

Please join us on the link at 11:50 a.m. for a pre-meeting performance by the Symphonic Band from Dr. Gordon Higgins School 🎵

public agenda

Regular Meeting of the Board of Trustees

February 12, 2019
12:00 p.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

R-1: Mission |

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

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
15 mins	4.1 Dr. Gordon Higgins School Presentation	S. Smith		
20 mins	4.2 Results 2: Academic Success – Annual Monitoring	S. Smith	R-2; OE-3	(Feb. 5/19 Page 4-1)
	5 Operational Expectations			
	6 Public Comment [PDF]			
Max 20 mins	Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7 Matters Reserved for Board Action	Board	GC-3	

Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> ▪ Regular Meeting held November 27, 2018 ▪ Regular Meeting held December 4, 2018 ▪ Regular Meeting held December 11, 2018 <i>(THAT the Board approves the minutes of the Regular Meetings held November 27, December 4 and 11, 2018 as submitted)</i>			Page 8-1 Page 8-9 Page 8-15
	8.2 Results Policies – Reasonable Interpretations <i>(THAT the Board approves the Chief Superintendent's Reasonable Interpretation of Results 4: Personal Development and Results 5: Character as recommended in the report.)</i>	S. Smith	R-2, 3, 4, 5	(Feb. 5/19 Page 4-43-A)
	8.3 OE-3: Instructional Program – Annual Monitoring <i>(THAT the Board approves that the Chief Superintendent is in compliance with the provisions of this policy.)</i>	Board	OE-3	(Feb. 5/19 Page 5-1-A)
	8.4 Items Provided for Board Information		OE-7	
	8.4.1 Chief Superintendent's Update		B/CSR-5	Page 8-17
	8.4.2 Construction Projects Status Report			Page 8-22
3:00 p.m.	9 Adjournment Debrief			

Notice |

This public Board meeting will be recorded & posted online.
Media may also attend these meetings.
You may appear in media coverage.

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the
Freedom of Information and Protection of Privacy Act section 33(c)
for the purpose of informing the public.

For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca.

results monitoring report

Monitoring report for the
school year 2017-18

Report date:
February 5, 2019

Results 2: Academic Success

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 2: Academic Success, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

- making reasonable progress toward achieving the desired results.
- making reasonable progress with exception.
- not making reasonable progress.



Signed: _____

Date: January 28, 2019

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 2: Academic Success, the Board of Trustees:

- finds the organization to be making reasonable progress.
- finds the organization to be making reasonable progress with exception.
- finds the organization not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustee



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

Introduction |

Results 2: Academic Success establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in ensuring that students experience success with the subject matter of their learning program and use language, images, symbols and text in a variety of contexts.

The Chief Superintendent's *Reasonable Interpretation Results 2: Academic Success* was approved on March 6, 2018. The Board of Trustees last monitored Results 2: Academic Success on February 6, 2018.

The report presented today represents organizational data available since the last monitoring report, primarily representing the 2017-18 school year¹. This report provides the Board of Trustees with four types of information.

- Achievement data

Provincial testing and report card data is presented in summary form, having previously been presented to the Board of Trustees in greater detail through information reports on: October 23, 2018; November 27, 2018; December 4, 2018; and January 15, 2019.

- Provincial Achievement Tests & Diploma Examinations

The Chief Superintendent's certification of reasonable progress is based on results being at or above provincial results and consistent or improving across time. This indicator supports an overall interpretation of reasonable progress.

- Report Cards

Students were successful with the learning outcomes of their programs of study according to their school-issued report cards. This level of success, combined with continued growth in the student population, contributes to reasonable progress within Results 2: Academic Success.

¹ Alberta Education provides information on the High School Completion Rate, the Diploma Examination Participation Rate and the Rutherford Scholarship Eligibility Rate one year behind other data sets. For those measures the most current information represents the 2016-17 school year.

- Additional High School data²

There are three data sets specific to high school students for Results 2. These three data sets are part of the Alberta Education's Accountability Pillar which includes an evaluation of the organization's performance.

The High School Completion Rate and Diploma Examination Participation Rate are based on a Grade 10 Cohort and are adjusted for attrition. This cohort is comprised of first-time Grade 10 students in Alberta who can reasonably be expected to complete high school and write diploma examinations. The cohort is based on the enrolment on September 30 of each school year.

- High School Completion Rate

In 2016-17, the CBE's three-year High School Completion Rate Achievement Measure Evaluation was *High* and the Improvement Measure Evaluation was *Maintained* as compared to the Previous 3-Year Average. This indicator supports an overall interpretation of reasonable progress.

- Diploma Examination Participation Rate

CBE's rate of participation is 5.3 percentage points above the provincial rate. In 2016-17, the CBE's Diploma Exam Participation Rate (4+ Exams) Achievement Measure Evaluation was *High* and the Improvement Measure Evaluation was *Maintained* as compared to the Previous 3-Year Average. This indicator supports an overall interpretation of reasonable progress.

- Rutherford Scholarship Eligibility Rate

Due to a change from previous data source systems to the Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results established a new baseline for jurisdictional and provincial data in 2014-15. As a result, Alberta Education has not rated the achievement of this measure, but the Improvement Measure Evaluation was *Maintained*.

As with other Results 2 indicators with provincial reference points, CBE's results are to be at or above the provincial rate and consistent or improving over time. The CBE's 2016-17 rate was below the provincial rate by 1.7 percentage points; however, CBE's 2016-17 rate improved by 0.1 percentage points from the 2015-16 rate. This indicator supports an overall interpretation of reasonable progress.

² Some complexities in interpreting the data for both the CBE and the province carry forward from 2012-13 when flooding in Southern Alberta led to the cancellation of a number of Provincial Achievement Tests (PAT) and Diploma Examinations in June 2013. This particularly impacts the interpretation of multi-year data and the "improvement" component of Alberta Education's assessment of the:

- percentage of students completing high school (indicator 1);
- percentage of students participating in 4 or more diploma Examinations within three years of starting high school (indicator 4); and
- percentage of students eligible for the Rutherford Scholarship (indicator 5).

- Calgary Board of Education (CBE) Student Survey data

The data for these indicators are gathered from students and reflect their own assessment of the organization's impact on their skills and success.

The 2017-18 year was the first year when the new CBE Student Survey was administered. Summary Measures of student self-perceptions in Reading, Writing, Mathematics, Art, Science, Social Studies, and Critical and Creative Thinking are provided. Overall Agreement of these summary measures range from 84.6% to 92.0%. These data provide a baseline.

- Student Stories

In addition to the monitoring data included in this report, student stories have been added to provide examples of the ways in which individual students have experienced Academic Success. These examples are in the students' own words and can be found in Attachment I.

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students with the knowledge, skills, processes and application of learning across the subject areas of their instructional programs. The Chief Superintendent's certification of reasonable progress is offered in relation to the overall Results policy.

The Board-approved indicators for monitoring Results 2: Academic Success together demonstrate that the organization is making reasonable progress towards achieving the desired results.

The Calgary Board of Education strives to be a high achieving and leading jurisdiction. Over a number of years, it has established patterns of achievement and an organizational expectation that CBE student learning results will be at or above provincial rates of achievement and consistent or improving across time.

Overall student learning in the Calgary Board of Education is strong and progressing.

Outside of the Board-approved indicators used to determine reasonable progress for Results 2 Monitoring, the Chief Superintendent recognizes that learning results for Indigenous students are an area of significant concern.

Student learning results in Mathematics are also an area where improvement is required, particularly as measured by Provincial Achievement Tests in grades 6 and 9. However, of note is that for the All Students Enrolled cohort, the CBE Mathematics 6 PAT results exceeded those of the province by 2.0 percentage points at the Acceptable Standard and 3.0 percentage points at the Standard of Excellence. The CBE Mathematics 9 PAT results exceeded those of the province by 0.2 percentage points at the Acceptable Standard and 2.4 percentage points at the Standard of Excellence.

Strategies to address these areas of concern are included in the Three-Year Education Plan.

Monitoring Information |

Evidence of Reasonable Progress |

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Arts
- Languages

Board-Approved Interpretation |

The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.

The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.

The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

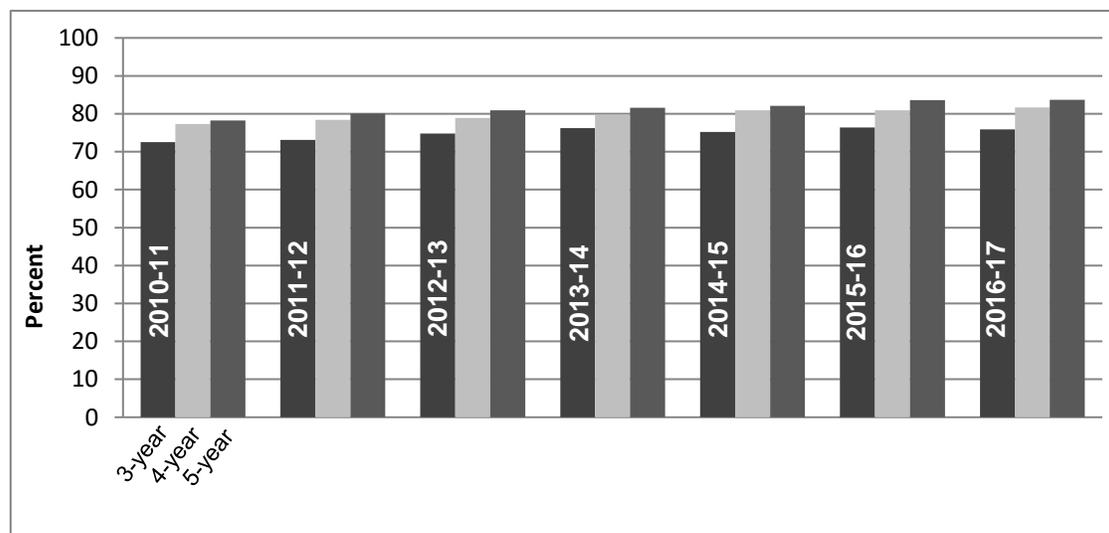
Board-approved Indicators and 2017-18 results |

1. Percentage of students completing high school.

This indicator is based on a Grade 10 Cohort who complete high school within three years. High school completion rates include students who receive a credential (e.g., a High School Diploma or Certificate of Achievement) and students who do not receive a credential but who transition to a post-secondary institution, an apprenticeship program or who have achieved “academic standing”³.

High school completion rates are also calculated at the four-year and five-year point for each cohort group.

High School Completion Rate							
	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17
3-year	72.5	73.1	74.8	76.2	75.2	76.4	75.9
4-year	77.3	78.4	78.9	79.7	80.9	80.9	81.7
5-year	78.2	80.1	80.9	81.6	82.1	83.6	83.7



- Target for 2017-18: Continued improvement

This target was not met.

The Accountability Pillar Improvement Measure Evaluation for the High School Completion Rate (3 yr) for 2016-17 was *Maintained*. Using Alberta Education’s Accountability Pillar chi-square range for the Improvement Measure and comparing the 2016-17 results to the Previous 3-Year Average, the 4 year and 5 year High School Completion Rate each *Improved Significantly*.

³ Students who have not achieved completion status through any of the other means who have passed a minimum of five grade 12 courses including a Language Arts diploma examination course and three other diploma examination courses.

2. Percentage of students who achieve the Acceptable Standard and the Standard of Excellence on Provincial Achievement Tests (PAT) and Diploma Examinations.

The table and graphs below represents the combined measure of CBE results across the grades and subject areas in which students write PATs and Diploma Examinations

Alberta Education evaluates students' performance on PATs and Diploma Examinations at two standards of success: the Acceptable Standard and the Standard of Excellence. With respect to the Diploma Examination standards, the Acceptable Standard is a mark of 50% or higher and the Standard of Excellence is a mark of 80% or higher. For PATs the exact scores for each standard vary from year to year and from test to test, but are close to 50% and 80%. Students meeting the Standard of Excellence are also captured in the Acceptable Standard.

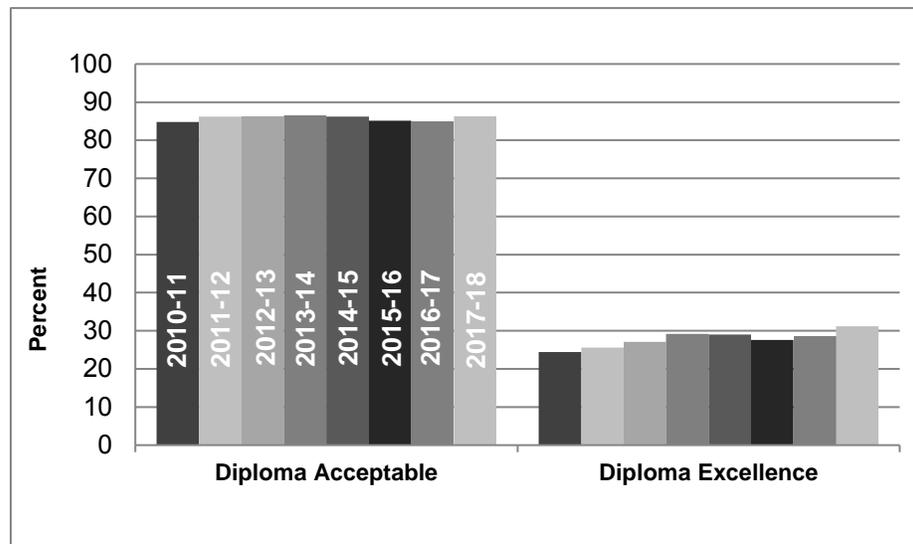
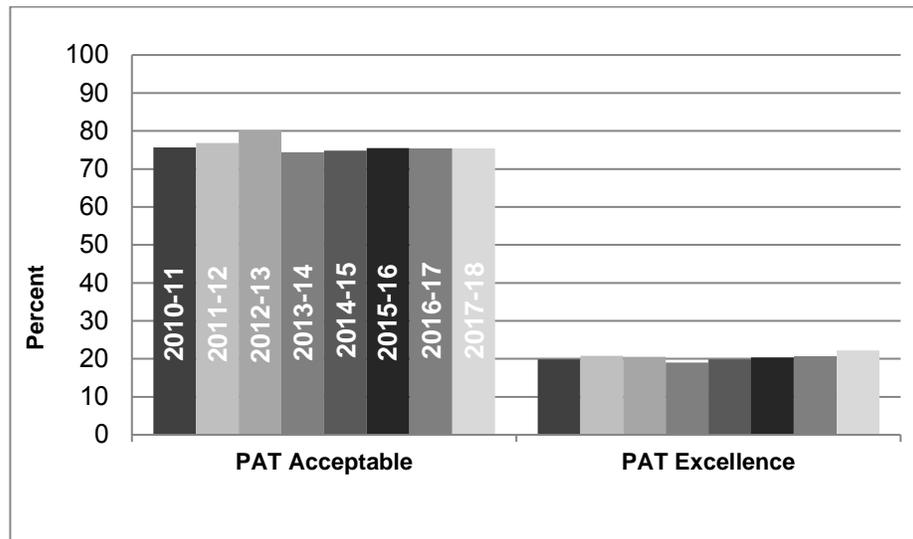
For the PATs, the reported percentage of students achieving at each standard is based on the All Students Enrolled cohort as per Alberta Education's requirements. It is important to note that the All Students Enrolled cohort includes students who were absent or excused from writing the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have "not met the Acceptable Standard." Reporting for Diploma Examination results includes only the students who wrote the examination.

Percentage of CBE students achieving standards on provincial tests								
	2010 -11	2011 -12	2012 -13 ⁴	2013 -14 ⁵	2014 -15	2015 -16	2016 -17	2017 -18
PAT Acceptable	75.7	76.8	80.2	74.4	74.8	75.5	75.3	75.4
PAT Excellence ⁶	19.9	20.8	20.5	19.0	19.9	20.4	20.6	22.2
Diploma Acceptable	84.8	86.2	86.3	86.5	86.2	85.1	85.0	86.3
Diploma Excellence ⁶	24.4	25.6	27.1	29.2	29.0	27.6	28.6	31.2

⁴ The administration of Provincial Achievement Tests (PAT) and Diploma Examinations in the Calgary Board of Education was significantly impacted by flooding and a local state of emergency in June 2013. PAT and Diploma Examination results from 2012-13 are to be interpreted with caution.

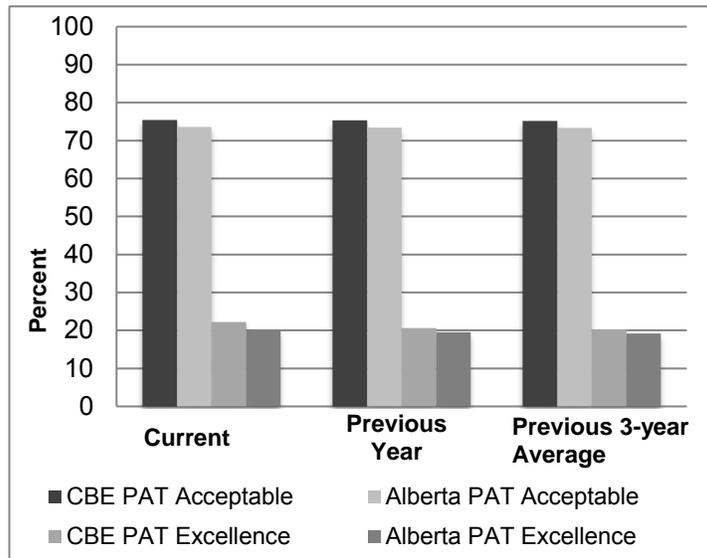
⁵ Grade 3 Provincial Achievement Tests are no longer administered in Alberta. The calculation for PAT results from 2013-14 onward is not directly comparable to results from prior years.

⁶ Students achieving the Standard of Excellence are included in the percentage of students achieving the Acceptable Standard.

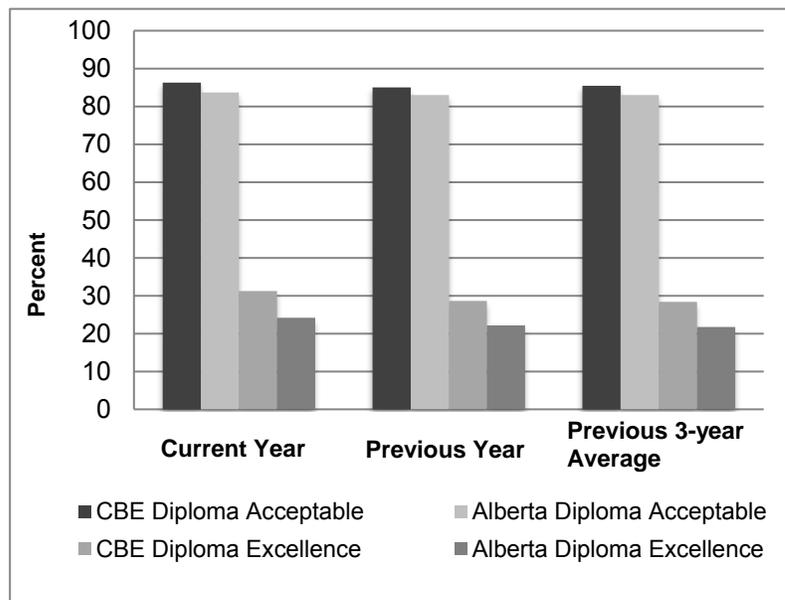


Alberta Education's standard practice in determining the level of improvement demonstrated by a jurisdiction is to compare the current year's results to the Previous 3-Year Average of results.

Percentage of students achieving standards on Provincial Achievement Tests			
	2017-18 Current Year	2016-17 Previous Year	2014-17 Previous 3-Year Average
CBE PAT Acceptable	75.4	75.3	75.2
Alberta PAT Acceptable	73.6	73.4	73.3
CBE PAT Excellence	22.2	20.6	20.3
Alberta PAT Excellence	19.9	19.5	19.2



Percentage of students achieving standards on Diploma Examinations			
	2017-18 Current Year	2016-17 Previous Year	2014-17 Previous 3-Year Average
CBE Diploma Acceptable	86.3	85.0	85.4
Alberta Diploma Acceptable	83.7	83.0	83.0
CBE Diploma Excellence	31.0	28.6	28.4
Alberta Diploma Excellence	24.2	22.2	21.7



- Target 2017-18: Achievement rates on provincial tests⁷ to be at or above the provincial achievement rates and consistent or improving across time

This target was met.

Summary		
	At or above provincial results	Consistent or improving across time compared to the Previous 3-Year Average
PAT Acceptable	above	<i>Maintained</i>
PAT Excellence	above	<i>Improved Significantly</i>
Diploma Acceptable	above	<i>Improved Significantly</i>
Diploma Excellence	above	<i>Improved Significantly</i>

In 2017-18 Calgary Board of Education exceeded the provincial results in 10 of 10 PATs at the Acceptable Standard, and 9 of 10 at the Standard of Excellence. The CBE met or exceeded the provincial results in all eleven Diploma Examinations at each standard.

The Accountability Pillar Report evaluates CBE Achievement Measure Evaluation on Provincial Achievement Tests as *Intermediate* at the Acceptable Standard and *High* at the Standard of Excellence. It evaluates CBE Achievement Measure Evaluation results on Diploma Examinations as *High* at the Acceptable Standard and *Very High* at the Standard of Excellence.

Improvement Measure Evaluation shows CBE results for 2017-18 Provincial Achievement Tests as *Maintained* over the “Previous 3-Year Average” results at the Acceptable Standard and *Improved Significantly* at the Standard of Excellence. The CBE’s Diploma Examinations Improvement Measure Evaluation results are *Improved Significantly* in relation to the “Previous 3-Year Average” at the Acceptable Standard and *Improved Significantly* at the Standard of Excellence.

⁷ This goal is specific to Provincial Achievement Tests and Diploma Examinations that are considered to be stable and statistically reliable by Alberta Education.

3. Percentage of students meeting learning expectations within each discipline; as measured by student report cards.

Percentage of students successful ⁸ with learning outcomes as measured by report card indicators							
Subject Area	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18
Arts	97.8	99.3	97.3	97.8	97.5	98.1	98.1
CTS/CTF	94.3	95.1	95.9	95.8 ⁹	96.0	95.6	95.8
English Language Arts	87.7	88.9	91.0	92.1	92.9	92.4	92.3
French Language Arts	92.8	94.8	95.3	96.1	96.4	96.2	95.7
Languages	90.0	96.5	96.9	97.5	97.5	97.6	97.0
Mathematics	86.6	88.5	90.1	90.6	91.1	91.0	90.6
Physical Education	97.9	97.5	97.4	98.1	98.0	98.3	98.1
Science	92.8	93.3	93.1	94.3	94.7	94.7	94.4
Social Studies	92.4	94.2	93.0	94.4	95.1	94.9	94.7
Overall	93.3	94.1	94.0	95.3	95.4	95.4	95.2

- Target for 2017-18: Continued results at or above 95%

This target was met.

The percentage of students meeting with success within each discipline overall is 95.2%. Five of nine disciplines are above 95% and the remaining four are between 90.6% and 94.7%.

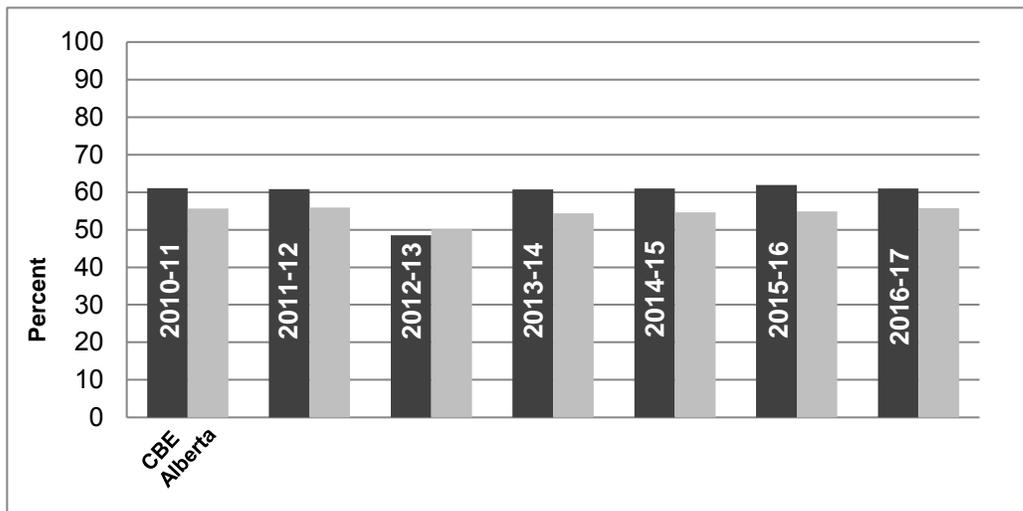
⁸ Students are considered successful with the learning outcomes of the Programs of Study if they receive: a 2, 3, or 4 on the K-9 report card or 50% or above on the high school report card.

⁹ CTF (Career and Technology Foundations) data were included in this subject area beginning with the 2014-5 results. Prior years refer only to CTS (Career and Technology Studies)

4. Percentage of students participating in 4 or more Diploma Examinations within three years of starting high school.

This indicator is based on a Grade 10 Cohort who have written four or more diploma examinations by the end of their third year in high school.

Diploma Examination Participation Rate							
	2010 -11	2011 -12	2012 -13 ¹⁰	2013 -14	2014 -15	2015 -16	2016 -17
CBE	61.1	60.8	48.5	60.7	61.0	61.9	61.0
Alberta	55.6	55.9	50.1	54.4	54.6	54.9	55.7



- Target for 2017-18: At or above the provincial rate and consistent or improving across time.

This target was met.

In 2016-17 CBE's Diploma Exam Participation Rate (4+ Exams) was 5.3 percentage points above the provincial rate.

The Achievement Measure Evaluation on the Accountability Pillar Report for CBE's Diploma Exam Participation Rate (4+ Exams) was *High* and the Improvement Measure Evaluation was *Maintained* as compared to the Previous 3-Year Average.

¹⁰ The administration of Provincial Achievement Tests (PAT) and Diploma Examinations in the Calgary Board of Education was significantly impacted by flooding and a local state of emergency in June 2013. PAT and Diploma Examination results from 2012-13 are to be interpreted with caution.

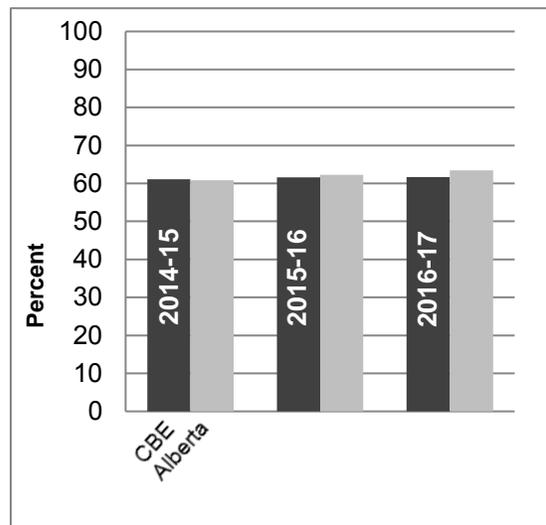
5. Percentage of students eligible for the Rutherford Scholarship.

Rutherford Scholarships recognize and reward student achievement in grades 10, 11 and 12. The scholarships are awarded to students who achieve at least 75% in specific groupings of courses at the 10, 20 and/or 30 course level.

The following tables show the historical Rutherford Scholarship Eligibility Rate and then the new table created due to the change from previous data source systems to Provincial Approach to Student Information (PASI).

Historical Rutherford Scholarship Eligibility Rate					
	2009 -10	2010 -11	2011 -12	2012 -13	2013 -14
CBE	58.6	60.4	59.0	59.5	61.0
Alberta	59.6	61.3	61.5	60.9	61.2

Rutherford Scholarship Eligibility Rate			
	2014 -15	2015 -16	2016 -17
CBE	61.1	61.6	61.7
Alberta	60.8	62.3	63.4



- Target for 2017-18: At or above the provincial rate and consistent or improving across time.

This target was partially met.

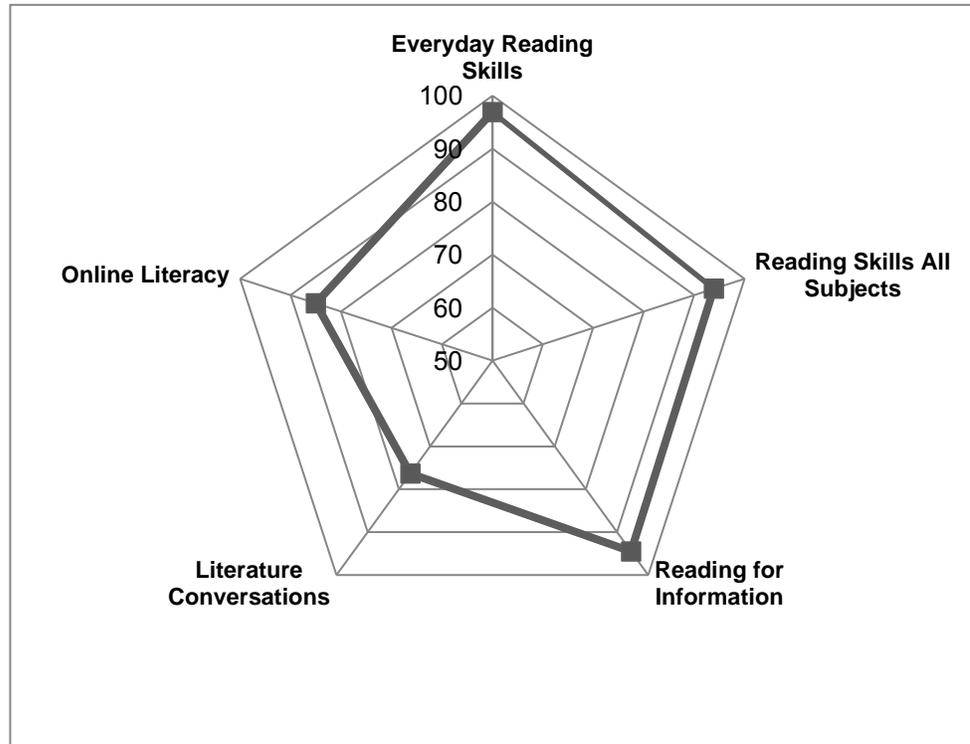
In 2016-17 CBE's Rutherford Scholarship Eligibility Rate was 1.7 percentage points below the provincial rate and the Accountability Pillar Report Improvement Measure Evaluation for this rate in the CBE was *Maintained*.

6. Percentage of students who report they can apply the knowledge, skills, attitudes, and competencies of reading; as indicated by the Overall Agreement of the **Reading Summary Measure** from the CBE Student Survey.

Reading Summary Measure	
	2017-18
Overall Sample Size	75 365
Overall Agreement (%)	89.7

Reading Summary Measure by Grade	
	2017-18
Overall Agreement (%)	
Grade 5	89.6
Grade 6	90.4
Grade 8	89.1
Grade 9	89.6
Grade 11	90.0
Grade 12	89.1

Question Theme	Overall Agreement (%)
Everyday Reading Skills	96.9
Reading Skills All Subjects	93.9
Reading for Information	94.5
Literature Conversations	76.3
Online Literacy	85.0



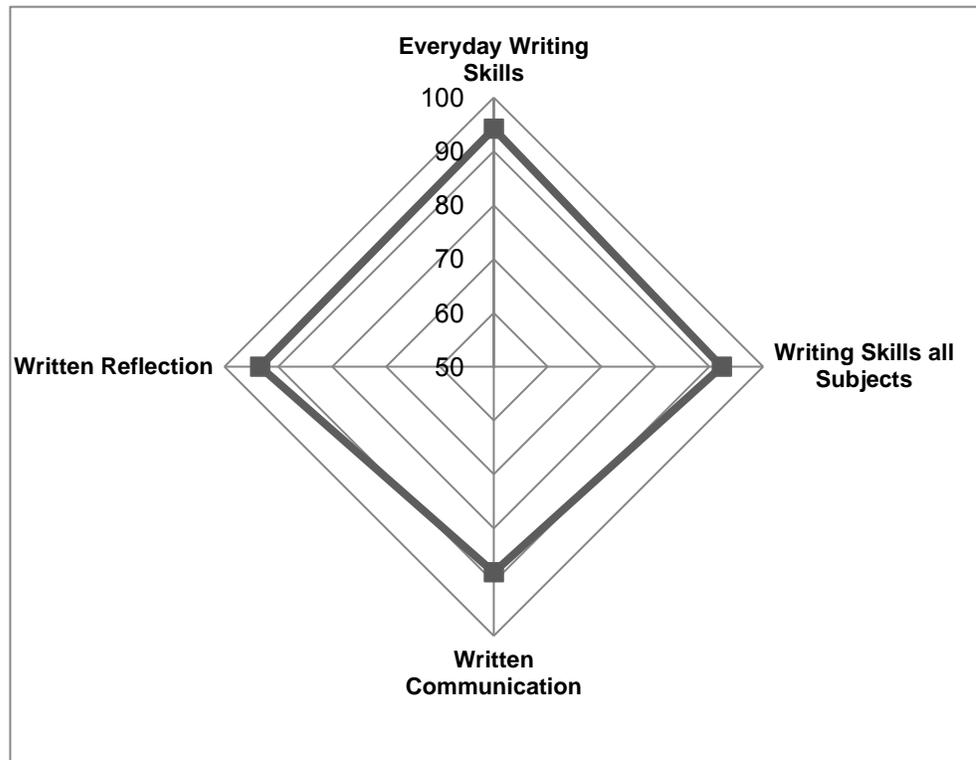
- Target 2017-18: No target set because a new CBE Student Survey was administered in the Spring of 2018.

7. Percentage of students who report they can apply the knowledge, skills, attitudes, and competencies of writing; as indicated by the Overall Agreement of the **Writing Summary Measure** from the CBE Student Survey.

Writing Summary Measure	
	2017-18
Overall Sample Size	75 365
Overall Agreement (%)	92.0

Writing Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 5	90.4
Grade 6	91.9
Grade 8	92.9
Grade 9	93.1
Grade 11	92.8
Grade 12	91.8

Question Theme	Overall Agreement (%)
Everyday Writing Skills	94.2
Writing Skills All Subjects	92.3
Written Communication	88.2
Written Reflection	93.4



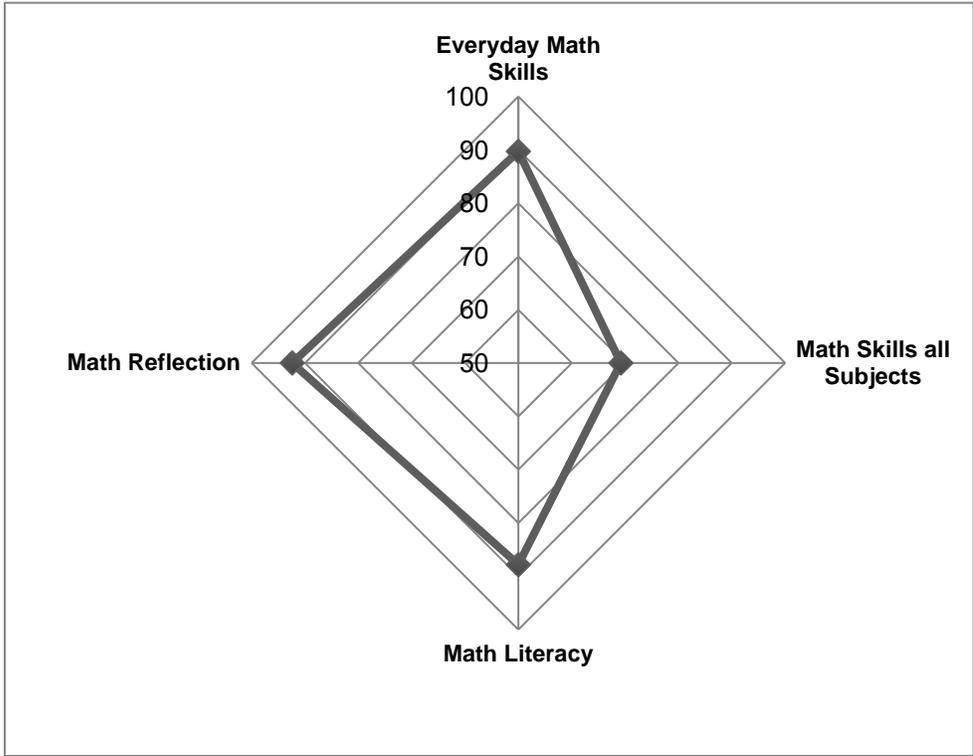
- Target 2017-18: No target set because a new CBE Student Survey was administered in the Spring of 2018.

8. Percentage of students who report they can apply the knowledge, skills, attitudes, and competencies of mathematics; as indicated by the Overall Agreement of the **Mathematics Summary Measure** from the CBE Student Survey.

Mathematics Summary Measure	
	2017-18
Overall Sample Size	75 365
Overall Agreement (%)	84.9

Mathematics Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 5	88.1
Grade 6	87.9
Grade 8	85.3
Grade 9	81.9
Grade 11	82.3
Grade 12	80.6

Question Theme	Overall Agreement (%)
Everyday Math Skills	89.7
Math Skills all Subjects	69.2
Math Literacy	87.8
Math Reflection	92.4



- Target 2017-18: No target set because a new CBE Student Survey was administered in the Spring of 2018.

9. Percentage of students who report they can apply the knowledge, skills, attitudes, and competencies of the arts; as indicated by the Overall Agreement of the **Arts Summary Measure** from the CBE Student Survey.

Arts Summary Measure	
	2017-18
Overall Sample Size	75 365
Overall Agreement (%)	84.6

Arts Summary Measure by Grade	
	2017-18
Overall Agreement (%)	
Grade 5	87.9
Grade 6	85.9
Grade 8	83.6
Grade 9	82.7
Grade 11	83.2
Grade 12	82.0

Question Theme	Overall Agreement (%)
Artistic Literacy	82.6
Artistic Understanding	86.5

- Target 2017-18: No target set because a new CBE Student Survey was administered in the Spring of 2018.

10. Percentage of students who report they can apply the knowledge, skills, attitudes, and competencies of science; as indicated by the Overall Agreement of the **Science Summary Measure** from the CBE Student Survey.

Science Summary Measure	
	2017-18
Overall Sample Size	75 365
Overall Agreement (%)	88.6

Science Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 5	89.0
Grade 6	90.3
Grade 8	86.4
Grade 9	87.4
Grade 11	89.8
Grade 12	88.5

Question Theme	Overall Agreement (%)
Science Literacy	91.2
Science Communication	85.9

- Target 2017-18: No target set because a new CBE Student Survey was administered in the Spring of 2018.

11. Percentage of students who report they can apply the knowledge, skills, attitudes, and competencies of Social Studies; as indicated by the Overall Agreement of the **Social Studies Summary Measure** from the CBE Student Survey.

Social Studies Summary Measure	
	2017-18
Overall Sample Size	75 365
Overall Agreement (%)	84.9

Social Studies Summary Measure by Grade	
	2017-18
Overall Agreement (%)	
Grade 5	86.1
Grade 6	85.6
Grade 8	83.2
Grade 9	84.9
Grade 11	84.7
Grade 12	84.0

Question Theme	Overall Agreement (%)
Canadian Current Events	85.9
Global Current Events	84.2

- Target 2017-18: No target set because a new CBE Student Survey was administered in the Spring of 2018.

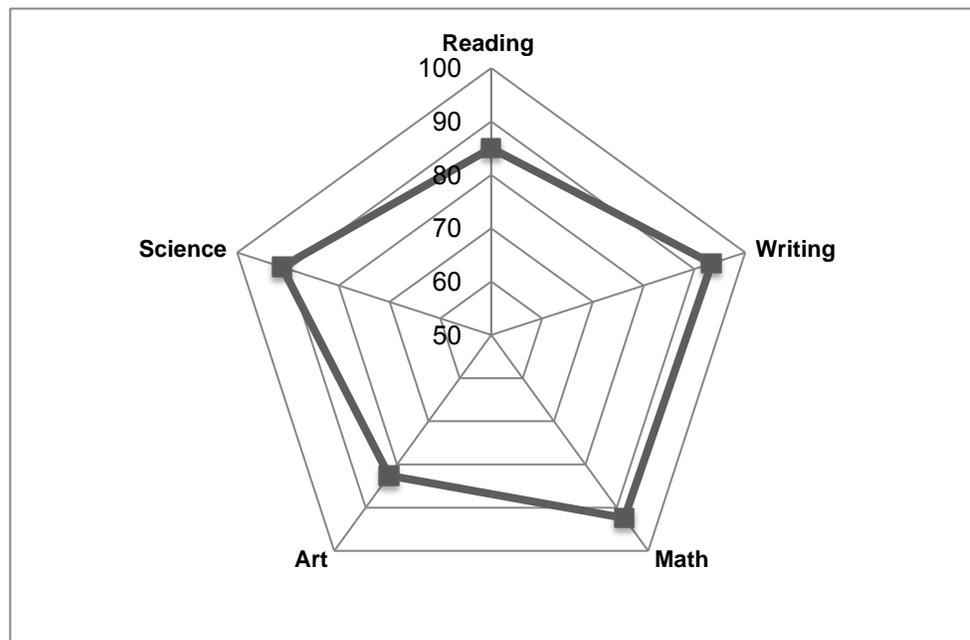
12. Percentage of students who report they can draw upon their learning to think critically and creatively; as indicated by the Overall Agreement of the **Critical and Creative Thinking Summary Measure** from the CBE Student Survey.

Critical and Creative Thinking Summary Measure	
	2017-18
Overall Sample Size	75 365
Overall Agreement (%)	89.1

Critical and Creative Thinking Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 5	88.9
Grade 6	89.8
Grade 8	88.8
Grade 9	88.6
Grade 11	89.7
Grade 12	88.5

Question Theme	Overall Agreement (%)
Reading	85.0
Writing	93.4
Math	92.4
Art	82.6
Science	91.2

- Target 2017-18: No target set because a new CBE Student Survey was administered in the Spring of 2018.



Targets | 2018-19

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

Chief Superintendent Targets

Indicator 1: Percentage of students completing high school

- Target for 2018-19: continued improvement

Indicator 2: Percentage of students who achieve the Acceptable Standard and the Standard of Excellence on Provincial Achievement Tests (PAT) and Diploma Examinations.

- Target 2018-19: Achievement rates on provincial tests⁹ to be at or above the provincial achievement rates and consistent or improving across time.

Indicator 3: Percentage of students meeting learning expectations within each discipline; as measured by student report cards.

- Target for 2018-19: Continued results at or above 95%.

Indicator 4: Percentage of students participating in 4 or more Diploma Examinations within three years of starting high school.

- Target for 2018-19: At or above the provincial rate and consistent or improving across time.

Indicator 5: Percentage of students eligible for the Rutherford Scholarship.

- Target for 2018-19: At or above the provincial rate and consistent or improving across time.

Indicators 6-12:

- Target for 2018-19: Improvement on baseline summary measures.

The Chief Superintendent recognizes that concerns for the academic success of students self-identified as Indigenous, and for student achievement in Mathematics are shared by the Board of Trustees and is reflected in the Board's previous requests for specific targets in these areas.

School, area and system leaders monitor the implementation of the strategies to address these areas of concern. Data related to the implementation of the strategies outlined in the Three-Year Education Plan and specific impact assessments have been provided to the Board of Trustees.

Board of Trustees Targets

Following their determination in February 2018 of reasonable progress for Results 2: Academic Success, with exception of the achievement in all academic disciplines of students self-identified as Indigenous, and student results in Mathematics, the Board requested additional targets and capacity building for specific areas. This was presented to the Board on November 27, 2018 in the Results 2 Monitoring: Follow-up Report.

- Targets for 2018-19: Specific targets can be found in the November 27, 2018 Results 2 Monitoring: Follow-up Report.

See Attachment II for this follow-up report.

ATTACHMENTS

Attachment I: Student-Contributed Examples of Academic Success in Action

Attachment II: Results 2 Monitoring: Follow-up Report November 2018

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

| attachment |

Student-Contributed Examples of Academic Success in Action

- At school, students are strongly educated across all academic disciplines, effectively able to develop their literacy skills and numerical aptitude. When I immigrated to Canada from another country in the fifth grade, I felt that adjusting to my new life in Calgary was challenging. At the time, my literacy and numeracy were primarily built in a foreign language, and my proficiency in English was only at a basic level. Once I enrolled into school here in Calgary, teachers supported me in all subjects while I was negotiating the learning curve. They gradually laid the groundwork for me to become accustomed to instruction in English, educating me at a comfortable yet challenging pace that eventually led me to excel in the classroom.

I significantly expanded my speaking and writing abilities within the first few years. I recall stepping into my first day of school in Canada not understanding what the word “poem” meant. When I asked my teacher for assistance, she closely worked with me to help me define the word and be able to start composing poetry of my own.

Consequently, I felt empowered in continuing to ask for support when I struggled to understand my school work. Through being able to seek assistance, I learned the English language swiftly and was soon able to engage deeply in all other subject areas. I was, furthermore, inspired to put my newly learned skills to the test by means of reading progressively more challenging novels, thereby growing my literacy skill set. As a result of this, I was able to effectively further my academic development and, not many years later, study English all the way at the Advanced Placement level.

- In our last year of junior high, students in my graduating class were challenged with a legacy project in our English class. In this project, we each were to contribute a piece of writing that encapsulated a piece of us, in our most vulnerable and raw state to help create a legacy of the importance of being vulnerable. When an individual is vulnerable and uncomfortable, that is when they are able to think outside of just themselves and connect with the stories of others. There were lots of tears, and heartfelt conversations between students and teachers after we created the project because it allowed for us to uncover the hidden, below the tip of the iceberg pieces of our personalities as people.

The biggest takeaway for me would definitely be how when I’m stripped of all the masks I put up for myself, I can truly connect with my fellow students. We are more similar in our experiences and feelings than we are different. It helped me recognize, how sometimes sharing your story can relieve you of your burdens while listening to others’ stories can help you empathize with who they are as individuals. From that day on, whenever I write personal pieces or have conversations with others I try to be as raw and pure as I can with my feelings, without omitting anything in order to not only develop my own understanding of myself but also allow other students to realize that they are not alone. Writing personal pieces in English class became a much more engaging and creative task as I was able to apply my insights from the vulnerability,

legacy project. I applied the universal themes that arose from our legacy initiative in multiple projects to show my comprehension of how a single task can be interdisciplinary, incorporated in other subjects such as History class. My heart and head was engaged as I wrote about stories that were very dear to me but at the same time consistently applying my knowledge into other tasks by drawing out connections.

- Throughout the years that I have been at a CBE school, I have learned more about who I am and who I want to become. It all started at the beginning of grade 10; I walked into my English class where I realized my passion for education and teaching. We were asked to express ourselves through writing. Prior to this class I always saw English as “read a book and write an essay” but this class was different, we could write about anything we wanted. And yes, there were times in this class where I had to read a book and write essays, but my teacher made me realize the importance of writing.

The class was based on the creativity of writing. We could write about whatever we wanted as long as there was passion behind it. I remember her telling me that if you write a paper or an essay and it doesn't have love behind it, what is the point. She was right. This was probably why as a kid I was challenged in writing because I couldn't find my passion. This class helped me realize that not only was Shakespeare a genius, but also that writing is one of my true passions that has now lead to my first release of a children's book about poverty and food security which will be published in February of 2019. Throughout this process I grew a love for my education and was reminded of how much power and inspiration a teacher can give to you.

- In and out of school I can use my ability to write to express my thoughts and emotions in a clear and succinct way. In grade one I was bottom of my class for reading but over time, enjoyment and prolific absorption of novels has given me a lifelong love of books and learning. Math has helped enhance my critical thinking and logic when faced with a problem. I've realized that math is more about making you better at learning and not just better at adding, subtracting and so on. In grade 6 Language Arts I had an extremely positive experience; I got 100% on my PAT which boosted my confidence and self esteem greatly. My teachers have always taught me how your sources are important and have helped me see the value of finding different perspectives on issues. Without their help I would be much more trusting of what I read on the Internet.
- English has always been a subject that I enjoy. Writing gives me the opportunity to be able to find a different answer from my classmates, and still get full marks for them. The liberty associated with a personal analysis and argument backed with an interpretation of evidence is something that comes easily to me. I know how to pull out a message and write what it means, but I struggle pulling out a message and reflecting it in a creative way. Not because I do not know how to write, but because it takes me a long time to think of original creative ideas, like for a short story.

When the time came in English class to write a personal response, I almost immediately shied away from the idea of anything creative. For the sake of getting a good grade I wanted to resort to the critical essay format that I knew I could write well. Then, I remembered back to the quick information sheet we had to fill out on the first day: one of my goals for the course was to learn how to write more creatively. I knew that with the support of my teachers and a little more thought, effort, and allotted planning time I could attempt a short story. The night before writing the piece I bounced from idea to idea, not sure if I should even be risking such a feat. But

eventually I decided I would take a step out of my comfort zone, and try something different. It was incredibly strange, but in the end it turned out that I wrote a story that achieved my hopes and got a grade just as good as my critical ones. Now I know that risks are worth taking, and the results always have the possibility to surprise me. I have confidence where before there was doubt and fear.

- I am currently in my first semester of grade twelve and am taking Social Studies, Biology, and Math. The grade twelve Social Studies curriculum allows students to learn not only about the world's past, but what is presently happening in terms of politics and the global economy. Taking Social Studies this year has opened my eyes to many issues that our country faces today; it has allowed me to explore my own opinions regarding government leaders on municipal, provincial, and federal levels. I turn eighteen in June and look forward to voting as soon as I am eligible. I believe it is important for young people to immerse themselves in the world of politics in order to build a strong foundation to make responsible, informed decisions in their future.

I have also thoroughly enjoyed Biology, specifically learning about different human systems and raising questions like: what causes chronic diseases like diabetes? Why do so many people suffer from issues like obesity? Are we able to prevent situations that we may be genetically predisposed to? I have applied to be a psychology major for my undergraduate degree, and learning about the scientific aspect of psychology in my Biology class has been a very enlightening experience! Lastly, I am taking math; although it is not my strongest subject, I have learned that it is imperative to obtain mathematical skills, as math surrounds us everyday. For example, I have a part time job which requires me to do quick calculations in my head. Being familiar with more difficult math has strengthened foundational skills such as addition, subtraction, multiplication, and division.

- Throughout my years in the CBE I have been able to adapt my learning into my everyday life. My biggest success from school has come from my English class. During my grade 9 year in middle school, I struggled with all of my writing. I was unable to make a proper sentence, punctuate, and most importantly, I was unable to talk in a professional tone within my writing. While in grade 9 I finally got my first job. The reality of this new job scared me. It wasn't because of the work itself, it was because of my inability to be able to write a proper email. That made me embarrassed and nervous to send emails out in a work setting.

Luckily during my grade 9 year, we explored how to communicate professionally through email or letters. I was very thankful and happy to be able to be learning these skills in school, especially in a class that I had hated in the past because of my belief that I would never use the work we were doing outside of school. My teacher had taught us techniques to use during our professional writing that I had been able to include into my writing. Because of this I was able to write to my bosses in a tone of professionalism with ease. Now I am in grade 11 and have taken on a larger role in my job and in my school I have used my professional writing skills that I learned in grade 9 to be able to write more effectively in and out of school, as well as being able to help my peers who have also had previous troubles with professional writing.

- The English Language Arts curriculum has very effectively developed my ability to write formally, efficiently, and purposefully in a magnitude of different contexts. When I was a younger student in Junior High, I found that my ELA marks in my Humanities course were not where I wanted them to be, and it was causing me a lot of stress, sometimes even becoming harmful to my ambitions and goals for my future. After going through almost all of my larger English assignments with every English teacher I had for a few years, I was able to write efficiently, while achieving the level of success I was striving for. Reflecting on it, I realize just how much time and energy those teachers were more than willing to give me to assist me in bettering my writing skills going forward.

It was a lot of effort for them to spend that extra time with me out-of-class, especially in busier times such as preparing for PATs, or after taking in a large assignment from students for marking. However, I am more than convinced that it was worth it for them and myself, as I have found high levels of success in higher level ELA courses, consistently finishing my courses with an average well into high eighties and low nineties. Even now, as I am achieving high marks in my ELA course, I still consistently receive detailed and insightful feedback about assignments I have completed, to continue to assist me in bettering those skills. I believe that the feedback is always so helpful in pushing me higher because of the time the teacher spends on reading, reflecting, and personalizing the feedback given to students. By attaining such well-developed writing skills, myself and my peers have found many opportunities through them by writing effective and persuasive cover letters, entrance essays, and business letters. Since I have been so successful in my development of skills in ELA such as essay writing, and effective and efficient editing skills, I have been helping many students in younger grades with essay planning, writing, and providing constructive criticism.

- By making the transition to online school, I have been able to flourish academically. By the end of sixth grade, I felt fully prepared to merge into junior high school. The new school was located only one block away from my elementary school, where all of my friends would also be attending. Then, once the first day hit, I experienced panic like never before, and begged my parents to bow out for the day. This ended up leading to me missing two weeks of school. During that time, my parents and I scoped out all viable options, and decided to go with this online program.

The first few weeks adjusting to a strictly online environment were tough. Communicating and learning digitally were very different from what I had been accustomed to in elementary school. Once I got into the swing of things, I found the program to be fantastic. I loved having the ability to work whenever I wanted at my own pace as long as I met set deadlines. The teachers were all very understanding and helpful in any given scenario. I generally felt so much more comfortable and accepted in this environment as opposed to a traditional classroom setting. Since joining the program, my grades skyrocketed, and on one of my report cards, I managed to achieve fours in all fields. For me, it was this unique option that I had sought out that allowed me to achieve academic success.

- In our world it is clear that a necessary skill is to have the ability to read and write whether it be for effective communication or effective understanding of what is going on around you. We see that in our everyday world where we find ourselves reading and writing almost on a regular basis. In school we use these skills that we have developed in obvious settings such as the classroom, but also around the school whether it be reading the posters that are being put up, writing emails asking teachers for help, or doing research for school projects.

However, as useful as these skills are in the classroom, we also depend heavily on them outside of the school setting. Whether it be something as simple as reading the menu before we order, or something as complex as writing scholarship applications, it is key that we are able to develop a strong foundation of these skills so that when we have completed our time at the CBE, we are able to continue our lives with an understanding of the world around us.

Because of the values of the CBE, I was able to find my enjoyment for writing and reading, and I began to see that it was transferring into other classes such as math and science which are not traditional literacy subjects. By strengthening my literacy skills, I was able to gain more experience and eventual success across the board in my classes. I was able to see these results when I compared my report cards through the years, and the gradual improvements that were made.

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**Results 2 Monitoring: Follow-up Report
November 2018**

Date	November 27, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Sydney Smith, Acting Superintendent, Learning
Governance Policy Reference	Results 2: Academic Access
Resource Persons	Chris Meaden, Director, Learning Dianne Roulson, Director, Learning Elizabeth Wood, Director, Learning Lea Sherwood, System Principal, Research & Strategy

1 | Recommendation

This report is being provided for information to the Board. No decision is required at this time.

2 | Issue

The Board of Trustees has directed the Chief Superintendent to provide additional information for specific areas of exception or concern within Results 2: Academic Success.

3 | Background

On February 13, 2018, following their determination that reasonable progress is being made toward the ultimate achievement of this results policy, with the exceptions of First Nations, Métis and Inuit student achievement in all academic disciplines, and student results in Mathematics, the Board of Trustees passed the following motions:

THAT the Board of Trustees identifies a concern with the Grade 9 English Language Arts results.

THAT the Board of Trustees directs the Chief Superintendent to provide additional information, including strategies, revised targets and the assessment of the strategies for each of the areas identified as an exception or a concern by November 30, 2018.

The areas of concern identified were:

- First Nations, Métis and Inuit student achievement in all academic disciplines
- student results in Mathematics; and
- grade 9 English Language Arts results.

4 | Analysis

High-level strategy information for Indigenous Education, Mathematics and Literacy is included as part of the CBE's Draft 2018-21 Three-Year Education Plan. The information in this report will build on that information to address the Board of Trustees' specific motions.

Large-scale educational change is recognized in academic literature to take time. In a large system like the CBE, it can take 7-10 years to create comprehensive, widespread sustainable change through a focus on building understanding and capacity for new forms of educational practice. Year-to-year changes are on a smaller scale.

First Nations, Métis and Inuit students' achievement in all academic disciplines.

For students self-identified as Indigenous, data related to students' achievement in all academic disciplines includes report card data and the Provincial Assessment Program data. Targets are based on CBE calculations of results that could be statistically considered to be improved in relation to the average of the previous three years' results. The comparison of a single year's result in relation to its previous three-year average is consistent with Alberta Education's evaluation of overall PAT or Diploma Examination results.

Targets and Results for 2017-18

Overall percentage of students self-identified as Indigenous:

A. achieving success in all academic disciplines as measured by Report Cards

	2016-17 CBE Actual	2017-18 CBE Target	2017-18 CBE Actual
A	84.8%	84.6%	85.8%

Overall percentage of students self-identified as Indigenous:

- A. grade 6 and 9 achieving Acceptable Standard on Provincial Achievement Tests
- B. grade 6 and 9 achieving Standard of Excellence on Provincial Achievement Tests
- C. achieving Acceptable Standard on Diploma Examinations
- D. achieving Standard of Excellence on Diploma Examinations

	2016-17 CBE Actual	2017-18 CBE Target	2017-18 CBE Actual	2017-18 Prov Actual	At or Above Prov Results	Consistent/ Improving*
A	44.0%	45.0%	43.2%	51.7%		✓
B	6.5%	6.5%	5.3%	6.6%		✓
C	79.6%	85.7%	82.1%	77.1%	✓	✓
D	14.3%	19.1%	12.8%	11.0%	✓	✓

* Consistent or improving across time compared to the Previous 3-Year Average based on an Improvement Evaluation of *Maintained*, *Improved* or *Improved Significantly*.

Targets for 2018-19

Overall percentage of student self-identified as Indigenous achieving success as measured by report cards K-12: 86.0%

The target for overall percentage of students self-identified Indigenous (overall cohort results):

- grade 6 and 9 achieving Acceptable Standard on PATs: 45.1%
- grade 6 and 9 achieving Standard of Excellence on PATs: 6.3%
- achieving Acceptable Standard on Diploma Examinations: 84.2%
- achieving Standard of Excellence on Diploma Examinations: 18.0%

Strategies

Success for First Nations, Métis and Inuit students is a CBE, provincial and national expectation and priority. The Indigenous Education Strategy, introduced in 2016-17, is a direct response to this priority and the Calls to Action in the Truth and Reconciliation Commission final report. The strategy identifies two outcomes: the success of First Nations, Métis and Inuit students in their learning programs; and, advancing the learning of all students through the strength and diversity of Indigenous knowledge systems (ways of knowing).

Success for First Nations, Métis and Inuit students requires a shift in our approach in order to achieve visible and sustainable improvements in student's learning and well-being. Our approach parallels the recommendations in the OECD publication, *Promising Practices in Supporting Success for Indigenous Students*¹¹, which requires establishing large-scale change

¹¹ OECD (2017). *Promising Practices in Supporting Success for Indigenous Students*. Paris, France: OECD Publishing.

over the long-term. This includes: cultivating a balanced and respectful relationship between existing CBE knowledge systems and Indigenous knowledge systems; advancing culturally responsive instructional design and assessment; advancing system wide learning; and building respectful working relationships with community.

The CBE key actions are determined each year by:

- examining student learning data (including “micro-progressions” – evidence of student learning related to participation and progress);
- examining the pattern of requests related to learning support for school communities and individual student/family support (309 in 2017-18);
- identifying high impact practices (i.e., what research says makes the greatest difference); and
- teaching/Leadership Quality Standards.

Assessment of Strategies

The information that tells us that our Indigenous Education Strategy supports the success of students self-identified as Indigenous includes:

- **High School Completion Rate:** After the first full year of the implementation of Indigenous Education Learning Leaders/Graduation Coaches in high schools, the High School Completion Rate (3 yr) for students self-identified as Indigenous for 2016-17 (the most current year for this data set) was 37.8%, up 1.4 percentage points from the previous year.
- **Setting and Working Towards Learning Goals:** Alberta Education’s competencies for the new curriculum “are streamlined expression of the competencies in the *Ministerial Order on Students Learning* (#001/2013)”¹² and include students setting and working towards learning goals.
 - **Results 4, K-9 Report Card:** In 2017-18 the results on this stem (students setting and working toward learning goals) for First Nations, Métis and Inuit students was 87.5%.
 - **Learning Plans High School:** Student learning plans show evidence of “micro-progressions” in student learning and are a key leverage point for teachers as they work daily to support students in their learning and to provide targeted support. 100% of high school students self-identified as Indigenous, with the support of a learning coach, have a learning plan.
- **Attendance:** Indigenous education school-based learning leaders track attendance data monthly to monitor and support student attendance. These data are rich have been examined carefully by school leadership teams to inform and influence steps they are taking to support student success. Improved attendance is linked to student success.

Students have identified what supports their attendance in school.

- Removing barriers (specific barriers have been identified).
- Students feeling known and supported as learners.
- Students and families feeling safe, welcome and connected to the school community.
- Staff gaining knowledge and understanding about indigenous ways of knowing.
- Indigenous ways of knowing shifting and influencing school practices.

Beginning in 2018-19, common ways of tracking attendance have been established. With the implementation of a new Student Information System (PowerSchool), we are exploring ways of tracking attendance progress for this cohort of students.

In April 2018, a new CBE Student Survey was administered. The data from this survey will provide a baseline for improvement.

¹² <https://education.alberta.ca/media/3272998/competency-indicators-september-30-2016.pdf>

CBE Student survey results for self-identified Indigenous high school students:

- I feel supported in my learning by my teachers. 61.6%
- I feel school staff know me well as a learner. 42.9%
- I feel school staff know me as a person. 53.8%
- My teachers use what they know about me to help me learn. 50.0%

For the 2018-19 school year, we will broaden the data set to include any student who self-identifies as Indigenous.

Additional Information

We are pleased to note other indicators of success of the strategy. For students self-identified as Indigenous:

- the Drop Out Rate saw a year over year decrease of 1.3 percentage points;
- the Diploma Exam Participation Rate (4+ Exams) saw a year over year increase of 0.6 percentage points; and
- the Rutherford Scholarship Eligibility Rate saw a year over year increase of 0.6 percentage points.

Overall student results in Mathematics

Data related to students' achievement in mathematics includes report card data and the Provincial Assessment Program data. Targets are based on CBE calculations of results that could be statistically considered to be improved in relation to the average of the previous three years' results. The comparison of a single year's result in relation to its previous three-year average is consistent with Alberta Education's evaluation of overall PAT or Diploma Examination results.

Targets and Results for 2017-18

Overall percentage of students achieving success in Mathematics as measured by report cards:

- A. Kindergarten to Grade 9
- B. Grades 10 to 12

	2016-17 CBE Actual	2017-18 CBE Target	2017-18 CBE Actual
A	91.1%	91.5%	90.7%
B	90.8%	91.2%	90.4%

Overall percentage of students achieving at each standard on the mathematics Provincial Achievement Tests in:

- A. Mathematics 6: Acceptable Standard
- B. Mathematics 6: Standard of Excellence
- C. Mathematics 9: Acceptable Standard
- D. Mathematics 9: Standard of Excellence
- E. Mathematics 9 K&E: Acceptable Standard
- F. Mathematics 9 K&E: Standard of Excellence

	2016-17 CBE Actual	2017-18 CBE Target	2017-18 CBE Actual	2017-18 Prov Actual	At or Above Prov Results	Consistent/ Improving*
A	73.7%	75.5%	74.9%	72.9%	✓	✓
B	14.3%	15.8%	17.0%	14.0%	✓	✓
C	65.8%	67.3%	59.4%	59.2%	✓	
D	19.8%	20.3%	17.4%	15.0%	✓	
E	49.3%	55.9%	48.0%	57.4%		✓
F	10.7%	12.6%	14.2%	13.6%	✓	✓

* Consistent or improving across time compared to the Previous 3-Year Average based on an Improvement Evaluation of *Maintained, Improved or Improved Significantly*.

Overall percentage of students achieving at each standard on the Mathematics Diploma Examinations in:

- A. Mathematics 30-1: Acceptable Standard
- B. Mathematics 30-1: Standard of Excellence
- C. Mathematics 30-2: Acceptable Standard
- D. Mathematics 30-2: Standard of Excellence

	2016-17 CBE Actual	2017-18 CBE Target	2017-18 CBE Actual	2017-18 Prov Actual	At or Above Prov Results	Consistent/ Improving*
A	77.7%	78.8%	82.9%	77.8%	✓	n/a
B	38.4%	38.5%	44.3%	35.3%	✓	n/a
C	76.0%	78.1%	75.3%	74.2%	✓	n/a
D	17.3%	19.5%	18.1%	16.4%	✓	n/a

* Consistent or improving across time compared to the Previous 3-Year Average based on an Improvement Evaluation of *Maintained, Improved or Improved Significantly*.

n/a – There is no Improvement Evaluation because equating for this diploma examination was not in place until 2016-17.

Targets for 2018-19

- Overall percentage of students achieving success in Mathematics as measured by Report Cards:
 - Kindergarten to Grade 9: 91.1%
 - Grades 10 to 12: 91.1%
- Overall percentage of students achieving at each standard on the Mathematics Provincial Achievement Tests in:
 - Mathematics 6: Acceptable Standard 75.2%; Standard of Excellence 16.3%
 - Mathematics 9: Acceptable Standard 65.1%; Standard of Excellence 19.5%
 - Mathematics 9 K&E: Acceptable Standard 54.9%; Standard of Excellence 13.4%
- Overall percentage of students achieving at each standard on the Mathematics Diploma Examinations in:
 - Mathematics 30-1: Acceptable Standard 79.8%; Standard of Excellence 39.9%
 - Mathematics 30-2: Acceptable Standard 77.8%; Standard of Excellence 19.4%

Strategies

In 2018-19, there will be a continued district focus on Number (procedural fluency) and Shape & Space through the middle years. The improvement efforts to reach mathematics achievement targets will continue to be directed through school development plans and the CBE's Mathematics Strategy. There will be a mathematics school development plan goal for each school whose data indicates this need.

For further specific information regarding the Mathematics Strategy and the Key Actions for 2018-19, please see the CBE's Draft 2018-21 Three-Year Education Plan.

Assessment of Strategies

In 2017-18, the first year of the Mathematics Strategy, 25 Math Coaches were deployed in 42 schools. In the Principal and Teacher Feedback Survey

- 86% of teachers and 97% of principals agreed that having a Math Coach in their school had a positive impact on student learning.
- 84% of teachers and 97% of principals felt that having a Math Coach in their school enhanced the teaching practice of staff.

Math Coaches were deployed to schools with the greatest complexity and those identified as having greater gaps in student achievement. The 2017-18 PAT results for schools as compared to the 2016-17 results are as follows:

PAT Comparison	All CBE Schools (percentage points)	Math Coach Schools (percentage points)	Province (percentage points)
Math 6 Acceptable	increase 1.2	increase 5.1	increase 3.5
Math 6 Excellence	increase 2.7	Increase 3.9	increase 1.4
Math 9 Acceptable	decrease 6.4	decrease 7.8	decrease 8.0
Math Excellence	decrease 2.4	decrease 0.5	decrease 4.0

In addition to it being the first year of the Mathematics Strategy, in 2017-18, the structure of the Mathematics 9 PAT was revised to include a non-calculator portion. Research tells us:

Successful organizations experience “implementation dips” as they move forward. The implementation dip is a dip in performance and confidence as one engages in an innovation that requires new skills and new understandings.¹³

In the context of an implementation dip, the following data will help to inform next steps in supporting teachers as they make sense of and rethink their practices in mathematics.

The Number and Shape & Space strands were identified as the target areas for improvement when the coaching initiative began. The analysis of the Mathematics 6 & 9 PATs indicate increased comprehension in Number (procedural fluency) and Shape & Space concepts.

When examining the mathematics diploma examinations data, it indicates that a significantly higher number of CBE students took Mathematics 30-1 as compared to the province; a full 11.5 percentage points higher. If the participation rates for both Mathematics 30-1 and 30-2 are combined, the CBE participation rates are 6.7 percentage points higher than the combined

¹³ Fullan, M. (2007). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass

total of the province. So not only are more CBE students taking a diploma level mathematics course as compared to the province, more of them are taking Mathematics 30-1.

Of the CBE students who take Mathematics 30-1, in 2017-18, 82.9% met the Acceptable Standard and a very high 44.3% met the Standard of Excellence – 9.0 percentage points above the provincial results. These are very strong results especially in the context of the CBE's high participation rate.

As part of a cycle of improvement, based on the analysis of provincial achievement results areas that appear to need continued attention are:

- Mathematics 6 PAT are Number (subtraction and division) and Shape & Space (Cartesian plane and angles).
- Mathematics 9 PAT are Part A, solving linear equations, and Part B, Number (exponents/roots), Patterns & Relations (models of polynomials and graphing), Shape & Space (transformations and circle geometry).
- Mathematics 30-1 Diploma Examination are problem solving questions and the permutations, combinations and binomial theorem topic.
- Mathematics 30-2 Diploma Examination are conceptual questions and the relations and functions topic.

Schools will validate with their other data sources, whether these are areas on which they will focus.

Similar to the provincial action to strengthen teachers' knowledge, skill and confidence in teaching mathematics, by increasing access to mathematics education and professional development for K-12 teachers, within the CBE in 2017-18 there were a number of mathematics professional learning opportunities in support of building a shared understanding of mathematics instruction and assessment practices. These included the mathematics cohort of schools, school-based support and individual teacher sessions.

Teachers and administrators who participated in the mathematics cohort of schools were surveyed at the start and end of the year. Teacher confidence notably increased by:

- 5.6 percentage points in building students' conceptual understanding before focusing on procedures for solving problems
- 6.7 percentage points in ensuring students can answer questions and apply strategies efficiently and accurately.
- 7.4 percentage points in making time for students to practice their mathematics skills recursively and over time

In the survey of Administrators, the *always* or *often* observations of learning experiences increased notably with:

- conceptual understanding built first before students more to a focus on procedures for solving problems
- students explaining and justifying their mathematical thinking both orally and in written form
- students sharing problem-solving strategies with their classmates

The teacher and administrator survey increases reflect the focus schools and the district have placed on the mathematics learning environment.

Perception data was collected through the CBE Student Survey in April 2018.

- 71.5% of students reported that they usually have time to work through challenging questions and practice their skills
- 78.7% of students reported that usually the mathematics they learn is connected to the mathematics they have learned before

- 64.0% of students reported that usually they have to explain and justify their mathematical thinking
- 68.3% of students reported that usually when they learn the steps to answer questions they also learn why it makes sense to do it that way
- 14.8% of students reported that usually when they learn the steps to answer questions they learn to do it quickly and in their head

These CBE Student Survey results provide a baseline for improvement.

Overall Grade 9 English Language Arts Results

In February 2018, the Board of Trustees identified concern with the grade 9 English Language Arts results. Grade 9 ELA data includes Report Cards and Provincial Achievement Tests.

For the 2017-18 school year, the percentage of grade 9 students achieving success on the English Language Arts Report Card is 91.3%. The percentage of grade 9 students on the English Language Arts 9 2017-18 PAT who achieved the Acceptable Standard was 77.3% and the Standard of Excellence was 15.7%

Note | The CBE results surpassed those of the province at the Acceptable Standard by 1.2 percentage points and at the Standard of Excellence by 1.0 percentage points.

Target for 2018-19

The target for overall percentage of grade 9 students achieving success on the Report Card in English Language Arts: 92.9%

The target for overall percentage of grade 9 students achieving at each standard on the English Language Arts Provincial Achievement Test:

- Acceptable Standard on the English Language Arts PAT: 77.6%
- Standard of Excellence on the English Language Arts PAT: 15.8%

Note | The targets above were based on CBE calculations of results that could be statistically considered to be improved in relation to the average of the previous three years' results. The comparison of a single year's result in relation to its previous three-year average is consistent with Alberta Education's evaluation of overall PAT or Diploma Examination results.

Strategies

The improvement efforts to support student achievement in grade 9 English Language Arts and reach the target will be directed through school development plans and the CBE's overall Literacy Strategy. Based on report card and PAT results for ELA 9, our focus this year in grade 9 ELA will be on reading strategies, specifically text organization, and writing strategies, in particular writing conventions.

For further information regarding the Literacy Strategy and the Key Actions for 2018-19, please reference the CBE's Draft 2018-21 Three-Year Education Plan.

Assessment of Strategies

The assessment of the strategies directed toward improving student success in grade 9 English Language Arts is considered in relation to staff professional learning, and student learning and achievement.

Based on the analysis of provincial achievement results areas that appear to need attention are:

- Reading, in particular:
 - text organization within the Narrative/Poetic genre
 - synthesizing ideas in the Informational genre – this indicates a challenge for students to make connections to the world, their own experiences and the text they are reading
- Writing, in particular:
 - conventions within the Narrative/Essay genre
 - content in the Functional Writing genre

Knowing that excellence in teaching has the greatest impact on student learning¹⁴, there were a number of literacy professional learning opportunities in support of building a shared understanding of literacy instruction and assessment practices. These included the literacy cohort of schools, school-based support and individual teacher sessions.

Teachers and administrators who participated in the literacy cohort of schools were surveyed at the start and end of the year. Teacher confidence notably increased by:

- 9.3 percentage points in modeling the use of and offering students quality multimodal texts and tools to compose and represent their ideas
- 6.4 percentage points in providing opportunities for students to think about how they are progressing as readers, writers and speakers
- 5.0 percentage points in offering choice in instructional texts for students to learn and improve as readers

In the survey of Administrators, the *always* or *often* observations of learning experiences increased notably with:

- students exploring how they are progressing as readers, writers and speakers
- direct instruction with clear learning intentions and success criteria
- students playing with words and language

The teacher and administrator survey increases reflect the focus schools and the district have placed on the literacy learning environment.

In the CBE Student Survey administered in April 2018:

- 90.5% of grade 9 students reported that they have the opportunity to read, write and talk with their classmates every day.
- 53.2% of grade 9 students reported that they have the opportunity to learn and talk about themselves as a reader and writer
- 51.9% of grade 9 students reported that they have the opportunity to choose books (digital or print) they are interested in to practice and improve their reading
- 65.6% of grade 9 students reported that they have the opportunity to learn strategies that help them to read, write and speak well

¹⁴ Hattie, J. (2011). *Visible learning for teachers & students: How to maximize school achievement*. London, England: Routledge/

- 35.4% of grade 9 students reported that they have the opportunity to understand their learning and explain why and how they are progressing

These CBE Student Survey results provide a baseline for improvement.

5 | Conclusion

Each of the areas of Results 2: Academic Success that were identified as an exception or concern by the Board of Trustees in February 2018 has an action plan with strategies and targets to create improved results for students. These strategies are integrated within the CBE's Draft 2018-21 Three-Year Education Plan and School Development Plans.

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

results
reasonable
interpretation

Results 4: Personal Development; Results 5: Character

Board of Trustees Action

Report date:
February, 05, 2019
Resubmitted:
February, 12, 2019

With respect to Results 4: Personal Development; Results 5: Character, the Board of Trustees:

- Approves the Chief Superintendent's Reasonable Interpretation of Results 4: Personal Development and Results 5: Character as presented, including but not limited to the indicators and targets included in the report.

report to
Board of Trustees

Results Policies: Reasonable Interpretations

Date	February 5, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Sydney Smith, Acting Superintendent, Learning
Governance Policy Reference	Results 2: Academic Success Results 3: Citizenship Results 4: Personal Development Results 5: Character
Resource Person(s)	Elizabeth Wood, Director, Learning Lea Sherwood, System Principal, Research & Strategy

1 | Recommendation

As part of the Chief Superintendent's Reasonable Interpretations of the Results Policies, it is recommended:

- THAT the Board of Trustees approves the student survey indicators for Results 4: Personal Development.
- THAT the Board of Trustees approves the student survey indicators for Results 5: Character.



2 | Issue

A redesign of the Calgary Board of Education's (CBE) student survey was undertaken in 2017-18 to widen the scope of information available to the Board for monitoring of the Results policies. The first administration of this updated survey took place in spring 2018.

The Board's approval of new survey summary measures as part of the Chief Superintendent's Reasonable Interpretation for each of Results 2, 3, 4 and 5 is required to support the Board's continued annual monitoring of these policies.

3 | Background

The original CBE Student Survey recorded data from students in grades 4, 7, 10 and 12. The redesigned survey collects data from students in grades 5, 6, 8, 9, 11, and 12. This information is gathered annually, in keeping with the Board's annual monitoring cycle for the Results. Students in grades 4, 7 and 10 will continue to participate in Alberta Education's Accountability Pillar Survey.

A redesign of the CBE student survey emerged from needs identified by students, school personnel, administration, and Trustees. In the *Modified Monitoring of Results Survey Measures Report* on June 20, 2017 and the *Student Survey Project Plan Report* on September 19, 2017 to the Board of Trustees, information was provided regarding the reasons for the development of a new CBE student survey.

Information was also provided about changes in the survey's administration. It is included again here for the Board's convenience.

The administration for Results questions within the designed CBE Student Survey sees questions related to Results 2: Academic Success administered each year and questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character administered in full once every three years, and to a more minor extent during the other year of the cycle.

This rotating, three-year cycle began with the 2017-18 school year, as represented in the table below. The administration cycle is modeled on the way that the Organization for Economic Co-operation and Development (OECD) administers The Programme for International Student Assessment (PISA), with a major and minor focus rotated through each testing cycle.

	2017-18	2018-19	2019-20
Results 2	all survey questions administered each year		
Results 3	major focus	minor focus	minor focus
Results 4	minor focus	major focus	minor focus
Results 5	minor focus	major focus	major focus

A Glossary of Terms is appended to this report if clarification is required for specific terms (Appendix I).

4 | Analysis

The CBE Student Survey serves more than one purpose. It provides a means of gathering data from students on key CBE strategies within the Three-Year Education Plan, on topics of concern in individual schools and as part of Results monitoring. Information in this report will focus on the survey from the perspective of Results monitoring.

For a more detailed description of the process of creating the redesigned CBE Student Survey please see the report *Results Policies: Reasonable Interpretations*, dated March 6, 2018. The creation of the redesigned CBE Student Survey went through a number of steps to ensure the survey would be valid, and provide the data required.

Phase 1: Pre-Pilot

- Literature Review
- Consultation with Staff
- Consultation with Students
- Consultation with External Methodological Advisor

Phase 2: Pilot – October/November 2017

- Pilot Study
- Data Analysis
- Validity

Phase 3: Survey administration – April 2018

This first administration of the survey had a major focus on Results 3 and a minor focus on Results 4 and 5. Results 2 survey questions are administered each year.

Phase 4: Pilot October – December 2018

Results 4 and 5 possible questions were piloted in the fall of 2018. Consultations were undertaken again with CBE directors, specialists and strategy teams to determine validity of new and existing questions moving forward. The validity model described in the March 6, 2018 Reasonable Interpretations Report was followed for prospective Results 4 and 5 questions.

Again there were two phases to the pilot with time for analysis and refreshing of the survey between administrations. A total of 1135 students participated in Round 1 of the pilot survey and 938 participated in Round 2.

5 | Implementation Consequences

In keeping with feedback gathered during consultations with staff and students regarding the need to reduce survey fatigue, the CBE student survey will continue to be administered to students not participating in Alberta Education's Accountability Pillar Survey. Students will be surveyed once per year to further minimize survey fatigue and in turn contribute to valid student responses.

With the Board's approval of the proposed student survey indicators as part of the Chief Superintendent's Reasonable Interpretation for Results 2, 3, 4 and 5 the CBE Student Survey will again be administered in the spring of 2019, ensuring data is available to support school decisions and the Board's monitoring of its Results policies.

The updated survey questions and administration practices will be reflected in the Results Monitoring reports that include data for 2018-19 and presented to the Board in 2019-20.

By using a valid and reliable tool to collect students' assessment of the organization's impact on their skills and successes, the Board of Trustees can be confident in the reported data on which their determination of reasonable progress is made.

6 | Conclusion

The CBE Student Survey strengthens the quality and usefulness of the data gathered from students and presented to the Board of Trustees as evidence of student and organizational success.

Approval of the indicators (Attachments I and II) for the new CBE Student Survey will ensure that survey administration proceeds again in April 2019 and that data will be available for monitoring the 2018-19 school year as per the implementation schedule.

Note | Each new indicator refers to a summary measure. A group of 2 to 9 questions from the CBE Student Survey roll up into individual indicator summary measures.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Results 4: Personal Development – Indicators
- Attachment II: Results 5: Character – Indicators
- Attachment III: Sample Data Presentation for the indicators for Results Policy 4.5

APPENDICES

- Appendix I: Glossary of Terms

GLOSSARY – Developed by the Board of Trustees

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| attachment |

Results 4: Personal Development Indicators

4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.

Existing Board-Approved Indicator

1. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

New CBE Student Survey Indicators

2. Percentage of students who report they work through setbacks and challenges in their learning; as measured by Overall Agreement of the **Resiliency and Perseverance Summary Measure** from the CBE student survey.
3. Percentage of students who report they can adapt to new learning situations; as measured by Overall Agreement on the **Adaptability Summary Measure** from the CBE Student Survey.

4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.

Existing Board-Approved Indicator

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.

New CBE Student Survey Indicators

2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary Measure** on the CBE Student Survey.
3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the **Self-Advocacy Summary Measure** on the CBE Student Survey.
4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the **Self-Reflection Summary Measure** on the CBE Student Survey.



4.3 Have the confidence to embrace ambiguity and complexity.

Existing Board-Approved Indicator

1. Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.

New CBE Student Survey Indicator

2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by the **Ambiguity and Complexity Summary Measure** from the CBE Student Survey.

4.4 Take risks appropriately

New CBE Student Survey Indicator

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by Overall Agreement on the **Risk-taking Summary Measure** from the CBE Student Survey.

4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.

Existing Board-Approved Indicators

1. Percentage of students experiencing success with the learning outcomes of the Health/CALM programs of study; as measured by student report cards.

Existing Board-Approved CBE Student Survey Indicators

2. Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the **Social Health Summary Measure** from the CBE Student Survey.
4. Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from the CBE Student Survey.

4.6 Be technologically fluent, able to use digital tools critically, ethically and safely.

New CBE Student Survey Indicators

1. Percentage of students who report they can use technology to help them learn; as measured by Overall Agreement of the **Learning Technology Summary Measure** from the CBE Student Survey.
2. Percentage of students who report they use technology to explore personal interests and ideas; as measured by Overall Agreement of the **Technological Fluency Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they use technology to communicate effectively with others; as indicated by Overall Agreement of the **Technological Responsibility Summary Measure** from the CBE Student Survey.
4. Percentage of students who report they can assess critically information presented in online environments; as measured by Overall Agreement of the **Technological Critical Thinking Summary Measure** from the CBE Student Survey.

| attachment |

Results 5: Character Indicators

5.1 Possess the strength of character to do what is right.

Existing Board-Approved CBE Student Survey Indicators

1. Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as indicated by the Overall Agreement of the **Doing What is Right Summary Measure** from the CBE Student Survey.
2. Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as indicated by the Overall Agreement of the **Respectfully Challenging Policies or Decisions Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they use technology responsibly and with integrity; as indicated by the Overall Agreement of the **Technological Responsibility Summary Measure** from the CBE Student Survey.

5.2 Act morally with wisdom.

Existing Board-Approved Indicator

1. Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.

Existing Board-Approved CBE Student Survey Indicator

2. Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement on the **Collaborative Skills Summary Measure** from the CBE Student Survey.

New CBE Student Survey Indicator

3. Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the **Thoughtful Decision-Making Summary Measure** from the CBE Student Survey.

5.3 Balance individual concerns with the rights and needs of others.

Existing Board-Approved Indicator

1. Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.

New CBE Student Survey Indicators

2. Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the **Thoughtful Decision-Making Summary Measure** on the CBE Student Surveys.
3. Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the **Compassion and Empathy Summary Measure** from the CBE Student Survey.

attachment

Sample Data Presentation for
Indicator 2 for Results Policy 4.5

4.5 Make healthy lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.

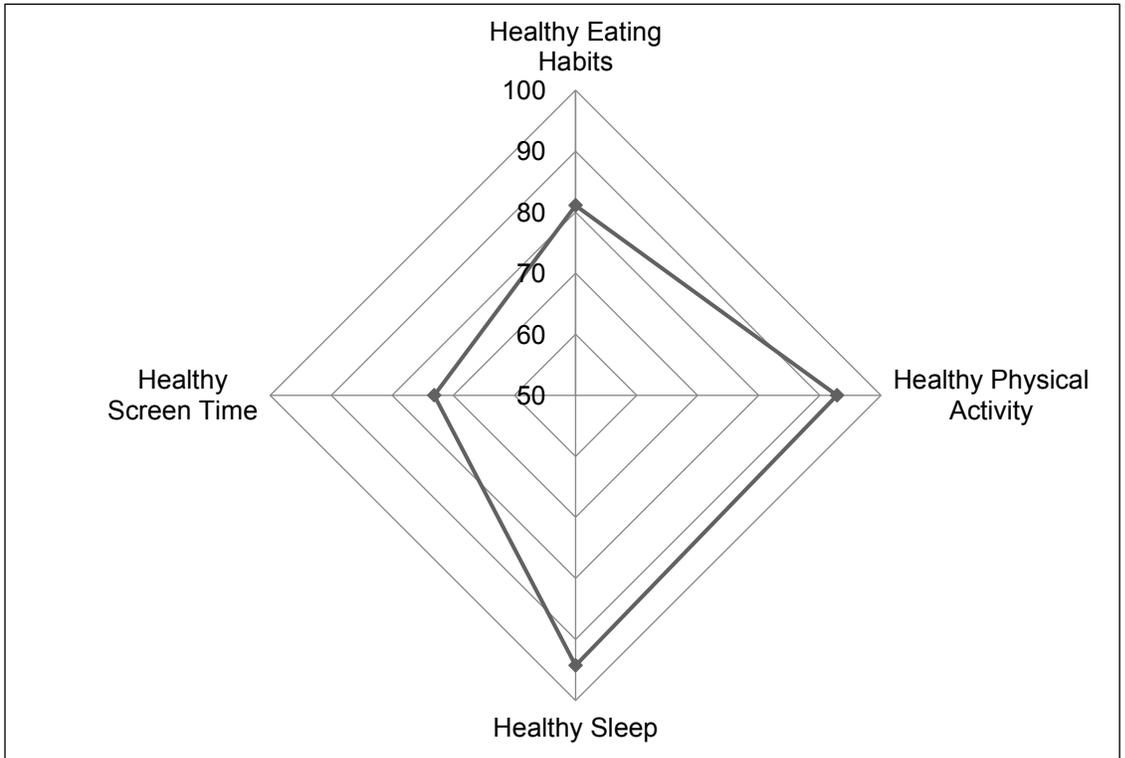
Indicator 2: Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the Physical Health Summary Measure from the CBE Student Survey.

Physical Health Summary Measure

Physical Health Summary Measure	
	2018-19
Overall Sample Size	XXXX
Overall Agreement (%)	XX.X

Physical Health Summary Measure by Grade	
Overall Agreement (%)	2018-19
Grade 5	XX.X
Grade 6	XX.X
Grade 8	XX.X
Grade 9	XX.X
Grade 11	XX.X
Grade 12	XX.X

Question Theme	Overall Agreement (%)
Healthy Eating Habits	XX.X
Healthy Physical Activity	XX.X
Healthy Sleep	XX.X
Healthy Screen Time	XX.X



| appendix |

Glossary of Terms

Confirmatory Factor Analysis (CFA) focuses on modelling the relationship between observed indicators (e.g., responses to survey questions) and underlying latent variables (unobserved variables, e.g., Results Policies Indicators that the survey questions represent) (Gallagher & Brown, 2013)¹. CFA typically follows Exploratory Factor Analysis (EFA).

Exploratory Factor Analysis (EFA) is a statistical method used to identify unknown underlying factors within a set of data (Peacock & Peacock, 2011)². It presumes that there are hidden factors (e.g., Results Policies Indicators) among the observed data (e.g., responses to survey questions) and attempts to uncover them by understanding how responses to survey questions cluster together.

Pilot Study is a small-scale study conducted prior to the main study to check feasibility and/or make estimates of key parameters that are needed to design the main study (Peacock & Peacock, 2011)¹⁵.

Power is related to the sample size of a data set. In order for statistical tests to provide robust results, the sample size of a dataset must be sufficiently large. The larger a sample size is, the more power a statistical test will have.

Reliable (reliability) refers to whether an assessment instrument gives the same results each time it is used in the same setting with the same type of subjects. Reliability essentially means *consistent* or *dependable* results. Reliability is a part of the assessment of validity (Sullivan, 2011)³.

Survey Fatigue occurs when survey respondents become bored, tired or uninterested in a survey and begin to respond substandard level or without authenticity.

Structural Equation Modelling is a statistical method used to conduct CFA (see above).

Valid (validity) refers to how well the assessment tool actually measures the underlying outcome of interest. Validity is not a property of the tool itself, but rather the interpretation or specific purpose of the assessment tool with particular settings or learners (Sullivan, 2011).

¹ Gallagher, M.W., Brown, T.A. (2013). Introduction to Confirmatory Factor Analysis and Structural Equation Modelling. *Handbook of Quantitative Methods of Educational Research*, p. 289-314.

² Peacock, J.L., Peacock, P.J. (2011) Oxford Handbook of Medical Statistics. Oxford University Press, Oxford, United Kingdom.

³ Sullivan, G.M. (2011) A primer on the validity of assessment instruments. *Journal of Graduate Medical Education*, 3(2): 119-120.

operational
expectations
monitoring report

Monitoring report for the
school year 2017-2018

Report date:

February 5, 2019

Resubmitted:

February 12, 2019

OE-3: Instructional Program

BOARD OF TRUSTEES ACTION

With respect to OE-3: Instructional Program, the Board of Trustees:

- approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

operational
expectations
monitoring report

OE-3: Instructional Program

Monitoring report for the
school year 2017-2018

Report date:
February 5, 2019

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Instructional Program, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- In Compliance.
- In Compliance with exceptions noted in the evidence.
- Not in Compliance.



Signed: _____
Christopher Usih, Chief Superintendent

Date: January 28, 2019

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Instructional Program, the Board of Trustees:

- Finds the evidence to be compliant
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-3: Instructional Program

Executive Summary

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

This Operational Expectation establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in providing an instructional program that supports student success

The Chief Superintendent's reasonable interpretation for OE 3: Instructional Program was approved on September 18, 2012 (formerly OE 10) and revised on October 10, 2017. The Board of Trustees last monitored OE 3 on February 6, 2018. This report includes data available from the 2017-2018 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
3.1	3.1.1	Compliant
3.1	3.1.2	Compliant
3.1	3.1.3	Compliant
3.1	3.1.4	Compliant
3.1	3.1.5	Compliant
3.1	3.1.6	Compliant
3.1	3.1.7	Compliant
3.1	3.1.8	Compliant
3.2	3.2.1	Compliant
3.2	3.2.2	Compliant
3.2	3.2.3	Compliant
3.2	3.2.4	Compliant
3.2	3.2.5	Compliant
3.3	3.3.1	Compliant
3.3	3.3.2	Compliant
3.4	3.4.1	Compliant
3.4	3.4.2	Compliant
3.4	3.4.3	Noncompliant



OE-3: Instructional Program

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

Board-approved Interpretation |

It is important for each student to have access to the learning opportunities that best meet their needs to reach their potential. These opportunities are not restricted based on an ability to pay.

The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, progress and achieve.
- *educational programming* to mean learning opportunities that are rooted in the Program of Studies and planned to meet the learning needs of students.
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

The Chief Superintendent shall:

3.1	Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families and the fiscal and operational capacity of the organization.	
-----	---	--

Board-approved Interpretation |

Offering a variety of instructional programs to CBE students provides opportunities for learning that are personalized, accessible, engaging and meaningful.



OE-3: Instructional Program

The Chief Superintendent interprets:

- *plan for to* mean intentional identification of learning strategies in support of specific student learning outcomes.
- *challenging* to mean that each student is provided learning opportunities at an appropriate level for growth.
- *relevant* to mean learning opportunities are developed that are meaningful to the student.
- *educational needs* to mean those requirements specific to individual students that support progress in their learning.
- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, progress and achieve.
- *fiscal capacity* to mean the amount of economic resources available to the organization considering the bounds of legislation and generally accepted accounting principles.
- *operational capacity* to mean the ability of the CBE to provide adequate resources within the funding provided and revenue collected.

Board-approved Indicators and Evidence of Compliance |

1. 100 per cent of high school principals confirm that a flexibility component, as defined in High School Redesign, exists within each timetable.	Compliant
---	-----------

The organization is compliant with this indicator

Evidence statement

Schools identify examples of flexibility within timetables that allow for student choice including access to the tracked courses and instructional interventions.

2. Principals confirm student learning plans contain personalized goals and strategies.	Compliant
---	-----------

The organization is compliant with this indicator.



OE-3: Instructional Program*Evidence statement*

100% of principals agreed that student learning plans contain goals and strategies personalized to the individual student. Iris is an example of one space in which students are able to understand themselves as learner by articulating the ways in which they learn best. Students are able to set goals and strategies for their learning, and then document evidence of their growth on their learning plan. Other options for students to demonstrate their learning are e-folios, portfolios, and reflective documents provided by the teacher.

3. 100 per cent of principals confirm utilizing specialized assessments from professionals in support of student learning.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

100% of principals indicated the use of specialized assessments from professionals in support of student learning. Through the School Learning Team, all students have access to specialized assessments from professionals (psychologists, Occupational Therapist, Physical Therapist, Speech and Language Pathologists).

4. 100 per cent of alternative program proposals received by the Calgary Board of Education are considered within the context of the <i>School Act</i> and the CBE Alternative Program Proposal Process.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

The Acting Deputy Chief Superintendent confirms that three proposals for alternative programs were received and responded to during the 2017-2018 school year.



OE-3: Instructional Program

5. The number of dual credit educational opportunities provided for high school students remains stable or increases.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

The number of dual credit opportunities provided to students remained stable at 14.

As a result of the new definitions and framework for dual credit education courses, some previous opportunities are no longer considered dual credit:

- Autoservice
- First Responder
- Production Field Operation

Some offerings were not able to be provided in 2017 – 2018:

- Plumbing
- Fashion

Additions were made in the following areas:

- Vet Tech Assistant
- Justice Studies
- Math
- Psychology
- Welding

6. The number of exploratory credit opportunities in Career and Technology Studies provided for high school students remains stable or increases.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

There has been an increase in the number of exploratory credit opportunities in Career and Technology Studies from 11 in 2016 – 2017 to 16 in 2017 - 2018. This increase is a result of the following new opportunities being introduced in the 2017 – 2018 school year:



OE-3: Instructional Program

- Wood Trades
- Robotics Mentorship
- Film Previewer
- Turning Points
- Women in Pipe Trades
- Residential Construction

One opportunity, Supply Chain, was not offered in 2017 – 2018.

7. No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

100% of principals responding agreed that no student was denied access to off-site activities connected to the programs of studies due to an inability to pay. One specialized setting indicated N/A stating it was not applicable to this location. Due to the nature of the secure specialized setting, field trips would not be a part of the programming for students.

8. A Three-Year Student Accommodation Plan is presented annually to the Board of Trustees for information.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan 2018-2021 was presented to the Board of Trustees for information on June 19, 2018.



OE-3: Instructional Program

3.2	Ensure that the instructional program is regularly evaluated and modified as necessary.	
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Board-approved Interpretation |

An important part of the school development planning process requires attention to multiple forms of evidence including student learning, perception and school process.

The Chief Superintendent interprets:

- *instructional program* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study.
- *evaluated and modified* to mean practices within the instructional program are continuously reviewed in response to student learning evidence, interests and need.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of principals confirm they use data to inform the creation and modification of school development plans.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100% of schools identified that the analysis of data was used to inform the creation of the school development plans. Principals analyze report card data, Provincial Achievement Test and Diploma Exam results, the Accountability Pillar and the CBE Student Survey Reports. Schools may also utilize school based assessment data in the creation of their school development plans. Area Directors meet with each school principal and review the data sets that inform the School Development Plan.



OE-3: Instructional Program

2. 100 per cent of principals report identifying and reporting to their community on the progress achieved towards targets as outlined in school development plans.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100% of principals identified they have shared their progress towards targets set out in their school development plans with their school community. Each school posts their Annual Results Report on their website.

3. School development plans are reviewed annually by area directors.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100% of Area directors indicated they had reviewed the school development plan from each school designated to that Area. Area directors meet with principals individually and in teams to review the process of development for the school development plan, the data informing the decisions in creating a theory of action, the achievement goal, and the instructional goal. Area directors review the school development plans for coherence with respect to the 3 Year Education Plan, Results 2 - Academic Success, and school data.

4. School instructional programs and services supported centrally are monitored in accordance with the identified schedule.	Compliant
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The organization is compliant with this indicator.



OE-3: Instructional Program*Evidence statement*

As a result of centralized support and monitoring of its programs and services being offered, Chinook Learning services was revised, and the planning for the reconfiguration and transition was completed in the 2017 – 2018 school year.

5. 100 per cent of principals confirm that they encourage teaching practices that are consistent with the system direction identified in the 3 Year Education Plan.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100% of principals agreed that their instructional leadership supported teaching practices consistent with the system direction as identified in the 3 Year Education Plan. This is confirmed through meetings with the school principal and Area Director and via the principal's response to the question "Which of these strategies and actions from the Three-Year Education Plan will guide your school's instructional improvement strategies?"

3.3	Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.	
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Board-approved Interpretation |

As a public education system, the Calgary Board of Education will not promote the views of specific religions.

The Chief Superintendent interprets:

- *program* to mean an instructional program based on the outcomes identified in the Alberta Programs of Study.



OE-3: Instructional ProgramBoard-approved Indicators and *Evidence of Compliance* |

1. An internal review confirms that no CBE program emphasizes a particular religion.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100% of principals identified that they are compliant with AR 3067: Religion in Education.

2. 100 per cent of principals confirm compliance with AR 3067: Religion in Education.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100 % of principals identified that they are compliant with AR 3067: Religion in Education.

3.4	Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the fiscal and operational capacity of the organization.	
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Board-approved Interpretation |

It is important for CBE to balance the services required to support educational programming choices with the associated costs while operating in a fiscally sound and responsible manner.



OE-3: Instructional Program

Transportation provided must take steps to reduce the risk of harm to students (or protect students from harm) and be consistently dependable.

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by CBE to provide transportation to and from school for students including public transit.
- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services.
- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control.
- *fiscal capacity* to mean the amount of economic resources available to the organization considering the bounds of legislation and generally accepted accounting principles.
- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.

Board-approved Indicators and Evidence of Compliance |

1. 100 per cent of school bus stops and zones are found to be in compliance with the Alberta Education Route Assessment criteria.	Compliant
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The organization is compliant with this indicator.

Evidence statement

A route assessment was completed on all bus routes for the 2018-2019 school year and any concerns were addressed. All bus routes are in compliance with the Alberta Education Route Assessment criteria.

2. Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.	Compliant
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The organization is compliant with this indicator.



OE-3: Instructional Program*Evidence statement*

Contracts with service providers provide performance measures that allow the CBE to administer penalties for instances of service concerns. In addition, routes have been re-assigned to other service providers in response to poor performance measures.

3. Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees through a balanced budget.	Noncompliant
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The organization is noncompliant with this indicator.

Evidence statement

The 2017-2018 audited financial statement reports a 2-million-dollar deficit. Transportation services continues to look for efficiencies to operate within its available funding and fees.



OE-3: Instructional Program

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be “non-compliant.” The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



**report to
Board of Trustees**

Chief Superintendent's Update

Date	February 12, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-3: Instructional Program OE-5: Financial Planning OE-4: Treatment of Employees

1 | Recommendation

This report is being provided for information for the Board. No decision is required at this time.

2 | Issue

As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.



OE-5: Finances states that “prudent financial planning and management are essential for student success and public confidence”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-5 in focusing on student learning, incorporating key assumptions and presenting information that furthers understanding of the use of resources.

OE-4: Treatment of Employees states that “student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 in positively impacting the achievement of CBE Results through quality and performance of employees and attending to workplace culture.

3 | Timely Information

Engage our Stakeholders | Employee engagement

The 2019 employee engagement survey will launch on February 27, 2019. The survey will be open for two weeks and all employees will be encouraged to complete the survey. It is once again being conducted by third-party engagement expert Aon Hewitt.

Information continues to be shared with employees regarding the actions being taken as a result of the 2017 survey. Employees around the system are involved in the advisory group and working groups, ensuring a cross-section of employee voices are contributing to this work.

Results from the 2019 survey will be shared with all employees by June 2019. Once survey results have been reviewed and understood, adjustments may be made to current system actions.

Build Professional Capital | Teacher Training Commons

The Teacher Training Commons (TTC), established at Sherwood School in 2016 offers professional learning opportunities for teachers and support staff on Friday afternoons throughout the year and on selected non-instructional days.

The TTC provides a means for teachers and experts to work together to visualize how inquiry and project-based learning go hand-in-hand in the areas of Career Technology Foundations (CTF), Career Technology Studies (CTS), Fine Arts, Science, cross-curricular task design, and assessment. Recently, the TTC has expanded to include emerging technologies such as Electronics, 3D Design and Printing, Coding and Robotics. These sessions are often hosted at various schools throughout the system that have these emerging technologies on site.

The goal of the TTC is to build teacher capacity that aligns with system and school priorities. The TTC hosted 39 sessions with an attendance of 322 teachers during the 2017-2018 school year. In the first four months of this school year, 16 sessions were offered with attendance totaling 297 teachers. The concept of the TTC has spurred the growth of a network of over 550 teachers, who act as mentors throughout the system. The TTC is a model of CBE staff building capacity while working with community partners to contribute to student learning.

Personalize Learning | Build Professional Capital | Reboot: Everyone Can Code: Computational Thinking

Since October, 118 teachers from K-9 schools have explored the integration of computational thinking skills and emergent technologies into their instructional design. *Reboot: Everyone Can Code* was designed to help both novice and experienced teachers build capacity by implementing computational thinking through all programs of study. Teachers learned through structured and unstructured play with various coding resources including Scratch, Makey Makey, Mindstorms, Ozobot, Sphero, and Dot and Dash. During the session, teachers collaboratively explored the possibilities as they designed interdisciplinary tasks.

Working through the tasks, teachers saw the link between computational thinking skills, technology resources and real-world challenges within their own programs of study. *Reboot: Everyone Can Code* provided opportunities for teachers to build professional capital while developing leadership skills to share their learnings across their schools and further personalize learning tasks for their students.

Personalize Learning | Build Professional Capital | Joyful Reading in Second Languages

On January 14, 2019, thirty-nine teachers representing bilingual, high school International Languages, and English language learning programs/contexts participated in a symposium on reading in a second language. Language and Literacy Specialists from the Learning service unit collaborated to integrate joyful literacy practices with high-impact strategies for reading, which was inspired by the Neurolinguistic Approach (NLA). Teachers explored the critical place of multigenre and multimodal texts in developing global citizenship and communicative competency in target languages.

Personalize Learning | Build Professional Capital | Diversity Learning Support Advisors (DSLAs)

The Diversity Learning Support Advisor (DLSA) team consists of thirteen individuals (9.1 full time equivalents) who come from diverse cultural and linguistic backgrounds, speaking 24 different languages. Most of the DLSA



team have a newcomer or refugee background and many have post-secondary degrees in areas such as education, linguistics and social work.

The DLSAs collaborate with school staff to bridge cultural and linguistic gaps with students and families, and strengthen the home-school partnership. They help to build the cultural capacity of staff and encourage inclusive practices that enable students' integration and success. DLSAs help families develop understanding of the Calgary Board of Education's mission and values, its structure, programs, and services. They advise families on the informed consent process, thus helping students access key supports that will assist them in their learning. DLSAs provide support in a variety of areas: learning, programming, physical well-being, behaviour, and mental health. They meet with school personnel; assist with the sharing of specialized assessment reports to parents; attend parent-teacher conferences; and liaise between home and school. In most cases, DLSAs are able to communicate with parents in their home language and address issues with an understanding of the parents' cultural perspective while considering the obligations and expectations of the Calgary Board of Education. In the 2017-2018 school year, our DLSAs supported 599 families, and have added 176 families since the start of the 2018-2019 school year.

Build Professional Capital| Provincial Leadership Certification

Just as the *Teaching Quality Standard* provincially governs teacher certification, the *Leadership Quality Standard* and the *Superintendent Leadership Quality Standard* will govern leadership certification. Effective September 2019, the School Act will require leadership certification for Alberta teachers in roles of principals and chief superintendents in Alberta.

All principals and superintendents with a Permanent Professional Certificate, active in their designations in the 2018-2019 school year, will be able to apply for and receive leadership certification.

Teachers serving in leadership roles (other than principal and superintendent) during the 2018-2019 school year can obtain leadership certification through an in-service program connecting their practice to the competencies described in the *Leadership Quality Standard* and *Superintendent Leadership Quality Standard*.

These two-day in-service programs will be held throughout the year in various locations across the province. The first sessions will be offered during Teachers' Convention. The CBE has been working with the province to host a number of in-service programs to improve accessibility to our employees. No dates have been confirmed at this time. It is anticipated that at least 320 employees will participate in the principal leadership sessions and approximately 80 will participate in the superintendent sessions.

Steward our Resources| Technology Evergreen Program (TEP)

In 2018-2019, CBE updated our TEP program to tie more directly to student, staff and classroom needs. The program covers three technology areas:

student devices, staff computers, and classroom displays. Student devices are supported by a funding allocation sufficient for each school to replace one tablet or low cost laptop computer for every three students in the CBE, every four years. Schools have flexibility in the devices they purchase and may add funding from other sources; however, they are required to decommission their older devices. As of 2018-2019, the TEP program now works with a third party to securely wipe and reclaim any residual value from the decommissioned devices.

This year, the CBE TEP program allocated six-million dollars for schools toward student devices resulting in the deployment of 8634 devices. Staff computers are now managed and funded by the TEP Program on the basis that full-time staff are eligible for a basic computer replacement every four to five years. This year, the TEP Program replaced 1600 staff computers. Also introduced this year was a plan and funding for refreshing classroom displays on a ten-year lifecycle. Approximately 4800 rooms across all schools are identified as “Active” or “In Use” classrooms that will be targeted over the next ten years. Division based standards were created with input from students, schools, Learning, and Technology teams which allowed CBE to negotiate volume pricing for interactive flat panel displays up to 86 inches in size. In 2018-2019, replacement has been scheduled in 385 rooms. CBE, with support from our partners, has extended our volume pricing to all other Alberta school districts.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

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Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent’s and the organization’s performance targets and form the basis for judging organization and Chief Superintendent performance.

report to Board of Trustees

Construction Projects Status Report

Date	February 12, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Ming Tian, Acting Director, Facility Projects Erin Hafichuk, Supervisor, Project Services

1 | Recommendation

It is recommended:

- This report is being provided for information for the Board. No decision is required at this time.

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of new and replacement facilities under development or construction.



3 | Background

The Calgary Board of Education (CBE) is currently undertaking 7 new school construction projects and 1 modernization project. In November 2018, one high school modernization was completed (Lord Beaverbrook High School).

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Cranston, Evergreen and Coventry Hills, as well as a major modernization for Forest Lawn High School. Construction for the three new schools is anticipated to begin in late February, 2019, with an anticipated opening in September 2020.

On April 12, 2017, the Alberta Government advised that at the CBE's request, the design and construction of the three new elementary schools would be managed by Alberta Infrastructure, and that the Forest Lawn High School Modernization would be Grant Funded and managed by the CBE.

On March 23, 2018, the Alberta Government announced the approval of an elementary school for Mahogany and a K-9 school for Skyview Ranch. They also provided design approval for a middle school in Auburn Bay and a new high school to be located in Coventry Hills.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.

The locations of the various new school and modernization capital projects under development are shown in **Attachment II**.

There are three Project Steering Committees set up for the current school projects as follows:

- Forest Lawn HS Modernization
- New Elementary/Middle Schools (Mahogany, Skyview Ranch, Auburn Bay)
- Coventry Hills HS

5 | Conclusion

This report provides the current update on the status of new and modernized facilities under development or construction by the CBE.

It is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 7: Communication With and Support for the Board.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: New/Modernized Facility Construction Status
Attachment II: Project Location Map

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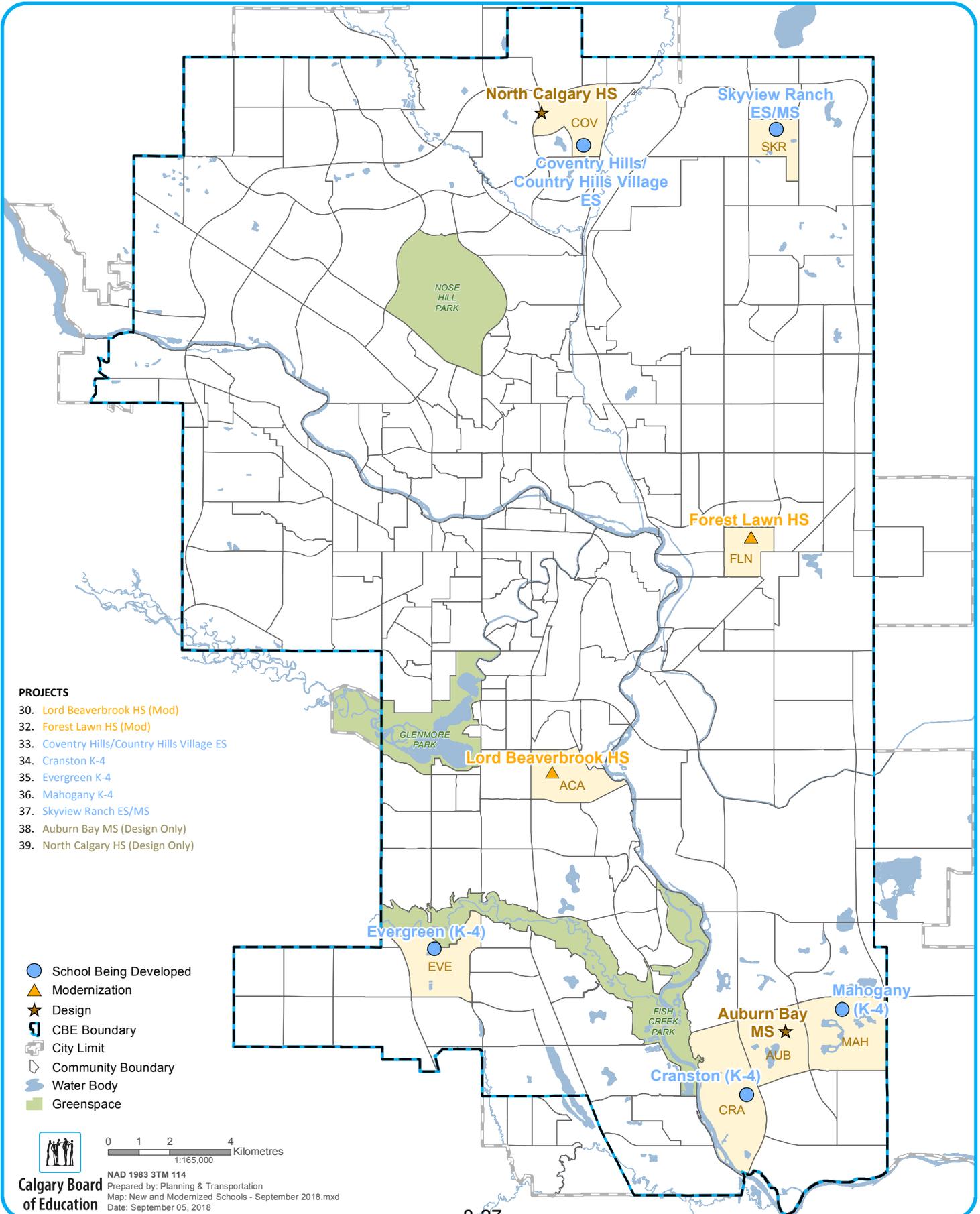
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
February 2019**

Building	Opening Date	Notes/Comments	
30. Lord Beaverbrook High School Modernization	Fall-18	Design and specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Note: This modernization project is substantially complete.	100%
32. Forest Lawn High School Modernization	Fall-20	Phase one drawings	100%
		Phase one tender	100%
		Phase one tender review	100%
		Phase two drawings	60%
		Note: Phase One tender award recommendation submitted to Alberta Infrastructure in December 2018 and is anticipated to be awarded by January 31, 2019. Overall project schedule has been extended to include a summer demolition period for the final phase of work.	
33. Coventry Hills/Country Hills Village School Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	0%
		Note: Project Managed by Alberta Infrastructure. Contractor anticipated to mobilize to site in February 2019	
34. Cranston School Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	0%
		Note: Project managed by Alberta Infrastructure. Contractor anticipated to mobilize to site in February 2019	
35. Evergreen School Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	0%
		Note: Project managed by Alberta Infrastructure. Contractor anticipated to mobilize to site in February 2019	
36. Mahogany School Grades K-4 Capacity 600 students	TBC	Consultant prequalification	100%
		Note: Project managed by Alberta Infrastructure. Prime consultant/architect has been selected.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
February 2019**

Building	Opening Date	Notes/Comments	
37. Skyview Ranch ES/MS Grades K-9 Capacity 900 students	TBC	Consultant prequalification	100%
		Note: Project managed by Alberta Infrastructure. Prime consultant/architect has been selected.	
38. Auburn Bay MS Grades 5-9 Capacity 900 students	TBC	Consultant prequalification	100%
		Note: Project managed by Alberta Infrastructure. Prime consultant/architect has been selected.	
39. North Calgary HS Grades 10-12 Capacity 1800 students	TBC	Consultant prequalification	100%
		Note: Project managed by Alberta Infrastructure. Prime consultant/architect has been selected.	

New and Modernized Schools As of January 2019



PROJECTS

- 30. Lord Beaverbrook HS (Mod)
- 32. Forest Lawn HS (Mod)
- 33. Coventry Hills/Country Hills Village ES
- 34. Cranston K-4
- 35. Evergreen K-4
- 36. Mahogany K-4
- 37. Skyview Ranch ES/MS
- 38. Auburn Bay MS (Design Only)
- 39. North Calgary HS (Design Only)

- School Being Developed
- ▲ Modernization
- ★ Design
- CBE Boundary
- City Limit
- Community Boundary
- Water Body
- Greenspace



0 1 2 4
Kilometres
1:165,000

**Calgary Board
of Education**

NAD 1983 3TM 114
Prepared by: Planning & Transportation
Map: New and Modernized Schools - September 2018.mxd
Date: September 05, 2018