

public agenda

Regular Meeting of the Board of Trustees

January 28, 2025  
11:00 a.m.

Multipurpose Room,  
Education Centre  
1221 8 Street SW,  
Calgary, AB

**R-1: Mission |**

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

**Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.**

Time	Topic	Who	Policy Ref	Attachment
11:00am	1   <b>Call to Order, National Anthem, Acknowledgement of the Land and Welcome</b>	Chair		
	2   <b>Consideration/Approval of Agenda</b>	Board	GC-2	
	3   <b>Awards and Recognitions</b>		GC-3	
	4   <b>Results Focus</b>			
	4.1 Crossing Park School Presentation	J. Pitman, L. Nachtigal	R-2	Page 4-1
	4.2 Results 2: Academic Success – Annual Monitoring	J. Pitman	R-2	Page 4-18
	5   <b>Operational Expectations</b>			
	6   <b>Public Comment [ PDF ]</b> Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7   <b>Matters Reserved for Board Information</b>		GC-3	
	8   <b>Matters Reserved for Board Decision</b>	Board	GC-2	
	8.1 OE-8: Communicating and Engaging With the Public – Annual Monitoring		OE-8	Page 5-1 (Jan. 14/25)
	9   <b>Consent Agenda</b>	Board	GC-2.6	
	9.1 Items Provided for Board Decision			



Time	Topic	Who	Policy Ref	Attachment
9.1.1	Amendment to Board Meeting Minutes <ul style="list-style-type: none"> <li>Regular Meeting held September 24, 2024</li> </ul> (THAT the Board of Trustees approves the amended Minutes of the Regular Meeting held September 24, 2024, as submitted.)		GC-2	Page 9-34
9.1.2	Meeting Minutes <ul style="list-style-type: none"> <li>Special Meeting held December 16, 2024</li> <li>Regular Meeting held December 17, 2024</li> </ul> (THAT the Board of Trustees approves the minutes of the Special Meeting held December 16, 2024 and the Regular Meeting held December 17, 2024, as submitted.)		Page 9-1 Page 9-8	
9.2	Items Provided for Information		9.2.1 First Quarter Budget Variance Report	OE-5
	<b>Private Session</b>			
	<b>Termination of Meeting</b>			
	<b>Debrief</b>	Board	GC-2.3	

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

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## results monitoring report

Monitoring report for the  
school year 2023-24

Report date:  
Jan. 14, 2025

## Results 2: Academic Success

### CHIEF SUPERINTENDENT CERTIFICATION

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

- making reasonable progress toward achieving the desired results.
- making reasonable progress with exception(s) (as noted).
- not making reasonable progress.

Signed: 

Date: January 14, 2025

Joanne Pitman, Chief Superintendent

### BOARD OF TRUSTEES ACTION

With respect to Results 2: Academic Success, the Board of Trustees finds the organization:

- to be making reasonable progress.
- to be making reasonable progress with exception (as noted in motion).
- not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Chair, Board of Trustees

## Executive Summary |

### Analysis |

The data indicated across the four cohorts:

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

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

### Context | Continued Unprecedented Enrolment Growth and Ongoing Learning Disruptions

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

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

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

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

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

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

For more information, refer to [Appendix I School Data Sources](#)

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

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

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

## Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

Given the impact that unprecedented enrolment growth, increased classroom complexity, and high levels of staff and student absenteeism had on the ability of teachers to collect a robust body of evidence, the impact of the introduction of both new curriculum and new reporting stems, and processes at the Division 1 levels and new outcomes-based assessment practices for Division 4 students may have on report card data, consideration was given to understanding these implications in the development of new baselines from which to measure improvement. This meant that the work to improve student learning was not expected to be significantly reflected in the Results 2 indicators for the 2023-24 school year. We did expect that incremental growth with respect to many of the measures would be reflected in School Improvement Results Reports and School Development Plans and closely monitored these measures at each school. It is for these reasons no targets were set for 2023-24 in this report.

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## Glossary of Terms |

- Alberta Education Assurance Measures (AEAM) Results Report (formerly Accountability Pillar Results Report): This is the system for school authorities to consistently measure success and progress using a broad spectrum of measures. Reporting results allows Albertans to see how their school authority is performing and ensures that the entire education system is open and accountable.
- All Students: the complete set of students included in the data set for a specific indicator.
- Board: Board of Trustees.
- Division: group of grades.
  - Division 1 is comprised of grades 1, 2, 3.
  - Division 2 is comprised of grades 4, 5, 6.
  - Division 3 is comprised of grades 7, 8, 9.
  - Division 4 is comprised of grades 10, 11, 12.
- English Language Arts: A new English Language Arts and Literature (ELAL) curriculum for Division 1 students was implemented for the 2022-2023 school year and expanded to include implementation for Division 2 students in the 2023-24 school year. Division 3 and 4 students continued studying the English Language Arts Program of Studies. For the purposes of this report, both the ELAL curriculum and ELA program of study are referred to as English Language Arts as this is the language in the currently approved monitoring indicators.
- English as an Additional Language Learner: This group includes only those students who have been assessed as needing English language learning support and assigned the corresponding Alberta Education code. For the 2023-24 school year, Alberta Education formally changed their terminology for both English Language Learner and English as a Second Language to the more inclusive term English as an Additional Language.
- French Language Arts: A new French Immersion Language Arts and Literature (FILAL) curriculum for Division 1 students was implemented for the 2022-2023 school year and expanded to include implementation for Division 2 students in the 2023-24 school year. All other students continued studying the French Language Arts Program of Studies. For the purposes of this report, both the FILAL curriculum and FLA program of study are referred to as French Language Arts as this is the language in the currently approved monitoring indicators.
- Mean: the sum of the values in a set of numbers divided by the number of values in the set.
- Measure Evaluations:
  - Achievement Measure Evaluation – this is an Alberta Education Assurance Measures (AEAM) Results Report evaluation, which consists of comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school authorities and calculating the 5th, 25th,



75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The categories for achievement are *Very High, High, Intermediate, Low* and *Very Low*.

- Improvement Measure Evaluation – this is an Alberta Education Assurance Measures (AEAM) Results Report evaluation which consists of comparing the Current Year result with the Previous 3-year Average. A Chi-Squared statistical test is used to determine the significance of the improvement. The categories for improvement and the Chi-Squared range for each category are as follows:
  - *Improved Significantly*, Chi-Squared result  $\geq 3.84$  (current result > previous 3-year average).
  - *Improved*,  $1.00 \leq$  Chi-Squared result < 3.84 (current result > previous 3-year average).
  - *Maintained*, Chi-Squared result < 1.00
  - *Declined*,  $1.00 \leq$  Chi-Squared result < 3.84 (current result < previous 3-year average).
  - *Declined Significantly*, Chi-Squared result  $\geq 3.84$  (current result < previous 3-year average).
- Overall Measure Evaluation – this is an Alberta Education Assurance Measures (AEAM) Results Report evaluation that combines the Achievement Evaluation and the Improvement Evaluation. The categories for overall evaluation are *Excellent, Good, Acceptable, Issue* and *Concern*.
- Prov: Province.
- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.
- Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. In the following report, only students who have been identified are included in the data for "Students who Self-Identify as Indigenous".
- Students with Identified Special Education Needs: This group includes only those students who have been assessed and identified with a special education need then assigned the corresponding Alberta Education special education code, with the exception of those identified as gifted and talented. There is one exception to the latter and that is, when a student is double coded where one of the codes is gifted and talented. In this case, the student is included.





## Policy |

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

### Interpretation |

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

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

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

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

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

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

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

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

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

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

The Chief Superintendent interprets *Languages* to mean those programs of study taught in the Calgary Board of Education as both second language/language and culture courses and as immersion/bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.

## Students will:

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

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

### Interpretation |

The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.

The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.

The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

### Indicators |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.
  - 1.1 All Students
  - 1.2 English as an Additional Language Learners
  - 1.3 Students who Self-Identify as Indigenous
  - 1.4 Students with Identified Special Education Needs
2. Student results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.
  - 2.1 All Students
  - 2.2 English as an Additional Language Learners
  - 2.3 Students who Self-Identify as Indigenous
  - 2.4 Students with Identified Special Education Needs



3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.
  - 3.1 All Students
  - 3.2 English as an Additional Language Learners
  - 3.3 Students who Self-Identify as Indigenous
  - 3.4 Students with Identified Special Education Needs
4. Student results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
  - 4.1 All Students
  - 4.2 English as an Additional Language Learners
  - 4.3 Students who Self-Identify as Indigenous
  - 4.4 Students with Identified Special Education Needs
5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.
  - 5.1 All Students
  - 5.2 English as an Additional Language Learners
  - 5.3 Students who Self-Identify as Indigenous
  - 5.4 Students with Identified Special Education Needs



## Monitoring Information |

### Evidence of Progress |

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

#### Policy 2.1

##### Indicator 1

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

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

This indicator is based on an Alberta Education determined Grade 10 Cohort who complete high school within three, four or five years. High school completion rates include students who receive a credential (e.g., a High School Diploma, Certificate of Achievement) and students who do not receive a credential but who transition to a post-secondary institution, an apprenticeship program or who have achieved “academic standing”<sup>2</sup>.

#### Notes |

- 1 | The 2023-24 results Alberta Education Assurance Measures for high school completion are based on 2022-23.
- 2 | The 4-year rate includes the numbers from the 3-year rate and the 5-year rate includes the numbers from both the 3-year and 4-year rates.
- 3 | Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.
- 4 | The scales used on the graphs that follow have been chosen for ease of interpretation, however they change from cohort to cohort, so caution should be used when comparing graphs.

#### Legend |

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

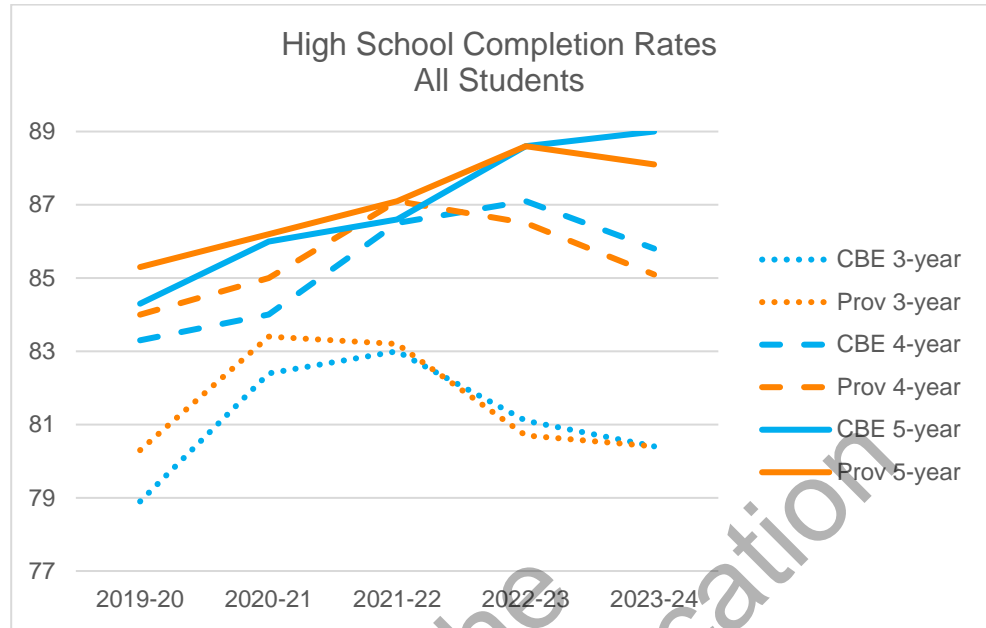
<sup>2</sup> Refer to Attachment I for the criteria of the categories for High School Completion.

## Policy 2.1

### Indicator 1

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

## 1.1 All Students



**Note |** For the calculation of High School Completion rates, the cohort of students is determined in grade 10. The 3-year completion rate is determined based on the number of students from that cohort that complete high school within the next three years. The 4-year completion rate is then inclusive of the number of students from that cohort who completed both within three and four years. The 5-year completion rate is inclusive of students from that cohort who complete within the three, four or five year period. For 2023-24, the 3-year completion rate is based on the cohort of grade 10 students from 2020-21, the 4-year completion rate is based on the cohort of grade 10 students from 2019-20 and the 5-year completion rate is based on the cohort of grade 10 students from 2018-19.

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

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

**Policy 2.1**

**Indicator 1**

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

\*\*Improvement Measure Evaluation compares Current Year data to the previous three-year average  
\*\*\*Overall Measure Evaluation combines the Achievement Evaluation and the Improvement Evaluation together thus represents the overall performance of the results.

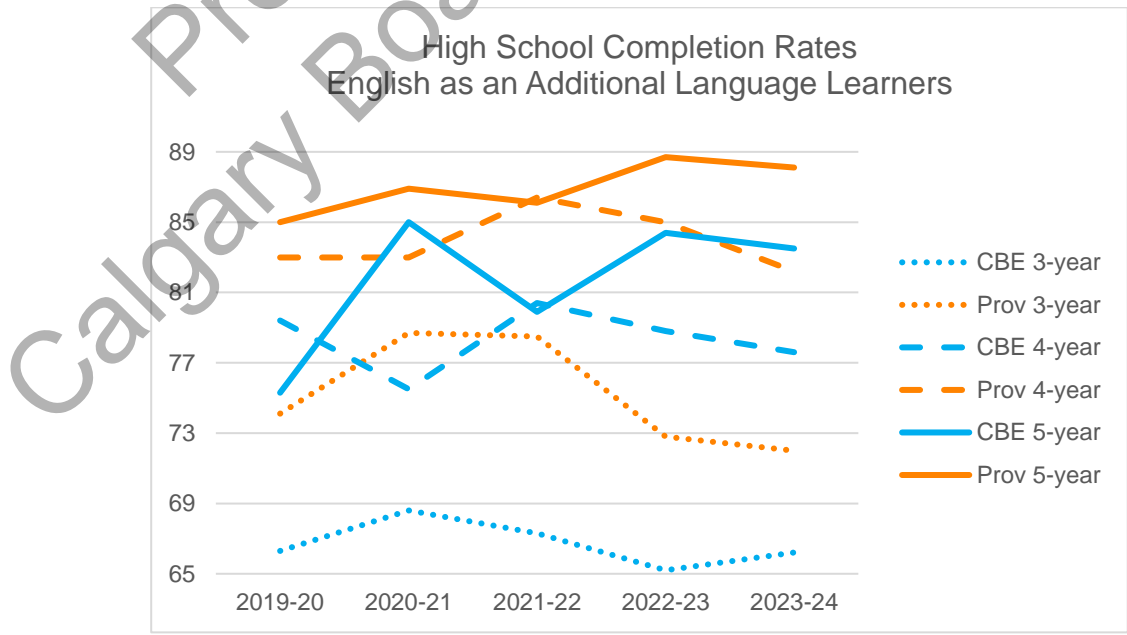
▪ **Analysis of Cohort**

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

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

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

**1.2 English as an Additional Language Learners**



## Policy 2.1

### Indicator 1

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

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

#### Analysis of Cohort

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

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

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

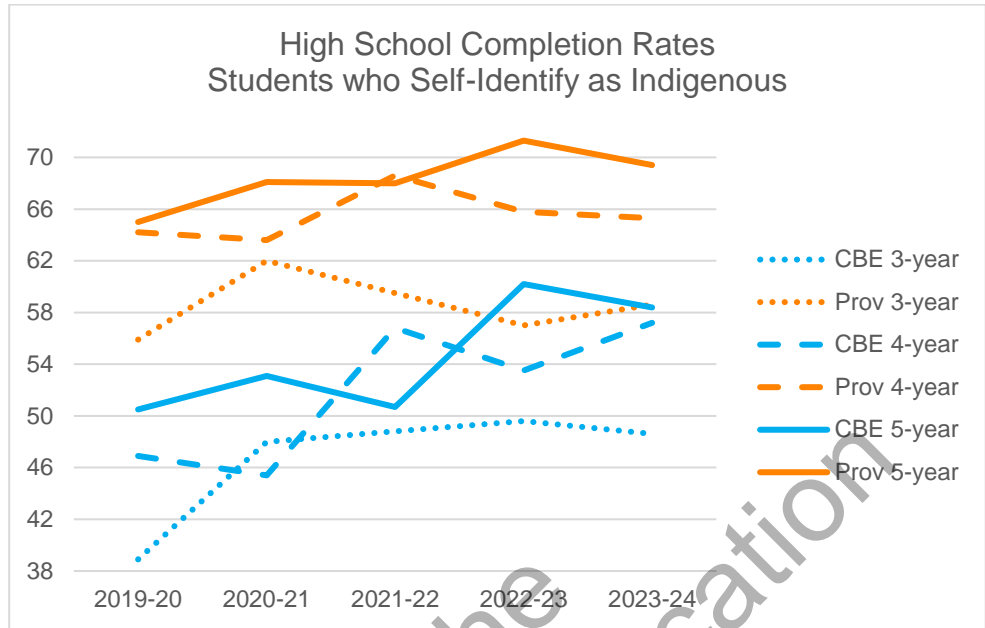


**Policy 2.1**

**Indicator 1**

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

**1.3 Students who Self-Identify as Indigenous**



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

**Analysis of Cohort**

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

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

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

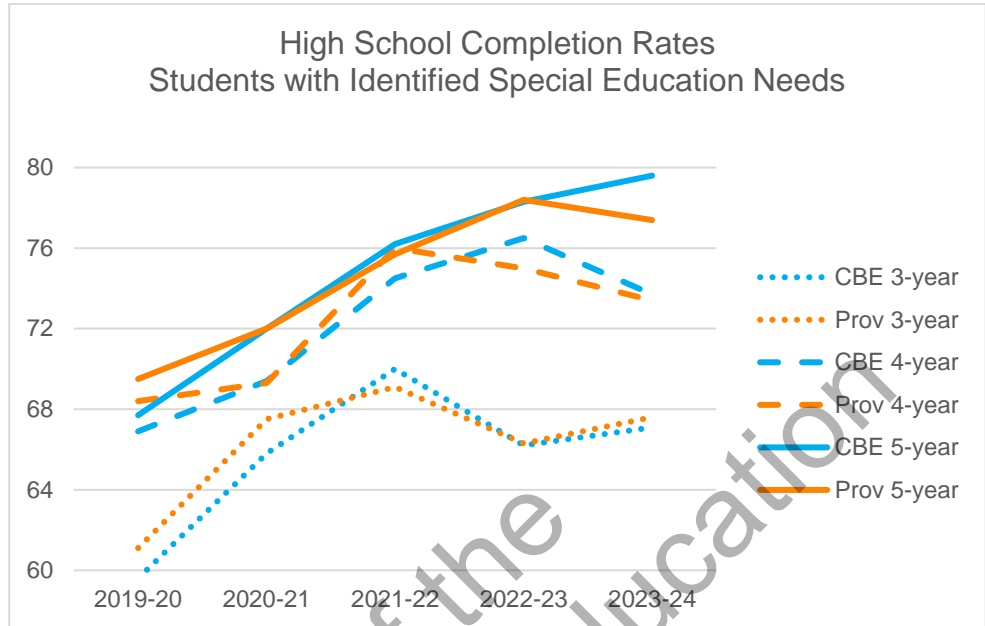
**Policy 2.1**

**Indicator 1**

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

and 5-year rates became smaller, while the difference widened in the 3-year high school completion rate in 2023-24 compared to 2022-23.

**1.4 Students with Identified Special Education Needs**



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

**Analysis of Cohort**

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

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

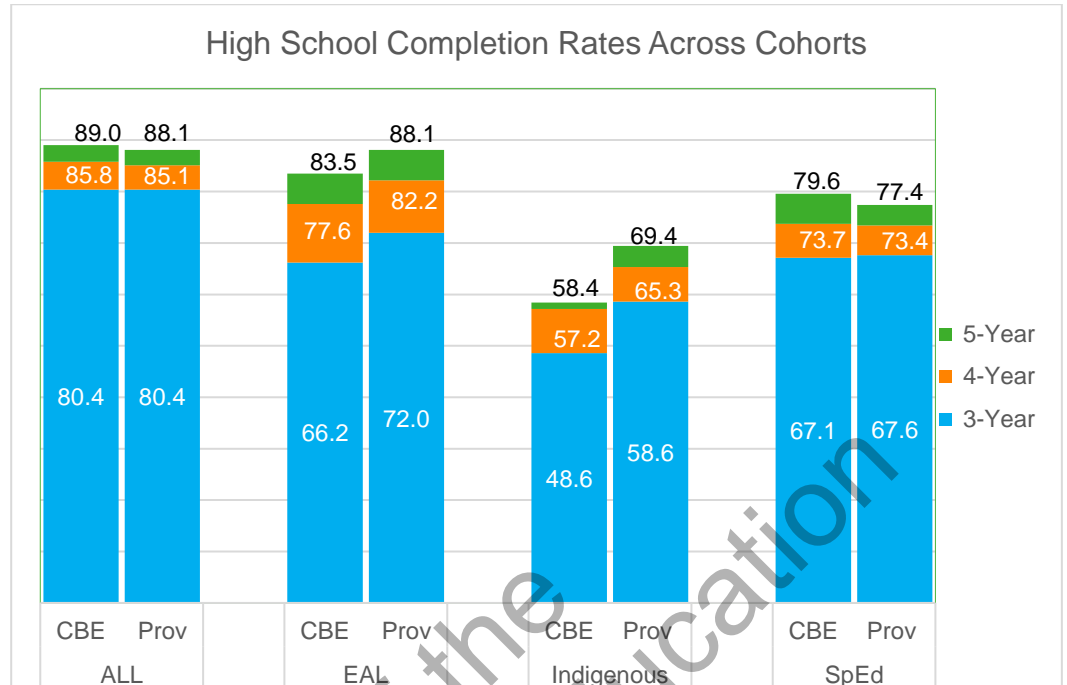
In 2023-24, when compared to the province, the CBE students showed stronger completion rates in both the 4-year and 5-year in contrast to the provincial 3-year rate was 0.5 percentage point higher than CBE results.

## Policy 2.1

### Indicator 1

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

## Summary



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

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

### Targets for 2023-24

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

### Interpretation

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

## Policy 2.1

### Indicator 1

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

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

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

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

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

#### ■ Celebrate

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



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Indigenous cohort; 5-year completion rate in Students with Identified Special Education Needs cohort.

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

#### ▪ Areas for Growth

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

#### ▪ Building Capacity

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

##### Professional Learning

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



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

### Structures & Processes

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





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enhancing programming for English and as Additional Language Learners.

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

### Resources

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





## Policy 2.1

### Indicator 2

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

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

#### Legend |

Division 1 – Grades 1 to 3 (Indicators 1-4)

Division 2 – Grades 4 to 6 (Indicators 1-4)

Division 3 – Grades 7 to 9 (Indicators 1-4)

Division 4 – Grades 10 to 12 (Percentage)

### 2.1 All Students

#### A. Student report card results as a mean within English Language Arts for All Students

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

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

Division	2019-20	2020-21	2021-22	2022-23	2023-24
1	2.97	3.07	3.10	3.04	3.04
2	2.96	2.99	3.00	2.95	2.92
3	2.88	2.88	2.87	2.84	2.82
4	74.9	73.7	72.4	70.9	72.1

#### ■ Analysis of Cohort

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

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

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

## 2.2 English as an Additional Language Learners

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

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

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

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

### Analysis of Cohort

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

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

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

## Policy 2.1

### Indicator 2

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

Report card means in Mathematics have been higher across all divisions over the past four years. Students in Divisions 1, 2, and 3 showed year-over-year decreases, except for a 0.01 percentage point increase in Division 1 in 2023-24 and Division 2 in 2021-22 for Mathematics. Division 4 students achieved higher report card means in 2023-24 for both subjects compared to 2022-23.

### 2.3 Students who Self-Identify as Indigenous

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

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

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

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

#### ▪ Analysis of Cohort

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

- Division 1: 1219 to 1254
- Division 2: 1128 to 1215
- Division 3: 1058 to 1090
- Division 4: 1059 to 1159

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

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

in both subjects for all divisions except for a 0.01 decrease in Division 3 in Mathematics.

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

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

## 2.4 Students with Identified Special Education Needs

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

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

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

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

### Analysis of Cohort

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

- Division 1: 3637 to 3751
- Division 2: 4451 to 5023
- Division 3: 5322 to 5555
- Division 4: 5947 to 6597

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

Comparing results from 2022-23 to 2023-24, Students with Identified Special Education Needs in Division 1 and Division 4 either maintained or improved their report card means in both subjects, while students in Division 2 and Division 3 showed a slight decrease. Notably, Division 4 Mathematics saw a 1.9 percentage points increase.

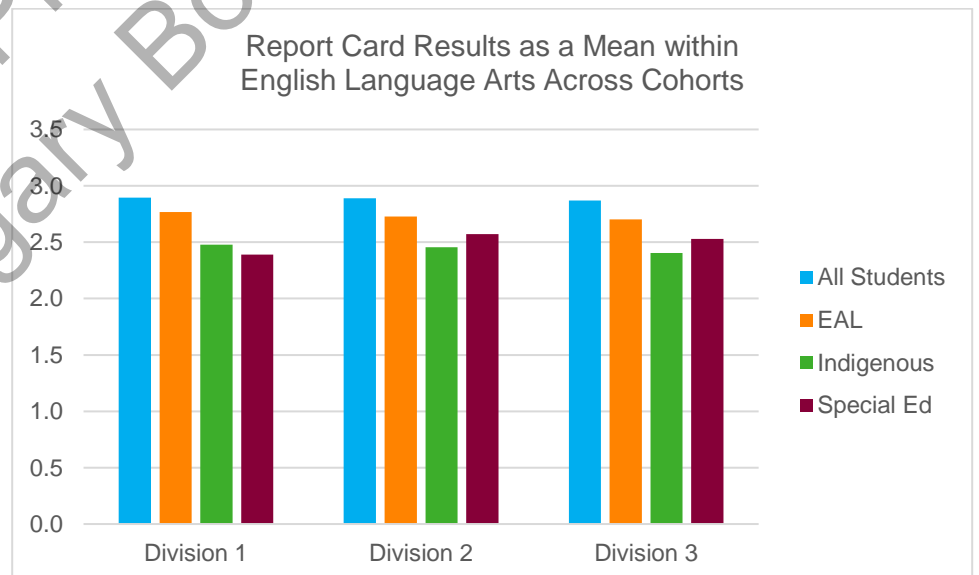
When comparing Mathematics to English Language Arts report card means, Division 1 students achieved higher in Mathematics than English Language Arts. Division 3 students achieved relatively higher in English Language Arts over time. Except for the result in 2022-23, Division 4 students achieved higher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

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

### Summary

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

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



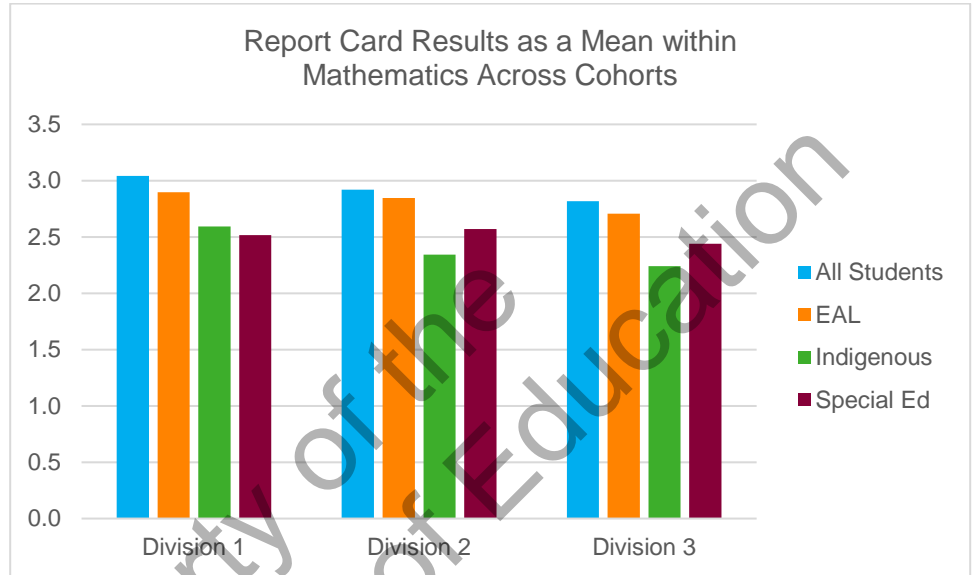
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Indicator 2

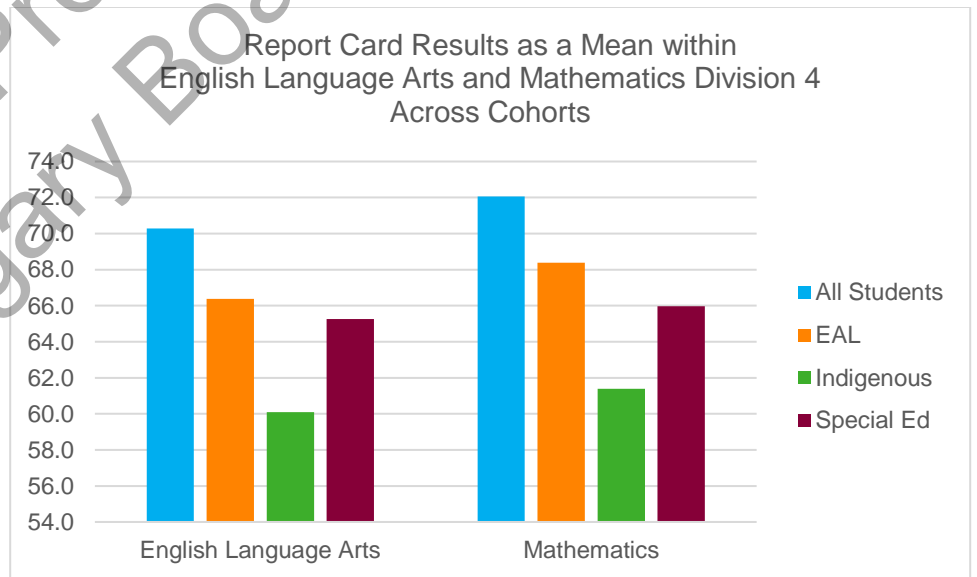
Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

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

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



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



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

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### Indicator 2

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

- **Targets for 2023-24**

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

- **Interpretation**

See Indicator 3 – Summary

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**Policy 2.1**

**Indicator 3**

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

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

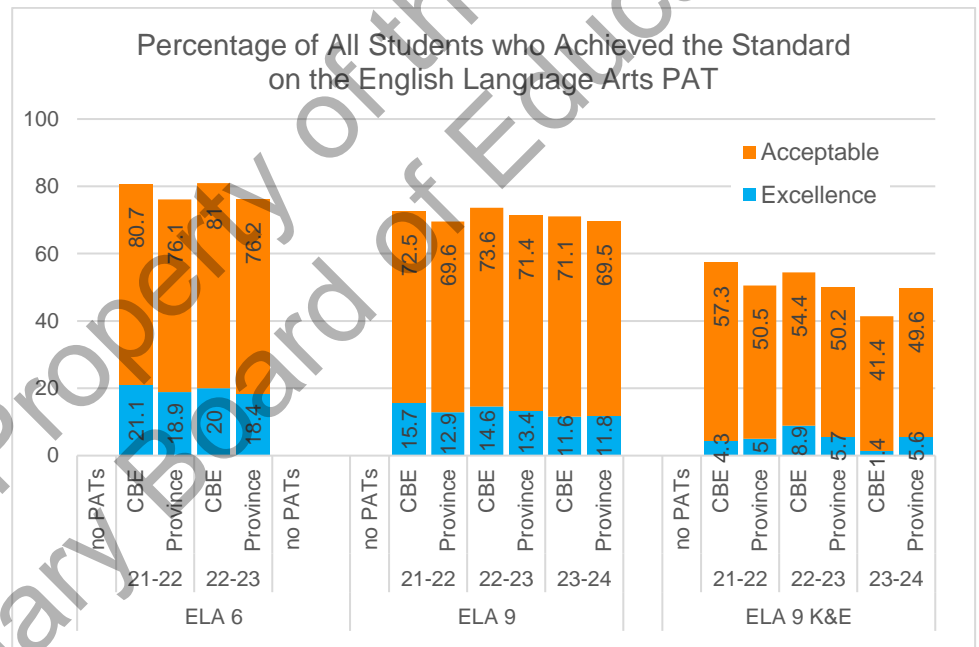
**Note |** Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting cohort results.

**Legend |**

Acc – Acceptable Standard  
Ex – Standard of Excellence

**3.1 All Students**

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

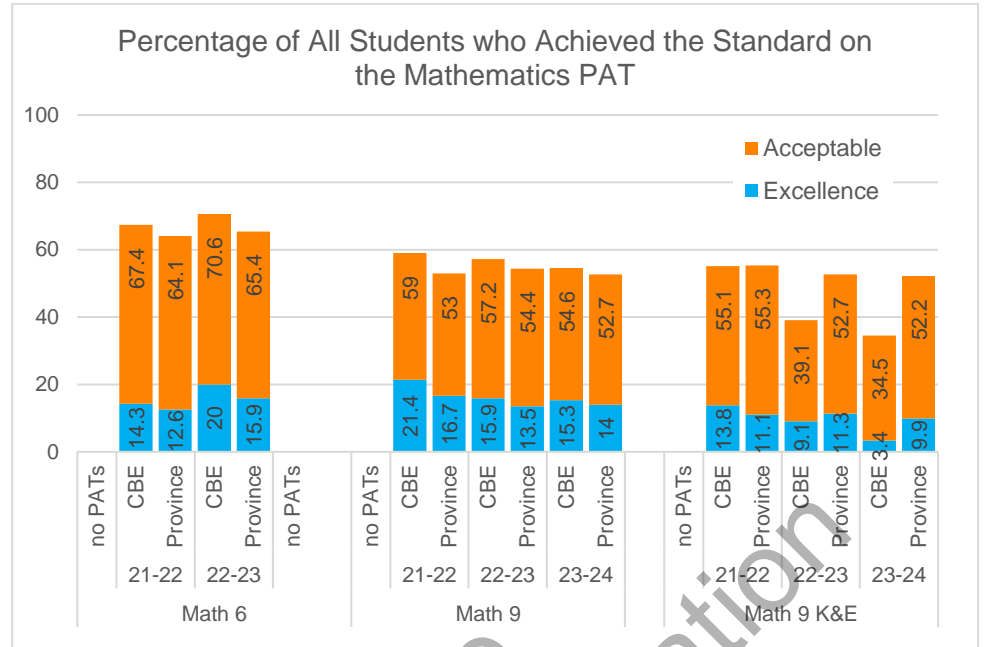


**Note |** achievement at the Acceptable standard is inclusive of achievement at the standard of Excellence.

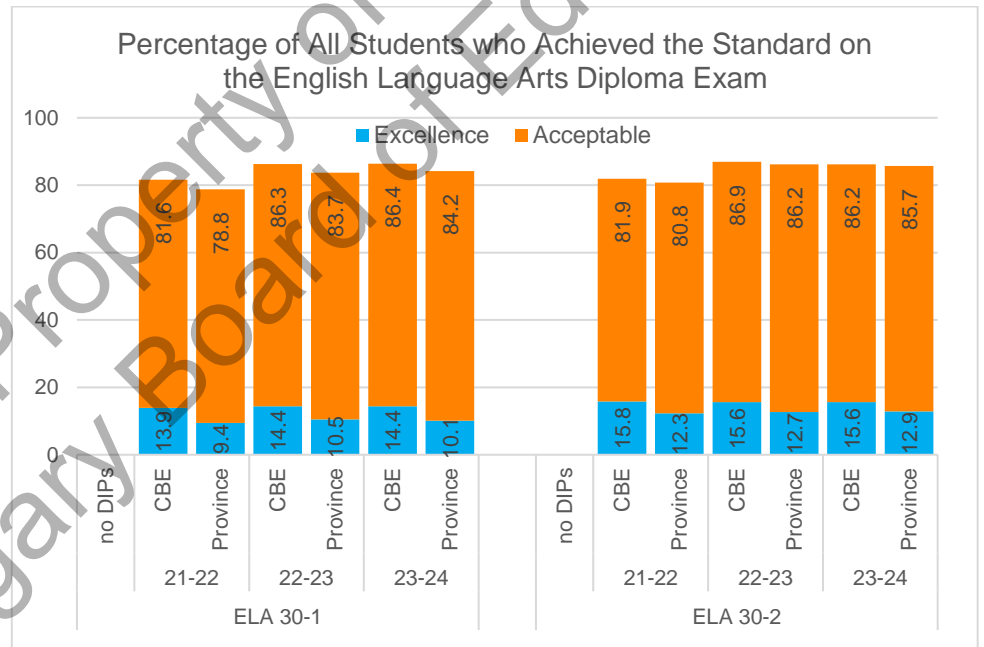
## Policy 2.1

### Indicator 3

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



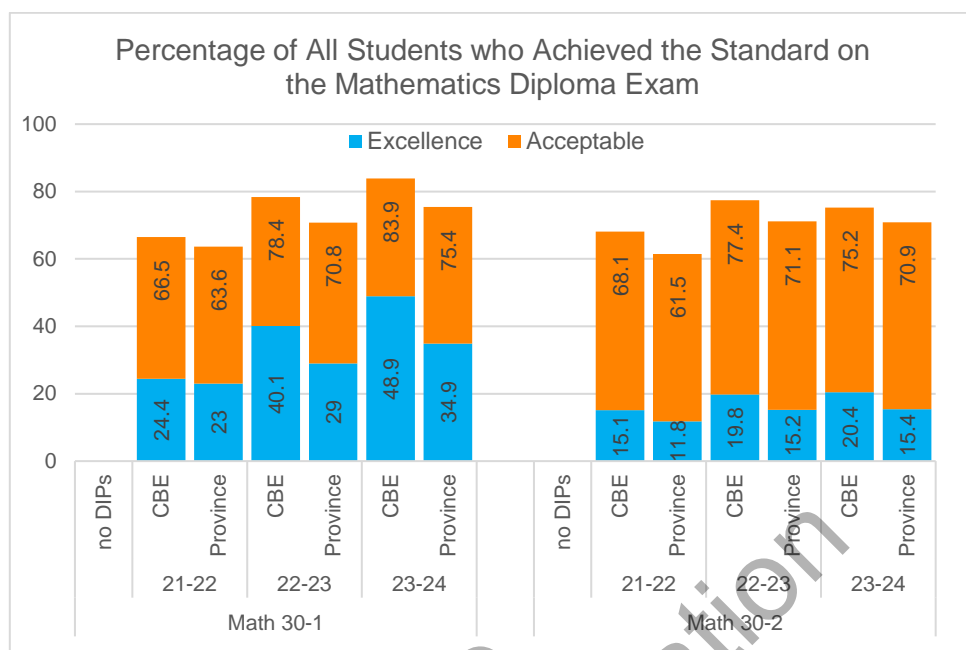
### B. Percentage of All Students who achieved the standards on Diploma Examinations



## Policy 2.1

### Indicator 3

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



#### Analysis of Cohort

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

- K&E PATs: 70 to 87
- Non-K&E PATs: 10 344 to 10 361
- Diploma Examinations: 2502 to 6789

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

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

Students in the Knowledge and Employability (K&E) courses achieved below the province in both subjects.

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

Compared to the previous year, an overall decline across both standards could be observed in 2023-24 for all Grade 9 PAT English Language Arts and Mathematics courses.

**Policy 2.1**

**Indicator 3**

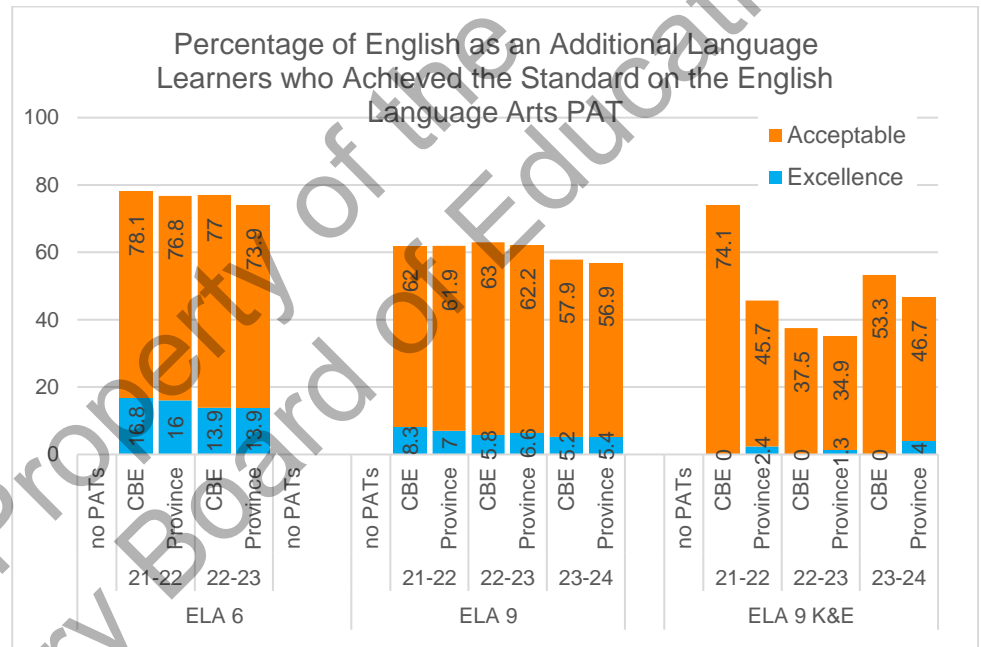
The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance

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

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

**3.2 English as an Additional Language Learners**

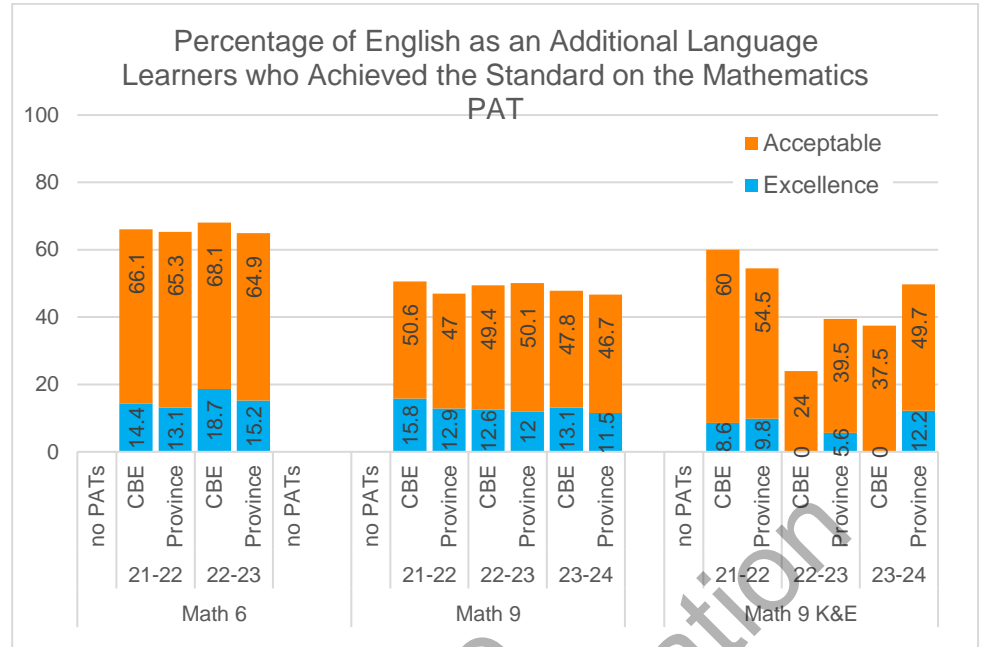
**A. Percentage of English as Additional Language Learners who achieved the standards on Provincial Achievement Tests**



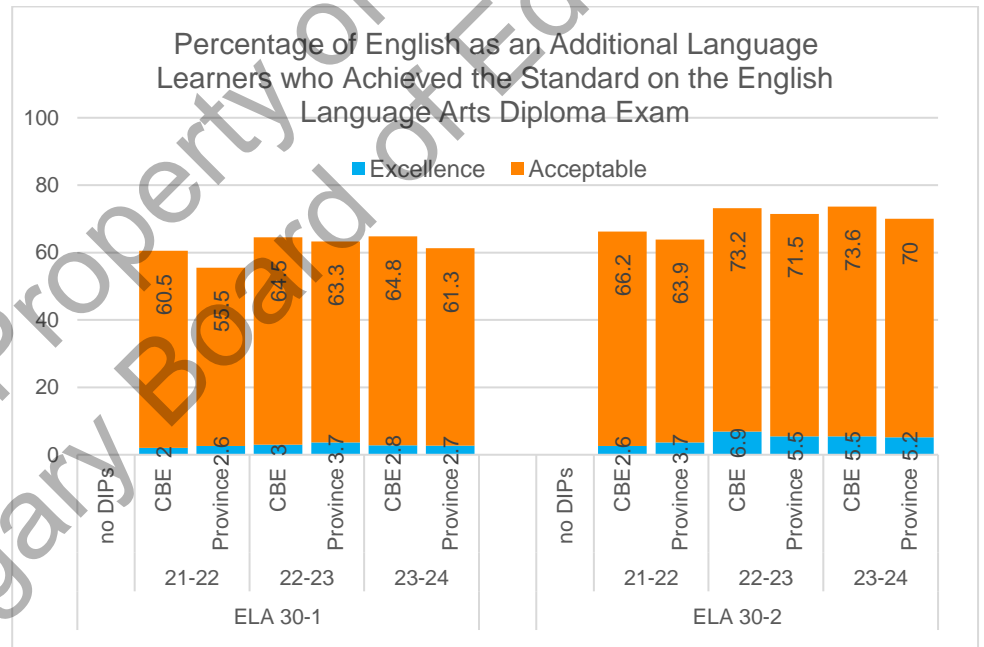
## Policy 2.1

### Indicator 3

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



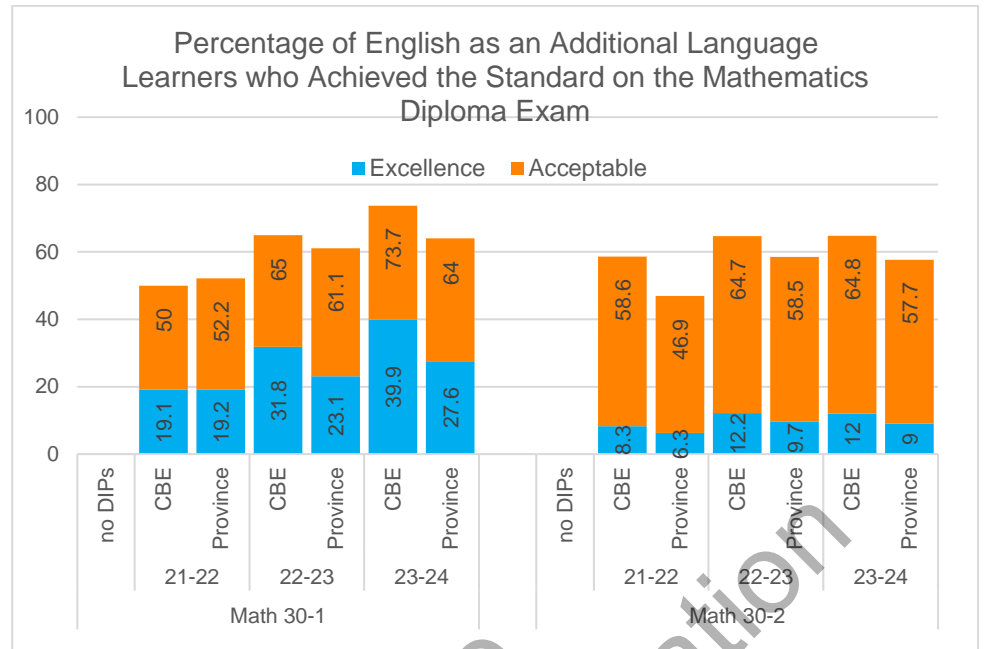
### B. Percentage of English as Additional Language Learners who achieved the standards on Diploma Examinations



## Policy 2.1

### Indicator 3

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



#### Analysis of Cohort

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

- K&E PATs: 15 to 16
- Non-K&E PATs: 2685 to 2686
- Diploma Examinations: 332 to 708

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

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

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

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

**Policy 2.1**

**Indicator 3**

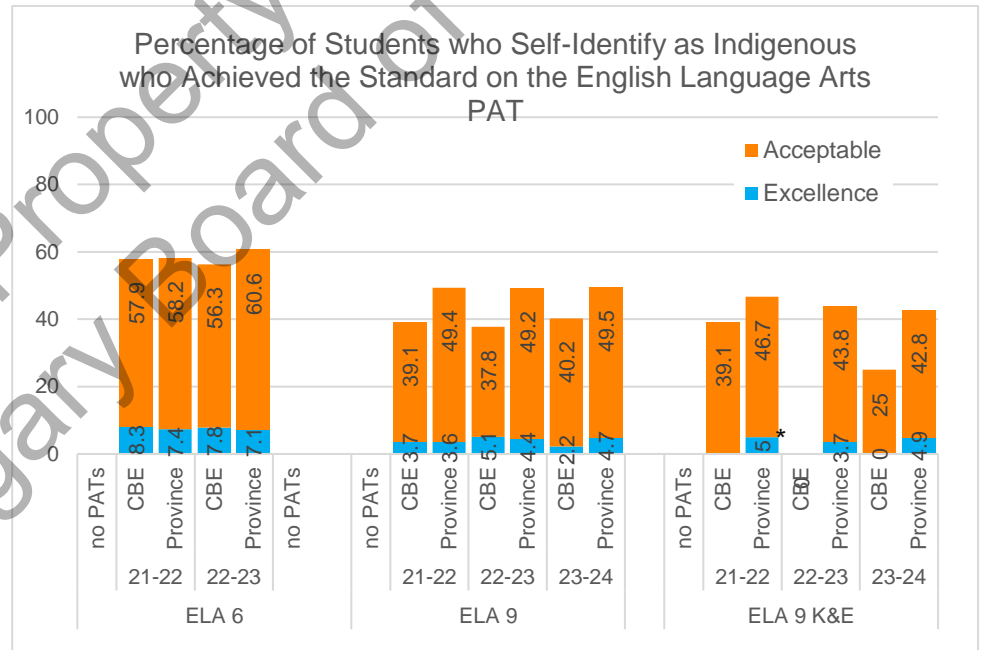
The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance

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

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

**3.3 Students who Self-Identify as Indigenous**

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

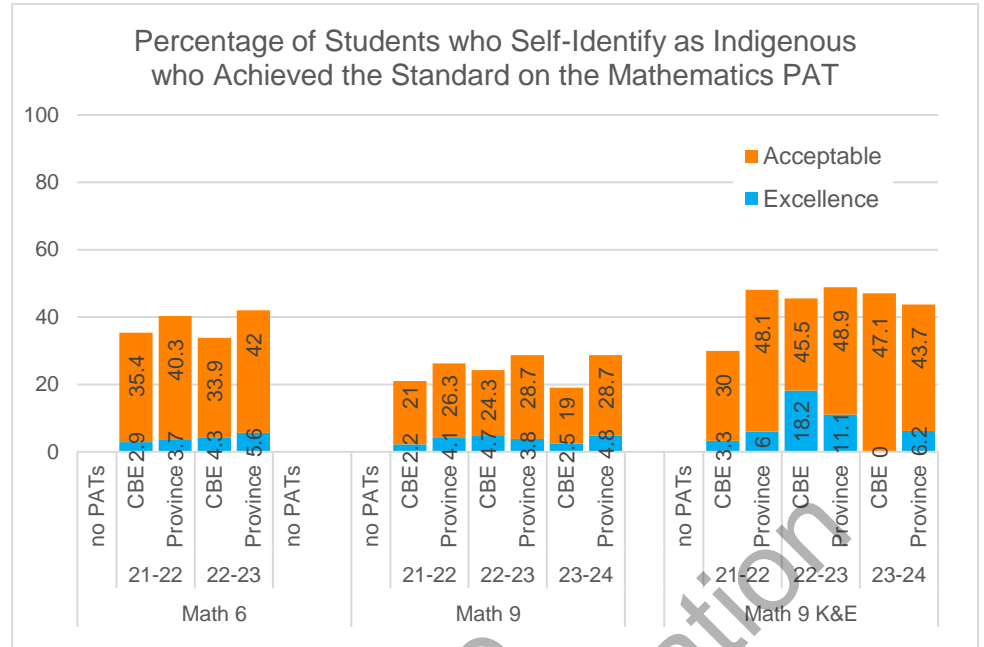


\*Data values have been suppressed where the number of respondents/students is fewer than 6.

## Policy 2.1

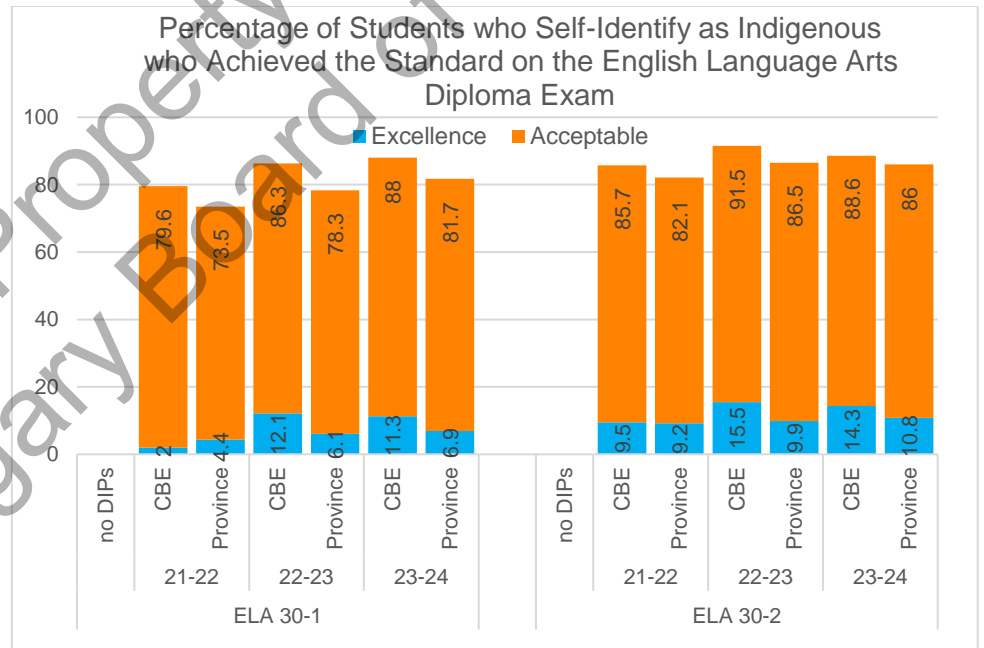
### Indicator 3

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



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

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

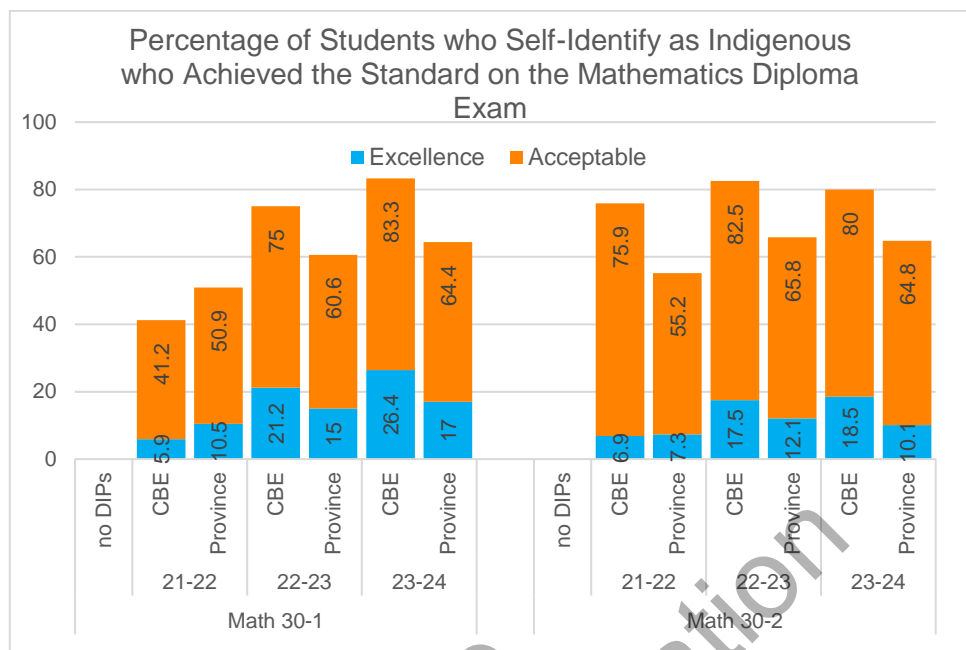




## Policy 2.1

### Indicator 3

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



#### Analysis of Cohort

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

- K&E PATs: 12 to 17
- Non-K&E PATs: 401 to 405
- Diploma Examinations: 65 to 140

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

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

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

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

**Policy 2.1**

Indicator 3

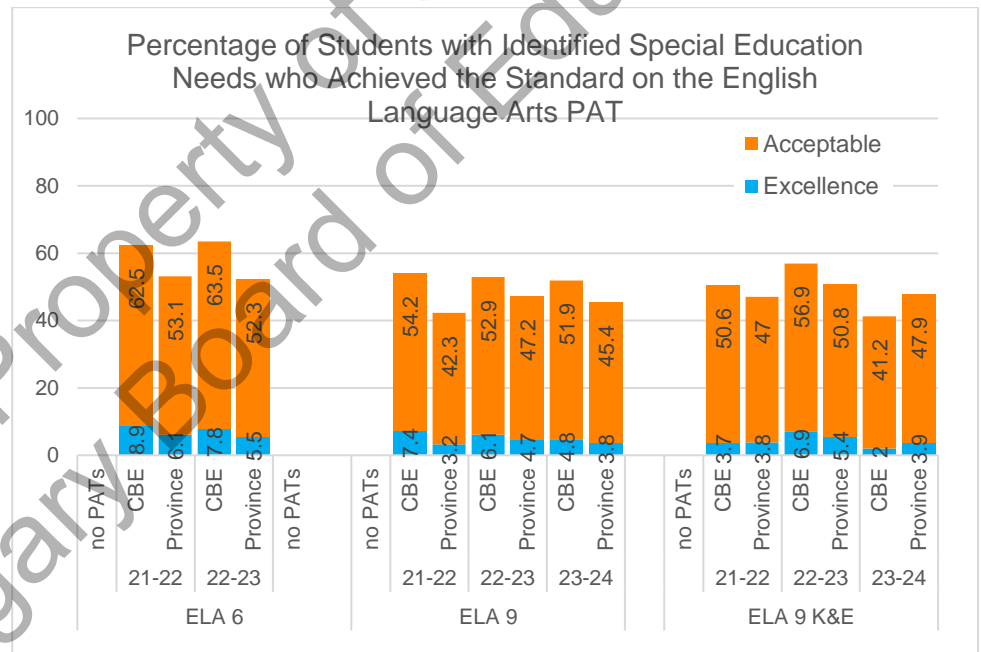
The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance

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

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

**3.4 Students with Identified Special Education Needs**

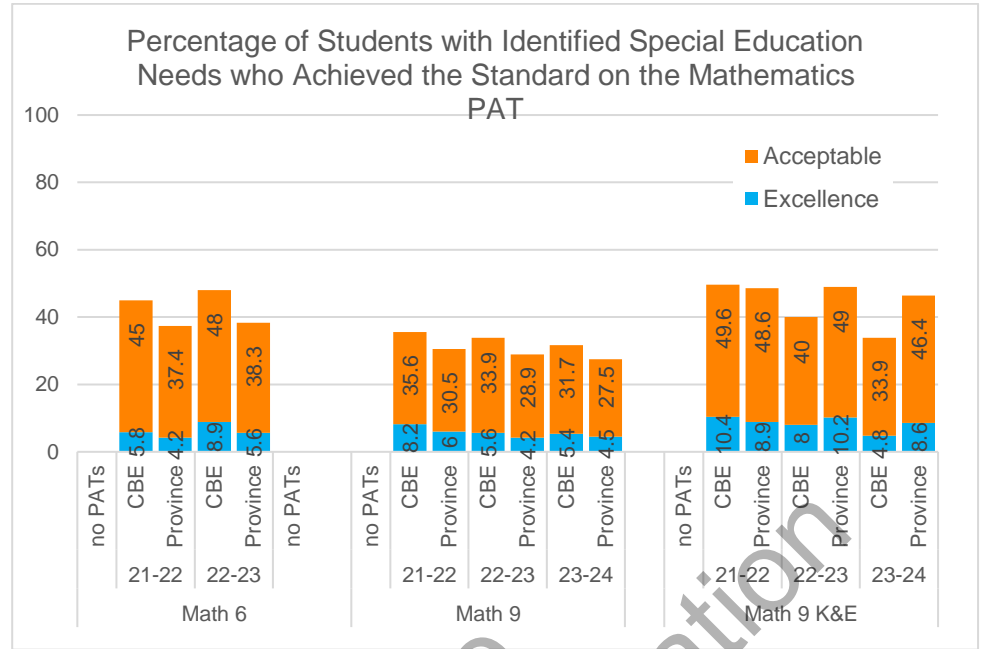
**A. Percentage of Students with Identified Special Education Needs who achieved the standards on Provincial Achievement Tests**



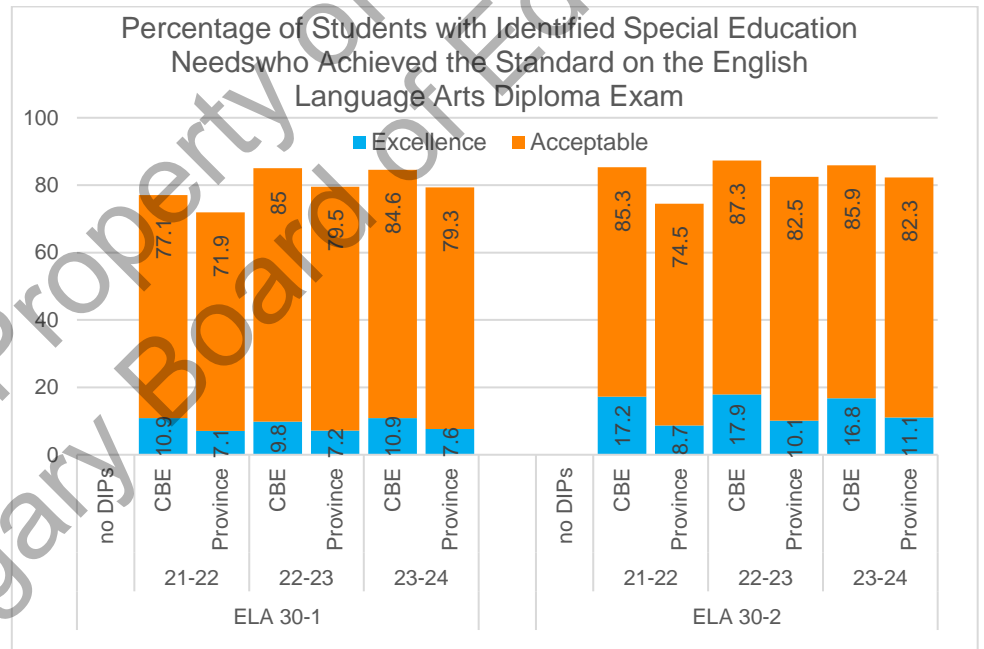
**Policy 2.1**

**Indicator 3**

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



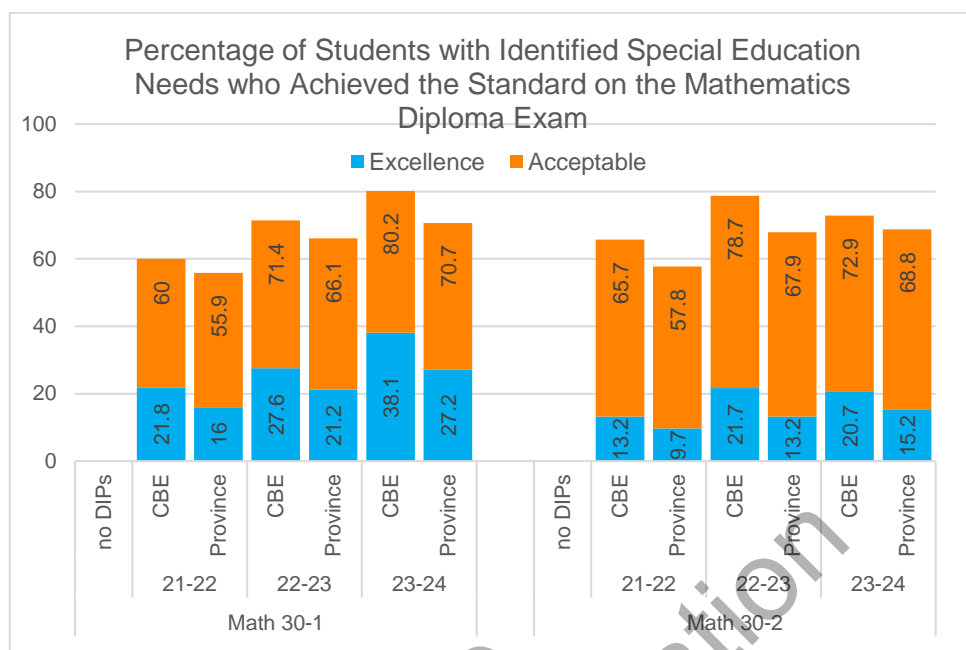
**B. Percentage of Students with Identified Special Education Needs who achieved the standards on Diploma Examinations**



## Policy 2.1

### Indicator 3

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



#### Analysis of Cohort

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

- K&E PATs: 51 to 62
- Non-K&E PATs: 2228 to 2238
- Diploma Examinations: 514 to 1022

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

CBE's Students with Identified Special Education Needs cohort consistently achieved stronger PAT results than the province in non-K&E English Language Arts and Mathematics at both standards. In K&E courses, CBE had a lower percentage of students meeting both standards when compared to provincial results in 2023-24.

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

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

## Policy 2.1

### Indicator 3

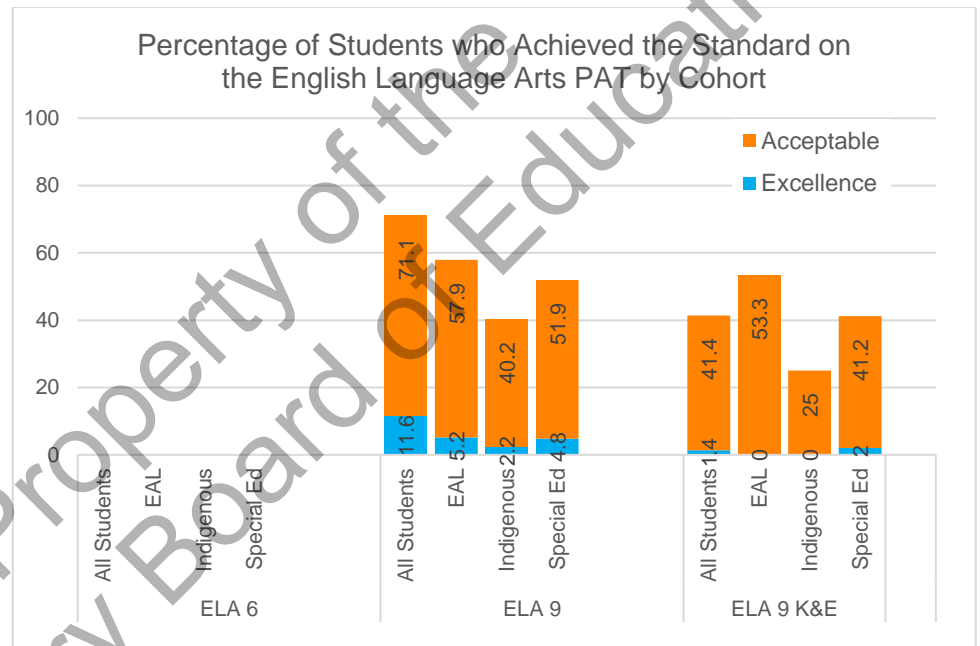
The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance

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

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

### Summary

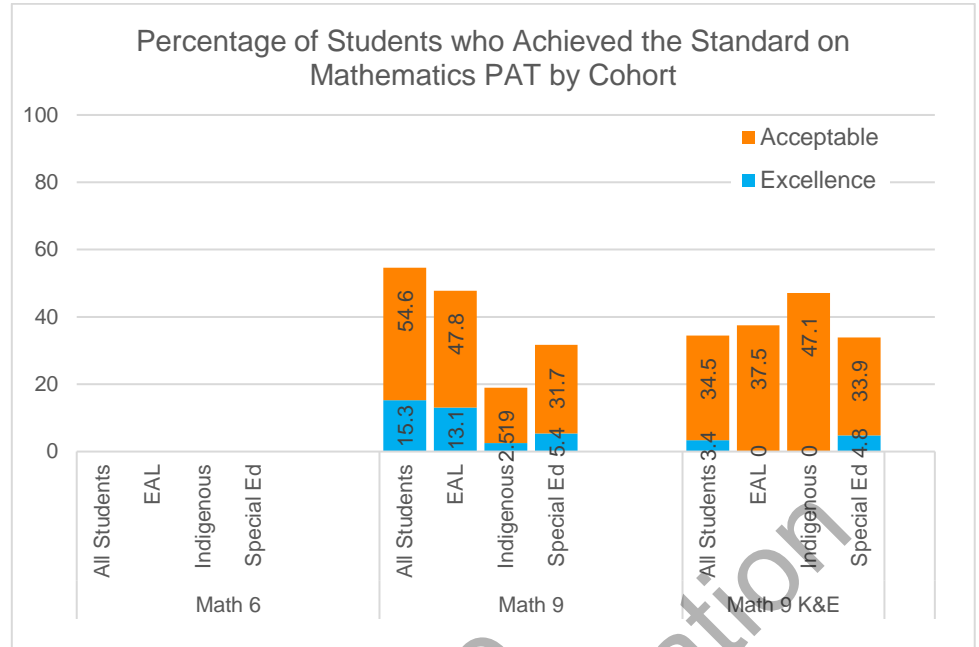
#### A. Percentage of students who achieved the standards on Provincial Achievement Tests by Cohort



## Policy 2.1

### Indicator 3

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



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

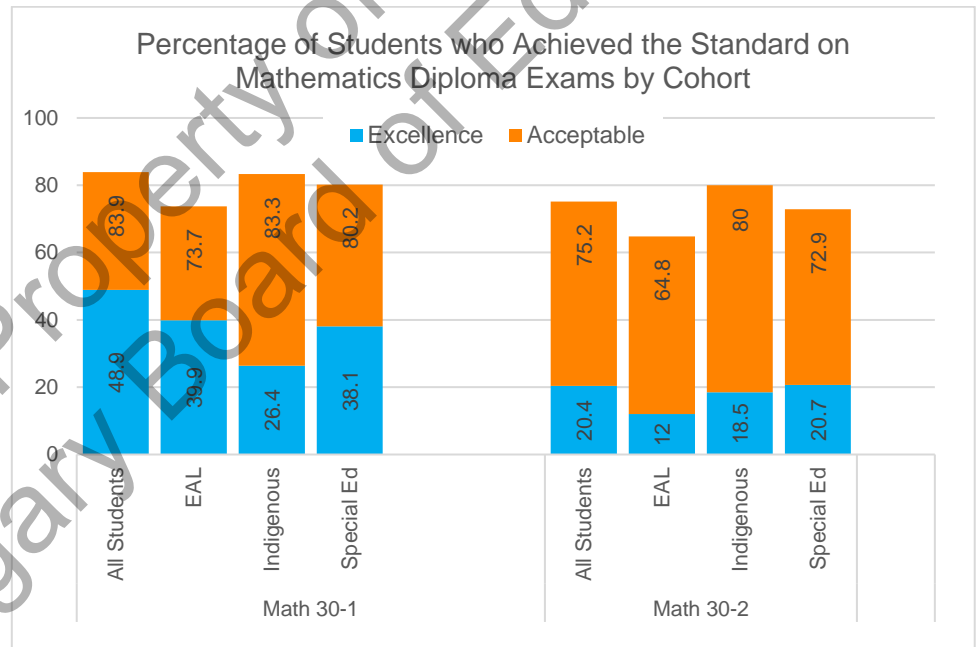
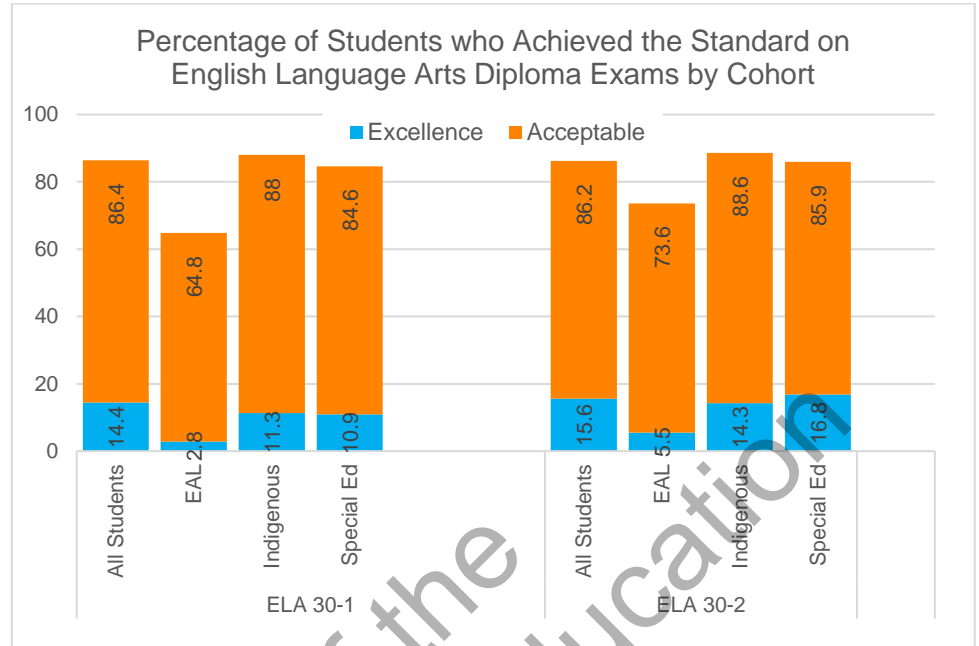


**Policy 2.1**

**Indicator 3**

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

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





## Policy 2.1

### Indicator 3

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

ELA 30-1	All Students	EAL	Indigenous	Special Ed
Acc	86.4	64.8	88.0	84.6
Ex	14.4	2.8	11.3	10.9
ELA 30-2	All Students	EAL	Indigenous	Special Ed
Acc	86.2	73.6	88.6	85.9
Ex	15.6	5.5	14.3	16.8
Math 30-1	All Students	EAL	Indigenous	Special Ed
Acc	83.9	73.7	83.3	80.2
Ex	48.9	39.9	26.4	38.1
Math 30-2	All Students	EAL	Indigenous	Special Ed
Acc	75.2	64.8	80.0	72.9
Ex	20.4	12.0	18.5	20.7

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

- **Targets for 2023-24**

No targets were set for 2023-24 school year.

- **Interpretation**

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

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

## Policy 2.1

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

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

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

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

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



## Policy 2.1

### Indicator 3

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

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

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

#### ▪ Celebrate

- Division 4 students:
  - Division 4 students achieved higher report card means for both subjects from 2022-23 to 2023-24 across all cohorts.
  - More than 80 per cent of division 4 students achieved a final mark of 65 or higher in English Language Arts 10-1 and 20-1.
- Students who Self-Identify as Indigenous cohort:
  - In Division 1, 2 and 4, the Students who Self-Identify as Indigenous cohort achieved higher report card means for both subjects in 2023-24 when compared to 2022-23 results.
  - Diploma examination results were above provincial results for this cohort across all English Language Arts and Mathematics courses at both standards with the greatest positive gap between CBE and the province on Mathematics diploma exams.
  - More than 80 per cent of CBE Students who Self-Identify as Indigenous achieved acceptable standard results in diploma examinations for both English Language Arts and Mathematics courses.
- Mathematics:
  - CBE students outperformed the province on Grade 9 Mathematics PATs at both standards across all cohorts of students except for Students who Self-Identify as Indigenous cohort.
  - In All Students cohort, almost half of the CBE students achieved standard of excellence in Mathematics 30-1 and more than 20 per cent of the CBE students met the standard of excellence in Mathematics 30-2.

#### ▪ Areas for Growth

- Improve average scores in both Mathematics and English Language Arts for students in Divisions 1, 2, and 3 across All Students cohort, English as an Additional Language Learners cohort, and Students with Identified Special Education Needs cohort.
- Improve the report card means in both subjects for the Students who Self-Identify as Indigenous cohort in comparison to the results of other cohorts, especially for Division 2, 3, and 4.
- Improve the number of students achieving a final mark of 65 per cent or higher in dash 2, dash 3 and dash 4 English Language Arts and Mathematics courses.
- Writing:



## Policy 2.1

### Indicator 3

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- Higher percentage of students received a report grade indicator of 1 in writing than did in reading, suggesting a continued focus on improving writing.
- English Language Arts Writing report card stem continued to show the lowest averaged percentage of students achieving excellence (indicator of 4) across all grades in 2023-24.
- Similar to last year results, percentage of students achieving excellence in the Writing report card stem generally improved as grade level increased, suggesting a possible priority to improve achievement in writing for Division 1 students.
- Students who Self-Identify as Indigenous showed the lowest percentage at both standard across English Language Arts PAT courses when compared to other student cohorts.
- Mathematics
  - Math 9 K&E PAT results for All Students, English as an Additional Language Learners and Students with Identified Special Education Needs cohorts as CBE's results were lower than the provincial results for this course at both standards.
  - Improve the percentage of students achieving acceptable standard in Math 9 PAT course across all cohorts.

#### ▪ Building Capacity

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

#### Professional Learning

##### System-Wide Professional Learning:

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



## Policy 2.1

### Indicator 3

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

#### Targeted Initiatives by Division:

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

#### Other Professional Learning Initiatives:

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

#### Structures & Processes

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





## Policy 2.1

### Indicator 3

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

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

### Resources

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



## Policy 2.1

### Indicator 3

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

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





## Policy 2.1

### Indicator 4

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

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

### Legend |

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

### 4.1 All Students

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

## Policy 2.1

### Indicator 4

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

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

**Note** | Students in Division 1 do not take CTF classes

#### ■ Analysis of Cohort

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

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

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

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

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

- French Language Arts in division 1
- Fine and Performing Arts in division 3
- French Language Arts, Languages, Science & Social Studies in division 4

## Policy 2.1

### Indicator 4

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

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

## 4.2 English as an Additional Language Learners

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

## Policy 2.1

### Indicator 4

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

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

#### ■ Analysis of Cohort

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

- Division 1: 108 to 11808
- Division 2: 212 to 11736
- Division 3: 355 to 9110
- Division 4: 25 to 5635

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

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

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

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

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

## Policy 2.1

### Indicator 4

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

- CTF in division 2
- CTF, Fine and Performing Arts & Languages in division 3
- French Language Arts, Languages, Science & Social Studies in division 4

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

### 4.3 Students who Self-Identify as Indigenous

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



## Policy 2.1

### Indicator 4

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

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

### Analysis of Cohort

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

- Division 1: 71 to 1301
- Division 2: 42 to 1271
- Division 3: 44 to 1071
- Division 4: 41 to 1145

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

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

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

## Policy 2.1

### Indicator 4

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

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

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

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

#### 4.4 Students with Identified Special Education Needs

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



## Policy 2.1

### Indicator 4

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

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

#### ■ Analysis of Cohort

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

- Division 1: 285 to 4051
- Division 2: 325 to 5174
- Division 3: 395 to 5507
- Division 4: 278 to 6306

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

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

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

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



## Policy 2.1

### Indicator 4

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

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

### Summary

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



## Policy 2.1

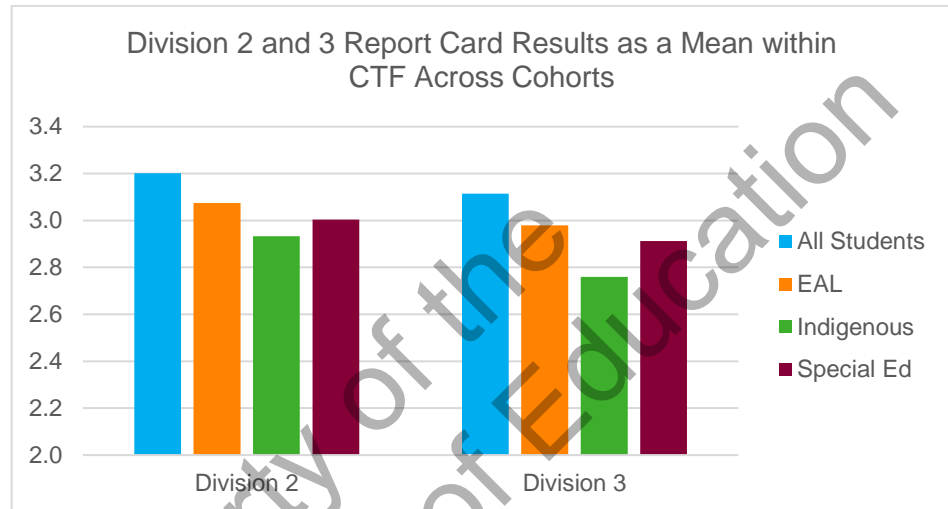
### Indicator 4

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

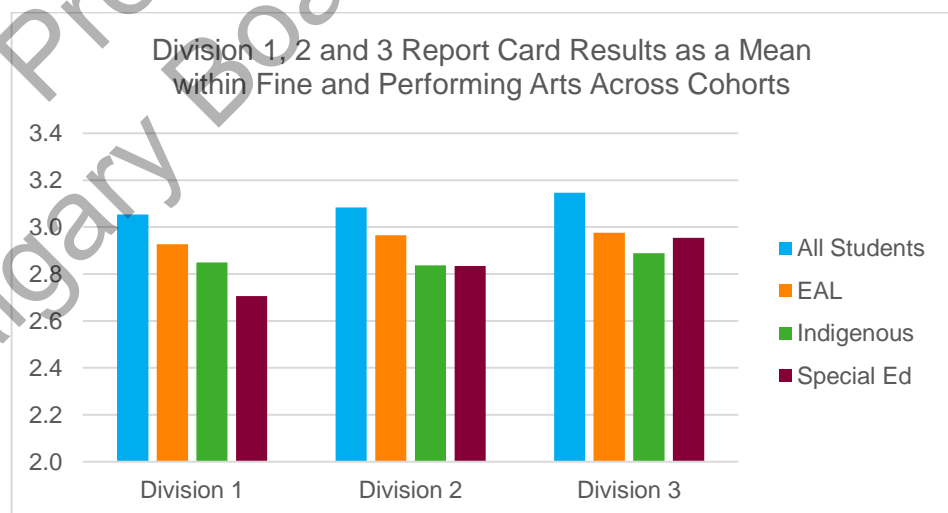
Social Studies	All Students	EAL	Indigenous	Special Ed
Division 1	2.95	2.79	2.60	2.45
Division 2	2.87	2.73	2.41	2.48
Division 3	2.82	2.67	2.29	2.44
Division 4	71.7	67.4	60.6	66.0

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

#### A. Divisions 1, 2, and 3 Report Card Result as a Mean Across Cohorts



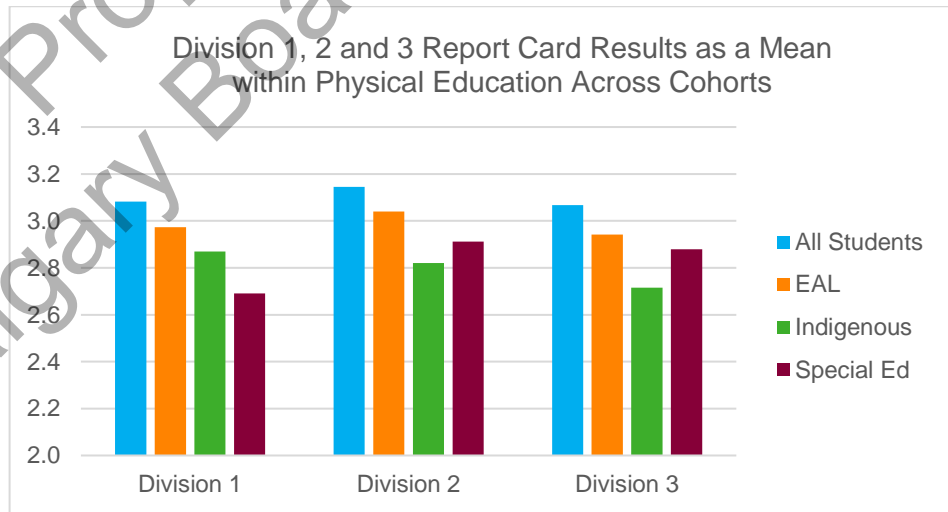
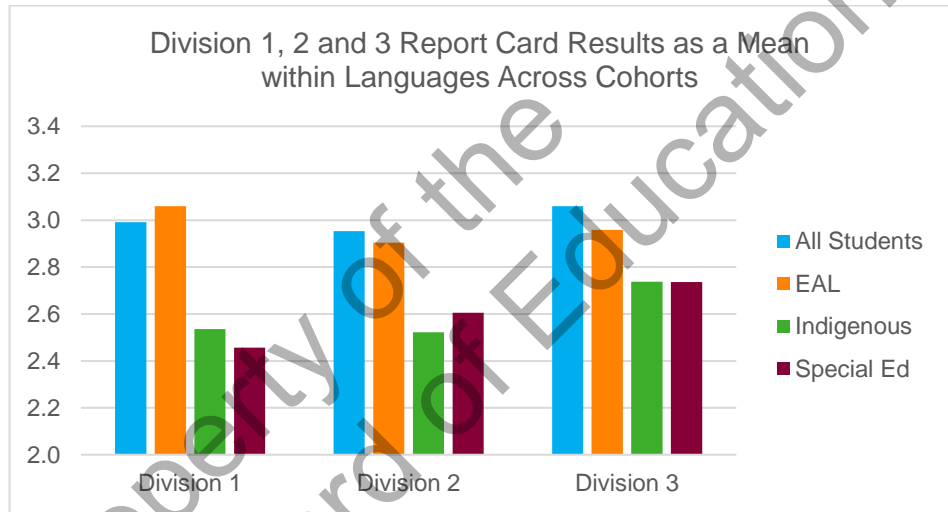
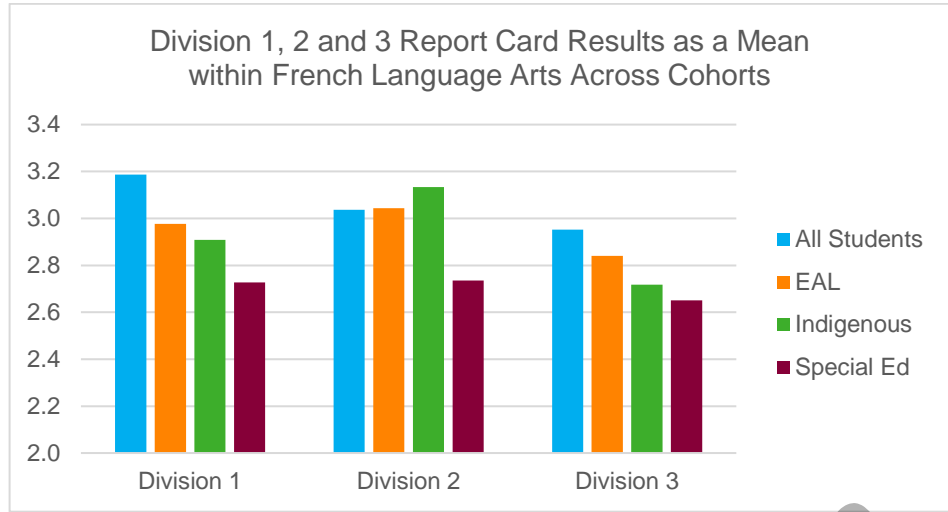
[Note](#) | Students in Division 1 do not take CTF classes



**Policy 2.1**

**Indicator 4**

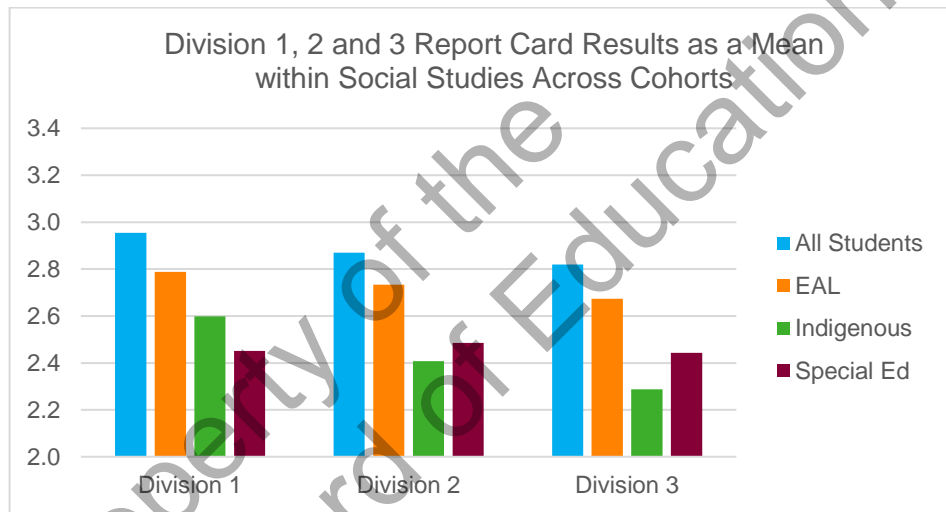
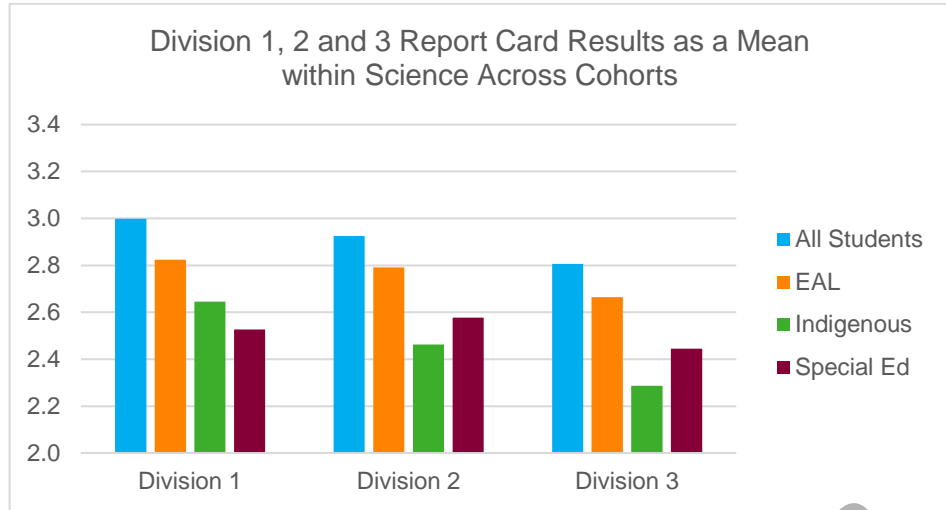
Student results in each of Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.



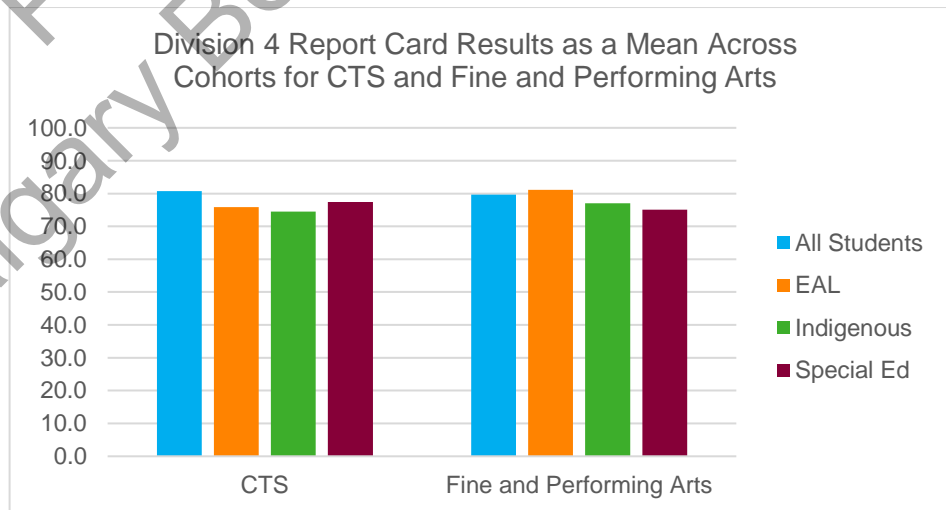
## Policy 2.1

### Indicator 4

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



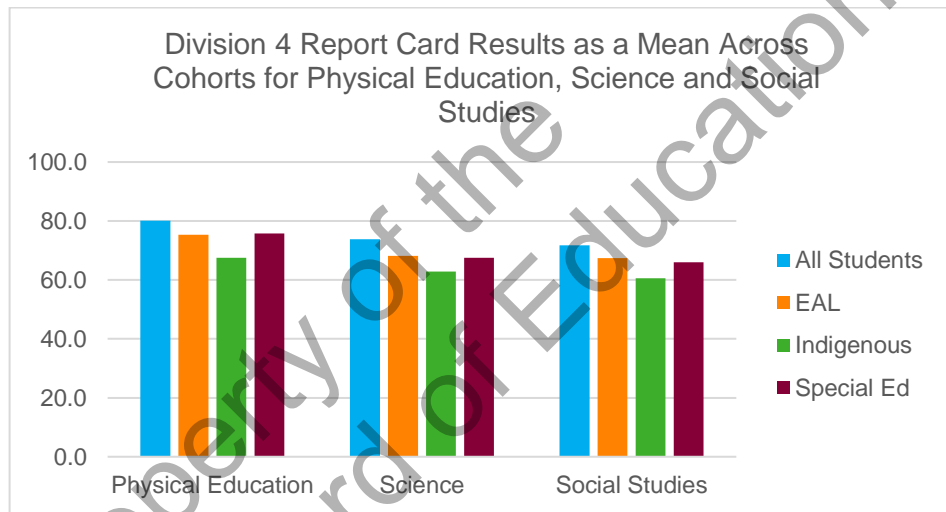
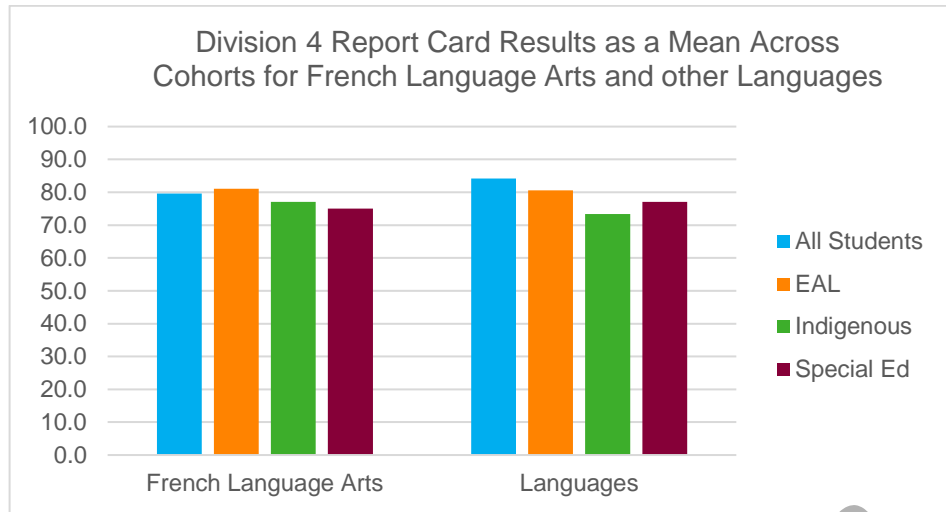
### B. Division 4 Report Card Results as a Mean across Cohorts



## Policy 2.1

### Indicator 4

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



- **Targets for 2023-24**

No targets were set for 2023-24 school year.

- **Interpretation**

See Indicator 5 - Summary



## Policy 2.1

### Indicator 5

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

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

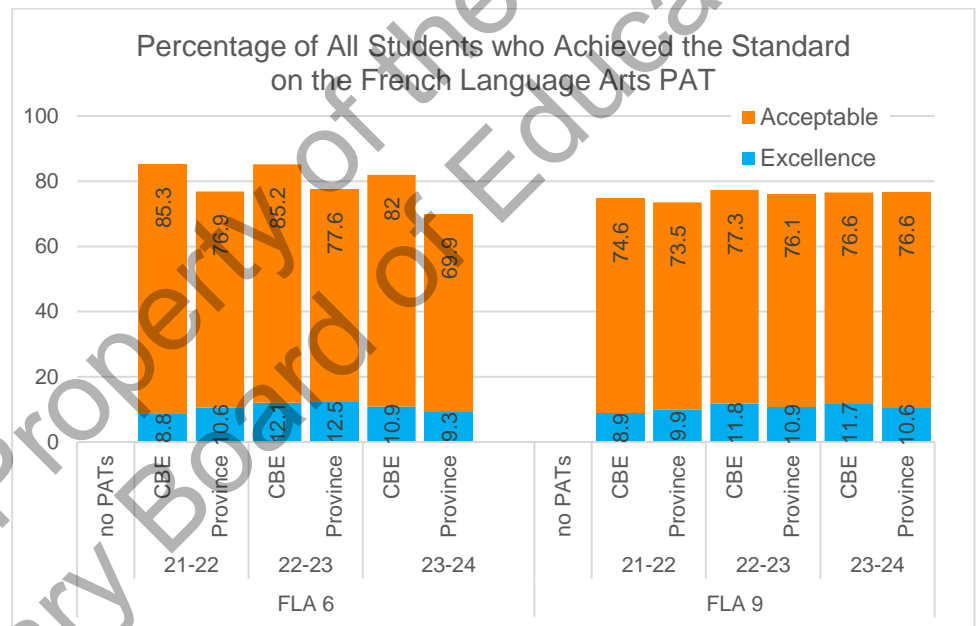
#### Legend |

Acc – Acceptable Standard  
Ex – Standard of Excellence

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

### 5.1 All Students

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



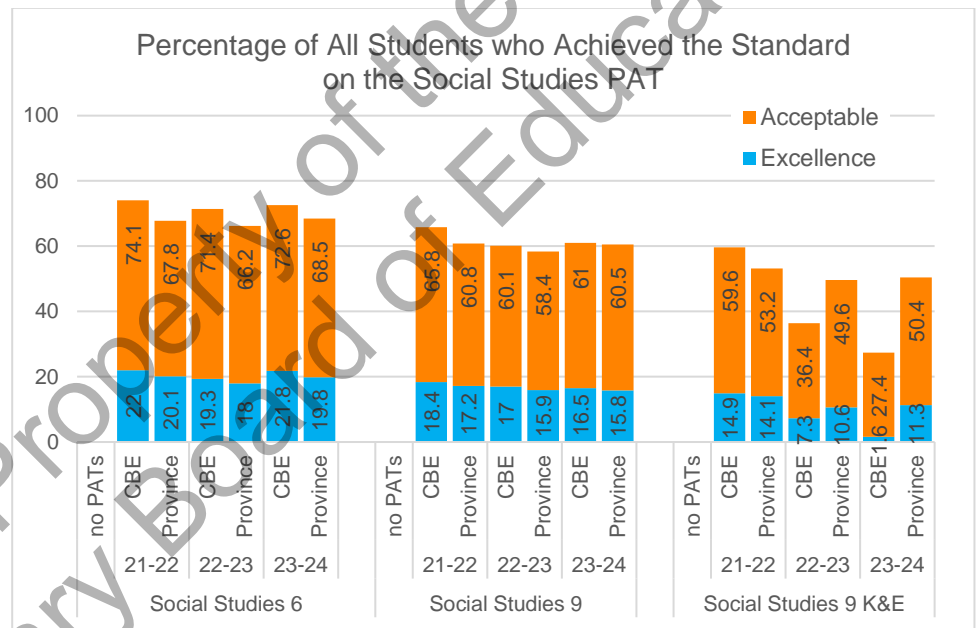
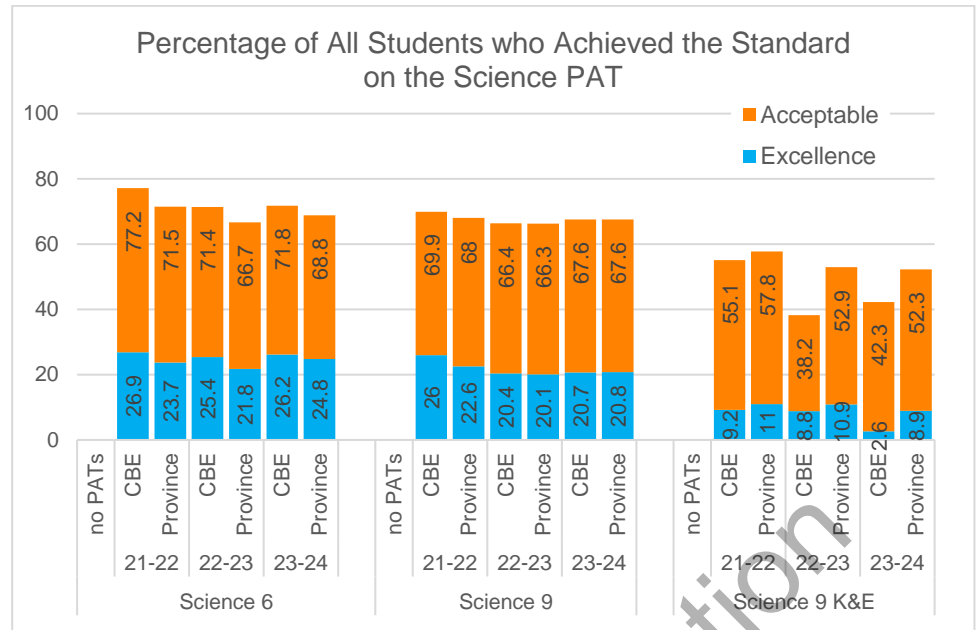
5 | Note | for the 2023-2024 only 3 out of 12 CBE schools participated in the French Language Arts Provincial Achievement Test as 9 schools piloted the new French Immersion Language and Literature curriculum and were exempt. As such, caution must be used in interpreting these results.



## Policy 2.1

### Indicator 5

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

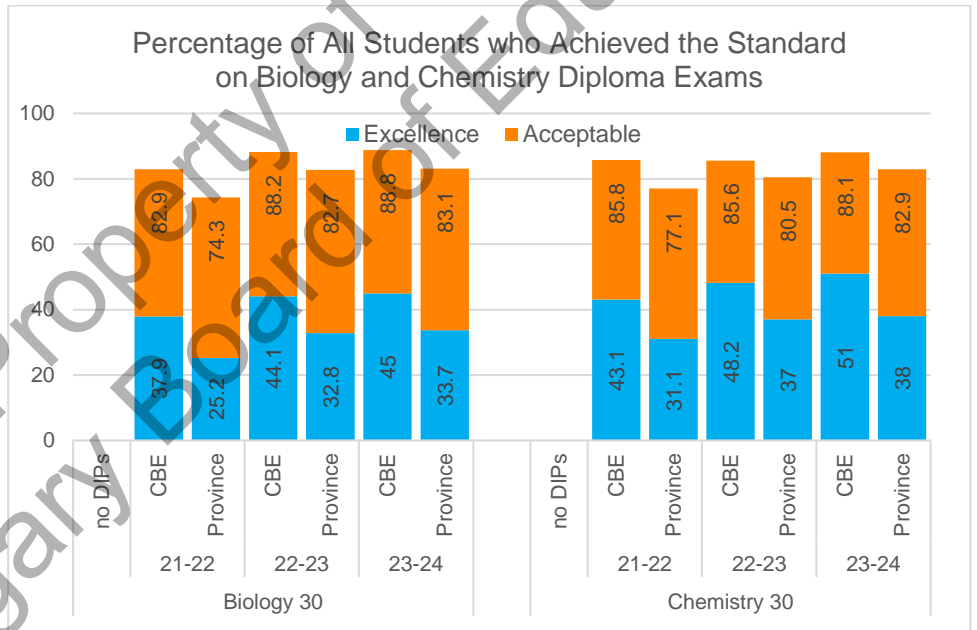
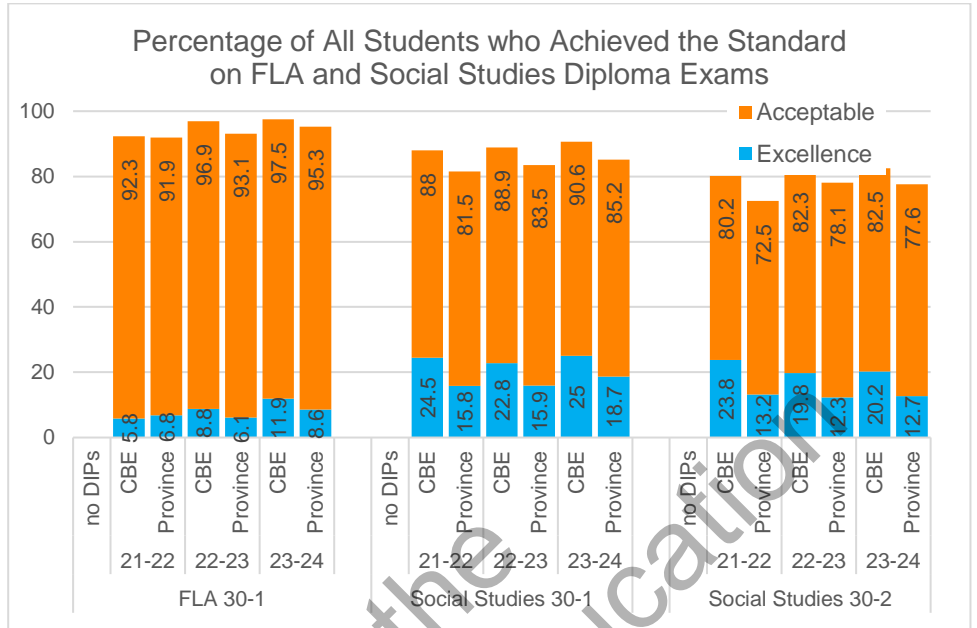


**Policy 2.1**

**Indicator 5**

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

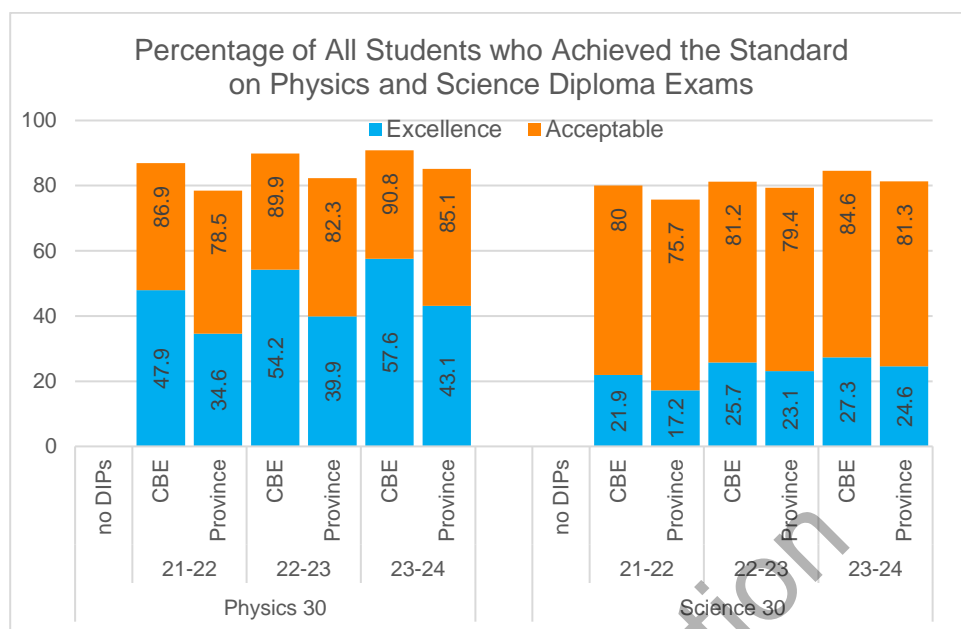
**B. Percentage of All Students who achieved the standards on Diploma Examinations**



## Policy 2.1

### Indicator 5

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



#### Analysis of Cohort

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

- K&E PATs: 62 to 78
- Non-K&E PATs: 128 to 10 672
- Diploma Examinations: 320 to 4964

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

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

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

**Policy 2.1**

**Indicator 5**

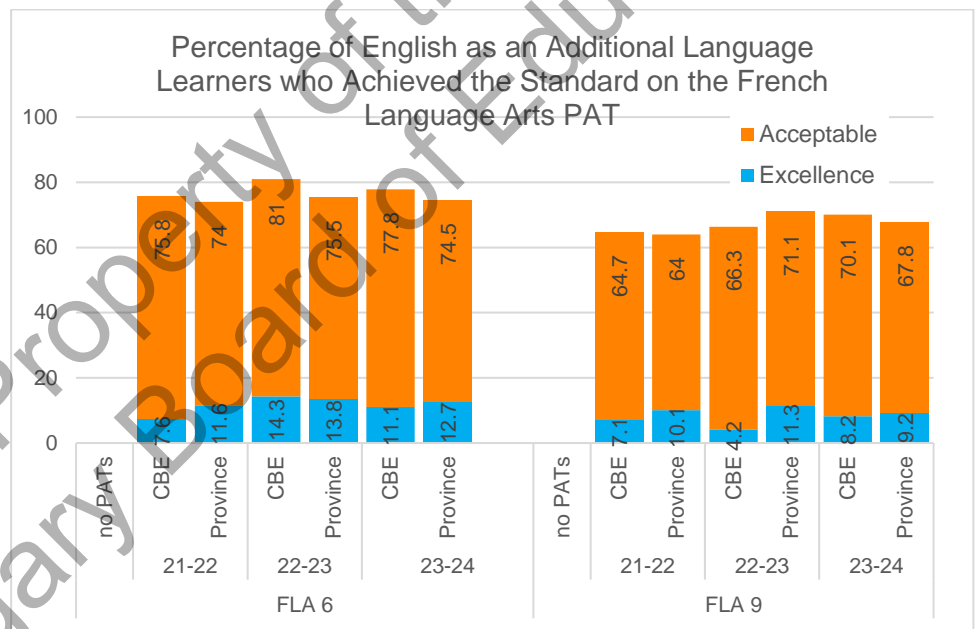
The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

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

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

**5.2 English as an Additional Language Learners**

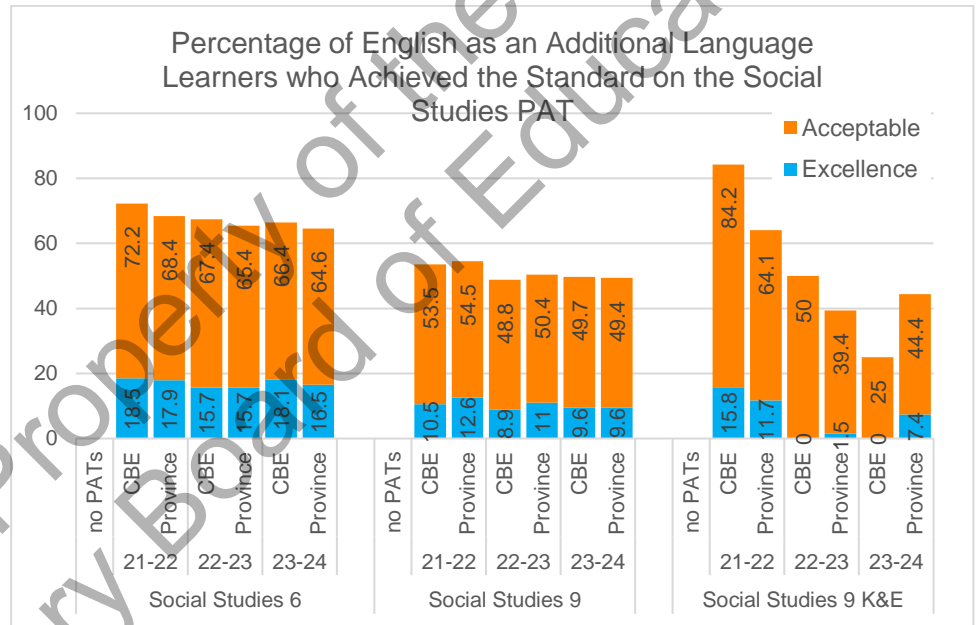
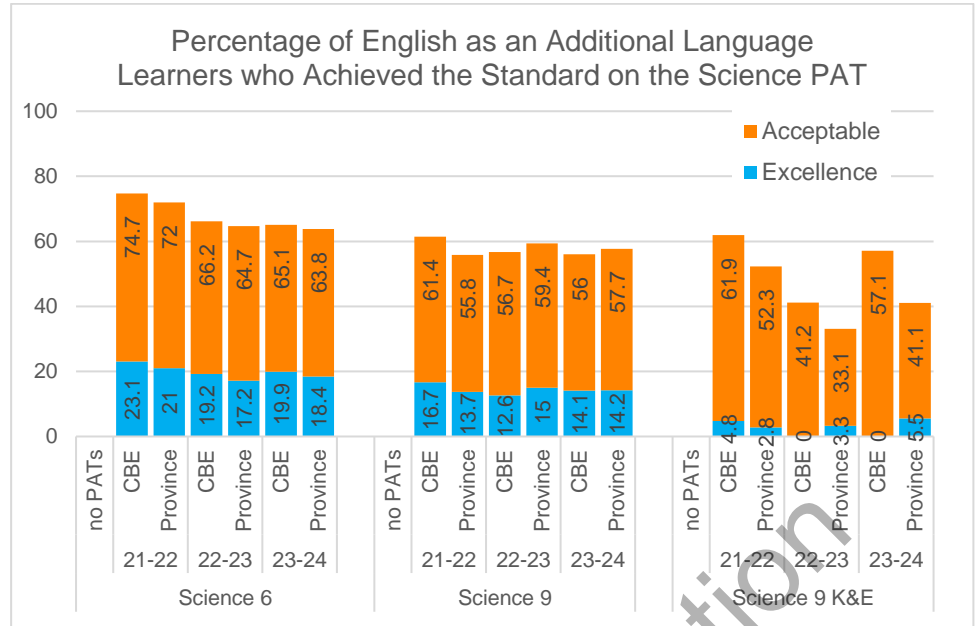
**A. Percentage of English as an Additional Language Learners who achieved the standards on Provincial Achievement Tests**



**Policy 2.1**

**Indicator 5**

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

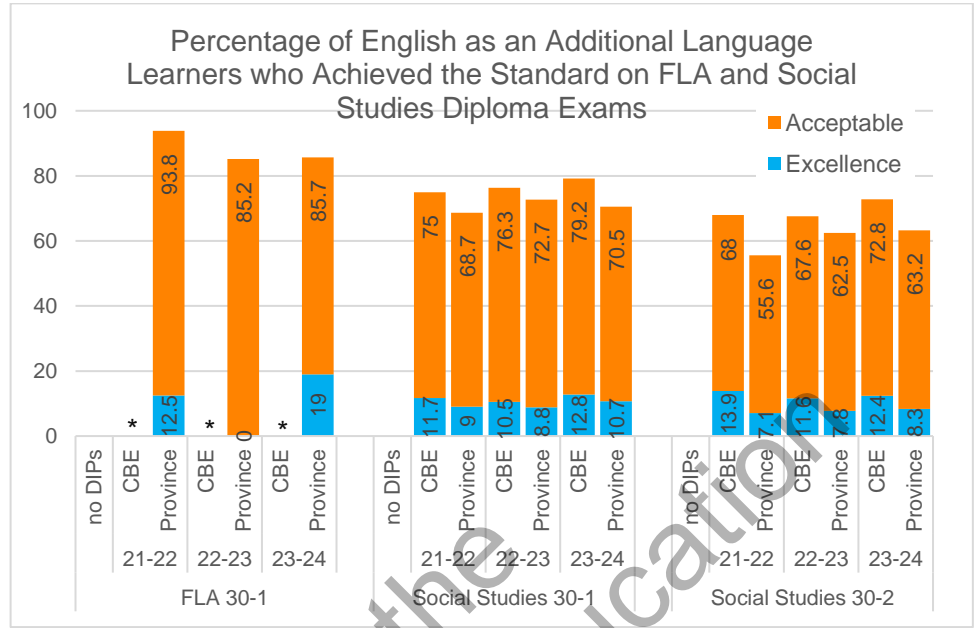


**Policy 2.1**

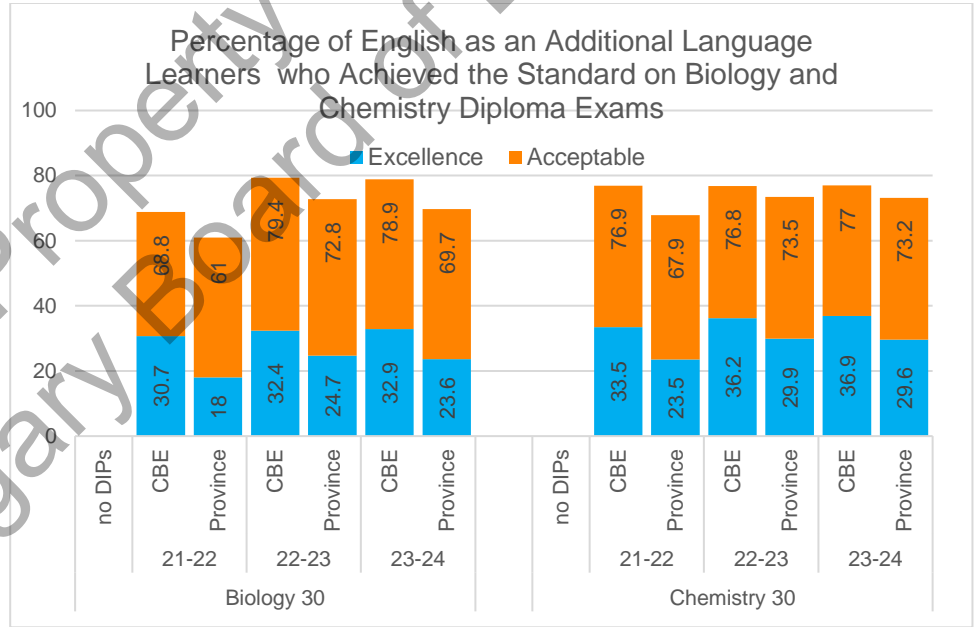
**Indicator 5**

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

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



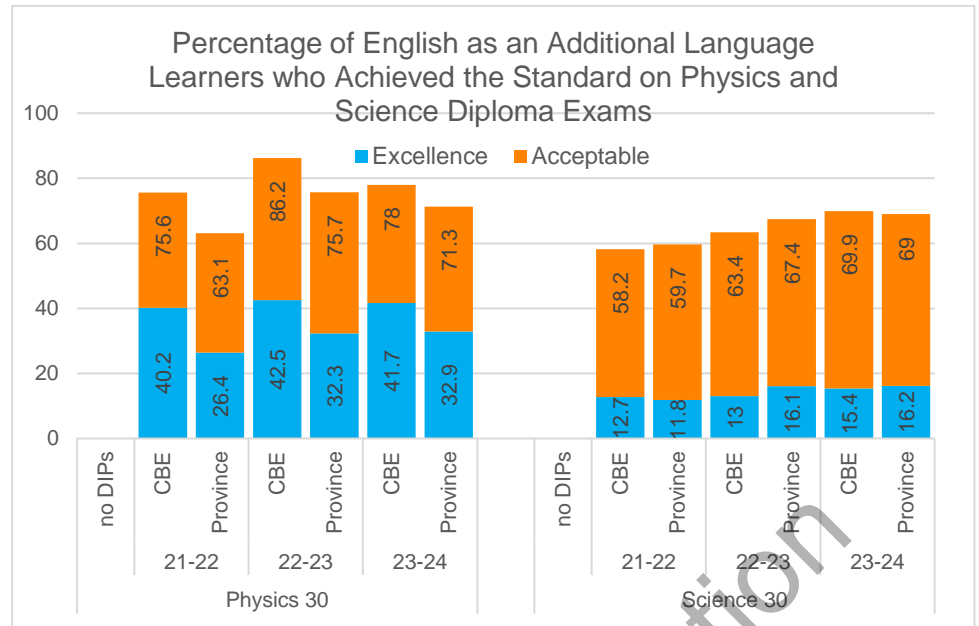
\*Data values have been suppressed where the number of respondents/students is fewer than 6.



## Policy 2.1

### Indicator 5

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



#### Analysis of Cohort

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

- K&E PATs: 12 to 14
- Non-K&E PATs: 9 to 3719
- Diploma Examinations: 156 to 976

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

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

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





**Policy 2.1**

**Indicator 5**

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

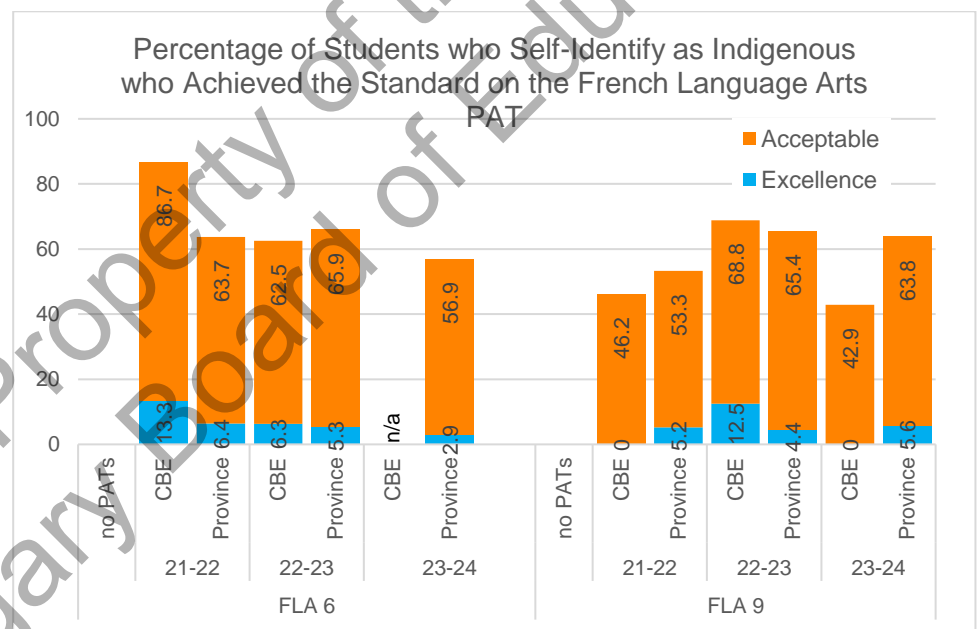
English as an Additional Language Learners in high school outperformed the province in most diploma exams in 2023-24 except for Science 30 where CBE was lower than the provincial results at standard of excellence. Social Studies 30-1 showed better results at both standards than Social Studies 30-2 in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

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

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

**5.3 Students who Self-Identify as Indigenous**

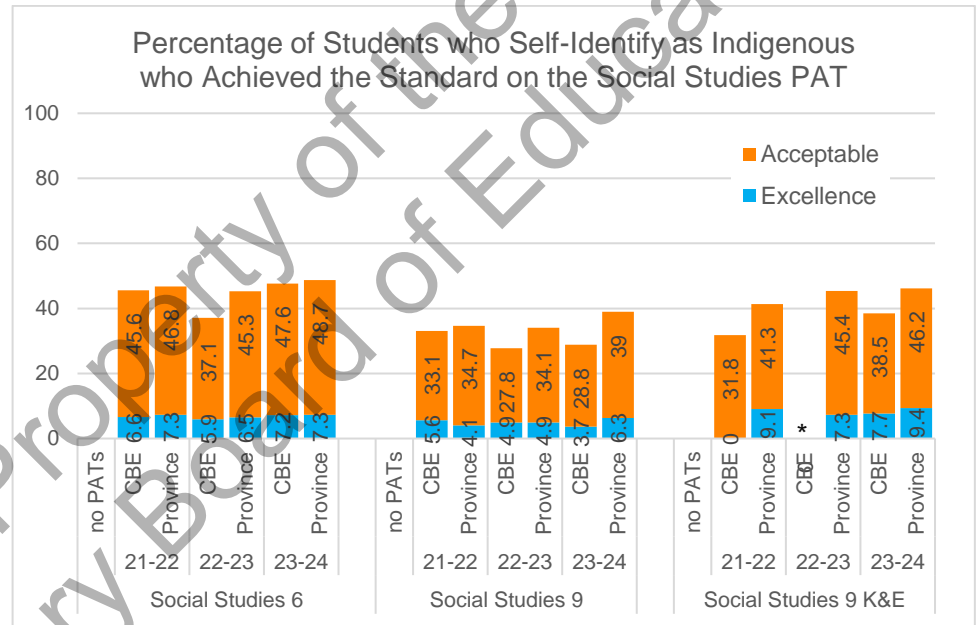
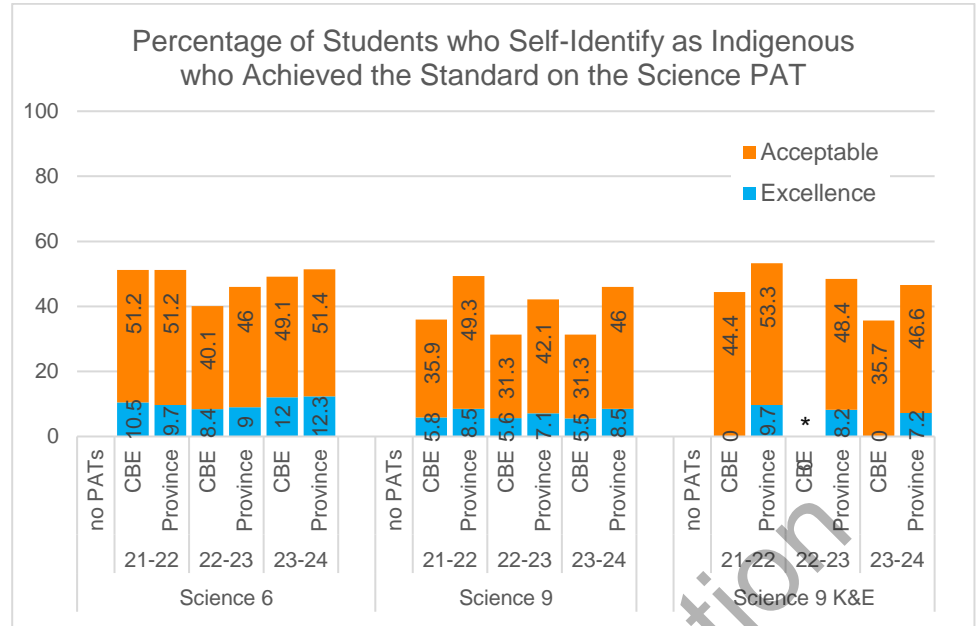
**A. Percentage of Students who Self-Identify as Indigenous who achieved the standards on Provincial Achievement Tests**



## Policy 2.1

### Indicator 5

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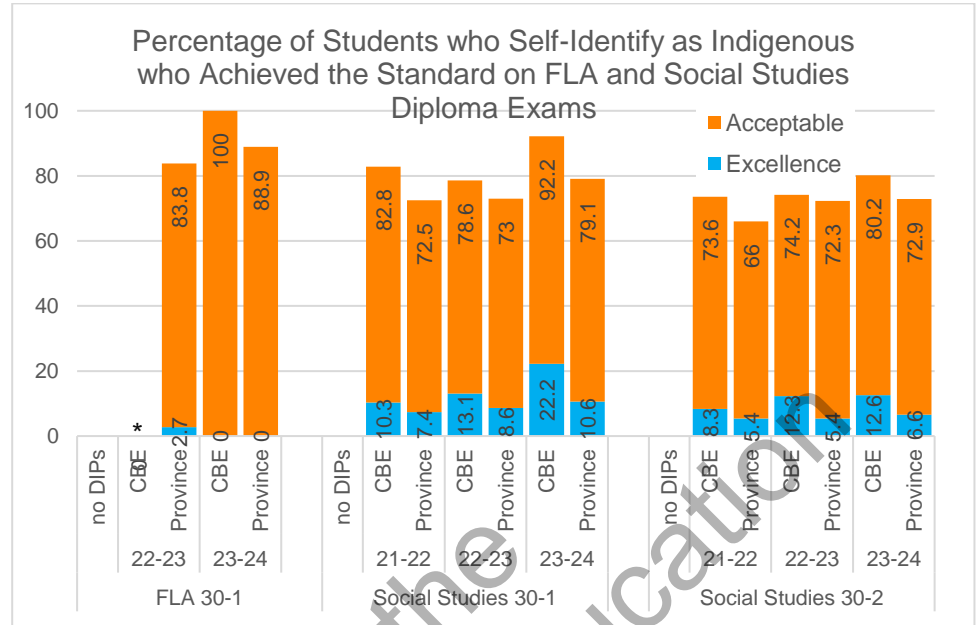
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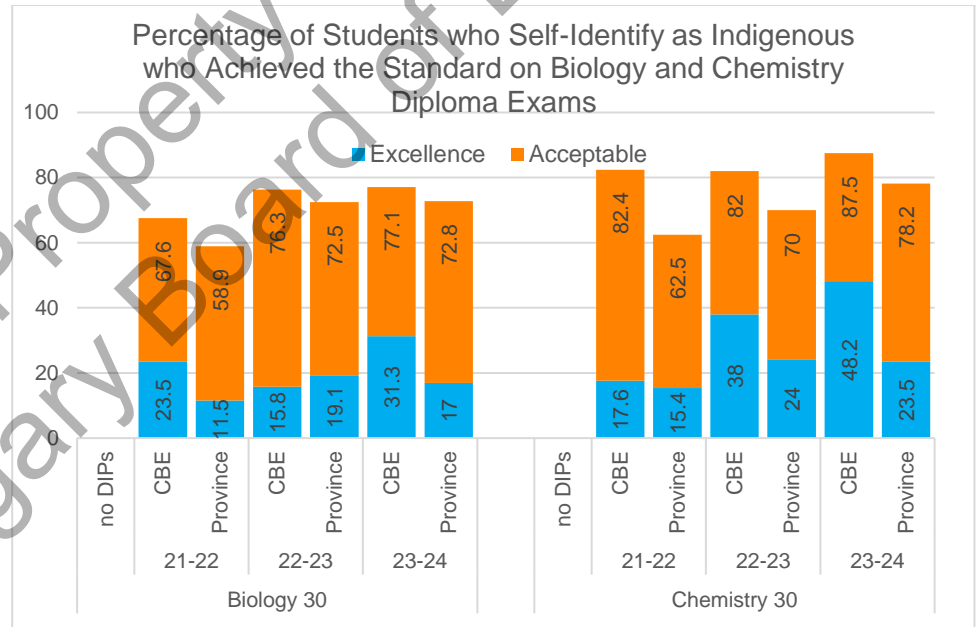
**Indicator 5**

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

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



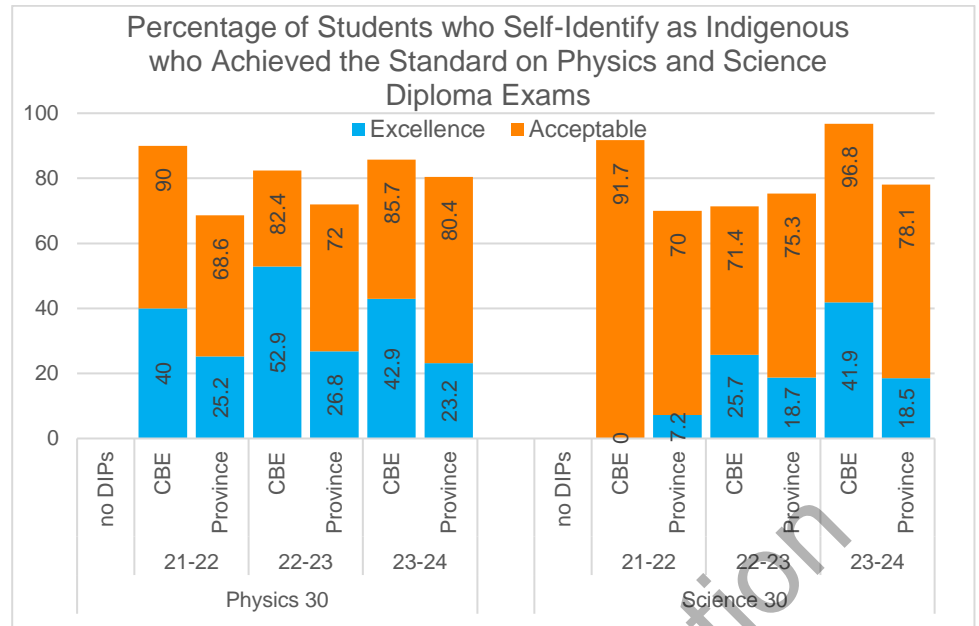
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## Policy 2.1

### Indicator 5

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



#### Analysis of Cohort

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

- K&E PATs: 13 to 14
- Non-K&E PATs: 21 to 456
- Diploma Examinations: 6 to 167

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

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

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

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

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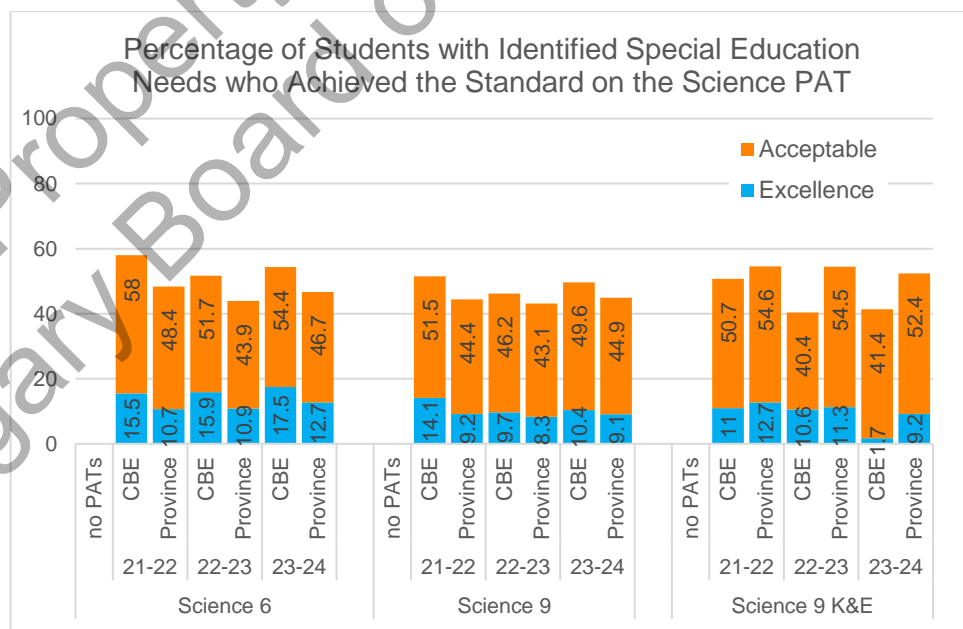
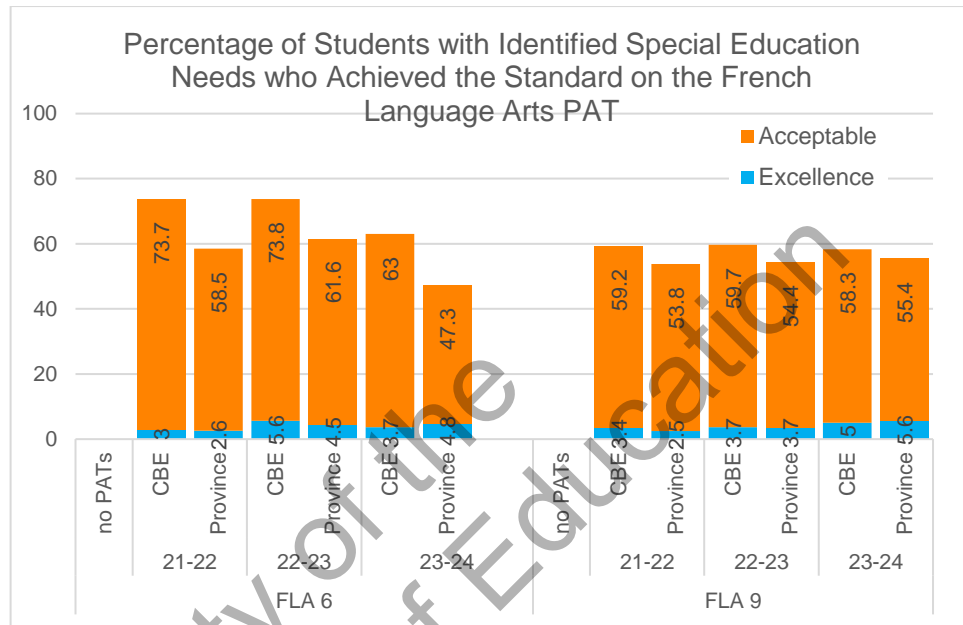
Indicator 5

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

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

**5.4 Students with Identified Special Education Needs**

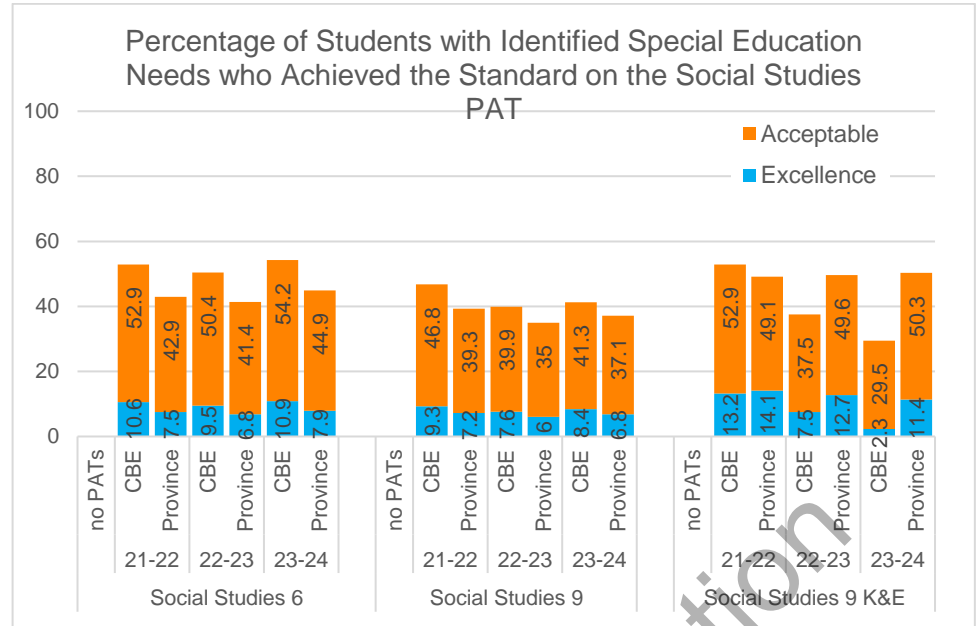
**A. Percentage of Students with Identified Special Education Needs who achieved the standards on Provincial Achievement Tests**



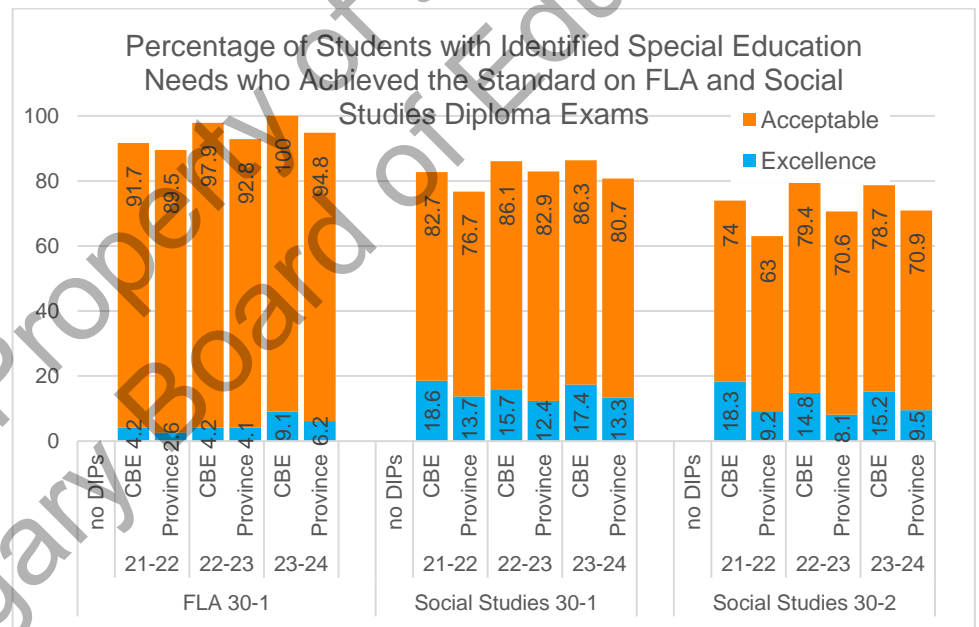
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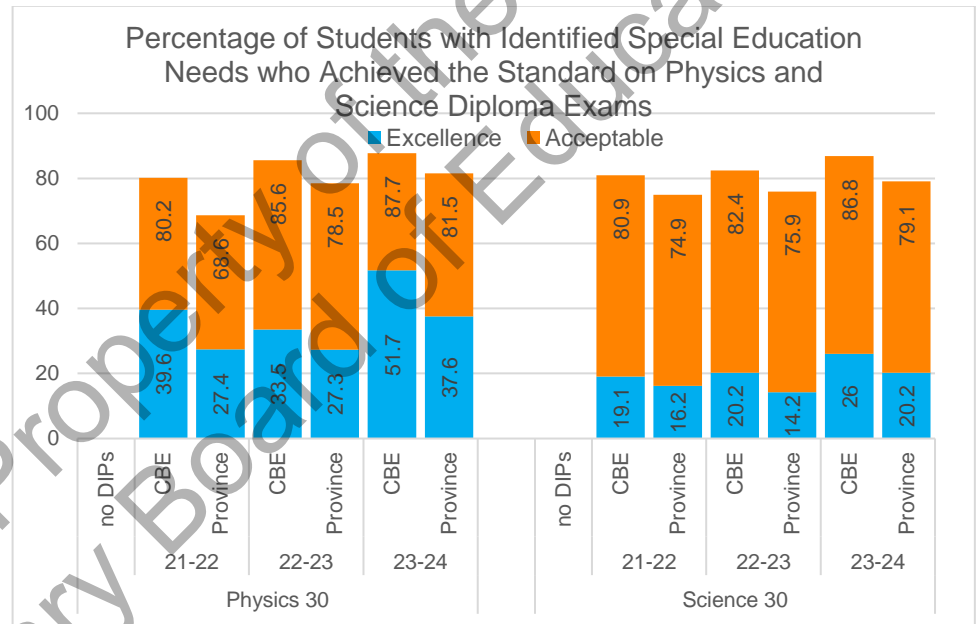
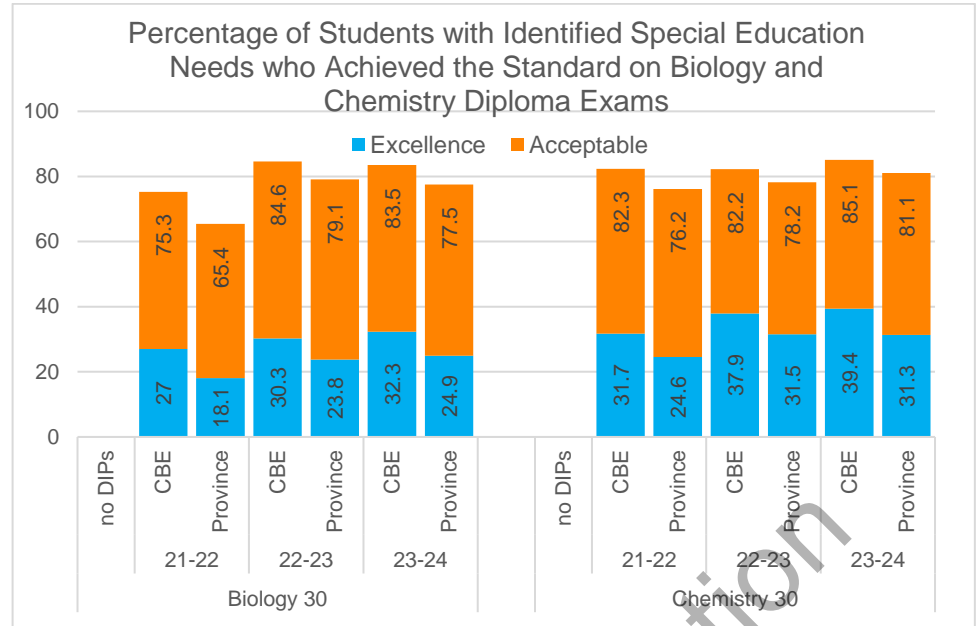
**B. Percentage of Students with Identified Special Education Needs who achieved the standards on Diploma Examinations**



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



#### Analysis of Cohort

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

- K&E PATs: 44 to 58
- Non-K&E PATs: 27 to 2244
- Diploma Examinations: 44 to 1144

For the Students with Identified Special Education Needs cohort, CBE's results were higher than those of the province on all non-K&E PATs at both standards with the exception of FLA courses where province achieved higher results at the standard of excellence than CBE in 2023-24.



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

When comparing the three subjects (excluding K&E), Grade 6 and 9 CBE students with Identified Special Education Needs achieved stronger results in French Language Arts at the acceptable standard and in Science at the standard of excellence. Similar to other cohorts, Grade 6 students in this cohort generally showed better PAT performance than Grade 9 students.

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

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

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

### Summary

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

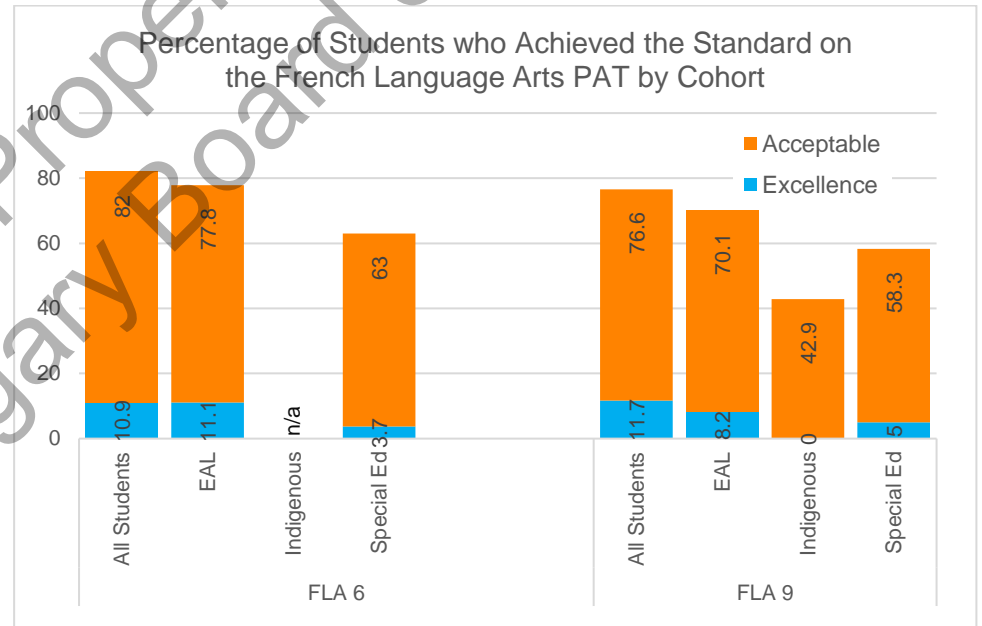
FLA 6	All Students	EAL	Indigenous	Special Ed
Acc	82.0	77.8	n/a	63.0
Ex	10.9	11.1	n/a	3.7
Science 6	All Students	EAL	Indigenous	Special Ed
Acc	71.8	65.1	49.1	54.4
Ex	26.2	19.9	12.0	17.5
Social Studies 6	All Students	EAL	Indigenous	Special Ed
Acc	72.6	66.4	47.6	54.2
Ex	21.8	18.1	7.2	10.9

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

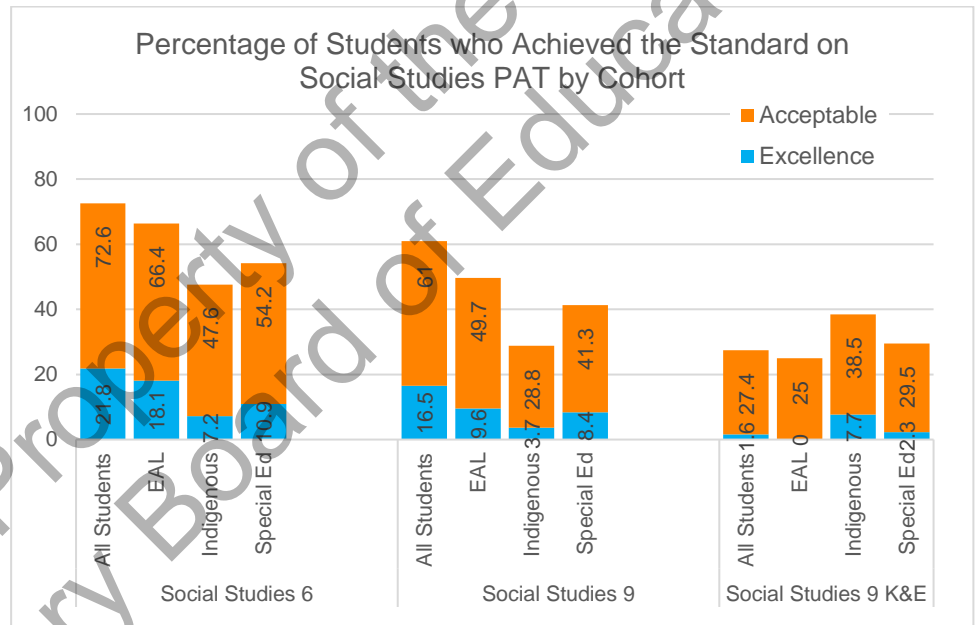
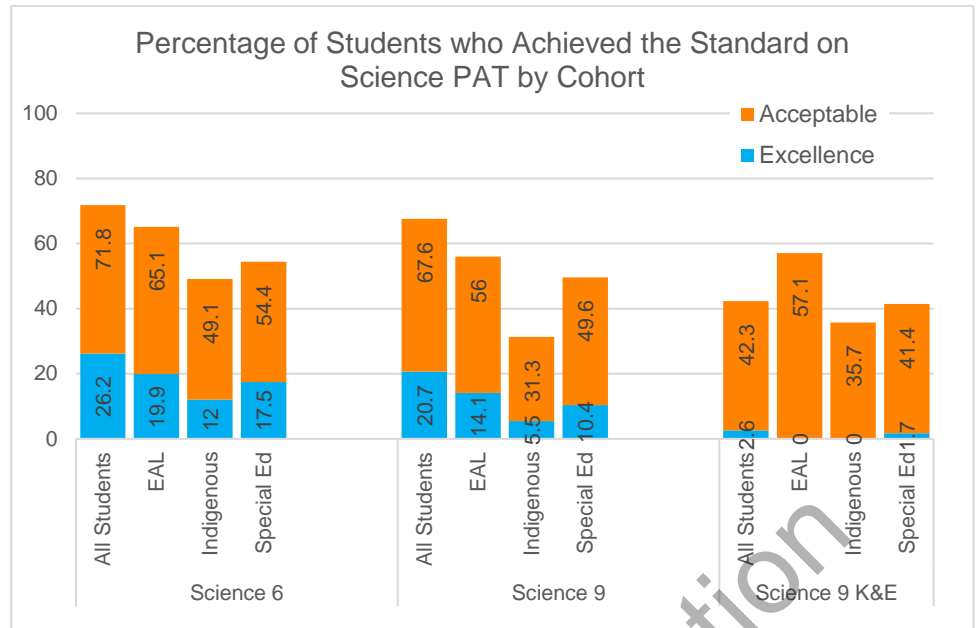


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The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.



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

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

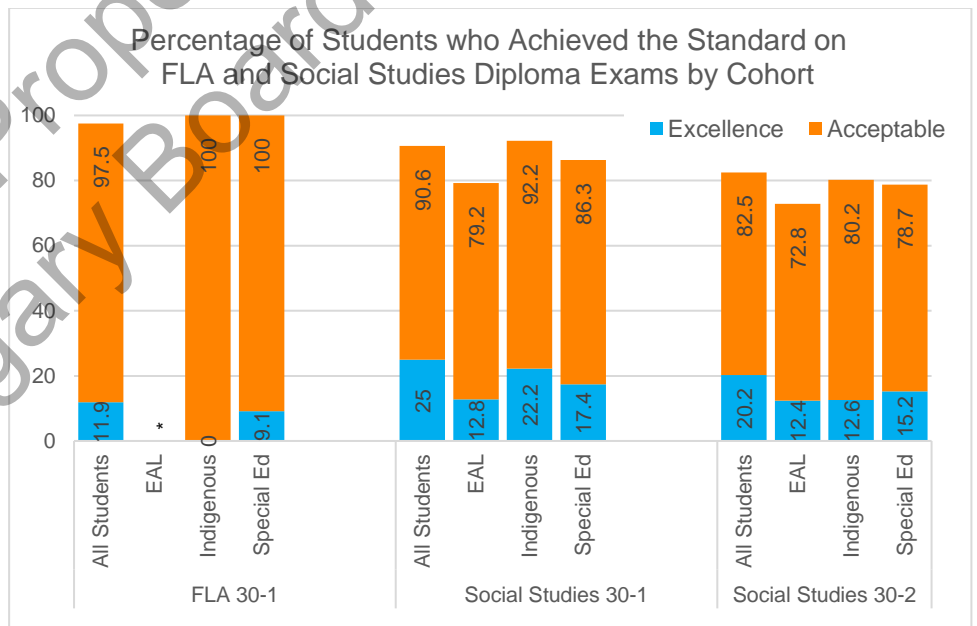
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Social Studies 30-2	All Students	EAL	Indigenous	Special Ed
Acc	82.5	72.8	80.2	78.7
Ex	20.2	12.4	12.6	15.2
Biology 30	All Students	EAL	Indigenous	Special Ed
Acc	88.8	78.9	77.1	83.5
Ex	45.0	32.9	31.3	32.3
Chemistry 30	All Students	EAL	Indigenous	Special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

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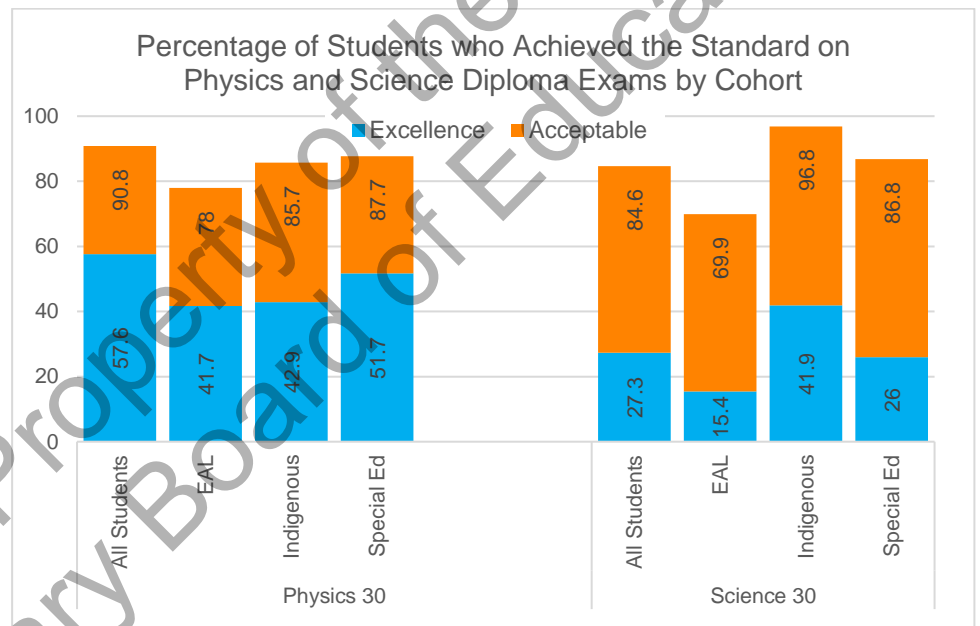
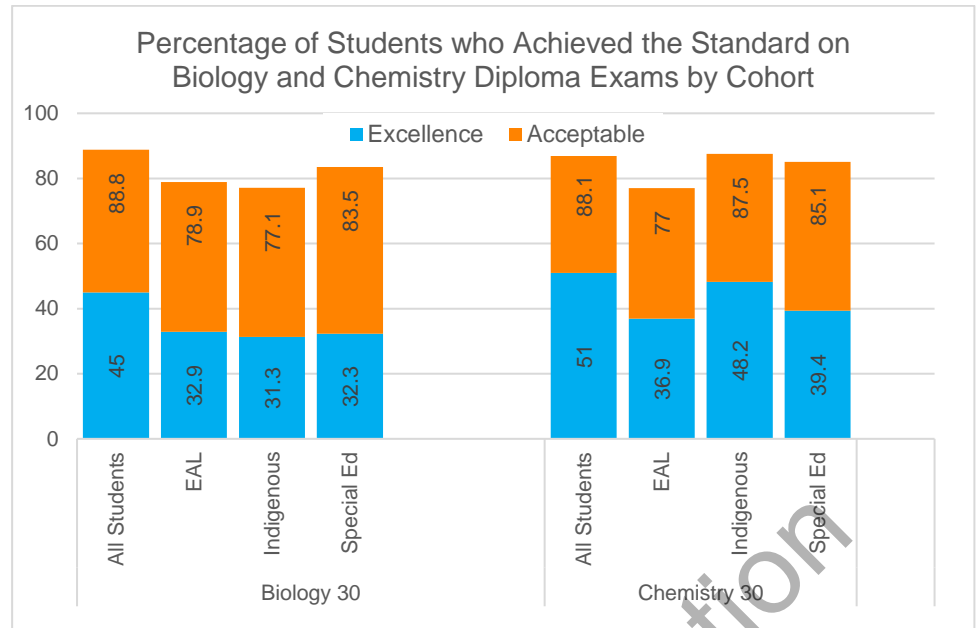


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Note | for additional information, refer to [Appendix II | Summary Tables Indicators 1 to 5](#) and [Appendix III | Additional Data Sets by Indicator](#).

- **Targets for 2023-24**

No targets were set for 2023-24 school year.

- **Interpretation**

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

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

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

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

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

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

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

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

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



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

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

#### ■ Celebrate

##### ■ French Language Arts

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

##### ■ Students who Self-Identify as Indigenous

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

##### ■ Report Card

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





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- **Students with Identified Special Education Needs**
  - In this cohort, CBE students achieved stronger acceptable standard results for all PAT and diploma examinations except for K&E courses than the provincial results.
  - The percentage of students achieving the standard of excellence was higher than province for Science 6&9, Social Studies 6&9 and all diploma examinations.
- **All Students**
  - All students cohort achieved overall strong performance for all diploma exam courses. More than 80 per cent of CBE students achieved the acceptable standard and more than 20 percentage of students met the standard of excellence for all diploma examinations in 2023-24.
  - All Students cohort achieved higher percentage of students meeting both standards than the provincial results for most of courses except for K-E courses and Science 9.
  - Increased percentage of students achieving both standard categories for all diploma exams.
- **English as an Additional Language Learners**
  - In this cohort, year-over-year improvement across both standards in Science 30 was observed and the acceptable standard result in CBE outperformed province in 2023-24.
  - Increased percentage of students meeting both standards in Social Studies 30-1 and 30-2.
  - English as an Additional Language Learners in CBE showed better achievement at both standards than province for all diploma examinations except for the standard of excellence in Science 30.
- **Areas for Growth**
  - **Science and Social Studies Division 3**
    - For the All Students cohort, Grade 8 students had the greatest percentage of students not meeting grade level in Science and Grade 7 students had the greatest percentage of students not meeting grade level in Social Studies of all grades 1 through 9 on report cards.
    - Increase in Science and Social Studies acceptable standard results for Grade 9.
    - Science 6&9 and Social Studies 6 PAT results showed decreases in 2023-24 for English as an Additional Language Learners cohort.
  - **Report card**
    - Declines in report card means surfaced for most of courses across all four divisions in 2023-24 in comparison to 2022-23 results.



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- Overall achievements on report cards in Science and Social Studies were lower than other courses.
- Division 4 report card results in all science courses.
- Less than 50 per cent of Division 4 students achieved above 80 in French Language Arts dash 2 courses.
- Less than 20 per cent of Division 4 students achieved above 80 in 10 level and 20 level Social Studies dash 2 and 4 courses.
- **Students who Self-Identify as Indigenous**
  - Students who Self-Identify as Indigenous had the lowest of percentage at both standard categories for all PAT courses excluding K&E Social Studies 9 when compared with other cohorts.
  - Less than 50 per cent of students in this cohort met the acceptable standard for all PAT courses in 2023-24.
  - Students who Self-Identify as Indigenous got the lower percentage at both standards in comparison to provincial results for all PAT courses.
- **English as an Additional Language Learners**
  - English as an Additional Language Learners showed the lowest percentage of students meeting both standards in all diploma examinations except for Biology 30 as compared with other cohorts' results.
- **Building Capacity**

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

#### Professional Learning

##### System-Wide Professional Learning

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

##### Targeted Initiatives by Divisions

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



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

### Other Professional Learning Initiatives:

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



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

## Structures & Processes

- K-3 Social Studies Pilot: In-person working group sessions are being held throughout the school year to support teachers piloting the draft K-3 Social Studies curriculum.
- Stepping Into Science Field Testing: Teachers in grades 4-6 are field-testing the Stepping Into Science resources as part of a collaborative project with other metro school boards in the province.
- Create and support School Well-Being Action Teams to advance a culture of well-being across CBE Middle Schools.
- Create an SEL Middle School Well-Being Working Group to contribute and refine contextually, culturally relevant, evidence-based well-being practices.
- Engage in collaborative work with the Indigenous Education team in order to demonstrate the kinship between the Indigenous Education Holistic Lifelong and Student Well-Being Frameworks which supports all students, with a specific focus on the Middle School learner.
- Continue development of programming in collaboration with SAIT for grade 11 and 12 students engaging in the Digital Futures Pathway Collegiate.
- Continue development of Dual Credit and Exploratory programming with industry, post-secondary and community partners to expand High School student choice.
- Poll Digital Futures Pathway students regarding their interest in various areas of technology to inform the creation of new dual credit programming with SAIT and other partners.
- Continue to provide professional development opportunities for teachers, such as workshops and collaborative events, to enhance instructional practices.
- Continue to foster effective community relationships to support equitable access to arts education for all students.

## Resources

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



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

### Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

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

It is for these reasons no targets have been set for 2024-25 in this report.

### APPENDIX

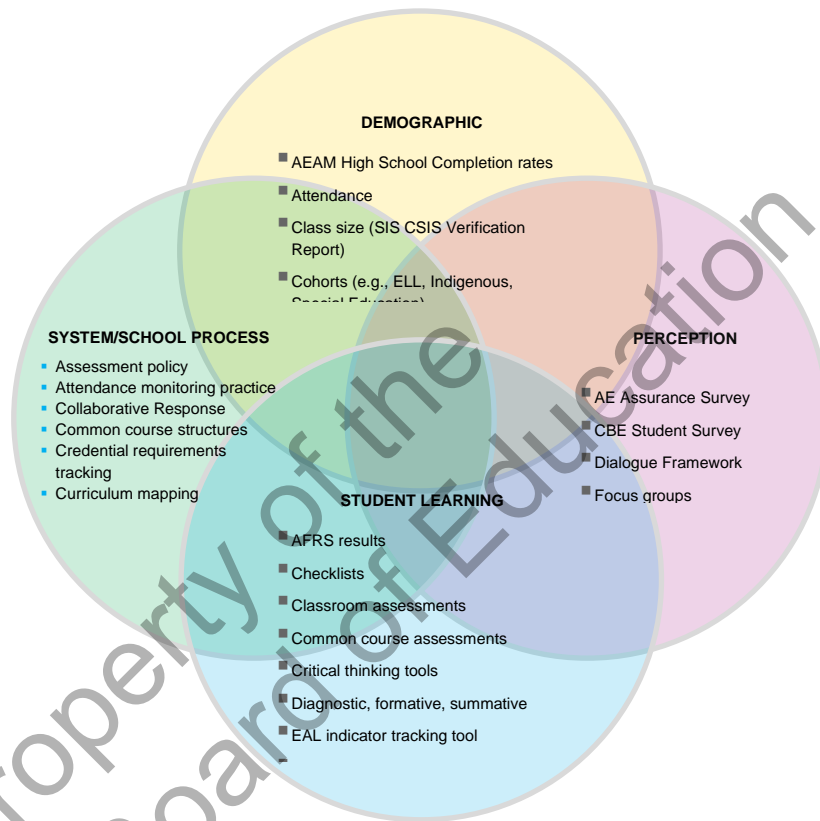
- Appendix I: School Data Sources
- Appendix II: Summary Tables Indicators 1 to 5
- Appendix III: Additional Data Sets by Indicator
- Appendix IV: Distribution of Codes

### ATTACHMENT

- Attachment I: Criteria for High School Completion Categories

# appendix

## I. School Data Sources



School data fall into four categories.

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

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



## School Development Planning

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

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

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

## System Guiding Documents

CBE developed and updated *Literacy Framework*, *Mathematics Framework*, *Indigenous Education Holistic Lifelong Learning Framework*, *Well-Being Framework*, *Assessment and Reporting in CBE*, and *CBE Understanding Grade Level Reading and Writing* documents and accompanying checklists, were used by teachers to assess student understanding based on high impact teaching strategies. These measures supported teachers in identifying gaps and deciding what targeted, intentional teaching strategies to implement next as they reviewed student work and set new targets. CBE's K-12 Literacy and Mathematics Frameworks provide a systemic approach to curriculum implementation and assessment, ensuring that instruction is effective, equitable, and aligned with best practices. These frameworks guide strategic planning and resource allocation by identifying areas of need within curriculum and professional development. To support the continued use of the CBE's K-12 Literacy and Mathematics Frameworks, teachers and school-based leaders had the opportunity to engage in system-wide professional learning aimed at enhancing instruction in both literacy and mathematics through research-based assessment practices and targeted curriculum support, helping educators calibrate their understanding of curricular outcomes, grade-level proficiency, and ways to monitor student growth. Professional learning sessions supported the ongoing implementation of the Frameworks and increased understanding of CBE's Five Guiding Principles of Assessment.



## **Professional Learning Communities**

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

## **Team Meetings**

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

## **School-Based Professional Learning**

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

## **Assessment of Foundational Reading Skills (AFRS)**

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

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

## **English as an Additional Language Learner (EAL) Benchmarks**

The Alberta K-12 EAL Proficiency Benchmarks is a language proficiency assessment, developed in Alberta, as an informal criterion-based assessment. It was designed for use by teachers of English as additional language learners and can be used to assess language proficiency in the classroom context. Multiple times a year, teachers assess a student's language proficiency levels for our EAL learners. This data, which included indicators in reading, writing, speaking and listening, informed the school, area and system on the need for intentional supports and effective instruction for language acquisition.

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

### **Attendance Tracking**

Tracking attendance ensures the gap in student achievement do not widen. We recognize the strong positive correlation between attendance and a student's success in school. Regular attendance sets students on the path to reaching their full potential. We use a whole school approach to attendance to create a positive culture where students feel a sense of belonging. When schools identified concerns with attendance, they contacted CBE's Attendance team, who worked collaboratively with schools and families to positively influence student's attendance.

### **School Learning Team (SLT)**

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

### **Area Learning Team (ALT)**

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

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

Examples of supports that could be accessed by a referral to the area learning team included: school based mental health counsellor; psychological assessment;

vision; audiology; EAL strategists; diversity & learning support advisor; Community Outreach of Pediatrics and Psychiatry in Education; inclusive education strategists; area behaviour support worker; speech language pathologist; occupational therapy; physiotherapy; Multi Agency School Support Team; Youth at Risk Development Program; John Howard Society; YMCA alternative to suspension; and Children's Services.

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## II. Summary Tables Indicators 1 to 5

### Indicator 1

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

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

### Indicator 2

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

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

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

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

### Indicator 3

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

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

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

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

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

#### Indicator 4

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

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

### Indicator 5

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

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



<b>Social Studies 9 K&amp;E</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	27.4	25.0	38.5	29.5
Ex	1.6	0.0	7.7	2.3

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

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

### III. Additional Data Sets by Indicator

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

3-Year	Measure Evaluation	CBE All	CBE EAL	CBE Indigenous	CBE Special Ed
	Achievement	Intermediate	Low	Very Low	Low
	Improvement	Declined Significantly	Maintained	Maintained	Maintained
	Overall	Issue	Issue	Concern	Issue

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

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

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## Number of students within each completion category

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

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

## High School Completion Rates | All Students

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

### High School Completion Rates | English as an Additional Language Learners

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

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

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

### High School Completion Rates | Students with Identified Special Education Needs

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

High School Completion Rates | CBE and Province by Cohort

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

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

A. Student results by level of achievement within English Language Arts as measured by student report card stems 2023-24: Grades 1-9.

Legend |

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

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

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

1 – The student is not meeting grade level expectations.

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

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

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

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

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

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

Stem 3: Manages and evaluates information and ideas							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2023-24	*	*	*	*	*	*
2	2023-24	*	*	*	*	*	*
3	2023-24	*	*	*	*	*	*
4	2023-24	*	*	*	*	*	*
5	2023-24	*	*	*	*	*	*
6	2023-24	*	*	*	*	*	*
7	2023-24	19.9	41.4	30.1	4.7	2.6	1.4
8	2023-24	22.1	40.3	29.7	3.8	2.5	1.6
9	2023-24	22.0	42.4	27.4	4.6	2.5	1.1



**Stem 4: Constructs meaning and makes connections through speaking**

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2023-24	*	*	*	*	*	*
2	2023-24	*	*	*	*	*	*
3	2023-24	*	*	*	*	*	*
4	2023-24	*	*	*	*	*	*
5	2023-24	*	*	*	*	*	*
6	2023-24	*	*	*	*	*	*
7	2023-24	20.6	45.6	27.7	2.7	2.8	0.6
8	2023-24	21.5	44.2	27.9	2.5	3.1	0.7
9	2023-24	22.6	47.2	24.5	2.7	2.5	0.5

**Stem 5: Constructs meaning and makes connections through listening**

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2023-24	*	*	*	*	*	*
2	2023-24	*	*	*	*	*	*
3	2023-24	*	*	*	*	*	*
4	2023-24	*	*	*	*	*	*
5	2023-24	*	*	*	*	*	*
6	2023-24	*	*	*	*	*	*
7	2023-24	23.9	42.9	26.9	3.3	2.6	0.5
8	2023-24	25.7	42.1	26.2	2.6	2.7	0.7
9	2023-24	27.2	44.3	23.1	2.8	2.2	0.3

**Stem 6:** Represents ideas and creates understanding through a variety of media

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2023-24	*	*	*	*	*	*
2	2023-24	*	*	*	*	*	*
3	2023-24	*	*	*	*	*	*
4	2023-24	*	*	*	*	*	*
5	2023-24	*	*	*	*	*	*
6	2023-24	*	*	*	*	*	*
7	2023-24	22.0	43.3	28.7	3.8	1.9	0.3
8	2023-24	25.4	42.1	26.7	3.2	2.0	0.7
9	2023-24	25.7	44.3	23.9	3.7	1.8	0.5

**Stem 7:** Makes meaning and connections through oral language

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2023-24	22.6	42.1	22.2	1.7	7.7	3.7
2	2023-24	23.2	42.7	23.6	1.5	6.4	2.7
3	2023-24	26.2	43.2	21.6	1.5	5.8	1.7
4	2023-24	23.7	44.9	23.1	1.4	5.2	1.8
5	2023-24	23.4	44.2	24.8	1.6	4.6	1.4
6	2023-24	22.3	45.3	26.0	1.8	3.8	0.8
7	2023-24	*	*	*	*	*	*
8	2023-24	*	*	*	*	*	*
9	2023-24	*	*	*	*	*	*



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

Legend |

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

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

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

1 – The student is not meeting grade level expectations.

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

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

Stem 1: Develops number sense and applies strategies for computation and estimation							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2023-24	*	*	*	*	*	*
2	2023-24	*	*	*	*	*	*
3	2023-24	*	*	*	*	*	*
4	2023-24	*	*	*	*	*	*
5	2023-24	*	*	*	*	*	*
6	2023-24	*	*	*	*	*	*
7	2023-24	26.2	37.4	27.6	6.1	0.5	2.3
8	2023-24	24.6	37.5	28.7	6.7	0.6	2.0
9	2023-24	24.9	34.7	29.0	8.9	0.7	1.9

**Stem 2: Uses algebraic reasoning to represent patterns and relationships**

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2023-24	*	*	*	*	*	*
2	2023-24	*	*	*	*	*	*
3	2023-24	*	*	*	*	*	*
4	2023-24	*	*	*	*	*	*
5	2023-24	*	*	*	*	*	*
6	2023-24	*	*	*	*	*	*
7	2023-24	27.5	36.4	26.5	7.2	0.7	1.7
8	2023-24	25.7	32.7	29.9	8.9	0.8	2.0
9	2023-24	24.8	33.9	28.1	10.7	0.8	1.6

**Stem 3: Applies spatial reasoning and measurement to make sense of the natural world**

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2023-24	*	*	*	*	*	*
2	2023-24	*	*	*	*	*	*
3	2023-24	*	*	*	*	*	*
4	2023-24	*	*	*	*	*	*
5	2023-24	*	*	*	*	*	*
6	2023-24	*	*	*	*	*	*
7	2023-24	27.3	37.3	26.6	6.4	0.8	1.6
8	2023-24	25.1	36.5	28.7	7.2	0.7	1.8
9	2023-24	25.3	34.6	28.1	9.7	0.9	1.3

**Stem 4:** Uses probability and data to make predictions and answer questions

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2023-24	*	*	*	*	*	*
2	2023-24	*	*	*	*	*	*
3	2023-24	*	*	*	*	*	*
4	2023-24	*	*	*	*	*	*
5	2023-24	*	*	*	*	*	*
6	2023-24	*	*	*	*	*	*
7	2023-24	25.4	37.7	28.3	6.0	1.0	1.5
8	2023-24	24.8	36.5	29.1	6.9	1.2	1.5
9	2023-24	26.7	36.4	28.1	6.5	1.3	1.1

**Stem 5:** Understands and applies concepts related to number, patterns (and algebra)

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2023-24	32.0	39.7	19.2	5.9	2.3	0.8
2	2023-24	29.9	38.1	23.1	6.4	1.6	0.9
3	2023-24	30.0	39.8	21.9	5.1	1.5	1.7
4	2023-24	28.2	37.4	24.0	6.3	1.0	3.1
5	2023-24	29.8	36.0	23.4	6.5	0.9	3.4
6	2023-24	26.4	37.8	24.6	6.6	1.0	3.4
7	2023-24	*	*	*	*	*	*
8	2023-24	*	*	*	*	*	*
9	2023-24	*	*	*	*	*	*

**Stem 6:** Understands and applies concepts related to measurement, geometry (and statistics)

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2023-24	31.7	43.3	18.7	3.0	2.8	0.5
2	2023-24	30.6	43.0	20.6	3.5	1.9	0.4
3	2023-24	28.7	42.5	22.5	3.4	1.8	1.0
4	2023-24	27.9	41.5	23.4	4.0	1.3	1.9
5	2023-24	28.6	39.4	25.1	3.8	1.1	2.1

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

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

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

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

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

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

A. All Students Provincial Achievement Test Results Over Time

Provincial Achievement Test		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	n/a	n/a	n/a	n/a	80.7	21.1	81.0	20.0	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4	n/a	n/a
Math 6	CBE	n/a	n/a	n/a	n/a	67.4	14.3	70.6	20.0	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9	n/a	n/a
ELA 9	CBE	n/a	n/a	n/a	n/a	72.5	15.7	73.6	14.6	71.1	11.6
	Prov	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8
ELA 9 K&E	CBE	n/a	n/a	n/a	n/a	57.3	4.3	54.4	8.9	41.4	1.4
	Prov	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6
Math 9	CBE	n/a	n/a	n/a	n/a	59.0	21.4	57.2	15.9	54.6	15.3
	Prov	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0
Math 9 K&E	CBE	n/a	n/a	n/a	n/a	55.1	13.8	39.1	9.1	34.5	3.4
	Prov	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9

B. All Students Diploma Examination Results Over Time

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



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

Provincial Achievement Test		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	n/a	n/a	n/a	n/a	78.1	16.8	77.0	13.9	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	76.8	16.0	73.9	13.9	n/a	n/a
Math 6	CBE	n/a	n/a	n/a	n/a	66.1	14.4	68.1	18.7	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	65.3	13.1	64.9	15.2	n/a	n/a
ELA 9	CBE	n/a	n/a	n/a	n/a	62.0	8.3	63.0	5.8	57.9	5.2
	Prov	n/a	n/a	n/a	n/a	61.9	7.0	62.2	6.6	56.9	5.4
ELA 9 K&E	CBE	n/a	n/a	n/a	n/a	74.1	0.0	37.5	0.0	53.3	0.0
	Prov	n/a	n/a	n/a	n/a	45.7	2.4	34.9	1.3	46.7	4.0
Math 9	CBE	n/a	n/a	n/a	n/a	50.6	15.8	49.4	12.6	47.8	13.1
	Prov	n/a	n/a	n/a	n/a	47.0	12.9	50.1	12.0	46.7	11.5
Math 9 K&E	CBE	n/a	n/a	n/a	n/a	60.0	8.6	24.0	0.0	37.5	0.0
	Prov	n/a	n/a	n/a	n/a	54.5	9.8	39.5	5.6	49.7	12.2

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

Diploma Examination		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	n/a	n/a	n/a	n/a	60.5	2.0	64.5	3.0	64.8	2.8
	Prov	n/a	n/a	n/a	n/a	55.5	2.6	63.3	3.7	61.3	2.7
ELA 30-2	CBE	n/a	n/a	n/a	n/a	66.2	2.6	73.2	6.9	73.6	5.5
	Prov	n/a	n/a	n/a	n/a	63.9	3.7	71.5	5.5	70.0	5.2
Math 30-1	CBE	n/a	n/a	n/a	n/a	50.0	19.1	65.0	31.8	73.7	39.9
	Prov	n/a	n/a	n/a	n/a	52.2	19.2	61.1	23.1	64.0	27.6
Math 30-2	CBE	n/a	n/a	n/a	n/a	58.6	8.3	64.7	12.2	64.8	12.0
	Prov	n/a	n/a	n/a	n/a	46.9	6.3	58.5	9.7	57.7	9.0

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

Provincial Achievement Test		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	n/a	n/a	n/a	n/a	57.9	8.3	56.3	7.8	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	58.2	7.4	60.6	7.1	n/a	n/a
Math 6	CBE	n/a	n/a	n/a	n/a	35.4	2.9	33.9	4.3	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	40.3	3.7	42.0	5.6	n/a	n/a
ELA 9	CBE	n/a	n/a	n/a	n/a	39.1	3.7	37.8	5.1	40.2	2.2
	Prov	n/a	n/a	n/a	n/a	49.4	3.6	49.2	4.4	49.5	4.7
ELA 9 K&E	CBE	n/a	n/a	n/a	n/a	39.1	0.0	*	*	25.0	0.0
	Prov	n/a	n/a	n/a	n/a	46.7	5.0	43.8	3.7	42.8	4.9
Math 9	CBE	n/a	n/a	n/a	n/a	21.0	2.2	24.3	4.7	19.0	2.5
	Prov	n/a	n/a	n/a	n/a	26.3	4.1	28.7	3.8	28.7	4.8
Math 9 K&E	CBE	n/a	n/a	n/a	n/a	30.0	3.3	45.5	18.2	47.1	0.0
	Prov	n/a	n/a	n/a	n/a	48.1	6.0	48.9	11.1	43.7	6.2

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

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

Diploma Examination		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	n/a	n/a	n/a	n/a	79.6	2.0	86.3	12.1	88.0	11.3
	Prov	n/a	n/a	n/a	n/a	73.5	4.4	78.3	6.1	81.7	6.9
ELA 30-2	CBE	n/a	n/a	n/a	n/a	85.7	9.5	91.5	15.5	88.6	14.3
	Prov	n/a	n/a	n/a	n/a	82.1	9.2	86.5	9.9	86.0	10.8
Math 30-1	CBE	n/a	n/a	n/a	n/a	41.2	5.9	75.0	21.2	83.3	26.4
	Prov	n/a	n/a	n/a	n/a	50.9	10.5	60.6	15.0	64.4	17.0
Math 30-2	CBE	n/a	n/a	n/a	n/a	75.9	6.9	82.5	17.5	80.0	18.5
	Prov	n/a	n/a	n/a	n/a	55.2	7.3	65.8	12.1	64.8	10.1

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

Provincial Achievement Test		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	n/a	n/a	n/a	n/a	62.5	8.9	63.5	7.8	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	53.1	6.1	52.3	5.5	n/a	n/a
Math 6	CBE	n/a	n/a	n/a	n/a	45.0	5.8	48.0	8.9	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	37.4	4.2	38.3	5.6	n/a	n/a
ELA 9	CBE	n/a	n/a	n/a	n/a	54.2	7.4	52.9	6.1	51.9	4.8
	Prov	n/a	n/a	n/a	n/a	42.3	3.2	47.2	4.7	45.4	3.8
ELA 9 K&E	CBE	n/a	n/a	n/a	n/a	50.6	3.7	56.9	6.9	41.2	2.0
	Prov	n/a	n/a	n/a	n/a	47.0	3.8	50.8	5.4	47.9	3.9
Math 9	CBE	n/a	n/a	n/a	n/a	35.6	8.2	33.9	5.6	31.7	5.4
	Prov	n/a	n/a	n/a	n/a	30.5	6.0	28.9	4.2	27.5	4.5
Math 9 K&E	CBE	n/a	n/a	n/a	n/a	49.6	10.4	40.0	8.0	33.9	4.8
	Prov	n/a	n/a	n/a	n/a	48.6	8.9	49.0	10.2	46.4	8.6

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

Diploma Examination		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	n/a	n/a	n/a	n/a	77.1	10.9	85.0	9.8	84.6	10.9
	Prov	n/a	n/a	n/a	n/a	71.9	7.1	79.5	7.2	79.3	7.6
ELA 30-2	CBE	n/a	n/a	n/a	n/a	85.3	17.2	87.3	17.9	85.9	16.8
	Prov	n/a	n/a	n/a	n/a	74.5	8.7	82.5	10.1	82.3	11.1
Math 30-1	CBE	n/a	n/a	n/a	n/a	60.0	21.8	71.4	27.6	80.2	38.1
	Prov	n/a	n/a	n/a	n/a	55.9	16.0	66.1	21.2	70.7	27.2
Math 30-2	CBE	n/a	n/a	n/a	n/a	65.7	13.2	78.7	21.7	72.9	20.7
	Prov	n/a	n/a	n/a	n/a	57.8	9.7	67.9	13.2	68.8	15.2

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

A. Student results by level of achievement within Career & Technology Foundations as measured by student report cards 2023-24: Grades 1-9.

Legend |

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

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

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

1 – The student is not meeting grade level expectations.

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

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

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
5	2023-24	41.0	47.4	10.8	0.4	0.4	0.0
6	2023-24	32.5	53.1	13.3	0.7	0.3	0.1
7	2023-24	32.8	47.8	17.4	1.5	0.2	0.2
8	2023-24	33.6	44.2	19.5	2.5	0.2	0.1
9	2023-24	36.1	42.8	18.1	2.7	0.2	0.1

B. Student results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2023-24: high school courses.

Legend |

The CTS Programs of Study are organized into five clusters:

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

Cluster	Year	Level of Achievement Percentages by Cluster			
		80-100%	65-79%	50-64%	0-49%
BIT	2023-24	67.3	16.8	11.8	4.1
HRH	2023-24	67.1	18.5	10.1	4.3
MDC	2023-24	63.9	17.5	12.9	5.7
NAT	2023-24	61.9	23.1	12.2	2.9
TMT	2023-24	59.8	25.0	11.7	3.5

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

Legend |

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

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

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

1 – The student is not meeting grade level expectations.

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

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

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2023-24	22.7	55.5	19.3	0.9	1.3	0.3
2	2023-24	25.3	55.8	17.0	0.6	1.1	0.2
3	2023-24	26.4	54.0	17.9	0.5	1.0	0.1
4	2023-24	27.2	53.7	17.6	0.6	0.8	0.1
5	2023-24	28.4	51.8	18.2	0.8	0.7	0.1
6	2023-24	29.1	50.3	19.0	1.0	0.6	0.1
7	2023-24	35.9	43.5	18.2	2.0	0.2	0.1
8	2023-24	37.4	42.4	17.4	2.3	0.3	0.2
9	2023-24	38.7	40.2	18.0	2.8	0.3	0.0

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

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

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

#### Legend |

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

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

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

1 – The student is not meeting grade level expectations.

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

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

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

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

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

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

#### Legend |

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

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

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

1 – The student is not meeting grade level expectations.

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

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



Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	EAL	IPP
1	2023-24	25.9	46.0	24.4	3.1	0.2	0.4
2	2023-24	30.5	43.3	22.8	2.9	0.0	0.7
3	2023-24	28.7	44.9	22.0	3.1	0.6	0.8
4	2023-24	24.1	48.4	22.6	1.6	2.2	1.1
5	2023-24	21.5	47.2	26.7	2.1	1.7	0.8
6	2023-24	23.2	50.2	23.0	1.3	1.6	0.7
7	2023-24	33.2	45.1	19.2	2.0	0.3	0.2
8	2023-24	30.3	44.4	21.8	2.4	0.0	1.0
9	2023-24	33.2	39.4	23.1	3.1	0.3	1.0

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

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

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

**Legend |**

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

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

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

1 – The student is not meeting grade level expectations.

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

IPP – Achievement of this report card outcome is reported through the student’s Individual Program Plan (IPP). This indicator is used only when a

student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	EAL	IPP
1	2023-24	25.1	54.7	18.0	1.2	0.2	0.7
2	2023-24	27.7	55.1	15.3	1.0	0.2	0.8
3	2023-24	29.0	54.4	15.0	0.6	0.3	0.9
4	2023-24	29.9	54.0	14.5	0.6	0.1	0.8
5	2023-24	31.5	53.0	14.5	0.5	0.1	0.4
6	2023-24	29.9	53.5	15.3	0.8	0.1	0.4
7	2023-24	27.0	55.4	16.3	1.1	0.0	0.1
8	2023-24	26.8	52.8	18.7	1.6	0.0	0.1
9	2023-24	28.9	50.7	18.1	2.1	0.0	0.2

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

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

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

Legend |

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

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

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

1 – The student is not meeting grade level expectations

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

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

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	EAL	IPP
1	2023-24	24.9	46.4	21.1	1.7	5.0	1.0
2	2023-24	23.8	47.5	21.8	1.9	4.2	0.7
3	2023-24	23.6	46.6	22.9	1.9	4.4	0.6
4	2023-24	23.8	46.4	23.4	2.2	3.5	0.8
5	2023-24	24.1	44.2	24.8	2.7	3.2	1.0
6	2023-24	21.7	44.0	27.6	2.9	2.9	0.9
7	2023-24	20.0	43.1	30.3	4.2	1.9	0.5
8	2023-24	20.4	41.3	30.5	5.2	1.7	0.8
9	2023-24	23.6	39.5	28.0	6.6	1.7	0.6

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

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

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

Legend |

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

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

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

1 – The student is not meeting grade level expectations.

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

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

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

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

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

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

A. All Students Provincial Achievement Test Results Over Time

Provincial Achievement Test		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	n/a	n/a	n/a	n/a	85.3	8.8	85.2	12.1	82.0	10.9
	Prov	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3
Science 6	CBE	n/a	n/a	n/a	n/a	77.2	26.9	71.4	25.4	71.8	26.2
	Prov	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8
Social Studies 6	CBE	n/a	n/a	n/a	n/a	74.1	22.0	71.4	19.3	72.6	21.8
	Prov	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8
FLA 9	CBE	n/a	n/a	n/a	n/a	74.6	8.9	77.3	11.8	76.6	11.7
	Prov	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6
Science 9	CBE	n/a	n/a	n/a	n/a	69.9	26.0	66.4	20.4	67.6	20.7
	Prov	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8
Science 9 K&E	CBE	n/a	n/a	n/a	n/a	55.1	9.2	38.2	8.8	42.3	2.6
	Prov	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9
Social Studies 9	CBE	n/a	n/a	n/a	n/a	65.8	18.4	60.1	17.0	61.0	16.5
	Prov	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8
Social Studies 9 K&E	CBE	n/a	n/a	n/a	n/a	59.6	14.9	36.4	7.3	27.4	1.6
	Prov	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3

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

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

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

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

	Provincial Achievement Test	2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>FLA 6</b>	CBE	n/a	n/a	n/a	n/a	86.7	13.3	62.5	6.3	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	63.7	6.4	65.9	5.3	56.9	2.9
<b>Science 6</b>	CBE	n/a	n/a	n/a	n/a	51.2	10.5	40.1	8.4	49.1	12.0
	Prov	n/a	n/a	n/a	n/a	51.2	9.7	46.0	9.0	51.4	12.3
<b>Social Studies 6</b>	CBE	n/a	n/a	n/a	n/a	45.6	6.6	37.1	5.9	47.6	7.2
	Prov	n/a	n/a	n/a	n/a	46.8	7.3	45.3	6.5	48.7	7.3
<b>FLA 9</b>	CBE	n/a	n/a	n/a	n/a	46.2	0.0	68.8	12.5	42.9	0.0
	Prov	n/a	n/a	n/a	n/a	53.3	5.2	65.4	4.4	63.8	5.6
<b>Science 9</b>	CBE	n/a	n/a	n/a	n/a	35.9	5.8	31.3	5.6	31.3	5.5
	Prov	n/a	n/a	n/a	n/a	49.3	8.5	42.1	7.1	46.0	8.5
<b>Science 9 K&amp;E</b>	CBE	n/a	n/a	n/a	n/a	44.4	0.0	*	*	35.7	0.0
	Prov	n/a	n/a	n/a	n/a	53.3	9.7	48.4	8.2	46.6	7.2
<b>Social Studies 9</b>	CBE	n/a	n/a	n/a	n/a	33.1	5.6	27.8	4.9	28.8	3.7
	Prov	n/a	n/a	n/a	n/a	34.7	4.1	34.1	4.9	39.0	6.3
<b>Social Studies 9 K&amp;E</b>	CBE	n/a	n/a	n/a	n/a	31.8	0.0	*	*	38.5	7.7
	Prov	n/a	n/a	n/a	n/a	41.3	9.1	45.4	7.3	46.2	9.4



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

Provincial Achievement Test		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	n/a	n/a	n/a	n/a	73.7	3.0	73.8	5.6	63.0	3.7
	Prov	n/a	n/a	n/a	n/a	58.5	2.6	61.6	4.5	47.3	4.8
Science 6	CBE	n/a	n/a	n/a	n/a	58.0	15.5	51.7	15.9	54.4	17.5
	Prov	n/a	n/a	n/a	n/a	48.4	10.7	43.9	10.9	46.7	12.7
Social Studies 6	CBE	n/a	n/a	n/a	n/a	52.9	10.6	50.4	9.5	54.2	10.9
	Prov	n/a	n/a	n/a	n/a	42.9	7.5	41.4	6.8	44.9	7.9
FLA 9	CBE	n/a	n/a	n/a	n/a	59.2	3.4	59.7	3.7	58.3	5.0
	Prov	n/a	n/a	n/a	n/a	53.8	2.5	54.4	3.7	55.4	5.6
Science 9	CBE	n/a	n/a	n/a	n/a	51.5	14.1	46.2	9.7	49.6	10.4
	Prov	n/a	n/a	n/a	n/a	44.4	9.2	43.1	8.3	44.9	9.1
Science 9 K&E	CBE	n/a	n/a	n/a	n/a	50.7	11.0	40.4	10.6	41.4	1.7
	Prov	n/a	n/a	n/a	n/a	54.6	12.7	54.5	11.3	52.4	9.2
Social Studies 9	CBE	n/a	n/a	n/a	n/a	46.8	9.3	39.9	7.6	41.3	8.4
	Prov	n/a	n/a	n/a	n/a	39.3	7.2	35.0	6.0	37.1	6.8
Social Studies 9 K&E	CBE	n/a	n/a	n/a	n/a	52.9	13.2	37.5	7.5	29.5	2.3
	Prov	n/a	n/a	n/a	n/a	49.1	14.1	49.6	12.7	50.3	11.4

E. All Students Diploma Examination Results Over Time

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

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

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

Diploma Examination		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>FLA 30-1</b>	CBE	n/a	n/a	n/a	n/a	*	*	*	*	*	*
	Prov	n/a	n/a	n/a	n/a	93.8	12.5	85.2	0.0	85.7	19.0
<b>Social Studies 30-1</b>	CBE	n/a	n/a	n/a	n/a	75.0	11.7	76.3	10.5	79.2	12.8
	Prov	n/a	n/a	n/a	n/a	68.7	9.0	72.7	8.8	70.5	10.7
<b>Social Studies 30-2</b>	CBE	n/a	n/a	n/a	n/a	68.0	13.9	67.6	11.6	72.8	12.4
	Prov	n/a	n/a	n/a	n/a	55.6	7.1	62.5	7.8	63.2	8.3
<b>Biology 30</b>	CBE	n/a	n/a	n/a	n/a	68.8	30.7	79.4	32.4	78.9	32.9
	Prov	n/a	n/a	n/a	n/a	61.0	18.0	72.8	24.7	69.7	23.6
<b>Chemistry 30</b>	CBE	n/a	n/a	n/a	n/a	76.9	33.5	76.8	36.2	77.0	36.9
	Prov	n/a	n/a	n/a	n/a	67.9	23.5	73.5	29.9	73.2	29.6
<b>Physics 30</b>	CBE	n/a	n/a	n/a	n/a	75.6	40.2	86.2	42.5	78.0	41.7
	Prov	n/a	n/a	n/a	n/a	63.1	26.4	75.7	32.3	71.3	32.9
<b>Science 30</b>	CBE	n/a	n/a	n/a	n/a	58.2	12.7	63.4	13.0	69.9	15.4
	Prov	n/a	n/a	n/a	n/a	59.7	11.8	67.4	16.1	69.0	16.2

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

Diploma Examination		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>FLA 30-1</b>	CBE	n/a	n/a	n/a	n/a	n/a	n/a	*	*	100.0	0.0
	Prov	n/a	n/a	n/a	n/a	83.3	0.0	83.8	2.7	88.9	0.0
<b>Social Studies 30-1</b>	CBE	n/a	n/a	n/a	n/a	82.8	10.3	78.6	13.1	92.2	22.2
	Prov	n/a	n/a	n/a	n/a	72.5	7.4	73.0	8.6	79.1	10.6

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

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

Diploma Examination		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>FLA 30-1</b>	CBE	n/a	n/a	n/a	n/a	91.7	4.2	97.9	4.2	100.0	9.1
	Prov	n/a	n/a	n/a	n/a	89.5	2.6	92.8	4.1	94.8	6.2
<b>Social Studies 30-1</b>	CBE	n/a	n/a	n/a	n/a	82.7	18.6	86.1	15.7	86.3	17.4
	Prov	n/a	n/a	n/a	n/a	76.7	13.7	82.9	12.4	80.7	13.3
<b>Social Studies 30-2</b>	CBE	n/a	n/a	n/a	n/a	74.0	18.3	79.4	14.8	78.7	15.2
	Prov	n/a	n/a	n/a	n/a	63.0	9.2	70.6	8.1	70.9	9.5
<b>Biology 30</b>	CBE	n/a	n/a	n/a	n/a	75.3	27.0	84.6	30.3	83.5	32.3
	Prov	n/a	n/a	n/a	n/a	65.4	18.1	79.1	23.8	77.5	24.9
<b>Chemistry 30</b>	CBE	n/a	n/a	n/a	n/a	82.3	31.7	82.2	37.9	85.1	39.4
	Prov	n/a	n/a	n/a	n/a	76.2	24.6	78.2	31.5	81.1	31.3
<b>Physics 30</b>	CBE	n/a	n/a	n/a	n/a	80.2	39.6	85.6	33.5	87.7	51.7
	Prov	n/a	n/a	n/a	n/a	68.6	27.4	78.5	27.3	81.5	37.6
<b>Science 30</b>	CBE	n/a	n/a	n/a	n/a	80.9	19.1	82.4	20.2	86.8	26.0
	Prov	n/a	n/a	n/a	n/a	74.9	16.2	75.9	14.2	79.1	20.2

## IV. Distribution of Codes

**Grades 1-12:** 131 983 students

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

**Total** 41 660

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

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

**Total** 5767

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

Code	N
41 – Severe Cognitive Disability	43
42 – Severe Emotional/Behavioural Disability	3060
43 – Severe Multiple Disability	295
44 – Severe Physical or Medical Disability	4343
45 – Deafness	97
46 – Blindness	37
51 – Mild Cognitive Disability	1036
52 – Moderate Cognitive Disability	241
53 – Emotional/Behavioural Disability	2210
54 – Learning Disability	7310
55 – Hearing Disability	204
56 – Visual Disability	49
57 – Communication Disability	2099
58 – Physical/Medical Disability	10382
59 – Multiple Disability	2226
80 – Gifted and Talented	2410

**Total unique student** 27 054

Per cent of the Students in Grades 1-12 20.5%

# attachment

## I. Alberta's Criteria for High School Completion Categories

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

### A. High School Diploma

[Alberta High School Diploma: Graduation requirements](#)

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

100 credits including the following:

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

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

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

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

Further Notes:

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma requirements of “10 credits in any combination from Career and Technology Studies (CTS) courses” and “10 credits in any 30-level course Advanced level (3000 series) in Career and Technology Studies courses.”
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- Only 5 high school credits for external learning may be used to meet the 100-credit requirement for the Alberta High School Diploma.

## B. High School Equivalency Diploma

### High School Equivalency Diploma

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

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

The 60 credits will include:

- a high school course in Mathematics (5 credits)
- a high school course in science (3 credits)
- English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)

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

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

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

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

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

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

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

### C. Certificate of High School Achievement

#### Certificate of High School Achievement requirements

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

80 credits<sup>o</sup> including the following:

- English Language Arts 20-2 OR 30-4
- Mathematics 10-3 OR 20-4
- Science 14 OR 20-4
- Social Studies 10-2 OR 20-4
- Physical Education 10 (3 credits)<sup>o</sup>



- Career and Life Management (3 credits)<sup>o</sup>
- 5 credits in:
  - 30-level Knowledge and Employability occupational course, or
  - advanced level (3000 series) in Career and Technology Studies courses<sup>o</sup>, or
  - 30-level locally developed course with an occupational focus

AND

5 credits in:

- 30-level Knowledge and Employability Workplace Practicum course, or
- 30-level Work Experience course<sup>o</sup>, or
- 30-level Green Certificate course<sup>o</sup>, or
- Special Projects 30

OR

5 credits in a 30-level Registered Apprenticeship Program (RAP) course<sup>o</sup>.

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

#### D. Post-Secondary Attendance

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11

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

## **E. Apprenticeship**

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11

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

## **F. Academic Standing**

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11

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


Property of the  
Calgary Board of Education



**OE – 8: Communicating and Engaging with the Public**Monitoring report for the  
school year 2023-24Report date:  
January 14, 2025**CHIEF SUPERINTENDENT CERTIFICATION**

With respect to Operational Expectations 8: Communicating and Engaging with the Public, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- In Compliance.  
 In Compliance with exceptions noted in the evidence.  
 Not in Compliance.

Signed:   
 Joanne Pitman, Chief Superintendent

Date: January 14, 2025**BOARD OF TRUSTEES ACTION**

With respect to Operational Expectations 8: Global Operational Expectations, the Board of Trustees:

- Finds the evidence to be compliant  
 Finds the evidence to be compliant with noted exceptions  
 Finds evidence to be not compliant

**Summary statement/motion of the Board of Trustees:**

Signed: \_\_\_\_\_  
 Chair, Board of Trustees

Date: \_\_\_\_\_



**OE – 8: Communicating and Engaging with the Public**

## Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 8: Communicating and Engaging with the Public were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 8 on December 12, 2023. This report includes data available from the 2023-24 school year and contains evidence to support the following findings:

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



## OE – 8: Communicating and Engaging with the Public

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

## Board-approved Interpretation |

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

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

The Chief Superintendent interprets:

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



## OE – 8: Communicating and Engaging with the Public

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

The Chief Superintendent shall:

8.1	Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.	Compliant
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Engaging with our public is a critical component to building relationships that support public education and student success.

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |



**OE – 8: Communicating and Engaging with the Public**

8.1.1	100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

During the 2023-24 school year, 100 per cent of system-level communication included at least one of the following:

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

CBE's corporate website has a number of dedicated email feedback mechanisms including a budget feedback form. Examples include: [webmaster@cbe.ab.ca](mailto:webmaster@cbe.ab.ca), [cbecommunications@cbe.ab.ca](mailto:cbecommunications@cbe.ab.ca), [dialogue@cbe.ab.ca](mailto:dialogue@cbe.ab.ca), [transportation@cbe.ab.ca](mailto:transportation@cbe.ab.ca), [partnerships@cbe.ab.ca](mailto:partnerships@cbe.ab.ca) and [schoolcouncils@cbe.ab.ca](mailto:schoolcouncils@cbe.ab.ca). There is a link to the contact form in the footer displayed on every page of the site.

8.1.2	The Dialogue Framework is being used with affected stakeholders to help inform decision-making.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

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



## OE – 8: Communicating and Engaging with the Public

System-led engagements conducted in the 2023-24 school year include:

- School Planning Engagement (which includes school development plans, school budgets and school fees); and
- Education Planning to support the development of the 2024-27 Education Plan.

Additional details are outlined in indicator 8.4.1

8.1.3	Ninety per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

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

***Evidence demonstrates all indicators in subsection 1 are in compliance.***





## OE – 8: Communicating and Engaging with the Public

8.2	Ensure that school councils are supported in performing their mandated role.	Compliant
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Involved and informed school communities have the potential to make a significant impact on student success.

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

8.2.1	Available school council resources are accessed through the corporate website.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

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

- the School Council Handbook, which is reviewed and updated regularly;
- links to the Community of School Councils (COSC) meeting materials and resources;
- links to Alberta School Councils' Association (ASCA) resources;
- relevant Administrative Regulations;
- templates for school council annual reports and sample agendas minutes, bylaws, and other important checklists; and



## OE – 8: Communicating and Engaging with the Public

- social media guidelines for school councils.

The CBE Connections newsletter was sent monthly with important information and updates for families, school councils and school communities. For each edition, an average of 114,000 parents/guardians viewed the CBE Connections email, and on average, more than 7,700 of these clicked through to access additional information on the website. The corporate website also has dedicated pages for school council and parent societies.

- [School Council Handbook](#): 378 downloads
- [School Councils page](#): 3,436 page views
- [Administrative Regulation 5001](#): 199 downloads
- [Social Media Guidelines for School Councils](#): 4 downloads

8.2.2 Information is shared on a timely basis with school councils.	Compliant
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The organization is compliant with this indicator.

### *Evidence statement*

In 2023-24, 10 CBE Connections newsletters were emailed to families and schools. The newsletter is also published on the CBE website. This newsletter includes timely information for school communities and school councils such as back-to-school and transportation reminders, important dates, engagement opportunities and child & Youth well-being webinars.

Four COSC (Council of School Communities) meetings were hosted by the Board of Trustees in the 2023-24 school year. CBE administration supports those meetings. The meetings are well attended with approximately 95-140 people RSVP'ing for each meeting. Meetings generally include key system updates, presentations, breakout rooms and Q&A with superintendents and trustees. Topics included:

- Enrolment growth;
- Social Studies curriculum;
- Education Plan engagement;
- Trustee advocacy efforts;
- Results monitoring (AERR);
- Budget and capital planning;
- Alberta School Council Association (ASCA) supports; and,



**OE – 8: Communicating and Engaging with the Public**

- Alberta School Council Engagement (ASCE) grants.

8.2.3	Principals confirm that school councils are offered opportunities to provide input and feedback on the school development plan.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

During the 2032-24 school year, 100 per cent of principals who have school councils confirmed that they provided the school council with the opportunity to receive information and provide feedback regarding school development plans. Five schools indicated they do not have a school council. All schools publish their school development plans on their website.

In the 2023-24 school year, schools gathered feedback from parents on school development plans, school budgets and school fees from February to March 2024. Schools gathered input and feedback using a toolkit developed by Communication and Engagement Services, Research & Strategy and Finance. This toolkit asked schools to provide opportunities for feedback at school council or parent meetings and through online surveys. Materials included in the toolkit included online survey templates, presentation templates, meeting evaluation templates and other resources. Approximately 6,000 responses to school planning online surveys and meeting evaluations were received in 2023-24.

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

8.2.4	Principals confirm that school councils are offered opportunities to provide input and feedback on the school-based budget.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

During the 2023-24 school year, 100 per cent of principals who have school



## OE – 8: Communicating and Engaging with the Public

councils confirmed that they have provided school council with the opportunity to receive information and an opportunity to provide feedback regarding school-based budgets using the *dialogue* toolkit.

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

Schools gathered input and feedback from parents on school budget, school fees and school development plans during February and March 2024 using a toolkit developed by Communication and Engagement Services. This toolkit asked schools to provide opportunities for feedback at school council meetings and through online surveys in February and March.

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

***Evidence demonstrates all indicators in subsection 2 are in compliance.***

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## OE – 8: Communicating and Engaging with the Public

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

The Chief Superintendent interprets:

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

### Board-approved Indicators and *Evidence of Compliance* |

8.3.1	Ninety per cent of concerns and complaints received at the Area and system level are responded to within the stated time frames as outlined in AR 5007.	Compliant
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The organization is compliant with this indicator.

#### *Evidence statement*

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

**OE – 8: Communicating and Engaging with the Public**

8.3.2	Principals and system leaders confirm the approved concerns and complaints process is used.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

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

***Evidence demonstrates all indicators in subsection 3 are in compliance.***

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## OE – 8: Communicating and Engaging with the Public

8.4	Reasonably include people in decisions that affect them.	Compliant
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Better decisions are made when people work together to solve problems and find solutions.

The Chief Superintendent interprets:

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

### Board-approved Indicators and Evidence of Compliance |

8.4.1	One hundred per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.	Compliant
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The organization is compliant with this indicator.

#### Evidence statement

The *Dialogue Framework* guides the CBE’s engagement activities. More details on engagements conducted in 2023-24 school year are outlined below.

- School Planning engagement (which includes school development plans, school budgets and school fees);
- Education Planning to support the development of the 2024-27 Education Plan



## OE – 8: Communicating and Engaging with the Public

### School Planning Engagement

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

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

Each year a Staff Insite toolkit of resources is updated and made available to school leaders. In 2023-24, the toolkit included an informational video for parents, online survey templates, presentation templates, a session evaluation template, invitation templates and more. Families can use video captions to learn about school planning in their language. Online surveys and meeting evaluations can also be translated into more than 30 languages.

The toolkit asks principals to gather input in two ways: at a school council/parent meeting and through a short online survey. The timeframe for the engagement is between Feb. 1 and March 31. There were approximately 6,000 responses from CBE parents to the school planning online surveys and meeting evaluations in 2023-24.

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

### 2024-27 Education Plan Engagement

In the 2023-24 school year, a comprehensive engagement was undertaken in support of education planning. Between December 2023 and February 2024, CBE provided multiple opportunities for the CBE community to provide input that, along with other factors, would inform the development of the CBE's Education Plan. In previous years, CBE conducted short surveys or gathered feedback through various internal and external sources, but this was the first time CBE developed a structured, large-scale system engagement.





## OE – 8: Communicating and Engaging with the Public

Four online surveys were distributed to staff, parents, partners and union executives, and more than 10 in-person sessions were held. Through this engagement, CBE heard from more than 9,000 CBE community members.

In addition, a variety of communication materials were developed to ensure participants were well-informed and could meaningfully contribute. These included a video, one-page infographic, a comprehensive FAQ document and information boards.

The perspectives and key themes gathered through this engagement informed the development of the 2024-27 Education Plan, which was presented on May 21, 2024, and approved by the Board of Trustees on May 28, 2024.

<p>8.4.2</p> <p>Sixty per cent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.</p>	<p>Compliant</p>
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*The organization is compliant with this indicator.*

*Evidence statement*

In-person session evaluations for the education plan engagement indicate that 96 per cent of respondents were satisfied with the opportunity they had to share their thoughts and feedback.

<p>8.4.3</p> <p>The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by Alberta Education’s Assurance Survey will be maintained plus or minus two percentage points.</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

*Evidence statement*

The results of parents responding positively regarding the suite of questions tied to

**OE – 8: Communicating and Engaging with the Public**

Parental Involvement for the past five years are as follows:

2019-20	2020-21	2021-22	2022-23	2023-24
69.5%	68.7%	70.9%	70.6%	71.6%

The percentage of parents satisfied with parental involvement in decisions about their child's education in the 2023-24 school year was 71.6 per cent. This agreement level is 1 percentage point higher than the parent agreement level in 2022-23. As such, these data indicate that CBE is in alignment with indicator 8.4.3 and parents are satisfied with their involvement in decisions about their child's education.

8.4.4	Principals confirm staff involvement in school decisions as required by collective agreements.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

During the 2023-2024 school year, 100 per cent of principals confirm they offered staff opportunities to be involved in school decisions.

Administrative Regulation 1004.1 – Role of the Principal requires the principal to reasonably seek the input of staff, as appropriate, into decisions at the school.

8.4.5	The Chief Superintendent will provide opportunities for school based staff to provide feedback on identified issues.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

The Chief Superintendent has ensured multiple opportunities for school-based staff to provide feedback on identified issues such as systems that support schools in



**OE – 8: Communicating and Engaging with the Public**

their day-to-day work, school culture, and visibility and connection.

Identified topics and issues:

**System and school culture**

- The CBE has a number of new/ongoing councils and working groups with staff and leaders from a cross-section of schools and service units. Examples include:
  - the Teacher Advisory Group
  - Technology Council
  - Transportation Advisory Council
  - New Schools Project Planning committee
  - Transition to SharePoint Online and Next Generation Solutions Project team
  - Security, Health and Safety Advisory Committee
  - Funding & Enrollment Governance Group
  - Fees Committee
  - Software Vetting Committee
  - Working Conditions Committee – a cross-functional committee including ATA
  - Well-being Steering Committee
- System leaders were brought together in June to connect and discuss the Education Plan and how the work is interconnected between service units

**Visibility and connection**

- The twice-monthly employee newsletter (Link Online) and direct all-staff emails were provided to share important system information.
- Monthly virtual meetings were held with the chief superintendent/senior leaders and union/association executive to discuss issues that matter to staff.
- Link and Learn - opportunities for staff in the Education Centre to connect with each other and leaders.
- Meetings with the chief superintendent and/or senior leaders and staff were held at various schools and areas. Topics include professional learning priorities, student and staff well-being, classroom complexity, ways to continuously improve, and other emergent topics.

**Capacity and learning**

- Principals and assistant principals collaborated during five Area Leadership meetings over the school year to advance their School Development Plan achievement goals. This was further enhanced through time provided for principals and assistant principals to visit schools with similar areas of focus for School Development Plans.



**OE – 8: Communicating and Engaging with the Public**

- Area Operational meetings (3 times/year) - Principals come together to address key operational/managerial elements of school leadership where there is need for strong coherence and address implementation of initiatives, changes in practice or protocols, and emerging issues. This structure enables regular, meaningful input from school-based staff on issues that impact their daily work and school community.
- On-demand professional learning sessions - Designed to address the implementation and enhancement of system wide processes, tools and practice that are clearly established in our system. Support principals and assistant principals to effectively lead schools and improve partnerships across service units.
- Participated in regular meetings of CBE's Health and Wellness Committee (CBE management, representatives from all our union and association groups – Alberta Teachers' Association, Canadian Union of Public Employees, The Calgary Board of Education's Staff Association and Trades) to discuss opportunities to focus on and prioritize the health and wellness of CBE employees.

***Evidence demonstrates all indicators in subsection 4 are in compliance.***

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**OE – 8: Communicating and Engaging with the Public****GLOSSARY – Developed by the Board of Trustees**

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be “non-compliant.” The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



## report to Board of Trustees

### Amendment to Board Meeting Minutes

Date	January 28, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments

#### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the amended Minutes of the Regular Meeting held September 24, 2024.

#### 2 | Background

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On November 26, 2024 the Board of Trustees approved the Minutes of the Regular Meeting held September 24, 2024 (Sept. Minutes). Subsequent to the November 26, 2024 meeting, it was noted that motions related to the appointment of external members to the Board's Audit and Risk Committee were inadvertently missed being included in the Sept. Minutes.

The Sept. Minutes have been amended to include the missing motions, as provided in Attachment I to this report.

#### 3 | Conclusion

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It is recommended that the Board of Trustees consider the amended Minutes of the Regular Meeting held September 24, 2024 to ensure the Sept. Minutes are an accurate reflect of the September 24, 2024 Board meeting.

Attachment I: September 24, 2024 Minutes of the Regular Meeting held September 24, 2024  
(proposed revisions shown in track changes)



## CALGARY BOARD OF EDUCATION

Amended Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, September 24, 2024 at 11:00 a.m.

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### MEETING ATTENDANCE

#### Board of Trustees:

Trustee P. Bolger (Chair)  
 Trustee N. Close  
 Trustee M. Dennis  
 Trustee L. Hack  
 Trustee C. May  
 Trustee S. Vukadinovic

#### Administration:

J. Pitman, Chief Superintendent of Schools  
 D. Breton, Superintendent, Facilities and Environmental Services  
 K. Fenney, General Counsel  
 B. Grundy, Superintendent, Finance/Technology Services  
 M. Martin-Esposito, Chief Communications Officer  
 M. Nelson, Superintendent, School Improvement  
 J. Turner, Superintendent, School Improvement  
 P. Minor, Corporate Secretary  
 M. Graham, Board Administrator

#### Stakeholder Representatives:

S. Clements, Alberta Teachers’ Association, Local 38  
 C. Haney, Sr. High School Principals’ Association

### 1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Bolger called the meeting to order at 11:02 a.m. and students from New Brighton School led the national anthem through a video recording.

Chair Bolger acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation, and all people who make their homes in the Treaty 7 region of Southern Alberta.

The Chair welcomed staff, union representatives and members of the public to the meeting, including those attending virtually.

### 2 | CONSIDERATION/ APPROVAL OF AGENDA



P. Minor, Corporate Secretary, noted a request was received to remove Item 10.2.1 Chief Superintendent's Update from the Consent Agenda and add it as Item 8.1 under Matters Reserved for Board Information.

MOVED by Trustee Vukadinovic:

**THAT the Board of Trustees approves the agenda for the Regular Meeting of September 24, 2024, subject to the change noted above.**

The motion was  
CARRIED UNANIMOUSLY.

### 3 | **OPENING REMARKS**

Chair Bolger welcomed all in attendance to the first public Board meeting of the 2024-25 school year. She noted the upcoming National Day of Truth and Reconciliation and affirmed the CBE's commitment to truth and reconciliation, diversity and inclusion and the CBE's commitment to collaboration with families, community partners, and government to ensuring a strong public education system.

Chief Superintendent Pitman commented on the new school year under way, noting 143,000 students were welcomed on the first day of classes, approximately 5000 more than at the start of last year; continued enrolment of new students; the future represented by students; recognition of over 16,000 employees working to create conditions for learning, guided by the Education Plan and based on learning excellence, well-being, and truth and reconciliation, diversity and inclusion; truth and reconciliation week leading up to the National Day of Truth and Reconciliation; daily actions demonstrating CBE's commitment to this work; and thanks to the families who have entrusted their children's education to CBE and who work hard to prepare them for learning.

### 4 | **AWARDS AND RECOGNITIONS**

There were no presentations.

### 5 | **RESULTS FOCUS**

There were no reports or presentations.

### 6 | **OPERATIONAL EXPECTATIONS**

There were no reports or presentations.

### 7 | **PUBLIC COMMENT**

There were no public comments.





## 8 | **MATTERS RESERVED FOR BOARD INFORMATION**

### 8.1 Chief Superintendent's Update

Trustees made comments on enrolment and utilization and the addition of six new before-and-after school care programs operating in CBE schools, noting the benefit of these programs to schools, students, and communities.

## 9 | **MATTERS RESERVED FOR BOARD DECISION**

### 9.1 Recommendation to Commence Public Input for Closure of All Boys Program

Chief Superintendent Pitman introduced the report, highlighting that the program is not attaining the alternative program outcomes of the single gendered approach it is premised upon; and severely declining enrolment, currently at only 30 students between grades 1-6, resulting in multi-grade classrooms, no Kindergarten class, and the loss of the before-and-after school care program.

Superintendent Breton provided further highlights from the report, noting that the closure of the school, if approved, would take place at the end of the current school year in June 2025; the goal to ensure successful transition for students into community schools closer to home; reduced transportation times for students; the school's shift to a focus on special education which does not meet the original mandate of the single-gendered program; deteriorating enrolment; inequity in funding, due to low enrolment; feedback gathered from students, family, and staff; future potential use of the school building for elementary school programming; and transition planning.

Administration responded to trustee questions on matters from the report including: transition planning; deviation from the original intent of the alternative program for single-gender programming; interest in the program; supports for complex learners who would transition into regular-program environments; transition for students whose designated schools are in overflow; the school funding model and cost efficiency comparisons; the program evaluation processes; the number of complex learners in comparison to other alternative programs; access to alternative programming; and the alternative program mandate.

MOVED by Trustee May:

**THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of All Boys Program at Sir James Loughheed School in accordance with GC-3E: Closure of Schools Procedure.**

In debate of the motion, trustees made comments on: the purpose and importance of the public input process; transition planning for students; and evidence supporting the commencement of a public input process.

Chair Bolger called for a vote.

The motion was  
CARRIED UNANIMOUSLY.

## 10 | **CONSENT AGENDA**

### 10.1 **Items Provided for Board Decision**

#### 10.1.1 Locally Developed Courses

**THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in CBE for the authorization periods set by Alberta Education's policy.**

#### 10.1.2 ASBA Community Engagement Award – Nomination

**THAT the Board of Trustees approves the nomination of the 2024-2027 Education Plan engagement for the 2024 Alberta School Boards Association Community Engagement Award.**

#### 10.1.3 ASBA Innovation Excellence Award – Nomination

**THAT the Board of Trustees approves the nomination of Level Up Calgary for the 2024 Alberta School Boards Association Community Innovation Excellence Award.**

#### 10.1.4 Meeting Minutes

- Regular Meeting held May 21, 2024
- Regular Meeting held May 28, 2024
- Organizational Meeting held June 18, 2024
- Regular Meeting held June 18, 2024
- Regular Meeting held June 25, 2024
- Special Meeting held August 16, 2024

**THAT the Board of Trustees approves the Minutes of the Regular Meetings held May 21 and 28, June 18 and 25, 2024, the Organizational Meeting held June 18, 2024, and the Special Meeting held August 16, 2024.**

### 10.2 **Items Provided for Board Information**

#### 10.2.1 Construction Project Status Update

Chair Bolger noted the public portion of this meeting is now adjourned; and, that the Board would reconvene in private to discuss one legal, two land, three labour and six strategic planning matters. She stated the next public Board meeting is on Tuesday, October 15, 2024.

Recessed: 11:42 a.m.  
Reconvened: 11:59 a.m.

## 11 | **PRIVATE SESSION**

### Motion to Move In Camera

MOVED by Trustee Vukadinovic:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of the Board of Trustees, September 24, 2024 be considered at a private session; therefore, be it

Resolved, **THAT the Regular Meeting of the Board of Trustees moves in camera.**

The motion was  
CARRIED UNANIMOUSLY.

### Motion to Move Out of In Camera

MOVED by Trustee Dennis:

**THAT the Regular Meeting of the Board of Trustees moves out of in camera.**

The motion was  
CARRIED UNANIMOUSLY.

### Motions to Action In-Camera Recommendations

**MOVED by Trustee Dennis:**

**THAT the Board of Trustees approves the appointment of Sean McKeigue to the Audit and Risk Committee for a three-year term commencing September 24, 2024 to September 24, 2027.**

**THAT the Board of Trustees approves the appointment of David Xi to the Audit and Risk Committee for a three-year term commencing September 24, 2024 to September 24, 2027.**

**The motion was  
CARRIED UNANIMOUSLY.**

MOVED by Trustee Close:

**THAT the Board of Trustees ratifies the electronic approval of the July 18, 2024 letter to EducationMatters.**

The motion was  
CARRIED UNANIMOUSLY.



MOVED by Trustee Vukadinovic:

**THAT the Board of Trustees approves the collective bargaining mandate provided in Attachment I to the private report.**

The motion was  
CARRIED UNANIMOUSLY.

**12 | TERMINATION OF MEETING**

The meeting terminated at 3:55 p.m.

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Chair

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Corporate Secretary  
Adopted: November 26, 2024  
Adopted: As Amended -- Date

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## report to Board of Trustees

# First Quarter Budget Variance Report

Date	January 28, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	OE-5: Financial Planning GC-5E: Board Committees
Resource Person(s)	Tanya Scanga, Director, Corporate Finance

## 1 | Recommendation

This report is provided for the information of the Board of Trustees. No decision is required.

## 2 | Issue

Operational Expectations OE-5: Financial Planning requires the preparation of quarterly variance reports with explanations for variances over 1% and \$500,000 between the CBE's budget and fourth quarter. This report is the first-quarter report for the 2024-25 fiscal year ending August 31<sup>st</sup>, 2025.

Governance Culture GC-5E requires that quarterly financial variance reports and the financial health matrix be presented to the Audit and Risk Committee in advance of presenting the report to the Board of Trustees. The Audit and Risk Committee is to pay particular attention to the presentation of unusual, sensitive and/or significant variances from the budget. Input from the Audit and Risk Committee is incorporated into the final report presented to the Board of Trustees.



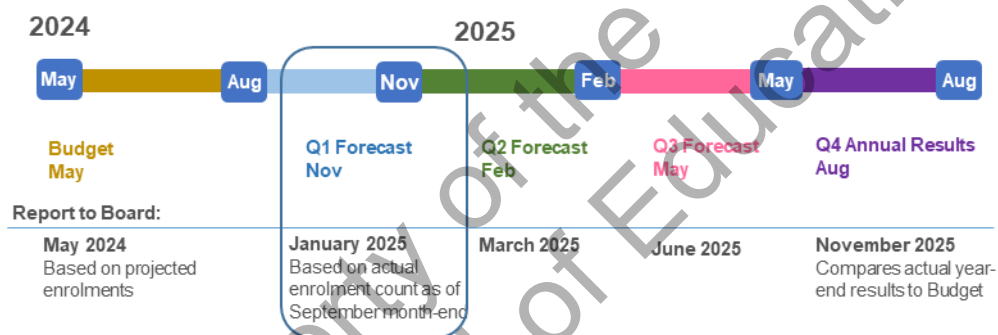
### 3 | Background

Quarterly variance and annual financial reports presented to the Audit and Risk Committee and the Board of Trustees, provide an update on the results of CBE operations. This report compares the 2024-25 first-quarter results to the 2024-25 budget in compliance with Operational Expectations OE-5: Financial Planning.

Included in this report:

- Attachment I: First-quarter budget variance report
- Attachment II: Spending by schools and service units
- Attachment III: Use of reserves
- Attachment IV: Capital Budget Report
- Attachment V: Financial Health Matrix

### 4 | Analysis



The first quarter budget variance report reflects the impacts of changes in actual student enrolment from estimated student enrolment incorporated into the budget. It assesses spending and revenue patterns against the budget. Attachment I summarizes the forecast activity against budgeted revenues and expenses, reserve transfers, and capital transactions.

#### Operating surplus

The forecast surplus for the year is \$3.5 million (0.2% of budgeted expenditures). This is a favourable variance of \$6.1 million from the 2024-25 budget.

While the CBE seeks to balance each quarter, our operating tolerance is plus or minus 0.5% of total budgeted operating expenditures. Based on budget 2024-25, the CBE's operating tolerance is between a deficit of \$8.1 million and a surplus of \$8.1 million on total budgeted operating expenditures of \$1.624 billion.

Since September 30, 2024, the CBE has welcomed over 890 additional students into our schools and enrolment continues to increase every day. These students do not, however, attract additional funding from Alberta Education. That said, the CBE continues to find welcoming spaces for them to learn. With an average student allocated approximately \$6,830 in our Resource Allocation Method (RAM), this equates to an additional expense of \$6.1 million.

Overall revenues are higher than budget by \$4.7 million and have increased due to one-time funding provided for base instruction and exceptional funding for various programs offset by a reduction of WMA funding because actual enrolment is lower than what was projected in Budget

2024-25. Funded enrolment related to base instruction (K -Grade 12) is lower than 2024-25 budget of 147,522 by 5,120 students.

Expenditures have increased by \$14.6 million due to increased spend of the one-time funding and board approved carryforward expenditures from 2023-24 school year.

Please refer to the line-item analysis for further details. Spending by schools and service units is provided in Attachment II with explanations of significant variances from Budget 2024-25.

## Capital Activities

Board funded capital expenditures fund the various projects necessary to support the broader capital needs within CBE operations. Examples are projects such as technology upgrades, new school commissioning, non-school building upgrades, school air-conditioning, modular classroom installations, to name but a few. These investments are not directly funded by Alberta Education.

Board-funded capital expenditure is expected to be \$58.8 million, an increase of \$27.8 million from the budgeted level of \$31.0 million.

Board funded capital expenditures of \$58.8 million include:

- \$23.1 million for various maintenance projects including technology evergreen program, information technology infrastructure renewal and growth, transition to SharePoint Online and Next Generation Solutions;
- \$15.3 million for new school commissioning, modular relocations, furniture fixture and equipment repository and Louise Dean relocation;
- \$10.2 million for enhancement projects including school wiring closet remediations, purchase of custodial and trades equipment and facilities fleet evergreening;
- \$7.8 million for strategic projects including CCTV upgrade and enterprise implementation, learning management system, and school resource booking system; and
- \$2.4 million for principal repayments of capital leases.

Included in the above is \$27.8 million relating to board-funded capital projects initiated in 2023-24 that continue into the 2024-25 fiscal year. These carried forward capital expenditures include new school commissioning, furniture repository and various technology upgrade and maintenance projects. As the magnitude of carried-forward capital expenditures is not known with certainty when the following year's budget is being finalized, the CBE does not include an estimate in the budget for those amounts.

The 2024-25 first quarter capital budget report in Attachment IV highlights significant variances from the Budget.

## Use of reserves and balancing

The first quarter forecasts a draw of \$16.1 million to operating reserves and designated funds, and a draw of \$27.8 million from capital reserves. Expenditures requiring a carry forward as of August 31, 2025, are shown as an offsetting contribution to the reserves, while any increase in spending relative to the forecast may result in a request to access operating reserves. Access to operating reserves requires Board of Trustee approval.

## Operating Reserve

The forecasted operating reserve balance of \$29.3 million is a decrease of \$16.1 million from \$45.4 million at August 31, 2024. This does not reflect any forecasted operating carry forwards for the 2024-25 as it is too early to estimate.

Alberta Education guidance prescribes a range of operating reserve levels. Metro school districts must maintain operating reserves between 1% and 6% of prior-year total operating expenses. Operating reserve balance of more than 6% requires a reduction plan to be submitted to Alberta Education. Should operating reserves fall below 1%, Alberta Education may request that a school district submit a plan to bring operating reserves back above 1%.

The CBE's operating reserve of 1.9% is within the guidelines. The CBE believes it has sufficient operating reserves to address most operating risk and maintain continuity of teaching and learning into the next school year.

## Capital Reserve

Alberta Education has not mandated a minimum or maximum level of capital reserves that each jurisdiction must maintain. The CBE's forecast capital reserve balance of \$46.0 million represents a decrease of \$27.8 million from \$73.8 million because of forecast spending on new school commissioning, Furniture Fixture and Equipment repository and Louise Dean relocation that was carried forward from prior year.

Further details are provided in Attachment III first-quarter use of reserves.

## Revenue

(in \$ thousands)	
Q1 Forecast	1,625,916
Budget 2024-25	1,621,265
<b>Variance Favourable / (Unfavourable)</b>	<b>4,651</b>

Significant contributions to this favourable (increase) in revenue include:

- Favourable variance of \$3.4 million in Government of Alberta funding resulting from the net impact of:
  - \$31.7 million one-time funding;
  - \$3.9 million Curriculum Implementation exceptional funding deferred revenue from prior year;
  - \$0.9 million in pre-planning and modular demolition exceptional funding with offsetting expenses;
  - \$0.7 million Digital Assessment and Pathways revenue deferred from prior year;
  - \$0.2 million in transportation funding for bus driver training;
  - \$0.2 million Low Incidence targeted funding deferred from prior year;
  - \$0.2 million School Nutrition one-time funding deferred from prior year;
  - \$0.2 million Alberta Ed Capital funding deferred from prior year; and
  - \$0.2 million in other exceptional funding deferred from prior year.
  - Partially offset by:
    - \$34.8 million reduced WMA provincial grant funding based on lower than forecast September enrolment in Budget 2024-25.
- Favourable variance of \$0.2 million in Federal Government and First Nations revenue due to an increase in funding to support the complex needs of Indigenous students.



- Favourable variance of \$0.6 million in Fees due to:
  - \$0.5 million from lunchroom supervision due to increased enrolment; and
  - \$0.2 million increase in transportation due to increased ridership.
  - Partially offset by:
    - \$0.1 million decrease in school supply fees as a result of lower enrolment.
- Favourable variance of \$0.4 million in All Other Revenues due to:
  - \$0.2 million additional funding for nutrition program with offsetting expense; and
  - \$0.2 million in other funding.

## Expenses

(in \$ thousands)	
Q1 Forecast	1,638,524
Budget 2024-25	1,623,928
<b>Variance Favourable / (Unfavourable)</b>	<b>(14,596)</b>

Significant contributions to this unfavourable (increase) in expenses include:

- Favourable variance of \$11.1 million in Certificated salaries, wages, and benefits resulting from the net impact of:
  - \$23.3 million decrease in certificated salaries due to lower than projected enrolment.
  - Partially offset by:
    - \$6.0 million additional base ATA staffing;
    - \$2.2 million targeted equity staffing;
    - \$2.0 million top up for specialized classes;
    - \$1.2 million additional K-Assessment substitute coverage; and
    - \$0.8 million board approved Professional Improvement Fellowship carryforward.
- Unfavourable variance of \$1.2 million in Non-Certificated salaries, wages, and benefits resulting from the net impact of:
  - \$0.9 million increase in lunchroom supervision due to higher enrolment;
  - \$0.6 million net increase in staffing salary averages and vacancies;
  - \$0.5 million increase to cover custodial absenteeism; and
  - \$0.3 million to support classroom modification projects.
  - Partially offset by:
    - \$1.1 million decrease in non-certificated salaries due to lower than projected enrolment.
- Unfavourable variance of \$24.6 million in Services, Contracts, and Supplies due to:
  - \$14.5 million board-approved carry forward of school and transportation expenditures from the 2023-24 school year;
  - \$4.3 million contingency for additional budget pressures;
  - \$2.7 million to support classroom modification projects;
  - \$0.9 million supply redeployment adjustments based on actual enrolment;
  - \$0.9 million in pre-planning and modular demolition expenses with offsetting revenue;
  - \$0.8 million in small bus costs due to the reduction of taxis and other alternative transportation options; and
  - \$0.5 million increase in lunch supervision due to enrolment increase.
- Favourable variance of \$0.1 million in Other (Interest, Amortization, and Bad Debt) resulting from the net impact of:
  - \$0.3 million due to adjustments in estimated amortization expense.
    - Partially offset by:
      - \$0.2 million increase in bad debt and waiver expense because of transportation ridership increase.

## 5 | Conclusion

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This report reflects the information provided to the Audit and Risk Committee in connection with Governance Culture GC-5E: Board Committees and Board of Trustees in connection with Operational Expectations OE-5: Financial Planning. Any recommendations from the Audit and Risk Committee have been incorporated into this final report to the Board of Trustees.

The CBE will continue to practice prudent financial decision making and maximize the value from funds received to provide programs and services to support student achievement, equity and well-being. The CBE continues to monitor and proactively mitigate risks that may impact CBE on the continuity of CBE operations.

The CBE will maintain focus on our core values: students come first, learning is our central purpose, and public education serves the common good.



JOANNE PITMAN  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

- Attachment I: First Quarter budget variance report
- Attachment II: Spending by schools and service units
- Attachment III: Use of reserves
- Attachment IV: Capital Budget Report
- Attachment V: Financial Health Matrix

### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

**Attachment I: First-quarter budget variance report**  
(in thousands of \$)

**CALGARY BOARD OF EDUCATION**

Description	2024-25 Budget <sup>(A)</sup>	Forecast Aug 31, 2025	Variance Favourable/ (Unfavourable) <sup>(B)</sup>	%
<b>Revenues</b>				
Government of Alberta	1,522,525	<b>1,525,920</b>	3,395	0%
Federal Government and First Nations	744	<b>987</b>	243	33%
Other sales and services	18,793	<b>18,816</b>	23	0%
Fees	58,266	<b>58,876</b>	610	1%
Investment income	6,202	<b>6,202</b>	0	0%
All other	14,735	<b>15,115</b>	380	3%
<b>Total revenues</b>	<b>1,621,265</b>	<b>1,625,916</b>	<b>4,651</b>	<b>0%</b>
<b>Expenses</b>				
Certificated salaries, wages and benefits	961,059	<b>949,971</b>	11,088	1%
Non-certificated salaries, wages and benefits	300,163	<b>301,402</b>	(1,239)	(0%)
Services, contracts and supplies	261,080	<b>285,676</b>	(24,596)	(9%)
Amortization	91,871	<b>91,576</b>	295	0%
Interest	2,586	<b>2,585</b>	1	0%
All other	7,169	<b>7,314</b>	(145)	(2%)
<b>Total expenses</b>	<b>1,623,928</b>	<b>1,638,524</b>	<b>(14,596)</b>	<b>(1%)</b>
<b>Excess of Expenditures over Revenues</b>	<b>(2,663)</b>	<b>(12,608)</b>	<b>(9,945)</b>	<b>(373%)</b>
<b>Reserves</b>				
Transfer from designated funds - service units	-	<b>9,510</b>	9,510	0%
Transfer from designated funds - schools	-	<b>6,562</b>	6,562	0%
<b>Transfer from operating reserves/designated funds</b>	<b>-</b>	<b>16,072</b>	<b>16,072</b>	<b>100%</b>
<b>Annual Surplus/ (Deficit)</b>	<b>(2,663)</b>	<b>3,464</b>	<b>6,127</b>	<b>230%</b>
<b>Add/(deduct) capital items paid by operating funds</b>				
Board funded amortization	31,052	<b>31,052</b>	-	0%
Transfer from / (to) capital reserves	27,776	<b>27,776</b>	-	0%
	<b>58,828</b>	<b>58,828</b>	<b>-</b>	<b>0%</b>

<sup>(A)</sup> Approved by the Board of Trustees on May 28, 2024.

<sup>(B)</sup> Refer to line-item analysis for further details on these variances.

**Attachment II: Spending by schools and service units**



	Forecast 2024-25	Salaries and benefits	Supplies and services	Other (interest, amortization and uncollectible accounts)	Forecast 2024-25	Budget 2024-25	Increase/ (decrease)		
	FTEs	(in \$ thousands)							%
Schools and Areas	9,929	1,101,350	92,725	60	1,194,135	1,197,156	(3,021)	(0%)	
Service Unit System Budgets	15	8,114	171,772	90,298	270,184	253,778	16,406	6% (1)	
Facilities and Environmental Services	227	25,888	12,390	1,938	40,217	38,714	1,503	4% (2)	
School Improvement	441	58,518	5,638	307	64,462	64,298	164	0%	
Finance and Technology Services	235	36,277	957	8,872	46,107	46,917	(810)	(2%) (3)	
Human Resources	131	15,707	725	-	16,432	16,013	419	3%	
Communications	22	2,756	135	-	2,891	2,891	-	0%	
General Counsel	13	1,894	108	-	2,002	2,002	-	0%	
Chief Superintendent's Office	3	468	88	-	556	556	-	0%	
Board of Trustees	-	401	1,137	-	1,538	1,602	(64)	(4%)	
<b>Total</b>	<b>11,016</b>	<b>1,251,373</b>	<b>285,676</b>	<b>101,475</b>	<b>1,638,524</b>	<b>1,623,928</b>	<b>14,596</b>	<b>1%</b>	

- (1) **Service Unit System Budgets:** Increase largely due to board approved carryforward of expenditures from 2023-24 school year, additional expenses related to FES staffing/projects to modify classrooms and cost pressures of inflation and foreign exchange.
- (2) **Facilities & Environmental Services:** Increase largely due to pre-planning and modular demolition expenses.
- (3) **Finance & Technology Services:** Decrease largely due to adjustments in estimated amortization.

Attachment III: Use of reserves

**CALGARY BOARD OF EDUCATION**  
**2023-24 PROPOSED USE OF OPERATING RESERVES (in \$ thousands)**

<u>Description</u>	Reserves balance Sep. 1, 2024	2024-25 Budget planned use of reserves <sup>(1)</sup>	Forecast use of reserves	Forecast reserve balance Aug. 31, 2025
<b>Accumulated operating reserves</b>				
<i>Available for use reserves</i>				
Fiscal stabilization reserve	37,326	-	-	37,326
<i>Restricted reserves</i>				
EducationMatters flow-through funds <sup>(2)</sup>	2,125	-	-	2,125
Changes in accounting policy reserve	(10,164)	-	-	(10,164)
<b>Total operating reserves</b>	<b>29,287</b>	<b>-</b>	<b>-</b>	<b>29,287</b>
<b>Designated operating reserves</b>				
School decentralized budgets	6,562	-	(6,562)	-
Instructional and service unit initiatives	9,510	-	(9,510)	-
<b>Total designated funds</b>	<b>16,072</b>	<b>-</b>	<b>(16,072)</b>	<b>-</b>
<b>Total operating reserves and designated</b>	<b>45,359</b>	<b>-</b>	<b>(16,072)</b>	<b>29,287</b>
<b>Capital reserves</b>				
Building reserve	45,214	-	-	45,214
Other capital reserves	27,776	-	(27,776)	-
Plant, operations and maintenance	798	-	-	798
<b>Total capital reserves</b>	<b>73,788</b>	<b>-</b>	<b>(27,776)</b>	<b>46,012</b>
<b>Total reserves</b>	<b>119,147</b>	<b>-</b>	<b>(43,848)</b>	<b>75,299</b>

(1) Approved by the Board of Trustees on May 28, 2024.

(2) This reserve is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.

The operating reserve balance of \$29.3 million, including designated funds, is a decrease of \$16.1 million from \$45.4 million on August 31, 2024. The CBE has consistently carried forward operating and capital projects. CBE's reserves will continue to be deployed to maintain core programs, services, and supports.

## Attachment IV: Capital Budget Report

	Budget 2024-25	Approved carryforward and revisions	Forecast 2024-25	Variance Favourable/ (Unfavourable)	
	(in \$ thousands)				
<b>Capital lease payments (contracts)</b>					
Performance contracts	2,430	-	2,430	-	0%
<b>Total Capital Lease Payments</b>	<b>2,430</b>	<b>-</b>	<b>2,430</b>	<b>-</b>	<b>0%</b>
<b>Non-facility related projects</b>					
Strategic	6,463	1,362	7,825	-	0%
Enhancement	6,437	3,740	10,177	-	0%
Maintenance	15,635	7,409	23,044	-	0%
<b>Total non-facility related projects</b>	<b>28,535</b>	<b>12,511</b>	<b>41,046</b>	<b>-</b>	<b>0%</b>
<b>Capital reserve projects</b>					
New school Commissioning	-	3,081	3,081	-	0%
Louise Dean Relocation	-	2,368	2,368	-	0%
FF&E Repository	-	6,066	6,066	-	0%
Modular Relocation	-	3,750	3,750	-	0%
<b>Total capital reserve projects</b>	<b>-</b>	<b>15,265</b>	<b>15,265</b>	<b>-</b>	<b>0%</b>
<b>Unallocated board funded projects</b>	<b>87</b>	<b>-</b>	<b>87</b>	<b>-</b>	<b>0%</b>
<b>Total non-facility capital expenditures</b>	<b>31,052</b>	<b>27,776</b>	<b>58,828</b>	<b>-</b>	<b>0%</b>
<b>Financed by the following:</b>					
Total amortization expense (non-cash)	31,052	-	31,052	-	0%
Transfer from / (to) capital reserves	-	27,776	27,776	-	0%
<b>Total board-funded financing</b>	<b>31,052</b>	<b>27,776</b>	<b>58,828</b>	<b>-</b>	<b>0%</b>

### Definitions:

**Maintenance** - Projects that are required to maintain current processes and systems in good working condition

**Enhancement** - Projects that improve or extend the functionality of existing systems, technologies, and processes

**Strategic** - Projects that open new horizons, learning methods, organization models, and value propositions that reach across the organization or physical facility

## Attachment V: Financial Health Matrix

### Financial Health Matrix

In the interest of transparency and accountability, the CBE developed a financial health matrix. This matrix is designed to assist CBE administration and the Board of Trustees in monitoring the overall financial health of the CBE. The CBE's ability to achieve its Results policies in the short and long term is dependent upon the CBE's overall financial health.

The CBE's financial health is indicated by both short- and long-term financial and operational health indices. Taken together, these indices and indicators allow for an assessment of the CBE's ability to continue providing the programs, services and supports that students and families expect and rely on.

Monitoring the financial health matrix along with the numerous reports from the CBE administration to the Board of Trustees allows stakeholders (students, staff, the public, and government) to gain a comprehensive view of the CBE and its activities.

From a short-term perspective, the indicators show that the CBE is well-placed to continue sustaining operations and meet near-term financial commitments. The CBE has the capacity via short-term borrowing and the use of operating reserves to address the cost of unanticipated events that impact the continuity of operations.

From a longer-term perspective, near-term operational capabilities may be constrained as operational funding per student has not kept pace with the increased cost of labour and general inflation.

School utilization rates are increasing rapidly in the face of significant enrolment growth. This is reflected in the increasing number of CBE schools in overflow status. To assess the impact of enrolment increases to overall system, number of overflow and overflow receiving schools continues to be monitored. While the deferred maintenance on schools is significant, the effective utilization of IMR and CMR funds is increasingly important in maintaining safe and healthy learning spaces for students.

In summary, short-term operational needs are being met through a balance of financial support and operational effectiveness in delivering programs, services, and support to students.

Currently, the most significant area of concern relates to the overall level of government funding. Inflationary pressures, salary and benefits growth, enrolment increases and increases in student complexity mean that the total cost per student have increased as a faster rate than the change in funding per student. This means that the CBE will be challenged to maintain the current ratio of students to school-based staff and the adequacy of services and supports for students in future years.

The CBE is committed to maximizing the funding allocated to teaching and learning. Accordingly, the CBE "runs close to the line" when it budgets. We take great pains to ensure we invest the dollars received in the year on the students in the system for that same year. Over the past four years, the CBE has consistently drawn down its Accumulated Surplus from Operations (ASO) as it managed the myriad of operational issues that impact on a public-school division.

Now, the CBE must take focused action to begin rebuilding the ASO while carefully balancing the teaching and learning needs of students across the system. That rebuilding work has already begun. Administration is carefully monitoring expenditures and maximizing the value it derives from each dollar spend. By the end of the 2024-25 school year CBE Administration expects that the ASO balance will turn the corner and begin to increase. Similarly, for the 2025-26 school year the CBE is committed to delivering an annual operating surplus. While this will have a modest impact on the students in CBE classrooms for that year, it will ensure the longer-term health and viability of the CBE.

**Financial Health Indicators**

	Status: <b>Neutral</b>		Trend: <b>Neutral</b>		6.0%	
	Q1	Q2	Q3	Q4	Q1	
	2022-23	2023-24	2023-24	2023-24	2024-25	
<b>Expense (\$ millions)</b>	1,437	1,527	1,549	1,547	1,564	1,639
<b>Operating Reserves Percentage</b>	2.6%	1.9%	1.2%	1.6%	3.2%	1.9%

Operating Reserves Percentage

Operating reserves provide the CBE with short-term flexibility to address unanticipated unfunded costs. Operating Reserve to Expense percentage determines the Board's ability to react to emergent situations and fund special initiatives. Alberta Education mandates a minimum Operating Reserves Percentage of 1% and a maximum of 6%. Any Operating Reserves in excess of the maximum may be deducted from future payment by Alberta Education. CBE administration agrees with the operating reserve range required by Alberta Education.

	Status: <b>Neutral</b>		Trend: <b>Unfavourable</b>			
	Q1	Q2	Q3	Q4	Q1	
	2022-23	2023-24	2023-24	2023-24	2024-25	
<b>Capital Reserves (\$ millions)</b>	78,987	78,987	68,329	63,011	73,788	46,012
<b>Capital Reserves per Student</b>	602	602	494	456	534	312

Capital reserves provide funds for future replacement of the Board's capital assets. Capital Reserves per student indicates the amount of capital reserves on a per student basis. Based on historical analysis, the CBE seeks capital reserves above \$250 per student or approximately \$35 million.

	Status: <b>Neutral</b>		Trend: <b>Neutral</b>			
	Q1	Q2	Q3	Q4	Q1	
	2022-23	2023-24	2023-24	2023-24	2024-25	
<b>Revenues (\$ millions)</b>	1,438	1,526	1,529	1,533	1,559	1,626
<b>Expenses (\$ millions)</b>	1,437	1,527	1,549	1,547	1,564	1,622
<b>Surplus/(Deficit) (\$ millions)</b>	1.4	(0.8)	(11.3)	(5.0)	(4.8)	3.5
<b>Surplus/(Deficit) +/- 0.5% (\$ millions)</b>	6.9/(6.9)	7.6/(7.6)	7.6/(7.6)	7.6/(7.6)	7.6/(7.6)	8.1/(8.1)

The CBE relies on a steady and predictable stream of revenues in order to effectively plan expenditures. Any unexpected fluctuations in funding can cause a significant variance in budgeted annual surplus/deficit. Revenues are primarily impacted by enrolment and grant rates, while expenditures are mainly impacted by staffing decisions. The CBE targets revenues equaling expenses. Given the absolute size of the CBE, a surplus or deficit of +/-0.5 percent of total expenditures is considered balanced.

	Status: <b>Neutral</b>		Trend: <b>Neutral</b>		
	Q1	Q2	Q3	Q4	Q1
	2022-23	2023-24	2023-24	2023-24	2024-25
<b>Percent of Expenses</b>					
Salaries & Benefits	78%	77%	78%	78%	76%
Supplies & Services	16%	17%	16%	16%	17%
Other	6%	6%	6%	6%	6%

This chart shows the percentage of CBE's budget allocated to various expenditure categories over the last 6 years. While Salaries and Benefits remain a significant percentage of total expenses, they have been relatively stable the last few years.

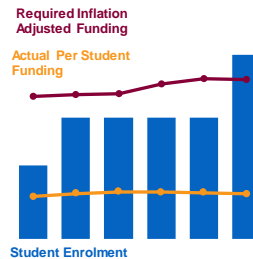
	CBE	Other Metro School Boards
<b>Salaries &amp; Benefits as % of Total System Administration Expenses</b>	47%	77%

The CBE spends a considerably smaller portion of its System Administration expenditures on salaries & benefits when compared to other metro school boards. This difference is due to the higher level of spending on the Education Centre lease. To compensate, CBE administration is very judicious in the allocation of resources to the non teaching and learning service units. Expense of administrative positions does not impact teaching and learning.

	Status: <b>Neutral</b>		Trend: <b>Unfavourable</b>			
	Q1	Q2	Q3	Q4	Q1	
	2022-23	2023-24	2023-24	2023-24	2024-25	
<b>Actual Per Student Funding</b>	8,818	8,880	8,914	8,906	8,897	8,873
<b>Required Inflation Adjusted Funding</b>	10,769	10,813	10,832	11,009	11,113	11,106
<b>Student Enrolment</b>	130,688	137,727	137,727	137,727	137,727	146,866

Per student funding from Alberta Education excludes targeted funding. Targeted funds are removed from the funding per student calculation as they are not available to directly support teaching and learning in the classroom. That is, targeted funds cannot be used to hire and deploy additional school based staff. Per student funding calculation also excludes funding for International students. Student enrolment used in the calculation is based on budget, also excluding International students.

Per student funding is an indicator of the stability of revenue over time. Increasing funding per student generally indicates an increased ability to maintain programs, services and supports. Decreasing per student funding over time is an indicator that programs, services and supports will need to be re-structured to fit within available resources.



	Status: <b>Unfavourable</b>		Trend: <b>Neutral</b>	
	Q2	Q3	Q4	Q1
	2023-24	2023-24	2023-24	2024-25
<b>Overflow Schools</b>	32	34	34	33
<b>Overflow Receiving Schools</b>	47	50	47	47

As enrolment increases, the number of schools in overflow continues to be monitored to maintain a positive learning environment for students. To assess the impact of enrolment increase to the overall system, the number of overflow and overflow receiving schools should be monitored. Schools in overflow have overflow receiving schools which accept the influx of students. This may include more than one location. This allows for overflow schools to relieve significant enrolment pressure and may fluctuate over time. Ideally, the number of schools in overflow should be less than 5.

	Status: <b>Unfavourable</b>		Trend: <b>Unfavourable</b>			
	Q2	Q3	Q4	Q1		
	Sep 30 2023-24	2023-24	2023-24	Sep 30 2024-25	2024-25	
<b>ECS</b>	9,009	9,255	9,378	8,917	9,122	9,183
<b>Grade 1-9</b>	93,894	95,430	96,515	96,355	96,577	97,179
<b>Grade 10-12</b>	35,341	35,515	35,451	36,630	36,703	36,932
<b>Total Student Count</b>	138,244	140,200	141,344	141,902	142,402	143,294

The CBE receives provincial grant funding based on a weighted moving average calculation that utilizes budgeted student enrolment. While Supplemental Enrolment Growth and one time funding grants assist in bridging the gap between budgeted enrolment and enrolment at Sept 30, any additional enrolment results in unfunded students in the current year. Given current rate of enrolment increase, this places significant pressure on a school board.