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public agenda

Regular Meeting of the Board of Trustees

February 13, 2024
11:00 a.m.

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

R-1: Mission |

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

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

Time	Topic		Who	Policy Ref	Attachment
11:00am	**1 |**	**Call to Order, National Anthem, Acknowledgement of the Land and Welcome**	Chair		
	2 |	**Consideration/Approval of Agenda**	Board	GC-2	
	3 |	**Awards and Recognitions**		GC-3	
	4 |	**Results Focus**			
	5 |	**Operational Expectations**			
	5.1	OE-3: Instructional Program – Annual Monitoring		OE-3	Page 5-1
	6 |	**Public Comment**		GC-3.2	
	Requirements as outlined in Board Meeting Procedures				
	7 |	**Matters Reserved for Board Information**		GC-3	
	7.1	2023-2024 First Quarter Budget Variance Analysis	B. Grundy	OE-5	Page 7-1
	8 |	**Matters Reserved for Board Decision**	Board	GC-2	
	8.1	Results 2: Academic Success – Annual Monitoring		R-2, OE-7	Page 4-1 (Jan. 30/24)
	9 |	**Consent Agenda**	Board	GC-2.6	
	9.1	Items Provided for Board Decision			
	9.2	Items Provided for Information			
		9.2.1 Acting Chief Superintendent Update			Page 9-1

Time	Topic	Who	Policy Ref	Attachment
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

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

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operational expectations monitoring report

OE – 3: Instructional Program

Monitoring report for the school year 2022-2023

Report date: February 13, 2024

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Instructional Program, the Chief Superintendent certifies that the proceeding information is accurate and complete.

☒ In Compliance.

☐ In Compliance with exceptions noted in the evidence.

☐ Not in Compliance.

Signed: _____ Date: February 13, 2024

Gary Strother, Acting Chief Superintendent

BOARD OF TRUSTEES ACTION

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

☐ Finds the evidence to be compliant

☐ Finds the evidence to be compliant with noted exceptions

☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____

Chair, Board of Trustees

operational expectations monitoring report

OE – 3: Instructional Program

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE-3: Instructional Program were approved on November 10, 2020. The Board of Trustees was last presented with the annual monitoring report for OE-3 on February 21, 2023.

This report includes data available from the 2022-2023 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
3.1	3.1.1	Compliant
3.1	3.1.2	Compliant
3.1	3.1.3	Compliant
3.1	3.1.4	Compliant
3.1	3.1.5	Compliant
3.2	3.2.1	Compliant
3.3	3.3.1	Compliant
3.3	3.3.2	Compliant
3.4	3.4.1	Compliant
3.4	3.4.2	Compliant
3.4	3.4.3	Compliant

OE – 3: Instructional Program

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

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

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

Board-approved Interpretation |

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

OE – 3: Instructional Program

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence* of Compliance |

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

The organization is compliant with this indicator.

Evidence statement

A review of school development plans from 25 randomly selected schools (16 elementary-junior, 6 middle-junior and 3 senior high), confirms that all 25 School Development Plans (SDPs) identify specific instructional strategies and/or actions to address student Results.

In 2022-2023, schools were required to include a literacy, mathematics, and well-being SDP goal. CBE has implemented enduring frameworks for mathematics, literacy, Indigenous Education and student well-being. In a review of the 25 school development plan strategic actions, overarching themes surfaced as follows:

- Literacy Themes:
  - Assessment of student writing using rubrics.
  - Written organization and content.

- Building student academic vocabulary across disciplines.
- Building student phonemic and phonological awareness skills using decodable books.
- Oral language development using the neurolinguistic approach.
- Reading comprehension strategies (close reading)

- Mathematics Themes:
  - Assessment practices (learning progressions, self-assessment, calibration, rubrics, learning sprints).
  - Building student resiliency to solve mathematical problems through productive struggle and problem-solving strategies.
  - Mathematical routines (number talks).
  - Communicating mathematical reasoning and understanding (oral/discourse, visual representations, mathematical vocabulary, etc.).
  - Task Design.

- Well-Being Themes:
  - Indigenous Education Holistic Lifelong Learning Framework.
  - Social Emotional Learning (SEL).
  - Student regulation strategies to support coping with stressful situations.
  - Building positive relationships.

2. School Development Plans provide evidence that local measures result in program changes at the school level such as changes in practice, changes in focus, or changes in measures of improvement.	Compliant

The organization is compliant with this indicator.

Evidence statement

The examination of 2022-23 School Development Plans (SDPs) provides evidence that local measures result in program changes at the school level such as changes in practice, changes in focus, or changes in measures of improvement.

Changes in Practice Examples

- The practice of using CBE's K-12 Literacy Framework increased significantly across schools with 77% of schools listing this as a key SDP resource in 2022-23. This was a 20 percentage point increase from 2021-22.

OE – 3: Instructional Program

- The practice of using CBE's K-12 Mathematics Framework increased across schools with 82% of schools listing this as a key SDP resource in 2022-23. This was a 6 percentage point increase from 2021-22.
- The practice of using CBE's Indigenous Education Holistic Lifelong Learning Framework increased across schools with 41% of schools listing this as a key Well-Being SDP resource in 2022-23, a 7 percentage point increase from 2021-22.
- These enduring frameworks are being implemented and used more consistently across schools to improve student literacy, well-being, and mathematics results.

Changes in Program Focus Examples

- The number of schools focused on improving reading increased to 55% whereas 48% of schools focused on reading improvement in the previous school year.
- This shift followed an increased use of local reading measures in 2021-22 (LeNS, CCS, RRST) that identified phonological awareness as an area for improvement for many early learners in CBE.

Change in Measure Examples

- More schools identified provincial assessments as a measure with approximately one quarter of schools identifying PATs as a measure of literacy and mathematics improvement following a Covid-19 context with disruptions to these provincial assessments since 2020.
- Use of Castles and Coltheart (CC3) early learning assessment as an SDP measure increased.
- Less schools used report card data as a measure of literacy, mathematics and well-being improvement, instead turning to local incremental measures.

3. Student learning opportunities expand as the age and developmental ability of students increases.	Compliant

The organization is compliant with this indicator.

Evidence Statement

Programmatic pathways and courses offered in the 2022-2023 school year expanded as the age and developmental ability of students increased. Evidence is provided by the confirmation of active courses in Career and Technology Foundations (CTF), Career and Technology Studies (CTS), Fine and Performing

Arts (FPA), Unique Pathways, Career and Registered Trades, and Locally Developed Courses (LDCs).

Complementary Curriculum & Pathways

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

Career and Technology Foundations (CTF)

During the 2022-2023 school year, 34 different CTF related course offerings were available to students in 65 CBE middle/junior schools. This is an increase from the 26 offerings in the previous school year. Students' registrations in these courses also increased over the 2021-2022 school year.

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

- **BIT**: Business, Administration, Finance & Information Technology,
- **HRH**: Health, Recreation & Human Services,
- **MDC**: Media, Design & Communication Arts,
- **NAT**: Natural Resources,
- **TMT**: Trades, Manufacturing & Transportation

While not all individual CBE high schools were able to offer programs in all occupational clusters or areas, as a system CBE provided multiple opportunities for students to access courses in each occupational area across the system. The chart below summarizes the number of high schools that offered courses in each occupational area and the number of programs offered in each cluster.

Occupational Cluster	# of High Schools offering at least one program in each cluster (% of High Schools)	# of Programs offered within the cluster across CBE
BIT	22 (100%)	66
HRH	22 (100%)	118
MDC	22 (100%)	53
NAT	7 (32%)	21
TMT	21 (95%)	50

OE – 3: Instructional Program

Fine and Performing Arts (FPA)

Elementary grade levels focused on Art and Music with opportunities to embed Drama and Dance throughout the curriculum. Middle/Junior High Schools confirmed the offering of instrumental music courses, art, drama and dance dependent on teacher expertise and the availability of facilities and supplies. High Schools offered discipline-specific programming for students to explore and deepen their learning through their three years. Specific alternative program opportunities were also available for grades 5 – 9 (Arts-Centred Learning).

In addition to Arts-Centred Learning, we also have The Performing and Visual Art Program, International Baccalaureate programs and Advanced Placement programs. Students were able to receive the Fine and Performing Arts Certificate in recognition of this achievement.

Unique Pathways

Unique Pathways programming includes:

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

Program Summary

	2021-2022		2022-2223	
Type of Programming	Number of Cohorts	Number of Programs	Number of Cohorts	Number of Programs
Dual Credit	24	18	36	29
Exploratory	13	11	19	15

- During the 2022-2023 school year, 513 students participated in centrally organized Dual Credit and Exploratory programs. This is an increase of 105 students from the 2021-2022 school year.

Overall Enrollment

- Overall, Unique Pathways enrolment increased by 25% due to increased number of programs and opportunities

OE – 3: Instructional Program

Locally Developed Courses (LDC)

Evidence from Middle/Junior schools, during the 2022-2023 school year, showed 9 LDC courses enrolled in by students. This is a decrease of 5 courses from the 2021-2022 school year. However, the courses saw an increase in course enrollments with 17 548 in 2022-23 as compared to 15 727 course enrollments in 2021-2022.

At the high school level, 75 LDC courses were offered during the 2022-2023 school year – an increase of 14 course offerings over the number offered in 2021-2022.

4. Area Learning Team referrals demonstrate principals access system wide supports and services to support student achievement and wellness.	Compliant

The organization is compliant with this indicator.

Evidence statement

A review of Area Learning Team (ALT) referrals confirms that in the 2022-2023 school year, 100 percent of CBE principals accessed services from the ALT process. This resulted in 6743 referrals across all seven areas. The most requested ALT support through the SLT process resulted in 1163 referrals for psychoeducational consultations and assessments for students. The second most requested support in 2022-2023 was for specialized class placement (1087), followed by requests for a school family liaison (712). Requests for School Based Mental Health (622), a Cultural/Linguistic DLSA (564) and Early Learning Support (415) were also common requests.

Div 1 (2198) and Div 2 (2119) made up over 70% of the total requests.

It is important to note that system wide supports can also be accessed in other ways and are not all requested through ALT for all grades.
Therefore, ALT numbers do not account for all system service requests.

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

The organization is compliant with this indicator.

OE – 3: Instructional Program

Evidence statement

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

	Curriculum Dependent Trip	**Curriculum Enhanced Trip**
Determining Factors:	The entire class (grade) is expected to go.	There is student and/or parent choice as to whether or not a student will participate.
	Lessons covered later in class will be dependent on the information presented and explored while on the trip and/or curricular outcomes will be specifically met in connection to learning activities from this trip.	Whole class lessons are not dependent on the curriculum connections made on this trip, curricular connections made on this trip are supplementary to the delivery of the curriculum covered in the school setting.
Funds for any incurred substitute teacher costs:	Not included as part of the student fee.	May be included as part of the student fee with approval from the Education Director.
Student participation:	No eligible student may be denied participation on the basis of the inability to pay.	Participation in this activity is dependent on the costs being paid by parents.

Overall, a range of off-site activities are offered throughout the school year. The range of activities includes those offered to the whole class (grade) where the general expectation is that all students would participate along with activities that would be offered to small groups of students who have participated by choice. For the 2022-2023 school year, 100% of principals responded that no student was denied access to whole class (grade), “Curriculum Dependent” off-site activities.

Evidence demonstrates all indicators in subsection 1 are in compliance.

OE – 3: Instructional Program

3.2	Ensure that the instructional program is regularly evaluated for long-term effectiveness, efficiency and economy and modified as necessary or warranted.	Compliant

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence* of Compliance |

1.	An annual report of the evaluations undertaken shows that programming changes or modifications are being made when the evaluation process indicates the need to do so.	Compliant

The organization is compliant with this indicator.

Evidence statement

CBE administration provided a report summarizing one completed program evaluation and two program evaluations underway. For the 2023/2024 school year, there are no anticipated changes to programming arising from the evaluations.

OE – 3: Instructional Program

Further analysis and planning is underway to inform potential programming modifications in the 2024/2025 school year.

Evidence demonstrates all indicators in subsection 2 are in compliance.

3.3	Ensure that no program emphasizes a particular religion, notwithstanding the *Education Act* definition of alternative programs.	Compliant

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence* of Compliance |

1.	An internal review confirms that no CBE program emphasizes a particular religion.	Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2022-2023 school year, 100% of principals confirm that no programs in the schools emphasize a particular religion.

2.	No proven allegation of non-compliance with AR 3067: Religion in Education.	Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2022-2023 school year, 100% of principals confirm the practices in their schools comply with Administrative Regulation 3067 – Religion in Education.

Evidence demonstrates all indicators in subsection 3 are in compliance.

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

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

OE – 3: Instructional Program

Board-approved Indicators and *Evidence* of Compliance |

1. 100 per cent of school bus stops and zones follow the Alberta Education Route Assessment criteria.	Compliant

The organization is compliant with this indicator.

Evidence statement

CBE received an Alberta Education Route Assessment for each route, and all concerns were addressed by October 31, 2022 to bring 100% of school bus stops and zones into compliance.

2. Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.	Compliant

The organization is compliant with this indicator.

Evidence statement

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

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

The organization is compliant with this indicator.

Evidence statement

Transportation services provided by CBE balance the cost of providing transportation services with the provincial grants. Approximately $1.6 million was carried forward into the 2023-2024 school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.

operational expectations monitoring report

OE – 3: Instructional Program

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

report to Board of Trustees

First Quarter Budget Variance Report

Date	February 13, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Gary Strother Acting Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	OE-5: Financial Planning GC-5E: Board Committees
Resource Person(s)	Tanya Scanga, Director, Corporate Finance

1 | Recommendation

This report is provided for the information of the Board of Trustees. No decision is required.

2 | Issue

Operational Expectations OE-5: Financial Planning requires the preparation of quarterly variance reports with explanations for variances over 1% and $500,000 between the CBE's budget and this forecast. This report is the first-quarter report for the 2023-24 fiscal year ending August 31st, 2024.

Governance Culture GC-5E requires that quarterly financial variance reports and the financial health matrix be presented to the Audit and Risk Committee in advance of presenting the report to the Board of Trustees. The Audit and Risk Committee is to pay particular attention to the presentation of unusual, sensitive and/or significant variances from the budget. Input from the Audit and Risk Committee is incorporated into the final report presented to the Board of Trustees.

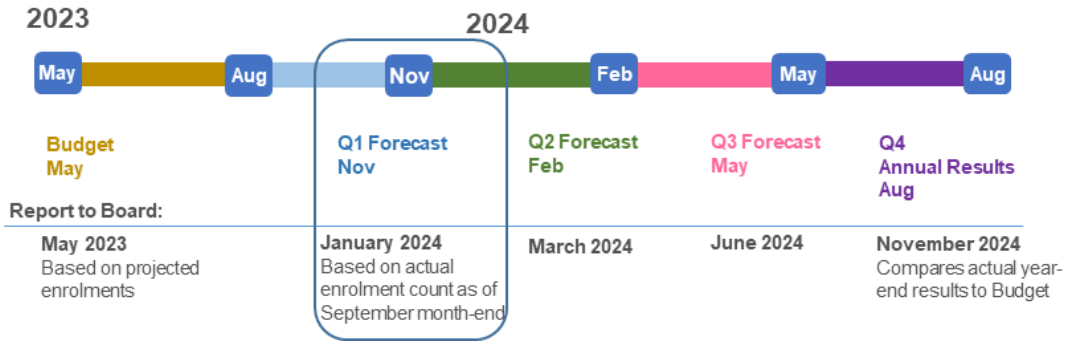
3 | Background

Quarterly variance and annual financial reports presented to the Audit and Risk Committee and the Board of Trustees, provide an update on the results of CBE operations. This report compares the 2023-24 first-quarter forecast to the 2023-24 budget in compliance with Operational Expectations OE-5: Financial Planning.

Included in this report:

- Attachment I: First-quarter budget variance report
- Attachment II: Spending by schools and service units
- Attachment III: Use of reserves
- Attachment IV: Capital budget report
- Attachment V: Financial Health Matrix

4 | Analysis



The first-quarter budget variance report reflects impacts of changes in actual student enrolment from estimated student enrolment incorporated into the budget. Attachment I summarizes the forecast activity against budgeted revenues and expenses, reserve transfers and capital transactions.

Operating deficit

The forecast deficit for the year is $0.8 million (0.1% of budgeted expenditures). This is an unfavourable variance of $0.8 million from the 2023-24 budget which was balanced.

While the CBE seeks to balance each quarter, our operating tolerance is plus or minus 0.5% of total budgeted operating expenditures. Based on budget 2023-24, the CBE's operating tolerance is between a deficit of $7.6 million and a surplus of $7.6 million on total budgeted operating expenditures of $1.525 billion.

Overall revenues are higher than budget by $1.1 million and expenditures have increased by $1.9 million. Revenue increased due to increases in the Supplemental Enrolment Growth and Learning Disruption grants offset by a reduction for Displaced Students grant. Provincial grant funding is lower based on actual enrolment from forecast in Budget 2023-24. Funded enrolment related to base instruction (K -Grade 12) is lower than 2023-24 budget of 138,293 by 254 students.

Expenditures are higher due to increases in utility distribution fees and bank interest rates.

Please refer to the line-item analysis for further details. Spending by schools and service units is provided in Attachment II with explanations of significant variances from Budget 2023-24.

Capital Activities

Board-funded capital expenditures fund the various projects necessary to support CBE operations. Things like technology upgrades, new school commissioning, non-school building upgrades, school air-conditioning, modular classroom installations, to name but a few. These investments are not directly funded by Alberta Education. Board-funded capital expenditures address these needs.

The board-funded capital expenditure is expected to be $59.8 million, an increase of $31.7 million from the budgeted expenditure of $28.1 million.

The forecast board-funded capital expenditure of $59.8 million includes:

- $23.0 million for various maintenance projects including Client Access Technology Refresh, information technology infrastructure renewal and growth, transition to SharePoint Online and Next Generation Solutions;
- $19.2 million for new school commissioning, solar power projects and Louise Dean relocation;
- $9.0 million for the purchase of custodial and trades equipment, school wiring closets remediation, and special needs technology;
- $3.5 million for strategic projects including CCTV upgrade and enterprise implementation, learning management system, and Online Student Forms solution;
- $2.6 million for future board funded projects; and
- $2.5 million for principal repayments of capital leases.

$28.1 million included above relates to board-funded capital projects initiated in 2022-23 that are continuing into the 2022-24 fiscal year. These carried forward capital expenditures include new school commissioning, solar power system and various technology upgrade and maintenance projects. As the carried-forward capital expenditures are not known with any certainty when the following year's budget is finalized, the CBE does not include an estimate in the budget for those amounts.

The 2023-24 first-quarter capital budget report in Attachment IV highlights significant variances from the Budget.

Use of reserves and balancing

The CBE submitted a balanced 2023-24 budget. This first quarter forecast includes a draw of $9.6 million from operating reserves and designated funds, and a draw of $31.7 million from capital reserves. Expenditures forecast for carry-forward as of August 31, 2024, are shown as an offsetting contribution to the reserves and any changes in the forecast may result in a request to access operating reserves. Access to operating reserves requires Board of Trustee approval. The previous requirement for Ministerial approval has been removed, unless specifically identified.

Operating Reserve

The forecast operating reserve balance of $28.3 million is a decrease of $9.6 million from $37.9 million projected on August 31, 2023. This is a forecast and only incorporates the net difference between revenue and expenses at this point. The CBE has consistently carried forward operating and capital projects. The carry forward amount may reduce the ultimate draw on operating reserves. The CBE's reserves will continue to be deployed to maintain core programs, services, and supports.

Alberta Education guidance mandates operating reserve levels. Metro school districts must maintain operating reserves between 1% and 3.2% of prior-year total operating expenses. Operating reserve balance of more than 3.2% will be recovered by Alberta Education through a reduction in scheduled payments. Should operating reserves fall below 1%, Alberta Education may request that a school district submit a plan to bring operating reserves back above 1%.

The CBE's forecast operating reserve percentage of 2.06% is within the 1% to 3.2% guidelines. The CBE believes it has sufficient operating reserves to address most operating risk and maintain the continuity of teaching and learning through the remainder of the 2023-24 school year.

Capital Reserve

Alberta Education has not mandated a minimum or maximum level of capital reserves that each district must maintain. The CBE's forecast capital reserve balance of $47.2 million represents a decrease of $31.7 million from $78.9 million because of new school commissioning, Louise Dean relocation and solar panel projects. As a result of recent sales of CBE properties, net proceeds have been added to the capital reserves as of August 31, 2023.

Further details are provided in Attachment III – first-quarter use of reserves.

Revenue

(in $ thousands)	
Q1 Forecast Revenue	1,526,342
Budget 2023-24 Revenue	1,525,282
Variance Favourable / (Unfavourable)	**1,060**

Significant contributions to this favourable (increase) in revenue include:

- Unfavourable variance of $0.5 million in Government of Alberta funding resulting from the net impact of:
  - $4.6 million decrease due to the elimination of the Displaced Student Grant;
  - $3.0 million reduced provincial grant funding based on lower than forecasted enrolment in Budget 2023-24;
  - $0.8 million decreased revenue recognition with offsetting amortization expense due to delay of 2 new school openings; and
  - $0.3 million new curriculum implementation funding expended in prior fiscal year 2022-23.
  - Partially offset by:
    - $5.6 million in additional Supplemental Enrolment Growth Grant;
    - $1.9 million targeted Learning Disruption Grant received to mitigate continued pandemic-related learning disruptions;
    - $0.5 million targeted funding for Low Incidence Support and Services Program; and
    - $0.2 million increased revenue with offsetting IMR expense.

- Favourable variance of $0.2 million in Federal Government and First Nations revenue due to an increase in funding to support complex needs of indigenous students.

- Favourable variance of $0.9 million in Fees due to:
  - $0.6 million from lunchroom supervision due to an increase in enrolment; and
  - $0.3 million in transportation due to increased ridership.

- Favourable variance of $1.0 million in Investment Income due to an increase in interest rates.

- Unfavourable variance of $0.5 million in All Other Revenues due to reduced rental revenue as fewer permits were issued.

Expenses

(in $ thousands)	
Q1 Forecast Expense	1,535,907
Approved Operating Carryforwards	8,766
Budget 2023-24 Expense	1,525,282
Variance Favourable / (Unfavourable)	**(1,859)**

Significant contributions (not exhaustive) to this unfavourable (increase) in expenses include:

- Unfavourable variance of $1.8 million in Certificated salaries, wages and benefits resulting from net impact of:
  - $1.9 million for targeted Learning Disruption Grant received to mitigate pandemic-related learning disruptions.
  - Partially offset by:
    - $0.1 million carried pressure based on vacancies calculated at budget. Anticipated offset with realized vacancies throughout the year.

- Favourable variance of $1.1 million in non-certificated salaries, wages and benefits resulting from carried pressure based on vacancies calculated at budget. Anticipated offset with realized vacancies throughout the year.

- Unfavourable variance of $1.0 million in Services, Contracts and Supplies due to increase in electricity distribution fees.

- Unfavourable variance of $0.2 million in Other (Interest, Amortization and Bad Debt) due to increase in bank fees related to higher interest rates.

Identified pressure areas are under review and will continue to be monitored as the year progresses. Areas of cost pressure include school contract absence increases, custodial overtime due to continued absenteeism; and service fees related to the Rycor Fee System which is pending contract negotiations.

5 | Conclusion

This report reflects the information provided to the Audit and Risk Committee in connection with Governance Culture GC-5E: Board Committees and Board of Trustees in connection with Operational Expectations OE-5: Financial Planning. Any recommendations from the Audit and Risk Committee have been incorporated into this final report the the Board of Trustees.

The CBE will continue to practice prudent financial decision making and maximize the value from funds received to provide programs and services to support student achievement, equity and well-being. The CBE continues to monitor and proactively mitigate risks that may impact CBE on the continuity of CBE operations.

The CBE will maintain focus on our core values: students come first, learning is our central purpose and public education serves the common good.

GARY STROTHER
ACTING CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: First quarter budget variance report
Attachment II: Spending by schools and service units
Attachment III: Use of reserves
Attachment IV: Capital budget report
Attachment V: Financial Health Matrix

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Attachment I: First-quarter budget variance report

CALGARY BOARD OF EDUCATION

Description	2023-24 Budget [A]	Forecast for the year ending Aug 31, 2024	Variance Favourable/ (Unfavourable)[B]	
	(in $ thousands)			%
Revenues				
Government of Alberta	1,431,228	**1,430,731**	(497)	(0%)
Federal Government and First Nations	824	**1,074**	250	30%
Other sales and services	16,551	**16,551**	-	0%
Fees	53,475	**54,326**	851	2%
Investment income	7,482	**8,482**	1,000	13%
All other	15,722	**15,178**	(544)	(3%)
Total revenues	1,525,282	**1,526,342**	1,060	0%
Expenses				
Certificated salaries, wages and benefits	909,773	**912,707**	(2,934)	(0%)
Non-certificated salaries, wages and benefits	275,158	**274,284**	874	0%
Services, contracts and supplies	244,789	**253,165**	(8,376)	(3%)
Amortization	87,360	**87,404**	(44)	(0%)
Interest	1,808	**1,969**	(161)	(9%)
All other	6,394	**6,378**	16	0%
Total expenses	1,525,282	**1,535,907**	(10,625)	(1%)
Projected annual deficit	-	**(799)**	(799)	(100%)
Transfer from designated funds - service units	-	**(5,354)**	-	0%
Transfer from designated funds - schools	-	**(3,412)**	-	0%
Transfer from operating reserves/designated funds	-	**(8,766)**	8,766	(100%)
Add/(deduct) capital items paid by operating funds				
Board funded amortization	28,085	**28,085**	-	0%
Transfer from / (to) capital reserves	31,745	**31,745**	-	0%
	59,830	**59,830**	-	0%

[A] Approved by the Board of Trustees on May 30, 2023.

[B] Refer to line-item analysis for further details on these variances.

Attachment II: Spending by schools and service units

	Forecast 2023-24	Salaries and benefits	Supplies and services	Other (interest, amortization and uncollectible accounts)	**Q1 Forecast 2023-24**	Budget 2023-24	Increase/ (decrease)	
	FTEs	(in $ thousands)						%
Schools and Areas	9,657	1,052,153	83,592	-	1,135,745	1,128,899	6,846	1% (1)
Service Unit System Budgets	15	9,434	145,792	86,465	241,691	236,063	5,628	2% (2)
Facilities and Environmental Services	218	21,276	11,841	2,018	35,136	36,678	(1,542)	(4%) (3)
School Improvement	431	56,230	7,702	138	64,070	63,609	461	1%
Finance and Technology Services	207	28,997	1,397	7,129	37,524	38,705	(1,181)	(3%) (4)
Human Resources	117	13,676	1,393	-	15,069	14,679	390	3%
Communications	21	2,600	135	-	2,735	2,735	-	0%
General Counsel	12	1,692	92	-	1,784	1,784	-	0%
Chief Superintendent's Office	3	476	88	-	564	564	-	0%
Board of Trustees	-	457	1,131	-	1,588	1,566	22	1%
Total	**10,680**	**1,186,991**	**253,165**	**95,751**	**1,535,907**	**1,525,282**	**10,625**	1%

(1) **Schools and Areas**: Increase due to additional contract absence, staffing and board approved school carry forwards.
(2) **Service Unit System Budgets:** Increase due to higher utility costs and board approved carry forwards.
(3) **Facilities and Environmental Services**: Decrease due to carried pressure based on vacancies with anticipated offsets throughout the year.
(4) **Finance and Technology Services**: Decrease due to carried pressure based on vacancies with anticipated offsets throughout the year.

Attachment III: Use of reserves

CALGARY BOARD OF EDUCATION
2023-24 PROPOSED USE OF OPERATING RESERVES (in $ thousands)

Description	Reserves balance Sep. 1, 2023	2023-24 Budget planned use of reserves (1)	Forecasted use of reserves	Forecasted reserves balance Aug. 31, 2024
Accumulated operating reserves				
Available for use reserves				
Fiscal stabilization reserve	37,363	-	(799)	36,564
Restricted reserves				
EducationMatters flow-through funds (2)	1,890	-	-	1,890
Changes in accounting policy reserve	(10,164)	-	-	(10,164)
Total operating reserves	**29,089**	**-**	**(799)**	**28,290**
Designated operating reserves				
School decentralized budgets	3,412	-	(3,412)	-
Instructional and service unit initiatives	5,354	-	(5,354)	-
Total designated funds	**8,766**	**-**	**(8,766)**	**-**
Total operating reserves and designated	**37,855**	**-**	**(9,565)**	**28,290**
Capital reserves				
Building reserve	52,954	-	(6,510)	46,444
Other capital reserves(3)	25,235	-	(25,235)	-
Plant, operations and maintenance	798	-	-	798
Total capital reserves	**78,987**	**-**	**(31,745)**	**47,242**
Total reserves	**116,842**	**-**	**(41,310)**	**75,532**

(1) Approved by the Board of Trustees on May 30, 2023.

(2) This reserve is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.

(3) The forecast use of reserves is the amount of the carry forward from prior year board funded assets.

The forecast operating reserve balance of $28.3 million is a decrease of $9.6 million from $37.9 million on August 31, 2023.This is a forecast and only incorporates the net difference between revenue and expenses at this point. The CBE has consistently carried forward operating and capital projects and their related budgets. This carry-forward may reduce the draw on operating reserves. The CBE's reserves will continue to be deployed to maintain core programs, services, and supports.

Attachment IV: Capital Budget

	Budget 2023-24	Approved carryforward and revisions	Q1 Forecast 2023-24	Variance Favourable/ (Unfavourable)	
		(in $ thousands)			
Capital lease payments (contracts)					
Performance contracts	2,500	-	2,500	-	0%
Total Capital Lease Payments	**2,500**	**-**	**2,500**	**-**	0%
Non-facility related projects					
Strategic	-	3,484	3,484	-	0%
Enhancement	7,720	1,241	8,961	-	0%
Maintenance	15,211	7,810	23,021	-	0%
Total non-facility related projects	**22,931**	**12,535**	**35,466**	**-**	0%
Capital reserve projects					
New school Commissioning	-	10,451	10,451	-	0%
Solar Power System	-	2,249	2,249	-	0%
Louise Dean Relocation	-	6,510	6,510	-	0%
Total capital reserve projects	-	**19,210**	**19,210**	**-**	0%
Unallocated board funded projects	**2,654**	**-**	**2,654**	**-**	0%
Total non-facility capital expenditures	**28,085**	**31,745**	**59,830**	**-**	0%
Financed by the following:					
Total amortization expense (non-cash)	28,085	-	28,085	-	0%
Transfer from / (to) capital reserves	-	31,745	31,745	-	0%
Total board-funded financing	**28,085**	**31,745**	**59,830**	**-**	0%

Definitions:
Maintenance - Projects that are required to maintain current processes and systems in good working condition.
Enhancement - Projects that improve or extend the functionality of existing systems, technologies, and processes.
Strategic - Projects that open new horizons, learning methods, organization models, and value propositions that reach across the organization or physical facility.

Attachment V: Financial Health Matrix

Financial Health Matrix

In the interest of transparency and accountability, the CBE developed a financial health matrix. This matrix is designed to assist CBE administration and the Board of Trustees in monitoring the overall financial health of the CBE. Financial health is the ability of the CBE to achieve its Results policies in the short and long term.

The CBE's financial health is indicated by both short- and long-term financial health indices as well as other operational indicators. Taken together, these indices and indicators allow for an assessment of the CBE's ability to continue providing the programs, services and supports that students and families expect and rely on.

Monitoring the financial health matrix along with the numerous reports from the CBE administration to the Board of Trustees allows stakeholders (students, staff, the public, and government) to gain a comprehensive view of the CBE and its activities.

From a short-term perspective, the indicators show that the CBE is well-placed to continue sustaining operations and meet near-term financial commitments. The CBE has the capacity via short-term borrowing and the use of operating reserves to address the cost of unanticipated events that impact the continuity of operations.

From a longer-term perspective, near-term operational capabilities may be constrained as operational funding per student has not kept pace with the increased cost of labour and general inflation.

School utilization rates are increasing rapidly in the face of significant enrolment growth. This is reflected in the increasing number of CBE schools in overflow status. To assess the impact of enrolment increases to overall system, number of overflow and overflow receiving schools continues to be monitored. With deferred maintenance on schools over $160 million, the effective utilization of IMR and CMR funds is increasingly important in maintaining safe and healthy learning spaces for students.

In summary, short-term operational needs are being met through a balance of financial support and operational effectiveness in delivering programs, services, and support to students.

Currently, the most significant area of concern relates to the overall level of government funding. Inflationary pressures, salary and benefits growth, enrolment increases, and increases in student complexity mean that total cost per student have increased as a faster rate than the change in funding per student. This means that the CBE will be challenged to maintain the current ratio of students to school-based staff and the adequacy of services and supports for students in future years.

Financial Health Indicators
Current Year – Short Term

	Status:	Unfavourable	Trend:	Unfavourable	
	2018-19	2019-20	2020-21	2021-22	2022-23	Q1 2023-24*
Liquidity Ratio:	1.24	1.19	1.24	1.22	0.75	0.75

(Financial Assets / Liabilities less Spent Deferred Capital Contributions)

Liquidity Ratio reflects the CBE's ability to pay current financial obligations as they are due. A liquidity ratio higher than one is desirable as it means the CBE has the financial resources to address emergent risks. A liquidity ratio below one indicates an increased risk that the CBE will not be able to meet current obligations. For the CBE, the liquidity ratio is below one due to the inclusion of an Asset Retirement Obligation (ARO) liability. That liability is not repayable. Adjusting for the ARO liability returns the CBE's liquidity ratio to the 1.20 range.

	Status:	Favourable	Trend:	Neutral	
	2018-19	2019-20	2020-21	2021-22	2022-23	Q1 2023-24*
Net Asset: (in millions)	$ 213	$ 225	$ 217	$ 204	$ 141	$ 141

(Total Assets - Total Liabilities less Spent Deferred Capital Contributions)

Positive Net Asset position is a good indicator of the CBE's overall financial health. This means that CBE is managing its costs and assets in a sustainable way. The decrease noted in 2022-23 is directly related to the adoption of the asset retirement obligation. For the CBE, net assets in excess of $50 million is deemed reasonable.

	Status:	Favourable	Trend:	Neutral	
	2018-19	2019-20	2020-21	2021-22	2022-23	Q1 2023-24*
Debt-to-Asset Ratio:	0.88%	0.86%	0.86%	0.87%	0.76%	0.76%

(Total Debt / Total Assets)

This ratio measures the amount of debt the CBE owes as a percentage of total assets. This reflects the extent to which the CBE relies on borrowed funds to finance its operations. The lower percentage is favourable as it means the CBE has the ability to take on debt to address emerging unfunded infrastructure cost. A debt to asset ratio of up to 3% is deemed reasonable.

	Status:	Favourable	Trend:	Neutral	
	2018-19	2019-20	2020-21	2021-22	2022-23	Q1 2023-24*
Cash Asset Ratio:	1.22	1.77	1.72	1.77	1.77	1.77

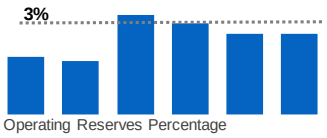
(Cash and Cash Equivalents / Current Liabilities)

This ratio measures the organization's ability to fund it's current liabilities with available cash. A Cash Asset Ratio of higher than 1 is optimal as it shows the organization's ability to meet any unexpected challenges through available cash assets.

	Status:	Unfavourable	Trend:	Unfavourable	
	2018-19	2019-20	2020-21	2021-22	2022-23	Q1 2023-24*
Working capital per student:	$ 310	$ 251	$ 415	$ 346	-$ 607	-$ 607

Working capital is the amount of money available after discharging all liabilities. Working capital allows the CBE to meet emergent needs and new initiatives. Working capital is compared to student enrolment to determine the amount of funds available per student that could be spent in the future. The decrease noted in 2022-23 is directly related to the adoption of the asset retirement obligation. As the ARO is not payable in the traditional sense, management does not believe it should be considered in determing the CBE's working capital per student. Removal of the ARO from the calculation returns the CBE's working capital per student to positive territory. Working capital per student on an adjusted basis should be at or above $100.

	Status:	Neutral	Trend:	Neutral	
	2018-19	2019-20	2020-21	2021-22	2022-23	Q1 2023-24*
Expense ($ millions)	1,391	1,311	1,341	1,371	1,437	1,437
Operating Reserves Percentage	1.9%	1.7%	3.2%	2.9%	2.6%	2.6%



(Operating Reserves / Expenditures)

Operating reserves provide the CBE with short-term flexibility to address unanticipated unfunded costs. Operating Reserve to Expense percentage determines the Board's ability to react to emergent situations and fund special initiatives. Alberta Education mandates a minimum Operating Reserves Percentage of 1% and a maximum of 3.2%. Any Operating Reserves in excess of the maximum may be deducted from future payment by Alberta Education. CBE administration agrees with the operating reserve range required by Alberta Education.

	Status:	Unfavourable	Trend:	Unfavourable
	Q2 2022-23	Q3 2022-23	Q4 2022-23	Q1 2023-24
Overflow Schools	15	15	24	26
Overflow Receiving Schools	19	23	33	37

As enrolment increases, the number of schools in overflow continues to be monitored to maintain a positive learning environment for students. To assess the impact of enrolment increase to the overall system, the number of overflow and overflow receiving schools should be monitored. Schools in overflow have overflow receiving schools which accept the influx of students. This may include more than one location. This allows for overflow schools to relieve significant enrolment pressure and may fluctuate over time. Ideally, the number of schools in overflow should be less than 5.

Financial Health Indicators
Medium - Long Term

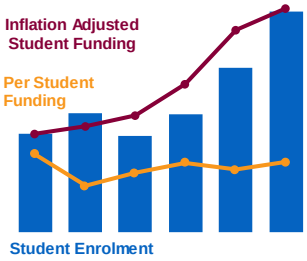
			Status:	Neutral	Trend:	Favourable
						Q1
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24*
Capital Reserves ($ millions)	15,887	28,846	41,863	49,882	78,987	78,987
Capital Reserves per Student	129	229	341	398	602	602

Capital reserves provide funds for future replacement of the Board's capital assets. Capital Reserves per student indicates the amount of capital reserves on a per student basis. Based on historical analysis, the CBE seeks capital reserves above $250 per student or approximately $35 million.

			Status:	Neutral	Trend:	Neutral
						Q1
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Revenues ($ millions)	1,390	1,323	1,332	1,360	1,438	1,526
Expenses ($ millions)	1,391	1,311	1,341	1,371	1,437	1,527
Surplus/(Deficit) ($ millions)	(0.8)	11.5	(9.1)	(10.9)	1.4	(0.8)

The CBE relies on a steady and predictable stream of revenues in order to effectively plan expenditures. Any unexpected fluctuations in funding can cause a significant variance in budgeted annual surplus/deficit. Revenues are primarily impacted by enrolment and grants rates, while expenditures are mainly impacted by staffing decisions. The CBE targets revenues equalling expenses. Given the absolute size of the CBE, a surplus or deficit of +/-0.5 percent of total expenditures is considered

			Status:	Neutral	Trend:	Unfavourable
						Q1
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Per Student Funding	8,979	8,578	8,745	8,872	8,783	8,880
Inflation Adjusted Student Funding	9,233	9,337	9,468	9,866	10,539	10,813
Student Enrolment	122,400	124,939	122,117	124,802	130,654	137,727



Per student funding from Alberta Education excludes targeted funding. These targeted funds are removed from the funding per student calculation as they are not available to directly support teaching and learning in the classroom. That is, the targeted funds cannot be used to hire and deploy additional school based staff.

Per student funding is an indicator of the stability of revenue over time. Increasing funding per student generally indicates an increased ability to maintain programs, services and supports. Decreasing per student funding over time is an indicator that programs, services and supports will need to be re-structured to fit within available resources.

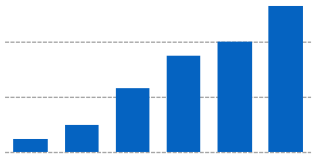
			Status:	Neutral	Trend:	Neutral
						Q1
Percent of Expenses	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Salaries & Benefits	78%	79%	81%	79%	78%	77%
Supplies & Services	17%	14%	13%	15%	16%	17%
Other	6%	6%	6%	6%	6%	6%

This chart shows the percentage of CBE's budget allocated to various expenditure categories over the last 5 years.

	CBE	Other Metro School Boards
Salaries & Benefits as % of Total System Administration Expenses	47%	77%

The CBE spends a considerably smaller portion of it's System Administration expenditures on salaries & benefits when compared to other metro school boards. This difference is due to the higher level of spending on the Education Centre lease. To compensate, CBE administration is very judicious in the allocation of resources to the non teaching and learning service unit.

			Status:	Favourable	Trend:	Favourable
						Q1
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Average Teacher Salary & Benefit	100,453	101,000	102,334	103,490	103,990	105,310



The average teacher salary is the most significant driver in total CBE spending. Flat or falling average teacher salaries indicates an ongoing ability to fund programs, services and supports. An increase in average teacher salaries over time may impact on the ability to maintain programs, services and supports.

* Amounts are not adjusted until year end, thus there is no change on a quarterly basis.

results monitoring report

Results 2: Academic Success

Monitoring report for the school year 2022-23

Report date:
Jan. 16, 2024

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 2: Academic Success, the Chief Superintendent certifies that the information in this report is accurate and complete, and that the organization is:

☐ making reasonable progress toward achieving the desired results.

☒ making reasonable progress with exception(s) (as noted).

Exception(s): results for Students who Self-Identify as Indigenous

☐ not making reasonable progress.

Signed: _____ Date: January 16, 2024

Gary Strother, Acting Chief Superintendent

BOARD OF TRUSTEES ACTION

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

☐ to be making reasonable progress.

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

☐ not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____

Chair, Board of Trustees

Executive Summary |

Analysis |

The data indicated across the four cohorts:

- the current year high school completion rates (3-year, 4-year, 5-year) compared to the previous three-year average improved or improved significantly in 7 of 12 cases.
- the current year high school completion rates (3-year, 4-year, 5-year) as compared to 2021-22 completion rates improved in 7 of 12 cases.
- the four years of report card mean results generally showed declining trends in divisions 1, 2 and 3 for all subjects, with the exception of the Students who Self-Identify as Indigenous cohort, and CTF/French Language Arts/Languages report card mean results which had increases.
- in Division 4, the four years of report card mean results saw upward trends as follows: English Language Arts, CTS, Fine and Performing Arts and Social Studies for the Self-Identify as Indigenous cohort; French Language Arts for the English Language Learners cohort; CTS, Fine and Performing Arts, and Physical Education for the Students with Identified Special Education Needs cohort.
- there was a noted decrease in report card results in 2022-23 compared to 2021-22, which was most evident in divisions 1 and 4 across English Language Arts, Mathematics and Science. For division 1, this may be connected in part to new curriculum development and implementation.
- CBE's provincial assessment results at the acceptable standard were higher than the provincial results in 2022-23, in 88 per cent of the cases; and
- as compared to the previous results (2021-22), CBE's results increased at the acceptable standard in 56 per cent of the cases.

Context | Unprecedented Enrolment Growth and Ongoing Learning Disruptions

Trust and validity in any body of evidence increases with the frequency in which this evidence consistently tells the same story. CBE teachers have been purposeful in gathering a body of student assessment evidence through observations, conversations and products. Student achievement data collected by teachers are most reliable and valid when a robust body of assessment evidence is available to triangulate and confirm the evaluation of student learning as recorded on report cards.

This year, schools experienced unprecedented month-over-month enrolment growth across schools, divisions, and areas with thousands of students entering schools after September 30. Of the 135 000 students present in CBE classrooms at the end of 2022-23, over 26 000 of them were new to CBE and of that group, close to 7200 entered the system following the September 30 count date for funded enrolment.

Accompanying this growth and introduction of new students, was a marked increase in student complexity. CBE saw increased numbers of English as an Additional Language learners, many identified at an overall Language Proficiency level of 1, 2, or 3 impacting their academic achievement while they were learning English language. Students typically require a minimum of 5 years[1] to gain academic language proficiencies comparable to their peers who have English as their primary language.

In addition, CBE saw increased numbers of students entering our system with other complex learning needs and more students coming to us as refugees.

Accompanying increases in school enrolment, classroom numbers, and complexity, was an increase in instability for classrooms and school environments. This stemmed in part from ongoing staff and student absenteeism, unfilled staff vacancies, and continued school reorganizations to meet changing populations. Opportunities for in-year funding initiatives like learning disruption, changed how schools organized to provide direct support to early learners.

Unfilled staff vacancies meant teachers were frequently called upon to cover for absent teachers or to supervise, meaning they had less time to concentrate on lesson planning and assessment. They may have used assessment evidence gathered by a substitute teacher on their behalf or had students absent for large chunks of learning, and therefore, were limited in the ability assess learning against all outcomes in the programs of study.

We continue to use caution when considering trends over time. Considering the impact that unprecedented enrolment growth, increased classroom complexity, and high levels of staff and student absenteeism had on the ability of teachers to collect a robust body of evidence, report card data are still used to identify needs and gaps. Just like in all schools, as they dig and inquire into the data, there are always areas that emerge requiring improvement. This is also true of our work with the system data.

For more information, refer to Appendix I School Data Sources

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[1] Cummins, J., & Persad, R. (2014). Teaching through a Multilingual Lens: The Evolution of EAL Policy and Practice in Canada. Education Matters, 2, 3-40.

Klesmer, H. (1994). Assessment and teacher perceptions of ESL student achievement. English Quarterly, 26(3), 8-11.

Worswick, C. (2001). School performance of the children of immigrants in Canada, 1994-98(No. 178; ISBN: 0-662-31229-5). Ottawa: Statistics Canada

Targets |

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

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

It is for these reasons no targets were set for 2022-23 in this report.

Glossary of Terms |

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

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

- Board: Board of Trustees

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

- English Language Arts: The new English Language Arts and Literature (ELAL) curriculum for Division 1 students was implemented in the 2022-23 school year. Some schools chose an optional implementation of the curriculum for Division 2 students. All other students continued studying the English Language Arts Program of Studies. For the purposes of this report, both the ELAL curriculum and ELA program of study are referred to as English Language Arts as this is the language in the currently approved monitoring indicators.

- English Language Learner: This group includes only those students who have been assessed as needing English language learning support and assigned the corresponding Alberta Education code. For the 2023-24 school year, Alberta Education formally changed their terminology for both English Language Learner and English as a Second Language to the more inclusive term English as an Additional Language. As this terminology is new for the 2023-24 school year, for the purposed of this report which looks historically at the 2022-23 school year, the term English Language Learner is still in use to refer to this group of students.
- Mean: the sum of the values in a set of numbers divided by the number of values in the set.

- Measure Evaluations
  - Achievement Measure Evaluation – this is an Alberta Education Assurance Measures (AEAM) Results Report evaluation, which consists of comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school authorities and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in

place from year to year to allow for consistent planning and evaluation. The categories for achievement are *Very High*, *High*, *Intermediate*, *Low* and *Very Low*.

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

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

- Prov: Province

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

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

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

Policy |

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

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.

The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student strengths, needs, values, interests, backgrounds and circumstances.

As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, create, connect and communicate meaning through language, images and written text.

As a broad term, the Chief Superintendent interprets *literate* to mean the ability to use the vocabulary of a particular field of knowledge, to read and understand the texts of that field and to communicate within its ways of thinking.

The Chief Superintendent interprets *numerate* to mean the ability to acquire, create, connect and communicate meaning through mathematical terms, symbols and ways of thinking.

The Chief Superintendent interprets *integrate and apply* to mean that students can use their understandings within and across their studies to solve problems and achieve their goals.

The Chief Superintendent interprets *knowledge*, *skills* and *attitudes* to mean the learning outcomes within Alberta Education's authorized programs of study.

The Chief Superintendent interprets *competencies* to mean the attitudes, skills and knowledge that cross specific subject areas and are key to students' personal fulfilment, active citizenship and employability.

The Chief Superintendent interprets *academic disciplines* to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below.

The Chief Superintendent interprets *Fine and Performing Arts* to include Art, Dance, Drama and Music.

The Chief Superintendent interprets *Languages* to mean those programs of study taught in the Calgary Board of Education as both second language/language and

culture courses and as immersion/bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- Career & Technology Foundations/Studies
- English Language Arts
- Fine and Performing Arts
- French Language Arts
- Languages
- Mathematics
- Physical Education
- Science
- Social Studies

Interpretation |

The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.

The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.

The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

Indicators |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.

   1.1 All Students
   1.2 English Language Learners
   1.3 Students who Self-Identify as Indigenous
   1.4 Students with Identified Special Education Needs

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

   2.1 All Students
   2.2 English Language Learners
   2.3 Students who Self-Identify as Indigenous
   2.4 Students with Identified Special Education Needs

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

   3.1 All Students
   3.2 English Language Learners
   3.3 Students who Self-Identify as Indigenous
   3.4 Students with Identified Special Education Needs

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

   4.1 All Students
   4.2 English Language Learners
   4.3 Students who Self-Identify as Indigenous
   4.4 Students with Identified Special Education Needs

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

   5.1 All Students
   5.2 English Language Learners
   5.3 Students who Self-Identify as Indigenous
   5.4 Students with Identified Special Education Needs

Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2022-23 results, analysis and capacity building |

Policy 2.1

Indicator 1

Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.

Indicator 1: Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.

This indicator is based on an Alberta Education determined Grade 10 Cohort who complete high school within three, four or five years. High school completion rates include students who receive a credential (e.g., a High School Diploma, Certificate of Achievement) and students who do not receive a credential but who transition to a post-secondary institution, an apprenticeship program or who have achieved "academic standing"[2].

Notes |

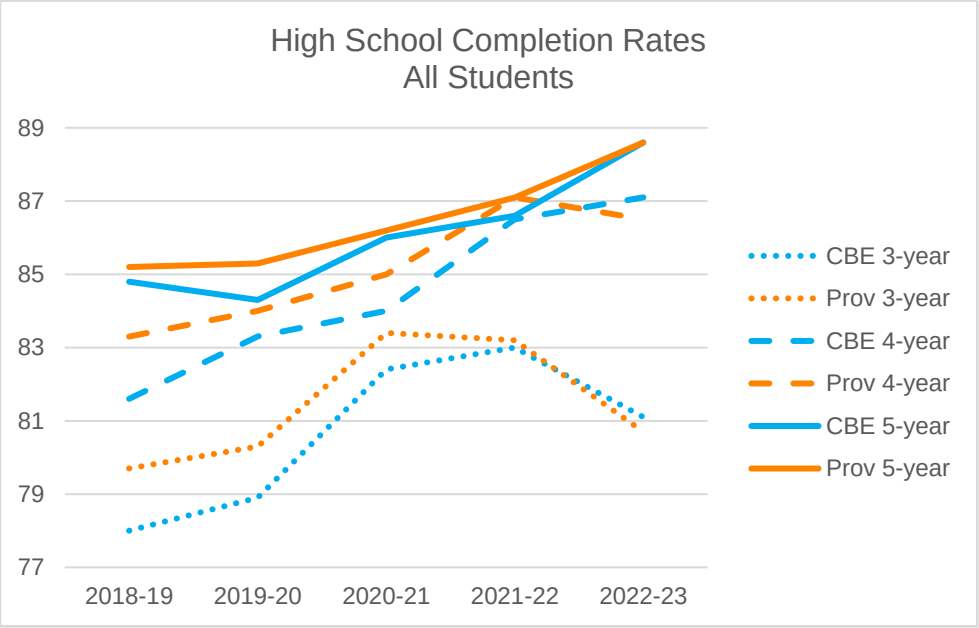
1 | The 2022-23 results Alberta Education Assurance Measures for high school completion are based on 2021-22.
2 | The 4-year rate includes the numbers from the 3-year rate and the 5-year rate includes the numbers from both the 3-year and 4-year rates.
3 | Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results
4 | The scales used on the graphs that follow have been chosen for ease of interpretation, however they change from cohort to cohort, so caution should be used when comparing graphs.

Legend |

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

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

1.1 All Students



Note | for the calculation of High School Completion rates, the cohort of students is determined in grade 10. The 3-year completion rate is determined based on the number of students from that cohort that compete high school within the next three years. The 4-year completion rate is then inclusive of the number of students from that cohort who completed both within three and four years. The 5-year completion rate is inclusive of students from that cohort who complete within the three, four or five year period. For 2022-23, the 3-year completion rate is based on the cohort of grade 10 students from 2020-21, the 4-year completion rate is based on the cohort of grade 10 students from 2019-20 and the 5-year completion rate is based on the cohort of grade 10 students from 2018-2019.

3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22	2022-23
CBE	Achievement*	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
	Improvement**	Improved Significantly	Improved Significantly	Improved Significantly	Improved Significantly	Maintained
	Overall***	Good	Good	Good	Good	Acceptable
Prov	Achievement	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
	Improvement	Improved Significantly	Improved Significantly	Improved Significantly	Improved Significantly	Declined Significantly
	Overall	Good	Good	Good	Good	Issue

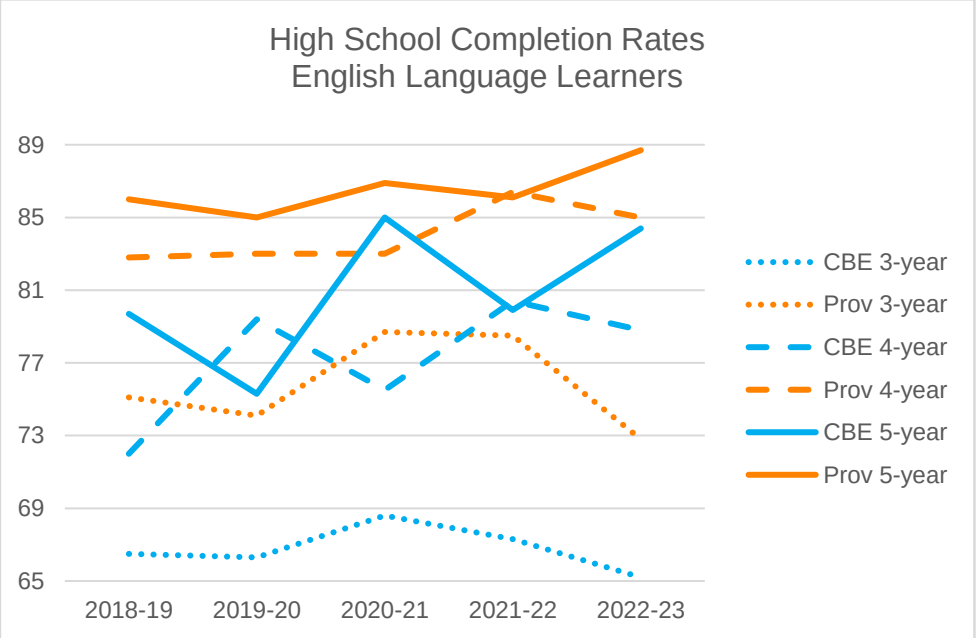
*The Achievement Measure Evaluation compares Current Year data to a set of standards set by Alberta Education
**Improvement Measure Evaluation compares Current Year data to the previous three-year average

***Overall Measure Evaluation combines the Achievement Evaluation and the Improvement Evaluation together thus represents the overall performance of the results.

- **Analysis of Cohort**

  CBE's All Students cohort showed continuous year-over-year increases for 4-year and 5-year high school completion rates. Both CBE and provincial 3-year completion rates declined in 2022-23 with a 2 and 2.5 percentage point decrease respectively. When compared to the previous three-year high school completion rate average, CBE's 3-year rate showed statistically maintained results while a significant decline was observed in the provincial result. The greatest growth (2 percentage points) as compared to the previous year occurred in CBE's 5-year completion rate. CBE's 4-year and 5-year completion rates saw statistically significant improvements relative to the previous three-year averages.
  CBE rates were higher than the provincial results in the 3-year and 4-year rates and comparable to provincial results for the 5-year high school completion rate in 2022-23. These results are encouraging as this was the first year in the past five years that CBE outperformed the province.

1.2 English Language Learners



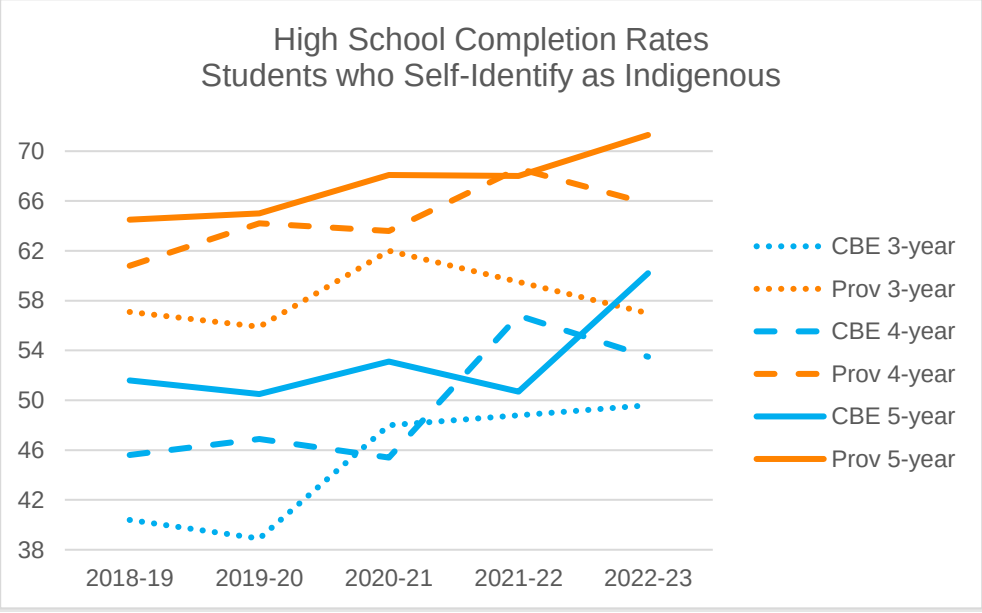
3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22	2022-23
CBE	Achievement	Low	Low	Low	Low	Very Low
	Improvement	Improved	Improved	Maintained	Maintained	Maintained
	Overall	Acceptable	Acceptable	Issue	Issue	Concern
Prov	Achievement	Intermediate	Intermediate	Intermediate	Intermediate	Low
	Improvement	Improved Significantly	Improved Significantly	Declined	Improved Significantly	Declined Significantly
	Overall	Good	Good	Issue	Good	Concern

- **Analysis of Cohort**

  The number of students included in this cohort ranges from 569 to 865. More fluctuations over time were evident for both provincial and CBE high school completion rates for the English Language Learners cohort. Both provincial and CBE results showed decreased 3-year and 4-year rates from 2021-22 to 2022-23, with the province seeing a greater decrease than CBE in the 3-year completion rate. CBE achieved a noticeable 4.5 percentage point increase in the 5-year rate. When compared to the previous three-year average, CBE's 3-year results were statistically maintained while the provincial results were significantly lower in 2022-23.

  The gap between provincial and CBE high school completion rates was smallest for the 5-year completion rate. The 3-year completion rate gap between CBE and the province was 3.6 percentage points narrower in 2022-23 compared to the previous year. Five-year completion rate gaps between CBE and the province shrank by 4 percentage points.

1.3 Students who Self-Identify as Indigenous



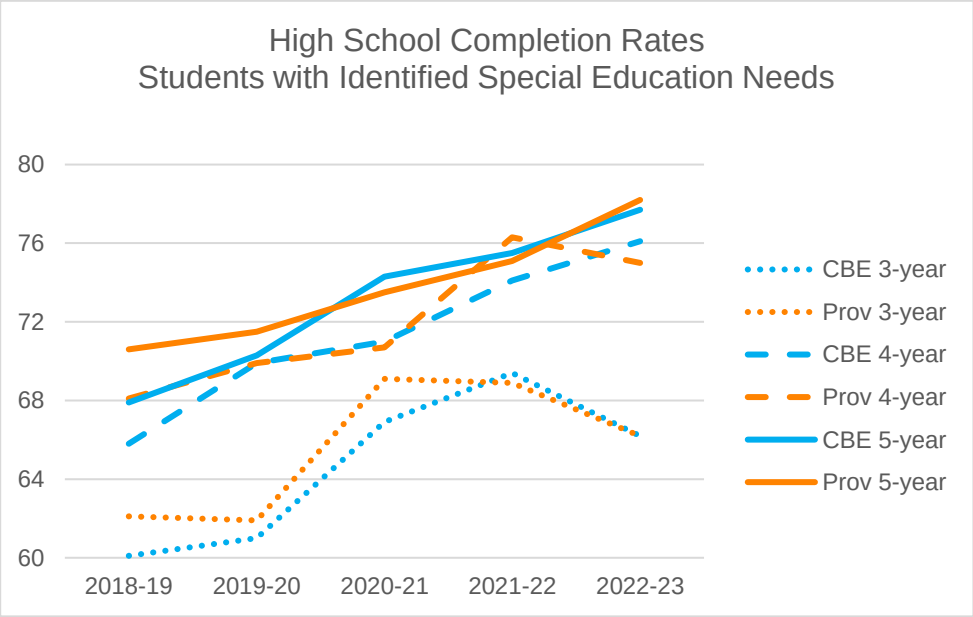
3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22	2022-23
CBE	Achievement	Very Low	Very Low	Very Low	Very Low	Very Low
	Improvement	Improved	Maintained	Improved Significantly	Improved	Improved
	Overall	Issue	Concern	Acceptable	Issue	Issue
Prov	Achievement	Very Low	Very Low	Very Low	Very Low	Very Low
	Improvement	Improved Significantly	Maintained	Improved Significantly	Improved	Declined
	Overall	Acceptable	Concern	Acceptable	Issue	Concern

- ## Analysis of Cohort

The number of students included in this cohort ranges from 357 to 388. For the Students who Self-Identify as Indigenous cohort, CBE achieved continuous increases in the 3-year completion rate for three consecutive years while the province experienced a 2.5 percentage point decline in 2021-22 and 2022-23. Following the increases in the 4-year rate in 2021-22, both the province and CBE showed decreases in 2022-23. However, provincial and CBE 5-year completion rates showed significant increases. Specifically, there was a year-over-year jump of 10 percentage points in CBE's 5-year rate. Compared to the previous three-year average, CBE's 3-year completion rate improved, whereas the provincial 3-year rate declined.

Provincial completion rates were higher than corresponding CBE rates for all five years, however the gaps between the 3-year provincial high completion rates and 3-year CBE completion rates narrowed over time and the difference in the 5-year rates also became around 6 percentage points smaller in 2022-23.

1.4 Students with Identified Special Education Needs



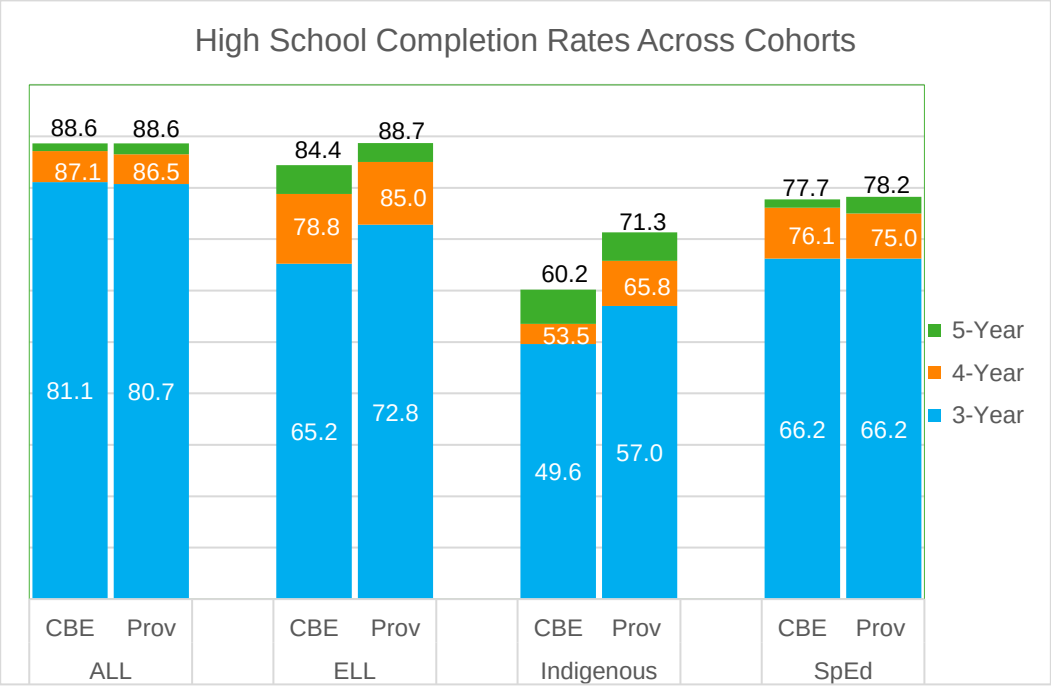
3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22	2022-23
CBE	Achievement	Very Low	Very Low	Low	Low	Low
	Improvement	Improved Significantly	Improved Significantly	Improved Significantly	Improved Significantly	Maintained
	Overall	Acceptable	Acceptable	Good	Good	Issue
Prov	Achievement	Very Low	Very Low	Low	Low	Low
	Improvement	Improved Significantly	Improved	Improved Significantly	Improved Significantly	Maintained
	Overall	Acceptable	Issue	Good	Good	Issue

- ## Analysis of Cohort

  The number of students included in this cohort ranges from 1878 to 2155. For CBE's Students with Identified Special Education Needs cohort, statistically significant year-over-year improvements were observed in both the 4-year and 5-year completion rate, compared to the previous three-year averages. In 2022-23, both CBE's and the provincial 3-year completion rate declined.

  When 2022-23 provincial and CBE completion rates were compared, CBE students showed a higher 4-year high school completion rate than the province and comparable results in the 3-year rate. For the 5-year completion rate, the provincial completion rate was 0.5 percentage points higher than CBE's.

Summary



	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	Achievement	Intermediate	Intermediate	Very Low	Low	Very Low	Very Low	Low	Low
	Improvement	Maintained	Declined Significantly	Maintained	Declined Significantly	Improved	Declined	Maintained	Maintained
	Overall	Acceptable	Issue	Concern	Concern	Issue	Concern	Issue	Issue

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

- **Targets for 2022-23**

  No targets were set for the 2022-23 school year.

- **Interpretation**

  The percentage of CBE students completing high school within four or five years of starting grade 10, as measured in the Alberta Education Assurance Measures, continues to improve for All Students. For the first time in five years, CBE's three and four-year completion rates are higher than the provincial rates and the gap between provincial and CBE five-year rates has been eliminated as these rates were identical in 2022-23.

  The sections below highlight areas for celebration in these high school completion rate data while offering considerations for next steps for improvement.

- **Celebrate**

  - CBE All Students cohort achieved higher 3-year and 4-year high school completion rates than the provincial results.
  - English Language Learners and Students who Self-Identify as Indigenous cohorts completed high school in five years at a rate that was noticeably higher than 2021-22 rates.
  - Students with Identified Special Education Needs cohort completed high school in 4 years at a rate that was higher than the provincial rate in 2022-23.

- **Areas for Growth**

  - Increase three-year completion rates across all CBE cohorts.
  - Increase CBE high school completion rates relative to the provincial high school completion rates for English Language Learners and Students who Self-Identify as Indigenous.
  - Increase CBE 4-year high school completion rate for CBE Students who Self-Identify as Indigenous cohort relative to the 4-year high school completion rate for the province.

Building Capacity

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

Professional Learning

- On-demand professional learning attendance webinars as part of the school leadership professional learning series to improve student attendance, which is directly related to student success.
- The use of PowerSchool analytics tools and ensuring accurate data to support improved attendance and course completion.
- Off-Campus Coordinators highlight and explore career focused alternative pathways for high school completion. (e.g. In-person visit to Trade Union training centres where students can participate in Exploratory programming that earn Work Experience credits).
- Implementing the CBE Indigenous *Education Holistic Lifelong Learning Framework* across all four domains (Spirit-To Be, Heart-To Belong, Body-To Do, Mind-To Know).
- Maatoomsii'Pookaiks (Children First) system-wide Indigenous Education Professional Learning Day focused on the Heart Domain | To Belong.
- “Commūn-I-Tea" sessions for school leaders focused on identifying wise practices and planning for school-based action to improve the conditions required to support self-identified Indigenous students’ well-being, engagement and success.
- Using the *Revised Alberta K-12 ESL Proficiency Benchmarks* and collecting baseline data to inform instructional practice and assessment of student growth and language acquisition.
- High School designate sessions focusing on enhancing, monitoring and accelerating language programming, using timely and appropriate explicit language instruction to enhance academic success.
- Creating quality task design and assessment utilizing the *CBE K-12 ESL Proficiency Benchmarks* alongside CBE guiding documents and frameworks.
- English as an Additional Language teaching pedagogy with a focus on the following areas: vocabulary development, supporting language proficiency level 1 (LP1) and LP2 students, culturally responsive and trauma-informed classrooms and supporting beginner English language learners.
- Assisting leaders and teachers in developing their understanding of and commitment to anti-racist education through a four-part series of modules (Developing Self & Others, Leading Teaching and Learning, Developing Inclusive Schools, and Leading a Culture of Improvement

Through Leveraging Student Voice) and through a professional learning symposium.

- Outcomes-Based Assessment (OBA) for Principals, Learning Leaders and teachers implementing OBA courses.

Structures & Processes

- Enhance public facing attendance communication through school websites to ensure key messages and resources are shared with parents.
- Assist students and their parents with establishing a pattern of regular attendance in their first years of schooling, contributing to a consistent attendance routine throughout students' school career.
- Culturally responsive attendance processes to support attendance and school engagement of Self-Identified as Indigenous students.
- Expand Inclusive Education processes to consider and include Indigenous ways of being, belonging, doing and knowing to reduce barriers to accessing supports and services.
- Deploy Indigenous Student Success Learning Leaders and Indigenous Education Strategists to 18 target schools across divisions to provide direct, holistic (spirit, heart, body, mind) services and supports to self-identified as Indigenous students.
- Track and monitor Self-Identified as Indigenous high school students' success, well-being and engagement in school.
- Indigenous Education Diversity and Learning Support Advisors assigned to specific schools to establish and nurture meaningful relationships with Indigenous families.
- School Connections YYC maintained to enhance access to community programs and services during non-instructional hours.
- Addition of new CBE student survey questions to solicit student voice in prioritizing diversity and inclusion and anti-racism actions in schools.
- Use the Chief Superintendent's Student Advisory Council (CSSAC) as a vehicle to provide Grade 11 and 12 student leaders with the opportunity to inform and support data-informed decision-making for school improvement.
- Enhance and develop consistent data collection processes for high school reporting on Work Experience through Off-Campus Coordinators.
- Expand career embedded and Work Integrated Learning (WIL) opportunities to complete high school using alternative pathways in preparation for the workforce and post-secondary learning.

- Introduce language program opportunities for newcomers through the Welcome Centre to support English language acquisition alongside another language.
- School Learning Team (SLT), Area Learning Team (ALT) and Collaborative Response processes to identify students who are struggling and provide supports and strategies through the Inclusive Education team.
- New high school data analytics tools in PowerSchool for administrators and guidance counsellors to support student course completion and meeting high school graduation requirements.

Resources

- “Commūn-I-Tea" resources to be shared to support schools in gathering and actioning Indigenous student and family voice.
- Tools to support schools to improve Self-Identified as Indigenous student attendance.
- Support for the Heart Domain | To Belong during Maatoomsii’Pookaiks.
- Indigenous Elders, Knowledge Keepers and Community Supports roster to support accessing and working with the Indigenous community.
- Updated D2L English language learner (ELL) toolbox as the common repository of ELL resources, including recorded learning sessions, high-impact strategies and current research.
- Unique Pathways corporate website showcasing year-round opportunities for students to complete high school in a career focused alternative pathway.

Policy 2.1

Indicator 2

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

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

Legend |

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

2.1 All Students

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

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.70	2.84	2.94	2.96	2.90
2	2.80	2.90	2.96	2.95	2.91
3	2.86	2.91	2.95	2.92	2.89
4	69.7	71.2	71.5	70.9	70.0

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.78	2.97	3.07	3.10	3.04
2	2.82	2.96	2.99	3.00	2.95
3	2.83	2.88	2.88	2.87	2.84
4	72.1	74.9	73.7	72.4	70.9

- **Analysis of Cohort**

  Overall, report card means decreased from last year across all divisions for both Mathematics and English Language Arts for the All Students cohort. Student report card grades were consistently higher in Mathematics as compared to English Language Arts for division 1, 2 and 4 students, whereas students in division 3 consistently achieved higher report card grades in English Language Arts over time.

  Division 3 students generally showed the smallest declines in report card means relative to other divisions. The decreases were comparable in Mathematics and English Language Arts across all divisions. Division 1, 2 and 3 report card means were more closely aligned in 2022-23 compared to the previous years' results. Moreover, a noticeable drop in the Division 4 Mathematics mean brought this closer to the English Language Arts report card mean with a difference of less than 1 unit.

  Division 1 student results showed the most notable drops in report card means for both Mathematics and English Language Arts.

2.2 English Language Learners

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

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.61	2.75	2.84	2.82	2.79
2	2.68	2.79	2.82	2.82	2.77
3	2.66	2.73	2.77	2.76	2.73
4	65.2	67.5	67.5	66.9	65.0

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.67	2.87	2.95	2.93	2.89
2	2.79	2.91	2.91	2.92	2.88
3	2.74	2.78	2.78	2.76	2.75
4	70.9	73.8	70.3	69.7	66.2

- **Analysis of Cohort**

  The number of students in this cohort who wrote English Language Arts and Mathematics Report Card (with Indicator 1, 2, 3 and 4) were as follows:

  - Division 1: 9232 to 9745
  - Division 2: 9946 to 10193
  - Division 3: 7934 to 8091
  - Division 4: 4443 to 4769

  English Language Learners also showed year-over-year decreases to report card means in 2022-23. Division 3 results for English Language Learners showed the smallest declines for both subjects; Division 2 report card means had the most notable decreases in 2022-23.

  English Language Learners continued to achieve higher Mathematics report card results compared to English Language Arts. Division 1 and 4 students showed greater deceases in Mathematics report card grades while Division 2 and 3 students had more noticeable declines in English Language Arts.

  In 2021-22, the year-over-year drop in Mathematics for Division 4 students was comparable to the declines in English Language Arts. However, in 2022-23, the decline in Mathematics was almost double that of English Language Arts results.

2.3 Students who Self-Identify as Indigenous

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

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.09	2.23	2.29	2.37	2.42
2	2.27	2.42	2.46	2.45	2.43
3	2.33	2.42	2.44	2.37	2.40
4	62.7	62.9	60.6	58.8	59.6

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.16	2.35	2.36	2.51	2.56
2	2.16	2.39	2.37	2.37	2.29
3	2.14	2.28	2.23	2.19	2.25
4	64.0	65.1	60.9	60.6	59.5

- **Analysis of Cohort**

The number of students in this cohort who wrote English Language Arts and Mathematics Report Card (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 1186 to 1214
- Division 2: 1089 to 1152
- Division 3: 981 to 1042
- Division 4: 945 to 1059

With regards to the year-over-year performances, Students who Self-Identify as Indigenous had the most improved report card results across all cohorts. Division 1 and 3 students consistently showed year-over-year increases for both Mathematics and English Language Arts. The continuous increasing trend in English Language Arts was notable for Division 1 over the last five years with Grade 3 students showing the most promising results within Division 1. Among all the ELA stems, Division 1 students consistently showed greatest results in ‘Makes meaning and connection through oral language’ stem.

After a noticeable decrease in 2021-22, Division 4 students who Self-Identify as Indigenous achieved a notable increase in English Language Arts report card results, bringing the average score closer to 60 per cent in 2022-23.

Students who Self-identify as Indigenous achieved higher report card means in English Language Arts across divisions as compared to Mathematics with the exception of Division 1. Division 3 students showed more improvement in Mathematics report card means.

Division 1 Students who Self-Identify as Indigenous achieved comparable year-over-year increases for Mathematics and English Language Arts report card means while Division 2 students showed a greater decrease in Mathematics in 2022-23. In Mathematics, Division 4 students achieved an average of 59.5 (out of 100), which was the first below-60 result over the last five years.

2.4 Students with Identified Special Education Needs

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

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.24	2.40	2.47	2.45	2.39
2	2.41	2.57	2.61	2.61	2.58
3	2.48	2.55	2.59	2.57	2.55
4	65.2	66.3	65.4	65.1	64.6

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.29	2.51	2.60	2.58	2.51
2	2.39	2.61	2.64	2.64	2.59
3	2.37	2.47	2.47	2.46	2.45
4	66.1	68.9	66.5	65.4	64.1

- **Analysis of Cohort**

  The number of students in this cohort who wrote English Language Arts and Mathematics Report Card (with Indicator 1, 2, 3 and 4) were as follows:

  - Division 1: 3241 to 3333
  - Division 2: 4347 to 4899
  - Division 3: 5108 to 5448
  - Division 4: 5463 to 6066

  Year-over-year decreases were also observed for the Students with Identified Special Education needs cohort across divisions for both Mathematics and English Language Arts. These decreases were uniformly more notable in Mathematics compared to English Language Arts except for Division 3 student report card means.

  Division 3 students consistently showed the smallest declines for both subjects compared to other divisions, while Division 1 students had the

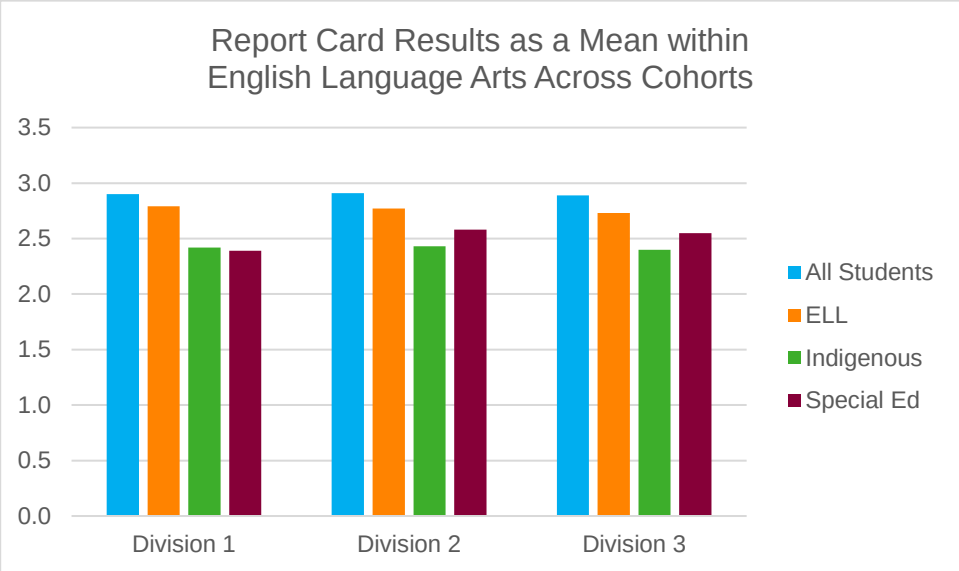
greatest decreases. Division 4 students achieved a report card mean below 65 per cent for both subjects in 2022-23 for the first time in five years.

Division 1 and 2 Students with Identified Special Education Needs had higher report card results in Mathematics compared to English Language Arts whereas Division 3 and 4 students showed relatively higher report card means in English Language Arts.

Summary

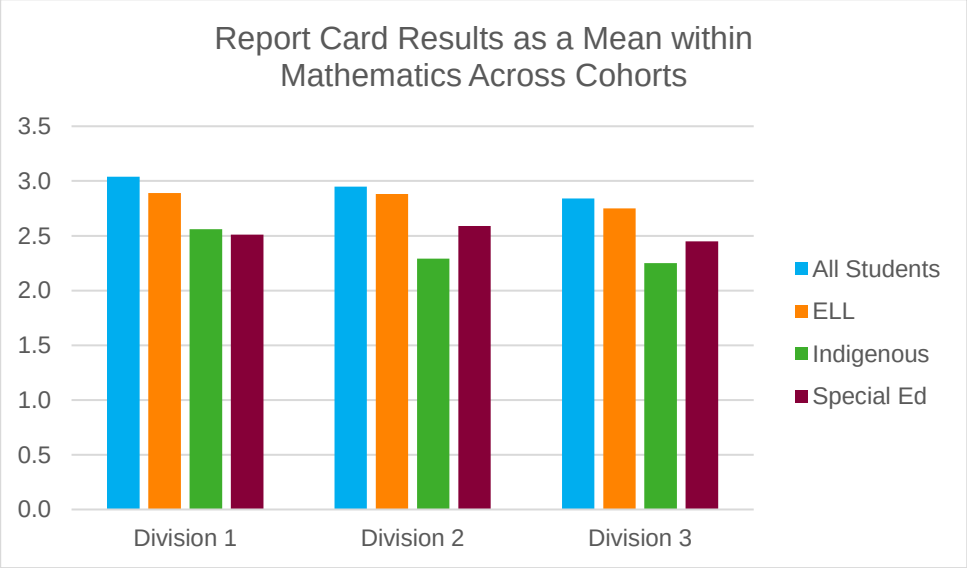
A. Student report card results as a mean within English Language Arts in Divisions 1-3

Division	All Students	ELL	Indigenous	Special Ed
1	2.90	2.79	2.42	2.39
2	2.91	2.77	2.43	2.58
3	2.89	2.73	2.40	2.55
4	70.0	65.0	59.6	64.6

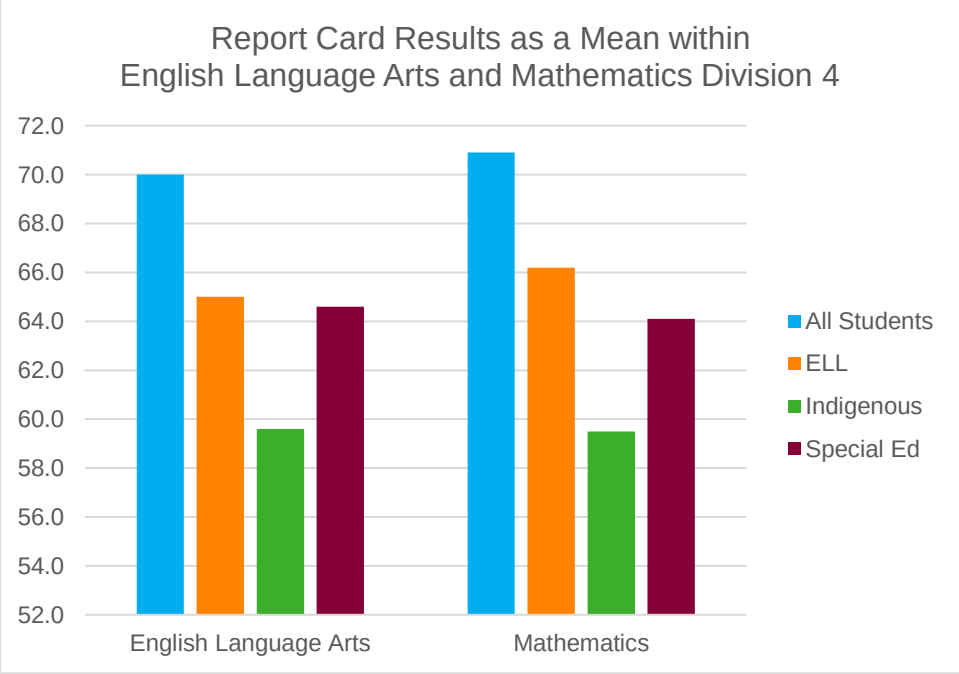


B. Student report card results as a mean within Mathematics in Divisions 1-3

Division	All Students	ELL	Indigenous	Special Ed
1	3.04	2.89	2.56	2.51
2	2.95	2.88	2.29	2.59
3	2.84	2.75	2.25	2.45
4	70.9	66.2	59.5	64.1



C. Student report card results as a mean within English Language Arts and Mathematics in Division 4



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

- **Targets for 2022-23**

  No targets were set for the 2022-23 school year.
- **Interpretation**

  See Indicator 3 - Summary

Policy 2.1

Indicator 3

The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

Indicator 3: The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

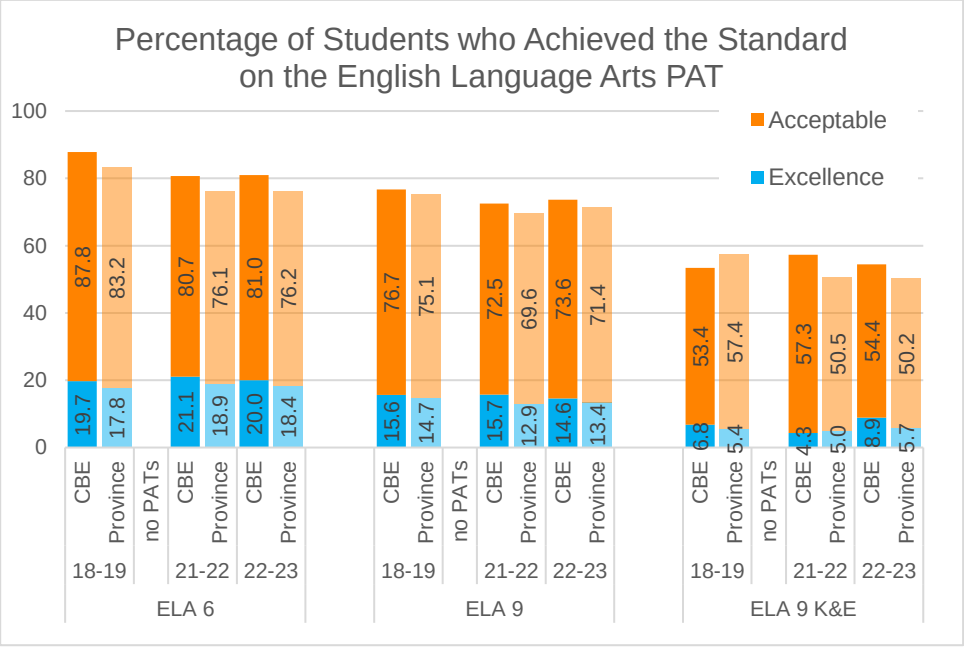
Note | Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting cohort results.

Legend |

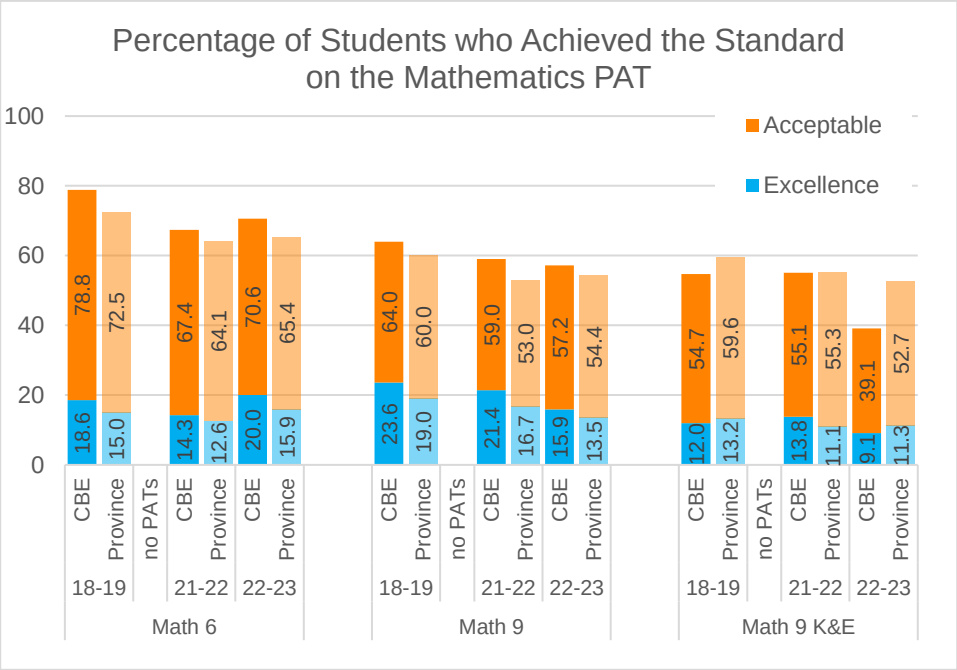
Acc – Acceptable Standard
Ex – Standard of Excellence

3.1 All Students

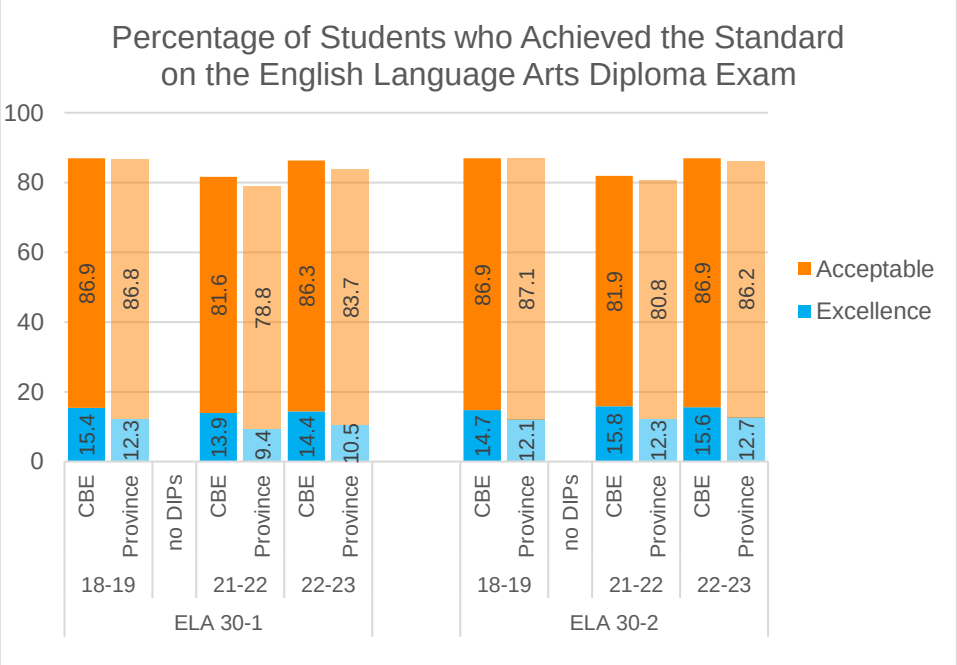
A. Percentage of students who achieved the standards on Provincial Achievement Tests (PATs)

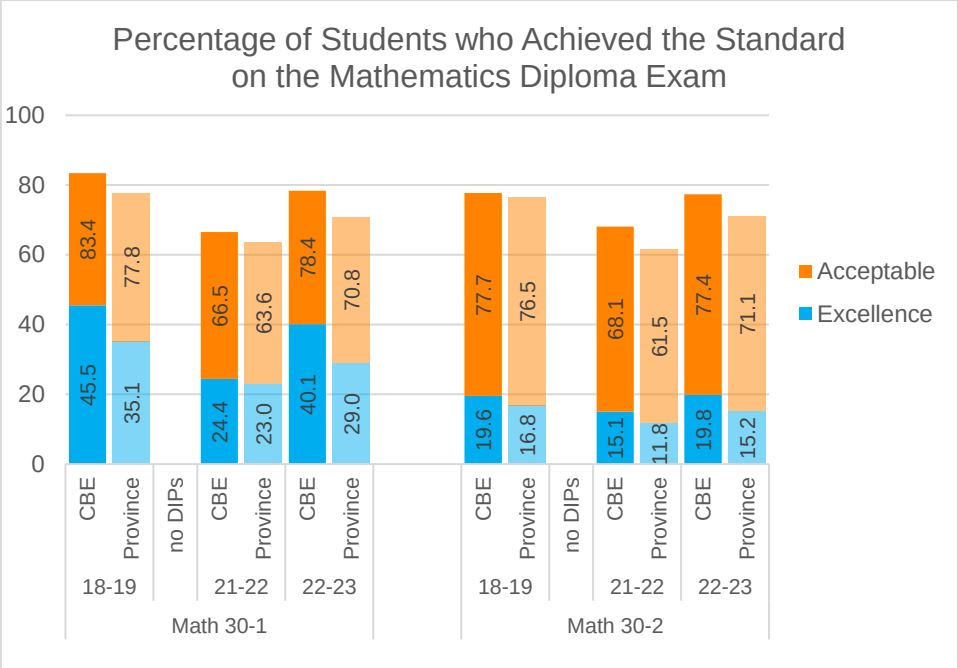


Note | achievement at the Acceptable standard is inclusive of achievement at the standard of Excellence.



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





Analysis of Cohort

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

- K&E PATs: 79 to 110
- Non-K&E PATs: 8194 to 10 176
- Diploma Examinations: 2361 to 6746

When CBE and provincial PAT results are compared for the All Students cohort, CBE students outperformed the province on most English Language Arts and Mathematics courses with the exception of Mathematics 9 Knowledge and Employability (K&E) where provincial results were 13.6 percentage points over CBE's results. CBE also had a smaller percentage of students achieving the standard of excellence in Mathematics 9 K&E compared to the province with a difference of 2.2 percentage points.

Overall, the positive gaps between CBE and provincial results were greater in Mathematics PATs compared to English Language Arts PATs with the largest gap within Grade 6 PAT results, especially in Mathematics 6 across both standards.

When comparing these two subjects, Grade 6 CBE students achieved stronger results in English Language Arts as compared to Mathematics within the acceptable standard. Grade 9 students showed better results in the acceptable standard in English Language Arts yet had a larger percentage of students achieving the standard of excellence in Mathematics as compared to English Language Arts achievement.

Compared to the previous year, 2022-23 results showed year-over-year improvements for Grade 6 PATs except for a decrease in percentage of

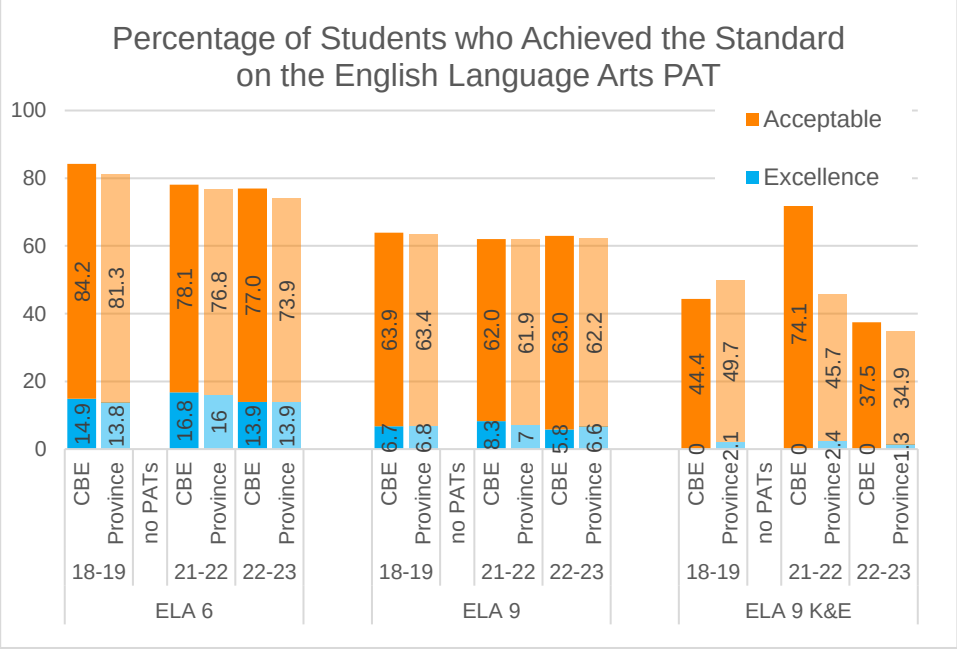
students achieving the standard of excellence in English Language Arts 6. In Grade 9 English Language Arts, a 1.1 percentage point year-over-year increase was observed in the acceptable standard while a 1.1 percentage point decrease was observed in the standard of excellence. Grade 9 students showed consistent decreases in Mathematics PAT results across both standards.

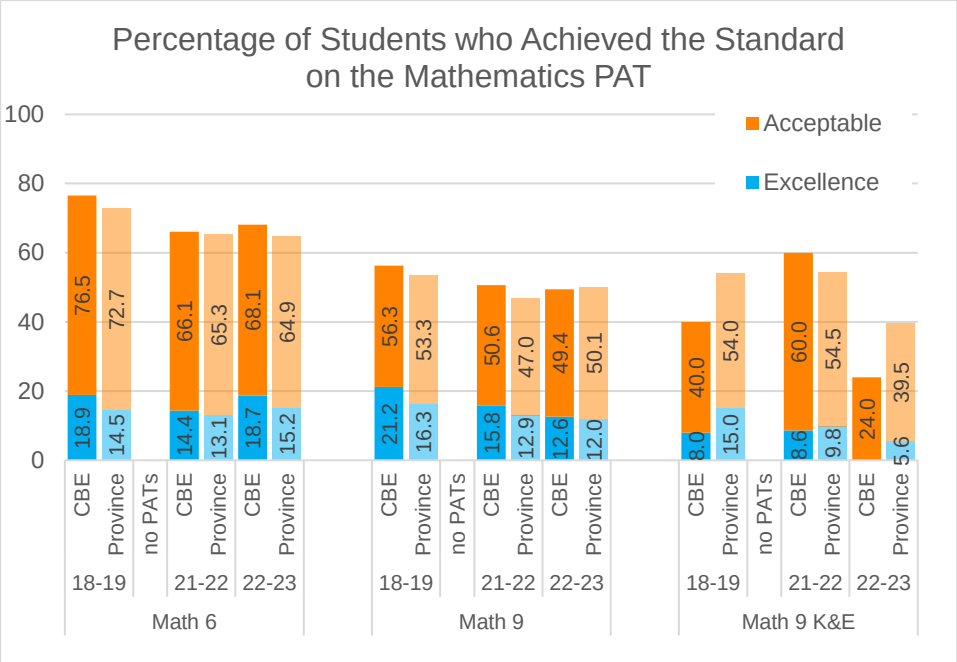
CBE students consistently achieved stronger diploma examination results compared to provincial results in 2022-23. The positive differences between CBE and provincial results ranged from 0.7 to 11.1 percentage points. English Language Arts diploma examination results showed stronger results in the acceptable standard when compared to diploma results in Mathematics.

When the 2022-23 results were compared to the previous year's results, improvements were consistently observed across courses for both standards except for a minor decrease in the English Language Arts 30-2 standard of excellence results. CBE students showed greater increases in the Mathematics diploma exams compared to English Language Arts exams.

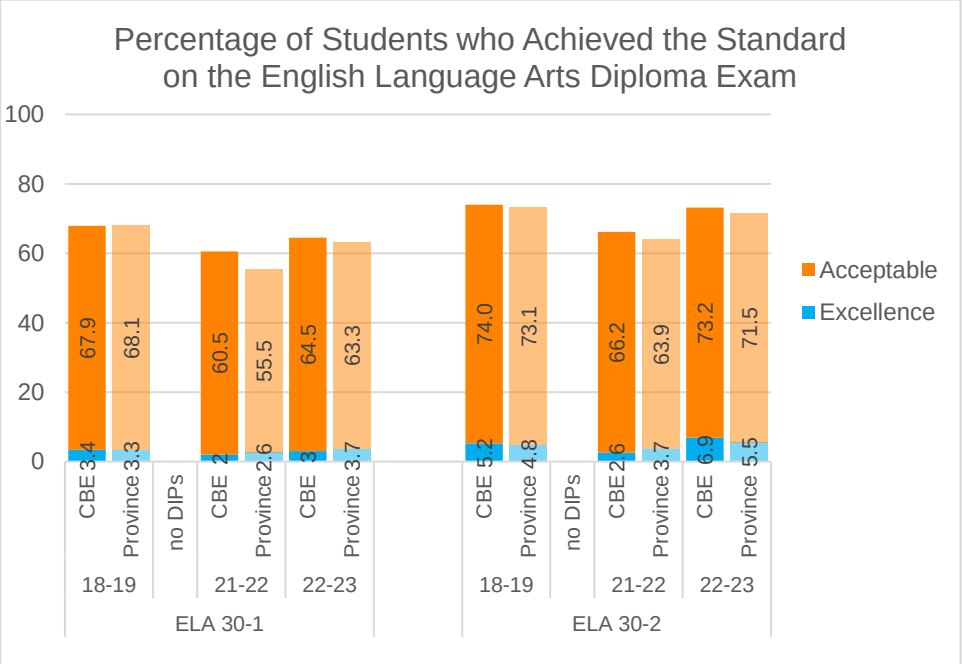
3.2 English Language Learners

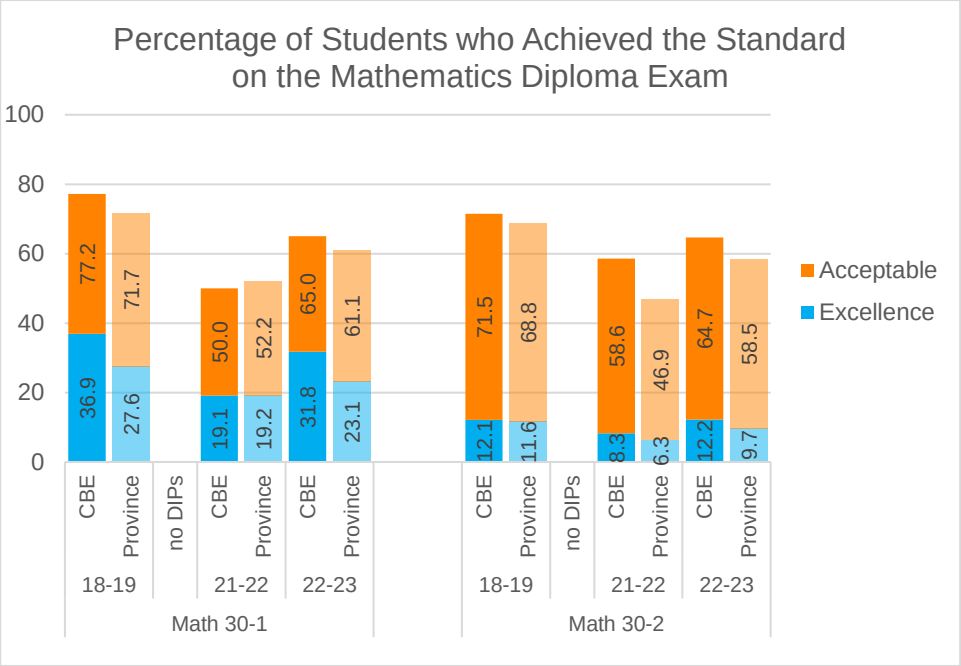
A. Percentage of students who achieved the standards on Provincial Achievement Tests





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





Analysis of Cohort

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

- K&E PATs: 16 to 25
- Non-K&E PATs: 2383 to 2671
- Diploma Examinations: 312 to 657

CBE's English Language Learners cohort consistently achieved higher results in the acceptable standard compared to provincial results on both English Language Arts and Mathematics PATs, except for Math 9 and Math 9 K&E exams. CBE also outperformed the province in Math 6 and 9 2022-23 standard of excellence results. The positive gaps were more evident in the Grade 6 PAT exams compared to Grade 9.

English Language Learners achieved stronger acceptable standard results in English Language Arts compared to Mathematics while the percentage of students achieving the standard of excellence in Mathematics was higher.

Compared to the previous year's results, declines were generally observed for both standards except for Mathematics 6 and English Language Arts 9. In Mathematics 6, a two percentage point increase was achieved in the acceptable standard and the standard of excellence results increased by more than 4 percentage points. The number of students achieving the acceptable standard in the English Language Arts 9 PAT increased by one percentage point.

CBE's English Language Learners consistently achieved better diploma examination results compared to the province at the acceptable standard, with gaps being more notable in the dash 2 and Mathematics courses. With

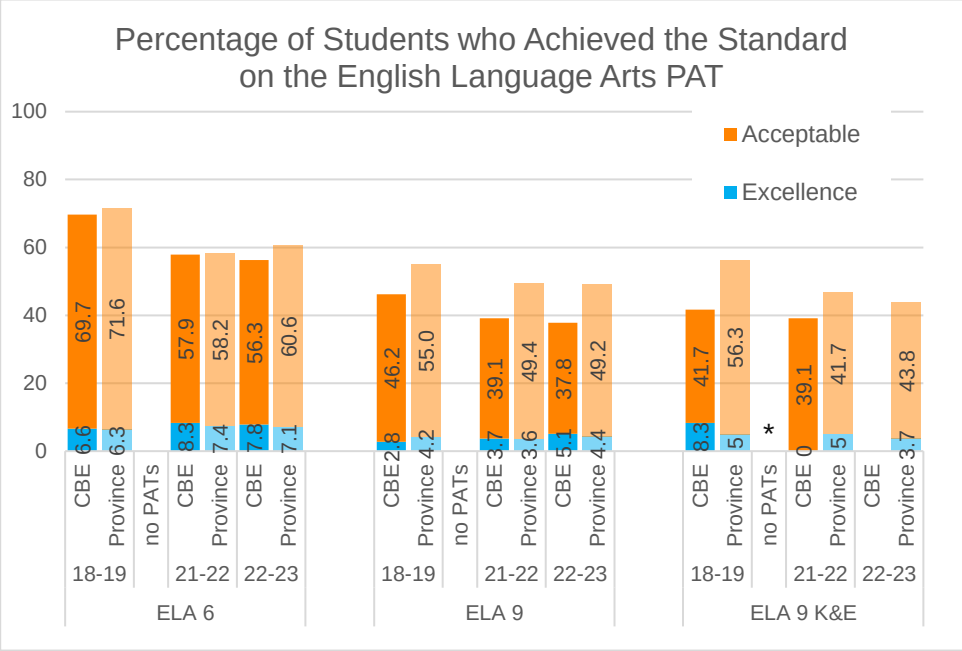
respect to the standard of excellence, CBE achieved higher performances in all courses compared to the province with the exception of English Language Arts 30-1. Of particular note, approximately 32 per cent of the students achieved the standard of excellence in Math 30-1. This was an increase of almost 9 percentage points from the previous school year.

More than 73 per cent of English Language Learners achieved the acceptable standard in English Language Arts 30-2 while approximately 65 per cent of students in this cohort achieved the same standard in other courses. English Language Learners showed greater achievement in Mathematics at the standard of excellence compared to English Language Arts.

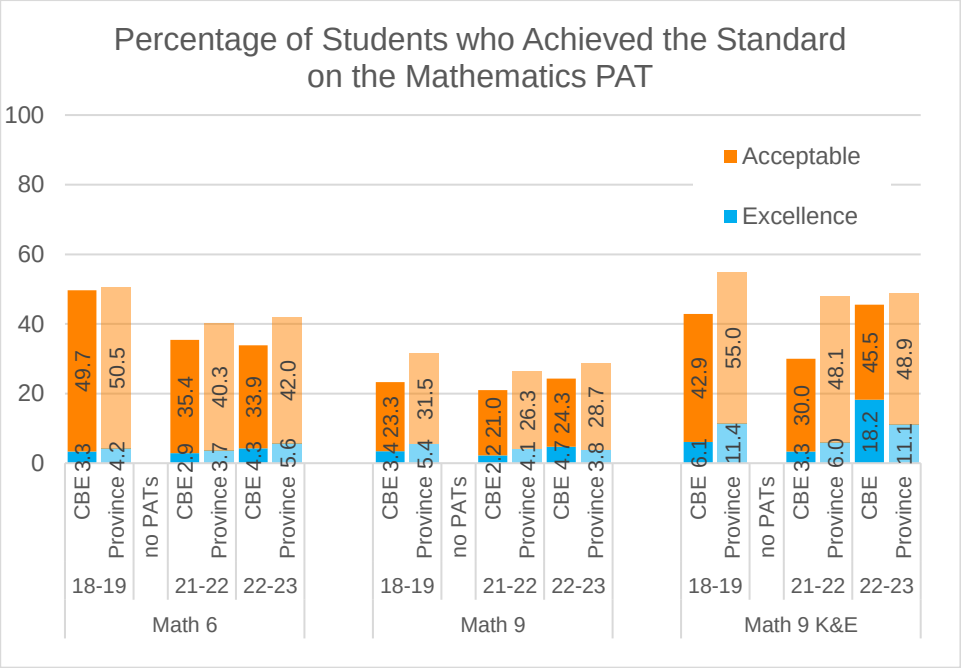
English Language Learners consistently showed year-over-year improvement across diploma examinations and achievement standards. These improvements were most significant in Math 30-1.

3.3 Students who Self-Identify as Indigenous

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

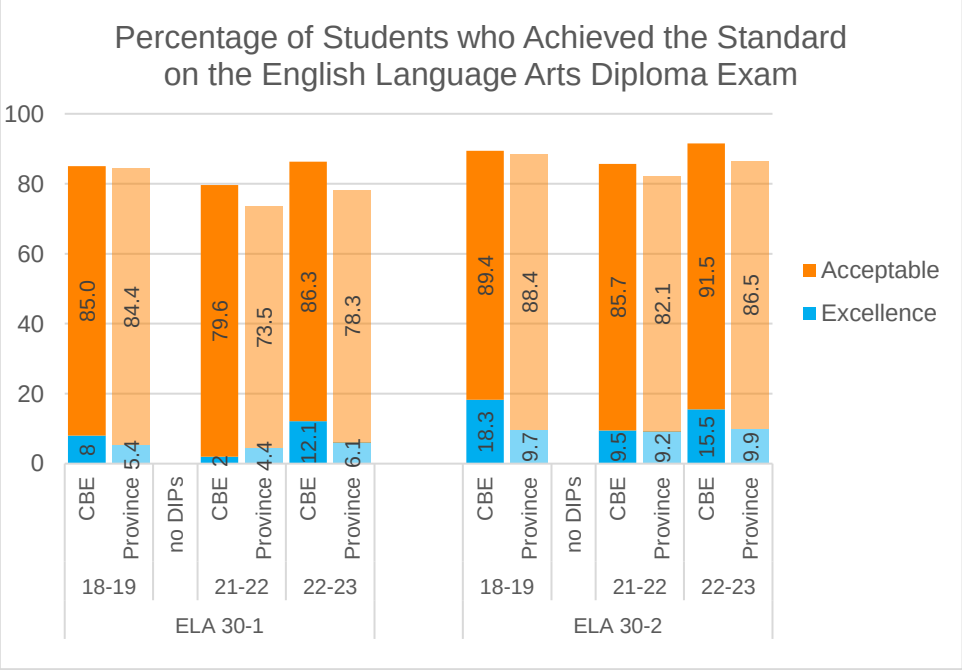


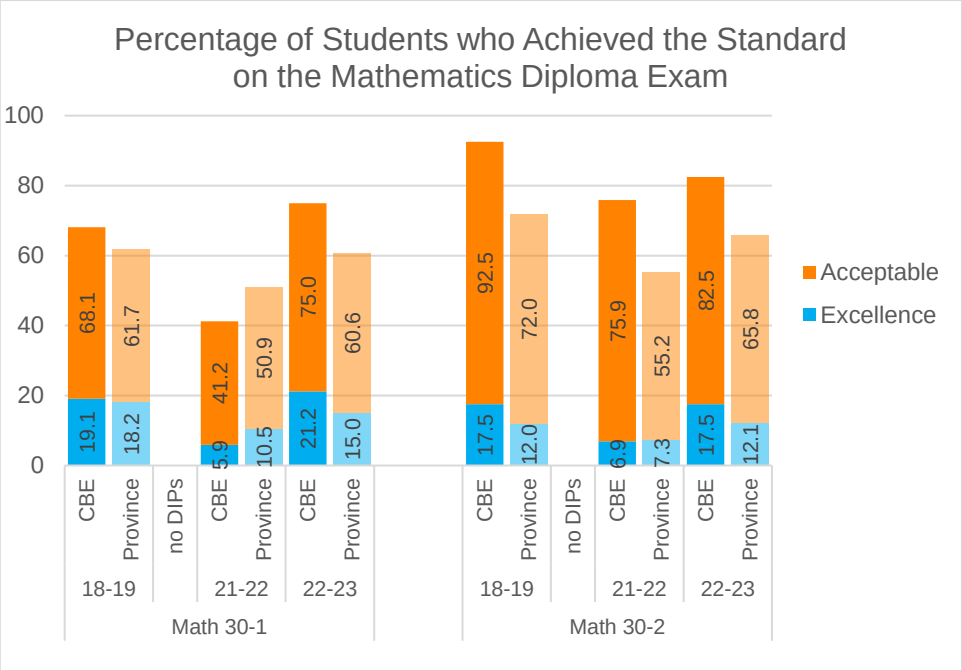
*Data values have been suppressed where the number of respondents/students is fewer than 6.



*Data values have been suppressed where the number of respondents/students is fewer than 6.

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





Analysis of Cohort

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

- K&E PATs: 7 to 11
- Non-K&E PATs: 359 to 429
- Diploma Examinations: 52 to 129

With the exception of Mathematics 6, CBE's Students who Self-identify as Indigenous cohort achieved stronger results in the standard of excellence category across Mathematics and English Language Arts PATs in comparison to the provincial results. CBE's Students who Self-identify as Indigenous cohort achieved lower PAT results than the province at the acceptable standard, with these gaps being most evident in Math 6 (8 percentage points) and English Language Arts 9 (11 percentage points).

In general, CBE Students who Self-identify as Indigenous achieved stronger English Language Arts PAT results than Mathematics at both standards.

Compared to last year, 2022-23 results for Students who Self-Identify as Indigenous showed year-over-year improvements in Math 9 for both standards. Decreases in three courses at the acceptable standard and one course at the standard of excellence also surfaced. In English Language Arts 6, the standard of excellence results decreased by 0.5 percentage points.

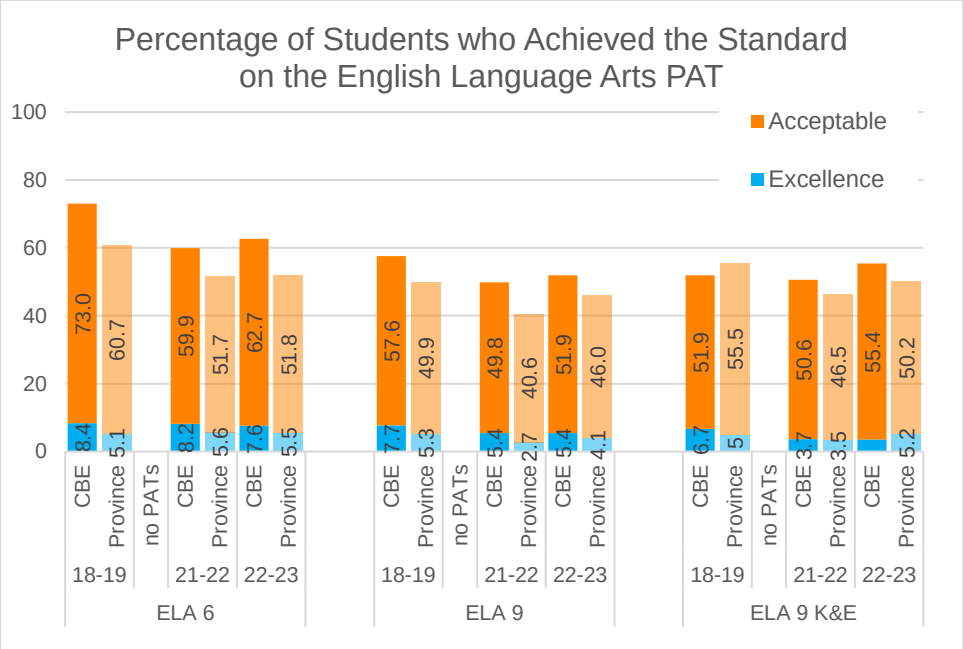
CBE Students who Self-Identify as Indigenous cohort consistently achieved higher diploma examination results compared to the province across all four

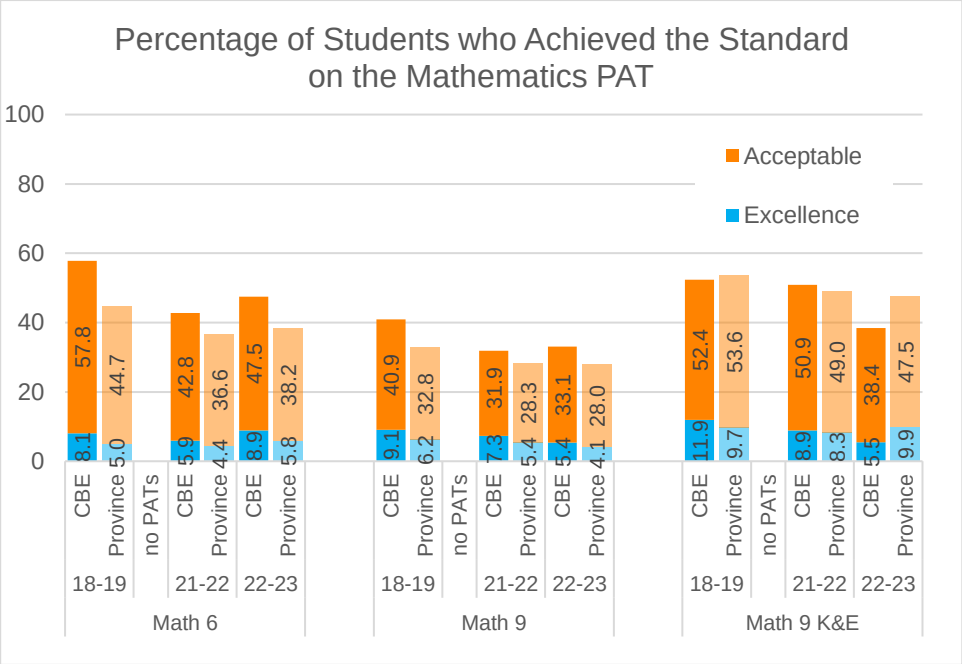
exams at both standards. The gaps were most notable in Math with positive gaps of more than 14 percentage points. The differences between CBE and provincial results were more aligned between courses at the standard of excellence.

Year-over-year increases were observed for English Language Arts and Mathematics diploma exams at both standards. In English Language Arts 30-1 and 30-2, the increases were more noticeable at the standard of excellence. It is worth pointing out that 91.5 per cent of CBE's students who self-identify as Indigenous achieved the acceptable standard in English Language Arts 30-2 in 2022-23. Moreover, 75 per cent of students achieved acceptable standard in Math 30-1; a significant increase of approximately 34 percentage points from the previous school year's results.

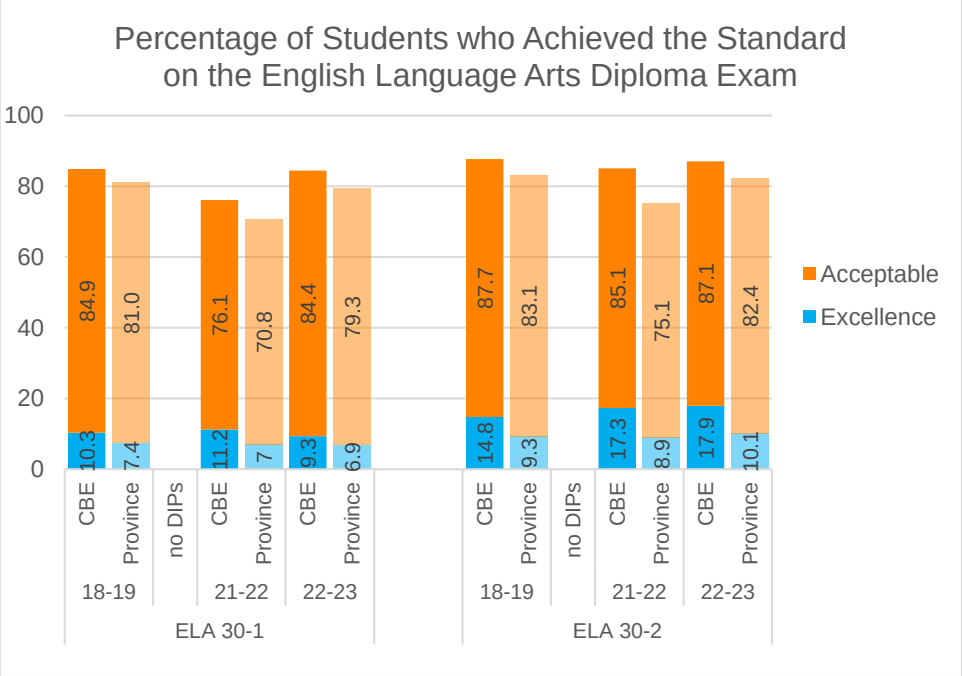
3.4 Students with Identified Special Education Needs

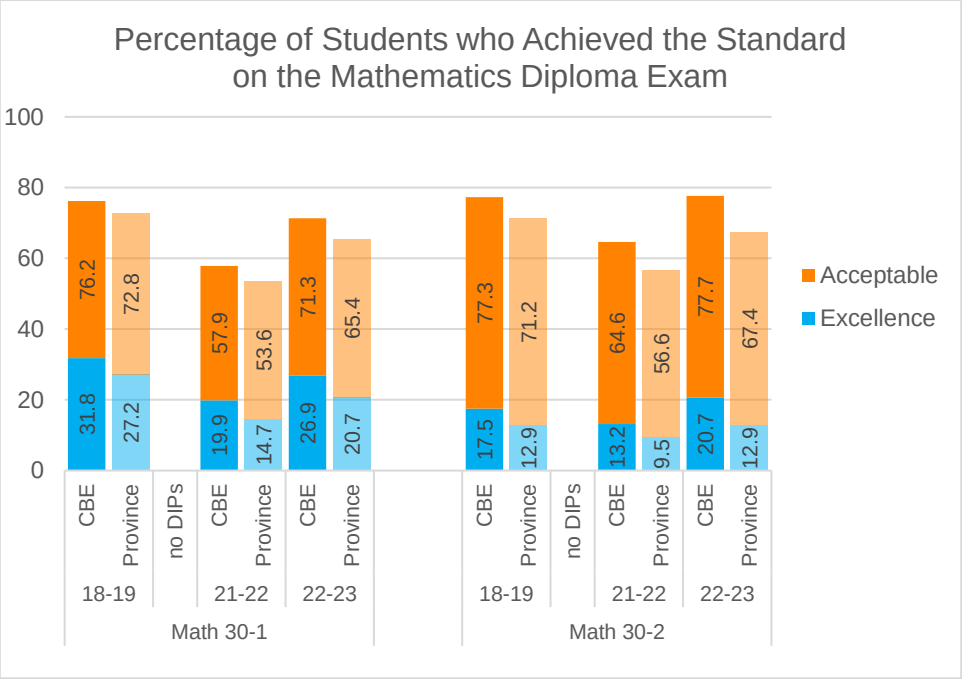
A. Percentage of students who achieved the standards on Provincial Achievement Tests





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





Analysis of Cohort

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

- K&E PATs: 56 to 73
- Non-K&E PATs: 1613 to 2190
- Diploma Examinations: 505 to 1001

CBE's Students with Identified Special Education Needs cohort consistently achieved stronger PAT results than the province in non-K&E English Language Arts and Mathematics across both standards. Strengths for this cohort were more evident at the acceptable standard. In K&E English Language Arts 9, CBE had a lower percentage of students achieving the standard of excellence compared to provincial results and lower results than the province at both standards for K&E Mathematics 9.

In alignment with other cohorts, CBE's Students with Identified Special Education Needs had better English Language Arts performances than Mathematics at the acceptable standard.

With the exception of the K&E Math 9 PAT, this cohort achieved year-over-year increases in the acceptable standard and one year-over-year increase in the standard of excellence for Mathematics 6. For the four PATs that saw decreases in standard of excellence achievement results, the differences were 0.1 to 3.4 percentage points lower than the previous year.

This cohort consistently achieved stronger diploma examination results than the province across all four diploma examinations in 2022-23. In particular, Mathematics 30-2 results were more than 10 percentage points higher for

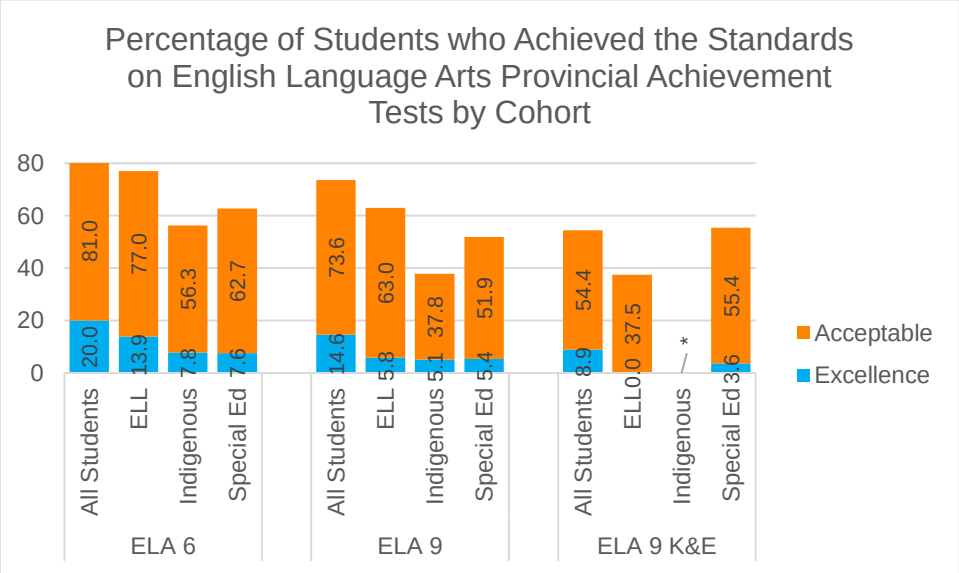
this cohort than the province at the acceptable standard and approximately 8 percentage points higher at the standard of excellence.

When English Language Arts 30-1 and Mathematics 30-1 diploma results were compared, the percentage of students who achieved the acceptable standard in English Language Arts was higher than that in Mathematics while the standard of excellence showed the inverse result. The same comparisons were observed in dash 2 diploma exams.

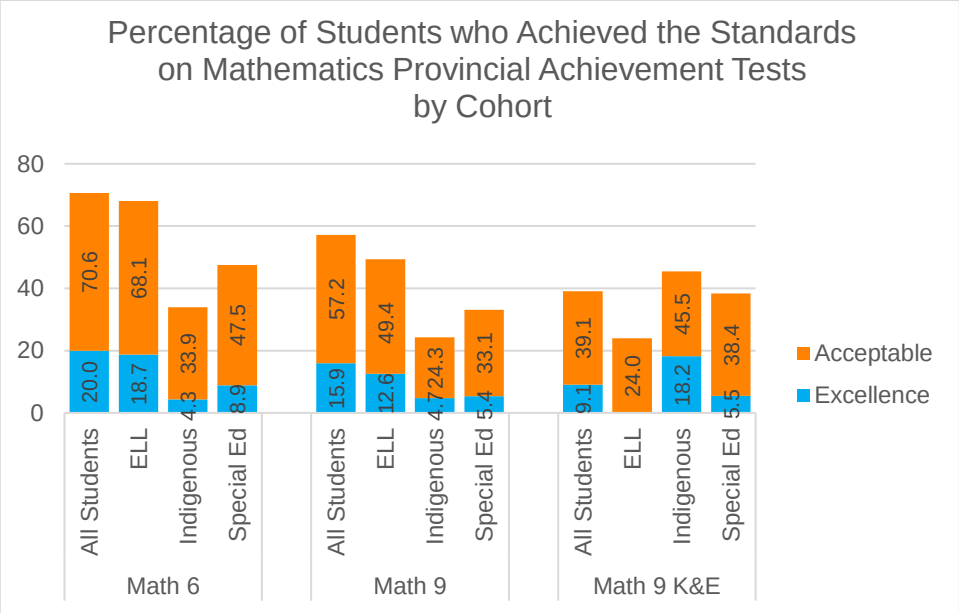
CBE Students with Identified Special Education Needs cohort showed improvements in the acceptable standard across English Language Arts and Mathematics diploma exams, especially in Mathematics where increases were more than 13 percentage points. With the exception of English Language Arts 30-1, year-over-year increases were consistently observed for other diploma exams and Mathematics results showed the most notable increases.

Summary

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



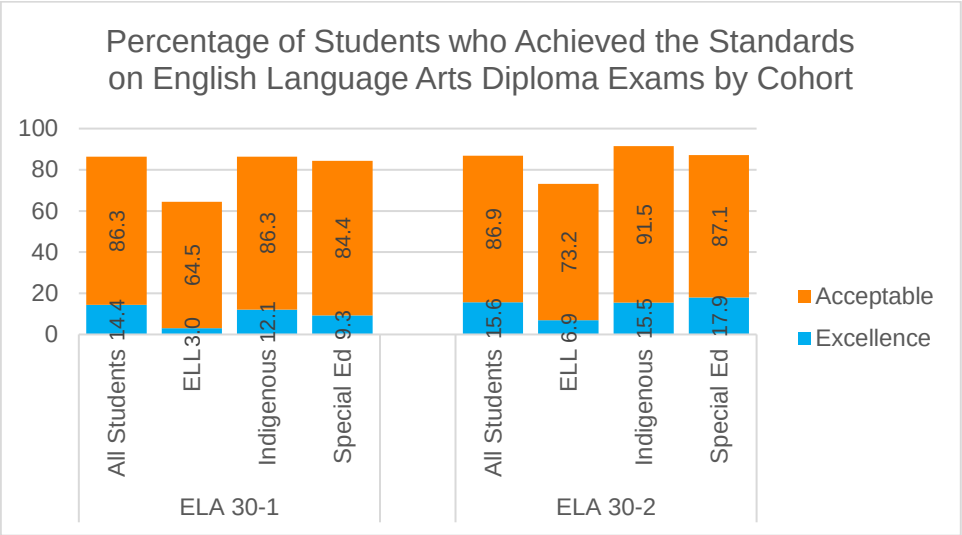
*Data values have been suppressed where the number of respondents/students is fewer than 6.

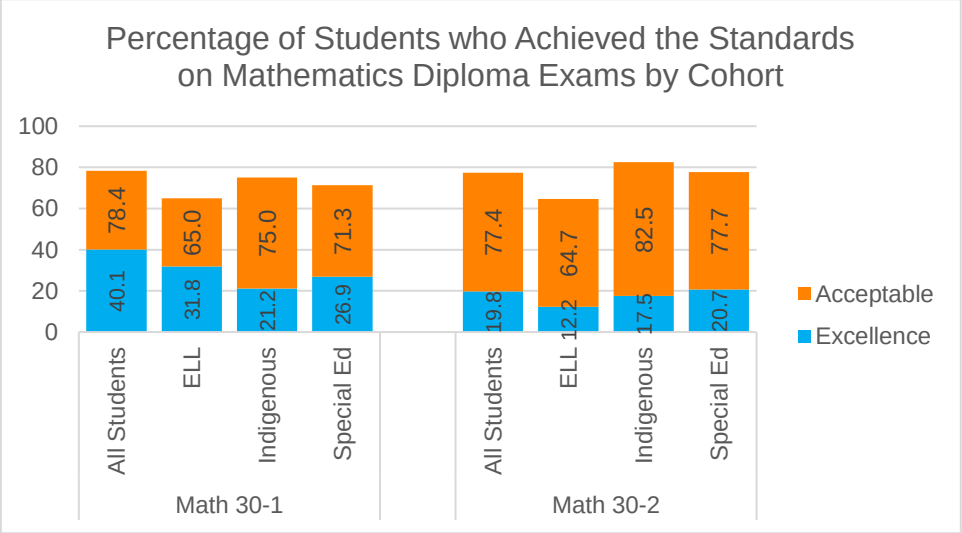


ELA 6	All Students	ELL	Indigenous	Special Ed
Acc	81.0	77.0	56.3	62.7
Ex	20.0	13.9	7.8	7.6
Math 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	70.6	68.1	33.9	47.5
Ex	20.0	18.7	4.3	8.9
ELA 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	73.6	63.0	37.8	51.9
Ex	14.6	5.8	5.1	5.4
ELA 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	54.4	37.5	*	55.4
Ex	8.9	0.0	*	3.6
Math 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	57.2	49.4	24.3	33.1
Ex	15.9	12.6	4.7	5.4
Math 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	39.1	24.0	45.5	38.4
Ex	9.1	0.0	18.2	5.5

*Data values have been suppressed where the number of respondents/students is fewer than 6.

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





ELA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	86.3	64.5	86.3	84.4
Ex	14.4	3.0	12.1	9.3
ELA 30-2	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	86.9	73.2	91.5	87.1
Ex	15.6	6.9	15.5	17.9
Math 30-1	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	78.4	65.0	75.0	71.3
Ex	40.1	31.8	21.2	26.9
Math 30-2	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	77.4	64.7	82.5	77.7
Ex	19.8	12.2	17.5	20.7

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

- **Targets for 2022-23**

  No targets were set for 2022-23 school year.

- **Interpretation**

  Note | Direct comparisons between report card and provincial achievement results require careful consideration and contextualization prior to drawing conclusions or attempting to draw parallels between these different sources of student learning data. Provincial assessments span as many of the learning outcomes in the programs of study as are possible within the parameters of the provincial assessment format. As such, there are learning outcomes not assessed on PATs or diploma examinations that still inform report card grades. Examples include assessment data for outcomes related to skills such as listening, speaking and the front matter (i.e., values, attitudes, skills, processes) of the curriculum, which can only be assessed in a classroom environment. That said, opportunities for triangulation between these sources support CBE in identifying at a high-level, key strengths and areas of growth.

  Student achievement in English Language Arts and Mathematics continued to be strong in 2022-23. While report card means generally showed declines from last school year, overall CBE student results on provincial assessments were higher than provincial averages.

  Declines in overall report card means make sense in the context of the 2022-23 school year as we began the implementation of new curriculum, welcomed a large number of new students to CBE throughout the year, and

intentionally led professional learning focused on refining and enriching mathematics and literacy assessment practices. Additionally, as we move to the use of more local fine-tuned measures of improvement at both the school and system levels, adjustments to report card means may result. While the overall impact of the pandemic was less acute in 2022-23, we continued to work to mitigate ongoing pandemic impacts to student well-being and sense of belonging at school. It was a year of rebuilding trust and connection in schools to learning and we know these efforts take time before the impacts are captured in student achievement report card metrics. These report card mean declines need not be viewed solely as declines in overall student achievement in mathematics and literacy but rather be more reflective of the adjustment to new curricular learning outcomes, new students adjusting to being a part of many CBE schools, all students reconnecting to their school communities following consecutive years of challenging pandemic conditions, and teachers working hard to calibrate assessment practices.

With the exception of Mathematics 9 K&E, CBE students outperformed the province across all other Mathematics and English Language Arts provincial assessments (PATs, DIPs). This is a point of celebration for the district and a reflection of our collective, focused attention to improving literacy and mathematics through *CBE's Literacy* and *Mathematics Framework* implementation and system-led professional learning opportunities.

While results for CBE Students who Self-Identify as Indigenous cohort are generally below provincial results and below results for other CBE cohorts across English Language Arts and Mathematics 6 and 9 PATs, achievement on diploma examinations for this cohort is to be celebrated as the Students who Self-Identify as Indigenous cohort outperformed or achieved comparable diploma results in English Language Arts and Mathematics in 2022-23 to the other three cohorts. Specifically, the achievement gap between this and the All Students cohort for the Mathematics 30-1 diploma results narrowed by approximately 22 percentage points for the acceptable standard.

Note | To provide different views of the data in support of next steps, Appendix III results were also examined and referenced.

- **Celebrate**
  - Students who Self-Identify as Indigenous:
    - Divisions 1 and 3 showed increased report card means in both Mathematics and English Language Arts.
    - Achieved Math 9 K&E standard of excellence results that were higher than provincial results.
    - Diploma examination results were above provincial results for this cohort across all English Language Arts and Mathematics courses at both standards with the greatest positive gap between CBE and the province on Mathematics diploma exams.

- Mathematics:
  - Division 1 students achieved higher report card means across all cohorts in Mathematics compared to English Language Arts.
  - CBE students outperformed the province on both the Grade 6 and 9 Mathematics PATs across both acceptable and excellence standards.
- Overall gap between CBE All Students English Language Arts and Mathematics diploma results compared to the province narrowed in 2022-23 compared to 2021-22 results.
- Students with Identified Special Education Needs cohort achieved strongest results of all cohorts on the Mathematics 30-2 diploma at both acceptable and excellence standards.
- 20 per cent of the All Students cohort achieved the standard of excellence in English Language Arts 6, Mathematics 6, Mathematics 30-2, and 40 per cent of the All Students cohort achieved the standard of excellence in Mathematics 30-1.

Areas for Growth

- Students' achievement in Reading and Writing report card stems were significantly lower than achievement in other English Language Arts stems. The percentage of Division 1 students not achieving grade level in reading and writing as measured by report stems was highest suggesting a continued focus on improving writing and reading.
- The number of students achieving a final mark of 65 per cent or higher in dash 2, dash 3 and dash 4 English Language Arts and Mathematics courses is well below that in dash 1.
- Writing:
  - Higher percentage of students received a report grade of 1 in writing than did in reading, suggesting a continued focus on improving writing.
  - English Language Arts Writing report card stem continued to show the lowest averaged percentage of students achieving excellence (indicator of 4) across all grades in 2022-23.
  - Percentage of students achieving excellence in Writing report card stem generally improved as grade level increased, suggesting a possible priority to improve achievement in writing for Division 1 students.
  - More CBE students achieved below the acceptable standard in Writing on English Language Arts 6 and 9 PAT compared to provincial English Language Arts 6 and 9 results.
- Mathematics
  - Math 9 K&E PAT results for All Students, English Language Learners and Students with Identified Special Education Needs cohorts as CBE's results were lower than the provincial results for this course.
  - Achievement on Math 9 Part A PAT as 48.6% of students did not meet the acceptable standard.

- High school (Division 4) Mathematics report card means for Students who Self-Identify as Indigenous were lower than 60% for the first time in five years. Given that these means are aggregates of several different high school Mathematics courses and diploma results for this cohort remain strong, these declines may point to specific mathematics courses as an area of growth such as dash 3 and 4 courses where achievement tends to be lowest.

Building Capacity

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

Professional Learning

- Assessment of Foundational Reading Skills (AFRS) formally named the Reading Readiness Screening Tool (RRST), including how to administer the tool and interpret the data to inform instruction.
- De-implementation of literacy assessment and teaching practice that are not aligned with current research such Fountas and Pinnell and leveled books as assessment and teaching tools.
- Systematic and structured teaching of phonemic awareness and phonics for emergent readers.
- Improving Reading for Older Students (IROS) modules for older students reading below grade level.
- Developmental progression of fine motor skills for printing and handwriting through the addition of a detailed “Transcription” section within the CBE ELAL K-3 Scope and Sequence.
- Highest Level of Achievement (HLAT) Network participation to deepen understanding of the writing process and build collective knowledge of ELAL learning outcomes (K-6) and programs of study learning outcomes (7-9).
- Assessment in support of knowing our learners and improving student engagement and achievement in English Language Arts and Literature (ELAL) curriculum.
- Dr. Marian Small supporting MathUP resources to improve teacher practice and student achievement in Mathematics.
- Improving understanding of mathematics content, instruction and assessment in relation to the new Mathematics curriculum.
- Improving understanding of mathematics content, instruction, and assessment in relation to middle years learner mathematics identity.
- Improving teacher understanding and leadership of literacy and mathematics instruction in relation to outcomes-based assessment.
- Development of professional learning (PL) modules and sessions dedicated to culturally relevant and responsive pedagogy.

- IPP goal writing and strategies to support students with identified learning disabilities in math, reading and/or writing.

Structures & Processes

- Implementation plan for the new 4-6 English Language Arts and Literature (ELAL) curriculum.
- Assessment of Foundational Reading Skills (AFRS) administration by all kindergarten teachers in fall and spring of the 2023-24 school year to identify literacy needs and areas for growth for kindergarten children.
- Working groups for high school teachers to develop high-quality summative assessment exemplars using outcomes-based assessment.
- Communication and implementation plan for IPP writing and pedagogy,

Resources

- CBE's K-12 Literacy and Mathematics Frameworks (updated).
- English Language Arts K-3 Scope and Sequence (updated).
- K-3 Reading Assessment Decision Tree to support analyzing LeNS and CC3 data in determining next steps for assessment and opportunities for progress monitoring.
- English Language Arts and Literature Resource Guides for grades K-3 and 4-6 to support curriculum implementation.
- New home literacy routines flatsheet aligned with K-3 ELAL curriculum and research-based practices.
    - Oral Language
    - Phonological Awareness Videos
- Digital decodable library aligned with the CBE Scope and Sequence to support families with home literacy routines to be developed.
- Literacy resources (e.g., HLAT and IROS) using appropriate platforms (e.g., Google Classroom and Brightspace D2L) to facilitate professional learning for K-12 teachers.
- Grade Level Reading and Writing to align with the new English Language Arts and Literature (ELAL) K-6 learning outcomes.
- Literacy and Mathematics School Development Plan (SDP) Support Documents.
- Grades 4-12 Reading Assessment Decision Tree to support identifying next steps for students at-risk for reading difficulties (updated).
- High-quality task and summative assessment exemplars to support high school teachers implementing outcomes-based assessment.
- English Language Arts 10-1 and 10-2 Assessment and Reporting Guides (updated).

- Bridging Student Transitions document development in support of students who accessed different curricula in 2022-2023.
- Best practices for IPP writing and pedagogy support documentation.

Policy 2.1

Indicator 4

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

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

Legend |

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

4.1 All Students

All Student cohort report card results as a mean						
Subject	**Division**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
CTF/CTS	1	n/a	n/a	n/a	n/a	n/a
	2 (CTF)	3.03	3.05	3.17	3.16	3.24
	3 (CTF)	2.99	3.08	3.10	3.04	3.12
	4 (CTS)	82.1	83.7	83.7	81.8	81.5
Fine and Performing Arts	1	2.86	2.98	3.08	3.09	3.06
	2	2.94	3.06	3.13	3.12	3.11
	3	3.02	3.09	3.13	3.21	3.14
	4	82.5	84.3	81.2	82.6	82.1
French Language Arts	1	2.91	3.03	3.05	3.09	3.11
	2	2.91	3.01	3.09	3.08	3.07
	3	2.99	3.04	3.11	3.02	3.01
	4	75.7	79.3	79.7	79.9	78.7
Languages	1	2.73	2.97	3.06	3.05	3.00
	2	2.82	2.91	3.02	3.02	3.01
	3	2.94	3.09	3.11	3.10	3.07
	4	85.0	87.0	86.1	85.2	83.4

Physical Education	1	2.93	3.07	3.17	3.18	3.10
	2	3.04	3.15	3.24	3.23	3.16
	3	3.05	3.08	3.16	3.11	3.07
	4	82.0	83.5	79.9	81.4	80.4
Science	1	2.79	2.91	3.03	3.05	3.02
	2	2.81	2.90	2.96	2.96	2.93
	3	2.80	2.86	2.87	2.84	2.82
	4	73.8	76.7	76.0	74.3	73.3
Social Studies	1	2.74	2.87	2.98	2.99	2.96
	2	2.78	2.87	2.93	2.92	2.90
	3	2.81	2.88	2.91	2.88	2.82
	4	71.6	73.7	73.0	72.3	71.6

Note | Students in Division 1 do not take CTF classes

- **Analysis of Cohort**

For the All Students cohort, Division 3 students consistently achieved the highest average report card results in Languages and Fine and Performing Arts over the past five years; results by division for other subjects were more varied over time:

- CTF/CTS & Physical Education: Division 2 students maintained the highest report card means for most years with only one exception.
- French Language Arts: Division 3 students kept the highest results for three years however Division 1 had the highest results in French Language Arts for the past two years.
- Science: Division 1 students continued to achieve the highest mean for the last four years with Division 2 being the highest in 2018-19.
- Social Studies: Division 1 students achieved the highest means for the last three years. Division 3 was the strongest in 2018-19 and 2019-20.

Students in Division 4 achieved at or above 80 per cent across all years in CTS, Fine and Performing Arts, Languages and Physical Education (except 2020-21). Report card averages in French Language Arts, Science and Social Studies were in the 70s for five years, ranging from 71.6 to 78.7 in 2022-23.

Only Division 1 students showed continuous improvements in French Language Arts over the last five years while other year-over-year increases were observed in CTF Division 2 and 3 results.

Compared with 2021-22 results, most division results showed decreased means in 2022-23. The most noticeable declines in each division were as follows:

- Division 1&2: Physical Education
- Division 3: Fine and Performing Arts
- Division 4: Languages

4.2 English Language Learners

English Language Learners cohort report card results as a mean						
Subject	**Division**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
CTF/CTS	1	n/a	n/a	n/a	n/a	n/a
	2 (CTF)	2.90	2.96	3.08	3.26	3.07
	3 (CTF)	2.85	2.95	2.94	2.91	2.95
	4 (CTS)	79.6	81.3	80.6	77.6	76.5
Fine and Performing Arts	1	2.75	2.86	2.95	2.97	2.94
	2	2.86	2.97	3.01	3.03	2.99
	3	2.85	2.92	2.96	3.02	2.93
	4	78.7	79.7	74.8	76.1	75.9
French Language Arts	1	2.80	2.95	2.75	2.99	3.08
	2	2.87	2.93	3.00	2.96	3.06
	3	2.92	2.95	3.02	2.83	2.93
	4	73.2	72.6	69.6	70.7	79.5
Languages	1	2.82	2.98	3.11	3.11	3.07
	2	2.78	2.89	3.02	3.03	2.99
	3	2.85	2.99	3.04	2.94	2.95
	4	85.6	86.2	83.5	83.5	80.0
Physical Education	1	2.80	2.94	3.03	3.04	2.98
	2	2.95	3.06	3.14	3.13	3.07
	3	2.94	2.96	3.05	3.00	2.94
	4	78.3	80.7	75.2	77.6	75.5
Science	1	2.62	2.77	2.87	2.85	2.84
	2	2.70	2.81	2.84	2.83	2.81
	3	2.65	2.72	2.71	2.70	2.70
	4	70.4	73.7	71.1	69.0	67.1
Social Studies	1	2.59	2.74	2.83	2.80	2.80
	2	2.68	2.77	2.81	2.80	2.78
	3	2.64	2.72	2.74	2.72	2.69
	4	68.0	69.8	67.9	68.1	66.3

- **Analysis of Cohort**

The number of students in this cohort who were enrolled in Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 70 to 10359
- Division 2: 175 to 10661
- Division 3: 342 to 7909
- Division 4: 17 to 4594

For the English Language Learners cohort, Division 2 students achieved the highest report card means in CTF, Fine and Performing Arts and Physical Education from 2018-19 to 2022-23 across Divisions 1 to 3. In other subjects, divisions achieving the highest results were varied over time:

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

English Language Learners in Division 4 achieved report card averages at or above 80 per cent for the seven subjects across the five years in eight of 35 cases. The majority of these results were in the seventies with eight of the 35 cases reporting achievement under 70 per cent.

There were no continuous increases observed for the past five years for the English Language Learners cohort. In 2022-23, year-over year increases surfaced in the following courses and divisions:

- French Language Arts: Divisions 1-4
- CTF: Division 3
- Languages: Division 3

It is notable that a significant year-over-year increase of approximately 9 percentage points was achieved in French Language Arts Division 4 results. Moreover, Division 3 students maintained the same report card mean in Science compared to the 2021-22 school year while Division 1 students achieved the same report card results in Social Studies.

As with the All Students cohort, most division results showed decreased means in 2022-23 as compared to 2021-22. The most noticeable declines in each division were as follows:

- Division 1&2: Physical Education
- Division 3: Fine and Performing Arts
- Division 4: Languages

4.3 Students who Self-Identify as Indigenous

Students who Self-Identify as Indigenous report card results as a mean						
Subject	**Division**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
CTF/CTS	1	n/a	n/a	n/a	n/a	n/a
	2 (CTF)	2.85	2.74	2.83	2.91	3.21
	3 (CTF)	2.60	2.71	2.70	2.66	2.74
	4 (CTS)	76.6	78.4	78.3	74.6	75.1
Fine and Performing Arts	1	2.56	2.68	2.72	2.78	2.82
	2	2.66	2.76	2.81	2.82	2.79
	3	2.72	2.80	2.74	2.88	3.02
	4	72.6	74.7	70.1	70.2	72.0
French Language Arts	1	2.74	2.93	2.80	2.98	2.83
	2	2.84	2.89	2.80	2.93	3.02
	3	2.78	2.63	3.02	2.72	2.79
	4	72.7	73.8	75.0	80.1	76.1
Languages	1	2.36	2.60	2.82	2.63	2.63
	2	2.53	2.57	2.58	2.56	2.62
	3	2.53	2.50	2.64	2.65	2.74
	4	75.4	78.5	73.7	73.1	68.0
Physical Education	1	2.64	2.70	2.76	2.86	2.87
	2	2.68	2.78	2.91	2.86	2.80
	3	2.67	2.68	2.78	2.80	2.75
	4	71.1	71.6	65.9	66.6	66.4
Science	1	2.32	2.41	2.46	2.54	2.66
	2	2.30	2.39	2.44	2.43	2.38
	3	2.20	2.28	2.30	2.24	2.30
	4	65.1	68.1	63.8	62.2	61.1
Social Studies	1	2.29	2.40	2.41	2.51	2.62
	2	2.30	2.38	2.43	2.42	2.36
	3	2.26	2.31	2.36	2.34	2.30
	4	61.5	63.9	61.1	59.4	60.7

Analysis of Cohort

The number of students in this cohort who were enrolled in Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 52 to 1270
- Division 2: 39 to 1208
- Division 3: 43 to 1015
- Division 4: 33 to 1001

Students who Self-Identify as Indigenous achieved report card means that fluctuated across subjects over time:

- CTF and Science: Division 2 in CTF and Division 1 in Science maintained the highest mean over the five years.
- Fine and Performing Arts: Division 3 kept the highest mean from 2018-19 to 2019-20 and 2021-22 to 2022-23 while Division 2 achieved the highest results in the 2020-21 school year.
- French Language Arts & Social Studies: The highest-achieving division changed every year.
- Languages and Physical Education: The same divisions achieved the highest result for the past two years but this changed from the highest divisions before 2021-22. Division 3 achieved the highest report card mean in Languages in 2022-23 and Division 1 achieved the highest mean in Physical Education in 2022-23.

These fluctuations and lack of clear patterns are expected for smaller cohorts of students.

Division 4 Students who Self-Identify as Indigenous achieved report card averages at or above 80 per cent for the seven subjects across the four years in one of 35 cases. The majority of results were in the seventies with 14 of the 35 cases under 70 per cent.

Division 1 Students who Self-Identify as Indigenous continued to achieve year-over-year increases over the last five years in Fine and Performing Arts, Physical Education, Science & Social Studies.

Other increases to report card means since 2021-22 for Students who Self-Identify as Indigenous were evident in:

- CTF/CTS: Divisions 2, 3, and 4
- Fine and Performing Arts: Divisions 1, 3 and 4
- French Language Arts and Languages: Divisions 2 and 3
- Physical Education: Division 1
- Science: Divisions 1 and 3
- Social Studies: Divisions 1 and 4

The most noticeable improvements in each division were:

- Division 1: Science
- Division 2: CTF
- Division 3 & 4: Fine and Performing Arts

4.4 Students with Identified Special Education Needs

Students with Identified Special Education Needs report card results as a mean						
Subject	**Division**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
CTF/CTS	1	n/a	n/a	n/a	n/a	n/a
	2 (CTF)	2.80	2.82	2.91	2.83	2.97
	3 (CTF)	2.70	2.83	2.86	2.81	2.90
	4 (CTS)	78.2	80.2	79.9	77.6	77.8
Fine and Performing Arts	1	2.50	2.63	2.71	2.72	2.70
	2	2.64	2.79	2.85	2.86	2.84
	3	2.75	2.88	2.86	2.95	2.90
	4	77.3	79.5	76.0	78.3	78.4
French Language Arts	1	2.43	2.60	2.64	2.62	2.63
	2	2.49	2.67	2.83	2.75	2.76
	3	2.72	2.77	2.87	2.69	2.69
	4	70.0	74.8	74.1	74.9	74.4
Languages	1	2.28	2.53	2.53	2.49	2.44
	2	2.47	2.57	2.66	2.63	2.63
	3	2.57	2.73	2.70	2.74	2.75
	4	78.6	80.0	79.7	79.2	75.9
Physical Education	1	2.57	2.73	2.82	2.78	2.70
	2	2.77	2.91	3.02	3.02	2.91
	3	2.79	2.84	2.95	2.90	2.88
	4	76.8	78.4	73.5	75.7	75.8
Science	1	2.41	2.49	2.62	2.59	2.55
	2	2.43	2.54	2.61	2.62	2.56
	3	2.39	2.46	2.47	2.47	2.45
	4	67.7	70.7	69.0	67.3	66.9
Social Studies	1	2.33	2.44	2.53	2.49	2.46
	2	2.37	2.50	2.56	2.55	2.49
	3	2.40	2.48	2.51	2.51	2.46
	4	65.7	68.0	66.7	65.8	65.6

- **Analysis of Cohort**

The number of students in this cohort who were enrolled in Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 180 to 3667
- Division 2: 295 to 5116
- Division 3: 382 to 5323
- Division 4: 270 to 5804

Division 3 Students with Identified Special Education Needs maintained the highest report card mean results in Fine and Performing Arts and Languages across divisions 1 through 3 over five years. For other subjects, the highest-performing divisions over time were:

- CTF & Science: Division 2 maintained the highest level for most years with one exception.
- French Language Arts: Division 2 became the highest-achieving division for the past two years while Division 3 had the highest results from 2018-19 to 2020-21.
- Physical Education & Social Studies: Division 2 had the highest mean for all but 2018-19 when Division 3 had the highest report card mean.

Students with Identified Special Education Needs in Division 4 achieved report card grade averages at or above 80 per cent for the seven subjects across the five years in two of 35 cases. The majority of report card mean results were in the seventies with nine of the 35 cases under 70 per cent.

Division 4 students with Identified Special Education needs achieved continued increases for the past two years in Fine and Performing Arts and Physical Education. Similarly, Division 3 students achieved continuous improvements in Languages. Students with Identified Special Education Needs showed year-over-year achievement declines in Science and Social Studies across divisions in 2022-23.

Compared to previous year's results, 2022-23 year-over-year increases were evident in:

- CTF/CTS: Divisions 2, 3 and 4
- Fine and Performing Arts & Physical Education: Division 4
- French Language Arts: Divisions 1 and 2
- Languages: Division 3

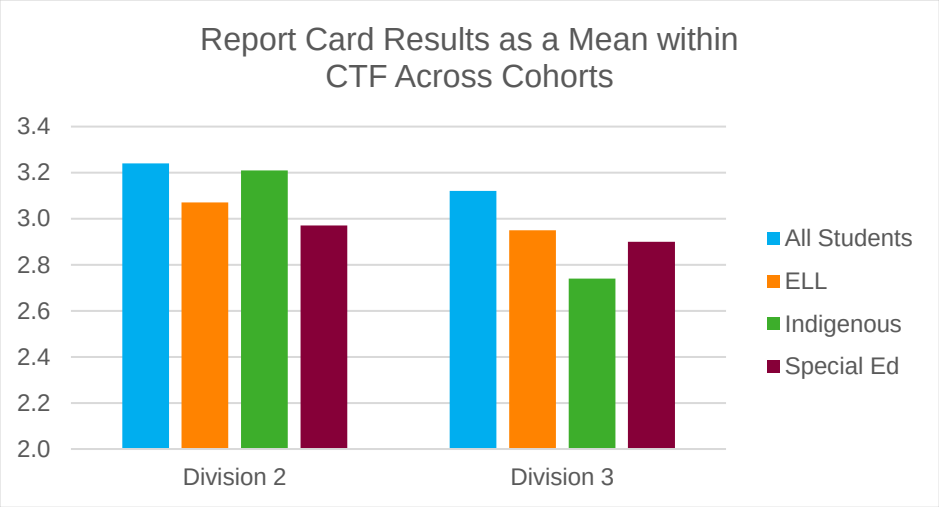
Summary

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.24	3.07	3.21	2.97
Division 3	3.12	2.95	2.74	2.90
Division 4	81.5	76.5	75.1	77.8
FPA	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.06	2.94	2.82	2.70
Division 2	3.11	2.99	2.79	2.84
Division 3	3.14	2.93	3.02	2.90
Division 4	82.1	75.9	72.0	78.4
French Language Arts	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.11	3.08	2.83	2.63
Division 2	3.07	3.06	3.02	2.76
Division 3	3.01	2.93	2.79	2.69
Division 4	78.7	79.5	76.1	74.4
Languages	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.00	3.07	2.63	2.44
Division 2	3.01	2.99	2.62	2.63
Division 3	3.07	2.95	2.74	2.75
Division 4	83.4	80.0	68.0	75.9
Physical Education	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.10	2.98	2.87	2.70
Division 2	3.16	3.07	2.80	2.91
Division 3	3.07	2.94	2.75	2.88
Division 4	80.4	75.5	66.4	75.8
Science	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.02	2.84	2.66	2.55
Division 2	2.93	2.81	2.38	2.56
Division 3	2.82	2.70	2.30	2.45
Division 4	73.3	67.1	61.1	66.9

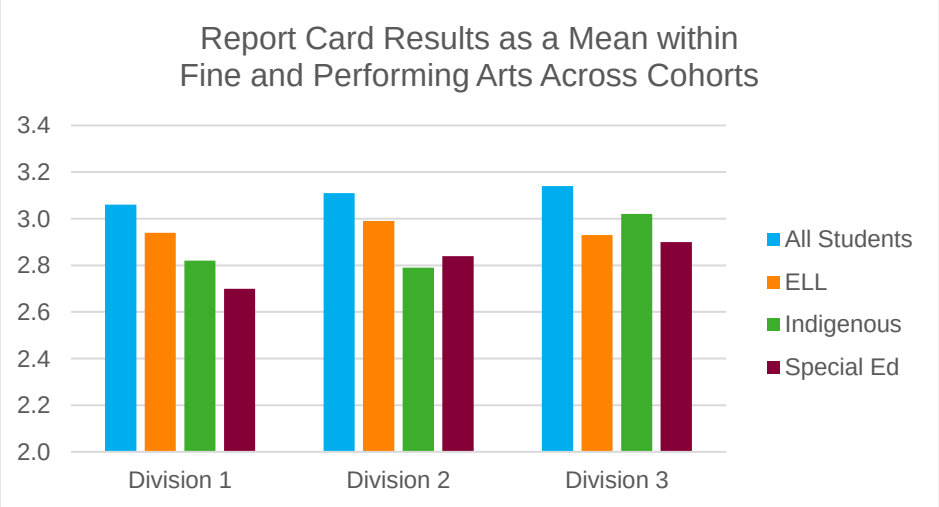
Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.96	2.80	2.62	2.46
Division 2	2.90	2.78	2.36	2.49
Division 3	2.82	2.69	2.30	2.46
Division 4	71.6	66.3	60.7	65.6

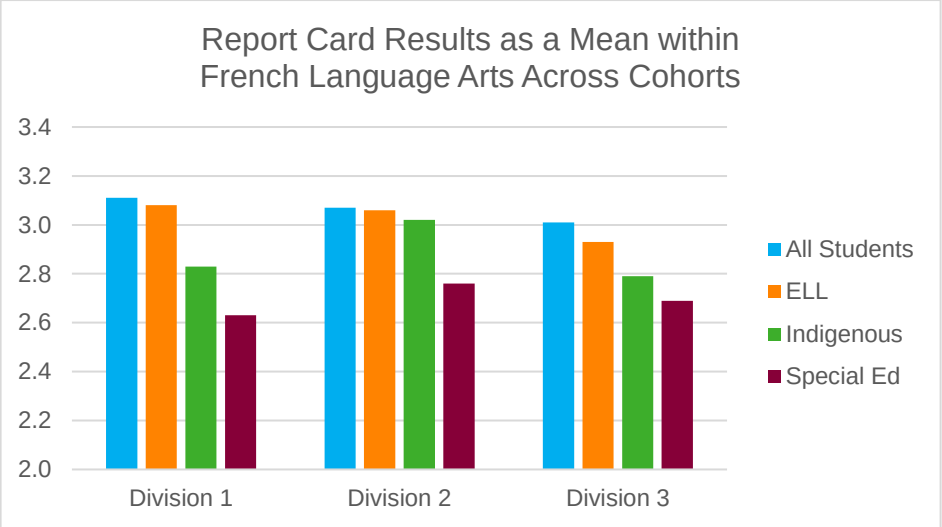
Note | for additional information, refer to Appendix II | Summary Tables Indicators 1 to 5 and Appendix III | Additional Data Sets by Indicator.

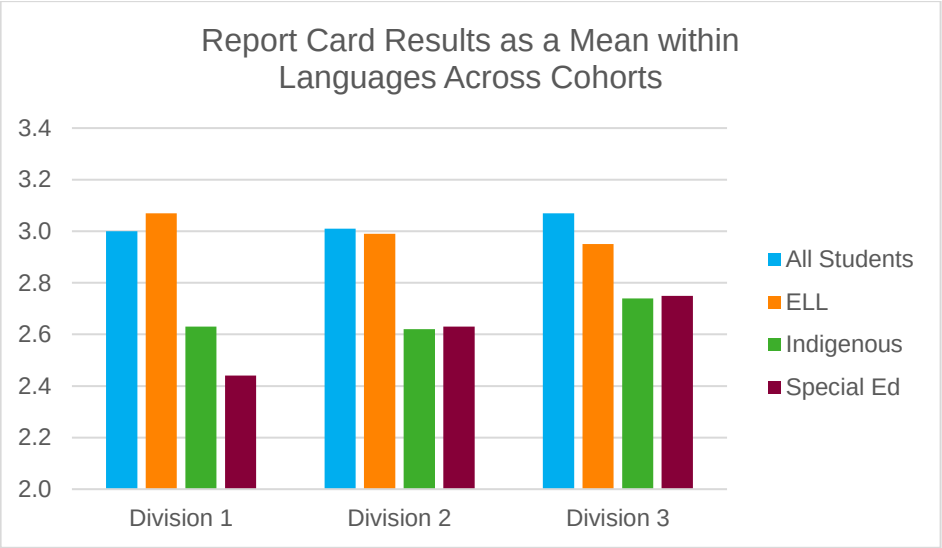
A. Divisions 1, 2, and 3

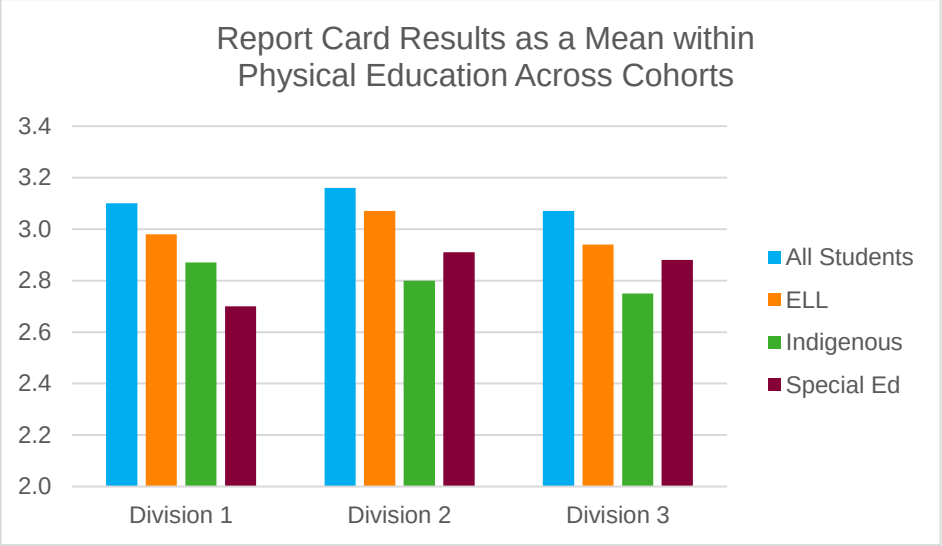


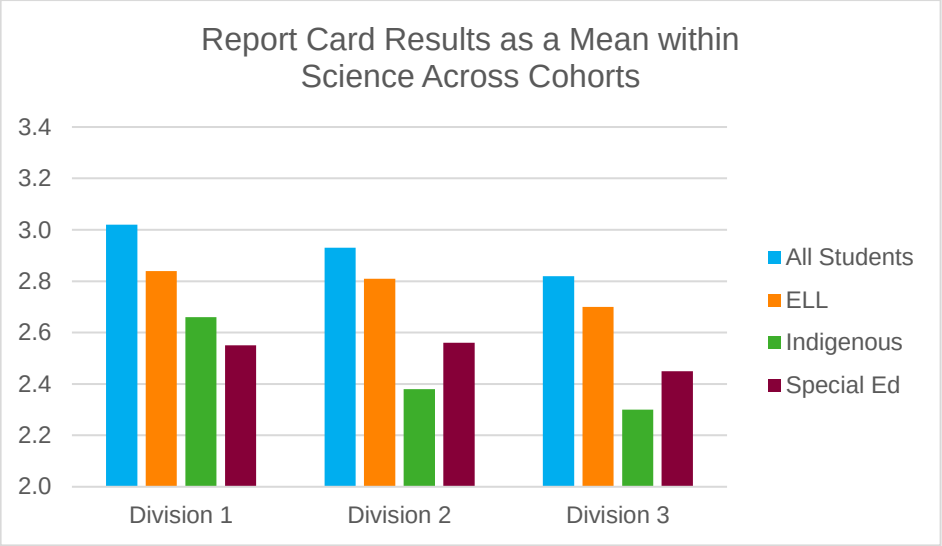
Note | Students in Division 1 do not take CTF classes

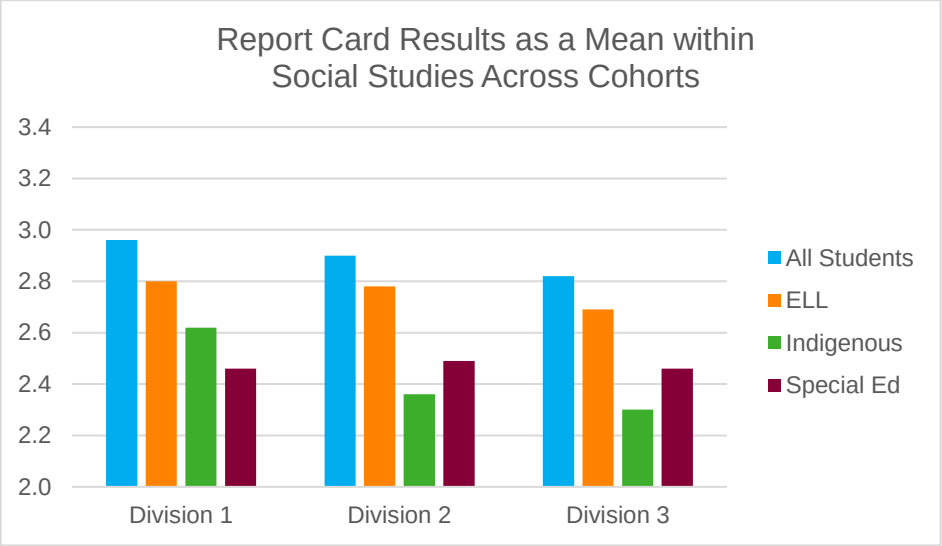



Report Card Results as a Mean within French Language Arts Across Cohorts
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
Division 1
Division 2
Division 3
All Students
ELL
Indigenous
Special Ed

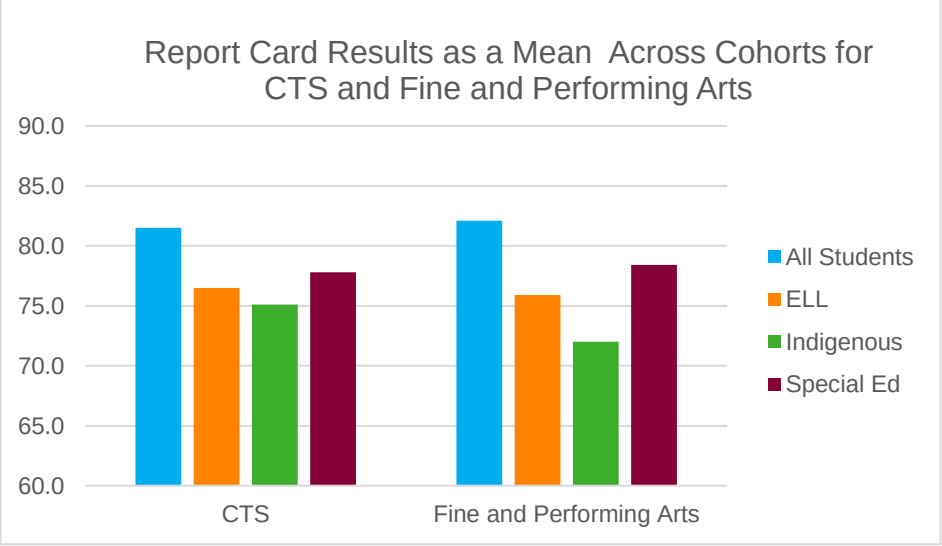

Report Card Results as a Mean within Languages Across Cohorts
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
Division 1
Division 2
Division 3
All Students
ELL
Indigenous
Special Ed

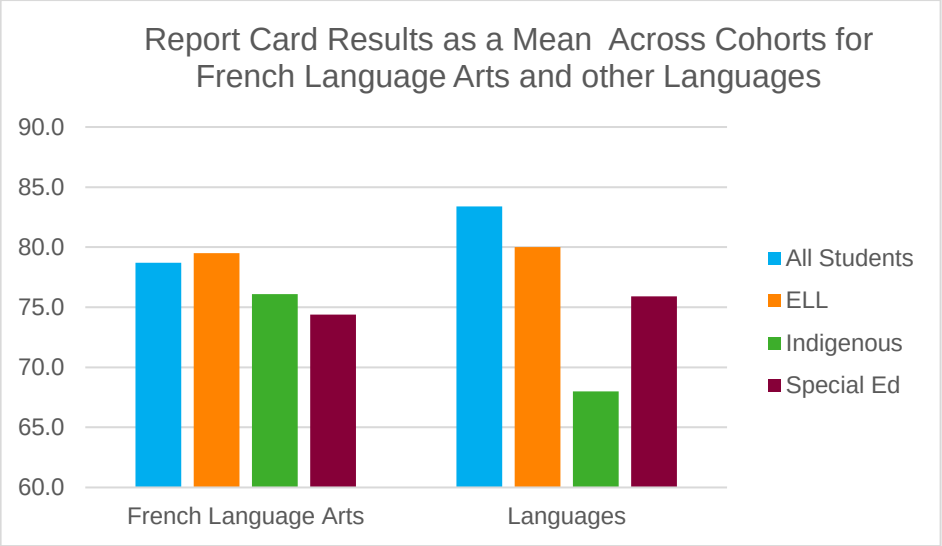

Report Card Results as a Mean within Physical Education Across Cohorts
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
Division 1
Division 2
Division 3
All Students
ELL
Indigenous
Special Ed

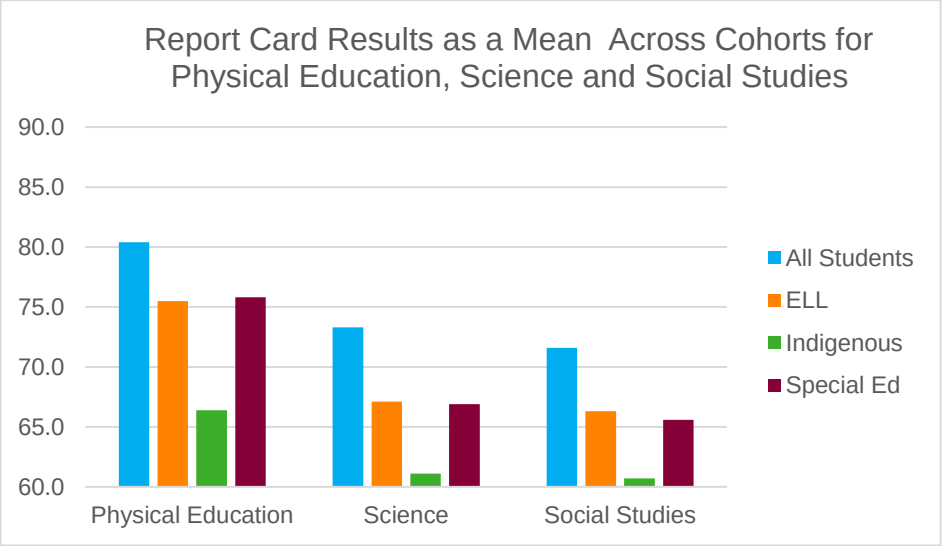

Report Card Results as a Mean within Science Across Cohorts
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
Division 1
Division 2
Division 3
All Students
ELL
Indigenous
Special Ed


Report Card Results as a Mean within Social Studies Across Cohorts
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
Division 1
Division 2
Division 3
All Students
ELL
Indigenous
Special Ed

B. Division 4


Report Card Results as a Mean Across Cohorts for CTS and Fine and Performing Arts
90.0
85.0
80.0
75.0
70.0
65.0
60.0
CTS
Fine and Performing Arts
All Students
ELL
Indigenous
Special Ed





- **Targets for 2022-23**

  No targets were set for 2022-23 school year.

- **Interpretation**

  See Indicator 5 - Summary

Policy 2.1

Indicator 5

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

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

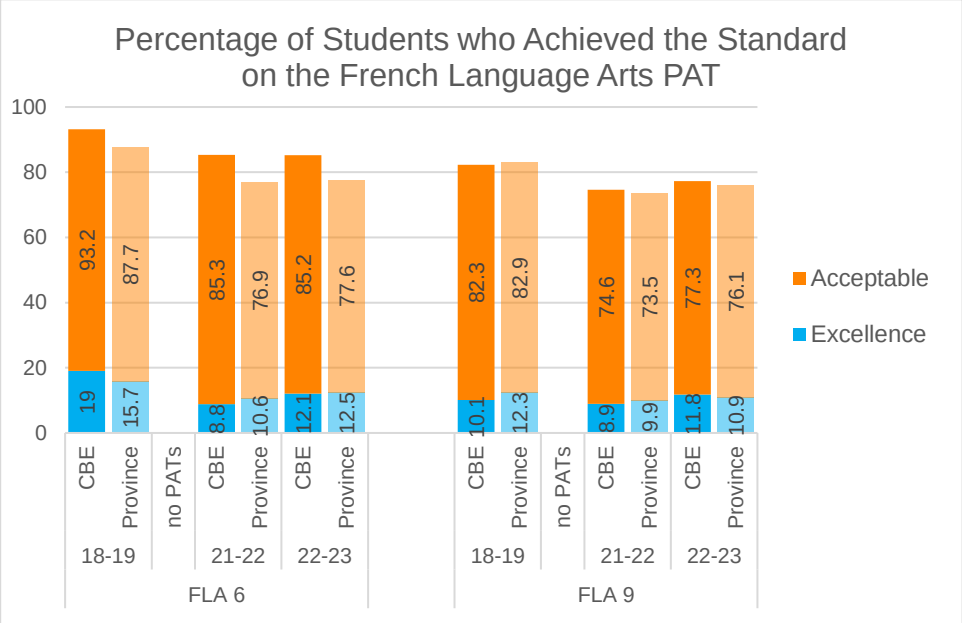
Legend |

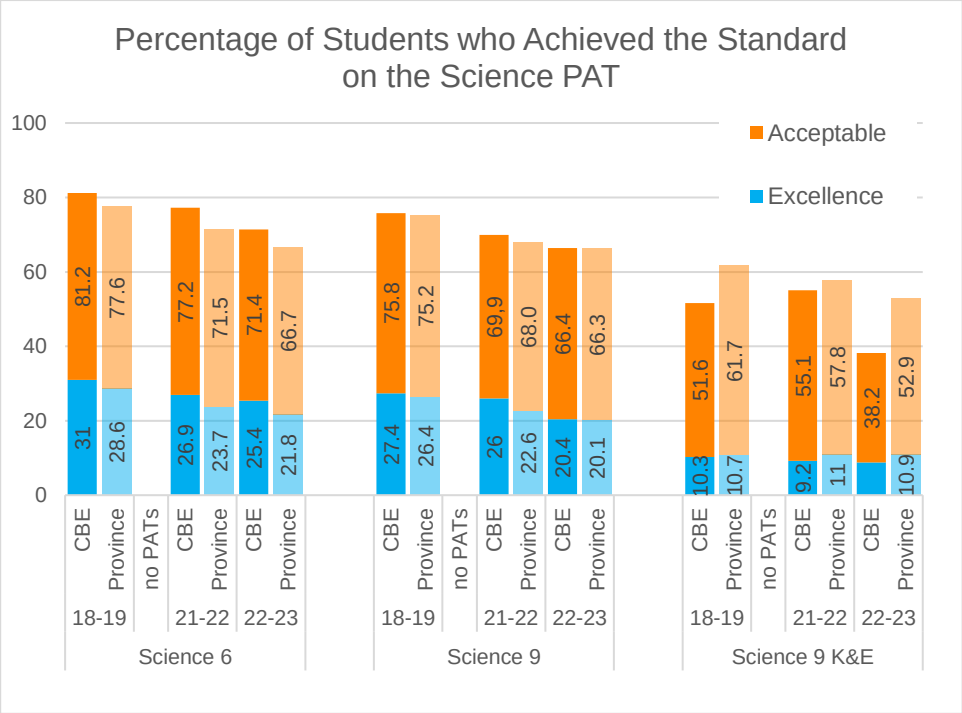
Acc – Acceptable Standard
Ex – Standard of Excellence

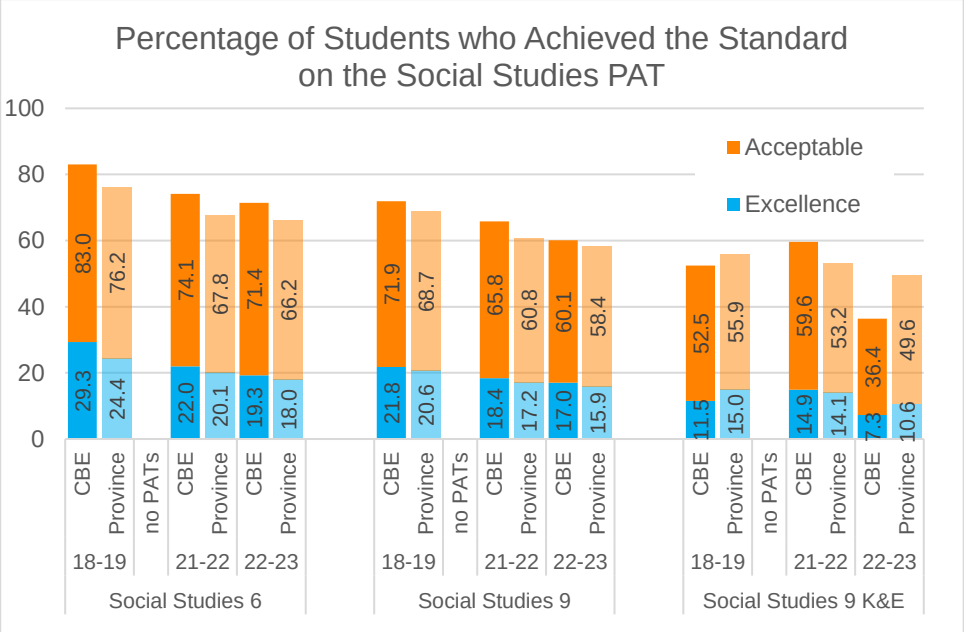
Note | Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

5.1 All Students

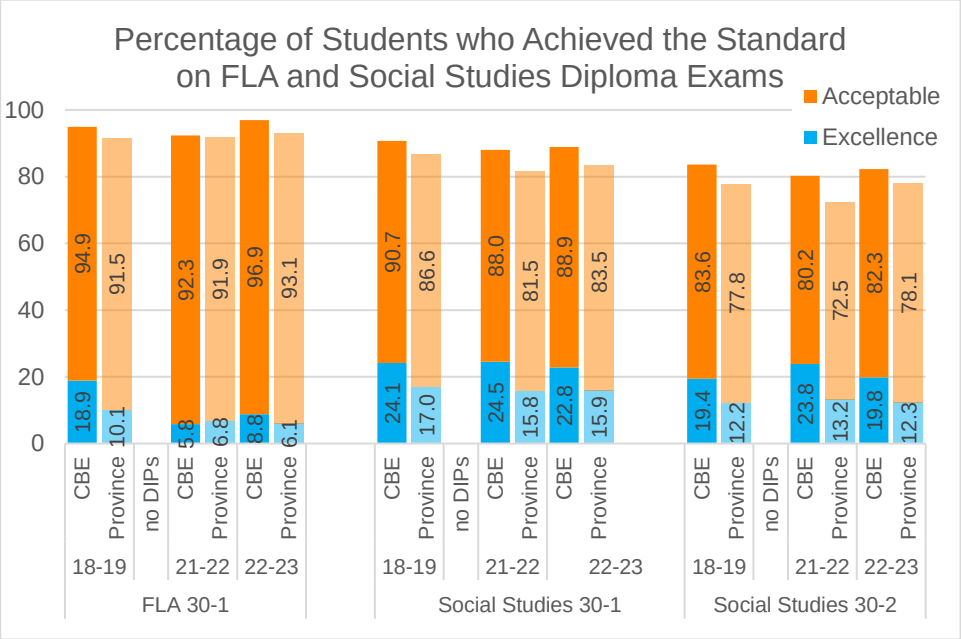
A. Percentage of students who achieved the standards on Provincial Achievement Tests

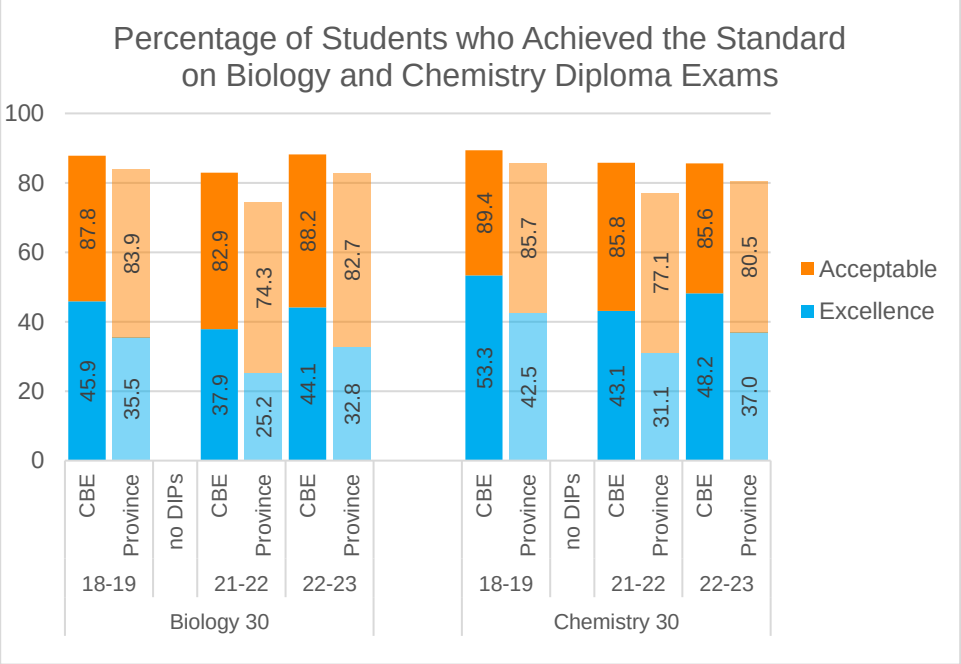


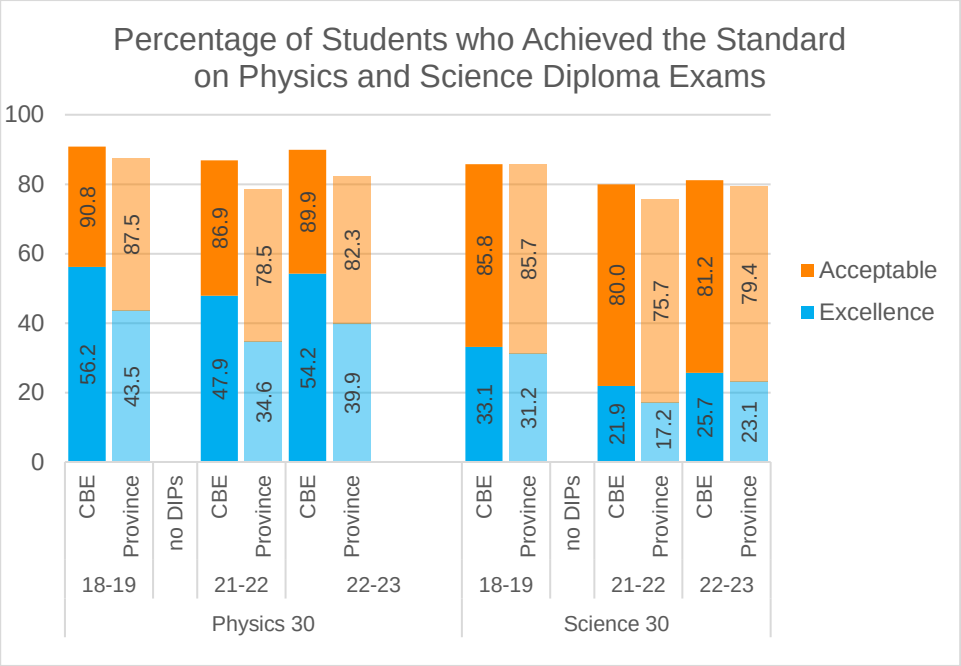

Percentage of Students who Achieved the Standard on the Science PAT
Acceptable
Excellence
100
80
60
40
20
0
81.2
77.6
77.2
71.5
71.4
66.7
75.8
75.2
69,9
68.0
66.4
66.3
51.6
61.7
55.1
57.8
38.2
52.9
31
28.6
26.9
23.7
25.4
21.8
27.4
26.4
26
22.6
20.4
20.1
10.3
10.7
9.2
11
10.9
CBE
Province
no PATs
18-19
21-22
22-23
Science 6
Science 9
Science 9 K&E


Percentage of Students who Achieved the Standard on the Social Studies PAT
Acceptable
Excellence
100
80
60
40
20
0
83.0
76.2
74.1
67.8
71.4
66.2
71.9
68.7
65.8
60.8
60.1
58.4
52.5
55.9
59.6
53.2
36.4
49.6
29.3
24.4
22.0
20.1
19.3
18.0
21.8
20.6
18.4
17.2
17.0
15.9
11.5
15.0
14.9
14.1
7.3
10.6
CBE
Province
no PATs
18-19
21-22
22-23
Social Studies 6
Social Studies 9
Social Studies 9 K&E

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







Analysis of Cohort

The number of students in the All Students cohort who wrote French Language Arts, Science and Social Studies provincial assessments ranged as follows:

- K&E PATs: 55 to 110
- Non-K&E PATs: 539 to 10 182
- Diploma Examinations: 351 to 4734

CBE students consistently achieved stronger PAT results at the acceptable standard when compared to the provincial results across all non-K&E courses. Additionally, CBE outperformed the province at standard of excellence across all non-K&E courses with the exception of FLA 6. Noteworthy achievement gaps surfaced between CBE and provincial results for K&E courses across both standards in 2022-23.

Overall CBE student achievement on FLA, Science and Social Studies PATs declined since 2021-22 across both standards with the exception of FLA 9 results, which showed an improvement of approximately 3 percentage points across both standards and FLA 6 results which increased by 3.3 percentage points in 2022-23.

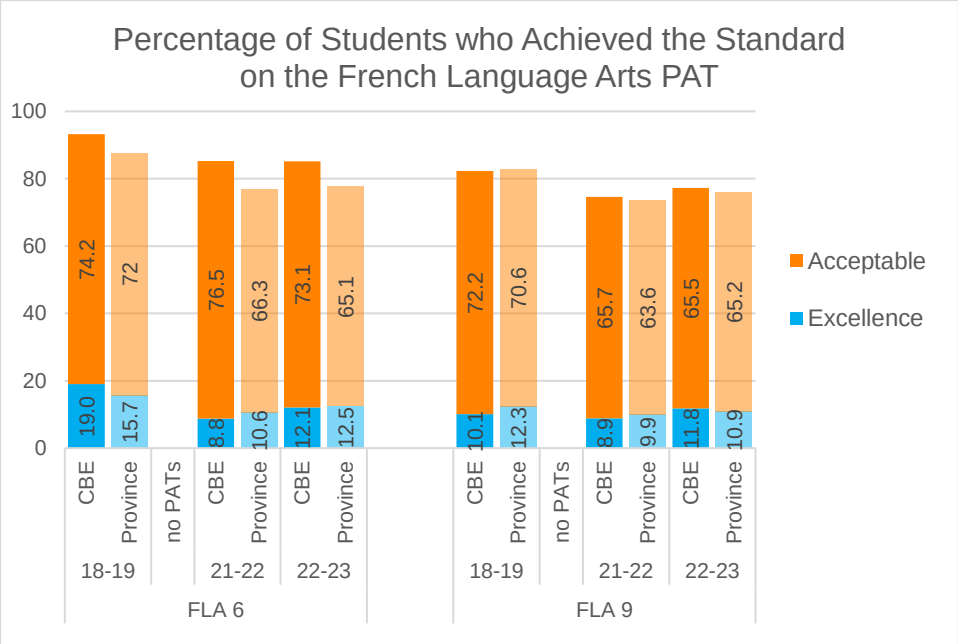
CBE high school students had higher diploma examination results in 2022-23 compared to the provincial results. The positive differences between CBE and provincial results ranged from 1.8 to 14.3 percentage points. The positive gaps were most noticeable at the standard of excellence for Biology 30, Chemistry 30 and Physics 30 where the gaps were consistently more than 11 percentage points. Of note, almost 90 per cent of students met the

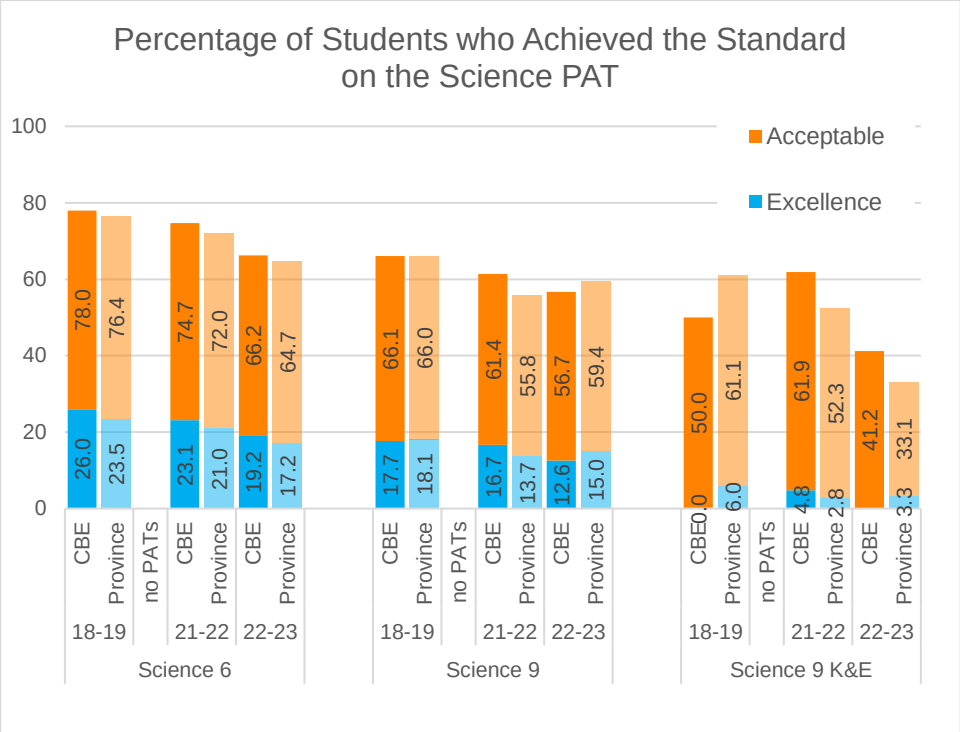
acceptable standard in Physics 30 and more than 54 per cent of those achieved the standard of excellence in the same course.

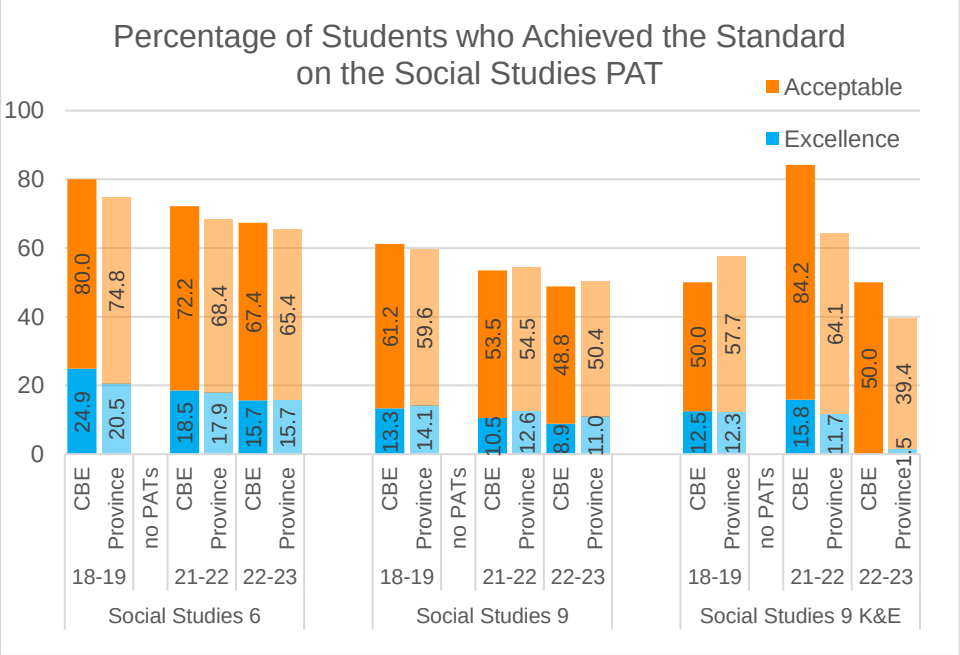
When the 2022-23 All Students diploma examination results at the acceptable standard were compared to the previous years' results, most increased over time with one exception in Chemistry 30. CBE students showed the most notable increase in Biology 30 at the acceptable standard. Moreover, CBE generally showed year-over-year improvements at the standard of excellence with the exception of the Social Studies diploma exams. Percentage point increases of more than 6 percentage points were seen in Biology 30 and Physics 30 at the standard of excellence.

5.2 English Language Learners

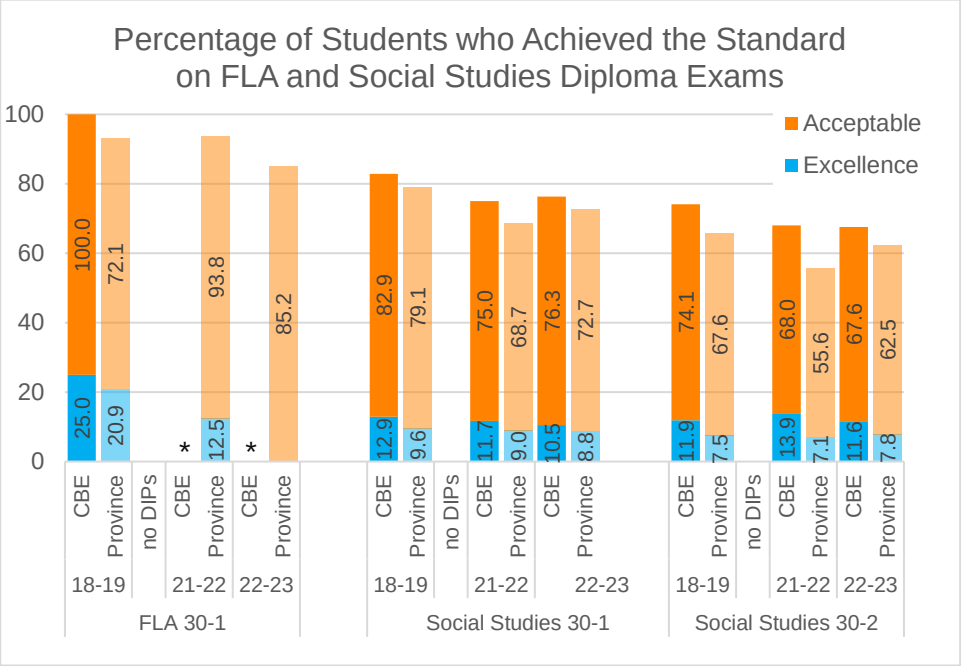
A. Percentage of students who achieved the standards on Provincial Achievement Tests



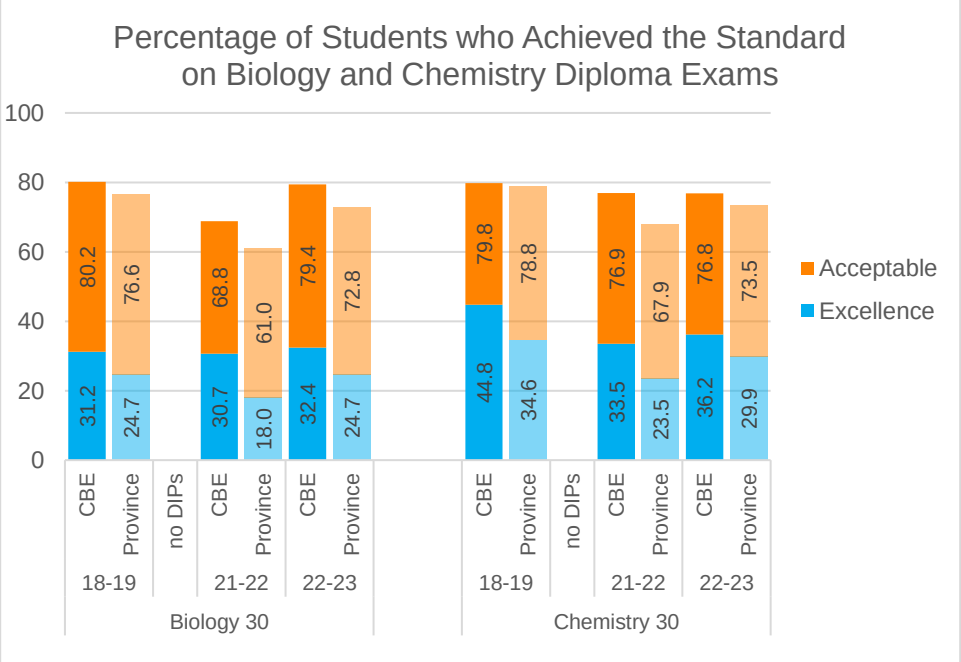

Percentage of Students who Achieved the Standard on the Science PAT
Acceptable
Excellence
100
80
60
40
20
0
CBE 78.0 26.0
Province 76.4 23.5
no PATs
CBE 74.7 23.1
Province 72.0 21.0
CBE 66.2 19.2
Province 64.7 17.2
18-19
21-22
22-23
Science 6
CBE 66.1 17.7
Province 66.0 18.1
no PATs
CBE 61.4 16.7
Province 55.8 13.7
CBE 56.7 12.6
Province 59.4 15.0
Science 9
CBE 50.0 0.0
Province 61.1 6.0
no PATs
CBE 61.9 4.8
Province 52.3 2.8
CBE 41.2
Province 33.1 3.3
Science 9 K&E

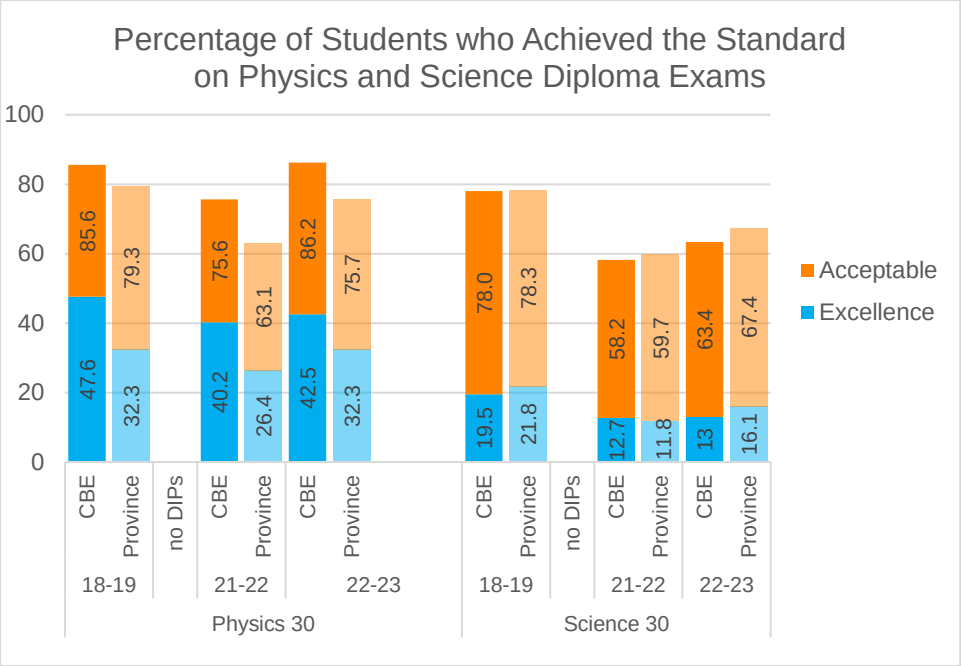

Percentage of Students who Achieved the Standard on the Social Studies PAT
Acceptable
Excellence
100
80
60
40
20
0
CBE 80.0 24.9
Province 74.8 20.5
no PATs
CBE 72.2 18.5
Province 68.4 17.9
CBE 67.4 15.7
Province 65.4 15.7
18-19
21-22
22-23
Social Studies 6
CBE 61.2 13.3
Province 59.6 14.1
no PATs
CBE 53.5 10.5
Province 54.5 12.6
CBE 48.8 8.9
Province 50.4 11.0
Social Studies 9
CBE 50.0 12.5
Province 57.7 12.3
no PATs
CBE 84.2 15.8
Province 64.1 11.7
CBE 50.0
Province 39.4 1.5
Social Studies 9 K&E

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



*Data values have been suppressed where the number of respondents/students is fewer than 6.





- **Analysis of Cohort**

The number of students who wrote French Language Arts, Science and Social Studies provincial assessments ranged as follows:

- K&E PATs: 14 to 17
- Non-K&E PATs: 63 to 3235
- Diploma Examinations: 123 to 716

Compared to provincial results, CBE's English Language Learners showed promising Grade 6 PAT results at both standards, especially in FLA 6 where a positive gap of 5.5 percentage points was observed at the acceptable standard. The only two positive gaps seen in Grade 9 PAT exams were in K&E PAT results at the acceptable standard.

Strong FLA PAT results relative to other subject area results were most evident for English Language Learners in 2022-23 compared to 2021-22. Unlike 2021-22 PAT results, more English Language Learners achieved the acceptable standard in Social Studies than did in Science.

Year-over-year declines in PAT results were generally observed in 2022-23 for English Language Learners at both PAT standards. Except for K&E courses, the decreases were most notable in Science 6 and 9 PATs. English Language Learners achieved year-over-year increases in FLA 6 at both standards as well as FLA 9 at the acceptable standard.

English Language Learners in high school outperformed the province in most diploma exams in 2022-23 except for Science 30 where CBE was lower than the provincial results at both standards. The most noticeable positive difference was evident in Physics 30. Approximately 80 per cent of English Language Learners achieved the acceptable standard in Biology 30

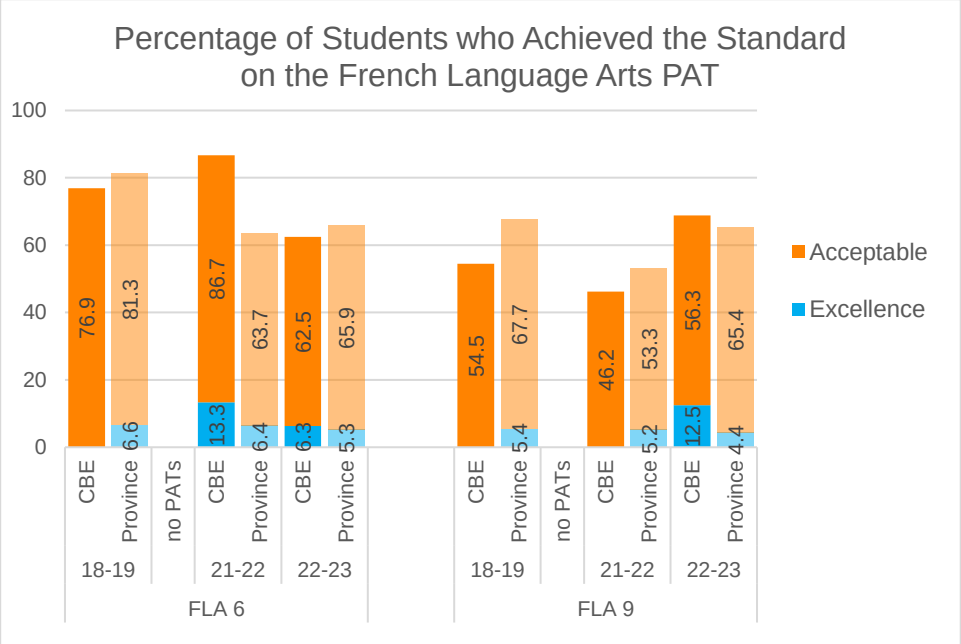
and more than 32 per cent of this cohort achieved standard of excellence in 2022-23.

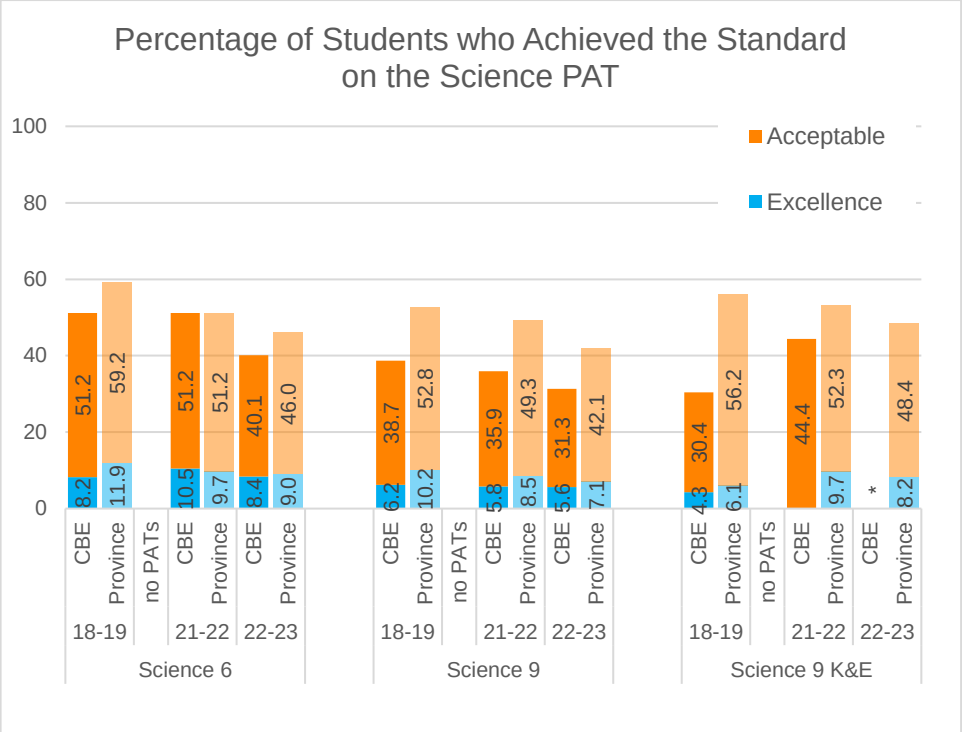
As compared to 2021-22 diploma results, year-over-year increases were observed in:

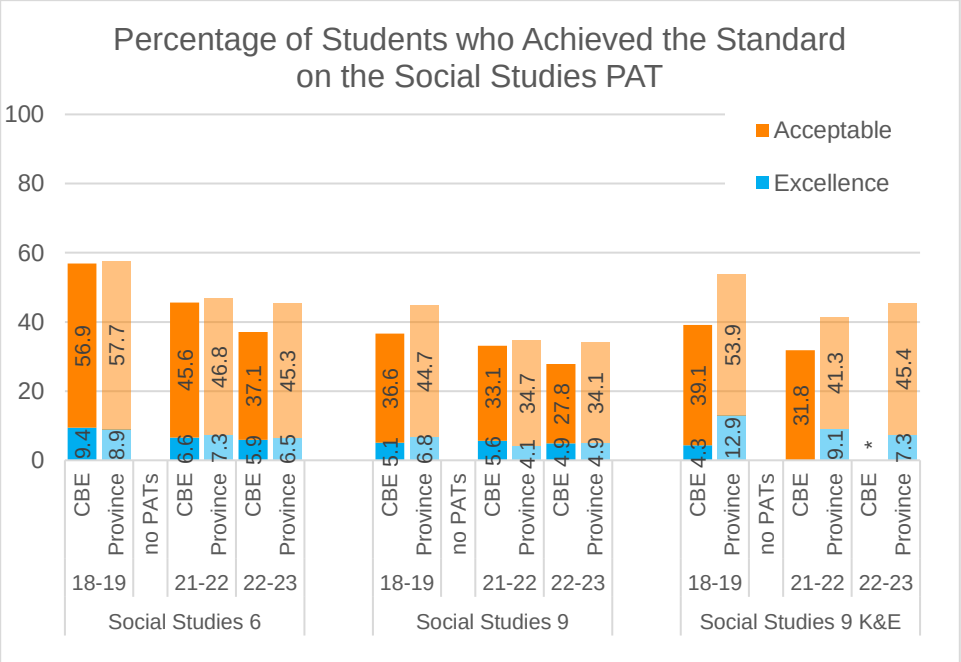
- Social Studies 30-1 at the acceptable standard
- Biology 30 at both standards
- Chemistry 30 at the standard of excellence
- Physics 30 at both standards
- Science 30 at both standards

5.3 Students who Self-Identify as Indigenous

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

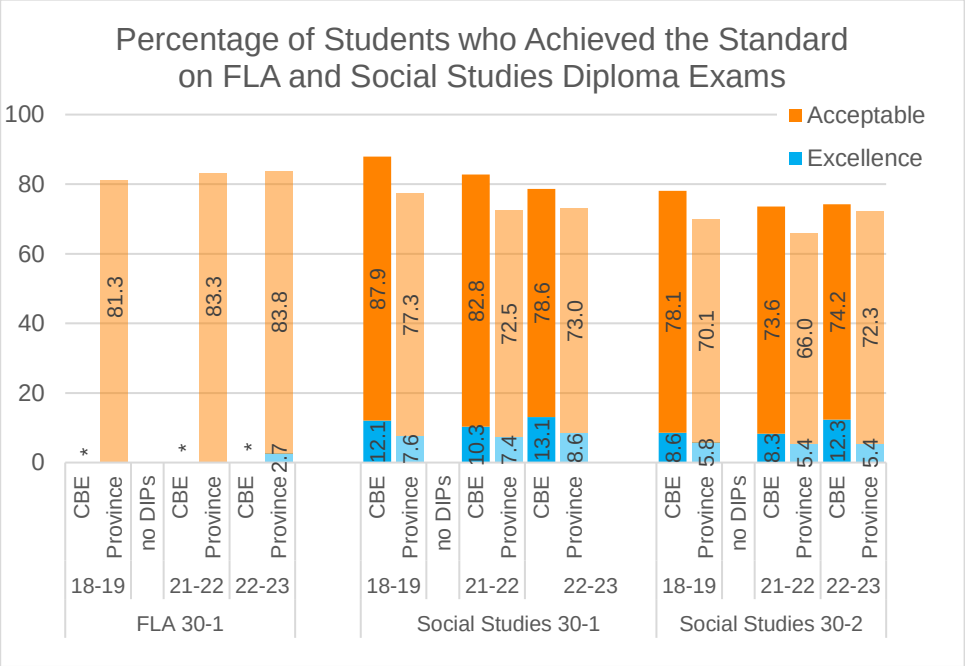




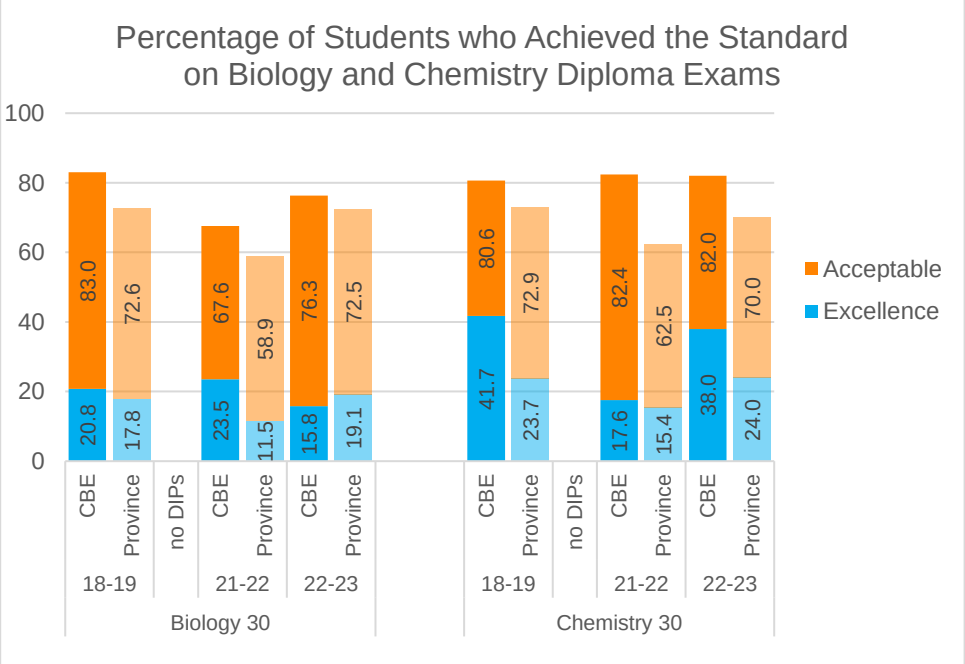


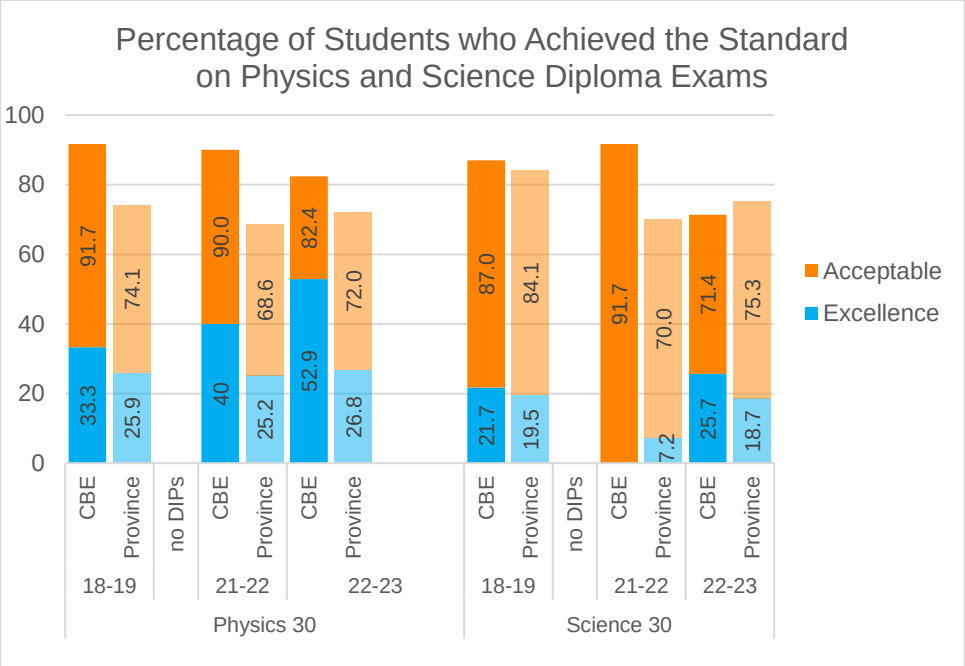
*Data values have been suppressed where the number of respondents/students is fewer than 6.

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



*Data values have been suppressed where the number of respondents/students is fewer than 6.





Analysis of Cohort

The number of students in this cohort who wrote French Language Arts, Science and Social Studies provincial assessments ranged as follows:

- K&E PATs: 4 to 7
- Non-K&E PATs: 16 to 439
- Diploma Examinations: 4 to 155

CBE's Students who Self-Identify as Indigenous achieved PAT results that were mostly lower than the provincial results. However, more CBE students achieved the standard of excellence in French Language Arts 6 and at both standards in French Language Arts 9 in 2022-23. The most noticeable gaps for both standards were observed in Science 9.

When comparing the three subjects (excluding K&E), Grade 6 and 9 CBE Students who Self-Identify as Indigenous achieved stronger results in French Language Arts at the acceptable standard in 2022-23. Compared to 2021-22 results, the results in 2022-23 are lower at both standards, except for FLA 9.

CBE students who Self-Identify as Indigenous generally had higher diploma examination results in 2022-23 compared to the province with two exceptions; Science 30 acceptable standard and Biology 30 standard of excellence. The positive differences between CBE Students who Self-Identify as Indigenous and provincial results ranged from 1.9 to 26.1 percentage points.

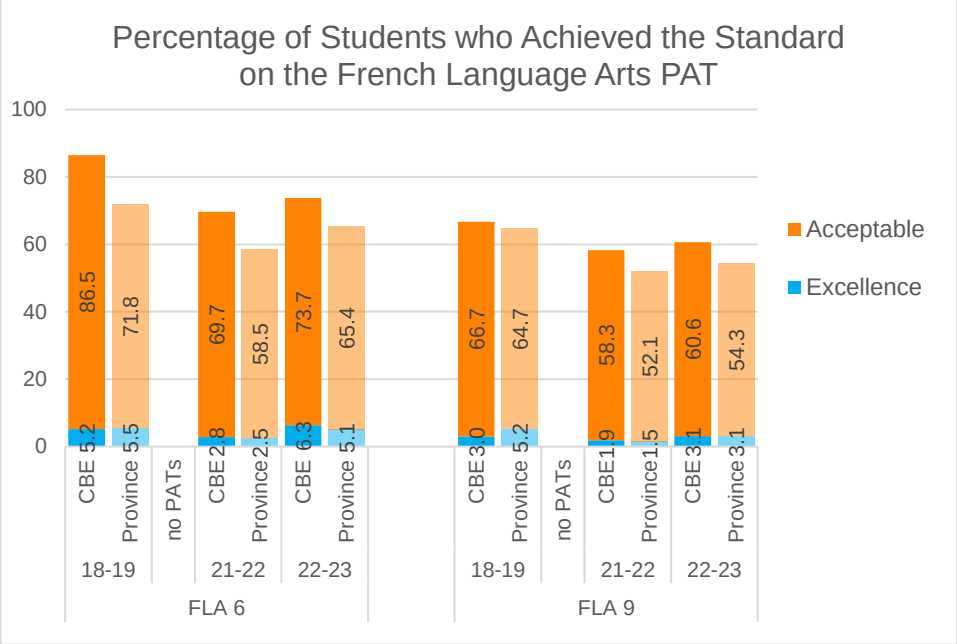
Year-over-year improvements were generally stronger at the standard of excellence in 2022-23 and more than 20 percentage point increases were observed in Chemistry 30 and Science 30 standard of excellence. The

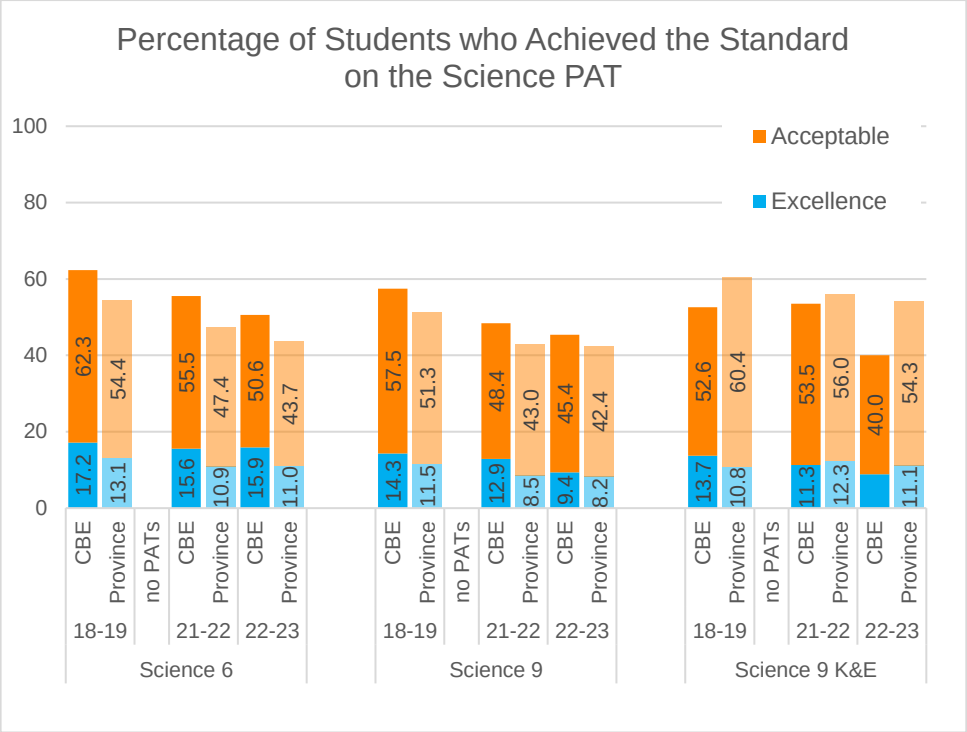
following year-over-year increases were observed for Students who Self-Identify as Indigenous:

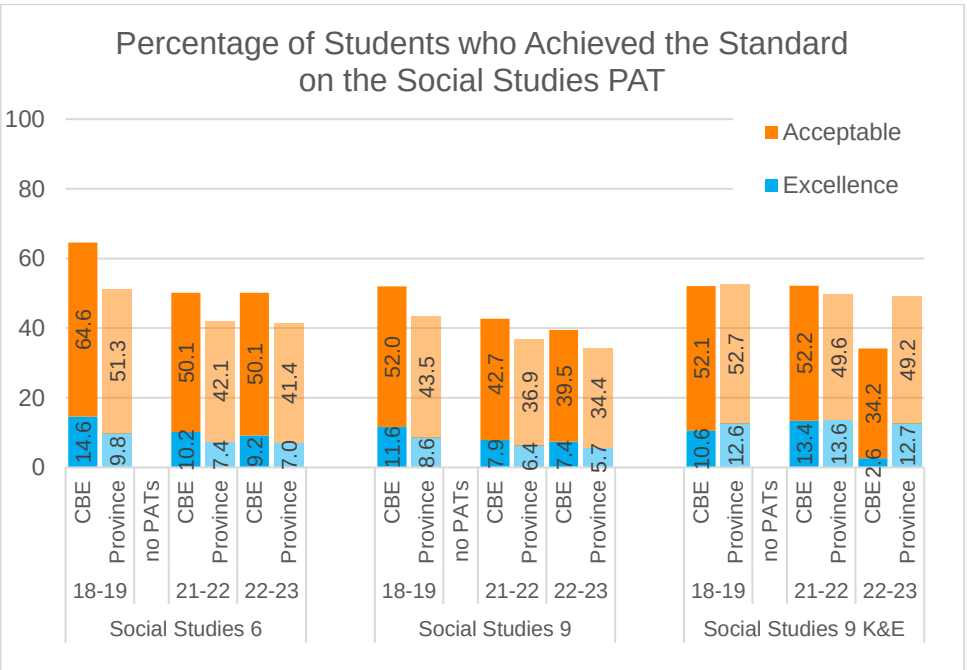
- Social Studies 30-1 at the standard of excellence
- Social Studies 30-2 at both standards
- Biology 30 at the acceptable standard
- Chemistry 30, Physics 30 and Science 30 at the standard of excellence

5.4 Students with Identified Special Education Needs

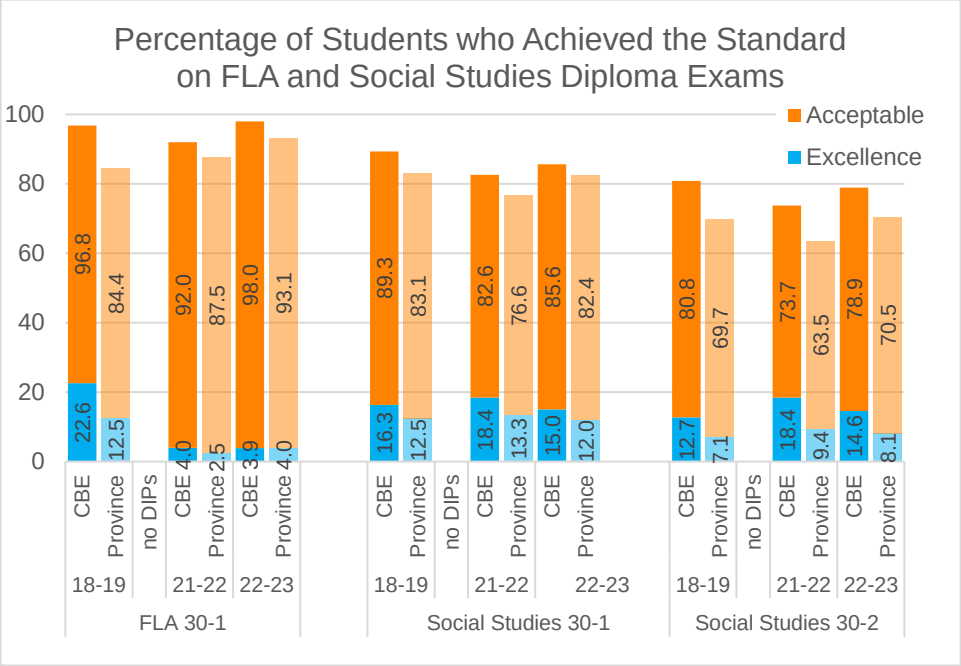
A. Percentage of students who achieved the standards on Provincial Achievement Tests

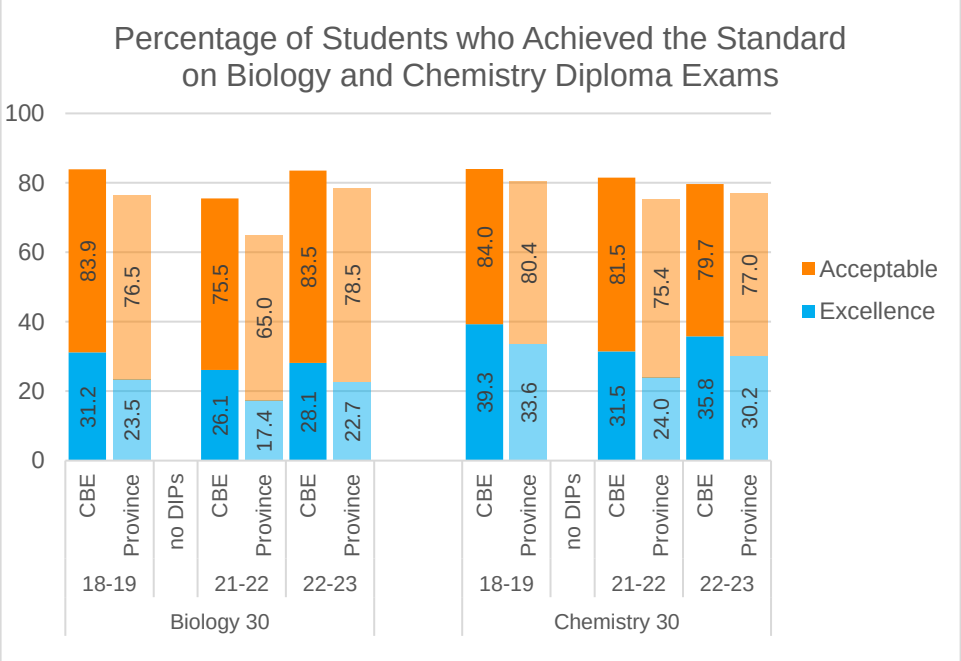


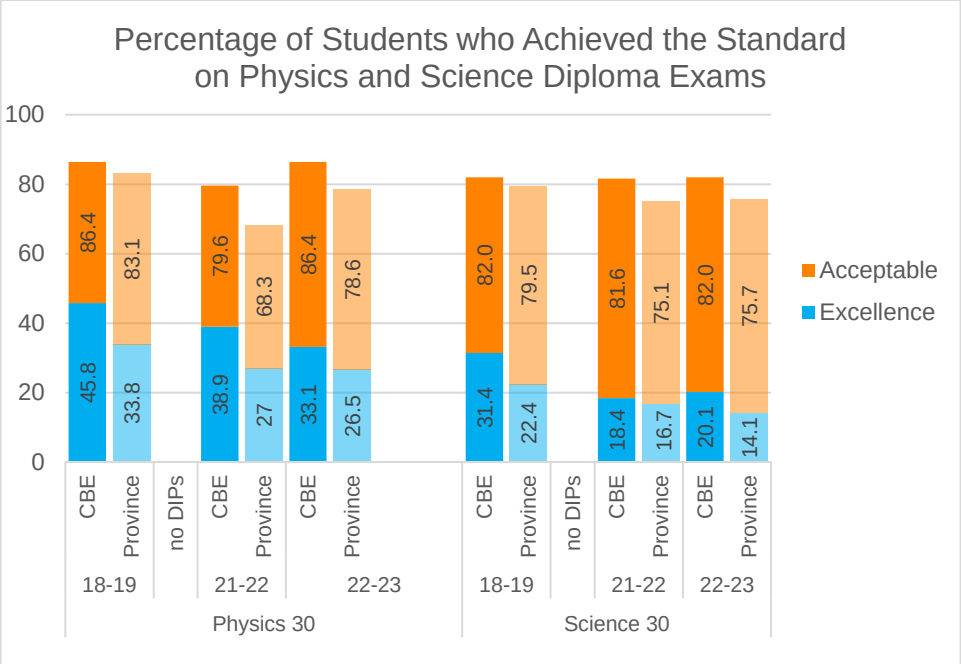

Percentage of Students who Achieved the Standard on the Science PAT
Acceptable
Excellence
100
80
60
40
20
0
62.3
17.2
54.4
13.1
55.5
15.6
47.4
10.9
50.6
15.9
43.7
11.0
57.5
14.3
51.3
11.5
48.4
12.9
43.0
8.5
45.4
9.4
42.4
8.2
52.6
13.7
60.4
10.8
53.5
11.3
56.0
12.3
40.0
54.3
11.1
CBE
Province
no PATs
18-19
21-22
22-23
Science 6
Science 9
Science 9 K&E


Percentage of Students who Achieved the Standard on the Social Studies PAT
Acceptable
Excellence
100
80
60
40
20
0
64.6
14.6
51.3
9.8
50.1
10.2
42.1
7.4
50.1
9.2
41.4
7.0
52.0
11.6
43.5
8.6
42.7
7.9
36.9
6.4
39.5
7.4
34.4
5.7
52.1
10.6
52.7
12.6
52.2
13.4
49.6
13.6
34.2
2.6
49.2
12.7
CBE
Province
no PATs
18-19
21-22
22-23
Social Studies 6
Social Studies 9
Social Studies 9 K&E

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







Analysis of Cohort

The number of students in this cohort who wrote French Language Arts, Science and Social Studies provincial assessments ranged as follows:

- K&E PATs: 38 to 45
- Non-K&E PATs: 95 to 2206
- Diploma Examinations: 51 to 1005

For the Students with Identified Special Education Needs cohort, CBE's results were higher than those of the province on all non-K&E PATs at both standards, more noticeable at the acceptable standard. For example, the differences between CBE and the provincial results in FLA 6 and Social Studies 6 were more than 8 percentage points at the acceptable standard.

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

Except for FLA 9, CBE students with Identified Special Education Needs showed year-over-year decreases in all Grade 9 PAT exams in 2022-23. These declines were notable in K&E courses at both standards. Moreover, CBE achieved noticeable year-over-year increases in FLA 6 at both standards and Science 6 at the standard of excellence.

CBE Students with Identified Special Education Needs achieved higher diploma examination results in 2022-23 compared to the province at both standards with the only exception being FLA 30-1 at the standard of excellence. The positive differences between CBE and provincial results ranged from 2.7 to 8.4 percentage points. Of note, 98 per cent of Students

with Identified Special Education Needs achieved the acceptable standard in FLA 30-1 and consistently more than 83 per cent of students in this cohort achieved the acceptable standard in Biology 30 and Physics 30 in 2022-23.

When 2022-23 acceptable standard results were compared to the previous year, CBE Students with Identified Special Education Needs achieved higher than the province with the exception of Chemistry 30. There was an eight percentage point year-over-year increase in Biology 30 results at the acceptable standard, and standard of excellence results generally declined with the exceptions of Biology 30, Chemistry 30 and Science 30.

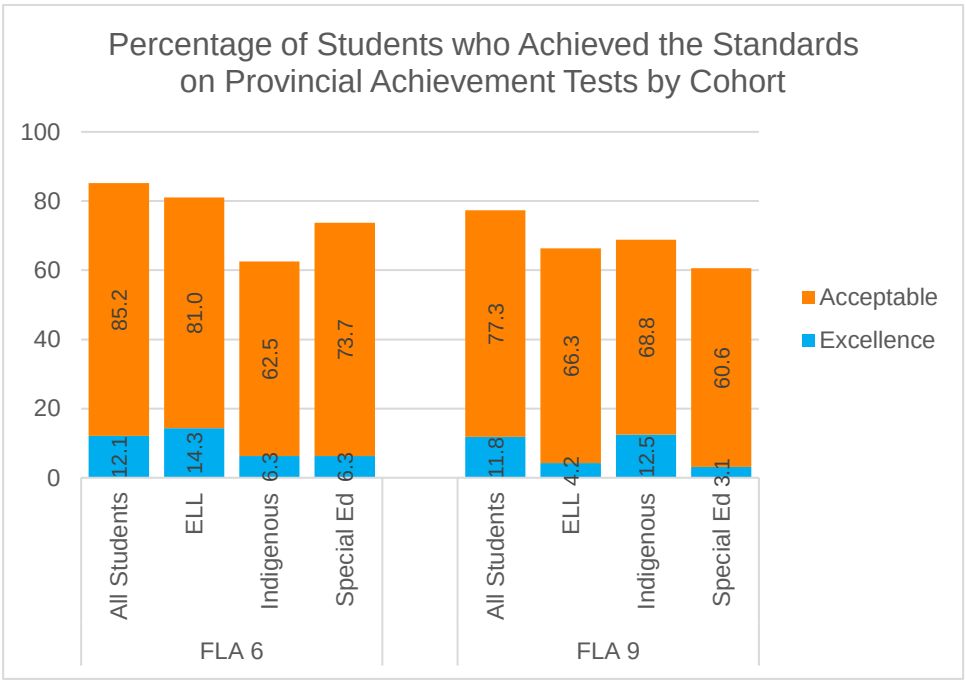
Summary

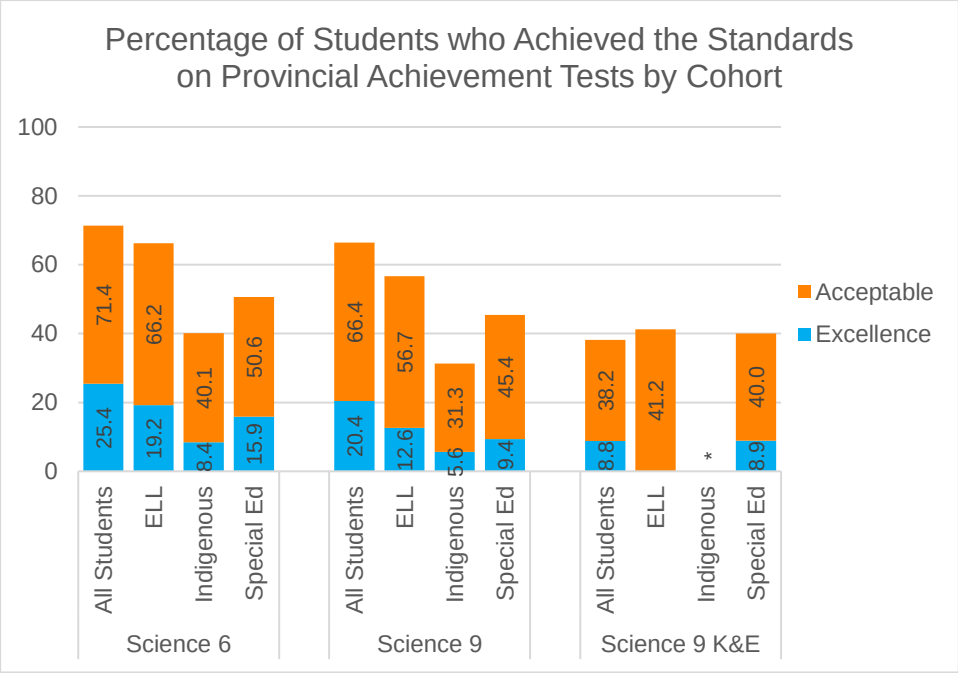
A. Percentage of students who achieved the standards on Provincial Achievement Tests

FLA 6	All Students	ELL	Indigenous	Special Ed
Acc	85.2	81.0	62.5	73.7
Ex	12.1	14.3	6.3	6.3
Science 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	71.4	66.2	40.1	50.6
Ex	25.4	19.2	8.4	15.9
Social Studies 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	71.4	67.4	37.1	50.1
Ex	19.3	15.7	5.9	9.2
FLA 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	77.3	66.3	68.8	60.6
Ex	11.8	4.2	12.5	3.1
Science 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	66.4	56.7	31.3	45.4
Ex	20.4	12.6	5.6	9.4
Science 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	38.2	41.2	*	40.0
Ex	8.8	0.0	*	8.9

Social Studies 9	All Students	ELL	Indigenous	Special Ed
Acc	60.1	48.8	27.8	39.5
Ex	17.0	8.9	4.9	7.4
Social Studies 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	36.4	50.0	*	34.2
Ex	7.3	0.0	*	2.6

*Data values have been suppressed where the number of respondents/students is fewer than 6.





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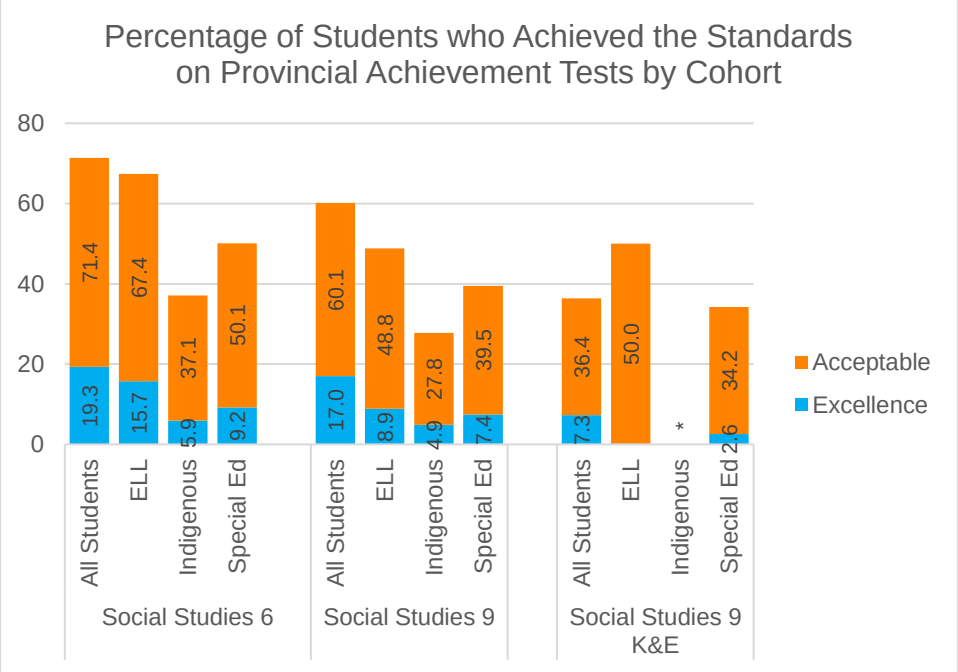
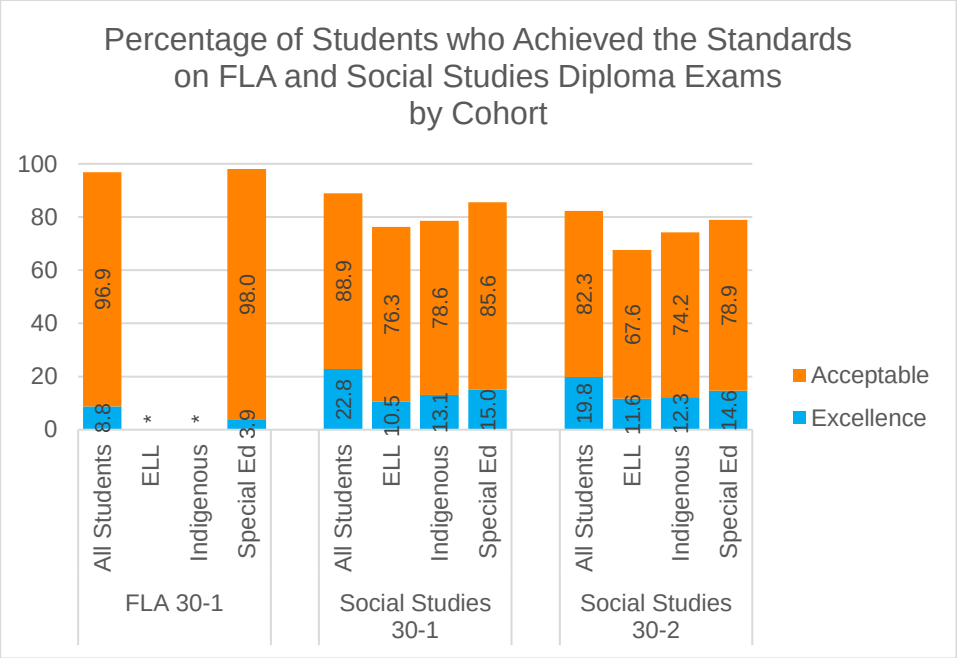


*Data values have been suppressed where the number of respondents/students is fewer than 6.

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

FLA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	96.9	*	*	98.0
Ex	8.8	*	*	3.9
Social Studies 30-1	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	88.9	76.3	78.6	85.6
Ex	22.8	10.5	13.1	15.0
Social Studies 30-2	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	82.3	67.6	74.2	78.9
Ex	19.8	11.6	12.3	14.6
Biology 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	88.2	79.4	76.3	83.5
Ex	44.1	32.4	15.8	28.1
Chemistry 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	85.6	76.8	82.0	79.7
Ex	48.2	36.2	38.0	35.8
Physics 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	89.9	86.2	82.4	86.4
Ex	54.2	42.5	52.9	33.1
Science 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	81.2	63.4	71.4	82.0
Ex	25.7	13.0	25.7	20.1

*Data values have been suppressed where the number of respondents/students is fewer than 6.



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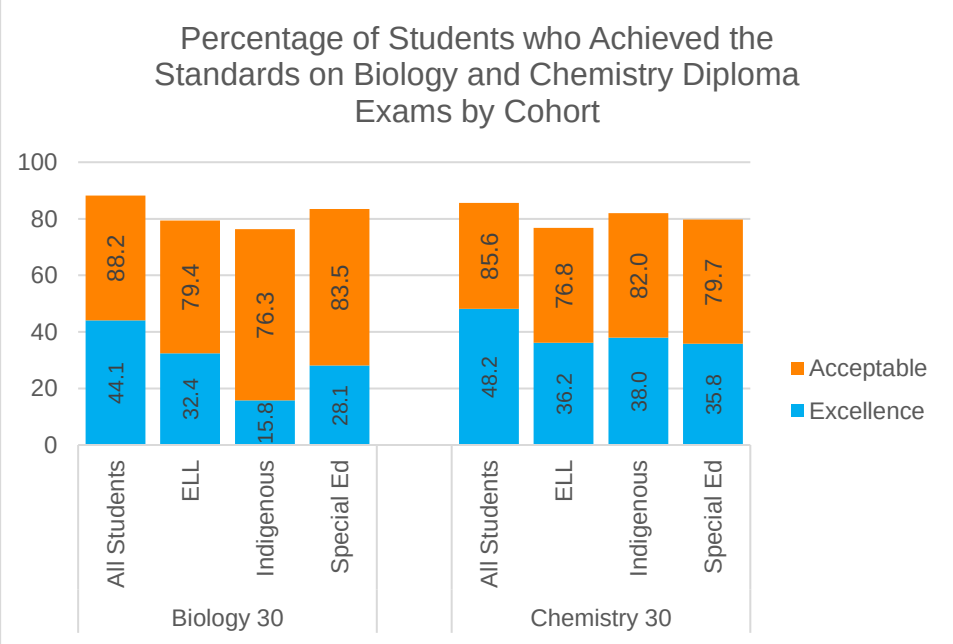
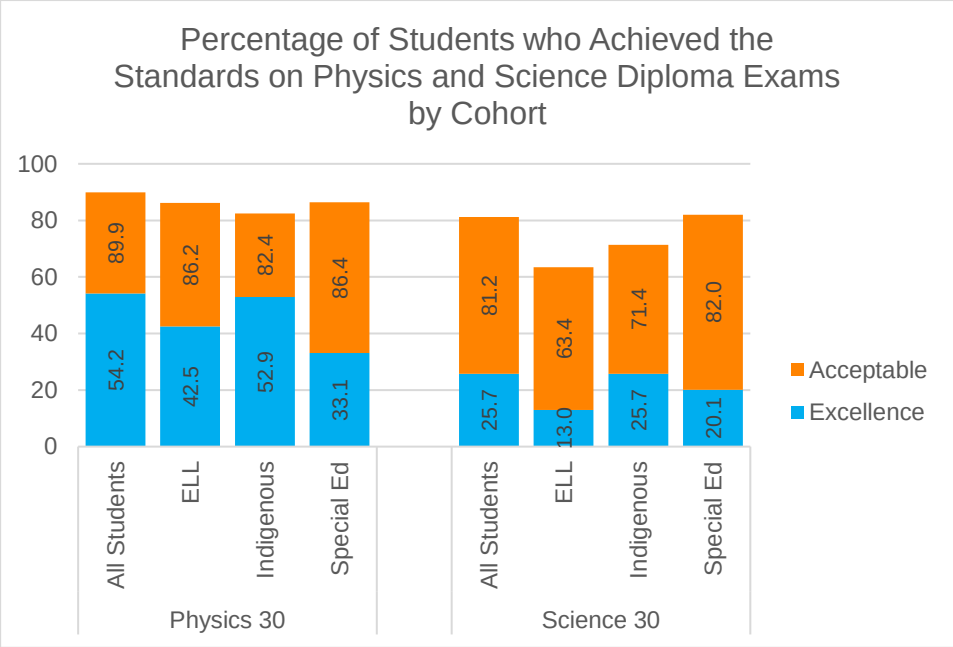




Note | for additional information, refer to Appendix II | Summary Tables Indicators 1 to 5 and Appendix III | Additional Data Sets by Indicator.

- **Targets for 2022-23**

  No targets were set for 2022-23 school year.

- **Interpretation**

  Refer to Appendix III | Additional Data Sets by Indicator, Indicator 4, sections A-N for report card results by course and grade.

  While differences in achievement results surfaced when French Language Arts 6 and 9 PAT achievement results were considered together with report card data, these differences were smaller in 2022-23 compared to 2021-22. For example, 12.1 per cent of grade 6 students and 11.8 per cent of grade 9 students achieved the Standard of Excellence on the French Language Arts PAT whereas 24.4 per cent of grade 6 and 30.1 per cent of grade 9 students achieved an indicator of 4 in French Language Arts on their report card. The narrowing of the gap between report card results and PAT results in French Language Arts can largely be attributed to more students achieving the standard of excellence on both the FLA 6 and 9 PAT in 2022-23.

  For diploma examinations, 8.8 per cent of students achieved the standard of excellence on the French Language Arts 30-1 diploma examination and 52.4 per cent of grade 12 students achieved a FLA 30-1 mark between 80-100 per cent. Differences in exam versus class scores are explained in a second language context by the fact that while only reading and writing skills are assessed by PATs and Diplomas, the program of studies requires teachers in the classroom to assess speaking and listening skills in addition

to reading and writing. The former two are typically the stronger strands, whereas the latter two are typically the weaker ones.

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

When Science 6 and 9 PAT achievement results are considered together with report card data, general alignment between report card means and PAT results were evident for students achieving the standard of excellence. For example, 25.4 per cent of CBE students achieved excellence on the Science 6 PAT while 21.4 per cent of grade 6 CBE students achieved a report card indicator of 4 in 2022-23. Similarly, 20.4 per cent of CBE students achieved the standard of excellence on the Science 9 PAT and 23.7 per cent of CBE students in grade 9 achieved an indicator of 4 on their final report card. Given that a report card grade of 4 indicates excellent understanding of Science learning outcomes, these data together suggest more than 20 per cent of grade 6 and 9 students continued to achieve excellent understanding of Science 6 learning outcomes. Despite not being directly comparable data sources, these data triangulate and align to validate that at least one fifth of CBE students in grades 6 and 9 demonstrated excellent comprehension of Science concepts in 2022-23.

The percentage of students who achieved the standard on excellence on the Science 30 diploma was 25.7 per cent, an increase of almost 4 percentage points from 2021-22, whereas 31.0 per cent of students achieved a mark in the 80-100% range on their report card. The percentage of students that achieved the standard of excellence in Biology, Chemistry and Physics 30 diploma examinations was 44.1, 48.2 and 54.2 respectively, while the percentage of students who received a report card mark in the 80-100% range in Biology, Chemistry and Physics 30 courses in 2022-23 was 52.0, 56.4 and 62.5 respectively. These data are aligned in that they trend in the same direction and generally have a consistent difference between diploma and report card results of approximately 8 percentage points with the gap between Science 30 report card grades and diploma results being somewhat smaller.

Discrepancies between these report card and diploma exam results may exist in part due to the challenge in assessing science programs of study outcomes using multiple choice and numerical response questions (the PAT and diploma examination structure). Some examples of outcomes not addressed in provincial assessments include the ability to create and test a hypothesis through a scientific experiment and the development of attitudes that “support acquisition and application of scientific and technological knowledge to the mutual benefit of self, society and the environment” (Alberta Education, 2014).

When Social Studies 6 and 9 PAT results were considered together with report card data, overall alignment for students achieving excellence in Social Studies learning was evident. The percentage of grade 6 students that achieved the standard of excellence on the Social Studies PAT was 19.3 per cent and the percentage of grade 6 students that achieved an indicator of 4 on their report card was 21.6 per cent. These data suggest that approximately 20 per cent of grade 6 students demonstrated excellent understanding of Social Studies concepts in 2022-23. The percentage of grade 9 students that achieved the standard of excellence on the Social Studies 9 PAT was 17 per cent while the number of students who achieved an indicator of 4 on their report was 22.0 per cent in 2022-23. Generally, more than 17 per cent of grade 9 students showed excellent understanding of Social Studies concepts.

Diploma examination results for Social Studies 30-1 and 30-2 showed that 22.8 per cent of students achieved the standard of excellence in Social Studies 30-1 and 19.8 per cent achieved this same standard in Social Studies 30-2. High school report card data had 49.4 per cent of Social Studies 30-1 students and 24.3 per cent of Social Studies 30-2 students achieving a final mark in the 80-100% range.

To provide a more comprehensive interpretation of data in support of next steps, Appendix III results were examined. The percentage of the All Students cohort receiving an indicator of 1 or achieving a mark that was below 50% was used for analysis purposes.

- **Celebrate | CTF/CTS and FLA**

  - **French Language Arts**
    - FLA 6 and 9 PAT results for All Students cohort were maintained or improved from 2021-22 across both standards and were above provincial results.
    - FLA 6 PAT results improved in both acceptable and excellence standards from last year for English Language Learners and were above provincial results in both standard categories
    - Students who Self-Identify as Indigenous cohort significantly improved FLA 9 PAT results and outperformed the provincial results in both acceptable and excellence standards.
    - FLA 6 and 9 PAT results improved in both acceptable and excellence standards for Students with Identified Special Education Needs cohort .
    - Standard of excellence in FLA 30-1 diploma result was more aligned with provincial results than in 2021-22 for Students with Identified Special Education Needs cohort.
    - The percentage of Students with Identified Special Education Needs cohort that met the acceptable standard in FLA 30-1 diploma examination was highest of all the CBE cohorts.
  - **Students who Self-Identify as Indigenous**

- Increased percentage of students achieving the standard of excellence across all diploma examinations with the exception of Biology 30.
- Achievement on the Science 30 diploma exam was matched for All Students and Self-Identify as Indigenous cohorts with 25.7 per cent of students in both cohorts achieving the standard of excellence on this diploma examination.
- More than fifty per cent of students in the All Students and Self-Identify as Indigenous cohorts achieved the standard of excellence on the Physics 30 diploma.

- **CTF/CTS**
  - Overall achievement on report cards in CTF/CTS was generally maintained or improved. Increases in report card means for Students who Self-Identify as Indigenous were most noteworthy in Division 2 and 4 for CTF/CTS courses. Additionally, students in grade five achieved the most 3s and 4s on CTF report cards in 2022-23. The high school CTS course cluster with the highest percentage of achievement in the 80-100% range was BIT – Business, Administration, Finance & Information Technology.
- **Students with Identified Special Education Needs**
  - The percentage of students in this cohort that met the acceptable standard in the Science 30 diploma examination was highest of all the CBE cohorts.
  - The number of students achieving the acceptable standard on diploma examinations increased across all diploma examinations with the exception of Chemistry 30.
- **Science, Biology, Chemistry and Physics 30**
  - Increased percentage of All Students cohort achieved the standard of excellence compared to 2021-22.
  - Improvement in acceptable and excellence standards compared to 2021-22 for the English Language Learners cohort.
- **All Students**
  - Increased percentage of students achieving acceptable standard for all diploma examinations with the exception of Chemistry 30.
- **English Language Learners**
  - Outperformed the provincial achievement at the acceptable standard for Social Studies 9 K&E, Science 9 K&E, Science 6 and Social Studies 6 PAT.

- **Areas for Growth | Science, Social Studies, Physical Education**

  - **Science and Social Studies Division 3**
    - For the All Students cohort, Grade 9 students had the greatest percentage of students not meeting grade level in Science and Grade 7 students had the greatest percentage of students not meeting grade level in Social Studies of all grades 1 through 9 on report cards.

- Approximately 40% of Social Studies 9 PAT writers and 34% of Science 9 PAT writers did not meet the acceptable standard for All Students cohort.
- Science and Social Studies 6 and 9 PAT results continued to drop in 2022-23 for All Students, English Language Learners, and Students who Self-Identify as Indigenous cohorts.
- CBE students achieved below the provincial results in 2022-23 on Science and Social Studies 9 K&E PATs and significantly lower than 2021-22 All Student cohort results. The majority of CBE students writing these PATs did not meet the acceptable standard and fewer achieved the standard of excellence.

- **Social Studies Division 4**
  - High school report card grades in Social Studies had the greatest percentage of students not achieving 50% or higher in dash 4 courses.
  - English Language Learners' achievement on Social Studies 30-1 and 30-2 diploma examinations are lowest of all cohorts.
- **Physical Education**
  - Declines in report card means surfaced for All Students and English Language Learners cohorts across all four Divisions, Students with Special Education Needs in Divisions 1, 2, and 3, Students who Self-Identify as Indigenous in Divisions 2, 3, and 4.
  - When All Students cohort data disaggregated by grade are considered, more students struggled to achieve grade level (achieved an indicator of 1) in PE in Division 3 compared to Divisions 1 or 2. High school students had the greatest percentage of students not achieving grade level in Physical Education; most evident in 20 level PE courses.

- **Building Capacity**

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

Professional Learning

- Improving teacher understanding of Middle Years learner identity through the lens of assessment as it relates to:
  - Literacy
  - Mathematics
  - Social Studies
  - Science
  - Student Well-Being
  - Indigenous Education Holistic Lifelong Learning
- Physical Education, Health, and Well-Being Professional Learning Forum.
- Physical Education Drive-Ins focusing on Adaptive Physical Education and Culturally Responsive Teaching in Physical Education (K-12).
- Improving teacher understanding of K-9 Science and Social Studies curriculum / program of studies

- High school Outcomes Based Assessment for Learning Leader and Implementers has specific Social Studies 10-4 (K&E) teacher groupings to provide opportunities for collaboration and capacity building.

Structures & Processes

- Development and implementation of a sustainable, engaging model for the Minecraft design challenge in collaboration with Microsoft, The City of Calgary, and the Calgary Public Library (CPL).
- Collaborative Response to leverage common structures and processes across all settings in support of student learning and those needing higher tiered support.
- Working groups for high school teachers to develop high-quality summative assessment exemplars using outcomes-based assessment.
- Dash 4 (K&E) Social Studies and Science teachers brought together for two half-days to determine outcome weightings, best assessment practices, and task design.

Resources

- K-6 Physical Education and Wellness curriculum implementation support documents.
- Oral communication evaluation tools provided to support teacher teams in assessing in the new FILAL curriculum.
- Resources in key languages will be created that align with the new Science curriculum.
- K-12 Science Companion Guide to support teachers in the development of science learner identity through curriculum / Program of Studies.
- Outcome Based Assessment D2L resources to support student learning in High School Physical Education
- Middle Years Leadership packages to support best practices for assessment in Physical Education outcomes and whole-school Well-Being.
- High-quality task and summative assessment exemplars to support high school teachers implementing outcomes-based assessment.
- High School Assessment and Reporting Guides for Science 10 and Social Studies 10 to support outcomes-based assessment and reporting.
- Additional Science Specialist hired.

Targets |

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

Given the impact that unprecedented enrolment growth, increased classroom complexity, and high levels of staff and student absenteeism had on the ability of

teachers to collect a robust body of evidence and the impact of the introduction of both new curriculum and new reporting stems and processes at the Division 1 levels and new outcomes-based assessment practices for Division 4 students may have on report card data, consideration should be given to understanding these implications in the development of new baselines from which to measure improvement.

This means that the work to improve student learning will likely not be significantly reflected in the particular Results 2 indicators for the 2023-24 school year. We do expect to see incremental growth with respect to many of the measures on School Development Plans and are closely monitoring these measures at each school.

It is for these reasons no targets have been set for 2023-24 in this report.

APPENDIX

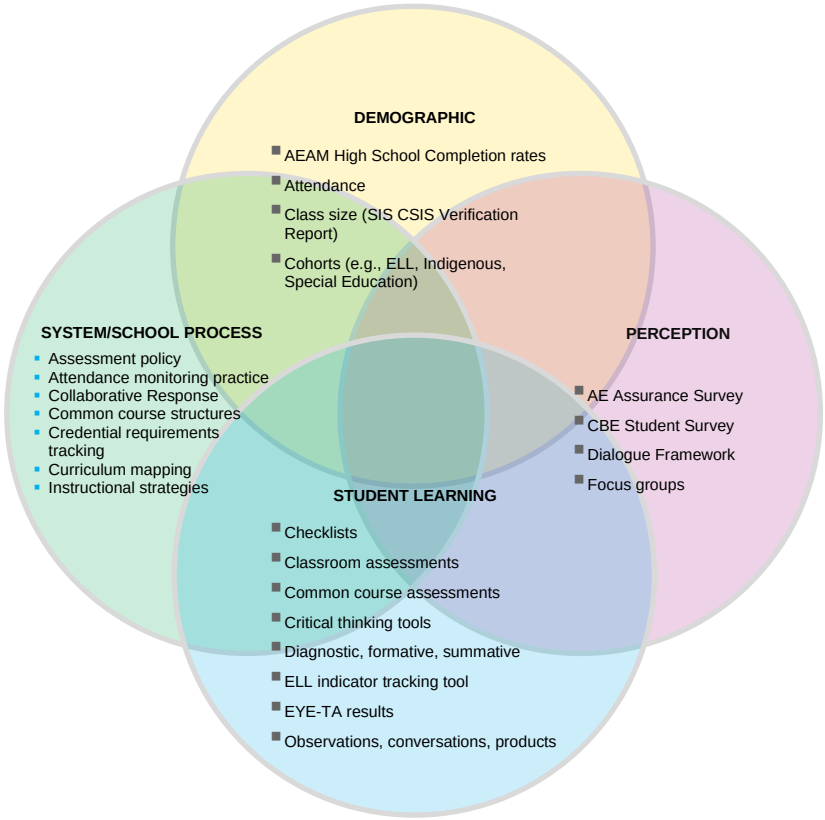
Appendix I: School Data Sources
Appendix II: Summary Tables Indicators 1 to 5
Appendix III: Additional Data Sets by Indicator
Appendix IV: Distribution of Codes

ATTACHMENT

Attachment I: Criteria for High School Completion Categories

appendix

I. School Data Sources



School data fall into four categories.

- Demographic Data: establish the characteristics of the school population.
- Perception Data: tell us what students, staff, parents are thinking about the learning organization.
- Student Learning Data: provide evidence of student achievement against learning outcomes.
- School Process Data: are the actions taken to achieve the purpose of the school.

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

School Development Planning

Each year, with input from internal and external stakeholders, the schools prepare development plans. 2021-22 was the second year of a three-year school development plan (SDP) that included a literacy, Mathematics and well-being goal. SDPs include data-informed student goals, instructional actions, resources, key outcomes, and measures (including baseline data for each measure).

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

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

System Guiding Documents

CBE developed and updated *Literacy Framework*, *Mathematics Framework*, *Indigenous Education Holistic Lifelong Learning Framework*, *Well-Being Framework,* Assessment and Reporting in CBE, and CBE Understanding Grade Level Reading and Writing documents and accompanying checklists, were used by teachers to assess student understanding based on high impact teaching strategies. These measures supported teachers in identifying gaps and deciding what targeted, intentional teaching strategies to implement next as they reviewed student work and set new targets.

Professional Learning Communities

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

Team Meetings

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

identify the extent to which students were learning the outcomes in the programs of study.

School-Based Professional Learning

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

Early Years Evaluation - Teacher Assessment (EYE-TA)

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

English Language Learning (ELL) Proficiency Benchmarks

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

Attendance Tracking

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

School Learning Team (SLT)

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

Area Learning Team (ALT)

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

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

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

II. Summary Tables Indicators 1 to 5

Indicator 1

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	81.1	80.7	65.2	72.8	49.6	57.0	66.2	66.2
4-Year	87.1	86.5	78.8	85.0	53.5	65.8	76.1	75.0
5-Year	88.6	88.6	84.4	88.7	60.2	71.3	77.7	78.2

	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	Achievement	Intermediate	Intermediate	Very Low	Low	Very Low	Very Low	Low	Low
	Improvement	Maintained	Declined Significantly	Maintained	Declined Significantly	Improved	Declined	Maintained	Maintained
	Overall	Acceptable	Issue	Concern	Concern	Issue	Concern	Issue	Issue

Indicator 2

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

Division	All Students	ELL	Indigenous	Special Ed
Division 1	2.90	2.79	2.42	2.39
Division 2	2.91	2.77	2.43	2.58
Division 3	2.89	2.73	2.40	2.55
Division 4	70.0	65.0	59.6	64.6

Division 2 results separated by curriculum in English Language Arts

Curriculum	All Students	ELL	Indigenous	Special Ed
new curriculum	2.86 (25812)	2.71 (9603)	2.42 (1074)	2.56 (3953)
old curriculum	2.93 (81902)	2.79 (27442)	2.43 (3074)	2.58 (11918)

B. Student report card results as a mean within Mathematics

Division	All Students	ELL	Indigenous	Special Ed
Division 1	3.04	2.89	2.56	2.51
Division 2	2.95	2.88	2.29	2.59
Division 3	2.84	2.75	2.25	2.45
Division 4	70.9	66.2	59.5	64.1

Division 2 results separated by curriculum in Mathematics

Curriculum	All Students	ELL	Indigenous	Special Ed
new curriculum	2.88 (12670)	2.79 (4973)	2.29 (495)	2.55 (1925)
old curriculum	2.97 (43227)	2.91 (15187)	2.28 (1611)	2.60 (6360)

Indicator 3

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

ELA 6	All Students	ELL	Indigenous	Special Ed
Acc	81.0	77.0	56.3	62.7
Ex	20.0	13.9	7.8	7.6
Math 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	70.6	68.1	33.9	47.5
Ex	20.0	18.7	4.3	8.9
ELA 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	73.6	63.0	37.8	51.9
Ex	14.6	5.8	5.1	5.4
ELA 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	54.4	37.5	*	55.4
Ex	8.9	0.0	*	3.6
Math 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	57.2	49.4	24.3	33.1
Ex	15.9	12.6	4.7	5.4
Math 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	39.1	24.0	45.5	38.4
Ex	9.1	0.0	18.2	5.5

Division 2 results separated by curriculum in Science 6

Curriculum	All Students	ELL	Indigenous	Special Ed
new curriculum	2.98 (739)	2.98 (162)	2.63 (38)	2.48 (132)
old curriculum	2.93 (55259)	2.81 (19250)	2.37 (2197)	2.56 (9253)

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

ELA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	86.3	64.5	86.3	84.4
Ex	14.4	3.0	12.1	9.3
ELA 30-2	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	86.9	73.2	91.5	87.1
Ex	15.6	6.9	15.5	17.9
Math 30-1	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	78.4	65.0	75.0	71.3
Ex	40.1	31.8	21.2	26.9
Math 30-2	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	77.4	64.7	82.5	77.7
Ex	19.8	12.2	17.5	20.7

Indicator 4

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.24	3.07	3.21	2.97
Division 3	3.12	2.95	2.74	2.90
Division 4	81.5	76.5	75.1	77.8
FPA	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.06	2.94	2.82	2.70
Division 2	3.11	2.99	2.79	2.84
Division 3	3.14	2.93	3.02	2.90
Division 4	82.1	75.9	72.0	78.4
French	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.11	3.08	2.83	2.63
Division 2	3.07	3.06	3.02	2.76
Division 3	3.01	2.93	2.79	2.69
Division 4	78.7	79.5	76.1	74.4
Languages	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.00	3.07	2.63	2.44
Division 2	3.01	2.99	2.62	2.63

Division 3	3.07	2.95	2.74	2.75
Division 4	83.4	80.0	68.0	75.9
Physical Education	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.10	2.98	2.87	2.70
Division 2	3.16	3.07	2.80	2.91
Division 3	3.07	2.94	2.75	2.88
Division 4	80.4	75.5	66.4	75.8
Science	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.02	2.84	2.66	2.55
Division 2	2.93	2.81	2.38	2.56
Division 3	2.82	2.70	2.30	2.45
Division 4	73.3	67.1	61.1	66.9
Social Studies	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	2.96	2.80	2.62	2.46
Division 2	2.90	2.78	2.36	2.49
Division 3	2.82	2.69	2.30	2.46
Division 4	71.6	66.3	60.7	65.6

Indicator 5

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

FLA 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	85.2	81.0	62.5	73.7
Ex	12.1	14.3	6.3	6.3
Science 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	71.4	66.2	40.1	50.6
Ex	25.4	19.2	8.4	15.9
Social Studies 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	71.4	67.4	37.1	50.1
Ex	19.3	15.7	5.9	9.2
FLA 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	77.3	66.3	68.8	60.6
Ex	11.8	4.2	12.5	3.1

Science 9	All Students	ELL	Indigenous	Special Ed
Acc	66.4	56.7	31.3	45.4
Ex	20.4	12.6	5.6	9.4
Science 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	38.2	41.2	*	40.0
Ex	8.8	0.0	*	8.9
Social Studies 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	60.1	48.8	27.8	39.5
Ex	17.0	8.9	4.9	7.4
Social Studies 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	36.4	50.0	*	34.2
Ex	7.3	0.0	*	2.6

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

FLA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	96.9	*	*	98.0
Ex	8.8	*	*	3.9
Social Studies 30-1	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	88.9	76.3	78.6	85.6
Ex	22.8	10.5	13.1	15.0
Social Studies 30-2	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	82.3	67.6	74.2	78.9
Ex	19.8	11.6	12.3	14.6
Biology 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	88.2	79.4	76.3	83.5
Ex	44.1	32.4	15.8	28.1
Chemistry 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	85.6	76.8	82.0	79.7
Ex	48.2	36.2	38.0	35.8

Physics 30	All Students	ELL	Indigenous	Special Ed
Acc	89.9	86.2	82.4	86.4
Ex	54.2	42.5	52.9	33.1
Science 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	81.2	63.4	71.4	82.0
Ex	25.7	13.0	25.7	20.1

III. Additional Data Sets by Indicator

Indicator 1: Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.

	Measure Evaluation	CBE All	CBE ELL	CBE Indigenous	CBE Special Ed
3-Year	Achievement	Intermediate	Very Low	Very Low	Low
	Improvement	Maintained	Maintained	Improved	Maintained
	Overall	Acceptable	Concern	Issue	Issue

	Measure Evaluation	CBE All	CBE ELL	CBE Indigenous	CBE Special Ed
4-Year	Achievement	Intermediate	Intermediate	Very Low	Low
	Improvement	Improved Significantly	Maintained	Maintained	Improved Significantly
	Overall	Good	Acceptable	Concern	Good

	Measure Evaluation	CBE All	CBE ELL	CBE Indigenous	CBE Special Ed
5-Year	Achievement	Intermediate	Intermediate	Very Low	Low
	Improvement	Improved Significantly	Improved	Improved Significantly	Improved Significantly
	Overall	Good	Good	Acceptable	Good

Number of students within each completion category

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

Rate	Compare	2018-19	2019-20	2020-21	2021-22	2022-23
3-year	High School Diploma	6251	6240	6888	7180	7120
	High School Equivalency Diploma	0	0	0	1	1
	Certificate of High School Achievement	76	83	99	90	97
	Post-Secondary Attendance	21	21	23	22	22
	Apprenticeship	1	2	1	2	1
	Academic Standing	128	137	60	41	65
4-year	High School Diploma	6374	6681	6673	7212	7498
	High School Equivalency Diploma	2	2	1	2	4
	Certificate of High School Achievement	94	89	101	100	105
	Post-Secondary Attendance	66	79	66	46	48
	Apprenticeship	9	12	7	6	11
	Academic Standing	48	51	30	20	15
5-year	High School Diploma	6779	6569	6903	6852	7358
	High School Equivalency Diploma	9	12	6	1	9
	Certificate of High School Achievement	100	101	99	119	106
	Post-Secondary Attendance	106	97	102	94	59
	Apprenticeship	23	14	13	13	16
	Academic Standing	26	22	29	12	16

High School Completion Rates | All Students

Rate	All Students Group	2018-19	2019-20	2020-21	2021-22	2022-23
3-year	CBE	78.0	78.9	82.4	83.0	81.1
	Prov	79.7	80.3	83.4	83.2	80.7
4-year	CBE	81.6	83.3	84.0	86.5	87.1
	Prov	83.3	84.0	85.0	87.1	86.5
5-year	CBE	84.8	84.3	86.0	86.6	88.6
	Prov	85.2	85.3	86.2	87.1	88.6

High School Completion Rates | English Language Learners

Rate	ELL Group	2018-19	2019-20	2020-21	2021-22	2022-23
3-year	CBE	66.5	66.3	68.6	67.3	65.2
	Prov	75.1	74.1	78.7	78.5	72.8
4-year	CBE	72.0	79.4	75.5	80.4	78.8
	Prov	82.8	83.0	83.0	86.4	85.0
5-year	CBE	79.7	75.3	85.0	79.9	84.4
	Prov	86.0	85.0	86.9	86.1	88.7

High School Completion Rates | Students who Self-Identify as Indigenous

Rate	Indigenous Group	2018-19	2019-20	2020-21	2021-22	2022-23
3-year	CBE	40.4	38.9	48.0	48.8	49.6
	Prov	57.1	55.9	62.0	59.5	57.0
4-year	CBE	45.6	46.9	45.4	56.8	53.5
	Prov	60.8	64.2	63.6	68.6	65.8
5-year	CBE	51.6	50.5	53.1	50.7	60.2
	Prov	64.5	65.0	68.1	68.0	71.3

High School Completion Rates | Students with Identified Special Education Needs

Rate	SrEd Group	2018-19	2019-20	2020-21	2021-22	2022-23
3-year	CBE	60.1	61.0	66.9	69.4	66.2
	Prov	62.1	61.9	69.1	68.9	66.2
4-year	CBE	65.8	69.9	71.0	74.1	76.1
	Prov	68.1	69.9	70.7	76.3	75.0
5-year	CBE	67.9	70.3	74.3	75.5	77.7
	Prov	70.6	71.5	73.5	75.1	78.2

Summary High School Completion Rates	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	81.1	80.7	65.2	72.8	49.6	57.0	66.2	66.2
4-Year	87.1	86.5	78.8	85.0	53.5	65.8	76.1	75.0
5-Year	88.6	88.6	84.4	88.7	60.2	71.3	77.7	78.2

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

A. Student results by level of achievement within English Language Arts as measured by student report card stems 2022-23: Grades 1-9.

Legend |

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

Stem 1: Reading*							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	26.7	28.3	21.4	9.8	11.9	2.0
2	2022-23	30.4	29.7	18.7	9.3	9.0	2.9
3	2022-23	30.3	33.6	18.4	6.5	6.7	4.5
4	2022-23	27.8	37.8	18.7	4.8	5.8	5.1
5	2022-23	25.8	39.5	20.9	3.7	5.0	5.1
6	2022-23	23.4	39.6	24.3	3.6	3.9	5.3
7	2022-23	22.8	39.9	27.9	3.1	2.9	3.3
8	2022-23	23.3	42.1	26.0	3.3	2.8	2.5
9	2022-23	22.9	39.4	28.1	4.3	3.0	2.3

*Includes stems: Reads to explore, construct and extend understanding (grades 7-9) and Reads to explore and understand (grades 1-6).

Stem 2: Writing*							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	16.5	32.6	27.1	9.4	11.9	2.5
2	2022-23	15.4	34.0	28.5	9.6	8.9	3.6
3	2022-23	15.5	36.3	28.2	7.9	6.8	5.3
4	2022-23	15.9	39.3	26.2	5.9	6.0	6.7
5	2022-23	16.5	39.8	27.5	4.3	5.0	6.9
6	2022-23	17.4	38.6	29.2	4.0	4.0	6.9
7	2022-23	18.7	39.8	30.7	3.6	2.9	4.4
8	2022-23	18.9	41.0	29.9	4.2	2.7	3.3
9	2022-23	19.4	40.5	29.4	4.6	3.1	3.0

*Includes stems: Writes to develop, organize and express information and ideas (grades 7-9) and Writes to express information and ideas (grades 1-6).

Stem 3: Manages and evaluates information and ideas							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	22.0	41.7	29.2	3.4	2.0	1.5
8	2022-23	22.4	40.7	29.4	4.0	2.0	1.5
9	2022-23	22.1	41.5	27.7	5.0	2.3	1.4

Stem 4: Constructs meaning and makes connections through speaking							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	21.5	46.7	26.5	2.3	2.5	0.6
8	2022-23	22.8	45.7	26.3	2.4	2.1	0.6
9	2022-23	23.8	45.5	24.4	3.2	2.5	0.7

Stem 5: Constructs meaning and makes connections through listening							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	24.5	44.4	25.7	2.7	2.3	0.5
8	2022-23	27.2	43.3	24.9	2.2	2.0	0.4
9	2022-23	28.1	41.5	24.4	3.1	2.4	0.6

Stem 6: Represents ideas and creates understanding through a variety of media							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	19.9	44.6	27.7	2.3	4.6	0.9
2	2022-23	20.3	46.2	26.3	2.4	3.9	0.9
3	2022-23	21.7	46.8	24.6	2.1	3.7	1.1
4	2022-23	23.5	46.3	24.4	1.9	2.9	1.0
5	2022-23	22.8	46.6	25.4	1.6	2.4	1.1
6	2022-23	23.3	44.7	26.4	2.3	2.2	1.1
7	2022-23	24.9	42.5	27.5	3.1	1.6	0.4
8	2022-23	25.7	43.0	25.7	3.3	1.6	0.7
9	2022-23	25.4	42.7	24.3	5.0	1.8	0.8

Stem 7: Makes meaning and connections through oral language							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	22.2	42.7	22.4	1.4	7.8	3.5
2	2022-23	24.4	43.1	22.8	1.4	6.2	2.1
3	2022-23	25.2	44.8	21.9	1.4	4.7	2.1
4	2022-23	25.8	45.4	21.5	1.4	4.0	1.9
5	2022-23	24.3	46.0	23.7	1.1	3.3	1.5
6	2022-23	22.9	45.6	25.4	1.8	3.0	1.3
7	2022-23	*	*	*	*	*	*
8	2022-23	*	*	*	*	*	*
9	2022-23	*	*	*	*	*	*

B. Student results by level of achievement within Mathematics as measured by student report card stems 2022-23: Grades 1-9.

Legend |

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

Stem 1: Develops number sense and applies strategies for computation and estimation							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	25.5	39.2	27.0	5.4	0.4	2.5
8	2022-23	27.1	37.2	27.7	6.0	0.4	1.6
9	2022-23	25.2	34.0	29.9	7.8	0.9	2.2

Stem 2: Uses algebraic reasoning to represent patterns and relationships							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	28.0	36.4	26.5	6.8	0.4	1.8
8	2022-23	28.3	34.8	26.4	8.3	0.6	1.5
9	2022-23	25.1	32.7	29.2	10.0	1.0	2.0

Stem 3: Applies spatial reasoning and measurement to make sense of the natural world							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	26.0	38.8	27.0	6.2	0.5	1.5
8	2022-23	27.4	37.1	26.7	7.1	0.5	1.2
9	2022-23	24.4	34.8	29.4	8.7	1.0	1.8

Stem 4: Uses probability and data to make predictions and answer questions							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	24.7	38.7	27.9	6.5	0.6	1.6
8	2022-23	27.1	36.5	28.4	6.0	0.8	1.2
9	2022-23	26.0	37.2	28.3	5.9	1.3	1.3

Stem 5: Understands and applies concepts related to number, patterns (and algebra)							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	30.4	39.3	21.8	5.9	2.0	0.7
2	2022-23	31.1	37.7	21.9	6.4	1.9	1.0
3	2022-23	29.4	39.3	22.1	5.7	1.4	2.1
4	2022-23	29.2	38.5	22.7	5.5	0.9	3.0
5	2022-23	29.8	38.0	22.0	5.3	1.0	3.9
6	2022-23	29.5	35.1	24.1	6.4	0.9	4.0
7	2022-23	*	*	*	*	*	*
8	2022-23	*	*	*	*	*	*
9	2022-23	*	*	*	*	*	*

Stem 6: Understands and applies concepts related to measurement, geometry (and statistics)							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	30.7	43.8	19.6	2.9	2.4	0.5
2	2022-23	30.3	43.8	20.2	3.1	2.1	0.6
3	2022-23	28.6	42.7	21.7	3.9	1.7	1.3
4	2022-23	28.1	42.4	22.9	3.6	1.1	1.9
5	2022-23	27.6	41.2	23.7	3.7	1.2	2.6

6	2022-23	27.2	37.0	26.7	5.1	1.1	3.0
7	2022-23	*	*	*	*	*	*
8	2022-23	*	*	*	*	*	*
9	2022-23	*	*	*	*	*	*

C. Student results by level of achievement within English Language Arts as measured by student report cards 2022-23: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2022-23	38.1	40.7	19.0	2.2
10-2	2022-23	11.8	30.2	43.9	14.1
10-4	2022-23	11.2	26.1	43.6	19.2
20-1	2022-23	39.9	40.3	17.5	2.3
20-2	2022-23	12.5	33.0	43.6	10.9
20-4	2022-23	14.4	30.1	42.8	12.7
30-1	2022-23	38.0	40.7	16.8	4.5
30-2	2022-23	14.8	41.7	34.1	9.4
30-4	2022-23	20.7	35.0	36.0	8.4

D. Student results by level of achievement within Mathematics as measured by student report cards 2022-23: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10C	2022-23	46.3	22.2	21.9	9.6
10-3	2022-23	24.6	25.2	35.8	14.3
10-4	2022-23	21.2	23.4	33.9	21.5
20-1	2022-23	50.0	23.8	19.4	6.8
20-2	2022-23	15.0	30.0	39.6	15.4
20-3	2022-23	19.6	27.8	41.6	11.0
20-4	2022-23	26.3	27.3	33.8	12.6
30-1	2022-23	49.6	24.9	16.6	8.9
30-2	2022-23	24.6	33.4	29.5	12.6
30-3	2022-23	21.1	27.6	38.9	12.4
31	2022-23	74.2	15.2	7.6	3.0

Indicator 3: The Measure Evaluations of and the percentage of students who achieved the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

A. All Students Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	87.8	19.7	n/a	n/a	n/a	n/a	80.7	21.1	81.0	20.0
	Prov	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4
Math 6	CBE	78.8	18.6	n/a	n/a	n/a	n/a	67.4	14.3	70.6	20.0
	Prov	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9
ELA 9	CBE	76.7	15.6	n/a	n/a	n/a	n/a	72.5	15.7	73.6	14.6
	Prov	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4
ELA 9 K&E	CBE	53.4	6.8	n/a	n/a	n/a	n/a	57.3	4.3	54.4	8.9
	Prov	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7
Math 9	CBE	64.0	23.6	n/a	n/a	n/a	n/a	59.0	21.4	57.2	15.9
	Prov	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5
Math 9 K&E	CBE	54.7	12.0	n/a	n/a	n/a	n/a	55.1	13.8	39.1	9.1
	Prov	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3

B. All Students Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	86.9	15.4	n/a	n/a	n/a	n/a	81.6	13.9	86.3	14.4
	Prov	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5
ELA 30-2	CBE	86.9	14.7	n/a	n/a	n/a	n/a	81.9	15.8	86.9	15.6
	Prov	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7
Math 30-1	CBE	83.4	45.5	n/a	n/a	n/a	n/a	66.5	24.4	78.4	40.1
	Prov	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0
Math 30-2	CBE	77.7	19.6	n/a	n/a	n/a	n/a	68.1	15.1	77.4	19.8
	Prov	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2

C. English Language Learners Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	84.2	14.9	n/a	n/a	n/a	n/a	78.1	16.8	77.0	13.9
	Prov	81.3	13.8	n/a	n/a	n/a	n/a	76.8	16.0	73.9	13.9
Math 6	CBE	76.5	18.9	n/a	n/a	n/a	n/a	66.1	14.4	68.1	18.7
	Prov	72.7	14.5	n/a	n/a	n/a	n/a	65.3	13.1	64.9	15.2
ELA 9	CBE	63.9	6.7	n/a	n/a	n/a	n/a	62.0	8.3	63.0	5.8
	Prov	63.4	6.8	n/a	n/a	n/a	n/a	61.9	7.0	62.2	6.6
ELA 9 K&E	CBE	44.4	0.0	n/a	n/a	n/a	n/a	74.1	0.0	37.5	0.0
	Prov	49.7	2.1	n/a	n/a	n/a	n/a	45.7	2.4	34.9	1.3
Math 9	CBE	56.3	21.2	n/a	n/a	n/a	n/a	50.6	15.8	49.4	12.6
	Prov	53.3	16.3	n/a	n/a	n/a	n/a	47.0	12.9	50.1	12.0
Math 9 K&E	CBE	40.0	8.0	n/a	n/a	n/a	n/a	60.0	8.6	24.0	0.0
	Prov	54.0	15.0	n/a	n/a	n/a	n/a	54.5	9.8	39.5	5.6

D. English Language Learners Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	67.9	3.4	n/a	n/a	n/a	n/a	60.5	2.0	64.5	3.0
	Prov	68.1	3.3	n/a	n/a	n/a	n/a	55.5	2.6	63.3	3.7
ELA 30-2	CBE	74.0	5.2	n/a	n/a	n/a	n/a	66.2	2.6	73.2	6.9
	Prov	73.1	4.8	n/a	n/a	n/a	n/a	63.9	3.7	71.5	5.5
Math 30-1	CBE	77.2	36.9	n/a	n/a	n/a	n/a	50.0	19.1	65.0	31.8
	Prov	71.7	27.6	n/a	n/a	n/a	n/a	52.2	19.2	61.1	23.1
Math 30-2	CBE	71.5	12.1	n/a	n/a	n/a	n/a	58.6	8.3	64.7	12.2
	Prov	68.8	11.6	n/a	n/a	n/a	n/a	46.9	6.3	58.5	9.7

E. Students who Self-Identify as Indigenous Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	69.7	6.6	n/a	n/a	n/a	n/a	57.9	8.3	56.3	7.8
	Prov	71.6	6.3	n/a	n/a	n/a	n/a	58.2	7.4	60.6	7.1
Math 6	CBE	49.7	3.3	n/a	n/a	n/a	n/a	35.4	2.9	33.9	4.3
	Prov	50.5	4.2	n/a	n/a	n/a	n/a	40.3	3.7	42.0	5.6
ELA 9	CBE	46.2	2.8	n/a	n/a	n/a	n/a	39.1	3.7	37.8	5.1
	Prov	55.0	4.2	n/a	n/a	n/a	n/a	49.4	3.6	49.2	4.4
ELA 9 K&E	CBE	41.7	8.3	n/a	n/a	n/a	n/a	39.1	0.0	*	*
	Prov	56.3	5.0	n/a	n/a	n/a	n/a	46.7	5.0	43.8	3.7
Math 9	CBE	23.3	3.4	n/a	n/a	n/a	n/a	21.0	2.2	24.3	4.7
	Prov	31.5	5.4	n/a	n/a	n/a	n/a	26.3	4.1	28.7	3.8
Math 9 K&E	CBE	42.9	6.1	n/a	n/a	n/a	n/a	30.0	3.3	45.5	18.2
	Prov	55.0	11.4	n/a	n/a	n/a	n/a	48.1	6.0	48.9	11.1

*Data values have been suppressed where the number of respondents/students is fewer than 6.

F. Students who Self-Identify as Indigenous Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	85.0	8.0	n/a	n/a	n/a	n/a	79.6	2.0	86.3	12.1
	Prov	84.4	5.4	n/a	n/a	n/a	n/a	73.5	4.4	78.3	6.1
ELA 30-2	CBE	89.4	18.3	n/a	n/a	n/a	n/a	85.7	9.5	91.5	15.5
	Prov	88.4	9.7	n/a	n/a	n/a	n/a	82.1	9.2	86.5	9.9
Math 30-1	CBE	68.1	19.1	n/a	n/a	n/a	n/a	41.2	5.9	75.0	21.2
	Prov	61.7	18.2	n/a	n/a	n/a	n/a	50.9	10.5	60.6	15.0
Math 30-2	CBE	92.5	17.5	n/a	n/a	n/a	n/a	75.9	6.9	82.5	17.5
	Prov	72.0	12.0	n/a	n/a	n/a	n/a	55.2	7.3	65.8	12.1

G. Students with Identified Special Education Needs Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	73.0	8.4	n/a	n/a	n/a	n/a	59.9	8.2	62.7	7.6
	Prov	60.7	5.1	n/a	n/a	n/a	n/a	51.7	5.6	51.8	5.5
Math 6	CBE	57.8	8.1	n/a	n/a	n/a	n/a	42.8	5.9	47.5	8.9
	Prov	44.7	5.0	n/a	n/a	n/a	n/a	36.6	4.4	38.2	5.8
ELA 9	CBE	57.6	7.7	n/a	n/a	n/a	n/a	49.8	5.4	51.9	5.4
	Prov	49.9	5.3	n/a	n/a	n/a	n/a	40.6	2.7	46.0	4.1
ELA 9 K&E	CBE	51.9	6.7	n/a	n/a	n/a	n/a	50.6	3.7	55.4	3.6
	Prov	55.5	5.0	n/a	n/a	n/a	n/a	46.5	3.5	50.2	5.2
Math 9	CBE	40.9	9.1	n/a	n/a	n/a	n/a	31.9	7.3	33.1	5.4
	Prov	32.8	6.2	n/a	n/a	n/a	n/a	28.3	5.4	28.0	4.1
Math 9 K&E	CBE	52.4	11.9	n/a	n/a	n/a	n/a	50.9	8.9	38.4	5.5
	Prov	53.6	9.7	n/a	n/a	n/a	n/a	49.0	8.3	47.5	9.9

H. Students with Identified Special Education Needs Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	84.9	10.3	n/a	n/a	n/a	n/a	76.1	11.2	84.4	9.3
	Prov	81.0	7.4	n/a	n/a	n/a	n/a	70.8	7.0	79.3	6.9
ELA 30-2	CBE	87.7	14.8	n/a	n/a	n/a	n/a	85.1	17.3	87.1	17.9
	Prov	83.1	9.3	n/a	n/a	n/a	n/a	75.1	8.9	82.4	10.1
Math 30-1	CBE	76.2	31.8	n/a	n/a	n/a	n/a	57.9	19.9	71.3	26.9
	Prov	72.8	27.2	n/a	n/a	n/a	n/a	53.6	14.7	65.4	20.7
Math 30-2	CBE	77.3	17.5	n/a	n/a	n/a	n/a	64.6	13.2	77.7	20.7
	Prov	71.2	12.9	n/a	n/a	n/a	n/a	56.6	9.5	67.4	12.9

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

A. Student results by level of achievement within Career & Technology Foundations as measured by student report cards 2022-23: Grades 1-9.

Legend |

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

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
5	2022-23	36.6	49.5	12.9	0.1	0.9	0.1
6	2022-23	31.9	52.2	14.6	1.1	0.0	0.2
7	2022-23	33.3	47.5	17.4	1.6	0.1	0.1
8	2022-23	32.7	45.9	19.2	1.9	0.1	0.1
9	2022-23	32.0	38.2	27.2	2.3	0.1	0.1

B. Student results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2022-23: high school courses.

Legend |

The CTS Programs of Study are organized into five clusters:

- BIT – Business, Administration, Finance & Information Technology
- HRH – Health, Recreation & Human Services
- MDC – Media, Design & Communication Arts
- NAT – Natural Resources
- TMT – Trades, Manufacturing & Transportation

Cluster	Year	Level of Achievement Percentages by Cluster			
		80-100%	65-79%	50-64%	0-49%
BIT	2022-23	68.5	17.4	10.9	3.2
HRH	2022-23	68.2	17.5	10.0	4.3
MDC	2022-23	68.0	17.3	11.2	3.5
NAT	2022-23	64.0	20.9	11.2	3.9
TMT	2022-23	60.4	25.2	11.6	2.8

C. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2022-23: Grades 1-9.

Legend |

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

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

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

1 – The student is not meeting grade level expectations.

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

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

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2022-23	23.8	55.0	19.0	0.7	1.2	0.4
2	2022-23	26.4	54.9	16.8	0.6	1.1	0.3
3	2022-23	26.1	54.6	17.7	0.5	0.8	0.1
4	2022-23	29.4	52.6	16.5	0.5	0.7	0.2
5	2022-23	29.5	51.1	17.9	0.7	0.6	0.1
6	2022-23	29.8	49.8	18.8	0.9	0.6	0.2
7	2022-23	35.2	42.4	19.5	2.9	0.1	0.1
8	2022-23	37.6	40.6	19.4	2.3	0.1	0.0

9	2022-23	41.3	37.7	18.0	2.8	0.0	0.2

D. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2022-23: high school courses.

Level	Year	Level of Achievement Percentages by Level			
		80-100%	65-79%	50-64%	0-49%
10	2022-23	66.5	16.7	12.0	4.9
20	2022-23	74.3	14.6	8.7	2.4
30	2022-23	80.7	11.4	6.3	1.5

E. Student results by level of achievement within French Language Arts as measured by student report cards 2022-23: Grades 1-9.

Legend |

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

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2022-23	40.0	37.7	19.0	2.9	*	0.4
2	2022-23	33.0	40.7	19.4	5.9	*	0.9
3	2022-23	33.3	42.4	19.7	3.0	*	1.6
4	2022-23	28.4	46.5	21.3	1.2	*	2.6
5	2022-23	34.4	48.1	15.1	0.7	*	1.6
6	2022-23	24.4	48.3	23.7	2.3	*	1.3
7	2022-23	26.9	44.9	24.5	2.7	*	1.0
8	2022-23	29.8	42.6	24.2	2.7	*	0.7

9	2022-23	30.1	46.4	21.3	1.9	*	0.3

F. Student results by level of achievement within French Language Arts as measured by student report cards 2022-23: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2022-23	50.6	36.9	12.1	0.3
10-2	2022-23	*	*	*	*
20-1	2022-23	63.2	31.4	5.0	0.4
20-2	2022-23	62.5	18.8	14.6	4.2
30-1	2022-23	52.4	42.0	5.1	0.6
30-2	2022-23	65.1	20.8	13.4	0.7

G. Student results by level of achievement within Languages as measured by student report cards 2022-23: Grades 1-9.

Legend |

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

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2022-23	28.0	45.0	23.3	2.9	0.2	0.5
2	2022-23	29.8	44.5	21.3	3.6	0.1	0.7
3	2022-23	29.2	42.2	25.6	1.9	0.3	0.8
4	2022-23	26.4	47.7	21.9	1.4	1.5	1.0
5	2022-23	26.6	48.3	20.8	1.5	2.0	0.9

6	2022-23	25.8	46.5	24.2	1.0	1.6	0.9
7	2022-23	35.0	42.4	20.7	1.6	0.1	0.3
8	2022-23	31.4	43.4	21.7	2.9	0.0	0.6
9	2022-23	34.0	40.4	22.3	3.1	0.0	0.2

H. Student results by level of achievement within Languages as measured by student report cards 2022-23: high school courses.

Level	Year	Level of Achievement Percentages by Level			
		80-100%	65-79%	50-64%	0-49%
10	2022-23	64.4	18.4	12.9	4.2
20	2022-23	75.5	13.8	8.2	2.5
30	2022-23	79.3	14.0	5.4	1.3

I. Student results by level of achievement within Physical Education as measured by student report cards 2022-23: Grades 1-9.

Legend |

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

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2022-23	25.3	55.0	17.4	1.1	0.4	0.7
2	2022-23	29.6	53.8	15.0	0.6	0.3	0.7
3	2022-23	29.5	54.4	14.4	0.7	0.2	0.8
4	2022-23	32.4	52.5	13.4	0.6	0.1	0.8
5	2022-23	31.9	53.5	13.4	0.6	0.1	0.4

6	2022-23	30.5	52.7	15.5	0.6	0.0	0.5
7	2022-23	27.4	53.0	18.0	1.5	0.0	0.1
8	2022-23	28.7	51.3	18.1	1.7	0.0	0.2
9	2022-23	29.1	50.2	18.6	2.0	0.0	0.2

J. Student results by level of achievement within Physical Education as measured by student report cards 2022-23: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10	2022-23	67.4	18.8	9.9	3.9
20	2022-23	67.1	18.3	9.4	5.2
30	2022-23	71.1	15.7	9.7	3.4

K. Student results by level of achievement within Science as measured by student report cards 2022-23: Grades 1-9.

Legend |

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

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2022-23	24.8	47.3	21.1	1.3	4.5	1.0
2	2022-23	25.5	47.2	21.0	1.6	3.9	0.8
3	2022-23	24.8	46.2	22.3	2.2	3.7	0.9
4	2022-23	24.9	46.5	22.5	2.2	2.9	1.0
5	2022-23	24.1	45.7	24.2	2.2	2.7	1.1

6	2022-23	21.4	43.3	27.7	3.7	2.5	1.3
7	2022-23	19.2	44.6	30.3	3.8	1.4	0.6
8	2022-23	22.8	40.5	29.6	5.1	1.3	0.8
9	2022-23	23.7	39.0	28.9	5.7	1.8	0.9

L. Student results by level of achievement within Science as measured by student report cards 2022-23: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
Science 10	2022-23	40.7	27.3	24.3	7.8
Science 14	2022-23	19.8	29.1	36.2	14.9
Science 10-4	2022-23	14.9	25.9	37.6	21.6
Biology 20	2022-23	48.1	27.0	21.1	3.8
Chemistry 20	2022-23	53.3	23.3	17.2	6.2
Physics 20	2022-23	48.9	27.4	19.0	4.8
Science 20	2022-23	20.4	34.2	35.7	9.7
Science 24	2022-23	23.4	35.4	33.9	7.3
Science 20-4	2022-23	12.9	33.1	38.8	15.2
Biology 30	2022-23	52.0	26.3	16.3	5.4
Chemistry 30	2022-23	56.4	23.9	14.5	5.1
Physics 30	2022-23	62.5	22.2	11.0	4.3
Science 30	2022-23	31.0	32.4	27.5	9.1

M. Student results by level of achievement within Social Studies as measured by student report cards 2022-23: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.
3 – The student has demonstrated good achievement of grade level expectations.
2 – The student has demonstrated basic achievement of grade level expectations.
1 – The student is not meeting grade level expectations.
ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

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

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2022-23	21.4	48.3	23.2	1.6	4.7	0.9
2	2022-23	22.8	46.8	23.2	2.1	4.4	0.8
3	2022-23	22.4	45.8	24.3	2.7	3.8	1.0
4	2022-23	22.9	45.3	24.6	2.7	3.4	1.2
5	2022-23	22.4	44.9	26.2	2.4	3.0	1.2
6	2022-23	21.6	42.7	27.7	3.8	2.8	1.4
7	2022-23	20.3	41.3	31.1	4.2	2.0	1.0
8	2022-23	23.0	40.7	29.6	3.9	1.9	1.0
9	2022-23	22.0	41.0	28.6	5.4	2.1	0.9

N. Students results by level of achievement within Social Studies as measured by student report cards 2022-23: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2022-23	49.4	34.7	14.4	1.5
10-2	2022-23	14.8	29.6	41.8	13.8
10-4	2022-23	12.8	26.6	41.2	19.4
20-1	2022-23	50.9	33.5	14.2	1.4
20-2	2022-23	17.0	31.3	41.7	10.0
20-4	2022-23	19.2	29.5	42.4	8.9
30-1	2022-23	49.4	35.2	13.8	1.7
30-2	2022-23	24.3	34.9	32.6	8.2

Indicator 5: The Measure Evaluations of the French Language Arts (FLA), Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

A. All Students Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	93.2	19.0	n/a	n/a	n/a	n/a	85.3	8.8	85.2	12.1
	Prov	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5
Science 6	CBE	81.2	31.0	n/a	n/a	n/a	n/a	77.2	26.9	71.4	25.4
	Prov	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8
Social Studies 6	CBE	83.0	29.3	n/a	n/a	n/a	n/a	74.1	22.0	71.4	19.3
	Prov	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0
FLA 9	CBE	82.3	10.1	n/a	n/a	n/a	n/a	74.6	8.9	77.3	11.8
	Prov	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9
Science 9	CBE	75.8	27.4	n/a	n/a	n/a	n/a	69.9	26.0	66.4	20.4
	Prov	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1
Science 9 K&E	CBE	51.6	10.3	n/a	n/a	n/a	n/a	55.1	9.2	38.2	8.8
	Prov	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9
Social Studies 9	CBE	71.9	21.8	n/a	n/a	n/a	n/a	65.8	18.4	60.1	17.0
	Prov	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9
Social Studies 9 K&E	CBE	52.5	11.5	n/a	n/a	n/a	n/a	59.6	14.9	36.4	7.3
	Prov	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6

B. English Language Learner Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	89.3	16.1	n/a	n/a	n/a	n/a	75.8	7.6	81.0	14.3
	Prov	89.5	21.5	n/a	n/a	n/a	n/a	74.0	11.6	75.5	13.8
Science 6	CBE	78.0	26.0	n/a	n/a	n/a	n/a	74.7	23.1	66.2	19.2
	Prov	76.4	23.5	n/a	n/a	n/a	n/a	72.0	21.0	64.7	17.2

Social Studies 6	CBE	80.0	24.9	n/a	n/a	n/a	n/a	72.2	18.5	67.4	15.7
	Prov	74.8	20.5	n/a	n/a	n/a	n/a	68.4	17.9	65.4	15.7
FLA 9	CBE	77.8	15.9	n/a	n/a	n/a	n/a	64.7	7.1	66.3	4.2
	Prov	79.1	13.9	n/a	n/a	n/a	n/a	64.0	10.1	71.1	11.3
Science 9	CBE	66.1	17.7	n/a	n/a	n/a	n/a	61.4	16.7	56.7	12.6
	Prov	66.0	18.1	n/a	n/a	n/a	n/a	55.8	13.7	59.4	15.0
Science 9 K&E	CBE	50.0	0.0	n/a	n/a	n/a	n/a	61.9	4.8	41.2	0.0
	Prov	61.1	6.0	n/a	n/a	n/a	n/a	52.3	2.8	33.1	3.3
Social Studies 9	CBE	61.2	13.3	n/a	n/a	n/a	n/a	53.5	10.5	48.8	8.9
	Prov	59.6	14.1	n/a	n/a	n/a	n/a	54.5	12.6	50.4	11.0
Social Studies 9 K&E	CBE	50.0	12.5	n/a	n/a	n/a	n/a	84.2	15.8	50.0	0.0
	Prov	57.7	12.3	n/a	n/a	n/a	n/a	64.1	11.7	39.4	1.5

C. Student who Self-Identify as Indigenous Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	76.9	0.0	n/a	n/a	n/a	n/a	86.7	13.3	62.5	6.3
	Prov	81.3	6.6	n/a	n/a	n/a	n/a	63.7	6.4	65.9	5.3
Science 6	CBE	51.2	8.2	n/a	n/a	n/a	n/a	51.2	10.5	40.1	8.4
	Prov	59.2	11.9	n/a	n/a	n/a	n/a	51.2	9.7	46.0	9.0
Social Studies 6	CBE	56.9	9.4	n/a	n/a	n/a	n/a	45.6	6.6	37.1	5.9
	Prov	57.7	8.9	n/a	n/a	n/a	n/a	46.8	7.3	45.3	6.5
FLA 9	CBE	54.5	0.0	n/a	n/a	n/a	n/a	46.2	0.0	68.8	12.5
	Prov	67.7	5.4	n/a	n/a	n/a	n/a	53.3	5.2	65.4	4.4
Science 9	CBE	38.7	6.2	n/a	n/a	n/a	n/a	35.9	5.8	31.3	5.6
	Prov	52.8	10.2	n/a	n/a	n/a	n/a	49.3	8.5	42.1	7.1
Science 9 K&E	CBE	30.4	4.3	n/a	n/a	n/a	n/a	44.4	0.0	*	*
	Prov	56.2	6.1	n/a	n/a	n/a	n/a	53.3	9.7	48.4	8.2
Social Studies 9	CBE	36.6	5.1	n/a	n/a	n/a	n/a	33.1	5.6	27.8	4.9
	Prov	44.7	6.8	n/a	n/a	n/a	n/a	34.7	4.1	34.1	4.9
Social Studies 9 K&E	CBE	39.1	4.3	n/a	n/a	n/a	n/a	31.8	0.0	*	*
	Prov	53.9	12.9	n/a	n/a	n/a	n/a	41.3	9.1	45.4	7.3

D. Students with Identified Special Education Needs Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	86.5	5.2	n/a	n/a	n/a	n/a	69.7	2.8	73.7	6.3
	Prov	71.8	5.5	n/a	n/a	n/a	n/a	58.5	2.5	65.4	5.1
Science 6	CBE	62.3	17.2	n/a	n/a	n/a	n/a	55.5	15.6	50.6	15.9
	Prov	54.4	13.1	n/a	n/a	n/a	n/a	47.4	10.9	43.7	11.0
Social Studies 6	CBE	64.6	14.6	n/a	n/a	n/a	n/a	50.1	10.2	50.1	9.2
	Prov	51.3	9.8	n/a	n/a	n/a	n/a	42.1	7.4	41.4	7.0
FLA 9	CBE	66.7	3.0	n/a	n/a	n/a	n/a	58.3	1.9	60.6	3.1
	Prov	64.7	5.2	n/a	n/a	n/a	n/a	52.1	1.5	54.3	3.1
Science 9	CBE	57.5	14.3	n/a	n/a	n/a	n/a	48.4	12.9	45.4	9.4
	Prov	51.3	11.5	n/a	n/a	n/a	n/a	43.0	8.5	42.4	8.2
Science 9 K&E	CBE	52.6	13.7	n/a	n/a	n/a	n/a	53.5	11.3	40.0	8.9
	Prov	60.4	10.8	n/a	n/a	n/a	n/a	56.0	12.3	54.3	11.1
Social Studies 9	CBE	52.0	11.6	n/a	n/a	n/a	n/a	42.7	7.9	39.5	7.4
	Prov	43.5	8.6	n/a	n/a	n/a	n/a	36.9	6.4	34.4	5.7
Social Studies 9 K&E	CBE	52.1	10.6	n/a	n/a	n/a	n/a	52.2	13.4	34.2	2.6
	Prov	52.7	12.6	n/a	n/a	n/a	n/a	49.6	13.6	49.2	12.7

E. All Students Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	94.9	18.9	n/a	n/a	n/a	n/a	92.3	5.8	96.9	8.8
	Prov	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1
Social Studies 30-1	CBE	90.7	24.1	n/a	n/a	n/a	n/a	88.0	24.5	88.9	22.8
	Prov	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9
Social Studies 30-2	CBE	83.6	19.4	n/a	n/a	n/a	n/a	80.2	23.8	82.3	19.8
	Prov	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3
Biology 30	CBE	87.8	45.9	n/a	n/a	n/a	n/a	82.9	37.9	88.2	44.1
	Prov	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8
Chemistry 30	CBE	89.4	53.3	n/a	n/a	n/a	n/a	85.8	43.1	85.6	48.2
	Prov	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0

Physics 30	CBE	90.8	56.2	n/a	n/a	n/a	n/a	86.9	47.9	89.9	54.2
	Prov	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9
Science 30	CBE	85.8	33.1	n/a	n/a	n/a	n/a	80.0	21.9	81.2	25.7
	Prov	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1

F. English Language Learners Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	100.0	25.0	n/a	n/a	n/a	n/a	*	*	*	*
	Prov	93.0	20.9	n/a	n/a	n/a	n/a	93.8	12.5	85.2	0.0
Social Studies 30-1	CBE	82.9	12.9	n/a	n/a	n/a	n/a	75.0	11.7	76.3	10.5
	Prov	79.1	9.6	n/a	n/a	n/a	n/a	68.7	9.0	72.7	8.8
Social Studies 30-2	CBE	74.1	11.9	n/a	n/a	n/a	n/a	68.0	13.9	67.6	11.6
	Prov	65.7	7.5	n/a	n/a	n/a	n/a	55.6	7.1	62.5	7.8
Biology 30	CBE	80.2	31.2	n/a	n/a	n/a	n/a	68.8	30.7	79.4	32.4
	Prov	76.6	24.7	n/a	n/a	n/a	n/a	61.0	18.0	72.8	24.7
Chemistry 30	CBE	79.8	44.8	n/a	n/a	n/a	n/a	76.9	33.5	76.8	36.2
	Prov	78.8	34.6	n/a	n/a	n/a	n/a	67.9	23.5	73.5	29.9
Physics 30	CBE	85.6	47.6	n/a	n/a	n/a	n/a	75.6	40.2	86.2	42.5
	Prov	79.3	32.3	n/a	n/a	n/a	n/a	63.1	26.4	75.7	32.3
Science 30	CBE	78.0	19.5	n/a	n/a	n/a	n/a	58.2	12.7	63.4	13.0
	Prov	78.3	21.8	n/a	n/a	n/a	n/a	59.7	11.8	67.4	16.1

G. Students who Self-Identify as Indigenous Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Prov	81.3	0.0	n/a	n/a	n/a	n/a	83.3	0.0	83.8	2.7
Social Studies 30-1	CBE	87.9	12.1	n/a	n/a	n/a	n/a	82.8	10.3	78.6	13.1
	Prov	77.3	7.6	n/a	n/a	n/a	n/a	72.5	7.4	73.0	8.6
Social Studies 30-2	CBE	78.1	8.6	n/a	n/a	n/a	n/a	73.6	8.3	74.2	12.3
	Prov	70.1	5.8	n/a	n/a	n/a	n/a	66.0	5.4	72.3	5.4
Biology 30	CBE	83.0	20.8	n/a	n/a	n/a	n/a	67.6	23.5	76.3	15.8
	Prov	72.6	17.8	n/a	n/a	n/a	n/a	58.9	11.5	72.5	19.1

Chemistry 30	CBE	80.6	41.7	n/a	n/a	n/a	n/a	82.4	17.6	82.0	38.0
	Prov	72.9	23.7	n/a	n/a	n/a	n/a	62.5	15.4	70.0	24.0
Physics 30	CBE	91.7	33.3	n/a	n/a	n/a	n/a	90.0	40.0	82.4	52.9
	Prov	74.1	25.9	n/a	n/a	n/a	n/a	68.6	25.2	72.0	26.8
Science 30	CBE	87.0	21.7	n/a	n/a	n/a	n/a	91.7	0.0	71.4	25.7
	Prov	84.1	19.5	n/a	n/a	n/a	n/a	70.0	7.2	75.3	18.7

H. Students with Identified Special Education Needs Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	96.8	22.6	n/a	n/a	n/a	n/a	92.0	4.0	98.0	3.9
	Prov	84.4	12.5	n/a	n/a	n/a	n/a	87.5	2.5	93.1	4.0
Social Studies 30-1	CBE	89.3	16.3	n/a	n/a	n/a	n/a	82.6	18.4	85.6	15.0
	Prov	83.1	12.5	n/a	n/a	n/a	n/a	76.6	13.3	82.4	12.0
Social Studies 30-2	CBE	80.8	12.7	n/a	n/a	n/a	n/a	73.7	18.4	78.9	14.6
	Prov	69.7	7.1	n/a	n/a	n/a	n/a	63.5	9.4	70.5	8.1
Biology 30	CBE	83.9	31.2	n/a	n/a	n/a	n/a	75.5	26.1	83.5	28.1
	Prov	76.5	23.5	n/a	n/a	n/a	n/a	65.0	17.4	78.5	22.7
Chemistry 30	CBE	84.0	39.3	n/a	n/a	n/a	n/a	81.5	31.5	79.7	35.8
	Prov	80.4	33.6	n/a	n/a	n/a	n/a	75.4	24.0	77.0	30.2
Physics 30	CBE	86.4	45.8	n/a	n/a	n/a	n/a	79.6	38.9	86.4	33.1
	Prov	83.1	33.8	n/a	n/a	n/a	n/a	68.3	27.0	78.6	26.5
Science 30	CBE	82.0	31.4	n/a	n/a	n/a	n/a	81.6	18.4	82.0	20.1
	Prov	79.5	22.4	n/a	n/a	n/a	n/a	75.1	16.7	75.7	14.1

IV. Distribution of Codes

Grades 1-12: 125 531 students

Code										N
301 – English as a Second Language - Foreign Born										18 719
LP1	13.7%	LP2	19.1%	LP3	26.7%	LP4	27.7%	LP5	12.8%	
302 – English as a Second Language - Non-funded										447
LP1	9.4%	LP2	15.7%	LP3	31.3%	LP4	28.0%	LP5	15.7%	
303 – English as a Second Language - Canadian Born										15 855
LP1	4.1%	LP2	14.8%	LP3	29.0%	LP4	35.1%	LP5	16.9%	
									Total	35 021
									Per cent of the Students in Grades 1-12	27.9%

Code	N
331 – Aboriginal Student - Status First Nations	2699
332 – Aboriginal Student - Non-Status First Nations	1373
333 – Aboriginal Student – Métis	1758
334 – Aboriginal Student – Inuit	85
Total	5915
Per cent of the Students in Grades 1-12	4.7%

Code	N
41 – Severe Cognitive Disability	28
42 – Severe Emotional/Behavioural Disability	3081
43 – Severe Multiple Disability	284
44 – Severe Physical or Medical Disability	3837
45 – Deafness	96
46 – Blindness	29
51 – Mild Cognitive Disability	1042
52 – Moderate Cognitive Disability	213
53 – Emotional/Behavioural Disability	1940
54 – Learning Disability	6933
55 – Hearing Disability	175
56 – Visual Disability	54
57 – Communication Disability	2005
58 – Physical/Medical Disability	8923
59 – Multiple Disability	2229
80 – Gifted and Talented	2404
Total unique student	25 688
Per cent of the Students in Grades 1-12	20.5%

attachment

I. Alberta's Criteria for High School Completion Categories

A. High School Diploma
B. High School Equivalency Diploma
C. Certificate of High School Achievement
D. Post-Secondary Attendance
E. Apprenticeship
F. Academic Standing

A. High School Diploma

Guide to Education: ECS to Grade 12 | 2021-2022 p. 107

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

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

- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

❶ The science requirement – Science 20 or 24, Biology 20, Chemistry 20 or Physics 20 – may also be met with the 10-credit combination of Science 14 and Science 10.
❷ See information on exemption from the physical education requirement.
❸ See information on exemption from the CALM requirement.
❹ 30-level English Language Arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
❺ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

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

B. High School Equivalency Diploma

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

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

  The 60 credits will include:

  - a high school course in Mathematics (5 credits)
  - a high school course in science (3 credits)

- English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)
- one other 30-level course, other than English Language Arts (5 credits)
- additional high school courses (42 credits)

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

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

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

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

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

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

C. Certificate of High School Achievement

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

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

- English Language Arts 20-2 OR 30-4
- Mathematics 10-3 OR 20-4

- Science 14 OR 20-4
- Social Studies 10-2 OR 20-4
- Physical Education 10 (3 credits)○
- Career and Life Management (3 credits)○
- 5 credits in:
  - 30-level Knowledge and Employability occupational course, or
  - advanced level (3000 series) in Career and Technology Studies courses○, or
  - 30-level locally developed course with an occupational focus

  AND

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

  OR

  5 credits in a 30-level Registered Apprenticeship Program (RAP) course○.

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

D. Post-Secondary Attendance

Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation p. 11

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

E. Apprenticeship

Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation p. 11

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

F. Academic Standing

Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation p. 11

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

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report to Board of Trustees

Acting Chief Superintendent's Update

Date	February 13, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Gary Strother Acting Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-8: Communicating and Engaging with the Public

1 | Recommendation

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

2 | Issue

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

OE-2: Learning/Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student." With other reports submitted to the Board of Trustees, this update meets the requirement of providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.

OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports submitted to the Board of Trustees, this update meets the

requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

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

3 | Background

Learning Excellence | Books on Buses

The Little Red Reading House Book Bank is a part of the University of Calgary’s The Owerko Centre. The Owerko Centre is a team of researchers at the Alberta Children's Hospital Research Institute dedicated to the study of neurodevelopmental disorders and the improvement of child mental health by championing research, education and training, and engaging the community. CBE Transportation has collaborated with The Little Red Reading House Book Bank to re-establish the Books on Buses program, a program that existed as a pilot before the pandemic. In support of this program, the CBE, in collaboration with two of our student transportation service providers, has added book bins to buses on 30 routes serving select high-equity index schools as a way of giving students access to free, age-appropriate reading material on the school bus, starting December 2023.

The books in the bins consist of a mix of new and gently used age-appropriate picture, chapter and non-fiction books. The crates are safely secured in the bus by the service providers. Students are asked to return the books at the end of each trip to allow other students to benefit. We will monitor how many books are being used and how often the crates need to be replenished throughout the rest of the school year. Already, we have heard positive feedback from many of our participating schools - “What an amazing initiative! So excited for our students to have the opportunity to take part and have access to books on the bus, thanks!”

CBE Transportation is proud to offer the Books on Buses program as a way to support the CBE Education Plan pillar of Learning Excellence and the key outcome “Students achieve excellence in literacy.”

Learning Excellence | Career and Technology Foundations Gallery

From January 15 - 26, 2024, the Career and Technology Foundations (CTF) Gallery was held at cSpace Marda Loop on Levels 3 & 4. The CTF Gallery was an opportunity to celebrate student work in Career and Technology Foundations and showcases work from across the CBE in various occupational areas such as Construction, Fashion Studies, Computing Science, Communication Technology, and many more. An evening reception for participating students, teachers, administrators, and their families, was held on Tuesday, January 16, 2024, and was extremely well-attended; it was heart-warming to witness students proudly sharing their projects with the community and their families.

Learning Excellence | Minecraft Education: Level Up Calgary Season 3

The Indigenous Education Team collaborated with the Teaching and Learning with Technology Team to weave Indigenous languages into season 3 of Level Up Calgary. The customized Minecraft world of downtown Calgary will feature Indigenous Elders and Knowledge Keepers sharing language lessons in Blackfoot, Tsuut'ina, Stoney Nakoda, and Michif. The words shared connect with the themes of greetings, belonging and acceptance and are connected to student tasks. The videos also live on the Indigenous Education Insite page to support all schools and staff to expand their learning in relation to the Heart Domain. There are twelve videos in total, three videos for each language.

Collaborative Partnerships | Making Relatives | Indigenous Education connections in Saskatoon

On January 10 - 12, 2024, the Education Director and System Principal for Indigenous Education travelled to Saskatoon to 'make relatives' following teachings shared by Elders Reg & Rose Crowshoe. Visits by CBE leaders with the Saskatchewan Urban Native Teacher Education Program (SUNTEP) at the University of Saskatchewan is intentional to make relatives with potential SUNTEP teacher graduates who might consider CBE in their future. In addition, CBE leaders also began making relatives with the Indigenous Education leads of both Saskatoon Catholic and Saskatoon Public School Districts. These relationships will be nurtured by Indigenous Education to support the sharing of wise practices and resources.

Collaborative Partnerships | Vaping Awareness and Prevention | Cross-District School & System Leader Conversations

Vaping has quickly become an epidemic in school communities. Addressing the use of vaping in school communities requires multi-layered strategies in alignment with a Comprehensive School Health approach and evidence-based substance-related harm prevention.

The Calgary Board of Education, in partnership with Alberta Health Services Community Health Promotion – Calgary Zone, invited school and system leaders to join a conversation centered on vaping awareness and prevention on December 12, 2023. These **repeat** sessions are an opportunity to gather with other school leaders from Calgary and surrounding area to discuss issues surrounding vaping and generate ideas and best-practice to support the awareness and prevention of vaping in schools.

Strategic Resourcing | Learning and Working with Indigenous Cultural Supports

The CBE has introduced a new framework to support schools and service units when learning and working with Indigenous cultural supports, such as Elders, Knowledge Keepers, drummers, and other members of the Indigenous community. The new process supports the maintenance of positive relationships with the Indigenous community, while ensuring compliance with regulatory requirements, and includes a new honorarium process and form, changes to CBE's vendor requirements, and a dedicated Insite page. Since returning from Winter Break, members of the Indigenous Education and Finance teams have been offering

weekly professional learning opportunities for all interested CBE staff. Additional monthly professional learning sessions will be offered April-June.

People Excellence | Social Emotional Learning

The Well-Being Team has assembled The CBE Social Emotional Learning Working Group for Session 2 on November 30, 2023, with the purpose to build capacity and align resources for both teachers in classrooms and for a whole school approach. This work advances a Culture of Well-Being in CBE and is driven by the CBE Student Well-Being Framework. Sub-committees have been working to select and create content to support the entire system. This work has also benefited from system coordination including the following School Improvement teams: Teaching and Learning with Technology, Diversity and Inclusion, Indigenous Education, Early Learning, Inclusive Education and Leadership Development.

People Excellence | Specialized Complex Needs Classes Professional Learning

On January 15, 2024, the Inclusive Education team, including Specialists, Strategists, Psychologists and OT/PT/SLP offered professional learning for Educational Assistants in Specialized Complex Needs Classes – EES, ALP, ACCESS, CSSI/TASC and PLP. Over 260 Educational Assistants attended these sessions at various CBE sites. Sessions focused on literacy, communication, regulation, and task engagement.

The Inclusive Education Behaviour Mental Health Team offered a concurrent session for Bridges Support Workers and Behavior Support Workers from specialized classes, unique settings, and inclusive school communities with a focus on collaboration, understanding behaviour and complexities, positive behaviour supports, and using language and strategies to support student well-being and achievement. Over 65 Bridges and Behaviour Support Workers attended that session.

The feedback from these sessions was very positive and in support of more opportunities for Educational Assistants, Bridges Support Workers, and Behaviour Support Workers to learn from their peers, access meaningful and applicable professional learning to their work, and have opportunities to explore problems of practice and solution focused strategies in the classroom.

GARY STROTHER
ACTING CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.