Calgary Board of Education

Annual Education Results Report 2023-24

learning | as unique | as every student

Calgary Board of Education

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Commitment to Quality Public Education

CBE's commitment to quality education includes prioritizing the success of all students. Alberta Education allocates funds to CBE to fulfill and actualize this commitment for all K-12 students. This creates a responsible relationship between CBE and the government, established in legislation and regulation, to ensure that this commitment to quality education is achieved and shared in a transparent way, using supportive evidence (*Funding Manual for School Authorities 2024-25 School Year*, pp. 23-25).

The Board of Trustees sets direction for student achievement and well-being in its Results policies, in its strategic priorities and when approving the Education Plan, and budget. As a responsible and ethical school district, CBE uses diverse measures, metrics and results to improve the quality and effectiveness of its programs in service of student learning and achievement. These results are analysed, interpreted and reported to the public, parents, students and Alberta Education to ensure transparency and demonstrate organizational integrity (*Funding Manual for School Authorities 2024-25 School Year*, pp. 23-25).

The values defined by the Board are reflective throughout this report:

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

The *Annual Education Results Report* for The Calgary Board of Education for the 2023-24 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board of Trustees is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This *Annual Education Results Report* for 2023-24 was approved by the Board of Trustees on November 26, 2024.

Patricia Bolger
Chair, Board of Trustees
The Calgary Board of Education

Joanne Pitman
Chief Superintendent of Schools
The Calgary Board of Education

Our Commitment to Continuous Improvement

Required Local Component

Accountability / Assurance System

- how the school authority is supporting continuous improvement and evidence-informed decision making
- the requirements for the process, content and format for school education plans and Results reports

The Calgary Board of Education's *Annual Education Results Report* provides a summary of results for the 2023-24 school year.

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

Annually, each school posts a *School Improvement Results Report* on its website that speaks to the achievement of goals specified in its *School Development Plan* and to the focused area(s) of improvement for the coming years.

At the core:

- schools work collaboratively with service units to create and implement system initiatives that advance learning and enhance opportunities for students and families;
- education directors review each school's School Development Plan and support and monitor principals' work towards achieving the goals of their School Development Plan;
- centralized supports are aligned with system-wide priorities reflected by CBE Values and *Education Plan*; and
- specific areas of operations and centralized services provide efficient administrative support on core tasks to allow more time to focus on teaching and learning.

The *School Improvement Results Report* Template and *School Development Plan* Template that are used by all schools in CBE can be found in Appendix B | School Improvement Results Report Template and Appendix C | School Development Plan Template, respectively.

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 matters. 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, home and community may work together for the benefit of students;
- providing a forum for discussion of school philosophies, results, 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 key outcomes in the School Development Plan through the results report.

Communicating and Engaging with Communities

Required Local Component

Stakeholder Engagement

Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to share progress and results.

At the CBE, we place a high priority on effective ongoing communication with students, staff, families, partners and community members. This approach leads to strong collaboration and strengthens the learning opportunities provided to our students.

Timely, clear communication to staff, students and families through multiple channels enables us to build trust and strong connections with the communities we serve.

- We continually update our public, internal and school websites and have invested resources to ensure all websites are accessible, mobile friendly and translatable into multiple languages.
- Information is sent regularly to staff and families via email, internal newsletters, our mass communication tool (SchoolMessenger) and social media channels. A monthly newsletter called CBE Connections connects families to important events and updates from the CBE. Analytics from SchoolMessenger indicate that approximately 114,000 individuals open the email on a monthly basis.
- Teachers communicate with students and families through face-to-face meetings, email, phone calls and a number of online applications including Iris, MyCBE, Google Classroom and Brightspace by D2L.

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

A collaborative approach supports student success. Students have a voice through the following opportunities:

- contributing their ideas and interests to the design of daily learning tasks;
- the Chief Superintendent's Student Advisory Council;
- participating on school advisory groups;
- completing surveys and taking part in focus groups;
- their school's Principal Advisory Council; and
- other unique opportunities within schools.

2024-27 Education Plan Engagement

In the 2023-24 school year, a comprehensive engagement was undertaken in support of education planning. Between December 2023 and February 2024, multiple opportunities were provided for the CBE community to provide input that, along with other factors, would inform the development of the CBE's Education Plan. In previous years, we have conducted short surveys or gathered feedback through various internal and external sources, but this was the first time the CBE developed a structured, large-scale system engagement.

Four online surveys were distributed to staff, parents, partners and union executives, and more than 10 in-person sessions were held. Through this engagement, we heard from more than 9,000 CBE community members.

In addition, a variety of communication materials were developed to ensure participants were well-informed and could meaningfully contribute. These included a video, one-page infographic, a comprehensive FAQ document and information boards.

The perspectives and key themes gathered through this engagement informed the development of the 2024-27 Education Plan.

School Planning Engagement

In the 2023-24 school year, schools gathered feedback from parents on school development plans, school budgets and school fees from February to March 2024.

Schools gathered input and feedback using a toolkit developed by Communication and Engagement Services, Research & Strategy and Finance. This toolkit asked schools to provide opportunities for feedback at school council or parent meetings and through online surveys. There were approximately 6000 responses from CBE parents to the school planning online surveys and meeting evaluations in 2023-24.

CBE schools also engaged their communities on various school-based decisions throughout the school year.

Alberta Education Assurance (AEA) Survey

In the spring of 2024, more than 29 300 CBE students, over 4950 parents/guardians and nearly 6000 teachers responded to the Alberta Education Assurance (AEA) Survey.

- 82.5 per cent agreed or strongly agreed that students are engaged in their learning at school.
- 75.6 per cent are satisfied that students model the characteristics of active citizenship.
- 85.4 per cent are satisfied with the overall quality of basic education.
- 81.5 per cent agreed or strongly agreed that their learning environments are welcoming, caring, respectful and safe.
- 76.3 per cent agreed or strongly agreed that students have access to the appropriate supports and services at school.
- 76.5 per cent are satisfied with parental involvement in decisions about their child's education (respondents: parents and teachers only).

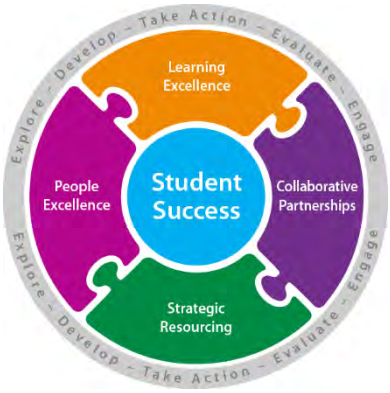
Who are we? We are CBE.

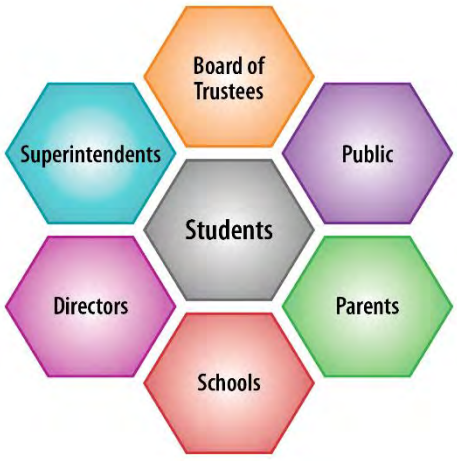
Assurance Domain

Local and Societal Context

We are one school system that for the 2023-24 school year educated more than141 000 students in over 250 school settings. This represented an in-year growth of 3000 students from the 138 000 students at the September 30th count. Nearly 16 000 employees, across schools and service units, work together to provide learning opportunities as unique as each student.

Our work is guided by our *Education Plan*, which connects each employee in The Calgary Board of Education (CBE) to student success, the centre of all our decisions. Achieving student success requires commitment from every part of CBE's community – employees, students, parents, community and industry leaders, and government. It requires a vision of what success looks like for each student and a plan for how we get there.





In CBE, students are at the center of all our efforts and decisions. We are responsible for all students within our care, and therefore, all schools, supports, services and partnerships wrap around the needs of students to ensure their success. The visual representation of the honeycomb demonstrates that the village supports the student. Each group displayed in the hexagon works shoulder to shoulder with the two on either side, and occasionally with groups across from them, to ensure the achievement and well-being of each student.

Our Students

Required Local Component

Contextual Information

Provide information about the school authority, students, staff and communities served.

Students from a variety of backgrounds enrol with CBE through an ongoing process over the course of the school year. The tables that follow provide a window into who comprised our diverse student population and parts of their unique and collective story.

Demographic data are used at both a system and school level to help best understand our students' stories so that we can be responsive and improve student learning and well-being.

Enrollment by Grade at September Count and Year End

Grade	Sept. 30	Jun. 30
Pre-K & K	9014	9372
Division 1	31869	32806
Division 2	31230	32162
Division 3	30870	31616
Division 4	35474	35399
All	**138457**	**141355**

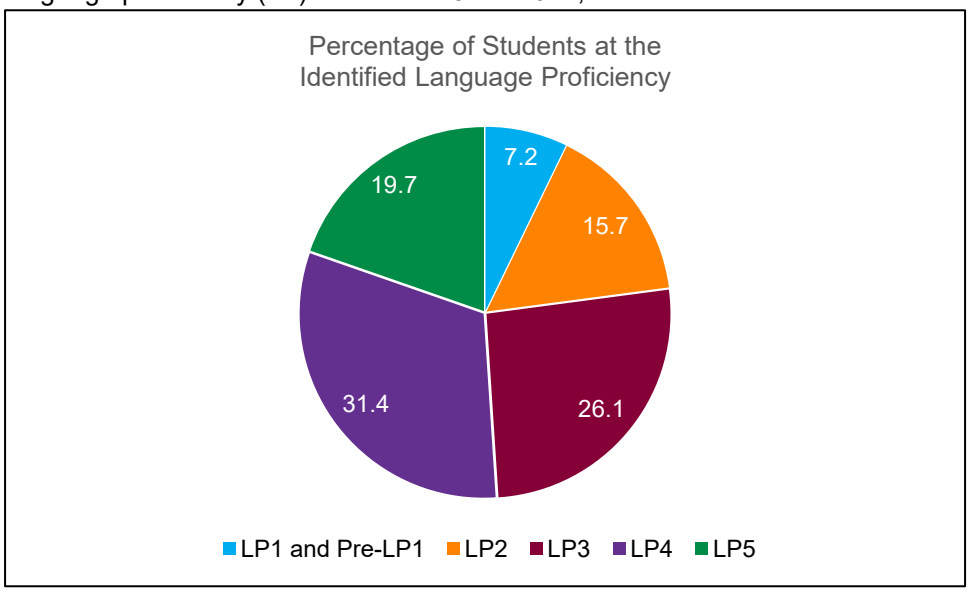
Student Primary Language

Student Primary Language	Number	Student Primary Language	Number
English	92810	Bengali	625
Punjabi	7500	Tigrinya	604
Arabic	4835	Tamil	584
Urdu	3885	Amharic	549
Mandarin	2978	Somali	505
Cantonese	2382	Nepali	466
Ukrainian	2120	Oromo	465
Spanish	1978	French	449
Hindi	1644	Telugu	436
Russian	1605	Malayalam	359
Chinese	1470	Turkish	342
Farsi/Persian	1339	Filipino	338
Vietnamese	1285	Portuguese	338
Dari	1267	Kurdish	278
Korean	1192	Other	274
Pashto	1182	Japanese	247
Tagalog	864	Marathi	216
Gujarati	758	Other Languages*	3187

* Includes 111 other languages

In our schools around 79.6 per cent of our students are Canadian citizens, while 10.9 per cent are permanent residents and 9.1 per cent are temporary residents. Of these, 2.7 per cent are refugees. Despite the high percentage of Canadian citizens, English as Additional Language learners (EAL) make up 30.1 per cent of our student population.

At CBE, we assess EAL English acquisition using the Alberta EAL Benchmarks. To help provide a better understanding of these English as Additional Language learners, their language proficiency (LP) level* as of June 2024, were:



* Levels range from 1-5, with 1 indicating the lowest level of proficiency.

CBE delivers high quality programming to students with identified special education codes, who comprise 19.7 per cent of CBE's student population. Students with identified exceptionalities that impact learning may benefit from attending specialized classes or unique settings that offer additional supports. Alternatively, and most commonly, students with identified special education codes are supported and accommodated within their designated community school with a continuum of school or area-based supports and services.

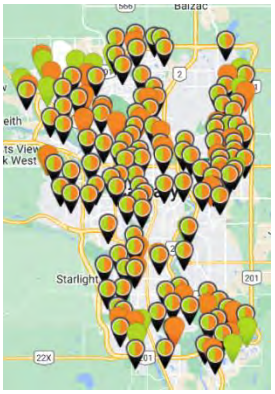
Our Schools

Every child in Calgary has a designated CBE school, based on their home address and chosen program. With over 250 schools and school settings, each led by a principal and supported by nine Area office teams, CBE fosters welcoming, caring, respectful and safe environments for learning and relationship-building. Schools reflect their unique communities while embodying a unified culture of inclusion. CBE offers unique settings to address diverse cognitive, emotional, and behavioral needs, along with alternative programs that focus on specific languages, cultures, or teaching philosophies, all while adhering to the Alberta mandated curriculum (see Program Options).

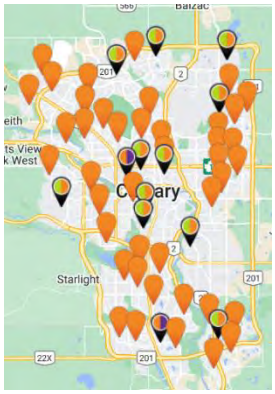
Our district includes schools with many different grade configurations and organization from kindergarten through to grade 12.

School Type	Number
Elementary	147
Elementary-Junior	10
Middle/Junior	54
Junior-Senior	2
Senior	20
Outreach	4
Unique Setting	34

Any of K to Gr 6



Any of Gr 7 to 9



Any of Gr 10 to 12

Assurance Domain

Governance

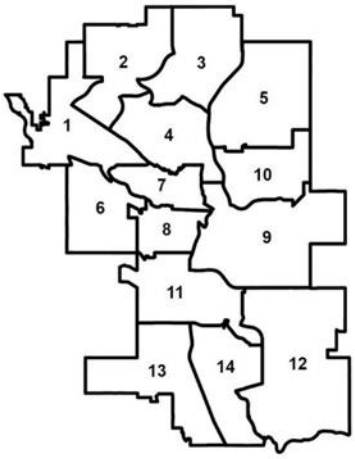
Our Board of Trustees

Back, Left to Right:

Charlene May
Wards 12 & 14
Patricia Bolger, Chair
Wards 6 & 7
Marilyn Dennis
Wards 5 & 10

Front Left to Right:

Laura Hack
Wards 3 & 4
Nancy Close, Vice Chair
Wards 11 & 13
Susan Vukadinovic,
Wards 8 & 9



CBE is guided by an elected Board of Trustees comprised of seven trustees. Trustees are elected every four years during the municipal election to guide our school system based on the values Calgarians have for their public education system. The most recent election was held in October 2021. The Board of Trustees define CBE's Mission as "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."

Board of Trustees

On August 16, 2024, pursuant to the *Education Act*, the Board accepted Trustee Dana Downey's resignation due to medical reasons, which became effective immediately. Pursuant to the *Education Act*, the Board has made the determination a by-election will not be held for Wards 1 and 2. The Board will be pleased to look after the interests of students, parents and staff in these wards.

It is the Board of Trustee's responsibility to establish expectations for organizational results and quality operational performance. The Board of Trustees monitor CBE's progress toward achieving the Results and performance of CBE against its stated Operational Expectations. This monitoring takes place at public board meetings.

The Board of Trustees is CBE's elected governor. The Board is responsible for providing oversight of system performance and student outcomes, setting direction, and effective

stewardship of CBE resources. The Board directs through policy. The Board's Results policies set direction on expected student outcomes and CBE administration is monitored annually on progress towards those outcomes The Board monitors CBE's operational performance through Operational Expectations policies, which provide direction to the Chief Superintendent on operational matters. The Board also sets standards for its own performance and effectiveness through its Governance Culture and Board/Chief Superintendent Relationship policies.

Public education is a shared and collective responsibility. With our students, families, employees, partners and communities, The Board works together with Administration to build positive learning and working environments to support student success.

The Board of Trustees also monitors its policies to ensure acceptable performance of the Board and the chief superintendent. Additional responsibilities include:

- approving the Education Plan;
- approving the annual budget;
- approving the annual capital plan;
- approving the Annual Education Results Report;
- approving the audited financial statements;
- approving the bargaining mandate and ratifying all collective agreements for unionized employees; and
- performing other duties required by law or not otherwise delegated to the chief superintendent.

Chief Superintendent of Schools

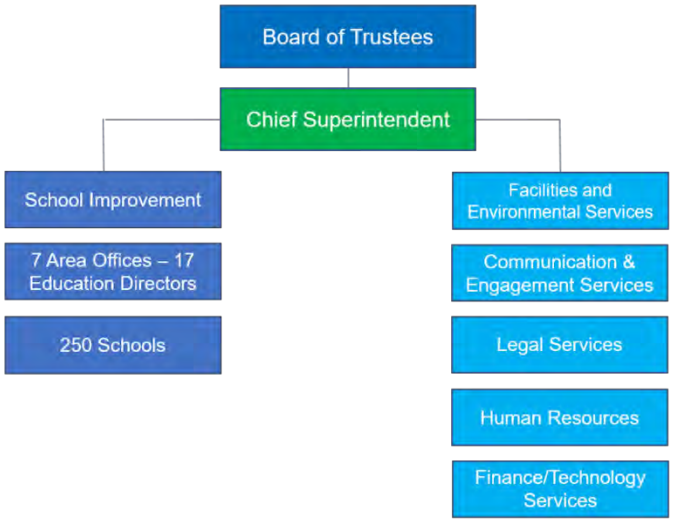
Joanne Pitman

The Chief Superintendent is hired by and is the sole employee of the Board of Trustees. The chief is responsible for meeting the expectations of the Board that are set out in the Board's Results and Operational Expectations policies.

At the start of the 2023-24 school year, Gary Strother, acting Chief Superintendent, led all aspects of the organization and was responsible for the overall operation and performance of the school authority. He was also responsible for ensuring the Board priority of student success was the focus of the work in schools and service units. On March 4, 2024, Joanne Pitman, officially started as the new Chief Superintendent of CBE schools.

The Leadership webpage has more information on the people that lead CBE.

Role of Administration



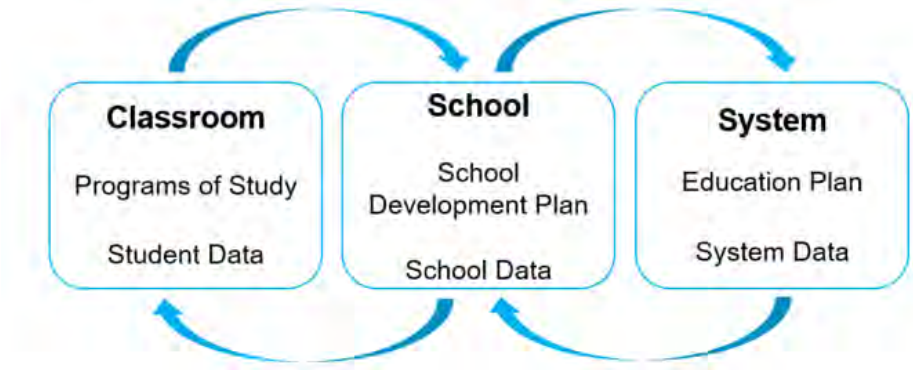
CBE Data Model | Levels of ‘Storientation’

Required Local Component

Accountability/ Assurance System

School authorities must outline the features of their assurance system for schools.

As an organization, CBE recognizes the importance of our collective system story and have organized our district’s 2023-24 story in this report in a way that allows the reader to step into our district narrative while also being invited into the more sharpened stories and data at the school and student levels.



Depending on the context (system, school, classroom), the levels of data change (narrow, widen) as do our specific priorities. As a district committed to continuous improvement and equity, we know that sharpening our focus is key in determining key priorities and actions at all levels of our organization.

The art of data or ‘storientation’ is being able to seamlessly focus narrowly down to the stories and voices of individual students to then act in a way that is intended to support all students across a large school district. Cycles of continuous improvement are simultaneously occurring at the individual student, school and system levels in support of school improvement in CBE.

Attendance | Key Predictor of Learning Excellence

Local Measure

Attendance

Context

CBE employs attendance data as a local measure as identified in the 2021-24 Education Plan and outlined in the 2024-27 Education Plan to inform its commitment to student Well-Being and to Truth & Reconciliation, Diversity and Inclusion. Using a whole school approach to support attendance allows school leaders to formulate a comprehensive plan to address the complexities of chronic absenteeism. School leaders utilize attendance data collection tools to contextualize their school's unique data story, while recognizing chronic absenteeism is often indicative of difficult life circumstances faced by students and/or their families.

Building on this understanding, school leaders identify preventative and early intervention strategies through collaborative efforts across the school community to mitigate barriers to students' attendance. Each attendance strategy aims to incorporate culturally responsive practices designed to benefit all CBE students, while promoting students' social and emotional growth.

The following will detail our current and ongoing initiatives to facilitate continued success in improving overall student attendance.

What We Did

- ## Professional Learning
  - Provided on-demand professional learning webinars as part of the school leadership's professional learning series for school administrators.
  - Facilitated in-service to CBE professional support staff regarding student and parent engagement to promote regular attendance.
- ## Structures and Processes
  - Enhanced public facing attendance communication through school websites to ensure key messages are aligned with revised attendance Administrative Regulation and to share attendance specific resources with parents.
  - Identified key strategies to promote regular attendance for incoming students to CBE, specifically Kindergarten and EAL students, to advance prevention and early intervention.
- ## Resources
  - Enhanced Attendance Improvement Plan document to include Indigenous knowledge systems based on the I*ndigenous Education Holistic Lifelong Learning Framework* across all four domains and the attributes within – Spirit Domain | To Be, Heart Domain | To Belong, Body Domain | To Do, and Mind Domain | To Know.
  - Resources that were clear, engaging and accessible were developed to facilitate regular attendance and school engagement of EAL learners.
  - Translated multiple resources, including attendance letter templates, to assist with communicating attendance concerns to parents of EAL learners in an effective and timely manner.

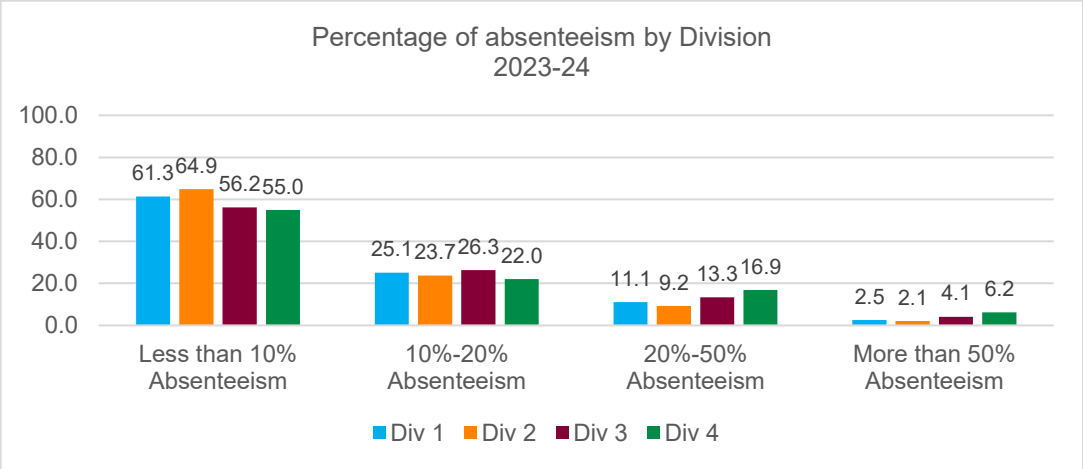
What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix P | Attendance Data.

Attendance

Overall Average Percent Absenteeism

Cohort	2021-22	2022-23	2023-24
All	11.3	12.4	11.7
English as Additional Language Learners	10.4	11.9	11.4
With Identified Special Education Needs	15.1	16.1	15.6



Percentage Absenteeism by Code and Division

Code*	Div 1	Div 2	Div 3	Div 4
All				
A	2.1	2	4.4	7.8
IL	4.3	3.7	4	3
Other	4.1	3.6	3.8	2.3
English as Additional Language Learners				
A	2.2	4.5	9.1	2.7
IL	3.4	3.3	2.6	4.5
Other	3.8	3.5	2.1	4.7
With Identified Special Education Needs				
A	2.8	2.7	6.4	10.5
IL	5.1	4.6	5.2	4.2
Other	4.8	4.1	5	2.9

*A – Absent without contact from the legal guardian
IL – Student is absent due to physical or mental illness or injury and a legal guardian has called in and/or provided medical documentation

What We Noticed

Overall and across grades kindergarten through 12, students in CBE were absent from school less than 12 per cent of the time, showing an overall statistically significant improvement in student attendance compared to the previous school year. Students in Division 4 had the highest absenteeism with approximately six per cent missing more than half of their scheduled high school classes. Whereas only 2 per cent of Division 2 missed more than half of their scheduled classes. Reasons for missing school were different across divisions with Division 1 students' absenteeism being highest as a result of illness and Division 4 students being absent for reasons that are not clear as no contact from legal guardians was received. Chronic absenteeism was lowest for CBE students in Division 2 with most (64.9 per cent) of Division 2 students attending school more than 90 per cent of time.

CBE students in Divisions 1 and 2 generally tend to miss less school than students in Divisions 3 and 4. This makes sense as students become more engaged in extra-curricular activities outside of school and have responsibilities and more independence getting to and from school. At the same time, improving attendance for CBE students is a strategic and research-based approach to improve student learning. Refining school processes to monitor attendance at the school level can support ensuring less students are chronically absent from school.

As part of targeted and specialized level responses to address the complexities of individual student needs, the Attendance Team supported 174 schools with 658 students experiencing attendance concerns. Through consultation and coaching, the Attendance Team collaborated with school leaders to seek creative solutions to students' unique needs and circumstances, addressing the underlying barriers to their attendance. Success of this collective effort is evident as less than 10% of students, who were consulted with the Attendance Team, needed additional intervention through the Provincial Attendance Board.

Celebrate

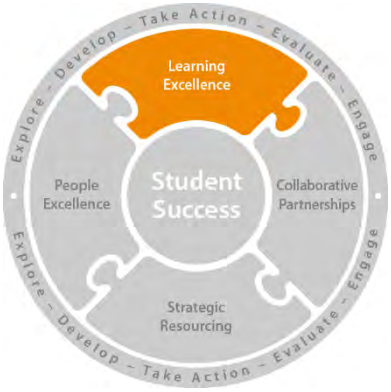
- Increased overall student attendance in comparison to last school year's data.
- Positive feedback from school leaders following professional learning sessions. reported growth in their understanding of CBE attendance processes and attendance data literacy and confidence to manage complex attendance concerns.
- Effective use of CBE developed attendance resources to raise awareness about the importance of regular attendance.

Areas for Growth

- Percentage of absenteeism by division indicates highest absenteeism for students in Division 4. CBE's ongoing efforts to increase student graduation rates uses attendance as a key indicator of student success. Strengthening the efforts of staff and community partners may further support regular attendance.
- While improvement was noted this year in overall absenteeism, continued commitment and attention to attendance improvement is required to ensure this trajectory continues, particularly for those students who are overrepresented in the absenteeism data.

Our Next Steps

- **Professional Learning**
  - Provide on-demand webinars for school administrators to build and apply collaborative and culturally aware responses to student absenteeism.
  - Deliver learning sessions for leaders, teachers and community partners, to increase awareness and common understanding about the importance of regular attendance with students and their parents.
- **Structures and Processes**
  - Continue prevention and early intervention efforts to support regular attendance of students.
  - Ongoing collaboration within internal service units to promote improvement in student attendance for the student groups who are overrepresented in the absenteeism data.
- **Resources**
  - Create user-oriented resources for school administrators to assist with communicating CBE attendance policies and procedures to their school staff.



Assurance Domain

Student Growth & Achievement

Goal | Create strong student achievement and well-being for lifelong success

Context

Achievement is a priority for the Board of Trustees. Three key metrics of student achievement include: provincial achievement tests (PATs), diploma examinations (DIPs) and system report card data. While these are not intended to communicate a complete achievement picture, representative of all CBE students, these measures work in concert to highlight overall student achievement at the end of a learning cycle.

Provincial Assessment and Report Cards

CBE's PAT and DIP results provide a snapshot of grade 6, 9, and 12 student learning during standardized assessments. In contrast, report cards reflect ongoing student achievement over the year based on a variety of assessments, covering many learning outcomes, including skills not assessed by PATs or DIPs. While direct comparisons between report cards and provincial results should be approached cautiously, they offer opportunities to identify key achievements and areas for growth.

For the 2023-24 year, both CBE and the province saw improvements in all diploma exam results with CBE results exceeding the province in all 8 measures. For Provincial Achievement Test (PAT) results, CBE's year-over-year results paralleled the province's in most areas and in 12 of 16, CBE's results were higher than the province overall.

In the 2023-24 school year, CBE successfully implemented Vretta, a new digital platform for provincial assessments, used for Diploma exams in English Language Arts, French Language Arts, and Social Studies, as well as PATs, although Grade 6 PATs in English Language Arts and Mathematics were not administered by order of Alberta Education.

What We Did

- **Professional Learning for School Leaders**
  - Building leadership capacity through case studies and problems of practice at monthly Area Principal and Assistant Principal meetings.
  - Advancing School Development Plan achievement goals.
  - Data literacy using school data dashboards and data analytics tools.
  - PAT and Diploma administration including the Vretta Digital Platform Implementation for Provincial Assessments.

- **Structures and Processes**
  - Virtual and in-person professional learning sessions.
  - Added PAT results to School Data Dashboards.
  - Preliminary PAT reporting processes using Vretta.
- **Resources**
  - Diploma and PAT Analysis Templates.
  - Vretta how-to videos.
  - Alberta Education Digital Assessment Team.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Required AEAM

High School Completion

High school completion rate of students within three and five years of entering grade 10.

High School Completion

Cohort	Assurance Domain	Measure	The 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
All	Student Growth and Achievement	3-year High School Completion	80.4	81.1	82.1	80.4	80.7	82.4	Intermediate	Declined Significantly	Issue
		5-year High School Completion	89.0	88.6	87.1	88.1	88.6	87.3	Intermediate	Improved Significantly	Good
English as an Additional Language Learners	Student Growth and Achievement	3-year High School Completion	66.2	65.2	67.0	72.0	72.8	76.7	Low	Maintained	Issue
		5-year High School Completion	83.5	84.4	83.1	88.1	88.7	87.2	Intermediate	Maintained	Acceptable
With Identified Special Education Needs	Student Growth and Achievement	3-year High School Completion	67.1	66.2	67.3	67.6	66.3	67.6	Low	Maintained	Issue
		5-year High School Completion	79.6	78.3	75.5	77.4	78.4	75.3	Low	Improved Significantly	Good

Cohort	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All	3-year High School Completion	78.0	78.9	82.4	83.0	81.1	80.4
	5-year High School Completion	84.8	84.3	86.0	86.6	88.6	89.0
English as an Additional Language Learners	3-year High School Completion	66.5	66.3	68.6	67.3	65.2	66.2
	5-year High School Completion	79.7	75.3	85.0	79.9	84.4	83.5
With Identified Special Education Needs	3-year High School Completion	60.2	60.9	67.0	69.5	66.2	67.1
	5-year High School Completion	68.2	70.3	74.7	76.1	77.7	79.6

Note | The 2023-24 results Alberta Education Assurance Measures for high school completion are based on 2022-23. The 4-year rate includes the numbers from the 3-year rate and the 5-year rate includes the numbers from both the 3-year and 4-year rates.

Note | The 2023-24 results Alberta Education Assurance Measures for high school completion for Student who Self-Identify as Indigenous are included in the Key Outcome: Students who self-identify as Indigenous are supported to experience improved achievement and well-being.

Required AEAM

PAT Acceptable & Excellence

Diploma Exam Acceptable & Excellence

Overall and by course for:

- all students
- self-identified First Nations, Métis and Inuit students
- English Second Language students

Diploma Examination and Provincial Achievement Test (PAT) Results

Note | Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22 as well as the fires in 2022/23. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

For overall results over time as well as by course and results disaggregated by cohort, refer to Appendix J | Diploma Examination Results.

Cohort	Assurance Domain	Measure	The 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
All	Student Growth and Achievement	Diploma: Acceptable	**86.2**	85	85	**81.5**	80.3	80.3	High	Improved Significantly	Good
		Diploma: Excellence	**31.9**	29.5	29.5	**22.6**	21.2	21.2	Very High	Improved Significantly	Excellent
English as an Additional Language Learners	Student Growth and Achievement	Diploma: Acceptable	**72.9**	70.8	70.8	**66.3**	67.1	67.1	Low	Improved	Acceptable
		Diploma: Excellence	**18.8**	17.9	17.9	**14**	13.8	13.8	Intermediate	Maintained	Acceptable
Self-Identify as Indigenous	Student Growth and Achievement	Diploma: Acceptable	**85.3**	81	81	**76.9**	74.8	74.8	High	Improved	Good
		Diploma: Excellence	**21.1**	17.4	17.4	**11.8**	11.3	11.3	High	Improved	Good
With Identified Special Education Needs	Student Growth and Achievement	Diploma: Acceptable	**82.8**	82.6	82.6	**76.9**	76.5	76.5	Intermediate	Maintained	Acceptable
		Diploma: Excellence	**22.2**	20.0	20.0	**15.5**	13.6	13.6	High	Improved	Good

For overall results over time as well as by course and results disaggregated by cohort, refer to Appendix K | Provincial Achievement Test Results.

Cohort	Assurance Domain	Measure	The 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
All Students	Student Growth and Achievement	PAT 6: Acceptable	**72.6**	71.4	71.4	**68.5**	66.2	66.2	Intermediate	Improved	Good
		PAT 6: Excellence	**21.8**	19.3	19.3	**19.8**	18.0	18.0	High	Improved Significantly	Good
	Student Growth and Achievement	PAT 9: Acceptable	**63.6**	64.4	64.4	**62.5**	62.6	62.6	Low	Declined	Issue
		PAT 9: Excellence	**15.8**	16.8	16.8	**15.4**	15.5	15.5	Intermediate	Declined	Issue
English as an Additional Language Learners	Student Growth and Achievement	PAT 6: Acceptable	**66.4**	67.4	67.4	**64.6**	65.4	65.4	Low	Maintained	Issue
		PAT 6: Excellence	**18.1**	15.7	15.7	**16.5**	15.7	15.7	Intermediate	Improved Significantly	Good
	Student Growth and Achievement	PAT 9: Acceptable	**53.0**	54.5	54.5	**52.7**	55.3	55.3	Very Low	Declined	Concern
		PAT 9: Excellence	**10.4**	9.8	9.8	**10.1**	11.0	11.0	Low	Maintained	Issue
Self-Identify as Indigenous	Student Growth and Achievement	PAT 6: Acceptable	**47.6**	37.1	37.1	**48.7**	45.3	45.3	Very Low	Improved Significantly	Acceptable
		PAT 6: Excellence	**7.2**	5.9	5.9	**7.3**	6.5	6.5	Very Low	Maintained	Concern
	Student Growth and Achievement	PAT 9: Acceptable	**30.3**	30.7	30.7	**41.4**	39.4	39.4	Very Low	Maintained	Concern
		PAT 9: Excellence	**3.4**	5.2	5.2	**6.1**	5.3	5.3	Very Low	Declined	Concern
With Identified Special Education Needs	Student Growth and Achievement	PAT 6: Acceptable	**54.2**	50.4	50.4	**44.9**	41.4	41.4	Very Low	Improved Significantly	Acceptable
		PAT 6: Excellence	**10.9**	9.5	9.5	**7.9**	6.8	6.8	Low	Improved	Acceptable
	Student Growth and Achievement	PAT 9: Acceptable	**43.7**	43.5	43.5	**39.9**	39.7	39.7	Very Low	Maintained	Concern
		PAT 9: Excellence	**7.1**	7.2	7.2	**6.2**	6.1	6.1	Very Low	Maintained	Concern

Local Measure

Report Card

Report Card Grade (Mean)

The mean of the indicators for the English Language Arts report card stems (Div 1-3) and report card final marks (Div 4)

English Language Arts	Division	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All	Div 1	2.70	2.84	2.94	2.96	2.90	2.89
	Div 2	2.80	2.90	2.96	2.95	2.91	2.89
	Div 3	2.86	2.91	2.95	2.92	2.89	2.87
	Div 4	69.7	71.2	71.5	70.9	70.0	70.29
English as an Additional Language Learners	Div 1	2.61	2.75	2.84	2.82	2.79	2.77
	Div 2	2.68	2.79	2.82	2.82	2.77	2.73
	Div 3	2.66	2.73	2.77	2.76	2.73	2.70
	Div 4	65.2	67.5	67.5	66.9	65.0	66.39
Self-Identify as Indigenous	Div 1	2.09	2.23	2.29	2.37	2.42	2.48
	Div 2	2.27	2.42	2.46	2.45	2.43	2.45
	Div 3	2.33	2.42	2.44	2.37	2.40	2.40
	Div 4	62.7	62.9	60.6	58.8	59.6	60.09
With Identified Special Education Needs	Div 1	2.24	2.40	2.47	2.45	2.39	2.39
	Div 2	2.41	2.57	2.61	2.61	2.58	2.57
	Div 3	2.48	2.55	2.59	2.57	2.55	2.53
	Div 4	65.2	66.3	65.4	65.1	64.6	65.26

The mean of the indicators for the Mathematics report card stems (Div 1-3) and report card final marks (Div 4)

Mathematics	Division	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All	Div 1	2.78	2.97	3.07	3.10	3.04	3.04
	Div 2	2.82	2.96	2.99	3.00	2.95	2.92
	Div 3	2.83	2.88	2.88	2.87	2.84	2.82
	Div 4	72.1	74.9	73.7	72.4	70.9	72.1
English as an Additional Language Learners	Div 1	2.67	2.87	2.95	2.93	2.89	2.90
	Div 2	2.79	2.91	2.91	2.92	2.88	2.85
	Div 3	2.74	2.78	2.78	2.76	2.75	2.71
	Div 4	70.9	73.8	70.3	69.7	66.2	68.4
Self-Identify as Indigenous	Div 1	2.16	2.35	2.36	2.51	2.56	2.59
	Div 2	2.16	2.39	2.37	2.37	2.29	2.34
	Div 3	2.14	2.28	2.23	2.19	2.25	2.24
	Div 4	64.0	65.1	60.9	60.6	59.5	61.4
With Identified Special Education Needs	Div 1	2.29	2.51	2.60	2.58	2.51	2.52
	Div 2	2.39	2.61	2.64	2.64	2.59	2.57
	Div 3	2.37	2.47	2.47	2.46	2.45	2.44
	Div 4	66.1	68.9	66.5	65.4	64.1	66.0

The mean of the indicators for the Physical Education and Wellness report card stems (Div 1&2), Health and Life Skills report card stems (Div 3) and CALM report card final marks (Div 4)

PE and Wellness & Health & CALM	Division	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All	Div 1	2.93	3.07	3.18	3.15	3.10	3.08
	Div 2	3.03	3.11	3.18	3.17	3.16	3.15
	Div 3	3.10	3.15	3.13	3.13	3.05	3.06
	Div 4	77.3	77.9	76.3	75.6	75.0	75.2
English as an Additional Language Learners	Div 1	2.83	2.97	3.06	3.03	2.98	2.97
	Div 2	2.97	3.05	3.08	3.10	3.07	3.04
	Div 3	3.00	3.02	3.00	3.02	2.91	2.92
	Div 4	77.3	76.4	73.8	73.0	72.6	71.9
Self-Identify as Indigenous	Div 1	2.47	2.64	2.73	2.74	2.87	2.87
	Div 2	2.59	2.67	2.72	2.74	2.80	2.82
	Div 3	2.69	2.73	2.67	2.80	2.69	2.70
	Div 4	65.5	66.5	59.7	61.4	61.5	63.4

With Identified Special Education Needs	Div 1	2.48	2.61	2.71	2.66	2.70	2.69
	Div 2	2.65	2.75	2.84	2.82	2.91	2.91
	Div 3	2.77	2.85	2.84	2.87	2.81	2.82
	Div 4	70.0	71.4	69.0	68.6	68.4	68.4

Required AEAM

Assurance Survey

Student Learning Engagement

Alberta Education Assurance (AEA) Survey: Student Learning Engagement, Program of Studies

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to each measure

Assurance Domain	Measure	The 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
Student Growth and Achievement	Student Learning Engagement	82.5	83.7	84.2	83.7	84.4	84.8	n/a	Declined Significantly	n/a
Supplemental AEAMs	Program of Studies	81.7	82.0	82.3	82.8	82.9	82.9	Very High	Declined	Good

Local Measure

Assurance Survey

School Improvement

Alberta Education Assurance (AEA) Survey: School Improvement

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to the measure

Assurance Domain	Measure	The 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
Supplemental AEAMs	School Improvement	71.8	71.2	71.5	75.8	75.2	74.7	Intermediate	Maintained	Acceptable

What We Noticed

Celebrate

Alberta Education Assurance Measures

- Significant improvement in the 5-year high school completion rates.
- Improvement in the 3-year high school completion rates for English as an Additional Language Learners.
- CBE parent agreement levels increased significantly when asked if their school and schools in their jurisdiction improved or stayed the same for the last three years.
- In comparison to the provincial student agreement rates, CBE students continued to report being more engaged in their learning at school than students across the province of Alberta.
- Strong overall agreement (81.7%) across students, parents and teachers on the Program of Studies measure indicating overall satisfaction with the programs of study offerings.

Diploma examination achievement

- CBE students consistently achieved higher diploma examination results compared to the provincial results across different student cohorts.
- More than 86 per cent of CBE students achieved acceptable standard in All Students cohort.
- Around 32 per cent of CBE students achieved the standard of excellence in diploma examinations in the ‘very high’ achievement measure evaluation category.

Provincial achievement test achievement

- In All Students, English as an Additional Language Learners and students with identified special education needs cohorts, CBE had more students achieving the acceptable standard and standard of excellence compared to provincial results.

Report card achievement

- Division 4 students across all cohorts of students showed year-over-year increases in English Language Arts and Mathematics.
- Division 1 students across all cohorts of students showed year-over-year increases in Mathematics.
- Students who self-identify as Indigenous across all divisions showed year-over-year increased results in English Language Arts.
- Division 4 students who self-identify as Indigenous achieved a significant year-over-year increases in PE and Wellness and CALM.

Areas for Growth

Alberta Education Assurance Measures

- Decline in the 3-year high school completion rate after maintaining a level above 81 per cent for the last three years.
- The discrepancy between student and teacher perceptions about engagement in learning widened.
- CBE agreement levels for teachers declined for the Student Learning Engagement measure and declined significantly for student for the Student Learning Engagement, School Improvement and Program of Studies AEA survey measures.

Diploma examination achievement

- 72.9 per cent of English as an Additional Language Learners achieved acceptable standard, which was in the ‘Low’ achievement measure evaluation category. While 6 percentage points higher than the province, this remains an area for growth.

Provincial achievement test achievement

- Compared to the province, students who self-identify as Indigenous had fewer students achieving the acceptable standard and the standard of excellence.
- Students who self-identify as Indigenous had ‘Very Low’ in their achievement measure evaluation in both acceptable standard and standard of excellence. While Grade 6 PAT acceptable level improved significantly and other PAT levels of achievement levels have been maintained, academic achievement remains an area for growth for this cohort.

Report card achievement

- English as an Additional Language Learners in division 4 showed year-over-year decreases in PE and Wellness and CALM.

Our Next Steps

- **Professional Learning**
  - EAL Designate network focused on enhancing, monitoring and accelerating English as an Additional Language Programming using

timely and appropriate explicit language instruction to enhance academic success.

- Facilitate LEAD (Literacy, English and Academic Development) Community of Practice (CoP) meetings for teachers to enhance student programming and assessment practices in support of advancing student academic and well-being.
- Continue teacher professional learning in best practices for integrating diverse instructional approaches, including cross-curricular connections, inclusion, and social-emotional learning.

Structures and Processes

- Analyse perception data based on results for each CBE school and develop action plans to address student engagement.
- Identified 18 schools (Family of 18 Schools) with highest enrolment of Indigenous students. Provided additional staff to provide targeted and individualized supports.
- Develop and apply a Holistic Collaborative Response to support Indigenous students in the Family of 18 Schools, inclusive of using a division based holistic tool to track, monitor, and support self-identified Indigenous students' well-being, engagement, and success in school.

Resources

- EAL Quick Byte Videos to build professional learning of high-impact strategies.

Assurance Domain

Student Growth & Achievement

Key Outcomes: Students achieve excellence in literacy and mathematics

Context

CBE's K-12 Literacy and Mathematics Frameworks provide a systemic approach to curriculum implementation and assessment, ensuring that instruction is effective, equitable, and aligned with best practices. These frameworks guide strategic planning and resource allocation by identifying areas of need within curriculum and professional development. To support the continued use of the CBE's K-12 Literacy and Mathematics Frameworks, teachers and school-based leaders had the opportunity to engage in system-wide professional learning aimed at enhancing instruction in both literacy and mathematics through research-based assessment practices and targeted curriculum support, helping educators calibrate their understanding of curricular outcomes, grade-level proficiency, and ways to monitor student growth. Professional learning sessions supported the ongoing implementation of the Frameworks and increased understanding of CBE's Five Guiding Principles of Assessment.

Early learning assessments provided key insights into programing and support for literacy and mathematics in our younger students. For Kindergarten learners, the early literacy assessment tool shifted from RRST (Reading Readiness Screening Tool) to the updated AFRS (Assessment of Foundational Reading Skills) to align with current research. For students in Grades 1 to 3, literacy and mathematics provincial screeners provided essential data that informed decisions around strategies, supports, and organizational structures to enhance learning outcomes for students.

What We Did

- **Professional Learning**
  - Elementary teachers:
    - Training teachers and administrators in Assessment of Foundational Reading Skills (AFRS) formally named the Reading Readiness Screening Tool (RRST).
    - Improving understanding of research-based early literacy (structured literacy and writing) instructional and assessment practices through System-Wide Professional Learning and book studies.
    - Using provincial universal screeners to determine next steps in reading and numeracy instruction and intervention.
    - Explicit phonemic awareness and phonics instruction for emergent readers that followed the CBE ELAL K-3 Scope & Sequence, taught using CBE recommended resources.
    - Developmental progression of fine motor skills for printing.
  - Middle and high school teachers:
    - Middle years professional learning sessions focussed on learner identity and improving teacher understanding as to how assessment can support knowing our learners and improving student engagement and achievement in English Language Arts and Literature (ELAL) curriculum including illustrative examples.

        - Improving Reading for Older Students (IROS) modules for older students reading below grade level.
        - Improving understanding of mathematics content, instruction, and assessment in relation to middle years learner mathematics identity.
        - Improving teacher understanding and leadership of literacy and mathematics instruction in relation to outcomes-based assessment.
    - Support of MathUP resources by Dr. Marian Small to improve teacher practice and student achievement.
    - Highest Level of Achievement (HLAT) Network participation to deepen understanding of the writing process and build collective knowledge of ELAL learning outcomes (K-6) and program of studies learning outcomes (7-9).
    - Language Specialists and DELF teachers:
        - Trained teachers and administrators to be Diplôme d'études en langue française (DELF) and Diplomas de Español como Lengua Extranjera (DELE) Examiners.
        - Implementation of Locally Developed Course (LDC) French Language Arts (Late Immersion).

- ## Structures and Processes

    - Assessment of Foundational Reading Skills (AFRS) administration by all kindergarten teachers in fall and re-assessed children with minimal/developing scores spring of the 2023-24 school year to identify literacy needs and areas for growth for kindergarten children and to support them as they moved into grade one.
    - Seven Communities of Practice were offered to kindergarten teachers offering explicit and implicit supports for literacy instructional practices.
    - Enacted Early Years Assessment plan for the Letter-Name and Sounds (LeNS) and Castles & Coltheart 3 (CC3).
    - Explicit phonics lessons that followed the CBE ELAL K-3 Scope & Sequence, taught using CBE recommended resources.
    - Enacted implementation plan for the new 4-6 English Language Arts and Literature (ELAL) and Mathematics curricula.
    - Developed on-demand online videos and resources focused on literacy and numeracy instruction to support teachers and leaders in their specific school contexts.
    - Provided Outcomes-Based Professional Learning Series sessions for High School Learning Leaders and teachers.
    - Working groups for high school teachers to develop high-quality summative assessment exemplars using outcomes-based assessment.
    - Enacted implementation plan for the new K-3 and early implementation of 4-6 of the French Language Arts and Literature (FILAL) new curriculum.

- **Resources**
  - CBE's K-12 Literacy and Mathematics Frameworks refined and updated.
  - Understanding Universal Screeners flat sheets developed to support schools, teachers and parents in better understanding how screeners are used to improve student learning.
  - Mathematics and English Language Arts and Literature Resource Guides updated in grades K-3 and 4-6 to support curriculum implementation.
  - New Home Literacy Routines flat sheet aligned with K-3 ELAL curriculum and research-based practices to be created.
  - Digital decodable library aligned with the updated CBE ELAL Scope and Sequence to support families with home literacy routines to be developed.
  - Literacy resources (e.g., HLAT and IROS) curated using appropriate platforms Brightspace D2L to facilitate professional learning for K-12 teachers.
  - Literacy and Mathematics School Development Plan (SDP) Supporting Documents refined to continue alignment between frameworks and SDPs.
  - Grades 4-12 Reading Assessment Decision Tree updates to support identifying next steps for whole class instruction and support students who are striving readers.
  - High-quality task and summative assessment exemplars to support high school teachers implementing outcomes-based assessment.
  - Mathematics 10-4 System Outcomes updated.
  - Mathematics 20-2 Assessment and Reporting Guide updated.
  - Refined French Structured Literacy Sound Lessons K-3.
  - Mathematics and Science resources and assessment tools in target languages.

What We Measured | Literacy

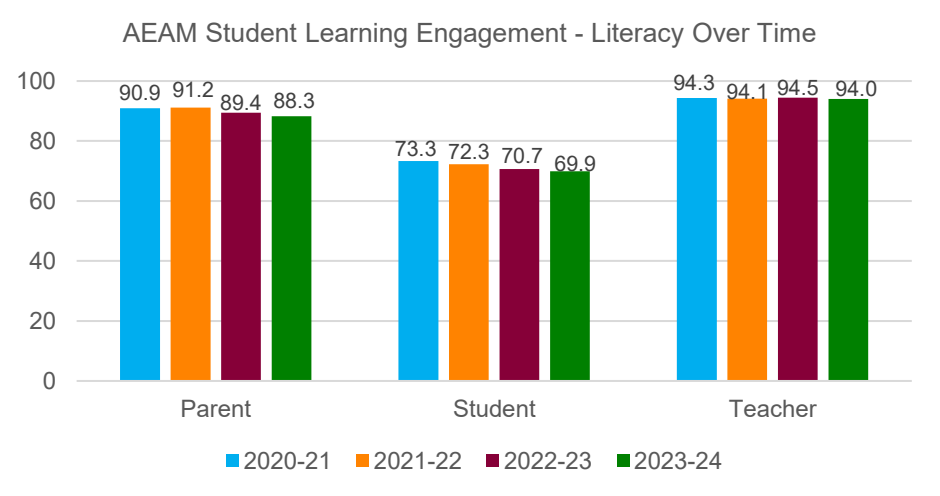
For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Alberta Education Assurance (AEA) Survey: Student Learning Engagement – Literacy

The AEA survey is sent to parents or guardians of students in Grades 4, 7 and 10. In schools with fewer than 120 students in Grades 4 to 12, the survey is sent to parents or guardians of students in Grades 4 and above.

Students in Grades 4, 7 and 10, (or all students in Grades 4 to 12 in schools with fewer than 120 students in those grades) and all teachers complete the survey online at school.

Percentage of agreement with the suite of questions tied to literacy and language arts



For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Local Measure

CBE Student Survey

Literacy Framework

CBE Student Survey

Percentage of agreement with the suite of questions tied to the summary measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement
Literacy Framework	77.7	79.8	79.5

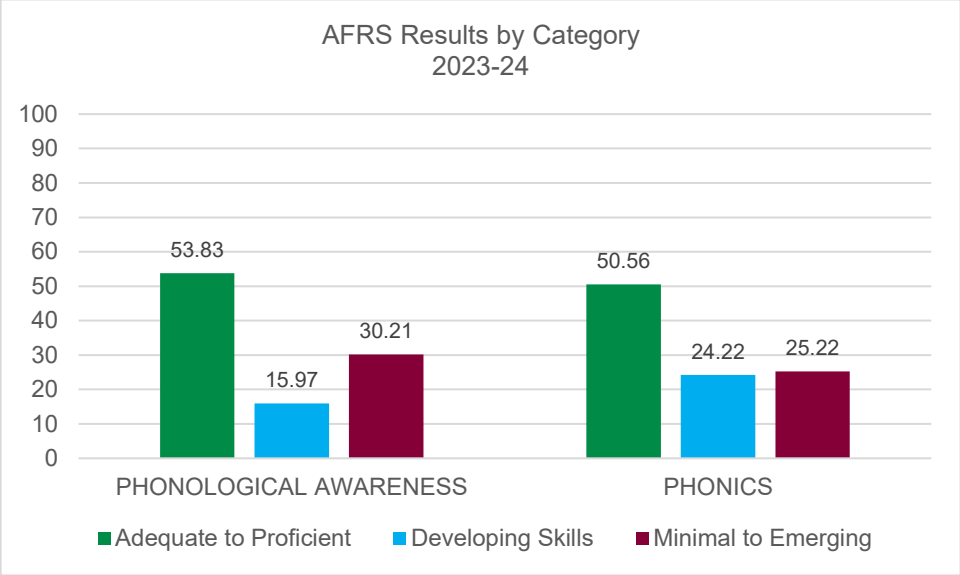
Local Measure

Early Years Literacy Screener

- AFRS

Assessment of Foundational Reading Skills (AFRS)

For the results by section, refer to Appendix L | Assessment of Foundational Reading Skills (AFRS).



Note | There was a shift in the early literacy assessment tool, from the RRST to the AFRS, to better align the tool with current research.

Required AEAM

Early Years Literacy Assessments

- CC3
- LeNS

Literacy: Castles and Coltheart 3 (CC3) and Letter Name-Sound (LeNS)

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.

Literacy Results by Grade – All Students

Grade	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at-risk in literacy based on initial assessment(s) at each grade level	Total number of students identified as being at risk at the end of the school year at each grade level	Average number of months behind grade level after the administration of the initial assessments for at risk students	Average number of months gained at grade level after the administration of the final assessments for at risk students
Grade 1	11132	2910	1438	5.38	-3.58
Grade 2	10908	2719	1360	8.78	-6.00
Grade 3	10182	2623	1499	15.86	-5.25

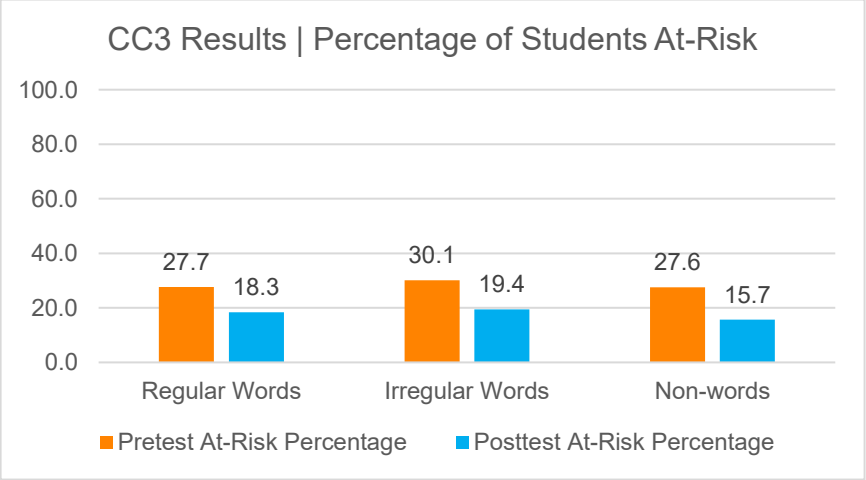
Literacy Support Strategies by Grade

Grade	Key Support Strategies
Grade 1	▪ Structured literacy interventions with explicit phonics and decodable texts. ▪ Regular assessments (e.g., RRST, LeNS) to adjust instruction based on student progress. ▪ Focus on the science of reading, including Scarborough's Reading Rope and Orthographic Mapping. ▪ Use of small-group interventions and strategies like word ladders and interactive routines.
Grade 2	▪ Emphasis on EAL assessments and equitable literacy interventions. ▪ Use of visuals, home languages, and diverse texts to enhance comprehension. ▪ Phonemic awareness lessons and structured phonics routines to strengthen foundational literacy. ▪ Ongoing data analysis to guide targeted interventions.
Grade 3	▪ Balance of cognitive load with structured literacy interventions. ▪ Regular progress monitoring to adjust intervention based on data. ▪ Use of phonics routines and targeted interventions aligned with classroom instruction.

Note | In all grades, a key theme is differentiated instruction, continuous assessment, and evidence-based strategies to support both mathematical and literacy growth, especially for EAL learners.

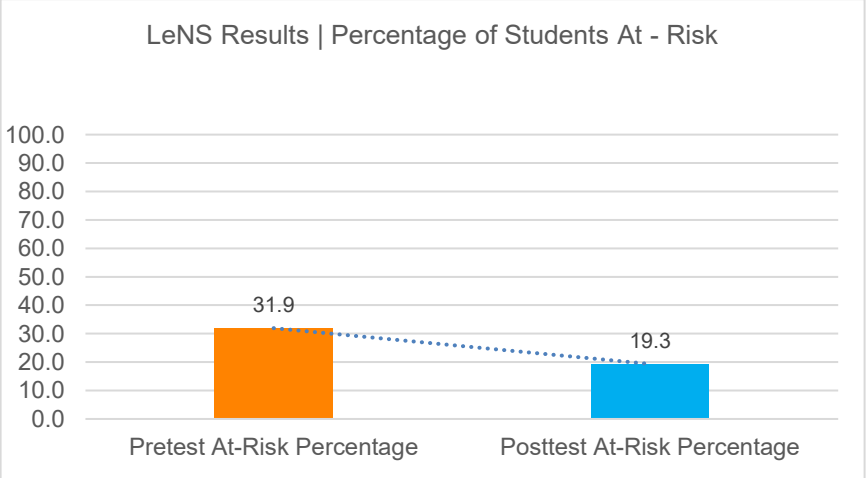
Castles and Coltheart 3 (CC3)

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.



Letter Name-Sound (LeNS)

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.



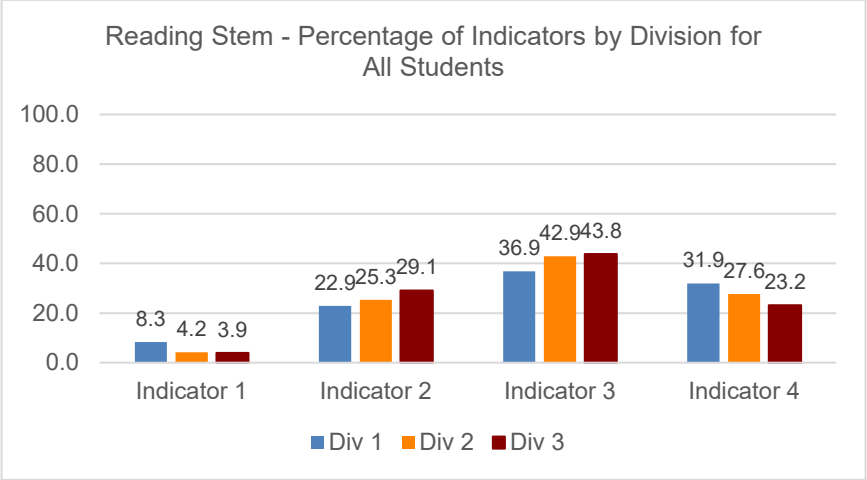
Local Measure

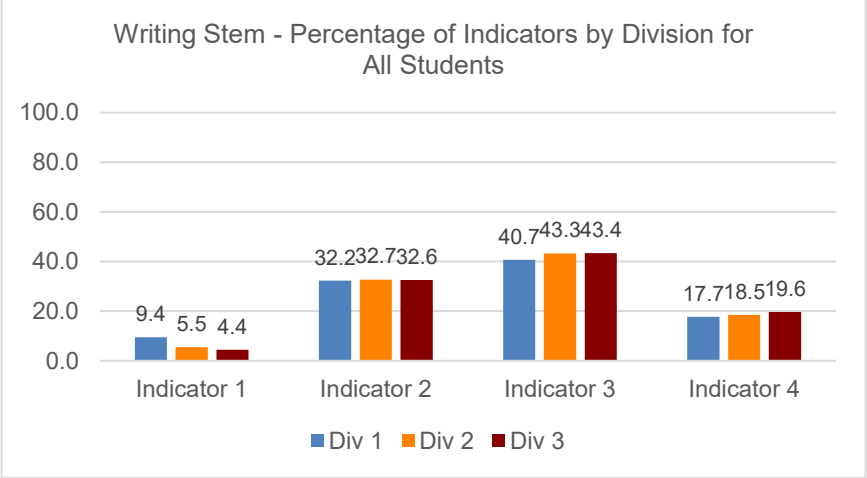
Report Card Results

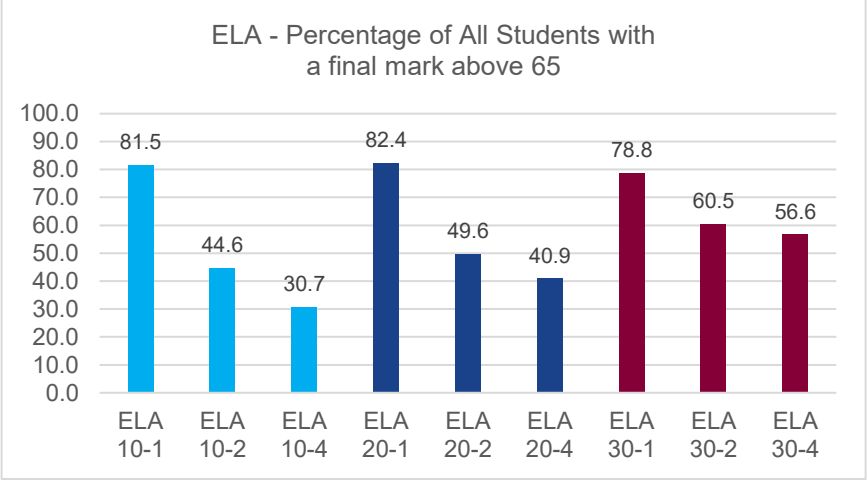
Language Arts

Report Card

For additional information, refer to Appendix R | Report Card Data.







Local Measure

DELF & DELE

Results on the Diplôme d'études en langue française (DELF) and the Diplomas de Español como Lengua Extranjera (DELE)

Exam & Level	Exams written	Exams passed
DELF – A1	127	126
DELF - B2	126	124
DELE - A2/B1	27	27

Required AEAM

PAT Acceptable & Excellence

Diploma Exam Acceptable & Excellence

Diploma Examination and Provincial Achievement Test (PAT) Results

Note | Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and the 2020/2021 school years. The 2021/2022 results do not include the results of the January 2022 diploma exam administration as this administration was cancelled due to the COVID-19 context. As such, the 2021/2022 results are not comparable with previous years' results. Caution should be exercised when interpreting and comparing the results over time.

For disaggregated results by cohort, refer to Appendix J | Diploma Examination Results.

All			Results (in percentages)											
			2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	96.9	38	n/a	n/a	n/a	n/a	97.6	46	97.7	44.4	98.3	44.4
		Diploma Exam	86.9	15.4	n/a	n/a	n/a	n/a	81.6	13.9	86.3	14.4	86.4	14.4
	Province	School-Awarded	98	35.1	n/a	n/a	n/a	n/a	98.2	44.6	98.4	42.4	98.6	42.1
		Diploma Exam	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1
English Lang Arts 30-2	Authority	School-Awarded	93	13.4	n/a	n/a	n/a	n/a	95.4	21	94.3	18.5	95.4	21.8
		Diploma Exam	86.9	14.7	n/a	n/a	n/a	n/a	81.9	15.8	86.9	15.6	86.2	15.6
	Province	School-Awarded	96.1	15.4	n/a	n/a	n/a	n/a	96.6	19.9	96.7	18.7	96.7	19.1
		Diploma Exam	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9
French Lang Arts 30-1	Authority	School-Awarded	99.7	61.4	n/a	n/a	n/a	n/a	100	65.2	99.7	61	100	73.8
		Diploma Exam	94.9	18.9	n/a	n/a	n/a	n/a	92.3	5.8	96.9	8.8	97.5	11.9
	Province	School-Awarded	99.7	56.7	n/a	n/a	n/a	n/a	99.8	65.8	99.4	62.3	99.3	67.4
		Diploma Exam	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6

Note | Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and the school authorities affected by these events. 2022/23 and 2023/24 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas. In 2023/2024 ELA 6 and Math 6 were not administered.

For disaggregated results by cohort, refer to Appendix K | Provincial Achievement Test Results.

All			Results (in percentages)											
			2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6	Authority	Reading	91.0	46.9	n/a	n/a	n/a	n/a	86.5	41.8	89.6	43.1	n/a	n/a
		Writing	92.3	11.2	n/a	n/a	n/a	n/a	90.2	16.3	88.8	14.9	n/a	n/a
	Province	Reading	90.2	44.6	n/a	n/a	n/a	n/a	86.5	39.3	88.6	40.1	n/a	n/a
		Writing	91.6	10.8	n/a	n/a	n/a	n/a	91.5	15.7	89.9	15.3	n/a	n/a
French Language	Authority	Reading	90.6	31.9	n/a	n/a	n/a	n/a	84.5	19.6	85.0	25.6	85.5	16.9
		Writing	95.6	19.8	n/a	n/a	n/a	n/a	83.8	10.0	86.7	10.6	87.1	12.1

Arts 6 année	Province	Reading	83.8	25.3	n/a	n/a	n/a	n/a	76.4	18.0	79.8	19.8	75.8	17.7
		Writing	93.9	16.5	n/a	n/a	n/a	n/a	84.1	12.1	83.8	13.3	86.1	12.7
English Language Arts 9	Authority	Reading	79.1	21.6	n/a	n/a	n/a	n/a	82.0	27.1	80.9	21.1	77.8	20.2
		Writing	91.0	21.8	n/a	n/a	n/a	n/a	87.5	20.2	87.1	21.2	84.9	16.2
	Province	Reading	79.6	19.6	n/a	n/a	n/a	n/a	81.0	21.3	80.1	19.9	79.5	20.3
		Writing	89.6	21.2	n/a	n/a	n/a	n/a	88.6	18.1	88.8	20.1	87.1	16.6
K&E English Language Arts 9	Authority	Reading	70.4	23.5	n/a	n/a	n/a	n/a	68.8	16.1	72.1	21.3	51.9	5.6
		Writing	73.5	5.1	n/a	n/a	n/a	n/a	65.6	8.6	54.1	6.6	40.7	1.9
	Province	Reading	68.8	18.8	n/a	n/a	n/a	n/a	65.0	16.9	70.2	17.9	70.2	20.6
		Writing	74.5	4.8	n/a	n/a	n/a	n/a	67.7	5.1	67.4	5.0	63.3	4.1
French Language Arts 9 année	Authority	Reading	81.6	16.4	n/a	n/a	n/a	n/a	76.2	11.3	75.8	12.7	73.7	13.3
		Writing	89.6	12.8	n/a	n/a	n/a	n/a	80.1	13.2	85.6	17.2	84.8	16.9
	Province	Reading	81.2	15.7	n/a	n/a	n/a	n/a	73.6	10.5	75.3	11.9	72.0	11.7
		Writing	90.1	14.0	n/a	n/a	n/a	n/a	84.1	15.1	87.2	17.1	88.0	16.6

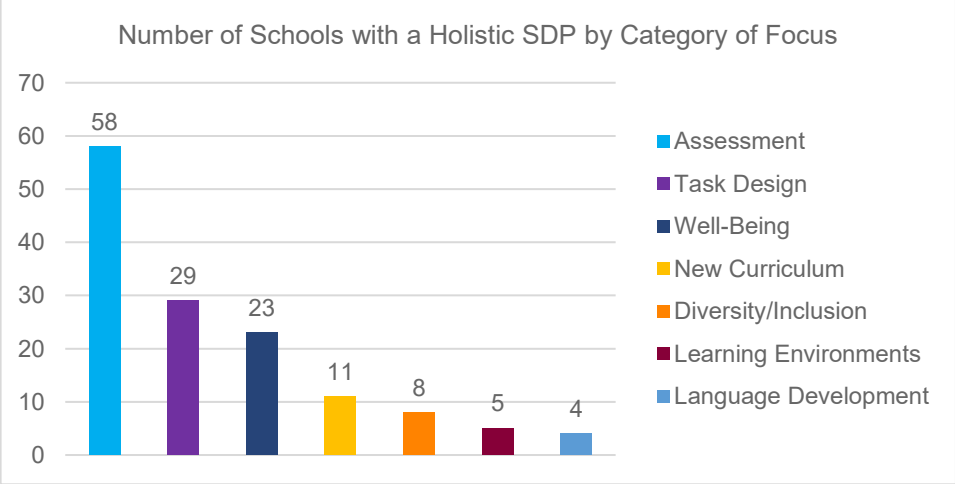
Local Measure

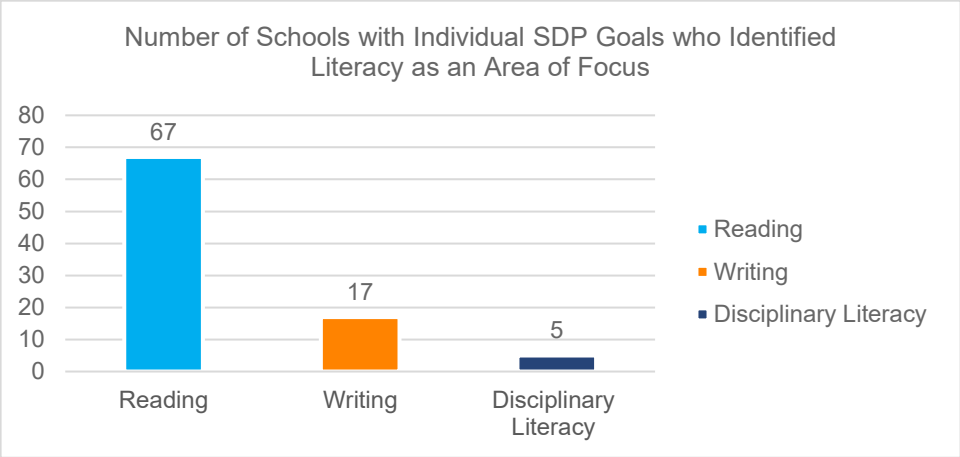
SDP Goals, Measures

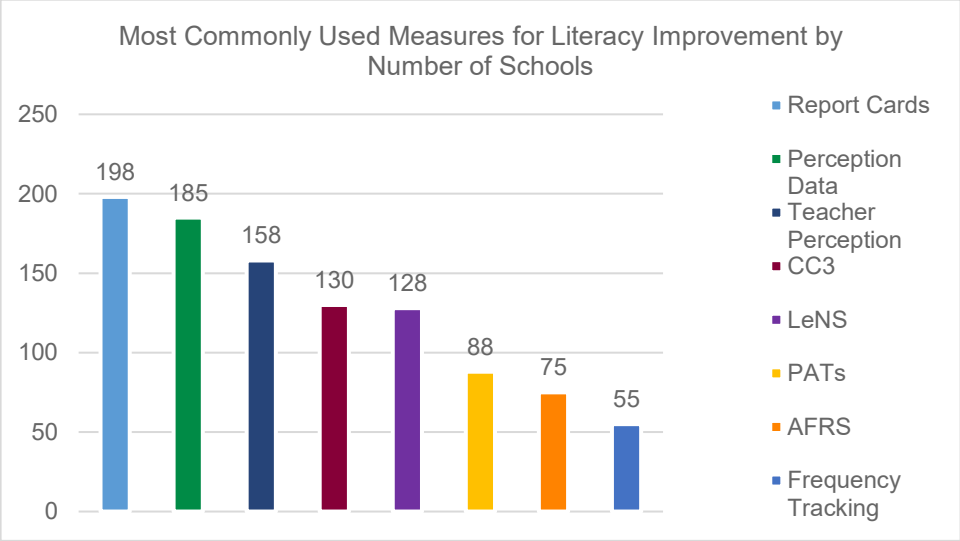
School Development Plan (SDP) Data 2023-24

In 2023-2024, our School Development Plan (SDP) processes shifted to provide choice and flexibility to adopt either holistic or individual goals to meet the diverse needs of students. The 2021-2024 Education Plan mandated that all schools focus on specific goals related to literacy, mathematics, and well-being. Schools could either write their SDP in a disaggregated manner of individual learning goals or adopt a singular, overarching holistic goal.

The charts below show key themes and trends in school development plans across all schools and areas in CBE. For additional information, refer to Appendix O | Literacy SDP Data.







Note | Regardless of the type of SDP model chosen, the tools used to measure impact were the same.

What We Noticed | Literacy

Celebrate | Literacy

Achievement in Reading

- School development plan data reflected the system-wide focus on improving reading.
- Fewer CBE students who scored ‘at-risk’ in the LeNS and CC3 pre-tests were identified as ‘at-risk’ when administered the post-test. LeNS results had proportionally more ‘at-risk’ students compared to CC3 results. Improvement in CC3 non-word category was greatest with more than 40 per cent of the at-risk students scored not at risk in non-word post-tests.
- CBE students exhibit a strong understanding of their individual reading skill development in the CBE Student Survey. Over 90 per cent of students agreed that they are understanding what they read and more than 80 per cent of students agreed that they know what to do next to improve reading skills.

- More than 70 per cent of Division 2 CBE students received an indicator of 3 or 4 in the Reading stem on their report card.
- Assessment of Foundational Reading Skills (AFRS), formerly the Reading Readiness Screening Tool (RRST) results indicated that more than 50 per cent of CBE kindergarten students showed overall adequate proficiency in both Phonological awareness and Phonics.
- 47.3 of kindergarten children are now achieving a score in the proficient to mastery range when blending at the phoneme level as measured in the AFRS subtest ~ 10% improvement over last year, meaning fewer children are at risk in this area.

High School Student Perceptions and Achievement

- CBE high school students received a higher average English Language Arts mark in 2023-24 as compared to 2022-23 result.
- Dash 1 ELA courses showed the highest percentages of students that received a mark above 65 compared to dash 2 and dash 4 courses consistent with the previous year's data.

Writing

- Students reported increased confidence in their writing abilities, with 78.1 per cent students feeling they are competent writers, increasing from 77.8 per cent in 2022-23. They also expressed an awareness of how to further enhance their writing skills and recognized the role of reading and writing ability in achieving their future goals.

Languages

- 99% of students successfully completed DELF A1 exam and 98% of students successfully completed the DELF B2 exam.
- 97.5% of students in FLA 30-1 achieved the acceptable standard and 11.9% of students in FLA 30-1 achieved the standard of excellence in 2023-24 school year.
- In the (2023-24) school year, Grade 6 and Grade 9 French Language Arts (FLA) PAT results for reading were above the provincial average in the acceptable standard.
- 267 Mandarin Program students from Grades 4-6 participated in the Youth Chinese Test (YCT) exam.

Student Perceptions about Language Arts (CBE survey)

- Student agreement with the statement "I am a good (competent) writer" has increased for all students, including EAL learners and students who identify as Indigenous.
- Student agreement with the statement "I understand what I read" is very high (91% of all learners and EAL learners, 86% of students who identify as Indigenous).

Student Achievement in Language Arts

- Achievement in English Language Arts increased for Div 4 increased for all students, including EAL learners, students who identify as Indigenous, and students with identified special education needs.
- Achievement in English Language Arts increased across all divisions (maintained in Div 3) for students who identify as Indigenous.
- Achievement of 20- and 30-level English increased, particularly for –1 and –2 learners.

School Development Planning

- Schools consistently engaged with and measured their progress in mathematics, literacy, and well-being using similar metrics.
- Notably two-thirds of schools opted for a holistic approach that aligns with the direction of the new 2024-2027 Education Plan, highlighting that as a system, schools are committed to data-driven practices and are making evidence informed decisions to benefit all students.
- While report card data remains a significant metric for assessing student achievement, there is a growing trend toward incorporating additional measures, such as perception data, to amplify student voice.

Areas for Growth | Literacy

Achievement

- Report card data across Divisions 1, 2 and 3 suggest lower overall achievement in writing when compared to reading results.
- Improvement in achievement for students in Division 1 to 3 in the Writing stem for all students, particularly students who identify as Indigenous and students with identified Special Education needs.
- Improvement in achievement for students in Division 4 in English Language Arts for all learners, particularly in students in grade 10 and students within –2 and –4 level courses.
- Improvement in achievement for students in Division 1 to 3 in the Reading stem for all students, particularly students who identify as Indigenous (Div 1-3) and students with identified special education needs (Div 1).
- Improvement for students in Division 1 who are achieving an average report card indicator of 2.90 in English Language Arts & Literature. A CBE report card indicator of 3 states that “Students achieving this level can be confident of being prepared for further learning in the area.”
- Over 50% of children who self-identify as Indigenous are achieving a 1 or a 2 as a report card indicator in this area in Division 1.

Interest in Language Arts Learning

- Low agreement levels of 68 per cent (grade 4), 66 per cent (grade 7) and 61 per cent (grade 10) on AEA Survey when students were asked if they like language arts (grade 4) or find language arts learning at school interesting (grade 7 and 10).
- AEA survey results maintained two significant discrepancies: how students perceive the usefulness of Language Arts versus student interest levels in Language Arts and how parents, teachers and student perceived literacy learning with a considerable difference in agreement level between the three respondent groups.
- Student perception of “Language Arts is interesting” for all students is much lower than the perceived usefulness of Language Arts (Gr 7-9 is 66% vs 78%, Gr 10-12 is 61% vs 80%). Student perception of “Language Arts is useful” for students in grades 7-12 has declined over the past four years.
- Perception data highlights areas for growth for student interest in, connection to, and understanding of texts they read and, in their opportunities, to receive feedback from others to improve writing.

Phonics Skills

- Word Reading was an area where over 50 per cent of CBE kindergarten children scored in the “Minimal to Emerging” range.

Our Next Steps | Literacy

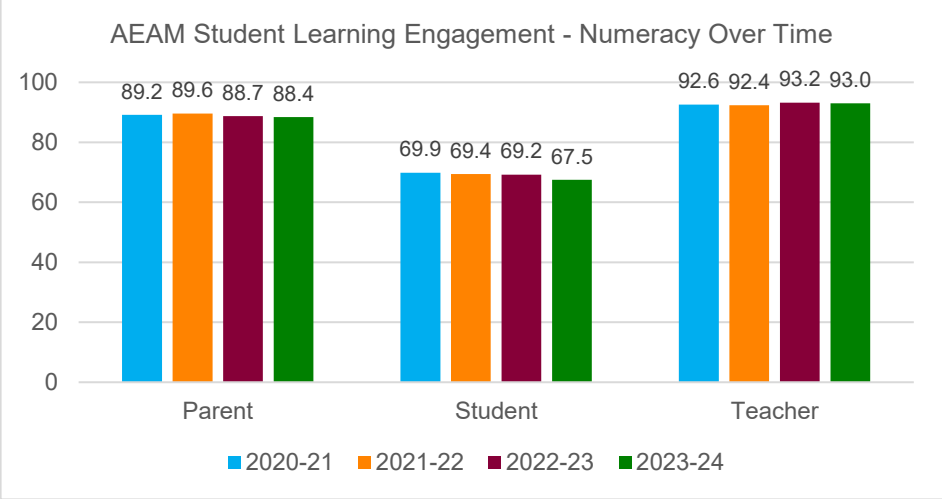
Please see section following Mathematics for next steps in both Literacy and Mathematics.

What We Measured | Mathematics

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Alberta Education Assurance (AEA) Survey: Student Learning Engagement - Numeracy

Percentage of agreement with the suite of questions tied to numeracy and mathematics



For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Local Measure

CBE Student Survey
Mathematics Framework

CBE Student Survey

Percentage of agreement with the suite of questions tied to the summary measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement
Mathematics Framework	73.1	73.7	73.5

Required AEAM

Early Years Assessment

Numeracy

Numeracy Assessments

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.

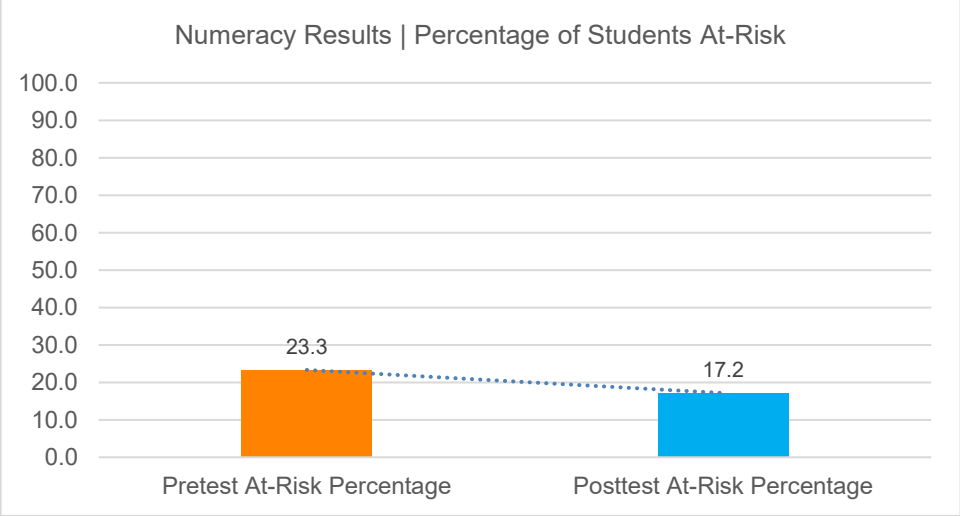
Numeracy Results by Grade – All Students

Grade	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at-risk in numeracy at the beginning of the school year at each grade level	Total number of students identified as being at risk at the end of the school year at each grade level	Average number of months behind grade level after the administration of the initial assessments for at risk students	Average number of months gained at grade level after the administration of the final assessment for at risk students
Grade 1	10571	2723	1902	8.48	-0.27
Grade 2	10522	2651	1600	10.52	-0.08
Grade 3	9838	1766	1210	10.66	0.06

Mathematics Support Strategies by Grade

Grade	Key Support Strategies
Grade 1	▪ Focus on improving subtraction skills and reinforcing addition and subtraction through Numeracy Assessments. ▪ Development of number sense via task-based activities (e.g., Counting Collections). ▪ Use of learning progressions to guide instruction and minimize cognitive load. ▪ Observations using checklists to capture student thinking and inform formative assessments. ▪ High-yield routines and differentiated questioning to promote conceptual growth. ▪ Multiple representations (e.g., Splat and Choral Counting) to deepen understanding.
Grade 2	▪ Focus on EAL students and vocabulary development in math. ▪ Clear learning goals and strategies for number writing and communication of understanding. ▪ Progress monitoring and feedback to ensure growth in mathematical skills.
Grade 3	▪ Continued focus on EAL students and equitable intervention access. ▪ Clear learning goals with structured lessons for conceptual understanding. ▪ Use of routines like "Alike and Different" to deepen learning through varied representations. ▪ Short, high-impact intervention routines to build procedural fluency.

Note | In all grades, a key theme is differentiated instruction, continuous assessment, and evidence-based strategies to support both mathematical and literacy growth, especially for EAL learners.



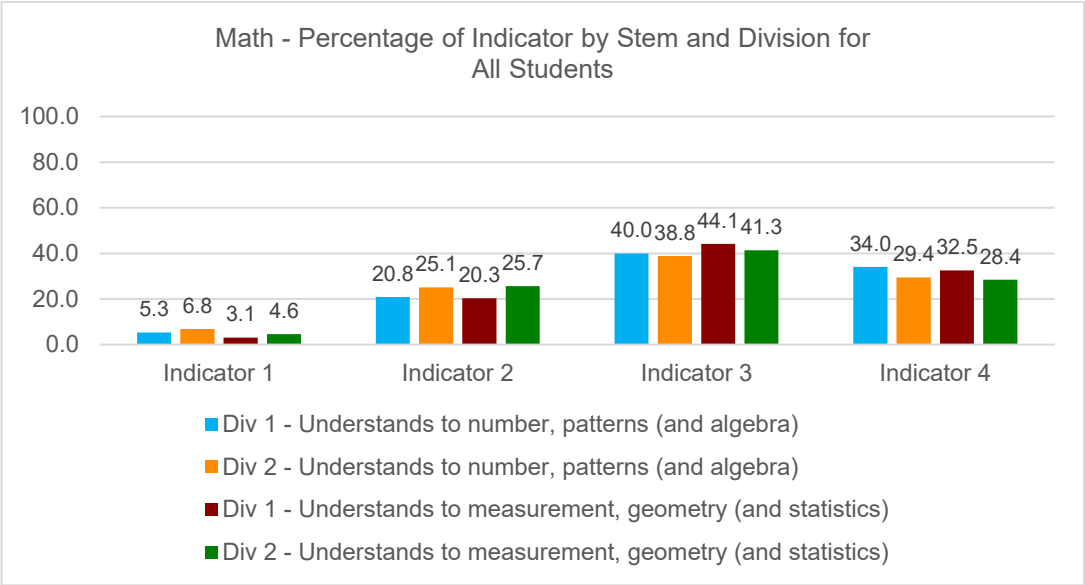
Local Measure

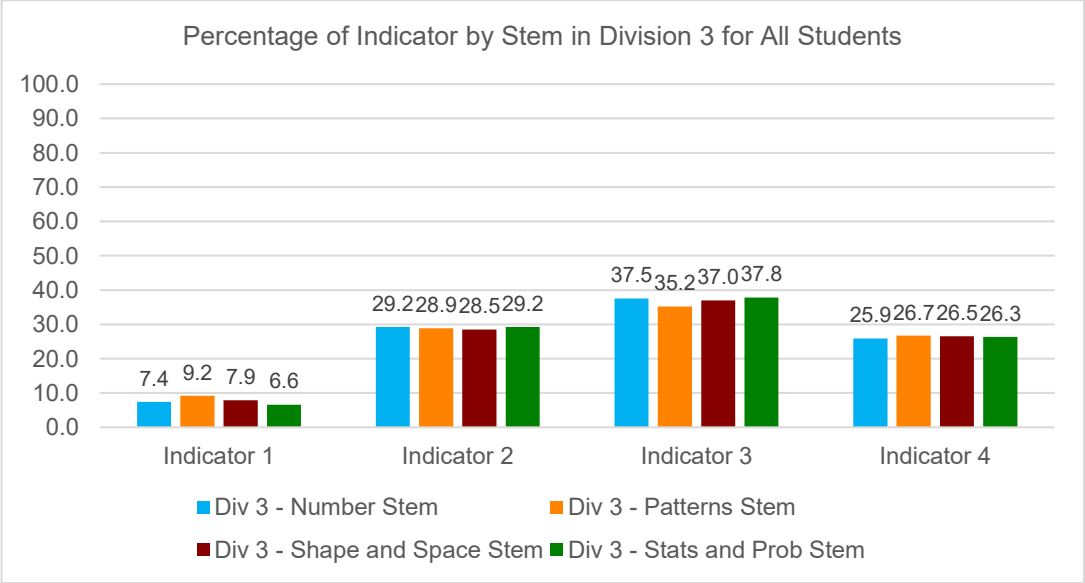
Report Card Results

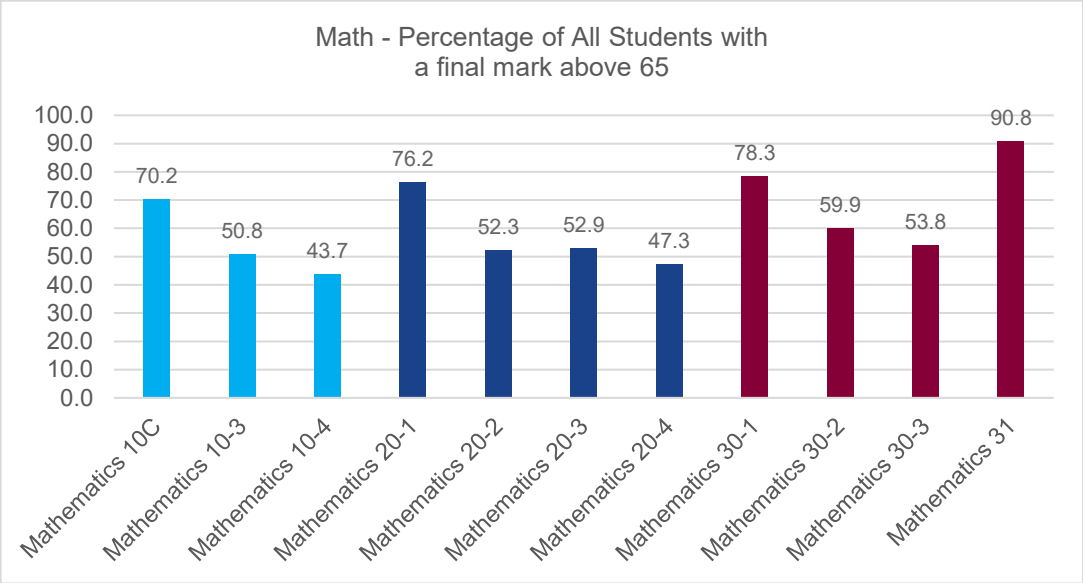
Mathematics

Report Card

For additional information, refer to Appendix R | Report Card Data.







Required AEAM

PAT Acceptable & Excellence

Diploma Exam Acceptable & Excellence

Diploma Examination and Provincial Achievement Test (PAT) Results

Note | Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and the 2020/2021 school years. The 2021/2022 results do not include the results of the January 2022 diploma exam administration as this administration was cancelled due to the COVID-19 context. As such, the 2021/2022 results are not comparable with previous years' results. Caution should be exercised when interpreting and comparing the results over time.

For results disaggregated by cohort, refer to Appendix J | Diploma Examination Results.

All			Results (in percentages)											
			2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
Mathematics 30-1	Authority	School-Awarded	95.5	53.6	n/a	n/a	n/a	n/a	92.2	47.7	94.3	55.9	95.2	57.5
		Diploma Exam	83.4	45.5	n/a	n/a	n/a	n/a	66.5	24.4	78.4	40.1	83.9	48.9
	Province	School-Awarded	96.2	51.6	n/a	n/a	n/a	n/a	95.4	51.6	96.1	54.1	96.4	54.8
		Diploma Exam	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23	70.8	29	75.4	34.9
Mathematics 30-2	Authority	School-Awarded	92.2	28.2	n/a	n/a	n/a	n/a	93.6	29.7	92	27.5	91.8	30.5
		Diploma Exam	77.7	19.6	n/a	n/a	n/a	n/a	68.1	15.1	77.4	19.8	75.2	20.4
	Province	School-Awarded	94.3	28.6	n/a	n/a	n/a	n/a	94.3	29.7	94.1	29.2	94.3	30.9
		Diploma Exam	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4

Note | Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and the school authorities affected by these events. 2022/23 and 2023/24 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas. In 2023/2024 ELA 6 and Math 6 were not administered.

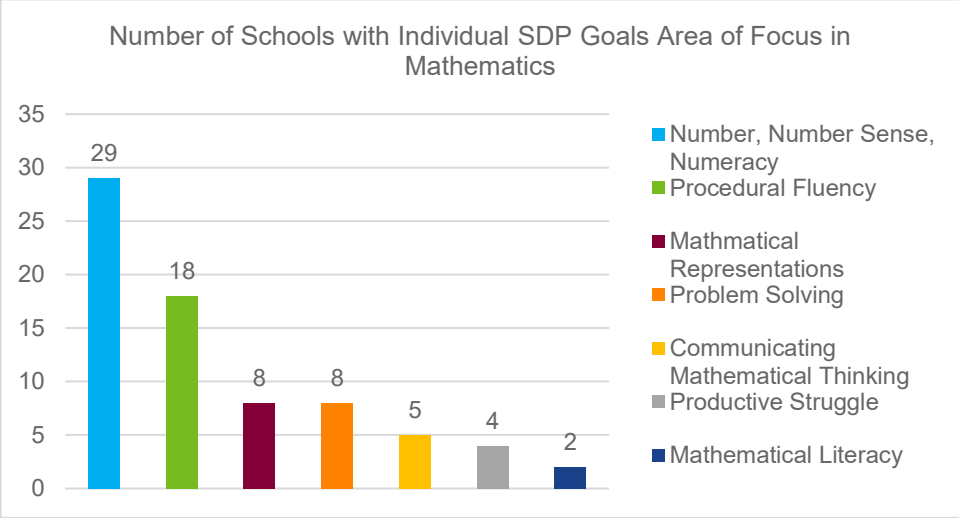
For results disaggregated by cohort, refer to Appendix K | Provincial Achievement Test Results.

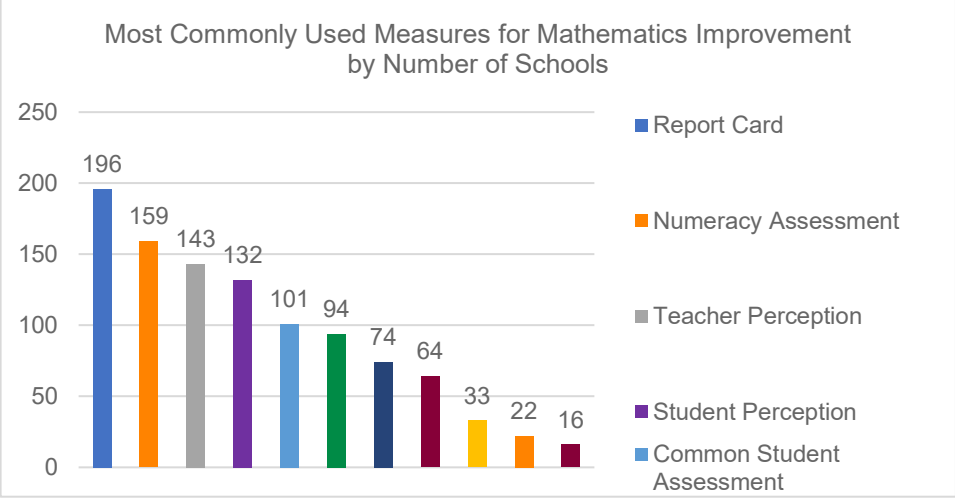
All			Results (in percentages)											
			2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
Mathematics 6	Authority	Part A	77.2	51.2	n/a	n/a	n/a	n/a	69.2	40.5	72.0	48.9	n/a	n/a
		Part B	83.9	19.8	n/a	n/a	n/a	n/a	76.3	14.7	80.1	21.3	n/a	n/a
	Province	Part A	71.8	43.5	n/a	n/a	n/a	n/a	68.0	39.0	69.2	45.4	n/a	n/a
		Part B	81.3	16.9	n/a	n/a	n/a	n/a	77.3	14.0	78.8	17.9	n/a	n/a
Mathematics 9	Authority	Part A	56.5	27.7	n/a	n/a	n/a	n/a	55.0	26.0	52.1	21.3	47.4	22.3
		Part B	75.8	27.9	n/a	n/a	n/a	n/a	73.4	27.1	72.9	21.0	69.4	18.3
	Province	Part A	51.3	21.9	n/a	n/a	n/a	n/a	49.0	20.3	48.7	17.6	47.1	20.3
		Part B	74.2	24.0	n/a	n/a	n/a	n/a	71.3	22.8	71.3	18.4	69.3	17.9
K&E Mathematics 9	Authority	Knowledge	64.6	14.8	n/a	n/a	n/a	n/a	66.2	16.9	52.4	11.0	33.8	7.4
		Skills	71.7	18.4	n/a	n/a	n/a	n/a	66.9	20.6	56.1	14.6	48.5	5.9
	Province	Knowledge	68.4	16.2	n/a	n/a	n/a	n/a	65.8	15.1	61.6	15.9	57.6	12.2
		Skills	74.5	19.0	n/a	n/a	n/a	n/a	69.4	18.1	69.7	18.6	69.3	16.8

Local Measure

SDP Goals, Measures

School Development Plan (SDP) 2023-24





Note | Regardless of the type of SDP model chosen, the tools used to measure impact were the same.

What We Noticed | Mathematics

Celebrate | Mathematics

CBE's *Mathematics Framework* Implementation

- Overall agreement to the suite of questions that attend to CBE's *Mathematics Framework* on the CBE Student Survey increased from 72.9 to 73.5 per cent.
- Most students showed great confidence in learning mathematics and agreed to being able to attain the level of personal success in mathematics to achieve their future goals. 84 per cent of students agreed to the statement "I am confident that I can learn mathematics" and, more than 82 per cent agreed to the statement "I can reach the level of success in mathematics that I need for my future goals" on the CBE Student Survey.

Mathematics provincial assessment results

- The Numeracy post-test results for students who scored 'at-risk' in their pre-test showed a decrease in the number of students 'at-risk' overall from 23.3 to 17.2 percent – a 6.1 percentage point decrease. The decrease in 'at-risk' students in the 2022-23 year was a 7.4 percentage point decrease, however the initial number of students identified at risk was 3.1 percentage points higher initially, suggesting year-over-year less students overall are identified as being 'at-risk' in pre-tests.
- Grade 9 Mathematics PAT results (except for K&E) were above provincial results across both standard categories (Excellence, Acceptable).
- CBE outperformed the province on Mathematics 30-1 and 30-2 diploma examination marks across both standard categories (Excellence, Acceptable).
- Improvement in division 4 report card average score in mathematics showing a steady increase since 2022.

Perceptions about mathematics learning

- Over 70% Grade 7 and Grade 10 students on the AEA Survey agreed to the statement "I understand how the mathematics I am learning at school is useful."
- Improved student perception of enjoyment and interest of working on challenging mathematics problems, particularly in grades 6, 8, and 9.
- Student agreement with the statement "I think deeply and slowly when solving mathematics problems" is increasing in all grades except 6.
- Student agreement with the statement "I see mathematics as a creative and interesting subject" is increasing in grades 11 and 12.

Student Achievement in Mathematics

- Division 1 Mathematics achievement as shown on report cards shows consistent improvement since 2018.
- CBE students generally out-perform provincial averages in Math 30-1 at the standard of excellence, despite overall fluctuations in exam performances.

Areas for Growth | Mathematics

Student Interest and Perception in Mathematics

- Grade 4 students have expressed a reduced liking for mathematics, and Grade 7 students have identified math as less interesting with 60% of grade 7 students

agreeing the mathematics they are learning at school is interesting on the AEA survey.

- 62.1% of students in grades 11 and 12 perceived mathematics as a creative and interesting subject on the CBE Student Survey and while this was a small increase from student agreement levels of 58.7% in 2022-23, continued improvement remains an area for growth.
- Student Learning Engagement responses gathered from parents and teachers on the AEA Survey was consistently and significantly higher than student agreement levels, suggesting differing perceptions between the three respondent groups.
- Improve student perception of enjoyment and interest of working on challenging mathematics problems, particularly in grades 5, 11, and 12.
- Improve student understanding of what to do next to improve in mathematics, particularly in grades 5-10, and 12.

Achievement in Patterns

- More students in Division 3 are achieving a 1 or a 2 on the Patterns report card stem with 38.1 per cent of students achieving a 1 or 2 and 9.2% of these students achieving a 1 on this stem. This is an increase from 2022-23 where 36.7 per cent of students in Division 3 achieved a 1 or a 2 on the Patterns report card stem with 8.6 per cent of students achieved a 1 on this stem.
- CBE students engaged in learning new mathematics curriculum showed lower results in the Number, Patterns and Algebra stem than Measurement, Geometry and Statistics stem.
- Across Divisions 1, 2 and 3 there was lower achievement in Patterns or ‘understands and applies concepts related to number, patterns and algebra’ stem.

High School Student and Parent Perceptions

- High school parents reported a decline in the usefulness of the numeracy skills their child is learning at school.

Achievement data in Mathematics

- Improve post-test Alberta Numeracy Screener Assessment results for at-risk scores for EAL, students who self-identify as Indigenous, and those with Special Education codes

Our Next Steps | Literacy & Mathematics

- **Professional Learning**
  - Elementary teachers:
    - Administration and understanding the data from the New Alberta Education Kindergarten Literacy & Numeracy Universal Screeners.
    - Intentional and targeted use of oral language instruction to improve language comprehension in Division 1.
    - Using phonics instruction to improve word reading for emergent readers & writers.

- Professional Learning Writing Network supporting designing explicit writing instruction for self-regulated learners, and calibrating understanding of grade level achievement in writing.
- Improving understanding of the mathematics content in grades 4-6 new curriculum to support students in seeing Mathematics as authentic, applicable to real-life and useful.
- K-3 and 4-6 professional learning sessions designed for CBE's Five Guiding Principles of Assessment that improve teacher understanding of curriculum with a focus on inviting students into the assessment process, responsive learning cycles, supporting classroom complexity, and communicating the level of student achievement.

- Middle Years and High School teachers:
  - Improving Reading for Older Students (IROS, Grades 4 to 12) modules offered four times throughout the 2024-2025 school year with two modules running concurrently in each cycle.
  - Middle year sessions for leaders and teachers to improve literacy and disciplinary literacy in mathematics to increase understanding and instructional/assessment practices.
  - Outcome-Based Assessment sessions for leaders and teachers to improve understanding and leadership of English Language Arts and Mathematics instruction and assessment.

Structures and Processes

- Kindergarten Communities of Practice - literacy and assessment focused.
- Continuing updates and revisions to the CBE ELAL K-3 Scope & Sequence based on feedback.
- Collaboration with Assessment and Reporting for calibration and alignment of language literacy tools.
- K-6 in-person assessment working groups to calibrate and create high quality proficiency success criteria.
- Working groups of teachers to consolidate success criteria from the calibration sessions to create cohesion in assessment of the outcomes.
- High School OBA in-person outcome-based assessment sessions and working groups to calibrate and create high quality proficiency criteria.
- Building multilingual confidence with Neurolinguistic Approach math discussions.

Resources

- Refine CBE's *K-12 Literacy and Mathematics Frameworks.*
- K-3 Reading Assessment Matrix created and shared with schools to support analyzing PAST, LeNS and CC3 data and determine next steps for instruction. Create a CC3 Analytics Tool.
- Create and implement the use of a Reading Screener Data Tracker spreadsheet. Update the Reading Assessment Decision Tree document and support resources.

- Update the ELA/Math/ELAL Insite pages to now include equity and interventions information and support for teachers.
- Create and implement a Mathematics Equity and Identity Guide. Refine the 8 Mathematics Teaching Practice documents.
- NLA Math Talks discussion framework, startup kit and videos for all languages. Grades 4-6 Vocabulary and Phrases in Spanish for Mathematical Discourse.
- Design K-6 High Quality Rubrics for learning outcomes in the new curriculum.
- Create high-quality task and summative assessment exemplars to support high school teachers implementing outcomes-based assessment.
- Target Language scope and sequence documents and assessment tools.

Assurance Domains

Student Growth & Achievement

Learning Supports

Required Local Component

School authorities are responsible for improving First Nations, Métis and Inuit student success.

This includes ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

Key Outcome: Students who self-identify as Indigenous are supported to experience improved achievement and well-being

Context

As a learning organization, our practice and work to support well-being and achievement for students who self-identify as Indigenous, and Indigenous Education for all students and staff continues to improve. The collective work of staff to implement the four domains of the CBE Indigenous Education Holistic Lifelong Learning Framework (pictured below) - Spirit | To Be, Heart | To Belong, Body | To Do and Mind | To Know - is rippling across the district in positive ways. The framework supports inclusive assessments and growth strategies by recognizing diverse ways of knowing and connecting learning to students' identities, emotional well-being, and physical actions. When applied, this framework fosters a sense of belonging, purpose, and active engagement in learning, enhancing both achievement and personal growth.

Indigenous Education Holistic Lifelong Learning Visual with Key Attributes

"*Reconciliation is an act of Canadian citizenship*."

Her Excellency the Right Honourable Mary Simon, C.C., C.M.M., C.O.M., O.Q., C.D., Governor General and Commander-in-Chief of Canada

While we have a great deal to celebrate, we acknowledge that Education for ReconciliACTION requires long-term focus and action. The late Honourable Murray Sinclair, former Canadian senator and chair of the Truth and Reconciliation Commission reminded us that advancing the Truth and Reconciliation 94 Calls to Action is comparable to climbing a mountain. On behalf of the Indigenous students, we serve now and for future generations, we will continue to climb this mountain with strength and determination. Following the teachings of Elder Casey Eagle Speaker from the Kainai Nation, we will apply the Blackfoot value of *Iikakimat*, which means that we will "give and do our best" and never give up.

What We Did

Maatoomsii'Pookaiks is Blackfoot and translates to "Children First." Piikani Elder, Leonard Bastien gifted the CBE with this name in ceremony. Maatoomsii'Pookaiks reminds us to maintain our focus on each child in all that we do in service to student learning, well-being and success.

Professional Learning

- School and service unit staff built and applied foundation knowledge of the Indigenous Holistic Lifelong Learning Framework Hear Domain-To Belong during the Maatoomsii'Pookaiks (Children First) system-wide Indigenous Education Professional Learning Day.
- School leaders in the Family of 18 Schools – 18 schools which were identified based on system data to received additional targeted support for students who self-identify as Indigenous - engaged in personalized learning through school visits to review data, build their knowledge of research-based best practices, and plan for school-based actions to increase Indigenous student engagement and attendance.

Structures and Processes

- Deployed Indigenous Student Success Learning Leaders and Indigenous Education Strategists to Family of 18 Schools, to provide direct services and supports to self-identified Indigenous students.
- Developed a new Collaborative Response Model (CRM). The CRM is a research-informed flexible framework school-based staff use to address and support individual student learning needs.
- To enrich the CBE Land Acknowledgement and deepen its impact, staff and student feedback was collected and shared with the CBE Elder Advisory Council. Based on this input, the Council recommended renewing the Land Acknowledgement to incorporate Indigenous languages, Treaty recognition, and commitments to Truth and Reconciliation.
- Expanded Inclusive Education processes and to include Indigenous perspectives to provide direct, holistic (spirit, heart, body, mind) and reduce barriers to accessing supports and services.

Resources

- Designed and tested a holistic tool to track, monitor, and support self-identified Indigenous students' success, well-being, and engagement in school.
- Published "Commūn-I-Tea" resources – a protocol designed to support schools with facilitating relationship-building with Indigenous students, families and community - to support schools to gather and action Indigenous student and family voice.

- Embedded Indigenous resources and consulted with Indigenous Education Specialist to include Indigenous perspectives in the SEL for Well-Being Brightspace by D2L resource.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results and Appendix P | Attendance Data

Required AEAM

High School Completion

High school completion rate of students within three and five years of entering grade 10.

High School Completion

Cohort	Assurance Domain	Measure	The 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
Self-Identify as Indigenous	Student Growth and Achievement	3-year High School Completion	48.6	49.6	48.8	58.6	57.0	59.5	Very Low	Maintained	Concern
		5-year High School Completion	58.4	60.2	54.7	69.4	71.3	69.1	Very Low	Maintained	Concern

Cohort	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Self-Identify as Indigenous	3-year High School Completion	40.4	38.9	48.0	48.8	49.6	48.6
	5-year High School Completion	51.6	50.5	53.1	50.7	60.2	58.4

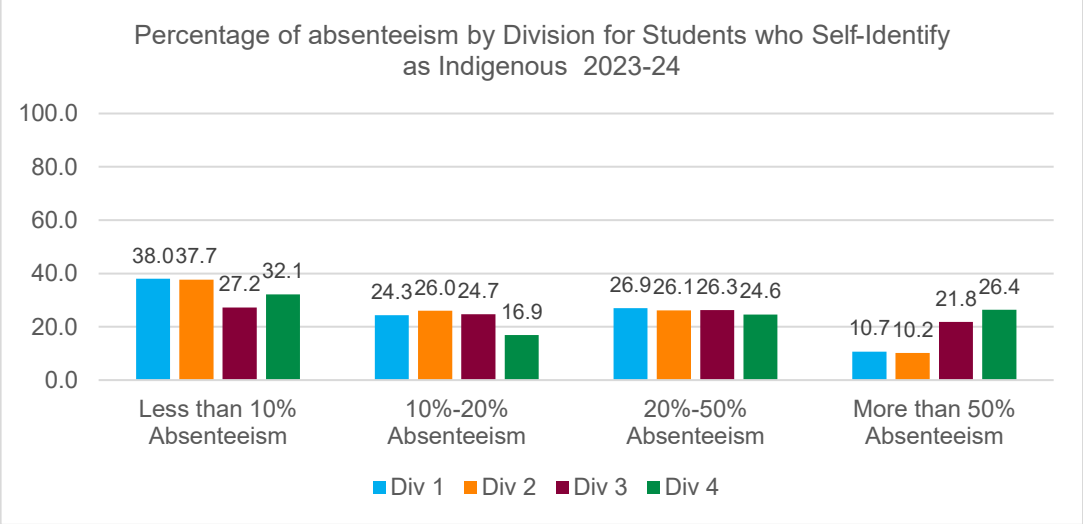
Local Measure

Attendance

Attendance

Percentage of absenteeism for students who self-identify as Indigenous

2021-22 Total Absent Rate	2022-23 Total Absent Rate	2023-24 Total Absent Rate
24.7	24.9	24.3



Percentage of absenteeism by Code for students who self-identify as Indigenous

Code*	Div 1	Div 2	Div 3	Div 4
A	8.9	8.6	17.1	21.6
IL	5.2	4.6	4.7	3.4
Other	4.7	4.5	4.8	3

*A – Absent without contact from the legal guardian
IL – Student is absent due to physical or mental illness or injury and a legal guardian has called in and/or provided medical documentation

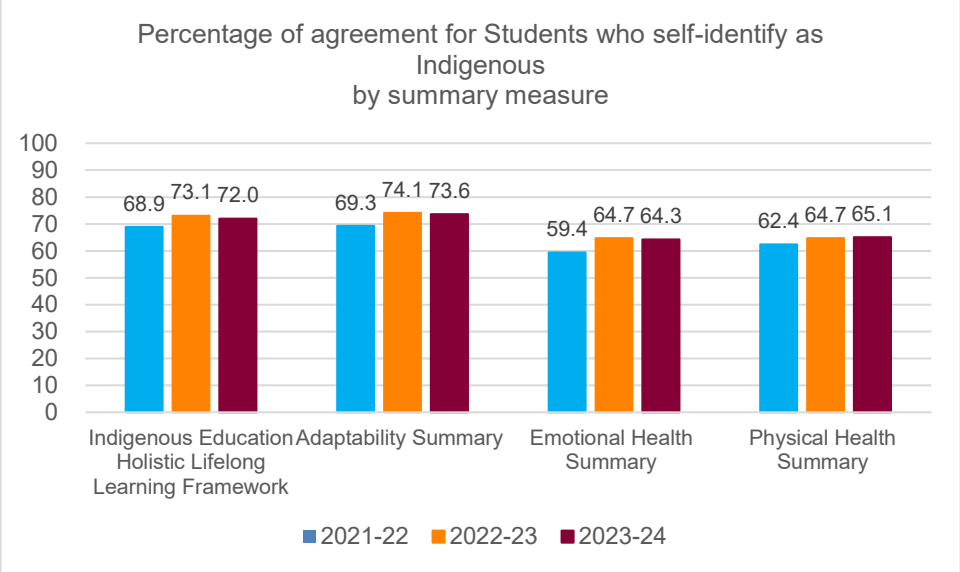
Local Measure

CBE Student Survey

Indigenous Education Holistic Lifelong Learning Framework

CBE Student Survey

Percentage of agreement for the students in Grades 5, 6, 8, 9, 11, 12 who self-identify as Indigenous with the suite of questions tied to each summary measure



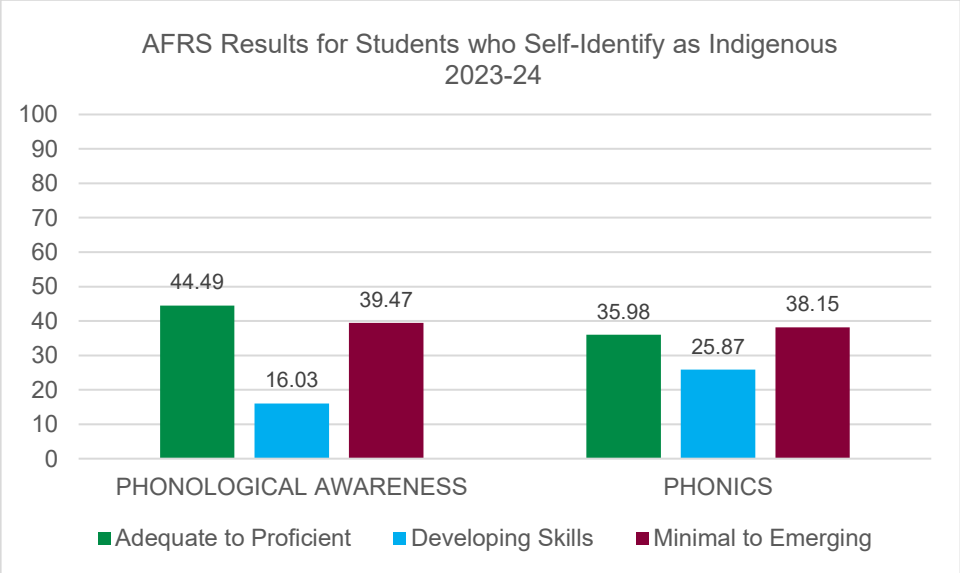
Local Measure

Literacy and Numeracy Assessments

- CC3
- LeNS
- Numeracy
- AFRS

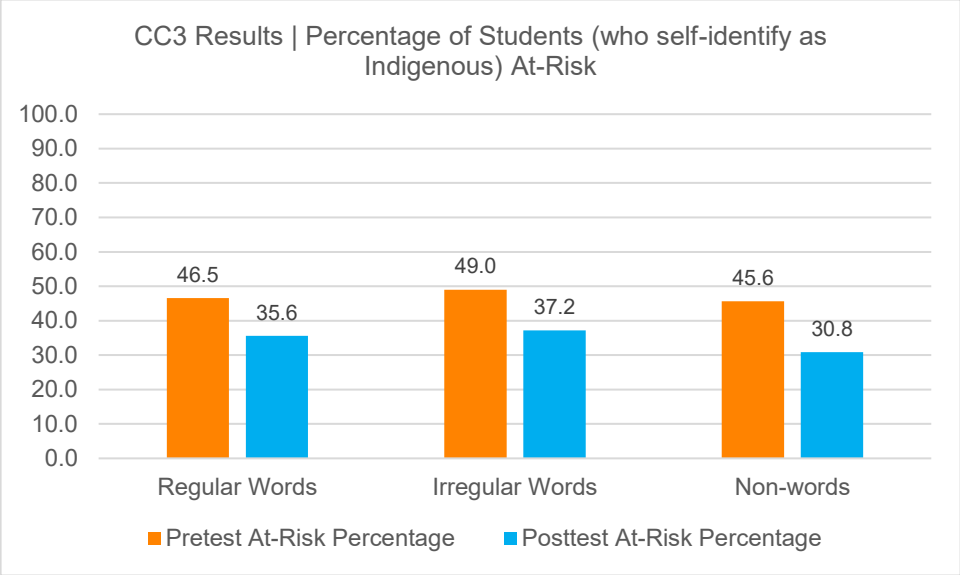
Assessment of Foundational Reading Skills (AFRS)

For the results by section, refer to Appendix L | Assessment of Foundational Reading Skills (AFRS).



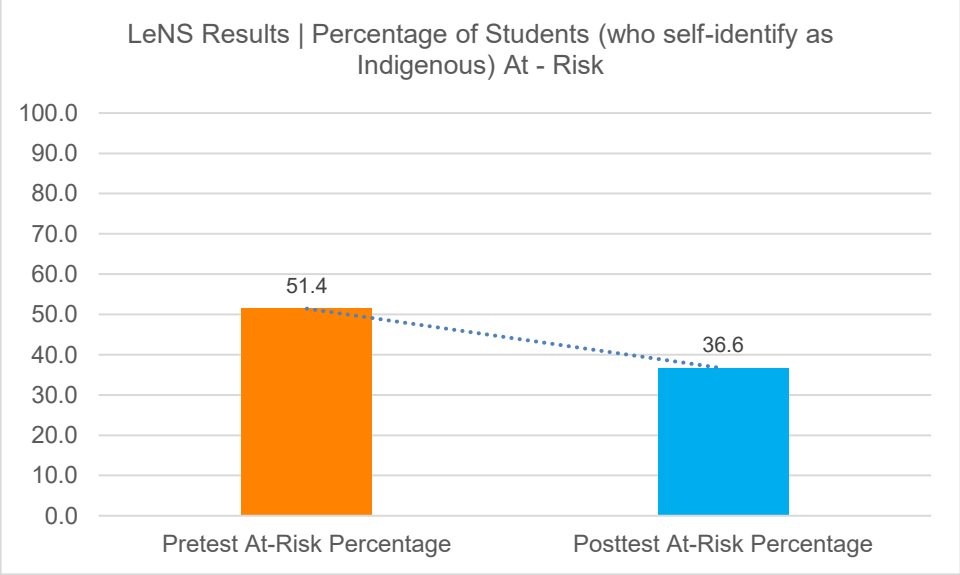
Castles and Coltheart 3 (CC3)

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.



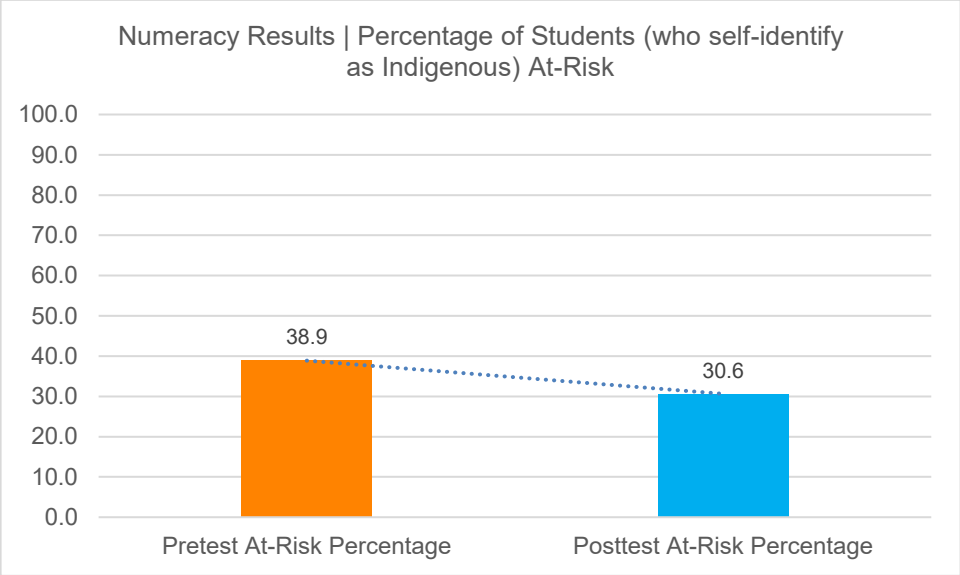
Letter Name-Sound (LeNS):

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.



Numeracy Assessment

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.

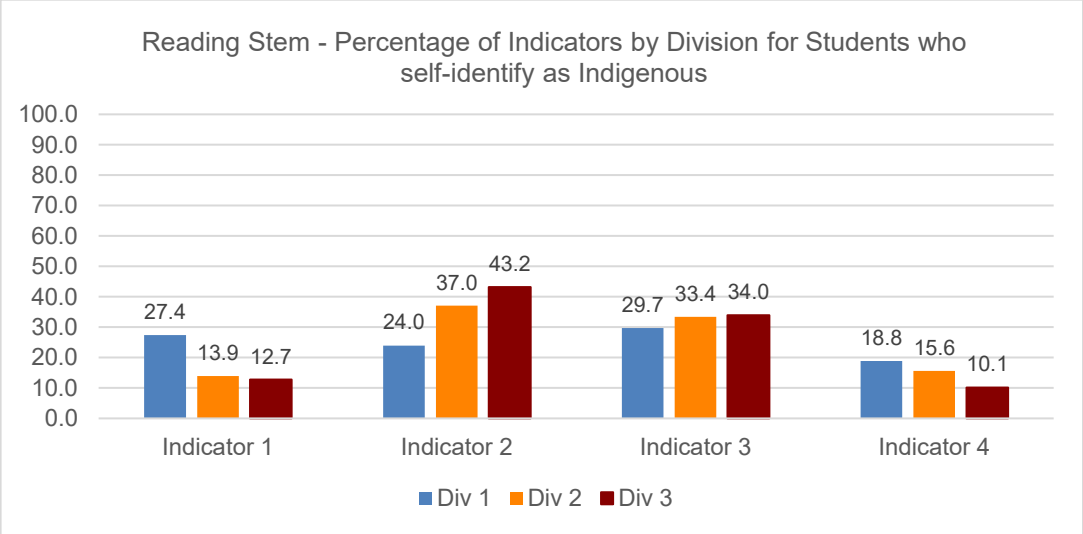


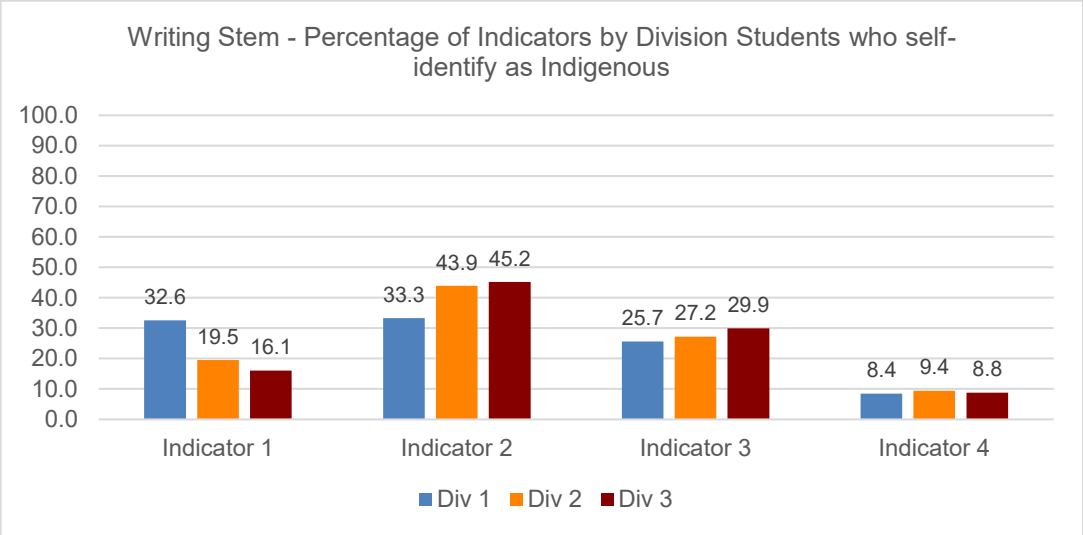
Local Measure

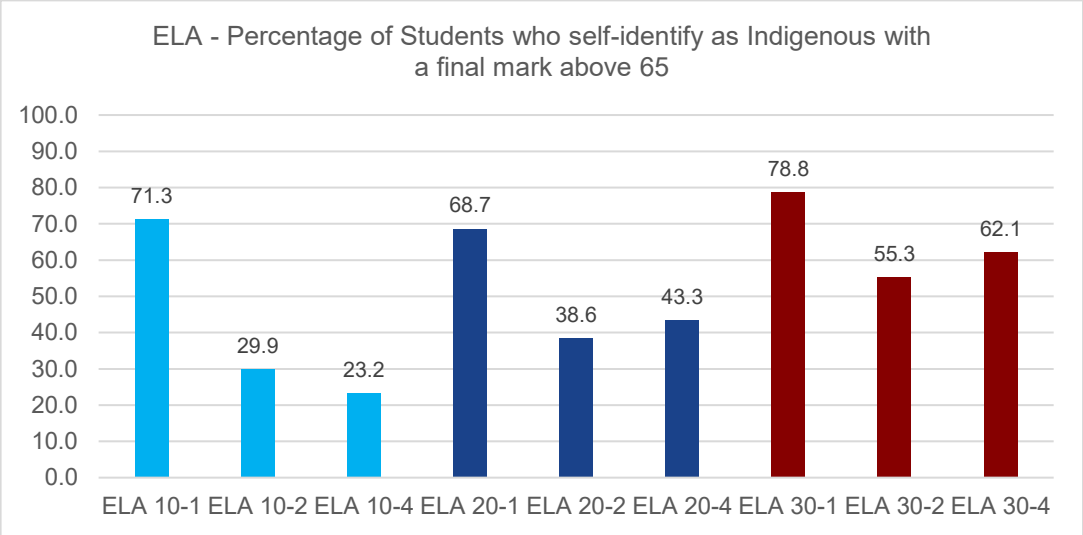
Report Card Results

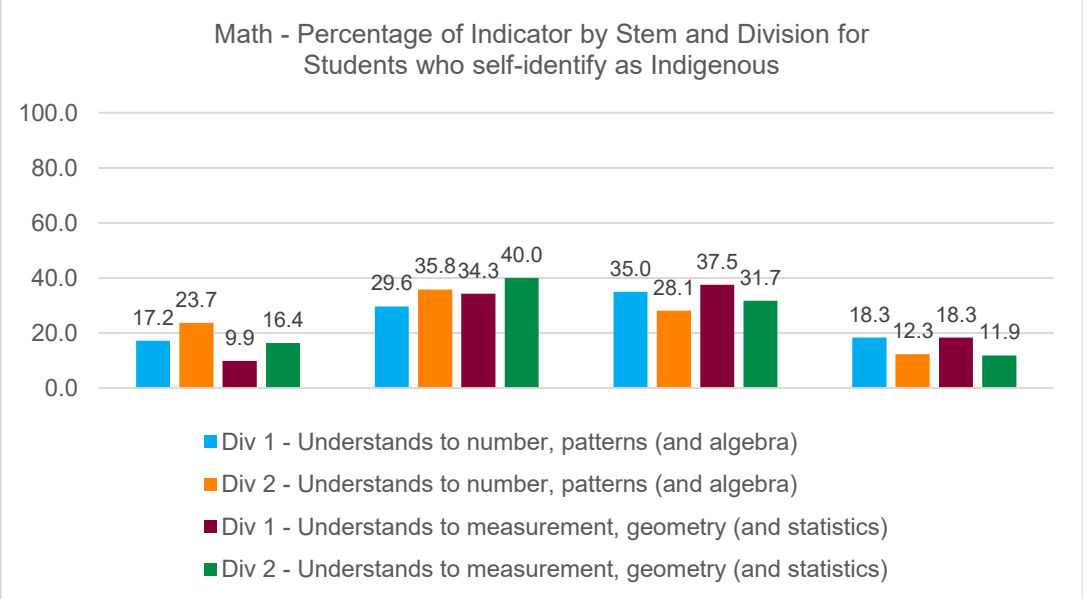
Report Card

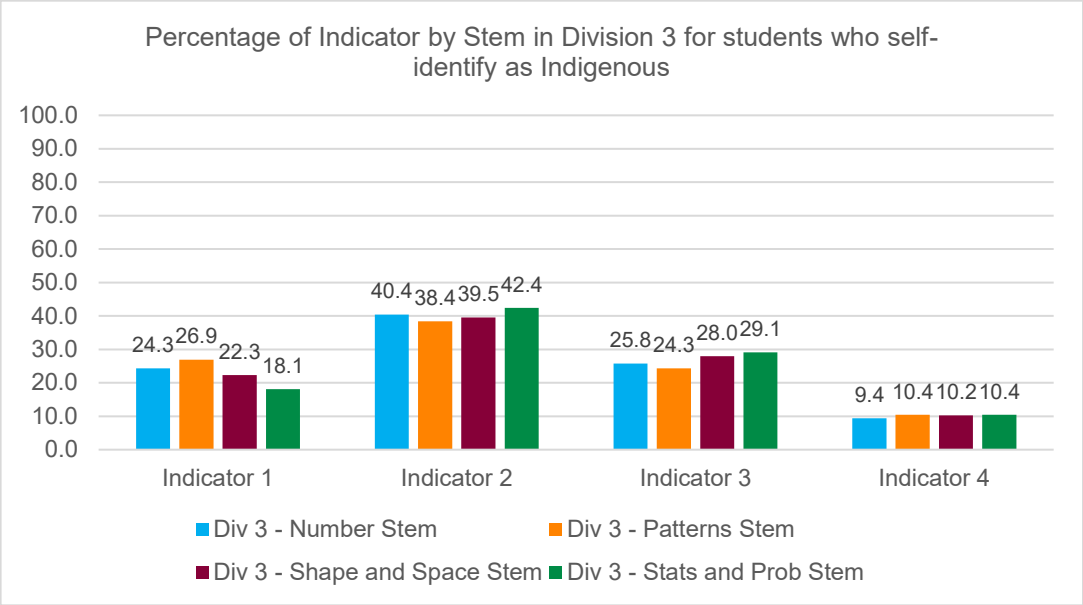
For additional information, refer to Appendix R | Report Card Data.

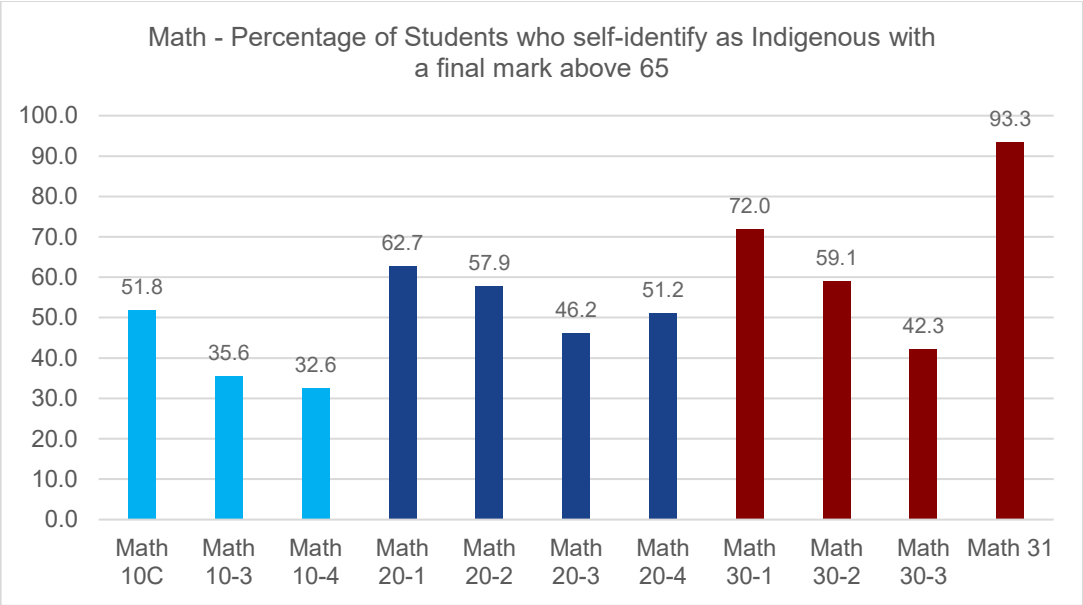



Writing Stem - Percentage of Indicators by Division Students who self-identify as Indigenous
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
32.6
19.5
16.1
33.3
43.9
45.2
25.7
27.2
29.9
8.4
9.4
8.8
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 1
Div 2
Div 3


ELA - Percentage of Students who self-identify as Indigenous with a final mark above 65
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
71.3
29.9
23.2
68.7
38.6
43.3
78.8
55.3
62.1
ELA 10-1
ELA 10-2
ELA 10-4
ELA 20-1
ELA 20-2
ELA 20-4
ELA 30-1
ELA 30-2
ELA 30-4


Math - Percentage of Indicator by Stem and Division for Students who self-identify as Indigenous
100.0
80.0
60.0
40.0
20.0
0.0
17.2
23.7
9.9
16.4
29.6
35.8
34.3
40.0
35.0
28.1
37.5
31.7
18.3
12.3
18.3
11.9
Div 1 - Understands to number, patterns (and algebra)
Div 2 - Understands to number, patterns (and algebra)
Div 1 - Understands to measurement, geometry (and statistics)
Div 2 - Understands to measurement, geometry (and statistics)


Percentage of Indicator by Stem in Division 3 for students who self-identify as Indigenous
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
24.3
26.9
22.3
18.1
40.4
38.4
39.5
42.4
25.8
24.3
28.0
29.1
9.4
10.4
10.2
10.4
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 3 - Number Stem
Div 3 - Patterns Stem
Div 3 - Shape and Space Stem
Div 3 - Stats and Prob Stem


Math - Percentage of Students who self-identify as Indigenous with a final mark above 65
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
51.8
35.6
32.6
62.7
57.9
46.2
51.2
72.0
59.1
42.3
93.3
Math 10C
Math 10-3
Math 10-4
Math 20-1
Math 20-2
Math 20-3
Math 20-4
Math 30-1
Math 30-2
Math 30-3
Math 31

Required AEAM

PAT Acceptable & Excellence

Diploma Exam Acceptable & Excellence

Diploma Examination and Provincial Achievement Test (PAT) Results

For overall results over time as well as by course results, refer to Appendix J | Diploma Examination Results.

Students who self-identify as Indigenous			Results (in percentages)											
			2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	92.0	21.0	n/a	n/a	n/a	n/a	98.0	28.6	96.8	31.5	98.5	42.1
		Diploma Exam	85.0	8.0	n/a	n/a	n/a	n/a	79.6	2.0	86.3	12.1	88	11.3
	Province	School-Awarded	95.9	22.5	n/a	n/a	n/a	n/a	97.1	31.9	98.1	30.3	98	33
		Diploma Exam	84.4	5.4	n/a	n/a	n/a	n/a	73.5	4.4	78.3	6.1	81.7	6.9
English Lang Arts 30-2	Authority	School-Awarded	91.3	9.6	n/a	n/a	n/a	n/a	100.0	15.9	96.9	10.9	91.4	20
		Diploma Exam	89.4	18.3	n/a	n/a	n/a	n/a	85.7	9.5	91.5	15.5	88.6	14.3
	Province	School-Awarded	94.8	11.2	n/a	n/a	n/a	n/a	96.0	13.7	96.3	13.7	95.1	15.5
		Diploma Exam	88.4	9.7	n/a	n/a	n/a	n/a	82.1	9.2	86.5	9.9	86	10.8
French Lang Arts 30-1	Authority	School-Awarded	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*	100	66.7
		Diploma Exam	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*	100	0
	Province	School-Awarded	100.0	56.3	n/a	n/a	n/a	n/a	100.0	55.6	100.0	64.9	100	44.4
		Diploma Exam	81.3	0.0	n/a	n/a	n/a	n/a	83.3	0.0	83.8	2.7	88.9	0
Mathematics 30-1	Authority	School-Awarded	91.5	34.0	n/a	n/a	n/a	n/a	88.2	11.8	90.4	50.0	94.4	37.5
		Diploma Exam	68.1	19.1	n/a	n/a	n/a	n/a	41.2	5.9	75.0	21.2	83.3	26.4
	Province	School-Awarded	95.5	37.9	n/a	n/a	n/a	n/a	94.5	39.1	95.8	41.3	97	41.8
		Diploma Exam	61.7	18.2	n/a	n/a	n/a	n/a	50.9	10.5	60.6	15.0	64.4	17
Mathematics 30-2	Authority	School-Awarded	95.0	32.5	n/a	n/a	n/a	n/a	93.1	34.5	93.0	19.3	92.3	30.8
		Diploma Exam	92.5	17.5	n/a	n/a	n/a	n/a	75.9	6.9	82.5	17.5	80	18.5
	Province	School-Awarded	93.1	19.5	n/a	n/a	n/a	n/a	91.5	22.8	93.5	24.0	93.8	24.6
		Diploma Exam	72.0	12.0	n/a	n/a	n/a	n/a	55.2	7.3	65.8	12.1	64.8	10.1

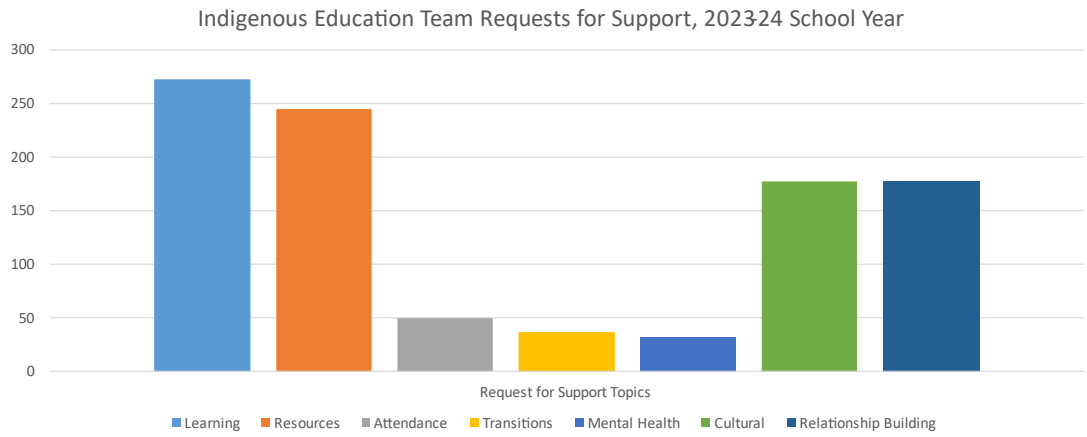
Note | Provincial Achievement Test (PAT) Results broken out by reading and writing are not provided for sub-cohorts by Alberta Education.

Self-Identified as Indigenous		Results (in percentages)											
		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6	Authority	69.7	6.6	n/a	n/a	n/a	n/a	57.9	8.3	56.3	7.8	n/a	n/a
	Province	71.6	6.3	n/a	n/a	n/a	n/a	58.2	7.4	60.6	7.1	n/a	n/a
French Language Arts 6 année	Authority	76.9	0.0	n/a	n/a	n/a	n/a	86.7	13.3	62.5	6.3	n/a	n/a
	Province	81.3	6.6	n/a	n/a	n/a	n/a	63.7	6.4	65.9	5.3	56.9	2.9
Mathematics 6	Authority	49.7	3.3	n/a	n/a	n/a	n/a	35.4	2.9	33.9	4.3	n/a	n/a
	Province	50.5	4.2	n/a	n/a	n/a	n/a	40.3	3.7	42.0	5.6	n/a	n/a
English Language Arts 9	Authority	46.2	2.8	n/a	n/a	n/a	n/a	39.1	3.7	37.8	5.1	40.2	2.2
	Province	55.0	4.2	n/a	n/a	n/a	n/a	49.4	3.6	49.2	4.4	49.5	4.7
K&E English Language Arts 9	Authority	41.7	8.3	n/a	n/a	n/a	n/a	39.1	0.0	*	*	25.0	0.0
	Province	56.3	5.0	n/a	n/a	n/a	n/a	46.7	5.0	43.8	3.7	42.8	4.9
French Language Arts 9 année	Authority	54.5	0.0	n/a	n/a	n/a	n/a	46.2	0.0	68.8	12.5	42.9	0.0
	Province	67.7	5.4	n/a	n/a	n/a	n/a	53.3	5.2	65.4	4.4	63.8	5.6
Mathematics 9	Authority	23.3	3.4	n/a	n/a	n/a	n/a	21.0	2.2	24.3	4.7	19.0	2.5
	Province	31.5	5.4	n/a	n/a	n/a	n/a	26.3	4.1	28.7	3.8	28.7	4.8
K&E Mathematics 9	Authority	42.9	6.1	n/a	n/a	n/a	n/a	30.0	3.3	45.5	18.2	47.1	0.0
	Province	55.0	11.4	n/a	n/a	n/a	n/a	48.1	6.0	48.9	11.1	43.7	6.2

Local Measure

Indigenous Education Team Support

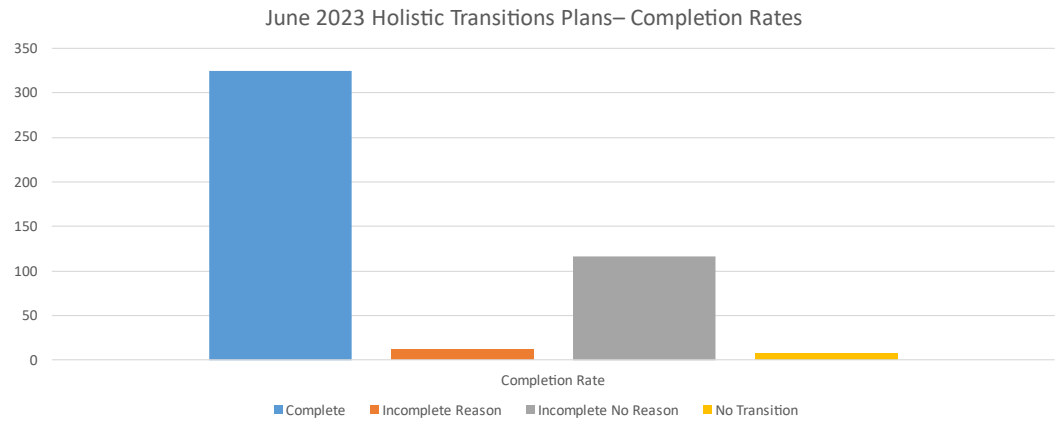
Requests for support from Indigenous Education Team



Local Measure

Transition Plans for Indigenous Students

Transition Plans for Grade 9 Indigenous Students



What We Noticed

Celebrate

Holistic Lifelong Learning for Students and CBE Staff

- Self-identifying Indigenous students indicated that they had at least one adult in their school who they really connected with, and they could see their culture reflected in their school. The number of Indigenous students identifying their connection with an adult and the visibility of their culture have each shown a steady increase over the last three years.
- CBE Self-identified Indigenous Students expressed consistent growth in having opportunities to learn about Indigenous ways of being, belonging, doing and knowing and to learn from Indigenous Elders, Knowledge Keepers on the CBE Student Survey.
- Overall, students who self-identify as Indigenous have indicated growth in the Spirit-To Be Domain over the last three years.
- The majority of students in each cohort of students agreed that they learned about Indigenous ways of being, belonging, doing & knowing in their school. There is an upward trend over the last three years across all cohorts.

- Compared to the 2022-23 school year, the overall absentee rate for students who self-identify as Indigenous declined slightly in 2023-24 and absenteeism rates for students who self-identify as Indigenous improved across all divisions in 20%-50% absent category.
- Students who self-identify as Indigenous across all grade levels indicated a 1.9% increase in the statement “There is at least one adult at school who I really connect with.”
- The majority of grade 9 students who self-identify as Indigenous moved to grade 10 with a Holistic Transition Plan.
- Division 4 students who self-identify as Indigenous achieved a significant year-over-year increases in PE and Wellness and CALM.
- The Social Health Summary, which measures students’ ability to form friendships and maintain positive relationships, increased by 2.4%.

Achievement in Mathematics

- For students who self-identify as Indigenous CBE consistently had higher diploma results than the province in Mathematics 30-1 and Mathematics 30-2 and CBE students who self-identify as Indigenous achieved year-over-year increases in Mathematics 30-1 at both acceptable and excellence standards.
- More than 50 per cent of the Division 1 students who self-identify as Indigenous received indicators of 3 and 4 in the new mathematics curriculum.
- Students who self-identify as Indigenous demonstrated year-over-year overall increase in the percentage of agreements with the suite of questions tied to Mathematics Framework in the CBE Student Survey.

Achievement in Literacy

- Students who Self-Identify as Indigenous achieved higher report card means across divisions in English Language Arts when compared to 2022-23 results.
- More than 44 per cent of CBE students who self-identify as Indigenous across division 1, 2 and 3 received an indicator of 3 and 4 in reading stem and Division 1 and Division 2 students who Self-Identify as Indigenous received significantly better report card results in their reading stem than writing stem.
- For students who self-identify as Indigenous, CBE consistently had higher diploma results than the province across both standards in English Language Arts 30-1 and English Language Arts 30-2 and CBE students who self-identify as Indigenous showed year-over-year increases in the acceptable standard results in English Language Arts 30-1.

Areas for Growth

Attendance

- Chronic absenteeism across all divisions remains high. The overall absentee rate of Indigenous students is more than 2 times higher than the overall population. Absenteeism rates for students who self-identify as Indigenous has increased in Divisions 3 and 4, most notably in Division 3 with more than 20 per cent of the students having missed more than half of the classes.

High School Completion Rate

- High school graduation rates for students who self- identify Indigenous students remain low and therefore an area of focus. The 3- and 5-year completion rates have declined from last year and are 10 per cent lower than the provincial previous 3-year average. The CBE 5-year completion rate is higher than the previous CBE 3-year average.

Well-Being, Inclusion and Engagement

- Compared to All Students cohort, students who self-identify as Indigenous continued to have lower percentage of agreement on feeling welcome and included at school, and lower confidence in themselves as learners.
- Students who self-identify as Indigenous showed low 60s percentage of overall agreement on the suite of questions tied to emotional and physical health as well as respectfully challenging policies or decisions measures in CBE student survey.

Literacy and Mathematics Engagement

- When compared to other cohorts, students who self-identify as Indigenous showed lower agreements on the CBE Student Survey questions relative to Literacy and Mathematic framework. Only 55% of students in this cohort expressed that they enjoy working on challenging problems in mathematics and see mathematics as a creative and interesting subject.

Early Literacy and Numeracy

- On the AFRS assessment, 40.2 per cent of kindergarten Students who self-identify as Indigenous received Adequate to Proficient results in both Phonological awareness and Phonics categories. 38.8 per cent of them had Minimal to Emerging results in Phonological awareness.
- Higher percentage of students who self-identify as Indigenous are identified as being “at-risk” in grade 1 through 3 pretesting and remaining “at-risk” in post-testing than the “All” cohort for CBE.

Our Next Steps

- **Professional Learning**
  - Staff will participate in Maatoomsii'Pookaiks (Children First), the system-wide Indigenous Education Professional Learning Day focused on learning to support implementation of the Indigenous Holistic Lifelong Learning Framework Mind Domain | To Know and the key attributes within.
  - Improved teacher capacity regarding early intervention to support literacy and numeracy screening and intervention for all learners, as outlined under the key outcome: students achieve excellence in literacy and mathematics.
  - Enhance the capacity of educators in both Elementary and Middle School on Social Emotional Learning (SEL) through action plans and working groups elevating a culture of well-being in schools by providing contextually relevant resources, including those from an Indigenous perspective.
  - Incorporate instruction and reflection time for high school and middle school student symposiums, emphasizing Indigenous Teachings within

Social Emotional Learning. Additionally, integrate opportunities to explore Indigenous worldviews in the Physical Education, Health, and Well-Being Forum.

- **Structures and Processes**
  - Deploy Indigenous Student Success Learning Leaders and Indigenous Student Graduation Coaches to 18 target schools across divisions to provide direct, holistic well-being, engagement, and academic services and supports to self-identified Indigenous students.
  - Strategic resource allocation to support early literacy and numeracy screening and intervention for all learners. Support is provided on an equity basis for schools with higher numbers of students, including higher numbers of students who self-identify as Indigenous.
  - Apply Holistic Collaborative Response to support Indigenous students in the Family of 18 Schools, inclusive of using a division based holistic tool to track, monitor, and support self-identified Indigenous students' well-being, engagement, and academic success in school.
  - Establish School Well-Being Action Teams across Middle and High Schools, to elevate student voice and foster a culture of well-being using evidence-based, culturally responsive strategies, including support for Indigenous students.
  - Renew the CBE Land Acknowledgement and establish new process for how to acknowledge the land where we gather providing all staff and students the opportunity will learn about Treaty 7, Indigenous languages, and Education for ReconciliACTION.
- **Resources**
  - Design and share resources to support implementation of the Indigenous Education Holistic Lifelong Learning Framework focused on the Mind Domain | To Know during Maatoomsii'Pookaiks.
  - Design and share Holistic Collaborative Response resources to support the work of the Indigenous Education Team staff members deployed to support Indigenous students within the Family of 18 Schools.
  - Develop resources for schools to advance a Culture of Well-Being including Social Emotional Learning for Well-Being Brightspace by D2L.

Assurance Domains

Student Growth & Achievement

Learning Supports

Required Local Component

School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

Key Outcome: Students access learning opportunities and supports that address their diverse learning needs and well-being

Context

The Calgary Board of Education's mission focuses on achievement, equity, and well-being for all students. The need to meet students in a variety of ways to support their learning remains a key priority. CBE teachers meet and program for each child at their unique entry points through a continuum of supports and services. While all students are consider within this context, particular identified groups that are considered in this report include students assigned an Alberta Education Special Education Code, in the process of acquiring English as an Additional Language (EAL), and students with diverse cultural and linguistic backgrounds.

19.5 per cent of students within CBE are assigned an Alberta Education Special Education Code. All student needs are considered within a continuum of services and supports, with some requiring additional services or programs. All students are supported with programming aligned with their identified needs, while staff and parents engage in collaborative planning, communication and support to ensure student success.

Approximately 30.1 per cent of students in CBE are EAL. EAL learners receive comprehensive support at the system, school, and classroom levels to address cultural, linguistic, and academic integration within a multi-ethnic system, including cultural and linguistic assistance from Diversity and Learning Support Advisors, and specialized services through the Literacy, English, and Academic Development (LEAD) program. The Welcome Centre, an initial point of contact for all our non-Canadian families new to the country, assists newly arrived families, offering language assessments and connecting them to resettlement services. During the 2023-2024 school year, the Welcome Centre registered 10, 704 students.

The Diversity and Inclusion team also took significant steps toward advancing equity and addressing racism by building educators' capacity for culturally responsive teaching and promoting safer, more inclusive environments. Key actions from the CBE CARES report—"Name It" and "Commit to Action"—were prioritized to tackle racism and foster systemic change.

What We Did

- **Professional Learning**
  - Implementation of the revised Alberta K-12 ESL Proficiency Benchmarks.
  - Vocabulary development professional learning supporting LP 1 and LP 2 students in culturally responsive and trauma-informed classrooms.
  - Targeted supports for Individual Program Plan (IPP) development to ensure consistent structures and processes are in place across schools to best support the needs of identified students.
  - Provided a Professional Learning Series to increase teacher capacity within specialized classes.

- Offered Collaborative Response professional learning sessions for schools across the system to support each school's unique context and learning. Continued support for schools in their second and third years of implementation and more structured support for schools in their first year of implementation.
- Provided staff with focused professional learning on the Dimensions of Wellness during the PE, Health, and Well-Being Professional Learning Forum held in April 2024.
- Provided schools with Middle Years Learners (students in grades 5 through 9) series through the lens of assessment professional learning series as it relates to the CBE *Student Well-Being Framework.*
- Piloting the Diversity and Inclusion Professional Learning Series to build capacity of educators to address bias, privilege, power, culturally responsive education and task design, collaborative response from an anti-racist perspective, leveraging student voice in a culturally competent manner that is authentic and trauma-informed.
- Professional learning to support teachers in Creating the Conditions to Thrive and Leaders Series Sessions focused on anti-racism, cultural responsiveness, and intersectional identity.

Structures and Processes

- Alignment of Assessment and Reporting in CBE in support of creating learning environments focused on explicit language instruction that incorporates the key principles of English Language development.
- EAL Designate network focused on enhancing, monitoring and accelerating English as an Additional Language Programming using timely and appropriate explicit language instruction to enhance academic success.
- EAL Service Unit has expanded the number of Specialists and Strategist to the portfolio to support this work as well as shifted professional learning to include an increase of on demand support.
- Added 7 LEAD classes in 2023-24 for a total of 38 classes.
- Developed a new holistic collaborative response structure in Inclusive Education and School Based Mental Health service delivery model to increase efficiency and number of students supported.
- Alignment of school requests for Occupational Therapy (OT) and Speech-Language Pathology (SLP) services through collaborative meetings and developed Consistent Area and School Learning Team structures aligned with Collaborative Response to better support student well-being needs.
- Refined placement and program review process for specialized classes to ensure alignment with students' learning profiles and improved access to supports, services and transition plans.
- Creation of two significant structures: the first High School Student Well-Being Symposium and the Social Emotional Learning Elementary Working Group and initiated system coordination by curating quality resources to support whole-school SEL approaches to teaching and learning.

- An Alberta for All: Understanding our Past to Shape our Present and Future symposium provided professional learning and facilitated sessions on human rights and anti-racist pedagogy and practice for leadership and K-12 educators. Additionally, conducted book study sessions on *Stop the Hate for Goodness Sake* by Andrew B. Cameron and Larry Swart.

Resources

- Video tutorials on EAL Benchmarking, Assessment and Reporting Guides.
- Development of an IPP guiding document as well as a Companion guide and resource documents.
- K-6 Physical Education and Wellness curriculum implementation support documents.
- Brightspace by D2L resources to support implementation of the Student Well-Being Framework through Social-Emotional Learning.
- Diversity and Inclusion Professional Learning Series modules.
- A Literacy and Learning (L&L) Programming Guide created for school based staff to leverage supports and provide consistency throughout all L&L Programs.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results and Appendix P | Attendance Data.

Required AEAM

Assurance Survey
- Citizenship
- Welcoming, Caring, Respectful and Safe Learning Environments
- Access to Supports and Services

Alberta Education Assurance (AEA) Survey: Citizenship; Welcoming, Caring, Respectful and Safe Learning Environments; Access to Supports and Services; Program of Studies-At Risk Students

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to each measure

Assurance Domain	Measure	The 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
Student Growth and Achievement	Citizenship	75.6	76.9	78.1	79.4	80.3	80.9	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.5	82.4	83.7	84	84.7	85.4	n/a	Declined Significantly	n/a
Learning Supports	Access to Supports and Services	76.3	76.9	77.4	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Supplemental AEAMs	Program of Studies - At Risk Students	76.7	77.5	77.9	80.6	81.2	81.5	Very Low	Declined Significantly	Concern

Local Measure

CBE Student Survey

CBE Student Survey

Percentage of agreement with the suite of questions tied to each summary measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement
Indigenous Education Holistic Lifelong Learning Framework	72.2	74.0	73.2
Respectfully Challenging Policies or Decisions Summary	65.5	65.9	64.2

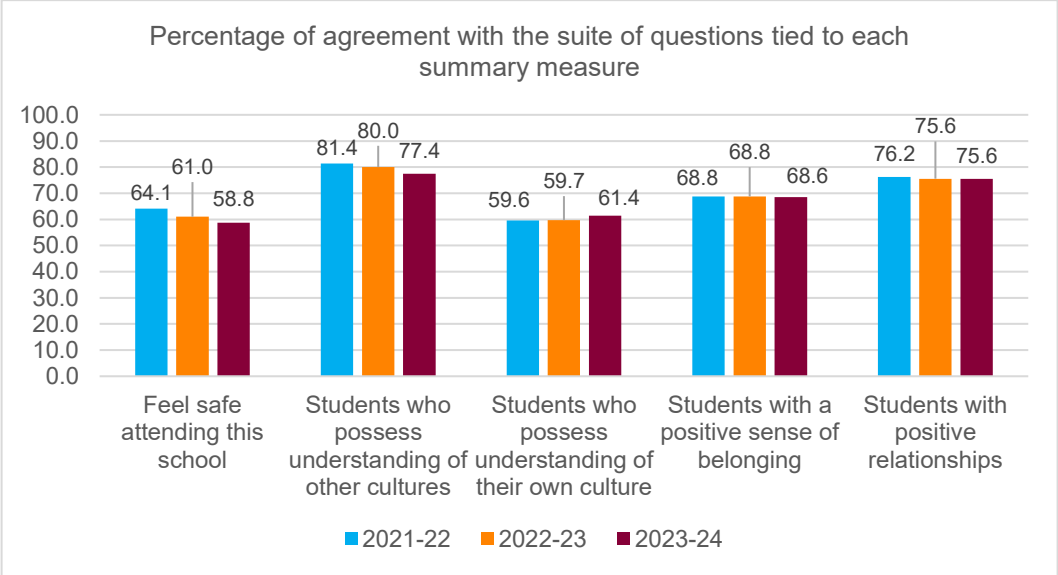
Local Measure

OurSCHOOL Survey

OurSCHOOL Survey

For the results by grade, refer to Appendix I | OurSCHOOL Survey Results by Grade.

Percentage of agreement with the suite of questions tied to each summary measure



Well-Being Student Summary Perception Data

Percentage of student agreement with the suite of questions tied to each theme across three different student surveys (AEA Survey, CBE Student Survey, OurSCHOOL Survey)

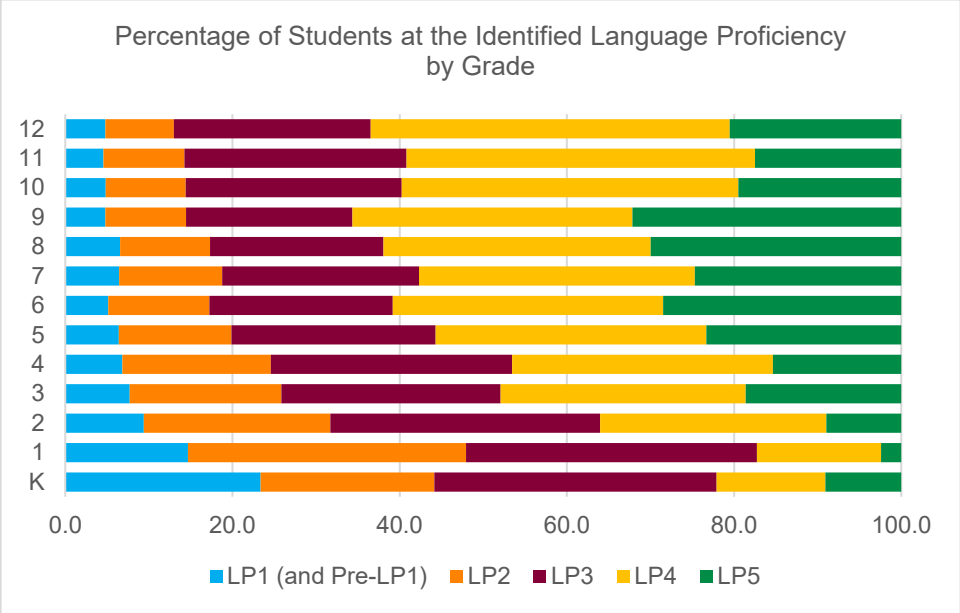
Well-Being Themes	2023-24 Percentage Agreement
Diversity and Inclusion	69.8
School Connectedness and Belonging	75.1
Regulation	66.2
Resilience and Mental Health	75.0

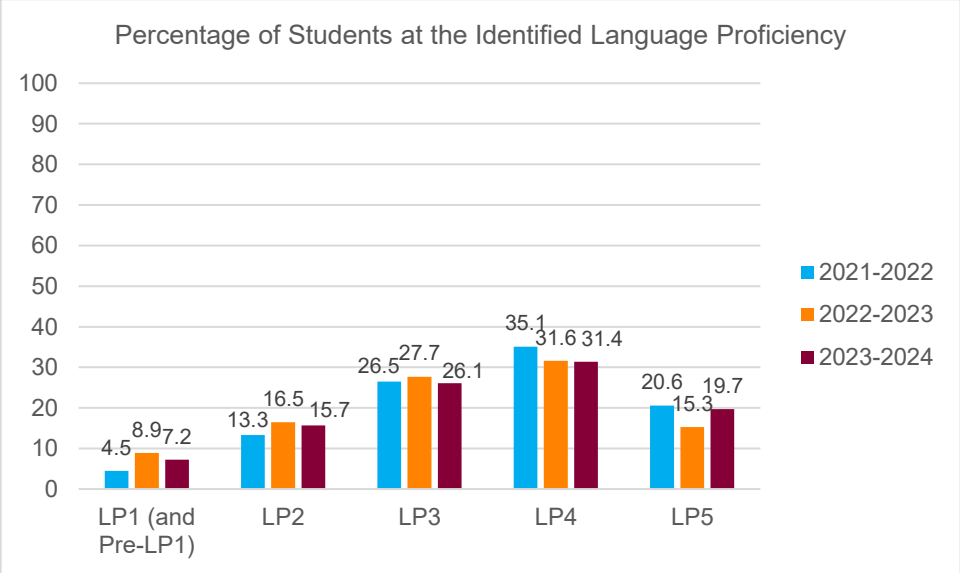
Local Measure

ELL Benchmarks

English Language Learner Language Proficiency (LP) Benchmarks

For additional information, refer to Appendix S | Language Proficiency (LP) Data.



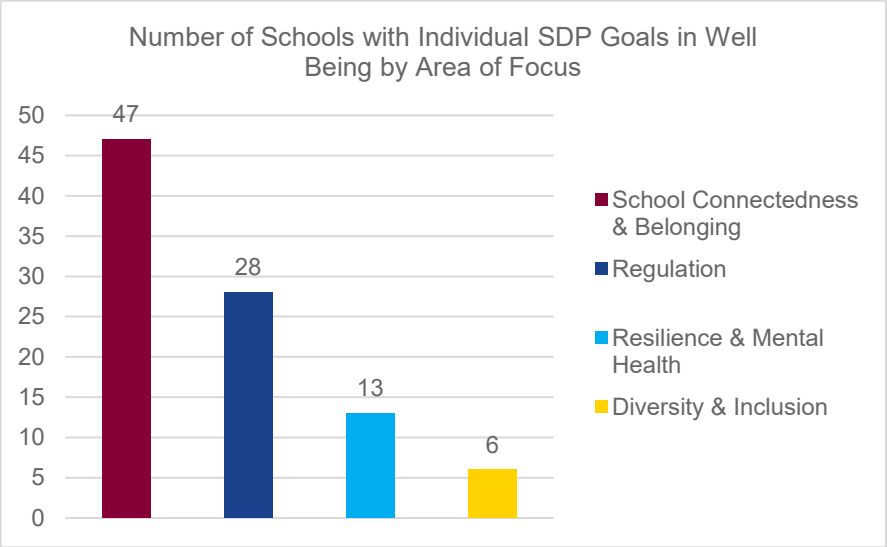


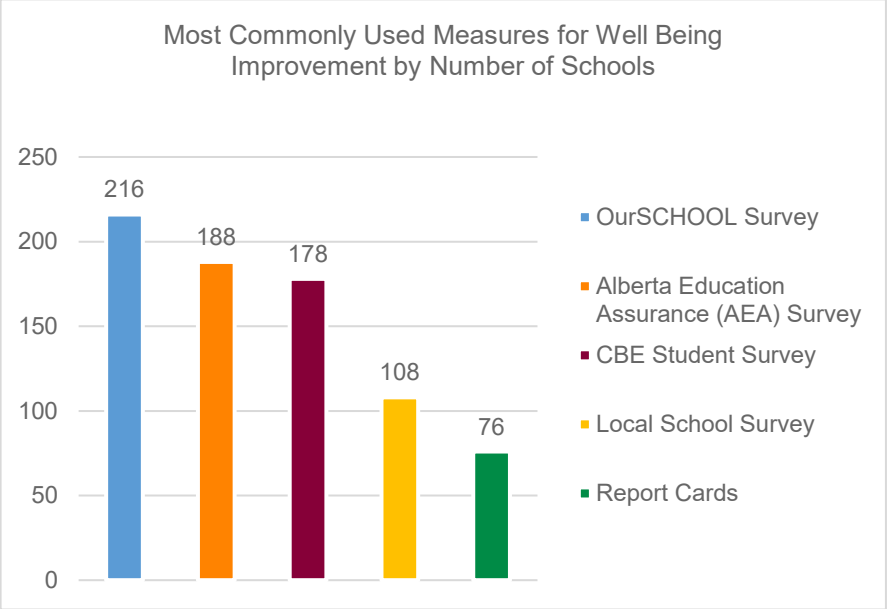
Local Measure

SDP Goals & Measures

School Development Plan (SDP) 2023-24

Note | Number of schools with Individual SDP goals are divided into focus within the domain of Well-Being, while Number of schools with Holistic SDP goals are divided into the categories of focus which incorporates the Well-Being goals within a broader context.





Note | Regardless of the type of SDP model chosen, the tools used to measure impact were the same.

Local Measure

Referrals & Support

School Learning Team (SLT) Referrals and Area Learning Team (ALT) Support

Category	2022-2023	2023-2024
Community Outreach of Pediatrics & Psychiatry in Education (COPE)	61	68
Early Learning Support	415	345
English Language Learning Diversity and Learning Support Advisor (DLSA)	564	562
English Language Learning Strategist	36	117
Inclusive Education Behaviour Support Worker	290	200
Inclusive Education Learning Leader	92	163
Inclusive Education Occupational Therapist / Physical Therapist	263	336
Inclusive Education Psychologist – Assessment & Consultation (Mental Health, Learning, Functional Behaviour Analysis)	1163	940
Inclusive Education Psychologist - Social/Behaviour/Mental Health Group & Individual (shifted to Central Referral Process)	622	1054
Inclusive Education School Family Liaison	712	601
Inclusive Education Strategist - Complex Needs	263	239

Inclusive Education Strategist - Learning Needs	287	441
Inclusive Education Strategist - Placement Request	1087	1051
Inclusive Education Strategist - Social/Emotional/Behaviour Needs	214	227
Indigenous Education Diversity and Learning Support Advisor (DLSA)/Strategist	202	281
Multi-Agency School Support Team (MASST)	84	329
Transportation Exception	95	119

What We Noticed

Celebrate

Multi-Tiered Systems of Support for English as Additional Language Learner Achievement

- Year over year, student growth in English Language proficiency is evident by LP level (moving from LP1 in K, to predominantly LP4/5 by Grade 12), with only 13% of the Grade 12 students received LP1 or LP2 in their overall LP Level evaluation. The latter may be more reflective of the time when the student joined CBE as a learner.
- EAL students achieved 72.9% at the Acceptable Standard on diploma exams, a significant improvement from the previous year's result of 70.8%. Although lower than the results for all students, this growth shows positive movement. EAL students showed an increase in Diploma: Excellence rates, moving from 17.9% to 18.8%.
- 19.9% of EAL students achieved a Standard of Excellence on the Science 6 PAT.
- The 5-year high school completion rate for EAL Learners is 83.5%, which is close to the previous year's result (84.4%) and the 3-year average (83.1%).
- According to the AFRS data, EAL students are demonstrating relative strengths (scores of “Adequate to Proficient” in *Initial Sound Isolation*, *Letter Identification*, *Sound Identification*, and *Write Letter to Represent Sounds.*
- EAL students in grades 5, 6, 8, 9, 11, and 12 levels of agreement on CBE Student Survey reflected that 58% “can see my culture reflected in my school” which is a 3.7%-point gain over the last year and 64.2% of EAL students agreed that “there is at least one adult at school who I really connect with” which is a 3.9%-point gain over the last year.

Universal Supports Enhance Perceptions of Connectedness, Belonging, Diversity and Inclusion

- AEAM Survey Data under Well-Being Theme 2023-2024 for the question “My teachers care about me” the measure remained the same at 77.7%. This data set had historically dropped over the last 2 years and this consistency indicates some improvement given the significant increases in student population over the past two years.
- In the CBE Student Survey Student agreement levels regarding understanding of their own culture increased from 59.7 to 61.4%, learning with and from people who look, think, or behave differently than them is high at 91.6% and allyship with people who look, behave, speak and/or identify differently than them is high at 90.3%.

Accessibility for Schools/Staff to request support for students

- Creation of a School Based Mental Health form without the need for an ALT request proved success with increased number of referrals and consultations received at 608 School Based Mental Health referrals and 1054 informal SBMH consultations received.
- There were as well 135 direct requests from schools for Inclusive Education professional learning.

Increasing teacher and staff capacity within specialized classes

- 109 teachers and support staff in Complex Needs classes (ALP/ACCESS/TASC/CSSI/EES) participated in a 4 part learning series on the foundational accessibility of using an IPAD to support communication in the classroom.
- A professional learning series was offered for staff working in Specialized Classes with a focus on: Safe, caring, welcoming, and respectful learning environments, supports, strategies, and resources; Learning, Assessment, and Reporting; Data Collection; Networking.
- 260 Educational Assistants in specialized classes participated in professional learning sessions that focused on: EES/CSSI/TASC- literacy, communication, regulation, and task engagement; ACCESS/ALP - academics (task engagement), communication, social skills, and functional daily living skills; PLP - promoting independence in learning (initiating, persisting, and completing tasks), targeted reading intervention, developing adaptive skills, and teaching social awareness.
- 56 Behaviour and Bridges support workers participated in professional learning sessions that focused on collaboration, understanding behaviour and complexities, positive behaviour supports, and using language and strategies to support student well-being and achievement.
- Mandt training for 18 CSSI staff in strategies for crisis prevention, de-escalation and intervention.
- A FYTT cohort of 21 new special education teachers spent 1 week in professional learning with Inclusive Education Specialists, Psychology, OT/PT/SLP and administration, including tours of specialized classes in CBE schools.
- Customized professional learning opportunities were created for community schools, specialized classes and unique settings on topics such as supporting sensory and regulation needs, modifying and adapting learning tasks, developing capacity to use Adaptive and Augmentative Communication (AAC) and responding to behaviours of risk to self and others.

Areas for Growth

Supporting Student Well-Being, Connectedness and Belonging

- AEAM Survey Data under Well-Being Theme - from 2021-2022 – 2023-2024, reflects a decline in most areas for all students (K-12). Additionally, AEAM Survey Data for Regulation (SEL) has consistently shown a decrease from 2021-2022, to 2023-2024 for all students (K-12).
- OurSCHOOL survey measures around School Connectedness and Belonging, including student agreement related to students with a positive sense of belonging and feeling safe attending school declined in alignment with parallel AEA measures: Welcoming, Caring, Respectful and Safe Learning Environments

(WCRSLE). The gap between CBE and provincial results widened in 2023-24, with CBE results lower than the province.

- Less than 70 per cent CBE students showed agreements on the suite of questions tied to Diversity and Inclusion and Regulation well-being themes.

English as an Additional Language Learners

- The 3-year average high school completion rate for EAL students is 66.2%, which is lower than the provincial average of 72.0%. EAL students' 3-year completion rate is lower than the 80.4% average for all students in the CBE.
- According to the AFRS data, EAL students are demonstrating a need for growth (scores of "Minimal to Emerging" in *Medial Sound Isolation*, *Phoneme Segmenting*, *Word Reading*, and *Spelling Words.*
- In the CBE Student Survey, for students surveyed in grade 5, 6, 8, 9, 11, 69.6% of EAL students agreed they feel a connection to the texts they read and hear in class.

Culturally Responsive Teaching and Learning & Addressing Racism

- In the CBE Student Survey, 64.4% of students surveyed agree with the statement "When racism and/or discrimination occur at my school, my school takes steps to address it."
- In the CBE Student Survey, 31.6% of students surveyed in grades 5, 6, 8, 9, 11, and 12 agree with the statement "My culture affects the way I learn" and 39.6% agree with the statement "My attitude towards school is shaped by my culture.

Access to Supports and Services

- The overall percentage of teachers, parent and students who agreed that students have access to appropriate and timely supports and services at school as reported on the AEA survey continues to decline, with CBE agreement levels lower than the province.

Our Next Steps

- **Professional Learning**
  - EAL Professional Learning Series and Designate network focused on enhancing, monitoring achievement of English as an Additional Language students through incremental data and accelerating English as an Additional Language Programming including evidence-informed and culturally responsive best practices.
  - On demand and face-to- face professional learning with K-6 and Middle Years that supports Teachers and Administrators in applying *Alberta K-12 ESL Proficiency Benchmarks*, and supports best practice in language development and acquisition and culturally responsive teaching within CBE Frameworks.
  - Promoting Truth & Reconciliation, Diversity and Inclusion for Leaders sessions including: foundational understandings of key terms of reference, connections, and frameworks for leadership, facilitating and leading conversations and professional learning around racism, discrimination, bias, power, and privilege, supported by book study and D2L Brightspace Shell.

- Build capacity for Elementary and Middle School educators about Social Emotional Learning through SEL Elementary Designates and SEL Middle School Working Group developing and implementing action plans to elevate a culture of well-being at their schools and creating contextually and developmentally applicable resources for Middle years learners.
- Build system capacity in Social Emotional Learning through Well-Being Action team and designates in the areas of well-being through the Physical Education, Health and Well-Being Outcome Based Assessment and Task design.
- Professional Learning Series and Mental Health Literacy Go-To-Educator Training for teachers in Behaviour & Mental Health, PLP, GATE; Complex Needs; and Learning & Literacy specialized classes.

Structures and Processes

- EAL Designate network focused on enhancing, monitoring and accelerating English as an Additional Language Programming using timely and appropriate explicit language instruction to enhance academic success.
- Create a group of SEL Elementary Designates to elevate a culture of well-being through evidence-based SEL strategies in their schools which reflects the use of culturally responsive resources.
- Create and support School Well-Being Action Teams to elevate student voice and advance a culture of well-being across CBE Middle and High Schools.
- Offer both the High School Student Well-Being Symposium and initiate two Middle School Student Well-Being Symposiums with a specific focus on the Student Well-Being Framework. Schools will create School Well-Being Action Teams to elevate student voice and a culture of well-being at their school.

Resources

- Continue to update the D2L Brightspace English as an Additional Language (EAL) toolbox as the common repository for EAL resources, including recorded learning sessions, video tutorials, high impact strategies and current research.
- Expand the Social Emotional Learning for Well-Being Brightspace by D2L to include specific resources for Middle School Learners.
- Provide schools with Well-Being SDP Support Documents and include Well-Being goal exemplars.
- EAL Quick Byte Videos to build professional learning of high-impact strategies.
- Truth & Reconciliation, Diversity and Inclusion Backgrounder.
- Creation of programming guides for all specialized classes (Behaviour and Mental Health; GATE; Complex Needs; PLP) to create consistency in specialized classes.

People Excellence

Assurance Domain

Teaching and Leading

Goal | Ensure all leaders and staff demonstrate excellence in advancing student success

Key Outcome: People in CBE are engaged and supported to achieve student and system success

Context

Within CBE, we work together for a common purpose – the success of all our students. To put student achievement, equity and well-being at the centre of our efforts, we create conditions for our system and school-based leaders to collaborate on a regular basis within a model of continuous improvement.

In response to growing student enrollment and increased demand for teachers, Teacher Staffing focused on diversifying recruitment strategies. In 2023-2024, Human Resources built partnerships with Canadian universities to promote the CBE as a top choice for new and experienced educators and successfully attracted both new graduates and experienced professionals.

In response to increasing need for development of new school leaders, CBE introduced a new leadership model, aligning with the Leadership Quality Standard and professional practice priorities. This model supports professional development for current and new school leaders through area meetings, Open Leadership Development Sessions, mentorship, and HR strategies for leadership placements.

And in response to the need for ongoing professional learning, school leaders and teachers were supported through a range of opportunities, aligned with CBE's Education Plan. Examples included professional learning sessions, resources, and processes focused on best practices for digital learning and fostering digital citizenship; support for Career and Technology Foundations, Career and Technology Studies, Off-campus Education, and Fine and Performing Arts; and various professional learning that focused on inclusive teaching, career pathways, and contributing to a culture of well-being within the CBE.

What We Did

Professional Learning*

Note | Professional learning opportunities tied to Learning Excellence have been included in the Learning Excellence section of this report.

- Leadership development sessions for Service Units, School-based and leaders, including mentorship, on-demand, in person and online.
- Develop and implement Human Resources professional learning series for principals expanding into Service Units (finance, facilities, communications, attendance as examples).
- Flexible and responsive, live and on-demand, System Professional Learning Series focusing on school context, priority and choice.
- Technology integration: Brightspace by D2L, Google Classroom, Google Workspace for Education, Flip, Jamboard, myBlueprint, and computer science concepts and tools to support student learning.
- The Social Emotional Healthy Work Environment professional learning, coordinated by CBE, AHS, and ASEBP, offered an opportunity for leaders throughout the system to engage in collaborative learning.
- Unique Pathways specialists supported Off-campus Coordinators (OCCs) through monthly PLNs and Off-campus 101 training for newcomers. High School Guidance Counsellors met regularly with specialists to discuss Unique Pathways opportunities, including Dual Credit and Exploratory programs.

Structures and Processes

- Streamlined application and interview processes to improve transparency and hiring efficiency and collaborated with Human Resources to provide professional learning on staffing, evaluations, and hiring for the newer school leaders. Refined internal and external hiring processes, including creation of new structures to mitigate unfilled ATA absences.
- Cross functional work with Leadership Development in providing professional learning to school leaders including the implementation of a mentorship model, mentorship series, and refined open leadership development series.
- Created a Professional Learning plan template and calendar aligned with system offerings to help schools strategically address priorities.

Resources

- D2L mentorship model and Open Leadership Development Series shell updates.
- On-demand Professional Learning posted in Insite.
- Revisions to the CBE Data Dashboard to increase effective utilization of data.
- Revised Human Resources Business Processes for teacher staffing.
- Collaboration with industry partnership- Unique Pathways, SAIT, Jill of All Trades and Aviation Day.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Required AEAM

Assurance Survey
Education Quality

Alberta Education Assurance (AEA) Survey: Education Quality, In-Service Jurisdiction Needs

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Note | In-service jurisdiction needs refers to professional development and in service support received by ATA school-based staff from the school authority.

Percentage of agreement with the suite of questions tied to the measure

Assurance Domain	Measure	The 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
Teaching & Leading	Education Quality	85.4	86.5	87.2	87.6	88.1	88.6	Intermediate	Declined Significantly	Issue
Supplemental AEAMs	In-Service Jurisdiction Needs	75.2	76.6	78.6	81.1	82.2	83.0	Very Low	Declined Significantly	Concern

Local Measure

Professional Learning Opportunities

Professional Learning Opportunities

Service Unit and Department/Portfolio	Unique Sessions Offered	Registrants
Administration & Finance		
School Finances (e.g., QuickBooks, Oracle)	14	186
Administrative Support (e.g., SharePoint, School Website training)	87	1712
Human Resources		
Staffing	6	410
RAM	4	371
Communications		
Community Engagement Services	3	89
Education Plan Engagement	6	238
School Improvement		
Complementary Curriculum	56	1284
Core Curriculum & Assessment	71	3776
Early Learning	32	1899
Equity, Diversity & Inclusion	3	159
English Language Learning	24	1324
Inclusive Education	21	1219
Indigenous Education	27	1072
Languages (including Language Symposium)	91	2054
Off-Site Activities	18	436
Research & Strategy	27	1886
SIS Team - PowerSchool and SchoolEngage	38	1769
Teaching and Learning with Technology	24	3250
Physical Education, Health and Well-Being (Including Well-Being Forum)	78	5802

Local Measure

Professional Learning Feedback

Professional Learning Feedback

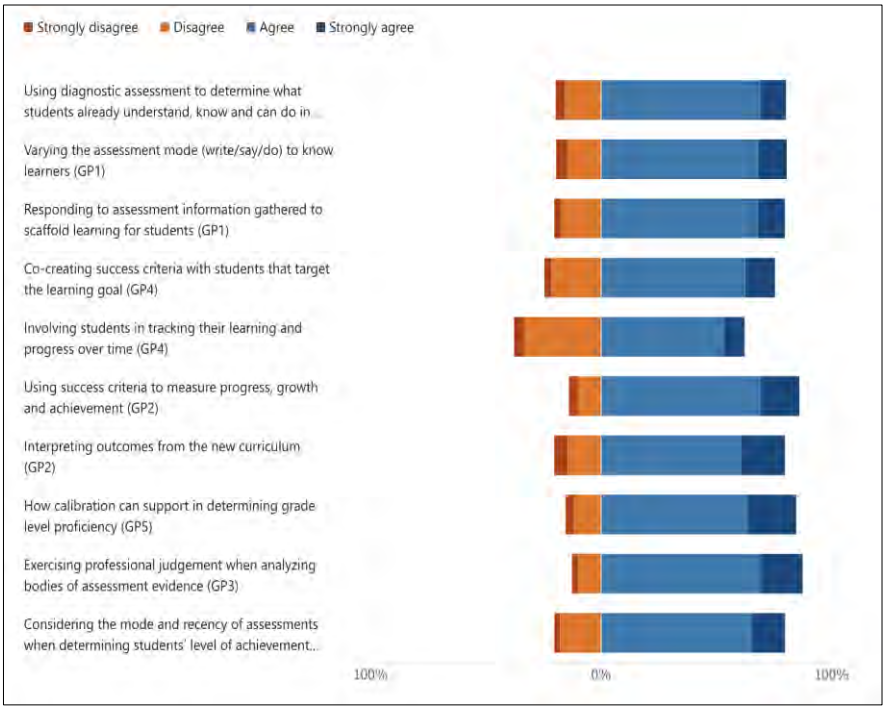
For additional information, refer to Appendix T | Professional Learning Feedback

- CBE Indigenous Education Professional Learning Day, November 9, 2023
  - At the end of the day, staff were asked to select each of the knowledge topics where they experienced growth.
  - In 2023, 5808 staff completed some or all of the survey that focused exclusively on the Heart Domain-To Belong and more than 50% of participants experienced growth in each of the knowledge topics.

Theme	Percentage of Staff experienced growth
Heart Domain	
Working with & learning from Indigenous Elders & Knowledge Keepers (understanding/including protocols, ceremony)	**79**
Indigenous languages (knowing the languages used in Treaty 7, current/respectful terminology, including and protecting the right to languages)	**82**
Engaging with Indigenous community and establishing partnerships (protocols, understanding reciprocity)	56
Relationship building with Indigenous peoples (positive relationships, safe/caring/welcoming spaces)	**68**

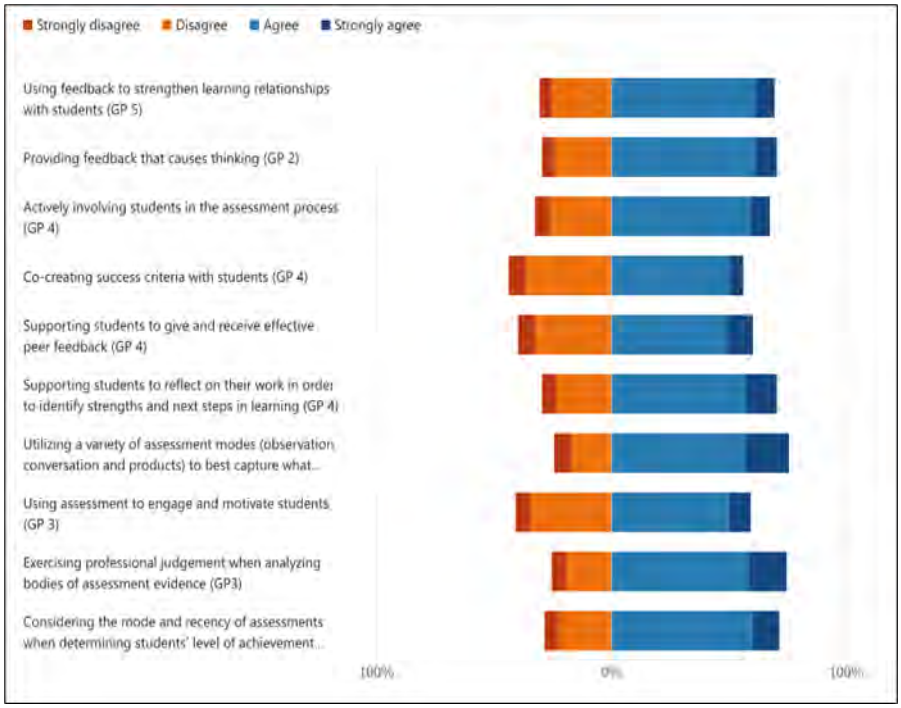
Note | bolded cells indicate the areas of focus (Truth & Reconciliation) with all showing increased growth in each area over 2022-23. System Professional Learning Series

- The K-6 professional learning series focussed on assessment practices through the implementation of new curriculum. Feedback was collected with respect to the extent participants agreed the professional learning supported their improved assessment practice based on CBE Guiding Principles | Assessment and Reporting (GP1 though 5).



- The middle years professional learning series focussed on assessment practices through the School Development Plan focuses on literacy, mathematics and well-being. Feedback was collected with respect to the

extent participants agreed the professional learning supported their improved assessment practice based on CBE Guiding Principles | Assessment and Reporting (GP1 though 5).



- The High School professional learning series focused on enhancing teacher understanding of learning outcomes, specifically by developing coherent success criteria for the identified Programs of Study. Feedback was collected from both professional learning participants and teachers implementing system outcomes and weightings on an ongoing basis over the course of the school year. The resulting feedback led to adjustments in some Core System Outcomes and Weightings, ensuring that they better reflect the needs identified throughout the process.

Local Measure

Leadership Development Opportunities and Feedback

Leadership Development Opportunities

Beginning in January 2023, all teachers with a minimum of 5 years of experience we eligible to express interest to participate in the Open Leadership groups, which we focussed professional learning for school-based leadership for a period of two calendar years. In January 2024, a second group was established. The January 2023 group will conclude at the end of the December 2024. It is anticipated that a new group will commence in January of 2025.

Cohort	Participants	Sessions
Open Leadership 2023 Group	380	6
Open Leadership 2024 Group	189	3
Mentorship	68*	3
On-Demand Professional Learning for Leaders	n/a**	25

* Represents 34 mentors with 34 mentees for a total of 68 participants.
** On-Demand sessions were originally recorded with an average attendance of 60 to 75 participants per session. Following the session, recordings for professional were made available on demand for all leaders.

Leadership Development Feedback

- Feedback was overwhelmingly positive from On-Demand sessions, Mentorship and the Open Leadership Development series, with participants valuing:
  - Hearing perspectives, sharing common experiences, and connecting system leaders, school-based leaders and non-school based leaders;
  - The opportunity to engage virtually and revisit the recordings on an as need basis;
  - The opportunity to collaborate with colleagues and connect through breakout rooms; and
  - The opportunity to connect with all service units supporting schools.

Required Local Component

School authorities are responsible for supporting teaching and leadership quality through professional learning, supervision and evaluation processes.

Teacher Growth, Supervision and Evaluation

Policy

- Teachers

  All teacher evaluations require both Part 1 and Part 2, which confirms that the teacher is meeting the Teacher Quality Standard (TQS) as outlined in *Administrative Regulation 4003* | *Teacher Growth, Supervision and Evaluation.* The final evaluation report is a formal document. The body of the report makes claims about a teacher's demonstrated TQS competencies, provides bodies of observed evidence to support those claims, describes the information gathered and provides an analysis of the data. The evaluator then draws conclusions based on the analysis and makes recommendations based on these conclusions.

  To support school administration in conducting teacher evaluation and supervision, the Teacher Staffing team and Human Resources (HR) Advisory offered two, 2-hour session for administrators, reviewing the teacher evaluation process. In total, 278 school-based administrators attended at least one of the sessions. An additional session focusing on the remediation process was also offered in January, with 31 attendees. All presentations reviewed all needed resources. HR Advisory also provided information about process to address teacher performance issues, as well as an overview of performance management. Teacher Staffing has updated all evaluation documents to include information on permanent certification requirements, information on when to contact HR Advisory and structure on providing detailed feedback for each of the TQS objectives.

- Leaders (Principals, Assistant Principals)

  All administrators within the first year of their appointments must have a performance evaluation completed to determine their suitability to receive continuing designation in their administrator position. The final evaluation report documents the administrator's progress in demonstrating the competencies outlined in the Leadership Quality Standard (LQS), the requirements of the Administrative Regulation 4002 | Administrator Growth, Supervision and Evaluation and the degree to which they have satisfied appropriate requirements contained in these Guidelines for Evaluation of Administrators. Education directors are responsible for the evaluation of principals. Principals are responsible for the evaluation of assistant principals. If an administrator does not meet the Leadership Quality Standard leadership and role competencies, their supervisor (director or principal) will not recommend the administrator for a continuing designation. Two 1-hour online information

sessions were presented by Teacher Staffing and HR Advisory. A total of 80 administrators attended.

Data

- 943 teacher evaluations completed.
  - 801 of these were full part 1 and 2 evaluations; 142 were confirming reports.
  - 490 teachers recommended for permanent professional certificate (PPC).

    Note | the total evaluations completed is higher as some teachers did not have their 400 days or already had a PPC.
- 24 principal evaluations completed.
- 44 assistant principal evaluations completed.

Employee and Family Assistance Program Utilization Rates

The utilization rate is an indication to what extent CBE employees are accessing resources in support of their well-being. In February of 2024, CBE transitioned to a new provider. The previous provider, Homewood Health, was replaced by Telus Health EAP, effective February 1, 2024.

Cohort	2020 (Not reflective of ATA&CUPE staff)	2021 (Not reflective of ATA&CUPE staff)	2022 (Not reflective of ATA&CUPE staff)	2023* (reflective of all employee groups)	2024** (reflective of all employee groups, new provider)
Service Utilization Per cent	5.88	5.72	8.23	10.67	15.61
Total new cases	433	427	621	1,608	1,210
# of employees covered	7.364	7,465	7,546	15,076	16,183

*Prior to 2023, ATA and CUPE employees were accessing the EFAP program through their insurance benefit provider, ASEBP. Utilization rates for these two groups were not included in the Homewood Health reporting made available to the CBE. Starting in 2023, Homewood Health, started including all CBE groups in the reporting. Effective February 1, 2024 and moving forward with Telus Health EAP, utilization rates will reflect all employee groups.

**Annualized rate for 2024 inclusive of February 1 to July 31, 2024, does not include January 2024 when EFAP was provided by Homewood Health

Employee and Family Assistance Programs (EFAP) are an integral part of early intervention. In addition to assisting employees with any short-term psychological problems that may be affecting the employee's presentation in the workplace, EFAP's offer multiple wellness interventions. Many factors impact employees' individual well-being; family stressors, financial strain, physical health, work conflict to name only a few. Telus Health EAP, the CBE's new EFAP provider, offers a robust suite of services including not only psychological counselling but also financial, career, legal and nutritional support, to name only a few. Higher utilization rates are typically associated with lower rates of absenteeism which is consistent with research finding that employer sponsored mental health supports positively impacts employee well-being. Although CBE has seen a rise in EFAP access over the past 2 years, it may not be appropriate to compare the annual data prior to 2023. Employees in ATA and CUPE groups accessed EFAP through their insurance benefit provider, ASEBP, and those utilization rates were not captured in the numbers provided to the CBE.

Local Measure

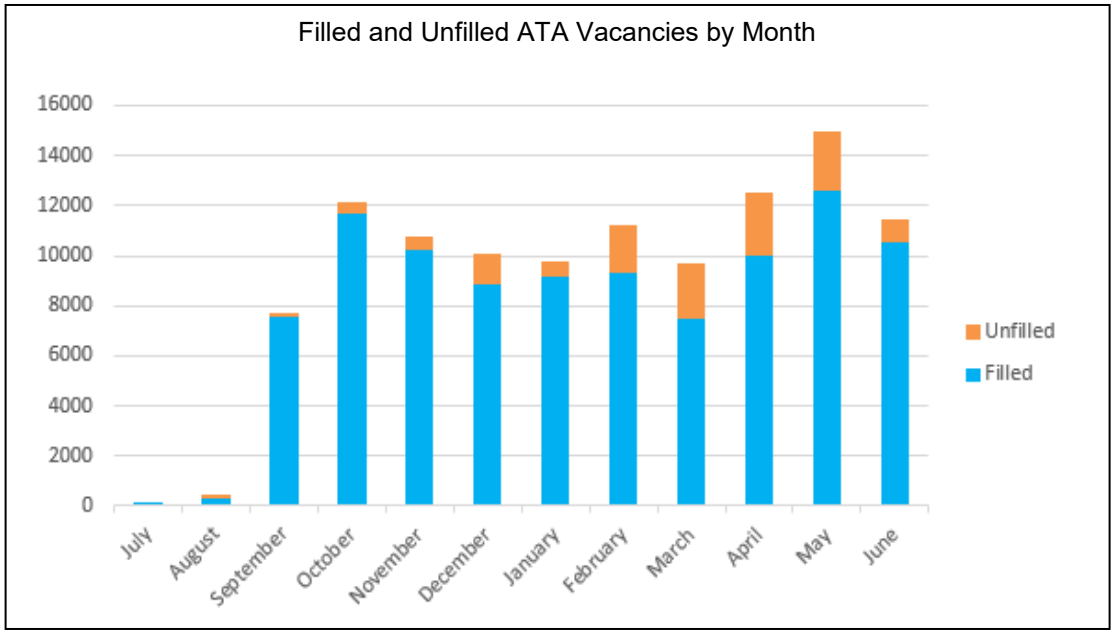
Staff absenteeism

Staff absence rates

The number of teacher absences requiring substitutes decreased by 1.85% in 2023-24 from the prior year. For school-based support staff, the number of absences requiring casual replacements increased by 1.19%. The decrease in teacher absences was likely due in part to more lenient attitudes toward illness, with teaching staff more frequently coming to work despite mild symptoms. The increase in school-based support staff absences was likely influenced by factors such as a rise in illness and greater personal obligations.

Teacher (ATA) Reason	22-23*	23-24	Difference	% Change
Additional Help	8882	8099	-783	-8.80%
Appointment - Dental, Medical	23982	25078	1096	4.57%
Board Business	3080	3713	633	20.55%
Child Arrival and Adoption	181	162	-19	-10.50%
Convocation	441	547	106	24.04%
Critical Illness Family, Family Emergency	5484	5206	-278	-5.07%
External Agency	1638	1968	330	20.15%
Full Deduction	707	760	53	7.50%
Funeral	1361	1223	-138	-10.14%
Leave - Paid Personal, Sick, Unspecified	18630	20227	1597	8.57%
Lieu Day - Principal, Assistant Principal	323	483	160	49.54%
Illness	37262	33214	-4048	-10.86%
Teacher Vacancy	2555	2474	-81	-3.17%
Workshop	7328	6608	-720	-9.83%
Other	859	377	-482	-56.1
TOTAL	111807	110168	-2080	

*The absence numbers previously reported for the 2022-2023 school year were inaccurate due to a malfunctioning report. The numbers above have been adjusted to reflect the correct information.



School-Based Support Staff	21-22	22-23	Difference	% Change
Absence (school account, central account)	46194	50435	4241	9.18%
Additional Help	19330	18361	-969	-5.01%
Vacancy Fill	15517	13207	-2310	-14.89%
TOTAL	81041	82003	962	

Local Measure

Workforce Planning

Workforce planning data on teacher supply, specialty teacher supply and other areas of focus

As of October 1* for each of the identified years

Substitute Roster	2021-22	2022-23	2023-24	2024-25
Alberta Teachers' Association	1624	1755	1903	1999
Staff Association	1412	1648	1864	1776

*This reporting uses an October 1st, date to ensure more accurate numbers for the actual substitute teachers and casual SA employees on the rosters. In the month of September, our substitute teachers and casual SA employees are still being hired into contracts (probationary/temporary/continuous).

Hired 38 Area Supply Teachers aimed at supporting schools with high demand, difficult to staff emergent teaching vacancies in within a specific CBE Area (1 to 7) to ensure that student learning was not disrupted.

Note | In the 2022-23 school year, hired 47 Emergency Supply Teachers aimed at supporting schools with emergent teacher vacancies to ensure that student learning is not disrupted. For the 2023-24 school year, Teacher Staffing re-designed the selection and deployment process to better support in filling high demand, difficult to staff emergent teacher vacancies in specific areas, resulting in the transition to Area Supply Teachers.

Workforce planning data such as anticipated retirements

During the 2023-24 school year, CBE saw 17 retirements from school administrators (assistant principals and principals). CBE Human Resources is projecting 14 school administrator retirements during the 2024-25 school year.

School Year	Job Title	Projected Retirement	Lowest Projected	Highest Projected
2023-24	Assistant Principal	7	5	10
	Principal	21	14	33
2024-25	Assistant Principal	10	7	13
	Principal	14	8	27

In addition, based on the five-year trend data, another 300 retirees are expected in the 2024-25 school year as follows:

Union	Expected Number of Retirements
Alberta Teachers' Association (ATA)	131
Trades	5
Canadian Union of Public Employees (CUPE)	31
Staff Association Main Body / Professional Support Staff	127
Exempt	6

Aspiring Assistant Principal and Principal panel interviews were conducted to determine acceptance to the administrative pool.

- 34 Principal interviews were conducted.
- 78 Assistant Principal interviews were conducted.

Approved 89 out of 100 Alberta Teachers' Association (ATA) and 7 out of 8 CBE's Staff Association Professional Improvement Fellowship (PIF) applications for commencement of studies in the 2023-24 school year.

Local Measure

Harassment Complaints

Number and type of harassment complaints

The number of complaints filed under CBE's Administrative Regulation 4038 | Harassment, Sexual Harassment and Discrimination remained steady in relation to the prior year. The majority of complaints involve peers. There was a total of 42 staff-to-staff AR4038 complaints filed through Public Schools Works and or directly with the HR Superintendent.

Reporting Requirement

Whistleblower Protection

Public Interest Disclosures

The CBE Public Interest Disclosure (Whistleblower Protection) policy was approved in February 2014.

From October 1, 2023, up to and including September 30, 2024, the following has been received:

Type	Number
Disclosures received by the Designated Officer	7
Disclosures acted on	2
Disclosures denied	5
Disclosures under review*	0
Investigations commenced by the Designated Officer as a result of disclosures	0

* Disclosures under review include matters where no determination has been made as of the reporting date.

What We Noticed

Celebrate

Well-Being

- Employee and Family Assistance utilisation has increased with the transition to a new Employee and Family Assistance Program provider in February of 2024 as a response to direct feedback from CBE staff.
- Continued to develop the CBE Steering Committee and Stewardship Group to coordinate system well-being work and bring the Well-Being Framework to the forefront.

School Leader Professional Learning

- Nearly 90% of school leaders indicated that coordinated collaborative school visits and flexible on demand professional learning supported their professional growth. 96% of school leaders indicated that they took significant leadership actions toward continuous improvement in their school as a result of professional learning and school visits
- 94% of participants in mentorship partnerships indicate that the mentorship partnership has had a positive impact on their professional growth as a school leader with 90% of mentor partnerships choosing to continue for a second year.
- 96.7% of Open Leadership Development participants indicate positive impact on their capacity to lead in their current roles.
- Open Leadership Development series continues to have a high expression of interest rate with 189 participants joining round 2 in January 2024.

Truth & Reconciliation

- School and service unit staff reported professional growth through their participation in CBE Indigenous Education Professional Day. Knowing the languages used in Treaty 7 as well as current and respectful terminology and

protecting the right to language, showed the most growth at 82 per cent agreement in 2023-24 from 55 per cent in 2022-23.

Engaging teachers in Technology, CTF, CTS and Fine and Performing Arts Professional Learning

- Teachers' participation in technology professional learning increased by 2252 participants compared to last year. Teachers and administrators shared positive feedback about professional learning offerings related to technology for learning and complementary curriculum and pathways.
- High teacher engagement in system professional learning for CTF, CTS, Fine and Performing Arts sessions participant numbers for the System Professional Learning day with a total of 918 participants.

Areas for Growth

Staff Absenteeism and Well-Being

- High numbers of ATA and SA vacancies continued to impact the continuity of classroom instruction.
- Continuous promotion of the Employee and Family Assistance Program (EFAP) and other employee supports in support of well-being.

Education Quality

- Parent perceptions of education quality declined in AEA survey results. CBE showed significant declines in agreement as reported in the AEA Education Quality measure by all of teachers, students and parents. This decline was most pronounced in the parent cohort.

Professional Learning

- Teacher perceptions about professional learning received from CBE being focused, systematic and significantly contributing to ongoing professional growth continues to decline year-over-year and remains an area of growth. Unfilled substitute vacancies resulting in the lack of coverage for teachers wishing to engage in professional learning opportunities, or recognition of the additional pressures this may place on school teams, may have contributed to this decline.
- The need for continued technology professional learning remains with the ongoing use of existing and emerging technologies such as Brightspace, the Google suite of tools and Artificial Intelligence.

Our Next Steps

- **Professional Learning**
  - Enhance teacher professional development and support with:
    - ensuring professional learning supports teachers in understanding available interventions and ways in which to access the continuum of supports;
    - supporting discipline-specific needs in CTF, CTS, and Fine Arts; and
    - deepening understanding of computer science and computational thinking for improved cross-curricular outcomes.

- Continue to support best practices for technology integration to support student learning expanding digital citizenship skills, artificial intelligence for learning, coding and robotics, and computer science concepts and tools.
- Continue mentorship model, mentorship series, and refined open leadership development series.
- Data literacy for leaders and teachers.

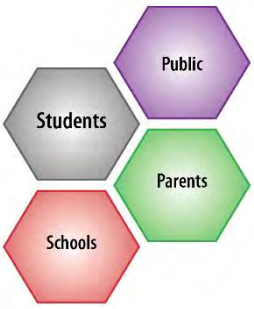
- **Structures and Processes**
  - Develop an employee well-being strategy to support the key actions and outcomes related to employee well-being in the Education Plan.
  - Promote the Employee and Family Assistance program to employees across the organization and utilize data as an integral part of developing strategies and processes for employee well-being.
  - Survey school leaders' mid-year for input into topics for Area professional learning.
  - Structuring live and on-demand System Professional Learning Series that are flexible and responsive to individual school contexts, identified school priorities, and school data-informed choices.
  - Create greater efficiencies in staffing processes to fill teaching vacancies with the most qualified candidates.
- **Resources**
  - On-demand virtual learning for school-based leaders posted in staff Insite.
  - Expand and maintain existing partnerships to build professional capital and benefit student learning through professional learning and off-campus educational experiences for students.
  - HR databases and platforms used in teacher and substitute hiring and continued developing of documentation to support school leaders in staffing.

Collaborative Partnerships

Goal | Foster relationships to support student success

Key Outcome: Student learning and well-being are enhanced through partnerships and engagement with students, staff, parents, and community

Context



Partners in education work shoulder to shoulder to ensure that students come first in CBE. Through the establishment of meaningful partnerships, CBE employees, students, parents, communities, industry leaders and government, work to achieve CBE's shared vision and goals. The CBE continues to make relatives with Indigenous Elders, Knowledge Keepers, families, community members, and agencies to support well-being and achievement for self-identifying Indigenous students, and Indigenous Education for all students and staff. Our commitment to Education for ReconciliACTION requires us to hold space for Indigenous voices in our thinking, planning, implementation, and evaluation of identified key actions.

The Unique Pathways team continued to expand program offerings for CBE high school students by collaborating with post-secondary, industry and community partners to develop new opportunities for students based on their interest, as well as local and provincial job market demands. Leveraging one such partnership with SAIT allowed the CBE to strategically plan for the Digital Futures Pathway Collegiate, a system priority project aligned with students' desire to explore and develop their skills and attitudes necessary to advance ideas, knowledge and capacity of technology to serve the common good, is set to open its virtual doors in September 2024.

The Chief Superintendent's Student Advisory Council met monthly throughout the 2023-2024 school year to advise CBE senior leadership on the importance of student voice and student leadership initiatives. The Council consisted of grade 11 and 12 students from each high school. Many CSSAC students also attended the high school Student Well-Being Symposium in February, which provided attendees with intentional learning regarding ways student voice can build and sustain a culture of well-being within school communities.

What We Did

- ## Professional Learning
  - Indigenous Education Diversity and Learning Support Advisors to support staff with cultural protocols, relevant strategies and wise practices to engage and sustain relationships with Indigenous families and community.
  - Facilitated schools attending SAIT skilled trades programming including Jill of All Trades and Aviation Day.
  - Languages symposium in partnership with the University of Calgary, McGill University, Canadian Association of Second Language Teachers (CASLT), Association Canadienne des professionnels de l'immersion (ACPI), Canadian Parents for French (CPF), Alberta Education Chinese Consortia, Alberta Education Spanish Consortia, Alberta Education German Consortia, and Edmonton Catholic School District.
- ## Structures and Processes
  - Develop and implement sustainable, engaging model for continuation of Minecraft design challenge. The third year of the system-wide Minecraft design challenge brought the opportunity for students to enhance their learning through significant collaboration between CBE, Microsoft, The City of Calgary, and the Calgary Public Library (CPL).
  - Designed and implemented a welcoming process for Indigenous Elders, Knowledge Keepers, and community resources (individuals and agencies) to offer relevant and authentic resources to schools.
  - Drafted onboarding session for new industry and community partners offering Unique Pathways Exploratory programming for CBE students.
  - Establish a Bow River Languages Institute (BRLI) committee with representation from each school district to organize future professional learning initiatives and to discuss the needs and goals of each division.
  - A shared position between CBE and CAREERS Next Gen in the form of a 1.0 FTE teacher (Off-campus Coordinator) allows for the streamlining of processes and support for high schools in navigating career internships and the Registered Apprenticeship Program.
- ## Resources
  - Master agreement with SAIT to support programming, including Unique Pathways programming (Dual Credit & Exploratory), and Off-site activities such as Jill of All Trades, Aviation Day and Turning Points and supported the development of Exploring Skilled Trades, a comprehensive online resource in partnership with SAIT.
  - Designed and implemented Ao'takii, an Indigenous Cultural Supports Circle that provides staff with information and access to Indigenous Elders, Knowledge Keepers, dancers, drummers, and additional community members. Revise the Indigenous Education – Cultural Protocols document.

- Continued working with Tsuu'tina Nation to update the Education Services Agreement (ESA) to support Tsuu'tina Nation students attending CBE schools.
- Finalized the Bow River Languages Institute HUB project through the Official Languages in Education Program.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Local Measure

Student Voice Feedback

Student Voice Feedback

In December 2023, The Chief Superintendent's Student Advisory Council were engaged to provide feedback and observations about the priorities most significant from them to define the 2024-2027 Education Plan.

Students began by reviewing the three priorities identified in the 2021-2024 Ed Plan. After ranking a series of criteria, the following themes were identified:

Percentage of agreement with identified priorities*

Themes	Percentage Agreement
Achievement	
Being provided with multiple opportunities for how they choose to demonstrate their knowledge	68.4%
Receiving written feedback/comments on assignments which indicate specific areas of strength and areas of improvement	78.9%
Being supported to feel confident and prepared for assessments	73.7%
Equity	
Students receive the supports they need to be successful in their courses	94.7%
Students are engaged in demonstrating Truth and Reconciliation in their school context	57.9%
Indigenous ways of being, belonging, doing and knowing are woven into the school and classroom environment	57.9%
Well-Being	
Students feel welcomed, cared for, respected, and safe at school	100%
Students have the opportunity to receive mental health supports at school	73.7%
Students have the opportunity to share their feedback and suggestions about improving their school improvement with school leaders	78.9%

* Top three priorities from each theme shared here

In considering potential priorities for the 2024-2027 Education Plan, students provided suggestions and ideas. Key themes have been identified below.

2024-2027 Education Plan suggestions and themes

Identified priority	Descriptors
Learning Strategies	Intentional teaching of learning strategies, how to deal with emotions, building student/teacher relationships, identifying a "go to" adult at school, building study habits, shorter classes/slower pace, creating opportunities for personalization, offering alternative assignments,

	variety in demonstration of knowledge, learning how to advocate for needs, diversify learning, increase office hour availability for teachers
Well-Being/Mental Health	Focused surveys, opportunities for connection, relationships with guidance counsellors, student/teacher relationships, teacher representation (cultures/races/ethnicities), flexibility, visibility of resources, accommodation process, work/life balance, open and productive conversations with staff, safe spaces, access to universal washroom and change spaces, intentional teaching of physical health and habits, addressing bullying
Support systems	Mandatory regular check ins with a supportive adult, peer help groups, encouraging connections with guidance counsellors, engagement in homerooms, student/teacher relationships, tutorials offered at a variety of times during the day, building peer relationships, well-being specialists in schools, safety in transportation to and from school as well as at school, regulation spaces
Advocacy	Advocating for student voice, creating safe spaces, having check in opportunities with adults, intentional teaching of how to advocate for self, creating events dedicated to highlighting student voice, creating environments that invite advocacy and communication, having 1 on 1 sessions with guidance counsellors once a month, providing more options for student advocacy, focus on teacher approachability, record website traffic for resources posted on school websites

Assurance Domain

Governance

Local Measure

Engagement

Operational Expectations 8 indicators | Communicating and Engaging with the Public

The data for the OE-8 indicators demonstrates compliance and commitment to communicating and engaging with the public.

Local Measure

Elders Advisory

Elder Advisory Council

The Chief Superintendent and other system leaders met formally with the CBE Elder Advisory Council four times during the 2023-24 school year, while the Indigenous Education Team worked alongside many Indigenous Elders and community members to support continued implementation of the Indigenous Education Holistic Lifelong Learning Framework. Two key topics over the course of the school year included the CBE Land Acknowledgement and the structure of the Elder Advisory Council.

Required AEAM

Assurance Survey

Parental Involvement

Alberta Education Assurance (AEA) Survey: Parental Involvement

For the results by parent and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to the measure

Assurance Domain	Measure	The 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
Governance	Parental Involvement	76.5	76.8	77	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Local Measure

Post-secondary and industry access

Registration in and completion of dual credit courses, off-campus, apprenticeship opportunities or number of students participating in exploratory pathways

Opportunities	Registration N	Final Mark ≥ 50% N	Rate of Success %
Apprenticeship	2089	2089	100
Registered Apprenticeship Program*	147	147	100
Dual Credit	402	372	93
Exploratory	150	148	99
Work Experience	1342	1342	100
Off-Campus	3983	3951	99

* Registered Apprentice Programs are considered a subset of Apprentice Programs

Local Measure

Community programs and services

Number of School Connections YYC bookings in CBE schools

The City of Calgary explains:

> School Connections YYC connects schools with community-based organizations to access available space in schools for programs and services to support students and families.
>
> The City of Calgary has collaborated with The Calgary Board of Education and Calgary Catholic School District to create the new School Connections YYC (SCYYC) framework. SCYYC replaces Access 3-6.
>
> (Retrieved Oct 28, 2024, from School Connections YYC https://www.calgary.ca/communities/school-connections-yyc.html)

In the 2023-24 school year, there were 3241 SCYYC bookings in CBE schools. These bookings represent use of 52 different CBE schools.

What We Noticed

Celebrate

Making Relatives with Indigenous Elders and Knowledge Keepers

- Elders and Knowledge Keepers on the Elder Advisory Council (EAC) continue to share positive feedback on our efforts to support Indigenous student well-being and education for all. We are also building relationships with additional Elders and Knowledge Keepers interested in joining the EAC.

Student Participation and Success in Dual Credit, Exploratory and Registered Apprenticeship Programs (RAP)

- A total of 402 students participated in Dual Credit programs, with 372 (93%) successfully completing them. These students completed 1,066 courses, earning 3,171 credits toward high school completion.
- Of 150 students in the Exploratory programs, 148 (99%) successfully completed the program, earning 616 credits in Work Experience and CTS. Across both Dual Credit and Exploratory programs, 96% completed successfully, with 93% of respondents reporting a smooth transition to post-secondary or industry.
- Increased support of Off-campus Education and RAP in CBE high schools.

Technology-enabled Student-community Learning

- Baseline data was gathered from the first year of the mandatory CBE Student Survey questions related to use of learning technologies and understanding of digital citizenship.
- 7,037 students from 120 schools participated in the Minecraft Design Challenge.

New Communications Processes Provide Greater Transparency

- Survey results indicated that parents appreciated content and delivery CBE Connections, a new parent/guardian online newsletter.

Areas for Growth

Continued Fostering of Effective Relationships

- Cultivate ethical relations with local Indigenous communities, Indigenous Knowledge Keepers, Indigenous scholars, Indigenous artists and Indigenous Elders to support teachers and student learning in CTF, CTS and Fine and Performing Arts.
- Foster effective relationships with community experts in sustainable energy and renewable resources to inform best practices for CTF, CTS, and Fine and Performing Arts teachers, benefiting student learning.
- Build on the success of the annual CT Education conference, in partnership with Calgary Catholic School Division and Calgary Regional Consortium, to diversify professional learning. Sessions will align with the CBE Indigenous Education Holistic Lifelong Learning, Wellbeing, and Sustainability Frameworks, strengthening professional capacities.
- Expand the industry partner network in support of Unique Pathways programming, focusing on Exploratory opportunities for students.

Expanding technology-enabled student-community learning

- Partnerships with Microsoft, SMART, The City of Calgary, and CPL can continue to strengthen. After three successful years, we aim to create a more sustainable, flexible model for design challenges. We will also focus on improving relationship management with key partners. However, participation in the Minecraft Design Challenge has declined.
- Continue to track baseline data from CBE Student Survey questions related to use of learning technologies and understanding of digital citizenship and adjust system supports based on student needs.

Transitions and Mentorships through CSSAC

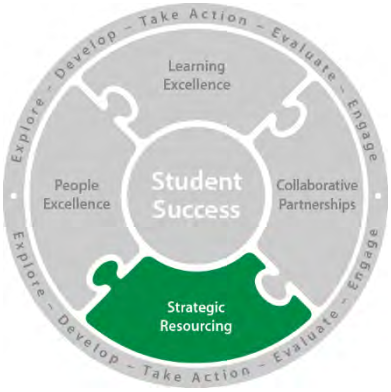
- Given the nature of students graduating and new members joining the council, there is an identified need for transition plans for students and providing opportunities for current CSSAC members to mentor new members.

Our Next Steps

- **Professional Learning**
  - Staff will be invited to participate in professional learning sessions to support their learning and work with Indigenous Elders and Knowledge Keepers using Ao'takii Circle of Supports.

- ## Structures and Processes
  - Continue developing programming in collaboration with SAIT for grade 11 and 12 students in the Digital Futures Pathway Collegiate, while polling students on their technology interests to inform the creation of new dual credit opportunities.
  - Develop a sustainable plan for technology-supported design challenges, including effective management of partners like Microsoft, The City of Calgary, Indigenous Elders, and CPL.
  - Use baseline data from the CBE Student Survey on learning technologies and digital citizenship to inform decisions on supports, professional learning, and priorities.
- ## Resources
  - Off-campus Education Handbook
  - Alberta Dual Credit Framework
  - Alberta Dual Credit Implementation Guide

Strategic Resourcing



Goal | Allocate resources to support student success

Key Outcome: CBE optimizes available financial, people and physical resources in support of student and system success

Assurance Domain

Governance

Context

The CBE is dedicated to the responsible allocation of resources while continually striving for innovative and efficient processes. Every resource is leveraged to promote equity, enhance student achievement, and support the well-being of all students. Three examples of where system resources were allocated strategically for the benefit of learners include technology for learning, complementary curriculum and language program initiatives.

Access to, and understanding of, learning technologies continues to be a CBE priority. Using an equity lens, access to learning technologies was increased to support blended and online learning, student engagement, and students with special education needs. Internal processes were developed to support the selection and purchase of learning resources and new curriculum implementation.

The Complementary Curriculum and Pathways team supports a diverse range of Career and Technology Foundations, Career and Technology Studies, Off-campus Education and Fine and Performing Arts specialized environments within and external to our schools. Supporting staff and schools with strategic, system directed resourcing support and direction ensures efficient and consistent operation of these diverse learning environments.

The Languages Department utilizes its funding to strategically enhance resources that build capacity among teachers. A primary focus is to support the onboarding of new language teachers and new language leaders, cultivate their success, and strengthen the skills of all language educators.

What We Did

- **Professional Learning**
  - Coordination of system professional learning day (April 19, 2024) where CTF, CTS, and Fine and Performing Arts teachers were encouraged to share their expertise with colleagues.

- Supported four iPad professional learning sessions in collaboration with Inclusive Education for special education environments with an impact on 96 schools.

Structures and Processes

- Piloted new school financial management framework piloted in 2023-24.
- Developed a long-term strategy, resources, and processes for the selection, purchase, and management of curriculum-related learning resources across the CBE including a Request for Proposal (RFP) process for a Learning Management System collaboration across service units.
- The documentation of the location and condition of CTF/S locations advanced, with work commencing on the development of a rating system to guide prioritization of CTF/S maintenance, renewal and capital projects.
- Created Emergency Complementary Equipment Replacement Fund (ECEE) to support the emergent replacement of essential equipment in specialized teaching environments
- Drafted onboarding session for new industry and community partners offering Unique Pathways Exploratory programming for CBE students
- Co-creation and facilitation of the CBE Construction Institute in partnership with Chinook Learning to support teacher and educational assistant professional learning at a more affordable cost with the support of experienced high school teachers to lead the learning sessions to benefit student learning, specifically within CTF Technology cluster
- Organized a criteria-based process for schools to access OLEP funds to support French language priorities, including school projects, coaching, and Languages PIF to improve staff language proficiency and pedagogy.
- Established Communities of Practice in support of New Languages Teachers (NLT) and New Language Leaders (NLL) and Monthly Language Leadership Professional Learning meetings for administrators through the Languages Leadership Group (LLG).
- Improved Language Course Challenge system with Language Course Challenge Guide for students, families, and schools.
- Network security and infrastructure resources and professional learning.

Resources

- Resources and technology purchased to provide students in Specialized Classes with applicable technology for communication and learning support through capital budget and Low-Incidence Specialized Services grant.
- Software Asset Management (SAM) enhancements based on user feedback to increase usability and efficiency.

- Resource Booking System implementation to facilitate schools in managing and signing out technology and other resources.
- Academic Integrity Tool to support teachers and students in understanding copyright and improving assessment practices.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Local Measure

Financial Health

Financial Health Matrix

Through the Financial Health Matrix, administration provides the Board of Trustees and the community with summary information about the CBE's financial health and any risks related to achieving its Results policies and outcomes set out in the CBE's Education Plan.

The matrix is included in the Fourth Quarter Budget Variance Analysis Report Public Agenda | Regular Meeting of the Board of Trustees | Nov. 26, 2024 Report to Trustees | Fourth Quarter Budget Variance Report, Attachment V: Financial Health Matrix, beginning on page 364/366.

Required Local Component

Audited Financial Statements

School boards must include a web link to the Audited Financial Statements (AFS) and related unaudited schedules and a web link to the provincial roll up of AFS information:https://www.alberta.ca/k12-education-financial-statements.aspx.

Audited Financial Statements

CBE's Financial Results CBE's Financial Results for the year ended August 31, 2024, including the audited financial statements: Public Agenda | Regular Meeting of the Board of Trustees | Nov. 26, 2024.

Provincial K to 12 education financial statements, include combined statements, summary reports, and school authority audited financial statements: https://www.alberta.ca/k-12-education-financial-statements.aspx.

Required AEAM

Budget-Actual Comparison

School authorities (school boards & charter schools only) report the "Total Expenses" line from the Variance Analysis schedule comparing and explaining the difference in the amount budgeted for 2022/2023, the actual spent and the variance (in both amount and %).

Budget-Actual Comparison

The Fourth Quarter Budget Variance Report provides total expenses budgeted for, the actual expenses incurred as well as the variance as a dollar amount and percentage.

Please refer to: Public Agenda | Regular Meeting of the Board of Trustees | Nov. 26, 2024 Report to Trustees | Fourth Quarter Budget Variance Report, Attachment I: Fourth-quarter budget variance report, beginning on page 360/366.

Local Measure

Budget

Annual Budget submitted to Alberta Education

The CBE's 2023-24 budget demonstrates its commitment to student achievement, equity and well-being through effective budget management, financial planning and transparency. It provides a clear roadmap for a sustainable financial future for the organization.

At Calgary Board of Education, budget development is a multi-step process.
In February 2022, the Government of Alberta provided all school boards with preliminary funding information in Budget 2023.

CBE Administration presented the Budget Assumptions Report (BAR) to the Board of Trustees on April 4, 2023. On April 25, 2023, the CBE received the Alberta Education funding commitment letter and updated funding profile.

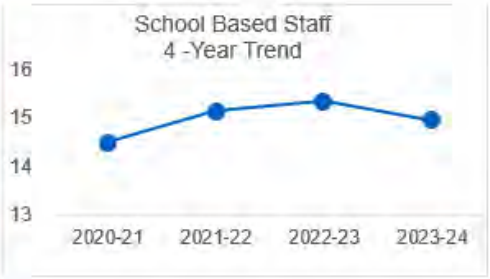
The Board of Trustees approved the 2023-24 budget at a public meeting on May 30, 2023. The $1.5 billion budget supports the operation of an expected 251 schools and 138,000 students.

As required by law, the 2023-24 budget is balanced.

Local Measure

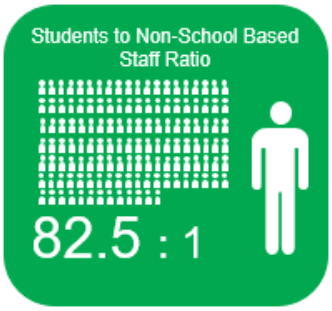
Student to Staff

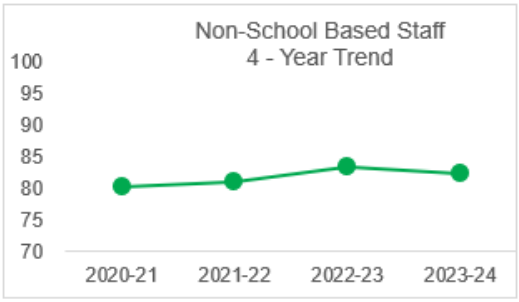
Students to school-based staff ratio



Note | The term "school-based staff" includes certificated staff such as Principals, Teachers, and Learning Leaders as well as non-certificated school-based staff including roles such as educational assistants, library assistants, school secretaries, and behaviour support workers.

Students to non school-based staff ratio





Note | The term "non school-based staff" includes staff in service units who work directly in schools, such as facility operations staff, trades staff, centrally managed school supports including school technology support specialists, psychologists, speech-language pathologists and the range of other supporting professionals.

Local Measure

Ratio of devices

Ratio of student devices to students

Ratios of devices based on September 30, 2023 Student Enrolment Data

Summary Measure	Percentage
# of Students	138,244
# of Student Devices	65,974
Device to Student Ratio	**2.10**
Student to Device Ratio	**0.48**

Count of student devices by type

Student Device Type	Count
Chromebooks	28453
Macs	11055
Windows	12764
iPads	13702
Total	**65974**

There are 0.48 devices per student; said another way, there are 2.10 students for each device. This ratio is as of Sep 30, 2023, and includes iPads, laptops, desktops, and Chromebooks configured as student devices that are in CBE's inventory, regardless of the age of the device with Chromebooks making up 43.3% of student devices.

The ratio provided does not identify the funding source, so these devices may have been acquired through a variety of means. CBE provides centralized funding to schools to ensure they can meet a supported ratio of devices to students. We take an equity-based approach to ensure a minimum level of access to technology at every school.

Local Measure

CBE Student Survey

CBE Student Survey

Percentage of agreement with the suite of questions tied to each summary measure

Summary Measure	Percentage
Learning Technology Summary	90.5
Technological Communication Summary	86.6
Technological Critical Thinking Summary	73.5

Local Measure

Alberta Education Utilization Rate

Number of schools operating below 85% utilization

Under the provincial funding model, schools that are 85 per cent utilized receive maximum operational and maintenance dollars (O&M). Changes to O&M funding guidelines impact CBE's ability to operate schools with a utilization rate lower than 85 per cent (*Three-Year System Student Accommodation Plan*).

There were 80 schools operating below 85 per cent utilization in 2023-24, an improvement of 39 fewer schools from the previous school year.

Refer to Appendix M | School Space Allocation: Utilized and Underutilized Space for information regarding Alberta Education's school unitization rate and funding to school authorities and to CBE's public webpage, *Three-Year System Student Accommodation Plan (SSAP)* for more information.

What We Noticed

Celebrate

Increase access to technology for students

- Changed the Technology Evergreen Program to move away from a strict 3:1 student device count to a more flexible funding per student model, allowing schools to have greater flexibility in selecting supported technology that best meets their needs including improving the student to device ratios.
- An additional 502 iPads and Chromebooks were purchased for students in Specialized Classes through the Capital Budget Project.
- A Low Incidence Supports and Services grant funded 250 Advanced Augmentative Communication applications in order to support students with communication devices and an addition 15 iPads with peripherals for lending to schools.
- 109 teachers and support staff in Complex Needs classes participated in a 4-part learning series on the foundational accessibility of using an IPAD to support communication in the classroom.

Improved Ratios for Staff to Students

- Student to School Staff ratio improved from 2022-23.

Successful Financial Pilot Program

- Successful pilot of bookkeepers in Area 5 to reduce the administrative burden on schools and to enhance transparency of financial transactions.

Support for Language Program and Language Teachers

- 22 French immersion schools submitted 25 projects, with some becoming multi-year initiatives. 40 teachers participated in the ACPI's language program, and 21 received a Language Professional Improvement Fellowship (LPIF), distributing $385 124 in funding.

Areas for Growth

Continued work on school supports, technology infrastructure, and learning resources

- Continue to develop a systematic approach to determining the long-term needs and priorities for maintaining, reallocating, removing and upgrading CTF/S facilities across the CBE.
- Revision of timelines associated with the evergreening process for school-based technology evergreening to take place earlier in the school year, so schools can benefit from the replacement technology sooner.
- Continued access to Specialized Technology for students with identified Special Education needs.
- Support for schools and service units to implement Learning Resource processes for the selection, purchase, and management of curriculum-related learning resources.
- Ongoing work with network security and infrastructure.

Our Next Steps

- **Professional Learning**
  - Schools will continue to be able to access Professional Learning from the Inclusive Education team to support the use of technology in relation to complex communication needs and low incidence.
  - Complementary Curriculum and Pathways team will offer professional learning sessions for CTF, CTS and Fine and Performing Arts teachers to uplift the CBE frameworks of Literacy, Mathematics, Indigenous Education Holistic Lifelong Learning and Student Well-Being.
- **Structures and Processes**
  - Reformulate CBE's teaching and learning Software Asset Management (SAM) practice to create a software catalogue that balances the number of titles required to support outcomes of Learning Excellence while optimizing available financial, people and physical resources in support of student and system success. Includes the development of terms of reference, governance structure, secretariat, improvement roadmap, and accompanying activities for the improvement and sustainment of the practice.
  - Continuation of a new school financial management framework piloted in 2023-24 to additional Areas.
  - Continue to promote and support School-based OLEP projects, LPIF, language coaching and communities of practice.
  - Implement an internal audit department to assist with assessing efficiencies and effectiveness within service unit.
  - Implement Amazon Business as a purchasing system.
  - Standardize RFX (Request for Proposal) and contract templates by category.
- **Resources**
  - Purchased an additional 367 devices to meet the ratios for students in Specialized Classes through the Capital Budget Project
  - Continue to make Software Asset Management (SAM) enhancements based on user feedback and system priorities to increase usability and efficiency
  - Implement the Resource Booking System to facilitate schools in managing and booking technology and other resources
  - Maintenance and Renewal Plan
  - Further work with network security and infrastructure is required for eSports. Professional learning and supports will continue in CBE high schools with expansion into middle schools

Appendices

Appendix A | Assurance Domains

Student Growth and Achievement	Teaching and Leading	Learning Supports	Governance	Local and Societal Context
▪ refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.	▪ refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards	▪ refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	▪ refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.	▪ refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students. Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts. Processes and practices than enable attending to local and society context are woven throughout each of the other four domains.

Key Elements	Key Elements	Key Elements	Key Elements	Key Elements
▪ Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. ▪ Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. ▪ Students are active, healthy and well. ▪ Students apply knowledge, understanding and skills in real life contexts and situations. ▪ Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. ▪ Students demonstrate understanding and respect for the uniqueness of all learners.	▪ Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ▪ Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. ▪ Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. ▪ All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. ▪ University teacher education, university leadership education and on-going professional learning programs prepare teachers and leaders to meet the standards for professional practice. ▪ Teachers and leaders use a range of data arising from their practice to inform cycles of evidence based continuous learning.	▪ Learning environments are welcoming, caring, respectful and safe. ▪ Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ▪ Education partners fulfil their respective roles with a shared understanding of an inclusive education system. ▪ Students and their families work in collaboration with education partners to support learning. ▪ The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. ▪ Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. ▪ Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.	▪ Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. ▪ Legislation, policy and regulation provide clarity regarding the roles and responsibilities of education partners in matters of governance. ▪ Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. ▪ Curriculum is relevant, clearly articulated and designed for implementation within local contexts. ▪ Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.	▪ Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.

Appendix B | School Improvement Results Report Template

The 2023-24 School Improvement Results Report SIRR template included the following sections:

- Introduction
- Look Back 2022-23
  - Area(s) of Focus
  - Highlights
    - Professional Learning
    - Structures and Processes
    - Resources
  - What We Measured and Heard
  - What We Noticed
  - Celebrations
  - Areas for Growth
  - Alberta Education Assurance Measures (AEAM) Overall Summary

Appendix C | School Development Plan Template

There were two 2023-24 School Development Plan (SDP) templates that schools could choose from:

Template 1 - Holistic

- Holistic Topic
- Data Story and Identified Area for Growth
- Professional Learning
- Structures and Processes
- Resources
- Teacher Actions
- Measures

Template 2 - Individual

- Literacy Area of Focus
- Data Story and Literacy Area for Improvement
  - Professional Learning
  - Structures and Processes
  - Resources
- Teacher Actions to Improve Literacy
- Literacy Improvement Measures
- Mathematics Area of Focus
- Data Story and Mathematics Area for Improvement
  - Professional Learning
  - Structures and Processes
  - Resources
- Teacher Actions to Improve Mathematics
- Mathematics Improvement Measures
- Well-Being Area of Focus
- Data Story and Well-Being Area for Improvement
  - Professional Learning
  - Structures and Processes
  - Resources
- Teacher Actions to Improve Well-being
- Well-being Improvement Measures

Appendix D | Glossary

Cohorts

All: the entire set of students included in the data set for a specific result.

English as an Additional Language Learner: This cohort only includes those students who have been assessed as needing English as a second language learning support and assigned the corresponding Alberta Education code.

Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Student Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. Only students who have been self-identified are included in the results.

Students with Identified Special Education Needs: This cohort only includes those students who have been assessed and identified with a special education need and then assigned the corresponding Alberta Education special education code.

> Note | students who are only identified as gifted and talented (i.e., only one code) are not included in this cohort.

Divisions

1: grades 1 to 3

2: grades 4 to 6

3: grades 7 to 9

4: grades 10 to 12

Well-Being

Hedonia (Hedonic well-being): Hedonia is the 'feel good' component of well-being associated with enjoyable experiences, being relaxed, or being engaged in exciting activities: "I like spending time doing social activities with friends"; "I prefer to spend time doing relaxing activities"; "I like doing activities that have a certain amount of risk."

Eudaimonia (Eudaimonic well-being): Eudaimonia conceives of well-being as getting to know one's true self, or 'daimon', and striving to be the best one can be. The core element is having a sense of purpose in life. It is "the development of a person's best potentials and their application in the fulfilment of personally expressive, self-concordant goals" (Waterman et al., 2010). "I feel satisfied with my life because I have a clear sense of purpose for my life." Eudemonic well-being is the feeling that comes when one is engaging in activities that are personally meaningful, making progress towards a goal, and achieving a goal with a high level of mastery (Benson & Scales, 2009; Ryan & Deci, 2001; Waterman, 1993; Waterman et al., 2010). "I feel satisfied with my life because I can engage in activities that are meaningful to me."

(Retrieved on Nov. 18, 2022, from: https://thelearningbar.com/wp-content/uploads/2020/11/Thriving_The-Learning-Bars-framework-for-assessing-student-well-being_Nov-2020.pdf)

Appendix E | Measures Used in AERR

This appendix includes definitions and information for some of the measures used in this report. Click on a link below to jump to the specific measure in the appendix.

Alberta Education Assurance (AEA) Survey

Assessment of Foundational Reading Skills (AFRS)

Castles and Coltheart 3 (CC3)

CBE Student Survey

Early Years Evaluation - Teacher Assessment (EYE-TA)

English as Additional Language Learners (EAL) Benchmarks

High School Completion Rate (3yr, 5yr)

High School Completion | Alberta Education's Categories

Letter Name-Sound (LeNS)

Numeracy Screen Assessment

OurSCHOOL Survey

Reading Readiness Screening Tool (RRST)

School Development Plan

Alberta Education Assurance (AEA) Survey

Every year, Alberta Education surveys students, their parents and all teachers on behalf of schools and school authorities to assess what is working well and where there is room for improvement. The survey asks students in grades 4, 7 and 10, and their parents, about their thoughts, feelings and experiences in school. The survey will be administered between January and March 2024. In some schools, all students in grades 4 and above and their parents will be surveyed.

Alberta's Assurance Framework requires school authorities across the province to report their performance according to a number of different measures that provide key information about how the education system is doing. A provincial survey allows all school authorities to be measured on the same things at the same time. …Alberta Education's Assurance Framework provides the basis for accountability and public assurance in the Kindergarten to Grade 12 education system. To support the framework, school authorities report on their performance according to a number of different measures. This provides key information about how the education system is doing.

(Alberta Education Assurance Survey: Information for parents and guardians)

The following AEA Survey measures are included in this report:

Access to Supports and Services: The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.

In-Service Jurisdiction Needs: 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.

Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Program of Studies - At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

Program of Studies - 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.

School Improvement: Percentage of teacher, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

For more information, refer to Appendix F | Alberta Education Assurance Measure Results and Alberta Education's Assurance and accountability in Alberta's K to 12 education system webpage.

Assessment of Foundational Reading Skills (AFRS)

In the 2023-2024 school year the Reading Readiness Screen Tool was updated to align with the most current early literacy assessment research. This new tool is called the Assessment of Foundational Reading Skills (AFRS). This updated diagnostic assessment tool was used in CBE in kindergarten classrooms in the 2023-2024 school year. The use of this tool continued to lay the foundation for district wide cohesive literacy assessment practices to inform evidence- based instruction.

The Assessment of Foundational Reading Skills provides early identification of foundational literacy skills focusing on phonemic awareness and phonics skills. Early identification of gaps in learning in these areas allows for targeted instruction and interventions which is proven to minimize the impact of reading difficulties, and in some cases prevents future reading and writing difficulties.

Castles and Coltheart 3 (CC3)

The Castles and Coltheart 3 (CC3) Test is based on the Castles and Coltheart Reading Test 2 (CC2) designed by researchers at Macquarie University, led by Professor Anne Castles, and adapted to CC3 by Professor Rauno Parrila at the Macquarie University Centre for Reading. The CC3 is designed to identify the nature of a student's reading difficulties. As such, it assesses a student's ability to recall familiar and irregular words (e.g., take, hand, island, cough), and their ability to sound out non-words (e.g., norf, framp, gurve) that were created specially for this assessment and are meant to be fictitious and without meaning. The Test Castle et Coltheart 3 (CC3) is also available in French. (General Information Bulletin: Literacy and Numeracy Screening Assessments, 2024-2025)

For further information, see *Provincial Kindergarten to Grade 3 Literacy Screening Assessments LeNS and CC3 Interpretation Guide*.

CBE Student Survey

The CBE Student Survey is an in-house survey administered to students in grades 5, 6, 8, 9, 11, 12. Questions are tied to the Indigenous Education Holistic Lifelong Learning Framework, Literacy Framework, Mathematics

Framework, Results 3 | Citizenship, Results 4 | Personal Development and Results 5 | Character. It is an opportunity for students to:

- report on themselves, their own abilities and their accomplishments; and
- take pride in what they have achieved.

English as an Additional Language Learner (EAL) Benchmarks

The *Alberta K-12 EAL Proficiency Benchmarks* is a language proficiency assessment, developed in Alberta, as an informal criterion-based assessment. It was designed for use by teachers of English as additional language learners and can be used to assess language proficiency in the classroom context.

For more information, see Supporting English as an Additional Language Learners: https://www.learnalberta.ca/content/eslapb/index.html.

High School Completion Rate (HSCR)

Alberta Education calculates the rate at which Alberta students complete high school within three, four, and five years of starting Grade 10. The High School Completion rate is calculated by dividing the number of high school completers by the number of students in the Grade 10 Cohort, adjusted for attrition.

The Grade 10 Cohort used for the HSCR is comprised of first-time Grade 10 students:

whom the government of Alberta has a responsibility to educate; and

who can reasonably be expected to complete high school.

For more information, refer to Appendix F | Alberta Education Assurance Measure Results and *Student Outcomes Measures Based on the Grade 10 Cohort: methodology for rates calculation*.

High School Completion | Alberta Education's Categories

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

A. High School Diploma

Alberta High School Diploma Graduation requirements

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

100 credits including the following:

- English Language Arts – 30-level (English Language Arts 30-1 or 30-2)
- Social Studies – 30-level (Social Studies 30-1 or 30-2)

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

❶ The science requirement – Science 20 or 24, Biology 20, Chemistry 20 or Physics 20 – may also be met with the 10-credit combination of Science 14 and Science 10.

❷ See information on exemption from the physical education requirement.

❸ See information on exemption from the CALM requirement.

❹ 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.

❺ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma requirements of “10 credits in any combination from Career and Technology Studies (CTS) courses” and “10 credits in any 30-level course Advanced level (3000 series) in Career and Technology Studies courses.”
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- Only 5 high school credits for external learning may be used to meet the 100-credit requirement for the Alberta High School Diploma.

B. High School Equivalency Diploma

High School Equivalency Diploma

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

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

  The 60 credits will include:

  - a high school course in mathematics (5 credits)
  - a high school course in science (3 credits)
  - English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)
  - one other 30-level course, other than English language arts (5 credits)
  - additional high school courses (42 credits)

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

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

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

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

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

Option 2: A person who is 18 years or older who has been out of school for at least 10 consecutive months and who passes all 5 Canadian Adult Education Credential (CAEC)/Certificat canadien de l'éducation des adultes (CCÉA) subject tests will be granted a High School Equivalency Diploma.
Certificate of High School Achievement

Certificate of High School Achievement

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

80 credits○ including the following:

- English Language Arts 20-2 OR 30-4
- Mathematics 10-3 OR 20-4
- Science 14 OR 20-4
- Social Studies 10-2 OR 20-4

- Physical Education 10 (3 credits)○
- Career and Life Management (3 credits)○
- 5 credits in:

    - 30-level Knowledge and Employability occupational course, or
    - advanced level (3000 series) in Career and Technology Studies courses○, or
    - 30-level locally developed course with an occupational focus

AND

- 5 credits in:

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

OR

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

❶ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course or be identified as a Knowledge and Employability student (710 code) within the 12 months previous to the awarding of the Certificate.

❷ See information on exemption from the physical education requirement.

❸ See information on exemption from the CALM requirement.

❹ Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of "5 credits in Advanced level (3000 series) in Career and Technology Studies courses."

❺ Refer to the Off-campus Education Handbook for additional information.

❻ Refer to the Alberta Education website for additional Green Certificate information.

❼ Refer to the Off-campus Education Handbook for additional information.

C. Post-Secondary Attendance

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

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

D. Apprenticeship

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

Students registered in an apprenticeship program who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement and are no longer registered in school are considered non-credentialed high school completers. The Alberta Student Number is

used to match students from the Grade 10 Cohort with the apprentices in Alberta Advanced Education's apprenticeship information system (ATOMS). Students in a Registered Apprenticeship Program (RAP) are excluded because they are still in high school. Students identified as both attending a post-secondary institution and having registered in an apprenticeship program are reported as attending a post-secondary institution.

E. Academic Standing

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

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

Letter Name-Sound (LeNS)

The Letter Name-Sound (LeNS) Test, developed by Professor Rauno Parrila and Associate Professor Saskia Kohnen at the Macquarie University Centre for Reading. The LeNS assessment is designed to make sure that the child has the foundational phonics skills to develop into an independent reader. As such, it assesses a student's ability to sound out single letters and letter combinations (e.g., n, d, e, ch, ay, oa, oy).The Tests Nom et son des lettres (NSLe) is the equivalent in French to the LeNS Test. It was developed by Professor Alain Desrochers at the University of Ottawa. It assesses a student's ability to sound out single letters and French letter combinations (e.g., a, s, r, ou, ch, ain). (General Information Bulletin: Literacy and Numeracy Screening Assessments, 2024-2025)

For further information, see *Provincial Kindergarten to Grade 3 Literacy Screening Assessments LeNS and CC3 Interpretation Guide*.

Numeracy Screening Assessment

Provincial Numeracy Screening Assessments for Kindergarten to Grade 3 have been developed and used with permission by Dr. Heather Douglas, Dr. Chang Xu, Ph.D., and Dr. Jo-Anne LeFevre, Ph.D., Department of Cognitive Science, Carleton University Centre for Applied Cognitive Research, Carleton University. These assessments are rooted in current theory on mathematical cognition and development, and the results of these assessments can be used to help teachers identify and address gaps in their children's and students' foundational understanding of numbers. A set of numeracy intervention activities for each grade level is available for teachers to use as a resource to help these children and students. (General Information Bulletin: Literacy and Numeracy Screening Assessments, 2024-2025)

For more information, see *Provincial Kindergarten to Grade 3 Numeracy Screening Assessments Interpretation Guide*.

OurSCHOOL Survey

CBE administers The Learning Bar's OurSCHOOL Well-Being Survey in the fall to students in grades 4-12. Schools have the option to re-administer the survey in the spring.

The measures are developed by internationally renowned education researcher Dr. J. Douglas Willms in collaboration with subject-matter experts. All measures are based on the latest educational research and are rigorously tested to ensure that they produce reliable and valid results. The survey is focused on measuring the factors that have been proven to directly affect students' academic achievement, health and well-being, engagement and attainment. The survey uses leading indicator metrics that help you take timely action to prevent unwanted outcomes such as drop-out, disengagement or declining well-being before they happen.

(Retrieved Nov Oct. 25, 2024, from https://thelearningbar.com/ourschool-survey/ourschool-student-survey/?lang=en-us)

There are two versions of the survey.

Grades 4 and 5 students have an opportunity to provide feedback on their sense of belonging, positive relationships, anxiety, feeling safe at school.

Grades 6-12 students have an opportunity to provide feedback on their sense of belonging, positive relationships, anxiety, depression, self-esteem, feeling safe at school, life satisfaction, general health, orientation to well-being, goal-oriented, self-regulation, cultural awareness.

The results of the survey are used at both the system and school levels to determine next steps in improving student well-being including specific instructional actions, supports and school processes.

School Development Plan

A school's development plan sets out what needs to be done including the identification of goals, key actions, key outcomes and measures based on the school's data. The school development plan alongside the school improvement results report captures the previous year's improvement story and the plan moving forward. The plan and report are posted to the school's website under the About Us > Our School tab.

For more information, refer to Appendix C | School Development Plan Template.

Appendix F | Alberta Education Assurance Measure Results

The Alberta Education Assurance Measures Overall Summary records the results for specific measures.

Current Result is from 2023-24 for all measures except for the following where the Current Result is from 2022-23:

3-year High School Completion

5-year High School Completion

Based on the year of the Current Result, the year(s) of other results are as follows:

Current Result	Prev Year Result	Prev 3 Year Average
2020-21	2019-20	2017-18, 2018-19, 2019-20
2021-22	2020-21	2018-19, 2019-20, 2020-21
2022-23	2021-22	2019-20, 2020-21, 2021-22
2023-24	2022-23	2020-21, 2021-22, 2022-23

The Measures fall into one of three types.

Achievement:

Diploma Examination (Diploma): Acceptable
Diploma Examination (Diploma): Excellence
Provincial Achievement Test (PAT): Acceptable
Provincial Achievement Test (PAT): Excellence

Alberta Education Assurance (AEA) Survey:

Access to Supports and Services
Citizenship
Education Quality
In-Service Jurisdiction Needs
Parental Involvement
Program of Studies
Program of Studies – At Risk Students
School Improvement
Student Learning Engagement
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

Demographic:

3-year High School Completion
5-year High School Completion

Methodology Rate Calculation for Demographic Measures | Summary

The methodology for rate calculation varies by measure. For detailed information, refer to the “AEAM methodology documents” section of Alberta Education’s Assurance and accountability in Alberta’s K to 12 education system webpage.

High School Completion rates are based on the Grade 10 Cohort. Students are included in the Grade 10 Cohort in the first school year in which they have a Grade 10 registration as of September 30 and they remain attached to that school’s Cohort whether they remain registered at the school or not.

High School Completion Rate (3-year) is the percentage of students in the Grade 10 Cohort who have completed high school by the end of their third year, adjusted for attrition. High school completion is defined as:

- receiving an Alberta high school diploma, certificate of high school achievement or high school equivalency;
- entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or
- earning credit in a minimum of five grade 12 courses, including a Language Arts diploma exam course and three other diploma examination courses.

Alberta Education Evaluations: 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 with the previous three-year average. A chi-square statistical test is used by Alberta Education to determine the significance of the improvement.

Note | A result is considered statistically significant when it was unlikely to have occurred. There are several statistical tests used to determine significance, including chi-square tests.

The Overall Evaluation combines the Achievement Evaluation and the Improvement Evaluation.

Impact of COVID-19 Pandemic on Provincial Assessments

Alberta Education included the following in the Fall 2024 school authority Alberta Education Assurance Measures Results reports:

> Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time

Impact of Security Breaches on Provincial Assessments

Alberta Education included the following in the Fall 2024 school authority Alberta Education Assurance Measures Results reports:

> Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results

How to Read the Alberta Education Assurance Measures Overall Summary

Achievement Evaluation

The 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 three-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 five Achievement Evaluation levels for each measure.

Required Assurance Measures

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT6: Acceptable	0.00 – 58.97	58.97 – 68.15	68.15 – 76.62	76.62 – 83.55	83.55 – 100.00
PAT6: Excellence	0.00 – 7.30	7.30 – 12.45	12.45 – 19.08	19.08 – 30.09	30.09 – 100.00
PAT9: Acceptable	0.00 – 62.37	62.37 – 67.35	67.35 – 76.70	76.70 – 81.94	81.94 – 100.00
PAT9: Excellence	0.00 – 9.69	9.69 – 13.44	13.44 – 18.38	18.38 – 23.38	23.38 – 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Note

1 | For all measures: 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%.

Supplemental Assurance Measures

Measure	Very Low	Low	Intermediate	High	Very High
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 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
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Note

1 | For all measures: 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%.

Diploma Examinations

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes |

1 | 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 | Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Provincial Achievement Tests

Course	Measure	Very Low	Low	Intermediate	High	Very High
French Lang Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Lang Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Lang Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Lang Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes |

1 | 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 | Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, 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 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 five 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

Additional Notes

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

2 | Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

3 | Aggregated Grade 6 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grades 6)

4 | Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).

5 | Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

6 | Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

7 | Beginning in 2022/23, results for the Grade 6 Provincial Achievement Test results do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

8 | Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

9 | 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Appendix G | AEA Survey Results

Measure		2019-20		2020-21		2021-22		2022-23		2023-24		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Access to Supports & Services: The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.														
Overall	Authority	n/a	n/a	34 585	78.9	36 894	77.9	39 329	76.9	40160	76.3	n/a	Declined Significantly	n/a
	Province	n/a	n/a	230 761	82.6	249 570	81.6	256 994	80.6	264733	79.9	n/a	Declined Significantly	n/a
Parent	Authority	n/a	n/a	5248	73.4	4908	72.9	5647	71.4	4942	70.6	n/a	Declined	n/a
	Province	n/a	n/a	30 936	78.9	31 684	77.4	31 847	75.7	33177	75.4	n/a	Declined Significantly	n/a
Student	Authority	n/a	n/a	24 214	78.2	26 832	77.8	28 198	76.7	29220	75.8	n/a	Declined Significantly	n/a
	Province	n/a	n/a	169 631	80.2	186 935	80.1	192 805	79.9	199516	78.7	n/a	Declined Significantly	n/a
Teacher	Authority	n/a	n/a	5123	85.1	5154	83.0	5484	82.7	5998	82.3	n/a	Maintained	n/a
	Province	n/a	n/a	30 194	88.7	30 951	87.3	32 342	86.2	32040	85.6	n/a	Declined Significantly	n/a
Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.														
Overall	Authority	39 592	81.2	34 624	80.3	36 950	79.2	39 408	76.9	40260	75.6	Intermediate	Declined Significantly	Issue
	Province	264 413	83.3	230 843	83.2	249 770	81.4	257 231	80.3	265100	79.4	High	Declined Significantly	Issue
Parent	Authority	5919	78.6	5247	76.9	4909	77.7	5654	76.1	4950	74.6	High	Declined Significantly	Issue
	Province	36 891	82.4	30 905	81.4	31 689	80.4	31 869	79.4	33217	78.7	High	Declined Significantly	Issue
Student	Authority	27 653	73.6	24 251	72.1	26 883	70.8	28 272	68.7	29307	67.0	Intermediate	Declined Significantly	Issue
	Province	193 577	73.8	169 741	74.1	187 120	72.1	193 015	71.3	199816	69.6	High	Declined Significantly	Issue
Teacher	Authority	6020	91.5	5126	91.9	5158	89.2	5482	86.0	6003	85.1	Low	Declined Significantly	Concern
	Province	33 945	93.6	30 197	94.1	30 961	91.7	32 347	90.3	32067	89.8	Intermediate	Declined Significantly	Issue
Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.														
Overall	Authority	39 634	89.0	34 621	88.1	36 920	87.9	39 512	86.5	40429	85.4	Intermediate	Declined Significantly	Issue
	Province	264 623	90.3	230 814	89.6	249 532	89.0	257 584	88.1	265643	87.6	High	Declined Significantly	Issue
Parent	Authority	5 925	82.8	5 269	83.7	4 912	84.0	5659	82.0	4955	80.6	Intermediate	Declined Significantly	Issue
	Province	36 907	86.7	31 024	86.7	31 728	86.1	31 890	84.4	33250	83.8	High	Declined Significantly	Issue
Student	Authority	27 689	88.3	24 228	85.7	26 852	85.2	28 367	84.4	29471	83.4	Low	Declined Significantly	Concern
	Province	193 763	87.8	169 589	86.3	186 834	85.9	193 343	85.7	200322	84.9	Intermediate	Declined Significantly	Issue
Teacher	Authority	6 020	95.9	5 124	94.8	5 156	94.4	5486	93.2	6003	92.3	Low	Declined Significantly	Concern
	Province	33 953	96.4	30 201	95.7	30 970	95.0	32 351	94.4	32071	93.9	Intermediate	Declined Significantly	Issue
In-Service Jurisdiction Needs: 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.														
Teacher	Authority	5 980	81.8	5 033	81.2	5 072	80.5	5367	76.6	5850	75.2	Very Low	Declined Significantly	Concern
	Province	33 766	85.0	29 619	84.9	30 280	83.7	31 648	82.2	31298	81.1	Low	Declined Significantly	Concern
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.														
Overall	Authority	11 843	79.0	10 328	76.6	10 029	77.3	11 069	76.8	10885	76.5	Intermediate	Maintained	Acceptable
	Province	70 377	81.8	60 919	79.5	62 412	78.8	63 935	79.1	64949	79.5	High	Improved Significantly	Good
Parent	Authority	5850	69.5	5239	68.7	4895	70.9	5612	70.6	4920	71.6	High	Maintained	Good
	Province	36 556	73.9	30 886	72.2	31 598	72.3	31 720	72.5	33070	74.4	Very High	Improved Significantly	Excellent
Teacher	Authority	5993	88.5	5089	84.6	5134	83.7	5457	83.0	5965	81.4	Low	Declined Significantly	Concern
	Province	33 821	89.6	30 033	86.8	30 814	85.2	32 215	85.7	31879	84.6	Low	Declined Significantly	Concern
Program of Studies: 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														
Overall	Authority	28 442	82.7	23 788	81.5	25 328	82.6	27 748	82.0	28445	81.7	Very High	Declined	Good
	Province	184 393	82.4	157 680	81.9	172 339	82.9	179 589	82.9	184554	82.8	Very High	Declined	Good
Parent	Authority	5 922	76.7	5 231	79.0	4 900	80.6	5633	80.5	4938	80.4	High	Maintained	Good
	Province	36 901	80.1	30 817	81.7	31 625	82.4	31 780	82.2	33145	82.3	Very High	Maintained	Excellent
Student	Authority	16 499	82.5	13 431	77.2	15 272	78.8	16 633	77.8	17514	76.8	Very High	Declined Significantly	Acceptable
	Province	113 541	77.8	96 676	74.9	109 776	76.9	115 487	77.4	119382	76.7	Very High	Declined Significantly	Acceptable
Teacher	Authority	6 021	88.7	5 126	88.3	5 156	88.4	5482	87.8	5993	87.9	High	Maintained	Good
	Province	33 951	89.3	30 187	89.2	30 938	89.3	32 322	89.3	32027	89.2	High	Maintained	Good

Measure		2019-20		2020-21		2021-22		2022-23		2023-24		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Program of Studies - At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.														
Overall	Authority	39 542	82.5	34 574	79.2	36 884	78.3	39 308	77.5	40148	76.7	Very Low	Declined Significantly	Concern
	Province	264 165	84.9	230 686	82.7	249 524	81.9	256 932	81.2	264651	80.6	Low	Declined Significantly	Concern
Parent	Authority	5912	72.0	5240	70.7	4900	70.1	5636	68.4	4933	67.8	Very Low	Declined	Concern
	Province	36 846	78.1	30 874	76.7	31 643	75.3	31 805	73.7	33110	73.5	Low	Declined Significantly	Concern
Student	Authority	27618	82.0	24 214	78.2	26 832	77.8	28 198	76.7	29220	75.8	Very Low	Declined Significantly	Concern
	Province	193 409	82.2	169 631	80.2	186 935	80.1	192 805	79.9	199516	78.7	Low	Declined Significantly	Concern
Teacher	Authority	6012	93.5	5120	88.7	5152	87.1	5474	87.4	5995	86.6	Very Low	Declined	Concern
	Province	33 910	94.4	30 181	91.2	30 946	90.3	32 322	89.9	32025	89.5	Very Low	Declined Significantly	Concern
School Improvement: Percentage of teacher, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.														
Overall	Authority	38 965	79.7	33 236	79.0	35 712	71.9	38 017	71.2	38771	71.8	Intermediate	Maintained	Acceptable
	Province	262 079	81.5	224 041	81.4	243 980	74.2	251 355	75.2	258502	75.8	Intermediate	Improved Significantly	Good
Parent	Authority	5712	74.0	4664	78.2	4626	67.4	5322	68.5	4684	70.6	Intermediate	Improved Significantly	Good
	Province	35 896	80.0	28 016	81.7	30 147	70.0	30 371	72.5	31538	75.2	High	Improved Significantly	Good
Student	Authority	27 453	79.9	23 859	77.3	26 368	74.3	27 798	71.3	28769	70.8	Low	Declined Significantly	Concern
	Province	192 917	79.6	167 992	79.1	185 107	76.3	191 142	75.0	197479	74.0	Intermediate	Declined Significantly	Issue
Teacher	Authority	5800	85.2	4713	81.6	4718	73.9	4897	73.6	5318	74.0	Intermediate	Maintained	Acceptable
	Province	33 266	85.0	28 033	83.4	28 726	76.3	29 842	78.0	29485	78.2	Intermediate	Improved Significantly	Good
Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.														
Overall	Authority	n/a	n/a	34 644	84.8	36 936	84.7	39 401	83.7	40260	82.5	n/a	Declined Significantly	n/a
	Province	n/a	n/a	230 956	85.6	249 740	85.1	257 214	84.4	265079	83.7	n/a	Declined Significantly	n/a
Parent	Authority	n/a	n/a	5 266	86.5	4 906	86.9	5655	85.3	4951	83.8	n/a	Declined Significantly	n/a
	Province	n/a	n/a	30 994	89.0	31 694	88.7	31 862	87.3	33209	86.7	n/a	Declined Significantly	n/a
Student	Authority	n/a	n/a	24 258	72.8	26 879	72.4	28 269	71.5	29311	69.9	n/a	Declined Significantly	n/a
	Province	n/a	n/a	169 789	71.8	187 102	71.3	193 029	70.9	199823	69.3	n/a	Declined Significantly	n/a
Teacher	Authority	n/a	n/a	5 120	95.0	5 151	94.9	5477	94.5	5998	93.9	n/a	Declined	n/a
	Province	n/a	n/a	30 173	96.0	30 944	95.5	32 323	95.1	32047	95.1	n/a	Declined	n/a
Welcoming, Caring, Respectful and Safe Learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.														
Overall	Authority	n/a	n/a	34 668	86.0	36 995	84.9	39 456	82.4	40318	81.5	n/a	Declined Significantly	n/a
	Province	n/a	n/a	231 091	87.8	249 941	86.1	257 391	84.7	265321	84	n/a	Declined Significantly	n/a
Parent	Authority	n/a	n/a	5259	85.5	4910	85.5	5658	83.6	4952	82.6	n/a	Declined Significantly	n/a
	Province	n/a	n/a	30 980	88.2	31 715	86.9	31 885	85.6	33232	85.3	n/a	Declined Significantly	n/a
Student	Authority	n/a	n/a	24 282	78.9	26 927	77.4	28 314	74.9	29363	73.9	n/a	Declined Significantly	n/a
	Province	n/a	n/a	169 900	79.8	187 258	77.7	193 156	76.6	200020	75.2	n/a	Declined Significantly	n/a
Teacher	Authority	n/a	n/a	5127	93.6	5158	91.9	5484	88.7	6003	88.1	n/a	Declined Significantly	n/a
	Province	n/a	n/a	30 211	95.3	30 968	93.6	32 350	92.0	32069	91.6	n/a	Declined Significantly	n/a

Measure	Group	Grade	Question	2020-21	2021-22	2022-23	2023-24
Student Learning Engagement	Parent	Grade 4-6	Your child is learning what they need to know	83	81	79	76
		Grade 4-6	The literacy skills your child is learning at school are useful	93	93	91	91
		Grade 4-6	The numeracy skills your child is learning at school are useful	91	91	90	90
		Grade 7-9	Your child is learning what they need to know	78	77	76	72
		Grade 7-9	The literacy skills your child is learning at school are useful	90	90	89	87
		Grade 7-9	The numeracy skills your child is learning at school are useful	89	88	88	88
		Grade 10-12	Your child is learning what they need to know	76	80	77	77
		Grade 10-12	The literacy skills your child is learning at school are useful	88	89	87	85
		Grade 10-12	The numeracy skills your child is learning at school are useful	86	89	87	86
	Student	Grade 4-6	Do you like learning language arts	73	70	69	68
		Grade 4-6	Do you like learning math	72	72	71	69
		Grade 7-9	The language arts I am learning at school is interesting to me	69	69	65	66
		Grade 7-9	I understand how the language arts I am learning at school is useful to me	82	82	79	78
		Grade 7-9	The mathematics I am learning at school is interesting to me	63	62	61	60
		Grade 7-9	I understand how the mathematics I am learning at school is useful to me	80	79	79	75
		Grade 7-9	I understand how the science I am learning at school is useful to me	84	84	83	80
		Grade 7-9	I understand how the social studies I am learning at school is useful to me	68	73	68	66
		Grade 7-9	The science I am learning at school is interesting to me	81	81	79	77
		Grade 7-9	The social studies I am learning at school is interesting to me	66	68	65	64
		Grade 10-12	The language arts I am learning at school is interesting to me	61	61	61	61
		Grade 10-12	I understand how the language arts I am learning at school is useful to me	80	80	80	77
		Grade 10-12	The mathematics I am learning at school is interesting to me	60	60	62	61
		Grade 10-12	I understand how the mathematics I am learning at school is useful to me	71	72	72	72
		Grade 10-12	I understand how the science I am learning at school is useful to me	85	82	83	81
		Grade 10-12	I understand how the social studies I am learning at school is useful to me	71	73	75	70
	Teacher	Grade 4-6	Students at your school are learning what they need to know	96	94	94	93
		Grade 4-6	The literacy skills students are learning at your school are useful	98	97	98	98
		Grade 4-6	The numeracy skills students are learning at your school are useful	98	97	97	97
		Grade 7-9	Students at your school are learning what they need to know	93	92	89	88
		Grade 7-9	The literacy skills students are learning at your school are useful	94	95	94	94
		Grade 7-9	The numeracy skills students are learning at your school are useful	92	93	93	94
		Grade 10-12	Students at your school are learning what they need to know	88	88	87	87
		Grade 10-12	The literacy skills students are learning at your school are useful	91	90	92	91
		Grade 10-12	The numeracy skills students are learning at your school are useful	88	87	90	89

Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Theme	Question	2023-24 Percentage Agreement
School Connectedness and Belonging	I feel safe	77.0
	I feel safe on the way to and from school	84.3
	I feel welcome	80.3
	I feel like I belong	73.0
	My teachers care about me	77.7
	I am treated fairly by adults	78.3
	I am encouraged to try my best	87.0
	It is easy to get help with school work	80.7
	I can get help with problems that are not about school work	62.7
	Other students treat me well	76.3
	Students care about each other	59.0
Regulation	Students follow the rules	48.0
	Students help each other	71.0
	Students respect each other	56.7

AEA Survey: Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Themes	2023-24 Percentage Agreement
Diversity and Inclusion	n/a
Regulation	59.2
Resilience and Mental Health	n/a
School Connectedness and Belonging	76.0

Appendix H | CBE Student Survey Results

Percentage of agreement for the students who self-identify as Indigenous with the suite of questions tied to each summary measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement
Indigenous Education Holistic Lifelong Learning Framework	68.9	73.1 (1927)	72.0 ()
Adaptability Summary	69.3	74.1 (1666)	73.6 ()
Emotional Health Summary	59.4	64.7 (1584)	64.3 ()
Physical Health Summary	62.4	64.7 (1693)	65.1 ()
Resiliency and Perseverance Summary	75.5	76.3 (1643)	75.5 ()
Respectfully Challenging Policies or Decisions Summary	65.0	66.5 (1608)	64.2 ()
Risk-taking Summary	79.2	78.4 (1583)	73.7 ()
Social Health Summary	78.9	77.6 (1767)	80.0 ()

Percentage of agreement for all students with the suite of questions tied to each summary measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement
Indigenous Education Holistic Lifelong Learning Framework	72.2	74.0	73.2
Respectfully Challenging Policies or Decisions Summary	65.5	65.9	64.2

CBE Student Survey: Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Themes	2023-24 Percentage Agreement
Diversity and Inclusion	78.3
School Connectedness and Belonging	74.8
Regulation	76.5
Resilience and Mental Health	81.6

Appendix I | OurSCHOOL Survey Results by Grade

OurSCHOOL Survey: Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Themes	2023-24 Percentage Agreement
Diversity and Inclusion	61.3
School Connectedness and Belonging	74.6
Regulation	62.8
Resilience and Mental Health	68.4

Summary Measure	Grade	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement
Cultural Awareness - Others	6	78	78	75
	7	78	78	74
	8	79	79	76
	9	83	79	77
	10	84	82	79
	11	84	82	80
	12	84	82	81
Cultural Awareness - Own	6	56	58	60
	7	54	55	57
	8	55	57	58
	9	58	58	59
	10	63	63	63
	11	64	63	66
	12	67	64	67
Goal Orientation	6	71	73	73
	7	64	66	68
	8	59	62	62
	9	61	61	62
	10	60	63	62
	11	61	61	63
	12	63	61	64
Self-regulation	6	66	66	64
	7	63	63	62
	8	60	59	59
	9	60	60	60
	10	60	60	60
	11	59	58	61
	12	60	59	61
Low Levels of Depression	6	79	80	81
	7	77	77	79
	8	72	74	75
	9	70	72	74
	10	68	69	72
	11	65	67	69
	12	64	64	66

Summary Measure	Grade	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement
Low levels of Anxiety	4	79	78	72
	5	78	76	71
	6	76	75	76

	7	71	72	73
	8	68	68	70
	9	66	67	70
	10	67	67	69
	11	68	67	68
	12	69	68	69
Feel safe attending this school* *Only cases where the student agreed with the statements of all three questions of this summary measure are included.	4	71	70	68
	5	70	68	67
	6	68	67	64
	7	64	62	59
	8	60	56	53
	9	62	56	54
	10	60	57	55
	11	60	56	54
	12	62	57	55
Positive Relationships	4	79	78	80
	5	80	79	81
	6	74	75	75
	7	76	76	76
	8	77	76	76
	9	78	76	75
	10	74	74	72
	11	74	73	72
	12	74	73	73
Sense of Belonging	4	81	81	80
	5	77	76	76
	6	71	72	71
	7	68	69	69
	8	65	65	63
	9	65	64	64
	10	65	66	66
	11	63	64	64
	12	64	62	64

Appendix J | Diploma Examination Results

Note | Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and the 2020/2021 school years. The 2021/2022 results do not include the results of the January 2022 diploma exam administration as this administration was cancelled due to the COVID-19 context. As such, the 2021/2022 results are not comparable with previous years' results. Caution should be exercised when interpreting and comparing the results over time.

Cohort	Measure	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All	Diploma: Acceptable	86.6	n/a	n/a	81.1	85	86.2
	Diploma: Excellence	32.2	n/a	n/a	26.5	29.5	31.9
English as an Additional Language Learners	Diploma: Acceptable	76	n/a	n/a	65.7	70.8	72.9
	Diploma: Excellence	21.2	n/a	n/a	15.2	17.9	18.8
Self-Identify as Indigenous	Diploma: Acceptable	83.4	n/a	n/a	77.1	81	85.3
	Diploma: Excellence	15.9	n/a	n/a	10.2	17.4	21.1
With Identified Special Education Needs	Diploma: Acceptable	83.5	n/a	n/a	77.0	82.0	82.8
	Diploma: Excellence	20.7	n/a	n/a	19.2	19.3	22.2

All		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	86.4	86.3	86.3	84.2	83.7	83.7
	Diploma: Excellence	High	Maintained	Good	14.4	14.4	14.4	10.1	10.5	10.5
English Lang Arts 30-2	Diploma: Acceptable	Low	Maintained	Issue	86.2	86.9	86.9	85.7	86.2	86.2
	Diploma: Excellence	High	Maintained	Good	15.6	15.6	15.6	12.9	12.7	12.7
French Lang Arts 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	97.5	96.9	96.9	95.3	93.1	93.1
	Diploma: Excellence	Intermediate	Improved	Good	11.9	8.8	8.8	8.6	6.1	6.1
Mathematics 30-1	Diploma: Acceptable	n/a	Improved Significantly	n/a	83.9	78.4	78.4	75.4	70.8	70.8
	Diploma: Excellence	n/a	Improved Significantly	n/a	48.9	40.1	40.1	34.9	29.0	29.0
Mathematics 30-2	Diploma: Acceptable	n/a	Declined	n/a	75.2	77.4	77.4	70.9	71.1	71.1
	Diploma: Excellence	n/a	Maintained	n/a	20.4	19.8	19.8	15.4	15.2	15.2
Social Studies 30-1	Diploma: Acceptable	High	Improved Significantly	Good	90.6	88.9	88.9	85.2	83.5	83.5
	Diploma: Excellence	Very High	Improved Significantly	Excellent	25	22.8	22.8	18.7	15.9	15.9
Social Studies 30-2	Diploma: Acceptable	Intermediate	Maintained	Acceptable	82.5	82.3	82.3	77.6	78.1	78.1
	Diploma: Excellence	High	Maintained	Good	20.2	19.8	19.8	12.7	12.3	12.3
Biology 30	Diploma: Acceptable	High	Maintained	Good	88.8	88.2	88.2	83.1	82.7	82.7
	Diploma: Excellence	Very High	Maintained	Excellent	45	44.1	44.1	33.7	32.8	32.8
Chemistry 30	Diploma: Acceptable	Very High	Improved Significantly	Excellent	88.1	85.6	85.6	82.9	80.5	80.5
	Diploma: Excellence	Very High	Improved Significantly	Excellent	51	48.2	48.2	38	37.0	37.0
Physics 30	Diploma: Acceptable	Very High	Improved	Excellent	90.8	89.9	89.9	85.1	82.3	82.3
	Diploma: Excellence	Very High	Improved Significantly	Excellent	57.6	54.2	54.2	43.1	39.9	39.9
Science 30	Diploma: Acceptable	Intermediate	Improved Significantly	Good	84.6	81.2	81.2	81.3	79.4	79.4
	Diploma: Excellence	High	Maintained	Good	27.3	25.7	25.7	24.6	23.1	23.1

All		Results (in percentages)											
		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	86.9	15.4	n/a	n/a	n/a	n/a	81.6	13.9	86.3	14.4	86.4	14.4
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1
English Lang Arts 30-2	Authority	86.9	14.7	n/a	n/a	n/a	n/a	81.9	15.8	86.9	15.6	86.2	15.6
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9
French Lang Arts 30-1	Authority	94.9	18.9	n/a	n/a	n/a	n/a	92.3	5.8	96.9	8.8	97.5	11.9
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6
Mathematics 30-1	Authority	83.4	45.5	n/a	n/a	n/a	n/a	66.5	24.4	78.4	40.1	83.9	48.9
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23	70.8	29.0	75.4	34.9
Mathematics 30-2	Authority	77.7	19.6	n/a	n/a	n/a	n/a	68.1	15.1	77.4	19.8	75.2	20.4
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4
Social Studies 30-1	Authority	90.7	24.1	n/a	n/a	n/a	n/a	88	24.5	88.9	22.8	90.6	25.0
	Province	86.6	17	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7
Social Studies 30-2	Authority	83.6	19.4	n/a	n/a	n/a	n/a	80.2	23.8	82.3	19.8	82.5	20.2
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7
Biology 30	Authority	87.8	45.9	n/a	n/a	n/a	n/a	82.9	37.9	88.2	44.1	88.8	45.0
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7
Chemistry 30	Authority	89.4	53.3	n/a	n/a	n/a	n/a	85.8	43.1	85.6	48.2	88.1	51.0
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0
Physics 30	Authority	90.8	56.2	n/a	n/a	n/a	n/a	86.9	47.9	89.9	54.2	90.8	57.6
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1
Science 30	Authority	85.8	33.1	n/a	n/a	n/a	n/a	80	21.9	81.2	25.7	84.6	27.3
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6

English as an Additional Language Learners		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Very Low	Maintained	Concern	64.8	64.5	64.5	61.3	63.3	63.3
	Diploma: Excellence	Low	Maintained	Issue	2.8	3.0	3.0	2.7	3.7	3.7
English Lang Arts 30-2	Diploma: Acceptable	Very Low	Maintained	Concern	73.6	73.2	73.2	70	71.5	71.5
	Diploma: Excellence	Low	Declined	Issue	5.5	6.9	6.9	5.2	5.5	5.5
French Lang Arts 30-1	Diploma: Acceptable	*	*	*	*	*	*	85.7	85.2	85.2
	Diploma: Excellence	*	*	*	*	*	*	19	0.0	0.0
Mathematics 30-1	Diploma: Acceptable	n/a	Improved Significantly	n/a	73.7	65.0	65.0	64	61.1	61.1
	Diploma: Excellence	n/a	Improved Significantly	n/a	39.9	31.8	31.8	27.6	23.1	23.1
Mathematics 30-2	Diploma: Acceptable	n/a	Maintained	n/a	64.8	64.7	64.7	57.7	58.5	58.5
	Diploma: Excellence	n/a	Maintained	n/a	12	12.2	12.2	9	9.7	9.7
Social Studies 30-1	Diploma: Acceptable	Low	Maintained	Issue	79.2	76.3	76.3	70.5	72.7	72.7
	Diploma: Excellence	Intermediate	Maintained	Acceptable	12.8	10.5	10.5	10.7	8.8	8.8
Social Studies 30-2	Diploma: Acceptable	Low	Improved Significantly	Good	72.8	67.6	67.6	63.2	62.5	62.5
	Diploma: Excellence	Intermediate	Maintained	Acceptable	12.4	11.6	11.6	8.3	7.8	7.8
Biology 30	Diploma: Acceptable	Low	Maintained	Issue	78.9	79.4	79.4	69.7	72.8	72.8
	Diploma: Excellence	High	Maintained	Good	32.9	32.4	32.4	23.6	24.7	24.7
Chemistry 30	Diploma: Acceptable	Intermediate	Maintained	Acceptable	77	76.8	76.8	73.2	73.5	73.5
	Diploma: Excellence	Very High	Maintained	Excellent	36.9	36.2	36.2	29.6	29.9	29.9
Physics 30	Diploma: Acceptable	Intermediate	Declined Significantly	Issue	78	86.2	86.2	71.3	75.7	75.7
	Diploma: Excellence	Very High	Maintained	Excellent	41.7	42.5	42.5	32.9	32.3	32.3
Science 30	Diploma: Acceptable	Low	Improved	Acceptable	69.9	63.4	63.4	69	67.4	67.4
	Diploma: Excellence	Intermediate	Maintained	Acceptable	15.4	13.0	13.0	16.2	16.1	16.1

English as an Additional Language Learners		Results (in percentages)											
		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	67.9	3.4	n/a	n/a	n/a	n/a	60.5	2.0	64.5	3.0	64.8	2.8
	Province	68.1	3.3	n/a	n/a	n/a	n/a	55.5	2.6	63.3	3.7	61.3	2.7
English Lang Arts 30-2	Authority	74.0	5.2	n/a	n/a	n/a	n/a	66.2	2.6	73.2	6.9	73.6	5.5
	Province	73.1	4.8	n/a	n/a	n/a	n/a	63.9	3.7	71.5	5.5	70.0	5.2
French Lang Arts 30-1	Authority	100.0	25.0	n/a	n/a	n/a	n/a	*	*	*	*	*	*
	Province	93.0	20.9	n/a	n/a	n/a	n/a	93.8	12.5	85.2	0.0	85.7	19.0
Mathematics 30-1	Authority	77.2	36.9	n/a	n/a	n/a	n/a	50.0	19.1	65.0	31.8	73.7	39.9
	Province	71.7	27.6	n/a	n/a	n/a	n/a	52.2	19.2	61.1	23.1	64.0	27.6
Mathematics 30-2	Authority	71.5	12.1	n/a	n/a	n/a	n/a	58.6	8.3	64.7	12.2	64.8	12.0
	Province	68.8	11.6	n/a	n/a	n/a	n/a	46.9	6.3	58.5	9.7	57.7	9.0
Social Studies 30-1	Authority	82.9	12.9	n/a	n/a	n/a	n/a	75.0	11.7	76.3	10.5	79.2	12.8
	Province	79.1	9.6	n/a	n/a	n/a	n/a	68.7	9.0	72.7	8.8	70.5	10.7
Social Studies 30-2	Authority	74.1	11.9	n/a	n/a	n/a	n/a	68.0	13.9	67.6	11.6	72.8	12.4
	Province	65.7	7.5	n/a	n/a	n/a	n/a	55.6	7.1	62.5	7.8	63.2	8.3
Biology 30	Authority	80.2	31.2	n/a	n/a	n/a	n/a	68.8	30.7	79.4	32.4	78.9	32.9
	Province	76.6	24.7	n/a	n/a	n/a	n/a	61.0	18.0	72.8	24.7	69.7	23.6
Chemistry 30	Authority	79.8	44.8	n/a	n/a	n/a	n/a	76.9	33.5	76.8	36.2	77.0	36.9
	Province	78.8	34.6	n/a	n/a	n/a	n/a	67.9	23.5	73.5	29.9	73.2	29.6
Physics 30	Authority	85.6	47.6	n/a	n/a	n/a	n/a	75.6	40.2	86.2	42.5	78.0	41.7
	Province	79.3	32.3	n/a	n/a	n/a	n/a	63.1	26.4	75.7	32.3	71.3	32.9
Science 30	Authority	78.0	19.5	n/a	n/a	n/a	n/a	58.2	12.7	63.4	13.0	69.9	15.4
	Province	78.3	21.8	n/a	n/a	n/a	n/a	59.7	11.8	67.4	16.1	69.0	16.2

Self-Identify as Indigenous		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	88	86.3	86.3	81.7	78.3	78.3
	Diploma: Excellence	High	Maintained	Good	11.3	12.1	12.1	6.9	6.1	6.1
English Lang Arts 30-2	Diploma: Acceptable	Low	Maintained	Issue	88.6	91.5	91.5	86	86.5	86.5
	Diploma: Excellence	Intermediate	Maintained	Acceptable	14.3	15.5	15.5	10.8	9.9	9.9
French Lang Arts 30-1	Diploma: Acceptable	Very High	n/a	n/a	100	n/a	n/a	88.9	83.8	83.8
	Diploma: Excellence	Low	n/a	n/a	0	n/a	n/a	0	2.7	2.7
Mathematics 30-1	Diploma: Acceptable	n/a	Improved	n/a	83.3	75.0	75.0	64.4	60.6	60.6
	Diploma: Excellence	n/a	Maintained	n/a	26.4	21.2	21.2	17	15.0	15.0
Mathematics 30-2	Diploma: Acceptable	n/a	Maintained	n/a	80	82.5	82.5	64.8	65.8	65.8
	Diploma: Excellence	n/a	Maintained	n/a	18.5	17.5	17.5	10.1	12.1	12.1
Social Studies 30-1	Diploma: Acceptable	High	Improved Significantly	Good	92.2	78.6	78.6	79.1	73.0	73.0
	Diploma: Excellence	Very High	Improved	Excellent	22.2	13.1	13.1	10.6	8.6	8.6
Social Studies 30-2	Diploma: Acceptable	Intermediate	Improved	Good	80.2	74.2	74.2	72.9	72.3	72.3
	Diploma: Excellence	Intermediate	Maintained	Acceptable	12.6	12.3	12.3	6.6	5.4	5.4
Biology 30	Diploma: Acceptable	Low	Maintained	Issue	77.1	76.3	76.3	72.8	72.5	72.5
	Diploma: Excellence	High	Improved Significantly	Good	31.3	15.8	15.8	17	19.1	19.1
Chemistry 30	Diploma: Acceptable	Very High	Maintained	Excellent	87.5	82.0	82.0	78.2	70.0	70.0
	Diploma: Excellence	Very High	Improved	Excellent	48.2	38.0	38.0	23.5	24.0	24.0
Physics 30	Diploma: Acceptable	High	Maintained	Good	85.7	82.4	82.4	80.4	72.0	72.0
	Diploma: Excellence	Very High	Maintained	Excellent	42.9	52.9	52.9	23.2	26.8	26.8
Science 30	Diploma: Acceptable	High	Improved Significantly	Good	96.8	71.4	71.4	78.1	75.3	75.3
	Diploma: Excellence	Very High	Improved	Excellent	41.9	25.7	25.7	18.5	18.7	18.7

Self-Identify as Indigenous		Results (in percentages)											
		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	85.0	8.0	n/a	n/a	n/a	n/a	79.6	2.0	86.3	12.1	88.0	11.3
	Province	84.4	5.4	n/a	n/a	n/a	n/a	73.5	4.4	78.3	6.1	81.7	6.9
English Lang Arts 30-2	Authority	89.4	18.3	n/a	n/a	n/a	n/a	85.7	9.5	91.5	15.5	88.6	14.3
	Province	88.4	9.7	n/a	n/a	n/a	n/a	82.1	9.2	86.5	9.9	86.0	10.8
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	100.0	0.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.8	2.7	88.9	0.0
Mathematics 30-1	Authority	68.1	19.1	n/a	n/a	n/a	n/a	41.2	5.9	75.0	21.2	83.3	26.4
	Province	61.7	18.2	n/a	n/a	n/a	n/a	50.9	10.5	60.6	15.0	64.4	17.0
Mathematics 30-2	Authority	92.5	17.5	n/a	n/a	n/a	n/a	75.9	6.9	82.5	17.5	80.0	18.5
	Province	72.0	12.0	n/a	n/a	n/a	n/a	55.2	7.3	65.8	12.1	64.8	10.1
Social Studies 30-1	Authority	87.9	12.1	n/a	n/a	n/a	n/a	82.8	10.3	78.6	13.1	92.2	22.2
	Province	77.3	7.6	n/a	n/a	n/a	n/a	72.5	7.4	73.0	8.6	79.1	10.6
Social Studies 30-2	Authority	78.1	8.6	n/a	n/a	n/a	n/a	73.6	8.3	74.2	12.3	80.2	12.6
	Province	70.1	5.8	n/a	n/a	n/a	n/a	66.0	5.4	72.3	5.4	72.9	6.6
Biology 30	Authority	83.0	20.8	n/a	n/a	n/a	n/a	67.6	23.5	76.3	15.8	77.1	31.3
	Province	72.6	17.8	n/a	n/a	n/a	n/a	58.9	11.5	72.5	19.1	72.8	17.0
Chemistry 30	Authority	80.6	41.7	n/a	n/a	n/a	n/a	82.4	17.6	82.0	38.0	87.5	48.2
	Province	72.9	23.7	n/a	n/a	n/a	n/a	62.5	15.4	70.0	24.0	78.2	23.5
Physics 30	Authority	91.7	33.3	n/a	n/a	n/a	n/a	90.0	40.0	82.4	52.9	85.7	42.9
	Province	74.1	25.9	n/a	n/a	n/a	n/a	68.6	25.2	72.0	26.8	80.4	23.2
Science 30	Authority	87.0	21.7	n/a	n/a	n/a	n/a	91.7	0.0	71.4	25.7	96.8	41.9
	Province	84.1	19.5	n/a	n/a	n/a	n/a	70.0	7.2	75.3	18.7	78.1	18.5

With Identified Special Education Needs		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Low	Maintained	Issue	84.6	85.0	85.0	79.3	79.5	79.5
	Diploma: Excellence	Intermediate	Maintained	Acceptable	10.9	9.8	9.8	7.6	7.2	7.2
English Lang Arts 30-2	Diploma: Acceptable	Low	Maintained	Issue	85.9	87.3	87.3	82.3	82.5	82.5
	Diploma: Excellence	High	Maintained	Good	16.8	17.9	17.9	11.1	10.1	10.1
French Lang Arts 30-1	Diploma: Acceptable	Very High	Maintained	Excellent	100.0	97.9	97.9	94.8	92.8	92.8
	Diploma: Excellence	Intermediate	Maintained	Acceptable	9.1	4.2	4.2	6.2	4.1	4.1
Mathematics 30-1	Diploma: Acceptable	n/a	Improved Significantly	n/a	80.2	71.4	71.4	70.7	66.1	66.1
	Diploma: Excellence	n/a	Improved Significantly	n/a	38.1	27.6	27.6	27.2	21.2	21.2
Mathematics 30-2	Diploma: Acceptable	n/a	Declined Significantly	n/a	72.9	78.7	78.7	68.8	67.9	67.9
	Diploma: Excellence	n/a	Maintained	n/a	20.7	21.7	21.7	15.2	13.2	13.2
Social Studies 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	86.3	86.1	86.1	80.7	82.9	82.9
	Diploma: Excellence	High	Maintained	Good	17.4	15.7	15.7	13.3	12.4	12.4
Social Studies 30-2	Diploma: Acceptable	Low	Maintained	Issue	78.7	79.4	79.4	70.9	70.6	70.6
	Diploma: Excellence	High	Maintained	Good	15.2	14.8	14.8	9.5	8.1	8.1
Biology 30	Diploma: Acceptable	Intermediate	Maintained	Acceptable	83.5	84.6	84.6	77.5	79.1	79.1
	Diploma: Excellence	High	Maintained	Good	32.3	30.3	30.3	24.9	23.8	23.8
Chemistry 30	Diploma: Acceptable	Very High	Improved	Excellent	85.1	82.2	82.2	81.1	78.2	78.2
	Diploma: Excellence	Very High	Maintained	Excellent	39.4	37.9	37.9	31.3	31.5	31.5
Physics 30	Diploma: Acceptable	High	Maintained	Good	87.7	85.6	85.6	81.5	78.5	78.5
	Diploma: Excellence	Very High	Improved Significantly	Excellent	51.7	33.5	33.5	37.6	27.3	27.3
Science 30	Diploma: Acceptable	High	Improved	Good	86.8	82.4	82.4	79.1	75.9	75.9
	Diploma: Excellence	High	Improved	Good	26.0	20.2	20.2	20.2	14.2	14.2

With Identified Special Education Needs		Results (in percentages)											
		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	84.9	10.3	n/a	n/a	n/a	n/a	77.1	10.9	85.0	9.8	84.6	10.9
	Province	81.0	7.4	n/a	n/a	n/a	n/a	71.9	7.1	79.5	7.2	79.3	7.6
English Lang Arts 30-2	Authority	87.7	14.8	n/a	n/a	n/a	n/a	85.3	17.2	87.3	17.9	85.9	16.8
	Province	83.1	9.3	n/a	n/a	n/a	n/a	74.5	8.7	82.5	10.1	82.3	11.1
French Lang Arts 30-1	Authority	96.8	22.6	n/a	n/a	n/a	n/a	91.7	4.2	97.9	4.2	100.0	9.1
	Province	84.4	12.5	n/a	n/a	n/a	n/a	89.5	2.6	92.8	4.1	94.8	6.2
Mathematics 30-1	Authority	76.2	31.8	n/a	n/a	n/a	n/a	60.0	21.8	71.4	27.6	80.2	38.1
	Province	72.8	27.2	n/a	n/a	n/a	n/a	55.9	16.0	66.1	21.2	70.7	27.2
Mathematics 30-2	Authority	77.3	17.5	n/a	n/a	n/a	n/a	65.7	13.2	78.7	21.7	72.9	20.7
	Province	71.2	12.9	n/a	n/a	n/a	n/a	57.8	9.7	67.9	13.2	68.8	15.2
Social Studies 30-1	Authority	89.3	16.3	n/a	n/a	n/a	n/a	82.7	18.6	86.1	15.7	86.3	17.4
	Province	83.1	12.5	n/a	n/a	n/a	n/a	76.7	13.7	82.9	12.4	80.7	13.3
Social Studies 30-2	Authority	80.8	12.7	n/a	n/a	n/a	n/a	74.0	18.3	79.4	14.8	78.7	15.2
	Province	69.7	7.1	n/a	n/a	n/a	n/a	63.0	9.2	70.6	8.1	70.9	9.5
Biology 30	Authority	83.9	31.2	n/a	n/a	n/a	n/a	75.3	27.0	84.6	30.3	83.5	32.3
	Province	76.5	23.5	n/a	n/a	n/a	n/a	65.4	18.1	79.1	23.8	77.5	24.9
Chemistry 30	Authority	84.0	39.3	n/a	n/a	n/a	n/a	82.3	31.7	82.2	37.9	85.1	39.4
	Province	80.4	33.6	n/a	n/a	n/a	n/a	76.2	24.6	78.2	31.5	81.1	31.3
Physics 30	Authority	86.4	45.8	n/a	n/a	n/a	n/a	80.2	39.6	85.6	33.5	87.7	51.7
	Province	83.1	33.8	n/a	n/a	n/a	n/a	68.6	27.4	78.5	27.3	81.5	37.6
Science 30	Authority	82.0	31.4	n/a	n/a	n/a	n/a	80.9	19.1	82.4	20.2	86.8	26.0
	Province	79.5	22.4	n/a	n/a	n/a	n/a	74.9	16.2	75.9	14.2	79.1	20.2

English as an Additional Language Learners			Results (in percentages)											
			2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	94.3	23.7	n/a	n/a	n/a	n/a	94.6	22.4	93.8	29.1	96.5	30.4
		Diploma Exam	67.9	3.4	n/a	n/a	n/a	n/a	60.5	2.0	64.5	3.0	64.8	2.8
	Province	School-Awarded	95.3	19.2	n/a	n/a	n/a	n/a	96.4	28.5	95.6	29.7	95.8	30.3
		Diploma Exam	68.1	3.3	n/a	n/a	n/a	n/a	55.5	2.6	63.3	3.7	61.3	2.7
English Lang Arts 30-2	Authority	School-Awarded	92.3	9.0	n/a	n/a	n/a	n/a	94.9	14.5	92.7	12.3	96.8	18.4
		Diploma Exam	74.0	5.2	n/a	n/a	n/a	n/a	66.2	2.6	73.2	6.9	73.6	5.5
	Province	School-Awarded	95.4	11.1	n/a	n/a	n/a	n/a	95.5	14.8	95.8	12.7	96.7	16.5
		Diploma Exam	73.1	4.8	n/a	n/a	n/a	n/a	63.9	3.7	71.5	5.5	70.0	5.2
French Lang Arts 30-1	Authority	School-Awarded	100.0	65.0	n/a	n/a	n/a	n/a	*	*	*	*	*	*
		Diploma Exam	100.0	25.0	n/a	n/a	n/a	n/a	*	*	*	*	*	*
	Province	School-Awarded	100.0	65.1	n/a	n/a	n/a	n/a	100.0	56.3	96.3	48.1	90.5	71.4
		Diploma Exam	93.0	20.9	n/a	n/a	n/a	n/a	93.8	12.5	85.2	0.0	85.7	19.0
Mathematics 30-1	Authority	School-Awarded	93.7	48.3	n/a	n/a	n/a	n/a	84.6	35.2	87.6	46.1	88.5	50.3
		Diploma Exam	77.2	36.9	n/a	n/a	n/a	n/a	50.0	19.1	65.0	31.8	73.7	39.9
	Province	School-Awarded	93.5	43.9	n/a	n/a	n/a	n/a	92.1	47.7	92.3	46.6	91.6	47.8
		Diploma Exam	71.7	27.6	n/a	n/a	n/a	n/a	52.2	19.2	61.1	23.1	64.0	27.6
Mathematics 30-2	Authority	School-Awarded	90.2	14.5	n/a	n/a	n/a	n/a	90.2	24.8	88.1	20.5	89.2	22.3
		Diploma Exam	71.5	12.1	n/a	n/a	n/a	n/a	58.6	8.3	64.7	12.2	64.8	12.0
	Province	School-Awarded	90.5	22.3	n/a	n/a	n/a	n/a	91.0	23.9	88.7	20.9	89.4	20.9
		Diploma Exam	68.8	11.6	n/a	n/a	n/a	n/a	46.9	6.3	58.5	9.7	57.7	9.0

With Identified Special Education Needs			Results (in percentages)											
			2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	96.2	26.2	n/a	n/a	n/a	n/a	97.5	36.6	96.8	32.7	98.5	35.0
		Diploma Exam	84.9	10.3	n/a	n/a	n/a	n/a	77.1	10.9	85.0	9.8	84.6	10.9
	Province	School-Awarded	96.7	23.4	n/a	n/a	n/a	n/a	97.9	35.3	97.7	31.8	98.5	33.2
		Diploma Exam	81.1	7.4	n/a	n/a	n/a	n/a	71.9	7.1	79.5	7.2	79.3	7.6
English Lang Arts 30-2	Authority	School-Awarded	93.9	13.3	n/a	n/a	n/a	n/a	94.6	21.2	94.9	18.8	95.1	21.0
		Diploma Exam	87.7	14.8	n/a	n/a	n/a	n/a	85.3	17.2	87.3	17.9	85.9	16.8
	Province	School-Awarded	95.6	10.6	n/a	n/a	n/a	n/a	96.6	14.5	96.9	14.9	96.2	15.7
		Diploma Exam	83.1	9.3	n/a	n/a	n/a	n/a	74.5	8.7	82.5	10.1	82.3	11.1
French Lang Arts 30-1	Authority	School-Awarded	100.0	38.7	n/a	n/a	n/a	n/a	100.0	79.2	100.0	54.2	100.0	84.1
		Diploma Exam	96.8	22.6	n/a	n/a	n/a	n/a	91.7	4.2	97.9	4.2	100.0	9.1
	Province	School-Awarded	100.0	43.8	n/a	n/a	n/a	n/a	100.0	65.8	99.0	54.6	99.0	67.0
		Diploma Exam	84.4	12.5	n/a	n/a	n/a	n/a	89.5	2.6	92.8	4.1	94.8	6.2
Mathematics 30-1	Authority	School-Awarded	95.6	38.1	n/a	n/a	n/a	n/a	90.0	41.8	93.8	44.0	94.4	46.7
		Diploma Exam	76.4	31.9	n/a	n/a	n/a	n/a	60.0	21.8	71.4	27.6	80.2	38.1
	Province	School-Awarded	95.6	38.3	n/a	n/a	n/a	n/a	93.8	45.0	95.5	44.0	95.1	45.0
		Diploma Exam	72.9	27.2	n/a	n/a	n/a	n/a	55.9	16.0	66.1	21.2	70.7	27.2
Mathematics 30-2	Authority	School-Awarded	91.1	25.7	n/a	n/a	n/a	n/a	93.6	26.0	92.1	21.7	90.8	29.2
		Diploma Exam	77.5	17.5	n/a	n/a	n/a	n/a	65.7	13.2	78.7	21.7	72.9	20.7
	Province	School-Awarded	91.6	22.2	n/a	n/a	n/a	n/a	93.6	25.1	93.2	20.6	92.1	27.1
		Diploma Exam	71.3	12.8	n/a	n/a	n/a	n/a	57.8	9.7	67.9	13.2	68.8	15.2

Appendix K | Provincial Achievement Test Results

Note | Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and the school authorities affected by these events. 2022/23 and 2023/24 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas. In 2023/2024 ELA 6 and Math 6 were not administered.

Cohort	Measure	2019-20	2020-21	2021-22	2022-23	2023-24
All	PAT 6: Acceptable	n/a	n/a	74.1	71.4	72.6
	PAT 6: Excellence	n/a	n/a	22.0	19.3	21.8
	PAT 9: Acceptable	n/a	n/a	66.8	64.4	63.6
	PAT 9: Excellence	n/a	n/a	20.0	16.8	15.8
English as an Additional Language Learners	PAT 6: Acceptable	n/a	n/a	72.2	67.4	66.4
	PAT 6: Excellence	n/a	n/a	18.5	15.7	18.1
	PAT 9: Acceptable	n/a	n/a	57.1	54.5	53.0
	PAT 9: Excellence	n/a	n/a	12.6	9.8	10.4
Self-Identify as Indigenous	PAT 6: Acceptable	n/a	n/a	45.6	37.1	47.6
	PAT 6: Excellence	n/a	n/a	6.6	5.9	7.2
	PAT 9: Acceptable	n/a	n/a	32.6	30.7	30.3
	PAT 9: Excellence	n/a	n/a	4.1	5.2	3.4
With Identified Special Education Needs	PAT 6: Acceptable	n/a	n/a	52.9	50.4	54.2
	PAT 6: Excellence	n/a	n/a	10.6	9.5	10.9
	PAT 9: Acceptable	n/a	n/a	47.4	43.5	43.7
	PAT 9: Excellence	n/a	n/a	9.6	7.2	7.1

All		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6	PAT: Acceptable	n/a	n/a	n/a	n/a	81.0	81.0	n/a	76.2	76.2
	PAT: Excellence	n/a	n/a	n/a	n/a	20.0	20.0	n/a	18.4	18.4
French Language Arts 6 année	PAT: Acceptable	Intermediate	Maintained	Acceptable	82	85.2	85.2	69.9	77.6	77.6
	PAT: Excellence	Intermediate	Maintained	Acceptable	10.9	12.1	12.1	9.3	12.5	12.5
Mathematics 6	PAT: Acceptable	n/a	n/a	n/a	n/a	70.6	70.6	n/a	65.4	65.4
	PAT: Excellence	n/a	n/a	n/a	n/a	20.0	20.0	n/a	15.9	15.9
Science 6	PAT: Acceptable	Low	Maintained	Issue	71.8	71.4	71.4	68.8	66.7	66.7
	PAT: Excellence	High	Improved	Good	26.2	25.4	25.4	24.8	21.8	21.8
Social Studies 6	PAT: Acceptable	Intermediate	Improved	Good	72.6	71.4	71.4	68.5	66.2	66.2
	PAT: Excellence	High	Improved Significantly	Good	21.8	19.3	19.3	19.8	18.0	18.0
English Language Arts 9	PAT: Acceptable	Low	Declined Significantly	Concern	71.1	73.6	73.6	69.5	71.4	71.4
	PAT: Excellence	Intermediate	Declined Significantly	Issue	11.6	14.6	14.6	11.8	13.4	13.4
K&E English Language Arts 9	PAT: Acceptable	Low	Declined	Issue	41.4	54.4	54.4	49.6	50.2	50.2
	PAT: Excellence	Intermediate	Declined Significantly	Issue	1.4	8.9	8.9	5.6	5.7	5.7
French Language Arts 9 année	PAT: Acceptable	Low	Maintained	Issue	76.6	77.3	77.3	76.6	76.1	76.1
	PAT: Excellence	Intermediate	Maintained	Acceptable	11.7	11.8	11.8	10.6	10.9	10.9
Mathematics 9	PAT: Acceptable	Low	Declined Significantly	Concern	54.6	57.2	57.2	52.7	54.4	54.4
	PAT: Excellence	Intermediate	Declined	Issue	15.3	15.9	15.9	14	13.5	13.5
K&E Mathematics 9	PAT: Acceptable	Low	Maintained	Issue	34.5	39.1	39.1	52.2	52.7	52.7
	PAT: Excellence	Low	Declined	Issue	3.4	9.1	9.1	9.9	11.3	11.3
Science 9	PAT: Acceptable	Intermediate	Improved	Good	67.6	66.4	66.4	67.6	66.3	66.3
	PAT: Excellence	Very High	Maintained	Excellent	20.7	20.4	20.4	20.8	20.1	20.1

K&E Science 9	PAT: Acceptable	Low	Maintained	Issue	42.3	38.2	38.2	52.3	52.9	52.9
	PAT: Excellence	Low	Declined	Issue	2.6	8.8	8.8	8.9	10.9	10.9
Social Studies 9	PAT: Acceptable	Low	Improved	Acceptable	61	60.1	60.1	60.5	58.4	58.4
	PAT: Excellence	Intermediate	Declined	Issue	16.5	17.0	17.0	15.8	15.9	15.9
K&E Social Studies 9	PAT: Acceptable	Very Low	Declined	Concern	27.4	36.4	36.4	50.4	49.6	49.6
	PAT: Excellence	Low	Declined	Issue	1.6	7.3	7.3	11.3	10.6	10.6

All		Results (in percentages)											
		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6	Authority	87.8	19.7	n/a	n/a	n/a	n/a	80.7	21.1	81.0	20.0	n/a	n/a
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4	n/a	n/a
French Language Arts 6 année	Authority	93.2	19	n/a	n/a	n/a	n/a	85.3	8.8	85.2	12.1	82.0	10.9
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3
Mathematics 6	Authority	78.8	18.6	n/a	n/a	n/a	n/a	67.4	14.3	70.6	20.0	n/a	n/a
	Province	72.5	15	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9	n/a	n/a
Science 6	Authority	81.2	31	n/a	n/a	n/a	n/a	77.2	26.9	71.4	25.4	71.8	26.2
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8
Social Studies 6	Authority	83	29.3	n/a	n/a	n/a	n/a	74.1	22	71.4	19.3	72.6	21.8
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8
English Language Arts 9	Authority	76.7	15.6	n/a	n/a	n/a	n/a	72.5	15.7	73.6	14.6	71.1	11.6
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8
K&E English Language Arts 9	Authority	53.4	6.8	n/a	n/a	n/a	n/a	57.3	4.3	54.4	8.9	41.4	1.4
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5	50.2	5.7	49.6	5.6
French Language Arts 9 année	Authority	82.3	10.1	n/a	n/a	n/a	n/a	74.6	8.9	77.3	11.8	76.6	11.7
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6
Mathematics 9	Authority	64	23.6	n/a	n/a	n/a	n/a	59	21.4	57.2	15.9	54.6	15.3
	Province	60	19	n/a	n/a	n/a	n/a	53	16.7	54.4	13.5	52.7	14.0
K&E Mathematics 9	Authority	54.7	12	n/a	n/a	n/a	n/a	55.1	13.8	39.1	9.1	34.5	3.4
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9
Science 9	Authority	75.8	27.4	n/a	n/a	n/a	n/a	69.9	26	66.4	20.4	67.6	20.7
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68	22.6	66.3	20.1	67.6	20.8
K&E Science 9	Authority	51.6	10.3	n/a	n/a	n/a	n/a	55.1	9.2	38.2	8.8	42.3	2.6
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11	52.9	10.9	52.3	8.9
Social Studies 9	Authority	71.9	21.8	n/a	n/a	n/a	n/a	65.8	18.4	60.1	17.0	61.0	16.5
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8
K&E Social Studies 9	Authority	52.5	11.5	n/a	n/a	n/a	n/a	59.6	14.9	36.4	7.3	27.4	1.6
	Province	55.9	15	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3

English as an Additional Language Learners		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6	PAT: Acceptable	n/a	n/a	n/a	n/a	77.0	77.0	n/a	73.9	73.9
	PAT: Excellence	n/a	n/a	n/a	n/a	13.9	13.9	n/a	13.9	13.9
French Language Arts 6 année	PAT: Acceptable	Intermediate	Maintained	Acceptable	77.8	81.0	81.0	74.5	75.5	75.5
	PAT: Excellence	Intermediate	Maintained	Acceptable	11.1	14.3	14.3	12.7	13.8	13.8
Mathematics 6	PAT: Acceptable	n/a	n/a	n/a	n/a	68.1	68.1	n/a	64.9	64.9
	PAT: Excellence	n/a	n/a	n/a	n/a	18.7	18.7	n/a	15.2	15.2
Science 6	PAT: Acceptable	Low	Maintained	Issue	65.1	66.2	66.2	63.8	64.7	64.7
	PAT: Excellence	Intermediate	Maintained	Acceptable	19.9	19.2	19.2	18.4	17.2	17.2
Social Studies 6	PAT: Acceptable	Low	Maintained	Issue	66.4	67.4	67.4	64.6	65.4	65.4
	PAT: Excellence	Intermediate	Improved Significantly	Good	18.1	15.7	15.7	16.5	15.7	15.7
English Language Arts 9	PAT: Acceptable	Very Low	Declined Significantly	Concern	57.9	63.0	63.0	56.9	62.2	62.2
	PAT: Excellence	Very Low	Maintained	Concern	5.2	5.8	5.8	5.4	6.6	6.6
K&E English Language Arts 9	PAT: Acceptable	Low	Maintained	Issue	53.3	37.5	37.5	46.7	34.9	34.9
	PAT: Excellence	Low	Maintained	Issue	0	0.0	0.0	4	1.3	1.3
French Language Arts 9 année	PAT: Acceptable	Low	Maintained	Issue	70.1	66.3	66.3	67.8	71.1	71.1
	PAT: Excellence	Intermediate	Improved	Good	8.2	4.2	4.2	9.2	11.3	11.3
Mathematics 9	PAT: Acceptable	Very Low	Declined	Concern	47.8	49.4	49.4	46.7	50.1	50.1
	PAT: Excellence	Intermediate	Maintained	Acceptable	13.1	12.6	12.6	11.5	12.0	12.0
K&E Mathematics 9	PAT: Acceptable	Low	Maintained	Issue	37.5	24.0	24.0	49.7	39.5	39.5
	PAT: Excellence	Low	Maintained	Issue	0	0.0	0.0	12.2	5.6	5.6

Science 9	PAT: Acceptable	Low	Maintained	Issue	56	56.7	56.7	57.7	59.4	59.4
	PAT: Excellence	High	Improved	Good	14.1	12.6	12.6	14.2	15.0	15.0
K&E Science 9	PAT: Acceptable	Low	Maintained	Issue	57.1	41.2	41.2	41.1	33.1	33.1
	PAT: Excellence	Low	Maintained	Issue	0	0.0	0.0	5.5	3.3	3.3
Social Studies 9	PAT: Acceptable	Very Low	Maintained	Concern	49.7	48.8	48.8	49.4	50.4	50.4
	PAT: Excellence	Very Low	Maintained	Concern	9.6	8.9	8.9	9.6	11.0	11.0
K&E Social Studies 9	PAT: Acceptable	Very Low	Declined	Concern	25	50.0	50.0	44.4	39.4	39.4
	PAT: Excellence	Low	Maintained	Issue	0	0.0	0.0	7.4	1.5	1.5

English as an Additional Language Learners		Results (in percentages)											
		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6	Authority	84.2	14.9	n/a	n/a	n/a	n/a	78.1	16.8	77.0	13.9	n/a	n/a
	Province	81.3	13.8	n/a	n/a	n/a	n/a	76.8	16.0	73.9	13.9	n/a	n/a
French Language Arts 6 année	Authority	89.3	16.1	n/a	n/a	n/a	n/a	75.8	7.6	81.0	14.3	77.8	11.1
	Province	89.5	21.5	n/a	n/a	n/a	n/a	74.0	11.6	75.5	13.8	74.5	12.7
Mathematics 6	Authority	76.5	18.9	n/a	n/a	n/a	n/a	66.1	14.4	68.1	18.7	n/a	n/a
	Province	72.7	14.5	n/a	n/a	n/a	n/a	65.3	13.1	64.9	15.2	n/a	n/a
Science 6	Authority	78.0	26.0	n/a	n/a	n/a	n/a	74.7	23.1	66.2	19.2	65.1	19.9
	Province	76.4	23.5	n/a	n/a	n/a	n/a	72.0	21.0	64.7	17.2	63.8	18.4
Social Studies 6	Authority	80.0	24.9	n/a	n/a	n/a	n/a	72.2	18.5	67.4	15.7	66.4	18.1
	Province	74.8	20.5	n/a	n/a	n/a	n/a	68.4	17.9	65.4	15.7	64.6	16.5
English Language Arts 9	Authority	63.9	6.7	n/a	n/a	n/a	n/a	62.0	8.3	63.0	5.8	57.9	5.2
	Province	63.4	6.8	n/a	n/a	n/a	n/a	61.9	7.0	62.2	6.6	56.9	5.4
K&E English Language Arts 9	Authority	44.4	0.0	n/a	n/a	n/a	n/a	74.1	0.0	37.5	0.0	53.3	0.0
	Province	49.7	2.1	n/a	n/a	n/a	n/a	45.7	2.4	34.9	1.3	46.7	4.0
French Language Arts 9 année	Authority	77.8	15.9	n/a	n/a	n/a	n/a	64.7	7.1	66.3	4.2	70.1	8.2
	Province	79.1	13.9	n/a	n/a	n/a	n/a	64.0	10.1	71.1	11.3	67.8	9.2
Mathematics 9	Authority	56.3	21.2	n/a	n/a	n/a	n/a	50.6	15.8	49.4	12.6	47.8	13.1
	Province	53.3	16.3	n/a	n/a	n/a	n/a	47.0	12.9	50.1	12.0	46.7	11.5
K&E Mathematics 9	Authority	40.0	8.0	n/a	n/a	n/a	n/a	60.0	8.6	24.0	0.0	37.5	0.0
	Province	54.0	15.0	n/a	n/a	n/a	n/a	54.5	9.8	39.5	5.6	49.7	12.2
Science 9	Authority	66.1	17.7	n/a	n/a	n/a	n/a	61.4	16.7	56.7	12.6	56.0	14.1
	Province	66.0	18.1	n/a	n/a	n/a	n/a	55.8	13.7	59.4	15.0	57.7	14.2
K&E Science 9	Authority	50.0	0.0	n/a	n/a	n/a	n/a	61.9	4.8	41.2	0.0	57.1	0.0
	Province	61.1	6.0	n/a	n/a	n/a	n/a	52.3	2.8	33.1	3.3	41.1	5.5
Social Studies 9	Authority	61.2	13.3	n/a	n/a	n/a	n/a	53.5	10.5	48.8	8.9	49.7	9.6
	Province	59.6	14.1	n/a	n/a	n/a	n/a	54.5	12.6	50.4	11.0	49.4	9.6
K&E Social Studies 9	Authority	50.0	12.5	n/a	n/a	n/a	n/a	84.2	15.8	50.0	0.0	25.0	0.0
	Province	57.7	12.3	n/a	n/a	n/a	n/a	64.1	11.7	39.4	1.5	44.4	7.4

Self-Identify as Indigenous		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6	PAT: Acceptable	n/a	n/a	n/a	n/a	56.3	56.3	n/a	60.6	60.6
	PAT: Excellence	n/a	n/a	n/a	n/a	7.8	7.8	n/a	7.1	7.1
French Language Arts 6 année	PAT: Acceptable	*	*	*	*	62.5	62.5	56.9	65.9	65.9
	PAT: Excellence	*	*	*	*	6.3	6.3	2.9	5.3	5.3
Mathematics 6	PAT: Acceptable	n/a	n/a	n/a	n/a	33.9	33.9	n/a	42.0	42.0
	PAT: Excellence	n/a	n/a	n/a	n/a	4.3	4.3	n/a	5.6	5.6
Science 6	PAT: Acceptable	Very Low	Improved Significantly	Acceptable	49.1	40.1	40.1	51.4	46.0	46.0
	PAT: Excellence	Low	Improved	Acceptable	12	8.4	8.4	12.3	9.0	9.0
Social Studies 6	PAT: Acceptable	Very Low	Improved Significantly	Acceptable	47.6	37.1	37.1	48.7	45.3	45.3
	PAT: Excellence	Very Low	Maintained	Concern	7.2	5.9	5.9	7.3	6.5	6.5
English Language Arts 9	PAT: Acceptable	Very Low	Maintained	Concern	40.2	37.8	37.8	49.5	49.2	49.2
	PAT: Excellence	Very Low	Declined Significantly	Concern	2.2	5.1	5.1	4.7	4.4	4.4
K&E English Language Arts 9	PAT: Acceptable	Very Low	n/a	n/a	25	*	n/a	42.8	43.8	43.8
	PAT: Excellence	Low	n/a	n/a	0	*	n/a	4.9	3.7	3.7
French Language Arts 9 année	PAT: Acceptable	Very Low	Declined	Concern	42.9	68.8	68.8	63.8	65.4	65.4
	PAT: Excellence	Very Low	Declined	Concern	0	12.5	12.5	5.6	4.4	4.4
Mathematics 9	PAT: Acceptable	Very Low	Declined	Concern	19	24.3	24.3	28.7	28.7	28.7
	PAT: Excellence	Very Low	Declined	Concern	2.5	4.7	4.7	4.8	3.8	3.8
K&E Mathematics 9	PAT: Acceptable	Low	Maintained	Issue	47.1	45.5	45.5	43.7	48.9	48.9
	PAT: Excellence	Low	Declined	Issue	0	18.2	18.2	6.2	11.1	11.1
Science 9	PAT: Acceptable	Very Low	Maintained	Concern	31.3	31.3	31.3	46	42.1	42.1
	PAT: Excellence	Low	Maintained	Issue	5.5	5.6	5.6	8.5	7.1	7.1
K&E Science 9	PAT: Acceptable	Very Low	n/a	n/a	35.7	*	n/a	46.6	48.4	48.4
	PAT: Excellence	Low	n/a	n/a	0	*	n/a	7.2	8.2	8.2
Social Studies 9	PAT: Acceptable	Very Low	Maintained	Concern	28.8	27.8	27.8	39	34.1	34.1
	PAT: Excellence	Very Low	Maintained	Concern	3.7	4.9	4.9	6.3	4.9	4.9
K&E Social Studies 9	PAT: Acceptable	Very Low	n/a	n/a	38.5	*	n/a	46.2	45.4	45.4
	PAT: Excellence	Intermediate	n/a	n/a	7.7	*	n/a	9.4	7.3	7.3

Self-Identified as Indigenous		Results (in percentages)											
		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6	Authority	69.7	6.6	n/a	n/a	n/a	n/a	57.9	8.3	56.3	7.8	n/a	n/a
	Province	71.6	6.3	n/a	n/a	n/a	n/a	58.2	7.4	60.6	7.1	n/a	n/a
French Language Arts 6 année	Authority	76.9	0.0	n/a	n/a	n/a	n/a	86.7	13.3	62.5	6.3	n/a	n/a
	Province	81.3	6.6	n/a	n/a	n/a	n/a	63.7	6.4	65.9	5.3	56.9	2.9
Mathematics 6	Authority	49.7	3.3	n/a	n/a	n/a	n/a	35.4	2.9	33.9	4.3	n/a	n/a
	Province	50.5	4.2	n/a	n/a	n/a	n/a	40.3	3.7	42.0	5.6	n/a	n/a
Science 6	Authority	51.2	8.2	n/a	n/a	n/a	n/a	51.2	10.5	40.1	8.4	49.1	12.0
	Province	59.2	11.9	n/a	n/a	n/a	n/a	51.2	9.7	46.0	9.0	51.4	12.3
Social Studies 6	Authority	56.9	9.4	n/a	n/a	n/a	n/a	45.6	6.6	37.1	5.9	47.6	7.2
	Province	57.7	8.9	n/a	n/a	n/a	n/a	46.8	7.3	45.3	6.5	48.7	7.3
English Language Arts 9	Authority	46.2	2.8	n/a	n/a	n/a	n/a	39.1	3.7	37.8	5.1	40.2	2.2
	Province	55.0	4.2	n/a	n/a	n/a	n/a	49.4	3.6	49.2	4.4	49.5	4.7
K&E English Language Arts 9	Authority	41.7	8.3	n/a	n/a	n/a	n/a	39.1	0.0	*	*	25.0	0.0
	Province	56.3	5.0	n/a	n/a	n/a	n/a	46.7	5.0	43.8	3.7	42.8	4.9
French Language Arts 9 année	Authority	54.5	0.0	n/a	n/a	n/a	n/a	46.2	0.0	68.8	12.5	42.9	0.0
	Province	67.7	5.4	n/a	n/a	n/a	n/a	53.3	5.2	65.4	4.4	63.8	5.6
Mathematics 9	Authority	23.3	3.4	n/a	n/a	n/a	n/a	21.0	2.2	24.3	4.7	19.0	2.5
	Province	31.5	5.4	n/a	n/a	n/a	n/a	26.3	4.1	28.7	3.8	28.7	4.8
K&E Mathematics 9	Authority	42.9	6.1	n/a	n/a	n/a	n/a	30.0	3.3	45.5	18.2	47.1	0.0
	Province	55.0	11.4	n/a	n/a	n/a	n/a	48.1	6.0	48.9	11.1	43.7	6.2
Science 9	Authority	38.7	6.2	n/a	n/a	n/a	n/a	35.9	5.8	31.3	5.6	31.3	5.5
	Province	52.8	10.2	n/a	n/a	n/a	n/a	49.3	8.5	42.1	7.1	46.0	8.5
K&E Science 9	Authority	30.4	4.3	n/a	n/a	n/a	n/a	44.4	0.0	*	*	35.7	0.0
	Province	56.2	6.1	n/a	n/a	n/a	n/a	53.3	9.7	48.4	8.2	46.6	7.2
Social Studies 9	Authority	36.6	5.1	n/a	n/a	n/a	n/a	33.1	5.6	27.8	4.9	28.8	3.7
	Province	44.7	6.8	n/a	n/a	n/a	n/a	34.7	4.1	34.1	4.9	39.0	6.3
K&E Social Studies 9	Authority	39.1	4.3	n/a	n/a	n/a	n/a	31.8	0.0	*	*	38.5	7.7
	Province	53.9	12.9	n/a	n/a	n/a	n/a	41.3	9.1	45.4	7.3	46.2	9.4

With Identified Special Education Needs		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6	PAT: Acceptable	n/a	n/a	n/a	n/a	63.5	63.5	n/a	52.3	52.3
	PAT: Excellence	n/a	n/a	n/a	n/a	7.8	7.8	n/a	5.5	5.5
French Language Arts 6 année	PAT: Acceptable	Low	Declined	Issue	63.0	73.8	73.8	47.3	61.6	61.6
	PAT: Excellence	Low	Maintained	Issue	3.7	5.6	5.6	4.8	4.5	4.5
Mathematics 6	PAT: Acceptable	n/a	n/a	n/a	n/a	48.0	48.0	n/a	38.3	38.3
	PAT: Excellence	n/a	n/a	n/a	n/a	8.9	8.9	n/a	5.6	5.6
Science 6	PAT: Acceptable	Very Low	Improved	Issue	54.4	51.7	51.7	46.7	43.9	43.9
	PAT: Excellence	Intermediate	Improved	Good	17.5	15.9	15.9	12.7	10.9	10.9
Social Studies 6	PAT: Acceptable	Very Low	Improved Significantly	Acceptable	54.2	50.4	50.4	44.9	41.4	41.4
	PAT: Excellence	Low	Improved	Acceptable	10.9	9.5	9.5	7.9	6.8	6.8
English Language Arts 9	PAT: Acceptable	Very Low	Maintained	Concern	51.9	52.9	52.9	45.4	47.2	47.2
	PAT: Excellence	Very Low	Declined	Concern	4.8	6.1	6.1	3.8	4.7	4.7
K&E English Language Arts 9	PAT: Acceptable	Low	Declined	Issue	41.2	56.9	56.9	47.9	50.8	50.8
	PAT: Excellence	Intermediate	Declined	Issue	2.0	6.9	6.9	3.9	5.4	5.4
French Language Arts 9 année	PAT: Acceptable	Very Low	Maintained	Concern	58.3	59.7	59.7	55.4	54.4	54.4
	PAT: Excellence	Low	Maintained	Issue	5.0	3.7	3.7	5.6	3.7	3.7
Mathematics 9	PAT: Acceptable	Very Low	Declined	Concern	31.7	33.9	33.9	27.5	28.9	28.9
	PAT: Excellence	Very Low	Maintained	Concern	5.4	5.6	5.6	4.5	4.2	4.2
K&E Mathematics 9	PAT: Acceptable	Low	Maintained	Issue	33.9	40.0	40.0	46.4	49.0	49.0
	PAT: Excellence	Low	Maintained	Issue	4.8	8.0	8.0	8.6	10.2	10.2
Science 9	PAT: Acceptable	Very Low	Improved Significantly	Acceptable	49.6	46.2	46.2	44.9	43.1	43.1
	PAT: Excellence	Intermediate	Maintained	Acceptable	10.4	9.7	9.7	9.1	8.3	8.3
K&E Science 9	PAT: Acceptable	Low	Maintained	Issue	41.4	40.4	40.4	52.4	54.5	54.5
	PAT: Excellence	Low	Declined	Issue	1.7	10.6	10.6	9.2	11.3	11.3
Social Studies 9	PAT: Acceptable	Very Low	Maintained	Concern	41.3	39.9	39.9	37.1	35.0	35.0
	PAT: Excellence	Very Low	Maintained	Concern	8.4	7.6	7.6	6.8	6.0	6.0
K&E Social Studies 9	PAT: Acceptable	Very Low	Maintained	Concern	29.5	37.5	37.5	50.3	49.6	49.6
	PAT: Excellence	Low	Declined	Issue	2.3	7.5	7.5	11.4	12.7	12.7

With Identified Special Education Needs		Results (in percentages)											
		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6	Authority	73.0	8.4	n/a	n/a	n/a	n/a	62.5	8.9	63.5	7.8	n/a	n/a
	Province	60.7	5.1	n/a	n/a	n/a	n/a	53.1	6.1	52.3	5.5	n/a	n/a
French Language Arts 6 année	Authority	86.5	5.2	n/a	n/a	n/a	n/a	73.7	3.0	73.8	5.6	63.0	3.7
	Province	71.8	5.5	n/a	n/a	n/a	n/a	58.5	2.6	61.6	4.5	47.3	4.8
Mathematics 6	Authority	57.8	8.1	n/a	n/a	n/a	n/a	45.0	5.8	48.0	8.9	n/a	n/a
	Province	44.7	5.0	n/a	n/a	n/a	n/a	37.4	4.2	38.3	5.6	n/a	n/a
Science 6	Authority	62.3	17.2	n/a	n/a	n/a	n/a	58.0	15.5	51.7	15.9	54.4	17.5
	Province	54.4	13.1	n/a	n/a	n/a	n/a	48.4	10.7	43.9	10.9	46.7	12.7
Social Studies 6	Authority	64.6	14.6	n/a	n/a	n/a	n/a	52.9	10.6	50.4	9.5	54.2	10.9
	Province	51.3	9.8	n/a	n/a	n/a	n/a	42.9	7.5	41.4	6.8	44.9	7.9
English Language Arts 9	Authority	57.6	7.7	n/a	n/a	n/a	n/a	54.2	7.4	52.9	6.1	51.9	4.8
	Province	49.9	5.3	n/a	n/a	n/a	n/a	42.3	3.2	47.2	4.7	45.4	3.8
K&E English Language Arts 9	Authority	51.9	6.7	n/a	n/a	n/a	n/a	50.6	3.7	56.9	6.9	41.2	2.0
	Province	55.5	5.0	n/a	n/a	n/a	n/a	47.0	3.8	50.8	5.4	47.9	3.9
French Language Arts 9 année	Authority	66.7	3.0	n/a	n/a	n/a	n/a	59.2	3.4	59.7	3.7	58.3	5.0
	Province	64.7	5.2	n/a	n/a	n/a	n/a	53.8	2.5	54.4	3.7	55.4	5.6
Mathematics 9	Authority	40.9	9.1	n/a	n/a	n/a	n/a	35.6	8.2	33.9	5.6	31.7	5.4
	Province	32.8	6.2	n/a	n/a	n/a	n/a	30.5	6.0	28.9	4.2	27.5	4.5
K&E Mathematics 9	Authority	52.4	11.9	n/a	n/a	n/a	n/a	49.6	10.4	40.0	8.0	33.9	4.8
	Province	53.6	9.7	n/a	n/a	n/a	n/a	48.6	8.9	49.0	10.2	46.4	8.6
Science 9	Authority	57.5	14.3	n/a	n/a	n/a	n/a	51.5	14.1	46.2	9.7	49.6	10.4
	Province	51.3	11.5	n/a	n/a	n/a	n/a	44.4	9.2	43.1	8.3	44.9	9.1
K&E Science 9	Authority	52.6	13.7	n/a	n/a	n/a	n/a	50.7	11.0	40.4	10.6	41.4	1.7
	Province	60.4	10.8	n/a	n/a	n/a	n/a	54.6	12.7	54.5	11.3	52.4	9.2
Social Studies 9	Authority	52.0	11.6	n/a	n/a	n/a	n/a	46.8	9.3	39.9	7.6	41.3	8.4
	Province	43.5	8.6	n/a	n/a	n/a	n/a	39.3	7.2	35.0	6.0	37.1	6.8
K&E Social Studies 9	Authority	52.1	10.6	n/a	n/a	n/a	n/a	52.9	13.2	37.5	7.5	29.5	2.3
	Province	52.7	12.6	n/a	n/a	n/a	n/a	49.1	14.1	49.6	12.7	50.3	11.4

Appendix L | Assessment of Foundational Reading Skills (AFRS)

Percentage of students in each category in 2023-24

Concept	Subtest	Adequate to Proficient	Developing Skills	Minimal to Emerging
All				
Sound Isolation	Initial Sound Isolation	75.00%	13.32%	11.68%
	Final Sound Isolation	53.62%	16.09%	30.30%
	Medial Sound Isolation	43.36%	12.14%	44.50%
Blending	Syllable Blending	74.74%	11.08%	14.18%
	Onset-Rime Blending	48.35%	16.48%	35.17%
	Phoneme Blending	47.29%	17.42%	35.29%
Segmenting	Syllable Detection	43.22%	24.20%	32.59%
	Phoneme Segmenting	41.49%	14.48%	44.03%
Manipulation	Syllable Deletion	57.34%	21.37%	21.29%
	Phoneme Substitution	60.33%	10.00%	29.67%
Sound-Letter Correspondence	Letter Identification	78.18%	11.57%	10.25%
	Sound Identification	54.10%	26.11%	19.79%
Decoding/Reading	Word Reading	36.00%	13.73%	50.27%
	Nonsense Word Decoding	38.51%	55.09%	6.40%
Encoding/Spelling	Write Letters to Represent Sounds	64.48%	19.79%	15.73%
	Spelling Words	32.11%	19.05%	48.84%
English as an Additional Language Learners				
Sound Isolation	Initial Sound Isolation	48.77%	11.07%	40.16%
	Final Sound Isolation	28.93%	7.85%	63.22%
	Medial Sound Isolation	17.77%	6.20%	76.03%
Blending	Syllable Blending	39.34%	12.70%	47.95%
	Onset-Rime Blending	25.83%	9.17%	65.00%
	Phoneme Blending	19.09%	16.18%	64.73%
Segmenting	Syllable Detection	20.99%	16.87%	62.14%
	Phoneme Segmenting	15.90%	10.04%	74.06%
Manipulation	Syllable Deletion	23.46%	15.23%	61.32%
	Phoneme Substitution	27.20%	7.11%	65.69%
Sound-Letter Correspondence	Letter Identification	45.71%	11.43%	42.86%
	Sound Identification	35.66%	12.70%	51.64%
Decoding/Reading	Word Reading	13.87%	7.56%	78.57%
	Nonsense Word Decoding	16.03%	80.17%	3.80%
Encoding/Spelling	Write Letters to Represent Sounds	40.91%	12.81%	46.28%
	Spelling Words	11.98%	14.05%	73.97%

Concept	Subtest	Adequate to Proficient	Developing Skills	Minimal to Emerging
Self-identify as Indigenous				
Sound Isolation	Initial Sound Isolation	66.12% (242)	13.11% (48)	20.77% (76)
	Final Sound Isolation	36.54% (133)	16.48% (60)	46.98% (171)
	Medial Sound Isolation	32.60% (118)	8.56% (31)	58.84% (213)
Blending	Syllable Blending	67.95% (248)	14.79% (54)	17.26% (63)
	Onset-Rime Blending	39.50% (143)	12.71% (46)	47.79% (173)
	Phoneme Blending	34.90% (126)	18.56% (67)	46.54% (168)
Segmenting	Syllable Detection	36.16% (132)	25.21% (92)	38.63% (141)
	Phoneme Segmenting	31.30% (113)	14.13% (51)	54.57% (197)
Manipulation	Syllable Deletion	55.49% (202)	20.88% (76)	23.63% (86)
	Phoneme Substitution	47.92% (173)	11.91% (43)	40.17% (145)
Sound-Letter Correspondence	Letter Identification	61.48% (225)	18.03% (66)	20.49% (75)
	Sound Identification	40.61% (147)	22.10% (80)	37.29% (135)
Decoding/Reading	Word Reading	21.17% (76)	8.64% (31)	70.19% (252)
	Nonsense Word Decoding	22.56% (81)	71.03% (255)	6.41% (23)
Encoding/Spelling	Write Letters to Represent Sounds	51.10% (186)	19.51% (71)	29.40% (107)
	Spelling Words	18.96% (69)	15.93% (58)	65.11% (237)
With Identified Special Education Needs				
Sound Isolation	Initial Sound Isolation	46.28%	14.86%	38.85%
	Final Sound Isolation	25.76%	8.31%	65.93%
	Medial Sound Isolation	17.21%	9.20%	73.59%
Blending	Syllable Blending	48.56%	12.69%	38.75%
	Onset-Rime Blending	22.41%	7.47%	70.12%
	Phoneme Blending	20.82%	10.75%	68.43%
Segmenting	Syllable Detection	26.40%	17.77%	55.84%
	Phoneme Segmenting	17.78%	7.86%	74.36%
Manipulation	Syllable Deletion	29.44%	16.58%	53.98%
	Phoneme Substitution	28.84%	7.00%	64.16%
Sound-Letter Correspondence	Letter Identification	64.65%	11.78%	23.57%
	Sound Identification	40.44%	19.46%	40.10%
Decoding/Reading	Word Reading	25.00%	7.88%	67.12%
	Nonsense Word Decoding	22.09%	73.46%	4.45%
Encoding/Spelling	Write Letters to Represent Sounds	45.01%	17.94%	37.06%
	Spelling Words	19.49%	8.81%	71.69%

Appendix M | School Space Allocation: Utilized and Underutilized Space

The following is an excerpt from *Funding Manual for School Authorities 2024-25 School Year* (p. 65) that speaks to Alberta Education's school unitization rate:

> The area (in square meters) of school facilities in active use for the instruction of ECS (Early Childhood Services) children/ students in Grades 1-12 is taken into account. School utilized space will be funded at the Utilized Rate and school underutilized space will be funded at the Underutilized Rate (approximately 70 per cent of the Utilized Rate). A school with a utilization rate of greater than or equal to 85 per cent is considered fully utilized. Both utilized and underutilized space are funded by school for the purpose of this grant:
>
> 1. Utilization rate of less than 85 per cent:
>   a. Utilized area in square meters x Utilized Rate
>   b. Underutilized area in square meters x Underutilized Rate
> 2. Utilization rate of 85 per cent or higher:
>   a. Utilized area in square meters x Utilized Rate
> 3. In the first year of a new school opening, a new school's utilized and underutilized space will be determined as follows:
>   a. School utilized space is 50 per cent of the school's gross area (excluding exempt area)
>   b. School underutilized space is 50 per cent of the school's gross area (excluding exempt area)
> 4. The following schools are excluded from school space funding calculation:
>   a. Charter Schools
>   b. Outreach Schools
>   c. Online Schools / Online Learning Centers
>   d. Home-Based Programs
>   e. Alternative Programs in privately owned buildings/facilities.
> 5. Charter Schools and Alternative Programs in privately owned buildings/facilities are eligible to receive funding as per the student allocation component of O&M. The funding is based on their individual WMA FTE (Full Time Equivalents) multiplied by the applicable rate provided in Section I.

Appendix N | Types of School Data

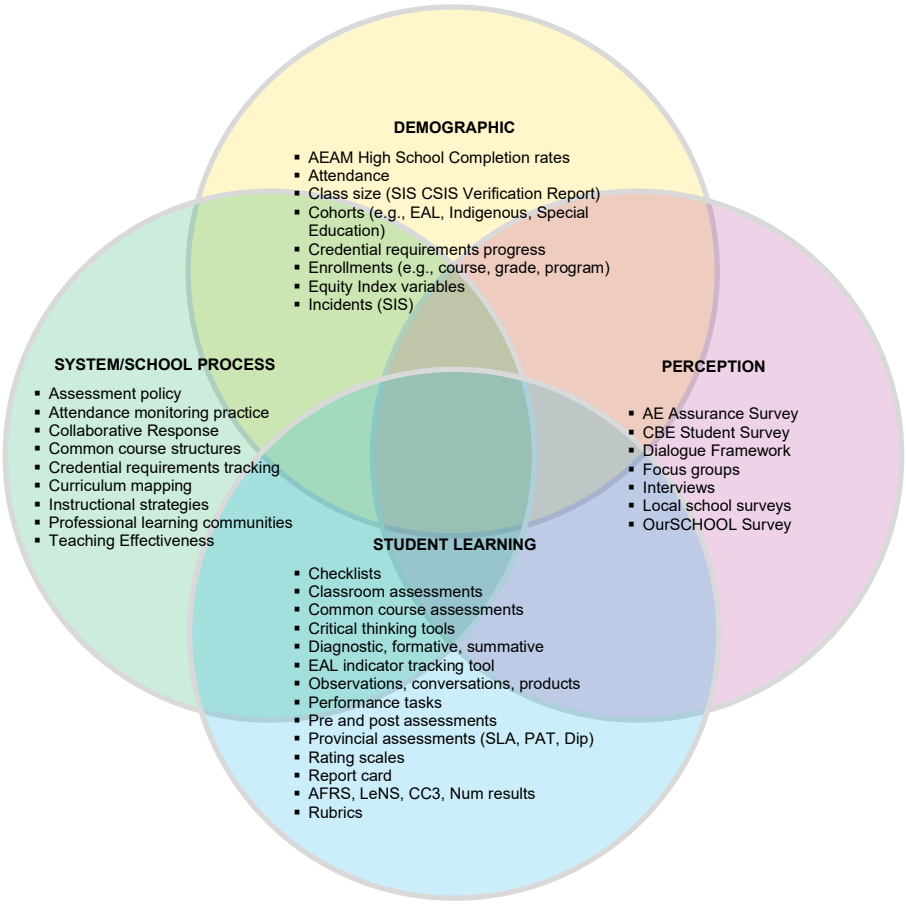
School data fall into four categories.

Demographic Data: establish the characteristics of the school population.

Perception Data: tell us what students, staff, parents are thinking about the learning organization.

Student Learning Data: provide evidence of student achievement against learning outcomes.

School Process Data: are the actions taken to achieve the purpose of the school.



Appendix O | School Development Plan Data

Number of schools that have the identified Holistic vs. Individual Goal School Development Plans

SDP Types	Number of Schools
Number of Schools with Holistic SDP Focus	146
Number of Schools with Individual SDP Focus	94

Number of schools that have the identified area of focus

Holistic SDP Areas of Focus	Number of Schools
Assessment	58
Task Design	29
Well-Being	23
New Curriculum	11
Diversity/Inclusion	8
Learning Environments	5
Language Development	4

Individual SDP Literacy Areas of Focus	Number of Schools
Reading	67
Writing	17
Disciplinary Literacy	5

Individual SDP Mathematics Areas of Focus	Number of Schools
Number, Number Sense, Numeracy	29
Procedural Fluency	18
Mathematical Representations	8
Problem Solving	8
Communicating Mathematical Thinking	5
Productive Struggle	4
Mathematical Literacy	2

Individual SDP Well-Being Areas of Focus	Number of Schools
School Connectedness & Belonging	47
Regulation	28
Resilience & Mental Health	13
Diversity & Inclusion	6

Number of schools that have the identified a measure

Literacy SDP Measures	Holistic	Individual	Combined Total
Report Cards	124	74	198
Perception Data	114	71	185
Teacher Perception	94	64	158
CC3	82	48	130
LeNS	82	46	128
PATs	50	38	88
AFRS	47	28	75
Frequency Tracking	30	25	55

Mathematics SDP Measures	Holistic	Individual	Combined Total
Report Card	123	73	196
Numeracy Assessment	90	69	159
Teacher Perception	85	58	143
Student Perception	83	49	132
Common Student Assessment	62	39	101
Provincial Achievement Tests	53	41	94
Staff Tracking	43	31	74
Math Intervention/Programming Instrument (MIPI)	37	27	64
Look Fors	20	13	33
Diploma Examinations	17	5	22
Course Completion	12	4	16

Well Being SDP Measures	Holistic	Individual	Combined Total
OurSCHOOL Survey	133	83	216
Alberta Education Assurance (AEA) Survey	116	72	188
CBE Student Survey	104	74	178
Local School Survey	66	42	108
Report Cards	50	26	76

Appendix P | Attendance Data

Percentage of absenteeism by Division

Cohort	Division	Less than 10%	10%-20%	20%-50%	More than 50%
All Students	Div 1	61.3%	25.1%	11.1%	2.5%
	Div 2	64.9%	23.7%	9.2%	2.1%
	Div 3	56.2%	26.3%	13.3%	4.1%
	Div 4	55.0%	22.0%	16.9%	6.2%
Students who self-identify as Indigenous	Div 1	38.0% (614)	24.3% (393)	26.9% (435)	10.7% (173)
	Div 2	37.7% (625)	26.0% (432)	26.1% (433)	10.2% (169)
	Div 3	27.2% (460)	24.7% (418)	26.3% (445)	21.8% (369)
	Div 4	32.1% (596)	16.9% (314)	24.6% (456)	26.4% (490)
English as an Additional Language Learners	Div 1	54.1%	28.2%	14.8%	2.9%
	Div 2	62.9%	24.3%	10.6%	2.2%
	Div 3	57.5%	24.9%	14.4%	3.2%
	Div 4	51.2%	22.4%	20.7%	5.7%
Students with identified Special Education Needs	Div 1	53.7%	27.3%	15.8%	3.2%
	Div 2	58.2%	26.0%	13.2%	2.6%
	Div 3	45.2%	28.2%	18.8%	7.8%
	Div 4	44.7%	22.8%	21.9%	10.5%

Appendix Q | CC3, LeNS and Numeracy Data

CC3 Results

Cohort	CC3 Category	Pretest At-Risk Percentage	Post-test At-Risk Percentage
All Students	Regular Words	27.7	18.3
	Irregular Words	30.1	19.4
	Non-words	27.6	15.7
Students who self-identify as Indigenous	Regular Words	46.5 (700)	35.6 (388)
	Irregular Words	49.0 (737)	37.2 (405)
	Non-words	45.6 (686)	30.8 (336)
English as an Additional Language Learners	Regular Words	34.8	24.2
	Irregular Words	35.2	25.4
	Non-words	33.4	20.3
Students with identified special education needs	Regular Words	52.6	42.3
	Irregular Words	52.7	42.7
	Non-words	52.9	37.9

LeNS Results

Cohort	Pretest At-Risk Percentage	Posttest At-Risk Percentage
All Students	31.9	19.3
Students who self-identify as Indigenous	51.4 (488)	36.6 (262)
English as an Additional Language Learners	40.9	25.8
Students with identified special education needs	56.8	42.5

Numeracy Results

Cohort	Pretest At-Risk Percentage	Posttest At-Risk Percentage
All Students	23.3	17.2
Students who self-identify as Indigenous	38.9 (542)	30.6 (338)
English as an Additional Language Learners	28.0	20.8
Students with identified special education needs	44.2	36.3

Literacy Results by Grade – All Students

Grade	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at-risk in literacy based on initial assessment(s) at each grade level	Total number of students identified as being at risk at the end of the school year at each grade level	Average number of months behind grade level after the administration of the initial assessments for at risk students	Average number of months gained at grade level after the administration of the final assessments for at risk students
Grade 1	11132	2910	1438	5.38	-3.58
Grade 2	10908	2719	1360	8.78	-6.00
Grade 3	10182	2623	1499	15.86	-5.25

Numeracy Results by Grade – All Students

Grade	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at-risk in numeracy at the beginning of the school year at each grade level	Total number of students identified as being at risk at the end of the school year at each grade level	Average number of months behind grade level after the administration of the initial assessments for at risk students	Average number of months gained at grade level after the administration of the final assessment for at risk students
Grade 1	10571	2723	1902	8.48	-0.27
Grade 2	10522	2651	1600	10.52	-0.08
Grade 3	9838	1766	1210	10.66	0.06

The above tables are by-grade summaries of literacy results that speak to CBE's overall performances on the Letter Name-Sound (LeNS) Screening Assessment, the Castles and Coltheart 3 (CC3) Screening Assessment and Numeracy Screening Assessment.

1. Total number of students assessed at the beginning of the school year at each grade level: results are the number of students participated in any of the Alberta Education-provided Literacy or Numeracy Screening Assessments.

2. Average number of months behind grade level after the administration of the initial assessments for at risk students in literacy/numeracy

    a. The number of months behind were found according to the reference sheet from Alberta Education-provided document named 'Guide for Completing Annual Education Results Report'.

    b. The final results are the weighted average between English results and French Immersion results.

3. Average number of months gained at grade level after the administration of the final assessment for at-risk students in literacy/numeracy

    a. The number of months behind were found according to the reference sheet from Alberta Education-provided document named 'Guide for Completing Annual Education Results Report'.

    b. The final results are the weighted average between English results and French Immersion results.

    c. The final results are calculated by subtracting the months behind of the final assessment from the initial assessment. This may result in a negative number, which indicated a regression as opposed to growth in learning.

Appendix R | Report Card Data

Percentage of students with an indicator of 1, 2, 3 or 4 on the ELA report card stems

Cohort	Stem	Division	1	2	3	4
All Students	Reading	Div 1*	8.3%	22.9%	36.9%	31.9%
		Div 2*	4.2%	25.3%	42.9%	27.6%
		Div 3	3.9%	29.1%	43.8%	23.2%
	Writing	Div 1*	9.4%	32.2%	40.7%	17.7%
		Div 2*	5.5%	32.7%	43.3%	18.5%
		Div 3	4.4%	32.6%	43.4%	19.6%
Students who self-identify as Indigenous	Reading	Div 1*	27.4% (310)	24.0% (271)	29.7% (336)	18.8% (213)
		Div 2*	13.9% (146)	37.0% (389)	33.4% (351)	15.6% (164)
		Div 3	12.7% (123)	43.2% (417)	34.0% (328)	10.1% (98)
	Writing	Div 1*	32.6% (363)	33.3% (371)	25.7% (286)	8.4% (94)
		Div 2*	19.5% (195)	43.9% (439)	27.2% (272)	9.4% (94)
		Div 3	16.1% (152)	45.2% (427)	29.9% (283)	8.8% (83)
English as an Additional Language Learners	Reading	Div 1*	6.6%	28.6%	37.5%	27.3%
		Div 2*	5.3%	32.7%	42.9%	19.2%
		Div 3	5.2%	37.7%	41.0%	16.1%
	Writing	Div 1*	6.9%	37.3%	40.2%	15.7%
		Div 2*	6.1%	39.5%	40.6%	13.8%
		Div 3	5.8%	40.7%	40.3%	13.3%
Students with identified special education needs	Reading	Div 1*	21.3%	31.0%	30.8%	16.9%
		Div 2*	6.8%	37.7%	39.0%	16.4%
		Div 3	6.9%	43.5%	39.1%	10.5%
	Writing	Div 1*	27.6%	41.9%	24.9%	5.6%
		Div 2*	10.7%	45.8%	35.8%	7.7%
		Div 3	7.8%	47.8%	36.5%	7.9%

* Note | During the 2023-24 school year, the ELAL curriculum were implemented for grades 1 to 6.

Percentage of students with a final course mark within the identified range

Cohort	Course	80 - 100%	65 - 79%	50 - 64%	0 - 49%	65 -100%
All Students	ELA 10-1	39.1	42.4	17.3	1.2	81.5
	ELA 10-2	13.4	31.2	42.2	13.2	44.6
	ELA 10-4	9.9	20.8	38.9	30.4	30.7
	ELA 20-1	42.5	39.8	15.8	1.9	82.4
	ELA 20-2	13.9	35.6	40.7	9.7	49.6
	ELA 20-4	13.5	27.4	41.2	17.9	40.9
	ELA 30-1	35.5	43.2	18.2	3.0	78.8
	ELA 30-2	16.7	43.8	31.5	8.0	60.5
	ELA 30-4	13.9	42.8	34.7	8.7	56.6
Students who self-identify as Indigenous	ELA 10-1	29.3 (44)	42.0 (63)	25.3 (38)	3.3 (5)	71.3 (107)
	ELA 10-2	9.4 (24)	20.5 (52)	39.4 (100)	30.7 (78)	29.9 (76)
	ELA 10-4	8.1 (8)	15.2 (15)	29.3 (29)	47.5 (47)	23.2 (23)
	ELA 20-1	29.3 (44)	39.3 (59)	25.3 (38)	6.0 (9)	68.7 (103)
	ELA 20-2	7.5 (17)	31.1 (71)	38.6 (88)	22.8 (52)	38.6 (88)
	ELA 20-4	11.7 (7)	31.7 (19)	28.3 (17)	28.3 (17)	43.3 (26)
	ELA 30-1	34.1 (45)	44.7 (59)	18.2 (24)	3.0 (4)	78.8 (104)
	ELA 30-2	15.7 (25)	39.6 (63)	32.7 (52)	11.9 (19)	55.3 (88)
	ELA 30-4	10.3 (3)	51.7 (15)	27.6 (8)	10.3 (3)	62.1 (18)

Percentage of students with a final course mark within the identified range

Cohort	Course	80 - 100%	65 - 79%	50 - 64%	0 - 49%	65 -100%
English as an Additional Language Learners	ELA 10-1	26.5	46.1	26.7	0.7	72.6
	ELA 10-2	15.2	31.7	42.5	10.7	46.9
	ELA 10-4	5.9	23.5	45.6	25.0	29.4
	ELA 20-1	28.2	42.9	26.2	2.8	71.0
	ELA 20-2	14.2	36.7	41.3	7.9	50.8
	ELA 20-4	11.1	31.1	46.7	11.1	42.2
	ELA 30-1	21.3	41.3	32.5	4.9	62.6
	ELA 30-2	12.2	43.4	37.3	7.1	55.5
	ELA 30-4	12.0	56.0	28.0	4.0	68.0
With Identified Special Education Needs	ELA 10-1	23.2	48.3	25.0	3.4	71.5
	ELA 10-2	9.3	27.6	47.8	15.2	37.0
	ELA 10-4	11.5	22.6	38.4	27.5	34.1
	ELA 20-1	30.0	45.1	21.4	3.5	75.1
	ELA 20-2	11.8	31.9	45.9	10.4	43.7
	ELA 20-4	14.0	28.8	41.4	15.8	42.8
	ELA 30-1	27.0	43.9	25.3	3.8	71.0
	ELA 30-2	16.3	42.3	33.8	7.7	58.6
	ELA 30-4	15.3	45.1	31.9	7.6	60.4

Percentage of students with an indicator of 1, 2, 3 or 4 on the Mathematics report card stems

Cohort	Stem	Division	1	2	3	4
All Students	Understands to number, patterns (and algebra)	Div 1	5.3%	20.8%	40.0%	34.0%
		Div 2	6.8%	25.1%	38.8%	29.4%
	Understands to measurement, geometry (and statistics)	Div 1	3.1%	20.3%	44.1%	32.5%
		Div 2	4.6%	25.7%	41.3%	28.4%
Students who self-identify as Indigenous	Understands to number, patterns (and algebra)	Div 1	17.2% (274)	29.6% (472)	35% (559)	18.3% (292)
		Div 2	23.7% (258)	35.8% (390)	28.1% (306)	12.3% (134)
	Understands to measurement, geometry (and statistics)	Div 1	9.9% (158)	34.3% (548)	37.5% (600)	18.3% (292)
		Div 2	16.4% (184)	40.0% (449)	31.7% (356)	11.9% (134)
English as an Additional Language Learners	Understands to number, patterns (and algebra)	Div 1	6.8%	25.6%	39.1%	28.5%
		Div 2	7.9%	26.7%	37.6%	27.8%
	Understands to measurement, geometry (and statistics)	Div 1	4.1%	27.1%	43.4%	25.4%
		Div 2	5.5%	29.6%	40.1%	24.8%
Students with identified special education needs	Understands to number, patterns (and algebra)	Div 1	16.9%	33.7%	33.4%	16.0%
		Div 2	11.9%	36.2%	35.3%	16.5%
	Understands to measurement, geometry (and statistics)	Div 1	11.9%	36.4%	36.6%	15.0%
		Div 2	9.3%	39.1%	36.3%	15.3%

Percentage of students with an indicator of 1, 2, 3 or 4 on the Mathematics report card stems

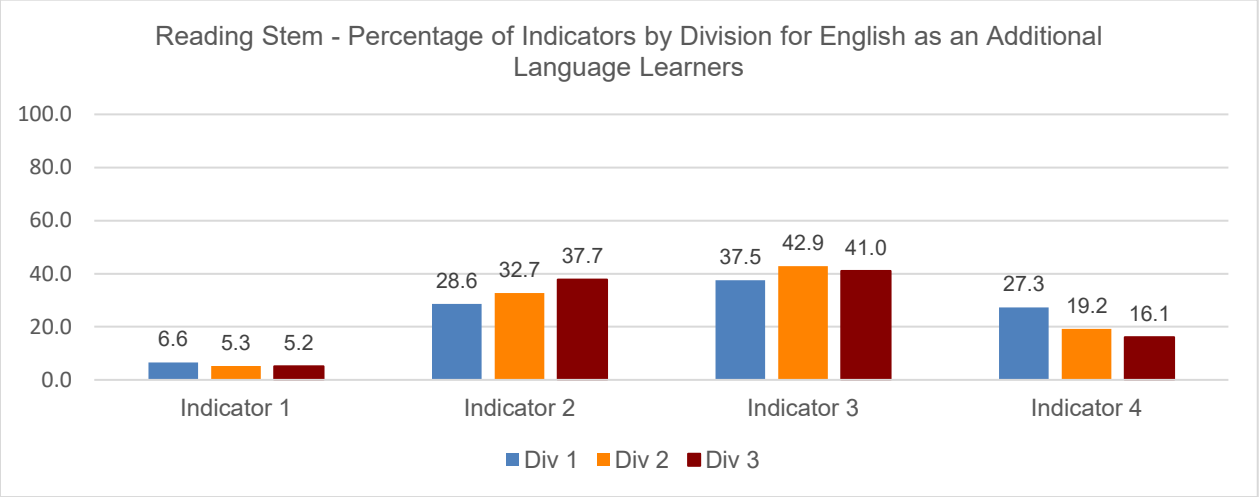
Cohort	Division	Number Stem	1	2	3	4
All Students	Division 3	Number	7.4%	29.2%	37.5%	25.9%
		Patterns	9.2%	28.9%	35.2%	26.7%
		Shape and Space	7.9%	28.5%	37.0%	26.5%
		Stats and Prob.	6.6%	29.2%	37.8%	26.3%
Students who self-identify as Indigenous		Number	24.3% (240)	40.4% (399)	25.8% (255)	9.4% (93)
		Patterns	26.9% (265)	38.4% (378)	24.3% (239)	10.4% (102)
		Shape and Space	22.3% (220)	39.5% (389)	28.0% (276)	10.2% (100)
		Stats and Prob.	18.1% (175)	42.4% (410)	29.1% (281)	10.4% (101)
English as an Additional Language Learners		Number	9.0%	32.5%	35.5%	23.0%
		Patterns	11.4%	31.4%	33.5%	23.8%
		Shape and Space	9.8%	32.0%	34.7%	23.5%
		Stats and Prob.	8.9%	34.0%	36.1%	21.1%
Students with identified special education needs		Number	12.0%	43.5%	32.2%	12.3%
		Patterns	15.0%	42.9%	29.3%	12.7%
		Shape and Space	13.5%	41.6%	32.2%	12.7%
		Stats and Prob.	11.5%	42.2%	33.3%	13.0%

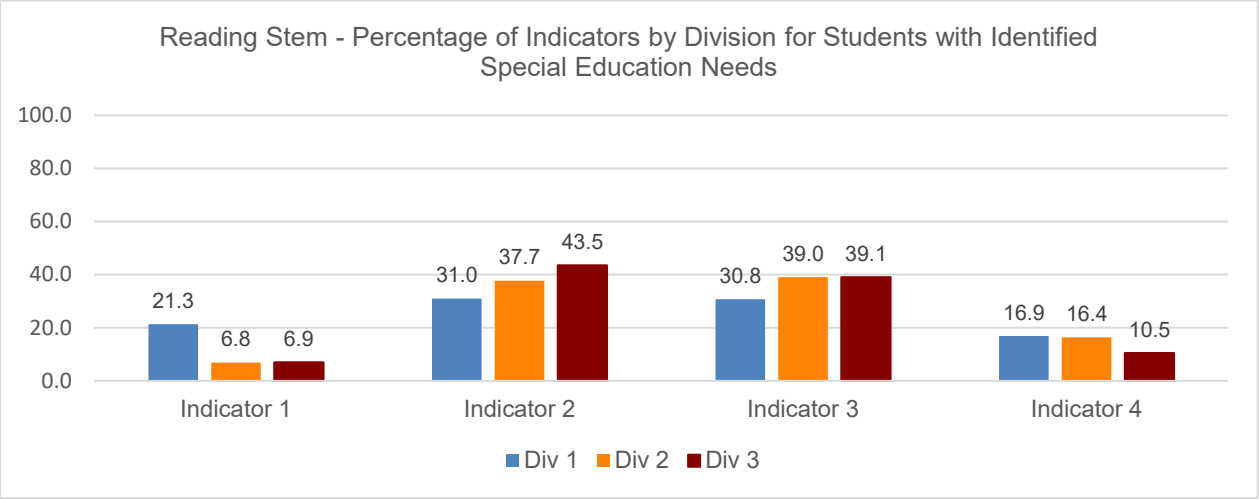
Percentage of students with a final course mark within the identified range

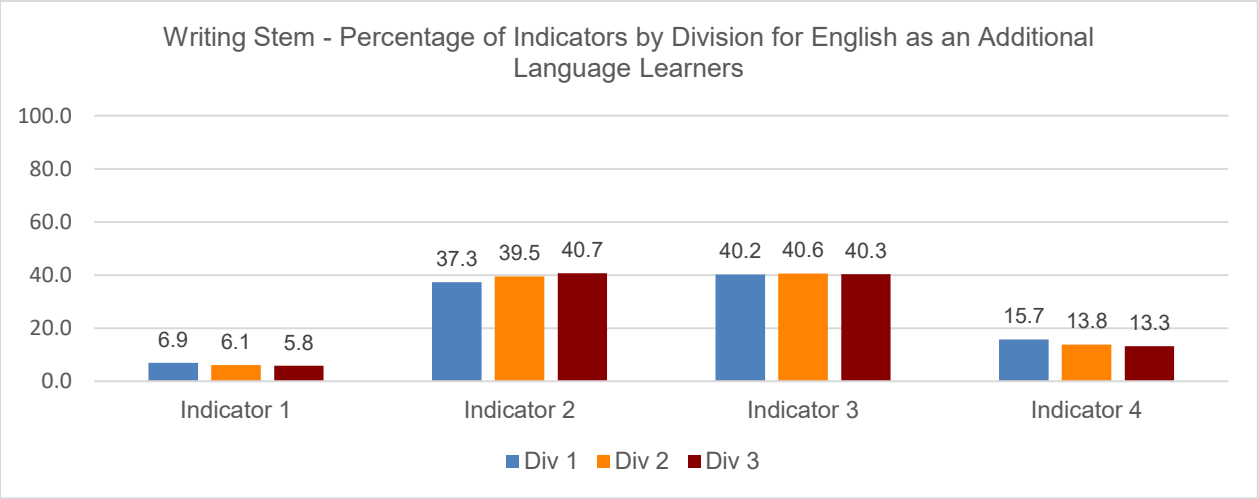
Cohort	Course	80 - 100	65 - 79	50 - 64	0 - 49	65 -100
All Students	Math 10C	45.8	24.4	22.0	7.8	70.2
	Math 10-3	23.8	27.0	36.6	12.7	50.8
	Math 10-4	17.0	26.7	28.7	27.6	43.7
	Math 20-1	51.9	24.3	17.7	6.1	76.2
	Math 20-2	20.0	32.3	37.8	9.9	52.3
	Math 20-3	22.6	30.3	37.7	9.3	52.9
	Math 20-4	25.7	21.6	36.5	16.2	47.3
	Math 30-1	54.0	24.3	14.6	7.1	78.3
	Math 30-2	26.1	33.8	27.9	12.2	59.9
	Math 30-3	23.5	30.3	36.5	9.7	53.8
	Math 31	74.9	15.9	7.1	2.1	90.8
Students who self-identify as Indigenous	Math 10C	30.3 (59)	21.5 (42)	34.9 (68)	13.3 (26)	51.8 (101)
	Math 10-3	15.5 (43)	20.1 (56)	38.5 (107)	25.9 (72)	35.6 (99)
	Math 10-4	11.6 (10)	20.9 (18)	23.3 (20)	44.2 (38)	32.6 (28)
	Math 20-1	37.3 (38)	25.5 (26)	22.5 (23)	14.7 (15)	62.7 (64)
	Math 20-2	15.8 (12)	42.1 (32)	34.2 (26)	7.9 (6)	57.9 (44)
	Math 20-3	21.0 (41)	25.1 (49)	39.5 (77)	14.4 (28)	46.2 (90)
	Math 20-4	37.2 (16)	14.0 (6)	27.9 (12)	20.9 (9)	51.2 (22)
	Math 30-1	37.3 (28)	34.7 (26)	17.3 (13)	10.7 (8)	72.0 (54)
	Math 30-2	24.2 (16)	34.8 (23)	33.3 (22)	7.6 (5)	59.1 (39)
	Math 30-3	15.4 (4)	26.9 (7)	46.2 (12)	11.5 (3)	42.3 (11)
	Math 31	73.3 (11)	20.0 (3)	6.7 (1)	0.0 (0)	93.3 (14)

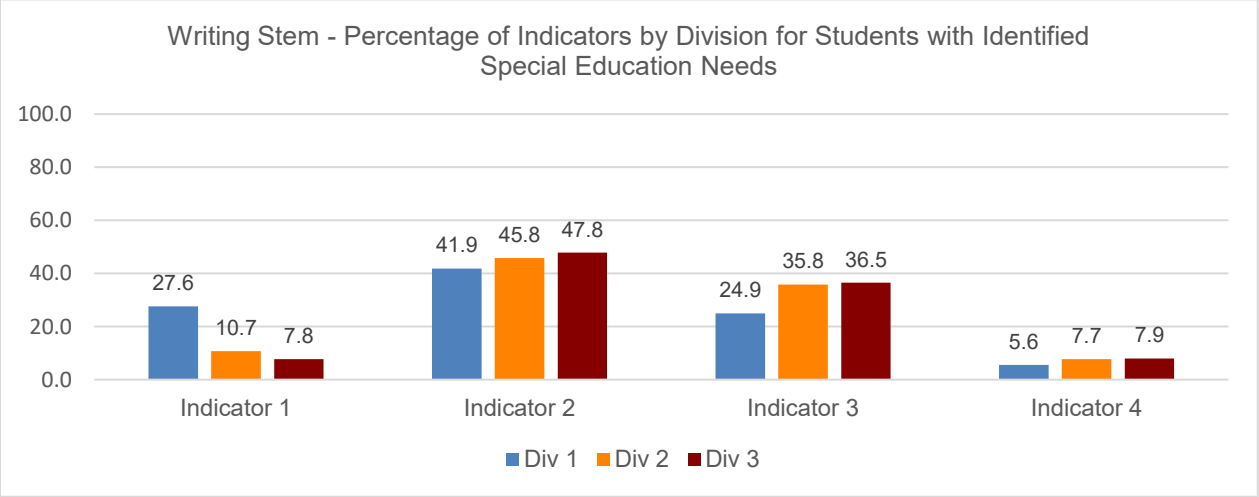
Percentage of students with a final course mark within the identified range

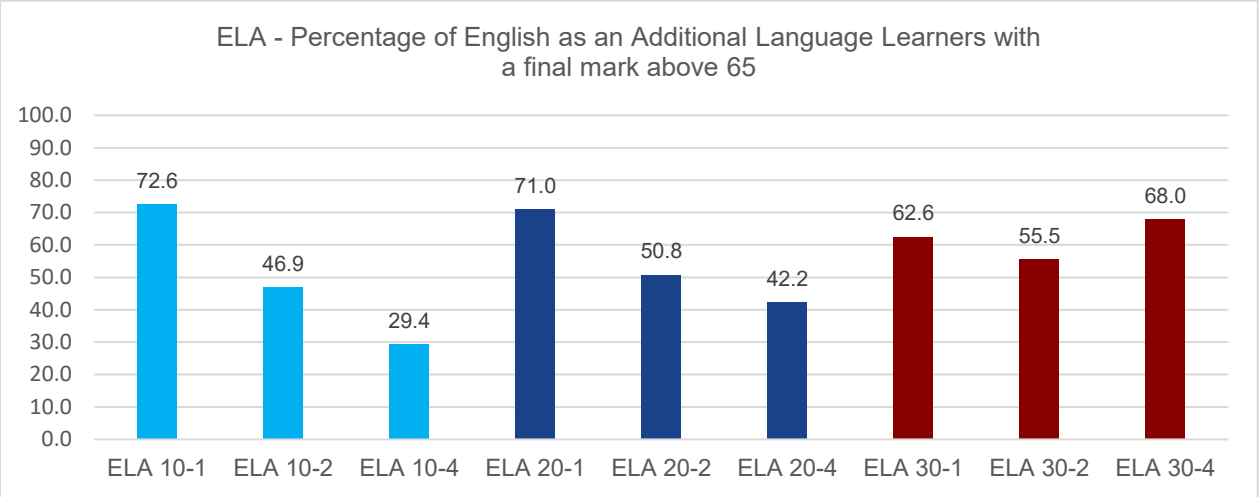
Cohort	Course	80 - 100	65 - 79	50 - 64	0 - 49	65 -100
English as an Additional Language Learners	Math 10C	38.1	25.2	26.4	10.3	63.3
	Math 10-3	21.2	28.8	37.6	12.4	50.0
	Math 10-4	9.1	31.8	27.3	31.8	40.9
	Math 20-1	45.4	25.7	19.3	9.6	71.1
	Math 20-2	19.7	30.9	37.6	11.8	50.6
	Math 20-3	20.1	32.6	38.3	9.0	52.7
	Math 20-4	34.2	23.7	36.8	5.3	57.9
	Math 30-1	47.3	21.4	17.4	14.0	68.7
	Math 30-2	19.6	30.8	32.9	16.7	50.4
	Math 30-3	19.0	32.9	32.9	15.2	51.9
	Math 31	69.3	17.5	10.9	2.3	86.8
With Identified Special Education Needs	Math 10C	29.1	27.4	30.2	13.4	56.4
	Math 10-3	21.4	24.4	38.1	16.1	45.8
	Math 10-4	19.3	27.3	30.3	23.1	46.6
	Math 20-1	37.7	31.5	22.9	7.9	69.2
	Math 20-2	17.9	31.7	40.1	10.3	49.6
	Math 20-3	21.7	30.1	38.1	10.1	51.8
	Math 20-4	28.0	21.7	35.4	14.8	49.7
	Math 30-1	43.3	28.6	18.0	10.1	71.9
	Math 30-2	24.0	34.7	29.8	11.6	58.7
	Math 30-3	29.2	28.7	38.2	3.9	57.9
	Math 31	66.5	19.9	11.4	2.3	86.4

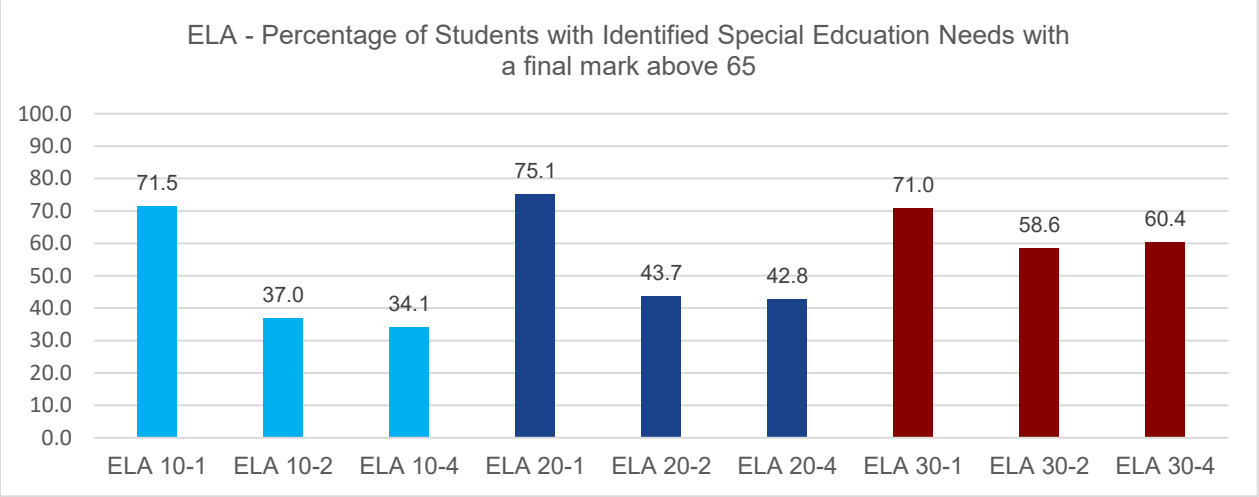


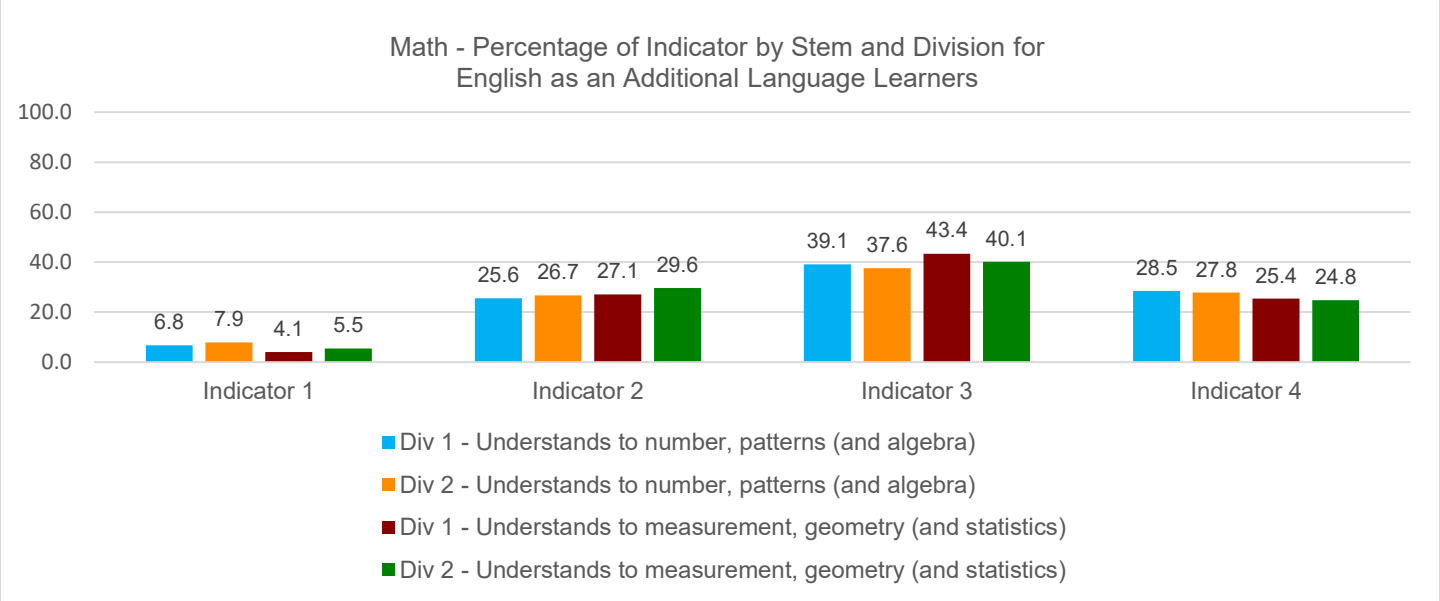

Reading Stem - Percentage of Indicators by Division for Students with Identified Special Education Needs
100.0
80.0
60.0
40.0
20.0
0.0
21.3
6.8
6.9
31.0
37.7
43.5
30.8
39.0
39.1
16.9
16.4
10.5
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 1
Div 2
Div 3

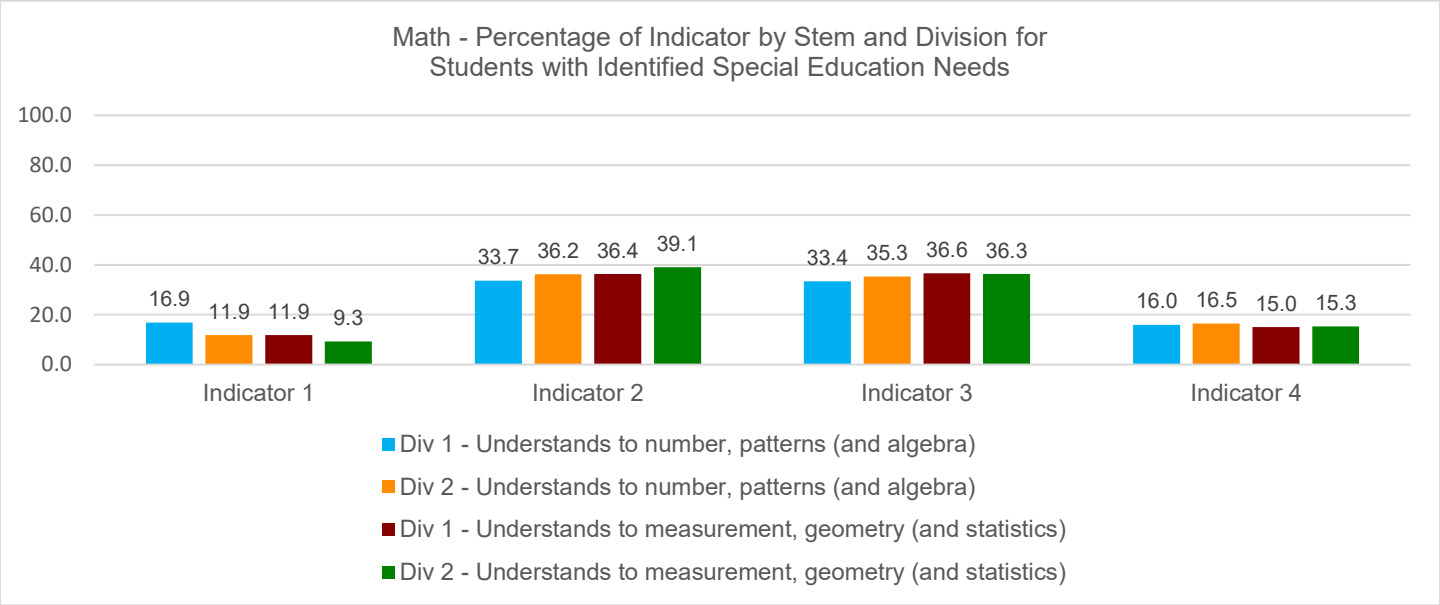

Writing Stem - Percentage of Indicators by Division for English as an Additional Language Learners
100.0
80.0
60.0
40.0
20.0
0.0
6.9
6.1
5.8
37.3
39.5
40.7
40.2
40.6
40.3
15.7
13.8
13.3
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 1
Div 2
Div 3

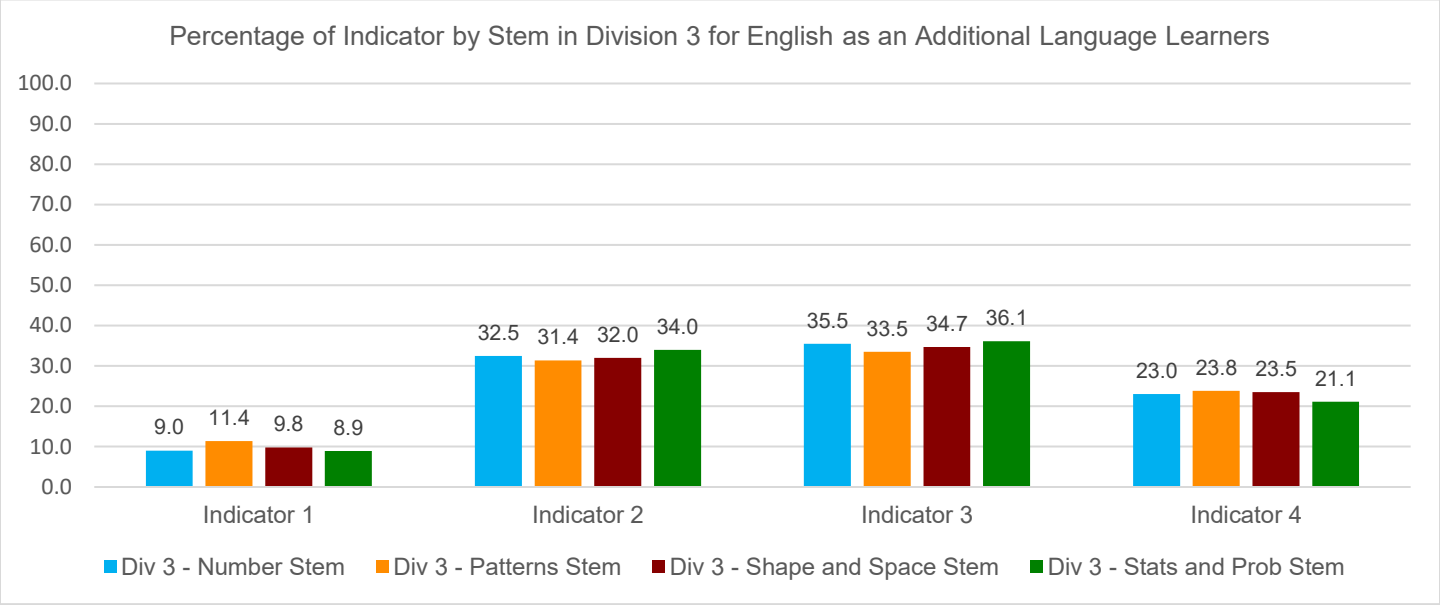

Writing Stem - Percentage of Indicators by Division for Students with Identified Special Education Needs
100.0
80.0
60.0
40.0
20.0
0.0
27.6
10.7
7.8
41.9
45.8
47.8
24.9
35.8
36.5
5.6
7.7
7.9
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 1
Div 2
Div 3

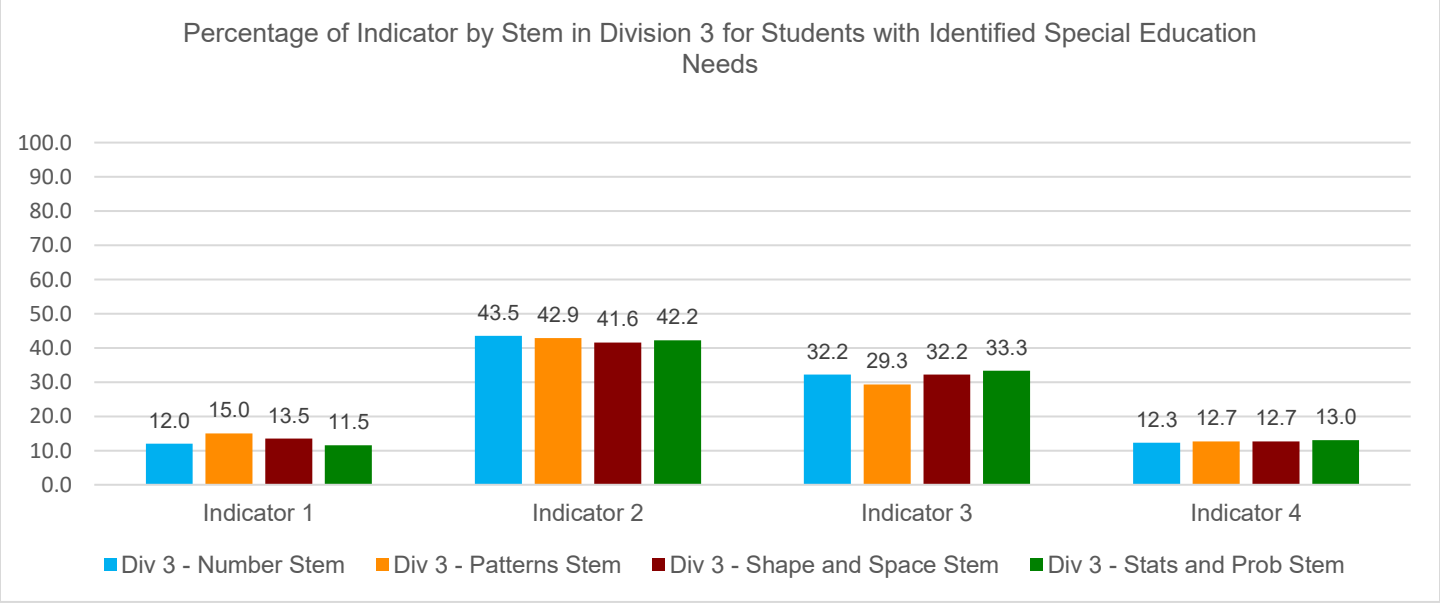

ELA - Percentage of English as an Additional Language Learners with a final mark above 65
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
72.6
46.9
29.4
71.0
50.8
42.2
62.6
55.5
68.0
ELA 10-1
ELA 10-2
ELA 10-4
ELA 20-1
ELA 20-2
ELA 20-4
ELA 30-1
ELA 30-2
ELA 30-4

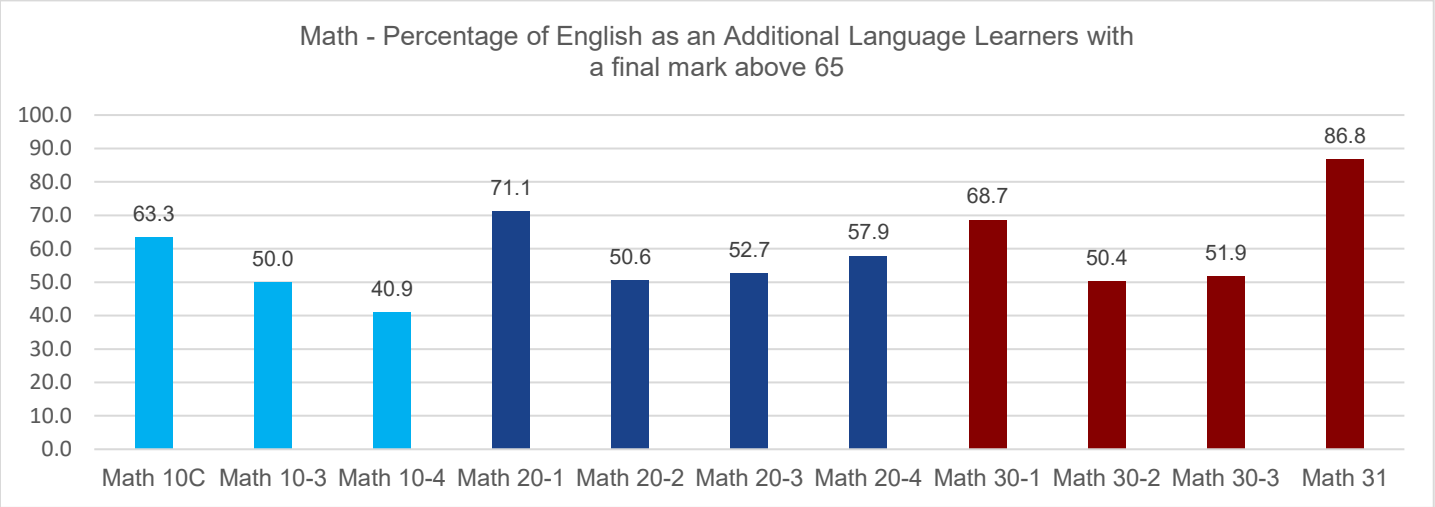

ELA - Percentage of Students with Identified Special Edcuation Needs with a final mark above 65
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
71.5
37.0
34.1
75.1
43.7
42.8
71.0
58.6
60.4
ELA 10-1
ELA 10-2
ELA 10-4
ELA 20-1
ELA 20-2
ELA 20-4
ELA 30-1
ELA 30-2
ELA 30-4

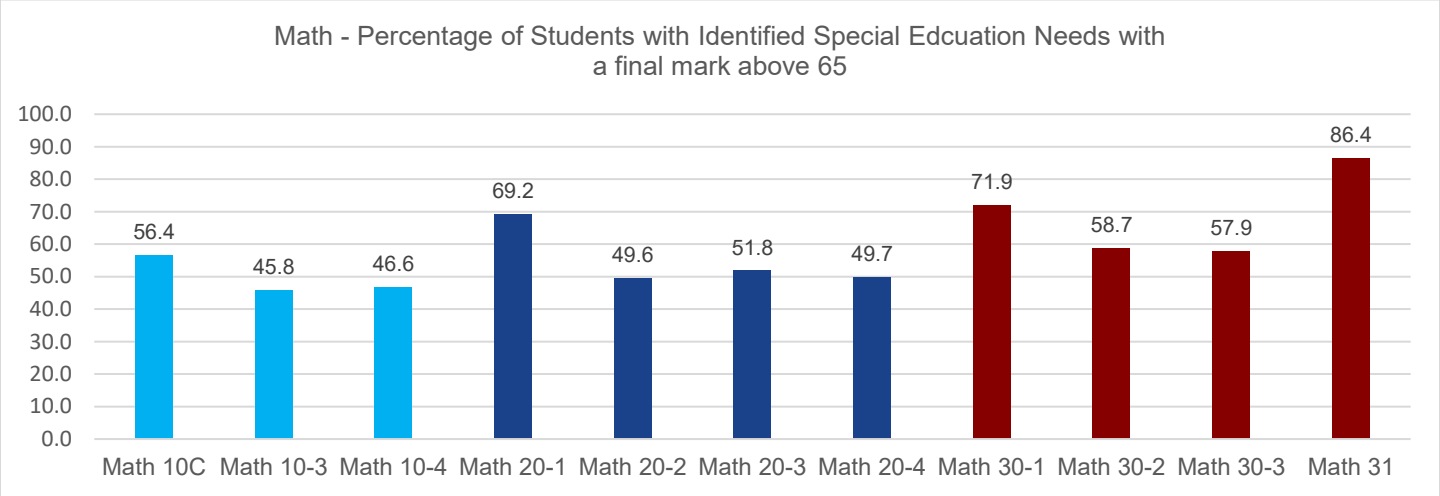

Math - Percentage of Indicator by Stem and Division for English as an Additional Language Learners
100.0
80.0
60.0
40.0
20.0
0.0
6.8
7.9
4.1
5.5
25.6
26.7
27.1
29.6
39.1
37.6
43.4
40.1
28.5
27.8
25.4
24.8
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 1 - Understands to number, patterns (and algebra)
Div 2 - Understands to number, patterns (and algebra)
Div 1 - Understands to measurement, geometry (and statistics)
Div 2 - Understands to measurement, geometry (and statistics)


Math - Percentage of Indicator by Stem and Division for Students with Identified Special Education Needs
100.0
80.0
60.0
40.0
20.0
0.0
16.9
11.9
11.9
9.3
33.7
36.2
36.4
39.1
33.4
35.3
36.6
36.3
16.0
16.5
15.0
15.3
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 1 - Understands to number, patterns (and algebra)
Div 2 - Understands to number, patterns (and algebra)
Div 1 - Understands to measurement, geometry (and statistics)
Div 2 - Understands to measurement, geometry (and statistics)


Percentage of Indicator by Stem in Division 3 for English as an Additional Language Learners
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
9.0
11.4
9.8
8.9
32.5
31.4
32.0
34.0
35.5
33.5
34.7
36.1
23.0
23.8
23.5
21.1
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 3 - Number Stem
Div 3 - Patterns Stem
Div 3 - Shape and Space Stem
Div 3 - Stats and Prob Stem


Percentage of Indicator by Stem in Division 3 for Students with Identified Special Education Needs
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
12.0
15.0
13.5
11.5
43.5
42.9
41.6
42.2
32.2
29.3
32.2
33.3
12.3
12.7
12.7
13.0
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 3 - Number Stem
Div 3 - Patterns Stem
Div 3 - Shape and Space Stem
Div 3 - Stats and Prob Stem


Math - Percentage of English as an Additional Language Learners with a final mark above 65
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
63.3
50.0
40.9
71.1
50.6
52.7
57.9
68.7
50.4
51.9
86.8
Math 10C
Math 10-3
Math 10-4
Math 20-1
Math 20-2
Math 20-3
Math 20-4
Math 30-1
Math 30-2
Math 30-3
Math 31


Math - Percentage of Students with Identified Special Edcuation Needs with a final mark above 65
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
56.4
45.8
46.6
69.2
49.6
51.8
49.7
71.9
58.7
57.9
86.4
Math 10C
Math 10-3
Math 10-4
Math 20-1
Math 20-2
Math 20-3
Math 20-4
Math 30-1
Math 30-2
Math 30-3
Math 31

Appendix S | Language Proficiency (LP) Data

Percentage of students in each language proficiency (LP) level

LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
7.2%	15.7%	26.1%	31.4%	19.7%

Percentage of students at the identified LP

Grade	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
K	23.4	20.8	33.8	13.0	9.1
1	14.7	33.3	34.8	14.9	2.4
2	9.4	22.3	32.3	27.1	8.9
3	7.7	18.1	26.2	29.4	18.6
4	6.8	17.8	28.9	31.2	15.3
5	6.4	13.5	24.4	32.4	23.3
6	5.2	12.1	21.9	32.4	28.5
7	6.5	12.3	23.5	33.0	24.7
8	6.6	10.7	20.8	32.0	30.0
9	4.8	9.7	19.9	33.5	32.2
10	4.8	9.6	25.9	40.3	19.5
11	4.6	9.7	26.6	41.7	17.5
12	4.8	8.2	23.5	42.9	20.5
All	**7.2**	**15.7**	**26.1**	**31.4**	**19.7**

Appendix T | Professional Learning Feedback

Service Unit and Department/Portfolio	Unique Sessions Offered	Registrants
Administration & Finance		
School Finances (e.g., QuickBooks, Oracle)	14	186
Administrative Support (e.g., SharePoint, School Website training)	87	1712
Human Resources		
Staffing	6	410
RAM	4	371
Communications		
Community Engagement Services	3	89
Education Plan Engagement	6	238
School Improvement		
Complementary Curriculum	56	1284
Core Curriculum & Assessment	71	3776
Early Learning	32	1899
Equity, Diversity & Inclusion	3	159
English Language Learning	24	1324
Inclusive Education	21	1219
Indigenous Education	27	1072
Languages (including Language Symposium)	91	2054
Off-Site Activities	18	436
Research & Strategy	27	1886
SIS Team - PowerSchool and SchoolEngage	38	1769
Teaching and Learning with Technology	24	3250
Physical Education, Health and Well-Being (Including Well-Being Forum)	78	5802