

public agenda

February 21, 2023
11:00 a.m.

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

Regular Meeting of the Board of Trustees

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
11:00am	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	4.1 Willow Park School Presentation	K. Wierpert	R-2	
	5 Operational Expectations			
	5.1 OE-3: Instructional Program – Annual Monitoring	C. Usih	OE-3	Page 5-1
	6 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Results 2: Academic Success – Annual Monitoring		R-2	Page 4-1 (Jan 17/22)
	8.2 Proposed Amendments to Governance Policies: Operational Expectations 5: Financial Planning and Operational Expectations 8: Communicating and Engaging With the Public		GC- 2,3,5,8	Page 8-1



Time	Topic	Who	Policy Ref	Attachment
9	Consent Agenda	Board	GC-2.6	
9.1	Items Provided for Board Decision			
9.2	Items Provided for Information			
9.2.1	Chief Superintendent's Update			Page 9-1
9.2.2	Correspondence			Page 9-5
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

Notice |

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

OE – 3: Instructional Program

Monitoring report for the school year 2021-2022

Report date:
February 21, 2023

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
Christopher Usih, Chief Superintendent

Date: February 21, 2023

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 February 22, 2022. This report includes data available from the 2021-2022 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	Non-compliant
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 25 randomly selected schools (16 elementary-junior, 6 middle-junior and 3 senior high), confirms that all 25 School Development Plans (SDPs) identify specific instructional strategies and/or actions to address student Results.

The consistent theme in the review of these plans is that specific instructional actions are set to address student needs in order to impact Results. In 2021-2022, schools were required to include a literacy, mathematics, and well-being SDP goal.



OE – 3: Instructional Program*Literacy*

Of the 25 schools, 16 focused on developing skills specific to reading, 5 focused on writing, 3 focused on disciplinary literacy and 1 on speaking in their school development plans.

Results 2 – Academic Success focuses CBE students being literate and numerate across academic disciplines. CBE has implemented frameworks for both mathematics and literacy in support of this Results policy. Through implementation of *CBE Literacy Framework, K to 9 ELA: Understanding Grade Level Writing* teachers developed skills that supported the implementation of high impact literacy strategies through individual, small and whole class literacy experiences. In a review of the strategies, six emergent themes were noted. A summary of the themes are as follows:

- Use of *CBE Literacy Framework, K to 9 ELA: Understanding Grade Level Writing*, and *CBE ELA Assessment and Reporting Guide* to inform:
 - Design of literacy environments and creating a culture of reading,
 - Calibration of assessment practices, and
 - Use of word decoding strategies, high impact writing strategies, and learning progressions.
- Building classroom cultures that support literacy development:
 - Indigenous stories and oral practices,
 - Focus on student engagement, identity and perspective (diversity of texts, writing for purpose, access to culturally appropriate texts, reading enjoyment, and student confidence), and
 - Oral language development.
- Collaboration and calibration between teams, grades, divisions, and/or schools with areas of focus including:
 - Assessment practices (learning progressions, pre and post diagnostic assessments, and actionable feedback), and
 - Task design (use of evidence-based strategies and writing exemplars).



OE – 3: Instructional Program

- Use of diagnostic and formative assessment practices to identify areas of student need for responsive task design including:
 - Targeting at-risk learners and learners requiring tier two levels of intervention,
 - Microteaching with small groups and individuals,
 - Providing a tiered continuum of supports and monitoring progress,
 - Peer assessment, mentorship, and support,
 - Scaffolding strategies for word learning and concept mapping, and
 - Use of exemplars, rubrics, guided reading, flex grouping, and checklists.

- Daily structured routines for and explicit teaching of:
 - Reading comprehension strategies (concept mapping, making connections with text, text annotation, and conversation),
 - Word solving strategies (decodables, Frayer model, semantic word sorts, anchor charts, word games, and word work tasks),
 - Phonemic awareness (letter and word study skills),
 - Writing strategies (mentor texts, graphic organizers, and sentence frames), and
 - Academic, disciplinary and programs of study vocabulary.

Mathematics

To support ultimate achievement of Results 2 – Academic Success, CBE schools utilized the *CBE Assessment and Reporting Guide* and *CBE Mathematics Framework* schools focused on procedural fluency, number sense, problem solving and numeracy, teachers developed skills that supported the implementation of high impact mathematical strategies through individual, small and whole class mathematics learning experiences.

Of the 25 schools, 8 focused on developing skills specific to procedural fluency, 4 focused on number sense and a different 4 schools focused on problem solving while 2 focused on numeracy. The rest of the schools focused on goals such as number, mathematical identity, mathematical literacy, communicating in mathematics, reasoning and sense making, productive struggle and patterns and relations in their school development plans.

OE – 3: Instructional Program

In a review of the strategies four emergent themes were noted. A summary of the themes are as follows:

- Use of *CBE Assessment and Reporting Guide* and *CBE Mathematics Framework* to inform:
 - Data-informed goal setting,
 - Task design, and
 - Supporting a positive environment for mathematics.
- Collaboration and calibration around diagnostic and formative assessment to inform:
 - Assessment practices (learning intentions, self and peer assessments, learning progressions, rubrics, checklists, success criteria, and actionable feedback), and
 - Task design (high impact strategies, levelled math tasks, multiple entry points and varied solutions, developing mathematical vocabulary, and disciplinary language).
- Daily structured routines and explicit teaching for:
 - Conceptual understanding to procedural fluency,
 - Daily math routines (number talks, games, and mathematical discourse), and
 - Intentional task design (spaced practice, visual models, questioning strategies, wait time, multiple representations and flexible strategies, high level reasoning, and real-world connections).
- Building cultures that support mathematical development including:
 - Positive attitudes and relationships (growth mindsets, risk-taking, perseverance, productive struggle, problem-solving, and strategies to reduce anxiety), and
 - Promotion and inclusion of student voice, sharing and agency.

Well-being

In connection to Results 4 Personal Development, and the Board of Trustees priorities of achievement, equity, and well-being, many of the sample schools included a focus on well-being. Of the 25 schools, 9 focused on developing skills specific to belonging and connection, 8 focused on persistence and perseverance, 5 focused on developing skills specific to regulation, and 3 focused on relationships.



OE – 3: Instructional Program

In a review of the strategies within well-being, three emergent themes were noted. A summary of the themes are as follows:

- Indigenous Education informed approaches including:
 - The *Indigenous Education Holistic Lifelong Learning Framework* for task design, intentional design of learning spaces, designing approaches to well-being and character, and reconciliation,
 - Indigenous knowledges and pedagogies (Seven Sacred Teachings and sharing circles),
 - Work with Indigenous Elders, Knowledge-Keepers, and CBE Indigenous Education staff,
 - Indigenous stories and resources (*Braiding Sweetgrass* and *The Little Hummingbird*),
 - Indigenous Land-based Learning inspired work (outdoor learning, environmental learning, nature-based learning), and
 - Focus on acts of reconciliation.

- Building inclusive, welcoming, caring, safe, and respectful learning environment and school cultures that support well-being through:
 - Collaboration and calibration for equity (common language, policies and conditions for recognizing and celebrating diversity and equity, exploration of privilege, culturally responsive teaching approaches, and diversity of student literature), and
 - Building student agency and belonging (student voice, student choice, self-reflection and identification of trusted adults for support).

- Strategies and approaches including:
 - Routines and practices (mindfulness, regulation visuals and strategies, co-regulation, circle of control, growth mindsets, social vocabulary, mentor texts, picture books for diversity, anchor charts, habits of mind, and three pillars of care),
 - Interventions and supports (Response to Intervention, Collaborative Response Model, Zones of Regulation, and mental health tool kits), and
 - Direct teaching and modeling of topics related to belonging, citizenship and character (positive relationship building, trust building, problem-solving, class discussions, and role play).

OE – 3: Instructional Program

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 2021-2022 School Development Plans (SDPs) provides evidence that local measures result in program changes at the school level.

Improvement towards achieving SDP goals was evident in all CBE schools for the 2021-2022 school year. COVID-19 continued to be a recurring theme with 11.5% of schools (less than 5% in the 2020-2021 school year) indicating limited or no improvement when evaluating some of their measures due to the continued impact on teaching and learning.

An overarching theme in School Development planning was collaboration and calibration between staff. This collaboration and calibration work occurred at the team, grade, division, school, and in some cases inter-school levels, resulted in changes to program focus and practice, and was informed in many cases by the use of CBE frameworks.

Changes to measures included the use of provincial diagnostic assessments (e.g., LeNS, CC3, and Numeracy). Other changes to measures were made when schools determined that the measure selected was not effective in providing detailed information on the achievement of the desired outcome.

Changes in Practice examples

- Use of CBE developed frameworks including the *CBE Mathematics Framework* and *CBE Literacy Framework*, and the *Holistic Lifelong Learning Framework* to shift practices in task design, assessment, and reporting,
- Individual and small group targeted interventions for literacy and numeracy development based on diagnostic and regular formative assessment, and
- Use of mentor texts, exemplars and progressions to provide scaffolded support for students.



OE – 3: Instructional Program

Changes in program focus examples

- Inclusion of Indigenous informed practices including oral language development, Indigenous stories, and Indigenous Land-based Learning inspired work (outdoor learning, environmental learning, nature-based learning),
- Daily mathematical (e.g., number talks, math talks, math games), literacy (e.g., word work, phonemic instruction), and wellness (e.g., mindfulness) routines, and
- Programs tailored to support intervention (e.g., Zones of Regulation, Jump Math, Habits of Mind) .

Changes in measures examples

- Use of *CBE Assessment and Reporting Guide* and *K to 9 ELA: Understanding Grade Level Writing*.
- Increase in the number of schools using standardized diagnostic assessments including CC3, LeNS, Numeracy, and RRST for pre and post analysis of student improvement,
- Use of Response to Intervention and Collaborative Response processes to target intervention supports at-risk learners and learners requiring tier two level supports, and
- Collaboration and calibration on common, locally developed literacy and numeracy assessments.

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

Evidence statement

Programmatic pathways and courses offered in the 2021-2022 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).

OE – 3: Instructional Program

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 2021-2022 school year, 26 different CTF related course offerings were available to students in middle/junior schools within The Calgary Board of Education. This is an increase from the 25 offerings in the previous school year. These 26 CTF related offerings comprised of 69 371 course enrollments across the system. This demonstrates an increase in course registrations from the 2020-2021 school year (53 853 previously).

Career and Technology Foundations Course Offerings 2021-22	
Course	Number of Schools Offering at Least One Course
Agriculture	2
Business	6
Communications	15
Communications Technology	24
Computing Science	9
Construction	30
Cosmetology	3
Design Studies	15
Electro-technologies	4
Enterprise and Innovation	7
Environmental Stewardship	1
Fabrication	2
Fashion Studies	14
Financial Management	2
Foods	19

OE – 3: Instructional Program

Career and Technology Foundations Course Offerings 2021-22	
Course	Number of Schools Offering at Least One Course
Health Care Services	2
Human and Social Services	2
Information Processing	6
Legal Studies	2
Logistics	1
Management and Marketing	1
Multi-cluster	43
Recreation Leadership	5
Resources	3
Technology	8
Tourism	4

Career and Technology Studies (CTS)

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 programs offer two kinds of pathway options:

- **Specialized skill pathways** - provides students with the knowledge, skills and attitude for employment or further education, and
- **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.

OE – 3: Instructional Program

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 summaries 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 High Schools)	# of Programs offered within the cluster across CBE
BIT	22 (100%)	66
HRH	22 (100%)	113
MDC	22 (100%)	54
NAT	7 (32%)	20
TMT	21 (95%)	49
Multi-Clustered	18 (82%)	49

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. High Schools offered discipline-specific programming for students to explore and deepen their learning through their three years. 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](#).

OE – 3: Instructional Program**Unique Pathways**

Unique Pathways programming includes:

- Dual Credit courses/programs,
- Off-campus Education (including Exploratory, Turning Points programs and Work Experience),
- Apprenticeship (Registered Apprenticeship Program), and
- Internship opportunities that allow students to explore areas of study and career possibilities.

Dual Credit

- The number of Dual Credit programs declined slightly for the 2021-2022 school year,
- There were 24 cohorts of students in 18 different Dual Credit courses and/or programs,
- Unique Pathways team unable to offer programs through the U of C due to uncertainty regarding Covid-19, and
- Resulted in the loss of 4 dual credit programs.

Exploratory Programs

- Exploratory and centrally supervised Internship programs remained stable for the 2021-2022 school year,
- Our team implemented and maintained 13 Exploratory and/or Internship cohorts,
- Accomplished through the support and careful pivoting of program partners, and
- Goal was to re-establishing existing programming after Covid-19 and bring back any remaining programs in the upcoming school year.

Overall Enrollment

- Overall Unique Pathways enrolment increased by 7.2%,
- This despite the 25% reduction in offered Dual Credit programs and cohorts, and
- This is contributed to diligent improvement of programs, consistent review, a more efficient application process, and further refinement of supervision strategies by Unique Pathways Learning Leaders and Specialists.



OE – 3: Instructional Program

Program Compliance Summary

Type of Programming	2020-21		2021-22	
	Number of Cohorts	Number of Programs	Number of Cohorts	Number of Programs
Dual Credit	28	24	24	18
Exploratory	13	11	13	11

During the 2021-2022 school year, 400 students participated in centrally organized Dual Credit and Exploratory programs. This is an increase of 27 students from the 2020-2021 school year.

Program Results Summary 2021-2022

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
408	89%	75%

Trades Career Pathway and Impact Data

- In the 2021-2022 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:
 - 68% of students demonstrated financial need,
 - 50% of students had a special education code,
 - 17% of students were enrolled in K&E programming,
 - 11% of students were part of an outreach program
 - 10% of students identified as Indigenous, and
 - 94% of students in the trades program successfully completed their program.



OE – 3: Instructional Program

Barrier Removal – Program Completion/Transition

- 92% of students accessing barrier removal funding, completed their program, and
- 85% of students accessing barrier removal funding, moved on to employment/post-secondary.

Locally Developed Courses (LDC)

Evidence from Middle/Junior schools, during the 2021-2022 school year, demonstrated there were 14 LDC courses students enrolled in. These programs ran with 15727 course enrollments which could include students taking either one course only or multiple courses. This demonstrated no change in course offerings, however an increase in enrollment from the 2020-2021 school year with 14 course offerings and 11245 enrollments.

At the high school level, LDC and additional complementary programming grew from 36 in 2020-21, with 11 423 course enrolments, to 61 in 2021-2022 with 17053 course enrolments.

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

Evidence statement

A review of Area Learning Team (ALT) referrals confirms that in the 2021-2022 school year, 100 percent of CBE principals accessed services from the ALT. Each of the seven ALTs engaged in weekly meetings to review new referrals and confirm progress and actions with respect to ongoing supports. ALTs 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 (SLTs) and school-based resources.

OE – 3: Instructional Program

The ALT process resulted in 5137 referrals across all seven areas. The most commonly requested ALT support through the SLT process resulted in 885 referrals for psychoeducational assessments for students identified by schools as strong assessment candidates. The second most commonly requested support in 2021-2022 was for specialized class placement (660), followed by requests (553) for a school family liaison. Requests for social, behavioural and mental health psychologists (516) and diversity and learning support advisors (664) were also common requests

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.

Evidence statement

The CBE has established guidelines regarding the charging of fees as related to curriculum designations for Off-Site Activities. Please see the chart below.

	Curriculum Dependent Trip	Curriculum Enhanced Trip
Determining Factors:	The entire class (grade) is expected to go.	There is student and/or parent choice as to whether or not a student will participate.
	Lessons covered later in class will be dependent on the information presented and explored while on the trip and/or curricular outcomes will be specifically met in connection to learning activities from this trip.	Whole class lessons are not dependent on the curriculum connections made on this trip, curricular connections made on this trip are supplementary to the delivery of the curriculum covered in the school setting.



OE – 3: Instructional Program

	Curriculum Dependent Trip	Curriculum Enhanced Trip
Funds for any incurred substitute teacher costs:	Not included as part of the student fee.	May be included as part of the student fee with approval from the Area Director.
Student participation:	No eligible student may be denied participation on the basis of the inability to pay.	Participation in this activity is dependent on the costs being paid by parents.

Overall, a variety of types off-site activities are offered throughout the school year. This would include activities that would be offered to small groups of students who have participated by choice as well as those offered to the whole class (grade) where the general expectation is that all students would participate. For the 2021-2022 school year, 100% of principals responded that no student was denied access to whole class (grade), “Curriculum Dependent” off-site activities.

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.	Non-compliant
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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.



OE – 3: Instructional Program

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;
- *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.

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.	Non-compliant
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The organization is non-compliant with this indicator.

Evidence statement

Program evaluations were in progress during the 2021-22 school year. Therefore an annual report of completed program evaluations was not provided to the Board of Trustees at that time.

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



OE – 3: Instructional Program

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* |

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 2021-2022 school year, 100% of principals confirm that no programs in the schools emphasize a particular religion.



OE – 3: Instructional Program

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 2021-2022 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.

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;



OE – 3: Instructional Program

- *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 by October 31, 2021. 100% of school bus stops and zones were 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

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



OE – 3: Instructional Program

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 not collected for the 2021-2022 school year. A \$2.19 million dollar surplus was carried forward into the 2022-2023 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.



results monitoring report

Monitoring report for the
school year 2021-22

Report date:
Jan. 17, 2023

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: Christopher Usih

Date: January 17, 2022

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 across the four cohorts:

- the current year high school completion rates (3-year, 4-year, 5-year) as compared to the previous three-year average improved or improved significantly in nine of 12 cases. For the remaining three, the improvement was maintained;
- the four years of report card mean results saw upward trends in divisions 1, 2 and 3 for all nine subjects, with the exception of French Language Arts results for division 3 English Language Learners.
- in division 4, the four years of report card mean results saw upward trends as follows: English Language Arts for the All Students and English Language Learners cohorts, French Language Arts for the All Students, Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts, Languages for the Students with Identified Special Education Needs cohort, and Science and Social Studies for the All Students cohort.
- due to the pandemic and return to in-person learning there was an understandable decrease in report card results in 2021-22 as compared to 2020-21, which was most evident in divisions 3 and 4 across English Language Arts, Mathematics, Science and Social Studies.
- CBE's provincial assessment results at the acceptable standard were higher than the provincial results in 2021-22, in 80.6 per cent of the cases; and
- as compared to the previous results (2018-19), CBE's results decreased at the acceptable standard in 84.7 per cent of the cases.

Note | 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 Measures (AEAM) Results Report.

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.

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 were set for 2021-22 in this report.

Glossary of Terms |

- Alberta Education Assurance Measures (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 Measures (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 Measures (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 Measures (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 Measures.
 - 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 Measures.
 - 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 Measures.
 - 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 2021-22 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 Measures.

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.

Notes |

- 1 | The 2021-22 results Alberta Education Assurance Measures for high school completion are based on 2020-21.
- 2 | 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	Group	2018-19	2019-20	2020-21	2021-22
3-year	CBE	78.0	78.9	82.4	83.0
	Prov	79.7	80.3	83.4	83.2
4-year	CBE	81.6	83.3	84.0	86.5
	Prov	83.3	84.0	85.0	87.1
5-year	CBE	84.8	84.3	86.0	86.6
	Prov	85.2	85.3	86.2	87.1

3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22
CBE	Achievement				
	Improvement				
	Overall				
Prov	Achievement				
	Improvement				
	Overall				

Analysis of Cohort

Over the course of the past three years, CBE's All Students cohort showed continuous increases for all high school completion rate categories (3-year, 4-year and 5-year) and at a higher rate than the provincial results. When compared to the previous three-year average high school completion rates, CBE's 3-year rate improved significantly. The greatest growth (2.5 percentage points) as compared to the previous year occurred in CBE's 4-year completion rate. CBE's 4-year and 5-year completion rates saw statistically significant improvement relative to its previous three-year average.

When 2021-22 provincial and CBE results are compared, all of the province's rates were higher than the corresponding CBE rates. The 3-year high school completion rate gap between CBE and the province has closed to 0.2 percentage points in 2021-22 from 1.7 percentage points in 2018-19. Given that CBE's high school completion rates continue to trend as lower than the province's overall, it is encouraging to see narrowing of these gaps over time as evidence of incremental steps towards continuous improvement within this indicator.

1.2 English Language Learners

Rate	Group	2018-19	2019-20	2020-21	2021-22
3-year	CBE	66.5	66.3	68.6	67.3
	Prov	75.1	74.1	78.7	78.5
4-year	CBE	72.0	79.4	75.5	80.4
	Prov	82.8	83.0	83.0	86.4
5-year	CBE	79.7	75.3	85.0	79.9
	Prov	86.0	85.0	86.9	86.1

3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22
CBE	Achievement	Orange	Orange	Orange	Orange
	Improvement	Green	Green	Yellow	Yellow
	Overall	Yellow	Yellow	Orange	Orange
Prov	Achievement	Yellow	Yellow	Yellow	Yellow
	Improvement	Blue	Blue	Orange	Blue
	Overall	Green	Green	Orange	Green

Analysis of Cohort

The number of students included in this cohort ranges from 546 to 691. Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

More fluctuations over time were evident for both the provincial and CBE high school completion rates for the English Language Learners cohort. Although 3-year and 5-year rates increased from 2019-20 to 2020-21, both the province and CBE showed decreased results from 2020-21 to 2021-22, with CBE's seeing a greater decrease than the province. The 4-year rate increased significantly in 2021-22 from 2020-21 across Alberta and in CBE. While CBE results showed a 5.1 percentage point decrease for the 5-year high school completion, though this was not found to be statistically significant when compared to the previous three-year average.

The gap between provincial and CBE high school completion rates was smallest for the 4-year rate. The 3-year completion rate gap between CBE and the province was 2.6 percentage points wider in 2021-22 compared to 2018-19. CBE's results for 2021-22 as compared to the provincial results range from 6.0 percentage points to 11.2 percentage points lower and across all years, CBE's results are lower than the provincial results.

1.3 Students who Self-Identify as Indigenous

Rate	Group	2018-19	2019-20	2020-21	2021-22
3-year	CBE	40.4	38.9	48.0	48.8
	Prov	57.1	55.9	62.0	59.5
4-year	CBE	45.6	46.9	45.4	56.8
	Prov	60.8	64.2	63.6	68.6
5-year	CBE	51.6	50.5	53.1	50.7
	Prov	64.5	65.0	68.1	68.0

3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22
CBE	Achievement	Red	Red	Red	Red
	Improvement	Green	Yellow	Blue	Green
	Overall	Orange	Red	Yellow	Orange
Prov	Achievement	Red	Red	Red	Red
	Improvement	Blue	Yellow	Blue	Green
	Overall	Yellow	Red	Yellow	Orange

Analysis of Cohort

The number of students included in this cohort ranges from 342 to 386. Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

For the Students who Self-Identify as Indigenous cohort, CBE achieved continuous increases in the 3-year completion rate for two years while the province experienced a 2.5 percentage point decline in 2021-22. Following the decreases in 4-year rate in 2020-21, both the province and CBE showed notable increases in 2021-22 and they were both statistically significant when compared to previous three-year averages. In contrast to the 4-year rate, both the province and CBE showed decreased results in 2021-22 in the 5-year rate, although the decrease from CBE was not found to be significant compared to previous three-year average.

Provincial high school completion rates were higher than corresponding CBE rates for all four years. The gaps between province's and CBE rates narrowed over time in 3-year and 4-year rates. CBE's improvement of 0.8 percentage points in the 3-year completion rate is noteworthy, as the province showed a decline in of 2.5 percentage points. When high school completion rates are considered over time, CBE's results remain consistently lower than the province's results across completion rate categories with the gaps in 2021-22 ranging from 10.7 percentage points to 17.3 percentage points.

1.4 Students with Identified Special Education Needs

Rate	Group	2018-19	2019-20	2020-21	2021-22
3-year	CBE	60.1	61.0	66.9	69.4
	Prov	62.1	61.9	69.1	68.9
4-year	CBE	65.8	69.9	71.0	74.1
	Prov	68.1	69.9	70.7	76.3
5-year	CBE	67.9	70.3	74.3	75.5
	Prov	70.6	71.5	73.5	75.1

3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22
CBE	Achievement				
	Improvement				
	Overall				
Prov	Achievement				
	Improvement				
	Overall				

■ Analysis of Cohort

The number of students included in this cohort ranges from 1683 to 2076.

For the Students with Identified Special Education Needs cohort, year-over-year improvements were observed in CBE and, with the exception of the 3-year rates in 2019-20 and 2021-22, in the provincial results. As compared to the previous three-year averages, CBE achieved statistically improved results for all three rate categories.

When 2021-22 provincial and CBE high school completion rates were compared, CBE students showed stronger completion rates than the province in both the 3-year and 5-year rates with approximately 0.5 percentage point differences. Whereas, the provincial rate was 2.2 percentage points higher than CBE's for the 4-year high school completion rate. Moreover, the difference between the province and CBE in the 5-year high school completion rate decreased over time, bringing these into closest alignment in 2021-22 school year.

1.5 Summary

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	83.0	83.2	67.3	78.5	48.8	59.5	69.4	68.9
4-Year	86.5	87.1	80.4	86.4	56.8	68.6	74.1	76.3
5-Year	86.6	87.1	79.9	86.1	50.7	68.0	75.5	75.1

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

Note | for additional information, refer to [Appendix II | Summary Tables Indicators 1 to 5](#), [Appendix III | Additional Data Sets by Indicator](#), [Appendix IV | Distribution of Codes and Attachment I | Alberta's Criteria for High School Completion Categories](#).

■ **Targets for 2021-22**

No targets were set for 2021-22 school year.

■ **Interpretation**

The percentage of students completing high school within three, four or five years of starting grade 10, as measured in the Alberta Education Assurance Measures, continues to increase in CBE. It is encouraging to see that as an organization, we continue to move in the right direction relative to our established mission. The interpretation below highlights bright spots in these high school completion rate data while offering considerations for next steps to build capacity.

When considering all four cohorts and all four years, while CBE results are generally lower than provincial high school completion rates, the gap between CBE and the Province has decreased in seven of the 12 measures. CBE's 2021-22 3-year results showed improvements for three of the four cohorts. We are moving in the right direction.

■ **Celebrate**

- As compared to the previous year, CBE's results improved or improved significantly in nine of the 12 measures.
- Continued close alignment between CBE and provincial high school completion rates for the All Students cohort.
- CBE's Students who Self-Identify as Indigenous cohort completed high school in 3 years more often in 2021-22 than in 2020-21, whereas their provincial counterparts showed a decline in the 3-year high school completion rate.
- In 2021-22, CBE's Students with Identified Special Education Needs cohort completed high school in 3 and 5 years, at rates higher than the province's cohort.

- **Areas for Growth**

- The 2021-22 English Language Learners' results decreased in two of the three rates as compared to the previous year.
- The gap between CBE's and provincial results for each of the English Language Learners and Students who Self-Identify as Indigenous cohorts.

- **Building Capacity**

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

Professional Learning

- School leaders will engage in building their capacity to use the diverse Data Analytic tools in PowerSchool in order to make equitable and evidence-informed decisions in support of student achievement and well-being.
- Principals and assistant principals will expand their understanding of analysing provincial assessment results to determine adjustments to task design.
- Principals and assistant principals will enhance their ability to leverage and triangulate the data in the data dashboard to understand student achievement celebrations and areas for growth.
- School-based and service unit leaders will engage in further professional learning opportunities aimed at enhancing their understanding of anti-racist strategies, diversity and inclusion.
- School and service unit staff will be invited to participate in multiple professional learning sessions throughout the school year to build their capacity in implementing the *Indigenous Education Holistic Lifelong Learning Framework* (including Indigenous land-based learning, working with Elders and Knowledge Keepers, and acknowledging the land) in their work on behalf of students.
- All school and service unit staff will participate in Maatoomsii'Pookaiks (Children First), the system-wide Indigenous Education Professional Day of Learning, focused on building and applying foundational knowledge of First Nations, Métis, and Inuit ways of being, belonging, doing and knowing. The theme for the 2022-23 school year is Truth and Reconciliation.
- School leaders will engage in collaborative and culturally responsive conversations (Attendance Improvement Plan) regarding attendance with students and parent(s), in alignment with the *Indigenous Education Holistic Lifelong Learning Framework*.
- School leaders will be invited to participate in professional learning sessions focused on sharing wise practices and planning for school-based action to increase Indigenous student attendance.
- School staff will learn wise practices to establish and nurture meaningful relationships with Indigenous families.
- School administrators and teachers will enhance their understanding of English Language Learners' (ELLs) culture and cultural identity, language proficiency, learner profile and interest and readiness levels within a welcoming, caring, respectful, safe and inclusive learning environment.

- Teachers will engage in a continued focus on implementation of School Learning Team (SLT) and Area Learning Team (ALT) processes to ensure appropriate strategies, supports and services are provided for students.
- Staff will engage in learning on topics including partnership database, media/key message development, Dialogue Framework, how to effectively use existing digital tools, as well as engaging and communicating successfully with various stakeholders to foster stronger relationships with families and the community.

Structures & Processes

- Expand post-secondary partnerships in order to provide more dual credit programming for students.
- Expand programming with our existing partners to include a minimum of four more dual credit program cohorts and two more exploratory program cohorts, as well as building out industry connections for potential internships.
- Provide multiple modes of on-line and in-person professional learning to support teaching focusing on the following areas: vocabulary development, supporting language proficiency level 1 (LP1) and LP2 students, culturally responsive and trauma-informed classrooms and supporting beginner English language learners.
- Initiate Collaborative Response Team meetings aimed at leveraging the expertise of staff to support student Programming.
- Implement Collaborative Response protocols focused on providing each student with the required supports to be successful in learning.
- Create a Continuum of Supports in order to support teacher practice with high-impact strategies.
- Expand on implementation and support of CBE's Land Acknowledgement to action commitment to Education for Truth and Reconciliation across schools and service units.
- Action school-based Truth and Reconciliation (TRC) Commitments to acknowledge and support the implementation of the *Truth and Reconciliation Commission of Canada: Calls to Action*.
- Work with Indigenous Elder Advisory Council focused on learning and working together to implement the *Indigenous Education Holistic Lifelong Learning Framework*.
- Design and implement a system plan to hold space for Indigenous student voice in our planning and implementation of actions to support their success.
- Provide a third and final year of targeted support to 17 schools (one school is in year two) through the deployment of an Indigenous education strategist focused on building the capacity of each school to ensure that students who self-identify as Indigenous are supported to experience improved achievement and well-being. A detailed transition plan will be designed with each school to ensure that the structures and processes continue to be lived out without the support of the strategist.
- Design and implement a system level structure to track and monitor Indigenous student attendance focused on increasing Indigenous student attendance. This work will begin with a focus on Grade 10 students to support their success in high school in alignment with their *Grade 9 Holistic Transition Plan*.

- Complete a *Grade 9 Holistic Transition Plan* for students who self-identify as Indigenous to support their individual transition to high school.
- Host annual Indigenous Student Graduation event to celebrate Indigenous students completing Grade 12.
- Establish an Indigenous Education Committee with representation from the Indigenous and CBE communities, aimed at working together to support improved achievement and well-being for Indigenous students.
- Implement and engage in Collaborative Team Meeting (CTM) structure for education directors to work with all schools to achieve key outcome: students who self-identify as Indigenous are supported to experience improved achievement and well-being.
- Continue to intentionally draft Indigenous education teacher postings and recruit from post-secondary schools with programs that focus on Indigenous teaching methodologies and practices to attract applicants with training, life experience and understanding of Indigenous ways of knowing, with a goal to increase these skillsets at CBE.
- Continue to support all schools through the Attendance Team with the implementation of the Whole School Approach to Attendance and day-to-day supports and strategies.
- Create and populate diploma examination and provincial achievement test templates centrally to support the school's analysis of the results of these provincial assessments in service of improving student learning.

Resources

- Collaborate with and support High School Administrators and High School ELL Designates through targeted resources aligned with *CBE's Assessment and Reporting* and the *Revised Alberta K-12 ESL Proficiency Benchmarks* to improve high school completion.
- Create a Diversity and Inclusion Newsletter four times a year that highlights diverse texts and resources in order to support teachers when planning.
- Design a toolkit to support schools in planning tasks that are culturally appreciative so that students see their cultures represented within the texts and resources selected.
- Develop new partnerships with Indigenous community agencies focused on providing cultural resources and supports to students, families and staff.
- Design and share new resources and tools to support gaps in areas of high demand, including the *Indigenous Education Holistic Lifelong Learning Framework*, Indigenous land-based learning, working with Elders and Knowledge Keepers, and acknowledging the land.
- Design and share Indigenous Education newsletters (internal and external) to highlight good news stories and resources with staff, families and community.
- Update of the Attendance Improvement Plan document to align with CBE's *Indigenous Education Holistic Collaborative Lifelong Learning Framework*.
- Collaborate with and support LEAD (Literacy, English and Academic Development) staff through targeted resources focusing on high school completion with explicit instructional programming concentrating on English language proficiency.
- Collaborate with EducationMatters on initiatives that will remove barriers and ensure students have equitable access to learning opportunities.

- Develop an Indigenous Elders, Knowledge Keepers and Community Supports Roster to support schools and service units with accessing, learning and working with the Indigenous community.
- Update and share *Indigenous Education Holistic Collaborative Response* to support schools and service units prior to and following submission of a request for support to the Indigenous Education Team.
- Design a resource and tools focused on supporting schools to gather and action Indigenous student voice.
- Update, design and share resources and tools to support schools to increase Indigenous student attendance.
- Update and renew the Education Services Agreement (ESA) between CBE and the Tsuut'ina Nation in support of Tsuut'ina Nation students attending CBE schools.

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

Trust and validity in any body of evidence increases with the frequency in which this evidence consistently tells 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.

For many years, CBE teachers have been purposeful in gathering a body of student assessment evidence through observations, conversations and products. This year, schools had less instructional time with the extended winter break. Frequent teacher and student absences due to COVID-19 limited the collection of a rounded body of evidence for some students, in conflict with our standard.

Since teachers were frequently called upon to cover for absent teachers or to supervise, meaning they had less time to concentrate on lesson planning and assessment. They may have used assessment evidence gathered by a substitute teacher on their behalf or had students absent for large chunks of learning, and therefore, were not able to assess learning against all outcomes in the programs of study. Interestingly, when asked about the quality of education with respect to opportunities for students to access a broad category of studies, overall results are 1.1 per cent higher than the previous year, with parent and student results having a 1.6 per cent improvement and teachers a 0.1 per cent improvement.

While we use caution when considering trends over time considering the impact that the pandemic had on the ability of teachers to collect a robust body of evidence, report card data are still used to identify needs and gaps. Just like in all schools, as they dig and inquire into the data, there are always areas that emerge requiring improvement. This is also true of our work with the system data.

For more information, refer to [Appendix I | Responding to COVID-19 | Monitoring and Addressing Learning Gaps](#)

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	2018-19	2019-20	2020-21	2021-22
1	2.70	2.84	2.94	2.96
2	2.80	2.90	2.96	2.95
3	2.86	2.91	2.95	2.92
4	69.7	71.2	71.5	70.9

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

Division	2018-19	2019-20	2020-21	2021-22
1	2.78	2.97	3.07	3.10
2	2.82	2.96	2.99	3.00
3	2.83	2.88	2.88	2.87
4	72.1	74.9	73.7	72.4

▪ **Analysis of Cohort**

Overall, report card mean increases over time are more pronounced in divisions 1 and 2 for both Mathematics and English Language Arts courses for the All Students cohort in CBE. Student report grades are consistently higher in Mathematics for division 1, 2 and 4 students whereas English Language Arts report card grades are consistently higher than Mathematics grades over time for students in division 3.

In general, report card means have consistently increased over the past four years across divisions 1 and 2 for Mathematics and in division 1 for English Language Arts. Division 3 report card means for Mathematics increased for one year, remained consistent for one year and then declined in 2021-22. Mathematics report card means for division 4 have been declining since 2019-20. Across divisions 2, 3 and 4 report card means for English Language Arts had increased consistently over three year’s time until the 2021-22 school year when the means for these three divisions declined for the first time since 2018-19.

Division 4 report card means over time show the least amount of variance with English Language Arts mean remaining within a range of 1.8 over four years and Mathematics report card means in a range within 2.8 over 4

years. The widest range in means over time are found in division 1 for both Mathematics and English Language Arts report card means. With the exception of the 2018-19 school year, Mathematics report card means consistently decrease as division level increases suggesting that average CBE student achievement in Mathematics decreases as students move through the grade levels. Although this same division trend held true for English Language Arts report card means in 2021-22, this has not been a consistent trend over time for ELA report card grades.

2.2 English Language Learners

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

Division	2018-19	2019-20	2020-21	2021-22
1	2.61	2.75	2.84	2.82
2	2.68	2.79	2.82	2.82
3	2.66	2.73	2.77	2.76
4	65.2	67.5	67.5	66.9

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22
1	2.67	2.87	2.95	2.93
2	2.79	2.91	2.91	2.92
3	2.74	2.78	2.78	2.76
4	70.9	73.8	70.3	69.7

■ Analysis of Cohort

The English Language Learners cohort achieved report card grades that were marginally declined compared to 2020-21 report card means with the exception of division 2 Mathematics report card means which increased and division 2 English Language Arts report card means which remained the same since 2020-21. Over time, report card means for Mathematics and English Language Arts have consistently increased or remained the same up until the 2021-22 school year with the only exception in division 4 Mathematics.

When English Language Learner achievement in Mathematics and English Language Arts are compared, report card means continue to be higher across all divisions and across the past four years in Mathematics with the exception of division 3 students in 2021-22 who achieved the same report card means in Mathematics and English Language Arts for the first time since 2018-2019. Division 3 students achieving higher Mathematics report card means over time is a trend specific to the English Language Learner cohort.

Division 4 report card means over time in CBE show the least amount of variance with the English Language Arts mean remaining within a range of 2.3 over four years and Mathematics report card means within a 4.1 range over 4 years. The Mathematics range is widest. Over time, fluctuations have occurred across a wider report card grade range.

2.3 Students who Self-Identify as Indigenous

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

Division	2018-19	2019-20	2020-21	2021-22
1	2.09	2.23	2.29	2.37
2	2.27	2.42	2.46	2.45
3	2.33	2.42	2.44	2.37
4	62.7	62.9	60.6	58.8

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22
1	2.16	2.35	2.36	2.51
2	2.16	2.39	2.37	2.37
3	2.14	2.28	2.23	2.19
4	64.0	65.1	60.9	60.6

■ Analysis of Cohort

For the Students who Self-Identify as Indigenous cohort, division 3 achieved the highest English Language Arts results in 2018-19 and 2019-20 and division 2 results were the highest for the last two years. For Mathematics, division 1 students got the highest mean among divisions in 2018-19 and in 2021-22 while division 2 students achieved the highest average report card grades from 2020 to 2021.

In English Language Arts, division 1 and division 2 students generally showed continued year-over-year increases while division 3 and division 4 students showed decreased results in 2021-22 school year. Moreover, division 4 students had a mean of 58.8, which was significantly lower than the previous three-year average.

Similar to the English Language Arts results, division 1 students showed continuous growth over time in Mathematics. At the same time, division 3 and division 4 students showed decreases over the last two years. Moreover, division 4 also showed a significantly lower Mathematics result in 2021-22 when compared to the previous three-year average.

2.4 Students with Identified Special Education Needs

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

Division	2018-19	2019-20	2020-21	2021-22
1	2.24	2.40	2.47	2.45
2	2.41	2.57	2.61	2.61
3	2.48	2.55	2.59	2.57
4	65.2	66.3	65.4	65.1

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22
1	2.29	2.51	2.60	2.58
2	2.39	2.61	2.64	2.64
3	2.37	2.47	2.47	2.46
4	66.1	68.9	66.5	65.4

■ Analysis of Cohort

In 2021-22, English Language Arts report card means started to decline for the Students with Identified Special Education Needs cohort across divisions 1 and 3 after three continuous years of gradual increases, while division 2 means remained constant. Report card means for division 4 declined in 2021-22 compared to the previous year and over time these means have remained generally within a narrow range and have fluctuated less than division 4 Mathematics report card means.

Mathematics report card means declined across divisions in 2021-22 compared to the previous year, with the exception of division 2, which remained the same. Students in divisions 1, 2 and 4 achieved stronger results in Mathematics compared to English Language Arts, whereas division 3 students achieved stronger report card results in English Language Arts.

2.5 Summary

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

Division	All Students	ELL	Indigenous	Special Ed
1	2.96	2.82	2.37	2.45
2	2.95	2.82	2.45	2.61
3	2.92	2.76	2.37	2.57
4	70.9	66.9	58.8	65.1

B. Student report card results as a mean within Mathematics

Division	All Students	ELL	Indigenous	Special Ed
1	3.10	2.93	2.51	2.58
2	3.00	2.92	2.37	2.64
3	2.87	2.76	2.19	2.46
4	72.4	69.7	60.6	65.4

Note | for additional information, refer to [Appendix II | Summary Tables Indicators 1 to 5](#) and [Appendix III | Additional Data Sets by Indicator](#).

- **Targets for 2021-22**

No targets were set for 2021-22 school year.

- **Interpretation**

Across two subjects, division 1 and division 4 showed consistently higher Mathematics results while division 3 had higher English Language Arts performance among all cohorts of students. Except for the Students who Self-Identify as Indigenous cohort, division 2 students reported higher Mathematics means than English Language Arts in 2021-22 for different cohorts of students.

To provide a different view of the data in support of next steps, Appendix III results were examined. The percentage of the All Students cohort receiving an indicator 3 or 4 or achieving a mark that was at or above 65 was used for analysis purposes.

Among all the English Language Arts stems, “Writes to develop, organize and express information and ideas” continued to show the lowest averaged percentage of 3s and 4s across all grades in 2021-22 while “Constructs meaning and makes connections through listening” stem maintained the highest 3s or 4s percentage over time.

With regards to the English Language Arts division four courses, 10-level courses had the lowest percentage of students reaching 65 per cent or above while 30-level courses showed the highest result with approximately 60 per cent of students achieving at least 65 per cent. In addition, dash 1 courses saw at least 80 per cent of students achieving a 65 per cent or

higher final mark, whereas dash 2 and dash 4 courses ranged from 39.9 percent to 58.6 per cent.

Among different stems in Mathematics, students showed the strongest results in 2021-22 in the stem “Uses data to make predictions and answer questions”. The weakest results were in “Develops number sense and applies strategies for computation and estimation”. Unlike English Language Arts where the percentage of students with an indicator of 3 or 4 remained constant within a stem over the grades, in Mathematics, the percentage generally decreased as the grade increased, regardless of the stem.

For high school Mathematics courses, 30-level courses presented the highest results with 69.8 per cent achieving a 65 % or higher final mark, while 10-level courses mostly showed the lowest results over time. Similar to English Language Arts, students enrolled in dash 1 Mathematics courses achieved the highest number of report card marks above 65 per cent compared to dash 2, dash 3 and dash 4 courses. For dash 1 the range was 71.8 per cent to 92 per cent (Mathematics 31) and for dash 2, dash 3 and dash 4 courses the range was 46.8 per cent to 60.3 per cent.

■ **Celebrate**

- The mean report card results for divisions 1-3 in English Language Arts was at least 2.9.
- The mean report card results for divisions 1 and 2 in Mathematics was at least 3.0.
- The average number of division 1 students with an indicator of 3 or 4 on the Mathematics stems was at least 70.3 per cent.
- Over 80 per cent of division 4 students in dash 1 English Language Arts courses achieve a mark of 65 per cent or higher.

■ **Areas for Growth**

- Students’ results on the “Reads to explore, construct and extend understanding” and “Writes to develop, organize and express information and ideas” are noticeably lower than the results for the other English Language Arts stems
- The number of students achieving a final mark of 65 per cent or higher in dash 2, dash 3 and dash 4 English Language Arts and Mathematics courses is well below those of dash 1.

■ **Building Capacity**

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

Professional Learning

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

- All teachers new to kindergarten will be trained in the purpose and use of the Right to Read program and the Reading Readiness Screening Tool.
- Kindergarten teachers will enhance their understanding of the foundational literacy skills children need to master to become confident and competent readers through participation in system-led literacy focused professional development.

- Grades one to six literacy teachers will engage in multiple professional learning sessions (both from the system and within their schools) aimed at improving teacher understanding of literacy instruction in relation to the new English Language Arts and Literature (ELAL) curriculum, and appropriate application of learning technologies to support student literacy outcomes.
- Select grade 4 to 12 teachers will pilot the Improving Reading for Older Students (IROS) course including Learning and Literacy (L&L) teachers, teachers from CBe-learn and teachers from Dr. Oakley School, in order to adapt a course to be used with a larger audience to build knowledge of research-based practice in reading.
- Grade 4-12 teachers will be invited to participate in the IROS course to build knowledge of research-based practice in reading.

Structures & Processes

- Refine and then enact an implementation plan for the new English Language Arts and Literature (ELAL) curriculum.
- Refine and then enact an implementation plan for the new K-6 Mathematics curriculum.
- Ensure all kindergarten teachers administer the Reading Readiness Screening Tool in February and collect the data, using CBE's student information system, to identify the literacy/pre-literacy needs of all CBE kindergarten children.
- Refine and then implement the intervention plan in response to results of provincial literacy screening tools (i.e., Castles and Coltheart 3, English Letter Name-Sound) for grades one to three.

Resources

- Continue implementation of the *K-12 Literacy Framework* and *K-12 Mathematics Framework* to support teachers' understanding and application of teaching and assessment practices and to foster positive literacy and mathematical learning environments, effective instruction and achievement across all CBE schools.
- Update and implement the new English Language Arts and Literature curriculum Scope and Sequence documents to support teacher teams in collaborative planning for instruction.
- Support teachers in using the *Curriculum Comparison* documents for the new K-6 English Language Arts and Literature curriculum to leverage their understanding of similarities and points of intersection between the new curriculum and the former program of studies.
- Implement the new K-6 *Mathematics Scope and Sequence* documents to support teacher teams in collaborative planning for instruction.
- Support teachers in using the *Curriculum Comparison* documents for the new K-6 Mathematics curriculum to leverage their understanding of similarities and points of intersection between the new curriculum and the former program of studies.
- Update classroom resources for responsive intervention, informed by diagnostic data results.

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 Measures.

Legend |

Acc – Acceptable Standard
Ex – Standard of Excellence

Note | Province-wide security breaches occurred over the last few days of the 2021-22 PAT administration window. This would have affected CBE's English Language Arts 9 Part B results. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort by Alberta Education. However, all students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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3.1 All Students

A. Percentage of students who achieved the standards on Provincial Achievement Tests (PATs)

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	87.8	19.7	n/a	n/a	n/a	n/a	80.7	21.1
	Prov	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9
Math 6	CBE	78.8	18.6	n/a	n/a	n/a	n/a	67.4	14.3
	Prov	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6
ELA 9	CBE	76.7	15.6	n/a	n/a	n/a	n/a	72.5	15.7
	Prov	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9
ELA 9 K&E	CBE	53.4	6.8	n/a	n/a	n/a	n/a	57.3	4.3
	Prov	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0
Math 9	CBE	64.0	23.6	n/a	n/a	n/a	n/a	59.0	21.4
	Prov	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7
Math 9 K&E	CBE	54.7	12.0	n/a	n/a	n/a	n/a	55.1	13.8
	Prov	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	86.9	15.4	n/a	n/a	n/a	n/a	81.6	13.9
	Prov	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4
ELA 30-2	CBE	86.9	14.7	n/a	n/a	n/a	n/a	81.9	15.8
	Prov	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3
Math 30-1	CBE	83.4	45.5	n/a	n/a	n/a	n/a	66.5	24.4
	Prov	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0
Math 30-2	CBE	77.7	19.6	n/a	n/a	n/a	n/a	68.1	15.1
	Prov	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8

▪ Analysis of Cohort

The range students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 117 to 167
- Non-K&E PATs: 9221 to 9570
- Diploma Examinations: 1080 to 3180

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

When CBE and provincial PAT results are compared for the All Students cohort, CBE students generally outperformed the province on most English Language Arts and Mathematics courses with the exception of PAT results for K&E courses. In ELA 9 K&E, 5 per cent of the students in the province achieved the standard of excellence, which was 0.7 percentage points higher than CBE results. At the same time, CBE had a smaller percentage of students achieving the acceptable standard in Math 9 K&E as compared to the provincial results.

When comparing these two subjects, Grade 6 CBE students achieved stronger results in English Language Arts as compared to Mathematics for both standards. Moreover, Grade 9 students showed better results in the acceptable standard in English Language Arts while having a higher percentage of students achieving the standard of excellence in Mathematics when compared to English Language Arts achievement.

As compared to the last results (2018-19), the results in 2021-22 are significantly lower for most of the PATs. At the acceptable standard, for the four PATs that saw decreases, the results were 4.2 to 11.4 percentage points lower than in 2018-19.

Similar to our district's PAT results, CBE students consistently achieved stronger diploma examination results in 2021-22 when compared to the provincial results. The positive differences between CBE and provincial results ranged from 1.1 to 6.6 percentage points. English Language Arts diploma examination results showed stronger results in the acceptable standard when compared to diploma results in Mathematics.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower. At the acceptable standard, the provincial results dropped more than CBE's in three of the four exams. CBE's Mathematics courses had the most significant decrease as compared to the previous results, where less than 68.5 per cent of the students achieved the acceptable standard for both Mathematics 30-1 and 30-2.

3.2 English Language Learners

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	84.2	14.9	n/a	n/a	n/a	n/a	78.1	16.8
	Prov	81.3	13.8	n/a	n/a	n/a	n/a	76.8	16.0
Math 6	CBE	76.5	18.9	n/a	n/a	n/a	n/a	66.1	14.4
	Prov	72.7	14.5	n/a	n/a	n/a	n/a	65.3	13.1
ELA 9	CBE	63.9	6.7	n/a	n/a	n/a	n/a	62.0	8.3
	Prov	63.4	6.8	n/a	n/a	n/a	n/a	61.9	7.0
ELA 9 K&E	CBE	44.4	0.0	n/a	n/a	n/a	n/a	74.1	0.0
	Prov	49.7	2.1	n/a	n/a	n/a	n/a	45.7	2.4
Math 9	CBE	56.3	21.2	n/a	n/a	n/a	n/a	50.6	15.8
	Prov	53.3	16.3	n/a	n/a	n/a	n/a	47.0	12.9
Math 9 K&E	CBE	40.0	8.0	n/a	n/a	n/a	n/a	60.0	8.6
	Prov	54.0	15.0	n/a	n/a	n/a	n/a	54.5	9.8

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	67.9	3.4	n/a	n/a	n/a	n/a	60.5	2.0
	Prov	68.1	3.3	n/a	n/a	n/a	n/a	55.5	2.6
ELA 30-2	CBE	74.0	5.2	n/a	n/a	n/a	n/a	66.2	2.6
	Prov	73.1	4.8	n/a	n/a	n/a	n/a	63.9	3.7
Math 30-1	CBE	77.2	36.9	n/a	n/a	n/a	n/a	50.0	19.1
	Prov	71.7	27.6	n/a	n/a	n/a	n/a	52.2	19.2
Math 30-2	CBE	71.5	12.1	n/a	n/a	n/a	n/a	58.6	8.3
	Prov	68.8	11.6	n/a	n/a	n/a	n/a	46.9	6.3

▪ Analysis of Cohort

The range students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 27 to 35
- Non-K&E PATs: 1877 to 2971
- Diploma Examinations: 133 to 299

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

CBE's English Language Learners cohort had higher results as compared to the province on the English Language Arts and Mathematics PATs, except for K&E at the standard of excellence.

Much like the All Students cohort, Grade 6 English Language Learners achieved stronger results in English Language Arts as compared to Mathematics on both standards. For Grade 9 students, the percentage of students at the acceptable standard in English Language Arts was higher, while the percentage at the standard excellence in Mathematics was higher.

As compared to the last results (2018-19), the results in 2021-22 are lower for most of the PATs. At the acceptable standard, for the four PATs that saw decreases, the results were 1.9 to 10.4 percentage points lower than in 2018-19.

In 2021-22 school year, when comparing to the provincial results at the acceptable standard, CBE students generally had better diploma examination results, with the exception of Mathematics 30-1. Of particular note, in Mathematics 30-2 the per cent of CBE students achieving the acceptable standard was 11.7 percentage points higher than the province.

When comparing CBE English Language Arts and Mathematics diploma examination results, a higher percentage of students achieved the acceptable standard in English Language Arts and the standard of excellence in Mathematics. It is worth noting that more than 19 per cent of students achieved standard of excellence on the Mathematics 30-1 diploma in the 2021-22 school year.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower. At the acceptable standard, the provincial results dropped more than CBE's in three of the four exams. CBE's Mathematics courses had the most significant decrease as compared to the previous results, where less than 58.6 per cent of the students achieved the acceptable standard for both Mathematics 30-1 and 30-2.

3.3 Students who Self-Identify as Indigenous

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	69.7	6.6	n/a	n/a	n/a	n/a	57.9	8.3
	Prov	71.6	6.3	n/a	n/a	n/a	n/a	58.2	7.4
Math 6	CBE	49.7	3.3	n/a	n/a	n/a	n/a	35.4	2.9
	Prov	50.5	4.2	n/a	n/a	n/a	n/a	40.3	3.7
ELA 9	CBE	46.2	2.8	n/a	n/a	n/a	n/a	39.1	3.7
	Prov	55.0	4.2	n/a	n/a	n/a	n/a	49.4	3.6
ELA 9 K&E	CBE	41.7	8.3	n/a	n/a	n/a	n/a	39.1	0.0
	Prov	56.3	5.0	n/a	n/a	n/a	n/a	46.7	5.0
Math 9	CBE	23.3	3.4	n/a	n/a	n/a	n/a	21.0	2.2
	Prov	31.5	5.4	n/a	n/a	n/a	n/a	26.3	4.1
Math 9 K&E	CBE	42.9	6.1	n/a	n/a	n/a	n/a	30.0	3.3
	Prov	55.0	11.4	n/a	n/a	n/a	n/a	48.1	6.0

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	85.0	8.0	n/a	n/a	n/a	n/a	79.6	2.0
	Prov	84.4	5.4	n/a	n/a	n/a	n/a	73.5	4.4
ELA 30-2	CBE	89.4	18.3	n/a	n/a	n/a	n/a	85.7	9.5
	Prov	88.4	9.7	n/a	n/a	n/a	n/a	82.1	9.2
Math 30-1	CBE	68.1	19.1	n/a	n/a	n/a	n/a	41.2	5.9
	Prov	61.7	18.2	n/a	n/a	n/a	n/a	50.9	10.5
Math 30-2	CBE	92.5	17.5	n/a	n/a	n/a	n/a	75.9	6.9
	Prov	72.0	12.0	n/a	n/a	n/a	n/a	55.2	7.3

■ Analysis of Cohort

The range students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 23 to 30
- Non-K&E PATs: 371 to 411
- Diploma Examinations: 17 to 63

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

CBE's Students who Self-Identify as Indigenous cohort mostly showed lower PAT results than the province. However, more CBE students achieved the standard of excellence in English Language Arts 6 and English Language Arts 9 in the 2021-22 school year.

The largest gap between CBE and the province's results were achievement in K&E courses PATs in the acceptable standard results.

Generally speaking, CBE students achieved stronger English Language Arts PAT results than Mathematics at both standards.

As compared to the last results (2018-19), the results in 2021-22 are lower for most of the PATs. At the acceptable standard, for the six PATs that saw decreases, the results were 2.3 to 14.3 percentage points lower than in 2018-19.

In terms of diploma examinations, CBE students achieved higher results in the acceptable standard compared to the province across three of the four exams, with the exception of Mathematics 30-1. Of particular note was this cohort's achievement in Mathematics 30-2 diploma examination, with 20.7 percentage point difference between CBE and the province in those achieving acceptable standard. At the same time, results were lower at the standard of excellence as compared to the province across all diploma examinations, except for English Language Arts 30-2.

Compared to English Language Arts 30-1, CBE student standard of excellence percentage was higher in Mathematics 30-1. Additionally, the results were higher in English Language Arts 30-2 at both standards as compared to the results in Mathematics 30-2.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower. At the acceptable standard, the provincial results dropped more than CBE's in three of the four exams. CBE's Mathematics courses had the most significant decrease as compared to the previous results, where less than 41.2 per cent of the students achieved the acceptable standard for Mathematics 30-1 and the percentage of students in Mathematics 30-2 meeting this standard dropped 16.6 percentage points.

3.4 Students with Identified Special Education Needs

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	73.0	8.4	n/a	n/a	n/a	n/a	59.9	8.2
	Prov	60.7	5.1	n/a	n/a	n/a	n/a	51.7	5.6
Math 6	CBE	57.8	8.1	n/a	n/a	n/a	n/a	42.8	5.9
	Prov	44.7	5.0	n/a	n/a	n/a	n/a	36.6	4.4
ELA 9	CBE	57.6	7.7	n/a	n/a	n/a	n/a	49.8	5.4
	Prov	49.9	5.3	n/a	n/a	n/a	n/a	40.6	2.7
ELA 9 K&E	CBE	51.9	6.7	n/a	n/a	n/a	n/a	50.6	3.7
	Prov	55.5	5.0	n/a	n/a	n/a	n/a	46.5	3.5
Math 9	CBE	40.9	9.1	n/a	n/a	n/a	n/a	31.9	7.3
	Prov	32.8	6.2	n/a	n/a	n/a	n/a	28.3	5.4
Math 9 K&E	CBE	52.4	11.9	n/a	n/a	n/a	n/a	50.9	8.9
	Prov	53.6	9.7	n/a	n/a	n/a	n/a	49.0	8.3

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	84.9	10.3	n/a	n/a	n/a	n/a	76.1	11.2
	Prov	81.0	7.4	n/a	n/a	n/a	n/a	70.8	7.0
ELA 30-2	CBE	87.7	14.8	n/a	n/a	n/a	n/a	85.1	17.3
	Prov	83.1	9.3	n/a	n/a	n/a	n/a	75.1	8.9
Math 30-1	CBE	76.2	31.8	n/a	n/a	n/a	n/a	57.9	19.9
	Prov	72.8	27.2	n/a	n/a	n/a	n/a	53.6	14.7
Math 30-2	CBE	77.3	17.5	n/a	n/a	n/a	n/a	64.6	13.2
	Prov	71.2	12.9	n/a	n/a	n/a	n/a	56.6	9.5

▪ Analysis of Cohort

The range students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 81 to 112
- Non-K&E PATs: 1845 to 1935
- Diploma Examinations: 171 to 502

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

CBE's Students with Identified Special Education Needs cohort consistently achieved stronger PAT results in English Language Arts and Mathematics than the province across both standards.

In alignment with other cohorts, Grade 6 CBE students had higher English Language Arts performance than Mathematics. The percentage of CBE students achieved stronger performances across both standards in Mathematics than English Language Arts, with the exception of the acceptable standard for Mathematics 9.

CBE consistently achieved stronger diploma examination results than the province across the four exams in 2021-22 school year. In particular, English Language Arts 30-2 where CBE was 10 percentage points higher than the province at the acceptable standard and 8.4 percentage points higher at the standard of excellence.

As compared to the last results (2018-19), the results in 2021-22 were significantly lower for most of the PATs. At the acceptable standard, for the six PATs that saw decreases, the results were 1.3 to 15.0 percentage points lower than in 2018-19.

When English Language Arts 30-1 and Mathematics 30-1 diploma results are compared, the percentage of students who achieved the acceptable standard in English Language Arts was higher than that in Mathematics while the standard of excellence showed the opposite result. With respect to dash 2 exams, students achieved stronger diploma examination performances in English Language Arts as compared to Mathematics results at both standards.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower. At the acceptable standard, the provincial results dropped more than CBE's in all four exams. CBE's Mathematics courses had the most significant decrease as compared to the previous results, where less than 57.9 per cent of the students achieved the acceptable standard for Mathematics 30-1 and the percentage of students in Mathematics 30-2 meeting this standard dropped 12.7 percentage points.

3.5 Summary

A. Percentage of students who achieved the standards on Provincial Achievement Tests

ELA 6	All Students	ELL	Indigenous	Special Ed
Acc	80.7	78.1	57.9	59.9
Ex	21.1	16.8	8.3	8.2
Math 6	All Students	ELL	Indigenous	Special Ed
Acc	67.4	66.1	35.4	42.8
Ex	14.3	14.4	2.9	5.9
ELA 9	All Students	ELL	Indigenous	Special Ed
Acc	72.5	62.0	39.1	49.8
Ex	15.7	8.3	3.7	5.4
ELA 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	57.3	74.1	39.1	50.6
Ex	4.3	0.0	0.0	3.7
Math 9	All Students	ELL	Indigenous	Special Ed
Acc	59.0	50.6	21.0	31.9
Ex	21.4	15.8	2.2	7.3
Math 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	55.1	60.0	30.0	50.9
Ex	13.8	8.6	3.3	8.9

B. Percentage of students who achieved the standards on Diploma Examinations

ELA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	81.6	60.5	79.6	76.1
Ex	13.9	2.0	2.0	11.2
ELA 30-2	All Students	ELL	Indigenous	Special Ed
Acc	81.9	66.2	85.7	85.1
Ex	15.8	2.6	9.5	17.3
Math 30-1	All Students	ELL	Indigenous	Special Ed
Acc	66.5	50.0	41.2	57.9
Ex	24.4	19.1	5.9	19.9
Math 30-2	All Students	ELL	Indigenous	Special Ed
Acc	68.1	58.6	75.9	64.6
Ex	15.1	8.3	6.9	13.2

Note | for additional information, refer to [Appendix II](#) | Summary Tables Indicators 1 to 5 and [Appendix III](#) | Additional Data Sets by Indicator.

- **Targets for 2021-22**

No targets were set for 2021-22 school year.

- **Interpretation**

For the All Students, Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts, the acceptable standard results for English Language Arts 30-1 and 30-2 diplomas were the strongest among all the provincial assessments. At the same time, both the Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts had the lowest acceptable standard results in the Mathematics 9 PAT.

Unlike other cohorts, the English Language Learners cohort achieved the highest percentage in the acceptable standard in English Language Arts 6 with Mathematics 30-1 having the lowest percentage of students achieving acceptable standard. Only half of grade 12 English Language Learners achieved the acceptable standard in Mathematics 30-1 diploma in 2021-22 school year.

Like report card grades, PATs and diploma examinations are designed to capture summative assessment across many learning outcomes in the programs of study. This is achieved through a single assessment experience at the end of a yearly learning cycle, instead of being informed by a diverse and rounded body of assessment evidence over time. Provincial assessments span as many of the learning outcomes in the program of study as are possible within the parameters of the provincial assessment format. As such, there are learning outcomes not assessed on

PATs or diploma examinations that still inform report card grades. Examples include assessment data for outcomes related to skills such as listening, speaking and the front matter (i.e., values, attitudes, skills, processes) of the curriculum, which can only be assessed in a classroom environment.

These differences are included to support understanding why direct comparisons between report card and provincial achievement results require careful consideration and contextualization prior to drawing conclusions or attempting to draw parallels between these different sources of student learning data. That said, rich opportunities for triangulation between these sources support CBE in identifying at a high-level, key strengths and areas of growth. Refer to [Appendix III | Additional Data Sets by Indicator](#), Indicator 2, sections A, B, C and D for report card results by stem and course.

Given the focus of the PAT on reading and writing, an examination of results on the reading and writing report card stems for indicator 4 against the standard of excellence on the PAT was undertaken to determine alignment.

For the All Students cohort, 21.1 per cent met the standard of excellence on the ELA 6 PAT. In the 2021-22 report card results, 26.5 per cent Grade 6 students had an indicator of 4 on the reading stem (Stem 1) and 17.9 per cent on the writing stem (Stem 2). At the grade 9 level, 15.7 per cent of students met the standard of excellence on the ELA 9 PAT. This compares to 26.1 per cent of Grade 9 students with an indicator of 4 on the reading stem and 22.3 per cent on the writing stem. For ELA we see a strong alignment between report card and PAT results at grade 6.

ELA 30-1 report card results had 47.6 per cent of students achieving a final mark between 80-100%, whereas 13.9 per cent met the standard of excellence on the ELA 30-1 diploma examination. The corresponding results for ELA 30-2 was 20.1 per cent with a mark in the range of 80-100% and 15.8 per cent at the standard of excellence on the diploma examination. ELA 30-2 had stronger alignment between report card and diploma examination results.

For Mathematics, 14.3 per cent of students met the standard of excellence on the Math 6 PAT. On the report card, 31.8 per cent of Grade 6 students had an indicator of 4 on the number stem (Stem 1), 29.3 per cent on the patterns and relation stem (Stem 2) and 28.7 per cent on the shape and space stem (Stem 3). Math 9 PAT results saw 21.4 per cent of students meeting the standard of excellence. Whereas the report card results for grade 9 were 28.4 per cent for Stem 1, 26.9 per cent for Stem 2 and 26.2 per cent for Stem 3. There was greater alignment at grade 9 between the PAT and report card results.

The percentage of Mathematics 30-1 and 30-2 achieving the standard of excellence on the diploma examination was 24.4 per cent and 15.1 per cent respectively. Report card results for the 80-100% range were 57.0 per cent for Mathematics 30-1 and 28.2 per cent for Mathematics 30-2.

- **Celebrate**

- Over 20 per cent of the All Students cohort achieved the standard of excellence in English Language Arts 6, Mathematics 9, Mathematics 30-1 provincial assessments.
- 19.1 per cent of the English Language Learner cohort achieved the standard of excellence in Mathematics 30-1

- **Areas for Growth**

- 67.4 per cent of Mathematics 6 All Students cohort and 59.0 per cent of Mathematics 9 All Students cohort achieved the acceptable standard.
- 66.5 per cent of Mathematics 30-1 All Students cohort and 68.1 per cent of Mathematics 30-1 All Students cohort achieved the acceptable standard.
- The number of PATs where 80 per cent of the identified cohort met the acceptable standard is as follows:
 - All Students – one of six
 - English Language Learners – zero of six
 - Students who Self-Identity as Indigenous – zero of six
 - Students with Identified Special Education Needs – zero of six
- The number of diploma examinations where 80 per cent of the identified cohort met the acceptable standard is as follows:
 - All Students – two of four
 - English Language Learners – zero of four
 - Students who Self-Identity as Indigenous – one of four
 - Students with Identified Special Education Needs – one of four

- **Building Capacity**

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

Professional Learning

- Interested K-9 teachers will have the opportunity to participate in the Highest Level of Achievement (HLAT) Network to deepen professional understanding of the writing process and build collective knowledge and confidence in using professional judgement when assessing the complexities of written student work.
- Designated Mathematics teachers will continue to have opportunities to enhance their understanding of MathUP resources to improve teacher practice and student achievement.
- K-6 Mathematics teachers will engage in multiple professional learning sessions (both from the system and within their schools) aimed at improving teacher understanding of Mathematics instruction in relation to the new K-6 Mathematics curriculum.
- Interested middle school literacy teachers will have the opportunity to take part in Improving Reading for Older Students (IROS) course focused on learning how to improve literacy outcomes for older students who are reading below grade level.
- High School Learning Leaders are participating in a professional learning series to deepen their understanding of equitable assessment practices and to deepen their understanding of learning outcomes to ensure consistency and coherence in assessment practices.

- High school administrators are participating in a professional learning series to lead outcomes-based assessment ensuring consistency and coherence in assessment practices to support system wide implementation of outcomes-based assessment in all high schools.
- High school teachers are invited to participate in the IROS course to build knowledge of research-based practice in reading.
- Teachers, including those who are novice, will build their capacity to utilize the *Revised Alberta K-12 ESL Proficiency Benchmarks* to collect baseline data, inform instructional practice, assess for student growth and report language acquisition achievement through face-to-face and on-line professional learning sessions.
- English language learner teacher designate from each school will engage in ongoing professional learning, focused on enhancing, monitoring and accelerating English as a Second Language programming, using timely and appropriate explicit language instruction to enhance academic success.
- Inclusive Education will engage in literacy professional learning to enhance literacy experiences for students with specialized learning needs

Structures & Processes

- Further develop and implement professional learning, with Core Curriculum and other service units to support teachers in applying the Alberta Programs of Study content through a language lens within the K-12 Literacy and Mathematics Frameworks, leading with the new curriculum.
- Provide multiple modes of on-line and in-person professional learning to support teaching focusing on the following areas: vocabulary development, supporting language proficiency level 1 (LP1) and LP2 students, culturally responsive and trauma-informed classrooms and supporting beginner English language learners.
- Support school leaders in implementing a coherent approach to leading a professional learning model across the system that infuses English language learner pedagogy in Mathematics, literacy and new curriculum.

Resources

- Update Scope and Sequence documents for grades one to nine curriculum to support teacher teams in collaborative planning for instruction.
- Further develop and refine Assessment and Reporting Guides to support high school English Language Arts teachers in task design, assessment and reporting, focused on outlining criteria from the program of study and describing what students demonstrate at each level of proficiency.
- Continue to implement the *K-12 Mathematics Framework* to support teachers' understanding and application of teaching and assessment practices and foster positive mathematical learning environments, effective instruction and achievement across all CBE schools.
- Further develop and refine Assessment and Reporting Guides to support high school Mathematics teachers in task design, assessment and reporting, focused on outlining criteria from the program of study and describing what students demonstrate at each level of proficiency.

- Invite high school teachers to participate in the IROS course to build knowledge of research-based practice in reading.
 - Update classroom resources for responsive intervention, informed by diagnostic data results.
 - Continuously update the Brightspace by D2L English Language Learner (ELL) Toolbox as the common repository of ELL resources, including recorded professional learning sessions, high-impact strategies and current research.
4. Student results in each of Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), 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	2021-22
CTF/CTS	1	n/a	n/a	n/a	n/a
	2 (CTF)	3.03	3.05	3.17	3.16
	3 (CTF)	2.99	3.08	3.10	3.04
	4 (CTS)	82.1	83.7	83.7	81.8
Fine and Performing Arts	1	2.86	2.98	3.08	3.09
	2	2.94	3.06	3.13	3.12
	3	3.02	3.09	3.13	3.21
	4	82.5	84.3	81.2	82.6
French Language Arts	1	2.91	3.03	3.05	3.09
	2	2.91	3.01	3.09	3.08
	3	2.99	3.04	3.11	3.02
	4	75.7	79.3	79.7	79.9
Languages	1	2.73	2.97	3.06	3.05
	2	2.82	2.91	3.02	3.02
	3	2.94	3.09	3.11	3.10
	4	85.0	87.0	86.1	85.2
Physical Education	1	2.93	3.07	3.17	3.18
	2	3.04	3.15	3.24	3.23
	3	3.05	3.08	3.16	3.11
	4	82.0	83.5	79.9	81.4
Science	1	2.79	2.91	3.03	3.05
	2	2.81	2.90	2.96	2.96
	3	2.80	2.86	2.87	2.84
	4	73.8	76.7	76.0	74.3
Social Studies	1	2.74	2.87	2.98	2.99
	2	2.78	2.87	2.93	2.92
	3	2.81	2.88	2.91	2.88
	4	71.6	73.7	73.0	72.3

▪ Analysis of Cohort

For the All Students cohort, division 3 consistently achieved the highest average results in Languages for the four years while the division results within other subjects were varied over time:

- CTF/CTS & Physical Education: division 2 maintained the highest performance for most years with only one exception.
- Fine and Performing Arts & French Language Arts: division 3 kept the highest results for three years but division 1 had the highest results in French Language Arts in 2021-22 and divisions 2 & 3 showed the highest performance in 2020-21 in Fine and Performing Arts.
- Science: division 1 kept the highest mean for the last three years with division 2 being the highest in 2018-19.
- Social Studies: division 1 achieved the highest results for the last two years while division 3 was the strongest in 2018-19 and 2019-20.

Students in division 4 saw results at or above 80% across all years in CTS, Fine and Performing Arts, Languages and Physical Education (except 2020-21). Results in French Language Arts, Science and Social Studies were in the 70s for the four years, with the range in 2021-22 being 72.3 to 79.9.

Only division 1 showed continuous improvements across all subjects (except Languages) for the four years while increasing patterns can also be observed in other divisions for some subjects:

- Languages & Science in division 2
- Fine and Performing Arts in division 3
- French Language Arts in division 4

Compared with 2020-21 results, most division results showed decreased means in 2021-22. The most noticeable declines were in division 3 French Language Arts and division 4 results in CTF and Science.

4.2 English Language Learners

Student report card results as a mean					
Subject	Division	2018-19	2019-20	2020-21	2021-22
CTF/CTS	1	n/a	n/a	n/a	n/a
	2 (CTF)	2.90	2.96	3.08	3.26
	3 (CTF)	2.85	2.95	2.94	2.91
	4 (CTS)	79.6	81.3	80.6	77.6
Fine and Performing Arts	1	2.75	2.86	2.95	2.97
	2	2.86	2.97	3.01	3.03
	3	2.85	2.92	2.96	3.02
	4	78.7	79.7	74.8	76.1
French Language Arts	1	2.80	2.95	2.75	2.99
	2	2.87	2.93	3.00	2.96
	3	2.92	2.95	3.02	2.83
	4	73.2	72.6	69.6	70.7
Languages	1	2.82	2.98	3.11	3.11
	2	2.78	2.89	3.02	3.03
	3	2.85	2.99	3.04	2.94
	4	85.6	86.2	83.5	83.5
Physical Education	1	2.80	2.94	3.03	3.04
	2	2.95	3.06	3.14	3.13
	3	2.94	2.96	3.05	3.00
	4	78.3	80.7	75.2	77.6
Science	1	2.62	2.77	2.87	2.85
	2	2.70	2.81	2.84	2.83
	3	2.65	2.72	2.71	2.70
	4	70.4	73.7	71.1	69.0
Social Studies	1	2.59	2.74	2.83	2.80
	2	2.68	2.77	2.81	2.80
	3	2.64	2.72	2.74	2.72
	4	68.0	69.8	67.9	68.1

▪ Analysis of Cohort

For the English Language Learners cohort, division 2 was the division with the highest report card means in CTF/CTS, Fine and Performing Arts and Physical Education from 2018-19 to 2021-22 across divisions 1 to 3. In other subjects, the divisions achieving the highest results were varied over time:

- Languages, Science & Social Studies: division 1 had the highest mean in the last two years with other divisions being the highest from 2018-19 and 2019-20. (division 3 in Languages and division 2 in Science and Social Studies)
- French Language Arts: division 1 reported the highest result in 2021-22 while division 3 kept the highest performance in the previous years, with division 1 tying for highest in 2019-20.

Overall, students in division 2 had higher results as compared to divisions 1 and 3.

Students in division 4 saw results at or above 80% for the seven subjects across the four years in seven of 28 cases. The majority of results were in the seventies with six of the 28 cases under 70%.

Over the four years, continuous increases could be observed in:

- division 1 students in Fine and Performing Arts, Languages & Physical Education
- division 2 students in CTF/CTS, Fine and Performing Arts & Languages
- division 3 students in Fine and Performing Arts

In comparison to the previous three-year average results, the 2021-22 decreases in CTF/CTS (division 4), French Language Arts (division 3), Languages (division 3) and Science (division 4) were statistically significant.

4.3 Students who Self-Identify as Indigenous

Student report card results as a mean					
Subject	Division	2018-19	2019-20	2020-21	2021-22
CTF/CTS	1	n/a	n/a	n/a	n/a
	2 (CTF)	2.85	2.74	2.83	2.91
	3 (CTF)	2.60	2.71	2.70	2.66
	4 (CTS)	76.6	78.4	78.3	74.6
Fine and Performing Arts	1	2.56	2.68	2.72	2.78
	2	2.66	2.76	2.81	2.82
	3	2.72	2.80	2.74	2.88
	4	72.6	74.7	70.1	70.2
French Language Arts	1	2.74	2.93	2.80	2.98
	2	2.84	2.89	2.80	2.93
	3	2.78	2.63	3.02	2.72
	4	72.7	73.8	75.0	80.1
Languages	1	2.36	2.60	2.82	2.63
	2	2.53	2.57	2.58	2.56
	3	2.53	2.50	2.64	2.65
	4	75.4	78.5	73.7	73.1
Physical Education	1	2.64	2.70	2.76	2.86
	2	2.68	2.78	2.91	2.86
	3	2.67	2.68	2.78	2.80
	4	71.1	71.6	65.9	66.6
Science	1	2.32	2.41	2.46	2.54
	2	2.30	2.39	2.44	2.43
	3	2.20	2.28	2.30	2.24
	4	65.1	68.1	63.8	62.2
Social Studies	1	2.29	2.40	2.41	2.51
	2	2.30	2.38	2.43	2.42
	3	2.26	2.31	2.36	2.34
	4	61.5	63.9	61.1	59.4

▪ Analysis of Cohort

For the Students who Self-Identify as Indigenous cohort, the divisions with the highest report card means were varied across subjects over time:

- CTF/CTS, Physical Education & Science: One division maintained the highest record for the four years. Division 2 in CTF/CTS, division 2 Physical Education (though division 1 tied in 2021-22) and division 1 in Science.
- Fine and Performing Arts: division 3 kept the highest results from 2018-19 to 2019-20 and 2021-22 while division 2 achieved the highest results in 2020-21 school year.
- French Language Arts & Social Studies: The highest-achieving division changed every year and division 1 had the highest result in both subjects in 2021-22.
- Languages: The division achieving the highest result in 2021-22 was different from those in previous three years. Division 3 got the highest mean in 2021-22.

Students in division 4 saw results at or above 80% for the seven subjects across the four years in one of 28 cases. The majority of results were in the seventies with 10 of the 28 cases under 70%.

Across the four years, year-over-year increases could be seen in:

- division 1 in Fine and Performing Arts, Physical Education, Science & Social Studies
- division 2 in Fine and Performing Arts
- division 3 in Physical Education
- division 4 in French Language Arts

In addition, the results in division 4 French Language Arts improved significantly as compared to the previous three-year performance. The decrease in CTF/CTS in division 4 was 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	2021-22
CTF/CTS	1	n/a	n/a	n/a	n/a
	2 (CTF)	2.80	2.82	2.91	2.83
	3 (CTF)	2.70	2.83	2.86	2.81
	4 (CTS)	78.2	80.2	79.9	77.6
Fine and Performing Arts	1	2.50	2.63	2.71	2.72
	2	2.64	2.79	2.85	2.86
	3	2.75	2.88	2.86	2.95
	4	77.3	79.5	76.0	78.3
French Language Arts	1	2.43	2.60	2.64	2.62
	2	2.49	2.67	2.83	2.75
	3	2.72	2.77	2.87	2.69
	4	70.0	74.8	74.1	74.9
Languages	1	2.28	2.53	2.53	2.49
	2	2.47	2.57	2.66	2.63
	3	2.57	2.73	2.70	2.74
	4	78.6	80.0	79.7	79.2
Physical Education	1	2.57	2.73	2.82	2.78
	2	2.77	2.91	3.02	3.02
	3	2.79	2.84	2.95	2.90
	4	76.8	78.4	73.5	75.7
Science	1	2.41	2.49	2.62	2.59
	2	2.43	2.54	2.61	2.62
	3	2.39	2.46	2.47	2.47
	4	67.7	70.7	69.0	67.3
Social Studies	1	2.33	2.44	2.53	2.49
	2	2.37	2.50	2.56	2.55
	3	2.40	2.48	2.51	2.51
	4	65.7	68.0	66.7	65.8

▪ Analysis of Cohort

For the Students with Identified Special Education Needs cohort, division 3 kept the highest report card results in Fine and Performing Arts and Languages across divisions 1 through 3 for the four years. For other subjects, the highest-performing divisions over time were:

- CTF/CTS & Science: division 2 maintained the highest level for most of years with one exception for the four years.
- French Language Arts, division 2 became the highest-achieving division in 2021-22 for the first time while division 3 kept the highest results from 2018-19 to 2020-21.
- Physical Education & Social Studies: division 2 had the highest mean for all but 2018-19 when division 3 had the highest mean.

Overall, division 2 students had higher results as compared to division 1 and 3.

Students in division 4 saw results at or above 80% for the seven subjects across the four years in two of 28 cases. The majority of results were in the seventies with seven of the 28 cases under 70%.

Over the four years, division 1 in Fine and Performing Arts and division 2 in Fine and Performing Arts, Physical Education as well as division 2 and division 3 in Science kept a general upward trend. Similar to other cohorts, most of division results in 2021-22 showed year-over-year decreases. Moreover, division 4 students showed statistically significant declines in CTS and Science in the 2021-22 school year.

4.5 Summary

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.16	3.26	2.91	2.83
Division 3	3.04	2.91	2.66	2.81
Division 4	81.80	77.64	74.57	77.62
FPA	All Students	ELL	Indigenous	Special Ed
Division 1	3.09	2.97	2.78	2.72
Division 2	3.12	3.03	2.82	2.86
Division 3	3.21	3.02	2.88	2.95
Division 4	82.56	76.06	70.16	78.31
French	All Students	ELL	Indigenous	Special Ed
Division 1	3.09	2.99	2.98	2.62
Division 2	3.08	2.96	2.93	2.75
Division 3	3.02	2.83	2.72	2.69
Division 4	79.88	70.70	80.14	74.93
Languages	All Students	ELL	Indigenous	Special Ed
Division 1	3.05	3.11	2.63	2.49
Division 2	3.02	3.03	2.56	2.63
Division 3	3.10	2.94	2.65	2.74
Division 4	85.19	83.45	73.13	79.19
Physical Education	All Students	ELL	Indigenous	Special Ed
Division 1	3.18	3.04	2.86	2.78
Division 2	3.23	3.13	2.86	3.02
Division 3	3.11	3.00	2.80	2.90
Division 4	81.35	77.63	66.63	75.66
Science	All Students	ELL	Indigenous	Special Ed
Division 1	3.05	2.85	2.54	2.59
Division 2	2.96	2.83	2.43	2.62
Division 3	2.84	2.70	2.24	2.47
Division 4	74.27	69.01	62.15	67.25
Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.99	2.80	2.51	2.49
Division 2	2.92	2.80	2.42	2.55
Division 3	2.88	2.72	2.34	2.51
Division 4	72.30	68.09	59.40	65.75

Note | for additional information, refer to [Appendix II](#) | Summary Tables Indicators 1 to 5 and [Appendix III](#) | Additional Data Sets by Indicator.

- **Targets for 2021-22**

No targets were set for 2021-22 school year.

- **Interpretation**

Across different subjects, the following results were consistent for all four cohorts across all four divisions over time:

- CTF/CTS, Fine and Performing Arts, Languages and Physical Education results were higher than Science and Social Studies results.
- French Language Arts results were higher than Social Studies results.

To provide a different view of the data in support of next steps, Appendix III results were examined. The percentage of the All Students cohort receiving an indicator 3 or 4 or achieving a mark that was at or above 65 was used for analysis purposes.

In 2021-22, division 3 consistently showed the lowest 3s and 4s percentages for most of subjects except for Languages where division 1 showed the lowest percentage. Meanwhile, division 2 had the highest percentage of students getting an indicator of 3 or 4 in Fine and Performing Arts, Physical Education and French Language Arts with division 1 being the highest division in Science and Social Studies and division 3 the best-achieving division in Languages, respectively.

Across different grades, Grade 8 showed the lowest-performing percentage in most of subjects except for Languages where Grade 6 students received the lowest result.

In division 4, CTF saw 80 per cent of students with marks at or above 65%. Within Fine and Performing Arts, Languages and Physical Education, The highest percentage of marks in the 65-100% range by subject at the 30-level. Division 4 French Language Arts dash 1 courses had over 90 per cent of students with a final mark at or above 65%.

With regards to the Science division 4 courses, Biology, Chemistry and Physics courses had at least 76 per cent of students at or above 65%. Whereas, Science courses (10, 14, 10-4, 20, 20, 24, 20-4, 30) had between 43.2 per cent and 69.8 per cent of students in the 65-100% range.

For high school Social Studies courses, 30-level courses presented the highest results with 85.8 per cent achieving a 65% or higher final mark. Students enrolled in dash 1 Social Studies courses achieved the highest number of report card grades above 65 per cent compared to dash 2 and dash 4 courses. For dash 1 the range was 83.1 per cent to 85.8 per cent and for dash 2 & dash 4 courses the range was 36.6 per cent to 62.0 per cent.

- **Celebrate**
 - Overall achievement on report cards in CTF/CTS, Fine and Performing Arts, Languages and Physical Education.
- **Areas for Growth**
 - Overall achievement on report cards in Science and Social Studies.
 - Division 4 achievement in Social Studies dash 2 and 4 courses as well as Sciences outside of Biology, Chemistry and Physics.
 - Overall achievement in grade 8 across courses.
- **Building Capacity**
The following is the list of next steps based on the analysis.

Professional Learning

- Middle years teachers and school administrators are participating in system-wide professional learning sessions with a focus on middle level learner identity that include both the science and social studies disciplines through the lens of disciplinary literacy and interdisciplinary work in to deepen their understanding of the social studies and science disciplines.
- High School Learning Leaders are participating in a professional learning series to deepen their understanding of equitable assessment practices and learning outcomes to ensure consistency and coherence in assessment practices.
- High school administrators are participating in a professional learning series to lead outcomes-based assessment ensuring consistency and coherence in assessment practices to support system wide implementation of OBA in all high schools.
- K-12 teachers will engage in professional learning to enhance their understanding of how to implement the student Well-Being Framework to support School Development Plan well-being goals. This will include 'drive-in' workshops, on-line learning opportunities and embedding components into K-6 new curriculum and middle/junior Friday professional learning sessions.
- Well-being facilitators and interested staff from each school will engage in monthly professional learning opportunities aimed at deepening their understanding of the components of Comprehensive School Health, including the CHS online *Building Healthy School Communities* course for leaders.
- K-12 leaders and teachers will learn how to better support their community's well-being through attending well-being learning sessions centered on leadership, families and caregivers.
- Designated certificated staff from each K-9 school site will participate in Go To Educator Training to increase their understanding in identifying mental health challenges that may arise in students and processes for seeking further support.
- K-6 teachers will understand how to support their students' learning within the new Physical Education and Wellness Curriculum.
- Teachers will engage in on-line sessions to support the implementation of the new K-6 Physical Education and Wellness Curriculum.
- Teachers will continue to participate in bi-monthly 'drive-in' workshops to support physical education and wellness.

- Middle school teachers (4-9) will engage in system professional learning designed to focus on improving student well-being through effective instructional practises.
- Teachers will increase their skill and ability to leverage technology into student-community engagement and curriculum integration in incorporating Minecraft Education Edition for learning through the Minecraft: Education Edition Design Challenge, Level up, Calgary! Community Reimagined, Reconfigured, Revitalized in collaboration with Microsoft, The City of Calgary, and the Calgary Public Library (CPL).
- CTS specialists will offer ongoing professional learning opportunities for all teachers involved in the BasicBot (tBB) robotics pilot.
- Complementary Curriculum specialists and team will support an essential complementary emergency equipment fund in order to minimize the impact of broken or malfunctioning CTS or CTF equipment.
- CTS specialists will establish the CTS Professional Learning Network Series in order to provide opportunity for targeted professional development in specialized CTS areas.
- CTS, CTF and Unique Pathways specialists coordinate skilled trades exploration and information for girls at Southern Alberta Institute of Technology (SAIT) through Jill of All Trades day at SAIT.
- CTS and CTF specialists establish a supported and cohesive method for helping teachers support career exploration in CTF and CTS courses using myBlueprint.
- CTF and fine arts specialists will continue to provided guidance and examples of how to successfully and meaningfully intergrade CTF and Fine Arts in middle school.
- CTS and CTF specialists will provide multiple professional development opportunities for teachers and administrators to engage in the Design Thinking process though Design The Shift.
- CTF specialist will establish a summer construction training program for CTF construction teachers to develop foundational knowledge, skills and safe practices for teaching construction courses in middle school.
- CTS specialist in collaboration with CTS LLs and assessment team will establish a common combined outcomes assessment method for single credit CTS courses to bring consistency of approach, language and assessment method that better aligns with current CBE assessment expectations.

Structures & Processes

- Hire a social studies specialist and a science specialist to support system work related to new curriculum, middle years learner identity, high impact strategies, and outcomes-based assessment, focused specifically on these two subject disciplines.
- Middle years teachers and school administrators utilize system-created professional learning content packages and resources that include social studies and science outcomes related to high impact strategies to deepen their understanding of learnings.
- Meet regularly with CBE's Well-Being Stewardship Group in order to leverage the working sub-groups, which are focused on creating coherence and effective strategies for advancing a culture of well-being.

- Build upon established well-being professional learning network of teachers in order to support the implementation of the Comprehensive School Health components at their school.
- Implement the revised Three-Year Technology Planning template and collaborative support structures to support schools in the appropriate selection and management of technology tools to meet curricular outcomes.
- Facilitate teacher working groups to update and renew locally developed courses in order to support specific student and/or community needs.
- Bring CTS teachers together twice a year with others teaching similar courses and in similar occupational clusters to share with the goal of improving practice. Locations are distributed throughout various CBE high schools and will rotate each time, providing opportunities for CTS teachers to experience different physical spaces as well as to develop strong professional relationships with their peers.
- Provide teacher professional development and support through food safety training opportunities.
- Collaborating on Level Up Calgary to produce an authentic, engaging, and curricular-aligned design challenge that tasks students with imagining Calgary's future in Minecraft. Students will interview field experts, navigate recognizable downtown landmarks and public art, and explore Indigenous resources. These interactions inform the builds they will ultimately submit for consideration by a panel of City of Calgary experts.
- Facilitate teacher and school administration working groups to update scheduling document for Jr/Middle settings to better facilitate consistent CTF and FPA programming.
- Construction teaching staff in CTF will attend a week long training session in August at SAIT, delivered by a Red Seal SAIT construction instructor.

Resources

- Present CBE's student Well-Being Framework to create a common understanding of how to improve our culture of well-being in CBE.
- Complete and release CBE's student Well-Being Companion Guide to further support schools in achieving their School Development Plan well-being goals.
- Identify and recommend foundational resources to support K-6 teachers as they implement the new Physical Education and Wellness Curriculum.
- Update and create digital citizenship guiding documents to meet the needs of current technology trends and usage to support student well-being.
- Continuing to create documentation and develop structures for the sharing of large and small Career and Technology equipment and tools between schools to ensure stewarding of resources.
- Creating a scope and sequence from CTF to CTS using myBlueprint, to develop digital portfolios, career exploration and pathways to high school success, with the understanding of current use in both Health and CALM.

- Teachers will be provided with a challenge to explore the Design Thinking process and rubric that reflects best assessment practices in CTF. This challenge can be used as a model to produce other design thinking challenges in various CTF courses.
 - Created a CTF Newsletter to keep teachers and administrators informed of the various opportunities to collaborate, attend professional development and get inspired by industry experts.
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 Measures.

Legend |

Acc – Acceptable Standard
Ex – Standard of Excellence

Note | Province-wide security breaches occurred over the last few days of the 2021/22 PAT administration window. This would have affected CBE's Science 9 results. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort by Alberta Education. However, all students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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5.1 All Students

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	93.2	19.0	n/a	n/a	n/a	n/a	85.3	8.8
	Prov	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6
Science 6	CBE	81.2	31.0	n/a	n/a	n/a	n/a	77.2	26.9
	Prov	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7
Social Studies 6	CBE	83.0	29.3	n/a	n/a	n/a	n/a	74.1	22.0
	Prov	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1
FLA 9	CBE	82.3	10.1	n/a	n/a	n/a	n/a	74.6	8.9
	Prov	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9
Science 9	CBE	75.8	27.4	n/a	n/a	n/a	n/a	69.9	26.0
	Prov	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6
Science 9 K&E	CBE	51.6	10.3	n/a	n/a	n/a	n/a	55.1	9.2
	Prov	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0
Social Studies 9	CBE	71.9	21.8	n/a	n/a	n/a	n/a	65.8	18.4
	Prov	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2
Social Studies 9 K&E	CBE	52.5	11.5	n/a	n/a	n/a	n/a	59.6	14.9
	Prov	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	94.9	18.9	n/a	n/a	n/a	n/a	92.3	5.8
	Prov	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8
Social Studies 30-1	CBE	90.7	24.1	n/a	n/a	n/a	n/a	88.0	24.5
	Prov	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8
Social Studies 30-2	CBE	83.6	19.4	n/a	n/a	n/a	n/a	80.2	23.8
	Prov	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2
Biology 30	CBE	87.8	45.9	n/a	n/a	n/a	n/a	82.9	37.9
	Prov	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2
Chemistry 30	CBE	89.4	53.3	n/a	n/a	n/a	n/a	85.8	43.1
	Prov	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1
Physics 30	CBE	90.8	56.2	n/a	n/a	n/a	n/a	86.9	47.9
	Prov	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6
Science 30	CBE	85.8	33.1	n/a	n/a	n/a	n/a	80.0	21.9
	Prov	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2

■ **Analysis of Cohort**

The range students in this cohort who wrote French Language Arts, science and social studies provincial assessments were as follows:

- K&E PATs: 94 to 98
- Non-K&E PATs: 571 to 9568
- Diploma Examinations: 155 to 2346

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

When CBE and provincial PAT results for 2021-22 are compared for the All Students cohort, CBE consistently had a higher percentage of students at the acceptable standard as compared to the province, with one exception (Science 9 K&E).

Moreover, CBE also demonstrated strong achievement results at the standard of excellence in 2021-22, outperforming the province in five of eight PATs. The provincial results at this standard were higher than CBE's in French Language Arts and Science 9 K&E.

When comparing the three subjects, Grade 6 and 9 CBE students achieved stronger results in French Language Arts at the acceptable standard and in Science at the standard of excellence.

As compared to the last results (2018-19), the results in 2021-22 are significantly lower for all but the two K&E PATs. At the acceptable standard, for the six PATs that saw decreases, the results were 4.0 to 8.9 percentage points lower than in 2018-19.

Similar to our district's PAT results, CBE students had higher diploma examination results in 2021-22 when compared to the provincial results, with one exception (French Language Arts 30-1 standard of excellence). The positive differences between CBE and provincial results ranged from 0.4 to 13.3 percentage points. French Language Arts and the Sciences diploma examination results showed stronger results in the acceptable standard when compared to diploma results in Social Studies. Of note, 37.9 per cent of Biology 30, 43.1 per cent of Chemistry 30 and 47.9 per cent of Physics 30 CBE students met the standard of excellence.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower, with one exception (province FLA 30-1). Of the six examinations where results were lower, at the acceptable standard, the provincial results dropped more than CBE's all six examinations. CBE's Science 30 had the largest decrease as compared to the previous result; however, 80 per cent still met the acceptable standard.

5.2 English Language Learners

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	89.3	16.1	n/a	n/a	n/a	n/a	75.8	7.6
	Prov	89.5	21.5	n/a	n/a	n/a	n/a	74.0	11.6
Science 6	CBE	78.0	26.0	n/a	n/a	n/a	n/a	74.7	23.1
	Prov	76.4	23.5	n/a	n/a	n/a	n/a	72.0	21.0
Social Studies 6	CBE	80.0	24.9	n/a	n/a	n/a	n/a	72.2	18.5
	Prov	74.8	20.5	n/a	n/a	n/a	n/a	68.4	17.9
FLA 9	CBE	77.8	15.9	n/a	n/a	n/a	n/a	64.7	7.1
	Prov	79.1	13.9	n/a	n/a	n/a	n/a	64.0	10.1
Science 9	CBE	66.1	17.7	n/a	n/a	n/a	n/a	61.4	16.7
	Prov	66.0	18.1	n/a	n/a	n/a	n/a	55.8	13.7
Science 9 K&E	CBE	50.0	0.0	n/a	n/a	n/a	n/a	61.9	4.8
	Prov	61.1	6.0	n/a	n/a	n/a	n/a	52.3	2.8
Social Studies 9	CBE	61.2	13.3	n/a	n/a	n/a	n/a	53.5	10.5
	Prov	59.6	14.1	n/a	n/a	n/a	n/a	54.5	12.6
Social Studies 9 K&E	CBE	50.0	12.5	n/a	n/a	n/a	n/a	84.2	15.8
	Prov	57.7	12.3	n/a	n/a	n/a	n/a	64.1	11.7

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	100.0	25.0	n/a	n/a	n/a	n/a	*	*
	Prov	93.0	20.9	n/a	n/a	n/a	n/a	93.8	12.5
Social Studies 30-1	CBE	82.9	12.9	n/a	n/a	n/a	n/a	75.0	11.7
	Prov	79.1	9.6	n/a	n/a	n/a	n/a	68.7	9.0
Social Studies 30-2	CBE	74.1	11.9	n/a	n/a	n/a	n/a	68.0	13.9
	Prov	65.7	7.5	n/a	n/a	n/a	n/a	55.6	7.1
Biology 30	CBE	80.2	31.2	n/a	n/a	n/a	n/a	68.8	30.7
	Prov	76.6	24.7	n/a	n/a	n/a	n/a	61.0	18.0
Chemistry 30	CBE	79.8	44.8	n/a	n/a	n/a	n/a	76.9	33.5
	Prov	78.8	34.6	n/a	n/a	n/a	n/a	67.9	23.5
Physics 30	CBE	85.6	47.6	n/a	n/a	n/a	n/a	75.6	40.2
	Prov	79.3	32.3	n/a	n/a	n/a	n/a	63.1	26.4
Science 30	CBE	78.0	19.5	n/a	n/a	n/a	n/a	58.2	12.7
	Prov	78.3	21.8	n/a	n/a	n/a	n/a	59.7	11.8

■ **Analysis of Cohort**

The range students in this cohort who wrote French Language Arts, science and social studies provincial assessments were as follows:

- K&E PATs: 19 to 21
- Non-K&E PATs: 66 to 2967
- Diploma Examinations: 79 to 375

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

CBE's English Language Learners cohort had higher results as compared to the province on the French Language Arts, Science and Social Studies PATs, except for FLA 6 & 9 at the standard of excellence and Social Studies 9 at both standards.

When comparing the three subjects (excluding K&E), Grade 6 and 9 CBE students achieved stronger results in French Language Arts at the acceptable standard and in Science at the standard of excellence.

As compared to the last results (2018-19), the results in 2021-22 are significantly lower for all but the two K&E PATs. At the acceptable standard, for the six PATs that saw decreases, the results were 3.3 to 13.5 percentage points lower than in 2018-19.

CBE students had higher diploma examination results in 2021-22 when compared to the provincial results, with one exception (Science 30 acceptable standard). The positive differences between CBE and provincial results ranged from 0.9 to 13.8 percentage points. Of note, 30.7 per cent of Biology 30, 33.5 per cent of Chemistry 30 and 40.2 per cent of Physics 30 CBE students met the standard of excellence.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower. The provincial results dropped more than CBE's, with the exception of Science 30.

5.3 Students who Self-Identify as Indigenous

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	76.9	0.0	n/a	n/a	n/a	n/a	86.7	13.3
	Prov	81.3	6.6	n/a	n/a	n/a	n/a	63.7	6.4
Science 6	CBE	51.2	8.2	n/a	n/a	n/a	n/a	51.2	10.5
	Prov	59.2	11.9	n/a	n/a	n/a	n/a	51.2	9.7
Social Studies 6	CBE	56.9	9.4	n/a	n/a	n/a	n/a	45.6	6.6
	Prov	57.7	8.9	n/a	n/a	n/a	n/a	46.8	7.3
FLA 9	CBE	54.5	0.0	n/a	n/a	n/a	n/a	46.2	0.0
	Prov	67.7	5.4	n/a	n/a	n/a	n/a	53.3	5.2
Science 9	CBE	38.7	6.2	n/a	n/a	n/a	n/a	35.9	5.8
	Prov	52.8	10.2	n/a	n/a	n/a	n/a	49.3	8.5
Science 9 K&E	CBE	30.4	4.3	n/a	n/a	n/a	n/a	44.4	0.0
	Prov	56.2	6.1	n/a	n/a	n/a	n/a	53.3	9.7
Social Studies 9	CBE	36.6	5.1	n/a	n/a	n/a	n/a	33.1	5.6
	Prov	44.7	6.8	n/a	n/a	n/a	n/a	34.7	4.1
Social Studies 9 K&E	CBE	39.1	4.3	n/a	n/a	n/a	n/a	31.8	0.0
	Prov	53.9	12.9	n/a	n/a	n/a	n/a	41.3	9.1

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 30-1	CBE	87.9	12.1	n/a	n/a	n/a	n/a	82.8	10.3
	Prov	77.3	7.6	n/a	n/a	n/a	n/a	72.5	7.4
Social Studies 30-2	CBE	78.1	8.6	n/a	n/a	n/a	n/a	73.6	8.3
	Prov	70.1	5.8	n/a	n/a	n/a	n/a	66.0	5.4
Biology 30	CBE	83.0	20.8	n/a	n/a	n/a	n/a	67.6	23.5
	Prov	72.6	17.8	n/a	n/a	n/a	n/a	58.9	11.5
Chemistry 30	CBE	80.6	41.7	n/a	n/a	n/a	n/a	82.4	17.6
	Prov	72.9	23.7	n/a	n/a	n/a	n/a	62.5	15.4
Physics 30	CBE	91.7	33.3	n/a	n/a	n/a	n/a	90.0	40.0
	Prov	74.1	25.9	n/a	n/a	n/a	n/a	68.6	25.2
Science 30	CBE	87.0	21.7	n/a	n/a	n/a	n/a	91.7	0.0
	Prov	84.1	19.5	n/a	n/a	n/a	n/a	70.0	7.2

■ **Analysis of Cohort**

The range students in this cohort who wrote French Language Arts, science and social studies provincial assessments were as follows:

- K&E PATs: 18 to 22
- Non-K&E PATs: 13 to 410
- Diploma Examinations: 10 to 72

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

CBE's Students who Self-Identify as Indigenous cohort mostly showed lower PAT results than the province. However, more CBE students achieved the acceptable standard in French Language Arts 6 and at standard of excellence in French Language Arts 6 and Science 6 in the 2021-22 school year.

When comparing the three subjects (excluding K&E), Grade 6 and 9 CBE students achieved stronger results in French Language Arts at the acceptable standard and in FLA 6 and Science 9 at the standard of excellence.

As compared to the last results (2018-19), the results in 2021-22 are significantly lower for five of the eight PATs at the acceptable standard. For the five PATs that saw decreases, the results were 2.8 to 11.3 percentage points lower than in 2018-19.

CBE students had higher diploma examination results in 2021-22 when compared to the provincial results, with one exception (Science 30 standard of excellence). The positive differences between CBE and provincial results ranged from 2.2 to 21.7 percentage points. Of note, 90 percent of students achieved the acceptable standard in Physics 30 and 91.7 in Science 30.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower with two exceptions (Chemistry 30 and Science 30). The provincial results dropped more than CBE's, with the exception of Science 30.

5.4 Students with Identified Special Education Needs

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	86.5	5.2	n/a	n/a	n/a	n/a	69.7	2.8
	Prov	71.8	5.5	n/a	n/a	n/a	n/a	58.5	2.5
Science 6	CBE	62.3	17.2	n/a	n/a	n/a	n/a	55.5	15.6
	Prov	54.4	13.1	n/a	n/a	n/a	n/a	47.4	10.9
Social Studies 6	CBE	64.6	14.6	n/a	n/a	n/a	n/a	50.1	10.2
	Prov	51.3	9.8	n/a	n/a	n/a	n/a	42.1	7.4
FLA 9	CBE	66.7	3.0	n/a	n/a	n/a	n/a	58.3	1.9
	Prov	64.7	5.2	n/a	n/a	n/a	n/a	52.1	1.5
Science 9	CBE	57.5	14.3	n/a	n/a	n/a	n/a	48.4	12.9
	Prov	51.3	11.5	n/a	n/a	n/a	n/a	43.0	8.5
Science 9 K&E	CBE	52.6	13.7	n/a	n/a	n/a	n/a	53.5	11.3
	Prov	60.4	10.8	n/a	n/a	n/a	n/a	56.0	12.3
Social Studies 9	CBE	52.0	11.6	n/a	n/a	n/a	n/a	42.7	7.9
	Prov	43.5	8.6	n/a	n/a	n/a	n/a	36.9	6.4
Social Studies 9 K&E	CBE	52.1	10.6	n/a	n/a	n/a	n/a	52.2	13.4
	Prov	52.7	12.6	n/a	n/a	n/a	n/a	49.6	13.6

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	96.8	22.6	n/a	n/a	n/a	n/a	92.0	4.0
	Prov	84.4	12.5	n/a	n/a	n/a	n/a	87.5	2.5
Social Studies 30-1	CBE	89.3	16.3	n/a	n/a	n/a	n/a	82.6	18.4
	Prov	83.1	12.5	n/a	n/a	n/a	n/a	76.6	13.3
Social Studies 30-2	CBE	80.8	12.7	n/a	n/a	n/a	n/a	73.7	18.4
	Prov	69.7	7.1	n/a	n/a	n/a	n/a	63.5	9.4
Biology 30	CBE	83.9	31.2	n/a	n/a	n/a	n/a	75.5	26.1
	Prov	76.5	23.5	n/a	n/a	n/a	n/a	65.0	17.4
Chemistry 30	CBE	84.0	39.3	n/a	n/a	n/a	n/a	81.5	31.5
	Prov	80.4	33.6	n/a	n/a	n/a	n/a	75.4	24.0
Physics 30	CBE	86.4	45.8	n/a	n/a	n/a	n/a	79.6	38.9
	Prov	83.1	33.8	n/a	n/a	n/a	n/a	68.3	27.0
Science 30	CBE	82.0	31.4	n/a	n/a	n/a	n/a	81.6	18.4
	Prov	79.5	22.4	n/a	n/a	n/a	n/a	75.1	16.7

■ **Analysis of Cohort**

The range students in this cohort who wrote French Language Arts, science and social studies provincial assessments were as follows:

- K&E PATs: 67 to 71
- Non-K&E PATs: 103 to 1935
- Diploma Examinations: 25 to 483

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

For the Students with Identified Special Education Needs cohort, CBE's results were higher than those of the province on the French Language Arts, Science and Social Studies PATs, except for Science 9 K&E at the acceptable standard and Social Studies 9 at the standard of excellence.

When comparing the three subjects (excluding K&E), Grade 6 and 9 CBE students achieved stronger results in French Language Arts at the acceptable standard and in Science at the standard of excellence.

As compared to the last results (2018-19), the results in 2021-22 are significantly lower for all but the two K&E PATs. At the acceptable standard,

for the six PATs that saw decreases, the results were 6.8 to 16.8 percentage points lower than in 2018-19.

CBE had higher diploma examination results in 2021-22 when compared to the provincial results at both standards. The positive differences between CBE and provincial results ranged from 1.7 to 11.9 percentage points. Of note, 31.5 per cent of Chemistry 30 and 38.9 per cent of Physics 30 CBE students met the standard of excellence.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower. The provincial results dropped more than CBE's, with the exception of French Language Arts 30-1 and Social Studies 30-1 & 30-2.

5.5 Summary

A. Percentage of students who achieved the standards on Provincial Achievement Tests

FLA 6	All Students	ELL	Indigenous	Special Ed
Acc	85.3	75.8	86.7	69.7
Ex	8.8	7.6	13.3	2.8
Science 6	All Students	ELL	Indigenous	Special Ed
Acc	77.2	74.7	51.2	55.5
Ex	26.9	23.1	10.5	15.6
Social Studies 6	All Students	ELL	Indigenous	Special Ed
Acc	74.1	72.2	45.6	50.1
Ex	22.0	18.5	6.6	10.2
FLA 9	All Students	ELL	Indigenous	Special Ed
Acc	74.6	64.7	46.2	58.3
Ex	8.9	7.1	0.0	1.9
Science 9	All Students	ELL	Indigenous	Special Ed
Acc	69.9	61.4	35.9	48.4
Ex	26.0	16.7	5.8	12.9
Science 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	55.1	61.9	44.4	53.5
Ex	9.2	4.8	0.0	11.3
Social Studies 9	All Students	ELL	Indigenous	Special Ed
Acc	65.8	53.5	33.1	42.7
Ex	18.4	10.5	5.6	7.9
Social Studies 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	59.6	84.2	31.8	52.2
Ex	14.9	15.8	0.0	13.4

B. Percentage of students who achieved the standards on Diploma Examinations

FLA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	92.3	*	n/a	92.0
Ex	5.8	*	n/a	4.0
Social Studies 30-1	All Students	ELL	Indigenous	Special Ed
Acc	88.0	75.0	82.8	82.6
Ex	24.5	11.7	10.3	18.4
Social Studies 30-2	All Students	ELL	Indigenous	Special Ed
Acc	80.2	68.0	73.6	73.7
Ex	23.8	13.9	8.3	18.4
Biology 30	All Students	ELL	Indigenous	Special Ed
Acc	82.9	68.8	67.6	75.5
Ex	37.9	30.7	23.5	26.1
Chemistry 30	All Students	ELL	Indigenous	Special Ed
Acc	85.8	76.9	82.4	81.5
Ex	43.1	33.5	17.6	31.5
Physics 30	All Students	ELL	Indigenous	Special Ed
Acc	86.9	75.6	90.0	79.6
Ex	47.9	40.2	40.0	38.9
Science 30	All Students	ELL	Indigenous	Special Ed
Acc	80.0	58.2	91.7	81.6
Ex	21.9	12.7	0.0	18.4

Note | for additional information, refer to [Appendix II](#) | Summary Tables Indicators 1 to 5 and [Appendix III](#) | Additional Data Sets by Indicator.

- **Targets for 2021-22**

No targets were set for 2021-22 school year.

- **Interpretation**

Like report card grades, PATs and diploma examinations are designed to capture summative assessment across many learning outcomes in the programs of study. This is achieved through a single assessment experience at the end of a yearly learning cycle, instead of being informed by a diverse and rounded body of assessment evidence over time. Provincial assessments span as many of the learning outcomes in the program of study as are possible within the parameters of the provincial

assessment format. As such, there are learning outcomes not assessed on PATs or diploma examinations that still inform report card grades. Examples include assessment data for outcomes related to skills such as listening, speaking and the front matter (i.e., values, attitudes, skills, processes) of the curriculum, which can only be assessed in a classroom environment.

These differences are included to support understanding why direct comparisons between report card and provincial achievement results require careful consideration and contextualization prior to drawing conclusions or attempting to draw parallels between these different sources of student learning data. That said, rich opportunities for triangulation between these sources support CBE in identifying at a high-level, key strengths and areas of growth. Refer to [Appendix III | Additional Data Sets by Indicator](#), Indicator 4, sections E, F, K, L, M and N for report card results by stem and course.

When French Language Arts 6 and 9 PAT achievement results were considered together with report card data, differences in achievement results surfaced in 2021-22 for the All Students cohort. For example, 8.8 per cent of grade 6 students and 8.9 per cent of grade 9 students achieved the Standard of Excellence on the French Language Arts PAT whereas 27.0 per cent of grade 6 and 29.8 per cent of grade 9 students achieved an indicator of 4 in French Language Arts on their report card. For diploma examinations, although only 5.8 percent of students achieved the standard of excellence on the French Language Arts 30-1 diploma examination, 66.3 per cent of grade 12 students achieved a FLA 30-1 mark between 80-100%. Although a direct comparison isn't possible between these data, high school results echo similar differences as grade 6 and 9 between report card and provincial assessment results in 2021-22 and possibly for similar reasons.

These differences make sense within the context of assessment policies. Differences in exam versus class scores are explained in a second language context by the fact that, while only reading and writing skills are assessed by PATs and Diplomas, the program of studies requires teachers in the classroom to assess speaking and listening skills in addition to reading and writing. The former two are typically the stronger strands, whereas the latter two are typically the weaker ones.

It is also possible that more diverse and robust assessment opportunities were offered in class over time, explaining the higher achievement on report cards as opposed to one provincial assessment that would have been highly dependent on specific French language skills with no opportunity to explain understanding verbally.

More students enroll in CBE French Immersion than the other three metro boards combined. Additionally, CBE offers large Late French Immersion (studies beginning in Grade 7) programming. Taken together, CBE prioritizes access to language programming for a broad student body.

When Science 6 and 9 PAT achievement results are considered together with report card data, strong alignment between report card means and PAT results were evident in 2021-22. For example, 26.9 percent of CBE students achieved excellence on the Science 6 PAT while 23.6 percent of CBE students achieved a report card indicator of 4 in 2021-22. Given that a

report card grade of 4 indicates excellent understanding of Science program of study learning outcomes, these data together suggest approximately one quarter of grade 6 students are achieving excellent understanding of Science 6 learning outcomes. Similarly, 26.0 percent of CBE students achieved the standard of excellence on the Science 9 PAT and 25.9 per cent of CBE students in grade 9 achieved an indicator of 4 on their final report card. Despite not being directly comparable data sources, these data triangulate and align to validate that approximately one quarter of CBE students in grades 6 and 9 demonstrated excellent comprehension of Science concepts in 2021-22.

The percentage of students who achieved the standard on excellence on the Science 30 diploma was 21.9 per cent, whereas 34.5 per cent of students achieved a mark in the 80-100% range on their report card. The percentage of students that achieved the standard of excellence in Biology, Chemistry and Physics 30 diploma examinations was 37.9, 43.1 and 47.9 respectively. While the percentage of students who received a report card mark in the 80-100% range in Biology, Chemistry and Physics 30 courses in 2021-22 was 55.2, 61.9 and 65.1 respectively.

The high school science program foundations are as follows:

- Foundation 1 Attitudes – Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society and the environment.
- Foundation 2 Knowledge – Students will construct knowledge and understandings of concepts in life science, physical science and Earth and space science, and apply these understandings to interpret, integrate and extend their knowledge.
- Foundation 3 Science, Technology and Society (STS) – Students will develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology.
- Foundation 4 Skills – Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively and for making informed decisions.

(Retrieved Dec. 10, 2022 from <https://education.alberta.ca/science-10-12/programs-of-study/>).

One of the reasons for the discrepancy between the report card and diploma exam results may be because of the challenge of assessing all of the outcomes in the science programs of study tied to these program foundations using multiple choice and numerical response questions (PAT and diploma examination structure). Examples include assessing the ability to create and test a hypothesis through a scientific experiment or assessing the development of attitudes.

When Social Studies 6 and 9 PAT achievement results were considered together with report card data, strong alignment surfaced for Social Studies 6 results. The percentage of grade 6 students that achieved the standard of excellence on the Social Studies PAT was 22.0 per cent and the percentage of students that achieved an indicator of 4 on their report card

was 23.0 per cent, a difference of only one percentage point. These data provide strong support to suggest that over 20 percent of grade 6 students demonstrated excellent understanding of Social Studies concepts in 2021-22. The percentage of grade 9 students that achieved the standard of excellence on the Social Studies 9 PAT was 18.4 per cent while the number of students who achieved an indicator of 4 on their report was 25.6 per cent in 2021-22. Diploma examination results for Social Studies 30-1 and 30-2 showed that 24.5 per cent of students achieved the standard of excellence in Social Studies 30-1 and 23.8 per cent achieved this same standard in Social Studies 30-2. High school report card data had 56.8 per cent of Social Studies 30-1 students and 29.3 per cent of Social Studies 30-2 students achieving a final mark in the 80-100% range.

The high school Social Studies program assesses outcomes meant to develop the values and attitudes, knowledge and understanding and skills and processes “necessary for students to become active and responsible citizens, engaged in the democratic process” (Retrieved Dec. 12, 2022 from <https://education.alberta.ca/media/3386090/program-of-study-grade-12.pdf>).

The discrepancy between report card and diploma results may be due to difficulties assessing the breadth and depth of outcomes included in the Social Studies program through multiple choice questions and two written responses assignments (Part A & B of the diploma examination structure). For example, the skills and processes outcomes associated with developing research capacity or critical thinking can be assessed more holistically within the classroom than through an examination. The more diverse and varied assessment practices offered at the classroom level may account for the higher achievement on report cards than on the diploma examination.

▪ **Celebrate**

- The percentage of CBE students in 2021-22 meeting the acceptable standard in the identified provincial assessments was higher than those of the province within each cohort in 46 of 57 cases or 80.7 per cent of the time.
- 86.7 per cent of the Students who Self-Identify as Indigenous cohort met the acceptable standard on French Language Arts 6, 82.8 per cent met this standard on Social Studies 30-1, 82.4 per cent on Chemistry 30, 90 per cent on Physics 30 and 91.7 per cent on Science 30.
- The percentage of the Students with Identified Special Education Needs cohort meeting the acceptable standard on FLA 30-1 was 92.0 per cent, Social Studies 30-1 was 82.6 per cent, Chemistry 30 was 81.5 per cent and Science 30 was 81.6 per cent.

▪ **Areas for Growth**

- Less than 60 per cent of the All Student cohort met the acceptable standard on Science and Social Studies K&E PATs.
- Less than 52 per cent of the Students who Self-Identify as Indigenous cohort and 56 per cent of the Students with Identified Special Education Needs cohort met the acceptable standard on their science and social studies PATs.
- 58.2 per cent of the English Language Learners cohort met the acceptable standard on the Science 30 diploma examination.

- The number of PATs where 80 per cent of the identified cohort met the acceptable standard is as follows:
 - All Students – one of eight
 - English Language Learners – zero of eight
 - Students who Self-Identity as Indigenous – one of eight
 - Students with Identified Special Education Needs – zero of eight
- The number of diploma examinations where 80 per cent of the identified cohort met the acceptable standard is as follows:
 - English Language Learners – one of seven
 - Students who Self-Identity as Indigenous – three of seven
 - Students with Identified Special Education Needs – four of seven
- **Building Capacity**
The following is the list of next steps based on the analysis.

Professional Learning

- Middle years teachers and school administrators are participating in system-wide professional learning sessions with a focus on middle level learner identity that include both the science and social studies disciplines through the lens of disciplinary literacy and interdisciplinary work in to deepen their understanding of the social studies and science disciplines.
- Social studies and science high school learning leaders are engaging in a professional learning series to deepen their understanding of assessment practices and learning outcomes.
- Teachers will develop their understanding of computational thinking to implement the new K-6 Science curriculum and enhance cross-curricular learning outcomes.
- Staff will learn and share at the April 2023 CBE Languages Symposium focused on best practices and new research in second languages education.
- Language teachers will receive training on the use of Language benchmark tools. K-6 teachers and school administrators are participating in system-wide professional learning sessions with a focus on new curriculum that includes concepts from both the science and social studies disciplines through the lens of disciplinary literacy and interdisciplinary work in to deepen their understanding of the social studies and science disciplines.

Structures & Processes

- Hire a social studies specialist and a science specialist to support system work related to new curriculum, middle years learner identity, high impact strategies, and outcomes-based assessment, focused specifically on these two subject disciplines.
- K-6 teachers and school administrators utilize system-created professional learning content packages and resources that include social studies and science content related to deepen their understanding of learning outcomes.
- Middle years teachers and school administrators utilize system-created professional learning content packages that include social studies and science outcomes related to high impact strategies to deepen their understanding of learning outcomes.

- Implement a centralized 30-level language course challenge process to allow all CBE high school students an opportunity to gain course credits for different language skills. Increase opportunities for students in bilingual and immersion programs, focused on extending their language and culture learning beyond the classroom. For example:
 - intensive language camps or experiences – elementary/middle school
 - reciprocal exchange program with French speaking students in Quebec – junior high school
 - reciprocal exchange program in a country of the target language or with school learning the target language – high school
- Establish a CBE Languages program evaluation process to provide school leaders with data and pathways on how to improve school language programs.
- Develop partnerships with international organizations whose mandate is to support language and culture learning (e.g., Instituto Cervantes, Alliance Française, Hanban, Goethe Institute) for authentic student learning experiences.
- Develop a reciprocal international homestay program to support the international or national language and culture experience for students in bilingual and immersion programs.
- Expand post-secondary partnerships in order to provide more dual credit programming for students.
- Expand programming with our existing partners to include a minimum of four more dual credit program cohorts and two more exploratory program cohorts, as well as building out industry connections for potential internships.

Resources

- Update benchmarking tools for French Language Arts grades four to nine to support teachers in providing consistent outcome-based assessment.
- Develop a language course challenge information manual for internal and external audiences to support administrators and families in navigating the course challenge process.

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.

While we are returning to 'normal' in 2022-23, increased illness in both student and staff populations from late October to late November has impacted continuity of learning to date. This means that the work to improve student learning will likely not be significantly reflected in the particular Results 2 indicators for the 2022-23 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 2022-23 in this report.

APPENDIX

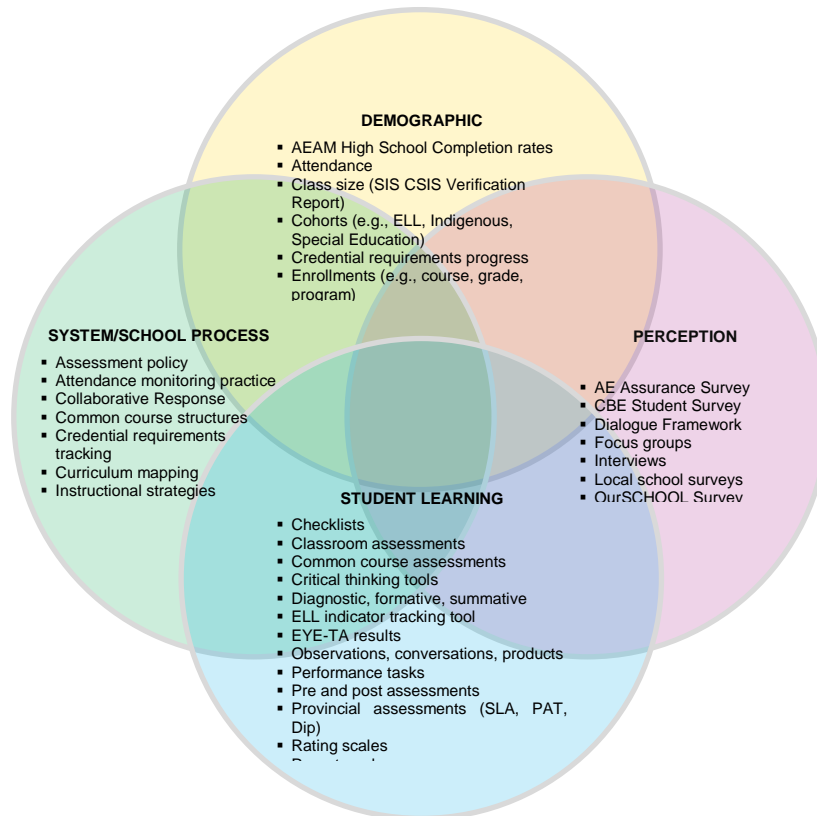
- Appendix I: Responding to COVID-19 | Monitoring and Addressing Learning Gaps
- Appendix II: Summary Tables Indicators 1 to 5
- Appendix III: Additional Data Sets by Indicator
- Appendix IV: Distribution of Codes

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

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. 2021-22 was the second year of a three-year school development plan (SDP) that included a literacy, Mathematics 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.

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 (SLT)

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 (ALT)

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 to 5

Indicator 1

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	83.0	83.2	67.3	78.5	48.8	59.5	69.4	68.9
4-Year	86.5	87.1	80.4	86.4	56.8	68.6	74.1	76.3
5-Year	86.6	87.1	79.9	86.1	50.7	68.0	75.5	75.1

3-Year	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
	Achievement								
	Improvement								
	Overall								

Indicator 2

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

Division	All Students	ELL	Indigenous	Special Ed
Division 1	2.96	2.82	2.37	2.45
Division 2	2.95	2.82	2.45	2.61
Division 3	2.92	2.76	2.37	2.57
Division 4	70.9	66.9	58.8	65.1

B. Student report card results as a mean within Mathematics

Division	All Students	ELL	Indigenous	Special Ed
Division 1	3.10	2.93	2.51	2.58
Division 2	3.00	2.92	2.37	2.64
Division 3	2.87	2.76	2.19	2.46
Division 4	72.4	69.7	60.6	65.4

Indicator 3

A. Percentage of students who achieved the standards on Provincial Achievement Tests

ELA 6	All Students	ELL	Indigenous	Special Ed
Acc	80.7	78.1	57.9	59.9
Ex	21.1	16.8	8.3	8.2
Math 6	All Students	ELL	Indigenous	Special Ed
Acc	67.4	66.1	35.4	42.8
Ex	14.3	14.4	2.9	5.9
ELA 9	All Students	ELL	Indigenous	Special Ed
Acc	72.5	62.0	39.1	49.8
Ex	15.7	8.3	3.7	5.4
ELA 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	57.3	74.1	39.1	50.6
Ex	4.3	0.0	0.0	3.7
Math 9	All Students	ELL	Indigenous	Special Ed
Acc	59.0	50.6	21.0	31.9
Ex	21.4	15.8	2.2	7.3
Math 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	55.1	60.0	30.0	50.9
Ex	13.8	8.6	3.3	8.9

B. Percentage of students who achieved the standards on Diploma Examinations

ELA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	81.6	60.5	79.6	76.1
Ex	13.9	2.0	2.0	11.2
ELA 30-2	All Students	ELL	Indigenous	Special Ed
Acc	81.9	66.2	85.7	85.1
Ex	15.8	2.6	9.5	17.3
Math 30-1	All Students	ELL	Indigenous	Special Ed
Acc	66.5	50.0	41.2	57.9
Ex	24.4	19.1	5.9	19.9
Math 30-2	All Students	ELL	Indigenous	Special Ed
Acc	68.1	58.6	75.9	64.6
Ex	15.1	8.3	6.9	13.2

Indicator 4

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.16	3.26	2.91	2.83
Division 3	3.04	2.91	2.66	2.81
Division 4	81.80	77.64	74.57	77.62
FPA	All Students	ELL	Indigenous	Special Ed
Division 1	3.09	2.97	2.78	2.72
Division 2	3.12	3.03	2.82	2.86
Division 3	3.21	3.02	2.88	2.95
Division 4	82.56	76.06	70.16	78.31
French	All Students	ELL	Indigenous	Special Ed
Division 1	3.09	2.99	2.98	2.62
Division 2	3.08	2.96	2.93	2.75
Division 3	3.02	2.83	2.72	2.69
Division 4	79.88	70.70	80.14	74.93
Languages	All Students	ELL	Indigenous	Special Ed
Division 1	3.05	3.11	2.63	2.49
Division 2	3.02	3.03	2.56	2.63
Division 3	3.10	2.94	2.65	2.74
Division 4	85.19	83.45	73.13	79.19
Physical Education	All Students	ELL	Indigenous	Special Ed
Division 1	3.18	3.04	2.86	2.78
Division 2	3.23	3.13	2.86	3.02
Division 3	3.11	3.00	2.80	2.90
Division 4	81.35	77.63	66.63	75.66
Science	All Students	ELL	Indigenous	Special Ed
Division 1	3.05	2.85	2.54	2.59
Division 2	2.96	2.83	2.43	2.62
Division 3	2.84	2.70	2.24	2.47
Division 4	74.27	69.01	62.15	67.25
Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.99	2.80	2.51	2.49
Division 2	2.92	2.80	2.42	2.55
Division 3	2.88	2.72	2.34	2.51
Division 4	72.30	68.09	59.40	65.75

Indicator 5

A. Percentage of students who achieved the standards on Provincial Achievement Tests

FLA 6	All Students	ELL	Indigenous	Special Ed
Acc	85.3	75.8	86.7	69.7
Ex	8.8	7.6	13.3	2.8
Science 6	All Students	ELL	Indigenous	Special Ed
Acc	77.2	74.7	51.2	55.5
Ex	26.9	23.1	10.5	15.6
Social Studies 6	All Students	ELL	Indigenous	Special Ed
Acc	74.1	72.2	45.6	50.1
Ex	22.0	18.5	6.6	10.2
FLA 9	All Students	ELL	Indigenous	Special Ed
Acc	74.6	64.7	46.2	58.3
Ex	8.9	7.1	0.0	1.9
Science 9	All Students	ELL	Indigenous	Special Ed
Acc	69.9	61.4	35.9	48.4
Ex	26.0	16.7	5.8	12.9
Science 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	55.1	61.9	44.4	53.5
Ex	9.2	4.8	0.0	11.3
Social Studies 9	All Students	ELL	Indigenous	Special Ed
Acc	65.8	53.5	33.1	42.7
Ex	18.4	10.5	5.6	7.9
Social Studies 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	59.6	84.2	31.8	52.2
Ex	14.9	15.8	0.0	13.4

B. Percentage of students who achieved the standards on Diploma Examinations

FLA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	92.3	*	n/a	92.0
Ex	5.8	*	n/a	4.0
Social Studies 30-1	All Students	ELL	Indigenous	Special Ed
Acc	88.0	75.0	82.8	82.6
Ex	24.5	11.7	10.3	18.4
Social Studies 30-2	All Students	ELL	Indigenous	Special Ed
Acc	80.2	68.0	73.6	73.7
Ex	23.8	13.9	8.3	18.4
Biology 30	All Students	ELL	Indigenous	Special Ed
Acc	82.9	68.8	67.6	75.5
Ex	37.9	30.7	23.5	26.1
Chemistry 30	All Students	ELL	Indigenous	Special Ed
Acc	85.8	76.9	82.4	81.5
Ex	43.1	33.5	17.6	31.5
Physics 30	All Students	ELL	Indigenous	Special Ed
Acc	86.9	75.6	90.0	79.6
Ex	47.9	40.2	40.0	38.9
Science 30	All Students	ELL	Indigenous	Special Ed
Acc	80.0	58.2	91.7	81.6
Ex	21.9	12.7	0.0	18.4

III. Additional Data Sets 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 Measures.

	Measure Evaluation	CBE All	CBE ELL	CBE Indigenous	CBE Special Ed
3-Year	Achievement	Yellow	Orange	Red	Orange
	Improvement	Blue	Yellow	Green	Blue
	Overall	Green	Orange	Orange	Green
4-Year	Achievement	Yellow	Yellow	Red	Orange
	Improvement	Blue	Green	Blue	Blue
	Overall	Green	Green	Yellow	Green
5-Year	Achievement	Yellow	Orange	Red	Orange
	Improvement	Blue	Yellow	Yellow	Blue
	Overall	Green	Orange	Red	Green

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	2021-22
3-year	High School Diploma	6251	6240	6888	7180
	High School Equivalency Diploma	0	0	0	1
	Certificate of High School Achievement	76	83	99	90
	Post-Secondary Attendance	21	21	23	22
	Apprenticeship	1	2	1	2
	Academic Standing	128	137	60	41
4-year	High School Diploma	6374	6681	6673	7212
	High School Equivalency Diploma	2	2	1	2
	Certificate of High School Achievement	94	89	101	100
	Post-Secondary Attendance	66	79	66	46
	Apprenticeship	9	12	7	6
	Academic Standing	48	51	30	20
5-year	High School Diploma	6779	6569	6903	6852
	High School Equivalency Diploma	9	12	6	1
	Certificate of High School Achievement	100	101	99	119
	Post-Secondary Attendance	106	97	102	94
	Apprenticeship	23	14	13	13
	Academic Standing	26	22	29	12

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 2021-22: 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	2021-22	29.2	25.8	20.2	12.5	10.0	2.3
2	2021-22	32.1	29.3	17.3	10.1	7.5	3.7
3	2021-22	32.4	33.1	17.9	6.7	5.4	4.6
4	2021-22	30.2	38.2	17.8	4.1	4.1	5.6
5	2021-22	27.5	39.8	20.0	3.8	3.1	5.8
6	2021-22	26.5	39.9	23.2	2.9	2.2	5.4
7	2021-22	23.6	41.9	26.3	3.1	1.8	3.4
8	2021-22	24.8	41.4	26.3	3.1	1.6	2.9
9	2021-22	26.1	39.8	26.1	4.3	1.6	2.1

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	2021-22	18.7	33.1	26.2	9.8	9.8	2.5
2	2021-22	17.3	35.4	26.7	9.0	7.5	4.2
3	2021-22	16.6	37.7	27.8	6.6	5.5	5.8
4	2021-22	16.5	40.3	27.1	4.8	4.2	7.1
5	2021-22	17.7	40.9	26.6	3.9	3.2	7.6
6	2021-22	17.9	41.0	29.1	3.2	2.2	6.7
7	2021-22	18.5	42.0	29.9	3.3	1.8	4.4
8	2021-22	20.5	41.1	29.5	3.6	1.6	3.7
9	2021-22	22.3	41.5	27.3	4.5	1.6	2.7

Stem 3: Manages and evaluates information and ideas							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	21.3	41.7	26.7	2.8	5.9	1.5
2	2021-22	20.9	43.5	26.2	3.2	4.3	2.0
3	2021-22	22.5	41.6	26.8	3.4	3.3	2.3
4	2021-22	22.1	45.4	24.6	2.6	2.6	2.6
5	2021-22	22.0	43.9	26.9	2.5	1.8	2.9
6	2021-22	21.8	43.2	27.7	2.8	1.3	3.1
7	2021-22	22.7	43.2	28.3	3.2	0.8	1.7
8	2021-22	23.9	42.1	28.0	3.4	0.8	1.8
9	2021-22	24.9	40.7	27.9	3.9	1.0	1.5

Stem 4: Constructs meaning and makes connections through speaking							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	24.6	44.5	21.0	1.3	5.9	2.8
2	2021-22	25.8	45.0	21.3	1.2	3.6	3.0
3	2021-22	27.8	45.2	21.0	1.1	2.6	2.2
4	2021-22	26.9	48.1	19.8	1.1	2.3	1.8
5	2021-22	25.7	47.2	22.4	1.2	1.9	1.6
6	2021-22	24.2	47.2	24.8	1.2	1.3	1.3
7	2021-22	23.1	47.9	25.8	1.6	1.0	0.5
8	2021-22	23.1	47.6	25.6	1.9	1.1	0.7
9	2021-22	26.9	45.2	23.5	2.9	1.0	0.5

Stem 5: Constructs meaning and makes connections through listening							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	25.2	43.7	22.6	1.6	5.3	1.6
2	2021-22	26.2	45.4	21.7	1.4	3.3	2.0
3	2021-22	29.4	43.3	22.1	1.3	2.3	1.6
4	2021-22	28.5	46.4	20.7	1.2	2.0	1.2
5	2021-22	27.8	45.7	22.4	1.4	1.6	1.1
6	2021-22	28.9	44.6	22.8	1.4	1.2	1.2
7	2021-22	27.9	44.8	24.1	1.8	1.0	0.4
8	2021-22	28.6	44.0	23.8	2.1	1.0	0.5
9	2021-22	30.9	42.4	22.5	3.0	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	2021-22	20.6	45.6	26.7	2.2	3.8	1.1
2	2021-22	21.8	47.2	25.1	2.3	2.6	1.0
3	2021-22	23.9	46.2	24.2	2.1	2.2	1.4
4	2021-22	23.4	49.1	23.2	1.6	1.6	1.1
5	2021-22	24.1	47.2	24.5	1.7	1.2	1.3
6	2021-22	23.7	45.9	26.4	1.7	0.9	1.3
7	2021-22	24.8	45.3	26.5	2.4	0.5	0.6
8	2021-22	26.2	43.3	26.0	3.1	0.7	0.7
9	2021-22	29.5	41.1	23.3	4.9	0.6	0.5

B. Student results by level of achievement within Mathematics as measured by student report card stems 2021-22: 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	2021-22	34.8	37.3	20.5	5.4	1.1	0.8
2	2021-22	31.9	38.4	21.6	6.2	0.6	1.2
3	2021-22	33.6	37.8	20.6	5.5	0.6	2.0
4	2021-22	31.7	39.3	21.0	4.9	0.3	2.8
5	2021-22	31.9	37.9	21.1	5.3	0.2	3.7
6	2021-22	31.8	36.9	22.0	5.2	0.1	3.9
7	2021-22	26.2	38.5	27.4	5.5	0.2	2.3
8	2021-22	29.1	37.4	25.7	5.8	0.1	1.8
9	2021-22	28.4	34.5	27.1	7.5	0.3	2.2

Item 2: Uses algebraic reasoning to represent patterns and relationships							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	36.1	41.5	19.0	2.0	0.9	0.4
2	2021-22	32.5	43.5	19.6	2.9	0.8	0.6
3	2021-22	32.0	40.3	21.6	4.1	0.7	1.4
4	2021-22	29.9	42.3	22.0	3.6	0.4	1.8
5	2021-22	28.3	41.0	23.7	4.4	0.3	2.3
6	2021-22	29.3	37.8	25.2	4.9	0.2	2.6
7	2021-22	29.2	35.2	26.6	7.0	0.2	1.8
8	2021-22	28.6	33.7	27.4	8.3	0.2	1.7
9	2021-22	26.9	34.0	27.6	9.2	0.3	2.0

Item 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	2021-22	34.0	44.3	18.2	1.9	1.3	0.4
2	2021-22	32.0	46.5	18.0	2.1	1.0	0.5
3	2021-22	31.1	42.5	21.5	2.9	0.7	1.2
4	2021-22	30.6	43.5	21.4	2.5	0.5	1.4
5	2021-22	28.3	42.7	23.1	3.5	0.4	2.0
6	2021-22	28.7	39.5	25.3	4.1	0.3	2.1
7	2021-22	25.8	38.1	28.0	6.4	0.2	1.5
8	2021-22	27.4	36.1	28.2	6.7	0.2	1.3
9	2021-22	26.2	36.9	26.8	8.0	0.5	1.7

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	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
2	2021-22	29.9	45.6	20.4	2.3	1.3	0.6
3	2021-22	29.1	43.2	22.5	2.8	1.1	1.3
4	2021-22	30.0	44.1	21.3	2.5	0.7	1.3
5	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
6	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
7	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
8	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
9	2021-22	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	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
2	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
3	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
4	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
5	2021-22	32.2	43.8	19.2	2.6	0.5	1.7
6	2021-22	28.0	40.7	25.0	3.9	0.3	2.1
7	2021-22	25.6	39.1	26.6	6.9	0.3	1.5
8	2021-22	29.7	37.4	26.0	5.4	0.2	1.2
9	2021-22	28.3	37.5	26.9	5.4	0.6	1.4

C. Student results by level of achievement within English Language Arts as measured by student report cards 2021-22: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2021-22	43.2	37.5	16.9	2.5
10-2	2021-22	13.7	29.1	41.7	15.5
10-4	2021-22	12.0	28.9	42.5	16.6
20-1	2021-22	43.7	36.6	16.8	2.8
20-2	2021-22	14.6	31.3	44.4	9.8
20-4	2021-22	12.6	34.4	44.3	8.7
30-1	2021-22	47.6	33.5	14.8	4.1
30-2	2021-22	20.1	38.5	33.3	8.1
30-4	2021-22	13.3	26.6	49.3	10.8

D. Student results by level of achievement within Mathematics as measured by student report cards 2021-22: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10C	2021-22	48.5	23.3	20.8	7.5
10-3	2021-22	26.9	26.6	33.2	13.2
10-4	2021-22	22.1	24.7	33.3	19.9
20-1	2021-22	50.9	23.9	18.5	6.6
20-2	2021-22	16.6	31.1	40.4	11.9
20-3	2021-22	22.6	27.9	39.1	10.4
20-4	2021-22	24.8	27.9	32.9	14.4
30-1	2021-22	57.0	21.6	15.4	6.0
30-2	2021-22	28.2	32.1	29.4	10.3
30-3	2021-22	21.5	26.8	40.4	11.2
31	2021-22	75.9	16.1	6.5	1.5

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

A. Student results by level of achievement within Career & Technology Foundations as measured by student report cards 2021-22: 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	2021-22	32.8	51.4	12.3	0.1	3.1	0.3
6	2021-22	23.9	64.0	11.8	0.3	0.0	0.1
7	2021-22	28.6	50.5	18.5	2.4	0.0	0.0
8	2021-22	29.5	42.9	24.1	3.5	0.0	0.0
9	2021-22	36.6	39.6	19.4	4.3	0.2	0.0

B. Student results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2021-22: 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	2021-22	71.9	15.9	9.7	2.5
HRH	2021-22	68.7	16.4	10.4	4.4
MDC	2021-22	69.5	16.8	10.1	3.5
NAT	2021-22	62.3	21.3	13.1	3.4
TMT	2021-22	63.1	23.3	11.0	2.6

C. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2021-22: 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	2021-22	25.9	53.7	18.7	0.7	0.7	0.3
2	2021-22	28.2	53.8	16.7	0.5	0.4	0.3
3	2021-22	28.2	53.4	17.3	0.5	0.4	0.3
4	2021-22	29.1	53.9	16.1	0.5	0.3	0.2
5	2021-22	30.0	51.7	17.1	0.8	0.2	0.2
6	2021-22	32.6	49.7	16.6	0.9	0.1	0.1
7	2021-22	39.0	42.3	16.9	1.8	0.0	0.0
8	2021-22	37.5	41.2	18.4	2.8	0.0	0.2
9	2021-22	45.2	36.4	15.7	2.7	0.0	0.0

D. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2021-22: high school courses.

Level	Year	Level of Achievement Percentages by Level			
		80-100%	65-79%	50-64%	0-49%
10	2021-22	66.8	17.2	11.4	4.6
20	2021-22	74.8	14.6	8.4	2.2
30	2021-22	81.6	10.1	6.8	1.4

E. Student results by level of achievement within French Language Arts as measured by student report cards 2021-22: 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	2021-22	34.8	40.5	19.5	4.9	0.0	0.4
2	2021-22	36.6	40.7	17.3	4.7	0.0	0.7
3	2021-22	29.2	41.6	23.0	4.2	0.0	2.0
4	2021-22	27.4	49.5	18.3	2.2	0.0	2.7
5	2021-22	32.0	50.6	15.2	1.1	0.0	1.1
6	2021-22	27.0	49.2	20.1	1.5	0.0	2.2
7	2021-22	29.7	48.7	18.9	2.2	0.0	0.6
8	2021-22	30.0	40.6	26.0	2.8	0.0	0.6
9	2021-22	29.8	41.8	25.6	2.4	0.0	0.4

F. Student results by level of achievement within French Language Arts as measured by student report cards 2021-22: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2021-22	56.9	34.2	8.4	0.5
10-2	2020-21	n/a	n/a	n/a	n/a
20-1	2021-22	61.1	30.1	8.6	0.2
20-2	2021-22	34.4	28.1	31.3	6.3
30-1	2021-22	66.3	28.1	5.6	0.0
30-2	2021-22	51.0	33.8	14.6	0.6

G. Student results by level of achievement within Languages as measured by student report cards 2021-22: 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	2021-22	32.8	44.3	18.3	4.0	0.2	0.2
2	2021-22	32.2	43.7	19.8	3.3	0.1	0.9
3	2021-22	28.5	45.1	24.3	1.4	0.1	0.6
4	2021-22	26.1	49.7	21.4	1.3	0.6	0.9
5	2021-22	26.2	51.5	19.9	0.8	0.8	0.6
6	2021-22	23.9	49.2	24.6	0.9	0.5	0.9
7	2021-22	35.2	41.3	21.2	1.9	0.1	0.2
8	2021-22	31.3	44.2	21.5	2.4	0.0	0.6
9	2021-22	37.9	40.2	19.3	2.0	0.0	0.6

H. Student results by level of achievement within Languages as measured by student report cards 2021-22: high school courses.

Level	Year	Level of Achievement Percentages by Level			
		80-100%	65-79%	50-64%	0-49%
10	2021-22	71.8	15.5	8.9	3.8
20	2021-22	76.3	15.0	7.2	1.6
30	2021-22	84.7	11.3	3.4	0.6

- I. Student results by level of achievement within Physical Education as measured by student report cards 2021-22: 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	2021-22	28.6	56.4	13.9	0.6	0.1	0.4
2	2021-22	32.3	54.5	12.3	0.5	0.1	0.4
3	2021-22	32.8	54.0	12.3	0.6	0.0	0.4
4	2021-22	35.8	51.8	11.7	0.5	0.0	0.2
5	2021-22	37.0	50.4	11.7	0.3	0.3	0.2
6	2021-22	35.6	50.2	13.4	0.7	0.0	0.1
7	2021-22	29.5	53.5	15.9	1.0	0.0	0.1
8	2021-22	29.6	51.6	17.4	1.4	0.0	0.1
9	2021-22	33.1	48.4	16.3	1.8	0.3	0.1

- J. Student results by level of achievement within Physical Education as measured by student report cards 2021-22: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10	2021-22	70.1	17.6	8.9	3.4
20	2021-22	70.3	16.5	9.5	3.7
30	2021-22	72.2	16.4	8.0	3.4

K. Student results by level of achievement within Science as measured by student report cards 2021-22: 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	2021-22	25.3	48.4	20.7	1.3	3.6	0.8
2	2021-22	26.3	48.4	20.5	1.4	2.6	0.9
3	2021-22	25.3	47.0	22.9	1.8	2.0	1.0
4	2021-22	25.1	49.1	21.7	1.6	1.6	0.9
5	2021-22	25.1	46.5	24.0	2.1	1.2	1.0
6	2021-22	23.6	45.1	26.6	2.6	0.8	1.2
7	2021-22	20.6	44.5	29.5	3.8	0.9	0.7
8	2021-22	22.1	42.1	29.6	5.0	0.6	0.7
9	2021-22	25.9	39.9	27.1	5.6	0.8	0.6

L. Student results by level of achievement within Science as measured by student report cards 2021-22: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
Science 10	2021-22	43.1	26.7	23.4	6.8
Science 14	2021-22	23.2	28.0	36.0	12.9
Science 10-4	2021-22	20.6	22.6	39.5	17.3
Biology 20	2021-22	49.6	26.5	20.0	3.9
Chemistry 20	2021-22	54.6	23.9	15.9	5.5
Physics 20	2021-22	54.2	25.2	15.9	4.7
Science 20	2021-22	21.6	32.4	38.7	7.3
Science 24	2021-22	24.3	29.6	35.4	10.7
Science 20-4	2021-22	22.7	27.3	39.8	10.2
Biology 30	2021-22	55.2	24.0	15.3	5.5
Chemistry 30	2021-22	61.9	21.9	13.1	3.1
Physics 30	2021-22	65.1	20.9	10.4	3.6
Science 30	2021-22	34.5	32.4	25.8	7.3

M. Student results by level of achievement within Social Studies as measured by student report cards 2021-22: 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	2021-22	22.4	48.2	22.8	1.4	4.2	1.0
2	2021-22	23.4	47.7	22.8	1.8	3.0	1.2
3	2021-22	23.5	46.3	24.4	2.2	2.4	1.3
4	2021-22	24.1	47.1	23.7	2.1	1.9	1.1
5	2021-22	22.6	46.2	25.6	2.5	1.6	1.4
6	2021-22	23.0	44.0	27.5	2.9	1.1	1.6
7	2021-22	22.5	43.8	28.6	3.1	1.0	1.0
8	2021-22	23.5	41.5	29.0	3.9	0.9	1.2
9	2021-22	25.6	41.0	26.4	5.1	1.0	0.9

N. Students results by level of achievement within Social Studies as measured by student report cards 2021-22: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2021-22	50.3	32.8	15.0	1.9
10-2	2021-22	16.4	26.4	41.5	15.7
10-4	2021-22	14.0	22.6	45.2	18.2
20-1	2021-22	54.8	29.8	13.3	2.1
20-2	2021-22	20.7	30.5	38.1	10.6
20-4	2021-22	16.4	34.0	34.0	15.6
30-1	2021-22	56.8	29.0	12.0	2.3
30-2	2021-22	29.3	32.7	31.3	6.7

IV. Distribution of Codes

Grades 1-12: 118 122 students

Code										N
301 – English as a Second Language - Foreign Born										14 098
LP1	6.9%	LP2	16.3%	LP3	27.0%	LP4	32.6%	LP5	17.3%	
302 – English as a Second Language - Non-funded										490
LP1	3.9%	LP2	10.0%	LP3	27.6%	LP4	42.0%	LP5	16.5%	
303 – English as a Second Language - Canadian Born										14 207
LP1	2.5%	LP2	11.4%	LP3	27.8%	LP4	38.0%	LP5	20.3%	
Total										28 795
Percent of the Students in Grades 1-12										24.4%

Code										N
331 – Aboriginal Student - Status First Nations										2469
332 – Aboriginal Student - Non-Status First Nations										999
333 – Aboriginal Student – Métis										1414
334 – Aboriginal Student – Inuit										59
Total										4941
Percent of the Students in Grades 1-12										4.2%

Code										N
41 – Severe Cognitive Disability										30
42 – Severe Emotional/Behavioural Disability										3184
43 – Severe Multiple Disability										281
44 – Severe Physical or Medical Disability										3476
45 – Deafness										89
46 – Blindness										31
51 – Mild Cognitive Disability										1016
52 – Moderate Cognitive Disability										183
53 – Emotional/Behavioural Disability										1727
54 – Learning Disability										6567
55 – Hearing Disability										180
56 – Visual Disability										46
57 – Communication Disability										1927
58 – Physical/Medical Disability										7613
59 – Multiple Disability										2217
80 – Gifted and Talented										2412
Total unique student										24 427
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 credits[®] 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)[®]
- Career and Life Management (3 credits)[®]

- 5 credits in:
 - 30-level Knowledge and Employability occupational course, or
 - advanced level (3000 series) in Career and Technology Studies courses⁹, 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 course⁹, or
 - 30-level Green Certificate course⁹, or
 - Special Projects 30
 - OR
 - 5 credits in a 30-level Registered Apprenticeship Program (RAP) course⁹.
- 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

Proposed Amendments to Governance Policies: Operational Expectations 5: Financial Planning and Operational Expectations 8: Communicating and Engaging With the Public

Date	February 21, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Laura Hack Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description OE-5: Financial Planning OE-8: Communicating and Engaging With the Public
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments of Operational Expectations 5: Financial Planning, provided in Attachment I to this report; and
- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments of Operational Expectations 8: Communicating and Engaging With the Public, provided in Attachment II to this report.

2 | Background

The Board of Trustees gave first reading to the proposed amendments to Operational Expectations 5: Financial Planning and Operational Expectations 8: Communicating and Engaging With the Public on October 25, 2022.



The Chief Superintendent provided the Board with a report on the impact of proposed changes to Operational Expectations 5: Financial Planning and Operational Expectations 8: Communicating and Engaging With the Public on January 31, 2023.

GC-2: Governing Commitments provides that “The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board, at least, prior to being acted upon at a subsequent Board meeting.”

3 | Analysis

The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the Calgary Board of Education (CBE) by setting direction through policy. Section 33(1)(h) mandates that the Board establish governance and organizational structures for the CBE. Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board. The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board’s single employee).

Governance policies enable the Board of Trustees to lead, direct, inspire and control the outcomes and operation of the CBE through a set of very carefully crafted policy statements that state the Board’s values. The Board establishes Operational Expectations that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board’s stated values about operational conditions and actions as set out in these policies.

Following final approval of the proposed policy revisions, the Chief Superintendent will provide reasonable interpretation and proposed indicators that demonstrate successful performance for each policy. The reasonable interpretation and indicators are subject to Board approval, and following such approval, will form the basis for the monitoring of these policies.

Until this work is complete, monitoring of these policies will continue in their current form.

Attachment I: OE-5: Financial Planning (proposed revisions shown in track changes)
Attachment II: OE-8: Communicating and Engaging With the Public (proposed revisions shown in track changes)

OPERATIONAL EXPECTATIONS
OE-5: Financial Planning**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

The Chief Superintendent shall:

- 5.1 Avoid short and long term fiscal jeopardy.
- 5.2 Develop budget-planning assumptions.
- 5.3 Develop a budget that is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation.
- 5.4 Ensure prudent financial management that does not materially deviate from the budget
- 5.5 Ensure that prior Board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.
- 5.6 Ensure any request for use of operating reserves:
 - a. is to minimize disruption due to unanticipated negative budget variances within the school year; or
 - b. is to ease transitions due to significant shifts in policy or statutory obligations; or

- c. is for a one year investment in learning opportunities;
and
- d. considers the risks and opportunities including sustainability and the ability to replenish operating reserves ~~to a minimum of three per cent of operating expenses.~~

Adopted: ~~October 13, 2020~~

OPERATIONAL EXPECTATIONS**OE-8: Communicating and Engaging With the Public****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

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

The Chief Superintendent shall:

- 8.1 Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.
- 8.2 Ensure that school councils are supported in performing their mandated role.
- 8.3 Effectively handle complaints and concerns.
- 8.4 Reasonably include people in decisions that affect them.

Adopted: ~~March 14, 2017~~

~~Effective: September 1, 2017~~



report to Board of Trustees

Chief Superintendent's Update

Date	February 21, 2023
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-8: Communicating and Engaging with the Public

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-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.

3 | Timely information

Learning Excellence | Digital Citizenship | Competencies and Planning Resources

In the fall of 2022, Digital Citizenship resources were updated to align with the current needs and practices for technology integration, and to support schools in developing their annual Digital Citizenship Plans. The [CBE Digital Citizenship Competencies](#) guiding document was created to inform goals in these Digital Citizenship Plans. Exemplars for each school level were also created to support this work. Teaching resources were created and/or curated and shared with staff to support schools in actioning their goals in their Digital Citizenship Plans. Schools are accessing the resources and have provided positive feedback to the Teaching and Learning with Technology team, particularly with the Digital Citizenship Plan exemplars.

Learning Excellence | ESports Clubs in Schools

After a successful pilot in the 2021-22 school year, Esports clubs in high schools officially began in 10 high schools throughout the CBE. The support of this initiative represents a collaboration between Client Technology Services (CTS), Information Technology Services (ITS), and School Improvement with the Teaching and Learning with Technology team. This initiative enables students to meet other students with similar interest in the game League of Legends, play together, and many of the teacher-sponsors have arranged to have their students play together with clubs from other participating schools. Esports allows teachers a unique opportunity to explore unique digital citizenship topics related to gaming, which are increasingly pervasive throughout our student population. Several meetings with all participating schools have occurred since Fall 2022 to support the successful implementation at each school. Plans are underway to begin an Esports league and tournament between these schools starting in early March 2023, providing students an opportunity to represent their school in ways previously unavailable or accessible.

Learning Excellence | Spirit Domain Professional Learning & Resources

To support implementation of the Indigenous Education Holistic Lifelong Learning Framework, the Indigenous Education Team has designed and offered a number of resources and an online learning session focused on the Spirit-To Be Domain. The resources and learning session are designed to support CBE school staff (teachers, leaders and support staff) to acquire and apply knowledge and understanding of the Indigenous Education Holistic Lifelong Framework Spirit-To Be Domain. Elders and Knowledge Keepers have taught us that entering the Indigenous Education Holistic Lifelong Learning Framework through the eastern door and in spirit is vital in our efforts to ensure that students who self-identify as Indigenous are supported to experience improved achievement and well-being. Through the Spirit Domain, the learning spirits of Indigenous students, and all students and staff will be honoured through the intentional development of their gifts, capabilities and strengths within and beyond the school environment.

The first learning session took place on Friday, February 3rd with two repeating sessions occurring on March 10th and March 17th. A recording of the professional learning session will be shared in April. The Spirit Domain resources were shared via the Indigenous Education Insite page on Friday, February 3rd.

Learning Excellence | Student Voice

The CBE recognizes the importance of student voice and its contribution to Learning Excellence. The Chief Superintendent's Student Advisory Council (CSSAC) resumed meeting this school year. As members of CSSAC, student leaders in grades 11 and 12 meet frequently with the Chief Superintendent of Schools and engage in two-way dialogue regarding their perspectives on their education in the CBE. This council provides students the opportunity to bring forward and take back suggestions, questions, and innovative educational ideas that represent the perspectives of students at their school in an effort to enhance achievement, equity, and well-being. CSSAC is also an opportunity for students to develop leadership skills and capacity, and demonstrate the power of student voice as it informs decision-making. CSSAC consists of approximately 40 high school students from across the CBE, representing each high school setting in our organization.

Learning Excellence | Strategic Resourcing | New Curriculum Learning Resources

In the fall of 2022, School Improvement purchased decodable and literacy resources for all K-3 schools to support the implementation of the new curriculum. This included resources for English Language Arts and Literature (ELAL), French Immersion, French as a Second Language, and bilingual programs. These resources were selected based on curriculum alignment, pedagogical effectiveness, and school and system needs. They provide schools with consistent access to foundational literacy materials that schools can expand upon where appropriate for their learning context.

Learning Excellence | People Excellence | SMART iQ and Lumio PL at Schools

The Teaching and Learning with Technology team has provided in-school professional learning sessions for teachers to learn about the features of SMART iQ and Lumio in response to schools receiving SMART MX Boards as part of the Technology Evergreen Program (TEP). Sessions were provided at Sunalta School and Westgate School, with other schools requesting this professional learning opportunity in the coming weeks.

Learning Excellence | People Excellence | PopUp PD Videos

In the fall of 2022, several 3-minute PopUp PD videos were created to increase awareness of available system learning technology tools (how to access them, what features are available and how to get started using these tools) so that teachers can have access to these quick professional learning resources asynchronously.

- [Intro to Curio](#) (259 views as of Jan 25, 2023)
- [Read&Write Research Tools](#) (154 views as of Jan 25, 2023)
- [Adobe Express – Overview of Tools Available](#) (131 views as of Jan 25, 2023)
- [MyBlueprint – How to Login and Create a Class](#) (39 views as of Jan 25, 2023)

Learning Excellence, People Excellence, Collaborative Partnerships | Minecraft Education

Excitement is building for the Level Up Calgary Season 2: Achievement Unlocked launch at the Calgary City Teachers' Convention on February 16, 2023. In preparation for launch, we have finalized the customized world in collaboration with the City of Calgary and Microsoft, created K-12 exemplars and judging rubric, delivered a PL series to build teacher capacity, and released a Designer Diary YouTube series to increase transparency and spotlight our various stakeholders.

Collaborative Partnerships | Mental Health Series

In partnership with the Community Health Promotion Services team of Alberta Health Services, the CBE Well-Being team hosted a learning opportunity for families and caregivers focusing on mental health. This learning opportunity was the first in a five-part series to learn more about supporting the well-being of children and youth. Over 600 families attended this online session and following this, specific AHS mental health support hotlines had received a 200% increase in call volume referencing that the session we provided allowed for informative access to care.

People Excellence | Teacher Circles New Curriculum Implementation – Embedding Indigenous Content into Curriculum Session

To support implementation of the new curriculum, the Indigenous Education Team collaborated with the Calgary Regional Consortium and the Calgary Catholic School District Indigenous Education Team to co-design and offer an engaging professional learning opportunity focused on embedding Indigenous ways of being, belonging, doing and knowing into curriculum. The session was offered on January 17th and while its design was considered in alignment with the new curriculum, it was developed and promoted to support all teachers (K-12) to gather ideas and resources around embedding Indigenous content into the curriculum in meaningful ways for use in classroom planning and teaching.



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

Correspondence

Date	February 21, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board.

2 | Background

The following is a summary of correspondence that has not been placed on regular schedule Board meeting agendas:

- Letter dated February 1, 2023 to the Hon. A. LaGrange, Education Minister and the Hon. D. Dreeshan, Transportation and Economic Corridors Minister, re: Driver Shortage Challenges

Attachments: Relevant Correspondence





Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

Dana Downey Wards 1 & 2
Marilyn Dennis Wards 5 & 10
Patricia Bolger Wards 6 & 7
Nancy Close Wards 11 & 13
Charlene May Wards 12 & 14

February 1, 2023

Honourable Adriana LaGrange
Minister of Education
Corridors
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Honourable Devin Dreeshan
Minister of Transportation and Economic
Corridors
127 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Ministers LaGrange and Dreeshan:

Re: Driver Shortage Challenges

As with school jurisdictions across this province, the Calgary Board of Education (CBE) is continuing to experience significant challenges posed by the shortage of drivers. This matter has severely affected the reliability of student transportation to over 20,000 CBE students that depend upon yellow busing to get to school ready to learn, and then back home safely.

Since the start of the driver shortage, the CBE has worked hard to implement a variety of innovative solutions to help mitigate the impact on students. The CBE does not directly employ school bus drivers, with student transportation instead contracted to private carriers. As a result, CBE efforts have focused on those factors within our control or that can be accomplished through collaboration with other third parties. Examples include expanding the number of service providers transporting students, securing support from Calgary Transit to assume some routes, working with service providers to prioritize routes and for them to emphasize communications with the families we serve, leveraging specialized transportation providers to also service regular routes with smaller ridership numbers and reducing the transportation fee for the entire school year in recognition of the adverse impact the shortage has had on students. The CBE continues to explore opportunities to improve service every day.

With this letter, we wish to extend an offer to work with Alberta Education in exploring additional opportunities that might help yellow bus service providers close the driver shortage gap as rapidly as possible. During our many consultations with service providers, they have identified that the largest challenge they experience is the delay incurred is potential drivers receiving training and their road test permit. The result is that drivers are without pay for up to six weeks while they undertake the Mandatory Entry-Level Training (MELT) and longer still as they await to be road tested. The testing delays appear to be due to short staffing of Class 2 examiners within government testing sites. Possible improvements could include:

- increasing road test permit openings;
introducing government funding for training wages as provided for Class 1 training;
introducing a multi-step bus driver program similar to Class 5 licencing that could involve:

- obtaining a “learners” Class 2 licence;
- having drivers on a probationary period; and
- full “S” Endorsement licensing upon successful completion of the probationary period;
- reducing the number of tests per year Class 2 examiners require to maintain their licence to allow more carriers to retain in-house Class 2 examiners. This could reduce the pressure on government examiners and accelerate the introduction of new drivers;
- allowing pre-booking of road tests by carriers to reduce wait times, rather than waiting for all the training to be completed;
- creating a licence that is unique to bus drivers. This would eliminate instances where individuals complete the training but choose to take up work with a Class 2 prerequisite elsewhere instead of becoming a bus driver;
- considering the creation of training unique to bus drivers that will maintain student safety as a priority while exploring what is appropriate and equivalent to training in other jurisdictions across the country; and
- allowing language supports during the written exam for drivers who are English language learners.

We would also appreciate your support for raising the awareness of the importance of school bus drivers in Alberta. By highlighting the important work they do, it may attract more people to apply and motivate existing drivers to remain. An example would be declaring a School Bus Driver Appreciation Day in 2023 [like was done in 2021](#).

We recognize that a complex problem like the driver shortage will not be solved with just one initiative. However, cumulatively the implementation of various initiatives can make a difference. Having exhausted those opportunities within the control of the CBE, we now reach out to you in the hopes that our respective teams can collaborate in identifying additional measures that can improve the support provided to students.

Thank you for your consideration on this matter.

Yours sincerely,



Laura Hack, Chair
Board of Trustees

cc: Marilyn Dennis, President of the Alberta School Board Association (ASBA)
Dr. Vivian Abboud, Chief Executive Officer of ASBA
Alberta School Board Chairs
Chris Usih, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services