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**achieve** | strategies for success



Annual Education Results Report 2012-2013  
Three-Year Education Plan 2013-2016

learning | **as unique** | as every student



**Calgary Board  
of Education**

Part of being unique is that each student learns differently. Students can realize their full potential by learning in ways that recognize their individuality. This is why the CBE is dedicated to personalized learning. Each of our 110,763 students is supported by our system. The CBE has the capacity to lead in education while honouring each student's gifts. The result is a rich and dynamic learning experience that enables lifelong learning.

learning | **as unique** | as every student



**Calgary Board  
of Education**

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# Annual Education Results Report Summary

## Mega Result

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

## Overview

CBE offers a depth and breadth of programs and supports to meet the unique learning needs and interests of an increasingly diverse population. In addition to school-based programming for students with exceptional needs, we provide more extensive support for students who need it in unique settings or through outreach programs.

## Fast facts

- More than 110,000 K-12 students in 226 schools, including:
  - 105,451 students between kindergarten and Grade 12
  - more than 1,000 students in full day kindergarten in 20 schools
  - 566 students in CBe-learn, our online learning program
  - 2,515 students upgrading high school and pursuing continuing education through Chinook Learning Services
  - almost 24 per cent of CBE students identified as English language learners
  - 16,598 students with identified special education needs, the majority of whom are supported within their community school
  - more than 7,800 students in French immersion
  - more than 3,800 students in bilingual language and culture programs
  - 27,500 students studying a second language including Arabic, Chinese, French, German, Punjabi and Spanish
  - supported learning opportunities for athletes including the National Sport School and National Sports Academy

## Student results

In Provincial Achievement Tests (PATs) in grades 3, 6 and 9:

- In the Grade 3 and 6 PATs, which were written before the flood, Calgary Board of Education results exceeded those of the province in every measure except the standard of excellence in Grade 6 Social Studies, where CBE results were marginally below those of the province.
- In Grade 9 French Language Arts the percentage of CBE students achieving the acceptable standard was equal to that in the province, and the percentage achieving the standard of excellence was below the province by only 0.1 percentage points.
- All other Grade 9 PATs, including Knowledge and Employability PATs, in English, Mathematics, Science and Social Studies, were cancelled as a result of the flooding in June 2013. Consequently, no results are available.
- Knowledge and Employability PATs will continue to be an area of focus in 2013-14 and for the future

In Diploma Examinations:

- The percentage of CBE students achieving the acceptable standard and the standard of excellence equalled or exceeded that in the province as a whole in all six of the subjects written before the flood.
- In four out of these six subjects, the percentage of students achieving the standard of excellence exceeded that in the province by 5.9 percentage points or more.
- For the first time in five years, achievement at the acceptable standard in English Language Arts 30-1 has equalled that in the province as a whole.

- Results in Science 30 were particularly impacted by the blanket exemption offered by the province in the wake of the flood. Science 30 will continue to be an area of focus in 2013-14 and for the future.

Significantly improved:

- Safe and caring schools
- Three-Year high school completion rates
- Diploma exam participation rates
- Citizenship
- Parental involvement
- School improvement

The six-year transition rate to post-secondary education rose this year to within 0.2 percentage points of the previous three-year average. This will continue to be an area of focus.

## Engaging stakeholders

Students have the opportunity to provide feedback to CBE administrators through:

- The Chief Superintendent's Student Advisory Councils
- The Mega Results Symposia for junior and senior high school students
- CBE's Speak Out Conferences for First Nations, Métis and Inuit students
- Surveys

In February 2013, about 22,000 CBE students in grades 4, 7 and 10; close to 5,000 parents; and in excess of 4,000 teachers responded to the provincial Accountability Pillar Survey.

- 88.3 per cent agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- 82.4 per cent were satisfied that CBE students model the characteristics of active citizenship.

In addition, more than 63,000 grades 4 to 12 students responded to Tell Them from Me, a national survey which measures student intellectual, academic and social engagement.

## CBE strategies

- Personalize learning
- Build professional capital
- Engage our public
- Steward our resources

Through these strategies, CBE supports the provincial priorities of:

- Implementing the government's Early Childhood Development Strategy in collaboration with other ministries and stakeholders, including an evaluation of models for full-day kindergarten.
- Contributing to education and entrepreneurship through various initiatives, including dual credit opportunities and the implementation of the High School Completion Strategic Framework.
- Developing a new provincial assessment model and phased implementation for kindergarten to Grade 9.
- Developing teacher and school leadership competencies that are current, relevant and appropriate.
- Developing regulations and policies to support the *Education Act*.

### The bottom line:

- Alberta Education grant revenue makes up 92% of total revenues
- Funding is spent primarily on Salaries and Benefits at 78% of total expenses
- Revenue and expense increases from the prior year are driven by increases in enrolment and spending rate increases such as collective agreement negotiated salary increases and grid movement.
- Overall results are more favorable than budgeted resulting in a \$7.7 million deficit compared with the planned \$16.1 million deficit.

### Links

[Detailed Annual Education Results Report 2012-2013 and Three-Year Education Plan 2013-2016](#)

[Detailed financial information](#)

[Detailed performance measure results](#)

## Our Ultimate Goals

The Annual Education Results Report 2012-13 combined with the Three-Year Education Plan 2013-2016 helps the CBE build strategies that support student learning. These strategies align to the Board of Trustees Results statements and contribute to learning as unique as every student.

The Board of Trustees defines the objectives as:

### Result 1 | Mega Result

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

### Result 2 | Academic Success

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

### Result 3 | Citizenship

Each student will be a responsible citizen.

### Result 4 | Personal Development

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

### Result 5 | Character

Each student will demonstrate good character.

## Accountability

The Annual Education Results Report for the 2012-13 school year and the Education Plan for the three years commencing Sept. 1, 2013, for the CBE was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The CBE has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

School councils play a key role in education and council advice is actively sought and seriously considered prior to making decisions on a wide range of school issues. School councils help build the context of school development plans through direct input at meetings and the opportunities for suggestions and feedback provided to all parents. The CBE has established administrative regulations that ensure school principals work toward:

- Enhancing communication between the school and its parent community;
- Providing a method by which the school, the home and the community may work together for the benefit of students;
- Providing a forum for discussion of school philosophies, plans and operations that contributes to the creation of the school development plan.

The Board of Trustees approved this combined Annual Education Results Report for the 2012-13 school year and the Three-Year Education Plan for 2013–2016 on December 3, 2013.

Sheila Taylor, Chair  
Board of Trustees  
Calgary Board of Education

Naomi E. Johnson  
Chief Superintendent of Schools  
Calgary Board of Education

The Calgary Board of Education Combined Three Year Education Plan 2013–2016 and Annual Education Results Report 2012-2013 may be accessed using the following permalink:  
<http://www.cbe.ab.ca/aboutus/documents/2012-13AERR.pdf>

The Calgary Board of Education Average Class Size Report 2012-13 can be viewed at:  
<http://www.cbe.ab.ca/aboutus/documents/ClassSizeSurveyReport.pdf>



## Program Overview

### Three-Year Education Plan 2013-2016 Overview

The Three-Year Education Plan guides our work and connects each CBE employee to our Mega Result and our desired outcome of student success. Our task is to create an environment in which each student has the opportunity to become an engaged learner, prepared for success in life, work and future learning. We therefore focus on four objectives: personalize learning; build professional capital; engage our public; and steward our resources.

### Calgary Board of Education Three-Year Education Plan 2013-2016

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

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## Outcome: Student Success

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Personalize Learning	Build Professional Capital	Engage our Public	Steward our Resources
<p><b>Success for each student, every day, no exceptions</b></p> <p>Instructional design and leadership focus on:</p> <ul style="list-style-type: none"><li>• student agency and intellectual engagement</li><li>• active and effortful tasks designed for the contemporary learner</li><li>• assessment that informs teaching and learning</li><li>• students knowing what they know, how they know it, how they show it, and what they need to learn next</li></ul>	<p><b>Capacity building with a focus on results</b></p> <p>Professional Learning Communities and Communities of Practice focus on:</p> <ul style="list-style-type: none"><li>• intellectual engagement</li><li>• shared standards of practice</li><li>• data driven, job-embedded professional learning</li><li>• staff knowing the decisions they have made, why they made them, what impact those decisions had, and what is required of them next</li></ul>	<p><b>Everyone has a part to play in Public Education</b></p> <p>Internal and external community members:</p> <ul style="list-style-type: none"><li>• actively recognize public education as foundational to a democratic society</li><li>• acknowledge and accept different roles, responsibilities and contributions based on shared outcomes and engagement</li><li>• support, practice and benefit from open and responsive communication</li><li>• accept responsibility for the success of the organization</li></ul>	<p><b>Resource management on behalf of student learning</b></p> <p>Decisions at all levels of the organization are:</p> <ul style="list-style-type: none"><li>• based on values and priorities</li><li>• data driven</li><li>• strategic and responsive</li><li>• consistent with the learning agenda</li><li>• made within a coherent framework</li><li>• sustainable</li></ul>

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### Alberta Education Goals

An Excellent Start to Learning Quality Teaching and School Leadership	Success for Every Student Engaged and Effective Governance
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## Three-Year Education Plan 2013-2016 Strategies

To achieve our desired outcome, the CBE has described strategies to achieve our Mega Result. Among them, we are working to articulate and advance a coherent, system-wide vision of high-quality teaching and learning. These strategies are a work in progress that will continue to get better with ongoing input from employees.

**Calgary Board of Education Three-Year Education Plan 2013-2016**

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

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**Outcome: Student Success**

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<b>Personalize Learning</b>	<b>Build Professional Capital</b>	<b>Engage our Public</b>	<b>Steward our Resources</b>
<p><b>Success for each student, every day, no exceptions</b></p> <p>Instructional design and leadership focus on:</p> <ul style="list-style-type: none"> <li>• student agency and intellectual engagement</li> <li>• active and effortful tasks designed for the contemporary learner</li> <li>• assessment that informs teaching and learning</li> <li>• students knowing what they know, how they know it, how they show it, and what they need to learn next</li> </ul>	<p><b>Capacity building with a focus on results</b></p> <p>Professional Learning Communities and Communities of Practice focus on:</p> <ul style="list-style-type: none"> <li>• intellectual engagement</li> <li>• shared standards of practice</li> <li>• data driven, job-embedded professional learning</li> <li>• staff knowing the decisions they have made, why they made them, what impact those decisions had, and what is required of them next</li> </ul>	<p><b>Everyone has a part to play in Public Education</b></p> <p>Internal and external community members:</p> <ul style="list-style-type: none"> <li>• actively recognize public education as foundational to a democratic society</li> <li>• acknowledge and accept different roles, responsibilities and contributions based on shared outcomes and engagement</li> <li>• support, practice and benefit from open and responsive communication</li> <li>• accept responsibility for the success of the organization</li> </ul>	<p><b>Resource management on behalf of student learning</b></p> <p>Decisions at all levels of the organization are:</p> <ul style="list-style-type: none"> <li>• based on values and priorities</li> <li>• data driven</li> <li>• strategic and responsive</li> <li>• consistent with the learning agenda</li> <li>• made within a coherent framework</li> <li>• sustainable</li> </ul>

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**Alberta Education Goals**

An Excellent Start to Learning Quality Teaching and School Leadership	Success for Every Student Engaged and Effective Governance
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## Combined 2013 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Calgary School District No. 19			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.3	87.8	86.6	89.0	88.6	88.1	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	Program of Studies	82.4	82.0	81.8	81.5	80.7	80.7	Very High	Improved	Excellent
		Education Quality	88.3	88.1	88.0	89.8	89.4	89.3	High	Improved	Good
		Drop Out Rate	3.5	3.1	3.6	3.5	3.2	3.9	High	Maintained	Good
		High School Completion Rate (3 yr)	73.7	72.4	71.0	74.8	74.1	72.7	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	84.3	81.7	81.1	79.0	79.1	79.2	n/a	n/a	n/a
		PAT: Excellence	21.1	22.3	21.0	18.9	20.8	19.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Good	Diploma Exam Participation Rate (4+ Exams)	62.2	61.9	59.7	56.6	56.2	54.9	High	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	59.0	60.4	58.9	61.3	61.5	59.4	Intermediate	Maintained	Acceptable
	n/a	Diploma: Acceptable	86.9	85.1	84.0	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	26.2	26.5	25.4	21.7	20.7	20.1	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	59.2	58.3	59.4	59.5	58.4	59.2	High	Maintained	Good
		Work Preparation	77.3	76.4	76.5	80.3	79.7	79.9	Intermediate	Improved	Good
		Citizenship	82.4	81.2	80.0	83.4	82.5	82.0	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	77.4	76.0	76.0	80.3	79.7	79.8	Intermediate	Improved Significantly	Good
Continuous Improvement	Good	School Improvement	78.7	77.6	77.5	80.6	80.0	80.0	High	Improved Significantly	Good

### Notes |

- PAT results are a weighted average of the per centage meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
- Diploma results are a weighted average of percentage meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Combined 2013 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure Category Evaluation	Measure	Calgary School District No. 19			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	10.2	9.8	11.3	8.5	9.0	10.2	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	33.9	27.1	24.8	43.9	40.2	37.5	Very Low	Improved Significantly	Acceptable
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	59.3	49.6	52.9	61.8	58.4	58.6	n/a	n/a	n/a
		PAT: Excellence	4.8	5.1	4.7	6.1	6.6	6.3	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Issue	Diploma Exam Participation Rate (4+ Exams)	17.7	16.7	13.9	21.2	19.6	18.5	Very Low	Improved	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	22.4	21.1	21.9	35.1	34.4	31.4	Very Low	Maintained	Concern
	n/a	Diploma: Acceptable	83.9	80.9	80.9	77.1	75.8	76.0	n/a	n/a	n/a
		Diploma: Excellence	9.7	10.8	11.3	9.5	9.2	8.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	24.5	26.5	26.0	32.2	30.2	31.8	Very Low	Maintained	Concern

### Notes |

- PAT results are a weighted average of the percentage meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
- Diploma results are a weighted average of per centage meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Goal One | An Excellent Start to Learning

Outcome | Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

### Early Years Evaluation –Teacher Assessment results 2012-2013

The Early Years Evaluation – Teacher Assessment, introduced in 2011-12, provides a systematic framework teachers use to structure their observations and informal assessments of developmental strengths and areas for growth in play-based learning environments. It assesses children's development in five domains, each closely associated with children's readiness to learn at school: *Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, and Physical Development*. In October, teachers use the EYE-TA to assess children's developmental readiness as they begin kindergarten. In October 2012, 8212 students were assessed. In June, teachers use the EYE-TA to assess children's developmental progress: 4783 students were assessed in June 2013.

Results from the EYE-TA can be used to identify vulnerable children based on their levels of skill development. Responsive Tiered Instruction (RTI) is an inclusive approach to meeting children's learning needs; it requires that all children receive Tier 1 instruction in the classroom.

	Fall 2012	Spring 2013
Number of children assessed	8,212	4,783
Number of children in each tier in a Responsive Tiered Instruction (RTI) framework	*Tier 3 <b>1,082</b> 13%	Tier 3 <b>323</b> 6.8 % (6.2 percentage point decrease from the Fall)
	Tier 2 <b>1,749</b> 21%	Tier 2 <b>826</b> 17% (4 percentage point decrease from the Fall)
	Tier 1 <b>5,374</b> 65%	Tier 1 <b>3,629</b> 76% (11 percentage point increase from the Fall)

\*Children with **Tier 3** learning needs require more intensive additional instruction and a carefully planned program tailored to their specific learning needs.

Children with **Tier 2** learning needs receive targeted, small group instruction that can be provided within or outside the classroom.

All children receive **Tier 1** support, entailing research-based, quality instruction using universal strategies and a variety of approaches.

#### Strategies

- Personalize learning: Clarify and advance a well-articulated framework for system- wide inclusive practices.
- Personalize learning: Support assessment and instructional practices that reflect Alberta Education's competency-focused conceptions of curriculum and learning with a priority on literacy and numeracy.
- Steward our resources: Improve access to and use of data in informed, transparent decision making.

## Goal Two | Success for Every Student

Outcome | Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	85.3	83.4	83.7	85.1	86.9		n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	24.7	24.1	25.6	26.5	26.2		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	68.9	69.6	70.8	72.4	73.7		Intermediate	Improved Significantly	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.0	3.5	4.1	3.1	3.5		High	Maintained	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	59.7	60.1	59.9	58.3	59.2		High	Maintained	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	58.4	57.7	58.6	60.4	59.0		Intermediate	Maintained	Acceptable			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	57.0	57.3	59.8	61.9	62.2		High	Improved Significantly	Good			

### Strategies

- Personalize learning: Refine, extend and integrate the elements of CBE's vision for high-quality teaching and learning; accelerate collective impact.
- Build professional capital: Refine, extend and integrate district-wide, intentional professional learning in support of personalized learning and district coherence.
- Steward our resources: Improve access to and use of data in informed, transparent decision making.

### Notes |

- Aggregated Diploma results are a weighted average of percentage meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
- Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Goal Two | Success for Every Student

Outcome | Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.9	80.8	80.6	81.7	84.3		n/a	n/a	n/a			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.2	20.3	20.2	22.3	21.1		n/a	n/a	n/a			

### Strategies

- Personalize learning: Refine, extend and integrate the elements of CBE's vision for high quality teaching and learning; accelerate collective impact.
- Personalize learning: Support assessment and instructional practices that reflect Alberta Education's competency-focused conceptions of curriculum and learning with a priority on literacy and numeracy.

### Notes |

- Aggregated PAT results are based upon a weighted average of percentage meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Goal Two | Success for Every Student

Outcome | Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2013	Achievement	Improvement	Overall	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.1	79.4	79.5	81.2	82.4		Very High	Improved Significantly	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.0	76.5	76.7	76.4	77.3		Intermediate	Improved	Good			

### Strategies

- Build professional capital: Emphasize professional values and practices that ensure continuous improvement in program provision, service delivery, and adult learning across the system.
- Build professional capital: Promote leadership practices that maximize impact on adult learning and student success.
- Engage our public: Promote a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility, and in which all employees find meaning and fulfillment.



## Goal Two | Success for Every Student

Outcome | The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	50.8	58.8	50.4	49.6	59.3		n/a	n/a	n/a			
Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.9	4.8	4.3	5.1	4.8		n/a	n/a	n/a			
Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard on diploma examinations (overall results).	87.3	78.4	83.5	80.9	83.9		n/a	n/a	n/a			
Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on diploma examinations (overall results).	10.6	10.5	12.6	10.8	9.7		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified First Nations, Métis and Inuit students who completed high school within three years of entering Grade 10.	25.5	22.1	25.2	27.1	33.9	28.1	Very Low	Improved Significantly	Acceptable	28.6	29.1	29.6
Drop Out Rate - annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14 to 18	13.6	10.5	13.6	9.8	10.2	9.4	Very Low	Maintained	Concern	9.2	9.0	8.8
High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering Grade 10.	25.2	28.5	22.9	26.5	24.5	28.5	Very Low	Maintained	Concern	29.5	30.5	31.5
Percentage of Grade 12 self-identified First Nations, Métis and Inuit students eligible for a Rutherford Scholarship.	21.8	25.0	19.7	21.1	22.4	22.1	Very Low	Maintained	Concern	22.6	23.1	23.6
Percentage of self-identified First Nations, Métis and Inuit students writing four or more diploma exams within three years of entering Grade 10.	12.8	12.2	12.9	16.7	17.7	17.3	Very Low	Improved	Issue	17.6	17.9	18.2

### Strategies

- Personalize learning: Clarify and advance a well-articulated framework for system-wide inclusive practices.
- Build professional capital: Promote leadership practices that maximize impact on adult learning and student success.
- Engage our public: Engage community partners in collaborative ventures to support student learning.
- Steward our resources: Improve access to and use of data in informed, transparent decision making.

### Notes |

- Aggregated PAT results are based upon a weighted average of percentage meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Aggregated Diploma results are a weighted average of percentage meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Goal Three | Quality Teaching and School Leadership

Outcome | Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.7	81.7	81.8	82.0	82.4		Very High	Improved	Excellent			

### Strategies

- Personalize learning: Refine, extend and integrate the elements of CBE's vision for high-quality teaching and learning; accelerate collective impact.
- Build professional capital: Refine, extend and integrate district-wide, intentional professional learning in support of personalized learning and district coherence
- Engage our public: Articulate and advance a values-driven framework for engaging community members in the questions and issues that impact public education.
- Engage our public: Engage community partners in collaborative ventures to support student learning.
- Steward our resources: Facilitate collective capacity for resource development, coordination, and integration building on the intellectual property/capital of the CBE.

## Goal Four | Engaged and Effective Governance

Outcome | The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2013	Achievement	Improvement	Overall	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.6	76.0	76.2	76.0	77.4		Intermediate	Improved Significantly	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.0	88.0	88.0	88.1	88.3		High	Improved	Good			

### Strategies

- Build professional capital: Promote leadership practices that maximize impact on adult learning and student success.
- Engage our public: Articulate and advance a values-driven framework for engaging community members in the questions and issues that impact public education.
- Engage our public: Promote a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility, and in which all employees find meaning and fulfillment.
- Steward our resources: Improve access to and use of data in informed, transparent decision making.

## Goal Four | Engaged and Effective Governance

Outcome | Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2013	Achievement	Improvement	Overall	2014	2015
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.0	86.0	86.1	87.8	88.3		Very High	Improved Significantly	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.6	77.8	76.9	77.6	78.7		High	Improved Significantly	Good			

### Strategies

- Build professional capital: Promote leadership practices that maximize impact on adult learning and student success.
- Engage our public: Promote a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility, and in which all employees find meaning and fulfillment.

### Notes |

- Including strategies for students with special needs satisfies the planning component of 14.a of the Standards for Special Education (amended June 2004) [http://www.education.gov.ab.ca/k\\_12/specialneeds](http://www.education.gov.ab.ca/k_12/specialneeds)
- Reporting on programs, services and results for students with special needs satisfies the non-financial reporting component of Section 14.a and c of the Standards for Special Education (June 2004) [http://www.education.gov.ab.ca/k\\_12/specialneeds](http://www.education.gov.ab.ca/k_12/specialneeds)

## Summary of Financial Results for the 2012-13 School Year

### Overview

When the 2012-13 provincial budget was announced, the Province made a commitment to providing predictable and sustainable funding for school jurisdictions. As a result, the 2012-13 budget reflected a stable year and future. However, the budget announcement for 2013-14 did not carry through with this promise and the CBE faced another \$62 million funding shortfall and uncertainty for the years to come. As a result, significant staffing cuts were made to central services during the 2012-13 fiscal year to prepare for a difficult budget in 2013-14. The impact of those cuts on the CBE's ability to support student success is being carefully monitored. Cost-saving strategies and system re-design continue to be a priority in order to operate within a reduced budget and minimize the impact on our schools. Progress is being made in streamlining, but securing funding that keeps step with costs remains a priority. The uncertainty of future funding creates a challenge to plan for the support of educational needs over the longer term.

### Financial result highlights

- Alberta Education grant revenue makes up 92% of total revenues.
- Funding is spent primarily on Salaries and Benefits at 78% of total expenses.
- Revenue and expense increases from the prior year are driven by increases in enrolment and spending rate increases such as collective agreement negotiated salary increases and grid movement.
- Overall results are more favorable than budgeted resulting in a \$7.7 million deficit compared with the planned \$16.1 million deficit.

## 2012-13 Actual to Budget

### Year-over-year changes

				<u>Budget to 2012-13</u>		<u>Actual to Actual</u>	
	<u>Budget <sup>(1)</sup></u>	<u>Actual</u>	<u>Actual</u>	Favorable /		Increase /	
	<u>2012/13</u>	<u>2012/13</u>	<u>2011/12</u>	(Unfavorable)		(Decrease)	
	(\$ thousands)	(\$ thousands)	(\$ thousands)	(\$ thousands)	%	(\$ thousands)	%
<b>Revenue</b>							
Alberta Education	1,068,350	1,075,073	1,049,811	6,723		25,262	
Other - Government of Alberta	1,786	1,709	3,567	(77)		(1,858)	
Federal Government and First Nations	2,191	2,201	2,242	10		(41)	
Fees	30,856	35,217	37,440	4,361		(2,223)	
Other sales and services	20,295	21,824	21,010	1,529		814	
Investment income	3,198	4,453	5,671	1,255		(1,218)	
All other revenue	26,194	24,915	68,470	(1,279)		(43,555)	
	<u>1,152,870</u>	<u>1,165,392</u>	<u>1,188,211</u>	<u>12,522</u>	1%	<u>(22,819)</u>	-2%
<b>Expense by block</b>							
Instruction: ECS - grade 12	922,616	929,031	896,355	(6,415)		32,676	
Plant operations and maintenance	141,308	141,178	137,117	130		4,061	
Transportation	39,012	37,849	37,751	1,163		98	
Administration	37,941	38,448	41,539	(507)		(3,091)	
External services	28,073	26,545	23,391	1,528		3,154	
	<u>1,168,950</u>	<u>1,173,051</u>	<u>1,136,153</u>	<u>(4,101)</u>	0%	<u>36,898</u>	3%
<b>Expense by object</b>							
Salaries and benefits	916,537	915,211	885,537	1,326		29,674	
Supplies and services	196,752	206,240	204,278	(9,488)		1,962	
Other (Interest, Amortization & Bad Debt)	55,661	51,600	46,338	4,061		5,262	
	<u>1,168,950</u>	<u>1,173,051</u>	<u>1,136,153</u>	<u>(4,101)</u>	0%	<u>36,898</u>	3%
(Deficiency)/excess of revenue over expense	(16,080)	(7,659)	52,058	8,421		(59,717)	
Net applications of operating funds	10,001	2,723	(4,851)	(7,278)		7,574	
Capital reserves (net)	3,895	2,126	(46,581)	(1,769)		48,707	
Net operating (deficit)/surplus	(2,184)	(2,810)	626	(\$626)		(3,436)	
Draw from/(add to) unrestricted net assets	2,184	2,810	(626)	626		3,436	
Net annual operating surplus	-	-	-	-		-	

<sup>(1)</sup> Represents the Approved Budget approved by the Board of Trustees on May 29, 2012. Some numbers have been reclassified for comparative purposes.

## Unaudited program expenditure information

### SCHEDULE OF PROGRAM OPERATIONS

REVENUES	2012-13 (in thousands)					
	Instruction (Grade s EC S-12)	Plant, Ops and Maintenance	Transport- ation	Board & System Administration	External Services	TOTAL
(1) Alberta Education	\$870,275	\$130,408	\$32,486	\$38,448	\$3,456	\$1,075,073
(2) Other - Government of Alberta	\$488	\$1,116	-	\$11	\$98	\$1,709
(3) Federal Government and First Nations	\$644	-	-	\$33	\$1,524	\$2,201
(4) Other Alberta school authorities	\$522	\$1,234	-	-	-	\$1,756
(5) Out of province authorities	-	-	-	-	-	-
(6) Alberta Municipalities - special tax levies	-	-	-	-	-	-
(7) Property Taxes	-	-	-	-	-	-
(8) Fees	\$22,715	-	\$6,223	-	\$6,279	\$35,217
(9) Other sales and services	\$12,895	\$932	\$5	\$1,124	\$6,868	\$21,824
(10) Investment income	\$45	\$250	-	-	\$4,158	\$4,453
(11) Gifts and donations	\$5,931	-	-	-	\$152	\$6,083
(12) Rental of facilities	-	\$3,635	-	\$411	\$1,595	\$5,641
(13) Fundraising	\$11,267	-	-	-	-	\$11,267
(14) Gains on disposal of capital assets	-	\$138	-	-	-	\$138
(15) Other revenue	\$30	-	-	-	-	\$30
(16) <b>TOTAL REVENUES</b>	<b>\$924,810</b>	<b>\$137,713</b>	<b>\$38,714</b>	<b>\$40,027</b>	<b>\$24,128</b>	<b>\$1,165,392</b>
<b>EXPENSES</b>						
(17) Certificated salaries	\$567,435			\$2,141	\$1,387	\$570,963
(18) Certificated benefits	\$116,277			\$198	\$356	\$116,831
(19) Non-certificated salaries and wages	\$105,010	\$46,699	\$1,769	\$15,624	\$14,777	\$183,879
(20) Non-certificated benefits	\$25,382	\$11,423	\$444	\$3,350	\$2,939	\$43,538
(21) <b>SUB - TOTAL</b>	<b>\$814,104</b>	<b>\$58,122</b>	<b>\$2,213</b>	<b>\$21,313</b>	<b>\$19,459</b>	<b>\$915,211</b>
(22) Services, contracts and supplies	\$101,937	\$48,813	\$35,407	\$13,693	\$6,390	\$206,240
(23) Amortization of supported tangible capital assets	-	\$28,912	-	-	-	\$28,912
(24) Amortization of unsupported tangible capital assets	\$12,614	\$3,613	-	\$2,742	\$21	\$18,990
(25) Supported interest on capital debt	-	\$1,116	-	-	-	\$1,116
(26) Unsupported interest on capital debt	-	\$602	-	-	-	\$602
(27) Other interest and finance charges	\$115	-	-	-	\$78	\$193
(28) Losses on disposal of capital assets	-	-	-	-	-	-
(29) Other expense	\$261	-	\$229	\$700	\$597	\$1,787
(30) <b>TOTAL EXPENSES</b>	<b>\$929,031</b>	<b>\$141,178</b>	<b>\$37,849</b>	<b>\$38,448</b>	<b>\$26,545</b>	<b>\$1,173,051</b>
(31) <b>OPERATING SURPLUS</b>	<b>(\$4,221)</b>	<b>(\$3,465)</b>	<b>\$865</b>	<b>\$1,579</b>	<b>(\$2,417)</b>	<b>(\$7,659)</b>

## Unaudited school generated funds (in thousands)

	<u>2013</u>	<u>2012</u>
Deferred school generated revenue, beginning of year	\$ 14,715	\$ 13,506
Gross Receipts:		
Fees	16,497	15,776
Fundraising	11,267	11,035
Gifts and donations	5,058	5,131
Grants to schools	485	554
Other sales and services	50	134
Total gross receipts	\$ <u>48,072</u>	\$ <u>46,136</u>
Total related expenses and uses of funds	24,995	7,118
Total direct costs including costs of goods sold to raise funds	6,983	24,302
Deferred school generated revenue, end of year	\$ <u>16,094</u>	\$ <u>14,716</u>

For more detailed information regarding the source and use of school generated funds, interested parties should contact the school office.

## Year-end Audited Financial Statements

More information on the 2012-13 year-end financial results can be found at the following link subsequent to Board of Trustee approval scheduled for December 17, 2013.

<http://www.cbe.ab.ca/trustees/budget.asp>

The provincial roll-up of financial results can be found at:

<http://education.alberta.ca/admin/funding/audited.aspx>

## Financial Position

- Alberta Education grant revenue makes up 92% of total revenues.
- Funding is spent primarily on Salaries and Benefits at 78% of total expenses.
- Revenue and expense increases from the prior year are driven by increases in enrolment and spending rate increases such as collective agreement negotiated salary increases and grid movement.
- Overall results are more favorable than budgeted resulting in a \$7.7 million deficit compared with the planned \$16.1 million deficit.



## Financial Summary for the Year Ended Aug. 31 2013

On Dec. 3, 2013, the Board of Trustees will be asked to receive the CBE's Fall 2013 Update to the 2013-2014 Operating Budget reflecting total planned spending of \$1,192.5 million. Approved budgets are prepared in accordance with the:

- Board of Trustees' Governance Policies, Operational Expectations and Results
- Three-Year Education Plan for the Calgary Board of Education
- service levels determined by Superintendents
- requirements of Alberta Education

In addition, through the original operating budget process, input was sought from employee group representatives and other stakeholders. The goal in building the 2013-14 budget is to dedicate the maximum possible resources to optimize learning for students in classrooms. We remain focused on this goal as we prepare balanced budgets each year. Our expenditures are measured against the goals of our Three-Year Education Plan to ensure that everything we do contributes as much as possible to student success.

The fall update report will be submitted to Alberta Education immediately following its receipt by the Board of Trustees. It reflects financial support for the outcomes, strategies and actions articulated in the CBE's Three-Year Education Plan 2013-2016, and forms the basis of the 2013-2014 updated work plans for each of the CBE's service units and fall resource deployment by principals at schools.

The 2013-14 fall update report reflects all applicable announced grant funding rates and all known financial information up to October 31, 2013 including the Fall Resource Allocation Method (RAM) decisions by principals, utilizing the September 30th student enrolment count and associated changes in full time equivalents (FTEs) staffing levels.

Of the \$1,175.4 million in total expected revenues (not including approved transfers from operating reserves and designated funds) approximately 92 per cent, or \$1,084.7 million, is Alberta Education grant revenue. The total planned spending is \$1,192.5 million leaving a deficit of \$17.1 million.

The forecasted use of operating reserves and designated funds has increased to \$12.7 million, compared to the approved use of operating reserves and designated fund of \$11.8 million. The remaining deficit of \$4.4 million will be funded by one-time savings on board-funded capital.

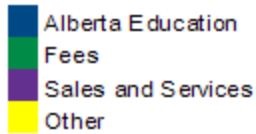
The CBE's 2013-14 budget report can be found at the following location:

<http://www.cbe.ab.ca/trustees/budget.asp>

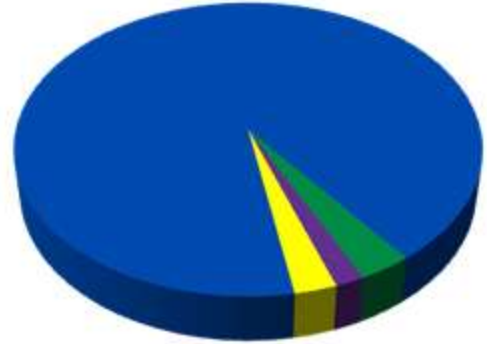
## 2013-14 Updated Operating Budget

The following is a brief summary of the Calgary Board of Education's 2013-2014 Fall updated operating:

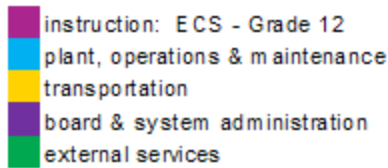
### Revenue by source



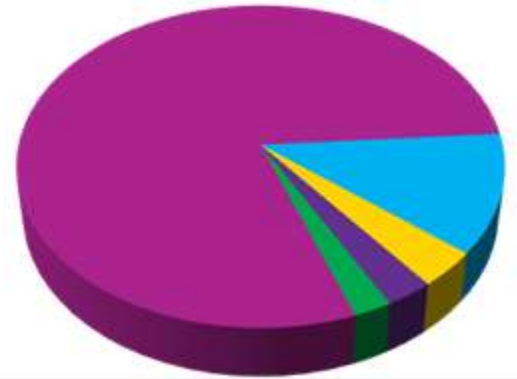
2013-14	
all figures in \$ thousands	%
1,084,707	92.3
37,795	3.2
21,003	1.8
31,895	2.7
<b>1,175,400</b>	<b>100.0</b>



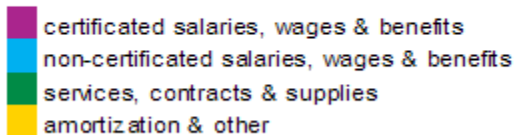
### Expenses by block



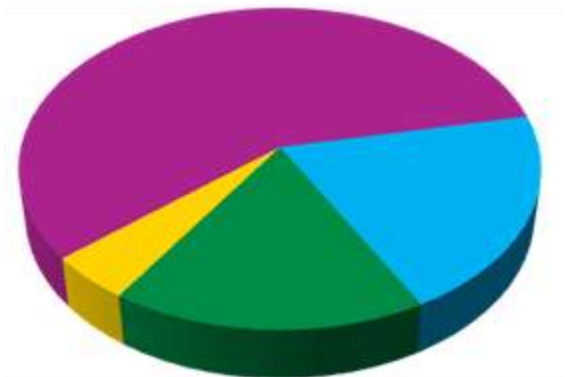
2013-14	
all figures in \$ thousands	%
947,139	79.4
142,177	11.9
43,099	3.6
33,515	2.8
26,545	2.2
<b>1,192,475</b>	<b>100.0</b>



### Expenses by object



2013-14	
all figures in \$ thousands	%
690,600	57.9
240,904	20.2
206,164	17.3
54,807	4.6
<b>1,192,475</b>	<b>100.0</b>



## Summary of Facility & Capital Plans 2014-2016

Over the past decade, Calgary has seen tremendous growth and economic prosperity. One simple indicator of Calgary's growth is that of its population increase. The city grew by 106,660 people between 2008 and 2013. This is an average growth of 21,332 people per year; with a current 2013 population of 1,149,552 (2013 City Census). Currently there are approximately 23 new developing communities as indicated in the City of Calgary's 2013 *Suburban Residential Growth 2013-2017*.

New school construction is necessary in outlying communities of the city to provide students with equitable access to instructional programs and to comply with the Board of Trustees' Governance Policies. New school construction priorities are approved by the Board of Trustees and these priorities are submitted to the provincial government in accordance with the annual School Capital Plan process.

The CBE's School Capital Plan 2014-2017 was approved on May 28th, 2013 by the Board of Trustees and can be found on the CBE Website at: <http://www.cbe.ab.ca/aboutus/documents.asp>

The capital priorities for the three-year period consist of:

- 25 new school construction projects totaling \$530 million
- 24 major modernization projects totaling \$330 million

New school construction projects and school modernization projects previously approved by the province through CBE school capital plans as well as recently completed projects are listed below.

### School openings 2016-17 school year

As of May 1st 2013, the provincial government approved a combination of new schools to accommodate enrolment growth in Calgary's new and developing communities. There are a total of six new schools consisting of: three elementary, two middle, and one high school. The elementary and middle schools are part of the Building Alberta School Construction Program (BASCP), and are being built using the Public-Private Partnership (P3) delivery model. The future northeast high school will be a design build project. The six new schools are proposed to open in the 2016-17 school year. The schools are:

- New Brighton (Elementary)
- Copperfield (Elementary)
- Evanston (Elementary)
- Royal Oak (Middle)
- Saddle Ridge (Middle)
- North East High School (which is to be a design build project)

### Schools under construction

It was reported in the previous Annual Education Results Report Summary (2012) that the new Robert Thirsk High School, with a capacity of 1,500 students was under construction. It opened in September 2013, with a Sept. 30th enrolment of 838 students in Grades 10 and 11. As listed in the above School Openings section, the six listed schools are currently (as of October 2013) in the Development Permit (DP) process.

### Modernizations

As noted in the previous Annual Education Results Report (2012), the Alberta Government approved provincial funding for the Booth Centre modernization for Chinook Learning Services. At that time completion was expected in the summer of 2014, but due to the recent flooding of Calgary in the spring of 2013, these dates will be pushed back, as the future Booth Centre was part of that area. As of November 2013, there have been no provincial announcements for funding of modernization projects.

## Enrolment Program Overview

In the 2013-14 school year, the Calgary Board of Education will provide programs and services in 226 schools, addressing the complexity and diversity of a population of 110,763 students.

<b>Type and Number of Schools*</b> <b>2013-14 School Year</b>	
Elementary	132
Middle or Elementary Junior	34
Junior	20
Junior Senior	7
Senior High	17
Elementary Junior Senior**	1
Unique Settings including Discovering Choices Outreach at four locations	15
<b>Total</b>	<b>226</b>
* School is defined as an instructional setting with a unique school code assigned by Alberta Education	
** Home Education	

<b>Student Enrolment</b> <b>as of Sept. 30, 2013</b>	
Early Learning	
Pre-Kindergarten	162
Kindergarten	8,919
Grades 1 to 3	25,959
Grades 4 to 6	22,552
Grades 7 to 9	21,751
Grades 10 to 12	26,270
Home Education	297
Unique Settings	
Outreach Programs	1,129
Chinook Learning Services*	2,515
CBe-learn	566
Other	643
<b>Total Enrolment</b>	<b>110,763</b>
* 728 are over 20 years old	

<b>CBE Budgeted Employee Count*</b> <b>2013-14</b>	
Certificated**	5,931
Non-certificated	3,229
<b>Total</b>	<b>9,160</b>
* Reported as Full-Time Equivalents as of Sept. 30, 2013	
** Excludes substitute teachers but includes staff on secondment and professional improvement leaves.	

## Program Overview

The CBE offers a depth and breadth of programs and supports to meet the unique learning interests and needs of our increasingly diverse student populations.

### Unique settings and outreach programs providing specialized services and supports

- CBe-Learn
- Children's Village School
- Chinook Learning Services
- Christine Meikle School
- Discovering Choices Outreach: Downtown, Marlborough, Westbrook, Bowness
- Dr. Gordon Townsend School at Alberta Children's Hospital
- Dr. Oakley School
- Emily Follensbee School
- Encore CBE
- High School Integration Class
- Nexus
- Project Trust
- West View School
- William Roper Hull School
- Wood's Homes Schools – George Wood Learning Centre and William Taylor Learning Centre
- Young Adult Program (YAP)

### Sports-supported learning opportunities

- National Sports Academy
- National Sport School

### Specialized school-based programming

- Autism
- Behaviour
- Blind and visually impaired
- Complex Needs
- Deaf and hard of hearing
- Developmental disabilities
- Early development pre-school
- English-language learning
- Gifted and talented
- Learning disability
- Mental health

### CBE-supported community-based programming

- Alberta Alcohol and Drug Abuse Commission (AADAC)
- Adolescent Day Treatment Program (ADTP) – Holy Cross Centre
- Alberta Adolescent Recovery Centre (AARC)
- Calgary Youth Attendance Centre (CYAC)
- Emergency Women's Shelter Liaison
- Enviro's Wilderness Base Camp
- ExCel
- HERA Program

### Alternative Programs

#### Content program focus

- Arts-Centred Learning
- Juno Beach Academy of Canadian Studies
- Science School

#### Teaching philosophy programs

- Alice Jamieson Girls' Academy
- All-Boys Alternative Program
- Montessori
- Traditional Learning Centres

#### Language and culture programs

- French Immersion Early and Late
- German Bilingual
- Mandarin Bilingual
- Medicine Wheel Kindergarten
- Piitoayis Family School – Aboriginal Culture Program
- Spanish Bilingual

November 2013

## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes |

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100 per cent.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0 per cent to less than or equal to the higher value.

## Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

## Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)







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