

public agenda

Regular Meeting of the Board of Trustees

October 23, 2018
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	4 Results Focus			
60 mins	4.1 Summary of 2017-18 Provincial Achievement Tests and Diploma Exam Results	Chief Sup't	R-2; OE-3	Page 4-1
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
	7.1 2019-2020 Modular Classroom Program	D. Breton	OE-2,7,9	Page 7-1
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> ▪ Regular Meeting held September 18, 2018 ▪ Regular Meeting held September 25, 2018 ▪ Regular Meeting held October 2, 2018 			Page 8-19 Page 8-24 Page 8-28

Time	Topic	Who	Policy Ref	Attachment
	<i>(THAT the Board approves the minutes of the Regular Meetings held September 18, September 25 and October 2, 2018 as submitted.)</i>			
8.2	Governance Culture and Board/Chief Superintendent Relationship Governance Policies - Board of Trustees' Annual Self-Evaluation <i>(THAT the Board approves the Board of Trustees' self-evaluation report as developed during the evaluation workshop of June 7, 2018.)</i>	Board	GC-2,5 B/CSR 1-5	Page 7-10
8.3	Items Provided for Board Information		OE-7	
8.3.1	Chief Superintendent's Update			Page 8-1
8.3.2	Construction Projects Status Report			Page 8-6
8.3.3	September 30 Enrolment Summary			Late distrib'n
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			

Notice |

This public Board meeting will be recorded & posted online.
Media may also attend these meetings.
You may appear in media coverage.

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca.

report to Board of Trustees

Summary of the 2017-18 Provincial Achievement Test and Diploma Examination Results

Date	October 23, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Acting Deputy Chief Superintendent
Governance Policy Reference	OE-8: Communication With and Support for the Board Results 2: Academic Success
Resource Person(s)	Sydney Smith, Acting Superintendent, Learning Elizabeth Wood, Director, Learning Lea Sherwood, System Principal, Research & Strategy

1 | Recommendation

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

2 | Issue

This report outlines the Calgary Board of Education student results on provincial assessments for the 2017-18 school year.



3 | Background

Provincial Achievement Tests (PATs) and Diploma Examinations are a standardized indicator of students' success in meeting the outcomes of the Programs of Study in academic areas.

Provincial assessments are meant to complement, not replace, teachers' classroom-based assessments of student learning. Although provincial assessments are designed to assess student achievement of learning expectations from the provincial Programs of Study, some learning outcomes cannot be assessed by these timed, paper-and-pencil tests.

The purpose of the Provincial Assessment Program is to determine whether students are learning what they are expected to learn, to report to Albertans how well students have achieved provincial standards at given points in their schooling and to assist schools, authorities and the province in monitoring student learning.

4 | Analysis

This report provides Provincial Assessment Program information within one of the Board-approved indicators for Results 2: Academic Success.

- The percentage of students meeting the Acceptable Standard and Standard of Excellence on Provincial Achievement Tests (PAT) and Diploma Examinations.

The representation of results within this report focuses on the achievement of Calgary Board of Education (CBE) students in comparison to the levels of achievement of students across the province as a whole and to CBE results across time. Our relative increase in relation to the bigger field is an part in the determination of improvement.

Alberta Education evaluates student performance on PAT and Diploma Examinations at two standards of success: the Acceptable Standard and the Standard of Excellence. With respect to the Diploma Examination standards, the Acceptable Standard is a mark of 50% or higher and the Standard of Excellence is a mark of 80% or higher. For Provincial Achievement Tests, the exact scores for each standard vary from year to year, but are close to 50% and 80% respectively.

Note | Students meeting the Standard of Excellence are also captured in the Acceptable Standard.

Provincial Achievement Tests (PATs)

The reported percentage of students achieving at the Acceptable Standard and the Standard of Excellence are based on the all students enrolled cohort as per Alberta Education's requirements. It is important to note that all students enrolled include students who were absent or excused from the PAT, whose results were withheld, or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have "not met the Acceptable Standard".

Participation rates for CBE students are above that of the province for all grade 6 and 9 PATs except for Grade 6 French Language Arts, where there was a program coding error, and the Knowledge and Employability (K&E) courses. A high participation rate reflects the CBE's inclusive practice and belief that each student should be encouraged to demonstrate their learning to the best of their abilities on the Provincial Achievement Tests.

Achievement of CBE students in 2017-18 on the grade 6 PATs is above the provincial results in all five subjects (English Language Arts, French Language Arts, Mathematics, Science and Social Studies) at both the Acceptable Standard and the Standard of Excellence.

Achievement of CBE students on the grade 9 PATs in 2017-18 is above provincial results in all five subjects (English Language Arts, French Language Arts, Mathematics, Science and Social Studies) at the Acceptable Standard and in four of the five subjects (English Language Arts, Mathematics, Science and Social Studies) at the Standard of Excellence.

Year over year improvements in CBE student achievement was seen at the Acceptable Standard in:

- English Language Arts 6;
- English Language Arts 9;
- English Language Arts 9 K&E;
- Mathematics 6;
- Science 6;
- Science 9;
- Social Studies 6; and
- Social Studies 9.

Year over year improvement in CBE student achievement was seen at the Standard of Excellence in:

- English Language Arts 9;
- French Language Arts 6;
- Mathematics 6;
- Mathematics 9 K&E;
- Science 6;
- Science 9;
- Social Studies 6;
- Social Studies 9; and
- Social Studies 9 K&E.

Although the CBE results are above the provincial results in five subjects, there were a few year over year declines. As compared to CBE 2016-17 results, CBE 2017-18 results at the Acceptable Standard declined in French Language Arts 6 (program coding error), French Language Arts 9 and Mathematics 9. Year over year results at the Standard of Excellence for CBE students declined in English Language Arts 6, French Language Arts 9, and Mathematics 9.

There has been a slight improvement in the CBE K&E results as compared to the province. As compared to CBE 2016-17 results, there was a decline in the percent of CBE students achieving the Acceptable Standard in Mathematics 9 K&E, Science 9 K&E and Social Studies 9 K&E. The percent of CBE students achieving the Standard of Excellence in English Language Arts 9 K&E and Science 9 K&E decreased.

2017-2018 Provincial Achievement Tests notable achievements include:

- Acceptable Standard
 - Science 6: highest result on record.
 - Science 9: highest result on record.
 - Social Studies 6: highest result on record.
 - Social Studies 9: highest result since 2011-12.
- Standard of Excellence
 - English Language Arts 9: highest since 2011-12.
 - Mathematics 6: highest since 2011-12.
 - Mathematics 9 K&E: highest result on record.
 - Science 6: highest result on record.
 - Science 9: highest result on record.
 - Social Studies 6: highest result on record.
 - Social Studies 9: highest result on record.
 - Social Studies 9 K&E: highest result on record.

The reading component of the English Language Arts 6 & 9 PATs indicate increases in achievement in the categories of ideas & details and associating meaning.

The initial analysis of the Mathematics 6 & 9 PATs indicate increased comprehension in Number (procedural fluency) and Shape & Space concepts.

In 2018-19 there will be a continued focus on Number (procedural fluency) and Shape & Space to build on these successes.

Diploma Examinations

In all 11 Diploma Examinations the percentage of CBE students achieving the Acceptable Standard and the Standard of Excellence was at or above the percentage of students achieving those standards province wide.

Year over year improvements for CBE students achieving the Acceptable Standard are seen in:

- Biology 30;
- Chemistry 30;
- English Language Arts 30-1;
- English Language Arts 30-2;
- Mathematics 30-1;
- Science 30; and
- Social Studies 30-1.

At the Standard of Excellence improvement in CBE results year over year are seen in:

- Biology 30;
- Chemistry 30;
- English Language Arts 30-1;
- English Language Arts 30-2;
- French Language Arts 30-1;
- Mathematics 30-1;
- Mathematics 30-2;
- Science 30; and
- Social Studies 30-1.

For the past two years, Science 30 has been an area of focus. 2017-18 Science 30 results showed a year over year improvement of 1.8 percentage points at the Acceptable Standard and 7.2 percentage points at the Standard of Excellence.

As compared to 2016-17, CBE student results in 2017-18 at the Acceptable Standard declined by less than a percentage point in French Language Arts 30-1 and Mathematics 30-2. Declines in the percentage of students achieving at both the Acceptable Standard and at the Standard of Excellence in Physics 30 and Social Studies 30-2 were noted though for Physics 88.5% of students achieved the Acceptable Standard and 50.4% of students achieved the Standard of Excellence.

2017-2018 diploma notable achievements include:

- Acceptable Standard
 - English Language Arts 30-1: highest result on record.
 - Mathematics 30-1: highest result since 2012-13.
 - Chemistry 30: highest result on record.
 - Science 30: highest result since 2008-09.

- Standard of Excellence
 - Biology 30: highest result on record.
 - Chemistry 30: highest result on record.
 - English Language Arts 30-1: highest result on record.
 - Mathematics 30-1: highest result since 2012-13.
 - Science 30: highest result on record.
 - Social Studies 30-1: highest results since 2011-12.

Other Information

Overall, student results in mathematics were identified as an area of concern by the Board of Trustees in June 2017. Improvement in mathematics achievement is noted in:

- Grade 6 Mathematics at both the Acceptable Standard and the Standard of Excellence
- Grade 9 Mathematics K&E at the Standard of Excellence
- Mathematics 30-1 at both the Acceptable Standard and Standard of Excellence
- Mathematics 30-2 at the Standard of Excellence

There was a change to the Mathematics 9 PAT in 2018-19 with the introduction of a non-calculator portion. Alberta Education cautions the interpretation of evaluations and results over time and does not comment on trends until it has five years of data.

A summary of CBE results and province-wide results for Provincial Achievement Tests is provided in Table 1 on page 8 of this report. A similar summary of CBE Diploma Examination results is provided in Table 4 on page 11. Highlighted cells within the tables show areas where CBE results are higher than those achieved by students throughout the province.

In addition to the results for the full CBE cohort of students, summary information is provided in this report for two subsets of students: students with identified special education needs with the exception of those identified as gifted and talented (Table 2 on page 9); and students self-identified as English Language Learners (Table 3 on page 10). The subsets of information in Tables 2 and 3 are not directly comparable to general cohort results as they refer only to students who wrote the tests rather than to all identified students within the cohort.

The number of grade 6 and 9 students in the CBE with identified special education needs is about 15.2% (varies across different tests) as compared to the approximately 9.7% provincially. The results of CBE students with identified special education needs are equal to or above the corresponding provincial cohort in nine of ten Provincial Achievement Tests at both the Acceptable Standard and the Standard of Excellence.

Over 30.6% of grade 6 students writing the English Language Arts, Mathematics, Science and Social Studies PATs are in the CBE are English Language Learners as compared to the 18.1% provincially. The achievement of CBE students self-identified as English Language Learners in Grade 6 and 9 was higher than the province on 10 out of 20 measures.

Detailed analysis of CBE results on the Provincial Achievement Tests and Diploma Exams is ongoing at both the overall organizational level and in each school.

Following the overview information more detailed tables and graphs depict results for individual assessments in each subject area. Provincial Achievement Test details begin on page 12 of this report and Diploma Examination details begin on page 26.

Provincial Achievement Tests Overview

All Students Enrolled 2017-18 ¹

COURSE	NUMBER ENROLLED		PARTICIPATION RATE (%)			RESULTS BASED ON ALL STUDENTS ENROLLED IN THE GRADE					
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
						CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
English Language Arts 6	8 709	51 540	93.1	90.6	2.5	86.1	83.5	2.6	19.6	17.9	1.7
French Language Arts 6	536	3 326	92.5	95.9	-3.4	87.5	85.2	2.3	14.2	12.3	1.9
Mathematics 6 ²	8 701	51 486	93.7	91.1	2.6	74.9	72.9	2.0	17.0	14.0	3.0
Science 6 ²	8 700	51 517	93.5	90.9	2.6	82.6	78.8	3.8	35.4	30.5	4.9
Social Studies 6 ²	8 698	51 525	93.3	90.7	2.6	77.7	75.1	2.6	25.7	23.2	2.5
English Language Arts 9	7 929	46 822	90.2	88.9	1.3	77.3	76.1	1.2	15.7	14.7	1.0
French Language Arts 9	692	2 899	96.8	95.9	0.9	83.4	81.4	2.0	8.8	9.8	-1.0
Mathematics 9 ²	7 856	46 603	90.5	88.7	1.8	59.4	59.2	0.2	17.4	15.0	2.4
Science 9 ²	7 922	46 810	91.7	89.7	2.0	76.8	75.7	1.1	26.9	24.4	2.5
Social Studies 9 ²	7 918	46 840	90.7	89.5	1.2	67.2	66.7	0.5	22.1	21.5	0.6
English Language Arts 9 K&E	149	1 588	74.5	80.0	-5.5	52.3	55.7	-3.4	2.7	5.9	-3.2
Mathematics 9 K&E	254	2 049	81.5	84.9	-3.4	48.0	57.4	-9.4	14.2	13.6	0.6
Science 9 K&E	146	1 528	80.1	86.9	-6.8	54.1	64.6	-10.5	8.9	12.3	-3.4
Social Studies 9 K&E	149	1 501	79.2	85.3	-6.1	50.3	55.2	-4.9	15.4	14.2	1.2

¹ Jurisdiction results are presented with percentages based on all students enrolled in the grade.

Table 1

² Students writing French translations of the Provincial Achievement Test are included in the statistics.

Students with Identified Special Education Needs 2017-18

COURSE	STUDENTS WITH IDENTIFIED SPECIAL EDUCATION NEEDS (%)		RESULTS BASED ON NUMBER OF STUDENTS WITH IDENTIFIED SPECIAL EDUCATION NEEDS WRITERS					
			ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
English Language Arts 6	15.3	9.8	83.4	79.6	3.8	8.5	6.1	2.4
French Language Arts 6	11.3	6.2	92.9	75.8	17.1	7.1	4.5	2.6
Mathematics 6 *	15.1	9.7	61.5	58.9	2.6	8.2	6.0	2.2
Science 6 *	14.9	9.9	76.8	72.0	4.8	25.6	19.7	5.9
Social Studies 6 *	14.9	9.8	66.7	62.3	4.4	13.6	11.3	2.3
English Language Arts 9	15.3	9.6	66.7	64.7	2.0	5.7	4.4	1.3
French Language Arts 9	10.1	6.2	60.3	56.4	3.9	1.5	1.7	-0.2
Mathematics 9 *	14.6	9.1	38.5	38.7	-0.2	6.0	5.3	0.7
Science 9 *	15.3	9.6	67.6	66.3	1.3	14.6	12.2	2.4
Social Studies 9 *	15.3	9.7	54.0	50.8	3.2	10.7	10.3	0.4
English Language Arts 9 K&E	73.0	50.1	69.1	67.8	1.3	3.7	7.1	-3.4
Mathematics 9 K&E	64.7	46.1	56.0	63.5	-7.5	18.7	13.1	5.6
Science 9 K&E	72.6	50.8	67.1	74.6	-7.5	9.4	15.3	-5.9
Social Studies 9 K&E	71.2	50.4	56.0	62.3	-6.3	16.7	16.9	-0.2

* Students writing French translations of the Provincial Achievement Test are included in the statistics.

Table 2

Students Self-Identified as English Language Learners 2017-18

COURSE	STUDENTS SELF-IDENTIFIED AS ENGLISH LANGUAGE LEARNERS		RESULTS BASED ON NUMBER OF STUDENTS SELF-IDENTIFIED AS ENGLISH LANGUAGE LEARNERS WRITERS					
			ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE %	Prov. %	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
English Language Arts 6	30.0	17.7	89.2	89.4	-0.2	15.0	14.1	0.9
French Language Arts 6	8.5	6.0	95.2	90.1	5.1	7.1	12.6	-5.5
Mathematics 6 *	30.1	17.9	76.9	78.0	-1.1	17.5	14.6	2.9
Science 6 *	30.1	17.8	84.1	82.6	1.5	31.8	27.7	4.1
Social Studies 6 *	30.1	17.8	78.9	79.1	-0.2	23.5	20.9	2.6
English Language Arts 9	13.2	12.4	73.9	75.2	-1.3	6.4	7.9	-1.5
French Language Arts 9	7.0	5.1	78.7	78.3	0.4	6.4	10.5	-4.1
Mathematics 9 *	13.5	12.8	62.7	61.4	1.3	18.6	14.4	4.2
Science 9 *	13.2	12.6	74.3	77.6	-3.3	19.2	18.6	0.6
Social Studies 9 *	13.2	12.6	63.8	66.5	-2.7	14.8	16.2	-1.4
English Language Arts 9 K&E	10.8	13.8	83.3	66.3	17.0	0.0	8.0	-8.0
Mathematics 9 K&E	10.6	10.9	50.0	66.3	-16.3	9.1	22.1	-13.0
Science 9 K&E	9.4	12.7	63.6	71.6	-8.0	9.1	10.7	-1.6
Social Studies 9 K&E	11.9	13.2	71.4	61.5	9.9	14.3	15.4	-1.1

* Students writing French translations of the Provincial Achievement Test are included in the statistics.

Table 3

Diploma Examinations Overview

2017-18¹

COURSE ⁴	NUMBER WRITING		RESULTS					
			ACCEPTABLE STANDARD (%) ²			STANDARD of EXCELLENCE (%) ³		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
Biology 30	4 417	23 026	88.3	86.6	1.7	44.3	36.6	7.7
Chemistry 30	4 576	18 770	87.3	83.6	3.7	49.1	38.3	10.8
Eng. Lang. Arts 30-1	6 862	30 393	87.6	87.5	0.1	16.1	13.2	2.9
Eng. Lang. Arts 30-2	2 275	16 184	88.5	88.0	0.5	14.4	13.1	1.3
Fr. Lang. Arts 30-1	362	1 230	95.9	93.8	2.1	15.2	11.0	4.2
Mathematics 30-1 ⁴	5 084	20 148	82.9	77.8	5.1	44.3	35.3	9.0
Mathematics 30-2 ⁴	2 324	14 362	75.3	74.2	1.1	18.1	16.4	1.7
Physics 30	2 182	9 679	88.5	86.2	2.3	50.4	43.6	6.8
Science 30	1 414	9 426	85.4	85.4	0.0	34.4	31.5	2.9
Social Studies 30-1 ⁴	4 249	21 793	90.6	86.2	4.4	24.4	17.7	6.7
Social Studies 30-2 ⁴	3 795	20 391	83.8	78.8	5.0	19.3	12.2	7.1

¹ Entire school year results show the performance of all students in the school authority for all tests.

² Percent of Students obtaining Acceptable Standard i.e. a mark of 50% to 100%.

³ Percent of Students obtaining Standard of Excellence i.e. a mark of 80% to 100%.

⁴ Students writing French translations of the examinations are included in the statistics.

Table 4

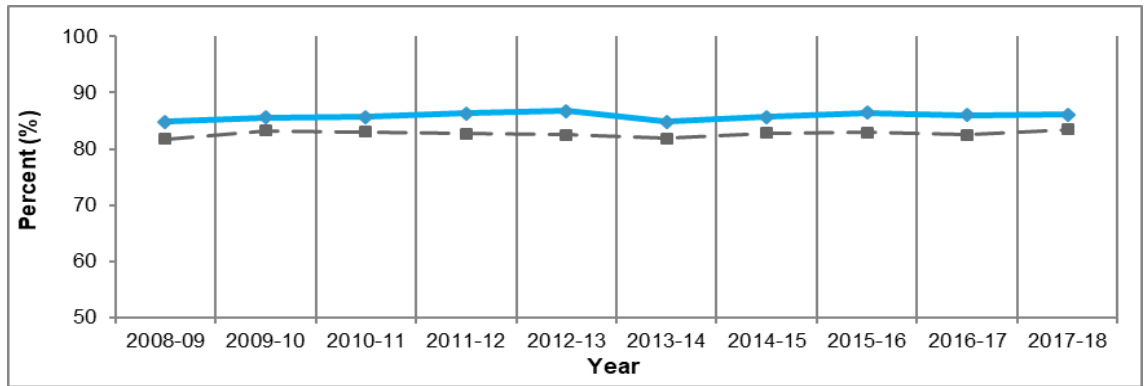
Provincial Achievement Test Details

English Language Arts 6 Results

*All Students Enrolled (Cohort)

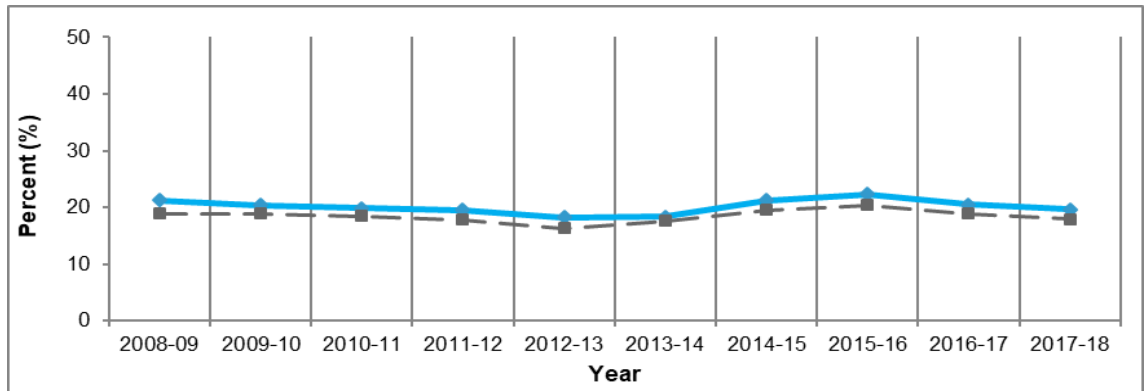
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	84.9	85.6	85.7	86.3	86.8	84.9	85.7	86.4	86.0	86.1
Province	81.8	83.3	83.0	82.7	82.5	81.9	82.8	82.9	82.5	83.5
Difference	3.1	2.3	2.7	3.6	4.3	3.0	2.9	3.5	3.5	2.6



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	21.2	20.4	19.9	19.5	18.3	18.4	21.3	22.3	20.5	19.6
Province	18.9	18.9	18.5	17.8	16.3	17.6	19.5	20.4	18.9	17.9
Difference	2.3	1.5	1.4	1.7	2.0	0.8	1.8	1.9	1.6	1.7

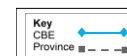


Participation

Year	CBE	Prov	Diff.
2008-09	92.0	90.0	2.0
2009-10	92.6	90.7	1.9
2010-11	93.0	90.8	2.2
2011-12	93.5	90.8	2.7
2012-13	93.6	90.8	2.8
2013-14	93.2	90.4	2.8
2014-15	93.2	90.6	2.6
2015-16	93.6	90.6	3.0
2016-17	94.0	90.2	3.8
2017-18	93.1	90.6	2.5

Writer Data 2017-18

N = 8106
 Acceptable Standard: 92.5%
 Standard of Excellence: 21.0%

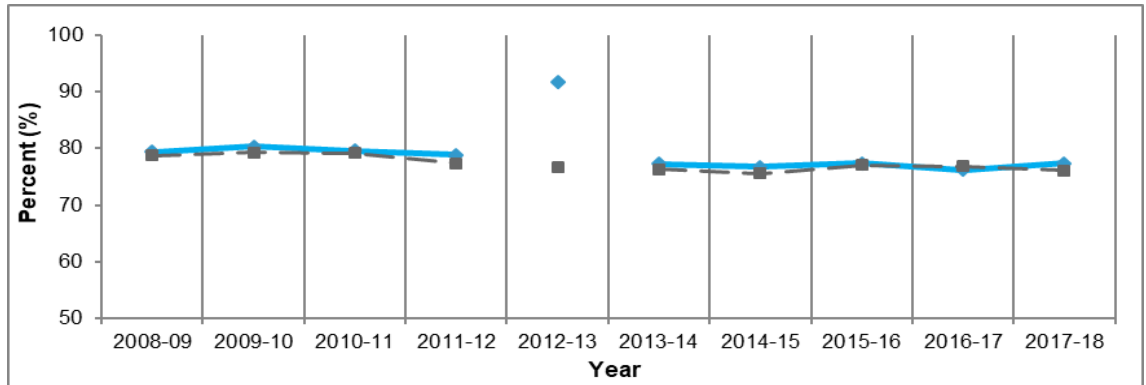


English Language Arts 9 Results

*All Students Enrolled (Cohort)

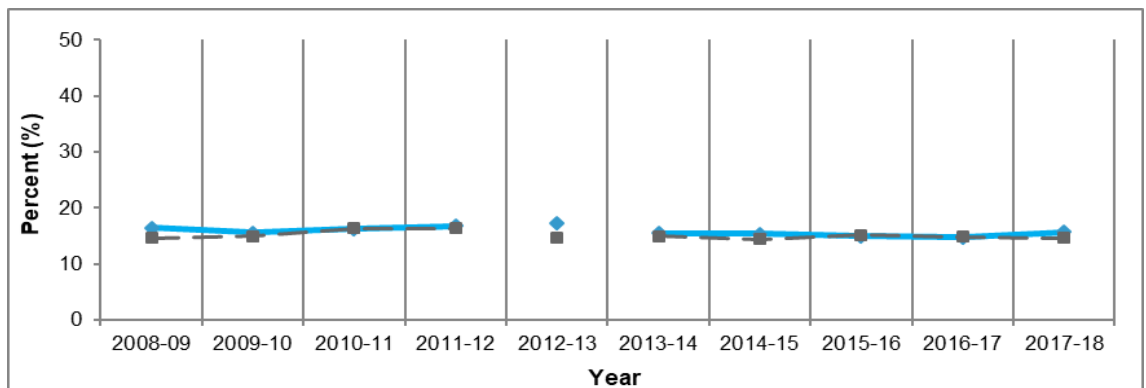
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	79.4	80.3	79.6	78.8	91.7	77.2	76.7	77.3	76.2	77.3
Province	78.7	79.3	79.1	77.4	76.7	76.3	75.6	77.0	76.8	76.1
Difference	0.7	1.0	0.5	1.4	15.0	0.9	1.1	0.3	-0.6	1.2



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	16.5	15.6	16.3	16.8	17.2	15.5	15.4	15.0	14.8	15.7
Province	14.7	15.0	16.4	16.4	14.8	15.0	14.4	15.2	14.9	14.7
Difference	1.8	0.6	-0.1	0.4	2.4	0.5	1.0	-0.2	-0.1	1.0



Participation

Year	CBE	Prov	Diff.
2008-09	91.1	89.7	1.4
2009-10	91.3	89.8	1.5
2010-11	91.0	88.9	2.1
2011-12	91.3	88.9	2.4
2012-13	96.4	88.0	8.4
2013-14	90.0	88.3	1.7
2014-15	90.0	88.5	1.5
2015-16	90.5	88.8	1.7
2016-17	89.7	88.8	0.9
2017-18	90.2	88.9	1.3

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Part B of English Language Arts 9 PAT. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Writer Data 2017-18

N = 7153

Acceptable Standard: 85.7%

Standard of Excellence: 17.4%

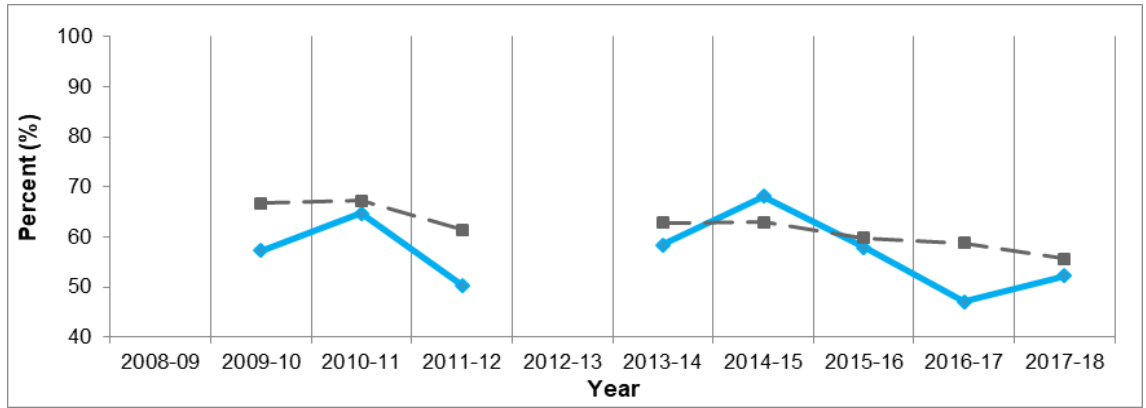


English Language Arts 9 Knowledge and Employability Results

*All Students Enrolled (Cohort)

Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		57.3	64.7	50.4		58.4	68.2	57.9	47.1	52.3
Province		66.7	67.3	61.4		62.8	63.0	59.8	58.8	55.7
Difference		-9.4	-2.6	-11.0		-4.4	5.2	-1.9	-11.7	-3.4

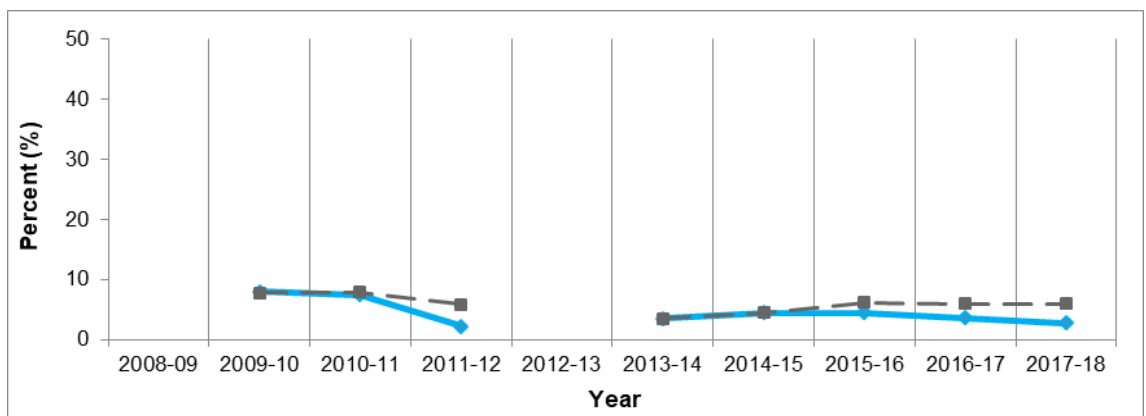


2017-18

Number Enrolled
149

Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		8.0	7.4	2.2		3.5	4.5	4.5	3.6	2.7
Province		7.8	7.9	5.8		3.5	4.5	6.2	5.9	5.9
Difference		0.2	-0.5	-3.6		0.0	0.0	-1.7	-2.3	-3.2



Participation

Year	CBE	Prov	Diff.
2008-09			
2009-10	76.6	82.2	-5.6
2010-11	83.8	81.8	2.0
2011-12	70.4	80.1	-9.7
2012-13			
2013-14	73.5	80.2	-6.7
2014-15	82.7	81.7	1.0
2015-16	81.2	80.0	1.2
2016-17	67.1	79.7	-12.6
2017-18	74.5	80.0	-5.5

The English Language Arts 9 K&E PAT was introduced in the 2009-10 school year.

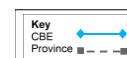
As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of Part B of the English Language Arts 9 K&E PAT.

Writer Data 2017-18

N = 111

Acceptable Standard: 70.3%

Standard of Excellence: 3.6%

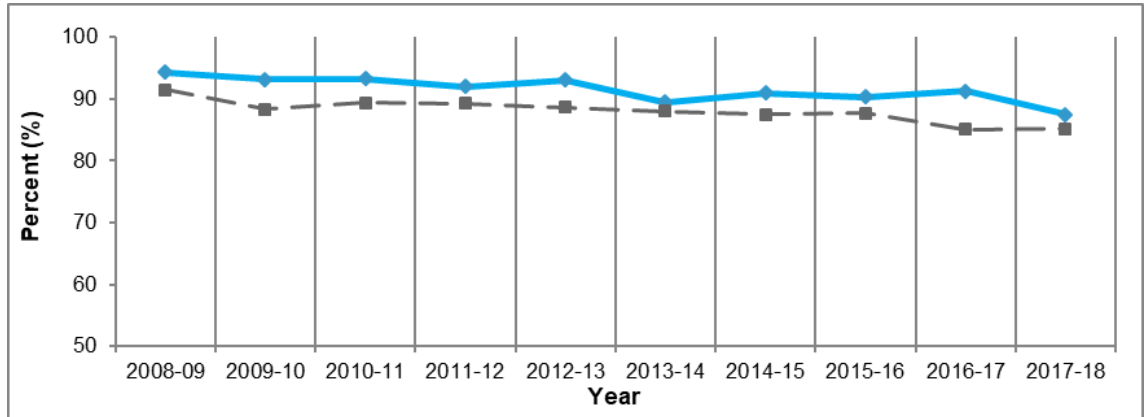


French Language Arts 6 Results

*All Students Enrolled (Cohort)

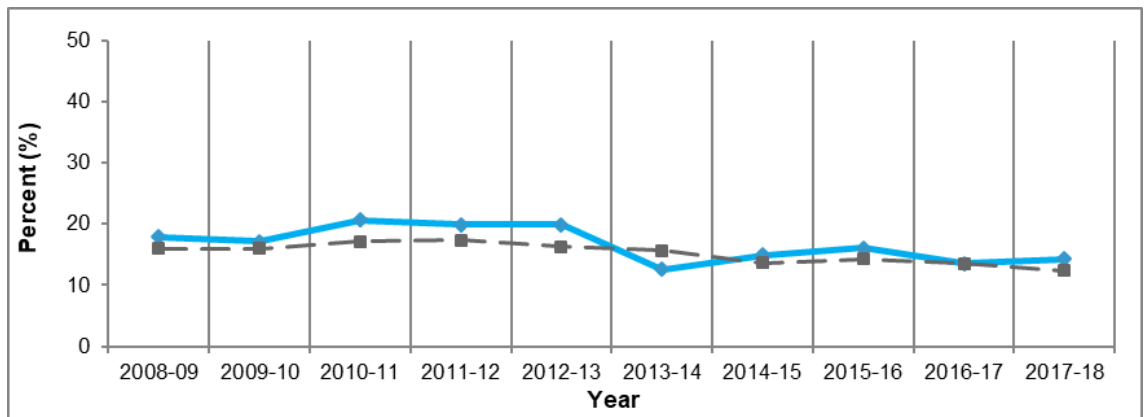
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	94.3	93.2	93.3	92.0	93.0	89.5	91.0	90.3	91.3	87.5
Province	91.5	88.3	89.4	89.3	88.6	88.0	87.5	87.7	85.1	85.2
Difference	2.8	4.9	3.9	2.7	4.4	1.5	3.5	2.6	6.2	2.3



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	17.9	17.1	20.6	19.9	19.9	12.6	14.9	16.1	13.5	14.2
Province	15.9	15.9	17.1	17.3	16.3	15.6	13.6	14.2	13.5	12.3
Difference	2.0	1.2	3.5	2.6	3.6	-3.0	1.3	1.9	0.0	1.9

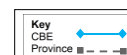


Participation

Year	CBE	Prov	Diff.
2008-09	97.8	97.6	0.2
2009-10	98.4	97.5	0.9
2010-11	97.6	97.3	0.3
2011-12	98.1	97.3	0.8
2012-13	98.3	98.0	0.3
2013-14	98.1	97.6	0.5
2014-15	97.1	97.6	-0.5
2015-16	98.1	97.9	0.2
2016-17	97.7	96.1	1.6
2017-18	92.5	95.9	-3.4

Writer Data 2017-18

N = 496
 Acceptable Standard: 94.6%
 Standard of Excellence: 15.3%

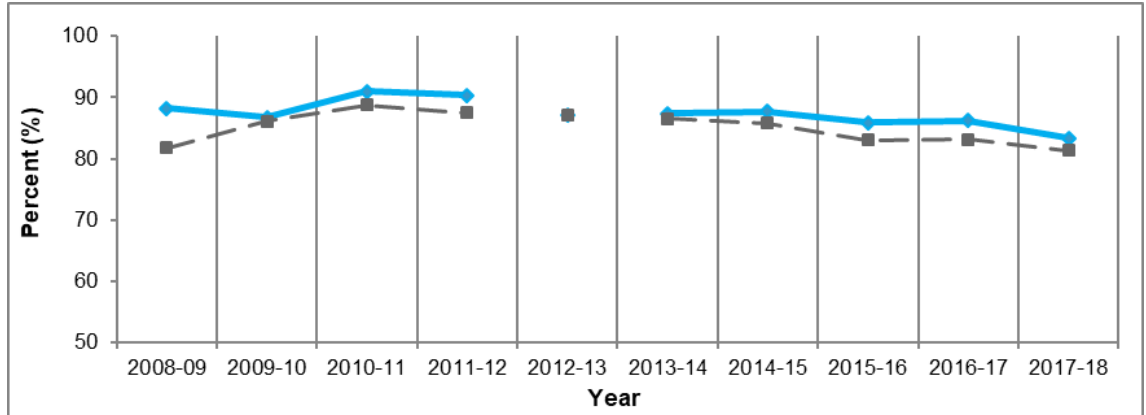


French Language Arts 9 Results

*All Students Enrolled (Cohort)

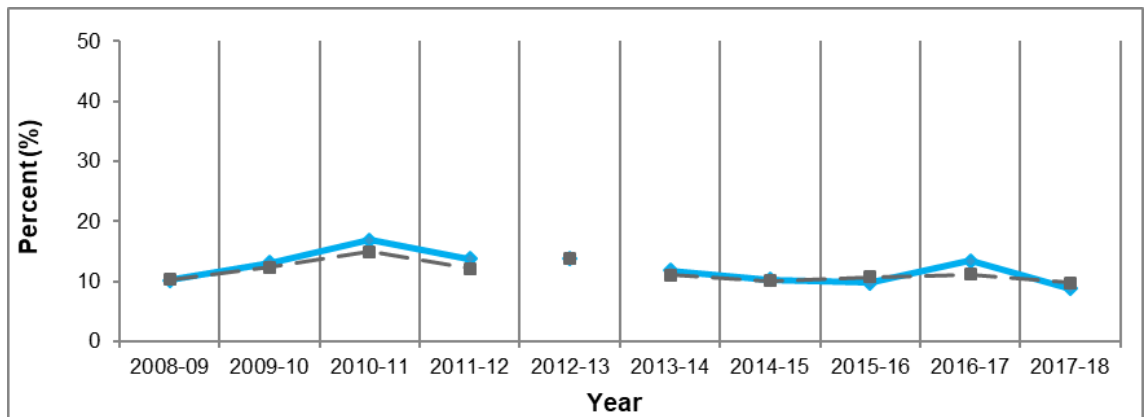
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	88.2	86.8	91.0	90.3	87.2	87.4	87.7	85.9	86.2	83.4
Province	81.8	86.1	88.8	87.5	87.2	86.5	85.8	83.0	83.1	81.4
Difference	6.4	0.7	2.2	2.8	0.0	0.9	1.9	2.9	3.1	2.0



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	10.2	13.1	16.9	13.8	13.8	11.8	10.3	9.8	13.5	8.8
Province	10.3	12.4	15.0	12.2	13.9	11.1	10.1	10.8	11.2	9.8
Difference	-0.1	0.7	1.9	1.6	-0.1	0.7	0.2	-1.0	2.3	-1.0



Participation

Year	CBE	Prov	Diff.
2008-09	97.9	95.2	2.7
2009-10	98.2	98.0	0.2
2010-11	98.1	97.0	1.1
2011-12	98.8	97.4	1.4
2012-13	95.3	97.1	-1.8
2013-14	96.7	96.8	-0.1
2014-15	95.6	96.2	-0.6
2015-16	97.2	96.7	0.5
2016-17	96.7	96.1	0.6
2017-18	96.8	95.9	0.9

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject.

Writer Data 2017-18

N = 670
 Acceptable Standard: 86.1%
 Standard of Excellence: 9.1%

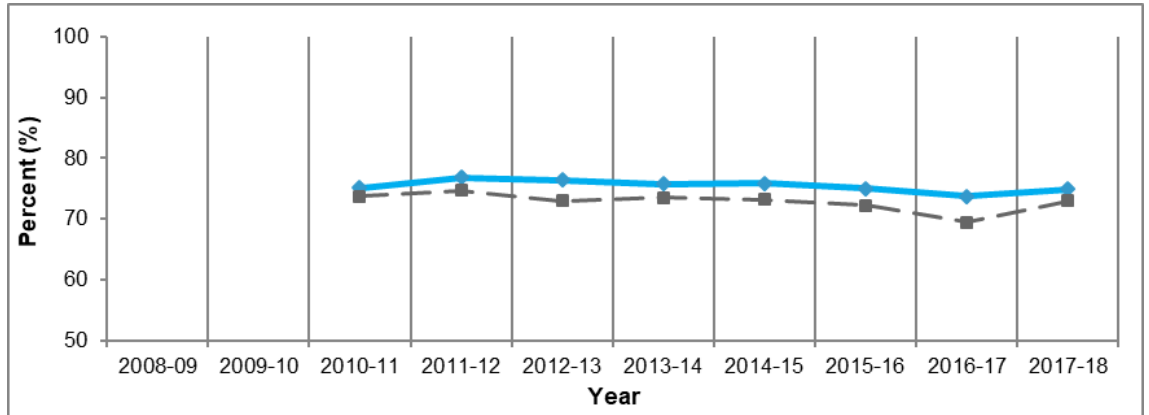


Mathematics 6 Results

*All Students Enrolled (Cohort)

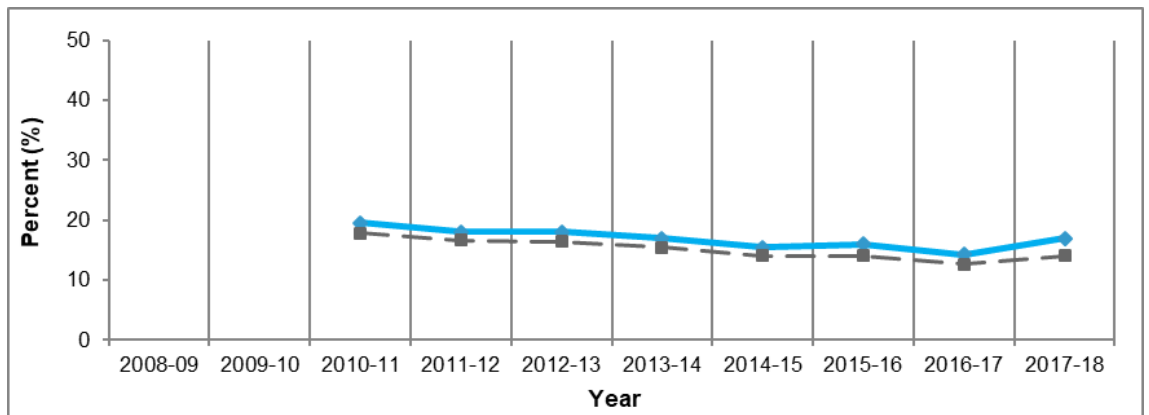
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE			75.1	76.8	76.4	75.7	75.8	75.0	73.7	74.9
Province			73.7	74.7	73.0	73.5	73.2	72.2	69.4	72.9
Difference			1.4	2.1	3.4	2.2	2.6	2.8	4.3	2.0



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE			19.6	18.0	18.0	17.0	15.5	16.0	14.3	17.0
Province			17.8	16.6	16.4	15.4	14.1	14.0	12.6	14.0
Difference			1.8	1.4	1.6	1.6	1.4	2.0	1.7	3.0



Participation

Year	CBE	Prov	Diff.
2008-09			
2009-10			
2010-11	93.0	90.8	2.2
2011-12	93.5	90.8	2.7
2012-13	93.9	90.9	3.0
2013-14	93.6	90.6	3.0
2014-15	93.7	90.8	2.9
2015-16	93.9	90.9	3.0
2016-17	94.4	90.5	3.9
2017-18	93.7	91.1	2.6

A new Program of Study for Mathematics in 2010-11 resulted in a new Grade 6 PAT for this subject.

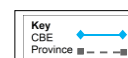
Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016-17. Alberta Education does not comment on province wide trends until it has five years of equated test data.

Writer Data 2017-18

N = 8153

Acceptable Standard: 79.9%

Standard of Excellence: 18.1%

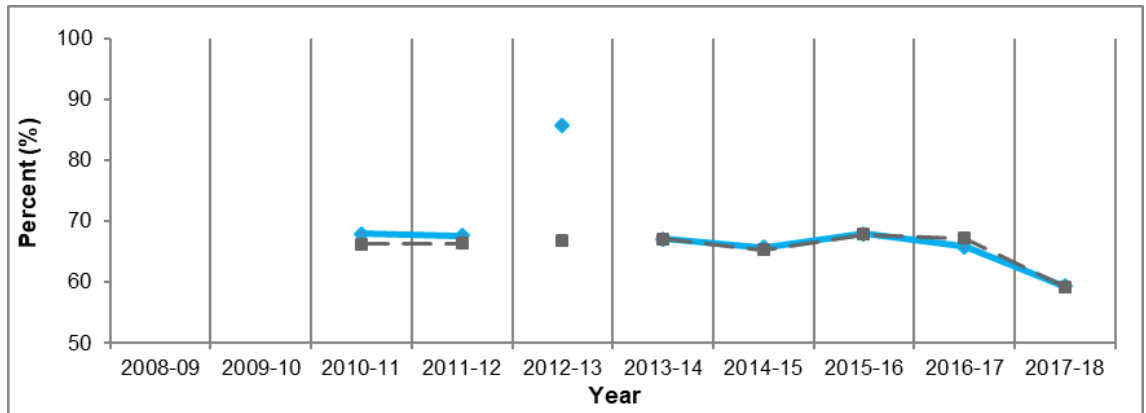


Mathematics 9 Results

*All Students Enrolled (Cohort)

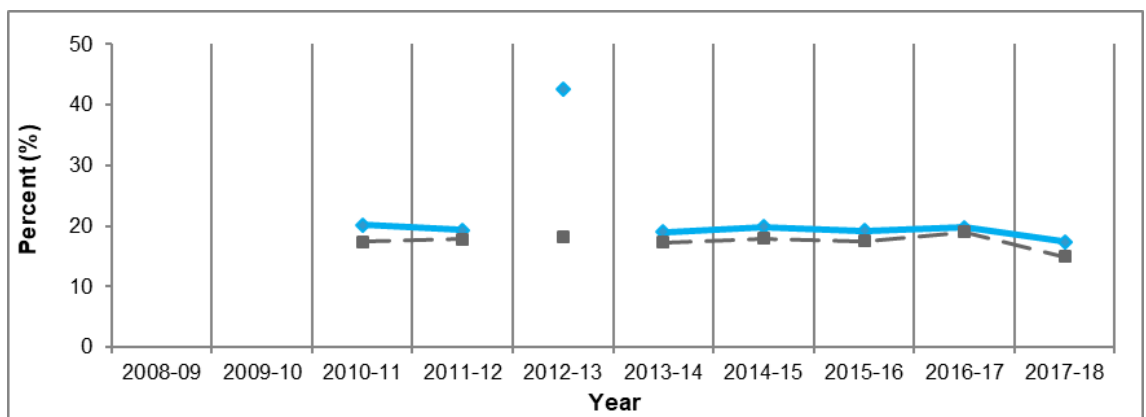
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE			67.9	67.6	85.8	67.1	65.7	67.9	65.8	59.4
Province			66.2	66.4	66.8	67.1	65.3	67.8	67.2	59.2
Difference			1.7	1.2	19.0	0.0	0.4	0.1	-1.4	0.2



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE			20.2	19.3	42.6	19.0	19.9	19.2	19.8	17.4
Province			17.4	17.8	18.3	17.3	17.9	17.5	19.0	15.0
Difference			2.8	1.5	24.3	1.7	2.0	1.7	0.8	2.4



Participation

Year	CBE	Prov	Diff.
2008-09			
2009-10			
2010-11	91.9	89.7	2.2
2011-12	92.6	89.7	2.9
2012-13	96.7	88.8	7.9
2013-14	91.2	89.1	2.1
2014-15	91.3	89.4	1.9
2015-16	92.0	89.5	2.5
2016-17	90.0	89.0	1.0
2017-18	90.5	88.7	1.8

A new Program of Study for Mathematics in 2010-11 resulted in a new Grade 9 PAT for this subject.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

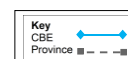
Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017-18. Alberta Education does not comment on province wide trends until it has five years of equated test data.

Writer Data 2017-18

N = 7109

Acceptable Standard: 75.6%

Standard of Excellence: 19.2%

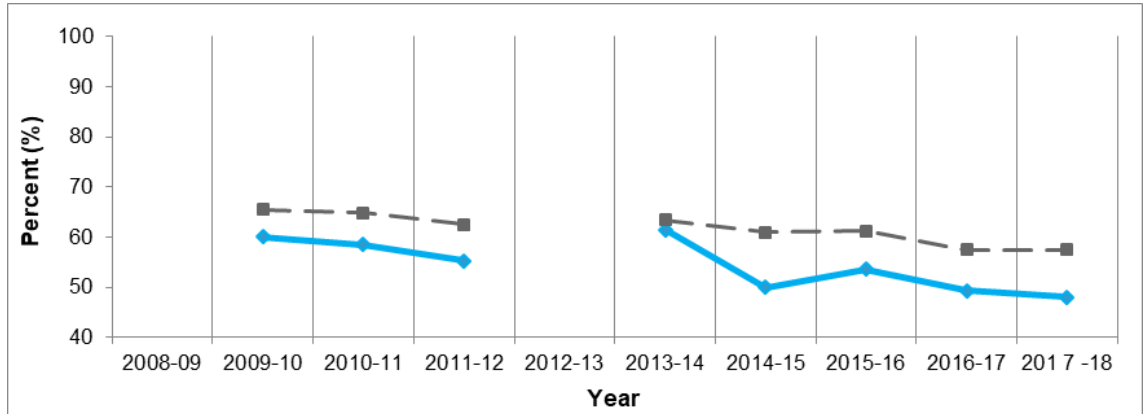


Mathematics 9 Knowledge and Employability Results

*All Students Enrolled (Cohort)

Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		60.1	58.5	55.2		61.5	50.0	53.6	49.3	48.0
Province		65.5	64.9	62.5		63.4	60.9	61.2	57.5	57.4
Difference		-5.4	-6.4	-7.3		-1.9	-10.9	-7.6	-8.2	-9.4

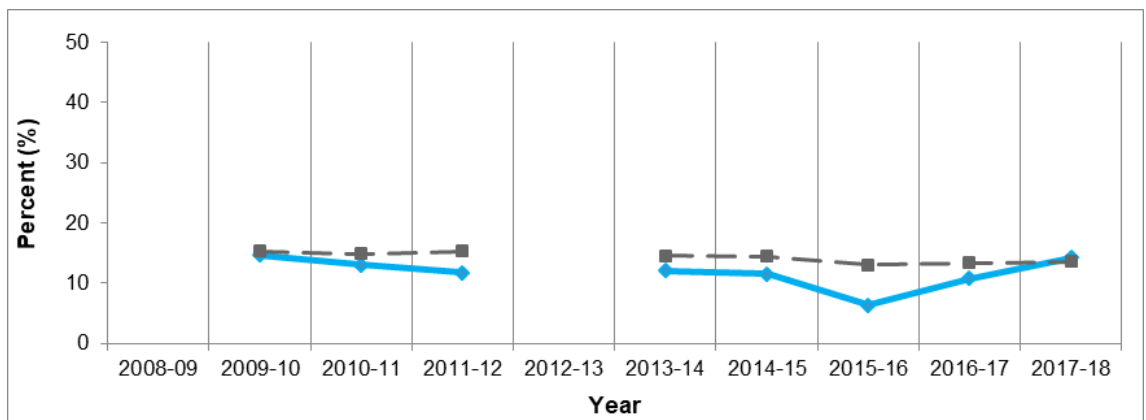


2017-18

Number Enrolled
254

Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		14.6	13.0	11.7		12.0	11.5	6.3	10.7	14.2
Province		15.3	14.9	15.3		14.5	14.4	13.0	13.3	13.6
Difference		-0.7	-1.9	-3.6		-2.5	-2.9	-6.7	-2.6	0.6



Participation

Year	CBE	Prov	Diff.
2008-09			
2009-10	84.7	87.3	-2.6
2010-11	85.5	87.2	-1.7
2011-12	84.1	87.1	-3.0
2012-13			
2013-14	84.5	86.2	-1.7
2014-15	85.0	85.9	-0.9
2015-16	85.5	86.8	-1.3
2016-17	80.0	85.1	-5.1
2017-18	81.5	84.9	-3.4

The Mathematics 9 K&E PAT was introduced in the 2009-10 school year.

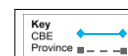
As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject.

Writer Data 2017-18

N = 207

Acceptable Standard: 58.9%

Standard of Excellence: 17.4%

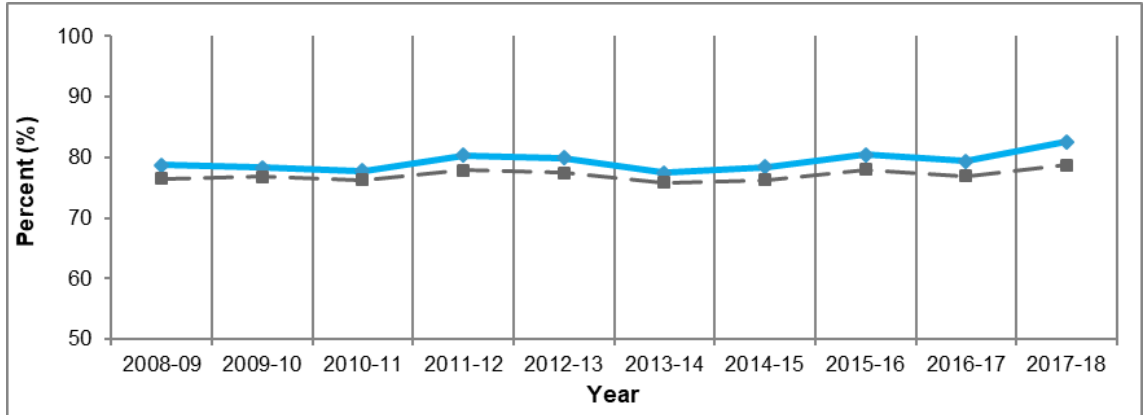


Science 6 Results

*All Students Enrolled (Cohort)

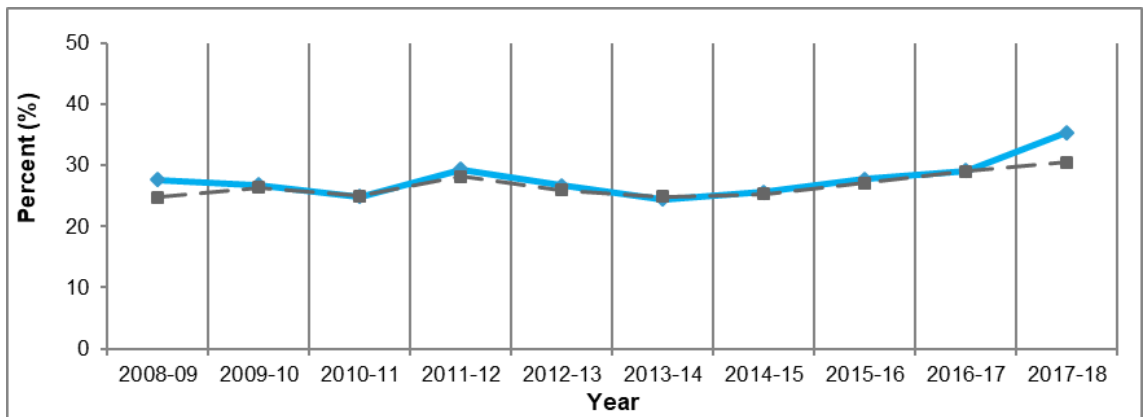
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	78.8	78.3	77.8	80.4	79.9	77.5	78.4	80.5	79.4	82.6
Province	76.5	76.8	76.3	77.9	77.5	75.9	76.3	78.0	76.9	78.8
Difference	2.3	1.5	1.5	2.5	2.4	1.6	2.1	2.5	2.5	3.8



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	27.6	26.8	24.9	29.3	26.7	24.5	25.6	27.7	29.1	35.4
Province	24.8	26.4	25.0	28.2	25.9	24.9	25.3	27.1	29.0	30.5
Difference	2.8	0.4	-0.1	1.1	0.8	-0.4	0.3	0.6	0.1	4.9

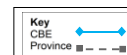


Participation

Year	CBE	Prov	Diff.
2008-09	91.6	89.6	2.0
2009-10	92.3	90.5	1.8
2010-11	93.2	90.5	2.7
2011-12	94.2	90.8	3.4
2012-13	93.6	90.9	2.7
2013-14	93.2	90.2	3.0
2014-15	93.2	90.3	2.9
2015-16	93.8	90.6	3.2
2016-17	93.2	89.7	3.5
2017-18	93.5	90.9	2.6

Writer Data 2017-18

N = 8133
 Acceptable Standard: 88.4%
 Standard of Excellence: 37.9%

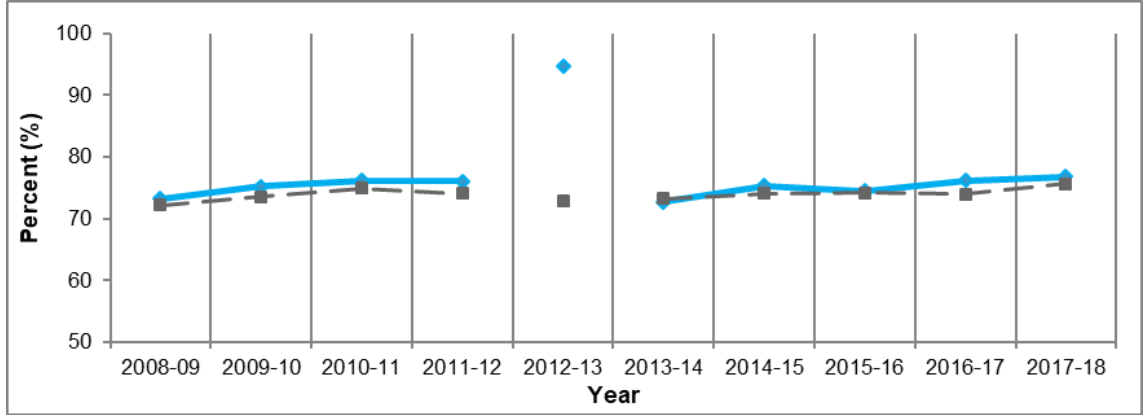


Science 9 Results

*All Students Enrolled (Cohort)

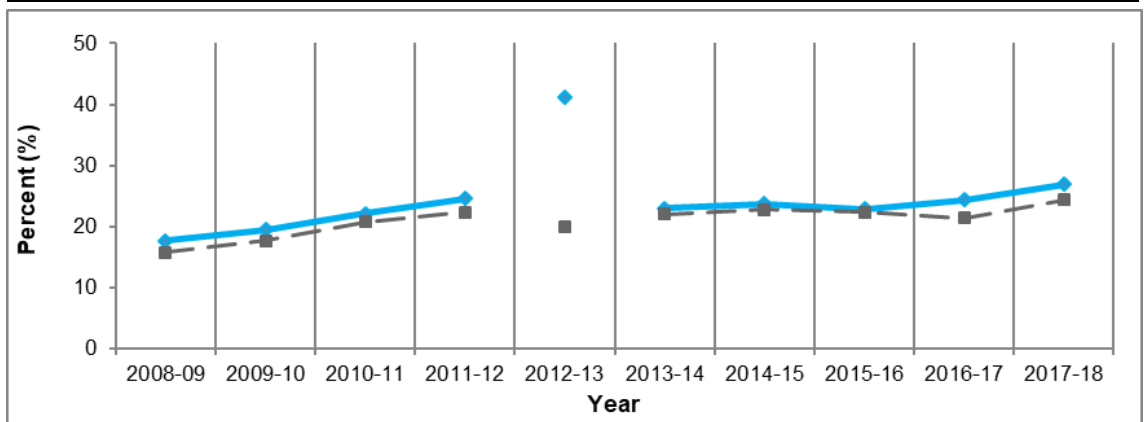
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	73.2	75.2	76.2	76.1	94.7	72.7	75.3	74.5	76.2	76.8
Province	72.2	73.6	74.9	74.1	72.9	73.2	74.1	74.2	74.0	75.7
Difference	1.0	1.6	1.3	2.0	21.8	-0.5	1.2	0.3	2.2	1.1



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	17.7	19.5	22.2	24.6	41.2	23.0	23.7	22.9	24.4	26.9
Province	15.8	17.7	20.8	22.4	20.0	22.1	22.8	22.4	21.4	24.4
Difference	1.9	1.8	1.4	2.2	21.2	0.9	0.9	0.5	3.0	2.5



Participation

Year	CBE	Prov	Diff.
2008-09	92.2	90.4	1.8
2009-10	92.5	90.4	2.1
2010-11	92.7	90.0	2.7
2011-12	93.2	90.1	3.1
2012-13	97.7	89.3	8.4
2013-14	91.6	89.6	2.0
2014-15	91.8	89.9	1.9
2015-16	92.3	89.9	2.4
2016-17	91.5	89.3	2.2
2017-18	91.7	89.7	2.0

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Writer Data 2017-18

N = 7261

Acceptable Standard: 83.8%

Standard of Excellence: 29.4%

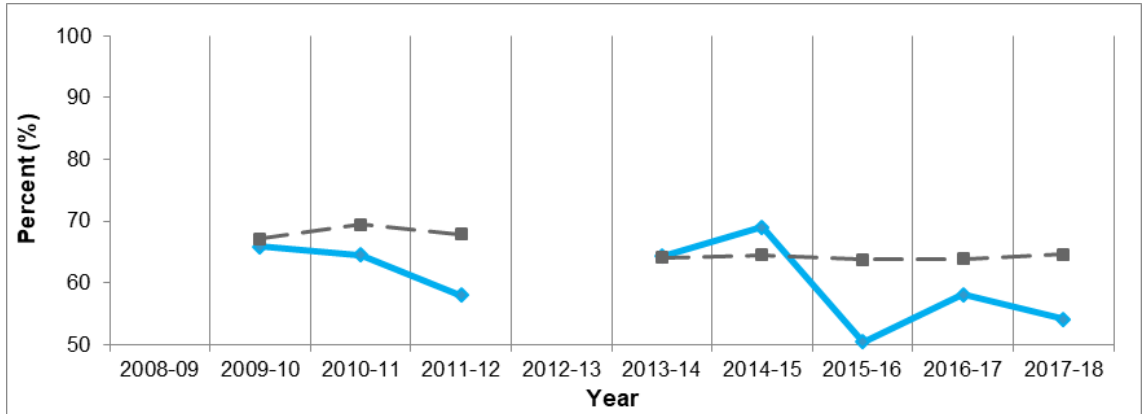


Science 9 Knowledge and Employability Results

*All Students Enrolled (Cohort)

Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		65.9	64.5	58.0		64.3	69.0	50.4	58.1	54.1
Province		67.1	69.5	67.9		64.1	64.5	63.8	63.9	64.6
Difference		-1.2	-5.0	-9.9		0.2	4.5	-13.4	-5.8	-10.5

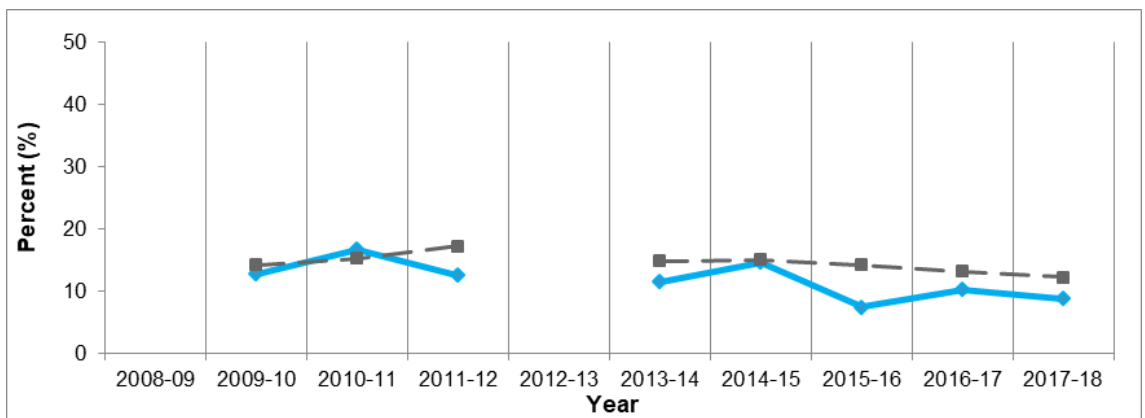


2017-18

Number Enrolled
146

Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		12.8	16.8	12.6		11.6	14.7	7.5	10.3	8.9
Province		14.3	15.3	17.3		14.9	15.1	14.3	13.3	12.3
Difference		-1.5	1.5	-4.7		-3.3	-0.4	-6.8	-3.0	-3.4



Participation

Year	CBE	Prov	Diff.
2008-09			
2009-10	83.2	86.7	-3.5
2010-11	87.7	87.1	0.6
2011-12	81.1	85.6	-4.5
2012-13			
2013-14	82.9	85.6	-2.7
2014-15	88.8	87.0	1.8
2015-16	78.9	85.4	-6.5
2016-17	77.9	83.6	-5.7
2017-18	80.1	86.9	-6.8

The Science9 K&E PAT was introduced in the 2009-10 school year.

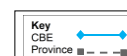
As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject.

Writer Data 2017-18

N = 117

Acceptable Standard: 67.5%

Standard of Excellence: 11.1%

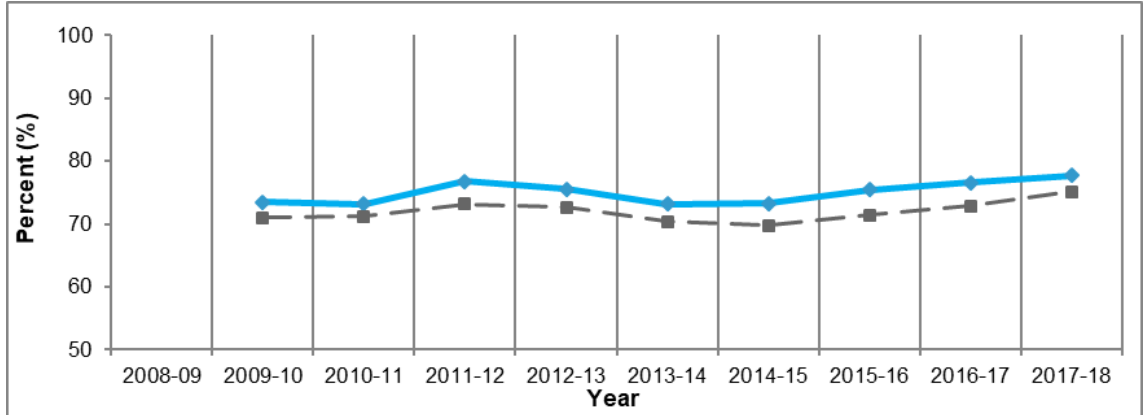


Social Studies 6 Results

*All Students Enrolled (Cohort)

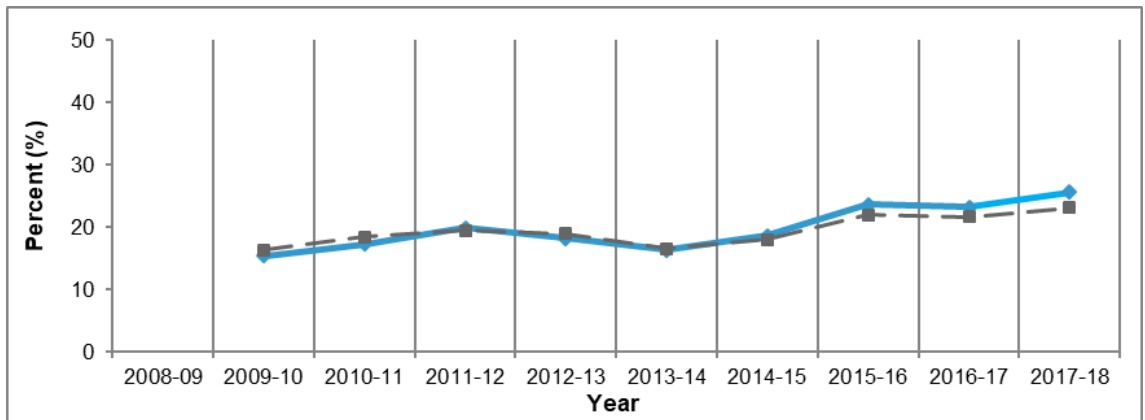
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		73.5	73.2	76.8	75.5	73.2	73.3	75.4	76.6	77.7
Province		71.0	71.2	73.2	72.7	70.4	69.8	71.4	72.9	75.1
Difference		2.5	2.0	3.6	2.8	2.8	3.5	4.0	3.7	2.6



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		15.5	17.3	19.9	18.3	16.4	18.7	23.7	23.3	25.7
Province		16.4	18.5	19.5	19.0	16.6	18.1	22.0	21.7	23.2
Difference		-0.9	-1.2	0.4	-0.7	-0.2	0.6	1.7	1.6	2.5



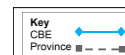
Participation

Year	CBE	Prov	Diff.
2008-09			
2009-10	92.6	90.3	2.3
2010-11	93.3	90.5	2.8
2011-12	94.0	90.7	3.3
2012-13	92.1	90.1	2.0
2013-14	92.6	89.5	3.1
2014-15	92.9	89.8	3.1
2015-16	93.5	90.2	3.3
2016-17	93.6	90.0	3.6
2017-18	93.3	90.7	2.6

A new Program of Study for Social Studies in 2009-10 resulted in a new Social Studies 6 PAT.

Writer Data 2017-18

N = 8111
 Acceptable Standard: 83.3%
 Standard of Excellence: 27.6%

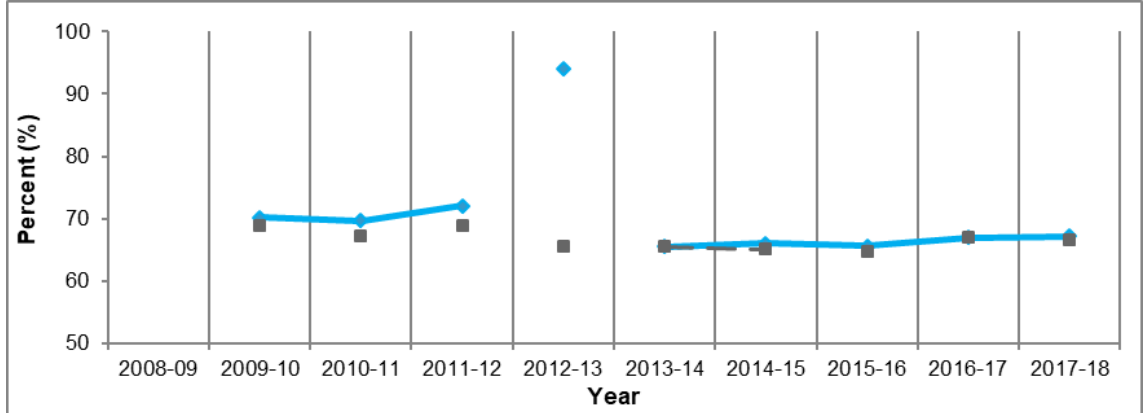


Social Studies 9 Results

*All Students Enrolled (Cohort)

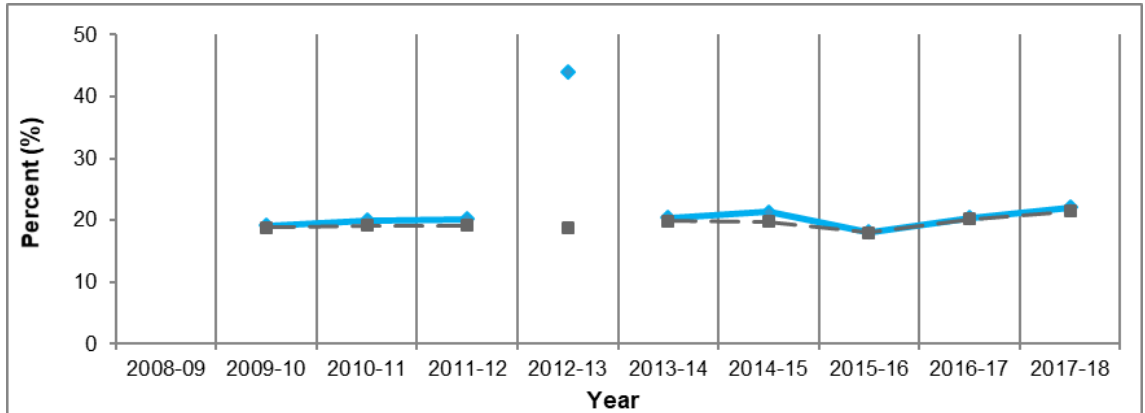
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		70.2	69.7	72.1	94.0	65.5	66.0	65.6	67.0	67.2
Province		68.9	67.3	68.9	65.5	65.5	65.1	64.7	67.0	66.7
Difference		1.3	2.4	3.2	28.5	0.0	0.9	0.9	0.0	0.5



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		19.1	20.0	20.2	44.0	20.4	21.4	18.1	20.4	22.1
Province		18.8	19.1	19.1	18.8	19.9	19.8	18.0	20.2	21.5
Difference		0.3	0.9	1.1	25.2	0.5	1.6	0.1	0.2	0.6



Participation

Year	CBE	Prov	Diff.
2008-09			
2009-10	92.2	90.2	2.0
2010-11	91.4	88.8	2.6
2011-12	91.9	89.1	2.8
2012-13	99.0	88.6	10.4
2013-14	90.6	88.7	1.9
2014-15	90.6	88.6	2.0
2015-16	90.9	89.1	1.8
2016-17	90.6	89.4	1.2
2017-18	90.7	89.5	1.2

A new Program of Study for Social Studies in 2009-10 resulted in a new Social Studies 9 PAT.

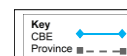
As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Writer Data 2017-18

N = 7180

Acceptable Standard: 74.1%

Standard of Excellence: 24.4%

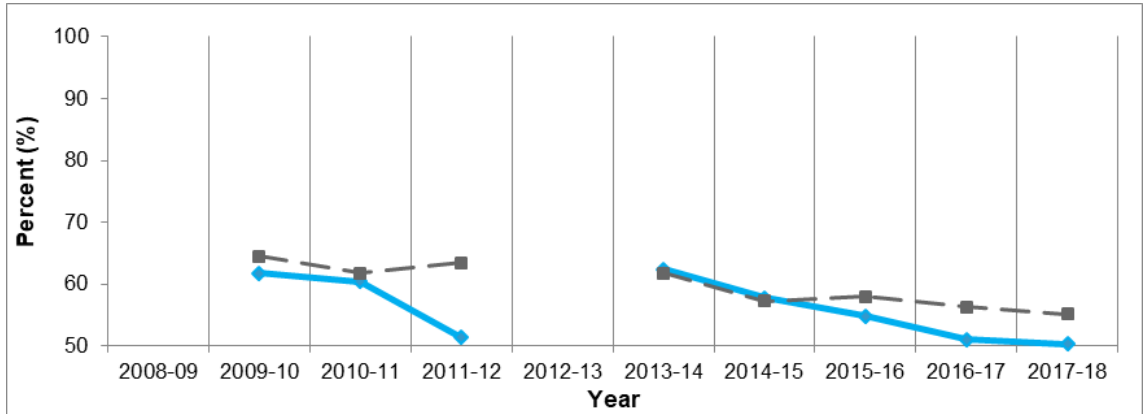


Social Studies 9 Knowledge and Employability Results

*All Students Enrolled (Cohort)

Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		61.8	60.4	51.4		62.4	57.8	54.8	51.1	50.3
Province		64.5	61.8	63.5		61.8	57.3	58.0	56.3	55.2
Difference		-2.7	-1.4	-12.1		0.6	0.5	-3.2	-5.2	-4.9

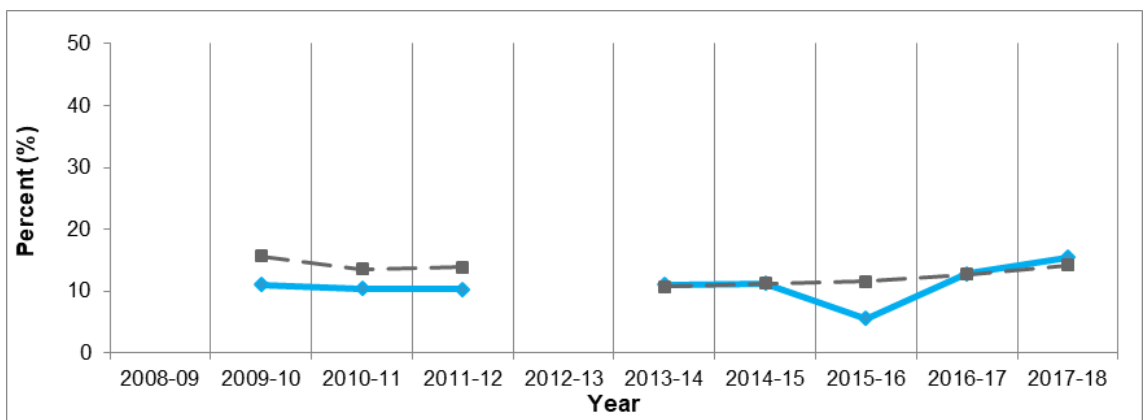


2017-18

Number Enrolled
149

Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		11.0	10.4	10.3		11.0	11.2	5.6	12.8	15.4
Province		15.7	13.6	13.9		10.7	11.2	11.6	12.7	14.2
Difference		-4.7	-3.2	-3.6		0.3	0.0	-6.0	0.1	1.2



Participation

Year	CBE	Prov	Diff.
2008-09			
2009-10	82.2	85.1	-2.9
2010-11	86.8	84.0	2.8
2011-12	79.7	84.0	-4.3
2012-13			
2013-14	83.5	84.5	-1.0
2014-15	89.7	85.4	4.3
2015-16	81.5	83.5	-2.0
2016-17	74.5	83.3	-8.8
2017-18	79.2	85.3	-6.1

The Social Studies 9 K&E PAT was introduced in the 2009-10 school year when the new program of study was implemented.

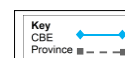
As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject.

Writer Data 2017-18

N = 118

Acceptable Standard: 63.6%

Standard of Excellence: 19.5%

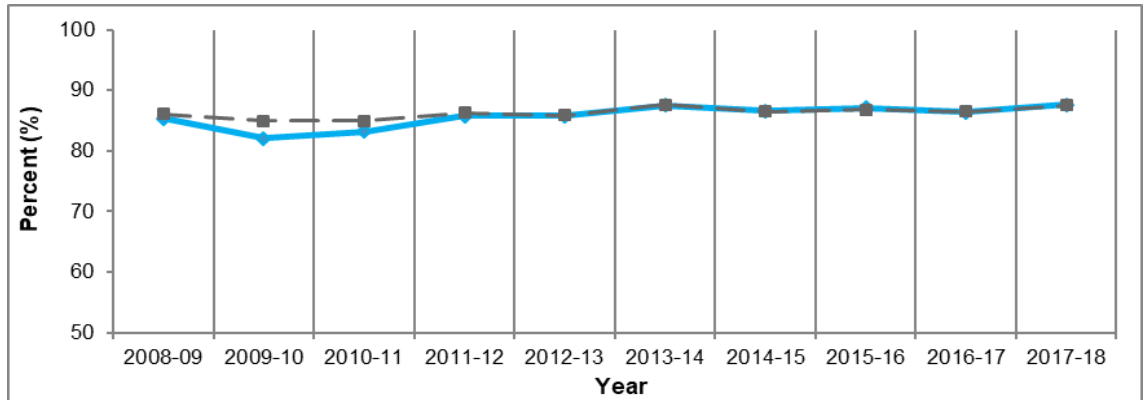


Diploma Examination Details

English Language Arts 30-1

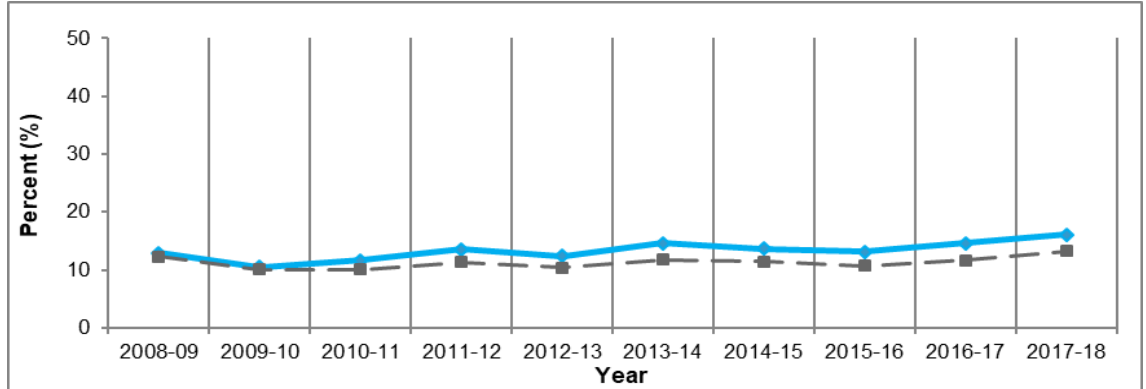
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	85.4	82.1	83.2	85.8	85.8	87.5	86.6	87.1	86.4	87.6
Province	86.1	84.9	85.0	86.3	85.9	87.6	86.5	86.8	86.5	87.5
Difference	-0.7	-2.8	-1.8	-0.5	-0.1	-0.1	0.1	0.3	-0.1	0.1



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	12.9	10.5	11.6	13.5	12.4	14.6	13.7	13.1	14.6	16.1
Province	12.3	10.1	10.1	11.3	10.4	11.8	11.4	10.7	11.7	13.2
Difference	0.6	0.4	1.5	2.2	2.0	2.8	2.3	2.4	2.9	2.9

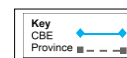


Participation

Year	CBE	Prov	Diff.
2008-09	64.0	59.8	4.2
2009-10	60.1	54.5	5.6
2010-11	60.5	54.5	6.0
2011-12	59.9	54.7	5.2
2012-13	59.3	54.0	5.3
2013-14	61.2	54.0	7.2
2014-15	60.3	53.2	7.1
2015-16	61.7	54.0	7.7
2016-17	61.9	55.0	6.9
2017-18	63.8	56.3	7.5

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%. Caution must be used in inferring trends with previous years.

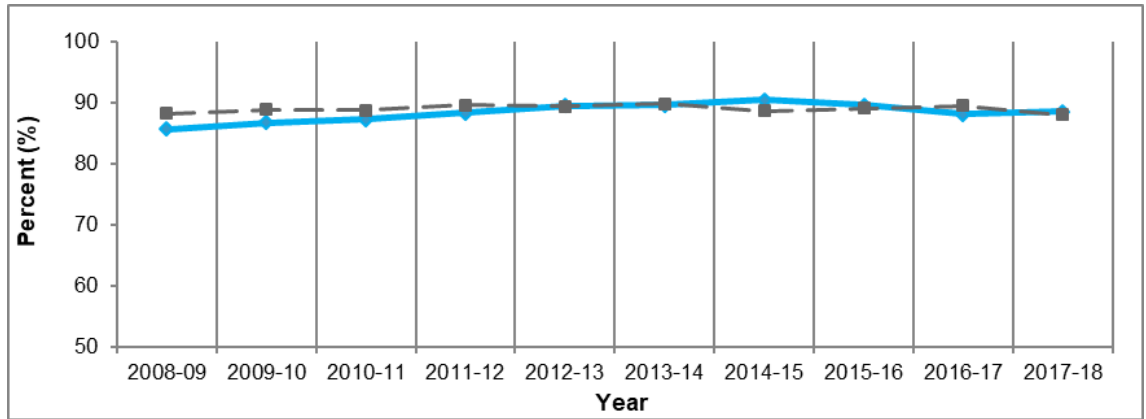
In 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12.



English Language Arts 30-2

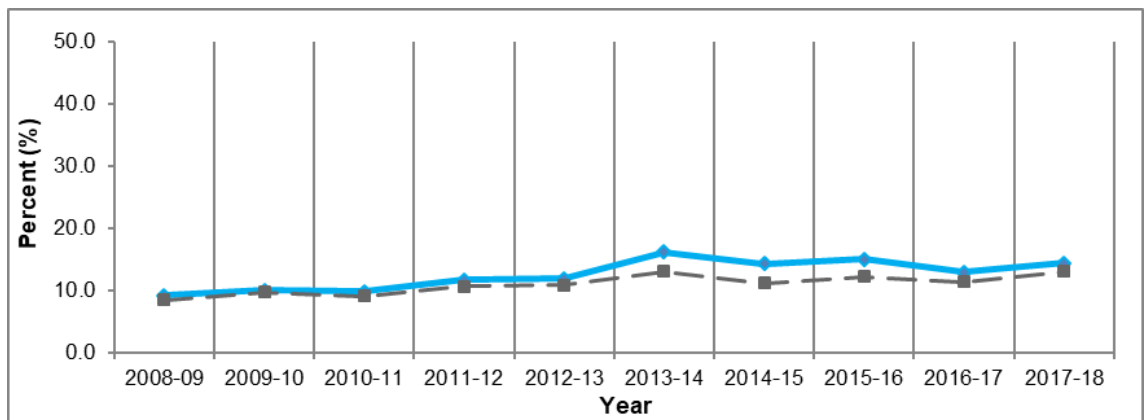
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	85.7	86.7	87.3	88.3	89.5	89.6	90.4	89.6	88.1	88.5
Province	88.2	88.8	88.7	89.6	89.4	89.8	88.6	89.1	89.5	88.0
Difference	-2.5	-2.1	-1.4	-1.3	0.1	-0.2	1.8	0.5	-1.4	0.5



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	9.2	10.1	9.9	11.7	12.0	16.2	14.3	15.1	13.0	14.4
Province	8.5	9.8	9.1	10.7	10.9	13.1	11.2	12.3	11.4	13.1
Difference	0.7	0.3	0.8	1.0	1.1	3.1	3.1	2.8	1.6	1.3

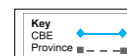


Participation

Year	CBE	Prov	Diff.
2008-09	18.7	24.5	-5.8
2009-10	20.0	25.1	-5.1
2010-11	20.4	26.1	-5.7
2011-12	21.0	25.9	-4.9
2012-13	23.4	27.1	-3.7
2013-14	22.3	28.0	-5.7
2014-15	22.4	28.7	-6.3
2015-16	21.7	28.7	-7.0
2016-17	22.0	28.8	-6.8
2017-18	19.4	27.7	-8.3

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

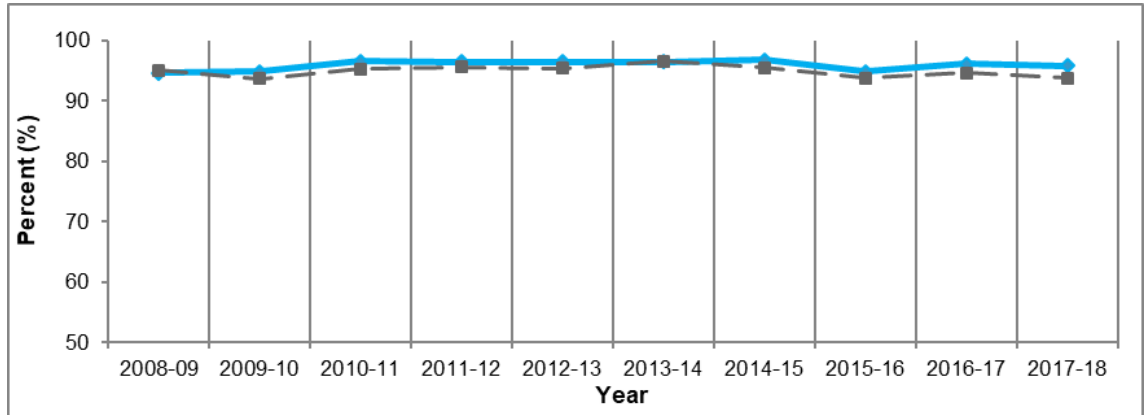
In 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12.



French Language Arts 30-1

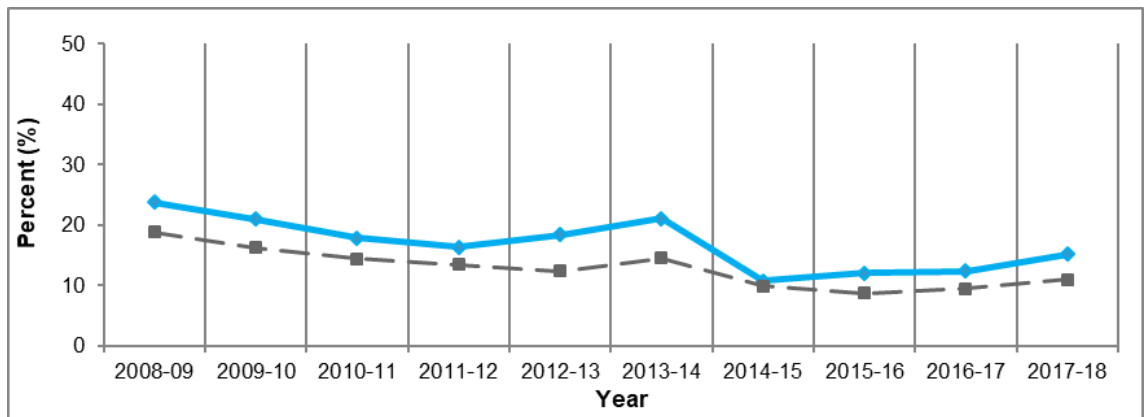
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	94.7	94.9	96.6	96.5	96.5	96.5	96.8	94.9	96.2	95.9
Province	95.1	93.7	95.3	95.6	95.4	96.6	95.5	93.8	94.7	93.8
Difference	-0.4	1.2	1.3	0.9	1.1	-0.1	1.3	1.1	1.5	2.1



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	23.8	21.0	17.9	16.4	18.4	21.1	10.8	12.1	12.4	15.2
Province	18.9	16.3	14.5	13.5	12.4	14.6	9.9	8.7	9.5	11.0
Difference	4.9	4.7	3.4	2.9	6.0	6.5	0.9	3.4	2.9	4.2

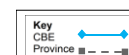


Participation

Year	CBE	Prov	Diff.
2008-09	5.5	2.7	2.8
2009-10	5.6	2.9	2.7
2010-11	5.2	2.8	2.4
2011-12	4.8	2.7	2.1
2012-13	4.8	2.7	2.1
2013-14	4.2	2.7	1.5
2014-15	5.1	2.8	2.3
2015-16	4.6	2.8	1.8
2016-17	5.1	3.0	2.1
2017-18	4.2	2.7	1.5

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

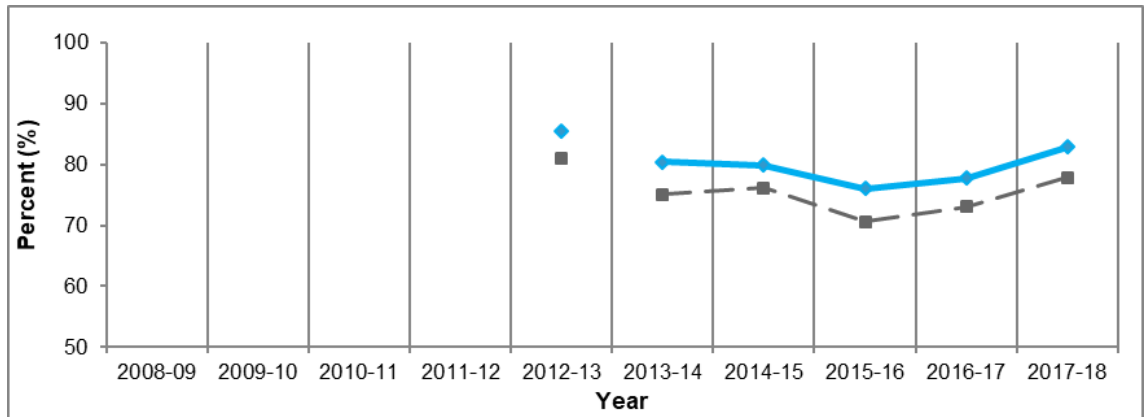
In 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12.



Mathematics 30-1

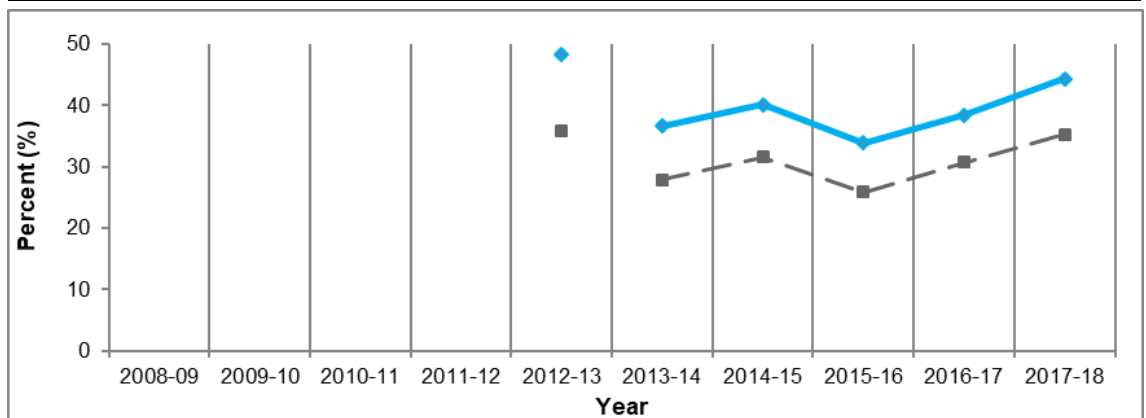
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 ¹	2017-18
CBE					85.5	80.4	79.9	76.0	77.7	82.9
Province					80.9	75.1	76.1	70.6	73.1	77.8
Difference					4.6	5.3	3.8	5.4	4.6	5.1



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 ¹	2017-18
CBE					48.3	36.6	40.1	33.9	38.4	44.3
Province					35.9	27.9	31.6	25.9	30.7	35.3
Difference					12.4	8.7	8.5	8.0	7.7	9.0



Participation

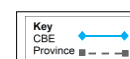
Year	CBE	Prov	Diff.
2008-09			
2009-10			
2010-11			
2011-12			
2012-13	31.6	29.7	1.9
2013-14	45.5	37.4	8.1
2014-15	47.2	37.1	10.1
2015-16	46.6	36.4	10.2
2016-17	46.2	35.5	10.7
2017-18	48.0	36.5	11.5

A new Program of Study for Mathematics 30-1 in 2012-13 resulted in a new diploma examination.¹ Caution should be used when interpreting evaluations and results over time for Mathematics 30-1, as equating was not in place until the 2016-17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

In 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school.

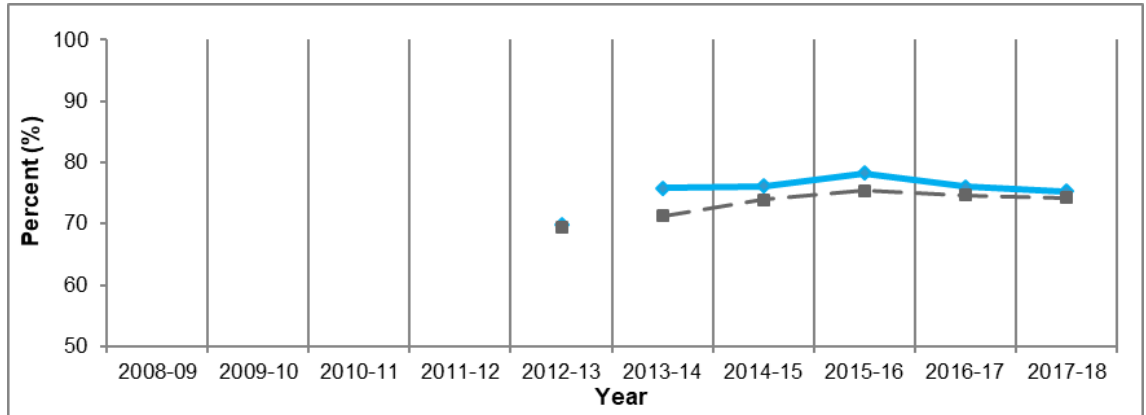
Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Mathematics 30-2

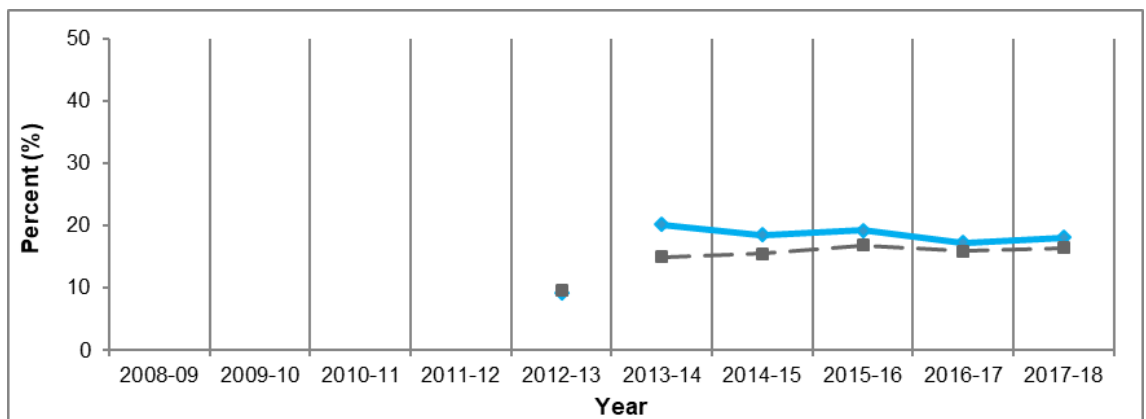
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 ¹	2017-18
CBE					69.8	75.8	76.1	78.2	76.0	75.3
Province					69.5	71.3	73.9	75.4	74.7	74.2
Difference					0.3	4.5	2.2	2.8	1.3	1.1



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 ¹	2017-18
CBE					9.2	20.2	18.5	19.2	17.3	18.1
Province					9.7	15.0	15.5	16.8	15.9	16.4
Difference					-0.5	5.2	3.0	2.4	1.4	1.7



Participation

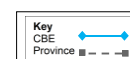
Year	CBE	Prov	Diff.
2008-09			
2009-10			
2010-11			
2011-12			
2012-13	11.4	16.7	-5.3
2013-14	18.6	21.4	-2.8
2014-15	18.9	22.4	-3.5
2015-16	20.5	23.7	-3.2
2016-17	20.5	25.1	-4.6
2017-18	20.1	24.9	-4.8

A new Program of Study for Mathematics 30-2 in 2012-13 resulted in a new diploma examination.¹ Caution should be used when interpreting evaluations and results over time for Mathematics 30-2, as equating was not in place until the 2016-17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

In 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school.

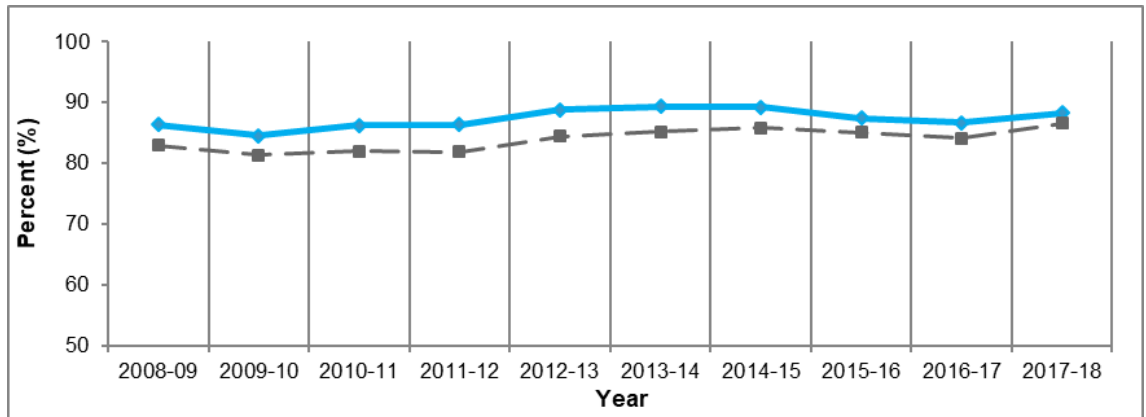
Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Biology 30

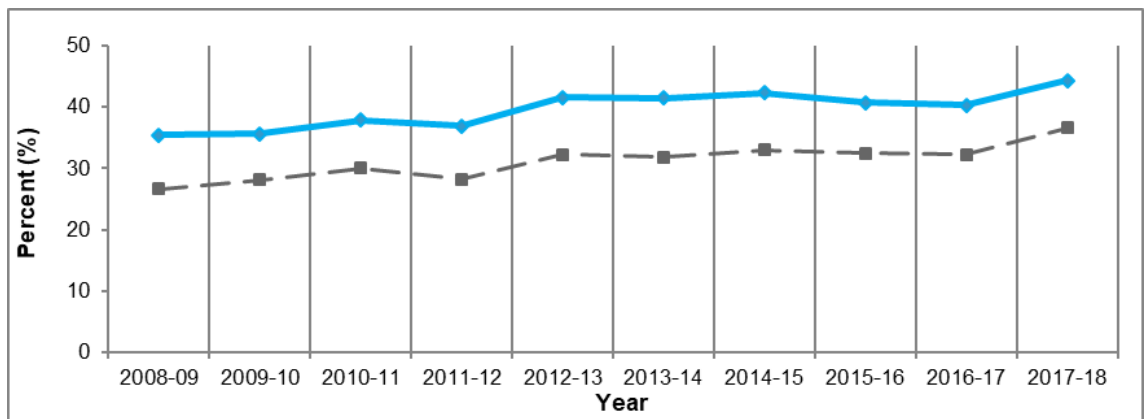
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	86.4	84.6	86.3	86.4	88.8	89.4	89.2	87.4	86.7	88.3
Province	83.0	81.4	82.0	81.9	84.4	85.2	85.8	85.1	84.1	86.6
Difference	3.4	3.2	4.3	4.5	4.4	4.2	3.4	2.3	2.6	1.7



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	35.4	35.6	37.8	36.9	41.5	41.4	42.3	40.7	40.3	44.3
Province	26.6	28.1	30.0	28.2	32.2	31.8	33.0	32.4	32.2	36.6
Difference	8.8	7.5	7.8	8.7	9.3	9.6	9.3	8.3	8.1	7.7

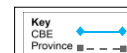


Participation

Year	CBE	Prov	Diff.
2008-09	41.0	44.3	-3.3
2009-10	39.0	41.2	-2.2
2010-11	41.6	42.5	-0.9
2011-12	42.2	42.8	-0.6
2012-13	41.8	42.2	-0.4
2013-14	42.6	41.4	1.2
2014-15	41.7	40.6	1.1
2015-16	42.3	40.7	1.6
2016-17	42.8	41.7	1.1
2017-18	44.4	42.7	1.7

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

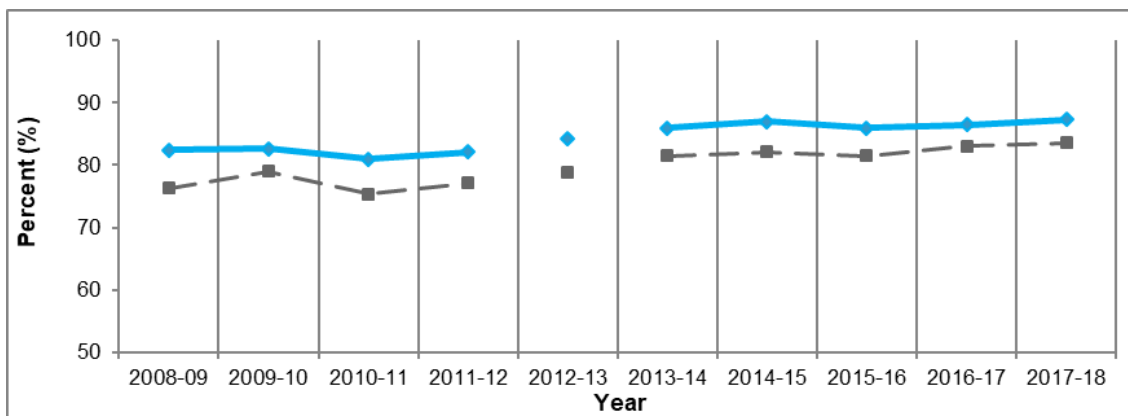
For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12.



Chemistry 30

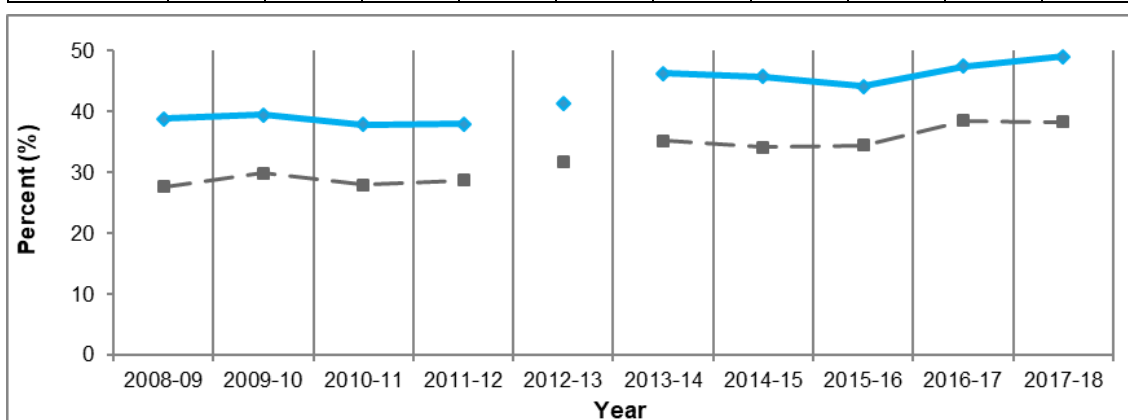
Acceptable Standard

Year	2008-09	2009-10	2010-11 ¹	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	82.4	82.6	81.0	82.1	84.2	86.0	87.0	86.0	86.5	87.3
Province	76.3	79.0	75.4	77.1	78.8	81.5	82.1	81.5	83.1	83.6
Difference	6.1	3.6	5.6	5.0	5.4	4.5	4.9	4.5	3.4	3.7



Standard of Excellence

Year	2008-09	2009-10	2010-11 ¹	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	38.9	39.5	37.9	38.0	41.4	46.3	45.8	44.2	47.5	49.1
Province	27.7	29.9	28.0	28.7	31.8	35.2	34.2	34.5	38.6	38.3
Difference	11.2	9.6	9.9	9.3	9.6	11.1	11.6	9.7	8.9	10.8



Participation

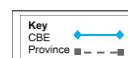
Year	CBE	Prov	Diff.
2008-09	36.6	33.3	3.3
2009-10	39.6	35.2	4.4
2010-11	41.2	35.9	5.3
2011-12	42.1	36.4	5.7
2012-13	28.2	31.5	-3.3
2013-14	41.5	34.7	6.8
2014-15	42.5	35.7	6.8
2015-16	43.0	35.6	7.4
2016-17	42.9	35.1	7.8
2017-18	44.4	35.8	8.6

A new Program of Study for Chemistry 30 in 2008-09 resulted in a new diploma examination. ¹ Caution should be used when interpreting evaluations and results over time for Chemistry 30, as equating was not in place until the 2010-11 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

In 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12

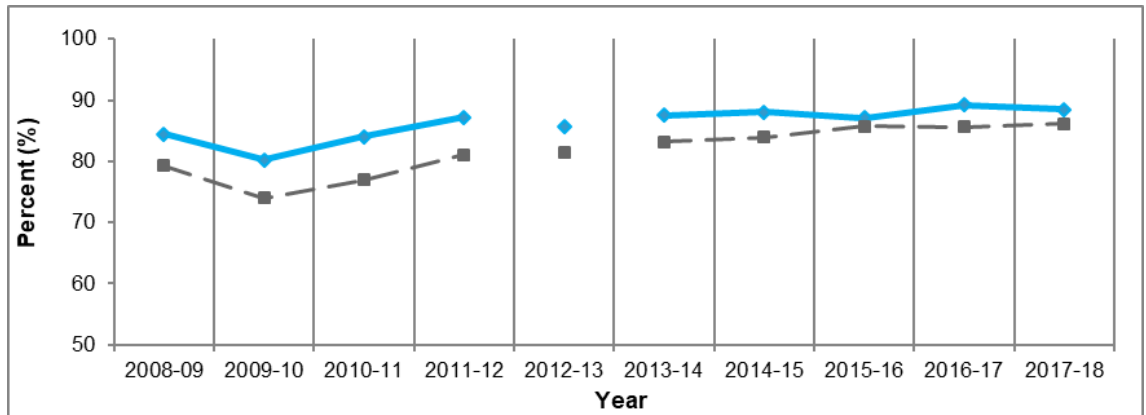
Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Physics 30

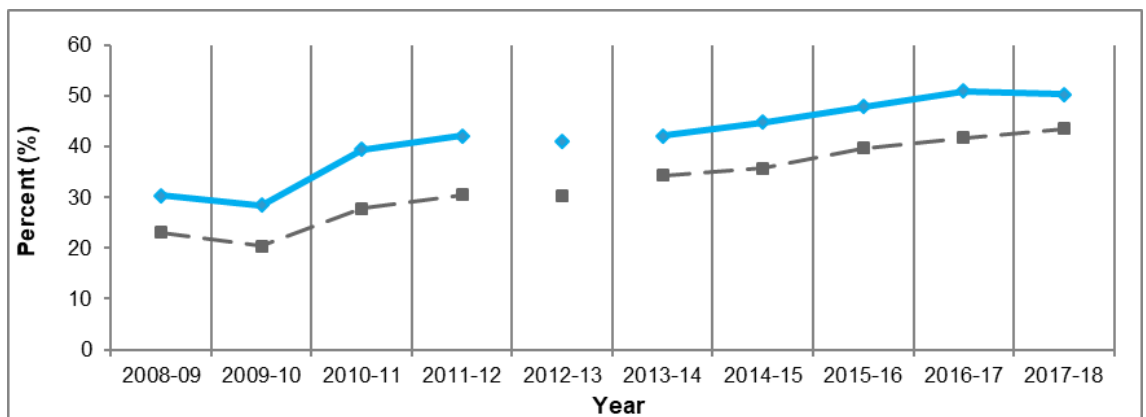
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14 ¹	2014-15	2015-16	2016-17	2017-18
CBE	84.5	80.2	84.0	87.2	85.7	87.5	88.1	87.1	89.2	88.5
Province	79.3	74.0	77.0	81.1	81.5	83.2	83.9	85.7	85.6	86.2
Difference	5.2	6.2	7.0	6.1	4.2	4.3	4.2	1.4	3.6	2.3



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14 ¹	2014-15	2015-16	2016-17	2017-18
CBE	30.4	28.5	39.5	42.1	41.2	42.1	44.8	47.9	51.0	50.4
Province	23.1	20.4	27.8	30.5	30.4	34.3	35.8	39.7	41.8	43.6
Difference	7.3	8.1	11.7	11.6	10.8	7.8	9.0	8.2	9.2	6.8



Participation

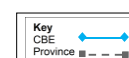
Year	CBE	Prov	Diff.
2008-09	20.5	19.8	0.7
2009-10	21.7	20.0	1.7
2010-11	22.5	20.5	2.0
2011-12	22.0	20.2	1.8
2012-13	15.1	17.3	-2.2
2013-14	23.3	20.1	3.2
2014-15	23.8	19.9	3.9
2015-16	23.5	19.3	4.2
2016-17	21.6	18.6	3.0
2017-18	22.4	18.6	3.8

A new Program of Study for Physics 30 in 2008-09 resulted in a new diploma examination. ¹ Caution should be used when interpreting evaluations and results over time for Physics 30, as equating was not in place until the 2013-14 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

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Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

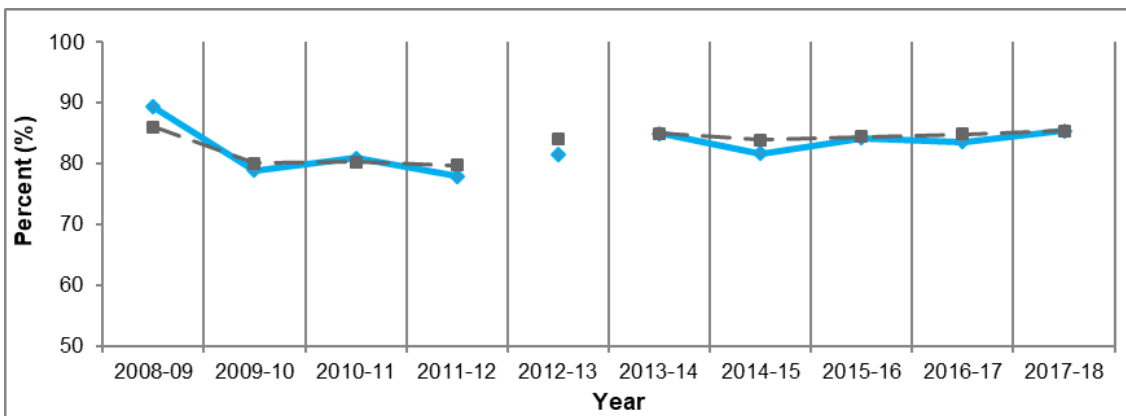
Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.



Science 30

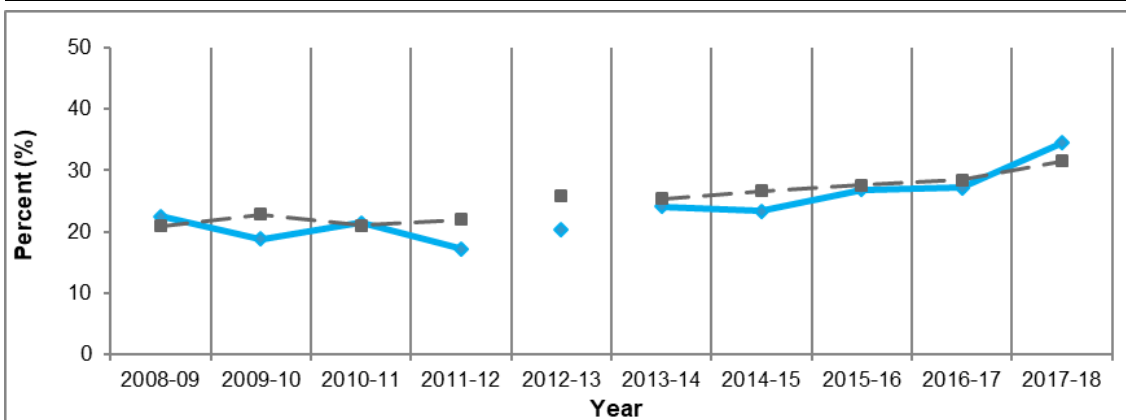
Acceptable Standard

Year	2008-09	2009-10	2010-11 ¹	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	89.4	78.9	80.9	77.9	81.6	85.0	81.7	84.2	83.6	85.4
Province	86.0	80.1	80.3	79.8	84.1	85.0	83.9	84.4	84.9	85.4
Difference	3.4	-1.2	0.6	-1.9	-2.5	0.0	-2.2	-0.2	-1.3	0.0



Standard of Excellence

Year	2008-09	2009-10	2010-11 ¹	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE	22.5	18.8	21.5	17.2	20.4	24.1	23.4	26.8	27.2	34.4
Province	20.9	22.8	21.0	22.0	25.8	25.4	26.6	27.6	28.4	31.5
Difference	1.6	-4.0	0.5	-4.8	-5.4	-1.3	-3.2	-0.8	-1.2	2.9



Participation

Year	CBE	Prov	Diff.
2008-09	7.8	9.3	-1.5
2009-10	8.6	9.0	-0.4
2010-11	8.5	9.0	-0.5
2011-12	9.6	10.3	-0.7
2012-13	6.0	9.8	-3.8
2013-14	12.0	12.8	-0.8
2014-15	13.1	14.1	-1.0
2015-16	14.9	15.7	-0.8
2016-17	13.8	16.9	-3.1
2017-18	13.9	17.0	-3.1

A new Program of Study for Science 30 in 2007-08 resulted in a new diploma examination. ¹Caution should be used when interpreting evaluations and results over time for Science 30, as equating was not in place until the 2010-11 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

In 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school. Alberta Education recalculated the participation rate for the years to 2008-09 to 2011-12.

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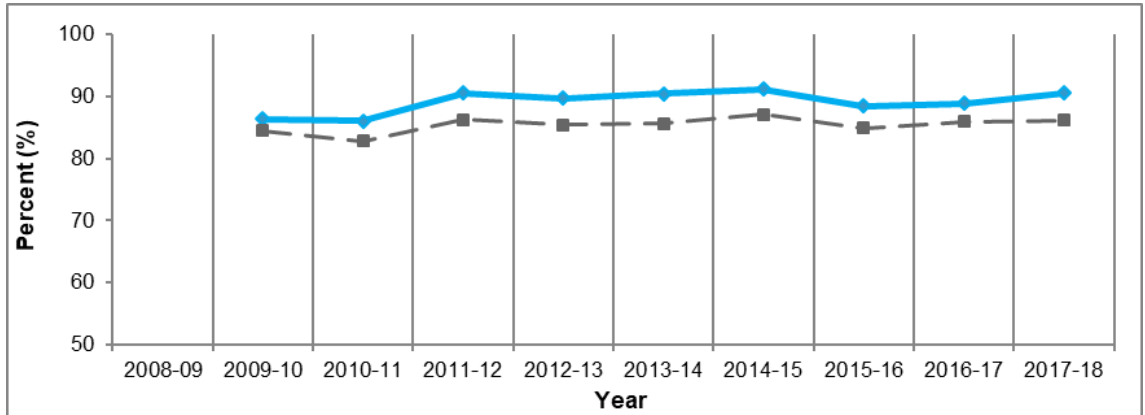
Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.



Social Studies 30-1

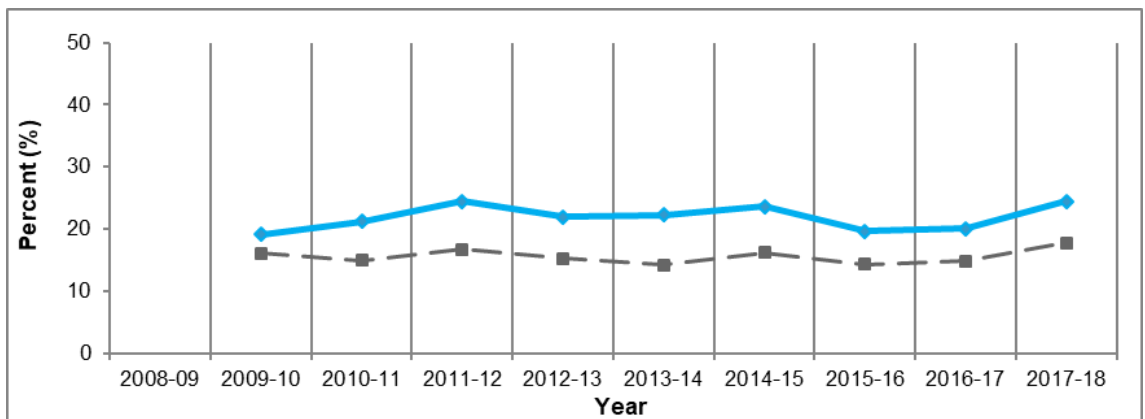
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12	2012-13 ¹	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		86.4	86.1	90.6	89.7	90.5	91.2	88.5	88.9	90.6
Province		84.5	82.8	86.3	85.4	85.6	87.1	84.9	86.0	86.2
Difference		1.9	3.3	4.3	4.3	4.9	4.1	3.6	2.9	4.4



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12	2012-13 ¹	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		19.1	21.2	24.4	21.9	22.3	23.6	19.6	20.0	24.4
Province		16.1	14.9	16.7	15.2	14.2	16.2	14.3	14.8	17.7
Difference		3.0	6.3	7.7	6.7	8.1	7.4	5.3	5.2	6.7



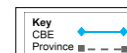
Participation

Year	CBE	Prov	Diff.
2008-09			
2009-10	49.7	45.7	4.0
2010-11	50.4	47.8	2.6
2011-12	48.0	47.6	0.4
2012-13	44.2	45.8	-1.6
2013-14	45.0	45.1	-0.1
2014-15	43.7	43.5	0.2
2015-16	46.9	45.1	1.8
2016-17	46.4	44.9	1.5
2017-18	46.2	45.0	1.2

A new Program of Study for Social Studies 30-1 in 2009-10 resulted in a new diploma examination. ¹ Caution should be used when interpreting evaluations and results over time for Social Studies 30-1, as equating was not in place until the 2012-13 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

In 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school.

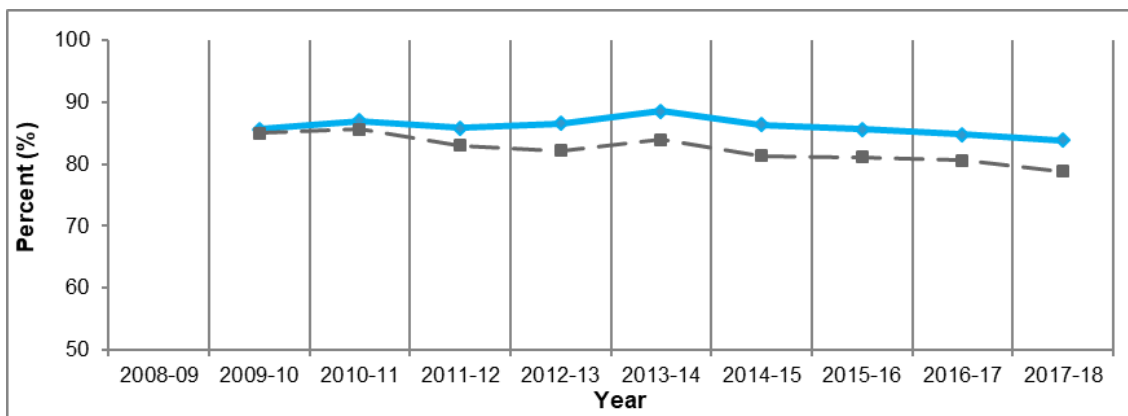
Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.



Social Studies 30-2

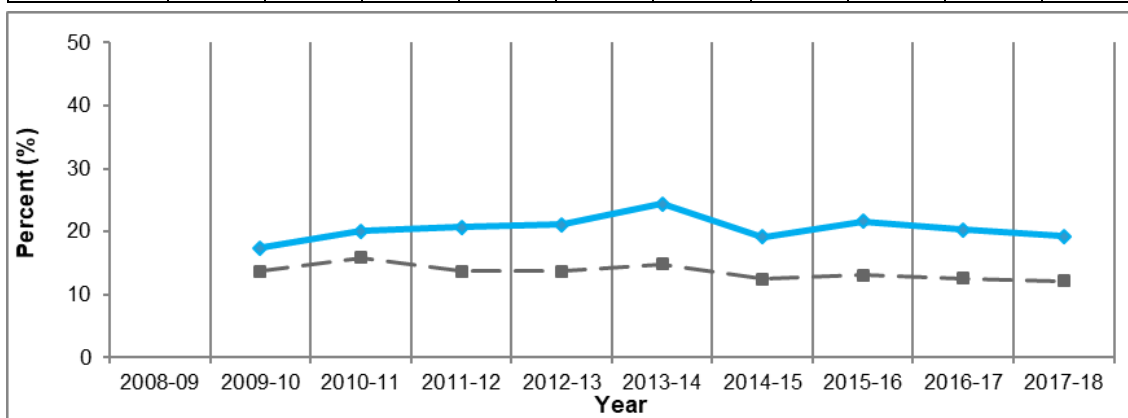
Acceptable Standard

Year	2008-09	2009-10	2010-11	2011-12 ¹	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		85.6	87.0	85.8	86.6	88.6	86.4	85.6	84.8	83.8
Province		85.0	85.6	83.0	82.2	83.9	81.3	81.1	80.6	78.8
Difference		0.6	1.4	2.8	4.4	4.7	5.1	4.5	4.2	5.0



Standard of Excellence

Year	2008-09	2009-10	2010-11	2011-12 ¹	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CBE		17.4	20.1	20.7	21.1	24.4	19.2	21.6	20.3	19.3
Province		13.7	15.9	13.7	13.7	14.8	12.5	13.1	12.6	12.2
Difference		3.7	4.2	7.0	7.4	9.6	6.7	8.5	7.7	7.1



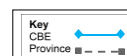
Participation

Year	CBE	Prov	Diff.
2008-09			
2009-10	27.5	27.4	0.1
2010-11	28.9	30.8	-1.9
2011-12	31.6	31.9	-0.3
2012-13	36.0	33.7	2.3
2013-14	36.1	35.2	0.9
2014-15	37.4	36.7	0.7
2015-16	33.7	35.8	-2.1
2016-17	34.5	36.4	-1.9
2017-18	35.8	37.1	-1.3

A new Program of Study for Social Studies 30-2 in 2009-10 resulted in a new diploma examination. ¹Caution should be used when interpreting evaluations and results over time for Social Studies 30-2, as equating was not in place until the 2011-12 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

In 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma examinations by the end of their third year of high school.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.



The achievement of CBE students on the 2017-18 Provincial Achievement Tests and Diploma Examinations is one of the ways in which the Calgary Board of Education demonstrates the quality of student learning experiences and student success within the programs of study.

Results from 2017-18 demonstrate excellence and improvement in many areas of student learning and call attention to areas where efforts for continuous improvement can be focused.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

report to Board of Trustees

2019/20 Modular Classroom Program

Date	October 23, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-2: Learning Environment/Treatment of Students OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Ming Tian, Acting Director, Design & Property Development Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning Erin Hafichuk, Supervisor, Design & Property Development Colt Chesney, Architectural Technologist, Design & Property Development

1 | Recommendations

It is recommended:

- THAT the Board of Trustees approves the 2019/20 Modular Classroom Program submission.

2 | Issue

The Provincial Government requires a prioritized list of modular classroom requests from all school boards annually.



3 | Background

By relieving accommodation pressures within a school, modular classrooms can make an important contribution to bettering students and their learning experience. Commencing in May 2014, the CBE undertook a public engagement to solicit input on considerations for prioritizing modular classroom requests. Informed by this feedback, a set of filters and ranking criteria were developed and approved by the Board of Trustees in October 2014 and consist of the Eligibility Filters for Modular Classrooms (**Attachment I**) and the Modular Classroom Ranking Criteria (**Attachment II**).

To meet the annual provincial deadline of November 1, align with CBE reporting timelines and provide the time necessary to do site assessments for schools that meet all eligibility filters, preliminary opening day enrolment is used in the initial establishment of CBE priorities for modular classrooms. Since the Province uses the official September 30 enrolment numbers, the CBE modular classroom priorities when this report was written are vetted against the official count prior to the public Board Meeting to ensure priority accuracy.

The addition of modular classrooms is dependent upon Provincial approvals and funding. The Province requires school utilization rate to be in excess of 90% for modular classrooms to be considered.

Last year a thorough review and assessment of schools with a utilization rate over 90% was conducted and three schools met all the eligibility filters, resulting in a request for eight new modular classrooms. The CBE requested four modular classrooms for Elboya School and four modular classrooms for Ian Bazalgette School. On February 22, 2018, the Province approved three modular classrooms for Elboya School. September 30, 2017 enrolment at Ian Bazalgette School meant that school utilization was slightly below the 90% utilization rate threshold. Accordingly, despite CBE projections that utilization rates at this school would exceed 90%, the submission was not approved by the Province.

4 | Analysis

New Modular Classroom Additions

A Modular Classroom Eligibility Filter Review was conducted using preliminary opening day enrolment in early September and a list of all schools over 90% utilization (based on provincial capacity) was assembled. (**Attachment III**)

Three schools had a utilization of 90% or more based on their opening day enrolment and met all the filters to be eligible for points ranking. They are as follows:

- Elboya School;
- Ian Bazalgette School; and
- HD Cartwright School.

The Modular Classroom Points Assignment (Attachment IV) provides a summary of the point assignments for the schools listed above.

Additional factors considered in recommending locations for new modular classrooms include whether:

- there is firefighting access to the proposed location;
- the proposed location maintains access to existing garbage enclosures and parking areas;
- there is unrestricted access for modular delivery;
- the proposed location impinges the buffer zone of existing City or CBE playfields; and
- connection corridors can be used to tie new modular classrooms into existing schools.

These are all additional factors that affect viability and cost of the units.

Vetting the opening day enrolment for these three schools against the September 30 enrolment saw the utilization rates used as part of the initial filter change. The Elboya School utilization rate stands at 101% which is well above the 90% threshold used in CBE’s filter process. However, utilization at both HD Cartwright and Ian Bazalgette schools that were at or above 90% in the initial assessment were ultimately found to have utilization rates just below 90%. As a result, Elboya School is the only school that meets all of the modular classroom criteria.

The priority for new modular classrooms for the 2019/20 modular classroom program submission is as follows:

School	New or Existing	Attached with Corridor or Stand Alone	Number of Modular Units Requested
Elboya	New	Stand-alone	3

Three modular classrooms were approved from last year’s plan and added to Elboya School in October 2018. Utilization at the school remains high and three additional units are being requested this year. Elboya School offers a kindergarten to Grade 9 regular program as well as a Grade 5 to 9 French Immersion program. Without the addition of three modular classrooms the utilization rate is projected to exceed 110% by 2020. With the addition of the three requested modular classrooms, the school utilization rate is projected to be 92% for the 2019/2020 school year and increase to approximately 100% by 2020.

5 | Financial Impact

Typically, Alberta Education funds the building and installation of the modular classrooms, construction of a firewall (if necessary), municipal requirements, grading and general site development. Alberta Education also typically funds approximately \$12,000 per modular classroom for built-in millwork, blinds, white boards, tack boards, and wireless access points.

The CBE has been responsible for the cost of furniture and equipment estimated at approximately \$15,000 per modular classroom. CBE also typically funds approximately \$15,000 per modular classroom for installation of air conditioning units, security system interfaces and minor landscaping upgrades. Additional costs of \$80,000 per site are associated with the development of a connection corridor where required. Administration may return to the board for approval to use capital reserves if these modular classrooms are approved.

The anticipated costs are as follows:

Schools	Estimate of costs (typically covered by the province)	Estimate of costs (typically covered by CBE)
Elboya School, 3 units	\$600,000	\$90,000

6 | Implementation Consequences

Alberta Education normally requires school jurisdictions to submit their annual modular classroom program requests by November 1 each year. If Provincial approval is obtained before February 2019, it is assessed that there would be adequate time to tender, award and install modular classrooms during the summer of 2019 in time for the 2019-2020 school year.

7 | Conclusion

A thorough review and assessment of all schools that are over 90% utilization has been conducted. The initial assessment was conducted using opening day enrolment and subsequently verified using September 30 enrolment numbers. Although three schools were initially identified as meeting CBE's filter and assigned points through the points assignment process, when official September 30 enrolment numbers were used, only Elboya School met the criteria. Therefore, a total of three new units, in addition to the three installed this year, are recommended at Elboya School.

D. Stevenson

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Eligibility Filters for Modular Classrooms
Attachment II: Modular Classroom Ranking Criteria
Attachment III: Modular Classroom Eligibility Filter Review September 2018
Attachment IV: Modular Classroom Points Assignment

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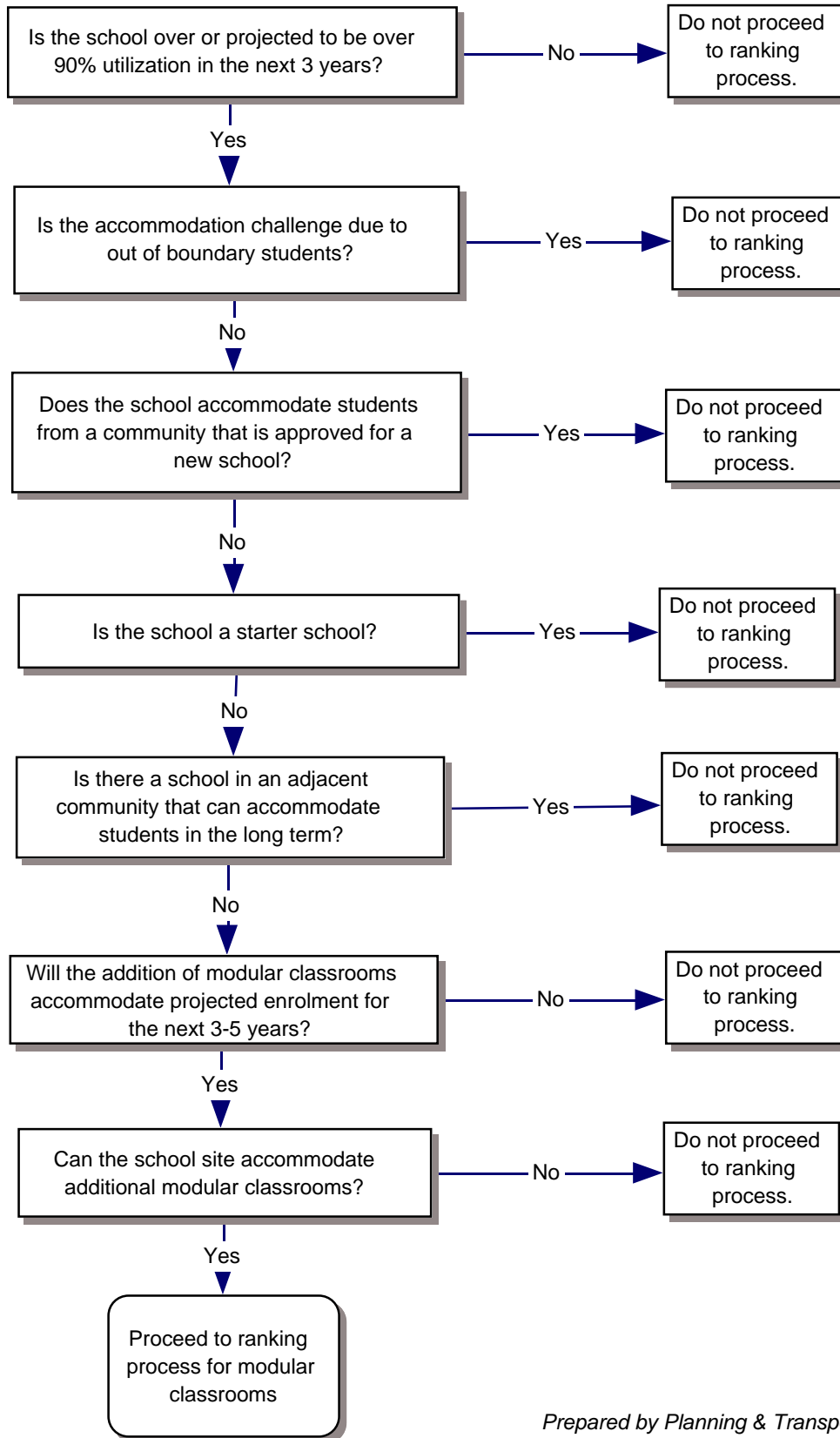
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Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent's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

Attachment I: Eligibility Filters for Modular Classrooms



Prepared by Planning & Transportation Sept.2014

Category A	Points
Enrolment, Utilization, Projection	
Strength of enrolment and utilization into the future (Projected 5 Year Utilization)	
Projected Utilization is less than 79%	0
Projected Utilization is between 80 to 84%	5
Projected Utilization is between 85 to 89%	10
Projected Utilization is between 90 to 94%	15
Projected Utilization is between 95 to 99%	20
Projected Utilization is greater than 100%	25

Category B**Site Features, Location****Ability to add modular units to the site**

Site Size - ability to accommodate portables	1
Physical Obstructions (large trees, playground equip, catch basins, elec. Transformers, etc)	1
Site Grading, contours (slope to portables not good)	1
Additional Parking Requirements	1
Additional Washroom stall / sink requirements	1
Sight lines for Security, creates concealed areas	1
Ability to locate portables near entrance	1
Ability to connect with a corridor	1
Ease of connecting services, ie gas, power, data	1
Proximity to underground services restricting placement (ie: main elec, water, sewer)	1
Proximity and quantity of windows opposite the modulars	1
Fire rating of school exterior wall	1
Existing Firewall on school to accommodate addition	1
Distance from Street (within 15m will allow for more)	1
Location on site for aesthetics.....front vs. rear vs. side	1
Existing catch basins in vicinity to portables for roof drainage	1
Proximity to main sidewalks (downspouts cause icing)	1

Ranking Range: 0 (difficult) to 1 (easy)**Category C****Cost to Add Modular Units Compared to Average Cost to Add Modular Units to a Site****What is the anticipated cost of modular units at this site?**

1 = Poor	\$\$\$\$\$ (more than 25% more)	5
2= Fair	\$\$\$\$ (Between 20 to 24% more)	10
3 = Good	\$\$\$ (Between 15 to 19% more)	15
4 = Very Good	\$\$ (Between 10 to 14% more)	20
5 = Excellent	\$ (Less than 9% more)	25

School	Current Utilization (Based on Opening Day Enrollment and Provincial Capacity)	Is school over or projected to be over 90% utilization in next 3 years?	Is accommodation challenge due to out of boundary students?	Does school accommodate students from a community that is approved for a new school?	Is the school a starter school?	Is there a school in an adjacent community that can accommodate students in the long term?	Will the addition of modular classrooms accommodate projected enrollment for next 3-5 years?	Can the school site accommodate additional modular classrooms?	Does the school meet all the filters to proceed to the ranking process for modular classrooms?
ANNIE GALE	93%	No	-	-	-	-	-	-	-
BANTING AND BEST	97%	No	-	-	-	-	-	-	-
CECIL SWANSON	107%	No	-	-	-	-	-	-	-
CITADEL PARK	90%	No	-	-	-	-	-	-	-
DOUGLASDALE	90%	No	-	-	-	-	-	-	-
MAYLAND HEIGHTS	90%	No	-	-	-	-	-	-	-
STANLEY JONES	106%	No	-	-	-	-	-	-	-
WILLIAM D. PRATT	96%	No	-	-	-	-	-	-	-
ALEXANDER FERGUSON	98%	Yes	Yes	-	-	-	-	-	-
BALMORAL	113%	Yes	Yes	-	-	-	-	-	-
BRIAR HILL	90%	Yes	Yes	-	-	-	-	-	-
CAPITOL HILL	101%	Yes	Yes	-	-	-	-	-	-
CENTENNIAL	124%	Yes	Yes	-	-	-	-	-	-
DR E P SCARLETT	103%	Yes	Yes	-	-	-	-	-	-
ERNEST MANNING	121%	Yes	Yes	-	-	-	-	-	-
JOHN G DIEFENBAKER	104%	Yes	Yes	-	-	-	-	-	-
LESTER B PEARSON	100%	Yes	Yes	-	-	-	-	-	-
MOUNT VIEW	100%	Yes	Yes	-	-	-	-	-	-
PRINCE OF WALES	90%	Yes	Yes	-	-	-	-	-	-
ROBERT THIRSK	93%	Yes	Yes	-	-	-	-	-	-
SIR WINSTON CHURCHILL	116%	Yes	Yes	-	-	-	-	-	-
SUNNYSIDE	98%	Yes	Yes	-	-	-	-	-	-
WESTERN CANADA	110%	Yes	Yes	-	-	-	-	-	-
DR GEORGE STANLEY	90%	Yes	No	Yes	-	-	-	-	-
RIVERBEND	91%	Yes	No	Yes	-	-	-	-	-
ALTADORE	104%	Yes	No	No	No	Yes	-	-	-
BRANTON	90%	Yes	No	No	No	Yes	-	-	-
BUCHANAN	95%	Yes	No	No	No	Yes	-	-	-
BUFFALO RUBBING STONE	91%	Yes	No	No	No	Yes	-	-	-
CAPTAIN NICHOLA GODDARD	117%	Yes	No	No	No	Yes	-	-	-
CATHERINE N GUNN	98%	Yes	No	No	No	Yes	-	-	-
CEDARBRAE	100%	Yes	No	No	No	Yes	-	-	-
DR GLADYS M EGBERT	97%	Yes	No	No	No	Yes	-	-	-
DR ROBERTA BONDAR	91%	Yes	No	No	No	Yes	-	-	-
EDGEMONT	99%	Yes	No	No	No	Yes	-	-	-
FOREST LAWN	91%	Yes	No	No	No	Yes	-	-	-
MARION CARSON	97%	Yes	No	No	No	Yes	-	-	-
PATRICK AIRLIE	107%	Yes	No	No	No	Yes	-	-	-
TWELVE MILE COULEE	102%	Yes	No	No	No	Yes	-	-	-
AUBURN BAY	102%	Yes	No	No	No	Yes	No	-	-
CAPTAIN JOHN PALLISER	90%	Yes	No	No	No	Yes	No	-	-
DR MARTHA COHEN	91%	Yes	No	No	No	Yes	No	-	-
FISH CREEK	106%	Yes	No	No	No	Yes	No	-	-
HAWKWOOD	98%	Yes	No	No	No	Yes	No	-	-
KENNETH D. TAYLOR	96%	Yes	No	No	No	Yes	No	-	-
KILLARNEY	90%	Yes	No	No	No	Yes	No	-	-
NELSON MANDELA	110%	Yes	No	No	No	Yes	No	-	-
NEW BRIGHTON	95%	Yes	No	No	No	Yes	No	-	-
PETER LOUGHEED	91%	Yes	No	No	No	Yes	No	-	-
RANCLANDS	106%	Yes	No	No	No	Yes	No	-	-
RUNDLE	105%	Yes	No	No	No	Yes	No	-	-
SIMONS VALLEY	99%	Yes	No	No	No	Yes	No	-	-
THOMAS B RILEY	94%	Yes	No	No	No	Yes	No	-	-
ANNIE FOOTE	114%	Yes	No	No	No	No	Yes	No	-
ARBOUR LAKE	99%	Yes	No	No	No	No	Yes	No	-
BANFF TRAIL	92%	Yes	No	No	No	No	Yes	No	-
CHAPARRAL	106%	Yes	No	No	No	No	Yes	No	-
CHIEF JUSTICE MILVAIN	91%	Yes	No	No	No	No	Yes	No	-
CHRIS AKKERMAN	107%	Yes	No	No	No	No	Yes	No	-
COLONEL J F SCOTT	107%	Yes	No	No	No	No	Yes	No	-
COLONEL SANDERS	106%	Yes	No	No	No	No	Yes	No	-
CROSSING PARK	123%	Yes	No	No	No	No	Yes	No	-
DR J K MULLOY	90%	Yes	No	No	No	No	Yes	No	-
GLAMORGAN	96%	Yes	No	No	No	No	Yes	No	-
GRIFFITH WOODS	106%	Yes	No	No	No	No	Yes	No	-
JOHN WARE	92%	Yes	No	No	No	No	Yes	No	-
LAKE BONAVISTA	90%	Yes	No	No	No	No	Yes	No	-
LANGEVIN	101%	Yes	No	No	No	No	Yes	No	-
LOUIS RIEL	103%	Yes	No	No	No	No	Yes	No	-
MOUNTAIN PARK	100%	Yes	No	No	No	No	Yes	No	-
NOSE CREEK	120%	Yes	No	No	No	No	Yes	No	-
SAMUEL W SHAW	101%	Yes	No	No	No	No	Yes	No	-
TARADALE	96%	Yes	No	No	No	No	Yes	No	-
TED HARRISON	91%	Yes	No	No	No	No	Yes	No	-
TOM BAINES	115%	Yes	No	No	No	No	Yes	No	-
W O MITCHELL	103%	Yes	No	No	No	No	Yes	No	-
WEST DALHOUSIE	100%	Yes	No	No	No	No	Yes	No	-
WEST SPRINGS	90%	Yes	No	No	No	No	Yes	No	-
WILLIAM REID	96%	Yes	No	No	No	No	Yes	No	-
WILLOW PARK	90%	Yes	No	No	No	No	Yes	No	-
ELBOVA	102%	Yes	No	No	No	No	Yes	Yes	Yes
H D CARTWRIGHT	90%	Yes	No	No	No	No	Yes	Yes	Yes
IAN BAZALGETTE	91%	Yes	No	No	No	No	Yes	Yes	Yes

Attachment IV: Modular Classroom Points Assignment

SCHOOL	Program	CATEGORY A Enrolment/Projection/Utilization	CATEGORY B Site Features/Location	CATEGORY C Cost Compared to Average	TOTAL
ELBOYA	Regular and French Immersion	25	9	25	59
HD CARTRIGHT	Regular	15	8	20	43
IAN BAZ	Regular and Science	20	12	10	42

report to Board of Trustees

Governance Culture and Board/Chief Superintendent Relationship Governance Policies - Board of Trustees' Annual Self-Evaluation

Date	October 23, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Originator	Trustee Bradshaw, Chair Board Evaluation Committee Trustee Hehr, Member, Board Evaluation Committee
Governance Policy Reference	GC-2: Governing Commitments GC-5: Board Committees B/CSR 1-5: Board/Chief Superintendent Relationship Policies

1 | Recommendation

- That the Board approves the Board of Trustees' self-evaluation report as developed during the evaluation workshop of June 7, 2018.

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. The Board regularly and systematically will monitor all policies in this section"*.

Similarly, each of the Board/Chief Superintendent Relationship Policies requires that the monitoring method will be "Board Self-Assessment".

3 | Background

The Board's Governance Culture policies identify the board's values about how it should do its work. The Board/Chief Superintendent Relationship policies include the values about how the Board will interact with its CEO.



These policies set operational standards for board behaviour. As such, they provide a logical basis for the board to effectively monitor its own performance.

The Board of Trustees is committed to self-evaluation through the annual monitoring of its governance culture policies. In governance culture policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself. In addition, the Board commits to annual self-assessment of its relationship with its only employee, the Chief Superintendent.

The following policies were reviewed:

- Governance Culture Policies 1 through 9; 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 June 7, 2018, for the following purposes:

- reviewing the board's adherence to its Governance Culture and Board-Chief Superintendent Relationship policies over the past year;
- conducting the Board's annual self-assessment; and
- reviewing recommendations from the prior board self-assessment as well as developing performance improvement recommendations for the next year.

C. Ungerleider indicated that overall there is significant compliance with the Governance Culture and B/CSR policies. Since the October 2017 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 framework and related governance policies.

5 | Conclusion

The following represents the Trustees' recommendations for next year:

- All Trustees will continue to develop a working knowledge of Coherent Governance®, the Board's governance framework, and related Governance policies.
- Individual Trustees and the Board need to not attempt to solve operational concerns. Trustees will allow the Chief Superintendent to manage the day to day operations in accordance with B/CSR-4: Authority of the Chief Superintendent.
- The Board will function as a single unit and make decisions as a group, by formal vote.
- To continue to build trust among Board members and to ensure an environment conducive to effective governance, Trustees will communicate openly and honestly, never intentionally misleading, surprising or misinforming each other.
- Trustees will continue to develop and use Board messages to support the engagement of stakeholders in understanding the Calgary Board Education as well as sharing viewpoints and values.
- All trustees will regularly participate in on-going governance education including governance case law reviews.

**report to
Board of Trustees**

Chief Superintendent's Update

Date	October 23, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-7: Communication With and Support for the Board

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-7: Communication With and Support for the Board states that "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-7 for the provision of information in a timely, simple and concise form.



Personalize Learning

International Students

The CBE's global strategy creates opportunities to develop global competencies within our students and community. It includes a focus on the development of language and culture competencies, staff and student exchanges, professional learning through international opportunities and the International Certificate. A marketing and recruitment strategy to attract fee paying international students from around the globe is central to the strategy. As of September, we welcomed over 1,000 international students into 91 Calgary Board of Education schools. These students come from 44 countries with the top five receiving countries being China, Vietnam, Korea, Brazil and Japan. CBE students benefit from studying alongside international students as they come to understand unique cultural perspectives.

Build Professional Capital

Visiting Spanish Teachers Language Learning

As part of a bilateral agreement with the Government of Spain, the CBE attracts Spanish visiting teachers to support our Spanish bilingual programs. On September 18, new visiting teachers from Spain attended a day-long professional learning session where they developed an understanding of the CBE's Three-Year plan with a particular focus on the personalization of learning and the literacy strategy as it pertains to biliteracy education. Teachers also learned about instructional design and assessment through the lens of the Neurolinguistic Approach (NLA), which includes high-impact strategies for developing precise and accurate communication in our second and additional languages.

Land-based Professional Learning

During the 2018/19 school year, the Indigenous Education Team is offering a six-day Land-based learning opportunity. The learning series was designed in response to the pattern of requests from schools that has been tracked over time, to support the Teaching Quality Standard/Leadership Quality Standard.

Over 40 schools are taking part in this learning series with the understanding that participants will take the learning back to their school leadership teams to share with their school communities. The first session was held at Fish Creek Environmental Learning Centre where participants cycled through three Indigenous focused pedagogies (circle, silent observation, walking alongside) centered around one topic and were given tools to translate that knowledge into their school culture (practice). With the Program of Studies grounding the work, educators immersed themselves in what it means to live and learn on the land.

Teacher Induction

The Teacher Induction Series serves to orient first year new to the CBE probationary contract teachers to the work they undertake following their initial employment orientation. In addition to the hiring meeting and access to the new employee lite site, 473 first year probationary contract teachers participate in a series of 5 learning sessions focusing on task design and assessment through the lens of our Three Year Plan, the Teaching Quality Standard and the Teaching Effectiveness Framework. The teachers are divided into 8 groups based on Division Level, Subject Discipline and work in Unique Settings. Their work takes place both in these smaller groups during three sessions and two whole group sessions on System Non Instructional Days. Sessions started the week of October 15, 2018 and will continue for the duration of the 2018-2019 school year.

Engage Our Stakeholders

French Immersion Program Engagement

The CBE is in the third phase of the Strategy for the Northwest and North Central French Immersion Programs engagement process. A proposed plan will be shared publicly on Nov. 6, 2018 on our website along with an online survey. An open house will also take place on Nov. 13. The open house and survey are the final opportunities available for people to share feedback on changes to be implemented for the 2019-2020 school year or later. The decision will be communicated by December 2018.

Legalization of Recreational Cannabis

The legalization of cannabis for recreational use in Canada does not change the expectations for CBE employees and students. Students are to arrive at school fit and ready to learn. Employees are to arrive fit and ready to work. We currently have administrative regulations in place that govern student conduct and employee conduct. We have updated these regulations to reflect the change in legislation. The employee code of conduct states employees shall not be under the influence of alcohol, cannabis, cannabis-infused products or illegal drugs while on work premises or performing work related duties. The student code of conduct states that students will not use, possess, distribute or collect money for illegal drugs, cannabis, cannabis-infused products, alcohol or inhalants in school, on school board property, at or during any school-related activity.

Steward Our Resources

Classroom Improvement Funds (CIF)

The past two years, Alberta Education has granted CIF dollars to the Calgary Board of Education and other Alberta school districts. The funds for the 2017-

18 school year were used to increase the number of teachers and education assistants to ultimately improve the student experience in the classroom. The funds were also used to purchase classroom materials and supplies, technology and professional development. All of this supported student learning in the Calgary Board of Education.

At the end of September, Alberta Education approved the CBE's 2018-19 CIF proposal. Each school was allocated the equivalent of a 0.5 teacher or equivalent (FTE) in support staff. As per the Alberta Education criteria, schools were encouraged to retain the staff hired with the 2017-2018 funding.

After the 0.5 was allocated to each school, there were still some dollars left to be distributed. A collaborative decision was made to redistribute the funds to the seven area offices based on the number of students coded as English Language Learners and the number of students coded complex needs.

Technology Evergreening Program

The new Technology Evergreening Program (TEP) started to roll out to schools in October. This year's TEP program will see up to 2,000 staff computers and 400 classroom displays upgraded.

We will also provide to schools funding of fifty dollars per student with which they may purchase student devices from a list of supported products. Taking advantage of time of year discounts and bulk buying discounts, 1,500 staff computers and over 100 digital displays have already been purchased and are awaiting deployment. As with any new process, we expect there to be some unexpected issues and scenarios; therefore, we are starting slowly with only a few schools in one area before we move to all seven areas. We expect to complete meeting with all schools to validate the digital display and staff computer replacements before the end of December and will be scheduling the deployment visits as we complete the validation at each school.

Student computer evergreening budgets and lists of computers to be decommissioned will be provided to all schools in early October. Schools will be asked to return their validated lists of computers to be replaced and the desired replacement models by the end of November. The TEP team will then schedule visits to the schools for deployment of the new student computers and recovery of the old.

PowerSchool Program

Following two years of successful implementation of PowerSchool (PWS) to replace our old SIRS software, the PWS deployment officially went live on September 4 at the beginning of the school year.

As of October 10, 2018, 126,912 student accounts have been generated by the system as well as 78,297 parent accounts. The PWS program team is actively

communicating with parents without accounts to ensure their accounts are created on time for the upcoming fee submission.

Like any enterprise wide system implementation, there is always a learning and adoption curve that the organization has to go through. The program provided the required communications and training to enable business continuity and minimize disruption to the best of the program's ability. Following Go-Live, and despite the high volume of support tickets, SIS Support, Parent Portal, ITS and PowerSchool worked diligently to support the schools and all end users.

The current focus of the PWS program is to stabilize the system, continue to support the schools in the upcoming school activities and reporting, and planning the next system upgrade and other value add activities and enhancements.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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Board: Board of Trustees

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

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

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

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

report to Board of Trustees

Construction Projects Status Report

Date	October 23, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Ming Tian, Acting Director, Design & Property Development Robert Ashley, Manager, Design Services

1 | Recommendation

It is recommended:

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

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of new and replacement facilities under development or construction.



3 | Background

The Calgary Board of Education (CBE) is currently undertaking 7 new school construction projects and 2 modernization projects. At the start of the 2018-19 school year, one new high school opened (Joane Cardinal-Schubert HS) and one high school modernization was completed (James Fowler HS).

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Cranston, Evergreen and Coventry Hills, as well as a major modernization for Forest Lawn High School.

On April 12, 2017, the Alberta Government advised that at the CBE's request, the design and construction of the three new elementary schools would be managed by Alberta Infrastructure, and that the Forest Lawn High School Modernization would be Grant Funded and managed by the CBE.

On March 23, 2018, the Alberta Government announced the approval of an elementary school for Mahogany and a K-9 school for Sky View Ranch. They also provided design approval for a middle school in Auburn Bay and a new high school to be located in Coventry Hills.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.

The locations of the various new school and modernization capital projects under development are shown in **Attachment II**.

There are two Project Steering Committees setup for the current school projects as follows:

- Lord Beaverbrook HS Modernization
- Forest Lawn HS Modernization

5 | Conclusion

This report provides the current update on the status of new and modernized facilities under development or construction by the CBE.

It is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 7: Communication With and Support for the Board.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: New/Modernized Facility Construction Status
Attachment II: Project Location Map
Attachment III: Project Photos

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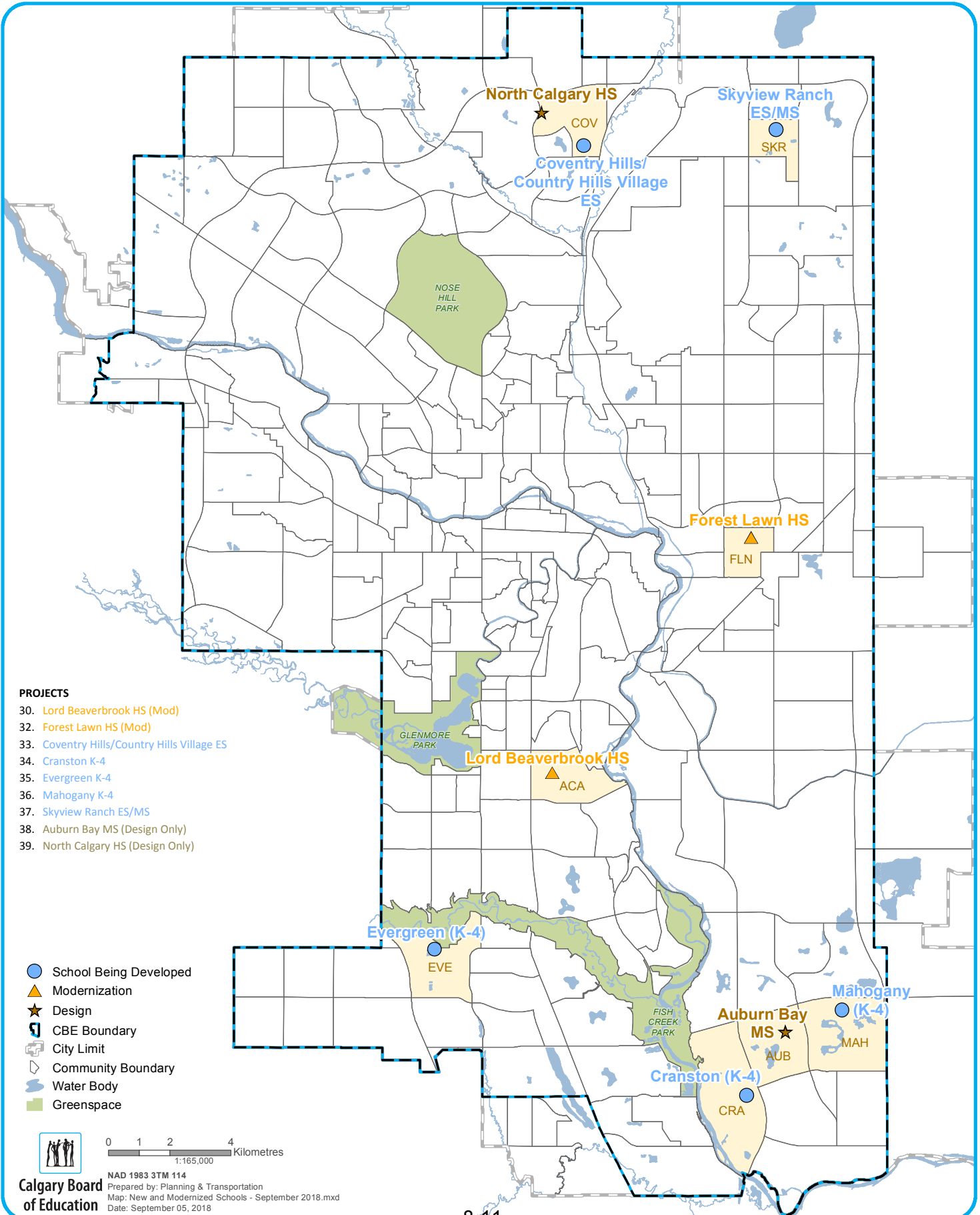
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
October 2018**

Building	Opening Date	Notes/Comments	
26. Joane Cardinal-Schubert High School (Southeast High School) Grades 10 -12 Capacity 1800 students	Fall-18	Design and specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	100%
		Interior Finishes	100%
		Note: The school opened on Sep 4, 2018. Deficiency work is in progress	
28. James Fowler High School Modernization	Fall-18	Design and specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	100%
		Note: The modernization was completed by Sep 10, 2018. Deficiency work is in progress	
30. Lord Beaverbrook High School Modernization	Fall-18	Design and specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress (grant & IMR work)	95%
		Note: Phased construction proceeding as planned.	
32. Forest Lawn High School Modernization	Fall-19	Phase one drawings	100%
		Phase one tender	100%
		Phase one tender review	50%
		Phase two drawings	30%
		Note: Phases have been identified. Phase 1 scope of work has been identified. Phase one tender is under review.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
October 2018**

Building	Opening Date	Notes/Comments	
33. Coventry Hills/Country Hills Village School Grades K-4 Capacity 600 students	TBC	Design and specifications	100%
		Note: Project Managed by Alberta Infrastructure. Development permits have not yet been issued meaning that the selection of the opening date will be deferred to fall of 2018. RFQ for contractors has been completed.	
34. Cranston School Grades K-4 Capacity 600 students	TBC	Design and specifications	100%
		Note: Project Managed by Alberta Infrastructure. Development permits have not yet been issued meaning that the selection of the opening date will be deferred to fall of 2018. RFQ for contractors has been completed.	
35. Evergreen School Grades K-4 Capacity 600 students	TBC	Design and specifications	100%
		Note: Project Managed by Alberta Infrastructure. Development permits have not yet been issued meaning that the selection of the opening date will be deferred to fall of 2018. RFQ for contractors has been completed.	
36. Mahogany School Grades K-4 Capacity 600 students	TBC	Consultant prequalification	100%
		Note: Project Managed by Alberta Infrastructure. RFP is now being sent to short listed consultants	
37. Skyview Ranch ES/MS Grades K-9 Capacity 900 students	TBC	Consultant prequalification	100%
		Note: Project Managed by Alberta Infrastructure. RFP is now being sent to short listed consultants.	
38. Auburn Bay MS Grades 5-9 Capacity 900 students	TBC	Consultant prequalification	100%
		Note: Project Managed by Alberta Infrastructure. RFP is now being sent to short listed consultants.	
39. North Calgary HS Grades 10-12 Capacity TBC	TBC	Consultant prequalification	100%
		Note: Project Managed by Alberta Infrastructure. RFP is now being sent to short listed consultants.	

New and Modernized Schools As of September 2018



PROJECTS

- 30. Lord Beaverbrook HS (Mod)
- 32. Forest Lawn HS (Mod)
- 33. Coventry Hills/Country Hills Village ES
- 34. Cranston K-4
- 35. Evergreen K-4
- 36. Mahogany K-4
- 37. Skyview Ranch ES/MS
- 38. Auburn Bay MS (Design Only)
- 39. North Calgary HS (Design Only)

- School Being Developed
- ▲ Modernization
- ★ Design
- CBE Boundary
- City Limit
- Community Boundary
- Water Body
- Greenspace



0 1 2 4
Kilometres
1:165,000

**Calgary Board
of Education**

NAD 1983 3TM 114
Prepared by: Planning & Transportation
Map: New and Modernized Schools - September 2018.mxd
Date: September 05, 2018

Joane Cardinal – Schubert High School



Joane Cardinal – Schubert High School



Joane Cardinal – Schubert High School



Joane Cardinal – Schubert High School



James Fowler High School



Lord Beaverbrook High School



Lord Beaverbrook High School



report to Board of Trustees

2018-2019 Student Enrolment Summary

Date	October 23, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning Lori Walsh, System Assistant Principal, Student Information Systems

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the report on September 30, 2018 student enrolment for information.

2 | Issue

There is a need to provide, in a timely manner, September 30th student enrolment information to the Board of Trustees and administration within the Calgary Board of Education.



3 | Background

The purpose of this report is to provide a student enrolment summary in advance of the detailed School Enrolment Report.

The 2018-2019 School Enrolment Report will be presented on or about December 4, 2018 and it will contain the following detailed information which is not possible to have available by October 31:

- number of students enrolled in each school, by grade and program, including alternative programs, complex learning classes, as well as the number of out of attendance area students enrolled in each school;
- provincial capacity and utilization rate of each school, including the number of modular classrooms;
- list of the leases and amount of space leased, for each building.

4 | Analysis

Provision of this enrolment summary, in advance of the detailed School Enrolment Report, may result in minor discrepancies between the two reports. These minor discrepancies can be due to factors such as duplicate registrations and other anomalies that were not resolved prior to the September 30th enrolment count. These discrepancies, if any, will become apparent as a detailed examination of the September 30th enrolment data occurs between now and the completion of the School Enrolment Report.

Table 1 provides a comparison of actual September 30, 2018 student enrolment to the district enrolment projection:

TABLE 1: Comparison of September 30 Enrolment to Projected Enrolment

	September 30, 2018 Enrolment	2018 Projected Enrolment	Difference
Pre-K and Kindergarten	8,935	8,853	82
Grades 1-3	29,073	28,984	89
Grades 4-6	28,265	28,220	45
Grades 7-9	25,321	25,295	26
Grades 10-12	27,567	27,804	-237
Sub-Total (Pre-K to GR12)	119,161	119,155	6
Home Education	262	273	-11
Outreach Programs	1,365	1,318	47
Unique Settings	939	873	66
CBe-learn	576	468	108
Chinook Learning Services	1,116	1,425	-309
Total	123,419	123,513	-94

Note: Totals may not add due to rounding

Total student enrolment, as of September 30, 2018, was 123,419 students, including CBe-learn and Chinook Learning Services. Enrolment is below the district enrolment projection by 94 students.

Table 2 provides a comparison of enrolment from September 30, 2017 to September 30, 2018.

TABLE 2: Comparison of September 30, 2017 to September 30, 2018

	September 30, 2017	September 30, 2018	Difference
Pre-K and Kindergarten	9,281	8,935	-346
Grades 1-3	29,080	29,073	-7
Grades 4-6	27,182	28,265	1,083
Grades 7-9	24,267	25,321	1,054
Grades 10-12	27,035	27,567	532
Sub-Total (Pre-K to GR12)	116,845	119,161	2,316
Home Education	267	262	-5
Outreach Programs	1,288	1,365	77
Unique Settings	853	939	86
CBe-learn	463	576	113
Chinook Learning Services	1,974	1,116	-858
Total	121,690	123,419	1,729

Note: Totals may not add due to rounding

Enrolment increased by 1,729 students over the previous year's enrolment. The most significant increases occurred at Grades 4-6 (1,083 students) and Grades 7-9 (1,054 students). The decline in Pre-K and Kindergarten enrolment from last year was expected and was projected based on a lower number of pre-school children who were eligible to start kindergarten this year. When compared to projected enrolment Pre-K and Kindergarten enrolment was 82 students higher.

5 | Financial Impact

The financial impact will be reported in the first quarter financial report to the Board of Trustees.

6 | Conclusion

This report provides timely summary information to the Board of Trustees regarding the September 30, 2018 enrolment in the Calgary Board of Education.



DAVID STEVENSON
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.