

| achieve | strategies for success



Summary

Annual Education Results Report 2016-17  
and Three-Year Education Plan Report 2017-20

learning | as unique | as every student



Calgary Board  
of Education



# Annual Education Results Report (AERR) Summary

## Mission

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

## Our Values

Our Values: Students come first.

Learning is our central purpose.

Public education serves the common good.

## Overview

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

## Fast Facts

More than 121 600 students in 245 schools, including:

- 116 846 students from pre-kindergarten to Grade 12;
- 512 students fully enrolled in CBe-learn (our online learning program), with close to 1300 more registered in courses with CBe-learn while enrolled at another school;
- 786 students in full-day kindergarten in 15 schools;
- 1974 students upgrading high school courses and pursuing continuing education through Chinook Learning Services;
- 20 938 students with identified special education needs, the majority of whom are learning in their community schools;
- almost 25 per cent of CBE students self-identified as English Language Learners;
- over 4971 students self-identified as Indigenous;
- over 8600 students in French Immersion; and
- over 4800 students in bilingual language and culture programs.

## Student Results

On Provincial Achievement Tests (PATs):

- Grade 6 CBE results exceeded those of the province in every subject at the Acceptable Standard and the Standard of Excellence.
- Grade 9 CBE results were equal to or above the provincial results in three of five subjects at the Acceptable Standard and in four out of five subjects at the Standard of Excellence.

On Diploma Examinations:

- The percentage of CBE students achieving the Acceptable Standard was above the provincial results in eight of the eleven diploma examinations.
- At the Standard of Excellence, the percentage of CBE students achieving the standard was above the provincial results on ten of eleven examinations.
- Particularly strong results were achieved in Biology 30, Chemistry 30 and Physics 30 at the Standard of Excellence.

Note | Details of provincial assessment results can be found at CBE [Provincial Assessment & Reports](#)

On the *Accountability Pillar Overall Summary*, Alberta Education records evaluations on the following measures: Achievement, Improvement and Overall. The Achievement Evaluation is based on a comparison of Current year data to a set of standards which remain consistent over time. The Improvement Evaluation consists of comparing the Current year result for each measure with the Previous Three-Year Average. A chi-square statistical test is used by Alberta Education to determine the significance of the improvement. The Overall Evaluation combines the Achievement Evaluation and the Improvement Evaluation. Details of the way these measures are calculated can be found on pages 43 and 44.

On the *Accountability Pillar Overall Summary - Oct 2017* the following measures were evaluated by the province as *Improved Significantly*:

- Education Quality
- Drop Out Rate
- School Improvement

CBE also earned an evaluation of *Improved on*:

- Safe and Caring
- High School Completion Rate (3 yr)
- PAT results at the Standard of Excellence
- Diploma Exam Participation Rate (4+ Exams)

In the following areas, already very high achievement was *Maintained on*:

- Program of Studies
- PAT results at the Acceptable Standard
- Diploma Examination results at the Standard of Excellence
- Rutherford Scholarship Eligibility Rate
- Work Preparation
- Parental Involvement

## Engaging Stakeholders

The CBE is committed to implementing the CBE *dialogue* engagement framework to give students, staff, families and community members voice in decisions that affect them in order to have meaningful dialogue. This *dialogue* framework will influence decisions and connect to student success.

The CBE provides opportunities for student voices through:

- the Chief Superintendent's Student Advisory Council;
- surveys and focus groups;
- their school's Principal Advisory Council; and
- the bringing of their ideas and interests to the design of learning tasks.

In February 2017, more than 24 000 CBE students, over 4700 parents/guardians and more than 4900 teachers responded to the provincial Accountability Pillar Survey.

- 89.3% agreed or strongly agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- 82.7% are satisfied that CBE students model the characteristics of active citizenship.
- 89.0% are satisfied with the overall quality of basic education.

## School Councils

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

- enhancing communication between the school and its parent/guardian community;
- providing a method by which the school, the home and the community may work together for the benefit of students;
- providing a forum for discussion of school philosophies, results and operations that contributes to the creation of the school development plan; and
- reporting to the community on the progress achieved towards the goals and targets in the school development plan.

## CBE Strategies for Excellence and Continued Improvement

Our overall strategy is to personalize learning and this is supported by three other strategies:

- build professional capital;
- engage our stakeholders; and
- steward our resources.

Through these strategies, the CBE supports the outcomes in Alberta Education Business Plan<sup>1</sup> (March 3, 2017) and aligns with provincial Key Strategies including the following:

- 1.3 continue to implement systemic actions to further support student learning and achievement in Mathematics;
- 2.1 ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools;
- 4.2 ensure that teachers, principals, and other system leaders in Alberta schools have the capacity to meet the new Quality Standards, in collaboration with stakeholders and school authorities; and
- 5.3 ensure school facilities support current and future education programming, are a central part of the community and enable collaborative partnerships.

## Financial Summary

- Alberta Education grant revenue makes up 92 per cent of total revenues.
- Funding is spent primarily on Salaries and Benefits at 78 per cent of total expenses.
- Revenue and expense increases from the prior year are driven by increases in enrolment as well as collective agreement negotiated salary increases and grid movement.
- Overall results are more favorable than budgeted resulting in a \$15.1 million deficit compared with the planned \$19.8 million deficit.

Note | Detailed CBE budget and financial information can be found at [Budget and Financial Information](#).



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