Focus | Strategies for Success

Annual Education Results Report 2019-20
Three-Year Education Plan 2020-23

learning | as unique | as every student

Calgary Board of Education

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Our Commitment to Continuous Improvement

The Board of Trustees and staff of the Calgary Board of Education work together towards continuous improvement that strives to provide learning as unique as every student. Our Three-Year Education Plan and Annual Education Results Report highlight our dedication to student success and communicate our goals and strategies to all stakeholders.

This report represents the results of our work in the areas of achievement and well-being, organizational effectiveness and service transformation, strategic allocation of resources to support students' needs and the development of our employees.

Each year, we review our priorities to reflect on what we have accomplished and look at areas to improve. Our priorities align to the Alberta Education Outcomes and are grounded in evidence-informed decision making which determine the specific strategies and growth opportunities.

On behalf of The Calgary Board of Education, we extend our thanks and appreciation to our employees for their ability to adapt and respond in ways that demonstrate commitment to advancing equity by personalizing learning for each student.

Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education

Christopher Usih
Chief Superintendent of Schools
Calgary Board of Education

Introduction to the Report

The Calgary Board of Education's Annual Education Results Report provides a summary of results for the 2019-20 school year. The 2020-23 Three-Year Education Plan sets out how we are going to move forward in realising our goals and those of the province.

In addition to this report, the Board of Trustees each year publicly monitor progress through Operational Expectations and Results reporting.

Each school posts a School Results Report annually that speaks to the achievement of goals specified in their School Development Plan and to the targeted area(s) of improvement for the coming years.

At the core of this work is advancing equity by personalizing learning for each student in a research-based, collaborative, evidence-informed culture focused on success for each student, every day, no exceptions.

Accountability Statement

The Annual Education Results Report for the 2019-20 school year and the Three-Year Education Plan commencing Sept. 1, 2020 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 2019-20 school year and the Three-Year Education Plan for 2020-23 on November 24, 2020.

Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education
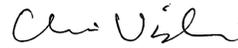
Christopher Usih
Chief Superintendent of Schools
Calgary Board of Education

Overview

We are one school system educating more than 122 450 students in 252 schools. More than 10 250 employees work together to provide learning as unique as every student.

Our work is guided by our Three-Year Education Plan, which connects each employee in The Calgary Board of Education (CBE) to student success. We must create an environment where each student can become an engaged learner, prepared for success in life, work and future learning.

As a leader in education, we are all committed to success for every student, and are proud of our students and the outstanding results they continue to achieve.

Schools 252			
Elementary 147	**Elementary-Junior** 9	**Elementary-Junior-Senior** 1	**Middle** 42
Junior 11	**Junior-Senior** 5	**Senior** 22	**Unique Settings including Outreach** 15

Students >122 450

- Self-Identify as Indigenous > 4890
- English Language Learners > 29 560
- Other Bilingual Programs > 4630
- Alternative Non-Language Programs > 11 850
- CBe-learn 617 Fulltime 1958 Partial
- French Immersion > 7360
- Identified Special Education Needs > 22 700

Staff (FTE)

- Certificated: 6699.4
- Non-Certificated: 3030.9
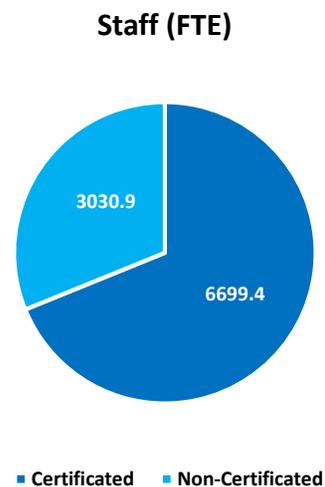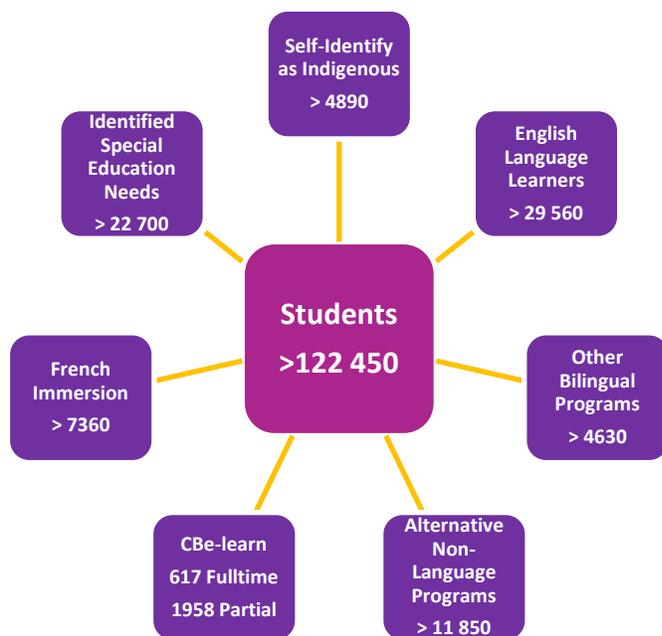
Our Values

Students come first.

We believe that everyone can learn. Each student is unique and worthwhile. We acknowledge, recognize and celebrate the diversity of our learners. Success for each and every student is the goal of our work.

Learning is our central purpose.

We believe that learning empowers students to achieve their potential. Attention to continuous improvement, high expectations, innovation and relationships will enable all students to reach their potential. Student learning is at the heart of everyone's work at The Calgary Board of Education.

Public education serves the common good.

Public education is essential for a vibrant democracy. The principles of democracy drive our accountability to the public and the public's participation in our work. Our school system is owned by and accountable to Calgarians and therefore, The Calgary Board of Education is accountable to Calgary taxpayers for using resources wisely to meet students' learning needs.

Our Ultimate Goals

The Calgary Board of Education Annual Education Results Report 2019-20 combined with the Three-Year Education Plan 2020-23 helps 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:

Results 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.

Results 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.

Students will achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:
- Career & Technology Foundations/Studies
- English Language Arts
- Fine and Performing Arts
- French Language Arts
- Languages
- Mathematics
- Physical Education
- Science
- Social Studies

Results 3 | Citizenship

Each student will be a responsible citizen.

Students will:
- participate in developing and maintaining our Canadian civil, democratic society;
- understand the rights and responsibilities of citizenship in local, national and international contexts;
- respect and embrace diversity;
- be responsible stewards of the environment by contributing to its quality and sustainability; and
- be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Results 4 | Personal Development

Each student will identify and actively develop individual gifts, talents and interests.

Students will:
- demonstrate resilience and perseverance to overcome failure and to adapt to change;
- take initiative, set goals, self-evaluate and strive to continuously improve;
- have the confidence to embrace ambiguity and complexity;
- take risks appropriately;
- make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being; and
- be technologically fluent, able to use digital tools critically, ethically and safely.

Results 5 | Character

Each student will demonstrate good character.

Students will:
- possess the strength of character to do what is right;
- act morally with wisdom; and
- balance individual concerns with the rights and needs of others.

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, CBE supports the outcomes in the *Ministry Business Plan 2020-23: Education*[1].

Engaging Stakeholders

At 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;

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[1] Alberta Education Business Plan 2020-23. Retrieved Nov. 16, 2020 from https://open.alberta.ca/dataset/cea65c12-a239-4bd9-8275-3ab54d84f5b3/resource/5793ca56-f46d-4d37-98d5-9dc19c95b2d3/download/education-business-plan-2020-23-english.pdf.

- participating on advisory groups such as the High School Engagement Advisory Group;
- CBE Student Survey, Accountability Pillar Survey, school surveys and focus groups;
- their school's Principal Advisory Council; and
- other unique opportunities within our schools.

In February 2020, more than 27 000 CBE students, over 5550 parents/guardians and more than 5800 teachers responded to the provincial Accountability Pillar Survey. The following results have an Achievement Measure of *High* or *Very High*:
- 88.8% agreed or strongly agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school;
- 82.7% are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- 89.0% are satisfied with the overall quality of basic education;
- 80.3% agree that students are taught attitudes and behaviours that will make them successful at work when they finish school;
- 81.2% are satisfied that CBE students model the characteristics of active citizenship;
- 79.0% are satisfied with parental involvement in decisions about their child's education; and
- 79.7% 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. 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.

School Culture & Environment

Each school in our system has developed its own culture that represents the unique needs and expectations of students, staff, parents and school community members. Along with their own school culture, each school reflects a unified culture of inclusion in CBE.

Students, staff and school communities share the responsibility of cultivating environments that welcome everyone and provide opportunities to thrive in life and learning.

Our schools are safe, positive, inclusive, equitable and welcoming learning and working environments that support and respond to the needs of students and staff.

Recognizing the full range of uniqueness in our students and staff is central to our work. We are committed to providing inclusive environments. We provide respectful, safe, secure and welcoming environments for all students, families and staff inclusive of:

- physical ability;
- mental ability;
- gender identity and gender expression;
- sexual orientation;
- cultural and linguistic diversity;
- race;
- ancestry;
- gender;
- religious beliefs;
- socioeconomic status; and
- family composition.

Choice in Education

As the largest school district in Western Canada, we offer a depth and breadth of programs and supports to meet the unique learning needs and interests of an increasingly diverse population. We focus on personalizing the learning experience so that each student is engaged, inspired and learning to their full potential.

Students in CBE have access to rigorous and robust academic and complementary programming at their community school.

Along with our excellent regular program offered at our community schools, we also offer alternative programs and other options.

Our programs recognize students' diverse ways of learning and address a broad range of interests and abilities.

In addition to the regular program, students may choose from:
- Language Programs
  - Chinese (Mandarin) Bilingual (K-9)
  - Early French Immersion (K-12)
  - German Bilingual (K-6)
  - Late French Immersion (7-12)
  - Spanish Bilingual (K-12)
- Subject Matter
  - Arts-Centred Learning (5-12)
  - Science (K-9)

- Teaching Philosophy
  - All Boys (K-6)
  - All Girls (4-9)
  - Indigenous Focus (K-6)
  - Montessori (K-6)
  - Traditional Learning Centre (K-9)
- Program Setting & Delivery
  - Alternative High School (10-12)
  - Home Education (1-12)
  - Online Learning (7-12)
  - Outreach (10-12)
  - Pregnant & Parenting Teens (9-12)
  - Sports (5-12)
- Exploring Career Choices
  - Career & Technology (5-12)
  - Dual Credit (10-12)
  - Off-Campus Work Experience (10-12)
- Internationally Recognized Programs
  - Advanced Placement (10-12)
  - International Baccalaureate (11-12)

We provide appropriate programming for students with exceptional and special needs in all of our community schools. To meet the unique learning needs of every student we work with students, parents and community organizations to personalize the support for each child.

We also provide programming at various sites across CBE to meet specialized needs of some students with:
- Blind and Visually Impaired
- Cognitive Developmental Disabilities
- Complex Needs
- Deaf and Hard of Hearing (DHH)
- Giftedness
- Learning Disabilities
- Mental Health and Wellness (social/emotional/behavioural challenges)
- Physical and Medical Disabilities

In some cases, students may be referred to our specialized classes and/or unique school settings to meet these needs.

CBE Disclosure

CBE Public Interest Disclosure (Whistleblower Protection) policy was approved in February 2014. From October 1, 2019, up to and including September 30, 2020 the following has been received:

Disclosures received by the Designated Officer	3
Disclosures acted on	1
Disclosures not acted on	2
Investigations commenced by the Designated Officer as a result of disclosures	1

2020-2023 | Three-Year Education Plan

2020-21 Preamble

The 2020-23 Three-Year Education Plan outlines priorities for the system with a focus on advancing equity through the personalization of learning. During a global pandemic, it becomes even more important to focus on continuous improvement, equity and responsiveness to individual student learning needs in each school context.

In the annual summative evaluation letter from the Board of Trustees to the Chief Superintendent in June 2020, the Board reaffirmed "its commitment to equity and expects that as you make decisions about student learning and resource allocation, that equity continues to be a guiding principle."

The CBE recognizes the significant pressures schools and service units face in continuing to offer safe and healthy learning and work environments. Despite these added pressures, we are confident that through system and school focus we can and will respond and adjust to immediate needs as well as continuing to enhance the work in service of continuous improvement. While the priorities outlined in the 2020-23 plan remain, areas of focus identified below will be central to work in schools and across service units.

The CBE is redesigning the Three-Year Education Plan for the 2021-22 school year. This work is in response to the new Alberta Education Assurance Framework where "a broader and more balanced approach to accountability will result in enhanced public assurance and is the basis of the Assurance Framework. In this framework, all education stakeholders accept the responsibility for building capacity of the education system – in classrooms, schools, school authorities and in government." (p. 16)

2020-21 Areas of Focus

Achievement & Well-being
- Advance understanding, awareness and next steps in supporting anti-racism, inclusion and equity through the initiation of CBE CARES Advisory Council and partner research.
- Build capacity for effective pedagogy and assessment in online environments.
- Build, support, and refine health and safety measures aligned with guidance and direction from Alberta Education, Alberta Health Services, and reflective of our community context.
- Develop and enhance the use of local performance measures within School Development Plans.

Strategic Allocation of Resources to Support Student Needs
- Refine the allocation of resources to schools through the equity framework allocation model.

2020-2023 | 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.

Calgary Board of Education
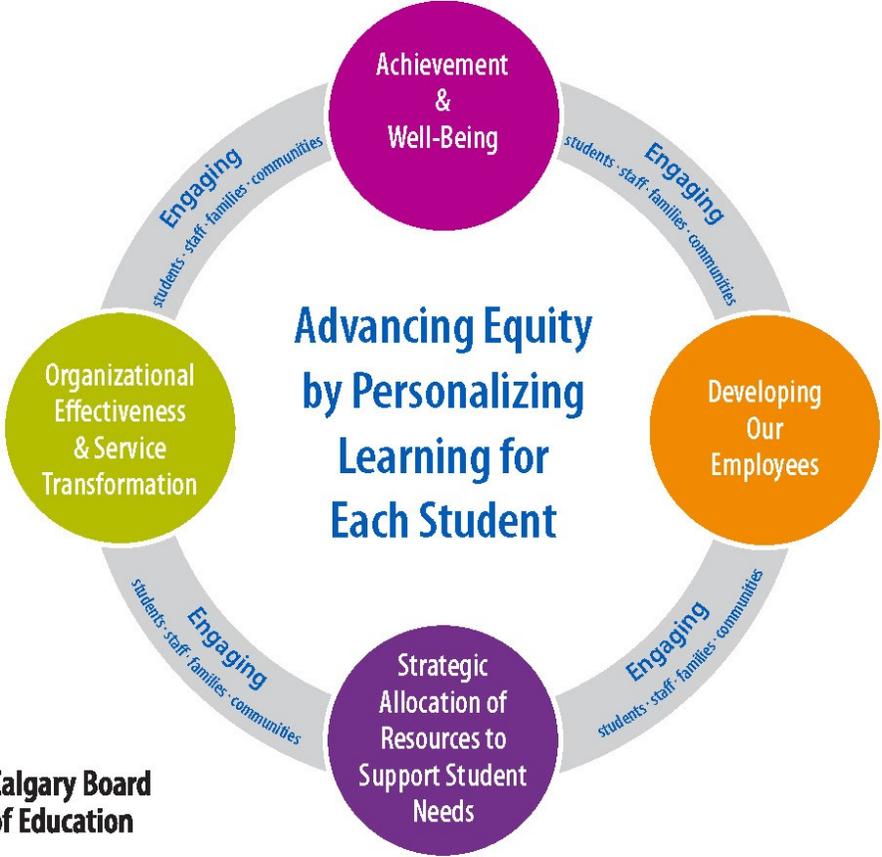
Advancing Equity by Personalizing Learning for Each Student

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.

Accountability Pillar Overall Results

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.

CBE's Achievement Evaluation was *Very High* or *High* for 11 of 12 measures and *Intermediate* for the remaining one.

On the Accountability Pillar: All Students Overall Summary – May 2020 the following measures were evaluated by the province as:

- *Improved Significantly*:
  - High School Completion Rate (3 yr)
  - Transition Rate (6 yr)
  - Work Preparation
  - Parental Involvement
  - School Improvement

- *Improved*:
  - Safe and Caring
  - Program of Studies
  - Education Quality

- *Maintained*:
  - Diploma Exam Participation Rate (4+ Exams)
  - Citizenship

How to Read the Accountability Pillar Overall Summary

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.

	Achievement				
Improvement	**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: All Students - Overall Summary May 2020

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	88.8	88.0	88.5	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	82.7	82.3	82.2	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	89.0	88.6	88.6	90.3	90.2	90.1	High	Improved	Good
	Drop Out Rate	2.2	2.3	2.3	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	78.3	77.4	76.6	79.7	79.1	78.4	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	77.7	76.1	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	23.2	22.0	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	86.6	86.0	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	32.2	30.7	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	61.9	62.2	61.7	56.4	56.3	55.6	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	64.9	63.7	62.3	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	62.2	61.0	60.3	60.1	59.0	58.5	High	Improved Significantly	Good
	Work Preparation	80.3	78.7	78.7	84.1	83.0	82.7	High	Improved Significantly	Good
	Citizenship	81.2	80.5	81.4	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.0	77.9	77.9	81.8	81.3	81.2	High	Improved Significantly	Good
Continuous Improvement	School Improvement	79.7	78.8	79.1	81.5	81.0	80.9	High	Improved Significantly	Good

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 | 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.

4 | 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).

5 | Participation in Provincial Achievement Tests (PATs) was impacted by the fires in May to June 2016 and May to June 2019. Due to the global pandemic in 2020, June 2020 PATs were cancelled. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

6 | 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.

7 | Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Due to the global pandemic in 2020, April and June 2020 Diploma Examinations were cancelled. 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.

10 | Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Accountability Pillar: English Language Learners - Overall Summary May 2020

Measure Category	Measure	Calgary School Division (ELL)			Alberta (ELL)			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	2.4	3.0	2.9	2.2	2.3	2.3	Very High	n/a	n/a
	High School Completion Rate (3 yr)	65.5	65.6	64.0	73.3	74.4	74.3	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	74.3	72.3	n/a	70.2	69.6	n/a	n/a	n/a
	PAT: Excellence	n/a	19.2	18.0	n/a	16.4	15.7	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	76.0	75.9	n/a	72.5	73.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	21.2	22.4	n/a	15.3	16.2	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	56.1	55.6	55.0	51.0	54.3	54.3	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	61.0	59.0	58.4	55.6	55.5	55.3	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	64.6	65.9	66.9	65.7	64.6	64.0	High	Maintained	Good
	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

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

3 | 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.

4 | 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).

5 | Participation in Provincial Achievement Tests (PATs) was impacted by the fires in May to June 2016 and May to June 2019. Due to the global pandemic in 2020, June 2020 PATs were cancelled. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

6 | 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.

7 | Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Due to the global pandemic in 2020, April and June 2020 Diploma Examinations were cancelled. 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.

10 | Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Accountability Pillar: Students Who Self-Identify as Indigenous - Overall Summary May 2020

Measure Category	Measure	Calgary School Division (Indigenous)			Alberta (Indigenous)			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	6.8	5.9	6.5	5.5	5.4	5.3	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	38.8	40.0	38.1	55.8	56.6	54.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	48.1	45.1	n/a	54.0	52.5	n/a	n/a	n/a
	PAT: Excellence	n/a	5.8	5.9	n/a	7.4	6.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	83.4	81.7	n/a	77.2	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	15.9	14.3	n/a	11.4	11.0	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	19.0	20.2	18.0	24.4	24.6	23.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	23.0	19.4	17.7	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	29.0	25.9	28.9	35.0	34.2	33.0	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

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

3 | 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.

4 | 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).

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7 | Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Due to the global pandemic in 2020, April and June 2020 Diploma Examinations were cancelled. 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.

10 | Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Accountability Pillar: Students with Identified Special Education Needs - Overall Summary May 2020

Measure Category	Measure	Calgary School Division (SpEd)			Alberta (SpEd)			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	3.6	3.9	4.2	3.9	3.8	4.0	High	n/a	n/a
	High School Completion Rate (3 yr)	60.7	60.0	56.9	61.8	62.3	60.8	Low	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	55.2	53.1	n/a	47.2	46.8	n/a	n/a	n/a
	PAT: Excellence	n/a	9.8	9.4	n/a	7.1	7.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	83.2	84.2	n/a	77.2	78.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	19.8	20.7	n/a	13.7	14.3	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	31.6	32.0	30.3	23.8	24.9	24.2	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	39.2	35.2	34.2	37.8	35.5	34.1	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	43.5	43.7	41.5	41.1	40.4	38.6	Low	Improved	Acceptable
	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

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10 | Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Alberta Education's Outcomes

This next section (pp. 20-58) provides CBE results and next steps within each of Alberta Education's four outcomes. For each outcome, information is organized as follows:

- CBE's Strategy: from the 2020-23 Three-Year Education Plan;
- Evidence: list of provincial and local measure results used to monitor CBE's progress towards the outcome;
- Analysis of Evidence: includes areas of strength and opportunities for growth;
- Specific Strategies: a summary of the work CBE has accomplished; and
- Growth Opportunities: focus for 2020-21.

Alberta Education

Outcome 1: Alberta's students are successful
Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

CBE Strategy: 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.

Accountability Pillar

High School Completion Rate – Percentage of students who completed high school within three, four and five years of entering Grade 10.

Cohort	Yr	Results (in percentages)					Evaluation		
		2016	2017	2018	2019	2020	Achievement	Improvement	Overall
All Students	3	75.2	76.4	75.9	77.4	78.3	High	Improved Significantly	Good
	4	80.9	80.9	81.7	81.0	82.9	n/a	n/a	n/a
	5	82.1	83.6	83.7	84.5	83.9	n/a	n/a	n/a
English Language Learners	3	61.2	63.3	62.9	65.6	65.5	Intermediate	Maintained	Acceptable
	4	73.7	76.3	73.6	71.8	79.0	n/a	n/a	n/a
	5	83.4	78.0	82.6	79.4	75.1	n/a	n/a	n/a
Students Who Self-Identify as Indigenous	3	33.2	36.4	37.8	40.0	38.8	Very Low	Maintained	Concern
	4	39.5	40.7	42.0	45.2	46.9	n/a	n/a	n/a
	5	48.7	45.4	45.0	51.2	50.1	n/a	n/a	n/a
Students with Identified Special Education Needs	3	55.4	54.1	56.5	60.0	60.7	Low	Improved Significantly	Good
	4	59.2	63.5	62.7	64.7	69.4	n/a	n/a	n/a
	5	63.8	63.6	68.1	67.8	70.1	n/a	n/a	n/a

Percentage of students writing four or more diploma exams within three years of entering Grade 10.

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
All Students	61.0	61.9	61.0	62.2	61.9	High	Maintained	Good
English Language Learners	57.0	54.6	54.8	55.6	56.1	High	Maintained	Good
Students Who Self-Identify as Indigenous	14.2	16.7	17.3	20.2	19.0	Very Low	Maintained	Concern
Students with Identified Special Education Needs	29.1	28.0	30.8	32.0	31.6	Low	Maintained	Issue

Drop Out Rate - annual dropout rate of students aged 14 to 18.

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
All Students	2.8	2.7	2.1	2.3	2.2	Very High	n/a	n/a
English Language Learners	2.6	2.8	2.9	3.0	2.4	Very High	n/a	n/a
Students Who Self-Identify as Indigenous	5.5	7.5	6.2	5.9	6.8	Intermediate	n/a	n/a
Students with Identified Special Education Needs	5.5	5.3	3.3	3.9	3.6	High	n/a	n/a

High school to post-secondary transition rate of students within six years of entering Grade 10.

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
All Students	60.9	60.0	60.0	61.0	62.2	High	Improved Significantly	Good
English Language Learners	66.2	70.3	64.5	65.9	64.6	High	Maintained	Good
Students Who Self-Identify as Indigenous	25.6	33.8	27.1	25.9	29.0	Very Low	Maintained	Concern
Students with Identified Special Education Needs	38.6	39.8	41.0	43.7	43.5	Low	Improved	Acceptable

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
All Students	61.1	61.6	61.7	63.7	64.9	Intermediate	n/a	n/a
English Language Learners	56.9	59.9	56.2	59.0	61.0	Intermediate	n/a	n/a
Students Who Self-Identify as Indigenous	20.3	16.5	17.1	19.4	23.0	Very Low	n/a	n/a
Students with Identified Special Education Needs	32.0	32.4	35.0	35.2	39.2	Very Low	n/a	n/a

Notes

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Report Card

Student results as a mean within Career & Technology Foundations (CTF) / Studies (CTS), English Language Arts (ELA), Fine and Performing Arts, French Language Arts (FLA), Languages, Mathematics, Physical Education, Science and Social Studies.

Legend |

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

CTF/CTS	All Students		ELL		Indigenous		Special Ed	
Year	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Division 1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Division 2 (CTF)	3.03	3.05	2.90	2.96	2.85	2.74	2.80	2.82
Division 3 (CTF)	2.99	3.08	2.85	2.95	2.60	2.71	2.70	2.83
Division 4 (CTS)	82.1	83.7	79.6	81.3	76.6	78.4	78.2	80.2

ELA	All Students		ELL		Indigenous		Special Ed	
Year	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Division 1	2.70	2.84	2.61	2.75	2.09	2.23	2.24	2.40
Division 2	2.80	2.90	2.68	2.79	2.27	2.42	2.41	2.57
Division 3	2.86	2.91	2.66	2.73	2.33	2.42	2.48	2.55
Division 4	69.7	71.2	65.2	67.5	62.7	62.9	65.2	66.3

Fine & Performing Arts	All Students		ELL		Indigenous		Special Ed	
Year	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Division 1	2.86	2.98	2.75	2.86	2.56	2.68	2.50	2.63
Division 2	2.94	3.06	2.86	2.97	2.66	2.76	2.64	2.79
Division 3	3.02	3.09	2.85	2.92	2.72	2.80	2.75	2.88
Division 4	82.5	84.3	78.7	79.7	72.6	74.7	77.3	79.5

FLA	All Students		ELL		Indigenous		Special Ed	
Year	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Division 1	2.91	3.03	2.80	2.95	2.74	2.93	2.43	2.60
Division 2	2.91	3.01	2.87	2.93	2.84	2.89	2.49	2.67
Division 3	2.99	3.04	2.92	2.95	2.78	2.63	2.72	2.77
Division 4	75.7	79.3	73.2	72.6	72.7	73.8	70.0	74.8

Languages	All Students		ELL		Indigenous		Special Ed	
Year	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Division 1	2.73	2.97	2.82	2.98	2.36	2.60	2.28	2.53
Division 2	2.82	2.91	2.78	2.89	2.53	2.57	2.47	2.57
Division 3	2.94	3.09	2.85	2.99	2.53	2.50	2.57	2.73
Division 4	85.0	87.0	85.6	86.2	75.4	78.5	78.6	80.0

Mathematics	All Students		ELL		Indigenous		Special Ed	
Year	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Division 1	2.78	2.97	2.67	2.87	2.16	2.35	2.29	2.51
Division 2	2.82	2.96	2.79	2.91	2.16	2.39	2.39	2.61
Division 3	2.83	2.88	2.74	2.78	2.14	2.28	2.37	2.47
Division 4	72.1	74.9	70.9	73.8	64.0	65.1	66.1	68.9

Physical Education	All Students		ELL		Indigenous		Special Ed	
Year	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Division 1	2.93	3.07	2.80	2.94	2.64	2.70	2.57	2.73
Division 2	3.04	3.15	2.95	3.06	2.68	2.78	2.77	2.91
Division 3	3.05	3.08	2.94	2.96	2.67	2.68	2.79	2.84
Division 4	82.0	83.5	78.3	80.7	71.1	71.6	76.8	78.4

Science	All Students		ELL		Indigenous		Special Ed	
Year	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Division 1	2.79	2.91	2.62	2.77	2.32	2.41	2.41	2.49
Division 2	2.81	2.90	2.70	2.81	2.30	2.39	2.43	2.54
Division 3	2.80	2.86	2.65	2.72	2.20	2.28	2.39	2.46
Division 4	73.8	76.7	70.4	73.7	65.1	68.1	67.7	70.7

Social Studies	All Students		ELL		Indigenous		Special Ed	
Year	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Division 1	2.74	2.87	2.59	2.74	2.29	2.40	2.33	2.44
Division 2	2.78	2.87	2.68	2.77	2.30	2.38	2.37	2.50
Division 3	2.81	2.88	2.64	2.72	2.26	2.31	2.40	2.48
Division 4	71.6	73.7	68.0	69.8	61.5	63.9	65.7	68.0

Results 3 (Citizenship), 4 (Personal Development), 5 (Character) – Gr. 1-9

Exercises democratic rights and responsibilities within the learning community[2] (%).					
Citizenship	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	32.5	33.7	34.4	34.6	36.3
Evident Strengths	54.1	52.3	51.4	51.7	51.5
Emerging Strengths	12.1	12.4	12.4	12.0	10.7
Network of Support Required	1.2	1.3	1.5	1.3	1.1
Individual Program Plan	0.2	0.3	0.3	0.4	0.4
Overall levels of success	98.7	98.4	98.2	98.3	98.5

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[2] The general indicators for this stem are:
- contributes to events of common concern;
- advocates for self, others and the common good;
- takes responsibility and action to help the group work smoothly; and
- adheres to community expectations and personal convictions in conducting and representing learning.

Demonstrates respect and appreciation for diversity[3] (%).					
Citizenship	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	38.6	40.2	41.1	41.0	43.4
Evident Strengths	52.6	50.7	49.8	50.0	49.2
Emerging Strengths	8.0	8.0	8.0	7.9	6.6
Network of Support Required	0.7	0.9	0.9	0.8	0.7
Individual Program Plan	0.1	0.2	0.2	0.3	0.2
Overall Level of Success	99.2	98.9	98.9	98.9	99.2

Works and collaborates effectively with others[4] (%).					
Citizenship	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	31.8	32.5	32.5	33.1	34.3
Evident Strengths	49.8	48.5	48.3	48.6	49.4
Emerging Strengths	16.0	16.2	16.2	15.4	14.0
Network of Support Required	2.0	2.3	2.4	2.1	1.6
Individual Program Plan	0.5	0.6	0.7	0.8	0.7
Overall levels of success	97.6	97.2	97.0	97.1	97.7

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[3] The general indicators for this stem are:
- shows concern for the dignity and equality of all;
- demonstrates appreciation for individual and cultural differences;
- seeks to learn about and from unfamiliar ways of thinking and living; and
- uses diverse viewpoints in a learning context.

[4] The general indicators for this stem are:
- assumes leadership or contributing roles to advance learning and community goals;
- communicates with others to build understanding; and
- works with others to manage conflict and reach consensus.

Sets and works toward learning goals[5] (%).					
Personal Development	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Exemplary Strengths	28.8	29.4	29.6	30.6	31.6
Evident Strengths	51.1	50.3	49.9	50.2	50.7
Emerging Strengths	17.4	17.4	17.1	16.3	15.1
Network of Support Required	2.4	2.4	2.6	2.3	1.9
Individual Program Plan	0.4	0.5	0.6	0.7	0.7
Overall levels of success	97.3	97.1	96.8	97.1	97.4

Engages in learning with confidence and persistence[6] (%).					
Personal Development	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Exemplary Strengths	31.1	31.7	32.0	32.6	33.2
Evident Strengths	47.5	46.9	46.7	46.9	47.7
Emerging Strengths	18.3	18.1	17.8	17.0	16.1
Network of Support Required	2.6	2.7	2.8	2.5	2.1
Individual Program Plan	0.5	0.6	0.7	0.9	0.9
Overall levels of success	96.9	96.7	96.5	96.5	97.0

[5] The general indicators for this stem are:
- generates goals based on self-assessment, learning criteria, and personal interests;
- plans a strategic approach to meeting goals, solving problems and performing tasks;
- modifies and improves learning strategies based on experience and feedback; and
- explores ideas and initiates processes for learning.

[6] The general indicators for this stem are:
- approaches new learning situations with positive expectations;
- demonstrates interest in and curiosity about ideas, objects, events and resources;
- demonstrates a range of approaches for developing and representing understanding; and
- adjusts, adapts and persists with challenges in the learning process – ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success.

Makes responsible decisions[7] (%).					
Character	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	33.6	34.4	34.7	35.0	37.4
Evident Strengths	47.8	46.2	45.7	46.5	47.0
Emerging Strengths	16.2	16.6	16.5	15.5	13.3
Network of Support Required	2.1	2.3	2.5	2.3	1.6
Individual Program Plan	0.4	0.5	0.6	0.7	0.7
Overall levels of success	97.6	97.2	96.9	97.0	97.7

Treats others with respect and compassion[8] (%).					
Character	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary Strengths	41.7	42.9	43.2	43.3	46.0
Evident Strengths	47.2	45.5	45.2	45.4	45.1
Emerging Strengths	9.5	9.9	9.8	9.6	7.5
Network of Support Required	1.3	1.3	1.4	1.3	0.9
Individual Program Plan	0.2	0.3	0.4	0.5	0.4
Overall levels of success	98.4	98.3	98.2	98.3	98.6

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[7] The general indicators for this report card measure are:
- identifies possible choices in decision making process and evaluates them in light of the needs of self and others;
- makes decisions that reflect high regard for self and others;
- reflects on and takes responsibility for the impact of actions and decisions; and
- shows courage and conviction in raising issues and making difficult decisions.

[8] The general indicators for this report card measure are:
- shows respect for the contributions and achievements of others; and
- responds and is sensitive to the needs and welfare of others.

Accountability Pillar Survey

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
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.	89.8	89.3	88.2	88.0	88.8	Very High	Improved	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.3	78.9	78.4	78.7	80.3	High	Improved Significantly	Good
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.8	82.7	81.1	80.5	81.2	Very High	Maintained	Excellent
The percentage of students satisfied with the ability to get the help they need with reading and writing.	88.2	87.6	89.9	86.9	87.3	n/a	n/a	n/a
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.	83.2	82.4	81.8	82.3	82.7	Very High	Improved	Excellent

Analysis of Evidence

With respect to the High School Completion Rate, the All Students cohort improved in the percentage of students completing high school within three and four years, and although a slight decline was noted for high school completion within five years, this was not statistically significant.

When comparing the previous three-year averages to the current year results, Students with Identified Special Needs in CBE had statistically significant increases for all three high school completion results.

English Language Learners and Students with Identified Special Needs in CBE are continuing to complete high school within three, four or five years at levels that are equal to or higher than their counterparts in the province. We still need to do more for our Students who Self-Identify as Indigenous to help them to meet provincial levels. A continued focus in CBE to support Students who Self-Identify as Indigenous to complete high school within three, four or five years is a noted area for improvement. Students who Self-Identify as Indigenous represent about 360 students of the All Students cohort.

While the results for the percentage of students writing four or more diploma exams within three years of entering Grade 10 are higher than the province for the All students, English Language Learners and Students with Identified Special Education Needs cohorts, our results need to improve. Of note is that the five-year trend is upward for three of the four cohorts (ELL stable).

Our work on strategies to keep students in school is beginning to show in our results with three of the four cohort drop out rates showing high or very high achievement. Rates for Students who Self-Identify as Indigenous continue to fluctuate and indicate a need to better support these students, so they stay in and complete high school.

The Transition Rate (6 yr) rates include students who register in a post-secondary institution or Alberta apprenticeship program. Stable or upward five-year trend is seen in three of four cohorts (ELL downward).

The Rutherford Scholarship Rate for all four cohorts while trending upward based on the last five years, are lower that we would like.

Given that the results for the percentage of students writing four or more diploma exams was low or very low for Students who Self-Identify as Indigenous cohorts and Students With Identified Special Education Needs, it is not surprising to see that the Transition and Rutherford Scholarship Rates are low or very low for these two cohorts.

With respect to report card achievement data, due to the interruption of in-person learning and the move to remote learning for April through June 2020, caution should be exercised when stating trends over time. While not directly comparable, as long as the context is considered year-over-year results can be examined.

The next five paragraphs speak to English Language Arts and Mathematics report card data.

When compared to the All Students cohort, the relative performances of English Language Learners, Students who Self-Identify as Indigenous and Students with Identified Special Education Needs were generally improved in 2019-20 across all four divisions for both English Language Arts and Mathematics.

Improvements were more noticeable for Students with Identified Special Education Needs compared to the All Students cohort among all three sub cohorts in both subjects. For Students who Self-Identify as Indigenous, the improvements were mainly focused on Division 2 and 3 students in both subjects.

Of the Students who Self-Identify as Indigenous cohort, those in Division 4 had the most evident decrease of relative performances against the All Students cohort in both subjects.

The specific groups below demonstrated widened differences from the All Students cohort results in 2019-20:

- Division 4 for Students who Self-Identify as Indigenous in English Language Arts and Mathematics;
- Division 4 for Students with Identified Special Education in English Language Arts;
- Division 2 and 3 for English Language Learners in Mathematics; and
- Division 1 for Students who Self-Identify as Indigenous in Mathematics.

Year-over-year improvements were observed for all cohorts of students across different divisions. Except for notable increases in Division 4, Division 1 students had the greatest improvements among the remaining three Divisions in both English Language Arts and Mathematics for most cohorts of students.

The next four paragraphs speak to Career & Technology Foundations (CTF) / Studies (CTS), Fine and Performing Arts, French Language Arts (FLA), Languages, Physical Education, Science and Social Studies report card data.

In considering the year-over-year performances for All Students and Students with Identified Special Education Needs, improved results were reported for all subjects across different divisions. English Language Learner results were generally the closest to the All Students results among all three sub cohorts for two consecutive years.

While year-over-year increases were mainly observed across different divisions, subjects and cohorts of students, statistically significant increases were predominantly focused on Division 4 students. The significantly increasing results are as follows:

- All Students: Division 4 in all subjects and Division 1&2 in Fine and Performing Arts;
- English Language Learners: Division 4 in CTF/CTS, Physical Education and Science;
- Students who Self-Identify as Indigenous: Division 4 in CTF/CTS;
- Students with Identified Special Education Needs: Division 4 in CTF/CTS, Fine and Performing Arts, Science and Social Studies.

For Students who Self-Identify as Indigenous, Physical Education was the only subject that no division showed a declined difference as compared to the All Students cohort in 2019-20. In both CTF/CTS and Fine and Performing Arts, all divisions except for Division 2 students performed better or the same relative results in 2019-20 school year. The results for other subjects where improved gaps were observed are the following:

- Division 1 in French Language Arts;
- Division 1&4 in Languages;
- Division 3&4 in Science; and
- Division 4 in Social Studies.

For all four cohorts and different divisions over time: CTF/CTS, Fine and Performing Arts and Physical Education results were higher than Science and Social Studies results.

As assessed by teachers on report cards, students' overall level of success in:
- Citizenship is at or above 97.7% with the overall five-year trend as stable;
- Personal Development is at or above 97.0% with the overall five-year trend as stable; and
- Character is at or above 97.7% with the overall five-year trend as stable.

We are very pleased with the results of the Accountability Pillar Survey. All results for 2020 have improved from the previous year and we are hopeful that this trend will continue. Topping the results are the results from two of the Safe and Caring set of questions:
- parents agreeing that teachers care about their child (90%) and that their child is safe at school (93%);
- students agreeing that their teachers care about them (gr. 4 - 93%, gr. 7 - 83%, gr. 10 - 79%) and that they are safe at school (gr. 4 - 88%, gr. 7 - 80%, gr. 10 - 80%).

The percentage of teachers who are satisfied that students model the characteristics of active citizenship is 91.5%. The difference between this result and the report card result for Citizenship is due in part to some differences in what is being assessed in the classroom versus what is being asked on the survey.

Specific Strategies

All Students
- Teams of teachers and leaders from schools across the district participated in the creation of the:
  - *Assessment and Reporting in CBE* document. Implemented across the district in fall of 2019; and
  - *K-9 English Language Arts Assessment and Reporting* Guides and the *K-9 Mathematics Assessment and Reporting* Guides. Implemented in spring of 2020, the guides outline criteria for Program of Studies outcomes describing what students should demonstrate at each level of proficiency.
- Teams of teachers and leaders from six high schools, along with system leaders, created and piloted a High School Proficiency Scale, including the development of communication materials, common gradebook categories and assessments.
- Created *Bullying Awareness and Prevention Framework*.
- Review of suicide prevention procedure for system and psychological services.
- Developed a strategic partnership of Unique Pathways and Chinook Learning Services.
- Languages
  - Worked with principals and service unit to update *CBE Standard of Practices for French Immersion, Bilingual programs and Language and Culture Courses*.
  - Participated in provincial consortia (French, Chinese, German and Spanish) and partnerships for the benefit of schools.
  - Specialists created Brightspace by D2L shell for teacher collaboration by division and updated high school materials for French and International Languages Challenge Exams.

- Collaborated with four metro boards and numerous consortia to identify best practices and resources for immersion and bilingual learning.
- Updated Languages page on Corporate Website and Insite; published CBE videos to promote immersion and bilingual programs.
- Career & Technology Foundations (CTF)
  - Supported the development of high-quality tasks including incorporating educational technologies and computational thinking into instructional design and assessment.
  - Accessed support for Library to Learning Commons transitions and the development of maker spaces to support shifts in pedagogy.
  - Supported schools in connecting design thinking to instructional and task design, assessment and leadership.
  - Supported teachers and administrators in incorporating digital citizenship and literacy into task design.
- Career & Technology Studies (CTS)
  - Supported teachers to acquire the necessary skills relative to the assessments of the outcomes.
  - Reviewed Locally Developed Courses to remain viable.
  - Sustained partnerships with the Metal Trades (MT) program (at SAIT) which includes HCS 3000 (Workplace Safety Systems), CTS (Fabrication), Welder Apprenticeship (WDA) and Work Experience (WE) credits.
- Fine and Performing Arts (FPA)
  - Wrote six high school music - Locally Developed Courses for submission to Alberta Education.
- Physical Education
  - Concussion training and protocols for reporting.
  - Indigenous Games initiative.
  - Loose parts play initiative.
- Reviewed and updated the Off-Site Activities Procedures Manual including the addition of new restricted activities, updating control measures for restricted activities, updating supporting resources, addition of new and editing of existing supporting documents and exemplars.
- Corporate Risk & Security, Procurement, Legal and Finance collaboratively reviewed the existing agreements in place with Tour Operators. Evaluation of our needs within such partnerships as well as how CBE works with Tour Operators for student travel in the future.
- Worked with schools to ensure high-quality programming combined with specialized support services for students who are studying away from home (International students).
- Chief Superintendent Student Advisory Council (ongoing).
- Vision Team hosted and implemented Braille Challenge to southern Alberta students who use braille.

English Language Learners
- Worked with teachers of English language learners to know their learners': culture and cultural identity; language proficiency; learning profile; interests; and readiness level within a caring and supportive learning environment.
- Captured English language learners' voices specific to experiencing success in English Language Arts.

Students who Self-Identify as Indigenous
- Gathered Grade 9 Indigenous student voices to inform renewal of Indigenous Education Strategy.
- Gathered data and research to renew Indigenous Education Strategy focused on Holistic Lifelong Learning K-12 Framework.
- Began collaboration with the Indigenous community to redesign Indigenous Studies Locally Developed Course.

Students with Identified Special Education Needs
- Through a robust Area Learning Team (ALT) process, students were supported by area specialists and strategists; area discretionary dollars supported students with social, emotional and learning needs.
- Developed of *Administrative Regulation 3007 | Seclusion, Physical Restraint and Time-Out Rooms* and *Use of Seclusion, Physical Restraint and Time-Out Protocol*.
- Developed a transition resource guide and toolkit to support student's transition into adulthood.
- Created and developed 18 literacy kits to support students in specialized classes (each engaging kit included: a key focus and topic, supporting sign language, braille for all stories/books, visuals, core boards, resource guide, books, curricular connections, and supporting tools). Implementation presentation for strategists, teachers, and education assistants.
- Speech Language Services collaborated with Early Learning team and psychologists to offer literacy sessions to Early Development Centre staff.
- Speech Language Services collaborated with Indigenous Learning Team to support new Indigenous Learning Leaders; in collaboration with System Principal of Early Learning, offered professional development sessions on oral language development and its link to literacy.
- Develop a Master List for Students with Safety and Accessibility Needs – supports school learning teams, strategists, therapists, and facilities to:
  - plan for a student move before the student arrives at the school (including any physical plant accommodations); and
  - ensure that the student's needs are met so that they can immediately attend school and be ready for learning – identify if that response requires first day, first week or first month support.
- Create a Master List of Students With Complex Communication Needs transitioning into CBE from other agencies.

Spring 2020 – At Home Learning
- Launched and implemented Google Classroom and Google Meet in the CBE (Mar-June 2020 with 6817 Google Classrooms created and 147 587 Meet sessions created).
- Secured recommended online and print resources (Alberta Distance Learning Centre).
- Shared grades 6-12 CBe-learn course content and created Google Classroom resources for grades 1-5 across the system.
- Offered professional learning in multiple areas including iPads and Mac, SMART Learning Suite, Brightspace by D2L, Google Classroom, Google Meet, G Suite for Education, Read&Write for Google Chrome, Math and SMART Learning Suite, Literacy and SMART Learning Suite, Jamboard and Literacy, MyBlueprint. Data suggesting success of actions: Mar-June 2020, CBE had highest usage of SMART Learning Suite in the world.
- Implemented system license for Read&Write for Google Chrome. In April 2020 district usage increased by over 90% with 15 000 logins, the highest in Alberta.
- Developed a curated library of Response to Intervention (RTI) resources to support students' achievement and well-being for online learning.
- Provision of teletherapy approach to meet needs of students due to COVID-19.
- Development of resources to support student mental health during COVID-19 remote learning.
- Vision Team, in collaboration with school based learning team, organized assistive technology equipment to be picked up at schools for student accessibility to support home learning during COVID-19 pandemic.
- Vision Team worked with Alberta Education, SSVI (Support Students with Visual Impairments) to organize mail delivery to student homes to ensure access to the technology required for student access and participation.
- Vision Team supported students and families with assistive technology online with specialized equipment.

Growth Opportunities

All Students
- CBE CARES: Collaboration for Anti-Racism and Equity Supports (CARES) to advance equity, inclusion and anti-racism within CBE.
- Roll out of Bullying Awareness and Prevention Program for system wide distribution.
- Further work on suicide prevention procedures.
- Integrate of psychological services with mental health team to develop common practices.
- Roll out of SOGI Therapeutic Approach.
- Create and implement a *Scope and Sequences for Curriculum in Grades 1-9* to support teachers and teams in engaging in collaborative planning for instruction and to ensure alignment between Hub Learning and in-class programming, offering smooth transitions following potential staff/student absence.
- Create and implement resources to support teachers and teams offering combined grades in schools. Provide professional learning support for teachers and leaders.

- Using collected feedback from last year's implementation on the *Assessment and Reporting in CBE* document, update and release a new version.
- Employ a new model to review the Early Years Evaluation data at the school level towards the goal of building school capacity in programming for individual student and school needs.
- Have the Early Learning and Literacy Teams work together to develop a strategic plan to use a universal early literacy screening tool in all schools.
- Increase online and blended instructional practices that are combined with literacy, assessment and reporting, and numeracy strategies.
- Increase Brightspace and Bongo Virtual Classroom usage.
- Career and Technology Foundations (CTF)
  - Support to schools in task design and assessment.
  - Work with schools, service units and community partners to ensure access to teacher training in regard to specific occupational areas through an online or modified learning environment.
  - Support schools in connecting design thinking to instructional and task design, assessment and leadership.
  - Further develop a shared understanding of the programs of study.
  - Develop system definition of career and technology as it exists on the complementary curriculum continuum.
  - Calibrate between CTF and CTS teachers to support student transition.
  - Community partnership events e.g. Beakerhead.
  - Support schools regarding instructional design, curriculum interpretation and assessment through a lens of heightened safety protocols and given timelines.
- Career and Technology Studies (CTS)
  - Expand the relationship between CTF and CTS with the goal of transitions between Middle/Junior/High Schools and post-secondary.
- Fine and Performing Arts (FPA)
  - Amplify! Project with Timepoint Ensemble courtesy of Mobility Quotient Grant Funds. The project supports video and audio recording and editing for the purposes of virtual production/performance combined with a focus on musical composition for open ensembles.
- Languages
  - Include a language goal in the School Development Plan (SDP) of each of the 42 immersion and bilingual schools.
  - Establish a baseline using system-created calibration tools (rubrics and exemplars) for oral language proficiency (French and Spanish).
  - Pilot the integration of media and technology platforms (e.g., Idéllo and Odilo) in French as a Second Language, French Immersion and bilingual programs.
  - Develop Scope and Sequence for French Language Arts K-9 and Spanish K-9
  - Partner with ACPI (Association Canadien des Professeur d'Immersion) in the development of online resources.
- The Unique Pathways Team will develop a broader scope of pathways that are accessible to a diverse demographic.

- Promote asynchronous dual credit delivery to remove challenges through scheduling conflicts and to increase accessibility.
- Develop online dual credit strategies that leverage the use of technology in learning environments to meet the needs of diverse learners and increased equity.
- Administer the OurSCHOOL Well-Being Survey with students in grades 4-12.
- Create an optional K-3 Well-Being Survey.
- Promote student voice through the design and use of student perception tools.
- Expand the membership of Chief Superintendent's Student Advisory Council.
- Orientation & Mobility instruction and consultation will be provided to students and staff on indoor and outdoor environments by the Vision Team.
- Vision team will continue to host the Braille Challenge.
- Global Learning Team will provide opportunities and experiences for students and staff to gain cross-cultural experiences and understandings.

English Language Learners
- Gather and analyze baseline Language Proficiency (LP) data to inform instructional strategies within the School Development Plan with the support of Education Directors, ELL Strategists & System Principals.
- Create exemplars of ELL SDP goals, strategies and measures.

Students who Self-Identify as Indigenous
- Design, share and support the implementation of a holistic collaborative response to supporting Indigenous student achievement and well-being for all schools.
- Holistically track grade 10 Indigenous students in all high schools using area data templates.
- Expand holistic domains within the renewed Indigenous Education Strategy.
- Design and implement a transition process for Indigenous students moving from grade 9 to 10.
- Completion of a new Locally Developed Course, Indigenous Studies 5-9.
- Design and create resources for Aboriginal Studies 10, 20, 30.

Students with Identified Special Education Needs
- Gather data through observations, conversation and quantifiable information to ensure students are receiving appropriate instruction within specialized classes to address both mental health and academic strengths and challenges in a timely manner.
- Ensure that schools have the support they require to understand how to support students with complex communication needs; including how to engage with students using augmentative communication.
- ALT processes will continue to determine areas for greatest student need and support.
- Develop a system approach to support the completion of Student Program Reviews, including documentation, timelines and connection to Individual Program Plans.
- Revision of *Specialized Classes Expanded Readings* to support task design and assessment of learning for students receiving modified programming.

- Roll out of *Seclusion, Restraint and Time-Out Protocol* and expectations for schools and staff.
- Shift to expanded practices for small group psychological interventions to increase direct service.
- Continue with Master List for Students with Safety and Accessibility Needs to ensure a timely response supporting student access and participation.
- Create a Master List for Students with Augmentative and Alternative Communication Needs to:
    - plan for a student move before the student arrives at the school; and
    - ensure that the school knows how to use the student's communication system supporting meaningful interaction and student participation.
- Speech Language Services, the Early Learning Team and the Literacy Team will develop the K-Grade 1 Early Literacy Framework focused on evidence-based practices; SLPs to support teachers' understanding and implementation of strategies including oral language and phonological/phonemic development.
- Speech Language Services and the Early Learning Strategists will support a Community of Practice for French Immersion teachers, focused on enhancing French oral language acquisition through play and exploration in the Kindergarten classroom.

Fall 2020 – School Re-Entry
- Create a Coronavirus | COVID-19 Insite page with comprehensive resources for employees, leaders and teachers. CBE and Alberta Education guiding documents for re-entry can be found on these pages.
- Create a Positive COVID-19 Cases Insite page for staff with resources including: managing a single positive case; managing an outbreak; communicating about positive cases; roles & responsibilities and protocols.
- Create a Learning Continuity Insite page for staff in support of each teacher needing to have an online presence and being prepared to move between scenarios 1-3. This page includes: pedagogy and curriculum support; assessment for learning continuity and technology resources and support.
- Create an Ongoing Learning Insite page for staff to support online learning.
- Create and implement *COVID-19 Guidelines for Assessment and Reporting*. This document will identify best practices for benchmarking and formative assessment for online and face-to-face assessment in K-6, 7-9, 10-12 with considerations for equity, diverse classrooms, accuracy and reliability.
- Create a document to guide the re-entry of preschool and kindergarten aged children into early learning environments during COVID-19.
- Provide standardized course shells for grade 6-12 core courses within Brightspace by D2L for all teachers in CBE.
- Create common Google Classrooms for grades 1-5.
- DHH System team will action a distribution plan for all student hearing technology that includes inter-office mail delivery and central pick-up locations (Area offices) – ensuring that each student have access to hearing technology on the first day of in-person classes.

- The Vision Team will provide options for different schools in creating accessible pathways and tactual, visible sanitization stations for students with a visual impairment, both for mild/moderate (56) vision loss to severe vision loss/blindness (46).

Alberta Education

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

CBE Strategy: 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.

Evidence

Accountability Pillar Survey

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	80.2	80.7	80.9	81.9	81.8	n/a	n/a	n/a
The percentage of parents and students satisfied with the quality of teaching at their child's / their school.	93.5	93.4	92.2	92.1	92.8	n/a	n/a	n/a

Analysis of Evidence

Overall teachers are satisfied with the professional learning they have received from CBE with the five-year trend being upward. This correlates well with the satisfaction that parents and students have with the quality of teaching at the school.

Specific Strategies

All Students

- Education Directors engaged in coaching and questioning while working through problems-of-practice with School Administrators to deepen collective understanding and actions.
- Education Directors designed & provided professional learning for School Principals and Assistant Principals, in keeping with the Leadership Quality Standard in support of CBE's Three-Year Education Plan, through monthly Area Leadership Meetings & Divisional Meetings.
- Education Directors examined school learning data alongside School Administrators to design effective and manageable goals, strategies and targets within a School Development Plan.
- Education Directors monthly school visits with key questions to guide discussion connected to the school's School Development Plan. Questions included:
  - In what ways are the collaborative efforts within the school designed to improve individual and collective assessment practices?
  - How much variation do you have among teachers with respect to task design, classroom experiences and assessment practices?
  - What evidence do you have that you are the lead learner in your school?
  - As you reflect on the evidence you have gathered so far, what are the patterns you notice regarding: the use of evidence to inform development of SDP goals; structures/processes that support the work outlined in the SDP; and progress towards the school's goals?
- Area based professional development for principals around the use of Early Years Evaluation data.
- Teams of teachers and leaders from schools across the district participated in professional learning facilitated by Julie Stern (author of *Tools for Teaching Conceptual Understand* and *Making Sense of Learning Transfer*) on teaching for conceptual understanding with the goal of sharing resources and high-quality teaching and learning strategies to prepare for implementation of the new provincial curriculum.
- To support the design and implementation of literacy focused classroom assessment resources, Literacy Specialists developed the reading and writing evaluation resources (Early Learning, Grades 3, 6, 9). These resources are designed to help teachers generate and evaluate a body of evidence to determine and communicate reading achievement.
- To support school leaders and teachers to gather a fulsome body of evidence of students' literacy skills, strategies, and attitudes, a variety of assessment practices and tools were created by Literacy Specialists to support teachers to better understand learner strengths and next steps for learning. Classroom assessments were created for reading (running records, student annotations of texts read, oral reading, informal reading inventories), writing (structured observations of students' writing, and collecting artifacts of student writing), and oral language (structured observations of students' language use, and how to use recordings of students speaking).

- Ongoing professional development for Early Learning teachers and support staff to build professional capacity and extend knowledge of early learning practices through: communities of practice, system professional learning days; and learning series after school.
- Development of analytics tools to monitor achievement progress and identify gaps.
- Professional learning focused on the implementation of analytics tools.
- Professional learning focused on common analysis process of provincial assessments.
- Engagement of school leaders in a review of school development planning processes to improve outcomes.
- To support school leaders and teachers regarding Mathematics curriculum implementation (e.g. curriculum blueprinting, targeted instruction) and resource selection, a variety of Math Strategy Resources were created by Mathematics Specialists to support teachers to better understand learner strengths and next steps for learning; this includes professional learning about mathematics content, pedagogy and assessment.
- Developed and facilitated school learning resources and school, area and system professional learning opportunities to support teachers and leaders to apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
- Career & Technology Foundations (CTF)
  - Supported teachers in accessing the Future of Learning Lab through professional learning opportunities.
- Career & Technology Studies (CTS)
  - Support teachers to have the required certifications to teach CTS courses.
  - Offered Teacher Training Commons sessions for teachers to keep their skills current with industry standards inclusive of the Woodword Career Alliance summer program.
  - Supported teachers and schools on STEAM pedagogy.
- Fine and Performing Arts (FPA)
  - Collaborated with Languages team on professional learning series for Mandarin bilingual schools to support experiential and aesthetic processes to engage oral language learning.
  - Supported multiple schools in task design and assessment, visual journaling and arts integration, and Manually Propelled Eleveating Aerial Platforms training.
  - Collaborated on a K-9 Arts Professional Learning Day on Nov 1, 2019. The event featured 15 sessions lead by professional Arts partners and CBE teachers/learning leaders.
    - 200 teachers from a variety of FPA disciplines and teachers with Arts-integrative practices attended.
    - 93% of teachers that completed the feedback survey either 'Agreed' or 'Strongly Agreed' that the session that they attended will positively impact teaching and learning in their classrooms.
  - Facilitated elementary music professional learning network and assessment working group.

- Established instrument working group with the goal of streamlining processes for the equitable use of the CBE instrument fleet:
  - fee process revised
  - Archibus data analysis
- Established visual art, drama, music and dance professional learning communities.
- Physical Education
  - Support schools with curriculum, instructional and task design, and assessment through Physical Education system-wide professional learning.
  - Canadian Climber Training Sessions and Gymnastics Physical Literacy.
  - System wide professional learning day for Physical and Outdoor Education.
  - Wilderness First Aid Training.
  - Traverse and wall climbing certification.
  - Archery certification.
  - Indigenous Games professional development with Indigenous Team and Jason Plain Eagle.
  - Physical Education Assessment and Task Design Working Group.
  - Elementary and Junior High cross-school PLC groups.
- Languages
  - Specialists led communities of practice for teachers in language programs.
  - Supported teacher language growth through administration of CBE Professional Improvement Fellowship and Alberta Education Language Teacher Bursary.
  - Used evidence and input to offer professional learning series on biliteracy, oral language development, visual literacy, culturally responsive teaching and inclusive practices in language programs.
  - Orientation for Spanish Visiting Teachers to support improved integration in CBE.
  - Session for new administrators in Immersion and Bilingual Programs.
- Data analysis of school-based mental health services generated training in counselling processes.
- Off-Site professional development sessions for staff held at specific individual school sites for multiple schools throughout the Fall.
- Off-Site professional development sessions specific to school Administrators (1) and specific to teachers (2) offered in September and October.
- International Travel teacher training session, which is mandatory for Teacher's in Charge of "D" trips, offered in January of 2020.
- Built the capacity of International Student Coordinators through operational and professional learning sessions.
- Revised research application and review process to support innovation and continuous improvement.
- Partnered with higher education instructions to conduct research within CBE.

- The Leadership and Learning Cohorts (aspiring assistant principals, aspiring principals, new assistant principals, new principals) participated in the following professional learning:
  - Assessment
  - Building Culturally Responsive School Communities
  - Create a Welcoming, Caring, Respectful Safe Environment
  - Crisis Management
  - Data
  - Finance Basics
  - FOIP/Legal/Current Issues/Scenarios
  - How You Think is How You Lead – Unilateral Control vs Mutual Learning
  - Indigenous Education - Acknowledgement of Land, Foundational Knowledge and Exemplars
  - Indigenous Education: Culturally Responsive Pedagogy
  - Solving Complex Staff Problems
  - Wellness for Learning

English Language Learners
- To align with *Assessment and Reporting in CBE*, system-wide documents were written on how to create supportive learning environments focused on explicit English language instruction that incorporates the key principals of English language development into instructional planning.
- Provided professional learning that focused on explicit English language instruction, intentional language support and the acquisition of academic language within task design & assessment.
- Focused support from ELL Specialists & Strategists to build collective understanding of Benchmarks as formative assessment tool to inform programming.

Students who Self-Identify as Indigenous
- Regular Area Leadership Meetings: Education Directors provided and modeled the Truth and Reconciliation Commission's actions specifically in the area of acknowledging the Land and land based learning.
- Facilitated Professional Learning Network (PLN) for 35 Indigenous Education Learning Leaders with a focus on supporting Indigenous student academic achievement/well-being and incorporating Indigenous knowledge into teaching and learning in 33 schools.

Students with Identified Special Education Needs
- Inclusive Education Learning Leaders - teachers' professional learning on supporting students with autism in inclusive classrooms through mentorship and communities of practice.
- Pilot, feedback and review of Collaborative Planning Guide in select Complex needs classes.

- Development and implementation of a five-part professional learning series for teachers, Strategists, Education Assistants, and Early Childhood Practitioners to support foundational knowledge and effective supports for students with Autism.
- Development of Enhanced Educational Support (EES) Specialized Class Learning Series on Brightspace by D2L, which included 10 modules with topics aligning with the EES Rubric Implementation of Self-Reflective Guide to support Teachers, Administrators and Strategists to better understand best practices and key "look fors" in Specialized Classes (task design, curriculum, learning environment, positive behaviour supports etc.).
- Psychological Services Best Practices guidelines developed.
- Ongoing training in Selective Mutism and SOGI.
- Compilation of resources in all areas relevant to school psychology.
- Deaf and Hard of Hearing (DHH) Team hosted in-service sessions (multiple sessions across three days) to support capacity building of teachers in ability to provide effective programming for students with hearing loss.
- Created an Occupational and Physical Therapy Guide to support schools in understanding the role of the OT and PT as part of the student learning team; development of tools to support priority setting; development of a School Year End Summary to reflect the service delivery model (universal, targeted, specialized).
- Vision team hosted in-service sessions to support teachers in their understanding of vision loss and to build their capacity in programming for a student with a visual impairment.
- Professional development provided to build capacity of support staff, Braille assistants and Braille Education Assistants that reflects the assistive technology needs of the students.

Spring 2020 – At Home Learning
- Resources provided for teletherapy and issues related to COVID-19.
- The Leadership and Learning Cohorts (aspiring assistant principals, aspiring principals, new assistant principals, new principals) "Rehearsing for the Future – COVID-19 Scenario Planning".

Growth Opportunities

All Students
- Training in RTI model, collaborative problem solving, *Bullying Awareness and Prevention Framework*.
- Continuation of school visits by Education Directors with guiding questions where the Education Director will seek to understand the evidence based approaches being used. The Data Wise adjustment cycle in conjunction with the Instructional core will serve as the foundation to continued discourse with school based leadership teams. Questions will include:
  - How well do you know who your students are and how they are experiencing school?
  - What are the patterns of student and staff success?

- Who and where are students being underserved?
- Are all students included in the data?
- Do student share their voice and how can they gain agency in order to actualize school improvement?
- How have you considered students' identities and cultural ways of knowing in supporting their programming needs, mental health and well-being?
- How are you developing parental engagement? What barriers exist?

- Build school administrator capacity with data by providing Data and the SDP Professional Learning sessions.
- Create a robust School Development Planning Toolkit inclusive of data tools, templates, exemplars and a School Development Plan Companion Guide.
- Continue the concept-based learning network. Teams of teachers and leaders from schools across the district will participate in professional learning facilitated by Julie Stern on teaching for conceptual understanding, with the goal of sharing resources and high-quality teaching and learning strategies to prepare for implementation of the new provincial curriculum.
- Establish Assessment and Reporting Champion representation from each school. These teachers and leaders participate in monthly professional learning about best practices for assessment and the use of PowerTeacher Pro gradebook.
- Update *K-9 English Language Arts Assessment and Reporting* Guides and *K-9 Mathematics Assessment and Reporting* Guides based on feedback received last year. Teams of teachers and leaders from high schools across the district participated in the creation of the *ELA 10* and *Mathematics 10C Assessment and Reporting Guides* (based on work from the High School Pilot). The guides outline criteria for Program of Studies outcomes that describe what students demonstrate at each level of proficiency.
- Literacy Specialists create, implement and supported with professional learning opportunity for teachers using the *Understanding Grade Level Reading* and *Understanding Grade Level Writing* Documents. These documents outline the reading and writing skills a student should have repeated opportunities to practice and master by the end of June.
- Establish a pilot project for the implementation of the Reading Readiness Screening Tool (RRST) in kindergarten and grade one classrooms in selected schools across CBE.
- Establish a pilot for the implementation of MathUp Classroom, a teacher-facing resource that provides the support needed for teachers to plan, teach and assess to meet the needs of learners in grades 1-8. Continue with professional learning opportunities for Early Learning teachers and support staff.
- Coordinate professional learning opportunities for K-9 teachers that integrate technology, assessment, numeracy and literacy.
- Career and Technology Studies (CTS)
  - Support teachers to gain the required certifications to teach CTS courses.
  - Support to schools in task design and assessment.
  - Work with schools, service units and community partners to ensure access to teacher training regarding specific occupational areas through an online or modified learning environment.

- Support schools in connecting design thinking to instructional and task design, assessment and leadership.
- Further develop a shared understanding of the program of study and task design.
- Facilitate professional learning networks through occupational areas.
- Calibration between CTF and CTS teachers to support student transition.
- Further understanding the through line between CTS and unique pathways (dual credit and exploratory), RAP and other off-campus learning opportunities.
- Review areas of need/LDC development.
- Populate PowerSchool with CTS cluster outcomes by all teachers and instructors so that data may be procured relative to individual SDPs.
- Organize and facilitate system PD opportunities and community partnership events e.g. Welding Rodeo, Construction Expo, Skills Alberta and Skills Canada.

- Fine and Performing Arts (FPA)
  - System PD days: Collaboration with Arts partners and educators to design multiple offerings to support safe re-entry into FPA classes and task design including support for regular program and HUB teachers integrating art, drama, and music. (Oct. 30, Apr. 26).
  - Continue collaboration and communication with Arts discipline-specific Professional Learning Networks with the intention of moving task design and assessment forward.
  - Further develop a shared understanding of the program of study, task design, assessment and calibration in the FPA.
  - Establish working group to investigate Instrumental Music 5-9.
  - Continue work with assessment in Elementary Music working group to establish key learning progressions of synthesized outcomes.
  - Continue work with the Instrument Resource working group (a collaborative multi-department group working on streamlined processes for equity in access to instruments in CBE).

- Physical Education
  - Organization of 15 sessions for Physical and Outdoor education and wellness on Oct. 30th system PD Day.
  - Canadian Climber training.
  - Support to schools in task design and assessment during re-entry.
  - Support of Elementary and Junior High Physical Education PLCs.
  - Connecting partners to Elementary and Junior High PLCs.
  - Continuation of work with:
    - PLAY Calgary
    - Health Promoting School Collaborative
    - MRU advisory group
    - City of Calgary Sports Hub
    - Outdoor Council of Canada

- Languages
  - Lead working group on FLA written proficiency for grade 9.
  - Lead French Immersion Common Professional Learning (Oct 30, The Neurolinguistics Approach, Integration of Technology Resources and Combined Grades. April 26, University of Calgary Multilingualism Virtual Conference).
  - Facilitate online Languages community of practice.
- Survey staff to determine professional learning needs.
- Review strategic plan for professional learning in our district and work in collaboration with Human Resources Director.
- Build international partnerships that enhance the knowledge and intercultural competencies of both students and staff.
- The Leadership and Learning Cohorts (aspiring assistant principals, aspiring principals, new assistant principals, new principals) will be offered professional learning tied to the Three-Year Education Plan and their operational work.

English Language Learners
- Provide direct support to schools (coaching and modeling) and professional learning to build teacher capacity to utilize the Alberta English Language Benchmark to create effective language and content instruction that is personalized (differentiated) according to language proficiency.
- Systematic Approach to surfacing the language across all disciplines: focus on intentional and explicit planning for English language development instruction with a focus on function, forms and academic vocabulary with increased opportunities for fluency.

Students who Self-Identify as Indigenous
- Through Monthly Leadership Meetings: Principals will now model the application of TRC actions specifically in the area of acknowledging the Land and land based learning.
- Ongoing professional learning and collaboration offered by the Indigenous Team to build foundational knowledge - Friday afternoon professional learning offerings, Elder teaching days, and land-based learning series, system PD days, leadership cohorts, service units.
- Further develop leaders and teachers to understand and connect to the importance of the Acknowledgement of Land while meeting the Leadership and Teaching Quality Standards Competency 5.
- Facilitate Professional Learning Network (PLN) for 17 K-12 core schools with a focus on supporting Indigenous student academic achievement/well-being and incorporating Indigenous knowledge into teaching and learning.

Students with Identified Special Education Needs
- Create collaboration opportunities for school Resource Teachers to promote inclusive philosophy within schools as per Alberta Education mandate (Resource Teacher's Network).
- Professional development and training – Functional Behaviour Assessments for all staff in Inclusive Education and Leading Inclusion.

- Inclusive Education Learning Leaders - teachers' professional learning on supporting students with autism and behaviour/mental health in inclusive classrooms through mentorship and communities of practice.
- Implement Collaborative Planning Guide in Adapted Learning Class (ALP), Attitude, Community Competence, Elements of Academic Curriculum, Social Skills Class (ACCESS), Communication, Sensory, Social Interaction Class (CSSI), Enhanced Educational Support (EES) and Teaching Attitude, Social Skills and Communication Class (TASC) classes.
- Creation of EES Learning Series Committee to continue developing and enhancing Brightspace by D2L site.
- Review and implement Psychological Services Best Practices guidelines.
- Training in Functional Behavior Assessment and Student Support Plans development.
- Weekly meetings with small groups of psychologists to support best practice.
- Detailed review of psychologists' files to ensure best practice. Individual meetings to share results.
- Training in interventions, i.e., executive functioning, emotion regulation.
- Ongoing training in counselling processes and procedures.
- DHH Team to develop a Brightspace by D2L shell and Community of Practice for teachers to access resources and professional learning opportunities in support of programming for students with hearing loss
- Update School Guide for Occupational Therapy and Physiotherapy in K-6 Schools,
- Create a document that supports teachers in EES classes in understanding the roles of Occupational Therapy, Physiotherapy, Speech-Language Pathology and Psychology.
- Develop a regulation presentation that will be used by all Inclusive team members reflecting best practise; share with psychology team for alignment and consistent messaging.
- Provide learning opportunities and planning sessions to increase understanding of RTI model (including multidisciplinary meetings).
- Vision Team continue to host in-service sessions for school based staff in both in-person and online platforms.
- Ongoing professional development provided for Braille support staff.
- Vision Team to develop a Brightspace by D2L shell for school based staff to access resources that will enhance and support the learning needs of students with a visual impairment.

Fall 2020 – School Re-Entry
- Supporting school re-entry by working closely with School Principals to develop a collective and shared understanding of school processes and protocols as connected to AHS and CBE guiding documents.
- DHH system in-service sessions pivot to a virtual platform, with opportunity for teachers to attend on a day prior to August start-up.

Alberta Education

Outcome 4: Alberta's K-12 education system is well governed and managed

CBE Strategy: 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.

CBE Strategy: 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.

Evidence

Accountability Pillar Survey

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.4	78.3	77.4	77.9	79.0	High	Improved Significantly	Good
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.4	89.0	88.2	88.6	89.0	High	Improved	Good
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	69.1	68.5	68.1	68.2	69.9	n/a	n/a	n/a
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.	80.4	80.1	78.2	78.8	79.7	High	Improved Significantly	Good
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	70.8	70.3	69.4	69.2	71.9	n/a	n/a	n/a
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	82.5	81.9	81.3	81.5	82.5	n/a	n/a	n/a
The percentage of parents that are very satisfied or satisfied with the special support their child has received at school.	78.0	80.0	78.0	81.0	81.0	n/a	n/a	n/a

Analysis of Evidence

Of the seven measures, three have an upward five-year trend with all trending upward since 2018.

Contributing positively to the results of the basic education question is parents' satisfaction with the quality of teaching at their child's school and students' satisfaction (high 80s to high 90s) to each of the two (grade 4) to six (grade 7 & 10) questions asked.

What brings down the results for the percentage satisfaction with lifelong learning is the degree of agreement with the statement "High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime" by parents, teachers and students in grades 4 & 7. High school parents', teachers' and students' agreement is significantly higher. This could be because they know firsthand whether high school students are able to demonstrate the knowledge, skills and attitudes.

What negatively impacts the percentage satisfaction with programs and services is the parents in grades 4 & 7 and students in grade 7 response to a lack of academic and career counselling.

Specific Strategies

All Students

- Revamped the School Based Mental Health Counselling services to increase student support.
- Unique Pathways resourced two off-campus and dual credit Learning Leaders to support student success through unique pathways programs.
- Engaged with partners to align goals for student learning and career development through program development. Accessed provincial start-up funding. Indigenous dual credit in Partnership with MRU; Environmental Sustainability in Partnership with SAIT; Agriculture Technology in Partnership with Olds College.
- Accessed the Educational Partnership Foundation and exploratory program development.
- Increased oversight of distribution of funds to support children in kindergarten requiring extra support.
- Reorganized the Early Learning team to increase equity of access to supports.
- Education Directors reviewed each schools' data story with an emphasis on English Language Arts (Literacy Strategy), Mathematics (Mathematics Strategy) and Well-Being for Learning. A focused examination with respect to learners who are Indigenous, require special education supports and English language learners were assessed in relation to reasonable progress in their current level of achievement. Instructional goals (building teacher capacity) and achievement goals (student growth and results) were reviewed for alignment with the data story and the evidence of growth/progress toward the goals.
- Developed an initial draft of CBE Equity Index which included:
  - conducting an environmental scan of factors contributing to an equity index;
  - considering predictive variables of student achievement; and
  - conducting statistical analysis to determine student, school and family factors for the index.
- Implemented Phase One of an Equity Index in CBE.
- Evaluated processes for allocating funds to schools by using, in part, the school's equity factor data.
- Support data analysis for determining goals of SDP
- Training Key Users in PowerSchool with targeted session based on data analysis of requests for support.
- Used the *Dialogue Framework* to support the accommodation changes in various school communities.
- Reviewed CBE Alternative Programs focusing on consistency in Program Delivery. Programs reviewed: All Boys, All Girls, Arts Centered Learning, Montessori, Science, Traditional Learning Centre, and International Baccalaureate.
- Reviewed existing CBE Framework for Alternative Programs and align parent acknowledgement of understanding to program flatsheets.

- Created the Alternative Program Registration Timeline to include key processes and responsibilities.
- Physical Education
  - Wrote and currently reporting on Alberta Wellness Grant, United Way Grant and High School Success Grant to help support physical literacy in the following areas:
    - Indigenous Games and land-based play – kits have been made and Indigenous Design team are storing them at Niitsitapi Learning Centre - 10 kits. Professional Learning opportunities have taken place to support the work;
    - movement breaks to promote executive functioning and self-regulation ;
    - large loose-parts play for wellness and recess breaks;
    - Tarmac Painting;
    - Niitsitapi – outdoor loose parts; and
    - system Loose Parts Play initiative.
  - Creation of system Brightspace by D2L shells for Wellness and High School Physical Education.
  - Recess Mentorship program with Ever Active Schools.
  - Concussion reporting processes within PowerSchool and Official Student Record.
- Languages
  - With Human Resources improved recruiting practices for languages teachers.
  - Established new partnerships between Besançon and CBE schools.
  - Enhanced partnership with International Spanish Academy network for benefit of Spanish bilingual program.
  - Contributed to the Alberta Chinese Language Education Consortium with principal representation in order to enhance access to resources and improve coordination between five Mandarin bilingual schools.
  - Reinstated Language Advisory Committee.
  - Administered and applied for provincial and federal grants for research and professional learning (e.g., OLEP, SSHRC, University of Calgary, Alberta Education Research Grant).
- Met monthly with CBE Corporate Partnership team.
- Met with Legal team as available and required.
- Participated in and provide direction to CBE partnership review.
- Met quarterly with the Calgary Campus Open Minds (CCOM) advisory.

English Language Learners
- CBE Welcome Centre has relocated from Kingsland Centre to the main floor of the Education Centre (the former "Encore" space).
- English Language Learning and Diversity Services Team (1 system principal, 4 admissions staff, 13 Diversity and Learning Support Advisors, 1 specialist, 4 strategists).

Students who Self-Identify as Indigenous
- Indigenous Education Team (including 12 system staff and 35 school-based).
- Elder Advisory Council.

Students with Identified Special Education Needs
- Reallocated Strategists, Behavior Support Workers and School Family Liaisons to report centrally to build common and best practices to increase equity and provide quality services.
- Developed and implemented full day professional learning workshop for resource teachers, Strategists and Specialists for supporting students with selective mutism.
- Supported the Education Matters Sensory Grant; which included collecting pre and post data, ordering $170 000 of resources to support student regulation and social skill development, supporting the implementation of resources and strategies through a job embedded professional learning model and reporting the impact of the resources to Education Matters over a two-year period.
- Developed Bridges / Mental Health psychology team, including services to be provided.
- Moved to 0.60, 0.80, 1.00 FTE allocation for psychologists to increase service delivery.
- Psychology caseload tracking system implemented.
- Counselling Manual revised and updated.
- Implemented psychology condensed report to decrease report writing time.
- DHH Team developed a two-tier process/protocol for schools to access Deaf and Hard of Hearing supports/services for students with a minimal or unilateral hearing loss (no hearing loss code).
- DHH Team initiated and developed a formalized change in practice regarding hearing technology purchase, repair and provision.
- DHH Team engaged families and community audiology in communication regarding updated practice regarding hearing technology purchase, repair and provision.
- DHH Specialist held position of Co-Chair for the Deaf and Hard of Hearing Advisory Committee, which includes agency partners, parent groups and community stakeholders, to ensure continued collaborative planning and wrap around services / best practices for deaf and hard of hearing students and families.
- Allocation of OT and PT to all Elementary schools; defined referral pathways for Middle, Junior and Senior High Schools to access supports.
- Continue to maintain authorization status for Alberta Aids to Daily Living (AADL), which provides students within CBE access to speech language pathologists and occupational therapists that meet the standard to trial speech generating communication devices.
- Physiotherapists and Facilities Projects Lead met regularly to:
  - discuss projects brought forward by the school for physical modifications;
  - ensure that those modifications were needed and completed in the most cost effective way; and
  - plan for barrier-free access to new schools.
- Engaged in a cross ministerial committee - Complex Communication Needs (CCN) Network which meets to ensure a comprehensive approach to addressing the needs of children and youth with Complex Communication Needs (CCN).

- Partnered with AHS Speech Language Pathologist (SLP) Services to pilot the provision of Speech-Language Services from Kindergarten to Grade 4 in seven CBE schools.
- Developed SLP Guide and SLP Manual to support SL Initiative in K-Grade 4 classes.
- Met with school administration to support transition to school-wide SLP supports.
- Interdisciplinary working group of CBE and AHS SLPs planned and shared resources to support K-Grade 4 service delivery in SL initiative schools.
- Reviewed student needs to allocate support staff (Braille assistants and Education Assistant – Braille) to support braille production needs of CBE.
- Allocated Braille support staff to support students who use braille and assistive technology online.
- Vision Team participated in interagency meetings that support families and students with a visual impairment. This included AHS partners, community agencies, teachers of students with visual impairments in southern Alberta to create collaborative planning opportunities and wrap around supports.
- Inclusive Education worked with Planning and Transportation to move specialized classes closer to where students live.

Spring 2020 – At Home Learning
- Multiple community engagement sessions with parents, teachers, admin and students in response to the cancelled international trips due to the COVID-19 pandemic.
- Collaboration with Corporate Risk & Security, Finance and Tour Operators to maneuver through the cancelled student trips including establishing refunds and travel vouchers from tour operators and service providers, determining and preparing insurance claims and CBE parent funds recovery process.
- Created FOIP and privacy documentation and guidelines for best practices within the online learning environment for recording lessons, student assignment recordings for learning, student privacy resources in Insite and virtual field trips.
- Speech Language Services developed online resources in response to system need - online modules to support teachers and parents (e.g., parent articulation sessions).
- Speech Language Services teletherapy sessions offered to families when online learning was mandated.
- Speech Language Services gathered of universal speech and language resources to support teachers' online classrooms.
- Engaged with and supported partners in their work with schools as they adjusted to a operating during the global pandemic.

Growth Opportunities

All Students

- Implement School Based Mental Counselling services with goal of increasing direct service, i.e., increase expected caseload, limit number of sessions.
- Use *Dialogue Framework* with High School Engagement process.
- Implement Phase Two of the Equity Index process.
- Use the CBE Equity Index as the basis for allocation of resources in Early Learning.
- Shift mindsets in Early Learning from using resources to diagnose and code, to using resources allocated to intervene and support.
- Distribute Early Learning discretionary funds through the seven Areas to streamline process and reduce redundancy of service.
- Reorganize the Early Learning Team.
- Reorganize Early Development Centres to increase efficiency aligned to the new funding framework and maintain programming for our most vulnerable special needs early learners.
- Equitable allocation of Literacy kits to specialized classes through the Loan Pool via Inclusive Education Strategists to ensure maximum engagement, implementation and use.
- Education Director for Languages Program meet with Human Resources to review recruiting practices for leadership in French Immersion and Chinese, German and Spanish Bilingual Programs.
- Off-campus facilitation of working group for jurisdictional best practice, guiding documents and jurisdictional policy development.
- Implement cost saving strategies to reduce tuition costs per student in dual credit courses.
- Career and Technology Foundations (CTF)
    - Work with schools to understand how best to capitalize on their current infrastructure and resources as it relates to the program of studies.
    - Facilitate existing partnerships.
    - Work with organizations like Education Matters to support identified equity schools to access new or updated equipment to support their existing CTF programs.
    - Develop new opportunities for partnerships.
        - Thinking guides for CTF occupational areas.
        - Task design exemplars.
        - Safety guides for CTF occupational areas.
    - Develop a process for inducting new teachers.
    - Develop a process request tools and materials for CTF.
- Career and Technology Studies (CTS)
    - Work with schools to understand how best to capitalize on their current infrastructure and resources as it relates to the program of studies.
    - Facilitate existing (and new) partnerships.
    - Work with organizations like Education Matters to support identified equity schools to access new or updated equipment to support their existing CTF and CTS programs.

- Create thinking guides for CTS occupational areas with the idea of cross-curricular exposure.
  - Develop a process for inducting new teachers.
  - Develop a process to request tools and materials for CTS through Procurement bearing in mind the exception process for all hardware and software.
- Fine and Performing Arts (FPA)
  - Re-entry guidance for all arts disciplines including the safe return to singing and playing instruments.
  - System articulation of program design for Fine and Performing Arts K-9 in alignment with Assessment and Reporting Guide.
  - Articulate a vision for Arts Integration in CBE.
  - Artists in Schools Guiding Documents to help facilitate the continued collaboration with the Arts community in support of Arts Education.
  - Refine the fees process for Musical Instrument Rental (MIR) created through the integration of Archibus data, Rycor, and Student Central Fees.
- Physical Education
  - Continuation of funding physical literacy projects through the use of the United Way, Wellness Fund Grant and High School Success Grant.
    - Indigenous games and land-based play – kits have been made and Indigenous Design team are storing them at Niitsitapi - 8 Professional Learning opportunities have taken place to support the work.
    - Movement breaks to promote executive functioning and self-regulation.
    - Large loose-parts play for wellness and recess breaks.
    - Tarmac Painting.
    - Niitsitapi – outdoor loose parts.
    - System Loose Parts Play initiative.
  - Seek mentorship opportunity with Ever Active Schools for Hub teachers.
  - Continue to update system D2L shells to support safe re-entry activities and resources for teaching Physical Education and Health (Elementary, Junior High and High School).
  - FAQ flat sheets to accompany ongoing updates to re-entry processes.
  - Revision of Canadian Climber Guidelines to include large loose parts and naturalized play.
  - Third party service provider decision making flow-chart with off and on-site manager.
  - Procurement service document.
  - "Making Headway" concussion course through the Coaching Association of Canada. All courses will then be transferred over to the NCCP "Locker".
  - Create new checklist for outdoor loose parts.
  - Update re-entry guidelines for cleaning Physical Education equipment accordingly.
- Undertake a partnership review.

English Language Learners
- Evaluate and adjust current expectations of ELL Benchmark Assessment and Reporting with a continued focus on strong programming.
- Collaborate with other system portfolios to create a systematic approach to building supportive and Inclusive Learning Environments.
- Build a partnership with *Immigrant Services Calgary* to increase efficiencies within student assessment.
- ELL Strategists will be assigned to specific schools based on the equity factor scores and ELL language proficiency data, with a focus on leveraging background and expertise in Elementary, Middle/Junior, Senior High School.
- Direct support to Area 3 & 4 with clusters of Middle/Junior Schools significantly impacted by the reduction of funding levels for year 6 & 7.

Students who Self-Identify as Indigenous
- Indigenous Education Team (4 system staff and 23 school-based).
- Elder Advisory Council.
- Establish a Truth & Reconciliation Circle to advise on CBE efforts to meet Calls to Action related to education for reconciliation.

Students with Identified Special Education Needs
- Create clear pathways for accessing System Supports.
- Create common processes and procedures for specialized classes – intake, discharge and transition.
- Create new Placement Process for Specialized classes (development of guiding principles, screening process, participant feedback, student rubrics to support decision making)
- Strategic allocation of human resources to schools reflecting CBE Equity Index.
- Inclusive Education Learning Leaders and Complex Needs Strategists - monthly data collection to measure impact and identify priority areas of school support (e.g., number of student visits, goal areas for teachers and students).
- Create a Resource Teacher position description; proposal for the consideration of every school having a qualified resource teacher to build staff capacity regarding inclusionary practices.
- Inclusive Education will develop process for accessing learning environment supports from the Loan Pool and collecting data on the impact of these resources.
- Create a process and develop a screening tool to support the placement of students who are new to Canada and have complex needs.
- Update *Specialized Classes & Unique Settings*.
- Created a System Master Class List of all Specialized Classes to support a consistent and shared understanding of CBE demographics of students attending Specialized Classes (location, grade, referring area).
- Continue development of Bridges / Mental Health psychology team. Review of processes from last year.
- Use of Functional Behavior Assessment to develop Student Support Plans.
- Develop Level B testing processes.
- Identify and allocate psychologists with specialized skills.

- Implement multi-disciplinary team at Area learning team level.
- Review criteria for specialized assessments and reassessments.
- DHH Team analysis of data to ensure equity of access to a DHH Strategist, supports and services.
- DHH Team update the unilateral hearing loss protocol to include Area Learning Team pathways of access – enhancing transparency and opportunity for collaboration, reducing service duplication and ensuring wrap around supports.
- Deaf and Hard of Hearing Advisory Committee (Co-Chair) continued.
- Develop a referral method for schools to use when referring students with Augmentative and Alterative Communication (AAC) needs; develop an intake and triage process for those referrals.
- Ensure a smooth transition from AADL authorization to Blue Cross.
- Expand working Group with Inclusive Education and Facilities to include the perspective of teachers of the blind/visually impaired.
- Create a Master List of all students seen by the Multi-Disciplinary Team (MDT) to inform and support collaboration and an integrated service delivery model; in addition to the MDT team, the master list reflects strategist, DHH and Vision support.
- Physical Therapists complete an Assessment for Transportation to support the Transportation Committee in creating an informed decision in response to exception requests.
- Allocation of resources to ensure a responsive system based on identified need, including specific allocation of Speech Language Services to high equity index schools aligned with EL Strategists supports.
- Develop an Early Learning Speech-Language service delivery model based on Response to Intervention, to meet the needs of schools and families.
- Develop an Early Learning Speech Language Services Guide for schools; development of processes to support speech-language work and decision making.
- Speech Language Services development of resources for universal supports: additional online parent articulation sessions, fluency resources and videos and language strategy videos for parents and teachers.
- Support speech and language in Grades 1 and up to meet system needs in the absence of AHS SLP supports:
  - supporting transition of children from Kindergarten to Grade 1; and
  - professional learning session: Practical Language Strategies Kindergarten to Grade 4, offered to teachers on System PD day.
- Ongoing systematic review of braille support needs for students who use braille and deployment of Braille assistants and Education Assistant – Braille.
- Ongoing review of vision team supports are reflective of system needs and access to strategists, supports and services.

Fall 2020 – School Re-Entry
- Develop system guidelines to increase learning opportunities via recording lessons and setting direction on live synchronous sessions.
- Create a one-click export from PowerSchool to support identification of close contacts for positive COVID-19 cases.

Summary of Financial Results for 2019-20

Financial Results Summary 2019-20

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, 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 125 000 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.

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

Operating Highlights

	2019-20 ($000s)	%	2018-19 ($000s)	%
Revenues				
Government of Alberta	1,246,391	94%	1,293,529	93%
All Other Revenues	76,619	6%	96,464	7%
	1,323,010	100%	1,389,993	100%
Expenditures				
Instruction: grades 1-12	995,483	75.9%	1,048,639	75.4%
Instruction: ECS	42,012	3.2%	44,354	3.2%
Plant operations and maintenance	161,222	12.3%	164,197	11.8%
Transportation	42,278	3.2%	52,632	3.8%
Board and System Administration	44,383	3.4%	48,054	3.5%
External Services	26,110	2.0%	32,898	2.4%
	1,311,488	100.0%	1,390,774	100.0%
Deficit	11,522		(781)	
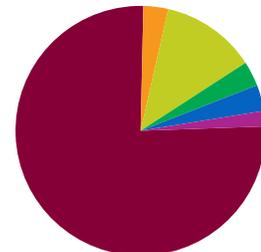
The 2019-20 surplus of $11.5 million is $15.0 million higher than the prior year deficit of $3.5 million. Highlights in the year include:

- A decrease in Alberta Education funding as a direct result of the cancellation of in-person learning and redirection of funds towards provincial COVID-19 efforts. The implication is decreased staff to provide instruction and support students as well as cost containment measures system wide to reduce expenditures in all service units.

Capital Highlights

Total additions to tangible capitals assets were $79.4 million in 2019-20, which are largely comprised of:

- $11.4 million in Construction and modular funding from Alberta Infrastructure.
- $42.3 million for three new schools built by Alberta Infrastructure.
- $16.3 million in board funded capital activities such as school commissioning, technology infrastructure upgrades, technology hardware purchases.
- $9.4 million in IMR and CMR capital projects completed at various schools.

Reserves Highlights

	Reserve balance Sep 1, 2019	Prior Year Adjustment	Adjusted Reserve balance Sep 1, 2019	Fall Update planned transfers from reserves	Actual use of Reserves	Forecasted reserve balance Aug 31, 2020	% of Fall Update Budget expenses
			(in $ thousands)				
Operating reserves							
Unrestricted reserves	24,352	807	25,160	(11,953)	12,387	37,547	
Restricted reserves	(8,204)	-	(8,204)	-	129	(8,075)	
Designated operating funds	6,846		6,846	(6,846)	5,159	12,005	
Total operating reserves	22,994	807	23,802	(18,799)	17,675	41,477	3%
Building reserve	9,019	7,880	16,899	-	489	17,388	
Other capital reserves	6,070	5,079	11,149	(5,478)	5,006	16,155	
Plant, operations and maintenance asset replacement	798		798	-	-	798	
Total capital reserves	15,887	12,959	28,846	(5,478)	5,495	34,342	2%
Total reserves	38,881	13,766	52,648	(24,277)	23,170	75,818	5%

The Fall Update Budget included planned draws of $18.8 million from operating reserves and $5.5 million from capital reserves, for a total draw of $24.3 million. CBE's actual results see a contribution of $17.7 million to operating reserves and $5.5 million to capital reserves for a total contribution of $23.2 million to reserves.

Financial Position Highlights

As at Aug. 31, 2020 the CBE has an accumulated surplus balance of $225.0 million (2019 - $213.3 million), reflecting net financial assets of $46.5 million and non-financial assets of $1,341.6 million. Net debt excludes $1,163.1 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

	2020							2019
	Instruction		Plant Operations and		Board & System	External		
REVENUES	ECS	Grades 1 - 12	Maintenance	Transportation	Administration	Services	TOTAL	TOTAL
Alberta Education	45,300	969,789	104,086	36,089	43,144	-	1,198,408	1,245,661
Alberta Infrastructure			52,103				52,103	44,305
Other - Government of Alberta	-	8	24	-	-	98	130	604
Federal Government and First Nations	-	1,313	-	-	13	762	2,088	2,698
Other Alberta school authorities	-	330	26	-	-	-	356	378
Fees	-	16,026	-	5,110	-	10,376	31,512	43,627
Sales of services and products	432	9,006	655	-	262	13,664	24,019	28,874
Investment income	-	886	-	-	2,168	-	3,054	3,837
Gifts and donations	-	9,209	229	-	-	-	9,438	9,536
Rental of facilities	-	-	1,362	-	364	1,367	3,093	4,211
Fundraising	-	1,722	-	-	-	-	1,722	2,524
Gains on disposal of tangible capital assets	-	-	1,125	-	-	-	1,125	110
Other revenue	-	528	-	-	-	40	568	1,047
TOTAL REVENUES	45,732	1,008,817	159,610	41,199	45,951	26,307	1,327,616	1,387,412
EXPENSES								
Certificated salaries	25,485	623,585	-	-	1,070	6,560	656,700	675,065
Certificated benefits	3,068	139,703	-	-	183	721	143,675	144,981
Non-certificated salaries and wages	9,756	108,710	47,025	923	15,767	10,865	193,046	210,474
Non-certificated benefits	2,528	27,176	11,637	216	3,162	2,549	47,268	49,556
SUB - TOTAL	40,837	899,174	58,662	1,139	20,182	20,695	1,040,689	1,080,076
Services, contracts and supplies	1,175	74,780	48,046	39,586	20,308	2,553	186,448	232,236
Amortization of supported tangible capital assets	-	252	51,953	-	-	-	52,205	43,476
Amortization of unsupported tangible capital assets	-	17,615	6,768	-	3,730	58	28,171	26,943
Supported interest on capital debt	-	-	24	-	-	-	24	52
Unsupported interest on capital debt	-	-	375	-	27	-	402	411
Other interest and finance charges	-	503	-	328	31	314	1,176	863
Other expense	-	3,159	-	1,225	105	2,490	6,979	4,136
TOTAL EXPENSES	42,012	995,483	165,828	42,278	44,383	26,110	1,316,094	1,388,193
OPERATING SURPLUS (DEFICIT)	3,720	13,334	(6,218)	(1,079)	1,568	197	11,522	(781)

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 2019-20 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 2020-21

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 2020-21 was prepared in consultation with Trustees and principals, 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.

At the time of budget submission, COVID-19 restrictions were in place. For budget preparation purposes, it was assumed that there will be no continuing impact from the situation on the 2020-21 school year. The budget put forth does not incorporate any potential impacts of COVID-19 on the 2020-21 school year. The CBE maintains modest operating reserves to address, in part, any unanticipated cost arising from COVID-19 or other unanticipated risks. Larger costs, if any, to address health and safety directions related to COVID-19 will be discussed with Alberta Education.

In August 2020, the Federal Government announced the Safe Return to School fund that resulted in $44.84 million in funding to be used to offset COVID-19 costs within the school board. The CBE continues to work within the funding available to ensure that schools are assisted with COVID-19 mitigation efforts. However, the uncertainty in this evolving environment puts growing pressures on the needs of the jurisdiction resulting in changing total cost estimates for the 2020-21 school year.

Operating Highlights

	2020-21 ($000s)	%
Revenues		
Government of Alberta	1,269,476	92%
All Other Revenues	105,542	8%
	1,375,018	100%
Expenditures		
Instruction: grades 1-12	1,042,337	75.7%
Instruction: ECS	37,008	2.7%
Plant operations and maintenance	170,769	12.4%
Transportation	51,427	3.7%
Board and System Administration	43,673	3.2%
External Services	32,522	2.4%
	1,377,735	100.0%
Deficit	(2,717)	
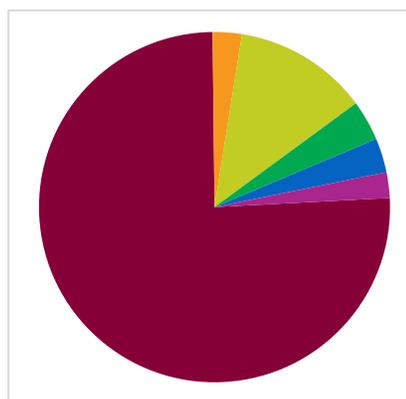
- Revenues from one time funding of $35 million (in the 2019-20 school year) as well as growing pressures of $27 million required $62 million of cost savings to balance the 2020-21 school year budget.
- Several options were identified during the budget process to identify areas where savings could be noted or services could be realigned to funding provided.

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.
- The 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 is expected to continue as planned notwithstanding the repurposing of the operating portion experienced in the 2018-19 fiscal year. In addition, new Capital Maintenance & Renewal (CMR) funding available will be used to cover capital costs for approved capital priority projects.

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 2019-20

Calgary has experienced varying levels of population growth over the past decade. Calgary's population has increased by 50 000 persons in the last five years, an average of 12,750 persons per year. The estimated current population is 1 306 700 people (*Calgary and Region Economic Outlook 2020-2025, Fall 2020)*. The City of Calgary's Suburban Residential Growth 2019-2023 indicates there were 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.

CBE's Three-Year School Capital Plan 2021-24 was approved on March 10, 2020 by the Board of Trustees and can be found under Supporting Documents on CBE's Website (www.cbe.ab.ca) > Schools > Building & Modernizing Schools > Criteria for School Capital Planning Priorities or at https://www.cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan.pdf.