma, certificate of high school achievement or high school equivalency;

- entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or

- earning credit in a minimum of five grade 12 courses, including a Language Arts diploma exam course and three other diploma examination courses.

Alberta Education Evaluations: Achievement, Improvement and Overall

- The Achievement Evaluation is based on a comparison of current year data to a set of standards, which remain consistent over time.

- The Improvement Evaluation consists of comparing the current year result with the previous three-year average. A chi-square statistical test is used by Alberta Education to determine the significance of the improvement.
  Note | A result is considered statistically significant when it was unlikely to have occurred. There are several statistical tests used to determine significance, including chi-square tests.

- The Overall Evaluation combines the Achievement Evaluation and the Improvement Evaluation.

Impact of COVID-19 Pandemic on Provincial Assessments

Alberta Education included the following in the Fall 2022 school authority Alberta Education Assurance Measures Results reports:

The COVID-19 pandemic impacted the January 2022 Diploma Exam administration, as well as participation in the Provincial Achievement Tests (PATs) and Diploma Exams in 2019/20 and 2020/21.

Subsequently:

- Results for the 2019/20 and 2020/21 school years are not available for PATs or Diploma Examinations.
  - The reported "previous 3-year average" for these measures includes only the 2018/19 result.

- New results for the 2021/22 PATs and Diploma Examinations are not:
  - Evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement).
  - Included in the calculation of future provincial standards.
  - Included in the calculation of 3-year averages used to evaluate improvement of future provincial assessment results.

Caution should be used when interpreting results over time.

Impact of Security Breaches on Provincial Assessments

Alberta Education included the following in the Fall 2022 school authority Alberta Education Assurance Measures Results reports:

Security breaches occurred over the last few days of the 2021/22 PAT administration window. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort. However, all students have been included in school and school authority reporting. Caution should be used when interpreting these results.

How to Read the Alberta Education Assurance Measures Overall Summary

Achievement Evaluation

The Achievement Evaluation is based upon a comparison of Current Year data to a set of standards, which remain consistent over time. The Standards are calculated by taking the three-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 table below shows the range of values defining the five Achievement Evaluation levels for each measure.

Required Assurance Measures

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Note

1 | For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Supplemental Assurance Measures

Measure	Very Low	Low	Intermediate	High	Very High
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Note

1 | For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Diploma Examinations

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes |

1 | The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

2 | Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Provincial Achievement Tests

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
English Lang Arts 6	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Lang Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
French Lang Arts 6 année	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
Mathematics 6	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
Science 6	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
Social Studies 6	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Lang Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
English Lang Arts 9	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Lang Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
K&E English Lang Arts 9	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Lang Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
French Lang Arts 9 année	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
Mathematics 9	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
K&E Mathematics 9	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
Science 9	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
K&E Science 9	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
Social Studies 9	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
K&E Social Studies 9	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes |

1 | The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

2 | Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

3 | Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Improvement Table

For each jurisdiction, the Improvement Evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five Improvement Evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement Evaluations are combined to get the Overall Evaluation.

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

Additional Notes

1 | "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

2 | A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

3 | Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Exams. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

4 | Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

5 | Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

6 | Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

7 | Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

8 | Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

9 | Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.

10 | The AEA Survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

11 | The Citizenship measure was adjusted to reflect the introduction of the new AEA Survey measures in 2019/20. Caution should be used when interpreting trends over time.

Appendix G | AEA Survey Results

Measure		2017-18		2018-19		2019-20		2020-21		2021-22		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Access to Supports & Services: The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.														
Overall	Authority	n/a	n/a	n/a	n/a	n/a	n/a	34 585	78.9	36 894	77.9	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	230 761	82.6	249 570	81.6	n/a	n/a	n/a
Parent	Authority	n/a	n/a	n/a	n/a	n/a	n/a	5248	73.4	4908	72.9	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	30 936	78.9	31 684	77.4	n/a	n/a	n/a
Student	Authority	n/a	n/a	n/a	n/a	n/a	n/a	24 214	78.2	26 832	77.8	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	169 631	80.2	186 935	80.1	n/a	n/a	n/a
Teacher	Authority	n/a	n/a	n/a	n/a	n/a	n/a	5123	85.1	5154	83.0	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	30 194	88.7	30 951	87.3	n/a	n/a	n/a
Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.														
Overall	Authority	36 575	81.1	37 486	80.5	39 592	81.2	34 624	80.3	36 950	79.2	High	Declined Significantly	Issue
	Province	253 727	83.0	265 614	82.9	264 413	83.3	230 843	83.2	249 770	81.4	n/a	n/a	n/a
Parent	Authority	5460	78.1	5481	78.0	5919	78.6	5247	76.9	4909	77.7	High	Maintained	Good
	Province	35 482	81.7	35 247	81.9	36 891	82.4	30 905	81.4	31 689	80.4	n/a	n/a	n/a
Student	Authority	25 636	73.8	26 300	72.7	27 653	73.6	24 251	72.1	26 883	70.8	High	Declined Significantly	Issue
	Province	185 623	73.9	197 090	73.5	193 577	73.8	169 741	74.1	187 120	72.1	n/a	n/a	n/a
Teacher	Authority	5479	91.4	5705	90.8	6020	91.5	5126	91.9	5158	89.2	Intermediate	Declined Significantly	Issue
	Province	32 622	93.4	33 277	93.2	33 945	93.6	30 197	94.1	30 961	91.7	n/a	n/a	n/a
Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.														
Overall	Authority	36 616	88.2	37 520	88.6	39 634	89.0	34 621	88.1	36 920	87.9	High	Declined Significantly	Issue
	Province	254 026	90.0	265 841	90.2	264 623	90.3	230 814	89.6	249 532	89.0	n/a	n/a	n/a
Parent	Authority	5 464	80.5	5 486	82.0	5 925	82.8	5 269	83.7	4 912	84.0	High	Improved Significantly	Good
	Province	35 499	86.0	35 262	86.4	36 907	86.7	31 024	86.7	31 728	86.1	n/a	n/a	n/a
Student	Authority	25 672	88.9	26 326	88.3	27 689	88.3	24 228	85.7	26 852	85.2	Intermediate	Declined Significantly	Issue
	Province	185 888	88.2	197 282	88.1	193 763	87.8	169 589	86.3	186 834	85.9	n/a	n/a	n/a
Teacher	Authority	5 480	95.2	5 708	95.4	6 020	95.9	5 124	94.8	5 156	94.4	Intermediate	Declined Significantly	Issue
	Province	32 639	95.8	33 297	96.1	33 953	96.4	30 201	95.7	30 970	95.0	n/a	n/a	n/a
In-Service Jurisdiction Needs: The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.														
Teacher	Authority	5 426	80.9	5 646	81.9	5 980	81.8	5 033	81.2	5 072	80.5	Low	Declined	Issue
	Province	32 428	84.3	33 074	85.2	33 766	85.0	29 619	84.9	30 280	83.7	n/a	n/a	n/a
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.														
Overall	Authority	10 805	77.4	11 091	77.9	11 843	79.0	10 328	76.6	10 029	77.3	Intermediate	Declined Significantly	Issue
	Province	67 509	81.2	68 116	81.3	70 377	81.8	60 919	79.5	62 412	78.8	n/a	n/a	n/a
Parent	Authority	5349	66.7	5402	68.0	5850	69.5	5239	68.7	4895	70.9	High	Improved Significantly	Good
	Province	34 998	73.4	34 944	73.6	36 556	73.9	30 886	72.2	31 598	72.3	n/a	n/a	n/a
Teacher	Authority	5456	88.0	5689	87.9	5993	88.5	5089	84.6	5134	83.7	Low	Declined Significantly	Concern
	Province	3 2511	88.9	33 172	89.0	33 821	89.6	30 033	86.8	30 814	85.2	n/a	n/a	n/a
Program of Studies: Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education														
Overall	Authority	25 551	81.8	26 264	82.3	28 442	82.7	23 788	81.5	25 328	82.6	Very High	Maintained	Excellent
	Province	175 907	81.8	181 846	82.2	184 393	82.4	157 680	81.9	172 339	82.9	n/a	n/a	n/a
Parent	Authority	5 461	76.4	5 484	76.9	5 922	76.7	5 231	79.0	4 900	80.6	High	Improved Significantly	Good
	Province	35 489	79.9	35 252	80.1	36 901	80.1	30 817	81.7	31 625	82.4	n/a	n/a	n/a
Student	Authority	14 610	81.3	15 074	81.1	16 499	82.5	13 431	77.2	15 272	78.8	Very High	Declined Significantly	Acceptable
	Province	107 780	77.2	113 304	77.4	113 541	77.8	96 676	74.9	109 776	76.9	n/a	n/a	n/a
Teacher	Authority	5 480	87.8	5 706	88.9	6 021	88.7	5 126	88.3	5 156	88.4	High	Maintained	Good
	Province	32 638	88.4	33 290	89.1	33 951	89.3	30 187	89.2	30 938	89.3	n/a	n/a	n/a

Measure		2017-18		2018-19		2019-20		2020-21		2021-22		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Program of Studies - At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.														
Overall	Authority	36 539	81.3	37 426	81.5	39 542	82.5	34 574	79.2	36 884	78.3	Very Low	Declined Significantly	Concern
	Province	253 515	84.2	265 362	84.7	264 165	84.9	230 686	82.7	249 524	81.9	n/a	n/a	n/a
Parent	Authority	5450	70.0	5460	71.2	5912	72.0	5240	70.7	4900	70.1	Very Low	Declined	Concern
	Province	35 439	77.0	35 184	77.8	36 846	78.1	30 874	76.7	31 643	75.3	n/a	n/a	n/a
Student	Authority	25 617	81.4	26 269	80.7	27618	82.0	24 214	78.2	26 832	77.8	Low	Declined Significantly	Concern
	Province	185 470	81.7	196 933	81.9	193 409	82.2	169 631	80.2	186 935	80.1	n/a	n/a	n/a
Teacher	Authority	5472	92.4	5697	92.7	6012	93.5	5120	88.7	5152	87.1	Very Low	Declined Significantly	Concern
	Province	32 606	94.0	33 245	94.5	33 910	94.4	30 181	91.2	30 946	90.3	n/a	n/a	n/a
School Improvement: Percentage of teacher, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.														
Overall	Authority	35 918	78.2	36 869	78.8	38 965	79.7	33 236	79.0	35 712	71.9	Intermediate	Declined Significantly	Issue
	Province	251 246	80.3	263 364	81.0	262 079	81.5	224 041	81.4	243 980	74.2	n/a	n/a	n/a
Parent	Authority	5225	72.8	5230	74.0	5712	74.0	4664	78.2	4626	67.4	Low	Declined Significantly	Concern
	Province	34 237	79.3	34 159	80.3	35 896	80.0	28 016	81.7	30 147	70.0	n/a	n/a	n/a
Student	Authority	25 493	80.5	26 151	79.6	27 453	79.9	23 859	77.3	26 368	74.3	Intermediate	Declined Significantly	Issue
	Province	185 106	80.2	196 592	79.4	192 917	79.6	167 992	79.1	185 107	76.3	n/a	n/a	n/a
Teacher	Authority	5200	81.4	5488	82.9	5800	85.2	4713	81.6	4718	73.9	Intermediate	Declined Significantly	Issue
	Province	31 903	81.5	32 613	83.4	33 266	85.0	28 033	83.4	28 726	76.3	n/a	n/a	n/a
Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.														
Overall	Authority	n/a	n/a	n/a	n/a	n/a	n/a	34 644	84.8	36 936	84.7	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	230 956	85.6	249 740	85.1	n/a	n/a	n/a
Parent	Authority	n/a	n/a	n/a	n/a	n/a	n/a	5 266	86.5	4 906	86.9	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	30 994	89.0	31 694	88.7	n/a	n/a	n/a
Student	Authority	n/a	n/a	n/a	n/a	n/a	n/a	24 258	72.8	26 879	72.4	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	169 789	71.8	187 102	71.3	n/a	n/a	n/a
Teacher	Authority	n/a	n/a	n/a	n/a	n/a	n/a	5 120	95.0	5 151	94.9	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	30 173	96.0	30 944	95.5	n/a	n/a	n/a
Welcoming, Caring, Respectful and Safe Learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.														
Overall	Authority	n/a	n/a	n/a	n/a	n/a	n/a	34 668	86.0	36 995	84.9	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	231 091	87.8	249 941	86.1	n/a	n/a	n/a
Parent	Authority	n/a	n/a	n/a	n/a	n/a	n/a	5259	85.5	4910	85.5	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	30 980	88.2	31 715	86.9	n/a	n/a	n/a
Student	Authority	n/a	n/a	n/a	n/a	n/a	n/a	24 282	78.9	26 927	77.4	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	169 900	79.8	187 258	77.7	n/a	n/a	n/a
Teacher	Authority	n/a	n/a	n/a	n/a	n/a	n/a	5127	93.6	5158	91.9	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	30 211	95.3	30 968	93.6	n/a	n/a	n/a

Calgary Board of Education

Measure	Group	Grade	Question	2020-21	2021-22
Student Learning Engagement	Parent	Grade 4-6	Your child is learning what they need to know	83	81
		Grade 4-6	The literacy skills your child is learning at school are useful	93	93
		Grade 4-6	The numeracy skills your child is learning at school are useful	91	91
		Grade 7-9	Your child is learning what they need to know	78	77
		Grade 7-9	The literacy skills your child is learning at school are useful	90	90
		Grade 7-9	The numeracy skills your child is learning at school are useful	89	88
		Grade 10-12	Your child is learning what they need to know	76	80
		Grade 10-12	The literacy skills your child is learning at school are useful	88	89
		Grade 10-12	The numeracy skills your child is learning at school are useful	86	89
	Student	Grade 4-6	Do you like learning language arts	73	70
		Grade 4-6	Do you like learning math	72	72
		Grade 7-9	The language arts I am learning at school is interesting to me	69	69
		Grade 7-9	I understand how the language arts I am learning at school is useful to me	82	82
		Grade 7-9	The mathematics I am learning at school is interesting to me	63	62
		Grade 7-9	I understand how the mathematics I am learning at school is useful to me	80	79
		Grade 7-9	I understand how the science I am learning at school is useful to me	84	84
		Grade 7-9	I understand how the social studies I am learning at school is useful to me	68	73
		Grade 7-9	The science I am learning at school is interesting to me	81	81
		Grade 7-9	The social studies I am learning at school is interesting to me	66	68
		Grade 10-12	The language arts I am learning at school is interesting to me	61	61
		Grade 10-12	I understand how the language arts I am learning at school is useful to me	80	80
		Grade 10-12	The mathematics I am learning at school is interesting to me	60	60
		Grade 10-12	I understand how the mathematics I am learning at school is useful to me	71	72
		Grade 10-12	I understand how the science I am learning at school is useful to me	85	82
		Grade 10-12	I understand how the social studies I am learning at school is useful to me	71	73
	Teacher	Grade 4-6	Students at your school are learning what they need to know	96	94
		Grade 4-6	The literacy skills students are learning at your school are useful	98	97
		Grade 4-6	The numeracy skills students are learning at your school are useful	98	97
		Grade 7-9	Students at your school are learning what they need to know	93	92
		Grade 7-9	The literacy skills students are learning at your school are useful	94	95
		Grade 7-9	The numeracy skills students are learning at your school are useful	92	93
		Grade 10-12	Students at your school are learning what they need to know	88	88
		Grade 10-12	The literacy skills students are learning at your school are useful	91	90
		Grade 10-12	The numeracy skills students are learning at your school are useful	88	87

Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Theme	Question	Percentage Agreement
Belonging/Connection	At school, I feel like I belong	75.8
	At school, students care about each other	65.3
	I feel welcome at my school	83.3
	My teachers care about me	81.2
Regulation	I can get help at my school with problems that are not related to school work	65.8
	When I need it, teachers at my school are available to help me	86.9
Relationships	At school, I am encouraged to try my best	89.2
	At school, students follow the rules	53.6
	At school, students help each other	77.2
	At school, students respect each other	65.4
	I am treated fairly by adults at my school	82.6
	I feel safe at school	82.3
	I feel safe on the way to and from school	87.6
	Other students treat me well	80.3

Calgary Board of Education

Appendix H | CBE Student Survey Results by Question

Summary Measure	Question	Percentage Agreement
Indigenous Education Holistic Lifelong Learning Framework	I am proud to be a part of my school.	72.2
	I can see my culture reflected in my school.	59.6
	I feel included at school.	54.9
	I feel welcome at school.	60.7
	My teacher(s) care about me.	82.1
	My teacher(s) want me to be successful.	87.3
	The things I'm learning in school are meaningful to me.	70.9
	There is at least one adult at school who I really connect with.	65.8
Literacy Framework	I am a good (competent) writer.	74.8
	I can contribute to conversations about books, poems, non-fiction or other texts.	76.4
	I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.	68.3
	I know what to do next to improve my reading skills.	74.7
	I know what to do next to improve my writing skills.	74.9
	I understand what I read.	92.5
	My reading and writing skills help me achieve my future goals.	81.4
Mathematics Framework	I am confident that I can learn mathematics.	84.7
	I can reach the level of success in mathematics that I need for my future goals.	79.9
	I enjoy working on challenging problems in mathematics.	59.3
	I know what to do next to improve in mathematics.	78.2
	I see mathematics as a creative and interesting subject.	58.2
	I share my ideas and ask questions in mathematics class.	71.4
	I think deeply and slowly when solving mathematics problems.	75.8
Adaptability Summary	I can adapt to new situations even when under stress or pressure.	62.2
	I can change to meet the needs of new situations at school.	76.3
	I like learning new things at school even if I sometimes find it challenging.	74.3
Emotional Health Summary	I ask for help when I need it.	65.9
	I have strategies to help myself that I use if I feel stressed about school.	60.3
	I talk to my caregivers, friends, classmates and/or teachers about how I feel.	51.9
Learning Technology Summary	I feel comfortable using the technology available at school to help me learn.	91.6
	I have enough opportunity to use technology in my learning.	88.4
	I use technology to help my learning.	93.7
Physical Health Summary	I take care of myself by choosing healthy snacks when I am able.	71.5
	I take care of myself by exercising regularly when I am able.	76.8
	I take care of myself by getting enough sleep when I am able.	63.4
	I take care of myself by making sure I don't have too much screen time	37.2
Resiliency and Perseverance Summary	I feel confident I can overcome challenges in my learning.	74.0
	I try hard at school even when I find it challenging to succeed in my learning.	81.4
	I want to keep learning even when I experience a setback.	71.8
	When I struggle with my school work, I can get through it and fix it.	74.1
Respectfully Challenging Policies or Decisions Summary	I respectfully speak up when I don't agree with the rules.	62.0
	I respectfully speak up when I don't agree with a decision made by a: classmate	78.5
	I respectfully speak up when I don't agree with a decision made by a: school staff	56.8
	I respectfully speak up when I don't agree with a decision made by a: teacher	61.6
Risk-taking Summary	I am willing to try new things in my learning even if I'm not sure I will be successful.	80.3
	I try to join in when others are learning something I'm interested in.	72.8
Social Health Summary	I can easily make and keep friends.	71.5
	I have positive relationships with friends and family.	86.2
	I know when my friendships or relationships become negative or unhealthy.	84.1
	If a relationship is no longer positive, I know what strategies I can use to address it.	68.5

Summary Measure	Question	Percentage Agreement
Technological Communication Summary	I am careful about what I share online.	91.6
	I communicate online the same way I do face to face.	66.8
Technological Critical Thinking Summary	I trust the information I see online.	43.6
	If I use information I find online, I note where it came from.	79.0
	When I see information online, I can tell if it is true or made up.	84.9
	When I'm reading information online, I can tell if it is true or made up.	83.8

Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Theme	Question	Percentage Agreement
Belonging/Connection	I am interested in how people of other cultures see the world.	85.4
	I talk to people about issues like peace and climate change.	58.7
	I am proud to be a part of my school.	75.7
	The things I'm learning in school are meaningful to me.	73.3
	I can see my culture reflected in my school.	53.2
	At my school I get to learn from Indigenous Elders, Knowledge Keepers.	56.6
	I feel included at school.	63.8
	I feel welcome at school.	69.2
	There is at least one adult at school who I really connect with.	63.2
	My teacher(s) want me to be successful.	91.7
	My teacher(s) care about me.	86.7
	At my school I learn about Indigenous ways of being, belonging, doing & knowing.	73.6
Perseverance/Persistence	I feel confident I can overcome challenges in my learning.	81.1
	When I struggle with my school work, I can get through it and fix it.	82.1
	I try hard at school even when I find it challenging to succeed in my learning.	86.5
	I want to keep learning even when I experience a setback.	78.1
	I am willing to try new things in my learning even if I'm not sure I will be successful.	84.1
	When I learn about a new way to use school technology, I want to try it.	86.2
	I try to join in when others are learning something I'm interested in.	81.8
	I like learning new things at school even if I sometimes find it challenging.	80.4
	I can adapt to new situations even when under stress or pressure.	71.1
	I can change to meet the needs of new situations at school.	87.4
Regulation	I take care of myself by choosing healthy snacks when I am able.	74.5
	I take care of myself by exercising regularly when I am able.	79.8
	I take care of myself by getting enough sleep when I am able.	66.5
	I take care of myself by making sure I don't have too much screen time	39.5
	I ask for help when I need it.	72.3
	I talk to my caregivers, friends, classmates, and/or teachers about how I feel.	54.6
	I have strategies to help myself that I use if I feel stressed about school.	62.8
Relationships	I am responsible for myself and my actions.	97.3
	I think it's important to help other students when they need it.	95.7
	I want to know how people in the rest of Canada live their lives.	66.0
	I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians.	91.9
	I have positive relationships with friends and family.	91.9
	I can easily make and keep friends.	78.2
	I know when my friendships or relationships become negative or unhealthy.	88.6
	If a relationship is no longer positive, I know what strategies I can use to address it.	70.0
	I respectfully speak up when I don't agree with the rules.	64.7
	I respectfully speak up when I don't agree with a decision made by a:classmate	85.2
	I respectfully speak up when I don't agree with a decision made by a:teacher	57.8
	I respectfully speak up when I don't agree with a decision made by a:school staff	52.6
	I communicate online the same way I do face to face.	66.8
	I am careful about what I share online.	91.6
	I treat people with the same respect online as I would face-to-face.	86.8

Appendix I | OurSCHOOL Survey Results by Grade

Well-Being Theme	Summary Measure	Percentage Agreement
Belonging/Connection	Cultural Awareness - Others	81.4
	Cultural Awareness - Own	59.6
	Sense Of Belonging	68.8
Perseverance/Persistence	Goal Orientation	62.7
	Orientation To Well-Being Eudaimonia	61.3
Regulation	Anxiety	71.3
	Depression	70.7
	Self-esteem	68.9
	Self-Regulation	61.1
Relationships	Feel Safe Attending This School	64.1
	Positive Relationships	76.2

Summary Measure	Grade	Percentage Agreement
Cultural Awareness - Others	6	78
	7	78
	8	79
	9	83
	10	84
	11	84
	12	84
Cultural Awareness - Own	6	56
	7	54
	8	55
	9	58
	10	63
	11	64
	12	67
Sense of Belonging	4	81
	5	77
	6	71
	7	68
	8	65
	9	65
	10	65
	11	63
	12	64
Goal Orientation	6	71
	7	64
	8	59
	9	61
	10	60
	11	61
	12	63
Orientation To Well-Being Eudaimonia	6	72
	7	63
	8	58
	9	58
	10	58
	11	59
	12	61

Summary Measure	Grade	Percentage Agreement
Anxiety	4	79
	5	78
	6	76
	7	71
	8	68
	9	66
	10	67
	11	68
	12	69
Depression	6	79
	7	77
	8	72
	9	70
	10	68
	11	65
	12	64
Self-esteem	6	79
	7	73
	8	67
	9	65
	10	66
	11	65
	12	67
Self-regulation	6	66
	7	63
	8	60
	9	60
	10	60
	11	59
	12	60
Feel safe attending this school* *Only cases where the student agreed with the statements of all three questions of this summary measure are included.	4	71
	5	70
	6	68
	7	64
	8	60
	9	62
	10	60
	11	60
	12	62
Positive Relationships	4	79
	5	80
	6	74
	7	76
	8	77
	9	78
	10	74
	11	74
	12	74

Appendix J | Diploma Examination Results

Note | The Prev 3 Year Average is based on one year only (2018-19). Provincial assessments were cancelled or optional in 2019-20 and 2020-21 due to the global pandemic.

Cohort	Measure	2017-18	2018-19	2019-20	2020-21	2021-22
All	Diploma: Acceptable	86.3	86.6	n/a	n/a	81.1
	Diploma: Excellence	31.2	32.2	n/a	n/a	26.5
English Language Learners	Diploma: Acceptable	77.1	76.0	n/a	n/a	65.7
	Diploma: Excellence	23.2	21.2	n/a	n/a	15.2
Self-Identify as Indigenous	Diploma: Acceptable	82.1	83.4	n/a	n/a	77.1
	Diploma: Excellence	12.8	15.9	n/a	n/a	10.2
With Identified Special Education Needs	Diploma: Acceptable	84.4	83.5	n/a	n/a	76.5
	Diploma: Excellence	20.4	20.6	n/a	n/a	19.1

All		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	n/a	n/a	n/a	81.6	n/a	86.9	78.8	n/a	86.8
	Diploma: Excellence	n/a	n/a	n/a	13.9	n/a	15.4	9.4	n/a	12.3
English Lang Arts 30-2	Diploma: Acceptable	n/a	n/a	n/a	81.9	n/a	86.9	80.8	n/a	87.1
	Diploma: Excellence	n/a	n/a	n/a	15.8	n/a	14.7	12.3	n/a	12.1
French Lang Arts 30-1	Diploma: Acceptable	n/a	n/a	n/a	92.3	n/a	94.9	91.9	n/a	91.5
	Diploma: Excellence	n/a	n/a	n/a	5.8	n/a	18.9	6.8	n/a	10.1
Mathematics 30-1	Diploma: Acceptable	n/a	n/a	n/a	66.5	n/a	83.4	63.6	n/a	77.8
	Diploma: Excellence	n/a	n/a	n/a	24.4	n/a	45.5	23.0	n/a	35.1
Mathematics 30-2	Diploma: Acceptable	n/a	n/a	n/a	68.1	n/a	77.7	61.5	n/a	76.5
	Diploma: Excellence	n/a	n/a	n/a	15.1	n/a	19.6	11.8	n/a	16.8
Social Studies 30-1	Diploma: Acceptable	n/a	n/a	n/a	88.0	n/a	90.7	81.5	n/a	86.6
	Diploma: Excellence	n/a	n/a	n/a	24.5	n/a	24.1	15.8	n/a	17.0
Social Studies 30-2	Diploma: Acceptable	n/a	n/a	n/a	80.2	n/a	83.6	72.5	n/a	77.8
	Diploma: Excellence	n/a	n/a	n/a	23.8	n/a	19.4	13.2	n/a	12.2
Biology 30	Diploma: Acceptable	n/a	n/a	n/a	82.9	n/a	87.8	74.3	n/a	83.9
	Diploma: Excellence	n/a	n/a	n/a	37.9	n/a	45.9	25.2	n/a	35.5
Chemistry 30	Diploma: Acceptable	n/a	n/a	n/a	85.8	n/a	89.4	77.1	n/a	85.7
	Diploma: Excellence	n/a	n/a	n/a	43.1	n/a	53.3	31.1	n/a	42.5
Physics 30	Diploma: Acceptable	n/a	n/a	n/a	86.9	n/a	90.8	78.5	n/a	87.5
	Diploma: Excellence	n/a	n/a	n/a	47.9	n/a	56.2	34.6	n/a	43.5
Science 30	Diploma: Acceptable	n/a	n/a	n/a	80.0	n/a	85.8	75.7	n/a	85.7
	Diploma: Excellence	n/a	n/a	n/a	21.9	n/a	33.1	17.2	n/a	31.2

		Results (in percentages)									
All		2017-18		2018-19		2019-20		2020-21		2021-22	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Lang Arts 30-1	Authority	87.6	16.1	86.9	15.4	n/a	n/a	n/a	n/a	81.6	13.9
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4
English Lang Arts 30-2	Authority	88.5	14.4	86.9	14.7	n/a	n/a	n/a	n/a	81.9	15.8
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3
French Lang Arts 30-1	Authority	95.9	15.2	94.9	18.9	n/a	n/a	n/a	n/a	92.3	5.8
	Province	93.8	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8
Mathematics 30-1	Authority	82.9	44.3	83.4	45.5	n/a	n/a	n/a	n/a	66.5	24.4
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0
Mathematics 30-2	Authority	75.3	18.1	77.7	19.6	n/a	n/a	n/a	n/a	68.1	15.1
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8
Social Studies 30-1	Authority	90.6	24.4	90.7	24.1	n/a	n/a	n/a	n/a	88.0	24.5
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8
Social Studies 30-2	Authority	83.8	19.3	83.6	19.4	n/a	n/a	n/a	n/a	80.2	23.8
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2
Biology 30	Authority	88.3	44.3	87.8	45.9	n/a	n/a	n/a	n/a	82.9	37.9
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2
Chemistry 30	Authority	87.3	49.1	89.4	53.3	n/a	n/a	n/a	n/a	85.8	43.1
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1
Physics 30	Authority	88.5	50.4	90.8	56.2	n/a	n/a	n/a	n/a	86.9	47.9
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6
Science 30	Authority	85.4	34.4	85.8	33.1	n/a	n/a	n/a	n/a	80.0	21.9
	Province	85.4	31.5	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2

English Language Learners		The Calgary School Division					Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	n/a	n/a	n/a	60.5	n/a	67.9	55.5	n/a	68.1
	Diploma: Excellence	n/a	n/a	n/a	2.0	n/a	3.4	2.6	n/a	3.3
English Lang Arts 30-2	Diploma: Acceptable	n/a	n/a	n/a	66.2	n/a	74.0	63.9	n/a	73.1
	Diploma: Excellence	n/a	n/a	n/a	2.6	n/a	5.2	3.7	n/a	4.8
French Lang Arts 30-1	Diploma: Acceptable	n/a	n/a	n/a	*	n/a	100.0	93.8	n/a	93.0
	Diploma: Excellence	n/a	n/a	n/a	*	n/a	25.0	12.5	n/a	20.9
Mathematics 30-1	Diploma: Acceptable	n/a	n/a	n/a	50.0	n/a	77.2	52.2	n/a	71.7
	Diploma: Excellence	n/a	n/a	n/a	19.1	n/a	36.9	19.2	n/a	27.6
Mathematics 30-2	Diploma: Acceptable	n/a	n/a	n/a	58.6	n/a	71.5	46.9	n/a	68.8
	Diploma: Excellence	n/a	n/a	n/a	8.3	n/a	12.1	6.3	n/a	11.6
Social Studies 30-1	Diploma: Acceptable	n/a	n/a	n/a	75.0	n/a	82.9	68.7	n/a	79.1
	Diploma: Excellence	n/a	n/a	n/a	11.7	n/a	12.9	9.0	n/a	9.6
Social Studies 30-2	Diploma: Acceptable	n/a	n/a	n/a	68.0	n/a	74.1	55.6	n/a	65.7
	Diploma: Excellence	n/a	n/a	n/a	13.9	n/a	11.9	7.1	n/a	7.5
Biology 30	Diploma: Acceptable	n/a	n/a	n/a	68.8	n/a	80.2	61.0	n/a	76.6
	Diploma: Excellence	n/a	n/a	n/a	30.7	n/a	31.2	18.0	n/a	24.7
Chemistry 30	Diploma: Acceptable	n/a	n/a	n/a	76.9	n/a	79.8	67.9	n/a	78.8
	Diploma: Excellence	n/a	n/a	n/a	33.5	n/a	44.8	23.5	n/a	34.6
Physics 30	Diploma: Acceptable	n/a	n/a	n/a	75.6	n/a	85.6	63.1	n/a	79.3
	Diploma: Excellence	n/a	n/a	n/a	40.2	n/a	47.6	26.4	n/a	32.3
Science 30	Diploma: Acceptable	n/a	n/a	n/a	58.2	n/a	78.0	59.7	n/a	78.3
	Diploma: Excellence	n/a	n/a	n/a	12.7	n/a	19.5	11.8	n/a	21.8

English Language Learners		Results (in percentages)									
		2017-18		2018-19		2019-20		2020-21		2021-22	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Lang Arts 30-1	Authority	70.1	4.1	67.9	3.4	n/a	n/a	n/a	n/a	60.5	2.0
	Province	71.0	3.8	68.1	3.3	n/a	n/a	n/a	n/a	55.5	2.6
English Lang Arts 30-2	Authority	80.0	4.5	74.0	5.2	n/a	n/a	n/a	n/a	66.2	2.6
	Province	76.3	4.8	73.1	4.8	n/a	n/a	n/a	n/a	63.9	3.7
French Lang Arts 30-1	Authority	95.0	10.0	100.0	25.0	n/a	n/a	n/a	n/a	*	*
	Province	92.3	12.8	93.0	20.9	n/a	n/a	n/a	n/a	93.8	12.5
Mathematics 30-1	Authority	78.4	41.3	77.2	36.9	n/a	n/a	n/a	n/a	50.0	19.1
	Province	71.5	29.3	71.7	27.6	n/a	n/a	n/a	n/a	52.2	19.2
Mathematics 30-2	Authority	68.0	16.4	71.5	12.1	n/a	n/a	n/a	n/a	58.6	8.3
	Province	66.1	12.0	68.8	11.6	n/a	n/a	n/a	n/a	46.9	6.3
Social Studies 30-1	Authority	82.5	13.4	82.9	12.9	n/a	n/a	n/a	n/a	75.0	11.7
	Province	77.9	10.0	79.1	9.6	n/a	n/a	n/a	n/a	68.7	9.0
Social Studies 30-2	Authority	74.7	12.6	74.1	11.9	n/a	n/a	n/a	n/a	68.0	13.9
	Province	68.0	8.7	65.7	7.5	n/a	n/a	n/a	n/a	55.6	7.1
Biology 30	Authority	80.9	40.4	80.2	31.2	n/a	n/a	n/a	n/a	68.8	30.7
	Province	80.5	29.1	76.6	24.7	n/a	n/a	n/a	n/a	61.0	18.0
Chemistry 30	Authority	81.3	42.2	79.8	44.8	n/a	n/a	n/a	n/a	76.9	33.5
	Province	79.3	33.2	78.8	34.6	n/a	n/a	n/a	n/a	67.9	23.5
Physics 30	Authority	82.9	37.8	85.6	47.6	n/a	n/a	n/a	n/a	75.6	40.2
	Province	79.4	32.8	79.3	32.3	n/a	n/a	n/a	n/a	63.1	26.4
Science 30	Authority	75.0	20.2	78.0	19.5	n/a	n/a	n/a	n/a	58.2	12.7
	Province	75.8	22.1	78.3	21.8	n/a	n/a	n/a	n/a	59.7	11.8

Self-Identify as Indigenous		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	n/a	n/a	n/a	79.6	n/a	85.0	73.5	n/a	84.4
	Diploma: Excellence	n/a	n/a	n/a	2.0	n/a	8.0	4.4	n/a	5.4
English Lang Arts 30-2	Diploma: Acceptable	n/a	n/a	n/a	85.7	n/a	89.4	82.1	n/a	88.4
	Diploma: Excellence	n/a	n/a	n/a	9.5	n/a	18.3	9.2	n/a	9.7
French Lang Arts 30-1	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	83.3	n/a	81.3
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	0.0	n/a	0.0
Mathematics 30-1	Diploma: Acceptable	n/a	n/a	n/a	41.2	n/a	68.1	50.9	n/a	61.7
	Diploma: Excellence	n/a	n/a	n/a	5.9	n/a	19.1	10.5	n/a	18.2
Mathematics 30-2	Diploma: Acceptable	n/a	n/a	n/a	75.9	n/a	92.5	55.2	n/a	72.0
	Diploma: Excellence	n/a	n/a	n/a	6.9	n/a	17.5	7.3	n/a	12.0
Social Studies 30-1	Diploma: Acceptable	n/a	n/a	n/a	82.8	n/a	87.9	72.5	n/a	77.3
	Diploma: Excellence	n/a	n/a	n/a	10.3	n/a	12.1	7.4	n/a	7.6
Social Studies 30-2	Diploma: Acceptable	n/a	n/a	n/a	73.6	n/a	78.1	66.0	n/a	70.1
	Diploma: Excellence	n/a	n/a	n/a	8.3	n/a	8.6	5.4	n/a	5.8
Biology 30	Diploma: Acceptable	n/a	n/a	n/a	67.6	n/a	83.0	58.9	n/a	72.6
	Diploma: Excellence	n/a	n/a	n/a	23.5	n/a	20.8	11.5	n/a	17.8
Chemistry 30	Diploma: Acceptable	n/a	n/a	n/a	82.4	n/a	80.6	62.5	n/a	72.9
	Diploma: Excellence	n/a	n/a	n/a	17.6	n/a	41.7	15.4	n/a	23.7
Physics 30	Diploma: Acceptable	n/a	n/a	n/a	90.0	n/a	91.7	68.6	n/a	74.1
	Diploma: Excellence	n/a	n/a	n/a	40.0	n/a	33.3	25.2	n/a	25.9
Science 30	Diploma: Acceptable	n/a	n/a	n/a	91.7	n/a	87.0	70.0	n/a	84.1
	Diploma: Excellence	n/a	n/a	n/a	0.0	n/a	21.7	7.2	n/a	19.5

Self-Identify as Indigenous		Results (in percentages)									
		2017-18		2018-19		2019-20		2020-21		2021-22	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Lang Arts 30-1	Authority	85.6	2.2	85.0	8.0	n/a	n/a	n/a	n/a	79.6	2.0
	Province	83.1	5.9	84.4	5.4	n/a	n/a	n/a	n/a	73.5	4.4
English Lang Arts 30-2	Authority	91.6	14.0	89.4	18.3	n/a	n/a	n/a	n/a	85.7	9.5
	Province	88.5	10.0	88.4	9.7	n/a	n/a	n/a	n/a	82.1	9.2
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 30-1	Authority	69.8	18.6	68.1	19.1	n/a	n/a	n/a	n/a	41.2	5.9
	Province	61.3	15.3	61.7	18.2	n/a	n/a	n/a	n/a	50.9	10.5
Mathematics 30-2	Authority	70.9	18.2	92.5	17.5	n/a	n/a	n/a	n/a	75.9	6.9
	Province	69.1	9.7	72.0	12.0	n/a	n/a	n/a	n/a	55.2	7.3
Social Studies 30-1	Authority	85.0	5.0	87.9	12.1	n/a	n/a	n/a	n/a	82.8	10.3
	Province	75.3	8.1	77.3	7.6	n/a	n/a	n/a	n/a	72.5	7.4
Social Studies 30-2	Authority	81.0	7.9	78.1	8.6	n/a	n/a	n/a	n/a	73.6	8.3
	Province	72.2	5.8	70.1	5.8	n/a	n/a	n/a	n/a	66.0	5.4
Biology 30	Authority	86.3	21.6	83.0	20.8	n/a	n/a	n/a	n/a	67.6	23.5
	Province	75.7	17.3	72.6	17.8	n/a	n/a	n/a	n/a	58.9	11.5
Chemistry 30	Authority	79.4	26.5	80.6	41.7	n/a	n/a	n/a	n/a	82.4	17.6
	Province	69.7	19.9	72.9	23.7	n/a	n/a	n/a	n/a	62.5	15.4
Physics 30	Authority	70.0	40.0	91.7	33.3	n/a	n/a	n/a	n/a	90.0	40.0
	Province	76.9	24.0	74.1	25.9	n/a	n/a	n/a	n/a	68.6	25.2
Science 30	Authority	78.3	21.7	87.0	21.7	n/a	n/a	n/a	n/a	91.7	0.0
	Province	84.1	24.4	84.1	19.5	n/a	n/a	n/a	n/a	70.0	7.2

With Identified Special Education Needs		The Calgary School Division					Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	n/a	n/a	n/a	76.1	n/a	84.9	70.8	n/a	81.0
	Diploma: Excellence	n/a	n/a	n/a	11.2	n/a	10.3	7.0	n/a	7.4
English Lang Arts 30-2	Diploma: Acceptable	n/a	n/a	n/a	85.1	n/a	87.7	75.1	n/a	83.1
	Diploma: Excellence	n/a	n/a	n/a	17.3	n/a	14.8	8.9	n/a	9.3
French Lang Arts 30-1	Diploma: Acceptable	n/a	n/a	n/a	92.0	n/a	96.8	87.5	n/a	84.4
	Diploma: Excellence	n/a	n/a	n/a	4.0	n/a	22.6	2.5	n/a	12.5
Mathematics 30-1	Diploma: Acceptable	n/a	n/a	n/a	57.9	n/a	76.2	53.6	n/a	72.8
	Diploma: Excellence	n/a	n/a	n/a	19.9	n/a	31.8	14.7	n/a	27.2
Mathematics 30-2	Diploma: Acceptable	n/a	n/a	n/a	64.6	n/a	77.3	56.6	n/a	71.2
	Diploma: Excellence	n/a	n/a	n/a	13.2	n/a	17.5	9.5	n/a	12.9
Social Studies 30-1	Diploma: Acceptable	n/a	n/a	n/a	82.6	n/a	89.3	76.6	n/a	83.1
	Diploma: Excellence	n/a	n/a	n/a	18.4	n/a	16.3	13.3	n/a	12.5
Social Studies 30-2	Diploma: Acceptable	n/a	n/a	n/a	73.7	n/a	80.8	63.5	n/a	69.7
	Diploma: Excellence	n/a	n/a	n/a	18.4	n/a	12.7	9.4	n/a	7.1
Biology 30	Diploma: Acceptable	n/a	n/a	n/a	75.5	n/a	83.9	65.0	n/a	76.5
	Diploma: Excellence	n/a	n/a	n/a	26.1	n/a	31.2	17.4	n/a	23.5
Chemistry 30	Diploma: Acceptable	n/a	n/a	n/a	81.5	n/a	84.0	75.4	n/a	80.4
	Diploma: Excellence	n/a	n/a	n/a	31.5	n/a	39.3	24.0	n/a	33.6
Physics 30	Diploma: Acceptable	n/a	n/a	n/a	79.6	n/a	86.4	68.3	n/a	83.1
	Diploma: Excellence	n/a	n/a	n/a	38.9	n/a	45.8	27.0	n/a	33.8
Science 30	Diploma: Acceptable	n/a	n/a	n/a	81.6	n/a	82.0	75.1	n/a	79.5
	Diploma: Excellence	n/a	n/a	n/a	18.4	n/a	31.4	16.7	n/a	22.4

With Identified Special Education Needs		Results (in percentages)									
		2017-18		2018-19		2019-20		2020-21		2021-22	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Lang Arts 30-1	Authority	85.4	10.8	84.9	10.3	n/a	n/a	n/a	n/a	76.1	11.2
	Province	81.5	8.6	81	7.4	n/a	n/a	n/a	n/a	70.8	7
English Lang Arts 30-2	Authority	89.7	13.7	87.7	14.8	n/a	n/a	n/a	n/a	85.1	17.3
	Province	84.1	8.9	83.1	9.3	n/a	n/a	n/a	n/a	75.1	8.9
French Lang Arts 30-1	Authority	91.7	8.3	96.8	22.6	n/a	n/a	n/a	n/a	92	4
	Province	90.3	6.5	84.4	12.5	n/a	n/a	n/a	n/a	87.5	2.5
Mathematics 30-1	Authority	82.5	34.2	76.2	31.8	n/a	n/a	n/a	n/a	57.9	19.9
	Province	73.5	27.1	72.8	27.2	n/a	n/a	n/a	n/a	53.6	14.7
Mathematics 30-2	Authority	78.9	16.1	77.3	17.5	n/a	n/a	n/a	n/a	64.6	13.2
	Province	71.6	14.2	71.2	12.9	n/a	n/a	n/a	n/a	56.6	9.5
Social Studies 30-1	Authority	90	15.8	89.3	16.3	n/a	n/a	n/a	n/a	82.6	18.4
	Province	83.1	12.6	83.1	12.5	n/a	n/a	n/a	n/a	76.6	13.3
Social Studies 30-2	Authority	77.8	11.5	80.8	12.7	n/a	n/a	n/a	n/a	73.7	18.4
	Province	70.4	7.2	69.7	7.1	n/a	n/a	n/a	n/a	63.5	9.4
Biology 30	Authority	84.1	29.6	83.9	31.2	n/a	n/a	n/a	n/a	75.5	26.1
	Province	79.4	24.5	76.5	23.5	n/a	n/a	n/a	n/a	65	17.4
Chemistry 30	Authority	86.1	36.9	84	39.3	n/a	n/a	n/a	n/a	81.5	31.5
	Province	80.2	28.3	80.4	33.6	n/a	n/a	n/a	n/a	75.4	24
Physics 30	Authority	85.2	54.2	86.4	45.8	n/a	n/a	n/a	n/a	79.6	38.9
	Province	81.6	39.1	83.1	33.8	n/a	n/a	n/a	n/a	68.3	27
Science 30	Authority	88.2	34.6	82	31.4	n/a	n/a	n/a	n/a	81.6	18.4
	Province	82.4	23.9	79.5	22.4	n/a	n/a	n/a	n/a	75.1	16.7

Appendix K | Provincial Achievement Test Results

Note | The Prev 3 Year Average is based on one year only (2018-19). Provincial assessments were cancelled or optional in 2019-20 and 2020-21 due to the global pandemic.

Cohort	Measure	2017-18	2018-19	2019-20	2020-21	2021-22
All	PAT: Acceptable	75.4	77.7	n/a	n/a	70.9
	PAT: Excellence	22.2	23.2	n/a	n/a	20.5
English Language Learners	PAT: Acceptable	71.7	74.3	n/a	n/a	66.6
	PAT: Excellence	18.3	19.2	n/a	n/a	16
Self-Identify as Indigenous	PAT: Acceptable	43.2	48.1	n/a	n/a	40.3
	PAT: Excellence	5.3	5.8	n/a	n/a	5.6
With Identified Special Education Needs	PAT: Acceptable	56.5	58.5	n/a	n/a	48.0
	PAT: Excellence	11.4	11.3	n/a	n/a	9.1

All		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6	PAT: Acceptable	n/a	n/a	n/a	80.7	n/a	87.8	76.1	n/a	83.2
	PAT: Excellence	n/a	n/a	n/a	21.1	n/a	19.7	18.9	n/a	17.8
French Language Arts 6 année	PAT: Acceptable	n/a	n/a	n/a	85.3	n/a	93.2	76.9	n/a	87.7
	PAT: Excellence	n/a	n/a	n/a	8.8	n/a	19.0	10.6	n/a	15.7
Mathematics 6	PAT: Acceptable	n/a	n/a	n/a	67.4	n/a	78.8	64.1	n/a	72.5
	PAT: Excellence	n/a	n/a	n/a	14.3	n/a	18.6	12.6	n/a	15.0
Science 6	PAT: Acceptable	n/a	n/a	n/a	77.2	n/a	81.2	71.5	n/a	77.6
	PAT: Excellence	n/a	n/a	n/a	26.9	n/a	31.0	23.7	n/a	28.6
Social Studies 6	PAT: Acceptable	n/a	n/a	n/a	74.1	n/a	83.0	67.8	n/a	76.2
	PAT: Excellence	n/a	n/a	n/a	22.0	n/a	29.3	20.1	n/a	24.4
English Language Arts 9	PAT: Acceptable	n/a	n/a	n/a	72.5	n/a	76.7	69.6	n/a	75.1
	PAT: Excellence	n/a	n/a	n/a	15.7	n/a	15.6	12.9	n/a	14.7
K&E English Language Arts 9	PAT: Acceptable	n/a	n/a	n/a	57.3	n/a	53.4	50.5	n/a	57.4
	PAT: Excellence	n/a	n/a	n/a	4.3	n/a	6.8	5.0	n/a	5.4
French Language Arts 9 année	PAT: Acceptable	n/a	n/a	n/a	74.6	n/a	82.3	73.5	n/a	82.9
	PAT: Excellence	n/a	n/a	n/a	8.9	n/a	10.1	9.9	n/a	12.3
Mathematics 9	PAT: Acceptable	n/a	n/a	n/a	59.0	n/a	64.0	53.0	n/a	60.0
	PAT: Excellence	n/a	n/a	n/a	21.4	n/a	23.6	16.7	n/a	19.0
K&E Mathematics 9	PAT: Acceptable	n/a	n/a	n/a	55.1	n/a	54.7	55.3	n/a	59.6
	PAT: Excellence	n/a	n/a	n/a	13.8	n/a	12.0	11.1	n/a	13.2
Science 9	PAT: Acceptable	n/a	n/a	n/a	69.9	n/a	75.8	68.0	n/a	75.2
	PAT: Excellence	n/a	n/a	n/a	26.0	n/a	27.4	22.6	n/a	26.4
K&E Science 9	PAT: Acceptable	n/a	n/a	n/a	55.1	n/a	51.6	57.8	n/a	61.7
	PAT: Excellence	n/a	n/a	n/a	9.2	n/a	10.3	11.0	n/a	10.7
Social Studies 9	PAT: Acceptable	n/a	n/a	n/a	65.8	n/a	71.9	60.8	n/a	68.7
	PAT: Excellence	n/a	n/a	n/a	18.4	n/a	21.8	17.2	n/a	20.6
K&E Social Studies 9	PAT: Acceptable	n/a	n/a	n/a	59.6	n/a	52.5	53.2	n/a	55.9
	PAT: Excellence	n/a	n/a	n/a	14.9	n/a	11.5	14.1	n/a	15.0

All		Results (in percentages)									
		2017-18		2018-19		2019-20		2020-21		2021-22	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Language Arts 6	Authority	86.1	19.6	87.8	19.7	n/a	n/a	n/a	n/a	80.7	21.1
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9
French Language Arts 6 année	Authority	87.5	14.2	93.2	19.0	n/a	n/a	n/a	n/a	85.3	8.8
	Province	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6
Mathematics 6	Authority	74.9	17.0	78.8	18.6	n/a	n/a	n/a	n/a	67.4	14.3
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6
Science 6	Authority	82.6	35.4	81.2	31.0	n/a	n/a	n/a	n/a	77.2	26.9
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7
Social Studies 6	Authority	77.7	25.7	83.0	29.3	n/a	n/a	n/a	n/a	74.1	22.0
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1
English Language Arts 9	Authority	77.3	15.7	76.7	15.6	n/a	n/a	n/a	n/a	72.5	15.7
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9
K&E English Language Arts 9	Authority	52.3	2.7	53.4	6.8	n/a	n/a	n/a	n/a	57.3	4.3
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0
French Language Arts 9 année	Authority	83.4	8.8	82.3	10.1	n/a	n/a	n/a	n/a	74.6	8.9
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9
Mathematics 9	Authority	59.4	17.4	64.0	23.6	n/a	n/a	n/a	n/a	59.0	21.4
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7
K&E Mathematics 9	Authority	48.0	14.2	54.7	12.0	n/a	n/a	n/a	n/a	55.1	13.8
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1
Science 9	Authority	76.8	26.9	75.8	27.4	n/a	n/a	n/a	n/a	69.9	26.0
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6
K&E Science 9	Authority	54.1	8.9	51.6	10.3	n/a	n/a	n/a	n/a	55.1	9.2
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0
Social Studies 9	Authority	67.2	22.1	71.9	21.8	n/a	n/a	n/a	n/a	65.8	18.4
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2
K&E Social Studies 9	Authority	50.3	15.4	52.5	11.5	n/a	n/a	n/a	n/a	59.6	14.9
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1

English Language Learners		The Calgary School Division					Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6	PAT: Acceptable	n/a	n/a	n/a	78.1	n/a	84.2	76.8	n/a	81.3
	PAT: Excellence	n/a	n/a	n/a	16.8	n/a	14.9	16.0	n/a	13.8
French Language Arts 6 année	PAT: Acceptable	n/a	n/a	n/a	75.8	n/a	89.3	74.0	n/a	89.5
	PAT: Excellence	n/a	n/a	n/a	7.6	n/a	16.1	11.6	n/a	21.5
Mathematics 6	PAT: Acceptable	n/a	n/a	n/a	66.1	n/a	76.5	65.3	n/a	72.7
	PAT: Excellence	n/a	n/a	n/a	14.4	n/a	18.9	13.1	n/a	14.5
Science 6	PAT: Acceptable	n/a	n/a	n/a	74.7	n/a	78.0	72.0	n/a	76.4
	PAT: Excellence	n/a	n/a	n/a	23.1	n/a	26.0	21.0	n/a	23.5
Social Studies 6	PAT: Acceptable	n/a	n/a	n/a	72.2	n/a	80.0	68.4	n/a	74.8
	PAT: Excellence	n/a	n/a	n/a	18.5	n/a	24.9	17.9	n/a	20.5
English Language Arts 9	PAT: Acceptable	n/a	n/a	n/a	62.0	n/a	63.9	61.9	n/a	63.4
	PAT: Excellence	n/a	n/a	n/a	8.3	n/a	6.7	7.0	n/a	6.8
K&E English Language Arts 9	PAT: Acceptable	n/a	n/a	n/a	74.1	n/a	44.4	45.7	n/a	49.7
	PAT: Excellence	n/a	n/a	n/a	0.0	n/a	0.0	2.4	n/a	2.1
French Language Arts 9 année	PAT: Acceptable	n/a	n/a	n/a	64.7	n/a	77.8	64.0	n/a	79.1
	PAT: Excellence	n/a	n/a	n/a	7.1	n/a	15.9	10.1	n/a	13.9
Mathematics 9	PAT: Acceptable	n/a	n/a	n/a	50.6	n/a	56.3	47.0	n/a	53.3
	PAT: Excellence	n/a	n/a	n/a	15.8	n/a	21.2	12.9	n/a	16.3
K&E Mathematics 9	PAT: Acceptable	n/a	n/a	n/a	60.0	n/a	40.0	54.5	n/a	54.0
	PAT: Excellence	n/a	n/a	n/a	8.6	n/a	8.0	9.8	n/a	15.0
Science 9	PAT: Acceptable	n/a	n/a	n/a	61.4	n/a	66.1	55.8	n/a	66.0
	PAT: Excellence	n/a	n/a	n/a	16.7	n/a	17.7	13.7	n/a	18.1
K&E Science 9	PAT: Acceptable	n/a	n/a	n/a	61.9	n/a	50.0	52.3	n/a	61.1
	PAT: Excellence	n/a	n/a	n/a	4.8	n/a	0.0	2.8	n/a	6.0
Social Studies 9	PAT: Acceptable	n/a	n/a	n/a	53.5	n/a	61.2	54.5	n/a	59.6
	PAT: Excellence	n/a	n/a	n/a	10.5	n/a	13.3	12.6	n/a	14.1
K&E Social Studies 9	PAT: Acceptable	n/a	n/a	n/a	84.2	n/a	50.0	64.1	n/a	57.7
	PAT: Excellence	n/a	n/a	n/a	15.8	n/a	12.5	11.7	n/a	12.3

English Language Learners		Results (in percentages)									
		2017-18		2018-19		2019-20		2020-21		2021-22	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Language Arts 6	Authority	82.2	13.9	84.2	14.9	n/a	n/a	n/a	n/a	78.1	16.8
	Province	80.7	12.7	81.3	13.8	n/a	n/a	n/a	n/a	76.8	16.0
French Language Arts 6 année	Authority	66.7	5.0	89.3	16.1	n/a	n/a	n/a	n/a	75.8	7.6
	Province	81.3	11.5	89.5	21.5	n/a	n/a	n/a	n/a	74.0	11.6
Mathematics 6	Authority	71.5	16.3	76.5	18.9	n/a	n/a	n/a	n/a	66.1	14.4
	Province	71.5	13.3	72.7	14.5	n/a	n/a	n/a	n/a	65.3	13.1
Science 6	Authority	78.0	29.5	78.0	26.0	n/a	n/a	n/a	n/a	74.7	23.1
	Province	75.5	25.3	76.4	23.5	n/a	n/a	n/a	n/a	72.0	21.0
Social Studies 6	Authority	73.1	21.8	80.0	24.9	n/a	n/a	n/a	n/a	72.2	18.5
	Province	72.0	19.0	74.8	20.5	n/a	n/a	n/a	n/a	68.4	17.9
English Language Arts 9	Authority	64.1	6.1	63.9	6.7	n/a	n/a	n/a	n/a	62.0	8.3
	Province	64.6	6.9	63.4	6.8	n/a	n/a	n/a	n/a	61.9	7.0
K&E English Language Arts 9	Authority	71.4	0.0	44.4	0.0	n/a	n/a	n/a	n/a	74.1	0.0
	Province	56.9	6.9	49.7	2.1	n/a	n/a	n/a	n/a	45.7	2.4
French Language Arts 9 année	Authority	85.4	7.3	77.8	15.9	n/a	n/a	n/a	n/a	64.7	7.1
	Province	75.0	9.7	79.1	13.9	n/a	n/a	n/a	n/a	64.0	10.1
Mathematics 9	Authority	54.2	15.8	56.3	21.2	n/a	n/a	n/a	n/a	50.6	15.8
	Province	53.2	12.1	53.3	16.3	n/a	n/a	n/a	n/a	47.0	12.9
K&E Mathematics 9	Authority	47.8	8.7	40.0	8.0	n/a	n/a	n/a	n/a	60.0	8.6
	Province	59.4	19.8	54.0	15.0	n/a	n/a	n/a	n/a	54.5	9.8
Science 9	Authority	65.1	17.6	66.1	17.7	n/a	n/a	n/a	n/a	61.4	16.7
	Province	68.1	16.4	66.0	18.1	n/a	n/a	n/a	n/a	55.8	13.7
K&E Science 9	Authority	58.3	8.3	50.0	0.0	n/a	n/a	n/a	n/a	61.9	4.8
	Province	63.0	9.5	61.1	6.0	n/a	n/a	n/a	n/a	52.3	2.8
Social Studies 9	Authority	55.3	13.2	61.2	13.3	n/a	n/a	n/a	n/a	53.5	10.5
	Province	58.0	14.2	59.6	14.1	n/a	n/a	n/a	n/a	54.5	12.6
K&E Social Studies 9	Authority	66.7	13.3	50.0	12.5	n/a	n/a	n/a	n/a	84.2	15.8
	Province	54.5	13.4	57.7	12.3	n/a	n/a	n/a	n/a	64.1	11.7

Self-Identify as Indigenous				The Calgary School Division				Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6	PAT: Acceptable	n/a	n/a	n/a	57.9	n/a	69.7	58.2	n/a	71.6
	PAT: Excellence	n/a	n/a	n/a	8.3	n/a	6.6	7.4	n/a	6.3
French Language Arts 6 année	PAT: Acceptable	n/a	n/a	n/a	86.7	n/a	76.9	63.7	n/a	81.3
	PAT: Excellence	n/a	n/a	n/a	13.3	n/a	0.0	6.4	n/a	6.6
Mathematics 6	PAT: Acceptable	n/a	n/a	n/a	35.4	n/a	49.7	40.3	n/a	50.5
	PAT: Excellence	n/a	n/a	n/a	2.9	n/a	3.3	3.7	n/a	4.2
Science 6	PAT: Acceptable	n/a	n/a	n/a	51.2	n/a	51.2	51.2	n/a	59.2
	PAT: Excellence	n/a	n/a	n/a	10.5	n/a	8.2	9.7	n/a	11.9
Social Studies 6	PAT: Acceptable	n/a	n/a	n/a	45.6	n/a	56.9	46.8	n/a	57.7
	PAT: Excellence	n/a	n/a	n/a	6.6	n/a	9.4	7.3	n/a	8.9
English Language Arts 9	PAT: Acceptable	n/a	n/a	n/a	39.1	n/a	46.2	49.4	n/a	55.0
	PAT: Excellence	n/a	n/a	n/a	3.7	n/a	2.8	3.6	n/a	4.2
K&E English Language Arts 9	PAT: Acceptable	n/a	n/a	n/a	39.1	n/a	41.7	46.7	n/a	56.3
	PAT: Excellence	n/a	n/a	n/a	0.0	n/a	8.3	5.0	n/a	5.0
French Language Arts 9 année	PAT: Acceptable	n/a	n/a	n/a	46.2	n/a	54.5	53.3	n/a	67.7
	PAT: Excellence	n/a	n/a	n/a	0.0	n/a	0.0	5.2	n/a	5.4
Mathematics 9	PAT: Acceptable	n/a	n/a	n/a	21.0	n/a	23.3	26.3	n/a	31.5
	PAT: Excellence	n/a	n/a	n/a	2.2	n/a	3.4	4.1	n/a	5.4
K&E Mathematics 9	PAT: Acceptable	n/a	n/a	n/a	30.0	n/a	42.9	48.1	n/a	55.0
	PAT: Excellence	n/a	n/a	n/a	3.3	n/a	6.1	6.0	n/a	11.4
Science 9	PAT: Acceptable	n/a	n/a	n/a	35.9	n/a	38.7	49.3	n/a	52.8
	PAT: Excellence	n/a	n/a	n/a	5.8	n/a	6.2	8.5	n/a	10.2
K&E Science 9	PAT: Acceptable	n/a	n/a	n/a	44.4	n/a	30.4	53.3	n/a	56.2
	PAT: Excellence	n/a	n/a	n/a	0.0	n/a	4.3	9.7	n/a	6.1
Social Studies 9	PAT: Acceptable	n/a	n/a	n/a	33.1	n/a	36.6	34.7	n/a	44.7
	PAT: Excellence	n/a	n/a	n/a	5.6	n/a	5.1	4.1	n/a	6.8
K&E Social Studies 9	PAT: Acceptable	n/a	n/a	n/a	31.8	n/a	39.1	41.3	n/a	53.9
	PAT: Excellence	n/a	n/a	n/a	0.0	n/a	4.3	9.1	n/a	12.9

Calgary Board of Education

8-163

Self-Identified as Indigenous		Results (in percentages)									
		2017-18		2018-19		2019-20		2020-21		2021-22	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Language Arts 6	Authority	62.5	4.2	69.7	6.6	n/a	n/a	n/a	n/a	57.9	8.3
	Province	69.0	5.5	71.6	6.3	n/a	n/a	n/a	n/a	58.2	7.4
French Language Arts 6 année	Authority	76.9	23.1	76.9	0.0	n/a	n/a	n/a	n/a	86.7	13.3
	Province	74.1	5.2	81.3	6.6	n/a	n/a	n/a	n/a	63.7	6.4
Mathematics 6	Authority	44.2	2.7	49.7	3.3	n/a	n/a	n/a	n/a	35.4	2.9
	Province	49.1	3.0	50.5	4.2	n/a	n/a	n/a	n/a	40.3	3.7
Science 6	Authority	54.2	12.0	51.2	8.2	n/a	n/a	n/a	n/a	51.2	10.5
	Province	58.9	11.5	59.2	11.9	n/a	n/a	n/a	n/a	51.2	9.7
Social Studies 6	Authority	46.0	5.1	56.9	9.4	n/a	n/a	n/a	n/a	45.6	6.6
	Province	52.8	7.5	57.7	8.9	n/a	n/a	n/a	n/a	46.8	7.3
English Language Arts 9	Authority	41.9	3.1	46.2	2.8	n/a	n/a	n/a	n/a	39.1	3.7
	Province	54.4	4.9	55.0	4.2	n/a	n/a	n/a	n/a	49.4	3.6
K&E English Language Arts 9	Authority	34.6	0.0	41.7	8.3	n/a	n/a	n/a	n/a	39.1	0.0
	Province	53.5	4.5	56.3	5.0	n/a	n/a	n/a	n/a	46.7	5.0
French Language Arts 9 année	Authority	69.2	0.0	54.5	0.0	n/a	n/a	n/a	n/a	46.2	0.0
	Province	71.9	4.5	67.7	5.4	n/a	n/a	n/a	n/a	53.3	5.2
Mathematics 9	Authority	21.2	2.5	23.3	3.4	n/a	n/a	n/a	n/a	21.0	2.2
	Province	30.7	3.4	31.5	5.4	n/a	n/a	n/a	n/a	26.3	4.1
K&E Mathematics 9	Authority	41.3	13.0	42.9	6.1	n/a	n/a	n/a	n/a	30.0	3.3
	Province	51.4	10.7	55.0	11.4	n/a	n/a	n/a	n/a	48.1	6.0
Science 9	Authority	40.1	5.2	38.7	6.2	n/a	n/a	n/a	n/a	35.9	5.8
	Province	51.7	8.0	52.8	10.2	n/a	n/a	n/a	n/a	49.3	8.5
K&E Science 9	Authority	40.7	11.1	30.4	4.3	n/a	n/a	n/a	n/a	44.4	0.0
	Province	58.9	12.2	56.2	6.1	n/a	n/a	n/a	n/a	53.3	9.7
Social Studies 9	Authority	28.4	4.8	36.6	5.1	n/a	n/a	n/a	n/a	33.1	5.6
	Province	41.2	6.8	44.7	6.8	n/a	n/a	n/a	n/a	34.7	4.1
K&E Social Studies 9	Authority	36.0	8.0	39.1	4.3	n/a	n/a	n/a	n/a	31.8	0.0
	Province	48.8	12.3	53.9	12.9	n/a	n/a	n/a	n/a	41.3	9.1

With Identified Special Education Needs		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6	PAT: Acceptable	n/a	n/a	n/a	59.9	n/a	73.0	51.7	n/a	60.7
	PAT: Excellence	n/a	n/a	n/a	8.2	n/a	8.4	5.6	n/a	5.1
French Language Arts 6 année	PAT: Acceptable	n/a	n/a	n/a	69.7	n/a	86.5	58.5	n/a	71.8
	PAT: Excellence	n/a	n/a	n/a	2.8	n/a	5.2	2.5	n/a	5.5
Mathematics 6	PAT: Acceptable	n/a	n/a	n/a	42.8	n/a	57.8	36.6	n/a	44.7
	PAT: Excellence	n/a	n/a	n/a	5.9	n/a	8.1	4.4	n/a	5.0
Science 6	PAT: Acceptable	n/a	n/a	n/a	55.5	n/a	62.3	47.4	n/a	54.4
	PAT: Excellence	n/a	n/a	n/a	15.6	n/a	17.2	10.9	n/a	13.1
Social Studies 6	PAT: Acceptable	n/a	n/a	n/a	50.1	n/a	64.6	42.1	n/a	51.3
	PAT: Excellence	n/a	n/a	n/a	10.2	n/a	14.6	7.4	n/a	9.8
English Language Arts 9	PAT: Acceptable	n/a	n/a	n/a	49.8	n/a	57.6	40.6	n/a	49.9
	PAT: Excellence	n/a	n/a	n/a	5.4	n/a	7.7	2.7	n/a	5.3
K&E English Language Arts 9	PAT: Acceptable	n/a	n/a	n/a	50.6	n/a	51.9	46.5	n/a	55.5
	PAT: Excellence	n/a	n/a	n/a	3.7	n/a	6.7	3.5	n/a	5.0
French Language Arts 9 année	PAT: Acceptable	n/a	n/a	n/a	58.3	n/a	66.7	52.1	n/a	64.7
	PAT: Excellence	n/a	n/a	n/a	1.9	n/a	3.0	1.5	n/a	5.2
Mathematics 9	PAT: Acceptable	n/a	n/a	n/a	31.9	n/a	40.9	28.3	n/a	32.8
	PAT: Excellence	n/a	n/a	n/a	7.3	n/a	9.1	5.4	n/a	6.2
K&E Mathematics 9	PAT: Acceptable	n/a	n/a	n/a	50.9	n/a	52.4	49.0	n/a	53.6
	PAT: Excellence	n/a	n/a	n/a	8.9	n/a	11.9	8.3	n/a	9.7
Science 9	PAT: Acceptable	n/a	n/a	n/a	48.4	n/a	57.5	43.0	n/a	51.3
	PAT: Excellence	n/a	n/a	n/a	12.9	n/a	14.3	8.5	n/a	11.5
K&E Science 9	PAT: Acceptable	n/a	n/a	n/a	53.5	n/a	52.6	56.0	n/a	60.4
	PAT: Excellence	n/a	n/a	n/a	11.3	n/a	13.7	12.3	n/a	10.8
Social Studies 9	PAT: Acceptable	n/a	n/a	n/a	42.7	n/a	52.0	36.9	n/a	43.5
	PAT: Excellence	n/a	n/a	n/a	7.9	n/a	11.6	6.4	n/a	8.6
K&E Social Studies 9	PAT: Acceptable	n/a	n/a	n/a	52.2	n/a	52.1	49.6	n/a	52.7
	PAT: Excellence	n/a	n/a	n/a	13.4	n/a	10.6	13.6	n/a	12.6

With Identified Special Education Needs		Results (in percentages)									
		2017-18		2018-19		2019-20		2020-21		2021-22	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Language Arts 6	Authority	72.6	10.9	73.0	8.4	n/a	n/a	n/a	n/a	59.9	8.2
	Province	62.5	6.3	60.7	5.1	n/a	n/a	n/a	n/a	51.7	5.6
French Language Arts 6 année	Authority	85.1	11.4	86.5	5.2	n/a	n/a	n/a	n/a	69.7	2.8
	Province	72.6	6.6	71.8	5.5	n/a	n/a	n/a	n/a	58.5	2.5
Mathematics 6	Authority	55.0	7.7	57.8	8.1	n/a	n/a	n/a	n/a	42.8	5.9
	Province	46.6	4.9	44.7	5.0	n/a	n/a	n/a	n/a	36.6	4.4
Science 6	Authority	67.0	22.2	62.3	17.2	n/a	n/a	n/a	n/a	55.5	15.6
	Province	57.3	15.9	54.4	13.1	n/a	n/a	n/a	n/a	47.4	10.9
Social Studies 6	Authority	58.2	13.3	64.6	14.6	n/a	n/a	n/a	n/a	50.1	10.2
	Province	49.8	9.6	51.3	9.8	n/a	n/a	n/a	n/a	42.1	7.4
English Language Arts 9	Authority	56.8	6.9	57.6	7.7	n/a	n/a	n/a	n/a	49.8	5.4
	Province	50.1	5.0	49.9	5.3	n/a	n/a	n/a	n/a	40.6	2.7
K&E English Language Arts 9	Authority	51.8	1.8	51.9	6.7	n/a	n/a	n/a	n/a	50.6	3.7
	Province	54.1	4.6	55.5	5.0	n/a	n/a	n/a	n/a	46.5	3.5
French Language Arts 9 année	Authority	66.1	4.8	66.7	3.0	n/a	n/a	n/a	n/a	58.3	1.9
	Province	58.1	3.5	64.7	5.2	n/a	n/a	n/a	n/a	52.1	1.5
Mathematics 9	Authority	33.8	5.6	40.9	9.1	n/a	n/a	n/a	n/a	31.9	7.3
	Province	29.9	4.5	32.8	6.2	n/a	n/a	n/a	n/a	28.3	5.4
K&E Mathematics 9	Authority	46.0	14.2	52.4	11.9	n/a	n/a	n/a	n/a	50.9	8.9
	Province	51.1	9.8	53.6	9.7	n/a	n/a	n/a	n/a	49.0	8.3
Science 9	Authority	56.9	13.5	57.5	14.3	n/a	n/a	n/a	n/a	48.4	12.9
	Province	51.0	10.6	51.3	11.5	n/a	n/a	n/a	n/a	43.0	8.5
K&E Science 9	Authority	52.3	7.3	52.6	13.7	n/a	n/a	n/a	n/a	53.5	11.3
	Province	62.6	11.9	60.4	10.8	n/a	n/a	n/a	n/a	56.0	12.3
Social Studies 9	Authority	46.3	10.4	52.0	11.6	n/a	n/a	n/a	n/a	42.7	7.9
	Province	40.7	8.8	43.5	8.6	n/a	n/a	n/a	n/a	36.9	6.4
K&E Social Studies 9	Authority	44.0	13.8	52.1	10.6	n/a	n/a	n/a	n/a	52.2	13.4
	Province	50.5	12.7	52.7	12.6	n/a	n/a	n/a	n/a	49.6	13.6

Appendix L | Early Years Evaluation - Teacher Assessment

Cohort	Domain	Improved	Stayed Same or Decreased
All	Awareness of Self and Environment	76.4	23.6
	Social Skills and Approaches to Learning	59.9	40.1
	Cognitive Skills	80.6	19.4
	Language and Communication	70.0	30.0
	Physical Development - Fine motor	82.2	17.8
	Physical Development - Gross motor	73.2	26.8
English Language Learners	Awareness of Self and Environment	70.5	29.5
	Social Skills and Approaches to Learning	66.2	33.8
	Cognitive Skills	82.8	17.2
	Language and Communication	67.0	33.0
	Physical Development - Fine motor	78.7	21.3
	Physical Development - Gross motor	67.6	32.4
Indigenous	Awareness of Self and Environment	65.6	34.4
	Social Skills and Approaches to Learning	65.1	34.9
	Cognitive Skills	71.2	28.8
	Language and Communication	60.0	40.0
	Physical Development - Fine motor	79.5	20.5
	Physical Development - Gross motor	63.5	36.5
With Identified Special Education Needs	Awareness of Self and Environment	62.3	37.7
	Social Skills and Approaches to Learning	51.7	48.3
	Cognitive Skills	65.6	34.4
	Language and Communication	57.3	42.7
	Physical Development - Fine motor	72.5	27.5
	Physical Development - Gross motor	60.6	39.4

Appendix M | Reading Readiness Screening Tool

Percentage of students in each category

Section	Concepts	Minimal Development	Developing Skills	Developing Well
All				
Oral Expression Skills	Object Naming	28.6	45.3	26.1
	Sentence Syntax	23.1	42.7	34.2
Phonological Skills	Rhyme	30.4	34.7	34.9
		50.7	15.6	33.7
	Segmenting	33.8	43.7	22.5
		27.9	43.3	28.8
		67.7	13.1	19.2
	Blending	22.3	29.7	48.0
		53.5	12.4	34.1
	Deletion	29.8	23.8	46.4
		52.3	15.4	32.3
	Isolation	24.3	25.7	49.9
		45.2	20.2	34.5
		65.0	17.7	17.3
Print-Based Skills	Text Awareness	28.3	40.5	31.2
	Identification	22.3	11.2	66.5
		16.0	10.5	73.5
	Recognition	65.0	11.8	23.3
		72.8	7.8	19.4
	Encoding	70.0	9.3	20.7
English Language Learners				
Oral Expression Skills	Object Naming	55.9	29.9	14.2
	Sentence Syntax	42.4	36.4	21.2
Phonological Skills	Rhyme	39.2	42.8	18.0
		59.4	11.8	28.9
	Segmenting	47.0	35.6	17.4
		45.2	40.3	14.5
		60.5	14.0	25.5
	Blending	34.4	29.1	36.5
		50.6	6.8	42.6
	Deletion	46.9	18.1	35.0
		53.0	12.8	34.2
	Isolation	30.5	21.8	47.7
		45.6	22.8	31.7
		61.1	18.1	20.8
Print-Based Skills	Text Awareness	41.2	28.4	30.5
	Identification	24.0	8.0	68.0
		20.2	6.6	73.3
	Recognition	47.7	6.4	46.0
		63.0	13.0	23.9
	Encoding	57.2	10.9	31.9

Section	Concepts	Minimal Development	Developing Skills	Developing Well
Indigenous				
Oral Expression Skills	Object Naming	25.5	47.3	27.1
	Sentence Syntax	18.5	51.6	29.9
Phonological Skills	Rhyme	35.6	36.7	27.7
		66.0	8.1	26.0
	Segmenting	48.4	39.1	12.5
		31.2	38.2	30.7
		79.2	9.8	10.9
	Blending	29.4	24.6	46.0
		56.4	15.5	28.2
	Deletion	37.1	26.3	36.6
		64.3	13.4	22.4
	Isolation	39.6	22.5	38.0
		61.9	13.3	24.9
		77.4	10.7	11.9
Print-Based Skills	Text Awareness	43.7	38.8	17.5
	Identification	45.5	10.2	44.4
		32.4	14.6	53.0
	Recognition	81.1	10.9	8.0
		87.3	4.9	7.9
	Encoding	85.7	3.0	11.3
With Identified Special Education Needs				
Oral Expression Skills	Object Naming	54.9	35.7	9.4
	Sentence Syntax	48.4	34.0	17.6
Phonological Skills	Rhyme	60.1	27.5	12.5
		83.2	6.9	9.9
	Segmenting	63.2	26.5	10.3
		52.9	31.2	15.9
		90.5	5.3	4.3
	Blending	53.1	23.3	23.6
		79.1	7.0	13.9
	Deletion	64.9	18.8	16.2
		78.7	9.4	11.9
	Isolation	59.6	21.0	19.4
		76.6	13.8	9.7
		87.6	7.9	4.5
Print-Based Skills	Text Awareness	60.7	27.0	12.3
	Identification	38.0	10.2	51.8
		38.7	10.9	50.3
	Recognition	69.7	7.2	23.1
		83.2	3.4	13.4
	Encoding	88.9	2.6	8.5

Appendix N | School Space Allocation: Utilized and Underutilized Space

The following is an excerpt from *Funding Manual for School Authorities 2022-23 School Year* (pp. 50, 51) that speaks to Alberta Education's school unitization rate:

The area (in square meters) of school facilities in active use for the instruction of ECS (Early Childhood Services) children/ students in Grades 1-12 is taken into account. School utilized space will be funded at the Utilized Rate and school underutilized space will be funded at the Underutilized Rate (approximately 70 per cent of the Utilized Rate). A school with a utilization rate of greater than or equal to 85 per cent is considered fully utilized. Both utilized and underutilized space are funded by school for the purpose of this grant:

1. Utilization rate of less than 85 per cent:

    a. Utilized area in square meters x Utilized Rate

    b. Underutilized area in square meters x Underutilized Rate

2. Utilization rate of 85 per cent or higher:

    a. Utilized area in square meters x Utilized Rate

3. In the first year of a new school opening, a new school's utilized and underutilized space will be determined as follows:

    a. School utilized space is 50 per cent of the school's gross area (excluding exempt area)

    b. School underutilized space is 50 per cent of the school's gross area (excluding exempt area)

4. The following schools are excluded from school space funding calculation:

    a. Charter Schools

    b. Outreach Schools

    c. Online Schools / Online Learning Centers

    d. Home-Based Programs

    e. Alternative Programs in privately owned buildings/facilities.

5. Charter Schools and Alternative Programs in privately owned buildings/facilities are eligible to receive funding as per the student allocation component of O&M. The funding is based on their individual WMA FTE (Full Time Equivalents) multiplied by the applicable rate provided in Section H.

Appendix O | Types of School Data

School data fall into four categories.

- Demographic Data: establish the characteristics of the school population.

- 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.

- School Process Data: are the actions taken to achieve the purpose of the school.

DEMOGRAPHIC
- AEAM High School Completion rates
- Attendance
- Class size (SIS CSIS Verification Report)
- Cohorts (e.g., ELL, Indigenous, Special Education)
- Credential requirements progress
- Enrollments (e.g., course, grade, program)
- Equity Index variables
- Incidents (SIS)

SYSTEM/SCHOOL PROCESS
- Assessment policy
- Attendance monitoring practice
- Collaborative Response
- Common course structures
- Credential requirements tracking
- Curriculum mapping
- Instructional strategies
- Professional learning communities
- Teaching Effectiveness

PERCEPTION
- AE Assurance Survey
- CBE Student Survey
- Dialogue Framework
- Focus groups
- Interviews
- Local school surveys
- OurSCHOOL Survey

STUDENT LEARNING
- Checklists
- Classroom assessments
- Common course assessments
- Critical thinking tools
- Diagnostic, formative, summative
- ELL indicator tracking tool
- EYE-TA results
- Observations, conversations, products
- Performance tasks
- Pre and post assessments
- Provincial assessments (SLA, PAT, Dip)
- Rating scales
- Report card
- RRST, LeNS, CC3 results
- Rubrics

report to Board of Trustees | **Governance Culture and Board/Chief Superintendent Relationship Governance Policies - Board of Trustees' Annual Self-Evaluation**

Date	December 13, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Originator	Trustee Susan Vukadinovic Chair, Board Governance Committee
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description GC-5: Board Committees B/CSR 1-5: Board/Chief Superintendent Relationship Policies
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- That the Board of Trustees approves the Board's self-evaluation report as developed during the evaluation workshop of September 20, 2022.

2 | Issue

The Board of Trustees' Governance Policy GC-2: Governing Commitments stipulates that:

"2.3 The Board is responsible for its own performance, and commits itself to continuous improvement."

"2.4(c) the Board regularly and systematically will monitor all Board policies"

Calgary Board of Education

3 | Background

The Board's Governance Culture policies define the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

The Board/Chief Superintendent Relationship policies define the degree of authority delegated to the Chief Superintendent, and sets out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

The Board of Trustees is committed to self-evaluation through the annual monitoring of its Governance Culture and Board/Chief Superintendent Relationship policies.

The following policies were reviewed:
- Governance Culture Policies 1 through 8; and
- Board/Chief Superintendent Relationship Policies 1 through 5

4 | Analysis

Dr. Charles Ungerleider, the Board's external consultant on governance, facilitated a meeting that included The Calgary Board of Education Trustees and the Chief Superintendent on September 20, 2022, for the following purposes:

- reviewing the Board's adherence to its Governance Culture and Board-Chief Superintendent Relationship policies during the 2021-22 school year;

- conducting the Board's annual self-assessment; and

- developing performance improvement recommendations for the 2022-23 school year.

C. Ungerleider indicated that overall there is compliance with the Governance Culture and B/CSR policies. Since the October 2021 municipal elections Trustees have made considerable progress in learning about the CBE and its operations. Trustees agreed to continue to improve their understanding of the governance and related Board Policies.

5 | Conclusion

The following represents the Board of Trustees' performance improvement recommendations for 2022-23 school year:

Calgary Board
of Education

- To continue to build trust among Board members and to ensure an environment conducive to effective governance, in accordance with Governance Culture 2: Governing Commitments and 7: Trustee Code of Conduct, Trustees will communicate openly and encourage equal participation, never intentionally misleading, surprising or misinforming each other.

- In accordance with Governance Culture 7: Trustee Code of Conduct, all Trustees will continue to develop a working knowledge of the Board's governance framework; develop a shared understanding of Board Policies; and the importance of policy language, reasonable interpretations and indicators.

- All Trustees will allow the Chief Superintendent to manage the day to day operations in accordance with Board/Chief Superintendent Relationship 4: Authority of the Chief Superintendent.

- The Board will continue to explore opportunities for professional development in accordance with Governance Culture 2: Governing Commitments.

Calgary Board
of Education

report to Board of Trustees	Chief Superintendent's Update

Date	December 13, 2022
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-8: Communicating and Engaging with the Public

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-8: Communicating and Engaging with the Public states that "working with our communities is a critical component to building relationships that support student success." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 in reasonably including people in decisions that affect them.

3 | Timely information

Learning Excellence | CBE Indigenous Education Holistic Lifelong Learning Framework presented at Indspire National Gathering for Indigenous Education

A member of the Indigenous Education team presented the CBE Indigenous Education Holistic Lifelong Learning Framework at the Indspire National Gathering for Indigenous Education held in Winnipeg on November 23rd to 25th. The annual National Gathering is a place where educators and partners can share their voices and work together to improve the educational outcomes of K-12 Indigenous students. The theme of this year's gathering was The Path Forward: Taking Stock, Accountability, and Next Steps. The CBE session focused on the creation of the framework alongside Indigenous Elders and Knowledge Keepers.

People Excellence | Indigenous Land-Based Learning Professional Learning Series

On December 9th, the Indigenous Education Team hosted the first of three Indigenous land-based learning professional learning sessions that will be offered throughout the school year. The Indigenous Land-Based Learning Series is designed to build the foundational knowledge of teachers so they can weave Indigenous ways of being, belonging, doing and knowing into learning tasks they design for all students. The December 9th session was facilitated on the land at Shannon Terrace in Fish Creek Park focused on understanding of Winter Solstice. During the session, Elder Saa'kokoto (Randy Bottle) shared Blackfoot teachings on the importance of seasonal changes, and participants took a guided walk focused on engaging with the land through the lens of respect, relevance, reciprocity, and responsibility.

Learning Excellence | People Excellence | Health and Safety of our Students and Staff

The CBE continues to take the health and safety of our students and staff seriously.

On November 17, a letter was sent to all parents and guardians with information about how CBE is responding to illness levels in schools. The Chief Medical Officer of Health also released a letter distributed to CBE families providing guidance.

Rates of illness have impacted each school differently, and principals have made and are making decisions that consider how to best support students and staff in their individual school communities. This might include modifying some school events and activities, such as moving parent-teacher conferences and school council meetings online, and adjusting or postponing some gatherings and extracurricular activities. As we have done throughout the pandemic, we continue to follow the guidance and direction provided by Alberta Education and Alberta Health Services.

The CBE health measures web page also provides key information for students, families and staff. Student absence rates due to illness for each school is available on that page and it is updated every morning based on the previous school day data.

If a school has more than 10 per cent of its student population away due to illness, the school will report it to Alberta Health Services Public Health for investigation. If based on the investigation, AHS declares an outbreak, they provide information to families and recommendations to assist the school in preventing further spread of illness. After AHS has declared an outbreak in a school and CBE has been notified, an intensive cleaning of the impacted school is conducted after school hours.

If new information on health measures is made available, it will be communicated to staff and families.

Illness Impacts in CBE Schools

Average student absence due to illness for November 2022 and the start of December are reported in the chart below. Student absenteeism due to illness is currently on a consistent downward trend represented by the last two weeks of data.

Grade	Nov 1 - 4		Nov 7 - 10		Nov 14 - 17		Nov 18 - 24		Nov 28 - Dec 2	
	N	%	N	%	N	%	N	%	N	%
K-3	3957	10.12%	5124	13.08%	5794	14.79%	5174	13.18%	3897	9.91%
4-6	2596	8.87%	3734	12.75%	3876	13.23%	3071	10.47%	2251	7.67%
7-9	2799	9.50%	4088	13.87%	3307	11.22%	2439	8.26%	1920	6.50%
10-12	2145	7.10%	2339	7.75%	2283	7.56%	1778	5.90%	1443	4.79%
K-12	11496	8.98%	15285	11.93%	15259	11.91%	12462	9.72%	9512	7.41%

Grade	Dec 5 - 7	
	N	%
K-3	3393	8.63%
4-6	1900	6.47%
7-9	1803	6.10%
10-12	1281	4.25%
K-12	8377	6.53%

The number of schools reporting absence rates due to illness above 10% has consistently trended downward since a peak of 191 schools on Nov 16 down to just over 60 schools at the beginning of December 2022.

Since the beginning of October 2022, CBE has had a total of 105 schools declared on outbreak. At this time, 4 schools remain on outbreak. The number of schools identified changes based on AHS investigations and is not directly tied to the school reported absentee rates due to illness.

Staffing Impacts

Certificated staff absence rates have decreased from a high of almost 62% of absences being due to illness down to just above 50%. The average for certificated positions

remaining unfilled is approximately 17.5%, down from our peak of 33% of positions remaining unfilled.

School administration teams continue to adjust to support in person learning given unfilled positions.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

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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**

2022-2023 School Enrolment Report

Date	December 13, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations: OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Catherine Ford, Director Planning Natalie Campbell, Manager, Planning Sherri Lambourne, Manager, Real Estate and Leasing Heather Kirkwood, Manager, Business Administration, School Improvement Shay Khan, Manager Revenue and Treasury Tanya Scanga, Manager Corporate Planning and Reporting Sandra Pearse, Admissions Coordinator, CBE Welcome Centre

1 | Recommendation

It is recommended:

▪ That this report is brought forward as information for the Board. No decision is required at this time.

2 | Issue

Each year in late November or early December, a School Enrolment Report is presented to the Board of Trustees for information.

Calgary Board of Education

3 | Background

The purpose of the report is to provide a snapshot of the September 29, 2022 enrolment data for all CBE schools and programs. Throughout the year, the CBE uses this information to prepare key documents such as the annual Three Year School Capital Plan, which provides an updated analysis of projected enrolment growth and population trends.

For many years, the CBE relied on the City of Calgary's annual Civic Census data as the main source for population and demographic information to provide context for this report. The City of Calgary's census program has been discontinued as part of the 2020 Mid-Cycle Budget Adjustments and the Solutions for Achieving Value and Excellence (SAVE) program. As a result, *The Calgary and Region Economic Outlook 2022-2027* Fall 2022 update document is the only city data that informs this report.

Several attachments are included as part of the School Enrolment Report, which provide the following information:

- The number of students enrolled in each school, by grade and program, including alternative programs, classes for students with complex learning needs, and the number of out-of-attendance area students as of September 29, 2022;

- The provincial capacity of schools, including the associated number of modular classrooms, and utilization rate of each school building; and

- A list of the leases and the amount of space leased for each building.

It is important to note that the School Enrolment Report does not provide financial data or information on class size within schools. School budgets are adjusted each fall to allocate resources based on actual September 29 student enrolment data, equity considerations, and other additional factors that are unique to each school.

4 | Analysis

City of Calgary's Population

The City of Calgary estimates that Calgary's population was 1,343,500 as of April 1, 2022. This represents an increase of approximately 22,200 people, or 1.7 per cent, from the year before. Despite the economic challenges faced by the city during the last few years, Calgary grew by 97,200 persons, or 7.2 per cent, between 2017 and 2022. For 2022, population growth due to net migration was 62 per cent of the total increase, at 13,700 people. Natural increase, due to the difference between births and deaths, added an additional 8,500 to the Calgary population.

Looking forward, population growth in the City of Calgary is expected to remain steady, averaging 1.6 per cent growth per year over the 2022-2027 forecast

Calgary Board of Education

horizon. Over this period, net migration is forecast to add 68,600 persons to the population, while natural increase contributes 42,300.

A closer look into the makeup of Calgary's population reveals that a significant demographic shift is imminent. As the baby boomer generation ages, the number of seniors (65 years and older) in the city is set to significantly increase. Between 2021 and 2027, the number of seniors aged 65 to 79 is expected to increase by 31,100, and the number of persons aged 40 to 49 is expected to increase by 37,800. Conversely, no significant change is expected in the number of persons aged zero to nine years of age during this timeframe.

The information above is only a small fraction of the detail provided in *The Calgary and Region Economic Outlook 2022-2027* Fall 2022 update, available on the City of Calgary website

Enrolment Trends-Calgary Board of Education

Table 1 shows annual year-over-year changes in student enrolment. For 10 consecutive years (2009-2019), enrolment grew each year. A distinctive dip occurred during the 2019-2020 school year, when enrolment dropped by 3,168 students, or 2.5 per cent. However, a sharp increase was realized between 2020 and 2022. Between September 29, 2021 and September 29, 2022, in particular, enrolment increased by 5,886 students, or 4.7 per cent. This increase is the largest realized in the last 40 years.

Table 1: CBE Annual Enrolment Change (1980-2022)

CBE Annual Enrolment Change
(1980-2022)

Note: 1980-2008 Enrolment excludes CBe-learn and Chinook Learning Services.
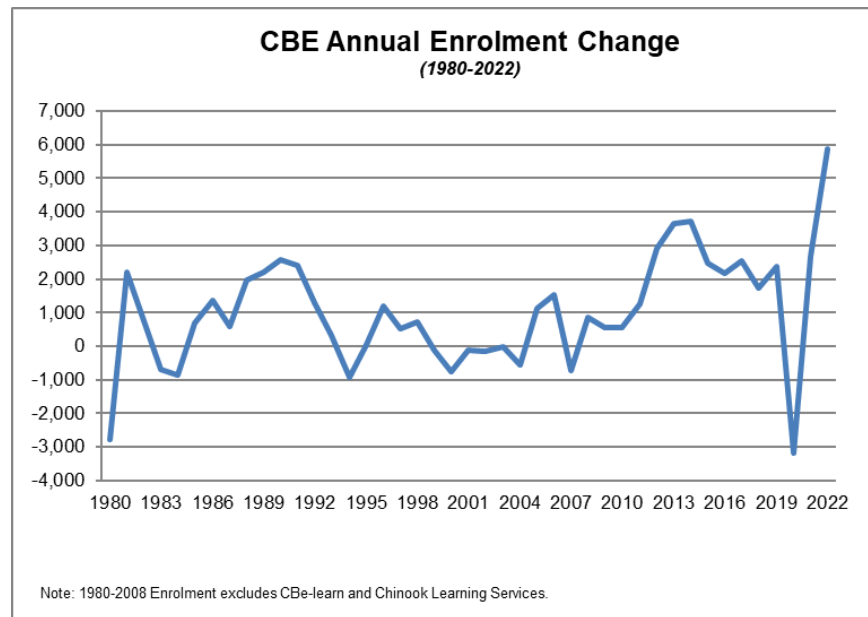
Table 2 below compares student enrolment counts between September 29, 2021 and September 29, 2022.

Calgary Board of Education

- Enrolment increases occurred in each division except pre-kindergarten. The CBE has three Early Development Centre (EDC) locations that offer pre-kindergarten programming to 71 students.

- As of September 29, 2022, 16 schools offered a full day kindergarten program, reporting a total enrolment of 601 full day kindergarten students.

- Between September 29, 2021 and September 29, 2022, 17,723 K-12 students left the CBE, and 23,609 new students joined. A net gain of 5,886 students this school year is the result of student transfers and new registrations.

Table 2: Comparison of CBE Student Enrolment Counts between September 29, 2021 and September 29, 2022, by division

	September 29, 2021	September 29, 2022	Difference
Pre-Kindergarten	130	71	-59
Kindergarten	8,878	9,051	173
Grades 1-3	27,859	29,757	1,898
Grades 4-6	27,941	28,855	914
Grades 7-9	27,719	28,860	1,141
Grades 10-12	30,562	32,152	1,590
Sub-Total (Pre-K to GR12)	123,089	128,746	5,657
Self Contained Special Ed.	2,240	2,469	229
Total	125,329	131,215	5,886

Non-Canadian Student Admissions through the CBE Welcome Centre

Students who are "Non-Canadian", as defined in AR6090, must register for admission to CBE schools through the CBE Welcome Centre. Students admitted through the CBE Welcome Centre include permanent residents, refugee claimants, children of lawfully admitted temporary residents, children with parents/guardians on work or study permits, and children with parents/guardians who are permanent residents or Canadian citizens although their child is not.

The CBE Welcome Centre tracks student registrations from July 1 to June 30 of each year. From July 1, 2019 to June 30, 2020, the number of students registered through the CBE Welcome Centre declined by 785 students, or 18 per cent, when compared to registrations from the previous year. From July 1, 2020 to June 30, 2021, CBE Welcome Centre registrations declined by an additional 1,766 students, or 49 per cent. This decline is likely attributable to global lockdowns and restricted travel that resulted from the COVID-19 pandemic.

Conversely, from July 1, 2021 to June 30, 2022, there were more than three times as many registrations through the CBE Welcome Centre than during the previous

year. 5,734 students registered for CBE schools through the CBE Welcome Centre between July 1, 2021 to June 30, 2022, and the uptick in non-Canadian student admissions has continued throughout the summer and autumn of 2022, with 3,458 CBE Welcome Centre Admissions processed from July 1, 2022 to October 25, 2022.

Table 3 below shows the number of Non-Canadian Students that registered through the CBE Welcome Centre since July 1, 2018.

It follows that student admissions through the CBE Welcome Centre are a primary contributor to the net increase in student enrolments for the 2022-23 school year. The resumption of global travel upon the lifting of pandemic restrictions, coupled with government pledges to increase immigration and offer growing support to refugees in the years to come, suggest that non-Canadian student registrations will continue to influence student enrolment counts in future years.

Table 3: Non-Canadian Student Admissions
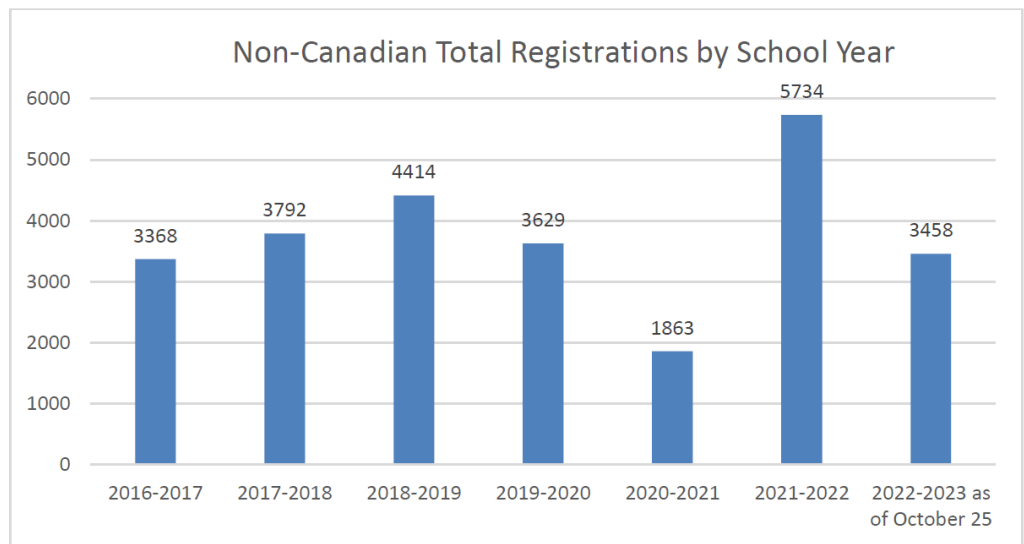
Attachment I is a map that shows where students who had enrolled for CBE schools through the CBE Welcome Centre resided at the time of registration.

School Enrolment (2022-2023)

Attachment II lists enrolment by CBE Administrative Area for each school by grade. It also reports the number of out-of-attendance area students in each school. Out of Attendance Area would include those students who are outside of CBE boundaries or are not attending their designated school. There are several CBE schools in communities where enrolment from the designated communities may be low or declining and the out of attendance area students make up a relatively large proportion of the student population. Accepting out of attendance area students each year allows these schools to maintain strong programming for students. Additionally, the out-of-attendance transfer process can also allow students to

access programs that may not exist within their designated school. This is typically most prevalent at the high school level.

A graph of total student enrolment over the last decade is included in Attachment III. As of September 29, 2022, 104,941 CBE students were enrolled in the regular program (including Home Education, Outreach, Unique Settings, Chinook Learning and CBe-learn), which represents an increase of 5,930 regular program students, or 6.0 per cent, from the 2021-22 school year.

Attachment IV is a map of student population change by community. It conveys the changes that occurred in pre-K to Grade 12 enrolment, by community, from September 29, 2021, to September 29, 2022. The map also indicates the locations of new schools that are approved for construction and are projected to open in the coming years.

Alternative Programs

Enrolment in alternative programs by school is reported in Attachment V. As of September 29, 2022, 26,274 CBE students were enrolled in alternative programs, which represents a decrease of 44 students, or 0.2 per cent, from the 2021-22 school year.

Complex Learning Needs

Enrolment counts for the regular program include students with complex learning needs. Some schools have classes for students with complex learning needs that do not offer a regular program but do offer an alternative program. In these situations, enrolment for students with complex learning needs is reported separately. Schools that offer classes for students with complex learning needs can have grade configurations that differ from the school's regular or alternative program(s). For example, a school that accommodates K-4 students for the regular program may simultaneously offer Grade 5 complex learning classes.

A detailed list of classes and enrolment for students with complex learning needs is reported in Attachments VI and VII. As of September 29, 2022, 3,084 CBE students were enrolled in complex learning needs classes (excluding Unique Settings), which represents an increase of 91 students, or 3.1 per cent, from the 2021-22 school year.

A list of definitions and acronyms of classes for students with complex learning needs is included in Attachment VIII.

Capacity and Utilization

Attachment IX provides provincial capacity and utilization rates for schools. The method for calculating Provincial Capacity is based on the on the "instructional" area determined for a school.

The following instructional spaces, if applicable for a particular school, are exempted and deducted from the total capacity of a school:

- areas leased to the public sector and non-profit groups, with the lease rate being at cost or for a nominal fee (e.g. not for profit daycare);

- areas leased by private schools;

- areas leased by charter schools; and

- decentralized administration space in schools.

Area exemptions are not granted for space leased to the private sector for non-private school use.

Because lease exemptions are a parameter in the formula used to calculate capacity, a school's capacity has the potential to change from year to year. provincial capacities of schools may change from year to year. The execution of a new lease for space, changes to an existing lease arrangement, or the discontinuation of a leased space at a school can alter a school's capacity value.

The calculation of utilization is based on a Provincial formula that "weights" students in the following categories:

- kindergarten students who typically attend school on a half day basis (Early Development Centre and full-day kindergarten students are not weighted)

- K-12 students who have severe complex learning needs.

Students with a severe complex learning code may attend either a regular program or a specialized complex learning class.

The graphic below gives the calculation for weighted enrolment based on September 29 student enrolment each year:

| Total Kindergarten Enrolment (minus Kindergarten students with Severe Complex Learning Needs) Divided by 2 | + | Kindergarten students with Severe Complex Learning Needs multiplied by 1.5 | + | Total Grade 1 to 12 Enrolment (minus Grade 1 to 12 students with Severe Complex Learning Needs) | + | Grade 1 to 12 students with Severe Complex Learning Needs multiplied by 3 | = | Weighted Enrolment |

Once weighted enrolment is determined, utilization is calculated by dividing the weighted enrolment by the Provincial capacity.

Between September 29, 2021 and September 29, 2022, the utilization rate across the CBE has increased by 4 per cent. As of September 29, 2022, the average utilization rate for CBE schools across the system is 87 per cent.

Table 4 shows the number of schools over, at, and under 85 per cent utilization per September 29, 2021 enrolment data and September 29, 2022 enrolment data.

Table 4: Comparison of number of schools over, at and under 85% utilization

Comparison of # of Schools Over, At and Under 85% Utilization

	2021	2022	Change
Over 85%	94	118	24
At 85%	2	0	-2
Under 85%	137	119	-18

Leases

Leases of space by Area and leasing of surplus school facilities are reported in Attachments X and XI.

5 | Financial Implications

The Alberta Government uses a Weighted Moving Average (WMA) model to determine the funding school jurisdictions receive each year. The WMA is intended to provide a predictable amount of funding based on the budgeted school year. Table 5 shows how the three-year WMA enrolment is calculated and Table 6 shows the actual full-time enrolment over three-years.

Table 5: Three-year WMA enrolment

School year	Weighted Factor	Enrolment Count FTE
2020-2021	20%	Actual
2021-2022	30%	Estimate
2022-2023	50%	Projection

Source: Funding Manual for School Authorities 2022/2023 School Year

Table 6: Funding Full-time enrolment (FTE) over three years.

Student Count	2020-2021	2021-2022	2022-2023
Actual Funded FTE	117,452	119,563	125,187*

*subject to review and confirmation by Alberta Education

Although there are nearly 125,200 funded students within the CBE for the 2022-23 school year, funding is based on the WMA student total of approximately 122,000 (both figures are subject to review and confirmation by Alberta Education). For growing school jurisdictions such as the CBE, this means that the WMA approach attracts less grant revenue than actual funded-student enrolment in the school year and provides for stable and predictable funding.

Calgary Board of Education

When determining the funding for the 2023-24 school year, the province will take the projected enrolment count used in the calculation of WMA for the 2022-23 school year and compare it against the actual September count date enrolment to determine the WMA Funding Adjustment. The WMA Funding Adjustment will be received in the 2023-24 school year.

6 | Conclusion

Student enrolment for the 2022-2023 school year has increased by a total of 5,886 students between September 29, 2021 and September 29, 2022. This represents an unprecedented increase in year-over-year enrolment of 4.7 per cent.

The significant enrolment increase is likely the attributable the increase of non-Canadian student registrations through the CBE Welcome Centre.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	2022-23 Student Registrations through the CBE Welcome Centre
Attachment II:	September 29, 2022 enrolment including out of attendance area
Attachment III:	CBE actual enrolment 2012-2022
Attachment IV:	2022-2023 Student population change by community
Attachment V:	Alternative program enrolment by school and grade
Attachment VI:	Specialized classes 2022-2023
Attachment VII:	Enrolment in classes for students with complex learning needs 2022-2023
Attachment VIII:	Specialized classes definitions
Attachment IX:	School capacity and utilization 2022-2023
Attachment X:	2022-2023 Leased space in operating schools
Attachment XI:	2022-2023 Lease of surplus school facilities

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of Education

Welcome Centre Student Population
September 29, 2022

N
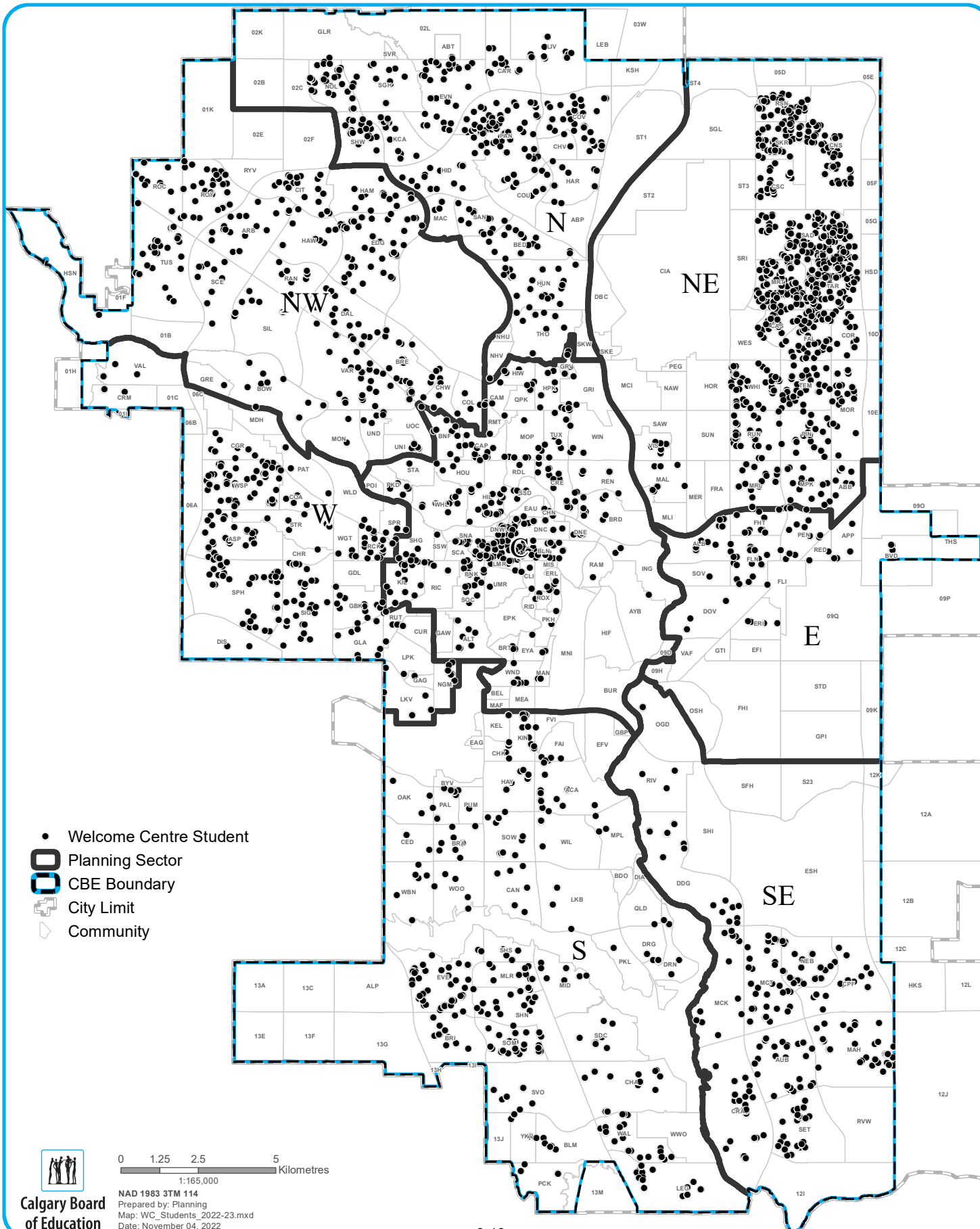
Legend:
- Welcome Centre Student
- Planning Sector
- CBE Boundary
- City Limit
- Community

0   1.25   2.5   5 Kilometres
1:165,000

Calgary Board of Education

NAD 1983 3TM 114
Prepared by: Planning
Map: WC_Students_2022-23.mxd
Date: November 04, 2022

CALGARY BOARD OF EDUCATION
September 29, 2022

Full Day Kindergarten

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Arbour Lake School		755	-	-	-	-	-	-	121	142	144	128	166	-	-	-	54	54
Belvedere Parkway School		465	-	49	62	64	69	62	63	89	-	-	-	-	-	-	7	10
Bowcroft School		186	-	25	35	27	18	27	24	30	-	-	-	-	-	-		25
Bowcroft School	German Bilingual	128	-	23	24	16	25	13	14	13	-	-	-	-	-	-		-
Bowness High School		1,224	-	-	-	-	-	-	-	-	-	-	-	433	380	401	10	186
Brentwood School	Traditional Learning	738	-	108	115	106	101	105	107	96	-	-	-	-	-	-		2
Captain John Palliser School		260	-	21	24	23	22	29	63	63	-	-	-	-	-	-	15	5
Captain John Palliser School	Montessori	273	-	43	62	48	43	37	18	22	-	-	-	-	-	-	-	-
Citadel Park School		406	-	66	94	65	93	88	-	-	-	-	-	-	-	-		5
Dr. E. W. Coffin School		175	-	13	19	24	28	29	28	34	-	-	-	-	-	-		69
Edgemont School		641	-	87	97	82	124	116	135	-	-	-	-	-	-	-		2
Eric Harvie School		355	-	66	77	71	69	72	-	-	-	-	-	-	-	-		26
F. E. Osborne School		584	-	-	-	-	-	-	-	-	199	190	195	-	-	-		41
F. E. Osborne School	French Immersion	181	-	-	-	-	-	-	-	39	55	48	39	-	-	-		17
H. D. Cartwright School		475	-	-	-	-	-	-	-	-	132	151	162	-	-	-	30	26
The Hamptons School		183	-	29	37	40	35	42	-	-	-	-	-	-	-	-		14
Hawkwood School		635	-	72	100	85	102	88	107	77	-	-	-	-	-	-	4	23
Marion Carson School		276	-	25	39	34	26	57	48	47	-	-	-	-	-	-		15
Marion Carson School	Chinese (Mandarin) Bilingual	234	-	50	52	51	40	41	-	-	-	-	-	-	-	-		-
Ranchlands School		334	-	34	51	47	46	48	49	45	-	-	-	-	-	-	14	4
Robert Thirsk High School		1,377	-	-	-	-	-	-	-	-	-	-	-	448	481	414	34	91
Royal Oak School		576	-	103	118	118	117	120	-	-	-	-	-	-	-	-		9
Scenic Acres School		137	-	25	31	27	32	22	-	-	-	-	-	-	-	-		9
Silver Springs School		263	-	35	36	42	32	49	36	33	-	-	-	-	-	-		6
Simon Fraser School		697	-	-	-	-	-	-	118	108	177	147	147	-	-	-		27
Sir Winston Churchill High School		2,305	-	-	-	-	-	-	-	-	-	-	-	814	744	733	14	127
Terrace Road School		181	-	19	35	21	29	22	24	20	-	-	-	-	-	-	11	8
Thomas B. Riley School		223	-	-	-	-	-	-	-	-	54	63	76	-	-	-	30	12
Thomas B. Riley School	Traditional Learning	297	-	-	-	-	-	-	-	-	94	116	87	-	-	-	-	1
Tom Baines School		842	-	-	-	-	-	-	-	146	219	227	250	-	-	-		10
Tuscany School		250	-	34	37	39	57	67	-	-	-	-	-	-	-	-	16	9
Tuscany School	French Immersion	264	-	55	64	51	45	29	20	-	-	-	-	-	-	-	-	2
Twelve Mile Coulee School		804	-	-	-	-	-	-	152	159	143	173	177	-	-	-		10
West Dalhousie School		248	-	23	26	31	43	35	35	38	-	-	-	-	-	-	17	18
William D. Pratt School		783	-	-	-	-	-	-	136	150	148	171	172	-	-	-	6	6
AREA 1 TOTAL		**17,755**	**-**	**1,005**	**1,235**	**1,112**	**1,196**	**1,198**	**1,298**	**1,351**	**1,365**	**1,414**	**1,471**	**1,695**	**1,605**	**1,548**	**262**	**869**
Alex Munro School		293	-	43	41	38	46	42	41	42	-	-	-	-	-	-		26
Balmoral School	Traditional Learning	556	-	-	-	-	-	-	102	111	112	109	122	-	-	-		16

CALGARY BOARD OF EDUCATION
September 29, 2022

Full Day Kindergarten

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Banff Trail School	French Immersion	358	-	60	63	63	63	54	55	-	-	-	-	-	-	-		6
Beddington Heights School		391	-	49	53	56	55	42	82	54	-	-	-	-	-	-		28
Branton School	French Immersion	611	-	-	-	-	-	-	-	91	166	177	177	-	-	-		33
Buchanan School		169	-	16	20	15	22	30	28	22	-	-	-	-	-	-	16	13
Buffalo Rubbing Stone School		668	-	114	113	94	105	112	130	-	-	-	-	-	-	-		15
Cambrian Heights School		426	-	48	78	59	65	51	50	55	-	-	-	-	-	-	20	2
Capitol Hill School		324	-	28	49	46	36	47	63	55	-	-	-	-	-	-		27
Captain Nichola Goddard School		873	-	-	-	-	-	-	-	222	205	209	237	-	-	-		11
Catherine Nichols Gunn School		265	-	32	39	27	33	51	49	34	-	-	-	-	-	-		33
Collingwood School	Spanish Bilingual	473	-	84	79	89	79	72	70	-	-	-	-	-	-	-		14
Colonel Irvine School		346	-	-	-	-	-	-	-	-	119	108	108	-	-	-	11	14
Colonel Irvine School	Chinese (Mandarin) Bilingual	400	-	-	-	-	-	-	97	80	86	66	71	-	-	-	-	-
Colonel Sanders School	Traditional Learning	366	-	-	88	88	97	93	-	-	-	-	-	-	-	-		-
Dalhousie School	Spanish Bilingual	456	-	76	87	95	84	54	60	-	-	-	-	-	-	-		20
Dr. J. K. Mulloy School	Traditional Learning	514	-	99	102	106	104	103	-	-	-	-	-	-	-	-		1
Georges P. Vanier School		158	-	-	-	-	-	-	-	-	38	40	50	-	-	-	30	30
Georges P. Vanier School	French Immersion	315	-	-	-	-	-	-	-	68	95	83	69	-	-	-	-	4
Highwood School	Chinese (Mandarin) Bilingual	346	-	74	72	67	68	65	-	-	-	-	-	-	-	-		6
Huntington Hills School		228	-	30	23	38	27	35	27	34	-	-	-	-	-	-	14	20
James Fowler High School		1,211	-	-	-	-	-	-	-	-	-	-	-	452	354	298	107	188
James Fowler High School	Arts Centered Learning	109	-	-	-	-	-	-	-	-	-	-	-	-	37	71	1	3
John G. Diefenbaker High School		1,656	-	-	-	-	-	-	-	-	-	-	-	598	583	475		79
Dr. Gordon Townsend School		595	-	116	117	116	116	112	-	-	-	-	-	-	-	-	18	2
King George School	French Immersion	623	-	108	129	118	113	72	83	-	-	-	-	-	-	-		3
North Haven School		138	-	17	16	18	20	19	21	13	-	-	-	-	-	-	14	14
Panorama Hills School		554	-	77	86	65	89	97	115	-	-	-	-	-	-	-	25	19
Senator Patrick Burns School		134	-	-	-	-	-	-	-	-	45	41	31	-	-	-	17	15
Senator Patrick Burns School	Spanish Bilingual	622	-	-	-	-	-	-	-	141	165	152	164	-	-	-	-	2
Sir John A. Macdonald School		731	-	-	-	-	-	-	-	-	225	245	231	-	-	-	30	19
Sir John Franklin School	System Classes	90	-	-	-	-	-	-	-	-	-	-	-	-	-	-	90	-
Sir John Franklin School	Arts Centered Learning	284	-	-	-	-	-	-	13	40	72	81	78	-	-	-	-	5
Thorncliffe School		196	-	18	27	22	41	29	26	24	-	-	-	-	-	-	9	25
Thorncliffe School	Traditional Learning	84	-	84	-	-	-	-	-	-	-	-	-	-	-	-	-	2
Varsity Acres School	French Immersion	549	-	98	126	79	97	76	73	-	-	-	-	-	-	-		15
W. O. Mitchell School	Spanish Bilingual	354	-	62	70	56	68	47	51	-	-	-	-	-	-	-		12
William Aberhart High School		358	-	-	-	-	-	-	-	-	-	-	-	120	99	101	38	142
William Aberhart High School	French Immersion	781	-	-	-	-	-	-	-	-	-	-	-	273	271	237	-	7
William Aberhart High School	Spanish Bilingual	142	-	-	-	-	-	-	-	-	-	-	-	-	82	60	-	-

Full Day Kindergarten

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
AREA 2 TOTAL		17,747	-	1,333	1,478	1,355	1,428	1,303	1,236	1,086	1,328	1,311	1,338	1,443	1,426	1,242	440	871
Abbeydale School		257	-	40	43	35	47	46	46	-	-	-	-	-	-	-		13
Belfast School		167	-	18	25	28	34	19	25	18	-	-	-	-	-	-		104
Cappy Smart School		198	-	31	34	18	36	29	25	-	-	-	-	-	-	-	25	10
Colonel Macleod School		137	-	-	-	-	-	-	-	-	43	42	33	-	-	-	19	19
Colonel Macleod School	Traditional Learning	443	-	-	-	-	-	-	95	88	84	84	92	-	-	-	-	24
Coventry Hills School		622	-	96	107	110	92	101	116	-	-	-	-	-	-	-		31
Crescent Heights High School		1,859	-	-	-	-	-	-	-	-	-	-	-	574	608	616	61	505
Crescent Heights High School	Spanish Bilingual		-	-	-	-	-	-	-	-	-	-	-	74	-	-		1
Dr. Gladys McKelvie Egbert School		467	-	-	-	-	-	-	-	101	120	100	113	-	-	-	33	26
Erin Woods School		311	-	49	42	47	51	47	60	-	-	-	-	-	-	-	15	11
Ernest Morrow School		610	-	-	-	-	-	-	-	80	158	144	143	-	-	-	85	37
Forest Lawn High School		1,350	-	-	-	-	-	-	-	-	-	-	-	442	397	426	85	98
G. W. Skene School		174	-	-	-	-	50	67	57	-	-	-	-	-	-	-		11
Hidden Valley School		195	-	45	51	49	50	-	-	-	-	-	-	-	-	-		6
Hidden Valley School	French Immersion	241	-	54	66	62	59	-	-	-	-	-	-	-	-	-		7
Ian Bazalgette School		429	-	-	-	-	-	-	-	96	123	97	113	-	-	-		35
Ian Bazalgette School	Science	192	-	-	-	-	-	-	-	53	50	49	40	-	-	-		1
Jack James High School		439	-	-	-	-	-	-	-	-	-	-	-	127	116	165	31	-
James Short Memorial School		198	6	63	64	65	-	-	-	-	-	-	-	-	-	-		15
Keeler School		522	-	58	93	68	82	69	76	76	-	-	-	-	-	-		52
Mount View School		201	-	21	29	28	28	25	24	31	-	-	-	-	-	-	15	32
Northern Lights School		399	-	74	80	65	66	53	61	-	-	-	-	-	-	-		22
Nose Creek School		737	-	-	-	-	-	-	-	168	165	185	189	-	-	-	30	25
Patrick Airlie School		205	-	40	30	30	43	30	32	-	-	-	-	-	-	-		18
Penbrooke Meadows School		223	-	30	38	22	37	37	20	-	-	-	-	-	-	-	39	20
Piitoayis Family School	Colonel Walker	194	-	20	22	20	33	34	26	39	-	-	-	-	-	-		3
Radisson Park School		296	-	52	59	43	51	46	45	-	-	-	-	-	-	-		37
Riverside School	System Classes	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	-
Riverside School	Science	621	-	47	48	48	51	53	58	59	88	83	86	-	-	-	-	29
Roland Michener School		158	-	25	27	21	18	21	32	-	-	-	-	-	-	-	14	12
Rosedale School		265	-	19	30	33	22	26	31	26	24	26	28	-	-	-		30
Rosemont School		204	-	22	24	27	26	36	29	32	-	-	-	-	-	-	8	22
Stanley Jones School		332	-	39	59	58	49	42	37	40	-	-	-	-	-	-	8	41
Stanley Jones School	Alice Jamieson	181	-	-	-	-	-	14	27	21	43	35	41	-	-	-	-	-
Sunnyside School		131	-	20	22	16	21	20	16	16	-	-	-	-	-	-		27
Valley Creek School		431	-	-	-	-	-	52	59	73	72	75	77	-	-	-	23	10
Valley Creek School	French Immersion	282	-	-	-	-	-	43	60	45	49	48	37	-	-	-	-	10

CALGARY BOARD OF EDUCATION
September 29, 2022

Full Day Kindergarten

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Valley View School		210	-	29	37	36	34	27	47	-	-	-	-	-	-	-		26
Valley View School	Science	267	-	38	47	46	45	46	45	-	-	-	-	-	-	-		-
Vista Heights School		164	-	24	19	18	23	25	15	16	-	-	-	-	-	-	24	6
West Dover School		177	-	23	24	26	32	23	33	-	-	-	-	-	-	-	16	24
AREA 3 TOTAL		14,500	6	977	1,120	1,019	1,080	1,031	1,197	1,078	1,019	968	992	1,217	1,121	1,207	542	1,400
Annie Foote School		275	-	40	44	32	34	42	45	38	-	-	-	-	-	-		17
Annie Gale School		331	-	-	-	-	-	-	-	-	92	101	109	-	-	-	29	20
Annie Gale School	Traditional Learning	226	-	-	-	-	-	-	-	60	60	55	51	-	-	-	-	2
Bob Edwards School		288	-	-	-	-	-	-	-	74	76	60	68	-	-	-	10	25
Bob Edwards School	French Immersion	182	-	-	-	-	-	-	-	30	56	46	50	-	-	-	-	3
Cecil Swanson School		363	-	41	52	41	44	55	55	61	-	-	-	-	-	-	14	51
Chief Justice Milvain School		129	-	6	19	19	16	24	20	25	-	-	-	-	-	-		5
Chief Justice Milvain School	Traditional Learning	399	-	81	68	70	60	59	61	-	-	-	-	-	-	-		3
Chris Akkerman School	Traditional Learning	627	-	105	99	106	105	106	106	-	-	-	-	-	-	-		5
Clarence Sansom School		544	-	-	-	-	-	-	-	-	153	147	208	-	-	-	36	48
Colonel J. Fred Scott School		496	-	59	57	75	69	83	81	72	-	-	-	-	-	-		32
Crossing Park School		1,166	-	60	95	58	105	77	110	114	186	178	183	-	-	-		21
Douglas Harkness School		318	-	46	48	38	45	42	50	49	-	-	-	-	-	-		9
Dr. Gordon Higgins School		602	-	-	-	-	-	-	-	-	163	184	228	-	-	-	27	11
Falconridge School		441	-	60	69	58	68	61	46	64	-	-	-	-	-	-	15	40
Grant MacEwan School		672	-	110	102	80	122	88	85	81	-	-	-	-	-	-	4	11
Guy Weadick School		333	26	46	53	45	45	39	46	33	-	-	-	-	-	-		9
Hugh A. Bennett School		586	-	118	120	95	111	133	-	-	-	-	-	-	-	-	9	27
Lester B. Pearson High School		1,525	-	-	-	-	-	-	-	-	-	-	-	469	475	554	27	140
Louise Dean School		46	-	-	-	-	-	-	-	-	-	-	1	2	5	38		3
Manmeet Singh Bhullar School		518	-	72	65	72	80	76	74	79	-	-	-	-	-	-		27
Marlborough School		258	-	54	41	34	39	47	43	-	-	-	-	-	-	-		4
Mayland Heights School		156	-	14	25	21	25	22	26	23	-	-	-	-	-	-		60
Mayland Heights School	French Immersion	267	-	47	50	47	48	38	37	-	-	-	-	-	-	-		7
Monterey Park School		502	-	61	66	63	80	80	74	60	-	-	-	-	-	-	18	26
Nelson Mandela High School		1,853	-	-	-	-	-	-	-	-	-	-	-	586	604	631	32	45
O. S. Geiger School		358	-	36	53	45	57	45	44	46	-	-	-	-	-	-	32	23
Peter Lougheed School		984	-	-	-	-	-	-	197	197	194	184	196	-	-	-	16	3
Pineridge School		294	-	22	19	35	39	32	57	56	-	-	-	-	-	-	34	25
Prairie Sky School		728	-	100	107	71	106	92	80	65	52	55	-	-	-	-		23
Rundle School		422	-	61	74	75	64	63	54	31	-	-	-	-	-	-		23
Saddle Ridge School		580	-	112	125	122	117	104	-	-	-	-	-	-	-	-		9
Sir Wilfrid Laurier School	Traditional Learning	497	-	-	-	-	-	-	-	126	125	127	119	-	-	-		20

Full Day Kindergarten

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Taradale School		711	-	133	141	135	154	148	-	-	-	-	-	-	-	-		8
Ted Harrison School		826	-	-	-	-	-	-	151	155	163	168	165	-	-	-	24	14
Terry Fox School		545	-	-	-	-	-	-	-	-	170	178	154	-	-	-	43	3
AREA 4 TOTAL		**19,048**	**26**	**1,484**	**1,592**	**1,437**	**1,633**	**1,556**	**1,542**	**1,539**	**1,490**	**1,483**	**1,532**	**1,057**	**1,084**	**1,223**	**370**	**802**
Acadia School		395	-	64	56	54	68	53	53	47	-	-	-	-	-	-		33
Auburn Bay School		488	-	83	89	93	115	91	-	-	-	-	-	-	-	-	17	11
Bayside School		320	-	65	63	67	62	63	-	-	-	-	-	-	-	-		12
Bridlewood School		437	-	64	62	72	50	49	65	75	-	-	-	-	-	-		24
Centennial High School		1,456	-	-	-	-	-	-	-	-	-	-	-	493	439	481	43	86
Chaparral School		509	-	73	69	74	80	65	76	72	-	-	-	-	-	-		24
Copperfield School		590	-	82	85	88	111	104	120	-	-	-	-	-	-	-		4
Cranston School		555	-	102	98	95	76	89	95	-	-	-	-	-	-	-		11
Deer Run School		352	-	53	46	56	47	51	50	42	-	-	-	-	-	-	7	9
Douglasdale School		380	-	41	76	66	71	59	67	-	-	-	-	-	-	-		36
Dr. George Stanley School		641	-	-	-	-	-	-	-	157	143	172	169	-	-	-		20
Dr. Martha Cohen School		811	-	-	-	-	-	-	-	222	194	198	197	-	-	-		9
Fairview School	Traditional Learning	881	-	-	-	-	-	151	151	155	153	146	125	-	-	-		1
Fish Creek School		618	-	71	79	86	89	100	93	100	-	-	-	-	-	-		56
Haultain Memorial School		198	-	18	32	24	32	33	32	27	-	-	-	-	-	-		14
Joane Cardinal-Schubert High School		1,623	-	-	-	-	-	-	-	-	-	-	-	622	531	470		86
Lake Bonavista School	Montessori	363	-	67	55	57	67	47	46	24	-	-	-	-	-	-		-
Lakeshore School		893	-	-	-	-	-	-	220	182	184	161	146	-	-	-		1
Le Roi Daniels School	Traditional Learning	574	-	130	148	150	146	-	-	-	-	-	-	-	-	-		1
Lord Beaverbrook High School		1,517	-	-	-	-	-	-	-	-	-	-	-	555	436	456	70	272
Lord Beaverbrook High School	Arts Centered Learning	31	-	-	-	-	-	-	-	-	-	-	-	-	21	10	-	-
Mahogany School		520	-	127	133	84	93	83	-	-	-	-	-	-	-	-		1
Maple Ridge School	Science	382	-	84	73	83	73	69	-	-	-	-	-	-	-	-		5
McKenzie Highlands School		835	-	-	-	-	-	55	130	133	154	192	141	-	-	-	30	60
McKenzie Lake School		556	-	103	109	96	79	80	71	-	-	-	-	-	-	-	18	21
McKenzie Towne School		549	-	109	99	123	111	89	-	-	-	-	-	-	-	-	18	12
Midnapore School		265	-	43	39	29	47	32	44	31	-	-	-	-	-	-		29
Midnapore School	Chinese (Mandarin) Bilingual	133	-	26	24	21	36	26	-	-	-	-	-	-	-	-		3
MidSun School		639	-	-	-	-	-	-	-	-	183	198	221	-	-	-	37	48
Mountain Park School		563	-	-	-	-	-	-	-	141	124	162	126	-	-	-	10	26
New Brighton School		593	-	86	87	88	117	111	104	-	-	-	-	-	-	-		4
Prince Of Wales School		282	-	45	57	41	56	39	22	17	-	-	-	-	-	-	5	11
R. T. Alderman School	Science	677	-	-	-	-	-	-	99	141	158	141	138	-	-	-		12
Samuel W. Shaw School		702	-	-	-	-	-	-	113	92	138	158	169	-	-	-	32	11

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Sibylla Kiddle School		475	-	80	86	106	78	69	56	-	-	-	-	-	-	-		28
Somerset School		222	-	44	42	40	45	51	-	-	-	-	-	-	-	-		18
Willow Park School	Arts Centered Learning	515	-	-	-	-	-	-	31	81	123	138	142	-	-	-		3
Wilma Hansen School		376	-	-	-	-	-	-	25	24	110	119	73	-	-	-	25	18
AREA 5 TOTAL		**21,916**	**-**	**1,660**	**1,707**	**1,693**	**1,749**	**1,659**	**1,763**	**1,763**	**1,664**	**1,785**	**1,647**	**1,670**	**1,427**	**1,417**	**312**	**1,020**
A. E. Cross School		453	-	-	-	-	-	-	-	-	148	118	161	-	-	-	26	39
A. E. Cross School	Spanish Bilingual	80	-	-	-	-	-	-	-	-	29	24	27	-	-	-	-	1
Altadore School		372	-	49	64	62	51	45	46	55	-	-	-	-	-	-		16
Alternative High School		97	-	-	-	-	-	-	-	-	-	-	-	19	42	36		3
Andrew Sibbald School		364	-	50	44	51	52	55	57	55	-	-	-	-	-	-		18
Banting and Best School		165	-	41	39	29	56	-	-	-	-	-	-	-	-	-		4
Braeside School		217	-	30	34	23	36	37	36	21	-	-	-	-	-	-		25
Canyon Meadows School	Spanish Bilingual	433	-	81	73	72	86	67	54	-	-	-	-	-	-	-		21
Cedarbrae School		188	-	21	27	22	28	25	21	36	-	-	-	-	-	-	8	20
Central Memorial High School		1,560	-	-	-	-	-	-	-	-	-	-	-	483	505	550	22	311
Chinook Park School		176	-	26	25	30	22	31	21	21	-	-	-	-	-	-		17
Chinook Park School	French Immersion	250	-	43	34	49	34	30	32	28	-	-	-	-	-	-		17
David Thompson School		130	-	-	-	-	-	-	0	0	40	36	54	-	-	-		9
David Thompson School	French Immersion	484	-	-	-	-	-	-	82	70	113	117	102	-	-	-		7
Dr. E. P. Scarlett High School		1,227	-	-	-	-	-	-	-	-	-	-	-	409	430	388		61
Dr. E. P. Scarlett High School	French Immersion	304	-	-	-	-	-	-	-	-	-	-	-	120	99	85		1
Dr. E. P. Scarlett High School	Spanish Bilingual	75	-	-	-	-	-	-	-	-	-	-	-	0	40	35		2
Dr. Freda Miller School		417	-	65	91	85	55	60	61	-	-	-	-	-	-	-		5
Ethel M. Johnson School		281	-	25	31	21	38	20	39	60	-	-	-	-	-	-	47	12
Eugene Coste School	Spanish Bilingual	345	-	62	72	67	49	53	42	-	-	-	-	-	-	-		30
Evergreen School		402	-	44	72	68	67	64	78	-	-	-	-	-	-	-	9	44
Glenbrook School		269	-	24	41	30	43	39	46	46	-	-	-	-	-	-		15
Glenmeadows School	Spanish Bilingual	312	-	53	64	46	46	40	39	24	-	-	-	-	-	-		13
Harold Panabaker School		303	-	-	-	-	-	-	-	0	77	106	86	-	-	-	34	14
Harold Panabaker School	Chinese (Mandarin) Bilingual	97	-	-	-	-	-	-	24	22	16	15	20	-	-	-	-	-
Haysboro School		207	-	28	31	28	21	27	29	43	-	-	-	-	-	-		17
Henry Wise Wood High School		1,698	-	-	-	-	-	-	-	-	-	-	-	626	482	530	60	254
Janet Johnstone School		269	-	51	51	48	63	56	-	-	-	-	-	-	-	-		-
Janet Johnstone School	French Immersion	164	-	42	39	29	30	24	-	-	-	-	-	-	-	-		-
John Ware School		476	-	-	-	-	-	-	-	-	142	143	179	-	-	-	12	18
Louis Riel School	System Classes	218	-	-	-	-	-	19	14	19	57	45	64	-	-	-		-
Louis Riel School	Science	589	-	55	64	51	52	70	52	62	78	58	47	-	-	-		15
Marshall Springs School		683	-	-	-	-	-	-	0	144	176	162	201	-	-	-		24

CALGARY BOARD OF EDUCATION
September 29, 2022

Full Day Kindergarten

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Nellie McClung School		339	-	49	52	47	48	37	53	53	-	-	-	-	-	-		45
Nickle School		171	-	-	-	-	-	-	0	0	39	42	53	-	-	-	37	7
Riverbend School		295	-	69	47	41	51	33	25	29	-	-	-	-	-	-		11
Robert Warren School	Spanish Bilingual	269	-	-	-	-	-	-	-	61	80	69	59	-	-	-		1
Ron Southern School		422	-	65	58	62	57	52	61	51	0	0	0	-	-	-	16	15
Sam Livingston School	French Immersion	409	-	76	98	88	86	61	-	-	-	-	-	-	-	-		11
Sherwood School		329	-	-	-	-	-	54	37	50	66	59	63	-	-	-		21
Sundance School	French Immersion	450	-	75	84	74	62	70	43	42	-	-	-	-	-	-		3
Woodbine School		416	-	49	72	63	64	60	47	61	-	-	-	-	-	-		13
Woodlands School		250	-	33	42	38	34	38	39	26	0	-	-	-	-	-		17
Woodman School		160	-	-	-	-	-	-	-	-	52	42	66	-	-	-		12
Woodman School	French Immersion	315	-	-	-	-	-	-	22	29	100	86	78	-	-	-		16
AREA 6 TOTAL		**17,130**	**-**	**1,206**	**1,349**	**1,224**	**1,231**	**1,167**	**1,100**	**1,108**	**1,213**	**1,122**	**1,260**	**1,657**	**1,598**	**1,624**	**271**	**1,205**
Alexander Ferguson School		215	-	32	30	32	40	26	25	30	-	-	-	-	-	-		27
All Boys Program	Sir James Lougheed	64	-	-	7	13	9	10	14	11	-	-	-	-	-	-		-
Battalion Park School		491	-	45	75	68	76	66	72	74	-	-	-	-	-	-	15	8
Bishop Pinkham School		150	-	-	-	-	-	-	-	-	47	39	58	-	-	-	6	10
Bishop Pinkham School	French Immersion	441	-	-	-	-	-	-	-	-	159	162	120	-	-	-	-	8
Briar Hill School		230	-	28	33	31	34	32	34	38	-	-	-	-	-	-		90
Colonel Walker School		133	-	25	25	19	18	16	16	14	-	-	-	-	-	-		11
Connaught School		498	-	73	95	73	62	63	61	71	-	-	-	-	-	-		29
Dr. Roberta Bondar School		580	-	72	85	85	93	88	87	70	-	-	-	-	-	-		33
Earl Grey School		191	-	19	24	34	25	23	25	26	-	-	-	-	-	-	15	62
Elbow Park School		217	-	28	33	36	29	36	29	26	-	-	-	-	-	-		4
Elboya School		380	-	26	46	35	41	37	39	50	30	37	39	-	-	-		24
Elboya School	French Immersion	307	-	-	-	-	-	-	47	30	79	82	69	-	-	-		11
Ernest Manning High School		1,516	-	-	-	-	-	-	-	-	-	-	-	511	506	483	16	110
Glamorgan School	Traditional Learning	719	-	79	75	75	77	74	75	81	60	63	60	-	-	-		5
Glendale School		245	-	34	32	38	37	32	36	36	-	-	-	-	-	-		44
Griffith Woods School		963	-	73	100	79	102	82	110	88	82	135	112	-	-	-		1
Hillhurst School		260	-	25	33	27	44	42	38	51	-	-	-	-	-	-		37
Jennie Elliott School		562	-	77	89	83	100	60	68	50	-	-	-	-	-	-	35	20
Killarney School	Montessori	361	-	59	59	51	68	49	38	37	-	-	-	-	-	-		9
Mount Royal School		412	-	-	-	-	-	-	-	-	154	111	135	-	-	-	12	32
Olympic Heights School		490	-	50	85	65	62	87	71	64	-	-	-	-	-	-	6	31
Queen Elizabeth School		365	-	54	67	47	53	43	42	59	-	-	-	-	-	-		20
Queen Elizabeth High School		987	-	-	-	-	-	-	-	-	167	152	186	158	140	122	62	119
Ramsay School		190	-	31	33	29	32	26	23	16	-	-	-	-	-	-		26

CALGARY BOARD OF EDUCATION
September 29, 2022

Full Day Kindergarten

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Richmond School		256	-	31	38	49	51	35	26	26	-	-	-	-	-	-		27
Rideau Park School		438	-	26	30	32	30	35	30	23	67	81	84	-	-	-		56
Simons Valley School		651	-	80	107	84	96	96	82	97	-	-	-	-	-	-	9	34
Sunalta School		335	-	42	52	50	47	45	57	42	-	-	-	-	-	-		124
University School		316	-	36	45	44	47	47	44	45	-	-	-	-	-	-	8	42
Vincent Massey School		739	-	-	-	-	-	-	-	-	247	202	267	-	-	-	23	34
West Ridge School		864	-	-	-	-	-	-	147	145	178	190	204	-	-	-		17
West Springs School		609	-	106	122	137	128	116	-	-	-	-	-	-	-	-		1
Western Canada High School		1,515	-	-	-	-	-	-	-	-	-	-	-	494	515	506		102
Western Canada High School	French Immersion	626	-	-	-	-	-	-	-	-	-	-	-	209	214	203		4
Westgate School	French Immersion	565	-	77	80	80	97	88	73	70	-	-	-	-	-	-		3
Wildwood School		410	-	41	57	61	54	57	43	73	-	-	-	-	-	-	24	28
William Reid School	French Immersion	308	-	62	78	55	58	55	-	-	-	-	-	-	-	-		13
AREA 7 TOTAL		**18,599**	**-**	**1,331**	**1,635**	**1,512**	**1,610**	**1,466**	**1,452**	**1,443**	**1,270**	**1,254**	**1,334**	**1,372**	**1,375**	**1,314**	**231**	**1,256**
TOTAL		**126,769**	**32**	**8,996**	**10,116**	**9,352**	**9,927**	**9,380**	**9,588**	**9,368**	**9,349**	**9,337**	**9,574**	**10,111**	**9,636**	**9,575**	**2,428**	**7,423**

September 29, 2022

Full Day Kindergarten

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
OUTREACH PROGRAMS (includes NEXUS)																		
Discovering Choices	Downtown	476	-	-	-	-	-	-	-	-	-	-	-	9	71	387	9	
Discovering Choices II	Marlborough	329	-	-	-	-	-	-	-	-	-	-	-	9	50	270		
Start Outreach - Bowness	Bowness	137	-	-	-	-	-	-	-	-	-	-	-	2	22	102	11	
Westbrook Outreach	Westbrook	161	-	-	-	-	-	-	-	-	-	-	-	5	23	133		
TOTAL OUTREACH PROGRAMS		**1,103**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**25**	**166**	**892**	**20**	

UNIQUE SETTINGS

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Adolescent Day Treatment Program		29	-	-	-	1	3	-	1	-	-	2	5	3	8	6		
Children's Village School		71	-	-	1	5	12	9	12	17	-	-	-	-	-	-	15	
Christine Meikle School		128	-	-	-	-	-	-	-	5	12	19	24	17	32	19	0	
Dr. Gordon Townsend School		20	-	-	-	-	3	2	2	2	2	3	1	3	2	-		
Dr. Oakley School		158	-	-	-	-	-	18	41	42	37	9	5	-	-	-	6	
Emily Follensbee School		88	-	4	11	11	18	9	10	11	10	4	-	-	-	-		
Niitsitapi Learning Centre		188	39	51	53	45	-	-	-	-	-	-	-	-	-	-		
West View School		37	-	-	-	-	-	-	-	-	-	-	4	3	10	20		
William Roper Hull School		107	-	-	2	-	3	5	5	5	12	17	18	13	10	17		
Wood's Homes School		61	-	-	-	-	-	-	-	3	11	9	13	9	8	8		
TOTAL UNIQUE SETTINGS		**887**	**39**	**55**	**67**	**62**	**39**	**43**	**71**	**85**	**84**	**63**	**70**	**48**	**70**	**70**	**21**	

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Home Education	Windsor Park	373	-	-	34	31	50	36	45	48	33	38	48	4	3	3		
CBe-learn*		1,271	-	-	8	30	41	54	81	56	61	88	115	100	119	518		
Chinook Learning Services*		812	-	-	-	-	-	-	-	-	-	-	-	-	1	811		
SUB-TOTAL *includes students 20 years old and older		**2,456**	**-**	**-**	**42**	**61**	**91**	**90**	**126**	**104**	**94**	**126**	**163**	**104**	**123**	**1,332**	**-**	

SCHOOL	Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
TOTAL ENROLMENT	**131,215**	**71**	**9,051**	**10,225**	**9,475**	**10,057**	**9,513**	**9,785**	**9,557**	**9,527**	**9,526**	**9,807**	**10,288**	**9,995**	**11,869**	**2,469**	

CBE Enrolment 2012-2022

A line chart titled "CBE Enrolment 2012-2022" showing Total Enrolment (# of Students) on the y-axis ranging from 90,000 to 135,000, and Year on the x-axis from 2012 to 2022.

Approximate values by year:
- 2012: 107,000
- 2013: 110,500
- 2014: 114,500
- 2015: 117,000
- 2016: 119,000
- 2017: 121,500
- 2018: 123,000
- 2019: 125,500
- 2020: 122,500
- 2021: 125,000
- 2022: 131,000

Subject to Review and Update
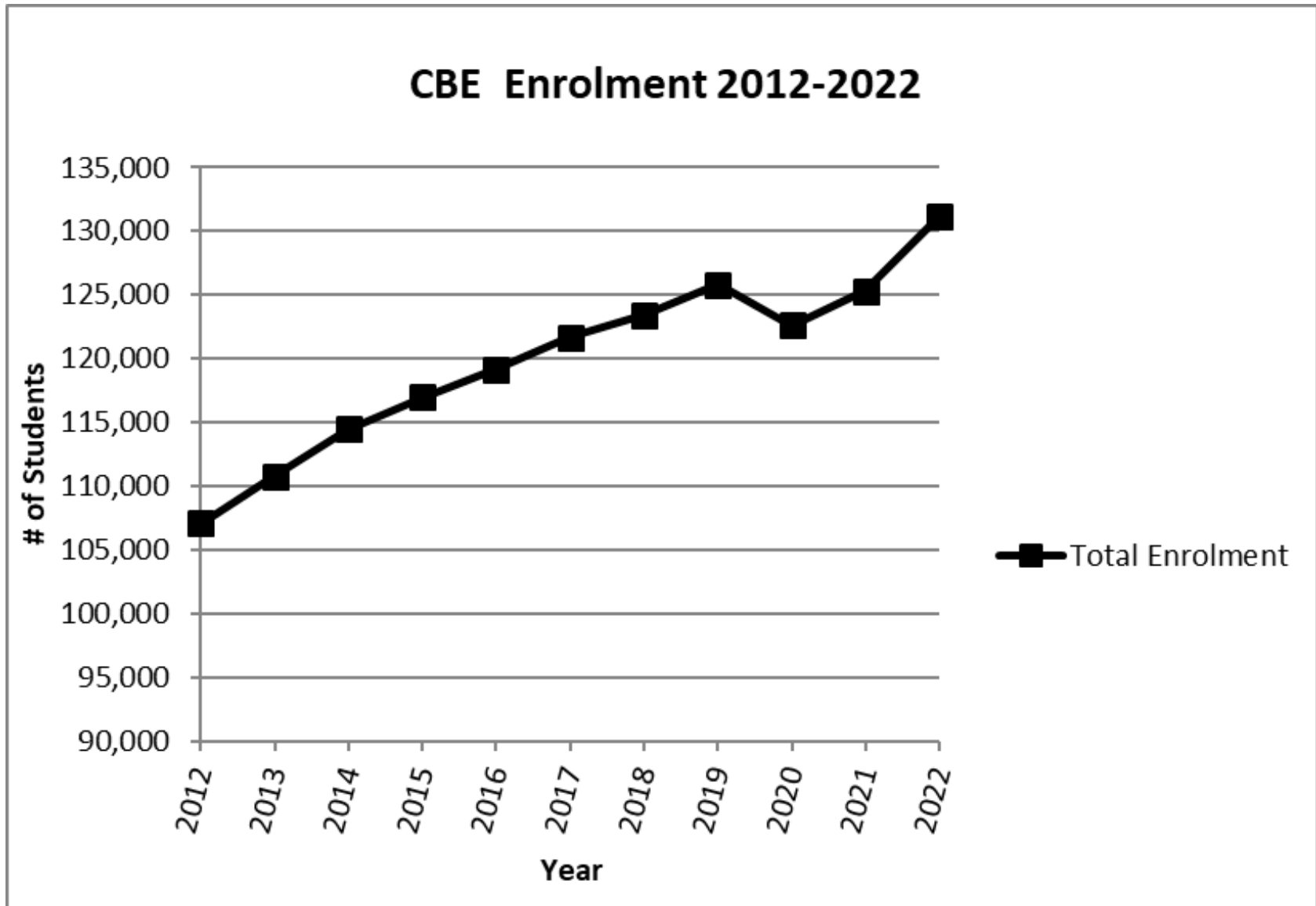
Student Population Change (By Community)
September 29, 2021 to September 29, 2022

N

Approved School (Opening TBD)

Student Population Change
Sept. 29 2021 - Sept. 29 2022

- 101 to 412
- 21 to 100
- -19 to 20
- -69 to -20
- Planning Sector
- CBE Boundary
- City Limit
- Community (No Enrolment)

0   1.25   2.5   5
Kilometres
1:165,000

Calgary Board of Education

NAD 1983 3TM 114
Prepared by: Planning
Map: 22-23 Student Population Change.mxd
Date: November 04, 2022

9-30
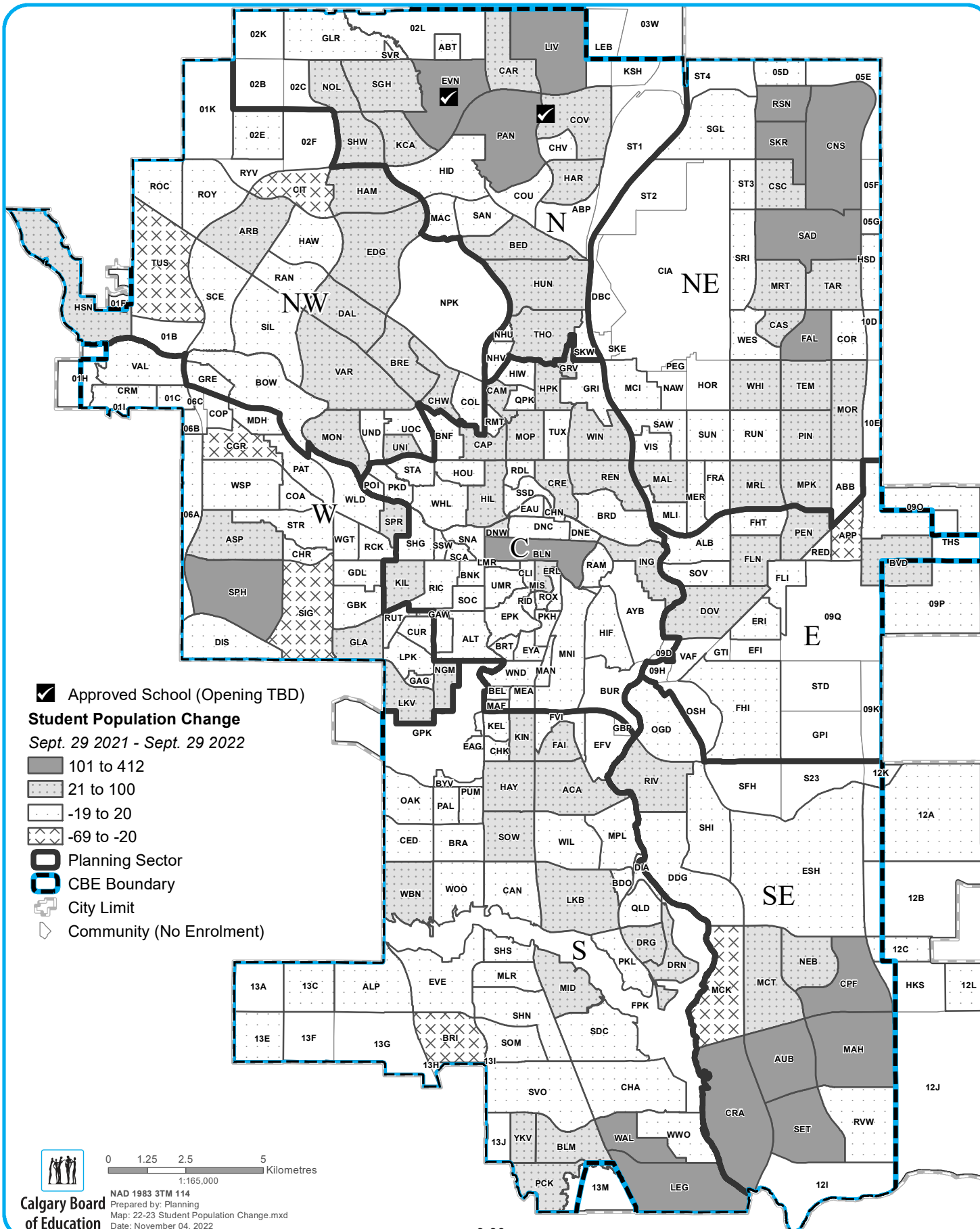
Alternative Program Enrolment by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Alice Jamieson Girls' Academy					14	27	21	43	35	41				**181**
Stanley Jones School					14	27	21	43	35	41				181
All - Boys School		7	13	9	10	14	11							**64**
All Boys Program		7	13	9	10	14	11							64
Arts-Centred Learning						44	121	195	219	220	0	59	81	**939**
James Fowler High School												38	71	109
Lord Beaverbrook High School												21	10	31
Sir John Franklin School						13	40	72	81	78				284
Willow Park School						31	81	123	138	142				515
Chinese (Mandarin) Bilingual	150	148	139	144	132	121	102	102	81	91				**1210**
Colonel Irvine School						97	80	86	66	71				400
Harold Panabaker School						24	22	16	15	20				97
Highwood School	74	72	67	68	65									346
Marion Carson School	50	52	51	40	41									234
Midnapore School	26	24	21	36	26									133
French Immersion	797	911	795	792	640	627	542	872	849	741	602	584	525	**9277**
Banff Trail School	60	63	63	63	54	55								358
Bishop Pinkham School								159	162	120				441
Bob Edwards School							30	56	46	50				182
Branton School							91	166	177	177				611
Chinook Park School	43	34	49	34	30	32	28							250
David Thompson School						82	70	113	117	102				484
Dr. E. P. Scarlett High School											120	99	85	304
Elboya School						47	30	79	82	69				307
F. E. Osborne School							39	55	48	39				181
Georges P. Vanier School							68	95	83	69				315
Hidden Valley School	54	66	62	59										241
Janet Johnstone School	42	39	29	30	24									164
King George School	108	129	118	113	72	83								623
Mayland Heights School	47	50	47	48	38	37								267
Sam Livingston School	76	98	88	86	61									409
Sundance School	75	84	74	62	70	43	42							450
Tuscany School	55	64	51	45	29	20								264
Valley Creek School						43	60	45	49	48	37			282
Varsity Acres School	98	126	79	97	76	73								549
Western Canada High School											209	214	203	626
Westgate School	77	80	80	97	88	73	70							565
William Aberhart High School											273	271	237	781
William Reid School	62	78	55	58	55									308
Woodman School						22	29	100	86	78				315

Alternative Program Enrolment by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
German Bilingual	**23**	**24**	**16**	**25**	**13**	**14**	**13**							**128**
Bowcroft School	23	24	16	25	13	14	13							128
Indigenous Focus	**20**	**22**	**20**	**33**	**34**	**26**	**39**							**194**
Piitoayis Family School	20	22	20	33	34	26	39							194
Montessori	**169**	**176**	**156**	**178**	**133**	**102**	**83**							**997**
Captain John Palliser School	43	62	48	43	37	18	22							273
Killarney School	59	59	51	68	49	38	37							361
Lake Bonavista School	67	55	57	67	47	46	24							363
Science School	**224**	**232**	**228**	**221**	**238**	**254**	**315**	**374**	**331**	**311**				**2728**
Ian Bazalgette School							53	50	49	40				192
Louis Riel School	55	64	51	52	70	52	62	78	58	47				589
Maple Ridge School	84	73	83	73	69									382
R. T. Alderman School						99	141	158	141	138				677
Riverside School	47	48	48	51	53	58	59	88	83	86				621
Valley View School	38	47	46	45	46	45								267
Spanish Bilingual	**418**	**445**	**425**	**412**	**333**	**316**	**226**	**274**	**245**	**250**	**74**	**122**	**95**	**3635**
A. E. Cross School								29	24	27				80
Canyon Meadows School	81	73	72	86	67	54								433
Collingwood School	84	79	89	79	72	70								473
Crescent Heights High School											74			74
Dalhousie School	76	87	95	84	54	60								456
Dr. E. P. Scarlett High School												40	35	75
Eugene Coste School	62	72	67	49	53	42								345
Glenmeadows School	53	64	46	46	40	39	24							312
Robert Warren School							61	80	69	59				269
Senator Patrick Burns School							141	165	152	164				622
W. O. Mitchell School	62	70	56	68	47	51								354
William Aberhart High School												82	60	142
Traditional Learning Centre	**686**	**695**	**701**	**690**	**691**	**697**	**717**	**688**	**700**	**656**				**6921**
Annie Gale School							60	60	55	51				226
Balmoral School						102	111	112	109	122				556
Brentwood School	108	115	106	101	105	107	96							738
Chief Justice Milvain School	81	68	70	60	59	61								399
Chris Akkerman School	105	99	106	105	106	106								627
Colonel Macleod School						95	88	84	84	92				443
Colonel Sanders School		88	88	97	93									366
Dr. J. K. Mulloy School	99	102	106	104	103									514
Fairview School				151	151	155	153	146	125					881
Glamorgan School	79	75	75	77	74	75	81	60	63	60				719
Le Roi Daniels School	130	148	150	146										574
Sir Wilfrid Laurier School							126	125	127	119				497
Thomas B. Riley School								94	116	87				297
Thorncliffe School	84													84
Grand Total	**2487**	**2660**	**2493**	**2504**	**2238**	**2242**	**2190**	**2548**	**2460**	**2310**	**676**	**765**	**701**	**26274**

CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2022-2023

Area	School	PROGRAM	# of Classes
1	Arbour Lake (5-9)	Learning & Literacy	2
1	Arbour Lake (5-9)	The Class	2
1	Belvedere Parkway (K-6)	Bridges	1
1	Bowness (10-12)	Paced Learning Program (PLP)	1
1	Captain John Palliser (K-6)	Learning & Literacy	1
1	Discovering Choices	Nexus	3
1	H.D. Cartwright (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
1	H.D. Cartwright (7-9)	Learning & Literacy	1
1	Hawkwood (K-6)	Bridges	1
1	Ranchlands (K-6)	Paced Learning Program (PLP)	1
1	Robert Thirsk (10-12)	Adapted Learning Program (ALP)	1
1	Robert Thirsk (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
1	Robert Thirsk (10-12)	Paced Learning Program (PLP)	1
1	Robert Thirsk (10-12)	Teaching of Attitude, Social Skills and Communication (TASC)	1
1	Sir Winston Churchill (10-12)	The Class	1
1	Terrace Road (K-6)	Paced Learning Program (PLP)	1
1	Thomas B. Riley (7-9)	Adapted Learning Program (ALP)	1
1	Thomas B. Riley (7-9)	Paced Learning Program (PLP)	1
1	Tuscany (K-4)	Enhanced Educational Supports (EES)	2
1	West Dalhousie (K-6)	Enhanced Educational Supports (EES)	2
1	William D. Pratt	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Buchanan (K-6)	Enhanced Educational Supports (EES)	2
2	Cambrian Heights (K-6)	Bridges	1
2	Cambrian Heights (K-6)	Paced Learning Program (PLP)	1
2	Children's Village	Enhanced Educational Supports II	3
2	Colonel Irvine (7-9)	Bridges	1
2	Georges P. Vanier (7-9)	Learning & Literacy	2
2	Huntington Hills (K-6)	Learning & Literacy	1
2	James Fowler High (10-12)	Literacy, English & Academic Development (LEAD)	3
2	James Fowler High (10-12)	Paced Learning Program (PLP)	2
2	James Fowler High (10-12)	The Class	2
2	Kenneth D Taylor (K-4)	Enhanced Educational Supports (EES)	2
2	North Haven (K-6)	Paced Learning Program (PLP)	1
2	Panorama Hills (K-5)	Enhanced Educational Supports (EES)	3
2	S.P. Burns (7-9)	Paced Learning Program (PLP)	1
2	Sir J. A. Macdonald (7-9)	Adapted Learning Program (ALP)	1
2	Sir J. A. Macdonald (7-9)	Paced Learning Program (PLP)	1
2	Sir John Franklin (5-9)	Communication, Sensory and Social Interaction (CSSI)	2
2	Sir John Franklin (5-9)	Literacy, English & Academic Development (LEAD)	5
2	Sir John Franklin (5-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Thorncliffe (K-6)	The Class	1
2	William Aberhart High (10-12)	Adapted Learning Program (ALP)	1
2	William Aberhart High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
2	William Aberhart High (10-12)	Paced Learning Program (PLP)	1
3	Cappy Smart (K-5)	Enhanced Educational Supports (EES)	3
3	Colonel Macleod (7-9)	Bridges	1
3	Colonel Macleod (7-9)	Literacy, English & Academic Development (LEAD)	1
3	Crescent Heights High (10-12)	Bridges	2
3	Crescent Heights High (10-12)	Literacy, English & Academic Development (LEAD)	3
3	Crescent Heights High (10-12)	The Class	1
3	Dr. Gladys M. Egbert (6-9)	Paced Learning Program (PLP)	2
3	Erin Woods (K-5)	Bridges	2
3	Ernest Morrow (6-9)	Bridges	1
3	Ernest Morrow (6-9)	Literacy, English & Academic Development (LEAD)	2
3	Ernest Morrow (6-9)	Paced Learning Program (PLP)	3
3	Forest Lawn High (10-12)	Literacy, English & Academic Development (LEAD)	4
3	Forest Lawn High (10-12)	Paced Learning Program (PLP)	2
3	Forest Lawn High (10-12)	The Class	1

CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2022-2023

Area	School	PROGRAM	# of Classes
3	Jack James (10-12)	Paced Learning Program (PLP)	1
3	Jack James (10-12)	RISE	1
3	James Short Memorial (K-2)	Early Development Centre	4
3	Mount View (K-6)	Literacy, English & Academic Development (LEAD)	1
3	Niitsitapi Learning Centre (K-2)	Early Development Centre	4
3	Nose Creek (5-9)	Paced Learning Program (PLP)	2
3	Penbrooke Meadows (K-5)	Literacy, English & Academic Development (LEAD)	3
3	Riverside (K-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
3	Roland Michener (K-5)	Paced Learning Program (PLP)	1
3	Rosemont (K-6)	Bridges	1
3	Stanley Jones (K-6)	The Class	1
3	Valley Creek (4-9)	Communication, Sensory and Social Interaction (CSSI)	1
3	Valley Creek (4-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
3	Valley Creek (4-9)	The Class	1
3	Vista Heights (K-6)	Learning & Literacy	2
3	West Dover (K-5)	Enhanced Educational Supports (EES)	2
4	Annie Gale (7-9)	Learning & Literacy	2
4	Bob Edwards (6-9)	RISE	1
4	Cecil Swanson (K-6)	Bridges	2
4	Cecil Swanson (K-6)	Enhanced Educational Supports (EES)	1
4	Clarence Sansom (7-9)	Adapted Learning Program (ALP)	1
4	Clarence Sansom (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	2
4	Dr. Gordon Higgins (7-9)	Paced Learning Program (PLP)	2
4	Falconridge (K-6)	Enhanced Educational Supports (EES)	2
4	Grant MacEwan (K-6)	Bridges	1
4	Guy Weadick	Early Development Centre	6
4	Hugh A. Bennett (K-4)	Enhanced Educational Supports (EES)	1
4	Lester B. Pearson High (10-12)	Adapted Learning Program (ALP)	1
4	Lester B. Pearson High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
4	Monterey Park (K-6)	Enhanced Educational Supports (EES)	2
4	Nelson Mandela High (10-12)	Paced Learning Program (PLP)	2
4	O.S. Geiger (K-6)	Enhanced Educational Supports (EES)	2
4	O.S. Geiger (K-6)	Paced Learning Program (PLP)	1
4	Peter Lougheed (5-9)	Learning & Literacy	1
4	Pineridge (K-6)	Enhanced Educational Supports (EES)	4
4	Ted Harrison (5-9)	Communication, Sensory and Social Interaction (CSSI)	1
4	Ted Harrison (5-9)	Paced Learning Program (PLP)	1
4	Terry Fox (7-9)	Bridges	1
4	Terry Fox (7-9)	Literacy, English & Academic Development (LEAD)	2
4	Terry Fox (7-9)	The Class	1
5	Auburn Bay (K-4)	Enhanced Educational Supports (EES)	2
5	Centenial High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
5	Centenial High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
5	Centenial High (10-12)	Paced Learning Program (PLP)	1
5	Centenial High (10-12)	The Class	1
5	Deer Run (K-6)	Bridges	1
5	Lord Beaverbrook High (10-12)	Adapted Learning Program (ALP)	2
5	Lord Beaverbrook High (10-12)	Paced Learning Program (PLP)	2
5	Lord Beaverbrook High (10-12)	The Class	1
5	McKenzie Highland (4-9)	Learning & Literacy	2
5	McKenzie Lake (K-4)	Enhanced Educational Supports (EES)	2
5	McKenzie Towne	Enhanced Educational Supports (EES)	2
5	Midsun (7-9)	Adapted Learning Program (ALP)	1
5	Midsun (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
5	Midsun (7-9)	Communication, Sensory and Social Interaction (CSSI)	1
5	Midsun (7-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
5	Mountain Park (5-9)	The Class	1
5	Prince of Wales (K-6)	Bridges	1

CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2022-2023

Area	School	PROGRAM	# of Classes
5	Samuel W. Shaw (5-9)	Paced Learning Program (PLP)	2
5	Wilma Hansen (5-9)	Bridges	1
5	Wilma Hansen (5-9)	Paced Learning Program (PLP)	1
6	AE Cross (7-9)	Paced Learning Program (PLP)	2
6	Cedarbrae (K-6)	Bridges	1
6	Central Memorial High (10-12)	Bridges	1
6	Central Memorial High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
6	Central Memorial High (10-12)	Teaching of Attitude, Social Skills and Communication (TASC)	1
6	Ethel M. Johnson (K-6)	Enhanced Educational Supports (EES)	2
6	Ethel M. Johnson (K-6)	Learning & Literacy	1
6	Ethel M. Johnson (K-6)	Paced Learning Program (PLP)	1
6	Evergreen	Enhanced Educational Supports (EES)	1
6	Harold Panabaker (7-9)	Adapted Learning Program (ALP)	1
6	Harold Panabaker (7-9)	Learning & Literacy	2
6	Henry Wise Wood (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
6	Henry Wise Wood (10-12)	Gifted and Talented Education (GATE)	5
6	Henry Wise Wood (10-12)	Literacy, English & Academic Development (LEAD)	2
6	Henry Wise Wood (10-12)	Paced Learning Program (PLP)	1
6	Henry Wise Wood (10-12)	The Class	2
6	John Ware (7-9)	The Class	1
6	Louis Riel (K-9)	Gifted and Talented Education (GATE II/III)	11
6	Nickle (5-9)	Bridges	1
6	Nickle (5-9)	Learning & Literacy	2
6	Ron Southern (K-6)	Enhanced Educational Supports (EES)	2
7	Battalion Park (K-6)	Enhanced Educational Supports (EES)	2
7	Bishop Pinkham (7-9)	Communication, Sensory and Social Interaction (CSSI)	1
7	Dr. Oakley (8-12)	HERA	1
7	Earl Grey (K-6)	Learning & Literacy	1
7	Ernest Manning High (10-12)	Paced Learning Program (PLP)	1
7	Hillhurst (K-6)	Gifted and Talented Education (GATE)	4
7	Jennie Elliott (K-6)	Deaf and Hard of Hearing	4
7	Mount Royal (7-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
7	Olympic Heights (K-6)	The Class	1
7	Queen Elizabeth High (7-12)	Deaf and Hard of Hearing (III/IV)	5
7	Queen Elizabeth High (7-12)	Gifted and Talented Education (GATE III/IV)	10
7	Queen Elizabeth High (7-12)	The Class	1
7	Simons Valley (K-6)	Enhanced Educational Supports (EES)	1
7	University (K-6)	Enhanced Educational Supports (EES)	1
7	Vincent Massey (7-9)	Learning & Literacy	1
7	Vincent Massey (7-9)	Literacy, English & Academic Development (LEAD)	1
7	Wildwood (K-6)	Enhanced Educational Supports (EES)	2
7	Wildwood (K-6)	Paced Learning Program (PLP)	1

TOTAL CLASSES   271

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
ACCESS								1	22	16	19	21	14	15	108
Centennial High School												6	3		9
Clarence Sansom School									11	3	8				22
H. D. Cartwright School								1	6	2	3				12
Henry Wise Wood High School												4	2	5	11
Lester B. Pearson High School												2	5	6	13
MidSun School									3	6	4				13
Riverside School									2	5	4				11
William Aberhart High School												9	4	4	17
ALP (Adapted Learning Program)								2	20	19	22	23	26	21	133
Clarence Sansom School									4	4	6				14
Harold Panabaker School									2	4	3				9
Lester B. Pearson High School												4	6	4	14
Lord Beaverbrook High School												7	8	13	28
MidSun School									5	6	3				14
Robert Thirsk High School												6	4	1	11
Sir John A. Macdonald School								2	5	2	4				13
Thomas B. Riley School									4	3	6				13
William Aberhart High School												6	8	3	17
Bridges				13	12	16	13	21	22	23	10	4	12	8	154
Belvedere Parkway School				3		2	2								7
Cambrian Heights School					3	1	2	2							8
Cecil Swanson School				1	2	1		2							6
Cedarbrae School					1	3		4							8
Central Memorial High School												3	4	3	10
Colonel Irvine School									4	6	1				11
Colonel Macleod School								2	5	3					10
Crescent Heights High School												1	8	5	14
Deer Run School					3	1	3								7
Erin Woods School				5	2	4	4								15
Ernest Morrow School								1	3	2	3				9
Grant MacEwan School					1	2	1								4
Hawkwood School						1	3								4
Nickle School									3	7					10
Prince Of Wales School					1	2	1	1							5
Rosemont School				4	3	1									8
Terry Fox School									2	3	1				6
Wilma Hansen School									5	2	5				12

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
CSSI									15	8	7	8	8	1	47
Bishop Pinkham School									2	2	2				6
Centennial High School											1	4			5
Central Memorial High School												2	4		6
MidSun School									1	1					2
Robert Thirsk High School												2	4	1	7
Sir John Franklin School									3	2	3				8
Ted Harrison School									5	2	1				8
Valley Creek School									4	1					5
DHH (Deaf and Hard of Hearing)			5	5	7	6	4	8	6	9	7	13	10	5	85
Jennie Elliott School			5	5	7	6	4	8							35
Queen Elizabeth High School									6	9	7	13	10	5	50
Early Development Centre	32														32
Guy Weadick School	26														26
James Short Memorial School	6														6
EES (Enhanced Educational Supports)			58	68	75	58	65	54							378
Auburn Bay School			5		4	1	5	2							17
Battalion Park School				1	3	4	5	2							15
Buchanan School			3	3	5	3	2								16
Cappy Smart School			7	7	6	4	1								25
Cecil Swanson School			2			3	1	2							8
Ethel M. Johnson School			5	3	2	1	4	2							17
Evergreen School			2	4	3										9
Falconridge School			2		2	3	5	3							15
Hugh A. Bennett School				2	2		3	2							9
Kenneth D. Taylor School				4	4	3	3	4							18
McKenzie Lake School			7	2	2	4	1	2							18
McKenzie Towne School				3	2	8	3	2							18
Monterey Park School			1	3	4	3	4	3							18
O. S. Geiger School			1	4	5	2	2	4							18
Panorama Hills School			2	2	7	3	5	6							25
Pineridge School			6	12	5	4	7								34
Ron Southern School			2	3		1	4	6							16
Simons Valley School				1	3	3	1	1							9
Tuscany School			3	3	4	1	3	2							16
University School			2	1	2	1	1	1							8
West Dalhousie School			4	3	4	1	2	3							17
West Dover School			2	4	4	2	2	2							16
Wildwood School			2	3	2	3	1	5							16

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
GATE						38	33	53	98	92	113	52	55	48	**582**
Henry Wise Wood High School												38	34	36	108
Hillhurst School						19	19	34							72
Louis Riel School						19	14	19	57	45	64				218
Queen Elizabeth High School									41	47	49	14	21	12	184
HERA										2	3	1			**6**
Dr. Oakley										2	3	1			6
L&L						3	38	58	74	60	75				**308**
Annie Gale School									13	9	7				29
Arbour Lake School									10	8	17				35
Captain John Palliser School						1	6	8							15
Earl Grey School							8	7							15
Ethel M. Johnson School							4	12							16
Georges P. Vanier School									8	8	14				30
H. D. Cartwright School									7	2	9				18
Harold Panabaker School									8	8	9				25
Huntington Hills School						2	5	7							14
McKenzie Highlands School							8	7	2	9	4				30
Nickle School									14	6	7				27
Peter Lougheed School									2	6	8				16
Vincent Massey School									10	4					14
Vista Heights School							7	17							24
LEAD						12	45	35	40	32	38	38	34	57	**331**
Colonel Macleod School									2	3	4				9
Crescent Heights High School												8	3	16	27
Ernest Morrow School								7	7	6	9				29
Forest Lawn High School												18	15	11	44
Henry Wise Wood High School												2	3	9	14
James Fowler High School												10	13	21	44
Mount View School						3	7	5							15
Penbrooke Meadows School						9	19	11							39
Sir John Franklin School							19	12	18	11	11				71
Terry Fox School									10	9	11				30
Vincent Massey School									3	3	3				9

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PLP					1	23	47	63	85	88	69	67	74	72	**589**
A. E. Cross School									9	9	8				26
Bowness High School												2	5	3	10
Cambrian Heights School						3	6	3							12
Centennial High School												6	6	5	17
Dr. Gladys McKelvie Egbert School								6	12	11	4				33
Dr. Gordon Higgins School									5	10	12				27
Ernest Manning High School												4	5	7	16
Ernest Morrow School								12	21	9	5				47
Ethel M. Johnson School					1	4	6	3							14
Forest Lawn High School												10	9	11	30
Henry Wise Wood High School												4	5	3	12
Jack James High School												7	5	6	18
James Fowler High School												8	17	10	35
Lord Beaverbrook High School												9	7	11	27
Nelson Mandela High School												9	10	13	32
North Haven School						4	8	2							14
Nose Creek School								2	13	9	6				30
O. S. Geiger School						1	5	8							14
Ranchlands School						3	3	8							14
Robert Thirsk High School												5	4	3	12
Roland Michener School						5	9								14
Samuel W. Shaw School							3	6	4	11	8				32
Senator Patrick Burns School									5	6	6				17
Sir John A. Macdonald School									5	7	5				17
Ted Harrison School								3	4	5	4				16
Terrace Road School							5	6							11
Thomas B. Riley School									5	4	8				17
Wildwood School						3	2	3							8
William Aberhart High School												3	1		4
Wilma Hansen School								1	2	7	3				13
RISE									2	4	4	5	2	6	**23**
Bob Edwards School									2	4	4				10
Jack James High School												5	2	6	13
TASC								1	19	8	14	3	5	2	**52**
Central Memorial High School													4	2	6
MidSun School									6	2					8
Mount Royal School									3	3	6				12
Robert Thirsk High School												3	1		4
Sir John Franklin School									4	2	5				11
Valley Creek School									2		3				5
William D. Pratt School									1	4	1				6

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
The Class						4	2	17	14	24	35	46	34	44	220
Arbour Lake School									2	7	10				19
Centennial High School												5	3	4	12
Crescent Heights High School												8	7	5	20
Forest Lawn High School												4	3	4	11
Henry Wise Wood High School												15	4	4	23
James Fowler High School												7	9	13	29
John Ware School									1	5	6				12
Lord Beaverbrook High School												4	4	7	15
Mountain Park School									1	3	6				10
Olympic Heights School								6							6
Queen Elizabeth High School									3	6	3				12
Sir Winston Churchill High School												3	4	7	14
Stanley Jones School						1	1	6							8
Terry Fox School									4	2	1				7
Thorncliffe School						3	1	5							9
Valley Creek School									3	1	9				13
Grand Total	32	0	63	86	95	160	247	313	417	385	416	281	274	279	3048

| appendix | Specialized Classes Definitions

Specialized Classes

ACCESS - *Adaptive Functioning, Communication, Community Engagement, Social Skills*

The ACCESS class supports students with moderate to severe learning and adaptive behaviour needs in grades 7-12. Students receive personalized programming in a functional academics, social-communication skills, daily living skills, safety and leisure skills and independence skills. Opportunities for peer mentorship and meaningful inclusion in the school community are provided according to individual student interests and abilities. Learner supports and accommodations may include the use of assistive technology, augmentative communication systems, work-systems and sensory activities. Class sizes range from 12-14 students and students are supported by a teacher and a multi-disciplinary team members including educational assistants, lunch room assistant, behaviour support workers, specialists, strategists, occupational therapist and physical therapist.

Learner Profile:

- Students in grades 7-12 who have been diagnosed with a moderate cognitive disability (FSIQ 30-50 +/- 5) and low to extremely low adaptive functioning delays.
- Students may have co-occurring diagnosis including a medical diagnosis.

ALP - *Adapted Learning Program*

The ALP class supports students with moderate learning and adaptive behaviour needs in grades 7-12. Students receive personalized programming and a functional curriculum to support the development of literacy, numeracy, social-communication, independence, daily living, leisure, vocational and volunteering skills. Opportunities for peer mentorship and inclusion in the school community are provided and may include complementary courses (options), clubs, sports, and special events. Learner supports and accommodations may include the use of assistive technology, augmentative communication systems, work-systems and sensory activities. Class sizes range from 12-14 students and students are supported by a teacher and a multi-disciplinary team including educational assistants, lunch room supervisor, behaviour support workers, specialists, strategists, occupational therapist and physical therapist.

Learner Profile:

- Students in grades 7-12 who have moderate cognitive disabilities (FSIQ 45-65 +/- 5) and low to extremely low adaptive functioning.
- Students may have co-occurring diagnosis including a medical diagnosis.

CSSI - *Communication, Sensory, Social Interaction*

The CSSI class supports students with multiple and complex learning, behaviour, and communication needs in grades 7-12. Students receive personalized programming and functional curriculum related to the development of functional academics, social-communication, regulation, independence, daily living, leisure, pre-vocational and volunteering skills. Opportunities for peer mentorship and meaningful inclusion in the school community are provided and programmed according to individual student interests and abilities. Learner supports and accommodations may include the use of assistive technology, augmentative communication systems, work-systems and sensory activities. Class sizes range from 6-8 students and students are supported by a teacher and a multi-disciplinary team including educational assistants, behaviour support workers, specialists, strategists, occupational therapist and physical therapist.

Learner Profile:

- Students in grades 1-12 who have a diagnosis of Autism Spectrum Disorder (ASD).
- Students have been identified with moderate to severe cognitive disabilities, communication delays and extremely low adaptive functioning.
- Students require significant specialized supports in order to experience learner success.
- Students may have co-occurring diagnosis including a medical diagnosis.

EES - Enhanced Educational Supports

The Enhanced Educational Supports (EES) class supports students in grades 1-6 with moderate to severe developmental delays. The EES class focuses on building foundational learner skills in functional academics, communication, daily living and citizenship. Programming to promote social-emotional and physical wellbeing are important features of the EES class. Class sizes range from 8-9 students and are supported by a teacher and various multi-disciplinary team members including educational assistants, lunch room assistant, behaviour support workers, specialists, strategists, occupational therapist and physical therapist.

Learner Profile:

- Students in grades 1-6 who have been diagnosed with a moderate cognitive disability (FSIQ 30-50 +/- 5) and low to extremely low adaptive functioning.
- Students may have co-occurring diagnosis including a medical diagnosis.

PLP - *Paced Learning Program*

The Paced Learning Program (PLP) supports students with mild to moderate learning and adaptive behaviour needs in grades 4-12. Students receive personalized and functional curriculum related to the development of functional academics, social-communication, independence, daily living, safety, citizenship, leisure, vocational and volunteering skills. Opportunities for peer mentorship and meaningful inclusion in the school community are provided and programmed according to individual student interests and abilities. Learner supports and accommodations may include the use of assistive technology, augmentative communication systems, work-systems and sensory activities. Class size range from: 12-14 students in elementary; 14-16 students in jr. high; and 16-18 students in high school. Students are supported by a teacher and a multi-disciplinary team including educational assistants, behaviour support workers, specialists, strategists, occupational therapist and physical therapist.

Learner Profile:

- Students in grades 4-12 diagnosed with a mild or moderate cognitive disability (FSIQ 50-70 +/- 5) and below average to low adaptive functioning.
- Students may have co-occurring diagnosis including a medical diagnosis.

TASC - *Teaching of Adaptive, Social and Communication Skills*

The TASC class is for students in grades 7-12 who require significant learning, adaptive behaviour, and physical support. Students receive personalized and functional curriculum related to social-communication, play and leisure, daily living, safety, regulation, independence, leisure and pre-vocational skills. Opportunities for peer mentorship and meaningful inclusion in the school community are provided and programmed according to individual student interests and abilities. Learner supports and accommodations may include the use of assistive technology, augmentative communication systems, work-systems and sensory activities. Class sizes range from 6-8 students and students are supported by a teacher and a multi-disciplinary team including educational assistants, lunch room assistant, behaviour support workers, specialists, strategists, occupational therapist and physical therapist.

Learner Profile:

- Students in grades 1-12 who have been diagnosed with extremely low cognitive, developmental and adaptive delays.
- Students may have been diagnosed with co-occurring chronic medical conditions.
- Students require significant specialized supports in order to experience learner success.

Deaf and Hard of Hearing (DHH)

The DHH class offers support for students in grades 1-12 whose hearing loss significantly impacts their language development and learning. DHH classes offer unique educational environments, including direct English language instruction, communicative supports and services. Curriculum modifications, instructional accommodations, integration opportunities and learning technologies are personalized based on the strengths and needs of each student.

Programming options for DHH students include communication and instruction through Aural/Oral and/or Bilingual approaches:

Aural/Oral Approach

Programming emphasizes the use of hearing technology, residual hearing, speech, speech-reading, use of written English, and visual supports. The primary goal is to develop skills in listening and spoken language, reading and writing, and self-advocacy. Aural/Oral programming is recommended for families who have expressed a preference for their children to learn through aural methods of input (listening to English) and oral expression (speaking).

Bi-lingual - ASL/English Approach

Programming emphasizes the use of American Sign Language (ASL) for language learning. The primary goal is to optimize students' communication abilities in ASL in conjunction with English literacy and numeracy skills. Students benefit from direct support in developing expressive/receptive language skills and use these skills to develop English literacy skills. Students may utilize personal technology and FM/DM systems. ASL/English programming is recommended for families who have expressed a preference for their children to learn through direct instruction in American Sign Language, or for students who require sign language to communicate.

If appropriate, families are encouraged to access programming in both modes of communication.

The Deaf and Hard of Hearing specialized classes are located at Jennie Elliott School for grades 1 through 6, and Queen Elizabeth Junior/Senior High School for grades 7 through 12.

Eligibility and identification for DHH supports and services must be supported by documentation and diagnosis from a clinical or educational audiologist. A student's hearing profile as illustrated by an audiogram supports Special Education Coding for the following:

- Code 55: a mild hearing loss of 26 to 40 decibels (dB), or a moderate hearing loss of 41 to 70 dB unaided in the better ear over the normal speech range of 500 to 4000 hertz (Hz).
- Code 45: a hearing loss of 71 dB or more unaided in the better ear over the normal speech range of (500 to 4000Hz) (Alberta Education, 2020).

Students with a minimal or unilateral hearing loss (one ear) do not meet Alberta Education's coding criteria for 55 (Hearing Disability) or 45 (Deafness), but may still be eligible to receive specialized DHH supports and services when the hearing loss interferes significantly with the ability to learn.

Early Development Centre (EDC)

The Early Development Centres (EDC) supports pre-school children who have been identified with moderate to severe delays/disabilities. These may be delays in speech and language, social, emotional, or behavioral development, and/or physical/medical development. Through play in a language-rich environment, children learn skills to prepare them for kindergarten and beyond. Early intervention support is partially funded through Alberta Education's Program Unit Funding (PUF).

A limited number of spaces are offered for play partners who do not have identified delays or disabilities for a monthly fee.

In EDC each child receives a continuum of supports and services based on individual needs and strengths. Class sizes typically fall between 10 and 12 children.

Learner Profile:
- Moderate to severe disabilities as defined by Alberta Education Guidelines.
- At least 3 years 8 months on September 1 of the school year they are attending in but less than 4 years 8 months on September 1.

English Language Learners (ELL)

Students with limited formal schooling and refugee learners may access a specialized program called Literacy, English and Academic Development (LEAD). The LEAD program provides intensive supports and services in a sheltered, trauma-sensitive setting. Instructional programming focuses on English language development, basic literacy, numeracy and cultural and social adjustment. The Program of Studies is modified for students, based on individual needs. General Learner Outcomes (language skills, mathematics, social/emotional development, school acculturation, etc.) for LEAD focus on the development of communicative competence and guide instruction and assessment. A Student Growth Plan is used to document student progress.

Students remain in LEAD for a maximum of twenty months after which they are assessed for their readiness to transition to ESL programming in their community school. Students are expected to progress three to five grade levels in that time frame. LEAD is offered as a class of choice to students with the target profile, and entry can occur at any time during the school year. LEAD is available to students who are age appropriate for Grades 4 to 12. Younger students with this profile attend their community school. LEAD classes typically have up to 15 multi-aged students with one full time teacher and one ELL Assistant.

Learner Profile:

- Newcomer immigrant and refugee English Language Learners who have had little or no opportunity to attend school due to war, civil unrest, lack of educational infrastructure or persecution
- Students recognized as having additional complexities related to trauma, grief and loss as a result of their migration and resettlement experiences
- Most often have refugee status, government assisted or privately sponsored
- Little or no English
- Limited literacy and numeracy skills in first language
- History of interrupted or limited access to formal education
- No indication of other presenting learning concerns at the time of registration.

Gifted and Talented (GATE)

Alberta Education describes giftedness as exceptional performance and/or potential in learning rate, depth of knowledge, reasoning and problem-solving abilities when compared with others of their age, experience and environment. Giftedness presents across a wide range of abilities: general intellectual, specific academic, creative thinking, social, musical, artistic, kinesthetic. (Alberta Education, 2004).

Learner Profile:

In the CBE, to be identified with the special education designation Gifted and Talented, the following criteria must be met:

- The student is identified as intellectually gifted with Very Superior/Extremely High cognitive ability (Full Scale IQ of 130+) as determined by a registered psychologist who administers an individual standardized psychological assessment.
- Adjustments in programming are required to address the needs giftedness presents. Social and emotional characteristics, typical of many gifted learners, impact these needs.

Learning Disabilities

The L&L class is for students identified with learning disabilities in grades 4-6. The goal of an L&L class is to assist each student in gaining skills, knowledge, and competencies to support the attainment of academic, social, and emotional potential. Teaching in the L&L class is done in a blended classroom model with an emphasis on developing reading and writing skills within classroom instruction. The model of service delivery allows for team teaching using Universal Design for Learning as the basis of curriculum planning and delivery. Inclusive learning technologies, curriculum design, accommodations, and all key components for students with learning disabilities are implemented based on the individual needs of each student.

Learner Profile:

- Identified learning disability/learning disorder according to Alberta Education criteria.
- Learning needs are primary (other needs such as emotional or behavioural disabilities or mental health concerns are not presenting as the primary need).
- Highly complex learning disabilities – often these students have complex learning profiles e.g. significant language based learning disabilities (weaker Verbal Comprehension scores) or low average or borderline overall abilities along with significant academic weaknesses.
- Academic achievement is significantly delayed in relation to expected achievement levels often by approximately 2-3 grade levels.

Mental Health and Wellness

Bridges

The Bridges class supports students in grades 1-12 who present with severe externalizing behaviours, which significantly impacts their learning and social success in a traditional education settings.The focus of programming is to build academic and wellbeing success by providing a continuum of supports and services. Specialized instruction emphasizes safety, building relationships, problem solving and mental health literacy. Curriculum modifications and instructional accommodations are implemented based on the individual strengths and needs of each student.

Learner Profile:

- There is significant documented evidence that the student is not achieving to his/her potential despite intensive individualized supports (as identified in the IPP and Student Support Plan) in place in their school, home, and community
- The student is identified as meeting the criteria for a severe social emotional disability (code 42) or a severe medical disability (code 44)
- Externalizing mental health responses which pose a consistent barrier to learning are the primary presenting concern at school
- Student and parent(s)/guardian(s) are supportive of the placement and willing to participate in the supports available through Bridges.

The Class

The Class supports students in grades 1-12 who present with severe internalizing behaviours, which significantly impact their learning and social success in a traditional education setting. The focus of programming is to build academic and wellbeing success by providing a continuum of supports and services. Specialized instruction emphasizes safety, building relationships, problem solving and mental health literacy. Curriculum modifications and instructional accommodations are implemented based on the individual strengths and needs of each student.

Learner Profile:

- There is significant documented evidence that the student is not achieving to his/her potential despite intensive individualized supports in place in their school, home, and community
- Student is identified with a mental health diagnosis, and meets the criteria for a severe social emotional disability (code 42) or a severe medical disability (code 44)
- Internalizing mental health responses which pose a consistent barrier to learning are the primary presenting concern at school
- Student is currently involved in therapeutic treatment outside of The Class which includes a mental health professional acting as the case manager and ongoing involvement in individual, group and/or family therapy
- Student is able to usually attend school, engage in personalized academic programming, and attend some academic classes within the school setting independently or with support (may require a short period of transition to do so)
- Student and parent(s)/guardian(s) are supportive of the placement and willing to participate in the supports available through The Class.

RISE

The RISE class is offered in collaboration with Alberta Health Services (AHS) and Wood's Homes (Wood's). The RISE class is for students in grades 7-12 whose learning and ability to be a part of a school community is significantly impacted by internalizing mental health disorders. Students may or may not have an identified diagnosis and school attendance is a concern.

Learner Profile:

- There is significant documented evidence that the student is not achieving to his/her potential despite intensive supports in place in their school, home, and community **AND**
- Displays significant symptoms of mental illness but due to many reasons (transiency, parental mental illness, homelessness, etc.) is not connected with Mental Health Practitioners and may not yet be diagnosed **OR**
- Housebound or severe attendance issues: unable due to diagnosed mental illness to consistently attend The Class or a regular classroom setting **OR**
- May be waiting for a mental health in-patient or day treatment program and unable to attend The Class or a regular classroom setting due to his/her diagnosed mental illness **OR**
- May be leaving a mental health in-patient or day treatment program but still not ready to attend The Class or a regular classroom setting.
- Internalizing mental health responses which pose a consistent barrier to learning are the primary presenting concern.
- Student and parent(s)/guardian(s) are supportive of the placement and willing to participate in the supports available through the RISE Team to re-engage at school.

Vision

Alberta Education describes a student with a visual impairment as either having a mild-moderate visual disability or a several visual disability, this is formally identified by means of an ophthalmology report and/or functional vision assessment by a qualified specialist in the field of vision as either (Alberta Education, 2016).

Learner Profile:

Mild-Moderate Visual Disability (Code 56):

- Has vision so limited that it interferes with the ability to learn, and requires modification of the learning environment.
- Is designated as having limited vision with a visual acuity of less than 20/70 (6/21 metric) in the better eye after correction, and/or a reduced field of vision.

Severe Visual Disability (Code 46):

- Has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means (tactile diagrams, braille instruction)
- Has a visual acuity ranging from less than 6/60 (20/200) in the better eye after correction, to having no usable vision or a field of vision reduced to an angle of 20 degrees.

For those students who may be difficult to assess (e.g., cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

2022 - 2023 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment IX

i.   The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year

ii. Weighted Enrolment = (Kindergarten minus Kindergarten Special Education Severe) divided by 2) + (Kindergarten Special Education Severe multiplied by 1.5) +
     (GR 1-12 enrolment minus GR1-12 Special Education Severe) + (GR1-12 Special Education Severe multiplied by 3)

iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2021 WEIGHTED ENROLMENT	2021 PROVINCIAL % UTILIZ.	2022 WEIGHTED ENROLMENT	2022* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2022 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2021 to 2022)
AREA 1							
ARBOUR LAKE SCHOOL	847	95%	855	892	8	96%	1%
BELVEDERE PARKWAY SCHOOL	414	73%	480	543	0	88%	15%
BOWCROFT SCHOOL	309	64%	317	458	0	69%	5%
BOWNESS HIGH SCHOOL	1295	79%	1376	1647	0	84%	5%
BRENTWOOD SCHOOL	590	76%	697	778	0	90%	14%
CAPTAIN JOHN PALLISER SCHOOL	501	79%	525	635	0	83%	4%
CHRISTINE MEIKLE SCHOOL	402	88%	384	455	0	84%	-4%
CITADEL PARK SCHOOL	378	79%	413	481	8	86%	7%
DR. E. W. COFFIN SCHOOL	181	83%	176	218	1	81%	-3%
EDGEMONT SCHOOL	583	88%	615	666	14	92%	4%
ERIC HARVIE SCHOOL	350	58%	336	602	6	56%	-2%
F. E. OSBORNE SCHOOL	786	109%	821	719	0	114%	5%
H. D. CARTWRIGHT SCHOOL	491	84%	561	582	2	96%	12%
HAWKWOOD SCHOOL	619	95%	638	653	0	98%	3%
MARION CARSON SCHOOL	482	85%	487	530	2	92%	7%
RANCHLANDS SCHOOL	329	66%	365	496	8	74%	8%
ROBERT THIRSK HIGH SCHOOL	1330	86%	1575	1543	0	102%	16%
ROYAL OAK SCHOOL	388	71%	559	545	10	103%	32%
SCENIC ACRES SCHOOL	121	66%	131	183	7	71%	5%
SILVER SPRINGS SCHOOL	231	81%	267	286	1	93%	12%
SIMON FRASER SCHOOL	665	88%	745	760	6	98%	10%
SIR WINSTON CHURCHILL HIGH SCHOOL	2417	116%	2525	2082	6	121%	5%
TERRACE ROAD SCHOOL	173	56%	182	308	0	59%	3%
THE HAMPTONS SCHOOL	191	79%	183	240	4	76%	-3%
THOMAS B. RILEY SCHOOL	705	109%	620	623	0	100%	-10%
TOM BAINES SCHOOL	878	110%	880	770	1	114%	4%
TUSCANY SCHOOL	504	76%	525	662	14	79%	3%
TWELVE MILE COULEE SCHOOL	902	101%	870	893	16	97%	-4%
WEST DALHOUSIE SCHOOL	283	87%	276	325	6	85%	-2%
WILLIAM D. PRATT SCHOOL	952	100%	845	948	8	89%	-11%
AREA 1 - TOTAL	**18,293**	**89%**	**19,224**	**20,523**	**128**	**94%**	**5%**

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     (GR 1-12 enrolment minus GR1-12 Special Education Severe) + (GR1-12 Special Education Severe multiplied by 3)

iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

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SCHOOL	2021 WEIGHTED ENROLMENT	2021 PROVINCIAL % UTILIZ.	2022 WEIGHTED ENROLMENT	2022* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2022 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2021 to 2022)
AREA 2							
ALEX MUNRO SCHOOL	263	58%	293	451	0	65%	7%
BALMORAL SCHOOL	563	105%	568	538	0	106%	1%
BANFF TRAIL SCHOOL	306	67%	336	456	0	74%	7%
BEDDINGTON HEIGHTS SCHOOL	394	78%	389	504	8	77%	-1%
BRANTON SCHOOL	621	82%	623	761	6	82%	0%
BUCHANAN SCHOOL	189	79%	207	243	0	85%	6%
BUFFALO RUBBING STONE SCHOOL	610	101%	637	601	6	106%	5%
CAMBRIAN HEIGHTS SCHOOL	383	94%	472	407	0	116%	22%
CAPITOL HILL SCHOOL	301	83%	330	362	0	91%	8%
CAPTAIN NICHOLA GODDARD SCHOOL	885	99%	929	897	16	104%	5%
CATHERINE NICHOLS GUNN SCHOOL	263	57%	266	458	0	58%	1%
CHILDREN'S VILLAGE SCHOOL	232	59%	209	393	0	53%	-6%
COLLINGWOOD SCHOOL	423	74%	438	562	0	78%	4%
COLONEL IRVINE SCHOOL	754	96%	810	784	0	103%	7%
COLONEL SANDERS SCHOOL	361	99%	368	363	0	101%	2%
DALHOUSIE SCHOOL	415	83%	440	500	0	88%	5%
DR. J. K. MULLOY SCHOOL	497	100%	484	496	0	98%	-3%
GEORGES P. VANIER SCHOOL	492	75%	515	658	0	78%	3%
HIGHWOOD SCHOOL	305	89%	311	341	0	91%	2%
HUNTINGTON HILLS SCHOOL	219	63%	240	350	0	69%	6%
JAMES FOWLER HIGH SCHOOL	1218	66%	1550	1840	0	84%	18%
JOHN G. DIEFENBAKER HIGH SCHOOL	1627	108%	1764	1503	4	117%	9%
KENNETH D. TAYLOR SCHOOL	595	101%	606	588	12	103%	2%
KING GEORGE SCHOOL	555	88%	576	629	0	92%	4%
NORTH HAVEN SCHOOL	175	39%	152	452	0	34%	-6%
PANORAMA HILLS SCHOOL	545	91%	589	597	10	99%	8%
SENATOR PATRICK BURNS SCHOOL	768	88%	822	869	0	95%	7%
SIR JOHN A. MACDONALD SCHOOL	852	96%	821	822	4	100%	4%
SIR JOHN FRANKLIN SCHOOL	467	83%	452	566	0	80%	-3%
THORNCLIFFE SCHOOL	257	111%	268	231	0	116%	5%
VARSITY ACRES SCHOOL	466	74%	515	628	3	82%	8%
W. O. MITCHELL SCHOOL	325	72%	326	429	8	76%	4%
WILLIAM ABERHART HIGH SCHOOL	1375	76%	1385	1805	4	77%	1%
AREA 2 - TOTAL	17,697	84%	18,689	21,084	81	89%	5%

2022 - 2023 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment IX

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   (GR 1-12 enrolment minus GR1-12 Special Education Severe) + (GR1-12 Special Education Severe multiplied by 3)

iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2021 WEIGHTED ENROLMENT	2021 PROVINCIAL % UTILIZ.	2022 WEIGHTED ENROLMENT	2022* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2022 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2021 to 2022)
AREA 3							
ABBEYDALE SCHOOL	241	60%	256	401	6	64%	4%
BELFAST SCHOOL	172	64%	163	257	1	63%	-1%
CAPPY SMART SCHOOL	211	56%	246	373	4	66%	10%
COLONEL MACLEOD SCHOOL	577	86%	624	676	4	92%	6%
COVENTRY HILLS SCHOOL	573	90%	623	638	13	98%	8%
CRESCENT HEIGHTS HIGH SCHOOL	2046	91%	2203	2247	0	98%	7%
DR. GLADYS MCKELVIE EGBERT SCHOOL	555	104%	533	534	4	100%	-4%
ERIN WOODS SCHOOL	335	70%	341	482	8	71%	1%
ERNEST MORROW SCHOOL	731	79%	746	929	0	80%	1%
FOREST LAWN HIGH SCHOOL	1367	79%	1528	1739	0	88%	9%
G. W. SKENE SCHOOL	196	69%	192	284	0	68%	-1%
HIDDEN VALLEY SCHOOL	352	67%	398	523	10	76%	9%
IAN BAZALGETTE SCHOOL	636	86%	697	712	3	98%	12%
JACK JAMES HIGH SCHOOL	695	81%	729	854	0	85%	4%
JAMES SHORT MEMORIAL SCHOOL	191	40%	188	471	1	40%	0%
KEELER SCHOOL	373	61%	529	609	0	87%	26%
MOUNT VIEW SCHOOL	156	73%	205	215	0	95%	22%
NORTHERN LIGHTS SCHOOL	346	59%	392	561	0	70%	11%
NOSE CREEK SCHOOL	741	81%	829	914	16	91%	10%
NIITSITAPI LEARNING CENTRE	151	45%	179	336	0	53%	8%
PATRICK AIRLIE SCHOOL	202	80%	216	252	0	86%	6%
PENBROOKE MEADOWS SCHOOL	178	47%	248	377	0	66%	19%
RADISSON PARK SCHOOL	279	68%	317	388	2	82%	14%
RIVERSIDE SCHOOL	655	102%	657	640	0	103%	1%
ROLAND MICHENER SCHOOL	178	68%	183	263	0	69%	1%
ROSEDALE SCHOOL	240	93%	274	259	2	106%	13%
ROSEMONT SCHOOL	221	91%	233	242	0	96%	5%
STANLEY JONES SCHOOL	508	88%	546	554	0	99%	11%
SUNNYSIDE SCHOOL	108	47%	130	228	0	57%	10%
VALLEY CREEK SCHOOL	768	88%	791	870	12	91%	3%
VALLEY VIEW SCHOOL	424	69%	472	612	0	77%	8%
VISTA HEIGHTS SCHOOL	168	75%	172	224	0	77%	2%
WEST DOVER SCHOOL	240	54%	210	447	0	47%	-7%
AREA 3 - TOTAL	**14,810**	**77%**	**16,045**	**19,111**	**86**	**84%**	**7%**

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SCHOOL	2021 WEIGHTED ENROLMENT	2021 PROVINCIAL % UTILIZ.	2022 WEIGHTED ENROLMENT	2022* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2022 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2021 to 2022)
AREA 4							
ANNIE FOOTE SCHOOL	580	116%	280	499	9	56%	-60%
ANNIE GALE SCHOOL	595	93%	613	640	8	96%	3%
BOB EDWARDS SCHOOL	474	78%	518	610	0	85%	7%
CECIL SWANSON SCHOOL	400	88%	395	453	6	87%	-1%
CHIEF JUSTICE MILVAIN SCHOOL	489	93%	504	525	10	96%	3%
CHRIS AKKERMAN SCHOOL	588	109%	579	541	6	107%	-2%
CLARENCE SANSOM SCHOOL	536	67%	636	788	8	81%	14%
COLONEL J. FRED SCOTT SCHOOL	435	92%	505	475	8	106%	14%
CROSSING PARK SCHOOL	1121	112%	1181	963	15	123%	11%
DOUGLAS HARKNESS SCHOOL	282	84%	330	335	2	99%	15%
DR. GORDON HIGGINS SCHOOL	629	90%	636	696	8	91%	1%
FALCONRIDGE SCHOOL	472	82%	480	576	12	83%	1%
GRANT MACEWAN SCHOOL	541	95%	664	571	12	116%	21%
GUY WEADICK SCHOOL	329	76%	328	430	6	76%	0%
HUGH A. BENNETT SCHOOL	537	93%	582	576	0	101%	8%
LESTER B. PEARSON HIGH SCHOOL	1655	95%	1659	1739	0	95%	0%
LOUISE DEAN SCHOOL	90	41%	76	217	0	35%	-6%
MANMEET SINGH BHULLAR SCHOOL	477	89%	505	533	6	95%	6%
MARLBOROUGH SCHOOL	244	72%	245	341	2	72%	0%
MAYLAND HEIGHTS SCHOOL	422	80%	418	529	0	79%	-1%
MONTEREY PARK SCHOOL	638	97%	535	657	17	81%	-16%
NELSON MANDELA HIGH SCHOOL	1971	110%	1955	1795	0	109%	-1%
O. S. GEIGER SCHOOL	390	76%	419	511	9	82%	6%
PETER LOUGHEED SCHOOL	981	103%	1012	957	8	106%	3%
PINERIDGE SCHOOL	314	73%	361	457	6	79%	6%
PRAIRIE SKY SCHOOL			715	813	7	88%	88%
RUNDLE SCHOOL	394	73%	415	536	10	77%	4%
SADDLE RIDGE SCHOOL	497	85%	550	587	12	94%	9%
SIR WILFRID LAURIER SCHOOL	479	91%	501	528	0	95%	4%
TARADALE SCHOOL	641	100%	693	643	10	108%	8%
TED HARRISON SCHOOL	838	94%	902	888	16	102%	8%
TERRY FOX SCHOOL	475	62%	605	766	0	79%	17%

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AREA 4 - TOTAL	18,508	91%	19,793	21,175	213	94%	3%
AREA 5							
ACADIA SCHOOL	352	65%	405	493	0	82%	17%
AUBURN BAY SCHOOL	648	107%	492	604	6	81%	-26%
BAYSIDE SCHOOL			304	545	6	56%	56%
BRIDLEWOOD SCHOOL	412	70%	443	584	12	76%	6%
CENTENNIAL HIGH SCHOOL	1497	98%	1632	1525	0	107%	9%
CHAPARRAL SCHOOL	463	96%	491	484	8	101%	5%
COPPERFIELD SCHOOL	522	90%	585	579	12	101%	11%
CRANSTON SCHOOL	455	76%	534	596	12	90%	14%
DEER RUN SCHOOL	340	78%	371	434	6	85%	7%
DOUGLASDALE SCHOOL	359	80%	401	447	8	90%	10%
DR. GEORGE STANLEY SCHOOL	646	71%	681	913	8	75%	4%
DR. MARTHA COHEN SCHOOL	1029	109%	869	947	0	92%	-17%
FAIRVIEW SCHOOL	887	89%	889	994	0	89%	0%
FISH CREEK SCHOOL	605	94%	634	647	0	98%	4%
HAULTAIN MEMORIAL SCHOOL	186	63%	201	293	0	69%	6%
JOANE CARDINAL-SCHUBERT HIGH SCHOOL	1727	98%	1757	1766	0	100%	2%
LAKE BONAVISTA SCHOOL	360	91%	348	397	2	88%	-4%
LAKESHORE SCHOOL			945	900	3	105%	105%
LE ROI DANIELS SCHOOL	508	90%	519	563	2	92%	2%
LORD BEAVERBROOK HIGH SCHOOL	1525	58%	1856	2263	1	82%	24%
MAHOGANY SCHOOL			498	551	0	90%	90%
MAPLE RIDGE SCHOOL	347	76%	348	456	0	76%	0%
MCKENZIE HIGHLANDS SCHOOL	883	93%	905	947	0	96%	3%
MCKENZIE LAKE SCHOOL	438	66%	572	667	2	86%	20%
MCKENZIE TOWNE SCHOOL	499	73%	570	679	8	84%	11%
MIDNAPORE SCHOOL	363	67%	379	543	12	70%	3%
MIDSUN SCHOOL	755	77%	755	975	1	77%	0%
MOUNTAIN PARK SCHOOL	780	94%	629	813	16	77%	-17%
NEW BRIGHTON SCHOOL	518	89%	588	579	12	102%	13%
PRINCE OF WALES SCHOOL	286	75%	299	381	4	78%	3%
R. T. ALDERMAN SCHOOL	734	89%	759	826	1	92%	3%
SAMUEL W. SHAW SCHOOL	799	79%	794	1008	16	79%	0%
SIBYLLA KIDDLE SCHOOL	376	66%	450	573	0	79%	13%
SOMERSET SCHOOL	197	53%	221	374	4	59%	6%
WILLOW PARK SCHOOL	664	96%	599	670	0	89%	-7%
WILMA HANSEN SCHOOL	400	64%	452	623	8	73%	9%
AREA 5 - TOTAL	20,557	82%	23,169	26,639	170	87%	5%

2022 - 2023 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

i.   The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year

ii. Weighted Enrolment = (Kindergarten minus Kindergarten Special Education Severe) divided by 2) + (Kindergarten Special Education Severe multiplied by 1.5) +
     (GR 1-12 enrolment minus GR1-12 Special Education Severe) + (GR1-12 Special Education Severe multiplied by 3)

iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2021 WEIGHTED ENROLMENT	2021 PROVINCIAL % UTILIZ.	2022 WEIGHTED ENROLMENT	2022* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2022 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2021 to 2022)
AREA 6							
A. E. CROSS SCHOOL	560	63%	609	886	0	69%	6%
ALTADORE SCHOOL	357	90%	360	397	0	91%	1%
ALTERNATIVE HIGH SCHOOL	211	78%	193	271	0	71%	-7%
ANDREW SIBBALD SCHOOL	412	92%	343	447	0	77%	-15%
BANTING AND BEST SCHOOL	150	60%	160	250	2	64%	4%
BRAESIDE SCHOOL	206	37%	208	559	0	37%	0%
CANYON MEADOWS SCHOOL	395	72%	408	546	0	75%	3%
CEDARBRAE SCHOOL	221	80%	212	276	0	77%	-3%
CENTRAL MEMORIAL HIGH SCHOOL	1773	86%	1840	2051	0	90%	4%
CHINOOK PARK SCHOOL	391	57%	408	683	0	60%	3%
DAVID THOMPSON SCHOOL	577	82%	642	706	0	91%	9%
DR. E. P. SCARLETT HIGH SCHOOL	1621	96%	1696	1692	0	100%	4%
DR. FREDA MILLER SCHOOL	342	58%	412	587	0	70%	12%
EMILY FOLLENSBEE SCHOOL	249	93%	258	269	0	96%	3%
ETHEL M. JOHNSON SCHOOL	345	65%	352	527	0	67%	2%
EUGENE COSTE SCHOOL	315	52%	316	606	0	52%	0%
EVERGREEN SCHOOL	376	63%	436	593	12	74%	11%
GLENBROOK SCHOOL	272	69%	286	395	0	72%	3%
GLENMEADOWS SCHOOL	286	55%	290	516	11	56%	1%
HAROLD PANABAKER SCHOOL	416	70%	452	592	4	76%	6%
HAYSBORO SCHOOL	176	78%	203	226	0	90%	12%
HENRY WISE WOOD HIGH SCHOOL	1660	77%	1946	2144	0	91%	14%
JANET JOHNSTONE SCHOOL	379	75%	413	507	8	81%	6%
JOHN WARE SCHOOL	571	95%	576	603	1	96%	1%
LOUIS RIEL SCHOOL	872	101%	829	867	4	96%	-5%
MARSHALL SPRINGS SCHOOL	690	78%	723	881	0	82%	4%
NELLIE MCCLUNG SCHOOL	325	63%	349	516	0	68%	5%
NICKLE SCHOOL	587	82%	215	714	3	30%	-52%
RIVERBEND SCHOOL	573	114%	285	502	6	57%	-57%
ROBERT WARREN SCHOOL	300	58%	283	472	3	60%	2%
RON SOUTHERN SCHOOL	399	70%	468	571	6	82%	12%
SAM LIVINGSTON SCHOOL	396	69%	371	576	7	64%	-5%
SHERWOOD SCHOOL	433	61%	389	669	0	58%	-3%
SUNDANCE SCHOOL	398	80%	431	500	8	86%	6%
WOODBINE SCHOOL	397	88%	414	453	7	91%	3%
WOODLANDS SCHOOL	256	64%	275	402	4	68%	4%
WOODMAN SCHOOL	506	60%	501	846	0	59%	-1%
AREA 6 - TOTAL	**18,390**	**75%**	**18,544**	**24,298**	**86**	**76%**	**1%**

2022 - 2023 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

i.   The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year

ii. Weighted Enrolment = (Kindergarten minus Kindergarten Special Education Severe) divided by 2) + (Kindergarten Special Education Severe multiplied by 1.5) +
     (GR 1-12 enrolment minus GR1-12 Special Education Severe) + (GR1-12 Special Education Severe multiplied by 3)

iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2021 WEIGHTED ENROLMENT	2021 PROVINCIAL % UTILIZ.	2022 WEIGHTED ENROLMENT	2022* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2022 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2021 to 2022)
AREA 7							
ALEXANDER FERGUSON SCHOOL	210	83%	202	251	0	81%	-3%
ALL BOYS PROGRAM	117	46%	100	257	0	39%	-7%
BATTALION PARK SCHOOL	474	69%	522	687	13	76%	7%
BISHOP PINKHAM SCHOOL	570	74%	613	769	0	80%	6%
BRIAR HILL SCHOOL	231	83%	228	278	0	82%	-1%
COLONEL WALKER SCHOOL (Includes Piitoayis)	319	53%	322	597	1	54%	3%
CONNAUGHT SCHOOL	336	84%	482	399	0	121%	37%
DR. OAKLEY SCHOOL	197	43%	180	445	0	40%	-3%
DR. ROBERTA BONDAR SCHOOL	527	94%	568	560	0	101%	7%
EARL GREY SCHOOL	189	52%	198	349	0	57%	5%
ELBOW PARK SCHOOL	195	71%	212	276	0	77%	6%
ELBOYA SCHOOL	680	86%	708	767	6	92%	6%
ERNEST MANNING HIGH SCHOOL	1711	102%	1584	1676	0	95%	-8%
GLAMORGAN SCHOOL	681	101%	694	677	2	102%	1%
GLENDALE SCHOOL	255	78%	258	325	0	79%	1%
GRIFFITH WOODS SCHOOL	945	105%	965	869	0	111%	6%
HILLHURST SCHOOL	238	67%	262	357	0	73%	6%
JENNIE ELLIOTT SCHOOL	624	89%	581	704	0	83%	-7%
KILLARNEY SCHOOL	368	99%	354	373	0	95%	-4%
MOUNT ROYAL SCHOOL	383	83%	474	459	0	103%	20%
OLYMPIC HEIGHTS SCHOOL	498	73%	501	677	14	74%	1%
QUEEN ELIZABETH SCHOOL	324	84%	345	387	0	89%	5%
QUEEN ELIZABETH HIGH SCHOOL	1132	82%	1171	1375	2	85%	3%
RAMSAY SCHOOL	164	47%	193	349	0	55%	8%
RICHMOND SCHOOL	239	86%	266	278	0	96%	10%
RIDEAU PARK SCHOOL	458	97%	439	473	0	93%	-4%
SIMONS VALLEY SCHOOL	634	103%	688	614	12	112%	9%
SUNALTA SCHOOL	290	71%	333	410	0	81%	10%
UNIVERSITY SCHOOL	314	58%	318	537	0	59%	1%
VINCENT MASSEY SCHOOL	699	74%	789	939	0	84%	10%
WEST RIDGE SCHOOL	894	98%	888	916	8	97%	-1%
WEST SPRINGS SCHOOL	560	94%	585	596	12	98%	4%
WESTERN CANADA HIGH SCHOOL	2136	100%	2205	2127	0	104%	4%
WESTGATE SCHOOL	519	71%	527	727	0	72%	1%
WILDWOOD SCHOOL	472	76%	475	618	0	77%	1%
WILLIAM REID SCHOOL	274	92%	283	298	4	95%	3%
AREA 7 - TOTAL	**18,849**	**84%**	**19,507**	**22,396**	**74**	**87%**	**3%**
GRAND TOTALS	**127,102**	**83%**	**134,969**	**155,226**	**838**	**87%**	**4%**

2022 - 2023 LEASED SPACE IN OPERATING CBE SCHOOLS

(includes both full-time and part-time leases)

AREA	SCHOOL NAME	LICENSEE NAME	AREA (SQ. M)
1	Belvedere Parkway	Kids Love Bowness Ltd.	226.70
1	Bowcroft	Children Come First Association	445.60
1	Captain John Palliser	Captain John Palliser Out-of-School Care	255.20
1	Dr. E.W. Coffin	Millennium Kidz N Kare Ltd.	299.00
1	Eric Harvie	Coded Minds Canada Incorporated	339.70
1	Hawkwood	Children Come First Association	337.50
1	Marion Carson	Pre-Kindergarten Educational Services	88.50
1	Marion Carson	Society of Briar Hill Children's Programs	357.50
1	Terrace Road	Summit Kids	296.30
1	Terrace Road	University Heights Nursery School Association	73.90
1	Tuscany	Coded Minds Canada Incorporated	249.60
1	West Dalhousie	Dalhousie Community Association	348.50
2	Banff Trail	Children Come First Association	346.10
2	Buffalo Rubbing Stone	Mighty Learner Corp	229.00
2	Cambrian Heights	Children Come First Association	345.70
2	Capitol Hill	Adventurers School Age Care Ltd.	356.00
2	Catherine Nichols Gunn	Children Come First Association	358.60
2	Collingwood	Adventurers School Age Care Ltd.	350.10
2	Colonel Sanders (TLC)	Student Care Inc. O/a Northmount Student Care	253.90
2	Dalhousie	Dalhousie Community Association	492.40
2	Highwood	Children Come First Association	435.50
2	Huntington Hills	Summit Kids	279.10
2	Kenneth D. Taylor	Children Come First Association	341.90
2	King George	Pleasant Heights After School Care Association	461.10
2	North Haven	Children Come First Association	403.20
2	Panorama Hills	Pleasant Heights After School Care Association	224.70
2	Varsity Acres	Seeds of S.P.I.C.E Early Learning Centre Inc.	405.30
2	W.O. Mitchell	Summit Kids	443.20
3	Abbeydale	RIEL Institute for Education & Learning	106.00
3	Belfast	Student Care Inc. O/a Belfast Student Care	269.80
3	Coventry Hills	Topp Kids Foundation	211.50
3	Mount View	Creative World	86.30
3	Niitsitapi Learning Centre	Alberta Health Services	17.80
3	Northern Lights School	Little Steps Before and After School Care	156.20
3	Rosemont	Rosemont Community Childcare	223.50
3	Stanley Jones	Adventures Child Care	447.00
3	Sunnyside	Pre-Kindergarten Educational Services	104.20
3	Sunnyside	Sunnyside Out-of-School Care	109.60
4	Louise Dean (Kensington)	Kindred Connections Society	580.20
4	Marlborough	Kidzclub Calgary Ltd.	178.70
4	Mayland Heights	Society of Briar Hill Children's Programs	444.70
4	Pineridge	Boys and Girls Club of the Foothills *NEW*	534.00
4	Taradale	Student Care Inc. o/a Taradale Student Care	201.00
5	Acadia	Adventures Child Care	735.80
5	Auburn Bay	Seeds of S.P.I.C.E Early Learning Centre Inc.	457.80
5	Bayside	Topp Kids Foundation *NEW*	581.50
5	Chaparral	Juvenescence Child Development Centre Ltd.	436.60
5	Copperfield	Topp Kids Foundation	343.70
5	Cranston	Juvenescence Child Development Centre Ltd.	330.00
5	Douglasdale	A Step Ahead - Child Development Services	154.20

2022 - 2023 LEASED SPACE IN OPERATING CBE SCHOOLS

(includes both full-time and part-time leases)

AREA	SCHOOL NAME	LICENSEE NAME	AREA (SQ. M)
5	Fish Creek	1st Class - After Class	339.10
5	Lake Bonavista	Rec House	226.20
5	Mahogany	1st Class Innovative Child Care Solutions *NEW*	573.40
5	Maple Ridge	Topp Kids Foundation	262.40
5	McKenzie Lake	Topp Kids Foundation	300.60
5	McKenzie Towne	Rec House	226.90
5	Midnapore	Mid-Sun Community Child Care	311.90
5	New Brighton	1st Class - After Class	343.70
5	Prince Of Wales	Topp Kids Foundation	461.30
5	Sibylla Kiddle School	1st Class - After Class	155.10
5	Somerset	1st Class Innovative Child Care Solutions	299.70
6	Altadore	Seeds of S.P.I.C.E Early Learning Centre Inc.	331.10
6	Andrew Sibbald	Rec House	457.70
6	Banting and Best	Coded Minds Canada Incorporated	176.90
6	Braeside	Pre-Kindergarten Educational Services	79.30
6	Chinook Park	Adventurers School Age Care Ltd.	160.30
6	Dr. Freda Miller School	Seeds of S.P.I.C.E Early Learning Centre Inc.	156.20
6	Ethel M. Johnson	Adventures Child Care	268.80
6	Eugene Coste	Calgary Child's Play Inc.	514.70
6	Eugene Coste	Connect Society - Deafness Education	325.70
6	Evergreen	Topp Kids Foundation	419.60
6	Glenbrook	Glenbrook Preschool Society	72.70
6	Glenbrook	Maple Roots Inc. *NEW*	180.90
6	Glenmeadows	Calgary Child's Play Inc.	332.10
6	Haysboro	Maple Roots Inc.	59.80
6	Janet Johnstone	Creations Child Care	243.80
6	Nellie McClung	Summit Kids	324.30
6	Ron Southern	1st Class - After Class	303.60
6	Sam Livingston	Rec House	540.90
6	Sundance	Children Can Succeed Inc.	226.80
7	Alexander Ferguson	Alexander Ferguson Elementary School Society	255.00
7	Battalion Park	Kidzinc School Care Society of Alberta	282.90
7	Briar Hill	Hounsfield Heights - Briar Hill Community Playschool	83.70
7	Briar Hill	Society of Briar Hill Children's Programs	363.10
7	Connaught	Churchill Park Family Care Society	222.10
7	Dr. Oakley	Trellis Society	80.70
7	Dr. Roberta Bondar	Summit Kids	341.20
7	Earl Grey	Little Steps Before and After School Care	424.90
7	Glamorgan	Maple Roots Inc.	240.90
7	Glendale	Calgary Child's Play Inc.	73.80
7	Jennie Elliott	Student Care Inc. O/a Jennie Elliott Student Care	445.30
7	Killarney	Kidzinc School Care Society of Alberta	255.30
7	Olympic Heights	Kidzinc School Care Society of Alberta	349.20
7	Queen Elizabeth	Adventurers School Age Care Ltd.	309.50
7	Ramsay	Coded Minds Canada Incorporated	258.70
7	Richmond	Richmond Child Care Association	479.90
7	Rideau Park	Summit Kids	81.30
7	Simons Valley	Coded Minds Canada Incorporated	309.10
7	Sir James Lougheed	Summit Kids	338.50
7	Sunalta	Scarboro Community Preschool	91.60

2022 - 2023 LEASED SPACE IN OPERATING CBE SCHOOLS

(includes both full-time and part-time leases)

AREA	SCHOOL NAME	LICENSEE NAME	AREA (SQ. M)
7	Sunalta	Student Care Inc. O/a Sunalta Student Care	401.10
7	University	Summit Kids	469.20
7	West Springs	Maple Roots Inc.	332.50
7	Westgate	Calgary Child's Play Inc.	530.80
7	Wildwood	Kidzinc School Care Society of Alberta	275.30
7	William Reid	Seeds of S.P.I.C.E Early Learning Centre Inc.	585.20

AREA 1:	3,318.00
AREA 2:	5,725.80
AREA 3:	1,731.90
AREA 4:	1,938.60
AREA 5:	6,539.90
AREA 6:	5,175.20
AREA 7:	7,880.80

TOTAL SQUARE METRES LEASED: **32,310.20**

2022 - 2023 LEASE OF SURPLUS SCHOOL FACILITIES

AREA	SCHOOL NAME	LESSEE NAME	AREA (Sq. Metres)
1	Belvedere Parkway Bungalow	Thornhill Child Care Society	373.20
1	Parkdale	Westmount Charter School	6,375.00
2	Montgomery	Foundations for the Future Charter Academy	6,441.80
3	Greenview	Foundations for the Future Charter Academy	4,669.40
4	Mountain View	Almadina School Society	3,853.20
5	Alice M. Curtis	Foundations for the Future Charter Academy	3,441.50
5	Andrew Davison	Foundations for the Future Charter Academy	4,309.00
6	Lakeview	Calgary Girls' School Society	3,594.00
6	Ogden	Almadina School Society	4,887.80
6	Southwood	Foundations for the Future Charter Academy	4,192.00
6	Bel-Aire	Calgary Girls' School Society	1,252.00
7	Clem Gardner	Connect Charter School Society	7,107.00
7	Knob Hill	Calgary Arts Academy Society	2,270.60
7	Sir William Van Horne HS	Westmount Charter School	9,670.00
7	Spruce Cliff	Calgary Quest Children's Society	2,387.70

AREA 1:	6,748.20
AREA 2:	6,441.80
AREA 3:	4,669.40
AREA 4:	3,853.20
AREA 5:	7,750.50
AREA 6:	10,331.80
AREA 7:	21,435.30

TOTAL SQUARE METRES LEASED: 61,230.20