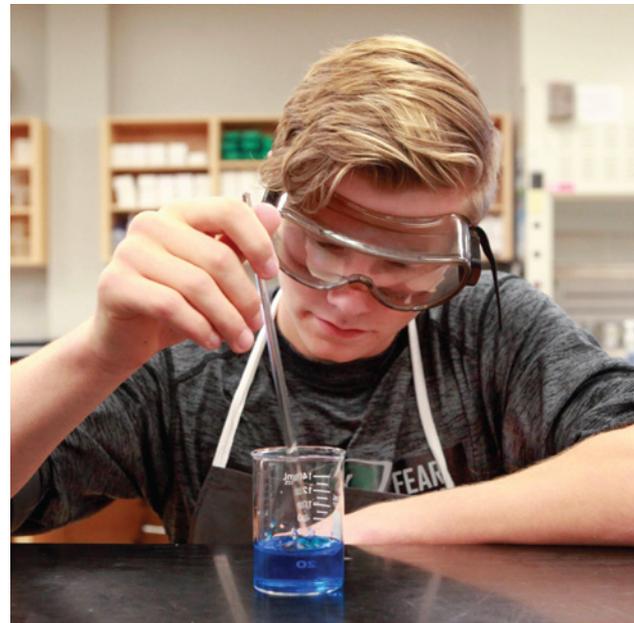


Summary

Annual Education Results Report 2018-19 Three-Year Education Plan 2019-22



learning | as unique | as every student



Calgary Board
of Education

Annual Education Results Report (AERR) Summary

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.

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 2019-20

More than 125 800 students in 246 schools, including:

- 121 527 students from pre-kindergarten to Grade 12;
- 541 students fully enrolled in CBe-Learn (our online learning school), with over 1040 students registered in courses with CBe-Learn while enrolled at another school;
- 746 students in full-day kindergarten across 17 schools;
- 1124 students upgrading high school courses and pursuing continuing education through Chinook Learning Services;
- Over 24 250 students with identified special education needs, the majority of whom are learning in their community schools;
- over 30 000 English language learners;
- over 5300 students self-identify as Indigenous;
- over 8900 students in French Immersion; and
- over 5000 students in bilingual language programs other than French.

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 above the provincial results in four out of five subjects at the Acceptable Standard and the Standard of Excellence.

On Diploma Examinations:

- The percentage of CBE students achieving the Acceptable Standard was at or above the provincial results on ten of the eleven diploma examinations.
- At the Standard of Excellence, the percentage of CBE students achieving the standard was above the provincial results on eleven of eleven examinations.

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 35 and 36.

The CBE's Achievement Evaluation was *Very High* or *High* for 13 of 16 measures and *Intermediate* for the remaining three.

On the *Accountability Pillar Overall Summary - Oct 2019* the following measures were evaluated by the province as *Improved Significantly*:

- Drop Out Rate
- High School Completion Rate (3 yr)
- Provincial Achievement Test results at the Acceptable Standard
- Provincial Achievement Test results at the Standard of Excellence
- Diploma Examination results at the Acceptable Standard
- Diploma Examination results at the Standard of Excellence
- Rutherford Scholarship Eligibility Rate

In the following areas, improvement was *Maintained* on:

- Program of Studies
- Transition Rate (6 yr)
- Work Preparation
- Parental Involvement

CBE Strategies for Excellence and Continued Improvement

Our overall strategy is to advance equity by personalizing learning for each student through:

- achievement & well-being;
- organizational effectiveness & service transformation;
- strategic allocation of resources to support students needs; and
- developing our employees.

Through these strategies, the CBE supports the outcomes in Alberta Education's Business Plan 2019-23¹.

Engaging Stakeholders

At the CBE, our work is guided by our framework for community engagement called Dialogue. The *Dialogue Framework* provides a process and guidelines for involving students, staff, families and community members in decisions that affect them. We know we make better decisions when we work together with our communities to solve problems and find solutions.

A collaborative approach is beneficial in supporting student success. Students have a voice through the following opportunities:

- contributing their ideas and interests to the design of daily learning tasks;
- the Chief Superintendent's Student Advisory Council;
- participating on advisory groups such as the High School Engagement Advisory Group;
- surveys and focus groups;
- their school's Principal Advisory Council; and
- other unique opportunities within our schools

¹ Alberta Education Business Plan 2019-23. Retrieved December 9, 2019 from <https://open.alberta.ca/dataset/cea65c12-a239-4bd9-8275-3ab54d84f5b3/resource/ce27c085-4217-4ea6-8a41-a666d52d9a1e/download/education.pdf>

In February 2019, more than 25 000 CBE students, over 5400 parents/guardians and more than 5400 teachers responded to the provincial Accountability Pillar Survey. The following results have an Achievement Measure of *High* or *Very High*:

- 88.0% 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.
- 82.3% are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- 88.6% are satisfied with the overall quality of basic education.
- 78.7% agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- 80.5% are satisfied that CBE students model the characteristics of active citizenship.
- 78.8% indicated that their school and schools in their jurisdiction have improved or stayed the same the last three years.

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, school budgets and operations that contribute 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.

Financial Summary

- Alberta Education grant revenue makes up 93 per cent of total revenues.
- Funding is spent primarily on Salaries and Benefits at 78 per cent of total expenses.
- The 2018-19 actual deficit of \$3.5 million is \$2.5 million less than the budgeted deficit of \$6.0 million.

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

The Calgary Board of Education Annual Education Results Report 2018-19 and Three-Year Education Plan 2019-22 may be accessed using the following link: <https://www.cbe.ab.ca/FormsManuals/AERR-2018-19-3-YEP-2019-22.pdf>

The Calgary Board of Education Average Class Size Report 2018-19 can be viewed at: <https://www.cbe.ab.ca/about-us/provincial-tests-and-reports/Pages/default.aspx>