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public agenda | Regular Meeting of the Board of Trustees

**January 11, 2022
12:00 p.m.**

**Microsoft Teams
Calgary, AB**

R-1: Mission |
Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

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

Time	Topic		Who	Policy Ref	Attachment
12:00 p.m.	1 |	**Call to Order, National Anthem and Welcome**			
	2 |	**Consideration/Approval of Agenda**		GC-2	
	3 |	**Awards and Recognitions**		GC-3	
	4 |	**Results Focus**			
	4.1	Results 2: Academic Success – Annual Monitoring	J. Pitman A. Holowka	R-2	Page 4-1
	5 |	**Operational Expectations**			
	5.1	OE-8: Communicating and Engaging with the Public – Annual Monitoring *(Revised Report January 10, 2022)*	C. Usih	OE-8	Page 5-14
	6 |	**Public Comment [PDF]**		GC-3.2	
		Requirements as outlined in Board Meeting Procedures			
	7 |	**Matters Reserved for Board Information**			
	8 |	**Matters Reserved for Board Decision**	Board	GC-3	
	8.1	OE-4: Treatment of Employees – Annual Monitoring	Board	OE-4	Page 5-1 (Dec. 7/21)

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Time	Topic	Who	Policy Ref	Attachment
	9 | Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 Meeting Minutes:			L'td distrib'n
	▪ Regular Meeting held November 9, 2021			Page 9-1
	▪ Regular Meeting held November 18, 2021			Page 9-7
	(THAT the Board approves the minutes of the Regular Meetings held November 9, 2021 and November 18, 2021, as submitted.)			
	9.2 Items Provided for Board Information		OE-8	
	9.2.1 Chief Superintendent's Update			Page 9-9
	9.2.2 EducationMatters Financials as at September 30, 2021			Page 9-13
	10 | In-Camera Session			
4:30 p.m.	**11 | Adjournment**			
	Debrief	Trustees	GC-2.3	

Notice |
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Office of the Corporate Secretary at corpsec@cbe.ab.ca.

Calgary Board
of Education

results monitoring report

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 who Self-Identify as Indigenous

☐ Not making reasonable progress.

Signed: _____ Date: _December 23, 2021_

    Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

☐ to be making reasonable progress.

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

☐ not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

    Chair, Board of Trustees

Calgary Board of Education

4-1

Executive Summary |

Analysis |

The data have indicated that:

- CBE's All Students cohort and the Province trends are comparable with rates consistently improving over time. Of particular note, is the shrinking gap between this cohort and the Province;

- the 3-year High school Completion Rate improved for all four cohorts, with three of the four improving significantly;

- for the All Students cohort overall the report card results are holding steady, though report card data results for Division 4 students generally declined 2020-21;

- English Language Learner report card achievement is close to that of All Students;

- there is a significant gap between the report card results of Students who Self-Identify as Indigenous and All Students; and

- as compared to other subcohorts, Students with Identified Special Needs report card results showed the most evident improvements in closing the gaps with the All Students cohort, though there is still a need for more improvement.

In 2020-21, Alberta Education discontinued reporting provincial and school authority results using the Accountability Pillar Results Report. These results are now reported in the Alberta Education Assurance Measure (AEAM) Results Report.

Alberta Education allowed school jurisdictions to choose to write Provincial Achievement Tests or not and stated that Diploma Examinations would be optional in 2020-21 school year. As such, the AEAM Results Report includes N/A for these assessments.

This is the third year of reporting on report card achievement data. With respect to report card achievement data, due to the ongoing COVID-19 pandemic and the interruptions to continuity of learning experienced to date, significant caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

Targets |

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

Due to the fact that participation in provincial assessments was optional and the impact of the ongoing COVID-19 pandemic on the continuity of student learning, no targets were set for 2020-21 school year.

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Glossary of Terms |

- Alberta Education Assurance Measure (AEAM) Results Report (formerly Accountability Pillar Results Report): This is the system for school authorities to consistently measure success and progress using a broad spectrum of measures. Reporting results allows Albertans to see how their school authority is performing and ensures that the entire education system is open and accountable.

- All Students: the complete set of students included in the data set for a specific indicator.

- Board: Board of Trustees

- Division: group of grades
  - Division 1 is comprised of grades 1, 2, 3
  - Division 2 is comprised of grades 4, 5, 6
  - Division 3 is comprised of grades 7, 8, 9
  - Division 4 is comprised of grades 10, 11, 12

- 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 an Alberta Education Assurance Measure (AEAM) Results Report 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 authorities 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 an Alberta Education Assurance Measure (AEAM) Results Report evaluation which consists of comparing the Current Year result with the Previous 3-year Average. A Chi-Squared statistical test is used to determine the significance of the improvement. The categories for improvement and the Chi-Squared range for each category are as follows:
    - *Improved Significantly*, Chi-Squared result $\geq$ 3.84 (current result > previous 3-year average)
    - *Improved*, 1.00 $\leq$ Chi-Squared result < 3.84 (current result > previous 3-year average)
    - *Maintained*, Chi-Squared result < 1.00
    - *Declined*, 1.00 $\leq$ Chi-Squared result < 3.84 (current result < previous 3-year average)
    - *Declined Significantly*, Chi-Squared result $\geq$ 3.84 (current result < previous 3-year average)

- Overall Measure Evaluation - this is an Alberta Education Assurance Measure (AEAM) Results Report evaluation that combines the Achievement Evaluation and the Improvement Evaluation. The categories for overall evaluation are *Excellent, Good, Acceptable, Issue* and *Concern*.

- Prov: Province

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

- Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. In the following report, only students who have been identified are included in the data for "Students who Self-Identify as Indigenous".

- Students with Identified Special Education Needs: This group includes only those students who have been assessed and identified with a special education need then assigned the corresponding Alberta Education special education code, with the exception of those identified as gifted and talented. There is one exception to the latter and that is, when a student is double coded where one of the codes is gifted and talented. In this case, the student is included.

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 in the Alberta Education Assurance Measure (formerly referred to as 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 in the Alberta Education Assurance Measure (formerly referred to as 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 in the Alberta Education Assurance Measure (formerly referred to as 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 |

Board-approved indicators and targets as well as 2020-21 results, analysis and capacity building |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measure (formerly referred to as Accountability Pillar).

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

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

    Legend |

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

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

1.1 All Students

Rate	Compare	2018-19	2019-20	2020-21
3-year	CBE	78.0	78.9	82.4
	Prov	79.7	80.3	83.4
4-year	CBE	81.6	83.3	84.0
	Prov	83.3	84.0	85.0
5-year	CBE	84.8	84.3	86.0
	Prov	85.2	85.3	86.2

3-year	Measure Evaluation	2018-19	2019-20	2020-21
CBE	Achievement			
	Improvement			
	Overall			
Prov	Achievement			
	Improvement			
	Overall			

- Analysis of Cohort

  For All Students, when comparing the 2020-21 provincial and CBE results, the gap was the smallest in the 5-year rate. Moreover, CBE and the Province reported results in the same range across all 3-year completion rate Measure Evaluations for three consecutive years, with both seeing the Improvement Measure of *Improved Significantly* when comparing the current year results to the previous three-year average.

  Both the Province and CBE saw continuous increases over time in the 3-year and 4-year rates and CBE consistently showed greater growth than the Province in the 3-year results. While showing the only declined result in 2019-20, CBE achieved a significant 1.7 percentage point increase in the 5-year high school completion rate in 2020-21.

1.2 English Language Learners

Rate	Compare	2018-19	2019-20	2020-21
3-year	CBE	66.5	66.3	68.6
	Prov	75.1	74.1	78.7
4-year	CBE	72.0	79.4	75.5
	Prov	82.8	83.0	83.0
5-year	CBE	79.7	75.3	85.0
	Prov	86.0	85.0	86.9

3-year	Measure Evaluation	2018-19	2019-20	2020-21
CBE	Achievement	Orange	Orange	Orange
	Improvement	Green	Yellow	Green
	Overall	Yellow	Orange	Yellow
Prov	Achievement	Yellow	Yellow	Yellow
	Improvement	Blue	Orange	Blue
	Overall	Green	Orange	Green

- Analysis of Cohort

  As with the All Students cohort, English Language Learners showed the smallest gap in the 2020-21 5-year rate when comparing the CBE and provincial results. However, both 3-year and 4-year results showed widened gaps in 2020-21. Both CBE and the Province maintained the same Achievement Measure in their 3-year results for three consecutive years and saw improvements in the Improvement Measure in 2020-21.

  Moreover, while decreases were consistently observed in the 2019-20 3-year and 5-year rates, both the Province and CBE showed significant increases in 2020-21. Additionally, while the Province maintained the same 4-year rate result in 2020-21, CBE showed a 3.9 percentage point decline and based on the Chi-Squared comparison to the 2019-20 result, the decrease was not statistically significant.

1.3 Students who Self-Identify as Indigenous

Rate	Compare	2018-19	2019-20	2020-21
3-year	CBE	40.4	38.9	48.0
	Prov	57.1	55.9	62.0
4-year	CBE	45.6	46.9	45.4
	Prov	60.8	64.2	63.6
5-year	CBE	51.6	50.5	53.1
	Prov	64.5	65.0	68.1

3-year	Measure Evaluation	2018-19	2019-20	2020-21
CBE	Achievement	Red	Red	Red
	Improvement	Green	Yellow	Blue
	Overall	Orange	Red	Yellow
Prov	Achievement	Red	Red	Red
	Improvement	Blue	Yellow	Blue
	Overall	Yellow	Red	Yellow

- Analysis of Cohort

  In contrast to the All Students and English Language Learners cohorts, the smallest gap between CBE and provincial results was observed in the 3-year rate in 2020-21 for Students who Self-Identify as Indigenous. As with the previous two years, the gaps continued to increase in 2020-21 for both 4-year and 5-year results. While both CBE and the Province had *Very Low* Achievement Measures in the 3-year rates for three years, both parties achieved *Improved Significantly* Improvement Measure in the 2020-21 school year.

  In 2020-21, CBE's 3-year and 5-year rates saw increases after the declines in the 2019-20 school year whereas both CBE and the Province showed declined results in the 4-year high school completion rates. Based on the Chi-Squared tests for CBE, the increase in the 3-year results was statistically significant while the decrease in the 4-year results was not.

1.4 Students with Identified Special Education Needs

Rate	Compare	2018-19	2019-20	2020-21
3-year	CBE	59.6	60.5	66.8
	Prov	62.3	62.0	68.9
4-year	CBE	64.7	69.1	71.6
	Prov	68.0	70.3	71.2
5-year	CBE	68.1	70.0	74.1
	Prov	71.1	72.0	74.2

3-year	Measure Evaluation	2018-19	2019-20	2020-21
CBE	Achievement	(red)	(red)	(orange)
	Improvement	(blue)	(blue)	(blue)
	Overall	(yellow)	(yellow)	(green)
Prov	Achievement	(red)	(red)	(orange)
	Improvement	(blue)	(green)	(blue)
	Overall	(yellow)	(orange)	(green)

- Analysis of Cohort

  In the 2020-21 school year, while almost closing the gap in the 5-year rate result, CBE achieved a higher 4-year rate than the Province for Students with Identified Special Education Needs. Moreover, CBE achieved *Improved Significantly* Improvement Measure for three consecutive years as well as an increase in the 3-year Achievement Measure in 2020-21.

  CBE showed continued growth across all three results over time and except for the increase in the 3-year 2020-21 result, all other CBE increases were consistently greater than the provincial ones. In addition, based on the Chi-Squared comparisons to the previous year results, the year-over-year increases in the 3-year and 5-year 2020-21 results were statistically significant.

1.5 Summary

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
3 Year	82.4	83.4	68.6	78.7	48.0	62.0	66.8	68.9
4 Year	84.0	85.0	75.5	83.0	45.4	63.6	71.6	71.2
5 Year	86.0	86.2	85.0	86.9	53.1	68.1	74.1	74.2

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

- Targets for 2020-21

  No targets were set for 2020-21 school year.

- Analysis

  Alberta Education notes that with the absence of the Diploma Examinations, achievement level of diploma courses was determined solely by school-awarded marks. As such, caution should be used when interpreting High School Completion Rate results over time.

  In 2020-21, across all three subcohorts, the differences when comparing to the All Students results were consistently the lowest in CBE 5-year rates. Moreover, the English Language Learners results were the closest to the All Students results for three consecutive years.

  When compared to CBE's All Students results, English Language Learners showed increased differences in the 3-year and 4-year rates as well as a decrease in the 5-year high school completion rate in 2020-21. In addition, Students with Identified Special Education Needs continued to narrow the differences over time in all three rates. Meanwhile, for CBE's Students who Self-Identify as Indigenous, while the differences against CBE's All Students widened in 2019-20, the differences in both 3-year and 5-year rates narrowed in 2020-21.

- Interpretation

  CBE showed improvement in the percentage of students completing high school within three, four or five years of starting grade 10, as measured in the Alberta Education Assurance Measure (formerly referred to as Accountability Pillar). The interpretation below highlights notable strengths and offers considerations for capacity building.

  CBE's All Students cohort and the Province trends are comparable and both rates are consistently improving over time. Any declines over the past three years were not found to be statistically significant. CBE's All Students cohort demonstrated results in the same range as the Province and significant improvement over the previous 3-year average. Of particular note, is the shrinking gap between the Province and CBE All Students

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cohort in 2020-21 in both the 3-year and 5-year high school completion rates. As CBE and provincial rates draw closer into alignment, the improvement is two-fold for CBE All Students cohort in that 1) the rates are continually increasing and 2) the rates are calibrating more closely with provincial high school completion rates. Overall, for CBE's All Students cohort, high school completion rates continued to increase and coherence between the Province and All Students cohort improved.

When we look at specific cohorts of learners, English Language Learners and Students with Identified Special Needs in CBE continue to complete high school within three, four or five years at levels more closely related to the provincial results than Students who Self-Identify as Indigenous. The greatest alignment between provincial and CBE high school completion rates exists for the cohort of Students with Identified Special Needs. Of particular note for this cohort is the 4-year completion rate for 2020-21, which is higher than that of the Province.

High school completion rates for CBE's English Language Learners continue to improve and in 2020-21, greater alignment between CBE and the provincial 5-year high school completion rates for English Language Learners is worth noting.

For the first time in three years, we see a diminished gap between the 3-year high school completion rates for CBE Students who Self-Identify as Indigenous and as compared to the provincial results. This improvement in the 3-year rate is encouraging and evidence we are making incremental growth.

A continued focus in CBE to support Students who Self-Identify as Indigenous to complete high school within four or five years is a noted area for capacity building as the gap between CBE and the province widened in 2020-21 for 4-year and 5-year high school completion rates. CBE Students who Self-Identify as Indigenous represent about 346 students of the All Students cohort so are susceptible to changes in composition of the cohort.

The following target areas in this indicator are areas for continued focused improvement:

- 3-year and 4-year rate: Shrink the gap between provincial and CBE English Language Learner's high school completion rates.
- The Achievement Measure increases one level from *Low* for CBE English Language Learners to *Intermediate.*
- 4-year rate and 5-year rate: Shrink the widening gap between provincial and CBE's Students who Self-Identify as Indigenous high school completion rates.

When considering all four cohorts and all three years, while CBE results are generally lower than provincial high school completion rates, the gap between CBE and Province has decreased in six of the 12 measures. Overall, rates that declined were not found to be statistically significant whereas improvement and increases were found to be significant. We are moving in the right direction.

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- Building Capacity

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

  - All Students

    Professional Learning

    Professional Learning in service of improving all students' learning will be developed intended to support:

    - High school teachers with student course selection, post-secondary requirements, workplace connections, career and life planning.
    - New off-campus teachers and high school leaders in understanding how to program to increase accessibility of courses to students.
    - Teachers with career development for students lead by external organizations like Careers Next Generation.
    - System wide professional learning day for Indigenous Education inclusive of all employees on October 18, 2021, designed, supported and implemented.
    - Gr. 7-12 teachers in understanding the use of myBlueprint as a tool to support student career and pathways planning, inquiry-based learning and reflection and documentation of learning.

    Structures & Processes

    Structures and Processes to be utilized in support of student achievement and access to supports across a range of areas.

    - Support effective transitions between middle/junior to high schools and post-secondary or the work force.
    - Develop and implement a system-wide Well-being Framework (in development).
    - School Development Plans include a well-being goal.
    - Advance CBE CARES (Collaboration for Anti-Racism, Equity Supports).
    - Continue to promote and expand asynchronous and online delivery models of dual credit programming, where possible, to remove challenges of scheduling conflicts and increase accessibility and equity.
    - Create data dashboards for each school, area and key system teams inclusive of attendance, report card, high school students' progress towards diploma or certificate and OurSCHOOL Survey data by grade and disaggregated by Students who Self-Identify as Indigenous, English language learners and Students with Identified Special Education Needs.
    - Enhance system and school-based structures and processes for collection and use of student data to monitor achievement and well-being of all students including those who Self-Identify as Indigenous, English language learners and students with identified special needs.
    - CBE maintains partnerships to support Unique Pathways that allow students to explore options and possibilities for exploratory programming, internships, dual credit and work experience opportunities.
    - Continue work with external partners, like SAIT, to develop unique learning opportunities for students in grades 5-9.

- Develop consistent collaboration times throughout the year for teachers at high schools to meet with teachers at feeder schools in order to support:
  - information sharing;
  - professional learning;
  - students to transition between grade 9 and grade 10;
  - resources like consumable materials, access to local experts, training opportunities; and
  - work with system teams and service units to test, approve, provide professional learning and advance new and innovative learning technologies such as robotics, 3D printing, laser cutters and mobile technologies.

Resources

Resources to be created, revised or updated and made accessible in support of system and school needs.

- CBE's *Indigenous Education Holistic Lifelong Learning Framework* (in development).
- CBE's Well-being Framework (in development).

- English Language Learners

Professional Learning

Professional Learning in service of improving all students' learning will be developed intended to support:

- Teachers' instructional practice reflective of understanding equity, diversity, inclusion and well-being.

Structures & Processes

Structures and Processes to be utilized in support of student achievement and access to supports across a range of areas.

- English Language Learning Strategists to develop teacher capacity in utilizing the Revised K-12 ESL Proficiency and employing high-impact ELL that connect directly to the Literacy and Mathematics Frameworks as well as the School Development Plan of each target school.
- Leverage ELL Strategist Support Model to collaborate further with service unit teams and school-based staff to allocate resources strategically within the ELL Service Unit to support needs of English Language Learners.

Resources

Resources to be created, revised or updated and made accessible in support of system and school needs.

- Update English Language Learners benchmark requirements and monitor implementation of revised ESL Benchmarks.

- Students who Self-Identify as Indigenous

Professional Learning

Professional Learning in service of improving all students' learning will be developed intended to support:

- Staff in building and applying foundational knowledge about First Nations, Métis and Inuit to support the establishment of conditions under which the learning aspirations and the potential of Indigenous students will be realized.
- Staff in building foundational knowledge of the *Indigenous Education Holistic Lifelong Learning Framework* (in development).
- System wide professional learning day for Indigenous Education inclusive of all employees on October 18, 2021, designed, supported and implemented.

Structures & Processes

Structures and Processes to be utilized in support of student achievement and access to supports across a range of areas.

- Support effective transitions for students who self-identify as Indigenous between middle/junior to high schools.
- Design and offer targeted professional learning and resources to schools based on data from their Truth and Reconciliation (TRC) Commitments.
- Build and sustain relationships with Indigenous parents/caregivers.
- Facilitate collaboration among CBE and Indigenous Elders, leaders, organizations and community members to establish strategic policy directions in support of Indigenous student achievement and well-being.
- Establish and nurture relationships with Indigenous Elders, Knowledge Keepers and community partnerships to support Indigenous students, families and staff professional learning.
- Design and offer additional professional learning throughout school year based on data gathered on October 18th and other evidence (data, research, School Development Plans).

Resources

Resources to be created, revised or updated and made accessible in support of system and school needs.

- CBE's *Indigenous Education Holistic Lifelong Learning Framework* (in development).
- Indigenous Education Strategists deployed to 18 target schools to support leadership and teacher capacity in implementing the CBE's Indigenous Education Holistic Lifelong Learning Framework (in development) in alignment with the Literacy and Mathematics Frameworks as well as the School Development Plan of each target school.
- Leverage Indigenous Education Team to collaborate further with service unit teams and school-based staff to support needs of self-identified Indigenous students.

- Students with Identified Special Education Needs

Professional Learning

Professional Learning in service of improving all students' learning will be developed intended to support:

- Teachers' instructional practice reflective of understanding equity, diversity, inclusion and well-being.
- Teachers in comprehensive literacy instruction for students with complex needs.

Structures & Processes

Structures and Processes to be utilized in support of student achievement and access to supports across a range of areas.

- Continue to refine CBE continuum of supports and services to align to student needs.
- Implement or refine processes to support diverse learners that involve speech-language spring screening/assessment, functional behaviour assessments Augmentative and Alternate Communication (AAC) referrals, mental health interventions, formal assessment psychological services, systemic collaborative response and student referral processes and transition of students moving to and from specialized classes.

Resources

Resources to be created, revised or updated and made accessible in support of system and school needs.

- Development of Enhanced Educational Support (EES) Programming Guide.
- Enhanced Educational Support (EES) Learning Series
- Educational Assistants Learning Series
- Community of Practice for staff in specialized classes
- System Resource Teachers Network

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

The results for indicators 2 and 4 are situated in the context of the COVID-19 pandemic, which impacted assessment opportunities. Teachers reported results are based on assessment data they were able to collect, which may have been limited and not the robust, rounded body of evidence they would typically collect from students.

Absences and Teacher Transitions
Teachers may have been isolating and teaching online, using assessment evidence gathered by a substitute teacher on their behalf or having students absent for larger chunks of learning and therefore not able to assess learning against all outcomes in the programs of study.

Redistribution of Instructional Time Priorities
The implementation and consistent management of sanitization protocols, masking measures and physical distancing reduced instructional time and with that, the time available to gather evidence of student learning when compared to a typical school year.

Pedagogical Shifts
For many years, CBE teachers have been purposeful in gathering a body of assessment evidence through observations, conversations and products. Specific COVID-19 parameters limited the collection of a rounded body of evidence, in conflict with our standard.

Assessing in an Online Learning Environment
There are inherent challenges to collecting a wide range of assessment evidence when teaching students in an online versus in-person learning environment.

While we used caution when considering trends over time, report card data were still used to identify needs and gaps. Just like in high performing schools, as they dig and inquire into the data, there are always areas that pop up requiring improvement, so too was true of our work with the system data.

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

Legend |

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

2.1 All Students

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

Division	2018-19	2019-20	2020-21
1	2.70	2.84	2.94
2	2.80	2.90	2.96
3	2.86	2.91	2.95
4	69.7	71.2	71.5

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

Division	2018-19	2019-20	2020-21
1	2.78	2.97	3.07
2	2.82	2.96	2.99
3	2.83	2.88	2.88
4	72.1	74.9	73.7

▪ Analysis of Cohort

For All Students, among Division 1 to Division 3, Division 2 achieved the highest English Language Arts results in 2020-21 with Division 3 being the highest in previous years. Division 1 had the highest Mathematics results for the last two years while Division 3 had the highest average results in 2018-19.

For Division 1, 2 and 3 students, continuous improvements can be observed from 2019 to 2021 in both subjects, but the growth rates in 2020-21 became slower compared with the corresponding rates in 2019-20. Division 1 students consistently showed the most evident growth over time. Additionally, based on the Chi-Squared test, the only significant decrease in 2020-21 was from Division 4 Mathematics results.

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2.2 English Language Learners

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

Division	2018-19	2019-20	2020-21
1	2.61	2.75	2.84
2	2.68	2.79	2.82
3	2.66	2.73	2.77
4	65.2	67.5	67.5

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

Division	2018-19	2019-20	2020-21
1	2.67	2.87	2.95
2	2.79	2.91	2.91
3	2.74	2.78	2.78
4	70.9	73.8	70.3

▪ Analysis of Cohort

For English Language Learners, among Division 1 to Division 3, Division 1 achieved the highest results in both subjects in 2020-21, which is different from previous two years where Division 2 had the highest results.

Similar to the previous year results, Division 1 students achieved the greatest improvements among divisions in both subjects but the growth rate in 2020-21 was slower than previous year. Year-over-year improvements (or maintained results) can be seen across divisions except for Division 4 in Mathematics where a significant decrease was observed in 2020-21.

2.3 Students who Self-Identify as Indigenous

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

Division	2018-19	2019-20	2020-21
1	2.09	2.23	2.29
2	2.27	2.42	2.46
3	2.33	2.42	2.44
4	62.7	62.9	60.6

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

Division	2018-19	2019-20	2020-21
1	2.16	2.35	2.36
2	2.16	2.39	2.37
3	2.14	2.28	2.23
4	64.0	65.1	60.9

▪ Analysis of Cohort

For Students who Self-Identify as Indigenous, among Division 1 to Division 3, Division 2 achieved the highest results in English Language Arts in 2020-21 while Division 3 had the highest results in the previous years, which is the same as the All Students English Language Arts results over time. In Mathematics, Division 2 consistently achieved the highest (or tied highest) results for the last three years.

Division 1 achieved the greatest improvements among divisions in both subjects in 2020-21. In English Language Arts, students in the different divisions showed continuous growth over time except for Division 4 in 2020-21. Additionally, the growth rates in 2020-21 were lower than those in 2019-20. In Mathematics, only students in Division 1 achieved year-over-year increase in 2020-21 while according to the Chi-Squared tests, the decreases in Division 2 to Division 4 were not statistically significant.

2.4 Students with Identified Special Education Needs

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

Division	2018-19	2019-20	2020-21
1	2.24	2.40	2.47
2	2.41	2.57	2.61
3	2.48	2.55	2.59
4	65.2	66.3	65.4

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

Division	2018-19	2019-20	2020-21
1	2.29	2.51	2.60
2	2.39	2.61	2.64
3	2.37	2.47	2.47
4	66.1	68.9	66.5

▪ Analysis of Cohort

For Students with Identified Special Education Needs, over the last three years, Division 2 generally achieved the highest results in both subjects among Division 1 to Division 3 with only one exception where Division 3 had the highest English Language Arts average score in 2018-19.

Except for Division 4, all other divisions showed continuous improvements (or maintained) from 2019 to 2021 but increased at a slower pace in 2020-21. Division 4 had negative growth in both subjects in 2020-21 and based on the Chi-Squared comparisons to the 2019-20 results, Division 4 declined significantly in Mathematics in 2020-21.

2.5 Summary

ELA	All Students	ELL	Indigenous	Special Ed
Division 1	2.94	2.84	2.29	2.47
Division 2	2.96	2.82	2.46	2.61
Division 3	2.95	2.77	2.44	2.59
Division 4	71.5	67.5	60.6	65.4

Math	All Students	ELL	Indigenous	Special Ed
Division 1	3.07	2.95	2.36	2.60
Division 2	2.99	2.91	2.37	2.64
Division 3	2.88	2.78	2.23	2.47
Division 4	73.7	70.3	60.9	66.5

- Targets for 2020-21

  No targets were set for 2020-21 school year.

- Analysis

  This analysis begins with a comparison of cohort groups, including review of the results from English Language Learners, Students who Self-Identify as Indigenous, and Students with Identified Special Education Needs as compared to the All Students cohort.

  This is followed by comparison between the two subjects: English Language Arts and Mathematics. This subject review provides information by division, cohort group and comparison between different years, though caution was exercised given the differences in context between the years.

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

  In 2020-21, the relative results of the three subcohorts against the All Students cohort remained equal or improved in 5 out of 24 results in both subjects while 17 of 24 results showed improvements in previous school year. Moreover, Students with Identified Special Education Needs generally maintained the gaps comparing to All Students cohort results in both subjects while for other subcohorts, the gaps generally widened across divisions in 2020-21.

The following subcohort results are the ones whose gaps with the All Students cohort narrowed (or were maintained) from 2019-20 to 2020-21:

- Division 3 for English Language Learners in English Language Arts and Mathematics;
- Division 2 for Students with Identified Special Education Needs in Mathematics; and
- Division 3 for Students with Identified Special Education Needs in English Language Arts and Mathematics.

Most of the above-mentioned improved (or maintained) results were consistent from 2018-19 to 2020-21. The following subcohort results are the ones whose gaps with the All Students cohort widened continuously from 2018-19 to 2020-21:

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

- Next is the additional analysis of the Appendix III report card data, which is intended to provide a different view of the data to support next steps. Similar to the results from previous years, "Writes to develop, organize and express information and ideas" continued to show the lowest percentage of 3s and 4s across all grades. Comparing to other English Language Arts stems, "Reads to explore, construct and extend understanding" and "Manages and evaluates information and ideas" also showed low results with around 65% of the students achieving a 3 or 4 result while more than 70% of the students had a 3 or above result in other stems.

When comparing the results among different divisions and grade levels, Division 2 showed the highest 3s and 4s percentages in the majority of English Language Arts stems while Division 3 showed the highest results in "Writes to develop, organize and express information and ideas" stem and "Manages and evaluates information and ideas" stem. Grade 1 students consistently showed the lowest 3s and 4s percentage except for "Writes to develop, organize and express information and ideas" stem where Grade 2 students had the lowest percentage of 53.9%. Similarly, Grade 9 students had the highest 3 or above percentage across stems with the exception of "Represents ideas and creates understanding through a variety of media" where Grade 5 students showed a higher result with around 72.7% of the students achieved a 3 or 4 result.

With regards to the English Language Arts high school courses, overall, 10-level and 20-level courses shared the lowest results of around 57.3% of the students achieving a 65% and above mark, while around 64.8% of the students taking 30-level courses achieved a mark of at least 65%. Similar to the results of the previous year, more than 81% of the students taking dash 1 courses achieved a mark of at least 65% while the percentages dropped to 50% and 48% for dash 2 and dash 4 courses, respectively.

The overall results among different Mathematics stems were closer to each other as compared to the relative stem results in English Language Arts. "Uses data to make predictions and answer questions" showed the highest percentage of 3s and 4s overall while "Uses probability and data to make predictions and answer questions" had the lowest percentage of 3 or above result.

Similar to English Language Arts, division comparison results were relatively consistent across different stems in Mathematics. Division 1 consistently achieved the highest percentages of 3s and 4s in four stems while Division 3 continued to show the lowest percentages in four stems. Moreover, different from English Language Arts, better results were observed for lower grade students in Mathematics across different stems.

In high school Mathematics courses, less than 56% of the students taking 10-level courses had a 65% or above mark while around 74% of the students taking 30-level courses achieved a mark of at least 65%. Similar to English Language Arts results, more than 82% of the students in dash 1 courses achieved a mark of at least 65%, which was far above those in dash 2, 3 and 4 courses. It is also notable that more than 94% of the students taking Mathematics 31 achieved a mark of at least 65% in 2020-21.

- Interpretation

This is the third year of data with respect to report card achievement. Due ongoing COVID-19 pandemic and the interruptions to learning continuity, caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

The interpretation below highlights notable strengths and offers considerations for capacity building.

When compared to 2019-20 report card stem data, CBE's All Students cohort showed continuous improvement or maintenance of achievement across divisions in English Language Arts and Mathematics, with the exception of Division 4 students' achievement in Mathematics.

In contrast to previous years, Division 2 students in the All Students cohort achieved the highest results in English Language Arts in 2020-21. This strength has typically been surfaced in Division 3 in the past. The same shift was echoed in the Students who Self-Identify as Indigenous cohort achievement data. The English Language Learners cohort achievement results were highest in Division 1, another shift dissimilar to past trends. Division 2 English Language Arts students' achievement results were greatest for Students with Identified Special Education Needs, consistent with previous years' data.

Division 1 students in the All Students and English Language Learners cohort demonstrated the highest results in Mathematics. Whereas Division 2 students in both the Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts showed the strongest report card results in Mathematics. These trends are in alignment

with previous years' achievement data, with the exception of the English Language Learners cohort.

When comparing each unique cohort to the All Students cohort, achievement levels on 2020-21 report cards in Mathematics and English Language Arts was maintained or improved in approximately 21% of the results. This is a decline from last year when 71% of the results demonstrated improvement. While gaps were maintained for the Students with Identified Special Education Needs compared to All Students, gaps became more pronounced for Students who Self-Identify as Indigenous and English Language Learners cohorts.

One divisional pattern that emerged when comparing cohorts to the All Students cohort was in division 3 for English Language Learners and Students with Identified Special Education Needs where achievement levels were maintained and/or improvement in both mathematics and English Language Arts in 2020-21. A second divisional pattern surfaced in division 4 data showing a continued expanding gap between the All Student cohort and Students who Self-Identify as Indigenous in both mathematics and English Language Arts for the past three years. Similarly, Students with Identified Special Education Needs continued to achieve at more disparate levels when compared to the All Students cohort in English Language Arts, evidenced by a widening gap in the data.

The English Language Learners cohort demonstrated the greatest alignment and smallest gap when compared to the All Students cohort in both Mathematics and English Language Arts over three years.

The English Language Arts report card stem with lowest achievement in terms of the least number of 3s and 4s across divisions was "Writes to develop, organize and express information and ideas". This finding echoes report card stem trends from past school years. The report card stems with second lowest achievement levels in terms of percentages of 3s and 4s in English Language Arts included "Reads to explore, construct and extend understanding" and "Manages and evaluates information and ideas".

Some divisional specific findings included Division 3 students demonstrating the strongest achievement in writing and managing information and ideas report card stems. While Division 2 students showed the strongest achievement overall in English Language Arts report cards stems by achieving the most 3s and 4s on report cards. In terms of grade specific findings, grade 1 students consistently achieved the lowest number of 3s and 4s across English Language Arts report card stems with the exception of the writing stem where grade 2 students showed the lowest achievement data. Grade 9 students demonstrated the highest levels of achievement in English Language Arts across report card stems with the exception of one stem.

Mathematics achievement data patterns showed somewhat of an inverse relationship to those that surfaced in English Language Arts report card data. In particular, Mathematics achievement was strongest in the elementary grades (Division 1) and lowest in the higher grades (Division 3).

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For high school Mathematics courses, a correlation between report card data and the course code surfaced. For example, as the course dash number increased from 1 through 4, the percentage of students achieving over 65% in the course decreased. In other words, the more challenging the mathematics course, the more likely a student would be achieving over 65% in that Mathematics course. This same trend was evident for high school English Language Arts courses as well. Of particular note was the achievement in 10 and 20-level high school courses, which had the lowest number of students achieving 65% or above.

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

- Division 4: Students who Self-Identify as Indigenous in Mathematics and English Language Arts.
- Division 1: Students with Identified Special Education Needs in English Language Arts.
- Division 4: Students with Identified Special Education Needs in Mathematics.
- Division 3: Students with Identified Special Education Needs in Mathematics.

- Building Capacity

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

- All Students

Professional Learning

Professional Learning in service of improving all students' learning will be developed intended to support:

- School Mathematics Leads' understanding and application of the Mathematics Framework through a learning series.
- Teachers with the use of MathUP Classroom (Gr. 1-8) in planning, teaching and assessing.
- Kindergarten and grade 1 teachers in targeted literacy activities aligned with development.
- Teachers in deepening understanding and implementation of literacy environments, teaching practices and assessment practices.
- K-6 literacy lead teachers instructional reading practices though a system-wide literacy professional learning series.
- K and Grade 1 teachers in Areas 1, 2, 5, 6 & 7 in understanding and implementing the Right to Read program (Note | Area 3 & 4 teachers were part of the pilot in 2020-21).
- School and system leaders in using the new data analytics tools and 'School at a Glance' tool.

Structures & Processes

Structures and Processes to be utilized in support of student achievement and access to supports across a range of areas.

- School Development plans include a mathematics goal.
- Implement a Mathematics Framework outlining best practices for mathematics teaching and learning, mathematical environments and mathematical assessment.
- Develop teacher/leader resources to support professional learning and implementation of the Mathematics Framework.
- Implement the use of Numeracy diagnostic assessments for Grades 1-3.
- Create, implement and support numeracy intervention practices for grade 1-3 teachers.
- Continue the Concept-Based Learning Network, consisting of teams of teachers and leaders from schools across CBE with the goal of sharing resources and high-quality teaching and learning strategies.
- Survey stakeholders to gather data around the implementation of the Mathematics Framework including use of CBE's Student Survey related to CBE's Mathematics Framework.
- School Development plans include a literacy goal.
- Build teacher knowledge about the resource-selection guiding documents.
- Collaborate to outline culturally responsive practices as it applies to literacy.
- Emphasize early literacy teaching practices (foundational reading skills) and use of the Right to Read Reading Readiness Screening Tool (RRST).
- Investigate and pilot specific literacy assessment tools and processes.
- Survey stakeholders to gather data around the pilot of assessment tools, including use of CBE's Student Survey related to CBE's Literacy Framework.
- Continue the Concept-Based Learning Network, consisting of teams of teachers and leaders from schools across CBE with the goal of sharing resources and high-quality teaching and learning strategies.
- Implement the recording of summative assessment information in PowerTeacher Pro gradebook throughout the reporting period to provide clear information about strengths and areas for growth in relation to outcomes from programs of study, Individual Program Plan targets and/or revised ESL Benchmarks.
- Support schools in using Responsive Instruction and Assessment | 2021-22 to plan professional learning and engage in instructional planning and assessment.
- Create data dashboards for each school, area and key system teams inclusive of attendance, report card, Early Years Evaluation, English Language Learners' level of proficiency.
- Champion representation from each school to support specific subject areas and student need (e.g., Literacy, Mathematics, Assessment & Reporting, English Language Learners, Well-being). These teachers and leaders participate in professional learning about best practices for teaching and learning, supportive environments, application of the Literacy and Mathematics Frameworks and effective assessment practices.

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- Education Directors provide ongoing support to school leaders in the work of School Development Plans with explicit expectation of student voice to be embedded within.
- Education Director school visits, School Development Planning sessions and Area Leadership Meetings provide regular touchpoints for the inclusion of student voice in the work.
- Record data in PowerSchool from the Reading Readiness Screening Tool (RRST) and make available to principals as a local measure utilized by CBE.

Resources

Resources to be created, revised or updated and made accessible in support of system and school needs.

- Revisit, refine and update Grades 1-9 Scope and Sequence for Curriculum documents.
- New literacy assessment tools including Alberta Education's Castles and Coltheart 3 Test (CC3), Letter Name-Sound Test (LeNS), Highest Level of Achievement (HLAT – writing assessment) and Grades 4-12 Reading Decision Assessment Tree.
- New analytics tools to analyze local measures (e.g., LeNS, CC3).
- Data tools to support schools in determining effective measures in their school development plan.
- Update Assessment and Reporting in CBE document.
- Literacy Framework outlining best practices for literacy teaching and learning, literacy environments and literacy assessment.

- English Language Learners

Professional Learning

Professional Learning in service of improving all students' learning will be developed intended to support:

- All teachers in utilizing the Revised Alberta K-12 ESL Proficiency Benchmarks to collect baseline data, inform instructional practice, assess for student growth and report language acquisition achievement.

Structures & Processes

Structures and Processes to be utilized in support of student achievement and access to supports across a range of areas.

- Leverage ELL Strategist Support Model to collaborate further with service unit teams and school-based staff to allocate resources strategically within the ELL Service Unit to support needs of English Language Learners.
- Strengthen and refine processes at CBE's Welcome Centre to ensure all newcomers receive a fulsome language proficiency assessment and are effectively transitioned to their community school or specialized setting.
- Update English Language Learners benchmark requirements and monitor implementation of revised ESL Benchmarks.

- English Language Learning Strategists to develop teacher capacity in utilizing the Revised K-12 ESL Proficiency and employing high-impact ELL that connect directly to the Literacy and Mathematics Frameworks as well as the School Development Plan of each target school.
- Build and sustain relationships new Canadian parents/caregivers.

Resources

Resources to be created, revised or updated and made accessible in support of system and school needs.

- Guiding documents with best practices in alignment with the Literacy and Mathematics Frameworks and the three key competencies outlined in the Revised Alberta K-12 ESL Proficiency Benchmarks (vocabulary, syntax, discourse).

- Students who Self-Identify as Indigenous

Professional Learning

Professional Learning in service of improving all students' learning will be developed intended to support:

- Staff in building and applying foundational knowledge about First Nations, Métis and Inuit to support the establishment of conditions under which the learning aspirations and the potential of Indigenous students will be realized.
- Staff in building foundational knowledge of the *Indigenous Education Holistic Lifelong Learning Framework* (in development).
- System wide professional learning day for Indigenous Education inclusive of all employees on October 18, 2021, designed, supported and implemented.

Structures and Processes

Structures and Processes to be utilized in support of student achievement and access to supports across a range of areas.

- School Development plans in 18 target schools make visible the supporting role of the Indigenous Education Strategist in either literacy or mathematics.
- Indigenous Education Strategists deployed to 18 target schools work collaboratively with the school literacy or mathematics champion, including participation in learning series.
- Develop teacher/leader resources to support professional learning and implementation of the Indigenous Education Holistic Lifelong Framework (in development).
- Acknowledge and support the implementation of the Truth and Reconciliation Commission Calls to Action.
- Support the preschool program at Niitsitapi Learning Centre to provide a strength-based early learning environment with a focus on building a strong sense of Indigenous identity and a robust academic foundation.
- Support the alternative program at Piitoayis Family School (K-6) to teach the Alberta Education Programs of Study through a diversity of First Nations, Métis and Inuit perspectives and experiences.

Resources

Resources to be created, revised or updated and made accessible in support of system and school needs.

- Guiding documents with wise practices, resources and exemplars to support the implementation of the Indigenous Education Holistic Lifelong Learning Framework (in development).

- Students with Identified Special Education Needs

Professional Learning

Professional Learning in service of improving all students' learning will be developed intended to support:

- Teachers in comprehensive literacy instruction for students with complex needs.
- School staff in Enhanced Education Supports (EES) classes through a summer institute.
- Teachers' instructional practice reflective of understanding equity, diversity, inclusion and well-being.

Structures & Processes

Structures and Processes to be utilized in support of student achievement and access to supports across a range of areas.

- Equitable allocation of Literacy kits to specialized classes though the loan pool via strategists to ensure maximum engagement, implementation and use.
- Implement or refine processes to support diverse learners that involve speech-language spring screening/assessment, functional behaviour assessments Augmentative and Alternate Communication (AAC) referrals, mental health interventions, formal assessment psychological services, systemic collaborative response and student referral processes and transition of students moving to and from specialized classes.
- Design and implement school and system-based structures and processes reflective of a collaborative response to meet the holistic needs of each student.
- Reallocate Early Learning resources to provide assessments for kindergarten children with special education needs in response to provincial reporting requirements.
- Refine CBE continuum of supports and services to align to student needs.

Resources

Resources to be created, revised or updated and made accessible in support of system and school needs:

- Comprehensive instructional and programming resource document for EES classes.

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 in the Alberta Education Assurance Measure (formerly referred to as Accountability Pillar).

   Due to the fact that participation in provincial assessments was optional, there are no data for this indicator.

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

   Legend |

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

   The remainder of this page is intentionally blank.

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4.1 All Students

Student report card results as a mean				
Subject	**Division**	**2018-19**	**2019-20**	**2020-21**
CTF/CTS	1	n/a	n/a	n/a
	2 (CTF)	3.03	3.05	3.17
	3 (CTF)	2.99	3.08	3.10
	4 (CTS)	82.1	83.7	83.7
Fine and Performing Arts	1	2.86	2.98	3.08
	2	2.94	3.06	3.13
	3	3.02	3.09	3.13
	4	82.5	84.3	81.2
French Language Arts	1	2.91	3.03	3.05
	2	2.91	3.01	3.09
	3	2.99	3.04	3.11
	4	75.7	79.3	79.7
Languages	1	2.73	2.97	3.06
	2	2.82	2.91	3.02
	3	2.94	3.09	3.11
	4	85.0	87.0	86.1
Physical Education	1	2.93	3.07	3.17
	2	3.04	3.15	3.24
	3	3.05	3.08	3.16
	4	82.0	83.5	79.9
Science	1	2.79	2.91	3.03
	2	2.81	2.90	2.96
	3	2.80	2.86	2.87
	4	73.8	76.7	76.0
Social Studies	1	2.74	2.87	2.98
	2	2.78	2.87	2.93
	3	2.81	2.88	2.91
	4	71.6	73.7	73.0

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- Analysis of Cohort

  For All students, among Division 1 to Division 3, Division 3 has consistently achieved the highest average scores in French Language Arts and Languages for the last three years. The division results within other subjects were varied over time:

  - Fine and Performing Arts & Social Studies: Division 3 kept the highest results in 2018-19 and 2019-20 while other divisions became higher than Division 3 in 2020-21 – Division 2 in Fine and Performing Arts; Division 1 in Social Studies.
  - Physical Education & Science: the highest-achieving division among divisions within the same subject maintained for the last two years – Division 2 in Physical Education; Division 1 in Science.
  - CTF: the division with the highest result changed over time – Division 2 in 2018-19; Division 3 in 2019-20; Division 2 in 2020-21.

  Continuous improvements were generally observed across all subjects among Division 1 to Division 3. Additionally, a small number of year-over-year decreases occurred only for Division 4 students in 2020-21 in Fine and Performing Arts, Languages, Physical Education, Science and Social Studies. Based on the Chi-Squared test results, the decreases in Fine and Performing Arts, Physical Education and Science were significant.

  Overall, the growth rates dropped in 2020-21 with a few exceptions where greater improvements were observed:

  - Division 2 in CTF/CTS & Languages.
  - Division 3 in French Language Arts and Physical Education.

  Among different divisions within the same subject, Division 2 had the greatest improvements in CTF, French Language Arts and Languages while Division 1 had the largest increases in other subjects in 2020-21. The cases where Division 1 achieved the largest increases among Division 1 to Division 3 in 2020-21 were also true in the 2019-20 school year.

4.2 English Language Learners

Student report card results as a mean				
Subject	**Division**	**2018-19**	**2019-20**	**2020-21**
CTF/CTS	1	n/a	n/a	n/a
	2 (CTF)	2.90	2.96	3.08
	3 (CTF)	2.85	2.95	2.94
	4 (CTS)	79.6	81.3	80.6
Fine and Performing Arts	1	2.75	2.86	2.95
	2	2.86	2.97	3.01
	3	2.85	2.92	2.96
	4	78.7	79.7	74.8
French Language Arts	1	2.80	2.95	2.75
	2	2.87	2.93	3.00
	3	2.92	2.95	3.02
	4	73.2	72.6	69.6
Languages	1	2.82	2.98	3.11
	2	2.78	2.89	3.02
	3	2.85	2.99	3.04
	4	85.6	86.2	83.5
Physical Education	1	2.80	2.94	3.03
	2	2.95	3.06	3.14
	3	2.94	2.96	3.05
	4	78.3	80.7	75.2
Science	1	2.62	2.77	2.87
	2	2.70	2.81	2.84
	3	2.65	2.72	2.71
	4	70.4	73.7	71.1
Social Studies	1	2.59	2.74	2.83
	2	2.68	2.77	2.81
	3	2.64	2.72	2.74
	4	68.0	69.8	67.9

- Analysis of Cohort

For English Language Learners, Division 2 consistently achieved the highest results in CTF, Fine and Performing Arts and Physical Education among Division 1 to Division 3 for three consecutive years. Additionally, Division 3 students maintained the highest results in French Language Arts from 2018-19. Different highest-achieving divisions emerged in other subjects over time:

- Languages: Division 1 had the highest average score in 2020-21 with Division 3 being the highest in previous years.
- Science & Social Studies: Division 1 was the highest division in 2020-21 while Division 2 had the highest results in previous years.

In terms of the year-over-year changes, only Division 2 maintained improvements in all subjects for three consecutive years. Continuous increases in subjects can also be observed in Division 1 except for French Language Arts and Division 3 except for CTF/CTS and Science.

Comparatively, the increases in Division 1 and Division 2 Languages results were notable among all the improvements in 2020-21. With regards to the Division 4 results, decreases were found in all subjects in 2020-21. Similar to the Chi-Squared results for All Students cohort, Division 4 had significant decreases in Fine and Performing Arts, Physical Education and Science while decreases in other subjects were not significant in 2020-21.

Among Division 1 to Division 3, the 2020-21 growth rates in most subjects were less than the corresponding results in 2019-20 with the following exceptions:

- Division 2 in CTF/CTS & French Language Arts & Languages.
- Division 3 in French Language Arts & Physical Education.

For all divisions within the same subject, Division 1 achieved the largest (or equally largest) improvements in most of subjects except for CTF/CTS and French Language Arts where Division 2 and Division 3 increased the most, respectively.

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4.3 Students who Self-Identify as Indigenous

Student report card results as a mean				
Subject	**Division**	**2018-19**	**2019-20**	**2020-21**
CTF/CTS	1	n/a	n/a	n/a
	2 (CTF)	2.85	2.74	2.83
	3 (CTF)	2.60	2.71	2.70
	4 (CTS)	76.6	78.4	78.3
Fine and Performing Arts	1	2.56	2.68	2.72
	2	2.66	2.76	2.81
	3	2.72	2.80	2.74
	4	72.6	74.7	70.1
French Language Arts	1	2.74	2.93	2.80
	2	2.84	2.89	2.80
	3	2.78	2.63	3.02
	4	72.7	73.8	75.0
Languages	1	2.36	2.60	2.82
	2	2.53	2.57	2.58
	3	2.53	2.50	2.64
	4	75.4	78.5	73.7
Physical Education	1	2.64	2.70	2.76
	2	2.68	2.78	2.91
	3	2.67	2.68	2.78
	4	71.1	71.6	65.9
Science	1	2.32	2.41	2.46
	2	2.30	2.39	2.44
	3	2.20	2.28	2.30
	4	65.1	68.1	63.8
Social Studies	1	2.29	2.40	2.41
	2	2.30	2.38	2.43
	3	2.26	2.31	2.36
	4	61.5	63.9	61.1

- Analysis of Cohort

  For Students who Self-Identify as Indigenous, Division 1 in Science as well as Division 2 in CTF/CTS and Physical Education continued to maintain the highest average scores for the previous three years. Compared to other cohorts, fewer patterns were observed regarding the highest performing division within the same subject over time. Especially in French Language Arts, Division 2, Division 1 and Division 3 achieved the highest results from 2019 to 2021, respectively.

  Over the last three years, Division 1 and Division 2 students improved continuously in all subjects except for CTF/CTS and French Language Arts. Moreover, continued year-over-year improvements were also seen in:

  - Division 3 in Physical Education & Science & Social Studies.
  - Division 4 in French Language Arts.

  Similar to other cohorts, the improvements in 2020-21 were generally slower than previous year. However, Division 2 and Division 3 students showed greater improvements in Physical Education in 2020-21 and Division 4 students achieved a notable increase in French Language Arts.

  In addition, except for French Language Arts and Languages, Division 2 consistently showed the most evident increases among divisions in other subjects in 2020-21. Division 1 students achieved the most year-over-year increase in Languages. Moreover, remarkable increases can also be found in Division 3 and 4 French Language Arts results as well as Division 3 Languages result in 2020-21.

  Similar to the English Language Learner results, Division 4 students showed decreasing year-over-year results in most of the subjects. A notable decrease was also seen in Division 1 French Language Arts result in 2020-21. However, according to the Chi-Squared comparisons to the 2019-20 results, all decreases were not statistically significant.

4.4 Students with Identified Special Education Needs

Student report card results as a mean				
Subject	**Division**	**2018-19**	**2019-20**	**2020-21**
CTF/CTS	1	n/a	n/a	n/a
	2 (CTF)	2.80	2.82	2.91
	3 (CTF)	2.70	2.83	2.86
	4 (CTS)	78.2	80.2	79.9
Fine and Performing Arts	1	2.50	2.63	2.71
	2	2.64	2.79	2.85
	3	2.75	2.88	2.86
	4	77.3	79.5	76.0
French Language Arts	1	2.43	2.60	2.64
	2	2.49	2.67	2.83
	3	2.72	2.77	2.87
	4	70.0	74.8	74.1
Languages	1	2.28	2.53	2.53
	2	2.47	2.57	2.66
	3	2.57	2.73	2.70
	4	78.6	80.0	79.7
Physical Education	1	2.57	2.73	2.82
	2	2.77	2.91	3.02
	3	2.79	2.84	2.95
	4	76.8	78.4	73.5
Science	1	2.41	2.49	2.62
	2	2.43	2.54	2.61
	3	2.39	2.46	2.47
	4	67.7	70.7	69.0
Social Studies	1	2.33	2.44	2.53
	2	2.37	2.50	2.56
	3	2.40	2.48	2.51
	4	65.7	68.0	66.7

- Analysis of Cohort

  For Students with Identified Special Education Needs, Division 3 maintained the highest results in Fine and Performing Arts, French Language Arts and Languages for three consecutive years among Division 1 to 3. The highest-performing divisions changed over time for other subjects:

  - CTF/CTS: Division 2 was the highest in both 2018-19 and 2020-21 but Division 3 had the highest average score in 2019-20.
  - Science: Division 1 had the highest result in 2020-21 with Division 2 being the highest in previous years.
  - Physical Education and Social Studies: Division 2 achieved the highest results over the last two years while Division 3 had the highest average score in 2018-19.

  Continued year-over-year growth can be seen in most of subjects among Division 1 to Division 3 while decreases were observed in a small number of subjects (Division 1: Languages; Division 3: Fine and Performing Arts and Languages). Additionally, like other cohorts, the growth rates in most of subjects became lower than the corresponding rates from previous year with a few exceptions:

  - Division 1 in Science.
  - Division 2 in CTF/CTS.
  - Division 3 in French Language Arts and Physical Education.

  As compared to other divisions within the same subject, Division 2 improved the most (or equally the most) in CTF/CTS, French Language Arts, Languages and Physical Education in 2020-21 while Division 1 showed the most notable growth in Fine and Performing Arts, Science and Social Studies.

  Moreover, Division 4 showed decreasing results in all subjects in 2020-21. Especially, decreases in Fine and Performing Arts, Physical Education and Science were statistically significant, which are the same Chi-Squared results as the All Students and English Language Learners cohorts.

4.5 Summary

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.17	3.08	2.83	2.91
Division 3	3.10	2.94	2.70	2.86
Division 4	83.7	80.6	78.3	79.9

Arts	All Students	ELL	Indigenous	Special Ed
Division 1	3.08	2.95	2.72	2.71
Division 2	3.13	3.01	2.81	2.85
Division 3	3.13	2.96	2.74	2.86
Division 4	81.2	74.8	70.1	76.0

French	All Students	ELL	Indigenous	Special Ed
Division 1	3.05	2.75	2.80	2.64
Division 2	3.09	3.00	2.80	2.83
Division 3	3.11	3.02	3.02	2.87
Division 4	79.7	69.6	75.0	74.1

Languages	All Students	ELL	Indigenous	Special Ed
Division 1	3.06	3.11	2.82	2.53
Division 2	3.02	3.02	2.58	2.66
Division 3	3.11	3.04	2.64	2.70
Division 4	86.1	83.5	73.7	79.7

Physical Education	All Students	ELL	Indigenous	Special Ed
Division 1	3.17	3.03	2.76	2.82
Division 2	3.24	3.14	2.91	3.02
Division 3	3.16	3.05	2.78	2.95
Division 4	79.9	75.2	65.9	73.5

Science	All Students	ELL	Indigenous	Special Ed
Division 1	3.03	2.87	2.46	2.62
Division 2	2.96	2.84	2.44	2.61
Division 3	2.87	2.71	2.30	2.47
Division 4	76.0	71.1	63.8	69.0

Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.98	2.83	2.41	2.53
Division 2	2.93	2.81	2.43	2.56
Division 3	2.91	2.74	2.36	2.51
Division 4	73.0	67.9	61.1	66.7

▪ Targets for 2020-21

No targets were set for 2020-21 school year.

▪ Analysis

This analysis begins with a comparison of cohort groups, including review of the results from English Language Learners, Students who Self-Identify as Indigenous, and Students with Identified Special Education Needs as compared to the All Students cohort. This is followed by comparison between the seven subjects in this indicator. This subject review provides information by division, cohort group and comparison between different years.

The final section in this analysis is a review of this indicator based on additional data available in Appendix III. The analysis includes a range of comparisons for subjects applicable to grades 1-9 and high school.

With regards to the compared results of the three subcohorts against the All Students cohort, 8 out of 27 results remained equal or improved in 2020-21 for English Language Learners and Students who Self-Identify as Indigenous cohort, while Students with Identified Special Education Needs achieved 12 improved (or maintained) results. Additionally, the majority of the gaps (between subcohort results and All Students results) narrowed from 2018-19 to 2019-20 across different subjects and divisions while these strong results did not sustain in 2020-21.

In 2020-21, increased gaps from previous year were evident for English Language Learners and Students who Self-Identify as Indigenous cohort and similar to the 2019-20 results, there was no apparent uniform pattern with respect to the relative results in different subjects across subcohorts. However, most of the narrowed (or maintained) gaps were consistently observed from Division 3 students across different cohorts.

The following results were the ones whose gaps with All Students cohort narrowed continuously from 2018-19 to 2020-21:

▪ Division 2 for English Language Learners in CTF/CTS and Languages.
▪ Division 3 for Students who Self-Identify as Indigenous in Science.
▪ Division 3 for Students with Identified Special Education Needs in CTF/CTS.
▪ Division 1 and 2 for Students with Identified Special Education Needs in French Language Arts.
▪ Division 2 and 3 for Students with Identified Special Education Needs in Physical Education.
▪ Division 2 for Students with Identified Special Education Needs in Science.

For English Language Learners, three divisions showed improved relative results against All Students cohort in 2020-21 in Languages while only Division 2 had improved result in 2019-20. With the strong results from 2019-20 in CTF/CTS, Physical Education, Science and Social Studies where at least three divisions narrowed or maintained the gaps against All Students, only Division 2 students maintained the results in CTF/CTS in 2020-21.

For Students who Self-Identify as Indigenous, the most change in the relative results was in Fine and Performing Arts where all divisions except for Division 2 narrowed (or maintained) the gaps in 2019-20 while no continued improvements were seen in 2020-21. Similar changes in Fine and Performing Arts were also observed for Students with Identified Special Education Needs where all four divisions narrowed the gaps against All Students in 2019-20 but none in 2020-21.

Generally speaking, Students with Identified Special Education Needs consistently presented the most improved results as compared to the All Students cohort among all three subgroups, which indicates the overall largest decreases and the smallest increases in the gaps across subjects and divisions.

When examining the results by subjects then comparing these results across the subjects, the results were remarkably distinct across different cohorts and divisions across three years. However, the following contrast results were identical for all four cohorts across divisions over time:

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

Additional analysis regarding CTF/CTS Appendix III: Grade 5 students consistently achieved the highest percentage of good or excellent achievements of grade level expectations for three consecutive years as well as the greatest increase in 2020-21. While all grades showed improvements from 2018-19 in the overall 3s and 4s percentages in 2019-20, Grade 7 and Grade 9 students did not maintain the growth and decreased by around 2 percentage points and 1 percentage point, respectively.

Among the five high school CTS clusters, TMT (Trade, Manufacturing, Transport) presented the highest 65% or above percentage in 2020-21 while HRH (Health, Recreation & Human Services) was consistently the highest in previous years. The most notable year-over-year improvement in the percentage of achieving a mark of at least 65% was MDC (Media, Design, Communication) in 2020-21 and TMT (Trade, Manufacturing, Transport) in 2019-20. Moreover, the only cluster that showed a declined result in 2020-21 was HRH (Health, Recreation & Human Services).

Additional analysis regarding other subject Grades 1-9 data found in Appendix III: In 2020-21, Division 3 consistently showed the lowest 3s and 4s percentages across subjects except for French Language Arts and Languages with Division 1 and 2 being the lowest, respectively. It is notable that all the highest performing divisions across subjects in 2019-20 continued to be the highest in 2020-21. Moreover, Division 2 consistently achieved the highest 3s and 4s percentages in Arts and Physical Education for three consecutive years and Division 3 had the highest percentages in Languages over time as well. There was no uniform pattern in the results at the grade level over time except for Grade 1 showing the lowest percentages of good or excellent achievement in Arts for three consecutive years.

In addition, the 3s and 4s percentages continued to grow over time across different subjects and divisions except for Division 3 in Languages and Science. With Division 1 consistently achieving the most improvements in the 3s and 4s percentages in 2019-20, the strong results continued in 2020-21 with only one exception where Division 2 achieved the largest increase in French Language Arts. At the grade level there were more year-over-year decreasing results in 2020-21 than previous year and they were mainly from Grade 7 students across different subjects. Unlike other subjects where at most two grade levels showed declined results, three grades (Grade 3, 6 and 7) had lower 3s and 4s percentages in 2020-21 when compared to 2019-20.

Additional analysis regarding other subject high school data found in Appendix III: In Arts, students consistently achieved the highest percentage of marks within 65-100% in the 30-level courses among three levels for three years. In 2020-21, all three levels saw decreases in the 65% mark or above percentages with 30-level courses showing the least decline. The largest improvement in the 65%-100% percentage was observed for 10-level courses in 2019-20, the largest decrease was also seen for 10-level courses in 2020-21. The gaps between different levels were generally widened over time.

In French Language Arts, there was an evident year-over-year decrease of around 10 percentage points in the average 65%-100% percentage for 20-level courses and a notable increase of around 4 percentage points for 30-level courses. Generally speaking, both dash 1 courses and dash 2 courses showed overall declined results in 2020-21 and the gaps between these two levels increased over time. At the individual course level, consistently more than 90% of the students taking French Language Arts 30-1 achieved a mark of at least 65% over time. Moreover, improvements were observed for both French Language Arts 30-1 and French Language Arts 30-2 courses in 2020-21.

Similar to the Arts high school courses, Languages 30-level courses and 10-level courses consistently had the highest and the lowest 65%-100% mark percentage over time, respectively. Moreover, with all three levels showing decreased results in 2020-21, 30-level courses had the least decline of all. The gaps between different levels also widened from the previous year.

Among the Physical Education courses, 20-level courses continued to achieve the lowest 65% or above mark percentage while 30-level courses, like Arts and Languages, had the highest percentage in 2020-21. Additionally, notable year-over-year decreases were generally observed across different levels and the gaps between different levels narrowed in 2020-21.

In Science, 30-level courses consistently presented the highest percentage of marks within 65%-100% for three consecutive years despite the relative low results in Science 30. Similar to other high school subjects, varied declined results were seen in 2020-21 with 10-level courses being the most evident cohort. Students enrolled in Physics 30 not only continued to achieve the highest percentage of 65% or above marks among all Science courses for three years, but also maintained a continuous growth in the percentage from 2018-19. Both Biology high school courses achieved continuing growth as well while Science 20-4 was the only course showing continuing decreases over time in the 65% or above percentage.

Among the three levels of Social Studies high school courses, students enrolled in 30-level courses maintained their top results over the last three years. Moreover, like other high school subjects, the majority of the Social Studies courses showed year-over-year decreases in the percentage of achieving a mark of at least 65% in 2020-21. It is also notable that the gap in the 65%-100% percentage between 10-level courses and 20-level courses narrowed in 2020-21. With more than 83% of the students enrolled in dash 1 courses achieving a mark of at least 65% for the last three years, a moderate decline of 1.4 percentage points was seen in 2020-21. Among all the Social Studies courses, Social Studies 30-1 had the highest 65%-100% mark percentage in 2020-21 while Social Studies 20-1 continued to be the highest for the previous two years. The only course achieving consistent increases in the percentage was Social Studies 30-1.

- Interpretation

  This is the third year of data with respect to report card achievement. Due to the ongoing COVID-19 pandemic and the interruptions to learning continuity, caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

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

  The interpretation below highlights notable strengths and offers considerations for capacity building.

  Overall, improvement continued across disciplines for All Students in Divisions 1 to 3. Whereas Fine and Performing Arts, Languages, Physical Education, Science and Social Studies saw significant year-over-year decreases specific to Division 4.

For the third consecutive year, English Language Learners in Division 2 achieved the highest results in CTF/CTS, Fine and Performing Arts and Physical Education. Division 4 English Language Learners achievement saw significant decreases in Fine and Performing Arts, Physical Education and Science. Division 1 showed the greatest improvement within specific subjects with the exception of CTF/CTS and French Language Arts. Of particular note is Division 1 English Language Learners' achievement in Languages that exceeded the achievement in the All Students cohort, evidencing a widening gap between English Language Learners achievement and that of All Students. This instance of English Language Learners demonstrating greater achievement than the All Student cohort stands as unique as it is the only instance where a subcohort showed improvement over the All Students cohort.

Students who Self-Identify as Indigenous in Division 1 continued to achieve and maintain highest average scores in Science. Whereas as Students who Self-Identify as Indigenous in Division 2 achieved highest average scores in CTF/CTS and Physical Education. Year-over-year improvements were also evident in Division 3 in Physical Education, Science, Social Studies and Division 4 in French Language Arts. Of particular note are two instances where Students who Self-Identify as Indigenous achieved the same or greater than English Language Learners in French Language Arts, in Division 3 and Division 4, respectively. French Language Arts was an area of strength for Students who Self-Identify as Indigenous as student results across Divisions were higher than the Students with Identified Special Needs cohort. Division 4 Students who Self-Identify as Indigenous showed decreasing year-over-year results in most subjects, echoing the achievement results for English Language Learners.

Students with Identified Special Education Needs showed the greatest improvement in Division 2 in CTF/CTS, French Language Arts, Languages and Physical Education. Whereas Division 1 showed noteworthy improvement in Fine and Performing Arts, Science and Social Studies. Students with Identified Special Education Needs in Division 4 showed decreasing results across subjects in 2020-21. These decreases proved to be statistically significant for Fine and Performing Arts, Physical Education and Science. Overall, Students with Identified Special Education Needs consistently demonstrated the greatest improvement when compared to the All Students cohort across different subjects and divisions.

Students with Identified Special Education Needs maintained achievement or showed improvement (44.4% of the results) to a greater degree than English Language Learners and Students who Self-Identify as Indigenous (29.6% of the results) when compared to the All Students cohort. Unfortunately, 2020-21 saw an end to the established two-year trend of lessening gaps between the All Student cohort and other cohorts.

For example, gaps widened between English Language Learners and Students who Self-Identify as Indigenous when compared to the All Students cohort with no clear patterns. However, gaps decreased or were maintained most consistently in Division 3 across different cohorts. Specifically, Division 3 student achievement has become more closely aligned with All Student cohort achievement for Students with Identified Special Education Needs in Physical Education and CTS/CTF and for

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Students who Self-Identify as Indigenous in Science since 2018-19. This three-year narrowing also surfaces for Division 2 Students with Identified Special Education Needs in Physical Education and Science as well as for English Language Learners in CTS/CTF and Languages. Only one three-year narrowing gap trend was evident within Division 1 for Students with Identified Special Education Needs in French Language Arts.

Overall, CBE students consistently achieved higher report card grades in Arts, Physical Education, and CTS/CTF when compared to results in Science and Social Studies. With the exception of Division 3 in Languages and Science, percentages of 3s and 4s achieved continued to increase when compared to 2019-20 achievement data.

Across subjects, high school achievement data generally continue to show greater achievement (increased percentage of students achieving 65% or above) in higher-level courses.

- Building Capacity

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

  - All Students

    Professional Learning

    Professional learning in service of improving all students' learning will be developed intended to support:

    - Language program teachers with biliteracy, oral language development, visual literacy, culturally responsive teaching and inclusive practices.
    - Teachers in learning opportunities that demonstrates the wide breadth of career possibilities in southern Alberta.
    - Teachers in CTF and CTS to develop a collective understanding and design tasks.
    - Career development professional learning for teachers lead by outside organizations like Careers Next Generation.
    - Gr. 7-12 teachers in understanding the use of myBlueprint as a tool to support student career and pathways planning, inquiry-based learning and reflection and documentation of learning.
    - Staff in schools with technology integration and task design.

    Structures & Processes

    Structures and Processes to be utilized in support of student achievement and access to supports across a range of areas.

    - Continue to develop a learning network to support the induction of teachers new to CTF.
    - Computers for Kids Program to fill requests from schools to provide Computers for Schools devices to students who do not have access to technology.
    - Implementation of the Robotic Pilot program across CBE with interested junior/middle and high schools.
    - Expansion of access to myBlueprint beyond grades 10-12 to include grades 7-9.

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- Calibration of assessment practices across the range of subject disciplines and grades.
- Development and continuation of Professional Learning Networks for Fine and Performing Arts as well as health, physical education and comprehensive school health.
- Educational Technology System Survey administered to gather data about school use and impact of system-supported tools and resources, digital learning practices, student needs and teacher professional learning requirements to inform and align system professional learning and supports.
- Provide professional learning, resource exploration and testing of innovative hardware and software to schools through the Future of Learning Lab (FLL).
- Facilitate online Languages Community of Practice.
- Organize an orientation for Spanish Visiting Teachers to support improved integration in CBE.
- Create and analyze survey for languages staff to determine professional learning needs.
- Orientation session for new school leaders and teachers in immersion and bilingual programs.
- CBE supports staff to build and maintain awareness of effective use of current and emerging technologies to enhance knowledge and inform practices.
- Continue work with outside partners, like SAIT, to develop unique learning opportunities for students in grades 5-9.
- Pilot eSports programs in schools using League of Legends.
- Create Arduino Robotics Pilot to build and support an affordable and sustainable platform for innovative coding and 21st century skills in grades 7-12.

Resources

Resources to be created, revised or updated and made accessible in support of system and school needs.

- Visual Art and Music Scope and Sequence documents.
- Teaching and learning resources to support both teachers and students in the Robotic Pilot project.
- Assessment and Reporting Guides, including expansion to Science 10, Social Studies 10-1/-2, English Language Arts 20-1/-2 and Mathematics 10-3/20-3 and 20-1/-2 developed, refined and piloted.

- English Language Learners

Professional Learning

Professional Learning in service of improving all students' learning will be developed intended to support:

- Teachers in building capacity in using a culturally responsive teaching framework to be more inclusive by offering a book study featuring *Culturally Responsive Teaching Multi-lingual Learners: Tools for Equity* by Dianne Staehr Fenner & Sydney Snyder.
- Schools with focussed professional learning opportunities through identified ELL Champions to further develop leaders and teachers in understanding and connecting to the importance of culturally

responsive practices to advance equity, diversity, inclusion and well-being providing universal teaching strategies that are transferable across all subject disciplines.
- Teachers in identifying the language demands of classroom tasks by using the Revised Alberta K-12 ESL Language Proficiency Benchmarks as a formative tool.

Structures & Processes

Structures and Processes to be utilized in support of student achievement and access to supports across a range of areas.

- Design and create a virtual book study, responsive to all divisions that highlights culturally responsive teaching practices with universal strategies applicable across the subject disciplines.
- Offer monthly drop-in sessions for teachers to bring forth a "Problem of Practice" to address in a supportive environment with teachers and ELL strategists.
- Leverage the ELL Strategist Support Model, within Target ELL Equity Factor Schools, that programming needs are addressed.

Resources

Resources to be created, revised or updated and made accessible in support of system and school needs.

- Brightspace by D2L English Language Learners Toolbox, the common repository of English language learner resources including recorded professional learning sessions, high-impact strategies and current research.
- Revised Alberta K-12 ESL Proficiency Benchmarks.
- Specific ELL courses offered to support academic achievement either in conjunction with other academic core courses or independently.

- Students who Self-Identify as Indigenous

Professional Learning

Professional Learning in service of improving all students' learning will be developed intended to support:

- Staff in building and applying foundational knowledge to support the establishment of conditions under which the learning aspirations and the potential of Indigenous students will be realized.
- Staff in building foundational knowledge of the *Indigenous Education Holistic Lifelong Learning Framework* (in development).
- System wide professional learning day for Indigenous Education inclusive of all employees on October 18, 2021, designed, supported and implemented.

Structures & Processes

Structures and Processes to be utilized in support of student achievement and access to supports across a range of areas.

- Design and plan process to work with Elders to continually expand on four domains of the *Indigenous Education Holistic Lifelong Learning Framework* (in development).
- Continue planning and implementation of a Holistic Collaborative Response in 18 target schools, including support via Professional Learning Network with Indigenous Education Team (monthly) and principals, education directors and superintendents (quarterly).
- Continue to develop and implement unique pathways program development in Indigenous Studies.
- Host CBE Elder Advisory Council Online Meetings as well as one-on-one and small group Elder gatherings throughout the school year.
- Communicate and share classroom resources with staff bi-monthly via Indigenous Education Staff Newsletter.
- Communicate quarterly to schools, students and families via Indigenous Education Community Newsletter.
- Build and sustain relationships with Indigenous parents/caregivers.
- Support middle schools with offering Locally Developed Course (5-9) Holistic Lifelong Learning.

Resources

Resources to be created, revised or updated and made accessible in support of system and school needs.

- Teaching, learning and leadership resources to support schools to include Indigenous ways of being, belonging, doing and knowing across disciplines, structures and processes.

- Students with Identified Special Education Needs

Professional Learning

Professional Learning in service of improving all students' learning will be developed intended to support:

- Pre-recorded professional development sessions for all staff available on Insite. Topics include student voice and communication, learning environments, sensory and regulation, executive functioning, mindfulness and well-being, task design, assessment and reporting.
- Comprehensive Literacy Strategies for Students with Complex Needs – Learning Series for Enhanced Educational Supports (EES).
- Inclusive Education Learning Series for System Principals, Specialists, Strategists, Family School Liaisons, Behaviour Support Workers, Occupational Therapists, Physical Therapists and Psychologists.
- Collaborative Response Learning Series for all members of Area Learning Teams.

Structures & Processes

Structures and Processes to be utilized in support of student achievement and access to supports across a range of areas.

- Continued development and implementation of Bridges / Mental Health psychology team to support student learning.

Resources

Resources to be created, revised or updated and made accessible in support of system and school needs.

- Inclusive Fine and Performing Arts (FPA) Classrooms guide.

5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measure (formerly referred to as Accountability Pillar).

   Due to the fact that participation in provincial assessments was optional, there are no data for this indicator.

Targets |

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

Due to the fact that participation in provincial assessments was optional and the impact of the ongoing COVID-19 pandemic on the continuity of student learning, no targets were set for 2020-21 school year.

While Alberta's Ministry of Education has reinstated provincial assessments, the ongoing COVID-19 pandemic and subsequent interruptions to continuity of learning experienced to date, means that the work to improve student learning may not be significantly reflected in the particular Results 2 indicators for the 2021-22 school year. We do expect to see incremental growth with respect to many of the measures on School Development Plans and are closely monitoring these measures at each school.

It is for these reasons no targets have been set for 2021-22 in this report.

APPENDIX

ATTACHMENT

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appendix

I. Responding to COVID-19 | Monitoring and Addressing Learning Gaps
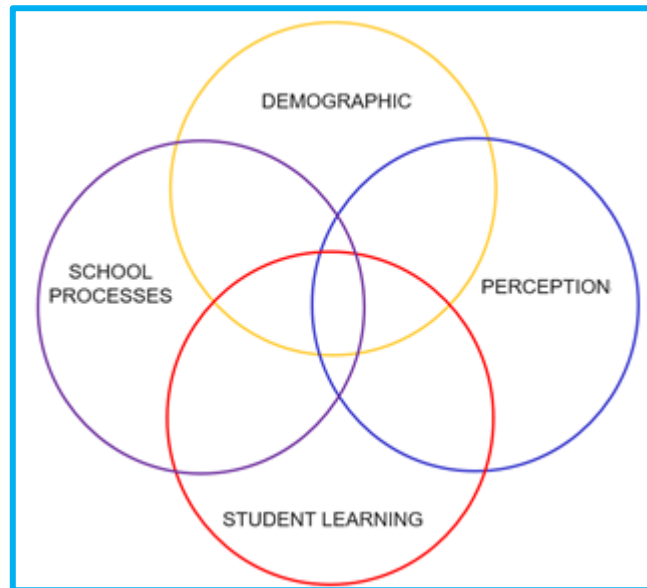
School data fall into four categories.

- Demographic Data: establish the characteristics of the school population.

- School Processes Data: are the actions taken to achieve the purpose of the school.

- Perception Data: tell us what students, staff, parents are thinking about the learning organization.

- Student Learning Data: provide evidence of student achievement against learning outcomes.

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

School Development Planning

Each year, with input from internal and external stakeholders, the schools prepare development plans. 2020-21 was the first year of a three-year school development plan (SDP) that included both a literacy and well-being goal. SDPs include data-informed student goals, instructional actions, resources, key outcomes, and measures (including baseline data for each measure).

School improvement is about looking at last year's data through the lens of the work done by the school, in order to determine the impact on student learning. It is also about considering the students' learning needs in the context of the teachers' capacity to address these needs. School improvement goals are set based on these gaps.

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

Despite the pandemic, schools continued to monitor student progress in each of their classrooms. Multiple measures of student achievement, including actions and processes, provided schools with information needed to improve teaching and learning for all students. Processes implemented across our system ensured the actions administrators and teachers took identified gaps and improved student learning and achievement.

System Guiding Documents

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

Professional Learning Communities

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

Team Meetings

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

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School-Based Professional Learning

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

Early Years Evaluation – Teacher Assessment (EYE-TA)

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

English Language Learning (ELL) Proficiency Benchmarks

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

Attendance Tracking

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

School Learning Team

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

Response to Intervention (RTI)

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

Area Learning Team

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

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

Examples of supports that could be accessed by a referral to the area learning team included: school based mental health counsellor; psychological assessment; vision; audiology; ELL strategists; diversity & learning support advisor; Community Outreach of Pediatrics and Psychiatry in Education; inclusive education strategists; area behaviour support worker; speech language pathologist; occupational therapy; physiotherapy; Multi Agency School Support Team; Youth at Risk Development Program; John Howard Society; YMCA alternative to suspension; and Children's' Services.

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II. Summary Tables Indicators 1, 2, 4

Indicator 1

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
3 Year	82.4	83.4	68.6	78.7	48.0	62.0	66.8	68.9
4 Year	84.0	85.0	75.5	83.0	45.4	63.6	71.6	71.2
5 Year	86.0	86.2	85.0	86.9	53.1	68.1	74.1	74.2

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

Indicator 2

ELA	All Students	ELL	Indigenous	Special Ed
Division 1	2.94	2.84	2.29	2.47
Division 2	2.96	2.82	2.46	2.61
Division 3	2.95	2.77	2.44	2.59
Division 4	71.5	67.5	60.6	65.4

Math	All Students	ELL	Indigenous	Special Ed
Division 1	3.07	2.95	2.36	2.60
Division 2	2.99	2.91	2.37	2.64
Division 3	2.88	2.78	2.23	2.47
Division 4	73.7	70.3	60.9	66.5

Indicator 4

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.17	3.08	2.83	2.91
Division 3	3.10	2.94	2.70	2.86
Division 4	83.7	80.6	78.3	79.9

Arts	All Students	ELL	Indigenous	Special Ed
Division 1	3.08	2.95	2.72	2.71
Division 2	3.13	3.01	2.81	2.85
Division 3	3.13	2.96	2.74	2.86
Division 4	81.2	74.8	70.1	76.0

French	All Students	ELL	Indigenous	Special Ed
Division 1	3.05	2.75	2.80	2.64
Division 2	3.09	3.00	2.80	2.83
Division 3	3.11	3.02	3.02	2.87
Division 4	79.7	69.6	75.0	74.1

Languages	All Students	ELL	Indigenous	Special Ed
Division 1	3.06	3.11	2.82	2.53
Division 2	3.02	3.02	2.58	2.66
Division 3	3.11	3.04	2.64	2.70
Division 4	86.1	83.5	73.7	79.7

Physical Education	All Students	ELL	Indigenous	Special Ed
Division 1	3.17	3.03	2.76	2.82
Division 2	3.24	3.14	2.91	3.02
Division 3	3.16	3.05	2.78	2.95
Division 4	79.9	75.2	65.9	73.5

Science	All Students	ELL	Indigenous	Special Ed
Division 1	3.03	2.87	2.46	2.62
Division 2	2.96	2.84	2.44	2.61
Division 3	2.87	2.71	2.30	2.47
Division 4	76.0	71.1	63.8	69.0

Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.98	2.83	2.41	2.53
Division 2	2.93	2.81	2.43	2.56
Division 3	2.91	2.74	2.36	2.51
Division 4	73.0	67.9	61.1	66.7

III. Additional Data by Indicator

Indicator 1: Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measure (formerly referred to as Accountability Pillar).

Number of students within each completion category

Note | see Attachment I for the criteria for each completion category.

Rate	Compare	2018-19	2019-20	2020-21
3-year	High School Diploma	6251	6240	6888
	High School Equivalency Diploma	0	0	0
	Certificate of High School Achievement	76	83	99
	Post-Secondary Attendance	21	21	23
	Apprenticeship	1	2	1
	Academic Standing	128	137	60
4-year	High School Diploma	6374	6681	6673
	High School Equivalency Diploma	2	2	1
	Certificate of High School Achievement	94	89	101
	Post-Secondary Attendance	66	79	66
	Apprenticeship	9	12	7
	Academic Standing	48	51	30
5-year	High School Diploma	6779	6569	6903
	High School Equivalency Diploma	9	12	6
	Certificate of High School Achievement	100	101	99
	Post-Secondary Attendance	106	97	102
	Apprenticeship	23	14	13
	Academic Standing	26	22	29

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

A. Student results by level of achievement within English Language Arts as measured by student report card stems 2020-21: Grades 1-9.

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.
3 - The student has demonstrated good achievement of grade level expectations.
2 - The student has demonstrated basic achievement of grade level expectations.
1 - The student is not meeting grade level expectations.
ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.
IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Reads to explore, construct and extend understanding							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	30.4	25.9	18.9	11.8	10.3	2.7
2	2020-21	33.6	29.0	16.9	9.9	6.7	3.9
3	2020-21	33.0	32.8	18.1	6.4	4.5	5.2
4	2020-21	30.7	36.3	18.0	4.7	4.3	6.0
5	2020-21	27.1	40.0	20.3	3.6	2.9	6.1
6	2020-21	25.9	40.5	22.8	3.2	2.3	5.3
7	2020-21	24.4	41.1	26.4	3.2	1.9	3.0
8	2020-21	26.6	39.4	25.7	3.6	1.8	2.9
9	2020-21	28.2	39.3	25.4	3.2	1.6	2.3

Stem 2: Writes to develop, organize and express information and ideas							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	19.0	35.0	24.7	8.6	9.7	3.0
2	2020-21	18.2	35.7	26.8	8.4	6.8	4.1
3	2020-21	17.1	38.0	27.9	6.2	4.7	6.1
4	2020-21	17.3	38.5	27.0	5.1	4.3	7.8
5	2020-21	18.2	40.7	27.2	3.4	3.1	7.4
6	2020-21	18.9	40.8	28.1	3.1	2.4	6.7
7	2020-21	19.9	40.2	30.4	3.6	2.0	3.9
8	2020-21	22.9	38.9	28.2	4.1	2.0	3.9
9	2020-21	24.4	41.2	26.0	3.7	1.7	3.0

Stem 3: Manages and evaluates information and ideas							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	21.4	42.7	25.0	2.8	6.1	2.0
2	2020-21	22.2	43.7	25.4	2.7	4.1	1.9
3	2020-21	22.0	42.7	27.2	2.9	2.7	2.5
4	2020-21	22.6	42.4	26.7	2.8	2.4	3.1
5	2020-21	22.3	43.1	27.1	2.5	1.8	3.2
6	2020-21	23.5	42.3	27.6	2.4	1.4	2.8
7	2020-21	22.8	42.5	28.7	3.3	1.1	1.6
8	2020-21	26.1	38.7	28.3	4.2	1.1	1.6
9	2020-21	27.0	41.8	25.5	3.3	1.0	1.4

Stem 4: Constructs meaning and makes connections through speaking							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	25.5	43.8	21.1	0.8	5.2	3.6
2	2020-21	28.6	43.9	20.6	1.1	3.0	2.8
3	2020-21	26.4	47.4	20.8	0.7	2.4	2.3
4	2020-21	27.7	45.9	21.1	1.3	2.1	1.9
5	2020-21	27.1	47.6	21.5	1.0	1.6	1.2
6	2020-21	26.2	46.0	24.3	1.0	1.4	1.1
7	2020-21	24.7	46.2	25.2	1.7	1.4	0.8
8	2020-21	26.3	44.2	25.3	2.3	1.2	0.7
9	2020-21	31.7	43.6	21.1	2.1	1.1	0.4

Stem 5: Constructs meaning and makes connections through listening							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	25.5	44.1	22.1	1.3	4.8	2.2
2	2020-21	29.6	43.0	21.6	1.2	2.8	1.8
3	2020-21	27.5	45.7	21.9	1.1	2.2	1.6
4	2020-21	29.3	44.2	21.5	1.5	2.0	1.5
5	2020-21	28.2	46.1	22.1	1.1	1.4	1.1
6	2020-21	29.0	43.9	23.7	1.3	1.2	0.9
7	2020-21	27.2	44.3	24.9	1.7	1.3	0.6
8	2020-21	31.4	40.4	23.8	2.8	1.2	0.4
9	2020-21	34.3	40.6	21.9	2.0	0.9	0.3

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Stem 6: Represents ideas and creates understanding through a variety of media							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2020-21	22.1	46.0	24.7	2.1	3.9	1.2
2	2020-21	23.1	47.7	23.8	1.9	2.4	1.1
3	2020-21	23.2	47.0	25.1	1.6	1.8	1.3
4	2020-21	24.3	46.4	24.8	1.8	1.4	1.3
5	2020-21	24.6	48.1	23.4	1.4	1.2	1.3
6	2020-21	25.1	45.2	25.8	1.8	1.0	1.1
7	2020-21	26.5	43.9	25.9	2.4	0.8	0.5
8	2020-21	28.6	40.6	25.6	3.7	0.9	0.6
9	2020-21	31.5	40.9	23.2	3.3	0.7	0.4

B. Student results by level of achievement within Mathematics as measured by student report card stems 2020-21: Grades 1-9.

4 - The student has demonstrated excellent achievement of grade level expectations.
3 - The student has demonstrated good achievement of grade level expectations.
2 - The student has demonstrated basic achievement of grade level expectations.
1 - The student is not meeting grade level expectations.
ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.
IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Develops number sense and applies strategies for computation and estimation							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	35.7	38.5	18.7	5.1	1.1	0.9
2	2020-21	34.4	37.8	19.8	6.1	0.7	1.2
3	2020-21	34.1	38.8	20.2	4.4	0.5	2.0
4	2020-21	32.2	38.2	21.7	4.5	0.5	2.9
5	2020-21	30.4	38.3	23.2	4.3	0.2	3.6
6	2020-21	31.9	37.2	22.8	4.2	0.3	3.6
7	2020-21	28.4	37.5	27.6	4.2	0.3	2.0
8	2020-21	30.2	36.3	25.2	6.1	0.5	1.7
9	2020-21	28.9	36.1	25.8	6.5	0.4	2.3

Stem 2: Uses algebraic reasoning to represent patterns and relationships							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	35.4	42.2	18.4	2.5	1.1	0.4
2	2020-21	34.0	42.8	19.0	2.8	0.8	0.6
3	2020-21	31.3	41.7	21.9	3.3	0.6	1.2
4	2020-21	28.5	41.7	23.7	3.7	0.6	1.8
5	2020-21	27.6	41.5	24.3	3.7	0.4	2.5
6	2020-21	30.0	37.1	26.1	3.9	0.4	2.5
7	2020-21	28.3	35.3	28.5	5.8	0.3	1.8
8	2020-21	30.1	34.1	25.5	8.0	0.7	1.6
9	2020-21	27.7	34.8	27.1	7.9	0.4	2.1

Stem 3: Applies spatial reasoning and measurement to make sense of the natural world							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	33.9	44.2	18.0	2.2	1.3	0.4
2	2020-21	33.8	45.3	17.5	2.2	0.7	0.5
3	2020-21	30.0	45.5	20.7	2.2	0.7	0.9
4	2020-21	29.5	42.9	22.6	3.1	0.6	1.3
5	2020-21	26.5	43.2	24.6	3.3	0.5	1.9
6	2020-21	29.3	39.4	25.2	3.8	0.4	1.9
7	2020-21	26.4	37.3	28.0	6.2	0.4	1.7
8	2020-21	27.3	35.9	26.4	8.1	0.7	1.6
9	2020-21	26.7	35.7	26.7	8.4	0.6	1.9

Stem 4: Uses data to make predictions and answer questions							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	n/a	n/a	n/a	n/a	n/a	n/a
2	2020-21	29.8	44.8	20.8	2.8	1.1	0.7
3	2020-21	28.6	43.5	23.0	2.8	0.9	1.2
4	2020-21	28.2	43.4	23.1	3.1	0.7	1.5
5	2020-21	n/a	n/a	n/a	n/a	n/a	n/a
6	2020-21	n/a	n/a	n/a	n/a	n/a	n/a
7	2020-21	n/a	n/a	n/a	n/a	n/a	n/a
8	2020-21	n/a	n/a	n/a	n/a	n/a	n/a
9	2020-21	n/a	n/a	n/a	n/a	n/a	n/a

Stem 5: Uses probability and data to make predictions and answer questions							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	n/a	n/a	n/a	n/a	n/a	n/a
2	2020-21	n/a	n/a	n/a	n/a	n/a	n/a
3	2020-21	n/a	n/a	n/a	n/a	n/a	n/a
4	2020-21	n/a	n/a	n/a	n/a	n/a	n/a
5	2020-21	30.7	43.2	21.8	1.9	0.5	1.9
6	2020-21	28.8	40.6	25.2	3.0	0.5	1.9
7	2020-21	28.2	36.9	27.8	5.0	0.4	1.7
8	2020-21	29.8	36.8	25.7	5.9	0.6	1.2
9	2020-21	27.5	37.8	27.2	5.2	0.9	1.4

C. Student results by level of achievement within English Language Arts as measured by student report cards 2020-21: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2020-21	44.3	36.3	16.4	3.0
10-2	2020-21	13.0	31.9	42.6	12.5
10-4	2020-21	12.6	34.1	38.4	14.9
20-1	2020-21	44.9	35.2	17.1	2.8
20-2	2020-21	15.2	32.4	43.0	9.4
20-4	2020-21	16.9	27.1	43.7	12.3
30-1	2020-21	49.5	33.8	13.3	3.4
30-2	2020-21	19.5	38.0	36.1	6.4
30-4	2020-21	16.6	37.1	36.1	10.2

D. Student results by level of achievement within Mathematics as measured by student report cards 2020-21: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80 - 100%	65 - 79%	50 - 64%	0 - 49%
10C	2020-21	47.9	24.1	21.6	6.4
10-3	2020-21	21.3	28.5	37.2	13.0
10-4	2020-21	19.9	25.3	38.8	16.0
20-1	2020-21	54.6	24.0	16.0	5.4
20-2	2020-21	20.1	32.3	38.2	9.4
20-3	2020-21	22.7	28.0	39.0	10.3
20-4	2020-21	27.2	26.8	32.2	13.8
30-1	2020-21	64.4	20.4	11.7	3.5
30-2	2020-21	31.9	33.2	28.2	6.7
30-3	2020-21	23.5	28.3	37.4	10.8
31	2020-21	81.8	12.6	4.2	1.4

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. Student results by level of achievement within Career & Technology Foundations as measured by student report cards 2020-21: 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	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
5	2020-21	40.3	47.8	10.8	0.1	0.6	0.4
6	2020-21	31.3	49.3	17.9	1.0	0.3	0.2
7	2020-21	32.1	46.3	19.8	1.5	0.1	0.2
8	2020-21	33.0	44.8	20.1	2.1	0.0	0.0
9	2020-21	35.7	42.0	19.8	2.3	0.1	0.1

B. Student results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2020-21: 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	Level of Achievement Percentages by Cluster			
		80 - 100%	65 - 79%	50 - 64%	0 - 49%
BIT	2020-21	71.5	17.3	10.7	0.5
HRH	2020-21	71.8	17.2	10.8	0.2
MDC	2020-21	70.5	18.3	11.1	0.1
NAT	2020-21	66.1	21.6	12.3	0.0
TMT	2020-21	66.3	23.5	10.1	0.1

C. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2020-21: Grades 1-9.

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	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	24.8	53.7	19.8	0.8	0.5	0.4
2	2020-21	29.0	52.7	17.2	0.5	0.3	0.3
3	2020-21	28.1	54.8	16.3	0.4	0.2	0.2
4	2020-21	30.1	52.6	16.5	0.4	0.2	0.2
5	2020-21	30.6	51.8	16.7	0.6	0.2	0.1
6	2020-21	32.5	49.3	17.1	0.9	0.1	0.1
7	2020-21	31.3	47.5	19.4	1.5	0.2	0.1
8	2020-21	34.3	44.6	19.2	1.5	0.2	0.2
9	2020-21	39.1	41.0	17.6	2.1	0.1	0.1

D. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2020-21: high school courses.

Level	Year	Level of Achievement Percentages by Level			
		80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2020-21	63.1	18.0	13.2	5.7
20	2020-21	71.3	15.3	9.7	3.7
30	2020-21	78.1	12.3	7.6	2.0

E. Student results by level of achievement within French Language Arts as measured by student report cards 2020-21: Grades 1-9.

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	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	40.6	37.2	18.1	3.8	0.0	0.3
2	2020-21	36.0	38.7	19.6	4.9	0.0	0.8
3	2020-21	25.8	43.3	23.9	4.4	0.0	2.6
4	2020-21	29.0	47.4	19.2	1.7	0.0	2.7
5	2020-21	30.9	51.5	14.6	0.9	0.0	2.1
6	2020-21	28.3	48.2	19.6	2.2	0.0	1.7
7	2020-21	33.3	39.9	23.1	2.8	0.0	0.9
8	2020-21	35.2	45.5	17.9	1.3	0.0	0.1
9	2020-21	36.0	44.8	17.7	1.4	0.0	0.1

F. Student results by level of achievement within French Language Arts as measured by student report cards 2020-21: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2020-21	58.4	30.7	9.5	1.4
10-2	2020-21	n/a	n/a	n/a	n/a
20-1	2020-21	61.5	25.3	11.1	2.1
20-2	2020-21	48.0	18.0	32.0	2.0
30-1	2020-21	68.6	25.5	5.6	0.3
30-2	2020-21	51.3	29.9	14.3	4.5

G. Student results by level of achievement within Languages as measured by student report cards 2020-21: Grades 1-9.

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	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	29.8	48.9	18.9	1.9	0.1	0.4
2	2020-21	30.9	45.6	20.2	2.6	0.1	0.6
3	2020-21	28.7	47.5	20.3	1.9	0.3	1.3
4	2020-21	23.7	50.9	22.6	0.9	0.9	1.0
5	2020-21	23.9	53.3	20.5	0.6	0.6	1.1
6	2020-21	26.8	49.1	22.3	1.0	0.4	0.4
7	2020-21	33.8	44.9	19.1	1.8	0.2	0.2
8	2020-21	35.3	42.1	19.8	2.3	0.1	0.4
9	2020-21	36.0	40.4	20.9	2.4	0.1	0.2

H. Student results by level of achievement within Languages as measured by student report cards 2020-21: high school courses.

Level	Year	Level of Achievement Percentages by Level			
		80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2020-21	70.6	15.4	9.8	4.2
20	2020-21	78.7	13.3	7.0	1.0
30	2020-21	87.4	8.7	3.0	0.9

I. Student results by level of achievement within Physical Education as measured by student report cards 2020-21: Grades 1-9.

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	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	27.9	55.8	15.1	0.6	0.1	0.5
2	2020-21	32.7	54.7	11.8	0.4	0.0	0.4
3	2020-21	32.5	55.3	11.5	0.4	0.0	0.3
4	2020-21	35.5	53.4	10.6	0.3	0.0	0.2
5	2020-21	37.0	50.3	11.9	0.4	0.2	0.2
6	2020-21	38.2	48.4	12.6	0.6	0.0	0.2
7	2020-21	32.9	50.2	15.9	0.9	0.0	0.1
8	2020-21	33.8	48.9	16.1	1.2	0.0	0.0
9	2020-21	35.4	47.0	15.8	1.4	0.3	0.1

J. Student results by level of achievement within Physical Education as measured by student report cards 2020-21: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2020-21	63.5	20.1	12.8	3.6
20	2020-21	64.0	18.1	13.4	4.5
30	2020-21	68.5	16.3	12.3	2.9

K. Student results by level of achievement within Science as measured by student report cards 2020-21: 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	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	25.8	48.1	20.3	1.3	3.5	1.0
2	2020-21	27.6	48.6	19.7	1.1	2.1	0.9
3	2020-21	25.3	47.2	23.2	1.6	1.7	1.0
4	2020-21	25.4	47.2	23.1	1.8	1.5	1.0
5	2020-21	23.9	47.8	24.4	1.8	1.1	1.0
6	2020-21	24.9	44.5	26.3	2.6	0.9	0.8
7	2020-21	22.5	42.6	30.0	3.4	0.8	0.7
8	2020-21	25.4	40.1	28.0	4.8	0.9	0.8
9	2020-21	27.1	38.3	27.7	5.2	1.0	0.7

L. Student results by level of achievement within Science as measured by student report cards 2020-21: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80 - 100%	65 - 79%	50 - 64%	0 - 49%
Science 10	2020-21	47.0	26.6	21.9	4.5
Science 14	2020-21	26.9	27.0	35.6	10.5
Science 10-4	2020-21	18.7	26.1	39.7	15.5
Biology 20	2020-21	55.8	26.7	15.5	2.0
Chemistry 20	2020-21	54.8	23.9	17.0	4.3
Physics 20	2020-21	57.0	22.7	15.8	4.5
Science 20	2020-21	21.6	33.8	36.9	7.7
Science 24	2020-21	27.0	28.4	36.1	8.5
Science 20-4	2020-21	21.7	26.1	42.8	9.4
Biology 30	2020-21	63.2	21.7	12.5	2.6
Chemistry 30	2020-21	62.4	21.6	12.9	3.1
Physics 30	2020-21	69.5	19.2	8.6	2.7
Science 30	2020-21	41.5	29.9	25.1	3.5

Calgary Board of Education

M. Student results by level of achievement within Social Studies as measured by student report cards 2020-21: 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	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2020-21	22.7	48.8	21.9	1.4	4.0	1.2
2	2020-21	25.1	47.9	22.1	1.3	2.5	1.1
3	2020-21	23.1	47.0	24.9	1.8	2.0	1.2
4	2020-21	24.0	46.4	24.4	2.0	1.9	1.3
5	2020-21	23.1	46.0	25.8	2.3	1.4	1.4
6	2020-21	23.7	44.3	27.3	2.3	1.2	1.2
7	2020-21	23.7	41.1	29.4	3.8	1.1	0.9
8	2020-21	27.0	40.3	26.8	3.9	1.1	0.9
9	2020-21	28.0	40.0	25.9	4.2	1.0	0.9

N. Students results by level of achievement within Social Studies as measured by student report cards 2020-21: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2020-21	51.7	31.2	14.7	2.4
10-2	2020-21	17.9	29.8	39.1	13.2
10-4	2020-21	14.8	33.5	37.4	14.3
20-1	2020-21	55.0	29.2	13.8	2.0
20-2	2020-21	18.5	32.4	39.9	9.2
20-4	2020-21	17.1	31.8	42.0	9.1
30-1	2020-21	61.0	26.8	10.8	1.4
30-2	2020-21	31.9	29.7	33.8	4.6

IV. Distribution of Codes

Grades 1-12: 115 452 students

Code									N
301 - English as a Second Language - Foreign Born									14 172
LP1	5.1%	LP2	15.5%	LP3	26.7%	LP4	32.4%	LP5	20.3%
302 - English as a Second Language - Non-funded									567
LP1	1.8%	LP2	11.1%	LP3	30.4%	LP4	36.8%	LP5	19.9%
303 - English as a Second Language - Canadian Born									15 490
LP1	2.1%	LP2	11.2%	LP3	27.9%	LP4	36.7%	LP5	22.1%

Total 30 229
Percent of the Students in Grades 1-12   26.2%

Code	N
331 - Aboriginal Student - Status First Nations	2539
332 - Aboriginal Student - Non-Status First Nations	1023
333 - Aboriginal Student - Métis	1421
334 - Aboriginal Student - Inuit	61

Total 5044
Percent of the Students in Grades 1-12   4.4%

Code	N
41 - Severe Cognitive Disability	29
42 - Severe Emotional/Behavioural Disability	3096
43 - Severe Multiple Disability	261
44 - Severe Physical or Medical Disability	3281
45 - Deafness	88
46 - Blindness	28
51 - Mild Cognitive Disability	672
52 - Moderate Cognitive Disability	92
53 - Emotional/Behavioural Disability	1007
54 - Learning Disability	5254
55 - Hearing Disability	125
56 - Visual Disability	27
57 - Communication Disability	1581
58 - Physical/Medical Disability	4889
59 - Multiple Disability	1735
80 - Gifted and Talented	2445

Total 24 610
Percent of the Students in Grades 1-12   20.7%

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 | 2021-2022 p. 107

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

100 credits including the following:

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

❶ The science requirement – Science 20 or 24, Biology 20, Chemistry 20 or Physics 20 – may also be met with the 10-credit combination of Science 14 and Science 10.

❷ See information on exemption from the physical education requirement.

❸ See information on exemption from the CALM requirement.

❹ 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.

❺ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

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

B. High School Equivalency Diploma

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

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

The 60 credits will include:

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

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

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

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

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

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

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

C. Certificate of High School Achievement

Guide to Education: ECS to Grade 12 | 2021-2022 p. 111

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

80 credits[1] including the following:

- English Language Arts 20-2 OR 30-4
- Mathematics 10-3 OR 20-4
- Science 14 OR 20-4
- Social Studies 10-2 OR 20-4
- Physical Education 10 (3 credits)[2]
- Career and Life Management (3 credits)[3]

- 5 credits in:
  - 30-level Knowledge and Employability occupational course, or
  - advanced level (3000 series) in Career and Technology Studies courses[4], or
  - 30-level locally developed course with an occupational focus

  AND

  5 credits in:
  - 30-level Knowledge and Employability Workplace Practicum course, or
  - 30-level Work Experience course[5], or
  - 30-level Green Certificate course[6], or
  - Special Projects 30

  OR

  5 credits in a 30-level Registered Apprenticeship Program (RAP) course[7].

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

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

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

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.

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OE – 8: Communicating and Engaging with the Public

CHIEF SUPERINTENDENT CERTIFICATION

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

☐ In Compliance.

☒ In Compliance with exceptions noted in the evidence.

☐ Not in Compliance.

Signed: _____   Date: January 4, 2022

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

☐ Finds the evidence to be compliant

☐ Finds the evidence to be compliant with noted exceptions

☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

Chair, Board of Trustees

Calgary Board of Education

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**operational
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OE – 8: Communicating and Engaging with the Public

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 8: Communicating and Engaging with the Public were approved on October 10, 2017. The Board of Trustees last monitored OE 8 on December 8, 2020. This report includes data available from the 2020-2021 school year and contains evidence to support the following findings:

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

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OE – 8: Communicating and Engaging with the Public

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

Board-approved Interpretation |

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

- clearly stated roles, responsibilities and contributions;

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

- collective support for student success.

The Chief Superintendent interprets:

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

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

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

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

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

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

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

The Chief Superintendent shall:

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

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

The Chief Superintendent interprets:

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

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

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

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

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

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

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

Board-approved Indicators and *Evidence* of Compliance |

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

The organization is compliant with this indicator.

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Evidence statement

During the 2020-2021 school year, 100 per cent of system level communication included at least one of the following: CBE website address and/or contact information of the system, department, school or individual responsible for content. Our corporate website has a number of dedicated email feedback mechanisms including a budget feedback form, webmaster@cbe.ab.ca, cbecommunications@cbe.ab.ca, and dialogue@cbe.ab.ca.

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

The organization is compliant with this indicator.

Evidence statement

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

Community engagements conducted in the 2020-2021 school year include:

- Final phases of high school engagement
- School development planning
- School budget and fees
- 2021 Summer School programming

Additional details are outlined in indicator 8.4.1.

3. 90 per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days	Compliant

The organization is compliant with this indicator.

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Evidence statement

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

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

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

The Chief Superintendent interprets:

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

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

Board-approved Indicators and *Evidence* of Compliance |

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

The organization is compliant with this indicator.

Evidence statement

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

- the School Council Handbook

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- links to the Council of School Councils (COSC) meeting materials and resources
- links to the Alberta School Councils' Association (ASCA)
- administrative regulations
- templates for school council annual reports and sample agendas, minutes, bylaws and other important checklists

The Key Communique newsletter is sent monthly to school councils with important information for school councils and links to the corporate website. A separate page on the corporate website is dedicated to resources for parent societies.

In the 2020-2021 school year, the following resources were accessed:

- School Council Handbook: 1,236 downloads
- School Councils: 5,730 page views
- Administrative Regulation 5001: 1,047 downloads
- Social Media Guidelines for School Councils: 559 downloads

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

The organization is compliant with this indicator.

Evidence statement

In 2020-2021, 10 Key Communiqué newsletters were emailed to school council chairs, principals, Area offices and trustees. School council chairs, in turn, share these with their individual school communities in a variety of ways. The Key Communiqué includes timely information for school councils such as key system updates, accessing Alberta School Council's Association resources and other information of interest to school councils.

Four COSC (Council of School Councils) virtual meetings were held during the 2020-2021 school year. The meetings were held virtually with between 120-150 people confirming their attendance. Meetings include system updates, presentations of interest to participants, Q&A and time to share best practices and information with fellow school council members. Topics included COVID-19, mental health, school capital planning, school development planning, high school engagement and the draft K-6 curriculum to name a few. Over the course of the

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year, different formats were used to provide school councils with opportunities to ask questions and share information.

Meeting evaluation responses were received from parents who attended the four meetings.

NOTE| The surveys were completed online and averaged 20-30 responses per survey.

Question	Responses Agreed or Strongly Agreed (range across the 4 meetings)
This meeting provided me with useful information	95%-100%
I will share the information with my school	100%
The online format of the meeting worked well for me	70%-95%
March only | breakout room are a valuable addition to COSC meetings	80%
June only | I had the opportunity to share my ideas and opinions June only | I enjoyed the opportunity to discuss topics with others	80% 80%

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

The organization is compliant with this indicator.

Evidence statement

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Schools gathered input and feedback from parents on school development plans in May 2021 using a toolkit developed by Communication and Engagement Services. Schools shared information and gathered feedback at school council meetings and through online surveys. Resources available to schools in the toolkit included an online survey template, presentation template, meeting evaluation template, meeting invitation template and materials for posting information on school websites.

During the 2020-2021 school year, 100% of principals who have school councils confirmed that they have provided school council with the opportunity to receive information and provide feedback regarding school development plans. Due to the quick turnover of students in some specialized settings, four schools do not have school councils. All school websites publish their school development plans.

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

The organization is compliant with this indicator.

Evidence statement

Schools gathered input and feedback from parents on school budget and school fees April 1-30, 2021 using a toolkit developed by Communication and Engagement Services. This toolkit asked schools to provide opportunities for feedback at school council meetings and through online surveys in April. Resources available to schools in the toolkit included an online template, presentation template, meeting evaluation template, meeting invitation template and materials for posting information on school websites.

During the 2020-2021 school year, 99.1% of principals who have school councils confirmed that they have provided school council with the opportunity to receive information and an opportunity to provide feedback regarding school based budgets. One school's executive resigned in fall 2020 and the school was unable to regenerate a council or establish an advisory council. Community feedback indicated this was due to the COVID-19 pandemic.

Evidence demonstrates all indicators in subsection 2 are in compliance.

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8.3	Effectively handle complaints and concerns.	Compliant

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

The Chief Superintendent interprets:

- *effectively* to mean reviewed and responded to within reasonable or posted time frames utilizing existing mechanisms and processes.

- *complaints and concerns* to mean a formal expression of discontent:
  - about the values, customs or regulations of the CBE;
  - within the context of their relationship with the CBE; and
  - requiring a response.

Board-approved Indicators and *Evidence* of Compliance |

1. 90 per cent of concerns and complaints received at the Area and system level are responded to within the stated time frames as outlined in AR 5007	Compliant

The organization is compliant with this indicator.

Evidence statement

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

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

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The organization is compliant with this indicator.

Evidence statement

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

Evidence demonstrates all indicators in subsection 3 are in compliance.

8.4	Reasonably include people in decisions that affect them.	Compliant

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

The Chief Superintendent interprets:

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

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

Board-approved Indicators and *Evidence* of Compliance |

1. 100 per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.	Compliant

The organization is compliant with this indicator.

Evidence statement

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The dialogue framework guides CBE's engagement process. More details on engagements conducted in the 2020-2021 school year are outlined below.

Shaping the Future of CBE High Schools
In the 2020-21 school year, the CBE completed its largest ever system-wide engagement, which was focused on developing a sustainable plan that balances enrolment at CBE high schools and offers students access, flexibility and choice in programming. The engagement spanned two years starting in May 2019 and concluding in June 2021 when the finalized plan was communicated to students, staff and families. The plan will be implemented in September 2022.

The engagement process followed the Dialogue Framework to provide affected CBE community members with a voice in the decision. A detailed engagement plan was developed and updated throughout the process. Ongoing communication was provided to stakeholders including direct messages, newsletters and Twitter updates directing people to resources posted to our high school engagement website. These included interactive Story Maps, videos and printable data and information that included student enrolment projections, boundary maps and the rationale behind the options presented to the CBE community. Students, staff and parents were invited to learn more and share their feedback through virtual sessions, idea boards, online surveys, web page updates and resources shared with principals. All these resources and summaries of the feedback provided in each phase are available at www.cbe.ab.ca/highschoolengagement.

Significant resources across multiple service units were dedicated to high school engagement. Communication and Engagement Services led the engagement process that included a cross-functional internal engagement planning team with representatives from Planning and School Improvement and a High School Engagement Advisory Group comprised of staff, parents, and students. There were also ongoing discussions with high school principals, unions and other groups to guide us in our planning and ensure stakeholder groups had awareness and understanding of the process.

There were three phases of active engagement for staff, students and families to provide feedback. Two of those phases took place in the 2020-21 school year:

February to March 2021: feedback on two possible scenarios
- More than 11, 500 responses on three online surveys for these groups: staff, students, parents and the public

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- Approximately 1,100 participants in six virtual sessions (two for staff, four for parents and the public)
- 250 top-level ideas posted on eight idea boards, with hundreds of comments on those top-level ideas

June 2021: feedback on the proposed plan
- More than 3,500 responses on three online survey for the following groups: staff, students, parents and the public
- 60 top-level ideas posted on four idea boards, with close to 200 comments on those top-level ideas

2021 Summer School Programming

Parents and guardians of current Grade 10 to 12 CBE students were invited to complete an online survey available March 30 – April 6, 2021 if they had a child interested in taking a summer school course. Responses were received regarding 3,909 students. The data collected was shared with Alberta Education through the College of Alberta School Superintendents (CASS). The survey helped the CBE to understand the level of demand and plan for high school courses offered in the summer. Full survey results are available on the CBE Summer School page.

Information on the engagement activities related to school budget, school fees and school development plans in 2020-21 is provided in 8.2.3 and 8.2.4.

Members of the public are always welcome to provide feedback and ask questions about community engagement activities throughout the year by emailing dialogue@cbe.ab.ca.

2. 60 per cent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.	Compliant

The organization is compliant with this indicator.

Evidence statement

In 2020-21 during the final phases of engagement on high school, feedback was gathered through virtual sessions, idea boards and online surveys. In the final

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online survey on the proposed plan in June 2021, we asked if the plan accomplished the decision to be made and 71 per cent of parents/public, 72 per cent of staff and 57 per cent of students strongly agreed or agreed. On the same survey, we also asked parents, staff and students their perspective on their involvement in the engagement process overall.

Question	Agreed or Strongly Agreed
I was encouraged to share my thoughts and/or feedback during this engagement	Parents: 91% Staff: 92% Students: 82%
I had the information I needed to participate in a meaningful way	Parents: 73% Staff: 85% Students: 72%
I was able to provide input on the best way for me to share my thoughts and ideas.	Parents: 79% Staff: 82% Students: 72%
My input was documented as part of the engagement process	Parents: 77% Staff: 78% Students: 73%

Full survey reports can be found on the website:
www.cbe.ab.ca/highschoolengagement.

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

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

The organization is non-compliant with this indicator.

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Evidence statement

The Alberta Education's Assurance Survey has replaced Alberta Education's Accountability Pillar Survey.

An average of 4950 parents responded to the suite of questions tied to Annual Parent Involvement in 2019-20 as compared to 2020-21 when an average of 5712 responded. In 2020-21 this represented approximately 17% of parents provided with the opportunity to complete the Assurance Survey.

The result showed 76.6% of parents responding positively compared to 79.0% reported in the 2019-20 school year. In examining the data, the decrease was tied to one question in particular; i.e., parents level of satisfaction with the extent in which they were involved in decisions at their child's school. This question saw a decrease in satisfaction of 8 percentage points. In contrast, the question that asked parents' level of satisfaction with the opportunity to be involved in decisions at their child's school saw an increase of one percentage point.

While the questions asked do not provide for participants to state the reasons for their choices, given the context of the pandemic and the number of decisions made regarding health measures and protocols that impacted the school environment and parental involvement, it is logical that a decrease would be reported.

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

The organization is compliant with this indicator.

Evidence statement

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

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

The organization is compliant with this indicator.

Evidence statement

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

Identified topics and issues:

1. Capacity and learning
   ▪ Principals and other leaders were given the opportunity to provide feedback into the draft 2021-24 Education Plan.
   ▪ Education directors, service unit leaders and principals had the opportunity to provide their perspective on the development of the new school planning engagement process
   ▪ Monthly meetings with principal associations attended as appropriate by the chief superintendent, and / or senior leaders.
   ▪ Developed and implemented a short-term School Based Mental Health service delivery model to increase efficiency of response and number of students supported throughout the year.
   ▪ Scope and Sequences for Curriculum in Grades 1-9 were created and shared with schools to support teachers and teams in engaging in collaborative planning for instruction and to ensure alignment between Hub Learning and in-class programming, offering smooth transitions following staff/student absence.
   ▪ A comprehensive resource was created to establish clear and consistent guidelines for assessment and reporting impacted by the COVID-19 pandemic in Kindergarten to Grade 12 for both in-person and Hub Learning environments.
   ▪ Resources were developed to assist with program delivery during the pandemic including: a series of videos for teachers new to CTF, middle years timetabling support for school leaders, online synchronous and asynchronous instructions for online music ensemble opportunities, health, physical education and well-being, support for French and International Languages courses.

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- Designed and supported a holistic collaborative response to support 17 target schools, including the deployment of consistent support from Indigenous Education strategist to each school.
- Continue the Concept-Based Learning Network, consisting of teams of teachers and leaders from schools across CBE with the goal of sharing resources and high-quality teaching and learning strategies.
- Implementation and application of Grade Level Reading and Writing Guides in support of literacy instruction
- Survey stakeholders to gather data around the implementation of the Mathematics Framework including use of CBE's Student Survey related to CBE's Mathematics Framework.
- Facilitated an Off-campus Education working group for jurisdictional best practice, guiding documents and jurisdictional policy development.
- System-wide Resource Teacher Network established.

2. System and school culture
- CBE CARES (Collaboration for Anti-Racism, Equity Supports) was introduced in June 2020 and advanced in the 2020-21 school year. An external expert was hired last year to facilitate meetings with an internal advisory council (including students and staff) and host listening sessions with parents/guardians and staff to hear their perspectives on racism, discrimination and other barriers to inclusion in our schools and workplaces. Members of the CBE Indigenous Education Team also held one-on-one meetings with Elders to seek their guidance.
- A number of new/ongoing councils and working groups with staff and leaders from a cross-section of schools and service units. Examples include:
  - the Teacher Advisory Group
  - Technology Council
  - High School Engagement Advisory Council
  - Transportation Advisory Council
  - Partnership Advisory Group
- Conducted an independent review of School Support Model including interviews with principals, Education Directors, and other leaders in the system.
- Brought together employees and leaders for feedback on new processes, an example is the revised high school transfer process that launched last spring.

3. Visibility and connection

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- Chief Superintendent visited about 40 schools during the school year (in person or virtually).
- The employee newsletter (Link Online) and direct all-staff emails provided to share important system information.
- Monthly virtual meetings with the chief superintendents/senior leaders and union/association executive to discuss issues that matter to staff.
- Meetings with the chief superintendent, senior leaders and staff at various schools and areas. Topics include achievement, equity and well-being, ways to continuously improve, and emergent topics.

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

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OE – 8: Communicating and Engaging with the Public

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

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attachment | OE – 8: Communicating and Engaging with the Public

Capacity Building

January 11, 2022

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

The results of the Assurance Survey were an anomaly compared to previous years' results. Therefore, CBE will continue to work with principals to provide ongoing opportunities to provide parents' engagement in schools and the extent to which they are involved. These opportunities include:

- communicating with parents regarding their child's individual progress in school in virtual or in person meetings or through other electronic forms of information sharing;
- parent involvement in classrooms or other learning opportunities will continue in ways that adhere to COVID-19 guidelines;
- school council and other forms of parent involvement will continue to be offered and supported within our schools to ensure that parent voice is valued and that parents have opportunities to learn about the goals for the school;
- addressing parental access to supportive tools or interpreters and other supports, as needed, will be continued to remove or lessen potential barriers to engagement.

operational expectations monitoring report

OE-4: Treatment of Employees

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 4: Treatment of Employees, the Chief Superintendent certifies that the proceeding information is accurate and complete.

☒ In Compliance.

☐ In Compliance with exceptions noted in the evidence.

☐ Not in Compliance.

Signed: _____   Date: Nov. 25, 2021

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, the Board of Trustees:

☐Finds the evidence to be compliant

☐Finds the evidence to be compliant with noted exceptions

☐Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

Chair, Board of Trustees

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OE-4: Treatment of Employees

Executive Summary

> The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding the treatment of employees.

The Chief Superintendent's reasonable interpretation and indicators for OE 4: Treatment of Employees were approved on October 10, 2017. The Board of Trustees last monitored OE 4 on November 10, 2020. This report includes data available from the 2020-2021 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
4.1	4.1.1	No longer applicable
4.1	4.1.2	No longer applicable
4.1	4.1.3	Compliance
4.1	4.1.4	Compliance
4.2	4.2.1	Compliance
4.2	4.2.2	Compliance
4.2	4.2.3	Compliance
4.3	4.3.1	Compliance
4.3	4.3.2	Compliance
4.4	4.4.1	Compliance
4.4	4.4.2	Compliance
4.4	4.4.3	Compliance
4.4	4.4.4	Compliance

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OE-4: Treatment of Employees

> The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

Board-approved Interpretation |

CBE has the ability to positively impact achievement of CBE Results through the quality and performance of employees and attention to workplace culture.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.

- *retention* to mean the ongoing employment and commitment of employees.

- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.

- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and whose principles align with CBE values and vision.

The Chief Superintendent shall:

4.1	Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.	Compliant

It is important to create and maintain a workplace that engages employees and enables them to perform their duties to the best of their ability.

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OE-4: Treatment of Employees

The Chief Superintendent interprets:

- *safe* to mean a work environment that is free from potential harm to employees and their well-being.

- *supportive* to mean opportunities for growth and development

- *respectful* to mean a work environment that is caring and where employees feel they are treated fairly.

- *organizational culture* to mean the creation and existence of a safe and courteous environment for its employees

- *diversity* to mean exhibiting the full range of human characteristics and abilities.

- *positive and welcoming environment* to mean an atmosphere that is encouraging, stimulating and engaging.

Board-approved Indicators and *Evidence* of Compliance |

1.	An employee engagement survey will be conducted every two years.	No longer applicable*

*On November 24, 2020, the Board of Trustees passed a motion directing the Chief Superintendent to review indicators 4.1.1 and 4.1.2 for Board re-affirmation or approval. On October 12, 2021, the Board of Trustees approved a new indicator related to employee surveys. As a result, this indicator is no longer applicable for this report.

Evidence statement

The last employee engagement survey was completed in February 2019 and the next survey was slated to occur in 2021. At the time that the planning for the new survey would normally have been commenced, the organization was in the midst of dealing with the impact of COVID-19. In addition, there were questions regarding whether an extensive, externally conducted Employee Engagement Survey remained the most appropriate way to provide evidence that the CBE has a welcoming, caring, respectful and safe work environment. Consequently, the Board of Trustees directed the Chief Superintendent to bring forward a recommendation

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OE-4: Treatment of Employees

for the best way to proceed. On October 12, 2021 the Board of Trustees approved a shift to utilizing single topic surveys that would allow CBE to focus on addressing one topic or issue. It is anticipated that this change in focus will enable a process that will be more responsive and effective than the previous employee engagement survey process. The single focus survey will be implemented in the 2021-2022 school year and reported on in the 2022-2023 school year.

2.	Improvement will be noted in the bi-annual employee engagement survey on identified areas of focus.	No longer applicable*

*On November 24, 2020, the Board of Trustees passed a motion directing the Chief Superintendent to review indicators 4.1.1 and 4.1.2 for Board re-affirmation or approval. On October 12, 2021, the Board of Trustees approved a new indicator related to employee surveys. As a result, this indicator is no longer applicable for this report.

Evidence statement

An Employee Engagement Survey was not conducted in 2021, because of the decision of the Board of Trustees to ask the Chief Superintendent to review the use of the employee engagement survey and their decision to replace the engagement survey indicator with one based on a single topic survey.

3.	A comprehensive program of PIF and granted leaves of absences in support of opportunities for personal and professional growth or learning will be offered annually.	Compliant

The organization is compliant with this indicator.

Evidence statement

The CBE currently provides Professional Improvement Fellowships (PIF) leave opportunities to continuous Staff Association (SA), Professional Support Staff (PSS) and certificated Alberta Teachers' Association (ATA) employees. All CBE employees have access to the PIF applications through the CBE website. In the 2020-2021 school year, 31 employees were granted and began their PIF leave, which varied in length from five weeks to 10 months. The 31 employees were comprised of 20 ATA employees and 11 SA employees. Currently, the CBE does

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OE-4: Treatment of Employees

not track if other granted leaves (deferred salary or general leaves) are utilized for professional or personal development; however, it is plausible that some are used in this manner.

4.	Mechanisms in place that support a safe organizational culture are utilized (such as Harassment, Workplace Violence, and Whistleblower reports).	Compliant

The organization is compliant with this indicator.

Evidence statement

The Annual Education Results Report, presented November 24, 2020 confirmed utilization of the mechanisms such as Public Interest Disclosure (Whistleblower Protection). The report identified three disclosures received by the Designated Officer. Two of the disclosures were not acted on and one disclosure was acted on through the Public Interest Disclosure (Whistleblower Protection) policy. In addition AR 4090-Public Interest Disclosure, the Employee Code of Conduct and the Working Relationship Commitment were reported as being shared and discussed by 100% of all supervisors, including principals.

Evidence demonstrates applicable indicators, namely 3 and 4, in subsection 1 are in compliance. Indicators 1 and 2 are no longer applicable as per direction of the Board.

4.2	Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.	Compliant

The processes involved in hiring new employees and maintaining current employees is critical to support achievement of CBE Results.

The Chief Superintendent interprets:

- ▪ *recruitment* to mean the selection of employees newly hired to the CBE.

Calgary Board of Education

OE-4: Treatment of Employees

- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.

- *retention* to mean the ongoing employment and commitment of employees.

- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position.

Board-approved Indicators and *Evidence* of Compliance |

1. 90% of employees who pass their probationary period will still be employed with the CBE at the 2 year anniversary.	Compliant

The organization is compliant with this indicator.

Evidence statement

At the end of the 2020-2021 school year, 92.23% of continuous employees remained employed with the CBE two years after completing their probation period.

2. 95% of school based principals and assistant principals who successfully pass their evaluation will have maintained the designation at the 3 year anniversary.	Compliant

The organization is compliant with this indicator.

Evidence statement

In 2020-2021 school year, 100% of school-based principals and assistant principals maintained their designation at their three-year anniversary.

3. Salaries and benefits are reviewed annually against identified comparators.	Compliant

Calgary Board of Education

OE-4: Treatment of Employees

The organization is compliant with this indicator.

Evidence statement

In response to the directives outlined in Ministerial Order (#16/2020) issued May 2020, an external salary survey was completed. CBE retained Mercer through a competitive bid process to complete a comprehensive salary survey of similarly sized organizations including school boards in Canada, the Alberta public sector, and Alberta private sector. The findings confirmed that CBE non-unionized employee salaries are aligned with the public and private sector comparators. A report went to the Board of Trustees in November 2020. Based on the findings from the salary survey, the CBE developed a strategy to support long-term management of salaries to maintain alignment with the applicable market and make adjustments as recommended. In October 2021, the Board provided direction to CBE administration, through new Operational Expectation 4.2(a) to implement the strategy. Operational Expectation 4.2 a) specifies that CBE will *"[r]etain an external expert to conduct a salary survey of exempt and executive positions in 2023 and every four years thereafter"*.

Evidence demonstrates all indicators in subsection 2 are in compliance.

4.3	Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant

Having clear rules and procedures that identify expectations and govern employees is essential to the fair and transparent operation of the organization.

The Chief Superintendent interprets:

- *administer* to mean develop, provide and apply.

- *personnel rules* to mean CBE Administrative Regulations pertaining to employee behaviour and those provisions/processes identified within the *Education Act*.

Calgary Board
of Education

OE-4: Treatment of Employees

- *procedures* to mean those practices and processes subject to the provisions of the collective agreements, terms and conditions of employment and current *Education Act.*

1. 100% of employees will be made aware of Calgary Board of Education policies or regulations governing:
    • respect in the workplace;
    • conflict of interest; and
    • responsible use of electronic information resources.
	Compliant

The organization is compliant with this indicator.

Evidence statement

All employees who join the organization are provided CBE documentation regarding regulations governing respect in the workplace, the Employee Code of Conduct and Responsible Use of Electronic Information resources and regulations, through the onboarding process. Employees are responsible for signing-off to indicate awareness.

Every new employee is provided a link to all new hire documents that include:

- AR 4027 – Employee Code of Conduct;
- AR 1061 – Responsible Care and Security of Information;
- AR-1062 – Responsible Use of Electronic Information;
- AR 1070 – Occupational Health and Safety; and
- AR 6024 – Student Records.

Regulations governing respect in the workplace and conflict of interest are available to all employees. Employees access regulations online through the CBE Staff Insite. All employees are advised, as part of a communication plan, of any changes to the administrative regulations. In addition, one hundred percent (100%) of employees are made aware of the policy regarding the responsible use of electronic information each time they log into the CBE network.

Calgary Board
of Education

**operational
expectations
monitoring report**

OE-4: Treatment of Employees

2. There will be no grievance arbitration, board of reference decisions, or findings in a court of law that the CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions	Compliant

The organization is compliant with this indicator.

Evidence statement

There were no grievances, arbitrations, board of reference decisions or finding in a court of law that CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.

Evidence demonstrates all indicators in subsection 3 are in compliance.

4.4	Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.	Compliant

Negotiation discussions with unionized employees must be conducted within reasonable and permitted parameters

The Chief Superintendent interprets:

- *Board's approval* to mean a carried motion recorded in the minutes of a meeting of the Board of Trustees.

- *bargaining mandate* to mean the parameters within which a new collective agreement may be negotiated.

- *ratification* to mean the approval to conclude a collective agreement in accordance with the Labour Relations Code.

Calgary Board of Education

OE-4: Treatment of Employees

- *total compensation* to mean aggregate cost of salaries and benefits for exempt employees that are funded from the CBE budget.

- *exempt employees* to mean personnel who are not part of a bargaining unit according to the Labour Relations Code.

1. The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.	Compliant

The organization is compliant with this indicator.

Evidence statement

There were no bargaining mandates presented to the Board of Trustees between September 1, 2020 and August 31, 2021 (fiscal year) as no collective bargaining sessions occurred.

2. All collective bargaining settlements occur within the parameters of any mandate approved by the Board of Trustees.	Compliant

The organization is compliant with this indicator.

Evidence statement

There were no collective bargaining settlements between September 1, 2020 and August 31, 2021 (fiscal year).

3. Every round of collective bargaining is concluded with the ratification of the new collective agreement by the Board of Trustees	Compliant

The organization is compliant with this indicator.

Evidence statement

Calgary Board of Education

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OE-4: Treatment of Employees

There were no new collective bargaining agreements ratified between September 1, 2020 and August 31, 2021 (fiscal year).

4. Changes to total compensation packages for exempt employees occur after the Board of Trustees' approval.	Compliant

The organization is compliant with this indicator.

Evidence statement

No changes to the total compensation package for exempt employees occurred from September 1, 2020 to August 31, 2021.

Evidence demonstrates all indicators in subsection 4 are in compliance.

operational
expectations
monitoring report

OE-4: Treatment of Employees

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

Calgary Board of Education

| report to Board of Trustees | Chief Superintendent's Update |

Date	January 11, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE – 3: Instructional Program OE – 5: Financial Planning OE – 6: Asset Protection OE – 9: Facilities

1 | Recommendation

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

2 | Issue

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

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

OE – 5: Financial Planning states that "prudent financial planning and management are essential for student success and public confidence". With other reports submitted to the Board of Trustees, this

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update meets the requirement of OE-5 in focusing on student learning, incorporating key assumptions and presenting information that furthers understanding of the use of resources.

OE – 6: Asset Protection states that "the protection of all organizational assets contributes to student learning." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-6 to properly maintain, adequately protect and appropriately use all organizational assets.

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

3 | Timely Information

Strategic Resourcing | How are Student Transportation Fees Established?

The *Education Act* mandates school jurisdictions to provide transportation for students who attend their regular designated regular program school and live more than 2.4 km from that school, as well as students who are directed to a school for specialized supports. In addition, the CBE also offers a higher level of transportation service in response to the demand expressed by parents and students. Specifically, the CBE also offers transportation to students who live less than 2.4 km from school as well as transportation to programs of choice; these transportation services are referred to as non-mandated as they go above-and-beyond what is required under the *Education Act*. As a note, students who require specialized transportation are provided fee-free transportation in accordance with government direction.

The student transportation grant provided by the province for this service is not tied to actual ridership, but rather a complex formula based on overall enrolment. This school year and last school year, low ridership attributed to COVID-19 meant that a user-fee was not required because the government funding fully covered the costs to transport all mandated and non-mandated yellow-bus riders. As ridership returns to regular levels, fees will likely be required once again as the need for more buses result in costs exceeding the relatively stable formula-determined transportation grant.

The fee structure also reflects how the transportation grant is provided by the government to offset costs for mandated transportation; this explains why fees for mandated riders are typically lower than those for non-mandated riders. When mandated ridership drops as occurred during the pandemic, it becomes possible to use the transportation grant to either reduce or eliminate the fee charged for both mandated and non-mandated services.

Each year, service levels and fees are announced in May and families are encouraged to pre-register by a deadline; doing so allows routes and bus stops to be determined over the summer to best serve registered students. Transportation registrations are then confirmed at the beginning of the school year and families are given the option to cancel transportation without financial impact by the end of

September. Finally, in keeping with the CBE value of "students come first" and to ensure that no student is denied access to the public education they deserve, the CBE offers flexible payment options and waivers for those who might be experiencing financial hardship.

Strategic Resourcing | Ensuring CBE Schools Provide Safe & Welcoming Learning Environments

Over the last year and a half, the CBE has completed approximately $61.8 million in maintenance and recapitalization work in schools. Additionally, projects valued at $49.3 million are either underway or will commence later this school year.

This unprecedented investment in school maintenance was made possible due to the introduction by the province of a Capital Maintenance and Renewal (CMR) stimulus grant in April 2020. This grant is an addition to the Infrastructure Maintenance and Renewal (IMR) grant that is also provided annually by the province to attend to the deferred maintenance needs of schools.

As background, in May 2020 the province approved $36.9 million in CMR stimulus funding for the CBE and an additional $18.9 million in April 2021. Concurrently, IMR funding of $37.7 million was provided for 2020-21 and $17.4 million for 2021-22. In total, this equates to a record investment of $110.9 million over two school years. For perspective, this compares to the previous five year average annual maintenance investment figuring in the low-to-mid-$30 million range.

The type of work that can be undertaken with the IMR and CMR grants is outlined in the provincial School Capital Manual. Work primarily includes enhancements to learning spaces, improvements to energy use and replacement of building systems that have reached the end of their useful life.

The following outlines some examples of the types of projects initiated over the last year that will help ensure schools continue to best support students and their learning:

- 202 structural projects (e.g. exterior concrete stair replacements);
- 190 electrical projects (e.g. energy efficient lighting retrofits, primary service upgrades, fire alarm and emergency lighting);
- 140 mechanical projects (e.g. heating, ventilation and air conditioning);
- 97 studies (e.g. facility condition assessments and Master planning);
- 91 building envelop projects (e.g. roof, wall, window and door replacements);
- 46 site projects (e.g. storm water management and landscape improvements);
- 5 programmatic projects (e.g. upgrades to classrooms, labs and Career and Technology spaces); and
- support to pandemic preparations for all schools (e.g. hand sanitizing stations, acrylic shields, laptops for loan).

The delivery of these projects would not have been possible without the tremendous efforts made by CBE staff to rapidly adapt to the increased workload and expeditiously deliver projects during a pandemic. This work will ensure that CBE schools can continue to be safe and welcoming learning environments for many more years to come.

Learning Excellence | Well-being

Identifying a Well-being Champion is a significant step by the CBE and one that has been celebrated by our health partners who work in school-health promotion.

The Well-being Champion is an integral component to the successful implementation of comprehensive school health (CSH) and a significant support structure to developing and maintaining a culture of well-being within the CBE for students, employees and workplaces. The Well-being Champion network is fortunate to have strong support from Alberta Health Services and Ever Active Schools – two provincial health partners who have helped to facilitate professional learning and the development of the Well-being Framework.

The goal of the Well-being Champion is to build a common understanding of CSH and the impact it has on health and learning outcomes. The Well-being Champion will help develop capacity to lead, and support school-based leaders in developing cultures of well-being that support student and employee excellence. In addition to being an advocate for well-being and it's connection to system success, the Well-being Champion will learn to implement research-informed best practices in CSH and to build an understanding of the CBE's Well-being Framework (under development).

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

EducationMatters Financial Statements as at September 30, 2021

Date	January 11, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Information
Originator	Craig Reardon, Director, Finance and Administration, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

- The financial report for EducationMatters is provided for Board information.

2 | Background

The Board of Trustees has requested quarterly reporting from EducationMatters. The attached report is provided in response to this request.

Appendix I: Education Matters Financial Statements as at September 30, 2021

Calgary Board
of Education

EducationMatters
Statement of Financial Position
As at September 30, 2021
$'000
(unaudited)

ASSETS	As At Sep 30/21 (unaudited)	As At Dec 31/20 (audited)
Cash and cash equivalents	321	262
Investments	9,013	8,803
Accounts receivable	2	
Prepaid expenses	-	-
Capital assets	-	-
Total assets	9,336	9,066
LIABILITIES		
Accounts payable	13	41
Deferred Contributions	401	401
Total liabilities	414	442
FUND BALANCES		
Endowment funds	6,778	6,592
Flow through funds	1,052	1,008
Operating funds	1,092	1,024
Total fund balances	8,922	8,624
Total liabilities and fund balances	9,336	9,066

EducationMatters
Statement of Operations
Year to Date to September 30, 2021
$'000
(unaudited)   (audited)

	Endowment $	Flow-Thru $	Operating $	Total $	Dec 31/20 $
REVENUES					
Contributions	30	761	26	817	1,706
CBE grants			600	600	600
Cdn, Emergency Wage Subsidy	0	0	0	0	109
Gains/losses on investments	359		1	360	596
Interest & fees			70	70	140
Total revenue	389	761	697	1,846	3,151
GRANTS					
Grants issued	122	767		889	1,547
EXPENSES					
Salaries & benefits			440	440	514
Consulting & professional fees			52	52	22
Administrative expenses	69		99	167	182
Advertising & communications					5
Total expenses	69		591	660	723
FUND BALANCES					
Change during the period	197	(6)	106	298	882
Beginning balance	6,592	1,008	1,024	8,624	7,742
Balance, end of period	6,789	1,002	1,130	8,922	8,624

Total contributions since inception ($'000):

2021	817	
2020	1706	
2019	1547	
2018	1618	
2017	1847	
2016	1662	
2015	1266	
2014	1903	
2013	1244	
2012	2279	
2011	1288	
2010	862	
2009	733	
2008	1197	
2007	641	
2006	865	
2005	786	
2004	612	
2003	<u>356</u>	
	<u>23229</u>	

EducationMatters
Budget and Forecasted Operating Cash Position
as at September 30, 2021
$'000
(unaudited)

	BUDGET 2021	Actuals to Sep 30	Spending thru Dec	Forecast to Dec 31
Operating expenses by function:				
Salaries and employee benefits	561	440	121	561
Events	-	-	-	-
Fund Development & Communication	19	8	11	19
Organizational Administration	226	143	83	226
Total Expenses	$ 806	$ 591	$ 215	$ 806

Operating Cash on Hand - September 30	1,413
Less Accounts Payable	(13)
Operating Cash Expected (CBE)	-
Less Spending thru Dec 2021	(215)
Estimated Operating Net Carry Forward to 2022	1,185