Calgary Board of Education

Annual Education Results Report 2022-23

learning | as unique | as every student

Calgary Board of Education

Table of Contents

Commitment to Quality Public Education 4
Our Commitment to Continuous Improvement 5
School Councils 5
Communicating and Engaging Stakeholders 6
Who are we? We are CBE. 8
Our Students 9
Our Schools 10
Our Board of Trustees 11
Chief Superintendent of Schools 13
CBE Data Model | Levels of 'Storientation' 14
Attendance | Key Predictor of Learning Excellence 15
Context 15
What We Did 16
What We Measured 16
What We Noticed 17
Our Next Steps 18
Learning Excellence 19
Context 19
What We Did 20
What We Measured 20
What We Noticed 23
Key Outcomes: Students achieve excellence in literacy and mathematics 25
Context 25
What We Did 25
What We Measured | Literacy 28
What We Noticed | Literacy 33
What We Measured | Mathematics 37
What We Noticed | Mathematics 41
Our Next Steps | Literacy & Mathematics 43
Key Outcome: Students who self-identify as Indigenous are supported to experience improved achievement and well-being 46
Context 46
What We Did 47
What We Measured 48
What We Noticed 55

Our Next Steps 58

Key Outcome: Students access learning opportunities and supports that address their diverse learning needs and well-being 59

Context 59

What We Did 59

What We Measured 62

What We Noticed 66

Our Next Steps 68

People Excellence 70

Key Outcome: People in CBE are engaged and supported to achieve student and system success 70

Context 70

What We Did 70

What We Measured 72

What We Noticed 78

Our Next Steps 79

Collaborative Partnerships 81

Key Outcome: Student learning and well-being are enhanced through partnerships and engagement with students, staff, parents, and community 81

Context 81

What We Did 81

What We Measured 82

What We Noticed 84

Our Next Steps 84

Strategic Resourcing 86

Key Outcome: CBE optimizes available financial, people and physical resources in support of student and system success 86

Context 86

What We Did 86

What We Measured 87

What We Noticed 90

Our Next Steps 91

Appendices 92

Appendix A | Assurance Domains 92

Appendix B | School Improvement Results Report Template 94

Appendix C | School Development Plan Template 95

Appendix D | Glossary 96

Appendix E | Measures Used in AERR 97
Appendix F | Alberta Education Assurance Measure Results 105
Methodology Rate Calculation for Demographic Measures | Summary 105
Alberta Education Evaluations: Achievement, Improvement and Overall 106
Impact of COVID-19 Pandemic on Provincial Assessments 106
Impact of Security Breaches on Provincial Assessments 106
How to Read the Alberta Education Assurance Measures Overall Summary 107
Appendix G | AEA Survey Results 111
Appendix H | CBE Student Survey Results by Question 115
Appendix I | OurSCHOOL Survey Results by Grade 119
Appendix J | Diploma Examination Results 122
Appendix K | Provincial Achievement Test Results 128
Appendix L | Early Years Evaluation - Teacher Assessment 136
Appendix M | Reading Readiness Screening Tool 137
Appendix N | School Space Allocation: Utilized and Underutilized Space 140
Appendix O | Types of School Data 141
Appendix P | SDP Data 142
Appendix Q | Attendance Data 144
Appendix R | CC3, LeNS and Numeracy Data 145
Appendix S | Report Card Data 147
Appendix T | Language Proficiency (LP) Data 156
Appendix U | Professional Learning Feedback 157

Commitment to Quality Public Education

CBE's commitment to quality education includes prioritizing the success of all students. Alberta's Department of Education allocates funds to CBE to fulfill and actualize this commitment for all K-12 students. This creates a responsible relationship between CBE and the government, established in legislation and regulation, to ensure that this commitment to quality education is achieved and shared in a transparent way, using supportive evidence (*Funding Manual for School Authorities 2023-24 School Year*, pp. 16-18).

As a responsible and ethical school district, CBE uses diverse measures, metrics and results to improve the quality and effectiveness of its programs in service of student learning and achievement. The Board of Trustees sets direction for student achievement and well-being in its Results policies, in its strategic priorities and when approving the Education Plan and budget. These results are analysed, interpreted and reported to the public, parents, students and Alberta Education to ensure transparency and demonstrate organizational integrity (*Funding Manual for School Authorities 2023-24 School Year*, pp. 16-18).

The values defined by the Board are reflective throughout this report:

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

The *Annual Education Results Report* for The Calgary Board of Education for the 2022-23 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Transparency Act*. The Board of Trustees is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This *Annual Education Results Report* for 2022-23 was approved by the Board of Trustees on November 28, 2023.

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

Gary Strother
Acting Chief Superintendent of Schools
The Calgary Board of Education

Our Commitment to Continuous Improvement

Required Local Component

Accountability / Assurance System

- how the school authority is supporting continuous improvement and evidence-informed decision making
- the requirements for the process, content and format for school education plans and Results reports

The Calgary Board of Education's *Annual Education Results Report* provides a summary of results for the 2022-23 school year.

In addition to this report, the Board of Trustees publicly monitors progress through *Operational Expectations and Results* reporting each year.

Annually, each school posts a *School Improvement Results Report* on its website that speaks to the achievement of goals specified in its *School Development Plan* and to the focused area(s) of improvement for the coming years.

At the core:

schools work collaboratively with service units to create and implement system initiatives that advance learning and enhance opportunities for students and families;

education directors review each school's *School Development Plan* and support and monitor principals' work towards achieving the goals of their *School Development Plan*;

centralized supports are aligned with system-wide priorities reflected by CBE Values and *Education Plan*; and

specific areas of operations and centralized services provide efficient administrative support on core tasks to allow more time to focus on teaching and learning.

The *School Improvement Results Report* Template and *School Development Plan* Template that are used by all schools in CBE can be found in Appendix B | School Improvement Results Report Template and Appendix C | School Development Plan Template, respectively.

School Councils

Required Local Component

Accountability / Assurance System

How the school authority is ensuring schools are providing assurance to their communities that they are meeting their responsibilities.

School councils play a key role in education and council advice is actively sought and seriously considered prior to making decisions on a wide range of school matters. School councils help build the context of school development plans through direct input at school council meetings and the opportunities for suggestions and feedback provided to all parents/guardians.

CBE has established administrative regulations and practices that ensure school principals work toward:

enhancing communication between the school and its parent/guardian community;

providing a method by which the school, home and community may work together for the benefit of students;

providing a forum for discussion of school philosophies, results, budgets and operations that contribute to the creation of the School Development Plan; and

reporting to the community on the progress achieved towards the goals and key outcomes in the School Development Plan through the results report.

Communicating and Engaging Stakeholders

Required Local Component

Stakeholder Engagement

Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to share progress and results.

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

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

Information is also sent regularly to staff and families via email, internal newsletters, our mass communication tool (SchoolMessenger) and social media channels including X, Facebook and Instagram. A new monthly newsletter called CBE Connections was also launched in fall, 2022 to connect families to important events and updates from the CBE. Analytics from SchoolMessenger indicate that approximately 100K individuals open the email on a monthly basis. Teachers communicate with students and families through face-to-face meetings, email, phone calls and a number of online applications including Iris, MyCBE, Google Classroom and Brightspace by D2L.

When there is a decision to be made and stakeholders can influence that decision, we move beyond communication into community engagement. That said, communication is an important foundational element of any community engagement initiative. At CBE, our work is guided by our framework for community engagement called Dialogue. The Dialogue Framework provides a process and guidelines for involving students, staff, families and community members in decisions that affect them. We know we make better decisions when we work together with our communities to solve problems and find solutions.

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

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

In the 2022-23 school year, schools gathered feedback from parents on school development plans, school budgets and school fees from February to March 2023.

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. There were 7074 responses from CBE parents to the school planning online surveys and meeting evaluations in 2022-23.

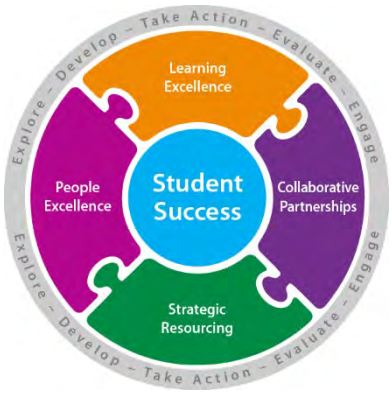
In addition to this annual engagement process, the CBE gathered input and feedback from families on transitioning 29 CBE schools from the modified calendar to the traditional

calendar. CBE schools also engaged their communities on school-based decisions throughout the school year.

In the spring of 2023, more than 28 000 CBE students, over 5600 parents/guardians and more than 5400 teachers responded to the Alberta Education Assurance (AEA) Survey.

- 83.7 per cent agreed or strongly agreed that students are engaged in their learning at school.
- 76.9 per cent are satisfied that students model the characteristics of active citizenship.
- 86.5 per cent are satisfied with the overall quality of basic education.
- 84.9 per cent agreed or strongly agreed that their learning environments are welcoming, caring, respectful and safe.
- 76.9 per cent agreed or strongly agreed that students have access to the appropriate supports and services at school.
- 76.8 per cent are satisfied with parental involvement in decisions about their child's education (respondents: parents and teachers only).

Who are we? We are CBE.

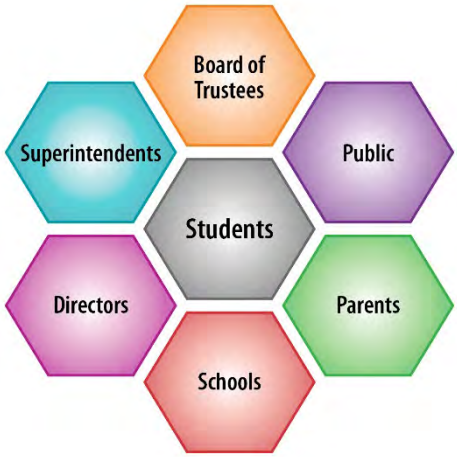


Assurance Domain

Local and Societal Context

We are one school system educating more than 131 000 students at the September 30th count and growing to over 135 000 in over 250 school settings in the 2022-23 school year. More than 15 000 employees, across schools and service units, work together to provide learning opportunities as unique as each student.

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



In CBE, students are at the center of all our efforts and decisions. We are responsible for all students within our care, and therefore, all schools, supports, services and partnerships wrap around the needs of students to ensure their success. The visual representation of the honeycomb demonstrates that the village supports the student. Each group displayed in the hexagon works shoulder to shoulder with the two on either side, and occasionally with groups across from them, to ensure the achievement and well-being of each student.

Our Students

Required Local Component

Contextual Information

Provide information about the school authority, students, staff and communities served.

In 2022-23, CBE served more than 135 000 students, including students in CBe-learn (our online learning program) and Chinook Learning Services (high school upgrading, non-credit continuing education, summer school). The tables that follow provide a window into who comprised our diverse student population and parts of their unique and collective story.

Demographic data are used at both a system and school level to help best understand our students' stories so that we can be responsive and improve student learning and well-being.

Enrollment by Grade

Grade	Number
Pre-K & K	9673
Division 1	31 324
Division 2	30 471
Division 3	30 583
Division 4	33 153
All	**135 204**

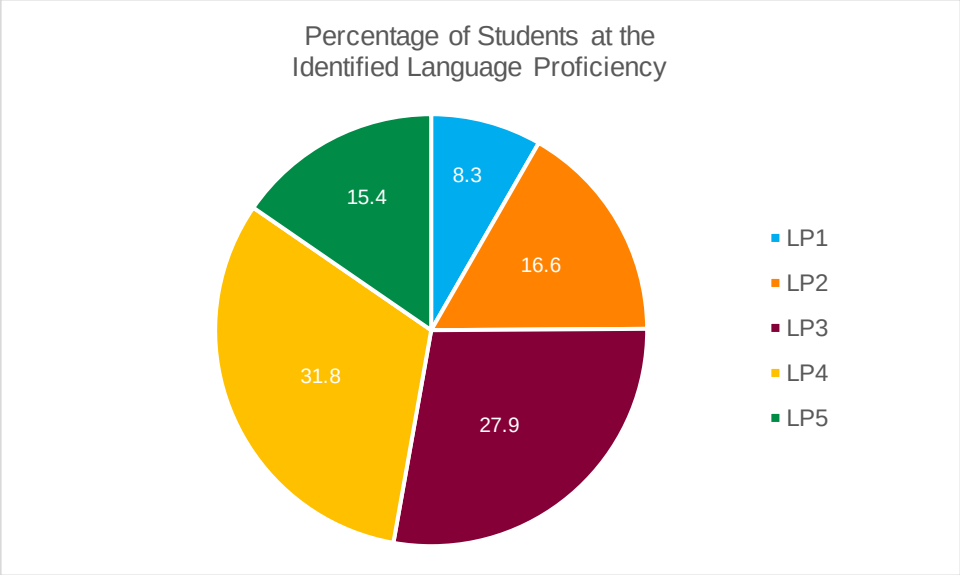
Student Primary Language

Student Primary Language	Number	Student Primary Language	Number
English	63 793	Pashto	530
Punjabi	5299	Gujarati	502
Arabic	4037	Amharic	447
Urdu	3492	Nepali	394
Mandarin	2707	Somali	369
Cantonese	1771	Tigrinya	341
Hindi	1271	Tamil	329
Spanish	1267	French	320
Tagalog	1110	Romanian	263
Persian	1086	Turkish	257
Vietnamese	1023	Oromo	243
Chinese (Unspecified Cantonese or Mandarin)	880	Malayalam	229
Korean	880	Kurdish	224
Russian	818	Filipino	204
Bengali	613	Other Languages*	3548

* Includes 113 other languages

In our schools around 84 per cent of our students are Canadian citizens, while 10.6 per cent are permanent residents and of these, 3.1 per cent are refugees. Despite the high percentage of Canadian citizens, English language learners (ELL) make up 27.6 per cent of our student population.

At CBE, we assess ELL English acquisition using the *Alberta ESL Benchmarks*. To help provide a better understanding of these English language learners, their language proficiency (LP) levels* as of June 2023, were:



* Levels range from 1-5, with 1 indicating the lowest level of proficiency.

CBE delivers high quality programming to students with identified special education codes, who comprise 18.3 per cent of CBE's student population. Students with identified exceptionalities that impact learning may benefit from attending specialized classes or unique settings that offer additional supports. Alternatively, and most commonly, students with identified special education codes are supported and accommodated within their designated community school.

Our Schools

Every child in Calgary has a designated CBE school, based on their home address and their program of choice. With over 250 schools and school settings across the city, each CBE school is led by a principal and supported by one of seven Area office teams.

Our schools are welcoming, caring, respectful and safe environments where students learn, build positive relationships and discover their gifts and interests. Each school has a culture that reflects its unique community of students, teachers, parents, volunteers, and local organizations that work together to support student success. Along with its own school culture, each school reflects a unified CBE culture of inclusion. Recognizing the full range of uniqueness in our students and staff is central to our work. To that end, CBE offers both unique settings and alternative programs.

Unique school settings are responsive to cognitive and complex learning needs, emotional and behavioural complexities, and can offer flexible hours and personalized programming, based upon students' educational goals and individual life circumstances.

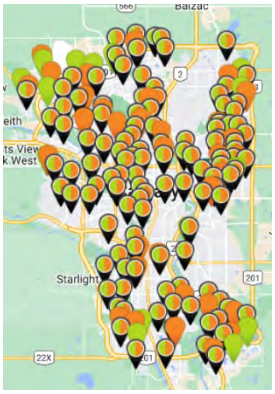
Alternative programs teach the Alberta mandated curriculum and also emphasize a particular language, culture or subject matter or use a particular teaching philosophy (see Program Options).

In 2022-23, four new CBE schools opened their doors, one new school was under construction and one new school was in the design phase. Bayside School (Auburn Bay) and Mahogany School opened on Sept. 1, 2022 while Lakeshore School (Auburn Bay) opened on Oct. 11, 2022 and Prairie Sky School (Skyview Ranch) opened on April 3, 2023.

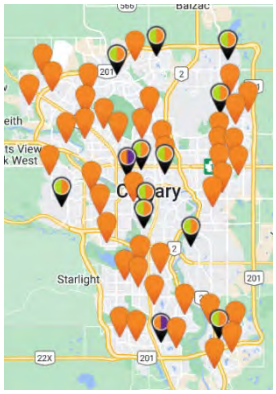
Our district includes schools with many different grade configurations and organization from kindergarten through to grade 12.

School Type	Number
Elementary	147
Elementary-Junior	10
Middle/Junior	54
Junior-Senior	2
Senior	20
Outreach	4
Unique Setting	34

Any of K to Gr 6



Any of Gr 7 to 9

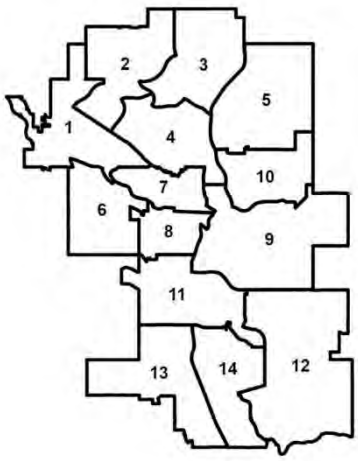


Any of Gr 10 to 12

Our Board of Trustees

CBE is guided by an elected Board of Trustees comprised of seven trustees. Trustees are elected every four years during the municipal election to guide our school system based on the values Calgarians have for their public education system. The most recent election was held in October 2021. The Board of Trustees define CBE's Mission as "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."

It is the Board of Trustee's responsibility to establish expectations for organizational results and quality operational performance, then monitor CBE's progress toward achieving the *Results* and performance of CBE against its stated *Operational Expectations*. This monitoring takes place at public board meetings. From Left to Right:



Laura Hack, Chair, Wards 3 & 4
Charlene May, Vice-Chair, Wards 12 & 14
Marilyn Dennis, Wards 5 & 10
Dana Downey, Wards 1 & 2
Patricia Bolger, Wards 6 & 7
Nancy Close, Wards 11 & 13
Susan Vukadinovic, Wards 8 & 9

Assurance Domain

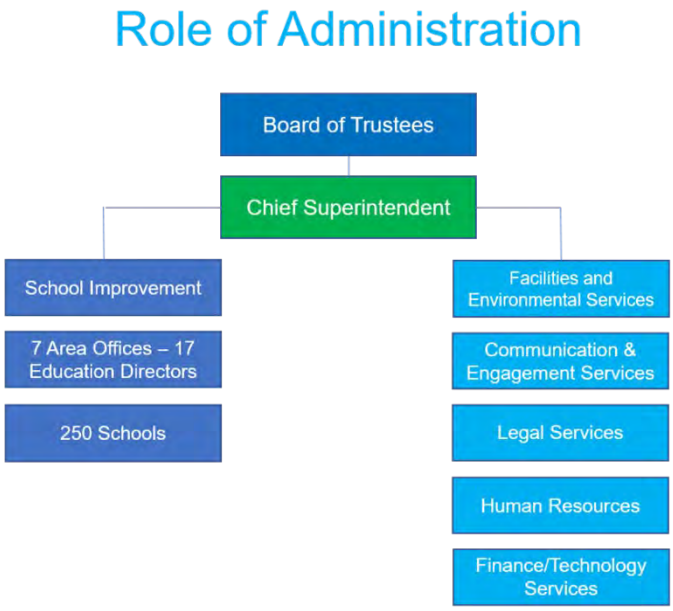
Governance

The Board of Trustees is CBE's elected governor. The Board is responsible for providing oversight of system performance and student outcomes, setting direction, and effective stewardship of CBE resources. The Board directs through policy. The Board's Results policies set direction on expected student outcomes and CBE administration is monitored annually on progress towards those outcomes The Board monitors CBE's operational performance through Operational Expectations policies, which provide direction to the chief superintendent on operational matters. The Board also sets standards for its own performance and effectiveness through its Governance Culture and Board/Chief Superintendent Relationship policies.

Public education is a shared and collective responsibility. With our students, families, employees, partners and communities, The Board works together with Administration to build positive learning and working environments to support student success.

The Board of Trustees also monitors its policies to ensure acceptable performance of the Board and the chief superintendent. Additional responsibilities include:

- approving the Education Plan
- approving the annual budget
- approving the annual capital plan
- approving the Annual Education Results Report
- approving the audited financial statements
- approving the bargaining mandate and ratifying all collective agreements for unionized employees; and
- performing other duties required by law or not otherwise delegated to the chief superintendent.



Chief Superintendent of Schools

Christopher Usih

The chief superintendent is hired by and is the sole employee of the Board of Trustees. The chief is responsible for meeting the expectations of the Board that are set out in the Board's Results and Operational Expectations policies.

In 2022-23, Christopher Usih led all aspects of the organization and was responsible for the overall operation and performance of the school authority. He was also responsible for ensuring the Board priority of student success was the focus of the work in schools and service units. In August 2023, Christopher Usih's term as chief superintendent ended, and Gary Strother was appointed as acting chief superintendent.

The Leadership webpage has more information on the people that lead CBE.

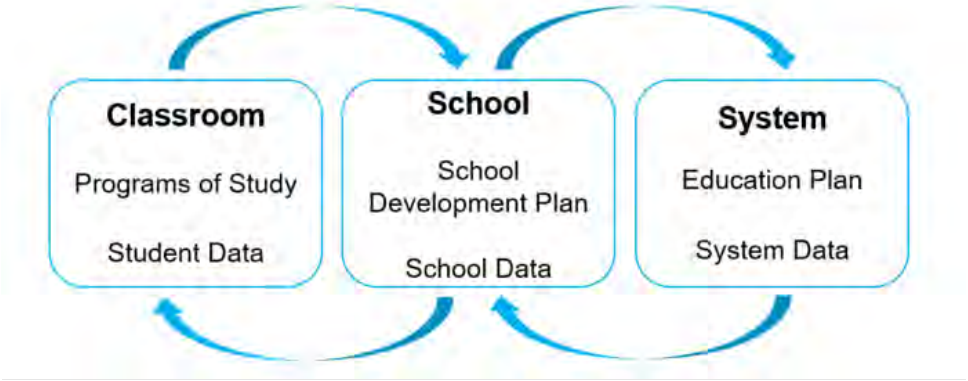
CBE Data Model | Levels of ‘Storientation’

Required Local Component

Accountability/ Assurance System

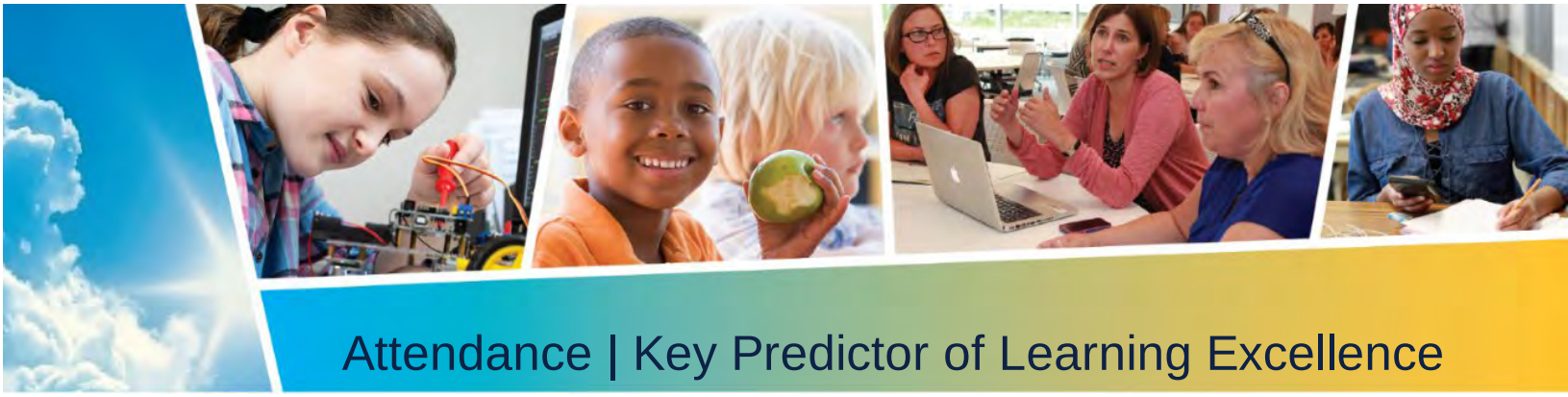
School authorities must outline the features of their assurance system for schools.

As an organization, CBE recognizes the importance of our collective system story and have organized our district’s 2022-23 story in this report in a way that allows the reader to step into our district narrative while also being invited into the more focused stories and data at the school and student levels.



Depending on the context (system, school, classroom), the levels of data change (narrow, widen) as do our specific priorities. As a district committed to continuous improvement and equity, we know that sharpening our focus is key in determining key priorities and actions at all levels of our organization.

The art of data or ‘storientation’ is being able to seamlessly focus narrowly down to the stories and voices of individual students to then act in a way that is intended to support all students across a large school district. Cycles of continuous improvement are simultaneously occurring at the individual student, school and system levels in support of school improvement in CBE.



Attendance | Key Predictor of Learning Excellence

Local Measure

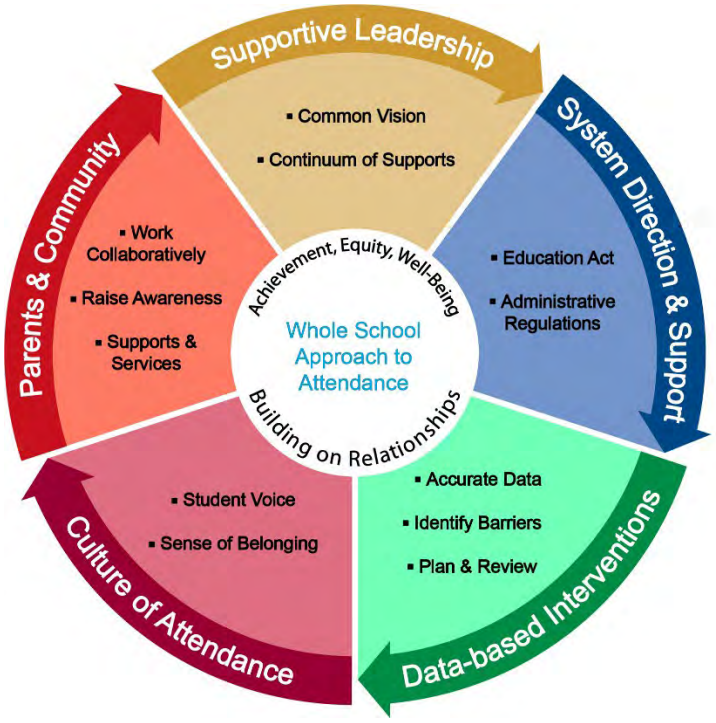
Attendance

Context

Given the strong positive correlation between regular attendance and success in learning, CBE is committed to providing each student with a learning environment that contributes to regular attendance at school. Chronic absenteeism is an indicator of the unique circumstances that a student and/or their family may be experiencing. CBE staff work collaboratively with students, parents and their supports to address underlying barriers to absenteeism. CBE also uses attendance data as a local measure of Learning Excellence.

CBE schools continued to use a whole-school approach to address student attendance concerns which allows schools to identify and monitor patterns of chronic absenteeism and to determine the level of support that is required to meet the needs of students and promote increased collaboration with parents.

The aftermath of the pandemic also continues to impact an already complex problem of chronic absenteeism and highlights the need for further existing internal and external supports and resources.



What We Did

- **Professional Learning**
  - Implementing whole school approach to attendance, particularly in relation to data-based interventions for school leaders.
  - Facilitating collaborative and culturally responsive conversations during Attendance Improvement Plan meetings for school leaders.
- **Structures and Processes**
  - School and system attendance data consistently monitored.
  - Feedback used to assess and identify key actions to support schools, students and their families to improve overall student attendance.
  - CBE's Enrolment Verification process promoted early identification of students with attendance concerns to support early contact with parents.
  - New Cultural-Spiritual-Ceremonial (CSC) attendance code introduced as an act of reconciliation to offer excused absence from school for CBE students who self-identify as Indigenous. This is now an inclusive response for any student participating in cultural, spiritual or ceremonial events.
  - Worked collaboratively with Alberta Education to track provincially unregistered students who reside in CBE's catchment area and supported these students to reengage in learning.
- **Resources**
  - Attendance Tab of School Data Dashboards and Attendance Analytics tool in PowerSchool to monitor and assess attendance data.
  - Community resources accessed to mitigate the underlying barriers to student attendance and to provide support for CBE families.

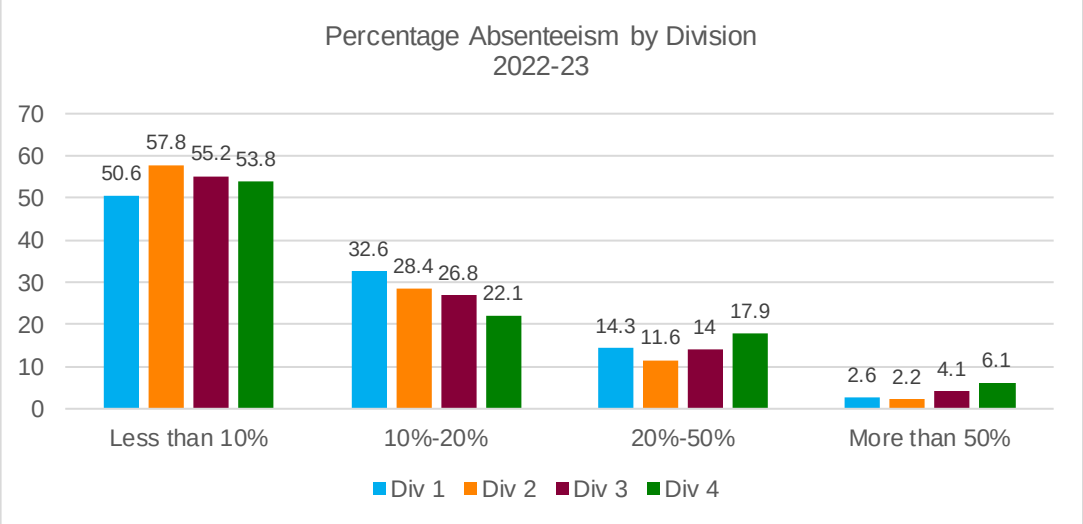
What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix P | Attendance Data.

Attendance

Overall Average Per cent Absenteeism

Cohort	2021-22	2022-23
All	11.3	12.4
English Language Learners	10.4	11.9
With Identified Special Education Needs	15.1	16.1



Percentage Absenteeism by Code and Division

Code*	Div 1	Div 2	Div 3	Div 4
All				
A	2.1	2.0	4.0	7.7
IL	6.1	4.9	4.7	3.5
Other	4.1	3.7	3.5	2.5
English Language Learners				
A	2.5	2.0	4.0	9.7
IL	6.1	4.3	3.8	2.9
Other	4.6	3.8	3.2	2.2
With Identified Special Education Needs				
A	3.0	2.7	5.8	10.5
IL	7.0	5.9	5.8	4.8
Other	4.8	4.2	4.4	3.1

*A – Absent without contact from the legal guardian

IL – Student is absent due to physical or mental illness or injury and a legal guardian has called in and/or provided medical documentation

Consultations

The Attendance Team responded to approximately 900 requests from CBE school leaders and service unit staff. Consultation and coaching were provided regarding attendance policies and procedures to mitigate underlying barriers to student attendance. Since the pandemic, the Attendance Team has noted a 130 per cent increase in the number of consults from schools.

What We Noticed

Overall and across grades K through 12, students in CBE were absent from school approximately 12 per cent of the time. Students in Division 4 had the highest percentage of students missing more than half of their scheduled classes (6.1 per cent or about 2000 students) while approximately 2 per cent (or about 670 students) of students enrolled in Division 2 missed more than half of their scheduled classes. Specifically, absence due to illness was the highest in Division 1 as compared to other divisions whereas absence without contact from a legal guardian was the most noticeable for Division 4 students. Chronic absenteeism was lowest for CBE students in Division 2 with 57.8 percent of students having absenteeism rates that were lower than ten percent overall.

Following professional learning sessions, school leaders reported growth in their understanding and confidence to manage complex attendance concerns and to use individual and school-based attendance data to improve student attendance.

Under 10 percent of total individual student consults with the Attendance Team resulted in a referral to the provincial Attendance Board. In collaboration with internal and external resources, the Attendance Team makes all reasonable efforts to increase student attendance and only refers matters to the Attendance Board as a last resort to engage students and their parents to resolve attendance concerns. Some referrals to the Attendance Board were deferred to the next school year as the provincial Attendance Board reported a province-wide increase in the number of referrals leading to hearings.

Our Next Steps

- ### Professional Learning
  - On-demand professional learning webinars as part of the school leadership professional learning series for school administrators.
  - Requirements for maintaining accurate attendance data in PowerSchool.
- ### Structures and Processes
  - Enhance public-facing attendance communication through school websites to ensure key messages are aligned with the revised attendance Administrative Regulation and to share resources with parents.
  - Provide clear, engaging and accessible information about attendance to help to facilitate regular attendance and school engagement for English as an Additional Language learners.
  - Assist students and their parents with establishing a pattern of regular attendance in their first year of schooling, contributing to a consistent attendance routine throughout students' school career.

Assurance Domain

Student Growth & Achievement

Goal | Create strong student achievement and well-being for lifelong success

Context

Achievement is a priority for the Board of Trustees. Three key metrics of student achievement include: provincial achievement tests (PATs), diploma examinations (DIPs) and system report card data. While these data work together to tell an overall achievement story these measures do not represent a complete picture representative of all CBE students.

Provincial Assessment

The 2022-23 school year was the second year that CBE schools returned to typical administration of provincial assessments such as provincial achievement tests (PATs) and diploma examinations (DIPs) following pandemic disruptions. It is important to know that CBE's PAT and DIP results are not considered a stratified random sample across our district. Instead, these are snapshots in time of how grade 6, 9 and 12 CBE students demonstrated their learning on a single assessment under provincial assessment standardized testing conditions.

Report Card

Report cards summarize and communicate information about student achievement, progress and growth at set times in a school year. When determining grades for report cards, teachers consult and use a robust body of summative assessment information, gathered over a period of several months. This collection of observations, conversations, and products of student learning provides valid and reliable information about what a student knows and can do relative to the established outcomes in the programs of study.

A summative report card grade represents a student's achievement in relation to multiple learning outcomes in a program of study, rolled into a single overarching metric. Prior to the determination of report card grades, students benefit from formative assessment opportunities and feedback throughout multiple learning cycles that improve student learning.

Comparing Report Card and Provincial Achievement Data

Like report card grades, PATs and DIPs are designed to capture achievement across many learning outcomes in the programs of study. PATs and DIPs occur as isolated assessment experiences at the end of a yearly learning cycle, whereas report cards are informed by a body of assessment evidence over time. Provincial assessments span as many of the learning outcomes in the program of study as are possible within the parameters of the

provincial assessment format. There are learning outcomes not assessed on PATs or DIPs that still inform report card grades. Examples include assessment data for outcomes related to skills such as listening and speaking which can only be assessed in a classroom environment.

Direct comparisons between report card and provincial achievement results require careful consideration and contextualization prior to drawing conclusions. That said, rich opportunities for triangulation between these sources support CBE in identifying key strengths and areas of growth for student achievement.

What We Did

- ### Professional Learning for School Leaders
  - Advancing *School Development Plan* achievement goals.
  - Building data literacy through school data dashboards.
  - PAT and Diploma administration and technology.
- ### Structures and Processes
  - Monthly Area Leadership meetings.
  - Virtual and in-person sessions.
  - New preliminary PAT reporting processes.
- ### Resources
  - School development plan reflection tool.
  - Quest A+ for provincial assessment guide.
  - Preliminary PAT templates.
  - Language resources aligned with the new Physical Education and Wellness curriculum in French, Mandarin, Spanish and German.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Required AEAM

High School Completion

High school completion rate of students within three and five years of entering grade 10.

High School Completion

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
All	Student Growth and Achievement	3-year High School Completion	**81.1**	83.0	81.4	**80.7**	83.2	82.3	Intermediate	Maintained	Acceptable
		5-year High School Completion	**88.6**	86.6	85.6	**88.6**	87.1	86.2	Intermediate	Improved Significantly	Good
English Language Learners	Student Growth and Achievement	3-year High School Completion	**65.2**	67.3	67.4	**72.8**	78.5	77.1	Very Low	Maintained	Concern
		5-year High School Completion	**84.4**	79.9	80.0	**88.7**	86.1	86.0	Intermediate	Improved	Good
With Identified Special Education Needs	Student Growth and Achievement	3-year High School Completion	**66.2**	69.5	65.8	**66.2**	69.0	67.2	Low	Maintained	Issue
		5-year High School Completion	**77.7**	76.1	73.7	**78.2**	75.7	74.3	Low	Improved Significantly	Good

Cohort	Measure	2018-19	2019-20	2020-21	2021-22	2022-23
All	3-year High School Completion	78.0	78.9	82.4	83.0	81.1
	5-year High School Completion	84.8	84.3	86.0	86.6	88.6
English Language Learners	3-year High School Completion	66.5	66.3	68.6	67.3	65.2
	5-year High School Completion	79.7	75.3	85.0	79.9	84.4
With Identified Special Education Needs	3-year High School Completion	60.2	60.9	67.0	69.5	66.2
	5-year High School Completion	68.2	70.3	74.7	76.1	77.7

Note | The 2022-23 results Alberta Education Assurance Measures for high school completion are based on 2021-22. 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.

Note | The 2022-23 results Alberta Education Assurance Measures for high school completion for Student who Self-Identify as Indigenous are included in the Key Outcome: Students who self-identify as Indigenous are supported to experience improved achievement and well-being.

Required AEAM

PAT Acceptable & Excellence

Diploma Exam Acceptable & Excellence

Overall and by course for:

- all students
- self-identified First Nations, Métis and Inuit students
- English Second Language students

Diploma Examination and Provincial Achievement Test (PAT) Results

Note | Provincial assessments were cancelled or optional in 2019-20 and 2020-21 due to the global pandemic.

For overall results over time as well as by course and results disaggregated by cohort, refer to Appendix J | Diploma Examination Results.

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
All	Student Growth and Achievement	Diploma: Acceptable	**85**	81.1	n/a	**80.3**	75.2	n/a	High	n/a	n/a
		Diploma: Excellence	**29.5**	26.5	n/a	**21.2**	18.2	n/a	Very High	n/a	n/a
English Language Learners	Student Growth and Achievement	Diploma: Acceptable	**70.8**	65.7	n/a	**67.1**	59	n/a	Very Low	n/a	n/a
		Diploma: Excellence	**17.9**	15.2	n/a	**13.8**	10.8	n/a	Intermediate	n/a	n/a
Self-Identify as Indigenous	Student Growth and Achievement	Diploma: Acceptable	**81**	77.1	n/a	**74.8**	68.7	n/a	Intermediate	n/a	n/a
		Diploma: Excellence	**17.4**	10.2	n/a	**11.3**	8.5	n/a	Intermediate	n/a	n/a
With Identified Special Education Needs	Student Growth and Achievement	Diploma: Acceptable	82.0	77.0	n/a	76.2	68.8	n/a	Intermediate	n/a	n/a
		Diploma: Excellence	19.3	19.2	n/a	13.2	12.2	n/a	Intermediate	n/a	n/a

For overall results over time as well as by course and results disaggregated by cohort, refer to Appendix K | Provincial Achievement Test Results.

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
All	Student Growth and Achievement	PAT: Acceptable	**65.8**	68.3	n/a	**63.3**	64.3	n/a	Low	n/a	n/a
		PAT: Excellence	**17.3**	20.4	n/a	**16.0**	17.7	n/a	Intermediate	n/a	n/a
English Language Learners	Student Growth and Achievement	PAT: Acceptable	**57.7**	61.3	n/a	**57.9**	59.7	n/a	Very Low	n/a	n/a
		PAT: Excellence	**11.3**	14.3	n/a	**12.2**	13.7	n/a	Low	n/a	n/a
Self-Identify as Indigenous	Student Growth and Achievement	PAT: Acceptable	**32.0**	35.2	n/a	**40.5**	43.3	n/a	Very Low	n/a	n/a
		PAT: Excellence	**5.3**	4.6	n/a	**5.5**	5.9	n/a	Very Low	n/a	n/a
With Identified Special Education Needs	Student Growth and Achievement	PAT: Acceptable	44.1	46.5	n/a	39.4	40.1	n/a	Very Low	n/a	n/a
		PAT: Excellence	7.3	9.0	n/a	6.0	6.6	n/a	Very Low	n/a	n/a

Local Measure

Report Card

Report Card Grade (Mean)

The mean of the indicators for the English Language Arts report card stems (Div 1-3) and report card final marks (Div 4)

English Language Arts	Division	2018-19	2019-20	2020-21	2021-22	2022-23
All	Div 1	2.70	2.84	2.94	2.96	2.90
	Div 2	2.80	2.90	2.96	2.95	2.91
	Div 3	2.86	2.91	2.95	2.92	2.89
	Div 4	69.7	71.2	71.5	70.9	70.0
English Language Learners	Div 1	2.61	2.75	2.84	2.82	2.79
	Div 2	2.68	2.79	2.82	2.82	2.77
	Div 3	2.66	2.73	2.77	2.76	2.73
	Div 4	65.2	67.5	67.5	66.9	65.0
Self-Identify as Indigenous	Div 1	2.09	2.23	2.29	2.37	2.42
	Div 2	2.27	2.42	2.46	2.45	2.43
	Div 3	2.33	2.42	2.44	2.37	2.40
	Div 4	62.7	62.9	60.6	58.8	59.6
With Identified Special Education Needs	Div 1	2.24	2.40	2.47	2.45	2.39
	Div 2	2.41	2.57	2.61	2.61	2.58
	Div 3	2.48	2.55	2.59	2.57	2.55
	Div 4	65.2	66.3	65.4	65.1	64.6

The mean of the indicators for the Mathematics report card stems (Div 1-3) and report card final marks (Div 4)

Mathematics	Division	2018-19	2019-20	2020-21	2021-22	2022-23
All	Div 1	2.78	2.97	3.07	3.10	3.04
	Div 2	2.82	2.96	2.99	3.00	2.95
	Div 3	2.83	2.88	2.88	2.87	2.84
	Div 4	72.1	74.9	73.7	72.4	70.9
English Language Learners	Div 1	2.67	2.87	2.95	2.93	2.89
	Div 2	2.79	2.91	2.91	2.92	2.88
	Div 3	2.74	2.78	2.78	2.76	2.75
	Div 4	70.9	73.8	70.3	69.7	66.2
Self-Identify as Indigenous	Div 1	2.16	2.35	2.36	2.51	2.56
	Div 2	2.16	2.39	2.37	2.37	2.29
	Div 3	2.14	2.28	2.23	2.19	2.25
	Div 4	64.0	65.1	60.9	60.6	59.5
With Identified Special Education Needs	Div 1	2.29	2.51	2.60	2.58	2.51
	Div 2	2.39	2.61	2.64	2.64	2.59
	Div 3	2.37	2.47	2.47	2.46	2.45
	Div 4	66.1	68.9	66.5	65.4	64.1

The mean of the indicators for the Physical Education and Wellness report card stems (Div 1&2), Health and Life Skills report card stems (Div 3) and CALM report card final marks (Div 4)

PE and Wellness & Health & CALM	Division	2018-19	2019-20	2020-21	2021-22	2022-23
All	Div 1	2.93	3.07	3.18	3.15	3.10
	Div 2	3.03	3.11	3.18	3.17	3.16
	Div 3	3.10	3.15	3.13	3.13	3.05
	Div 4	77.3	77.9	76.3	75.6	75.0
English Language Learners	Div 1	2.83	2.97	3.06	3.03	2.98
	Div 2	2.97	3.05	3.08	3.10	3.07
	Div 3	3.00	3.02	3.00	3.02	2.91
	Div 4	77.3	76.4	73.8	73.0	72.6
Self-Identify as Indigenous	Div 1	2.47	2.64	2.73	2.74	2.87
	Div 2	2.59	2.67	2.72	2.74	2.80
	Div 3	2.69	2.73	2.67	2.80	2.69
	Div 4	65.5	66.5	59.7	61.4	61.5
With Identified Special Education Needs	Div 1	2.48	2.61	2.71	2.66	2.70

	Div 2	2.65	2.75	2.84	2.82	2.91
	Div 3	2.77	2.85	2.84	2.87	2.81
	Div 4	70.0	71.4	69.0	68.6	68.4

Required AEAM

Assurance Survey

Student Learning Engagement

Alberta Education Assurance (AEA) Survey: Student Learning Engagement, Program of Studies

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to each measure

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	**83.7**	84.7	84.7	**84.4**	85.1	85.1	n/a	Declined Significantly	n/a
Supplemental AEAMs	Program of Studies	**82.0**	82.6	82.6	**82.9**	82.9	82.6	Very High	Declined	Good

Local Measure

Assurance Survey

School Improvement

Alberta Education Assurance (AEA) Survey: School Improvement

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to the measure

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Supplemental AEAMs	School Improvement	**71.2**	71.9	75.8	**75.2**	74.2	77.9	Intermediate	Declined Significantly	Issue

What We Noticed

Celebrate

Alberta Education Assurance Measures

- Improvement in the 5-year high school completion rates.
- Improvement in both 4 and 5-year high school completion rates for English Language Learners.
- In comparison to the provincial student agreement rates, CBE students reported being more engaged in their learning at school than students across the province of Alberta.
- Teachers, parents and students (82%) are generally satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health and physical education; student results for this measure were higher than the province's results.
- Strong overall agreement across students, parents and teachers on the Program of Studies measure indicating satisfaction with the programs of study offerings.

Diploma examination achievement

- 85 per cent of CBE students achieved acceptable standard in All Students cohort.
- 29.5 per cent of CBE students achieved the standard of excellence in diploma examinations in the 'very high' achievement measure evaluation category.
- CBE students consistently achieved higher diploma examination results compared to the provincial results across different student cohorts.

Provincial achievement test achievement

- In All Students cohort, CBE had more students achieving the acceptable standard and standard of excellence compared to provincial results.

Report card achievement

- Division 1 and Division 3 students who self-identify as Indigenous showed year-over-year increased results in English Language Arts and Mathematics
- Students who self-identify as Indigenous achieved year-over-year increases in PE and Wellness and CALM.
- Students with identified special education needs achieved year-over-year increases in PE and Wellness results.

Areas for Growth

Alberta Education Assurance Measures

- Decline in the 3-year high school completion rate after maintaining a level above 81 per cent for the last three years.
- The discrepancy between student and teacher perceptions about engagement in learning widened, with teachers' perception increasing while students' perception falling.
- Overall CBE results for school improvement AEAM were lower than the provincial results in 2022-23. While teachers across the province showed increased agreement levels to AEA survey measures related to school and jurisdiction improvement, CBE teacher agreement declined.
- CBE student agreement levels declined significantly when asked if their school improved or stayed the same.

Diploma examination achievement

- 70.8 per cent of English Language Learners achieved acceptable standard, which was in the 'Very Low' achievement measure evaluation category.

Provincial achievement test achievement

- Compared to the province, English Language Learners and students who self-identify as Indigenous had fewer students achieving the acceptable standard and the standard of excellence.
- Students who self-identify as Indigenous had 'Very Low' in their achievement measure evaluation in both acceptable standard and standard of excellence.

Report card achievement

- All Students cohort showed year-over-year decreases for English Language Arts, Mathematics and PE and Wellness & Health & CALM.

Assurance Domain

Student Growth & Achievement

Key Outcomes: Students achieve excellence in literacy and mathematics

Context

To support the implementation of CBE's *K-12 Literacy and Mathematics Frameworks*, Kindergarten to grade 12 teachers and school-based leaders had the opportunity to engage in system-wide professional learning aimed at improving literacy and mathematics instruction.

Pandemic conditions and student results continued to drive our focus on early literacy and mathematics support as an essential precursor to achieving learning excellence. Literacy and Mathematics Intervention Plans were implemented to support the use of provincial literacy and numeracy screening tools for grades 1-4 focused on data acquired from the diagnostic assessment and to assist school leaders and teachers in decision making regarding strategies, support and organizational structures to best support the COVID-Response intervention model.

With the implementation of new English Language Arts and Literature [ELAL] and Mathematics curriculum in grades K-3, a system-wide implementation plan was enacted. A select group of schools engaged in optional small-scale implementation for the new grades 4-6 ELAL and Mathematics curriculum in preparation for its implementation for the 2023-24 school year. Invitations to summer professional learning sessions were communicated prior to the end of the school year to provide teachers with confidence and essential understandings needed when implementing new curriculum.

What We Did

- **Professional Learning**
  - Elementary teachers:
    - Reading Readiness Screening Tool (RRST) to improve understanding the acquisition of foundational reading skills and how to use screener to identify kindergarten students at risk.
    - Responsive instruction and intervention based on early learning literacy and mathematics data (i.e., CC3, LeNS, Numeracy) data.
    - Using decodable books to support comprehensive literacy programming in early learning classrooms.
    - Improving understanding of literacy and mathematics instruction in relation to the new English Language Arts and Literature (ELAL) and Mathematics Curriculum.
  - Middle and high school teachers:
    - Improving Reading for Older Students (IROS) course to improve literacy outcomes for older students reading below grade level.
    - Improving teacher understanding of literacy instruction in relation to the effective use of reading assessment screeners and the use of decodable text with older struggling readers.
    - Improving understanding of mathematics and literacy instruction and assessment practices in relation to middle years learner literacy and mathematics identities.

        - Improving teacher understanding of literacy and mathematics instruction in relation to outcomes-based assessment.
    - Highest Level of Achievement (HLAT) Network participation to deepen understanding of writing processes.
    - Using Language benchmark tools for Language teachers, Language Symposium, Summer Institute, New Language Teacher and Late French Immersion Teacher Communities of Practice.
    - MathUP to improve teacher practice and student achievement.
    - Effective School Development Planning to improve student achievement in literacy and mathematics for Principals and Assistant Principals.
    - Digital tools and resources such as Read&Write for Google Chrome, Jamboard, Lumio and iPad tools to support student achievement.

- **Structures and Processes**
    - Monthly Area and System Leadership Meetings.
    - System-wide professional learning model.
    - District-wide assessment and tracking using the Reading Readiness Screening Tool (RRST) to plan for appropriate supports for students.
    - Intervention Plans to support the use of provincial literacy and mathematics screening tools (CC3, LeNS, Numeracy) for grades 1-4.
    - Implementation plan for the new K-3 English Language Arts and Literature (ELAL) and K-6 mathematics curriculum enacted.
    - Language Course Challenge program to recognize student learning of additional languages and improve high school graduation outcomes.
    - DELF/DELE exam administration to support in lifelong language learning and improve retention.
    - New French Immersion Language and Literature curriculum piloted to best prepare teachers for implementation.
    - Program Monitoring Process designed aimed at evaluating language school successes/challenges for maintaining high expectations.
    - System and school literacy and mathematics data made accessible through Data Dashboards, CBE data templates and spreadsheets.
    - Core Curriculum and Research & Strategy collaboration to create school development planning support documents for all schools.

- **Resources**
    - *K-12 Literacy and Mathematics Frameworks* continued implementation.
    - Literacy and Mathematics School Development Plan Support documents to align school SDPs with *K-12 Literacy and Mathematics Frameworks*.
    - Resources for responsive intervention in literacy and mathematics refined and updated for classroom use in response to diagnostic data results.

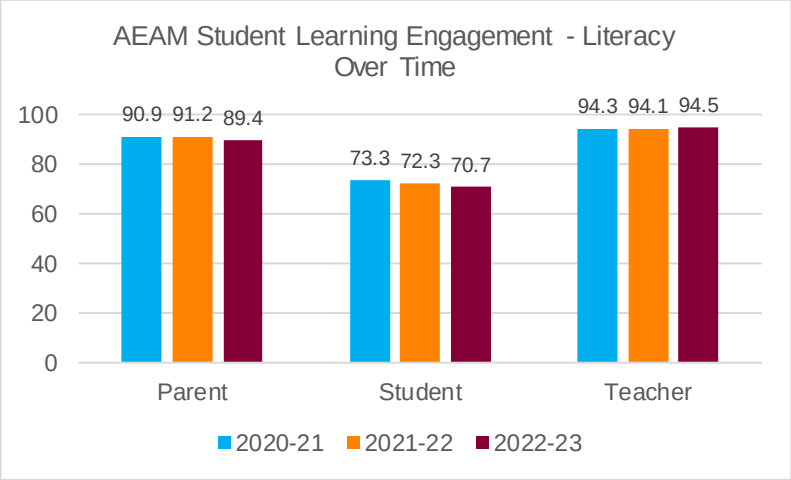
- University of Florida Literacy Institute (UFLI) to improve teacher literacy strategies for students who face challenges in their reading development.
- Decodable Books procured as part of new curriculum implementation and to support literacy intervention work.
- English Language Arts and Literature Resource Guides created in grades K-3 and 4-6 to support curriculum implementation.
- New K-3 ELAL and K-6 Mathematics Scope and Sequence documents.
- Curriculum Comparison documents for new ELAL and Mathematics curriculum show key intersections between new and former curriculum.
- MathUP licenses purchased for grades 1-3 teachers.
- Benchmarking tools for French Language Arts Oral Production learning outcomes updated to provide consistent outcome-based assessment.
- Language course challenge manual developed for internal and external audiences to support navigating course challenge process.
- Targeted language assessment tools created for the Spanish and Mandarin bilingual programs to calibrate assessment practices.
- Assessment Task Exemplars and Assessment and Reporting Guides to support high school Mathematics and English teachers.
- MathUP Look-For Document supported identifying quality mathematics teaching and learning.
- New Math Curriculum resources in French, Mandarin, Spanish, German.
- Guidelines for Using AI Tools and Task Design developed to support key understandings and considerations for the use of AI tools in teaching.
- Literacy Resources created for CBE families:
    - Text and video resources to supporting how oral language is taught in CBE schools and how this can be supported at home.
    - Support understanding the use of decodable books as part of a comprehensive literacy program.
    - Understanding of the Reading Readiness Screening Tool.
    - Flat sheet and short videos to support engaging in more robust Home Literacy practices that develop stronger foundational oral language, phonological awareness skills, deepen background knowledge and strengthen vocabulary development.

What We Measured | Literacy

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Alberta Education Assurance (AEA) Survey: Student Learning Engagement – Literacy

Percentage of agreement with the suite of questions tied to literacy and language arts



For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results..

Local Measure

CBE Student Survey

Literacy Framework

CBE Student Survey

For the results by question, refer to Appendix H | CBE Student Survey Results by Question.

Percentage of agreement with the suite of questions tied to the summary measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Literacy Framework	77.7	79.8

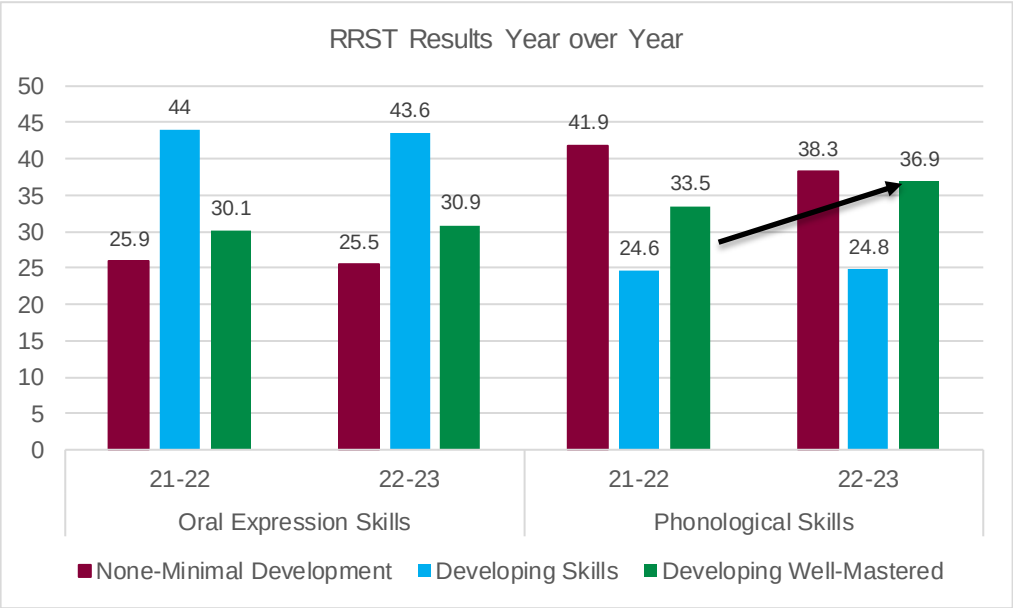
Local Measure

Early Years Literacy Screener

- RRST

Kindergarten Reading Readiness Screening Tool (RRST)

For the results by section, refer to Appendix M | Reading Readiness Screening Tool.



Required AEAM

Early Years Literacy Assessments

- CC3
- LeNS

Note | CBE's focused, intentional work on phonological skills across schools led to a noticeable improvement with more students achieving in the developing well-mastered category and fewer students achieving in the none-minimal development category.

Literacy: Castles and Coltheart 3 (CC3) and Letter Name-Sound (LeNS)

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.

Literacy Results by Grade – All Students

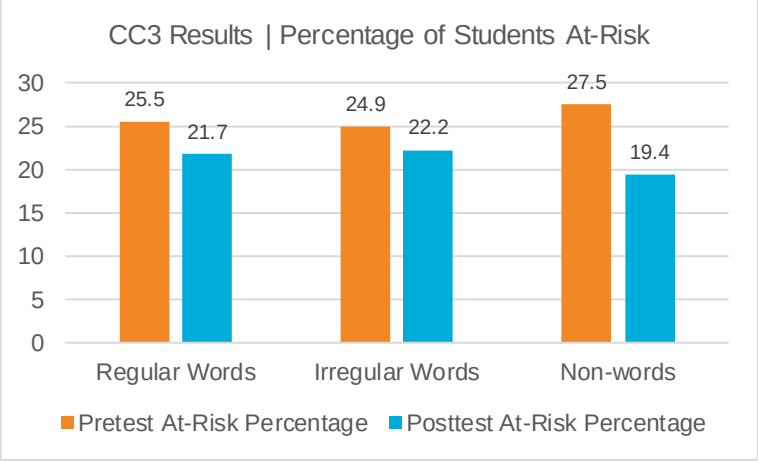
Grade	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at risk in literacy on final assessment(s)	Average number of months behind grade level at-risk students were at in literacy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in literacy at time of final assessment(s)
Grade 1	10197	2826	4.85	-1.13
Grade 2	9377	2503	8.23	-3.23
Grade 3	9940	2393	13.83	-1.38
Grade 4	872	235	19.11	-3.62

Note | The negative values reported in the Average number of months gained at grade level by at-risk students in literacy at time of final assessment(s) would indicate that those students who remain at risk are at a greater number of months behind. This does not indicate that students were not making progress during this time. These values should be considered with the following contextual information in mind:

- As the curriculum moves forward over the course of the year, the benchmark of what is considered at-grade level moves. As such, a student making incremental progress may be at more months behind. (e.g. A student in grade 1 who is 4.85 months behind at initial assessment, making no progress, would be 8.85 months behind at final assessment. The months gained would then be -4.00).
- The number of months between pre and post testing for Grade 1 was four months and for Grade 2 to 4 was eight months
- There are a number of additional factors that may impact the rate at which students improve towards grade level expectations for literacy including EAL language acquisition, complex educational needs, etc.

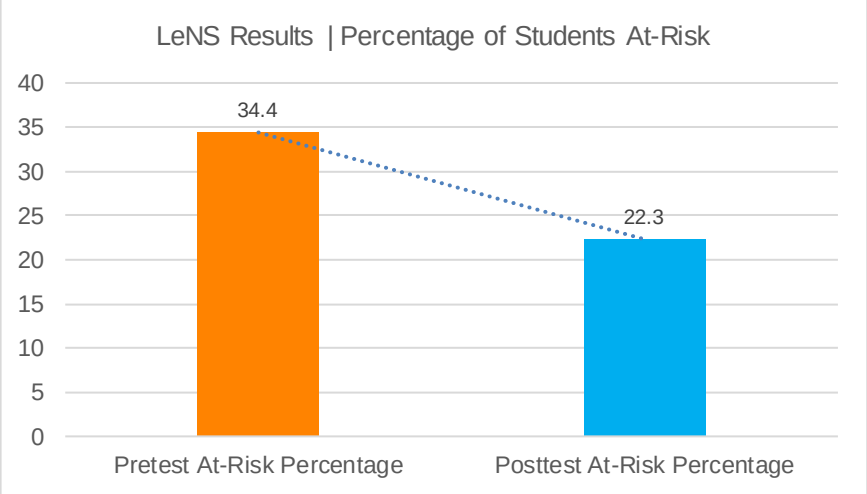
Castles and Coltheart 3 (CC3)

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.



Letter Name-Sound (LeNS)

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.



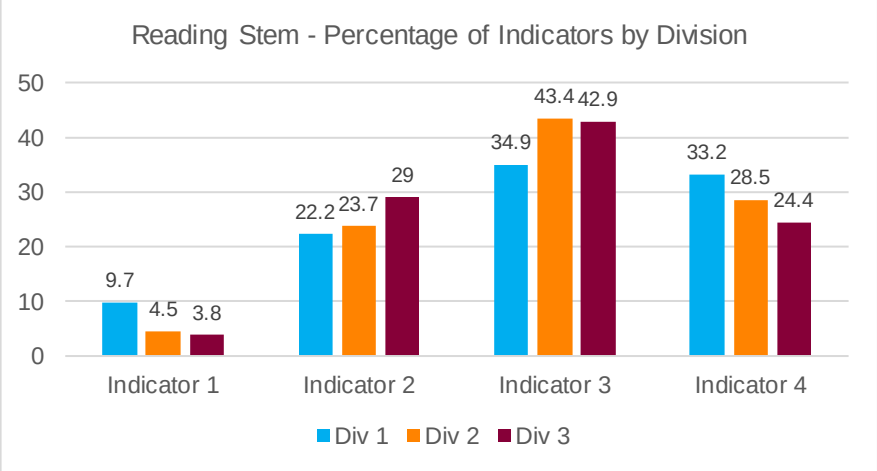
Local Measure

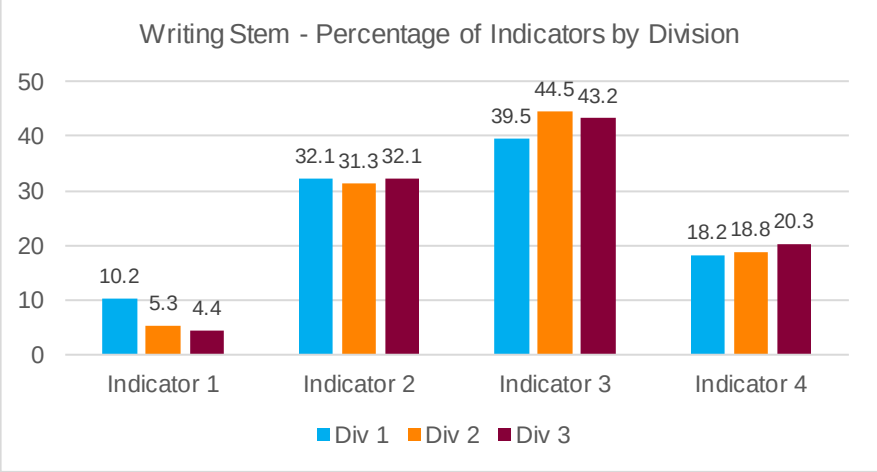
Report Card Results

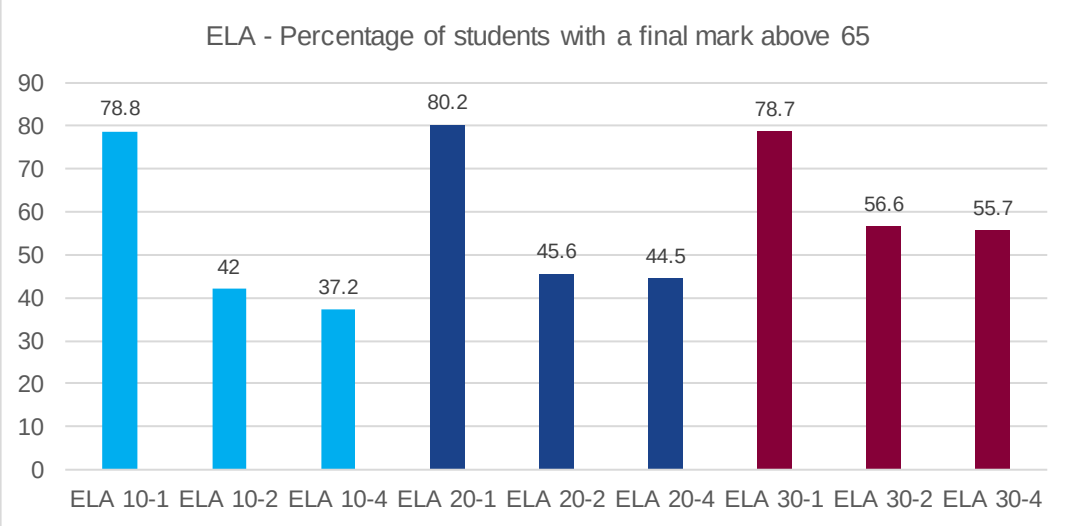
Language Arts

Report Card

For additional information, refer to Appendix R | Report Card Data.







Local Measure

DELF & DELE

Results on the Diplôme d'études en langue française (DELF) and the Diplomas de Español como Lengua Extranjera (DELE)

Exam & Level	Exams written	Exams passed*
DELF - A1	137	136
DELF - B2	92	89
DELE - A2/B1	12	11
DELE - B2	2	1

*DELE results breakdowns do not specify which students passed which exam only the overall pass rate.

Required AEAM

PAT Acceptable & Excellence

Diploma Exam Acceptable & Excellence

Diploma Examination and Provincial Achievement Test (PAT) Results

Note | Provincial assessments were cancelled or optional in 2019-20 and 2020-21 due to the global pandemic.

For disaggregated results by cohort, refer to Appendix J | Diploma Examination Results.

All			Results (in percentages)									
			2018-19		2019-20		2020-21		2021-22		2022-23	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	96.9	38	n/a	n/a	n/a	n/a	97.6	46	97.7	44.4
		Diploma Exam	86.9	15.4	n/a	n/a	n/a	n/a	81.6	13.9	86.3	14.4
	Province	School-Awarded	98	35.1	n/a	n/a	n/a	n/a	98.2	44.6	98.4	42.4
		Diploma Exam	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5
English Lang Arts 30-2	Authority	School-Awarded	93	13.4	n/a	n/a	n/a	n/a	95.4	21	94.3	18.5
		Diploma Exam	86.9	14.7	n/a	n/a	n/a	n/a	81.9	15.8	86.9	15.6
	Province	School-Awarded	96.1	15.4	n/a	n/a	n/a	n/a	96.6	19.9	96.7	18.7
		Diploma Exam	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7
French Lang Arts 30-1	Authority	School-Awarded	99.7	61.4	n/a	n/a	n/a	n/a	100	65.2	99.7	61
		Diploma Exam	94.9	18.9	n/a	n/a	n/a	n/a	92.3	5.8	96.9	8.8
	Province	School-Awarded	99.7	56.7	n/a	n/a	n/a	n/a	99.8	65.8	99.4	62.3
		Diploma Exam	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1

For disaggregated results by cohort, refer to Appendix K | Provincial Achievement Test Results.

All			Results (in percentages)									
			2018-19		2019-20		2020-21		2021-22		2022-23	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6	Authority	Reading	91.0	46.9	n/a	n/a	n/a	n/a	86.5	41.8	89.6	43.1
		Writing	92.3	11.2	n/a	n/a	n/a	n/a	90.2	16.3	88.8	14.9
	Province	Reading	90.2	44.6	n/a	n/a	n/a	n/a	86.5	39.3	88.6	40.1
		Writing	91.6	10.8	n/a	n/a	n/a	n/a	91.5	15.7	89.9	15.3
French Language Arts 6 année	Authority	Reading	90.6	31.9	n/a	n/a	n/a	n/a	84.5	19.6	85.0	25.6
		Writing	95.6	19.8	n/a	n/a	n/a	n/a	83.8	10.0	86.7	10.6
	Province	Reading	83.8	25.3	n/a	n/a	n/a	n/a	76.4	18.0	79.8	19.8
		Writing	93.9	16.5	n/a	n/a	n/a	n/a	84.1	12.1	83.8	13.3
English Language Arts 9	Authority	Reading	79.1	21.6	n/a	n/a	n/a	n/a	82.0	27.1	80.9	21.1
		Writing	91.0	21.8	n/a	n/a	n/a	n/a	87.5	20.2	87.1	21.2
	Province	Reading	79.6	19.6	n/a	n/a	n/a	n/a	81.0	21.3	80.1	19.9
		Writing	89.6	21.2	n/a	n/a	n/a	n/a	88.6	18.1	88.8	20.1
K&E English Language Arts 9	Authority	Reading	70.4	23.5	n/a	n/a	n/a	n/a	68.8	16.1	72.1	21.3
		Writing	73.5	5.1	n/a	n/a	n/a	n/a	65.6	8.6	54.1	6.6
	Province	Reading	68.8	18.8	n/a	n/a	n/a	n/a	65.0	16.9	70.2	17.9
		Writing	74.5	4.8	n/a	n/a	n/a	n/a	67.7	5.1	67.4	5.0
French Language Arts 9 année	Authority	Reading	81.6	16.4	n/a	n/a	n/a	n/a	76.2	11.3	75.8	12.7
		Writing	89.6	12.8	n/a	n/a	n/a	n/a	80.1	13.2	85.6	17.2
	Province	Reading	81.2	15.7	n/a	n/a	n/a	n/a	73.6	10.5	75.3	11.9
		Writing	90.1	14.0	n/a	n/a	n/a	n/a	84.1	15.1	87.2	17.1

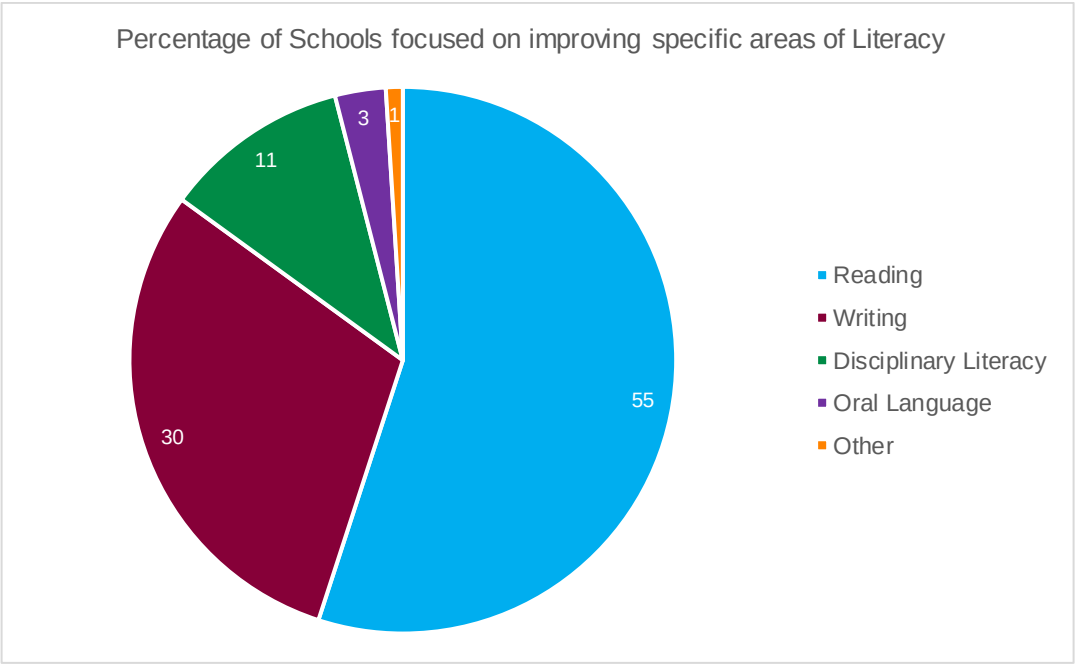
Local Measure

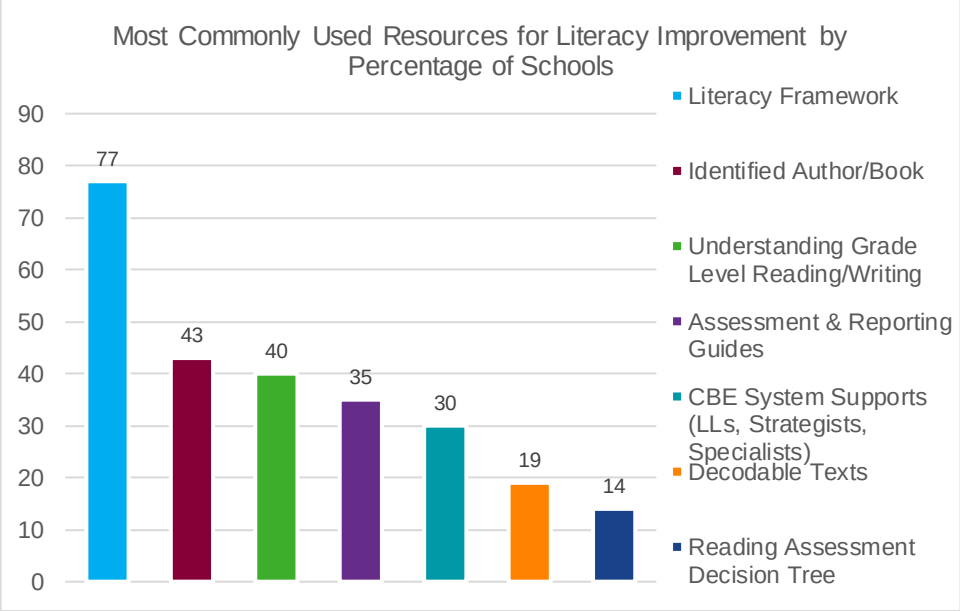
SDP Goals, Measures

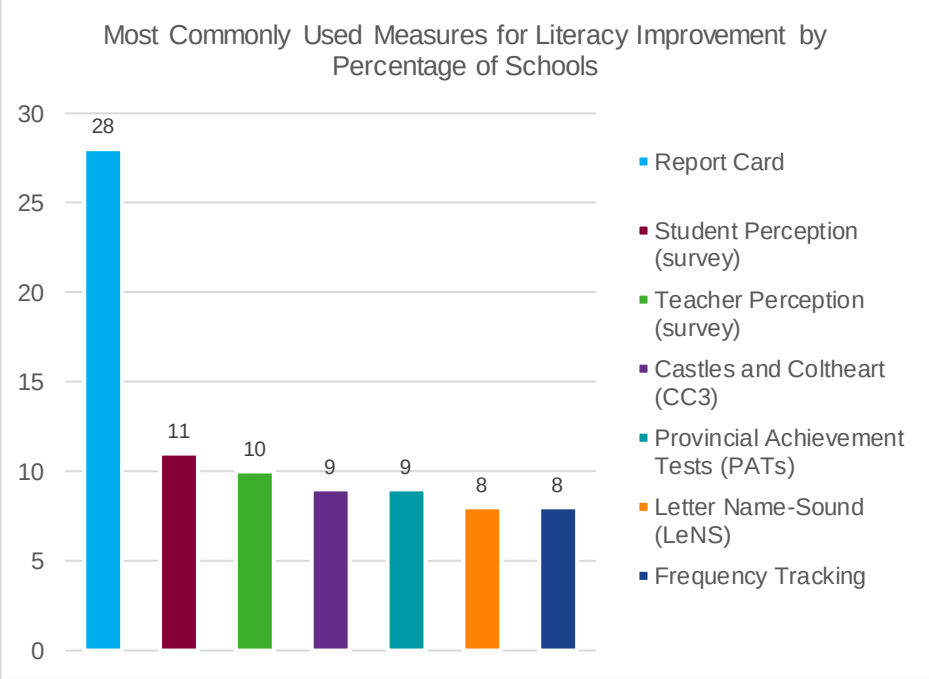
School Development Plan (SDP) Data 2022-23

Note | every school had a literacy goal.

The three charts below show key themes and trends in school development plans across all schools and areas in CBE. For additional information, refer to Appendix O | SDP Data.







What We Noticed | Literacy

Celebrate | Literacy

Achievement in Reading

- Reading Readiness Screening Tool (RRST) results indicated that approximately 63 per cent of CBE kindergarten students were on the right track to achieve levels considered developmentally appropriate and improvements in all areas of phonological skills were noted particularly in syllable blending and initial sound isolation. Overall, there was an increased number of students leaving kindergarten with well-developing phonological skills, specifically 3% more than in the previous year.

- School development plan data showed an increased focus on improving reading and more schools used decodable texts as identified resources in school development planning compared to the previous school year, supporting an intentional focus to improve student achievement in this specific area of reading.
- Fewer CBE students who scored 'at-risk' in the LeNS and CC3 pre-tests were identified as 'at-risk' when administered the post-test. LeNS results had proportionally more 'at-risk' students compared to CC3 results. Improvement in CC3 non-word category was greatest with nearly half of students who initially scored in the at-risk category for non-words scored not at risk in post-tests.
- CBE students exhibit a strong understanding of their individual reading skill development, confidently recognizing the necessary steps to improve their reading abilities with over 90 per cent of students agreeing that they are understanding what they read and approximately 80 per cent of students agreeing that they know what to do next to improve reading skills on the CBE Student Survey.
- Across all three standard categories, grade 6 and 9 students in CBE outperformed the province on ELA Part B Reading provincial achievement results in 2022-23.
- More than 66 per cent of Division 1 English Language Learners received an indicator of 3 or 4 in the Reading stem on their report card.
- English Language Arts 30-1 and 30-2 and French Language Arts 30-1 diploma results were above the provincial average for Part B Reading.
- Intervention strategies that were found to be effective in addressing gaps in student achievement in reading included: Interdisciplinary team leadership, data-driven instruction, flexible instructional cycles, collaboration with classroom-based teachers, differentiated support, training and resource enhancement, continuity and familiarity.

Implementation of CBE's Literacy Framework and New Curriculum

- Percentage of schools using CBE's *Literacy Framework* as a resource in their School Development Plan was 77 per cent, an increase of 20 percentage points.
- Overall student agreement to literacy framework suite of questions on CBE Student Survey improved.
- Summer professional learning sessions widely attended by kindergarten to Grade 6 leaders and teachers.
- In the CBE Student Survey data, English Language Learners showed more agreement on having connection to the texts they read and hear in class and on knowing what to do next to improve their reading and writing skills, as compared to the All Students cohort

High School Student Perceptions and Achievement

- High school students' perceptions of English Language Arts remained positive and consistent. They acknowledge the practical relevance of the language arts they learn in school to their everyday lives.
- Dash 1 ELA courses showed the highest percentages of students who received a mark above 65 compared to dash 2 and dash 4 courses.

Oral Language

- Improvement demonstrated across all student cohorts, including All students, English Language Learners (ELL), and Indigenous students.

- RRST results indicate a strength in kindergarten students' oral expression skills.

Writing

- Students reported increased confidence in their writing abilities, with a majority feeling they are competent writers. They also expressed an awareness of how to further enhance their writing skills and actively participate in discussions on various literary texts.
- Grade 9 narrative writing PAT results were slightly above the provincial average.
- English Language Arts 30-1 and 30-2 and French Language Arts 30-1 diploma results were above the provincial average for Part A Writing.

Languages

- 276 students completed a Language Course Challenge process in the first year of the program across 14 programs of study.
- In collaboration with the Calgary Catholic School Division, 758 grade 5 & 6 students from the Spanish Bilingual program gathered for a day at the Calgary Public Library to attend various workshops lead by Spanish speaking artists in residence.
- Over 750 students performed in our ¿Que Pasa? event at the Jubilee Auditorium - a multi-school K-12 Spanish Bilingual Program Performance Fine Arts Gala evening.
- 99 per cent of students successfully completed DELF A1 exam and 97 per cent of students successfully completed the DELF B2 exam.

Areas for Growth | Literacy

Achievement in Writing

- Report card data across Divisions 1, 2 and 3 suggest lower student achievement in writing overall when compared to reading achievement.
- Less than 30 per cent of the Division 1 students with identified special education needs achieved an indicator of 3 or 4 in writing.
- Students reported a decline in opportunities to receive valuable feedback on their writing skills and the chance to collaborate with peers in different settings to enhance both reading and writing abilities.
- Grade 6 CBE students' provincial achievement results in writing were lower than the provincial average in both the acceptable and excellence standard. The greatest discrepancy between the province and CBE PAT results for students achieving "Limited" and "Poor" on ELA Part A PAT narrative writing was within the Organization reporting category followed by Conventions.
- 87.1% of grade 9 CBE students achieved the acceptable standard on the ELA Part A Writing PAT, which was lower than the provincial average of 88.8 %. While a higher percentage of grade 9 students in CBE achieved the standard of excellence than the province, more CBE students in grade 9 also achieved below the acceptable standard. Content and content management in functional writing surfaced as a possible area for improvement in grade 9 writing moving forward.

Interest in Language Arts Learning

- Two key areas requiring improvement are: increasing students' interest in language arts to ensure students find these classes engaging and relevant and addressing

the gap between student perceived usefulness vs interest in English Language Arts learning.

- Low agreement levels of 69 per cent (grade 4), 65 per cent (grade 7) and 61 per cent (grade 10) on AEA Survey when students were asked if they like language arts (grade 4) or find language arts learning at school interesting (grade 7 and 9).
- Encouraging students to read interesting books and fostering a sense of connection to texts is an area that requires growth.
- Only 66.8 per cent of students agreed to feeling a connection to the texts they read and hear in class on the CBE Student Survey, a continued decline from last year.
- AEA survey results maintained two significant discrepancies: how students perceive the usefulness of Language Arts versus student interest levels in Language Arts and how parents, teachers and student perceived literacy learning with a considerable difference in agreement level between the three respondent groups.

Phonological Skills

- Although gains were made, CBE kindergarten children continue to benefit from structured, direct instruction specific to phonological skills and connected phonics.
- Phoneme level work was an area where over 50 per cent of CBE kindergarten children scored in the “Minimal Development” range. This was particularly true for English as Additional Language Learners and those identified with special education needs.

Languages

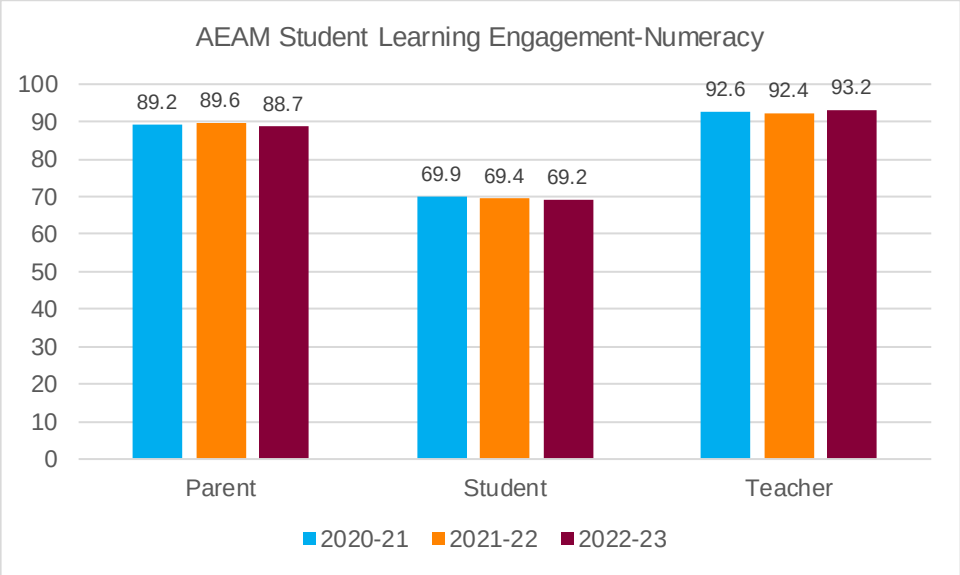
- Transitioning to outcomes-based assessment for FSL, Spanish and Language & Culture courses.
- Calibrating FLA benchmarks via system-wide FLA 7-8-9 written and oral tasks.
- Limited participation in professional learning networks and communities of practice for both the Late Immersion schools and new language teachers.
- Assessment tools for both the Mandarin and Spanish programs to ensure alignment with the Programs of Study and system direction.

What We Measured | Mathematics

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Alberta Education Assurance (AEA) Survey: Student Learning Engagement - Numeracy

Percentage of agreement with the suite of questions tied to numeracy and mathematics



For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Local Measure

CBE Student Survey

Mathematics Framework

CBE Student Survey

For the results by question, refer to Appendix H | CBE Student Survey Results by Question.

Percentage of agreement with the suite of questions tied to the summary measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Mathematics Framework	73.1	73.7

Required AEAM

Early Years Assessment

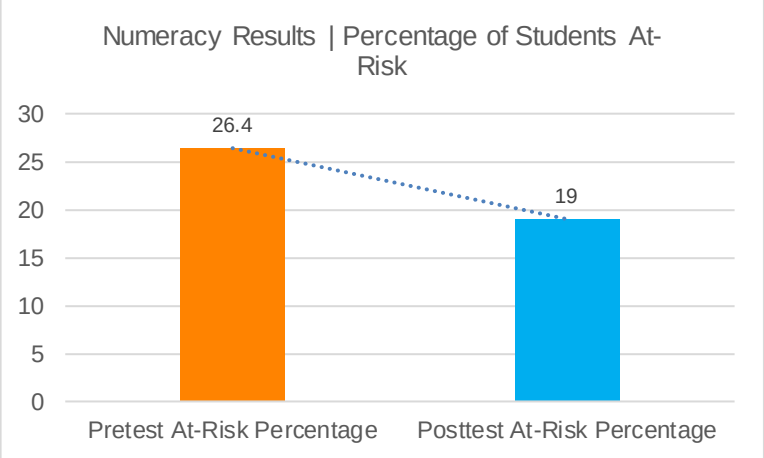
Numeracy

Numeracy Assessments

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.

Numeracy Results by Grade – All Students

Grade	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at risk in numeracy on final assessment(s)	Average number of months behind grade level at-risk students were at in numeracy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in numeracy at time of final assessment(s)
Grade 1	10197	1893	8.39	2.22
Grade 2	9377	1478	9.96	1.83
Grade 3	9940	1286	10.64	0.25
Grade 4	872	30	10.50	-0.40



Note | following focused, intentional efforts to improve numeracy for students determined to be at-risk over 7 per cent of those students who scored at-risk in the pre-test improved their achievement on the numeracy assessment.

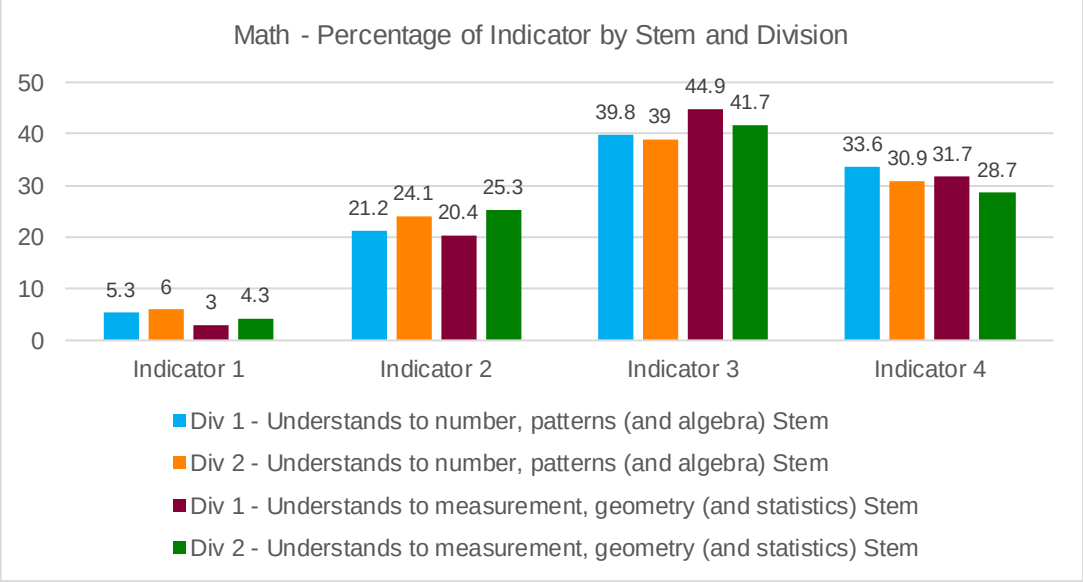
Local Measure

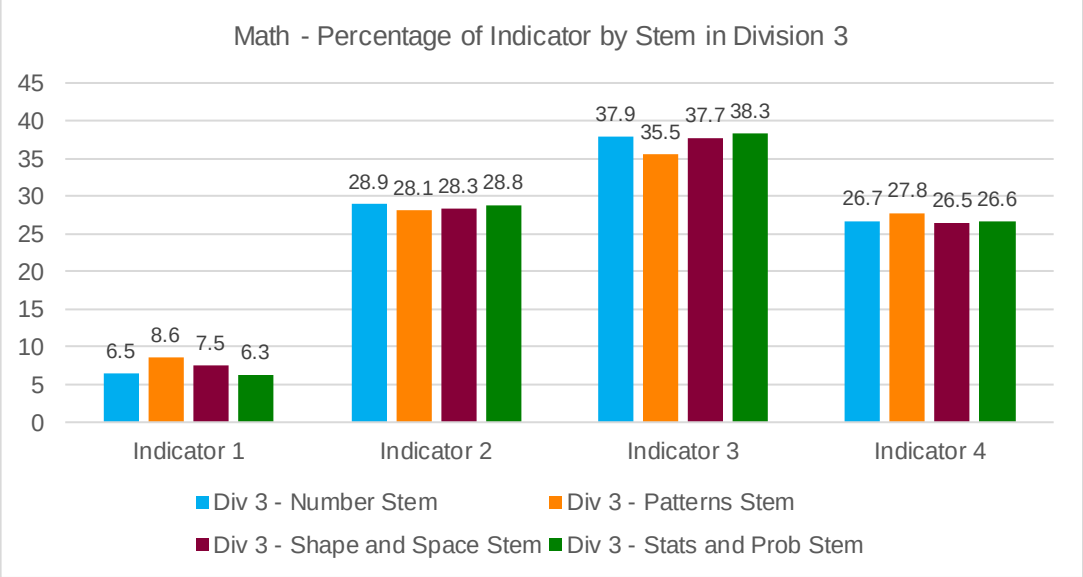
Report Card Results

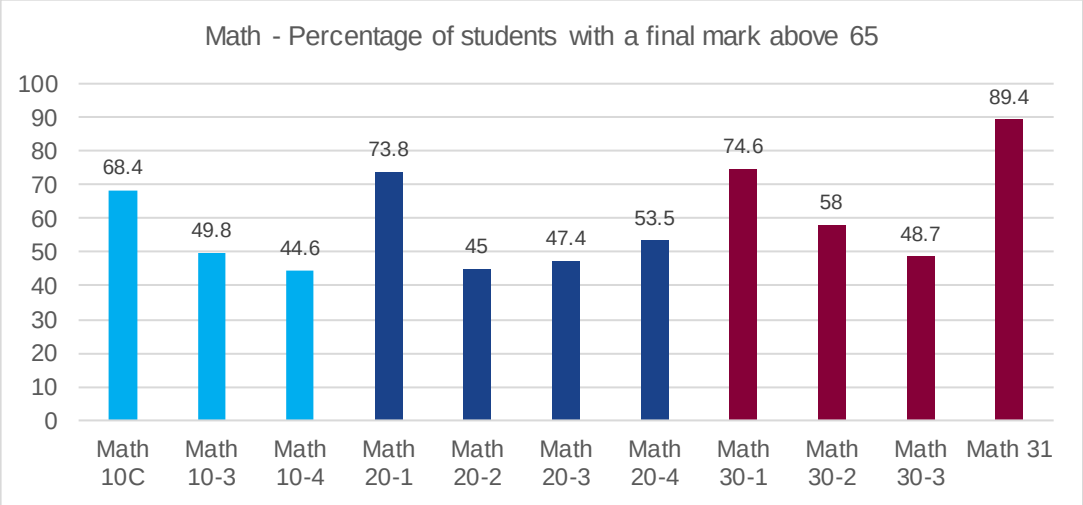
Mathematics

Report Card

For additional information, refer to Appendix R | Report Card Data.







Required AEAM

PAT Acceptable & Excellence

Diploma Exam Acceptable & Excellence

Diploma Examination and Provincial Achievement Test (PAT) Results

Note | Provincial assessments were cancelled or optional in 2019-20 and 2020-21 due to the global pandemic.

For results disaggregated by cohort, refer to Appendix J | Diploma Examination Results.

All			Results (in percentages)									
			2018-19		2019-20		2020-21		2021-22		2022-23	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
Mathematics 30-1	Authority	School-Awarded	95.5	53.6	n/a	n/a	n/a	n/a	92.2	47.7	94.3	55.9
		Diploma Exam	83.4	45.5	n/a	n/a	n/a	n/a	66.5	24.4	78.4	40.1
	Province	School-Awarded	96.2	51.6	n/a	n/a	n/a	n/a	95.4	51.6	96.1	54.1
		Diploma Exam	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23	70.8	29
Mathematics 30-2	Authority	School-Awarded	92.2	28.2	n/a	n/a	n/a	n/a	93.6	29.7	92	27.5
		Diploma Exam	77.7	19.6	n/a	n/a	n/a	n/a	68.1	15.1	77.4	19.8
	Province	School-Awarded	94.3	28.6	n/a	n/a	n/a	n/a	94.3	29.7	94.1	29.2
		Diploma Exam	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2

For results disaggregated by cohort, refer to Appendix K | Provincial Achievement Test Results.

All			Results (in percentages)									
			2018-19		2019-20		2020-21		2021-22		2022-23	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
Mathematics 6	Authority	Part A	77.2	51.2	n/a	n/a	n/a	n/a	69.2	40.5	72.0	48.9
		Part B	83.9	19.8	n/a	n/a	n/a	n/a	76.3	14.7	80.1	21.3
	Province	Part A	71.8	43.5	n/a	n/a	n/a	n/a	68.0	39.0	69.2	45.4
		Part B	81.3	16.9	n/a	n/a	n/a	n/a	77.3	14.0	78.8	17.9
Mathematics 9	Authority	Part A	56.5	27.7	n/a	n/a	n/a	n/a	55.0	26.0	52.1	21.3
		Part B	75.8	27.9	n/a	n/a	n/a	n/a	73.4	27.1	72.9	21.0
	Province	Part A	51.3	21.9	n/a	n/a	n/a	n/a	49.0	20.3	48.7	17.6
		Part B	74.2	24.0	n/a	n/a	n/a	n/a	71.3	22.8	71.3	18.4
K&E Mathematics 9	Authority	Knowledge	64.6	14.8	n/a	n/a	n/a	n/a	66.2	16.9	52.4	11.0
		Skills	71.7	18.4	n/a	n/a	n/a	n/a	66.9	20.6	56.1	14.6
	Province	Knowledge	68.4	16.2	n/a	n/a	n/a	n/a	65.8	15.1	61.6	15.9
		Skills	74.5	19.0	n/a	n/a	n/a	n/a	69.4	18.1	69.7	18.6

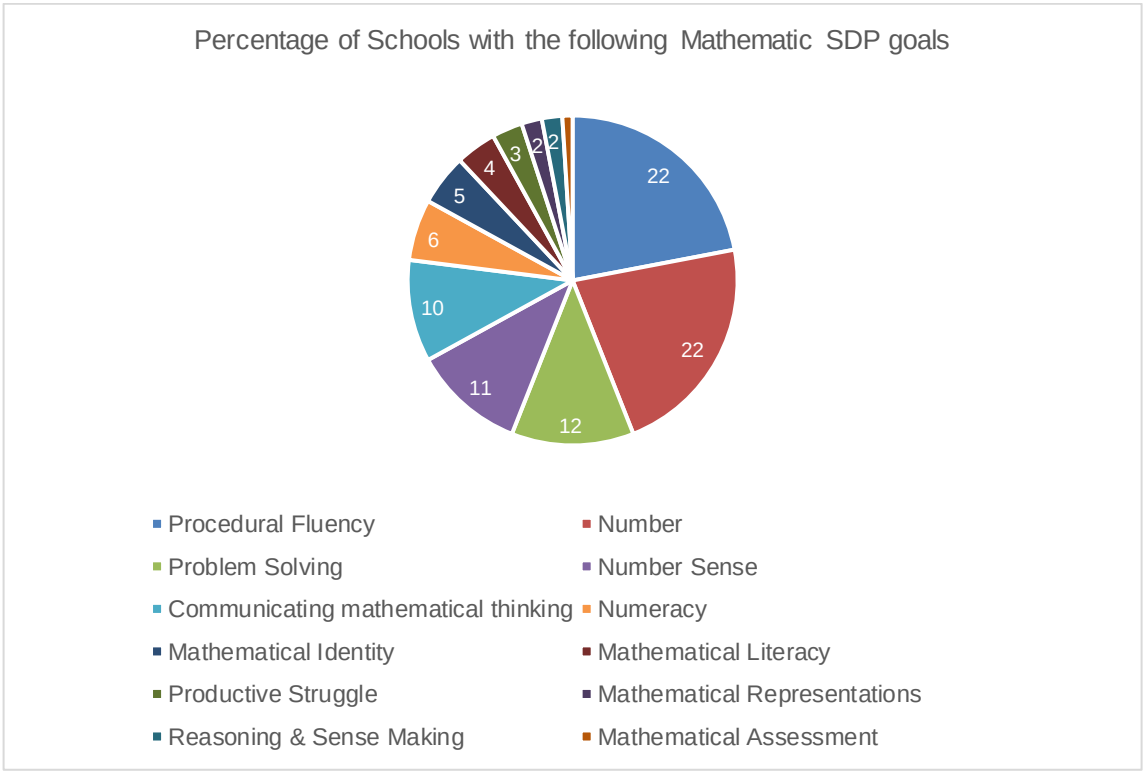
Local Measure

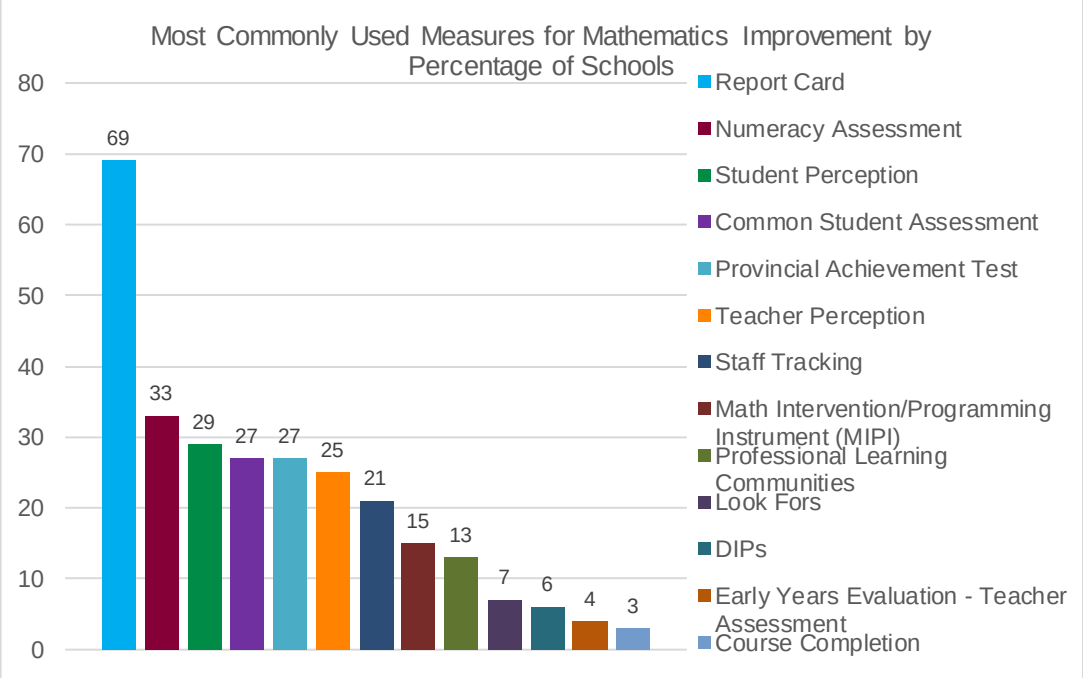
SDP Goals, Measures

School Development Plan (SDP) 2022-23

Note | every school had a mathematics goal.

Percentage of schools that have the identified goal and measure





Note | Most Commonly Used Resources for Mathematics Improvement by Percentage of Schools not represented graphically due to the wide variety of resources used.

What We Noticed | Mathematics

Celebrate | Mathematics

CBE's *Mathematics Framework* Implementation

- More than 82 per cent of schools identified using CBE's *Mathematics Framework* as a resource in their School Development Plan. This was an increase from the 76 per cent of schools who identified this as a resource in 2021-2022 school year.
- School development plan data showed more schools focused on building positive mathematics identities, in alignment with the *Mathematics Framework* and system professional learning opportunities offered.
- Overall agreement to the suite of questions that attend to CBE's *Mathematics Framework* on the CBE Student Survey increased to 73.7 per cent.
- Most students showed great confidence in learning mathematics and agreed to being able to attain the level of personal success in mathematics to achieve their future goals. Over 85 per cent of students agreed to the statement "I am confident that I can learn mathematics" and approximately 82 per cent agreed to the statement "I can reach the level of success in mathematics that I need for my future goals" on the CBE Student Survey, both increases since last year.

Mathematics provincial assessment results

- The Numeracy post-test results for students who scored 'at-risk' in their pre-test showed a decrease in the number of students 'at-risk' overall.
- Grade 6 and 9 PAT results (except for K&E) were above provincial results across both standard categories (Excellence, Acceptable).
- Grade 6 Part A multiplication results and Grade 9 Part A results for Rational Numbers and Square Roots were above the provincial averages.

- Grade 6 and 9 Part B Patterns & Relations results were stronger for CBE students than provincial results.
- CBE outperformed the provincial average on the Mathematics 30-2 diploma examination and Relations and Functions results were strongest and CBE blended marks for this diploma exam were higher than were provincial blended marks.
- Intervention strategies that were found to be effective in addressing gaps in student achievement in numeracy included: Interdisciplinary team leadership, data-driven instruction, flexible instructional cycles, collaboration with classroom-based teachers, differentiated support, training and resource enhancement, continuity and familiarity.

Perceptions about mathematics learning

- Improved student agreement to statements: “I can reach the level of success in mathematics that I need to reach my future goals” (82%), “I know what to do next to improve in mathematics” (79%) and maintained student agreement (85%) to feeling confident in learning mathematics on the CBE Student Survey.
- Maintained student agreement (79%) on the AEA Survey to the statement “I understand how the mathematics I am learning at school is useful.”
- High school students find the mathematics they are learning at school more interesting, indicating a positive change in engagement.
- High school parents appreciate the practicality of the numeracy skills their children are acquiring at the school, recognizing their usefulness.

Areas for Growth | Mathematics

Student Interest in Mathematics

- Grade 4 students have expressed a reduced liking for mathematics, and Grade 7 students have identified math as less interesting on the AEA survey.
- 61% of grade 7 students agreed the mathematics they are learning at school is interesting on the AEA survey.
- 58.7% of students in grades 11 and 12 perceived mathematics as a creative and interesting subject on the CBE Student Survey and while this was a small increase from student agreement levels of 58.2% in 2021-22, continued improvement remains an area for growth.
- Parent and Teacher perception of student engagement in mathematics are significantly higher than student perceptions on the AEA survey.
- Student Learning Engagement responses gathered from parents and teachers on the AEA Survey was consistently and significantly higher than student agreement levels, suggesting differing perceptions between the three respondent groups. Additionally, grade 7 and 10 student responses on the AEA Survey continued to show higher agreement with how useful they perceived mathematics learning versus how interesting mathematics learning is perceived at school.

Achievement in Patterns

- 36.7 per cent of students in Division 3 achieved a 1 or a 2 on the Patterns report card stem with 8.6% of students achieving a 1 on this stem.
- A greater number of students engaged in learning new mathematics curriculum achieved a 1 on the Number, Patterns and Algebra report card stem than on the Measurement, Geometry and Statistics stem.

- Across Divisions 1, 2 and 3 there was lower achievement in Patterns or ‘understands and applies concepts related to number, patterns and algebra’ stem.

High School Student and Parent Perceptions

- Despite an overall increase in the response to the prompt "The numeracy skills students are learning at your school are useful," high school parents reported a decline in the usefulness of the numeracy skills their child is learning at school.
- High school English Language Learners and students in ‘All Students’ cohort showed lower agreement levels in responses to statements "I share my ideas and ask questions in mathematics class" and "I use written and oral communication skills in mathematics class."

Our Next Steps | Literacy & Mathematics

- **Professional Learning**
  - Elementary teachers:
    - Assessment of Foundational Reading Skills (AFRS) formally named the Reading Readiness Screening Tool (RRST).
    - Evidence Informed Literacy assessment practices.
    - Phonemic awareness and phonics for emergent readers
    - Developmental progression of fine motor skills for printing.
    - Using diagnostic reading assessments to determine next steps in reading instruction and intervention.
    - Dr. Marian Small supporting MathUP resources to improve teacher practice and student achievement.
    - Improving understanding of mathematics content, instruction and assessment in relation to the new Mathematics Curriculum.
  - Middle Years and High School teachers:
    - Highest Level of Achievement (HLAT) Network participation to deepen understanding of the writing process and build collective knowledge of ELAL learning outcomes (K-6) and program of studies learning outcomes (7-9).
    - How assessment can support knowing our learners and improving student engagement and achievement in English Language Arts and Literature (ELAL) curriculum.
    - Improving understanding of mathematics content, instruction, and assessment in relation to middle years learner mathematics identity.
    - Improving Reading for Older Students (IROS) modules for older students reading below grade level.
    - Improving teacher understanding and leadership of literacy and mathematics instruction in relation to outcomes-based assessment.
  - Language Specialists and DELF teachers:

- Providing DELF trainer certification to develop a sustainable pool of DELF-certified Examiners within CBE.
- Providing sessions for French language teachers for the assessment of oral language production in the context of the new curriculum for French Immersion Language and Literacy.
- Development of LDC French Language Arts (Late Immersion) in preparation for implementation in fall 2024.

Structures and Processes

- Enact implementation plan for the new 4-6 English Language Arts and Literature (ELAL) curriculum.
- Assessment of Foundational Reading Skills (AFRS) administration by all kindergarten teachers in fall and spring of the 2023-24 school year to identify literacy needs and areas for growth for kindergarten children.
- Develop on-demand online videos and resources to support teachers and leaders in their specific school contexts.
- Professional Learning Network (PLN) working sessions for High School Learning Leaders and teachers.
- Working groups for high school teachers to develop high-quality summative assessment exemplars using outcomes-based assessment.

Resources

- CBE's *K-12 Literacy and Mathematics Frameworks* refined.
- English language arts K-3 Scope and Sequence updates.
- K-3 Reading Assessment Decision Tree will be created to support analyzing LeNS and CC3 data and determine next steps for assessment.
- Recommended resource guide aligned with K-3 ELAL curriculum.
- English Language Arts and Literature Resource Guides updates in grades K-3 and 4-6 to support curriculum implementation.
- New home literacy routines flatsheet aligned with K-3 ELAL curriculum and research-based practices to be created.
- Digital decodable library aligned with the CBE Scope and Sequence to support families with home literacy routines to be developed.
- Literacy resources (e.g., HLAT and IROS) will be curated using appropriate platforms (e.g., Google Classroom and Brightspace D2L) to facilitate professional learning for K-12 teachers.
- Grade Level Reading and Writing document updates to align with the English Language Arts and Literature (ELAL) K-6 learning outcomes.
- Literacy and Mathematics School Development Plan (SDP) Support Documents refined to continue alignment between frameworks and SDPs.
- Grades 4-12 Reading Assessment Decision Tree updates to support identifying next steps for students at-risk for reading difficulties.

- High-quality task and summative assessment exemplars to support high school teachers implementing outcomes-based assessment.
- ELA 10-1 and 10-2 Assessment and Reporting Guides will be refined.
- Language Course Challenge exams developed in additional languages to expand 30-level language offerings of Language Course Challenge program.
- Oral communication evaluation tools provided to support teacher teams in assessing in the new FILAL curriculum.
- Resources in key languages will be created that align with the New Curricula (FILAL, Mathematics, Science).
- Bridging Student Transitions document development in support of students who accessed different curricula in 2022-2023.

Assurance Domains

Student Growth & Achievement

Learning Supports

Required Local Component

School authorities are responsible for improving First Nations, Métis and Inuit student success.

This includes ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

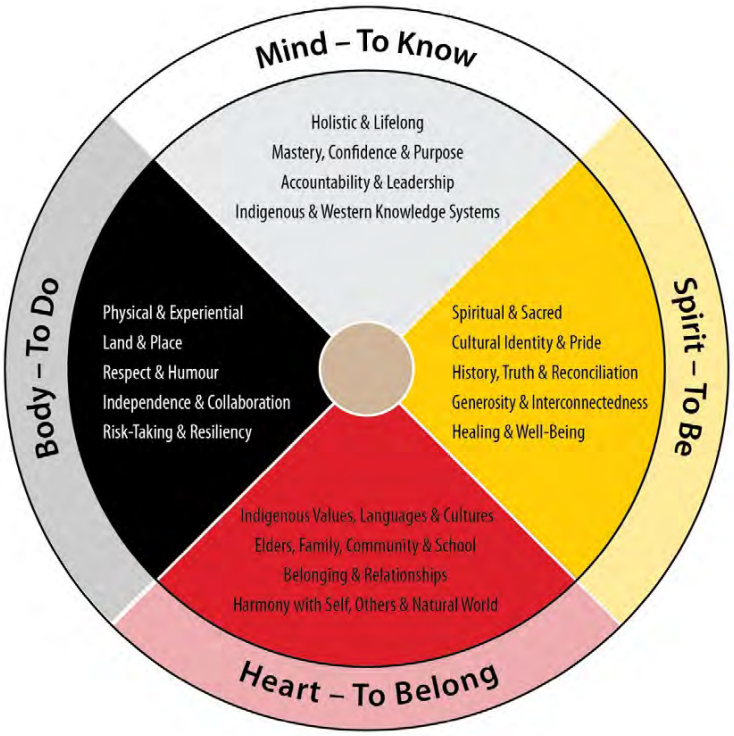
Key Outcome: Students who self-identify as Indigenous are supported to experience improved achievement and well-being

Context

CBE continues to prioritize and commit to creating the systemic conditions required to ensure that each student who self-identifies as Indigenous is supported to experience improved achievement and well-being. System-wide implementation of the CBE Indigenous Education Holistic Lifelong Learning Framework provides the foundation upon which CBE staff, teams, schools communities, service units and our district meaningfully position and deepen our individual and collective knowledge to meet the holistic needs of students who self-identify as Indigenous, and all CBE students.

Our commitment to Education for Reconciliation remains action oriented and strong as we enter our third year having each CBE school reflect on and maintain a personalized, school specific TRC Commitment to Action. In 2022-23 most CBE schools continued to commit to supporting TRC Call to Action 63 (i-iv) focused on maintaining an annual commitment to Indigenous Education issues. Other ways we have advanced the TRC Calls to Action, include the deployment of 17 1.0 FTE Indigenous Education Strategists to 18 target schools to support ensuring that each student who self-identifies as Indigenous is supported to experience improved achievement and well-being. In alignment, the Education Directors responsible for all schools and portfolios gathered four times during the 2022-23 school year to engage in a Collaborative Team Meeting (CTM) focused on improving our work on behalf of self-identified Indigenous students and Indigenous Education for all students. Each CTM celebrated the successes of students and schools, identified challenges and key issues, and then determined effective leadership actions required to support the school or group of schools.

Indigenous Education Holistic Lifelong Learning Visual with Key Attributes



"*Reconciliation is an act of Canadian citizenship*."

Her Excellency the Right Honourable Mary Simon, C.C., C.M.M., C.O.M., O.Q., C.D., Governor General and Commander-in-Chief of Canada

What We Did

Maatoomsii'Pookaiks is Blackfoot and translates to “Children First.” Piikani Elder, Leonard Bastien gifted the CBE with this name in ceremony. Maatoomsii'Pookaiks reminds us to maintain our focus on each child in all that we do in service to student learning, well-being and success.

Professional Learning

- Understanding impact of residential schools, land acknowledgements as a reconciliatory act, implementation of the Truth and Reconciliation Commission of Canada: Calls to Action for service unit staff.
- System-wide Indigenous Education Professional Day of Learning Maatoomsii'Pookaiks in October on Truth and Reconciliation for school and service unit staff.
- Built capacity of school and service staff with a focus on the Spirit Domain-To Be and the five key attributes within.
- Wise practices to increase Indigenous student attendance through the Professional Learning Network with 18 schools and support from the Indigenous Education Team for school leaders.

Structures and Processes

- Preschool and full-day kindergarten maintained at Niitsitapi Learning Centre and full-day kindergarten at Piitoayis Family School.
- Designed plan to hold space for Indigenous student voice in the planning and implementation of actions to support their success.
- Four Collaborative Team Meetings (CTM) with Education Directors to advance achievement of this Key Outcome.
- New Request for Support structure for schools and service units to request and receive support from Indigenous Education Team.
- Third and final year of targeted support to 16 of the 18 target schools through deployment of Indigenous Education strategist, two remaining schools each have 1 year remaining in the 3-year cycle.
- Designed system level structure to track and monitor achievement and well-being for self-identified Indigenous students in high school.
- Holistic Transition Process for Grade 9 students who self-identify as Indigenous to support student transitions to high school maintained.
- Indigenous Student Graduation event hosted to celebrate Indigenous students completing Grade 12.
- Land Acknowledgement to action commitment to Education for Truth and Reconciliation continued to be implemented.
- Actioned and renewed school-based Truth and Reconciliation (TRC) Commitments to implement TRC Calls to Action.
- Locally Developed Course Niihiyiyat for grades 5-9 (formerly titled Holistic Lifelong Learning) updated and renewed.

Resources

- “Commūn-I-Tea" resource focused on supporting schools to gather and action Indigenous student and family voice was designed.
- Indigenous Education Insite page updated to improve alignment with the Indigenous Education Holistic Lifelong Learning Framework.

- Print and video resources designed and released to support implementation of the Indigenous Education Holistic Lifelong Learning Framework Spirit Domain-To Be and the five key attributes within.
- Resources and supports to support gaps in areas of high demand, including Indigenous land-based learning, building relationships with Indigenous students, families, Elders and community, and acknowledging the land were designed, updated and shared.
- Indigenous Education newsletters (internal and external) to highlight good news stories and resources with staff, families and community published.
- Video and print resources published throughout the school year to highlight and support schools with acknowledging significant events (e.g., Secret Path Week, Métis Week, Indigenous Veteran's Day, Solstice/Equinox, National Indigenous Peoples Day).
- Treaty 7, Métis Nation, and Inuit Tapiriit Kanatami flag purchased and gifted to each CBE school to live in kinship with the CBE Land Acknowledgement.
- Video designed to support schools with sharing the significance of the flags with students, staff, and families on National Indigenous Peoples Day on June 21, 2023.
- Lesson plan exemplars that model creating and holding ethical space for Indigenous ways of being, belonging, doing and knowing.
- Indigenous Education Holistic Collaborative Response to follow-up requests for support received by Indigenous Education Team.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results and Appendix P | Attendance Data

Required AEAM

High School Completion

High school completion rate of students within three and five years of entering grade 10.

High School Completion

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Self-Identify as Indigenous	Student Growth and Achievement	3-year High School Completion	**49.6**	48.8	45.2	**57.0**	59.5	59.1	Very Low	Improved	Issue
		5-year High School Completion	**60.2**	50.7	51.4	**71.3**	68.0	67.0	Very Low	Improved Significantly	Acceptable

Cohort	Measure	2018-19	2019-20	2020-21	2021-22	2022-23
Self-Identify as Indigenous	3-year High School Completion	40.4	38.9	48.0	48.8	49.6
	5-year High School Completion	51.6	50.5	53.1	50.7	60.2

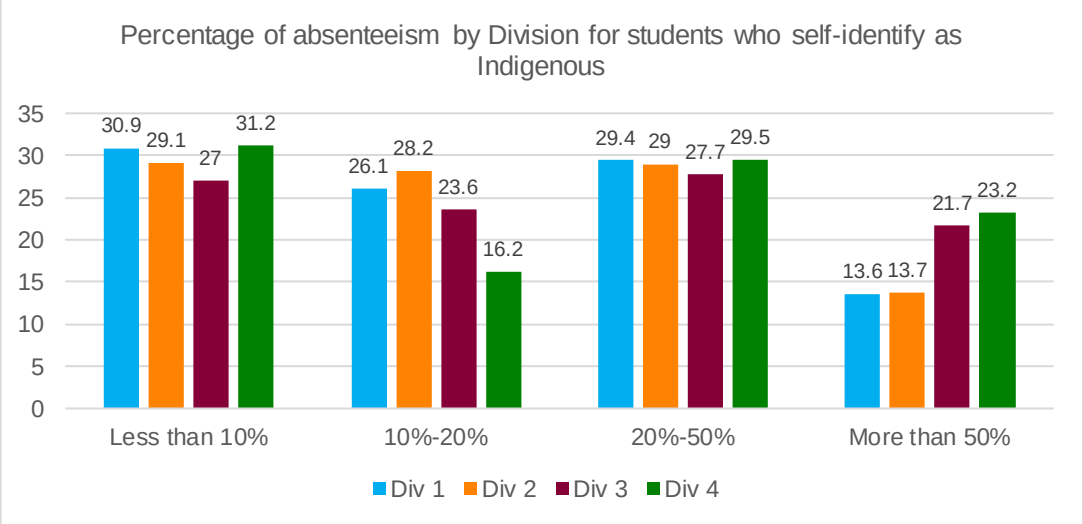
Local Measure

Attendance

Attendance

Percentage of absenteeism for students who self-identify as Indigenous

2021-22 Total Absent Rate	2022-23 Total Absent Rate
24.7	24.9



Percentage of absenteeism by Code for students who self-identify as Indigenous

Code*	Div 1	Div 2	Div 3	Div 4
A	8.9	9.8	15.6	21.1
IL	7	5.8	5.2	4.1
Other	5.1	4.7	4.9	3.3

*A – Absent without contact from the legal guardian

IL – Student is absent due to physical or mental illness or injury and a legal guardian has called in and/or provided medical documentation

Local Measure

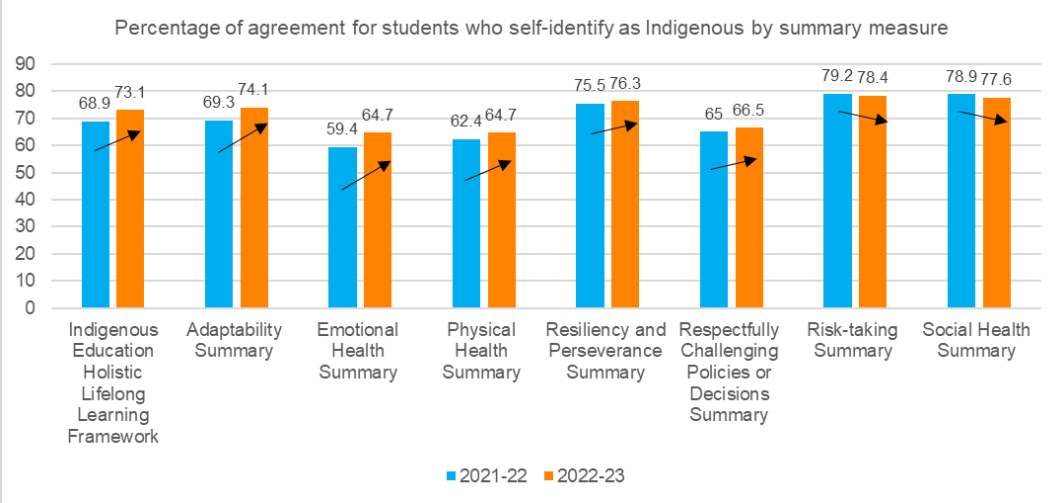
CBE Student Survey

Indigenous Education Holistic Lifelong Learning Framework

CBE Student Survey

For the results by question, refer to Appendix H | CBE Student Survey Results by Question.

Percentage of agreement for the students who self-identify as Indigenous with the suite of questions tied to each summary measure



Note | The questions included in the Indigenous Education Holistic Lifelong Learning Framework are updated according to the new suite of questions.

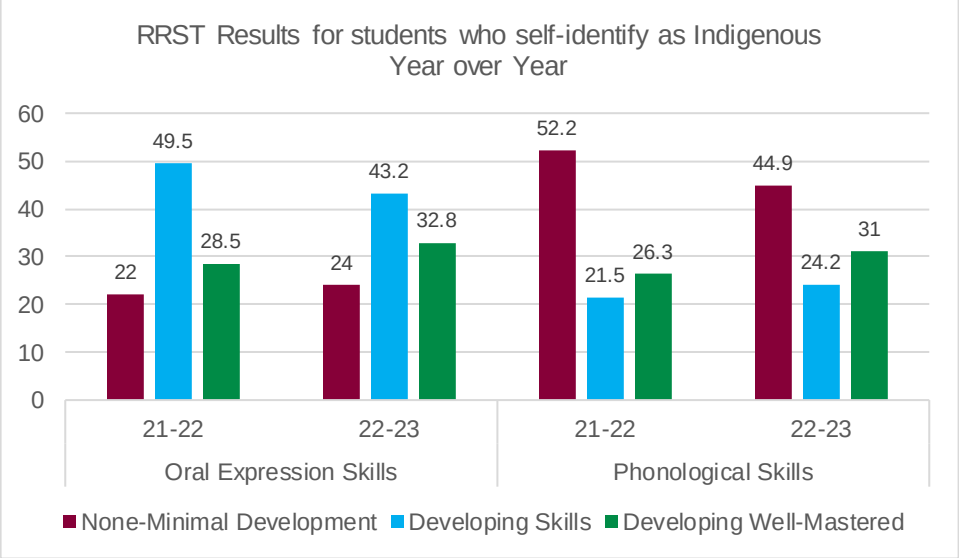
Local Measure

Literacy and Numeracy Assessments

- CC3
- LeNS
- Numeracy
- RRST

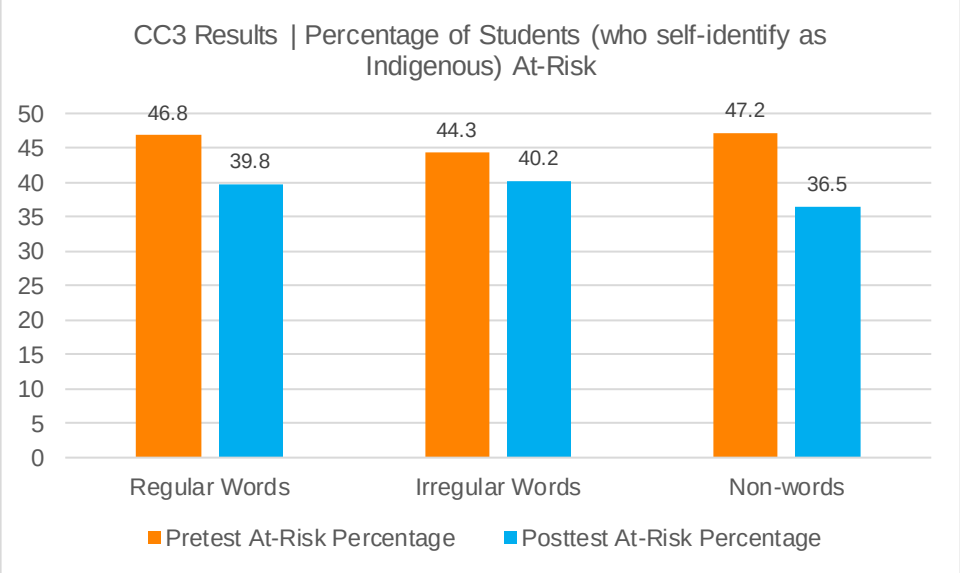
Kindergarten Reading Readiness Screening Tool (RRST)

For the results by section, refer to Appendix M | Reading Readiness Screening Tool.



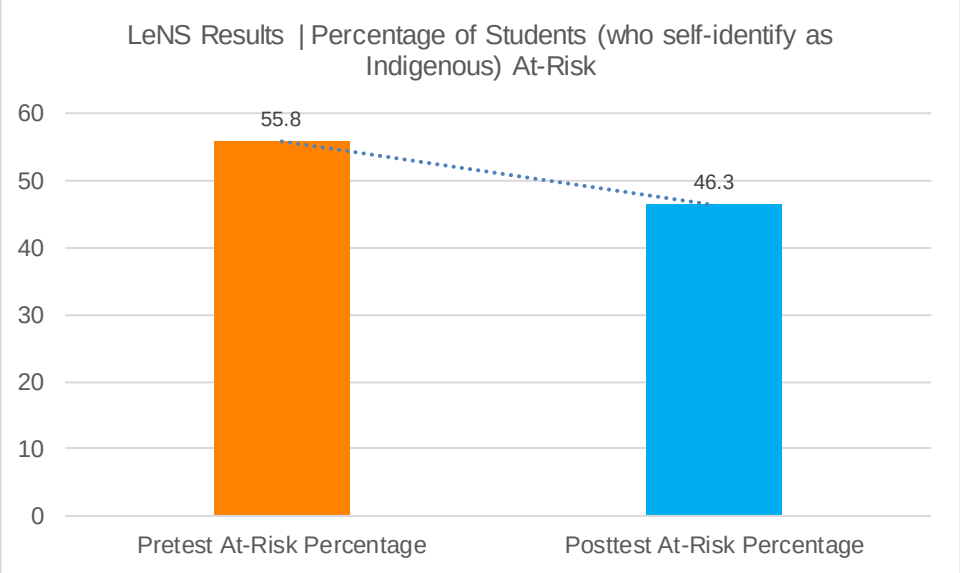
Castles and Coltheart 3 (CC3)

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.



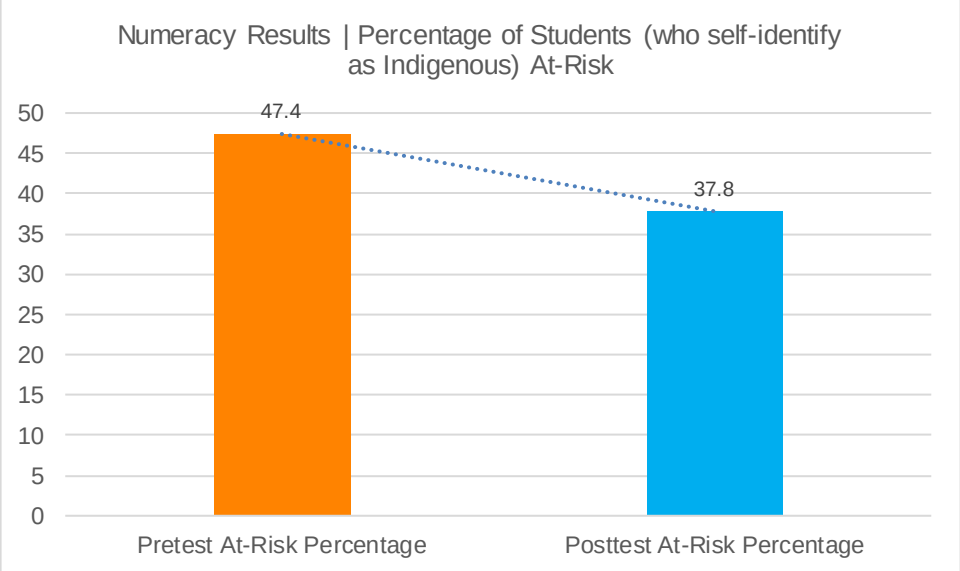
Letter Name-Sound (LeNS):

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.



Numeracy Assessment

For additional information, refer to Appendix Q | CC3, LeNS and Numeracy.

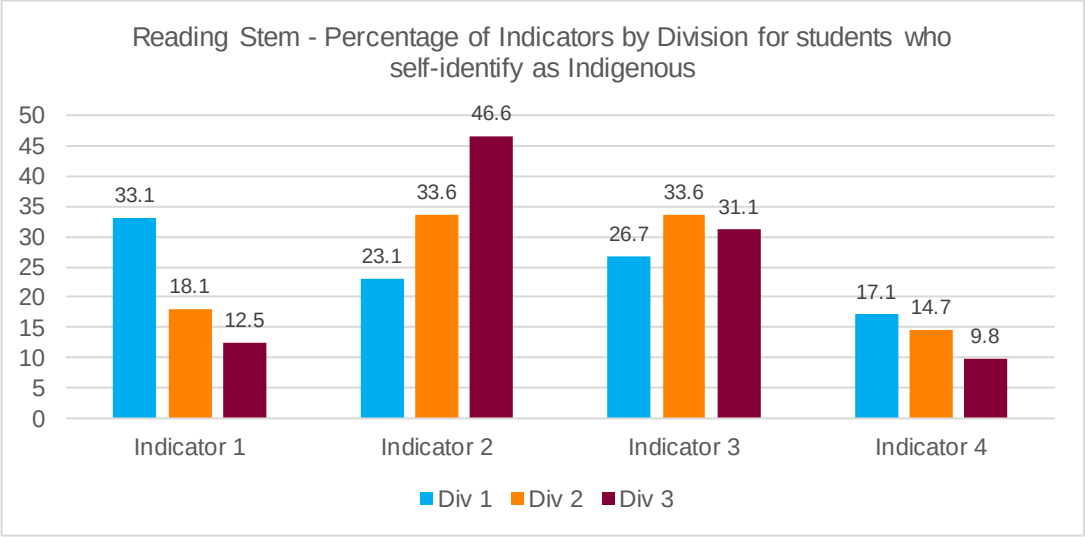


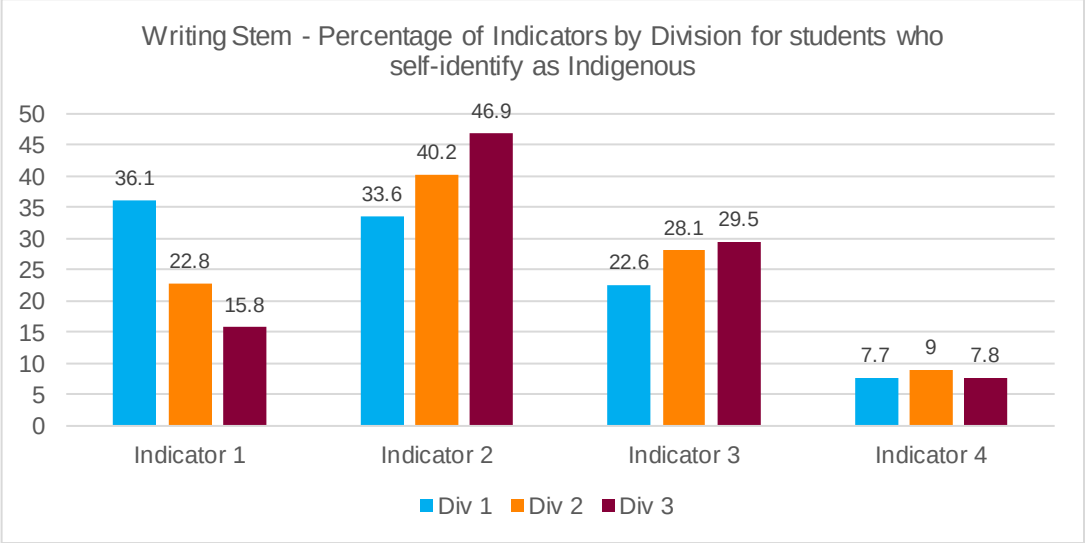
Local Measure

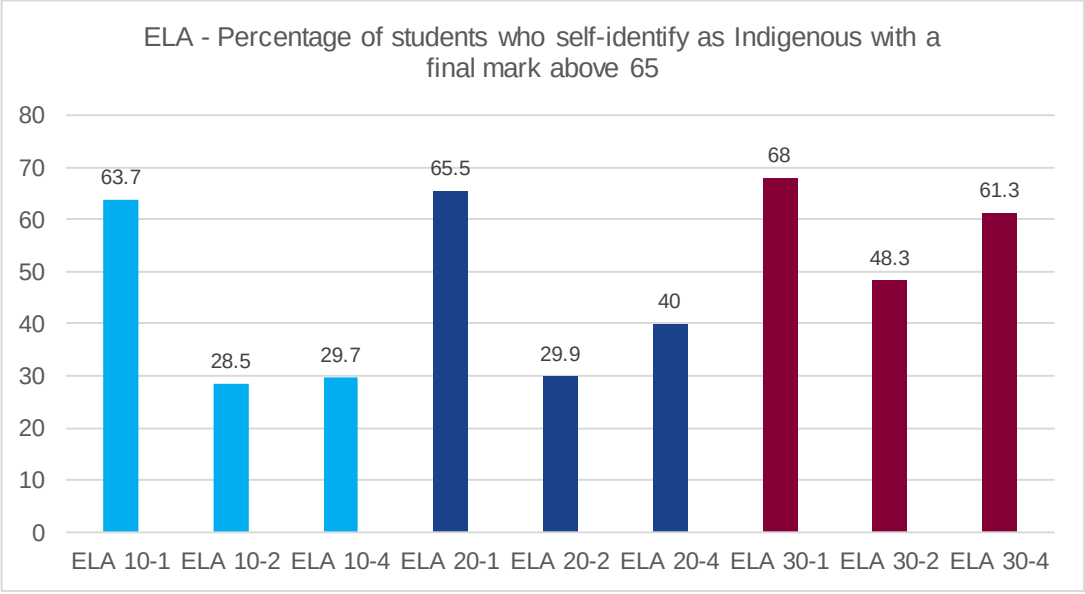
Report Card Results

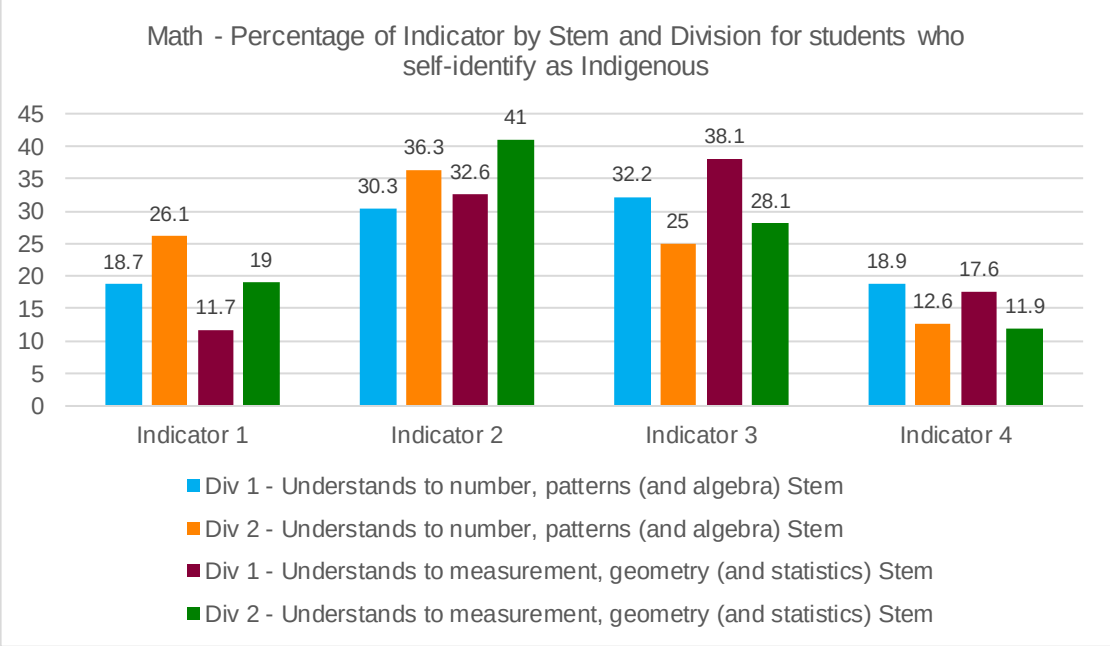
Report Card

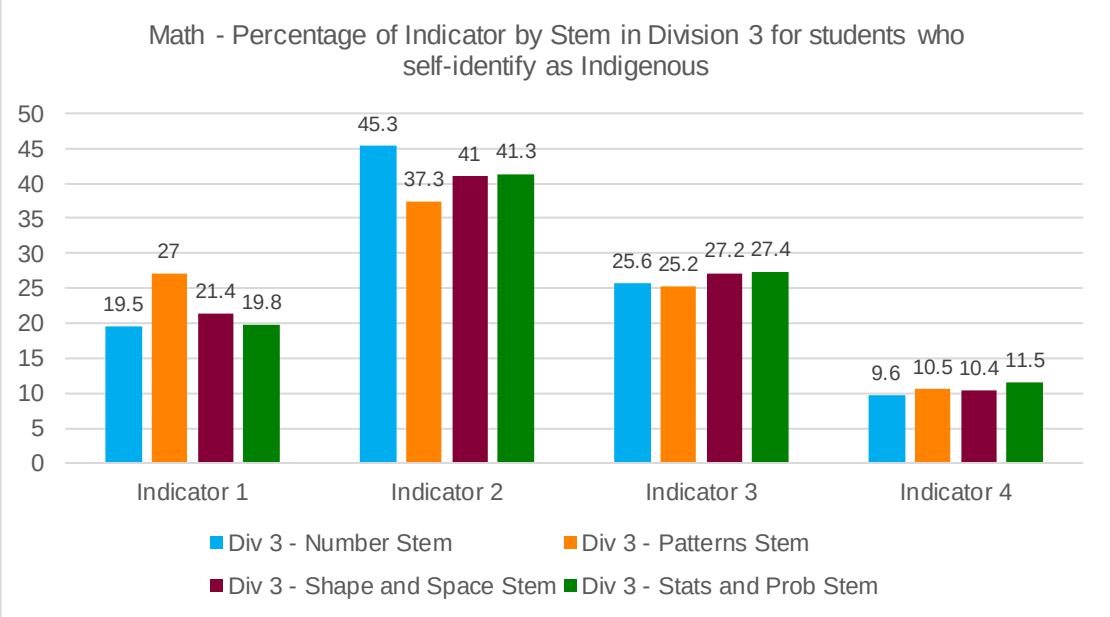
For additional information, refer to Appendix R | Report Card Data.

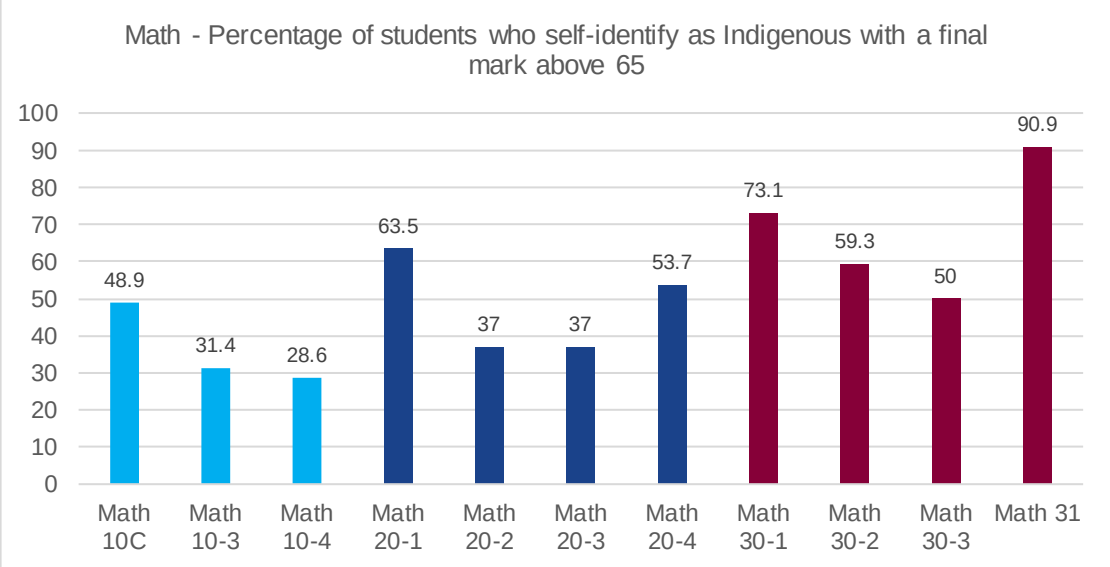







Math - Percentage of Indicator by Stem and Division for students who self-identify as Indigenous
45
40
35
30
25
20
15
10
5
0
18.7
26.1
11.7
19
30.3
36.3
32.6
41
32.2
25
38.1
28.1
18.9
12.6
17.6
11.9
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 1 - Understands to number, patterns (and algebra) Stem
Div 2 - Understands to number, patterns (and algebra) Stem
Div 1 - Understands to measurement, geometry (and statistics) Stem
Div 2 - Understands to measurement, geometry (and statistics) Stem


Math - Percentage of Indicator by Stem in Division 3 for students who self-identify as Indigenous
50
45
40
35
30
25
20
15
10
5
0
19.5
27
21.4
19.8
45.3
37.3
41
41.3
25.6
25.2
27.2
27.4
9.6
10.5
10.4
11.5
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 3 - Number Stem
Div 3 - Patterns Stem
Div 3 - Shape and Space Stem
Div 3 - Stats and Prob Stem


Math - Percentage of students who self-identify as Indigenous with a final mark above 65
100
90
80
70
60
50
40
30
20
10
0
48.9
31.4
28.6
63.5
37
37
53.7
73.1
59.3
50
90.9
Math 10C
Math 10-3
Math 10-4
Math 20-1
Math 20-2
Math 20-3
Math 20-4
Math 30-1
Math 30-2
Math 30-3
Math 31

Required AEAM

PAT Acceptable & Excellence

Diploma Exam Acceptable & Excellence

Diploma Examination and Provincial Achievement Test (PAT) Results

Note | Provincial assessments were cancelled or optional in 2019-20 and 2020-21 due to the global pandemic. Provincial Achievement Test (PAT) Results broken out by reading and writing are not provided for sub-cohorts by Alberta Education.

For overall results over time as well as by course results, refer to Appendix J | Diploma Examination Results.

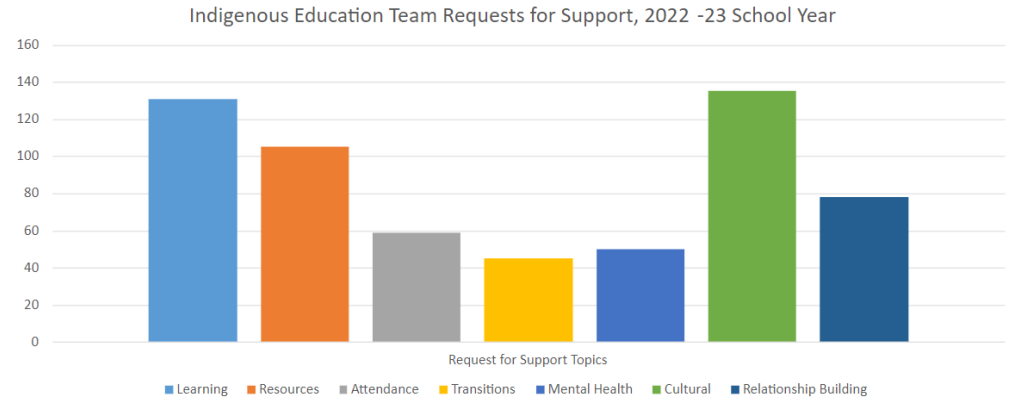
Students who self-identify as Indigenous			Results (in percentages)									
			2018-19		2019-20		2020-21		2021-22		2022-23	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	92.0	21.0	n/a	n/a	n/a	n/a	98.0	28.6	96.8	31.5
		Diploma Exam	85.0	8.0	n/a	n/a	n/a	n/a	79.6	2.0	86.3	12.1
	Province	School-Awarded	95.9	22.5	n/a	n/a	n/a	n/a	97.1	31.9	98.1	30.3
		Diploma Exam	84.4	5.4	n/a	n/a	n/a	n/a	73.5	4.4	78.3	6.1
English Lang Arts 30-2	Authority	School-Awarded	91.3	9.6	n/a	n/a	n/a	n/a	100.0	15.9	96.9	10.9
		Diploma Exam	89.4	18.3	n/a	n/a	n/a	n/a	85.7	9.5	91.5	15.5
	Province	School-Awarded	94.8	11.2	n/a	n/a	n/a	n/a	96.0	13.7	96.3	13.7
		Diploma Exam	88.4	9.7	n/a	n/a	n/a	n/a	82.1	9.2	86.5	9.9
French Lang Arts 30-1	Authority	School-Awarded	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
		Diploma Exam	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Province	School-Awarded	100.0	56.3	n/a	n/a	n/a	n/a	100.0	55.6	100.0	64.9
		Diploma Exam	81.3	0.0	n/a	n/a	n/a	n/a	83.3	0.0	83.8	2.7
Mathematics 30-1	Authority	School-Awarded	91.5	34.0	n/a	n/a	n/a	n/a	88.2	11.8	90.4	50.0
		Diploma Exam	68.1	19.1	n/a	n/a	n/a	n/a	41.2	5.9	75.0	21.2
	Province	School-Awarded	95.5	37.9	n/a	n/a	n/a	n/a	94.5	39.1	95.8	41.3
		Diploma Exam	61.7	18.2	n/a	n/a	n/a	n/a	50.9	10.5	60.6	15.0
Mathematics 30-2	Authority	School-Awarded	95.0	32.5	n/a	n/a	n/a	n/a	93.1	34.5	93.0	19.3
		Diploma Exam	92.5	17.5	n/a	n/a	n/a	n/a	75.9	6.9	82.5	17.5
	Province	School-Awarded	93.1	19.5	n/a	n/a	n/a	n/a	91.5	22.8	93.5	24.0
		Diploma Exam	72.0	12.0	n/a	n/a	n/a	n/a	55.2	7.3	65.8	12.1

Self-Identified as Indigenous		Results (in percentages)									
		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Language Arts 6	Authority	69.7	6.6	n/a	n/a	n/a	n/a	57.9	8.3	56.3	7.8
	Province	71.6	6.3	n/a	n/a	n/a	n/a	58.2	7.4	60.6	7.1
French Language Arts 6 année	Authority	76.9	0.0	n/a	n/a	n/a	n/a	86.7	13.3	62.5	6.3
	Province	81.3	6.6	n/a	n/a	n/a	n/a	63.7	6.4	65.9	5.3
Mathematics 6	Authority	49.7	3.3	n/a	n/a	n/a	n/a	35.4	2.9	33.9	4.3
	Province	50.5	4.2	n/a	n/a	n/a	n/a	40.3	3.7	42.0	5.6
English Language Arts 9	Authority	46.2	2.8	n/a	n/a	n/a	n/a	39.1	3.7	37.8	5.1
	Province	55.0	4.2	n/a	n/a	n/a	n/a	49.4	3.6	49.2	4.4
K&E English Language Arts 9	Authority	41.7	8.3	n/a	n/a	n/a	n/a	39.1	0.0	*	*
	Province	56.3	5.0	n/a	n/a	n/a	n/a	46.7	5.0	43.8	3.7
French Language Arts 9 année	Authority	54.5	0.0	n/a	n/a	n/a	n/a	46.2	0.0	68.8	12.5
	Province	67.7	5.4	n/a	n/a	n/a	n/a	53.3	5.2	65.4	4.4
Mathematics 9	Authority	23.3	3.4	n/a	n/a	n/a	n/a	21.0	2.2	24.3	4.7
	Province	31.5	5.4	n/a	n/a	n/a	n/a	26.3	4.1	28.7	3.8
K&E Mathematics 9	Authority	42.9	6.1	n/a	n/a	n/a	n/a	30.0	3.3	45.5	18.2
	Province	55.0	11.4	n/a	n/a	n/a	n/a	48.1	6.0	48.9	11.1

Local Measure

Indigenous Education Team Support

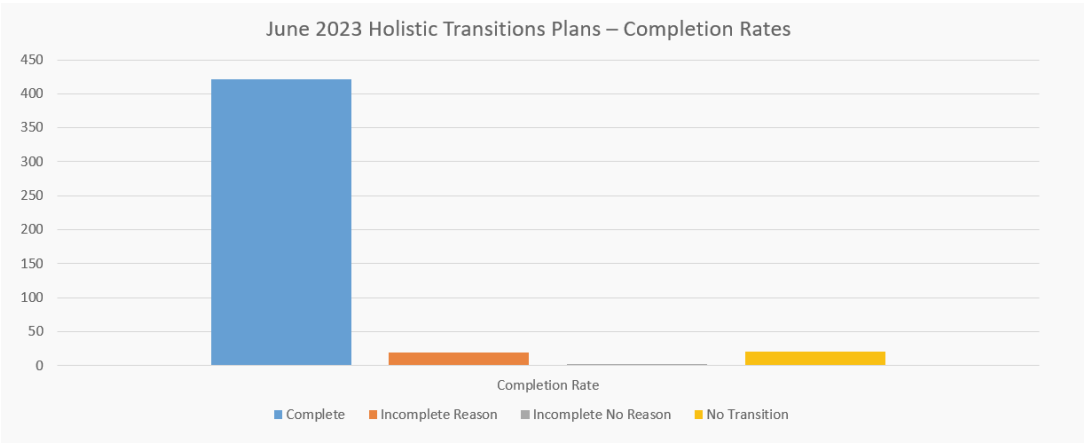
Requests for support from Indigenous Education Team



Local Measure

Transition Plans for Indigenous Students

Transition Plans for Grade 9 Indigenous Students



What We Noticed

Celebrate

Holistic Lifelong Learning for Students and CBE Staff

- School leaders shared positive reflections on their Truth and Reconciliation (TRC) Commitments to Action, identifying growth in their leadership, teaching practices and student learning related to Indigenous ways of being, belonging, doing and knowing, and relationships with Indigenous families and community members.
- School and service unit staff grew in their foundational knowledge about Truth and Reconciliation and Indigenous ways of being, belonging, doing and knowing.
- CBE students across cohorts and divisions expressed growth in having opportunities to learn from Indigenous ways of being, belonging, doing and knowing with increases of 8 per cent (Self-identified Indigenous Students) and 5 per cent (English Language Learners) on the CBE Student Survey.
- Students across cohorts and divisions indicated increased opportunities to learn from the land. Compared to last year's CBE Student Survey results, student agreement levels increased by 17 per cent (All Students), 12 per cent (English Language Learners) and 15 per cent (Self-identified Indigenous Students) to the statement "At my school I have opportunities to learn from the land."

- Compared to All Students, students who self-identify as Indigenous had the highest percent increase in overall agreement to the statements: “I have at least one adult at school who I really connect with” and “I see my culture reflected in my school” with agreement levels 6 and 5 per cent higher than last school year respectively on the CBE Student Survey. These data align with the Indigenous Education team’s process data indicating that requests for support with cultural pieces were significantly higher in 2022-23.
- 3-year high school completion rates for students who self-identify as Indigenous improved, while 5-year rates improved significantly.
- Almost all grade 9 students who self-identify as Indigenous moved to grade 10 with a Holistic Transition Plan.

Achievement in Mathematics

- Students who self-identify as Indigenous demonstrated increased confidence in their ability to learn mathematics compared to the previous year. There is a positive shift in their willingness to share their ideas and ask questions in mathematics class, and they have expressed an increased enjoyment for tackling challenging mathematics problems. Overall, students in this cohort report a better understanding of the steps they need to take to enhance their mathematical skills as they self-report being able to engage in deeper, more deliberate thinking when solving mathematics problems on the CBE Student Survey.
- Students who self-identify as Indigenous report an increase use of written and oral communication skills in mathematics classes. There's an encouraging perspective shift as students who self-identify as Indigenous increasingly see mathematics as a creative and interesting subject. There has been a significant increase in the number of students who report they feel they can reach the level of success in mathematics that they need for their future goals.
- In Mathematics, Division 1 and 2 students received higher report card results in ‘understands to measurement, geometry and statistics’ as compared to ‘understands to number, patterns and algebra’ stem. Division 1 students also consistently had more students receiving indicators of 3 and 4 than Division 2 students in both stems. Division 3 students who self-identify as Indigenous had the highest results in the statistics and probability stem.
- More than 55 per cent of the Division 1 students who self-identify as Indigenous received indicators of 3 and 4 in the ‘understands to measurement, geometry and statistics’ stem.
- CBE achieved consistently higher results in the standard of excellence than the province in PAT grade 9 exams.
- CBE showed year-over-year increases in Grade 9 PAT mathematics results.
- CBE consistently had higher diploma results than the province and achieved year-over-year increases.

Achievement in Literacy

- Kindergarten Students who self-identify as Indigenous had significantly fewer students with None-Minimal Development results in Oral Expression Skill as compared to other RRST categories. In addition, there were consistently around 30 per cent of the Kindergarten students achieving Developing Well-Mastered across all three RRST categories.

- More than 48 per cent of the Division 2 students received an indicator of 3 and 4 in reading stem.
- Division 1 and Division 2 students received significantly better report card results in their reading stem than writing stem.
- French Language Arts 9 achieved increases in both standards over time.
- French Language Arts 9 had higher percentages of students achieving both standards as compared to the province in 2022-23.
- CBE consistently had higher diploma results than the province and achieved year-over-year increases.

EYE-TA

- Approximately 70 per cent of students who self-identify as Indigenous achieved improved EYE-TA results.

Areas for Growth

Well-Being, Inclusion and Engagement

- Compared to “All” students, students who self-identify as Indigenous continue to have lower rates of feeling welcome and included at school, and lower confidence in themselves as learners.
- Grade 4 and 5 students who self-identify as Indigenous report higher levels of anxiety/worry than in the past two years on the OurSCHOOL survey.
- Students who self-identify as Indigenous perceived their emotional and physical health to be lower relative to other cohort agreement levels.
- School-based requests for support from the Indigenous Education Team often centred around how relationship building with Indigenous students, families, Elders and community.
- Professional learning feedback identified knowledge gaps in areas of high demand, including the Indigenous Education Holistic Lifelong Learning Framework, Indigenous land-based learning, and working with Elders and Knowledge Keepers.

Attendance

- Overall absenteeism was 24.9 per cent for students who self-identify as Indigenous. Absent without contact from a legal guardian represented the highest percentage of absenteeism across divisions, the gaps were more evident in higher divisions.
- More than 20 per cent of the students missed more than half of the classes in Division 3 and 4
- The overall percentage of absenteeism for all self-identified Indigenous students has increased slightly and remains higher than the All Student cohort.
- Chronic absenteeism rates for high school students who self-identify as Indigenous increased and remains significantly higher than the All Student cohort.

Our Next Steps

- **Professional Learning**
  - Maatoomsii'Pookaiks (Children First) system-wide Indigenous Education Professional Learning Day for school and service unit staff focused on the Heart Domain | To Belong.
  - Implementing the Indigenous *Education Holistic Lifelong Learning Framework* across all four domains.
  - Decolonizing teacher assessment to improve learning relationships with self-identified Indigenous students.
  - “Commūn-I-Tea" sessions for school leaders.
- **Structures and Processes**
  - Expand Inclusive Education processes to include Indigenous perspectives to reduce barriers to accessing supports and services.
  - Deploy Indigenous Student Success Learning Leaders and Indigenous Education Strategists to 18 target schools.
  - System structure to track and monitor self-identified high school Indigenous students’ success, well-being and engagement in school.
  - Reflect CBE Land Acknowledgement learning with staff and students to share back with the CBE Elder Advisory Council and consider next steps.
  - Assignment of Indigenous Education Diversity and Learning Support Advisors to specific schools.
  - Attendance processes to support the attendance and school engagement of self-identified Indigenous students.
- **Resources**
  - “Commūn-I-Tea" resources to be and shared to support schools to gather and action Indigenous student and family voice.
  - Resources and tools to support schools to increase Indigenous student attendance will be updated and shared.
  - Resources to support the Heart Domain | To Belong during Maatoomsii’Pookaiks will be designed and shared.

Assurance Domains

Student Growth & Achievement

Learning Supports

Required Local Component

School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

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

Context

At the core of CBE's mission is the belief that each student possesses individual abilities and gifts and will complete high school with a foundation of learning necessary to thrive in life, work and continued learning. This mission encompasses achievement, equity and well-being of all in our care. The Board of Trustees have prioritized equity and well-being for student success and monitor progress through its Results and Organizational Expectations policies.

The need to meet students in a variety of ways to support their learning remains a key priority. CBE teachers meet and program for each child at their unique entry points. Approximately 18.3 per cent of students within CBE are assigned an Alberta Education Special Education Code and 29 per cent of students in CBE (40 000+) are in the process of acquiring English as an additional language. All student needs are considered within a continuum of services and supports, with some requiring additional services or programs. All students are supported with programming aligned with their identified needs, while staff and parents engage in collaborative planning, communication and support to ensure student success.

In 2022-2023, the Diversity and Inclusion team focused on strengthening the implementation of the *CBE CARES | What We Heard Report*'s two key actions. By naming it [racism and discrimination], staff were provided with professional learning to understand the history and terminology needed to talk about racism and discrimination. Secondly, by committing to action, staff were provided with resources, scenarios and case studies to strengthen their ability to have challenging conversations about race and how to navigate racially charged incidents and discussions.

What We Did

- **Professional Learning**
  - Principals and assistant principals
    - System leadership meeting learning framed by *Principal Leadership for Racial Equity* by Raskin, Krull, & Felix.
    - Monthly book study sessions for further learning related to *Principal Leadership for Racial Equity.*
    - Sessions related to intersection between student voice and Diversity & Inclusion.
    - English language learners' (ELLs) culture and cultural identity, language proficiency, learner profile, interest and readiness levels within a welcoming, caring, respectful, safe learning environment.
  - Inclusive Education and Area-based Staff
    - Collaborative Response to strengthen the Area and School Learning Teams in meeting the needs of all students.
    - Principles of inclusion outlined by Alberta Education to improve practices that support all students, including those with identified special education needs.

- Executive functioning, regulation and social skills from a multidisciplinary perspective.
- Functional behaviour assessment training for area-based behaviour support workers, key contact strategists, and Inclusive Education Specialists.
- Capacity building of strategists and specialists in identifying safety and accessibility needs for new students.

- Teachers
  - Released the CBE *Student Well-Being Framework*
  - Supporting social and emotional (SEL) skills for middle years learners.
  - Understanding the new K-6 Physical Education and Wellness curriculum and exploring the dimensions of wellness.
  - Enhancing anti-racist teaching practices in collaboration with ATA Local 38 Anti-Racist Teachers' Network.
  - Implementing the Revised Alberta K-12 ESL Proficiency Benchmarks and the collection of baseline data to inform instructional practice and assessment of student growth and language acquisition.
  - Enhancing, monitoring and accelerating English as a Second Language programming, using timely and appropriate explicit language instruction to enhance academic success
  - Vocabulary development, supporting language proficiency level 1 (LP1) and LP2 students, culturally responsive and trauma-informed classrooms and beginner English language learners.
  - Supporting and modeling the use of sensory learning kits in classrooms for students with complex needs.
  - Understanding assistive technologies (e.g., Lumio by SMART, Read&Write for Google Chrome, Google Classroom, and iPad tools)

- **Structures and Processes**
  - Well-being champion network focused on Comprehensive School Health implementation and support of school development plan goals.
  - Social and Emotional Learning (SEL) Working Group to support system coordination and consistency of whole-school SEL approaches to teaching and learning.
  - School, area, and system data dashboards refined to include well-being summary measures that triangulate well-being perception data across different surveys into four key well-being themes in support of school development planning.
  - Anti-Discrimination Principal Advisory Council established to advise on actions and processes related to furthering the development of anti-racist strategies and practices.

- Diversity & Inclusion supports process established for staff to request resources, supports, advice, or collaboration on best practices related to developing anti-racist teaching and learning environments.
- A framework for recognizing diverse celebrations, events, and recognitions on the CBE corporate page as well as regular Insite news stories and social media posts enacted.
- Consistent Area and School Learning Team structures aligned with Collaborative Response to better support student well-being needs
- Placement and program review process for specialized classes refined to ensure alignment with students' learning profiles and improved access to supports, services and transition plans.

Resources

- CBE *Student Well-Being Framework*, Student Well-Being Companion Guide and Planning Tools published to support system coordination in advancing a culture of well-being, which includes a Diversity & Inclusion theme component.
- School Development Plan (SDP) guiding documents providing goals, strategies and measures as exemplars to support Well-Being goal.
- K-6 Physical Education and Wellness Comparison Guide with an overview of changes reflected in the new curriculum produced.
- Comprehensive School Health Insite page of resources to support awareness and implementation.
- *Principal Leadership for Racial Equity* by Felix, Raskin & Krull purchased as a foundational resource for system leaders.
- Dates of Significance calendar developed to build a culture of appreciation and inclusion.
- Diversity & Inclusion newsletter published four times a year to provide resources, advertise events, and support anti-racist teaching practices.
- Video resource developed to support teachers in universal use of visuals as a strategy to support communication, learning routines and expectations for early learners.
- Series of Early Learning newsletter articles created and published in collaboration with occupational therapists to help teachers understand inclusive practices for fine motor development.
- Special Needs Technology Independence project implemented, facilitating sustainable funding for programs that serve students with identified special education needs.
- Literacy resource for students with complex communication needs in Enhanced Educational Supports (EES) specialized classes
- Ongoing updates to the D2L English language learner (ELL) toolbox as the common repository of ELL resources, including recorded learning sessions, high-impact strategies and current research.
- District digital citizenship resources updated to support teaching practices, school annual Digital Citizenship Plan development.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results and Appendix P | Attendance Data.

Required AEAM

Assurance Survey

- Citizenship
- Welcoming, Caring, Respectful and Safe Learning Environments
- Access to Supports and Services

Alberta Education Assurance (AEA) Survey: Citizenship; Welcoming, Caring, Respectful and Safe Learning Environments; Access to Supports and Services; Program of Studies-At Risk Students

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to each measure

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Citizenship	**76.9**	79.2	80.2	**80.3**	81.4	82.3	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**82.4**	84.9	84.9	**84.7**	86.1	86.1	n/a	Declined Significantly	n/a
Learning Supports	Access to Supports and Services	**76.9**	77.9	77.9	**80.6**	81.6	81.6	n/a	Declined Significantly	n/a
Supplemental AEAMs	Program of Studies - At Risk Students	**77.5**	78.3	80.4	**81.2**	81.9	83.4	Very Low	Declined Significantly	Concern

Local Measure

CBE Student Survey

CBE Student Survey

For the results by question, refer to Appendix H | CBE Student Survey Results by Question.

Percentage of agreement with the suite of questions tied to each summary measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Indigenous Education Holistic Lifelong Learning Framework	72.2	74.0
Respectfully Challenging Policies or Decisions Summary	65.5	65.9

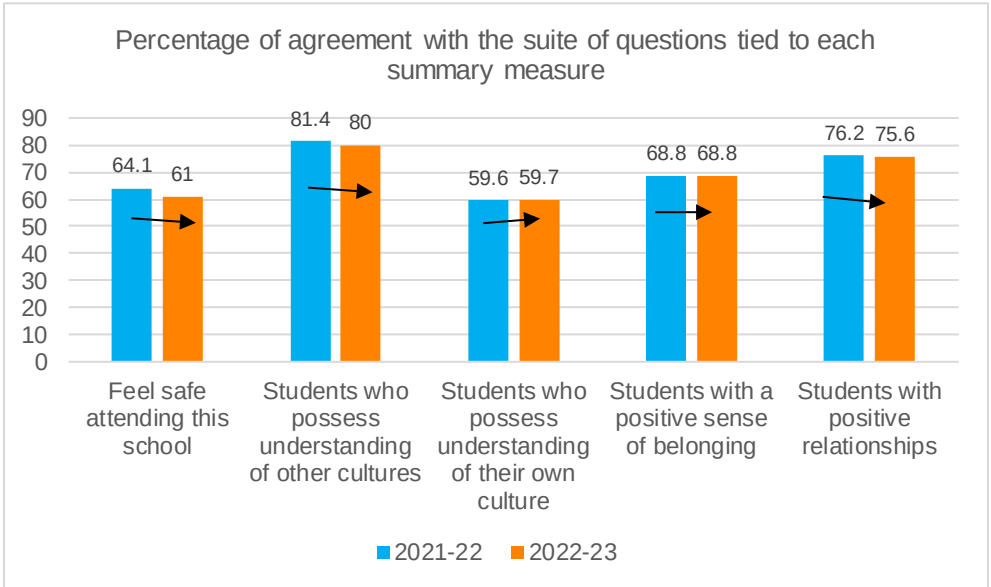
Local Measure

OurSCHOOL Survey

OurSCHOOL Survey

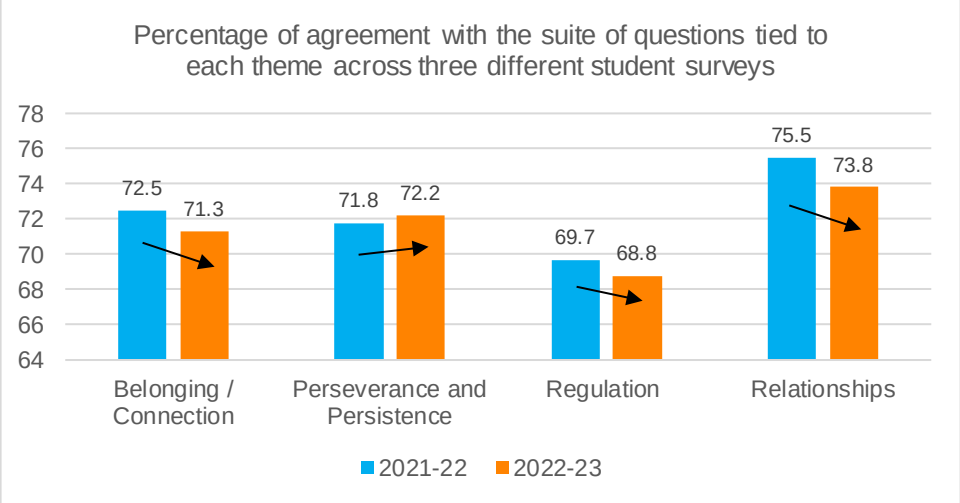
For the results by grade, refer to Appendix I | OurSCHOOL Survey Results by Grade.

Percentage of agreement with the suite of questions tied to each summary measure



Well-Being Student Summary Perception Data

Percentage of student agreement with the suite of questions tied to each theme across three different student surveys (AEA Survey, CBE Student Survey, OurSCHOOL Survey)



* Includes AEA Survey, CBE Student Survey, OurSCHOOL Survey

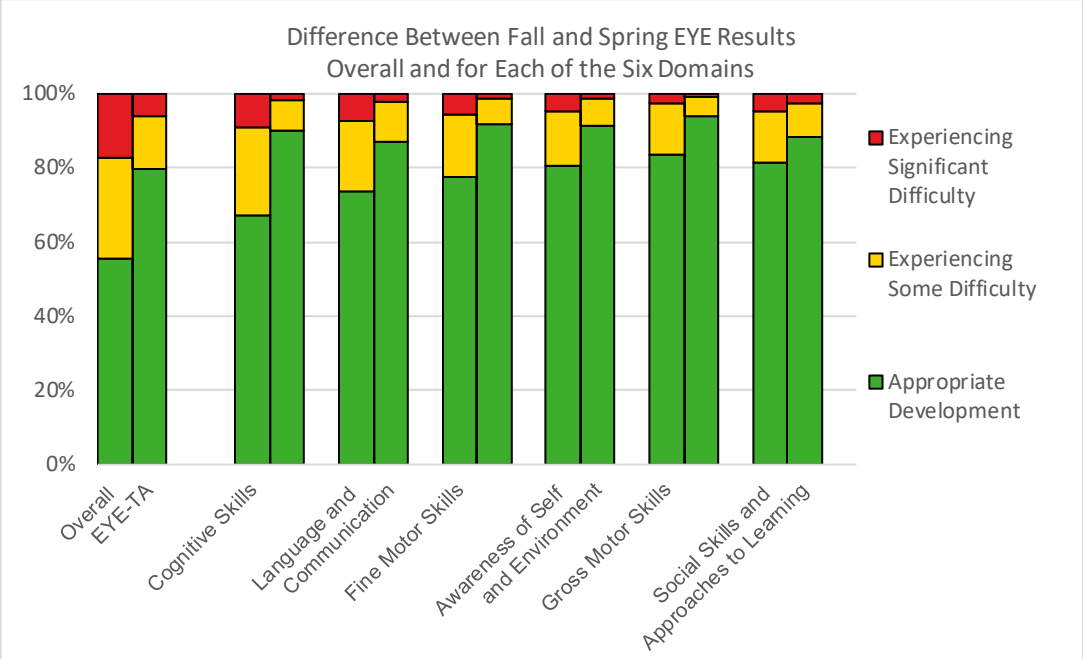
Local Measure

Universal Screeners

- EYE-TA

Kindergarten Early Years Evaluation - Pre and Post Test Results for Children

For the results by domain, refer to Appendix L | Early Years Evaluation - Teacher Assessment.



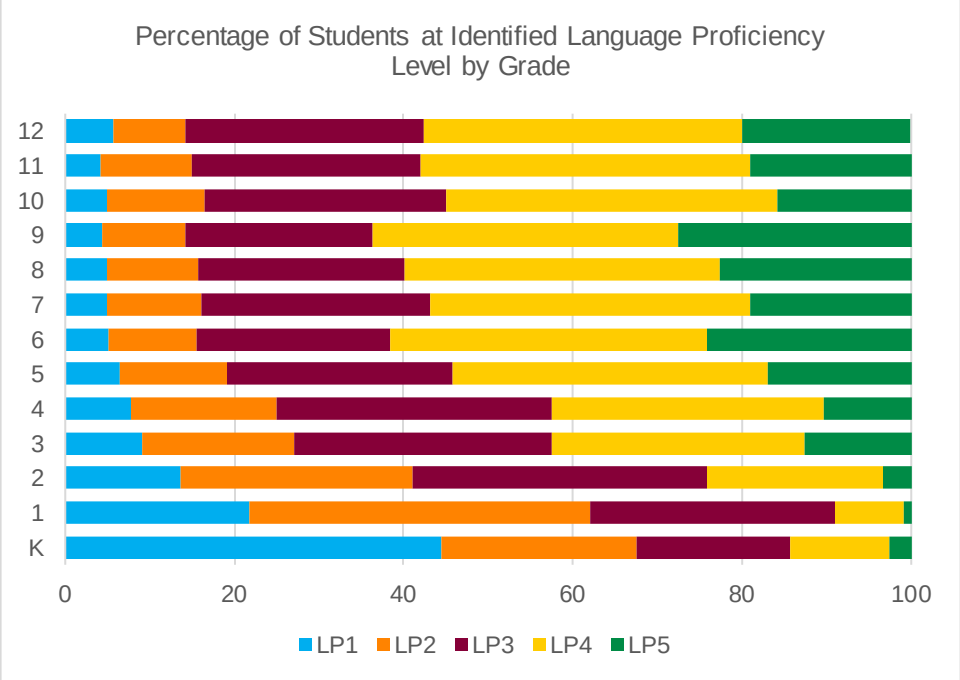
Note | Students for whom two sets of data were not available were not included.

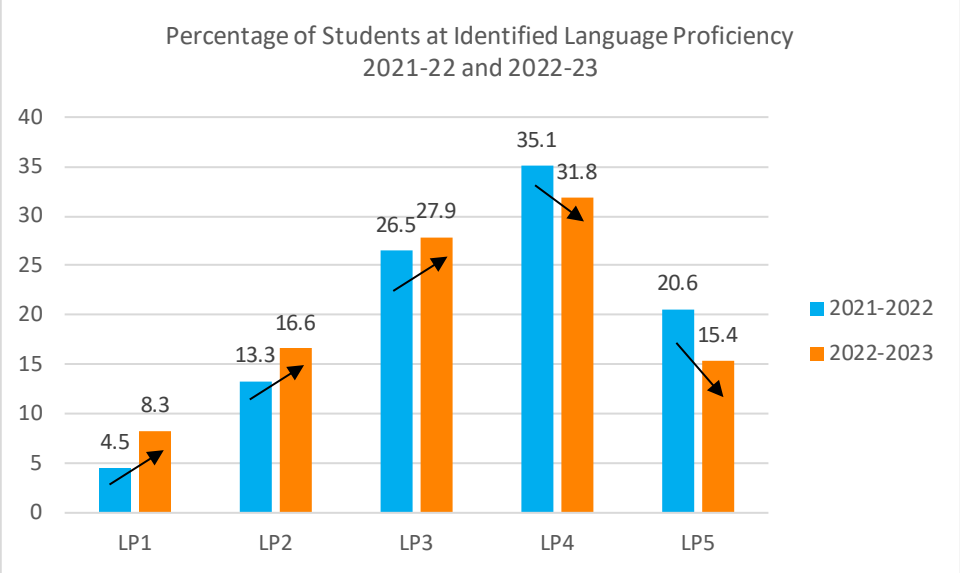
Local Measure

ELL Benchmarks

English Language Learner Language Proficiency (LP) Benchmarks

For additional information, refer to Appendix S | Language Proficiency (LP) Data.





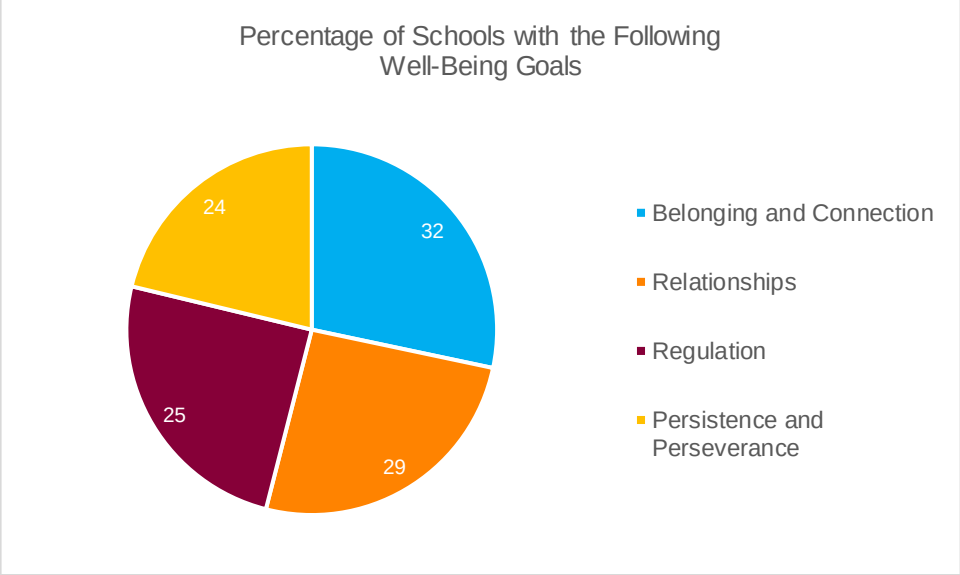
Local Measure

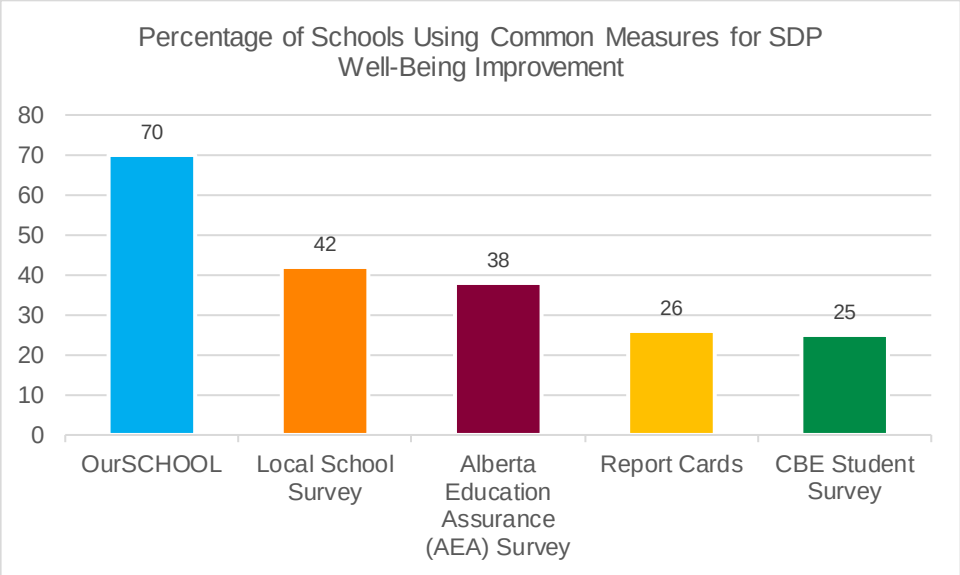
SDP Goals & Measures

School Development Plan (SDP) 2022-23

Note | Every CBE school has a well-being goal.

Percentage of schools that have the following identified goal and measure





Note | only included SDP measures used by over 10% of schools across the system

Local Measure

Referrals & Support

School Learning Team (SLT) Referrals and Area Learning Team (ALT) Support

Category	2021-22	2022-23
Community Outreach of Pediatrics & Psychiatry in Education (COPE)	54	61
Early Learning Support	195	415
English Language Learning Diversity and Learning Support Advisor (DLSA)	439	564
English Language Learning Strategist	38	36-+
Inclusive Education Behaviour Support Worker	119	290
Inclusive Education Learning Leader	90	92
Inclusive Education Occupational Therapist / Physical Therapist	49	263
Inclusive Education Psychologist – Assessment & Consultation (Mental Health, Learning, Functional Behaviour Analysis)	927	1163
Inclusive Education Psychologist - Social/Behaviour/Mental Health Group & Individual	546	622
Inclusive Education School Family Liaison	553	712

Inclusive Education Strategist - Complex Needs	236	263
Inclusive Education Strategist - Learning Needs	286	287
Inclusive Education Strategist - Mental Health Needs	141	86
Inclusive Education Strategist - Placement Request	660	1087
Inclusive Education Strategist - Social/Emotional/Behaviour Needs	282	214
Indigenous Education Diversity and Learning Support Advisor (DLSA)/Strategist	225	202
Multi-Agency School Support Team (MASST)	48	84
Transportation Exception	66	95
Inclusive Education Strategist – Professional Learning*	N/A	29
School Supported Leave*	N/A	75
Other*	N/A	61

* Inclusive Education Strategist – Professional Learning, School Supported Leave and Other categories were added in 2022-23.

What We Noticed

Celebrate

Perception Data

- Persistence and perseverance measures increased as reported using synthesized student data from all three well-being surveys, with gains noted specifically on the OurSCHOOL summary measures of goal orientation and orientation to well-being eudaimonia.

English Language Learners

- Less than 9% of the Grade 12 students received LP1 in their overall LP Level evaluation
- Significant progression in Language Proficiency levels across all grades between fall and spring.

Learning technologies for diverse learning needs

- Students had increased learning opportunities to use tools such as Lumio by SMART, Read&Write for Google Chrome, Google Classroom, and iPad tools to support their learning
- Initial implementation of a strategy to see 1200 Chromebooks and 750 iPads distributed over three years in support of over 2500 students in 97 schools through the Special Needs Technology Independence project.

Early Learning

- Significant gains were noted in student readiness for learning on all six domains as measured by the EYE-TA, with most notable gains in cognitive skills, and language and communication.

Application of Collaborative Response Structures

- Education Directors consistently observed the application of Collaborative Response Structures in identified cohorts during school visits.

Building Professional Confidence and Capacity

- Based on professional learning feedback, Principals and Assistant Principals reported growth in their ability to understand the systemic barriers that disadvantage racialized students and staff and are developing their capacity to lead conversations about race and racism.

Areas for Growth

Supporting Student Well-Being

- Synthesized student responses on Well-Being surveys continue to decline in the CBE themes of Regulation, Relationships, and Belonging/Connection.
- OurSCHOOL survey measures around relationships and belonging, including student agreement related to students following the rules, caring about each other and feeling safe attending school declined in alignment with parallel AEA measures: Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) and Citizenship. The gap between CBE and provincial results remained constant, with CBE results lower than the province.
- Students continue to struggle to see their culture reflected in their school as indicated on both the CBE Student and OurSCHOOL surveys. This perception is more prevalent at younger grades.

English Language Learners

- Less than 2/3 of ELL students reported that there was at “least one adult at school who I really connect with” on the CBE Student Survey. This agreement level was lowest for grade 8 ELL students.
- Supporting programming for the shifting distribution of language needs from K-12.

Access to Supports and Services

- The overall percentage of teachers, parent and students who agreed that students, have access to appropriate and timely supports and services at school as reported on the AEA survey continues to decline, with CBE agreement levels lower than the province.

Supporting Early Learners

- Although gains were made in students’ readiness for learning as measured on the EYE-TA, over 20% of students leaving kindergarten were assessed as experiencing some or significant difficulties over all six domains, with the greatest needs in the language/communication and social skills/approaches to learning domains.

District Wide Collaborative Response Implementation

- Limited implementation of Collaborative Response across schools and cohorts.

Our Next Steps

Professional Learning

- Middle Years learners through the lens of assessment as it relates to the CBE *Student Well-Being Framework*.
- Dimensions of Wellness through participation in the 2024 PE, Health, and Well-Being Professional Learning Forum.
- CBE's *Student Well-Being Framework* and Student Well-Being Companion Guide as they relate to Social Emotional Learning (SEL).
- Authentic integration of Heart-To Belong Domain of the CBE *Indigenous Education Holistic Lifelong Learning Framework* and the connection to the *Student Well-Being Framework* and *Student Well-Being Companion Guide*
- Professional learning to support teachers in Creating the Conditions to Thrive.
- Four-part learning series with the themes of Developing Self & Others, Leading Teaching and Learning, Leading Inclusive Schools, and Leading a Culture of Improvement to build understanding of anti-racist education and identify strategies and actions specific to school contexts to develop and implement system-wide strategies to enhance anti-racist practices.
- Implementing the revised Alberta K-12 ESL Proficiency Benchmarks.
- Vocabulary development supporting LP 1 and LP 2 students in culturally responsive and trauma-informed classrooms.
- Individual Program Plans (IPPs) to ensure consistent structures and processes are in place across schools to best support the needs of identified students.
- Professional Learning Series to increase teacher capacity within specialized classes.
- Collaborative Response professional learning in schools across the system to support each school's unique context and learning.
- Leveraging technology to empower all learners to participate in learning and improve student communication

Structures and Processes

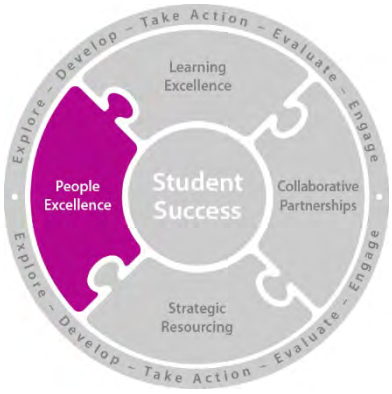
- Alignment between instructional and assessment strategies in specialized classes and unique settings with CBE's *Student Well-Being Framework* and Student Well-Being Companion Guide.
- System coordination and consistency of whole-school SEL approaches to teaching and learning.
- Learning symposium scheduled for February 2024 to hear from diverse leaders in anti-racist education and pedagogy.
- ELL 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.

- Alignment of *Assessment and Reporting in CBE* in support of creating learning environments focused on explicit language instruction that incorporates the key principles of English Language development.
- New holistic collaborative response structure in Inclusive Education.
- School Based Mental Health service delivery model to increase efficiency and number of students supported.
- Alignment of school requests for Occupational Therapy (OT) and Speech-Language Pathology (SLP) services through collaborative meetings.

Resources

- School Development Plan documents to support Well-Being and Diversity & Inclusion foci. K-6 Physical Education and Wellness curriculum implementation support documents.
- D2L resources to support implementation of the Student Well-Being Framework through Social-Emotional Learning.
- Video tutorials on ESL Benchmarking, Assessment and Reporting Guides.

People Excellence



Assurance Domain

Teaching and Leading

Goal | Ensure all leaders and staff demonstrate excellence in advancing student success

Key Outcome: People in CBE are engaged and supported to achieve student and system success

Context

Within CBE, we work together for a common purpose – the success of all our students. To put student achievement, equity and well-being at the centre of our efforts, we create conditions for our system and school-based leaders to collaborate on a regular basis within a model of continuous improvement. Our collective story tells us that engaging all members of our organization to achieve our goals will enhance all aspects of student success.

Over the last year, school leaders and teachers were supported through a range of professional learning opportunities, aligned with CBE's *Education Plan*. These included professional learning sessions, processes and resources in areas such as literacy, numeracy, Indigenous Education, well-being and learning technologies to support effective practices.

CBE is being specifically responsive to the current educational workforce where there exists an increasing need for development of new school leaders. CBE leadership development initiatives were focused on developing leadership internally through mentorship and strategically matching leaders with schools where they can have the greatest positive impact on student learning.

What We Did

- **Professional Learning**

Note | Professional learning opportunities tied to Learning Excellence have been included in the Learning Excellence section of this report.

  - School Administrators
    - Seventy-two participated in two Equitable and Inclusive Hiring sessions.
    - One hundred fifty-six attended workshops to improve teacher evaluation data collection and summary report writing skills.
    - Well-being themes including mental health literacy, staff wellness, stress and building healthy school communities.

- Service Unit Leaders
  - Eighty-three Service Unit Leaders attended 16 leadership development sessions aimed at developing leadership capability and competency.
- New and aspiring leaders
  - Professional learning series guided by the Leadership Quality Standard for developing leaders and leaders in their first year in their roles: aspiring assistant principals, aspiring principals, new assistant principals and new principals.
  - Aspiring Assistant Principal, Principal and New Assistant Principal and Principal cohorts: system perspective with direct links to the diversity of school contexts and service units; explored connection between Education Plan and Assurance Framework
  - Open Leadership Development series for any interested teachers to gain system perspective with direct links to the diversity of school contexts and service units.
- School-based and service unit staff:
  - Four key themes named in CBE *Student Well-Being Framework.*
- Twenty teacher staffing consultants attended training on Equity, Diversity, and Inclusion (EDI) and Indigenous Recruitment Fundamentals.
- Communication and Engagement Services
  - Indigenous ways of knowing and the Indigenous Education Holistic Lifelong Learning Framework - IAP2 Canada's Engagement Methods for Indigenous Contexts, Working Effectively with Indigenous Peoples and Indigenous Consultation and Engagement.
- Communication and Engagement Services/Information Technology Services
  - SharePoint Online Team Sites, Teams, and related Office 365 tools
  - Canadian Association of Communicators in Education (CACE) conference
- Participated in Emergency Response Preparedness Committee sessions to review lessons learned and recommendations from crisis management exercises to support the system in case of an actual crisis.

Structures and Processes

- CBE Languages program monitoring process established to provide school leaders to support improving school language programs.
- CTF Professional Learning Network and Key Contacts network established to communicate CTF-related initiatives.
- Coordinated Professional Learning Plan for school leaders.

- Recruitment of teachers from universities across Canada where CBE has had success in finding applicants in speciality areas such as languages and special education.
- Re-designed application and selection process of aspiring principals and assistant principals.
- Cross-functional school planning engagement team supporting active and meaningful participation and decision-making, streamlining processes and developing resources.

Resources

- D2L shell for leadership cohorts and open leadership development series to support aspiring leaders and new leaders in developing leadership capacity.
- Employee and Family Assistance Program (EFAP) services offered to all CBE employees with the goal of achieving greater personal and workplace well-being.
- Resources (website pages, videos, and other communication materials) to support CBE staff in acquiring foundational knowledge of Indigenous ways of knowing.
- High Equity school reporting instituted focused on assessing suitability of potential Principals or Assistant Principals based on school experience.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Required AEAM

Assurance Survey
Education Quality

Alberta Education Assurance (AEA) Survey: Education Quality, In-Service Jurisdiction Needs

For the results by parent, student and teacher, refer to Appendix G | AEA Survey Results.

Note | In-service jurisdiction needs refers to professional development and in service support received by ATA school-based staff from the school authority.

Percentage of agreement with the suite of questions tied to the measure

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Teaching & Leading	Education Quality	**86.5**	87.9	88.4	**88.1**	89.0	89.7	Intermediate	Declined Significantly	Issue
Supplemental AEAMs	In-Service Jurisdiction Needs	**76.6**	80.5	81.1	**82.2**	83.7	84.3	Low	Declined Significantly	Concern

Local Measure

Professional Learning Opportunities

Professional Learning Opportunities

Service Unit and Department/Portfolio	Unique Sessions Offered	Registrants
Administration & Finance		
School Finances (e.g., QuickBooks, Oracle)	63	1475
Administrative Support (e.g., SharePoint)	26	288
Human Resources		
Staffing	10	1068
RAM	4	274
Communications		

Stakeholder Engagement (e.g., ZenCity)	25	366
School Improvement		
Assessment & Reporting	28	556
Attendance	3	200
Complementary Curriculum	61	1700
Core Curriculum	21	3643
CTF/CTS	9	134
Early Learning	12	610
Equity, Diversity & Inclusion	6	289
Educational Partnerships	1	163
English Language Learning	20	2200
Inclusive Education	11	1256
Indigenous Education	19	1496
Languages	77	1427
Off-Site Activities	6	129
Research & Strategy	25	1451
SIS Team - PowerSchool and SchoolEngage	46	2019
Teaching and Learning with Technology	34	998
Well-Being	45	2622

Local Measure

Professional Learning Feedback

Professional Learning Feedback

For additional information, refer to Appendix T | Professional Learning Feedback

- CBE Indigenous Education Professional Learning Day, October 7, 2022
  - At the end of the day, staff were asked to select each of the knowledge topics where they experienced growth (both in big and small ways) during their professional learning in each of the four domains of the Indigenous Education Holistic Lifelong Learning Framework.

Theme	Percentage of Staff experienced growth
Spirit Domain	
Impact & legacy of residential schools (intergenerational trauma, Orange Shirt Day)	**79**
Canada's historical and contemporary relationship with Indigenous peoples	**82**
CBE Holistic Lifelong Learning Framework (medicine wheel teachings, Circle of Courage, holism)	56
Truth & Reconciliation Commission of Canada (TRC): 94 Calls to Action (Education, Health, Justice etc.)	**68**

Note | bolded cells indicate the areas of focus (Truth & Reconciliation) with all showing increased growth in each area

- Core Curriculum System Professional Learning Series
  - Throughout the K-6 and middle school professional learning series, feedback was collected with respect to increased understanding of session content relative to entry point (beginning/developing vs proficient/advanced)
  - The High School professional learning series focused on the five principles of assessment. Participants were asked to provide feedback on the extent to which the principles were embedded in school assessment practices

Division(s) and Topic	Percentage of Staff with Increased Understanding
K-6 New Curriculum	64
Middle School – Identity and Belonging	66
High School – Principles of Assessment	20

Local Measure

Leadership Development Opportunities and Feedback

Leadership Development Opportunities

Cohort	Participants	Sessions
New Principal	48	4
New Assistant Principal	60	4
Aspiring Principal	32	5
Aspiring Assistant Principal	56	5
Open Leadership Development Series	453	3

Leadership Development Feedback

- Feedback was overwhelmingly positive from both cohort and the open leadership development series around the importance of:
  - shared learning through networking with colleagues
  - connecting their learning to their work in schools as it relates to the Leadership Quality Standard
  - having both online and in-person opportunities

Required Local Component

School authorities are responsible for supporting teaching and leadership quality through professional learning, supervision and evaluation processes.

Teacher Growth, Supervision and Evaluation

Policy

- Teachers

  All teacher evaluations require both Part 1 and Part 2, which confirms that the teacher is meeting the Teacher Quality Standard (TQS) as outlined in *Administrative Regulation 4003* | *Teacher Growth, Supervision and Evaluation.* The final evaluation report is a formal document. The body of the report makes claims about a teacher's demonstrated TQS competencies, provides bodies of observed evidence to support those claims, describes the information gathered and provides an analysis of the data. The evaluator then draws conclusions based on the analysis and makes recommendations based on these conclusions.

  To support school administration in conducting teacher evaluation and supervision, the Teacher Staffing team and Human Resources (HR) Advisory offered four 2-hour session for administrators, reviewing the teacher evaluation process. In total, 192 school-based administrators attended at least one of the sessions. The presentations reviewed all resources and documentation required for Part 1 and Part 2 evaluations, including a framework by which administrators should summarize their findings for each of the TQS objectives. HR Advisory also provided information about process to address teacher performance issues, as well as an overview of performance management. Teacher Staffing has updated all evaluation documents to include information on permanent certification requirements, information on when to contact HR Advisory and structure on providing detailed feedback for each of the TQS objectives. Talent Management will provide supporting documents to school administrators such as evaluation comment exemplars and lesson observation templates.

- Leaders (Principals, Assistant Principals)

  All administrators within the first year of their appointments must have a performance evaluation completed to determine their suitability to receive a

continuing designation in their administrator position. The final evaluation report documents the administrator's progress in demonstrating the competencies outlined in the Leadership Quality Standard (LQS), the requirements of the *Administrative Regulation 4002* | *Administrator Growth, Supervision and Evaluation* and the degree to which they have satisfied appropriate requirements contained in these *Guidelines for Evaluation of Administrators*. Education directors are responsible for the evaluation of principals. Principals are responsible for the evaluation of assistant principals. If an administrator does not meet the Leadership Quality Standard leadership and role competencies, their supervisor (director or principal) will not recommend the administrator for a continuing designation.

Data

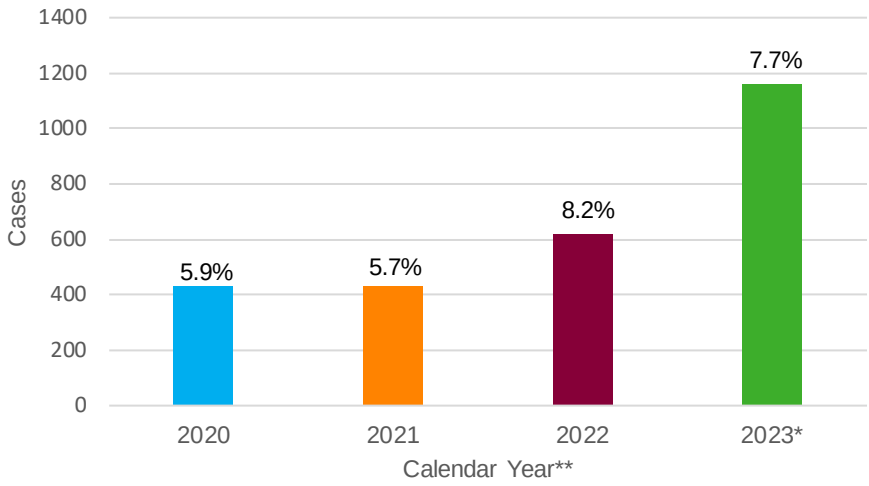
- 689 teacher evaluations completed.
  - 655 of these were full part 1 and 2 evaluations; 34 were confirming reports.
  - 328 teachers recommended for permanent professional certificate (PPC). Note | the total evaluations completed is higher as some teachers did not have their 400 days or already had a PPC.
- 32 principal evaluations completed.
- 40 assistant principal evaluations completed.

Local Measure

Data from benefit plan providers regarding employee health

Employee and Family Assistance Program Utilization Rates

The utilization rate is an indication to what extent CBE employees are accessing resources in support of their well-being.



* Note | 2023 Data is from January 2023-September 2023
** Note | Benefit provider is provided on an calendar year basis not on school year.

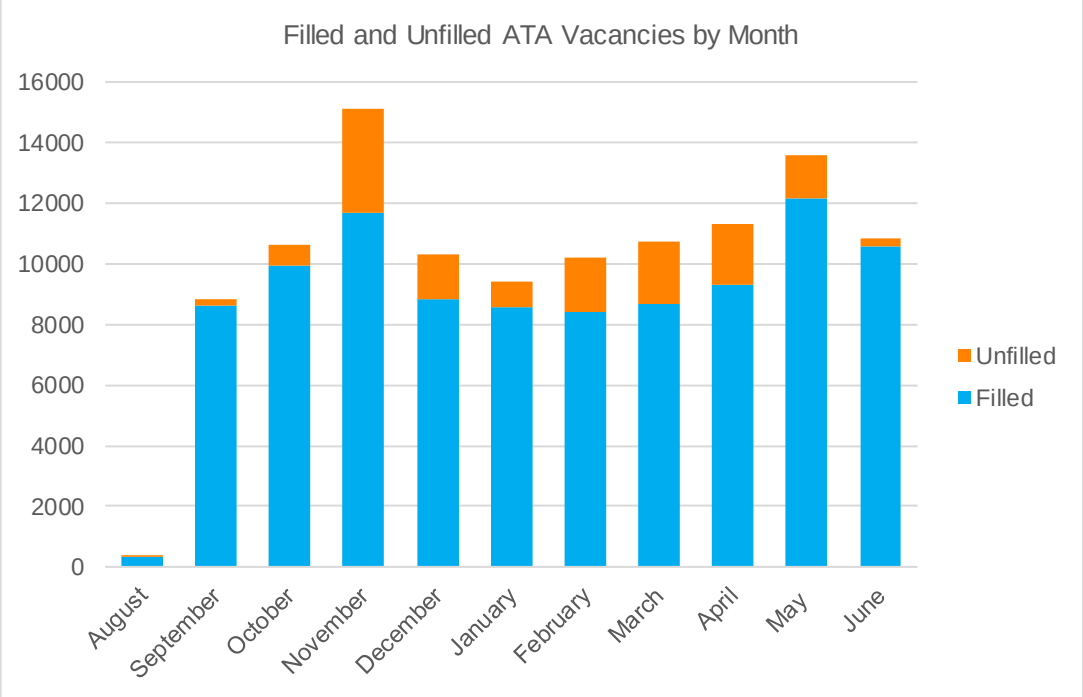
Local Measure

Staff absenteeism

Staff absence rates

The number of teacher absences requiring substitutes decreased by 5.8 per cent in 2022-23 from the prior year. For school-based support staff, the number of absences requiring casual replacements increased by 8.6 per cent. The decrease in teacher absences was likely due to in part to the lifting of COVID quarantine requirements. The increase in school-based support staff absences was due to filling additional vacancies in schools due to student enrolment increases.

Teacher (ATA) Reason	21-22	22-23	Difference	Difference %
Additional Help	7987	7900	-87	-1.1
Appointment - Dental, Medical	21901	21112	-789	-3.6
Board Business	1589	2578	+989	62.2
Child Arrival	155	149	-6	-3.9
Convocation	460	124	-336	-73.0
Critical Illness Family, Family Emergency	5594	4936	-658	-11.8
External Agency	1002	1455	+453	45.2
Full Deduction	375	654	+279	74.4
Funeral	1163	1182	+19	1.6
Leave - Paid Personal, Sick, Unspecified	19442	15361	-4081	-21.0
Lieu Day - Principal, Assistant Principal	308	241	-67	-21.8
Illness	39405	34777	-4628	-11.7
Teacher Vacancy	2020	2395	+375	18.6
Workshop	3247	6101	+2854	87.9
Other	859	377	-482	-56.1



School-Based Support Staff	21-22	22-23	Difference	Difference %
Absence (school account, central account)	40168	40896	+728	1.8
Additional Help	16057	17515	+1458	9.1
Vacancy Fill	10587	14156	+3569	33.7

Local Measure
Workforce Planning

Workforce planning data on teacher supply, specialty teacher supply and other areas of focus

As of October 1* for each of the identified years

Substitute Roster	2020-21	2021-22	2022-23
Alberta Teachers' Association	1646	1624	1755
Staff Association	1349	1412	1648

*As of 2023, we have changed this reporting from September 1 to October 1 due to having more accurate numbers for the actual substitute teachers and casual SA employees on the rosters. In the month of September, our substitute teachers and casual SA employees are still being hired into contracts (probationary/temporary/continuous).

Hired 47 Emergency Supply Teachers aimed at supporting schools with emergent teacher vacancies to ensure that student learning is not disrupted.

Workforce planning data such as anticipated retirements

During the 2022-23 school year, CBE saw 14 retirements from the ranks of school administrators (assistant principals, principals and education directors). CBE Human Resources is projecting 28 school administrator retirements during the 2023-24 school year.

School Year	Job Title	Projected Retirement	Lowest Projected	Highest Projected
2023-24	AP	7	5	10
	Principal	21	14	33

In addition, based on the five-year trend data, another 308 retirees are expected in the 2023-24 school year as follows:

Union	Number
Alberta Teachers' Association (ATA)	140
Trades	5
Canadian Union of Public Employees (CUPE)	30
Staff Association Main Body / Professional Support Staff	127
Exempt	6

In 2022-23, CBE did not conduct Humanex interviews for aspiring principals and assistant principals to assess readiness for administrator roles.

Aspiring Assistant Principal and Principal panel interviews were conducted to determine acceptance to the administrative pool.

- 48 Principal interviews were conducted.
- 82 Assistant Principal interviews were conducted.

Cohort	Participants	Number attaining leadership roles fall 2023	Entered Candidate Pool
Aspiring Principal	32	16	32
Aspiring Assistant Principal	56	32	56
Open Leadership Development Series	453	30	42

Approved 65 out of 77 Alberta Teachers' Association (ATA) and 8 out of 11 CBE's Staff Association Professional Improvement Fellowship (PIF) applications and 1 out of 1 Exempt staff for commencement of studies in the 2022-23 school year.

Local Measure

Harassment Complaints

Number and type of harassment complaints

The number of complaints filed under CBE's *Administrative Regulation 4038* | *Harassment, Sexual Harassment and Discrimination* remained steady in relation to the prior year. The majority of complaints involve peers. There was a total of **33** staff-to-staff AR4038 complaints through Public Schools Works.

Reporting Requirement

Whistleblower Protection

Public Interest Disclosures

CBE's *Administrative Regulation 4090 | Public Interest Disclosure (Whistleblower Protection)* was approved in February 2014.

From October 1, 2022, up to and including September 30, 2023, the following have been received:

Type	Number
Disclosures received by the designated officer	3
Disclosures acted on	0
Disclosures not acted on	0
Disclosures under review*	1
Investigations commenced by the designated officer as a result of disclosures	2

* Disclosures under review include matters where no determination has been made as of the reporting date.

What We Noticed

Celebrate

Truth & Reconciliation

- Staff reported professional growth through their participation in CBE Indigenous Education Professional Day, specifically in the area of Truth & Reconciliation.

Engaging teachers in technology learning

- Teachers participation in technology professional learning increased by 636 participants compared to last year.
- Learning Technology System survey results indicate teachers found the Educational Technology Key Contacts newsletter to be an effective way to support their professional practice and growth.

Leadership Development and Professional Learning

- New opportunity for teachers and learning leaders to develop an understanding of school leadership.
- Increased attendance at online sessions.
- Staff were provided many and varied opportunities for professional development, and internal feedback indicates that most felt these opportunities were useful and targeted.

Staff Well-being

- For 2022-23, CBE employees were accessing resources in support of their well-being at a greater rate than the previous two years.

Staff Absenteeism

- A marked shift in reasons for staff absenteeism from the previous year indicating a return to professional learning.

Languages

- Teachers were able to improve their knowledge of a language through exchanges coaching sessions, and opportunities related to new curriculum and assessment.

Areas for Growth

Education Quality

- CBE showed significant declines in agreement as reported in the AEA Education Quality measure by all of teachers, students and parents. This decline was most pronounced in the parent cohort.

Staff Absenteeism

- Significant numbers of unfilled ATA and SA vacancies continue to negatively impact classroom instruction.

Professional Learning

- Teacher agreement that in the past 3-5 years professional learning received from CBE has been focused, systematic and contributed significantly to their ongoing professional growth continued to decline and the gap with provincial data widened for this AEA measure.

Open Leadership Development Series

- Session design to better support participants within different settings and build understanding of the complexities of school leadership based on feedback from participants.

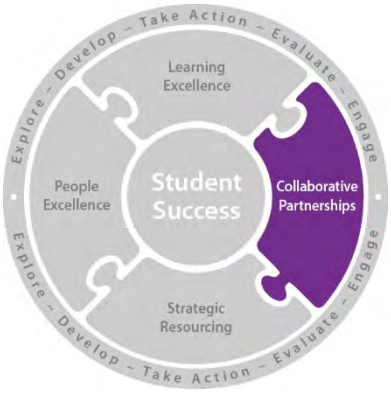
Our Next Steps

- **Professional Learning**
  - Flexibility in the delivery and timing of System Professional Learning Series sessions to meet diverse staff needs, focusing on school context, priority and choice.
  - Develop and implement Human Resources professional learning series for principals.
  - Leadership development sessions focused on strategic leadership for the 2023-24 school year for Service Unit leaders.
  - Understanding of computer science and computational thinking concepts and tools to implement the new science curriculum and enhance cross-curricular learning outcomes.
  - Technology integration by using a wide range of technologies including Brightspace by D2L, Google Classroom, Google Workspace for Education, Flip, Jamboard, myBlueprint, and computer science concepts and tools to support student learning.
  - How to leverage and manage public facing websites (Digital Communications staff from CES).

- Media training and key message development for Communications Advisors to reduce reliance on CBE leadership time and resources.

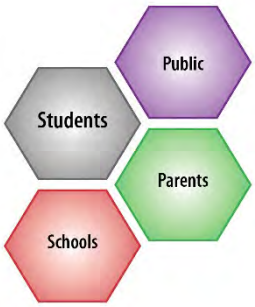
- **Structures and Processes**
  - Professional Learning plan template aligned with system offerings to allow schools to strategically plan ahead in addressing school priorities
  - Mentorship model, mentorship series, and refined open leadership development series.
  - Development of school leaders with fluency in target languages to ensure compliance with our Languages Standards of Practice.
- **Resources**
  - D2L mentorship model and Open Leadership Development Series shell updates.

Collaborative Partnerships



Goal | Foster relationships to support student success

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



Context

Partners in education work shoulder to shoulder to ensure that students come first in CBE. Through the establishment of meaningful partnerships, CBE employees, students, parents, communities, industry leaders and government, work to achieve CBE's shared vision and goals. The CBE continues to nurture collaborative relationships with Indigenous Elders and community serving agencies. Learning from and working with Indigenous Elders and Knowledge Keepers, holds space for Indigenous knowledge systems to influence our work across the organization and is central to long-term reconciliation.

A system-wide Minecraft design challenge also enhanced student learning through significant collaboration between CBE, Microsoft, The City of Calgary, and the Calgary Public Library (CPL). Student learning and well-being are also enhanced through opportunities to access diverse programming, such as dual credit and exploratory programming with several post-secondary and community partners. Continued expansion of the number and variety of opportunities available to students supports continued readiness for post-secondary and the world of work.

What We Did

- **Professional Learning**
  - Cultural protocols, relevant strategies and wise practices to engage and sustain relationships with Indigenous families and community.
  - Partnership database, media/key message development, Dialogue Framework, how to effectively use existing digital tools, and engaging successfully with various stakeholders.
  - Teachers learned to leverage technology into student community engagement and curriculum integration through Minecraft challenge.
  - Chief Superintendent's Student Advisory Council (CSSAC) Staff Designates provided three professional learning sessions (first, midpoint, and last meeting of the year) to explore relationships

between student voice and well-being and to strengthen capacity to lead students in creating school-wide student voice initiatives.

- **Structures and Processes**
  - Worked with CBE Elder Advisory Council to continue implementation of the *Indigenous Education Holistic Lifelong Learning Framework*.
  - Established Partnership Agreement with Actua (Canada's Largest STEM outreach organization) to provide opportunities for self-identified Indigenous youth in high school to connect STEM activities to cultural teachings from Elders and Knowledge Keepers.
  - Formalized partnerships focused on providing cultural resources and supports to self-identifying Indigenous students and their schools.
  - Established Partnership Agreement with Alberta Health Services – Elbow River Healing Lodge to create a Wellness Clinic at Niitsitapi Learning Centre.
  - Chief Superintendent's Student Advisory Council (CSSAC) re-established as a forum for students to speak directly with the Chief Superintendent regarding their diverse learning needs and well-being
  - Minecraft: Level Up Calgary Season 2 to facilitate student-community engagement and technology integration into curriculum.
  - In addition to partnerships with SAIT, Olds College, Mount Royal University, and the University of Calgary, a new partnership with Bow Valley College helped support Dual Credit and Exploratory programs.
  - Partnership with CAREERS: the Next Generation expanded by adding a shared position that is 0.5 funded by Careers and 0.5 funded by CBE to support students in accessing paid internships for Work Experience and potentially the Registered Apprenticeship Program.
- **Resources**
  - Indigenous Education Strategists, Teaching and Learning with Technology Specialists, Career and Technology Studies/Career and Technology Foundations (CTS/CTF) Specialists.
  - CBE Connections newsletter for all parents/guardians launched.
  - School Planning toolkit to support gathering feedback to make school planning decisions (budget, fees, school development plans) updated.
  - CTF to Unique Pathways document to help teachers understand through lines to Unique Pathways created.
  - Partnership database tool refined.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Local Measure

Student Voice Feedback

Student Voice Feedback

The Chief Superintendent's Student Advisory Council (CSSAC) reported on different school structures in place in 24 CBE high schools that prioritize student voice opportunities.

Type of student voice/leadership opportunity	Number of reported schools (out of 24)
Leadership	22
GSA/QSA	22
Principal Advisory Council	15
Diversity Council	11
Student Council/Student Union	10
Student Voice club/group	9

Local Measure

Engagement

Operational Expectations 8 indicators | Communicating and Engaging with the Public

The data for the OE-8 indicators demonstrates compliance and commitment to communicating and engaging with the public.

Local Measure

Elders Advisory

Elder Advisory Council

The Chief Superintendent and other system leaders met formally with the CBE Elder Advisory Council four times during the 2022-23 school year, while the Indigenous Education Team worked alongside many Indigenous Elders and community members to support implementation of the Indigenous Education Holistic Lifelong Learning Framework.

Required AEAM

Assurance Survey

Parental Involvement

Alberta Education Assurance (AEA) Survey: Parental Involvement

For the results by parent and teacher, refer to Appendix G | AEA Survey Results.

Percentage of agreement with the suite of questions tied to the measure

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Governance	Parental Involvement	**76.8**	77.3	78.1	**79.1**	78.8	80.3	Intermediate	Declined Significantly	Issue

Assurance Domain

Governance

Local Measure

Post-secondary and industry access

Registration in and completion of dual credit courses, off-campus, apprenticeship opportunities or number of students participating in exploratory pathways

Opportunities	Registration N	Final Mark ≥ 50% N	Rate of Success %
Apprenticeship	618	618	100
Registered Apprenticeship Program	140	140	100
Dual Credit	461	461	100
Exploratory	88	88	100
Off-Campus	2605	2605	100

Local Measure

Community programs and services

Number of School Connections YYC bookings in CBE schools

The City of Calgary explains:

> School Connections YYC connects schools with community-based organizations to access available space in schools for programs and services to support students and families.
>
> The City of Calgary has collaborated with The Calgary Board of Education and Calgary Catholic School District to create the new School Connections YYC (SCYYC) framework. SCYYC replaces Access 3-6.
>
> (Retrieved Oct 3, 2023, from School Connections YYC https://www.calgary.ca/communities/school-connections-yyc.html)

In the 2022-23 school year, there were 3817 SCYYC bookings in CBE schools. These bookings represent use of 53 different CBE schools.

What We Noticed

Celebrate

System Participation in Minecraft Challenge

- 208 CBE schools and 15,000 students participated in the learning opportunity, Minecraft: Level Up Calgary Season 2: Achievement Unlocked, a significant increase of 70 more schools compared to last year's participation rates. Challenge was expanded to include Calgary Catholic School District and Rocky View Schools as well.

New Communications Processes Provide Greater Transparency

- Survey results indicated that parents appreciated content and delivery of CBE Connections, a new parent/guardian online newsletter.

Highlighting high school student successes

- CSSAC students celebrated work accomplished in developing their student leadership qualities and in their school improvement cycles through a gallery walk.

Areas for Growth

Parental Involvement

- CBE showed significant declines in Parental Involvement AEA survey measure and while CBE results declined since last year, the provincial results improved.
- About 77 per cent of teachers and parents indicate they are satisfied with parental involvement in decisions about their child's education. While this may be celebrated, CBE continues to aspire to be inclusive of all parents and legal guardians in matters affecting their child's education.

Hearing Student Voice Through CSSAC

- Given the nature of students graduating and new members joining the council, need to be attuned to creating the transition plans for students and providing opportunities for current CSSAC members to mentor new members.
- Ensuring diverse student voices are both heard and acted upon to ensure all students feel valued, welcome, and have equal access to services and supports.

Expanding technology-enabled student-community learning

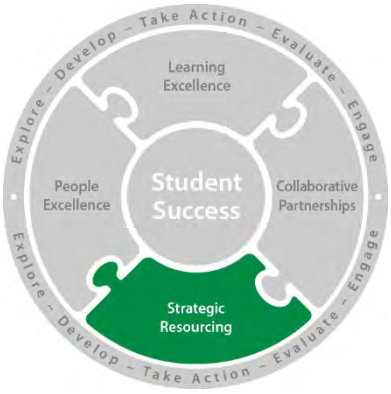
- Current relationships with Microsoft, SMART, The City of Calgary and the Calgary Public Library (CPL) can continue to evolve and strengthen.
- Schools and the system require consistent data about student use and perspectives on technology for learning and digital citizenship to respond to system needs and personalize student learning.

Our Next Steps

- **Professional Learning**
  - CT Education Conference in partnership with the Calgary Catholic School Board and Calgary Regional Consortium.

- ## Structures and Processes
  - Establish an Indigenous Education Committee with representation from the Indigenous and CBE communities.
  - Design system onboarding process for Indigenous Elders, Knowledge Keepers, and community resources (individuals and agencies) to ensure relevant resources are offered to schools.
  - Develop and implement sustainable, engaging model for continuation of Minecraft design challenge in collaboration with Microsoft, The City of Calgary, and the Calgary Public Library (CPL).
  - Gather student voice baseline data to new CBE Student Survey questions related to use of learning technologies and understanding of digital citizenship.
  - Social media protocols updates to align with changes in platforms to support school leaders in using these more effectively.
  - New school website platform to launch to support fully leveraging public-facing school websites to provide robust and inclusive tool for families.
  - Finalize advertising and promotional guidelines for schools to clarify and improve current processes.
  - Plan to migrate the CBE's corporate website to the Content Manager platform, to provide a better user experience for parents and the public.
  - School Connections YYC maintain to enhance access to community programs and services during non-instructional hours.
- ## Resources
  - Indigenous Elders, Knowledge Keepers and Community Supports Roster to be finalized to support accessing and working with the Indigenous community.
  - Revise the Indigenous Education – Cultural Protocols document to support system understanding and application of Elder and smudge protocols.
  - Finalize the Education Services Agreement (ESA) between the CBE and the Tsuut'ina Nation to support Tsuu'tina Nation students attending CBE schools.
  - Continue to formalize partnership agreements focused on providing cultural resources and supports to self-identifying Indigenous students and schools.

Strategic Resourcing



Assurance Domain

Governance

Goal | Allocate resources to support student success

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

Context

The CBE is committed to ensuring that resources are allocated in a responsible way and we consistently look for innovative processes that are also efficient. All CBE resources are used most effectively to advance equity, achievement and well-being for all our students.

Diverse learning technologies can serve to improve student learning. Access to, and understanding of, these technologies remained a CBE priority in 2022-23. Using an equity lens, access to learning technologies increased for students with special education needs and internal processes to support the selection and purchase of learning resources were developed to support new curriculum implementation.

What We Did

- **Professional Learning**
  - Facilities and Environmental Services staff were provided access to professional development funds to support maintained awareness of current and emerging technologies and to enrich their understanding of diversity, equity and inclusion.
  - Re-introduction of the lunch-and-learn series for school based financial administration staff following the wind-down of the global pandemic.
- **Structures and Processes**
  - Organized competitive process for schools to access Official Languages in Education Programs (OLEP) funds in order to support local priorities and initiatives in French immersion schools.
  - Computers for Kids Program administered to provide Computers for Schools devices to students who do not have access to technology.
  - Complementary Curriculum Emergency Equipment fund established to support schools with replacement costs for equipment.

- Fine & Performing Arts Need & Give Away List maintained to share surplus resources among teachers.
- increased the number of schools reviewed by the Board of Trustees external auditors (KPMG) as part of the year end audit process.
- External auditor (MNP) contracted to create a current inventory and condition of specialized CTS equipment in all Tier 3 shops in the CBE.
- Strategic planning meetings to plan CTF/S facility priorities for maintenance renewal and capital projects.
- Data entry automation implemented for five HR processes ranging from Hires to Terminations aimed at eliminating manual data entry.
- Internal processes for the selection and purchase of learning resources to support new curriculum implementation.

- **Resources**
  - Network security and infrastructure resources implemented for the launch of eSports in CBE high schools.
  - Features of Software Asset Management (SAM) developed to support system approval processes for learning software.
  - Increased the School Financial Management team to better serve the growing number of schools.

What We Measured

For additional information, refer to Appendix D | Glossary, Appendix E | Measures Used in the AERR and Appendix F | Alberta Education Assurance Measure Results.

Local Measure

Financial Health

Financial Health Matrix

Through the Financial Health Matrix, administration provides the Board of Trustees and the community with summary information about the CBE's financial health and any risks related to achieving its Results policies and outcomes set out in the CBE's Education Plan.

The matrix is included in the Fourth Quarter Budget Variance Analysis Report https://cbe.ab.ca/about-us/board-of-trustees/BoardofTrusteeDocuments/20231128-public-agenda-regular-meeting.pdf dated November 28, 2023, Attachment V: Financial Health Matrix beginning on page 14/341.

Required Local Component

Audited Financial Statements

School boards must include a web link to the Audited Financial Statements (AFS) and related unaudited schedules and a web link to the provincial roll up of AFS information:https://www.alberta.ca/k12-education-financial-statements.aspx.

Audited Financial Statements

CBE's Financial Results for the year ended August 31, 2023, including the audited financial statements: https://cbe.ab.ca/about-us/board-of-trustees/BoardofTrusteeDocuments/20231128-public-agenda-regular-meeting.pdf beginning on page 19/341.

Provincial K to 12 education financial statements, include combined statements, summary reports, and school authority audited financial statements: https://www.alberta.ca/k-12-education-financial-statements.aspx.

Required AEAM

Budget-Actual Comparison

School authorities (school boards & charter schools only) report the "Total Expenses" line from the Variance Analysis schedule comparing and explaining the difference in the amount budgeted for 2022/2023, the actual spent and the variance (in both amount and %).

Budget-Actual Comparison

The Fourth Quarter Budget Variance Report provides total expenses budgeted for, the actual expenses incurred as well as the variance as a dollar amount and percentage. Please refer to: https://cbe.ab.ca/about-us/board-of-trustees/BoardofTrusteeDocuments/20231128-public-agenda-regular-meeting.pdf beginning on page 4/341.

Local Measure

Budget

Annual Budget submitted to Alberta Education

The Calgary Board of Education is committed to advancing student success, safety, and sustainability through the ongoing development of its 2022-23 budget.

On Feb. 24, the Government of Alberta provided all school boards with some preliminary funding information in Budget 2022.

Using the detailed information from its funding profile, CBE Administration developed a Budget Assumption Report (BAR), which was presented to the Board of Trustees on April 5. The BAR laid out the assumptions Administration used build the 2022-23 budget.

The Board of Trustees approved the 2022-23 budget at a public meeting on May 24, 2022.

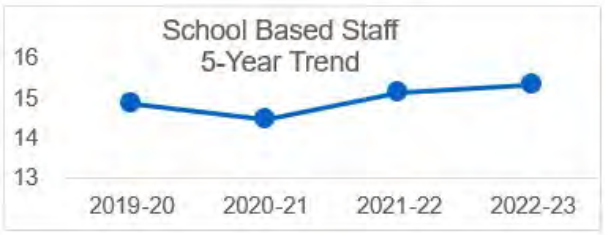
Following Board of Trustee approval, the CBE must submit a balanced budget to Alberta Education by May 31 in keeping with the Education Act.

Operating Budget 2022-23

Local Measure

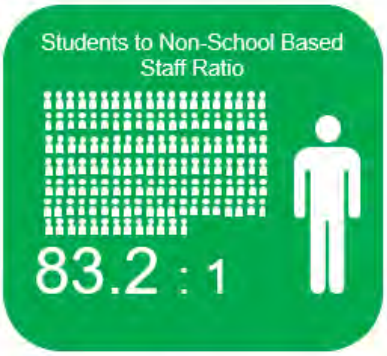
Student to Staff

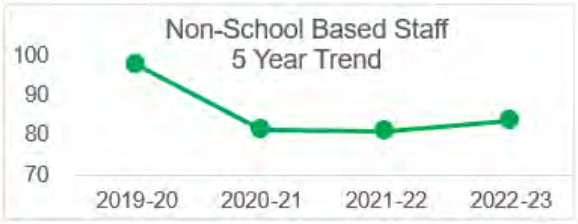
Students to school-based staff ratio



Note | The term "school-based staff" includes certificated staff such as Principals, Teachers, and Learning Leaders as well as non-certificated school-based staff including roles such as educational assistants, library assistants, school secretaries, and behaviour support workers.

Students to non school-based staff ratio





Note | The term "non school-based staff" includes staff in service units who work directly in schools, such as facility operations staff, trades staff, centrally managed school supports including school technology support specialists, psychologists, speech-language pathologists and the range of other supporting professionals.

Local Measure

Ratio of devices

Ratio of student devices to students

0.48:1

There are 0.48 student devices per student; said another way, there are 2.07 students for each student device. This ratio is as of Sep 30, 2022, and includes student iPads, laptops, desktops and Chromebooks configured as student devices that are in CBE's inventory, regardless of the age of the device.

The ratio provided does not identify the funding source, so these devices may have been acquired through a variety of means. CBE provides though central funding, resources to schools to ensure they are able to meet a supported ratio of students to devices at their school. We take an equity-based approach to this and provide funding to the school only if it is below the threshold of in-lifecycle devices.

Local Measure

CBE Student Survey

CBE Student Survey

For the results by question, refer to Appendix H | CBE Student Survey Results by Question.

Percentage of agreement with the suite of questions tied to each summary measure

Summary Measure	Percentage
Learning Technology Summary	90.8
Technological Communication Summary	81.5
Technological Critical Thinking Summary	72.1

Local Measure

Alberta Education Utilization Rate

Number of schools operating below 85% utilization

Under the provincial funding model, schools that are 85 per cent utilized receive maximum operational and maintenance dollars (O&M). Changes to O&M funding guidelines impact CBE's ability to operate schools with a utilization rate lower than 85 per cent (*Three-Year System Student Accommodation Plan*).

There were 119 schools operating below 85 per cent utilization in 2022-23, an improvement of 18 fewer schools from the previous school year.

Refer to Appendix N | School Space Allocation: Utilized and Underutilized Space for information regarding Alberta Education's school unitization rate and funding to school authorities and to CBE's public webpage, *Three-Year System Student Accommodation Plan (SSAP)* for more information.

What We Noticed

Celebrate

Increased HR Productivity

- By automating five HR data entry processes, 1717 manual transactions were eliminated in 2022-23. On average each automated transaction saved two to three minutes of work, resulting in 57 to 85 hours of time saved. As some of these transactions were completed during peak work volume times, overtime expenditures were reduced.

Number of Schools operating below 85% utilization

- There were 18 fewer schools operating below 85% utilization.

Learning Resource Implementation and Plan

- Staff are more aware of the supports provided through Software Asset Management (SAM). Data: 1,400+ software titles listed in SAM.
- High school student uptake of eSports was successful in the first year of the offering in CBE. Data: 120 students in 9 schools.
- Implemented new structures and processes for collaboration with curriculum teams and Procurement Services, and published curriculum resource guides for new curriculum implementation in ELAL, Mathematics, Physical Education and Wellness, and Science with clear purchasing processes for schools.

CTS/F

- Redistributed unutilized equipment to 13 different junior/middle and high schools.
- Direct involvement in planning and execution of new and renovated CTF/S spaces.

Languages

- 19 projects were submitted by 22 French immersion schools for funding for local initiatives. Over $320 000 was granted in funding for these initiatives. Some projects are evolving towards becoming multi-year pan-CBE structures & processes.
- Program Monitoring ready to pilot.

Areas for Growth

Learning Resource Implementation and Plan

- Users continue to provide feedback about various features and processes of Software Asset Management (SAM). The SAM team will discuss and implement improvements in order to increase usability and efficiency for schools and service units.
- Internal processes for the selection, purchase, and management of technology and non-technology learning resources across the CBE requires further work and implementation across multiple service units.

CTF/S

- Continue to develop a systematic approach to determining the long-term needs and priorities for maintaining and upgrading CTF/S facilities across the CBE.
- Develop a system strategy for re-allocation, removal, and/or disposal of unused, unwanted or broken CTS/F equipment.

Our Next Steps

Structures and Processes

- Request for Proposal (RFP) process for a Learning Management System collaboration across service units.
- Development of a new school financial management framework piloted in 2023-24.
- School-based OLEP-funded project competition promoted among FSL schools to support local FSL priorities through funding.
- Select Language schools to pilot Program Monitoring.
- Learning technology infrastructure updated including Brightspace by D2L, Google Workspace for EDU, and the Symphony library system.
- Long-term strategy and processes for the selection, purchase, and management of curriculum-related learning resources across the CBE.
- Network security and infrastructure resources and professional learning for eSports in CBE high schools.
- Rating system to identify and evaluate CTF/S facility priorities for maintenance renewal and capital projects.

Resources

- Software Asset Management (SAM) enhancements based on user feedback to increase usability and efficiency.
- Resource Booking System implementation to facilitate schools in managing and signing out technology and other resources.
- Academic Integrity Tool to support teachers and students in understanding copyright and improving assessment practices.
- Secure Exam Solution to support administration of digitally-enabled assessments for students with identified special education needs.
- Resources and technology purchased through the low-incidence specialized services grant to support students in specialized classrooms.
- Automation for nine processes within Talent Management including new hire emails, reporting, and spring staffing will be implemented.
- System and process improvements for six processes within Talent Management will be implemented.

Appendices

Appendix A | Assurance Domains

Student Growth and Achievement	Teaching and Leading	Learning Supports	Governance	Local and Societal Context
▪ refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.	▪ refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards	▪ refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	▪ refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.	▪ refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students. Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts. Processes and practices than enable attending to local and society context are woven throughout each of the other four domains.

Key Elements	Key Elements	Key Elements	Key Elements	Key Elements
▪ Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. ▪ Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. ▪ Students are active, healthy and well. ▪ Students apply knowledge, understanding and skills in real life contexts and situations. ▪ Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. ▪ Students demonstrate understanding and respect for the uniqueness of all learners.	▪ Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ▪ Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. ▪ Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. ▪ All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. ▪ University teacher education, university leadership education and on-going professional learning programs prepare teachers and leaders to meet the standards for professional practice. ▪ Teachers and leaders use a range of data arising from their practice to inform cycles of evidence based continuous learning.	▪ Learning environments are welcoming, caring, respectful and safe. ▪ Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ▪ Education partners fulfil their respective roles with a shared understanding of an inclusive education system. ▪ Students and their families work in collaboration with education partners to support learning. ▪ The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. ▪ Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. ▪ Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.	▪ Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. ▪ Legislation, policy and regulation provide clarity regarding the roles and responsibilities of education partners in matters of governance. ▪ Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. ▪ Curriculum is relevant, clearly articulated and designed for implementation within local contexts. ▪ Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.	▪ Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.

Appendix B | School Improvement Results Report Template

The template includes the following sections:

- Introduction
- School Develop Plan 2021-22 Highlights
  - Look Back | School Goals
  - Literacy |
  - Mathematics |
  - Well-Being for Learning |
- Alberta Education Assurance Measures (AEAMs)
- School Development Plan 2022-23
  - Look Forward | School Goals 2022-23
- Our School
- Our School's COVID-19 Context
- School Council Involvement
- Other Reports
  - School Fees

Appendix C | School Development Plan Template

Schools are required to have a Literacy, Mathematics and Well-Being for Learning student goal. Below is the template, where the Literacy student goal is the example.

Data	Student Goals	Instructional Actions	Resources	Key Outcomes	Measures	Begin	End	Improvement
What story do last year's school data tell? How do these inform shifts in Instructional Actions, Resources and Key Outcomes for this school year?	What area(s) need to be improved? The heart and integrity of each Student Goal is maintained for the three years.	Describe the professional learning opportunities planned that will directly support building staff capacity to advance the achievement of the Student Goal. Articulate the specific classroom and pedagogical actions planned. How will teachers work with students to achieve the Student Goal?	List the resources (structures, processes, physical, human, financial, technological) needed in order to achieve the Student Goal based on the identified Instructional Actions.	What are the improvements expected as a result of the Instructional Actions? What smaller goal(s) do you expect to achievement in one school year through the specific Instructional Actions? If you do this (Instructional Action) then this will be the results (Key Outcome).	What are the specific data sources that will show the summative evidence of the achievement of key outcomes? Name the specific tool(s) or data source(s) that will be used to find evidence that Key Outcomes were achieved	For each measure, what are the beginning of the year number(s)? Based on the Measure identified, what are the data at the earliest point in the school year? Include the month for easy reference.	For each measure, what are the end of the year number(s)? Based on the Measure identified, what are the data captured at the latest point in the school year? Include the month for easy reference.	When the data and narrative are considered together, what brief (5 sentences or less) story can be told about improvement? Context and audience matter.
Literacy Data	**Literacy Student Goals**	**Literacy Instructional Actions**	**Literacy Resources**	**Literacy Key Outcomes**	**Literacy Measures**	**Literacy Begin**	**Literacy End**	**Literacy Improvement**
Theory of Action (optional):								
2020-21 ▪	2020-21	2020-21 Staff will: ▪ With students, staff will ▪	2020-21 ▪	2020-21 ▪	Measure 1	Measure 1 ▪	Measure 1 ▪	Measure 1
					Measure 2	Measure 2 ▪	Measure 2 ▪	Measure 2
					Measure 3	Measure 3 ▪	Measure 3 ▪	Measure 3
					Measure 4	Measure 4 ▪	Measure 4 ▪	Measure 4
2021-22 ▪	2021-22	2021-22 Staff will: ▪ With students, staff will ▪	2021-22 ▪	2021-22 ▪	Measure 1	Measure 1 ▪	Measure 1 ▪	Measure 1
					Measure 2	Measure 2 ▪	Measure 2 ▪	Measure 2
					Measure 3	Measure 3 ▪	Measure 3 ▪	Measure 3
					Measure 4	Measure 4 ▪	Measure 4 ▪	Measure 4
2022-23 ▪	2022-23	2022-23 Staff will: ▪ With students, staff will ▪	2022-23 ▪	2022-23 ▪	Measure 1	Measure 1 ▪	Measure 1 ▪	Measure 1
					Measure 2	Measure 2 ▪	Measure 2 ▪	Measure 2
					Measure 3	Measure 3 ▪	Measure 3 ▪	Measure 3
					Measure 4	Measure 4 ▪	Measure 4 ▪	Measure 4

Appendix D | Glossary

Cohorts

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

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

Divisions

- 1: grades 1 to 3
- 2: grades 4 to 6
- 3: grades 7 to 9
- 4: grades 10 to 12

Well-Being

- Hedonia (Hedonic well-being): Hedonia is the 'feel good' component of well-being associated with enjoyable experiences, being relaxed, or being engaged in exciting activities: "I like spending time doing social activities with friends"; "I prefer to spend time doing relaxing activities"; "I like doing activities that have a certain amount of risk."
- Eudaimonia (Eudaimonic well-being): Eudaimonia conceives of well-being as getting to know one's true self, or 'daimon', and striving to be the best one can be. The core element is having a sense of purpose in life. It is "the development of a person's best potentials and their application in the fulfilment of personally expressive, self-concordant goals" (Waterman et al., 2010). "I feel satisfied with my life because I have a clear sense of purpose for my life." Eudemonic well-being is the feeling that comes when one is engaging in activities that are personally meaningful, making progress towards a goal, and achieving a goal with a high level of mastery (Benson & Scales, 2009; Ryan & Deci, 2001; Waterman, 1993; Waterman et al., 2010). "I feel satisfied with my life because I can engage in activities that are meaningful to me."

(Retrieved on Nov. 18, 2022, from: https://thelearningbar.com/wp-content/uploads/2020/11/Thriving_The-Learning-Bars-framework-for-assessing-student-well-being_Nov-2020.pdf)

Appendix E | Measures Used in AERR

This appendix includes definitions and information for some of the measures used in this report. Click on a link below to jump to the specific measure in the appendix.

Alberta Education Assurance (AEA) Survey

Castles and Coltheart 3 (CC3)

CBE Student Survey

Early Years Evaluation - Teacher Assessment (EYE-TA)

English Language Learners (ELL) Benchmarks

High School Completion Rate (3yr, 5yr)

High School Completion | Alberta Education's Categories

Letter Name-Sound (LeNS)

Numeracy Screen Assessment

OurSCHOOL Survey

Reading Readiness Screening Tool (RRST)

School Development Plan

Alberta Education Assurance (AEA) Survey

Each year Alberta Education surveys, students in grades 4, 7 and 10 and their parents / legal guardians as well as all K-12 teachers on the quality of education provided by school authorities.

To ensure our education system is setting students up for success, we need to know what is working well and where there is room for improvement. The results of our Assurance Survey give everyone important information and evidence about the quality of your child's education. It assures us all that schools are moving in the right direction. It also helps our schools show their parents, their communities and the province that they are meeting the needs of your child. Every parent has an important role to play, and I thank you for your diligence and dedication to Alberta's students.

…Alberta Education's Assurance Framework provides the basis for accountability and public assurance in the Kindergarten to Grade 12 education system. To support the framework, school authorities report on their performance according to a number of different measures. This provides key information about how the education system is doing.

Results show which measures have improved, which have remained constant and which have declined. At a glance, the results point out successes and areas of concern from both a local and provincial perspective.

(Retrieved Nov 1, 2023, from Alberta Education Assurance Survey - Parent Letter https://www.alberta.ca/system/files/custom_downloaded_images/edc-alberta-education-assurance-survey-parent-letter.pdf)

The following AEA Survey measures are included in this report:

Access to Supports and Services: The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.

In-Service Jurisdiction Needs: The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Program of Studies - At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

Program of Studies - Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

School Improvement: Percentage of teacher, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

For more information, refer to Appendix F | Alberta Education Assurance Measure Results and Alberta Education's Assurance and accountability in Alberta's K to 12 education system webpage.

Castles and Coltheart 3 (CC3)

The Castles and Coltheart 3 (CC3) test is designed to identify the nature of a child's reading difficulties. As such, it assesses a student's ability to recall familiar and irregular words (e.g., take, hand, island, cough), and their ability to sound out non-words (e.g., norf, framp, gurve) that were created specially for this assessment and are meant to be fictitious and without meaning. The Test Castle et Coltheart 3 (CC3) is also available in French.

(Retrieved Nov 1, 2023, pg. 17, from: https://www.alberta.ca/system/files/educ-general-information-bulletin-literacy-and-numeracy-screening-assessments.pdf)

For further information, see *Provincial Kindergarten to Grade 3 Literacy Screening Assessments LeNS and CC3 Interpretation Guide*.

CBE Student Survey

The CBE Student Survey is an in-house survey administered to students in grades 5, 6, 8, 9, 11, 12. Questions are tied to the Indigenous Education Holistic Lifelong Learning Framework, Literacy Framework, Mathematics Framework, Results 3 | Citizenship, Results 4 | Personal Development and Results 5 | Character. It is an opportunity for students to:

- report on themselves, their own abilities and their accomplishments; and
- take pride in what they have achieved.

Early Years Evaluation - Teacher Assessment (EYE-TA)

As part of on-going classroom observations, all kindergarten teachers complete a developmental screening tool on children in the fall. The Early Years Evaluation - Teacher Assessment (EYE-TA) helps the teacher, school and system to better understand each child's strengths and areas for growth.

Five domains are assessed: awareness of self and environment; social skills and approaches to learning; cognitive skills; language and communication; and physical and development.

- Yellow means the child is experiencing some difficulty in achieving the tasks in the particular developmental area (domain).
- Red means the child is experiencing significant difficulty in achieving the tasks in the particular developmental area (domain).

English Language Learners (ELL) Benchmarks

The *Alberta K-12 ESL 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 language learners and can be used to assess language proficiency in the classroom context.

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

High School Completion Rate (HSCR)

Alberta Education calculates the rate at which Alberta students complete high school within three, four, and five years of starting Grade 10. The High School Completion rate is calculated by dividing the number of high school completers by the number of students in the Grade 10 Cohort, adjusted for attrition.

The Grade 10 Cohort used for the HSCR is comprised of first-time Grade 10 students:

whom the government of Alberta has a responsibility to educate; and

who can reasonably be expected to complete high school.

For more information, refer to Appendix F | Alberta Education Assurance Measure Results and *Student Outcomes Measures Based on the Grade 10 Cohort: methodology for rates calculation*.

High School Completion | Alberta Education's 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○ (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
- Physical Education 10 (3 credits)○
- Career and Life Management (3 credits)○

- 10 credits in any combination from:
  - Career and Technology Studies (CTS) courses
  - Fine Arts courses
  - Second Languages courses
  - Physical Education 20 and/or 30
  - Knowledge and Employability courses
  - Registered Apprenticeship Program courses
  - Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses
- 10 credits in any 30-level course (in addition to a 30-level English Language Arts and a 30-level Social Studies course as specified above)○. These courses may include:
  - 30-level locally developed courses
  - advanced level (3000 series) in Career and Technology Studies courses
  - 30-level Work Experience course○
  - 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%).

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 5 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

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

OR

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

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.

Letter Name-Sound (LeNS)

The Letter Name-Sound (LeNS) Test is designed to make sure that the child has the foundational phonics skills to develop into an independent reader. As such, it assesses a student's ability to sound out single letters and letter combinations (e.g., n, d, e, ch, ay, oa, oy). The Tests Nom et son des lettres (NSLe) is the equivalent in French to the LeNS Test.

(Retrieved on Nov 1, 2023, pg. 17 from https://www.alberta.ca/system/files/educ-general-information-bulletin-literacy-and-numeracy-screening-assessments.pdf)

For further information, see *Provincial Kindergarten to Grade 3 Literacy Screening Assessments LeNS and CC3 Interpretation Guide*.

Numeracy Screening Assessment

Provincial Numeracy Screening Assessments for Grades 1 – 3 is designed to measure a wide range of skills associated with a child's number sense. Such skills include counting, number comparison, number writing, number ordering, and basic arithmetic. The importance of these early skills to later mathematical development is often asserted in the literature, and accordingly, an emphasis on developing number sense is warranted for all early years numeracy intervention programs. are rooted in current theory on mathematical cognition and development, and the results of these assessments can be used to help teachers identify and address gaps in their students' foundational understanding of numbers.

(Retrieved Nov 1, 2023, pg.17 from https://www.alberta.ca/early-years-assessments.aspx#:~:text=The%20English%20Letter%20Name%2DSound,ay%2C%20oa%2C%20oy)

For more information, see *Provincial Kindergarten to Grade 3 Numeracy Screening Assessments Interpretation Guide*.

OurSCHOOL Survey

CBE administers The Learning Bar's OurSCHOOL Well-Being Survey in the fall to students in grades 4-12. Schools have the option to re-administer the survey in the spring.

The OurSCHOOL Student Survey provides reliable, timely and accurate data on the factors known to have a profound impact on student outcomes. The survey is focused on measuring the factors that have been proven to directly affect students' academic achievement, health and well-being, engagement and attainment.

(Retrieved Nov 1, 2023, from https://thelearningbar.com/ourschool-survey/ourschool-student-survey/?lang=en-us)

There are two versions of the survey.

Grades 4 and 5 students have an opportunity to provide feedback on their sense of belonging, positive relationships, anxiety, feeling safe at school.

Grades 6-12 students have an opportunity to provide feedback on their sense of belonging, positive relationships, anxiety, depression, self-esteem, feeling safe at school, life satisfaction, general health, orientation to well-being, goal-oriented, self-regulation, cultural awareness.

The results of the survey are used at both the system and school levels to determine next steps in improving student well-being including specific instructional actions, supports and school processes.

Reading Readiness Screening Tool (RRST)

This diagnostic assessment tool is used in CBE in kindergarten classrooms. The use of this tool lays the foundation for district wide cohesive literacy assessment practices to inform instruction.

The Reading Readiness Screening Tool provides … early identification of foundational skills, including phonemic awareness, is known to minimize the impact of reading difficulties, and in some cases prevents future reading and writing difficulties.

(Retrieved Nov 1, 2023, from https://ldalberta.ca/right-to-read-program/)

School Development Plan

A school's development plan sets out what needs to be done including the identification of goals, key actions, key outcomes and measures based on the school's data. The school development plan alongside the school improvement results report captures the previous year's improvement story and the plan moving forward. The plan and report are posted to the school's website under the About Us > Our School tab.

For more information, refer to Appendix C | School Development Plan Template.

Appendix F | Alberta Education Assurance Measure Results

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

Current Result is from 2022-23 for all measures except for the following where the Current Result is from 2021-22:

3-year High School Completion

5-year High School Completion

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

Current Result	Prev Year Result	Prev 3 Year Average
2020-21	2019-20	2017-18, 2018-19, 2019-20
2021-22	2020-21	2018-19, 2019-20, 2020-21
2022-23	2021-22	2019-20, 2020-21, 2021-22

The Measures fall into one of three types.

Achievement

- Diploma Examination (Diploma): Acceptable
- Diploma Examination (Diploma): Excellence
- Provincial Achievement Test (PAT): Acceptable
- Provincial Achievement Test (PAT): Excellence

Alberta Education Assurance (AEA) Survey

- Access to Supports and Services
- Citizenship
- Education Quality
- In-Service Jurisdiction Needs
- Parental Involvement
- Program of Studies
- Program of Studies – At Risk Students
- School Improvement
- Student Learning Engagement
- Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

Demographic

- 3-year High School Completion
- 5-year High School Completion

Methodology Rate Calculation for Demographic Measures | Summary

The methodology for rate calculation varies by measure. For detailed information, refer to the "AEAM methodology documents" section of Alberta Education's Assurance and accountability in Alberta's K to 12 education system webpage.

High School Completion rates are based on the Grade 10 Cohort. Students are included in the Grade 10 Cohort in the first school year in which they have a Grade 10 registration as of September 30 and they remain attached to that school's Cohort whether they remain registered at the school or not.

High School Completion Rate (3-year) is the percentage of students in the Grade 10 Cohort who have completed high school by the end of their third year, adjusted for attrition. High school completion is defined as:

- receiving an Alberta high school diploma, certificate of high school achievement or high school equivalency;
- entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or
- earning credit in a minimum of five grade 12 courses, including a Language Arts diploma exam course and three other diploma examination courses.

Alberta Education Evaluations: Achievement, Improvement and Overall

The Achievement Evaluation is based on a comparison of current year data to a set of standards, which remain consistent over time.

The Improvement Evaluation consists of comparing the current year result with the previous three-year average. A chi-square statistical test is used by Alberta Education to determine the significance of the improvement.

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

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

Impact of COVID-19 Pandemic on Provincial Assessments

Alberta Education included the following in the Fall 2023 school authority Alberta Education Assurance Measures Results reports:

> Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Subsequently Results for the 2019/20 and 2020/21 school years are not available for PATs or Diploma Examinations. The reported “previous 3-year average” for these measures is therefore not provided.

Caution should be used when interpreting results over time.

Impact of Security Breaches on Provincial Assessments

Alberta Education included the following in the Fall 2023 school authority Alberta Education Assurance Measures Results reports:

> Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

How to Read the Alberta Education Assurance Measures Overall Summary

Achievement Evaluation

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

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

Required Assurance Measures

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 – 62.15	62.15 - 67.21	67.21 – 77.26	77.26 – 82.01	82.01 – 100.00
PAT: Excellence	0.00 – 10.15	10.15 – 13.39	13.39 – 17.84	17.84 – 23.74	23.74 – 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Note

1 | For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Supplemental Assurance Measures

Measure	Very Low	Low	Intermediate	High	Very High
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Note

1 | For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Diploma Examinations

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes |

1 | The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

2 | Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Provincial Achievement Tests

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Lang Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Lang Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Lang Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Lang Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes |

1 | The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

2 | Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Additional Notes

1 | Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2 | Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

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

4 | Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

5 | Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events. 6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

6 | Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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

Appendix G | AEA Survey Results

Measure		2018-19		2019-20		2020-21		2021-22		2022-23		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Access to Supports & Services: The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.														
Overall	Authority	n/a	n/a	n/a	n/a	34 585	78.9	36 894	77.9	39 329	76.9	n/a	Declined Significantly	n/a
	Province	n/a	n/a	n/a	n/a	230 761	82.6	249 570	81.6	256 994	80.6	n/a	n/a	n/a
Parent	Authority	n/a	n/a	n/a	n/a	5248	73.4	4908	72.9	5647	71.4	n/a	Declined	n/a
	Province	n/a	n/a	n/a	n/a	30 936	78.9	31 684	77.4	31 847	75.7	n/a	n/a	n/a
Student	Authority	n/a	n/a	n/a	n/a	24 214	78.2	26 832	77.8	28 198	76.7	n/a	Declined Significantly	n/a
	Province	n/a	n/a	n/a	n/a	169 631	80.2	186 935	80.1	192 805	79.9	n/a	n/a	n/a
Teacher	Authority	n/a	n/a	n/a	n/a	5123	85.1	5154	83.0	5484	82.7	n/a	Maintained	n/a
	Province	n/a	n/a	n/a	n/a	30 194	88.7	30 951	87.3	32 342	86.2	n/a	n/a	n/a
Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.														
Overall	Authority	37 486	80.5	39 592	81.2	34 624	80.3	36 950	79.2	39 408	76.9	Intermediate	Declined Significantly	Issue
	Province	265 614	82.9	264 413	83.3	230 843	83.2	249 770	81.4	257 231	80.3	n/a	n/a	n/a
Parent	Authority	5481	78.0	5919	78.6	5247	76.9	4909	77.7	5654	76.1	High	Declined Significantly	Issue
	Province	35 247	81.9	36 891	82.4	30 905	81.4	31 689	80.4	31 869	79.4	n/a	n/a	n/a
Student	Authority	26 300	72.7	27 653	73.6	24 251	72.1	26 883	70.8	28 272	68.7	High	Declined Significantly	Issue
	Province	197 090	73.5	193 577	73.8	169 741	74.1	187 120	72.1	193 015	71.3	n/a	n/a	n/a
Teacher	Authority	5705	90.8	6020	91.5	5126	91.9	5158	89.2	5482	86.0	Low	Declined Significantly	Concern
	Province	33 277	93.2	33 945	93.6	30 197	94.1	30 961	91.7	32 347	90.3	n/a	n/a	n/a
Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.														
Overall	Authority	37 520	88.6	39 634	89.0	34 621	88.1	36 920	87.9	39 512	86.5	Intermediate	Declined Significantly	Issue
	Province	265 841	90.2	264 623	90.3	230 814	89.6	249 532	89.0	257 584	88.1	n/a	n/a	n/a
Parent	Authority	5 486	82.0	5 925	82.8	5 269	83.7	4 912	84.0	5659	82.0	High	Declined Significantly	Issue
	Province	35 262	86.4	36 907	86.7	31 024	86.7	31 728	86.1	31 890	84.4	n/a	n/a	n/a
Student	Authority	26 326	88.3	27 689	88.3	24 228	85.7	26 852	85.2	28 367	84.4	Intermediate	Declined Significantly	Issue
	Province	197 282	88.1	193 763	87.8	169 589	86.3	186 834	85.9	193 343	85.7	n/a	n/a	n/a
Teacher	Authority	5 708	95.4	6 020	95.9	5 124	94.8	5 156	94.4	5486	93.2	Intermediate	Declined Significantly	Issue
	Province	33 297	96.1	33 953	96.4	30 201	95.7	30 970	95.0	32 351	94.4	n/a	n/a	n/a
In-Service Jurisdiction Needs: The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.														
Teacher	Authority	5 646	81.9	5 980	81.8	5 033	81.2	5 072	80.5	5367	76.6	Low	Declined Significantly	Concern
	Province	33 074	85.2	33 766	85.0	29 619	84.9	30 280	83.7	31 648	82.2	n/a	n/a	n/a
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.														
Overall	Authority	11 091	77.9	11 843	79.0	10 328	76.6	10 029	77.3	11 069	76.8	Intermediate	Declined Significantly	Issue
	Province	68 116	81.3	70 377	81.8	60 919	79.5	62 412	78.8	63 935	79.1	n/a	n/a	n/a
Parent	Authority	5402	68.0	5850	69.5	5239	68.7	4895	70.9	5612	70.6	High	Maintained	Good
	Province	34 944	73.6	36 556	73.9	30 886	72.2	31 598	72.3	31 720	72.5	n/a	n/a	n/a
Teacher	Authority	5689	87.9	5993	88.5	5089	84.6	5134	83.7	5457	83.0	Low	Declined Significantly	Concern
	Province	33 172	89.0	33 821	89.6	30 033	86.8	30 814	85.2	32 215	85.7	n/a	n/a	n/a
Program of Studies: Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education														
Overall	Authority	26 264	82.3	28 442	82.7	23 788	81.5	25 328	82.6	27 748	82.0	Very High	Declined	Good
	Province	181 846	82.2	184 393	82.4	157 680	81.9	172 339	82.9	179 589	82.9	n/a	n/a	n/a
Parent	Authority	5 484	76.9	5 922	76.7	5 231	79.0	4 900	80.6	5633	80.5	High	Improved Significantly	Good
	Province	35 252	80.1	36 901	80.1	30 817	81.7	31 625	82.4	31 780	82.2	n/a	n/a	n/a
Student	Authority	15 074	81.1	16 499	82.5	13 431	77.2	15 272	78.8	16 633	77.8	Very High	Declined Significantly	Acceptable
	Province	113 304	77.4	113 541	77.8	96 676	74.9	109 776	76.9	115 487	77.4	n/a	n/a	n/a
Teacher	Authority	5 706	88.9	6 021	88.7	5 126	88.3	5 156	88.4	5482	87.8	High	Declined	Acceptable
	Province	33 290	89.1	33 951	89.3	30 187	89.2	30 938	89.3	32 322	89.3	n/a	n/a	n/a

Measure		2018-19		2019-20		2020-21		2021-22		2022-23		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Program of Studies - At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.														
Overall	Authority	37 426	81.5	39 542	82.5	34 574	79.2	36 884	78.3	39 308	77.5	Very Low	Declined Significantly	Concern
	Province	265 362	84.7	264 165	84.9	230 686	82.7	249 524	81.9	256 932	81.2	n/a	n/a	n/a
Parent	Authority	5460	71.2	5912	72.0	5240	70.7	4900	70.1	5636	68.4	Very Low	Declined Significantly	Concern
	Province	35 184	77.8	36 846	78.1	30 874	76.7	31 643	75.3	31 805	73.7	n/a	n/a	n/a
Student	Authority	26 269	80.7	27618	82.0	24 214	78.2	26 832	77.8	28 198	76.7	Very Low	Declined Significantly	Concern
	Province	196 933	81.9	193 409	82.2	169 631	80.2	186 935	80.1	192 805	79.9	n/a	n/a	n/a
Teacher	Authority	5697	92.7	6012	93.5	5120	88.7	5152	87.1	5474	87.4	Very Low	Declined Significantly	Concern
	Province	33 245	94.5	33 910	94.4	30 181	91.2	30 946	90.3	32 322	89.9	n/a	n/a	n/a
School Improvement: Percentage of teacher, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.														
Overall	Authority	36 869	78.8	38 965	79.7	33 236	79.0	35 712	71.9	38 017	71.2	Intermediate	Declined Significantly	Issue
	Province	263 364	81.0	262 079	81.5	224 041	81.4	243 980	74.2	251 355	75.2	n/a	n/a	n/a
Parent	Authority	5230	74.0	5712	74.0	4664	78.2	4626	67.4	5322	68.5	Intermediate	Declined Significantly	Issue
	Province	34 159	80.3	35 896	80.0	28 016	81.7	30 147	70.0	30 371	72.5	n/a	n/a	n/a
Student	Authority	26 151	79.6	27 453	79.9	23 859	77.3	26 368	74.3	27 798	71.3	Low	Declined Significantly	Concern
	Province	196 592	79.4	192 917	79.6	167 992	79.1	185 107	76.3	191 142	75.0	n/a	n/a	n/a
Teacher	Authority	5488	82.9	5800	85.2	4713	81.6	4718	73.9	4897	73.6	Intermediate	Declined Significantly	Issue
	Province	32 613	83.4	33 266	85.0	28 033	83.4	28 726	76.3	29 842	78.0	n/a	n/a	n/a
Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.														
Overall	Authority	n/a	n/a	n/a	n/a	34 644	84.8	36 936	84.7	39 401	83.7	n/a	Declined Significantly	n/a
	Province	n/a	n/a	n/a	n/a	230 956	85.6	249 740	85.1	257 214	84.4	n/a	n/a	n/a
Parent	Authority	n/a	n/a	n/a	n/a	5 266	86.5	4 906	86.9	5655	85.3	n/a	Declined Significantly	n/a
	Province	n/a	n/a	n/a	n/a	30 994	89.0	31 694	88.7	31 862	87.3	n/a	n/a	n/a
Student	Authority	n/a	n/a	n/a	n/a	24 258	72.8	26 879	72.4	28 269	71.5	n/a	Declined Significantly	n/a
	Province	n/a	n/a	n/a	n/a	169 789	71.8	187 102	71.3	193 029	70.9	n/a	n/a	n/a
Teacher	Authority	n/a	n/a	n/a	n/a	5 120	95.0	5 151	94.9	5477	94.5	n/a	Maintained	n/a
	Province	n/a	n/a	n/a	n/a	30 173	96.0	30 944	95.5	32 323	95.1	n/a	n/a	n/a
Welcoming, Caring, Respectful and Safe Learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.														
Overall	Authority	n/a	n/a	n/a	n/a	34 668	86.0	36 995	84.9	39 456	82.4	n/a	Declined Significantly	n/a
	Province	n/a	n/a	n/a	n/a	231 091	87.8	249 941	86.1	257 391	84.7	n/a	n/a	n/a
Parent	Authority	n/a	n/a	n/a	n/a	5259	85.5	4910	85.5	5658	83.6	n/a	Declined Significantly	n/a
	Province	n/a	n/a	n/a	n/a	30 980	88.2	31 715	86.9	31 885	85.6	n/a	n/a	n/a
Student	Authority	n/a	n/a	n/a	n/a	24 282	78.9	26 927	77.4	28 314	74.9	n/a	Declined Significantly	n/a
	Province	n/a	n/a	n/a	n/a	169 900	79.8	187 258	77.7	193 156	76.6	n/a	n/a	n/a
Teacher	Authority	n/a	n/a	n/a	n/a	5127	93.6	5158	91.9	5484	88.7	n/a	Declined Significantly	n/a
	Province	n/a	n/a	n/a	n/a	30 211	95.3	30 968	93.6	32 350	92.0	n/a	n/a	n/a

Measure	Group	Grade	Question	2020-21	2021-22	2022-23
Student Learning Engagement	Parent	Grade 4-6	Your child is learning what they need to know	83	81	79
		Grade 4-6	The literacy skills your child is learning at school are useful	93	93	91
		Grade 4-6	The numeracy skills your child is learning at school are useful	91	91	90
		Grade 7-9	Your child is learning what they need to know	78	77	76
		Grade 7-9	The literacy skills your child is learning at school are useful	90	90	89
		Grade 7-9	The numeracy skills your child is learning at school are useful	89	88	88
		Grade 10-12	Your child is learning what they need to know	76	80	77
		Grade 10-12	The literacy skills your child is learning at school are useful	88	89	87
		Grade 10-12	The numeracy skills your child is learning at school are useful	86	89	87
	Student	Grade 4-6	Do you like learning language arts	73	70	69
		Grade 4-6	Do you like learning math	72	72	71
		Grade 7-9	The language arts I am learning at school is interesting to me	69	69	65
		Grade 7-9	I understand how the language arts I am learning at school is useful to me	82	82	79
		Grade 7-9	The mathematics I am learning at school is interesting to me	63	62	61
		Grade 7-9	I understand how the mathematics I am learning at school is useful to me	80	79	79
		Grade 7-9	I understand how the science I am learning at school is useful to me	84	84	83
		Grade 7-9	I understand how the social studies I am learning at school is useful to me	68	73	68
		Grade 7-9	The science I am learning at school is interesting to me	81	81	79
		Grade 7-9	The social studies I am learning at school is interesting to me	66	68	65
		Grade 10-12	The language arts I am learning at school is interesting to me	61	61	61
		Grade 10-12	I understand how the language arts I am learning at school is useful to me	80	80	80
		Grade 10-12	The mathematics I am learning at school is interesting to me	60	60	62
		Grade 10-12	I understand how the mathematics I am learning at school is useful to me	71	72	72
		Grade 10-12	I understand how the science I am learning at school is useful to me	85	82	83
		Grade 10-12	I understand how the social studies I am learning at school is useful to me	71	73	75
	Teacher	Grade 4-6	Students at your school are learning what they need to know	96	94	94
		Grade 4-6	The literacy skills students are learning at your school are useful	98	97	98
		Grade 4-6	The numeracy skills students are learning at your school are useful	98	97	97
		Grade 7-9	Students at your school are learning what they need to know	93	92	89
		Grade 7-9	The literacy skills students are learning at your school are useful	94	95	94
		Grade 7-9	The numeracy skills students are learning at your school are useful	92	93	93
		Grade 10-12	Students at your school are learning what they need to know	88	88	87
		Grade 10-12	The literacy skills students are learning at your school are useful	91	90	92
		Grade 10-12	The numeracy skills students are learning at your school are useful	88	87	90

Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Theme	Question	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Belonging/Connection	At school, I feel like I belong	75.8	73.3
	At school, students care about each other	65.3	60.3
	I feel welcome at my school	83.3	80.7
	My teachers care about me	81.2	77.7
Regulation	I can get help at my school with problems that are not related to school work	65.8	63.7
	When I need it, teachers at my school are available to help me	86.9	81.0
Relationships	At school, I am encouraged to try my best	89.2	87.7
	At school, students follow the rules	53.6	49.7
	At school, students help each other	77.2	73.0
	At school, students respect each other	65.4	60.7
	I am treated fairly by adults at my school	82.6	79.7
	I feel safe at school	82.3	78.3
	I feel safe on the way to and from school	87.6	85.3
	Other students treat me well	80.3	78.0

AEA Survey: Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Themes	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Belonging/Connection	76.4	73.0
Perseverance and Persistence	-	-
Regulation	76.4	72.3
Relationships	77.3	74.0

Appendix H | CBE Student Survey Results by Question

Percentage of agreement for the students who self-identify as Indigenous with the suite of questions tied to each summary measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Indigenous Education Holistic Lifelong Learning Framework	68.9	73.1 (1927)
Adaptability Summary	69.3	74.1 (1666)
Emotional Health Summary	59.4	64.7 (1584)
Physical Health Summary	62.4	64.7 (1693)
Resiliency and Perseverance Summary	75.5	76.3 (1643)
Respectfully Challenging Policies or Decisions Summary	65.0	66.5 (1608)
Risk-taking Summary	79.2	78.4 (1583)
Social Health Summary	78.9	77.6 (1767)

Percentage of agreement for all students with the suite of questions tied to each summary measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Indigenous Education Holistic Lifelong Learning Framework	72.2	74.0
Respectfully Challenging Policies or Decisions Summary	65.5	65.9

CBE Student Survey: Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Themes	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Belonging/Connection	71.2	71.5
Perseverance and Persistence	81.5	81.0
Regulation	64.5	65.9
Relationships	78.9	78.9

Percentage of agreement with the suite of questions tied to each well-being theme across CBE Students Survey, AEA Survey and OurSCHOOL Survey

Well-Being Themes	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Belonging/Connection	72.5	71.3
Perseverance and Persistence	71.8	72.2
Regulation	69.7	68.8
Relationships	75.5	73.8

Summary Measure	Question	2020-21 Percentage Agreement	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Indigenous Education Holistic Lifelong Learning Framework (for students who self-identify as Indigenous)	I am proud to be a part of my school.	84.4	72.2	72.9
	I can see my culture reflected in my school.	69.2	59.6	85.3
	I feel included at school.	63.7	54.9	59.2
	I feel welcome at school.	70.6	60.7	66.1
	My teacher(s) care about me.	89.2	82.1	85.0
	My teacher(s) want me to be successful.	94.1	87.3	90.1
	The things I'm learning in school are meaningful to me.	77.1	70.9	70.5
	There is at least one adult at school who I really connect with.	68.8	65.8	71.9
	I get enough opportunities to be active during the school day.	-	71.5	75.2
	I like the kinds of physical activities I get to do at school.	-	75.2	77.3
	At my school I have opportunities to learn from the land.	-	65.3	80.3
	I have confidence in myself as a student.	-	52.0	56.1
	There are high expectations for me to be successful in my learning.	-	83.9	89.0
	At my school I learn about Indigenous ways of being, belonging, doing & knowing.	-	71.1	78.9
	At my school I get to learn from Indigenous Elders, Knowledge Keepers.	-	58.9	59.1
Indigenous Education Holistic Lifelong Learning Framework (for all students)	I am proud to be a part of my school.	83.5	75.7	75.2
	I can see my culture reflected in my school.	61.9	53.2	55.8
	I feel included at school.	68.4	63.8	68.6
	I feel welcome at school.	74.0	69.2	72.1
	My teacher(s) care about me.	89.7	86.7	86.8
	My teacher(s) want me to be successful.	93.8	91.7	91.5
	The things I'm learning in school are meaningful to me.	76.3	73.3	72.4
	There is at least one adult at school who I really connect with.	65.4	63.2	65.6
	I get enough opportunities to be active during the school day.	-	72.2	75.7
	I like the kinds of physical activities I get to do at school.	-	77.7	78.1
	At my school I have opportunities to learn from the land.	-	63.5	80.4
	I have confidence in myself as a student.	-	59.5	62.2
	There are high expectations for me to be successful in my learning.	-	90.3	91.3
	At my school I learn about Indigenous ways of being, belonging, doing & knowing.	-	73.6	81.9
	At my school I get to learn from Indigenous Elders, Knowledge Keepers.	-	56.6	52.7

Summary Measure	Question	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Literacy Framework	I am a good (competent) writer.	74.8	77.8
	I can contribute to conversations about books, poems, non-fiction or other texts.	76.4	80.4
	I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.	68.3	66.8
	I know what to do next to improve my reading skills.	74.7	80.3
	I know what to do next to improve my writing skills.	74.9	79.0
	I understand what I read.	92.5	91.3
	My reading and writing skills help me achieve my future goals.	81.4	82.0
Mathematics Framework	I am confident that I can learn mathematics.	84.7	85.4
	I can reach the level of success in mathematics that I need for my future goals.	79.9	81.6
	I enjoy working on challenging problems in mathematics.	59.3	61.6
	I know what to do next to improve in mathematics.	78.2	79.4
	I see mathematics as a creative and interesting subject.	58.2	58.7
	I share my ideas and ask questions in mathematics class.	71.4	69.9
	I think deeply and slowly when solving mathematics problems.	75.8	77.1
Adaptability Summary (for students who self-identify as Indigenous)	I can adapt to new situations even when under stress or pressure.	62.2	66.6
	I can change to meet the needs of new situations at school.	76.3	80.4
	I like learning new things at school even if I sometimes find it challenging.	74.3	75.3
Emotional Health Summary (for students who self-identify as Indigenous)	I ask for help when I need it.	65.9	71.1
	I have strategies to help myself that I use if I feel stressed about school.	60.3	64.5
	I talk to my caregivers, friends, classmates and/or teachers about how I feel.	51.9	58.4
Learning Technology Summary	I feel comfortable using the technology available at school to help me learn.	91.6	92.3
	I have enough opportunity to use technology in my learning.	88.4	87.3
	I use technology to help my learning.	93.7	92.8
Physical Health Summary (for students who self-identify as Indigenous)	I take care of myself by choosing healthy snacks when I am able.	71.5	73.7
	I take care of myself by exercising regularly when I am able.	76.8	77.4
	I take care of myself by getting enough sleep when I am able.	63.4	64.3
	I take care of myself by making sure I don't have too much screen time	37.2	43.0
Resiliency and Perseverance Summary (for students who self-identify as Indigenous)	I feel confident I can overcome challenges in my learning.	74.0	75.7
	I try hard at school even when I find it challenging to succeed in my learning.	81.4	79.7
	I want to keep learning even when I experience a setback.	71.8	73.7
	When I struggle with my school work, I can get through it and fix it.	74.1	76.0
Respectfully Challenging Policies or Decisions Summary (for students who self-identify as Indigenous)	I respectfully speak up when I don't agree with the rules.	62.0	65.4
	I respectfully speak up when I don't agree with a decision made by a: classmate	78.5	78.0
	I respectfully speak up when I don't agree with a decision made by a: school staff	56.8	58.6
	I respectfully speak up when I don't agree with a decision made by a: teacher	61.6	62.9
Respectfully Challenging Policies or Decisions Summary (for all students)	I respectfully speak up when I don't agree with the rules.	64.7	62.6
	I respectfully speak up when I don't agree with a decision made by a: classmate	85.2	83.1
	I respectfully speak up when I don't agree with a decision made by a: school staff	52.6	55.8
	I respectfully speak up when I don't agree with a decision made by a: teacher	57.8	60.5
Risk-taking Summary (for students who self-identify as Indigenous)	I am willing to try new things in my learning even if I'm not sure I will be successful.	80.3	81.6
	I try to join in when others are learning something I'm interested in.	72.8	75.3
Social Health Summary (for students who self-identify as Indigenous)	I can easily make and keep friends.	71.5	71.0
	I have positive relationships with friends and family.	86.2	85.4
	I know when my friendships or relationships become negative or unhealthy.	84.1	84.2
	If a relationship is no longer positive, I know what strategies I can use to address it.	68.5	69.2
Technological Communication Summary	I am careful about what I share online.	91.6	91.1
	I communicate online the same way I do face to face.	66.8	71.6

Technological Critical Thinking Summary	I trust the information I see online.	43.6	46.9
	If I use information I find online, I note where it came from.	79.0	75.2
	When I see information online, I can tell if it is true or made up.	84.9	81.5
	When I'm reading information online, I can tell if it is true or made up.	83.8	82.8

Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Theme	Question	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Belonging/Connection	I am interested in how people of other cultures see the world.	85.4	84.8
	I talk to people about issues like peace and climate change.	58.7	51.3
	I am proud to be a part of my school.	75.7	75.2
	The things I'm learning in school are meaningful to me.	73.3	72.4
	I can see my culture reflected in my school.	53.2	55.8
	At my school I get to learn from Indigenous Elders, Knowledge Keepers.	56.6	52.7
	I feel included at school.	63.8	68.6
	I feel welcome at school.	69.2	72.1
	There is at least one adult at school who I really connect with.	63.2	65.6
	My teacher(s) want me to be successful.	91.7	91.5
	My teacher(s) care about me.	86.7	86.8
	At my school I learn about Indigenous ways of being, belonging, doing & knowing.	73.6	81.9
Perseverance/Persistence	I feel confident I can overcome challenges in my learning.	81.1	80.8
	When I struggle with my school work, I can get through it and fix it.	82.1	82.2
	I try hard at school even when I find it challenging to succeed in my learning.	86.5	85.3
	I want to keep learning even when I experience a setback.	78.1	77.7
	I am willing to try new things in my learning even if I'm not sure I will be successful.	84.1	84.6
	When I learn about a new way to use school technology, I want to try it.	86.2	83.4
	I try to join in when others are learning something I'm interested in.	81.8	80.5
	I like learning new things at school even if I sometimes find it challenging.	80.4	78.9
	I can adapt to new situations even when under stress or pressure.	71.1	71.9
	I can change to meet the needs of new situations at school.	87.4	85.1
Regulation	I take care of myself by choosing healthy snacks when I am able.	74.5	74.5
	I take care of myself by exercising regularly when I am able.	79.8	79.8
	I take care of myself by getting enough sleep when I am able.	66.5	66.4
	I take care of myself by making sure I don't have too much screen time	39.5	43.1
	I ask for help when I need it.	72.3	74.7
	I talk to my caregivers, friends, classmates, and/or teachers about how I feel.	54.6	57.4
	I have strategies to help myself that I use if I feel stressed about school.	62.8	65.1
Relationships	I am responsible for myself and my actions.	97.3	94.6
	I think it's important to help other students when they need it.	95.7	93.3
	I want to know how people in the rest of Canada live their lives.	66.0	70.7
	I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians.	91.9	88.0
	I have positive relationships with friends and family.	91.9	90.7
	I can easily make and keep friends.	78.2	77.3
	I know when my friendships or relationships become negative or unhealthy.	88.6	87.8
	If a relationship is no longer positive, I know what strategies I can use to address it.	70.0	71.5
	I respectfully speak up when I don't agree with the rules.	64.7	62.6
	I respectfully speak up when I don't agree with a decision made by a classmate	85.2	83.1
	I respectfully speak up when I don't agree with a decision made by a teacher	57.8	60.5
	I respectfully speak up when I don't agree with a decision made by a school staff	52.6	55.8
	I communicate online the same way I do face to face.	66.8	71.6
	I am careful about what I share online.	91.6	91.1
	I treat people with the same respect online as I would face-to-face.	86.8	85.4

Appendix I | OurSCHOOL Survey Results by Grade

OurSCHOOL Survey: Percentage of agreement with the suite of questions tied to each well-being theme

Well-Being Themes	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Belonging/Connection	69.9	69.5
Perseverance and Persistence	62.0	63.5
Regulation	68.3	68.3
Relationships	70.2	68.3

Well-Being Theme	Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Belonging/Connection	Cultural Awareness - Others	81.4	80.0
	Cultural Awareness - Own	59.6	59.7
	Sense Of Belonging	68.8	68.8
Perseverance/Persistence	Goal Orientation	62.7	63.9
	Orientation To Well-Being Eudaimonia	61.3	63.0
Regulation	Anxiety	71.3	70.9
	Depression	70.7	71.9
	Self-esteem	68.9	69.7
	Self-Regulation	61.1	60.7
Relationships	Feel Safe Attending This School	64.1	61.0
	Positive Relationships	76.2	75.6

Summary Measure	Grade	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Cultural Awareness - Others	6	78	78
	7	78	78
	8	79	79
	9	83	79
	10	84	82
	11	84	82
	12	84	82
Cultural Awareness - Own	6	56	58
	7	54	55
	8	55	57
	9	58	58
	10	63	63
	11	64	63
	12	67	64
Sense of Belonging	4	81	81
	5	77	76
	6	71	72
	7	68	69
	8	65	65
	9	65	64
	10	65	66
	11	63	64
	12	64	62
Goal Orientation	6	71	73
	7	64	66
	8	59	62
	9	61	61
	10	60	63
	11	61	61
	12	63	61
Orientation To Well-Being Eudaimonia	6	72	74
	7	63	67
	8	58	61
	9	58	59
	10	58	60
	11	59	60
	12	61	60

Summary Measure	Grade	2021-22 Percentage Agreement	2022-23 Percentage Agreement
Low levels of Anxiety	4	79	78
	5	78	76
	6	76	75
	7	71	72
	8	68	68
	9	66	67
	10	67	67
	11	68	67
	12	69	68
Low Levels of Depression	6	79	80
	7	77	77
	8	72	74
	9	70	72
	10	68	69
	11	65	67
	12	64	64
Self-esteem	6	79	79
	7	73	74
	8	67	70
	9	65	67
	10	66	67
	11	65	66
	12	67	65
Self-regulation	6	66	66
	7	63	63
	8	60	59
	9	60	60
	10	60	60
	11	59	58
	12	60	59
Feel safe attending this school* *Only cases where the student agreed with the statements of all three questions of this summary measure are included.	4	71	70
	5	70	68
	6	68	67
	7	64	62
	8	60	56
	9	62	56
	10	60	57
	11	60	56
	12	62	57
Positive Relationships	4	79	78
	5	80	79
	6	74	75
	7	76	76
	8	77	76
	9	78	76
	10	74	74
	11	74	73
	12	74	73

Appendix J | Diploma Examination Results

Note | The Prev 3 Year Average is based on one year only (2018-19). Provincial assessments were cancelled or optional in 2019-20 and 2020-21 due to the global pandemic.

Cohort	Measure	2018-19	2019-20	2020-21	2021-22	2022-23
All	Diploma: Acceptable	86.6	n/a	n/a	81.1	85
	Diploma: Excellence	32.2	n/a	n/a	26.5	29.5
English Language Learners	Diploma: Acceptable	76	n/a	n/a	65.7	70.8
	Diploma: Excellence	21.2	n/a	n/a	15.2	17.9
Self-Identify as Indigenous	Diploma: Acceptable	83.4	n/a	n/a	77.1	81
	Diploma: Excellence	15.9	n/a	n/a	10.2	17.4
With Identified Special Education Needs	Diploma: Acceptable	83.5	n/a	n/a	77.0	82.0
	Diploma: Excellence	20.7	n/a	n/a	19.2	19.3

All		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Intermediate	n/a	n/a	86.3	n/a	n/a	83.7	n/a	n/a
	Diploma: Excellence	High	n/a	n/a	14.4	n/a	n/a	10.5	n/a	n/a
English Lang Arts 30-2	Diploma: Acceptable	Low	n/a	n/a	86.9	n/a	n/a	86.2	n/a	n/a
	Diploma: Excellence	High	n/a	n/a	15.6	n/a	n/a	12.7	n/a	n/a
French Lang Arts 30-1	Diploma: Acceptable	Intermediate	n/a	n/a	96.9	n/a	n/a	93.1	n/a	n/a
	Diploma: Excellence	Intermediate	n/a	n/a	8.8	n/a	n/a	6.1	n/a	n/a
Mathematics 30-1	Diploma: Acceptable	n/a	n/a	n/a	78.4	n/a	n/a	70.8	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	40.1	n/a	n/a	29.0	n/a	n/a
Mathematics 30-2	Diploma: Acceptable	n/a	n/a	n/a	77.4	n/a	n/a	71.1	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	19.8	n/a	n/a	15.2	n/a	n/a
Social Studies 30-1	Diploma: Acceptable	High	n/a	n/a	88.9	n/a	n/a	83.5	n/a	n/a
	Diploma: Excellence	Very High	n/a	n/a	22.8	n/a	n/a	15.9	n/a	n/a
Social Studies 30-2	Diploma: Acceptable	Intermediate	n/a	n/a	82.3	n/a	n/a	78.1	n/a	n/a
	Diploma: Excellence	High	n/a	n/a	19.8	n/a	n/a	12.3	n/a	n/a
Biology 30	Diploma: Acceptable	High	n/a	n/a	88.2	n/a	n/a	82.7	n/a	n/a
	Diploma: Excellence	Very High	n/a	n/a	44.1	n/a	n/a	32.8	n/a	n/a
Chemistry 30	Diploma: Acceptable	Very High	n/a	n/a	85.6	n/a	n/a	80.5	n/a	n/a
	Diploma: Excellence	Very High	n/a	n/a	48.2	n/a	n/a	37.0	n/a	n/a
Physics 30	Diploma: Acceptable	Very High	n/a	n/a	89.9	n/a	n/a	82.3	n/a	n/a
	Diploma: Excellence	Very High	n/a	n/a	54.2	n/a	n/a	39.9	n/a	n/a
Science 30	Diploma: Acceptable	Intermediate	n/a	n/a	81.2	n/a	n/a	79.4	n/a	n/a
	Diploma: Excellence	High	n/a	n/a	25.7	n/a	n/a	23.1	n/a	n/a

All		Results (in percentages)									
		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Lang Arts 30-1	Authority	86.9	15.4	n/a	n/a	n/a	n/a	81.6	13.9	86.3	14.4
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5
English Lang Arts 30-2	Authority	86.9	14.7	n/a	n/a	n/a	n/a	81.9	15.8	86.9	15.6
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7
French Lang Arts 30-1	Authority	94.9	18.9	n/a	n/a	n/a	n/a	92.3	5.8	96.9	8.8
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1
Mathematics 30-1	Authority	83.4	45.5	n/a	n/a	n/a	n/a	66.5	24.4	78.4	40.1
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23	70.8	29.0
Mathematics 30-2	Authority	77.7	19.6	n/a	n/a	n/a	n/a	68.1	15.1	77.4	19.8
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2
Social Studies 30-1	Authority	90.7	24.1	n/a	n/a	n/a	n/a	88	24.5	88.9	22.8
	Province	86.6	17	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9
Social Studies 30-2	Authority	83.6	19.4	n/a	n/a	n/a	n/a	80.2	23.8	82.3	19.8
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3
Biology 30	Authority	87.8	45.9	n/a	n/a	n/a	n/a	82.9	37.9	88.2	44.1
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8
Chemistry 30	Authority	89.4	53.3	n/a	n/a	n/a	n/a	85.8	43.1	85.6	48.2
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0
Physics 30	Authority	90.8	56.2	n/a	n/a	n/a	n/a	86.9	47.9	89.9	54.2
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9
Science 30	Authority	85.8	33.1	n/a	n/a	n/a	n/a	80	21.9	81.2	25.7
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1

English Language Learners		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Very Low	n/a	n/a	64.5	n/a	n/a	63.3	n/a	n/a
	Diploma: Excellence	Low	n/a	n/a	3.0	n/a	n/a	3.7	n/a	n/a
English Lang Arts 30-2	Diploma: Acceptable	Very Low	n/a	n/a	73.2	n/a	n/a	71.5	n/a	n/a
	Diploma: Excellence	Low	n/a	n/a	6.9	n/a	n/a	5.5	n/a	n/a
French Lang Arts 30-1	Diploma: Acceptable	*	*	*	*	n/a	n/a	85.2	n/a	n/a
	Diploma: Excellence	*	*	*	*	n/a	n/a	0.0	n/a	n/a
Mathematics 30-1	Diploma: Acceptable	n/a	n/a	n/a	65.0	n/a	n/a	61.1	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	31.8	n/a	n/a	23.1	n/a	n/a
Mathematics 30-2	Diploma: Acceptable	n/a	n/a	n/a	64.7	n/a	n/a	58.5	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	12.2	n/a	n/a	9.7	n/a	n/a
Social Studies 30-1	Diploma: Acceptable	Low	n/a	n/a	76.3	n/a	n/a	72.7	n/a	n/a
	Diploma: Excellence	Intermediate	n/a	n/a	10.5	n/a	n/a	8.8	n/a	n/a
Social Studies 30-2	Diploma: Acceptable	Very Low	n/a	n/a	67.6	n/a	n/a	62.5	n/a	n/a
	Diploma: Excellence	Intermediate	n/a	n/a	11.6	n/a	n/a	7.8	n/a	n/a
Biology 30	Diploma: Acceptable	Low	n/a	n/a	79.4	n/a	n/a	72.8	n/a	n/a
	Diploma: Excellence	High	n/a	n/a	32.4	n/a	n/a	24.7	n/a	n/a
Chemistry 30	Diploma: Acceptable	Intermediate	n/a	n/a	76.8	n/a	n/a	73.5	n/a	n/a
	Diploma: Excellence	Very High	n/a	n/a	36.2	n/a	n/a	29.9	n/a	n/a
Physics 30	Diploma: Acceptable	High	n/a	n/a	86.2	n/a	n/a	75.7	n/a	n/a
	Diploma: Excellence	Very High	n/a	n/a	42.5	n/a	n/a	32.3	n/a	n/a
Science 30	Diploma: Acceptable	Very Low	n/a	n/a	63.4	n/a	n/a	67.4	n/a	n/a
	Diploma: Excellence	Low	n/a	n/a	13.0	n/a	n/a	16.1	n/a	n/a

English Language Learners		Results (in percentages)									
		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Lang Arts 30-1	Authority	67.9	3.4	n/a	n/a	n/a	n/a	60.5	2.0	64.5	3.0
	Province	68.1	3.3	n/a	n/a	n/a	n/a	55.5	2.6	63.3	3.7
English Lang Arts 30-2	Authority	74.0	5.2	n/a	n/a	n/a	n/a	66.2	2.6	73.2	6.9
	Province	73.1	4.8	n/a	n/a	n/a	n/a	63.9	3.7	71.5	5.5
French Lang Arts 30-1	Authority	100.0	25.0	n/a	n/a	n/a	n/a	*	*	*	*
	Province	93.0	20.9	n/a	n/a	n/a	n/a	93.8	12.5	85.2	0.0
Mathematics 30-1	Authority	77.2	36.9	n/a	n/a	n/a	n/a	50.0	19.1	65.0	31.8
	Province	71.7	27.6	n/a	n/a	n/a	n/a	52.2	19.2	61.1	23.1
Mathematics 30-2	Authority	71.5	12.1	n/a	n/a	n/a	n/a	58.6	8.3	64.7	12.2
	Province	68.8	11.6	n/a	n/a	n/a	n/a	46.9	6.3	58.5	9.7
Social Studies 30-1	Authority	82.9	12.9	n/a	n/a	n/a	n/a	75.0	11.7	76.3	10.5
	Province	79.1	9.6	n/a	n/a	n/a	n/a	68.7	9.0	72.7	8.8
Social Studies 30-2	Authority	74.1	11.9	n/a	n/a	n/a	n/a	68.0	13.9	67.6	11.6
	Province	65.7	7.5	n/a	n/a	n/a	n/a	55.6	7.1	62.5	7.8
Biology 30	Authority	80.2	31.2	n/a	n/a	n/a	n/a	68.8	30.7	79.4	32.4
	Province	76.6	24.7	n/a	n/a	n/a	n/a	61.0	18.0	72.8	24.7
Chemistry 30	Authority	79.8	44.8	n/a	n/a	n/a	n/a	76.9	33.5	76.8	36.2
	Province	78.8	34.6	n/a	n/a	n/a	n/a	67.9	23.5	73.5	29.9
Physics 30	Authority	85.6	47.6	n/a	n/a	n/a	n/a	75.6	40.2	86.2	42.5
	Province	79.3	32.3	n/a	n/a	n/a	n/a	63.1	26.4	75.7	32.3
Science 30	Authority	78.0	19.5	n/a	n/a	n/a	n/a	58.2	12.7	63.4	13.0
	Province	78.3	21.8	n/a	n/a	n/a	n/a	59.7	11.8	67.4	16.1

Self-Identify as Indigenous		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Intermediate	n/a	n/a	86.3	n/a	n/a	78.3	n/a	n/a
	Diploma: Excellence	High	n/a	n/a	12.1	n/a	n/a	6.1	n/a	n/a
English Lang Arts 30-2	Diploma: Acceptable	Intermediate	n/a	n/a	91.5	n/a	n/a	86.5	n/a	n/a
	Diploma: Excellence	High	n/a	n/a	15.5	n/a	n/a	9.9	n/a	n/a
French Lang Arts 30-1	Diploma: Acceptable	*	*	*	*	n/a	n/a	83.8	n/a	n/a
	Diploma: Excellence	*	*	*	*	n/a	n/a	2.7	n/a	n/a
Mathematics 30-1	Diploma: Acceptable	n/a	n/a	n/a	75.0	n/a	n/a	60.6	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	n/a	n/a	15.0	n/a	n/a
Mathematics 30-2	Diploma: Acceptable	n/a	n/a	n/a	82.5	n/a	n/a	65.8	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	17.5	n/a	n/a	12.1	n/a	n/a
Social Studies 30-1	Diploma: Acceptable	Low	n/a	n/a	78.6	n/a	n/a	73.0	n/a	n/a
	Diploma: Excellence	Intermediate	n/a	n/a	13.1	n/a	n/a	8.6	n/a	n/a
Social Studies 30-2	Diploma: Acceptable	Low	n/a	n/a	74.2	n/a	n/a	72.3	n/a	n/a
	Diploma: Excellence	Intermediate	n/a	n/a	12.3	n/a	n/a	5.4	n/a	n/a
Biology 30	Diploma: Acceptable	Low	n/a	n/a	76.3	n/a	n/a	72.5	n/a	n/a
	Diploma: Excellence	Low	n/a	n/a	15.8	n/a	n/a	19.1	n/a	n/a
Chemistry 30	Diploma: Acceptable	High	n/a	n/a	82.0	n/a	n/a	70.0	n/a	n/a
	Diploma: Excellence	Very High	n/a	n/a	38.0	n/a	n/a	24.0	n/a	n/a
Physics 30	Diploma: Acceptable	Intermediate	n/a	n/a	82.4	n/a	n/a	72.0	n/a	n/a
	Diploma: Excellence	Very High	n/a	n/a	52.9	n/a	n/a	26.8	n/a	n/a
Science 30	Diploma: Acceptable	Low	n/a	n/a	71.4	n/a	n/a	75.3	n/a	n/a
	Diploma: Excellence	High	n/a	n/a	25.7	n/a	n/a	18.7	n/a	n/a

Self-Identify as Indigenous		Results (in percentages)									
		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Lang Arts 30-1	Authority	85.0	8.0	n/a	n/a	n/a	n/a	79.6	2.0	86.3	12.1
	Province	84.4	5.4	n/a	n/a	n/a	n/a	73.5	4.4	78.3	6.1
English Lang Arts 30-2	Authority	89.4	18.3	n/a	n/a	n/a	n/a	85.7	9.5	91.5	15.5
	Province	88.4	9.7	n/a	n/a	n/a	n/a	82.1	9.2	86.5	9.9
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.8	2.7
Mathematics 30-1	Authority	68.1	19.1	n/a	n/a	n/a	n/a	41.2	5.9	75.0	21.2
	Province	61.7	18.2	n/a	n/a	n/a	n/a	50.9	10.5	60.6	15.0
Mathematics 30-2	Authority	92.5	17.5	n/a	n/a	n/a	n/a	75.9	6.9	82.5	17.5
	Province	72.0	12.0	n/a	n/a	n/a	n/a	55.2	7.3	65.8	12.1
Social Studies 30-1	Authority	87.9	12.1	n/a	n/a	n/a	n/a	82.8	10.3	78.6	13.1
	Province	77.3	7.6	n/a	n/a	n/a	n/a	72.5	7.4	73.0	8.6
Social Studies 30-2	Authority	78.1	8.6	n/a	n/a	n/a	n/a	73.6	8.3	74.2	12.3
	Province	70.1	5.8	n/a	n/a	n/a	n/a	66.0	5.4	72.3	5.4
Biology 30	Authority	83.0	20.8	n/a	n/a	n/a	n/a	67.6	23.5	76.3	15.8
	Province	72.6	17.8	n/a	n/a	n/a	n/a	58.9	11.5	72.5	19.1
Chemistry 30	Authority	80.6	41.7	n/a	n/a	n/a	n/a	82.4	17.6	82.0	38.0
	Province	72.9	23.7	n/a	n/a	n/a	n/a	62.5	15.4	70.0	24.0
Physics 30	Authority	91.7	33.3	n/a	n/a	n/a	n/a	90.0	40.0	82.4	52.9
	Province	74.1	25.9	n/a	n/a	n/a	n/a	68.6	25.2	72.0	26.8
Science 30	Authority	87.0	21.7	n/a	n/a	n/a	n/a	91.7	0.0	71.4	25.7
	Province	84.1	19.5	n/a	n/a	n/a	n/a	70.0	7.2	75.3	18.7

With Identified Special Education Needs		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Low	n/a	n/a	84.4	n/a	n/a	79.3	n/a	n/a
	Diploma: Excellence	Intermediate	n/a	n/a	9.3	n/a	n/a	6.9	n/a	n/a
English Lang Arts 30-2	Diploma: Acceptable	Low	n/a	n/a	87.1	n/a	n/a	82.4	n/a	n/a
	Diploma: Excellence	High	n/a	n/a	17.9	n/a	n/a	10.1	n/a	n/a
French Lang Arts 30-1	Diploma: Acceptable	Intermediate	n/a	n/a	98.0	n/a	n/a	93.1	n/a	n/a
	Diploma: Excellence	Low	n/a	n/a	3.9	n/a	n/a	4.0	n/a	n/a
Mathematics 30-1	Diploma: Acceptable	n/a	n/a	n/a	71.3	n/a	n/a	65.4	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	26.9	n/a	n/a	20.7	n/a	n/a
Mathematics 30-2	Diploma: Acceptable	n/a	n/a	n/a	77.7	n/a	n/a	67.4	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	20.7	n/a	n/a	12.9	n/a	n/a
Social Studies 30-1	Diploma: Acceptable	Intermediate	n/a	n/a	85.6	n/a	n/a	82.4	n/a	n/a
	Diploma: Excellence	High	n/a	n/a	15.0	n/a	n/a	12.0	n/a	n/a
Social Studies 30-2	Diploma: Acceptable	Low	n/a	n/a	78.9	n/a	n/a	70.5	n/a	n/a
	Diploma: Excellence	High	n/a	n/a	14.6	n/a	n/a	8.1	n/a	n/a
Biology 30	Diploma: Acceptable	Intermediate	n/a	n/a	83.5	n/a	n/a	78.5	n/a	n/a
	Diploma: Excellence	Intermediate	n/a	n/a	28.1	n/a	n/a	22.7	n/a	n/a
Chemistry 30	Diploma: Acceptable	Intermediate	n/a	n/a	79.7	n/a	n/a	77.0	n/a	n/a
	Diploma: Excellence	Very High	n/a	n/a	35.8	n/a	n/a	30.2	n/a	n/a
Physics 30	Diploma: Acceptable	High	n/a	n/a	86.4	n/a	n/a	78.6	n/a	n/a
	Diploma: Excellence	High	n/a	n/a	33.1	n/a	n/a	26.5	n/a	n/a
Science 30	Diploma: Acceptable	Intermediate	n/a	n/a	82.0	n/a	n/a	75.7	n/a	n/a
	Diploma: Excellence	Intermediate	n/a	n/a	20.1	n/a	n/a	14.1	n/a	n/a

With Identified Special Education Needs		Results (in percentages)									
		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Lang Arts 30-1	Authority	84.9	10.3	n/a	n/a	n/a	n/a	76.1	11.2	84.4	9.3
	Province	81.0	7.4	n/a	n/a	n/a	n/a	70.8	7.0	79.3	6.9
English Lang Arts 30-2	Authority	87.7	14.8	n/a	n/a	n/a	n/a	85.1	17.3	87.1	17.9
	Province	83.1	9.3	n/a	n/a	n/a	n/a	75.1	8.9	82.4	10.1
French Lang Arts 30-1	Authority	96.8	22.6	n/a	n/a	n/a	n/a	92.0	4.0	98.0	3.9
	Province	84.4	12.5	n/a	n/a	n/a	n/a	87.5	2.5	93.1	4.0
Mathematics 30-1	Authority	76.2	31.8	n/a	n/a	n/a	n/a	57.9	19.9	71.3	26.9
	Province	72.8	27.2	n/a	n/a	n/a	n/a	53.6	14.7	65.4	20.7
Mathematics 30-2	Authority	77.3	17.5	n/a	n/a	n/a	n/a	64.6	13.2	77.7	20.7
	Province	71.2	12.9	n/a	n/a	n/a	n/a	56.6	9.5	67.4	12.9
Social Studies 30-1	Authority	89.3	16.3	n/a	n/a	n/a	n/a	82.6	18.4	85.6	15.0
	Province	83.1	12.5	n/a	n/a	n/a	n/a	76.6	13.3	82.4	12.0
Social Studies 30-2	Authority	80.8	12.7	n/a	n/a	n/a	n/a	73.7	18.4	78.9	14.6
	Province	69.7	7.1	n/a	n/a	n/a	n/a	63.5	9.4	70.5	8.1
Biology 30	Authority	83.9	31.2	n/a	n/a	n/a	n/a	75.5	26.1	83.5	28.1
	Province	76.5	23.5	n/a	n/a	n/a	n/a	65.0	17.4	78.5	22.7
Chemistry 30	Authority	84.0	39.3	n/a	n/a	n/a	n/a	81.5	31.5	79.7	35.8
	Province	80.4	33.6	n/a	n/a	n/a	n/a	75.4	24.0	77.0	30.2
Physics 30	Authority	86.4	45.8	n/a	n/a	n/a	n/a	79.6	38.9	86.4	33.1
	Province	83.1	33.8	n/a	n/a	n/a	n/a	68.3	27.0	78.6	26.5
Science 30	Authority	82.0	31.4	n/a	n/a	n/a	n/a	81.6	18.4	82.0	20.1
	Province	79.5	22.4	n/a	n/a	n/a	n/a	75.1	16.7	75.7	14.1

English Language Learners			Results (in percentages)									
			2018-19		2019-20		2020-21		2021-22		2022-23	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	94.3	23.7	n/a	n/a	n/a	n/a	94.6	22.4	93.8	29.1
		Diploma Exam	67.9	3.4	n/a	n/a	n/a	n/a	60.5	2.0	64.5	3.0
	Province	School-Awarded	95.3	19.2	n/a	n/a	n/a	n/a	96.4	28.5	95.6	29.7
		Diploma Exam	68.1	3.3	n/a	n/a	n/a	n/a	55.5	2.6	63.3	3.7
English Lang Arts 30-2	Authority	School-Awarded	92.3	9.0	n/a	n/a	n/a	n/a	94.9	14.5	92.7	12.3
		Diploma Exam	74.0	5.2	n/a	n/a	n/a	n/a	66.2	2.6	73.2	6.9
	Province	School-Awarded	95.4	11.1	n/a	n/a	n/a	n/a	95.5	14.8	95.8	12.7
		Diploma Exam	73.1	4.8	n/a	n/a	n/a	n/a	63.9	3.7	71.5	5.5
French Lang Arts 30-1	Authority	School-Awarded	100.0	65.0	n/a	n/a	n/a	n/a	*	*	*	*
		Diploma Exam	100.0	25.0	n/a	n/a	n/a	n/a	*	*	*	*
	Province	School-Awarded	100.0	65.1	n/a	n/a	n/a	n/a	100.0	56.3	96.3	48.1
		Diploma Exam	93.0	20.9	n/a	n/a	n/a	n/a	93.8	12.5	85.2	0.0
Mathematics 30-1	Authority	School-Awarded	93.7	48.3	n/a	n/a	n/a	n/a	84.6	35.2	87.6	46.1
		Diploma Exam	77.2	36.9	n/a	n/a	n/a	n/a	50.0	19.1	65.0	31.8
	Province	School-Awarded	93.5	43.9	n/a	n/a	n/a	n/a	92.1	47.7	92.3	46.6
		Diploma Exam	71.7	27.6	n/a	n/a	n/a	n/a	52.2	19.2	61.1	23.1
Mathematics 30-2	Authority	School-Awarded	90.2	14.5	n/a	n/a	n/a	n/a	90.2	24.8	88.1	20.5
		Diploma Exam	71.5	12.1	n/a	n/a	n/a	n/a	58.6	8.3	64.7	12.2
	Province	School-Awarded	90.5	22.3	n/a	n/a	n/a	n/a	91.0	23.9	88.7	20.9
		Diploma Exam	68.8	11.6	n/a	n/a	n/a	n/a	46.9	6.3	58.5	9.7

With Identified Special Education Needs			Results (in percentages)									
			2018-19		2019-20		2020-21		2021-22		2022-23	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	96.2	26.2	n/a	n/a	n/a	n/a	97.3	37.0	96.6	31
		Diploma Exam	84.9	10.3	n/a	n/a	n/a	n/a	77.3	11.2	84.4	9.3
	Province	School-Awarded	96.7	23.4	n/a	n/a	n/a	n/a	97.6	35.3	97.6	31
		Diploma Exam	81.1	7.4	n/a	n/a	n/a	n/a	71.7	7.1	79.3	6.9
English Lang Arts 30-2	Authority	School-Awarded	93.9	13.3	n/a	n/a	n/a	n/a	94.5	20.8	94.4	18.3
		Diploma Exam	87.7	14.8	n/a	n/a	n/a	n/a	85.2	17.0	87.1	17.9
	Province	School-Awarded	95.6	10.6	n/a	n/a	n/a	n/a	96.5	14.5	96.7	14.7
		Diploma Exam	83.1	9.3	n/a	n/a	n/a	n/a	74.7	8.7	82.4	10.1
French Lang Arts 30-1	Authority	School-Awarded	100.0	38.7	n/a	n/a	n/a	n/a	100.0	79.2	100	52.9
		Diploma Exam	96.8	22.6	n/a	n/a	n/a	n/a	91.7	4.2	98	3.9
	Province	School-Awarded	100.0	43.8	n/a	n/a	n/a	n/a	100.0	64.1	99	54.5
		Diploma Exam	84.4	12.5	n/a	n/a	n/a	n/a	87.2	2.6	93.1	4
Mathematics 30-1	Authority	School-Awarded	95.6	38.1	n/a	n/a	n/a	n/a	89.5	42.1	93.5	42.8
		Diploma Exam	76.4	31.9	n/a	n/a	n/a	n/a	60.2	21.6	71.3	26.9
	Province	School-Awarded	95.6	38.3	n/a	n/a	n/a	n/a	93.2	45.0	95	42.9
		Diploma Exam	72.9	27.2	n/a	n/a	n/a	n/a	55.7	15.8	65.4	20.7
Mathematics 30-2	Authority	School-Awarded	91.1	25.7	n/a	n/a	n/a	n/a	93.2	25.7	92	21.1
		Diploma Exam	77.5	17.5	n/a	n/a	n/a	n/a	65.0	13.1	77.7	20.7
	Province	School-Awarded	91.6	22.2	n/a	n/a	n/a	n/a	93.3	25.0	93	20.1
		Diploma Exam	71.3	12.8	n/a	n/a	n/a	n/a	57.1	9.6	67.4	12.9

Appendix K | Provincial Achievement Test Results

Note | Provincial assessments were cancelled or optional in 2019-20 and 2020-21 due to the global pandemic.

Cohort	Measure	2018-19	2019-20	2020-21	2021-22	2022-23
All	PAT: Acceptable	74.4	n/a	n/a	68.3	65.8
	PAT: Excellence	23.3	n/a	n/a	20.4	17.3
English Language Learners	PAT: Acceptable	68.5	n/a	n/a	61.3	57.7
	PAT: Excellence	18.4	n/a	n/a	14.3	11.3
Self-Identify as Indigenous	PAT: Acceptable	41.6	n/a	n/a	35.2	32.0
	PAT: Excellence	5.7	n/a	n/a	4.6	5.3
With Identified Special Education Needs	PAT: Acceptable	55.4	n/a	n/a	46.5	44.1
	PAT: Excellence	11.8	n/a	n/a	9.0	7.3

All		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6	PAT: Acceptable	Intermediate	n/a	n/a	81.0	n/a	n/a	76.2	n/a	n/a
	PAT: Excellence	High	n/a	n/a	20.0	n/a	n/a	18.4	n/a	n/a
French Language Arts 6 année	PAT: Acceptable	Intermediate	n/a	n/a	85.2	n/a	n/a	77.6	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	12.1	n/a	n/a	12.5	n/a	n/a
Mathematics 6	PAT: Acceptable	Low	n/a	n/a	70.6	n/a	n/a	65.4	n/a	n/a
	PAT: Excellence	High	n/a	n/a	20.0	n/a	n/a	15.9	n/a	n/a
Science 6	PAT: Acceptable	Low	n/a	n/a	71.4	n/a	n/a	66.7	n/a	n/a
	PAT: Excellence	High	n/a	n/a	25.4	n/a	n/a	21.8	n/a	n/a
Social Studies 6	PAT: Acceptable	Intermediate	n/a	n/a	71.4	n/a	n/a	66.2	n/a	n/a
	PAT: Excellence	High	n/a	n/a	19.3	n/a	n/a	18.0	n/a	n/a
English Language Arts 9	PAT: Acceptable	Low	n/a	n/a	73.6	n/a	n/a	71.4	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	14.6	n/a	n/a	13.4	n/a	n/a
K&E English Language Arts 9	PAT: Acceptable	Intermediate	n/a	n/a	54.4	n/a	n/a	50.2	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	8.9	n/a	n/a	5.7	n/a	n/a
French Language Arts 9 année	PAT: Acceptable	Low	n/a	n/a	77.3	n/a	n/a	76.1	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	11.8	n/a	n/a	10.9	n/a	n/a
Mathematics 9	PAT: Acceptable	Low	n/a	n/a	57.2	n/a	n/a	54.4	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	15.9	n/a	n/a	13.5	n/a	n/a
K&E Mathematics 9	PAT: Acceptable	Low	n/a	n/a	39.1	n/a	n/a	52.7	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	9.1	n/a	n/a	11.3	n/a	n/a
Science 9	PAT: Acceptable	Intermediate	n/a	n/a	66.4	n/a	n/a	66.3	n/a	n/a
	PAT: Excellence	Very High	n/a	n/a	20.4	n/a	n/a	20.1	n/a	n/a
K&E Science 9	PAT: Acceptable	Very Low	n/a	n/a	38.2	n/a	n/a	52.9	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	8.8	n/a	n/a	10.9	n/a	n/a
Social Studies 9	PAT: Acceptable	Low	n/a	n/a	60.1	n/a	n/a	58.4	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	17.0	n/a	n/a	15.9	n/a	n/a
K&E Social Studies 9	PAT: Acceptable	Very Low	n/a	n/a	36.4	n/a	n/a	49.6	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	7.3	n/a	n/a	10.6	n/a	n/a

All		Results (in percentages)									
		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Language Arts 6	Authority	87.8	19.7	n/a	n/a	n/a	n/a	80.7	21.1	81.0	20.0
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4
French Language Arts 6 année	Authority	93.2	19	n/a	n/a	n/a	n/a	85.3	8.8	85.2	12.1
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5
Mathematics 6	Authority	78.8	18.6	n/a	n/a	n/a	n/a	67.4	14.3	70.6	20.0
	Province	72.5	15	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9
Science 6	Authority	81.2	31	n/a	n/a	n/a	n/a	77.2	26.9	71.4	25.4
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8
Social Studies 6	Authority	83	29.3	n/a	n/a	n/a	n/a	74.1	22	71.4	19.3
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0
English Language Arts 9	Authority	76.7	15.6	n/a	n/a	n/a	n/a	72.5	15.7	73.6	14.6
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4
K&E English Language Arts 9	Authority	53.4	6.8	n/a	n/a	n/a	n/a	57.3	4.3	54.4	8.9
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5	50.2	5.7
French Language Arts 9 année	Authority	82.3	10.1	n/a	n/a	n/a	n/a	74.6	8.9	77.3	11.8
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9
Mathematics 9	Authority	64	23.6	n/a	n/a	n/a	n/a	59	21.4	57.2	15.9
	Province	60	19	n/a	n/a	n/a	n/a	53	16.7	54.4	13.5
K&E Mathematics 9	Authority	54.7	12	n/a	n/a	n/a	n/a	55.1	13.8	39.1	9.1
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3
Science 9	Authority	75.8	27.4	n/a	n/a	n/a	n/a	69.9	26	66.4	20.4
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68	22.6	66.3	20.1
K&E Science 9	Authority	51.6	10.3	n/a	n/a	n/a	n/a	55.1	9.2	38.2	8.8
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11	52.9	10.9
Social Studies 9	Authority	71.9	21.8	n/a	n/a	n/a	n/a	65.8	18.4	60.1	17.0
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9
K&E Social Studies 9	Authority	52.5	11.5	n/a	n/a	n/a	n/a	59.6	14.9	36.4	7.3
	Province	55.9	15	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6

English Language Learners		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6	PAT: Acceptable	Low	n/a	n/a	77.0	n/a	n/a	73.9	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	13.9	n/a	n/a	13.9	n/a	n/a
French Language Arts 6 année	PAT: Acceptable	Intermediate	n/a	n/a	81.0	n/a	n/a	75.5	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	14.3	n/a	n/a	13.8	n/a	n/a
Mathematics 6	PAT: Acceptable	Low	n/a	n/a	68.1	n/a	n/a	64.9	n/a	n/a
	PAT: Excellence	High	n/a	n/a	18.7	n/a	n/a	15.2	n/a	n/a
Science 6	PAT: Acceptable	Low	n/a	n/a	66.2	n/a	n/a	64.7	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	19.2	n/a	n/a	17.2	n/a	n/a
Social Studies 6	PAT: Acceptable	Low	n/a	n/a	67.4	n/a	n/a	65.4	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	15.7	n/a	n/a	15.7	n/a	n/a
English Language Arts 9	PAT: Acceptable	Very Low	n/a	n/a	63.0	n/a	n/a	62.2	n/a	n/a
	PAT: Excellence	Very Low	n/a	n/a	5.8	n/a	n/a	6.6	n/a	n/a
K&E English Language Arts 9	PAT: Acceptable	Low	n/a	n/a	37.5	n/a	n/a	34.9	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	0.0	n/a	n/a	1.3	n/a	n/a
French Language Arts 9 année	PAT: Acceptable	Very Low	n/a	n/a	66.3	n/a	n/a	71.1	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	4.2	n/a	n/a	11.3	n/a	n/a
Mathematics 9	PAT: Acceptable	Very Low	n/a	n/a	49.4	n/a	n/a	50.1	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	12.6	n/a	n/a	12.0	n/a	n/a
K&E Mathematics 9	PAT: Acceptable	Very Low	n/a	n/a	24.0	n/a	n/a	39.5	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	0.0	n/a	n/a	5.6	n/a	n/a
Science 9	PAT: Acceptable	Low	n/a	n/a	56.7	n/a	n/a	59.4	n/a	n/a
	PAT: Excellence	High	n/a	n/a	12.6	n/a	n/a	15.0	n/a	n/a
K&E Science 9	PAT: Acceptable	Low	n/a	n/a	41.2	n/a	n/a	33.1	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	0.0	n/a	n/a	3.3	n/a	n/a
Social Studies 9	PAT: Acceptable	Very Low	n/a	n/a	48.8	n/a	n/a	50.4	n/a	n/a
	PAT: Excellence	Very Low	n/a	n/a	8.9	n/a	n/a	11.0	n/a	n/a
K&E Social Studies 9	PAT: Acceptable	Low	n/a	n/a	50.0	n/a	n/a	39.4	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	0.0	n/a	n/a	1.5	n/a	n/a

English Language Learners		Results (in percentages)									
		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Language Arts 6	Authority	84.2	14.9	n/a	n/a	n/a	n/a	78.1	16.8	77.0	13.9
	Province	81.3	13.8	n/a	n/a	n/a	n/a	76.8	16.0	73.9	13.9
French Language Arts 6 année	Authority	89.3	16.1	n/a	n/a	n/a	n/a	75.8	7.6	81.0	14.3
	Province	89.5	21.5	n/a	n/a	n/a	n/a	74.0	11.6	75.5	13.8
Mathematics 6	Authority	76.5	18.9	n/a	n/a	n/a	n/a	66.1	14.4	68.1	18.7
	Province	72.7	14.5	n/a	n/a	n/a	n/a	65.3	13.1	64.9	15.2
Science 6	Authority	78.0	26.0	n/a	n/a	n/a	n/a	74.7	23.1	66.2	19.2
	Province	76.4	23.5	n/a	n/a	n/a	n/a	72.0	21.0	64.7	17.2
Social Studies 6	Authority	80.0	24.9	n/a	n/a	n/a	n/a	72.2	18.5	67.4	15.7
	Province	74.8	20.5	n/a	n/a	n/a	n/a	68.4	17.9	65.4	15.7
English Language Arts 9	Authority	63.9	6.7	n/a	n/a	n/a	n/a	62.0	8.3	63.0	5.8
	Province	63.4	6.8	n/a	n/a	n/a	n/a	61.9	7.0	62.2	6.6
K&E English Language Arts 9	Authority	44.4	0.0	n/a	n/a	n/a	n/a	74.1	0.0	37.5	0.0
	Province	49.7	2.1	n/a	n/a	n/a	n/a	45.7	2.4	34.9	1.3
French Language Arts 9 année	Authority	77.8	15.9	n/a	n/a	n/a	n/a	64.7	7.1	66.3	4.2
	Province	79.1	13.9	n/a	n/a	n/a	n/a	64.0	10.1	71.1	11.3
Mathematics 9	Authority	56.3	21.2	n/a	n/a	n/a	n/a	50.6	15.8	49.4	12.6
	Province	53.3	16.3	n/a	n/a	n/a	n/a	47.0	12.9	50.1	12.0
K&E Mathematics 9	Authority	40.0	8.0	n/a	n/a	n/a	n/a	60.0	8.6	24.0	0.0
	Province	54.0	15.0	n/a	n/a	n/a	n/a	54.5	9.8	39.5	5.6
Science 9	Authority	66.1	17.7	n/a	n/a	n/a	n/a	61.4	16.7	56.7	12.6
	Province	66.0	18.1	n/a	n/a	n/a	n/a	55.8	13.7	59.4	15.0
K&E Science 9	Authority	50.0	0.0	n/a	n/a	n/a	n/a	61.9	4.8	41.2	0.0
	Province	61.1	6.0	n/a	n/a	n/a	n/a	52.3	2.8	33.1	3.3
Social Studies 9	Authority	61.2	13.3	n/a	n/a	n/a	n/a	53.5	10.5	48.8	8.9
	Province	59.6	14.1	n/a	n/a	n/a	n/a	54.5	12.6	50.4	11.0
K&E Social Studies 9	Authority	50.0	12.5	n/a	n/a	n/a	n/a	84.2	15.8	50.0	0.0
	Province	57.7	12.3	n/a	n/a	n/a	n/a	64.1	11.7	39.4	1.5

Self-Identify as Indigenous		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6	PAT: Acceptable	Very Low	n/a	n/a	56.3	n/a	n/a	60.6	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	7.8	n/a	n/a	7.1	n/a	n/a
French Language Arts 6 année	PAT: Acceptable	Low	n/a	n/a	62.5	n/a	n/a	65.9	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	6.3	n/a	n/a	5.3	n/a	n/a
Mathematics 6	PAT: Acceptable	Very Low	n/a	n/a	33.9	n/a	n/a	42.0	n/a	n/a
	PAT: Excellence	Very Low	n/a	n/a	4.3	n/a	n/a	5.6	n/a	n/a
Science 6	PAT: Acceptable	Very Low	n/a	n/a	40.1	n/a	n/a	46.0	n/a	n/a
	PAT: Excellence	Very Low	n/a	n/a	8.4	n/a	n/a	9.0	n/a	n/a
Social Studies 6	PAT: Acceptable	Very Low	n/a	n/a	37.1	n/a	n/a	45.3	n/a	n/a
	PAT: Excellence	Very Low	n/a	n/a	5.9	n/a	n/a	6.5	n/a	n/a
English Language Arts 9	PAT: Acceptable	Very Low	n/a	n/a	37.8	n/a	n/a	49.2	n/a	n/a
	PAT: Excellence	Very Low	n/a	n/a	5.1	n/a	n/a	4.4	n/a	n/a
K&E English Language Arts 9	PAT: Acceptable	*	n/a	n/a	*	n/a	n/a	43.8	n/a	n/a
	PAT: Excellence	*	n/a	n/a	*	n/a	n/a	3.7	n/a	n/a
French Language Arts 9 année	PAT: Acceptable	Low	n/a	n/a	68.8	n/a	n/a	65.4	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	12.5	n/a	n/a	4.4	n/a	n/a
Mathematics 9	PAT: Acceptable	Very Low	n/a	n/a	24.3	n/a	n/a	28.7	n/a	n/a
	PAT: Excellence	Very Low	n/a	n/a	4.7	n/a	n/a	3.8	n/a	n/a
K&E Mathematics 9	PAT: Acceptable	Low	n/a	n/a	45.5	n/a	n/a	48.9	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	18.2	n/a	n/a	11.1	n/a	n/a
Science 9	PAT: Acceptable	Very Low	n/a	n/a	31.3	n/a	n/a	42.1	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	5.6	n/a	n/a	7.1	n/a	n/a
K&E Science 9	PAT: Acceptable	*	n/a	n/a	*	n/a	n/a	48.4	n/a	n/a
	PAT: Excellence	*	n/a	n/a	*	n/a	n/a	8.2	n/a	n/a
Social Studies 9	PAT: Acceptable	Very Low	n/a	n/a	27.8	n/a	n/a	34.1	n/a	n/a
	PAT: Excellence	Very Low	n/a	n/a	4.9	n/a	n/a	4.9	n/a	n/a
K&E Social Studies 9	PAT: Acceptable	*	n/a	n/a	*	n/a	n/a	45.4	n/a	n/a
	PAT: Excellence	*	n/a	n/a	*	n/a	n/a	7.3	n/a	n/a

Self-Identified as Indigenous		Results (in percentages)									
		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Language Arts 6	Authority	69.7	6.6	n/a	n/a	n/a	n/a	57.9	8.3	56.3	7.8
	Province	71.6	6.3	n/a	n/a	n/a	n/a	58.2	7.4	60.6	7.1
French Language Arts 6 année	Authority	76.9	0.0	n/a	n/a	n/a	n/a	86.7	13.3	62.5	6.3
	Province	81.3	6.6	n/a	n/a	n/a	n/a	63.7	6.4	65.9	5.3
Mathematics 6	Authority	49.7	3.3	n/a	n/a	n/a	n/a	35.4	2.9	33.9	4.3
	Province	50.5	4.2	n/a	n/a	n/a	n/a	40.3	3.7	42.0	5.6
Science 6	Authority	51.2	8.2	n/a	n/a	n/a	n/a	51.2	10.5	40.1	8.4
	Province	59.2	11.9	n/a	n/a	n/a	n/a	51.2	9.7	46.0	9.0
Social Studies 6	Authority	56.9	9.4	n/a	n/a	n/a	n/a	45.6	6.6	37.1	5.9
	Province	57.7	8.9	n/a	n/a	n/a	n/a	46.8	7.3	45.3	6.5
English Language Arts 9	Authority	46.2	2.8	n/a	n/a	n/a	n/a	39.1	3.7	37.8	5.1
	Province	55.0	4.2	n/a	n/a	n/a	n/a	49.4	3.6	49.2	4.4
K&E English Language Arts 9	Authority	41.7	8.3	n/a	n/a	n/a	n/a	39.1	0.0	*	*
	Province	56.3	5.0	n/a	n/a	n/a	n/a	46.7	5.0	43.8	3.7
French Language Arts 9 année	Authority	54.5	0.0	n/a	n/a	n/a	n/a	46.2	0.0	68.8	12.5
	Province	67.7	5.4	n/a	n/a	n/a	n/a	53.3	5.2	65.4	4.4
Mathematics 9	Authority	23.3	3.4	n/a	n/a	n/a	n/a	21.0	2.2	24.3	4.7
	Province	31.5	5.4	n/a	n/a	n/a	n/a	26.3	4.1	28.7	3.8
K&E Mathematics 9	Authority	42.9	6.1	n/a	n/a	n/a	n/a	30.0	3.3	45.5	18.2
	Province	55.0	11.4	n/a	n/a	n/a	n/a	48.1	6.0	48.9	11.1
Science 9	Authority	38.7	6.2	n/a	n/a	n/a	n/a	35.9	5.8	31.3	5.6
	Province	52.8	10.2	n/a	n/a	n/a	n/a	49.3	8.5	42.1	7.1
K&E Science 9	Authority	30.4	4.3	n/a	n/a	n/a	n/a	44.4	0.0	*	*
	Province	56.2	6.1	n/a	n/a	n/a	n/a	53.3	9.7	48.4	8.2
Social Studies 9	Authority	36.6	5.1	n/a	n/a	n/a	n/a	33.1	5.6	27.8	4.9
	Province	44.7	6.8	n/a	n/a	n/a	n/a	34.7	4.1	34.1	4.9
K&E Social Studies 9	Authority	39.1	4.3	n/a	n/a	n/a	n/a	31.8	0.0	*	*
	Province	53.9	12.9	n/a	n/a	n/a	n/a	41.3	9.1	45.4	7.3

With Identified Special Education Needs		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6	PAT: Acceptable	Very Low	n/a	n/a	62.7	n/a	n/a	51.8	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	7.6	n/a	n/a	5.5	n/a	n/a
French Language Arts 6 année	PAT: Acceptable	Intermediate	n/a	n/a	73.7	n/a	n/a	65.4	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	6.3	n/a	n/a	5.1	n/a	n/a
Mathematics 6	PAT: Acceptable	Very Low	n/a	n/a	47.5	n/a	n/a	38.2	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	8.9	n/a	n/a	5.8	n/a	n/a
Science 6	PAT: Acceptable	Very Low	n/a	n/a	50.6	n/a	n/a	43.7	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	15.9	n/a	n/a	11.0	n/a	n/a
Social Studies 6	PAT: Acceptable	Very Low	n/a	n/a	50.1	n/a	n/a	41.4	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	9.2	n/a	n/a	7.0	n/a	n/a
English Language Arts 9	PAT: Acceptable	Very Low	n/a	n/a	51.9	n/a	n/a	46.0	n/a	n/a
	PAT: Excellence	Very Low	n/a	n/a	5.4	n/a	n/a	4.1	n/a	n/a
K&E English Language Arts 9	PAT: Acceptable	Intermediate	n/a	n/a	55.4	n/a	n/a	50.2	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	3.6	n/a	n/a	5.2	n/a	n/a
French Language Arts 9 année	PAT: Acceptable	Very Low	n/a	n/a	60.6	n/a	n/a	54.3	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	3.1	n/a	n/a	3.1	n/a	n/a
Mathematics 9	PAT: Acceptable	Very Low	n/a	n/a	33.1	n/a	n/a	28.0	n/a	n/a
	PAT: Excellence	Very Low	n/a	n/a	5.4	n/a	n/a	4.1	n/a	n/a
K&E Mathematics 9	PAT: Acceptable	Low	n/a	n/a	38.4	n/a	n/a	47.5	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	5.5	n/a	n/a	9.9	n/a	n/a
Science 9	PAT: Acceptable	Very Low	n/a	n/a	45.4	n/a	n/a	42.4	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	9.4	n/a	n/a	8.2	n/a	n/a
K&E Science 9	PAT: Acceptable	Low	n/a	n/a	40.0	n/a	n/a	54.3	n/a	n/a
	PAT: Excellence	Intermediate	n/a	n/a	8.9	n/a	n/a	11.1	n/a	n/a
Social Studies 9	PAT: Acceptable	Very Low	n/a	n/a	39.5	n/a	n/a	34.4	n/a	n/a
	PAT: Excellence	Very Low	n/a	n/a	7.4	n/a	n/a	5.7	n/a	n/a
K&E Social Studies 9	PAT: Acceptable	Very Low	n/a	n/a	34.2	n/a	n/a	49.2	n/a	n/a
	PAT: Excellence	Low	n/a	n/a	2.6	n/a	n/a	12.7	n/a	n/a

With Identified Special Education Needs		Results (in percentages)									
		2018-19		2019-20		2020-21		2021-22		2022-23	
		Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Language Arts 6	Authority	73.0	8.4	n/a	n/a	n/a	n/a	59.9	8.2	62.7	7.6
	Province	60.7	5.1	n/a	n/a	n/a	n/a	51.7	5.6	51.8	5.5
French Language Arts 6 année	Authority	86.5	5.2	n/a	n/a	n/a	n/a	69.7	2.8	73.7	6.3
	Province	71.8	5.5	n/a	n/a	n/a	n/a	58.5	2.5	65.4	5.1
Mathematics 6	Authority	57.8	8.1	n/a	n/a	n/a	n/a	42.8	5.9	47.5	8.9
	Province	44.7	5.0	n/a	n/a	n/a	n/a	36.6	4.4	38.2	5.8
Science 6	Authority	62.3	17.2	n/a	n/a	n/a	n/a	55.5	15.6	50.6	15.9
	Province	54.4	13.1	n/a	n/a	n/a	n/a	47.4	10.9	43.7	11.0
Social Studies 6	Authority	64.6	14.6	n/a	n/a	n/a	n/a	50.1	10.2	50.1	9.2
	Province	51.3	9.8	n/a	n/a	n/a	n/a	42.1	7.4	41.4	7.0
English Language Arts 9	Authority	57.6	7.7	n/a	n/a	n/a	n/a	49.8	5.4	51.9	5.4
	Province	49.9	5.3	n/a	n/a	n/a	n/a	40.6	2.7	46.0	4.1
K&E English Language Arts 9	Authority	51.9	6.7	n/a	n/a	n/a	n/a	50.6	3.7	55.4	3.6
	Province	55.5	5.0	n/a	n/a	n/a	n/a	46.5	3.5	50.2	5.2
French Language Arts 9 année	Authority	66.7	3.0	n/a	n/a	n/a	n/a	58.3	1.9	60.6	3.1
	Province	64.7	5.2	n/a	n/a	n/a	n/a	52.1	1.5	54.3	3.1
Mathematics 9	Authority	40.9	9.1	n/a	n/a	n/a	n/a	31.9	7.3	33.1	5.4
	Province	32.8	6.2	n/a	n/a	n/a	n/a	28.3	5.4	28.0	4.1
K&E Mathematics 9	Authority	52.4	11.9	n/a	n/a	n/a	n/a	50.9	8.9	38.4	5.5
	Province	53.6	9.7	n/a	n/a	n/a	n/a	49.0	8.3	47.5	9.9
Science 9	Authority	57.5	14.3	n/a	n/a	n/a	n/a	48.4	12.9	45.4	9.4
	Province	51.3	11.5	n/a	n/a	n/a	n/a	43.0	8.5	42.4	8.2
K&E Science 9	Authority	52.6	13.7	n/a	n/a	n/a	n/a	53.5	11.3	40.0	8.9
	Province	60.4	10.8	n/a	n/a	n/a	n/a	56.0	12.3	54.3	11.1
Social Studies 9	Authority	52.0	11.6	n/a	n/a	n/a	n/a	42.7	7.9	39.5	7.4
	Province	43.5	8.6	n/a	n/a	n/a	n/a	36.9	6.4	34.4	5.7
K&E Social Studies 9	Authority	52.1	10.6	n/a	n/a	n/a	n/a	52.2	13.4	34.2	2.6
	Province	52.7	12.6	n/a	n/a	n/a	n/a	49.6	13.6	49.2	12.7

Appendix L | Early Years Evaluation - Teacher Assessment

Percentage of students in each category

Cohort	Improved	Stayed Same or Decreased
All	71.1	28.9
English Language Learners	50.8	49.2
Self-Identify as Indigenous	70.5 (141)	29.5 (59)
With Identified Special Education Needs	49.2	50.8

Cohort	Domain	Improved	Stayed Same or Decreased
All	Awareness of Self and Environment	67.4	32.6
	Social Skills and Approaches to Learning	41.1	58.9
	Cognitive Skills	71.3	28.7
	Language and Communication	62.1	37.9
	Physical Development - Fine motor	57.3	42.7
	Physical Development - Gross motor	51.9	48.1
English Language Learners	Awareness of Self and Environment	63.7	36.3
	Social Skills and Approaches to Learning	50.0	50.0
	Cognitive Skills	70.7	29.3
	Language and Communication	63.0	37.0
	Physical Development - Fine motor	77.3	22.7
	Physical Development - Gross motor	56.2	43.8
Indigenous	Awareness of Self and Environment	72.8 (67)	27.2 (23)
	Social Skills and Approaches to Learning	47.6 (50)	52.4 (39)
	Cognitive Skills	72.8 (134)	27.2 (30)
	Language and Communication	67.3 (76)	32.7 (34)
	Physical Development - Fine motor	65.2 (92)	34.8 (30)
	Physical Development - Gross motor	66.4 (71)	33.6 (21)
With Identified Special Education Needs	Awareness of Self and Environment	61.2	38.8
	Social Skills and Approaches to Learning	43.1	56.9
	Cognitive Skills	70.8	29.2
	Language and Communication	52.3	47.7
	Physical Development - Fine motor	59.5	40.5
	Physical Development - Gross motor	56.7	43.3

Appendix M | Reading Readiness Screening Tool

Percentage of students in each category over time

Cohort	Category	2021-22			2022-23		
		None-Minimal Development	Developing Skills	Developing Well-Mastered	None-Minimal Development	Developing Skills	Developing Well-Mastered
All Students	Oral Expression Skills	25.9	44.0	30.1	25.5	43.6	30.9
	Phonological Skills	41.9	24.6	33.5	38.3	24.8	36.9
	Print-Based Skills	45.7	15.2	39.1	45.3	15.2	39.5
Student who self-identified as Indigenous	Oral Expression Skills	22.0	49.5	28.5	24.0 (173)	43.2 (311)	32.8 (236)
	Phonological Skills	52.2	21.5	26.3	44.9 (1877)	24.2 (1017)	31.0 (1302)
	Print-Based Skills	62.6	13.7	23.7	55.8 (1109)	15.1 (304)	29.1 (589)
English Language Learners	Oral Expression Skills	49.2	33.2	17.7	64.6	25.2	10.3
	Phonological Skills	47.8	22.8	29.4	58.6	19.3	22.2
	Print-Based Skills	42.2	12.2	45.6	61.4	12.5	26.1
Students with identified special education needs	Oral Expression Skills	51.6	34.9	13.5	51.9	35.9	12.2
	Phonological Skills	70.8	16.5	12.7	70.4	16.2	13.4
	Print-Based Skills	63.2	10.2	26.6	64.6	10.4	25

Percentage of students in each category in 2022-23

Section	Concepts	None-Minimal Development	Developing Skills	Developing Well-Mastered
All				
Oral Expression Skills	Object Naming	29.0	44.2	26.8
	Sentence Syntax	22.1	42.9	35.0
Phonological Skills	Rhyme	28.2	33.2	38.6
		43.8	16.1	40.1
	Segmenting	31.1	44.4	24.5
		24.0	45.6	30.4
		66.7	15.6	17.7
	Blending	15.2	26.7	58.1
		50.8	12.5	36.8
	Deletion	26.8	23.3	49.9
		48.7	17.9	33.5
	Isolation	21.1	24.6	54.4
		40.0	19.4	40.7
		63.6	18.0	18.4
Print-Based Skills	Text Awareness	26.9	37.8	35.3
	Identification	20.5	12.2	67.3
		13.7	10.1	76.2
	Recognition	68.3	12.0	19.7
		72.5	8.6	19.0
	Encoding	70.2	10.4	19.4
English Language Learners				
Oral Expression Skills	Object Naming	66.3	23.1	10.6
	Sentence Syntax	62.8	27.2	10.0
Phonological Skills	Rhyme	52.3	30.0	17.7
		64.9	10.4	24.7
	Segmenting	50.6	30.9	18.5
		46.7	36.7	16.6
		83.5	7.8	8.6
	Blending	34.5	27.5	38.0
		65.0	12.5	22.6
	Deletion	54.5	17.7	27.8
		68.2	14.9	16.9
	Isolation	40.4	23.5	36.1
		59.3	10.7	30.0
		83.0	8.7	8.3
Print-Based Skills	Text Awareness	51.6	34.4	14.1
	Identification	40.2	9.4	50.4
		31.0	12.2	56.9
	Recognition	79.4	7.1	13.5
		83.7	6.8	9.6
	Encoding	82.4	5.2	12.4

Section	Concepts	None-Minimal Development	Developing Skills	Developing Well-Mastered
Self-identify as Indigenous				
Oral Expression Skills	Object Naming	26.6 (96)	45.7 (165)	27.7 (100)
	Sentence Syntax	21.5 (77)	40.7 (146)	37.9 (136)
Phonological Skills	Rhyme	33.2 (119)	31.8 (114)	34.9 (125)
		51.1 (182)	15.7 (56)	33.2 (118)
	Segmenting	36.3 (128)	43.1 (152)	20.7 (73)
		25.9 (91)	45.7 (161)	28.4 (100)
		71.1 (251)	14.7 (52)	14.2 (50)
	Blending	19.3 (68)	27.8 (98)	52.8 (186)
		59.2 (209)	12.8 (45)	28.1 (99)
	Deletion	31.8 (112)	20.2 (71)	48.0 (169)
		49.7 (174)	19.7 (69)	30.6 (107)
	Isolation	32.7 (113)	29.5 (102)	37.9 (131)
		55.2 (186)	15.4 (52)	29.4 (99)
		73.1 (244)	13.5 (45)	13.5 (45)
Print-Based Skills	Text Awareness	35.3 (118)	38.0 (127)	26.7 (89)
	Identification	33.6 (115)	13.7 (47)	52.6 (180)
		26.1 (89)	13.2 (45)	60.7 (207)
	Recognition	79.4 (262)	10.3 (34)	10.3 (34)
		81.5 (268)	7.0 (23)	11.6 (38)
	Encoding	78.8 (257)	8.6 (28)	12.6 (41)
With Identified Special Education Needs				
Oral Expression Skills	Object Naming	55.1	35.7	9.2
	Sentence Syntax	48.6	36.2	15.2
Phonological Skills	Rhyme	65.0	23.6	11.4
		82.1	7.5	10.4
	Segmenting	62.5	29.4	8.1
		52.1	30.8	17.1
		89.4	5.0	5.6
	Blending	44.3	29.0	26.7
		82.2	6.1	11.7
	Deletion	65.0	14.6	20.4
		80.2	9.4	10.5
	Isolation	58.0	19.9	22.1
		77.0	11.2	11.8
		87.2	7.7	5.1
Print-Based Skills	Text Awareness	61.2	26.7	12.1
	Identification	38.2	10.0	51.9
		35.5	11.9	52.7
	Recognition	80.2	3.9	15.9
		85.4	5.1	9.6
	Encoding	87.0	5.1	7.9

Appendix N | School Space Allocation: Utilized and Underutilized Space

The following is an excerpt from *Funding Manual for School Authorities 2023-24 School Year* (p. 52) that speaks to Alberta Education's school unitization rate:

> The area (in square meters) of school facilities in active use for the instruction of ECS (Early Childhood Services) children/ students in Grades 1-12 is taken into account. School utilized space will be funded at the Utilized Rate and school underutilized space will be funded at the Underutilized Rate (approximately 70 per cent of the Utilized Rate). A school with a utilization rate of greater than or equal to 85 per cent is considered fully utilized. Both utilized and underutilized space are funded by school for the purpose of this grant:
>
> 1. Utilization rate of less than 85 per cent:
>   a. Utilized area in square meters x Utilized Rate
>   b. Underutilized area in square meters x Underutilized Rate
> 2. Utilization rate of 85 per cent or higher:
>   a. Utilized area in square meters x Utilized Rate
> 3. In the first year of a new school opening, a new school's utilized and underutilized space will be determined as follows:
>   a. School utilized space is 50 per cent of the school's gross area (excluding exempt area)
>   b. School underutilized space is 50 per cent of the school's gross area (excluding exempt area)
> 4. The following schools are excluded from school space funding calculation:
>   a. Charter Schools
>   b. Outreach Schools
>   c. Online Schools / Online Learning Centers
>   d. Home-Based Programs
>   e. Alternative Programs in privately owned buildings/facilities.
> 5. Charter Schools and Alternative Programs in privately owned buildings/facilities are eligible to receive funding as per the student allocation component of O&M. The funding is based on their individual WMA FTE (Full Time Equivalents) multiplied by the applicable rate provided in Section I.

Appendix O | Types of School Data

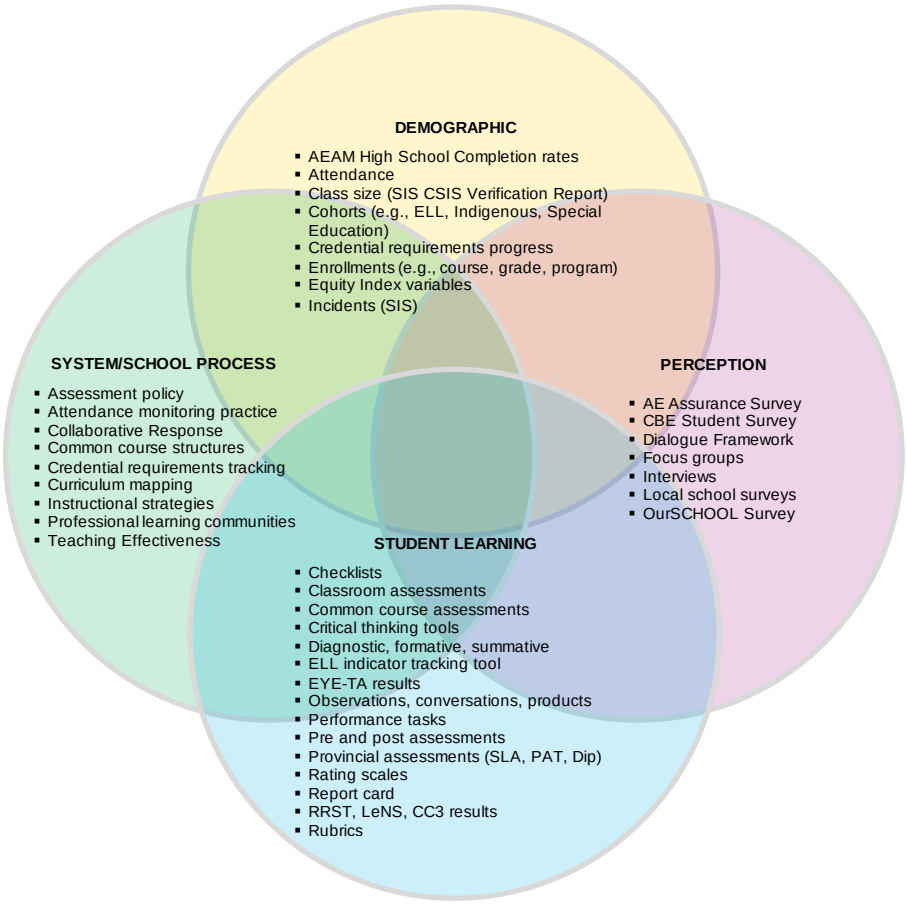
School data fall into four categories.

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.



Appendix P | SDP Data

Percentage of schools that have the identified goal, resource and measure

Literacy SDP Goals 2022-23	Percentage of Schools
Reading	55
Writing	30
Disciplinary Literacy	11
Oral Language	3
Other	1

Literacy SDP Resources 2022-23	Percentage of Schools
Literacy Framework	77
Identified Author/Book	43
Understanding Grade Level Reading/Writing	40
Assessment & Reporting Guides	35
CBE System Supports (LLs, Strategists, Specialists)	30
Decodable Texts	19
Reading Assessment Decision Tree	14
Alberta Education	9
New ELAL Curriculum	8
Insite Documents	6
Holistic Lifelong Learning Framework	5
University of Florida Literacy Institute (UFLI)	4
Mentor Texts	3

Literacy SDP Measures 2022-23	Percentage of Schools
Report Card	75
Student Perception (survey)	29
Teacher Perception (survey)	26
Castles and Coltheart (CC3)	25
Provincial Achievement Tests (PATs)	24
Letter Name-Sound (LeNS)	22
Frequency Tracking	22
Common Student Assessment	15
Professional Learning Communities	7
Look Fors	7
Words Their Way	5
Reading Readiness Screening Tool (RRST)	5
Early Years Evaluation - Teacher Assessment	5
Dynamic Indicators for Basic Early Literacy Skills (DIBELS)	4

Mathematics SDP Goals 2022-23	Percentage of Schools
Procedural Fluency	22
Number	22
Problem Solving	12
Number Sense	11
Communicating mathematical thinking	10
Numeracy	6
Mathematical Identity	5
Mathematical Literacy	4
Productive Struggle	3
Mathematical Representations	2
Reasoning & Sense Making	2
Mathematical Assessment	1

Well-Being SDP Goals 2022-23	Percentage of Schools
Belonging and Connection	32
Relationships	29
Regulation	28
Persistence and Perseverance	24

Appendix Q | Attendance Data

Percentage of absenteeism by Division

Cohort	Division	Less than 10%	10%-20%	20%-50%	More than 50%
All Students	Div 1	50.6	32.6	14.3	2.6
	Div 2	57.8	28.4	11.6	2.2
	Div 3	55.2	26.8	14.0	4.1
	Div 4	53.8	22.1	17.9	6.1
Students who self-identify as Indigenous	Div 1	30.9 (478)	26.1 (404)	29.4 (455)	13.6 (210)
	Div 2	29.1 (447)	28.2 (434)	29.0 (446)	13.7 (210)
	Div 3	27.0 (442)	23.6 (387)	27.7 (453)	21.7 (355)
	Div 4	31.2 (525)	16.2 (272)	29.5 (496)	23.2 (391)
English Language Learners	Div 1	47.7	31.5	17.9	2.9
	Div 2	59.5	25.7	12.9	2.0
	Div 3	57.6	25.2	14.1	3.0
	Div 4	50.5	22.0	21.7	5.7
Students with identified Special Education Needs	Div 1	41.0	34.6	20.9	3.5
	Div 2	49.4	31.7	16.1	2.8
	Div 3	44.8	27.7	20.0	7.5
	Div 4	44.1	22.1	23.2	10.7

Appendix R | CC3, LeNS and Numeracy Data

Grades 2-3 CC3 Results

Cohort	CC3 Category	Pretest At-Risk Percentage	Post-test At-Risk Percentage
All Students	Regular Words	25.5	21.7
	Irregular Words	24.9	22.2
	Non-words	27.5	19.4
Students who self-identify as Indigenous	Regular Words	46.8 (383)	39.8 (326)
	Irregular Words	44.3 (362)	40.2 (328)
	Non-words	47.2 (386)	36.5 (298)
English Language Learners	Regular Words	30.1	19.4
	Irregular Words	27.9	18.1
	Non-words	31.7	18.5
Students with identified special education needs	Regular Words	48.6	36.6
	Irregular Words	45.7	33.5
	Non-words	49.4	34.3

Grades 1-2 LeNS Results

Cohort	Pretest At-Risk Percentage	Posttest At-Risk Percentage
All Students	34.4	22.3
Students who self-identify as Indigenous	55.8 (400)	46.3 (332)
English Language Learners	43.4	28.7
Students with identified special education needs	57.6	44.9

Grades 1-2 Numeracy Results: All Students

Cohort	Pretest At-Risk Percentage	Posttest At-Risk Percentage
All Students	26.4	19.0
Students who self-identify as Indigenous	47.4 (388)	37.8 (309)
English Language Learners	31.1	23.3
Students with identified special education needs	50.9	41.1

Literacy Results by Grade – All Students

Grade	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at risk in literacy on final assessment(s)	Average number of months behind grade level at-risk students were at in literacy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in literacy at time of final assessment(s)
Grade 1	10197	2826	4.85	-1.13
Grade 2	9377	2503	8.23	-3.23
Grade 3	9940	2393	13.83	-1.38
Grade 4	872	235	19.11	-3.62

Numeracy Results by Grade – All Students

Grade	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at risk in numeracy on final assessment(s)	Average number of months behind grade level at-risk students were at in numeracy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in numeracy at time of final assessment(s)
Grade 1	10197	1893	8.39	2.22
Grade 2	9377	1478	9.96	1.83
Grade 3	9940	1286	10.64	0.25
Grade 4	872	30	10.50	-0.40

The above tables are by-grade summaries of literacy results that speak to CBE's overall performances on the Letter Name-Sound (LeNS) Screening Assessment, the Castles and Coltheart 3 (CC3) Screening Assessment and Numeracy Screening Assessment.

1. Total number of students assessed at the beginning of the school year at each grade level: results are the number of students participated in any of the Alberta Education-provided Literacy or Numeracy Screening Assessments.
2. Total number of students identified as being as-risk in literacy on final assessment(s): results are the weighted average between English results and French Immersion results.
3. Average number of months behind grade level at-risk students were at in literacy/numeracy at time of initial assessment(s)
    a. The results are based on numbers from Alberta Education-provided document named 'Initial School Authority – Outcome Summary'.
    b. The 'At-Risk – Average Score' for the CC3 Regular Words/Numeracy in the document were used to locate the corresponding number of months indicated in the applicable grade-level column. The reference sheets were also provided by Alberta Education – Tables for Reporting Student Growth.
    c. French Immersion results followed the same procedure, and the final results are the weighted average between English results and French Immersion results.
4. Average number of months gained at grade level by at-risk students in literacy/numeracy at time of final assessment(s)
    a. The results are based on numbers from Alberta Education-provided document named 'Comparative School Authority – Outcome Summary'.
    b. The 'New Average Score' for the CC3 Regular Words/Numeracy in the document were used to locate the corresponding number of months indicated in the applicable grade-level column. The reference sheets were also provided by Alberta Education – Tables for Reporting Student Growth.
    c. French Immersion results followed the same procedure, and the final results are the weighted average between English results and French Immersion results.
    d. The final results the calculated by subtracting the months behind of the final assessment from the initial assessment. This may result in a negative number, which indicated a regression as opposed to growth in learning.

Appendix S | Report Card Data

Percentage of students with an indicator of 1, 2, 3 or 4 on the ELA report card stems

Cohort	Stem	Division	1	2	3	4
All Students	Reading	Div 1	9.7	22.2	34.9	33.2
		Div 2*	4.5	23.7	43.4	28.5
		Div 3	3.8	29.0	42.9	24.4
	Writing	Div 1	10.2	32.1	39.5	18.2
		Div 2*	5.3	31.3	44.5	18.8
		Div 3	4.4	32.1	43.2	20.3
Students who self-identify as Indigenous	Reading	Div 1	33.1 (358)	23.1 (250)	26.7 (289)	17.1 (185)
		Div 2*	18.1 (182)	33.6 (337)	33.6 (337)	14.7 (147)
		Div 3	12.5 (114)	46.6 (426)	31.1 (284)	9.8 (90)
	Writing	Div 1	36.1 (386)	33.6 (359)	22.6 (242)	7.7 (82)
		Div 2*	22.8 (213)	40.2 (376)	28.1 (263)	9.0 (84)
		Div 3	15.8 (141)	46.9 (420)	29.5 (264)	7.8 (70)
English Language Learners	Reading	Div 1	6.9	26.6	36.8	29.7
		Div 2*	5.7	30.2	42.7	21.4
		Div 3	5.1	36.6	41.3	16.9
	Writing	Div 1	7.0	36.4	40.5	16.2
		Div 2*	5.6	37.4	42.9	14.1
		Div 3	5.8	40.2	40.3	13.7
Students with identified special education needs	Reading	Div 1	22.7	28.8	29.3	19.2
		Div 2*	7.8	35.0	40.4	16.7
		Div 3	6.1	43.9	38.6	11.4
	Writing	Div 1	28.2	43.2	22.4	6.2
		Div 2*	10.8	45.7	35.7	7.8
		Div 3	8.3	48.2	35.2	8.3

* Note | During the 2022-23 school year, a number of CBE schools engaged in a small-scale implementation the new ELAL curriculum for grades 4 to 6. Assessment results are aggregated and include both the previous ELA Program of Studies and the new ELAL Curriculum.

Percentage of students with a final course mark within the identified range

Cohort	Course	80 - 100%	65 - 79%	50 - 64%	0 - 49%	65 -100%
All Students	ELA 10-1	38.1	40.7	19.0	2.2	78.8
	ELA 10-2	11.8	30.2	43.9	14.1	42.0
	ELA 10-4	11.2	26.1	43.6	19.2	37.2
	ELA 20-1	39.9	40.3	17.5	2.3	80.2
	ELA 20-2	12.5	33.0	43.6	10.9	45.6
	ELA 20-4	14.4	30.1	42.8	12.7	44.5
	ELA 30-1	38.0	40.7	16.8	4.5	78.7
	ELA 30-2	14.8	41.7	34.1	9.4	56.6
	ELA 30-4	20.7	35.0	36.0	8.4	55.7
Students who self-identify as Indigenous	ELA 10-1	22.0 (37)	41.7 (70)	31.0 (52)	5.4 (9)	63.7 (107)
	ELA 10-2	8.1 (20)	20.3 (50)	43.9 (108)	27.6 (68)	28.5 (70)
	ELA 10-4	8.8 (8)	20.9 (19)	38.5 (35)	31.9 (29)	29.7 (27)
	ELA 20-1	27.7 (33)	37.8 (45)	29.4 (35)	5.0 (6)	65.5 (78)
	ELA 20-2	7.3 (13)	22.6 (40)	44.1 (78)	26.0 (46)	29.9 (53)
	ELA 20-4	7.5 (3)	32.5 (13)	40.0 (16)	20.0 (8)	40.0 (16)
	ELA 30-1	26.2 (32)	41.8 (51)	26.2 (32)	5.7 (7)	68.0 (83)
	ELA 30-2	8.1 (12)	40.3 (60)	36.9 (55)	14.8 (22)	48.3 (72)
	ELA 30-4	29.0 (9)	32.3 (10)	29.0 (9)	9.7 (3)	61.3 (19)

Percentage of students with a final course mark within the identified range

Cohort	Course	80 - 100%	65 - 79%	50 - 64%	0 - 49%	65 -100%
English Language Learners	ELA 10-1	24.2	43.7	28.7	3.5	67.9
	ELA 10-2	12.1	31.2	44.2	12.5	43.3
	ELA 10-4	10.4	31.3	45.8	12.5	41.7
	ELA 20-1	27.4	38.2	28.8	5.6	65.6
	ELA 20-2	15.1	28.8	46.8	9.4	43.8
	ELA 20-4	11.4	40.0	42.9	5.7	51.4
	ELA 30-1	21.4	43.1	25.2	10.4	64.5
	ELA 30-2	9.7	39.2	40.0	11.0	48.9
	ELA 30-4	16.0	24.0	44.0	16.0	40.0
With Identified Special Education Needs	ELA 10-1	23.8	41.1	30.2	4.9	64.9
	ELA 10-2	9.8	29.0	43.6	17.6	38.8
	ELA 10-4	11.6	27.4	41.1	20.0	38.9
	ELA 20-1	29.4	41.2	25.6	3.8	70.6
	ELA 20-2	8.6	31.8	47.0	12.7	40.4
	ELA 20-4	16.3	31.6	40.5	11.6	47.9
	ELA 30-1	26.8	43.0	24.4	5.8	69.8
	ELA 30-2	14.1	42.4	33.7	9.9	56.5
	ELA 30-4	22.0	39.0	32.9	6.1	61.0

Percentage of students with an indicator of 1, 2, 3 or 4 on the Mathematics report card stems

Cohort	Stem	Division	1	2	3	4
All Students	Understands to number, patterns (and algebra)	Div 1	5.3	21.2	39.8	33.6
		Div 2*	6.0	24.1	39.0	30.9
	Understands to measurement, geometry (and statistics)	Div 1	3.0	20.4	44.9	31.7
		Div 2*	4.3	25.3	41.7	28.7
Students who self-identify as Indigenous	Understands to number, patterns (and algebra)	Div 1	18.7 (291)	30.3 (472)	32.2 (501)	18.9 (294)
		Div 2*	26.1 (269)	36.3 (374)	25.0 (258)	12.6 (130)
	Understands to measurement, geometry (and statistics)	Div 1	11.7 (182)	32.6 (507)	38.1 (592)	17.6 (273)
		Div 2*	19.0 (204)	41.0 (441)	28.1 (302)	11.9 (128)
English Language Learners	Understands to number, patterns (and algebra)	Div 1	7.0	26.3	38.6	28.1
		Div 2*	6.9	25.4	39.0	28.6
	Understands to measurement, geometry (and statistics)	Div 1	4.0	27.0	43.7	25.3
		Div 2*	5.0	28.9	40.8	25.3
Students with identified special education needs	Understands to number, patterns (and algebra)	Div 1	16.8	34.1	33.1	16.0
		Div 2*	10.7	36.6	35.8	17.0
	Understands to measurement, geometry (and statistics)	Div 1	11.4	38.1	35.8	14.7
		Div 2*	8.3	39.7	37.3	14.7

* Note | During the 2022-23 school year, a number of CBE schools engaged in a small-scale implementation of the new Mathematics Curriculum for grades 4 to 6. Assessment results are aggregated and include both the previous Mathematics Program of Studies and the new Mathematics Curriculum.

Percentage of students with an indicator of 1, 2, 3 or 4 on the Mathematics report card stems

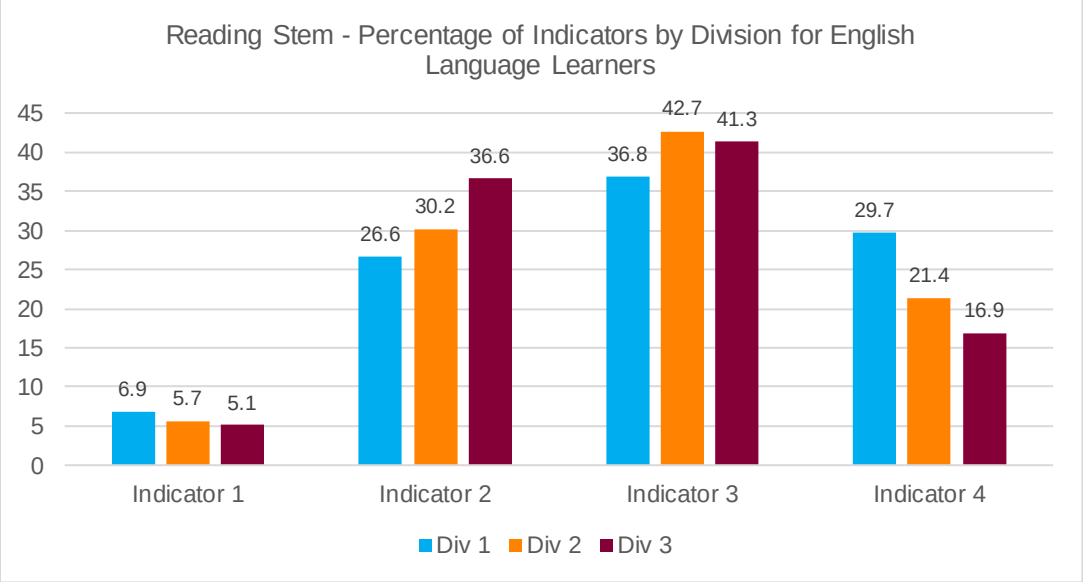
Cohort	Division	Number Stem	1	2	3	4
All Students	Division 3	Number	6.5	28.9	37.9	26.7
		Patterns	8.6	28.1	35.5	27.8
		Shape and Space	7.5	28.3	37.7	26.5
		Stats and Prob.	6.3	28.8	38.3	26.6
Students who self-identify as Indigenous		Number	19.5 (177)	45.3 (412)	25.6 (233)	9.6 (87)
		Patterns	27.0 (246)	37.3 (339)	25.2 (229)	10.5 (96)
		Shape and Space	21.4 (197)	41.0 (377)	27.2 (250)	10.4 (96)
		Stats and Prob.	19.8 (173)	41.3 (361)	27.4 (240)	11.5 (101)
English Language Learners		Number	8.0	30.9	37.0	24.1
		Patterns	10.1	30.2	34.6	25.1
		Shape and Space	9.3	31.2	36.7	22.7
		Stats and Prob.	7.7	32.6	37.8	21.9
Students with identified special education needs		Number	11.0	44.2	32.2	12.6
		Patterns	15.6	40.6	30.2	13.7
		Shape and Space	12.6	42.7	32.2	12.5
		Stats and Prob.	11.6	42.0	33.5	12.9

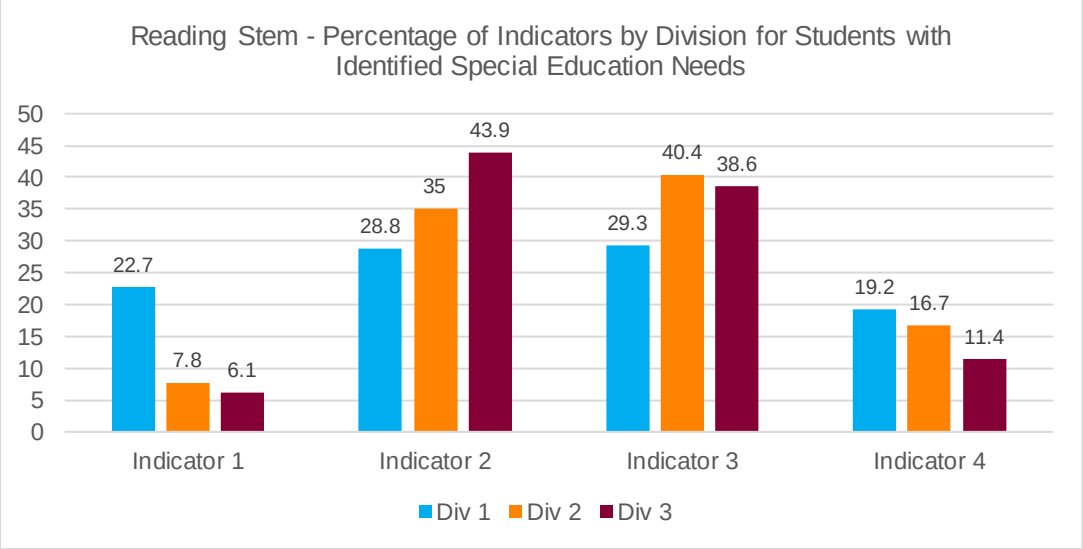
Percentage of students with a final course mark within the identified range

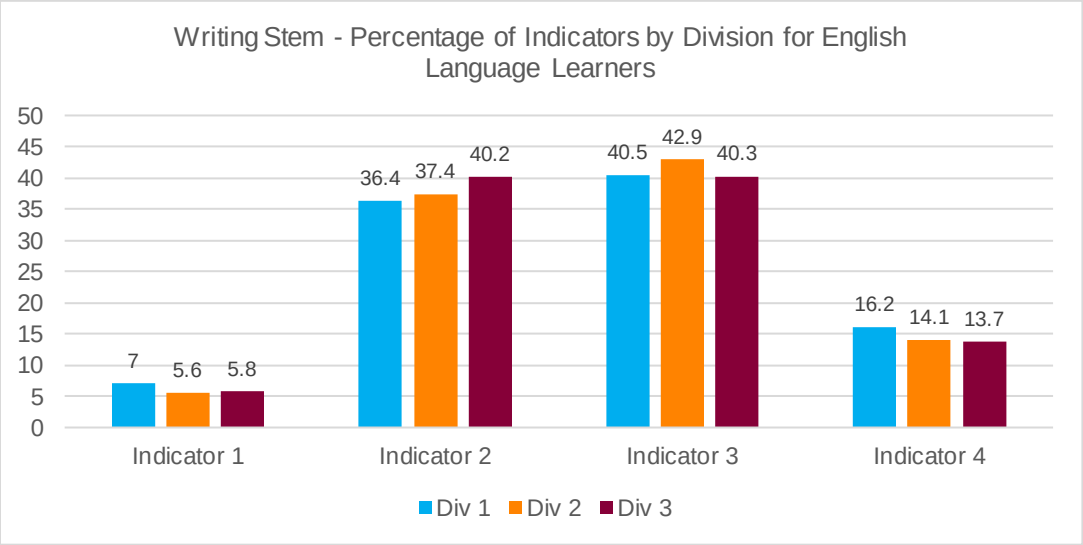
Cohort	Course	80 - 100	65 - 79	50 - 64	0 - 49	65 -100
All Students	Math 10C	46.3	22.2	21.9	9.6	68.4
	Math 10-3	24.6	25.2	35.8	14.3	49.8
	Math 10-4	21.2	23.4	33.9	21.5	44.6
	Math 20-1	50.0	23.8	19.4	6.8	73.8
	Math 20-2	15.0	30.0	39.6	15.4	45.0
	Math 20-3	19.6	27.8	41.6	11.0	47.4
	Math 20-4	26.3	27.3	33.8	12.6	53.5
	Math 30-1	49.6	24.9	16.6	8.9	74.6
	Math 30-2	24.6	33.4	29.5	12.6	58.0
	Math 30-3	21.1	27.6	38.9	12.4	48.7
	Math 31	74.2	15.2	7.6	3.0	89.4
Students who self-identify as Indigenous	Math 10C	26.6 (49)	22.3 (41)	36.4 (67)	14.7 (27)	48.9 (90)
	Math 10-3	12.8 (33)	18.6 (48)	41.1 (106)	27.5 (71)	31.4 (81)
	Math 10-4	5.1 (5)	23.5 (23)	31.6 (31)	39.8 (39)	28.6 (28)
	Math 20-1	35.1 (26)	28.4 (21)	27.0 (20)	9.5 (7)	63.5 (47)
	Math 20-2	15.1 (11)	21.9 (16)	45.2 (33)	17.8 (13)	37.0 (27)
	Math 20-3	12.1 (20)	24.8 (41)	49.1 (81)	13.9 (23)	37.0 (61)
	Math 20-4	34.1 (14)	19.5 (8)	26.8 (11)	19.5 (8)	53.7 (22)
	Math 30-1	44.2 (23)	28.8 (15)	17.3 (9)	9.6 (5)	73.1 (38)
	Math 30-2	18.6 (11)	40.7 (24)	33.9 (20)	6.8 (4)	59.3 (35)
	Math 30-3	15.0 (3)	35.0 (7)	45.0 (9)	5.0 (1)	50.0 (10)
	Math 31	81.8 (9)	9.1 (1)	9.1 (1)	0.0 (1)	90.9 (10)

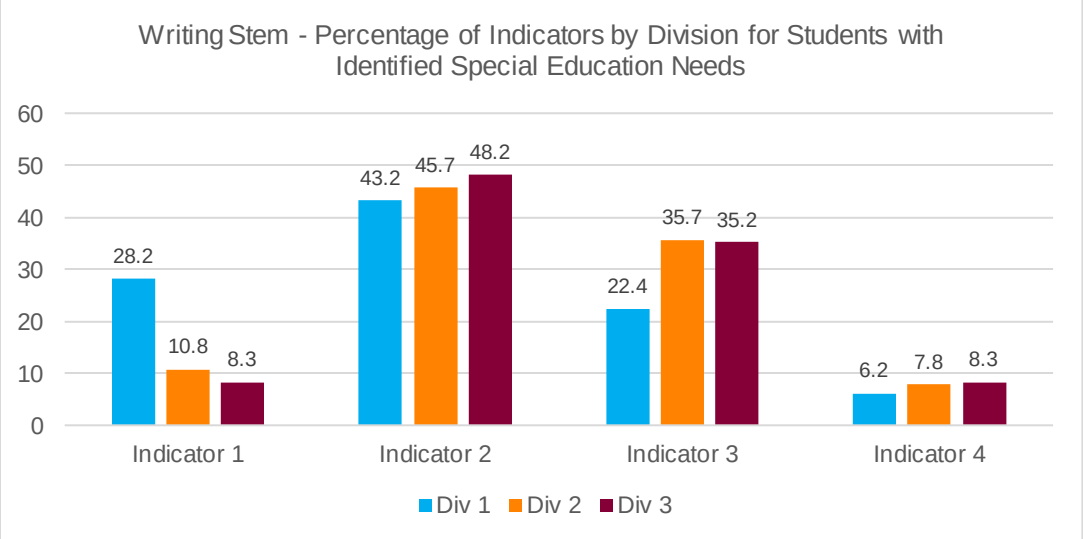
Percentage of students with a final course mark within the identified range

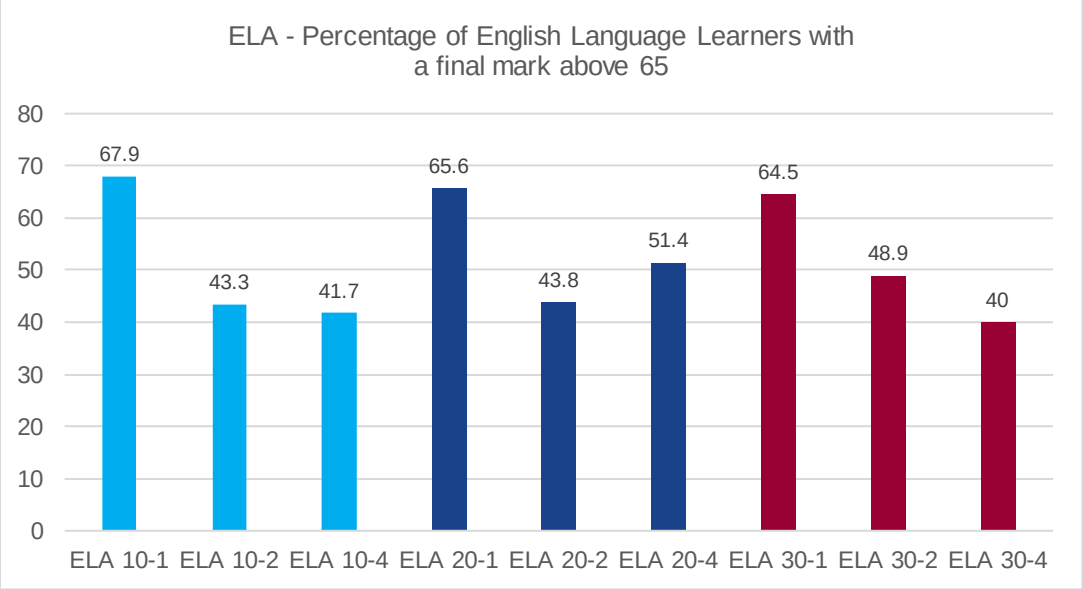
Cohort	Course	80 - 100	65 - 79	50 - 64	0 - 49	65 -100
English Language Learners	Math 10C	34.5	21.3	27.9	16.4	55.8
	Math 10-3	25.0	25.4	36.2	13.4	50.4
	Math 10-4	28.3	19.6	41.3	10.9	47.8
	Math 20-1	44.4	23.6	23.1	8.9	68.0
	Math 20-2	13.5	26.1	37.7	22.7	39.6
	Math 20-3	17.3	26.2	43.8	12.7	43.5
	Math 20-4	10.3	31.0	41.4	17.2	41.4
	Math 30-1	41.3	20.8	21.8	16.1	62.1
	Math 30-2	17.6	28.0	34.7	19.6	45.7
	Math 30-3	14.7	20.0	42.7	22.7	34.7
	Math 31	68.0	16.4	10.2	5.3	84.4
With Identified Special Education Needs	Math 10C	26.5	25.3	32.0	16.2	51.8
	Math 10-3	21.4	22.8	38.5	17.2	44.2
	Math 10-4	22.7	24.7	33.3	19.2	47.4
	Math 20-1	35.9	25.9	27.3	11.0	61.8
	Math 20-2	15.4	29.4	42.1	13.1	44.8
	Math 20-3	19.1	26.7	42.2	12.0	45.8
	Math 20-4	25.0	25.6	35.6	13.8	50.6
	Math 30-1	35.4	29.0	24.8	10.8	64.4
	Math 30-2	19.0	36.0	32.8	12.2	55.0
	Math 30-3	23.1	32.0	32.7	12.2	55.1
	Math 31	68.8	15.6	9.9	5.7	84.4

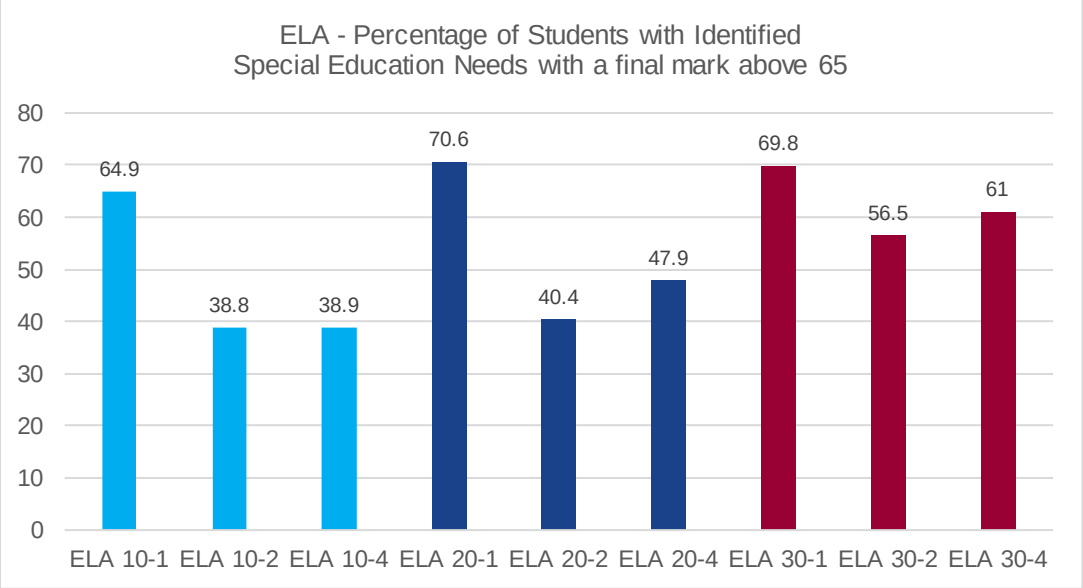


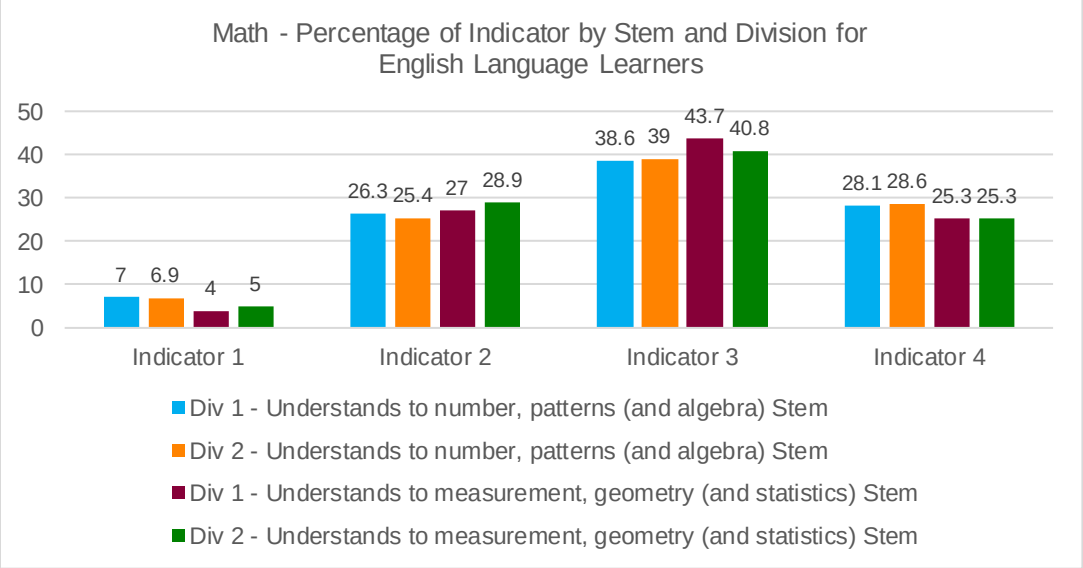

Reading Stem - Percentage of Indicators by Division for Students with Identified Special Education Needs
50
45
40
35
30
25
20
15
10
5
0
22.7
7.8
6.1
28.8
35
43.9
29.3
40.4
38.6
19.2
16.7
11.4
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 1
Div 2
Div 3

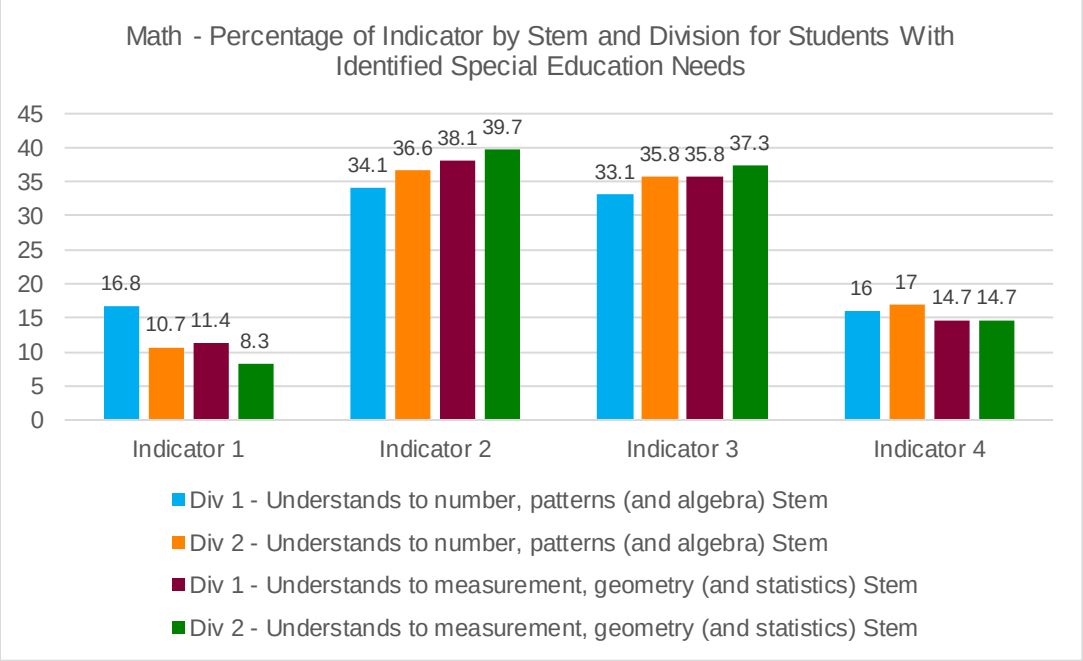

Writing Stem - Percentage of Indicators by Division for English Language Learners
50
45
40
35
30
25
20
15
10
5
0
7
5.6
5.8
36.4
37.4
40.2
40.5
42.9
40.3
16.2
14.1
13.7
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 1
Div 2
Div 3

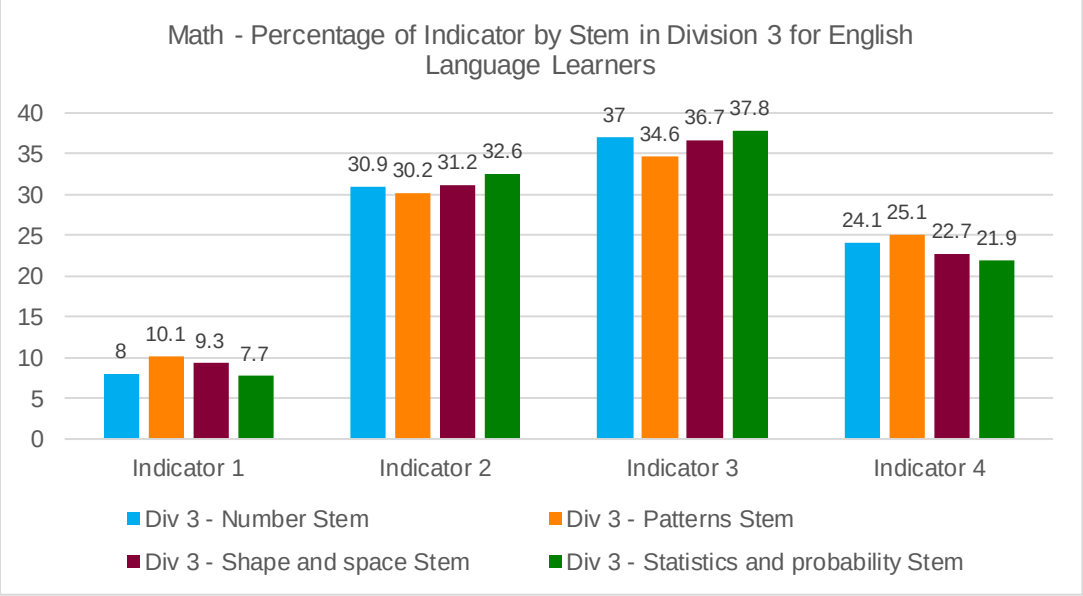

Writing Stem - Percentage of Indicators by Division for Students with Identified Special Education Needs
60
50
40
30
20
10
0
28.2
10.8
8.3
43.2
45.7
48.2
22.4
35.7
35.2
6.2
7.8
8.3
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 1
Div 2
Div 3

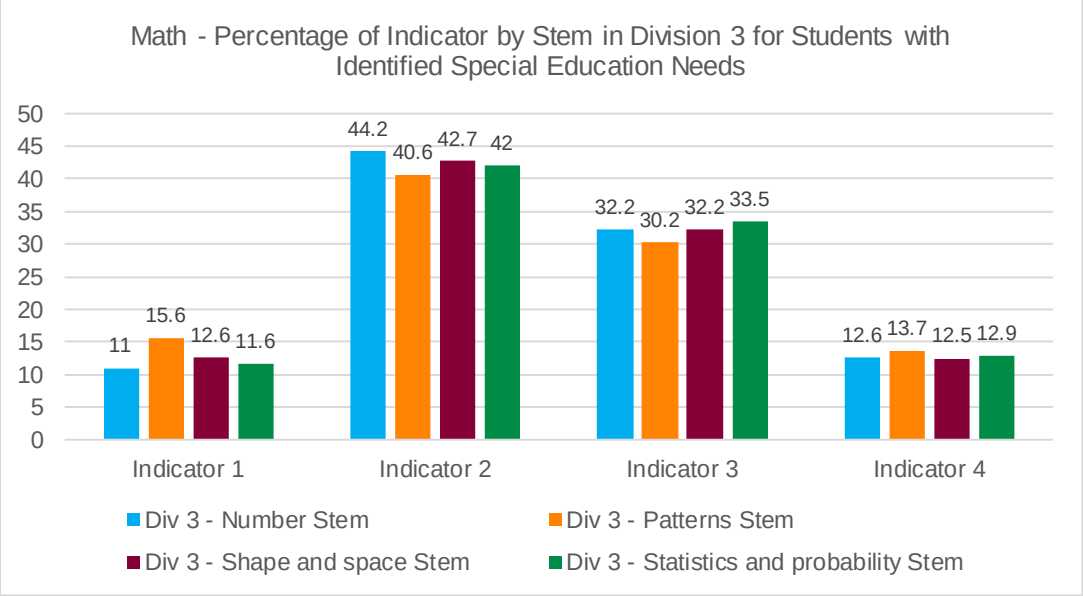

ELA - Percentage of English Language Learners with a final mark above 65
80
70
60
50
40
30
20
10
0
67.9
43.3
41.7
65.6
43.8
51.4
64.5
48.9
40
ELA 10-1
ELA 10-2
ELA 10-4
ELA 20-1
ELA 20-2
ELA 20-4
ELA 30-1
ELA 30-2
ELA 30-4

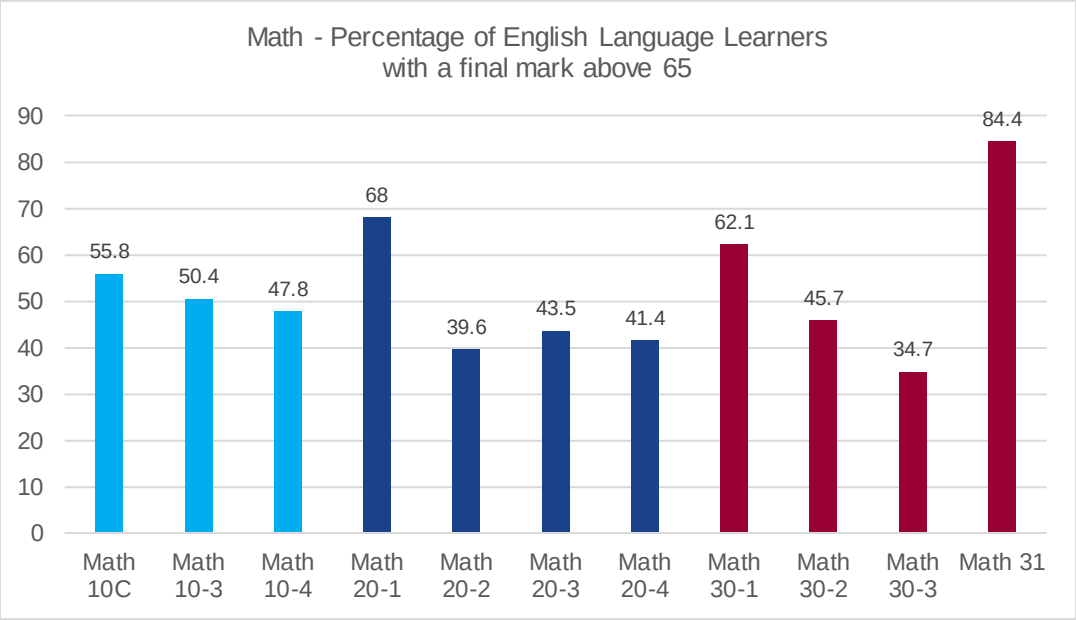

ELA - Percentage of Students with Identified Special Education Needs with a final mark above 65
80
70
60
50
40
30
20
10
0
64.9
38.8
38.9
70.6
40.4
47.9
69.8
56.5
61
ELA 10-1
ELA 10-2
ELA 10-4
ELA 20-1
ELA 20-2
ELA 20-4
ELA 30-1
ELA 30-2
ELA 30-4

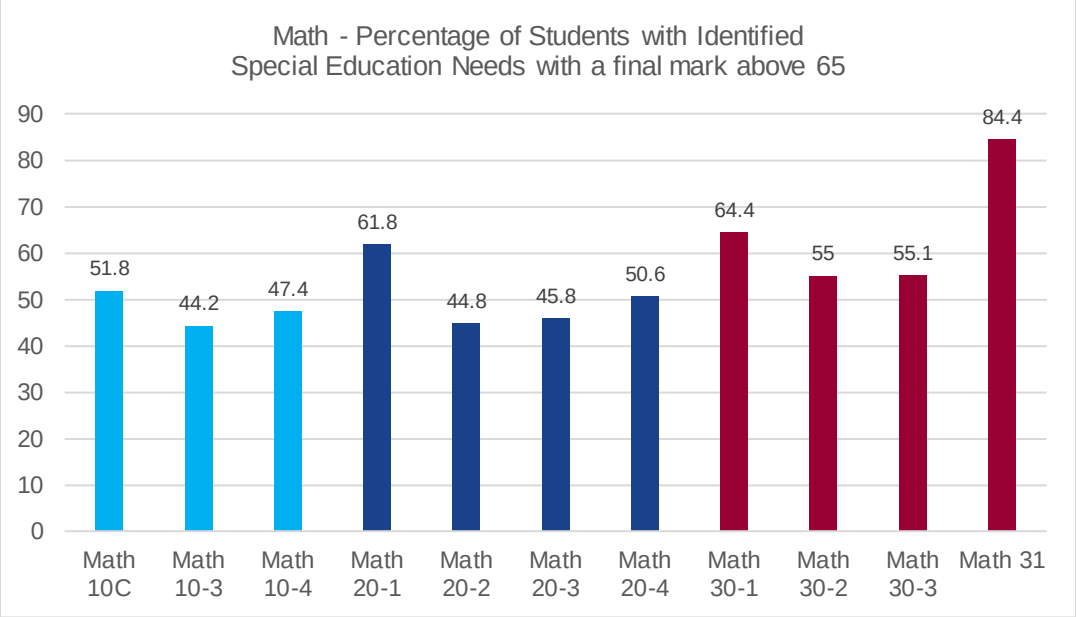

Math - Percentage of Indicator by Stem and Division for English Language Learners
50
40
30
20
10
0
7
6.9
4
5
26.3
25.4
27
28.9
38.6
39
43.7
40.8
28.1
28.6
25.3
25.3
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 1 - Understands to number, patterns (and algebra) Stem
Div 2 - Understands to number, patterns (and algebra) Stem
Div 1 - Understands to measurement, geometry (and statistics) Stem
Div 2 - Understands to measurement, geometry (and statistics) Stem


Math - Percentage of Indicator by Stem and Division for Students With Identified Special Education Needs
45
40
35
30
25
20
15
10
5
0
16.8
10.7
11.4
8.3
34.1
36.6
38.1
39.7
33.1
35.8
35.8
37.3
16
17
14.7
14.7
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 1 - Understands to number, patterns (and algebra) Stem
Div 2 - Understands to number, patterns (and algebra) Stem
Div 1 - Understands to measurement, geometry (and statistics) Stem
Div 2 - Understands to measurement, geometry (and statistics) Stem


Math - Percentage of Indicator by Stem in Division 3 for English Language Learners
40
35
30
25
20
15
10
5
0
8
10.1
9.3
7.7
30.9
30.2
31.2
32.6
37
34.6
36.7
37.8
24.1
25.1
22.7
21.9
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 3 - Number Stem
Div 3 - Patterns Stem
Div 3 - Shape and space Stem
Div 3 - Statistics and probability Stem


Math - Percentage of Indicator by Stem in Division 3 for Students with Identified Special Education Needs
50
45
40
35
30
25
20
15
10
5
0
11
15.6
12.6
11.6
44.2
40.6
42.7
42
32.2
30.2
32.2
33.5
12.6
13.7
12.5
12.9
Indicator 1
Indicator 2
Indicator 3
Indicator 4
Div 3 - Number Stem
Div 3 - Patterns Stem
Div 3 - Shape and space Stem
Div 3 - Statistics and probability Stem


Math - Percentage of English Language Learners with a final mark above 65
90
80
70
60
50
40
30
20
10
0
55.8
50.4
47.8
68
39.6
43.5
41.4
62.1
45.7
34.7
84.4
Math 10C
Math 10-3
Math 10-4
Math 20-1
Math 20-2
Math 20-3
Math 20-4
Math 30-1
Math 30-2
Math 30-3
Math 31


Math - Percentage of Students with Identified Special Education Needs with a final mark above 65
90
80
70
60
50
40
30
20
10
0
51.8
44.2
47.4
61.8
44.8
45.8
50.6
64.4
55
55.1
84.4
Math 10C
Math 10-3
Math 10-4
Math 20-1
Math 20-2
Math 20-3
Math 20-4
Math 30-1
Math 30-2
Math 30-3
Math 31

Appendix T | Language Proficiency (LP) Data

Percentage of students in each language proficiency (LP) level

LP1	LP2	LP3	LP4	LP5
8.3%	16.6%	27.9%	31.8%	15.4%

Percentage of students at the identified LP

Grade	LP1	LP2	LP3	LP4	LP5
K	44.4	23.1	18.1	11.9	2.5
1	21.7	40.4	28.9	8.2	0.9
2	13.6	27.5	34.8	20.7	3.4
3	9.0	18.0	30.5	29.8	12.7
4	7.8	17.2	32.5	32.1	10.4
5	6.5	12.6	26.7	37.3	17.0
6	5.2	10.3	22.9	37.4	24.2
7	4.9	11.1	27.2	37.7	19.1
8	4.9	10.9	24.4	37.2	22.6
9	4.4	9.8	22.2	36.0	27.6
10	5.0	11.4	28.7	39.1	15.9
11	4.1	10.9	27.0	38.9	19.1
12	5.6	8.6	28.2	37.7	19.8
All	**8.3**	**16.6**	**27.9**	**31.8**	**15.4**

Appendix U | Professional Learning Feedback

Theme	Percentage of Staff experienced growth
Spirit Domain	
Impact & legacy of residential schools (intergenerational trauma, Orange Shirt Day)	**79**
Canada's historical and contemporary relationship with Indigenous peoples	**82**
CBE Holistic Lifelong Learning Framework (medicine wheel teachings, Circle of Courage, holism)	56
Truth & Reconciliation Commission of Canada (TRC): 94 Calls to Action (Education, Health, Justice etc.)	**68**
Heart Domain	
Working with & learning from Indigenous Elders & Knowledge Keepers (understanding/including protocols, ceremony)	50
Indigenous languages (knowing the languages used in Treaty 7, current/respectful terminology, including and protecting the right to languages)	48
Engaging with Indigenous community and establishing partnerships (protocols, understanding reciprocity)	51
Relationship building with Indigenous peoples (positive relationships, safe/caring/welcoming spaces)	71
Body Domain	
CBE Indigenous Education Insite page and where to go for additional professional learning resources	51
Treaties (including Treaty 7) & agreements with First Nations, Métis & Inuit peoples	**67**
Land acknowledgements (importance, understanding why, practicing)	70
Land-based learning (validating and using)	71
Mind Domain	
Historical and contemporary contributions of Indigenous peoples to society	**64**
Indigenous approaches to data collection & analysis (gathering stories)	38
Importance of eliminating educational and employment gaps between Indigenous and non-Indigenous Canadians (TRC Call to Action #7)	54
Weaving Indigenous knowledge into my work/workplace (curriculum, policy, processes, structures, decision-making, relationship building, engagement, celebrations)	70

Topic	Participant Feedback #s	Percentage of Staff with increased understanding
K-6 New Curriculum		
English Language and Literature – beg/dev	569	83
English Language and Literature – prof/adv	547	46
Mathematics – beginning/developing	566	75
Mathematics – proficient/advanced	525	41
Physical Education & Wellness – beg/dev	243	82
Physical Education & Wellness – prof/adv	143	54
Middle School - Identity and Belonging		
Literacy – beginning/developing	64	87
Literacy – proficient/advanced	210	54
Math – beginning/developing	48	89
Math – proficient/advanced	119	49
Well-Being - beginning/developing	24	67
Well-Being - proficient/advanced	102	47

Topic	Percentage Increase in Understanding
High School – Principles of Assessment	
Culturally inclusive, accessible and respectful tasks	16
Assessments connected to Programs of Study	18
Explicit connections to intended learning goals	29
Measure intended learning outcomes	18
Continued learning and reassessment provided	21

Topic	Percentage Agreement
Of the Open Leadership Development Series Participant Respondents	
Clearly differentiate their teacher actions from their leader actions as they develop their understanding of their leadership role	90
Their growth in reflecting on their leadership actions and connecting actions to the impact of their leadership on students and staff	97
Regularly collaborate with their supervisor to discuss their leadership actions in relation to the Quality Leadership Standard	80
A desire to withdraw from the program because of the time commitment to attending sessions, commitment to network teams and expectations to collaborate with school leaders	10
Cohorts	
The value of shared learning, shared experiences, shared resources and shared wisdom through networking with colleagues in similar leadership roles (Aspiring Principal, New Principal, Aspiring Assistant Principal, New Assistant Principal) through the cohort work.	92
Better understand the system perspective and build coherence as a system networking with colleagues throughout the system as a result of virtual sessions and break out rooms	87
The learning in cohorts supported them to build leadership capacity and mentor teachers interested in leadership	97
Their success to connect cohort learning to their work in their schools in Indigenous Education, Leading Professional Learning Communities, Understanding Legislation, Policy and Regulations as they pertain to school leadership, Leading Data Literacy, and Leading Quality teaching for Optimum student learning.	83
A preference for virtual learning because it allows them to remain connected to their buildings (school-based participants)	86
A preference for in person learning to build a better connection with the work in schools (specialist and strategist participants)	95
The opportunity for conversation is the most valued in the learning.	100
All sessions are directly guided by competencies of the Leadership Quality Standard	100