

🎵 *Please join us on the link at 11:45 a.m. for a musical performance by the Grades 3 & 4 Choir from Copperfield School*

# public agenda

February 4, 2020  
12:00 p.m.

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

## R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>			
	3.1 Lighthouse Award		GC-3	
	<b>4   Results Focus</b>			
	4.1 Results 2: Academic Success Annual Monitoring – Part 2 (Indicators 4 and 5)	J. Pitman/ D. Yee	R-2;OE-3	Page 4-1 (Jan.14/20)
	<b>5   Operational Expectations</b>			
	<b>6   Public Comment</b>		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
<b>7   Matters Reserved for Board Information</b>				
<b>8   Matters Reserved for Board Decision</b>	Board	GC-3		
8.1 New School Commissioning Funding		OE-2,5,7,9	Page 8-1	
<b>9   Consent Agenda</b>	Board	GC-2.6		



Time	Topic	Who	Policy Ref	Attachment
	9.1 Items Provided for Board Information		OE-7	
	9.1.1 Construction Projects Status Report		OE-7,9	Page 8-4
	<b>10   In-Camera Session</b>			
4:30 p.m.	<b>11   Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

**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](mailto:corpsec@cbe.ab.ca).

# results monitoring report

Monitoring report for the  
school year 2018-19

Report date:  
Jan. 14, 2020

Resubmitted:  
Feb. 4, 2020

## Results 2: Academic Success

### CHIEF SUPERINTENDENT CERTIFICATION

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

- making reasonable progress toward achieving the desired results.
- making reasonable progress with exception(s) (as noted).

Exception(s): results for Students Self-Identified as Indigenous

- not making reasonable progress.



Signed: \_\_\_\_\_

Date: January 8, 2020

Christopher Usih, Chief Superintendent

### BOARD OF TRUSTEES ACTION

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

- to be making reasonable progress.
- to be making reasonable progress with exception (as noted in motion).
- to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Chair, Board of Trustee

## Executive Summary |

### Analysis |

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

One year of data can only surface possible areas of concern. It is not until there are more years of data that trends can be implied. This first year of data has surfaced some areas to watch. A second year of data will help to confirm or narrow the scope.

### Targets |

Targets will be considered annually and finalized based on the identified areas of concern. What follows is a summary of the targets for 2018-19 and whether they were met or not.

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

Target	Met	Not Met
3-year rate: The Achievement Measure is <i>High</i> for the All Students cohort	✓	
3-year rate: The Improvement Measure is <i>Improved</i> for the Students who Self-Identify as Indigenous cohort	✓	
5-year rate: Is at or above the provincial result for the All Students cohort		✓

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

Target
English Language Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
Mathematics: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

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

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

- For the Writer cohort

Target	Met	Not Met
English Language Arts 6: The Acceptable Standard Improvement Measure is <i>Improved</i> .	✓	
English Language Arts 6: Percentage of students achieving the Acceptable Standard is at or above the provincial results.	✓	
English Language Arts 9: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
English Language Arts 9: Percentage of students achieving the Acceptable Standard is at or above the provincial results.	✓	
English Language Arts 30-1: The Acceptable Standard Overall Measure is <i>Good</i> .	✓	
English Language Arts 30-2: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
Mathematics 6: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Mathematics 9: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
Mathematics 30-1: Percentage of students achieving each of the standards is at or above the provincial results.	✓	
Mathematics 30-2: Percentage of students achieving each of the standards is at or above the provincial results.	✓	

- For the Students who Self-Identify as Indigenous cohort, the Acceptable Standard Improvement Measure for:

Target	Met	Not Met
English Language Arts 6 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
English Language Arts 9 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
English Language Arts 30-1 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
English Language Arts 30-2 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
Mathematics 6 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	

Mathematics 9 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
Mathematics 30-1 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Mathematics 30-2 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	

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

Target
Career & Technology Foundations/Studies: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
Fine and Performing Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
French Language Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
Languages: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
Physical Education: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
Science: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
Social Studies: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

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

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

- For the Writer cohort

Target	Met	Not Met
French Language Arts 6: The Acceptable Standard Improvement Measure is <i>Improved</i> .		✓
French Language Arts 9: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
French Language Arts 30-1: The Acceptable Standard Achievement Measure is <i>Intermediate</i> .	✓	
Science 6: The Acceptable Standard Improvement Measure is <i>Improved</i> .		✓
Science 9: The Acceptable Standard Improvement Measure is <i>Improved</i> .	✓	

Biology 30: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Chemistry 30: The Acceptable Standard Improvement Measure is <i>Improved</i> .	✓	
Physics 30: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Science 30: The Acceptable Standard Achievement Measure is <i>Intermediate</i> .	✓	
Social Studies 6: The Standard of Excellence Improvement Measure is <i>Improved</i> .	✓	
Social Studies 9: The Acceptable Standard Improvement Measure is <i>Improved</i> .	✓	
Social Studies 30-1: The Acceptable Standard Overall Measure is <i>Good</i> .	✓	
Social Studies 30-2: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓

- For the Students who Self-Identify as Indigenous cohort, the Acceptable Standard Improvement Measure for:

Target	Met	Not Met
Science 6 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
Science 9 is <i>Improved</i> .		✓
Social Studies 6 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Social Studies 9 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Social Studies 30-1 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Social Studies 30-2 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓

## Glossary of Terms |

- All Students: the entire set of students included in the data set for a specific indicator.
- AS: Acceptable Standard - With respect to the Diploma Examination standards, the Acceptable Standard is a mark of 50% or higher. For Provincial Achievement Tests (PATs) the exact scores for the standard varies from year to year and from test to test, but is close to 50%.
- Board: Board of Trustees
- Dip: Diploma Examination – Students in grade 12 in Alberta who are registered in any of Biology 30, Chemistry 30, English Language Arts 30-1 or 30-2, French Language Arts 30-1, Mathematics 30-1 or 30-2, Physics 30, Science 30, or Social Studies 30-1 or 30-2, write a Diploma Examination that is worth 30% of their final mark in the course.
- Division: group of grades (e.g., Division 1 is comprised of grades 1, 2 and 3).
- English Language Learner: This group includes only those students who have been assessed as needing English language learning support and assigned the corresponding Alberta Education code.
- Mean: the sum of the values in a set of numbers divided by the number of values in the set.
- Measure Evaluations
  - Achievement Measure Evaluation - this is a Provincial Accountability Pillar evaluation, which consists of comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The categories for achievement are *Very High, High, Intermediate, Low* and *Very Low*.
  - Improvement Measure Evaluation - this is a Provincial Accountability Pillar evaluation which consists of comparing the Current Year result with the Previous 3-year Average. A chi-square statistical test is used to determine the significance of the improvement. The categories for improvement and the chi-square range for each category are as follows:
    - *Improved Significantly*, chi-square result  $\geq 3.84$  (current result > previous 3-year average)
    - *Improved*,  $1.00 \leq$  chi-square result  $< 3.84$  (current result > previous 3-year average)
    - *Maintained*, chi-square result  $< 1.00$
    - *Declined*,  $1.00 \leq$  chi-square result  $< 3.84$  (current result < previous 3-year average)
    - *Declined Significantly*, chi-square result  $\geq 3.84$  (current result < previous 3-year average)
  - Overall Measure Evaluation - this is a Provincial Accountability Pillar evaluation that combines the Achievement Evaluation and the Improvement Evaluation. The categories for overall evaluation are *Excellent, Good, Acceptable, Issue* and *Concern*.



- PAT: Provincial Achievement Test - Students in grade 6 or 9 in Alberta write a provincial test in English/French Language Arts, Mathematics, Science and Social Studies.
- Prov: Province
- Provincial Accountability Pillar: The Alberta government has a system for school authorities to consistently measure success and progress, called the Accountability Pillar. The Provincial Accountability Pillar uses 16 measures that show communities how schools and school authorities are performing each year.
- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.
- SE: Standard of Excellence - With respect to the Diploma Examination standards, the Standard of Excellence is a mark of 80% or higher. For PATs, the exact scores for the standard varies from year to year and from test to test, but is close to 80%. Students meeting the Standard of Excellence are also captured in the Acceptable Standard.
- Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. In the following report, only students who have been identified are included in the data for "Students who Self-Identify as Indigenous".
- Students with Identified Special Education Needs: This group includes only those students who have been assessed and identified with a special education need then assigned the corresponding Alberta Education special education code, with the exception of those identified as gifted and talented. There is one exception to the latter and that is, when a student is double coded where one of the codes is gifted and talented. In this case the student is included in this group.

## Policy |

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

### Interpretation |

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

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

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

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

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

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

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

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

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

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

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

## Students will:

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

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

## Interpretation |

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

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

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

## Indicators |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.
  - 1.1 All Students
  - 1.2 English Language Learners
  - 1.3 Students who Self-Identify as Indigenous
  - 1.4 Students with Identified Special Education Needs
2. Student results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.
  - 2.1 All Students
  - 2.2 English Language Learners
  - 2.3 Students who Self-Identify as Indigenous
  - 2.4 Students with Identified Special Education Needs

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
  - 3.1 All Students
  - 3.2 English Language Learners
  - 3.3 Students who Self-Identify as Indigenous
  - 3.4 Students with Identified Special Education Needs
  
4. Student results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
  - 4.1 All Students
  - 4.2 English Language Learners
  - 4.3 Students who Self-Identify as Indigenous
  - 4.4 Students with Identified Special Education Needs
  
5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
  - 5.1 All Students
  - 5.2 English Language Learners
  - 5.3 Students who Self-Identify as Indigenous
  - 5.4 Students with Identified Special Education Needs

## Monitoring Information |

### Evidence of Progress |

#### Board-approved indicators and targets as well as 2018-19 results, analysis and capacity building |

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

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

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

#### Legend |

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

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<sup>1</sup> Refer to Attachment I for the criteria of the categories for High School Completion.

### 1.1 All Students

Rate	Compare	2018-19
3-year	CBE	77.4
	Prov	79.1
4-year	CBE	81.0
	Prov	82.7
5-year	CBE	84.5
	Prov	84.8

3-year	Measure Evaluation	2018-19
CBE	Achievement	Green
	Improvement	Blue
	Overall	Green
Prov	Achievement	Green
	Improvement	Blue
	Overall	Green

## 1.2 English Language Learners

Rate	Compare	2018-19
3-year	CBE	67.4
	Prov	75.3
4-year	CBE	73.2
	Prov	82.5
5-year	CBE	79.8
	Prov	85.5

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

### 1.3 Students who Self-Identify as Indigenous

Rate	Compare	2018-19
3-year	CBE	40.0
	Prov	56.6
4-year	CBE	45.2
	Prov	60.8
5-year	CBE	51.2
	Prov	64.4

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



#### 1.4 Students with Identified Special Education Needs

Rate	Compare	2018-19
3-year	CBE	60.2
	Prov	61.6
4-year	CBE	64.7
	Prov	67.0
5-year	CBE	67.7
	Prov	70.4

3-year	Measure Evaluation	2018-19
CBE	Achievement	Orange
	Improvement	Blue
	Overall	Green
Prov	Achievement	Orange
	Improvement	Blue
	Overall	Green

- Targets for 2018-19

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

- 3-year rate: The Achievement Measure is *High* for the All Students cohort
- 3-year rate: The Improvement Measure is *Improved* for the Students who Self-Identify as Indigenous cohort
- 5-year rate: Is at or above the provincial result for the All Students cohort.

- Analysis

For All Students, the percentages of 4-year and 5-year high school completion rates in 2018-19 were between 80% and 85% for both the CBE and the Province. The 5-year result was the highest for both, at just below 85%. The gap between the provincial results and the CBE narrowed with CBE being 0.3 percentage points below the province at the 5-year rate. There is a 7.1 percentage point difference between the 5-year rate and 3-year rate for the CBE whereas for the province it is 5.7 percentage points. The CBE and the Province reported results in the same range across all 3-year completion Measure Evaluations with both seeing an *Improved Significantly* for the Improvement Measure when comparing the current year results to the previous three-year average. The CBE cohort of All Students represents about 8500 students.

For English Language Learners, the CBE reported percentages of 4-year and 5-year high school completion in 2018-19 were in the 70s while Province rates were in the 80s, with the gap between the two narrowest at the 5-year rate. When comparing the 3-year and 5-year rates, the CBE had a 12.4 percentage point difference while the province had a 10.2 percentage point difference. The gap between CBE English Language Learner results and CBE All Student results ranges from 10.0 percentage points (3-year rate) to 4.7 percentage points (5-year). What this means is that a higher percentage of All Students are completing high school as compared to English Language Learners. Both the CBE and the Province achieved a *Maintained* Improvement Measure. The CBE cohort of English Language Learners represents about 570 students.

For Students who Self-Identify as Indigenous, the CBE 4-year and 5-year high school completion rates were in the 40 per cent and 50 per cent ranges respectively, while the Province results were in the 60 per cent range for both rates. While the province differential between the 3-year and 5-year rates was 7.8 percentage points, the CBE's differential was 11.2 percentage points. As compared to CBE All Students results, the gap for Students who Self-Identify as Indigenous ranges from 37.4 percentage points to 33.3 percentage points. Both the CBE and the Province had an Achievement Measure of *Very Low*, though the CBE did improve as compared to the previous three-year average. The CBE cohort of Students who Self-Identify as Indigenous represents about 300 students.

For Students with Identified Special Education Needs, The CBE reported 4-year and 5-year high school completion rates in 2018-19 in the 60 per cent range while the Province results were in the 60% for the 4-year completion rate and 70% for the 5-year completion rate. The CBE differential between the 3-year and 5-year rates was 7.5 percentage points while the province's differential was 8.8 percentage points. The gap between the CBE results for Students with Identified Special Education Needs and All Students ranged from 17.2 (3-year) to 16.3 percentage points (4-year). Both the CBE and the Province achieved the same levels across all 3-year completion Measure Evaluations with both having an Improvement Measure of *Improved Significantly*. The CBE cohort of Students with Identified Special Education Needs represents about 1600 students.

Overall, the gap between the CBE and provincial results narrows at the 5-year rate. As compared to the previous three-year average the CBE results for the 3-year rate is *Maintained* (one cohort), *Improved* (one cohort) or *Improved Significantly* (two cohorts).

- Building Capacity

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

- All Students
  - enhance tracking of students' course completion, ensuring this is done by all high schools for all students;
  - enlist and capture student voice specific to the requisite conditions and support specifically targeting high completion;
  - continue with the high school call-back strategy and seek opportunities for improvement/refinement of the call-back strategy;

- English Language Learners
  - gather and analyze baseline Language Proficiency LP data for grades 1-12 to inform instructional strategies within the School Development Plan;
  - enhance transition supports as student move from middle/junior school to senior high school;
  - build shared understanding with staff (administrators, teachers, support staff) on creating supportive learning environments focused on explicit English language instruction that incorporates the key principals of English language development into instructional planning;
  
- Students who Self-Identify as Indigenous
  - collaborate across CBE strategies to learn, understand, share and respond to the story of Indigenous students in ways that begin with and include Indigenous holistic (heart, body, mind, spirit) ways of knowing, being and doing;
  - create and share transition plans to support Indigenous students currently in grade 9;
  - design a system-wide, holistic approach to track and support Indigenous students in grades 10 through 12;
  - capture Indigenous student voice in grades 9 through 12, specifically targeting requisite conditions and support for effective transition to high school and high school completion;
  
- Students with Identified Special Education Needs
  - increase the focus on recording the transition plan and identified supports in the student Individual Program Plan (IPP);
  - inclusive education specialists and strategists will further support high school completion and transition plans through the School Learning Team (SLT) and Area Learning Team (ALT) processes; and
  - revise the process for requesting psychological assessments and the format of those assessment.

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

Legend |

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

**2.1 All Students**

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

Division	2018-19
1	2.70
2	2.80
3	2.86
4	69.7

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

Division	2018-19
1	2.78
2	2.82
3	2.83
4	72.1

## 2.2 English Language Learners

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

Division	2018-19
1	2.61
2	2.68
3	2.66
4	65.2

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

Division	2018-19
1	2.67
2	2.79
3	2.74
4	70.9

## 2.3 Students who Self-Identify as Indigenous

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

Division	2018-19
1	2.09
2	2.27
3	2.33
4	62.7

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

Division	2018-19
1	2.16
2	2.16
3	2.14
4	64.0

## 2.4 Students with Identified Special Education Needs

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

Division	2018-19
1	2.24
2	2.41
3	2.48
4	65.2

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

Division	2018-19
1	2.29
2	2.39
3	2.37
4	66.1

#### ■ Targets for 2018-19

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

- English Language Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Mathematics: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

#### ■ Analysis

In Division 1, All Students had the highest performance compared to other subgroups of students for both English Language Arts and Mathematics. At an approximate 0.1 mean difference from All Students, English Language Learners performed well for both English Language Arts and Mathematics. Students with Identified Special Education Needs and Students who Self-Identify as Indigenous had lower means with 0.46 and 0.61 differences respectively from All Students for English Language Arts. Moreover, both subgroups of students had similar gaps from All Students for Mathematics.

In Division 2, result in English Language Arts for All Students was 0.1 higher than the corresponding result in Division 1 while a smaller difference of 0.04 can be seen in Mathematics. English Language Learners achieved lower means than All Students for both subjects with less gap in Mathematics. Students with Identified Special Education Needs and Students who Self-Identify as Indigenous had means in ELA that are around 0.17 higher than the corresponding Division 1 means. For Mathematics, Students who Self-Identify as Indigenous had the same mean of 2.16 as in division 1 while Students with Identified Special Education Needs achieved a 0.1 advance in Division 2 compared to Division 1 result.

In Division 3, the English Language Arts results approximate a decreasing linear pattern 2.86 top mean performance for All Students and a subsequent decrease of around 0.18 for English Language Learners, Students with Identified Special Education Needs and Students who Self-Identify as Indigenous accordingly. For Mathematics, the gap between All Students and the other cohorts ranged from 0.09 (English Language Learners) to 0.69 (Students who Self-Identify as Indigenous). Moreover, with similar results for All Students in both subjects, English Language Learners performed better in Mathematics while other two subgroups of students performed noticeably better in English Language Arts.

In Division 4 English Language Arts, the means were uniformly between 65.2% and 69.7% with the exception of Students who Self-Identify as Indigenous with a mean of 62.7%. For Mathematics, All Students and English Language Learners had means above 70% and Students with Identified Special Education Needs and Students who Self-Identify as Indigenous were below 66.1%. The difference between All Students and Students who Self-Identify as Indigenous results was 7.0 percentage points lower for English Language Arts and 8.1 percentage points lower for Mathematics. Moreover, with uniformly higher performances in Mathematics for four groups of students than English Language Arts, English Language Learners had the largest difference of 5.7 percentage points while Students with Identified Special Education Needs had the smallest difference of 0.9 percentage points.

Student results in Mathematics as compared to English Language Arts were:

- equal to or higher in divisions 1, 2 & 4 for All Students;
- equal to or higher in divisions 1, 2, 3 & 4 for English Language Learners;
- equal to or higher in divisions 1 & 4 for Students who Self-Identify as Indigenous; and
- equal to or higher in divisions 1, 2 & 4 for Students with Identified Special Education Needs.

In considering the three sub cohort against the All Student cohort, the results for English Language Learners were the closest to the All Student results.

- Building Capacity

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

- All Students
  - support the implementation and use of *Assessment and Reporting in the CBE, Making Teaching & Learning Visible - Personalized Learning* and the *K-9 English Language Arts* and *K-9 Mathematics Assessment and Reporting Guides*;
  - English Language Arts
    - responsive school support for teachers with English Language Arts curriculum implementation and resource selection, specifically including professional learning on disciplinary literacy at the middle years level;
    - deploy literacy strategists to:
      - provide support through the PLC processes in schools. This includes providing on-going consultation including co-planning and co-teaching;
      - provide expertise and support in assessment and reporting (specifically in relation to the *K-9 English Language Arts Assessment and Reporting Guide*);
    - targeted work on improving writing in elementary, middle and junior schools given that the grade-by-grade data for the ELA stem, “Writes to develop, organize and express information and ideas” has a noticeably lower percentage of students achieving a 3 or 4 as compared to the other ELA stems;
  - Mathematics
    - continue the work of the Mathematics Strategy on procedural fluency and mental mathematics in elementary, middle and junior schools;
    - deploy math strategists to:
      - provide support through the PLC processes in schools. This includes providing on-going consultation including co-planning and co-teaching;
      - providing expertise and support in assessment and reporting (specifically in relation to the *K-9 Mathematics Assessment and Reporting Guide*);
    - responsive school support for teachers regarding Mathematics curriculum implementation (e.g., curriculum blueprinting, targeted instruction) and resource selection. This includes professional learning about mathematics content, pedagogy and assessment;
    - focused professional learning in conceptual understanding of mathematics, including showing how concrete, symbolic and abstract representations are related (e.g., how an equation is related to its graph);
    - focused professional learning in problem solving to design and implement tasks that have multiple ways for problems to be solved;
  - English Language Learners
    - focus on explicit English language instruction, intentional language support and the acquisition of academic language;



- Students who Self-Identify as Indigenous
  - collaborate across CBE strategies to honour Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment;
  - establish collaborative response team inclusive of Indigenous Education specialists, learning leaders as well as literacy, mathematics and early learning strategists to support and leverage the work of Indigenous Education Learning Leaders (IELLs) in elementary, middle and junior schools, focusing on literacy and mathematics learning and intervention;
  - develop professional learning to support teachers, leaders and support staff to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
  - capture Indigenous student voice specific to experiencing success in English Language Arts and Mathematics;
- Students with Identified Special Education Needs
  - provide professional learning on appropriate curricular accommodations;
  - provide professional learning to support effective assessment and reporting practices appropriate to students with identified special education needs;
  - increase availability and use of assistive technologies.

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

Legend |

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

3.1 All Students

- A. The Measure Evaluations of the English Language Arts (ELA) Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	Blue
	Improvement	Green
	Overall	Blue
ELA 9	Achievement	Green
	Improvement	Yellow
	Overall	Green
ELA 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
ELA 30-1	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
ELA 30-2	Achievement	Orange
	Improvement	Orange
	Overall	Orange

**Standard of Excellence based on All Writers**

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	Green
	Improvement	Red
	Overall	Orange
ELA 9	Achievement	Green
	Improvement	Yellow
	Overall	Green
ELA 9K&E	Achievement	Yellow
	Improvement	Green
	Overall	Green
ELA 30-1	Achievement	Green
	Improvement	Green
	Overall	Green
ELA 30-2	Achievement	Green
	Improvement	Yellow
	Overall	Green

- B. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the English Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
<b>ELA 6</b>	CBE AS	92.7
	Prov AS	91.9
	CBE SE	20.8
	Prov SE	19.6
<b>ELA 9</b>	CBE AS	85.3
	Prov AS	84.9
	CBE SE	17.4
	Prov SE	16.7
<b>ELA 9K&amp;E</b>	CBE AS	72.4
	Prov AS	71.3
	CBE SE	9.2
	Prov SE	6.7
<b>ELA 30-1</b>	CBE AS	86.9
	Prov AS	86.8
	CBE SE	15.4
	Prov SE	12.3
<b>ELA 30-2</b>	CBE AS	86.9
	Prov AS	87.1
	CBE SE	14.7
	Prov SE	12.1

- C. The Measure Evaluations of the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

**Acceptable Standard based on All Writers**

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	Green
	Improvement	Blue
	Overall	Green
Math 9	Achievement	Yellow
	Improvement	Orange
	Overall	Orange
Math 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

\* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

**Standard of Excellence based on All Writers**

PAT/Dip	Measure Evaluation	2018-19
<b>Math 6</b>	Achievement	
	Improvement	
	Overall	
<b>Math 9</b>	Achievement	
	Improvement	
	Overall	
<b>Math 9K&amp;E</b>	Achievement	
	Improvement	
	Overall	
<b>Math 30-1</b>	Achievement	*
	Improvement	*
	Overall	*
<b>Math 30-2</b>	Achievement	*
	Improvement	*
	Overall	*

\* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

- D. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
<b>Math 6</b>	CBE AS	82.9
	Prov AS	79.8
	CBE SE	19.6
	Prov SE	16.6
<b>Math 9</b>	CBE AS	69.8
	Prov AS	67.4
	CBE SE	25.7
	Prov SE	21.4
<b>Math 9K&amp;E</b>	CBE AS	65.5
	Prov AS	68.3
	CBE SE	14.3
	Prov SE	15.1
<b>Math 30-1</b>	CBE AS	83.4
	Prov AS	77.8
	CBE SE	45.5
	Prov SE	35.1
<b>Math 30-2</b>	CBE AS	77.7
	Prov AS	76.5
	CBE SE	19.6
	Prov SE	16.8

### 3.2 English Language Learners

- E. The Measure Evaluations of the English Language Arts (ELA) Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

#### Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	Green
	Improvement	Blue
	Overall	Green
ELA 9	Achievement	Orange
	Improvement	Green
	Overall	Yellow
ELA 9K&E	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
ELA 30-1	Achievement	Red
	Improvement	Orange
	Overall	Red
ELA 30-2	Achievement	Red
	Improvement	Yellow
	Overall	Red



**Standard of Excellence based on All Writers**

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	Yellow
	Improvement	Blue
	Overall	Green
ELA 9	Achievement	Orange
	Improvement	Blue
	Overall	Green
ELA 9K&E	Achievement	Red
	Improvement	Yellow
	Overall	Red
ELA 30-1	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
ELA 30-2	Achievement	Orange
	Improvement	Yellow
	Overall	Orange

- F. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the English Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
<b>ELA 6</b>	CBE AS	89.5
	Prov AS	89.3
	CBE SE	15.8
	Prov SE	15.1
<b>ELA 9</b>	CBE AS	72.4
	Prov AS	73.8
	CBE SE	7.6
	Prov SE	7.9
<b>ELA 9K&amp;E</b>	CBE AS	45.5
	Prov AS	62.0
	CBE SE	0.0
	Prov SE	2.5
<b>ELA 30-1</b>	CBE AS	65.1
	Prov AS	66.3
	CBE SE	3.3
	Prov SE	3.1
<b>ELA 30-2</b>	CBE AS	72.5
	Prov AS	71.9
	CBE SE	5.1
	Prov SE	4.7

- G. The Measure Evaluations of the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

**Acceptable Standard based on All Writers**

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	Green
	Improvement	Blue
	Overall	Green
Math 9	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Math 9K&E	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

\* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

**Standard of Excellence based on All Writers**

PAT/Dip	Measure Evaluation	2018-19
<b>Math 6</b>	Achievement	
	Improvement	
	Overall	
<b>Math 9</b>	Achievement	
	Improvement	
	Overall	
<b>Math 9K&amp;E</b>	Achievement	
	Improvement	
	Overall	
<b>Math 30-1</b>	Achievement	*
	Improvement	*
	Overall	*
<b>Math 30-2</b>	Achievement	*
	Improvement	*
	Overall	*

\* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

- H. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
<b>Math 6</b>	CBE AS	80.7
	Prov AS	79.2
	CBE SE	20.0
	Prov SE	15.9
<b>Math 9</b>	CBE AS	64.0
	Prov AS	61.3
	CBE SE	24.4
	Prov SE	19.2
<b>Math 9K&amp;E</b>	CBE AS	48.0
	Prov AS	60.8
	CBE SE	8.0
	Prov SE	16.5
<b>Math 30-1</b>	CBE AS	79.6
	Prov AS	74.3
	CBE SE	42.1
	Prov SE	31.2
<b>Math 30-2</b>	CBE AS	71.1
	Prov AS	69.0
	CBE SE	13.3
	Prov SE	12.1

### 3.3 Students who Self-Identify as Indigenous

- I. The Measure Evaluations of the English Language Arts (ELA) Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

#### Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
ELA 9	Achievement	Orange
	Improvement	Green
	Overall	Yellow
ELA 9K&E	Achievement	Green
	Improvement	Green
	Overall	Green
ELA 30-1	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
ELA 30-2	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow

**Standard of Excellence based on All Writers**

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
ELA 9	Achievement	Red
	Improvement	Yellow
	Overall	Red
ELA 9K&E	Achievement	Green
	Improvement	Yellow
	Overall	Green
ELA 30-1	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
ELA 30-2	Achievement	Green
	Improvement	Yellow
	Overall	Green

- J. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the English Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
<b>ELA 6</b>	CBE AS	78.7
	Prov AS	82.0
	CBE SE	7.5
	Prov SE	7.2
<b>ELA 9</b>	CBE AS	66.3
	Prov AS	70.1
	CBE SE	4.0
	Prov SE	5.4
<b>ELA 9K&amp;E</b>	CBE AS	76.9
	Prov AS	74.8
	CBE SE	15.4
	Prov SE	6.7
<b>ELA 30-1</b>	CBE AS	85.0
	Prov AS	84.4
	CBE SE	8.0
	Prov SE	5.4
<b>ELA 30-2</b>	CBE AS	89.4
	Prov AS	88.4
	CBE SE	18.3
	Prov SE	9.7



- K. The Measure Evaluations of the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

**Acceptable Standard based on All Writers**

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	Red
	Improvement	Green
	Overall	Orange
Math 9	Achievement	Red
	Improvement	Yellow
	Overall	Red
Math 9K&E	Achievement	Yellow
	Improvement	Green
	Overall	Green
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

\* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

**Standard of Excellence based on All Writers**

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	Red
	Improvement	Yellow
	Overall	Red
Math 9	Achievement	Red
	Improvement	Yellow
	Overall	Red
Math 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

\* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

- L. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
<b>Math 6</b>	CBE AS	55.7
	Prov AS	58.2
	CBE SE	3.7
	Prov SE	4.8
<b>Math 9</b>	CBE AS	32.3
	Prov AS	40.2
	CBE SE	4.7
	Prov SE	6.9
<b>Math 9K&amp;E</b>	CBE AS	60.0
	Prov AS	66.4
	CBE SE	8.6
	Prov SE	13.8
<b>Math 30-1</b>	CBE AS	68.1
	Prov AS	61.7
	CBE SE	19.1
	Prov SE	18.2
<b>Math 30-2</b>	CBE AS	92.5
	Prov AS	72.0
	CBE SE	17.5
	Prov SE	12.0

### 3.4 Students with Identified Special Education Needs

- M. The Measure Evaluations of the English Language Arts (ELA) Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

#### Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
ELA 9	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
ELA 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
ELA 30-1	Achievement	Orange
	Improvement	Red
	Overall	Red
ELA 30-2	Achievement	Orange
	Improvement	Yellow
	Overall	Orange

**Standard of Excellence based on All Writers**

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	Orange
	Improvement	Red
	Overall	Red
ELA 9	Achievement	Orange
	Improvement	Orange
	Overall	Orange
ELA 9K&E	Achievement	Yellow
	Improvement	Green
	Overall	Green
ELA 30-1	Achievement	Yellow
	Improvement	Orange
	Overall	Orange
ELA 30-2	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow

- N. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the English Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
<b>ELA 6</b>	CBE AS	84.3
	Prov AS	79.3
	CBE SE	8.2
	Prov SE	5.4
<b>ELA 9</b>	CBE AS	70.1
	Prov AS	64.3
	CBE SE	6.6
	Prov SE	4.7
<b>ELA 9K&amp;E</b>	CBE AS	70.0
	Prov AS	69.3
	CBE SE	8.8
	Prov SE	6.2
<b>ELA 30-1</b>	CBE AS	83.4
	Prov AS	80.3
	CBE SE	9.7
	Prov SE	7.2
<b>ELA 30-2</b>	CBE AS	87.8
	Prov AS	83.3
	CBE SE	14.4
	Prov SE	8.9

- O. The Measure Evaluations of the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

**Acceptable Standard based on All Writers**

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	Orange
	Improvement	Blue
	Overall	Green
Math 9	Achievement	Red
	Improvement	Orange
	Overall	Red
Math 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

\* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

**Standard of Excellence based on All Writers**

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	
	Improvement	
	Overall	
Math 9	Achievement	
	Improvement	
	Overall	
Math 9K&E	Achievement	
	Improvement	
	Overall	
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

\* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.



- P. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
<b>Math 6</b>	CBE AS	67.5
	Prov AS	59.8
	CBE SE	10.0
	Prov SE	6.9
<b>Math 9</b>	CBE AS	46.1
	Prov AS	41.3
	CBE SE	9.6
	Prov SE	6.9
<b>Math 9K&amp;E</b>	CBE AS	61.8
	Prov AS	61.9
	CBE SE	14.0
	Prov SE	11.3
<b>Math 30-1</b>	CBE AS	75.7
	Prov AS	72.9
	CBE SE	30.8
	Prov SE	27.0
<b>Math 30-2</b>	CBE AS	75.7
	Prov AS	70.5
	CBE SE	17.5
	Prov SE	12.7

- Target for 2018-19

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

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

- For the Writer cohort
  - English Language Arts 6: The Acceptable Standard Improvement Measure is *Improved*.
  - English Language Arts 6: Percentage of students achieving the Acceptable Standard is at or above the provincial results.
  - English Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - English Language Arts 9: Percentage of students achieving the Acceptable Standard is at or above the provincial results.
  - English Language Arts 30-1: The Acceptable Standard Overall Measure is *Good*.
  - English Language Arts 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Mathematics 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Mathematics 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Mathematics 30-1: Percentage of students achieving each of the standards is at or above the provincial results.
  - Mathematics 30-2: Percentage of students achieving each of the standards is at or above the provincial results.
  
- For the Students who Self-Identify as Indigenous cohort, the Acceptable Standard Improvement Measure for:
  - English Language Arts 6 is *Maintained* and there is evidence of chi-square value increase within the range.
  - English Language Arts 9 is *Maintained* and there is evidence of chi-square value increase within the range.
  - English Language Arts 30-1 is *Maintained* and there is evidence of chi-square value increase within the range.
  - English Language Arts 30-2 is *Maintained* and there is evidence of chi-square value increase within the range.
  - Mathematics 6 is *Maintained* and there is evidence of chi-square value increase within the range.
  - Mathematics 9 is *Maintained* and there is evidence of chi-square value increase within the range.
  - Mathematics 30-1 is *Maintained* and there is evidence of chi-square value increase within the range.
  - Mathematics 30-2 is *Maintained* and there is evidence of chi-square value increase within the range.

- Analysis

The Acceptable Standard Achievement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for English Language Arts 30-2 where Students who Self-Identify as Indigenous achieved the highest *Intermediate* achievement level that was one level higher than All Students and Students with Identified Special Education Needs and two levels higher than English Language Learners;
- English Language Learners achieved the same *High* achievement level as All Students in Mathematics 6 which was two levels higher than Students with Identified Special Education Needs and three levels higher than Students who Self-Identify as Indigenous;
- English Language Learners achieved the same *Intermediate* achievement level as All Students in Mathematics 9 that was uniformly two levels higher than Students with Identified Special Education Needs and Students who Self-Identify as Indigenous;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Low* achievement level in English Language Arts 30-1 that was one level higher than English Language Learners but one level lower than All Students;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Intermediate* achievement level in English Language Arts 6 that was one level lower than English Language Learners and two levels lower than All Students; and
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs as well as English Language Learners achieved the same *Low* achievement level in English Language Arts 9 while All Students achieved a *High* achievement level in the same course.

The Acceptable Standard Improvement Measures results (excluding K&E courses due to small sample sizes):

- English Language Learners were the tied highest or the highest among all the cohorts of students except for English Language Arts 30-1 where All Students and Students who Self-Identify as Indigenous achieved the highest *Maintained* improvement level which was one level higher than English Language Learners and two levels higher than Students with Identified Special Education Needs;
- All Students and English Language Learners as well as Students with Identified Special Education Needs achieved the same highest *Improved Significantly* level in Mathematics 6 while Students who Self-Identify as Indigenous achieved one level lower in the same course;
- Students who Self-Identify as Indigenous achieved the same highest *Maintained* evaluation level as English Language Learners in Mathematics 9 that was uniformly one level higher than All Students and Students with Identified Special Education;
- except for All Students, the other cohorts of students achieved a *Maintained* improvement level in English Language Arts 30-2 that was one level higher than All Students;
- English Language Learners and Students who Self-Identify as Indigenous achieved an *Improved* improvement level in English Language Arts 9 that was one level higher than All Students and Students with Identified Special Education Needs; and

- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in English Language Arts 6 that was one level lower than All Students and two levels lower than English Language Learners.

The Standard of Excellence Achievement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups across subjects;
- English Language Learners achieved the same *Very High* achievement level as All Students in Mathematics 9 and the same *High* achievement level in Mathematics 6 while Students with Identified Special Education Needs achieved *Low* level for both subjects and Students who Self-Identify as Indigenous achieved *Very Low* level for both subjects;
- Students who Self-Identify as Indigenous achieved the same *High* achievement level as All Students in English Language Arts 30-2 while Students with Identified Special Education Needs performed one level lower and English Language Learners were the lowest among four cohorts of students;
- English Language Learners achieved an *Intermediate* level that was one level lower than All Students in English Language Arts 6 but one level higher than Students with Identified Special Education Needs as well as Students who Self-Identify as Indigenous;
- both Students who Self-Identify as Indigenous and Students with Identified Special Education Needs performed an *Intermediate* achievement level in English Language Arts 30-1 that was in the middle level of All Students and English Language Learners; and
- All Students achieved a *High* achievement level in English Language Arts 9 while the rest of the cohorts were lower than *Intermediate* level.

The Standard of Excellence Improvement Measures results (excluding K&E courses due to small sample sizes):

- English Language Learners were the tied highest or the highest among all the cohorts of students except for English Language Arts 30-1 where All Students achieved the highest *Improved* improvement level which was one level higher than English Language Learners and Students who Self-Identify as Indigenous;
- all four cohorts of students achieved the same *Maintained* improvement level in English Language Arts 30-2;
- except for Students who Self-Identify as Indigenous, the other three cohorts of students achieved the same *Improved Significantly* level in Mathematics 6;
- both All Students and English Language Learners achieved the same highest *Improved Significantly* in Mathematics 9 while Students with Identified Special Education Needs achieved an *Improved* evaluation level and Students who Self-Identify as Indigenous were the lowest;
- English Language Learners achieved an *Improved Significantly* level in English Language Arts 6 while Students who Self-Identify as Indigenous were at a *Maintained* improvement level and the other two cohorts of students were both *Declined Significantly* in their improvement levels; and
- both All Students and Students who Self-Identify as Indigenous achieved a *Maintained* improvement level in English Language Arts 9 while English Language Learners were at an *Improved Significantly* level in the same course.

As compared to the Standard of Excellence Measure results for each cohort, the Acceptable Standard Measure results were higher for:

- All Students at both measure level in English Language Arts 6;
- English Language Learners at Achievement Measure sure level in English Language Arts 6;
- Students who Self-Identity as Indigenous at both measure levels in English Language Arts 9;
- Students who Self-Identity as Indigenous at the achievement level in English Language Arts 6 and at the Improvement Measure level in Mathematics 6; and
- Students with Identified Special Education Needs at both measure levels in English Language Arts 6 and at the Improvement Measure level in English Language Arts 9.

As compared to the Acceptable Standard Measure results for each cohort, the Standard of Excellence Measure results were higher for:

- All Students at both measure levels in English Language Arts 30-1, English Language Arts 30-2 and Mathematics 9;
- English Language Learners at both measure levels in English Language Arts 30-1 and Mathematics 9;
- English Language Learners at the Achievement Measure level in English Language Arts 30-2 and at the Improvement Measure level in English Language Arts 9;
- Students who Self-Identity as Indigenous at Achievement Measure level in English Language Arts 30-1 and English Language Arts 30-2;
- Students with Identified Special Education Needs at both measure level in English Language Arts 30-1 and Mathematics 9; and
- Students with Identified Special Education Needs at the Achievement Measure level in English Language Arts 30-2.

The Standard of Excellence measure results across cohorts were better in English Language Arts 30-1, English Language Arts 30-2 and Mathematics 9 comparing to the corresponding Acceptable Standard measure results.

The percentages of students achieving each of the standards are at or above the provincial results across 8 courses (excluding K&E) except as follows:

- All Students: English Language Arts 30-2 Acceptable Standard;
- English Language Learners: English Language Arts 9 Acceptable Standard and Standard of Excellence; English Language Arts 30-1 Acceptable Standard; and
- Students who Self-Identity as Indigenous: English Language Arts 6 Acceptable Standard; English Language Arts 9 Acceptable Standard and Standard of Excellence; Mathematics 6 Acceptable Standard and Standard of Excellence; Mathematics 9 Acceptable Standard and Standard of Excellence.

The percentages of Students with Identified Special Education Needs achieving each of the standards are above the provincial results across 8 courses (excluding K&E). Moreover, focusing on the Acceptable Standard results for all four cohorts of students, Students with Identified Special Education Needs achieved advantages above the province that are three times more than the second best cohort results in four Language Arts courses (excluding K&E) and around twice the results in Mathematics 6 and Mathematics 9. Students who Self-Identity as Indigenous exceeded the most comparing to provincial results in Mathematics 30-1 and Mathematics 30-2.

The percentages of students achieving Acceptable Standard (excluding K&E courses due to small sample sizes) are as follows:

- English Language Arts 6: More than 90 per cent of All Students and near 90 per cent of English Language Learners achieved the Acceptable Standard; Around 80 per cent of Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the Acceptable Standard;
- English Language Arts 9: More than 85 per cent of All Students achieved the Acceptable Standard while around 70 per cent of English Language Learners and Students with Identified Special Education Needs achieved the Acceptable Standard;
- English Language Arts 30-1: More than 85 per cent of All Students and Students who Self-Identify as Indigenous achieved the Acceptable Standard while around 65 per cent of English Language Learners achieved the Acceptable Standard;
- Mathematics 6: More than 80 per cent of All Students and English Language Learners achieved the Acceptable Standard while around 55 per cent of Students who Self-Identify as Indigenous achieved the Acceptable Standard;
- Mathematics 9: Near 70 per cent of All Students achieved the Acceptable Standard and it is more than twice the corresponding percentage for Students who Self-Identify as Indigenous;
- Mathematics 30-1: More than 83 per cent of All Students achieved the Acceptable Standard while around 80 percentage of English Language Learners and Students with Identified Special Education Needs achieved the Acceptable Standard; and
- Mathematics 30-2: More than 90 per cent of Students who Self-Identify as Indigenous achieved the Acceptable Standard; Around 75 per cent of other cohorts of students achieved the Acceptable Standard.

The percentages of students achieving Standard of Excellence (excluding K&E courses due to small sample sizes) are as follows:

- English Language Arts 6: More than 20 per cent of All Students and near 16 per cent of English Language Learners achieved the Standard of Excellence; Around 8 per cent of Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the Standard of Excellence;
- English Language Arts 9: More than 17 per cent of All Students achieved the Standard of Excellence while less than 8 per cent of the total cohort achieved the same Standard for the other three cohorts of students;
- English Language Arts 30-1: More than 15 per cent of All Students achieved the Standard of Excellence and Students with Identified Special Education Needs came second with near 10 per cent of the total cohort achieved the Standard of Excellence;
- Mathematics 6: Near 20 per cent of All Students and English Language Learners achieved the Standard of Excellence while around only 4 per cent of Students who Self-Identify as Indigenous achieved the Standard of Excellence;
- Mathematics 9: Near 25 per cent of All Students and English Language Learners achieved the Standard of Excellence and it is more than twice the corresponding percentage for Students with Identified Special Education Needs and more than three times of the percentage for Students who Self-Identify as Indigenous;
- Mathematics 30-1: More than 42 per cent of All Students and English Language Learners achieved the Standard of Excellence while around 19 percentage of Students who Self-Identify as Indigenous achieved the same standard; and

- Mathematics 30-2: Except for English Language Learners, around 18 per cent of the corresponding total cohort achieved the Standard of Excellence for the other three cohorts of students.

Based on the Measure Evaluations,

- at the Acceptable Standard in:
  - English Language Arts, All Students and Students who Self-Identify as Indigenous have the strongest results;
  - Mathematics, All Students and English Language Learners have the strongest results;
- at the Standard of Excellence in:
  - English Language Arts, All Students have the strongest results; and
  - Mathematics, All Students and English Language Learners have the strongest results.

As compared to the provincial results for each cohort:

- at the Acceptable Standard (excluding K&E) the CBE was above the provincial results for:
  - All Students in three of four assessments for ELA and four of four for Mathematics;
  - English Language Learners in two of four assessments for ELA and four of four for Mathematics;
  - Students who Self-Identify as Indigenous in two of four assessments for ELA and two of four for Mathematics;
  - Students with Identified Special Education Needs in four of four assessments for ELA and four of four for Mathematics;
- at the Standard of Excellence (excluding K&E) the CBE was above the provincial results for:
  - All Students in four of four assessments for ELA and four of four for Mathematics;
  - English Language Learners in three of four assessments for ELA and four of four for Mathematics;
  - Students who Self-Identify as Indigenous in three of four assessments for ELA and two of four for Mathematics;
  - Students with Identified Special Education Needs in four of four assessments for ELA and four of four for Mathematics.

The gap between English Language Learners results and All Students results for English Language Arts begin to increase starting grade 9 with the 30-level results well below those of the other cohorts.

When considering the results of Students who Self-Identify as Indigenous, results in ELA 6 and ELA 9 are below the results of the other cohorts at the Acceptable Standard. The results of Students who Self-Identify as Indigenous in ELA 30-2 at the Acceptable Standard, higher than all other subgroups in this course, suggest that efforts to get Indigenous students to these courses is a greater requirement than efforts to provide support to students once they are in the course. Once in the course, their results are strong.

With respect to English Language Arts, Students with Special Education Needs results are on par with All Students at the 30-level. However, results in ELA 9 are noticeably lower.

In Mathematics 6, 9 and 30-1, the results at the Acceptable Standard for Students who Self-Identify as Indigenous and Students with Identified Special Needs were significantly below the All Students and English Language Learner cohorts.

- Building Capacity

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

- All Students
  - continue to support schools in using multiple data sources (e.g., connect report card data with provincial achievement test data to check alignment in assessment practices) as part of the School Development Plan process to identify areas that require improvement;
  - English Language Arts
    - develop literacy flat sheets. Topics to include: student annotations of text; structured observations of students' language use; observations and recording of students' language use; and multi-modal tools and texts;
    - literacy specialists and strategist use literacy flat sheets as supports when working with teachers;
    - support the design and implementation of literacy focused classroom assessment resources (e.g., writing rubrics);
  - build a shared understanding of reading meta-cognitive strategies (e.g., text annotation, concept mapping);
  - Mathematics
    - plan regular opportunities (spaced practice) for students to explain mental math strategies;
    - plan regular opportunities for students to practice computational skills, including games and number sense routines;
    - design mathematical tasks that build on conceptual models or visual models;
    - design mathematical tasks that encourage the use of different representations, including manipulatives, pictures, words, and numbers that support students in explaining their math thinking (sense-making);
- English Language Learners
  - Strategic effort on the development of complex literacies in divisions 3 and 4 towards increasing achievement in English Language Arts;
- Students who Self-Identify as Indigenous
  - collaborate across CBE strategies to honour Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment;
  - establish collaborative response team inclusive of Indigenous Education specialists, learning leaders as well as literacy, mathematics and early learning strategists to support and leverage the work of Indigenous Education Learning Leaders (IELLs) in elementary, middle and junior schools, focusing on literacy and mathematics learning and intervention;
  - develop professional learning to support teachers, leaders and support staff to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
  - capture Indigenous student voice specific to experiencing success in English Language Arts and Mathematics;



- Students with Identified Special Education Needs
  - as informed by the SLT process, targeted interventions to ensure Students with Identified Special Education Needs receive foundational skills and knowledge;
  - create efficiencies in accessing psychoeducational assessments so that learning needs and appropriate supports can be identified earlier; and
  - professional learning related to instructional and task design, assessment and reporting specific to Students with Identified Special Education Needs.

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

Legend |

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

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#### 4.1 All Students

Student report card results as a mean		
Subject	Division	2018-19
CTF/CTS	1	n/a
	2 (CTF)	3.03
	3 (CTF)	2.99
	4 (CTS)	82.1
Fine and Performing Arts	1	2.86
	2	2.94
	3	3.02
	4	82.5
French Language Arts	1	2.91
	2	2.91
	3	2.99
	4	75.7
Languages	1	2.73
	2	2.82
	3	2.94
	4	85.0
Physical Education	1	2.93
	2	3.04
	3	3.05
	4	82.0
Science	1	2.79
	2	2.81
	3	2.80
	4	73.8
Social Studies	1	2.74
	2	2.78
	3	2.81
	4	71.6

## 4.2 English Language Learners

Student report card results as a mean		
Subject	Division	2018-19
CTF/CTS	1	n/a
	2 (CTF)	2.90
	3 (CTF)	2.85
	4 (CTS)	79.6
Fine and Performing Arts	1	2.75
	2	2.86
	3	2.85
	4	78.7
French Language Arts	1	2.80
	2	2.87
	3	2.92
	4	73.2
Languages	1	2.82
	2	2.78
	3	2.85
	4	85.6
Physical Education	1	2.80
	2	2.95
	3	2.94
	4	78.3
Science	1	2.62
	2	2.70
	3	2.65
	4	70.4
Social Studies	1	2.59
	2	2.68
	3	2.64
	4	68.0

### 4.3 Students who Self-Identify as Indigenous

Student report card results as a mean		
Subject	Division	2018-19
CTF/CTS	1	n/a
	2 (CTF)	2.85
	3 (CTF)	2.60
	4 (CTS)	76.6
Fine and Performing Arts	1	2.56
	2	2.66
	3	2.72
	4	72.6
French Language Arts	1	2.74
	2	2.84
	3	2.78
	4	72.7
Languages	1	2.36
	2	2.53
	3	2.53
	4	75.4
Physical Education	1	2.64
	2	2.68
	3	2.67
	4	71.1
Science	1	2.32
	2	2.30
	3	2.20
	4	65.1
Social Studies	1	2.29
	2	2.30
	3	2.26
	4	61.5

#### 4.4 Students with Identified Special Education Needs

Student report card results as a mean		
Subject	Division	2018-19
CTF/CTS	1	n/a
	2 (CTF)	2.80
	3 (CTF)	2.70
	4 (CTS)	78.2
Fine and Performing Arts	1	2.50
	2	2.64
	3	2.75
	4	77.3
French Language Arts	1	2.43
	2	2.49
	3	2.72
	4	70.0
Languages	1	2.28
	2	2.47
	3	2.57
	4	78.6
Physical Education	1	2.57
	2	2.77
	3	2.79
	4	76.8
Science	1	2.41
	2	2.43
	3	2.39
	4	67.7
Social Studies	1	2.33
	2	2.37
	3	2.40
	4	65.7

- Targets for 2018-19

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

- Career & Technology Foundations/Studies: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Fine and Performing Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- French Language Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Languages: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Physical Education: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Science: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Social Studies: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Analysis

In Division 1, All Students remained at the top comparing to other subgroups of students except for Languages. Across all subjects, All Students had higher means that were above 2.91 in French Language Arts and Physical Education while in Language, Social Studies and Science, All Students achieved means around 2.75. English Language Learners had the second best performances across subjects except being at the top for Languages. The performances were uniformly around 2.80 except for Science and Social Studies where the means were at the lower end of the achievements. Students who Self-Identify as Indigenous were above or at the same level of the Students with Identified Special Education Needs with the exception of Science and Social Studies, moreover, the smallest and largest gaps of Students who Self-Identify as Indigenous from English Language Learners were

in French Language Arts and Languages with a difference of 0.06 and 0.46, respectively. In addition, results in Science and Social Studies of Students with Identified Special Education Needs were slightly higher than ones of Students who Self-Identify as Indigenous.

In Division 2, All Students achieved the highest performances and English Language Learners were the close follow-up across all subjects. For CTF/CTS and Physical Education, all four cohorts of students shared the similar mean performances while for Fine and Performing Arts, Languages, Science and Social Studies, All Students as well as English Language Learners had the comparable high performances and Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the relevant lower performances. Except for Physical Education, Science and Social Studies, Students who Self-Identify as Indigenous achieved higher than Students with Identified Special Education Needs. In general, the results in Division 2 were consistently higher than the ones in Division 1 across all subjects except for Students who Self-Identify as Indigenous in Science and Social Studies.

In Division 3, All Students achieved the highest performances across all subjects with a mean around 3.00 in CTF/CTS, Fine and Performing Arts, French Language Arts and Physical Education. Moreover, English Language Learners had similar mean results to All Students with a 0.17 difference in Fine and Performing Arts as well as Social Studies and a difference ranging from 0.07 to 0.15 in other subjects. Moreover, Students who Self-Identify as Indigenous did not perform as strong as the previous Divisions comparing to Students with Identified Special Education Needs. Except for French Language Arts, Students with Identified Special Education Needs were above or at the same level of Students who Self-Identify as Indigenous in other subjects. The largest gap can be seen in Science with a difference of 0.19 while the smallest one was in Languages with a difference of 0.04. Comparing to the results in Division 2, the achievements in Division 3 were not uniformly greater across all subjects. Given the similar results for All Students and English Language Learners across all subjects in Division 2 and 3, Students who Self-Identify as Indigenous and Students with Identified Special Education Needs in Division 3 had noticeably lower performances in CTF/CTS and higher performances in Fine and Performing Arts than the results in Division 2. In general, the overall performances of Science and Social Studies were lower than other subjects.

In Division 4, All Students remained at the top comparing to other subgroups of students except for Languages where English Language Learners were above other groups of students. In Fine and Performing Arts, Physical Education and Social Studies, All Students had larger advances around 3.6 percentage points comparing to English Language Learners while in CTF/CTS and French Language Arts, the gaps narrowed down to 2.5 percentage points. In the meanwhile, English Language Learners were 0.6 percentage points above All Students in Languages. Moreover, the comparison results of Students with Identified Special Education Needs and English Language Learners were ranging from 1.4 percentage points in CTF/CTS and Fine and Performing Arts to 7 percentage points in Languages. Similar to Division 3, Students with Identified Special Education Needs were above or at the same level of Students who Self-Identify as Indigenous except for French Language Arts.



When considering the results for all of the subjects across all four divisions, overall the results for All Students are the highest, English Language Learner second highest, Students with identified Special Education needs third highest and Students who Self-Identify as Indigenous lowest.

- Building Capacity

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

- All Students
  - responsive school support for teachers regarding K&E curriculum implementation, resource selection and student enrollment considerations;
  - facilitate system-wide K&E Professional Learning Network (PLN) with a focus on developing and implementing Student Learning Plans;
  - finalize K&E Student Learning Plans supporting documentation and update the K&E Course Enrolment Toolkit for teachers;
  - at the high school level, for students who are achieving less than 65% in Science 14, 10-4, 20, 24 and 20-4 and Social Studies -2 & -4 courses, individual High School Student Learning Plans will be adjusted to address student learning gaps and increase student achievement;
  - create learning tasks through design thinking framework to help teachers understand Trauma Informed Practice strategies within their school community;
  - Career & Technology Foundations
    - support the development of high-quality tasks including incorporating educational technologies and computational thinking into instructional design and assessment;
    - access support for Library to Learning Commons transitions and the development of maker spaces to support shifts in pedagogy;
    - support teachers in accessing the Future of Learning Lab through professional learning opportunities;
    - support schools in connecting design thinking to instructional and task design, assessment and leadership;
    - support teachers and administrators in incorporating digital citizenship and literacy into task design;
  - Career & Technology Studies
    - support teachers to acquire the necessary skills relative to the assessments of the outcomes;
    - review Locally Developed Courses to remain viable;
    - support teachers to have the required certifications to teach CTS courses;
    - sustain partnerships with the Metal Trades (MT) program (at SAIT) which includes HCS 3000 (Workplace Safety Systems), CTS (Fabrication), Welder Apprenticeship (WDA) and Work Experience (WE) credits;
    - offer Teacher Training Commons (TTC) sessions for teachers to keep their skills current with industry standards;
    - support teachers and schools on STEAM pedagogy;
  - Fine & Performing Arts
    - provide support to schools in curriculum, instructional and task design, and assessment with the Fine and Performing Arts disciplines and through interdisciplinary teaching and learning;
    - review Locally Developed Courses to remain viable;
    - use the K-9 Music PLN to engage in calibrating assessments with colleagues;
    - collaborate with Arts Partners (e.g., Calgary Philharmonic, Theatre Calgary) to design and host professional learning opportunities for Fine and Performing Arts teachers;

- Physical Education
  - support schools with curriculum, instructional and task design, and assessment in Physical Education;
  
- English Language Learners
  - focus on explicit English language instruction, intentional language support and the acquisition of academic language;
  
- Students who Self-Identify as Indigenous
  - collaborate with Indigenous Elders and Knowledge Keepers, system specialists and school based learning leaders and teachers in high schools to advance culturally responsive instructional design and assessment in Science 10, 20, 30. This will include co-designing and co-teaching units of study that include a balance of Modern/Western and Indigenous Science;
  - collaborate with Indigenous community to redesign the Locally Developed Course, Aboriginal Studies 7, 8, 9;
  - develop professional learning to support teachers, leaders and support staff to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
  - capture Indigenous student voice, specific to experiencing success in Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; and
  
- Students with Identified Special Education Needs
  - support teachers with specific strategies on accommodating Students with Identified Special Education Needs when developing instruction and assessments.

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

Legend |

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

5.1 All Students

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	Good
	Improvement	Acceptable
	Overall	Good
French Language Arts 9	Achievement	Acceptable
	Improvement	Issue
	Overall	Issue
French Language Arts 30-1	Achievement	Acceptable
	Improvement	Acceptable
	Overall	Acceptable
Science 6	Achievement	Acceptable
	Improvement	Issue
	Overall	Issue
Science 9	Achievement	Excellent
	Improvement	Excellent
	Overall	Excellent
Science 9K&E	Achievement	Acceptable
	Improvement	Acceptable
	Overall	Acceptable

PAT/Dip	Measure Evaluation	2018-19
Biology 30	Achievement	Green
	Improvement	Yellow
	Overall	Green
Chemistry 30	Achievement	Blue
	Improvement	Blue
	Overall	Blue
Physics 30	Achievement	Blue
	Improvement	Blue
	Overall	Blue
Science 30	Achievement	Yellow
	Improvement	Green
	Overall	Green
Social Studies 6	Achievement	Blue
	Improvement	Blue
	Overall	Blue
Social Studies 9	Achievement	Green
	Improvement	Blue
	Overall	Green
Social Studies 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Social Studies 30-1	Achievement	Green
	Improvement	Blue
	Overall	Green
Social Studies 30-2	Achievement	Yellow
	Improvement	Orange
	Overall	Orange

**Standard of Excellence based on All Writers**

<b>PAT/Dip</b>	<b>Measure Evaluation</b>	<b>2018-19</b>
<b>French Language Arts 6</b>	Achievement	Green
	Improvement	Green
	Overall	Green
<b>French Language Arts 9</b>	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
<b>French Language Arts 30-1</b>	Achievement	Green
	Improvement	Blue
	Overall	Green
<b>Science 6</b>	Achievement	Green
	Improvement	Yellow
	Overall	Green
<b>Science 9</b>	Achievement	Blue
	Improvement	Blue
	Overall	Blue
<b>Science 9K&amp;E</b>	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow

PAT/Dip	Measure Evaluation	2018-19
Biology 30	Achievement	Blue
	Improvement	Blue
	Overall	Blue
Chemistry 30	Achievement	Blue
	Improvement	Blue
	Overall	Blue
Physics 30	Achievement	Blue
	Improvement	Blue
	Overall	Blue
Science 30	Achievement	Green
	Improvement	Blue
	Overall	Green
Social Studies 6	Achievement	Blue
	Improvement	Blue
	Overall	Blue
Social Studies 9	Achievement	Green
	Improvement	Blue
	Overall	Green
Social Studies 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Social Studies 30-1	Achievement	Blue
	Improvement	Blue
	Overall	Blue
Social Studies 30-2	Achievement	Green
	Improvement	Orange
	Overall	Yellow

## 5.2 English Language Learners

### Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
French Language Arts 9	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
French Language Arts 30-1	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Science 6	Achievement	Yellow
	Improvement	Blue
	Overall	Green
Science 9	Achievement	Green
	Improvement	Green
	Overall	Green
Science 9K&E	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
Biology 30	Achievement	Yellow
	Improvement	Orange
	Overall	Orange
Chemistry 30	Achievement	Green
	Improvement	Yellow
	Overall	Green
Physics 30	Achievement	Green
	Improvement	Green
	Overall	Green

PAT/Dip	Measure Evaluation	2018-19
Science 30	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Social Studies 6	Achievement	Blue
	Improvement	Blue
	Overall	Blue
Social Studies 9	Achievement	Yellow
	Improvement	Blue
	Overall	Green
Social Studies 9K&E	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
Social Studies 30-1	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Social Studies 30-2	Achievement	Orange
	Improvement	Yellow
	Overall	Orange



**Standard of Excellence based on All Writers**

<b>PAT/Dip</b>	<b>Measure Evaluation</b>	<b>2018-19</b>
<b>French Language Arts 6</b>	Achievement	Green
	Improvement	Yellow
	Overall	Green
<b>French Language Arts 9</b>	Achievement	Yellow
	Improvement	Green
	Overall	Green
<b>French Language Arts 30-1</b>	Achievement	Blue
	Improvement	Yellow
	Overall	Blue
<b>Science 6</b>	Achievement	Green
	Improvement	Blue
	Overall	Green
<b>Science 9</b>	Achievement	Blue
	Improvement	Green
	Overall	Blue
<b>Science 9K&amp;E</b>	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
<b>Biology 30</b>	Achievement	Blue
	Improvement	Red
	Overall	Yellow
<b>Chemistry 30</b>	Achievement	Blue
	Improvement	Yellow
	Overall	Blue
<b>Physics 30</b>	Achievement	Blue
	Improvement	Green
	Overall	Blue

PAT/Dip	Measure Evaluation	2018-19
<b>Science 30</b>	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
<b>Social Studies 6</b>	Achievement	Green
	Improvement	Blue
	Overall	Green
<b>Social Studies 9</b>	Achievement	Yellow
	Improvement	Blue
	Overall	Green
<b>Social Studies 9K&amp;E</b>	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
<b>Social Studies 30-1</b>	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
<b>Social Studies 30-2</b>	Achievement	Yellow
	Improvement	Orange
	Overall	Orange

### 5.3 Students who Self-Identify as Indigenous

#### Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
French Language Arts 9	Achievement	Red
	Improvement	Orange
	Overall	Red
French Language Arts 30-1	Achievement	*
	Improvement	*
	Overall	*
Science 6	Achievement	Red
	Improvement	Yellow
	Overall	Red
Science 9	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
Science 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Biology 30	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Chemistry 30	Achievement	Green
	Improvement	Yellow
	Overall	Green
Physics 30	Achievement	Blue
	Improvement	Yellow
	Overall	Blue

PAT/Dip	Measure Evaluation	2018-19
Science 30	Achievement	Green
	Improvement	Yellow
	Overall	Green
Social Studies 6	Achievement	Orange
	Improvement	Blue
	Overall	Green
Social Studies 9	Achievement	Red
	Improvement	Green
	Overall	Orange
Social Studies 9K&E	Achievement	Green
	Improvement	Green
	Overall	Green
Social Studies 30-1	Achievement	Yellow
	Improvement	Green
	Overall	Green
Social Studies 30-2	Achievement	Orange
	Improvement	Yellow
	Overall	Orange

\* Data values have been suppressed where the number of respondents/students is fewer than 6.

Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	Red
	Improvement	Orange
	Overall	Red
French Language Arts 9	Achievement	Red
	Improvement	Orange
	Overall	Red
French Language Arts 30-1	Achievement	*
	Improvement	*
	Overall	*
Science 6	Achievement	Red
	Improvement	Orange
	Overall	Red
Science 9	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Science 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Biology 30	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
Chemistry 30	Achievement	Blue
	Improvement	Green
	Overall	Blue
Physics 30	Achievement	Green
	Improvement	Yellow
	Overall	Green

PAT/Dip	Measure Evaluation	2018-19
Science 30	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Social Studies 6	Achievement	Orange
	Improvement	Blue
	Overall	Green
Social Studies 9	Achievement	Red
	Improvement	Yellow
	Overall	Red
Social Studies 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Social Studies 30-1	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Social Studies 30-2	Achievement	Orange
	Improvement	Yellow
	Overall	Orange

\* Data values have been suppressed where the number of respondents/students is fewer than 6.

## 5.4 Students with Identified Special Education Needs

### Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
French Language Arts 9	Achievement	Red
	Improvement	Orange
	Overall	Red
French Language Arts 30-1	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Science 6	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
Science 9	Achievement	Yellow
	Improvement	Green
	Overall	Green
Science 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Biology 30	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Chemistry 30	Achievement	Green
	Improvement	Yellow
	Overall	Green
Physics 30	Achievement	Green
	Improvement	Yellow
	Overall	Green

PAT/Dip	Measure Evaluation	2018-19
Science 30	Achievement	Yellow
	Improvement	Orange
	Overall	Orange
Social Studies 6	Achievement	Yellow
	Improvement	Blue
	Overall	Green
Social Studies 9	Achievement	Orange
	Improvement	Blue
	Overall	Green
Social Studies 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Social Studies 30-1	Achievement	Green
	Improvement	Yellow
	Overall	Green
Social Studies 30-2	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow



Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
French Language Arts 9	Achievement	Red
	Improvement	Orange
	Overall	Red
French Language Arts 30-1	Achievement	Green
	Improvement	Green
	Overall	Green
Science 6	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Science 9	Achievement	Green
	Improvement	Green
	Overall	Green
Science 9K&E	Achievement	Yellow
	Improvement	Green
	Overall	Green
Biology 30	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Chemistry 30	Achievement	Blue
	Improvement	Yellow
	Overall	Blue
Physics 30	Achievement	Blue
	Improvement	Yellow
	Overall	Blue

PAT/Dip	Measure Evaluation	2018-19
Science 30	Achievement	Green
	Improvement	Yellow
	Overall	Green
Social Studies 6	Achievement	Yellow
	Improvement	Blue
	Overall	Green
Social Studies 9	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
Social Studies 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Social Studies 30-1	Achievement	Green
	Improvement	Yellow
	Overall	Green
Social Studies 30-2	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow

- Targets for 2018-19

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

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

- For the Writer cohort
  - French Language Arts 6: The Acceptable Standard Improvement Measure is *Improved*.
  - French Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - French Language Arts 30-1: The Acceptable Standard Achievement Measure is *Intermediate*.
  - Science 6: The Acceptable Standard Improvement Measure is *Improved*.
  - Science 9: The Acceptable Standard Improvement Measure is *Improved*.

- Biology 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Chemistry 30: The Acceptable Standard Improvement Measure is *Improved*.
  - Physics 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Science 30: The Acceptable Standard Achievement Measure is *Intermediate*.
  - Social Studies 6: The Standard of Excellence Improvement Measure is *Improved*.
  - Social Studies 9: The Acceptable Standard Improvement Measure is *Improved*.
  - Social Studies 30-1: The Acceptable Standard Overall Measure is *Good*.
  - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
- For the Students who Self-Identify as Indigenous cohort, the Acceptable Standard Improvement Measure for:
    - Science 6 is *Maintained* and there is evidence of chi-square value increase within the range.
    - Science 9 is *Improved*.
    - Social Studies 6 is *Maintained* and there is evidence of chi-square value increase within the range.
    - Social Studies 9 is *Maintained* and there is evidence of chi-square value increase within the range.
    - Social Studies 30-1 is *Maintained* and there is evidence of chi-square value increase within the range.
    - Social Studies 30-2 is *Maintained* and there is evidence of chi-square value increase within the range.
- Analysis

The Acceptable Standard Achievement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for Science 30 where Students who Self-Identify as Indigenous achieved the highest *High* achievement level while the other three cohorts of students were one level lower;
- English Language Learners achieved the same *Maintained* achievement level as All Students in French Language Arts 30-1, Science 6 and Science 30 as well as the same *Very High* level as All Students in Social Studies 6 but was one level lower than All Students in the rest of the subjects;
- English Language Learners achieved the same *Intermediate* achievement level as All Students and Students with Identified Special Education Needs in French Language Arts 30-1;
- Students who Self-Identify as Indigenous achieved the same highest *Very High* achievement level as All Students in Physics 30 while English Language Learners and Students with Identified Special Education Needs were one level lower;

- English Language Learners, Students who Self-Identify as Indigenous as well as Students with Identified Special Education Needs achieved the same *Intermediate* achievement level in French Language Arts 6 and Biology 30 and the same *High* achievement level in Chemistry 30 that were uniformly one level lower than All Students in all three courses;
- Students who Self-Identify as Indigenous achieved the same *Intermediate* achievement level in Social Studies 30-1 and the same *Low* achievement level in Social Studies 30-2 as English Language Learners, which were uniformly one level lower than All Students and Students with Identified Special Education Needs in both courses;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the lowest *Very Low* achievement level in French Language Arts 9 that was one level lower than English Language Learners and two levels lower than All Students;
- Students with Identified Special Education Needs achieved *Low* achievement level in Science 6 and Social Studies 9 that were uniformly one level higher than Students who Self-Identify as Indigenous and one level lower than English Language Learners in both subjects; and
- Students with Identified Special Education Needs achieved *Intermediate* achievement level in Science 9 and Social Studies 6 that were uniformly one level higher than Students who Self-Identify as Indigenous and two levels lower than All Students in both subjects.

The Acceptable Standard Improvement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for French Language Arts 9, Science 6 and Social Studies 30-2 where English Language Learners were the tied highest or the highest;
- all four cohorts of students achieved the same *Maintained* level in French Language Arts 6 and French Language Arts 30-1 (Data for Students who Self-Identify as Indigenous was suppressed) as well as achieved the same *Improved Significantly* in Social Studies 6;
- English Language Learners were the highest among all four cohorts of students in French Language Arts 9 where the other three cohorts of students achieved the one level lower *Declined* evaluation level;
- English Language Learners achieved the highest *Improved Significantly* evaluation level in Science 6 and the tied highest *Maintained* level in Social Studies 30-2 with Students who Self-Identify as Indigenous and Students with Identified Special Education Needs;
- English Language Learners achieved the same highest *Improved Significantly* evaluation level as All Students in Social Studies 9 but one level lower in Science 9, Biology 30, Physics 30 and Science 30 and two levels lower in Chemistry 30 and Social Studies 30-1, reaching a *Maintained* evaluation level in both subjects;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same highest *Maintained* evaluation level as All Students in Biology 30;
- Students who Self-Identify as Indigenous achieved an *Improved* evaluation level in Social Studies 30-1, which was one level lower than All students and one level higher than English Language Learners and Students with Identified Special Education Needs;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* evaluation level in Science 6 that was one level higher than All Students;

- Students with Identified Special Education Needs achieved the same *Improved* evaluation level as English Language Learners in Science 9 that was one level lower than All Students but one level higher than Students who Self-Identify as Indigenous;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* evaluation level as English Language Learners in Chemistry 30 while All Students achieved an *Improved Significantly* evaluation level;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* evaluation level in Physics 30 that was two levels lower than All Students;
- Students who Self-Identify as Indigenous achieved the same *Maintained* evaluation level in Science 30 as English Language Learners that was one level lower than All Students but one level higher than Students with Identified Special Education Needs; and
- Students with Identified Special Education Needs achieved the highest *Improved Significantly* evaluation level as English Language Learners and All Students in Social Studies 9 that was one level higher than Students who Self-Identify as Indigenous.

The Standard of Excellence Achievement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for French Language Arts 30-1 where English Language Learners achieved the highest *Very High* achievement level and the other two cohorts of students (except for Students who Self-Identify as Indigenous) were one level lower;
- all four cohorts of students achieved the *Very High* achievement level in Chemistry 30;
- except for Students who Self-Identify as Indigenous, the other three cohorts of students achieved the *Very High* achievement level in Physics 30;
- both All Students and English Language Learners achieved the *Very High* achievement level in Biology 30 while Students who Self-Identify as Indigenous were at a *Low* achievement level and Students with Identified Special Education Needs were one level higher than Students who Self-Identify as Indigenous;
- both All Students and English Language Learners achieved the same highest *High* level in French Language Arts 6 and Science 6 while Students who Self-Identify as Indigenous achieved the lowest *Very Low* achievement level for both subjects;
- All Students and English Language Learners achieved the same *Intermediate* achievement level in French Language Arts 9 while the other two cohorts of students achieved the same *Very Low* level;
- All Students and English Language Learners achieved the *Very High* level in Science 9 and they were one level higher than Students with Identified Special Education Needs and two levels higher than Students who Self-Identify as Indigenous;
- All Students and Students with Identified Special Education Needs achieved the same *High* level in Science 30 while the other two cohorts of students were one level lower;
- four cohorts of students followed an one-level decreasing pattern in both Social Studies 6 and Social Studies 9 with the order of All Students, English Language Learners, Students with Identified Special Education Needs and Students who Self-Identify as Indigenous;

- both English Language Learners and Students who Self-Identify as Indigenous achieved the same *Intermediate* level in Social Studies 30-1 that was one level lower than Students with Identified Special Education Needs and two levels lower than All Students; and
- both English Language Learners and Students with Identified Special Education Needs achieved the same *Intermediate* level in Social Studies 30-2 that was one level higher than Students who Self-Identify as Indigenous and one level lower than All Students.

The Standard of Excellence Improvement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for French Language Arts 9, Science 6 and Social Studies 30-2;
- all four cohorts of students achieved the same *Improved Significantly* level in Social Studies 6;
- All Students achieved the highest *Improved Significantly* level in Science 30 and Social Studies 30-1 while the other three cohorts of students achieved the same *Maintained* level in both subjects;
- English Language Learners and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in French Language Arts 6 that was in the middle level of All Students and Students who Self-Identify as Indigenous;
- English Language Learners and Students with Identified Special Education Needs achieved the same *Improved* improvement level in Science 9 that was in the middle level of All Students and Students who Self-Identify as Indigenous;
- both All Students and English Language Learners achieved the highest *Improved Significantly* level in Social Studies 9 while the other two cohorts of students achieved the *Maintained* level in the same subject;
- English Language Learners achieved the highest *Improved* level in French Language Arts 9 where All Students were one level lower and the other two cohorts were two levels lower;
- Students with Identified Special Education Needs achieved an *Improved* level in French Language Arts 30-1 that was in the middle level of All Students and English Language Learners;
- English Language Learners achieved the highest *Improved Significantly* level in Science 6 while All Students and Students with Identified Special Education Needs achieved the same *Maintained* level;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in Biology 30 that was in the middle level of All Students and English Language Learners;
- English Language Learners and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in Chemistry 30 that was one level lower than Students who Self-Identify as Indigenous and two levels lower than All Students;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in Physics 30 that was one level lower than English Language Learners and two levels lower than All Students; and
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same highest *Maintained* improvement level in Social Studies 30-2 while the other two cohorts were at a *Declined* level.

As compared to the Standard of Excellence Measure results for each cohort, the Acceptable Standard Measure results were higher for:

- English Language Learners at the Achievement Measure level in Social Studies 6 and at the Improvement Measure level in Biology 30 and Social Studies 30-2;
- Students who Self-Identify as Indigenous at both measure levels in French Language 6;
- Students who Self-Identify as Indigenous at the Achievement Measure level in Biology 30, Physics 30 and Science 30;
- Students who Self-Identify as Indigenous at the Improvement Measure level in Science 6, Social Studies 9 and Social Studies 30-1; and
- Students with Identified Special Education Needs at the Achievement Measure level in French Language Arts 6 and at the Improvement Measure level in Social Studies 9

As compared to the Acceptable Standard, Measure results for each cohort, the Standard of Excellence Measure results were higher for:

- All Students at both measure levels in French Language Arts 30-1, Science 6, Biology 30 and Science 30;
- All Students at the Achievement Measure level in Social Studies 30-1 as well as Social Studies 30-2 and at the Improvement Measure level in French Language Arts 6 and French Language Arts 9;
- English Language Learners at both measure levels in French Language Arts 9;
- English Language Learners at the Achievement Measure level in all subjects except for Science 30, Social Studies 6, Social Studies 9 and Social Studies 30-1;
- Students who Self-Identify as Indigenous at both measure levels in Chemistry 30 and at the achievement level in Science 9;
- Students with Identified Special Education Needs at both measure levels in French Language Arts 30-1 and Science 30; and
- Students with Identified Special Education Needs at the Achievement Measure level in Science 6, Science 9, Chemistry 30 and Physics 30.

Results in the Improvement Measures show that in recent years, Students who Self-Identify as Indigenous have *Maintained, Improved or Improved Significantly*. This suggests that the continued efforts of the Indigenous Strategy are leading to improvement over time.

Students who Self-Identify as Indigenous achieved higher results in the Acceptable Standards while the other three cohorts of students performed better in the Standard of Excellences relatively. The Standard of Excellence measure results across cohorts were better in French Language Arts 30-1, Science 6, Science 9 and Chemistry 30 comparing to the corresponding Acceptable Standard measure results.

Based on the Measure Evaluations, All Students have the strongest results of all four cohorts at both standards.

- Building Capacity

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

- All Students
  - facilitate Learning Leader/Lead Teacher professional learning with a focus on outcomes-based assessment and reporting;
  - facilitate a concept-based learning network, consisting of teams of teachers and leaders from schools across the district with the goal of sharing resources and high-quality teaching and learning strategies;
  - participate in an Intra-Provincial, Multi-district New Curriculum Assessment Think Tank with the goal of sharing resources and high quality teaching and learning strategies;
  - support the implementation and use of *Assessment and Reporting in the CBE, Making Teaching & Learning Visible - Personalized Learning* and the *K-9 English Language Arts* and *K-9 Mathematics Assessment and Reporting Guides*;
  - Use the *K-9 English Language Arts* and *K-9 Mathematics Assessment and Reporting Guides* to support calibration of assessment to increase system wide clarity and alignment of the CBE K to 9 proficiency scale;
  - develop and implement Assessment and Reporting Guides, including the creation of professional learning videos and flat sheets for teachers;
- English Language Learners
  - focus on explicit English language instruction, intentional language support and the acquisition of academic language;
- Students who Self-Identify as Indigenous
  - collaborate with Indigenous Elders and Knowledge Keepers, system specialists and school based learning leaders and teachers in high schools to advance culturally responsive instructional design and assessment in Science 10, 20, 30. This will include co-designing and co-teaching units of study that include a balance of Modern/Western and Indigenous Science;
  - develop professional learning to support teachers, leaders and support staff to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
- Students with Identified Special Education Needs
  - support teachers with specific strategies on accommodating Students with Identified Special Education Needs when developing instruction and assessments; and
  - targeted strategies to support Students with Identified Special Education Needs in meeting with success in French Language Arts in division 3.



## Targets |

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

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.
  - Targets for 2019-20
    - 4-year rate: Is at or above 80 percentage for All Students
    - 5-year rate: Is at or above 83 percentage for All Students
    - 3-year rate: The Achievement Measure increases one level to *Low* for Students who Self-Identify as Indigenous
    - 3-year rate: The Achievement Measure is *Intermediate* for Students with Identified Special Education Needs
    - 3-year rate: The Achievement Measure is *High* for All Students
    - 3-year rate: The Improvement Measure is *Improved* for All Students
  
2. Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.
  - Targets for 2019-20
    - English Language Arts:
      - Division 1 results for Students who Self-Identify as Indigenous will improve.
      - Division 1, 2, 3 and 4 results for English Language Learners will improve.
    - Mathematics:
      - Division 2 and 3 results for Students who Self-Identify as Indigenous will improve.
  
3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Student Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
  - Targets for 2019-20

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

- For All Students
  - English Language Arts 30-1: The Acceptable Standard Achievement Measure will increase a level to *High*.
  - English Language Arts 30-2: The Acceptable Standard Achievement Measure will increase a level to *Intermediate*.
  - Mathematics 9: The Acceptable Standard Improvement Measure will increase a level to *Maintained*.
  - Mathematics 9: Percentage of students achieving the Acceptable Standard will be above 72.0%.
  - Mathematics 30-2: Percentage of students achieving the Acceptable Standard will be above 78.5%.

- For English Language Learners
  - English Language Arts 9: The Acceptable Standard Improvement Measure is *Improved*.
  - English Language Arts 30-1: The Acceptable Standard Achievement Measure increases by one level to *Low*.
  - English Language Arts 30-2: The Acceptable Standard Achievement Measure increases by one level to *Low*.
  - Mathematics 9: Percentage of students achieving the Acceptable Standard will be above 65.5%.
  - Mathematics 30-2: Percentage of students achieving the Acceptable Standard will be above 72.5%.
  
- For Students who Self-Identify as Indigenous
  - English Language Arts 9: Percentage of students achieving the Acceptable Standard will be above 80.0%.
  - English Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - English Language Arts 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - English Language Arts 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Mathematics 6: The Acceptable Standard Achievement Measure increases by one level to *Low*.
  - Mathematics 9: The Acceptable Standard Achievement Measure increases by one level to *Low*.
  - Mathematics 30-1: Percentage of students achieving the Acceptable Standard will be above 69.5%.
  
- For Students with Identified Special Education Needs
  - English Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - English Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - English Language Arts 9: Percentage of students achieving the Acceptable Standard will be above 71.5%.
  - English Language Arts 30-1: The Acceptable Standard Improvement Measure increases by one level to *Declined*.
  - English Language Arts 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Mathematics 6: The Acceptable Standard Achievement Measure increases by one level to *Intermediate*.
  - Mathematics 6: Percentage of students achieving the Acceptable Standard will be above 69.0%.
  - Mathematics 9: The Acceptable Standard Achievement Measure increases by one level to *Low*.
  - Mathematics 9: Percentage of students achieving the Acceptable Standard will be above 50.0%.

4. Student results in each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
  - Targets for 2019-20
    - Career & Technology Foundations: Division 3 results for Students who Self-Identify as Indigenous and for Students with Identified Special Education Needs will improve.
    - Science: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.
    - Social Studies: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.
  
5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

- Targets for 2019-20

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

- For All Students
  - French Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained*.
  - French Language Arts 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Science 6: The Acceptable Standard Improvement Measure is *Maintained*.
  - Social Studies 30-1: The Acceptable Standard Improvement Measure is *Maintained*.
  
- For English Language Learners
  - French Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - French Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained*.
  - French Language Arts 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Science 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Biology 30: The Acceptable Standard Improvement Measure is *Maintained*.
  - Science 30: The Acceptable Standard Improvement Measure is *Maintained*.
  - Social Studies 9: The Acceptable Standard Improvement Measure is *Improved*.
  - Social Studies 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained*.

- For Students who Self-Identify as Indigenous
  - French Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained*.
  - French Language Arts 9: The Acceptable Standard Achievement Measure increases a level to *Low*.
  - Science 6: The Acceptable Standard Achievement Measure increases a level to *Low*.
  - Science 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Biology 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Social Studies 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Social Studies 9: The Acceptable Standard Achievement Measure increases a level to *Low*.
  - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  
- For the Students with Identified Special Education Needs cohort
  - French Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - French Language Arts 9: The Acceptable Standard Achievement Measure increases a level to *Low*.
  - French Language Arts 30-1: The Acceptable Standard Achievement Measure is *Intermediate*.
  - Science 6: The Acceptable Standard Achievement Measure is *Intermediate*.
  - Science 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Biology 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Science 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Social Studies 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
  - Social Studies 9: The Acceptable Standard Improvement Measure is *Maintained*.
  - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.

## **APPENDIX**

Appendix I: Additional Data Sets by Indicator

Appendix II: Distribution of Codes

## **ATTACHMENT**

Attachment I: Criteria for High School Completion Categories

Attachment II: Strategies

# appendix

## I. Additional Data by Indicator

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

### Number of students within each completion category

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

Rate	Compare	2018-19
3-year	High School Diploma	6241
	High School Equivalency Diploma	0
	Certificate of High School Achievement	76
	Post-Secondary Attendance	21
	Apprenticeship	1
	Academic Standing	106
4-year	High School Diploma	6423
	High School Equivalency Diploma	2
	Certificate of High School Achievement	94
	Post-Secondary Attendance	68
	Apprenticeship	9
	Academic Standing	37
5-year	High School Diploma	6836
	High School Equivalency Diploma	9
	Certificate of High School Achievement	100
	Post-Secondary Attendance	109
	Apprenticeship	24
	Academic Standing	25



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

- A. Students results by level of achievement within English Language Arts as measured by student report card stems 2018-19: Grades 1-9

**Legend |**

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

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

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

1 - The student is not meeting grade level expectations.

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

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

<b>Stem 1: Reads to explore, construct and extend understanding</b>							
<b>Grade</b>	<b>Year</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>ELL</b>	<b>IPP</b>
1	2018-19	22.9	23.5	24.9	14.0	11.5	3.2
2	2018-19	27.7	27.5	22.5	11.4	7.0	4.0
3	2018-19	27.9	31.4	22.4	8.4	4.1	5.9
4	2018-19	27.1	35.2	22.1	6.3	3.4	6.0
5	2018-19	22.4	37.9	26.1	4.3	3.4	6.0
6	2018-19	25.5	38.4	24.7	3.9	2.5	5.0
7	2018-19	21.7	41.3	28.5	3.8	1.8	2.8
8	2018-19	22.2	42.2	28.2	3.6	1.5	2.2
9	2018-19	23.3	43.1	28.2	2.5	1.5	1.5

<b>Stem 2: Writes to develop, organize and express information and ideas</b>							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	11.1	31.6	33.6	9.8	10.4	3.5
2	2018-19	10.9	33.8	34.1	9.5	6.9	4.8
3	2018-19	12.6	33.5	34.8	8.1	4.1	6.9
4	2018-19	13.1	37.0	33.0	5.4	3.4	8.1
5	2018-19	12.3	37.9	33.9	4.3	3.2	8.4
6	2018-19	15.7	38.0	33.5	4.1	2.2	6.5
7	2018-19	17.3	39.9	32.6	4.5	1.9	3.7
8	2018-19	18.2	40.8	32.5	4.2	1.6	2.8
9	2018-19	19.9	39.8	34.8	3.0	1.5	1.0

<b>Stem 3: Manages and evaluates information and ideas</b>							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	11.3	38.7	37.7	3.7	6.2	2.4
2	2018-19	13.6	42.0	34.5	3.5	3.9	2.5
3	2018-19	15.0	39.6	35.3	4.4	2.6	3.1
4	2018-19	16.2	42.4	32.5	2.8	2.1	3.9
5	2018-19	16.5	41.4	32.9	2.9	2.1	4.2
6	2018-19	18.9	41.7	31.4	3.3	1.4	3.3
7	2018-19	21.2	41.0	30.5	4.5	1.1	1.7
8	2018-19	21.2	42.7	29.8	3.8	1.0	1.4
9	2018-19	21.8	46.5	26.2	2.5	1.5	1.5



<b>Stem 4: Constructs meaning and makes connections through speaking</b>							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	14.4	41.6	32.6	1.4	6.0	3.9
2	2018-19	17.1	45.3	29.6	1.4	3.2	3.4
3	2018-19	17.6	43.9	32.0	1.7	2.0	2.8
4	2018-19	19.6	46.1	28.7	1.3	1.8	2.4
5	2018-19	18.1	46.6	30.0	1.2	1.8	2.2
6	2018-19	19.6	45.9	30.2	1.3	1.3	1.6
7	2018-19	21.8	46.0	27.7	2.5	1.2	0.7
8	2018-19	21.3	47.9	27.0	2.2	1.2	0.4
9	2018-19	25.8	51.0	17.7	2.5	1.5	1.5

<b>Stem 5: Constructs meaning and makes connections through listening</b>							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	14.3	41.9	33.6	2.0	5.7	2.5
2	2018-19	17.5	45.5	30.1	1.7	3.1	2.0
3	2018-19	19.3	42.8	31.7	2.1	1.9	2.1
4	2018-19	21.1	44.6	29.0	1.8	1.6	2.0
5	2018-19	21.1	43.8	29.9	1.5	1.7	2.0
6	2018-19	23.7	44.1	27.9	1.6	1.2	1.5
7	2018-19	25.1	44.0	27.0	2.3	1.1	0.6
8	2018-19	24.6	45.4	25.7	2.7	1.1	0.5
9	2018-19	25.2	47.5	21.3	3.5	1.5	1.0

<b>Stem 6: Represents ideas and creates understanding through a variety of media</b>							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	9.9	43.9	37.6	2.8	4.2	1.6
2	2018-19	12.8	46.2	34.7	2.3	2.6	1.5
3	2018-19	15.0	44.6	34.1	2.9	1.7	1.8
4	2018-19	16.9	46.6	31.4	1.7	1.3	2.1
5	2018-19	18.0	46.1	31.2	1.3	1.3	2.1
6	2018-19	20.4	46.1	29.1	2.0	0.9	1.5
7	2018-19	23.5	44.4	27.8	2.9	0.9	0.6
8	2018-19	24.3	44.4	27.2	2.9	0.9	0.4
9	2018-19	26.0	45.1	25.0	2.0	1.0	1.0

B. Students results by level of achievement within Mathematics as measured by student report card stems 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

Stem 1: Develops and applies appropriate and efficient strategies for computation							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	19.1	40.0	32.6	5.3	2.0	1.1
2	2018-19	22.1	39.0	29.8	6.6	1.1	1.4
3	2018-19	24.0	37.9	29.3	5.6	0.6	2.5
4	2018-19	24.7	38.8	28.3	4.7	0.4	3.2
5	2018-19	24.8	38.9	26.7	5.7	0.3	3.7
6	2018-19	28.6	36.0	25.7	6.0	0.3	3.5
7	2018-19	24.2	39.1	27.7	6.5	0.3	2.2
8	2018-19	24.4	38.1	29.5	6.3	0.4	1.3
9	2018-19	25.9	38.3	25.4	7.5	0.5	2.5

<b>Stem 2: Explores and develops strategies for mental mathematics and estimation</b>							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	19.1	38.1	33.6	6.1	2.1	1.1
2	2018-19	21.8	40.0	29.4	6.2	1.3	1.3
3	2018-19	24.3	37.4	29.6	5.7	0.6	2.3
4	2018-19	23.3	39.3	29.4	4.6	0.4	3.0
5	2018-19	23.2	39.1	29.1	4.6	0.4	3.5
6	2018-19	26.1	36.8	28.2	5.1	0.4	3.4
7	2018-19	26.0	37.1	28.9	5.8	0.3	1.9
8	2018-19	25.5	36.5	29.2	6.9	0.4	1.5
9	2018-19	18.1	41.7	30.7	7.5	0.5	1.5

<b>Stem 3: Models, represents and communicates mathematical ideas</b>							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	15.0	41.4	33.5	4.0	3.8	2.2
2	2018-19	17.0	41.6	32.9	3.9	2.6	2.0
3	2018-19	18.9	40.3	31.9	4.7	1.4	2.9
4	2018-19	18.9	42.6	30.5	3.4	1.3	3.4
5	2018-19	18.9	41.0	31.8	3.5	1.1	3.6
6	2018-19	21.7	38.3	31.1	4.6	1.0	3.4
7	2018-19	23.7	39.2	29.0	5.5	0.7	1.9
8	2018-19	23.6	37.9	31.4	5.3	0.6	1.1
9	2018-19	22.5	41.0	30.0	3.5	1.0	2.0

<b>Stem 4: Understands mathematical concepts and relationships</b>							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	23.7	41.4	27.5	4.2	2.1	1.1
2	2018-19	25.6	41.0	25.7	5.1	1.4	1.2
3	2018-19	27.6	38.6	26.0	4.8	0.7	2.3
4	2018-19	26.9	39.3	26.4	4.0	0.5	3.0
5	2018-19	24.8	39.7	27.2	4.5	0.5	3.3
6	2018-19	27.6	36.8	27.3	4.6	0.5	3.2
7	2018-19	26.5	40.1	26.8	4.5	0.3	1.7
8	2018-19	28.1	38.2	27.8	4.5	0.3	1.2
9	2018-19	31.7	35.6	26.7	4.0	0.5	1.5

<b>Stem 5: Uses mathematical reasoning to analyze and solve problems</b>							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	15.6	38.3	34.6	6.4	3.7	1.4
2	2018-19	16.7	38.8	32.6	7.3	2.9	1.7
3	2018-19	18.3	36.9	33.0	7.4	1.5	2.8
4	2018-19	18.5	38.3	32.0	6.1	1.3	4.0
5	2018-19	17.9	38.1	32.4	6.5	1.3	3.8
6	2018-19	20.9	35.2	31.4	7.6	0.9	4.0
7	2018-19	20.4	37.0	31.1	8.7	0.6	2.2
8	2018-19	19.4	36.5	32.5	9.1	0.6	1.8
9	2018-19	20.0	38.0	29.0	9.0	1.0	3.0

C. Students results by level of achievement within English Language Arts as measured by student report cards 2018-19: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2018-19	34.3	44.1	19.5	2.0
10-2	2018-19	9.6	31.7	49.5	9.3
10-4	2018-19	8.9	33.3	49.6	8.1
20-1	2018-19	36.2	43.1	19.0	1.7
20-2	2018-19	10.4	36.6	46.3	6.7
20-4	2018-19	14.6	37.2	41.6	6.6
30-1	2018-19	24.9	47.5	23.4	4.1
30-2	2018-19	9.5	44.3	38.3	8.0
30-4	2018-19	16.0	39.6	40.2	4.1

D. Students results by level of achievement within Mathematics as measured by student report cards 2018-19: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10C	2018-19	44.4	24.0	24.1	7.5
10-3	2018-19	22.6	32.1	37.2	8.1
10-4	2018-19	21.0	29.4	41.6	8.0
20-1	2018-19	46.8	24.9	21.4	7.0
20-2	2018-19	16.1	34.2	41.6	8.2
20-3	2018-19	22.4	32.7	39.6	5.3
20-4	2018-19	19.1	36.3	36.8	7.8
30-1	2018-19	48.2	26.3	17.9	7.5
30-2	2018-19	22.4	34.3	32.3	11
30-3	2018-19	17.1	32.6	42.9	7.4
31	2018-19	70.6	18.5	8.3	2.6

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

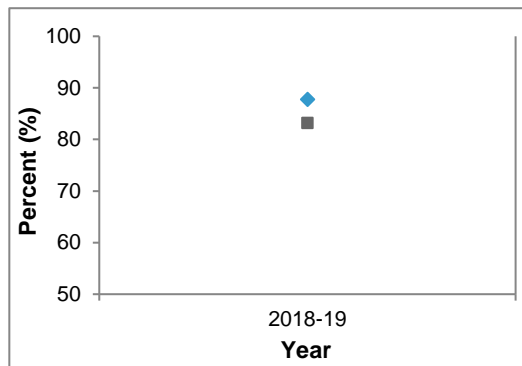
A. Percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts Provincial Achievement Tests and Diploma Examinations; as measured by the Provincial Accountability Pillar.

**Grade 6 English Language Arts Results**

**Acceptable Standard**

All Students Enrolled

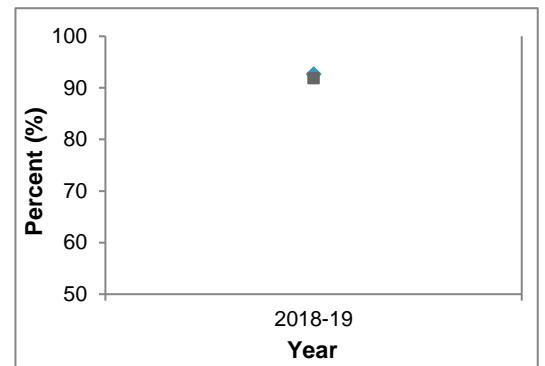
Year	2018-19
<b>CBE</b>	<b>87.8</b>
<b>Prov</b>	<b>83.2</b>
<b>Diff</b>	<b>4.6</b>



**Acceptable Standard**

All Students Who Wrote

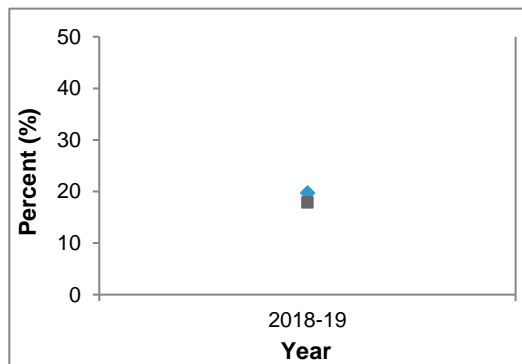
Year	2018-19
<b>CBE</b>	<b>92.7</b>
<b>Prov</b>	<b>91.9</b>
<b>Diff</b>	<b>0.8</b>



**Standard of Excellence**

All Students Enrolled

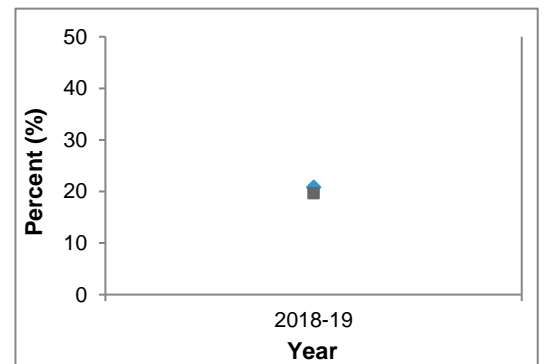
Year	2018-19
<b>CBE</b>	<b>19.7</b>
<b>Prov</b>	<b>17.8</b>
<b>Diff</b>	<b>1.9</b>



**Standard of Excellence**

All Students Who Wrote

Year	2018-19
<b>CBE</b>	<b>20.8</b>
<b>Prov</b>	<b>19.6</b>
<b>Diff</b>	<b>1.2</b>



**Note** | All Students Enrolled includes 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**

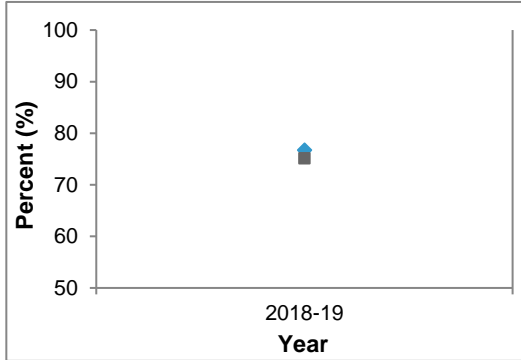
Year	<b>CBE</b>	<b>Prov</b>	<b>Diff.</b>
2018-19	<b>94.7</b>	<b>90.5</b>	<b>4.2</b>

## Grade 9 English Language Arts Results

### Acceptable Standard

All Students Enrolled

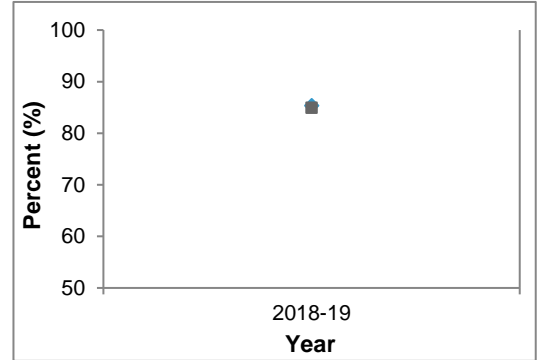
Year	2018-19
<b>CBE</b>	<b>76.7</b>
<b>Prov</b>	<b>75.1</b>
<b>Diff</b>	<b>1.6</b>



### Acceptable Standard

All Students Who Wrote

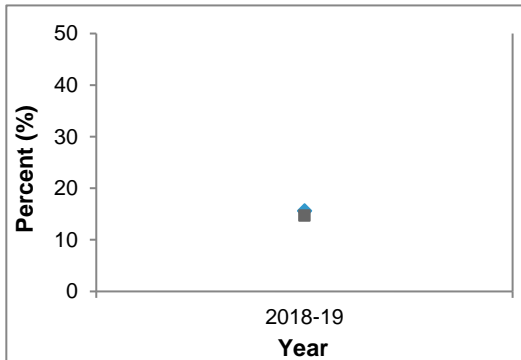
Year	2018-19
<b>CBE</b>	<b>85.3</b>
<b>Prov</b>	<b>84.9</b>
<b>Diff</b>	<b>0.4</b>



### Standard of Excellence

All Students Enrolled

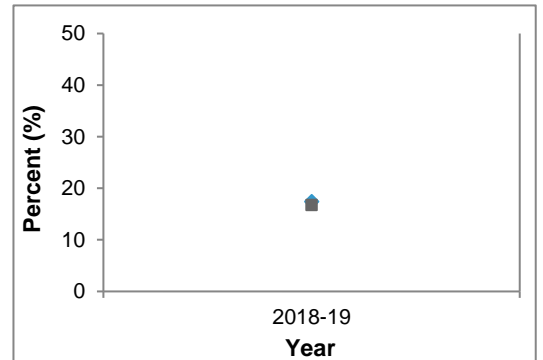
Year	2018-19
<b>CBE</b>	<b>15.6</b>
<b>Prov</b>	<b>14.7</b>
<b>Diff</b>	<b>0.9</b>



### Standard of Excellence

All Students Who Wrote

Year	2018-19
<b>CBE</b>	<b>17.4</b>
<b>Prov</b>	<b>16.7</b>
<b>Diff</b>	<b>0.7</b>



**Note** | All Students Enrolled includes 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

Year	<b>CBE</b>	<b>Prov</b>	<b>Diff.</b>
2018-19	<b>90.0</b>	<b>88.5</b>	<b>1.5</b>

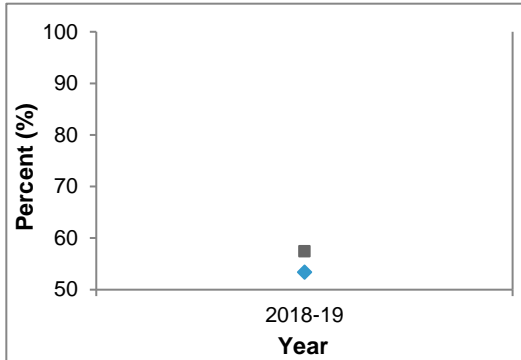


## Grade 9 English Language Arts K&E Results

### Acceptable Standard

All Students Enrolled

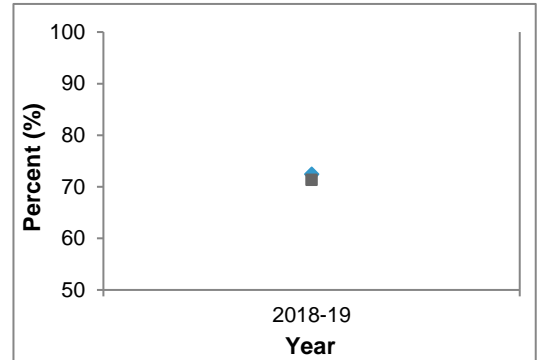
Year	2018-19
CBE	53.4
Prov	57.4
Diff	-4.0



### Acceptable Standard

All Students Who Wrote

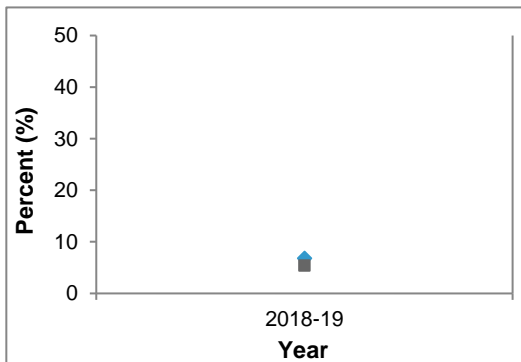
Year	2018-19
CBE	72.4
Prov	71.3
Diff	1.1



### Standard of Excellence

All Students Enrolled

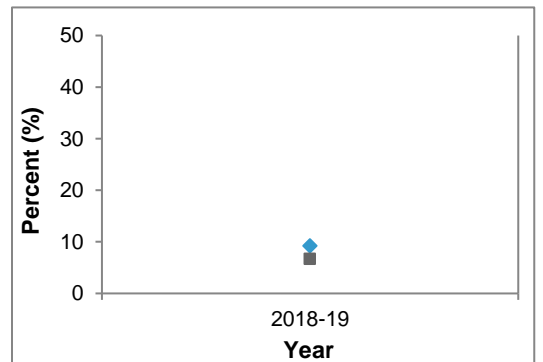
Year	2018-19
CBE	6.8
Prov	5.4
Diff	1.4



### Standard of Excellence

All Students Who Wrote

Year	2018-19
CBE	9.2
Prov	6.7
Diff	2.5



**Note** | All Students Enrolled includes 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

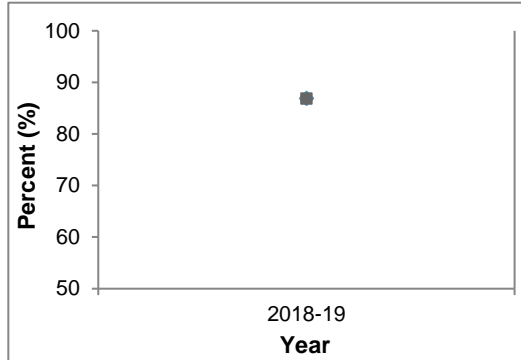
Year	CBE	Prov	Diff.
2018-19	73.7	80.5	-6.8

## English Language Arts 30-1

### Acceptable Standard

All Students Who Wrote

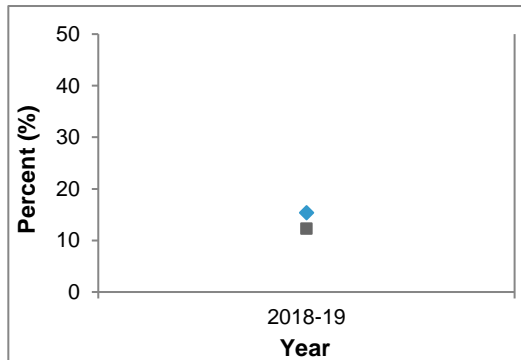
Year	2018-19
<b>CBE</b>	<b>86.9</b>
<b>Prov</b>	<b>86.8</b>
<b>Diff</b>	<b>0.1</b>



### Standard of Excellence

All Students Who Wrote

Year	2018-19
<b>CBE</b>	<b>15.4</b>
<b>Prov</b>	<b>12.3</b>
<b>Diff</b>	<b>3.1</b>



### Participation

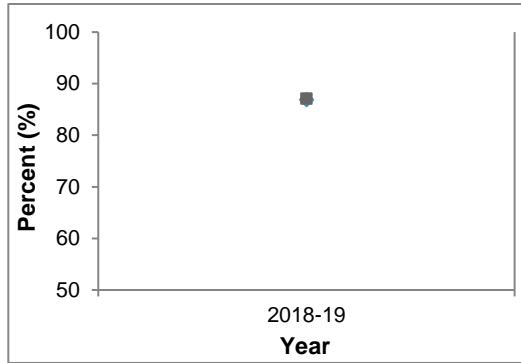
Year	<b>CBE</b>	<b>Prov</b>	<b>Diff.</b>
2014-15	<b>60.3</b>	<b>53.3</b>	7.0
2015-16	<b>61.7</b>	<b>54.0</b>	7.7
2016-17	<b>61.9</b>	<b>55.0</b>	6.9
2017-18	<b>63.8</b>	<b>56.3</b>	7.5
2018-19	<b>63.2</b>	<b>55.5</b>	7.7

## English Language Arts 30-2

### Acceptable Standard

All Students Who Wrote

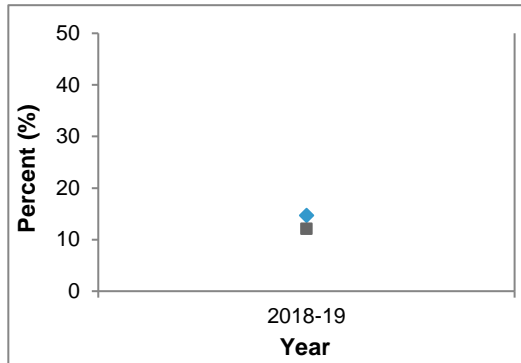
Year	2018-19
<b>CBE</b>	<b>86.9</b>
<b>Prov</b>	<b>87.1</b>
<b>Diff</b>	<b>-0.2</b>



### Standard of Excellence

All Students Who Wrote

Year	2018-19
<b>CBE</b>	<b>14.7</b>
<b>Prov</b>	<b>12.1</b>
<b>Diff</b>	<b>2.6</b>



### Participation

Year	CBE	Prov	Diff.
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	27.8	-8.4
2018-19	21.2	28.7	-7.5

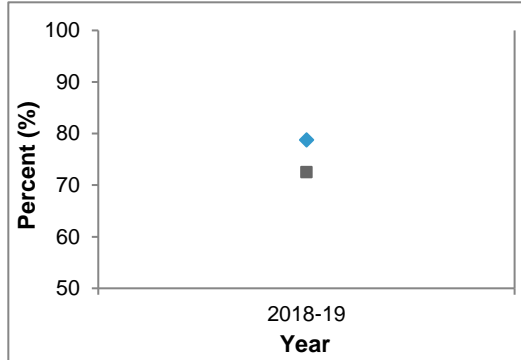
B. Percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the Mathematics Provincial Achievement Tests and Diploma Examinations; as measured by the Provincial Accountability Pillar.

**Grade 6 Mathematics Results**

**Acceptable Standard**

All Students Enrolled

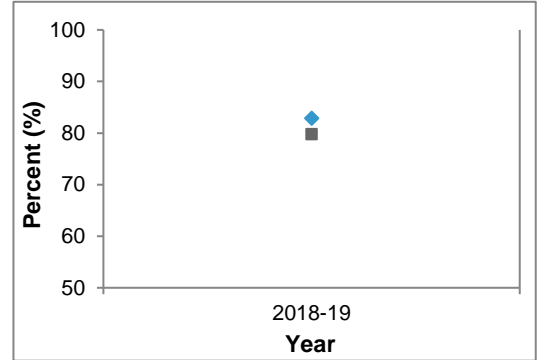
Year	2018-19
<b>CBE</b>	<b>78.8</b>
<b>Prov</b>	<b>72.5</b>
<b>Diff</b>	<b>6.3</b>



**Acceptable Standard**

All Students Who Wrote

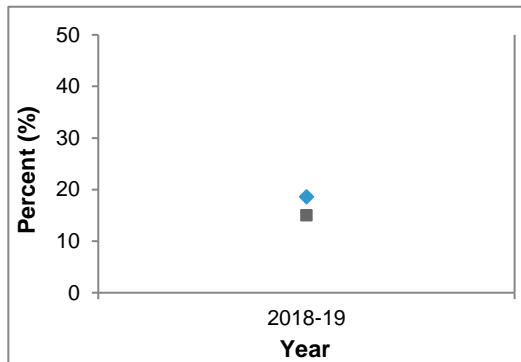
Year	2018-19
<b>CBE</b>	<b>82.9</b>
<b>Prov</b>	<b>79.8</b>
<b>Diff</b>	<b>3.1</b>



**Standard of Excellence**

All Students Enrolled

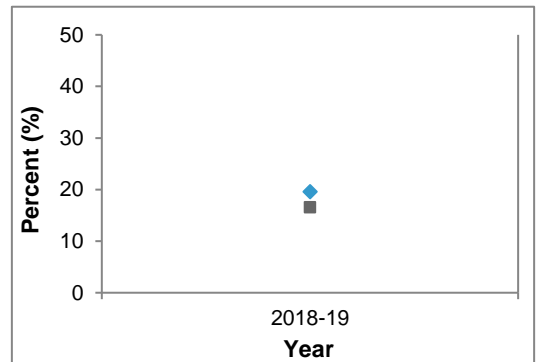
Year	2018-19
<b>CBE</b>	<b>18.6</b>
<b>Prov</b>	<b>15.0</b>
<b>Diff</b>	<b>3.6</b>



**Standard of Excellence**

All Students Who Wrote

Year	2018-19
<b>CBE</b>	<b>19.6</b>
<b>Prov</b>	<b>16.6</b>
<b>Diff</b>	<b>3.0</b>



**Note** | All Students Enrolled includes 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**

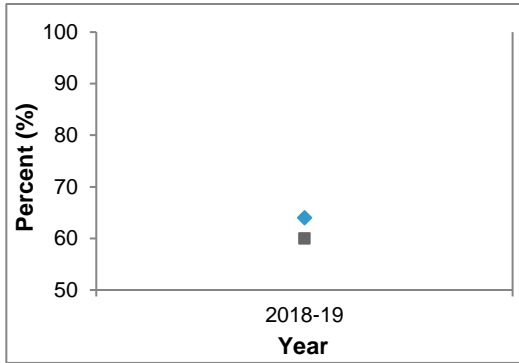
Year	<b>CBE</b>	<b>Prov</b>	<b>Diff.</b>
2018-19	<b>95.0</b>	<b>90.8</b>	<b>4.2</b>

## Grade 9 Mathematics Results

### Acceptable Standard

All Students Enrolled

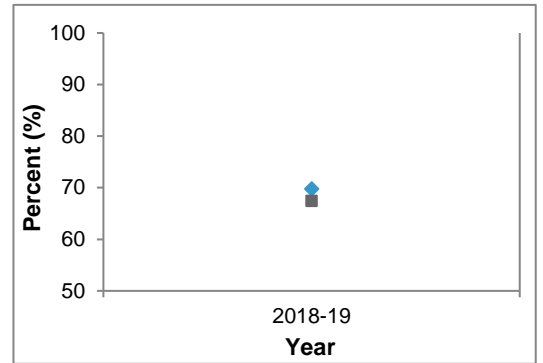
Year	2018-19
<b>CBE</b>	<b>64.0</b>
<b>Prov</b>	<b>60.0</b>
<b>Diff</b>	<b>4.0</b>



### Acceptable Standard

All Students Who Wrote

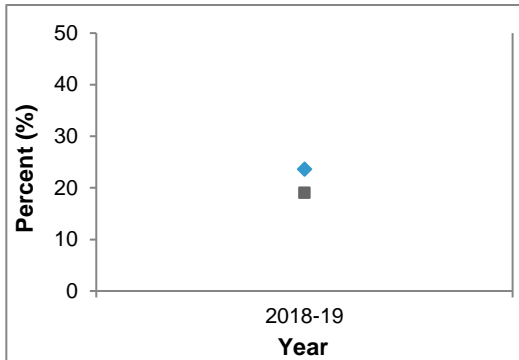
Year	2018-19
<b>CBE</b>	<b>69.8</b>
<b>Prov</b>	<b>67.4</b>
<b>Diff</b>	<b>2.4</b>



### Standard of Excellence

All Students Enrolled

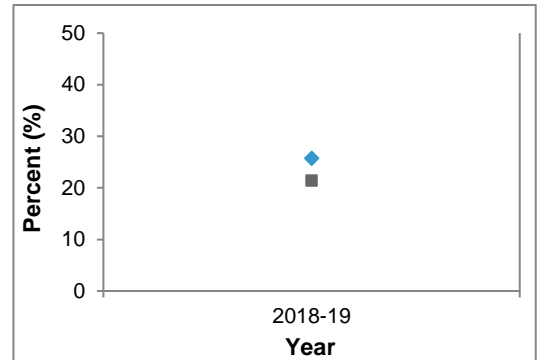
Year	2018-19
<b>CBE</b>	<b>23.6</b>
<b>Prov</b>	<b>19.0</b>
<b>Diff</b>	<b>4.6</b>



### Standard of Excellence

All Students Who Wrote

Year	2018-19
<b>CBE</b>	<b>25.7</b>
<b>Prov</b>	<b>21.4</b>
<b>Diff</b>	<b>4.3</b>



**Note** | All Students Enrolled includes 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

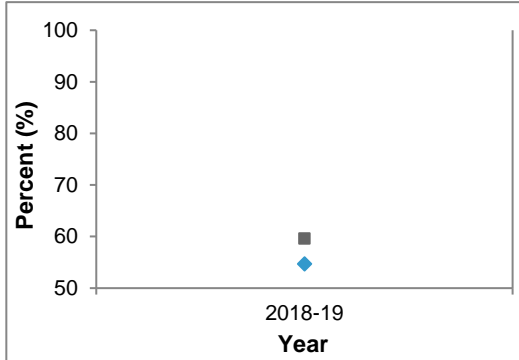
Year	<b>CBE</b>	<b>Prov</b>	<b>Diff.</b>
2018-19	<b>91.7</b>	<b>89.0</b>	<b>2.7</b>

## Grade 9 Mathematics K&E Results

### Acceptable Standard

All Students Enrolled

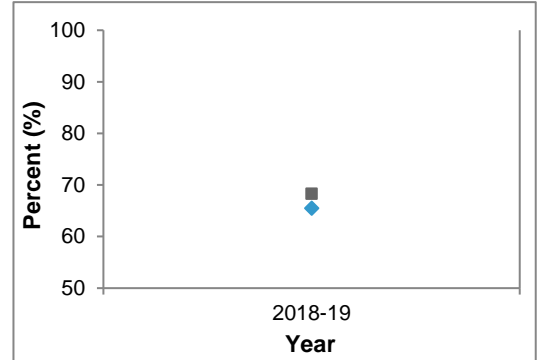
Year	2018-19
<b>CBE</b>	<b>54.7</b>
<b>Prov</b>	<b>59.6</b>
<b>Diff</b>	<b>-4.9</b>



### Acceptable Standard

All Students Who Wrote

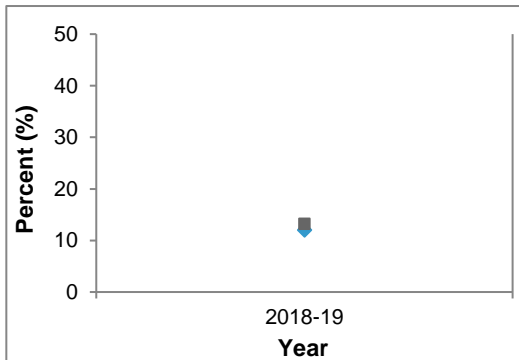
Year	2018-19
<b>CBE</b>	<b>65.5</b>
<b>Prov</b>	<b>68.3</b>
<b>Diff</b>	<b>-2.8</b>



### Standard of Excellence

All Students Enrolled

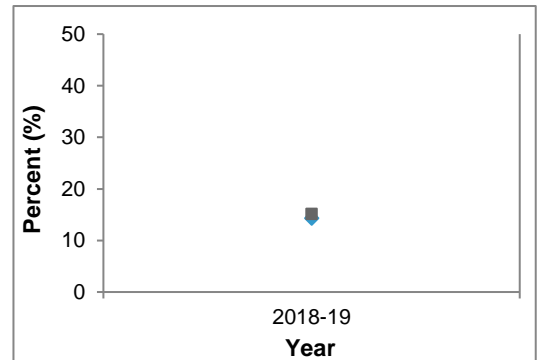
Year	2018-19
<b>CBE</b>	<b>12.0</b>
<b>Prov</b>	<b>13.2</b>
<b>Diff</b>	<b>-1.2</b>



### Standard of Excellence

All Students Who Wrote

Year	2018-19
<b>CBE</b>	<b>14.3</b>
<b>Prov</b>	<b>15.1</b>
<b>Diff</b>	<b>-0.8</b>



**Note** | All Students Enrolled includes 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

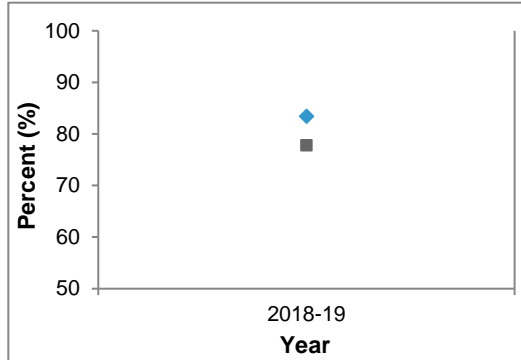
Year	<b>CBE</b>	<b>Prov</b>	<b>Diff.</b>
2018-19	<b>83.5</b>	<b>87.3</b>	<b>-3.8</b>

## Mathematics 30-1

### Acceptable Standard

All Students Who Wrote

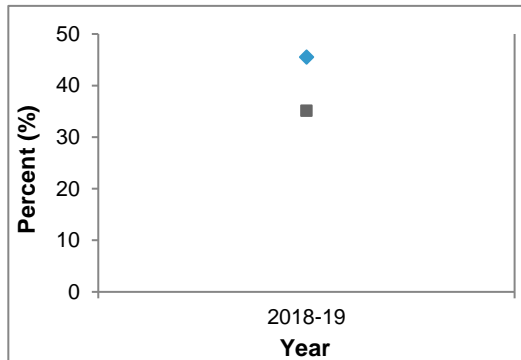
Year	2018-19
<b>CBE</b>	<b>83.4</b>
<b>Prov</b>	<b>77.8</b>
<b>Diff</b>	<b>5.6</b>



### Standard of Excellence

All Students Who Wrote

Year	2018-19
<b>CBE</b>	<b>45.5</b>
<b>Prov</b>	<b>35.1</b>
<b>Diff</b>	<b>10.4</b>



### Participation

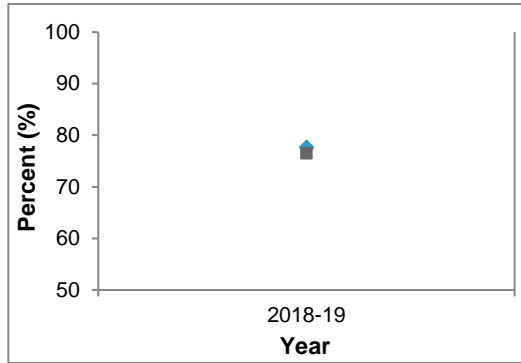
Year	CBE	Prov	Diff.
2014-15	47.2	37.1	10.1
2015-16	46.6	36.5	10.1
2016-17	46.2	35.5	10.7
2017-18	47.9	36.5	11.4
2018-19	45.9	35.2	10.7

## Mathematics 30-2

### Acceptable Standard

All Students Who Wrote

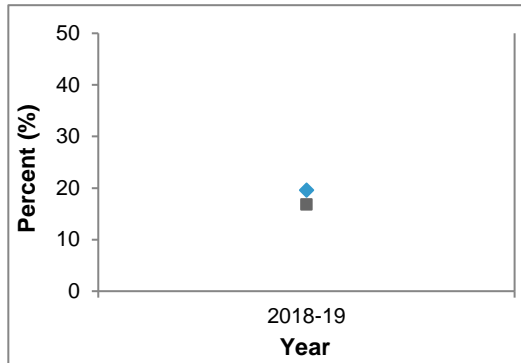
Year	2018-19
<b>CBE</b>	<b>77.7</b>
<b>Prov</b>	<b>76.5</b>
<b>Diff</b>	<b>1.2</b>



### Standard of Excellence

All Students Who Wrote

Year	2018-19
<b>CBE</b>	<b>19.6</b>
<b>Prov</b>	<b>16.8</b>
<b>Diff</b>	<b>2.8</b>



### Participation

Year	CBE	Prov	Diff.
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
2018-19	21.4	25.9	-4.5



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

A. Students results by level of achievement within Career & Technology Foundations as measured by student report cards 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

Grade	Year	4	3	2	1	ELL	IPP
5	2018-19	26.2	50.7	22.5	0.4	0.1	0.2
6	2018-19	22.1	47.9	27.1	2.9	0.1	0.1
7	2018-19	27.3	48.4	21.7	2.4	0.2	0.1
8	2018-19	28.5	46.1	22.4	2.8	0.1	0.1
9	2018-19	27.1	41.9	23.7	3.8	3.5	0.0

B. Students results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2018-19: high school courses

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

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

Cluster	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
BIT	2018-19	65.9	20.5	13.5	0.0
HRH	2018-19	68.0	20.6	11.4	0.0
MDC	2018-19	63.2	22.3	14.4	0.1
NAT	2018-19	59.7	28.4	11.6	0.3
TMT	2018-19	60.7	26.0	13.3	0.0

C. Students results by level of achievement within Fine and Performing Arts as measured by student report cards 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	14.7	50.7	32.4	0.9	0.7	0.5
2	2018-19	18.3	54.1	26.3	0.6	0.4	0.4
3	2018-19	19.2	51.6	27.8	0.8	0.3	0.3
4	2018-19	21.9	53.0	24.1	0.6	0.2	0.3
5	2018-19	22.9	51.0	24.3	0.9	0.7	0.1
6	2018-19	26.7	48.9	23.0	1.2	0.1	0.1
7	2018-19	28.2	47.8	21.5	2.2	0.2	0.1
8	2018-19	30.3	45.4	21.2	2.7	0.1	0.2
9	2018-19	33.8	38.6	24.3	2.6	0.7	0.0

D. Students results by level of achievement within Fine and Performing Arts as measured by student report cards 2018-19: high school courses

Level	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2018-19	66.0	18.9	11.9	3.1
20	2018-19	74.0	16.8	7.8	1.4
30	2018-19	79.7	12.5	7.1	0.7

E. Students results by level of achievement within French Language Arts as measured by student report cards 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	26.7	38.2	28.4	6.1	0.0	0.6
2	2018-19	32.0	37.6	24.3	4.5	0.0	1.6
3	2018-19	24.2	40.8	28.1	4.6	0.0	2.3
4	2018-19	23.2	44.3	27.0	2.5	0.1	2.9
5	2018-19	23.0	47.7	24.7	1.8	0.0	3.0
6	2018-19	23.7	46.8	25.8	1.4	0.0	2.4
7	2018-19	25.6	49.5	22.6	1.2	0.0	1.1
8	2018-19	28.7	45.1	24.2	1.7	0.0	0.3
9	2018-19	15.2	53.3	27.2	0.0	0.0	4.3

F. Students results by level of achievement within French Language Arts as measured by student report cards 2018-19: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2018-19	38.8	44.8	15.5	0.9
10-2	2018-19	0.0	0.0	0.0	0.0
20-1	2018-19	44.3	38.6	15.5	1.6
20-2	2018-19	66.7	33.3	0.0	0.0
30-1	2018-19	40.5	51.3	7.6	0.6
30-2	2018-19	54.4	33.8	11.0	0.7

G. Students results by level of achievement within Languages as measured by student report cards 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	14.3	44.6	38.1	2.4	0.2	0.4
2	2018-19	16.1	45.7	33.8	3.1	0.4	0.9
3	2018-19	16.3	41.6	38.6	1.7	0.3	1.6
4	2018-19	17.4	45.7	34.2	1.4	0.5	0.8
5	2018-19	17.9	48.7	30.7	1.6	0.6	0.6
6	2018-19	18.9	51.0	27.7	1.4	0.5	0.5
7	2018-19	28.7	45.6	23.2	2.0	0.2	0.3
8	2018-19	27.8	45.0	24.3	2.6	0.0	0.3
9	2018-19	31.3	45.8	19.9	3.0	0.0	0.0

H. Students results by level of achievement within Languages as measured by student report cards 2018-19: high school courses

Level	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2018-19	69.7	19.2	9.3	1.8
20	2018-19	77.8	15.4	6.1	0.7
30	2018-19	83.1	12.2	4.2	0.5

I. Students results by level of achievement within Physical Education as measured by student report cards 2018-19: Grades 1-9

**Legend |**

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

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

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

1 - The student is not meeting grade level expectations

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

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

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	16.1	55.8	26.3	1.1	0.2	0.5
2	2018-19	20.5	56.9	21.4	0.7	0.1	0.4
3	2018-19	22.9	55.0	21.0	0.7	0.1	0.4
4	2018-19	25.5	54.0	19.5	0.5	0.0	0.4
5	2018-19	26.0	55.0	18.2	0.4	0.3	0.2
6	2018-19	28.7	53.1	17.3	0.8	0.0	0.1
7	2018-19	25.9	52.7	19.2	1.9	0.2	0.1
8	2018-19	25.5	52.2	20.2	2.1	0.0	0.0
9	2018-19	25.7	53.2	18.6	1.6	0.9	0.0

J. Students results by level of achievement within Physical Education as measured by student report cards 2018-19: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2018-19	71.2	18.2	8.5	2.1
20	2018-19	68.0	20.3	8.8	2.9
30	2018-19	70.6	17.2	9.5	2.6

K. Students results by level of achievement within Science as measured by student report cards 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	13.1	46.3	33.5	1.7	4.0	1.3
2	2018-19	16.1	48.5	30.3	1.5	2.4	1.2
3	2018-19	15.9	45.8	32.7	2.5	1.7	1.3
4	2018-19	17.9	47.7	30.0	1.8	1.3	1.3
5	2018-19	16.9	46.6	31.6	2.3	1.4	1.1
6	2018-19	19.9	44.0	31.1	2.8	1.0	1.2
7	2018-19	19.9	42.4	31.9	4.4	0.9	0.5
8	2018-19	20.3	42.1	31.9	4.6	0.7	0.5
9	2018-19	22.0	41.5	29.2	4.0	1.3	2.0

L. Students results by level of achievement within Science as measured by student report cards 2018-19: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
Science 10	2018-19	39.1	28.5	26.6	5.8
Science 14	2018-19	22.7	27.8	41.3	8.2
Science 10-4	2018-19	14.7	25.0	54.4	5.9
Biology 20	2018-19	47.1	29.2	21.1	2.7
Chemistry 20	2018-19	49.9	25.9	18.3	5.9
Physics 20	2018-19	46.3	26.5	21.7	5.6
Science 20	2018-19	20.1	34.4	39.7	5.8
Science 24	2018-19	23.5	34.2	37.7	4.6
Science 20-4	2018-19	19.9	35.5	36.2	8.5
Biology 30	2018-19	50.6	27.0	17.3	5.2
Chemistry 30	2018-19	54.5	26.5	14.0	4.9
Physics 30	2018-19	59.7	23.4	12.6	4.3
Science 30	2018-19	33.2	33.6	26.3	6.8



M. Students results by level of achievement within Social Studies as measured by student report cards 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	10.9	45.4	35.6	2.0	4.6	1.5
2	2018-19	13.9	47.9	32.2	1.7	2.8	1.5
3	2018-19	15.6	44.5	33.4	2.7	2.0	1.8
4	2018-19	16.3	46.3	32.2	2.0	1.5	1.8
5	2018-19	16.9	44.1	33.2	2.4	1.6	1.7
6	2018-19	19.3	42.2	32.4	3.1	1.3	1.6
7	2018-19	20.2	42.0	31.2	4.5	1.2	1.0
8	2018-19	22.1	42.0	30.3	3.8	1.0	1.0
9	2018-19	21.1	46.3	26.1	3.8	1.5	1.3

N. Students results by level of achievement within Social Studies as measured by student report cards 2018-19: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2018-19	44.5	38.6	15.4	1.6
10-2	2018-19	12.0	32.1	46.5	9.4
10-4	2018-19	11.9	29.2	49.6	9.2
20-1	2018-19	47.1	37.6	14.0	1.3
20-2	2018-19	15.0	33.2	45.2	6.5
20-4	2018-19	12.1	29.1	51.0	7.7
30-1	2018-19	37.4	44.1	16.8	1.7
30-2	2018-19	19.3	39.1	35.3	6.3

# appendix

## II. Distribution of Codes

Grades 1-12: 118 683 students

Code										N
301 - English as a Second Language - Foreign Born										14 613
LP1	6.0%	LP2	15.9%	LP3	25.9%	LP4	30.2%	LP5	22.0%	
302 - English as a Second Language - Non-funded										1294
LP1	4.7%	LP2	21.7%	LP3	30.8%	LP4	29.7%	LP5	13.1%	
303 - English as a Second Language - Canadian Born										13 805
LP1	2.0%	LP2	10.5%	LP3	28.4%	LP4	34.9%	LP5	24.2%	

**Total** 29 712  
Percent of the Students in Grades 1-12 25.0

Code		N
331 - Aboriginal Student - Status First Nations		2510
332 - Aboriginal Student - Non-Status First Nations		980
333 - Aboriginal Student - Métis		1219
334 - Aboriginal Student - Inuit		57

**Total** 4766  
Percent of the Students in Grades 1-12 4.0

Code		N
41 - Severe Cognitive Disability		29
42 - Severe Emotional/Behavioural Disability		3302
43 - Severe Multiple Disability		254
44 - Severe Physical or Medical Disability		3077
45 - Deafness		87
46 - Blindness		34
51 - Mild Cognitive Disability		779
52 - Moderate Cognitive Disability		86
53 - Emotional/Behavioural Disability		973
54 - Learning Disability		5411
55 - Hearing Disability		117
56 - Visual Disability		31
57 - Communication Disability		1611
58 - Physical/Medical Disability		4267
59 - Multiple Disability		1495
80 - Gifted and Talented		2577

**Total** 24 130  
Percent of the Students in Grades 1-12 20.3



# attachment

## I. Alberta's Criteria for High School Completion Categories

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

- A. High School Diploma

[Guide to Education: ECS to Grade 12 | 2019-2020](#) p. 107

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

100 credits including the following:

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

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

Further Notes:

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

## B. High School Equivalency Diploma

[Guide to Education: ECS to Grade 12 | 2019-2020](#) p. 110

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

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

The 60 credits will include:

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

If the student has met all of the requirements above, the principal will apply additional credits. Additional credits can be awarded in PASI for the following:

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

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

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

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

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

### C. Certificate of High School Achievement

[Guide to Education: ECS to Grade 12 | 2019-2020](#) p. 107

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

80 credits<sup>Ⓢ</sup> including the following:

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

AND

5 credits in:

- 30-level Knowledge and Employability Workplace Practicum course, or
- 30-level Work Experience course,<sup>Ⓢ</sup> or
- 30-level Green Certificate course,<sup>Ⓢ</sup> or
- Special Projects 30

OR

5 credits in a 30-level Registered Apprenticeship Program (RAP) course<sup>Ⓢ</sup>

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

#### D. Post-Secondary Attendance

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation June 2019](#) p. 8

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

#### E. Apprenticeship

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation June 2019](#) p.13

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

#### F. Academic Standing

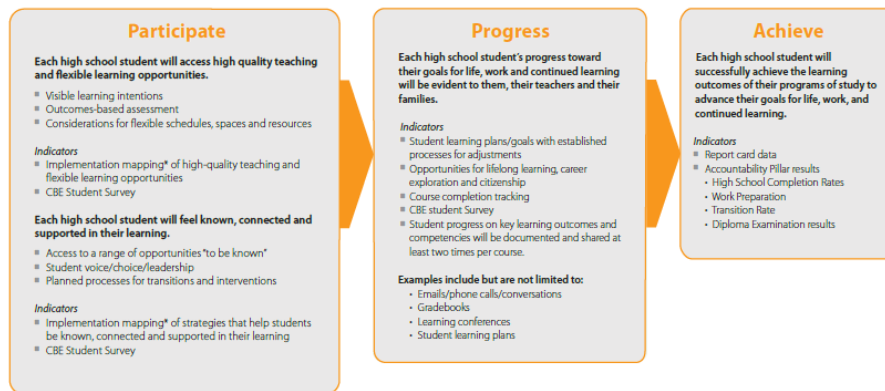
[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation June 2019](#) p.11

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

# attachment | II. Strategies

## High School Success Strategy 2018-21\*

**Outcome:**  
Each CBE high school student will participate, progress and achieve in their learning programs.



\* Through this process, School Development Plan actions are documented and tracked over time.

Alberta Education identifies three outcomes for high school redesign = engaged students = high levels of achievement = quality teaching

\*This is the second year of a three-year plan that commenced in 2018-19.

## High School Success Strategy 2018-21\*

### Conditions for Success

Alberta Education's Moving Forward with High School Redesign (MFWHSR) highlights conditions for student success. Through the MFWHSR principles the Calgary Board of Education attends to these conditions:

#### Pedagogy

- Designing personalized learning for students through professional learning/networks in task design and assessment.
- Implementing intervention and transition practices.

#### School Leadership

- Building school leadership teams that collaboratively strengthen their response to the principles of high school redesign including personalization, flexibility and relationships.
- Designing collective research-based and evidence-informed practices that accelerate student learning.

#### School Culture

- Establishing a welcoming, caring, respectful and safe learning environment.
- Creating ongoing opportunities for student agency/voice/leadership.
- Engaging with partners around shared goals for student learning and career development.

#### School Structures

- Connecting and making visible the school practices that reflect the principles of high school redesign.



### Key Actions

#### Key Actions 2018-19

- Extend instructional design practices that include outcomes-based assessment through:
  - professional learning networks.
  - responsive and distributed leadership.
- Communicate a continuum of flexible practices that allow students to be known and their learning/life goals to be supported and enriched.
- Expand and communicate opportunities for student voice/choice/leadership.
- Extend and share trauma-informed practices through the high school success learning collaboratives.
- Develop transition processes for students to enter, transition through and finish school their way:
  - strengthening career development opportunities.
  - increasing access to unique pathways including dual credit.

#### Key Actions 2019-20

- Evolving data sets that inform future action.
- Continue revision and extension of previous implementation strategies.

#### Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

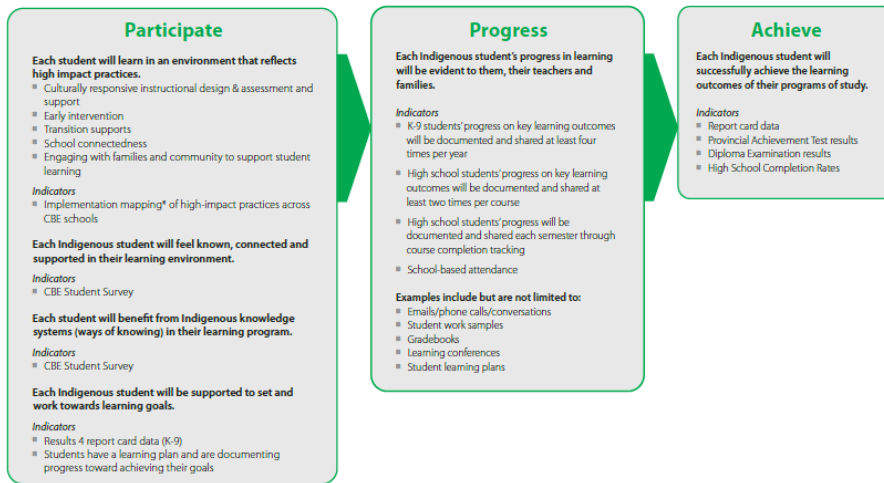
\*This is the second year of a three-year plan that commenced in 2018-19.



## Indigenous Education Strategy 2018-21\*

**Outcome 1:** Each Indigenous student will participate, progress and achieve in their learning programs.

**Outcome 2:** Each CBE student's learning experiences are advanced by the strength and diversity of Indigenous knowledge systems (ways of knowing) through their learning programs.



\* Through this process, School Development Plan actions are documented and tracked over time.

\*This is the second year of a three-year plan that commenced in 2018-19.

## Indigenous Education Strategy 2018-21\*

### Priorities

#### Cultivating a Balanced and Respectful Relationship

Cultivating a balanced and respectful relationship between Indigenous knowledge systems and existing CBE knowledge systems in how we think about and do everything.

#### Advancing Culturally Responsive Instructional Design & Assessment

Honouring Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment for the benefit of all students.

#### Advancing System-Wide Learning

Ensuring staff are knowledgeable, understanding and respectful of the strength and diversity of First Nations, Métis and Inuit; the implications of treaties and agreements with First Nations and Métis; the history and legacy of residential schools.

#### Building Respectful Working Relationships with Community

Working with community from the very beginning as part of how we think about and do everything.

### Key Actions 2018-19

#### Teaching and Learning/Community Engagement

- Design/offer professional learning to address: pattern of requests from schools; the Teaching/Leadership Quality Standards; high-impact practices; and, the Three-Year Education Plan
- Describe/highlight high-impact practices
- Provide easy access to resources/professional learning within CBE and the province
- Provide guidance re: cultural protocols
- Advance collective and respectful approaches to working with students, families, staff and community
- Advance professional learning from elementary/middle/junior and high school cohorts
- Advance Niitsitapi li tass ksii níl mat tsoo kop (Niitsitapi Learning Centre) as a place for early/professional learning
- Build understanding of Indigenous languages as key dimension of Indigenous knowledge systems (ways of knowing)
- Build understanding about data and measures that reflect Indigenous ways of knowing
- Advance Indigenous knowledge systems and holistic approaches as an integral part of the Three-Year Education Plan

#### Business Supports

- Allocation of human and financial resources to enable implementation of high impact practices
- Succession and recruitment planning for Indigenous education

### Key Actions 2019-20

#### Teaching and Learning/Community Engagement

- Include measures of student success that reflect Indigenous ways of knowing in the Indigenous education strategy
- Continue revision and extension of previous implementation strategies

### Key Actions 2020-21

#### Teaching and Learning/Community Engagement

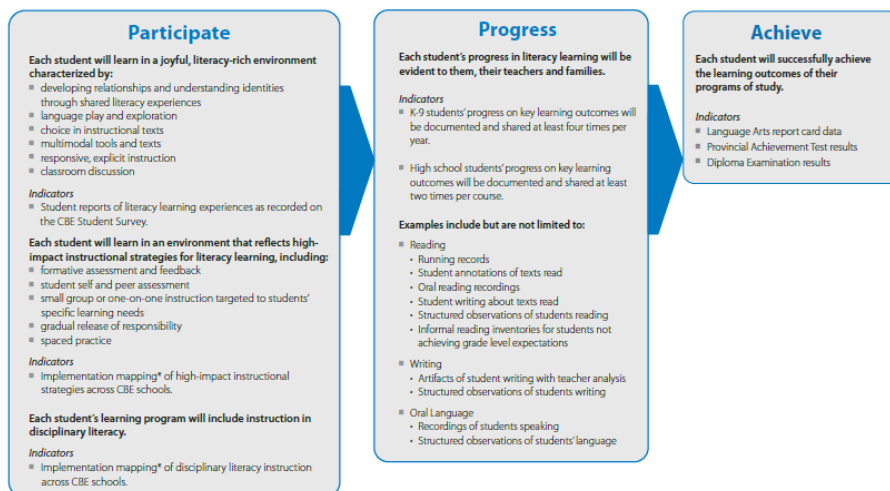
- Continue revision and extension of previous implementation strategies

\*This is the second year of a three-year plan that commenced in 2018-19.



## Literacy Strategy 2018-21\*

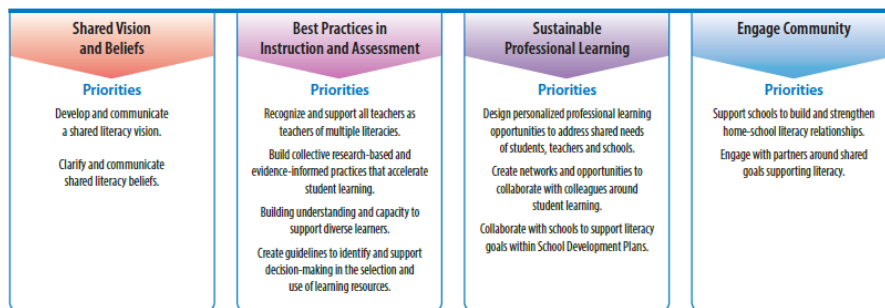
**Outcome:** Each CBE student will participate in intentional, joyful literacy learning to progress and achieve in their learning programs.



\* Through this process, School Development Plan actions are documented and tracked over time.

\*This is the second year of a three-year plan that commenced in 2018-19.

## Literacy Strategy 2018-21\*



### Key Actions

#### Key Actions 2018-19

- Build a shared understanding of middle-junior years literacy.
- Continue to build shared understandings of literacy, disciplinary literacy, literacy-rich learning environments and high-impact literacy instructional and leadership practices.
- Identify and build additional assessment resources for key reading and writing learning outcomes for Language Arts
- Identify and build assessment resources for key disciplinary literacy outcomes for Mathematics, Science and Social Studies.
- Support additional literacy professional learning through school organized cohorts, school-based residencies and individual teacher opportunities.
- Continue to build data sets to inform future years' actions.

#### Key Actions 2019-20

- Continue revision and extension of previous implementation strategies.
- Continue to build and respond to data sets to inform future years' actions.

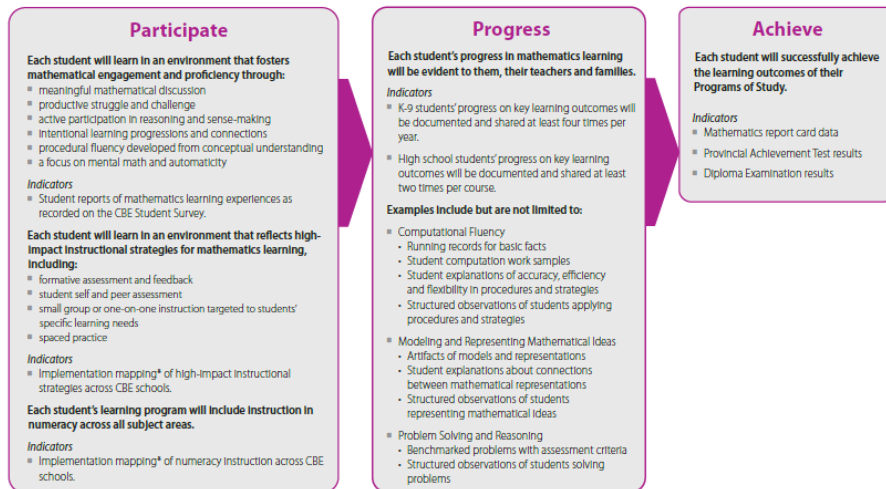
#### Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

\*This is the second year of a three-year plan that commenced in 2018-19.

## Mathematics Strategy 2018-21\*

**Outcome:** Each CBE student will participate in active, rigorous mathematics learning to progress and achieve in their learning programs.



\* Through this process, School Development Plan actions are documented and tracked over time.

\*This is the second year of a three-year plan that commenced in 2018-19.

## Mathematics Strategy 2018-21\*

### Framework and Priorities

#### Positive Mathematics School Culture

- Know that every student can be successful and confident at learning mathematics.
- Teachers and parents help build mathematical thinking by connecting mathematics to other subjects and everyday life.
- Recognize and support all teachers as teachers of numeracy.

#### Active, Rigorous Mathematics Learning

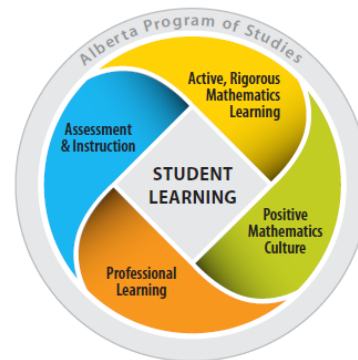
- Build strong mathematical foundations so students can understand complex mathematical ideas.
- Ensure students participate in learning activities that develop their mathematical reasoning and communication skills.
- Create more opportunities for students to be active problem solvers and make connections between concepts.

#### Assessment and Instruction

- Build opportunities for students to practice mathematics skills over time.
- Focus on the connections between conceptual understanding, problem solving and mental math.
- Use mathematical discussion with and among students to build and solidify concepts.
- Communicate clearly with families about student learning in mathematics.
- Strengthen the use of specific feedback and guidance to students during learning.

#### Professional Learning

- Build teacher confidence and skill with mathematics content and teaching through:
  - Whole-school learning
  - Teacher collaboration within schools
  - Individual teacher learnings



### Key Actions

#### Key Actions 2018-19

- Deploy Math learning coaches in classrooms.
- Exceed Alberta Education's recommended instructional time in Mathematics 1-9 by 25%.
- Build shared understandings of high-impact mathematics instructional and assessment practices with a focus on learning progressions and procedural fluency.
- Support additional mathematics professional learning through Math Leads, school-based support and individual teacher opportunities.
- Continue to build assessment resources for procedural fluency and problem solving.
- Continue to build coherence in communicating with families about mathematics learning.
- Continue to build data sets to inform future years' actions.

#### Key Actions 2019-20

- Continue revision and extension of previous implementation strategies.
- Continue to build and respond to data sets to inform future years' actions.

#### Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

\*This is the second year of a three-year plan that commenced in 2018-19.

## report to Board of Trustees

# New School Commissioning Funding

Date	February 4, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih 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-5: Financial Planning OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Marc Aquin, Director, Facility Projects Tanya Scanga, Manager, Corporate Planning & Reporting Erin Hafichuk, Project Manager, Capital Projects

## 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves a budget expenditure of up to \$4,132,000 from capital reserves to undertake schools commissioning for Northern Lights School (Coventry Hills/Country Hills Village), Sibylla Kiddle School (Cranston) and Dr. Freda Miller School (Evergreen) that are scheduled to open in September 2020.

## 2 | Issue

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The new schools presently in construction require funding for school commissioning activities.

## 3 | Background

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The CBE has been providing additional commissioning funding to new schools and major modernization projects to support student success through the personalization of learning and also contribute to a well-planned and organized learning environment for each school. A breakdown of the funding request with background information is as follows:

Northern Lights School, Sibylla Kiddle School and Dr. Freda Miller School are three new schools currently under construction that are scheduled to open for students for the 2020-2021 academic year. Each school has a similar floor plan, which includes classroom spaces, administrative areas, a large learning commons and gathering space, and various student support areas. The construction of these schools is managed by Alberta Infrastructure (AI), while the selection and procurement of furniture, equipment and resources is the responsibility of the CBE.

The Government of Alberta funds Furniture and Equipment (F&E) for eligible items as described in the School Capital Manual. However, additional items such as technology devices, learning commons resources and staff time for school administration, start-up and support are not covered by the provincial F&E funding. Additional owner commissioning costs associated with turnover and final fit-out are also not included in provincial funding. To provide all necessary support for the new school spaces to be fully operational, a total of \$4,643,500 needs to be invested by the CBE in addition to the provincial F&E fund. Of this amount, \$511,500 of board funded capital dollars were expended in 2018-2019. This reduces the funding request to **\$4,132,000**.

## 4 | Analysis

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The following table summarizes the funding request.

Project	Funding Request
Northern Lights School	\$1,547,833
Sibylla Kiddle School	\$1,547,833
Dr. Freda Miller School	\$1,547,833
Total	\$4,643,500

Recognizing the low level of current capital reserves, the CBE has reviewed previous commissioning budgets, school opening costs, and sought input from educators and service units involved in recent new school openings to identify opportunities for cost

savings. A net reduction of \$419,000 per school, or \$1,258,000 overall, was implemented in the following areas:

1. Reduction in funds for additional fit-out prior to occupancy
2. Reduction in funds and contingency for school administration, teaching and support staff associated with planning and operationalization of the new school
3. Minor reduction in funds for learning commons allocations, computer user devices, and musical instruments.

Through the investments identified above the CBE is aligned with the strategies and actions established in the Three-Year Education Plan 2019-2022.

## 5 | Financial Impact

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The schools commissioning funding would contribute to the successful creation of learning environments that will support student learning by:

- Providing appropriate funding for learning resources; and
- Directing funding to ensure that adequate logistical processes and resources are in place for organized, smooth project completion and school opening.

If the proposed use of capital reserve on Schools Commissioning is approved, the capital reserve balance at August 31, 2020 is anticipated to be \$6,277,000. The balances identified above include the anticipated reserve uses identified in the Fall 2019/20 Budget Update report provided to the Board of Trustees.

## 6 | Conclusion

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Through the investment in Schools Commissioning, student learning will be supported in a fashion that aligns with the Three-Year Education Plan.

CBE Administration recommends that the Board of Trustees approves the use of up to \$4,132,000 from capital reserves to fund these projects.



**CHRISTOPHER USIH**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

## report to Board of Trustees

## Construction Projects Status Report

Date	February 4, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih 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)	Marc Aquin, Director, Facility Projects Erin Hafichuk, Project Manager, Capital Projects

### 1 | Recommendation

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It is recommended:

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

### 2 | Issue

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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

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The Calgary Board of Education (CBE) is currently undertaking 8 new school construction projects and 1 modernization project.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Dr. Freda Miller School (Evergreen), Sibylla Kiddle School (Cranston), and Northern Lights School (Coventry Hills/Country Hills), as well as a major modernization for Forest Lawn High School. Construction for the three new schools has begun, with an anticipated opening in September 2020.

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 Skyview Ranch. They also provided design approval for a middle school in Auburn Bay and a new north high school to be located in Coventry Hills.

On July 26, 2019, the Government of Alberta approved to adjust the scope of work for the Forest Lawn High School Modernization project. This adjustment will allow the CBE to retain the southwest wing of the school, or 325 students space, to accommodate projected high school enrollment pressures over the short and medium term.

On November 1, 2019, the Government of Alberta approved full construction funding for a middle school in Auburn Bay, and a new north high school in Coventry Hills. The Government of Alberta also announced the approval of a second elementary school for Auburn Bay.

### 4 | Analysis

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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 three Project Steering Committees set up for the current school projects as follows:

- Forest Lawn HS Modernization
- New Elementary/Middle Schools (Mahogany, Skyview Ranch, Auburn Bay)
- North Calgary HS

Following receipt of further details regarding the second elementary school for Auburn Bay, the Project Steering Committee mandate will be expanded to include this facility.

## 5 | Conclusion

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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.



**CHRISTOPHER USIH**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

### **ATTACHMENTS**

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

### **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's performance.



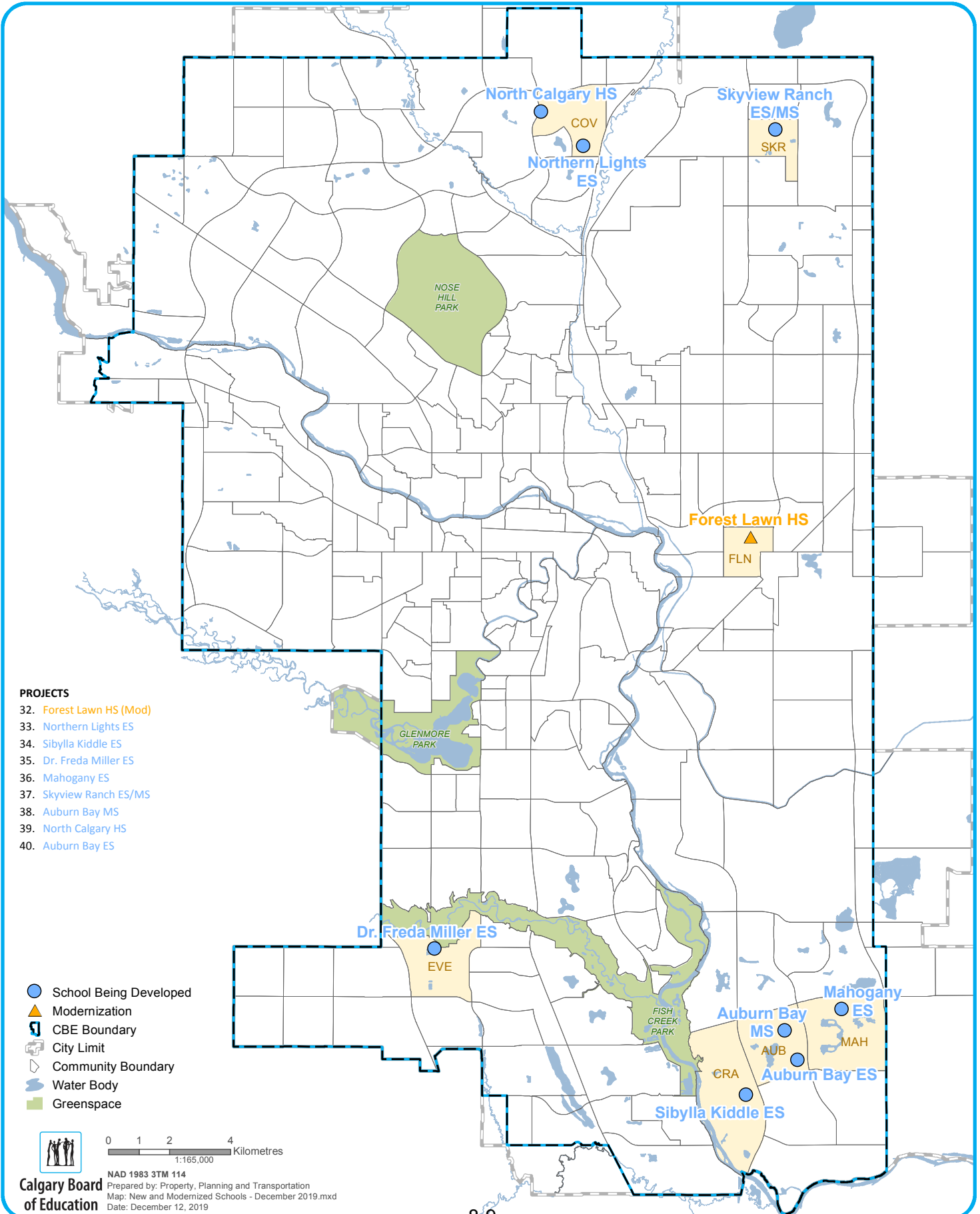
**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
February 2020**

Building	Opening Date	Notes/Comments	
32. Forest Lawn High School Modernization	Spring-21	Phase One Design and Specifications	100%
		Phase One Construction Award	100%
		Phase One Construction Progress	97%
		Phase Two Design and Specifications	100%
		Note: Overall project completion date extended to Spring 2021 to accommodate deferral of Learning Commons renovations	
33. Northern Lights School (Coventry Hills/Country Hills Village) Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	32%
		Note: Project Managed by Alberta Infrastructure. Structural Steel installation complete; exterior cladding and interior construction underway. Additional parking lot approved; construction deferred until spring 2020.	
34. Sibylla Kiddle School (Cranston) Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	35%
		Note: Project Managed by Alberta Infrastructure. Structural Steel installation complete; exterior cladding and interior construction underway.	
35. Dr. Freda Miller School (Evergreen) Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	35%
		Note: Project Managed by Alberta Infrastructure. Structural Steel installation complete; exterior cladding and interior construction underway.	
36. Mahogany School Grades K-4 Capacity 600 students	TBC	Design and Specifications	95%
		Note: Project managed by Alberta Infrastructure. Design Development complete; construction documents underway	
37. Skyview Ranch ES/MS Grades K-9 Capacity 900 students	TBC	Design and Specifications	60%
		Note: Project managed by Alberta Infrastructure. Design Development complete; construction documents underway	

**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
February 2020**

Building	Opening Date	Notes/Comments	
38. Auburn Bay MS Grades 5-9 Capacity 900 students	TBC	Design and Specifications	90%
		Note: Project managed by Alberta Infrastructure. Design Development complete; construction documents underway	
39. North Calgary HS Grades 10-12 Capacity 1800 students	TBC	Design and Specifications	25%
		Note: Project managed by Alberta Infrastructure. Design development underway	
40. Auburn Bay School Grades K-4 Capacity 600 students	TBC	Consultant/Contractor Selection	0%
		Note: Project managed by Alberta Infrastructure. <u>Identified</u> by Alberta Infrastructure as a possible P3 school.	

# New and Modernized Schools As of December 2019



**PROJECTS**

- 32. Forest Lawn HS (Mod)
- 33. Northern Lights ES
- 34. Sibylla Kiddle ES
- 35. Dr. Freda Miller ES
- 36. Mahogany ES
- 37. Skyview Ranch ES/MS
- 38. Auburn Bay MS
- 39. North Calgary HS
- 40. Auburn Bay ES

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



0 1 2 4  
1:165,000 Kilometres

Forest Lawn High School



Northern Lights School



Sibylla Kiddle School



Dr. Freda Miller School

