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public agenda

Regular Meeting of the Board of Trustees

January 16, 2024
11:00 a.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
11:00am	1 |	**Call to Order, National Anthem, Acknowledgement of the Land and Welcome**	Chair		
	2 |	**Consideration/Approval of Agenda**	Board	GC-2	
	3 |	**Awards and Recognitions**		GC-3	
	4 |	**Results Focus**			
	4.1	Results 2: Academic Success – Annual Monitoring	G. Strother	R-2, OE-7	Page 4-1
	5 |	**Operational Expectations**			
	6 |	**Public Comment**		GC-3.2	
	Requirements as outlined in Board Meeting Procedures				
	7 |	**Matters Reserved for Board Information**		GC-3	
	8 |	**Matters Reserved for Board Decision**	Board	GC-2	
	9 |	**Consent Agenda**	Board	GC-2.6	
	9.1	Items Provided for Board Decision			
		9.1.1 OE-8: Communicating and Engaging With the Public – Annual Monitoring		R-1; OE-5,8	Page 5-1 (Dec 12/23)

Time	Topic	Who	Policy Ref	Attachment
	(THAT the Board of Trustees approves that the Acting Chief Superintendent is in compliance with the provisions of OE-8: Communication and Engaging With the Public.)			
	9.2 Items Provided for Information			
	9.2.1 Acting Chief Superintendent's Update		OE-2,3,8	Page 9-1
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

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

results monitoring report

Results 2: Academic Success

Monitoring report for the school year 2022-23

Report date:
Jan. 16, 2024

CHIEF SUPERINTENDENT CERTIFICATION

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

☐ making reasonable progress toward achieving the desired results.

☒ making reasonable progress with exception(s) (as noted).

Exception(s): results for Students who Self-Identify as Indigenous

☐ not making reasonable progress.

Signed: _____ Date: January 16, 2024

Gary Strother, Acting 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.

☐ to be making reasonable progress with exception (as noted in motion).

☐ not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____

Chair, Board of Trustees

Executive Summary |

Analysis |

The data indicated across the four cohorts:

- the current year high school completion rates (3-year, 4-year, 5-year) compared to the previous three-year average improved or improved significantly in 7 of 12 cases.
- the current year high school completion rates (3-year, 4-year, 5-year) as compared to 2021-22 completion rates improved in 7 of 12 cases.
- the four years of report card mean results generally showed declining trends in divisions 1, 2 and 3 for all subjects, with the exception of the Students who Self-Identify as Indigenous cohort, and CTF/French Language Arts/Languages report card mean results which had increases.
- in Division 4, the four years of report card mean results saw upward trends as follows: English Language Arts, CTS, Fine and Performing Arts and Social Studies for the Self-Identify as Indigenous cohort; French Language Arts for the English Language Learners cohort; CTS, Fine and Performing Arts, and Physical Education for the Students with Identified Special Education Needs cohort.
- there was a noted decrease in report card results in 2022-23 compared to 2021-22, which was most evident in divisions 1 and 4 across English Language Arts, Mathematics and Science. For division 1, this may be connected in part to new curriculum development and implementation.
- CBE's provincial assessment results at the acceptable standard were higher than the provincial results in 2022-23, in 88 per cent of the cases; and
- as compared to the previous results (2021-22), CBE's results increased at the acceptable standard in 56 per cent of the cases.

Context | Unprecedented Enrolment Growth and Ongoing Learning Disruptions

Trust and validity in any body of evidence increases with the frequency in which this evidence consistently tells the same story. CBE teachers have been purposeful in gathering a body of student assessment evidence through observations, conversations and products. Student achievement data collected by teachers are most reliable and valid when a robust body of assessment evidence is available to triangulate and confirm the evaluation of student learning as recorded on report cards.

This year, schools experienced unprecedented month-over-month enrolment growth across schools, divisions, and areas with thousands of students entering schools after September 30. Of the 135 000 students present in CBE classrooms at the end of 2022-23, over 26 000 of them were new to CBE and of that group, close to 7200 entered the system following the September 30 count date for funded enrolment.

Accompanying this growth and introduction of new students, was a marked increase in student complexity. CBE saw increased numbers of English as an Additional Language learners, many identified at an overall Language Proficiency level of 1, 2, or 3 impacting their academic achievement while they were learning English language. Students typically require a minimum of 5 years[1] to gain academic language proficiencies comparable to their peers who have English as their primary language.

In addition, CBE saw increased numbers of students entering our system with other complex learning needs and more students coming to us as refugees.

Accompanying increases in school enrolment, classroom numbers, and complexity, was an increase in instability for classrooms and school environments. This stemmed in part from ongoing staff and student absenteeism, unfilled staff vacancies, and continued school reorganizations to meet changing populations. Opportunities for in-year funding initiatives like learning disruption, changed how schools organized to provide direct support to early learners.

Unfilled staff vacancies meant teachers were frequently called upon to cover for absent teachers or to supervise, meaning they had less time to concentrate on lesson planning and assessment. They may have used assessment evidence gathered by a substitute teacher on their behalf or had students absent for large chunks of learning, and therefore, were limited in the ability assess learning against all outcomes in the programs of study.

We continue to use caution when considering trends over time. Considering the impact that unprecedented enrolment growth, increased classroom complexity, and high levels of staff and student absenteeism had on the ability of teachers to collect a robust body of evidence, report card data are still used to identify needs and gaps. Just like in all schools, as they dig and inquire into the data, there are always areas that emerge requiring improvement. This is also true of our work with the system data.

For more information, refer to Appendix I School Data Sources

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[1] Cummins, J., & Persad, R. (2014). Teaching through a Multilingual Lens: The Evolution of EAL Policy and Practice in Canada. Education Matters, 2, 3-40.

Klesmer, H. (1994). Assessment and teacher perceptions of ESL student achievement. English Quarterly, 26(3), 8-11.

Worswick, C. (2001). School performance of the children of immigrants in Canada, 1994-98(No. 178; ISBN: 0-662-31229-5). Ottawa: Statistics Canada

Targets |

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.

While Alberta's Ministry of Education reinstated provincial assessments, the ongoing COVID-19 pandemic and subsequent interruptions to continuity of learning experienced to date, meant that the work to improve student learning may not have been significantly reflected in the particular Results 2 indicators for the 2021-22 school year. We expected to see incremental growth with respect to many of the measures on School Development Plans and were closely monitoring these measures at each school.

It is for these reasons no targets were set for 2022-23 in this report.

Glossary of Terms |

- Alberta Education Assurance Measures (AEAM) Results Report (formerly Accountability Pillar Results Report): This is the system for school authorities to consistently measure success and progress using a broad spectrum of measures. Reporting results allows Albertans to see how their school authority is performing and ensures that the entire education system is open and accountable.

- All Students: the complete set of students included in the data set for a specific indicator.

- Board: Board of Trustees

- Division: group of grades
  - Division 1 is comprised of grades 1, 2, 3
  - Division 2 is comprised of grades 4, 5, 6
  - Division 3 is comprised of grades 7, 8, 9
  - Division 4 is comprised of grades 10, 11, 12

- English Language Arts: The new English Language Arts and Literature (ELAL) curriculum for Division 1 students was implemented in the 2022-23 school year. Some schools chose an optional implementation of the curriculum for Division 2 students. All other students continued studying the English Language Arts Program of Studies. For the purposes of this report, both the ELAL curriculum and ELA program of study are referred to as English Language Arts as this is the language in the currently approved monitoring indicators.

- English Language Learner: This group includes only those students who have been assessed as needing English language learning support and assigned the corresponding Alberta Education code. For the 2023-24 school year, Alberta Education formally changed their terminology for both English Language Learner and English as a Second Language to the more inclusive term English as an Additional Language. As this terminology is new for the 2023-24 school year, for the purposed of this report which looks historically at the 2022-23 school year, the term English Language Learner is still in use to refer to this group of students.
- Mean: the sum of the values in a set of numbers divided by the number of values in the set.

- Measure Evaluations
  - Achievement Measure Evaluation – this is an Alberta Education Assurance Measures (AEAM) Results Report evaluation, which consists of comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school authorities and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in

place from year to year to allow for consistent planning and evaluation. The categories for achievement are *Very High*, *High*, *Intermediate*, *Low* and *Very Low*.

- Improvement Measure Evaluation – this is an Alberta Education Assurance Measures (AEAM) Results Report evaluation which consists of comparing the Current Year result with the Previous 3-year Average. A Chi-Squared statistical test is used to determine the significance of the improvement. The categories for improvement and the Chi-Squared range for each category are as follows:
  - *Improved Significantly*, Chi-Squared result ≥ 3.84 (current result > previous 3-year average)
  - *Improved*, 1.00 ≤ Chi-Squared result < 3.84 (current result > previous 3-year average)
  - *Maintained*, Chi-Squared result < 1.00
  - *Declined*, 1.00 ≤ Chi-Squared result < 3.84 (current result < previous 3-year average)
  - *Declined Significantly*, Chi-Squared result ≥ 3.84 (current result < previous 3-year average)

- Overall Measure Evaluation – this is an Alberta Education Assurance Measures (AEAM) Results Report evaluation that combines the Achievement Evaluation and the Improvement Evaluation. The categories for overall evaluation are *Excellent*, *Good*, *Acceptable*, *Issue* and *Concern*.

- Prov: Province

- 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.

- Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. In the following report, only students who have been identified are included in the data for "Students who Self-Identify as Indigenous".

- Students with Identified Special Education Needs: This group includes only those students who have been assessed and identified with a special education need then assigned the corresponding Alberta Education special education code, with the exception of those identified as gifted and talented. There is one exception to the latter and that is, when a student is double coded where one of the codes is gifted and talented. In this case, the student is included.

Policy |

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

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.

The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student strengths, needs, values, interests, backgrounds and circumstances.

As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, create, connect and communicate meaning through language, images and written text.

As a broad term, the Chief Superintendent interprets *literate* to mean the ability to use the vocabulary of a particular field of knowledge, to read and understand the texts of that field and to communicate within its ways of thinking.

The Chief Superintendent interprets *numerate* to mean the ability to acquire, create, connect and communicate meaning through mathematical terms, symbols and ways of thinking.

The Chief Superintendent interprets *integrate and apply* to mean that students can use their understandings within and across their studies to solve problems and achieve their goals.

The Chief Superintendent interprets *knowledge*, *skills* and *attitudes* to mean the learning outcomes within Alberta Education's authorized programs of study.

The Chief Superintendent interprets *competencies* to mean the attitudes, skills and knowledge that cross specific subject areas and are key to students' personal fulfilment, active citizenship and employability.

The Chief Superintendent interprets *academic disciplines* to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below.

The Chief Superintendent interprets *Fine and Performing Arts* to include Art, Dance, Drama and Music.

The Chief Superintendent interprets *Languages* to mean those programs of study taught in the Calgary Board of Education as both second language/language and

culture courses and as immersion/bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.

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:

- Career & Technology Foundations/Studies
- English Language Arts
- Fine and Performing Arts
- French Language Arts
- Languages
- Mathematics
- Physical Education
- Science
- Social Studies

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.

Indicators |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.

   1.1 All Students
   1.2 English Language Learners
   1.3 Students who Self-Identify as Indigenous
   1.4 Students with Identified Special Education Needs

2. Student results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

   2.1 All Students
   2.2 English Language Learners
   2.3 Students who Self-Identify as Indigenous
   2.4 Students with Identified Special Education Needs

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

   3.1 All Students
   3.2 English Language Learners
   3.3 Students who Self-Identify as Indigenous
   3.4 Students with Identified Special Education Needs

4. Student results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

   4.1 All Students
   4.2 English Language Learners
   4.3 Students who Self-Identify as Indigenous
   4.4 Students with Identified Special Education Needs

5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

   5.1 All Students
   5.2 English Language Learners
   5.3 Students who Self-Identify as Indigenous
   5.4 Students with Identified Special Education Needs

Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2022-23 results, analysis and capacity building |

Policy 2.1

Indicator 1

Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.

Indicator 1: Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.

This indicator is based on an Alberta Education determined Grade 10 Cohort who complete high school within three, four or five years. High school completion rates include students who receive a credential (e.g., a High School Diploma, 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"[2].

Notes |

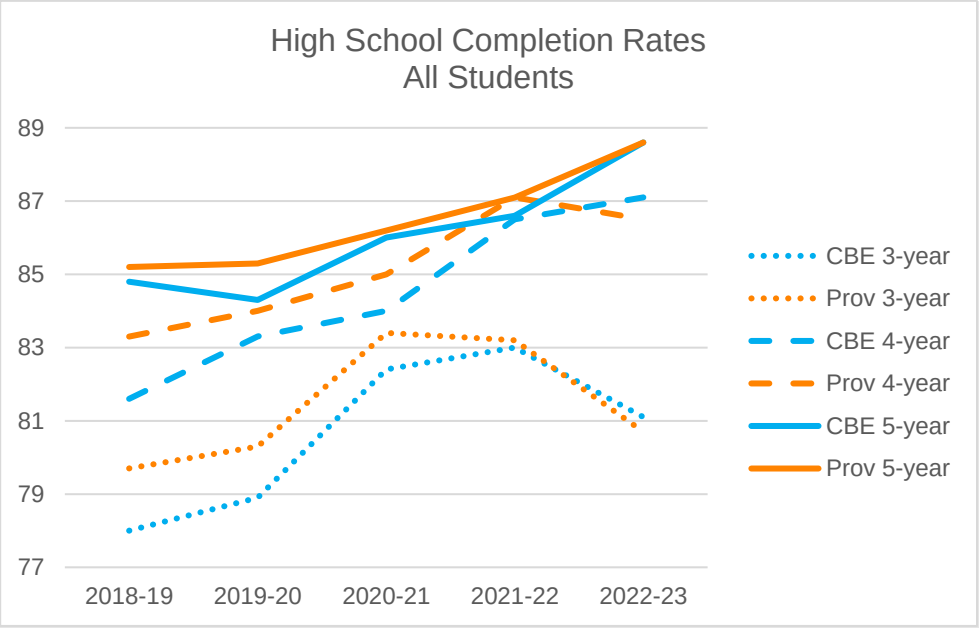
1 | The 2022-23 results Alberta Education Assurance Measures for high school completion are based on 2021-22.
2 | The 4-year rate includes the numbers from the 3-year rate and the 5-year rate includes the numbers from both the 3-year and 4-year rates.
3 | Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results
4 | The scales used on the graphs that follow have been chosen for ease of interpretation, however they change from cohort to cohort, so caution should be used when comparing graphs.

Legend |

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

[2] Refer to Attachment I for the criteria of the categories for High School Completion.

1.1 All Students



Note | for the calculation of High School Completion rates, the cohort of students is determined in grade 10. The 3-year completion rate is determined based on the number of students from that cohort that compete high school within the next three years. The 4-year completion rate is then inclusive of the number of students from that cohort who completed both within three and four years. The 5-year completion rate is inclusive of students from that cohort who complete within the three, four or five year period. For 2022-23, the 3-year completion rate is based on the cohort of grade 10 students from 2020-21, the 4-year completion rate is based on the cohort of grade 10 students from 2019-20 and the 5-year completion rate is based on the cohort of grade 10 students from 2018-2019.

3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22	2022-23
CBE	Achievement*	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
	Improvement**	Improved Significantly	Improved Significantly	Improved Significantly	Improved Significantly	Maintained
	Overall***	Good	Good	Good	Good	Acceptable
Prov	Achievement	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
	Improvement	Improved Significantly	Improved Significantly	Improved Significantly	Improved Significantly	Declined Significantly
	Overall	Good	Good	Good	Good	Issue

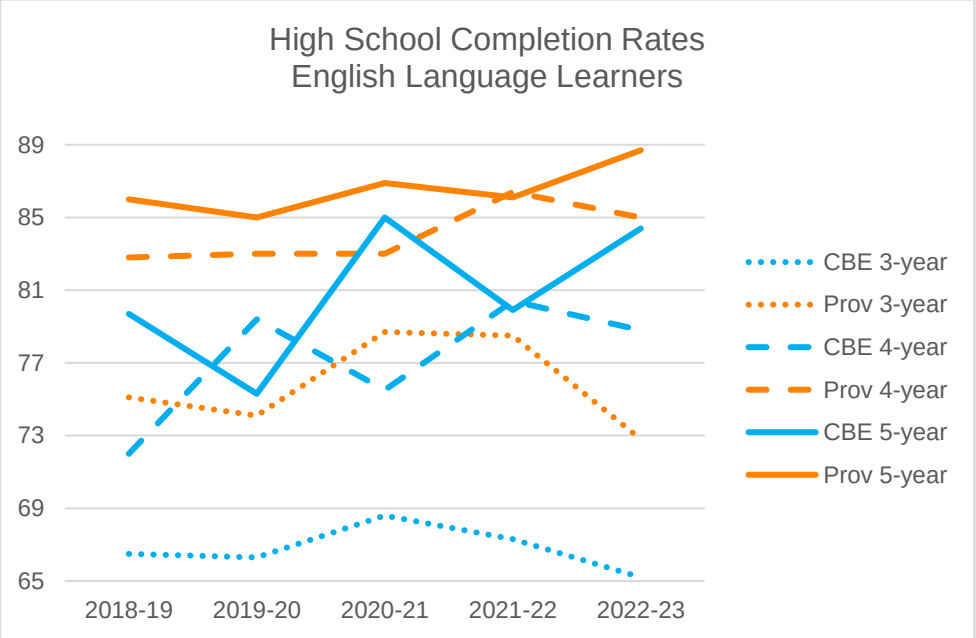
*The Achievement Measure Evaluation compares Current Year data to a set of standards set by Alberta Education
**Improvement Measure Evaluation compares Current Year data to the previous three-year average

***Overall Measure Evaluation combines the Achievement Evaluation and the Improvement Evaluation together thus represents the overall performance of the results.

- **Analysis of Cohort**

  CBE's All Students cohort showed continuous year-over-year increases for 4-year and 5-year high school completion rates. Both CBE and provincial 3-year completion rates declined in 2022-23 with a 2 and 2.5 percentage point decrease respectively. When compared to the previous three-year high school completion rate average, CBE's 3-year rate showed statistically maintained results while a significant decline was observed in the provincial result. The greatest growth (2 percentage points) as compared to the previous year occurred in CBE's 5-year completion rate. CBE's 4-year and 5-year completion rates saw statistically significant improvements relative to the previous three-year averages.
  CBE rates were higher than the provincial results in the 3-year and 4-year rates and comparable to provincial results for the 5-year high school completion rate in 2022-23. These results are encouraging as this was the first year in the past five years that CBE outperformed the province.

1.2 English Language Learners



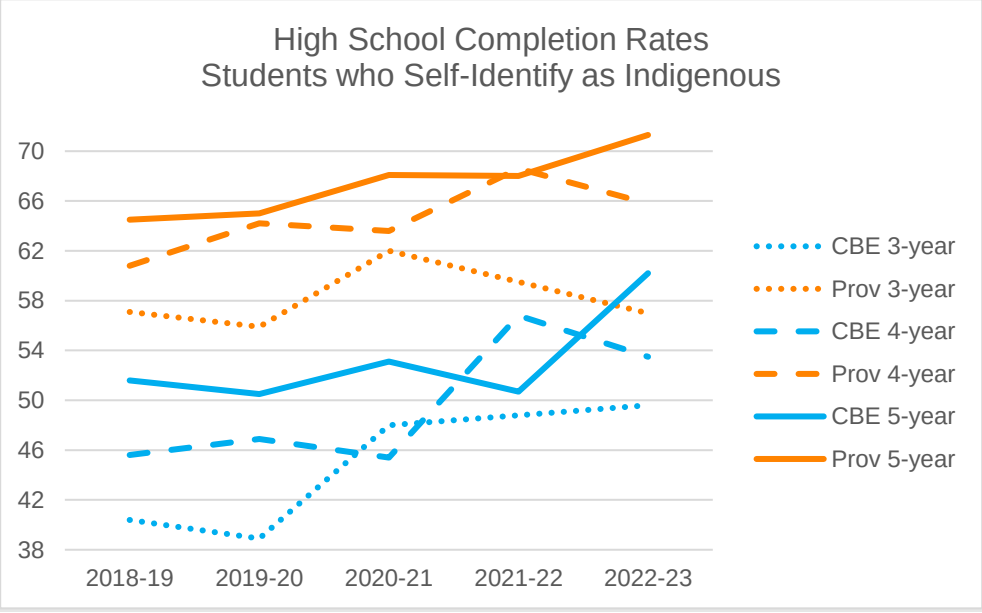
3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22	2022-23
CBE	Achievement	Low	Low	Low	Low	Very Low
	Improvement	Improved	Improved	Maintained	Maintained	Maintained
	Overall	Acceptable	Acceptable	Issue	Issue	Concern
Prov	Achievement	Intermediate	Intermediate	Intermediate	Intermediate	Low
	Improvement	Improved Significantly	Improved Significantly	Declined	Improved Significantly	Declined Significantly
	Overall	Good	Good	Issue	Good	Concern

- **Analysis of Cohort**

  The number of students included in this cohort ranges from 569 to 865. More fluctuations over time were evident for both provincial and CBE high school completion rates for the English Language Learners cohort. Both provincial and CBE results showed decreased 3-year and 4-year rates from 2021-22 to 2022-23, with the province seeing a greater decrease than CBE in the 3-year completion rate. CBE achieved a noticeable 4.5 percentage point increase in the 5-year rate. When compared to the previous three-year average, CBE's 3-year results were statistically maintained while the provincial results were significantly lower in 2022-23.

  The gap between provincial and CBE high school completion rates was smallest for the 5-year completion rate. The 3-year completion rate gap between CBE and the province was 3.6 percentage points narrower in 2022-23 compared to the previous year. Five-year completion rate gaps between CBE and the province shrank by 4 percentage points.

1.3 Students who Self-Identify as Indigenous



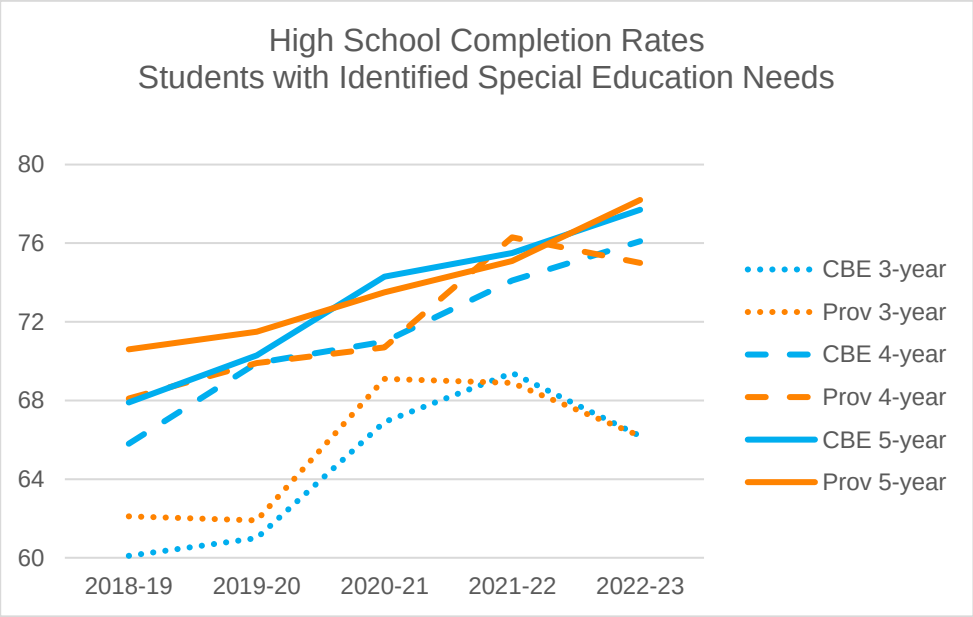
3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22	2022-23
CBE	Achievement	Very Low	Very Low	Very Low	Very Low	Very Low
	Improvement	Improved	Maintained	Improved Significantly	Improved	Improved
	Overall	Issue	Concern	Acceptable	Issue	Issue
Prov	Achievement	Very Low	Very Low	Very Low	Very Low	Very Low
	Improvement	Improved Significantly	Maintained	Improved Significantly	Improved	Declined
	Overall	Acceptable	Concern	Acceptable	Issue	Concern

- ## Analysis of Cohort

The number of students included in this cohort ranges from 357 to 388. For the Students who Self-Identify as Indigenous cohort, CBE achieved continuous increases in the 3-year completion rate for three consecutive years while the province experienced a 2.5 percentage point decline in 2021-22 and 2022-23. Following the increases in the 4-year rate in 2021-22, both the province and CBE showed decreases in 2022-23. However, provincial and CBE 5-year completion rates showed significant increases. Specifically, there was a year-over-year jump of 10 percentage points in CBE's 5-year rate. Compared to the previous three-year average, CBE's 3-year completion rate improved, whereas the provincial 3-year rate declined.

Provincial completion rates were higher than corresponding CBE rates for all five years, however the gaps between the 3-year provincial high completion rates and 3-year CBE completion rates narrowed over time and the difference in the 5-year rates also became around 6 percentage points smaller in 2022-23.

1.4 Students with Identified Special Education Needs



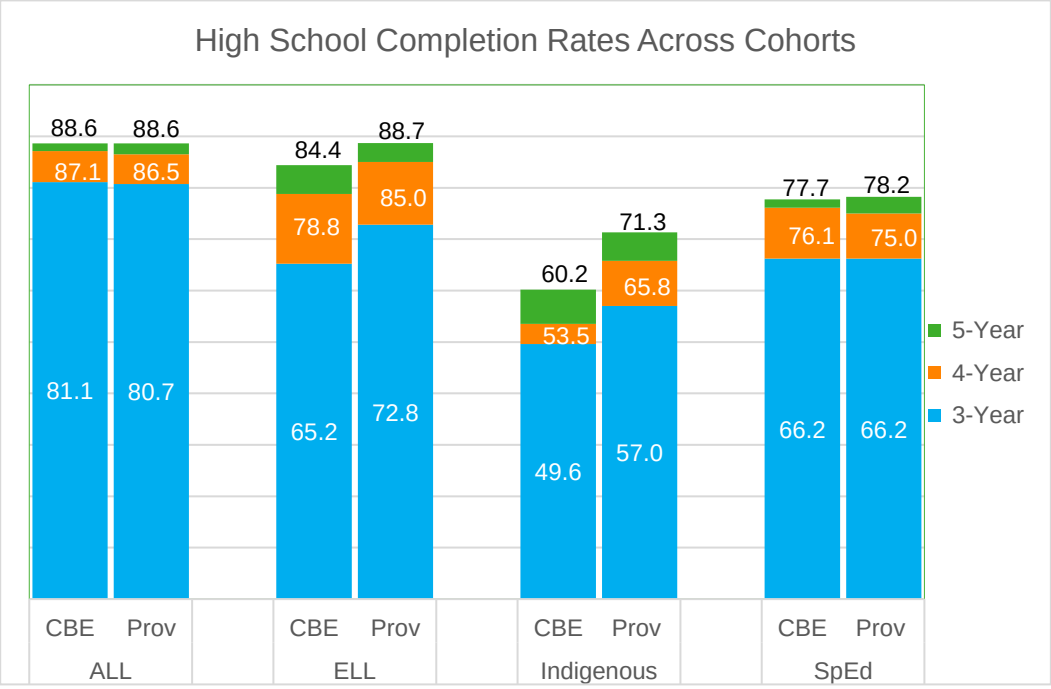
3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22	2022-23
CBE	Achievement	Very Low	Very Low	Low	Low	Low
	Improvement	Improved Significantly	Improved Significantly	Improved Significantly	Improved Significantly	Maintained
	Overall	Acceptable	Acceptable	Good	Good	Issue
Prov	Achievement	Very Low	Very Low	Low	Low	Low
	Improvement	Improved Significantly	Improved	Improved Significantly	Improved Significantly	Maintained
	Overall	Acceptable	Issue	Good	Good	Issue

- ## Analysis of Cohort

  The number of students included in this cohort ranges from 1878 to 2155. For CBE's Students with Identified Special Education Needs cohort, statistically significant year-over-year improvements were observed in both the 4-year and 5-year completion rate, compared to the previous three-year averages. In 2022-23, both CBE's and the provincial 3-year completion rate declined.

  When 2022-23 provincial and CBE completion rates were compared, CBE students showed a higher 4-year high school completion rate than the province and comparable results in the 3-year rate. For the 5-year completion rate, the provincial completion rate was 0.5 percentage points higher than CBE's.

Summary



	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	Achievement	Intermediate	Intermediate	Very Low	Low	Very Low	Very Low	Low	Low
	Improvement	Maintained	Declined Significantly	Maintained	Declined Significantly	Improved	Declined	Maintained	Maintained
	Overall	Acceptable	Issue	Concern	Concern	Issue	Concern	Issue	Issue

Note | for additional information, refer to Appendix II | Summary Tables Indicators 1 to 5, Appendix III | Additional Data Sets by Indicator, Appendix IV | Distribution of Codes and Attachment I | Alberta's Criteria for High School Completion Categories.

- **Targets for 2022-23**

  No targets were set for the 2022-23 school year.

- **Interpretation**

  The percentage of CBE students completing high school within four or five years of starting grade 10, as measured in the Alberta Education Assurance Measures, continues to improve for All Students. For the first time in five years, CBE's three and four-year completion rates are higher than the provincial rates and the gap between provincial and CBE five-year rates has been eliminated as these rates were identical in 2022-23.

  The sections below highlight areas for celebration in these high school completion rate data while offering considerations for next steps for improvement.

- **Celebrate**

  - CBE All Students cohort achieved higher 3-year and 4-year high school completion rates than the provincial results.
  - English Language Learners and Students who Self-Identify as Indigenous cohorts completed high school in five years at a rate that was noticeably higher than 2021-22 rates.
  - Students with Identified Special Education Needs cohort completed high school in 4 years at a rate that was higher than the provincial rate in 2022-23.

- **Areas for Growth**

  - Increase three-year completion rates across all CBE cohorts.
  - Increase CBE high school completion rates relative to the provincial high school completion rates for English Language Learners and Students who Self-Identify as Indigenous.
  - Increase CBE 4-year high school completion rate for CBE Students who Self-Identify as Indigenous cohort relative to the 4-year high school completion rate for the province.

Building Capacity

The following is the list of next steps based on the analysis and interpretation.

Professional Learning

- On-demand professional learning attendance webinars as part of the school leadership professional learning series to improve student attendance, which is directly related to student success.
- The use of PowerSchool analytics tools and ensuring accurate data to support improved attendance and course completion.
- Off-Campus Coordinators highlight and explore career focused alternative pathways for high school completion. (e.g. In-person visit to Trade Union training centres where students can participate in Exploratory programming that earn Work Experience credits).
- Implementing the CBE Indigenous *Education Holistic Lifelong Learning Framework* across all four domains (Spirit-To Be, Heart-To Belong, Body-To Do, Mind-To Know).
- Maatoomsii'Pookaiks (Children First) system-wide Indigenous Education Professional Learning Day focused on the Heart Domain | To Belong.
- “Commūn-I-Tea" sessions for school leaders focused on identifying wise practices and planning for school-based action to improve the conditions required to support self-identified Indigenous students’ well-being, engagement and success.
- Using the *Revised Alberta K-12 ESL Proficiency Benchmarks* and collecting baseline data to inform instructional practice and assessment of student growth and language acquisition.
- High School designate sessions focusing on enhancing, monitoring and accelerating language programming, using timely and appropriate explicit language instruction to enhance academic success.
- Creating quality task design and assessment utilizing the *CBE K-12 ESL Proficiency Benchmarks* alongside CBE guiding documents and frameworks.
- English as an Additional Language teaching pedagogy with a focus on the following areas: vocabulary development, supporting language proficiency level 1 (LP1) and LP2 students, culturally responsive and trauma-informed classrooms and supporting beginner English language learners.
- Assisting leaders and teachers in developing their understanding of and commitment to anti-racist education through a four-part series of modules (Developing Self & Others, Leading Teaching and Learning, Developing Inclusive Schools, and Leading a Culture of Improvement

Through Leveraging Student Voice) and through a professional learning symposium.

- Outcomes-Based Assessment (OBA) for Principals, Learning Leaders and teachers implementing OBA courses.

Structures & Processes

- Enhance public facing attendance communication through school websites to ensure key messages and resources are shared with parents.
- Assist students and their parents with establishing a pattern of regular attendance in their first years of schooling, contributing to a consistent attendance routine throughout students' school career.
- Culturally responsive attendance processes to support attendance and school engagement of Self-Identified as Indigenous students.
- Expand Inclusive Education processes to consider and include Indigenous ways of being, belonging, doing and knowing to reduce barriers to accessing supports and services.
- Deploy Indigenous Student Success Learning Leaders and Indigenous Education Strategists to 18 target schools across divisions to provide direct, holistic (spirit, heart, body, mind) services and supports to self-identified as Indigenous students.
- Track and monitor Self-Identified as Indigenous high school students' success, well-being and engagement in school.
- Indigenous Education Diversity and Learning Support Advisors assigned to specific schools to establish and nurture meaningful relationships with Indigenous families.
- School Connections YYC maintained to enhance access to community programs and services during non-instructional hours.
- Addition of new CBE student survey questions to solicit student voice in prioritizing diversity and inclusion and anti-racism actions in schools.
- Use the Chief Superintendent's Student Advisory Council (CSSAC) as a vehicle to provide Grade 11 and 12 student leaders with the opportunity to inform and support data-informed decision-making for school improvement.
- Enhance and develop consistent data collection processes for high school reporting on Work Experience through Off-Campus Coordinators.
- Expand career embedded and Work Integrated Learning (WIL) opportunities to complete high school using alternative pathways in preparation for the workforce and post-secondary learning.

- Introduce language program opportunities for newcomers through the Welcome Centre to support English language acquisition alongside another language.
- School Learning Team (SLT), Area Learning Team (ALT) and Collaborative Response processes to identify students who are struggling and provide supports and strategies through the Inclusive Education team.
- New high school data analytics tools in PowerSchool for administrators and guidance counsellors to support student course completion and meeting high school graduation requirements.

Resources

- “Commūn-I-Tea" resources to be shared to support schools in gathering and actioning Indigenous student and family voice.
- Tools to support schools to improve Self-Identified as Indigenous student attendance.
- Support for the Heart Domain | To Belong during Maatoomsii’Pookaiks.
- Indigenous Elders, Knowledge Keepers and Community Supports roster to support accessing and working with the Indigenous community.
- Updated D2L English language learner (ELL) toolbox as the common repository of ELL resources, including recorded learning sessions, high-impact strategies and current research.
- Unique Pathways corporate website showcasing year-round opportunities for students to complete high school in a career focused alternative pathway.

Policy 2.1

Indicator 2

Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

Indicator 2: Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

Legend |

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

2.1 All Students

A. Student report card results as a mean within English Language Arts

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.70	2.84	2.94	2.96	2.90
2	2.80	2.90	2.96	2.95	2.91
3	2.86	2.91	2.95	2.92	2.89
4	69.7	71.2	71.5	70.9	70.0

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.78	2.97	3.07	3.10	3.04
2	2.82	2.96	2.99	3.00	2.95
3	2.83	2.88	2.88	2.87	2.84
4	72.1	74.9	73.7	72.4	70.9

- **Analysis of Cohort**

  Overall, report card means decreased from last year across all divisions for both Mathematics and English Language Arts for the All Students cohort. Student report card grades were consistently higher in Mathematics as compared to English Language Arts for division 1, 2 and 4 students, whereas students in division 3 consistently achieved higher report card grades in English Language Arts over time.

  Division 3 students generally showed the smallest declines in report card means relative to other divisions. The decreases were comparable in Mathematics and English Language Arts across all divisions. Division 1, 2 and 3 report card means were more closely aligned in 2022-23 compared to the previous years' results. Moreover, a noticeable drop in the Division 4 Mathematics mean brought this closer to the English Language Arts report card mean with a difference of less than 1 unit.

  Division 1 student results showed the most notable drops in report card means for both Mathematics and English Language Arts.

2.2 English Language Learners

A. Student report card results as a mean within English Language Arts

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.61	2.75	2.84	2.82	2.79
2	2.68	2.79	2.82	2.82	2.77
3	2.66	2.73	2.77	2.76	2.73
4	65.2	67.5	67.5	66.9	65.0

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.67	2.87	2.95	2.93	2.89
2	2.79	2.91	2.91	2.92	2.88
3	2.74	2.78	2.78	2.76	2.75
4	70.9	73.8	70.3	69.7	66.2

- **Analysis of Cohort**

  The number of students in this cohort who wrote English Language Arts and Mathematics Report Card (with Indicator 1, 2, 3 and 4) were as follows:

  - Division 1: 9232 to 9745
  - Division 2: 9946 to 10193
  - Division 3: 7934 to 8091
  - Division 4: 4443 to 4769

  English Language Learners also showed year-over-year decreases to report card means in 2022-23. Division 3 results for English Language Learners showed the smallest declines for both subjects; Division 2 report card means had the most notable decreases in 2022-23.

  English Language Learners continued to achieve higher Mathematics report card results compared to English Language Arts. Division 1 and 4 students showed greater deceases in Mathematics report card grades while Division 2 and 3 students had more noticeable declines in English Language Arts.

  In 2021-22, the year-over-year drop in Mathematics for Division 4 students was comparable to the declines in English Language Arts. However, in 2022-23, the decline in Mathematics was almost double that of English Language Arts results.

2.3 Students who Self-Identify as Indigenous

A. Student report card results as a mean within English Language Arts

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.09	2.23	2.29	2.37	2.42
2	2.27	2.42	2.46	2.45	2.43
3	2.33	2.42	2.44	2.37	2.40
4	62.7	62.9	60.6	58.8	59.6

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.16	2.35	2.36	2.51	2.56
2	2.16	2.39	2.37	2.37	2.29
3	2.14	2.28	2.23	2.19	2.25
4	64.0	65.1	60.9	60.6	59.5

- **Analysis of Cohort**

The number of students in this cohort who wrote English Language Arts and Mathematics Report Card (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 1186 to 1214
- Division 2: 1089 to 1152
- Division 3: 981 to 1042
- Division 4: 945 to 1059

With regards to the year-over-year performances, Students who Self-Identify as Indigenous had the most improved report card results across all cohorts. Division 1 and 3 students consistently showed year-over-year increases for both Mathematics and English Language Arts. The continuous increasing trend in English Language Arts was notable for Division 1 over the last five years with Grade 3 students showing the most promising results within Division 1. Among all the ELA stems, Division 1 students consistently showed greatest results in ‘Makes meaning and connection through oral language’ stem.

After a noticeable decrease in 2021-22, Division 4 students who Self-Identify as Indigenous achieved a notable increase in English Language Arts report card results, bringing the average score closer to 60 per cent in 2022-23.

Students who Self-identify as Indigenous achieved higher report card means in English Language Arts across divisions as compared to Mathematics with the exception of Division 1. Division 3 students showed more improvement in Mathematics report card means.

Division 1 Students who Self-Identify as Indigenous achieved comparable year-over-year increases for Mathematics and English Language Arts report card means while Division 2 students showed a greater decrease in Mathematics in 2022-23. In Mathematics, Division 4 students achieved an average of 59.5 (out of 100), which was the first below-60 result over the last five years.

2.4 Students with Identified Special Education Needs

A. Student report card results as a mean within English Language Arts

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.24	2.40	2.47	2.45	2.39
2	2.41	2.57	2.61	2.61	2.58
3	2.48	2.55	2.59	2.57	2.55
4	65.2	66.3	65.4	65.1	64.6

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22	2022-23
1	2.29	2.51	2.60	2.58	2.51
2	2.39	2.61	2.64	2.64	2.59
3	2.37	2.47	2.47	2.46	2.45
4	66.1	68.9	66.5	65.4	64.1

- **Analysis of Cohort**

The number of students in this cohort who wrote English Language Arts and Mathematics Report Card (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 3241 to 3333
- Division 2: 4347 to 4899
- Division 3: 5108 to 5448
- Division 4: 5463 to 6066

Year-over-year decreases were also observed for the Students with Identified Special Education needs cohort across divisions for both Mathematics and English Language Arts. These decreases were uniformly more notable in Mathematics compared to English Language Arts except for Division 3 student report card means.

Division 3 students consistently showed the smallest declines for both subjects compared to other divisions, while Division 1 students had the

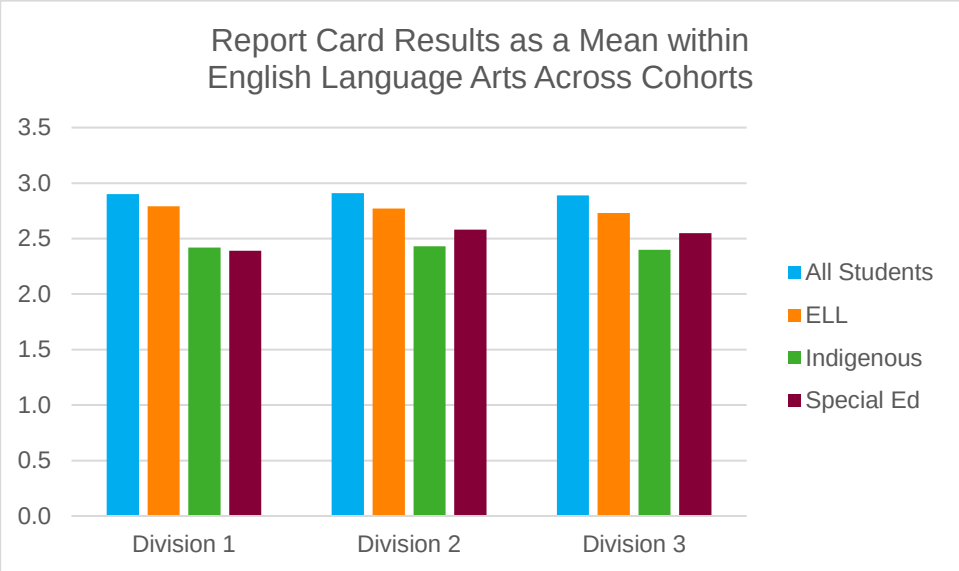
greatest decreases. Division 4 students achieved a report card mean below 65 per cent for both subjects in 2022-23 for the first time in five years.

Division 1 and 2 Students with Identified Special Education Needs had higher report card results in Mathematics compared to English Language Arts whereas Division 3 and 4 students showed relatively higher report card means in English Language Arts.

Summary

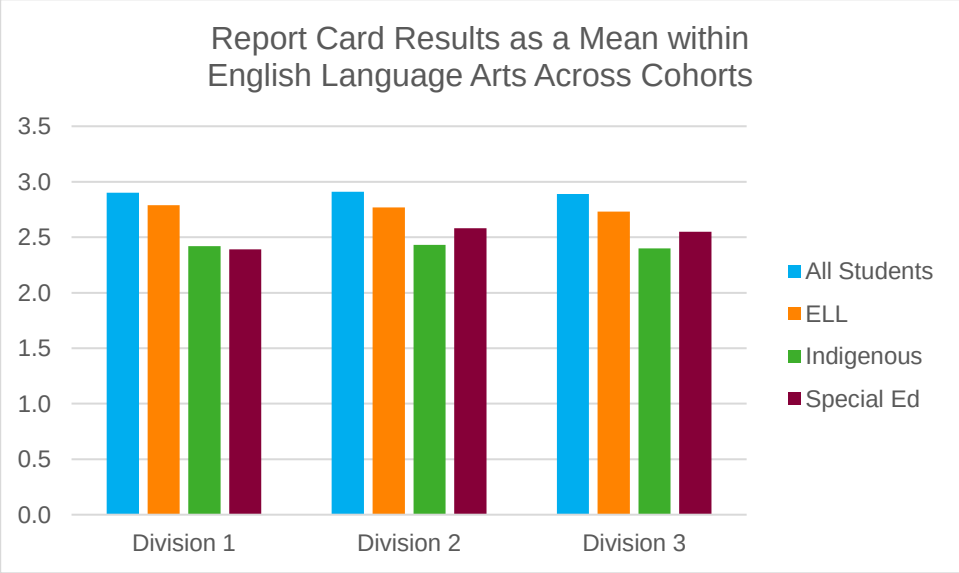
A. Student report card results as a mean within English Language Arts in Divisions 1-3

Division	All Students	ELL	Indigenous	Special Ed
1	2.90	2.79	2.42	2.39
2	2.91	2.77	2.43	2.58
3	2.89	2.73	2.40	2.55
4	70.0	65.0	59.6	64.6

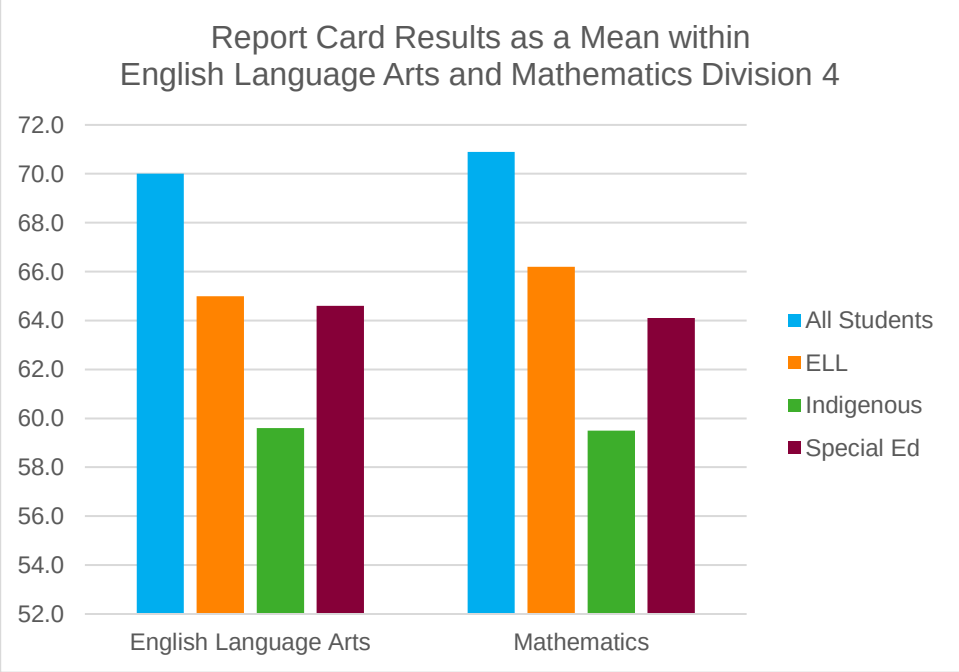


B. Student report card results as a mean within Mathematics in Divisions 1-3

Division	All Students	ELL	Indigenous	Special Ed
1	3.04	2.89	2.56	2.51
2	2.95	2.88	2.29	2.59
3	2.84	2.75	2.25	2.45
4	70.9	66.2	59.5	64.1



C. Student report card results as a mean within English Language Arts and Mathematics in Division 4



Note | for additional information, refer to Appendix II | Summary Tables Indicators 1 to 5 and Appendix III | Additional Data Sets by Indicator.

- **Targets for 2022-23**

  No targets were set for the 2022-23 school year.
- **Interpretation**

  See Indicator 3 - Summary

Policy 2.1

Indicator 3

The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

Indicator 3: The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

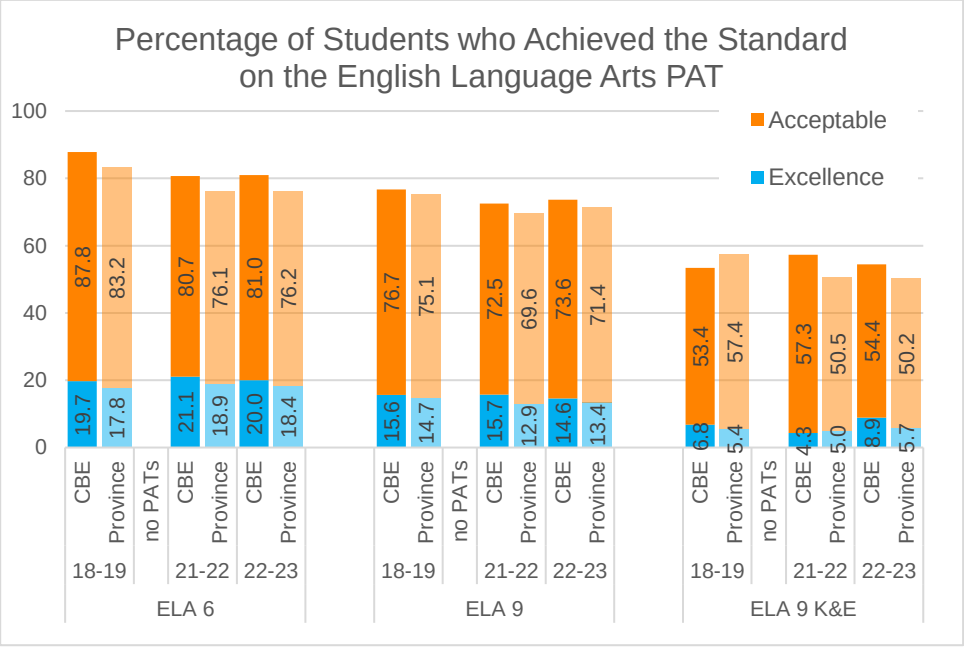
Note | Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting cohort results.

Legend |

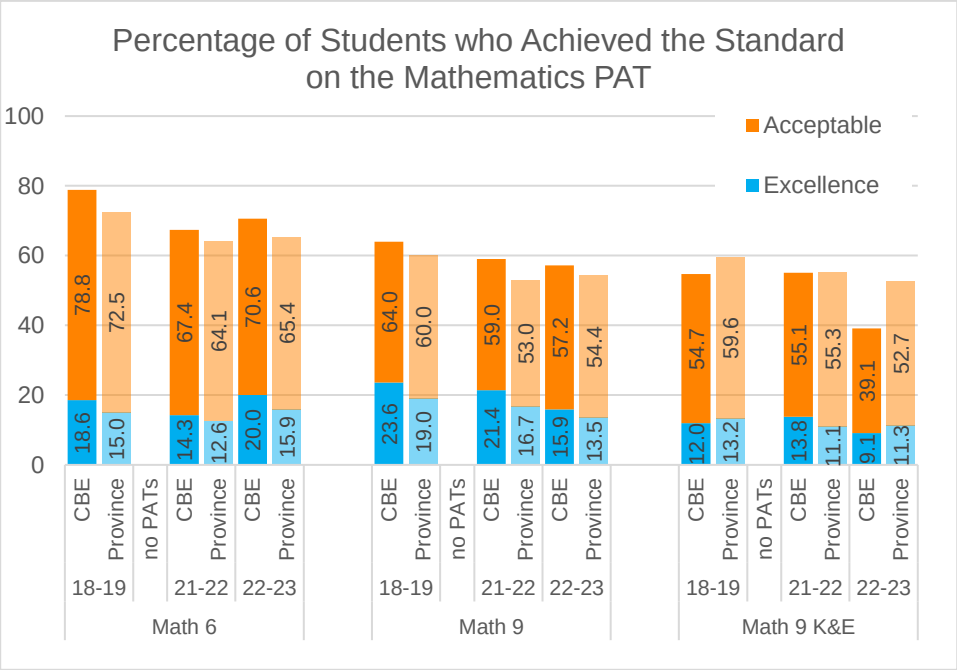
Acc – Acceptable Standard
Ex – Standard of Excellence

3.1 All Students

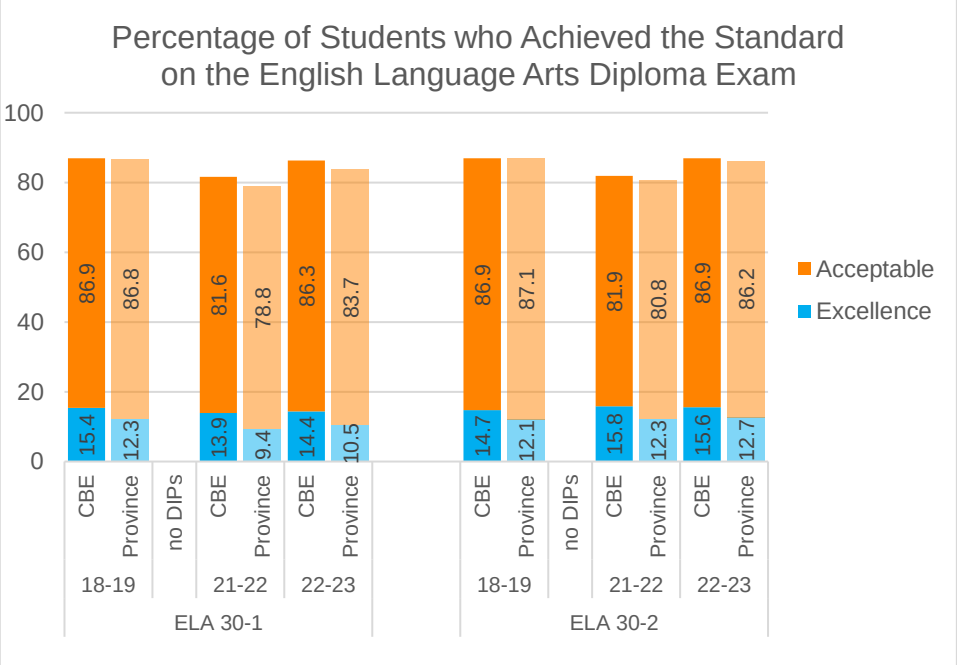
A. Percentage of students who achieved the standards on Provincial Achievement Tests (PATs)

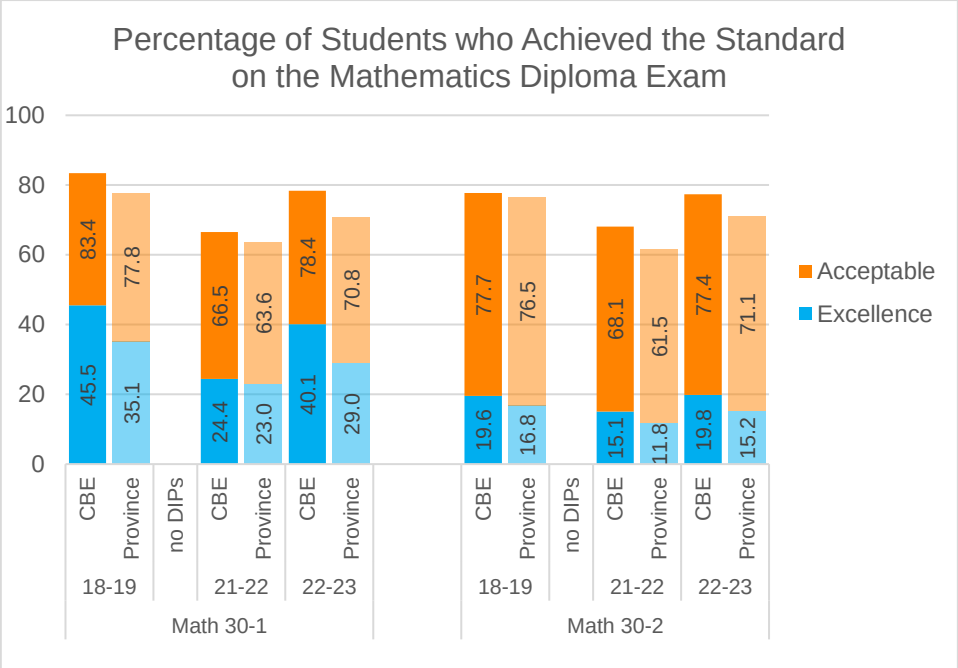


Note | achievement at the Acceptable standard is inclusive of achievement at the standard of Excellence.



B. Percentage of students who achieved the standards on Diploma Examinations





- **Analysis of Cohort**

The number of students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 79 to 110
- Non-K&E PATs: 8194 to 10 176
- Diploma Examinations: 2361 to 6746

When CBE and provincial PAT results are compared for the All Students cohort, CBE students outperformed the province on most English Language Arts and Mathematics courses with the exception of Mathematics 9 Knowledge and Employability (K&E) where provincial results were 13.6 percentage points over CBE's results. CBE also had a smaller percentage of students achieving the standard of excellence in Mathematics 9 K&E compared to the province with a difference of 2.2 percentage points.

Overall, the positive gaps between CBE and provincial results were greater in Mathematics PATs compared to English Language Arts PATs with the largest gap within Grade 6 PAT results, especially in Mathematics 6 across both standards.

When comparing these two subjects, Grade 6 CBE students achieved stronger results in English Language Arts as compared to Mathematics within the acceptable standard. Grade 9 students showed better results in the acceptable standard in English Language Arts yet had a larger percentage of students achieving the standard of excellence in Mathematics as compared to English Language Arts achievement.

Compared to the previous year, 2022-23 results showed year-over-year improvements for Grade 6 PATs except for a decrease in percentage of

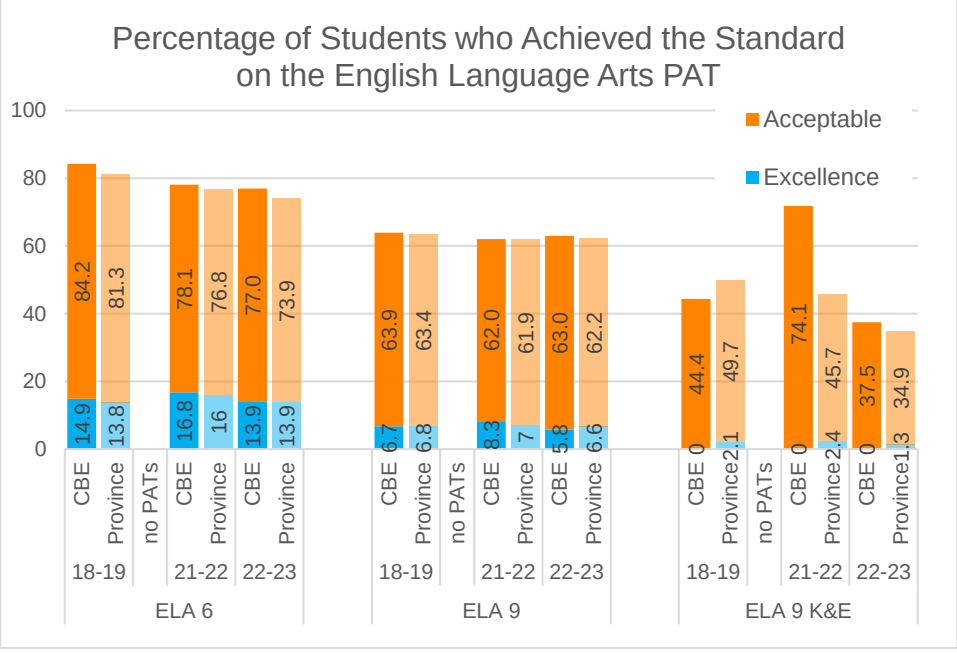
students achieving the standard of excellence in English Language Arts 6. In Grade 9 English Language Arts, a 1.1 percentage point year-over-year increase was observed in the acceptable standard while a 1.1 percentage point decrease was observed in the standard of excellence. Grade 9 students showed consistent decreases in Mathematics PAT results across both standards.

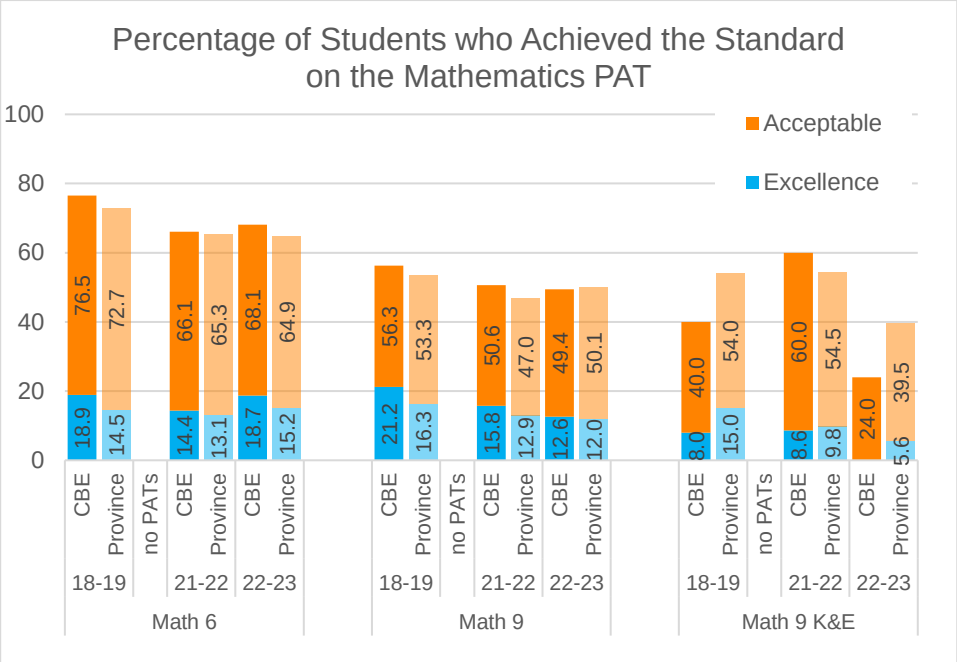
CBE students consistently achieved stronger diploma examination results compared to provincial results in 2022-23. The positive differences between CBE and provincial results ranged from 0.7 to 11.1 percentage points. English Language Arts diploma examination results showed stronger results in the acceptable standard when compared to diploma results in Mathematics.

When the 2022-23 results were compared to the previous year's results, improvements were consistently observed across courses for both standards except for a minor decrease in the English Language Arts 30-2 standard of excellence results. CBE students showed greater increases in the Mathematics diploma exams compared to English Language Arts exams.

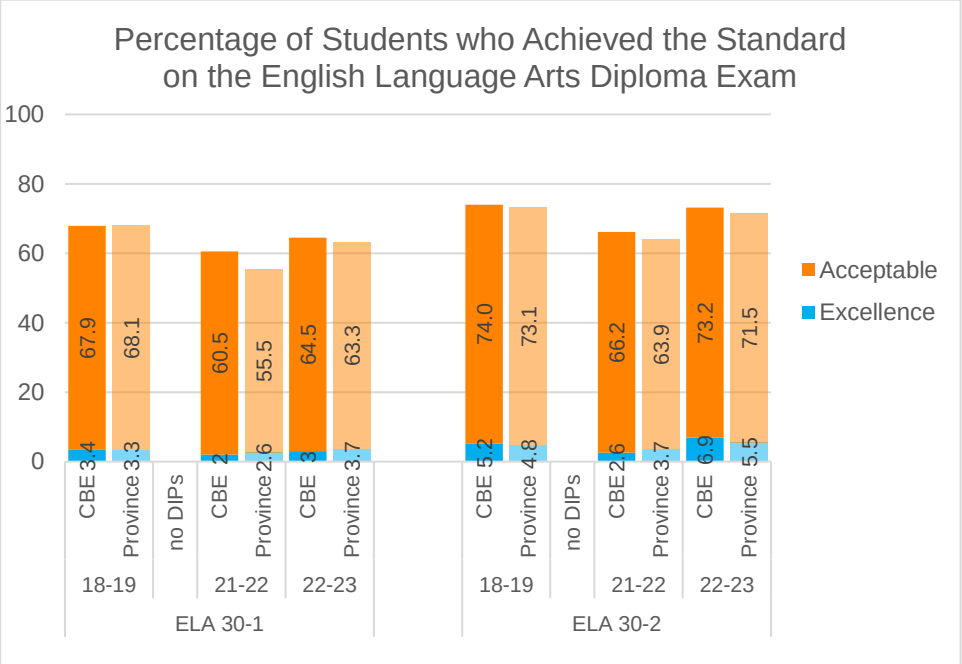
3.2 English Language Learners

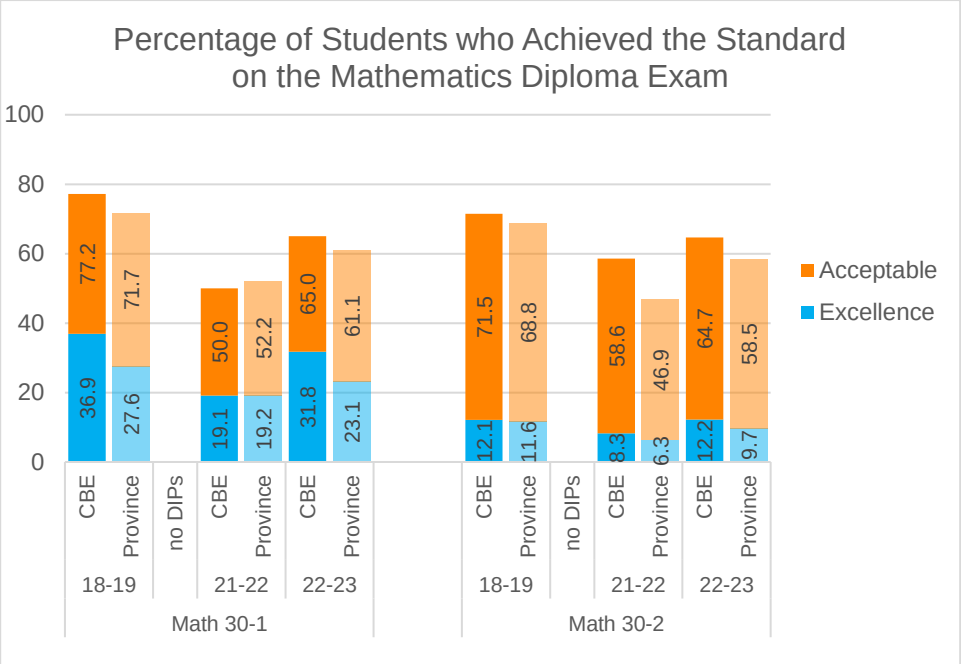
A. Percentage of students who achieved the standards on Provincial Achievement Tests





B. Percentage of students who achieved the standards on Diploma Examinations





- **Analysis of Cohort**

The range students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 16 to 25
- Non-K&E PATs: 2383 to 2671
- Diploma Examinations: 312 to 657

CBE's English Language Learners cohort consistently achieved higher results in the acceptable standard compared to provincial results on both English Language Arts and Mathematics PATs, except for Math 9 and Math 9 K&E exams. CBE also outperformed the province in Math 6 and 9 2022-23 standard of excellence results. The positive gaps were more evident in the Grade 6 PAT exams compared to Grade 9.

English Language Learners achieved stronger acceptable standard results in English Language Arts compared to Mathematics while the percentage of students achieving the standard of excellence in Mathematics was higher.

Compared to the previous year's results, declines were generally observed for both standards except for Mathematics 6 and English Language Arts 9. In Mathematics 6, a two percentage point increase was achieved in the acceptable standard and the standard of excellence results increased by more than 4 percentage points. The number of students achieving the acceptable standard in the English Language Arts 9 PAT increased by one percentage point.

CBE's English Language Learners consistently achieved better diploma examination results compared to the province at the acceptable standard, with gaps being more notable in the dash 2 and Mathematics courses. With

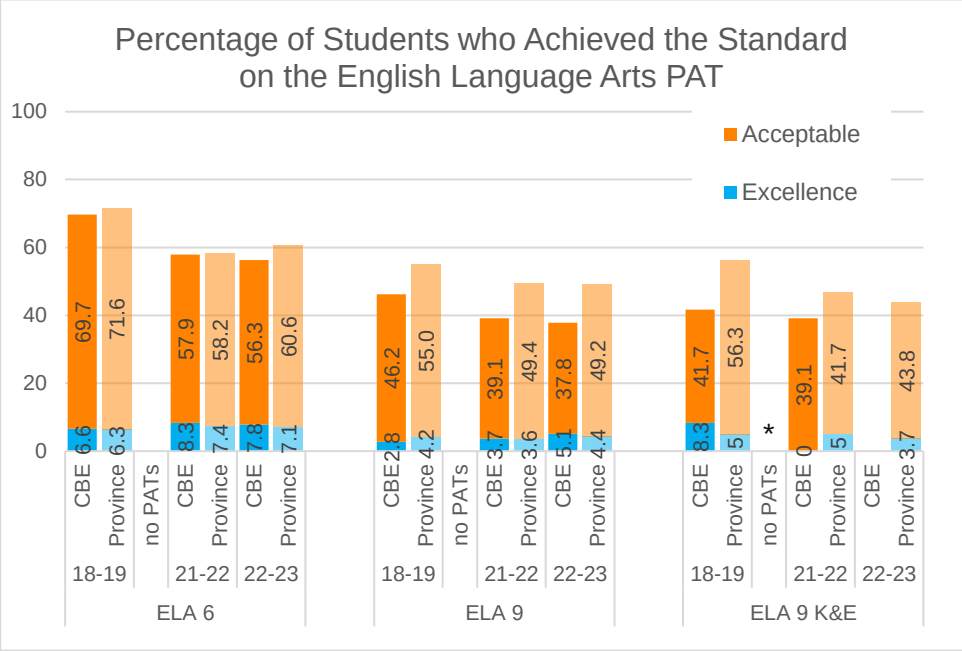
respect to the standard of excellence, CBE achieved higher performances in all courses compared to the province with the exception of English Language Arts 30-1. Of particular note, approximately 32 per cent of the students achieved the standard of excellence in Math 30-1. This was an increase of almost 9 percentage points from the previous school year.

More than 73 per cent of English Language Learners achieved the acceptable standard in English Language Arts 30-2 while approximately 65 per cent of students in this cohort achieved the same standard in other courses. English Language Learners showed greater achievement in Mathematics at the standard of excellence compared to English Language Arts.

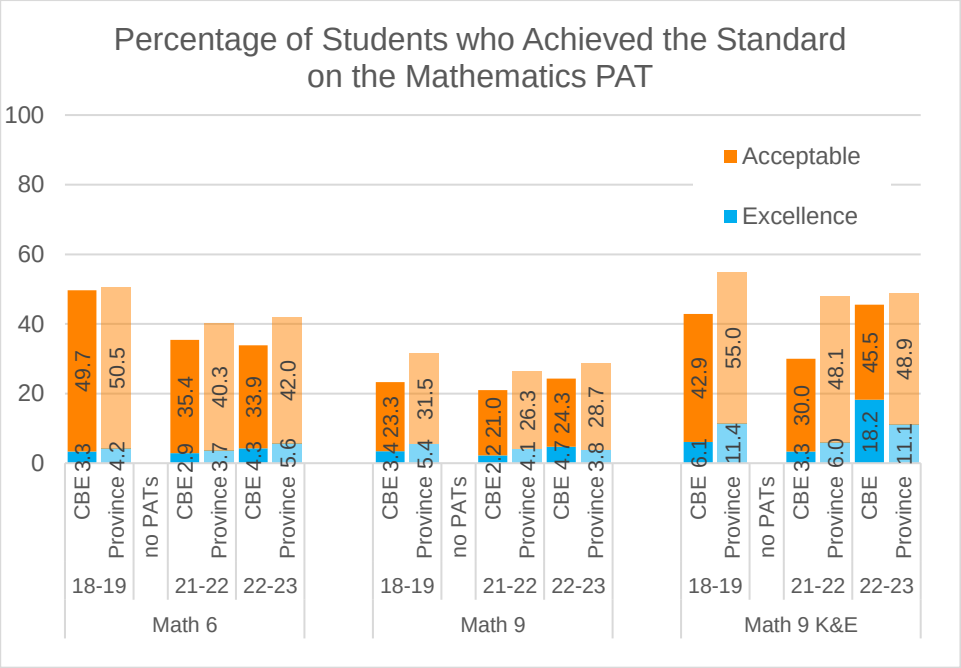
English Language Learners consistently showed year-over-year improvement across diploma examinations and achievement standards. These improvements were most significant in Math 30-1.

3.3 Students who Self-Identify as Indigenous

A. Percentage of students who achieved the standards on Provincial Achievement Tests

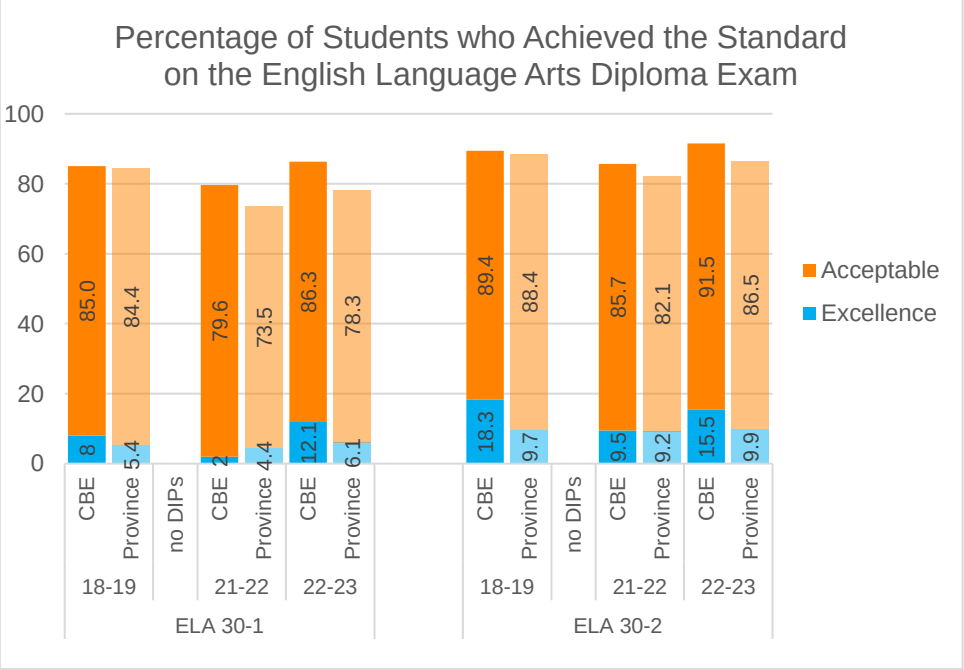


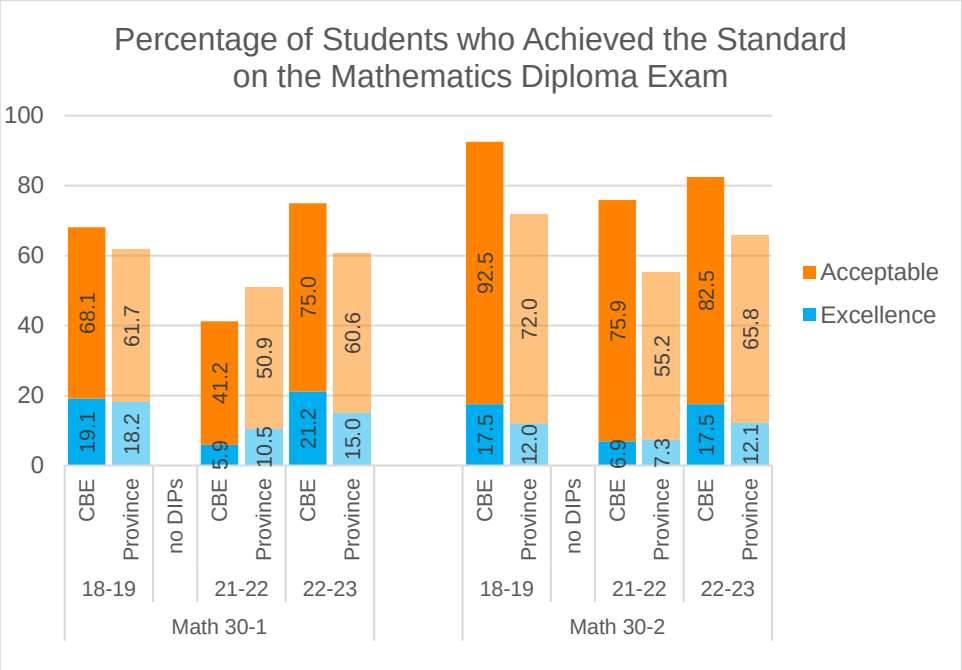
*Data values have been suppressed where the number of respondents/students is fewer than 6.



*Data values have been suppressed where the number of respondents/students is fewer than 6.

B. Percentage of students who achieved the standards on Diploma Examinations





Analysis of Cohort

The range students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 7 to 11
- Non-K&E PATs: 359 to 429
- Diploma Examinations: 52 to 129

With the exception of Mathematics 6, CBE's Students who Self-identify as Indigenous cohort achieved stronger results in the standard of excellence category across Mathematics and English Language Arts PATs in comparison to the provincial results. CBE's Students who Self-identify as Indigenous cohort achieved lower PAT results than the province at the acceptable standard, with these gaps being most evident in Math 6 (8 percentage points) and English Language Arts 9 (11 percentage points).

In general, CBE Students who Self-identify as Indigenous achieved stronger English Language Arts PAT results than Mathematics at both standards.

Compared to last year, 2022-23 results for Students who Self-Identify as Indigenous showed year-over-year improvements in Math 9 for both standards. Decreases in three courses at the acceptable standard and one course at the standard of excellence also surfaced. In English Language Arts 6, the standard of excellence results decreased by 0.5 percentage points.

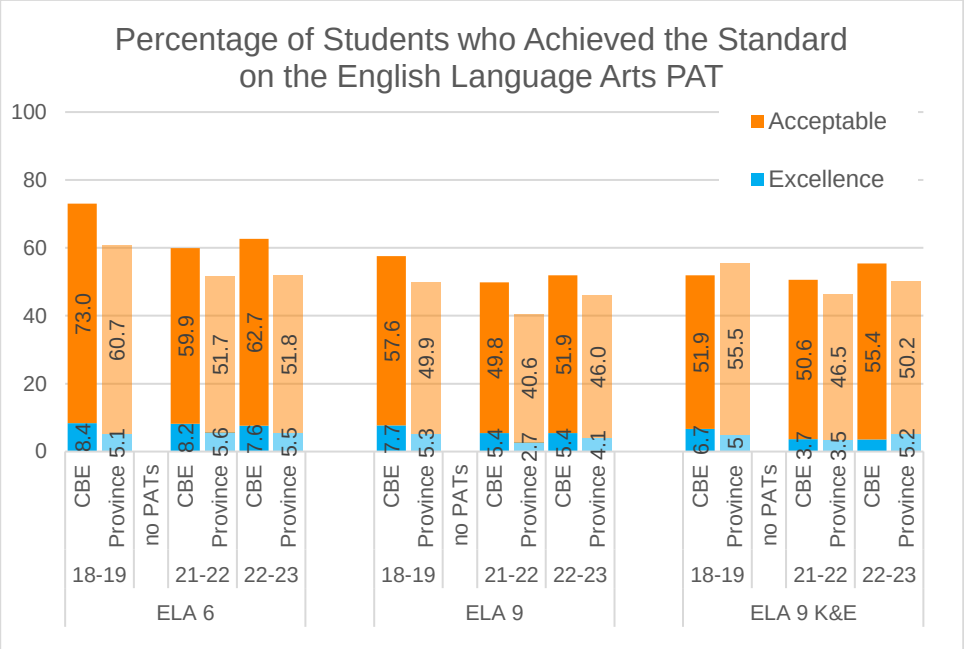
CBE Students who Self-Identify as Indigenous cohort consistently achieved higher diploma examination results compared to the province across all four

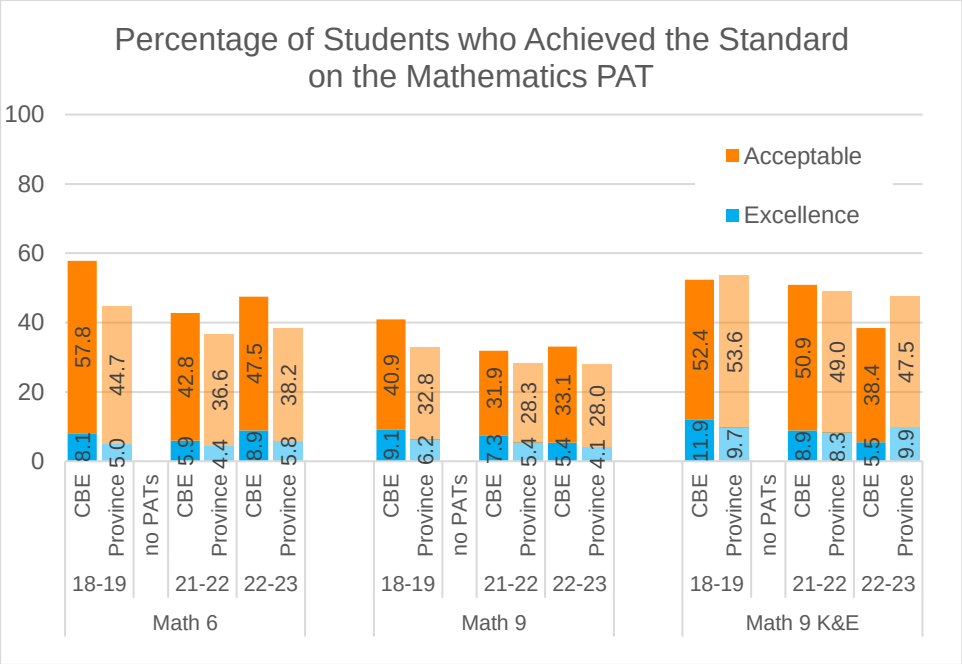
exams at both standards. The gaps were most notable in Math with positive gaps of more than 14 percentage points. The differences between CBE and provincial results were more aligned between courses at the standard of excellence.

Year-over-year increases were observed for English Language Arts and Mathematics diploma exams at both standards. In English Language Arts 30-1 and 30-2, the increases were more noticeable at the standard of excellence. It is worth pointing out that 91.5 per cent of CBE's students who self-identify as Indigenous achieved the acceptable standard in English Language Arts 30-2 in 2022-23. Moreover, 75 per cent of students achieved acceptable standard in Math 30-1; a significant increase of approximately 34 percentage points from the previous school year's results.

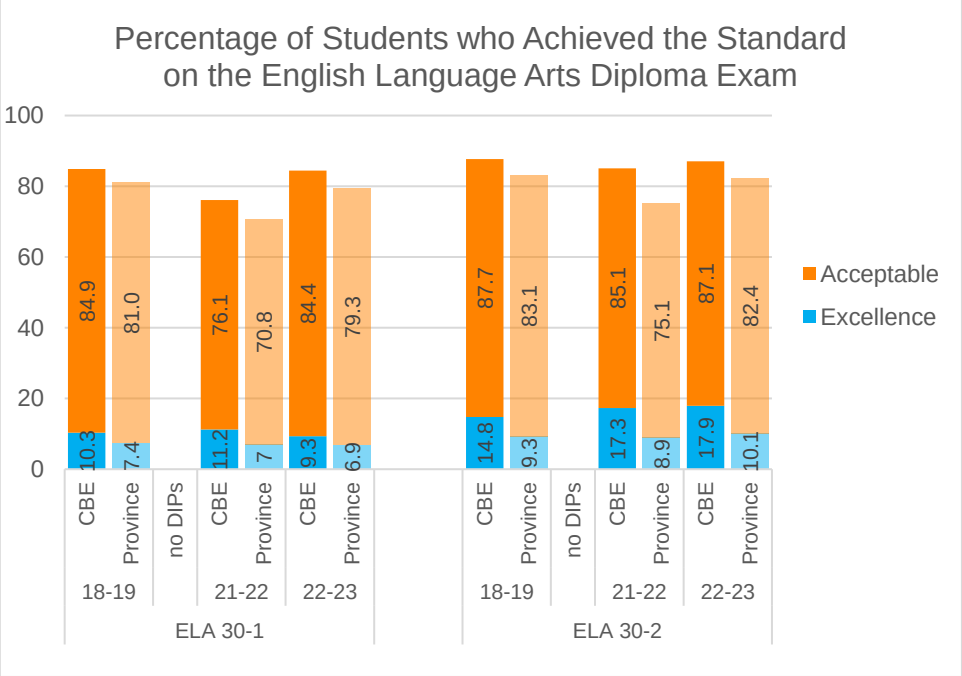
3.4 Students with Identified Special Education Needs

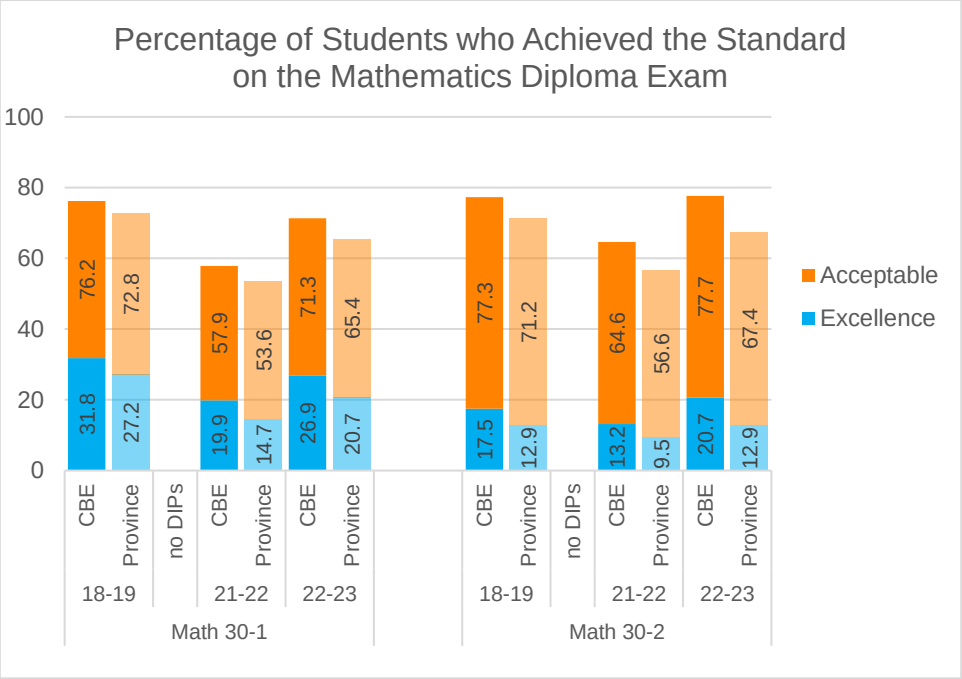
A. Percentage of students who achieved the standards on Provincial Achievement Tests





B. Percentage of students who achieved the standards on Diploma Examinations





Analysis of Cohort

The range of students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 56 to 73
- Non-K&E PATs: 1613 to 2190
- Diploma Examinations: 505 to 1001

CBE's Students with Identified Special Education Needs cohort consistently achieved stronger PAT results than the province in non-K&E English Language Arts and Mathematics across both standards. Strengths for this cohort were more evident at the acceptable standard. In K&E English Language Arts 9, CBE had a lower percentage of students achieving the standard of excellence compared to provincial results and lower results than the province at both standards for K&E Mathematics 9.

In alignment with other cohorts, CBE's Students with Identified Special Education Needs had better English Language Arts performances than Mathematics at the acceptable standard.

With the exception of the K&E Math 9 PAT, this cohort achieved year-over-year increases in the acceptable standard and one year-over-year increase in the standard of excellence for Mathematics 6. For the four PATs that saw decreases in standard of excellence achievement results, the differences were 0.1 to 3.4 percentage points lower than the previous year.

This cohort consistently achieved stronger diploma examination results than the province across all four diploma examinations in 2022-23. In particular, Mathematics 30-2 results were more than 10 percentage points higher for

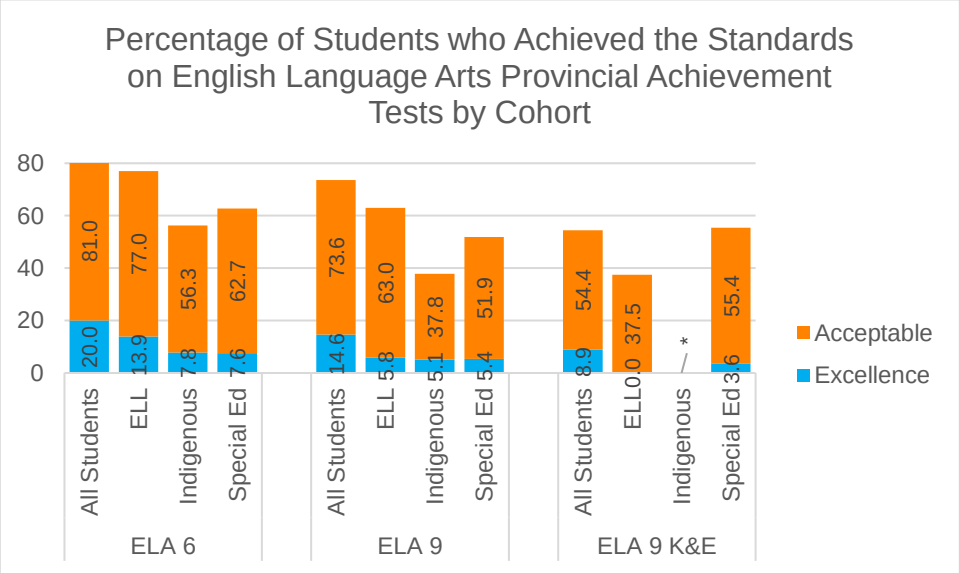
this cohort than the province at the acceptable standard and approximately 8 percentage points higher at the standard of excellence.

When English Language Arts 30-1 and Mathematics 30-1 diploma results were compared, the percentage of students who achieved the acceptable standard in English Language Arts was higher than that in Mathematics while the standard of excellence showed the inverse result. The same comparisons were observed in dash 2 diploma exams.

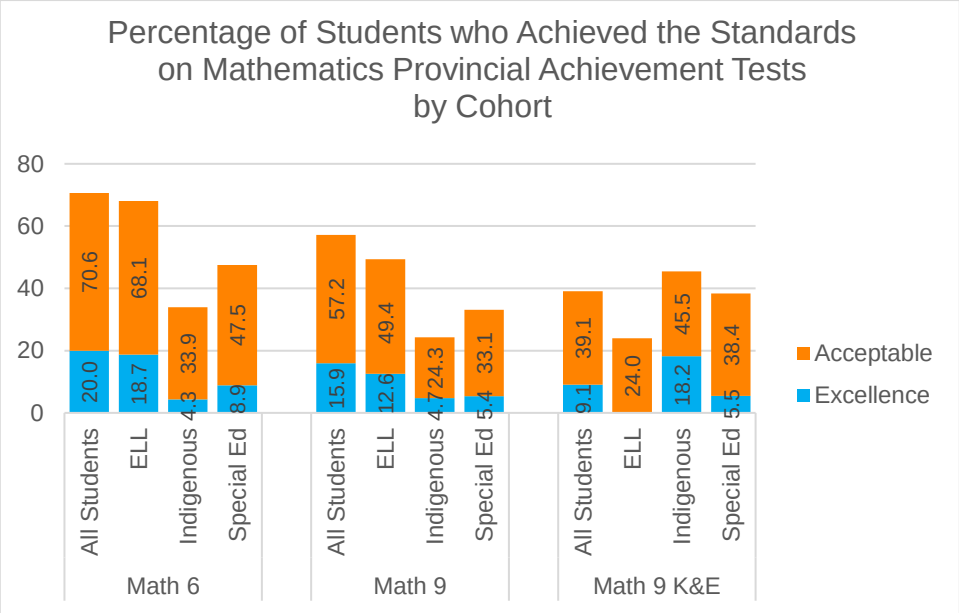
CBE Students with Identified Special Education Needs cohort showed improvements in the acceptable standard across English Language Arts and Mathematics diploma exams, especially in Mathematics where increases were more than 13 percentage points. With the exception of English Language Arts 30-1, year-over-year increases were consistently observed for other diploma exams and Mathematics results showed the most notable increases.

Summary

A. Percentage of students who achieved the standards on Provincial Achievement Tests



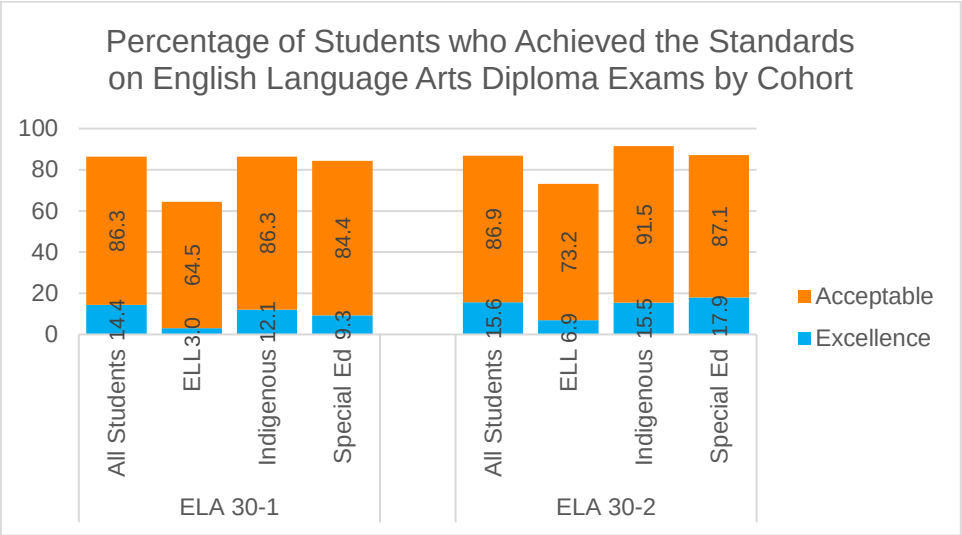
*Data values have been suppressed where the number of respondents/students is fewer than 6.

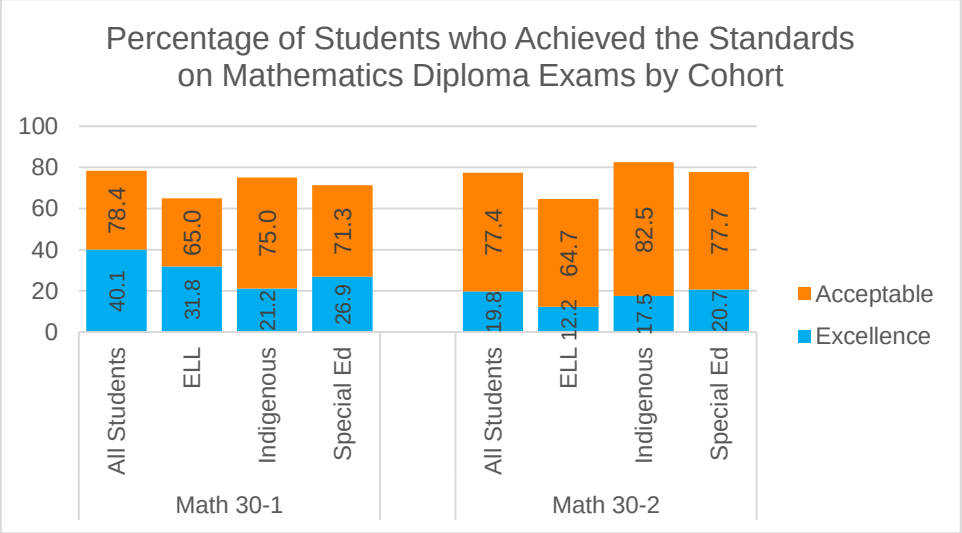


ELA 6	All Students	ELL	Indigenous	Special Ed
Acc	81.0	77.0	56.3	62.7
Ex	20.0	13.9	7.8	7.6
Math 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	70.6	68.1	33.9	47.5
Ex	20.0	18.7	4.3	8.9
ELA 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	73.6	63.0	37.8	51.9
Ex	14.6	5.8	5.1	5.4
ELA 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	54.4	37.5	*	55.4
Ex	8.9	0.0	*	3.6
Math 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	57.2	49.4	24.3	33.1
Ex	15.9	12.6	4.7	5.4
Math 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	39.1	24.0	45.5	38.4
Ex	9.1	0.0	18.2	5.5

*Data values have been suppressed where the number of respondents/students is fewer than 6.

B. Percentage of students who achieved the standards on Diploma Examinations





ELA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	86.3	64.5	86.3	84.4
Ex	14.4	3.0	12.1	9.3
ELA 30-2	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	86.9	73.2	91.5	87.1
Ex	15.6	6.9	15.5	17.9
Math 30-1	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	78.4	65.0	75.0	71.3
Ex	40.1	31.8	21.2	26.9
Math 30-2	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	77.4	64.7	82.5	77.7
Ex	19.8	12.2	17.5	20.7

Note | for additional information, refer to Appendix II | Summary Tables Indicators 1 to 5 and Appendix III | Additional Data Sets by Indicator.

- **Targets for 2022-23**

  No targets were set for 2022-23 school year.

- **Interpretation**

  Note | Direct comparisons between report card and provincial achievement results require careful consideration and contextualization prior to drawing conclusions or attempting to draw parallels between these different sources of student learning data. Provincial assessments span as many of the learning outcomes in the programs of study as are possible within the parameters of the provincial assessment format. As such, there are learning outcomes not assessed on PATs or diploma examinations that still inform report card grades. Examples include assessment data for outcomes related to skills such as listening, speaking and the front matter (i.e., values, attitudes, skills, processes) of the curriculum, which can only be assessed in a classroom environment. That said, opportunities for triangulation between these sources support CBE in identifying at a high-level, key strengths and areas of growth.

  Student achievement in English Language Arts and Mathematics continued to be strong in 2022-23. While report card means generally showed declines from last school year, overall CBE student results on provincial assessments were higher than provincial averages.

  Declines in overall report card means make sense in the context of the 2022-23 school year as we began the implementation of new curriculum, welcomed a large number of new students to CBE throughout the year, and

intentionally led professional learning focused on refining and enriching mathematics and literacy assessment practices. Additionally, as we move to the use of more local fine-tuned measures of improvement at both the school and system levels, adjustments to report card means may result. While the overall impact of the pandemic was less acute in 2022-23, we continued to work to mitigate ongoing pandemic impacts to student well-being and sense of belonging at school. It was a year of rebuilding trust and connection in schools to learning and we know these efforts take time before the impacts are captured in student achievement report card metrics. These report card mean declines need not be viewed solely as declines in overall student achievement in mathematics and literacy but rather be more reflective of the adjustment to new curricular learning outcomes, new students adjusting to being a part of many CBE schools, all students reconnecting to their school communities following consecutive years of challenging pandemic conditions, and teachers working hard to calibrate assessment practices.

With the exception of Mathematics 9 K&E, CBE students outperformed the province across all other Mathematics and English Language Arts provincial assessments (PATs, DIPs). This is a point of celebration for the district and a reflection of our collective, focused attention to improving literacy and mathematics through *CBE's Literacy* and *Mathematics Framework* implementation and system-led professional learning opportunities.

While results for CBE Students who Self-Identify as Indigenous cohort are generally below provincial results and below results for other CBE cohorts across English Language Arts and Mathematics 6 and 9 PATs, achievement on diploma examinations for this cohort is to be celebrated as the Students who Self-Identify as Indigenous cohort outperformed or achieved comparable diploma results in English Language Arts and Mathematics in 2022-23 to the other three cohorts. Specifically, the achievement gap between this and the All Students cohort for the Mathematics 30-1 diploma results narrowed by approximately 22 percentage points for the acceptable standard.

Note | To provide different views of the data in support of next steps, Appendix III results were also examined and referenced.

- **Celebrate**
  - Students who Self-Identify as Indigenous:
    - Divisions 1 and 3 showed increased report card means in both Mathematics and English Language Arts.
    - Achieved Math 9 K&E standard of excellence results that were higher than provincial results.
    - Diploma examination results were above provincial results for this cohort across all English Language Arts and Mathematics courses at both standards with the greatest positive gap between CBE and the province on Mathematics diploma exams.

- Mathematics:
  - Division 1 students achieved higher report card means across all cohorts in Mathematics compared to English Language Arts.
  - CBE students outperformed the province on both the Grade 6 and 9 Mathematics PATs across both acceptable and excellence standards.
- Overall gap between CBE All Students English Language Arts and Mathematics diploma results compared to the province narrowed in 2022-23 compared to 2021-22 results.
- Students with Identified Special Education Needs cohort achieved strongest results of all cohorts on the Mathematics 30-2 diploma at both acceptable and excellence standards.
- 20 per cent of the All Students cohort achieved the standard of excellence in English Language Arts 6, Mathematics 6, Mathematics 30-2, and 40 per cent of the All Students cohort achieved the standard of excellence in Mathematics 30-1.

Areas for Growth

- Students' achievement in Reading and Writing report card stems were significantly lower than achievement in other English Language Arts stems. The percentage of Division 1 students not achieving grade level in reading and writing as measured by report stems was highest suggesting a continued focus on improving writing and reading.
- The number of students achieving a final mark of 65 per cent or higher in dash 2, dash 3 and dash 4 English Language Arts and Mathematics courses is well below that in dash 1.
- Writing:
  - Higher percentage of students received a report grade of 1 in writing than did in reading, suggesting a continued focus on improving writing.
  - English Language Arts Writing report card stem continued to show the lowest averaged percentage of students achieving excellence (indicator of 4) across all grades in 2022-23.
  - Percentage of students achieving excellence in Writing report card stem generally improved as grade level increased, suggesting a possible priority to improve achievement in writing for Division 1 students.
  - More CBE students achieved below the acceptable standard in Writing on English Language Arts 6 and 9 PAT compared to provincial English Language Arts 6 and 9 results.
- Mathematics
  - Math 9 K&E PAT results for All Students, English Language Learners and Students with Identified Special Education Needs cohorts as CBE's results were lower than the provincial results for this course.
  - Achievement on Math 9 Part A PAT as 48.6% of students did not meet the acceptable standard.

- High school (Division 4) Mathematics report card means for Students who Self-Identify as Indigenous were lower than 60% for the first time in five years. Given that these means are aggregates of several different high school Mathematics courses and diploma results for this cohort remain strong, these declines may point to specific mathematics courses as an area of growth such as dash 3 and 4 courses where achievement tends to be lowest.

Building Capacity

The following is the list of next steps based on the analysis.

Professional Learning

- Assessment of Foundational Reading Skills (AFRS) formally named the Reading Readiness Screening Tool (RRST), including how to administer the tool and interpret the data to inform instruction.
- De-implementation of literacy assessment and teaching practice that are not aligned with current research such Fountas and Pinnell and leveled books as assessment and teaching tools.
- Systematic and structured teaching of phonemic awareness and phonics for emergent readers.
- Improving Reading for Older Students (IROS) modules for older students reading below grade level.
- Developmental progression of fine motor skills for printing and handwriting through the addition of a detailed “Transcription” section within the CBE ELAL K-3 Scope and Sequence.
- Highest Level of Achievement (HLAT) Network participation to deepen understanding of the writing process and build collective knowledge of ELAL learning outcomes (K-6) and programs of study learning outcomes (7-9).
- Assessment in support of knowing our learners and improving student engagement and achievement in English Language Arts and Literature (ELAL) curriculum.
- Dr. Marian Small supporting MathUP resources to improve teacher practice and student achievement in Mathematics.
- Improving understanding of mathematics content, instruction and assessment in relation to the new Mathematics curriculum.
- Improving understanding of mathematics content, instruction, and assessment in relation to middle years learner mathematics identity.
- Improving teacher understanding and leadership of literacy and mathematics instruction in relation to outcomes-based assessment.
- Development of professional learning (PL) modules and sessions dedicated to culturally relevant and responsive pedagogy.

- IPP goal writing and strategies to support students with identified learning disabilities in math, reading and/or writing.

Structures & Processes

- Implementation plan for the new 4-6 English Language Arts and Literature (ELAL) curriculum.
- Assessment of Foundational Reading Skills (AFRS) administration by all kindergarten teachers in fall and spring of the 2023-24 school year to identify literacy needs and areas for growth for kindergarten children.
- Working groups for high school teachers to develop high-quality summative assessment exemplars using outcomes-based assessment.
- Communication and implementation plan for IPP writing and pedagogy,

Resources

- CBE's K-12 Literacy and Mathematics Frameworks (updated).
- English Language Arts K-3 Scope and Sequence (updated).
- K-3 Reading Assessment Decision Tree to support analyzing LeNS and CC3 data in determining next steps for assessment and opportunities for progress monitoring.
- English Language Arts and Literature Resource Guides for grades K-3 and 4-6 to support curriculum implementation.
- New home literacy routines flatsheet aligned with K-3 ELAL curriculum and research-based practices.
    - Oral Language
    - Phonological Awareness Videos
- Digital decodable library aligned with the CBE Scope and Sequence to support families with home literacy routines to be developed.
- Literacy resources (e.g., HLAT and IROS) using appropriate platforms (e.g., Google Classroom and Brightspace D2L) to facilitate professional learning for K-12 teachers.
- Grade Level Reading and Writing to align with the new English Language Arts and Literature (ELAL) K-6 learning outcomes.
- Literacy and Mathematics School Development Plan (SDP) Support Documents.
- Grades 4-12 Reading Assessment Decision Tree to support identifying next steps for students at-risk for reading difficulties (updated).
- High-quality task and summative assessment exemplars to support high school teachers implementing outcomes-based assessment.
- English Language Arts 10-1 and 10-2 Assessment and Reporting Guides (updated).

- Bridging Student Transitions document development in support of students who accessed different curricula in 2022-2023.
- Best practices for IPP writing and pedagogy support documentation.

Policy 2.1

Indicator 4

Student results in each of Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

Indicator 4: Student results in each of Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

Legend |

Division 1 – Grades 1 to 3
Division 2 – Grades 4 to 6
Division 3 – Grades 7 to 9
Division 4 – Grades 10 to 12

4.1 All Students

All Student cohort report card results as a mean						
Subject	**Division**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
CTF/CTS	1	n/a	n/a	n/a	n/a	n/a
	2 (CTF)	3.03	3.05	3.17	3.16	3.24
	3 (CTF)	2.99	3.08	3.10	3.04	3.12
	4 (CTS)	82.1	83.7	83.7	81.8	81.5
Fine and Performing Arts	1	2.86	2.98	3.08	3.09	3.06
	2	2.94	3.06	3.13	3.12	3.11
	3	3.02	3.09	3.13	3.21	3.14
	4	82.5	84.3	81.2	82.6	82.1
French Language Arts	1	2.91	3.03	3.05	3.09	3.11
	2	2.91	3.01	3.09	3.08	3.07
	3	2.99	3.04	3.11	3.02	3.01
	4	75.7	79.3	79.7	79.9	78.7
Languages	1	2.73	2.97	3.06	3.05	3.00
	2	2.82	2.91	3.02	3.02	3.01
	3	2.94	3.09	3.11	3.10	3.07
	4	85.0	87.0	86.1	85.2	83.4

Physical Education	1	2.93	3.07	3.17	3.18	3.10
	2	3.04	3.15	3.24	3.23	3.16
	3	3.05	3.08	3.16	3.11	3.07
	4	82.0	83.5	79.9	81.4	80.4
Science	1	2.79	2.91	3.03	3.05	3.02
	2	2.81	2.90	2.96	2.96	2.93
	3	2.80	2.86	2.87	2.84	2.82
	4	73.8	76.7	76.0	74.3	73.3
Social Studies	1	2.74	2.87	2.98	2.99	2.96
	2	2.78	2.87	2.93	2.92	2.90
	3	2.81	2.88	2.91	2.88	2.82
	4	71.6	73.7	73.0	72.3	71.6

Note | Students in Division 1 do not take CTF classes

- **Analysis of Cohort**

For the All Students cohort, Division 3 students consistently achieved the highest average report card results in Languages and Fine and Performing Arts over the past five years; results by division for other subjects were more varied over time:

- CTF/CTS & Physical Education: Division 2 students maintained the highest report card means for most years with only one exception.
- French Language Arts: Division 3 students kept the highest results for three years however Division 1 had the highest results in French Language Arts for the past two years.
- Science: Division 1 students continued to achieve the highest mean for the last four years with Division 2 being the highest in 2018-19.
- Social Studies: Division 1 students achieved the highest means for the last three years. Division 3 was the strongest in 2018-19 and 2019-20.

Students in Division 4 achieved at or above 80 per cent across all years in CTS, Fine and Performing Arts, Languages and Physical Education (except 2020-21). Report card averages in French Language Arts, Science and Social Studies were in the 70s for five years, ranging from 71.6 to 78.7 in 2022-23.

Only Division 1 students showed continuous improvements in French Language Arts over the last five years while other year-over-year increases were observed in CTF Division 2 and 3 results.

Compared with 2021-22 results, most division results showed decreased means in 2022-23. The most noticeable declines in each division were as follows:

- Division 1&2: Physical Education
- Division 3: Fine and Performing Arts
- Division 4: Languages

4.2 English Language Learners

English Language Learners cohort report card results as a mean						
Subject	**Division**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
CTF/CTS	1	n/a	n/a	n/a	n/a	n/a
	2 (CTF)	2.90	2.96	3.08	3.26	3.07
	3 (CTF)	2.85	2.95	2.94	2.91	2.95
	4 (CTS)	79.6	81.3	80.6	77.6	76.5
Fine and Performing Arts	1	2.75	2.86	2.95	2.97	2.94
	2	2.86	2.97	3.01	3.03	2.99
	3	2.85	2.92	2.96	3.02	2.93
	4	78.7	79.7	74.8	76.1	75.9
French Language Arts	1	2.80	2.95	2.75	2.99	3.08
	2	2.87	2.93	3.00	2.96	3.06
	3	2.92	2.95	3.02	2.83	2.93
	4	73.2	72.6	69.6	70.7	79.5
Languages	1	2.82	2.98	3.11	3.11	3.07
	2	2.78	2.89	3.02	3.03	2.99
	3	2.85	2.99	3.04	2.94	2.95
	4	85.6	86.2	83.5	83.5	80.0
Physical Education	1	2.80	2.94	3.03	3.04	2.98
	2	2.95	3.06	3.14	3.13	3.07
	3	2.94	2.96	3.05	3.00	2.94
	4	78.3	80.7	75.2	77.6	75.5
Science	1	2.62	2.77	2.87	2.85	2.84
	2	2.70	2.81	2.84	2.83	2.81
	3	2.65	2.72	2.71	2.70	2.70
	4	70.4	73.7	71.1	69.0	67.1
Social Studies	1	2.59	2.74	2.83	2.80	2.80
	2	2.68	2.77	2.81	2.80	2.78
	3	2.64	2.72	2.74	2.72	2.69
	4	68.0	69.8	67.9	68.1	66.3

- **Analysis of Cohort**

The number of students in this cohort who were enrolled in Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 70 to 10359
- Division 2: 175 to 10661
- Division 3: 342 to 7909
- Division 4: 17 to 4594

For the English Language Learners cohort, Division 2 students achieved the highest report card means in CTF, Fine and Performing Arts and Physical Education from 2018-19 to 2022-23 across Divisions 1 to 3. In other subjects, divisions achieving the highest results were varied over time:

- Languages, Science & Social Studies: Division 1 had the highest report card means in the last three years with other divisions being the highest from 2018-19 and 2019-20. (Division 3 in Languages and Division 2 in Science and Social Studies).
- French Language Arts: Division 1 reported the highest result in the last two years while Division 3 kept the highest performance in the previous years, with Division 1 tying for highest in 2019-20.

English Language Learners in Division 4 achieved report card averages at or above 80 per cent for the seven subjects across the five years in eight of 35 cases. The majority of these results were in the seventies with eight of the 35 cases reporting achievement under 70 per cent.

There were no continuous increases observed for the past five years for the English Language Learners cohort. In 2022-23, year-over year increases surfaced in the following courses and divisions:

- French Language Arts: Divisions 1-4
- CTF: Division 3
- Languages: Division 3

It is notable that a significant year-over-year increase of approximately 9 percentage points was achieved in French Language Arts Division 4 results. Moreover, Division 3 students maintained the same report card mean in Science compared to the 2021-22 school year while Division 1 students achieved the same report card results in Social Studies.

As with the All Students cohort, most division results showed decreased means in 2022-23 as compared to 2021-22. The most noticeable declines in each division were as follows:

- Division 1&2: Physical Education
- Division 3: Fine and Performing Arts
- Division 4: Languages

4.3 Students who Self-Identify as Indigenous

Students who Self-Identify as Indigenous report card results as a mean						
Subject	**Division**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
CTF/CTS	1	n/a	n/a	n/a	n/a	n/a
	2 (CTF)	2.85	2.74	2.83	2.91	3.21
	3 (CTF)	2.60	2.71	2.70	2.66	2.74
	4 (CTS)	76.6	78.4	78.3	74.6	75.1
Fine and Performing Arts	1	2.56	2.68	2.72	2.78	2.82
	2	2.66	2.76	2.81	2.82	2.79
	3	2.72	2.80	2.74	2.88	3.02
	4	72.6	74.7	70.1	70.2	72.0
French Language Arts	1	2.74	2.93	2.80	2.98	2.83
	2	2.84	2.89	2.80	2.93	3.02
	3	2.78	2.63	3.02	2.72	2.79
	4	72.7	73.8	75.0	80.1	76.1
Languages	1	2.36	2.60	2.82	2.63	2.63
	2	2.53	2.57	2.58	2.56	2.62
	3	2.53	2.50	2.64	2.65	2.74
	4	75.4	78.5	73.7	73.1	68.0
Physical Education	1	2.64	2.70	2.76	2.86	2.87
	2	2.68	2.78	2.91	2.86	2.80
	3	2.67	2.68	2.78	2.80	2.75
	4	71.1	71.6	65.9	66.6	66.4
Science	1	2.32	2.41	2.46	2.54	2.66
	2	2.30	2.39	2.44	2.43	2.38
	3	2.20	2.28	2.30	2.24	2.30
	4	65.1	68.1	63.8	62.2	61.1
Social Studies	1	2.29	2.40	2.41	2.51	2.62
	2	2.30	2.38	2.43	2.42	2.36
	3	2.26	2.31	2.36	2.34	2.30
	4	61.5	63.9	61.1	59.4	60.7

Analysis of Cohort

The number of students in this cohort who were enrolled in Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 52 to 1270
- Division 2: 39 to 1208
- Division 3: 43 to 1015
- Division 4: 33 to 1001

Students who Self-Identify as Indigenous achieved report card means that fluctuated across subjects over time:

- CTF and Science: Division 2 in CTF and Division 1 in Science maintained the highest mean over the five years.
- Fine and Performing Arts: Division 3 kept the highest mean from 2018-19 to 2019-20 and 2021-22 to 2022-23 while Division 2 achieved the highest results in the 2020-21 school year.
- French Language Arts & Social Studies: The highest-achieving division changed every year.
- Languages and Physical Education: The same divisions achieved the highest result for the past two years but this changed from the highest divisions before 2021-22. Division 3 achieved the highest report card mean in Languages in 2022-23 and Division 1 achieved the highest mean in Physical Education in 2022-23.

These fluctuations and lack of clear patterns are expected for smaller cohorts of students.

Division 4 Students who Self-Identify as Indigenous achieved report card averages at or above 80 per cent for the seven subjects across the four years in one of 35 cases. The majority of results were in the seventies with 14 of the 35 cases under 70 per cent.

Division 1 Students who Self-Identify as Indigenous continued to achieve year-over-year increases over the last five years in Fine and Performing Arts, Physical Education, Science & Social Studies.

Other increases to report card means since 2021-22 for Students who Self-Identify as Indigenous were evident in:

- CTF/CTS: Divisions 2, 3, and 4
- Fine and Performing Arts: Divisions 1, 3 and 4
- French Language Arts and Languages: Divisions 2 and 3
- Physical Education: Division 1
- Science: Divisions 1 and 3
- Social Studies: Divisions 1 and 4

The most noticeable improvements in each division were:

- Division 1: Science
- Division 2: CTF
- Division 3 & 4: Fine and Performing Arts

4.4 Students with Identified Special Education Needs

Students with Identified Special Education Needs report card results as a mean						
Subject	**Division**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
CTF/CTS	1	n/a	n/a	n/a	n/a	n/a
	2 (CTF)	2.80	2.82	2.91	2.83	2.97
	3 (CTF)	2.70	2.83	2.86	2.81	2.90
	4 (CTS)	78.2	80.2	79.9	77.6	77.8
Fine and Performing Arts	1	2.50	2.63	2.71	2.72	2.70
	2	2.64	2.79	2.85	2.86	2.84
	3	2.75	2.88	2.86	2.95	2.90
	4	77.3	79.5	76.0	78.3	78.4
French Language Arts	1	2.43	2.60	2.64	2.62	2.63
	2	2.49	2.67	2.83	2.75	2.76
	3	2.72	2.77	2.87	2.69	2.69
	4	70.0	74.8	74.1	74.9	74.4
Languages	1	2.28	2.53	2.53	2.49	2.44
	2	2.47	2.57	2.66	2.63	2.63
	3	2.57	2.73	2.70	2.74	2.75
	4	78.6	80.0	79.7	79.2	75.9
Physical Education	1	2.57	2.73	2.82	2.78	2.70
	2	2.77	2.91	3.02	3.02	2.91
	3	2.79	2.84	2.95	2.90	2.88
	4	76.8	78.4	73.5	75.7	75.8
Science	1	2.41	2.49	2.62	2.59	2.55
	2	2.43	2.54	2.61	2.62	2.56
	3	2.39	2.46	2.47	2.47	2.45
	4	67.7	70.7	69.0	67.3	66.9
Social Studies	1	2.33	2.44	2.53	2.49	2.46
	2	2.37	2.50	2.56	2.55	2.49
	3	2.40	2.48	2.51	2.51	2.46
	4	65.7	68.0	66.7	65.8	65.6

- **Analysis of Cohort**

The number of students in this cohort who were enrolled in Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 180 to 3667
- Division 2: 295 to 5116
- Division 3: 382 to 5323
- Division 4: 270 to 5804

Division 3 Students with Identified Special Education Needs maintained the highest report card mean results in Fine and Performing Arts and Languages across divisions 1 through 3 over five years. For other subjects, the highest-performing divisions over time were:

- CTF & Science: Division 2 maintained the highest level for most years with one exception.
- French Language Arts: Division 2 became the highest-achieving division for the past two years while Division 3 had the highest results from 2018-19 to 2020-21.
- Physical Education & Social Studies: Division 2 had the highest mean for all but 2018-19 when Division 3 had the highest report card mean.

Students with Identified Special Education Needs in Division 4 achieved report card grade averages at or above 80 per cent for the seven subjects across the five years in two of 35 cases. The majority of report card mean results were in the seventies with nine of the 35 cases under 70 per cent.

Division 4 students with Identified Special Education needs achieved continued increases for the past two years in Fine and Performing Arts and Physical Education. Similarly, Division 3 students achieved continuous improvements in Languages. Students with Identified Special Education Needs showed year-over-year achievement declines in Science and Social Studies across divisions in 2022-23.

Compared to previous year's results, 2022-23 year-over-year increases were evident in:

- CTF/CTS: Divisions 2, 3 and 4
- Fine and Performing Arts & Physical Education: Division 4
- French Language Arts: Divisions 1 and 2
- Languages: Division 3

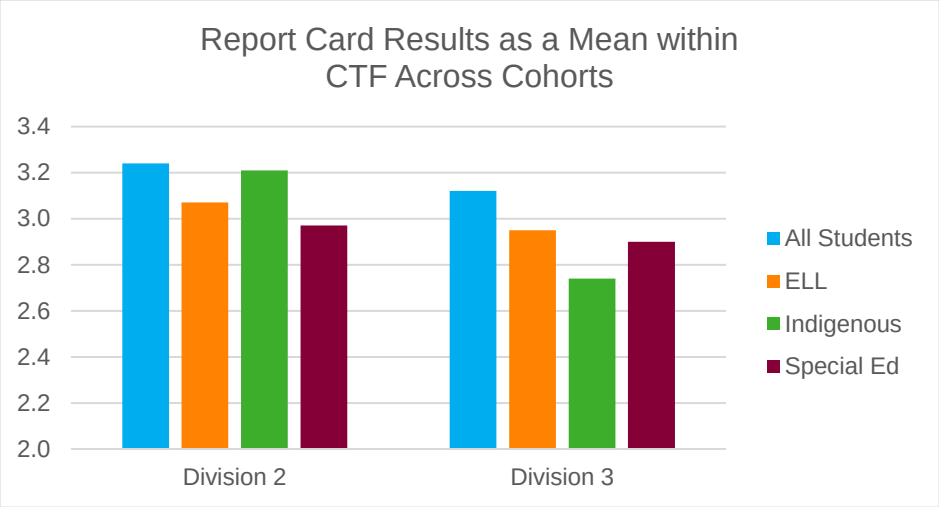
Summary

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.24	3.07	3.21	2.97
Division 3	3.12	2.95	2.74	2.90
Division 4	81.5	76.5	75.1	77.8
FPA	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.06	2.94	2.82	2.70
Division 2	3.11	2.99	2.79	2.84
Division 3	3.14	2.93	3.02	2.90
Division 4	82.1	75.9	72.0	78.4
French Language Arts	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.11	3.08	2.83	2.63
Division 2	3.07	3.06	3.02	2.76
Division 3	3.01	2.93	2.79	2.69
Division 4	78.7	79.5	76.1	74.4
Languages	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.00	3.07	2.63	2.44
Division 2	3.01	2.99	2.62	2.63
Division 3	3.07	2.95	2.74	2.75
Division 4	83.4	80.0	68.0	75.9
Physical Education	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.10	2.98	2.87	2.70
Division 2	3.16	3.07	2.80	2.91
Division 3	3.07	2.94	2.75	2.88
Division 4	80.4	75.5	66.4	75.8
Science	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.02	2.84	2.66	2.55
Division 2	2.93	2.81	2.38	2.56
Division 3	2.82	2.70	2.30	2.45
Division 4	73.3	67.1	61.1	66.9

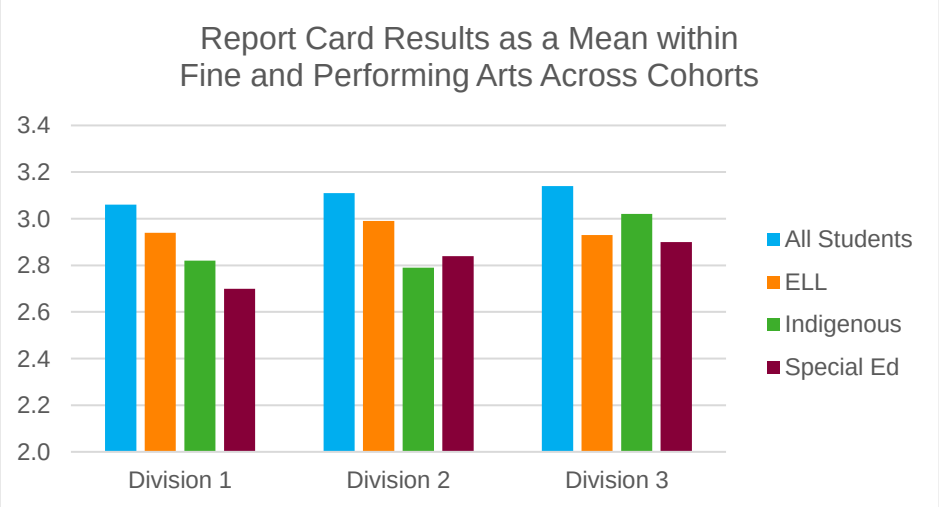
Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.96	2.80	2.62	2.46
Division 2	2.90	2.78	2.36	2.49
Division 3	2.82	2.69	2.30	2.46
Division 4	71.6	66.3	60.7	65.6

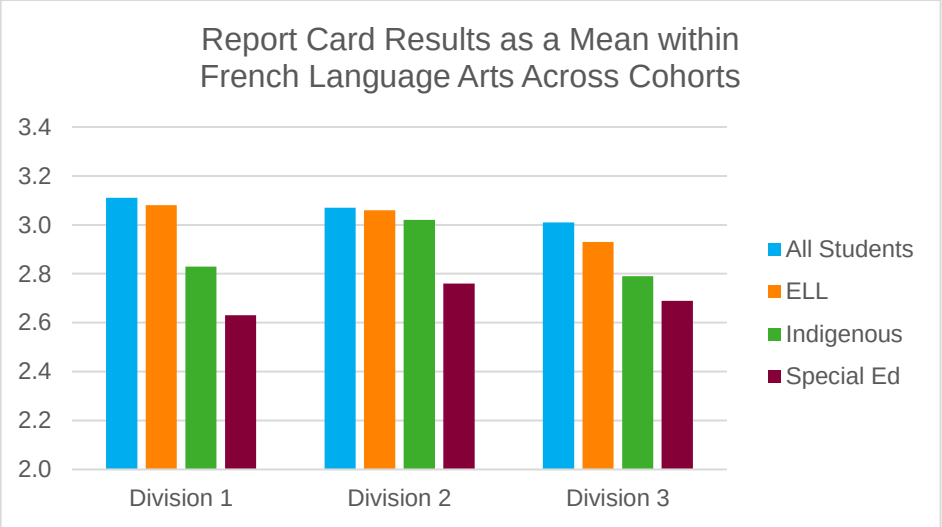
Note | for additional information, refer to Appendix II | Summary Tables Indicators 1 to 5 and Appendix III | Additional Data Sets by Indicator.

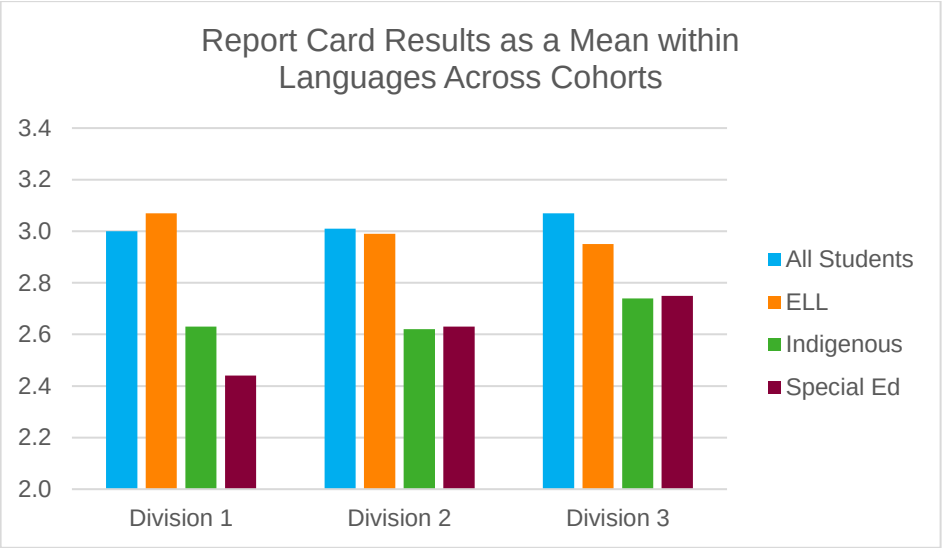
A. Divisions 1, 2, and 3

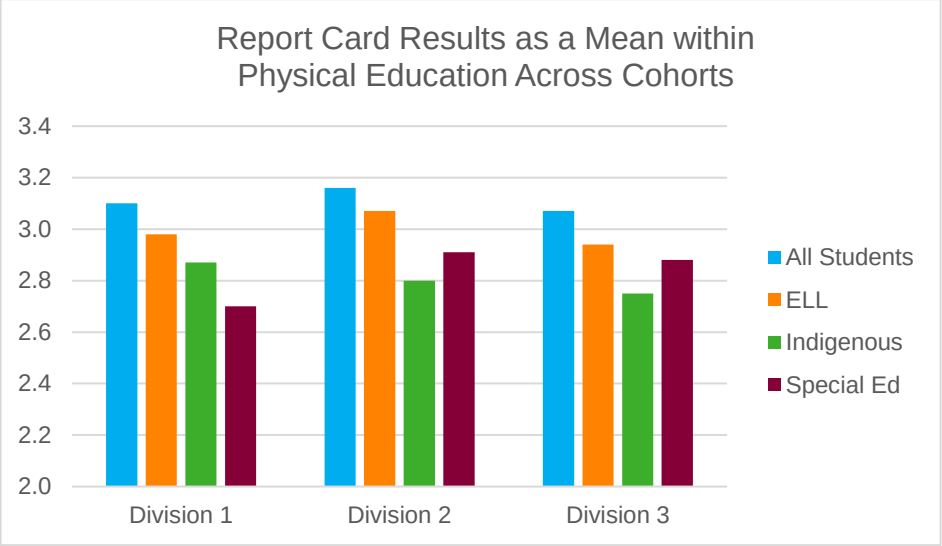


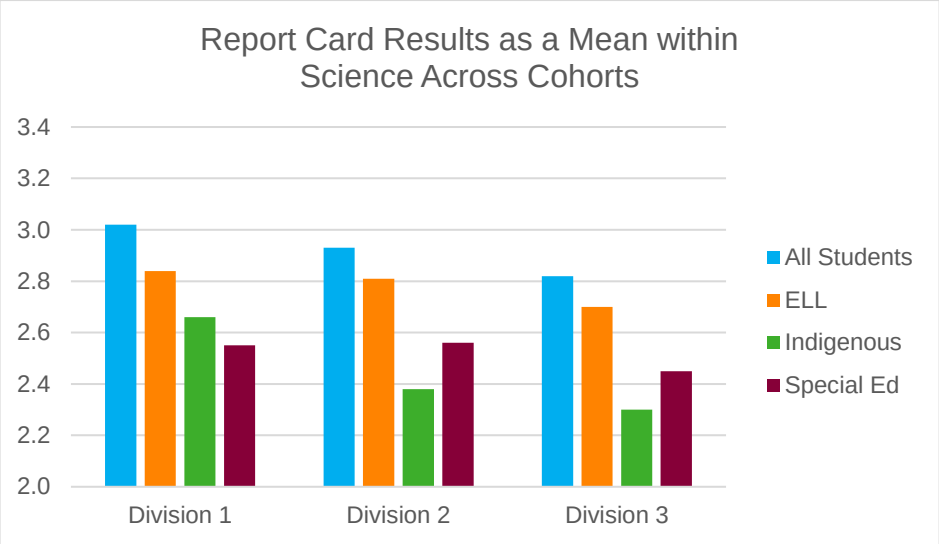
Note | Students in Division 1 do not take CTF classes

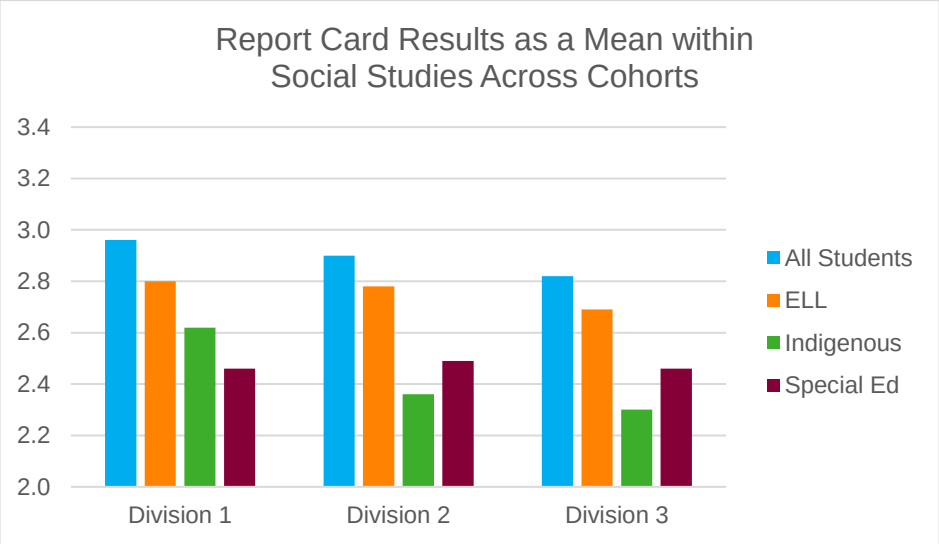



Report Card Results as a Mean within French Language Arts Across Cohorts
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
Division 1
Division 2
Division 3
All Students
ELL
Indigenous
Special Ed

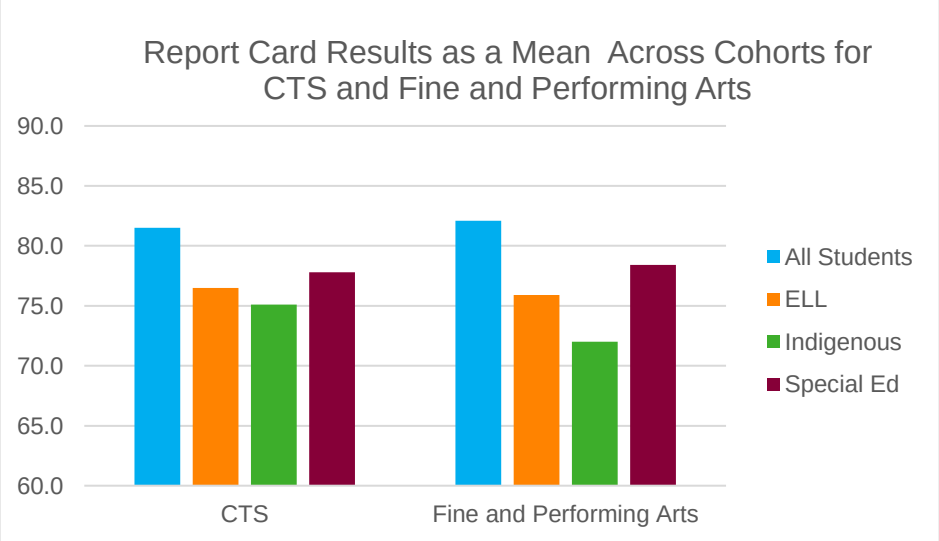

Report Card Results as a Mean within Languages Across Cohorts
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
Division 1
Division 2
Division 3
All Students
ELL
Indigenous
Special Ed

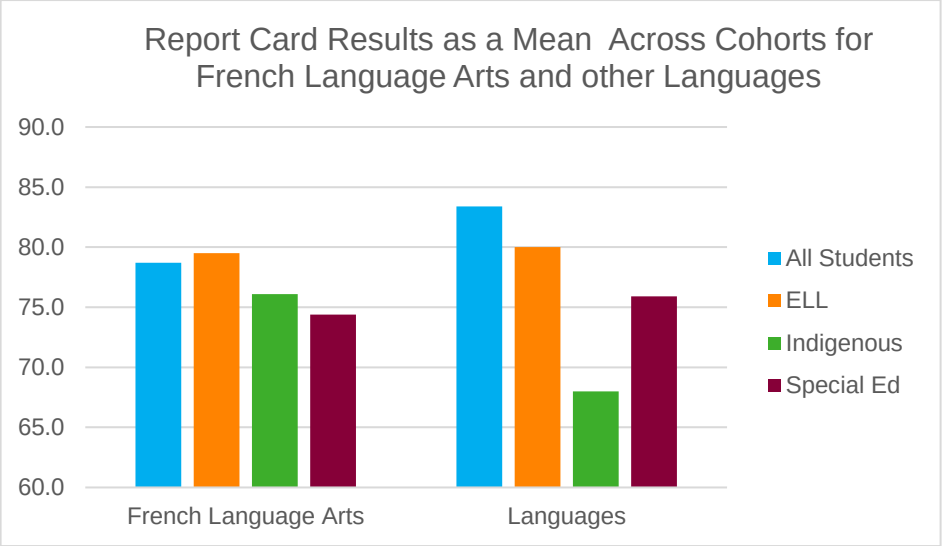

Report Card Results as a Mean within Physical Education Across Cohorts
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
Division 1
Division 2
Division 3
All Students
ELL
Indigenous
Special Ed

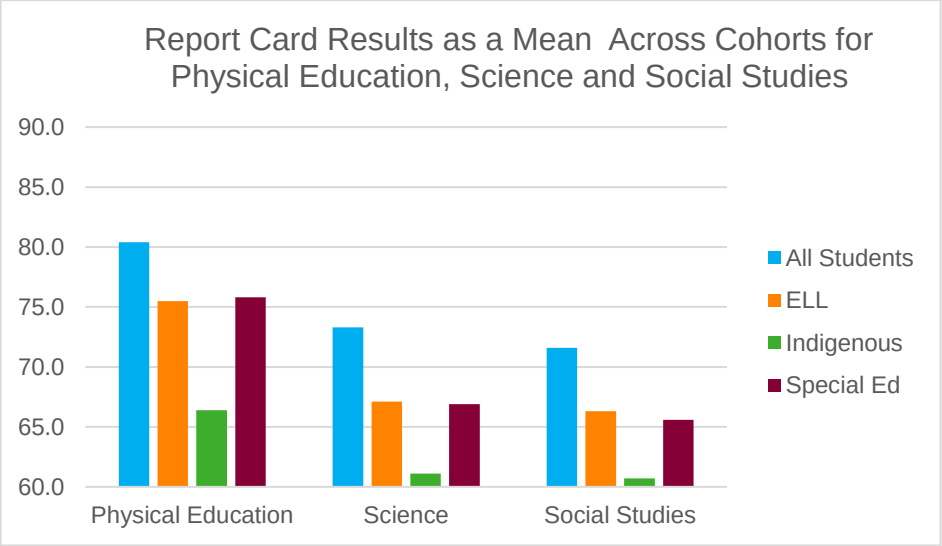

Report Card Results as a Mean within Science Across Cohorts
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
Division 1
Division 2
Division 3
All Students
ELL
Indigenous
Special Ed


Report Card Results as a Mean within Social Studies Across Cohorts
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
Division 1
Division 2
Division 3
All Students
ELL
Indigenous
Special Ed

B. Division 4


Report Card Results as a Mean Across Cohorts for CTS and Fine and Performing Arts
90.0
85.0
80.0
75.0
70.0
65.0
60.0
CTS
Fine and Performing Arts
All Students
ELL
Indigenous
Special Ed





- **Targets for 2022-23**

  No targets were set for 2022-23 school year.

- **Interpretation**

  See Indicator 5 - Summary

Policy 2.1

Indicator 5

The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

Indicator 5: The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

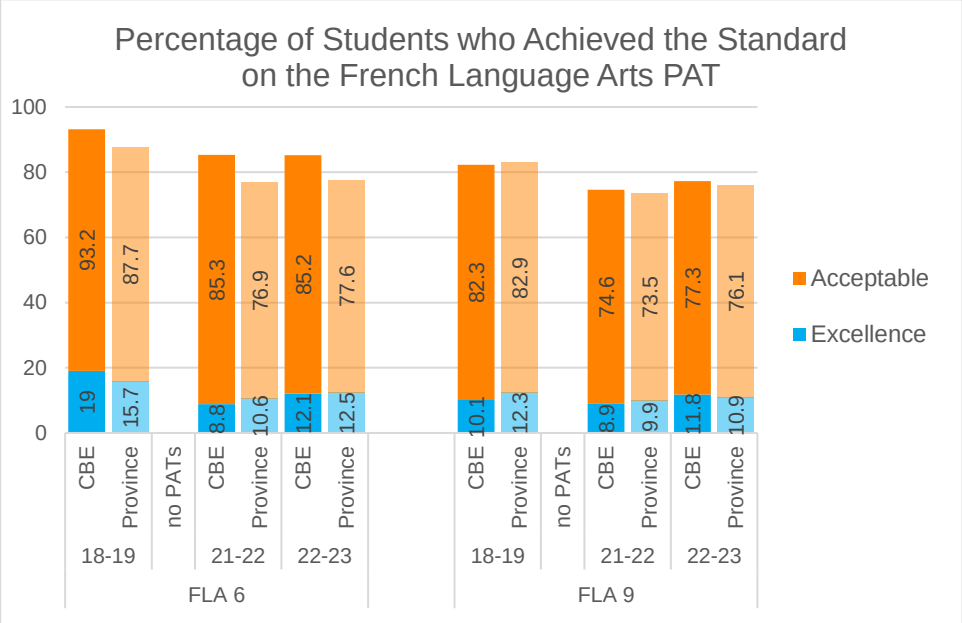
Legend |

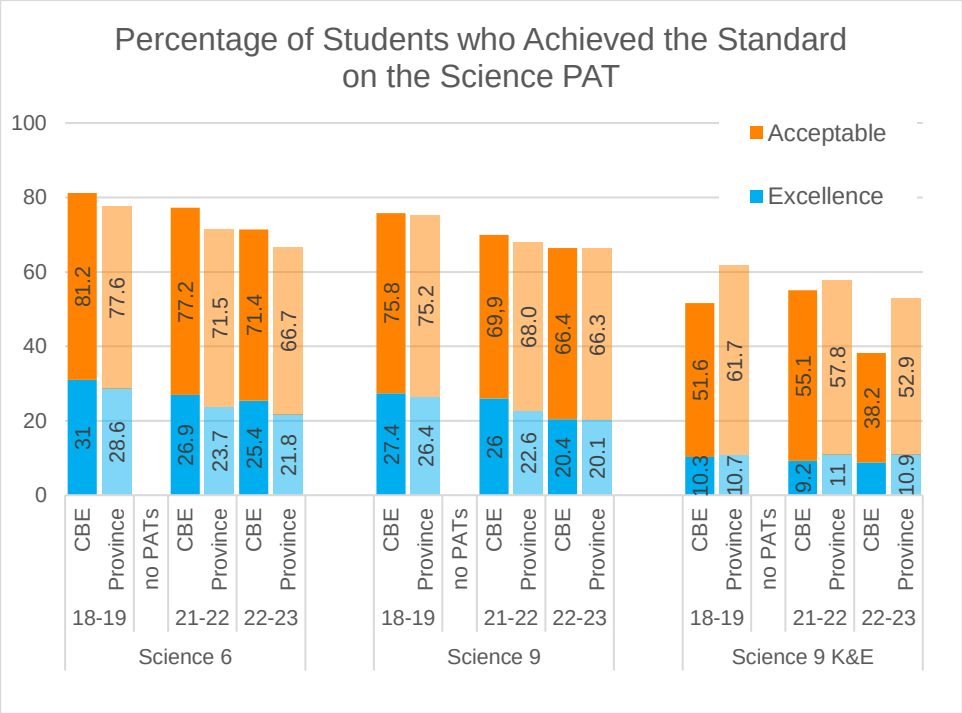
Acc – Acceptable Standard
Ex – Standard of Excellence

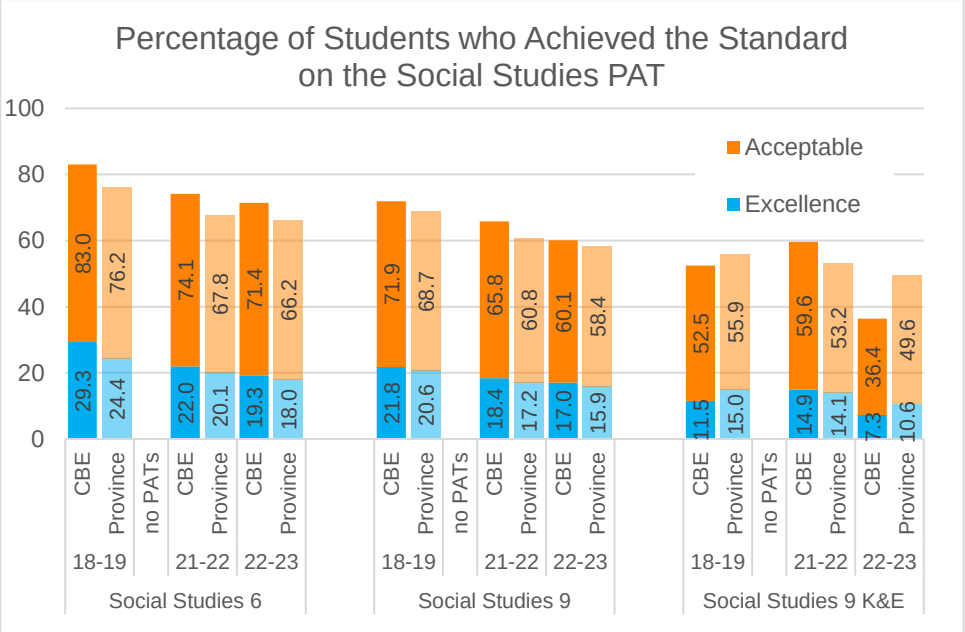
Note | Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

5.1 All Students

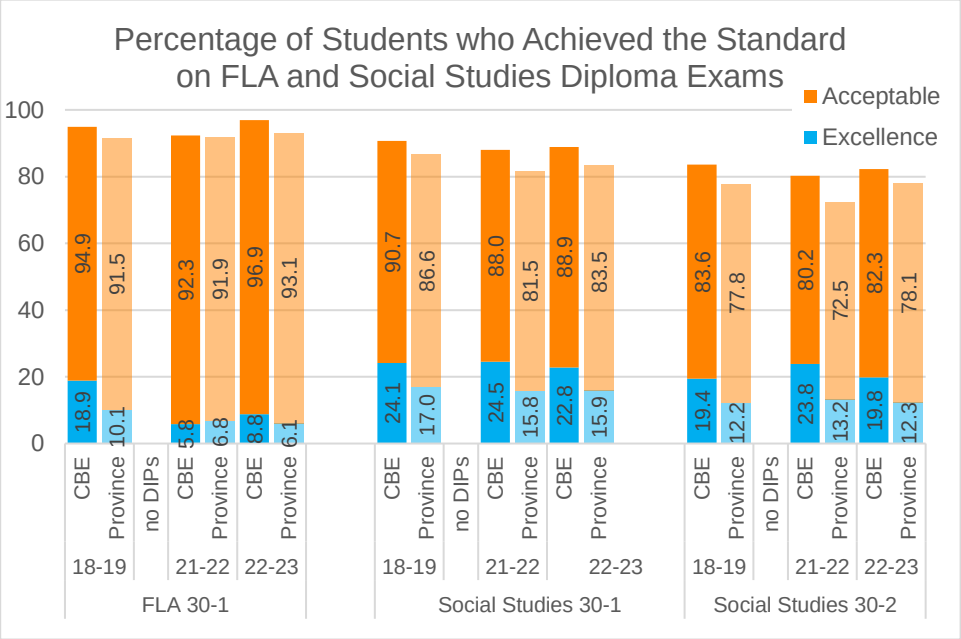
A. Percentage of students who achieved the standards on Provincial Achievement Tests

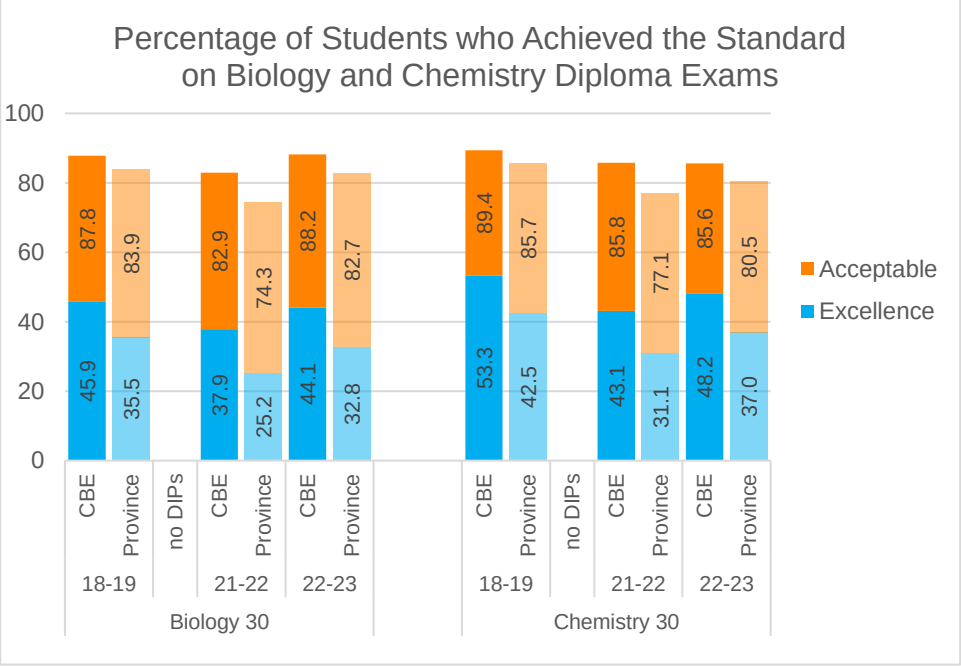


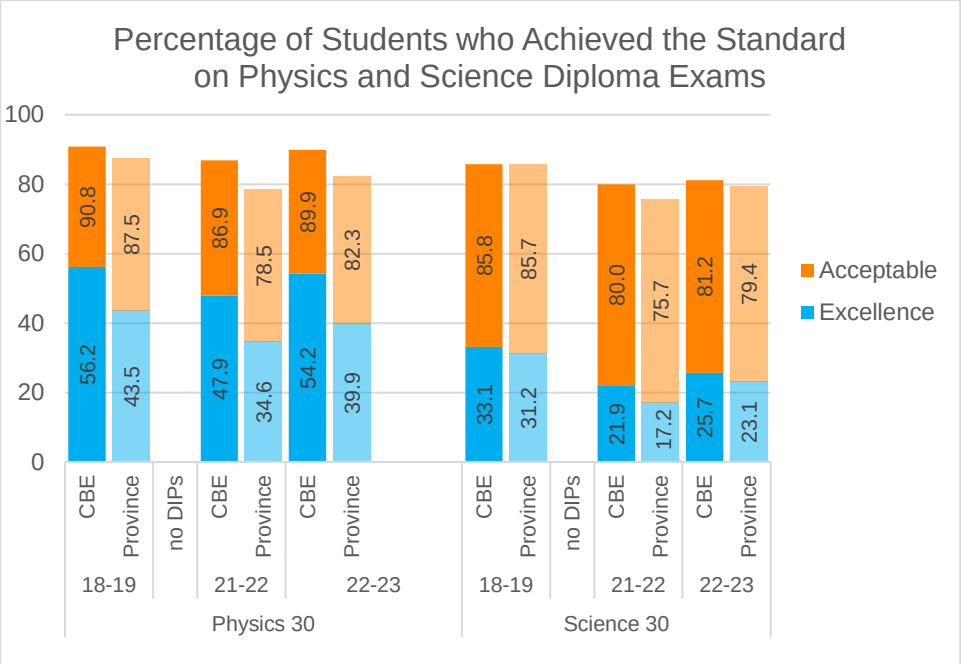

Percentage of Students who Achieved the Standard on the Science PAT
100
80
60
40
20
0
Acceptable
Excellence
81.2
31
77.6
28.6
77.2
26.9
71.5
23.7
71.4
25.4
66.7
21.8
75.8
27.4
75.2
26.4
69,9
26
68.0
22.6
66.4
20.4
66.3
20.1
51.6
10.3
61.7
10.7
55.1
9.2
57.8
11
38.2
52.9
10.9
CBE
Province
no PATs
18-19
21-22
22-23
Science 6
Science 9
Science 9 K&E


Percentage of Students who Achieved the Standard on the Social Studies PAT
100
80
60
40
20
0
Acceptable
Excellence
83.0
29.3
76.2
24.4
74.1
22.0
67.8
20.1
71.4
19.3
66.2
18.0
71.9
21.8
68.7
20.6
65.8
18.4
60.8
17.2
60.1
17.0
58.4
15.9
52.5
11.5
55.9
15.0
59.6
14.9
53.2
14.1
36.4
7.3
49.6
10.6
CBE
Province
no PATs
18-19
21-22
22-23
Social Studies 6
Social Studies 9
Social Studies 9 K&E

B. Percentage of students who achieved the standards on Diploma Examinations







Analysis of Cohort

The number of students in the All Students cohort who wrote French Language Arts, Science and Social Studies provincial assessments ranged as follows:

- K&E PATs: 55 to 110
- Non-K&E PATs: 539 to 10 182
- Diploma Examinations: 351 to 4734

CBE students consistently achieved stronger PAT results at the acceptable standard when compared to the provincial results across all non-K&E courses. Additionally, CBE outperformed the province at standard of excellence across all non-K&E courses with the exception of FLA 6. Noteworthy achievement gaps surfaced between CBE and provincial results for K&E courses across both standards in 2022-23.

Overall CBE student achievement on FLA, Science and Social Studies PATs declined since 2021-22 across both standards with the exception of FLA 9 results, which showed an improvement of approximately 3 percentage points across both standards and FLA 6 results which increased by 3.3 percentage points in 2022-23.

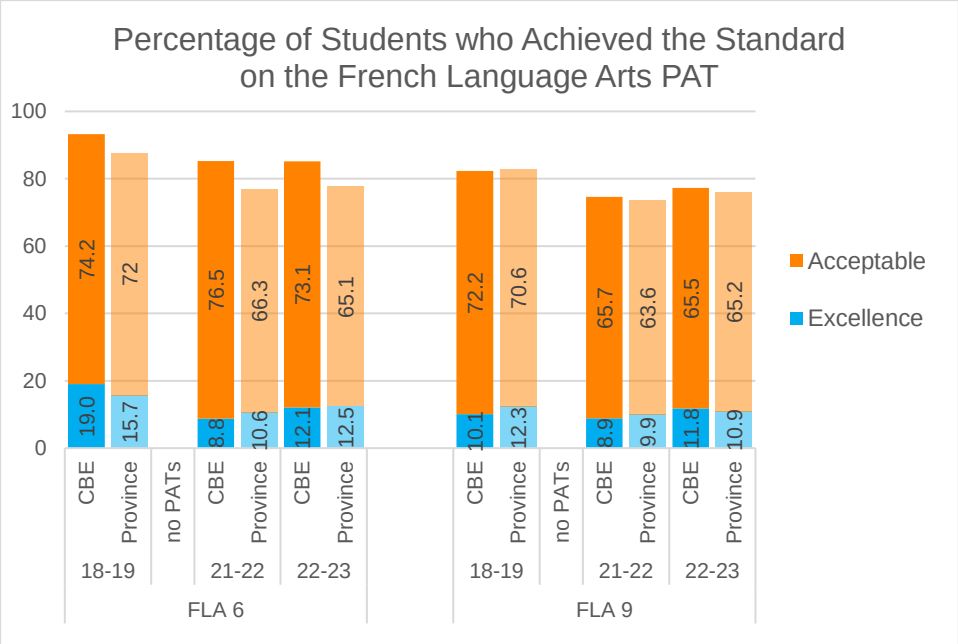
CBE high school students had higher diploma examination results in 2022-23 compared to the provincial results. The positive differences between CBE and provincial results ranged from 1.8 to 14.3 percentage points. The positive gaps were most noticeable at the standard of excellence for Biology 30, Chemistry 30 and Physics 30 where the gaps were consistently more than 11 percentage points. Of note, almost 90 per cent of students met the

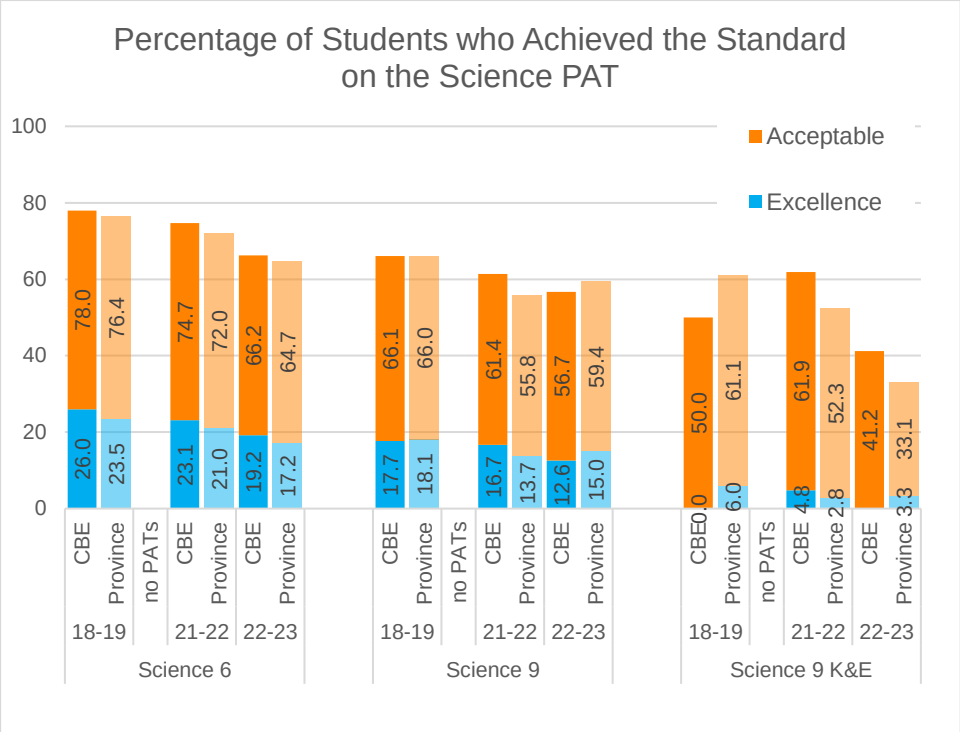
acceptable standard in Physics 30 and more than 54 per cent of those achieved the standard of excellence in the same course.

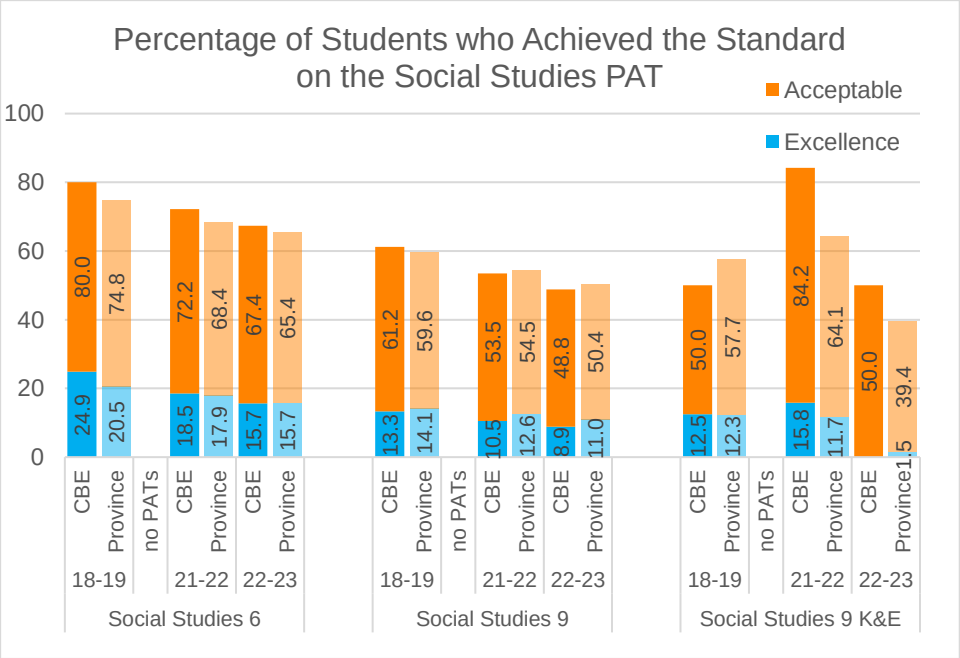
When the 2022-23 All Students diploma examination results at the acceptable standard were compared to the previous years' results, most increased over time with one exception in Chemistry 30. CBE students showed the most notable increase in Biology 30 at the acceptable standard. Moreover, CBE generally showed year-over-year improvements at the standard of excellence with the exception of the Social Studies diploma exams. Percentage point increases of more than 6 percentage points were seen in Biology 30 and Physics 30 at the standard of excellence.

5.2 English Language Learners

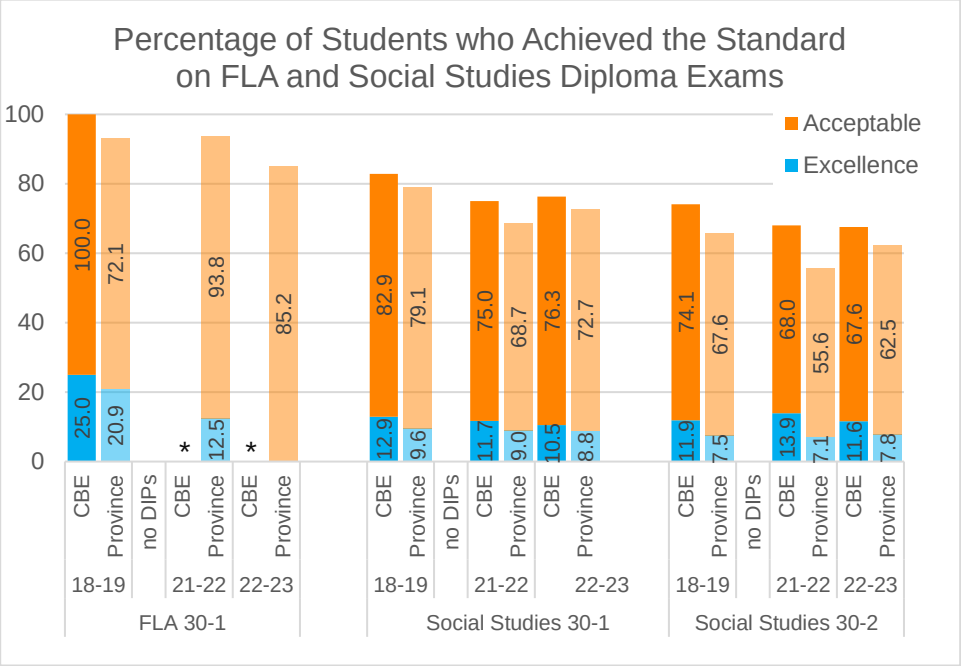
A. Percentage of students who achieved the standards on Provincial Achievement Tests



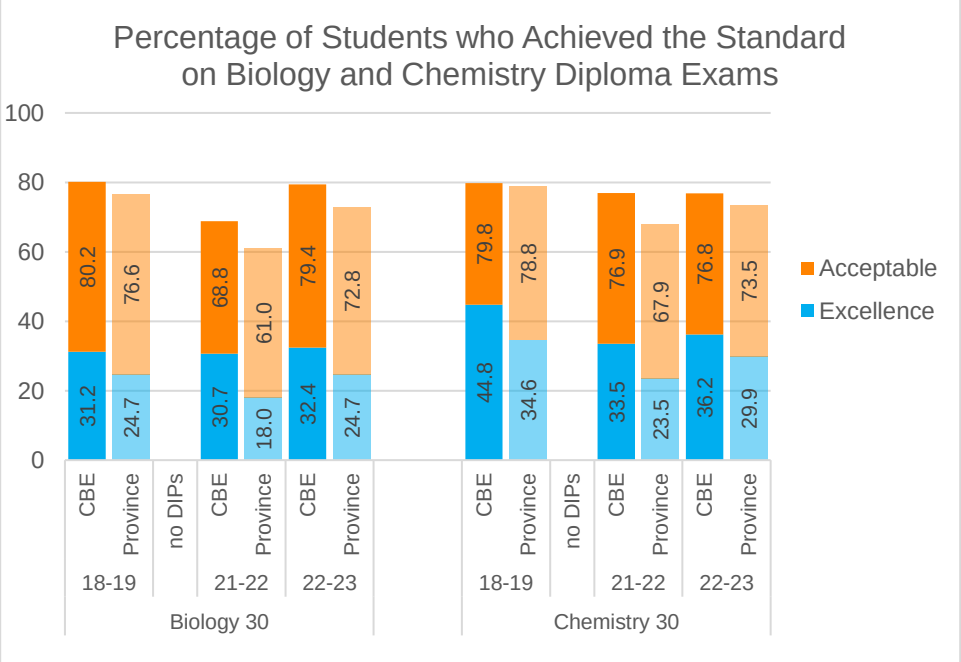

Percentage of Students who Achieved the Standard on the Science PAT
Acceptable
Excellence
100
80
60
40
20
0
78.0
76.4
26.0
23.5
74.7
72.0
23.1
21.0
66.2
64.7
19.2
17.2
66.1
66.0
17.7
18.1
61.4
55.8
16.7
13.7
56.7
59.4
12.6
15.0
50.0
61.1
0.0
6.0
61.9
52.3
4.8
2.8
41.2
33.1
3.3
CBE
Province
no PATs
18-19
21-22
22-23
Science 6
Science 9
Science 9 K&E

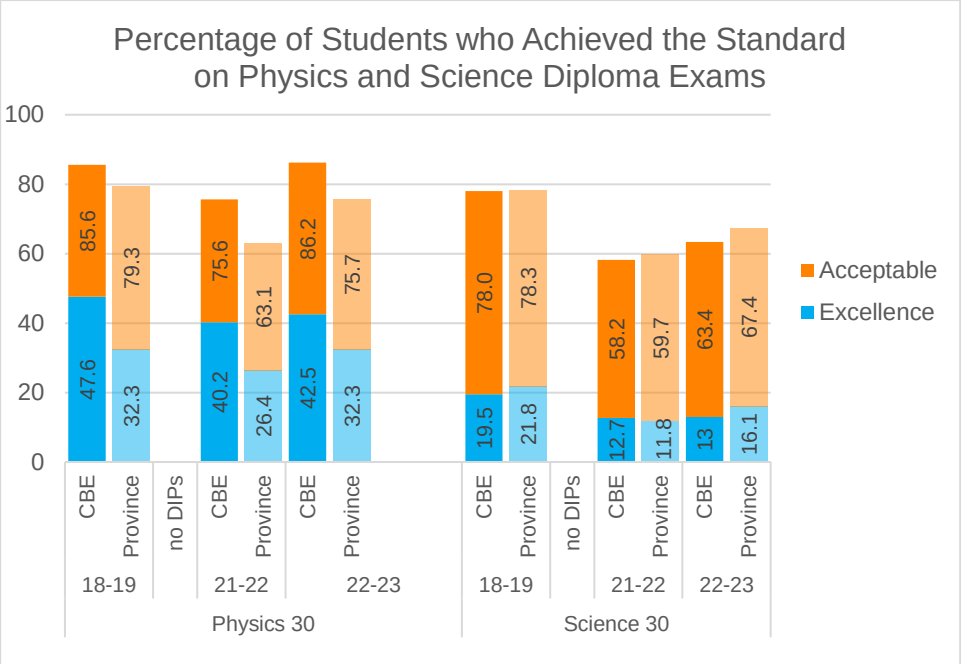

Percentage of Students who Achieved the Standard on the Social Studies PAT
Acceptable
Excellence
100
80
60
40
20
0
80.0
74.8
24.9
20.5
72.2
68.4
18.5
17.9
67.4
65.4
15.7
15.7
61.2
59.6
13.3
14.1
53.5
54.5
10.5
12.6
48.8
50.4
8.9
11.0
50.0
57.7
12.5
12.3
84.2
64.1
15.8
11.7
50.0
39.4
1.5
CBE
Province
no PATs
18-19
21-22
22-23
Social Studies 6
Social Studies 9
Social Studies 9 K&E

B. Percentage of students who achieved the standards on Diploma Examinations



*Data values have been suppressed where the number of respondents/students is fewer than 6.





- **Analysis of Cohort**

The number of students who wrote French Language Arts, Science and Social Studies provincial assessments ranged as follows:

- K&E PATs: 14 to 17
- Non-K&E PATs: 63 to 3235
- Diploma Examinations: 123 to 716

Compared to provincial results, CBE's English Language Learners showed promising Grade 6 PAT results at both standards, especially in FLA 6 where a positive gap of 5.5 percentage points was observed at the acceptable standard. The only two positive gaps seen in Grade 9 PAT exams were in K&E PAT results at the acceptable standard.

Strong FLA PAT results relative to other subject area results were most evident for English Language Learners in 2022-23 compared to 2021-22. Unlike 2021-22 PAT results, more English Language Learners achieved the acceptable standard in Social Studies than did in Science.

Year-over-year declines in PAT results were generally observed in 2022-23 for English Language Learners at both PAT standards. Except for K&E courses, the decreases were most notable in Science 6 and 9 PATs. English Language Learners achieved year-over-year increases in FLA 6 at both standards as well as FLA 9 at the acceptable standard.

English Language Learners in high school outperformed the province in most diploma exams in 2022-23 except for Science 30 where CBE was lower than the provincial results at both standards. The most noticeable positive difference was evident in Physics 30. Approximately 80 per cent of English Language Learners achieved the acceptable standard in Biology 30

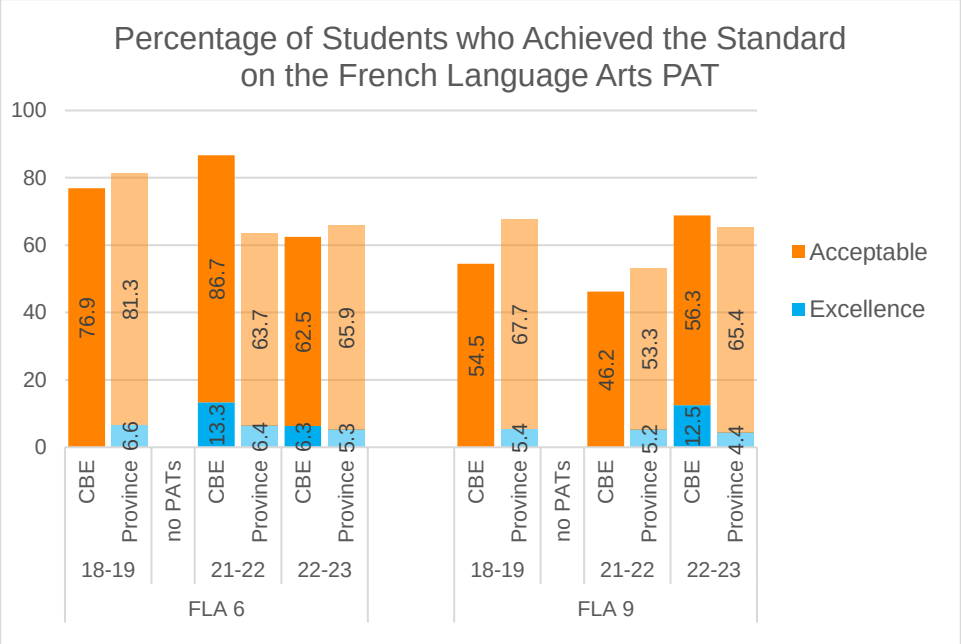
and more than 32 per cent of this cohort achieved standard of excellence in 2022-23.

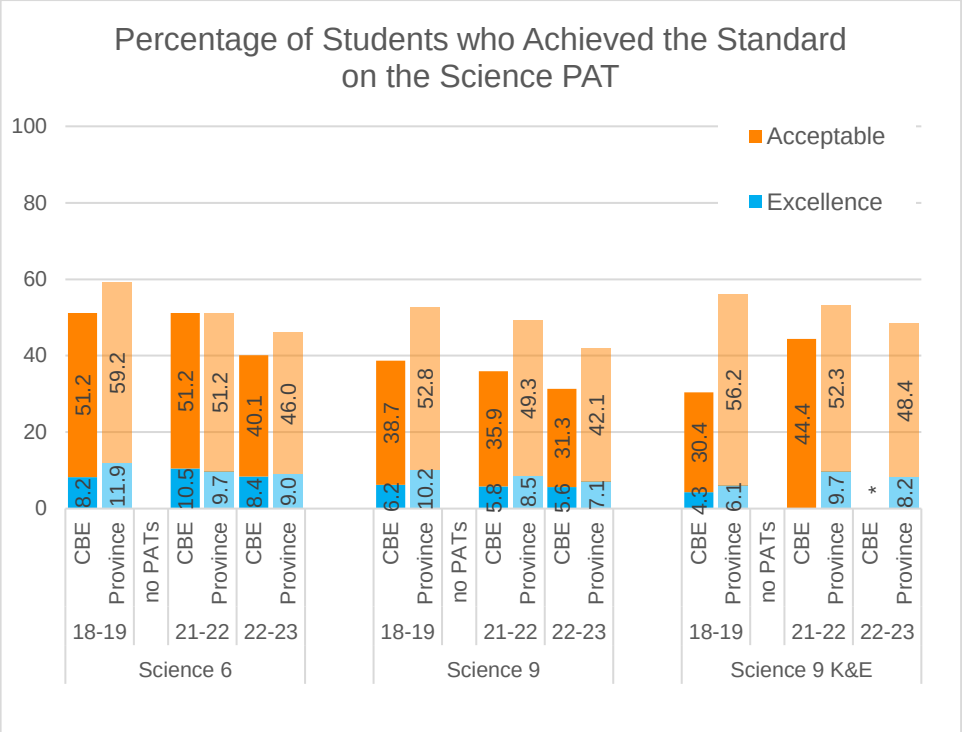
As compared to 2021-22 diploma results, year-over-year increases were observed in:

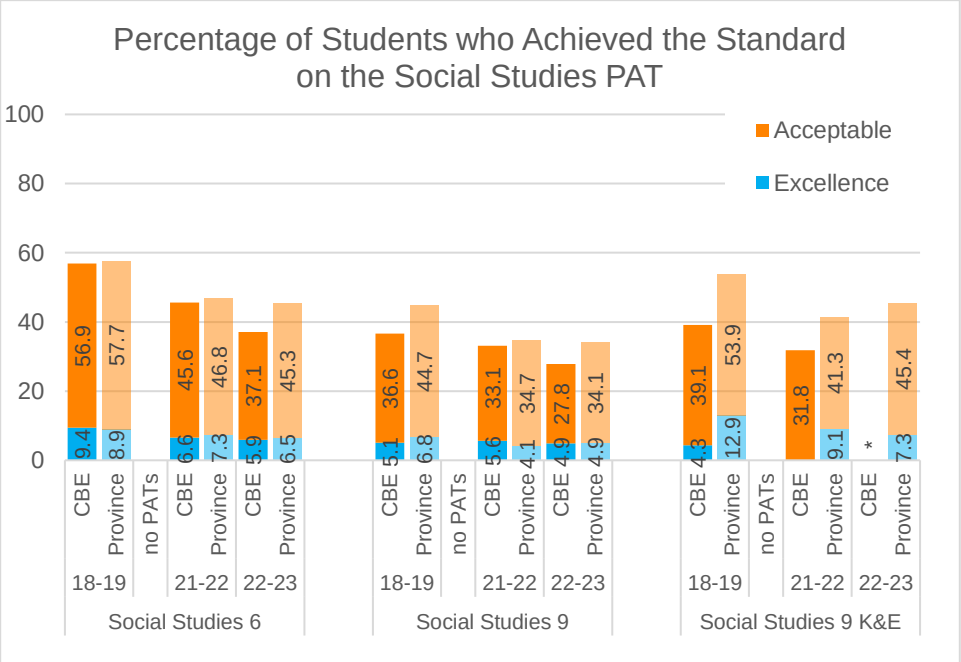
- Social Studies 30-1 at the acceptable standard
- Biology 30 at both standards
- Chemistry 30 at the standard of excellence
- Physics 30 at both standards
- Science 30 at both standards

5.3 Students who Self-Identify as Indigenous

A. Percentage of students who achieved the standards on Provincial Achievement Tests

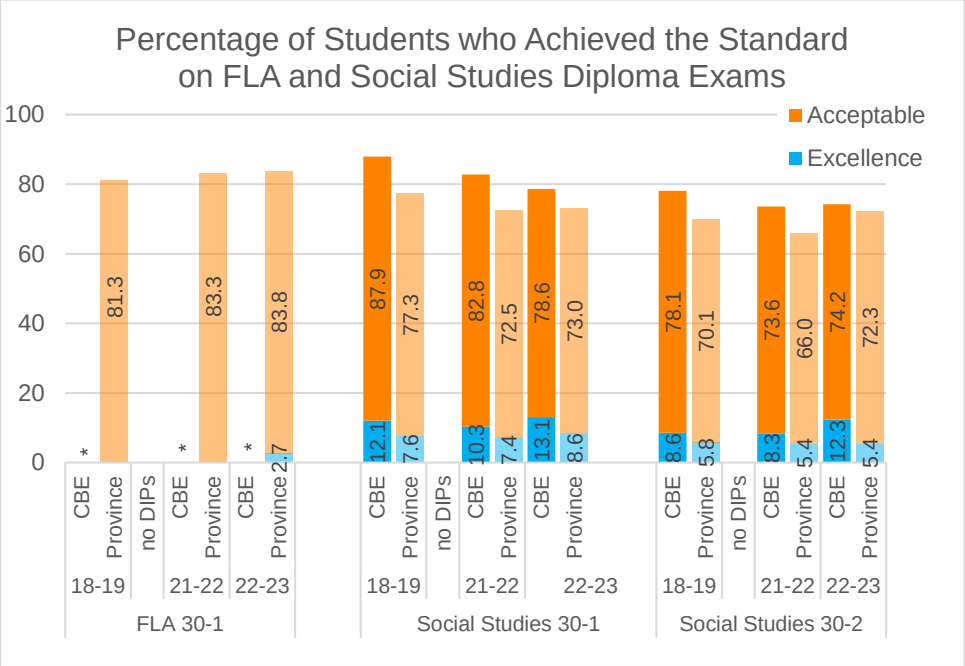






*Data values have been suppressed where the number of respondents/students is fewer than 6.

B. Percentage of students who achieved the standards on Diploma Examinations



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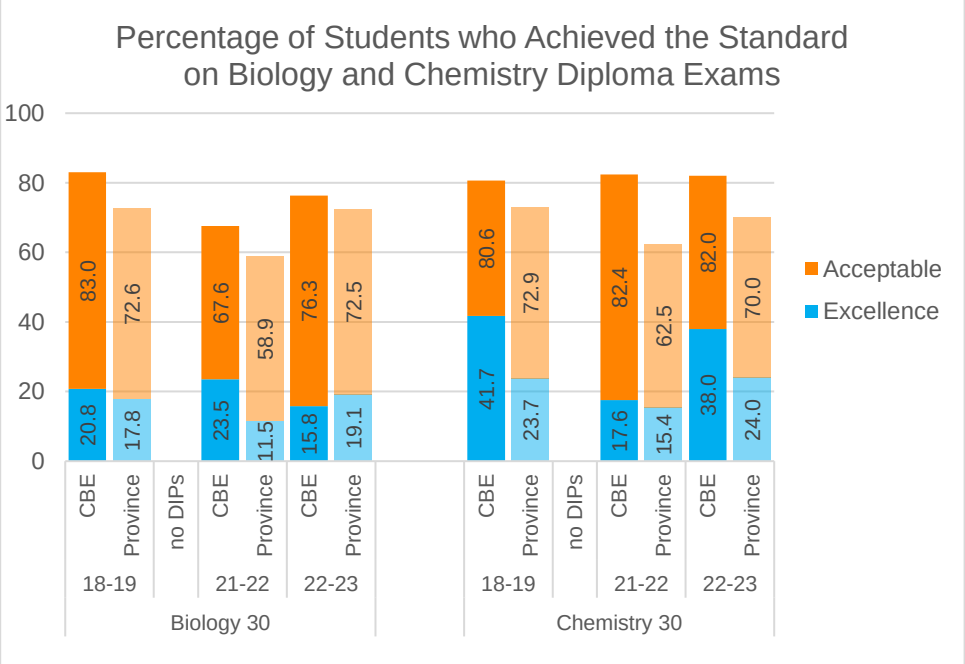
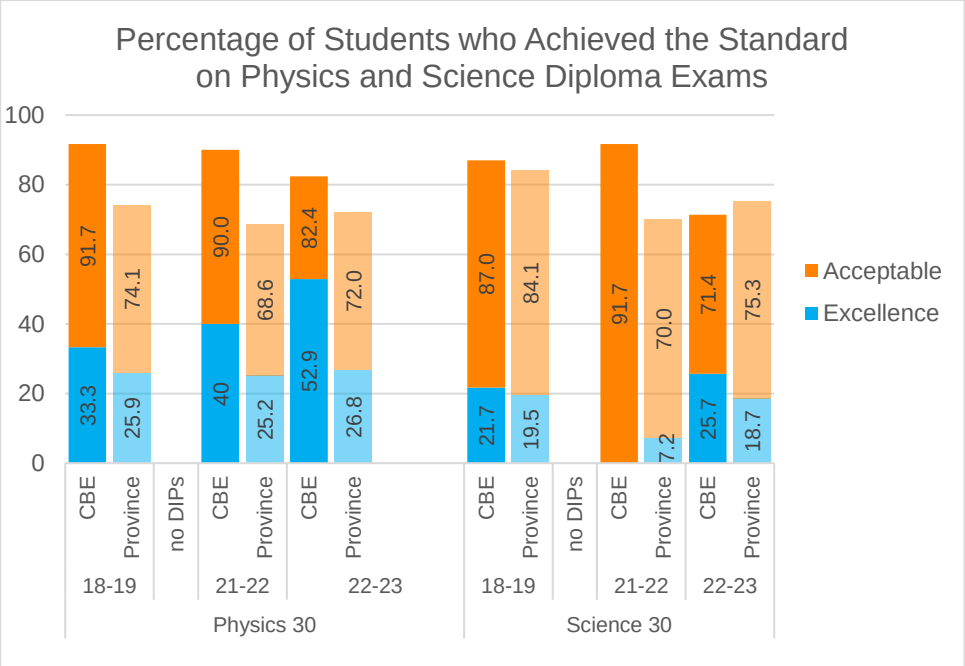




Analysis of Cohort

The number of students in this cohort who wrote French Language Arts, Science and Social Studies provincial assessments ranged as follows:

- K&E PATs: 4 to 7
- Non-K&E PATs: 16 to 439
- Diploma Examinations: 4 to 155

CBE's Students who Self-Identify as Indigenous achieved PAT results that were mostly lower than the provincial results. However, more CBE students achieved the standard of excellence in French Language Arts 6 and at both standards in French Language Arts 9 in 2022-23. The most noticeable gaps for both standards were observed in Science 9.

When comparing the three subjects (excluding K&E), Grade 6 and 9 CBE Students who Self-Identify as Indigenous achieved stronger results in French Language Arts at the acceptable standard in 2022-23. Compared to 2021-22 results, the results in 2022-23 are lower at both standards, except for FLA 9.

CBE students who Self-Identify as Indigenous generally had higher diploma examination results in 2022-23 compared to the province with two exceptions; Science 30 acceptable standard and Biology 30 standard of excellence. The positive differences between CBE Students who Self-Identify as Indigenous and provincial results ranged from 1.9 to 26.1 percentage points.

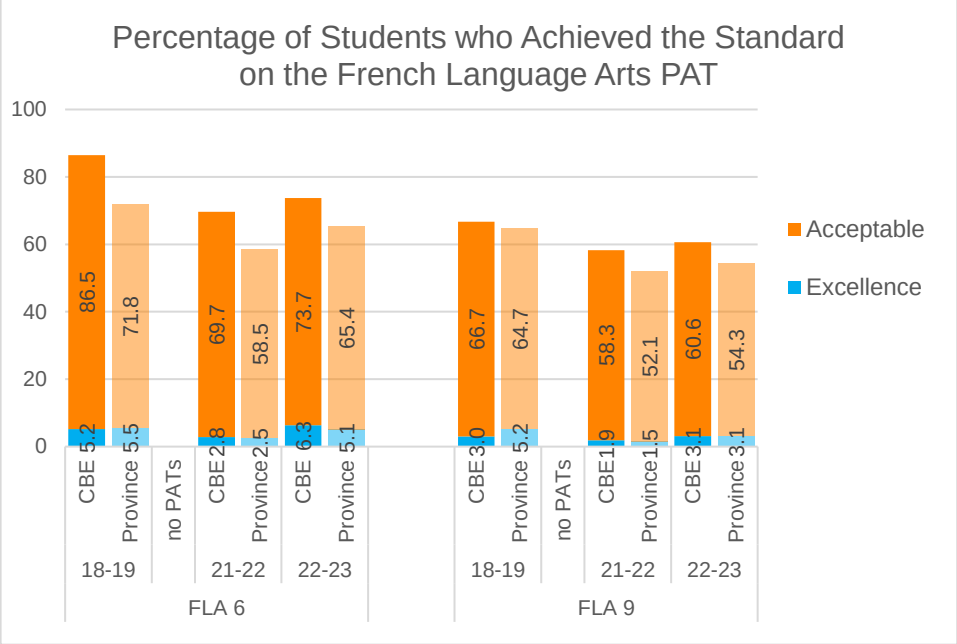
Year-over-year improvements were generally stronger at the standard of excellence in 2022-23 and more than 20 percentage point increases were observed in Chemistry 30 and Science 30 standard of excellence. The

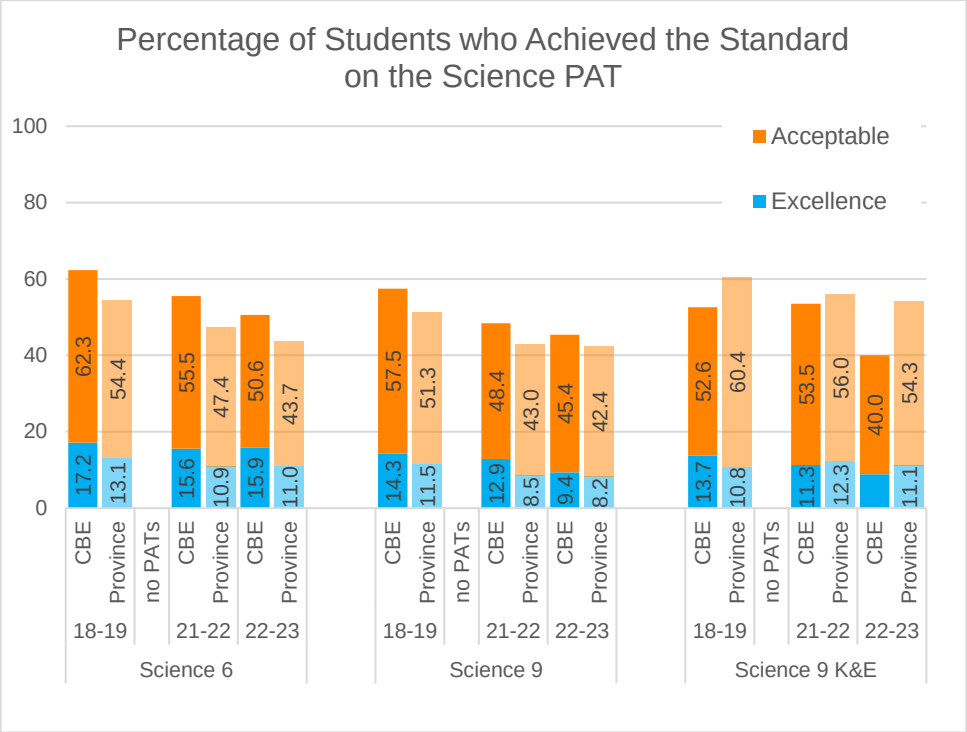
following year-over-year increases were observed for Students who Self-Identify as Indigenous:

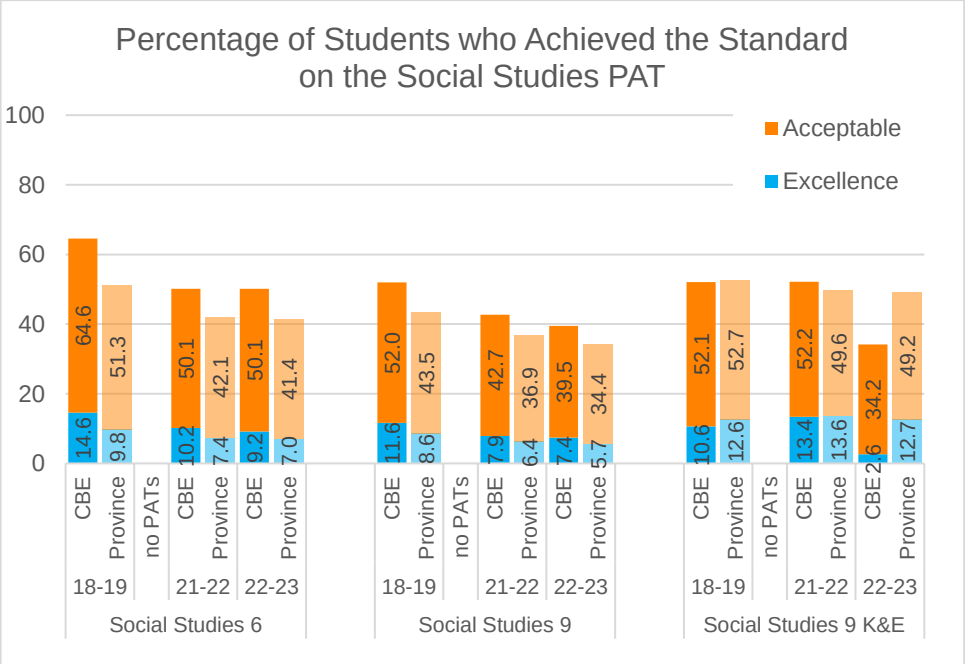
- Social Studies 30-1 at the standard of excellence
- Social Studies 30-2 at both standards
- Biology 30 at the acceptable standard
- Chemistry 30, Physics 30 and Science 30 at the standard of excellence

5.4 Students with Identified Special Education Needs

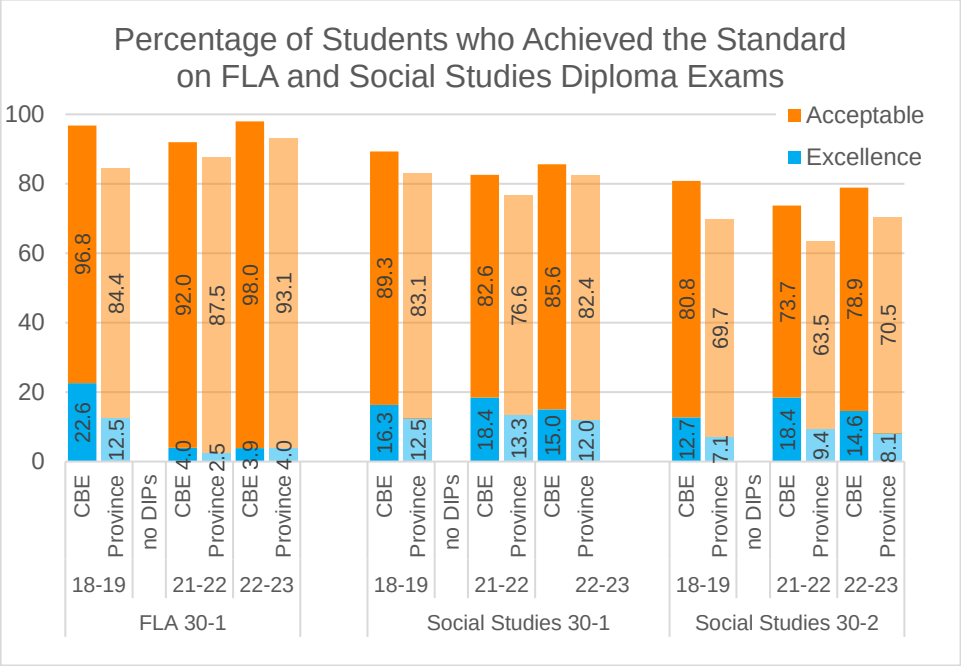
A. Percentage of students who achieved the standards on Provincial Achievement Tests

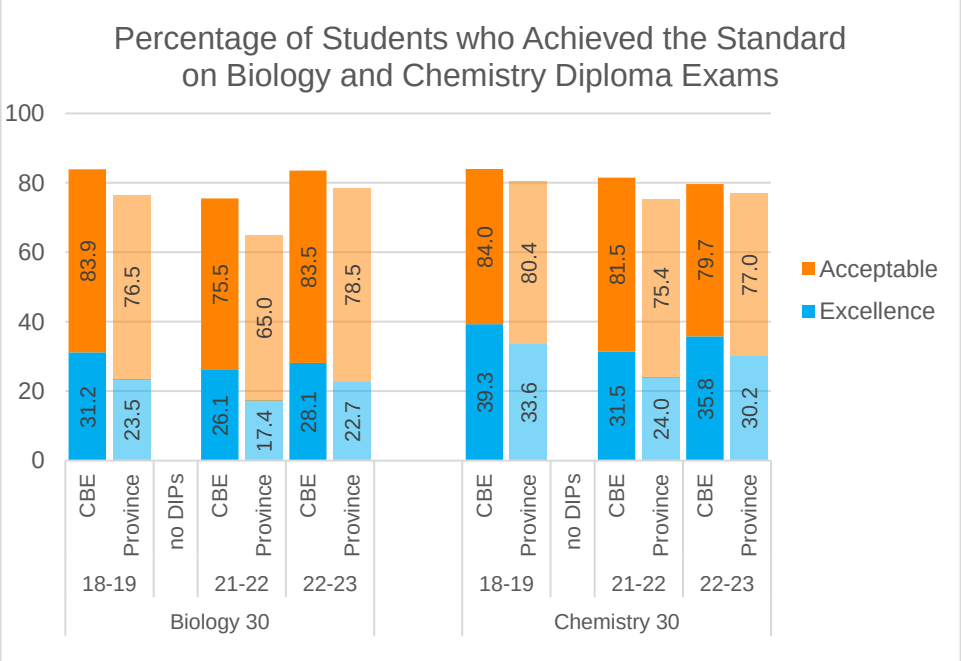


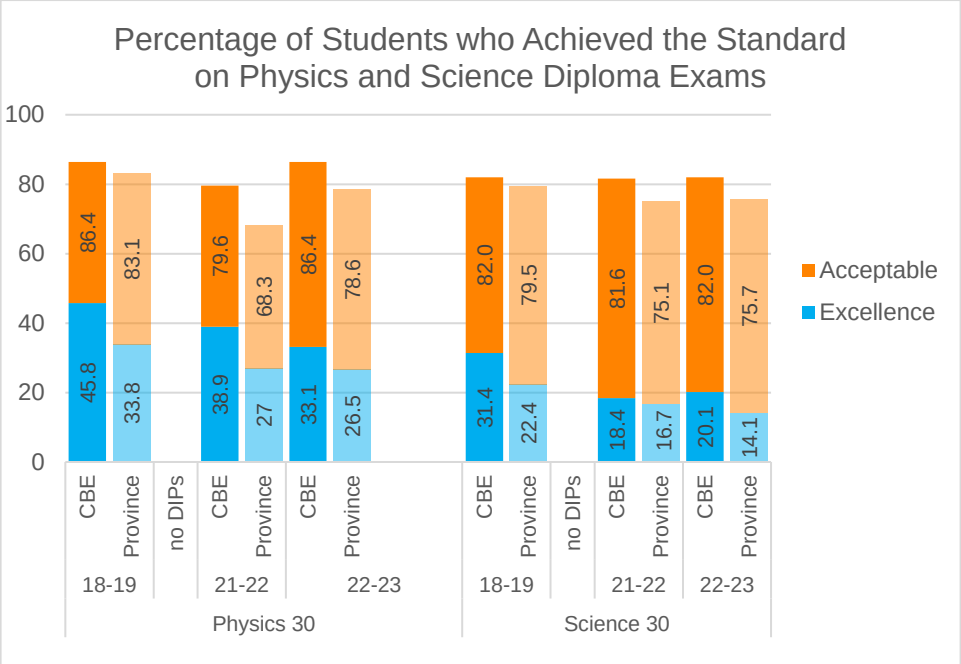

Percentage of Students who Achieved the Standard on the Science PAT
100
80
60
40
20
0
Acceptable
Excellence
62.3
17.2
54.4
13.1
55.5
15.6
47.4
10.9
50.6
15.9
43.7
11.0
57.5
14.3
51.3
11.5
48.4
12.9
43.0
8.5
45.4
9.4
42.4
8.2
52.6
13.7
60.4
10.8
53.5
11.3
56.0
12.3
40.0
54.3
11.1
CBE
Province
no PATs
18-19
21-22
22-23
Science 6
Science 9
Science 9 K&E


Percentage of Students who Achieved the Standard on the Social Studies PAT
100
80
60
40
20
0
Acceptable
Excellence
64.6
14.6
51.3
9.8
50.1
10.2
42.1
7.4
50.1
9.2
41.4
7.0
52.0
11.6
43.5
8.6
42.7
7.9
36.9
6.4
39.5
7.4
34.4
5.7
52.1
10.6
52.7
12.6
52.2
13.4
49.6
13.6
34.2
2.6
49.2
12.7
CBE
Province
no PATs
18-19
21-22
22-23
Social Studies 6
Social Studies 9
Social Studies 9 K&E

B. Percentage of students who achieved the standards on Diploma Examinations







Analysis of Cohort

The number of students in this cohort who wrote French Language Arts, Science and Social Studies provincial assessments ranged as follows:

- K&E PATs: 38 to 45
- Non-K&E PATs: 95 to 2206
- Diploma Examinations: 51 to 1005

For the Students with Identified Special Education Needs cohort, CBE's results were higher than those of the province on all non-K&E PATs at both standards, more noticeable at the acceptable standard. For example, the differences between CBE and the provincial results in FLA 6 and Social Studies 6 were more than 8 percentage points at the acceptable standard.

When comparing the three subjects (excluding K&E), Grade 6 and 9 CBE students with Identified Special Education Needs achieved stronger results in French Language Arts at the acceptable standard and in Science at the standard of excellence.

Except for FLA 9, CBE students with Identified Special Education Needs showed year-over-year decreases in all Grade 9 PAT exams in 2022-23. These declines were notable in K&E courses at both standards. Moreover, CBE achieved noticeable year-over-year increases in FLA 6 at both standards and Science 6 at the standard of excellence.

CBE Students with Identified Special Education Needs achieved higher diploma examination results in 2022-23 compared to the province at both standards with the only exception being FLA 30-1 at the standard of excellence. The positive differences between CBE and provincial results ranged from 2.7 to 8.4 percentage points. Of note, 98 per cent of Students

with Identified Special Education Needs achieved the acceptable standard in FLA 30-1 and consistently more than 83 per cent of students in this cohort achieved the acceptable standard in Biology 30 and Physics 30 in 2022-23.

When 2022-23 acceptable standard results were compared to the previous year, CBE Students with Identified Special Education Needs achieved higher than the province with the exception of Chemistry 30. There was an eight percentage point year-over-year increase in Biology 30 results at the acceptable standard, and standard of excellence results generally declined with the exceptions of Biology 30, Chemistry 30 and Science 30.

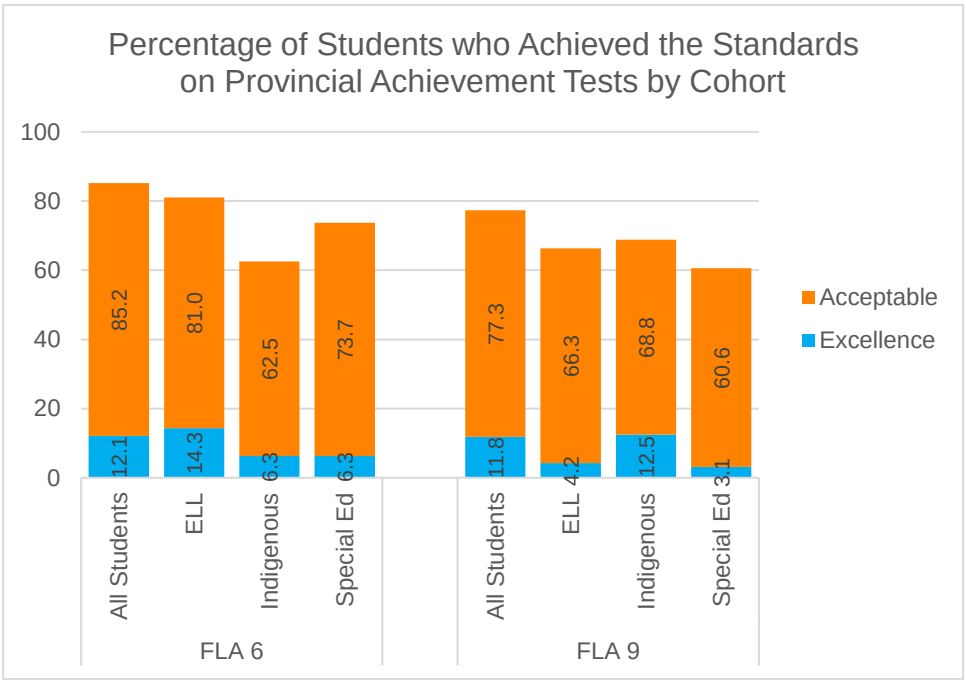
Summary

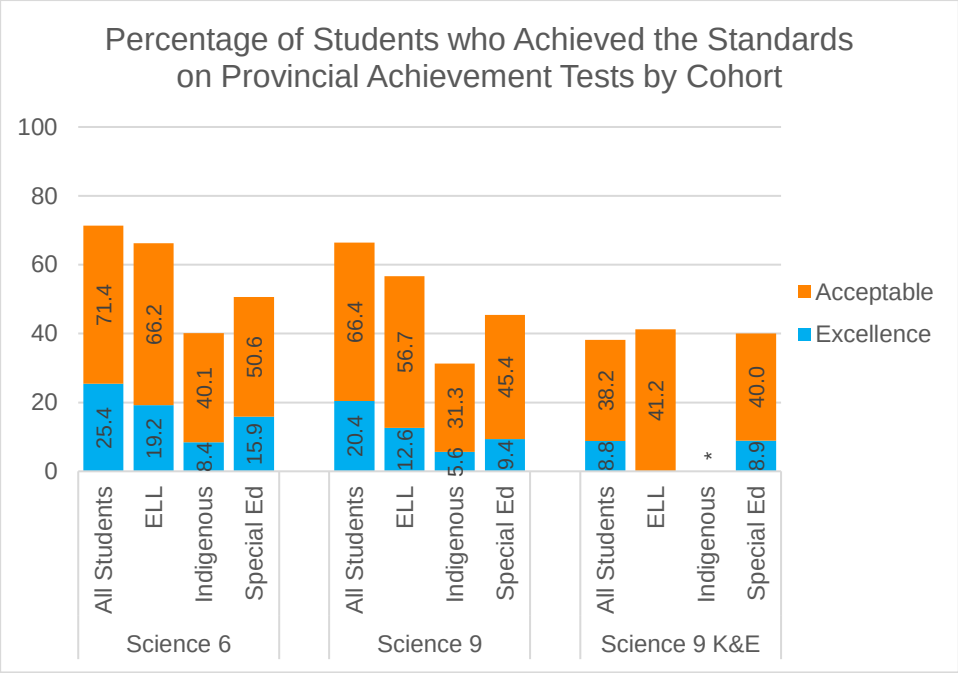
A. Percentage of students who achieved the standards on Provincial Achievement Tests

FLA 6	All Students	ELL	Indigenous	Special Ed
Acc	85.2	81.0	62.5	73.7
Ex	12.1	14.3	6.3	6.3
Science 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	71.4	66.2	40.1	50.6
Ex	25.4	19.2	8.4	15.9
Social Studies 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	71.4	67.4	37.1	50.1
Ex	19.3	15.7	5.9	9.2
FLA 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	77.3	66.3	68.8	60.6
Ex	11.8	4.2	12.5	3.1
Science 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	66.4	56.7	31.3	45.4
Ex	20.4	12.6	5.6	9.4
Science 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	38.2	41.2	*	40.0
Ex	8.8	0.0	*	8.9

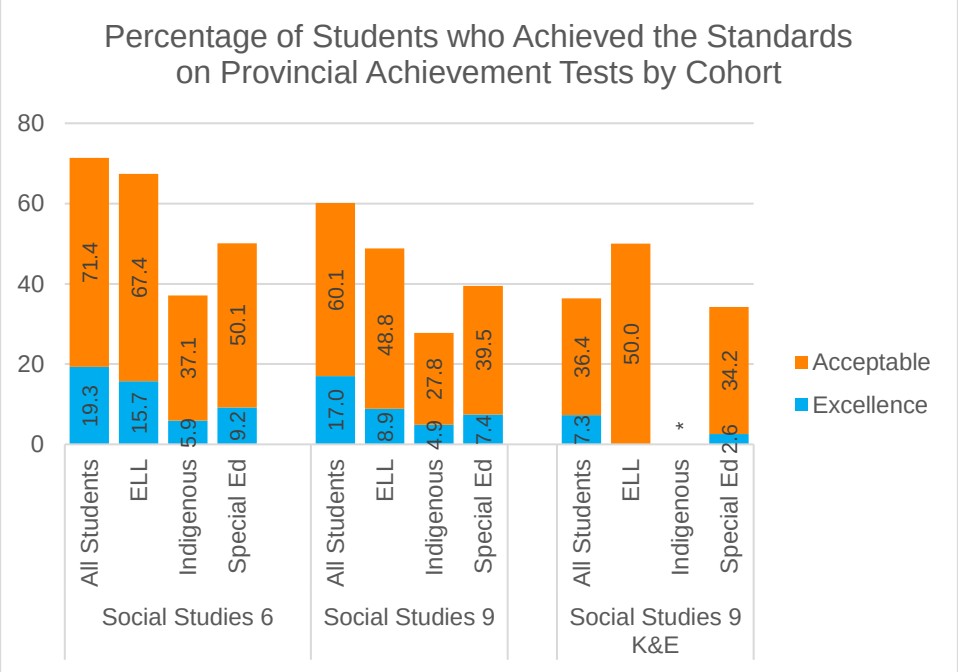
Social Studies 9	All Students	ELL	Indigenous	Special Ed
Acc	60.1	48.8	27.8	39.5
Ex	17.0	8.9	4.9	7.4
Social Studies 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	36.4	50.0	*	34.2
Ex	7.3	0.0	*	2.6

*Data values have been suppressed where the number of respondents/students is fewer than 6.





*Data values have been suppressed where the number of respondents/students is fewer than 6.

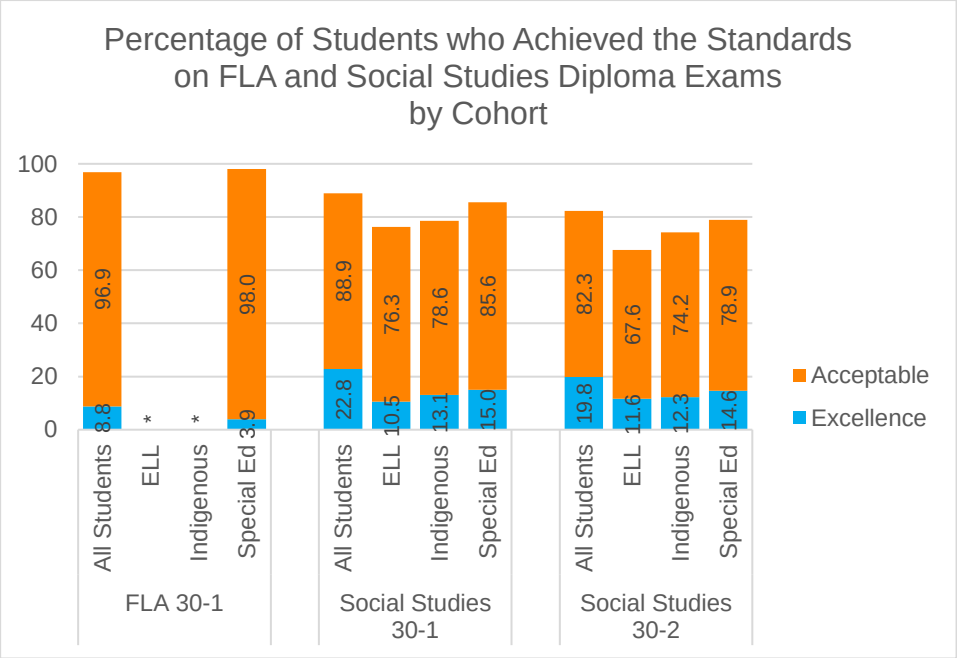


*Data values have been suppressed where the number of respondents/students is fewer than 6.

B. Percentage of students who achieved the standards on Diploma Examinations

FLA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	96.9	*	*	98.0
Ex	8.8	*	*	3.9
Social Studies 30-1	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	88.9	76.3	78.6	85.6
Ex	22.8	10.5	13.1	15.0
Social Studies 30-2	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	82.3	67.6	74.2	78.9
Ex	19.8	11.6	12.3	14.6
Biology 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	88.2	79.4	76.3	83.5
Ex	44.1	32.4	15.8	28.1
Chemistry 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	85.6	76.8	82.0	79.7
Ex	48.2	36.2	38.0	35.8
Physics 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	89.9	86.2	82.4	86.4
Ex	54.2	42.5	52.9	33.1
Science 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	81.2	63.4	71.4	82.0
Ex	25.7	13.0	25.7	20.1

*Data values have been suppressed where the number of respondents/students is fewer than 6.



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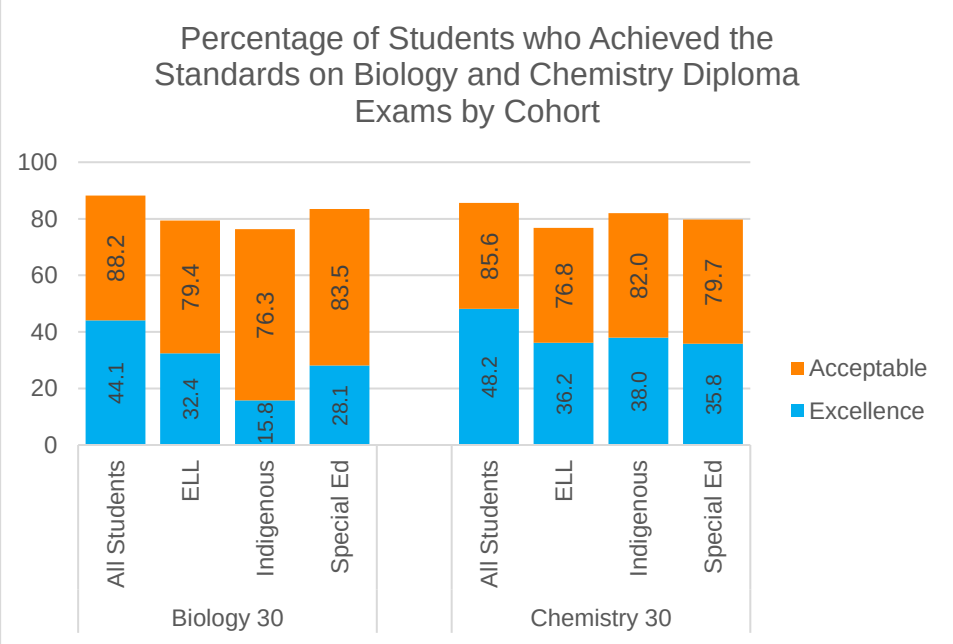
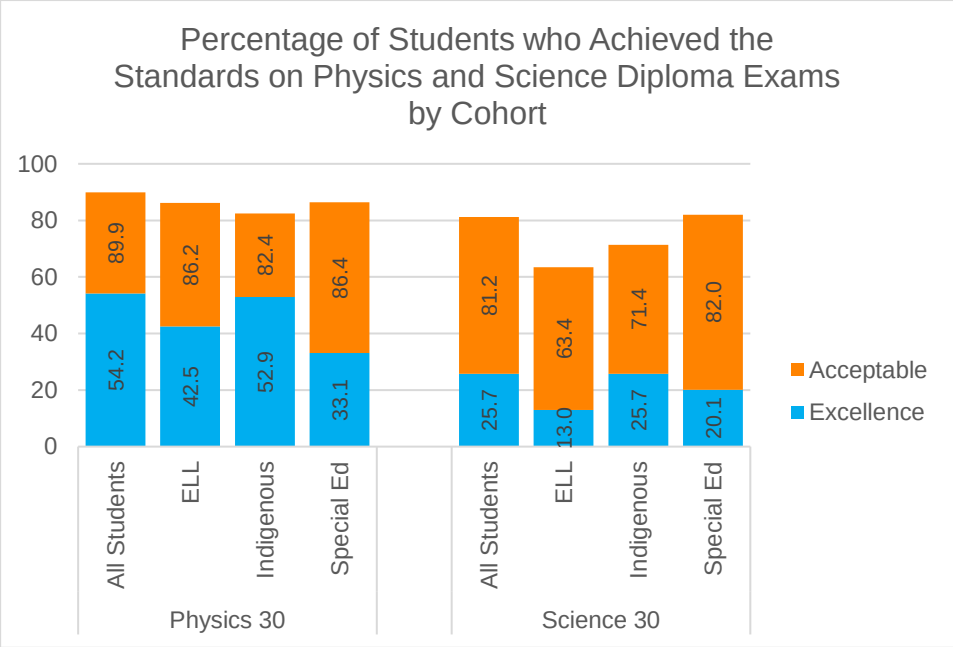




Note | for additional information, refer to Appendix II | Summary Tables Indicators 1 to 5 and Appendix III | Additional Data Sets by Indicator.

- **Targets for 2022-23**

  No targets were set for 2022-23 school year.

- **Interpretation**

  Refer to Appendix III | Additional Data Sets by Indicator, Indicator 4, sections A-N for report card results by course and grade.

  While differences in achievement results surfaced when French Language Arts 6 and 9 PAT achievement results were considered together with report card data, these differences were smaller in 2022-23 compared to 2021-22. For example, 12.1 per cent of grade 6 students and 11.8 per cent of grade 9 students achieved the Standard of Excellence on the French Language Arts PAT whereas 24.4 per cent of grade 6 and 30.1 per cent of grade 9 students achieved an indicator of 4 in French Language Arts on their report card. The narrowing of the gap between report card results and PAT results in French Language Arts can largely be attributed to more students achieving the standard of excellence on both the FLA 6 and 9 PAT in 2022-23.

  For diploma examinations, 8.8 per cent of students achieved the standard of excellence on the French Language Arts 30-1 diploma examination and 52.4 per cent of grade 12 students achieved a FLA 30-1 mark between 80-100 per cent. Differences in exam versus class scores are explained in a second language context by the fact that while only reading and writing skills are assessed by PATs and Diplomas, the program of studies requires teachers in the classroom to assess speaking and listening skills in addition

to reading and writing. The former two are typically the stronger strands, whereas the latter two are typically the weaker ones.

It is also possible that more diverse and robust assessment opportunities were offered in class over time, explaining the higher achievement on report cards as opposed to one provincial assessment that would have been highly dependent on specific French language skills with no opportunity to represent understanding in a variety of ways.

When Science 6 and 9 PAT achievement results are considered together with report card data, general alignment between report card means and PAT results were evident for students achieving the standard of excellence. For example, 25.4 per cent of CBE students achieved excellence on the Science 6 PAT while 21.4 per cent of grade 6 CBE students achieved a report card indicator of 4 in 2022-23. Similarly, 20.4 per cent of CBE students achieved the standard of excellence on the Science 9 PAT and 23.7 per cent of CBE students in grade 9 achieved an indicator of 4 on their final report card. Given that a report card grade of 4 indicates excellent understanding of Science learning outcomes, these data together suggest more than 20 per cent of grade 6 and 9 students continued to achieve excellent understanding of Science 6 learning outcomes. Despite not being directly comparable data sources, these data triangulate and align to validate that at least one fifth of CBE students in grades 6 and 9 demonstrated excellent comprehension of Science concepts in 2022-23.

The percentage of students who achieved the standard on excellence on the Science 30 diploma was 25.7 per cent, an increase of almost 4 percentage points from 2021-22, whereas 31.0 per cent of students achieved a mark in the 80-100% range on their report card. The percentage of students that achieved the standard of excellence in Biology, Chemistry and Physics 30 diploma examinations was 44.1, 48.2 and 54.2 respectively, while the percentage of students who received a report card mark in the 80-100% range in Biology, Chemistry and Physics 30 courses in 2022-23 was 52.0, 56.4 and 62.5 respectively. These data are aligned in that they trend in the same direction and generally have a consistent difference between diploma and report card results of approximately 8 percentage points with the gap between Science 30 report card grades and diploma results being somewhat smaller.

Discrepancies between these report card and diploma exam results may exist in part due to the challenge in assessing science programs of study outcomes using multiple choice and numerical response questions (the PAT and diploma examination structure). Some examples of outcomes not addressed in provincial assessments include the ability to create and test a hypothesis through a scientific experiment and the development of attitudes that “support acquisition and application of scientific and technological knowledge to the mutual benefit of self, society and the environment” (Alberta Education, 2014).

When Social Studies 6 and 9 PAT results were considered together with report card data, overall alignment for students achieving excellence in Social Studies learning was evident. The percentage of grade 6 students that achieved the standard of excellence on the Social Studies PAT was 19.3 per cent and the percentage of grade 6 students that achieved an indicator of 4 on their report card was 21.6 per cent. These data suggest that approximately 20 per cent of grade 6 students demonstrated excellent understanding of Social Studies concepts in 2022-23. The percentage of grade 9 students that achieved the standard of excellence on the Social Studies 9 PAT was 17 per cent while the number of students who achieved an indicator of 4 on their report was 22.0 per cent in 2022-23. Generally, more than 17 per cent of grade 9 students showed excellent understanding of Social Studies concepts.

Diploma examination results for Social Studies 30-1 and 30-2 showed that 22.8 per cent of students achieved the standard of excellence in Social Studies 30-1 and 19.8 per cent achieved this same standard in Social Studies 30-2. High school report card data had 49.4 per cent of Social Studies 30-1 students and 24.3 per cent of Social Studies 30-2 students achieving a final mark in the 80-100% range.

To provide a more comprehensive interpretation of data in support of next steps, Appendix III results were examined. The percentage of the All Students cohort receiving an indicator of 1 or achieving a mark that was below 50% was used for analysis purposes.

- **Celebrate | CTF/CTS and FLA**

  - **French Language Arts**
    - FLA 6 and 9 PAT results for All Students cohort were maintained or improved from 2021-22 across both standards and were above provincial results.
    - FLA 6 PAT results improved in both acceptable and excellence standards from last year for English Language Learners and were above provincial results in both standard categories
    - Students who Self-Identify as Indigenous cohort significantly improved FLA 9 PAT results and outperformed the provincial results in both acceptable and excellence standards.
    - FLA 6 and 9 PAT results improved in both acceptable and excellence standards for Students with Identified Special Education Needs cohort .
    - Standard of excellence in FLA 30-1 diploma result was more aligned with provincial results than in 2021-22 for Students with Identified Special Education Needs cohort.
    - The percentage of Students with Identified Special Education Needs cohort that met the acceptable standard in FLA 30-1 diploma examination was highest of all the CBE cohorts.
  - **Students who Self-Identify as Indigenous**

- Increased percentage of students achieving the standard of excellence across all diploma examinations with the exception of Biology 30.
- Achievement on the Science 30 diploma exam was matched for All Students and Self-Identify as Indigenous cohorts with 25.7 per cent of students in both cohorts achieving the standard of excellence on this diploma examination.
- More than fifty per cent of students in the All Students and Self-Identify as Indigenous cohorts achieved the standard of excellence on the Physics 30 diploma.

- **CTF/CTS**
  - Overall achievement on report cards in CTF/CTS was generally maintained or improved. Increases in report card means for Students who Self-Identify as Indigenous were most noteworthy in Division 2 and 4 for CTF/CTS courses. Additionally, students in grade five achieved the most 3s and 4s on CTF report cards in 2022-23. The high school CTS course cluster with the highest percentage of achievement in the 80-100% range was BIT – Business, Administration, Finance & Information Technology.
- **Students with Identified Special Education Needs**
  - The percentage of students in this cohort that met the acceptable standard in the Science 30 diploma examination was highest of all the CBE cohorts.
  - The number of students achieving the acceptable standard on diploma examinations increased across all diploma examinations with the exception of Chemistry 30.
- **Science, Biology, Chemistry and Physics 30**
  - Increased percentage of All Students cohort achieved the standard of excellence compared to 2021-22.
  - Improvement in acceptable and excellence standards compared to 2021-22 for the English Language Learners cohort.
- **All Students**
  - Increased percentage of students achieving acceptable standard for all diploma examinations with the exception of Chemistry 30.
- **English Language Learners**
  - Outperformed the provincial achievement at the acceptable standard for Social Studies 9 K&E, Science 9 K&E, Science 6 and Social Studies 6 PAT.

- **Areas for Growth | Science, Social Studies, Physical Education**

  - **Science and Social Studies Division 3**
    - For the All Students cohort, Grade 9 students had the greatest percentage of students not meeting grade level in Science and Grade 7 students had the greatest percentage of students not meeting grade level in Social Studies of all grades 1 through 9 on report cards.

- Approximately 40% of Social Studies 9 PAT writers and 34% of Science 9 PAT writers did not meet the acceptable standard for All Students cohort.
- Science and Social Studies 6 and 9 PAT results continued to drop in 2022-23 for All Students, English Language Learners, and Students who Self-Identify as Indigenous cohorts.
- CBE students achieved below the provincial results in 2022-23 on Science and Social Studies 9 K&E PATs and significantly lower than 2021-22 All Student cohort results. The majority of CBE students writing these PATs did not meet the acceptable standard and fewer achieved the standard of excellence.

- **Social Studies Division 4**
  - High school report card grades in Social Studies had the greatest percentage of students not achieving 50% or higher in dash 4 courses.
  - English Language Learners' achievement on Social Studies 30-1 and 30-2 diploma examinations are lowest of all cohorts.
- **Physical Education**
  - Declines in report card means surfaced for All Students and English Language Learners cohorts across all four Divisions, Students with Special Education Needs in Divisions 1, 2, and 3, Students who Self-Identify as Indigenous in Divisions 2, 3, and 4.
  - When All Students cohort data disaggregated by grade are considered, more students struggled to achieve grade level (achieved an indicator of 1) in PE in Division 3 compared to Divisions 1 or 2. High school students had the greatest percentage of students not achieving grade level in Physical Education; most evident in 20 level PE courses.

Building Capacity

The following is the list of next steps based on the analysis.

Professional Learning

- Improving teacher understanding of Middle Years learner identity through the lens of assessment as it relates to:
  - Literacy
  - Mathematics
  - Social Studies
  - Science
  - Student Well-Being
  - Indigenous Education Holistic Lifelong Learning
- Physical Education, Health, and Well-Being Professional Learning Forum.
- Physical Education Drive-Ins focusing on Adaptive Physical Education and Culturally Responsive Teaching in Physical Education (K-12).
- Improving teacher understanding of K-9 Science and Social Studies curriculum / program of studies

- High school Outcomes Based Assessment for Learning Leader and Implementers has specific Social Studies 10-4 (K&E) teacher groupings to provide opportunities for collaboration and capacity building.

Structures & Processes

- Development and implementation of a sustainable, engaging model for the Minecraft design challenge in collaboration with Microsoft, The City of Calgary, and the Calgary Public Library (CPL).
- Collaborative Response to leverage common structures and processes across all settings in support of student learning and those needing higher tiered support.
- Working groups for high school teachers to develop high-quality summative assessment exemplars using outcomes-based assessment.
- Dash 4 (K&E) Social Studies and Science teachers brought together for two half-days to determine outcome weightings, best assessment practices, and task design.

Resources

- K-6 Physical Education and Wellness curriculum implementation support documents.
- Oral communication evaluation tools provided to support teacher teams in assessing in the new FILAL curriculum.
- Resources in key languages will be created that align with the new Science curriculum.
- K-12 Science Companion Guide to support teachers in the development of science learner identity through curriculum / Program of Studies.
- Outcome Based Assessment D2L resources to support student learning in High School Physical Education
- Middle Years Leadership packages to support best practices for assessment in Physical Education outcomes and whole-school Well-Being.
- High-quality task and summative assessment exemplars to support high school teachers implementing outcomes-based assessment.
- High School Assessment and Reporting Guides for Science 10 and Social Studies 10 to support outcomes-based assessment and reporting.
- Additional Science Specialist hired.

Targets |

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.

Given the impact that unprecedented enrolment growth, increased classroom complexity, and high levels of staff and student absenteeism had on the ability of

teachers to collect a robust body of evidence and the impact of the introduction of both new curriculum and new reporting stems and processes at the Division 1 levels and new outcomes-based assessment practices for Division 4 students may have on report card data, consideration should be given to understanding these implications in the development of new baselines from which to measure improvement.

This means that the work to improve student learning will likely not be significantly reflected in the particular Results 2 indicators for the 2023-24 school year. We do expect to see incremental growth with respect to many of the measures on School Development Plans and are closely monitoring these measures at each school.

It is for these reasons no targets have been set for 2023-24 in this report.

APPENDIX

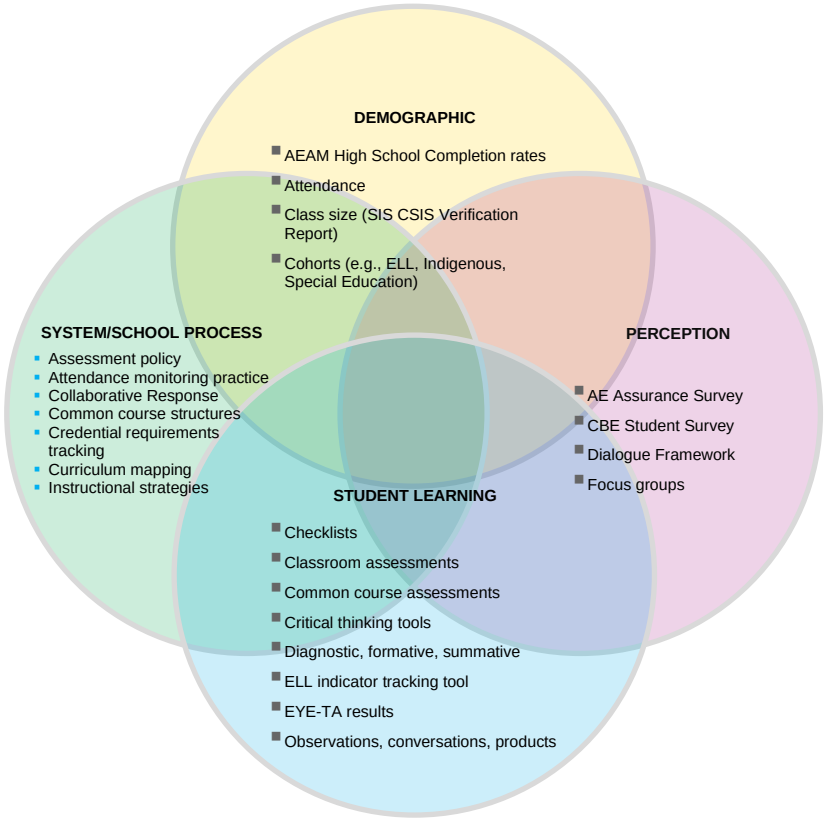
Appendix I: School Data Sources
Appendix II: Summary Tables Indicators 1 to 5
Appendix III: Additional Data Sets by Indicator
Appendix IV: Distribution of Codes

ATTACHMENT

Attachment I: Criteria for High School Completion Categories

appendix

I. School Data Sources



School data fall into four categories.

- Demographic Data: establish the characteristics of the school population.
- Perception Data: tell us what students, staff, parents are thinking about the learning organization.
- Student Learning Data: provide evidence of student achievement against learning outcomes.
- School Process Data: are the actions taken to achieve the purpose of the school.

As illustrated in the figure above, the four types of data overlap and by examining results across multiple types of data allows schools to identify “what they are doing to get the results they are getting now, what is working, what is not working and how data elements relate to each other to impact results” Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.

School Development Planning

Each year, with input from internal and external stakeholders, the schools prepare development plans. 2021-22 was the second year of a three-year school development plan (SDP) that included a literacy, Mathematics and well-being goal. SDPs include data-informed student goals, instructional actions, resources, key outcomes, and measures (including baseline data for each measure).

School improvement is about looking at last year's data through the lens of the work done by the school, in order to determine the impact on student learning. It is also about considering the students' learning needs in the context of the teachers' capacity to address these needs. School improvement goals are set based on these gaps.

Multiple measures of student achievement, including actions and processes, provided schools with information needed to improve teaching and learning for all students. Processes implemented across our system ensured the actions administrators and teachers took identified gaps and improved student learning and achievement.

System Guiding Documents

CBE developed and updated *Literacy Framework*, *Mathematics Framework*, *Indigenous Education Holistic Lifelong Learning Framework*, *Well-Being Framework,* Assessment and Reporting in CBE, and CBE Understanding Grade Level Reading and Writing documents and accompanying checklists, were used by teachers to assess student understanding based on high impact teaching strategies. These measures supported teachers in identifying gaps and deciding what targeted, intentional teaching strategies to implement next as they reviewed student work and set new targets.

Professional Learning Communities

At a school level, the professional learning community (PLC) meetings occurred regularly and was the context in which teachers identified learning gaps and planned instruction in learning cycles (sprints) to address the identified gaps. This was a common school process outlined in the SDP. Notes from these PLC meetings become evidence used to track each team's progress towards results. In these meetings, teachers analysed student work based on the programs of study in order to determine student results. Teachers brought student work samples and assessment tools (e.g., pre- and post-assessments, screening tools such as Mathematics Intervention/Programming Instrument, Mathematics and reading running records, teacher created quizzes and tests, common writing tasks and other performance tasks that include success criteria).

Team Meetings

Team meetings are a school process where teachers plan tasks collaboratively, with a focus on content that may or may not be included in the SDP. Teachers met to review learning outcomes, teaching strategies and assessment tools that would

identify the extent to which students were learning the outcomes in the programs of study.

School-Based Professional Learning

Schools also engaged in professional learning to build teacher capacity in implementing high impact strategies and assessment practices that will close gaps and result in continuous improvement. Opportunities such as learning from colleagues to improve the collective wisdom of the teams, teacher mentoring, reading articles, exploring webinars and text resources, working with the system specialists, and learning from the Assessment and Reporting Champion at each school all contributed to continuous improvement.

Early Years Evaluation - Teacher Assessment (EYE-TA)

The EYE assessment is a system process based on a local measure used to assess all kindergarten students across the system. Each kindergarten teacher completed an early year's evaluation (EYE) assessment in October. Following the assessment, schools met with the area strategist to review each student's results in order to identify gaps and plan strategies to address these gaps. This may have included providing additional support from speech and language, occupational and physical therapists, and psychologists.

English Language Learning (ELL) Proficiency Benchmarks

Multiple times a year, teachers use Alberta Education's K-12 ESL Proficiency Benchmarks to determine language proficiency levels for our ELL learners. These data, which included indicators in reading, writing, speaking and listening, informed the school, area and system on the need for intentional supports and effective instruction for language acquisition.

Attendance Tracking

Tracking attendance is another important school process that ensures the gap in student achievement does not widen. When schools identified concerns with attendance, they contacted CBE's Attendance team, who worked collaboratively with schools and families to positively influence student's attendance.

School Learning Team (SLT)

When students are not demonstrating success, the next step is for teachers to bring the students forward to the school learning team. Schools may assign members of the school learning team such as the principal, assistant principal, resource teacher, team teachers and learning leaders. The school learning team met to review student strengths and areas for growth, the effectiveness of strategies implemented and then plan actions that will support students. After a period of implementation, the school learning team reviewed the actions to determine next steps in addressing gaps.

Area Learning Team (ALT)

Students who, after intentional support and intervention, were still struggling were brought forward to their area learning team where strategists, specialists, psychologists, under the direction of the system principal and education directors, met to plan interventions and action plans.

Each area had a team that supports schools. Access to the area learning team required schools to share their school learning team process and included a continuum of supports, starting at what we would see as support in every classroom for every child (tier 1) to targeted supports for some of the students some of the time (tier 2) and individualized school supports (tier 3).

Examples of supports that could be accessed by a referral to the area learning team included: school based mental health counsellor; psychological assessment; vision; audiology; ELL strategists; diversity & learning support advisor; Community Outreach of Pediatrics and Psychiatry in Education; inclusive education strategists; area behaviour support worker; speech language pathologist; occupational therapy; physiotherapy; Multi Agency School Support Team; Youth at Risk Development Program; John Howard Society; YMCA alternative to suspension; and Children's' Services.

II. Summary Tables Indicators 1 to 5

Indicator 1

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	81.1	80.7	65.2	72.8	49.6	57.0	66.2	66.2
4-Year	87.1	86.5	78.8	85.0	53.5	65.8	76.1	75.0
5-Year	88.6	88.6	84.4	88.7	60.2	71.3	77.7	78.2

3-Year	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
	Achievement	Intermediate	Intermediate	Very Low	Low	Very Low	Very Low	Low	Low
	Improvement	Maintained	Declined Significantly	Maintained	Declined Significantly	Improved	Declined	Maintained	Maintained
	Overall	Acceptable	Issue	Concern	Concern	Issue	Concern	Issue	Issue

Indicator 2

A. Student report card results as a mean within English Language Arts

Division	All Students	ELL	Indigenous	Special Ed
Division 1	2.90	2.79	2.42	2.39
Division 2	2.91	2.77	2.43	2.58
Division 3	2.89	2.73	2.40	2.55
Division 4	70.0	65.0	59.6	64.6

Division 2 results separated by curriculum in English Language Arts

Curriculum	All Students	ELL	Indigenous	Special Ed
new curriculum	2.86 (25812)	2.71 (9603)	2.42 (1074)	2.56 (3953)
old curriculum	2.93 (81902)	2.79 (27442)	2.43 (3074)	2.58 (11918)

B. Student report card results as a mean within Mathematics

Division	All Students	ELL	Indigenous	Special Ed
Division 1	3.04	2.89	2.56	2.51
Division 2	2.95	2.88	2.29	2.59
Division 3	2.84	2.75	2.25	2.45
Division 4	70.9	66.2	59.5	64.1

Division 2 results separated by curriculum in Mathematics

Curriculum	All Students	ELL	Indigenous	Special Ed
new curriculum	2.88 (12670)	2.79 (4973)	2.29 (495)	2.55 (1925)
old curriculum	2.97 (43227)	2.91 (15187)	2.28 (1611)	2.60 (6360)

Indicator 3

A. Percentage of students who achieved the standards on Provincial Achievement Tests

ELA 6	All Students	ELL	Indigenous	Special Ed
Acc	81.0	77.0	56.3	62.7
Ex	20.0	13.9	7.8	7.6
Math 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	70.6	68.1	33.9	47.5
Ex	20.0	18.7	4.3	8.9
ELA 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	73.6	63.0	37.8	51.9
Ex	14.6	5.8	5.1	5.4
ELA 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	54.4	37.5	*	55.4
Ex	8.9	0.0	*	3.6
Math 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	57.2	49.4	24.3	33.1
Ex	15.9	12.6	4.7	5.4
Math 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	39.1	24.0	45.5	38.4
Ex	9.1	0.0	18.2	5.5

Division 2 results separated by curriculum in Science 6

Curriculum	All Students	ELL	Indigenous	Special Ed
new curriculum	2.98 (739)	2.98 (162)	2.63 (38)	2.48 (132)
old curriculum	2.93 (55259)	2.81 (19250)	2.37 (2197)	2.56 (9253)

B. Percentage of students who achieved the standards on Diploma Examinations

ELA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	86.3	64.5	86.3	84.4
Ex	14.4	3.0	12.1	9.3
ELA 30-2	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	86.9	73.2	91.5	87.1
Ex	15.6	6.9	15.5	17.9
Math 30-1	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	78.4	65.0	75.0	71.3
Ex	40.1	31.8	21.2	26.9
Math 30-2	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	77.4	64.7	82.5	77.7
Ex	19.8	12.2	17.5	20.7

Indicator 4

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.24	3.07	3.21	2.97
Division 3	3.12	2.95	2.74	2.90
Division 4	81.5	76.5	75.1	77.8
FPA	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.06	2.94	2.82	2.70
Division 2	3.11	2.99	2.79	2.84
Division 3	3.14	2.93	3.02	2.90
Division 4	82.1	75.9	72.0	78.4
French	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.11	3.08	2.83	2.63
Division 2	3.07	3.06	3.02	2.76
Division 3	3.01	2.93	2.79	2.69
Division 4	78.7	79.5	76.1	74.4
Languages	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.00	3.07	2.63	2.44
Division 2	3.01	2.99	2.62	2.63

Division 3	3.07	2.95	2.74	2.75
Division 4	83.4	80.0	68.0	75.9
Physical Education	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.10	2.98	2.87	2.70
Division 2	3.16	3.07	2.80	2.91
Division 3	3.07	2.94	2.75	2.88
Division 4	80.4	75.5	66.4	75.8
Science	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	3.02	2.84	2.66	2.55
Division 2	2.93	2.81	2.38	2.56
Division 3	2.82	2.70	2.30	2.45
Division 4	73.3	67.1	61.1	66.9
Social Studies	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Division 1	2.96	2.80	2.62	2.46
Division 2	2.90	2.78	2.36	2.49
Division 3	2.82	2.69	2.30	2.46
Division 4	71.6	66.3	60.7	65.6

Indicator 5

A. Percentage of students who achieved the standards on Provincial Achievement Tests

FLA 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	85.2	81.0	62.5	73.7
Ex	12.1	14.3	6.3	6.3
Science 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	71.4	66.2	40.1	50.6
Ex	25.4	19.2	8.4	15.9
Social Studies 6	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	71.4	67.4	37.1	50.1
Ex	19.3	15.7	5.9	9.2
FLA 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	77.3	66.3	68.8	60.6
Ex	11.8	4.2	12.5	3.1

Science 9	All Students	ELL	Indigenous	Special Ed
Acc	66.4	56.7	31.3	45.4
Ex	20.4	12.6	5.6	9.4
Science 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	38.2	41.2	*	40.0
Ex	8.8	0.0	*	8.9
Social Studies 9	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	60.1	48.8	27.8	39.5
Ex	17.0	8.9	4.9	7.4
Social Studies 9 K&E	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	36.4	50.0	*	34.2
Ex	7.3	0.0	*	2.6

B. Percentage of students who achieved the standards on Diploma Examinations

FLA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	96.9	*	*	98.0
Ex	8.8	*	*	3.9
Social Studies 30-1	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	88.9	76.3	78.6	85.6
Ex	22.8	10.5	13.1	15.0
Social Studies 30-2	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	82.3	67.6	74.2	78.9
Ex	19.8	11.6	12.3	14.6
Biology 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	88.2	79.4	76.3	83.5
Ex	44.1	32.4	15.8	28.1
Chemistry 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	85.6	76.8	82.0	79.7
Ex	48.2	36.2	38.0	35.8

Physics 30	All Students	ELL	Indigenous	Special Ed
Acc	89.9	86.2	82.4	86.4
Ex	54.2	42.5	52.9	33.1
Science 30	**All Students**	**ELL**	**Indigenous**	**Special Ed**
Acc	81.2	63.4	71.4	82.0
Ex	25.7	13.0	25.7	20.1

III. Additional Data Sets by Indicator

Indicator 1: Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.

	Measure Evaluation	CBE All	CBE ELL	CBE Indigenous	CBE Special Ed
3-Year	Achievement	Intermediate	Very Low	Very Low	Low
	Improvement	Maintained	Maintained	Improved	Maintained
	Overall	Acceptable	Concern	Issue	Issue

	Measure Evaluation	CBE All	CBE ELL	CBE Indigenous	CBE Special Ed
4-Year	Achievement	Intermediate	Intermediate	Very Low	Low
	Improvement	Improved Significantly	Maintained	Maintained	Improved Significantly
	Overall	Good	Acceptable	Concern	Good

	Measure Evaluation	CBE All	CBE ELL	CBE Indigenous	CBE Special Ed
5-Year	Achievement	Intermediate	Intermediate	Very Low	Low
	Improvement	Improved Significantly	Improved	Improved Significantly	Improved Significantly
	Overall	Good	Good	Acceptable	Good

Number of students within each completion category

Note | see Attachment I for the criteria for each completion category.

Rate	Compare	2018-19	2019-20	2020-21	2021-22	2022-23
3-year	High School Diploma	6251	6240	6888	7180	7120
	High School Equivalency Diploma	0	0	0	1	1
	Certificate of High School Achievement	76	83	99	90	97
	Post-Secondary Attendance	21	21	23	22	22
	Apprenticeship	1	2	1	2	1
	Academic Standing	128	137	60	41	65
4-year	High School Diploma	6374	6681	6673	7212	7498
	High School Equivalency Diploma	2	2	1	2	4
	Certificate of High School Achievement	94	89	101	100	105
	Post-Secondary Attendance	66	79	66	46	48
	Apprenticeship	9	12	7	6	11
	Academic Standing	48	51	30	20	15
5-year	High School Diploma	6779	6569	6903	6852	7358
	High School Equivalency Diploma	9	12	6	1	9
	Certificate of High School Achievement	100	101	99	119	106
	Post-Secondary Attendance	106	97	102	94	59
	Apprenticeship	23	14	13	13	16
	Academic Standing	26	22	29	12	16

High School Completion Rates | All Students

Rate	All Students Group	2018-19	2019-20	2020-21	2021-22	2022-23
3-year	CBE	78.0	78.9	82.4	83.0	81.1
	Prov	79.7	80.3	83.4	83.2	80.7
4-year	CBE	81.6	83.3	84.0	86.5	87.1
	Prov	83.3	84.0	85.0	87.1	86.5
5-year	CBE	84.8	84.3	86.0	86.6	88.6
	Prov	85.2	85.3	86.2	87.1	88.6

High School Completion Rates | English Language Learners

Rate	ELL Group	2018-19	2019-20	2020-21	2021-22	2022-23
3-year	CBE	66.5	66.3	68.6	67.3	65.2
	Prov	75.1	74.1	78.7	78.5	72.8
4-year	CBE	72.0	79.4	75.5	80.4	78.8
	Prov	82.8	83.0	83.0	86.4	85.0
5-year	CBE	79.7	75.3	85.0	79.9	84.4
	Prov	86.0	85.0	86.9	86.1	88.7

High School Completion Rates | Students who Self-Identify as Indigenous

Rate	Indigenous Group	2018-19	2019-20	2020-21	2021-22	2022-23
3-year	CBE	40.4	38.9	48.0	48.8	49.6
	Prov	57.1	55.9	62.0	59.5	57.0
4-year	CBE	45.6	46.9	45.4	56.8	53.5
	Prov	60.8	64.2	63.6	68.6	65.8
5-year	CBE	51.6	50.5	53.1	50.7	60.2
	Prov	64.5	65.0	68.1	68.0	71.3

High School Completion Rates | Students with Identified Special Education Needs

Rate	SrEd Group	2018-19	2019-20	2020-21	2021-22	2022-23
3-year	CBE	60.1	61.0	66.9	69.4	66.2
	Prov	62.1	61.9	69.1	68.9	66.2
4-year	CBE	65.8	69.9	71.0	74.1	76.1
	Prov	68.1	69.9	70.7	76.3	75.0
5-year	CBE	67.9	70.3	74.3	75.5	77.7
	Prov	70.6	71.5	73.5	75.1	78.2

Summary High School Completion Rates	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	81.1	80.7	65.2	72.8	49.6	57.0	66.2	66.2
4-Year	87.1	86.5	78.8	85.0	53.5	65.8	76.1	75.0
5-Year	88.6	88.6	84.4	88.7	60.2	71.3	77.7	78.2

Indicator 2: Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

A. Student results by level of achievement within English Language Arts as measured by student report card stems 2022-23: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.
3 – The student has demonstrated good achievement of grade level expectations.
2 – The student has demonstrated basic achievement of grade level expectations.
1 – The student is not meeting grade level expectations.
ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.
IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Reading*							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	26.7	28.3	21.4	9.8	11.9	2.0
2	2022-23	30.4	29.7	18.7	9.3	9.0	2.9
3	2022-23	30.3	33.6	18.4	6.5	6.7	4.5
4	2022-23	27.8	37.8	18.7	4.8	5.8	5.1
5	2022-23	25.8	39.5	20.9	3.7	5.0	5.1
6	2022-23	23.4	39.6	24.3	3.6	3.9	5.3
7	2022-23	22.8	39.9	27.9	3.1	2.9	3.3
8	2022-23	23.3	42.1	26.0	3.3	2.8	2.5
9	2022-23	22.9	39.4	28.1	4.3	3.0	2.3

*Includes stems: Reads to explore, construct and extend understanding (grades 7-9) and Reads to explore and understand (grades 1-6).

Stem 2: Writing*							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	16.5	32.6	27.1	9.4	11.9	2.5
2	2022-23	15.4	34.0	28.5	9.6	8.9	3.6
3	2022-23	15.5	36.3	28.2	7.9	6.8	5.3
4	2022-23	15.9	39.3	26.2	5.9	6.0	6.7
5	2022-23	16.5	39.8	27.5	4.3	5.0	6.9
6	2022-23	17.4	38.6	29.2	4.0	4.0	6.9
7	2022-23	18.7	39.8	30.7	3.6	2.9	4.4
8	2022-23	18.9	41.0	29.9	4.2	2.7	3.3
9	2022-23	19.4	40.5	29.4	4.6	3.1	3.0

*Includes stems: Writes to develop, organize and express information and ideas (grades 7-9) and Writes to express information and ideas (grades 1-6).

Stem 3: Manages and evaluates information and ideas							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	22.0	41.7	29.2	3.4	2.0	1.5
8	2022-23	22.4	40.7	29.4	4.0	2.0	1.5
9	2022-23	22.1	41.5	27.7	5.0	2.3	1.4

Stem 4: Constructs meaning and makes connections through speaking							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	21.5	46.7	26.5	2.3	2.5	0.6
8	2022-23	22.8	45.7	26.3	2.4	2.1	0.6
9	2022-23	23.8	45.5	24.4	3.2	2.5	0.7

Stem 5: Constructs meaning and makes connections through listening							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	24.5	44.4	25.7	2.7	2.3	0.5
8	2022-23	27.2	43.3	24.9	2.2	2.0	0.4
9	2022-23	28.1	41.5	24.4	3.1	2.4	0.6

Stem 6: Represents ideas and creates understanding through a variety of media							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	19.9	44.6	27.7	2.3	4.6	0.9
2	2022-23	20.3	46.2	26.3	2.4	3.9	0.9
3	2022-23	21.7	46.8	24.6	2.1	3.7	1.1
4	2022-23	23.5	46.3	24.4	1.9	2.9	1.0
5	2022-23	22.8	46.6	25.4	1.6	2.4	1.1
6	2022-23	23.3	44.7	26.4	2.3	2.2	1.1
7	2022-23	24.9	42.5	27.5	3.1	1.6	0.4
8	2022-23	25.7	43.0	25.7	3.3	1.6	0.7
9	2022-23	25.4	42.7	24.3	5.0	1.8	0.8

Stem 7: Makes meaning and connections through oral language							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	22.2	42.7	22.4	1.4	7.8	3.5
2	2022-23	24.4	43.1	22.8	1.4	6.2	2.1
3	2022-23	25.2	44.8	21.9	1.4	4.7	2.1
4	2022-23	25.8	45.4	21.5	1.4	4.0	1.9
5	2022-23	24.3	46.0	23.7	1.1	3.3	1.5
6	2022-23	22.9	45.6	25.4	1.8	3.0	1.3
7	2022-23	*	*	*	*	*	*
8	2022-23	*	*	*	*	*	*
9	2022-23	*	*	*	*	*	*

B. Student results by level of achievement within Mathematics as measured by student report card stems 2022-23: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.
3 – The student has demonstrated good achievement of grade level expectations.
2 – The student has demonstrated basic achievement of grade level expectations.
1 – The student is not meeting grade level expectations.
ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.
IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Develops number sense and applies strategies for computation and estimation							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	25.5	39.2	27.0	5.4	0.4	2.5
8	2022-23	27.1	37.2	27.7	6.0	0.4	1.6
9	2022-23	25.2	34.0	29.9	7.8	0.9	2.2

Stem 2: Uses algebraic reasoning to represent patterns and relationships							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	28.0	36.4	26.5	6.8	0.4	1.8
8	2022-23	28.3	34.8	26.4	8.3	0.6	1.5
9	2022-23	25.1	32.7	29.2	10.0	1.0	2.0

Stem 3: Applies spatial reasoning and measurement to make sense of the natural world							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	26.0	38.8	27.0	6.2	0.5	1.5
8	2022-23	27.4	37.1	26.7	7.1	0.5	1.2
9	2022-23	24.4	34.8	29.4	8.7	1.0	1.8

Stem 4: Uses probability and data to make predictions and answer questions							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	*	*	*	*	*	*
2	2022-23	*	*	*	*	*	*
3	2022-23	*	*	*	*	*	*
4	2022-23	*	*	*	*	*	*
5	2022-23	*	*	*	*	*	*
6	2022-23	*	*	*	*	*	*
7	2022-23	24.7	38.7	27.9	6.5	0.6	1.6
8	2022-23	27.1	36.5	28.4	6.0	0.8	1.2
9	2022-23	26.0	37.2	28.3	5.9	1.3	1.3

Stem 5: Understands and applies concepts related to number, patterns (and algebra)							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	30.4	39.3	21.8	5.9	2.0	0.7
2	2022-23	31.1	37.7	21.9	6.4	1.9	1.0
3	2022-23	29.4	39.3	22.1	5.7	1.4	2.1
4	2022-23	29.2	38.5	22.7	5.5	0.9	3.0
5	2022-23	29.8	38.0	22.0	5.3	1.0	3.9
6	2022-23	29.5	35.1	24.1	6.4	0.9	4.0
7	2022-23	*	*	*	*	*	*
8	2022-23	*	*	*	*	*	*
9	2022-23	*	*	*	*	*	*

Stem 6: Understands and applies concepts related to measurement, geometry (and statistics)							
Grade	**Year**	Level of Achievement Percentages by Grade					
		4	**3**	**2**	**1**	**ELL**	**IPP**
1	2022-23	30.7	43.8	19.6	2.9	2.4	0.5
2	2022-23	30.3	43.8	20.2	3.1	2.1	0.6
3	2022-23	28.6	42.7	21.7	3.9	1.7	1.3
4	2022-23	28.1	42.4	22.9	3.6	1.1	1.9
5	2022-23	27.6	41.2	23.7	3.7	1.2	2.6

6	2022-23	27.2	37.0	26.7	5.1	1.1	3.0
7	2022-23	*	*	*	*	*	*
8	2022-23	*	*	*	*	*	*
9	2022-23	*	*	*	*	*	*

C. Student results by level of achievement within English Language Arts as measured by student report cards 2022-23: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2022-23	38.1	40.7	19.0	2.2
10-2	2022-23	11.8	30.2	43.9	14.1
10-4	2022-23	11.2	26.1	43.6	19.2
20-1	2022-23	39.9	40.3	17.5	2.3
20-2	2022-23	12.5	33.0	43.6	10.9
20-4	2022-23	14.4	30.1	42.8	12.7
30-1	2022-23	38.0	40.7	16.8	4.5
30-2	2022-23	14.8	41.7	34.1	9.4
30-4	2022-23	20.7	35.0	36.0	8.4

D. Student results by level of achievement within Mathematics as measured by student report cards 2022-23: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10C	2022-23	46.3	22.2	21.9	9.6
10-3	2022-23	24.6	25.2	35.8	14.3
10-4	2022-23	21.2	23.4	33.9	21.5
20-1	2022-23	50.0	23.8	19.4	6.8
20-2	2022-23	15.0	30.0	39.6	15.4
20-3	2022-23	19.6	27.8	41.6	11.0
20-4	2022-23	26.3	27.3	33.8	12.6
30-1	2022-23	49.6	24.9	16.6	8.9
30-2	2022-23	24.6	33.4	29.5	12.6
30-3	2022-23	21.1	27.6	38.9	12.4
31	2022-23	74.2	15.2	7.6	3.0

Indicator 3: The Measure Evaluations of and the percentage of students who achieved the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

A. All Students Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	87.8	19.7	n/a	n/a	n/a	n/a	80.7	21.1	81.0	20.0
	Prov	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4
Math 6	CBE	78.8	18.6	n/a	n/a	n/a	n/a	67.4	14.3	70.6	20.0
	Prov	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9
ELA 9	CBE	76.7	15.6	n/a	n/a	n/a	n/a	72.5	15.7	73.6	14.6
	Prov	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4
ELA 9 K&E	CBE	53.4	6.8	n/a	n/a	n/a	n/a	57.3	4.3	54.4	8.9
	Prov	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7
Math 9	CBE	64.0	23.6	n/a	n/a	n/a	n/a	59.0	21.4	57.2	15.9
	Prov	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5
Math 9 K&E	CBE	54.7	12.0	n/a	n/a	n/a	n/a	55.1	13.8	39.1	9.1
	Prov	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3

B. All Students Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	86.9	15.4	n/a	n/a	n/a	n/a	81.6	13.9	86.3	14.4
	Prov	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5
ELA 30-2	CBE	86.9	14.7	n/a	n/a	n/a	n/a	81.9	15.8	86.9	15.6
	Prov	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7
Math 30-1	CBE	83.4	45.5	n/a	n/a	n/a	n/a	66.5	24.4	78.4	40.1
	Prov	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0
Math 30-2	CBE	77.7	19.6	n/a	n/a	n/a	n/a	68.1	15.1	77.4	19.8
	Prov	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2

C. English Language Learners Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	84.2	14.9	n/a	n/a	n/a	n/a	78.1	16.8	77.0	13.9
	Prov	81.3	13.8	n/a	n/a	n/a	n/a	76.8	16.0	73.9	13.9
Math 6	CBE	76.5	18.9	n/a	n/a	n/a	n/a	66.1	14.4	68.1	18.7
	Prov	72.7	14.5	n/a	n/a	n/a	n/a	65.3	13.1	64.9	15.2
ELA 9	CBE	63.9	6.7	n/a	n/a	n/a	n/a	62.0	8.3	63.0	5.8
	Prov	63.4	6.8	n/a	n/a	n/a	n/a	61.9	7.0	62.2	6.6
ELA 9 K&E	CBE	44.4	0.0	n/a	n/a	n/a	n/a	74.1	0.0	37.5	0.0
	Prov	49.7	2.1	n/a	n/a	n/a	n/a	45.7	2.4	34.9	1.3
Math 9	CBE	56.3	21.2	n/a	n/a	n/a	n/a	50.6	15.8	49.4	12.6
	Prov	53.3	16.3	n/a	n/a	n/a	n/a	47.0	12.9	50.1	12.0
Math 9 K&E	CBE	40.0	8.0	n/a	n/a	n/a	n/a	60.0	8.6	24.0	0.0
	Prov	54.0	15.0	n/a	n/a	n/a	n/a	54.5	9.8	39.5	5.6

D. English Language Learners Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	67.9	3.4	n/a	n/a	n/a	n/a	60.5	2.0	64.5	3.0
	Prov	68.1	3.3	n/a	n/a	n/a	n/a	55.5	2.6	63.3	3.7
ELA 30-2	CBE	74.0	5.2	n/a	n/a	n/a	n/a	66.2	2.6	73.2	6.9
	Prov	73.1	4.8	n/a	n/a	n/a	n/a	63.9	3.7	71.5	5.5
Math 30-1	CBE	77.2	36.9	n/a	n/a	n/a	n/a	50.0	19.1	65.0	31.8
	Prov	71.7	27.6	n/a	n/a	n/a	n/a	52.2	19.2	61.1	23.1
Math 30-2	CBE	71.5	12.1	n/a	n/a	n/a	n/a	58.6	8.3	64.7	12.2
	Prov	68.8	11.6	n/a	n/a	n/a	n/a	46.9	6.3	58.5	9.7

E. Students who Self-Identify as Indigenous Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	69.7	6.6	n/a	n/a	n/a	n/a	57.9	8.3	56.3	7.8
	Prov	71.6	6.3	n/a	n/a	n/a	n/a	58.2	7.4	60.6	7.1
Math 6	CBE	49.7	3.3	n/a	n/a	n/a	n/a	35.4	2.9	33.9	4.3
	Prov	50.5	4.2	n/a	n/a	n/a	n/a	40.3	3.7	42.0	5.6
ELA 9	CBE	46.2	2.8	n/a	n/a	n/a	n/a	39.1	3.7	37.8	5.1
	Prov	55.0	4.2	n/a	n/a	n/a	n/a	49.4	3.6	49.2	4.4
ELA 9 K&E	CBE	41.7	8.3	n/a	n/a	n/a	n/a	39.1	0.0	*	*
	Prov	56.3	5.0	n/a	n/a	n/a	n/a	46.7	5.0	43.8	3.7
Math 9	CBE	23.3	3.4	n/a	n/a	n/a	n/a	21.0	2.2	24.3	4.7
	Prov	31.5	5.4	n/a	n/a	n/a	n/a	26.3	4.1	28.7	3.8
Math 9 K&E	CBE	42.9	6.1	n/a	n/a	n/a	n/a	30.0	3.3	45.5	18.2
	Prov	55.0	11.4	n/a	n/a	n/a	n/a	48.1	6.0	48.9	11.1

*Data values have been suppressed where the number of respondents/students is fewer than 6.

F. Students who Self-Identify as Indigenous Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	85.0	8.0	n/a	n/a	n/a	n/a	79.6	2.0	86.3	12.1
	Prov	84.4	5.4	n/a	n/a	n/a	n/a	73.5	4.4	78.3	6.1
ELA 30-2	CBE	89.4	18.3	n/a	n/a	n/a	n/a	85.7	9.5	91.5	15.5
	Prov	88.4	9.7	n/a	n/a	n/a	n/a	82.1	9.2	86.5	9.9
Math 30-1	CBE	68.1	19.1	n/a	n/a	n/a	n/a	41.2	5.9	75.0	21.2
	Prov	61.7	18.2	n/a	n/a	n/a	n/a	50.9	10.5	60.6	15.0
Math 30-2	CBE	92.5	17.5	n/a	n/a	n/a	n/a	75.9	6.9	82.5	17.5
	Prov	72.0	12.0	n/a	n/a	n/a	n/a	55.2	7.3	65.8	12.1

G. Students with Identified Special Education Needs Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	73.0	8.4	n/a	n/a	n/a	n/a	59.9	8.2	62.7	7.6
	Prov	60.7	5.1	n/a	n/a	n/a	n/a	51.7	5.6	51.8	5.5
Math 6	CBE	57.8	8.1	n/a	n/a	n/a	n/a	42.8	5.9	47.5	8.9
	Prov	44.7	5.0	n/a	n/a	n/a	n/a	36.6	4.4	38.2	5.8
ELA 9	CBE	57.6	7.7	n/a	n/a	n/a	n/a	49.8	5.4	51.9	5.4
	Prov	49.9	5.3	n/a	n/a	n/a	n/a	40.6	2.7	46.0	4.1
ELA 9 K&E	CBE	51.9	6.7	n/a	n/a	n/a	n/a	50.6	3.7	55.4	3.6
	Prov	55.5	5.0	n/a	n/a	n/a	n/a	46.5	3.5	50.2	5.2
Math 9	CBE	40.9	9.1	n/a	n/a	n/a	n/a	31.9	7.3	33.1	5.4
	Prov	32.8	6.2	n/a	n/a	n/a	n/a	28.3	5.4	28.0	4.1
Math 9 K&E	CBE	52.4	11.9	n/a	n/a	n/a	n/a	50.9	8.9	38.4	5.5
	Prov	53.6	9.7	n/a	n/a	n/a	n/a	49.0	8.3	47.5	9.9

H. Students with Identified Special Education Needs Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	84.9	10.3	n/a	n/a	n/a	n/a	76.1	11.2	84.4	9.3
	Prov	81.0	7.4	n/a	n/a	n/a	n/a	70.8	7.0	79.3	6.9
ELA 30-2	CBE	87.7	14.8	n/a	n/a	n/a	n/a	85.1	17.3	87.1	17.9
	Prov	83.1	9.3	n/a	n/a	n/a	n/a	75.1	8.9	82.4	10.1
Math 30-1	CBE	76.2	31.8	n/a	n/a	n/a	n/a	57.9	19.9	71.3	26.9
	Prov	72.8	27.2	n/a	n/a	n/a	n/a	53.6	14.7	65.4	20.7
Math 30-2	CBE	77.3	17.5	n/a	n/a	n/a	n/a	64.6	13.2	77.7	20.7
	Prov	71.2	12.9	n/a	n/a	n/a	n/a	56.6	9.5	67.4	12.9

Indicator 4: Student results in each of Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts (FLA), Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

A. Student results by level of achievement within Career & Technology Foundations as measured by student report cards 2022-23: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.
3 – The student has demonstrated good achievement of grade level expectations.
2 – The student has demonstrated basic achievement of grade level expectations.
1 – The student is not meeting grade level expectations.
ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.
IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
5	2022-23	36.6	49.5	12.9	0.1	0.9	0.1
6	2022-23	31.9	52.2	14.6	1.1	0.0	0.2
7	2022-23	33.3	47.5	17.4	1.6	0.1	0.1
8	2022-23	32.7	45.9	19.2	1.9	0.1	0.1
9	2022-23	32.0	38.2	27.2	2.3	0.1	0.1

B. Student results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2022-23: high school courses.

Legend |

The CTS Programs of Study are organized into five clusters:

- BIT – Business, Administration, Finance & Information Technology
- HRH – Health, Recreation & Human Services
- MDC – Media, Design & Communication Arts
- NAT – Natural Resources
- TMT – Trades, Manufacturing & Transportation

Cluster	Year	Level of Achievement Percentages by Cluster			
		80-100%	65-79%	50-64%	0-49%
BIT	2022-23	68.5	17.4	10.9	3.2
HRH	2022-23	68.2	17.5	10.0	4.3
MDC	2022-23	68.0	17.3	11.2	3.5
NAT	2022-23	64.0	20.9	11.2	3.9
TMT	2022-23	60.4	25.2	11.6	2.8

C. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2022-23: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2022-23	23.8	55.0	19.0	0.7	1.2	0.4
2	2022-23	26.4	54.9	16.8	0.6	1.1	0.3
3	2022-23	26.1	54.6	17.7	0.5	0.8	0.1
4	2022-23	29.4	52.6	16.5	0.5	0.7	0.2
5	2022-23	29.5	51.1	17.9	0.7	0.6	0.1
6	2022-23	29.8	49.8	18.8	0.9	0.6	0.2
7	2022-23	35.2	42.4	19.5	2.9	0.1	0.1
8	2022-23	37.6	40.6	19.4	2.3	0.1	0.0

9	2022-23	41.3	37.7	18.0	2.8	0.0	0.2

D. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2022-23: high school courses.

Level	Year	Level of Achievement Percentages by Level			
		80-100%	65-79%	50-64%	0-49%
10	2022-23	66.5	16.7	12.0	4.9
20	2022-23	74.3	14.6	8.7	2.4
30	2022-23	80.7	11.4	6.3	1.5

E. Student results by level of achievement within French Language Arts as measured by student report cards 2022-23: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.
3 – The student has demonstrated good achievement of grade level expectations.
2 – The student has demonstrated basic achievement of grade level expectations.
1 – The student is not meeting grade level expectations.
ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.
IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2022-23	40.0	37.7	19.0	2.9	*	0.4
2	2022-23	33.0	40.7	19.4	5.9	*	0.9
3	2022-23	33.3	42.4	19.7	3.0	*	1.6
4	2022-23	28.4	46.5	21.3	1.2	*	2.6
5	2022-23	34.4	48.1	15.1	0.7	*	1.6
6	2022-23	24.4	48.3	23.7	2.3	*	1.3
7	2022-23	26.9	44.9	24.5	2.7	*	1.0
8	2022-23	29.8	42.6	24.2	2.7	*	0.7

9	2022-23	30.1	46.4	21.3	1.9	*	0.3

F. Student results by level of achievement within French Language Arts as measured by student report cards 2022-23: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2022-23	50.6	36.9	12.1	0.3
10-2	2022-23	*	*	*	*
20-1	2022-23	63.2	31.4	5.0	0.4
20-2	2022-23	62.5	18.8	14.6	4.2
30-1	2022-23	52.4	42.0	5.1	0.6
30-2	2022-23	65.1	20.8	13.4	0.7

G. Student results by level of achievement within Languages as measured by student report cards 2022-23: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.
3 – The student has demonstrated good achievement of grade level expectations.
2 – The student has demonstrated basic achievement of grade level expectations.
1 – The student is not meeting grade level expectations.
ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.
IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2022-23	28.0	45.0	23.3	2.9	0.2	0.5
2	2022-23	29.8	44.5	21.3	3.6	0.1	0.7
3	2022-23	29.2	42.2	25.6	1.9	0.3	0.8
4	2022-23	26.4	47.7	21.9	1.4	1.5	1.0
5	2022-23	26.6	48.3	20.8	1.5	2.0	0.9

6	2022-23	25.8	46.5	24.2	1.0	1.6	0.9
7	2022-23	35.0	42.4	20.7	1.6	0.1	0.3
8	2022-23	31.4	43.4	21.7	2.9	0.0	0.6
9	2022-23	34.0	40.4	22.3	3.1	0.0	0.2

H. Student results by level of achievement within Languages as measured by student report cards 2022-23: high school courses.

Level	Year	Level of Achievement Percentages by Level			
		80-100%	65-79%	50-64%	0-49%
10	2022-23	64.4	18.4	12.9	4.2
20	2022-23	75.5	13.8	8.2	2.5
30	2022-23	79.3	14.0	5.4	1.3

I. Student results by level of achievement within Physical Education as measured by student report cards 2022-23: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.
3 – The student has demonstrated good achievement of grade level expectations.
2 – The student has demonstrated basic achievement of grade level expectations.
1 – The student is not meeting grade level expectations.
ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.
IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2022-23	25.3	55.0	17.4	1.1	0.4	0.7
2	2022-23	29.6	53.8	15.0	0.6	0.3	0.7
3	2022-23	29.5	54.4	14.4	0.7	0.2	0.8
4	2022-23	32.4	52.5	13.4	0.6	0.1	0.8
5	2022-23	31.9	53.5	13.4	0.6	0.1	0.4

6	2022-23	30.5	52.7	15.5	0.6	0.0	0.5
7	2022-23	27.4	53.0	18.0	1.5	0.0	0.1
8	2022-23	28.7	51.3	18.1	1.7	0.0	0.2
9	2022-23	29.1	50.2	18.6	2.0	0.0	0.2

J. Student results by level of achievement within Physical Education as measured by student report cards 2022-23: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10	2022-23	67.4	18.8	9.9	3.9
20	2022-23	67.1	18.3	9.4	5.2
30	2022-23	71.1	15.7	9.7	3.4

K. Student results by level of achievement within Science as measured by student report cards 2022-23: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.
3 – The student has demonstrated good achievement of grade level expectations
2 – The student has demonstrated basic achievement of grade level expectations
1 – The student is not meeting grade level expectations
ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.
IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2022-23	24.8	47.3	21.1	1.3	4.5	1.0
2	2022-23	25.5	47.2	21.0	1.6	3.9	0.8
3	2022-23	24.8	46.2	22.3	2.2	3.7	0.9
4	2022-23	24.9	46.5	22.5	2.2	2.9	1.0
5	2022-23	24.1	45.7	24.2	2.2	2.7	1.1

6	2022-23	21.4	43.3	27.7	3.7	2.5	1.3
7	2022-23	19.2	44.6	30.3	3.8	1.4	0.6
8	2022-23	22.8	40.5	29.6	5.1	1.3	0.8
9	2022-23	23.7	39.0	28.9	5.7	1.8	0.9

L. Student results by level of achievement within Science as measured by student report cards 2022-23: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
Science 10	2022-23	40.7	27.3	24.3	7.8
Science 14	2022-23	19.8	29.1	36.2	14.9
Science 10-4	2022-23	14.9	25.9	37.6	21.6
Biology 20	2022-23	48.1	27.0	21.1	3.8
Chemistry 20	2022-23	53.3	23.3	17.2	6.2
Physics 20	2022-23	48.9	27.4	19.0	4.8
Science 20	2022-23	20.4	34.2	35.7	9.7
Science 24	2022-23	23.4	35.4	33.9	7.3
Science 20-4	2022-23	12.9	33.1	38.8	15.2
Biology 30	2022-23	52.0	26.3	16.3	5.4
Chemistry 30	2022-23	56.4	23.9	14.5	5.1
Physics 30	2022-23	62.5	22.2	11.0	4.3
Science 30	2022-23	31.0	32.4	27.5	9.1

M. Student results by level of achievement within Social Studies as measured by student report cards 2022-23: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.
3 – The student has demonstrated good achievement of grade level expectations.
2 – The student has demonstrated basic achievement of grade level expectations.
1 – The student is not meeting grade level expectations.
ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2022-23	21.4	48.3	23.2	1.6	4.7	0.9
2	2022-23	22.8	46.8	23.2	2.1	4.4	0.8
3	2022-23	22.4	45.8	24.3	2.7	3.8	1.0
4	2022-23	22.9	45.3	24.6	2.7	3.4	1.2
5	2022-23	22.4	44.9	26.2	2.4	3.0	1.2
6	2022-23	21.6	42.7	27.7	3.8	2.8	1.4
7	2022-23	20.3	41.3	31.1	4.2	2.0	1.0
8	2022-23	23.0	40.7	29.6	3.9	1.9	1.0
9	2022-23	22.0	41.0	28.6	5.4	2.1	0.9

N. Students results by level of achievement within Social Studies as measured by student report cards 2022-23: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2022-23	49.4	34.7	14.4	1.5
10-2	2022-23	14.8	29.6	41.8	13.8
10-4	2022-23	12.8	26.6	41.2	19.4
20-1	2022-23	50.9	33.5	14.2	1.4
20-2	2022-23	17.0	31.3	41.7	10.0
20-4	2022-23	19.2	29.5	42.4	8.9
30-1	2022-23	49.4	35.2	13.8	1.7
30-2	2022-23	24.3	34.9	32.6	8.2

Indicator 5: The Measure Evaluations of the French Language Arts (FLA), Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

A. All Students Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	93.2	19.0	n/a	n/a	n/a	n/a	85.3	8.8	85.2	12.1
	Prov	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5
Science 6	CBE	81.2	31.0	n/a	n/a	n/a	n/a	77.2	26.9	71.4	25.4
	Prov	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8
Social Studies 6	CBE	83.0	29.3	n/a	n/a	n/a	n/a	74.1	22.0	71.4	19.3
	Prov	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0
FLA 9	CBE	82.3	10.1	n/a	n/a	n/a	n/a	74.6	8.9	77.3	11.8
	Prov	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9
Science 9	CBE	75.8	27.4	n/a	n/a	n/a	n/a	69.9	26.0	66.4	20.4
	Prov	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1
Science 9 K&E	CBE	51.6	10.3	n/a	n/a	n/a	n/a	55.1	9.2	38.2	8.8
	Prov	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9
Social Studies 9	CBE	71.9	21.8	n/a	n/a	n/a	n/a	65.8	18.4	60.1	17.0
	Prov	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9
Social Studies 9 K&E	CBE	52.5	11.5	n/a	n/a	n/a	n/a	59.6	14.9	36.4	7.3
	Prov	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6

B. English Language Learner Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	89.3	16.1	n/a	n/a	n/a	n/a	75.8	7.6	81.0	14.3
	Prov	89.5	21.5	n/a	n/a	n/a	n/a	74.0	11.6	75.5	13.8
Science 6	CBE	78.0	26.0	n/a	n/a	n/a	n/a	74.7	23.1	66.2	19.2
	Prov	76.4	23.5	n/a	n/a	n/a	n/a	72.0	21.0	64.7	17.2

Social Studies 6	CBE	80.0	24.9	n/a	n/a	n/a	n/a	72.2	18.5	67.4	15.7
	Prov	74.8	20.5	n/a	n/a	n/a	n/a	68.4	17.9	65.4	15.7
FLA 9	CBE	77.8	15.9	n/a	n/a	n/a	n/a	64.7	7.1	66.3	4.2
	Prov	79.1	13.9	n/a	n/a	n/a	n/a	64.0	10.1	71.1	11.3
Science 9	CBE	66.1	17.7	n/a	n/a	n/a	n/a	61.4	16.7	56.7	12.6
	Prov	66.0	18.1	n/a	n/a	n/a	n/a	55.8	13.7	59.4	15.0
Science 9 K&E	CBE	50.0	0.0	n/a	n/a	n/a	n/a	61.9	4.8	41.2	0.0
	Prov	61.1	6.0	n/a	n/a	n/a	n/a	52.3	2.8	33.1	3.3
Social Studies 9	CBE	61.2	13.3	n/a	n/a	n/a	n/a	53.5	10.5	48.8	8.9
	Prov	59.6	14.1	n/a	n/a	n/a	n/a	54.5	12.6	50.4	11.0
Social Studies 9 K&E	CBE	50.0	12.5	n/a	n/a	n/a	n/a	84.2	15.8	50.0	0.0
	Prov	57.7	12.3	n/a	n/a	n/a	n/a	64.1	11.7	39.4	1.5

C. Student who Self-Identify as Indigenous Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	76.9	0.0	n/a	n/a	n/a	n/a	86.7	13.3	62.5	6.3
	Prov	81.3	6.6	n/a	n/a	n/a	n/a	63.7	6.4	65.9	5.3
Science 6	CBE	51.2	8.2	n/a	n/a	n/a	n/a	51.2	10.5	40.1	8.4
	Prov	59.2	11.9	n/a	n/a	n/a	n/a	51.2	9.7	46.0	9.0
Social Studies 6	CBE	56.9	9.4	n/a	n/a	n/a	n/a	45.6	6.6	37.1	5.9
	Prov	57.7	8.9	n/a	n/a	n/a	n/a	46.8	7.3	45.3	6.5
FLA 9	CBE	54.5	0.0	n/a	n/a	n/a	n/a	46.2	0.0	68.8	12.5
	Prov	67.7	5.4	n/a	n/a	n/a	n/a	53.3	5.2	65.4	4.4
Science 9	CBE	38.7	6.2	n/a	n/a	n/a	n/a	35.9	5.8	31.3	5.6
	Prov	52.8	10.2	n/a	n/a	n/a	n/a	49.3	8.5	42.1	7.1
Science 9 K&E	CBE	30.4	4.3	n/a	n/a	n/a	n/a	44.4	0.0	*	*
	Prov	56.2	6.1	n/a	n/a	n/a	n/a	53.3	9.7	48.4	8.2
Social Studies 9	CBE	36.6	5.1	n/a	n/a	n/a	n/a	33.1	5.6	27.8	4.9
	Prov	44.7	6.8	n/a	n/a	n/a	n/a	34.7	4.1	34.1	4.9
Social Studies 9 K&E	CBE	39.1	4.3	n/a	n/a	n/a	n/a	31.8	0.0	*	*
	Prov	53.9	12.9	n/a	n/a	n/a	n/a	41.3	9.1	45.4	7.3

D. Students with Identified Special Education Needs Provincial Achievement Test Results Over Time

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	86.5	5.2	n/a	n/a	n/a	n/a	69.7	2.8	73.7	6.3
	Prov	71.8	5.5	n/a	n/a	n/a	n/a	58.5	2.5	65.4	5.1
Science 6	CBE	62.3	17.2	n/a	n/a	n/a	n/a	55.5	15.6	50.6	15.9
	Prov	54.4	13.1	n/a	n/a	n/a	n/a	47.4	10.9	43.7	11.0
Social Studies 6	CBE	64.6	14.6	n/a	n/a	n/a	n/a	50.1	10.2	50.1	9.2
	Prov	51.3	9.8	n/a	n/a	n/a	n/a	42.1	7.4	41.4	7.0
FLA 9	CBE	66.7	3.0	n/a	n/a	n/a	n/a	58.3	1.9	60.6	3.1
	Prov	64.7	5.2	n/a	n/a	n/a	n/a	52.1	1.5	54.3	3.1
Science 9	CBE	57.5	14.3	n/a	n/a	n/a	n/a	48.4	12.9	45.4	9.4
	Prov	51.3	11.5	n/a	n/a	n/a	n/a	43.0	8.5	42.4	8.2
Science 9 K&E	CBE	52.6	13.7	n/a	n/a	n/a	n/a	53.5	11.3	40.0	8.9
	Prov	60.4	10.8	n/a	n/a	n/a	n/a	56.0	12.3	54.3	11.1
Social Studies 9	CBE	52.0	11.6	n/a	n/a	n/a	n/a	42.7	7.9	39.5	7.4
	Prov	43.5	8.6	n/a	n/a	n/a	n/a	36.9	6.4	34.4	5.7
Social Studies 9 K&E	CBE	52.1	10.6	n/a	n/a	n/a	n/a	52.2	13.4	34.2	2.6
	Prov	52.7	12.6	n/a	n/a	n/a	n/a	49.6	13.6	49.2	12.7

E. All Students Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	94.9	18.9	n/a	n/a	n/a	n/a	92.3	5.8	96.9	8.8
	Prov	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1
Social Studies 30-1	CBE	90.7	24.1	n/a	n/a	n/a	n/a	88.0	24.5	88.9	22.8
	Prov	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9
Social Studies 30-2	CBE	83.6	19.4	n/a	n/a	n/a	n/a	80.2	23.8	82.3	19.8
	Prov	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3
Biology 30	CBE	87.8	45.9	n/a	n/a	n/a	n/a	82.9	37.9	88.2	44.1
	Prov	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8
Chemistry 30	CBE	89.4	53.3	n/a	n/a	n/a	n/a	85.8	43.1	85.6	48.2
	Prov	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0

Physics 30	CBE	90.8	56.2	n/a	n/a	n/a	n/a	86.9	47.9	89.9	54.2
	Prov	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9
Science 30	CBE	85.8	33.1	n/a	n/a	n/a	n/a	80.0	21.9	81.2	25.7
	Prov	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1

F. English Language Learners Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	100.0	25.0	n/a	n/a	n/a	n/a	*	*	*	*
	Prov	93.0	20.9	n/a	n/a	n/a	n/a	93.8	12.5	85.2	0.0
Social Studies 30-1	CBE	82.9	12.9	n/a	n/a	n/a	n/a	75.0	11.7	76.3	10.5
	Prov	79.1	9.6	n/a	n/a	n/a	n/a	68.7	9.0	72.7	8.8
Social Studies 30-2	CBE	74.1	11.9	n/a	n/a	n/a	n/a	68.0	13.9	67.6	11.6
	Prov	65.7	7.5	n/a	n/a	n/a	n/a	55.6	7.1	62.5	7.8
Biology 30	CBE	80.2	31.2	n/a	n/a	n/a	n/a	68.8	30.7	79.4	32.4
	Prov	76.6	24.7	n/a	n/a	n/a	n/a	61.0	18.0	72.8	24.7
Chemistry 30	CBE	79.8	44.8	n/a	n/a	n/a	n/a	76.9	33.5	76.8	36.2
	Prov	78.8	34.6	n/a	n/a	n/a	n/a	67.9	23.5	73.5	29.9
Physics 30	CBE	85.6	47.6	n/a	n/a	n/a	n/a	75.6	40.2	86.2	42.5
	Prov	79.3	32.3	n/a	n/a	n/a	n/a	63.1	26.4	75.7	32.3
Science 30	CBE	78.0	19.5	n/a	n/a	n/a	n/a	58.2	12.7	63.4	13.0
	Prov	78.3	21.8	n/a	n/a	n/a	n/a	59.7	11.8	67.4	16.1

G. Students who Self-Identify as Indigenous Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Prov	81.3	0.0	n/a	n/a	n/a	n/a	83.3	0.0	83.8	2.7
Social Studies 30-1	CBE	87.9	12.1	n/a	n/a	n/a	n/a	82.8	10.3	78.6	13.1
	Prov	77.3	7.6	n/a	n/a	n/a	n/a	72.5	7.4	73.0	8.6
Social Studies 30-2	CBE	78.1	8.6	n/a	n/a	n/a	n/a	73.6	8.3	74.2	12.3
	Prov	70.1	5.8	n/a	n/a	n/a	n/a	66.0	5.4	72.3	5.4
Biology 30	CBE	83.0	20.8	n/a	n/a	n/a	n/a	67.6	23.5	76.3	15.8
	Prov	72.6	17.8	n/a	n/a	n/a	n/a	58.9	11.5	72.5	19.1

Chemistry 30	CBE	80.6	41.7	n/a	n/a	n/a	n/a	82.4	17.6	82.0	38.0
	Prov	72.9	23.7	n/a	n/a	n/a	n/a	62.5	15.4	70.0	24.0
Physics 30	CBE	91.7	33.3	n/a	n/a	n/a	n/a	90.0	40.0	82.4	52.9
	Prov	74.1	25.9	n/a	n/a	n/a	n/a	68.6	25.2	72.0	26.8
Science 30	CBE	87.0	21.7	n/a	n/a	n/a	n/a	91.7	0.0	71.4	25.7
	Prov	84.1	19.5	n/a	n/a	n/a	n/a	70.0	7.2	75.3	18.7

H. Students with Identified Special Education Needs Diploma Examination Results Over Time

Diploma Examination		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	96.8	22.6	n/a	n/a	n/a	n/a	92.0	4.0	98.0	3.9
	Prov	84.4	12.5	n/a	n/a	n/a	n/a	87.5	2.5	93.1	4.0
Social Studies 30-1	CBE	89.3	16.3	n/a	n/a	n/a	n/a	82.6	18.4	85.6	15.0
	Prov	83.1	12.5	n/a	n/a	n/a	n/a	76.6	13.3	82.4	12.0
Social Studies 30-2	CBE	80.8	12.7	n/a	n/a	n/a	n/a	73.7	18.4	78.9	14.6
	Prov	69.7	7.1	n/a	n/a	n/a	n/a	63.5	9.4	70.5	8.1
Biology 30	CBE	83.9	31.2	n/a	n/a	n/a	n/a	75.5	26.1	83.5	28.1
	Prov	76.5	23.5	n/a	n/a	n/a	n/a	65.0	17.4	78.5	22.7
Chemistry 30	CBE	84.0	39.3	n/a	n/a	n/a	n/a	81.5	31.5	79.7	35.8
	Prov	80.4	33.6	n/a	n/a	n/a	n/a	75.4	24.0	77.0	30.2
Physics 30	CBE	86.4	45.8	n/a	n/a	n/a	n/a	79.6	38.9	86.4	33.1
	Prov	83.1	33.8	n/a	n/a	n/a	n/a	68.3	27.0	78.6	26.5
Science 30	CBE	82.0	31.4	n/a	n/a	n/a	n/a	81.6	18.4	82.0	20.1
	Prov	79.5	22.4	n/a	n/a	n/a	n/a	75.1	16.7	75.7	14.1

IV. Distribution of Codes

Grades 1-12: 125 531 students

Code										N
301 – English as a Second Language - Foreign Born										18 719
LP1	13.7%	LP2	19.1%	LP3	26.7%	LP4	27.7%	LP5	12.8%	
302 – English as a Second Language - Non-funded										447
LP1	9.4%	LP2	15.7%	LP3	31.3%	LP4	28.0%	LP5	15.7%	
303 – English as a Second Language - Canadian Born										15 855
LP1	4.1%	LP2	14.8%	LP3	29.0%	LP4	35.1%	LP5	16.9%	
									Total	35 021
									Per cent of the Students in Grades 1-12	27.9%

Code	N
331 – Aboriginal Student - Status First Nations	2699
332 – Aboriginal Student - Non-Status First Nations	1373
333 – Aboriginal Student – Métis	1758
334 – Aboriginal Student – Inuit	85
Total	5915
Per cent of the Students in Grades 1-12	4.7%

Code	N
41 – Severe Cognitive Disability	28
42 – Severe Emotional/Behavioural Disability	3081
43 – Severe Multiple Disability	284
44 – Severe Physical or Medical Disability	3837
45 – Deafness	96
46 – Blindness	29
51 – Mild Cognitive Disability	1042
52 – Moderate Cognitive Disability	213
53 – Emotional/Behavioural Disability	1940
54 – Learning Disability	6933
55 – Hearing Disability	175
56 – Visual Disability	54
57 – Communication Disability	2005
58 – Physical/Medical Disability	8923
59 – Multiple Disability	2229
80 – Gifted and Talented	2404
Total unique student	25 688
Per cent of the Students in Grades 1-12	20.5%

attachment

I. Alberta's Criteria for High School Completion Categories

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

A. High School Diploma

Guide to Education: ECS to Grade 12 | 2021-2022 p. 107

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

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

- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

❶ The science requirement – Science 20 or 24, Biology 20, Chemistry 20 or Physics 20 – may also be met with the 10-credit combination of Science 14 and Science 10.
❷ See information on exemption from the physical education requirement.
❸ See information on exemption from the CALM requirement.
❹ 30-level English Language Arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
❺ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma requirements of "10 credits in any combination from Career and Technology Studies (CTS) courses" and "10 credits in any 30-level course Advanced level (3000 series) in Career and Technology Studies courses."
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).

B. High School Equivalency Diploma

Guide to Education: ECS to Grade 12 | 2021-2022 p. 105

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

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

  The 60 credits will include:

  - a high school course in Mathematics (5 credits)
  - a high school course in science (3 credits)

- English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)
- one other 30-level course, other than English Language Arts (5 credits)
- additional high school courses (42 credits)

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

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

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

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

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

- Option 2 – A person 18 years or older who has been out of school for at least 10 consecutive months and who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450 or better on each test will be granted a High School Equivalency Diploma.

C. Certificate of High School Achievement

Guide to Education: ECS to Grade 12 | 2021-2022 p. 111

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

- English Language Arts 20-2 OR 30-4
- Mathematics 10-3 OR 20-4

- Science 14 OR 20-4
- Social Studies 10-2 OR 20-4
- Physical Education 10 (3 credits)○
- Career and Life Management (3 credits)○
- 5 credits in:
  - 30-level Knowledge and Employability occupational course, or
  - advanced level (3000 series) in Career and Technology Studies courses○, or
  - 30-level locally developed course with an occupational focus

  AND

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

  OR

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

❶ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course or be identified as a Knowledge and Employability student (710 code) within the 12 months previous to the awarding of the Certificate.
❷ See information on exemption from the physical education requirement.
❸ See information on exemption from the CALM requirement.
❹ Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of “5 credits in Advanced level (3000 series) in Career and Technology Studies courses.”
❺ Refer to the Off-campus Education Handbook for additional information.
❻ Refer to the Alberta Education website for additional Green Certificate information.
❼ Refer to the Off-campus Education Handbook for additional information.

D. Post-Secondary Attendance

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

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

E. Apprenticeship

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

Students registered in an apprenticeship program who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement and are no longer registered in school are considered non-credentialed high school completers. The Alberta Student Number is used to match students from the Grade 10 Cohort with the apprentices in Alberta Advanced Education's apprenticeship information system (ATOMS). Students in a Registered Apprenticeship Program (RAP) are excluded because they are still in high school. Students identified as both attending a post-secondary institution and having registered in an apprenticeship program are reported as attending a post-secondary institution.

F. Academic Standing

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

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

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operational expectations monitoring report

OE – 8: Communicating and Engaging with the Public

Monitoring report for the school year 2022-23

Report date: December 12, 2023

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 8: Communicating and Engaging with the Public, 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: _____ Date: December 12, 2023

Gary Strother, Acting Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 8: Global Operational Expectations, 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: _____ Date: _____

Chair, Board of Trustees

OE – 8: Communicating and Engaging with the Public

Executive Summary

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, The Calgary Board of Education and public education. Communities include students, parents, school councils, staff, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

This Operational Expectation establishes the values and expectations of the Board of Trustees for The Calgary Board of Education regarding communicating and engaging with the public.

The Chief Superintendent's reasonable interpretation and indicators for OE 8: Communicating and Engaging with the Public were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 8 on December 13, 2022.
This report includes data available from the 2022-23 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
8.1	8.1.1	Compliant
8.1	8.1.2	Compliant
8.1	8.1.3	Compliant
8.2	8.2.1	Compliant
8.2	8.2.2	Compliant
8.2	8.2.3	Compliant
8.2	8.2.4	Compliant
8.3	8.3.1	Compliant
8.3	8.3.2	Compliant
8.4	8.4.1	Compliant
8.4	8.4.2	Compliant
8.4	8.4.3	Compliant
8.4	8.4.4	Compliant
8.4	8.4.5	Compliant

OE – 8: Communicating and Engaging with the Public

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, The Calgary Board of Education and public education. Communities include students, parents, school councils, staff, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

Board-approved Interpretation |

In the course of our work it is important to build positive relationships with various stakeholders that are characterized by:

- clearly stated roles, responsibilities and contributions;
- clear and understood decision-making processes where voice is valued; and
- collective support for student success.

The Chief Superintendent interprets:

- *communities* to mean stakeholders that share a commonality as it relates to CBE business.
- *corporate and community partners* to mean organizations or individual members of the public that provide support and/or services that contribute to student success.
- *all levels of government* to mean representatives of municipal, provincial and federal ministries and/or departments.
- *mutual respect* to mean clearly stated roles and responsibilities between CBE authorities and participants.
- *courtesy* to mean the interactions with the public are open, respectful and cooperative.
- *honesty* to mean communicating information clearly, candidly and in a timely manner.

OE – 8: Communicating and Engaging with the Public

- *freedom of information and protection of privacy* to mean the sharing of information as appropriate in compliance with relevant legislation.

The Chief Superintendent shall:

8.1	Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.	Compliant

Engaging with our public is a critical component to building relationships that support public education and student success.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *flow* to mean provision and/or distribution.
- *appropriate input* to mean perspective, ideas, comment and opinion sought from public with clear expectations for how the input will be used.
- *strategic* to mean in consideration of the vision, plans and challenges facing the organization as a whole.
- *two-way dialogue* to mean sharing, informing, listening, exchange of ideas and responding.
- *understanding* to mean fact-based knowledge about the organization.
- *support* to mean agreement with the vision, values and work of the organization.

Board-approved Indicators and *Evidence* of Compliance |

OE – 8: Communicating and Engaging with the Public

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the 2022-23 school year, 100 per cent of system-level communication included at least one of the following:

- CBE website address and/or contact information of the system,
- Department, school or individual responsible for content.

Our corporate website has a number of dedicated email feedback mechanisms including a budget feedback form. Examples include: webmaster@cbe.ab.ca, cbecommunications@cbe.ab.ca, dialogue@cbe.ab.ca, transportation@cbe.ab.ca, partnerships@cbe.ab.ca,and schoolcouncils@cbe.ab.ca.

2. The Dialogue Framework is being used with affected stakeholders to help inform decision-making.	Compliant

The organization is compliant with this indicator.

Evidence statement

The Dialogue Framework guides community engagement activities across the organization. School and service unit leaders use the framework on an ongoing basis and reach out to Communication and Engagement Services for support, when appropriate. There is a toolkit of engagement resources available on Staff Insite to support leaders in their engagement activities as well as additional videos and resources on the effective use of our online engagement platform. These resources are updated on an ongoing basis.

There were three virtual Discover Dialogue training sessions held in 2022-23 with CBE leaders to ensure successful implementation of best practices in community engagement. In addition, Communication and Engagement Services hosted three optional professional development sessions for CBE leaders on community engagement topics in 2022-23.

OE – 8: Communicating and Engaging with the Public

System-led engagements conducted in the 2022-23 school year include:

- School Planning engagement (which includes school development plans, school budgets and school fees;
- Engagement on Calendar Changes for 2023-24 and Beyond;
- Year Three 2021-24 Education Plan survey;
- CBE Connections survey; and
- School website survey

Additional details are outlined in indicator 8.4.1

3. Ninety per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days.	Compliant

The organization is compliant with this indicator.

Evidence statement

Of the service units that have direct interaction with the public, 100 per cent reported that public enquiries were acknowledged within two business days.

Evidence demonstrates all indicators in subsection 1 are in compliance.

OE – 8: Communicating and Engaging with the Public

8.2	Ensure that school councils are supported in performing their mandated role.	Compliant

Involved and informed school communities have the potential to make a significant impact on student success.

The Chief Superintendent interprets:

- *school councils* to mean a collective association of individuals as identified by Alberta Education in each school, working collaboratively with the principals and school community.
- *mandated role* to mean serving in an advisory capacity to the principal and Board of Trustees respecting matters related to the school.

Board-approved Indicators and *Evidence* of Compliance |

1. Available school council resources are accessed through the corporate website.	Compliant

The organization is compliant with this indicator.

Evidence statement

The corporate website includes dedicated pages with a variety of resources for school councils. These include:

- the School Council Handbook, which is reviewed and updated regularly;
- links to the Community of School Councils (COSC) meeting materials and resources;
- links to Alberta School Councils' Association (ASCA) resources;
- relevant Administrative Regulations;

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- templates for school council annual reports and sample agendas minutes, bylaws, and other important checklists; and
- social media guidelines for school councils.

The CBE Connections newsletter was sent monthly starting October 2022 with important information and updates for all families, school councils and school communities. For each edition, approximately 100,000 parents/guardians accessed the newsletter, which is posted to the corporate site. The corporate website also has dedicated pages for school council and parent societies.

In the 2022-23 school year, the following resources were accessed:

- School Council Handbook: 244 downloads
- School Councils page: 3,170 page views
- Administrative Regulation 5001: 193 downloads
- Social Media Guidelines for School Councils: 92 downloads

2. Information is shared on a timely basis with school councils.	Compliant

The organization is compliant with this indicator.

Evidence statement

In 2022-23, nine CBE Connections newsletters were emailed to families and schools. The newsletter is also published on the CBE website. This newsletter includes timely information for school communities and school councils such as key system updates, important calendar reminders, ASCA resources and other items of interest to school communities.

Four COSC (Council of School Communities) virtual meetings were held in the 2022-23 school year. A range of 91-265 people RSVP'd for each meeting. Meetings generally included key system updates, presentations, breakout rooms and Q&A with superintendents and trustees. Topics included:

- Meeting your trustee;
- School council workshops;
- K-6 curriculum;
- Three-Year School Capital Plan;
- Trustee advocacy efforts;
- Proud to be CBE campaign;

OE – 8: Communicating and Engaging with the Public

- Results monitoring (AERR);
- Budget planning;
- ASCA supports; and,
- ASCE grants.

3. Principals confirm that school councils are offered opportunities to provide input and feedback on the school development plan.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the 2022-23 school year, 100 per cent of principals who have school councils confirmed that they provided school council with the opportunity to receive information and provide feedback regarding school development plans using the school planning engagement toolkit. Four schools indicated they do not have a school council. All schools publish their school development plans on their website.

In the 2022-23 school year, schools gathered feedback from parents on school development plans, school budgets and school fees from February to March 2023. Schools gathered input and feedback using a toolkit developed by Communication and Engagement Services, Research & Strategy and Finance. This toolkit asked schools to provide opportunities for feedback at school council or parent meetings and through online surveys. Materials included in the toolkit included online survey templates, presentation templates, meeting evaluation templates and other resources. There was a total of 7,074 responses to school planning online surveys and meeting evaluations in 2022-23.

An internal project team works to develop content and guide this engagement process each year. It includes representatives from School Improvement, Finance and Communication and Engagement Services. Each year, the project team consults with and gathers feedback from education directors and Fee Committee as well.

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4. Principals confirm that school councils are offered opportunities to provide input and feedback on the school-based budget.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the 2022-23 school year, 100 per cent of principals who have school councils confirmed that they have provided school council with the opportunity to receive information and an opportunity to provide feedback regarding school-based budgets using the dialogue toolkit.

As noted above, school budget feedback is collected as part of the school planning engagement process.

Schools gathered input and feedback from parents on school budget, school fees and school development plans during February and March 2023 using a toolkit developed by Communication and Engagement Services. This toolkit asked schools to provide opportunities for feedback at school council meetings and through online surveys in February and March.

Resources available to schools in the toolkit included an online survey template, presentation templates, meeting evaluation template, meeting invitation templates, videos and materials for posting information on school websites.

Evidence demonstrates all indicators in subsection 2 are in compliance.

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8.3	Effectively handle complaints and concerns.	Compliant

Contributing to the success of an effective organization is the provision for a process, which addresses concerns and complaints.

The Chief Superintendent interprets:

- effectively to mean reviewed and responded to within reasonable or posted time frames utilizing existing mechanisms and processes.
- complaints and concerns to mean a formal expression of discontent:
  - about the values, customs or regulations of the CBE;
  - within the context of their relationship with the CBE; and
  - requiring a response.

Board-approved Indicators and *Evidence* of Compliance |

1. Ninety per cent of concerns and complaints received at the Area and system level are responded to within the stated time frames as outlined in AR 5007.	Compliant

The organization is compliant with this indicator.

Evidence statement

All Area offices and service units who deal with the public reported that 100 per cent of concerns and complaints received were responded to within expected timelines. Administrative Regulation 5007: Concerns and Complaints outlines expected timelines that escalate through levels if not addressed. Each level has timelines specific to that level of concern or complaint.

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2. Principals and system leaders confirm the approved concerns and complaints process is used.	Compliant

The organization is compliant with this indicator.

Evidence statement

100 per cent of principals and system leaders confirmed, when applicable, parents were directed to utilize the Concerns and Complaints process. This usually occurs if a parent feels their concerns are not being addressed at the school or system level.

Evidence demonstrates all indicators in subsection 3 are in compliance.

OE – 8: Communicating and Engaging with the Public

8.4	Reasonably include people in decisions that affect them.	Compliant

Better decisions are made when people work together to solve problems and find solutions.

The Chief Superintendent interprets:

- *reasonably include* to mean sensible, fair, and appropriate opportunities are offered to provide feedback to the decision-making process.
- *decisions that affect them* to mean those choices that are made that directly impact individuals.

Board-approved Indicators and *Evidence* of Compliance |

1. One hundred per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.	Compliant

The organization is compliant with this indicator.

Evidence statement

The Dialogue Framework guides the CBE's engagement activities. More details on engagements conducted in 2022-23 school year are outlined below.

- School Planning engagement (which includes school development plans, school budgets and school fees);
- Engagement on Calendar Changes for 2023-24 and Beyond;
- 2021-24 Year Three Education Plan survey;
- CBE Connections survey; and
- School Website survey

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School Planning Engagement

Each year, the CBE asks families to share their perspectives on school development plans, school budgets and school fees. This input and feedback helps schools to plan and make decisions for the following school year.

This annual engagement is facilitated and organized centrally by Communication and Engagement Services, School Improvement and Finance. This engagement process is designed to provide the resources and tools principals need to engage their communities in a consistent manner while still allowing schools the flexibility to customize materials to suit their unique context. Principals play the lead role in gathering input and feedback from their parents and school councils.

Each year a Staff Insite toolkit of resources is updated and made available to school leaders. In 2022-23, the toolkit included an informational video for parents, online survey templates, presentation templates, a session evaluation template, invitation templates and more. Families can use video captions to learn about school planning in their language. Online surveys and meeting evaluations can also be translated into more than 30 languages.

The toolkit asks principals to gather input in two ways: at a school council/parent meeting and through a short online survey. The timeframe for the engagement is between Feb. 1 and March 31. In 2022-23, CBE schools had a total of 7,074 responses to online surveys and meeting evaluations.

To support the engagement, preparation sessions are also provided to principals. At the sessions, best practices and information are shared along with support for the online platform (Zencity Engage). As part of the process, principals are invited to share their experience with the supports and resources available to help plan and improve for the following year. The school planning engagement process continues to be refined including opportunities to build leaders' understanding of its purpose, sharing best practices and streamlining how feedback is gathered.

Engagement on Calendar Changes for 2023-24 and Beyond

In fall 2022, feedback was gathered from students, parents, staff and members of the public about possible calendar changes for regular-program schools operating on the modified calendar. In addition to the feedback gathered, other factors considered were equitable access to programming for all students and alignment with other programming and operational requirements. These factors were identified after an analysis showed that the modified calendar does not result in higher student achievement or attendance rates.

In considering the feedback gathered and other factors, the CBE decided to transition CBE schools currently operating on the modified calendar to the traditional calendar starting in the 2023-24 school year. Unique-setting schools

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were not affected by this change and will continue to operate on the calendar that best meets the needs of their students.

Feedback was gathered through online surveys, an in-person session and a virtual session. The results showed overall support for this decision. A summary of the feedback gathered was posted on the CBE website along with all the perspectives shared through sessions and online surveys. Some notable highlights include:

- 73 per cent of parents and students and 60 per cent of staff directly affected by this change indicated the change would work well or be okay.
- 76 per cent of parents and students and 58 per cent of staff directly affected by this change said that September 2023 is a reasonable timeframe for implementation.
- The majority of online survey respondents said that cost savings should be considered equally with other factors or should be a significant factor in decision-making.

In support of student and staff well-being, a fall break was added to the 2023-24 instructional calendar. This responds to what we heard through the fall 2022 engagement process and other feedback received.

Over the course of the 2022-23 school year, CBE administration worked closely with school leaders and staff at modified calendar schools to provide a smooth transition for families affected by this decision. More information about the decision and the feedback gathered is available on the CBE website.

2021-24 Year Three Education Plan Survey

In March 2023, CBE families had an opportunity to share their experiences related to Learning Excellence outcomes identified in our Education Plan. The online survey was available March 15-29 and 7,783 participants completed at least one question.

The majority of responses were provided in English. However, the survey was also completed in 14 other languages, including: Arabic, French, Hindi, Japanese, Korean, Persian, Portuguese, Punjabi, Russian, Simplified Chinese, Spanish, Traditional Chinese, Ukrainian and Vietnamese.

Survey results helped confirm the direction of 2021-24 Education Plan Year 3. Results can be viewed on the CBE website.

CBE Connections Survey

The CBE Connections monthly newsletter to families was launched in the fall of 2022. To gather feedback about the newsletter, an online survey was available from June 8-22, 2023. This survey link was sent out to parents as part of the June CBE Connections edition. Seventy-five people completed some or all of the survey.

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Results and comments are available on the CBE website. While the sample size was small, the feedback has informed future improvements.

School Websites Survey

School websites are moving to a new platform in spring 2024. To support the migration, feedback was gathered from staff in June 2023. A parent-focused survey was launched on July 26, 2023 and remained open until Sept. 7, 2024. A total of 5,199 responses were received. Feedback gathered is helping to improve the online experience for families. Details of the survey results and the corresponding actions we are taking will be shared back with parents early in 2024.

2. Sixty per cent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.	Compliant

The organization is compliant with this indicator.

Evidence statement

Session evaluations were provided for the in-person session and the virtual session hosted to gather feedback on a change from the modified calendar to the traditional calendar for 29 CBE schools. Of those who completed evaluations, 92 per cent expressed satisfaction with their involvement. Summaries of the evaluation results are posted on the CBE website.

3. The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by Alberta Education's Accountability Pillar Survey will be maintained plus or minus two percentage points.	Compliant

The organization is compliant with this indicator.

Evidence statement

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Note | The Alberta Education Assurance Survey replaced Alberta Education's Accountability Pillar Survey in the 2022-23 school year. It was introduced as a pilot in 2020-21. Participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

An average of 5,612 parents responded to the suite of questions tied to Parent Involvement in 2022-23 as compared to 2021-22 when an average of 4,895 responded. In 2022-23, this represented approximately 19% of parents who had the opportunity to complete the Assurance Survey.

Previous reporting erroneously included the results from all stakeholders, instead of the results for parents only. The results of parents responding positively regarding the suite of questions tied to Parental Involvement for the past five years are as follows:

2018-19	2019-20	2020-21	2021-22	2022-23
68%	69.5%	68.7%	70.9%	70.6%

In 2022-23 the all-stakeholder result was 76.8% compared to 77.3% in 2021-22; a decrease of 0.5 percentage points.

The 2022-23 parent-only result of 70.6% is a decrease of 0.3 percentage points over the 2022-23 result of 70.9%.

The indicator speaks to +/- 2% to be compliant. CBE administration remained within this target and have indicated compliance.

In examining the data, this decrease was found to be statistically insignificant as agreement to some questions increased and others decreased. Both increases and decreases were within the +/- 2% to maintain compliance.

4. Principals confirm staff involvement in school decisions as required by collective agreements.	Compliant

The organization is compliant with this indicator.

Evidence statement

OE – 8: Communicating and Engaging with the Public

During the 2022-2023 school year, 100 per cent of principals confirm they offered staff opportunities to be involved in school decisions. Administrative Regulation 1004.1 – Role of the Principal requires the principal to provide an opportunity for input of those affected when planning significant organizational changes.

5. The Chief Superintendent will provide opportunities for school based staff to provide feedback on identified issues.	Compliant

The organization is compliant with this indicator.

Evidence statement

The Chief Superintendent has ensured multiple opportunities for school-based staff to provide feedback on identified issues such as systems that support schools in their day-to-day work, school culture, and visibility and connection.

Identified topics and issues:

System and school culture

- The CBE has a number of new/ongoing councils and working groups with staff and leaders from a cross-section of schools and service units. Examples include:
  - the Teacher Advisory Group
  - Technology Council
  - Transportation Advisory Council
  - New Schools Project Planning committee
  - Transition to SharePoint Online and Next Generation Solutions Project team
  - Security, Health and Safety Advisory Committee
  - Software Vetting Committee
- Employees and leaders were brought together in the 2022-23 school year to provide feedback to continuously improve processes such as the high school transfer process and moving the School Information Handbook online.

Visibility and connection

- Chief Superintendent visited approximately 32 schools during the school year (in person or virtually).
- The twice-monthly employee newsletter (Link Online) and direct all-staff emails were provided to share important system information.

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- Monthly virtual meetings were held with the chief superintendent/senior leaders and union/association executive to discuss issues that matter to staff.
- Meetings with the chief superintendent and/or senior leaders and staff were held at various schools and areas. Topics include professional learning priorities, student and staff well-being, classroom complexity, ways to continuously improve, and other emergent topics.

Capacity and learning

- Principals and assistant principals collaborated during monthly Area Leadership meetings to advance their School Development Plan achievement goals. This was further enhanced through time provided for principals and assistant principals to visit schools with similar areas of focus for School Development Plans.
- Teachers across all schools participated in system wide professional learning focused on implementation of the Literacy, Mathematics and Indigenous Holistic Lifelong Learning Framework, new curriculum, student well-being, and outcomes based assessment.
- Quarterly Career and Technology Studies (CTS) Learning Leader meetings and specific sub-committees were implemented that focused on identifying specific needs, developing long-range CTS priorities and strengthening system-wide CTS connections (e.g., PowerSchool outcomes for CTS modules, CTS Professional Learning Networks.
- Collaborated monthly with school-based unique pathways contacts (off-campus coordinators, guidance counsellors, administrators) to discuss programming opportunities available for students in support of high school completion.
- Participated in regular meetings of CBE's Health and Wellness Committee (CBE management, representatives from all our union and association groups – Alberta Teachers' Association, Canadian Union of Public Employees, The Calgary Board of Education's Staff Association and Trades) to discuss opportunities to focus on and prioritize the health and wellness of CBE employees.

Evidence demonstrates all indicators in subsection 4 are in compliance.

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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.

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report to Board of Trustees

Acting Chief Superintendent's Update

Date	January 16, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Gary Strother Acting Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-8: Communicating and Engaging with the Public

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-2: Learning/Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student." With other reports submitted to the Board of Trustees, this update meets the requirement of providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.

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-8: Communicating and Engaging with the Public states that “working with our communities is a critical component to building relationships that support student success.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 in reasonably including people in decisions that affect them.

3 | Background

Learning Excellence | Middle Learner Series

The 2023-24 Middle Years Professional Learning Series has **assessment** as a throughline and is guided by the question, *"How might assessment bring us closer to our students?"* Session 1 focused on the Foundations of Social Emotional Learning and Session 2 focused on School Wide Indicators of Social Emotional Learning. The next Middle Years Series is scheduled for February 23, 2024

Learning Excellence | ‘Being in Spirit’ at Niitsitapi Learning Centre & Piitoayis Family School

On December 21, 2023 (Winter Solstice), Elder Saa’kokoto facilitated a fall/winter ceremony at Niitsitapi Learning Centre and Piitoayis Family School. Saa’kokoto called the ceremony, ‘A time of Reflection and Celebration,’ to mark the end of the fall season and the beginning of the winter season. Saa’kokoto also offered teachings, guidance and protection to the students, staff, and families. On December 22, Saa’kokoto and representatives from each school traveled to Áísínai'pi (Writing on Stone) to conclude the ceremonies on sacred Blackfoot land.

Learning Excellence | Winter Solstice Resource

To mark the Winter Solstice on December 21, Elder Saa'kokoto’s teaching remind us that this is a significant day in Blackfoot tradition as it represents the start of a new year. It is a time for reflection, to appreciate what has transpired during the past year, the lessons that have been learned, and to set new intentions for the time to come. On December 1, 2023, Elder Saa’kokoto spent time at Nose Hill Park with Outdoor Pursuit and Indigenous Studies students from North Trail High School to share stories and teachings about the Winter Solstice. The student participants also collaborated with the Indigenous Education Team to record the teachings and create a video for CBE teachers and students to learn more about the Winter Solstice. The Winter Solstice video was then made available to CBE staff via The Week Ahead on December 14. Classrooms teachers were invited to share the video with their classes on December 21, and then take their students outside to reflect on and appreciate the beauty and significance of the Winter Solstice Day.

Learning Excellence | Collaborative Partnerships | People Excellence | Your Voice is Power: Coding, Indigenous Music and Social Justice, Teacher Professional Learning and Student Hackathons

Through a collaboration with Fair Chance Learning and TakingITGlobal, CBE students had an opportunity to experience the Your Voice is Power program. Your Voice is Power is a national coding competition that encourages students to learn coding skills while remixing music and learning about contemporary Indigenous youth culture. On December 12-14, approximately 400 students from Western Canada High School, Henry Wise Wood High School, and John Ware School attended Your Voice is Power hackathons. During these hackathons, students created songs with a social justice message by coding and remixing music. Students were also visited by Indigenous artists and entrepreneurs Dakota Bear, Pisim, and YB Nakota, who shared their stories and how music and entrepreneurship helped them to overcome adversity in their lives. Prior to these events, on Monday, December 11, CBE teachers representing 23 middle school and high schools, participated in a full-day professional learning event at the Education Centre to learn about the coding platform, the integration of music from Canadian Indigenous Hip Hop artists and curricular modules focusing on social justice, in order to bring the opportunity back to students in their schools.

Learning Excellence | Strategic Resourcing | People Excellence | Inclusive Education Technology and Apple Professional Learning

In September 2023, Inclusive Education Complex Needs classrooms throughout the CBE received Chromebooks and iPads to support teaching and learning needs, as well as unique communication needs of students. The teams from Teaching and Learning with Technology and Inclusive Education jointly submitted a three-year capital project, of which this technology represented the first year. This capital initiative was approved in June 2023 to support over 2450 students across more than 200 classes. The Teaching and Learning with Technology team collaborated with Inclusive Education and Apple to facilitate a series of professional learning opportunities throughout the fall to ensure these devices are utilized effectively and empowering students to meet their learning goals.

Learning Excellence | People Excellence | Computer Science and Robotics Professional Learning

This fall, Teaching and Learning with Technology has provided several professional learning opportunities to support teachers in implementing the Computer Science Organizing Idea as part of the implementation of the new K-3 Science curriculum. These sessions included the New Curriculum Summer Professional Learning sessions, virtual webinars on coding platforms, and in-person robotics sessions with ten elementary schools. Over 2000 CBE teachers participated in these professional learning sessions to build their knowledge and skills with current and emerging technologies to support students' learning of computer science.

Collaborative Partnerships | Advancing a Culture of Well-Being within the CBE | Fostering Psychological Health and Safety

The Calgary Board of Education invited system leaders to join a four-part series focusing on leading and advancing a Culture of Well-Being. These sessions will be hosted in partnership with Alberta Health Services, Alberta School Employee Benefit Plan, School Improvement and Human Resources, and will explore organizational leadership in areas of physical and psychosocial environment, personal health resources and behavior, and community connections.

Collaborative Partnerships | Mental Health Literacy | Go-To-Educator

CBE recognizes that in schools there are teachers that students naturally go to for help and feel comfortable talking to about their problems. AHS has developed the Go-To Educator training model. Professional Learning for go-to educators focuses on the early identification, support, triage, and referral of students who may be exhibiting mental health concerns and may need Tier 3 and 4 supports. Go-To Educators can be subject or homeroom teachers, student service providers, guidance counsellors, principals, or other staff members identified by the school. They learn how to complement and collaborate with student service providers in school settings, enhance the development of a whole-school support network that can better meet student needs and become part of the CBE Well-Being Network. As a system, our goal is to have one staff member at each school who is Go-To Educator trained. Last year all High School's had at least one person trained, and we will continue to expand across middle and elementary schools.

Collaborative Partnerships | Family and Caregivers Series Understanding Vaping

Vaping has quickly become an epidemic in school communities. Addressing the use of vaping in school communities requires multi-layered strategies in alignment with a Comprehensive School Health approach and evidence-based substance-related harm prevention.
Calgary Board of Education in partnership with AHS hosted a virtual session in the Child and Youth Well-Being Family and Caregiver Series, Understanding Vaping. This presentation discussed vaping devices, substances used for vaping (like nicotine and cannabis), and the health risks associated with vaping. We also advised on how to have difficult conversations with teenagers about vaping.

Collaborative Partnerships | Bullying Awareness and Prevention

In November, the Well-Being Team collaborated with two external partners to build capacity and offer evidence-based resources for schools in support of addressing Bullying Awareness and Prevention.

- EVERFI offered a personalized professional learning opportunity to unpack Social Emotional Learning resources and Bullying prevention lesson plans that align with the current Physical Education and Wellness Curriculum.
- The Well-Being Team worked with AHS to create a resource and professional learning opportunity that compiles multiple entry-points to a Culture of Well-Being including Social Emotional Learning Resources that are in alignment with the CBE Student Well-Being Framework.

Collaborative Partnerships | Indigenous Education System Visit with Alberta Education

On December 15, 2023, Assistant Deputy Minister of the First Nations, Métis, and Inuit Education Directorate, Lisa Higgerty visited the CBE to learn about our work to support Indigenous student well-being and achievement, and Indigenous Education for all students and staff. The visit included time at Piitoayis Family School and Niitsitapi Learning Centre, and some one-on-one time with Education Director, Lori Pritchard and System Principal, Michelle Ranger.

Collaborative Partnerships | All in for Youth Summit

Indigenous Education System Principal, Michelle Ranger participated as a panel member at the annual All in for Youth (AIFY) Summit on January 15, 2024. This year's summit theme was 'Engaging Indigenous Youth in Schools' and the panel was made up of Indigenous teachers and leaders sharing their experience and knowledge related to engaging and supporting Indigenous youth. The summit was hosted by Nelson Mandela High School and included a resource fair, networking time, and a platform for Calgary high schools to engage in collaborative conversations that support Indigenous students.
"All in for Youth applies innovative solutions to help youth stay in school, complete school, and successfully transition to the workforce and adulthood. It does this by connecting youth to positive adults, removing financial and social barriers to high school completion, providing one-on-one support, and encouraging varied paths of learning and success after completing grade 12" (Calgary United Way). AIFY Success Coaches are stationed in 13 CBE highs schools and one middle school and work with all students to establish meaningful relationships with supportive adults at school and in the community.

People Excellence | Physical Education and Wellness Curriculum

The Well-Being Team collaborated with Junior Achievement on November 22 to offer professional learning and resources to support the new Financial Literacy Organizing Idea and Learning Outcomes within the K-6 Physical Education and Wellness (PE&W) Curriculum. This professional learning outlined and offered teachers resources to support teaching and learning of these outcomes.

People Excellence | Indigenous Education Newsletter

The Indigenous Education Team Winter Newsletter was published on December 7, 2023. The newsletter included a reflection on Maatoomsii'Pookaiks 2023, information on significant Winter dates, a note of honour for two CBE Indigenous students who received a USAY Indigenous Changemakers Award, celebrations of Indigenous Education initiatives in the CBE, professional learning opportunities, and some great resources.

G. Strother

GARY STROTHER
ACTING CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.