

public agenda

Regular Meeting of the Board of Trustees

February 8, 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 Xuexiao Harold Panabaker School, Marshall Springs School, Ecole David Thompson, and Sherwood School Presentation		R-2	
	5 Operational Expectations			
	5.1 OE-3: Instructional Program – Annual Monitoring	C. Usih	OE-3	Page 5-1
	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 Results 2: Academic Success – Annual Monitoring	Board	R-2	Page 4-1 (Jan. 11/22)	

Time	Topic	Who	Policy Ref	Attachment
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 Revision to the Schedule of Regular Meetings <i>(THAT the Board approves the revisions as submitted.)</i>	Board	GC-2, 6	Page 9-1
	9.2 Items Provided for Board Information		OE-8	
	9.2.1 Chief Superintendent’s Update			Page 9-3
	9.2.2 Construction Projects Status Report			Page 9-8
	10 In-Camera Session			
4:30 p.m.	11 Adjournment			
	Debrief	Trustees	GC-2.3	

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

Information is collected under the authority of the Education Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

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

operational
expectations
monitoring report

Monitoring report for the
school year 2020-2021

Report date:
February 8, 2022

OE-3: Instructional Program

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Instructional Program, 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: _____
Christopher Usih, Chief Superintendent

Date: January 28, 2022

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Instructional Program, 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: _____
Chair, Board of Trustees

Date: _____

OE-3: Instructional Program**Executive Summary**

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

This Operational Expectation establishes the Board of Trustees' values and expectations for The Calgary Board of Education's work in providing an instructional program that supports student success

The Chief Superintendent's reasonable interpretation and indicators for OE-3: Instructional Program were approved on November 10, 2020. The Board of Trustees last monitored OE-3 on January 12, 2021. This report includes data available from the 2020-21 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
3.1	3.1.1	Compliant
3.1	3.1.2	Compliant
3.1	3.1.3	Compliant
3.1	3.1.4	Compliant
3.1	3.1.5	Compliant
3.2	3.2.1	Not Applicable
3.3	3.3.1	Compliant
3.3	3.3.2	Compliant
3.4	3.4.1	Compliant
3.4	3.4.2	Compliant
3.4	3.4.3	Compliant



OE-3: Instructional Program

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

Board-approved Interpretation |

Education programming at the CBE is flexible and responsive and is designed to support high levels of achievement consistent with the Board’s Results policies.

The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes.
- *educational programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study.
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

The Chief Superintendent shall:

3.1	Plan for and provide rigorous, relevant and high quality programming opportunities that consider the educational needs of students, the choices of students and families and the long-term fiscal and operational capacity of the organization.	Compliant
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Board-approved Interpretation |

The Chief Superintendent shall ensure each student has access to flexible and responsive learning that is engaging and meaningful and that best meet their educational needs through a variety of instructional programs. When planning for programming, the Chief Superintendent will balance the provision of programs and the associated costs in a fiscally sound and responsible manner.

OE-3: Instructional Program

The Chief Superintendent interprets:

- *plan* for to mean intentional identification of learning strategies and supports to achieve specific student learning outcomes;
- *rigorous* to mean opportunities that are academically, intellectually and personally challenging within the context of the Three-Year Education Plan;
- *relevant* to mean curriculum-aligned learning opportunities that are meaningful to the student;
- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes;
- *educational needs* to mean those educational supports and services an individual student may require in order to progress in their learning;
- *fiscal capacity* to mean the use of resources for student programming and support within the budgetary constraints of the CBE; and
- *operational capacity* to mean the ability of the CBE to utilize available resources efficiently and effectively.

Board-approved Indicators and Evidence of Compliance |

1. Of the 10% random samples within divisions, 100% of School Development Plans will identify specific instructional strategies and/or actions to address student Results.	Compliant
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The organization is compliant with this indicator.

Evidence statement

A review of school development plans from 24 randomly selected schools (16 elementary-junior, five middle/junior and three senior high), confirmed that CBE is compliant with this indicator as all 24 School Development Plans (SDPs) were consistent in identifying specific instructional strategies and/or actions aimed at addressing student needs to impact Results.

To support all schools, the SDP Toolkit along with Literacy, Mathematics and Well-being Frameworks are central structures used to focus instructional strategies and/or actions in schools. In 2020-21, schools were required to include a literacy and well-being goal. Of the 24 schools, 10 focused on developing skills specific to reading, 12 focused on writing and two on both reading and writing.



OE-3: Instructional Program

Examples of specific literacy instructional strategies and/or actions identified were reflective of the following:

- phonemic awareness,
- reading comprehension,
- use of diagnostic assessments,
- provision of feedback, and
- use of tools such as the Frayer Model.

Within well-being, all 24 schools identified context specific instructional strategies and/or actions that addressed Results, including:

- students and staff learning how to respect and embrace diversity and develop positive relationships with others (eight schools),
- the teaching of resiliency, perseverance, goal setting and making healthy choices (nine schools), and
- students learning skills to do what is right, act morally and balance individual concerns with the rights and needs of others (seven schools).

Review of the SDPs, demonstrated continued responsiveness to student data and the identification of instructional strategies and/or actions that addressed the priority needs emerging within each school context and in alignment with CBE’s Education Plan.

2. School Development Plans provide evidence that local measures result in program changes at the school level such as changes in practice, changes in focus, or changes in measures of improvement.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The examination of all 2020-21 School Development Plans (SDPs) provided evidence that CBE is compliant with this indicator and local measures resulted in program changes at the school level.

Improvement towards achieving SDP goals was evident in all CBE schools for the 2020-21 school year. Fewer than five per cent of schools indicated no improvement when evaluating some of their measures due to the impact of COVID-19 on teaching and learning. Schools changed these measures when schools determined that the measure selected was not effective in gauging the achievement of the desired outcome.

OE-3: Instructional Program

Changes in teacher practice specific to the implementation of high impact literacy and well-being strategies were evident as teachers collaborated within professional learning opportunities. Programming changes included shifts to assessment and reporting practices and holistic intervention. As schools utilized measures, reflection on the effectiveness of the measure was required and in some cases, evidence of changes to measures in-year were adjusted in-year. In others, the school documented an improved measure would be required for the subsequent year.

Examples of changes in teacher practice in response to local measures included:

- 14.45% increase in the number of students who improved by one or more Language Proficiency Levels over the February to June period as compared with the September to January period.
- Through explicit teaching of self-regulation strategies, each grade increased the number of self-regulation strategies students could access when required.
- Students added to the number of reading strategies they could use when identifying and synthesising key ideas.

Examples of programming changes in response to local measures included:

- Next steps in literacy are to ensure that teachers are using a small group instruction daily and with a focus on incorporating how words work by intentionally supporting students' reading, decoding, comprehension, writing and spelling skills.
- Teachers of students in grades 3-5 identified that their students were struggling with phonemic awareness. Feedback from a focus group of these teachers revealed that they were not yet comfortable with providing direct instruction on this topic. An intentional focus for the 2021-22 school year will be building staff capacity regarding the science of reading, focusing on phonemic awareness, and the implementation of word recognition teaching strategies.
- Reading comprehension was noted to be the most difficult skill for students. Improvement in reading comprehension and understanding of vocabulary across disciplines will be an area of focus for the 2021-22 school year.

OE-3: Instructional Program

To build the capacity of schools' selection of appropriate data sources to measure the summative evidence of the achievement of key outcomes, central supports included professional learning opportunities geared to:

- understanding the connection between instructional actions, key outcomes and measures,
- connecting data sources to key outcome types, and
- the process of developing local data collection tools.

3. Student learning opportunities expand as the age and developmental ability of students increases.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Based on the information provided in this section, CBE administration is of the view that it is compliant with this indicator.

Programmatic pathways and courses offered in the 2020-21 school year expanded as the age and developmental ability of students increased. Evidence is provided by the confirmation of active courses in Career and Technology Foundations (CTF), Career and Technology Studies (CTS), Fine and Performing Arts (FPA), Unique Pathways Career and Registered Trades, and Locally Developed Courses (LDCs).

The Alberta Program of Studies sets the foundation for student learning opportunities K-12. K-6 student learning opportunities are set in the context of the required curriculum foundations. As students progress into higher grades, increased opportunities are available and planned for.

Career and Technology Foundations (CTF)

During the 2020-21 school year, 25 different CTF related course offerings were available to students in middle/junior schools within The Calgary Board of Education. These 25 CTF related offerings comprised of 53 853 course enrollments across the system. This demonstrates a decrease in course offerings from the 2019-20 school year (28 CTF related course offerings), however, there was an

OE-3: Instructional Program

increase in course enrollments (49 426 enrollments). The decrease in discrete course offerings may be related to health measures and scheduling in the context of COVID-19.

Career and Technology Foundations Course Offerings 2020-21	
Course	Number of Courses
Agriculture	3
Business	11
Communications Technology	97
Computer Science	15
Construction	82
Cosmetology	7
Design Studies	32
Electro-Technologies	6
Enterprise and Innovation	13
Environmental Stewardship	1
Fabrication	3
Fashion Studies	27
Financial Management	4
Foods	45
Healthcare Services	3
Human and Social Services	3
Information Processing	10
Legal Studies	4
Logistics	3
Management and Marketing	1
Multi-Cluster	178
Primary Resources/Resources	5
Recreational Leadership	8
Technology	18
Tourism	6

Career and Technology Studies (CTS)

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High School Career and Technology Studies (CTS) programs build upon CTF programming by expanding and providing increased opportunities for choice and exploration of increasingly specialized and focused classes in all occupational clusters. CTS courses provide a broad range of experiences and can be adjusted to meet individual needs of students. CTS programs offer two kinds of pathway options:

- **Specialized skill pathways** - provides students with the knowledge, skills and attitude for employment or further education
- **Credentialed pathways** - provides student with post-secondary and/or industry credentials or articulation

CTS programs are categorized into five occupational clusters and a multi-cluster category:

- **BIT**: Business, Administration, Finance & Information Technology,
- **HRH**: Health, Recreation & Human Services,
- **MDC**: Media, Design & Communication Arts,
- **NAT**: Natural Resources,
- **TMT**: Trades, Manufacturing & Transportation, and
- **Multi**: Multi-cluster combines two or more of the clusters.

Further division of CTS programs into individual courses and pathways provided students the opportunity to develop skills in specific occupational areas (e.g., construction, computer science, welding, etc.). While not all individual CBE high schools were able offer programs in all occupational clusters or areas, as a system CBE provided multiple opportunities for students to access courses in each occupational area across the system. The chart below summarizes the number of high schools that offered courses in each occupational area and the number of programs offered in each cluster.

Occupational Cluster	# of High Schools offering at least one program in each cluster	# of Programs offered within the cluster across CBE
BIT	22	70
HRH	22	113
MDC	22	50
NAT	9	23
TMT	20	49

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Multi-Clustered	18	53
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The CTS Tier 3 Map ([Appendix I](#)) provides a detailed list of all CTS programming offered at each high school in CBE. The CTS Course Enrollment Data Chart ([Appendix II](#)) shows enrolment data in CTS courses for 2018-19, 2019-20, and 2020-21 academic school years.

Fine and Performing Arts (FPA)

From Kindergarten to Grade 12, the Fine and Performing Arts curriculum offered hands-on experiences to discover passions and meaningful opportunities to express thinking and learning.

Elementary grade levels focused on Art and Music with opportunities to embed Drama and Dance throughout the curriculum. Middle/Junior High Schools confirmed the offering of instrumental music courses, art, drama and dance dependent on teacher expertise and the availability of facilities and supplies. Specific alternative program opportunities were also available for K – 12 (Arts-Centred Learning).

In addition to Arts-Centred Learning, we also have The Performing and Visual Art Program, International Baccalaureate programs and Advanced Placement programs. Students were able to receive the Fine and Performing Arts Certificate in recognition of this achievement. To see all programs that students can enroll in to achieve this certificate, see [Fine and Performing Arts Certificate](#).

Unique Pathways

Unique Pathways programming, including Dual Credit courses/programs, Off-campus Education (including Exploratory programs and Work Experience), and Apprenticeship (Registered Apprenticeship Program) and Internship opportunities, were available to explore areas of study and career possibilities.

Unique Pathways Career Development Model | Dual Credit and Exploratory Programs

The number of Dual Credit programs remained stable for the 2020-21 school year, including 28 cohorts of students in 24 different Dual Credit courses and/or programs, despite the continued impact of COVID-19 on teaching and learning



OE-3: Instructional Program

across divisions. The Unique Pathways team was responsive to the changing learning environment in post-secondary institutions by expanding online and asynchronous offerings and increasing equity of access.

The number of Exploratory and centrally supervised Internship programs increased in the 2020-21 school year in comparison to the previous school year, as CBE was able to implement and continue 13 Exploratory and/or Internship programs. This was accomplished through the support and careful pivoting of program partners with the hope of bringing back any remaining programs in the upcoming school year.

Program Compliance Summary

Type of Programming	2019-20		2020-21	
	Number of Cohorts	Number of Programs	Number of Cohorts	Number of Programs
Dual Credit	27	23	28	24
Exploratory	3*	2*	13	11

*Most exploratory programs started in February 2020 and were cancelled due to COVID-19 in March 2020. The exceptions to cancellation were Foundations in Emergency Care as well as Recreational Leadership through the City of Calgary and Ever Active Schools.

During the 2020-21 school year, 373 students participated in centrally organized Dual Credit and Exploratory programs.

Program Results Summary 2020-21

Number of Students in central Dual Credit or Exploratory Programs	Percentage of Students who completed programs	Percentage of graduating students who transitioned to employment or post-secondary studies
373	89%	73%

Sample Pathway - Trades Career Pathway and Impact Data

In the 2020-21 school year, three Dual Credit and seven Exploratory programs were offered within the Trades Pathway umbrella. Of students enrolled in one of these Trades programs:

- 54% of students demonstrated financial need,
- 63% of students had a special education code,
- 22% of students were enrolled in K&E programming,
- 16% of students identified as Indigenous, and

OE-3: Instructional Program

- 96% of students in the trades program successfully completed their program.

Locally Developed Courses (LDC)

Evidence from Middle/Junior schools, during the 2020-21 school year, demonstrated there were 12 courses of LDCs and two Alberta Education Complementary Courses. These programs ran with 11 245 course enrollments which could include students taking either one course only or multiple courses. This demonstrated a decrease from the 2019-20 school year wherein there were 17 LDC/Alberta Education provided course offerings with 15 105 enrollments. This decrease in course offerings is due to COVID-19 restrictions linked to the restructuring of cohorts and the reorganization of timetables to support limited cohort mixing. More students were enrolled in other complementary programs, such as CTF, rather than LDC offerings.

Examples of some LDCs offered in middle/junior high schools are:

- Dance
- Performing Arts
- World History
- Yoga

At the high school level, LDC and additional complementary programming grew from 32 in 2019-20, with 11 265 course enrolments, to 36 in 2020-21 with 11 423 course enrolments.

Examples of LDCs offered in high school are:

- Creative Writing and Publishing
- Film and Media Arts
- Forensic Studies
- Leadership
- Learning Strategies

4. Area Learning Team referrals demonstrate principals access system wide supports and services to support student achievement and wellness.	Compliant
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The organization is compliant with this indicator.

OE-3: Instructional Program

Evidence statement

A review of Area Learning Team (ALT) referrals confirms that in the 2020-21 school year, 100 percent of CBE principals accessed services from the ALT. Each of the seven Area Learning Teams engaged in weekly meetings to review new referrals and confirm progress and actions with respect to ongoing supports. Area Learning Teams considered centralized resources and school or classroom-based coaching to assist with students in need of additional support beyond those provided through School Learning Teams and school-based resources.

Each Area Team confirmed their use of a Response to Intervention Model (RTI) as outlined by Alberta Education. Through this approach, schools were provided with various strategies and supports in response to individual student needs.

Documentation resulting from ALT meetings demonstrated the deployment of resources to assist schools in supporting students. Some examples of such supports include:

- Support from strategists and/or specialists to support programming for learning and behaviour;
- Access to Psychological Services, Occupational Therapy Services, Physical Therapy Services;
- Access to support from Indigenous Education, Early Learning, English Language Learning and Inclusive Education professionals;
- Support for families in working with schools and accessing community resources; and
- Support for mental health and wellness.

Intervention supports or staff development resulting from the ALT process was monitored at the school level. If further assistance was required to build staff capacity or consider additional student supports, an ALT referral could be resubmitted.

5. No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.	Compliant
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The organization is compliant with this indicator.

OE-3: Instructional Program*Evidence statement*

In a normal year, CBE has a variety of off-site activities including those that would be offered to small groups of students or be offered to the whole class. For the 2020-21 school year, 100% of principals responded that no student was denied access to whole class off-site activities. Due to COVID-19, it is difficult to establish firm data as some trips were approved and then could not proceed. Walking field trips could be provided for the months of September – December 2020. These trips do not normally have any costs associated with them. In January of 2021, only high school Physical Education 20 and 30 were permitted to occur. Physical Education 10 and Sports Performance were permitted as of March 2021. Due to the cohort model, all these classes would be considered whole class activities and schools confirmed no students were denied access.

Evidence demonstrates all indicators in subsection 1 are in compliance.

3.2	Ensure that the instructional program is regularly evaluated for long-term effectiveness, efficiency and economy and modified as necessary or warranted.	Not Applicable
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Board-approved Interpretation |

Chief Superintendent ensures all instructional programs in the CBE are regularly monitored using research informed and evidence-based methods for evaluation.

The Chief Superintendent interprets:

- *instructional programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study; and
- *evaluated for long-term effectiveness* to mean the regular use of data to determine whether the supports and services produce the intended Results priorities over time;
- *evaluated for long-term efficiency* to mean the resources dedicated to programs, over time, generate the maximum outcome possible;
- *evaluated for long-term economy* to mean programs will achieve the desired outcomes, over time at the least costly alternatives that support realization of the intended Results priorities; and
- *modified as necessary or warranted* to mean where evidence indicates change or modification is warranted that changes may be made.



OE-3: Instructional Program**Board-approved Indicators and Evidence of Compliance |**

1. An annual report of the evaluations undertaken shows that programming changes or modifications are being made when the evaluation process indicates the need to do so.	Not Applicable
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*September 15, 2020, the Board of Trustees approved revisions to Operational Expectation 3 in response to Ministerial Order #16/2020. Changes to the operational expectation required revisions to Operational Expectation 3 Reasonable Interpretations and Indicators which were approved by the Board of Trustees November 10, 2020, which did not leave enough time to develop and implement program review for the school year.

Evidence statement

Due to the timing of approval of this reasonable interpretation and indicator by the Board of Trustees, program reviews were set to begin in the 2021-22 school year. As a result, this indicator is not applicable to this report for the 2020-21 monitoring.

Evidence demonstrates one indicator in subsection 2 is in compliance and one indicator is not applicable for this reporting period.

3.3	Ensure that no program emphasizes a particular religion, notwithstanding the <i>Education Act</i> definition of alternative programs.	Compliant
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Board-approved Interpretation |

As a public education system, The Calgary Board of Education will not promote the views of specific religions.

The Chief Superintendent interprets:

- *program* to mean an instructional program based on the outcomes identified in the Alberta Education authorized programs of study.

Board-approved Indicators and Evidence of Compliance |

OE-3: Instructional Program

1. An internal review confirms that no CBE program emphasizes a particular religion.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2020-21 school year, 100% of principals confirm that no programs in the schools emphasize a particular religion.

2. No proven allegation of non-compliance with AR 3067: Religion in Education.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2020-21 school year, 100% of principals confirm the practices in their schools comply with Administrative Regulation 3067 – Religion in Education.

Evidence demonstrates all indicators in subsection 3 are in compliance.

3.4	Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the long-term fiscal and operational capacity of the organization.	Compliant
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Board-approved Interpretation |

The Chief Superintendent is responsible for providing safe and reliable transportation services that meet the CBE's legal obligations and that balances the services required to support education programming choices with the associated costs in a fiscally sound and responsible manner.



OE-3: Instructional Program

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by the CBE to provide transportation to and from school for students including public transit;
- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services;
- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control;
- *long-term fiscal and operational capacity* to mean the development of a sustainable plan affordable over a period of time within the allocated resources considering the bounds of legislation and generally accepted accounting principles; and
- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.

Board-approved Indicators and Evidence of Compliance |

1. 100 per cent of school bus stops and zones follow the Alberta Education Route Assessment criteria.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE received an Alberta Education Route Assessment for each route, and all concerns were addressed. At this time, 100% of school bus stops and zones are found to be in compliance.

2. Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.	Compliant
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The organization is compliant with this indicator.

Evidence statement

OE-3: Instructional Program

Contracts with service providers provide performance measures that allow CBE to administer penalties for instances of service concerns. Penalties with performance indicators were administered to address non-compliance with the Master Transportation agreement.

3. Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Transportation services provided by CBE balance the cost of providing transportation services with the provincial grants. Student fees were collected for the 2020-21 school year. Due to the COVID-19 pandemic, there was lower ridership resulting in the return of fees to families. A \$3.1 million dollar surplus was carried forward into the 2021-2022 school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-3: Instructional Program

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.



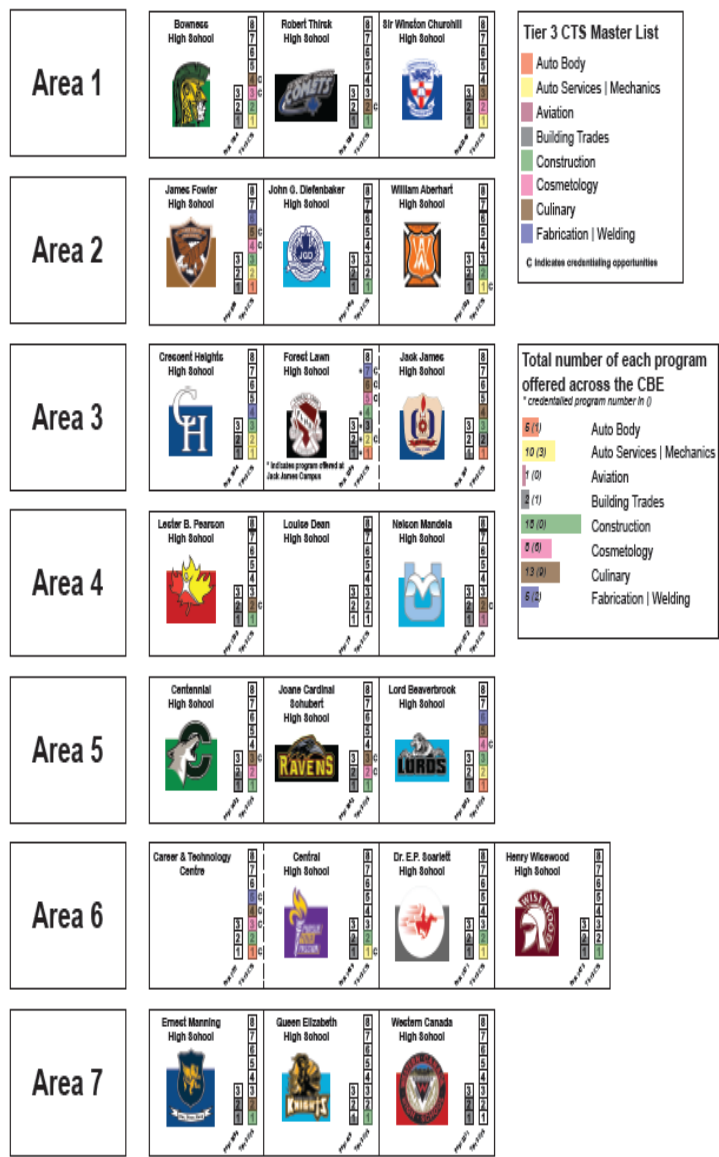
OE-3: Instructional Program

Appendix I | CTS Tier 3 Map



Tier 3 (heavy) CTS Course offerings by High School

Note: Tier 3 courses include: Auto Body, Auto Services, Aviation, Building Trades (as a dedicated program), Construction, Cosmetology, Culinary (not personal foods) and Metal Fabrication (welding, sheet metals etc.)

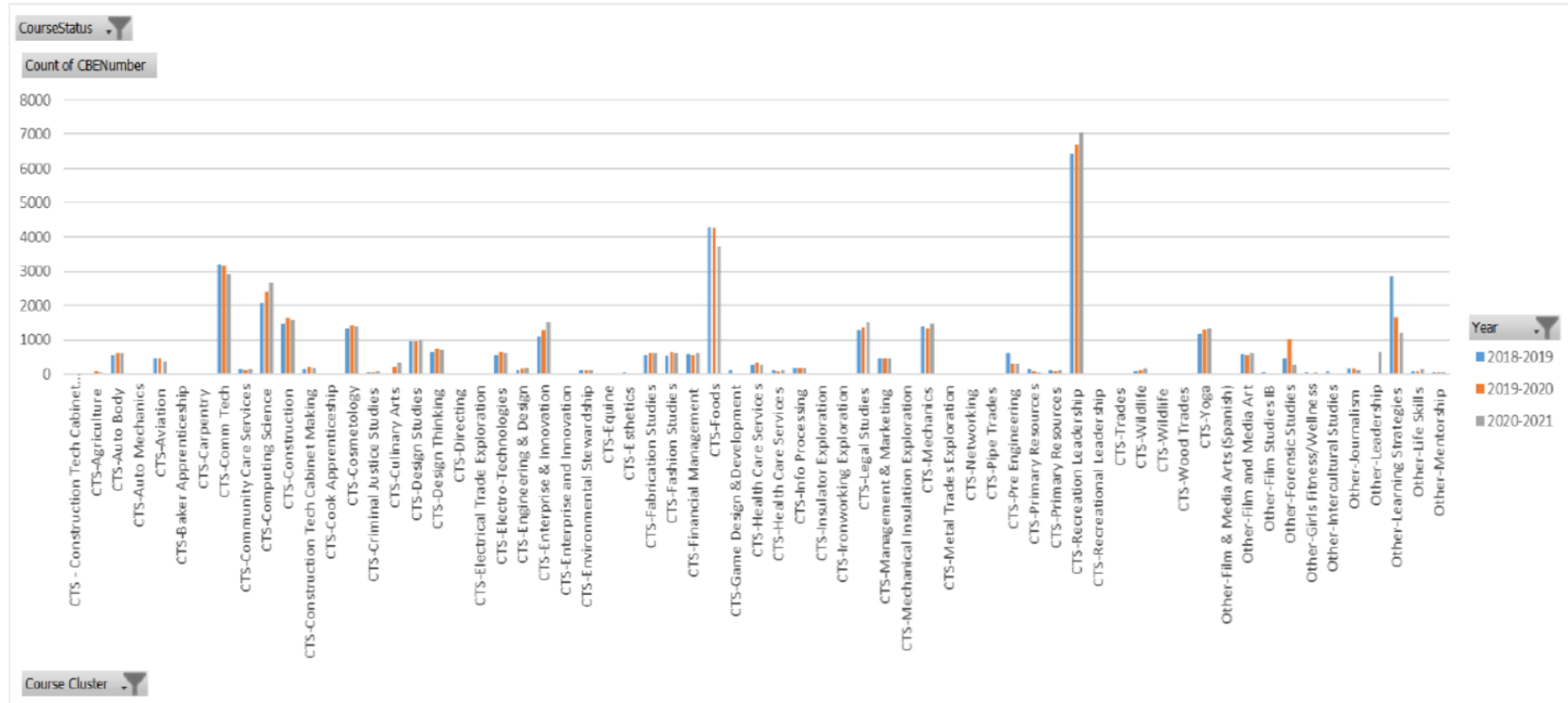


OE-3: Instructional Program

Appendix II | CTS Course Enrollment Data Chart

CTS Course Listings and Enrolment Data 2018 - 2021

The chart below shows CTS courses offered and the approximate enrollment number in all levels (introductory, intermediate and advance) over the past three academic years



results monitoring report

Monitoring report for the
school year 2020-21

Report date:
Jan. 11, 2022

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



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.

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 ≥ 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 ≥ 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 |

Evidence of Progress |

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

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	Yellow	Yellow	Yellow
	Improvement	Blue	Blue	Blue
	Overall	Green	Green	Green
Prov	Achievement	Yellow	Yellow	Yellow
	Improvement	Blue	Blue	Blue
	Overall	Green	Green	Green

- 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	Very Low	Very Low	Very Low
	Improvement	Improved Significantly	Improved	Improved Significantly
	Overall	Improved	Very Low	Improved
Prov	Achievement	Very Low	Very Low	Very Low
	Improvement	Improved Significantly	Improved	Improved Significantly
	Overall	Improved	Very Low	Improved

- 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

3 Year	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
	Achievement								
	Improvement								
	Overall								

- 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

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.

- **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

COVID-19 Context | Indicators 2 & 4 – Report Card Results

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.

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).

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 through 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.

- 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 through 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

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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

- 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.

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

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.

- 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

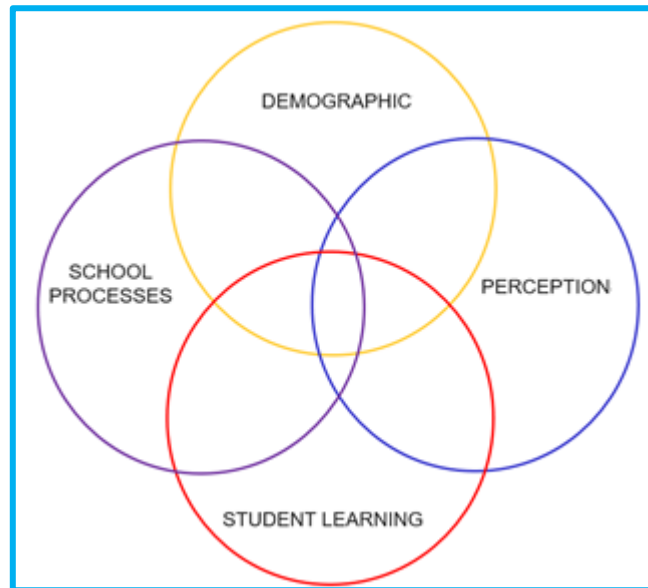
- Appendix I: Responding to COVID-19 | Monitoring and Addressing Learning Gaps
- Appendix II: Summary Tables Indicators 1, 2, 4
- Appendix III: Additional Data Sets by Indicator
- Appendix IV: Distribution of Codes

ATTACHMENT

- Attachment I: Criteria for High School Completion Categories

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.

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.

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								
	Improvement								
	Overall								

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

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.

Legend |

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

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

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

1 - The student is not meeting grade level expectations.

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

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

Stem 1: Develops 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.

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	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.

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	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.

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	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.

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	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

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-level[®] (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
- Physical Education 10 (3 credits)[®]
- Career and Life Management (3 credits)[®]
- 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)[®]. These courses may include:
 - 30-level locally developed courses
 - advanced level (3000 series) in Career and Technology Studies courses
 - 30-level Work Experience course[®]
 - 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

[Guide to Education: ECS to Grade 12 | 2021-2022](#) p. 105

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

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

The 60 credits will include:

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

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

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

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

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

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

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

C. Certificate of High School Achievement

[Guide to Education: ECS to Grade 12 | 2021-2022](#) p. 111

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

80 credits⁹ 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)⁹
- Career and Life Management (3 credits)⁹

- 5 credits in:
 - 30-level Knowledge and Employability occupational course, or
 - advanced level (3000 series) in Career and Technology Studies courses⁶, 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 course⁶, or
 - 30-level Green Certificate course⁶, or
 - Special Projects 30
- OR
- 5 credits in a 30-level Registered Apprenticeship Program (RAP) course⁶.
- ❶ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course or be identified as a Knowledge and Employability student (710 code) within the 12 months previous to the awarding of the Certificate.
 - ❷ See information on exemption from the physical education requirement.
 - ❸ See information on exemption from the CALM requirement.
 - ❹ Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of “5 credits in Advanced level (3000 series) in Career and Technology Studies courses.”
 - ❺ Refer to the Off-campus Education Handbook for additional information.
 - ❻ Refer to the Alberta Education website for additional Green Certificate information.
 - ❼ Refer to the Off-campus Education Handbook for additional information.

D. Post-Secondary Attendance

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

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

E. Apprenticeship

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

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

F. Academic Standing

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

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

report to Board of Trustees

Revision to the Schedule of Regular Meetings

Date	February 8, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

1 | Recommendation

THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings, to:

1. remove the public meeting scheduled for Tuesday April 12, 2022 held at 12:00 p.m. in the Multipurpose Room at 1221 – 8 Street SW, Calgary, Alberta or virtual through Microsoft Teams; and
2. add a public meeting to be held on Tuesday April 5, 2022 commencing at 12:00 p.m. in the Multipurpose Room at 1221 – 8 Street SW, Calgary, Alberta or virtual through Microsoft Teams.

2 | Background

On October 29, 2021, at the Board of Trustees Organizational Meeting, the Board approved the Schedule of Regular Meetings for November 2021 to June 2022. It has been brought to the Board's attention that it would be beneficial to revise the Schedule of Regular Meetings in order that Board business can be dealt with in a timely manner.

Attachment I: Schedule of Regular Meetings – revision in tracked changes





Calgary Board
of Education

**BOARD OF TRUSTEES
SCHEDULE OF REGULAR MEETINGS**

NOVEMBER 2021 TO JUNE 2022

held at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta
(or virtual through Microsoft Teams)

PUBLIC AGENDAS 12:00 p.m. to 3:00 p.m.	PRIVATE AGENDAS 12:00 p.m. to 3:00 p.m.
November 9, 2021	November 18, 2021
November 23, 2021	
December 7, 2021	December 14, 2021
January 11, 2022	
January 25, 2022	
February 8, 2022	
February 22, 2022	
March 8, 2022	
March 29, 2022	
<u>April 5, 2022</u>	
<u>April 12, 2022</u>	
April 26, 2022	
May 17, 2022	
May 24, 2022	
June 14, 2022	
June 21, 2022	

(Organizational Meeting of the Board of Trustees – Tentatively June 14, 2022)

Chief Superintendent's Update

Date	February 8, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-6: Asset Protection OE-8: Communicating and Engaging with the Public 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-2: Learning/Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student." With other reports submitted to the Board of Trustees, this update meets the requirement of providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.

OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports



submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

OE-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-8: Communicating and Engaging with the Public states that “working with our communities is a critical component to building relationships that support student success.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 in reasonably including people in decisions that affect them.

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

Learning Excellence | Core Curriculum

The conditions of the pandemic and its impact on students, families and staff have surfaced a wide range of issues and questions related to student learning in CBE schools. In response to some of the questions, in spring 2021, the Government of Alberta announced one time funding for additional supports for Grade 1 to Grade 3 students focusing on literacy and math. This initiative is intended to help school districts and educators measure how classroom disruptions caused by the COVID-19 pandemic are affecting student learning and to provide some additional supports.

Assessing students early in the school year to determine their educational needs and to plan for instruction is a regular part of every school year. This year is no different, except that instead of using some of the tools that may have been used in the past, available diagnostic tools provided by Alberta Education as part of this initiative were used.

CBE’s Grade 2 and 3 teachers collected information about students and assessed their literacy and numeracy skills and knowledge before the end of September 2021. Grade 1 numeracy and literacy assessments will be completed by the end of January 2022. Data from these assessments will be collected centrally by CBE and shared with Alberta Education.

At the individual school level, diagnostic assessment results can be used by teachers to help identify and address gaps in student foundational understanding of numbers and skills required for reading and will help inform planning for next steps.

The core curriculum specialists, in collaboration with other teams, under the goal of Learning Excellence created a professional learning plan to support administrators and teachers with interventions. This professional learning support plan has been divided into three main components: Leaders, Universal/General Interventions, and Targeted Interventions.

The Leaders component has included synchronous sessions and regular update emails to over 290 Grade 1-3 principals and assistant principals. As of December 13, 2021, three

Universal/General Interventions sessions were provided to teachers. The first literacy session, on the topic of the science of reading, was attended by approximately 197 educators. This initial intervention session offered an overview of the science behind the early reading acquisition process and how to begin to use this knowledge to meet the needs of the learners in classroom environments. The second session on December 1, 2021, which addressed Grade 2 and 3 numeracy interventions, was attended by approximately 270 teachers and administrators. The third session on December 8, 2021 examined Grade 2 and 3 literacy interventions and had 335 registrants. These two subsequent sessions supported participants in looking at their literacy and numeracy data and determining their next steps.

As of January 10, 2022, the core specialists also offered two targeted intervention sessions for those individuals designated to provide focused literacy/numeracy interventions to CBE students identified as at risk. These informative and collaborative sessions to support the implementation of targeted interventions within schools had 245 educators registered.

Learning Excellence | Indigenous Education

In response to the feedback data collected from CBE's system wide Indigenous Education Professional Learning Day on October 18, 2021, and learning request data gathered throughout the school year, the Indigenous Education Team hosted a virtual land-based learning session for CBE schools and system staff on January 21, 2022. This session was designed and delivered through the Holistic Lifelong Learning Framework and included practical examples and wise practices to support student learning. The learning also included a recording of winter teachings from Blackfoot Elder Casey Eaglespeaker. The session was recorded and shared on the Indigenous Education Stream channel with supporting resources being made available via the Indigenous Education Insite Page. Future land-based learning opportunities are planned for April 8, 2022 and May 13, 2022.

Strategic Resourcing | Research & Strategy

Research & Strategy has begun the work of moving from paper-based forms that collect student information to an online solution, SchoolEngage, that will house all student forms except those tied to fees as Rycor (fees management system) accommodates those forms.

Research & Strategy expects this initiative to have a positive impact in several key areas:

- Parents will be responsible to enter the information directly into the online form. This will reduce staff time needed to check, confirm and revise errors in PowerSchool or to collect missing documentation which in turn means confidence in the data on which many decisions (e.g., financing of schools, school development plans) are made.
- Time to put together, for example, registration packages which will be significantly reduced as the vast majority of forms in these packages will be completed via the online platform. This will save staff time as well as paper and printer maintenance costs.
- Tracking will be managed in the online platform which has the ability to automate the sending of reminders of forms not completed.

The first form shifted was the regular program K-12 student registration form which accounts for approximately 80% of CBE new registrations. Registration for the 2022-23 school year opened January 17, 2022.

Like any implementation of new software, there is a learning and adoption curve. Staff were provided with CBE created user guides and were trained before the launch of the program on January 17, 2022. Help documents created for parents can be found on the Technical Support for Students & Parents public site

(<https://cbe.ab.ca/support/Pages/SchoolEngage.aspx>). Parents may also contact CBE's Parent Account Help Line (403-817-6373) or their school for help.

The shift of hundreds of forms that collect or use student information will occur in phases. Given that each form must be created from scratch in the new system, and that Research & Strategy has limited resources to do this work, it is estimated that it will take up to five years before all forms are in SchoolEngage.

Research & Strategy is extremely excited about this significant initiative and the positive impact it will have in optimizing the use of resources in support of student and system success.

Strategic Resourcing | Keeping Schools Clean and Maintaining Cleaning Industry Management Standards Certification

On March 9, 2021, the International Sanitary Supply Association (ISSA) granted certification to the Calgary Board of Education (CBE) as a Cleaning Industry Management Standards–Green Building (CIMS - GB) with Honours organization.

The ISSA is a worldwide cleaning industry association with cleaning standards including kindergarten to grade 12 learning environments. ISSA offers certification in CIMS as third party verification that “a cleaning organization’s management systems and operations are structured to deliver consistently high-quality service, and identifies a true commitment to meeting one’s expectations.”

Facility Operations, the CBE department under Facilities and Environmental Services, is the team that provides custodial and minor maintenance services to CBE schools. Since recertification is required every two years, this team is already hard at work to ensure they maintain the high standards required for recertification of CIMS - GB in March 2023. Recertification also requires a commitment towards continuous improvement, something well ingrained within Facility Operations through the Continuous Improvement and Engagement Committee (CIEC) that involves a cross section of custodians and tradespersons.

The continuous improvement initiatives being pursued by the CIEC cover multiple areas of work within Facility Operations and are focused on making improvements in regards to the quality of the services provided, sustainability and employee training. Through these ongoing efforts, Facility Operations is helping ensure that CBE students and staff continue to benefit from the provision of sustainable cleaning that is standardized according to industry best practices and assessed in a recurring fashion.

Strategic Resourcing | Before and After School Care Services in CBE Schools

Before and after school care programs in schools provide a service that is of great importance to families. Many families consider child care options when selecting a school for their children, and when it comes to new school construction, one of the top questions asked by families is if the school will have a before and after school care program.

In CBE schools, before and after school care services are provided by licensed third party operators. Where possible, service providers utilize surplus classroom space in a school. Where dedicated space is not available, child care programs utilize school gymnasiums before and after school hours. These arrangements are facilitated through CBE's Real Estate & Leasing Services department.

Over the past 20 years, the number of licensed before and after school care programs operating in CBE schools has more than doubled, growing from 43 programs in 2002, to 93

programs in 2021. Over 70% of CBE elementary schools now have a licensed before and after school care program.

Collaborative Partnerships | Gathering Input from Parents on School Planning

CBE schools will be gathering input from parents on school planning February 1 – March 16, 2022. This includes school development plans, school budgets and school fees.

All schools (except unique settings) will provide the opportunity for parents to share their perspectives in two ways:

1. Discussion at a virtual school council or parent meeting
2. Online survey

Schools will use a centrally-developed toolkit to gather input and feedback from their parents. The toolkit includes the following templates: presentation and discussion, session evaluation, online surveys, sharing results and more. The toolkit also provides schools with the flexibility to customize and adapt materials to suit the needs and characteristics of their communities.

As there are some important differences in school planning at schools with unique settings, these schools will gather input through an online survey only and have a separate template to use that is tailored to their needs.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

report to Board of Trustees

Construction Projects Status Report

Date	February 8, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Sanjeev Sharma, Acting Director Facility Projects Erin Hafichuk, Manager, Capital Planning & Development David Jaimes, Project Manager, Facility Projects

1 | Recommendation

It is recommended:

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

2 | Issue

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



3 | Background

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

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Dr. Freda Miller School (Evergreen), Sibylla Kiddle School (Cranston), and Northern Lights School (Coventry Hills/Country Hills). Construction for the three new schools is complete with landscaping outstanding, with all three schools opening on September 8, 2020.

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

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

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

On April 14, 2020, the Government of Alberta announced that the second elementary school in Auburn Bay will be procured through a design-build contract.

4 | Analysis

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

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

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

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

5 | Conclusion

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

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



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

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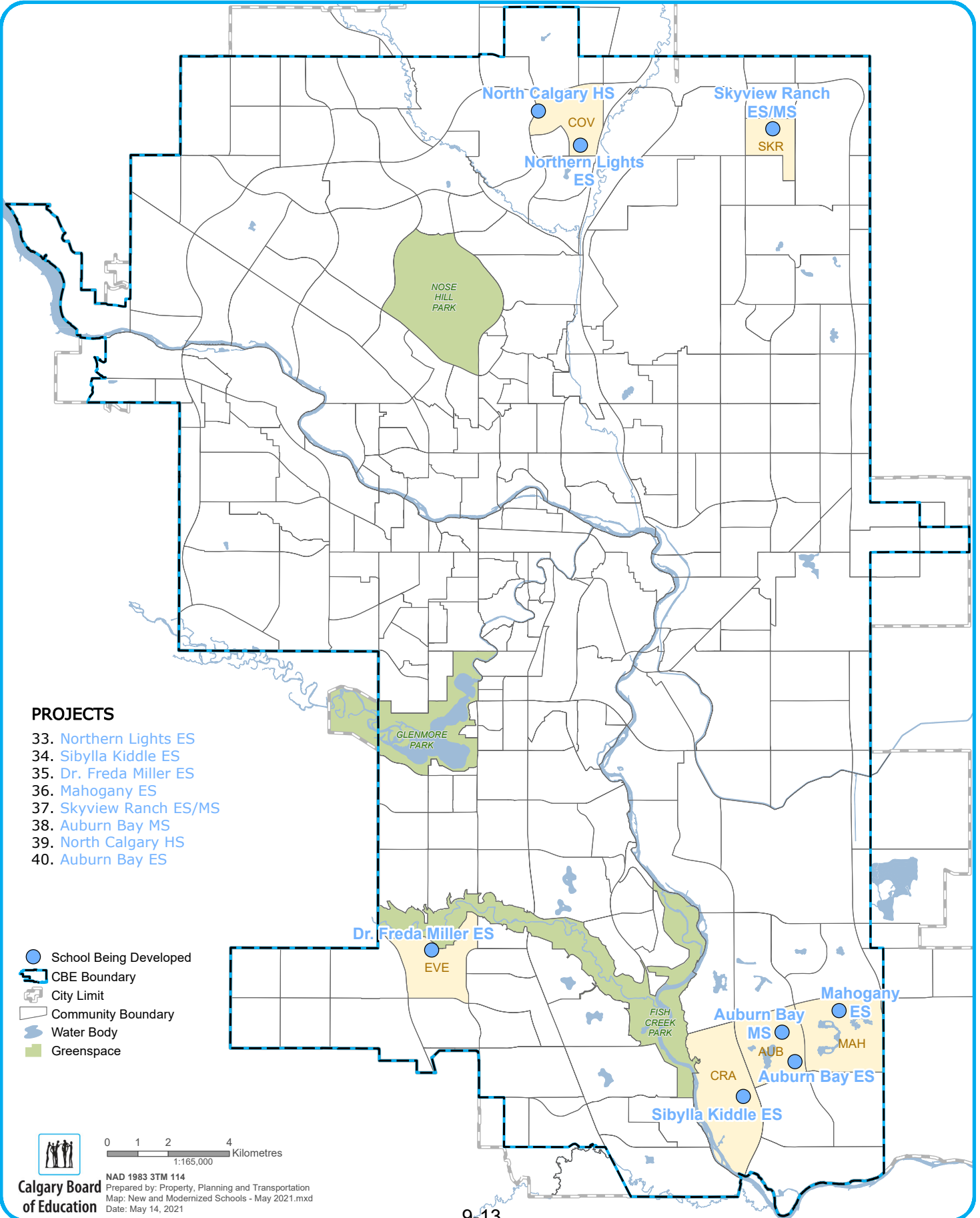
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
February 8, 2022**

Building	Opening Date	Notes/Comments	
33. Northern Lights School (Coventry Hills) Grades K-4 Capacity 600 students	Sept. 8, 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway. Landscaping outstanding.	
34. Sibylla Kiddle School (Cranston) Grades K-4 Capacity 600 students	Sept. 8 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway. Landscaping outstanding.	
35. Dr. Freda Miller School (Evergreen) Grades K-4 Capacity 600 students	Sept. 8 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway. Landscaping outstanding.	
36. Mahogany School Grades K-4 Capacity 600 students	Sept 2022	Design and Specifications	100%
		Construction Progress	80%
		Note: Project managed by Alberta Infrastructure. Construction in progress; foundation and backfill complete, steel erection complete, cladding installation underway, drywall installation ongoing, landscaping started.	
37. Skyview Ranch ES/MS Grades K-9 Capacity 900 students	Sept 2022	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	35%
		Note: Project managed by Alberta Infrastructure. Foundation complete, structural steel underway, roofing underway, radon rock installation underway, slab pours started, building envelope starting.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
February 8, 2022**

Building	Opening Date	Notes/Comments	
38. Auburn Bay MS Grades 5-9 Capacity 900 students	Sept 2022	Design and Specifications	100%
		Construction Progress	60%
		Note: Project managed by Alberta Infrastructure. Construction in progress, foundation and superstructure complete, masonry ongoing, roofing ongoing, exterior framing ongoing, HVAC installation started, window installation started, exterior framing ongoing.	
39. North Calgary HS Grades 10-12 Capacity 1800 students	TBD	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	35%
		Note: Project managed by Alberta Infrastructure. Foundation complete, masonry and structural steel erection underway, retaining walls completed, parking lot complete, HVAC and sprinkler installation started, framing and boarding underway, window installation started.	
40. Auburn Bay Elementary School Grades K-4 Capacity 600 students	Sept 2022	Design Build - Basis of Design/Bid package	100%
		Construction Award	100%
		Design and Specifications	100%
		Construction Progress	60%
		Note: Project managed by Alberta Infrastructure. Foundation and superstructure complete, exterior and interior framing ongoing, roofing ongoing, electrical and mechanical interior work ongoing, boarding and AVB install ongoing, modular classrooms tie-in ongoing.	

New and Modernized Schools As of October 2021



Mahogany Elementary School



Auburn Bay Middle School



North Calgary High School



Auburn Bay Elementary School



Skyview Ranch K-9 School

