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achieve

strategies for success



Annual Education Results Report 2013-2014
Three-Year Education Plan 2014-2017

learning | **as unique** | as every student



**Calgary Board
of Education**

Part of being unique is that each student learns differently. Students can realize their full potential by learning in ways that recognize their individuality. This is why the CBE is dedicated to personalized learning. Each of our 114,500 students is supported by our system. 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 each student to build a foundation which will enable him or her to thrive in life, work and continued learning.

learning | **as unique** | as every student



**Calgary Board
of Education**

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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 an increasingly diverse population. In addition to school-based programming for students with exceptional needs, we provide more extensive support for students who need it in unique settings or through outreach programs.

Fast facts

- More than 114,500 students in 227 schools, including:
 - 109,299 students between kindergarten and Grade 12
 - 859 students in full day kindergarten in 16 schools
 - 589 students in CBe-learn, our online learning program
 - 2,393 students upgrading high school and pursuing continuing education through Chinook Learning Services
 - almost 24 per cent of CBE students identified as English language learners
 - 16,776 students with identified special education needs, the majority of whom are supported within their community school
 - over 8,300 students in French immersion
 - more than 4,200 students in bilingual language and culture programs
 - almost 24,000 students studying a second language including Arabic, Chinese, French, German, Punjabi and Spanish
 - supported learning opportunities for athletes including the National Sport School and National Sports Academy

Student results

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

- In the Grade 6 PATs, Calgary Board of Education results exceeded those of the province in every subject at the acceptable standard; at the standard of excellence, CBE results were above those of the province in English language arts and math.
- In Grade 9 PATs, the percentage of CBE students achieving the acceptable standard was above that in the province in every subject except science; the percentage of CBE students achieving at the standard of excellence was above that in the province in every subject.
- In Knowledge and Employability PATs there are many signs of improvement. In KAE Science and Social Studies, the percentage of CBE students achieving the acceptable standard was slightly above that in the province as a whole, while in KAE ELA and KAE Social Studies, the percentage of students who achieved the standard of excellence was equal to or slightly above that of the province.
- Knowledge and Employability PATs will continue to be an area of focus in 2014-15 and for the future.

In Diploma Examinations:

- In nine of the eleven subjects for which there are diploma examinations, over 85 per cent of CBE students achieved the acceptable standard.
- In eight 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 ten out of eleven subjects.

- Particularly strong results were achieved in Social Studies 30-1 and 30-2, Math 30-1, Biology 30, Chemistry 30 and Physics 30, where the gap between the CBE and the province ranged from 7.8 percentage points to 10.8 percentage points.
- In Science 30, there is also improvement to celebrate. The percentage of CBE students achieving the acceptable standard was 85.1 percentage points, 7.2 percentage points above CBE achievement in 2011-12. The percentage of CBE students achieving the standard of excellence was 24.2 percentage points, an increase of 6.9 percentage points over CBE achievement in 2011-12.

Significantly improved:

- Safe and caring schools
- Program of studies
- Three-Year high school completion rates
- Diploma exam results at both the acceptable standard and the standard of excellence
- Work preparation
- Citizenship
- Parental involvement

The six-year transition rate to post-secondary education rose this year by 1.3 percentage points above the previous three-year average and exceeded results in the province as a whole. This will continue to be an area of focus.

Engaging stakeholders

Students have the opportunity to provide feedback to CBE administrators through:

- The Chief Superintendent's Student Advisory Councils
- The Mega Results Symposia for junior and senior high school students
- CBE's Speak Out Conferences for First Nations, Métis and Inuit students
- Surveys

In February 2014, about 22,000 CBE students in grades 4, 7 and 10, more than 4,500 parents and almost 4,200 teachers responded to the provincial Accountability Pillar Survey.

- 89 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.
- 83.1 per cent were satisfied that CBE students model the characteristics of active citizenship.

In addition, in spring 2014, more than 53,500 Grades 4 to 12 students responded to *Tell Them from Me*, a national survey which measures student intellectual, academic and social engagement.

CBE strategies

- Personalize learning
- Build professional capital
- Engage our public
- Steward our resources

Through these strategies, CBE supports the provincial priorities of:

- Leading, in collaboration across government and with communities, the implementation of An Alberta Approach to Early Childhood Development, including targeted full-day kindergarten and the development of an integrated Early Learning and Care System.
- Contributing to education and entrepreneurship through strategies that create flexible, student-centred approaches to learning, including expanding dual credit opportunities and high school flexibility.
- Developing and implementing online Student Learning Assessments and Grade 12 examinations to provide more flexibility and an improved response to student needs.

- Collaborating with First Nations and the federal government to implement the long-term strategic plan under the Memorandum of Understanding for First Nations Education in Alberta.
- Developing teacher and school leadership competencies that are current, relevant and appropriate.
- Developing and implementing regulations and policies to support the *Education Act*.

Financial Summary

- Alberta Education grant revenue makes up 91.9 per cent of total revenues.
- Funding is spent primarily on Salaries and Benefits at 77.9 per cent of total expenses.
- Revenue and expense increases from the prior year are driven by increases in enrolment and revenue and expense increases from prior year such as collective agreement negotiated salary increases and grid movement.
- Overall results are more favorable than budgeted resulting in a \$9.1 million surplus compared with the planned \$15.3 million deficit, due to prudent financial management driven by concerns about future cost pressures and declining per-student funding.

Links

[Detailed Annual Education Results Report 2013-2014 and Three-Year Education Plan 2014-2017](#)

[Detailed financial information](#)

[Detailed performance measure results](#)

Our Ultimate Goals

The Annual Education Results Report 2013-14 combined with the Three-Year Education Plan 2014-2017 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 2013-14 school year and the Three-Year Education Plan for 2014-2017 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 Year-Year Education Plan and is committed to implementing the strategies contained within the Year-Year Education Plan to improve student learning and results.

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 meetings and the opportunities for suggestions and feedback provided to all parents. The CBE has established administrative regulations 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, plans 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 2013-2014 school year and the Three-Year Education Plan for 2014-2017 on November 25, 2014.



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



David Stevenson
Chief Superintendent of Schools
Calgary Board of Education

The links below will be updated following the meeting of the Board of Trustees on Tuesday, Nov. 25, 2014:

The Calgary Board of Education Combined Three Year Education Plan 2014–2017 and Annual Education Results Report 2013-2014 may be accessed using the following permalink:

<http://www.cbe.ab.ca/aboutus/documents/AERR-2013-2014.pdf>

The Calgary Board of Education Average Class Size Report 2013-14 can be viewed at:

http://www.cbe.ab.ca/aboutus/documents/Class_Size_Survey_2013-2014_Jurisdiction_Report.pdf

Program Overview

Three-Year Education Plan 2014-2017 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 learner, prepared for success in life, work and future learning. We therefore focus on four objectives: personalize learning; build professional capital; engage our public; and steward our resources.

Calgary Board of Education Three-Year Education Plan 2014-2017

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.

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 the contemporary learner
- assessment that informs teaching and learning
- students knowing what they know, how they know it, how they show it, and what they need to learn next

Build Professional Capital

Capacity building with a focus on results

Collaborative learning networks focus on:

- Intellectual engagement
- shared standards of practice
- data driven, 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 of them next

Engage our Public

Everyone participates in 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 at all levels of the organization are:

- based on values and priorities
- data driven
- strategic and responsive
- consistent with the learning agenda
- made within a coherent framework
- sustainable

Alberta Education Goals

**An Excellent Start to Learning
Quality Teaching and School Leadership**

**Success for Every Student
Engaged and Effective Governance**

Three-Year Education Plan 2014-2017 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 get better with ongoing input from employees.

Calgary Board of Education Three-Year Education Plan 2014-2017 Strategies			
Personalize Learning	Build Professional Capital	Engage our Public	Steward our Resources
<p>Refine, extend and integrate the elements of CBE's vision for high quality teaching and learning; accelerate collective impact.</p> <p>Clarify and advance co-ordinated practices and perspectives for inclusive learning.</p> <p>Advance assessment and instructional practices that optimize learning with a priority on literacy, numeracy and cross-curricular competencies.</p>	<p>Refine, extend and integrate district-wide, intentional professional learning in support of personalized learning and district coherence.</p> <p>Emphasize a collaborative culture that ensures coherence and continuous improvement in program provision, service delivery, and professional learning.</p> <p>Promote leadership practices and career development pathways that optimize impact on adult learning and student success.</p>	<p>Engage community members in the values, questions and issues that impact public education and in a shared focus on student success.</p> <p>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 fulfillment.</p> <p>Partner in clarifying and shaping the future of learning and leadership with local, provincial, national and global stakeholders.</p>	<p>Maximize financial, human, material, community and government resources to accommodate students in enriching learning environments</p> <p>Improve access to and use of data in informed, transparent decision making.</p> <p>Enhance operational performance through effective, efficient and integrated business processes and practices.</p>

Combined 2014 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	89.0	88.3	87.4	89.1	89.0	88.6	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	Program of Studies	83.1	82.4	82.1	81.3	81.5	81.1	Very High	Improved Significantly	Excellent
		Education Quality	87.8	88.3	88.1	89.2	89.8	89.5	High	Declined	Acceptable
		Drop Out Rate	3.3	3.5	3.6	3.3	3.5	3.6	High	Improved	Good
		High School Completion Rate (3 yr)	74.0	73.7	72.3	74.9	74.8	73.8	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	75.4	81.4	77.7	74.0	75.3	75.5	Intermediate	Declined Significantly	Issue
		PAT: Excellence	19.4	21.1	20.7	19.0	19.1	19.6	Intermediate	Declined Significantly	Issue
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	88.1	87.2	85.2	85.4	84.2	83.4	High	Improved Significantly	Good
		Diploma: Excellence	28.4	24.6	24.9	21.0	19.5	19.1	Very High	Improved Significantly	Excellent
		Rutherford Scholarship Eligibility Rate (Revised)	59.5	59.0	59.3	60.9	61.3	60.8	High	Maintained	Good
	n/a	Diploma Exam Participation Rate (4+ Exams)	49.2	62.2	61.3	50.5	56.6	55.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	60.5	59.2	59.1	59.2	59.5	59.1	High	Improved	Good
		Work Preparation	78.2	77.3	76.8	81.2	80.3	80.0	High	Improved Significantly	Good
		Citizenship	83.1	82.4	81.1	83.4	83.4	82.6	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	77.9	77.4	76.5	80.6	80.3	80.0	Intermediate	Improved Significantly	Good
Continuous Improvement	Good	School Improvement	78.3	78.7	77.7	79.8	80.6	80.2	High	Improved	Good

Notes |

- 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
- 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.
- The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Combined 2014 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	10.1	10.2	11.2	7.8	8.5	9.3	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	35.9	33.9	28.7	43.6	43.9	40.8	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	42.6	50.8	44.0	53.4	56.2	53.6	Very Low	Maintained	Concern
		PAT: Excellence	4.8	5.2	4.0	6.3	6.3	6.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	83.7	80.3	82.4	78.2	75.2	75.7	Intermediate	Maintained	Acceptable
		Diploma: Excellence	16.0	9.7	10.5	10.4	8.4	8.0	Intermediate	Improved	Good
		Rutherford Scholarship Eligibility Rate (Revised)	24.3	22.4	21.1	33.0	35.1	33.9	Very Low	Maintained	Concern
	n/a	Diploma Exam Participation Rate (4+ Exams)	14.8	17.7	15.8	18.9	21.2	20.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	24.3	24.5	24.6	32.1	32.2	31.2	Very Low	Maintained	Concern

Notes |

- 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Goal One | An excellent start to learning

Outcome | Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Early Years Evaluation – Teacher Assessment Results – 2013-2014

The Calgary Board of Education participated in an Alberta Education pilot of the Early Years Evaluation – Teacher Assessment (EYE-TA) from 2011-2014. The EYE-TA assesses Kindergarten children’s development in five domains, each closely associated with readiness to learn in school: *Awareness of Self and Environment; Social Skills and Approaches to Learning; Cognitive Skills; Language and Communication; and Physical Development.* In fall 2013, 8,842 children were assessed with the EYE-TA, and in spring 2014, 5,085 children were re-assessed to determine their developmental progress.

	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Number of children assessed	8,212	4,783	8,842	5,085
Number / % of all children at Tier 1*	5,374 65%	7,063 86%	5,793 65%	7,551 85.4%
Number / % of all children at Tier 2**	1,749 21%	826 10.1%	1,920 22%	920 10.4%
Number/ % of all children at Tier 3***	1,082 13%	323 3.9%	1,129 13%	371 4.2%

Leading indicators, as provided by the fall EYE-TA data, enable Kindergarten programming and enhanced supports to be more responsive and timely as multidisciplinary teams work collaboratively to support identified learning and development needs. Spring results provide valuable information for schools as they program for Grade 1 and plan to support the ongoing learning needs of children. The EYE-TA supports early learners through a collaborative, strength-based approach. The CBE has elected to continue with the EYE-TA for another three years.

*All children receive **Tier 1** support, entailing research-based, quality instruction using universal strategies and a variety of approaches.

Children with **Tier 2 learning needs receive targeted, small group instruction that can be provided within or outside the classroom.

***Children with **Tier 3** learning needs require more intensive additional instruction and a carefully planned program tailored to their specific learning needs.

Strategies

- Personalize learning: Refine, extend and integrate the elements of CBE’s vision for high quality teaching and learning; accelerate collective impact.
- Personalize learning: Advance assessment and instructional practices that optimize learning with a priority on literacy, numeracy and cross-curricular competencies.
- Build professional capital: Refine, extend and integrate district-wide intentional professional learning in support of personalized learning and district coherence.
- Steward our resources: Improve access to and use of data in informed, transparent decision making.

Goal Two | Success for every student

Outcome | Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.1	84.4	86.0	87.2	88.1	High	Improved Significantly	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	22.5	24.3	25.5	24.6	28.4	Very High	Improved Significantly	Excellent			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	69.6	70.8	72.4	73.7	74.0		High	Improved Significantly	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.5	4.1	3.1	3.5	3.3		High	Improved	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	60.1	59.9	58.3	59.2	60.5		High	Improved	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	57.7	58.6	60.4	59.0	59.5		High	Maintained	Good			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	57.3	59.8	61.9	62.2	49.2		n/a	n/a	n/a			

Strategies

- Personalize learning: Refine, extend and integrate the elements of CBE's vision for high-quality teaching and learning; accelerate collective impact.
- Build professional capital: Refine, extend and integrate district-wide, intentional professional learning in support of personalized learning and district coherence.
- Engage our public: Partner in clarifying and shaping the future of learning and leadership with local, provincial, national and global stakeholders.
- Steward our resources: Improve access to and use of data in informed, transparent decision making.

Notes |

- 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.
- 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.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Goal Two | Success for every student

Outcome | Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	77.1	77.1	78.3	81.4	75.4	Intermediate	Declined Significantly	Issue	75.9	*	*
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.2	19.9	21.4	21.1	19.4	Intermediate	Declined Significantly	Issue	20.0	*	*

* Discussions are ongoing as to whether Provincial Achievement Tests will be phased out in 2015.

Strategies

- Personalize learning: Refine, extend and integrate the elements of CBE's vision for high quality teaching and learning; accelerate collective impact.
- Personalize learning: Advance assessment and instructional practices that optimize learning with a priority on literacy, numeracy and cross-curricular competencies.
- Build professional capital: Emphasize a collaborative culture that ensures coherence and continuous improvement in program provision, service delivery and professional learning.
- Engage our public: Engage community members in the values, questions and issues that impact public education and in a shared focus on student success.

Notes |

- 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Goal Two | Success for every student

Outcome | Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.4	79.5	81.2	82.4	83.1	Very High	Improved Significantly	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.	76.5	76.7	76.4	77.3	78.2	High	Improved Significantly	Good			

Strategies

- Personalize learning: Clarify and advance co-ordinated practices and perspectives for inclusive learning.
- Build professional capital: Promote leadership practices that maximize impact on adult learning and student success.
- Engage our public: Partner in clarifying and shaping the future of learning and leadership with local, provincial, national and global stakeholders.
- Steward our resources: Maximize financial, human, material, community and government resources to accommodate students in enriching learning environments.

Goal Two | Success for every student

Outcome | The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	53.6	44.4	43.7	50.8	42.6	Very Low	Maintained	Concern	43.0	*	*
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).	4.7	4.0	4.0	5.2	4.8	Very Low	Maintained	Concern	5.0	*	*
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	78.8	83.1	81.8	80.3	83.7	Intermediate	Maintained	Acceptable			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.2	12.2	8.8	9.7	16.0	Intermediate	Improved	Good			

* Discussions are ongoing as to whether Provincial Achievement Tests will be phased out in 2015.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	22.1	25.2	27.1	33.9	35.9	37.4	Very Low	Improved	Issue	38.9	40.4	41.9
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	10.5	13.6	9.8	10.2	10.1	9.8	Very Low	Maintained	Concern	9.6	9.4	9.2
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	28.5	22.9	26.5	24.5	24.3	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.	25.0	19.7	21.1	22.4	24.3	25.0	Very Low	Maintained	Concern	25.5	26.0	26.5
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	12.2	12.9	16.7	17.7	14.8	15.8	n/a	n/a	n/a	16.8	17.8	18.8

Strategies

- Personalize learning: Clarify and advance co-ordinated practices and perspectives for inclusive learning.
- Build professional capital: Emphasize a collaborative culture that ensure coherence and continuous improvement in program provision, service delivery and professional learning.
- Engage our public: Engage community members in the values, questions and issues that impact public education and in a shared focus on student success.
- Engage our public: Partner in clarifying and shaping the future of learning and leadership with local, provincial, national and global stakeholders.
- Steward our resources: Maximize financial, human, material, community and government resources to accommodate students in enriching learning environments.
- Steward our resources: Improve access to and use of data in informed, transparent decision making.

Notes |

- 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
- 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.
- 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.
- Data values have been suppressed where the number of students or respondents is less than six. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Goal Three | Quality teaching and school leadership

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		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	81.7	81.8	82.0	82.4	83.1	Very High	Improved Significantly	Excellent			

Strategies

- Personalize learning: Refine, extend and integrate the elements of CBE's vision for high-quality teaching and learning; accelerate collective impact.
- Build professional capital: Refine, extend and integrate district-wide, intentional professional learning in support of personalized learning and district coherence
- Engage our public: Engage community members in the values, questions and issues that impact public education and in a shared focus on student success.
- Engage our public: Partner in clarifying and shaping the future of learning and leadership with local, provincial, national and global stakeholders.
- Steward our resources: Maximize financial, human, material, community and government resources to accommodate students in enriching learning environments.

Goal Four | Engaged and effective governance

Outcome | The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.0	76.2	76.0	77.4	77.9	Intermediate	Improved Significantly	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.0	88.0	88.1	88.3	87.8	High	Declined	Acceptable			

Strategies

- Personalize learning: Clarify and advance co-ordinated practices and perspectives for inclusive learning.
- Build professional capital: Promote leadership practices and career development pathways that optimize impact on adult learning and student success.
- Engage our public: Engage community members in the values, questions and issues that impact public education and in a shared focus on student success.
- Engage our public: Partner in clarifying and shaping the future of learning and leadership with local, provincial, national and global stakeholders.
- Steward our resources: Maximize financial, human, material, community and government resources to accommodate students in enriching learning environments.
- Steward our resources: Improve access to and use of data in informed, transparent decision making.

Goal Four | Engaged and effective governance

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

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	86.0	86.1	87.8	88.3	89.0	Very High	Improved Significantly	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.	77.8	76.9	77.6	78.7	78.3	High	Improved	Good			

Strategies

- Personalize learning: Clarify and advance co-ordinated perspectives for inclusive learning.
- Build professional capital: Emphasize a collaborative culture that ensures coherence and continuous improvement in program provision, service delivery, and professional learning.
- Engage our public: 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 fulfillment.
- Steward our resources: Maximize financial, human, material, community and government resources to accommodate students in enriching learning environments.

Notes |

- Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

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

Summary of Financial Results for the 2013-2014 School Year

From 2012-13 to 2013-14, student enrolment increased by approximately 3.4 per cent based on Sept 30 count data. Comparing the 2013-14 actual results to the prior year highlights the following:

- Revenue from Alberta Education was up \$26.9 million, an increase of 2.5 per cent. The provincial government reduced or eliminated several grants and did not provide rate increases to basic grants. The net impact resulted in less provincial funding per student than in the prior year. Funding per student has continued to decline into fiscal 2014-15.
- Employee salaries and benefits represent 77.9 per cent of expenses. The total expense increased year-over-year by \$12.2 million. This 1.3 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 net of staffing reductions in Service Units and decisions that impacted schools.
- In 2013-14, the provincial government limited administrative expenses to 3.6 per cent of the operating budget and reduced CBE's grants by an equivalent of 0.4 per cent. For 2013-14, the CBE spent 3.1 per cent of its total operating expenses on administration enabling more resources to be directed to the classroom.
- CBE's accumulated surplus has increased by \$16.9 million due to prudent management and higher than expected investment gains.

A comparison of actual results to budget for 2013-14 highlights a number of areas of variance:

- 91.9 per cent of CBE revenue comes from Alberta Education. Alberta Education funding received was higher than budgeted by \$30.3 million. The increase was mainly due to higher than anticipated enrolment, recognition of restricted revenue associated with project expenses and \$10.5 million higher than estimated Alberta Teachers Retirement Fund (ATRF) revenue allocation.
- Other revenue was \$97.5 million. This amount is comprised mainly of fees, school generated revenues and investment income. Other revenue is \$7.6 million higher than budgeted due to higher fees generated from increased enrolment and more revenues generated from investment income.
- \$3.5 million more was spent on salaries and benefits than budgeted, due mainly to increased enrolment and higher than estimated ATRF expense, net of lower salary and benefit costs than budgeted.
- The CBE did not need to apply the full \$11.8 million of operating reserves to cover the budget shortfall as initially planned. Due to prudent management, the actual net additions to operating reserves were \$14.6 million.
- The CBE actual spending on non-facility capital projects totalled \$22.9 million. To fund work not completed by the fiscal year-end, \$3.4 million is being carried forward to 2014-15.

Unaudited 2013-14 results compared with the approved budget and prior year actuals

				Budget to 2013-14		Actual to Actual	
	Budget⁽¹⁾	Actual	Actual⁽²⁾	Actual Variance		Variance	
	2013-14	2013-14	2012-13	Favourable / (Unfavourable)		Increase / (Decrease)	
	\$	\$	\$	\$	%	\$	%
Revenue							
Alberta Education	1,071,673	1,101,997	1,075,073	30,324		26,924	
Other - Government of Alberta	1,434	1,386	1,709	(48)		(323)	
Federal Government and First Nations	2,381	2,329	2,201	(52)		128	
Fees	37,795	40,453	35,217	2,658		5,236	
Other sales and services	20,538	20,677	21,824	139		(1,147)	
Investment income	3,002	7,395	4,453	4,393		2,942	
All other revenue	24,725	25,207	24,915	482		292	
	<u>1,161,548</u>	<u>1,199,444</u>	<u>1,165,392</u>	<u>37,896</u>	<u>3%</u>	<u>34,052</u>	<u>3%</u>
Expenses⁽³⁾							
Salaries and benefits	923,893	927,429	915,211	(3,536)		12,218	
Supplies and services	199,311	207,290	206,240	(7,979)		1,050	
Other	53,661	55,581	51,600	(1,920)		3,981	
	<u>1,176,865</u>	<u>1,190,300</u>	<u>1,173,051</u>	<u>(13,435)</u>	<u>-1%</u>	<u>17,249</u>	<u>1%</u>
(Deficiency) / excess of revenue over expense	(15,317)	9,144	(7,659)	24,461		16,803	
Net applications of operating funds	11,817	(6,856)	2,723	(18,673)		(9,579)	
Capital transactions	3,500	(2,288)	2,126	(5,788)		(\$4,414)	
Net operating deficit	<u>-</u>	<u>-</u>	<u>(2,810)</u>	<u>-</u>	<u>-</u>	<u>2,810</u>	<u>-</u>
Draw from unrestricted net assets	<u>-</u>	<u>-</u>	<u>2,810</u>	<u>-</u>	<u>-</u>	<u>(2,810)</u>	<u>-</u>
Net annual operating surplus	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>

- (1) Represents the Approved Budget approved by the Board of Trustees on May 28, 2013. Some numbers have been reclassified for comparative purposes.
- (2) Some Actual 2012-13 numbers and FTEs have been reclassified at the Service Unit level for comparative purposes in this table and throughout the report.
- (3) Although described as 'unfavourable', these variances reflect the increased spending required due to higher enrolment at Sep 30, 2013 than what was estimated when the budget was prepared the previous spring.

Unaudited program expenditure information

REVENUES	2014 (in thousands)						2013
	Instruction (Grades ECS-12)	Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL (in thousands)
Alberta Education	898,877	130,611	32,550	36,603	3,356	1,101,997	1,075,073
Other - Government of Alberta	476	820	-	-	90	1,386	1,709
Federal Government and First Nations	788	-	-	35	1,506	2,329	2,201
Other Alberta school authorities	546	256	-	-	-	802	1,756
Fees	26,041	-	6,713	-	7,699	40,453	35,217
Other sales and services	13,210	717	3	454	6,293	20,677	21,824
Investment income	43	250	-	-	7,102	7,395	4,453
Gifts and donations	5,954	-	-	-	187	6,141	6,083
Rental of facilities	-	4,280	-	409	2,448	7,137	5,641
Fundraising	10,178	-	-	-	-	10,178	11,267
Gains on disposal of capital assets	-	-	-	-	-	-	138
Other revenue	790	-	159	-	-	949	30
TOTAL REVENUES	956,903	136,934	39,425	37,501	28,681	1,199,444	1,165,392
EXPENSES							
Certificated salaries	564,416	-	-	2,032	807	567,255	570,963
Certificated benefits	128,052	-	-	19	258	128,329	116,831
Non-certificated salaries and wages	105,681	48,081	1,795	16,385	14,716	186,658	183,879
Non-certificated benefits	26,264	11,814	465	3,700	2,944	45,187	43,538
SUB - TOTAL	824,413	59,895	2,260	22,136	18,725	927,429	915,211
Services, contracts and supplies	98,193	55,613	38,173	11,352	3,959	207,290	206,240
Amortization of supported tangible capital assets	-	30,653	-	-	-	30,653	28,912
Amortization of unsupported tangible capital assets	14,349	4,199	-	2,936	21	21,505	18,990
Supported interest on capital debt	-	820	-	-	-	820	1,116
Unsupported interest on capital debt	-	39	-	-	-	39	602
Other interest and finance charges	537	527	-	16	163	1,243	193
Losses on disposal of capital assets	-	-	-	-	-	-	-
Other expense	223	-	382	163	553	1,321	1,787
TOTAL EXPENSES	937,715	151,746	40,815	36,603	23,421	1,190,300	1,173,051
OPERATING SURPLUS / (DEFICIT)	19,188	(14,812)	(1,390)	898	5,260	9,144	(7,659)

Unaudited school generated funds (in thousands)

	<u>2014</u>	<u>2013</u>
Deferred school generated revenue, beginning of year	\$ 16,094	\$ 14,715
Gross receipts:		
Fees	18,717	16,497
Fundraising	10,178	11,267
Gifts and donations	4,953	5,058
Grants to schools	433	485
Other sales and services	60	50
Total gross receipts	\$ <u>50,435</u>	\$ <u>48,072</u>
Total related expenses and uses of funds	26,083	24,995
Total direct costs including costs of goods sold to raise funds	7,378	6,983
Deferred school generated revenue, end of year	\$ <u><u>16,974</u></u>	\$ <u><u>16,094</u></u>
Balance included in Deferred Revenue	\$ 16,974	\$ 16,094
Balance included in Accumulated Surplus	\$ -	\$ -

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

Year-end Audited Financial Statements

More information on the 2013-14 year-end financial results can be found at the following link subsequent to Board of Trustee approval scheduled for December 2, 2014.

<http://www.cbe.ab.ca/trustees/budget.asp>

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

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

Budget Summary

Budget 2014-15 was crafted within a challenging fiscal environment. It was the fourth year in which provincial funding per student was reduced.

On November 25, 2014, the Board of Trustees will be asked to receive the CBE's Fall 2014 Update to the 2014-15 Operating Budget. Of the \$1,233.8 million in total expected revenues (not including approved transfers from operating reserves and designated funds) approximately 92 per cent, or \$1,137.0 million, is Alberta Education grant revenue. The total planned spending is \$1,248.4 million leaving a projected deficit of \$14.6 million, which will be funded, as required, from draws on reserves.

The 2014-15 operating budget was prepared within the framework of Alberta Education's *Inspiring Education* which sets out the values for public education: opportunity, fairness, citizenship, choice, diversity and excellence. We are also guided by the CBE's Three-Year Education Plan which focuses on the personalization of learning, building professional capital, engaging our public, and stewarding our resources.

During budget preparation for 2014-15, we recognized every part of our system is actively integrated and engaged in supporting schools and student learning. Therefore, the 2014-15 budget was based on maintaining core programming and services in support of student learning and maintaining student to school-based staff ratios.

In addition to budget constraints, the CBE will continue to be challenged by the continued growth of the system. There are 31 capital projects underway to add capacity to the system that currently has utilization rates of up to 168 per cent in some areas. That means that learning space per student has declined from 11.3 square meters to 10.5 square meters.

A challenge the CBE faces is funding the future start-up costs associated with getting these provincially-funded schools furnished and ready for students. These new school commissioning costs, which are currently un-funded, range between \$750,000 for a K to 4 school to more than \$3 million for a high school. Over the next three year 21 schools will be commissioned. The CBE is currently in discussions with the Province regarding this pressure.

The 2014-15 budget also made key investments to support the classroom of the future, investing an additional \$7.2 million in non-facility capital projects, such as the further deployment of Iris (a web-based teaching and learning application), technology replacement, student information system replacement and the implementation of a corporate performance management system.

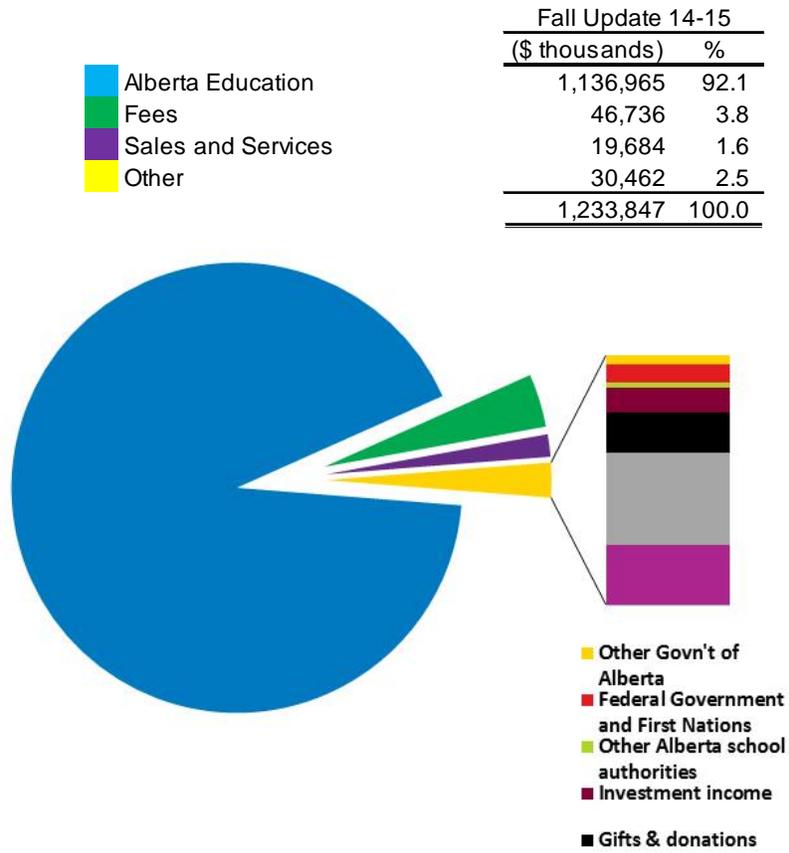
Allocations to schools and core programming services in support of student learning were maintained in 2014-15. This was enabled by the Board of Trustee direction to use all available operating reserves. Current projections for 2015-16 indicate that we will be facing another significant deficit should funding per student continue at the current rate. The tough and prudent decisions we made in 2013-14 led to favorable operating results which will mitigate some of that pressure.

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 2014-15 updated work plans for each of the CBE's service units and fall resource deployment by principals at schools.

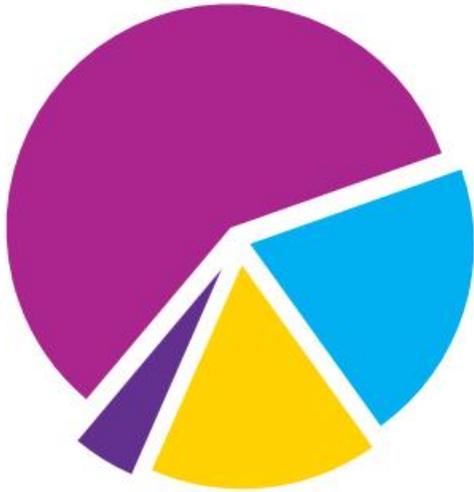
The CBE's 2014-15 budget report can be found at the following location:

<http://www.cbe.ab.ca/trustees/budget.asp>

Revenue by Source



Expense by Object



■	Certificated salaries, wages & benefits
■	Non-certificated salaries, wages & benefits
■	Services, contracts & supplies
■	Amortization & other
	Total

Fall Update	
2014-15	
\$	%
730,184	58.5%
256,010	20.5%
205,767	16.5%
56,530	4.5%
1,248,491	100.0%

Summary of Facility & Capital Plans 2014-2016

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 129,739 people between 2009 and 2014. This is an average growth of 25,948 people per year; the current 2014 population of 1,195,194 (2014 City Census). Currently there are approximately 20 new developing communities as indicated in the City of Calgary's 2014 *Suburban Residential Growth 2014-2018*.

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 School Capital Plan 2015-2018 was approved on March 18, 2014 by the Board of Trustees and can be found on the CBE Website at: <http://www.cbe.ab.ca/aboutus/documents.asp>

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

- 23 new school construction projects totaling \$511 million
- 24 major modernization projects totaling \$305 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 approved a combination of new schools to accommodate enrolment growth in Calgary's new and developing communities. The total of six new schools consists of: three elementary, two middle, and one high school. The elementary and middle schools were part of the Building Alberta School Construction Program (BASCP) Public-Private Partnership (P3) delivery model. As of June 2014 CBE will manage the development and construction of these schools. The future northeast high school will be a design build project. The Development Permit (DP) process is now complete and these schools are proposed to open in the 2016-17 school year:

- New Brighton (Elementary)
- Copperfield (Elementary)
- Evanston (Elementary)
- Royal Oak (Middle)
- Saddle Ridge (Middle)
- North East High School

In February 2014 the Provincial Government announced funding for the design-build of six additional schools for CBE; three elementary and three middle schools. The Development Permit (DP) process is now complete and the schools are proposed to open in the 2016-2017 school year:

- Auburn Bay (Elementary)
- Evergreen (Middle)
- Panorama (Elementary)
- McKenzie Towne (Middle)
- New Brighton/Copperfield (Middle)
- Tuscany (Elementary)

In October 2014, funding to plan construction for an additional eight schools was announced: four elementary; two middle; one elementary/middle; and one high school:

- Aspen Woods (Elementary)
- Cranston (Middle)
- Martindale (Elementary)
- Saddle Ridge (Elementary)
- Silverado (Elementary)
- Springbank Hill/Discovery Ridge (Elementary/Middle)
- West Springs/Cougar Ridge (Middle)
- Seton (High School)

At the time the Alberta Government approved provincial funding for the Booth Centre modernization for Chinook Learning Services, completion was expected in the summer of 2014. The date will, however, be pushed back, as the future Booth Centre was in the area of Calgary affected by flooding in June 2013.

In January 2014 the Provincial Government announced funding for four additional major modernizations:

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

Completion of these projects is anticipated for September 2016.

In October 2014 funding was announced for two additional major modernizations:

- James Fowler High School
- Lord Beaverbrook High School

Enrolment Program Overview

In the 2014-15 school year, the Calgary Board of Education will provide programs and services in 227 schools, addressing the complexity and diversity of a population of 114,500 students.

Type and Number of Schools* 2014-15 School Year	
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	
Total	227
* School is defined as an instructional setting with a unique school code assigned by Alberta Education	
** Home Education	

Student Enrolment as of Sept. 30, 2014	
Early Learning	176
Kindergarten	9,213
Grades 1 to 3	27,649
Grades 4 to 6	23,604
Grades 7 to 9	22,237
Grades 10 to 12	26,420
Home Education	248
Unique Settings	
Outreach Programs	1,281
Chinook Learning Services*	2,393
CBe-learn	589
Other	690
Total Enrolment	114,500
* 693 are over 20 years old.	

CBE Budgeted Employee Count* 2014-15	
Certificated**	5,990
Non-certificated	3,255
Total	9,245
* Reported as Full-Time Equivalents as of Sept. 30, 2013	
** Excludes substitute teachers but includes 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
- Enviro's 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

November 2014

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 three-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 five 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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 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 (Revised)	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 |

- 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 per cent.
- 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 per cent 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 five 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 2014
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	89.1	89.0	88.6	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	Program of Studies	81.3	81.5	81.1	High	Improved	Good
		Education Quality	89.2	89.8	89.5	High	Declined Significantly	Issue
		Drop Out Rate	3.3	3.5	3.6	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	74.9	74.8	73.8	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	74.0	75.3	75.5	Intermediate	Declined Significantly	Issue
		PAT: Excellence	19.0	19.1	19.6	Intermediate	Declined Significantly	Issue
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	85.4	84.2	83.4	Intermediate	Improved Significantly	Good
		Diploma: Excellence	21.0	19.5	19.1	High	Improved Significantly	Good
		Diploma Exam Participation Rate (4+ Exams)	50.5	56.6	55.9	Intermediate	Declined Significantly	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	60.9	61.3	60.8	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	59.2	59.5	59.1	High	Maintained	Good
		Work Preparation	81.2	80.3	80.0	High	Improved Significantly	Good
		Citizenship	83.4	83.4	82.6	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	80.6	80.3	80.0	High	Improved Significantly	Good
Continuous Improvement	Issue	School Improvement	79.8	80.6	80.2	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 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, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



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