public agenda

Regular Meeting of the Board of Trustees

February 11, 2025 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	Тор	ic	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	CBe-Learn School Presentation	K. Weipert	R-2	Page 4-1
	5	Operational Expectations			
	5.1	OE-3: Instructional Program – Annual Monitoring	J. Pitman	OE-3	Page 5-1
	6	Public Comment [PDF]		GC-3.2	
	Req	uirements as outlined in Board Meeting Procedures			
	7	Matters Reserved for Board Information		GC-3	
	8	Matters Reserved for Board Decision	Board	GC-2	
	8.1	Results 2: Academic Success – Annual Monitoring		R-2	Page 4-18 (Jan 28/25)
	8.2	Closure of Home Education Program at Windsor Park School for the Purpose of Relocation	J. Pitman	GC-3E(2)	Page 8-1
	8.3	Meeting Minutes			
		Special Meeting held December 16, 2024			Page 8-105
					410



Time	Тор	ic	Who	Policy Ref	Attachment
		Regular Meeting held December 17, 2024			Page 8-112
	9	Consent Agenda	Board	GC-2.6	
	9.1	Items Provided for Board Decision			
		9.1.1 Board Meeting Minutes			
		 Regular Meeting held January 14, 2025 			Page 9-7
		(THAT the Board of Trustees approves the Minutes of the Regular Meeting held January 14, 2025)			
	9.2	Items Provided for Information			
		9.2.1 Chief Superintendent Update			Page 9-1
	Priv	rate Session		0	
	Terr	mination of Meeting			
	Deb	rief	Board	GC-2.3	

Notice |

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

Information is collected under the authority of the Education Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:

Office of the Corporate Secretary at corpsec@cbe.ab.ca.



OE - 3: Instructional Program

Monitoring report for the school year 2023-2024

Report date: February 11, 2025

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Instructional Program, the Chief Superintendent certifies that the proceeding information is accurate and complete. ☑ In Compliance. ☐ In Compliance with exceptions noted in the evidence ☐ Not in Compliance. Date: February 11, 2025 Signed: Joanne Pitman, Chief Superintendent **BOARD OF TRUSTEES ACTIO** With respect to Operational Expectations 3: Instructional Program, the Board of Trustees: ☐ Finds the evidence to be compliant ☐ Finds the evidence to be compliant with noted exceptions ☐ Finds evidence to be not compliant Summary statement/motion of the Board of Trustees: Signed: Date: Chair, Board of Trustees



OE - 3: Instructional Program

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE-3: Instructional Program were approved on November 10, 2020. The Board of Trustees was last presented with the annual monitoring report for OE-3 on February 13, 2024.

This report includes data available from the 2023-2024 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
3.1	3.1.1	Compliant
3.1	3.1.2	Compliant
3.1	3.1.3	Compliant
3.1	3.1.4	Compliant
3.1	3.1.5	Compliant
3.2	3.2.1	Compliant
3.3	3.3.1	Compliant
3.3	3.3.2	Compliant
3.4	3.4.1	Compliant
3.4	3.4.2	Compliant
3.4	3.4.3	Compliant

OE - 3: Instructional Program

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

Board-approved Interpretation

Education programming at the CBE is flexible and responsive and is designed to support high levels of achievement consistent with the Board's Results policies.

The Chief Superintendent interprets:

- high quality programming to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes.
- educational programming to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study.
- without financial barriers to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

The Chief Superintendent shall:

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

Compliant

Board-approved Interpretation

The Chief Superintendent shall ensure each student has access to flexible and responsive learning that is engaging and meaningful and that best meet their educational needs through a variety of instructional programs. When planning for programming, the Chief Superintendent will balance the provision of programs and the associated costs in a fiscally sound and responsible manner.



OE - 3: Instructional Program

The Chief Superintendent interprets:

- plan for to mean intentional identification of learning strategies and supports to achieve specific student learning outcomes;
- *rigorous* to mean opportunities that are academically, intellectually and personally challenging within the context of the Three-Year Education Plan;
- relevant to mean curriculum-aligned learning opportunities that are meaningful to the student;
- high quality programming to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes;
- educational needs to mean those educational supports and services an individual student may require in order to progress in their learning;
- fiscal capacity to mean the use of resources for student programming and support within the budgetary constraints of the CBE; and
- operational capacity to mean the ability of the CBE to utilize available resources efficiently and effectively.

Board-approved Indicators and Evidence of Compliance |

3.1.1 Of the 10% random samples within divisions, 100% of School Development Plans will identify specific instructional strategies and/or actions to address student Results.

The organization is compliant with this indicator.

Evidence statement

A review of school development plans from 25 randomly selected schools (16 elementary-junior, 6 middle-junior and 3 senior high), confirms that all 25 School Development Plans (SDPs) identify specific instructional strategies and/or actions to address student Results.

In the 2023-2024 school year, the SDP process shifted to provide choice and flexibility to either adopt a holistic or individual goals structure to meet the diverse needs of students and schools. Based on the data collected from the measures identified in the 2022-2023 SDP, schools used the key insights from their results analysis to identify celebrations and areas for improvement. Eight of the 25 schools selected used the Individual goals template and 17 of the 25 schools used the Holistic template.



OE - 3: Instructional Program

Examples of identified Student Results Measures that informed choices included:

- Alberta Education Assurance Measure Results Report Survey data: students in grades 4, 7, and 10; parents/guardians of students completing the survey; and all certificated staff.
- CBE Student Survey data: students in grades 5, 6, 8, 9, 11 and 12.
- OurSCHOOL Well-Being Survey: students in grades 4-12.
- In-school focus groups: students, parents/guardians, and staff.
- Teacher collected assessments (formative and summative) including common assessments.
- Local achievement measures (i.e., RRST, LeNS, CC3, Numeracy).
- Observations of student learning patterns, accomplishments, and needs.
- Report cards: course, subject, stem, and outcome-based information.
- Provincial Assessments: Student Learning Assessments, Provincial Achievement Tests, and Diploma Examination results.
- Attendance records.

In review of the 25-school development plans, the following strategic areas of focus or overarching themes included:

- Individual goals for literacy focused primarily on reading in particular decoding and phonemic awareness.
- Individual goals for mathematics targeted number sense including conceptual understanding, procedural fluency and mathematical representation and communication.
- Individual goals for well-being identified school connectedness and belonging, regulation, and resilience and mental health.
- Holistic templates identified overarching goals to address improvement in mathematics, literacy and well-being included:
 - assessment;
 - task design;
 - new curriculum implementation;
 - diversity of inclusion;
 - learning environment:
 - language development; and
 - student well-being.

Under either an overarching theme or a specific area of focus, and based on the results of the data analysis, schools articulated specific strategies and instructional actions to address continued areas for improvement. Regardless of template chosen, instructional actions and strategies were similar as each school addressed literacy, mathematics and well-being.

Examples of specific instructional actions or strategies provided by schools include:



OE - 3: Instructional Program

Literacy

- Developing student confidence in language comprehension, word recognition, and orthographic mapping to support reading.
- Regrouping students into small reading groups to target reading skills and comprehension across grades and differentiating instruction within the classroom.
- Providing targeted disciplinary vocabulary instruction to help students engage in curricular and social emotional learning, in support of language acquisition.

Mathematics

- Modelling and fostering the use of multiple strategies to solve problems, including using a variety of concrete, visual and symbolic representations.
- Making consistent connections between representations to strengthen conceptual understanding.
- Developing a mathematical mindset through flexible problem-solving, regular opportunities for students to communicate their mathematical thinking, and using mathematics routines.
- Unpacking learning intentions to make them visible for students with a focus on various forms of representation of number (visual, symbolic, verbal, contextual, physical) and connections to real world context and problems with students.

Well-being

- Utilizing inclusive universal strategies to integrate social-emotional learning competencies school wide.
- Designing activities with students to help identify emotions and feelings and develop strategies to support their current needs. Connecting this learning to the understanding and application of Indigenous Ways of Knowing and Being to improve self-awareness and readiness to learn.
- Giving intentional opportunities for students to connect their learning with their personal stories and histories.
- Uplifting student voice and working with students to develop structures to support connectedness. Staff members will create rich, rigorous learning tasks, which enhance new curriculum implementation and support a school environment that is focused on leadership, belonging and school connectedness.

0.4.0	School Development Plans provide evidence that local	
3.1.2	measures result in program changes at the school level such	Camarliant
	as changes in practice, changes in focus, or changes in	Compliant
	measures of improvement.	



OE - 3: Instructional Program

The organization is compliant with this indicator.

Evidence statement

School improvement cycles start and end with data, measuring change to see if improvement occurred over a 3-year cycle. This evidence is reflective of the evaluation of the goals set in year 2 of 3 for the 2022-23 school year, which in turn determined the goals set in the 2023-24 School Development Plan (SDP), by measuring improvements as well as providing evidence to inform possible next steps and help to set the goals for final year of the 3- year school improvement cycle.

100 per cent of Education Directors confirmed that they reviewed the school development plan with each principal under their supervision.

In addition, Principals were asked to report specific examples of changes in practice, focus or measures as a result of the instructional actions taken or strategies implemented. Schools reported the following examples of program changes in practice, focus or measures of improvement:

Changes in Practice Examples

- Understanding and using the Science of Reading by following a systemic scope and sequence for explicit instruction of phonics and phonemic awareness
- Building teacher capacity in research-based teaching practices for Literacy (Science of Reading, use of decodables, Phonics-based program) and Mathematics (Number Talks, NCTM's resources for task design, MathUp).
- Developing authentically engaging tasks using a variety of strategies.
- Expanding the focus to feedback and assessment, with an emphasis on student understanding and utilizing feedback effectively to improve their learning.

Changes in Focus Examples

- Focusing intensively on the Science of Reading and implementing decodable texts.
- Implementing book studies and PLC focus on safe and caring environments in response to student feedback.
- Acknowledging the cultures and languages represented in the school community through weekly assemblies, library literature, and an annual family cultural night.
- Using OLEP funding to add Intensive French Intervention for all French Immersion students due to low results in French Oral Language.



OE - 3: Instructional Program

Changes in Measures of Improvement Examples

- Including measures such as attendance, teacher perception data, and school generated surveys to triangulate data and better understand the data story.
- Using learning sprints to monitor incremental growth.
- Lifting student voice through student surveys.
- Using screeners (LeNS, CC3, Numeracy) and other diagnostic tests (MIPI) to determine gaps in students learning and next step in teaching and learning.
- Using common assessments for calibration of understanding of outcomes.

3.1.3	Student learning opportunities expand as the age and	Compliant
3.1.3	developmental ability of students increases.	Compliant

The organization is compliant with this indicator.

Evidence Statement

Programmatic pathways and courses offered in the 2023-2024 school year expanded as the age and developmental ability of students increased. Evidence is provided by the confirmation of active courses in Career and Technology Foundations (CTF), Career and Technology Studies (CTS), Fine and Performing Arts (FPA), Unique Pathways, Career and Registered Trades, and Locally Developed Courses (LDCs).

Complementary Curriculum & Pathways

The Alberta Program of Studies sets the foundation for student learning opportunities K-12. K-6 student learning opportunities are set in the context of the required curriculum foundations. Increased complementary program offerings are planned and available for students as they progress into higher grades. To better reflect the increase in course offerings within CTF and CTS programming across schools, the reporting process now includes the total number of courses available to CBE students across all settings. Therefore, some areas lack comparable course offering and enrollment data from the previous school year.

Career and Technology Foundations (CTF)

During the 2023-2024 school year, 175 different CTF courses across 68 CBE student schooling sites for middle/junior high aged students. Enrollment totalled 34 869 across the system.





OE – 3: Instructional Program

CTF Cluster	Number of School Locations Offering At least 1 Occupational Area in Each Cluster (% of Middle/Junior High Schools)	Number of CTF Courses Offered within Specific Occupational Clusters Across CBE
Business	43 (63%)	165
Human Services	54 (79%)	266
Communication	64 (94%)	338
Resources	14 (21%)	43
Technology	63 (93%)	246
Multi-Cluster	33 (49%)	101

Career and Technology Studies (CTS)

CTS programs are categorized into five occupational clusters and a multi-cluster category:

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

In 2023-2024, the CBE provided multiple opportunities for students to access courses in each occupational area across the school board. The chart below summarizes the number of high schools that offered courses in each occupational area and the number of programs offered in each cluster. There was a total of 750 CTS courses offered to CBE students in 2023-2024 across 31 sites for senior high students. Enrollment totalled 25 269 across the system.

Occupational Cluster	# of secondary school sites offering at least one CTS program in each cluster	# of CTS courses offered within the cluster across CBE
BIT	27 (87%)	129
HRH	31 (100%)	228
MDC	30 (97%)	139
NAT	31 (100%)	67
TMT	27 (87%)	187

Fine and Performing Arts (FPA)



OE - 3: Instructional Program

Elementary grade levels focused on Art and Music with opportunities to embed Drama and Dance throughout the curriculum. Middle/Junior High Schools confirmed the offering of instrumental and choral music courses, art, drama and dance dependent on teacher expertise and the availability of facilities and supplies. High Schools offered discipline-specific programming for students to explore and deepen their learning through their three years. Specific alternative program opportunities were also available for grades 5 – 9 (Arts-Centred Learning).

In addition to Arts-Centred Learning, we also have the Performing and Visual Arts Program, International Baccalaureate programs and Advanced Placement programs. Students who received 30 or more arts-related credits as well as Leadership in the Arts and/or the Junior Achievement Entrepreneurial Artist opportunity were able to receive the Fine and Performing Arts Certificate in recognition of this achievement.

Unique Pathways

Unique Pathways programming includes:

- Dual Credit courses/programs,
- Off-campus Education (including Exploratory programs, Turning Points programs and Work Experience) that allow students to explore areas of study and career possibilities, and
- Apprenticeship (Registered Apprenticeship Program)

Program Summary

	2022-2023		20	2023-24	
				Number of Programs	
Dual Credit	36	29	36	30	
Exploratory	19	15	20	14	

 During the 2023-2024 school year, 572 students participated in centrally organized Dual Credit and Exploratory programs. This is an increase of 59 students from the 2022-2023 school year.

Overall Enrollment

 Overall, Unique Pathways enrolment increased by 12% due to increased number of programs and opportunities



OE - 3: Instructional Program

Locally Developed Courses (LDC)

In 2023-2024, K-9 schools reported student enrollment in 35 LDC sequences across 2 elementary and 69 middle/junior high schools.

At the high school level, 202 LDC courses were offered in the 2023-2024 school year. Records demonstrate that 22 958 high school students were enrolled in these courses.

Area Learning Team referrals demonstrate principals access system wide supports and services to support student achievement and wellness.

Compliant

The organization is compliant with this indicator.

Evidence statement

A review of Area Learning Team (ALT) referrals confirms that in the 2023-2024 school year, 100 percent of CBE principals accessed supports and services from the ALT process. This resulted in 6078 referrals across all seven areas. The most requested ALT support through the SLT process resulted in 1051 requests for specialized class placement. The second most requested support in 2023-2024 was psychoeducational consultations and assessments for students (940), followed by requests for a school family liaison (601). Requests for a Cultural/Linguistic DLSA (562) and Early Learning Support (345) were also common.

Requests for Strategist support for students is broken down into specific categories, including supporting students with identified Complex Needs (231), Social/Emotional/behavioral needs (227), English as an Additional Language needs (117).

It is important to note that system wide supports can also be accessed in other ways and are not all requested through ALT for all grades. Therefore, ALT requests do not account for all system service requests. This includes supports such as School-Based Mental Health referrals, which were previously accounted for in the ALT process. With the centralization of this specific referral, we received 1098 referrals in the 2023-2024 school year, which would be the most-requested ALT support if it were still tracked in the same format.

Division 1 and Division 2 (4228) made up over 69% of the total requests.



OE - 3: Instructional Program

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The organization is compliant with this indicator.

Evidence statement

The CBE has established guidelines regarding the charging of fees as related to curriculum designations for Off-Site Activities. Please see the chart below.

	Curriculum Dependent Trip	Curriculum Enhanced Trip
KK,	The entire class (grade) is expected to go.	There is student and/or parent choice as to whether or not a student will participate.
Determining Factors:	Lessons covered later in class will be dependent on the information presented and explored while on the trip and/or curricular outcomes will be specifically met in connection to learning activities from this trip.	Whole class lessons are not dependent on the curriculum connections made on this trip, curricular connections made on this trip are supplementary to the delivery of the curriculum covered in the school setting.
Funds for any incurred substitute teacher costs:	Not included as part of the student fee.	May be included as part of the student fee with approval from the Education Director.
Student participation:	No eligible student may be denied participation on the basis of the inability to pay.	Participation in this activity is dependent on the costs being paid by parents.

Overall, a range of off-site activities are offered throughout the school year. The range of activities includes those offered to the whole class (grade) where the general expectation is that all students would participate along with activities that would be offered to small groups of students who have participated by choice. For



OE - 3: Instructional Program

the 2023-2024 school year, 100% of principals responded that no student was denied access to whole class (grade), "Curriculum Dependent" off-site activities.

Evidence demonstrates all indicators in subsection 1 are in compliance.



OE - 3: Instructional Program

Ensure that the instructional program is regularly evaluated for long-term effectiveness, efficiency and economy and modified as necessary or warranted.

Compliant

Board-approved Interpretation

Chief Superintendent ensures all instructional programs in the CBE are regularly monitored using research informed and evidence-based methods for evaluation.

The Chief Superintendent interprets:

- *instructional programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study;
- evaluated for long-term effectiveness to mean the regular use of data to determine whether the supports and services produce the intended Results priorities over time;
- evaluated for long-term efficiency to mean the resources dedicated to programs, over time, generate the maximum outcome possible;
- evaluated for long-term economy to mean programs will achieve the desired outcomes, over time at the least costly alternatives that support realization of the intended Results priorities; and
- modified as necessary or warranted to mean where evidence indicates change or modification is warranted that changes may be made.

Board-approved Indicators and Evidence of Compliance |

An annual report of the evaluations undertaken shows that programming changes or modifications are being made when the evaluation process indicates the need to do so.

The organization is compliant with this indicator.

Evidence statement

On October 24, 2023, CBE administration provided a report summarizing two completed program evaluations, one ongoing program evaluation, and the selection and initiation of two additional program evaluations initiated for the 2023-2024 school year.



OE – 3: Instructional Program

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After careful consideration of the findings of this report in relation to available CBE programming and student learning opportunities, CBE Administration proposed the closure of the All-Boys Program, which was before the Board for consideration in the 2024/2025 school year. The report provided a status update for the ongoing program evaluation and provided an overview of the project objectives for the two program evaluations initiated during the year.

For the 2023-2024 year, there were no other anticipated changes to programming arising from the evaluations.

Evidence demonstrates all indicators in subsection 2 are in compliance.



OE - 3: Instructional Program

Ensure that no program emphasizes a particular religion, notwithstanding the *Education Act* definition of alternative programs.

Board-approved Interpretation

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

The Chief Superintendent interprets:

 program to mean an instructional program based on the outcomes identified in the Alberta Education authorized programs of study.

Board-approved Indicators and Evidence of Compliance |

0.04	An internal review confirms that no CBE program	Compliant
3.3.1	emphasizes a particular religion.	Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2023-2024 school year, 100% of principals confirm that they have read, and that practices in the school are compliant with, *AR 3067: Religion in Education* ensuring no programs in the schools emphasize a particular religion.

3.3.2	No proven allegation of non-compliance with AR 3067: Religion in Education.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2023-2024 school year, 100% of principals confirm the practices in their schools comply with Administrative Regulation 3067 – Religion in Education.

Evidence demonstrates all indicators in subsection 3 are in compliance.



OE - 3: Instructional Program

Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the long-term fiscal and operational capacity of the organization.

Compliant

Board-approved Interpretation

The Chief Superintendent is responsible for providing safe and reliable transportation services that meet the CBE's legal obligations and that balances the services required to support education programming choices with the associated costs in a fiscally sound and responsible manner.

The Chief Superintendent interprets:

- transportation services to mean companies contracted by the CBE to provide transportation to and from school for students including public transit;
- safe to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services;
- reliable to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control;
- long-term fiscal and operational capacity to mean the development of a sustainable plan affordable over a period of time within the allocated resources considering the bounds of legislation and generally accepted accounting principles; and
- operational capacity to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.



OE - 3: Instructional Program

Board-approved Indicators and *Evidence* of Compliance |

3.4.1	100 per cent of school bus stops and zones follow the Alberta Education Route Assessment criteria.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE received an Alberta Education Route Assessment for each route, and all concerns were addressed by October 31, 2023. 670 runs, or 71%, were found to be in compliance. 246, or 29%, required follow-up. After follow-up, 100% of school bus stops and zones were found to be in compliance.

	Mechanisms are in place to administer penalties to	
3.4.2	contracted carriers for instances of unreliability such as	Compliant
	tardiness or absence.	-

The organization is compliant with this indicator.

Evidence statement

Contracts with service providers include performance measures that allow CBE to administer penalties for instances of service concerns. Penalties were administered to address non-compliance with the Master Transportation agreement.

Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Transportation services provided by CBE balance the cost of providing transportation services with the provincial grants. A \$7.203 million dollar surplus was carried forward into the 2024-2025 school year due to a timing delay between the receipt of funds and the implementation date for new, shorter travel distances. As these funds were received specifically to support the new, shorter travel distances the funds



OE - 3: Instructional Program

could not be deployed to other transportation purposes. Starting in 2025-26, the CBE will implement the new, shorter travel distances and this surplus will be used to fund the increased cost of service delivery and stabilize transportation fees.

Evidence demonstrates all indicators in subsection 4 are in compliance.

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.





results monitoring report

Results 2: Academic Success

Monitoring report for the school year 2023-24

Report date:

Jan. 14, 2025

that the information in this report is accurate and complete, and that the organization is: ☐ making reasonable progress with exception(s) (as noted). □ not making reasonable progress Date: January 14, 2025 Signed: Joanne Pitman, Chief Superintendent **BOARD OF TRUSTEES** 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

With respect to Results 2: Academic Success, the Chief Superintendent certifies

Executive Summary |

Analysis |

The data indicated across the four cohorts:

- Overall, the current year high school completion rates compared to the previous three-year average for the 5-year completion rate improved and closed the gap with the province. As compared to the previous year results, overall 3-year and 4-year completion rates declined alongside the province. However, CBE completion rates increased or were maintained in 5 of 12 cases.
- All students, in every cohort achieved acceptable or excellence levels results on their 30 level diploma exams, exceeding the provincial results, in 43 out of 44 cases. When compared with CBE results for 2022-23, 30 level diploma results for students in every cohort increased in acceptable and excellence in 76 per cent of the cases and maintained in 4 per cent.
- CBE Provincial Achievement Test (PAT) results for all cohorts at the acceptable standard were higher than the provincial results in 2023-24, in 54 per cent of the cases. Of the 44 per cent where CBE was lower than the provincial results, 27 per cent were results were for K&E courses.* PAT results include all enrolled students, including students excused or absent for the exam. In these cases, exam results are included in the overall results as a zero.
- CBE PAT results for Students who Self-Identify as Indigenous at the acceptable standard were lower than the provincial results in 2023-24 in all exams except for Grade 9 Mathematics K&E. However, in 6 of the 11 exams, CBE results for students in this cohort were higher than the previous year results.
- Report card mean results generally showed a decline from the previous year results in divisions 1, 2 and 3 for all subjects. However, Division 1 French Language Arts and Division 3 Fine and Performing Arts saw increases over 2022-23 results. Division 3 Physical Education, Division 3 Social Studies and Division 1 Mathematics report card mean results were maintained.
- In Division 4, report card mean results showed an increase over the previous year results in all core subjects for every cohort with the exception of Students who Self-Identify as Indigenous in Social Studies who saw a decrease of 0.01 percentage points, which was not statistically significant. General decline was seen in CTS/F and Fine and Performing Arts for all students in all cohorts.

*Note | In certain cases, data values were suppressed where the number of students was fewer than 6.

Context | Continued Unprecedented Enrolment Growth and Ongoing Learning Disruptions

Trust and validity in any body of evidence are strengthened by the consistency with which the evidence tells the same story. CBE teachers continue to be intentional in gathering a comprehensive body of student assessment evidence through observations, conversations, and student work. The reliability and validity of



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student achievement data are highest when there is a substantial body of evidence to triangulate and confirm the evaluations of student learning as reflected in report cards.

This year, schools experienced continued, unprecedented month-over-month enrolment growth across all divisions, with thousands of students entering schools after the end-September enrolment count. By the end of the 2023-24 school year, over 141,000 students were enrolled in CBE classrooms, representing a net growth of over 3000 students following the end-September enrolment count date used for funding enrolment.

Alongside this growth, student complexity also continued to increase. The number of English as an Additional Language (EAL) learners grew, many of whom were identified at Language Proficiency levels 1, 2, or 3. English language acquisition takes time and may impact academic achievement in the short term. Students typically require a minimum of 5 years¹ to gain academic language proficiencies comparable to their peers who have English as their primary language.

The rise in enrolment, classroom sizes, and student complexity was also accompanied by ongoing instability within classrooms and school environments. This was partly due to ongoing high rates of absenteeism among both staff and students, unfilled staff vacancies, and continued school reorganizations to accommodate shifting student populations. In-year funding initiatives, such as learning intervention funding, continued to influence how schools organized direct supports for early learners.

We continue to exercise caution when considering trends over time. The unprecedented enrolment growth, rising classroom complexity, and high levels of absenteeism have all impacted the ability of teachers to collect a robust body of evidence informing report card marks. Despite these challenges, a variety of assessment data continues to be used to identify student needs and gaps. As in all schools, as teachers delve deeper into the data, they consistently identify and work to address areas in need of improvement. This also remains true for leaders when working with system-wide 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.

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, 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 was given to understanding these implications in the development of new baselines from which to measure improvement. This meant that the work to improve student learning was not expected to be significantly reflected in the Results 2 indicators for the 2023-24 school year. We did expect that incremental growth with respect to many of the measures would be reflected in School Improvement Results Reports and School Development Plans and closely monitored these measures at each school. It is for these reasons no targets were set for 2023-24 in this report.

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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: A new English Language Arts and Literature (ELAL) curriculum for Division 1 students was implemented for the 2022-2023 school year and expanded to include implementation for Division 2 students in the 2023-24 school year. Division 3 and 4 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 as an Additional 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.
- French Language Arts: A new French Immersion Language Arts and Literature (FILAL) curriculum for Division 1 students was implemented for the 2022-2023 school year and expanded to include implementation for Division 2 students in the 2023-24 school year. All other students continued studying the French Language Arts Program of Studies. For the purposes of this report, both the FILAL curriculum and FLA program of study are referred to as French Language Arts as this is the language in the currently approved monitoring indicators.
- 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,



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- 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 3year 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.



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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.



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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 as an Additional 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 as an Additional Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs



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- 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 as an Additional 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 as an Additional 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 as an Additional Language Learners

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- 5.3 Students who Self-Identify as Indigenous
- 5.4 Students with Identified Special Education Needs



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Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2023-24 results, analysis and capacity building |

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 2023-24 results Alberta Education Assurance Measures for high school completion are based on 2022-23.

- 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

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

 $^{^{\}rm 2}$ Refer to Attachment I for the criteria of the categories for High School Completion.



Policy 2.1

Indicator 1

Measures.

Percentage of students

completing high school

within three, four or five

Education Assurance

years of starting grade 10;

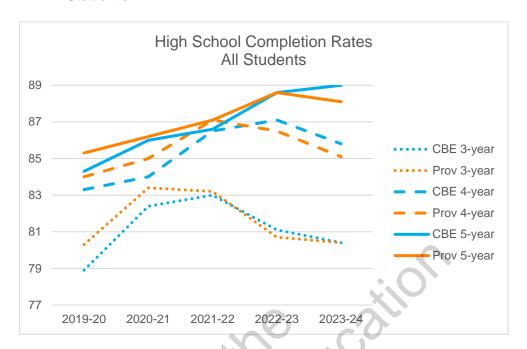
as measured in the Alberta

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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.

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 2023-24, 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 2018-19.

3-year	Measure Evaluation	2019-20	2020-21	2021-22	2022-23	2023-24
90	Achievement*	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
CBE	Improvement**	Improved Significantly	Improved Significantly	Improved Significantly	Maintained	Declined Significantly
	Overall***	Good	Good	Good	Acceptable	Issue
	Achievement	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
Prov	Improvement	Improved Significantly	Improved Significantly	Improved Significantly	Declined Significantly	Declined Significantly
	Overall	Good	Good	Good	Issue	Issue

^{*}The Achievement Measure Evaluation compares Current Year data to a set of standards set by Alberta Education

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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.

- **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.

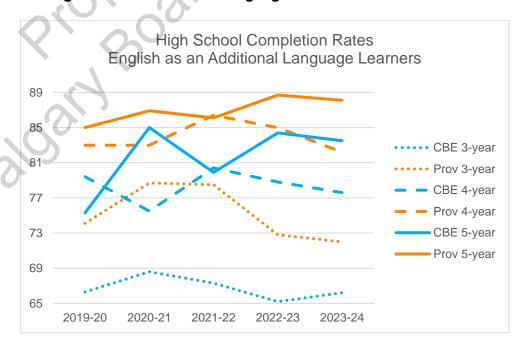
Analysis of Cohort

For the first time in five years, the CBE has outperformed the province in the 5-year high school completion rates. These results are encouraging as the CBE's All Students cohort showed a continuous year-over-year increasing trend for 5-year high school completion rate. In comparison, both CBE and provincial 3-year and 4-year high school completion rates declined in 2023-24.

When compared to the previous three-year average high school completion rates, the CBE's 3-year rate declined significantly with a 1.8 percentage point decrease, yet remains above pre-pandemic levels. The CBE's 4-year rate decreased by 0.1 percentage which was not statistically significantly but requires monitoring. Meanwhile, CBE's 5-year completion rates saw statistically significant improvement relative to its previous three-year average.

When 2023-24 provincial and CBE results are compared, CBE completion rates were higher than the corresponding provincial ones in 4-year and 5-year rates and comparable to provincial result for the 3-year high school completion rate.

1.2 English as an Additional Language Learners





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.

3-year	Measure Evaluation	2019-20	2020-21	2021-22	2022-23	2023-24
	Achievement	Low	Low	Low	Very Low	Low
CBE	Improvement	Improved	Maintained	Maintained	Maintained	Maintained
	Overall	Acceptable	Issue	Issue	Concern	Issue
	Achievement	Intermediate	Intermediate	Intermediate	Low	Low
Prov	Improvement	Improved Significantly	Declined	Improved Significantly	Declined Significantly	Declined Significantly
	Overall	Good	Issue	Good	Concern	Concern

Analysis of Cohort

The number of students included in this cohort ranges from 469 to 1026. In terms of small number of students in English as an Additional Language Learners (EAL) cohort, there will be more fluctuations over time. As such, caution must be used in interpreting these results.

For 4-year and 5-year high school completion rates, both province and English as an Additional Language Learners in CBE showed decreased results from 2022-23 to 2023-24. When compared to the previous three-year average, the decreases in CBE's 4-year and 5-year rates were both not significant. A noticeable 1 percentage point year-over-year increase was found in CBE's 3-year completion rate while the province had a 0.8 percentage point decrease in 2023-24 in comparison to last year's result.

In the EAL cohort, all CBE's high school completion rates were lower than provincial results. The gaps between provincial and CBE 3-year and 4-year rates continues to narrow as it has for the previous two years while the 5-year completion rates, the gap has widened by 0.3 percentage points in 2023-24 compared to 2022-23.

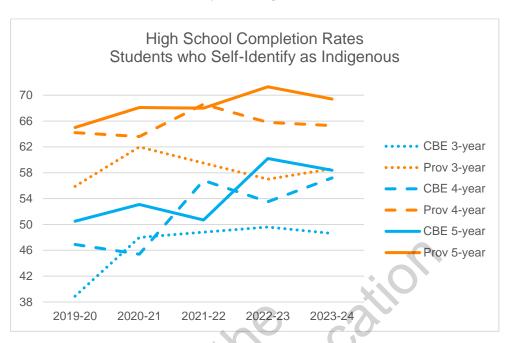
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Indicator 1

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

1.3 Students who Self-Identify as Indigenous



3-year	Measure Evaluation	2019-20	2020-21	2021-22	2022-23	2023-24
	Achievement	Very Low	Very Low	Very Low	Very Low	Very Low
CBE	Improvement	Maintained	Improved Significantly	Improved	Improved	Maintained
	Overall	Concern	Acceptable	Issue	Issue	Concern
	Achievement	Very Low	Very Low	Very Low	Very Low	Very Low
Prov	Improvement	Maintained	Improved Significantly	Improved	Declined	Maintained
	Overall	Concern	Acceptable	Issue	Concern	Concern

Analysis of Cohort

The number of students included in this cohort ranges from 298 to 401.

For the Students who Self-Identify as Indigenous cohort, CBE showed 1 percentage point decline in 3-year high school completion rates as opposed to a 1.6 percentage point increase at provincial level. Both CBE and provincial 5-year rates decreased from 2022-23 to 2023-24. When compared to the previous three-year averages, these decreases were both not statistically significant. Compared to the previous year the CBE's 4-year completion rate improved by 3.7 percentage points, whereas the provincial rate declined.

Overall, when comparing the 2023-24 provincial and CBE completion results, all CBE completion rates were lower than the corresponding provincial results over time. The gaps between CBE and province in 4-year

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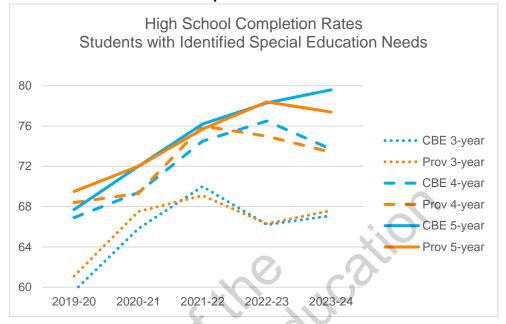


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Indicator 1

Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures. and 5-year rates became smaller, while the difference widened in the 3-year high school completion rate in 2023-24 compared to 2022-23.

1.4 Students with Identified Special Education Needs



3-year	Measure Evaluation	2019-20	2020-21	2021-22	2022-23	2023-24
	Achievement	Very Low	Very Low	Low	Low	Low
CBE	Improvement	Improved Significantly	Improved Significantly	Improved Significantly	Maintained	Maintained
	Overall	Acceptable	Acceptable	Good	Issue	Issue
	Achievement	Very Low	Low	Low	Low	Low
Prov	Improvement	Improved	Improved Significantly	Improved Significantly	Maintained	Maintained
	Overall	Issue	Good	Good	Issue	Issue

Analysis of Cohort

The number of students included in this cohort ranges from 1628 to 2246.

For the Students with Identified Special Education Needs cohort, the CBE achieved a statistically significant year-over-year increase for their 5-year completion rate compared to the previous three-year average. In 2023-24, a notable decline of 2.8 percentage point year-over-year was observed in the CBE 4-year rate though the results were not significantly lower than the previous three-year average.

In 2023-24, when compared to the province, the CBE students showed stronger completion rates in both the 4-year and 5-year in contrast to the provincial 3-year rate was 0.5 percentage point higher than CBE results.

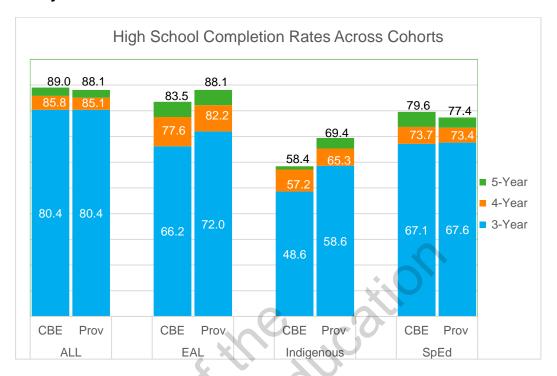
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Indicator 1

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

Summary



	Measure Evaluation	CBE All	Prov All	CBE EAL	Prov EAL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	Achievement	Intermediate	Intermediate	Low	Low	Very Low	Very Low	Low	Low
	Improvement	Declined Significantly	Declined Significantly	Maintained	Declined Significantly	Maintained	Maintained	Maintained	Maintained
	Overall	Issue	Issue	Issue	Concern	Concern	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 2023-24

No targets were set for the 2023-24 school year.

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Interpretation

The CBE 3-year high school completion rate for the All-Students cohort declined significantly with a 1.8 percentage point decrease. This is in alignment the province. This decline may have been impacted by the disruptions caused by COVID-19. It is important to note that students within the 3-year high school completion cohort, made the transition to high school Fall 2020 after the shutdown of Alberta schools during their grade 9 year in March of 2020. Social distancing, minimal gatherings, transitions to and/or pivoting between online and in-person learning, and disruption to typical high school activities impacted the overall high school experience and continued to impact the overall well-



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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. being of students. These students may not have had the opportunity to participate in clubs and other activities that foster a sense of connection and belonging, which can be factors that play into high school completion. This issue is not unique to the Calgary Board of Education (CBE), as the province also experienced a decline. Despite these challenges, the CBE has closed the gap between our three-year completion rate and that of the province.

While the province declined significantly, the CBE maintained completion rates for the English as Additional Language Learners cohort. Although the CBE saw a noticeable one percentage point year-over-year increase in the three-year completion rate, which is greater than the province's 0.8 percentage point decrease, the CBE's three-year graduation rate is still below the provincial average. While the measure does not consider students who were not identified in that initial cohort in grade 10, the ongoing massive intake of students over this period, and in particular English as an Additional Language learners at the Division 4 level, may have impacted this rate overall, as schools worked to manage and support the increased needs and resources for students. It is notable, that while the province's rate declined significantly, the CBE maintained results, narrowing the gap between the four-year completion rates.

For Students who Self-Identify as Indigenous, the three-year high school completion rate declined by one percentage point, compared to the province's 1.6 percentage point decline. Although we did not see an improvement over three years, the decline was not statistically significant, indicating some level of stability, suggesting that the supports and actions associated with targeted attendance supports and holistic student supports may be proving successful given the impact, and potentially disproportionate impact, that pandemic may have had on this cohort.

As a system we recognize the need for students to experience a sense of belonging in order to persevere to complete high school. Strategies such the creation of Holistic Transition Plan developed for all grade 9 Indigenous students entering grade 10 to feel welcomed and connected from their first day of high school, graduation coaches for Students who Self-Identify as Indigenous students, as well as targeted and intensive supports and services for Students with Identified Special Education needs and English as Additional Language may play a role in the maintenance of high school completion rates, despite extenuating circumstances.

Celebrate

- CBE All Students cohort achieved higher 4-year and 5-year high school completion rates than the provincial results in 2023-24.
- Noticeable improvements from 2022-23 to 2023-24 could be found: 3year completion rate in English as an Additional Language Learners cohort; 4-year completion rate in Students who Self-Identify as



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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.

- Indigenous cohort; 5-year completion rate in Students with Identified Special Education Needs cohort.
- In 2023-24, CBE's Students with Identified Special Education Needs cohort completed high school in 4 and 5 years, at rates higher than the provincial cohort.

Areas for Growth

- Increase three-year completion rates across all CBE cohorts relative to the three-year rate for the province.
- Narrow the gap between CBE's and provincial results for each of the high school completion rates in the English as an Additional Language Learners and Students who Self-Identify as Indigenous cohorts.
- Percentage of absenteeism by division indicates highest absenteeism for students in Division 4. CBE's ongoing efforts to increase student graduation rates uses attendance as a key indicator of student success. Strengthening the learning efforts of staff and community partners may further support regular attendance.

Building Capacity

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

Professional Learning

- As part of the school leadership professional learning series, provide on-demand webinars for school administrators to build and apply collaborative and culturally aware responses to student absenteeism.
 - Continue developing school administrators' data literacy in gathering and interpreting attendance data.
 - Deliver learning sessions for identified stakeholders, such as teachers and community partners, to increase awareness and common understanding about the importance of regular attendance with students and their parents.
- Staff will participate in Maatoomsii'Pookaiks (Children First), the systemwide Indigenous Education Professional Learning Day focused on learning to support implementation of the Indigenous Holistic Lifelong Learning Framework Mind Domain | To Know and the key attributes within.
- Supporting digitally-enabled assessments for students with identified special needs. These assessments are used widely, especially in high schools.
- Supporting best practices for technology integration to support high school student success.
- Outcomes-Based Assessment (OBA) Professional Learning series for Principals, Assistant Principals, Learning Leaders and teachers implementing OBA courses.

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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.

- Targeted Support for Knowledge and Employability (K&E) Courses: Professional learning sessions are offered to help teachers enhance student achievement in Knowledge and Employability courses.
- Conduct the second High School Student Symposium with a specific focus on refining well-being actions through the theme of Social Emotional Learning.
- Off-Campus Coordinators 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).
- Unique Pathways team presents to Off-campus Coordinators from each high school monthly and to system Guidance LL meetings bimonthly.
- The Unique Pathways team offers onboarding called "Work Experience 101" for new Off-campus Coordinators to understand how Off-campus Education can support student choice and voice.
- Professional learning for CTF and CTS teachers through professional learning networks (PLN), system PD Days, and CBE and CCSD CT conference to build professional capital to benefit student learning and prepare them for their future(s) in high school and beyond.

Structures & Processes

- Continue advancement of public-facing attendance communication through school websites, ensuring alignment with revised Administrative Regulation 6020 – Attendance of Students.
- Ongoing collaboration with portfolios including Inclusive Education, Indigenous Education, and EAL to support improvement in student attendance, particularly for the student groups who are overrepresented in the absenteeism data.
- High School OBA Teacher Working Groups have been created to develop resources specific to implementation of outcomes-based assessment in high school classrooms.
- Deploy Indigenous Student Success Learning Leaders and Indigenous Student Graduation Coaches to 17 target schools across divisions to provide direct, holistic well-being, engagement, and academic services and supports to self-identified Indigenous students.
- Redesign and implement a new structure for learning and working with Indigenous Elders and Knowledge Keepers.
- System wide Professional Learning, Resource Teacher Network, and targeted support through area Resource Teacher Network series provided support to improve understanding of the objectives of K&E.
- Create and support School Student Well-Being Action Teams to advance a culture of well-being across CBE High Schools and Middle Schools.
- Develop and implement High School EAL Teacher and Designates structure to support a three-part high school serries focusing on

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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.

- enhancing programming for English and as Additional Language Learners.
- DELF and DELE language proficiency exams are offered to grade 12 students. Successful students earn International recognized language credentials in the target language.
- Languages Department offers Course Challenge for grade 12 students. The primary purpose of the CBE Language Course Challenge program is to assist students in meeting all requirements for high school graduation.
- Continue developing programming in collaboration with SAIT for grade 11 and 12 students in the Digital Futures Pathway Collegiate, while polling students on their technology interests to inform the creation of new dual credit opportunities.
- New programming through Unique Pathways (Dual Credit and Exploratory) provides student choice and voice in their educational journey, allowing students to explore career pathways and areas of passion or interest.
- Foster relationships with post-secondary, industry and community partners to maintain existing Dual Credit and Exploratory programming and create new offerings.
- Work with Alberta Education to contribute to the Dual Credit Advisory Group, the Collegiate group supported through CASS (TAVE), and the upcoming Modernization of Apprenticeship Advisory Group.

Resources

- Create user-oriented resources for school administrators to assist with communicating CBE attendance policies and procedures to their school staff.
- Continue to formalize partnership agreements focused on providing cultural resources and supports to self-identifying Indigenous students and schools.
- Diagnostic Support for Literacy: Teachers are equipped with wholeclass screeners to assess vocabulary, comprehension, and spelling. These tools help determine next steps for learning and identify necessary interventions for students.
- Created a partnership with the Calgary Construction Association to pilot the Honour The Work Program with 3 schools in the 2024-25 School Year.

4-37



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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 for All Students

Division	2019-20	2020-21	2021-22	2022-23	2023-24
1	2.84	2.94	2.96	2.90	2.89
2	2.90	2.96	2.95	2.91	2.89
3	2.91	2.95	2.92	2.89	2.87
4	71.2	71.5	70.9	70.0	70.3

B. Student report card results as a mean within Mathematics for All Students

Division	2019-20	2020-21	2021-22	2022-23	2023-24
	2.97	3.07	3.10	3.04	3.04
2	2.96	2.99	3.00	2.95	2.92
3	2.88	2.88	2.87	2.84	2.82
4	74.9	73.7	72.4	70.9	72.1

Analysis of Cohort

Overall, report card means remained stable or declined last year across all divisions except Division 4 for both Mathematics and English Language Arts. Among Divisions 1-3, Divisions 1 and 2 students achieved the highest results in English Language Arts, with Division 1 students also excelling in Mathematics for 2023-24. Report card grades were consistently higher in Mathematics for Divisions 1, 2, and 4, while Division 3 students performed better in English Language Arts. Over the past four years, average report card scores for Divisions 1, 2, and 3 have generally decreased in both subjects, though the declines in 2023-24 were smaller than the previous year.



Indicator 2

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

High school students saw notable increases in report card means, with a 0.3 percentage point rise in English Language Arts and a 1.2 percentage point rise in Mathematics. Additionally, Division 4 students showed year-over-year growth in both subjects in 2023-24 compared to previous years.

2.2 English as an Additional Language Learners

A. Student report card results as a mean within English Language Arts for English as an Additional Language Learners

Division	2019-20	2020-21	2021-22	2022-23	2023-24
1	2.75	2.84	2.82	2.79	2.77
2	2.79	2.82	2.82	2.77	2.73
3	2.73	2.77	2.76	2.73	2.70
4	67.5	67.5	66.9	65.0	66.4

B. Student report card results as a mean within Mathematics for English as an Additional Language Learners

Division	2019-20	2020-21	2021-22	2022-23	2023-24
1	2.87	2.95	2.93	2.89	2.90
2	2.91	2.91	2.92	2.88	2.85
3	2.78	2.78	2.76	2.75	2.71
4	73.8	70.3	69.7	66.2	68.4

Analysis of Cohort

The number of students in the English as an Additional Language Learners cohort who received an Indicator of 1, 2, 3 or 4 as part of their Report Card evaluation in English Language Arts and Mathematics with a Report Card were as follows:

Division 1: 10586 to 11131
Division 2: 10846 to 11286
Division 3: 8970 to 9315
Division 4: 5387 to 5832

4-39

Last year, the English as an Additional Language Learners cohort showed lower report card means in both subjects for most divisions compared to 2022-23, except for Division 4 in English Language Arts and Divisions 1 and 4 in Mathematics. Over time, Division 1 students achieved the highest report card means in Mathematics and English Language Arts across Divisions 1 to 3 in 2023-24.



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Indicator 2

Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement. Report card means in Mathematics have been higher across all divisions over the past four years. Students in Divisions 1, 2, and 3 showed year-over-year decreases, except for a 0.01 percentage point increase in Division 1 in 2023-24 and Division 2 in 2021-22 for Mathematics. Division 4 students achieved higher report card means in 2023-24 for both subjects compared to 2022-23.

2.3 Students who Self-Identify as Indigenous

A. Student report card results as a mean within English Language Arts for Students who Self-Identify as Indigenous

Division	2019-20	2020-21	2021-22	2022-23	2023-24
1	2.23	2.29	2.37	2.42	2.48
2	2.42	2.46	2.45	2.43	2.45
3	2.42	2.44	2.37	2.40	2.40
4	62.9	60.6	58.8	59.6	60.1

B. Student report card results as a mean within Mathematics English Language Arts for Students who Self-Identify as Indigenous

Division	2019-20	2020-21	2021-22	2022-23	2023-24
1	2.35	2.36	2.51	2.56	2.59
2	2.39	2.37	2.37	2.29	2.34
3	2.28	2.23	2.19	2.25	2.24
4	65.1	60.9	60.6	59.5	61.4

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: 1219 to 1254
Division 2: 1128 to 1215
Division 3: 1058 to 1090
Division 4: 1059 to 1159

In contrast to the 2023-24 results in All Students and English as an Additional Language Learners cohorts, the students who Self-Identify as Indigenous cohort either maintained or achieved higher report card means



Indicator 2

Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement. in both subjects for all divisions except for a 0.01 decrease in Division 3 in Mathematics.

Within this cohort, students in Division 2 and Division 3 consistently showed higher report card means in English Language Arts compared to Mathematics over time while Division 1 and Division 4 students generally demonstrated higher average report card scores in Mathematics over the past four years.

Year-over-year, Division 1 students showed consistent increases in both subjects, and Division 4 students achieved a two-year improvement in English Language Arts, with a notable 1.9 percentage point increase in Mathematics in 2023-24, the first such increase in the last five years.

2.4 Students with Identified Special Education Needs

A. Student report card results as a mean within English Language Arts for Students with Identified Special Education Needs

Division	2019-20	2020-21	2021-22	2022-23	2023-24
1	2.40	2.47	2.45	2.39	2.39
2	2.57	2.61	2.61	2.58	2.57
3	2.55	2.59	2.57	2.55	2.53
4	66.3	65.4	65.1	64.6	65.3

B. Student report card results as a mean within Mathematics for Students with Identified Special Education Needs

Division	2019-20	2020-21	2021-22	2022-23	2023-24
1	2.51	2.60	2.58	2.51	2.52
2	2.61	2.64	2.64	2.59	2.57
3	2.47	2.47	2.46	2.45	2.44
9 4	68.9	66.5	65.4	64.1	66.0

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: 3637 to 3751
Division 2: 4451 to 5023
Division 3: 5322 to 5555
Division 4: 5947 to 6597

4-41



Indicator 2

Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement. Comparing results from 2022-23 to 2023-24, Students with Identified Special Education Needs in Division 1 and Division 4 either maintained or improved their report card means in both subjects, while students in Division 2 and Division 3 showed a slight decrease. Notably, Division 4 Mathematics saw a 1.9 percentage points increase.

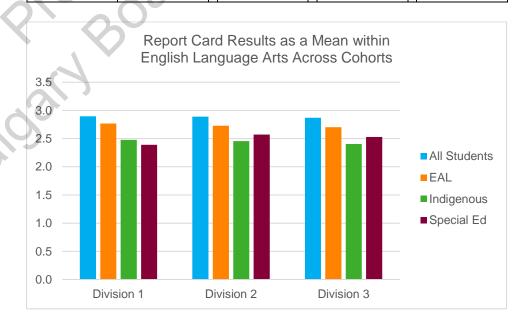
When comparing Mathematics to English Language Arts report card means, Division 1 students achieved higher in Mathematics than English Language Arts. Division 3 students achieved relatively higher in English Language Arts over time. Except for the result in 2022-23, Division 4 students achieved higher in Mathematics than English Language Arts across the past four years.

Overall, students in Division 1, 2 and 3 showed a generally decreasing trend in report card means over the last four years, whereas Division 4 students achieved higher means in both subject this year, marking the first instance of such improvement compared to the previous year's results.

Summary

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

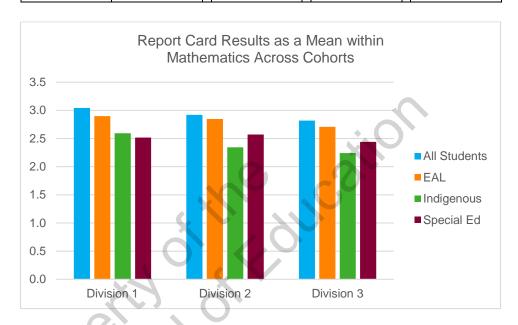
Division	All Students	EAL	Indigenous	Special Ed
1	2.89	2.77	2.48	2.39
2	2.89	2.73	2.45	2.57
3	2.87	2.70	2.40	2.53



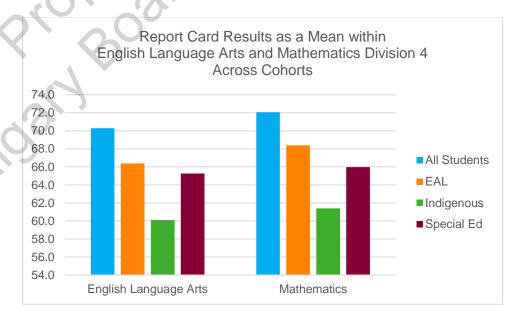
Indicator 2

Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement. B. Student report card results as a mean within Mathematics in Divisions 1-3 by cohort

Division	All Students	EAL	Indigenous	Special Ed
1	3.04	2.90	2.59	2.52
2	2.92	2.85	2.34	2.57
3	2.82	2.71	2.24	2.44



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



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



Indicator 2

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

Targets for 2023-24

No targets were set for the 2023-24 school year.

Interpretation

See Indicator 3 - Summary



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

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.

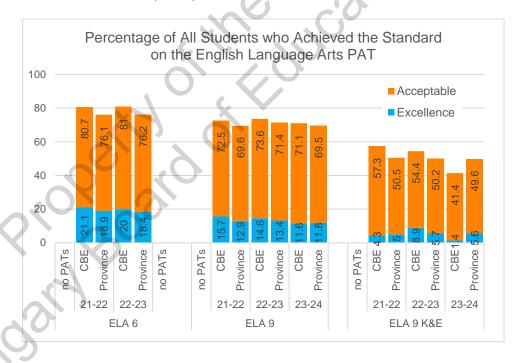
Note | Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting cohort results.

Legend |

Acc – Acceptable Standard Ex – Standard of Excellence

3.1 All Students

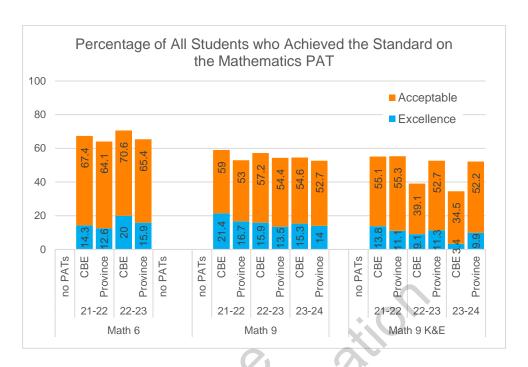
A. Percentage of All Students who achieved the standards on Provincial Achievement Tests (PATs)



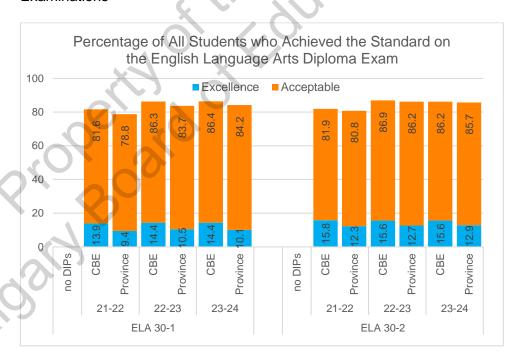
Note | achievement at the Acceptable standard is inclusive of achievement at the standard of Excellence.

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

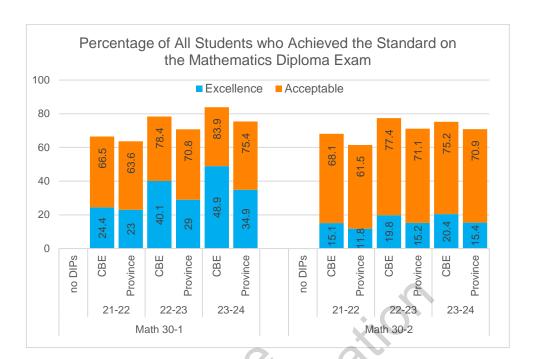


B. Percentage of All Students who achieved the standards on Diploma Examinations



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



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: 70 to 87

Non-K&E PATs: 10 344 to 10 361Diploma Examinations: 2502 to 6789

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.

When CBE and provincial PAT results are compared for the All Students cohort, CBE students outperformed the province on both English Language Arts and Mathematics courses in the acceptable standards. Moreover, more than 15 per cent of the students writing Mathematics 9 achieved the standard of excellence, which was higher than the provincial result. Students in the Knowledge and Employability (K&E) courses achieved below the province in both subjects.

When comparing these two subjects, Grade 9 CBE students achieved stronger results in English Language Arts as compared to Mathematics within the acceptable standard while they 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, an overall decline across both standards could be observed in 2023-24 for all Grade 9 PAT English Language Arts and Mathematics courses.

Indicator 3

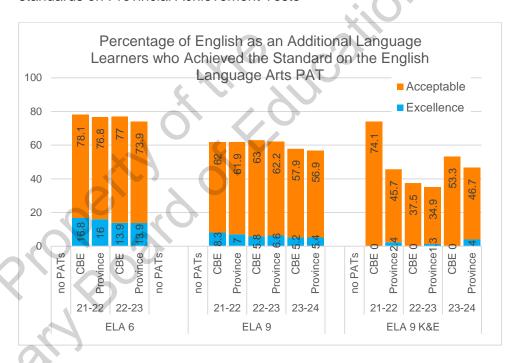
The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance

In terms of diploma examination results, CBE students consistently achieved stronger diploma examination results in English Language Arts and Mathematics compared to provincial results for the previous three years. Like PAT results, a larger percentage of CBE students achieved the acceptable standard in English Language Arts while more students achieved the standard of excellence in Mathematics in 2023-24.

Within the past three years, dash one courses in both English Language Arts and Mathematics showed consistent improvements over time while dash two courses had lower acceptable standard percentages in 2023-24 in comparison to last year's results.

3.2 English as an Additional Language Learners

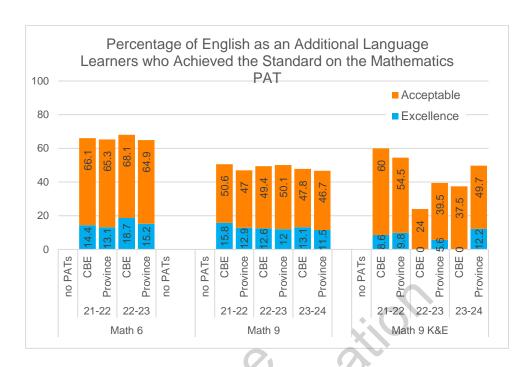
A. Percentage of English as Additional Language Learners who achieved the standards on Provincial Achievement Tests



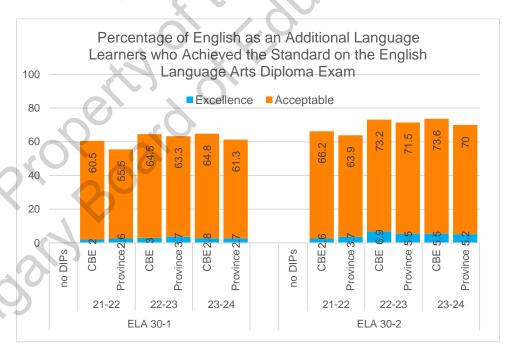
4-48

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

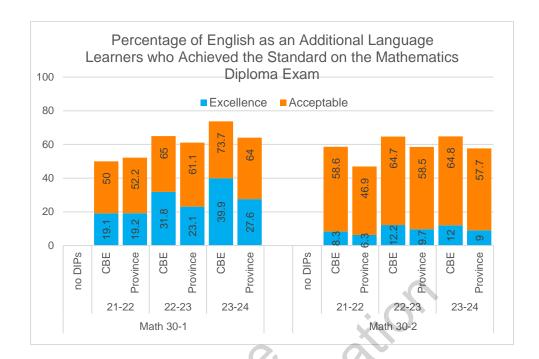


B. Percentage of English as Additional Language Learners who achieved the standards on Diploma Examinations



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



Analysis of Cohort

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

K&E PATs: 15 to 16

Non-K&E PATs: 2685 to 2686Diploma Examinations: 332 to 708

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.

In 2023-24, CBE's English as an Additional Language Learners cohort achieved higher results in the acceptable standard compared to provincial results on both English Language Arts and Mathematics PATs except for Mathematics 9 K&E in 2023-24. CBE also outperformed the province in ELA 9 and Math 9 standard of excellence results.

Across these two subjects, Grade 9 English as an Additional Language Learners achieved stronger acceptable standard results in English Language Arts PATs compared to Mathematics PATs while the percentage of students achieving the standard of excellence in Mathematics PAT was higher.

For the previous three years, K&E courses showed fluctuations due to the small number of students writing. Year-over-year declines were generally observed for both standards in ELA 9 and Math 9 except for the 0.5 percentage point increase in Mathematics 9 standard of excellence result in 2023-24.

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

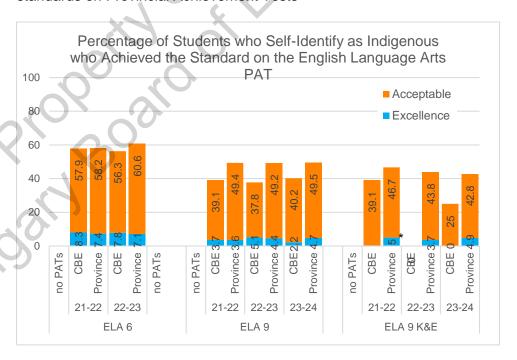
CBE's English as an Additional Language Learners continued to achieve better diploma examination results compared to the province at the acceptable standard, with gaps being more notable for all English Language Arts and Mathematics courses in 2023-24. Similar to acceptable standard results, CBE also achieved higher standard of excellence performances in all courses compared to the province in 2023-24. It is notable that the standard of excellence in Mathematics 30-1 showed great increases within the latest three years.

In 2023-24, more than 73 per cent of English as an Additional Language Learners consistently achieved the acceptable standard for Mathematics 30-1 and English Language Arts 30-2 while approximately 65 per cent of students in this cohort achieved the same standard in other courses. Additionally, English as an Additional Language Learners showed greater achievement in Mathematics at the standard of excellence when compared to English Language Arts in 2023-24. Year-over-year improvements were also consistently observed across different diploma examinations in the acceptable standard over time.

3.3 Students who Self-Identify as Indigenous

4-51

A. Percentage of Students who Self-Identify as Indigenous who achieved the standards on Provincial Achievement Tests

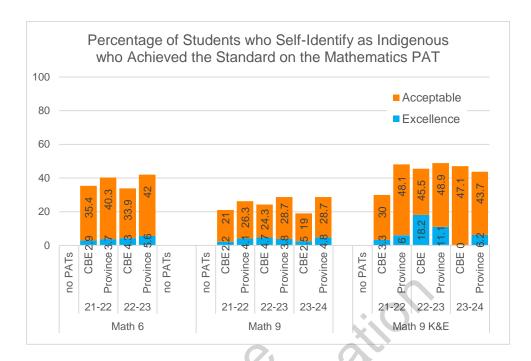


*Data values have been suppressed where the number of respondents/students is fewer than 6.



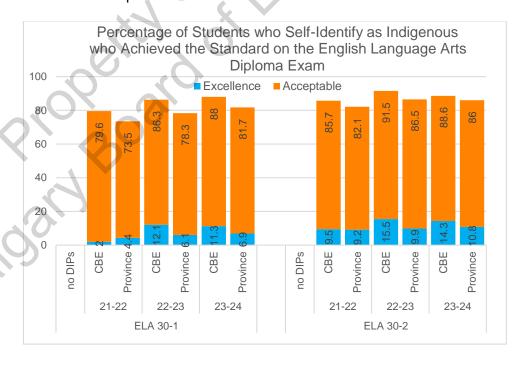
Indicator 3

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



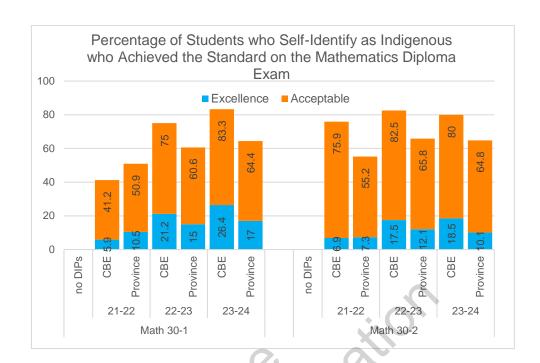
^{*}Data values have been suppressed where the number of respondents/students is fewer than 6.

B. Percentage of Students who Self-Identify as Indigenous who achieved the standards on Diploma Examinations



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



Analysis of Cohort

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

K&E PATs: 12 to 17

Non-K&E PATs: 401 to 405

Diploma Examinations: 65 to 140

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.

For Students who Self-identify as Indigenous cohort, CBE students achieved lower results in both standards across Mathematics and English Language Arts PAT's than provincial results in 2023-24 with the exception of Mathematics 9 K&E where CBE increased from last year and achieved stronger acceptable standard performance than the province. However, for English Language Arts 9 the gaps between CBE and province became smaller in 2023-24 as compared to last year's results.

CBE Students who Self-identify as Indigenous continued to demonstrate greater achievement in English Language Arts 9 results than Mathematics 9 in the acceptable standard. In 2023-24, year-over-year improvement was observed in the English Language Arts 9 acceptable standard while a notable decline of 5.3 percentage points was seen in the Mathematics 9 acceptable standard result. Meanwhile, general decreases at the standard of excellence could also be found in 2023-24.

CBE Students who Self-Identify as Indigenous cohort achieved higher diploma examination results than the corresponding provincial results



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

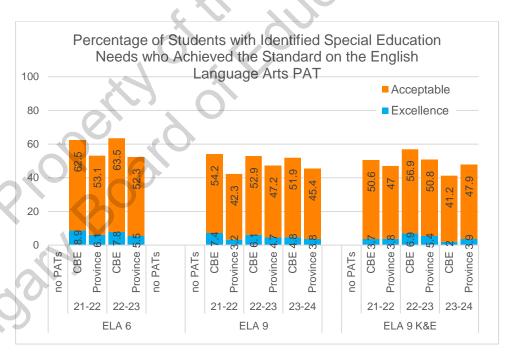
across all four exams at both standards in 2023-24. The gaps were more noticeable in Mathematics, especially at the acceptable standard in Mathematics 30-1.

Year-over-year increases were observed for diploma dash one exams at the acceptable standard and continued improvements were also observed in Mathematics standard of excellence results. From 2022-23 to 2023-24, CBE Students who Self-Identify as Indigenous showed year-over-year decreases at both standards in English Language Arts 30-2. In 2023-24, more than 80 per cent of the students from this cohort meet the acceptable standard in these four diploma exams. Between English Language Arts and Mathematics diploma exams, CBE Students who Self-Identify as Indigenous cohort showed greater acceptable standard results in English Language Arts and better standard of excellence performances in Mathematics.

3.4 Students with Identified Special Education Needs

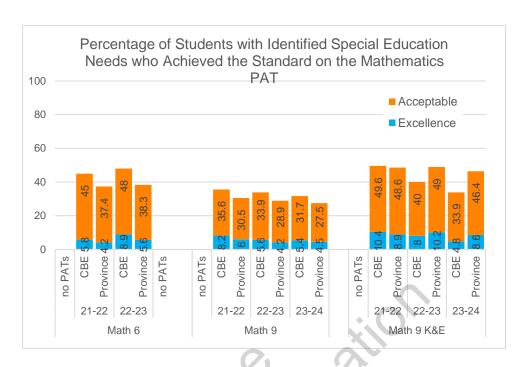
4-54

A. Percentage of Students with Identified Special Education Needs who achieved the standards on Provincial Achievement Tests

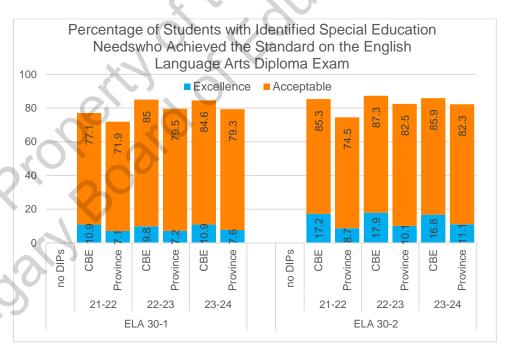


Indicator 3

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

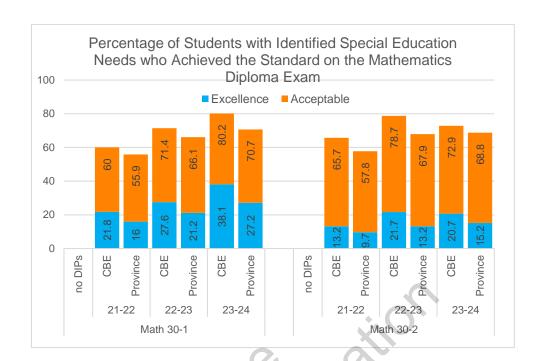


B. Percentage of Students with Identified Special Education Needs who achieved the standards on Diploma Examinations



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



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: 51 to 62

Non-K&E PATs: 2228 to 2238

Diploma Examinations: 514 to 1022

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.

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 at both standards. In K&E courses, CBE had a lower percentage of students meeting both standards when compared to provincial results in 2023-24.

Between these two subjects, CBE students showed stronger performance in English Language Arts at the acceptable standard and better results in Mathematics at the standard of excellence. Decreases could be observed in all PAT courses at both standards from 2022-23 to 2023-24.

This cohort consistently achieved stronger diploma examination results than the province across all four diploma examinations at both standards. Especially, Mathematics 30-1 results were 9.5 percentage points higher for this cohort than the province at the acceptable standard and approximately 11 percentage points higher at the standard of excellence as compared to the province.

Indicator 3

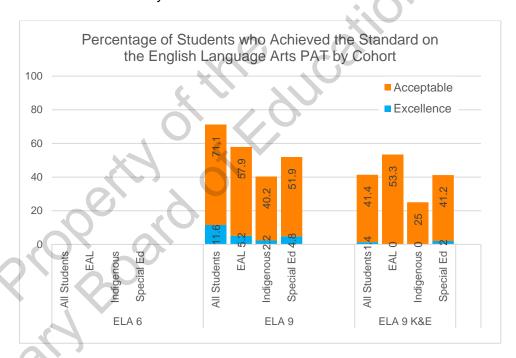
The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance

Overall, Diploma results were similar to PAT results in that English Language Arts results were greater than Mathematics result at the acceptable standard while Mathematics had higher results at the standard of excellence.

Over the past two years, except for Mathematics 30-1, the CBE Students with Identified Special Education Needs cohort showed decreases in the acceptable standards across English Language Arts and Mathematics diploma exams. In terms of standard of excellence results, CBE student cohort showed increased performances in dash one courses from 2022-23 to 2023-24 school year.

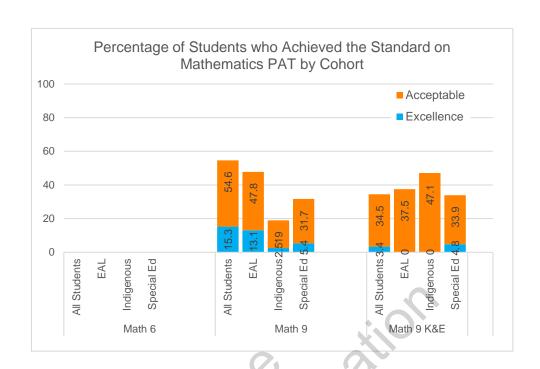
Summary

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



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



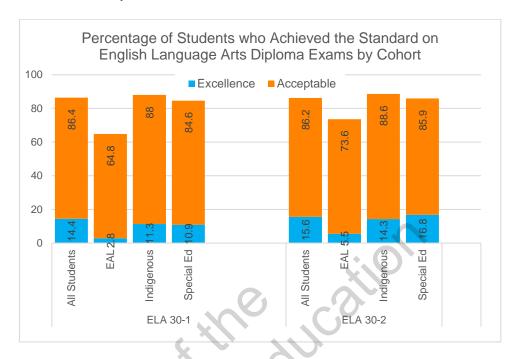
ELA 6	All Students	EAL	Indigenous	Special Ed
Acc	n/a	n/a	n/a	n/a
Ex	n/a	n/a	n/a	n/a
Math 6	All Students	EAL	Indigenous	Special Ed
Acc	n/a	n/a	n/a	n/a
Ex	n/a	n/a	n/a	n/a
ELA 9	All Students	EAL	Indigenous	Special Ed
Acc	71.1	57.9	40.2	51.9
Ex	11.6	5.2	2.2	4.8
ELA 9 K&E	All Students	EAL	Indigenous	Special Ed
Acc	41.4	53.3	25.0	41.2
Ex	1.4	0.0	0.0	2.0
Math 9	All Students	EAL	Indigenous	Special Ed
Acc	54.6	47.8	19.0	31.7
Ex	15.3	13.1	2.5	5.4
Math 9 K&E	All Students	EAL	Indigenous	Special Ed
Acc	34.5	37.5	47.1	33.9
Ex	3.4	0.0	0.0	4.8

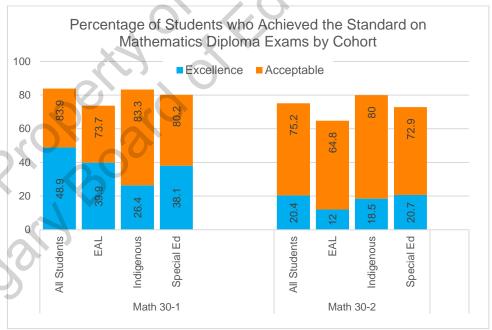


Indicator 3

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

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





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

ELA 30-1	All Students	EAL	Indigenous	Special Ed
Acc	86.4	64.8	88.0	84.6
Ex	14.4	2.8	11.3	10.9
ELA 30-2	All Students	EAL	Indigenous	Special Ed
Acc	86.2	73.6	88.6	85.9
Ex	15.6	5.5	14.3	16.8
Math 30-1	All Students	EAL	Indigenous	Special Ed
Acc	83.9	73.7	83.3	80.2
Ex	48.9	39.9	26.4	38.1
Math 30-2	All Students	EAL	Indigenous	Special Ed
Acc	75.2	64.8	80.0	72.9
Ex	20.4	12.0	18.5	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 2023-24

No targets were set for 2023-24 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.

CBE All-Students cohort outperformed provincial averages on assessments, taking into consideration increased enrolment, classroom complexities, and an influx of English as Additional Language Learners at Language Proficiency Level 1 (LP1) and Language Proficiency Level 2 (LP2). Except for Grade 9 and Grade 12 K&E Mathematics and English Language Arts, CBE students, including Students with Identified Special Education Needs and English as an Additional Language Learners, maintained or exceeded provincial standards.



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

CBE declines in report card metrics may have been impacted by various factors. CBE teachers continued the implementation of curriculums in Mathematics and English Language Arts introduced two years ago for K-3 and introduced in 2023-24 for Grades 4-6. This implementation involves teachers developing an understanding the new curriculum, learning outcomes, and progressions, while trying to bridge the gaps between the old programs of studies and the increased expectations in the new curriculum, most notably in Mathematics. Given the year-over-year increases in reading, this may suggest that a focus on explicit writing instruction, transferring phonemic awareness skills learned through systematic reading instruction, and as well as calibrating grade-level proficiency in writing, may be an area for growth.

In Division 2 and 3 (middle years), students continued to show a general decline, reinforcing the focus on middle school learners in the 2024-27 Education Plan. The exception to this decline was for Students who Self-Identify as Indigenous who increased or maintained report card means in English Language Arts and in Division 2 Mathematics year over year. English as an Additional Language cohort of student outperformed the province on all Mathematics and English Language Arts PATs in both the acceptable and excellence categories, with the exception of Math 9 K&E.

Another area of success would be for Students with Special Education Needs and Students who Self-Identify as Indigenous who saw improved reading marks in Division 1. This may be attributed to the focus on explicit and systematic instruction of phonics and phonemic awareness and to the continuum of supports and services for early tiered intervention efforts provided by regular screening, progress monitoring, and targeted interventions.

In Division 4, students demonstrated year-over-year increases in report card means and 30-1 exam results for English Language Arts and Mathematics. This success could be attributed to professional learning and calibration in classroom assessment that are part of the ongoing work in outcomes-based assessment. Students who Self-Identify as Indigenous achieved above the CBE's all-student cohort average and the provincial average in ELA 30-1 and 30-2 acceptable categories, and above the provincial average in excellence. Although they are not yet achieving as high as the all-student cohort in Math 30-1 and 30-2, the achievement gap is narrowing and is significantly above the provincial average in both the acceptable and excellence standards. This could be attributed to the ongoing supports for teacher from Indigenous Education Team, the use of the holistic transition support plan for all students entering high school, the graduation coaches assigned to the 17 schools, as well as engagement with Indigenous Elders, Knowledge Keepers, and community partnerships.

There was a notable year-over-year decline in PAT results for K&E courses. Various factors may have contributed to this overall decline, including new

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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

curriculum implementation, student absenteeism, influx of new students, student well-being, and increased complexity.

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

Celebrate

- Division 4 students:
 - Division 4 students achieved higher report card means for both subjects from 2022-23 to 2023-24 across all cohorts.
 - More than 80 per cent of division 4 students achieved a final mark of 65 or higher in English Language Arts 10-1 and 20-1.
- Students who Self-Identify as Indigenous cohort:
 - In Division 1, 2 and 4, the Students who Self-Identify as Indigenous cohort achieved higher report card means for both subjects in 2023-24 when compared to 2022-23 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.
 - More than 80 per cent of CBE Students who Self-Identify as Indigenous achieved acceptable standard results in diploma examinations for both English Language Arts and Mathematics courses.

Mathematics:

- CBE students outperformed the province on Grade 9 Mathematics
 PATs at both standards across all cohorts of students except for
 Students who Self-Identify as Indigenous cohort.
- In All Students cohort, almost half of the CBE students achieved standard of excellence in Mathematics 30-1 and more than 20 per cent of the CBE students met the standard of excellence in Mathematics 30-2.

Areas for Growth

- Improve average scores in both Mathematics and English Language Arts for students in Divisions 1, 2, and 3 across All Students cohort, English as an Additional Language Learners cohort, and Students with Identified Special Education Needs cohort.
- Improve the report card means in both subjects for the Students who Self-Identify as Indigenous cohort in comparison to the results of other cohorts, especially for Division 2, 3, and 4.
- Improve 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.
- Writing:



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

- Higher percentage of students received a report grade indicator 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 2023-24.
- Similar to last year results, percentage of students achieving excellence in the Writing report card stem generally improved as grade level increased, suggesting a possible priority to improve achievement in writing for Division 1 students.
- Students who Self-Identify as Indigenous showed the lowest percentage at both standard across English Language Arts PAT courses when compared to other student cohorts.

Mathematics

- Math 9 K&E PAT results for All Students, English as an Additional Language Learners and Students with Identified Special Education Needs cohorts as CBE's results were lower than the provincial results for this course at both standards.
- Improve the percentage of students achieving acceptable standard in Math 9 PAT course across all cohorts.

Building Capacity

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

Professional Learning

System-Wide Professional Learning:

- Assessment Practice
 - Targeted calibration sessions improve teacher understanding of Math, English Language Arts and Literature (ELAL), and French Immersion Language Arts and Literature (FILAL).
- Literacy Professional Learning
 - Improving Reading for Older Students (IROS) courses support Grades 4-12 teachers in developing interventions for striving readers, ensuring students can engage with complex texts required for academic success.
 - Middle Years literacy sessions focus on reading instruction, interventions, high-quality assessments, and disciplinary literacy.
 - Writing Networks: Created to facilitate explicit, research-based writing instruction and grade-level calibration.
- Mathematics Professional Learning
 - Teachers can choose to engage in a K-9 book study focused on fluency strategies and equitable practices.
 - Division-specific sessions support K-6 task design, Division 1 numeracy assessments, and writing in mathematics to deepen understanding.



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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

- A Mathematics Equity and Identity Guide has been created to support equitable learning environments.
- Professional Learning in support of developing teacher capacity for Knowledge and Employability Curriculums.

Targeted Initiatives by Division:

- Division 1 & 2 (K-6):
 - Literacy and numeracy sessions help implement the Alberta Early Years Assessment and Literacy/Numeracy Screener.
 - MathUP resources are leveraged in professional learning to improve task design and mathematics achievement.
 - K-6 writing networks support explicit instruction and grade-level calibration.
- Division 3 (Grades 7-9):
 - Professional learning emphasizes disciplinary literacy to enhance reading and writing in mathematics and other content areas, addressing challenges on Math Part B PAT.
 - A K&E specialist supports inclusive lesson design for Knowledge and Employability for grade 8 and 9 students in K&E classes.
- Division 4 (Grades 10-12):
 - High school professional learning develops teacher expertise in outcomes-based assessment, calibration, and summative assessment design.
 - Resource networks and meetings provide targeted support for integrating Knowledge and Employability content.

Other Professional Learning Initiatives:

- Professional learning series for teachers in Specialized Classes or Unique Settings will be offered throughout the 2024-25 school year with an emphasis on promoting instructional practices that improve student literacy, communication, adaptive skills, regulation, and wellbeing.
- Inclusive Education Learning Leaders will be deployed, at the request of schools, for six-week job-embedded professional learning for teachers of students with complex learning profiles.
- School Administrators and Teachers will enhance their understanding of providing timely and appropriate learning & cultural supports for English as an Additional Language Learners to advance student achievement.
- Professional learning to utilize and provide access to inclusive,
 linguistically diverse, culturally diverse, and inviting texts for students.

Structures & Processes

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Strategically allocate resources to support early literacy and numeracy screening and intervention for all learners, prioritizing schools with higher student numbers, including those with more students who selfidentify as Indigenous.



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

- Develop and apply a Holistic Collaborative Response to support Indigenous students in the Family of 17 Schools, inclusive of using a division based holistic tool to track, monitor, and support self-identified Indigenous students' well-being, engagement, and success in school.
- K-6 Assessment Working Groups: In-person working groups focus on calibrating and creating high-quality success criteria aligned with the Proficiency Scale for Mathematics, English Language Arts and Literature (ELAL), and French Immersion Language Arts and Literature (FILAL).
- High School Calibration Sessions: Outcome-Based Assessment (OBA) in-person sessions and teacher working groups support high school educators in calibrating and developing high-quality success criteria aligned with the High School Proficiency Scale.
- Targeted Task Design Support for K&E Courses: Schools receive targeted assistance in designing integrated tasks for Knowledge and Employability (K&E) courses to enhance student learning and achievement.
- School Learning Team (SLT) and Area Learning Team (ALT) structures for facilitating access to a continuum of supports and services will continue to be refined and aligned across schools and Areas.
- Develop and implement system professional learning with K-6 and Middle Years that supports Teachers and Administrators in applying Alberta K-12 ESL Proficiency Benchmarks, through a language lens within CBE Frameworks, Guiding Documents and New Curriculum.
- Develop and implement English as an Additional Language Foundation and Enrichment Learning Series for K-12 teachers to strengthen understanding of best practices.
- EAL Designate network focused on enhancing, monitoring and accelerating English as an Additional Language Programming using timely and appropriate explicit language instruction to enhance academic success.

Resources

- Equity and Inclusion Resources: The Literacy and Math Equity and Interventions pages on Insite provide tools to support diversity and inclusion in classrooms.
- Professional Learning Library: Teachers have access to archived ondemand video recordings and slide decks from past Professional Learning series on Insite.
- Literacy Framework Enhancements: The K-12 Literacy Framework has been refined to include updated strategies, such as incorporating the Writing Rope model to support writing instruction.
- Mathematics Framework Enhancements: The K-12 Mathematics Framework has been updated to emphasize equity and inclusion in math education.
- Mathematics Equity and Identity Guide: A new guide has been created to help teachers address equity and identity in mathematics instruction.



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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

- Mathematics Teaching Practices: The Eight Mathematics Teaching Practices documents have been refined to provide clearer guidance for effective teaching.
- Reading Assessment Tools: The Reading Assessment Decision Tree document and its support resources have been updated to enhance literacy instruction.
- Reading Data Tracker: A new Reading Screener Data Tracker spreadsheet has been developed to help middle years leaders track and monitor student progress.
- Curriculum-Aligned Rubrics: High-quality rubrics for K-6 learning outcomes in the new curriculum have been designed to provide clear expectations for students.
- High School Assessment Tools:
 - Task and assessment exemplars have been created to support teachers implementing outcomes-based assessments
 - Consistent success criteria are being developed to align assessments with outcomes-based practices.
- Knowledge and Employability Toolkit: Updates to the Guide to Enrolment Toolkit provide targeted support for teachers working with Knowledge and Employability programs.
- Design and share Holistic Collaborative Response resources to support the work of the Indigenous Education Team staff members deployed to support Indigenous students within the Family of 17 Schools.
- Continue working with schools and service units to implement a Secure Exam Solution to support administration of digitally-enabled assessments for students with identified special education needs.
- Continue to update the D2L Brightspace English as an Additional Language (EAL) toolbox as the common repository for EAL resources, including recorded learning sessions, video tutorials, high impact strategies and current research.
- A Self-Assessment Tool for Individual Program Plans (IPPs) will be developed and shared with schools to support professional reflection. This tool, when used in conjunction with our recently developed IPP standards of practice and companion guide, will support school leaders with improving the quality of student IPPs and, more generally, improving the guality of school-wide inclusive practices.
- Resource Selection Best Practices Guide.

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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	2019-20	2020-21	2021-22	2022-23	2023-24	
CTF/CTS	1	n/a	n/a	n/a	n/a	n/a	
	2 (CTF)	3.05	3.17	3.16	3.24	3.20	
	3 (CTF)	3.08	3.10	3.04	3.12	3.11	
	4 (CTS)	83.7	83.7	81.8	81.5	80.8	
Fine and Performing Arts	1	2.98	3.08	3.09	3.06	3.05	
	2	3.06	3.13	3.12	3.11	3.08	
	3	3.09	3.13	3.21	3.14	3.15	
	4	84.3	81.2	82.6	82.1	81.7	
French Language Arts	O 1	3.03	3.05	3.09	3.11	3.19	
	2	3.01	3.09	3.08	3.07	3.04	
	3	3.04	3.11	3.02	3.01	2.95	
	4	79.3	79.7	79.9	78.7	79.6	
Languages	1	2.97	3.06	3.05	3.00	2.99	
	2	2.91	3.02	3.02	3.01	2.95	
	3	3.09	3.11	3.10	3.07	3.06	
	4	87.0	86.1	85.2	83.4	84.2	
Physical Education	1	3.07	3.17	3.18	3.10	3.08	
	2	3.15	3.24	3.23	3.16	3.15	
	3	3.08	3.16	3.11	3.07	3.07	
	4	83.5	79.9	81.4	80.4	80.1	

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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.

Science	1	2.91	3.03	3.05	3.02	3.00
	2	2.90	2.96	2.96	2.93	2.92
	3	2.86	2.87	2.84	2.82	2.81
	4	76.7	76.0	74.3	73.3	73.8
Social Studies	1	2.87	2.98	2.99	2.96	2.95
	2	2.87	2.93	2.92	2.90	2.87
	3	2.88	2.91	2.88	2.82	2.82
	4	73.7	73.0	72.3	71.6	71.7

Note | Students in Division 1 do not take CTF classes

Analysis of Cohort

For the All Students cohort, among division 1 through division 3, division 3 consistently achieved the highest average results in Languages and Fine and Performing Arts for the past five years. Results in other subjects varied over time:

- CTF & Physical Education: division 2 maintained the highest performance for the previous four years and division 3 was the highest in 2019-20
- French Language Arts: division 1 kept the highest results for the last three years but division 3 achieved the highest results in 2019-20 and 2020-21.
- Science: division 1 kept the highest mean over time.
- Social Studies: except for 2019-20 school year, division 1 achieved the highest average scores over the last four years.

Students in division 4 consistently saw results at or above 80 over time across all years in CTS, Fine and Performing Arts, Languages and Physical Education (except 2020-21). Meanwhile, results in French Language Arts, Science and Social Studies remained in the 70s over the previous five years.

Over the past five years, only division 1 demonstrated continuous improvements in French Language Arts.

When compared to 2022-23 results, most division results showed decreased means in 2023-24. The most noticeable decline was a 0.7 percentage point decrease for division 4 students in CTS. However, there were some increases observed in 2023-24:

- French Language Arts in division 1
- Fine and Performing Arts in division 3
- French Language Arts, Languages, Science & Social Studies in division



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.

When compared to the previous three-year average, CTS result in division 4 had a significant decrease in 2023-24.

4.2 English as an Additional Language Learners

English as an Additional Language Learners cohort report card results as a mean						
Subject	Division	2019-20	2020-21	2021-22	2022-23	2023-24
	1	n/a	n/a	n/a	n/a	n/a
CTF/CTS	2 (CTF)	2.96	3.08	3.26	3.07	3.08
C11/C13	3 (CTF)	2.95	2.94	2.91	2.95	2.98
	4 (CTS)	81.3	80.6	77.6	76.5	75.8
	1	2.86	2.95	2.97	2.94	2.93
Fine and	2	2.97	3.01	3.03	2.99	2.97
Performing Arts	3	2.92	2.96	3.02	2.93	2.98
	4	79.7	74.8	76.1	75.9	74.9
	1	2.95	2.75	2.99	3.08	2.98
French	2	2.93	3.00	2.96	3.06	3.04
Language Arts	3	2.95	3.02	2.83	2.93	2.84
0	4	72.6	69.6	70.7	79.5	81.1
96	1	2.98	3.11	3.11	3.07	3.06
	2	2.89	3.02	3.03	2.99	2.90
Languages	3	2.99	3.04	2.94	2.95	2.96
	4	86.2	83.5	83.5	80.0	80.6
	1	2.94	3.03	3.04	2.98	2.97
Physical	2	3.06	3.14	3.13	3.07	3.04
Education	3	2.96	3.05	3.00	2.94	2.94
	4	80.7	75.2	77.6	75.5	75.3
	1	2.77	2.87	2.85	2.84	2.82
Science	2	2.81	2.84	2.83	2.81	2.79
Science	3	2.72	2.71	2.70	2.70	2.67
	4	73.7	71.1	69.0	67.1	68.2



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.

	1	2.74	2.83	2.80	2.80	2.79
Social	2	2.77	2.81	2.80	2.78	2.73
Studies	3	2.72	2.74	2.72	2.69	2.67
	4	69.8	67.9	68.1	66.3	67.4

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: 108 to 11808
Division 2: 212 to 11736
Division 3: 355 to 9110
Division 4: 25 to 5635

For the English as an Additional Language Learners cohort, among division 1 through division 3, the divisions achieving the highest results were varied over time:

- CTF & Physical Education: division 2 consistently achieved the higher average results over time.
- Languages: division 1 had the highest mean for the past four years
 while division 3 achieved the highest average in 2019-20 school year.
- Science & Social Studies: division 1 had the highest mean for the past four years while division 2 achieved the highest average in 2019-20 school year.
- Fine and Performing Arts: division 3 showed the highest report card mean in 2023-24 while division 2 was the highest result in previous years.
- French Language Arts: division 2 achieved the highest average result in 2023-24 with other divisions being the highest in previous years.

For the past five years, English as an Additional Language Learners in Division 4 achieved report card averages at or above 80 for the seven subjects in 9 out of 35 cases. Notably, division 4 students in this cohort kept at the high 80s average results over the last five years in Languages. However, in Social Studies, division 4 students continued to receive a report card averages that's under 70 for the last five years.

Over the previous four years, continuous increases could be observed in Division 4 in French Language Arts.

Similar to All Students cohort, most division results showed decreased yearover-year means in 2023-24. Some increases in 2023-24 were:



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.

- CTF in division 2
- CTF, Fine and Performing Arts & Languages in division 3
- French Language Arts, Languages, Science & Social Studies in division

In comparison to the previous three-year average results, the 2023-24 division 4 CTS result was significantly lower.

4.3 Students who Self-Identify as Indigenous

Students who Self-Identify as Indigenous report card results as a mean							
Subject	Division	2019-20	2020-21	2021-22	2022-23	2023-24	
	1	n/a	n/a	n/a	n/a	n/a	
CTF/CTS	2 (CTF)	2.74	2.83	2.91	3.21	2.93	
C11/C13	3 (CTF)	2.71	2.70	2.66	2.74	2.76	
	4 (CTS)	78.4	78.3	74.6	75.1	74.5	
	1	2.68	2.72	2.78	2.82	2.85	
Fine and Performing	2	2.76	2.81	2.82	2.79	2.84	
Arts	3	2.80	2.74	2.88	3.02	2.89	
	4	74.7	70.1	70.2	72.0	72.4	
	1	2.93	2.80	2.98	2.83	2.91	
French	2	2.89	2.80	2.93	3.02	3.13	
Language Arts	3	2.63	3.02	2.72	2.79	2.72	
	4	73.8	75.0	80.1	76.1	77.1	
	1	2.60	2.82	2.63	2.63	2.54	
Laboure	2	2.57	2.58	2.56	2.62	2.52	
Languages	3	2.50	2.64	2.65	2.74	2.74	
5	4	78.5	73.7	73.1	68.0	73.4	
	1	2.70	2.76	2.86	2.87	2.87	
Physical	2	2.78	2.91	2.86	2.80	2.82	
Education	3	2.68	2.78	2.80	2.75	2.72	
	4	71.6	65.9	66.6	66.4	67.5	



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.

	1	2.41	2.46	2.54	2.66	2.65
Science	2	2.39	2.44	2.43	2.38	2.46
Science	3	2.28	2.30	2.24	2.30	2.29
	4	68.1	63.8	62.2	61.1	62.9
	1	2.40	2.41	2.51	2.62	2.60
Social	2	2.38	2.43	2.42	2.36	2.41
Studies	3	2.31	2.36	2.34	2.30	2.29
	4	63.9	61.1	59.4	60.7	60.6

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: 71 to 1301
Division 2: 42 to 1271
Division 3: 44 to 1071
Division 4: 41 to 1145

For the Students who Self-Identify as Indigenous cohort, the divisions with the highest report card means were varied across subjects over time:

- CTF: division 2 maintained the highest record for the past five years.
- Science: division 1 kept the highest average means as compared to division 2 and division 3 over time.
- Fine and Performing Arts: division 3 achieved the highest results over time except for 2020-21 where division 2 achieved the highest average.
- Language: division 3 achieved the highest results since 2021-22 school year while division 1 had the highest averages before.
- Physical Education: division 1 achieved the highest average scores for the previous three years while division 2 got the highest results in 2019-20 and 2020-21.
- Social Studies: division 1 achieved the highest results over time except for 2020-21 where division 2 achieved the highest average.
- French Language Arts: The highest-achieving division were mainly Division 1 since 2019-20 and changed to Division 2 since 2022-23 school year.

Across the past five years, the majority of the division 4 results fell into the 70s range with only one result in 2021-22 French Language Arts showed average result above 80. Moreover, almost all division 4 results from Physical Education, Science, and Social Studies fell under 70.



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.

For the past years, year-over-year increases could be seen in:

- division 1 in Fine and Performing Arts & Physical Education for the last five years
- division 2 in French Language Arts for the last four years
- division 3 in Languages for the last five years
- division 4 in Fine and Performing Arts for the last four years

In addition, the results in division 4 CTS declined significantly as compared to the previous three-year average performance.

Students with Identified Special Education Needs report and results as a

4.4 Students with Identified Special Education Needs

Students with Identified Special Education Needs report card results as a mean							
Subject	Division	2019-20	2020-21	2021-22	2022-23	2023-24	
	1	n/a	n/a	n/a	n/a	n/a	
CTF/CTS	2 (CTF)	2.82	2.91	2.83	2.97	3.00	
CIF/CI3	3 (CTF)	2.83	2.86	2.81	2.90	2.91	
	4 (CTS)	80.2	79.9	77.6	77.8	77.4	
	1	2.63	2.71	2.72	2.70	2.71	
Fine and Performing	2	2.79	2.85	2.86	2.84	2.83	
Arts	3	2.88	2.86	2.95	2.90	2.95	
	4	79.5	76.0	78.3	78.4	78.3	
10	0	2.60	2.64	2.62	2.63	2.73	
French Language	2	2.67	2.83	2.75	2.76	2.74	
Arts	3	2.77	2.87	2.69	2.69	2.65	
	4	74.8	74.1	74.9	74.4	75.1	
	1	2.53	2.53	2.49	2.44	2.46	
Languages	2	2.57	2.66	2.63	2.63	2.60	
Languages	3	2.73	2.70	2.74	2.75	2.74	
	4	80.0	79.7	79.2	75.9	77.1	
	1	2.73	2.82	2.78	2.70	2.69	
Physical	2	2.91	3.02	3.02	2.91	2.91	
Education	3	2.84	2.95	2.90	2.88	2.88	
	4	78.4	73.5	75.7	75.8	75.8	

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.

	1	2.49	2.62	2.59	2.55	2.53
Science	2	2.54	2.61	2.62	2.56	2.58
Science	3	2.46	2.47	2.47	2.45	2.44
	4	70.7	69.0	67.3	66.9	67.6
	1	2.44	2.53	2.49	2.46	2.45
Social	2	2.50	2.56	2.55	2.49	2.48
Studies	3	2.48	2.51	2.51	2.46	2.44
	4	68.0	66.7	65.8	65.6	66.0

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: 285 to 4051
Division 2: 325 to 5174
Division 3: 395 to 5507
Division 4: 278 to 6306

For the Students with Identified Special Education Needs cohort, division 2 kept the highest report card results in Physical Education and Social Studies across divisions 1 through 3 for the past five years. For other subjects, the highest-performing divisions over time were:

- CTF: division 2 consistently achieved the highest average scores over time except for 2019-20 school year.
- Fine and Performing Arts & Languages: division 3 maintained the highest level over time.
- French Language Arts: division 2 kept the highest-achieving division over the previous three years while division 3 got the highest results before.
- Science: division 2 consistently achieved the highest average scores over time except for 2020-21 school year.

Division 4 students in this cohort kept above 70 average scores across all years in CTS, Fine and Performing Arts, French Language Arts, Languages and Physical Education. The only two results above 80 were both from 2019-20 school year. Meanwhile, results in Science and Social Studies remained in the 60s over the previous years.

There were no continuous increases observed for the past five years in this cohort. It is noticeable that a 1.2 percentage point increase could be



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.

observed in division 4 for Languages. In addition, the decrease in CTS division 4 was statistically significant in comparison to the previous three-year average.

Summary

CTF/CTS	All Students	EAL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.20	3.08	2.93	3.00
Division 3	3.11	2.98	2.76	2.91
Division 4	80.8	75.8	74.5	77.4
FPA	All Students	EAL	Indigenous	Special Ed
Division 1	3.05	2.93	2.85	2.71
Division 2	3.08	2.97	2.84	2.83
Division 3	3.15	2.98	2.89	2.95
Division 4	81.7	74.9	72.4	78.3
French Language Arts	All Students	EAL	Indigenous	Special Ed
Division 1	3.19	2.98	2.91	2.73
Division 2	3.04	3.04	3.13	2.74
Division 3	2.95	2.84	2.72	2.65
Division 4	79.6	81.1	77.1	75.1
Languages	All Students	EAL	Indigenous	Special Ed
Division 1	2.99	3.06	2.54	2.46
Division 2	2.95	2.90	2.52	2.60
Division 3	3.06	2.96	2.74	2.74
Division 4	84.2	80.6	73.4	77.1
Physical Education	All Students	EAL	Indigenous	Special Ed
Division 1	3.08	2.97	2.87	2.69
Division 2	3.15	3.04	2.82	2.91
Division 3	3.07	2.94	2.72	2.88
Division 4	80.1	75.3	67.5	75.8
Science	All Students	EAL	Indigenous	Special Ed
Division 1	3.00	2.82	2.65	2.53
Division 2	2.92	2.79	2.46	2.58
Division 3	2.81	2.67	2.29	2.44
Division 4	73.8	68.2	62.9	67.6



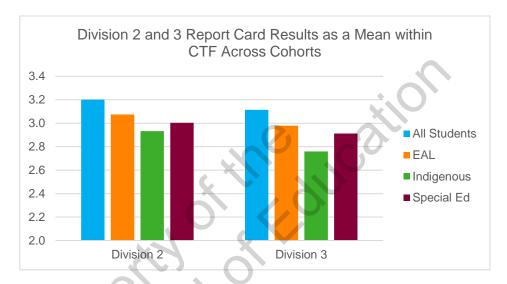
Indicator 4

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.

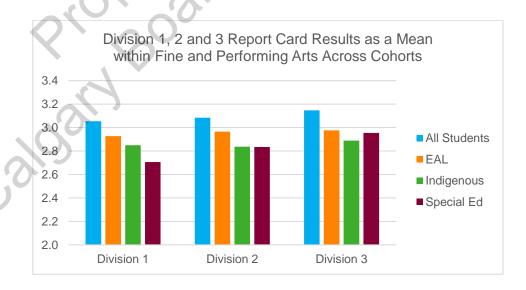
Social Studies	All Students	EAL	Indigenous	Special Ed
Division 1	2.95	2.79	2.60	2.45
Division 2	2.87	2.73	2.41	2.48
Division 3	2.82	2.67	2.29	2.44
Division 4	71.7	67.4	60.6	66.0

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 Report Card Result as a Mean Across Cohorts

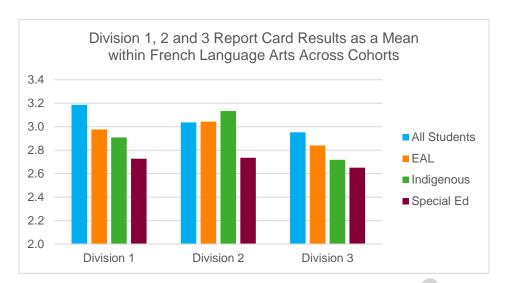


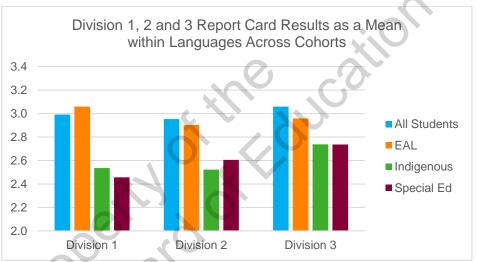
Note | Students in Division 1 do not take CTF classes

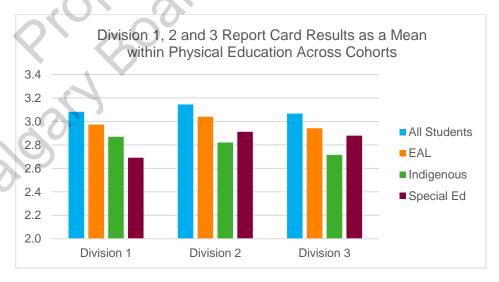


Indicator 4

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.



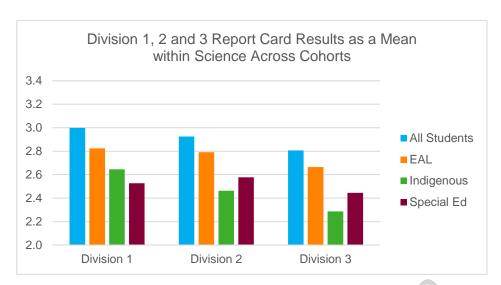


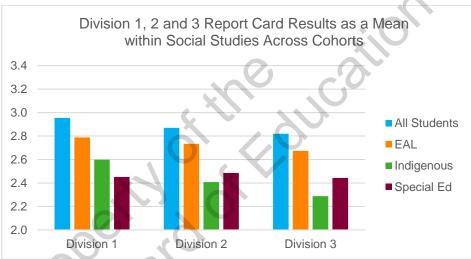


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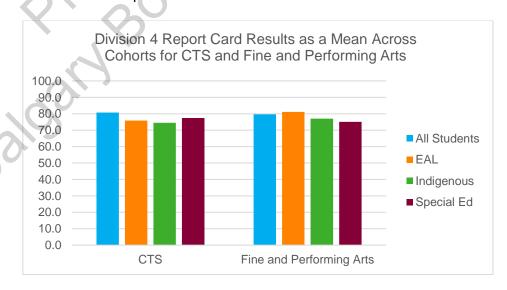
Indicator 4

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.





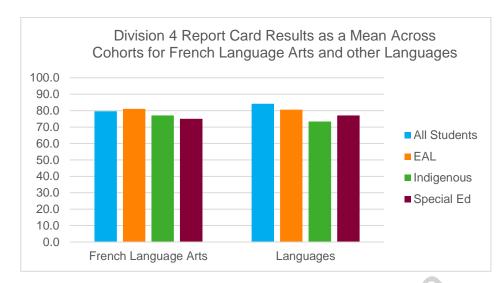
B. Division 4 Report Card Results as a Mean across Cohorts

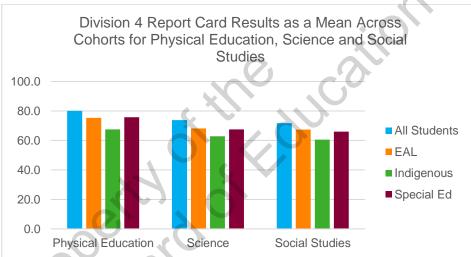




Indicator 4

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.





Targets for 2023-24

No targets were set for 2023-24 school year.

Interpretation

See Indicator 5 - Summary

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 |

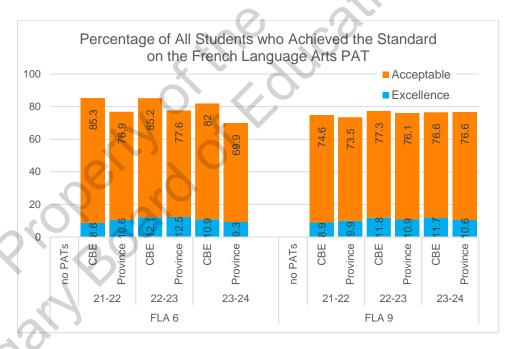
Acc - Acceptable Standard

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

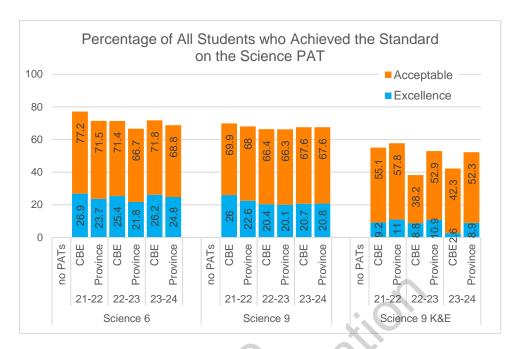
A. Percentage of All Students who achieved the standards on Provincial Achievement Tests

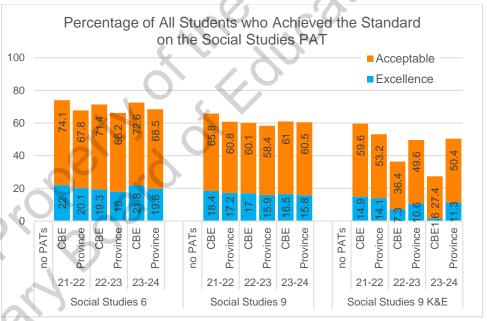


Note | for the 2023-2024 only 3 out of 12 CBE schools participated in the French Language Arts Provincial Achievement Test as 9 schools piloted the new French Immersion Language and Literature curriculum and were exempt. As such, caution must be used in interpreting these results.

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.

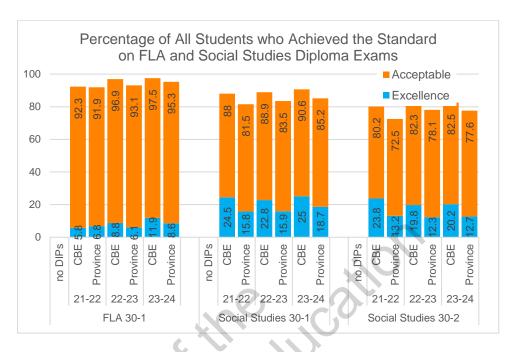


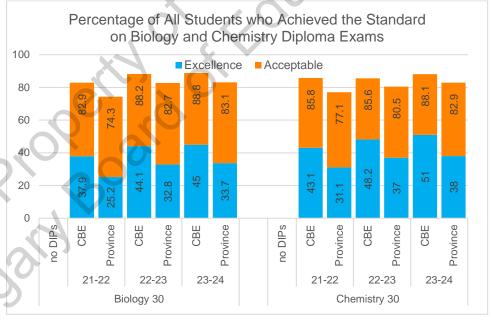


Indicator 5

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.

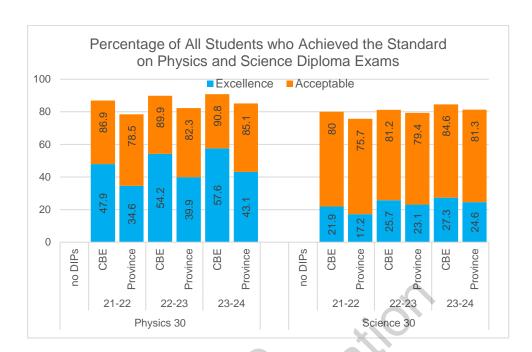
B. Percentage of All Students who achieved the standards on Diploma Examinations





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.



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: 62 to 78

Non-K&E PATs: 128 to 10 672Diploma Examinations: 320 to 4964

CBE students consistently achieved stronger PAT results at both standards when compared to the provincial results across all non-K&E courses with the exception of Science 9. The percentage of CBE students achieving the standard of excellence in Science 9 was 0.1 percentage point lower than the provincial result in 2023-24. Noteworthy achievement gaps surfaced between CBE and provincial results for K&E courses across both standards in 2023-24.

Overall CBE student achievement on FLA PATs declined from 2022-23 to 2023-24 across both standards. Meanwhile, except for the standard of excellence result in Social Studies 9, CBE students showed year-over-year improved performance for these non-K&E Science and Social Studies PATs at both standards in 2023-24.

Among the results in French Language Arts, Science and Social Studies provincial assessments, French Language Arts showed stronger result at acceptable standards while the percentage of CBE students receiving the standard of excellence result was higher in Science than the other two subjects. Between Grade 6 and Grade 9 students, Grade 6 students generally showed better overall achievements in French language Arts, Science and Social Studies in 2023-24 when compared to Grade 9 student results.



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.

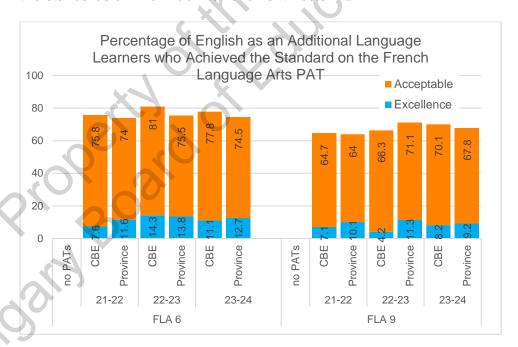
CBE high school students consistently had higher diploma examination results in 2023-24 compared to the provincial results in French Language Arts, Social Studies and all science subjects. The positive gaps were most noticeable at the standard of excellence for Biology 30, Chemistry 30 and Physics 30 where the gaps were more than 11 percentage points. Of note, more than 90 per cent of students met the acceptable standard in Physics 30 and more than 57 per cent of them achieved the standard of excellence in 2023-24 school year.

When compared to 2022-23 diploma examination results for these subjects, CBE students achieved stronger performance at both standards in 2023-24. Moreover, CBE generally showed year-over-year improvements at both standards within the past three years.

5.2 English as an Additional Language Learners

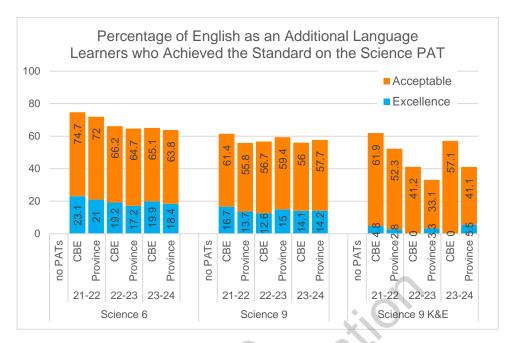
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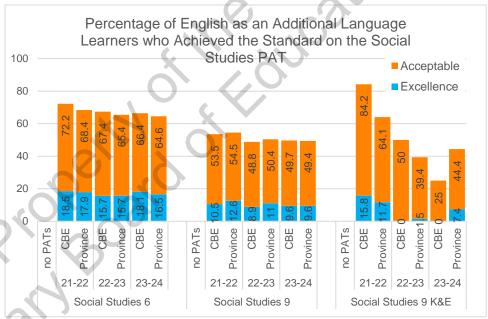
A. Percentage of English as an Additional Language Learners who achieved the standards on Provincial Achievement Tests



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.



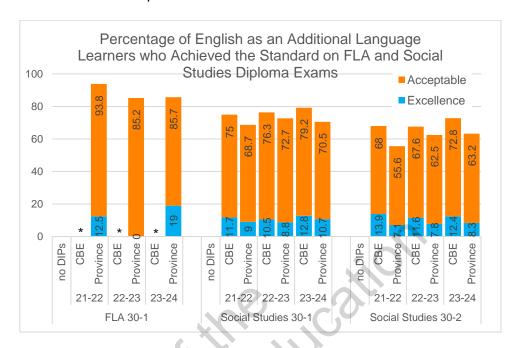


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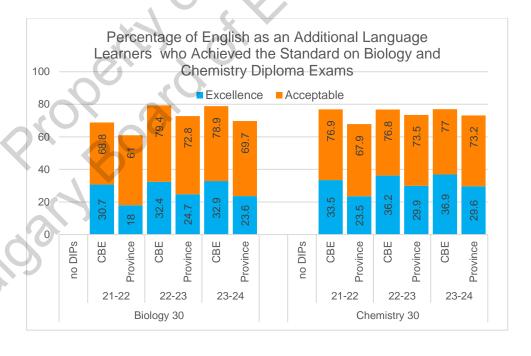
Indicator 5

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.

B. Percentage of English as an Additional Language Learners who achieved the standards on Diploma Examinations

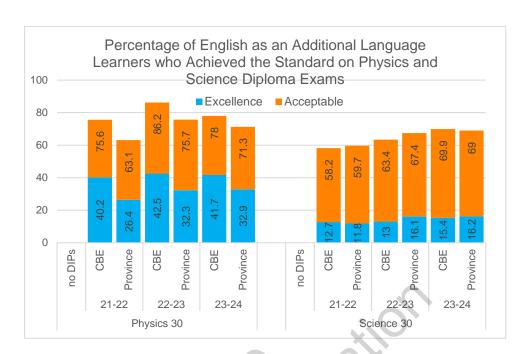


*Data values have been suppressed where the number of respondents/students is fewer than 6.



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.



Analysis of Cohort

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

K&E PATs: 12 to 14Non-K&E PATs: 9 to 3719

Diploma Examinations: 156 to 976

4-87

Compared to provincial results, CBE's English as an Additional Language Learners showed stronger acceptable standard results in most of courses except for Science 9 and Social Studies 9 K&E. The percentages of CBE students meeting the standard of excellence were lower than the provincial levels for French Language Arts PATs. Additionally, Grade 6 students in Social Studies and Science PATs showed better results at standard of excellence as compared to the province.

In this cohort, it is noticeable that both FLA 9 and Social Studies 9 results at both standards increased from 2022-23 to 2023-24. Moreover, Science 6, Science 9 and Social Studies 6 showed increasing results at the standard of excellence in 2023-24.

Between Grade 6 and Grade 9 PAT results across these subject, Grade 6 CBE English as an Additional Language Learners consistently achieved better performance at both standards than Grade 9 students. Additionally, strong FLA PAT results at acceptable standard relative to other subject area results were most evident for English as an Additional Language Learners in 2023-24. However, in terms of the standard of excellence, Science and Social Studies had higher percentages of students meeting the standard than FLA PATs.

Page 70 | 135

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.

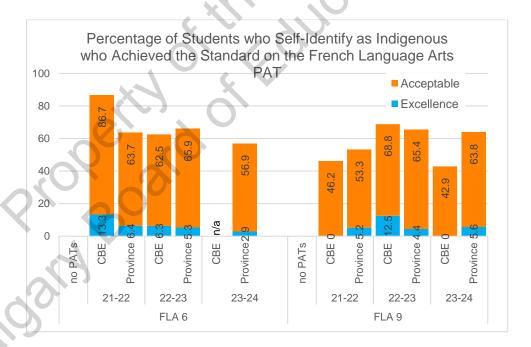
English as an Additional Language Learners in high school outperformed the province in most diploma exams in 2023-24 except for Science 30 where CBE was lower than the provincial results at standard of excellence. Social Studies 30-1 showed better results at both standards than Social Studies 30-2 in 2023-24. For science diploma exams, it is notable that more than 41 per cent of this cohort achieved standard of excellence in Physics 30.

Since 2021-22, year-over-year increases were observed in:

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

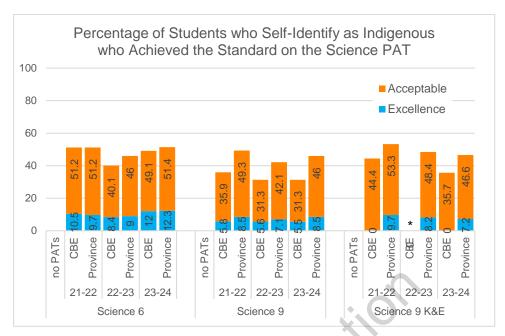
5.3 Students who Self-Identify as Indigenous

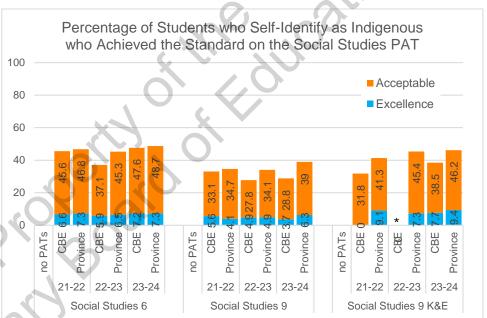
A. Percentage of Students who Self-Identify as Indigenous who achieved the standards on Provincial Achievement Tests



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.



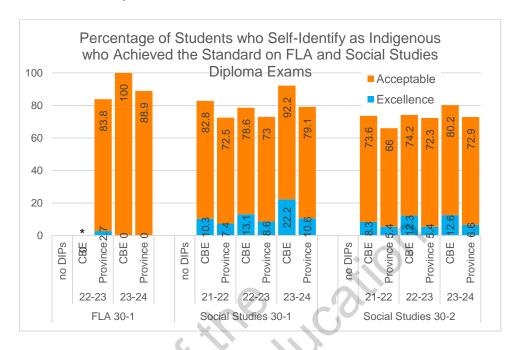


*Data values have been suppressed where the number of respondents/students is fewer than 6.

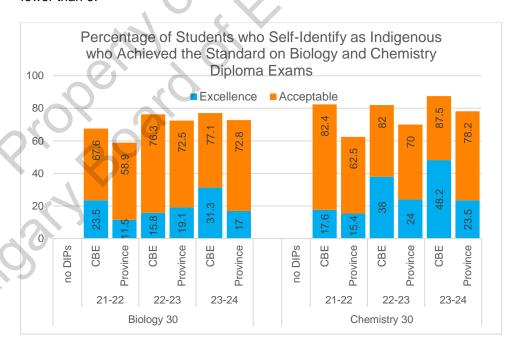
Indicator 5

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.

B. Percentage of Students who Self-Identify as Indigenous who achieved the standards on Diploma Examinations

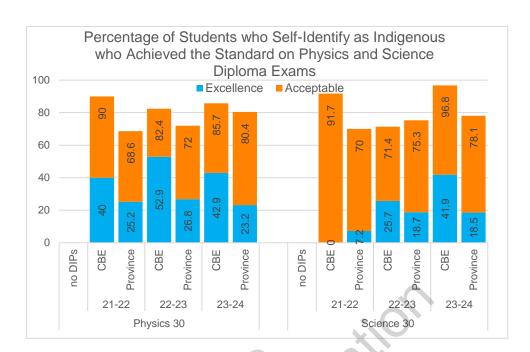


*Data values have been suppressed where the number of respondents/students is fewer than 6.



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.



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: 13 to 14

Non-K&E PATs: 21 to 456

Diploma Examinations: 6 to 167

CBE's Students who Self-Identify as Indigenous achieved PAT results that were lower than the provincial results across subjects at both standards. The most noticeable gap was observed in FLA 9 due to the small group.

When comparing Science and Social Studies (excluding K&E), Grade 6 and 9 CBE Students who Self-Identify as Indigenous achieved stronger results in science at both standards than Social Studies in 2023-24. Moreover, Grade 6 students in this cohort achieved overall better performances than Grade 9 in these two subjects. When compared to 2022-23 results, Grade 6 students in this cohort generally achieved more year-over-year improvements at both standards in 2023-24.

CBE students who Self-Identify as Indigenous consistently got higher diploma examination results at both standards in 2023-24 compared to the provincial results. The most noticeable gap between CBE Students who Self-Identify as Indigenous and provincial results was found in Science 30.

Year-over-year improvements at both standards were found in Social Studies 30-1, 30-2, Chemistry 30 and Science 30 from 2022-23 to 2023-24 and more than 10 percentage point increases were observed in Chemistry 30 and Science 30 standard of excellence. Additionally, the percentages of CBE Students who Self-Identify as Indigenous meeting the acceptable



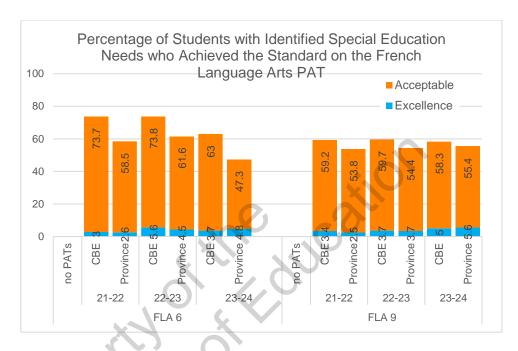
Indicator 5

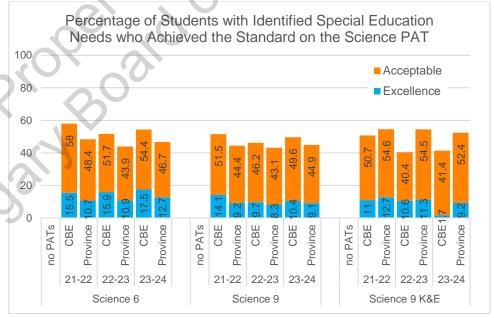
The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

standard also increased continuously in Social Studies 30-2 and Biology 30 for the past three years.

5.4 Students with Identified Special Education Needs

A. Percentage of Students with Identified Special Education Needs who achieved the standards on Provincial Achievement Tests

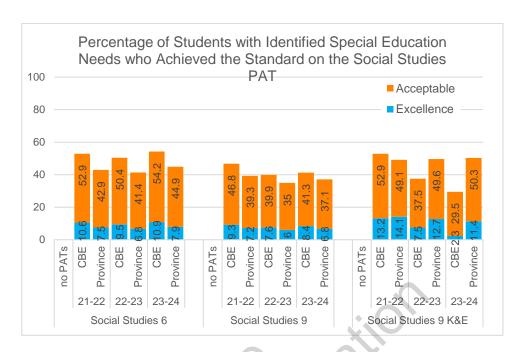




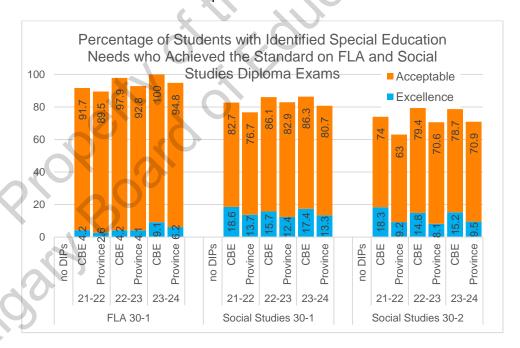


Indicator 5

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.

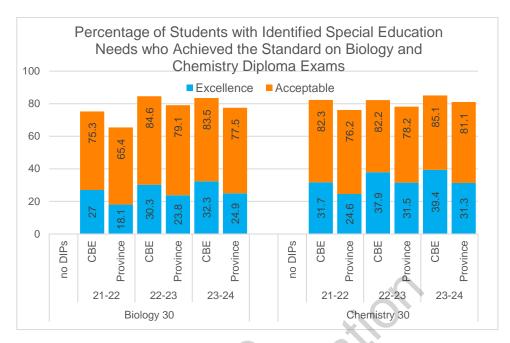


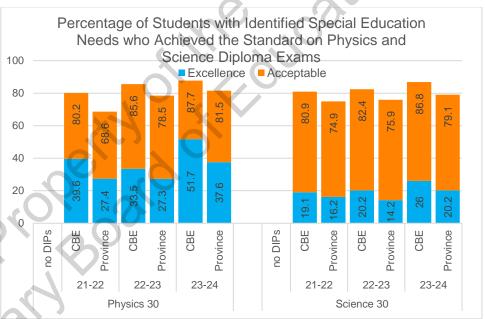
B. Percentage of Students with Identified Special Education Needs who achieved the standards on Diploma Examinations



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.





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: 44 to 58

Non-K&E PATs: 27 to 2244

Diploma Examinations: 44 to 1144

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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 with the exception of FLA courses where province achieved higher results at the standard of excellence than CBE in 2023-24.

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.

Especially, the positive gap between CBE and province at acceptable standard in Social Studies 6 was approximately 10 percentage points.

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. Similar to other cohorts, Grade 6 students in this cohort generally showed better PAT performance than Grade 9 students.

Except for K&E courses, more CBE students with Identified Special Education Needs achieved acceptable standard and standard of excellence in Science and Social Studies in 2023-24 than the year before. However, year-over-year decreases were most seen in FLA PATs in 2023-24 school year.

CBE Students with Identified Special Education Needs achieved higher diploma examination results in 2022-23 compared to the province at both standards. Of note, 100 per cent of Students with Identified Special Education Needs (44 students) achieved the acceptable standard in FLA 30-1 and more than 83 per cent of students in this cohort achieved the acceptable standard for most of diploma exams except for Social Studies 30-2 in 2023-24.

When 2023-24 acceptable standard results were compared to the previous year, CBE Students with Identified Special Education Needs achieved higher results at both standards except for Social Studies 30-2 and Biology 30 where decreases in acceptable standard could be found in 2023-24.

Summary

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

4-95

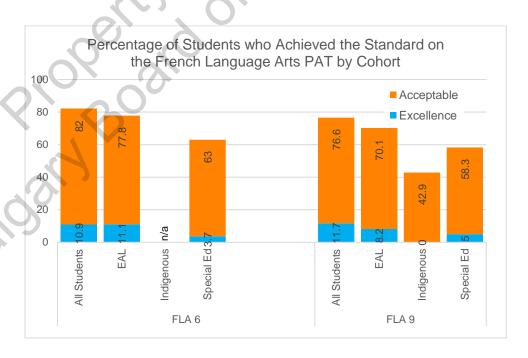
FLA 6	All Students	EAL	Indigenous	Special Ed
Acc	82.0	77.8	n/a	63.0
Ex	10.9	11.1	n/a	3.7
Science 6	All Students	EAL	Indigenous	Special Ed
Acc	71.8	65.1	49.1	54.4
Ex	26.2	19.9	12.0	17.5
Social Studies 6	All Students	EAL	Indigenous	Special Ed
Acc	72.6	66.4	47.6	54.2
Ex	21.8	18.1	7.2	10.9



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.

FLA 9	All Students	EAL	Indigenous	Special Ed
Acc	76.6	70.1	42.9	58.3
Ex	11.7	8.2	0.0	5.0
Science 9	All Students	EAL	Indigenous	Special Ed
Acc	67.6	56.0	31.3	49.6
Ex	20.7	14.1	5.5	10.4
Science 9 K&E	All Students	EAL	Indigenous	Special Ed
Acc	42.3	57.1	35.7	41.4
Ex	2.6	0.0	0.0	1.7
Social Studies 9	All Students	EAL	Indigenous	Special Ed
Acc	61.0	49.7	28.8	41.3
Ex	16.5	9.6	3.7	8.4
Social Studies 9 K&E	All Students	EAL	Indigenous	Special Ed
Acc	27.4	25.0	38.5	29.5
Ex	1.6	0.0	7.7	2.3

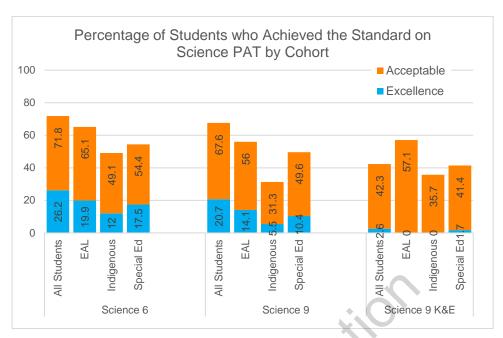


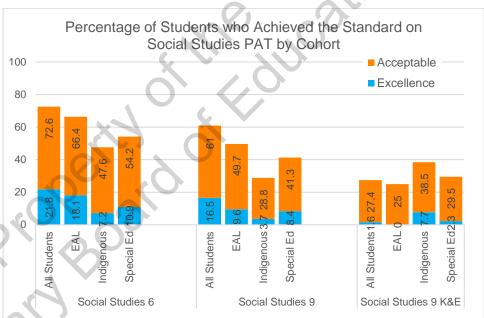
^{*}Data values have been suppressed where the number of respondents/students is fewer than 6.



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.





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

FLA 30-1	All Students	EAL	Indigenous	Special Ed
Acc	97.5	*	100.0	100.0
Ex	11.9	*	0.0	9.1
Social Studies 30-1	All Students	EAL	Indigenous	Special Ed
Acc	90.6	79.2	92.2	86.3
Ex	25.0	12.8	22.2	17.4

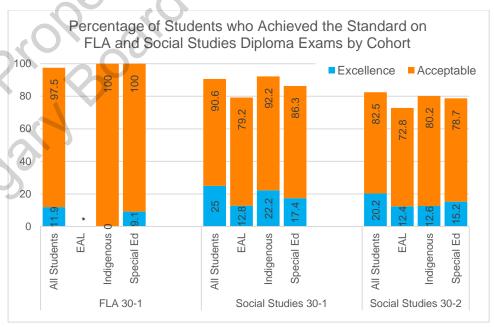


Indicator 5

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.

Social Studies 30-2	All Students	EAL	Indigenous	Special Ed
Acc	82.5	72.8	80.2	78.7
Ex	20.2	12.4	12.6	15.2
Biology 30	All Students	EAL	Indigenous	Special Ed
Acc	88.8	78.9	77.1	83.5
Ex	45.0	32.9	31.3	32.3
Chemistry 30	All Students	EAL	Indigenous	Special Ed
Acc	88.1	77.0	87.5	85.1
Ex	51.0	36.9	48.2	39.4
Physics 30	All Students	EAL	Indigenous	Special Ed
Acc	90.8	78.0	85.7	87.7
Ex	57.6	41.7	42.9	51.7
Science 30	All Students	EAL	Indigenous	Special Ed
Acc	84.6	69.9	96.8	86.8
Ex	27.3	15.4	41.9	26.0

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

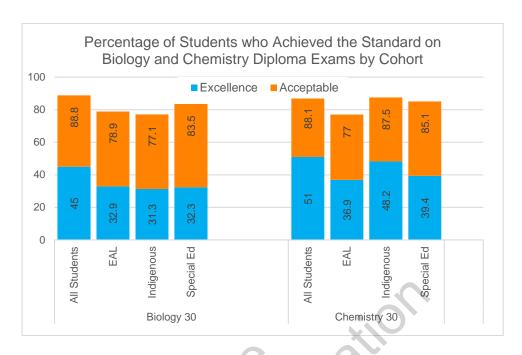


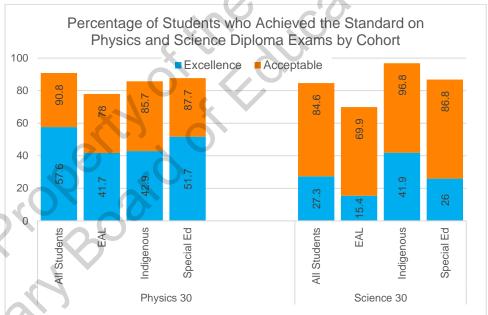
^{*} Data values have been suppressed where the number of respondents/students is fewer than 6.



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.





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

Targets for 2023-24

No targets were set for 2023-24 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.

Complementary programs such as CTS/F Fine and Performing Arts, Physical Education, and Languages continued to achieve higher report card



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.

means compared to other subjects, even where a decline was noted. This may suggest that students are generally achieving better when they have choice and voice in their learning. This difference in achievement is noted in Division 3 students who chose their options courses while core curriculum courses are required.

The impact of choice and voice in programming may also have influenced achievement for English as Additional Language Learners, Students who Self-Identify as Indigenous, and for Students with Identified Special Education Needs, where the gap in achievement between these groups and the all-students cohort is much narrower than typically seen in other subjects.

Division 1 students consistently improved in French Language Arts, maintaining the highest results of the past three years, most notably for Students who Self-Identify as Indigenous. The continued implementation of the Indigenous Education Holistic Lifelong Learning Framework in these subjects showed positive results. Further embedding Indigenous ways of being, belonging, doing, and knowing into core subjects like Science and Social Studies may support bridging gaps in engagement and achievement by fostering a sense of connection, relevance, and belonging for Students who Self-Identify as Indigenous.

When considering Science 6 and 9 PAT achievement results alongside report card data, there was a general alignment for students achieving the standard of excellence. For instance, 26.2 per cent of CBE students achieved excellence on the Science 6 PAT, while 21.7 per cent of Grade 6 CBE students received a report card indicator of 4 in 2023-24. Similarly, 20.7 per cent of CBE students achieved the standard of excellence on the Science 9 PAT, and 23.6 per cent of Grade 9 CBE students received an indicator of 4 on their final report card. Notably, the previous gap between 30 level Science Courses report card grades and corresponding diploma results, as noted in the 2022-23 Results 2 report, has decreased.

For the FLA 30-1 diploma examination, 11.9 per cent of students achieved the standard of excellence, and 59.8 per cent of Division 4 students achieved excellence, scoring between 80-100 per cent on their report card. This was an increase of 7.4 per cent over the previous year. Despite these high marks, there was a growing gap between report card marks and PAT excellence. This may be because, given the nature of the exam, a PAT focuses on reading and writing, while report cards assess a broader range of skills, including speaking and listening. This discrepancy might also explain the decline in Grade 9 FLA PAT marks for students with Identified Special Needs.

In the 2023-24 academic year, students with Identified Special Needs showed notable improvements in their diploma examination results



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.

compared to the previous year, apart from Social Studies 30-2 and Biology 30. Overall, in French Language Arts 30, 97.5 per cent of all students achieved the acceptable standard, and 100 per cent of students with Identified Special Needs and Students who Self-Identify as Indigenous met this standard. For students with Identified Special Needs, this increase was notable as it increased 4.2 to 9.1 percentage points. On the PATs, students with Identified Special Needs also demonstrated increased achievement at both standards, in all subjects except for K&E Science excellence and K&E Social 9. It is notable that attendance for K&E provincial exams may be impacting the overall results as absent students counted in the total as a 0.

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

French Language Arts

- FLA 9 PAT results showed year-over-year improvements in both acceptable and excellence standards for English as an Additional Language Learners cohort in 2023-24 and were above provincial results in the acceptable standard category.
- FLA 30-1 diploma result improved continuously at both standards within the past three years and generally outperformed the province for All Students and Students with Identified Special Education Needs cohorts.
- 100 per cent of Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts met the acceptable standard in FLA 30-1 diploma examination.

Students who Self-Identify as Indigenous

- Students who Self-Identify as Indigenous cohort achieved the higher result across both standards in Science 30 as compared to other CBE cohorts.
- Stronger performance for all diploma exams in French Language Arts, Science and Social Studies when compared to provincial results across both standard categories.
- Notable increases in Science 30 and Social Studies 30-1 for both standards from 2022-23 to 2023-24.
- Increased percentage of students achieving the acceptable standard across all PAT and diploma examinations except for French Language Arts 9 in 2023-24.

Report Card

 Overall strong achievements on report card for CTF/CTS, Fine and Performing Arts and Physical Education subjects in All Students cohort as compared to other report card courses.



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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.

Students with Identified Special Education Needs

- In this cohort, CBE students achieved stronger acceptable standard results for all PAT and diploma examinations except for K&E courses than the provincial results.
- The percentage of students achieving the standard of excellence was higher than province for Science 6&9, Social Studies 6&9 and all diploma examinations.

All Students

- All students cohort achieved overall strong performance for all diploma exam courses. More than 80 pet cent of CBE students achieved the acceptable standard and more than 20 percentage of students met the standard of excellence for all diploma examinations in 2023-24.
- All Students cohort achieved higher percentage of students meeting both standards than the provincial results for most of courses except for K-E courses and Science 9.
- Increased percentage of students achieving both standard categories for all diploma exams.

English as an Additional Language Learners

- In this cohort, year-over-year improvement across both standards in Science 30 was observed and the acceptable standard result in CBE outperformed province in 2023-24.
- Increased percentage of students meeting both standards in Social Studies 30-1 and 30-2.
- English as an Additional Language Leaners in CBE showed better achievement at both standards than province for all diploma examinations except for the standard of excellence in Science 30.

Areas for Growth

Science and Social Studies Division 3

- For the All Students cohort, Grade 8 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.
- Increase in Science and Social Studies acceptable standard results for Grade 9.
- Science 6&9 and Social Studies 6 PAT results showed decreases in 2023-24 for English as an Additional Language Learners cohort.

Report card

 Declines in report card means surfaced for most of courses across all four divisions in 2023-24 in comparison to 2022-23 results.



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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.

- Overall achievements on report cards in Science and Social Studies were lower than other courses.
- Division 4 report card results in all science courses.
- Less than 50 per cent of Division 4 students achieved above 80 in French Language Arts dash 2 courses.
- Less than 20 per cent of Division 4 students achieved above 80 in 10 level and 20 level Social Studies dash 2 and 4 courses.

Students who Self-Identify as Indigenous

- Students who Self-Identify as Indigenous had the lowest of percentage at both standard categories for all PAT courses excluding K&E Social Studies 9 when compared with other cohorts.
- Less than 50 per cent of students in this cohort met the acceptable standard for all PAT courses in 2023-24.
- Students who Self-Identify as Indigenous got the lower percentage at both standards in comparison to provincial results for all PAT courses.

English as an Additional Language Learners

 English as an Additional Language Learners showed the lowest percentage of students meeting both standards in all diploma examinations except for Biology 30 as compared with other cohorts' results.

Building Capacity

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

Professional Learning

System-Wide Professional Learning

 CBE's Five Guiding Principles of Assessment: Sessions for K-12 focus on responsive learning cycles, effective task design, student involvement in assessment, addressing classroom complexity, and clear communication of proficiency.

Targeted Initiatives by Divisions

- Division 1 & 2 (K-6) Science:
 - Science-focused professional learning sessions were offered for grades K-6, including virtual and in-person task design workshops in August 2024, focusing on task design and effective implementation of the new science curriculum.
 - Co-taught programming sessions, in collaboration with Teaching and Learning with Technology, supported the computer science components of the new 4-6 science curriculum.
- Divisions 3 & 4:



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.

- A Middle Years professional learning series includes disciplinary literacy sessions, emphasizing literacy in Science, Social Studies, and Mathematics. Inclusive task design is embedded into system-wide professional learning for Middle Years educators.
- Knowledge and Employability (K&E) professional learning sessions are designed to improve task design and student achievement in enrolled courses.
- Improving Reading for Older Students (IROS): Offered during the 2024-2025 school year, these modules build teacher capacity to support striving readers in grades 4-12.
- In-person sessions support outcomes-based assessment and calibration for Social Studies 10-1, 10-2, 10-4, and Science 10, 14, and 10-4 to enhance student achievement.

Other Professional Learning Initiatives:

- School Administrators and Teachers will develop their understanding of monitoring achievement of English as an Additional Language students through incremental data by implementing Alberta K-12 ESL Proficiency Benchmarks with support of the EAL Strategist Support Model in the identified target schools.
- Build capacity for Elementary educators about Social Emotional Learning through SEL Elementary Designates developing and implementing action plans to elevate a culture of well-being at their schools.
- Conduct the first Middle School Student Well-Being Symposium with a specific focus on the Student Well-Being Framework. Schools will create School Well-Being Action Teams to elevate a culture of wellbeing at their school.
- School-based staff will engage in professional learning to deepen their understanding of Middle Years learners through the lens of assessment as it related to the Student Well-Being Framework.
- Middle Year Principal Sessions Specific to Well-Being, EAL and Literacy (5 sessions).
- Build capacity for Middle School educators about Social Emotional Learning through SEL Middle School Working Group by creating contextually and developmentally applicable resources for Middle learners which includes being familiar with resources from all perspectives.
- Continue Complementary Curriculum & Pathways teacher professional learning supporting best practices for integrating diverse instructional approaches, including cross-curricular connections, inclusion, and social-emotional learning.
- Sessions for CTF, CTS and Fine and Performing Arts teachers to uplift the CBE frameworks of Literacy, Mathematics, Indigenous Education Holistic Lifelong Learning and Student Well-Being.

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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.

Structures & Processes

- K-3 Social Studies Pilot: In-person working group sessions are being held throughout the school year to support teachers piloting the draft K-3 Social Studies curriculum.
- Stepping Into Science Field Testing: Teachers in grades 4-6 are fieldtesting the Stepping Into Science resources as part of a collaborative project with other metro school boards in the province.
- Create and support School Well-Being Action Teams to advance a culture of well-being across CBE Middle Schools.
- Create an SEL Middle School Well-Being Working Group to contribute and refine contextually, culturally relevant, evidence-based well-being practices.
- Engage in collaborative work with the Indigenous Education team in order to demonstrate the kinship between the Indigenous Education Holistic Lifelong and Student Well-Being Frameworks which supports all students, with a specific focus on the Middle School learner.
- Continue development of programming in collaboration with SAIT for grade11 and 12 students engaging in the Digital Futures Pathway Collegiate.
- Continue development of Dual Credit and Exploratory programming with industry, post-secondary and community partners to expand High School student choice.
- Poll Digital Futures Pathway students regarding their interest in various areas of technology to inform the creation of new dual credit programming with SAIT and other partners.
- Continue to provide professional development opportunities for teachers, such as workshops and collaborative events, to enhance instructional practices.
- Continue to foster effective community relationships to support equitable access to arts education for all students.

Resources

- K-12 Social Studies Guiding Document: A guiding document is being developed to provide visionary, practical, and foundational considerations for Social Studies teaching and learning. This resource will support teachers as they prepare for the implementation of the new Social Studies curriculum.
- K-6 Science Scope and Sequence: This document organizes the key ideas of the new science curriculum in a logical order, helping teachers integrate learning outcomes effectively in their planning.
- K-6 Science Annotated Curriculum: This resource highlights required and optional content in the new science curriculum, offering teaching considerations that help teachers focus their planning and task design.
- K-3 Stepping Into Science Resource: Developed in collaboration with other provincial metro school boards, this resource provides teachers with a strong foundation for task design aligned to the new K-3 science curriculum.



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.

- K-12 Science Guiding Document: A comprehensive guiding document is being created to outline visionary, practical, and foundational considerations for science teaching and learning. This will provide targeted support for the implementation of the new K-3 science curriculum.
- EAL Quick Byte Videos to build professional learning of high-impact strategies.
- Develop Well-Being SDP Exemplars that highlight Truth and Reconciliation actions as well as Diversity and Inclusion actions in all schools.
- Expand the Social Emotional Learning for Well-Being Brightspace by D2L to include specific resources for Middle School Learners.
- Working Documents with embedded resources Specific to Well-Being, EAL, and Literacy for Middle Schools Principals, AP and LLs from the Middle Year's sessions.
- G4-6 New Curriculum Integrated Language Learning Template for French and Mandarin Science.
- NLA Math Talks discussion framework, startup kit and videos for all languages.
- Assessment and Reporting K-9 to calibration protocol.
- German Language Arts Grade 1 and 2 Speaking Rubrics and German Language Arts Oral Language and Reading Assessment Tools.
- CTF Continuum of Supports for Collaborative Response.
- Existing Partnerships to build professional capital and benefit student learning through professional learning and off-campus educational experiences for students, including Dual Credit and Exploratory programming.

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.

The ongoing high rate of enrolment growth, corresponding increases in classroom complexity, impact of the introduction and ongoing implementation of new curriculums at the Division 1 and 2 levels, and the impact of the continued integration of outcomes-based assessment practices for Division 4 students may have significant implications on report card data. As a result, significant caution should be given to interpreting data trends year-over year.

It is for these reasons no targets have been set for 2024-25 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

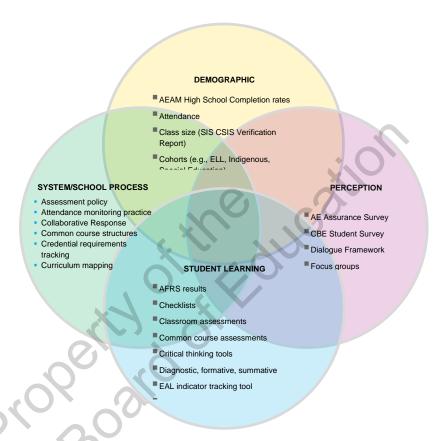
Attachment I: Criteria for High School Completion Categories



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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 staff, students, families and internal and external community members with a vested interest, the schools prepare development plans. In 2023-2024, our School Development Plan (SDP) processes shifted to provide choice and flexibility to adopt either holistic or individual goals to meet the diverse needs of students. The 2021-2024 Education Plan mandated that all schools focus on specific goals related to literacy, mathematics, and well-being. Schools could either write their SDP in a disaggregated manner of individual learning goals or adopt a singular, overarching holistic goal. SDPs include data-informed student goals, instructional actions, resources, key outcomes, and measures (including baseline data for each measure). Regardless of the SDP model chosen, the tools used to measure impact were the same.

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



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 engaged in professional learning, alternating between system led and school led, 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 Key Contact at each school all contributed to continuous improvement.

Assessment of Foundational Reading Skills (AFRS)

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

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



English as an Additional Language Learner (EAL) Benchmarks

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

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

Attendance Tracking

Tracking attendance ensures the gap in student achievement do not widen. We recognize the strong positive correlation between attendance and a student's success in school. Regular attendance sets students on the path to reaching their full potential. We use a whole school approach to attendance to create a positive culture where students feel a sense of belonging. 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;



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vision; audiology; EAL 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 EAL	Prov EAL			Prov Indig	CBE SpEd	Prov SpEd
3-Year	80.4	80.4	66.2	72.0	-	48.6	58.6	67.1	67.6
4-Year	85.8	85.1	77.6	82.2	-	57.2	65.3	73.7	73.4
5-Year	89.0	88.1	83.5	88.1		58.4	69.4	79.6	77.4

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

Indicator 2

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

Division	All Students	EAL	Indigenous	Special Ed
Division 1	2.89	2.77	2.48	2.39
Division 2	2.89	2.73	2.45	2.57
Division 3	2.87	2.70	2.40	2.53
Division 4	70.3	66.4	60.1	65.3

B. Student report card results as a mean within Mathematics by Cohort

Division	All Students	EAL	Indigenous	Special Ed
Division 1	3.04	2.90	2.59	2.52
Division 2	2.92	2.85	2.34	2.57
Division 3	2.82	2.71	2.24	2.44
Division 4	72.1	68.4	61.4	66.0

Indicator 3

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

ELA 6	All Students	EAL	Indigenous	Special Ed
Acc	n/a	n/a	n/a	n/a
Ex	n/a	n/a	n/a	n/a
Math 6	All Students	EAL	Indigenous	Special Ed
Acc	n/a	n/a	n/a	n/a
Ex	n/a	n/a	n/a	n/a
ELA 9	All Students	EAL	Indigenous	Special Ed
Acc	71.1	57.9	40.2	51.9
Ex	11.6	5.2	2.2	4.8
ELA 9 K&E	All Students	EAL	Indigenous	Special Ed
Acc	41.4	53.3	25.0	41.2
Ex	1.4	0.0	0.0	2.0
Math 9	All Students	EAL	Indigenous	Special Ed
Acc	54.6	47.8	19.0	31.7
Ex	15.3	13.1	2.5	5.4
Math 9 K&E	All Students	EAL	Indigenous	Special Ed
Acc	34.5	37.5	47.1	33.9
Ex	3.4	0.0	0.0	4.8

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

ELA 30-1	All Students	EAL	Indigenous	Special Ed
Acc	86.4	64.8	88.0	84.6
Ex	14.4	2.8	11.3	10.9
ELA 30-2	All Students	EAL	Indigenous	Special Ed
Acc	86.2	73.6	88.6	85.9
Ex	15.6	5.5	14.3	16.8
Math 30-1	All Students	EAL	Indigenous	Special Ed
Acc	83.9	73.7	83.3	80.2
Ex	48.9	39.9	26.4	38.1



Math 30-2	All Students	EAL	Indigenous	Special Ed
Acc	75.2	64.8	80.0	72.9
Ex	20.4	12.0	18.5	20.7

Indicator 4

CTF/CTS	All Students	EAL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.20	3.08	2.93	3.00
Division 3	3.11	2.98	2.76	2.91
Division 4	80.8	75.8	74.5	77.4
FPA	All Students	EAL	Indigenous	Special Ed
Division 1	3.05	2.93	2.85	2.71
Division 2	3.08	2.97	2.84	2.83
Division 3	3.15	2.98	2.89	2.95
Division 4	81.7	74.9	72.4	78.3
French	All Students	EAL	Indigenous	Special Ed
Division 1	3.19	2.98	2.91	2.73
Division 2	3.04	3.04	3.13	2.74
Division 3	2.95	2.84	2.72	2.65
Division 4	79.6	81.1	77.1	75.1
Languages	All Students	EAL	Indigenous	Special Ed
Division 1	2.99	3.06	2.54	2.46
Division 2	2.95	2.90	2.52	2.60
Division 3	3.06	2.96	2.74	2.74
Division 4	84.2	80.6	73.4	77.1
Physical Education	All Students	EAL	Indigenous	Special Ed
Division 1	3.08	2.97	2.87	2.69
Division 2	3.15	3.04	2.82	2.91
Division 3	3.07	2.94	2.72	2.88
Division 4	80.1	75.3	67.5	75.8
Science	All Students	EAL	Indigenous	Special Ed
Division 1	3.00	2.82	2.65	2.53
Division 2	2.92	2.79	2.46	2.58
Division 3	2.81	2.67	2.29	2.44
Division 4	73.8	68.2	62.9	67.6



Social Studies	All Students	EAL	Indigenous	Special Ed
Division 1	2.95	2.79	2.60	2.45
Division 2	2.87	2.73	2.41	2.48
Division 3	2.82	2.67	2.29	2.44
Division 4	71.7	67.4	60.6	66.0

Indicator 5

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

FLA	All Students	EAL	Indigenous	Special Ed
6	All Students	EAL	Indigenous	Special Eu
Acc	82.0	77.8	n/a	63.0
Ex	10.9	11.1	n/a	3.7
Science 6	All Students	EAL	Indigenous	Special Ed
Acc	71.8	65.1	49.1	54.4
Ex	26.2	19.9	12.0	17.5
Social Studies 6	All Students	EAL	Indigenous	Special Ed
Acc	72.6	66.4	47.6	54.2
Ex	21.8	18.1	7.2	10.9
FLA 9	All Students	EAL	Indigenous	Special Ed
Acc	76.6	70.1	42.9	58.3
Ex	11.7	8.2	0.0	5.0
Science 9	All Students	EAL	Indigenous	Special Ed
Acc	67.6	56.0	31.3	49.6
Ex	20.7	14.1	5.5	10.4
Science 9 K&E	All Students	EAL	Indigenous	Special Ed
Acc	42.3	57.1	35.7	41.4
Ex	2.6	0.0	0.0	1.7
Social Studies 9	All Students	EAL	Indigenous	Special Ed
Acc	61.0	49.7	28.8	41.3
Ex	16.5	9.6	3.7	8.4



Social Studies 9 K&E	All Students	EAL	Indigenous	Special Ed
Acc	27.4	25.0	38.5	29.5
Ex	1.6	0.0	7.7	2.3

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

FLA 30-1	All Students	EAL	Indigenous	Special Ed
Acc	97.5	*	100.0	100.0
Ex	11.9	*	0.0	9.1
Social Studies 30-1	All Students	EAL	Indigenous	Special Ed
Acc	90.6	79.2	92.2	86.3
Ex	25.0	12.8	22.2	17.4
Social Studies 30-2	All Students	EAL	Indigenous	Special Ed
Acc	82.5	72.8	80.2	78.7
Ex	20.2	12.4	12.6	15.2
Biology 30	All Students	EAL	Indigenous	Special Ed
Acc	88.8	78.9	77.1	83.5
Ex	45.0	32.9	31.3	32.3
Chemistry 30	All Students	EAL	Indigenous	Special Ed
Acc	88.1	77.0	87.5	85.1
Ex	51.0	36.9	48.2	39.4
Physics 30	All Students	EAL	Indigenous	Special Ed
Acc	90.8	78.0	85.7	87.7
Ex	57.6	41.7	42.9	51.7
Science 30	All Students	EAL	Indigenous	Special Ed
Acc	84.6	69.9	96.8	86.8
Ex	27.3	15.4	41.9	26.0

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 EAL	CBE Indigenous	CBE Special Ed
3-Year	Achievement	Intermediate	Low	Very Low	Low
Improvemen		Declined Significantly	Maintained	Maintained	Maintained
	Overall	Issue	Issue	Concern	Issue

	Measure Evaluation	CBE All	CBE EAL	CBE Indigenous	CBE Special Ed
4-Year	Achievement	Intermediate	Low	Very Low	Low
	Improvement	Maintained	Maintained	Improved	Maintained
	Overall	Acceptable	Issue	Issue	Issue

		Measure Evaluation	CBE All	CBE EAL	CBE Indigenous	CBE Special Ed
	5-Year	Achievement ₄	Intermediate	Intermediate	Very Low	Low
	5-Teal	Improvement	Improved Significantly	Maintained	Maintained	Improved Significantly
- 1		Overall	Good	Acceptable	Concern	Good
C	2/0	SOLAS				

Number of students within each completion category

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

Rate	Compare	2019-20	2020-21	2021-22	2022-23	2023-24
	High School Diploma	6240	6888	7180	7120	7257
	High School Equivalency Diploma	0	0	1	1	1
3-year	Certificate of High School Achievement	83	99	90	97	92
	Post-Secondary Attendance	21	23	22	22	15
	Apprenticeship	2	1	2	1	4
	Academic Standing	137	60	41	65	54
	High School Diploma	6681	6673	7212	7498	7491
	High School Equivalency Diploma	2	1	2	4	3
4-year	Certificate of High School Achievement	89	101	100	105	116
	Post-Secondary Attendance	79	66	46	48	54
	Apprenticeship	12	7	6	11	14
	Academic Standing	51	30	20	15	32
	High School Diploma	6569	6903	6852	7358	7635
	High School Equivalency Diploma	12	6	1	9	10
5-year	Certificate of High School Achievement	101	99	119	106	108
	Post-Secondary Attendance	97	102	94	59	66
0	Apprenticeship	14	13	13	16	23
	Academic Standing	22	29	12	16	8

High School Completion Rates | All Students

Rate	All Students Group	2019-20	2020-21	2021-22	2022-23	2023-24
3-year	CBE	78.9	82.4	83.0	81.1	80.4
Jeyear	Prov	80.3	83.4	83.2	80.7	80.4
4-year	CBE	83.3	84.0	86.5	87.1	85.8
4-yeai	Prov	84.0	85.0	87.1	86.5	85.1
	T			ı		
E voor	CBE	84.3	86.0	86.6	88.6	89.0
5-year	Prov	85.3	86.2	87.1	88.6	88.1



High School Completion Rates | English as an Additional Language Learners

Rate	EAL Group	2019-20	2020-21	2021-22	2022-23	2023-24		
3-year	CBE	66.3	68.6	67.3	65.2	66.2		
3-yeai	Prov	74.1	78.7	78.5	72.8	72.0		
Avoor	CBE	79.4	75.5	80.4	78.8	77.6		
4-year	Prov	83.0	83.0	86.4	85.0	82.2		
5-year	CBE	75.3	85.0	79.9	84.4	83.5		
3-year	Prov	85.0	86.9	86.1	88.7	88.1		

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

Rate	Indigenous Group	2019-20	2020-21	2021-22	2022-23	2023-24
3-year	CBE	38.9	48.0	48.8	49.6	48.6
3-year	Prov	55.9	62.0	59.5	57.0	58.6
4-year	CBE	46.9	45.4	56.8	53.5	57.2
4-yeai	Prov	64.2	63.6	68.6	65.8	65.3
E veer	CBE	50.5	53.1	50.7	60.2	58.4
5-year	Prov	65.0	68.1	68.0	71.3	69.4

High School Completion Rates | Students with Identified Special Education Needs

Rate	SrEd Group	2019-20	2020-21	2021-22	2022-23	2023-24
3-year	CBE	59.6	65.8	70.0	66.2	67.1
3-year	Prov	61.1	67.5	69.1	66.3	67.6
			ı	ı		
4	CBE	66.9	69.4	74.5	76.5	73.7
4-year	Prov	68.4	69.3	76.0	75.0	73.4
		1	1	1	•	
Ever	CBE	67.7	72.0	76.2	78.3	79.6
5-year	Prov	69.5	72.0	75.7	78.4	77.4

High School Completion Rates | CBE and Province by Cohort

Summary High School Completion Rates	CBE All	Prov All	CBE EAL	Prov EAL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	80.4	80.4	66.2	72.0	48.6	58.6	67.1	67.6
4-Year	85.8	85.1	77.6	82.2	57.2	65.3	73.7	73.4
5-Year	89.0	88.1	83.5	88.1	58.4	69.4	79.6	77.4



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 2023-24: 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 as an Additional 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: R	Stem 1: Reading*									
Grade	Year		_evel of Acl	nievement	Percentage	s by Grade)			
Oracle	Teal	4	3	2	1	ELL	IPP			
1	2023-24	27.2	30.3	21.2	8.3	11.0	2.0			
2	2023-24	28.7	31.6	20.3	7.9	9.1	2.4			
3	2023-24	28.4	35.5	19.1	5.9	7.6	3.6			
4	2023-24	25.9	37.3	20.0	4.5	7.4	4.9			
5	2023-24	24.6	38.0	22.7	3.3	6.0	5.4			
6	2023-24	23.2	39.4	24.9	3.3	4.7	4.4			
7	2023-24	21.1	40.7	27.4	3.7	4.0	3.1			
8	2023-24	22.6	41.6	26.0	3.2	3.6	3.0			
9	2023-24	21.4	40.8	28.5	4.1	3.1	2.0			

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



Stem 2: V	Vriting*									
Grade	Year	Level of Achievement Percentages by Grade								
Grade	. oai	4	3	2	1	ELL	IPP			
1	2023-24	15.9	34.7	26.8	8.8	11.3	2.6			
2	2023-24	15.1	34.8	28.4	8.7	9.7	3.3			
3	2023-24	15.0	36.4	28.7	7.1	8.1	4.7			
4	2023-24	14.9	37.3	28.2	5.7	7.5	6.5			
5	2023-24	16.8	37.7	27.8	4.6	6.1	7.0			
6	2023-24	16.8	38.5	29.8	4.1	5.0	5.8			
7	2023-24	16.5	39.8	31.2	4.3	4.0	4.1			
8	2023-24	19.1	39.9	30.0	3.7	3.7	3.7			
9	2023-24	19.1	41.3	29.7	4.3	3.1	2.6			

^{*}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: N	Stem 3: Manages and evaluates information and ideas										
Grade	Year	, 0	evel of Acl	nievement	Percentage	s by Grade	9				
Grade	Teal	4	3	2	1	ELL	IPP				
1	2023-24	\	*	*	*	*	*				
2	2023-24	*	*	*	*	*	*				
3	2023-24	*	*	*	*	*	*				
4	2023-24	\C *	*	*	*	*	*				
5	2023-24	*	*	*	*	*	*				
6	2023-24	*	*	*	*	*	*				
7	2023-24	19.9	41.4	30.1	4.7	2.6	1.4				
8	2023-24	22.1	40.3	29.7	3.8	2.5	1.6				
9	2023-24	22.0	42.4	27.4	4.6	2.5	1.1				

Stem 4: 0	Stem 4: Constructs meaning and makes connections through speaking										
Grade	Year	I	_evel of Acl	hievement	Percentage	s by Grade)				
Grade	Teal	4	3	2	1	ELL	IPP				
1	2023-24	*	*	*	*	*	*				
2	2023-24	*	*	*	*	*	*				
3	2023-24	*	*	*	*	*	*				
4	2023-24	*	*	*	*	*	*				
5	2023-24	*	*	*	*	*	*				
6	2023-24	*	*	*	*	*	*				
7	2023-24	20.6	45.6	27.7	2.7	2.8	0.6				
8	2023-24	21.5	44.2	27.9	2.5	3.1	0.7				
9	2023-24	22.6	47.2	24.5	2.7	2.5	0.5				

Stem 5: C	Stem 5: Constructs meaning and makes connections through listening									
Grade	Year		Level of Achievement Percentages by Grade							
Grade	i eai	4	3	2	1	ELL	IPP			
1	2023-24	*	*	*	*	*	*			
2	2023-24	*	*	*	*	*	*			
3	2023-24	*	*	*	*	*	*			
4	2023-24	(*)	*	*	*	*	*			
5	2023-24	*	*	*	*	*	*			
6	2023-24	*	*	*	*	*	*			
7	2023-24	23.9	42.9	26.9	3.3	2.6	0.5			
8	2023-24	25.7	42.1	26.2	2.6	2.7	0.7			
9	2023-24	27.2	44.3	23.1	2.8	2.2	0.3			

Stem 6: Represents ideas and creates understanding through a variety of media									
Grade	Year	I	Level of Acl	nievement	Percentage	es by Grade	Э		
Grade	Teal	4	3	2	1	ELL	IPP		
1	2023-24	*	*	*	*	*	*		
2	2023-24	*	*	*	*	*	*		
3	2023-24	*	*	*	*	*	*		
4	2023-24	*	*	*	*	*	*		
5	2023-24	*	*	*	*	*	*		
6	2023-24	*	*	*	*	*	*		
7	2023-24	22.0	43.3	28.7	3.8	1.9	0.3		
8	2023-24	25.4	42.1	26.7	3.2	2.0	0.7		
9	2023-24	25.7	44.3	23.9	3.7	1.8	0.5		

Stem 7: N	Stem 7: Makes meaning and connections through oral language									
Grade	Year		_evel of Acl	nievement	Percentage	s by Grade)			
Graue	i eai	4	3	2	1	ELL	IPP			
1	2023-24	22.6	42.1	22.2	1.7	7.7	3.7			
2	2023-24	23.2	42.7	23.6	1.5	6.4	2.7			
3	2023-24	26.2	43.2	21.6	1.5	5.8	1.7			
4	2023-24	23.7	44.9	23.1	1.4	5.2	1.8			
5	2023-24	23.4	44.2	24.8	1.6	4.6	1.4			
6	2023-24	22.3	45.3	26.0	1.8	3.8	0.8			
7	2023-24	*	*	*	*	*	*			
8	2023-24	*	*	*	*	*	*			
9	2023-24	*	*	*	*	*	*			

B. Student results by level of achievement within Mathematics as measured by student report card stems 2023-24: Grades 1-9.

- 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 as an Additional 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 \	L	_evel of Acl	nievement	Percentage	s by Grade)			
Grade	Tear	4	4 3 2 1 EL							
1	2023-24	*	*	*	*	*	*			
2	2023-24	*	*	*	*	*	*			
3	2023-24	()	*	*	*	*	*			
4	2023-24	*	*	*	*	*	*			
5	2023-24	*	*	*	*	*	*			
6	2023-24	*	*	*	*	*	*			
70	2023-24	26.2	37.4	27.6	6.1	0.5	2.3			
8	2023-24	24.6	37.5	28.7	6.7	0.6	2.0			
9	2023-24	24.9	34.7	29.0	8.9	0.7	1.9			

Stem 2: L	Stem 2: Uses algebraic reasoning to represent patterns and relationships										
Grade	Year	I	_evel of Acl	nievement	Percentage	es by Grade	9				
Grade	Teal	4	3	2	1	ELL	IPP				
1	2023-24	*	*	*	*	*	*				
2	2023-24	*	*	*	*	*	*				
3	2023-24	*	*	*	*	*	*				
4	2023-24	*	*	*	*	*	*				
5	2023-24	*	*	*	*	*	*				
6	2023-24	*	*	*	*	*	*				
7	2023-24	27.5	36.4	26.5	7.2	0.7	1.7				
8	2023-24	25.7	32.7	29.9	8.9	0.8	2.0				
9	2023-24	24.8	33.9	28.1	10.7	0.8	1.6				

Stem 3: Applies spatial reasoning and measurement to make sense of the natural world										
Grade	Year	Level of Achievement Percentages by Grade								
Orace	i eai	4	3	2	1	ELL	IPP			
1	2023-24	*	*	*	*	*	*			
2	2023-24	*	*	*	*	*	*			
3	2023-24	*	*	*	*	*	*			
4	2023-24	*	*	*	*	*	*			
5	2023-24	*	*	*	*	*	*			
6	2023-24	*	*	*	*	*	*			
7	2023-24	27.3	37.3	26.6	6.4	0.8	1.6			
8	2023-24	25.1	36.5	28.7	7.2	0.7	1.8			
9	2023-24	25.3	34.6	28.1	9.7	0.9	1.3			

Stem 4: L	Stem 4: Uses probability and data to make predictions and answer questions										
Grade	Year	l	_evel of Acl	hievement	Percentage	es by Grade	9				
Grade	Teal	4	3	2	1	ELL	IPP				
1	2023-24	*	*	*	*	*	*				
2	2023-24	*	*	*	*	*	*				
3	2023-24	*	*	*	*	*	*				
4	2023-24	*	*	*	*	*	*				
5	2023-24	*	*	*	*	*	*				
6	2023-24	*	*	*	*	*	*				
7	2023-24	25.4	37.7	28.3	6.0	1.0	1.5				
8	2023-24	24.8	36.5	29.1	6.9	1.2	1.5				
9	2023-24	26.7	36.4	28.1	6.5	1.3	1.1				

Stem 5: U	Stem 5: Understands and applies concepts related to number, patterns (and algebra)									
Grade	Year	Ş	evel of Ac	nievement	Percentage	es by Grade	e			
Grade	I Gai	4	3	2	1	ELL	IPP			
1	2023-24	32.0	39.7	19.2	5.9	2.3	0.8			
2	2023-24	29.9	38.1	23.1	6.4	1.6	0.9			
3	2023-24	30.0	39.8	21.9	5.1	1.5	1.7			
4	2023-24	28.2	37.4	24.0	6.3	1.0	3.1			
5	2023-24	29.8	36.0	23.4	6.5	0.9	3.4			
6	2023-24	26.4	37.8	24.6	6.6	1.0	3.4			
7	2023-24	*	*	*	*	*	*			
8	2023-24	*	*	*	*	*	*			
9	2023-24	*	*	*	*	*	*			

Stem 6: Understands and applies concepts related to measurement, geometry (and statistics)										
Grade	Year	L	_evel of Acl	hievement	Percentage	s by Grade	Э			
Graue	I Cal	4	3	2	1	ELL	IPP			
1	2023-24	31.7	43.3	18.7	3.0	2.8	0.5			
2	2023-24	30.6	43.0	20.6	3.5	1.9	0.4			
3	2023-24	28.7	42.5	22.5	3.4	1.8	1.0			
4	2023-24	27.9	27.9 41.5 23.4 4.0 1.3 1.9							
5	2023-24	28.6	39.4	25.1	3.8	1.1	2.1			

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6	2023-24	25.8	38.8	26.0	5.7	1.1	2.5
7	2023-24	*	*	*	*	*	*
8	2023-24	*	*	*	*	*	*
9	2023-24	*	*	*	*	*	*

C. Student results by level of achievement within English Language Arts as measured by student report cards 2023-24: high school courses.

Course	Year	Level of Ad	Level of Achievement Percentages by Course						
Course	Teal	80-100%	65-79%	50-64%	0-49%				
10-1	2023-24	39.1	42.4	17.3	1.2				
10-2	2023-24	13.4	31.2	42.2	13.2				
10-4	2023-24	9.9	20.8	38.9	30.4				
20-1	2023-24	42.5	39.8	15.8	1.9				
20-2	2023-24	13.9	35.6	40.7	9.7				
20-4	2023-24	13.5	27.4	41.2	17.9				
30-1	2023-24	35.5	43.2	18.2	3.0				
30-2	2023-24	16.7	43.8	31.5	8.0				
30-4	2023-24	13.9	42.8	34.7	8.7				

D. Student results by level of achievement within Mathematics as measured by student report cards 2023-24: high school courses.

Course	Year	Level of Ac	chievement F	Percentages	by Course
Course	Teal	80-100%	65-79%	50-64%	0-49%
10C	2023-24	45.8	24.4	22.0	7.8
10-3	2023-24	23.8	27.0	36.6	12.7
10-4	2023-24	17.0	26.7	28.7	27.6
20-1	2023-24	51.9	24.3	17.7	6.1
20-2	2023-24	20.0	32.3	37.8	9.9
20-3	2023-24	22.6	30.3	37.7	9.3
20-4	2023-24	25.7	21.6	36.5	16.2
30-1	2023-24	54.0	24.3	14.6	7.1
30-2	2023-24	26.1	33.8	27.9	12.2
30-3	2023-24	23.5	30.3	36.5	9.7
31	2023-24	74.9	15.9	7.1	2.1



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

Province Achiever		201	9-20	202	0-21	202	1-22	202	2-23	2023-24	
Test		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA	CBE	n/a	n/a	n/a	n/a	80.7	21.1	81.0	20.0	n/a	n/a
6	Prov	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4	n/a	n/a
Math	CBE	n/a	n/a	n/a	n/a	67.4	14.3	70.6	20.0	n/a	n/a
6	Prov	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9	n/a	n/a
ELA	CBE	n/a	n/a	n/a	n/a	72.5	15.7	73.6	14.6	71.1	11.6
9	Prov	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8
ELA	CBE	n/a	n/a	n/a	n/a	57.3	4.3	54.4	8.9	41.4	1.4
9 K&E	Prov	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6
Math	CBE	n/a	n/a	n/a	n/a	59.0	21.4	57.2	15.9	54.6	15.3
9	Prov	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0
Math	CBE	n/a	n/a	n/a	n/a	55.1	13.8	39.1	9.1	34.5	3.4
9 K&E	Prov	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9

B. All Students Diploma Examination Results Over Time

	Diploma	2019	9-20	2020-21		2021-22		2022-23		2023-24		
	Examination		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
(ELA	CBE	n/a	n/a	n/a	n/a	81.6	13.9	86.3	14.4	86.4	14.4
	30-1	Prov	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1
	ELA	CBE	n/a	n/a	n/a	n/a	81.9	15.8	86.9	15.6	86.2	15.6
	30-2	Prov	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9
	Math	CBE	n/a	n/a	n/a	n/a	66.5	24.4	78.4	40.1	83.9	48.9
	30-1	Prov	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9
	Math	CBE	n/a	n/a	n/a	n/a	68.1	15.1	77.4	19.8	75.2	20.4
	30-2	Prov	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4



C. English as an Additional Language Learners Provincial Achievement Test Results Over Time

Provinc		2019	9-20	202	0-21	-21 2021-22		2022-23		2023-24	
	Achievement Test		Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA	CBE	n/a	n/a	n/a	n/a	78.1	16.8	77.0	13.9	n/a	n/a
6	Prov	n/a	n/a	n/a	n/a	76.8	16.0	73.9	13.9	n/a	n/a
Math	CBE	n/a	n/a	n/a	n/a	66.1	14.4	68.1	18.7	n/a	n/a
6	Prov	n/a	n/a	n/a	n/a	65.3	13.1	64.9	15.2	n/a	n/a
ELA	CBE	n/a	n/a	n/a	n/a	62.0	8.3	63.0	5.8	57.9	5.2
9	Prov	n/a	n/a	n/a	n/a	61.9	7.0	62.2	6.6	56.9	5.4
ELA	CBE	n/a	n/a	n/a	n/a	74.1	0.0	37.5	0.0	53.3	0.0
9 K&E	Prov	n/a	n/a	n/a	n/a	45.7	2.4	34.9	1.3	46.7	4.0
Math	CBE	n/a	n/a	n/a	n/a	50.6	15.8	49.4	12.6	47.8	13.1
9	Prov	n/a	n/a	n/a	n/a	47.0	12.9	50.1	12.0	46.7	11.5
Math	CBE	n/a	n/a	n/a	n/a	60.0	8.6	24.0	0.0	37.5	0.0
9 K&E	Prov	n/a	n/a	n/a	n/a	54.5	9.8	39.5	5.6	49.7	12.2

D. English as an Additional Language Learners Diploma Examination Results Over Time

Diplon	Diploma	2019	9-20	2020	2020-21		2021-22		2022-23		3-24
Examina	Examination		Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA	CBE	n/a	n/a	n/a	n/a	60.5	2.0	64.5	3.0	64.8	2.8
30-1	Prov	n/a	n/a	n/a	n/a	55.5	2.6	63.3	3.7	61.3	2.7
ELA	CBE	n/a	n/a	n/a	n/a	66.2	2.6	73.2	6.9	73.6	5.5
30-2	Prov	n/a	n/a	n/a	n/a	63.9	3.7	71.5	5.5	70.0	5.2
Math	CBE	n/a	n/a	n/a	n/a	50.0	19.1	65.0	31.8	73.7	39.9
30-1	Prov	n/a	n/a	n/a	n/a	52.2	19.2	61.1	23.1	64.0	27.6
Math	CBE	n/a	n/a	n/a	n/a	58.6	8.3	64.7	12.2	64.8	12.0
30-2	Prov	n/a	n/a	n/a	n/a	46.9	6.3	58.5	9.7	57.7	9.0

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

Province		201	9-20	202	0-21	2021-22		2022-23		2023-24	
	Achievement Test		Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA	CBE	n/a	n/a	n/a	n/a	57.9	8.3	56.3	7.8	n/a	n/a
6	Prov	n/a	n/a	n/a	n/a	58.2	7.4	60.6	7.1	n/a	n/a
Math	CBE	n/a	n/a	n/a	n/a	35.4	2.9	33.9	4.3	n/a	n/a
6	Prov	n/a	n/a	n/a	n/a	40.3	3.7	42.0	5.6	n/a	n/a
ELA	CBE	n/a	n/a	n/a	n/a	39.1	3.7	37.8	5.1	40.2	2.2
9	Prov	n/a	n/a	n/a	n/a	49.4	3.6	49.2	4.4	49.5	4.7
ELA	CBE	n/a	n/a	n/a	n/a	39.1	0.0	*	*	25.0	0.0
9 K&E	Prov	n/a	n/a	n/a	n/a	46.7	5.0	43.8	3.7	42.8	4.9
Math	CBE	n/a	n/a	n/a	n/a	21.0	2.2	24.3	4.7	19.0	2.5
9	Prov	n/a	n/a	n/a	n/a	26.3	4.1	28.7	3.8	28.7	4.8
Math	CBE	n/a	n/a	n/a	n/a	30.0	3.3	45.5	18.2	47.1	0.0
9 K&E	Prov	n/a	n/a	n/a	n/a	48.1	6.0	48.9	11.1	43.7	6.2

^{*}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

Diplon	Diploma Examination	201	9-20	2020-21		2021-22		2022-23		2023-24	
Examination		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA	CBE	n/a	n/a	n/a	n/a	79.6	2.0	86.3	12.1	88.0	11.3
30-1	Prov	n/a	n/a	n/a	n/a	73.5	4.4	78.3	6.1	81.7	6.9
ELA	CBE	n/a	n/a	n/a	n/a	85.7	9.5	91.5	15.5	88.6	14.3
30-2	Prov	n/a	n/a	n/a	n/a	82.1	9.2	86.5	9.9	86.0	10.8
Math	CBE	n/a	n/a	n/a	n/a	41.2	5.9	75.0	21.2	83.3	26.4
30-1	Prov	n/a	n/a	n/a	n/a	50.9	10.5	60.6	15.0	64.4	17.0
Math	CBE	n/a	n/a	n/a	n/a	75.9	6.9	82.5	17.5	80.0	18.5
30-2	Prov	n/a	n/a	n/a	n/a	55.2	7.3	65.8	12.1	64.8	10.1

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

Provinc		201	9-20	202	0-21)-21 2021-22		2022-23		2023-24	
Achiever Test	Test		Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA	CBE	n/a	n/a	n/a	n/a	62.5	8.9	63.5	7.8	n/a	n/a
6	Prov	n/a	n/a	n/a	n/a	53.1	6.1	52.3	5.5	n/a	n/a
Math	CBE	n/a	n/a	n/a	n/a	45.0	5.8	48.0	8.9	n/a	n/a
6	Prov	n/a	n/a	n/a	n/a	37.4	4.2	38.3	5.6	n/a	n/a
ELA	CBE	n/a	n/a	n/a	n/a	54.2	7.4	52.9	6.1	51.9	4.8
9	Prov	n/a	n/a	n/a	n/a	42.3	3.2	47.2	4.7	45.4	3.8
ELA	CBE	n/a	n/a	n/a	n/a	50.6	3.7	56.9	6.9	41.2	2.0
9 K&E	Prov	n/a	n/a	n/a	n/a	47.0	3.8	50.8	5.4	47.9	3.9
Math	CBE	n/a	n/a	n/a	n/a	35.6	8.2	33.9	5.6	31.7	5.4
9	Prov	n/a	n/a	n/a	n/a	30.5	6.0	28.9	4.2	27.5	4.5
Math	CBE	n/a	n/a	n/a	n/a	49.6	10.4	40.0	8.0	33.9	4.8
9 K&E	Prov	n/a	n/a	n/a	n/a	48.6	8.9	49.0	10.2	46.4	8.6

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

Diplon	Diploma		9-20	2020	0-21	2021-22		2022-23		2023-24	
Examina	tion	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA	CBE	n/a	n/a	n/a	n/a	77.1	10.9	85.0	9.8	84.6	10.9
30-1	Prov	n/a	n/a	n/a	n/a	71.9	7.1	79.5	7.2	79.3	7.6
ELA	CBE	n/a	n/a	n/a	n/a	85.3	17.2	87.3	17.9	85.9	16.8
30-2	Prov	n/a	n/a	n/a	n/a	74.5	8.7	82.5	10.1	82.3	11.1
Math	CBE	n/a	n/a	n/a	n/a	60.0	21.8	71.4	27.6	80.2	38.1
30-1	Prov	n/a	n/a	n/a	n/a	55.9	16.0	66.1	21.2	70.7	27.2
Math	CBE	n/a	n/a	n/a	n/a	65.7	13.2	78.7	21.7	72.9	20.7
30-2	Prov	n/a	n/a	n/a	n/a	57.8	9.7	67.9	13.2	68.8	15.2

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 2023-24: 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 as an Additional 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									
Grade	Teal	4	3	2	1	ELL	IPP				
5	2023-24	41.0	47.4	10.8	0.4	0.4	0.0				
6	2023-24	32.5	53.1	13.3	0.7	0.3	0.1				
7	2023-24	32.8	47.8	17.4	1.5	0.2	0.2				
8	2023-24	33.6	44.2	19.5	2.5	0.2	0.1				
9	2023-24	36.1	42.8	18.1	2.7	0.2	0.1				

B. Student results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2023-24: 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 Ad	Level of Achievement Percentages by Cluster								
Cluster	Teal	80-100%	65-79%	50-64%	0-49%						
BIT	2023-24	67.3	16.8	11.8	4.1						
HRH	2023-24	67.1	18.5	10.1	4.3						
MDC	2023-24	63.9	17.5	12.9	5.7						
NAT	2023-24	61.9	23.1	12.2	2.9						
TMT	2023-24	59.8	25.0	11.7	3.5						

C. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2023-24: Grades 1-9.

- 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 as an Additional 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	l	_evel of Acl	nievement	Percentage	es by Grade)
Grade	leal	4	3	2	1	ELL	IPP
1	2023-24	22.7	55.5	19.3	0.9	1.3	0.3
2	2023-24	25.3	55.8	17.0	0.6	1.1	0.2
3	2023-24	26.4	54.0	17.9	0.5	1.0	0.1
4	2023-24	27.2	53.7	17.6	0.6	0.8	0.1
5	2023-24	28.4	51.8	18.2	0.8	0.7	0.1
6	2023-24	29.1	50.3	19.0	1.0	0.6	0.1
7	2023-24	35.9	43.5	18.2	2.0	0.2	0.1
8	2023-24	37.4	42.4	17.4	2.3	0.3	0.2
9	2023-24	38.7	40.2	18.0	2.8	0.3	0.0



D. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2023-24: high school courses.

Level	Year	Level of Achievement Percentages by Level					
	Teal	80-100%	65-79%	50-64%	0-49%		
10	2023-24	64.2	18.0	12.0	5.8		
20	2023-24	73.0	15.5	9.0	2.5		
30	2023-24	79.6	12.1	6.8	1.6		

E. Student results by level of achievement within French Language Arts as measured by student report cards 2023-24: Grades 1-9.

- 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 as an Additional 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						
Grade	Teal	4	3	2	1	ELL	IPP	
\bigcirc 1	2023-24	39.7	41.7	15.3	2.9	0.0	0.4	
2	2023-24	39.9	37.4	19.0	3.0	0.0	0.7	
3	2023-24	35.3	43.6	16.4	3.0	0.0	1.7	
4	2023-24	28.9	47.5	19.7	1.5	0.0	2.3	
5	2023-24	27.8	51.4	18.5	0.7	0.0	1.6	
6	2023-24	24.9	47.3	23.3	3.0	0.0	1.5	
7	2023-24	28.4	41.8	24.4	4.3	0.0	1.0	
8	2023-24	25.3	47.5	24.3	2.6	0.0	0.3	
9	2023-24	25.2	45.9	26.1	2.3	0.0	0.6	



F. Student results by level of achievement within French Language Arts as measured by student report cards 2023-24: high school courses.

Course	Year	Level of Achievement Percentages by Course					
Course	Teal	80-100%	65-79%	50-64%	0-49%		
10-1	2023-24	60.2	33.2	6.1	0.5		
10-2	2023-24	19.4	38.7	38.7	3.2		
20-1	2023-24	56.7	33.9	8.7	0.7		
20-2	2023-24	48.8	31.7	14.6	4.9		
30-1	2023-24	59.8	36.2	3.7	0.3		
30-2	2023-24	72.8	21.4	4.9	0.9		

G. Student results by level of achievement within Languages as measured by student report cards 2023-24: Grades 1-9.

- 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.
- EAL The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English as an Additional 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					
Grade	Teal	4	3	2	1	EAL	IPP
1	2023-24	25.9	46.0	24.4	3.1	0.2	0.4
2	2023-24	30.5	43.3	22.8	2.9	0.0	0.7
3	2023-24	28.7	44.9	22.0	3.1	0.6	0.8
4	2023-24	24.1	48.4	22.6	1.6	2.2	1.1
5	2023-24	21.5	47.2	26.7	2.1	1.7	0.8
6	2023-24	23.2	50.2	23.0	1.3	1.6	0.7
7	2023-24	33.2	45.1	19.2	2.0	0.3	0.2
8	2023-24	30.3	44.4	21.8	2.4	0.0	1.0
9	2023-24	33.2	39.4	23.1	3.1	0.3	1.0

H. Student results by level of achievement within Languages as measured by student report cards 2023-24: high school courses.

Level	Year	Level of Achievement Percentages by Level					
		80-100%	65-79%	50-64%	0-49%		
10	2023-24	68.8	16.4	10.7	4.0		
20	2023-24	74.3	14.8	9.2	1.7		
30	2023-24	80.8	13.5	4.6	1.1		

I. Student results by level of achievement within Physical Education as measured by student report cards 2023-24: 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 as an Additional 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						
Grade	Teal	4	3	2	1	EAL	IPP	
1	2023-24	25.1	54.7	18.0	1.2	0.2	0.7	
2	2023-24	27.7	55.1	15.3	1.0	0.2	0.8	
3	2023-24	29.0	54.4	15.0	0.6	0.3	0.9	
4	2023-24	29.9	54.0	14.5	0.6	0.1	0.8	
5	2023-24	31.5	53.0	14.5	0.5	0.1	0.4	
6	2023-24	29.9	53.5	15.3	0.8	0.1	0.4	
7	2023-24	27.0	55.4	16.3	1.1	0.0	0.1	
8	2023-24	26.8	52.8	18.7	1.6	0.0	0.1	
9	2023-24	28.9	50.7	18.1	2.1	0.0	0.2	

J. Student results by level of achievement within Physical Education as measured by student report cards 2023-24: high school courses.

Course	Year	Level of Achievement Percentages by Course					
	Tear	80-100%	65-79%	50-64%	0-49%		
10	2023-24	65.8	19.5	10.1	4.6		
20	2023-24	64.9	19.4	11.4	4.2		
30	2023-24	72.2	16.6	8.8	2.4		

K. Student results by level of achievement within Science as measured by student report cards 2023-24: 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 as an Additional 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						
Grade	Teal	4	3	2	1	EAL	IPP	
1	2023-24	24.9	46.4	21.1	1.7	5.0	1.0	
2	2023-24	23.8	47.5	21.8	1.9	4.2	0.7	
3	2023-24	23.6	46.6	22.9	1.9	4.4	0.6	
4	2023-24	23.8	46.4	23.4	2.2	3.5	0.8	
5	2023-24	24.1	44.2	24.8	2.7	3.2	1.0	
6	2023-24	21.7	44.0	27.6	2.9	2.9	0.9	
7	2023-24	20.0	43.1	30.3	4.2	1.9	0.5	
8	2023-24	20.4	41.3	30.5	5.2	1.7	0.8	
9	2023-24	23.6	39.5	28.0	6.6	1.7	0.6	

L. Student results by level of achievement within Science as measured by student report cards 2023-24: high school courses.

Course	Year	Level of Achievement Percentages by Course					
Course	Teal	80-100%	65-79%	50-64%	0-49%		
Science 10	2023-24	39.5	29.1	25.7	5.7		
Science 14	2023-24	18.8	31.2	38.1	11.9		
Science 10-4	2023-24	13.3	18.0	34.0	34.6		
Biology 20	2023-24	51.4	25.7	19.4	3.4		
Chemistry 20	2023-24	53.0	24.7	17.1	5.1		
Physics 20	2023-24	51.8	25.5	18.0	4.7		
Science 20	2023-24	18.0	35.0	41.1	5.8		
Science 24	2023-24	20.8	36.7	35.8	6.7		
Science 20-4	2023-24	21.1	23.9	41.1	13.9		
Biology 30	2023-24	51.3	27.3	16.0	5.4		
Chemistry 30	2023-24	58.3	24.3	12.6	4.8		
Physics 30	2023-24	61.0	22.5	12.0	4.5		
Science 30	2023-24	29.7	35.2	28.9	6.2		

M. Student results by level of achievement within Social Studies as measured by student report cards 2023-24: Grades 1-9.

- 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 as an Additional 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						
Grade	I Gai	4	3	2	1	EL	IPP		
1	2023-24	22.8	47.3	22.1	1.8	5.2	0.8		
2	2023-24	22.0	46.1	24.4	2.3	4.6	0.6		
3	2023-24	21.7	46.1	24.6	2.2	4.8	0.6		
4	2023-24	21.3	44.5	26.4	2.6	4.3	0.8		
5	2023-24	21.7	42.6	27.6	3.1	3.7	1.2		
6	2023-24	20.8	42.7	28.3	3.7	3.4	1.0		
7	2023-24	19.1	41.8	30.0	5.3	2.8	1.0		
8	2023-24	22.8	41.2	28.6	3.8	2.7	1.0		
9	2023-24	21.9	41.4	28.3	5.4	2.3	0.6		

N. Students results by level of achievement within Social Studies as measured by student report cards 2023-24: high school courses.

	Course	Year	Level of Ac	chievement F	Percentages	by Course
	Course	real	80-100%	65-79%	50-64%	0-49%
	10-1	2023-24	49.1	35.9	13.9	1.1
	10-2	2023-24	14.9	31.8	39.9	13.4
	10-4	2023-24	10.3	22.2	38.1	29.4
	20-1	2023-24	51.3	35.6	11.9	1.2
	20-2	2023-24	19.3	32.9	39.1	8.7
	20-4	2023-24	18.3	25.8	40.1	15.9
	30-1	2023-24	47.6	38.2	12.7	1.5
	30-2	2023-24	24.9	36.7	31.1	7.3
Co	Sko	So.	3/9	5		

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

Province Achiever		201	9-20	202	0-21	202	1-22	202	2-23	202	3-24
Test		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA	CBE	n/a	n/a	n/a	n/a	85.3	8.8	85.2	12.1	82.0	10.9
6	Prov	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3
Science	CBE	n/a	n/a	n/a	n/a	77.2	26.9	71.4	25.4	71.8	26.2
6	Prov	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8
Social Studies	CBE	n/a	n/a	n/a	n/a	74.1	22.0	71.4	19.3	72.6	21.8
6	Prov	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8
FLA	CBE	n/a	n/a	n/a	n/a	74.6	8.9	77.3	11.8	76.6	11.7
9	Prov	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6
Science	CBE	n/a	n/a	n/a	n/a	69.9	26.0	66.4	20.4	67.6	20.7
9	Prov	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8
Science	CBE	n/a	n/a	n/a	n/a	55.1	9.2	38.2	8.8	42.3	2.6
9 K&E	Prov	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9
Social Studies	CBE	n/a	n/a	n/a	n/a	65.8	18.4	60.1	17.0	61.0	16.5
9	Prov	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8
Social Studies	CBE	n/a	n/a	n/a	n/a	59.6	14.9	36.4	7.3	27.4	1.6
9 K&E	Prov	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3

B. English as an Additional Language Learner Provincial Achievement Test Results Over Time

	Provincial Achievement Test		2019-20		2020-21		2021-22		2022-23		2023-24	
ACII			Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FL	Α	CBE	n/a	n/a	n/a	n/a	75.8	7.6	81.0	14.3	77.8	11.1
6		Prov	n/a	n/a	n/a	n/a	74.0	11.6	75.5	13.8	74.5	12.7
Scie	nce	CBE	n/a	n/a	n/a	n/a	74.7	23.1	66.2	19.2	65.1	19.9
6		Prov	n/a	n/a	n/a	n/a	72.0	21.0	64.7	17.2	63.8	18.4



Social	CBE	n/a	n/a	n/a	n/a	72.2	18.5	67.4	15.7	66.4	18.1
Studies 6	Prov	n/a	n/a	n/a	n/a	68.4	17.9	65.4	15.7	64.6	16.5
FLA	CBE	n/a	n/a	n/a	n/a	64.7	7.1	66.3	4.2	70.1	8.2
9	Prov	n/a	n/a	n/a	n/a	64.0	10.1	71.1	11.3	67.8	9.2
Science	CBE	n/a	n/a	n/a	n/a	61.4	16.7	56.7	12.6	56.0	14.1
9	Prov	n/a	n/a	n/a	n/a	55.8	13.7	59.4	15.0	57.7	14.2
Science	CBE	n/a	n/a	n/a	n/a	61.9	4.8	41.2	0.0	57.1	0.0
9 K&E	Prov	n/a	n/a	n/a	n/a	52.3	2.8	33.1	3.3	41.1	5.5
Social Studies	CBE	n/a	n/a	n/a	n/a	53.5	10.5	48.8	8.9	49.7	9.6
9	Prov	n/a	n/a	n/a	n/a	54.5	12.6	50.4	11.0	49.4	9.6
Social Studies	CBE	n/a	n/a	n/a	n/a	84.2	15.8	50.0	0.0	25.0	0.0
9 K&E	Prov	n/a	n/a	n/a	n/a	64.1	11.7	39.4	1.5	44.4	7.4

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

Dravinaial								<i></i>			
Province Achiever		2019	9-20	202	0-21	202	1-22	2022	2-23	202	3-24
Test		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA	CBE	n/a	n/a	n/a	n/a	86.7	13.3	62.5	6.3	n/a	n/a
6	Prov	n/a	n/a	n/a	n/a	63.7	6.4	65.9	5.3	56.9	2.9
Science	CBE	n/a	n/a	n/a	n/a	51.2	10.5	40.1	8.4	49.1	12.0
6	Prov	n/a	n/a	n/a	n/a	51.2	9.7	46.0	9.0	51.4	12.3
Social Studies	CBE	n/a	n/a	n/a	n/a	45.6	6.6	37.1	5.9	47.6	7.2
6	Prov	n/a	n/a	n/a	n/a	46.8	7.3	45.3	6.5	48.7	7.3
FLA	CBE	n/a	n/a	n/a	n/a	46.2	0.0	68.8	12.5	42.9	0.0
9	Prov	n/a	n/a	n/a	n/a	53.3	5.2	65.4	4.4	63.8	5.6
Science	CBE	n/a	n/a	n/a	n/a	35.9	5.8	31.3	5.6	31.3	5.5
9	Prov	n/a	n/a	n/a	n/a	49.3	8.5	42.1	7.1	46.0	8.5
Science	CBE	n/a	n/a	n/a	n/a	44.4	0.0	*	*	35.7	0.0
9 K&E	Prov	n/a	n/a	n/a	n/a	53.3	9.7	48.4	8.2	46.6	7.2
Social Studies	CBE	n/a	n/a	n/a	n/a	33.1	5.6	27.8	4.9	28.8	3.7
9	Prov	n/a	n/a	n/a	n/a	34.7	4.1	34.1	4.9	39.0	6.3
Social Studies	CBE	n/a	n/a	n/a	n/a	31.8	0.0	*	*	38.5	7.7
9 K&E	Prov	n/a	n/a	n/a	n/a	41.3	9.1	45.4	7.3	46.2	9.4



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

Provinc		2019	9-20	202	0-21	202	1-22	202	2-23	202	3-24
Achiever Test		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA	CBE	n/a	n/a	n/a	n/a	73.7	3.0	73.8	5.6	63.0	3.7
6	Prov	n/a	n/a	n/a	n/a	58.5	2.6	61.6	4.5	47.3	4.8
Science	CBE	n/a	n/a	n/a	n/a	58.0	15.5	51.7	15.9	54.4	17.5
6	Prov	n/a	n/a	n/a	n/a	48.4	10.7	43.9	10.9	46.7	12.7
Social Studies	CBE	n/a	n/a	n/a	n/a	52.9	10.6	50.4	9.5	54.2	10.9
6	Prov	n/a	n/a	n/a	n/a	42.9	7.5	41.4	6.8	44.9	7.9
FLA	CBE	n/a	n/a	n/a	n/a	59.2	3.4	59.7	3.7	58.3	5.0
9	Prov	n/a	n/a	n/a	n/a	53.8	2.5	54.4	3.7	55.4	5.6
Science	CBE	n/a	n/a	n/a	n/a	51.5	14.1	46.2	9.7	49.6	10.4
9	Prov	n/a	n/a	n/a	n/a	44.4	9.2	43.1	8.3	44.9	9.1
Science	CBE	n/a	n/a	n/a	n/a	50.7	11.0	40.4	10.6	41.4	1.7
9 K&E	Prov	n/a	n/a	n/a	n/a	54.6	12.7	54.5	11.3	52.4	9.2
Social Studies	CBE	n/a	n/a	n/a	n/a	46.8	9.3	39.9	7.6	41.3	8.4
9	Prov	n/a	n/a	n/a	n/a	39.3	7.2	35.0	6.0	37.1	6.8
Social Studies	CBE	n/a	n/a	n/a	n/a	52.9	13.2	37.5	7.5	29.5	2.3
9 K&E	Prov	n/a	n/a	n/a	n/a	49.1	14.1	49.6	12.7	50.3	11.4

E. All Students Diploma Examination Results Over Time

Diplon	na	2019	9-20	2020-21		2021-22		2022-23		2023-24	
Examina	tion	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA	CBE	n/a	n/a	n/a	n/a	92.3	5.8	96.9	8.8	97.5	11.9
30-1	Prov	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6
Social Studies	CBE	n/a	n/a	n/a	n/a	88.0	24.5	88.9	22.8	90.6	25.0
30-1	Prov	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7
Social Studies	CBE	n/a	n/a	n/a	n/a	80.2	23.8	82.3	19.8	82.5	20.2
30-2	Prov	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7
Biology	CBE	n/a	n/a	n/a	n/a	82.9	37.9	88.2	44.1	88.8	45.0
30	Prov	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7
	CBE	n/a	n/a	n/a	n/a	85.8	43.1	85.6	48.2	88.1	51.0



Chemistry 30	Prov	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0
Physics	CBE	n/a	n/a	n/a	n/a	86.9	47.9	89.9	54.2	90.8	57.6
30	Prov	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1
Science	CBE	n/a	n/a	n/a	n/a	80.0	21.9	81.2	25.7	84.6	27.3
30	Prov	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6

F. English as an Additional Language Learners Diploma Examination Results Over Time

Diplon	na	2019	-20	202	0-21	202	1-22	202	2-23	202	3-24
Examina	ition	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA	CBE	n/a	n/a	n/a	n/a	*	*	*	*	*	*
30-1	Prov	n/a	n/a	n/a	n/a	93.8	12.5	85.2	0.0	85.7	19.0
Social Studies	CBE	n/a	n/a	n/a	n/a	75.0	11.7	76.3	10.5	79.2	12.8
30-1	Prov	n/a	n/a	n/a	n/a	68.7	9.0	72.7	8.8	70.5	10.7
Social Studies	CBE	n/a	n/a	n/a	n/a	68.0	13.9	67.6	11.6	72.8	12.4
30-2	Prov	n/a	n/a	n/a	n/a	55.6	7.1	62.5	7.8	63.2	8.3
Biology	CBE	n/a	n/a	n/a	n/a	68.8	30.7	79.4	32.4	78.9	32.9
30	Prov	n/a	n/a	n/a	n/a	61.0	18.0	72.8	24.7	69.7	23.6
Chemistry	CBE	n/a	n/a	n/a	n/a	76.9	33.5	76.8	36.2	77.0	36.9
30	Prov	n/a	n/a	n/a	n/a	67.9	23.5	73.5	29.9	73.2	29.6
Physics	CBE	n/a	n/a	n/a	n/a	75.6	40.2	86.2	42.5	78.0	41.7
30	Prov	n/a	n/a	n/a	n/a	63.1	26.4	75.7	32.3	71.3	32.9
Science	CBE	n/a	n/a	n/a	n/a	58.2	12.7	63.4	13.0	69.9	15.4
30	Prov	n/a	n/a	n/a	n/a	59.7	11.8	67.4	16.1	69.0	16.2

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

Diplon	Diploma Examination		2019-20		2020-21		1-22	2022-23		2023-24	
Examina	ition	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA	CBE	n/a	n/a	n/a	n/a	n/a	n/a	*	*	100. 0	0.0
30-1	Prov	n/a	n/a	n/a	n/a	83.3	0.0	83.8	2.7	88.9	0.0
Social Studies	CBE	n/a	n/a	n/a	n/a	82.8	10.3	78.6	13.1	92.2	22.2
30-1	Prov	n/a	n/a	n/a	n/a	72.5	7.4	73.0	8.6	79.1	10.6



Social Studies	CBE	n/a	n/a	n/a	n/a	73.6	8.3	74.2	12.3	80.2	12.6
30-2	Prov	n/a	n/a	n/a	n/a	66.0	5.4	72.3	5.4	72.9	6.6
Biology	CBE	n/a	n/a	n/a	n/a	67.6	23.5	76.3	15.8	77.1	31.3
30	Prov	n/a	n/a	n/a	n/a	58.9	11.5	72.5	19.1	72.8	17.0
Chemistry	CBE	n/a	n/a	n/a	n/a	82.4	17.6	82.0	38.0	87.5	48.2
30	Prov	n/a	n/a	n/a	n/a	62.5	15.4	70.0	24.0	78.2	23.5
Physics	CBE	n/a	n/a	n/a	n/a	90.0	40.0	82.4	52.9	85.7	42.9
30	Prov	n/a	n/a	n/a	n/a	68.6	25.2	72.0	26.8	80.4	23.2
Science	CBE	n/a	n/a	n/a	n/a	91.7	0.0	71.4	25.7	96.8	41.9
30	Prov	n/a	n/a	n/a	n/a	70.0	7.2	75.3	18.7	78.1	18.5

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

		204	20	2020	24	202	1 22	202	2 22	202	2.24
Diplon		201	9-20	202	U-Z1	202	1-22	202	2-23	202	5-24
Examina	tion	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA	CBE	n/a	n/a	n/a	n/a	91.7	4.2	97.9	4.2	100. 0	9.1
30-1	Prov	n/a	n/a	n/a	n/a	89.5	2.6	92.8	4.1	94.8	6.2
Social Studies	CBE	n/a	n/a	n/a	n/a	82.7	18.6	86.1	15.7	86.3	17.4
30-1	Prov	n/a	n/a	n/a	n/a	76.7	13.7	82.9	12.4	80.7	13.3
Social Studies	CBE	n/a	n/a	n/a	n/a	74.0	18.3	79.4	14.8	78.7	15.2
30-2	Prov	n/a	n/a	n/a	n/a	63.0	9.2	70.6	8.1	70.9	9.5
Biology	CBE	n/a	n/a	n/a	n/a	75.3	27.0	84.6	30.3	83.5	32.3
30	Prov	n/a	n/a	n/a	n/a	65.4	18.1	79.1	23.8	77.5	24.9
Chemistry	CBE	n/a	n/a	n/a	n/a	82.3	31.7	82.2	37.9	85.1	39.4
30	Prov	n/a	n/a	n/a	n/a	76.2	24.6	78.2	31.5	81.1	31.3
Physics	CBE	n/a	n/a	n/a	n/a	80.2	39.6	85.6	33.5	87.7	51.7
30	Prov	n/a	n/a	n/a	n/a	68.6	27.4	78.5	27.3	81.5	37.6
Science	CBE	n/a	n/a	n/a	n/a	80.9	19.1	82.4	20.2	86.8	26.0
30	Prov	n/a	n/a	n/a	n/a	74.9	16.2	75.9	14.2	79.1	20.2

IV. Distribution of Codes

Grades 1-12: 131 983 students

Code							N			
301 – English as a Second Language - Foreign Born										
LP1 and	10.3	LP2	18.7	LP3	25.9	LP4	28.5	LP5	16.6	25 016
Pre-LP1	%	LPZ	%	LF3	%	LP4	%	LFS	%	
302 – English as a Second Language - Non-funded										
LP1 and	4.7	LP2	19.7	LP3	30.3	LP4	32.9	LP5	12.4	426
Pre-LP1	%	LFZ	%	LF3	%	LF4	%	LFS	%	
303 - English as a Second Language - Canadian Born										
LP1 and	2.4	LP2	10.9	LP3	26.1	LP4	35.8	LP5	24.7	16 218
Pre-LP1	%	LFZ	%	LPS	%	LP4	%	LFS	%	

Total 41 660

Per cent of the Students in Grades 1-12 31.6%

Code	N
331 – Aboriginal Student - Status First Nations	2436
332 – Aboriginal Student - Non-Status First Nations	1383
333 – Aboriginal Student – Métis	1856
334 – Aboriginal Student – Inuit	92

Total 5767
Per cent of the Students in Grades 1-12 4.4%

	Code	N				
	41 – Severe Cognitive Disability	43				
	42 - Severe Emotional/Behavioural Disability					
	43 – Severe Multiple Disability					
	44 – Severe Physical or Medical Disability	4343				
	45 – Deafness	97				
Ī	46 – Blindness	37				
	51 – Mild Cognitive Disability	1036				
	52 – Moderate Cognitive Disability	241				
	53 – Emotional/Behavioural Disability	2210				
	54 – Learning Disability					
	55 – Hearing Disability	204				
	56 – Visual Disability	49				
	57 – Communication Disability	2099				
	58 – Physical/Medical Disability	10382				
	59 – Multiple Disability	2226				
	80 – Gifted and Talented	2410				

Total unique student 27 054

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

Alberta High School Diploma: Graduation requirements

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

100 credits including the following:

- English Language Arts 30-level (English Language Arts 30-1 or 30-2)
- Social Studies 30-level (Social Studies 30-1 or 30-2)
- Mathematics 20-level (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
- Science 20-level^o (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
- Physical Education 10 (3 credits)[©]
- Career and Life Management (3 credits)^o
- 10 credits in any combination from:
 - Career and Technology Studies (CTS) courses
 - Fine Arts courses
 - Second Languages courses
 - Physical Education 20 and/or 30
 - Knowledge and Employability courses
 - Registered Apprenticeship Program courses

Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses

- 10 credits in any 30-level course (in addition to a 30-level English Language Arts and a 30-level Social Studies course as specified above)[○]. These courses may include:
 - 30-level locally developed courses
 - Advanced level (3000 series) in Career and Technology Studies courses
 - 30-level Work Experience course^o
 - 30-level Knowledge and Employability courses
 - 30-level Registered Apprenticeship Program courses
 - 30-level Green Certificate Specialization courses

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Special Projects 30



- 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.
- **2** See information on exemption from the physical education requirement.
- See information on exemption from the CALM requirement.
- **3**0-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.
- 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 30level course Advanced level (3000 series) in Career and Technology Studies courses."
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- Only 5 high school credits for external learning may be used to meet the 100-credit requirement for the Alberta High School Diploma.

B. High School Equivalency Diploma

High School Equivalency Diploma

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

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

The 60 credits will include:

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

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 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

Certificate of High School Achievement requirements

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^o 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)^o



- Career and Life Management (3 credits)^o
- 5 credits in:
 - 30-level Knowledge and Employability occupational course, or
 - advanced level (3000 series) in Career and Technology Studies courses^o, 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^o, or
- 30-level Green Certificate course^o, or
- Special Projects 30

OR

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

- 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.
- 2 See information on exemption from the physical education requirement.
- **3** See information on exemption from the CALM requirement.
- Ocurses 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."
- **6** Refer to the Off-campus Education Handbook for additional information.
- Refer to the Alberta Education website for additional Green Certificate information.
- 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.

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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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report to Board of Trustees

Closure of Home Education Program at Windsor Park School for the Purpose of Relocation

Date February 11, 2025

Meeting Type | Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman

Chief Superintendent of Schools

Purpose Decision

Originator Dany Breton, Superintendent, Facilities & Environmental Services

Governance Policy Reference Governance Policies

GC-3E(2): Closure of Schools Procedure:

Operational Expectations

OE-2: Learning Environment/Treatment of Students

OE-3: Instructional Program
OE-5: Financial Planning

OE-7: Communicating With and Support for the Board

OE-8: Communicating and Engaging with the Public

OE-9: Facilities

Resource Person(s)

Catherine Ford, Director Planning Tanya Scanga, Director, Corporate Financial Services Patricia Minor, Corporate Secretary Joanne Anderson, Communications Advisor

1 Recommendation

It is recommended:

- THAT the Board of Trustees approves the minutes of the Public Input Meeting for the relocation of Home Education held on January 22, 2025, provided in Attachment I to this report.
- THAT the Board of Trustees approves the closure of the Home Education Program at Windsor Park School for the purpose of relocation, effective June 30, 2025.



2 | Issue

The *Education Act*, together with the Board of Trustees' policy GC-3E(2) Closure of Schools Procedure, identifies a formal process that must be followed when closure, including a closure for the purpose of relocation, is being considered. Under the direction of the Board of Trustees, the steps necessary for this consideration have been undertaken. This report is being provided to document compliance and assist the Board of Trustees with further deliberations.

3 | Background

Where the Board of Trustees is considering closure, it must raise the matter through a motion at a regular meeting of the Board of Trustees. On December 17, 2024, the Board of Trustees passed a motion to commence the public input process to consider the closure of the Home Education Program at Windsor Park for relocation to Bel-Aire School. The December 17, 2024, report to the Board of Trustees provides a detailed analysis of the reasons for the recommendation to relocate the Home Education Program (Attachment II).

Attachment III to this report provides a compliance chart that identifies the timelines and actions taken in compliance with the Board Policy GC-3E(2) Closure of Schools Procedure.

4 | Financial Impact

Should the recommendation to relocate the Home Education Program be approved by the Board, the financial impact is as follows:

- The costs to open Bel-Aire School are budgeted at \$841,000. While the school is in good condition, it needs upgrades to accommodate CBE Home Education students, including a complete IT system overhaul to meet CBE standards, minor accessibility renovations, and various repairs. The budget includes \$450,000 from Infrastructure Maintenance & Renewal (IMR) funds for upgrades and \$95,000 for IT equipment. Additionally, furnishing costs are estimated at \$296,000, funded by the Furniture, Fixtures and Equipment Repository.
- Recurring operations and maintenance (O&M) costs estimated for opening Bel-Aire are budgeted to be \$100,000 to \$110,000, an amount that is typical for a school building of this size.
- Opening Windsor Park School as a regular program will incur costs for building modifications and increased operations. The total project budget is \$500,000 from IMR funds, which includes upgrades to the ventilation system and accessibility.
- Ongoing costs for an administrative team at Windsor Park School are estimated at \$349,300 at 2024-25 rates, with student-based RAM costs following the students to the new school. This amount aligns with



administrative costs of schools with similar student populations.

 Some students in the Windsor Park School designated attendance area would be outside the walk zone, requiring transportation services at an expected cost of \$27,000, minimized by optimizing bell times for efficient busing.

5 | Conclusion

The Calgary Board of Education has complied with the requirement of the Education Act and Board Policy GC-3E(2) Closure of Schools Procedures. The Board of Trustees is now in a position to deliberate and decide whether to close the Home Education Program at Windsor Park School for the purpose of relocation to Bel Aire School.

JOANNE PITMAN

CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Minutes of the January 22, 2025, Home Education Program Public Input Meeting

Attachment II: Recommendation to Commence Public Input to Consider the Closure of the Home

Education Program at Windsor Park School for the Purpose of Relocation

Attachment III: GC-3E(2) Closure of Schools Procedure Compliance Chart for Home Education

Program

Attachment IV: Letter to Parents, Guardians and Students of the Home Education Program

Attachment V: Letter to Windsor Park Community Association
Attachment VI: Letter to Mayfair Bel-Aire Community Association

Attachment VII: Letter to Her Worship Mayor Gondek

Attachment VIII: Rationale and Pertinent Facts Available on CBE Public Website

Attachment IX: January 22, 2025, Home Education Program Public Input Meeting Presentation
Attachment X: January 22, 2025, Home Education Program Public Input Meeting Agenda

Attachment XI: January 22, 2025, Public Input Meeting Posters

Attachment XII: Written Submissions from the Public (Trustees only)



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.



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The Calgary Board of Education

Minutes of the Public Input Meeting Regarding Consideration of Closure of the Home Education Program for the Purpose of Relocation, held at Windsor Park School, 5505 4A Street SW, Calgary, AB, on Wednesday, January 22, 2025 at 7:00 p.m.

ATTENDANCE

Board of Trustees:

- P. Bolger, Chair
- C. May
- L. Hack
- M. Dennis
- N. Close
- S. Vukadinovic

Administration:

- J. Pitman, Chief Superintendent of Schools
- D. Breton, Superintendent, Facilities and Environmental Services
- Dr. J. Turner, Superintendent, School Improvement
- Dr. M. Nelson, Superintendent, School Improvement
- K. Fenney, General Counsel
- C. Ford, Director, Planning
- C. Rowlandson, Assistant Principal, Home Education Program
- J. Anderson, Communications Advisor
- K. Weipert, Education Director, Area 5
- S. Klukas, Principal, Home Education Program
- T. Fenton, Director, Facilities
- T. Scanga, Director, Corporate Financial Services
- P. Minor, Corporate Secretary
- M. Graham, Board Administrator

WELCOME, ACKNOWLEDGEMENT AND INTRODUCTIONS

Chair Bolger called the meeting to order at 7:00 p.m. and noted she would Chair the meeting.

Chair Bolger acknowledged the traditional territories and oral practices of the Treaty 7 Nations, including the Siksikaitsitapi, comprised of the Siksika, the Kainai, the Piikani, and the Amskapi Piikani Nations. We acknowledge the Tsuut'ina Nation, the Îyârhe Nakoda, comprised of the Chiniki, Bearspaw, and Goodstoney Nations, the Métis Nation within Alberta, and all people who make their homes in the Treaty 7 region of southern Alberta. This land on which we gather is traditionally known as Moh'kinstsis, Guts'ists'i, Wîchîspa, and otôskwanihk.

As a learning organization, we are committed to advancing the Truth and Reconciliation Calls to Action focused on Education for ReconciliACTION.



Introductions were made of The Calgary Board of Education (CBE) Trustees and Administration in attendance. The Chair noted Wards 1 and 2 schools are being looked after by the Board of Trustees until the 2025 municipal election is held. The Chair also welcomed CBE teachers, staff, and members of the public.

Chair Bolger reviewed the agenda for the meeting, as follows:

- 1. Welcome, Acknowledgement and Introductions
- 2. Meeting Agenda
- 3. Opening Remarks
- 4. Meeting Purpose and Outline
- 5. Meeting Guidelines
- 6. CBE Administration Presentation
- 7. Questions and Comments
- 8. Closing Remarks

Chair Bolger stated that the audio portion of the meeting was being recorded for the purpose of maintaining an accurate internal record of the proceedings, and that minutes of the meeting will be available on the CBE website at www.cbe.ab.ca prior to the Board of Trustees making a decision on this matter.

OPENING REMARKS

Chair Bolger spoke to the role of the Board of Trustees in the closure for the purpose of relocation consideration process. She noted that the Board of Trustees has the sole responsibility and authority to make closure decisions for the purpose of relocation, and she clarified that no decision has been made at this time

In accordance with Alberta legislation and the Board's Closure of Schools Procedure, the consideration of closure for the purpose of relocation process has many steps to it.

As part of the process, at the regular Board of Trustees' meeting held Tuesday, December 17, 2024, the Board passed a motion to commence the public input process to consider the closure of the Home Education Program for the purpose of relocation. This was a decision to initiate the consideration of closure for the purpose of relocation process - not a decision to proceed with the closure for the purpose of relocation.

The rationale, pertinent facts, and information about the proposed closure for the purpose of relocation is available on CBE's public website and the Home Education Program website. This information is one part of the information that has been, and will be, reviewed and considered by the Board of Trustees. Before making any final decision on the closure of a school for the purpose of relocation, the Board follows a process to secure additional input from parents and the general public, including:

- convening this public input meeting to provide important and relevant information; and
- providing an opportunity for the public to share their perspectives with the Board.



Following this meeting, additional comments or concerns may be provided in writing by Tuesday, February 4, 2025. The details for written submissions are set out in the parent and guardian letter sent through School Messenger on December 18, 2024 and the details for submissions are also available on the CBE public website. Trustees are here to listen to your comments and questions as your input will inform the Board's decision-making on this matter. Throughout tonight's discussion and the entire consideration of closure for the purpose of relocation process, Trustees will be paying close attention to what the public have to say.

All of the information collected during the consideration of closure for the purpose of relocation process will be weighed very carefully by Trustees before any final decision is made.

The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding the proposed closure for the purpose of relocation on Tuesday, February 11, 2025 at a public meeting of the Board of Trustees.

The Board's ongoing commitment is to provide educational programs and services in learning environments throughout Calgary that are safe, welcoming, caring, and respectful to promote the well-being of each student. To honour that commitment, the Board needs to take into consideration many factors including student enrolment levels, the ability to resource instructional programming, the health and safety of students, and accessibility. The Board also considers financial factors to ensure the CBE is using resources effectively. The Board takes the information received and makes decisions, on a system-wide basis, serving the overall interests of public education within the CBE.

Consideration of closure of a school for the purpose of relocation is a serious matter to the Board of Trustees. The Board also appreciates that it is very significant to the students, parents and guardians, and other members of the community.

The attendance of CBE administration is to assist the Board with the presentation, to respond to the public's questions, and to help Trustees manage the process for this meeting.

On behalf of the Board of Trustees, Chair Bolger thanked everybody for attending the meeting.

MEETING PURPOSE AND OUTLINE

Chair Bolger noted the purpose of the meeting is two-fold: firstly, it is for Administration to outline the rationale for the proposed closure for the purpose of relocation and to share relevant information about the timing of the proposed closure and the proposed accommodation plans for students affected; secondly, it is to provide the public an opportunity to share their perspectives about the proposed closure with the Board of Trustees.

The agenda has been arranged to ensure that everyone will have ample opportunity to ask questions and make any comments they may have. The public's comments and questions at this meeting will form part of the formal material that the Board of Trustees will consider, as they review this matter and ultimately reach a decision.



MEETING STRUCTURE

Chair Bolger asked everyone to observe the meeting structure, which included:

- tonight's meeting is scheduled from 7:00 p.m. to 8:30 p.m.
- comments and questions to be addressed following the presentation portion of the meeting:
- limiting questions or comments to five minutes;
- a call for final speakers at 8:15 p.m., with the comments and questions portion of tonight's meeting ending at 8:25 p.m;
- being respectful of differing opinions and everyone's right to speak.

<u>ADMINISTRATION PRESENTATION</u>

Background of the Home Education Program

Administration provided an overview of the Home Education Program, stating that it is comprised of two distinct and complementary streams:

- The parent-directed program is a supervised home education program for grades 1-12 students that allows families to homeschool their children in cooperation with the CBE, with a certificated teacher who acts as a facilitator for the child's learning. 168 students are currently enrolled in the parent-directed program.
- The shared-responsibility program combines aspects of the parent-directed program with a more typical school experience for students in grades 1-9 who attend school two days each week. The school assumes responsibility for teaching and assessing math, science, physical education, art and music. In most cases, parents are responsible for all remaining subjects, with the key exception being that some shared-responsibility families also access CBe-Learn online programming concurrently. Students have access to various clubs and extracurricular activities while at school, including various sports in junior high athletics. 262 students are currently enrolled in the shared-responsibility program.

The CBE remains committed to offering CBE Home Education as a program choice for students and families and recognizes the important role of the program for families and the CBE.

Rationale for the Proposed Closure for the Purpose of Relocation

Administration provided an overview of the following factors considered in bringing a recommendation to the Board of Trustees to commence the public input process to consider the closure of the Home Education Program for the purpose of relocation:

- Relocation would allow for the addition of 200+ student spaces and help to balance enrolment at schools in the area.
- Balancing enrolment in these area schools would help to alleviate pressure at high enrolment schools and increase enrolment at schools that have space for more students.



- Balancing enrolment helps to provide a more equitable learning experience for students and better support for student success at affected schools.
- Increased enrolment of students who live in the Windsor Park community.

Proximity of Bel-Aire School

Administration shared additional key factors that were considered in developing the recommendation to the Board of Trustees to commence the public input process to consider the closure of the Home Education Program for the purpose of relocation, including:

- Bel-Aire School was returned to CBE use in May 2024 from a charter school lease agreement, adding 200+ student spaces in the area.
- CBE Home Education currently operates out of Windsor Park School.
- CBE Home Education students live in communities across Calgary, with only two students from Windsor Park attending, suggesting the program could be in any central location to meet the needs of CBE Home Education families.
- Bel-Aire School is only 1.3 km from Windsor Park school.
- Bel-Aire School was built in 1965, closed as a regular-program in 1984, and leased to private and charter schools since that time.
- Bel-Aire School is of similar size to Windsor Park School and in good condition.

CBE Home Education Program Enrolment

Administration provided an overview of the CBE Home Education Program enrolment and projections from 2019 through to 2028:

- Enrolment in CBE Home Education peaked in 2020 during the first year of the COVID-19 pandemic, when it more than doubled from 209 to 422 students. Since that time, it has declined slightly to 406 students in 2023.
- As of the week prior, enrolment was at 430 students.
- Enrolment is expected to increase slightly between the end of September 2024 and 2028.
- It is important to note that not all students are reflected in the official enrolment number of the Home Education Program as those who are attending CBe-Learn at the same time may be captured under that program's enrolment data, depending on the distribution of their course load.



Note that in the December 17, 2024 report to the Board of Trustees, the number 403 was indicated as the number of students in the shared-responsibility program in error; this number reflects the number of students in both the shared-responsibility and parent-directed programs at the time of writing.

Context at Nearby Schools

Administration provided further context of the situation at nearby schools that would be affected should the Board of Trustees make the decision to close the CBE Home Education Program for the purpose of relocation:

- Schools that would be impacted by the proposed relocation include Chinook Park, Elboya, Rideau Park, William Reid and Woodman schools.
- Elboya and Rideau Park schools are over-utilized with enrolment capped and some students overflowed to other schools.
- William Reid School has high utilization.
- Chinook Park and Woodman schools are under-utilized and well below the current provincial funding model's requirement of an 85% utilization rate to receive maximum operational and maintenance dollars.
- With significant enrolment in the Windsor Park community, opening a regular-program at Windsor Park School would allow many students to walk to school.

Windsor Park Student Population

Administration provided an overview of the Windsor Park community student population:

- Since 2010, the number of students enrolled in the CBE from the Windsor Park community has increased 114%, growing from 79 students in 2010 to 169 students in 2023.
- There was a 14% increase between 2022-2023 alone, and the community is projected to grow rapidly in the foreseeable future.
- Only 39 K-6 CBE students live in the communities of Bel-Aire, Mayfair, and Meadowlark Park combined, and this number is stable.

Financial Impacts

Administration provided an overview of financial impacts at the Bel-Aire School, should the Board of Trustees make the decision to close the CBE Home Education program for the purpose of relocation:

 The financial impacts associated with the proposed relocation are related to school operational and renovation costs.



- There will not be any incremental CBE transportation costs associated with relocating the Home Education Program students to Bel-Aire School as no transportation is provided to this program.
- The Bel-Aire School has been in continuous use and is in good condition. There are a small number of building renovations required to accommodate CBE Home Education students at Bel-Aire School, including:
 - o A total upgrade of the IT system to CBE standards; and
 - Minor renovations to improve accessibility and miscellaneous repairs throughout.
- Building renovations of \$450,000 would be funded from Infrastructure Maintenance & Renewal (IMR) with an additional cost of \$95,000 for the purchase of IT equipment.
- Bel-Aire School would need to be furnished and the cost to furnish nine classrooms and two administrative spaces is estimated at \$296,000 and would be funded through the Furniture, Fixtures and Equipment Repository.
- The total one-time cost, as above, would be an estimated \$841,000.
- The ongoing operating costs at Bel-Aire School are estimated to be \$100,000 \$110,000.

Administration provided an overview of financial impacts at the Windsor Park School, should the Board of Trustees make the decision to close the CBE Home Education Program for the purpose of relocation and Windsor Park School be redesignated as a regular program school:

- Windsor Park School has also been in continuous operation and is in relatively good condition.
- Ongoing previously scheduled building renovations will continue with the replacement of the original ventilation system and modifications to improve accessibility and will be completed prior to the new school year. The total budget for this work would be \$500,000 funded from Maintenance and Renewal Funds.
- The additional cost of operating a regular program at Windsor Park School as a result of redesignation would be for an administrative team at a cost of \$349,300 at 2024-25 rates.
- Student-based costs, such as teachers and supply costs, will follow the students at the school they attend.
- Some students in the proposed designation area for Windsor Park School would be outside
 the walk zone and transportation services would be provided to these students. This cost is
 expected to be \$27,000. It is minimized because the bell time will be assigned to allow
 efficient busing partnerships.

Proximity, Access and Transportation

Administration provided an overview of impacts on transportation, should the Board of Trustees make the decision to approve closure of the Home Education Program for the purpose of relocation:



- The proposed relocation of the Home Education Program would allow for a regular program to be offered at Windsor Park School. This would allow students living in the Windsor Park community to attend school closer to home.
- Program choice and access will be maintained by continuing to offer the Home Education Program at Bel-Aire School.
- Access for other students in the community is expected to be improved overall if the relocation takes place.
- Some students designated to Windsor Park School would require transportation.

Enrolment and Impacts

Administration provided an overview of the impact on enrolment, should the Board of Trustees make the decision to approve closure of the Home Education Program for the purpose of relocation:

- Given the proximity of Bel-Aire School to the current location of the Home Education Program, and given the fact that families of Home Education Program students are located across the city, projected enrolment is not expected to be impacted in any notable way.
- Relocation of the Home Education Program would allow enrolment to be balanced more effectively at nearby schools.
- The number of Home Education Program students at the school daily would be similar to the charter school that was previously in the building, though the nature of traffic will differ. The charter school had roughly 10-12 buses and 15-20 personal vehicles travelling to and from the school each day. CBE Home Education is anticipated to have no more than 75 personal vehicles daily and has no busing.

Implementation and Transition Planning

Administration provided an overview of implementation and transition planning, should the Board of Trustees make the decision to approve the closure of the Home Education Program for the purpose of relocation:

- Work would take place from March to August to make the necessary modifications and adjustments at the Bel-Aire School and Windsor Park School.
- CBE Home Education Program leaders and staff will work with families throughout the spring to ensure a smooth transition.
- The recommended relocation proposes that Home Education Program students move to Bel-Aire School at the start of the 2025-26 school year.



• Perspectives gathered from staff and parents in fall 2024 will inform transition plans that are developed.

OPEN DISCUSSION, QUESTIONS AND COMMENTS FROM PARENTS AND PUBLIC

Chair Bolger reiterated that Trustees were present to hear public input and that the Board will ultimately be the sole decision maker regarding the status of the Home Education Program. She pointed out that it would not be appropriate in the middle of the process for Trustees to respond directly to questions or to engage in debate. She noted that as the meeting Chair she would direct questions to an appropriate CBE staff member for response. She asked the public to state their first and last name and spell it for the record and identify their interest or relationship to the Home Education Program.

Alisha Brignall, parent – asked a question regarding the possibility of future relocation of the Home Education Program should enrolment in the CBE continue to grow at unprecedented rates.

Administration responded, highlighting that enrolment growth slowed in the 2024-25 school year; changes to immigration targets by the federal government that are projected to further slow enrolment growth; ongoing work being done to increase learning spaces and reduce schools in overflow, including the addition of modular classrooms; the projected impact of the proposed relocation of the Home Education Program on further reducing schools in overflow; confidence in the sufficiency of space at Windsor Park School for the coming years, in part due to the availability of space for the addition of modular classrooms, which Bel-Aire School does not have; and that the CBE is committed to providing long-term stability for the Home Education Program.

Christa Patzer, parent – asked a question regarding student capacity at Bel Aire School.

Administration responded that the Windsor Park School and Bel Aire School are very similar in capacity and have the same number of classrooms.

George Allen, parent – asked for clarity about why the Home Education Program, in particular, was chosen for relocation to balance school utilization in the area.

Administration responded, highlighting that there are 169 students currently enrolled in CBE schools living in the Windsor Park neighborhood, and that this number is growing; the neighborhoods of Mayfair, Bel-Aire and Meadowlark combined are home to only 39 currently enrolled students, and this number is stable; and re-establishing a regular school program at Windsor Park School would allow more students to attend their local neighborhood school, as opposed to having to transport students to Bel Aire School.

Jacqueline Peterson, Windsor Park community member – commented on the importance of having a regular program school in the neighborhood, which would mean that local students, including her own children, would be able to walk to school.

Jenny Nichel, parent – commented on learning complexity among the students enrolled in the Home Education Program who have found a sense of home in the Windsor Park School building;



the difficulty of change for students and families; and asked a question regarding supports that would be available to assist students during transition.

Administration responded, highlighting that, should the Board of Trustees make the decision to relocate the Home Education Program, all Home Education Program staff would move to Bel-Aire School with the program and would be instrumental in helping to make the transition easier for students and families; Home Education Program materials and equipment would be moved to Bel-Aire School; and potential transition planning opportunities, such as the opportunity for students and parents to tour Bel-Aire School and provide input into transition planning, noting that student voice is an important element and their feedback can be provided through school administration.

Whitney Huget-Penner, parent – asked a question regarding the availability of specific information about the Bel-Aire School building, including layout and whether the space would adequately accommodate rooms like the current library, family room, and parent resource room.

Administration responded, commenting on the collaborative effort between parents and staff of the Home Education Program in the development of these spaces and noted that the CBE has collected, and will continue to gather, feedback to support transition planning and to ensure continued collaboration to adapt space at Bel-Aire School for the Home Education Program, should the Board of Trustees make the decision in favour of relocation.

Caley Cox, parent – commented on the impacts on transportation and the limited availability of parking and drop-off/pick-up space at Bel-Aire School, and asked if items like the pottery kiln will move to Bel-Aire School.

Administration responded, acknowledging that Bel-Aire School is not as ideal for parking and drop-off/pick-up; currently the information and planning with regard to parking availability is limited as the decision of the Board of Trustees is pending; and noted that further discussions with the City of Calgary regarding traffic and parking and determinations regarding specific equipment that would be moved to Bel-Air School will take place if the decision to approve relocation is made by the Board of Trustees,

Unnamed Commenter – asked if it was possible to see the location of Bel Aire School on a city map.

Administration deferred response until an arial map view of the Bel-Aire School could be brought up on screen.

Brandy DeFrancesco, parent – asked a question regarding the renovations that are underway or being planned for both schools and what impacts there may be to learning.

Administration responded, providing some details about the renovation plans and noting that no disruptions to learning are anticipated.

Kathrine Hikita, parent at Elboya School – asked a question regarding the transition timeline and whether it could be delayed to the start of the 2026-27 school year to allow more time for planning; and specifics on walk-zones.



Administration responded, highlighting the potential negative impacts of a delay as Bel-Aire School would sit vacant at the end of the 2024-25 school year; and highlighting the new Alberta Education guidelines for walk-zones and bussing.

Katherine Hikita – asked an additional question regarding the potential availability of before-and-after care at Windsor Park School should it be reopened as a regular program.

Administration responded that decisions currently being considered are related to the relocation of the Home Education Program and details regarding the redesignation of Windsor Park School as a regular program is a later and separate process.

Alisha Brignall, parent - commented on learning complexity among the students enrolled in the Home Education Program who have found a sense of home in the Windsor Park School building and encouraged the Board of Trustees to attend a CBE Home Education celebration of learning to learn more about the program and students.

Chair Bolger advised that the process of having Trustees visit a school begins with a formal invitation emailed to the Board of Trustees' office.

Elizabeth Brown, parent – commented on the importance of the name of the Windsor Park School to the current Home Education Program students, and requested that the CBE work collaboratively with the families and students to find a future name for the program, other than Bel-Aire School, that would move with the program, should that happen again in the future.

Claudia Calderon, parent - commented on the CBE Home Education Program's success in supporting student achievement; the importance of the program to the students; the reasons parents choose this program; and the importance of the program's administration in facilitating communication.

In response to the deferred question above on seeing the location of Bel-Aire School, administration provided an overview of the location of the Bel-Aire School on a City of Calgary arial map.

Christa Patzer, parent – commented on the general understanding of the desire for local students to be able to walk to school and noted a few specifics about Windsor Park School that would be missed if the Home Education Program is relocated to Bel-Aire School, including the stage and swings on the playground.

Caley Cox, parent – made additional comments about the impact of differences between the two school buildings and made suggestions for how Bel-Aire School could be adapted to better accommodate Home Education Program students, particularly those in junior high.

George Allen, parent – commented on the impact of parking at the Bel-Aire School; the learning complexity of students in the Home Education Program; and noted concern about the Home Education Program being moved due to enrolment changes across the system.



Linsdey Grant, parent – shared concerns regarding the layout of the Bel-Aire School and questioned whether the space would adequately accommodate rooms like the current library, family room, and parent resource room.

Lyndsay Prasad, parent – shared that her grandparents were part of the community that fought to have Windsor Park School built in the 1950's and that they would be delighted that the community has grown to the point that a regular program school is needed again and commented on the importance of the current space to the families and students of the Home Education Program and the potential impacts of less library space in Bel-Aire School.

George Allen, parent - asked for clarity about the availability of library and family and parent spaces in Bel-Aire School.

Administration responded, highlighting that the CBE has been working on transition planning that would ensure that these spaces would be replicated as best as possible in Bel-Aire School and further work that would be undertaken in this regard, should the Board of Trustees make the decision to approve relocation of the CBE Home Education Program.

In response to a follow up concern regarding the gymnasium at Bel-Aire School, administration noted that the gymnasium in Bel-Aire School is slightly larger in area than the gymnasium at Windsor Park School, though a difference in layout may make it appear slightly smaller.

Tino Defrancesco, parent – commented on the concern about the Home Education Program being moved in favour of local students being able to walk to school given the potential for the creation of new problems with transportation and parking at Bel-Aire School and the potential that this will happen again in the future.

Administration responded, clarifying that the issue of transportation and walking distances is not the foundational issue driving this recommendation for relocation of the Home Education Program; Windsor Park School has a higher capacity for growth, given the availability of space to add modular classrooms and, given projections for enrolment growth in the area, the recommended relocation will provide a higher degree of long-term stability.

CLOSING REMARKS

Chair Bolger reiterated that following this public input meeting the public has until Tuesday, February 4, 2025 to provide further written submissions to the Board of Trustees regarding this closure consideration, to the following address:

Attention: Ken Weipert
Calgary Board of Education
390 Douglas Park Blvd SE
Calgary AB T2Z 4A3
t | 403-777-8412
e | Area5@cbe.ab.ca

Email directly to BoardofTrustees@cbe.ab.ca



Chair Bolger thanked everybody for attending the meeting and for providing respectful comments and input. The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding this school closure for the purpose of relocation consideration on or about Tuesday, February 11, 2025 at a public meeting of the Board. The observations, comments and questions from the public are valued and will form part of the material that Trustees will consider as they review the matter and ultimately reach a decision. She noted that the public's input at this meeting has been an important contribution to the Board of Trustees' decision-making process.

Chair Bolger declared the meeting closed at 8:30 p.m.

Note to Reader:

The Minutes of the Public Input Meeting Regarding Consideration of Closure of the Home Education Program for the purpose of relocation, in-person at Windsor Park School on Wednesday, January 22, 2025, include the major points of discussion - they are not a verbatim transcript of the meeting.





report to Board of Trustees

Recommendation to Commence Public Input to Consider the Closure of Home Education Program at Windsor Park School for the Purpose of Relocation

Date Dec. 17, 2024

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman

Chief Superintendent of Schools

Purpose Decision

Originator Dany Breton, Superintendent, Facilities and Environmental Services

Governance Policy Reference Governance Policies

GC-3E(2): Closure of Schools Procedure

Operational Expectations

OE-2: Learning Environment/Treatment of Students

OE-3: Instructional Program
OE-4: Treatment of Employees
OE-5: Financial Planning

OE-7: Communicating With and Support for the Board

OE-8: Communicating and Engaging with the Public

OE-9: Facilities

Resource Person(s)

Catherine Ford, Director Planning

Ken Weipert, Education Director Area 5 and Complimentary Curriculum and Pathways

David Dyck, Education Director Area 7 and Well-Being

Kenny Yeung, Education Director Area 6 and Alternative Programs

Martine Sawatzky, Education Director Area 2 and Languages

Brenda Gibson, Manager, Transportation

Peter Jeffrey, Manager, Maintenance Projects

Tanya Scanga, Director, Corporate Financial Services

Steven Klukas, Principal, CBE Home Education

Karen Drummond, Manager, Community Engagement

Deb Hamilton, Community Engagement Advisor



1 | Recommendation

It is recommended:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of CBE Home Education at Windsor Park School for the purpose of relocation in accordance with GC-3E(2) Closure of Schools Procedure
- THAT the Board of Trustees approves the public input period to consider the closure of CBE Home Education for the purpose of relocation be shortened from 60 calendar days to 57 calendar days in accordance with GC-3E(2) Closure of Schools Procedure.

2 | Issue

The Calgary Board of Education (CBE) has experienced unprecedented growth of three per cent or more in the last three years, adding 17,073 students between September 2021 and September 2024. The system utilization rate at the end of September 2024 stands at 95 per cent. There is a significant need to optimize existing student space as outlined in the Ten-Year Student Accommodation and Facilities Strategy.

Some communities and schools are experiencing more growth than others. In evaluating specific schools and communities, the CBE looks for opportunities, wherever possible, to balance enrolment across schools. Balancing enrolment provides a more equitable learning experience for all CBE students.

In May 2024, the former Bel-Aire School was returned to the CBE from charter school use. The return of this school creates over 200 student learning spaces. After doing a thorough analysis of south-central Calgary communities and schools, the CBE has identified an opportunity to balance enrolment amongst a group of schools and support students more equitably.

While the full plan to balance enrolment will affect multiple schools and communities, this recommendation is focused specifically on relocating CBE Home Education from Windsor Park School to Bel-Aire School. Under the Board's GC-3E(2) Closure of Schools Procedure, the relocation of CBE Home Education requires a formal closure for the purpose of relocation process approved by the Board of Trustees.

3 | Background

In June 2008, Windsor Park School was closed as a regular-program school and is currently the home of CBE Home Education. Regular-program kindergarten to Grade 9 students in this community are currently designated to Elboya School for the regular program.



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Since then, three factors have recently aligned to create an opportunity to better serve students in this area of the City. These factors consist of:

- the return of a school to the CBE inventory within an area of strong student growth;
- significantly overutilized schools in one area; and
- underutilized schools in another nearby area.

<u>The return of a school to the CBE inventory</u> within an area of strong enrolment growth. In May 2024, the former Bel-Aire School was returned to the CBE from charter school use. The return of this school opens over 200 student spaces in the area, a welcome development given the rate of growth in the area.

Significantly overutilized schools in one area. Over the past few years, the community of Windsor Park has experienced significant growth in the schoolaged population, and sustained growth is expected into the future. Growth in Windsor Park and other communities in south-central Calgary has resulted in Elboya School (K-9 regular program and Grades 5-9 Early and Late French Immersion programs) and Rideau Park School (K-9 regular program) becoming over-utilized. Enrolment at both schools is capped, with some students being designated to nearby overflow schools, namely Chinook Park School and Woodman School. Capping and overflow is a short-term accommodation measure that should be addressed.

<u>Underutilized schools in another nearby area.</u> Chinook Park School (K-6 regular and French Immersion programs) and Woodman School (Grades 7-9 regular program and Grades 5-9 French Immersion Program) are both underutilized. Utilization rates at these schools may not allow these schools to offer the full programming richness and variety that other better utilized schools can, and are below the provincial funding model's requirement of an 85 per cent or more utilization rate to receive maximum operational and maintenance dollars.

These three factors – the opening of more than 200 learning spaces, two overutilized schools, and two under-utilized schools in south-central Calgary – are the key drivers for the proposed relocation of CBE Home Education and the redesignation of other CBE students in the area.

CBE Home Education

CBE Home Education is comprised of two distinct and complementary streams: parent-directed and shared responsibility.

The parent-directed program is a supervised home education program for Grade 1-12 students that provides families with the opportunity to homeschool their child(ren) in cooperation with the CBE. Each family works with a certificated teacher who acts as a facilitator for the child's learning, providing guidance and suggestions to further the learning process outlined and delivered by parents. For the 2024-25 school year, 153 students are enrolled in the parent-directed program.



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The shared-responsibility programming typically combines aspects of the parent-directed program with a more typical school experience for students. Shared-responsibility students in Grades 1-9 currently attend school two days each week. The school assumes responsibility for teaching and assessing math, science, physical education, art, and music. In most cases, parents are responsible for all remaining subjects, with the key exception being that some shared responsibility families also access CBe-learn online programming concurrently. Students have access to various clubs and extracurricular activities while at school, including various sports in middle/junior high athletics. For the 2024-25 school year, enrolment in the shared responsibility program is 403 students. The program serves students from across this city, with only two students in the program in 2023-24 residing in the community of Windsor Park.

CBE Home Education programming serves an important role for families and the CBE. By providing a parent-directed program within a public school district, families who may otherwise turn to various private homeschooling authorities maintain a positive connection with the CBE. CBE Home Education is a valuable alternative to other program options. After experiencing CBE Home Education, many students re-engage in learning in other CBE settings.

CBE Home Education families frequently credit the close-knit school community with many benefits in both academics and well-being. Part of this close-knit community is the relationship between teachers and parents, who frequently refer to one another as colleagues, sharing responsibility for educational programming. The parent community is actively involved and frequently present at school during the school day.

4 | Analysis

Approval of the recommended closure for relocation of Home Education to Bel-Aire School will allow CBE administration to use Windsor Park School as a regular program community school. CBE administration would then be able to initiate boundary and grade configuration changes to balance enrolment and create over 200 new CBE learning spaces where they are needed the most. As indicated in the Ten-Year Student Accommodation and Facilities Strategy 2024-2034, there is a growing need to find additional space, particularly at the middle and high school levels.

If the Board permits the relocation of the Home Education Program, CBE will shift elementary students to Windsor Park School and other nearby underutilized schools, thus creating additional capacity to serve the middle school population in this area of the city. The primary change proposed is the redesignation of the majority of K-4 students to Windsor Park School and a grade reconfiguration change at Elboya School to become a Grade 5-9. With this change, some redesignations will need to take place to balance enrolment. The benefit of this plan is that it creates spaces in the system in the specific location where the need for elementary space has grown significantly in the community of Windsor Park, instead of in Bel-Aire where the student population is small and stable. This change will allow CBE administration to further balance enrolment by



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easing the system pressure at the middle school level by creating additional middle school spaces at Elboya School.

This recommendation is informed by a detailed analysis of past, present and anticipated future student enrolment. Detailed information for CBE Home Education, the Bel-Aire community, the Windsor Park community and other nearby schools can be found below.

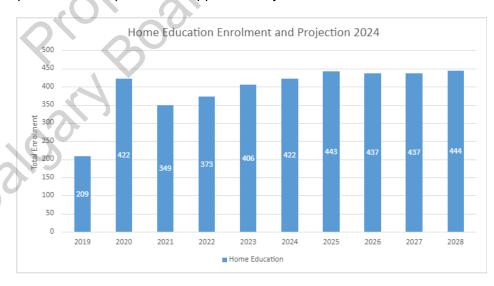
Home Education Historic Enrolment

Enrolment in CBE Home Education peaked in 2020 during the first year of the Covid-19 pandemic, when it more than doubled from 209 to 422 students. Since that time, it has declined slightly to 406 students in 2023 but stayed relatively high compared to pre-pandemic years (Table 1).

Table 1: CBE Home Education historic enrolment, 2016-2023

2016	2017	2018	2019	2020	2021	2022	2023
179	267	257	209	422	349	373	406

As shown in Graph 1 below, enrolment in CBE Home Education is expected to increase slightly between the end of September 2024 and 2028. It is important to note that not all students are reflected in the official enrolment number of CBE Home Education. Those who are attending CBe-learn at the same time may be captured under that program, depending on the distribution of their course load. Approximately two thirds of CBE Home Education students attend the shared responsibility program and attend classes at the school two days a week. This equates to the equivalent of approximately 175 full-time students.

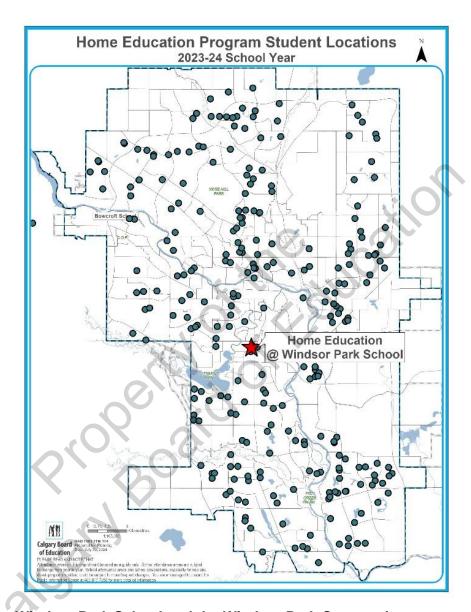


Graph 1: CBE Home Education historic enrolment and projection 2019 - 2028

The shared responsibility program is currently offered at the Windsor Park School building. As shown in the map below, CBE Home Education serves students from all sectors of the city. In 2023-24, there were only two students from Windsor Park attending CBE Home Education, suggesting the program

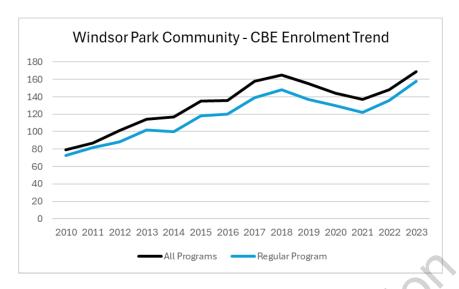


could be in any central location to meet the needs of CBE Home Education families. Given that Bel-Aire School is only 1.3 km from Windsor Park School, it is ideally located. The Home Education program, if relocated, would continue to offer the same education programming options at Bel-Aire.



Windsor Park School and the Windsor Park Community

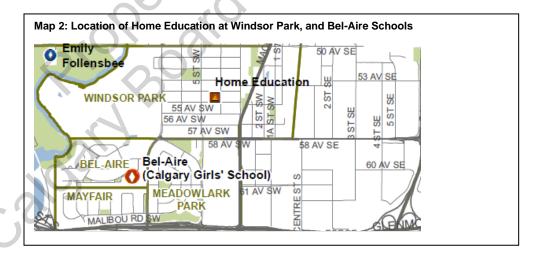
Built in 1956, Windsor Park School closed in 2008 due to low enrolment. In September 2007, there were 66 kindergarten to Grade 6 students enrolled in the regular program. The Windsor Park community has seen recent population growth and there has likewise been an increase in the number of students living in Windsor Park and attending CBE schools over the last 13 years. Since 2010, the number of students enrolled in the CBE from the Windsor Park community has increased 114 per cent, growing from 79 students in 2010 to 169 students enrolled in 2023. There was a 14 per cent increase between 2022 and 2023 alone (Graph 2).



Graph 2: Windsor Park community enrolment in CBE schools between 2010 and 2023

Bel-Aire School and the Bel-Aire Community

Bel-Aire School is located 1.3 km southwest of CBE Home Education/Windsor Park School. This school was built in 1965, closed as a regular-program school in 1984, and leased to private and charter schools since that time (Map 2). Most recently, Bel-Aire School was leased to the Calgary Girls Academy Charter School until May 2024 when it was returned for CBE use. Reopening Bel-Aire School as a CBE school would add capacity to the system and relieve some of the pressure being experienced by other nearby schools.



Area 6 and 7 Schools

Driven by high growth in the downtown and adjacent areas, Area 7 schools are reaching full capacity with an overall utilization rate of 92 per cent at the elementary and middle/junior high level. Five schools in downtown and south of downtown Calgary (Connaught School, Elboya School, Rideau Park School, Mount Royal School and Western Canada High School) are presently in overflow to 10 receiver schools.

Area 6 schools have also seen an increase in enrolment over the last three years, however, with an overall utilization rate of 78 per cent at the elementary and middle/junior high level, this Area generally has space to accommodate additional students, particularly in the elementary and middle school grades. Chinook Park and Woodman schools in Area 6 are currently overflow receivers for Area 7 schools.

There is an opportunity to adjust the boundaries for some Area 6

schools to relieve pressure on Area 7 schools and end or reduce the need for overflows.

Student enrolment at Elboya and Rideau Park schools would be impacted favourably by boundary changes made possible by redesignating regular program students to Windsor Park. Maps 3 and 4 show the designation areas of these schools as well as overflow receivers, Chinook Park and Woodman schools.

Map 3: K-6 designation areas for Elboya and Rideau Park in relation to Chinook Park

LOWER HOUNT ROYAL

OVER PLOW

BANKVIEW

BANKVIEW

CHINOOK

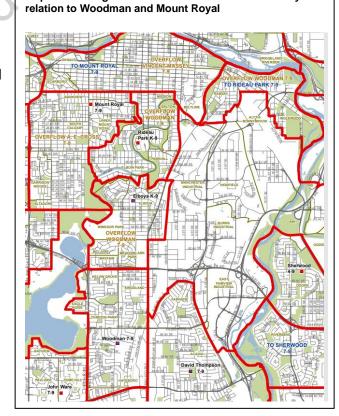
PARK K-6

BRITANNIA

Elboy Park

CHINOOK

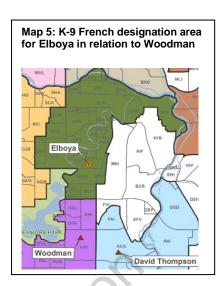
CHINOO



Map 4: 7-9 designation area for Rideau Park and Elboya in

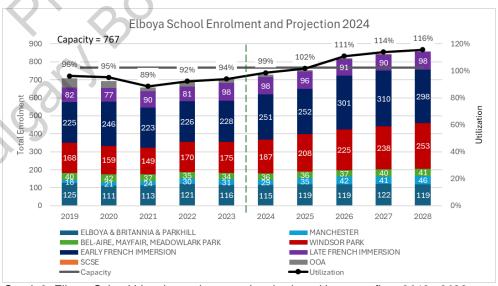
Elboya School

Elboya School is a kindergarten to Grade 9 school that includes regular, Early French Immersion (Grades 5-9), and Late French Immersion (Grades 7-9) programming. The regular program serves the neighbourhoods of Britannia, Parkhill, Elboya, Windsor Park, Manchester, Bel-Aire, Mayfair and Meadowlark Park (Maps 3 and 4). The early and late French Immersion designation area further extends to also include the Elbow Park, Altadore, Upper and Lower Mount Royal, Roxboro, Cliff Bungalow, Mission, Downtown, Chinatown and Beltline, Ramsay and Inglewood neighbourhoods (Map 5).



Beginning in June 2023, regular-program registrations that could not be accommodated at Elboya School were overflowed to Chinook Park School (K-6) and Woodman School (Grades 7-9). Regular-program registrations were overflowed as an interim solution rather than capping the French Immersion programs because it is the regular program that is seeing enrolment pressure in specific grades. Between September 2022 and June 2023, the regular program had increased by 44 students while the combined French Immersion programs remained stable, seeing a decrease of two students. With stable enrolment in the French Immersion programs, classroom space could not be reallocated within the school buildings to accommodate the growth in regular-program enrolment.

As shown in Graph 3 below, regular-program enrolment growth is being primarily driven by growth in the Windsor Park community (red bar), which is projected to grow by approximately 66 students between 2024 and 2028.



Graph 3: Elboya School historic enrolment and projection without overflow, 2019 - 2028

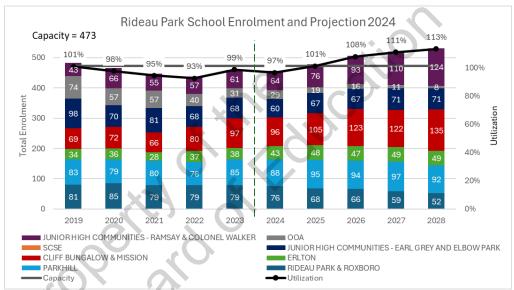
Rideau Park School

Rideau Park School is a kindergarten to Grade 9 regular-program school that serves the communities of Rideau Park, Roxboro, Erlton, Cliff Bungalow and a



portion of Parkhill for kindergarten to Grade 6 (Map 3) and extends further to include these communities plus the communities of Inglewood and Ramsay for Grades 7-9 (Map 4).

Since June 2023, students have been overflowed to Chinook Park School (K-6) and Woodman (Grades 7-9). Enrolment pressure on Rideau Park School is primarily caused by growth in the communities of Cliff Bungalow and Mission as well as at the junior high level from the Ramsay and Inglewood communities. The graph below shows historical and projected enrolment if Rideau Park School had not been capped and overflowed. Without overflow, the utilization rate of Rideau Park School is projected to reach 113 per cent by Sept 2028 (Graph 4). With the overflow in place, Rideau Park would stay at just under 100 per cent utilization.



Graph 4: Rideau Park School historic enrolment and projection without overflow, 2019 - 2028

This analysis of enrolment in the areas surrounding Bel-Aire School was undertaken to determine a solution that could accomplish the following:

- 1. Reopen Bel-Aire School for CBE use; and
- 2. Relieve pressure on Area 7 schools in overflow.

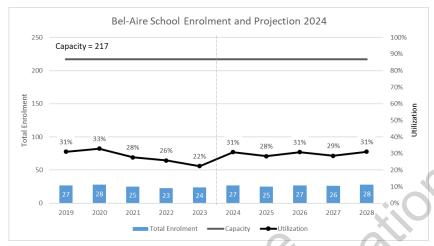
Two opportunities were examined. The first is Bel-Aire School re-opening for regular program use and the second, which would require Board approval, is to move Home Education to Bel-Aire School and redesignate regular program students to Windsor Park School. For the sake of comparison, the opening grade configuration of kindergarten to Grade 6 was chosen.

Impacts of Reopening Bel-Aire School for Regular Program Use - If Relocation of CBE Home Education to Bel-Aire School is Not Approved

Bel-Aire School has an estimated school capacity of 217. Presently, there are 39 kindergarten to Grade 6 students living in Bel-Aire, Mayfair, and Meadowlark Park attending CBE schools, and 27 of these attend regular programs. If the CBE were to open a regular program in Bel-Aire School to serve the communities of Bel-Aire, Mayfair, and Meadowlark Park, the overall utilization rate would be 28 per cent in 2025-26, assuming all regular-program CBE



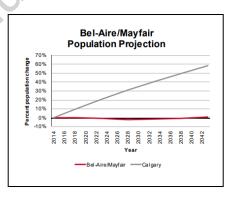
students from these neighbourhoods attended. Graph 6 below shows what the historical and projected utilization rates would be if Bel-Aire School were reopened as a regular-program school.



Graph 6: Bel-Aire School historic enrolment and projection if it accommodated CBE students from Bel-Aire, Mayfair and Meadowlark Park as a K-6 School, 2019 - 2028

City of Calgary projections show little to no population growth is expected in the communities of Bel-Aire and Mayfair over the next 18 years.

Given the small number of students in Bel-Aire, Mayfair, and Meadowlark Park, reopening Bel-Aire School for local students would not relieve pressure on Area 7 schools in a meaningful way. To fill Bel-Aire School as a regular-program school, students from Windsor Park would also



need to be designated to Bel-Aire School. Due to the large number of students in Windsor Park, not all students would be able to attend. The result would be a splitting of the Windsor Park community between Bel-Aire School (K-6) and Elboya School (K-9). Keeping some Windsor Park students at Elboya would also reduce the amount of space that could be used to relieve pressure on other Area 7 schools such as Rideau Park School.

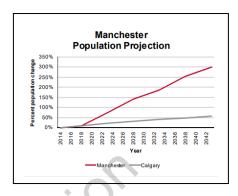
Impact of Redesignating Windsor Park School for Regular Program Use - If Relocation of CBE Home Education to Bel-Aire School is Approved

In 2023-24, there were 169 CBE kindergarten to Grade 6 students living in Windsor Park with 158 in the regular program and 11 students attending language and alternative programs. The estimated capacity of Windsor Park School is 203.

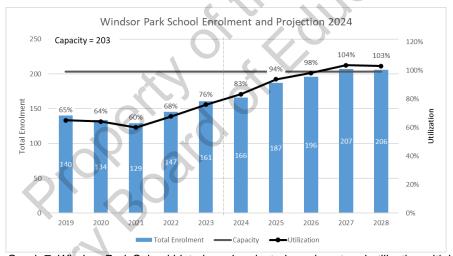


According to City of Calgary <u>population projections</u>, Windsor Park is expected to continue to see increases in population over the next 18 years. Likewise, the neighbouring community of Manchester is also expected to increase over this period.

If kindergarten to Grade 6 regular program students in Windsor Park were redesignated to Windsor Park School, the utilization rate would be 80 per cent in 2025-26, assuming all Windsor Park regular program students attended. If both Windsor Park students and Manchester students (projected to be 29 students in 2025) were designated to Windsor Park School, the utilization rate would be 94 per cent by September 2025 and 103 per cent by September 2028, as shown in Graph 7 below.



Windsor Park School is better equipped to support a regular program, as it has a library and a large gym with a stage. Bel-Aire School has a smaller gym and does not have a library/learning commons.



Graph 7: Windsor Park School historic and projected enrolment and utilization with Windsor Park and Manchester students designated as a K-6 school. 2019 to 2028

Windsor Park School has the added benefit of being on a large, flat site where modulars could be accommodated when the number of students exceed the capacity of the school. By contrast, Bel-Aire School is not conducive for placement of additional modulars due to the small site and impact on adjacent features.

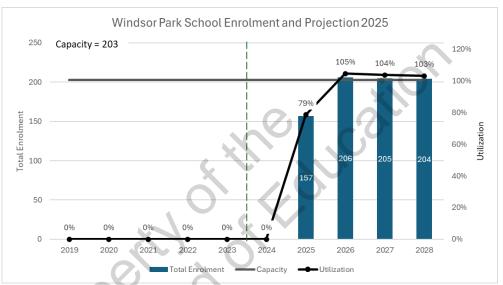
Impacts on Neighbouring Schools

The pressure on both Rideau Park School and Elboya School is primarily being felt at the middle/junior high levels. The plan to create space at the junior high level would be accomplished through a grade configuration change and boundary adjustments. Windsor Park School has the capacity to accommodate multiple communities from Elboya School for K-4 regular programming. Removing K-4 regular program students from Elboya would allow Elboya to move to a Grade 5-9 configuration and focus attention on the middle years



serving regular, French Immersion and late French Immersion programs. The close proximity (1.1km apart) between Windsor Park and Elboya Schools make this a viable option.

The graph below shows the utilization rate of Windsor Park School as a regular program K-4, with students in K-3 joining the school in 2025-26 and expanding to Grade 4 in 2026-27 for most of the communities currently designated to Elboya School. Enrolment would reach 105 per cent in 2026 but is anticipated to be stable, despite the growth in Windsor Park community. This is because the bulk of new student enrolment from Windsor Park and Manchester communities is in Grade 5 and above.

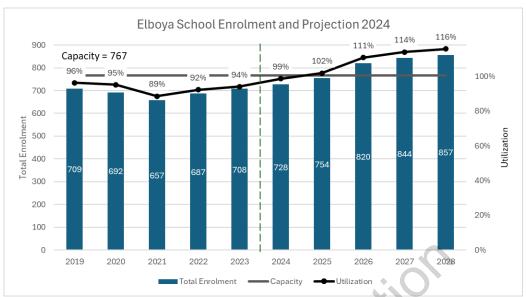


Graph 8: Windsor Park School projected enrolment and utilization with Windsor Park, Manchester, Britannia, Elboya, Parkhill students designated as a K-4 school, 2025 to 2028

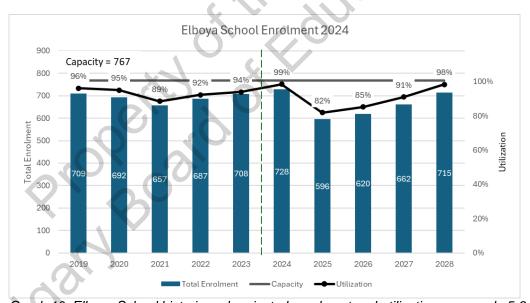
Elboya School: the regular program is currently capped and overflowed to Chinook Park School for kindergarten to Grade 6 and Woodman School for Grades 7-9. Without intervention, Elboya School is projected to reach 113 per cent by Sept 2028. While this utilization rate is not desirable, the flexibility to configure class sizes and grade splits is further complicated by the number of programs (regular, Early and Late French Immersion) and the number of grades at this school (K-9). At the time of overflow, class sizes in the regular program were between 25 and 29, with certain grades receiving too many students, and with new registrations being received on a weekly basis.

The graphs below show the impact of implementing a Grade 5-9 reconfiguration at Elboya School. In this situation, Elboya would have space to accept students currently designated to Rideau Park School. Graph 9 shows the projection for Elboya School in its current K-9 grade configuration, without a cap and overflow to Chinook Park and Woodman schools, showing utilization at 99 per cent in 2024 and 116 per cent in 2028. When K-4 students are removed from Elboya School and some Grade 7-9 Rideau Park School students are redesignated, the utilization rate drops to 82 per cent utilization in 2025 and remains below 100 per cent through to 2028 (Graph 10). As detailed in the section below, this space provides the opportunity to also relieve pressure on Rideau Park School.

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Graph 9: Elboya School historic and projected enrolment and utilization without overflow in place, as a grade K-9 2019 to 2028



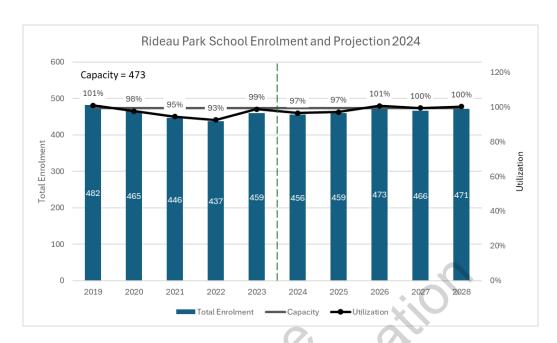
Graph 10: Elboya School historic and projected enrolment and utilization as a grade 5-9

Rideau Park School: Redesignating kindergarten to Grade 4 regular program students in Windsor Park School will allow more flexibility to balance enrolment between both elementary and middle/junior high schools that are being impacted by growth. Subsequent changes to school boundaries in the area will help alleviate pressures at Rideau Park School. Without Windsor Park School as a regular-program K-4 school, these changes will not be possible and will lead to continued overflow situations in Area 7.

The space created at Elboya School would allow the redesignation of some students from Rideau Park School to Elboya School at the junior high level. Removal of approximately 10 students in 2025 and 72 students by 2028 would reduce the need to the overflow students at Rideau Park School and result in a utilization rate of 97-101 per cent between 2025 and 2028 (Graph 11).



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Graph 11: Rideau Park School historic and projected enrolment and utilization with some students redesignated to Elboya School in 2025, 2019 to 2028

Connecting with the Community

The CBE Home Education community was provided with the opportunity to have their questions answered and share their perspectives on implementation of the proposed program relocation in October 2024. The proposed relocation was announced to the CBE Home Education community on Oct. 3 and sessions were held for staff (Oct. 3), families and community members (Oct. 16). These sessions were followed by online surveys. Surveys were open Oct. 17 - 31, 2024 and asked people to share their perspectives on factors related to the transition to a new location, in the event that closure for the purpose of relocation is approved by the CBE Board of Trustees. The staff survey had nine responses and the survey for students, parents and community members had 118 responses. Some consistent themes identified in the perspectives shared on the surveys include the following:

- Maintaining the strong connections between students and staff and quality of programming at a new location is important.
- Providing transition support to students and families is a top priority.
- Open and timely communications with families is essential.
- An opportunity for staff, students and families to see the space prior to a move would be greatly appreciated. A greater understanding of the space might help the CBE Home Education community to better understand how the space might be effectively utilized, as there are currently questions about this.
- Having time and opportunity prior to September 2025 to adapt the Bel-Aire School space to suit the needs of CBE Home Education would be welcome to ensure a smooth transition.



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 Maintaining as much consistency as possible with how the program currently operates at a new location would be helpful.

All comments provided on the public and staff surveys are in Attachments I and II to this report.

The CBE is committed to working closely with students, staff and families to share more information about the proposed location of Bel-Aire School and the transition/implementation plan, should the Board of Trustees approve closure for the purpose of relocation. As outlined in the engagement and communication plan shared with CBE Home Education community on Oct. 3, 2024 (available on the CBE website), a detailed implementation plan will be shared by April 2025. This plan will consider the input provided and questions raised on these surveys.

There will also be additional ongoing communications with students, staff and families throughout the process. As new information becomes available, it will be shared with the CBE Home Education community.

While adjustments may be needed in relocating to a new space, the CBE is confident that the quality of programming and the key aspects that currently make the program successful can be maintained in relocating to Bel-Aire School.

Abbreviation of the 60-Day Public Input Period

This report also recommends the abbreviation of the 60-day public input period laid out within GC-3E(2) Closure of Schools Procedure to a 57-day public input period for two reasons. First, shortening the period by three calendar days still provides ample time for public input to be received and the full impacts of the proposed closure for relocation to be understood by the Board of Trustees. Secondly, bringing this matter for decision to the regularly scheduled public Board meeting of Feb. 11, 2025 maximizes the opportunity for public input while also providing time for impacted families to prepare for the proposed changes, should they be approved by the Board.

5 | Financial Impact

The financial impacts associated with these changes are related to the costs of operating a school and renovation costs. There will not be any incremental CBE transportation costs associated with moving CBE Home Education students to Bel-Aire School as no transportation is provided to this program.

The Bel-Aire School building has been in continuous use and is in good condition. There is a small number of infrastructure and maintenance projects required to be ready to accommodate CBE Home Education students at Bel-Aire School, including a total upgrade of the IT system to CBE standards, minor renovations to improve accessibility and miscellaneous repairs throughout. The total budget would be \$450,000 funded from Infrastructure Maintenance & Renewal (IMR) with an additional cost of \$95,000 for the purchase of IT equipment. Bel-Aire School would need to be furnished. The cost to furnish 9 classrooms and 2 administrative spaces is estimated at \$296,000 and would be



funded through the Furniture, Fixtures and Equipment Repository. The recurring and one-time costs are summarized below.

Summary of Costs to open Bel-Aire for Home Education – One-Time Costs

Item	Cost estimate
Bel-Aire School building renovations	\$450,000
Bel-Aire School furniture and	\$296,000
smartboards	
Bel-Aire School IT equipment	\$95,000
Total	\$841,000

Summary of reopening Bel-Aire School for Home Education – Recurring Costs

Item	Cost estimate
Bel-Aire School operating costs	\$100,000 to \$110,000
Total	\$100,000 to \$110,000

The costs of other intended administrative changes include the redesignation of students to Windsor Park School. Windsor Park School has also been in continuous operation and is in relatively good condition requiring replacement of the original ventilation system and modifications to improve accessibility. The total budget would be \$500,000, funded from IMR funds.

The additional costs of operating a regular program at Windsor Park School as a result of redesignations would be for an administrative team at a cost of \$349,300 at 2024-25 rates. Student-based RAM costs will follow the students at the school they attend. Some students in the proposed designation area for Windsor Park School would be outside the walk zone and transportation services would be provided to these students. This cost is expected to be \$27,000. It is minimized because the bell time will be assigned to allow efficient busing partnerships.

6 | Implementation Consequences

The move of the Home Education program from Windsor Park School to Bel-Aire School will mean that Home Education students would move to a comparable school in terms of size and condition that is close to where they currently attend. Importantly, the range and variety of programming offered by CBE Home Education will remain the same.

As CBE Home Education students do not receive yellow bus transportation, traffic may increase in the Bel-Aire neighbourhood as parents drop off and pick up their children. However, the overall impact on this community is expected to be minimal as Bel-Aire was the location of a charter school prior to it being



returned to the CBE, and traffic in the area is expected to be similar to what it was in the past.

Opening Bel-Aire School for use by CBE Home Education will also allow CBE administration to designate Windsor Park School as a regular-program school and will create approximately 200 additional student spaces in Area 7. This will ease overall enrolment pressure on Area 7 schools and allow students to be more equitably supported.

Additional information on the redesignations and grade configuration change is available on the CBE website entitled <u>SSAP Redesignations for Schools in South-Central Calgary</u>. Communities impacted by these proposed changes received information regarding the redesignation plan via SchoolMessenger on November 14, 2024 and an in-person session was held for the Elboya School community on November 20, 2024.

The proposed changes would have no impact on the Three-Year School Capital Plan.

7 | Conclusion

Moving CBE Home Education to Bel-Aire School will recapture approximately 200 spaces closer to those communities that need it the most. It also facilitates re-purposing Windsor Park as a regular program school to meet the needs of its communities. Finally, it will help reduce Area 7 enrolment pressures and overflows, allow further steps to be taken to balance enrolment between Areas 6 and 7, and align cohorts across the K-12 continuum. When enrolment is balanced across schools, CBE students will have access to a more equitable learning experience.

JOANNE PITMAN

CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Home Education Public Survey Results Attachment II: Home Education Staff Survey Results



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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.

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Parent, Student & Community Survey Results: Transition Planning for Proposed Relocation of CBE Home Education

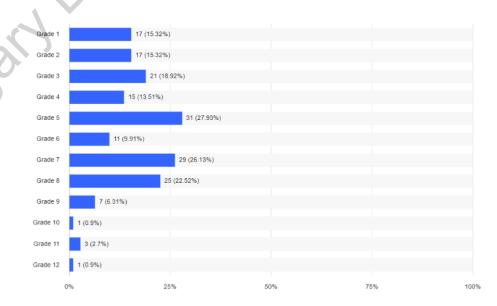
An online survey was available to CBE Home Education parents, students and community members Oct. 17 - 31, 2024. 118 people answered one or more questions on the survey. The results are provided below.

Below you will find all comments provided in the survey as they were written. Comments have not been edited for accuracy, spelling, grammar, sentence structure, truncation or otherwise. Comments may have been edited to ensure anonymity. We may also edit or omit abusive, discriminatory and otherwise inappropriate comments.

1. Please choose the category that best describes you.



2. What is the current grade of the CBE Home Education student?





dialogue)))

 Please indicate what aspects are important to you in ensuring a smooth transition for staff, students and families to a new location (should the relocation of CBE Home Education be approved by the Board of Trustees).

ANSWER OPTION	COUNT	PERCENTAGE
CBE Home Education staff work with students to support them in transition to a new location	66	60%
Provide students and families with an orientation to the new site/location	79	71.82%
Maintain strong connections between CBE Home Education staff and students	80	72.73%
Other (please specify)	17	15.45%
Total	242	

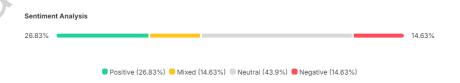
Other:

- access to the new building by school council members or other parent volunteers to help ensure parent led initiatives such as our library can be set up prior to the start of the school year to help create a sense of normalcy for students
- better playground at the new site
- bringing many of the things our community has built
- have the building in optimal working order prior to classes beginning, with necessary furniture in place for the first day of school.
- having kids help decorate to make it their new "home".
- help students make the space their own together.
- i have no concerns about the transition
- i just don't want to leave my current school
- i think if you want parents and kids to feel comfortable and valued, it would be nice to see some funding for furniture. all of our current furniture has been cobbled together from highfield and it would be a huge boost to morale to get some new furniture that fits the new spaces. as well, money for library books. parents have worked hard to cull outdated books that have been donated over the years and having \$ to purchase new books, shelving, tables, etc. would be nice. all of our current books have been donated by home-ed families and it would lift school spirit and morale around moving to have some new furniture and books. in the same vein sports equipment, science equipment would be lovely. in the webinar, it was clearly stated that parents weren't being asked for opinions on if the move should happen, but how to make it an easier transition. bottom line: spend some money on the furniture and make families feel valued instead of always getting hand-offs from other schools
- i've been quite happy with windsor park, so personally i would need to see measurable improvements due to moving locations to be persuaded that it's a great idea.



dialogue))

- i would like to ensure that if the homeschool program is moved to a different facility that they have adequate room for the growing program. i walked around the outside of the belaire school and it seems like a nice enough facility and the location is convenient but the building and green space are quite a bit smaller than windsor park school. according to the city of calgary property listing, windsor park school is 23,973 square feet on a 2.98 acre lot and belaire school is 15,514 square feet on a 3.11 acre lot though there is more space used for parking, tennis courts, and the front yard at belaire. based on the mapping, it looks like the modular unit attachment isn't included in that size but it's approximately 2971 square feet for a total area of 18,485. windsor park school is fully utilized as is and it is hard to understand how the same program can be run in a smaller building.
- maintain the home ed community
- my only and main concern is accessibility since i don't drive, so location is the most important for me at this time
- please make sure all the actual staff members are going to move to the new school (bel-aire) to provide a smooth transition for all children.
- talk about the differences and similarities and see if it makes sense to move
- the kids are informed as to why they are moving and what great new things they can look forward to in the new location.
- we do not want to relocate
- 4. If you have other thoughts you'd like to share on ways we can provide a smooth transition for staff, students and families, please provide them below.



- Bringing WindsorPark memorabilia/photos to new space; extensive welcome celebration; pre-opening access for parent volunteers to make the new location "ours"
- Parking looks like it will be an issue. The Windsor park children are not bussed. The families are very social and after school parking can be an issue
- the facility is equal in terms of the size and offers gym, dining area, drinkable water etc.



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- Give the kids a chance to see the new location before school begins in the new building
- Maybe staff and students together can do brain storming pros and cons of moving to a new location versus staying in the current one.
- CBE Homeschool Students at Windsor Park are chronically underfunded. The program is not a priority for the CBE and it is evident in the treatment of requests for materials at the Windsor Park School. It took many years to get a spout to fill water bottles and even so, the water is disgusting and the kids won't drink the water. The library is almost 100% parent-run with donated books. Parent volunteers cleared out hundreds of books dating back to the 50's from that library with no funds to replace those books, leaving us at the mercy of whatever parents felt like donating. The band teacher funds any band support she needs. The entire school is a mish-mash of desks and chairs discarded from other schools. It would be incredible and would send a strong message about the value of our program by the CBE to have the building in the same working order any other public program would be for the start of a new school year in a new school location. As a former CBE teacher myself, homeschooling is not going away, and the blended program is the way forward. It should be supported and valued as such. Thank you.
- I suggest an opportunity to gather in the space before school starts in the 2025/2026 school year.
- I think the kids will do just fine, as long as they are kept with their existing classmates so they can keep the relationships they have built so far and continue to be able to lean on their peers for support in the classroom.
- Please consider the fact that Windsor park is a second home, and has been for a long time, for many of these students. Having this space taken away from them will be hurtful to many. Involve the students as much as possible in the transition. Perhaps the students and parents can help move materials, supplies, equipment over to the new space together. Also, maybe there is some kind of ceremony that can take place to honour their time at windsor park, and to say goodbye to that space. Creating experiences where they can all feel like they are in this together can help, where they can talk about their sadness around leaving, and where they can celebrate and reminisce about their time there would be really beautiful and support them moving forward.
- An Open House / tour of new school before the end of this school year. The program must have a different name than Bel Aire. That does not reflect the home school community. There are many programs in CBE schools that have names fitting to their values and community using them (eg. Discovering Choices, Alternative High School, etc.). Parking may be an issue for the community because there is less parking available than at Windsor Park. It will feel very different for our students to be in a school and playground / outdoor area that is situated among multi-million dollar mansions. We hope the current teachers have an active role in supporting the students and keeping the program inline with the students and families using it.



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- I don't support the proposed move.
- Give the teachers and support workers sufficient time to setup. Allow families an orientation.
- "Windsor Park" has become synonymous with CBE Home Education. Some way to retain and celebrate that identity would go a long way in easing the transition. There are a lot of unanswered questions and instability surrounding the move that is creating a rise in anxiety for students, parents, and staff. Feels a lot like we're being shunted off to another location as the program isn't seen as valuable as the regular program that CBE wants to run through Windsor Park. We found a place of belonging at Windsor Park after being traumatized by the CBE at another school, feels like that safety net is being taken away.
- Please share what facilities and spaces will be available at the new location.
- A video tour they can watch more than once with narration where someone points out where they will eat, where they will hang their bags, where the office is, what the playground looks like, if there are desks or tables etc.
- Maintain the class size and school schedule.
- My kids concerns are with the playground... it is significantly smaller at the new location. Please add on to it!
- A preview tour for homeschooling families, to allow involvement in the organization of the new environment. Homeschooling families make broad use of the school and its facilities and it is important to have time to plan how best to utilize spaces.
- Please provide the families with information about what will be different about the new location and any changes we will have to face. Please find strategies for dealing with the changes and share them with the community.
- Why are we moving rather than opening the public school there? What are we losing and what are we gaining? We have put a lot of heart into the current building. What about the Mount Royal students working on the learning commons design? Do they follow us to the new campus or does the new student body take it from us?
- Making sure to say "goodbye" to WP and not just focusing on the new location. It will be sad even if the new location will be exciting.
- Location I don't see resonable for the CBE homeschooling community. Windsor park allows a closer approach to families and the community is better equipped for the community size. I find Belair can benefit from near by attendance as they community is closer and in a closed in and out street.
- Please keep the learning class structures (example: Monday Tuesday and Wednesday - Thursday)
- visiting the school during the current school year focusing on all things that will remain the same (teachers, programs, etc) - setting up a parking/drop off plan so that there's enough space for parents to do so in the am and pm without disrupting the community - planning for



dialogue)))

community "feedback" (based on previous CGCS issues with neighbours) and how to minimize discord - having a plan for if/when the community decides they aren't happy with this new school moving in and ensuring the longevity of the Home Education program - safety in the backyard of the school in terms of multiple access points and ensuring children aren't exiting the area - portable use and temperature

- Maybe an event hosted at the new location to end this school year, as well as to begin the next? An arts/craft fair, a dance, something like that.
- Sharing relevant information with all stakeholders in a timely manner would be appreciated. The opportunity to visit the school before the first day of fall class 2025 would be helpful for students
- I love the space here, but there is not much space at the new school and I love the nature here, but there is not much nature in the new school, and I just don't want to leave
- -the library and Family Flex room are vital parts of the school and a big reason why this program is different from others. Please ensure that the new space has a library and flex room and that they're set up and ready to go in Fall. Please don't drag old furniture from Windsor Park over to BelAire the first week of September and make teachers scramble to set up classrooms and leave parents without a space to work and support their children. The more set-up and established the school is, the better children will be able to transition. Give tours in June to help prepare kids over the summer so they're not anticipating a scary change "sight unseen" all summer long and also stagger the entrance in Fall with orientation tours. Kids and parents will take pride in a new space if they feel seen, heard, and valued. Part of this is spending some decent money on the facilities to make it look good and functional. Very little money has been spent on this program in the past and it's time to do-so if you're going to uproot an established program.
- Consistent communication with families to ensure everyone is aware of what to expect. An efficient plan for the move so the first year in the new location is not chaotic. Care to ensure symbols of our school community are preserved and transferred (osprey mascot painted on the gym wall) The opportunity for families to visit the school prior to the first day or school (e.g. our annual Welcome Back Celebration) to get familiar with the building. Access to the building by the School Council or other parent volunteers to ensure parent led initiatives such as the library are set up prior to the school year to create a welcoming, settled feel to the new school.
- Provide staff and parent volunteers access to the new location with ample time to set up the space (e.g., classrooms, library, family resource room) to create a warm and welcoming feeling for the students and staff with school begins. If this change is approved, I would like to see an official school name change process commence immediately so that the new name is approved by September 2025.
- Give all information possible needed. Make sure the parents are well informed! I called 4 places over the course of 3 weeks before my son



dialogue)))

- could get started schooling and I ended up missing out on the funding thanks to being misinformed by many.
- Would appreciate all maps being shared. All surrounding communities be properly informed so that no neighbours are surprised or opposed to the change, or create problems related to parking, children playing etc.
- Perhaps including the students in the packing up and moving of items to allow them to feel apart of the relocation process and to have a sense of community, connection and contribution. Excited for the staff and students to explore a new school together.
- Ensuring the same dedicated art space at the new location
- How will parking be like? The field and playground are too small, so that would have to be extended somehow. Hopefully there will not be too much tech at the new school as well. Will it be as cozy as the old area?
- As stated above, help kids (via teachers and parents) understand the reasons why the school is moving, and what's in it for them. This will reduce resistance to the change for them, and build understanding.
- Provide staff and parent volunteers access to the new location with ample time to set up the space (e.g., classrooms, library, family resource room) to create a warm and welcoming feeling for the students and staff with school begins. If this change is approved, I would like to see an official school name change process commence immediately so that the new name is approved by September 2025.
- This survey is not asking whether or not we approve of the move. The meeting and this survey seem to be formalities, and it seems that we don't and won't have a say in this change. Many families (inlcuding ours) are upset about it the school holds so many memories for the students. Many parts of the school were fundraised and personalized (e.g., murals on the walls). If the change is happening no matter what, it would be helpful if that was communicated directly instead of giving the impression that our feedback will make a difference.
- We do not wish to relocate to downtown. The reason being is crime increase in those communities.
- I'm not too worried about kids adapting to a new location as long as it still allows them similar facilities and access. My concern would be adequate gym equipment, playground equipment and space for an art program. My other concern is parking and convenient access to yhe building
- Time to see the new building. Assurance that staff will stay the same. Explanation of new class planning (ie. will all grades be split or not?) Help with drop off in the am and pm pickup as the location isn't ideal for all the cars coming/going (previous school had bussing which was better as less traffic for the community).



dialogue)))

Staff Survey Results: Transition Planning for Proposed Relocation of CBE Home Education

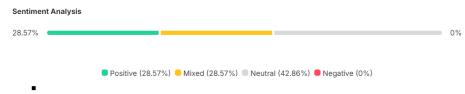
An online survey was available to CBE Home Education staff Oct. 17 - 31, 2024. Nine staff members answered one or more questions on the survey. The results are provided below.

 Please indicate what aspects are important to you in ensuring a smooth transition for staff, students and families to a new location (should the relocation of CBE Home Education be approved by the Board of Trustees).

ANSWEROPTION		COST	COUNT	PERCENTAGE
CBE Home Education staff work with students to support them in translocation	nsition to a new		7	77.78%
Offer staff orientation to a new site/location			8	88.89%
Provide students and families with an orientation to a new site/location	on		6	66.67%
Maintain strong connections between CBE Home Education staff and	students		6	66.67%
Other (please specify)			1	11.11%
Total			28	

Other: support in setting up the new building so when we walk in it reflects our program and the past 12 years of community building.

2. If you have other thoughts you'd like to share on ways we can provide a smooth transition for staff, students and families, please provide them below.



Below you will find all comments provided in the survey as they were written. Comments have not been edited for spelling, grammar, sentence structure, truncation or otherwise.

Ensuring that our extra work is minimized and compensated. It
doesn't seem like we can avoid multiple extra days of work during
this transition while also working with our facilitation families and
preparing for the academic year. - Ensure that the school is Jr High



dialogue)))

ready. Jr high students need access to extra breakout spaces, lockers and good quality technology.

- I feel that full transparency about the new location is crucial. I think staff, students and many of our families can handle change more positively when provided with accurate information. I truly believe that sustaining the program is the priority for all involved, so being reassured that this move is a step towards committing to the program may be helpful.
- A transition should not be a step back in any manner. A transition should highlight what has been achieved and what more can be accomplished with the new location. Not simply putting more bodies in a new building but a level of service as well.
- It would be great if the school could be prepped and ready for movein by the end of June so we can start the next year ready to go. Our start-up is unique due to our Facilitation roles, and having a school set up so our students and families feel comfortable would be an asset. A big concern about the move is the storage in the building, we run a full PE program for 1 to 9 along with other clubs, and having outdoor storage ready for move-in would greatly reduce the complexities of stashing equipment until storage could be arranged. I think spending some time with an Elder with the staff and students about the move and setting the program up for success from day one would be a remarkable opportunity. Support with furniture as needed for new spaces. Lastly, we would be moving away from our naturalized area, if there was some support to gentrify the courtyard and the field so we have some elements from our community-built and managed area, it would go a long way towards bringing part of our community with us.
- It would be helpful to have access to the new location in June and over the summer so that when we are back in August, the focus is on the school year and not organizing a new space.
- I think providing staff and families with an accurate summary/write up
 of spaces, rooms, parking, special features. etc. so that people have
 a good understanding of what the facility is like would be helpful.

GC-3E Closure of Schools Procedure Compliance Chart for Home Education Program

	ant Excerpts from Board Policy GC-3E: Closure of ols Procedure	Action
1.	A decision by the Board to commence the public input into the proposed closure process shall be made, by motion, at a public meeting of the Board	At the December 17, 2024 public meeting of the Board of Trustees of the Calgary Board of Education (CBE), the Board of Trustees (Board) approved a recommendation from CBE administration to commence the public input process to consider the closure of the Home Education Program for the purpose of relocation, Attachment II to this report, as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motion:
		THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of CBE Home Education at Windsor Park School for the purpose of relocation in accordance with GC-3E(2) Closure of Schools Procedure.
	R1080	 THAT the Board of Trustees approves the public input period to consider the closure of CBE Home Education for the purpose of relocation to be shortened from 60 calendar days to 57 calendar days in accordance with GC-3E(2) Closure of Schools Procedure.
2.	Parents of every student enrolled in the school are entitled to be notified of the proposed closure in writing. Those parents shall be notified in writing of the proposed school closure including:	On December 18, 2024 the Board of Trustees sent a letter to all parents, guardians and students of the Home Education Program, Attachment IV to this report, containing the following information on the proposed closure of the Home Education Program for the purpose of relocation:
	 (a) the date and time of the public meeting set for the purposes of allowing public input into the decision; 	 Board motion passed at the December 17, 2024 regular meeting of the Board of Trustees;

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
	Date, time and location of a public meetings being held by the Board to hear from parents, students and other persons on the proposed closure; Information on the rationale, pertinent facts and proposed closure is available to parents and the public on the CBE public website and the school website: https://cbe.ab.ca/schools/managing-space-students/Pages/home-education-consideration-of-relocation-2025.aspx https://homeeducation.cbe.ab.ca/consideration-of-relocation https://homeeducation.cbe.ab.ca/cons
	closure is available to parents and the public on the CBE public website and the school website

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
	https://cbe.ab.ca/schools/managing-space-students/Pages/home-
	education-consideration-of-relocation-2025.aspx
	https://homeeducation.cbe.ab.ca/consideration-of-relocation
	 The process for the public to provide written submission and questions to the Board of Trustees was outlined. The public was given until Tuesday, February 4, 2025 to provide written submissions to the Board on the proposed closure for the purpose of relocation; The Board advised the other persons that may be significantly affected it will decide whether to close the Home Education Program on Tuesday, February 11, 2025 at a public meeting of the Board of Trustees.
4. The Board shall ensure that the rationale, pertinent facts, and information about the proposed closure is available on the CBE public website and school website, which may include, where applicable:	On December 18, 2024 the CBE posted the following information on the CBE's Managing Space for Students – Home Education Program webpage, Attachment VIII to this report:
 (a) The number of students who could be affected by the decision, at the school proposed for closure and the schools of receiving schools and surrounding schools; (b) Future growth or decline in student enrolment; (c) Use of and availability of space at receiving schools; (d) Proximity of the receiving schools and the need for busing; (e) Educational and program impacts for the affected students; (f) Financial considerations including cost savings and future disposition; 	 December 17, 2024 public Board Report entitled Recommendations to Commence Public Input to Consider the Closure of Home Education Program for the purpose of relocation. December 17, 2024 motions passed by the Board of Trustees Notification letter to parents, guardians and students regarding consideration of closure Background Information including: Student enrolment Proposed new lease space Educational and program impacts Financial impacts Public Input meeting date, location and RSVP information The process for the public to provide written submission and questions to the Board of Trustees Powerpoint presentation for the January 22, 2025 public input meeting held related to the Home Education Program.

	evant Excerpts from Board Policy GC-3E: Closure of cools Procedure	Action
	(g) Consideration of possible alternative educational or community uses for all or part the school building;(h) Impact, if any, on the CBE's long-term capital plans.	The Board will decide whether to close the Home Education Program for the purpose of relocation on Tuesday, February 11, 2025 at a meeting of the Board of Trustees.
5.6.	The Board will organize at least one (1) public meeting, along with the opportunity to provide written submissions, as part of the public input process. The Board will convene a meeting to provide parents, community members, community organizations and other members of the public, with an opportunity to provide input into the proposed closure decision.	On January 22, 2025 a public input meeting was held at Windsor Park School for the Home Education Program to allow CBE Administration to outline the rationale for the proposed closure for the purpose of relocation for the purpose of relocation; shared relevant information about the timing of the proposed closure for the purpose of relocation; the accommodation plans for students affected; to provide the public an opportunity to share their perspectives about the proposed closure for the purpose of relocation with the Board; and ask questions on the proposed closure for the purpose of relocation.
7.	The date, time and place of the public input meeting will be advertised through a variety of methods. This will include sharing information with neighbouring schools, school councils, if any, employee groups, and by posting information on the CBE's public website and school websites, and by any other reasonable means that are likely to bring the matter to the attention of affected persons or groups.	At the conclusion of the public input meeting, the process to provide written submissions to the Board was reviewed. Trustees Bolger, Close, Dennis, Hack, May and Vukadinovic attended the January 22, 2025 public input meeting. Details on the public input meeting were posted as follows: Posters advertising the public input meeting On January 7, 2025 poster size notices, Attachment XI to this report, indicating the date, time and RSVP information for the January 22, 2025 public input meeting regarding the consideration of closure of Home Education Program for the purpose of relocation were posted at the following locations: Front entry door of Windsor Park School, the location of the Home Education Program; Main hallway of Windsor Park School, the location of the Home Education Program Main office of Windsor Park School, the location of the Home Education Program.

	evant Excerpts from Board Policy GC-3E: Closure of cools Procedure	Action
		Bold signs On January 7, 2025 two bold signs were assembled to inform the public of the January 22, 2025 Home Education Program public input meeting time and RSVP information. The bold signs were installed at the following locations: • 5505 – 4A Street SW, Windsor Park School • 1011 Beverley Blvd SW, Bel-Aire School
		CBE Website On December 17, 2024 the Home Education Program webpage was linked to Managing Space for Students webpage, Home Education Program Consideration of Closure for the purpose of relocation which contained the date, time and RSVP information for the public input meeting.
		Reminder On January 14, 2024 a reminder regarding the details of the public input meeting and how to RSVP was sent through SchoolMessenger to all parents, guardians and students of the Home Education Program.
8.	Parents of students in the affected school will be notified of the date, time and location of the meeting as set out in section 15 above.	On December 18, 2024 the Board of Trustees sent a letter to all parents, guardians and students for the Home Education Program indicating the date, time and RSVP information for the January 22, 2025 public input meeting.
9.	The public meeting will include: (a) a presentation setting out the rationale for the proposed closure, including the pertinent facts and information, set out in the report prepared in support of the proposed closure; and (b) sharing information on the timing of the proposed closure, the accommodation plan for students	On January 22, 2025 a public input meeting was held at Windsor Park School for the Home Education Program to allow CBE Administration to outline the rationale for the proposed closure for the purpose of relocation; shared relevant information about the timing of the proposed closure for the purpose of relocation; the accommodation plans for students affected; to provide the public an opportunity to share their perspectives about the proposed closure for the purpose of relocation with the Board; and ask questions on the proposed closure for the purpose of relocation. The agenda for the January 22, 2025 public input meeting is Attachment X to this report.
	affected by the closure, and information about possible future uses of the school building; and	The Powerpoint presentation from the January 22, 2025 public input meeting was posted to the CBE's Managing Space for Students – Home

	vant Excerpts from Board Policy GC-3E: Closure of pols Procedure	Action
	(c) a means for the attendees to offer comment and questions.	Education Program Consideration of Closure webpage, Attachment IX to this report.
		The meeting was audio recorded for internal administration purposes.
10.	The Board shall prepare draft minutes of the public meeting and ensure that the draft minutes are posted on the CBE's public website.	Draft minutes of the January 22, 2025 public input meeting were prepared, Attachment I to this report.
11.	The Board shall provide an opportunity for affected persons to provide their input on the proposed school closure in writing.	The December 18, 2024 letter to all parents, guardians and students of the Home Education Program and a letter to affected persons contained details on how to provide written submission and questions to the Board of Trustees.
12.	The Board will provide directions and information on how to submit written input including timelines for submissions.	The CBE's Managing Space for Students – Home Education Program Consideration of Closure for the purpose of relocation webpage contains the process for the public to provide written submission and questions to the Board of Trustees. At the conclusion of the January 22, 2025 public input meeting the process to provide written submissions to the Board was reviewed.
		The public was given until Tuesday, February 4, 2025 to provide written submissions on the proposed closure for the purpose of relocation.
13.	After the public meeting has been convened and the time for written submission is concluded, the Board shall deliberate and decide on the proposed closure at a public meeting of the Board of Trustees.	The December 18, 2024 letter to all parents, guardians and students of the Home Education Program and the letter to affected persons stated the Board will decide whether to close the Home Education Program for the purpose of relocation on Tuesday, February 11, 2025 at a meeting of the Board of Trustees.
14.	The Board will publish, on CBE's public website, the date and time of the Board meeting when the final decision on the proposed school closure will be deliberated.	The CBE's Managing Space for Students webpage, Home Education Program Consideration of Closure webpage indicated the Board will decide whether to close the Home Education Program for the purpose of relocation on Tuesday, February 11, 2025 at a meeting of the Board of Trustees.
		At the commencement and conclusion of the January 22, 2025 public input meetings, the public was informed that the Board will make a decision regarding the closure of the Home Education Program for the

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
	purpose of relocation on or about Tuesday, February 11, 2025, at a public meeting.
	Board meeting materials for the February 11, 2025 public meeting were published to the corporate website on February 7, 2025 and the agenda and related materials states that the proposed closure for the purpose of relocation will be decided by the Board on that day.
Caloany	Telecation will be decided by the Board on that day.
	Page 7 of 7



Board of Trustees

1221 - 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

www.cbe.ab.ca

Nancy Close Wards 11 & 13

Trustees

Dana Downey	Wards 1 & 2
Laura Hack	Wards 3 & 4
Marilyn Dennis	Wards 5 & 10
Susan Vukadinovic	Wards 8 & 9
Charlene May	Wards 12 & 1

December 18, 2024

To: Parents, Guardians and Students of the Home Education Program

This letter is to advise you that at the December 17, 2024 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of the CBE Home Education Program for the purpose of relocation as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of CBE Home Education at Windsor Park School for the purpose of relocation in accordance with GC-3E(2) Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of CBE Home Education for the purpose of relocation be shortened from 60 calendar days to 57 calendar days in accordance with GC-3E(2) Closure of Schools Procedure.

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure is being considered, prior to the Board making its decision on whether or not to close the Home Education Program for the purpose of relocation. This includes providing notice to parents, guardians and students who are affected by the decision.

Public Input Meeting

The Board of Trustees will hold a public meeting to hear from parents, guardians, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

Date: Wednesday, January 22, 2025

Time: 7:00 p.m. to 8:30 p.m. Location: Windsor Park School

5505 - 4A Street SW, Calgary

learning | as unique | as every student

To participate in this meeting, kindly RSVP by providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by **Tuesday, January 21, 2025**.

We encourage you to attend this meeting to hear more about the proposed closure of the Home Education Program for the purpose of relocation and to share your viewpoints.

Access to Information

Information on the rationale, pertinent facts and proposed closure is available to the parents, guardians, students and the public on the CBE public website and the school website:

https://cbe.ab.ca/schools/managing-space-students/Pages/home-education-consideration-of-relocation-2025.aspx

https://homeeducation.cbe.ab.ca/consideration-of-relocation

We strongly encourage you to review the information on CBE's website so that you are informed about the proposed closure.

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 5 Office in writing to:

Attention: Ken Weipert
Calgary Board of Education
390 Douglas Park Blvd SE
Calgary AB T2Z 4A3
t | 403-777-8412
e | Area5@cbe.ab.ca

Please note all written submissions must be received by **Tuesday**, **February 4**, **2025** for the Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure of the Home Education Program may be submitted in writing to Area5@cbe.ab.ca. There will also be an opportunity to direct questions to CBE administration at the January 22, 2025 public input meeting, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close the Home Education Program for the purpose of relocation. The meeting will be held on:



Date: Tuesday, February 11, 2025

Time: 11:00 a.m.

Location: Multipurpose Room, Education Centre,

1221 – 8 Street SW, Calgary

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the Board Meeting Procedures:

https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf

Following the February 11th Board meeting, the Board of Trustees will communicate its final decision and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,

Patricia Bolger

Chair, Board of Trustees
Calgary Board of Education

cc: J. Pitman, Chief Superintendent of Schools

D. Breton, Superintendent, Facilities & Environmental Services

C. Ford, Director, Planning

K. Weipert, Education Director, Area 7

S. Klukas, Principal of Home Education Program



DELIVERED VIA EMAIL



Board of Trustees

1221 - 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

www.cbe.ab.ca

Nancy Close Wards 11 & 13

Trustees

Dana Downey Wards 1 & 2
Laura Hack Wards 3 & 4
Marilyn Dennis Wards 5 & 10
Susan Vukadinovic Wards 8 & 9
Nancy Close Wards 11 & 13

December 18, 2024

Windsor Park Community Association 5304 – 6 Street SW Calgary, AB T2V 1E1

Attention: Mr. Philip Polutnik, President

Dear Mr. Polutnik:

Re: Calgary Board of Education Home Education Program

This letter is to advise you that at the December 17, 2024 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of the CBE Home Education Program for the purpose of relocation as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of CBE Home Education at Windsor Park School for the purpose of relocation in accordance with GC-3E(2) Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of CBE Home Education for the purpose of relocation be shortened from 60 calendar days to 57 calendar days in accordance with GC-3E(2) Closure of Schools Procedure.

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure is being considered, prior to the Board making its decision on whether or not to close the Home Education Program for the purpose of relocation. This includes providing notice to other persons who are significantly affected by the decision.

Public Input Meeting

The Board of Trustees will hold a public meeting to hear from parents, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

learning | as unique | as every student

Date: Wednesday, January 22, 2025

Time: 7:00 p.m. to 8:30 p.m. Location: Windsor Park School

5505 – 4A Street SW, Calgary

To participate in this meeting, kindly RSVP by providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by **Tuesday**, **January 21, 2025**.

We encourage you to attend this meeting to hear more about the proposed closure of the Home Education Program for the purpose of relocation and to share your viewpoints.

Access to Information

Information on the rationale, pertinent facts and proposed closure for the purpose of relocation is available to the parents, students and the public on the CBE public website and the school website:

https://cbe.ab.ca/schools/managing-space-students/Pages/home-education-consideration-of-relocation-2025.aspx

https://homeeducation.cbe.ab.ca/consideration-of-relocation

We strongly encourage you to review the information on CBE's website so that you are informed about the proposed closure.

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 5 Office in writing to:

Attention: Ken Weipert
Calgary Board of Education
390 Douglas Park Blvd SE
Calgary AB T2Z 4A3
t | 403-777-8412
e | Area5@cbe.ab.ca

Please note all written submissions must be received by **Tuesday**, **February 4**, **2025** for the Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure of the Home Education Program for the purpose of relocation may be submitted in writing to Area5@cbe.ab.ca. There will also be an opportunity to direct



questions to CBE administration at the January 22, 2025 public input meeting, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close the Home Education Program for the purpose of relocation. The meeting will be held on:

Date: Tuesday, February 11, 2025

Time: 11:00 a.m.

Location: Multipurpose Room, Education Centre,

1221 – 8 Street SW, Calgary

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the Board Meeting Procedures:

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Following the February 11th Board meeting, the Board of Trustees will communicate its final decision and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,

Patricia Bolger

Chair, Board of Trustees
Calgary Board of Education

cc: J. Pitman, Chief Superintendent of Schools

D. Breton, Superintendent, Facilities & Environmental Services

C. Ford, Director, Planning

K. Weipert, Education Director, Area 5

S. Klukas, Principal of Home Education Program





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Susan Vukadinovic Wards 8 & 9
Nancy Close Wards 11 & 13

December 18, 2024

Mayfair Bel-Aire Community Association Calgary, AB

DELIVERED VIA EMAIL

Caigary, AD

Attention: Mr. Jeff Hyde, President

Dear Mr. Hyde:

Re: Calgary Board of Education Home Education Program

This letter is to advise you that at the December 17, 2024 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of the CBE Home Education Program for the purposes of relocation as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions:

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The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure is being considered, prior to the Board making its decision on whether or not to close the Home Education Program for the purpose of relocation. This includes providing notice to other persons who are significantly affected by the decision.

Public Input Meeting

The Board of Trustees will hold a public meeting to hear from parents, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

learning | as unique | as every student

Date: Wednesday, January 22, 2025

Time: 7:00 p.m. to 8:30 p.m. Location: Windsor Park School

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We encourage you to attend this meeting to hear more about the proposed closure of the Home Education Program for the purpose of relocation and to share your viewpoints.

Access to Information

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questions to CBE administration at the January 22, 2025 public input meeting, and you are invited to do so.

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Location: Multipurpose Room, Education Centre,

1221 – 8 Street SW, Calgary

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The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,

Patricia Bolger

Chair, Board of Trustees
Calgary Board of Education

cc: J. Pitman, Chief Superintendent of Schools

D. Breton, Superintendent, Facilities & Environmental Services

C. Ford, Director, Planning

K. Weipert, Education Director, Area 5

S. Klukas, Principal of Home Education Program





Board of Trustees

1221 - 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

www.cbe.ab.ca

Nancy Close Wards 11 & 13

Trustees

Dana Downey	Wards 1 & 2
Laura Hack	Wards 3 & 4
Marilyn Dennis	Wards 5 & 10
Susan Vukadinovic	Wards 8 & 9
Charlene May	Wards 12 & 14

December 18, 2024

The City of Calgary Council c/o Her Worship, Mayor Jyoti Gondek P.O. Box 2100 Station M Calgary, Alberta T2P 2M5

Dear Mayor Gondek:

Re: Calgary Board of Education Home Education Program

On behalf of the Board of Trustees of The Calgary Board of Education (CBE), I am writing to advise you that at the December 17, 2024 regular Board meeting, the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of the CBE Home Education Program for the purpose of relocation. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of CBE Home Education at Windsor Park School for the purpose of relocation in accordance with GC-3E(2) Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of CBE Home Education for the purpose of relocation be shortened from 60 calendar days to 57 calendar days in accordance with GC-3E(2) Closure of Schools Procedure.

It is expected a decision will be made by the Board of Trustees on Tuesday, February 11, 2025 at a regular meeting of the Board. In addition to this official notification regarding commencement of the public input process to consider the closure of the Home Education Program for the purpose of relocation, the *Education Act* states:

- 62(4) Where a board is considering an action referred to in subsection (1), the board shall, in writing, notify ...
- (b) any other person, municipality or community organization who, in the opinion of the board, may be significantly affected.

The Board of Trustees will hold a public meeting on Wednesday, January 22, 2025, to hear from parents, students and other persons on the proposed closure. At the meeting, CBE will share information about the proposed closure

learning | as unique | as every student

including the rationale, the plans for students, and the timing (amongst other things).

The details of the meeting will be advertised and available on the CBE corporate website:

https://cbe.ab.ca/schools/managing-space-students/Pages/home-education-consideration-of-relocation-2025.aspx

Following the February 11, 2025 Board meeting, the Board of Trustees will communicate its final decision to those affected parents/guardians, students and other interested persons.

Yours truly,

Paricia Bolger

Chair, Board of Trustees
Calgary Board of Education

cc:

D. Duckworth, City Manager, City of Calgary

J. Pitman, Chief Superintendent of Schools

CBE Website | Home Education Program | Consideration of Closure for the Purpose of Relocation

https://cbe.ab.ca/schools/managing-space-students/Pages/home-education-consideration-of-relocation-2025.aspx

https://homeeducation.cbe.ab.ca/consideration-of-relocation

Home Education | Consideration of Relocation 2025

At the Dec. 17, 2024 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of the CBE Home Education Program for the purpose of relocation as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence
 the public input process to consider the closure of CBE Home Education at
 Windsor Park School for the purpose of relocation in accordance with GC3E(2) Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of CBE Home Education for the purpose of relocation be shortened from 60 calendar days to 57 calendar days in accordance with GC-3E(2) Closure of Schools Procedure.

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure is being considered, prior to the Board making its decision on whether or not to close the Home Education Program for the purpose of relocation. This includes providing notice to parents, guardians and students who are affected by the decision.

CBE Home Education Program

- CBE Home Education School Website
- Previous Communication and Engagement

Supporting Documents

- Dec. 18, 2024 | Notification Letter to Parents and Students - Public Input for Closure of the All CBE Home Education Program for the Purpose of Relocation
- Dec. 17, 2024 | Recommendation to Commence Public Input to Consider the Closure of Home Education Program at Windsor Park School for the Purpose of Relocation

Public Input Meeting

The Board of Trustees will hold a public meeting to hear from parents, guardians, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

Date: Wednesday, Jan. 22, 2025

Time: 7 to 8:30 p.m.

Location: Windsor Park School, 5505 - 4A Street SW, Calgary

To participate in this meeting, kindly RSVP by providing your first and last name, and email address to <u>BoardofTrustees@cbe.ab.ca</u> by **Tuesday**, **Jan. 21**, **2025**.

We encourage you to attend this meeting to hear more about the proposed closure of the Home Education Program for the purpose of relocation and to share your viewpoints.

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 5 Office in writing to:

Attention: Ken Weipert
Calgary Board of Education
390 Douglas Park Blvd SE
Calgary AB T2Z 4A3
t | 403-777-8412
e | Area5@cbe.ab.ca

Please note all written submissions must be received by **Tuesday**, **Feb. 4**, **2025** for the Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure of the Home Education Program for the purpose of relocation may be submitted in writing to Area5@cbe.ab.ca. There will also be an opportunity to direct questions to CBE administration at the Jan. 22, 2025 public input meeting, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close the Home Education Program for the purpose of relocation. The meeting will be held on:

Date: Tuesday, February 11, 2025

Time: 11:00 a.m.

Location: Multipurpose Room, Education Centre, 1221 - 8 Street SW, Calgary

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the Board Meeting Procedures .

Following the Feb.11 Board meeting, the Board of Trustees will communicate its final decision and any other information relevant to support the implementation of the decision

The Board of Trustees looks forward to your input regarding this important matter.









Home Education Relocation

Public Input Meeting

Jan. 22, 2025









Acknowledging the Land-Where We Gather

Oki, Dadánast'áda, Âba Wathtec, Tânisi, Taanishi, Bonjour, Hello

The Calgary Board of Education acknowledges the traditional territories and oral practices of the Treaty 7 Nations, including the Siksikaitsitapi, comprised of the Siksika, the Kainai, the Piikani, and the Amskapi Piikani Nations. We acknowledge the Tsuut'ina Nation, the Îyârhe Nakoda, comprised of the Chiniki, Bearspaw, and Goodstoney Nations, the Métis Nation within Alberta, and all people who make their homes in the Treaty 7 region of southern Alberta.

This land on which we gather is traditionally known as Moh'kinstsis (Blackfoot), Guts'ists'i (Tsuut'ina), Wîchîspa (Nakoda), and otôskwanihk (Northern Michif & Cree).

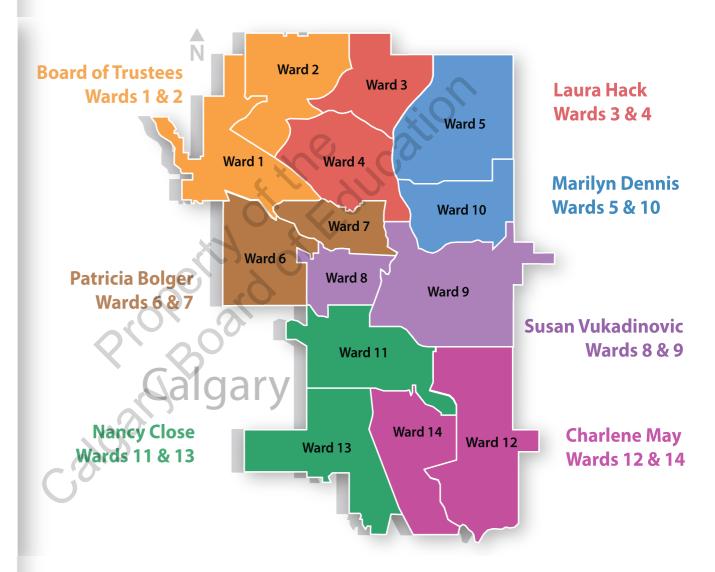
As a learning organization, we are committed to advancing the Truth and Reconciliation Calls to Action focused on Education for ReconciliACTION.



Welcome and Introductions - CBE Board of Trustees

Board of Trustees

Learn more about the Trustees and the schools within each ward on the CBE website.









Welcome and Introductions – CBE Administration

- Joanne Pitman, Chief Superintendent of Schools
- Dany Breton, Superintendent, Facilities and Environmental Services
- Dr. Jennifer Turner, Superintendent, School Improvement
- Dr. Mike Nelson, Superintendent, School Improvement
- Kelly-Ann Fenney, General Counsel and Procedural Advisor
- Ken Weipert, Education Director, Area 5
- Catherine Ford, Director, Planning
- Trevor Fenton, Director, Facility Projects
- Tanya Scanga, Director, Corporate Financial Services
- Steven Klukas, Principal, CBE Home Education
- Carrie Rowlandson, Assistant Principal, CBE Home Education
- Patricia Minor, Corporate Secretary
- Joanne Anderson, Communications Advisor









Agenda

- Welcome, Acknowledgement of the Land and Introductions
- Meeting Agenda
- 3. Opening Remarks
- 4. Meeting Purpose
- Meeting Structure
- 6. CBE Administration Presentation
- Questions and Comments
- 8. Closing Remarks

Opening Remarks









• Chair, Board of Trustees – Patricia Bolger











- Outline the rationale for the proposed closure for the purpose of relocation.
- Share relevant information.
- Provide the opportunity for questions and comments on the proposed closure for the purpose of relocation.









- Meeting is scheduled from 7:00 p.m. to 8:30 p.m.
- Comments and questions will be addressed following the presentation portion of the meeting.
- Comments and questions limited to no longer than five minutes.
- Structure is designed to respect differing opinions and everyone's right to speak.









What is the CBE Home Education Program?

CBE Home Education is comprised of two distinct and complementary streams:

- The parent-directed program is a supervised home education program for Grade 1-12 students that allows families to homeschool their child(ren) in cooperation with the CBE. For 2024-25, 168 students are enrolled in this program.
- The shared-responsibility program combines aspects of the parent-directed program with a more typical school experience for students. For 2024-25, enrolment is 262 students.





Rationale for Relocation of CBE Home Education







Support student success

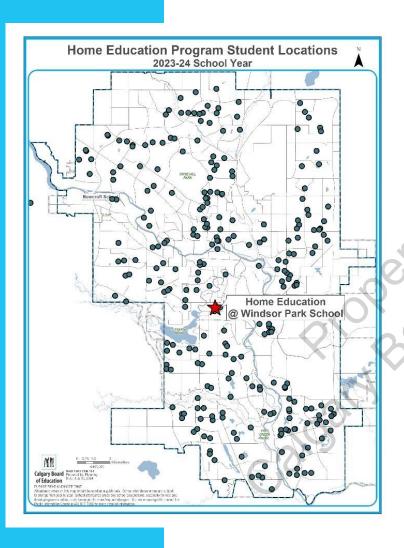


Open 200+ student spaces in the community



Balances enrolment and provides a more equitable learning experience for students

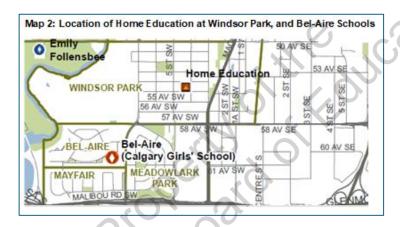
CBE Home Education



- Bel-Aire School was returned to CBE use in May 2024, adding 200+ student spaces in the area.
- CBE Home Education currently operates out of Windsor Park School.
- CBE Home Education students live in communities across Calgary

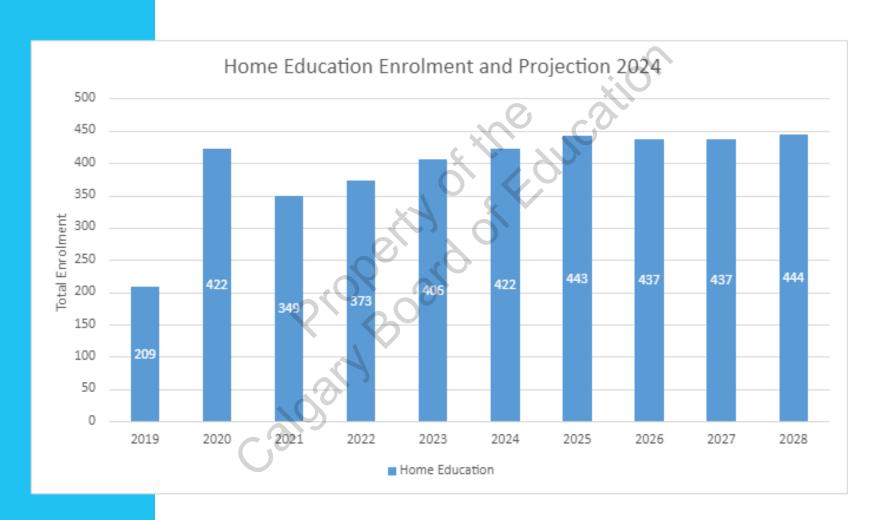
Proximity of Bel-Aire School

 Bel-Aire School is 1.3 km from Windsor Park School, Home Education's current location.



- Bel-Aire School is of similar size to Windsor Park School and can comfortably accommodate the program.
- Bel-Aire School is in good condition.

CBE Home Education Enrolment



Situation at Nearby Schools

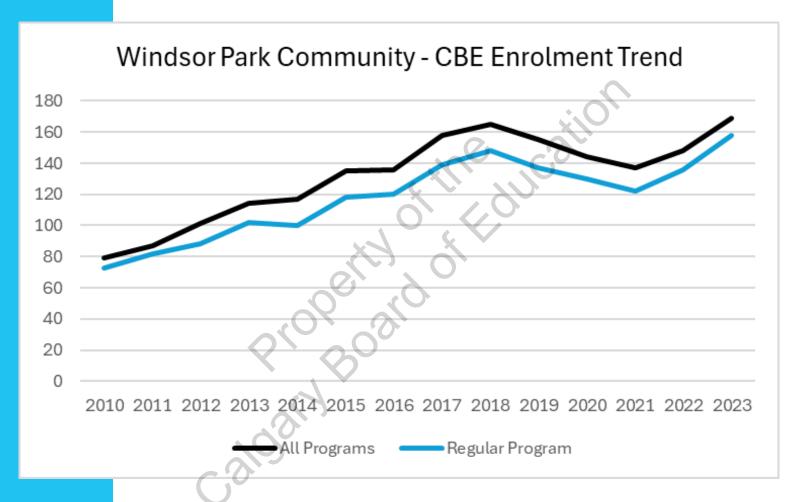
- Schools affected by the proposed relocation of CBE Home Education include Chinook Park, Elboya, Rideau Park, William Reid and Woodman schools.
- Elboya and Rideau Park schools are overutilized with enrolment capped and some students overflowed to other schools.
- William Reid School has high utilization.
- Chinook Park and Woodman schools are under-utilized.
- With significant enrolment in the Windsor Park community, opening a regularprogram at Windsor Park School would allow many students to walk to school.







Windsor Park Student Population



Windsor Park community enrolment in CBE schools between 2010 and 2023









Financial Impacts: Bel-Aire School

One-Time Costs

Item	Cost Estimate
Building renovations	\$450,000
Furniture and smartboards	\$296,000
IT equipment	\$95,000
Total	\$841,000

Recurring Costs

Item	Cost Estimate
Operating costs	\$100,000 - \$110,000
Total	\$100,000 - \$110,000









Financial Impacts: Windsor Park School

One-Time Costs

Item	Cost Estimate
Building renovations	\$500,000
Total	\$500,000

Recurring Costs

Item	Cost Estimate
School Administrative team	\$349,300
Student Transportation	\$27,000
Total	\$376,300









- The proposed relocation of CBE Home Education would allow for a regular program to be offered at Windsor Park School. This would allow students living in the Windsor Park community to attend school closer to home.
- Program choice and access will be maintained in relocating CBE Home Education to Bel-Aire School. Access for other students in the community is expected to be improved overall if the relocation takes place.
- Some students designated to Windsor Park School would require transportation.









Enrolment and Impacts

- Given the proximity of Bel-Aire School to the current location of the CBE Home Education Program and the fact that families are located across the city, projected enrolment is not expected to be impacted in any notable way.
- Relocation of CBE Home Education would allow enrolment to be balanced more effectively at nearby schools.
- The number of Home Education students at the school daily would be similar to the charter school that was previously in the building, though the nature of the traffic will differ. The charter school had roughly 10-12 buses and 15-20 personal vehicles traveling to and from the school each day. CBE Home Education is anticipated to have no more than 75 personal vehicles daily.

Implementation









If relocation is approved by the Board of Trustees on Feb. 11, 2025:

- Work would take place from March to August to make the necessary modifications and adjustments at Bel-Aire School and Windsor Park School.
- CBE Home Education leaders and staff will work with families throughout the spring to ensure a smooth transition.
- The recommended relocation proposes that CBE Home Education students move to Bel-Aire School at the start of the 2025-26 school year.









Transition Planning

- CBE Home Education leaders and staff will work closely with students and families to ensure a smooth transition to the new location.
- Perspectives gathered from staff and parents in fall 2024 will inform transition plans that are developed.
- There will be ongoing communications and collaboration throughout the spring.











How to Share

- Please come forward to the microphone. When it is your opportunity to speak, state your first and last name and spell it for the record. Then state the nature of your interest, as a parent, community member, or other stakeholder.
- Comments and questions limited to no longer than five minutes.

Principles of Participation

- Balance airtime fairly.
- Speak one at a time.
- Share thoughts and comments in a respectful way.

Written Submissions









Attention: Ken Weipert Calgary Board of Education

390 Douglas Park Blvd SE

Calgary AB T2Z 4A3

403-777-8412

Area5@cbe.ab.ca

or

Email directly to BoardofTrustees@cbe.ab.ca

Please respond in writing by Tuesday, Feb. 4, 2024









Closing Remarks

learning | as unique | as every student



agenda

Home Education Program Consideration of Closure for the Purpose of Relocation - Public Input Meeting

Wednesday, January 22, 2025

Time: 7:00 - 8:30 p.m.

Location: Windsor Park School, 5505 - 4A Street SW, Calgary, AB

1 | Welcome, Acknowledgement of the Land and Introductions
 2 | Meeting Agenda
 Board Chair

3 | Opening Remarks Board Chair

4 | Meeting Purpose Board Chair

5 | Meeting Structure Board Chair

6 | CBE Administration Presentation Administration

7 | Questions and Comments Board/Administration

8 | Closing Remarks Board Chair

Board of Trustees

Patricia Bolger, Wards 6 & 7, Chair Nancy Close, Wards 11 & 13, Vice-Chair Laura Hack, Wards 3 & 4 Marilyn Dennis, Wards 5 & 10 Charlene May, Wards, 12 & 14 Susan Vukadinovic, Wars 8 & 9

Administration

Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and
Environmental Services
Dr. Jennifer Turner, Superintendent, School Improvement
Dr. Mike Nelson, Superintendent, School Improvement
Kelly-Ann Fenney, General Counsel and
Procedural Advisor
Ken Weipert, Education Director, Area 7
Catherine Ford, Director, Planning
Trevor Fenton, Director, Facility Projects
Tanya Scanga, Director, Corporate Financial Services
Steven Klukas, Principal, Home Education
Carrie Rowlandson, Assistant Principal, Home Education
Patricia Minor, Corporate Secretary
Joanne Anderson, Communications Advisor

POSTERS AT WINDSOR PARK SCHOOL – DETAILS OF HOME EDUCATION PROGRAM JANUARY 22, 2025 PUBLIC INPUT MEETING







report to Board of Trustees

Chief Superintendent's Update

Date February 11, 2025

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman

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

OE-2 Learning Environment/Treatment of Students | Chief Superintendent's Student Advisory Council (CSSAC) EmpowerED Leadership Model

The Chief Superintendent's Student Advisory Council (CSSAC) has undertaken a transformative leadership initiative through its *EmpowerED Leadership Model*, fostering meaningful student engagement and voice within the Calgary Board of Education (CBE), ensuring that every student can contribute to their fullest potential.

In this academic year, the *EmpowerED Leadership Model* has structured its discussions around three interconnected dimensions of leadership: *Leadership is Personal, Leadership is Relational*, and *Leadership is Contextual*, with *Leadership is Purposeful, Leadership is Transformational*, and *Leadership is Experiential* as the focus of future sessions in 2025. CSSAC will help student leaders recognize their unique potential, foster collaborative relationships, and adapt their leadership styles to various contexts.

OE-2 Learning Environment/Treatment of Students | Diversity and Inclusion Professional Learning Series

The Diversity and Inclusion Professional Learning Series reflects the Calgary Board of Education's (CBE) commitment to fostering equity, diversity, and inclusion. This initiative aligns with multiple Operational Expectations (OEs) and Results (Rs) by prioritizing safe, inclusive environments and personal and professional growth for both staff and students.

Overview of the Series

The Diversity and Inclusion Professional Learning Series comprised four core modules, each designed to develop school leaders' capacity to lead their communities toward equitable and inclusive practices:

Developing Self and Others (Sept. 19, 2024)

 Participants focused on self-awareness and positionality. Participants explored how personal reflection impacts their ability to lead inclusively.



Leading Teaching and Learning (Oct. 10, 2024)

 Participants explored strategies for implementing culturally responsive pedagogy. The session emphasized avoiding stereotypes and tokenism while fostering authentic, meaningful engagement with diverse student populations.

Developing Inclusive Schools (Nov. 5, 2024)

 Participants examined strategies for systemic change. The session also focused on collaborative approaches and a continuum of supports to foster a sense of belonging for all students.

Leading a Culture of Improvement (Dec. 5, 2024)

Participants explored the importance of student voice and street
data in driving school improvement. Leaders explored how to collect
and use qualitative insights about students' lived experiences to refine
practices and policies, ensuring equity and inclusivity in all areas of
school operations.

OE-3 Instructional Program | CBE Opens a Diploma in French Language Centre

On January 1st, 2025, CBE opened a Diploma in French Language / Diplôme d'études en langue française (DELF) Centre. Having a CBE independent DELF Centre enables us to offer the full complement of DELF exams to our students, as well as the ability to train our staff as DELF examiners. As schools engage in DELF exam preparation, teachers are provided professional learning support on effective language acquisition pedagogy, and it exposes students to more international French. It bolsters students and parents' confidence in our students' French language proficiency and has a positive impact on French immersion student retention in our French programs.

OE-3 Instructional Program | Family of Schools Commūn-I-Tea

On January 8, 2025, the Indigenous Education Team hosted the second of two annual in-person Family of Schools Commūn-I-Tea's focused on advancing the CBE Education Plan key outcome: Students who self-identify as Indigenous experience improved well-being and achievement. The Commūn-I-Tea gathered members of the Indigenous Education Team with the principal and/or assistant principal and education director from each of the 17 schools, and the superintendents of School Improvement. The focus of the gathering was to continue to build relationships, review roles and responsibilities, and to further our collective understanding of We Walk Together, a relational practice that honours both Indigenous and Western approaches to supporting the well-being and achievement of Indigenous students through a holistic collaborative response and accompanying resources. Participants broke into divisional groups to engage in a Holistic Collaborative Team Meeting, through which schools identified celebrations, challenges, and key actions that they were committing to taking upon return to their school. A new draft Indigenous Education Holistic Continuum of Supports was also introduced.

OE-8 Communicating and Engaging with the Public | Kindergarten Registration Campaign for 2025-26 School Year

Kindergarten is the start of an exciting adventure for many students and often, registration is the first time families interact with the CBE.

To help get that journey off on the right foot, the registration process should be simple and easy to follow, and families need to be provided with all the necessary information to help make the best decisions based on their child's needs. To provide key information to families, the Communication & Engagement Services team, in collaboration with Early Learning, have been running an information campaign since early December about kindergarten. It includes short social media videos, social media posts and an external news story which together tell the collective story of: the benefits of attending kindergarten, program options and opportunities within CBE, key registration dates and how to register for 2025-26 school year. The campaign will run until mid-March.

OE-8 Communicating and Engaging With the Public | Visit of the Madame Valérie Drake, French Education Attaché/ Attachée de Coopération Éducative from the French Ambassy in Ottawa

The CBE Languages team met with the French Education Attaché on November 19th, 2024. The Education Attaché was deeply impressed by the work that was shared about CBE's French immersion, intensive French and French as a Second Language classrooms and how we manage and leverage the DELF in support of improved teaching practices, increasing students and parents' level of confidence in our students' level of French language proficiency.

OE-8 Communicating and Engaging With the Public | Indigenous Education Team Supports Indigenous Teacher Recruitment

In January, the system principal for Indigenous Education joined the CBE Teacher Staffing on recruitment trips to Edmonton, Regina, and Saskatoon. During these visits, the system principal met with Indigenous students and faculty from the University of Alberta Aboriginal Teacher Education Program (ATEP), First Nations University Indigenous Education Program, and University of Saskatchewan Urban Native Teacher Education Program (SUNTEP) and Indigenous Teacher Education Program (ITEP). Indigenous pre-service teachers learned about the CBE Indigenous Education Holistic Lifelong Learning Framework with time built in for questions and answers about the CBE and the city of Calgary.

OE-8 Communicating and Engaging With the Public | Visit of His Excellency Alfredo Martinez Seranno, Spanish Ambassador to Canada, Mr. Carlos Berrozpe Peralta, Spanish Education Attaché, Mr. Juan Manuel Sanchez-Teran Lledo, Spanish Labor, Migration and Social Security Attaché and a Delegation from Alberta Education

Trustees, Senior Leaders and the CBE Languages team met with the Spanish Ambassador, the Education Attaché, the Labor, Migration and Social Security Attaché as well as a delegation from Alberta Education on December 5th, 2024.



The visit included a tour of two Spanish Bilingual Schools, namely Canyon Meadows School and Senator Patrick Burns School. The Ambassador was deeply impressed with CBE's work in our Spanish Bilingual schools as well as in our Spanish Language and Culture classes. His Excellency the Ambassador shared a deep interest to support CBE's work related to the DELE in support of our Spanish program and expressed a desire to continue strengthening the ties between the two organizations and to explore new opportunities.

OE-8 Communicating and Engaging with the Public | Gathering Perspectives from Families through School Planning Engagement

In February and March, families are invited to share their perspectives on school development plans, school budgets and school fees. Known as "school planning engagement", this is a system-supported and school-led engagement initiative that takes place each year.

A cross-functional team works together to provide schools with a toolkit of resources and templates, which school leaders then customize to suit the needs of their community. To gather input, schools invite their school community to share their thoughts in two ways: through discussion at a parent or school council meeting and through an online survey.

The input gathered helps support and improve student learning in alignment with the Board of Trustees' priorities, the CBE's Education Plan and Alberta Education regulations and expectations.

Information about this important engagement is shared with families through CBE Connections and school-based communications. To learn more about school planning engagement, there is a short video on the "active" page on cbe.ab.ca/dialogue.

JOANNE PITMAN

CHIEF SUPERINTENDENT OF SCHOOL

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.