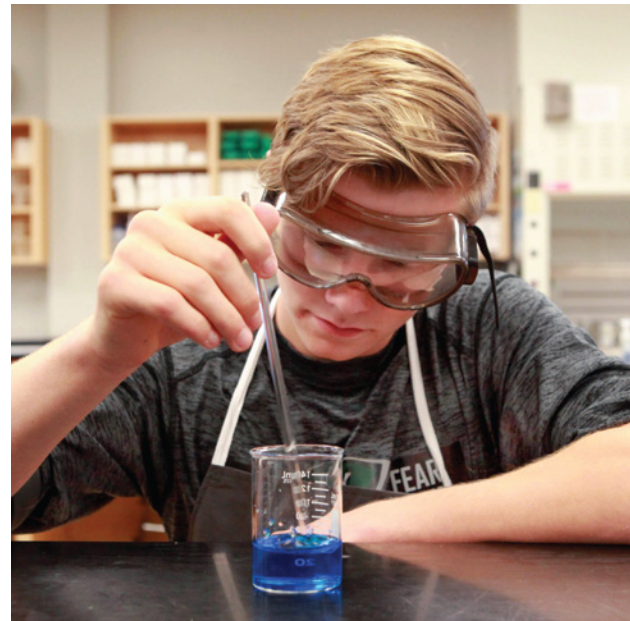# Focus | Strategies for Success

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

learning | as unique | as every student

**Calgary Board
of Education**

Table of Contents

The financial section of this document was
revised on January 10, 2020

Accountability Statement

The Annual Education Results Report for the 2018-19 school year and the Three-Year Education Plan commencing Sept. 1, 2019 for the Calgary Board of Education were prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018-19 school year and the Three-Year Education Plan for 2019-22 on January 7, 2020.

Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education

Christopher Usih
Chief Superintendent of Schools
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 2019-23[1].

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

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[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

CBE Disclosure

The CBE Public Interest Disclosure (Whistleblower Protection) policy was approved in February 2014. From September 30, 2018, up to and including September 29, 2019 the following has been received:

Disclosures received by the Designated Officer	4
Disclosures acted on	1
Disclosures not acted on	3
Investigations commenced by the Designated Officer as a result of disclosures	0

Our Ultimate Goals

The CBE Annual Education Results Report 2018-19 combined with the CBE Three-Year Education Plan 2019-22 helps the CBE build strategies that support student learning. These strategies align to the Board of Trustees Results to guide our work with fostering student success.

The Board of Trustees defines the Results as:

Result 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.

Result 2 | Academic Success
Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Result 3 | Citizenship
Each student will be a responsible citizen.

Result 4 | Personal Development
Each student will identify and actively develop individual gifts, talents and interests.

Result 5 | Character
Each student will demonstrate good character.

CBE Three-Year Education Plan 2019-22 and Strategies Overview

The CBE Three-Year Education Plan guides our work and connects each CBE employee to our Mission, our Values and our Outcome: Student Success, as defined through the Board of Trustees Results policies. Our task is to create an environment aligning with the goals of Alberta Education Outcome One where "Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world." [2] This coherent framework of CBE and provincial outcomes support individual schools in their work with each student.

cbe.ab.ca

2019-2022 | Three-Year Education Plan

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.

Values | Students come first • Learning is our central purpose • Public education serves the common good

Public education is a shared responsibility. Together we commit to success for each student, every day, no exceptions.

Achievement & Well-Being

Engaging students · staff · families · communities

Organizational Effectiveness & Service Transformation

Advancing Equity by Personalizing Learning for Each Student

Developing Our Employees

Strategic Allocation of Resources to Support Student Needs
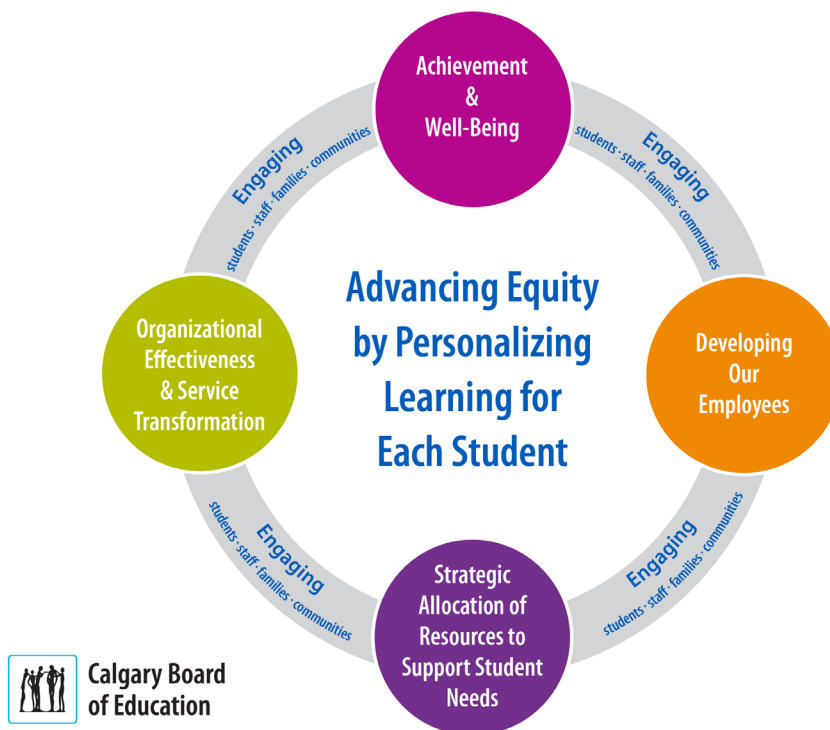
Calgary Board of Education

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[2] Alberta Education Business Plan 2019-23 (p. 50). Retrieved December 9, 2019 from https://open.alberta.ca/dataset/cea65c12-a239-4bd9-8275-3ab54d84f5b3/resource/ce27c085-4217-4ea6-8a41-a666d52d9a1e/download/education.pdf

Advancing Equity by Personalizing Learning for Each Student

Success for each student, every day, no exceptions

How we support our students
Achievement & Well-Being

- **Improve student achievement through the design of inclusive, engaging and rigorous learning tasks.**
  - Further consistency of assessment and reporting by calibrating to a system standard.
  - Use high-impact instructional strategies.
  - Incorporate culturally responsive instructional design and assessment by honouring Indigenous knowledge systems, languages and histories.
  - Enhance student voice in learning, assessment and decision-making.

- **Advance literacy, numeracy and learning competencies that incorporate critical thinking, communication, creativity, collaboration, citizenship and character.**
  - Build capacity to support concept-based curriculum and instruction.
  - Leverage the use of technology in learning environments to meet the needs of diverse learners.

- **Create conditions for success for each student in a welcoming, caring, respectful and safe learning environment.**
  - Continue to develop environments where each student is known and develops a sense of competence, confidence and belonging as a learner.
  - Further develop school environments that foster resiliency in students.
  - Work with partners to provide access to well-being and mental health supports for students.

How we do our work
Organizational Effectiveness & Service Transformation

- **Employ a strategic approach to align resources, supports and services with the Three-Year Education Plan and system priorities.**
  - Make decisions based on evidence, data, input and guiding documents.
  - Use the School Support Model to further collaboration, shared decision-making, transparency and accountability.
  - Eliminate duplication of services and reduce inefficiencies.
  - Enhance coordination between schools and service units.
  - Leverage technology to improve operational efficiency.

- **Communicate and engage with our students, staff, families and communities to support effective decision-making.**
  - Use the *Dialogue Framework* to support community engagement activities.
  - Communicate decisions effectively.

- **Support effective system and Board governance.**
  - Mitigate risk to the organization.
  - Review and update our Administrative Regulations to ensure compliance with provincial regulations and/or Board policies.

Build trust and collaborative relationships with students, staff, families and communities through respectful and responsive dialogue.

How we use our resources
Strategic Allocation of Resources to Support Student Needs

- **Allocate human and financial resources based on student needs.**
  - Align resource allocation with the provincial funding framework and with system priorities and equity goals.
  - Allocate resources based on need to support students with equitable access to programs and services across the system.

- **Develop a sustainable system-wide plan to optimize, commission, modernize and maintain school facilities to foster enriching learning environments.**
  - Develop a sustainable system-wide plan for high schools that continues to offer students access, flexibility and choice in programming given available space and resources.
  - Promote system-wide approaches to environmental sustainability.

How we support our people
Developing Our Employees

- **Build the capacity of our employees**
  - Advance succession planning through mentoring, coaching and on-the-job training.
  - Provide opportunities for professional learning for our employees.

- **Build coherence and continuous improvement in program provision, service delivery and professional learning through a collaborative and evidence-informed culture.**
  - Continue to build skill in generating and interpreting data across CBE leadership teams.

- **Foster a welcoming, caring, respectful, inclusive and safe work environment.**
  - Continue to build employee awareness of mental health and well-being supports.

Indigenous Education Strategy 2018-21*

Outcome 1: Each Indigenous student will participate, progress and achieve in their learning programs.

Outcome 2: Each CBE student's learning experiences are advanced by the strength and diversity of Indigenous knowledge systems (ways of knowing) through their learning programs.

Participate

Each student will learn in an environment that reflects high impact practices.
- Culturally responsive instructional design & assessment and support
- Early intervention
- Transition supports
- School connectedness
- Engaging with families and community to support student learning

Indicators
- Implementation mapping* of high-impact practices across CBE schools

Each Indigenous student will feel known, connected and supported in their learning environment.

Indicators
- CBE Student Survey

Each student will benefit from Indigenous knowledge systems (ways of knowing) in their learning program.

Indicators
- CBE Student Survey

Each Indigenous student will be supported to set and work towards learning goals.

Indicators
- Results 4 report card data (K-9)
- Students have a learning plan and are documenting progress toward achieving their goals

Progress

Each Indigenous student's progress in learning will be evident to them, their teachers and families.

Indicators
- K-9 students' progress on key learning outcomes will be documented and shared at least four times per year
- High school students' progress on key learning outcomes will be documented and shared at least two times per course
- High school students' progress will be documented and shared each semester through course completion tracking
- School-based attendance

Examples include but are not limited to:
- Emails/phone calls/conversations
- Student work samples
- Gradebooks
- Learning conferences
- Student learning plans

Achieve

Each Indigenous student will successfully achieve the learning outcomes of their programs of study.

Indicators
- Report card data
- Provincial Achievement Test results
- Diploma Examination results
- High School Completion Rates

* Through this process, School Development Plan actions are documented and tracked over time.

*This is the third year of a three-year plan that commenced in 2018-19.

Indigenous Education Strategy 2018-21*

Priorities

Cultivating a Balanced and Respectful Relationship
Cultivating a balanced and respectful relationship between Indigenous knowledge systems and existing CBE knowledge systems in how we think about and do everything.

Advancing Culturally Responsive Instructional Design & Assessment
Honouring Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment for the benefit of all students.

Advancing System-Wide Learning
Ensuring staff are knowledgeable, understanding and respectful of the strength and diversity of First Nations, Métis and Inuit; the implications of treaties and agreements with First Nations and Métis; the history and legacy of residential schools.

Building Respectful Working Relationships with Community
Working with community from the very beginning as part of how we think about and do everything.

Key Actions

Key Actions 2018-19

Teaching and Learning/Community Engagement
- Design/offer professional learning to address: pattern of requests from schools; the Teaching/Leadership Quality Standards; high-impact practices; and, the Three-Year Education Plan
- Describe/highlight high-impact practices
- Provide easy access to resources/professional learning within CBE and the province
- Provide guidance re: cultural protocols
- Advance collective and respectful approaches to working with students, families, staff and community
- Advance professional learning from elementary/middle/junior and high school cohorts
- Advance Niitsitapi li tass ksii nii mat tsoo kop (Niitsitapi Learning Centre) as a place for early/professional learning
- Build understanding of Indigenous languages as key dimension of Indigenous knowledge systems (ways of knowing)
- Build understanding about data and measures that reflect Indigenous ways of knowing
- Advance Indigenous knowledge systems and holistic approaches as an integral part of the Three-Year Education Plan

Business Supports
- Allocation of human and financial resources to enable implementation of high impact practices
- Succession and recruitment planning for Indigenous education

Key Actions 2019-20

Teaching and Learning/Community Engagement
- Include measures of student success that reflect Indigenous ways of knowing in the Indigenous education strategy
- Continue revision and extension of previous implementation strategies

Key Actions 2020-21

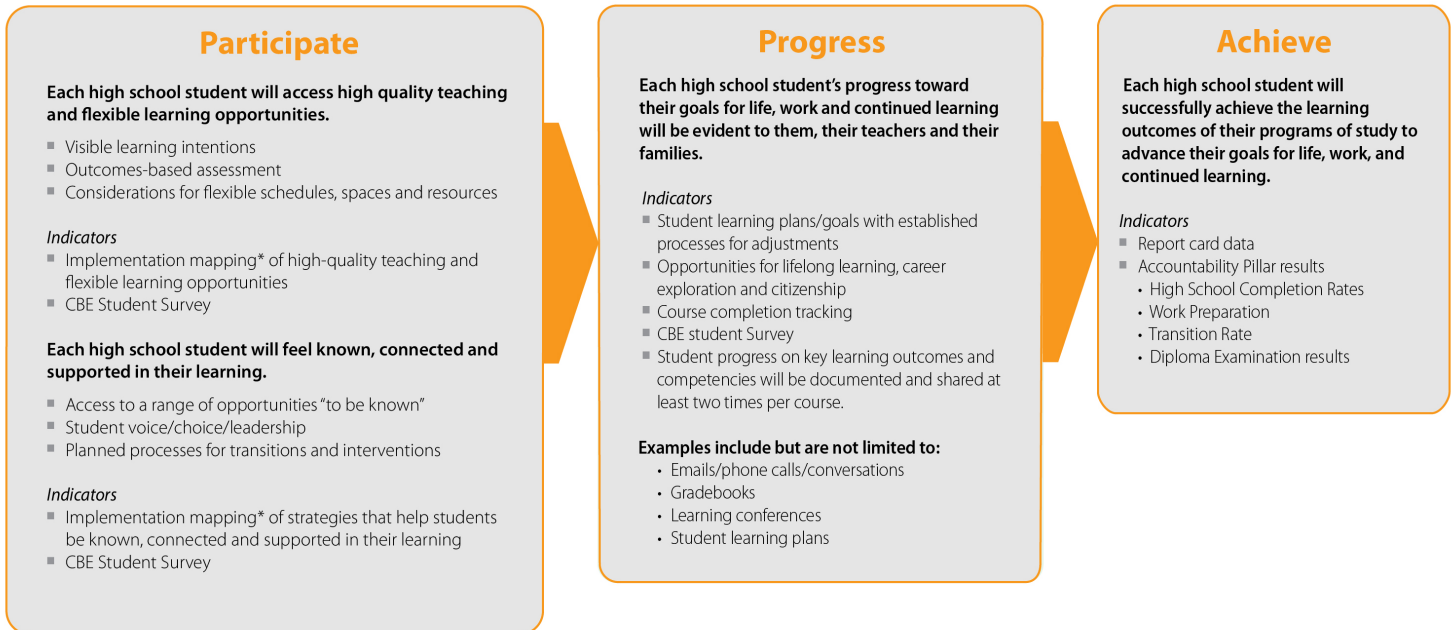**Teaching and Learning/Community Engagement**
- Continue revision and extension of previous implementation strategies

*This is the third year of a three-year plan that commenced in 2018-19.

High School Success Strategy 2018-21*

Outcome:
Each CBE high school student will participate, progress and achieve in their learning programs.

Participate

Each high school student will access high quality teaching and flexible learning opportunities.

- Visible learning intentions
- Outcomes-based assessment
- Considerations for flexible schedules, spaces and resources

Indicators
- Implementation mapping* of high-quality teaching and flexible learning opportunities
- CBE Student Survey

Each high school student will feel known, connected and supported in their learning.

- Access to a range of opportunities "to be known"
- Student voice/choice/leadership
- Planned processes for transitions and interventions

Indicators
- Implementation mapping* of strategies that help students be known, connected and supported in their learning
- CBE Student Survey

Progress

Each high school student's progress toward their goals for life, work and continued learning will be evident to them, their teachers and their families.

Indicators
- Student learning plans/goals with established processes for adjustments
- Opportunities for lifelong learning, career exploration and citizenship
- Course completion tracking
- CBE student Survey
- Student progress on key learning outcomes and competencies will be documented and shared at least two times per course.

Examples include but are not limited to:
- Emails/phone calls/conversations
- Gradebooks
- Learning conferences
- Student learning plans

Achieve

Each high school student will successfully achieve the learning outcomes of their programs of study to advance their goals for life, work, and continued learning.

Indicators
- Report card data
- Accountability Pillar results
  - High School Completion Rates
  - Work Preparation
  - Transition Rate
  - Diploma Examination results

* Through this process, School Development Plan actions are documented and tracked over time.

Alberta Education identifies three outcomes for high school redesign ▪ engaged students ▪ high levels of achievement ▪ quality teaching

*This is the third year of a three-year plan that commenced in 2018-19.

High School Success Strategy 2018-21*

Conditions for Success

Alberta Education's Moving Forward with High School Redesign (MFWHSR) highlights conditions for student success. Through the MFWHSR principles the Calgary Board of Education attends to these conditions:

Pedagogy
- Designing personalized learning for students through professional learning/networks in task design and assessment.
- Implementing intervention and transition practices.

School Leadership
- Building school leadership teams that collaboratively strengthen their response to the principles of high school redesign including personalization, flexibility and relationships.
- Designing collective research-based and evidence-informed practices that accelerate student learning.

School Culture
- Establishing a welcoming, caring, respectful and safe learning environment.
- Creating ongoing opportunities for student agency/voice/leadership.
- Engaging with partners around shared goals for student learning and career development.

School Structures
- Connecting and making visible the school practices that reflect the principles of high school redesign.

School Structures

Pedagogy

School Leadership

School Culture

Key Actions

Key Actions 2018-19
- Extend instructional design practices that include outcomes-based assessment through:
  - professional learning networks.
  - responsive and distributed leadership.
- Communicate a continuum of flexible practices that allow students to be known and their learning/life goals to be supported and enriched.
- Expand and communicate opportunities for student voice/choice/leadership.
- Extend and share trauma-informed practices through the high school success learning collaboratives.
- Develop transition processes for students to enter, transition through and finish school their way:
  - strengthening career development opportunities.
  - increasing access to unique pathways including dual credit.

Key Actions 2019-20
- Evolve data sets that inform future action.
- Continue revision and extension of previous implementation strategies.

Key Actions 2020-21
- Continue revision and extension of previous implementation strategies.

*This is the third year of a three-year plan that commenced in 2018-19.

Literacy Strategy 2018-21*

Outcome: Each CBE student will participate in intentional, joyful literacy learning to progress and achieve in their learning programs.

Participate

Each student will learn in a joyful, literacy-rich environment characterized by:
- developing relationships and understanding identities through shared literacy experiences
- language play and exploration
- choice in instructional texts
- multimodal tools and texts
- responsive, explicit instruction
- classroom discussion

Indicators
- Student reports of literacy learning experiences as recorded on the CBE Student Survey.

Each student will learn in an environment that reflects high-impact instructional strategies for literacy learning, including:
- formative assessment and feedback
- student self and peer assessment
- small group or one-on-one instruction targeted to students' specific learning needs
- gradual release of responsibility
- spaced practice

Indicators
- Implementation mapping* of high-impact instructional strategies across CBE schools.

Each student's learning program will include instruction in disciplinary literacy.

Indicators
- Implementation mapping* of disciplinary literacy instruction across CBE schools.

Progress

Each student's progress in literacy learning will be evident to them, their teachers and families.

Indicators
- K-9 students' progress on key learning outcomes will be documented and shared at least four times per year.

- High school students' progress on key learning outcomes will be documented and shared at least two times per course.

Examples include but are not limited to:

- Reading
  - Running records
  - Student annotations of texts read
  - Oral reading recordings
  - Student writing about texts read
  - Structured observations of students reading
  - Informal reading inventories for students not achieving grade level expectations

- Writing
  - Artifacts of student writing with teacher analysis
  - Structured observations of students writing

- Oral Language
  - Recordings of students speaking
  - Structured observations of students' language

Achieve

Each student will successfully achieve the learning outcomes of their programs of study.
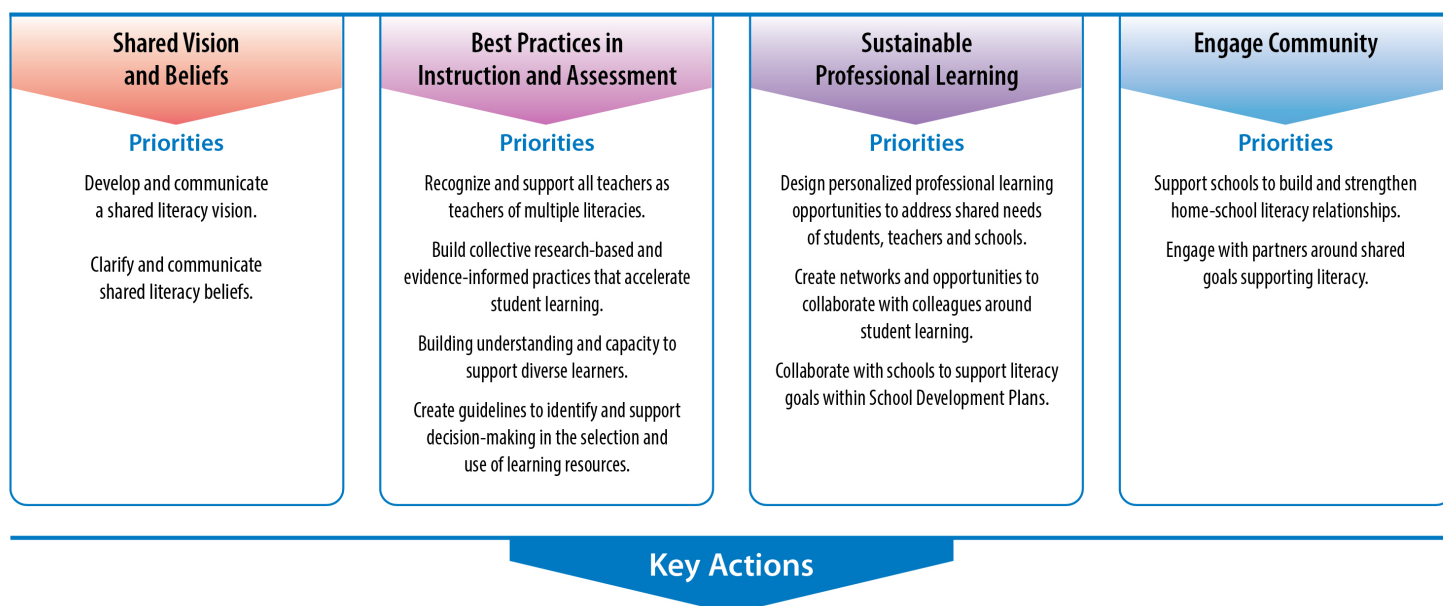
Indicators
- Language Arts report card data
- Provincial Achievement Test results
- Diploma Examination results

* Through this process, School Development Plan actions are documented and tracked over time.

*This is the third year of a three-year plan that commenced in 2018-19.

Literacy Strategy 2018-21*

Shared Vision and Beliefs	Best Practices in Instruction and Assessment	Sustainable Professional Learning	Engage Community
Priorities	**Priorities**	**Priorities**	**Priorities**
Develop and communicate a shared literacy vision. Clarify and communicate shared literacy beliefs.	Recognize and support all teachers as teachers of multiple literacies. Build collective research-based and evidence-informed practices that accelerate student learning. Building understanding and capacity to support diverse learners. Create guidelines to identify and support decision-making in the selection and use of learning resources.	Design personalized professional learning opportunities to address shared needs of students, teachers and schools. Create networks and opportunities to collaborate with colleagues around student learning. Collaborate with schools to support literacy goals within School Development Plans.	Support schools to build and strengthen home-school literacy relationships. Engage with partners around shared goals supporting literacy.

Key Actions

Key Actions 2018-19
- Build a shared understanding of middle-junior years literacy.
- Continue to build shared understandings of literacy, disciplinary literacy, literacy-rich learning environments and high-impact literacy instructional and leadership practices.
- Identify and build additional assessment resources for key reading and writing learning outcomes for Language Arts
- Identify and build assessment resources for key disciplinary literacy outcomes for Mathematics, Science and Social Studies.
- Support additional literacy professional learning through school organized cohorts, school-based residencies and individual teacher opportunities.
- Continue to build data sets to inform future years' actions.

Key Actions 2019-20
- Continue revision and extension of previous implementation strategies.
- Continue to build and respond to data sets to inform future years' actions.

Key Actions 2020-21
- Continue revision and extension of previous implementation strategies.

*This is the third year of a three-year plan that commenced in 2018-19.

Mathematics Strategy 2018-21*

Outcome: Each CBE student will participate in active, rigorous mathematics learning to progress and achieve in their learning programs.

Participate

Each student will learn in an environment that fosters mathematical engagement and proficiency through:
- meaningful mathematical discussion
- productive struggle and challenge
- active participation in reasoning and sense-making
- intentional learning progressions and connections
- procedural fluency developed from conceptual understanding
- a focus on mental math and automaticity

Indicators
- Student reports of mathematics learning experiences as recorded on the CBE Student Survey.

Each student will learn in an environment that reflects high-impact instructional strategies for mathematics learning, including:
- formative assessment and feedback
- student self and peer assessment
- small group or one-on-one instruction targeted to students' specific learning needs
- spaced practice

Indicators
- Implementation mapping* of high-impact instructional strategies across CBE schools.

Each student's learning program will include instruction in numeracy across all subject areas.

Indicators
- Implementation mapping* of numeracy instruction across CBE schools.

Progress

Each student's progress in mathematics learning will be evident to them, their teachers and families.

Indicators
- K-9 students' progress on key learning outcomes will be documented and shared at least four times per year.
- High school students' progress on key learning outcomes will be documented and shared at least two times per course.

Examples include but are not limited to:

- Computational Fluency
  - Running records for basic facts
  - Student computation work samples
  - Student explanations of accuracy, efficiency and flexibility in procedures and strategies
  - Structured observations of students applying procedures and strategies

- Modeling and Representing Mathematical Ideas
  - Artifacts of models and representations
  - Student explanations about connections between mathematical representations
  - Structured observations of students representing mathematical ideas

- Problem Solving and Reasoning
  - Benchmarked problems with assessment criteria
  - Structured observations of students solving problems

Achieve

Each student will successfully achieve the learning outcomes of their Programs of Study.

Indicators
- Mathematics report card data
- Provincial Achievement Test results
- Diploma Examination results

* Through this process, School Development Plan actions are documented and tracked over time.

*This is the third year of a three-year plan that commenced in 2018-19.

Mathematics Strategy 2018-21*

Framework and Priorities

Positive Mathematics School Culture
- Know that every student can be successful and confident at learning mathematics.
- Teachers and parents help build mathematical thinking by connecting mathematics to other subjects and everyday life.
- Recognize and support all teachers as teachers of numeracy.

Active, Rigorous Mathematics Learning
- Build strong mathematical foundations so students can understand complex mathematical ideas.
- Ensure students participate in learning activities that develop their mathematical reasoning and communication skills.
- Create more opportunities for students to be active problem solvers and make connections between concepts.

Assessment and Instruction
- Build opportunities for students to practice mathematics skills over time.
- Focus on the connections between conceptual understanding, problem solving and mental math.
- Use mathematical discussion with and among students to build and solidify concepts.
- Communicate clearly with families about student learning in mathematics.
- Strengthen the use of specific feedback and guidance to students during learning.

Professional Learning
- Build teacher confidence and skill with mathematics content and teaching through:
  - Whole-school learning
  - Teacher collaboration within schools
  - Individual teacher learnings
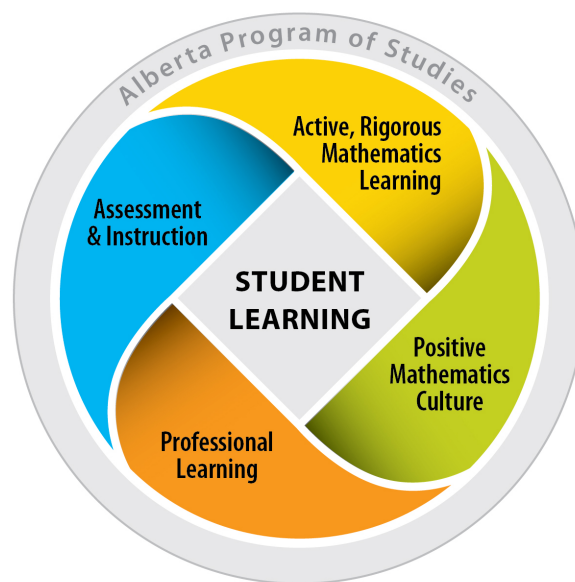
Key Actions

Key Actions 2018-19
- Deploy Math learning coaches in classrooms.
- Exceed Alberta Education's recommended instructional time in Mathematics 1-9 by 25%.
- Build shared understandings of high-impact mathematics instructional and assessment practices with a focus on learning progressions and procedural fluency.
- Support additional mathematics professional learning through Math Leads, school-based support and individual teacher opportunities.
- Continue to build assessment resources for procedural fluency and problem solving.
- Continue to build coherence in communicating with families about mathematics learning.
- Continue to build data sets to inform future years' actions.

Key Actions 2019-20
- Continue revision and extension of previous implementation strategies.
- Continue to build and respond to data sets to inform future years' actions.

Key Actions 2020-21
- Continue revision and extension of previous implementation strategies.

*This is the third year of a three-year plan that commenced in 2018-19.

Accountability Pillar Overall Summary - Oct 2019

Measure Category	Measure	Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.0	88.2	89.1	89.0	89.0	89.3	High	Declined Significantly	Issue
Student Learning Opportunities	Program of Studies	82.3	81.8	82.5	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	88.6	88.2	88.9	90.2	90.0	90.1	High	Declined	Acceptable
	Drop Out Rate	2.3	2.1	2.5	2.6	2.3	2.9	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	77.4	75.9	75.8	79.1	78.0	77.5	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.7	75.4	75.4	73.8	73.6	73.6	Intermediate	Improved Significantly	Good
	PAT: Excellence	23.2	22.2	21.1	20.6	19.9	19.6	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	86.6	86.3	85.5	83.6	83.7	83.1	High	Improved Significantly	Good
	Diploma: Excellence	32.2	31.2	29.1	24.0	24.2	22.5	Very High	Improved Significantly	Excellent
	Diploma Exam Participation Rate (4+ Exams)	62.2	61.0	61.3	56.3	55.7	55.1	High	Improved	Good
	Rutherford Scholarship Eligibility Rate	63.7	61.7	61.4	64.8	63.4	62.2	Intermediate	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	61.0	60.0	60.3	59.0	58.7	58.7	High	Maintained	Good
	Work Preparation	78.7	78.4	78.9	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	80.5	81.1	82.5	82.9	83.0	83.5	High	Declined Significantly	Issue
Parental Involvement	Parental Involvement	77.9	77.4	78.0	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	78.8	78.2	79.6	81.0	80.3	81.0	High	Declined Significantly	Issue

Notes

1 | Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2 | Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

3 | Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.

4 | Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

5 | Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 K&E); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 K&E); Science (Grades 6, 9, 9 K&E); and Social Studies (Grades 6, 9, 9 K&E).

6 | Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

7 | Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

8 | Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

9 | Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

10 | Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

11 | 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Accountability Pillar: First Nations, Métis and Inuit Overall Summary October 2019

Measure Category	Measure	Calgary School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	5.9	6.2	6.4	5.4	4.8	5.6	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	40.0	37.8	35.8	56.6	53.3	52.4	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	48.1	43.2	42.3	54.0	51.7	51.9	Very Low	Improved Significantly	Acceptable
	PAT: Excellence	5.8	5.3	5.0	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.4	82.1	80.9	77.2	77.1	76.7	Intermediate	Maintained	Acceptable
	Diploma: Excellence	15.9	12.8	14.7	11.4	11.0	10.6	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	20.2	17.3	16.0	24.6	24.4	22.3	Very Low	Improved	Issue
	Rutherford Scholarship Eligibility Rate	19.4	17.1	18.0	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	25.9	27.1	28.8	34.2	33.0	32.8	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes

1 | Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2 | Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

3 | Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 K&E); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 K&E); Science (Grades 6, 9, 9 K&E); and Social Studies (Grades 6, 9, 9 K&E).

4 | Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5 | Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

6 | Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

7 | Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

8 | Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

9 | 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.8	75.5	75.3	75.4	77.7		Intermediate	Improved Significantly	Good			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.9	20.4	20.6	22.2	23.2		High	Improved Significantly	Good			
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	86.2	85.1	85.0	86.3	86.6		High	Improved Significantly	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	29.0	27.6	28.6	31.2	32.2		Very High	Improved Significantly	Excellent			

Notes

1 | Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2 | Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

3 | Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 K&E); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 K&E); Science (Grades 6, 9, 9 K&E); and Social Studies (Grades 6, 9, 9 K&E).

4 | Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5 | Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

6 | Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

7 | Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

8 | Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Strategies

Achievement & Well-Being

- Improve student achievement through the design of inclusive, engaging and rigorous learning tasks.
  - Further consistency of assessment and reporting by calibrating to a system standard.
  - Use high-impact instructional strategies.
  - Incorporate culturally-responsive instructional design and assessment by honouring Indigenous knowledge systems, languages and histories.
  - Enhance student voice in learning, assessment and decision-making.

- Advance literacy, numeracy and learning competencies that incorporate critical thinking, communication, creativity, collaboration, citizenship and character.
  - Leverage the use of technology in learning environments to meet the needs of diverse learners.

Developing our Employees

- Build the capacity of our employees
  - Provide opportunities for professional learning for our employees.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	76.2	75.2	76.4	75.9	77.4		High	Improved Significantly	Good			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	60.7	61.0	61.9	61.0	62.2		High	Improved	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.3	2.8	2.7	2.1	2.3		Very High	Improved Significantly	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	61.3	60.9	60.0	60.0	61.0		High	Maintained	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	61.1	61.6	61.7	63.7		Intermediate	Improved Significantly	Good			
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.3	83.8	82.7	81.1	80.5		High	Declined Significantly	Issue	81.7	81.8	81.9

Notes

1 | Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2 | Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

3 | Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

4 | Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.

5 | Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

6 | Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

7 | Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

8 | 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Strategies

Achievement & Well-Being

- Improve student achievement through the design of inclusive, engaging and rigorous learning tasks.
  - Further consistency of assessment and reporting by calibrating to a system standard.
  - Use high-impact instructional strategies.
  - Incorporate culturally-responsive instructional design and assessment by honouring Indigenous knowledge systems, languages and histories.
  - Enhance student voice in learning, assessment and decision-making.

- Advance literacy, numeracy and learning competencies that incorporate critical thinking, communication, creativity, collaboration, citizenship and character.
  - Build capacity to support concept-based curriculum and instruction.
  - Leverage the use of technology in learning environments to meet the needs of diverse learners.

- Create conditions for success for each student in a welcoming, caring, respectful and safe learning environment.
  - Continue to develop environments where each student is known and develops a sense of competence, confidence and belonging as a learner.
  - Further develop school environments that foster resiliency in students.
  - Work with partners to provide access to well-being and mental health supports for students.

Strategic Allocation of Resources to Support Student Needs

- Develop a sustainable system-wide plan to optimize, commission, modernize and maintain school facilities to foster enriching learning environments.
  - Develop a sustainable system-wide plan for high schools that continues to offer students access, flexibility and choice in programming given available space and resources

Developing our Employees

- Build the capacity of our employees
  - Provide opportunities for professional learning for our employees.

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

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	42.4	39.6	44.0	43.2	48.1	45.1*	Very Low	Improved Significantly	Acceptable			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.3	3.2	6.5	5.3	5.8	6.3*	Very Low	Maintained	Concern	7.3	7.4	8.2
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	86.6	81.1	79.6	82.1	83.4		Intermediate	Maintained	Acceptable			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	15.7	17.0	14.3	12.8	15.9		Intermediate	Maintained	Acceptable			

*Alberta Education requires jurisdictions to set targets for any performance measures where the *Overall* evaluation is *Issue* or *Concern*.

Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the Acceptable Standard on Provincial Achievement Tests (all student cohort results) was a *Concern* in the 2017-18 AERR; accordingly, a target was set for 2019.
▪ The target for 2019 was 45.1% and the result for 2019 was 48.1%; The CBE result for this measure increased by 4.9 percentage points between 2018 and 2019, meeting the 2019 target.

Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (all student cohort results) was a *Concern* in the 2017-18 AERR; accordingly, a target was set for 2019.
▪ The target for 2019 was 6.3% and the result for 2019 was 5.8%; The CBE result for this measure increased by 0.5 percentage points between 2018 and 2019, but did not meet the 2019 target.

Notes
1 | Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2 | Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3 | Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 K&E); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 K&E); Science (Grades 6, 9, 9 K&E); and Social Studies (Grades 6, 9, 9 K&E).
4 | Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5 | Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6 | Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7 | Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8 | Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Strategies

Achievement & Well-Being

- Improve student achievement through the design of inclusive, engaging and rigorous learning tasks.
  - Further consistency of assessment and reporting by calibrating to a system standard.
  - Use high-impact instructional strategies.
  - Incorporate culturally-responsive instructional design and assessment by honouring Indigenous knowledge systems, languages and histories.
  - Enhance student voice in learning, assessment and decision-making.

- Advance literacy, numeracy and learning competencies that incorporate critical thinking, communication, creativity, collaboration, citizenship and character.
  - Leverage the use of technology in learning environments to meet the needs of diverse learners.

Developing our Employees

- Build the capacity of our employees
  - Provide opportunities for professional learning for our employees.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	35.1	33.2	36.4	37.8	40.0	39.6*	Very Low	Improved	Issue	42.1	43.9	45.9
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	16.3	14.2	16.7	17.3	20.2	19.4*	Very Low	Improved	Issue	21.2	22.9	24.9
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	9.0	5.5	7.5	6.2	5.9		Intermediate	Maintained	Acceptable			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	24.6	25.6	33.8	27.1	25.9	33.0*	Very Low	Maintained	Concern	32.8	32.9	34.2
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	20.3	16.5	17.1	19.4		Very Low	Maintained	Concern	20.1	21.3	22.8

+ The measures in this table only include results up to 2017-18. The "Target 2019" column refers to the result found in the 2018-19 May update not the result for the 2018-19 school year. The target set for 2019 is targeting the 2017-18 results.

*Alberta Education requires jurisdictions to set targets for any performance measures where the *Overall* evaluation is *Issue* or *Concern*.

High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10 was a *Concern* in the 2017-18 AERR; accordingly, a target was set.
▪ The target set for 2019 was 39.6, which would represent an increase of 1.8 percentage points over the 2018 result of 37.8%. The 2018 CBE result of 40.0% met the target.

Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10 was a *Concern* in the 2017-18 AERR; accordingly, a target was set.
▪ The target set 2018 was 19.4%, which would represent an increase of 2.1 percentage points over the 2017 result of 17.3%. The 2018 CBE result of 20.2% met the target.

High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10 was a *Concern* in the 2017-18 AERR; accordingly, a target was set.
▪ The target set 2018 was 33.0%, which would represent an increase of 5.9 percentage points over the 2017 result of 27.1%. The 2018 CBE result of 25.9% did not meet the target.

Notes
1 | Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2 | Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3 | Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4 | Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5 | Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6 | Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7 | 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Strategies

Achievement & Well-Being

- Improve student achievement through the design of inclusive, engaging and rigorous learning tasks.
  - Further consistency of assessment and reporting by calibrating to a system standard.
  - Use high-impact instructional strategies.
  - Incorporate culturally-responsive instructional design and assessment by honouring Indigenous knowledge systems, languages and histories.
  - Enhance student voice in learning, assessment and decision-making.

- Advance literacy, numeracy and learning competencies that incorporate critical thinking, communication, creativity, collaboration, citizenship and character.
  - Build capacity to support concept-based curriculum and instruction.
  - Leverage the use of technology in learning environments to meet the needs of diverse learners.

- Create conditions for success for each student in a welcoming, caring, respectful and safe learning environment.
  - Continue to develop environments where student is known and develops a sense of competence, confidence and belonging as a learner.
  - Further develop school environments that foster resiliency in students.
  - Work with partners to provide access to well-being and mental health supports for students.

Strategic Allocation of Resources to Support Student Needs

- Develop a sustainable system-wide plan to optimize, commission, modernize and maintain school facilities to foster enriching learning environments.
  - Develop a sustainable system-wide plan for high schools that continues to offer students access, flexibility and choice in programming given available space and resources

Developing our Employees

- Build the capacity of our employees
  - Provide opportunities for professional learning for our employees.

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

Outcome Three: Alberta's education system respects diversity and promotes inclusivity

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.1	83.2	82.4	81.8	82.3		Very High	Maintained	Excellent			

Notes |
1 | Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2 | Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Strategies

Achievement & Well-Being

- Improve student achievement through the design of inclusive, engaging and rigorous learning tasks.
  - Enhance student voice in learning, assessment and decision-making.

Organizational Effectiveness & Service Transformation

- Communicate and engage our students, staff, families and communities to support effective decision-making.
  - Utilize the *Dialogue Framework* to support community engagement activities.

Strategic Allocation of Resources to Support Student Needs

- Allocate human and financial resources based on student needs.
  - Allocate resources based on need to support students with equitable access to programs and services across the system.

- Develop a sustainable system-wide plan to optimize, commission, modernize and maintain school facilities to foster enriching learning environments.
  - Develop a sustainable system-wide plan for high schools that continues to offer students access, flexibility and choice in programming given available space and resources.

Developing our Employees

- Build the capacity of our employees
  - Provide opportunities for professional learning for our employees.

Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.2	89.8	89.3	88.2	88.0		High	Declined Significantly	Issue	88.8	88.9	89.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.6	89.4	89.0	88.2	88.6	88.9*	High	Declined	Acceptable			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	78.2	79.3	78.9	78.4	78.7		High	Maintained	Good			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	65.8	69.1	68.5	68.1	68.2		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.2	78.4	78.3	77.4	77.9		Intermediate	Maintained	Acceptable			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	75.6	80.4	80.1	78.2	78.8		High	Declined Significantly	Issue	79.4	79.5	79.6

*Alberta Education requires jurisdictions to set targets for any performance measures where the *Overall* evaluation is *Issue* or *Concern*.

Percentage of teachers, parents and students satisfied with the overall quality of basic education was an *Issue* in the 2017-18 AERR; accordingly, a target was set for 2019.
▪ The target for 2019 was 88.9% and the result for 2019 was 88.6%; The CBE result for this measure increased by 0.4 percentage points between 2018 and 2019, but did not meet the 2019 target.

Notes |

1 | Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2 | Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Strategies

Achievement & Well-Being

- Improve student achievement through the design of inclusive, engaging and rigorous learning tasks.
  - Enhance student voice in learning, assessment and decision-making.

- Create conditions for success for each student in a welcoming, caring, respectful and safe learning environment.
  - Continue to develop environments where each student is known and develops a sense of competence, confidence and belonging as a learner.
  - Further develop school environments that foster resiliency in students.
  - Work with partners to provide access to well-being and mental health supports for students.

Organizational Effectiveness & Service Transformation

- Communicate and engage our students, staff, families and communities to support effective decision-making.
  - Utilize the *Dialogue Framework* to support community engagement activities.
  - Communicate decisions effectively.

Strategic Allocation of Resources to Support Student Needs

- Allocate human and financial resources based on student needs.
  - Align resource allocation with the new funding framework and system priorities and equity goals.
  - Allocate resources based on need to support students with equitable access to programs and services across the system.

- Develop a sustainable system-wide plan to optimize, commission, modernize and maintain school facilities to foster enriching learning environments.
  - Develop a sustainable system-wide plan for high schools that continues to offer students access, flexibility and choice in programming given available space and resources.
  - Promote system-wide approaches to environmental sustainability.

Summary of Financial Results for 2018-19

## Financial Results Summary 2018-19

The Calgary Board of Education (CBE) is the public school board in Calgary, Alberta, Canada, and is one of the best public education systems in the world. From Early Childhood Services (ECS) to Grade 12, the CBE operates a wide variety of programs and services to support each and every student. Outstanding education depends on making wise decisions about how to invest public resources on behalf of the over 123,000 students. It is an important responsibility. Money spent educating today's youth is one of the most important investments a society can make in its future.

The CBE works with students, families, communities, Alberta Education and employees to build positive learning and working environments. The Board of Trustees' policies, the CBE Three-Year Education Plan and the direction set by Alberta Education, guide our work.

Operating Highlights

	$000's 2018-19	%	$000's 2017-18	%
Revenues				
Government of Alberta	1,288,251	93%	1,266,172	93%
All Other Revenues	96,464	7%	96,975	7%
	1,384,715	100%	1,363,147	100%
Expenditures				
Instruction: ECS	44,354	3.2%	52,780	3.9%
Instruction: grades 1-12	1,048,639	75.5%	1,024,638	75.1%
Plant operations and maintenance	161,616	11.6%	157,312	11.5%
Transportation	52,632	3.8%	49,605	3.6%
Board and System Administration	48,054	3.5%	47,247	3.5%
External Services	32,898	2.4%	33,617	2.5%
	1,388,193	100.0%	1,365,199	100.0%
Deficit	(3,478)		(2,052)	

Actual Expenditures 2018-19
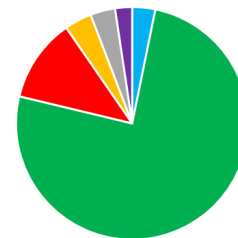
The 2018-19 deficit of $3.5 million is $1.4 million higher than the prior year deficit of $2.1 million. Highlights in the year include:

- An increase in enrolment. Funding rates remained steady to prior year, but with an increase in the number of students, overall funding increased.
- The number of staff to provide instruction and support students have also increased.
- The government has provided the same funding with Bill 1, including the Fee Replacement Grant for Instructional Supplies and Material, as well as Transportation Fees.
- Classroom Improvement Funding remained consistent with prior year. This was channeled into student learning by increasing FTEs to support student learning.
- In 2017-18 Administration projected operational and capital project funding requirements and deemed it prudent to convert equity and bond investments into cash. This strategy has not been repeated in 2018-19, resulting in lower investment income compared to prior year.

Capital Highlights

Total additions to tangible capitals assets were $82.4 million in 2018-19 which are largely comprised of:

- $20.1 million in Construction and modular funding from Alberta Infrastructure.
- $34.2 million in board funded capital activities such as school commissioning, technology infrastructure upgrades, technology hardware purchases.
- $23.5 million in IMR capital projects were completed at various schools.

Reserves Highlights

	Reserves balance Sept 1, 2018	2018-19 proposed used of reserves	Reserves balance Aug 31, 2019
	(in $ thousands)		
Total operating reserves	25,977	(2,983)	22,994
Total capital reserves	24,200	(8,313)	15,887
Total reserves	**50,177**	**(11,296)**	**38,881**

Draws from reserves included:

- $3.0 million from operating reserves based on actual operating results.
- $8.3 million from capital reserves to fund ongoing projects as well as commissioning new schools and support for a solar power project.

Financial Position Highlights

As at Aug. 31, 2019 the CBE has an accumulated surplus balance of $210.6 million (2018 - $213.9 million), reflecting net financial debt of $1,123.6 million and non-financial assets of $1,334.1 million. Net debt includes $1,172.1 million of unearned revenue from Government funding spent on the construction of capital assets. That revenue is recognized and brought into income over the useful life of the related assets.

Schedule of Program Operations

SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2019 (in dollars)

	2019							2018
	Instruction: early childhood services	Instruction: grades 1-12	Plant operations and maintenance	Transportation	Board and system adminstration	External services	Total	Total
Revenues								
Alberta Education	$ 49,981	$ 994,512	$ 108,816	$ 42,451	$ 49,901	$ -	$ 1,245,661	$ 1,227,558
Alberta Infrastructure	-		41,608				41,608	37,999
Other Government of Alberta	-	155	52	-	301	96	604	265
Federal Government and First Nations	-	1,149	-	-	25	1,524	2,698	3,287
Other Alberta school authorities	-	359	19	-	-		378	350
Fees revenue	-	23,930	-	4,921	-	14,776	43,627	38,974
Other sales and services	474	14,560	201	-	135	13,504	28,874	30,340
Investment revenue	-	929	-		2,908	-	3,837	7,180
Gifts and donations	-	9,319	217	-	-		9,536	7,957
Rentals	-	-	405		429	3,377	4,211	4,878
Fundraising	-	2,524	-	-	-	-	2,524	2,640
Gain on disposal of assets	-	-	110	-	-	-	110	(18)
Other revenue	-	1,011	-	-	-	36	1,047	1,737
Total revenues	$ 50,455	$ 1,048,448	$ 151,428	$ 47,372	$ 53,699	$ 33,313	$ 1,384,715	$ 1,363,147
Expenses								
Certificated salaries	$ 24,595	$ 641,801	$ -	$ -	$ 1,756	$ 6,913	$ 675,065	$ 662,049
Certificated benefits	2,774	141,259	-	-	209	739	144,981	145,702
Non-certificated staff salaries	11,976	118,493	48,212	1,924	16,512	13,357	210,474	211,480
Non-certificated staff benefits	3,099	28,765	11,308	570	3,143	2,671	49,556	51,402
Sub-total	42,444	930,318	59,520	2,494	21,620	23,680	1,080,076	1,070,633
Supplies and services	1,910	102,374	51,559	49,108	21,529	5,756	232,236	223,226
Amorization of supported tangible capital assets	-		43,476	-	-	-	43,476	38,999
Amorization of unsupported tangible capital assets	-	15,585	6,642	-	4,658	58	26,943	27,420
Supported debt interest	-	-	52	-	-	-	52	128
Unsupported interest on capital debt	-	-	367	-	44	-	411	360
Other interest and finance charges	-	346	-	129	43	345	863	868
Other expense	-	16	-	901	160	3,059	4,136	3,565
Total expenses	44,354	1,048,639	161,616	52,632	48,054	32,898	1,388,193	1,365,199
Operating surplus / (deficit)	$ 6,101	$ (191)	$ (10,188)	$ (5,260)	$ 5,645	$ 416	$ (3,478)	$ (2,052)

More information on the audited financial statements and supplemental Management Discussion and Analysis can be obtained from the office of the Superintendent, Finance/ Technology Services at (403) 817-7400. It is also available on the CBE's website under Financial Results 2018-19 at:

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

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

https://www.alberta.ca/k-12-education-financial-statements.aspx

Budget Summary 2019-20

The CBE's values, set out below, guide Administration's approach to the budget:

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

The Budget Report for 2019-20 was prepared using a consultative process and focused resources on achieving the vision as articulated in the CBE values, the Three-Year Education Plan and guidance from Alberta Education.

This budget charts a path that aligns with the CBE's values while balancing against available resources.

Operating Highlights

	$000's	
	2019-20	%
Revenues		
Government of Alberta	1,255,088	93%
All Other Revenues	91,185	7%
	1,346,273	100%
Expenditures		
Instruction: ECS	43,078	3.1%
Instruction: grades 1-12	1,046,698	75.8%
Plant operations and maintenance	160,063	11.6%
Transportation	50,537	3.7%
Board and System Administration	48,951	3.5%
External Services	31,223	2.3%
	1,380,550	100.0%
Deficit	(34,277)	

Budget Expenditures 2019-20
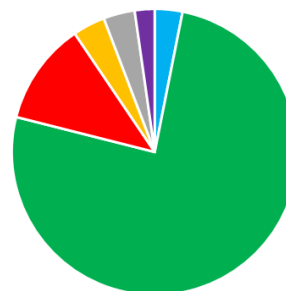
- Revenues are lower than 2018-19 due primarily to a reduction in funding from the elimination of the Fee Replacement Grant, Class Size Initiative and Classroom Improvement Funding totalling $85 million. This was offset by a one-time $24 million transition grant and enrolment growth funding of $29 million, for a net decrease in funding of $32 million.
- For the 2019-20 school year only, the Minister of Education advised that school boards have the ability to repurpose the operating portion of the Infrastructure Maintenance and Renewal (IMR) grant to support classroom, or school-based, certificated and non-certificated staffing costs. The CBE requested and received ministerial approval on Dec. 2, 2019 to access this additional flexibility in the amount of $15 million. This budget reflects the use of these funds to maintain temporary teachers in classrooms and offset the reduction in the transportation portion of the Fee Replacement Grant.
- Service units reflect a total reduction of $7 million as part of the overall balancing strategy.

Capital Highlights

- Board funded capital dollars are drawn from Alberta Education grant funding as there is no specific grant from Alberta Education for these acquisitions.
- This budget incorporates a reduction to board funded capital spending plans of $10 million as part of the operating balancing strategy.
- The remaining board funded capital allocation will be used to support necessary capital acquisitions based on health, safety, legal compliance or future cost savings criteria.
- The capital portion of IMR will continue as planned notwithstanding the repurposing of the operating portion noted in the Operating Highlights.

Reserves Highlights

- Unrestricted operating reserves are budgeted to be $4.2 million by Aug. 31, 2020 after drawing on over $10 million to fund the operating funding gap and $6.8 million to fund projects carried forward from 2018-19.
- Capital reserves are budgeted to be $10.4 million by Aug 31, 2020 after drawing $5.4 million to fund to fund projects carried forward from 2018-19.
- The remaining capital reserves are planned to be used for new school commissioning costs in future years.

More information on the Operating Budget 2019-20 is available on the CBE's website at:

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

Summary of Facility & Capital Plans 2018-19

Calgary has experienced varying levels of population growth over the past decade. Calgary's population has increased by 90 517 persons in the last five years, an average of 18 103 persons per year. The current population is 1 285 711 people (2019 City Census). The City of Calgary's *Suburban Residential Growth 2019-2023* indicates there are 27 actively developing communities in new suburban areas at various stages of build out.

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

The CBE's Three-Year School Capital Plan 2020-23 was approved on March 12, 2019 by the Board of Trustees and can be found under Supporting Documents on the > Schools > Building & Modernizing Schools > Criteria for School Capital Planning Priorities page on the CBE Website or at https://www.cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan.pdf

Enrolment Program Overview

In the 2019-20 school year the Calgary Board of Education will provide programs and services in 246 schools, addressing the complexity and diversity of a population of 125 809 students

Type and Number of Schools[1] 2019-20	
Elementary	143
Elementary Junior or Middle	51
Junior	11
Junior Senior	4
Senior	21
Elementary Junior Senior[2]	1
Unique Settings including Discovering Choices Outreach at four locations	15
Total	**246**

[1] School is defined as an instructional setting with a unique school code assigned by Alberta Education.
[2] Home Education

Student Enrolment as of Sept. 30, 2019	
Early Learning	215
Kindergarten	9 030
Grades 1 to 3	28 972
Grades 4 to 6	28 626
Grades 7 to 9	26 696
Grades 10 to 12	27 988
CBe-Learn[1]	541
Chinook Learning Services[1]	1 124
Home Education	209
Outreach Programs	1 437
Unique Settings	971
Total Enrolment	**125 809**

[1] 215 students are over 20 years old.

CBE Actual Employee Count[1] 2018-19	
Certificated	6 838.1
Non-certificated	3 440.7
Total	**10 278.8**

[1] Reported as Full-Time Equivalents as of Sept. 30, 2018

Program Overview

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

Settings and Programs Providing Specialized Services and Supports

- Children's Village School
- Christine Meikle School
- Discovering Choices Outreach
- Dr. Gordon Townsend School
- Dr. Oakley School
- Emily Follensbee School
- HERA Program
- Nexus
- Transitions
- West View School
- William Roper Hull School
- Wood's Homes Schools
  - George Wood Learning Centre
  - William Taylor Learning Centre

Sports-Supported Learning Opportunities

- National Sport School
- High Performance Athlete Development (HPAD) Pathway

Specialized School-Based Programming

- Autism Spectrum Disorder
- Behaviour
- Blind and Visually Impaired
- Complex Needs
- Deaf and Hard of Hearing
- Developmental Disabilities
- Early Development Pre-School
- English Language Learning
- Gifted and Talented
- Learning Disability
- Mental Health

Pathway Categories and Programs

- Dual Credit Program
- Exploratory Program
- Internships
- Registered Apprenticeship Programs (RAP)

CBE-Supported Community-Based Programming

- Adolescent Day Treatment Program (ADTP)
- Adolescent Mental Health Services (Units 23, 26, 56A)
- Alberta Adolescent Recovery Centre (AARC)
- Calgary Youth Attendance Centre (CYAC)
- Children's Day Treatment
- Emergency Women's Shelter
- Enviros Wilderness Base Camp
- ExCel

Alternative Programs

Content Program Focus

- Arts-Centred Learning
- Science School

Teaching Philosophy Programs

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

Language And Culture Programs

- Indigenous Culture Program:
  - Medicine Wheel Kindergarten
  - Niitsitapi Learning Centre
  - Piitoayis Family School
- French Immersion (Early and Late) Program
- German Bilingual Program
- Mandarin Bilingual Program
- Spanish Bilingual Program

Measure Evaluation Reference

Achievement Evaluation

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

The table below shows the range of values defining the 5 Achievement Evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes

1 | For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Accountability Pillar Overall Summary - October 2019 - Province

Measure Category	Measure	Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.0	89.0	89.3	Very High	Declined Significantly	Acceptable
Student Learning Opportunities	Program of Studies	82.2	81.8	81.9	Very High	Improved Significantly	Excellent
	Education Quality	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	2.6	2.3	2.9	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	79.1	78.0	77.5	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	73.8	73.6	73.6	Intermediate	Improved	Good
	PAT: Excellence	20.6	19.9	19.6	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.6	83.7	83.1	Intermediate	Improved Significantly	Good
	Diploma: Excellence	24.0	24.2	22.5	Very High	Improved Significantly	Excellent
	Diploma Exam Participation Rate (4+ Exams)	56.3	55.7	55.1	High	Improved Significantly	Good
	Rutherford Scholarship Eligibility Rate	64.8	63.4	62.2	Intermediate	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	59.0	58.7	58.7	High	Maintained	Good
	Work Preparation	83.0	82.4	82.6	High	Improved	Good
	Citizenship	82.9	83.0	83.5	Very High	Declined Significantly	Acceptable
Parental Involvement	Parental Involvement	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes |

1 | Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2 | Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3 | Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4 | Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5 | Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 K&E); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 K&E); Science (Grades 6, 9, 9 K&E); and Social Studies (Grades 6, 9, 9 K&E).
6 | Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7 | Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8 | Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9 | Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10 | Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11 | 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Accountability Pillar: First Nations, Métis and Inuit Overall Summary - October 2019 - Province

Measure Category	Measure	Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	5.4	4.8	5.6	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	56.6	53.3	52.4	Very Low	Improved Significantly	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	54.0	51.7	51.9	Very Low	Improved Significantly	Acceptable
	PAT: Excellence	7.4	6.6	6.5	Very Low	Improved Significantly	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	77.2	77.1	76.7	Low	Maintained	Issue
	Diploma: Excellence	11.4	11.0	10.6	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	24.6	24.4	22.3	Very Low	Improved Significantly	Acceptable
	Rutherford Scholarship Eligibility Rate	37.1	35.9	34.0	Very Low	Improved Significantly	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	34.2	33.0	32.8	Very Low	Improved	Issue
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a

Notes

1 | Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2 | Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

3 | Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 K&E); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 K&E); Science (Grades 6, 9, 9 K&E); and Social Studies (Grades 6, 9, 9 K&E).

4 | Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5 | Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

6 | Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

7 | Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

8 | Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

9 | 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.