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Annual Education Results Report 2015-2016
Three-Year Education Plan 2016-2019

learning | as unique | as every student

Calgary Board
of Education

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Annual Education Results Report (AERR) Summary

Mission

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 a richly diverse population. In addition to responsive and inclusive programming in all CBE schools, we provide opportunities for students to learn in unique settings and outreach programs.

Fast Facts

More than 119,147 students in 242 schools, including:

- 114,162 students between pre-kindergarten and Grade 12;
- 458 students fully enrolled in CBe-learn, our online learning program, with close to 1,900 more registered in courses with CBe-learn while enrolled at another school;
- 751 students in full-day kindergarten in 16 schools;
- 2,211 students upgrading high school courses and pursuing continuing education through Chinook Learning Services;
- 18,524 students with identified special education needs, the majority of whom are learning in their community schools;
- almost 25 per cent of CBE students self-identified as English Language Learners;
- over 4,600 students self-identified as Indigenous;
- over 8,400 students in French Immersion; and
- over 4,700 students in bilingual language and culture programs.

Student Results

On Provincial Achievement Tests (PATs):

- Grade 6 CBE results exceeded those of the province in every subject at the acceptable standard and the standard of excellence.
- Grade 9 CBE results exceeded those of the province in every subject at the acceptable standard and in three out of five subjects for the standard of excellence.

On Diploma Examinations:

- In ten of the eleven diploma examinations, the percentage of CBE students achieving the acceptable standard was equal to or above that of students in the province.
- The percentage of CBE students achieving the standard of excellence exceeded the percentage in the province on ten of eleven examinations.
- Particularly strong results were achieved in Mathematics 30-1, Biology 30, Chemistry 30, Physics 30 and Social Studies 30-2 at the standard of excellence.

Details can be found at CBE Provincial Assessment & Reports
http://www.cbe.ab.ca/about-us/provincial-tests-and-reports/Pages/default.aspx

On the Combined Accountability Pillar Overall Summary, Alberta Education records evaluations on the following measures: Achievement, Improvement and Overall. The Achievement Evaluation is based on a comparison of Current year data to a set of standards which remain consistent over time. The Improvement Evaluation consists of comparing the Current year result for each measure with the previous three-year average. A chi-square statistical test is used by Alberta Education to determine the significance of the improvement. The Overall Evaluation combines the Achievement Evaluation and the Improvement Evaluation. Details of the way these measures are calculated can be found on pages 38 - 39. On the Combined 2016 Accountability Pillar Overall Summary the following measures were evaluated by the province as Improved Significantly:

- Safe and Caring Schools
- Program of Studies
- Education Quality
- Drop Out Rate
- Work Preparation
- Citizenship
- School Improvement

CBE also earned an evaluation of Improved on:

- PAT results at both the acceptable standard and the standard of excellence
- Parental Involvement

In the following areas, already very high achievement was Maintained on:

- High School Completion Rate (3 yr)
- Diploma Exam Participation Rate (4+ Exams)
- Transition Rate (6 yr)

Engaging Stakeholders

The CBE is committed to implementing the CBE *dialogue* engagement framework to give students, staff, families and community members voice in decisions that affect them. This *dialogue* framework provides guidance on how people can participate in decision-making. It defines roles and responsibilities and establishes best practices to be applied across the system. The process follows international standards for effective community engagement and ultimately, leads to more informed decisions in the best interests of students.

The CBE provides opportunities for student voices through:

- the Chief Superintendent's Student Advisory Councils;
- surveys and focus groups;
- their school's Principal Advisory Council; and
- bringing their ideas and interests to the design of learning tasks.

In February 2016, more than 23,000 CBE students, over 4,800 parents/guardians and over 4,800 teachers responded to the provincial Accountability Pillar Survey.

- 89.8 per cent agreed or strongly 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.
- 83.8 per cent were satisfied or very satisfied that CBE students model the characteristics of active citizenship.
- 89.4 per cent were satisfied or very satisfied with the overall quality of basic education.

CBE Strategies for Excellence and Continued Improvement

Our overall strategy is to personalize learning and this is supported by three other strategies:

- build professional capital
- engage our stakeholders
- steward our resources

Through these strategies, the CBE supports the outcomes in Alberta Education Business Plan[1] (March 17, 2016) and aligns with provincial Key Strategies including the following:

1.3   implement systemic actions to further support student learning and achievement in mathematics;
2.1   ensure all students, teachers and system leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools;
3.3   foster welcoming, caring, respectful and safe learning environments;
4.2   promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement; and
5.2   ensure school facilities support current and future education programming.

Financial Summary

- Alberta Education grant revenue makes up 92 per cent of total revenues.
- Funding is spent primarily on Salaries and Benefits at 78 per cent of total expenses.
- Revenue and expense increases from the prior year are driven by increases in enrolment as well as collective agreement negotiated salary increases and grid movement.
- Overall results are more favorable than budgeted resulting in a $14.6 million surplus compared with the planned $17.9 million deficit.

Detailed CBE Budget & Financial Information

[1] Business Plan 2016-19: Education
http://finance.alberta.ca/publications/budget/budget2015/education.pdf

Our Ultimate Goals

The CBE Annual Education Results Report 2015-16 combined with the CBE Three-Year Education Plan 2016-19 helps the CBE build strategies that support student learning. These strategies align to the Board of Trustees Results to guide our work with fostering student success.

The Board of Trustees defines the Results as:

Result 1 | Mission

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.

Full Description of CBE Results Policies can be found here.
http://www.cbe.ab.ca/about-us/policies-and-regulations/Pages/Results-Policies.aspx

Accountability

The Annual Education Results Report for the 2015-16 school year and the Education Plan for the three years commencing Sept. 1, 2016 for the Calgary Board of Education were prepared under the direction of the Board of Trustees in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board of Trustees 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 School Council meetings and the opportunities for suggestions and feedback provided to all parents/guardians. The CBE has established administrative regulations and practices that ensure school principals work toward:

- enhancing communication between the school and its parent/guardian community;
- providing a method by which the school, the home and the community may work together for the benefit of students; and
- providing a forum for discussion of school philosophies, results 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 2015-16 school year and the Three-Year Education Plan for 2016-19 on Nov. 29, 2016.

Joy Bowen-Eyre
Chair, Board of Trustees
Calgary Board of Education

David Stevenson
Chief Superintendent of Schools
Calgary Board of Education

The Calgary Board of Education Three-Year Education Plan 2016-19 and Annual Education Results Report 2015-16 may be accessed using the following permalink:
http://www.cbe.ab.ca/FormsManuals/AERR-2015-2016-3-YEP-2016-2019.pdf

The Calgary Board of Education Average Class Size Report 2015-16 can be viewed at:
https://portal.cbe.ab.ca/FormsManuals/Class-Size-Survey-Jurisdiction-Report.pdf

CBE Three-Year Education Plan 2016-19 and Strategies Overview

The CBE Three-Year Education Plan guides our work and connects each CBE employee to our Mission, our Values and our Outcome: Student Success, as defined through the Board of Trustees Results policies. Our task is to create an environment, aligning with Alberta Education's fundamental goal as defined through the Ministerial Order on Student Learning, "… to inspire all students to achieve success and fulfillment, and reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit …" (Alberta Education, 2013). This coherent framework of CBE and provincial outcomes supports individual schools in their work with each student.

Calgary Board of Education Three-Year Education Plan 2016-19

Our Mission: 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.

Our Values: Students come first. Learning is our central purpose. Public education serves the common good.

Our Outcome: Student Success

Personalize Learning
Success for each student, every day, no exceptions

Instructional design and leadership focus on:

- student agency and intellectual engagement
- active and effortful tasks designed for student interests and learning needs
- assessment that informs teaching and learning
- students knowing what they know, how they know it, how they show it, and what they need next

Build Professional Capital
Capacity building with a focus on results

Collaborative learning networks focus on:
- professional and intellectual engagement
- shared standards of practice
- evidence-informed, research-informed and job-embedded professional learning
- staff knowing the decisions they have made, why they made them, what impact those decisions had, and what is required next

Engage our Stakeholders
Everyone contributes to the success of public education

Internal and external community members:
- actively recognize public education as foundational to a democratic society
- acknowledge and accept different roles, responsibilities and contributions based on shared outcomes and engagement
- support, practice and benefit from open and responsive communication
- accept responsibility for the success of the organization

Steward our Resources
Resource management on behalf of student learning

Decisions and actions at all levels of the organization are:
- based on values and priorities
- consistent with the learning agenda
- evidence-informed
- made within a coherent framework
- strategic & responsive
- sustainable

Alberta Education Outcomes

- Students are successful
- The achievement gap is eliminated for FNMI students
- The education system is inclusive
- Excellent teachers and leaders
- The education system is well governed and managed

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Calgary Board of Education Three-Year Education Plan 2016-19
Strategies and Actions

Personalize Learning

Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.

- extend the use of learning plans and profiles that help each student be known and develop as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.

- identify and create the conditions for success for students as unique learners and as members of their school and home communities
- action Indigenous Education Strategy

Advance multiple literacies, numeracy and core competencies for each student across the subject areas.

- action Literacy Strategy
- improve clarity and coherence in mathematics teaching and learning practices through a unified mathematics strategy

Build Professional Capital

Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture:

- action recommendations from previous review of High School Success Strategy
- build data literacy across CBE leadership teams

Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice:

- inclusive learning
- Indigenous cultures, languages and histories
- literacy, numeracy and core competencies
- task design and assessment

Introduce teacher induction program:

- engage stakeholders and develop program for teachers new to the CBE
- begin implementation of program to support new teachers in actioning personalized learning strategy

Engage our Stakeholders

Implement *dialogue* engagement framework to give students, staff, families and community members voice in decisions that affect them.

- create opportunities for meaningful dialogue that focus on concerns and aspirations of those impacted
- demonstrate and communicate how contributions influence decisions and connect to student success

Promote a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfilment.

- introduce an employee engagement survey (administered every two years)
- act on input and feedback to continuously improve processes and build stronger relationships

Engage local, provincial and global partners in collaborative ventures to support student learning.

- create opportunities for Indigenous Elders and community to contribute to student learning
- expand transition opportunities for young adult students
- engage partners in support of shared literacy and mathematics goals

Steward our Resources

Build, optimize, modernize and/or maintain schools and infrastructure to foster enriching learning environments
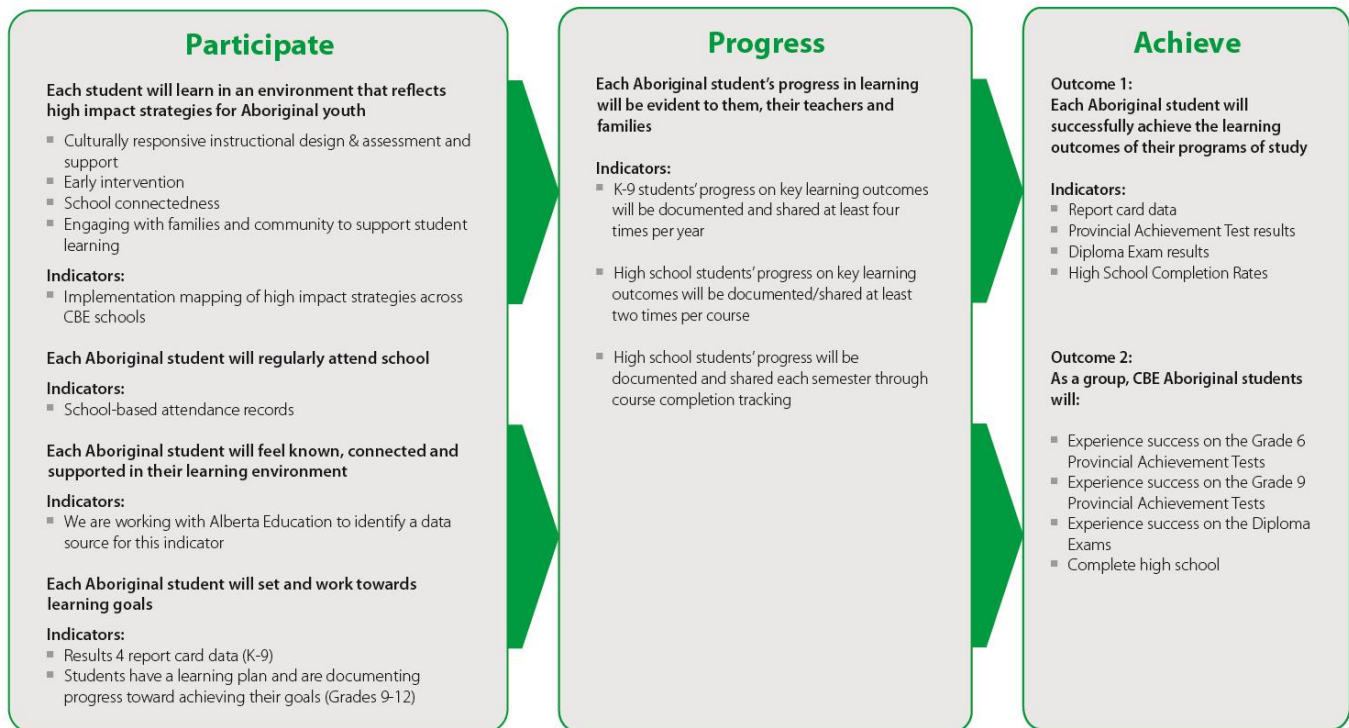
Improve access to and use of data

Develop and implement a new student information system

Enhance operational performance through increasingly effective, efficient and streamlined business processes and practices

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Indigenous Education Strategy 2016-19

Outcome 1: Each Aboriginal student will participate, progress and achieve in their learning programs.

Outcome 2: As a group, CBE Aboriginal students will show improvement within Alberta Education's Accountability Pillar Measures, closing the achievement gap between Aboriginal students and all Alberta students.

Participate

Each student will learn in an environment that reflects high impact strategies for Aboriginal youth

- Culturally responsive instructional design & assessment and support
- Early intervention
- School connectedness
- Engaging with families and community to support student learning

Indicators:
- Implementation mapping of high impact strategies across CBE schools

Each Aboriginal student will regularly attend school

Indicators:
- School-based attendance records

Each Aboriginal student will feel known, connected and supported in their learning environment

Indicators:
- We are working with Alberta Education to identify a data source for this indicator

Each Aboriginal student will set and work towards learning goals

Indicators:
- Results 4 report card data (K-9)
- Students have a learning plan and are documenting progress toward achieving their goals (Grades 9-12)

Progress

Each Aboriginal student's progress in learning will be evident to them, their teachers and families

Indicators:
- K-9 students' progress on key learning outcomes will be documented and shared at least four times per year

- High school students' progress on key learning outcomes will be documented/shared at least two times per course

- High school students' progress will be documented and shared each semester through course completion tracking

Achieve

Outcome 1:
Each Aboriginal student will successfully achieve the learning outcomes of their programs of study

Indicators:
- Report card data
- Provincial Achievement Test results
- Diploma Exam results
- High School Completion Rates

Outcome 2:
As a group, CBE Aboriginal students will:

- Experience success on the Grade 6 Provincial Achievement Tests
- Experience success on the Grade 9 Provincial Achievement Tests
- Experience success on the Diploma Exams
- Complete high school

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Indigenous Education Strategy 2016-19

Priorities

Indigenizing CBE
Cultivating a balanced and respectful relationship between Indigenous knowledge and existing CBE knowledge structures.

Culturally Responsive Instructional Design & Assessment and Support
Honouring Indigenous histories, cultures and languages through responsive learning environments and instructional design & assessment.

System-Wide Learning
Ensuring staff are knowledgeable, understanding and respectful of the rich diversity of First Nations, Métis and Inuit cultures, languages and histories; the importance of treaties and agreements with First Nations and Métis; and the history and legacy of residential schools

Building Respectful Working Relationships with Community
Working with community from the very beginning as part of how we think about and do everything.

Key Actions

Key Actions 2016-17

Teaching and Learning/Community Engagement
- Build strong collective network of support to advance culturally responsive environments, instructional design & assessment and support across schools
- Extend High School Graduation Coaching Model to 11 elementary/middle schools to work as cohort to create and document wise practice with high impact strategies
- Establish Aboriginal Learning Centre: gathering place for community; supports and services for families; and, pre K-3 school program (pre K-1 first year)

Business Supports
- Redesign allocation of human and financial resources to enable implementation of high impact strategies
- Design succession and recruitment strategy for Indigenous Education

Key Actions 2017-18

Teaching and Learning/Community Engagement
- Strengthen strong collective network of support to advance culturally responsive environments, instructional design & assessment and support across schools
- Extend high impact strategies across CBE schools
- Advance system-wide learning to meet new Teacher Quality/Leader Standards for the benefit of all students
- Design traditional, holistic approach/response to support improved attendance

Continued revision and extension of previous implementation strategies
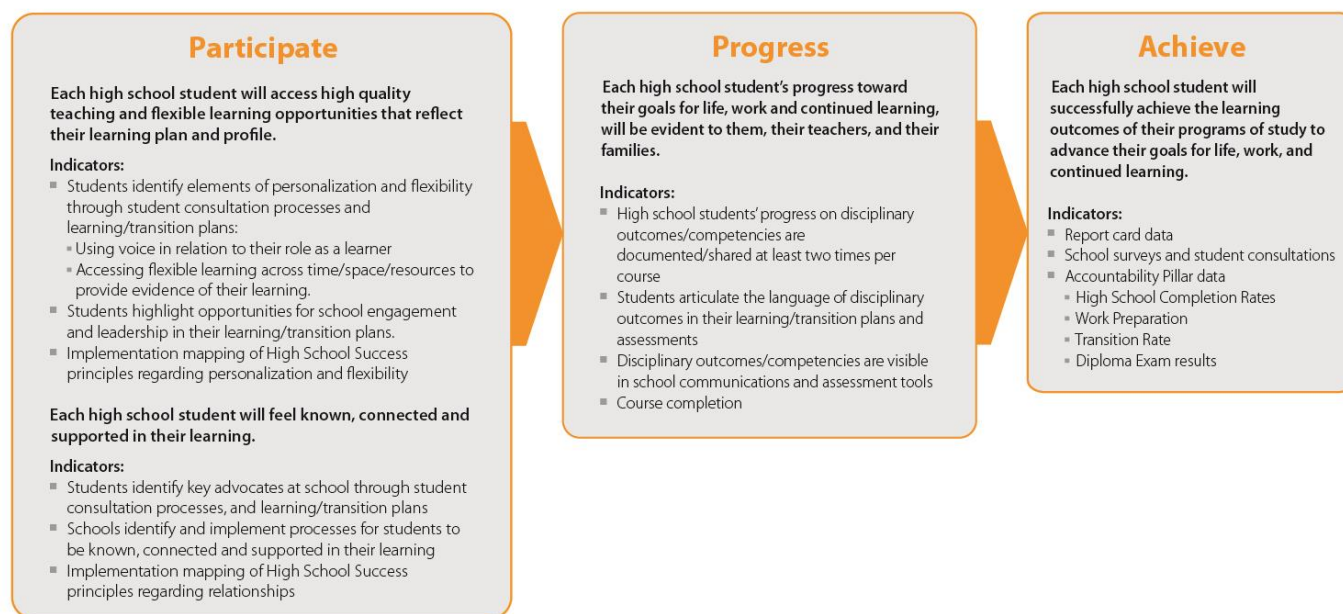
Key Actions 2018-19

Teaching and Learning/Community Engagement
Continued revision and extension of previous implementation strategies

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High School Success Strategy 2016-19

Outcome:
Each CBE high school student will participate, progress and achieve in their learning programs.

Participate

Each high school student will access high quality teaching and flexible learning opportunities that reflect their learning plan and profile.

Indicators:
- Students identify elements of personalization and flexibility through student consultation processes and learning/transition plans:
  - Using voice in relation to their role as a learner
  - Accessing flexible learning across time/space/resources to provide evidence of their learning.
- Students highlight opportunities for school engagement and leadership in their learning/transition plans.
- Implementation mapping of High School Success principles regarding personalization and flexibility

Each high school student will feel known, connected and supported in their learning.

Indicators:
- Students identify key advocates at school through student consultation processes, and learning/transition plans
- Schools identify and implement processes for students to be known, connected and supported in their learning
- Implementation mapping of High School Success principles regarding relationships

Progress

Each high school student's progress toward their goals for life, work and continued learning, will be evident to them, their teachers, and their families.

Indicators:
- High school students' progress on disciplinary outcomes/competencies are documented/shared at least two times per course
- Students articulate the language of disciplinary outcomes in their learning/transition plans and assessments
- Disciplinary outcomes/competencies are visible in school communications and assessment tools
- Course completion

Achieve

Each high school student will successfully achieve the learning outcomes of their programs of study to advance their goals for life, work, and continued learning.

Indicators:
- Report card data
- School surveys and student consultations
- Accountability Pillar data
  - High School Completion Rates
  - Work Preparation
  - Transition Rate
  - Diploma Exam results

Alberta Education identifies three outcomes for high school redesign: • engaged students   • high levels of achievement • quality teaching

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High School Success Strategy 2016-19

Conditions for Success

Moving Forward with High School Redesign (MFWHSR), a province-wide initiative that includes over 200 high schools, highlights "conditions for student success". Calgary Board of Education continues to evolve our approach to these conditions:

Pedagogy
- Designing personalized learning for students through professional learning/networks in task design and assessment.
- Identifying intervention and transition practices.

School Leadership
- Building school leadership teams that collaboratively strengthen their response to the principles of high school redesign including personalization, flexibility and relationships.
- Designing collective research-based and evidence-informed practices that accelerate student learning.

School Culture
- Creating ongoing opportunities for student agency/voice/leadership.
- Engaging with partners around shared goals for student learning and career development

School Structures
- Connecting and making visible the school practices that reflect the principles of high school redesign that support personalization, flexibility and relationships

Key Actions

Key Actions 2016-17
- Align formative/summative assessment practices with outcomes-based assessment and task design
- Develop a continuum of practices that allow students to be known and their learning/life goals to be supported and enriched
- Build coherence in intervention (credit rescue / attendance / essential learning assessments) and Iris/transition practices
- Expand unique pathways, dual credit, work experience and career development opportunities for students
- Articulate school communications regarding the principles of High School Success that support personalization, flexibility and relationships

Key Actions 2017-18
Continued revision and extension of previous implementation strategies
- Task design and assessment
- Practices for students to be known and their learning/life goals to be supported and enriched
- Intervention/transition practices for students
- Career development opportunities for students

Key Actions 2018-19
Continued revision and extension of previous implementation strategies

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Fostering a Positive Workplace Environment Strategy 2016-19

Outcome: CBE has a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfillment.

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Key Actions

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Key Actions 2016-17
- Create a representative Positive Workplace Environment Committee
- Identify preferred survey methodology and select a vendor
- Survey employees with respect to their level of engagement
- Share baseline results with stakeholders
- Build capacity of leaders to analyze results and plan strategies to address areas of growth where feasible

Progress Indicator
- Baseline data story

Key Actions 2017-18
- Supervisors and workgroups determine how to strategically address areas of growth in work plans
- Implement the strategies within workgroups

Progress Indicator
- Responsive implementation plans in workgroups and across workgroups

Key Actions 2018-19
- Survey representative group of employees to determine progress
- Celebrate success and use data to inform the adjustment cycle

Progress Indicator
- Improvement in targeted areas addressed by plans

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Combined 2016 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	89.8	88.2	88.5	89.5	89.2	89.1	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	Program of Studies	83.2	81.1	82.2	81.9	81.3	81.4	Very High	Improved Significantly	Excellent
		Education Quality	89.4	87.6	87.9	90.1	89.5	89.5	High	Improved Significantly	Good
		Drop Out Rate	2.8	3.3	3.4	3.2	3.5	3.5	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	75.2	76.2	74.7	76.5	76.5	75.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	75.5	74.8	74.6	73.6	72.9	73.4	Intermediate	Improved	Good
		PAT: Excellence	20.4	19.9	19.5	19.4	18.8	18.6	High	Improved	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	87.2	88.0	88.2	85.0	85.2	85.1	High	Declined Significantly	Issue
		Diploma: Excellence	27.3	27.7	28.1	21.0	21.0	20.5	Very High	Declined	Good
		Diploma Exam Participation Rate (4+ Exams)	61.0	60.7	60.8	54.6	54.4	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	61.1	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	60.9	61.3	60.3	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	79.3	78.2	77.9	82.6	82.0	81.1	High	Improved Significantly	Good
		Citizenship	83.8	82.3	82.6	83.9	83.5	83.4	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	78.4	77.2	77.5	80.9	80.7	80.5	Intermediate	Improved	Good
Continuous Improvement	Excellent	School Improvement	80.4	75.6	77.5	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

Notes

1 | Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

2 | Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

3 | Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), and Social Studies (Grades 6, 9, 9 KAE).

4 | Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: Biology 30, Chemistry 30, English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Physics 30, Science 30, Social Studies 30-1, and Social Studies 30-2.

5 | 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.

6 | Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

7 | Results for the Alberta Commission on Learning (ACOL) measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.

8 | Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

9 | Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

10 | Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Combined 2016 Accountability Pillar: First Nations, Métis and Inuit Summary

Measure Category	Measure Category Evaluation	Measure	Calgary School District No. 19 (FNMI)			Alberta (FNMI)			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	5.5	9.0	9.1	6.1	7.0	7.2	Intermediate	Improved Significantly	Good
		High School Completion Rate (3 yr)	33.2	35.1	34.0	50.2	47.7	46.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	39.6	42.4	41.8	52.4	52.1	52.8	Very Low	Maintained	Concern
		PAT: Excellence	3.2	3.3	3.9	6.3	6.5	6.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.7	87.9	85.7	78.2	78.3	77.3	Intermediate	Maintained	Acceptable
		Diploma: Excellence	16.8	15.7	16.0	10.0	9.5	9.4	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	14.2	16.3	15.8	20.7	21.0	20.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	20.3	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	25.6	24.6	25.5	33.5	33.0	33.3	Very Low	Maintained	Concern

Notes
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Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.8	80.2	74.4	74.8	75.5	75.4*	Intermediate	Improved	Good			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.7	20.5	19.0	19.9	20.4		High	Improved	Good			

*Alberta Education requires jurisdictions to set targets for any performance measures where the *Overall* evaluation is *Issue* or *Concern*. Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (all student cohort results) was an Issue in the 2014-2015 AERR; accordingly a target was set for 2016.

Year over year, Alberta Education revises results to reflect updated information.

- The 2015 result for this measure published in the October 2015 update to the Accountability Pillar Survey was 74.9%.
- The 2015 result for this measure published in the October 2016 update to the Accountability Pillar Survey was 74.8%.
- The target set for 2016 was 75.4% which would represent an increase of 0.5 percentage points.
- There are two ways to consider whether we met our target.
  - One is the target for 2016 was 75.4% and the result for 2016 was 75.5%; we met our target.
  - Second is based on the adjusted result for this measure. We could consider the same 0.5 percentage point targeted increase to have been met (74.8 + 0.5 = 75.3; our 2016 result is 75.5% - target met).

Strategies

Personalize learning
Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.
- extend the use of learning plans and profiles that help each student be known and develop as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve
Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.
- identify and create the conditions for success for students as unique learners and as members of their school and home communities
- action Indigenous Education Strategy
Advance multiple literacies, numeracy and core competencies for each student across the subject areas.
- action Literacy Strategy
- improve clarity and coherence in mathematics teaching and learning practices through a unified mathematics strategy

Build professional capital
Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.

Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice.
- inclusive learning
- Indigenous cultures, languages and histories
- literacy, numeracy and core competencies
- task design and assessment

Notes
1 | Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2 | Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), and Social Studies (Grades 6, 9, 9 KAE).
3 | Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	86.2	87.3	88.3	88.0	87.2		High	Declined Significantly	Issue	88.3	88.4	90.3
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	25.6	24.7	28.6	27.7	27.3		Very High	Declined	Good			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	72.5	73.1	74.8	76.2	75.2		High	Maintained	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.0	3.7	3.3	3.3	2.8		High	Improved Significantly	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	58.5	59.0	60.4	61.3	60.9		High	Maintained	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	61.1		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	61.1	60.8	48.5	60.7	61.0		High	Maintained	Good			

Notes
1 | Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2 | Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3 | Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: Biology 30, Chemistry 30, English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Physics 30, Science 30, Social Studies 30-1, and Social Studies 30-2.
4 | 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.
5 | Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Personalize learning
Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.
- extend the use of learning plans and profiles that help each student be known and develop as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.
- identify and create the conditions for success for students as unique learners and as members of their school and home communities
- action Indigenous Education Strategy

Advance multiple literacies, numeracy and core competencies for each student across the subject areas.
- action Literacy Strategy
- improve clarity and coherence in mathematics teaching and learning practices through a unified mathematics strategy

Build professional capital
Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.
- action recommendations from previous review of High School Success Strategy

Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice.
inclusive learning
- Indigenous cultures, languages and histories
- literacy, numeracy and core competencies
- task design and assessment

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.2	82.4	83.1	82.3	83.8		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.	76.4	77.3	78.2	78.2	79.3		High	Improved Significantly	Good			

Strategies

Personalize learning
Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.
- extend the use of learning plans and profiles that help each student be known and develop as a learner

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.
- identify and create the conditions for success for students as unique learners and as members of their school and home communities

Build professional capital
Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.
- action recommendations from previous review of High School Success Strategy

Engage our stakeholders
Engage local, provincial and global partners in collaborative ventures to support student learning.
- expand transition opportunities for young adult students

Note
1 | Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2015.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	42.7	47.0	41.1	42.4	39.6	43.0*	Very Low	Maintained	Concern	44.2	45.0	45.9
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.7	4.4	4.4	3.3	3.2	4.0*	Very Low	Maintained	Concern	4.9	5.1	5.7
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	82.7	81.0	83.4	87.9	83.7		Intermediate	Maintained	Acceptable			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.5	9.5	16.3	15.7	16.8		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	26.0	32.1	34.8	35.1	33.2	35.0*	Very Low	Maintained	Concern	38.3	39.7	41.3
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	10.1	9.3	8.8	9.0	5.5		Intermediate	Improved Significantly	Good			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	27.0	25.6	26.2	24.6	25.6	25.0*	Very Low	Maintained	Concern	29.8	31.0	33.2
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	20.3		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	15.7	15.3	13.9	16.3	14.2	18.0*	Very Low	Maintained	Concern	18.7	19.7	20.9

*Alberta Education requires jurisdictions to set targets for any performance measures where the *Overall* evaluation is *Issue or Concern.* Year over year, Alberta Education revises results to reflect updated information.

Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (all student cohort results) was a *Concern* in the 2014-2015 AERR; accordingly a target was set for 2016.
- The 2015 result for this measure published in the October 2015 update to the Accountability Pillar Survey was 42.4%.
- The 2015 result for this measure published in the October 2016 update to the Accountability Pillar Survey was 42.4%.
- The target set for 2016 was 43.0% which would represent an increase of 0.6 percentage points.
- The target for 2016 was 43.0% and the result for 2016 was 39.6%; we did not meet our target.

Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (all student cohort results) was a *Concern* in the 2014-2015 AERR; accordingly a target was set for 2016.
- The 2015 result for this measure published in the 2015 October update to the Accountability Pillar Survey was 3.2%.
- The 2015 result for this measure published in the 2016 October update to the Accountability Pillar Survey was 3.3%.
- The target set for 2016 was 4.0% which would represent an increase of 0.8 percentage points.
- There are two ways to consider whether we met our target.
  - One is the target for 2016 was 4.0% and the result for 2016 was 3.2%; we did not meet our target.
  - Second is based on the adjusted result for this measure. We could consider the same 0.8 percentage point targeted increase not to have been met (3.3 + 0.8 = 4.1; our 2016 result is 3.2% - target not met).

High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10 was a *Concern* in the 2014-2015 AERR; accordingly a target was set for 2016.
- The 2014 result for this measure published in the 2015 October update to the Accountability Pillar Survey was 33.2%.
- The 2014 result for this measure published in the 2016 October update to the Accountability Pillar Survey was 35.1%.
- The target set for 2015 was 34.0% which would represent an increase of 0.8 percentage points.
- There are two ways to consider whether we met our target.
  - One is the target for 2015 was 34.0% and the result for 2015 was 33.2%; we did not meet our target.
  - Second is based on the adjusted result for this measure. We could consider the same 0.8 percentage point targeted increase not to have been met (35.1 + 0.8 = 35.9; our 2015 result is 33.2% - target not met).

Drop Out Rate – annual dropout rate of self-identified FNMI students aged 14 to 18 was a Concern in the 2014-2015 AERR; accordingly a target was set for 2016.
- The 2014 result for this measure published in the 2015 October update to the Accountability Pillar Survey was 9.6%.
- The 2014 result for this measure published in the 2016 October update to the Accountability Pillar Survey was 9.0%.
- The target set for 2015 was 9.4% which would represent a decrease of 0.2 percentage points.
- There are two ways to consider whether we met our target.
  - One is the target for 2015 was 9.4% and the result for 2015 was 5.5%; we met our target.
  - Second is based on the adjusted result for this measure. We could consider the same 0.2 percentage point targeted decrease to have been met (9.0 - 0.2 = 8.8; our 2015 result is 5.5% - target met).

High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10 was a *Concern* in the 2014-2015 AERR; accordingly a target was set for 2016.
- The 2014 result for this measure published in the 2015 October update to the Accountability Pillar Survey was 23.9%.
- The 2014 result for this measure published in the 2016 October update to the Accountability Pillar Survey was 24.6%.
- The target set for 2015 was 25.0% which would represent an increase of 1.1 percentage points.
- There are two ways to consider whether we met our target.
  - One is the target for 2015 was 25.0% and the result for 2015 was 25.6%; we met our target.
  - Second is based on the adjusted result for this measure. We could consider the same 1.1 percentage point targeted increase not to have been met (24.6 + 1.1 = 25.7; our 2015 result is 25.6% - target not met).

Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10 was a *Concern* in the 2014-2015 AERR; accordingly a target was set for 2016.
- The 2014 result for this measure published in the 2015 October update to the Accountability Pillar Survey was 17.0%.
- The 2014 result for this measure published in the 2016 October update to the Accountability Pillar Survey was 16.3%.
- The target set for 2015 was 17.5% which would represent an increase of 0.5 percentage points.
- There are two ways to consider whether we met our target.
  - One is the target for 2015 was 17.5% and the result for 2015 was 14.2%; we did not meet our target.
  - Second is based on the adjusted result for this measure. We could consider the same 0.5 percentage point targeted increase not to have been met (16.3 + 0.5 = 16.8; our 2015 result is 14.2% - target not met).

Notes
1 | Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2 | Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3 | Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6,

9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), and Social Studies (Grades 6, 9, 9 KAE).

4 | Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: Biology 30, Chemistry 30, English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Physics 30, Science 30, Social Studies 30-1, and Social Studies 30-2.

5 | 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.

6 | Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

7 | Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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Strategies

Personalize learning
Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.
- extend the use of learning plans and profiles that help each student be known and develop as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.
- identify and create the conditions for success for students as unique learners and as members of their school and home communities
- action Indigenous Education Strategy

Advance multiple literacies, numeracy and core competencies for each student across the subject areas.
- action Literacy Strategy
- improve clarity and coherence in mathematics teaching and learning practices through a unified mathematics strategy

Build professional capital
Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.
- action recommendations from previous review of High School Success Strategy

Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice.
- inclusive learning
- Indigenous cultures, languages and histories
- literacy, numeracy and core competencies
- task design and assessment

Engage our stakeholders
Implement dialogue engagement framework to give students, staff, families and community members voice in decisions that affect them.
- create opportunities for meaningful dialogue that focus on concerns and aspirations of those impacted
- demonstrate and communicate how contributions influence decisions and connect to student success

Engage local, provincial and global partners in collaborative ventures to support student learning.
- create opportunities for Indigenous Elders and community to contribute to student learning
- expand transition opportunities for young adult students

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Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	87.8	88.3	89.0	88.2	89.8		Very High	Improved Significantly	Excellent			

Strategies

Personalize learning
Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.
- extend the use of learning plans and profiles that help each student be known and develop as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.
- identify and create the conditions for success for students as unique learners and as members of their school and home communities
- action Indigenous Education Strategy

Build professional capital
Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice.
- inclusive learning
- Indigenous cultures, languages and histories

Engage our stakeholders
Implement dialogue engagement framework to give students, staff, families and community members voice in decisions that affect them.
- create opportunities for meaningful dialogue that focus on concerns and aspirations of those impacted
- demonstrate and communicate how contributions influence decisions and connect to student success

Promote a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfilment.
- act on input and feedback to continuously improve processes and build stronger relationships

Note
1 | Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2015.

CBE Disclosure

The CBE Public Interest Disclosure (Whistleblower Protection) policy was approved in February 2014. From September 30, 2015, up to and including September 29, 2016 the following has been received:

Disclosures received by the Designated Officer	0
Disclosures acted on	0
Disclosures not acted on	0
Investigations commenced by the Designated Officer as a result of disclosures	0

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	82.0	82.4	83.1	81.1	83.2	82.1*	Very High	Improved Significantly	Excellent			

*Alberta Education requires jurisdictions to set targets for any performance measures where the *Overall* evaluation is *Issue* or *Concern*. Overall 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 was an Issue in the 2014-2015 AERR; accordingly a target was set for 2016.

Year over year, Alberta Education revises results to reflect updated information.

- The 2015 result for this measure published in the 2015 October update to the Accountability Pillar Survey was 81.1%.
- The 2015 result for this measure published in the 2016 October update to the Accountability Pillar Survey was 81.1%.
- The target set for 2016 was to achieve an increase of 1.0 percentage points.
- According to the target of 82.1% set for 2016, we have met our target (target = 81.1 + 1.0 = 82.1; our 2016 result of 83.2 exceeds our target of 82.1).

Strategies

Build professional capital
Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.
- build data literacy across CBE leadership teams

Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice.
- inclusive learning
- Indigenous cultures, languages and histories
- literacy, numeracy and core competencies
- task design and assessment

Introduce teacher induction program.
- engage stakeholders and develop program for teachers new to the CBE
- begin implementation of program to support new teachers in actioning personalized learning strategy.

Engage our stakeholders
Implement dialogue engagement framework to give students, staff, families and community members voice in decisions that affect them.
- create opportunities for meaningful dialogue that focus on concerns and aspirations of those impacted
- demonstrate and communicate how contributions influence decisions and connect to student success

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Note

1 | Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2015.

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	77.6	78.7	78.3	75.6	80.4	76.0*	Very High	Improved Significantly	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.0	77.4	77.9	77.2	78.4		Intermediate	Improved	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.1	88.3	87.8	87.6	89.4		High	Improved Significantly	Good			

*Alberta Education requires jurisdictions to set targets for any performance measures where the *Overall* evaluation is *Issue* or *Concern*. 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 was flagged as an Issue in the 2014-2015 AERR; accordingly a target was set for 2016.

Year over year, Alberta Education revises results to reflect updated information.

- The 2015 result for this measure published in the 2015 October update to the Accountability Pillar Survey was 75.6%.
- The 2015 result for this measure published in the 2016 October update to the Accountability Pillar Survey was 75.6%.
- The target set for 2016 was to achieve an increase of 0.4 percentage points.
- According to the target of 76.0% set for 2016, we met our target (target = 75.6 + 0.4 = 76.0; our 2016 result of 80.4 exceeds our target of 76.0).

Strategies

Build professional capital
Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.
- action recommendations from previous review of High School Success Strategy
- build data literacy across CBE leadership teams

Engage our stakeholders
Implement dialogue engagement framework to give students, staff, families and community members voice in decisions that affect them.
- create opportunities for meaningful dialogue that focus on concerns and aspirations of those impacted
- demonstrate and communicate how contributions influence decisions and connect to student success

Promote a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfilment.

Steward our resources
Build, optimize, modernize, and/or maintain schools and infrastructure to foster enriching learning environments.

Improve access to and use of data.

Develop and implement a new student information system.

Enhance operational performance through increasingly effective, efficient and streamlined business processes and practices.

Note
1 | Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2015.

Summary of Financial Results for 2015-16

Year-Over-Year Highlights

From 2014-15 to 2015-16, student enrolment increased by approximately 2.2 per cent (2,485 students) as measured on Sept. 30 of each school year. Comparing the 2015-16 actual results to the prior year highlights the following:

- Revenue from Alberta Education was up $64.4 million; an increase of 5.6 per cent. Provincial funding per student increased marginally, however total funding increased primarily due to enrolment growth.
- Employee salaries and benefits represent 78 per cent of expenses. The expense increased year-over-year by $45.9 million. This 4.7 per cent reflects an increase in school-based permanent positions due to increased enrolment, and the negotiated salary and step increment increases for various employee groups. The increase also reflects a $14.5 million one-time investment to further schools' goals of improving student achievement and $1.5 million to hire high school graduation coaches to support First Nations, Métis and Inuit students.
- In 2015-16, the provincial government limited board and system administrative expenses[1] to 3.6 per cent of the operating budget. For 2015-16, the CBE spent 2.6 per cent of its total operating expenses on board and system administration, enabling more resources to be directed to the classroom and classroom support. As a result, centralized supports to schools are lean.
- CBE's accumulated surplus has increased by $8.6 million due to higher than anticipated investment gains realized through investment transactions.

Actual to Budget Highlights

The CBE's 2015-16 budget was developed and approved by the Board of Trustees in the spring of 2015 for implementation in September of that same year. The budget was based on estimates of an expected enrolment increase of 2455 for the 2015-16 school year. At the Sept. 30, 2015 student count date, actual enrolment for the year was 30 students higher than originally budgeted. As a result, both revenues and expenses were marginally higher than the spring budget. The budget presented for comparative purposes in this report is the Fall 2015 Budget Update which incorporates the finalized September 30 enrolment number. That budget update was accepted by the Board of Trustees on Dec. 1, 2015.

- A comparison of actual results to budget for 2015-16 highlights a number of specific variances.
- Over 91 per cent of CBE revenue comes from Alberta Education. Alberta Education funding received was higher than budgeted by $4.5 million. The increase was due to higher Infrastructure, Maintenance and Renewal (IMR) activity than what was anticipated as well as higher revenue (with offsetting expenses) for the Alberta Teachers' Retirement Fund (ATRF).
- Non-Alberta Education revenue was $116.9 million. This amount is comprised mainly of fees, school generated revenues and investment income. Non-Alberta Education revenue was $18.7 million higher than budgeted due primarily to revenues generated from investment income as well as higher school generated revenues which are inherently variable, subject to school decision making, and fluctuate from year to year.
- $4.7 million more was spent on salaries and benefits than planned due primarily to activities related to opening new schools in 2016-17, higher charges for the Alberta Teachers Retirement Fund and costs associated with the influx of an additional 500 refugee students.
- Due to more favorable results combined with increased capital activities, the actual net draws from operating reserves was only $1.5 million.

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[1] Board and System Administration costs are specifically defined by Alberta Education's reporting manual and are included in Appendix AIV for reference.

Operating Surplus

With the realization of investment gains along with prudent spending, the CBE reports a surplus of $14.6 million. The $32.5 million variance from the fall budget update reflects:

- $9.3 million higher realized investment income due to favorable market conditions and actual gains realized;
- $9.6 million net savings in salaries and benefits due to lower actual rates than estimated for the budget as well as savings resulting from position vacancies during the year;
- $3.0 million in savings from resourcing efficacy reviews with existing staff;
- $3.5 million net savings on contracts, system accounts and service unit spending;
- $2.6 million in lower utility costs than budgeted due to both a reduction in usage and lower energy rates than anticipated;
- ($2.4 million) in spending associated with unanticipated increase in refugee students; and
- $6.9 million for projects budgeted in 2015-16 that were incomplete at year-end and the budget will be carried forward to 2016-17.

Use of Surplus

The CBE has applied a prudent financial management practice due to concerns about future pressures and realized a surplus of $14.6 million. This amount is transferred to and from reserves as follows:

- transfer (to) and from operating reserves totalling $1.1 million:
    - $8.2 million from unrestricted operating surplus;
    - $(3.5) million to fiscal stability reserve;
    - $(0.1) million from the transportation fee stabilization reserve;
    - $(3.2) million to designated funds; and
    - $(0.3) million to the EducationMatters Endowment Fund.
    - investment of $(15.7) million in board-funded capital.

The surplus means that the CBE's reliance on funding from operating reserves in 2015-16 was less than anticipated, making the reserves available to fund projects already planned, committed and in progress.

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

A full discussion and analysis of the CBE's year-end financial statements and historical financial documents can be found at the following link subsequent to Board of Trustees approval, scheduled for Nov. 29, 2016: http://www.cbe.ab.ca/about-us/budget-and-finance/Pages/default.aspx

The provincial roll up of financial results can be found at:
https://education.alberta.ca/financial-statements/combined-statements

Program Expenditure Information

	2015-16							2014-15
	Instruction: early childhood services	Instruction: grades 1-12	Board and system adminstration	Transportation	Plant operations and maintenance	External services	Total	Total
Revenues								
Alberta Education	51,856	925,487	43,517	35,027	152,907	-	1,208,794	1,144,397
Other government of Alberta revenue	-	200	-	-	463	70	733	1,108
Federal grants and education agreements	-	997	20	-	-	1,970	2,987	2,904
Sales and services	579	19,910	1,095	-	852	4,836	27,272	24,329
Fees	158	27,889	-	8,173	-	13,657	49,876	50,296
Investment income	-	324	154	-	258	11,410	12,147	14,863
Other Alberta school authorities	-	375	-	-	272	-	646	831
Gifts and donations	-	8,699	-	-	-	42	8,741	7,023
Fundraising	-	7,166	-	-	-	-	7,166	6,828
Rentals	-	-	445	-	2,054	4,368	6,868	6,698
Gain on disposal of assets	-	44	-	-	-	-	44	63
Other revenue	-	426	-	-	-	-	426	1,323
Total Revenues	**52,593**	**991,516**	**45,231**	**43,200**	**156,807**	**36,353**	**1,325,699**	**1,260,664**
Expenses								
Certificated salaries	27,072	598,485	1,153	11	-	375	627,095	594,042
Certificated benefits	3,020	139,510	84	1	-	173	142,788	134,485
Non-certificated staff salaries	12,464	108,011	14,542	2,141	49,774	13,760	200,691	197,091
Non-certificated staff benefits	3,127	26,026	3,174	563	12,959	2,783	48,632	47,608
Sub-total	**45,683**	**872,031**	**18,952**	**2,715**	**62,733**	**17,092**	**1,019,206**	**973,227**
Supplies and services	2,595	101,459	11,611	44,171	70,078	3,217	233,131	217,687
Amorization of supported tangible capital assets	-	-	-	-	29,221	-	29,221	29,808
Amorization of unsupported tangible capital assets	666	14,201	2,827		5,171	6	22,871	21,837
Supported debt interest	-	-	-	-	463	-	463	560
Other interest and finance charges	8	211	111	202	257	261	1,050	1,477
Other expense	51	1,081	46	1,359	-	2,659	5,196	4,705
Total expenses	**49,003**	**988,983**	**33,547**	**48,447**	**167,923**	**23,235**	**1,311,138**	**1,249,301**
Operating surplus / (deficit)	**3,590**	**2,533**	**11,684**	**(5,247)**	**(11,116)**	**13,118**	**14,561**	**11,363**

Budget Summary: Fall 2016 Update to the 2016-17 Operating Budget

On Nov 29, 2016, the Board of Trustees will be asked to receive the Fall 2016 Update to the 2016-17 Operating Budget reflecting total planned spending of $1331.0 million, an increase of $6.8 million from the approved budget, and authorize submission to Alberta Education.

The development of the 2016-17 Budget was guided by the CBE's values:

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

The approved 2016-17 Operating Budget was prepared using a consultative process and focused resources on achieving the vision as articulated in the CBE values, the Three-Year Education Plan and guidance from Alberta Education.

In consideration of our values and the provincial revenue limitations, the overall expected outcomes for the 119,147 students in this budget are:

- Funds allocated directly to schools via the RAM have increased by $24.2 million and are sufficient to maintain the current 2015-16 ratio of students to school-based staff, subject to principal deployment decisions.

- The RAM increase includes $1.9 million for the addition of 13 additional system classes and the opening of six Early Development Centres to accommodate increased enrolment, refugees and student learning complexity.

- $1.0 million will be spent in support of a strategy to effectively address the issue of how we can increase academic success for First Nations, Métis and Inuit learners. This increase is in addition to the continuation of the graduation coach program that began last year for senior high schools ($1.5 million). We continue to focus on improving educational outcomes for CBE First Nations, Métis and Inuit students.

- $11.0 million has been added to the budget for incremental operating costs associated with the opening of 15 new schools and the Aboriginal Learning Centre ($6.0 million of which is part of the RAM increase). Additional costs relate to administrative staff in schools (principal, office staff, library staff, etc.) facility operations and maintenance staff and operating costs such as connectivity, insurance and utilities.

- Fee revenue will be increased by $1.8 million year-over-year due primarily to enrolment growth.

- Fee revenue for noon supervision and Instructional Supplies and Materials (ISM) will fully fund direct program costs, including waivers and uncollectible accounts. There will be no contribution from the instructional budget to support these fee-based programs and services.
    Note | Alberta Education provides funding for transportation. There is no provincial funding for IS and Noon Supervision.

- The transportation program is currently budgeted to run at a deficit of up to $2.2 - $2.7 million, to be contributed from operating reserves. This decision was made following extensive public engagement that resulted in recommendations on the level of transportation services and fees. Further changes will be put in place for the 2017-18 school year with the ultimate objective that the transportation program will be self-sustaining (i.e. funded exclusively via targeted government grants and parent/guardian fees).

- The number of school-based teachers will increase by 201 full time equivalent positions and support staff by 48 full time equivalent positions.

- Non-facility capital project spending is budgeted at $63.4 million, including $3.5 million to support the commissioning of new schools scheduled to open in the 2017-18 year, $7 million for wireless upgrades to address functionality issues, $2.8 million for Career and Technology Studies/Foundations and $7.2 million for the development and implementation of the new Student Information System (SIS) and $23.7 million in capital designated funds for projects in progress at the end of 2015-16 that will continue in 2016-17.

- As required by law, the budget for 2016-17 is balanced.

The CBE's 2016-17 budget report can be found at the following location:
http://www.cbe.ab.ca/about-us/budget-and-finance/Pages/default.aspx

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 and forms the basis of the 2016-17 updated work plans for each of the CBE's service units and fall resource deployment by principals at schools.

Of the $1,331.0 million in total expected revenues (not including approved transfers from operating reserves and designated funds) approximately 92 per cent, or $1,230.7 million, is Alberta Education grant revenue. The total planned spending is $1,350.8 million leaving a deficit of $19.8 million, which will be funded from draws on reserves.

Revenues

	Fall Budget Update		Budget
	2016-17		
	(in $ thousands)	%	(in $ thousands)
Alberta Education	1,230,690	92%	1,224,643
Fees revenue	51,456	4%	51,047
Other sales and services	19,360	1%	19,111
Other	29,466	2%	29,347
Revenues	**1,330,972**	**100%**	**1,324,148**
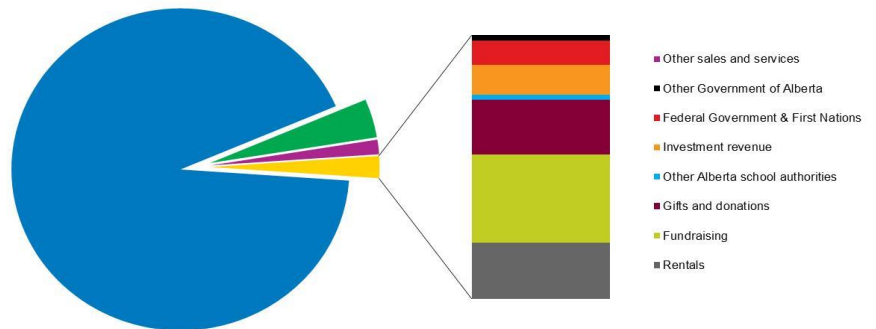
Expenses By Type

	Fall Budget Update		Budget
	2016-17		
	(in $ thousands)	%	(in $ thousands)
Certificated permanent salaries and benefits	751,779	56%	742,249
Certificated temporary salaries and benefits	23,535	2%	23,386
Non-certificated permanent salaries and benefits	253,696	19%	257,790
Non-certificated temporary salaries and benefits	8,983	1%	8,540
Supplies and services	247,869	18%	242,576
Other (interest, amortization and uncollectible accounts)	64,936	5%	69,433
Expenses by type	**1,350,798**	**100%**	**1,343,974**
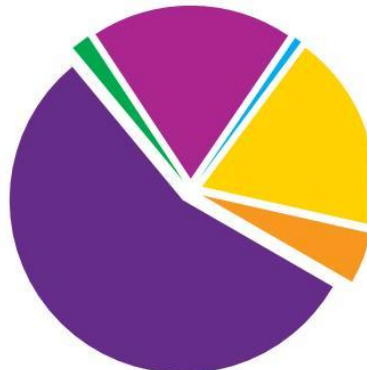
Summary of Facility & Capital Plans 2016-17

Calgary has experienced high growth over the past decade. Calgary's population has increased by 139,979 persons in the last five years, an average of 27,996 persons per year. The current population is 1,235,171 people (2016 City Census). There are approximately 20 new developing communities as indicated in the City of Calgary's 2016 *Suburban Residential Growth 2016-2020*.

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 Three-Year School Capital Plan 2017-2020 was approved on March 8, 2016 by the Board of Trustees and can be found on the Schools Under Development page on the CBE Website at:

http://www.cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan.pdf

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

- 20 new school construction projects totaling $478.5 million
- 13 major modernization projects totaling $187 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.

Approved New Schools and Modernization Requests

In May 2013, the Provincial Government announced the approval of six new schools for the CBE to accommodate enrolment growth in Calgary's new and developing communities as part of the Building Alberta Schools Construction Program (BASCP). The six new schools consisted of three elementary, two middle, and one high school. In June 2014 the Provincial Government announced that they would not be pursuing the BASCP procurement package and that the new schools, with the exception of the North East High School, would be handed over to the CBE for development and construction. The construction process is now complete and these schools were opened for the 2016-17 school year:

- New Brighton School (Elementary)
- Copperfield School (Elementary)
- Kenneth D. Taylor School (Evanston Elementary)
- William D Pratt School (Royal Oak Middle)
- Peter Lougheed School (Saddle Ridge Middle)
- Nelson Mandela School (North East High School)

In February 2014 the Provincial Government announced funding for the development and construction of six additional schools for CBE as part of their commitment to build fifty new schools. The design development and pre-construction process is now complete. Construction was completed on 2 of the 6 schools for the September 2016-17 school year with the balance of construction anticipated for completion in the coming months.

- Auburn Bay School (Elementary) – Open September 6, 2016
- Marshall Springs School (Evergreen Middle)
- Buffalo Rubbing Stone School (Panorama Elementary) Open September 26, 2016.
- McKenzie Highlands School (McKenzie Towne Middle)
- Dr. Martha Cohen School (New Brighton/Copperfield Middle)
- Eric Harvie School (Tuscany Elementary)

In September 2014, the Provincial Government announced funding for four starter schools and the design development of a new high school in South East Calgary. These four starter schools would subsequently proceed as full build-outs for completion and opening in the 2016- 2017 school year and the high school in 2018/2019:

- Dr. Roberta Bondar School (Aspen Woods Elementary)
- Dr. George Stanley School (Cranston Middle)
- Hugh A Bennett School (Saddle Ridge Elementary)
- West Ridge School (West Springs/Cougar Ridge Middle)
- Seton High School (SE High School)

The completion of the Booth Centre for Chinook Learning Services was expected in the summer of 2014. Due to significant flood damage in June 2013 the development was abandoned and alternative concepts for the redevelopment of the site with the Calgary Municipal land Corporation and developers were explored. A Land Use Re-designation Application has been submitted to the City and a Developer Expression of Interest will be issued.

In January 2014 the Provincial Government announced funding for four additional major modernizations which were completed in the 2016-2017 school year. Both Jack James and Bowness High Schools opened in September 2016, while Christine Meikle and Harold W. Riley will be completed in the coming months.

- Christine Meikle School (Replacement School)
- Harold W. Riley School (New Aboriginal Learning Centre)
- Jack James High School (Major Modernization)
- Bowness High School (Major Modernization)

In February & March 2014 the Provincial Government approved limited capital funding to rebuild Elbow Park School and flood mitigation funding for Rideau Park school, damaged by the 2013 Floods.

In October 2014 the Provincial Government announced funding for phase 3 of a consolidated advancement of education capital projects. This announcement which has subsequently been approved for full development provides the CBE with 3 new schools and two additional high school major modernizations for completion in the 2017/2018 school year.

- Manmeet Singh Bhullar School (Martindale Elementary School)
- Ron Southern School (Silverado Elementary School)
- Griffith Woods School (Springbank Hill/Discovery Ridge K-9)
- James Fowler High School Modernization
- Lord Beaverbrook High School Modernization

Enrolment Program Overview

In the 2016-17 school year the Calgary Board of Education will provide programs and services in 242 schools, addressing the complexity and diversity of a population of 119,147 students.

Type and Number of Schools[1]
2016-17

Elementary	140
Elementary Junior or Middle	43
Junior	17
Junior Senior	3
Senior	22
Elementary Junior Senior[2]	1
Unique Settings including Discovering Choices	
Outreach at four locations	16
Total	**242**

Notes
1 | School is defined as an instructional setting with a unique school code assigned by Alberta Education.
2 | Home Education

Student Enrolment
as of Sept. 30, 2016

Early Learning	178
Kindergarten	9,125
Grades 1 to 3	29,410
Grades 4 to 6	25,715
Grades 7 to 9	23,292
Grades 10 to 12	26,443
Home Education	249
Unique Settings	729
Outreach Programs	1,337
Chinook Learning Services[1]	2,211
CBe-learn	458
Total Enrolment	**119,147**

Note
1 | 767 students are over 20 years old.

CBE Budgeted Employee Count[1]
2015-16

Certificated[2]	6,228
Non-certificated	3,382
Total	**9,610**

Notes
1 | Reported as Full-Time Equivalents as of Sept. 30, 2015
2 | Excludes substitute teachers and staff on secondment or Professional Improvement Leave.

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

- Alternative High School
- CBE Homeschooling
- CBe-learn
- Children's Village School
- Chinook Learning Services
- Christine Meikle School
- Discovering Choices Outreach: Bowness, Downtown, Marlborough, Westbrook,
- Dr. Gordon Townsend School at Alberta Children's Hospital
- Dr. Oakley School
- Early Development Pre-School
- Emily Follensbee School
- Encore CBE
- Jack James Pre-school.
- Louise Dean School
- Nexus
- Project Trust
- West View School
- William Roper Hull School
- Wood's Homes Schools – George Wood Learning Centre and William Taylor Learning Centre

Specialized School-Based Programming for Students with:

- Autism
- Blind or Visual Impairments
  - Head Start Braille Program
  - Short-Term Classes at Vision Resource Centre
- Complex Needs
- Deaf and Hard of Hearing Needs
  - Aural/Oral Approach
  - Bi-lingual Approach – American Sign Language and English
  - Preschool for Deaf or Hard of Hearing
- Developmental Disabilities
- English Language Learning Needs
- Literacy, English and Academic Development Program
- Gifted and Talented Needs
- Learning Disabilities
- Mental Health Needs
- Social-emotional Needs

Sports-Supported Learning Opportunities

- National Sport Academy
- National Sport School

CBE-Supported Community-Based Programming

- Adolescent Day Treatment Program at Holy Cross Centre with Alberta Health Services (AHS)
- Alberta Adolescent Recovery Centre
- Alberta Alcohol and Drug Abuse Commission
- Calgary Youth Attendance Centre with Alberta Justice
- Community Psychiatric Unit at Wood's Homes Parkdale Campus with AHS
- Emergency Women's Shelter Liaison
- Enviros Wilderness Base Camp with AHS
- ExCel Discovery Program with Alberta Justice, AHS and Enviros
- Exceptional Needs Under 12 at Wood's Homes Parkdale Campus with AHS
- HERA Program with Boys and Girls Club of Calgary
- Young Adult Program at the Foothills Hospital with AHS
- Youth Community Support Program at Wood's Homes Parkdale Campus with AHS

Pathway Categories and Programs

- Dual Credit
- Internships
- Off-campus Exploratory Programs
- Registered Apprenticeship Programs

Alternative Programs

Content program focus

- Arts-Centred Learning
- Juno Beach Academy of Canadian Studies
- Performing and Visual Arts
- Science Program

Teaching philosophy programs

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

Language and culture programs

- Aboriginal Learning Centre
- French Immersion (Early and Late) Program
- German Bilingual Program
- Mandarin Bilingual Program
- Medicine Wheel Pre-school and Kindergarten
- Piitoayis Family School
- Spanish Bilingual Program

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 3 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 5 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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 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
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

1 | 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%.

2 | 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% 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 5 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).

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2016 - Province: Alberta

Measure Category	Measure Category Evaluation	Measure	Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.5	89.2	89.1	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Program of Studies	81.9	81.3	81.4	Very High	Improved Significantly	Excellent
		Education Quality	90.1	89.5	89.5	Very High	Improved Significantly	Excellent
		Drop Out Rate	3.2	3.5	3.5	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	76.5	76.5	75.5	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	19.4	18.8	18.6	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	85.0	85.2	85.1	Intermediate	Maintained	Acceptable
		Diploma: Excellence	21.0	21.0	20.5	High	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	54.6	54.4	53.5	Intermediate	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	82.6	82.0	81.1	High	Improved Significantly	Good
		Citizenship	83.9	83.5	83.4	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	80.9	80.7	80.5	High	Improved	Good
Continuous Improvement	Excellent	School Improvement	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

Notes

1 | Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

2 | Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

3 | Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

4 | Aggregated Diploma results are a weighted average of per cent 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, Social Studies 30-1, and Social Studies 30-2.

5 | Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

6 | Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.

7 | Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

8 | Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

9 | Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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Calgary Board of Education