



Strong Student Results

2015-16 Diploma Examinations and
Provincial Achievement Tests

learning | as unique | as every student



Today, we celebrate and share the results of our diploma examination and provincial achievement tests. I say celebrate because our results this year are very strong and our students are doing very well.

These exams are designed to show how students across Alberta perform on the same tests. With this in mind, the focus of much of the information in today's presentation will compare CBE results to the overall provincial results. We will also be sharing our updated Accountability Pillar with you, which is another provincial measure of student achievement.

Purpose of Achievement Testing

- Provincial standardized tests are a source of information used to measure student achievement
- Their purpose is to:
 - determine if students are learning what they are expected to learn;
 - report to Albertans how well students have achieved provincial standards at given points in their schooling;
 - assist schools, jurisdictions, and the province in monitoring and improving student learning.

2

The province states that the purpose of the Achievement Testing is:

- To determine whether students are learning what they are expected to learn.
- To report to Albertans how well students have achieved provincial standards .
- To assist schools, authorities, and the province in monitoring and improving student learning.

It is important to remember that the results from the Provincial Achievement Testing program are one source used to measure student achievement. Student achievement is also determined day by day by our teachers as they observe student learning over time and in multiple ways. While our focus today is on academic

achievement, we consider the overall success of students, which includes the ways they demonstrate citizenship, personal development and character. We are proud to offer them an education which will develop well-rounded, contributing members of society.

CBE Highlights	
<p>Noteworthy Achievements</p> <ul style="list-style-type: none"> ▪ Standard of Excellence in Science diplomas <ol style="list-style-type: none"> a. Biology 30 b. Chemistry 30 c. Physics 30 ▪ Improvement in key target areas, including mathematics and Science 30. ▪ Overall improvement in Grade 6 results. 	<p>Areas for Continued Attention</p> <ul style="list-style-type: none"> ▪ Sustained improvement in mathematics. ▪ K & E.

In addition to comparing ourselves to the province, we also compare ourselves to our own CBE results over time. As always, there are highlights, and areas to focus on. These tables provide you with a high level overview of both.

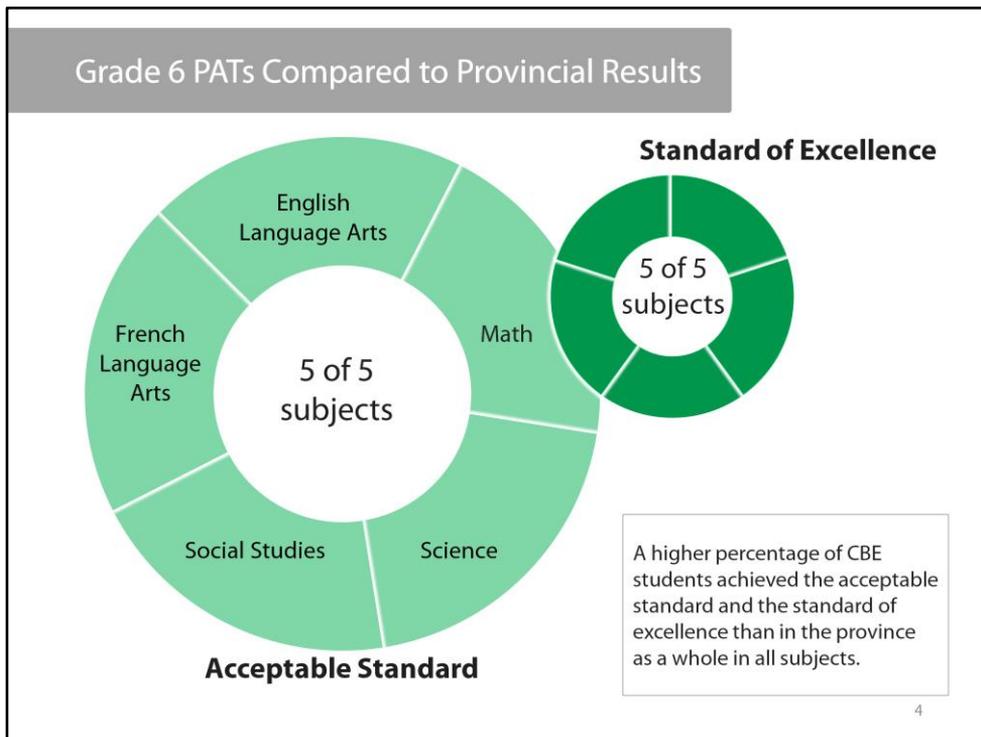
Just so you know on Diploma exams, the acceptable standard is a mark of 50 per cent or above. The standard of excellence is a mark of 80 per cent or above.

More than 40 per cent of our students writing the Biology 30 and Chemistry 30 diploma exams have achieved the standard of excellence for 4 years in a row. In Physics 30, more than 40 per cent of CBE students have achieved the standard of excellence for 5 straight years. This year, they reached a new high with 47.9 per cent achieving the standard of excellence. This is impressive.

Another noteworthy achievement is our improvement in **Science 30**. We are pleased to report that results have increased at the acceptable standard and standard of excellence.

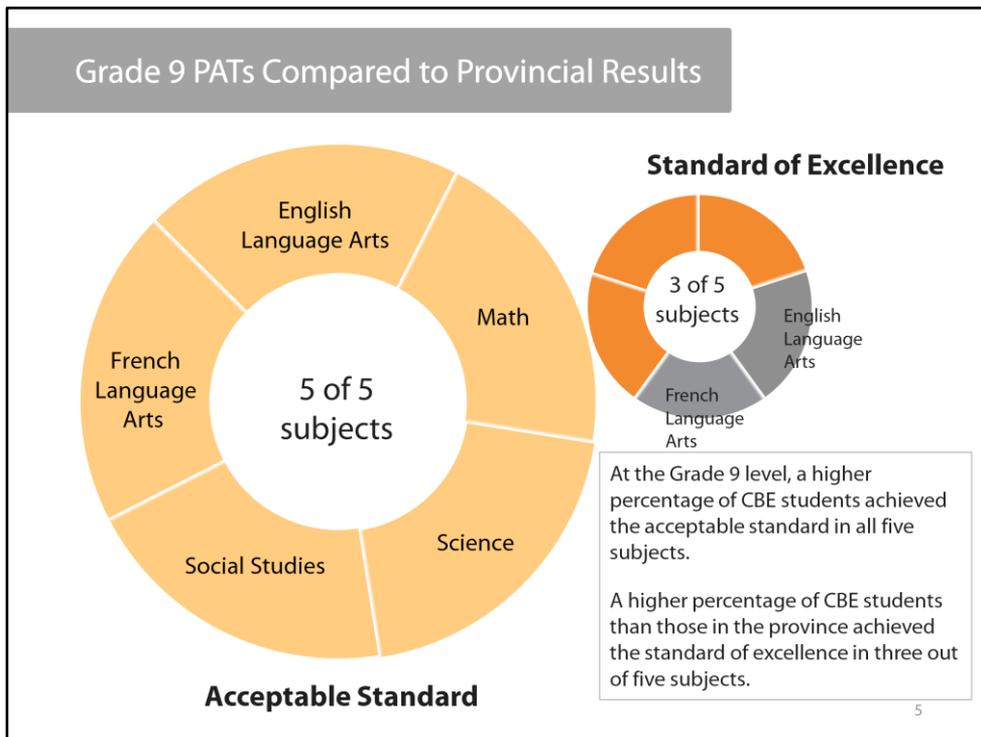
We are also pleased to see improvement in Grade 6 **Math** PAT at the standard of excellence, Grade 9 Math PAT at the acceptable standard, and Grade 9 Math K & E at the acceptable standard. While we are pleased with these improvement in Math, it is an area of continued attention as we want to sustain our improvement.

Overall improvement in our Knowledge and Employability Courses is also identified as an area for continued attention. We look forward to continuing to build improvement in these areas over time and to seeing new levels of success for our students enrolled in K and E courses.



Now I would like to tell you about our student results as compared to the province. I am going to begin with Grade 6. 7,800 students wrote these tests last year and our students did really well. Our results continue to be strong at the acceptable standard and the standard of excellence.

In fact, as you can see by the charts, in Grade 6, a higher percentage of CBE students achieved the acceptable and excellence standards than in the province as a whole in all subjects. Isn't this great!

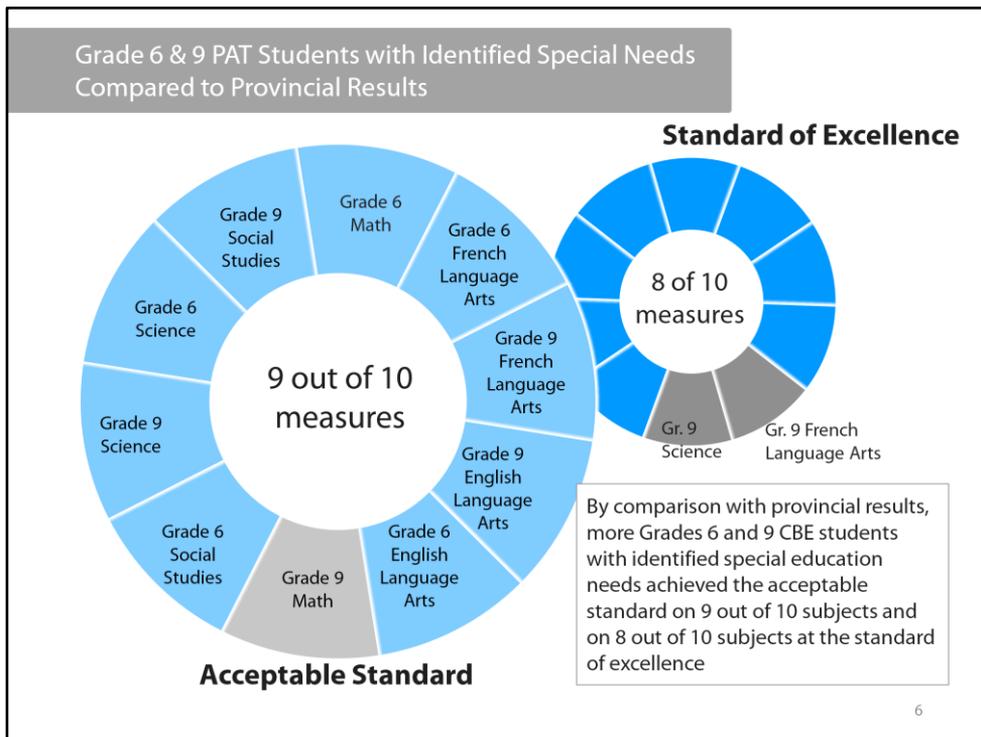


Now moving on to Grade 9 and again, our students have done well.

This graphic represents the achievement of over 7,300 students.

A higher percentage of Grade 9 students in the CBE achieved the acceptable standard in every subject.

This also true at the standard of excellence in all subjects except English Language Arts & French Language Arts. In English Language Arts we are 0.2 percentage points lower than the province and in French Language Arts we are 1.0 percentage point lower.

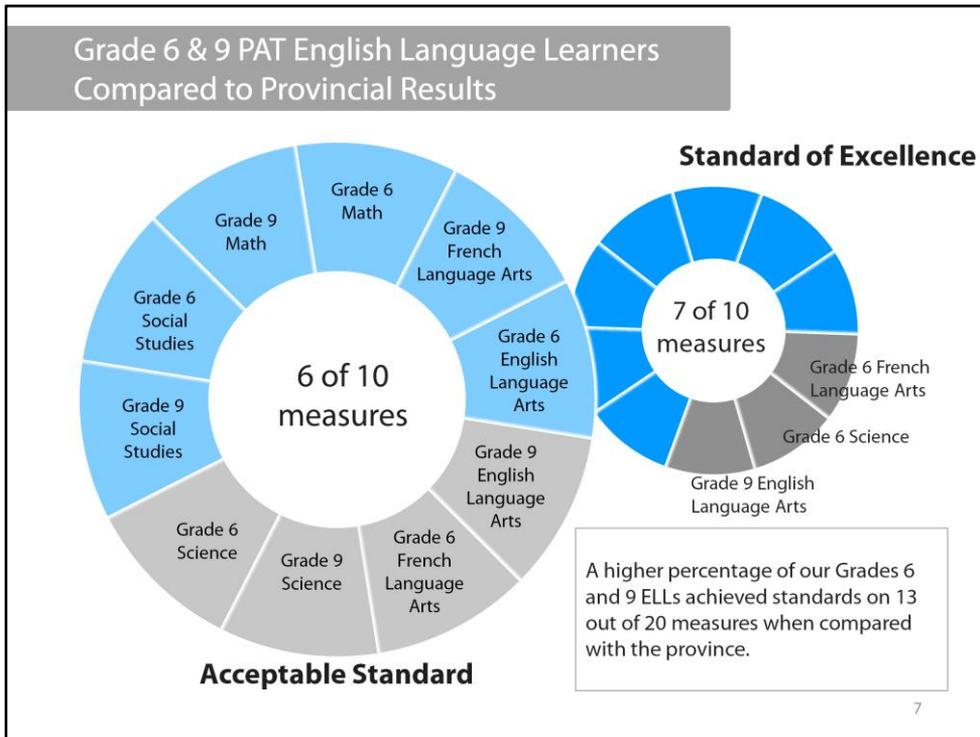


Our students with identified special education needs in Grades 6 & 9 again maintained a high standard.

Their achievement at the acceptable standard was higher than the province in 9 out of 10 subjects.

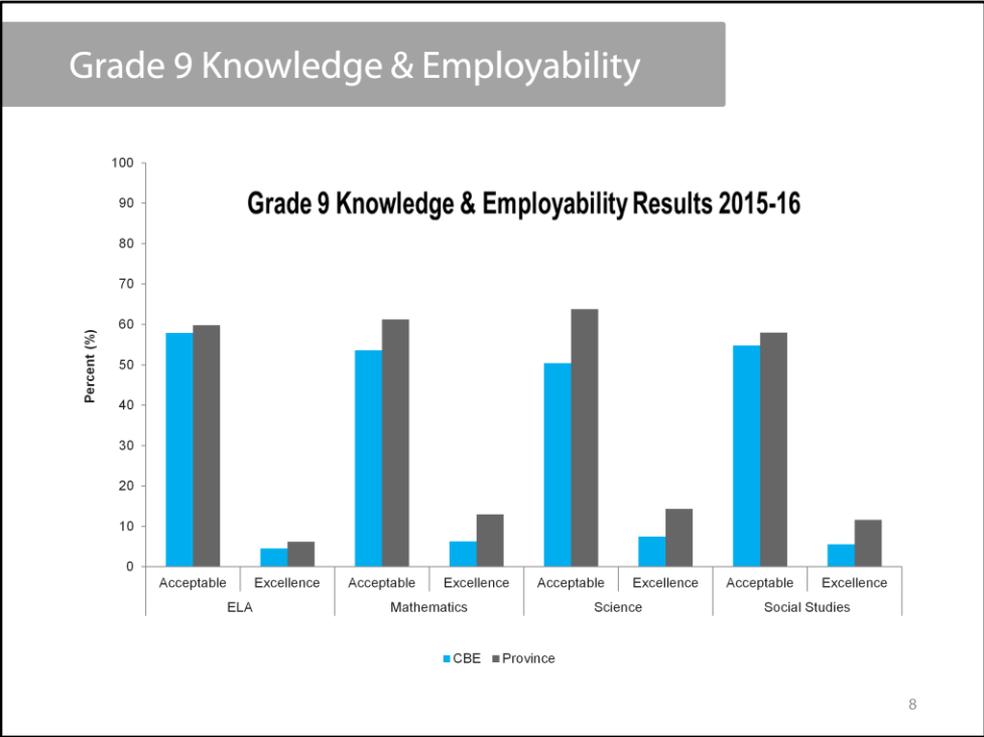
At the standard of excellence, CBE student achievement was higher than that of the province in every subject except Grade 9 French Language Arts and Grade 9 Science.

These results are particularly remarkable, because the province has approximately 10 per cent of the population identified as having special needs, and the CBE has 15 per cent.



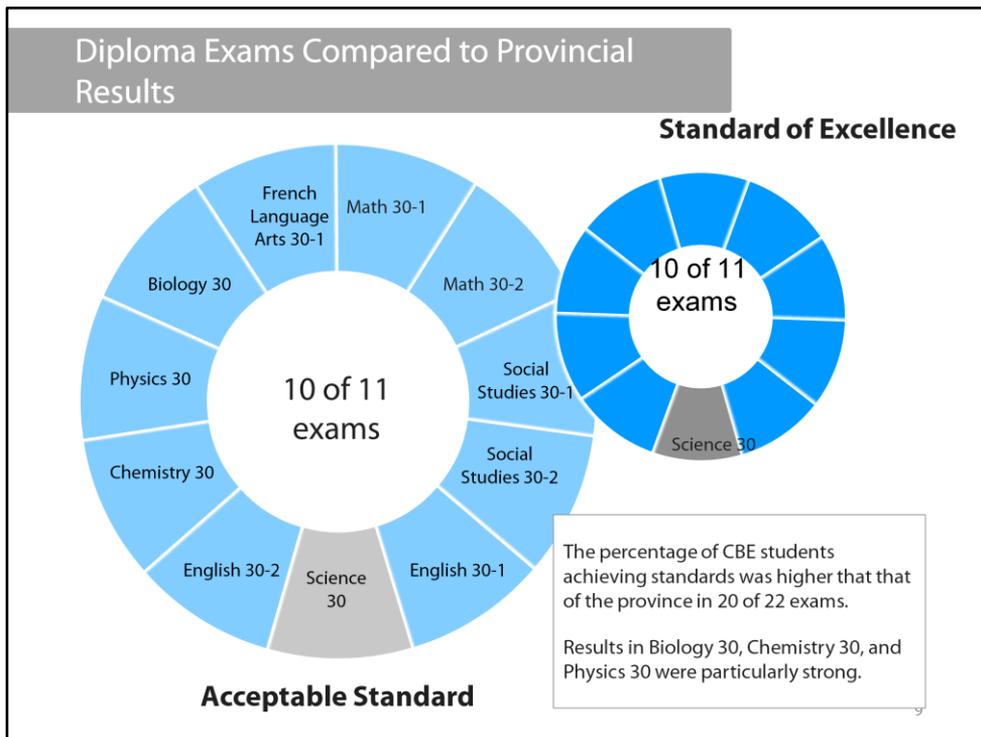
Our ELL students are achieving very well. They achieve at a higher standard than ELL students across the province on many measures. As would be expected there is some variation in achievements in English and French Language Arts. Our students learning English as an additional language outperformed the province in 6 out of 10 measures at the acceptable standard and 7 out of 10 measures at the standard of excellence.

It's worth noting, in Grade 6 and 9, the percentage of CBE writers identified as ELL is much higher than that of the province as a whole. For example, in Grade 6, the percentage of our self-identified ELL student population is approximately double that of the province as a whole.



We continue to pay attention to the achievement of students enrolled in Knowledge and Employability courses. Knowledge and Employability courses are designed to build success in students transitioning into high school with the goal of completing a certificate of High School Achievement.

Our students enrolled in our Knowledge and Employability courses represent 2.5 per cent of our Grade 9 students. This means 200 students, or less, per course. As cohort sizes for K&E courses are small, this must be considered when analyzing achievement over time. Even though this is a small group, every student is important. We have already begun to review each student’s results to begin the process of planning for improvement.



We are so proud of our high school students. Compared to the province, our students outperformed on virtually every exam at both standards.

The percentage of CBE students exceed that of the province in 10 out of 11 subjects at the acceptable standard and 10 out of 11 subjects at the standard of excellence.

Accountability Pillar

Measure Category	Measure Category Evaluation	Measure	Calgary School District No. 19			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.8	88.2	88.5	89.5	89.2	89.1	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	Program of Studies	83.2	81.1	82.2	81.9	81.3	81.4	Very High	Improved Significantly	Excellent
		Education Quality	89.4	87.6	87.9	90.1	89.5	89.5	High	Improved Significantly	Good
		Drop Out Rate	2.8	3.3	3.4	3.2	3.5	3.5	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	75.2	76.2	74.7	76.5	76.5	75.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	75.5	74.8	74.6	73.6	72.9	73.4	Intermediate	Improved	Good
		PAT: Excellence	20.4	19.9	19.5	19.4	18.6	18.6	High	Improved	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	87.2	88.0	88.2	85.0	85.2	85.1	High	Declined Significantly	Issue
		Diploma: Excellence	27.3	27.7	28.1	21.0	21.0	20.5	Very High	Declined	Good
		Diploma Exam Participation Rate (+ Exams)	61.0	60.7	60.8	54.6	54.4	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	61.1	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning: World of Work, Citizenship	Good	Transition Rate (6 yr)	60.9	61.3	60.3	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	79.3	78.2	77.9	82.6	82.0	81.1	High	Improved Significantly	Good
		Citizenship	83.8	82.3	82.6	83.9	83.5	83.4	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	78.4	77.2	77.5	80.9	80.7	80.5	Intermediate	Improved	Good
Continuous Improvement	Excellent	School Improvement	80.4	75.6	77.5	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

10

The Accountability Pillar Report includes our provincial achievement results over time.

The achievement column (the one circled in red) speaks to our results this year – the CBE is doing very well. Our achievement standings on our results are intermediate (PAT acceptable), high (PAT excellence and Diploma acceptable) and very high (Diploma excellence). We are in an entire category of achievement higher than the province on 3 of those measures, and in the same category for PAT acceptable.

In addition the Accountability Pillar measures of success including the drop out rate, the 3 yr High School Completion Rate, the 6 yr Post-Secondary Transition Rate and Continuous Improvement. We are very proud of these results, particularly in the area of continuous improvement where our achievement is noted to be

very high.



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Full results available on our website.

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This concludes our formal presentation. I just want to reiterate that we are very proud of our students and thank our staff, parents and the community in supporting our students' success.

Thank you