

Focus | Public Assurance



Annual Education Results Report 2020-21

learning | as unique | as every student



Calgary Board
of Education

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Our Commitment to Continuous Improvement

The Board of Trustees and staff of The Calgary Board of Education work together within a cycle of continuous improvement in support of our shared belief that every student should have the opportunity to succeed personally and academically regardless of background, identity or personal circumstances. Our Annual Education Results Report highlights our dedication to student success and communicates our goals and strategies to all stakeholders.

This report represents the results of our work in the areas of achievement and well-being, organizational effectiveness and service transformation, strategic allocation of resources to support students' needs and the development of our employees.

Each year, we review our priorities to reflect on what we have accomplished and look at areas to improve. Our priorities align with the Alberta Education Outcomes and are grounded in evidence-informed decisions, which in turn determine the system strategic actions.

On behalf of The Calgary Board of Education, we extend our thanks and appreciation to our employees for their ability to adapt and respond in ways that demonstrate commitment to advancing achievement, equity, and well-being.



Laura Hack
Chair, Board of Trustees
The Calgary Board of Education



Christopher Usih
Chief Superintendent of Schools
The Calgary Board of Education

Introduction to the Report

The Calgary Board of Education's Annual Education Results Report provides a summary of results for the 2020-21 school year.

In addition to this report, the Board of Trustees each year publicly monitor progress through [Operational Expectations and Results](#) reporting.

Each school posts a School Improvement Results Report annually that speaks to the achievement of goals specified in their School Development Plan and to the targeted area(s) of improvement for the coming years.

At the core of this work is having:

- schools work collaboratively with service units to create and implement system initiatives that advance learning and enhance opportunities for students and families;
- centralized supports aligned with system wide priorities reflected by CBE values and the Education Plan; and
- specific areas of operations and centralized services provide administrative time-savings for schools and allow for more time to focus on teaching and learning.

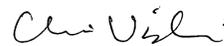
Accountability Statement

The Annual Education Results Report for The Calgary Board of Education for the 2020-21 school year was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing member of society.

This Annual Education Results Report for the 2020-21 school year was approved by the Board on November 23, 2021.



Laura Hack
Chair, Board of Trustees
The Calgary Board of Education



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Chief Superintendent of Schools
The Calgary Board of Education

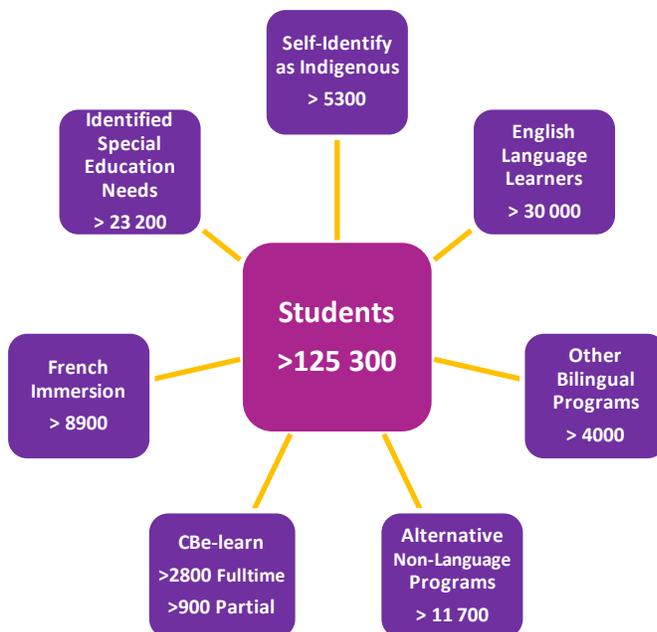
Overview

We are one school system educating more than 125 300 students in 246 school settings. More than 9475 employees, across schools and service units, work together to provide learning opportunities as unique as each student.

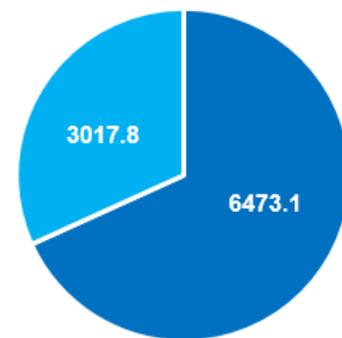
Our work is guided by our [Education Plan](#), which connects each employee in The Calgary Board of Education (CBE) to student success, the centre of all our decisions. Achieving student success requires commitment from every part of CBE's community – employees, students, parents, community and industry leaders and government. It requires a vision of what success looks like for each student and a plan for how we get there.

As a leader in education, we are all committed to the Board of Trustees priorities for student success: achievement, equity and well-being. We are proud of our students and the outstanding results they continue to achieve.

Schools 246			
Elementary 145	Elementary-Junior 9	Middle 42	Junior 11
Elementary-Junior-Senior 2	Junior-Senior 2	Senior 20	Unique Settings including Outreach 15



Staff (FTE)



■ Certified ■ Non-Certified

Our Values

Students come first.

We believe that everyone can learn. Each student is unique and worthwhile. We acknowledge, recognize and celebrate the diversity of our learners. Success for each and every student is the goal of our work.

Learning is our central purpose.

We believe that learning empowers students to achieve their potential. Attention to continuous improvement, high expectations, innovation and relationships will enable all students to reach their potential. Student learning is at the heart of everyone's work at The Calgary Board of Education.

Public education serves the common good.

Public education is essential for a vibrant democracy. The principles of democracy drive our accountability to the public and the public's participation in our work. "Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability."¹ The Calgary Board of Education is committed "to demonstrating fiscal responsibility and effective stewardship of resources in supporting system/student outcomes."²

¹ Alberta Education. (2021). *Funding manual for school authorities*, p. 23. Retrieved October 24, 2021, from <https://open.alberta.ca/dataset/8f3b4972-4c47-4009-a090-5b470e68d633/resource/f788868f-5f44-47b8-b071-1c6f56ef8cbc/download/edc-funding-manual-2021-2022-school-year-september-2021.pdf>.

² Alberta Education, *Funding manual for school authorities*, p. 20.

Our Ultimate Goals

The Calgary Board of Education Annual Education Results Report 2020-21 combined with the Education Plan 2021-2024 helps CBE build strategies that support student learning. These strategies align to the Board of Trustees [Results Policies](#) to guide our work fostering student success.

The Board of Trustees defines the Results as:

Results 1 | Mission

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

Results 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.

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

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

Results 3 | Citizenship

Each student will be a responsible citizen.

Students will:

- participate in developing and maintaining our Canadian civil, democratic society;
- understand the rights and responsibilities of citizenship in local, national and international contexts;
- respect and embrace diversity;
- be responsible stewards of the environment by contributing to its quality and sustainability; and
- be able to lead and follow, as appropriate and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Results 4 | Personal Development

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

Students will:

- demonstrate resilience and perseverance to overcome failure and to adapt to change;
- take initiative, set goals, self-evaluate and strive to continuously improve;
- have the confidence to embrace ambiguity and complexity;
- take risks appropriately;
- make lifestyle choices based upon healthy attitudes and actions and be able to assume responsibility for personal well-being; and
- be technologically fluent, able to use digital tools critically, ethically and safely.

Results 5 | Character

Each student will demonstrate good character.

Students will:

- possess the strength of character to do what is right;
- act morally with wisdom; and
- balance individual concerns with the rights and needs of others.

CBE Strategies for Excellence and Continued Improvement

CBE's [Education Plan 2021- 2024](#) (approved by the Board of Trustees on May 20, 2021), is a direct reflection of priorities identified by the Board: achievement, equity and well-being.

By clearly articulating the goals, outcomes, actions and measures based on the Board of Trustee priorities, the Education Plan provides an explicit way forward to ensure that “Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning” (CBE Mission).

Our overall strategy is to the Board priorities through:

- learning excellence;
- people excellence;
- collaborative partnerships; and
- strategic resourcing.

“Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority accountability and assurance.”³ The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan, to improve student learning and results. The plan was developed in the context of the provincial government’s business and fiscal plans and supports the outcomes in the Ministry Business Plan 2021-24: Education⁴.

³ Alberta Education, *Funding manual for school authorities*, p. 136.

⁴ Alberta Education, *Ministry Business Plan 2021-24: Education*. Retrieved Oct. 7, 2021, from <https://open.alberta.ca/dataset/cea65c12-a239-4bd9-8275-3ab54d84f5b3/resource/528bd66c-b605-4695-b131-b7deb82fb410/download/edc-education-business-plan-2021-2024-eng.pdf>

Communicating and Engaging Stakeholders

At CBE, we place a high priority on effective ongoing communication with students, staff, families, partners and community members. This approach leads to strong collaboration and strengthens the learning opportunities provided to our students.

Timely, clear communication to staff, students and families through multiple channels enables us to build trust and strong connections with the communities we serve. We continually update our public, internal and school websites and have invested resources to ensure all websites are accessible, mobile friendly and translatable into multiple languages.

Information is also sent regularly to our staff and families via email, internal newsletters, our mass communication tool, SchoolMessenger, and social media channels including Twitter and, more recently, Facebook and Instagram. Teachers also communicate with students and families through Iris, PowerSchool, Google Classroom and Brightspace by D2L.

Since the global pandemic was declared in March 2020, frequent and ongoing communications has been a priority. CBE has kept staff, students, families and the community informed of important updates that may impact them. This has included communication related to sudden shifts to at-home learning, evolving health measures in schools, opportunities to participate in online learning through the Hub Learning model and CBe-learn, vaccination policies and much more.

When there is a decision to be made and stakeholders can influence that decision, we move beyond communications into community engagement. That said communications are an important foundational element of any community engagement initiative. At CBE, our work is guided by our framework for community engagement called Dialogue. The [Dialogue Framework](#) provides a process and guidelines for involving students, staff, families and community members in decisions that affect them. We know we make better decisions when we work together with our communities to solve problems and find solutions. Last year, CBE completed its largest community engagement – developing a sustainable plan that balances enrolment across 20 CBE high schools and gives students access, flexibility and choice in programming. The plan was finalized and the [decision](#) was communicated to students, staff and families in June 2021 and implementation will begin in the fall of 2022.

A collaborative approach supports student success. Students have a voice through the following opportunities:

- contributing their ideas and interests to the design of daily learning tasks;
- the Chief Superintendent's Student Advisory Council;
- participating on advisory groups such as CBE CARES;
- completing surveys and participating in focus groups;
- their school's Principal Advisory Council; and
- other unique opportunities within our schools.

In the spring of 2021, more than 24 000 CBE students, over 5200 parents/guardians and more than 5000 teachers responded to the provincial Alberta Education Assurance (AEA) Survey.

- 84.8% agreed or strongly agreed that students are engaged in their learning at school.
- 80.3% are satisfied that students model the characteristics of active citizenship.
- 88.1% are satisfied with the overall quality of basic education.
- 86.0% agreed or strongly agreed that their learning environments are welcoming, caring, respectful and safe.
- 78.9% agreed or strongly agreed that students have access to the appropriate supports and services at school.
- 76.6% are satisfied with parental involvement in decisions about their child's education (respondents: parents and teachers only).

School Councils

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 matters. 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.

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, home and community may work together for the benefit of students;
- providing a forum for discussion of school philosophies, results, budgets and operations that contribute to the creation of the school development plan; and
- reporting to the community on the progress achieved towards the goals and key outcomes in the school development plan.

School Culture & Environment

Each school in our system has developed its own culture that represents the unique needs and expectations of their students, staff, parents and school community members. Along with their own school culture, each school reflects a unified culture of inclusion in CBE.

Students, staff and school communities share the responsibility of cultivating environments that welcome everyone and provide opportunities to thrive in life and learning.

Our schools are safe, positive, inclusive, equitable and welcoming learning and working environments that support and respond to the needs of students and staff.

Recognizing the full range of uniqueness in our students and staff is central to our work. We are committed to providing inclusive environments. We provide respectful, safe, secure and welcoming environments for all students, families and staff inclusive of:

- physical ability;
- mental ability;
- gender identity and gender expression;
- sexual orientation;
- cultural and linguistic diversity;
- race;
- ancestry;
- gender;
- religious beliefs;
- socioeconomic status; and
- family composition.

[CBE CARES](#) (Collaboration for Anti-Racism, Equity Supports) was introduced in June 2020 and advanced in the 2020-21 school year. An external expert was hired last year to facilitate meetings with an internal advisory council (including students and staff) and host listening sessions with parents/guardians and staff to hear their perspectives on racism, discrimination and other barriers to inclusion in our schools and workplaces. Members of the CBE Indigenous Education Team also held one-on-one meetings with Elders to seek their guidance.

We have provided updates to staff and the public on how we are advancing this work since the initiative was launched. The goal is that CBE CARES (and advancing equity and inclusion) becomes part of the fabric of the CBE, not just a time-limited “initiative.”

This is consistent with our commitment to success for each student, every day, no exceptions.

The CBE 2021-2024 Education Plan has identified that the work of CBE CARES will contribute to addressing the diverse learning needs of our students and promoting well-being.

Choice in Education

As the largest school jurisdiction in Western Canada, we offer a depth and breadth of programs and supports to meet the unique learning needs and interests of an increasingly diverse population. We focus on personalizing the learning experience so that each student is engaged, inspired and learning to their full potential.

Students in CBE have access to rigorous and robust academic and complementary programming at their community school.

Along with our excellent regular program offered at our community schools, we also offer alternative programs and other options.

Our programs recognize students’ diverse ways of learning and address a broad range of interests and abilities.

In addition to the regular program, students may choose from:

- Language Programs
 - Chinese (Mandarin) Bilingual (K-9)
 - Early French Immersion (K-12)
 - German Bilingual (K-6)
 - Late French Immersion (7-12)
 - Spanish Bilingual (K-12)
- Subject Matter
 - Arts-Centred Learning (5-12)
 - Science (K-9)
- Teaching Philosophy
 - All Boys (K-6)
 - All Girls (4-9)
 - Indigenous Focus (K-6)
 - Montessori (K-6)
 - Traditional Learning Centre (K-9)
- Program Setting & Delivery
 - Alternative High School (10-12)
 - Home Education (1-12)
 - Online Learning (7-12)
 - Outreach (10-12)
 - Pregnant & Parenting Teens (9-12)
- Exploring Career Choices
 - Career & Technology (5-12)
 - Dual Credit (10-12)
 - Off-Campus Work Experience (10-12)
- Internationally Recognized Programs
 - Advanced Placement (10-12)
 - International Baccalaureate (11-12)

We provide appropriate programming for students with exceptional and special needs in all our community schools. To meet the unique learning needs of every student we work with students, parents and community organizations to personalize the support for each child.

We also provide programming for some students at various sites across CBE to meet their identified specialized needs in the following areas:

- Blind and Visually Impaired
- Cognitive Developmental Disabilities
- Complex Needs
- Deaf and Hard of Hearing
- Giftedness
- Learning Disabilities
- Mental Health and Wellness (social/emotional/behavioural challenges)
- Physical and Medical Disabilities

In some cases, students may be referred to our specialized classes and/or unique school settings to meet these needs.

CBE Disclosure

CBE Public Interest Disclosure (Whistleblower Protection) policy was approved in February 2014. From October 1, 2020, up to and including September 29, 2021, the following have been received:

Disclosures received by the Designated Officer	4
Disclosures acted on	2
Disclosures not acted on	2
Investigations commenced by the Designated Officer as a result of disclosures	0

Note | All disclosures are reviewed by the Designated Officer to determine if the disclosure falls within the *Public Interest Disclosure (Whistleblower Protection) Act* and if so, if it warrants investigation. Disclosures not falling within the Act may be referred to other service units for follow up. For the purposes of this report, disclosures include all disclosures made during the reporting period. Matters reported as “acted on” include disclosures made and referred to other service units for follow up under CBE administrative regulations. Matters reported as “not acted on” include those that do not fall within the legislation or that where further investigation was not possible or not warranted.

COVID-19 Context

In January 2020, the World Health Organization declared the Novel Coronavirus (“COVID-19”) outbreak a global health emergency and on March 11, 2020, it was declared a global pandemic

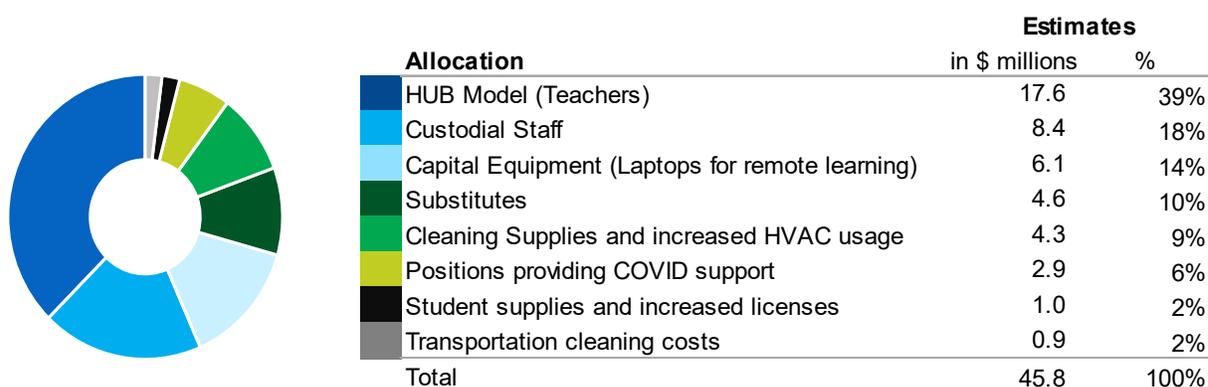
With the return to a near-normal school year in 2020-21, CBE schools delivered education through the traditional in-classroom method and the new online Hub Learning model. Ensuring the safety of students, parents and staff was of utmost importance.

CBE followed guidelines provided by Alberta Health Services (AHS) and the Chief Medical Officer to ensure the students and staff were safe in their learning environments. COVID-19 costs of \$45.8 million were offset by \$45.68 million in federal funding.

While there are direct funding and costs, which can be attributed to COVID-19, there are indirect effects of this global pandemic that are not captured in the chart below. Examples of programs that were indirectly affected include:

- international students who could not attend CBE schools due to unforeseen circumstances, such as border closure, have resulted in decreased international student tuition revenue and subsequent expenses; and
- Hub Learning has negatively impacted ridership on school buses. Although, the overall number of students transported was lower than in 2019-20, the root cause of the decrease cannot be pointed solely at the Hub Learning model.

CBE 2020-21 incremental COVID-19 costs were as follows:



Guidance was developed for both school-based and non-school based staff that covered all activities regularly encountered. Examples included signage to direct occupants safely through schools, added safety for queue lines in the form of acrylic barriers, the prohibition of off-site activities, guidance regarding band practice and wind instruments versus non-wind instruments, the conduct of physical education, reduced conference room capacity and working from home, where possible.

- Hundreds of thousands of reusable masks were distributed to students and staff.
- Alcohol-based hand sanitizers and associated dispensing stations were provided to all schools.
- High touch point cleaning was introduced in all schools and approximately 240 additional custodial staff were hired to support these measures.
- Cleaning products and procedures were reviewed and approved by Alberta Health Services.
- Building ventilation systems were set to occupied mode prior to and after regular school hours to flush air within the school.
- Intensive Cleaning Response Teams were created to attend rapidly to the cleaning of schools impacted by COVID-19.
- The wearing of masks on yellow buses was made mandatory.
- Students using yellow busing were assigned to a bus stop and to a seat on the bus.

The summary of COVID-19 impacts, cases and number required to isolate, along with school transitions is in the following chart.

Positive Cases	Lowest Month Sep 2020	Highest Month Apr 2021	Total Sep - June 14
Students	48	486	2112
Staff	2	103	412
Total	50	589	2524

Quarantine Impacts	Lowest Month Sep 2020	Highest Month Apr 2021	Total Sep - June 14
Students	20 348	7107	81 041
Staff	1625	1043	7531
Total	21 973	8150	88 572

The following are the diverse components to consider when anchoring our jurisdiction’s results within the complex context of a global pandemic.

Platforms for Learning

Student learning contexts adapted through an adjusted in-person learning experience, with temporary periods of online learning along with at-home learning through CBE’s Hub Learning.

In-Person Learning Context

- Prioritized the continuity of in-person learning to the greatest extent possible.
- Increased safety through the following measures:
 - Using online platforms to support meetings with parents, system staff, external partners, school councils, parent-student-teacher conferences and online professional learning opportunities.
 - Cohorting of students.
 - Administration limited length of classroom visits to reduce chance of close contact.
- Adjustments to extended program, extra-curricular and whole school community building opportunities (e.g., assemblies, musicals, athletics) saw staff, students and the community consider different ways of supporting a positive school culture.
- Where possible, field trips shifted from in-person to online.
- Graduation ceremonies put safety first.

Temporary Online Learning

- Teachers across CBE improved their ability to utilize digital platforms and tools to engage in online learning and instruction.
- Google Classroom and the entire suite of Google technologies were leveraged in providing this support.
- When moving to online, transitions of classes to online learning occurred quickly. An online presence required a new level of preparedness by teachers (in some cases a teacher may be teaching both online and in-person, if not a close contact themselves).
- Face-to-Face online learning opportunities and schedules varied as did the nature of this learning (asynchronous, synchronous).

Hub Learning Context

Students	Grades 1-6	Grades 7-9	Grades 10-12	Special Education	Total
Sep. 2020	10 602	4240	2902	478	18 222
May 2021	8261	3347	2234	403	14 245

Staff	Grades 1-6	Grades 7-9	Grades 10-12	Special Education	Total
Sep. 2020	375	200	232	25	832
May 2021	352	199	125	26	702

- Hub Learning teachers in many cases taught students from multiple schools within a single grade or discipline.
- Hub Learning kept students connected to their home school, providing a smoother transition for students to return to their home school in the 2021-22 school year.
- Instruction was a mix of independent and face-to-face online time with each teacher.
- Support was provided for teachers new to online teaching. It included professional learning and support for technical and pedagogical practices, and ensuring resources were made available in multiple formats and multiple modalities, with the support of CBe-learn.
- Scheduling, like in a traditional environment, was critical and needed to be managed by administration.
- Parents were important partners in supporting online learning.

Equity

Every student should have the opportunity to succeed personally and academically no matter their background, identity or personal circumstances. Central to our work is the design of learning and instruction that allows each student to be engaged, inspired and learn to their full potential. The pandemic called on us to consider how to do so equitably and in a manner that supported the best access possible.

Technology – Online Learning

- School and system staff worked together to identify students in need of technology and provide them with a device to support learning when shifting to an online environment. Community partners also supported this work.
- Worked with EducationMatters and community to provide computers and internet access in homes that did not have it.
- Schools supported printed copies of school resources to families as required.

Home Supports – Online Learning

- Varied levels of expertise and parent/guardian availability across CBE student homes to support online learning.
- Parents became more familiar with programs of study and in many cases, more involved in the details associated with learning.

Mental Health Supports

- Varying need for diverse mental health supports that depended on impact of pandemic on a specific family (e.g., positive cases, death, prolonged illness, isolation).
- Varying abilities to access mental health supports available (e.g., family education, language barriers, cultural barriers, socio-economic status).
- Psychologists providing mental health supports were able to do so through online counselling sessions, where in person support was not possible.

English Language Learner Supports

- Barriers to targeted supports surfaced due to cohorting and close contact implications.
- Mask wearing impacted students' abilities to maximize explicit and systematic language exposure.
- English Language Learning strategists provided direct support to schools through a cohort of educators to limit close contact implications.
- Diversity Learning Support Advisors worked collaboratively with schools and families to support learning and well-being for students.
- Literacy, English and Academic Development (LEAD) program placements were extended for an additional year, as needed.
- LEAD classes remained in-person when schools pivoted to online learning to ensure equitable access to education.
- As a result of decreased registrations at CBE's Welcome Centre due to border closures, language assessment teachers were deployed to support schools in need.
- CBE's partnership with the Calgary Bridge Foundation for Youth and other agencies continued to provide settlement needs for students and families. Doing so online increased access for many.
- The transition from in-person to online student English language proficiency assessments at CBE's Welcome Centre resulted in oral language assessments only.

Self-Identified Indigenous Learner Supports

- Indigenous Education strategists assigned to 17 target schools provided direct achievement and well-being support to self-identified Indigenous students through cohorts to limit close contact implications.
- Indigenous Education Diversity Learning Support Advisors worked collaboratively with schools and families to support learning and well-being for self-identified Indigenous students.
- Relationships and resources were strengthened with community agencies to support schools with meeting holistic (spirit, heart, body, mind) needs of students and families.
- Creation of the Indigenous Education Community Newsletter for schools to share with students and families.

Inclusive Education Supports

- Education assistant supports may have been assigned to a limited number of classrooms due to cohorting model.
- Impacts of pandemic and required quarantine affected staff availability for continuous supports.
- Centralized Inclusive Education staff provided supports and services within guidelines by limiting the number of school visits per day.

- Occupational and physical therapists consulted with Hub Learning teachers to assist parents in providing services in the home, as needed.
- A series of online supports was created to support staff in meeting the needs of students identified with special needs.
- Students in specialized classes were given the option of in-person learning or Hub Learning.
- Christine Meikle School and Emily Follensbee School provided a combination of in-person and online learning.

Early Learning Intervention Supports

- Supports for children in Early Development Centres were maintained and children in this program did not move to online learning at any time.
- Kindergarten children with complex needs experienced reduced access to enhanced supports such as speech/language, occupational and physical therapy during times when shifts to online learning took place.
- Speech/language assessments were not readily available via community channels.
- Providing developmentally enhanced supports was difficult for those not attending due to illness or quarantine.

Community Agency Supports

- To adjust support of nutrition programs, a limited number of gift cards were provided to families with increasing food insecurities, as well as referring families with additional need to community agencies.
- Provided access to community programming (e.g., Campus Calgary Open Minds) in a new online format.

COVID-19 Processes & Resources

To support the requirements of Alberta Education and Alberta Health Services, processes were established and communicated through a Coronavirus series of pages on Insite (our internal website) that included, for example, health measures, cleaning protocols, learning continuity and resources. This was a significant effort on the part of staff.

CBE COVID-19 Task Force

CBE established a cross functional COVID-19 Task Force led by the Superintendents of School Improvement and Facilities and Environmental Services. The Task Force was comprised of representatives from Finance, Technology, Human Resources, Risk Management, Facilities and Environmental Services (including Health and Safety, Custodial and Transportation), School Improvement and Communications and Engagement Services service units.

Key goals for this Task Force included:

- Analyzing the regularly updated Alberta Health Services, Alberta Education and City of Calgary guidelines, restrictions and policies applicable to schools and administrative offices.
- Reviewing community trends, other school jurisdictions' actions and policies, and evolving information regarding the pandemic including the transmissibility of the virus and effective measures.

- Updating and communicating The Calgary Board of Education’s suite of COVID-19 related policies and practices as new guidance and information was received. The Task Force ensured effective communication of revised policies and practices to CBE system leaders and staff.
- Implementing system wide actions, including provision of supplies and equipment to support health measures and temporary remote learning.
- Responding to internal questions and recommendations for changes related to the policies.

COVID-19 Positive Cases Team

- CBE set up a central COVID-19 case management team to ensure consistent communication with AHS and school/CBE sites.
- This team supported ongoing changes to processes and were direct contacts for all CBE principals.

School

- Managed close contact implications including timetable shifts, staffing shifts and a great deal of communication with parents and students.
- School leaders managed contact notifications and confirmation of impacts based on reported cases. This occurred seven days a week with communication occurring over extended hours.
- Teachers tasked with leading sanitization of hands and desks.
- Increased supervision required in many school settings to support cohorting.
- Mask exemption monitoring and communication with families (e.g., students with exemptions not always keeping 2 m from others, non-approved masks, parent concerns about masks).

Unfinished Learning

Instructional planning for the 2020-21 school year was impacted by conditions relating to the COVID-19 pandemic. With some students engaging in Hub Learning and some students attending school in classrooms impacted by cohorting, physical distancing and potential absence due to self-isolation, quarantine or illness, instructional planning shifted to include proactive and responsive elements as teachers navigated a wide variety of expected and unexpected situations.

We use the term “unfinished learning” to capture the reality that students were not given the opportunity to complete all the learning they would have completed in a typical school year.

- Interruptions impacted the learning of all outcomes and resulted in unfinished learning.
- Student and teacher absences affected the ability to effectively teach and learn expected programs of study outcomes.
- Due to learning interruptions, there were inherent challenges in building background knowledge and explicit vocabulary instruction essential for a broad range of students, including, but not limited to, English language learners, students with learning disabilities and students who were developing literacy skills in any grade-level.

Well-Being for Learning

CBE participated in the [COVID-19 Student Well-Being and Resiliency During School Re-Entry Study](#), conducted by the University of Calgary in collaboration with The Calgary Roman Catholic Separate School Division, The Edmonton Roman Catholic Separate School Division and The Edmonton School Division. The opportunity to participate was provided to our 12-18 year old students. Over 1300 students participated and they self-reported an increase in moderate to severe stress (e.g., sleep disturbances, heightened tension), which indicated mental health symptoms above critical thresholds.

The OurSCHOOL Well-Being School Survey was administered across all schools in CBE to students in grades 4-12. The results for CBE showed that, although students were above Canadian norms when reporting they have friends at school they trust and who encourage them to make positive choices, students reported higher levels of anxiety and depression in comparison to Canadian norms.

- The U of C study indicated:
 - For students who transitioned from in-person to online learning, there was a significant difference in the percentage of students at risk for mental health diagnoses.
 - Over the course of the 2020-21 school year, stress levels increased and exceeded the critical cut-off for 30% of adolescents in the study.
 - Symptoms of mood and anxiety were experienced by almost 40% of the participants.
- OurSCHOOL survey results:
 - Gr. 5 & 6 - indicated moderate levels of anxiety at 20%; the Canadian norm for these grades was 22%.
 - Gr. 6-12 - reported higher levels of anxiety and depression.
 - 29% of students had moderate to high levels of anxiety; the Canadian norm for these grades was 25%.
 - 28% of students exhibited moderate or high levels of depression; the Canadian norm for these grades was 23%.
 - Students in grade 11 reported the highest levels of depression, at 35% and the highest level of anxiety at 32%, both over the Canadian norms.

Other COVID-19 Related Factors Impacting Mental Health

- Lost opportunities for social-emotional/behavioural learning.
- COVID-19 stigmas and anxiety over positive tests/isolation as close contacts.
- Students experienced a heightened awareness of their own and their family's physical health, not typically experienced prior to the pandemic.
- Connecting with a trusted adult and with peers are key protective factors against poor mental and physical well-being. Because of the need to maintain cohorts and reduce physical interaction, at times students lost the ability to interact with a trusted adult and peers within their school.
- The frequency and type of activities that students typically engaged in that brought them joy or excitement (e.g., extra-curricular activities, field trips), were not possible due to the strategies used to mitigate the risk of COVID-19 transmission.

Attendance

The attendance data contribute to the understanding of the disruption to learning continuity for students learning in person across the jurisdiction. All schools were impacted by the requirement to isolate. The number of students in isolation varied from school to school and student attendance at some schools was heavily impacted.

Grades	Isolation percentage	COVID- ILL percentage	Other percentage	All percentage
Gr. 1-6	2.17	0.10	6.66	8.93
Gr. 7-9	1.81	0.09	7.39	9.29
Gr. 10-12	4.80	0.11	9.09	14.00
Total	2.75	0.10	7.62	10.47

Area	Isolation percentage	COVID- ILL percentage	Other percentage	All percentage
1	2.04	0.07	5.87	7.98
2	2.07	0.07	6.95	9.09
3	3.26	0.11	10.17	13.54
4	4.70	0.19	10.45	15.34
5	2.60	0.09	7.90	10.59
6	2.72	0.08	6.54	9.34
7	2.08	0.07	6.31	8.46

Provincial Assessment Implications

Alberta Education allowed school jurisdictions to choose to write Provincial Achievement Tests or not and stated that Diploma Examinations would be optional in 2020-21 school year.

- To ensure that students who wanted to write diploma exams were able to access them, all schools worked through protocols to support this process.
- Ability to analyze and compare year-over-year data limited due to COVID-19.

People

Challenges were experienced by some school and service unit staff who were required to be onsite and learn new technologies to facilitate meetings or work from home based on role and provincial restrictions. The personal and work pressures of living and working in a pandemic influenced wellness needs in the lives of adults that paralleled what we saw in students. These challenges impacted staff availability and coverage.

- Substitute teacher shortages – challenged to respond to shifts to online learning, some substitute teachers attempting to cohort with a smaller set of schools and not picking up jobs for their safety.
- In the 2020-21 school year, there were 6391 unfilled substitute teacher positions. This compares to 385 in the 2019-20 school year, with 288 of those days occurring in the six days immediately prior to moving all CBE schools online.
- In 2020-21, there were 4214 unfilled support staff shifts versus 931 in the 2019-20 school year, where the shifts were more evenly distributed.

Talent Management implemented several strategies to mitigate the Substitute Teacher and Casual Staff Association support staff shortages.

- Teacher Staffing created a process for schools with high teacher-absences, often due to close contact isolation requirements, to ensure positions were filled centrally.
- Teacher Staffing offered temporary contracts to 45 Emergency Supply Teachers (ESTs) These substitutes are deployed by the sub desk each morning to fill any unfilled positions throughout the city.

Impact on Educators

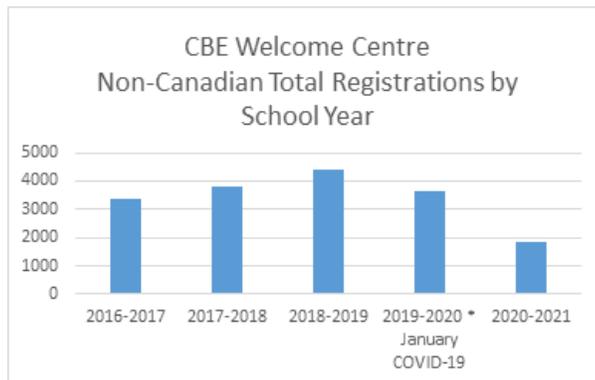
The pandemic required new learning. It took time for educators to learn new protocols, embed them into classroom routines and consider how to address programs of study outcomes within these new structures.

- Constant state of change and need for ultimate flexibility to adapt quickly to changing landscape of COVID-19.
- Maintained online presence while teaching in-person.
- Managed parent concerns, anxieties and safety expectations.
- Need to support colleagues regularly when staffing shortages occurred by covering classes and supervision while often working without the support of an education assistant and other in-school supports.
- Added responsibility and weight of caring for their own children, parents or extended families and managing isolation impacts on own children.

Student Registration and Enrolments

School registration processes were adjusted to ensure staff and registrant safety. This increased barriers for families and for staff in support of transitions.

- Overall CBE enrolment declined.
- Decrease in kindergarten enrolments; projected for 8813 in 2020-21 with actual enrolment on September 30 of 6793.
- In-person open houses and kindergarten orientations were mainly moved to online formats.
- Increase in Hub Learning enrolment required staff redeployment and considerable time from staff to reschedule students.
- Decrease in enrolment for students who self-identify as Indigenous. Challenges to accessing learning for our registered Indigenous families included: limited access to technology and internet, periodic closure of reserve communities and socioeconomic factors affecting daily living.
- International student enrolment decreased.
- English language learner enrolment fluctuated.
 - Significant decrease in non-Canadian student registrations through CBE's Welcome Centre.
 - Shifting from in-person to online registration for newcomer families at CBE's Welcome Centre created challenges with access due to language barriers and technology accessibility.



Alberta Education Assurance Measure Results

The Alberta Education Assurance Measures Overall Summary, records the results for specific measures.

Current Result is from 2020-21 for all measures except for the following where the Current Result is from 2019-20:

- 3-year High School Completion
- 5-year High School Completion
- Diploma Exam Participation Rate (4+ Exams)
- Drop Out Rate
- Rutherford Scholarship Eligibility Rate
- Transition Rate (6 yr)

Based on the year of the Current Result, the year(s) of other results are as follows:

Current Result	Prev Year Result	Prev 3 Year Average
2019-20	2018-19	2016-17, 2017-18, 2018-19
2020-21	2019-20	2017-18, 2018-19, 2019-20

The Measures fall into one of three types.

- Alberta Education Assurance (AEA) Survey
 - Access to Supports and Services
 - Citizenship
 - Education Quality
 - Parental Involvement
 - Program of Studies
 - Safe and Caring
 - School Improvement
 - Student Learning Engagement
 - Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)
 - Work Preparation
- Achievement
 - Diploma Examination (Diploma): Acceptable
 - Diploma Examination (Diploma): Excellence
 - Provincial Achievement Test (PAT): Acceptable
 - Provincial Achievement Test (PAT): Excellence
- Demographic
 - 3-year High School Completion
 - 5-year High School Completion
 - Diploma Exam Participation Rate (4+ Exams)
 - Drop Out Rate
 - Rutherford Scholarship Eligibility Rate
 - High School to Post-Secondary Transition Rates (Transition) Rate (6 yr)

Methodology Rate Calculation for Demographic Measures | Summary

The methodology for rate calculation varies by measure. For detailed information, refer to the “AEAM methodology documents” section of Alberta Education’s [Assurance and accountability in Alberta’s K to 12 education system](#) webpage.

- Diploma Exam Participation, High School Completion and High School to Post-Secondary Transition rates are based on the Grade 10 Cohort. Students are included in the Grade 10 Cohort in the first school year in which they have a Grade 10 registration as of September 30 and they remain attached to that school’s Cohort whether they remain registered at the school or not.
 - Diploma Exam Participation Rate (4+ Exams) is the percentage of students in the Grade 10 Cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.
 - High School Completion Rate (3-year) is the percentage of students in the Grade 10 Cohort who have completed high school by the end of their third year, adjusted for attrition. High school completion is defined as:
 - receiving an Alberta high school diploma, certificate of high school achievement or high school equivalency;
 - entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or
 - earning credit in a minimum of five grade 12 courses, including a Language Arts diploma exam course and three other diploma examination courses.
 - High School to Post-Secondary Transition Rate (6-year) is the percentage of students in the Grade 10 Cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.
- Drop Out rate is based on an initial cohort of students aged 14 to 18 (Age Specific Cohort) for a given school year. The rate is calculated by determining the number of students from the Cohort who are not found to be anywhere within the Alberta learning system in the subsequent school year. Students who move outside of the province are included in the Drop Out rate, even if they attend school in their new location.
- Rutherford Scholarship Eligibility rate is based on the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

Alberta Education records evaluations: 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 with the previous three-year average. A chi-square statistical test is used by Alberta Education to determine the significance of the improvement.

Note | A result is considered statistically significant when it was unlikely to have occurred. There are several statistical tests used to determine significance, including chi-square tests.

- The Overall Evaluation combines the Achievement Evaluation and the Improvement Evaluation.

Introduction of the Alberta Education Assurance (AEA) Survey and Impact of COVID-19 Pandemic

Alberta Education piloted their Assurance Survey in the 2020-21 school year. As such, Alberta Education indicates that:

- Caution should be used when interpreting survey results over time and participation was impacted by the COVID-19 pandemic.
- The 2020-21 survey results were not:
 - evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement);
 - included in the calculation of future provincial standards for new survey measures; or
 - included in the calculation of 3-year averages used to evaluate improvement of future survey results.
- A new “N/A” (i.e., not applicable) response on the parent, student and teacher AEA surveys allowed respondents to clearly indicate when a question was not applicable. A response of “N/A” does not count towards the total number of responses in the survey result.

How to Read the Alberta Education Assurance Measures Overall Summary

Achievement Evaluation

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

The table below shows the range of values defining the five Achievement Evaluation levels for each measure.

Required Assurance Measures

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 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 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Note

- 1 | For all measures: 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%.

Supplemental Assurance Measures

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.17 - 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
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 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, 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 to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

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

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

Overall Evaluation Table

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

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

Notes for the Overall Summary

- 1 | Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2 | The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
- 3 | Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses was determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- 4 | The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

- 5 | Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 K&E); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 K&E); Science (Grades 6, 9, 9 K&E); and Social Studies (Grades 6, 9, 9 K&E).
- 6 | Participation in Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
- 7 | Aggregated Diploma results are a weighted average of percent 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- 8 | Only supplemental measures with Achievement standards are included in the supplemental AEAMs – Overall Summary.
- 9 | 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
- 10 | Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.
- 11 | Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Cohort Glossary

- All Students: the entire set of students included in the data set for a specific result.
- English Language Learner: This cohort only includes those students who have been assessed as needing English as a second language learning support and assigned the corresponding Alberta Education code.
- Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Student Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. Only students who have been self-identified are included in the results.
- Students with Identified Special Education Needs: This cohort only includes those students who have been assessed and identified with a special education need and then assigned the corresponding Alberta Education special education code.

Note | students who are only identified as gifted and talented (i.e., only one code) are not included in this cohort.

Assurance Measures: All Students - Overall Summary Spring 2021

Required Assurance Measures

Assurance Domain	Measure	Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	80.3	81.2	80.9	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	82.4	78.9	77.9	83.4	80.3	79.6	Intermediate	Improved Significantly	Good
	5-year High School Completion	86.0	84.3	84.4	86.2	85.3	84.8	Intermediate	Improved Significantly	Good
	PAT: Acceptable	n/a	n/a	76.6	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	22.7	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	86.5	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	31.7	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.1	89.0	88.6	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	76.6	79.0	78.1	79.5	81.8	81.4	n/a	n/a	n/a

Supplemental Assurance Measures

Measure	Calgary School Division			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	62.2	62.0	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	2.4	2.2	2.2	2.6	2.7	2.6	Very High	Declined	Good
Program of Studies	81.5	82.7	82.3	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	66.8	64.9	63.4	68.0	66.6	64.9	Intermediate	Improved Significantly	Good
Safe and Caring	88.4	88.8	88.3	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	79.0	79.7	78.9	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	60.7	62.5	61.4	60.0	60.3	59.5	Intermediate	Maintained	Acceptable
Work Preparation	82.3	80.3	79.2	85.7	84.1	83.2	n/a	n/a	n/a

Assurance Measures: English Language Learners - Overall Summary Spring 2021

Required Assurance Measures

Assurance Domain	Measure	Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	68.6	66.3	65.6	78.7	74.1	75.0	Low	Improved	Acceptable
	5-year High School Completion	85.0	75.3	79.1	86.9	85.0	84.9	Intermediate	Improved Significantly	Good
	PAT: Acceptable	n/a	n/a	73.0	n/a	n/a	69.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.7	n/a	n/a	16.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	76.6	n/a	n/a	73.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	22.2	n/a	n/a	16.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Supplemental Assurance Measures

Measure	Calgary School Division			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	56.2	55.7	n/a	51.0	53.6	n/a	n/a	n/a
Drop Out Rate	3.7	2.4	2.8	2.6	2.2	2.2	High	Declined Significantly	Issue
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	62.3	61.0	58.7	58.3	55.6	55.8	Intermediate	Improved	Good
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	61.3	65.1	65.2	65.4	65.8	64.4	Intermediate	Declined	Issue
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Assurance Measures: Students Who Self-Identify as Indigenous - Overall Summary Spring 2021

Required Assurance Measures

Assurance Domain	Measure	Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	48.0	38.9	39.2	62.0	55.9	55.6	Very Low	Improved Significantly	Acceptable
	5-year High School Completion	53.1	50.5	49.0	68.1	65.0	63.4	Very Low	Improved	Issue
	PAT: Acceptable	n/a	n/a	45.6	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	5.5	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	82.8	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	14.3	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Supplemental Assurance Measures

Measure	Calgary School Division			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	19.0	18.9	n/a	24.4	24.6	n/a	n/a	n/a
Drop Out Rate	6.4	6.8	6.3	5.0	5.5	5.2	Intermediate	Maintained	Acceptable
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	22.1	23.0	19.8	39.5	39.1	37.4	Very Low	Maintained	Concern
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	27.6	28.8	27.4	35.7	35.0	34.1	Very Low	Maintained	Concern
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Assurance Measures: Students with Identified Special Education Needs - Overall Summary Spring 2021

Required Assurance Measures

Assurance Domain	Measure	Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	66.8	60.5	58.9	68.9	62.0	61.5	Low	Improved Significantly	Good
	5-year High School Completion	74.1	70.0	68.8	74.2	72.0	70.6	Low	Improved Significantly	Good
	PAT: Acceptable	n/a	n/a	54.2	n/a	n/a	47.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	9.8	n/a	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	83.5	n/a	n/a	78.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	20.4	n/a	n/a	14.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Supplemental Assurance Measures

Measure	Calgary School Division			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	31.4	31.4	n/a	23.9	24.7	n/a	n/a	n/a
Drop Out Rate	3.6	3.5	3.6	3.9	3.8	3.7	High	Maintained	Good
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	43.0	39.0	36.3	41.1	37.9	36.2	Very Low	Improved Significantly	Acceptable
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	41.4	43.7	42.8	41.0	41.3	40.1	Low	Maintained	Issue
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Alberta Education's Outcomes

This next section (pp. 33-69) provides CBE results and next steps within each of Alberta Education's four outcomes. For each outcome, information is organized as follows:

- CBE's Strategy: from the 2020-21 Education Plan (see Appendix).
- Evidence: list of provincial and local measure results used to monitor CBE's progress towards the outcome.
- Analysis of Evidence: includes areas of strength and opportunities for growth.
- Specific Strategies from 2020-21: a summary that highlights some of the key work CBE has accomplished.
- Looking Forward to 2021-22: focus for 2021-22.

Outcome 1: Alberta's students are successful

Outcome 2: First Nations, Métis and Inuit students in Alberta are successful

CBE Strategy: Achievement & Well-Being

Improve student achievement through the design of inclusive, engaging and rigorous learning tasks.

- Further consistency of assessment and reporting by calibrating to a system standard.
- Use high-impact instructional strategies.
- Incorporate culturally responsive instructional design and assessment by honouring Indigenous knowledge systems, languages and histories.
- Enhance student voice in learning, assessment and decision-making.

Advance literacy, numeracy and learning competencies that incorporate critical thinking, communication, creativity, collaboration, citizenship and character.

- Build capacity to support concept-based curriculum and instruction.
- Leverage the use of technology in learning environments to meet the needs of diverse learners.

Create conditions for success for each student in a welcoming, caring, respectful and safe learning environment.

- Continue to develop environments where each student is known and develops a sense of competence, confidence and belonging as a learner.
- Further develop school environments that foster resiliency in students.
- Work with partners to provide access to well-being and mental health supports for students.

Evidence

Assurance Measures

High School Completion Rate – Percentage of students who completed high school within three, four and five years of entering Grade 10.

Cohort	Yr	Results (in percentages)					Evaluation		
		2017	2018	2019	2020	2021	Achievement	Improvement	Overall
All Students	3	76.9	76.7	78.0	78.9	82.4	Intermediate	Improved Significantly	Good
	4	81.3	82.1	81.6	83.3	84.0	Intermediate	Improved Significantly	Good
	5	83.9	84.0	84.8	84.3	86.0	Intermediate	Improved Significantly	Good
English Language Learners	3	64.4	64.0	66.5	66.3	68.6	Low	Improved	Acceptable
	4	76.6	74.2	72.0	79.4	75.5	Low	Maintained	Issue
	5	77.9	82.4	79.7	75.3	85.0	Intermediate	Improved Significantly	Good
Students Who Self-Identify as Indigenous	3	36.2	38.2	40.4	38.9	48.0	Very Low	Improved Significantly	Acceptable
	4	40.2	42.3	45.6	46.9	45.4	Very Low	Maintained	Concern
	5	45.4	45.0	51.6	50.5	53.1	Very Low	Improved	Issue
Students with Identified Special Education Needs	3	54.2	56.5	59.6	60.5	66.8	Low	Improved Significantly	Good
	4	63.6	63.0	64.7	69.1	71.6	Very Low	Improved Significantly	Acceptable
	5	63.6	68.4	68.1	70.0	74.1	Low	Improved Significantly	Good

Percentage of students writing four or more diploma exams within three years of entering Grade 10.

Cohort	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
All Students	62.1	61.3	62.4	62.2	n/a	n/a	n/a	n/a
English Language Learners	55.1	55.0	55.8	56.2	n/a	n/a	n/a	n/a
Students Who Self-Identify as Indigenous	16.5	17.3	20.2	19.0	n/a	n/a	n/a	n/a
Students with Identified Special Education Needs	28.0	30.7	32.2	31.4	n/a	n/a	n/a	n/a

Drop Out Rate - annual dropout rate of students aged 14 to 18.

Cohort	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
All Students	2.7	2.1	2.3	2.2	2.4	Very High	Declined	Good
English Language Learners	2.8	2.9	3.0	2.4	3.7	High	Declined Significantly	Issue
Students Who Self-Identify as Indigenous	7.5	6.2	5.9	6.8	6.4	Intermediate	Maintained	Acceptable
Students with Identified Special Education Needs	5.3	3.3	3.9	3.5	3.6	High	Maintained	Good

High school to post-secondary transition rate of students within six years of entering Grade 10.

Cohort	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
All Students	60.0	60.5	61.3	62.5	60.7	Intermediate	Maintained	Acceptable
English Language Learners	70.5	65.0	65.6	65.1	61.3	Intermediate	Declined	Issue
Students Who Self-Identify as Indigenous	33.5	27.3	26.0	28.8	27.6	Very Low	Maintained	Concern
Students with Identified Special Education Needs	39.9	41.2	43.6	43.7	41.4	Low	Maintained	Issue

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

Cohort	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
All Students	61.6	61.7	63.7	64.9	66.8	Intermediate	Improved Significantly	Good
English Language Learners	59.9	56.2	59.0	61.0	62.3	Intermediate	Improved	Good
Students Who Self-Identify as Indigenous	16.5	17.1	19.4	23.0	22.1	Very Low	Maintained	Concern
Students with Identified Special Education Needs	32.4	34.7	35.2	39.0	43.0	Very Low	Improved Significantly	Acceptable

Report Cards

Student results as a mean within Career & Technology Foundations (CTF) / Studies (CTS), English Language Arts (ELA), Fine and Performing Arts, French Language Arts (FLA), Languages, Mathematics, Physical Education, Science and Social Studies.

Legend |

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

CTF/CTS	All Students			ELL			Indigenous			Special Ed		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
Year												
Division 1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Division 2 (CTF)	3.03	3.05	3.17	2.90	2.96	3.08	2.85	2.74	2.83	2.80	2.82	2.91
Division 3 (CTF)	2.99	3.08	3.10	2.85	2.95	2.94	2.60	2.71	2.70	2.70	2.83	2.86
Division 4 (CTS)	82.1	83.7	83.7	79.6	81.3	80.6	76.6	78.4	78.3	78.2	80.2	79.9

ELA	All Students			ELL			Indigenous			Special Ed		
Year	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21
Division 1	2.70	2.84	2.94	2.61	2.75	2.84	2.09	2.23	2.29	2.24	2.40	2.47
Division 2	2.80	2.90	2.96	2.68	2.79	2.82	2.27	2.42	2.46	2.41	2.57	2.61
Division 3	2.86	2.91	2.95	2.66	2.73	2.77	2.33	2.42	2.44	2.48	2.55	2.59
Division 4	69.7	71.2	71.5	65.2	67.5	67.5	62.7	62.9	60.6	65.2	66.3	65.4

Fine & Performing Arts	All Students			ELL			Indigenous			Special Ed		
Year	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21
Division 1	2.86	2.98	3.08	2.75	2.86	2.95	2.56	2.68	2.72	2.50	2.63	2.71
Division 2	2.94	3.06	3.13	2.86	2.97	3.01	2.66	2.76	2.81	2.64	2.79	2.85
Division 3	3.02	3.09	3.13	2.85	2.92	2.96	2.72	2.80	2.74	2.75	2.88	2.86
Division 4	82.5	84.3	81.2	78.7	79.7	74.8	72.6	74.7	70.1	77.3	79.5	76.0

FLA	All Students			ELL			Indigenous			Special Ed		
Year	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21
Division 1	2.91	3.03	3.05	2.80	2.95	2.75	2.74	2.93	2.80	2.43	2.60	2.64
Division 2	2.91	3.01	3.09	2.87	2.93	3.00	2.84	2.89	2.80	2.49	2.67	2.83
Division 3	2.99	3.04	3.11	2.92	2.95	3.02	2.78	2.63	3.02	2.72	2.77	2.87
Division 4	75.7	79.3	79.7	73.2	72.6	69.6	72.7	73.8	75.0	70.0	74.8	74.1

Languages	All Students			ELL			Indigenous			Special Ed		
Year	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21
Division 1	2.73	2.97	3.06	2.82	2.98	3.11	2.36	2.60	2.82	2.28	2.53	2.53
Division 2	2.82	2.91	3.02	2.78	2.89	3.02	2.53	2.57	2.58	2.47	2.57	2.66
Division 3	2.94	3.09	3.11	2.85	2.99	3.04	2.53	2.50	2.64	2.57	2.73	2.70
Division 4	85.0	87.0	86.1	85.6	86.2	83.5	75.4	78.5	73.7	78.6	80.0	79.7

Mathematics	All Students			ELL			Indigenous			Special Ed		
Year	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21
Division 1	2.78	2.97	3.07	2.67	2.87	2.95	2.16	2.35	2.36	2.29	2.51	2.60
Division 2	2.82	2.96	2.99	2.79	2.91	2.91	2.16	2.39	2.37	2.39	2.61	2.64
Division 3	2.83	2.88	2.88	2.74	2.78	2.78	2.14	2.28	2.23	2.37	2.47	2.47
Division 4	72.1	74.9	73.7	70.9	73.8	70.3	64.0	65.1	60.9	66.1	68.9	66.5

Physical Education	All Students			ELL			Indigenous			Special Ed		
Year	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21
Division 1	2.93	3.07	3.17	2.80	2.94	3.03	2.64	2.70	2.76	2.57	2.73	2.82
Division 2	3.04	3.15	3.24	2.95	3.06	3.14	2.68	2.78	2.91	2.77	2.91	3.02
Division 3	3.05	3.08	3.16	2.94	2.96	3.05	2.67	2.68	2.78	2.79	2.84	2.95
Division 4	82.0	83.5	79.9	78.3	80.7	75.2	71.1	71.6	65.9	76.8	78.4	73.5

Science	All Students			ELL			Indigenous			Special Ed		
Year	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21
Division 1	2.79	2.91	3.03	2.62	2.77	2.87	2.32	2.41	2.46	2.41	2.49	2.62
Division 2	2.81	2.90	2.96	2.70	2.81	2.84	2.30	2.39	2.44	2.43	2.54	2.61
Division 3	2.80	2.86	2.87	2.65	2.72	2.71	2.20	2.28	2.30	2.39	2.46	2.47
Division 4	73.8	76.7	76.0	70.4	73.7	71.1	65.1	68.1	63.8	67.7	70.7	69.0

Social Studies	All Students			ELL			Indigenous			Special Ed		
Year	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21	2018 -19	2019 -20	2020 -21
Division 1	2.74	2.87	2.98	2.59	2.74	2.83	2.29	2.40	2.41	2.33	2.44	2.53
Division 2	2.78	2.87	2.93	2.68	2.77	2.81	2.30	2.38	2.43	2.37	2.50	2.56
Division 3	2.81	2.88	2.91	2.64	2.72	2.74	2.26	2.31	2.36	2.40	2.48	2.51
Division 4	71.6	73.7	73.0	68.0	69.8	67.9	61.5	63.9	61.1	65.7	68.0	66.7

Results 3 (Citizenship), 4 (Personal Development), 5 (Character) – Gr. 1-9

Exercises democratic rights and responsibilities within the learning community⁵ (%).						
Citizenship	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	32.5	33.7	34.4	34.6	36.3	40.7
Evident Strengths	54.1	52.3	51.4	51.7	51.5	48.9
Emerging Strengths	12.1	12.4	12.4	12.0	10.7	9.1
Network of Support Required	1.2	1.3	1.5	1.3	1.1	1.0
Individual Program Plan	0.2	0.3	0.3	0.4	0.4	0.3
Overall levels of success	98.7	98.4	98.2	98.3	98.5	98.7

Demonstrates respect and appreciation for diversity⁶ (%).						
Citizenship	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	38.6	40.2	41.1	41.0	43.4	48.5
Evident Strengths	52.6	50.7	49.8	50.0	49.2	45.5
Emerging Strengths	8.0	8.0	8.0	7.9	6.6	5.3
Network of Support Required	0.7	0.9	0.9	0.8	0.7	0.6
Individual Program Plan	0.1	0.2	0.2	0.3	0.2	0.1
Overall levels of success	99.2	98.9	98.9	98.9	99.2	99.3

⁵ The general indicators for this stem are:

- contributes to events of common concern;
- advocates for self, others and the common good;
- takes responsibility and action to help the group work smoothly; and
- adheres to community expectations and personal convictions in conducting and representing learning.

⁶ The general indicators for this stem are:

- shows concern for the dignity and equality of all;
- demonstrates appreciation for individual and cultural differences;
- seeks to learn about and from unfamiliar ways of thinking and living; and
- uses diverse viewpoints in a learning context.

Works and collaborates effectively with others⁷ (%)						
Citizenship	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	31.8	32.5	32.5	33.1	34.3	39.0
Evident Strengths	49.8	48.5	48.3	48.6	49.4	47.2
Emerging Strengths	16.0	16.2	16.2	15.4	14.0	11.8
Network of Support Required	2.0	2.3	2.4	2.1	1.6	1.4
Individual Program Plan	0.5	0.6	0.7	0.8	0.7	0.5
Overall levels of success	97.6	97.2	97.0	97.1	97.7	98.0

Sets and works toward learning goals⁸ (%)						
Personal Development	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	28.8	29.4	29.6	30.6	31.6	35.4
Evident Strengths	51.1	50.3	49.9	50.2	50.7	47.7
Emerging Strengths	17.4	17.4	17.1	16.3	15.1	14.1
Network of Support Required	2.4	2.4	2.6	2.3	1.9	2.1
Individual Program Plan	0.4	0.5	0.6	0.7	0.7	0.7
Overall levels of success	97.3	97.1	96.8	97.1	97.4	97.2

⁷ The general indicators for this stem are:

- assumes leadership or contributing roles to advance learning and community goals;
- communicates with others to build understanding; and
- works with others to manage conflict and reach consensus.

⁸ The general indicators for this stem are:

- generates goals based on self-assessment, learning criteria and personal interests;
- plans a strategic approach to meeting goals, solving problems and performing tasks;
- modifies and improves learning strategies based on experience and feedback; and
- explores ideas and initiates processes for learning.

Engages in learning with confidence and persistence⁹ (%).						
Personal Development	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	31.1	31.7	32.0	32.6	33.2	36.8
Evident Strengths	47.5	46.9	46.7	46.9	47.7	44.9
Emerging Strengths	18.3	18.1	17.8	17.0	16.1	15.2
Network of Support Required	2.6	2.7	2.8	2.5	2.1	2.3
Individual Program Plan	0.5	0.6	0.7	0.9	0.9	0.8
Overall levels of success	96.9	96.7	96.5	96.5	97.0	96.9

Makes responsible decisions¹⁰ (%).						
Character	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	33.6	34.4	34.7	35.0	37.4	41.4
Evident Strengths	47.8	46.2	45.7	46.5	47.0	44.5
Emerging Strengths	16.2	16.6	16.5	15.5	13.3	12.0
Network of Support Required	2.1	2.3	2.5	2.3	1.6	1.6
Individual Program Plan	0.4	0.5	0.6	0.7	0.7	0.5
Overall levels of success	97.6	97.2	96.9	97.0	97.7	97.9

⁹ The general indicators for this stem are:

- approaches new learning situations with positive expectations;
- demonstrates interest in and curiosity about ideas, objects, events and resources;
- demonstrates a range of approaches for developing and representing understanding; and
- adjusts, adapts and persists with challenges in the learning process – ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success.

¹⁰ The general indicators for this report card measure are:

- identifies possible choices in decision making process and evaluates them in light of the needs of self and others;
- makes decisions that reflect high regard for self and others;
- reflects on and takes responsibility for the impact of actions and decisions; and
- shows courage and conviction in raising issues and making difficult decisions.

Treats others with respect and compassion ¹¹ (%)						
Character	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	41.7	42.9	43.2	43.3	46.0	49.8
Evident Strengths	47.2	45.5	45.2	45.4	45.1	42.3
Emerging Strengths	9.5	9.9	9.8	9.6	7.5	6.7
Network of Support Required	1.3	1.3	1.4	1.3	0.9	0.9
Individual Program Plan	0.2	0.3	0.4	0.5	0.4	0.3
Overall levels of success	98.4	98.3	98.2	98.3	98.6	98.8

Alberta Education Assurance (AEA) Survey

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
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.	89.3	88.2	88.0	88.8	88.4	n/a	n/a	n/a
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.	78.9	78.4	78.7	80.3	82.3	n/a	n/a	n/a
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.7	81.1	80.5	81.2	80.3	n/a	n/a	n/a
The percentage of students satisfied with the ability to get the help they need with reading and writing.	87.6	89.9	86.9	87.3	83.5	n/a	n/a	n/a
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.	82.4	81.8	82.3	82.7	81.5	n/a	n/a	n/a

Analysis of Evidence

In the absence of the Diploma Exams, achievement level of diploma courses was determined solely by school-awarded marks. As such, caution should be used when interpreting High School Completion Rate results over time.

With respect to the High School Completion Rate, the All Students cohort improved significantly in the percentage of students completing high school within three, four and five years. The percentage of students completing high school within three years increased continuously over the last three years.

Like the All Students cohort, when comparing the previous three-year averages to the current year results, Students with Identified Special Needs in CBE had statistically significant increases for all three high school completion results. Additionally, both 3-year and 4-year rates saw continued growth for three consecutive years.

English Language Learners consistently achieved better results in the 5-year rate evaluation as compared to the 3-year rate one and for Students with Identified Special Needs in CBE, notable increases were observed in the 3-year and 5-year rate results. Among all four cohorts of students, Students who Self-Identify as Indigenous showed the largest gaps in all three high

¹¹ The general indicators for this report card measure are:

- shows respect for the contributions and achievements of others; and
- responds and is sensitive to the needs and welfare of others.

school completion results when comparing to their counterparts in the province. A continued focus in CBE to support Students who Self-Identify as Indigenous to complete high school within three, four or five years is a noted area for improvement. Students who Self-Identify as Indigenous represent about 380 students (355 of whom were in CBE in grade 12) of the All Students cohort.

As participation in Diploma Examinations was impacted by the COVID-19 pandemic, 2021 Diploma Exam Participation Rate results are not available. While historical results were restated to reflect an update to the Alberta Education Assurance Measure reporting system, continued increases were observed in the percentage of students writing four or more diploma exams within three years of entering Grade 10 for English Language Learners in 2020. Moreover, CBE results were consistently higher than the province for All Students and Students with Identified Special Education Needs cohorts over time.

Our work on strategies to keep students in school is beginning to show in our results with three of the four cohort Drop Out rates showing high or very high Achievement. While the drop out rates were relatively high for Students who Self-Identify as Indigenous, they showed the only decreased result in 2021 among all four cohorts of students.

All four cohorts showed decreases in the 2021 Transition Rate (6 yr) results and Students who Self-Identify as Indigenous showed the smallest decline while English Language Learners showed the biggest drop in the results. Based on the chi-square comparisons to the previous three-year averages, all decreases were not statistically significant.

Except for Students who Self-Identify as Indigenous, the other three cohorts of students maintained a strong upward trend in the Rutherford Scholarship Rate over the years. While Students who Self-Identify as Indigenous showed the only declined result in 2021, it was the only decline over the last five years and based on the chi-square test, it was not statistically significant.

With respect to report card achievement data, due to the ongoing COVID-19 pandemic and the interruptions to continuity of learning experienced to date, significant caution should be exercised when stating trends over time.

COVID-19 Context | Report Card Results

Trust and validity in any body of evidence increases with the number of that evidence that consistently tell the same story. Student achievement data collected by teachers are most reliable and valid when a robust body of assessment evidence is available to triangulate and confirm the evaluation of student learning as recorded on report cards.

In the 2020-21 school year, several factors affected the collection of authentic and useful assessment data. Caution and context are critical when considering the evaluative grades on report cards that are informed by assessment data that may not be as valid and comprehensive. Situating report card data within the realities of teaching and learning through a global pandemic may help in understanding any unexpected trends or divergence between report card results and other data sets.

Any analysis and interpretation of 2020-21 report card data warrants acknowledgment that these evaluations were born from an atypical body of assessment evidence, uniquely situated within a pandemic context. As such, there are several variables to consider when making sense of this assessment data.

Absences and Teacher Transitions

Unexpected periods of absence for a variety of reasons (e.g., close contact isolation, symptomatic) for both students and teachers may have resulted in fewer assessment data overall or assessment evidence that may not be as valid in 2020-21. Alberta Health Services required both students and teachers to follow the directive to stay home when symptomatic through daily health screening questions. This proactive practice led to more unplanned absences lasting for longer periods due to isolation requirements or waiting until symptoms had resolved or confirmed with a negative COVID-19 test.

An increased number of substitute teachers were deployed to schools in order to support teacher absences, leading to more transitions between teachers. These transitions may have had an impact on the body of assessment evidence teachers were able to gather. Teachers may have been isolating and teaching online, using assessment evidence gathered by a substitute teacher on their behalf or having students absent for larger chunks of learning and therefore not able to assess learning against all outcomes in the programs of study.

Through the various waves of the pandemic, parents' level of comfort in sending their children to school fluctuated and this also may have had an impact on the attendance of some students in concentrated pockets of time when COVID-19 cases were higher. This may have meant that some program of study learning outcomes were not assessed or if assessed, not through a well-rounded body of assessment evidence.

The final evaluation made for report cards does not identify these nuances when body of evidence was not robust. A report card grade reflects teachers' best understanding of a student's understanding in relation to a group of outcomes using the evidence of learning they were able to gather throughout a reporting period.

Redistribution of Instructional Time Priorities

Disruptions and adjustments to teaching and learning practices were necessary in the 2020-21 school year in order to prioritize the health and safety of all students in a school. The implementation and consistent management of sanitization protocols, masking measures and physical distancing reduced instructional time and with that, the time available to gather evidence of student learning when compared to a typical school year. There was considerable time devoted to handwashing, table and technology wiping, and reminding students to either be masked or distanced as means of learning safely through a pandemic. Over the course of the year, the minutes spent on these safety practices reduced the number of minutes available to engage in rich assessment practices.

Pedagogical Shifts

Teaching safely through a pandemic required a shift in pedagogical approaches that were often outside a teacher's normal and at times less aligned with best practices supported by educational research. For example, having students seated in rows, spaced out as far as possible and all facing the front of the room to avoid passing along a virus, limited the ways in which students could both come to know and share their learning. It is worth noting, that although the content being taught within the instructional core triangle did not change in 2020-21, the way in which teachers designed tasks and learning experiences for students shifted to

comply with safety measures. Given the closely connected relationship between task design and assessment, this shift in pedagogy often required adjustments to assessment practices. For many years, CBE teachers have been purposeful in gathering a body of assessment evidence through observations, conversations and products. Specific COVID-19 parameters limited the collection of a rounded body of evidence, in conflict with our standard.

Assessing in an Online Learning Environment

The inherent challenges faced in accurately assessing student learning through an online learning platform were evident and noted. There are challenges to collecting a wide range of assessment evidence when teaching students in an online versus in-person learning environment. A second variable worth consideration is the level of support available at home to students learning online. When evidence of student learning is not plentiful and the evidence collected is supported at a level that a teacher cannot know or fully understand through an online platform, the validity of our assessment data decreases due additional variables at play that would not have been part of in-person assessment opportunities.

Spring 2020 Assessment Practices

On March 15, 2020, Alberta's Minister of Education informed school divisions that due to the COVID-19 pandemic, in-school classes were cancelled and that teacher-directed learning would continue.

Further guidance was provided by the ministry regarding final course marks. CBE provided guidance at that time reflective of a generous approach as a means of ensuring no student or family experienced additional stress about academic achievement was given during the period of remote learning at the very start of the pandemic. Despite this directive shifting significantly over the course of the pandemic and the ministry expectation to assess all outcomes in the programs of study accurately and with validity, it is possible that the notion of prioritizing student well-being was maintained or adopted for a longer period than was intended. Although the messaging shifted, the pandemic continued to have an impact on students, teachers and the families we serve.

English Language Arts and Mathematics Report Card Results

For the All Students and English Language Learners cohorts, continuous improvements (or maintained results) can be observed from 2019 to 2021 in both subjects across divisions except for Division 4 students in Mathematics. When comparing the relative performances of the three sub cohorts against All Students cohort, the differences were generally widened across divisions in 2020-21.

Except for Division 4, Students who Self-Identify as Indigenous achieved continued growth over time in English Language Arts while in Mathematics three out of four divisions showed declined results in 2020-21.

Students with Identified Special Education Needs showed improved (or maintained) performances from 2019 to 2021 in both subjects for Division 1, 2 and 3 students.

The specific groups below demonstrated narrowed (or maintained) differences from the All Students cohort results in 2020-21:

- Division 3 for English Language Learners in English Language Arts and Mathematics.
- Division 2 for Students with Identified Special Education Needs in Mathematics.
- Division 3 for Students with Identified Special Education Needs in English Language Arts and Mathematics.

While students generally achieved higher Mathematics results across divisions over time, year-over-year improvements were more evident in English Language Arts across all four cohorts of students.

In 2020-21, improvements were consistently more noticeable for Division 1 students across all four cohorts of students for both subjects and Division 4 reported the most notable year-over-year decreases out of the four divisions.

Career & Technology Foundations (CTF) / Studies (CTS), Fine and Performing Arts, French Language Arts (FLA), Languages, Physical Education, Science and Social Studies Report Card Results

In considering the year-over-year performances for the All Students cohort, continuous improvements were consistently observed across all subjects among Division 1 to Division 3 while a small number of decreases were reported only for Division 4 students in 2020-21.

For English Language Learners and Students with Identified Special Education Needs, Division 4 consistently showed decreased year-over-year results across all subjects in 2020-21 while similar decreases were also reported for Division 4 Students who Self-Identify as Indigenous cohort for all subjects except for French Language Arts.

In addition, Division 2 English Language Learners achieved continued improvement across all subjects for three consecutive years while for Students who Self-Identify as Indigenous cohort, Division 1 and Division 2 students improved continuously over the last three years in all subjects except for CTF/CTS and French Language Arts. Like the All Students cohort, continued year-over-year growths were reported for Students with Identified Special Education Needs from Division 1 to Division 3 in most of the subjects.

With respect to the compared performances of the three sub cohorts against the All Students cohort, English Language Learner results were generally the closest to the All Students results among all three sub cohorts for three consecutive years. However, Students with Identified Special Education Needs consistently presented the most improved performances, which indicate the overall largest decreases in the gaps and the smallest increases in the gaps across different subjects and divisions.

Moreover, the following results were the ones whose gaps with All Students cohort narrowed continuously from 2018-19 to 2020-21:

- Division 2 for English Language Learners in CTF/CTS and Languages.
- Division 3 for Students who Self-Identify as Indigenous in Science.
- Division 3 for Students with Identified Special Education Needs in CTF/CTS.
- Division 1 and 2 for Students with Identified Special Education Needs in French Language Arts.
- Division 2 and 3 for Students with Identified Special Education Needs in Physical Education.
- Division 2 for Students with Identified Special Education Needs in Science.

For all four cohorts and different divisions over time: CTF/CTS, Fine and Performing Arts and Physical Education results were higher than Science and Social Studies results.

As assessed by teachers on report cards, K-9 students' overall level of success in:

- Citizenship is at or above 98.0%, with the overall six-year trend as stable.
- Personal Development is at or above 96.9%, with the overall six-year trend as stable.
- Character is at or above 97.9%, with the overall six-year trend as stable.

Caution should be used when interpreting survey results over time as 2020-21 was a pilot year for the AEA survey and participation was impacted by the COVID-19 pandemic.

Topping the results are the results from two of the Safe and Caring set of questions:

- Parents agreeing that teachers care about their child (92%) and that their child is safe at school (92%).
- Students agreeing that their teachers care about them (gr. 4 - 92%, gr. 7 - 79%, gr. 10 - 74%) and that they are safe at school (gr. 4 - 89%, gr. 7 - 80%, gr. 10 - 79%).

The percentage of teachers who are satisfied that students model the characteristics of active citizenship is 91.9%. The difference between this result and the report card result for Citizenship is due in part to some differences between what is being assessed in the classroom versus what is being asked on the survey.

Specific Strategies from 2020-21

All Students

Professional Learning

Extensive professional learning in service of improving all students' learning was developed across subject areas.

- Focus on early learning with Kindergarten and Grade 1 teachers in building capacity to administer the Reading Readiness Screening Tool (RRST) and respond to student need through The Right to Read course and by French Immersion Kindergarten teachers in enhancing French oral language acquisition through play and exploration in the classroom through Speech Language Services and the Early Learning strategists.
- CBE teachers to plan, teach, engage and assess in an online environment.
- Career and Technology Foundation (CTF) and Career and Technology Studies (CTS) teachers with quality task design and in understanding the depth of CTF/CTS

programming, highlighting occupational clusters and outcomes-based assessment strategies.

- Supporting welcoming, caring, respectful and safe environments through mandatory PublicSchoolWorks learning modules, collaborative response to student need, progressive discipline approaches, provisioning of student psychoeducational assessments and support of student diversity and well-being needs.
- System leaders in honoring student voice in learning, assessment and decision making to inform teaching and learning practices and influence goals within School Development Plans.

▪ **Structures & Processes**

The following structures and processes were utilized in support of student achievement and access to supports across a range of areas.

- Collaborated with Calgary Regional Consortium to provide professional learning opportunities for languages teachers (French, Chinese, German and Spanish).
- Redesigned allocation of Early Learning resources and supports to schools in response to CBE Equity Index scores.
- Central purchasing and distribution of EducationMatters grant funds to support early literacy.
- EducationMatters ran a successful campaign to support technology in schools and a technology loaner program for students who transitioned to learning from home due to COVID-19 restrictions.
- Developed an online dual credit strategy that increased program options, leveraged the use of technology in synchronous and asynchronous learning environments to meet the needs of diverse learners and increase equity, and provided increased opportunity for Indigenous study (partnership with Mount Royal University).
- Developed and implemented a short-term School Based Mental Health service delivery model to increase efficiency of response and number of students supported throughout the year.
- Amended informed consent paperwork and counselling procedures to allow for online counselling when students were in isolation or when in-person learning was not possible.
- Facilitated the continuation of online Gay-Straight Alliance (GSA) network collaborative meetings during the pandemic.
- Administered the OurSCHOOL Well-Being Survey with students in grades 4-12.
- CBE Student Survey and the OurSCHOOL Survey served as formal tools to collect student insights, create baseline data and shape School Development Plan (SDP) goals and strategies.
- School-based student voice forums such as Principal Advisory Councils, Cultural Diversity Councils and Student Leadership groups provided a means for ongoing student contribution to learning, assessment and decision making.
- Promoted student voice through the design and use of student perception tools.

- **Resources**

The following resources were created and made accessible in support of system and school needs.

- Scope and Sequences for Curriculum in Grades 1-9 were created and shared with schools to support teachers and teams in engaging in collaborative planning for instruction and to ensure alignment between Hub Learning and in-class programming, offering smooth transitions following staff/student absence.
- A comprehensive resource was created to establish clear and consistent guidelines for assessment and reporting impacted by the COVID-19 pandemic in Kindergarten to Grade 12 for both in-person and Hub Learning environments.
- Resources were developed to assist with program delivery during the pandemic including: a series of videos for teachers new to CTF, middle year's timetabling support for school leaders, online synchronous and asynchronous instructions for online music ensemble opportunities, health, physical education and well-being, support for French and International Languages course challenges and practices, and resources for immersion and bilingual learning.
- The focus on student mental health supports initiated the creation of documents such as the *Psychological Services Assessment Handbook* and *Therapeutic Approach for Supporting Gender and Sexual Diverse Students*.
- Resources to support online instruction considerations were developed, including: FOIP and privacy documentation and best practice guidelines within the online learning environment and a Learning Continuity Insite page to assist teachers in having a continual online presence and being prepared to move between Scenarios 1-3.
- Shared grades 6-12 CBe-learn course content in Brightspace by D2L and created Google Classroom resources for grades 1-5 across the system:
 - 12 319 Brightspace courses created; and
 - 115 514 Bongo Online Classroom video conferencing sessions.
- Continued partnership with the Calgary Public Library around digital resources:
 - TumbleBook: 96 678 book views; and
 - TeenBookCloud: 7564 book views.
- From the Student Voice Gathering Sessions with the Chief Superintendent, two video resources for Principals were created, highlighting student reflections on learning, assessment and decision making, with specific strategies to inform School Development Plans.
- Created an optional K-3 Well-Being Survey.

English Language Learners

- **Professional Learning**

Professional learning in service of improving English language learners' learning was developed to support:

- Teachers to know their English language learners' culture and cultural identity, language proficiency, learner profile, interest and readiness levels.
- In-person and Hub Learning teachers focusing on the following areas: explicit language instruction to accelerate success, vocabulary development, supporting Level of Proficiency 1 & 2 students, culturally responsive and trauma-informed classrooms, supporting beginner English language learners and creating a technology-infused classroom for English language learners through multiple modes on-line.

- **Structures & Processes**

The following structures and processes were utilized in support of student achievement and access to supports across a range of areas.

- Aligned professional learning with *Assessment and Reporting in CBE*, to create supportive learning environments focused on explicit language instruction that incorporated the key principals on English language development into the planning, teaching and learning and assessment.

- **Resources**

The following resources were created and made accessible in support of system and school needs.

- Continuously updated the Brightspace by D2L English Language Learners Toolbox as the common repository of English language learner resources including recorded professional learning sessions, high-impact strategies and current research.

Students who Self-Identify as Indigenous

- **Professional Learning**

Professional learning in service of improving the learning of students who self-identify as Indigenous was developed to support:

- Staff in building Indigenous foundational knowledge through collective and individual professional learning opportunities and at system leadership meetings.
- School and system leaders' understanding of and connection to the importance of the acknowledging the land.

- **Structures & Processes**

The following structures and processes were utilized in support of student achievement and access to supports across a range of areas.

- Designed and supported a holistic collaborative response to support 17 target schools, including the deployment of consistent support from Indigenous Education strategist to each school.
- Developed and implemented a system-wide transition process for Indigenous students moving from grade 9 to 10.
- Developed and shared a holistic collaborative response to attendance focused on a whole school approach to increasing student attendance.
- Initiated the establishment of a Truth & Reconciliation (TRC) Circle to advise on CBE efforts to meet Calls to Action related to education for reconciliation.
- Established and nurtured community partnerships to support Indigenous students, families and staff professional learning.

- **Resources**

The following resources were created and made accessible in support of system and school needs.

- Continuation of the Elder's Advisory Council meetings.
- Collaborated with Indigenous Elders and Knowledge Keepers to draft the *Indigenous Education Holistic Lifelong Learning Framework*.
- Created and distributed a monthly Indigenous Education Newsletter for staff with explicit ties to Alberta Programs of Study.

- Designed resources to support all schools to make a TRC Commitment to Actions for the 2021-22 school year.
- Designed an Indigenous well-being resource for high schools.
- Adapted and shared the Niitsitapi Learning Centre Connecting to Spirit regulation model to five targeted elementary schools.
- Completed new a Locally Developed Course, Holistic Lifelong Learning (Gr. 5-9).
- Highlighted and offered resources to support schools with events throughout the school year (e.g., Orange Shirt Day, Indigenous Veterans Day, National Indigenous Peoples Day).

Students with Identified Special Education Needs

▪ **Professional Learning**

Professional learning in service of improving the learning of students with identified special education needs was developed to support:

- Teachers in specialized classes with best practices in meeting the needs of students.
- Staff in regular classrooms with instructional strategies to support students identified with Autism Spectrum Disorder (ASD).
- Teachers with the use of inclusive and assistive technologies.

▪ **Structures & Processes**

The following structures and processes were utilized in support of student achievement and access to supports across a range of areas.

- Redesigned Early Learning service delivery model in response to changes in Program Unit Funding.
- Through a robust Area Learning Team (ALT) process, students and schools were supported by a multidisciplinary team that included system principals, strategists, specialists, psychologists, family school liaisons and behaviour support workers. The Area Learning Team consisted of members from Early Learning, Indigenous Education, English Language Learning and Inclusive Education.
- Student Program Review Process was revised to establish a consistent process across all areas, specialized classes and unique settings.

[Looking Forward to 2021-22](#)

Students achieve excellence in literacy

▪ **Professional Learning**

Professional learning in service of improving all students' learning will be developed intended to support:

- Kindergarten and grade 1 teachers in targeted literacy activities aligned with development.
- Teachers in deepening understanding and implementation of literacy environments, teaching practices and assessment practices.
- K-6 literacy lead teachers instructional reading practices through a system-wide literacy professional learning series.

- **Structures & Processes**

The following structures and processes will be utilized in support of student achievement and access to supports across a range of areas.

- School Development plans include a literacy goal.
- Build teacher knowledge about the resource-selection guiding documents.
- Collaborate to outline culturally responsive practices as it applies to literacy.
- Emphasize early literacy teaching practices (foundational reading skills) and use of the Right to Read Reading Readiness Screening Tool (RRST).
- Investigate and pilot specific literacy assessment tools and processes.
- Survey stakeholders to gather data around the pilot of assessment tools, including use of CBE's Student Survey related to CBE's Literacy Framework.
- Continue the Concept-Based Learning Network, consisting of teams of teachers and leaders from schools across CBE with the goal of sharing resources and high-quality teaching and learning strategies.

- **Resources**

The following resources will be created and made accessible in support of system and school needs.

- Update Scope and Sequence for Curriculum documents for Grades 1-9.
- Update *Assessment and Reporting in CBE* document.
- New literacy assessment tools including Alberta Education's Castles and Coltheart 3 Test (CC3), Letter Name-Sound Test (LeNS), Highest Level of Achievement (HLAT – writing assessment) and Grades 4-12 Reading Decision Assessment Tree.

Students achieve excellence in mathematics

- **Professional Learning**

Professional learning in service of improving all students' learning will be developed intended to support:

- School Mathematics Leads' understanding and application of the Mathematics Framework through a learning series.
- Teachers with the use of MathUP Classroom (Gr. 1-8) in planning, teaching and assessing.

- **Structures & Processes**

The following structures and processes will be utilized in support of student achievement and access to supports across a range of areas.

- School Development plans include a mathematics goal.
- Implement a Mathematics Framework outlining best practices for mathematics teaching and learning, mathematical environments and mathematical assessment.
- Develop teacher/leader resources to support professional learning and implementation of the Mathematics Framework.
- Implement the use of Numeracy diagnostic assessments for Grades 1-3.
- Create, implement and support numeracy intervention practices for grade 1-3 teachers.

- Continue the Concept-Based Learning Network, consisting of teams of teachers and leaders from schools across CBE with the goal of sharing resources and high-quality teaching and learning strategies.
 - Survey stakeholders to gather data around the implementation of the Mathematics Framework including use of CBE's Student Survey related to CBE's Mathematics Framework.
- **Resources**
- The following resources will be created and made accessible in support of system and school needs.
- Revisit, refine and update Grades 1-9 Scope and Sequence for Curriculum documents.

Students who self-identify as Indigenous are supported to experience improved achievement and well-being

- **Professional Learning**
- Professional learning in service of improving all students' learning will be developed intended to support:
- Staff in building foundational knowledge of the *Indigenous Education Holistic Lifelong Learning Framework*.
- **Structures & Processes**
- The following structures and processes will be utilized in support of student achievement and access to supports across a range of areas.
- Acknowledge and support the implementation of the Truth and Reconciliation Commission Calls to Action.
 - Support the preschool program at Niitsitapi Learning Centre to provide a strength-based early learning environment with a focus on building a strong sense of Indigenous identity and a robust academic foundation.
 - Design and plan process to work with Elders to expand continually on four domains of Holistic Lifelong Learning Framework.
 - Continue planning and implementation of a Holistic Collaborative Response in 18 target schools.
 - Monitor self-identified Indigenous students in grade 10 and work with schools to provide supports when required (e.g., attendance, access to community resources).
 - Continue to develop and implement unique pathways program development in Indigenous Studies.
 - Host CBE Elder Advisory Council Online Meetings as well as one-on-one and small group Elder gatherings throughout the school year.
 - Communicate quarterly to schools, students and families via Indigenous Education Community Newsletter.

- **Resources**

The following resources will be created and made accessible in support of system and school needs.

- Design and share resources in support of: transition of self-identified Indigenous students moving from grade 9 to 10, Aboriginal Studies 10, 20, 30, the Indigenous Education Holistic Lifelong Learning Framework and professional learning needs identified by staff and to support goals within School Development Plans.
- Highlight and offer resources via Insite to support schools with events throughout the school year (e.g., Orange Shirt Day, Indigenous Veterans Day, National Indigenous Peoples Day).
- Gather, analyze, share and reflect upon survey data with schools and system teams from October 18th Indigenous Education Professional Learning Day.
- Update and share online Community Resource Guide to support Indigenous families to access community supports.

Students access learning opportunities and supports that address their diverse learning needs and well-being

- **Professional Learning**

Professional learning in service of improving all students' learning will be developed intended to support:

- Teachers' instructional practice reflective of understanding equity, diversity, inclusion and well-being.
- Continue to engage teachers in learning opportunities that demonstrates the wide breadth of career possibilities in southern Alberta.
- School staff in Enhanced Education Supports (EES) classes through a summer institute.
- Teachers in comprehensive literacy instruction for students with complex needs.

- **Structures & Processes**

The following structures and processes will be utilized in support of student achievement and access to supports across a range of areas.

- Develop and implement a system-wide Student Well-Being Framework.
- School Development Plans include a well-being goal.
- Advance CBE CARES (Collaboration for Anti-Racism, Equity Supports).
- Develop a system-wide workplan with strategies to advance anti-racism, diversity and inclusion.
- Enhance system and school-based structures and processes for collection and use of student data to monitor achievement and well-being of all students including those who self-identify as Indigenous, English language learners and students with identified special needs.
- Create data dashboards for each school, area and key system teams inclusive of attendance, report card, Early Years Evaluation, English language learners' level of proficiency, high school students' progress towards diploma or certificate and OurSCHOOL Survey data by grade and disaggregated by students who self-identify as Indigenous, English language learners and students with identified special education needs.
- Refine CBE continuum of supports and services to align to student needs.

- Support schools in using *Responsive Instruction and Assessment | 2021-22* to plan professional learning and engage in instructional planning and assessment.
- Implement or refine processes to support diverse learners that involve speech-language spring screening/assessment, functional behaviour assessments Augmentative and Alternate Communication (AAC) referrals, mental health interventions, formal assessment psychological services, systemic collaborative response and student referral processes and transition of students moving to and from specialized classes.
- Equitable allocation of Literacy kits to specialized classes through the loan pool via strategists to ensure maximum engagement, implementation and use.
- Design and implement school and system-based structures and processes reflective of a collaborative response to meet the holistic needs of each student.
- Refine and advance *K-12 Assessment and Reporting in CBE*.
- Update English language learners benchmark requirements and monitor implementation of revised ESL Benchmarks.
- Implement the recording of summative assessment information in PowerTeacher Pro gradebook throughout the reporting period to provide clear information about strengths and areas for growth in relation to outcomes from programs of study, Individual Program Plan targets and/or revised ESL Benchmarks.
- Support effective transitions between middle/junior to high schools and post-secondary or the work force.
- Continue to develop a learning network to support the induction of teachers new to CTF.
- Reallocate Early Learning resources to provide assessments for kindergarten children with special education needs in response to provincial reporting requirements.
- Leverage ELL Strategist Support Model to collaborate further with service unit teams and school-based staff to allocate resources strategically within the ELL Service Unit to support needs of English Language Learners.
- Strengthen and refine processes at CBE's Welcome Centre to ensure all newcomers receive a fulsome language proficiency assessment and are effectively transitioned to their community school or specialized setting.
- Continue to promote and expand asynchronous and online delivery models of dual credit programming, where possible, to remove challenges of scheduling conflicts and increase accessibility and equity.
- Computers for Kids Program to fill requests from schools to provide Computers for Schools devices to students who do not have access to technology.
- Implementation of the Robotic Pilot program across CBE with interested junior/middle and high schools.
- Expansion of access to myBlueprint beyond grades 10-12 to include grades 7-9.

- **Resources**

The following resources will be created and made accessible in support of system and school needs.

- Inclusive Fine and Performing Arts (FPA) Classrooms guide.
- Guiding documents with best practices in alignment with the Literacy and Mathematics Frameworks and the three key competencies outlined in the Revised Alberta K-12 ESL Proficiency Benchmarks (vocabulary, syntax, discourse).
- Comprehensive instructional and programming resource document for EES classes.

Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders

CBE Strategy: Developing Our Employees

Build the capacity of our employees

- Advance succession planning through mentoring, coaching and on-the-job training.
- Provide opportunities for professional learning for our employees.

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

- Continue to build skill in generating and interpreting data across CBE leadership teams.

Foster a welcoming, caring, respectful, inclusive and safe work environment.

- Continue to build employee awareness of mental health and well-being supports.

Evidence

Alberta Education Assurance (AEA) Survey

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	80.7	80.9	81.9	81.8	81.2	n/a	n/a	n/a
The percentage of parents and students satisfied with the quality of teaching at their child's / their school.	93.4	92.2	92.1	92.8	90.7	n/a	n/a	n/a

Analysis of Evidence

Caution should be used when interpreting survey results over time as 2020-21 was a pilot year for the AEA survey and participation was impacted by the COVID-19 pandemic.

Overall teachers are satisfied with the professional learning they have received from CBE. This correlates well with the satisfaction that parents and students have with the quality of teaching at the school

Specific Strategies from 2020-21

All Students

- **Professional Learning**
Professional learning in service of improving all students' learning was developed to support:
 - Teachers and leaders across CBE to enrich understanding of teaching for conceptual understanding through a concept-based learning network.
 - Teachers in using the *Understanding Grade Level Reading* and *Understanding Grade Level Writing* documents most effectively through Literacy Specialists' work.

- Teachers in planning, teaching and assessing to meet the needs of learners in grades 1-8 through MathUP Classroom with Dr. Marian Small.
- Teachers with online teaching and assessment strategies.
- Teachers in accessing supports regarding design thinking and project-based learning in their classrooms and school programs through participation in Design the Shift.
- K-9 and Hub Learning teachers to integrate Visual Art and Music into classrooms.
- Visual art teachers in enriching their understanding of specific techniques and task design through a professional learning series.
- Teachers in language programs through communities of practice led by Specialists.
- Teacher language growth through administration of CBE Professional Supported Improvement Fellowship and Alberta Education Language Teacher Bursary.
- Grade 9 teachers with French Language Arts written proficiency through a working group led by Specialists.
- Languages teachers through two common organized Professional Learning days on neurolinguistics and multilingualism.
- K-4 teachers in building capacity in using Practical Language Strategies through Speech-Language Services staff.
- All school staff in understanding high impact strategies to support students with special needs through a series of pre-recorded professional learning sessions on topics such as Autism Spectrum Disorder (ASD), student regulation, social skills, curriculum modifications, assessment and reporting and transition planning.
- Enhanced Education Supports (EES) Learning Series.
- Teachers with technology integration and task design with a variety of technology tools.
- School leaders in honoring student voice in learning, assessment and decisions, and informing School Development Plans.
- School leaders on the implementation of data analytics tools.
- School leaders and learning leaders a common analysis process of provincial assessments.
- School leaders' capacity with data in the context of the School Development Plan.

▪ **Structures & Processes**

The following structures and processes were utilized in support of student achievement and access to supports across a range of areas.

- Assessment and Reporting Champion model representative from every school K-12 participated in professional learning every month.
- Online and recorded professional learning sessions created to support collaboration and developed a “library” of CTF resources.
- Professional learning networks (PLNs) were created across K-12 for Fine and Performing Arts.
- Promoted and developed partnerships with post-secondary institutions and jurisdictional partners to develop transition programs and processes for dual credit students through membership in the Alberta Council on Admissions and Transfer (ACAT) Committee and Dual Credit subcommittee.
- Facilitated an Off-campus Education working group for jurisdictional best practice, guiding documents and jurisdictional policy development.
- Employed a universal Early Years Evaluation Teacher Assessment (EYE-TA) school-based data review process employed to inform kindergarten instruction and programming.

- International partnerships built to enhance knowledge and intercultural competencies of students and staff.
- Streamlined practices among speech language pathologists to achieve consistency, efficiency and communication pathways to schools.
- System-wide Resource Teacher Network established.
- Revised research application and review process to support innovation and continuous improvement.
- Partnered with post-secondary institutions to conduct research within CBE.
- Began to implement key actions identified from the external partnership review,
- Created a Partnership Council comprised of staff across various service units and schools to help advance this work.
- Donation handling was transitioned to EducationMatters.

▪ Resources

The following resources were created and made accessible in support of system and school needs.

- K-9 English Language Arts (ELA) and Mathematics Assessment and Reporting Guides revised.
- ELA 10-1, ELA 10-2 and Mathematics 10C Assessment and Reporting Guides were created, implemented and refined for high schools.
- System documents guiding programming for fine arts, specifically in grade 5 and 6 Music, Instrumental Music and Elementary Music and Visual Arts scope and sequence resources created including program of study outcome to reporting stem alignment.
- Brightspace shell for languages leaders developed to access online resource tools for instructional practice and program development.
- Speech-Language Services in Kindergarten Guide developed for schools.
- School Guide for Occupational Therapy and Physiotherapy in kindergarten to grade 6 schools updated.
- Document to support staff in EES classrooms in understanding the role of Occupational Therapy, Physiotherapy, Speech Language Pathology and Psychology created.
- Student Voice Venn diagram (Achievement, Equity and Well-Being) created.
- Student Voice Video created.
- Student Voice Gathering Sessions Document: SDP Strategies.
- Created a robust School Development Planning Toolkit inclusive of data tools, templates, exemplars and a School Development Plan Companion Guide.
- Developed new analytics tools to monitor achievement progress and identify gaps.

English Language Learners

Professional Learning

Professional learning in service of improving English language learners' learning was developed to support:

- School leaders and teachers in continuously monitoring language proficiency levels for English language learners to inform both instructional planning and the provision of timely and appropriate learning supports.

Structures & Processes

The following structures and processes were utilized in support of student achievement and access to supports across a range of areas.

- Book study on *Breaking Down the Wall. Essential Shifts for English Learners' Success*, focused on engaging students by connecting instruction to all students' personal, social, cultural and linguistic identities facilitated.
- Weekly Teams Drop-In sessions were provided where teachers brought student work samples and worked alongside English Language Learning strategists to collaborate on action steps to support English language learners established.
- Baseline English language learner Language Proficiency (LP) data gathered to inform instructional strategies within the School Development Plans, with the support of Education Directors and English Language Learning Strategists.
- Ongoing support of English language learners brought forward to the Area Learning Team.

Resources

The following resources were created and made accessible in support of system and school needs.

- Brightspace by D2L English Language Learning Toolbox as the common repository of English Language Learning resources including recorded professional learning sessions, high impact strategies and current research.

Students who Self-Identify as Indigenous

Professional Learning

Professional learning in service of improving the learning of students who self-identify as Indigenous was developed to support:

- 17 target schools to engage in nine PLN sessions to support collaborative work.
- Teachers and school leaders in building foundational knowledge through school and system-wide learning opportunities.
- School and system leaders in developing understanding and connection to the importance of acknowledging the land.

- **Structures & Processes**

The following structures and processes were utilized in support of student achievement and access to supports across a range of areas.

- System-wide Indigenous Education Professional Learning Day approved for October 18.
- Indigenous Education and Research & Strategy teams collaborated to gather, analyze and share data to inform decision making at system, Area and school level.
- Indigenous Education Team offered regular access to Indigenous ceremonies.

- **Resources**

The following resources were created and made accessible in support of system and school needs.

- Professional resources (flat sheets) created to advance Indigenous knowledge systems and advance culturally responsive instructional design and assessment.
- Area data reports created, shared and discussed with each Area Team (education directors and system principal).

Students with Identified Special Education Needs

- **Professional Learning**

Professional learning in service of improving the learning of students with identified special education needs was developed to support:

- Psychologists' use of a condensed assessment report to guide programming and support for students.

- **Structures & Processes**

The following structures and processes were utilized in support of student achievement and access to supports across a range of areas.

- Documentation process for counselling modified to support the sharing of finalized psychological reports and documentation.
- Due to increase in mental health needs, specific focus placed on the ability to increase quality and quantity of services provided to students and schools.
- Collaboration between Core Curriculum and Inclusive Education in support of assessment and reporting of learning for students receiving modified programming.

- **Resources**

The following resources were created and made accessible in support of system and school needs.

- Counselling Intake Form updated and used to ensure consistent practice and compliance with the College of Alberta Psychologists Standards of Practice.
- Collaborative Planning Guide developed for: Enhanced Education Supports (EES); Attitude, Community Competence, Elements of Academic Curriculum, Social Skills (ACCESS); Communication Sensory and Social Interaction (CSSI); Adapted Learning Program (ALP); and Teaching of Aptitude, Social Skills and Communication (TASC).

People in the CBE are engaged and supported to achieve student and system success

■ Professional Learning

Professional learning in service of improving all students' learning will be developed intended to support:

- K and Grade 1 teachers in Areas 1, 2, 5, 6 & 7 in understanding and implementing the Right to Read program.
- All teachers in utilizing the Revised Alberta K-12 ESL Proficiency Benchmarks to collect baseline data, inform instructional practice, assess for student growth and report language acquisition achievement.
- Teachers in CTF and CTS to develop a collective understanding and design tasks.
- Career development professional learning for teachers lead by outside organizations like Careers Next Generation.
- Language program teachers with biliteracy, oral language development, visual literacy, culturally responsive teaching and inclusive practices.
- New off-campus teachers and high school leaders in understanding how to program to increase accessibility of these courses to students.
- Staff in building foundational knowledge to support the establishment of conditions under which the learning aspirations and the potential of Indigenous students will be realized.
- Educational assistants with learning best practices for working with students in EES classes.
- Staff in schools in the use of inclusive and assistive technologies.
- Gr. 7-12 teachers in understanding the use of myBlueprint as a tool to support student career and pathways planning, inquiry-based learning and reflection and documentation of learning.
- Staff in schools with technology integration and task design.
- School and system leaders in using the new data analytics tools and 'School at a Glance' tool.

■ Structures & Processes

The following structures and processes will be utilized in support of student achievement and access to supports across a range of areas.

- CBE employee engagement key themes including leadership and well-being are prioritized, developed and implemented.
- CBE has collaborative learning networks and cross-functional teams that advance priorities.
- Professional Learning Framework is developed, refined and implemented across service units as a guide for designing and implementing professional learning.
- CBE structures and processes support effective leadership development across all levels of CBE.
- Administrative staffing process review and refinement.
- CBE supports staff to build and maintain awareness of effective use of current and emerging technologies to enhance knowledge and inform practices.
- Educational Technology System Survey administered to gather data about school use and impact of system-supported tools and resources, digital learning practices, student needs and teacher professional learning requirements to inform and align system professional learning and supports.

- Piloting design and implementation of Microsoft Teams within School Improvement.
- Education Directors provide ongoing support to school leaders in the work of School Development Plans with explicit expectation of student voice to be embedded within.
- Education Director school visits, School Development Planning sessions and Area Leadership Meetings provide regular touchpoints for the inclusion of student voice in the work.
- Champion representation from each school to support specific subject areas and student need (e.g., Literacy, Mathematics, Assessment & Reporting, English Language Learners, Well-Being). These teachers and leaders participate in professional learning about best practices for teaching and learning, supportive environments, application of the Literacy and Mathematics Frameworks and effective assessment practices.
- Calibration of assessment practices across the range of subject disciplines and grades.
- Development and continuation of Professional Learning Networks for Fine and Performing Arts as well as health, physical education and comprehensive school health.
- Provide professional development opportunities for cosmetology teachers and instructors to work with industry experts with black and textured hair.
- Facilitate online Languages Community of Practice.
- Organize an orientation for Spanish Visiting Teachers to support improved integration in CBE.
- Create and analyze survey for languages staff to determine professional learning needs.
- Orientation session for new school leaders and teachers in immersion and bilingual programs.
- English Language Learning Strategists to develop teacher capacity in utilizing the Revised K-12 ESL Proficiency and employing high-impact ELL that connect directly to the Literacy and Mathematics Frameworks as well as the School Development Plan of each target school.
- Design and offer targeted professional learning and resources to schools based on data from their Truth and Reconciliation (TRC) Commitments.
- System wide professional learning day for Indigenous Education inclusive of all employees on October 18, 2021, designed, supported and implemented.
- Design and offer additional professional learning throughout school year based on data gathered on October 18th and other evidence (data, research, School Development Plans).
- Continued development and implementation of Bridges / Mental Health psychology team to support student learning.
- Provide professional learning, resource exploration and testing of innovative hardware and software to schools through the Future of Learning Lab (FLL).

▪ Resources

The following resources will be created and made accessible in support of system and school needs.

- Literacy Framework outlining best practices for literacy teaching and learning, literacy environments and literacy assessment.
- Assessment and Reporting Guides, including expansion to Science 10, Social Studies 10-1/-2, English Language Arts 20-1/-2 and Mathematics 10-3/20-3 and 20-1/-2 developed, refined and piloted.

- Teaching and learning resources to support both teachers and students in the Robotic Pilot project.
- Visual Art and Music Scope and Sequence documents.
- New analytics tools to analyze local measures (e.g., LeNS, CC3).
- Data tools to support schools in determining effective measures in their school development plan.

Student learning and well-being are enhanced through partnerships and engagement with students, staff, parents and community

- **Structures & Processes**

The following structures and processes will be utilized in support of student achievement and access to supports across a range of areas.

- Leverage school and system wide processes for gathering and utilizing student voice to inform school and system actions.
- Common Education Director school visit questions will include student voice in the development of School Development Plan goals and ongoing feedback.
- Foster relationships with parents by leveraging engagement and communication processes and opportunities.
- Build and sustain relationships with Indigenous and new Canadian parents/caregivers.
- Continue to build international partnerships to enhance the knowledge and intercultural competencies of both language students and staff.
- Facilitate collaboration among CBE and Indigenous Elders, leaders, organizations and community members to establish strategic policy directions in support of Indigenous student achievement and well-being.
- Establish and nurture community partnerships to support Indigenous students, families and staff professional learning.
- Develop and nurture balanced and respectful relationships with Indigenous Elders, Knowledge Keepers and community members and to be able to offer staff access to professional learning.
- CBE maintains partnerships to support Unique Pathways that allow students to explore options and possibilities for exploratory programming, internships, dual credit and work experience opportunities.
- Continue work without outside partners, like SAIT, to develop unique learning opportunities for students in grades 5-9.
- Strengthen students' access to community programs and services during non-instructional hours.
- Advance the work to develop a partnership database, a streamlined partnership intake process including criteria and an in-kind donation process.
- Utilize system-wide processes, tools and practices to improve partnership management.
- Pilot eSports programs in schools using League of Legends.
- Create Arduino Robotics Pilot to build and support an affordable and sustainable platform for innovative coding and 21st century skills in grades 7-12.

CBE optimizes available financial, people and physical resources in support of student and system success

▪ **Structures & Processes**

- The following structures and processes will be utilized in support of student achievement and access to supports across a range of areas.
- CBE has a framework for the use of technology and tools to support effective operations and advance teaching practice.
- Review programs, services and supports to assess effectiveness, efficiency and economy aligned with provincially allocated funding.
- CBE allocation of resources to schools is equitable and accounts for funding through RAM including base, equity, program and other funding allocations.
- Use of Criteria Based Response Fund (CBRF) to support and address emergent student need across the system.
- School utilization rates are maintained at a level that generates maximum programmatic and operational efficiencies.
- Balance enrolment across CBE schools while providing access, flexibility and choice.
- Operations and maintenance are aligned with funding consistent with environmental obligations.
- Develop consistent collaboration times throughout the year for teachers at high schools to meet with teachers at feeder schools in order to support:
 - information sharing;
 - professional learning;
 - students to transition between grade 9 and grade 10;
 - resources like consumable materials, access to local experts, training opportunities; and
 - work with system teams and service units to test, approve, provide professional learning and advance new and innovative learning technologies such as robotics, 3D printing, laser cutters and mobile technologies.

Outcome 4: Alberta's K-12 education system is well governed and managed

CBE Strategy: Strategic Allocation of Resources to Support Student Needs

Allocate human and financial resources based on student needs.

- Align resource allocation with the provincial funding framework and with system priorities and equity goals.
- Allocate resources based on need to support students with equitable access to programs and services across the system.
- Develop a sustainable system-wide plan to optimize, commission, modernize and maintain school facilities to foster enriching learning environments.
- Develop a sustainable system-wide plan for high schools that continues to offer students access, flexibility and choice in programming given available space and resources.
- Promote system-wide approaches to environmental sustainability.

CBE Strategy: Organizational Effectiveness & Service Transformation

Employ a strategic approach to align resources, supports and services with the Three-Year Education Plan and system priorities.

- Make decisions based on evidence, data, input and guiding documents.
- Use the School Support Model to further collaboration, shared decision-making, transparency and accountability.
- Eliminate duplication of services and reduce inefficiencies.
- Enhance coordination between schools and service units.
- Leverage technology to improve operational efficiency.

Communicate and engage with our students, staff, families and communities to support effective decision-making.

- Use the Dialogue Framework to support community engagement activities.
- Communicate decisions effectively.

Support effective system and Board governance.

- Mitigate risk to the organization.
- Review and update our Administrative Regulations to ensure compliance with provincial regulations and/or Board policies.

Evidence

Alberta Education Assurance (AEA) Survey

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.3	77.4	77.9	79.0	76.6	n/a	n/a	n/a
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.0	88.2	88.6	89.0	88.1	n/a	n/a	n/a
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	68.5	68.1	68.2	69.9	79.3	n/a	n/a	n/a
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.	80.1	78.2	78.8	79.7	79.0	n/a	n/a	n/a
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	70.3	69.4	69.2	71.9	66.6	n/a	n/a	n/a
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	81.9	81.3	81.5	82.5	79.2	n/a	n/a	n/a
The percentage of parents that are very satisfied or satisfied with the specialized supports and services their child has received that enables them to be a successful learner.	80.0	78.0	81.0	81.0	76.0	n/a	n/a	n/a

Analysis of Evidence

Caution should be used when interpreting survey results over time as 2020-21 was a pilot year for the AEA survey and participation was impacted by the COVID-19 pandemic.

Contributing positively to the results of the basic education measure is parents' satisfaction with the quality of teaching at their child's school and students' satisfaction (high 80s to high 90s) to each of the two grade 4 and six grade 7 & 10 questions asked.

What brings down the results for the percentage satisfaction with lifelong learning is the degree of agreement with the statement "High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime" by parents, teachers in grades 4 & 7. High school parents' and teachers' agreement is significantly higher. This could be because they know firsthand whether high school students are able to demonstrate the knowledge, skills and attitudes for lifelong learning.

What negatively affects the percentage satisfaction with programs and services are the parents in 7 & 10 and students in grade 7 response to a lack of academic and career counselling.

Specific Strategies from 2020-21

All Students

Professional Learning

Professional learning in service of improving all students' learning was developed to support:

- Staff understanding of the Archibus Inventory platform and Musical Instrument Rental Processes.

Structures & Processes

The following structures and processes were utilized in support of student achievement and access to supports across a range of areas.

- Began site visits of Career and Technology Foundations (CTF) spaces in middle/junior schools to develop a spreadsheet of space utilization across schools.
- Worked with EducationMatters to facilitate the distribution of funds for high Equity Index middle/junior schools in accessing a one-time grant to support the development of CTF/CTS programs.
- Initiated conversations with service units to understand how we might develop a "shared tool library" to better support quality and access to CTF/CTS programming.
- Conducted a thorough space, program and safety analysis and comparison metrics for fairly and consistently analyzing all Tier 3 Career and Technology Studies (CTS) shops and programs across the system.
- Initiation of a Complementary Curriculum Equipment Management Guide to provide increase clarity, information and process to support school-based staff with managing, maintaining, repairing, replacing, removing and buying specialized equipment.
- Instrument Music Fleet Working Group collaboration on system transformation for inventory, fees and financing for Instrumental Music.
- Finance and School Improvement collaborated to support cross-system purchasing of educational software.

- Learning Technologies and School Improvement collaboration to support digital media hardware, software and apps.
 - Administered and applied for provincial and federal grants for research and professional learning (e.g., OLEP, SSHRC, University of Calgary, Alberta Education Research Grant).
 - The languages team worked with Alberta Education to establish partnerships between Besançon and CBE schools to develop culture and language skills for language teachers.
 - Reinstated language advisory committee (15 external partners).
 - The Languages Team worked with Alberta Education and other CBE service units to improve recruiting practices for language teachers.
 - Enhanced partnership with the International Spanish Academy network for the benefit of the Spanish bilingual program.
 - Engaged with partners to align goals for student learning and career development through Unique Pathways career pathway development.
 - Implemented file reviews, caseload trackers and an Outlook calendar template to collect data to improve psychology services and efficiencies.
 - Developed framework and process for psychologists to complete intake and parent feedback online.
 - Revised Administrative Regulations and FOIP and privacy documentation regarding digital citizenship and technology-related parent notifications and release forms to improve clarity and compliance.
 - Engaged in redesigning and strategizing for the next iteration of Software Asset Management (SAM) to support system approval processes for software for learning with service units: School Improvement, Client Technology Services, Communications and Engagement Services, Legal and Finance.
 - Implemented Phase Two of the Equity Index process.
 - Used CBE's Equity Index as the basis for allocation of resources in Early Learning.
 - Allocated human resources to schools strategically reflecting CBE's Equity Index.
- **Resources**

The following resources were created and made accessible in support of system and school needs.

 - Enhancement and access to resources and improved coordination between five Mandarin bilingual schools.

English Language Learners

- **Professional Learning**

Professional learning in service of improving English language learners' learning was developed to support:

 - School leaders and teachers in effectively using the Revised Alberta K-12 ESL Proficiency Benchmarks through a cohort Focus Group.

- **Structures & Processes**

The following structures and processes were utilized in support of student achievement and access to supports across a range of areas.

- Built a new partnership with Immigrant Services Calgary (ISC) to increase efficiencies within the student language assessment process and to connect all newcomer families to the Gateway Portal that accesses service providers.
- Aligned funding of English Language Learners within the Equity Index to focus on equity of resources and programming for students.
- Adopted the Revised Alberta K-12 ESL Proficiency Benchmarks (reduced number of competences) to provide all teachers with a common tool for supporting students' language development with a focus on key linguistic competencies.

- **Resources**

The following resources were created and made accessible in support of system and school needs.

- ELL Toolbox and video recordings of professional learning session for schools to access.

Students who Self-Identify as Indigenous

- **Professional Learning**

Professional learning in service of improving the learning of students who self-identify as Indigenous was developed to support:

- Staff in having access to professional learning opportunities with Indigenous Elders, Knowledge Keepers and community members through the development and nurturing of balanced and respectful relationships.

- **Structures & Processes**

The following structures and processes were utilized in support of student achievement and access to supports across a range of areas.

- The Indigenous Education Team supported 17 targeted K-12 schools as well as system work.
- Hosted four CBE Elder Advisory Council Online Meetings and several small group and one-one Elder gatherings throughout the school year in celebration of 10-year anniversary of CBE Elder Advisory Council.
- Communicated Indigenous Education updates to CBE staff via The Week Ahead, newsletter, Twitter, banner stories, Insite page.
- Communicated quarterly to CBE schools, students and families via Indigenous Education Community Newsletter.

- **Resources**

The following resources were created and made accessible in support of system and school needs.

- Community Resource Guide to support Indigenous families to access community supports during COVID-19 pandemic.

Students with Identified Special Education Needs

Ongoing professional learning provided to ensure students with special education needs were well supported in integrated classes and programs.

▪ Structures & Processes

The following structures and processes were utilized in support of student achievement and access to supports across a range of areas.

- Designed structures and processes to create multidisciplinary teams to support programming and student learning.
- Collaboration with Early Learning and Inclusive Education to coordinate spring speech and language assessments and registrations of children to attend Early Development Centre (EDC) programs for fall 2021-22.
- Creation of a System Master Specialized Class List to support a consistent and shared understanding of CBE demographics of students attending specialized classes.
- Creation of common processes and procedures for specialized classes (intake, discharge and transition).
- Implementation of School Based Mental Health Counselling services with the goal of increasing direct service for more students.

▪ Resources

The following resources were created and made accessible in support of system and school needs.

- Schools were assigned to all speech-language pathologists and Early Learning Strategists to provide equitable support to all children and equitable caseloads across area teams.
- Online parent sessions were provided as a universal support by speech-language pathologists supporting early learners. Supports and strategies for articulation and fluency were offered to support speech development at home.

Looking Forward to 2021-22

CBE optimizes available financial, people and physical resources in support of student and system success

▪ Structures & Processes

The following structures and processes will be utilized in support of student achievement and access to supports across a range of areas.

- Work with school leaders to develop a Complementary “three-year plan” to develop an iterative plan guiding future funding allocations and instructional supports in each school community.
- Cross service unit collaboration intended to:
 - develop understanding of direction and requirements related to: the needs of Career and Technology Foundation teachers and programs;
 - support effective access by school staff of expertise non-teaching service units (Facilities and Environmental Services, Procurement, etc.); and
 - address and communicate expectations and process regarding the maintenance, repair and replacement of specialized CTS equipment.

- Work with Human Resources to create protocols for all visiting language teachers coming to work in CBE.
- Stewarding our professional capital in a symposium for the future of language learning based on a ‘teacher supporting teachers’ model.
- Professional learning opportunities and supports continue for high school teachers focusing on student course selection, post-secondary requirements, workplace connections, career and life planning.
- Record data in PowerSchool from the Reading Readiness Screening Tool (RRST) and make available to principals as a local measure utilized by CBE.
- Use data of services and supports to assess the effectiveness and efficiency of psychological services.
- Provide School Technology Planning supports to improve short- and long-term planning for the implementation of learning technologies in schools.
- Continue redesigning and planning for the next iteration of Software Asset Management (SAM) to support system approval processes for software for learning with service units: School Improvement, Client Technology Services, Communications, FOIP and Privacy, and Finance.
- Analyze data and needs around system access, management and sharing of digital resources for learning (e.g., e-texts, digital books, interactives and applets, streaming videos and the complete range of paid curricular resources) and create a plan for future needs.

Summary of Financial Results | 2020-21

CBE was significantly impacted by the global pandemic. From a financial perspective, CBE saw an overall COVID-19 related drop in both revenues and expenditures. As a result of both the direct and indirect impacts of COVID-19, CBE ended the fiscal year with a deficit of \$9.1 million, which is equivalent to 7/10 of one per cent of total expenditures. This deficit is a slight increase on the budgeted deficit of \$2.7 million.

For a complete discussion of CBE’s financial status at August 31, 2021, please refer to CBE’s website under Financial Results 2020-21 at: <https://www.cbe.ab.ca/about-us/budget-and-finance/Pages/default.aspx>

The provincial roll-up of financial results can be found at: <https://www.alberta.ca/k-12-education-financial-statements.aspx>

Summary of Facility & Capital Plans | 2020-21

Calgary has experienced varying levels of population growth over the past decade. Based on the current information from the City of Calgary, the City's population has increased by 50 000 persons in the last five years, an average of 12 750 persons per year. The estimated population is 1 306 700 people (Calgary and Region Economic Outlook 2020-2025, Fall 2020). The City of Calgary's Suburban Residential Growth 2019-2023 indicates there were 27 actively developing communities in new suburban areas at various stages of build out. New school construction is necessary in outlying communities of the city to provide students with equitable access to instructional programs and 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. CBE's Three-Year School Capital Plan 2022-24 was approved on March 9, 2021, by the Board of Trustees and can be found under Supporting Documents on CBE's Website (www.cbe.ab.ca) > Schools > Building & Modernizing Schools > Criteria for School Capital Planning Priorities or at: <https://cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan.pdf>.

Appendix | 2020-2023 Three-Year Education Plan

2020-21 Preamble

The 2020-23 Three-Year Education Plan outlines priorities for the system with a focus on advancing equity through the personalization of learning. During a global pandemic, it becomes even more important to focus on continuous improvement, equity and responsiveness to individual student learning needs in each school context.

In the annual summative evaluation letter from the Board of Trustees to the Chief Superintendent in June 2020, the Board reaffirmed “its commitment to equity and expects that as you make decisions about student learning and resource allocation, that equity continues to be a guiding principle.”

The CBE recognizes the significant pressures schools and service units face in continuing to offer safe and healthy learning and work environments. Despite these added pressures, we are confident that through system and school focus we can and will respond and adjust to immediate needs as well as continuing to enhance the work in service of continuous improvement. While the priorities outlined in the 2020-23 plan remain, areas of focus identified below will be central to work in schools and across service units.

The CBE is redesigning the Three-Year Education Plan for the 2021-22 school year. This work is in response to the new Alberta Education Assurance Framework where “a broader and more balanced approach to accountability will result in enhanced public assurance and is the basis of the Assurance Framework. In this framework, all education stakeholders accept the responsibility for building capacity of the education system – in classrooms, schools, school authorities and in government” (p. 16).

2020-21 Areas of Focus

Achievement & Well-being

- Advance understanding, awareness and next steps in supporting anti-racism, inclusion and equity through the initiation of CBE CARES Advisory Council and partner research.
- Build capacity for effective pedagogy and assessment in online environments.
- Build, support, and refine health and safety measures aligned with guidance and direction from Alberta Education, Alberta Health Services, and reflective of our community context.
- Develop and enhance the use of local performance measures within School Development Plans.

Strategic Allocation of Resources to Support Student Needs

- Refine the allocation of resources to schools through the equity framework allocation model.

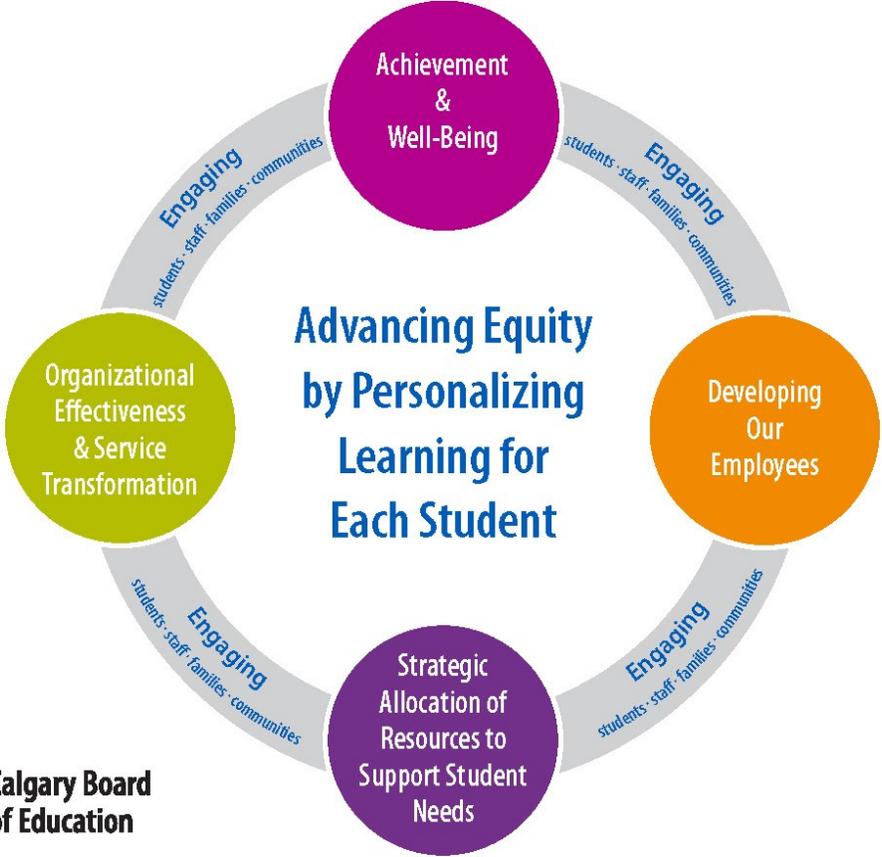
2020-2023 | Three-Year Education Plan



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

Values | Students come first · Learning is our central purpose · Public education serves the common good

Public education is a shared responsibility. Together we commit to success for each student, every day, no exceptions.



Advancing Equity by Personalizing Learning for Each Student

Success for each student, every day, no exceptions

How we support our students

Achievement & Well-Being

- **Improve student achievement through the design of inclusive, engaging and rigorous learning tasks.**
 - Further consistency of assessment and reporting by calibrating to a system standard.
 - Use high-impact instructional strategies.
 - Incorporate culturally responsive instructional design and assessment by honouring Indigenous knowledge systems, languages and histories.
 - Enhance student voice in learning, assessment and decision-making.
- **Advance literacy, numeracy and learning competencies that incorporate critical thinking, communication, creativity, collaboration, citizenship and character.**
 - Build capacity to support concept-based curriculum and instruction.
 - Leverage the use of technology in learning environments to meet the needs of diverse learners.
- **Create conditions for success for each student in a welcoming, caring, respectful and safe learning environment.**
 - Continue to develop environments where each student is known and develops a sense of competence, confidence and belonging as a learner.
 - Further develop school environments that foster resiliency in students.
 - Work with partners to provide access to well-being and mental health supports for students.

How we do our work

Organizational Effectiveness & Service Transformation

- **Employ a strategic approach to align resources, supports and services with the Three-Year Education Plan and system priorities.**
 - Make decisions based on evidence, data, input and guiding documents.
 - Use the School Support Model to further collaboration, shared decision-making, transparency and accountability.
 - Eliminate duplication of services and reduce inefficiencies.
 - Enhance coordination between schools and service units.
 - Leverage technology to improve operational efficiency.
- **Communicate and engage with our students, staff, families and communities to support effective decision-making.**
 - Use the *Dialogue Framework* to support community engagement activities.
 - Communicate decisions effectively.
- **Support effective system and Board governance.**
 - Mitigate risk to the organization.
 - Review and update our Administrative Regulations to ensure compliance with provincial regulations and/or Board policies.

Build trust and collaborative relationships with students, staff, families and communities through respectful and responsive dialogue.

How we use our resources

Strategic Allocation of Resources to Support Student Needs

- **Allocate human and financial resources based on student needs.**
 - Align resource allocation with the provincial funding framework and with system priorities and equity goals.
 - Allocate resources based on need to support students with equitable access to programs and services across the system.
- **Develop a sustainable system-wide plan to optimize, commission, modernize and maintain school facilities to foster enriching learning environments.**
 - Develop a sustainable system-wide plan for high schools that continues to offer students access, flexibility and choice in programming given available space and resources.
 - Promote system-wide approaches to environmental sustainability.

How we support our people

Developing Our Employees

- **Build the capacity of our employees**
 - Advance succession planning through mentoring, coaching and on-the-job training.
 - Provide opportunities for professional learning for our employees.
- **Build coherence and continuous improvement in program provision, service delivery and professional learning through a collaborative and evidence-informed culture.**
 - Continue to build skill in generating and interpreting data across CBE leadership teams.
- **Foster a welcoming, caring, respectful, inclusive and safe work environment.**
 - Continue to build employee awareness of mental health and well-being supports.