

| achieve | strategies for success



Annual Education Results Report 2014-2015  
Three-Year Education Plan 2015-2018

learning | as unique | as every student



Calgary Board  
of Education



Students can realize their full potential by learning in ways that acknowledge their individuality within the context of classroom, school and community. This is why the CBE is dedicated to personalized learning. Each of our 116,985 students is supported by their teachers, schools and our entire organization. The CBE has the capacity to lead in education while honouring each student's gifts. The result is a rich and dynamic learning experience which enables individual students to build a foundation which will enable them to thrive in life, work and continued learning.

## Table of contents

Annual Education Results Report Summary .....	1
Our Ultimate Goals .....	4
Accountability .....	5
Three-Year Education Plan 2015-2018 overview .....	6
Three-Year Education Plan 2015-2018 strategies .....	7
Combined 2015 Accountability Pillar overall summary .....	8
Combined 2015 Accountability Pillar -- First Nations, Métis and Inuit Summary .....	9
Desired Outcome One   Every student is successful .....	10
Desired Outcome Two   Alberta has quality teaching and school leadership .....	13
Desired Outcome Three   Alberta's education system is governed effectively .....	14
CBE Disclosure .....	15
Desired Outcome Four   First Nations, Métis and Inuit students are successful .....	16
Summary of Financial Results for 2014-15 .....	18
Revenues .....	22
Expense by type .....	23
Summary of Facility & Capital Plans 2015-2016 .....	24
Enrolment Program Overview .....	26
Measure Evaluation Reference .....	28
Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2015 .....	30

# Annual Education Results Report Summary

## Mission

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

## Overview

CBE offers a depth and breadth of programs and supports to meet the unique learning needs and interests of a richly diverse population. In addition to responsive and inclusive programming in all CBE schools, we provide opportunities for students to learn in unique settings or through outreach programs.

## Fast facts

- More than 116,900 students in 227 schools, including:
  - 111,717 students between pre-kindergarten and Grade 12
  - 824 students in full day kindergarten in 15 schools
  - 611 students fully enrolled in CBe-learn, our online learning program, with 2,252 more registered in courses with CBe-learn while enrolled at another school
  - 2,327 students upgrading high school and pursuing continuing education through Chinook Learning Services
  - almost 24 per cent of CBE students self-identified as English language learners
  - 17,590 students with identified special education needs, the majority of whom are learning in their community schools
  - Close to 4,300 students self-identified as First Nations, Metis and Inuit
  - over 8,400 students in French immersion
  - close to 4,500 students in bilingual language and culture programs

## Student results

In Provincial Achievement Tests (PATs) in Grades 6 and 9:

- In the Grade 6 and 9 PATs, Calgary Board of Education results exceeded those of the province in every subject at the acceptable standard and the standard of excellence.
- In Knowledge and Employability (KAE) English Language Arts, Science and Social Studies, the percentage of CBE students achieving the acceptable standard was above that in the province as a whole, the percentage of students who achieved the standard of excellence was equal to or slightly above that of the province.
- In 2015-2016, we will seek to improve results on Grades 6 and 9 Mathematics and on Knowledge and Employability PATs.

In Diploma Examinations:

- Over 85 per cent of CBE students achieved the acceptable standard in eight of the eleven subjects for which there are diploma examinations. In four of these subjects, more than 40 per cent of students achieved the standard of excellence.
- In ten of the eleven examinations, the percentage of CBE students achieving the acceptable standard was equal to or above that of students in the province as a whole.
- The percentage of CBE students achieving the standard of excellence exceeded the percentage in the province as a whole on ten out of eleven examinations.
- Particularly strong results were again achieved in Social Studies 30-1, Math 30-1, Biology 30, Chemistry 30 and Physics 30, subjects in which the gap between the CBE and the province ranged from 7.4 percentage points to 11.6 percentage points.
- Science 30 will continue to be an area of focus in 2015-2016.

On the Combined Accountability Pillar Overall Summary, Alberta Education records evaluations on the following measures: Achievement, Improvement and Overall. The Achievement Evaluation is based on a comparison of Current Year data to a set of standards which remain consistent over time. The Improvement Evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi square statistical test is used by Alberta Education to determine the significance of the improvement. The Overall Evaluation combines the Achievement Evaluation and the Improvement Evaluation. Details of the way these measures are calculated can be found on pages 29-30 of the full report. On the October 2015 Combined Accountability Pillar Overall Summary the following measures were evaluated by the province as significantly improved:

- Three-Year high school completion rates
- Rutherford Scholarship Eligibility Rates
- Transition Rate (6 yr)

CBE also earning a rating of Improved on:

- Diploma exam results at both the acceptable standard and the standard of excellence
- Work preparation

In the following areas, already very high achievement was maintained, earning CBE an Overall rating of Excellent:

- Safe and Caring
- Citizenship

## Engaging stakeholders

The CBE provides opportunities for student voice through:

- The Chief Superintendent's Student Advisory Councils
- The Student Voice Symposia for junior and senior high school students
- Surveys and focus groups

Students also have voice in decisions at the school level, for example through Principals' advisory councils.

Between November 2014 and February 2015, more than 56,500 CBE students, more than 4,600 parents and over 4,250 teachers responded to the provincial Accountability Pillar Survey.

- 88 per cent agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- 82.3 per cent were satisfied that CBE students model the characteristics of active citizenship.

The CBE is committed to involving parents, staff and the community in decisions that affect them. Currently this is done through a variety of system-wide or school-specific methods including surveys, open houses, mandated school accommodation processes and face-to-face meetings. We are also seeking to broaden our practices and are developing a framework for community engagement that respects the diversity of our community and supports the CBE in achieving its mission.

## CBE strategies for excellence and continued improvement

- Our overall strategy: Personalize learning
- This is supported by three other strategies:
  - Build professional capital
  - Engage our public
  - Steward our resources

Through these strategies, CBE supports the provincial priorities<sup>1</sup> of:

- developing a strategy for higher student achievement in a world class education system
- ensuring that the Alberta school curriculum includes the basics of reading, writing and arithmetic and incorporates 21<sup>st</sup> century competencies
- expanding opportunities that create personalized, student-centred approaches to help students be successful in learning by implementing the Provincial Dual Credit Strategy and by developing a plan for evaluating and supporting provincial implementation of high school redesign
- implementing strategies to support teaching excellence
- working with communities to ensure infrastructure, schools, classrooms and resources anticipate, plan for and meet student needs
- promoting safe, dignified and respectful education environments
- collaborating with partners to ensure that Alberta teachers and students learn about the history and legacy of residential schools, the Treaties and the history of First Nations, Métis and Inuit peoples of Canada

## Financial Summary

- Alberta Education grant revenue makes up 91 per cent of total revenues.
- Funding is spent primarily on Salaries and Benefits at 78 per cent of total expenses.
- Revenue and expense increases from the prior year are driven by increases in enrolment, as well as collective agreement negotiated salary increases and grid movement.
- Overall results are more favourable than budgeted resulting in an \$11.4 million surplus compared with the planned \$14.6 million deficit, due to investment gains that were higher than anticipated and prudent spending practices.

[Detailed Annual Education Results Report 2014-2015 and Three-Year Education Plan 2015-2018](#)

[Detailed financial information](#)

[Detailed performance measure results](#)

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<sup>1</sup> Education Business Plan 2015-20

<http://finance.alberta.ca/publications/budget/budget2015/education.pdf>

## Our Ultimate Goals

The Annual Education Results Report 2014-15 combined with the Three-Year Education Plan 2015-2018 helps the CBE build strategies that support student learning. These strategies align to the Board of Trustees Results statements and contribute to learning as unique as every student.

The Board of Trustees defines the objectives as:

### Result 1 | Mission

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

### Result 2 | Academic Success

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

### Result 3 | Citizenship

Each student will be a responsible citizen.

### Result 4 | Personal Development

Each student will identify and actively develop individual gifts, talents and interests.

### Result 5 | Character

Each student will demonstrate good character.



## Accountability

The Annual Education Results Report for the 2014-15 school year and the Three-Year Education Plan for 2015-2018 for the CBE were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the 2015-2018 Education Plan and is committed to implementing the strategies contained within the 2015-2018 Education Plan to improve student learning.

School councils play a key role in education and council advice is actively sought and seriously considered prior to making decisions on a wide range of school issues. School councils help build the context of school development plans through direct input at School Council meetings and the opportunities for suggestions and feedback provided to all parents. The CBE has established administrative regulations and practices that ensure school principals work toward:

- Enhancing communication between the school and its parent community;
- Providing a method by which the school, the home and the community may work together for the benefit of students;
- Providing a forum for discussion of school philosophies, results and operations that contributes to the creation of the school development plan.

The Board of Trustees approved this combined Annual Education Results Report for the 2014-2015 school year and the Three-Year Education Plan for 2015-2018 on December 1, 2015.



Joy Bowen-Eyre, Chair  
Board of Trustees  
Calgary Board of Education



David Stevenson  
Chief Superintendent of Schools  
Calgary Board of Education

The Calgary Board of Education Combined Three Year Education Plan 2015–2018 and Annual Education Results Report 2014-2015 may be accessed using the following permalink:  
<http://www.cbe.ab.ca/FormsManuals/AERR-2014-2015-3-YEP-2015-2018.pdf>

The Calgary Board of Education Average Class Size Report 2014-15 can be viewed at:  
<https://portal.cbe.ab.ca/FormsManuals/Class-Size-Survey-Jurisdiction-Report.pdf>

## Program Overview

### Three-Year Education Plan 2015-2018 overview

The Three-Year Education Plan guides our work and connects each CBE employee to our Mission and our desired outcome of student success. Our task is to create an environment in which each student has the opportunity to become an engaged thinker and ethical citizen with an entrepreneurial spirit, prepared for success in life, work and future learning. We therefore focus on one overarching strategy: personalize learning. This is supported and developed by three others: build professional capital, engage our public, and steward our resources.

## Calgary Board of Education Three-Year Education Plan 2015-2018

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

**Our Values:** Students come first. Learning is our central purpose. Public education serves the common good.

### Our Outcome: Student Success

#### Personalize Learning

Success for each student, every day, no exceptions

Instructional design and leadership focus on:

- student agency and intellectual engagement
- active and effortful tasks designed for student interests and learning needs
- assessment that informs teaching and learning
- students knowing what they know, how they know it, how they show it, and what they need next

#### Build Professional Capital

Capacity building with a focus on results

Collaborative learning networks focus on:

- professional and intellectual engagement
- shared standards of practice
- evidence-informed, research-informed and job-embedded professional learning
- staff knowing the decisions they have made, why they made them, what impact those decisions had, and what is required next

#### Engage our Stakeholders

Everyone contributes to the success of public education

Internal and external community members:

- actively recognize public education as foundational to a democratic society
- acknowledge and accept different roles, responsibilities and contributions based on shared outcomes and engagement
- support, practice and benefit from open and responsive communication
- accept responsibility for the success of the organization

#### Steward our Resources

Resource management on behalf of student learning

Decisions and actions at all levels of the organization are:

- based on values and priorities
- consistent with the learning agenda
- evidence-informed
- made within a coherent framework
- strategic & responsive
- sustainable

### Alberta Education Goals

- Every student is successful
- Quality teaching and school leadership
- First Nations, Métis and Inuit students are successful
- Effective governance

## Three-Year Education Plan 2015-2018 strategies

To achieve our desired outcome, the CBE has described strategies to achieve our Mission. Among them, we are working to articulate and advance a coherent, system-wide vision of high-quality teaching and learning. These strategies are a work in progress that will continue to be refined with experience, learning in action and ongoing input from employees.

### Calgary Board of Education Three-Year Education Plan 2015-2018 Strategies and Actions

#### Personalize Learning

Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.

- extend the use of learning plans that help each student be known as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure student progress and achievement

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.

- identify and create the conditions for success for students as unique learners and as members of their school and home communities

Advance multiple literacies, numeracy and core competencies for each student across the subject areas.

- define and implement comprehensive CBE practices for multiple literacies
- enhance assessment and instruction for the integration of knowledge, skills and competencies

#### Build Professional Capital

Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.

- review the design and efficacy of priority programs and services to initiate new development and learning cycles

Advance district-wide professional learning to address shared problems of practice and accelerate collective impact.

- strengthen inclusive learning practices
- advance multiple literacies, numeracy and core competencies
- advance student success through task design and assessment

Advance leadership practices that optimize student success.

- implement a sustainable leadership development and succession planning process

#### Engage our Stakeholders

Engage community members in the values, questions and issues that impact public education and student success.

- create and implement comprehensive CBE public engagement framework
- extend the role of student voice in educational decisions

Promote a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility, and in which all employees find meaning and fulfilment.

- leverage formative assessment strategies within renewed employee performance management and recognition frameworks

Engage local, provincial and global partners in collaborative ventures to support student learning.

- create new programming and transition opportunities for young adult students

#### Steward our Resources

Optimize the use of financial, human, material, community and government resources to accommodate students in enriching environments.

Improve access to and use of data in informed, transparent decision making.

Enhance operational performance through effective, efficient and integrated business processes and practices.

## Combined 2015 Accountability Pillar overall summary

Measure Category	Measure Category Evaluation	Measure	Calgary School District No. 19			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.2	89.0	88.4	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	Acceptable	Program of Studies	81.1	83.1	82.5	81.3	81.3	81.2	High	Declined Significantly	Issue
		Education Quality	87.6	87.8	88.1	89.5	89.2	89.5	High	Declined	Acceptable
		Drop Out Rate	3.3	3.3	3.3	3.4	3.3	3.3	High	Maintained	Good
		High School Completion Rate (3 yr)	75.6	74.0	73.4	76.4	74.9	74.6	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	74.9	74.5	75.7	73.0	73.1	73.9	Intermediate	Declined	Issue
		PAT: Excellence	20.0	19.1	19.9	18.8	18.4	18.9	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	88.0	88.3	87.3	85.2	85.5	84.6	High	Improved	Good
		Diploma: Excellence	27.7	28.6	27.1	21.0	21.1	20.0	Very High	Improved	Excellent
		Diploma Exam Participation Rate (4+ Exams)	61.1	49.2	62.1	54.9	50.5	54.4	High	Declined	Acceptable
		Rutherford Scholarship Eligibility Rate	61.0	59.5	59.7	61.2	60.9	61.3	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	61.2	60.5	59.3	59.8	59.2	59.0	High	Improved Significantly	Good
		Work Preparation	78.2	78.2	77.3	82.0	81.2	80.4	High	Improved	Good
		Citizenship	82.3	83.1	82.3	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Acceptable	Parental Involvement	77.2	77.9	77.1	80.7	80.6	80.2	Intermediate	Maintained	Acceptable
Continuous Improvement	Issue	School Improvement	75.6	78.3	78.2	79.6	79.8	80.1	Intermediate	Declined Significantly	Issue

### Notes |

- 1 | Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2 | Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 3 | Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Results for 2013 are not calculated into the Three Year average. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 4 | Survey results for the province and Calgary Board of Education were impacted by changes in the number of students responding to the survey through its being administered in conjunction with the Tell THEM From ME survey in 2015.

## Combined 2015 Accountability Pillar -- First Nations, Métis and Inuit Summary

Measure Category	Measure Category Evaluation	Measure	Calgary School District No. 19			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	9.6	10.1	10.0	8.0	7.8	8.4	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	33.2	35.9	32.3	46.0	43.6	42.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	42.4	41.5	41.5	52.1	51.4	52.2	Very Low	Maintained	Concern
		PAT: Excellence	3.2	4.5	4.0	6.5	5.8	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	87.7	83.3	82.9	78.3	78.4	76.6	High	Improved	Good
		Diploma: Excellence	15.7	16.4	13.0	9.4	10.1	9.1	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	17.0	14.8	17.2	20.2	18.9	19.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	19.1	24.3	22.6	31.5	33.0	34.2	Very Low	Declined	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	23.9	24.3	25.1	30.3	32.1	31.5	Very Low	Maintained	Concern

### Notes |

- 1 | Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2 | Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 3 | Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Results for 2013 are not calculated into the Three Year average. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.





## Desired Outcome One | Every student is successful

### Specific Outcome | Students achieve learning outcomes.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.8	86.2	87.3	88.3	88.0	High	Improved	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	24.4	25.6	24.8	28.6	27.7	Very High	Improved	Excellent			

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	70.8	72.4	73.7	74.0	75.6	High	Improved Significantly	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.1	3.1	3.5	3.3	3.3	High	Maintained	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	59.9	58.3	59.2	60.5	61.2	High	Improved Significantly	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	58.6	60.4	59.0	59.5	61.0	High	Improved Significantly	Good			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	59.8	61.9	62.2	49.2	61.1	High	Declined	Acceptable			

#### Strategies

##### Personalize learning:

*Evolue, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.*

- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure student progress and achievement

##### Build professional capital

*Advance district-wide professional learning to address shared problems of practice and accelerate collective impact.*

- strengthen inclusive learning practices

##### Engage our stakeholders:

*Engage community members in the values, questions and issues that impact public education and student success.*

- extend the role of student voice in educational decisions

##### Steward our resources:

*Improve access to and use of data in informed, transparent decision making.*

#### Notes |

- 1 | Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 2 | Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- 3 | Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Results for 2013 are not calculated into the Three Year average. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Specific Outcome | Students achieve learning outcomes (continued).

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.5	81.2	82.4	83.1	82.3	Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.7	76.4	77.3	78.2	78.2	High	Improved	Good			

### Strategies

#### Personalize learning:

*Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.*

- identify and create the conditions for success for students as unique learners and as members of their school and home communities

*Advance multiple literacies, numeracy and core competencies for each student across the subject areas.*

- Enhance assessment and instruction for the integration of knowledge, skills and competencies

#### Engage our stakeholders:

*Engage local, provincial and global partners in collaborative ventures to support student learning.*

- create new programming and transition opportunities for young adult students

#### Steward our resources:

*Optimize the use of financial, human, material, community and government resources to accommodate students in enriching environments.*

Note |

- 1 | Survey results for the province and Calgary Board of Education were impacted by changes in the number of students responding to the survey through its being administered in conjunction with the Tell THEM From ME survey in 2015.



**Specific Outcome |** Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.7	76.9	80.2	74.5	74.9	Intermediate	Declined	Issue	75.4	75.9	76.4
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.9	20.8	20.5	19.1	20.0	High	Maintained	Good			

**Strategies**

*Advance multiple literacies, numeracy and core competencies for each student across the subject areas.*

- Define and implement comprehensive CBE practices for multiple literacies
- Enhance assessment and instruction for the integration of knowledge, skills and competencies

*Advance district-wide professional learning to address shared problems of practice and accelerate collective impact.*

- Advance multiple literacies, numeracy and core competencies
- Advance student success through task design and assessment

*Advance leadership practices that optimize student success.*

- implement a sustainable development and succession planning process for school-based leaders

*Improve access to and use of data in informed, transparent decision making.*

**Notes |**

- 1 | Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2 | Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Results for 2013 are not calculated into the Three Year average. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Desired Outcome Two | Alberta has quality teaching and school leadership

**Specific Outcome |** Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.8	82.0	82.4	83.1	81.1	High	Declined Significantly	Issue	82.1	83.1	84.1

### Strategies

*Advance multiple literacies, numeracy and core competencies for each student across the subject areas.*

- define and implement comprehensive CBE practices for multiple literacies
- enhance assessment and instruction for the integration of knowledge, skills and competencies

*Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.*

- review the design and efficacy of priority programs and services to initiate new development and learning cycles

*Engage community members in the values, questions and issues that impact public education and student success.*

- create and implement comprehensive CBE public engagement framework
- extend the role of student voice in educational decisions

*Optimize the use of financial, human, material, community and government resources to accommodate students in enriching environments.*

Note |

- 1 | Survey results for the province and Calgary Board of Education were impacted by changes in the number of students responding to the survey through its being administered in conjunction with the Tell THEM From ME survey in 2015.

## Desired Outcome Three | Alberta's education system is governed effectively

### Specific Outcome | The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.2	76.0	77.4	77.9	77.2	Intermediate	Maintained	Acceptable			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.0	88.1	88.3	87.8	87.6	High	Declined	Acceptable			

#### Strategies

##### Engage our stakeholders:

*Engage community members in the values, questions and issues that impact public education and student success.*

- create and implement comprehensive CBE public engagement framework
- extend the role of student voice in educational decisions

*Promote a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility, and in which all employees find meaning and fulfilment.*

- leverage formative assessment strategies within renewed employee performance management and recognition frameworks

*Engage local, provincial and global partners in collaborative ventures to support student learning.*

- create new programming and transition opportunities for young adult students

##### Steward our resources:

*Optimize the use of financial, human, material, community and government resources to accommodate students in enriching environments.*

Note |

- 1 | Survey results for the province and Calgary Board of Education were impacted by changes in the number of students responding to the survey through its being administered in conjunction with the Tell THEM From ME survey in 2015.

**Specific Outcome |** Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.1	87.8	88.3	89.0	88.2	Very High	Maintained	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.9	77.6	78.7	78.3	75.6	Intermediate	Declined Significantly	Issue	76.0	76.5	77.5

**Strategies**

*Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.*

- extend the use of learning plans that help each student be known as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure student progress and achievement

*Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.*

- identify and create the conditions for success for students as unique learners and as members of their school and home communities

*Engage community members in the values, questions and issues that impact public education and student success.*

- create and implement comprehensive CBE public engagement framework
- extend the role of student voice in educational decisions

*Promote a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility, and in which all employees find meaning and fulfilment.*

- leverage formative assessment strategies within renewed employee performance management and recognition frameworks

*Optimize the use of financial, human, material, community and government resources to accommodate students in enriching environments*

Note |

- 1 | Survey results for the province and Calgary Board of Education were impacted by changes in the number of students responding to the survey through its being administered in conjunction with the Tell THEM From ME survey in 2015.

## CBE Disclosure

The CBE Public Interest Disclosure (Whistleblower Protection) policy was approved in February 2014. From September 30, 2014, up to and including September 29, 2015 the following has been received:

Disclosures received by the Designated Officer	1
Disclosures acted on	0
Disclosures not acted on	1
Investigations commenced by the Designated Officer as a result of disclosures	0

## Desired Outcome Four | First Nations, Métis and Inuit students are successful

**Specific Outcome |** The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	41.8	41.6	47.8	41.5	42.4	Very Low	Maintained	Concern	43.0	43.5	44.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.6	3.5	4.7	4.5	3.2	Very Low	Maintained	Concern	4.0	4.5	5.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	82.4	82.5	81.2	83.3	87.7	High	Improved	Good			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	12.1	9.6	9.8	16.4	15.7	Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	25.2	27.1	33.9	35.9	33.2	34.0	Very Low	Maintained	Concern	35.0	36.0	37.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	13.6	9.8	10.2	10.1	9.6	9.4	Very Low	Maintained	Concern	9.2	9.0	8.8
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	22.9	26.5	24.5	24.3	23.9	25.0	Very Low	Maintained	Concern	25.5	26.0	26.5
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	19.7	21.1	22.4	24.3	19.1	20.0	Very Low	Declined	Concern	20.5	21.0	21.5
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	12.9	16.7	17.7	14.8	17.0	17.5	Very Low	Maintained	Concern	18.0	18.5	19.0

## Strategies

*Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.*

- extend the use of learning plans that help each student be known as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure student progress and achievement

*Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.*

- identify and create the conditions for success for students as unique learners and as members of their school and home communities

*Advance multiple literacies, numeracy and core competencies for each student across the subject areas.*

- define and implement comprehensive CBE practices for multiple literacies
- enhance assessment and instruction for the integration of knowledge, skills and competencies

*Advance district-wide professional learning to address shared problems of practice and accelerate collective impact.*

- strengthen inclusive learning practices
- advance multiple literacies, numeracy and core competencies
- advance student success through task design and assessment

*Engage community members in the values, questions and issues that impact public education and student success.*

- create and implement comprehensive CBE public engagement framework
- extend the role of student voice in educational decisions

*Engage local, provincial and global partners in collaborative ventures to support student learning.*

- create new programming and transition opportunities for young adult students

*Optimize the use of financial, human, material, community and government resources to accommodate students in enriching environments.*

*Improve access to and use of data in informed, transparent decision making.*

## Notes |

- 1 | Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2 | Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 3 | Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- 4 | Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Results for 2013 are not calculated into the Three Year average. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Summary of Financial Results for 2014-15

### Actual to budget highlights

The CBE's 2014-15 budgeting process started with the release of the Province of Alberta's budget on March 6, 2014. CBE administration then began developing the budget for approval by the Board of Trustees on May 20, 2014 for implementation in September. The budget was based on estimates of an expected enrolment increase of 3,232 for the 2014-15 school year. At the Sept. 30, 2013 student count date, it was determined that the actual enrolment for the year would be 505 students higher than originally budgeted and as a result, both revenues and expenses would be higher.

A comparison of actual results to budget for 2014-15 highlights a number of specific variances.

- 91 per cent of CBE revenue comes from Alberta Education. Alberta Education funding received was higher than budgeted by \$7.4 million. The increase was due to higher IMR funding (and related expenditures) than what was anticipated as well as other grants received that were marginally higher than expected.
- Other revenue was \$113.1 million. This amount is comprised mainly of *fees, school generated revenues* and *investment income*. Other revenue was \$16.2 million higher than budgeted due primarily to revenues generated from investment income as well as higher school generated revenues which are inherently variable and fluctuate from year to year.
- \$13 million less was spent on *salaries and benefits* than planned due to lower actual rates and vacant positions. Most of these savings were redirected for additional supplies and services spending.
- The CBE did not need to apply the full \$18.8 million of operating reserves to cover the budget shortfall as initially planned. Due to more favorable results combined with increased capital activities, the actual net draw from operating reserves is \$3.8 million.
- The CBE actual spending on non-facility capital projects totalled \$22.2 million. To fund work not completed by the fiscal year-end, \$11.5 million is being carried forward to 2015-16.

### Year-over-year highlights

From 2013-14 to 2014-15, student enrolment increased by approximately 3.4 per cent (3,737 students) based on Sept. 30 count data. Comparing the 2014-15 actual results to the prior year highlights the following:

- Revenue from Alberta Education was up \$42.4 million, an increase of 3.8 per cent. Provincial funding per student increased marginally; however, total funding increased due to enrolment growth.
- Employee salaries and benefits represent 78 per cent of expenses. The expense increased year-over-year by \$45.8 million. This 4.9 per cent reflects an increase in school-based permanent positions due to increased enrolment and the negotiated salary and step increment increases for various employee groups.
- In 2014-15, the provincial government limited board and system administrative expenses to 3.6 per cent of the operating budget (from 4.0 per cent) and CBE provincial grants were reduced by an equivalent of 0.4 per cent. For 2014-15, the CBE spent 2.7 per cent of its total operating expenses on board and system administration, enabling more resources to be directed to the classroom and classroom support. As a result, core programming supports are lean.
- CBE's accumulated surplus has increased by \$7.9 million due to favorable operating results and higher than expected investment gains.

## Operating surplus

The budget anticipated a \$14.6 million deficit. With the realization of investment gains along with prudent spending, the CBE reports a surplus of \$11.4 million. The \$26.0 million difference predominantly reflects:

- \$11.8 million higher realized investment income due to favorable market conditions and actual gains realized;
- \$2.3 million net savings in salaries, benefits and other expenses;
- \$2.8 million in lower utility costs than budgeted due to a natural gas volume reduction;
- \$2.7 million in additional Alberta Education revenue received on differential cost factor funding;
- \$3.4 million in increased revenue from other sources (federal government, sales and services, other revenue);
- (\$0.7 million) higher deficit in the Transportation block than budgeted due to higher waived fees and uncollectible accounts;
- \$3.7 million for projects budgeted in 2014-15 that were incomplete at year-end and the budget will be carried forward to 2015-16.

## Use of surplus

The CBE has applied a prudent financial management practice due to concerns about future pressures and realized a surplus of \$11.4 million. This amount is transferred to reserves as follows:

- transfer from operating reserves totalling (\$3.7) million:
  - \$0.5 million to administrative systems renewal reserve;
  - \$(2.2) million from the transportation fee stabilization reserve;
  - \$(3.2) million from unrealized investment gains reserve;
  - \$1.1 million to designated funds.
  - \$0.1 million in unrestricted surplus.
- investment of \$15.1 million in board-funded capital.

The surplus means that the CBE's reliance on funding from operating reserves in 2014-15 was less than anticipated, making the funds available for use in future years.

For detailed information regarding the source and use of school generated funds, interested parties should contact school offices directly.

A full discussion and analysis of the CBE's year-end financial statements and historical financial documents can be found at the following link.

<http://www.cbe.ab.ca/about-us/budget-and-finance/Pages/default.aspx>

The provincial roll-up of financial results can be found at:

<http://education.alberta.ca/admin/funding/audited.aspx>



## Program expenditure information

2014-15								2013-14
	Instruction: early childhood services	Instruction: grades 1-12	Board and system administration	Transportation	Plant operations and maintenance	External services	Total	Total
<b>Revenues</b>								
Rev Ab Ed	50,353	884,359	40,158	34,283	135,243		1,144,396	1,101,997
Other government of Alberta revenue		403			560	145	1,108	2,113
Federal grants and education agreements		981	31			1,892	2,904	2,329
Sales and services		17,657	1,021		997	4,654	24,329	24,478
Fees	134	27,826		7,883		11,305	47,148	40,429
Investment income		114				14,749	14,863	7,395
Other Alberta school authorities		540			292		832	802
Gifts and donations		6,981				42	7,023	6,141
Fundraising		6,828					6,828	6,402
Rentals			436		2,762	3,500	6,698	7,137
Gain on disposal of assets		63					63	
Other revenue		1,323					1,323	221
<b>Total Revenues</b>	<b>50,487</b>	<b>947,075</b>	<b>41,646</b>	<b>42,166</b>	<b>139,854</b>	<b>36,287</b>	<b>1,257,515</b>	<b>1,199,444</b>
<b>Expenses</b>								
Certificated salaries	27,412	564,986	1,387			256	594,041	567,255
Certificated benefits	3,060	131,079	126			220	134,485	128,329
Non-certificated staff salaries	12,512	104,358	14,807	1,974	50,056	13,384	197,091	186,658
Non-certificated staff benefits	3,062	25,446	3,511	505	12,424	2,660	47,608	45,187
<b>Sub-total</b>	<b>46,046</b>	<b>825,869</b>	<b>19,831</b>	<b>2,479</b>	<b>62,480</b>	<b>16,520</b>	<b>973,225</b>	<b>927,429</b>
Supplies and services	2,402	99,847	11,294	41,310	59,639	3,196	217,688	207,290
Amortization of supported tangible capital assets					29,808		29,808	30,653
Amortization of unsupported tangible capital assets	662	14,151	2,602		4,413	9	21,837	21,505
Unsupported interest on capital debt								
Supported debt interest					560		560	820
Other interest and finance charges	15	362	70	108	589	333	1,477	1,282
Other expense	11	232	120	439		756	1,558	1,321
<b>Total expenses</b>	<b>49,136</b>	<b>940,461</b>	<b>33,917</b>	<b>44,336</b>	<b>157,489</b>	<b>20,814</b>	<b>1,246,153</b>	<b>1,190,300</b>
<b>Operating surplus / (deficit)</b>	<b>1,351</b>	<b>6,614</b>	<b>7,729</b>	<b>(2,170)</b>	<b>(17,635)</b>	<b>15,473</b>	<b>11,362</b>	<b>9,144</b>

## Budget Summary: Fall 2015 Update to the 2015-16 Budget

On Dec.1, 2015, the Board of Trustees will be asked to receive the Fall 2015 Update to the 2015-16 Operating Budget, reflecting total planned spending of \$1,320.5 million, an increase of \$37.2 million from the approved budget and authorize submission to Alberta Education.

The development of the 2015-16 Budget was guided by the CBE's values:

- Students come first;
- Learning is our central purpose; and
- Public education serves the common good.

The budget is also influenced by the CBE's Mission, Alberta Education's *Inspiring Education*, the CBE's Three-Year Education Plan and the Board's summative evaluation of the Chief Superintendent.

On May 5, 2015, a new provincial government was elected. On May 28, 2015, the new government provided a provincial funding update for education. Certain funding rates increased from 2014-15 and school jurisdictions would be funded for enrolment growth. CBE's funding from Alberta Education increased by approximately \$67.4 million from 2014-15 budget. Other budget highlights include:

- Funds allocated directly to schools via the Resource Allocation Method have increased by more than \$31 million over 2014-15 and are sufficient to maintain the current system-wide ratio of students to school-based staff, subject to individual principal deployment decisions.
- \$16.0 million increase in temporary certificated salaries and benefits for a one-time initiative to further schools' goals of improving student achievement as outlined in development plans. The additional funds will also pay for high school graduation coaches to support our First Nations, Metis and Inuit students.
- The number of school-based teachers will increase by 114 full time equivalent positions and school-based non-teachers by 92 full time equivalent positions.
- Fee revenue will increase by \$2.9 million year-over-year. Fee revenue for noon supervision and Instructional Supplies and Materials (ISM) will fully fund the gap between direct program costs, including waivers and uncollectible accounts. There will be no contribution from the instructional budget to support these fee-based programs and services.
- The transportation expense budget is increased by \$3.0 million from what was planned in the 2014-15 fall update. This increase is due to the revision of route configuration and the elimination of congregated stops. Transportation fees in 2015-16 will not fully fund the \$5.2 million gap between direct program costs, government funding and planned use of the transportation fee stabilization reserve.
- The 2015-16 approved budget was balanced without the use of reserves.
- Service Unit budgets will be maintained in order to continue to provide services and supports that are consistent with levels in the 2014-15 year, subject to continuous improvement and operational efficiency reviews.

The CBE's 2015-16 budget report can be found at the following location:

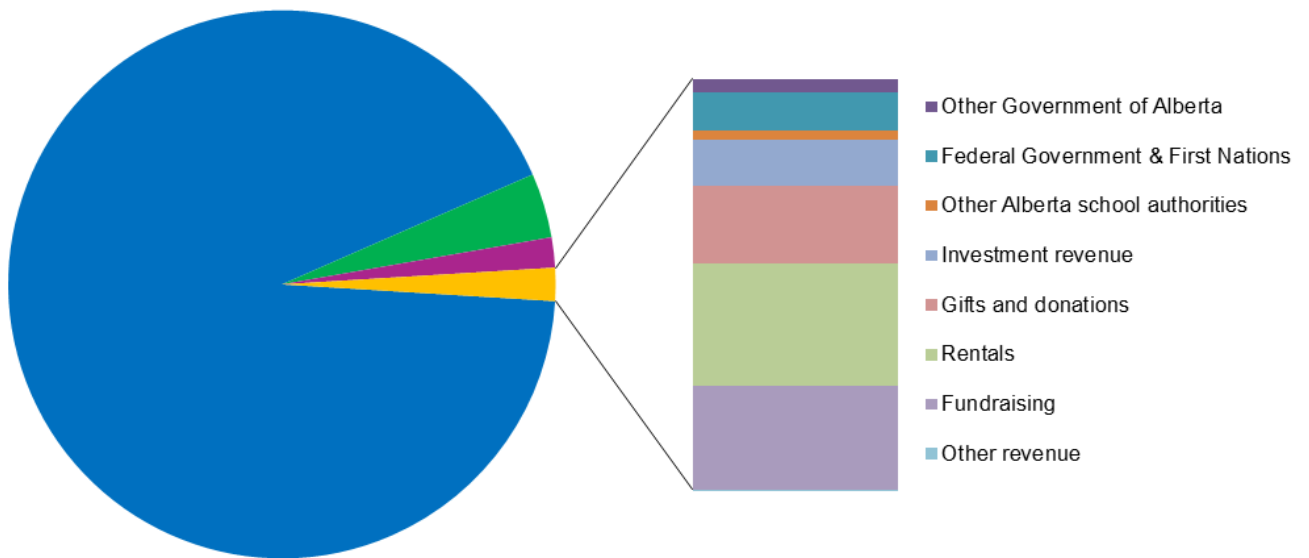
<http://www.cbe.ab.ca/about-us/budget-and-finance/Pages/default.aspx>

The fall update report will be submitted to Alberta Education immediately following its receipt by the Board of Trustees. It reflects financial support for the outcomes, strategies and actions articulated in the CBE's Three-Year Education Plan and forms the basis of the 2015-16 updated work plans for each of the CBE's service units and fall resource deployment by principals at schools.

Of the \$1,302.6 million in total expected revenues (not including approved transfers from operating reserves and designated funds) approximately 92 per cent, or \$1,204.3 million, is Alberta Education grant revenue. The total planned spending is \$1,321.0 million leaving a deficit of \$18.4 million, which will be funded from draws on reserves.

## Revenues

Fall Budget Update			
	2015-16		2014-15
	(in \$ thousands)	%	(in \$ thousands)
Alberta Education	1,204,334	92%	1,136,965
Fees revenue	49,651	4%	46,736
Other sales and services	23,196	2%	19,684
Other	25,384	2%	30,462
<b>Revenues</b>	<b>1,302,565</b>	<b>100%</b>	<b>1,233,847</b>



## Expenses by type

Fall Budget Update			
	2015-16		2014-15
	(in \$ thousands)	%	(in \$ thousands)
Certificated salaries and benefits	767,467	58.1%	730,184
Non-certificated salaries and benefits	256,462	19.4%	256,010
Supplies and services	237,524	18.0%	205,467
Other (interest, amortization and uncollectible accounts)	59,041	4.5%	56,830
<b>Expenses by type</b>	<b>1,320,494</b>	<b>100.0%</b>	<b>1,248,491</b>



- Certificated salaries and benefits
- Non-certificated salaries and benefits
- Supplies and services
- Other (interest, amortization and uncollectible accounts)

## Summary of Facility & Capital Plans 2015-2016

Over the past decade, Calgary has seen tremendous growth and economic prosperity. One simple indicator of Calgary's growth is its population increase. The city grew by 159,400 people between 2010 and 2015. This is an average growth of 31,880 people per year; the current 2015 population is 1,230,915 (2015 City Census). Currently there are approximately 20 new developing communities as indicated in the City of Calgary's 2015 *Suburban Residential Growth 2015-2019*.

New school construction is necessary in outlying communities of the city to provide students with equitable access to instructional programs and to comply with the Board of Trustees' Governance Policies. New school construction priorities are approved by the Board of Trustees and these priorities are submitted to the provincial government in accordance with the annual School Capital Plan process.

The CBE's Three Year School Capital Plan 2016-2019 was approved on March 17th, 2015 by the Board of Trustees and can be found on the CBE Website at:

<http://www.cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan-2016-2019.pdf>

The capital priorities for the three-year period covered by the plan consist of:

- 20 new school construction projects totalling \$478.5 million
- 13 major modernization projects totalling \$187 million

New school construction projects and school modernization projects previously approved by the province through CBE school capital plans as well as recently completed projects are listed below.

### Approved New Schools and Modernization Requests

In May 2013, the Provincial Government announced the approval of six new schools for the CBE to accommodate enrolment growth in Calgary's new and developing communities as part of the Building Alberta Schools Construction Program (BASCP). The six new schools consists of three elementary, two middle, and one high school. In June 2014 the Provincial Government announced that they would not be pursuing the BASCP procurement package and that the new schools, with the exception of the North East High School, would be handed over to the CBE for development and construction. The design development and pre-construction process is now complete and these schools are under construction and scheduled to open in the 2016-17 school year:

- New Brighton (Elementary)\*
- Copperfield (Elementary)\*
- Evanston (Elementary)\*
- William D Pratt (Royal Oak Middle)
- Peter Lougheed (Saddle Ridge Middle)
- Nelson Mandela (North East High School)

In February 2014 the Provincial Government announced funding for the development and construction of six additional schools for CBE as part of their commitment to build fifty new schools. The design development and pre-construction process is now complete and the three elementary schools are proposed to open in the 2016/17 school year and the middle schools in 2017:

- Auburn Bay (Elementary)\*
- Marshall Springs (Evergreen Middle )
- Buffalo Rubbing Stone (Panorama Elementary)
- McKenzie Highlands (McKenzie Towne Middle)
- Dr. Martha Cohen (New Brighton/Copperfield Middle)
- Eric Harvie (Tuscany Elementary)

\*schools have not been named

In September 2014, the Provincial Government announced funding for four starter schools and the design development of a new high school in South East Calgary. These four starter schools would subsequently proceed as full build-outs for completion and opening in the 2016-2017 school year and the high school in 2018/2019:

- Dr. Roberta Bondar (Aspen Woods Elementary)
- Cranston (Middle)\*
- Hugh A Bennett (Saddle Ridge Elementary)
- West Springs/Cougar Ridge (Middle)\*

The completion of the Booth Centre for Chinook Learning Services was expected in the summer of 2014. Due to significant flood damage in June 2013 the development was abandoned and alternative concepts for the redevelopment of the site with the Calgary Municipal Land Corporation and developers were explored. A Land Use Re-designation Application has been submitted to the City and a Developer RFP will be issued.

In January 2014 the Provincial Government announced funding for four additional major modernizations which will be completed in the 2016-2017 school year:

- Christine Meikle School (Replacement School)
- Harold W. Riley School (New Aboriginal Learning Centre)
- Jack James High School (Major Modernization)
- Bowness High School (Major Modernization)

In February and March 2014 the Provincial Government approved limited capital funding to rebuild Elbow Park School and flood mitigation funding for Rideau Park school, damaged by the 2013 Floods.

In October 2014 the Provincial Government announced funding for phase 3 of a consolidated advancement of education capital projects. This announcement which has subsequently been approved for full development provides the CBE with 3 new schools and two additional high school major modernizations for completion in the 2017/2018 school year.

- Martindale (Middle School)\*
- Silverado (Elementary School)\*
- Springbank Hill/Discovery Ridge (K-9)\*
- James Fowler High School Modernization
- Lord Beaverbrook High School Modernization

\*schools have not been named

## Enrolment Program Overview

In the 2015-16 school year, the Calgary Board of Education will provide programs and services in 227 schools, addressing the complexity and diversity of a population of 116,985 students.

<b>Type and Number of Schools*</b> <b>2015-16 School Year</b>	
Elementary	133
Middle or Elementary Junior	36
Junior	16
Junior Senior	5
Senior High	21
Elementary Junior Senior**	1
Unique Settings including Discovering Choices	15
Outreach at four locations	
<b>Total</b>	<b>227</b>
* School is defined as an instructional setting with a unique school code assigned by Alberta Education	
** Home Education	

<b>Student Enrolment</b> <b>as of Sept. 30, 2015</b>	
Early Learning	180
Kindergarten	9,209
Grades 1 to 3	28,888
Grades 4 to 6	24,441
Grades 7 to 9	22,624
Grades 10 to 12	26,375
Home Education	270
Unique Settings	676
Outreach Programs	1,384
Chinook Learning Services*	2,327
CBe-learn	611
Other	690
<b>Total Enrolment</b>	<b>116,985</b>
* 673 are over 20 years old.	

<b>CBE Budgeted Employee Count*</b> <b>2015-16</b>	
Certificated**	6,106
Non-certificated	3,285
<b>Total</b>	<b>9,391</b>
* Reported as Full-Time Equivalents as of Sept. 30, 2015	
** Excludes substitute teachers and staff on secondment and professional improvement leaves.	

## Program Overview

The CBE offers a depth and breadth of programs and supports to meet the unique learning interests and needs of our increasingly diverse student populations.

### Unique settings and outreach programs providing specialized services and supports

- CBe-Learn
- Children's Village School
- Chinook Learning Services
- Christine Meikle School
- Discovering Choices Outreach: Downtown, Marlborough, Westbrook, Bowness
- Dr. Gordon Townsend School at Alberta Children's Hospital
- Dr. Oakley School
- Emily Follensbee School
- Encore CBE
- High School Integration Class
- Nexus
- Project Trust
- West View School
- William Roper Hull School
- Wood's Homes Schools – George Wood Learning Centre and William Taylor Learning Centre
- Young Adult Program (YAP)

### Sports-supported learning opportunities

- National Sports Academy
- National Sport School

### Specialized school-based programming

- Autism
- Behaviour
- Blind and visually impaired
- Complex Needs
- Deaf and hard of hearing
- Developmental disabilities
- Early development pre-school
- English-language learning
- Gifted and talented
- Learning disability
- Mental health

### CBE-supported community-based programming

- Alberta Alcohol and Drug Abuse Commission (AADAC)
- Adolescent Day Treatment Program (ADTP) – Holy Cross Centre
- Alberta Adolescent Recovery Centre (AARC)
- Calgary Youth Attendance Centre (CYAC)
- Emergency Women's Shelter Liaison
- Enviros Wilderness Base Camp
- ExCel
- HERA Program

### Alternative Programs

#### Content program focus

- Arts-Centred Learning
- Juno Beach Academy of Canadian Studies
- Science School

#### Teaching philosophy programs

- Alice Jamieson Girls' Academy
- All-Boys Alternative Program
- Montessori
- Traditional Learning Centres

#### Language and culture programs

- French Immersion Early and Late
- German Bilingual
- Mandarin Bilingual
- Medicine Wheel Kindergarten
- Piitoayis Family School – Aboriginal Culture Program
- Spanish Bilingual

#### Pathway Categories and Programs

- Off-campus Exploratory Programs
- Internships
- Dual Credit

November 2015



## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes |

- 1 | For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2 | Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

## Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

## Category Evaluation

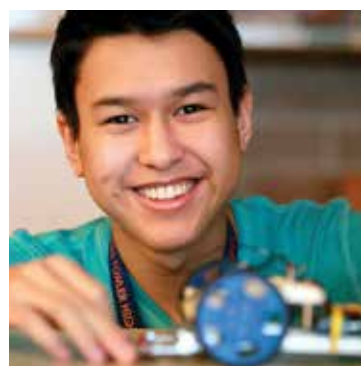
The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2015 Province: Alberta

Measure Category	Measure Category Evaluation	Measure	Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.2	89.1	88.9	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	Program of Studies	81.3	81.3	81.2	High	Maintained	Good
		Education Quality	89.5	89.2	89.5	High	Maintained	Good
		Drop Out Rate	3.4	3.3	3.3	High	Declined	Acceptable
		High School Completion Rate (3 yr)	76.4	74.9	74.6	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	73.0	73.1	73.9	Intermediate	Declined Significantly	Issue
		PAT: Excellence	18.8	18.4	18.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	85.2	85.5	84.6	Intermediate	Improved Significantly	Good
		Diploma: Excellence	21.0	21.1	20.0	High	Improved Significantly	Good
		Diploma Exam Participation Rate (4+ Exams)	54.9	50.5	54.4	Intermediate	Improved	Good
		Rutherford Scholarship Eligibility Rate	61.2	60.9	61.3	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	59.8	59.2	59.0	High	Improved Significantly	Good
		Work Preparation	82.0	81.2	80.4	High	Improved Significantly	Good
		Citizenship	83.5	83.4	83.1	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	80.7	80.6	80.2	High	Improved Significantly	Good
Continuous Improvement	Issue	School Improvement	79.6	79.8	80.1	High	Declined Significantly	Issue

### Notes |

- 1 | Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2 | Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 3 | Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Results for 2013 are not calculated into the Three Year average. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 4 | Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Results for 2013 are not calculated into the Three Year average. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 5 | Survey results for the province and Calgary Board of Education were impacted by changes in the number of students responding to the survey through its being administered in conjunction with the Tell THEM From ME survey in 2015.



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