

public agenda

February 11, 2020
12:00 p.m.

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

R-1: Mission |

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

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

| Time | Topic | Who | Policy Ref | Attachment |
|------------|---|-------------|------------|--------------------------|
| 12:00 p.m. | 1 Call to Order, National Anthem and Welcome | | | |
| | 2 Consideration/Approval of Agenda | | GC-2 | |
| | 3 Awards and Recognitions | | GC-3 | |
| | 4 Results Focus | | | |
| | 4.1 Jack James High School Presentation | S. MacNeill | R-2 | |
| | 5 Operational Expectations | | | |
| | 6 Public Comment [pdf] | | GC-3.2 | |
| | Requirements as outlined in Board Meeting Procedures | | | |
| | 7 Matters Reserved for Board Information | | | |
| | 8 Matters Reserved for Board Decision | Board | GC-3 | |
| | 8.1 Results 2: Academic Success – Annual Monitoring | Board | R-2;OE-3 | Page 4-1 (Jan. 14/20) |
| | 9 Consent Agenda | Board | GC-2.6 | |
| | 9.1 Items Provided for Board Approval | | | |
| | 9.1.1 Revisions to the Schedule of Regular Meetings | | GC-2,6 | Page 9-1 |



| Time | Topic | Who | Policy Ref | Attachment |
|-----------|--|----------|------------|------------|
| | <i>(THAT the Board approves the revisions as submitted.)</i> | | | |
| | 9.1.2 Appointment of Trustees to Board Committee and Liaison Responsibilities <i>(THAT the Board approves the appointments as submitted.)</i> | | GC-3 | Page 9-4 |
| | 9.2 Items Provided for Board Information | | OE-7 | |
| | 9.2.1 Chief Superintendent's Update | | | Page 9-5 |
| | 9.2.2 Correspondence | | | Page 9-11 |
| | 10 In-Camera Session | | | |
| 4:30 p.m. | 11 Adjournment | | | |
| | Debrief | Trustees | GC-2.3 | |

Notice |

This public Board meeting will be recorded & posted online.
Media may also attend these meetings.
You may appear in media coverage.

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca.

results monitoring report

Monitoring report for the
school year 2018-19

Report date:
Jan. 14, 2020

Resubmitted:
Feb. 4 and 11, 2020

Results 2: Academic Success

CHIEF SUPERINTENDENT CERTIFICATION

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

making reasonable progress toward achieving the desired results.

making reasonable progress with exception(s) (as noted).

Exception(s): results for Students Self-Identified as Indigenous

not making reasonable progress.



Signed: _____

Date: January 8, 2020

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

to be making reasonable progress.

to be making reasonable progress with exception (as noted in motion).

to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustee

Executive Summary |

Analysis |

The data has indicated that for the All Students cohort overall the results are good, though there are some areas of need. English Language Learners achievement is close to that of All Students. There is a significant gap between Students who Self-Identify as Indigenous and All Students. Students with Identified Special Needs have a mix of areas of strength and areas needing improvement.

One year of data can only surface possible areas of concern. It is not until there are more years of data that trends can be implied. This first year of data has surfaced some areas to watch. A second year of data will help to confirm or narrow the scope.

Targets |

Targets will be considered annually and finalized based on the identified areas of concern. What follows is a summary of the targets for 2018-19 and whether they were met or not.

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

| Target | Met | Not Met |
|---|-----|---------|
| 3-year rate: The Achievement Measure is <i>High</i> for the All Students cohort | ✓ | |
| 3-year rate: The Improvement Measure is <i>Improved</i> for the Students who Self-Identify as Indigenous cohort | ✓ | |
| 5-year rate: Is at or above the provincial result for the All Students cohort | | ✓ |

2. Students results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

| Target |
|--|
| English Language Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined. |
| Mathematics: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined. |

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

- For the Writer cohort

| Target | Met | Not Met |
|---|-----|---------|
| English Language Arts 6: The Acceptable Standard Improvement Measure is <i>Improved</i> . | ✓ | |
| English Language Arts 6: Percentage of students achieving the Acceptable Standard is at or above the provincial results. | ✓ | |
| English Language Arts 9: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | | ✓ |
| English Language Arts 9: Percentage of students achieving the Acceptable Standard is at or above the provincial results. | ✓ | |
| English Language Arts 30-1: The Acceptable Standard Overall Measure is <i>Good</i> . | ✓ | |
| English Language Arts 30-2: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | | ✓ |
| Mathematics 6: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | ✓ | |
| Mathematics 9: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | | ✓ |
| Mathematics 30-1: Percentage of students achieving each of the standards is at or above the provincial results. | ✓ | |
| Mathematics 30-2: Percentage of students achieving each of the standards is at or above the provincial results. | ✓ | |

- For the Students who Self-Identify as Indigenous cohort, the Acceptable Standard Improvement Measure for:

| Target | Met | Not Met |
|--|-----|---------|
| English Language Arts 6 is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | ✓ | |
| English Language Arts 9 is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | ✓ | |
| English Language Arts 30-1 is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | ✓ | |
| English Language Arts 30-2 is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | | ✓ |
| Mathematics 6 is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | ✓ | |

| | | |
|--|---|---|
| Mathematics 9 is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | | ✓ |
| Mathematics 30-1 is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | ✓ | |
| Mathematics 30-2 is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | ✓ | |

4. Students results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

| Target |
|--|
| Career & Technology Foundations/Studies: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined. |
| Fine and Performing Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined. |
| French Language Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined. |
| Languages: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined. |
| Physical Education: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined. |
| Science: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined. |
| Social Studies: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined. |

5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

- For the Writer cohort

| Target | Met | Not Met |
|---|------------|----------------|
| French Language Arts 6: The Acceptable Standard Improvement Measure is <i>Improved</i> . | | ✓ |
| French Language Arts 9: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | | ✓ |
| French Language Arts 30-1: The Acceptable Standard Achievement Measure is <i>Intermediate</i> . | ✓ | |
| Science 6: The Acceptable Standard Improvement Measure is <i>Improved</i> . | | ✓ |
| Science 9: The Acceptable Standard Improvement Measure is <i>Improved</i> . | ✓ | |

| | | |
|--|---|---|
| Biology 30: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | ✓ | |
| Chemistry 30: The Acceptable Standard Improvement Measure is <i>Improved</i> . | ✓ | |
| Physics 30: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | ✓ | |
| Science 30: The Acceptable Standard Achievement Measure is <i>Intermediate</i> . | ✓ | |
| Social Studies 6: The Standard of Excellence Improvement Measure is <i>Improved</i> . | ✓ | |
| Social Studies 9: The Acceptable Standard Improvement Measure is <i>Improved</i> . | ✓ | |
| Social Studies 30-1: The Acceptable Standard Overall Measure is <i>Good</i> . | ✓ | |
| Social Studies 30-2: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | | ✓ |

- For the Students who Self-Identify as Indigenous cohort, the Acceptable Standard Improvement Measure for:

| Target | Met | Not Met |
|---|-----|---------|
| Science 6 is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | | ✓ |
| Science 9 is <i>Improved</i> . | | ✓ |
| Social Studies 6 is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | ✓ | |
| Social Studies 9 is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | ✓ | |
| Social Studies 30-1 is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | ✓ | |
| Social Studies 30-2 is <i>Maintained</i> and there is evidence of chi-square value increase within the range. | | ✓ |

Glossary of Terms |

- All Students: the entire set of students included in the data set for a specific indicator.
- AS: Acceptable Standard - With respect to the Diploma Examination standards, the Acceptable Standard is a mark of 50% or higher. For Provincial Achievement Tests (PATs) the exact scores for the standard varies from year to year and from test to test, but is close to 50%.
- Board: Board of Trustees
- Dip: Diploma Examination – Students in grade 12 in Alberta who are registered in any of Biology 30, Chemistry 30, English Language Arts 30-1 or 30-2, French Language Arts 30-1, Mathematics 30-1 or 30-2, Physics 30, Science 30, or Social Studies 30-1 or 30-2, write a Diploma Examination that is worth 30% of their final mark in the course.
- Division: group of grades (e.g., Division 1 is comprised of grades 1, 2 and 3).
- English Language Learner: This group includes only those students who have been assessed as needing English language learning support and assigned the corresponding Alberta Education code.
- Mean: the sum of the values in a set of numbers divided by the number of values in the set.
- Measure Evaluations
 - Achievement Measure Evaluation - this is a Provincial Accountability Pillar evaluation, which consists of comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school 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 categories for achievement are *Very High, High, Intermediate, Low* and *Very Low*.
 - Improvement Measure Evaluation - this is a Provincial Accountability Pillar evaluation which consists of comparing the Current Year result with the Previous 3-year Average. A chi-square statistical test is used to determine the significance of the improvement. The categories for improvement and the chi-square range for each category are as follows:
 - *Improved Significantly*, chi-square result ≥ 3.84 (current result > previous 3-year average)
 - *Improved*, $1.00 \leq$ chi-square result < 3.84 (current result > previous 3-year average)
 - *Maintained*, chi-square result < 1.00
 - *Declined*, $1.00 \leq$ chi-square result < 3.84 (current result < previous 3-year average)
 - *Declined Significantly*, chi-square result ≥ 3.84 (current result < previous 3-year average)
 - Overall Measure Evaluation - this is a Provincial Accountability Pillar evaluation that combines the Achievement Evaluation and the Improvement Evaluation. The categories for overall evaluation are *Excellent, Good, Acceptable, Issue* and *Concern*.

- PAT: Provincial Achievement Test - Students in grade 6 or 9 in Alberta write a provincial test in English/French Language Arts, Mathematics, Science and Social Studies.
- Prov: Province
- Provincial Accountability Pillar: The Alberta government has a system for school authorities to consistently measure success and progress, called the Accountability Pillar. The Provincial Accountability Pillar uses 16 measures that show communities how schools and school authorities are performing each year.
- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.
- SE: Standard of Excellence - With respect to the Diploma Examination standards, the Standard of Excellence is a mark of 80% or higher. For PATs, the exact scores for the standard varies from year to year and from test to test, but is close to 80%. Students meeting the Standard of Excellence are also captured in the Acceptable Standard.
- Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. In the following report, only students who have been identified are included in the data for "Students who Self-Identify as Indigenous".
- Students with Identified Special Education Needs: This group includes only those students who have been assessed and identified with a special education need then assigned the corresponding Alberta Education special education code, with the exception of those identified as gifted and talented. There is one exception to the latter and that is, when a student is double coded where one of the codes is gifted and talented. In this case the student is included in this group.

Policy |

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

Interpretation |

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

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

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

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

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

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

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

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

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

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

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

Students will:

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

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

Interpretation |

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

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

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

Indicators |

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

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - 3.1 All Students
 - 3.2 English Language Learners
 - 3.3 Students who Self-Identify as Indigenous
 - 3.4 Students with Identified Special Education Needs

4. Student results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
 - 4.1 All Students
 - 4.2 English Language Learners
 - 4.3 Students who Self-Identify as Indigenous
 - 4.4 Students with Identified Special Education Needs

5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - 5.1 All Students
 - 5.2 English Language Learners
 - 5.3 Students who Self-Identify as Indigenous
 - 5.4 Students with Identified Special Education Needs

Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2018-19 results, analysis and capacity building |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

This indicator is based on an Alberta Education determined Grade 10 Cohort who complete high school within three, four or five years. High school completion rates include students who receive a credential (e.g., a High School Diploma, Certificate of Achievement) and students who do not receive a credential but who transition to a post-secondary institution, an apprenticeship program or who have achieved “academic standing”¹.

Note | 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.

Legend |

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

¹ Refer to Attachment I for the criteria of the categories for High School Completion.

1.1 All Students

| Rate | Compare | 2018-19 |
|--------|---------|---------|
| 3-year | CBE | 77.4 |
| | Prov | 79.1 |
| 4-year | CBE | 81.0 |
| | Prov | 82.7 |
| 5-year | CBE | 84.5 |
| | Prov | 84.8 |

| 3-year | Measure Evaluation | 2018-19 |
|--------|--------------------|---------|
| CBE | Achievement | |
| | Improvement | |
| | Overall | |
| Prov | Achievement | |
| | Improvement | |
| | Overall | |

1.2 English Language Learners

| Rate | Compare | 2018-19 |
|--------|---------|---------|
| 3-year | CBE | 67.4 |
| | Prov | 75.3 |
| 4-year | CBE | 73.2 |
| | Prov | 82.5 |
| 5-year | CBE | 79.8 |
| | Prov | 85.5 |

| 3-year | Measure Evaluation | 2018-19 |
|--------|--------------------|---------|
| CBE | Achievement | |
| | Improvement | |
| | Overall | |
| Prov | Achievement | |
| | Improvement | |
| | Overall | |

1.3 Students who Self-Identify as Indigenous

| Rate | Compare | 2018-19 |
|--------|---------|---------|
| 3-year | CBE | 40.0 |
| | Prov | 56.6 |
| 4-year | CBE | 45.2 |
| | Prov | 60.8 |
| 5-year | CBE | 51.2 |
| | Prov | 64.4 |

| 3-year | Measure Evaluation | 2018-19 |
|--------|--------------------|---------|
| CBE | Achievement | |
| | Improvement | |
| | Overall | |
| Prov | Achievement | |
| | Improvement | |
| | Overall | |

1.4 Students with Identified Special Education Needs

| Rate | Compare | 2018-19 |
|--------|---------|---------|
| 3-year | CBE | 60.2 |
| | Prov | 61.6 |
| 4-year | CBE | 64.7 |
| | Prov | 67.0 |
| 5-year | CBE | 67.7 |
| | Prov | 70.4 |

| 3-year | Measure Evaluation | 2018-19 |
|--------|--------------------|---------|
| CBE | Achievement | Orange |
| | Improvement | Blue |
| | Overall | Green |
| Prov | Achievement | Orange |
| | Improvement | Blue |
| | Overall | Green |

- Targets for 2018-19

Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

- 3-year rate: The Achievement Measure is *High* for the All Students cohort
- 3-year rate: The Improvement Measure is *Improved* for the Students who Self-Identify as Indigenous cohort
- 5-year rate: Is at or above the provincial result for the All Students cohort.

- Analysis

For All Students, the percentages of 4-year and 5-year high school completion rates in 2018-19 were between 80% and 85% for both the CBE and the Province. The 5-year result was the highest for both, at just below 85%. The gap between the provincial results and the CBE narrowed with CBE being 0.3 percentage points below the province at the 5-year rate. There is a 7.1 percentage point difference between the 5-year rate and 3-year rate for the CBE whereas for the province it is 5.7 percentage points. The CBE and the Province reported results in the same range across all 3-year completion Measure Evaluations with both seeing an *Improved Significantly* for the Improvement Measure when comparing the current year results to the previous three-year average. The CBE cohort of All Students represents about 8500 students.

For English Language Learners, the CBE reported percentages of 4-year and 5-year high school completion in 2018-19 were in the 70s while Province rates were in the 80s, with the gap between the two narrowest at the 5-year rate. When comparing the 3-year and 5-year rates, the CBE had a 12.4 percentage point difference while the province had a 10.2 percentage point difference. The gap between CBE English Language Learner results and CBE All Student results ranges from 10.0 percentage points (3-year rate) to 4.7 percentage points (5-year). What this means is that a higher percentage of All Students are completing high school as compared to English Language Learners. Both the CBE and the Province achieved a *Maintained* Improvement Measure. The CBE cohort of English Language Learners represents about 570 students.

For Students who Self-Identify as Indigenous, the CBE 4-year and 5-year high school completion rates were in the 40 per cent and 50 per cent ranges respectively, while the Province results were in the 60 per cent range for both rates. While the province differential between the 3-year and 5-year rates was 7.8 percentage points, the CBE's differential was 11.2 percentage points. As compared to CBE All Students results, the gap for Students who Self-Identify as Indigenous ranges from 37.4 percentage points to 33.3 percentage points. Both the CBE and the Province had an Achievement Measure of *Very Low*, though the CBE did improve as compared to the previous three-year average. The CBE cohort of Students who Self-Identify as Indigenous represents about 300 students.

For Students with Identified Special Education Needs, The CBE reported 4-year and 5-year high school completion rates in 2018-19 in the 60 per cent range while the Province results were in the 60% for the 4-year completion rate and 70% for the 5-year completion rate. The CBE differential between the 3-year and 5-year rates was 7.5 percentage points while the province's differential was 8.8 percentage points. The gap between the CBE results for Students with Identified Special Education Needs and All Students ranged from 17.2 (3-year) to 16.3 percentage points (4-year). Both the CBE and the Province achieved the same levels across all 3-year completion Measure Evaluations with both having an Improvement Measure of *Improved Significantly*. The CBE cohort of Students with Identified Special Education Needs represents about 1600 students.

Overall, the gap between the CBE and provincial results narrows at the 5-year rate. As compared to the previous three-year average the CBE results for the 3-year rate is *Maintained* (one cohort), *Improved* (one cohort) or *Improved Significantly* (two cohorts).

- Building Capacity

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

- All Students
 - enhance tracking of students' course completion, ensuring this is done by all high schools for all students;
 - enlist and capture student voice specific to the requisite conditions and support specifically targeting high completion;
 - continue with the high school call-back strategy and seek opportunities for improvement/refinement of the call-back strategy;

- English Language Learners
 - gather and analyze baseline Language Proficiency LP data for grades 1-12 to inform instructional strategies within the School Development Plan;
 - enhance transition supports as student move from middle/junior school to senior high school;
 - build shared understanding with staff (administrators, teachers, support staff) on creating supportive learning environments focused on explicit English language instruction that incorporates the key principals of English language development into instructional planning;

- Students who Self-Identify as Indigenous
 - collaborate across CBE strategies to learn, understand, share and respond to the story of Indigenous students in ways that begin with and include Indigenous holistic (heart, body, mind, spirit) ways of knowing, being and doing;
 - create and share transition plans to support Indigenous students currently in grade 9;
 - design a system-wide, holistic approach to track and support Indigenous students in grades 10 through 12;
 - capture Indigenous student voice in grades 9 through 12, specifically targeting requisite conditions and support for effective transition to high school and high school completion;

- Students with Identified Special Education Needs
 - increase the focus on recording the transition plan and identified supports in the student Individual Program Plan (IPP);
 - inclusive education specialists and strategists will further support high school completion and transition plans through the School Learning Team (SLT) and Area Learning Team (ALT) processes; and
 - revise the process for requesting psychological assessments and the format of those assessment.

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

Legend |

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

2.1 All Students

- A. Student report card results as a mean within English Language Arts: Division

| Division | 2018-19 |
|----------|---------|
| 1 | 2.70 |
| 2 | 2.80 |
| 3 | 2.86 |
| 4 | 69.7 |

- B. Student report card results as a mean within Mathematics: Division

| Division | 2018-19 |
|----------|---------|
| 1 | 2.78 |
| 2 | 2.82 |
| 3 | 2.83 |
| 4 | 72.1 |

2.2 English Language Learners

A. Student report card results as a mean within English Language Arts: Division

| Division | 2018-19 |
|----------|---------|
| 1 | 2.61 |
| 2 | 2.68 |
| 3 | 2.66 |
| 4 | 65.2 |

B. Student report card results as a mean within Mathematics: Division

| Division | 2018-19 |
|----------|---------|
| 1 | 2.67 |
| 2 | 2.79 |
| 3 | 2.74 |
| 4 | 70.9 |

2.3 Students who Self-Identify as Indigenous

A. Student report card results as a mean within English Language Arts: Division

| Division | 2018-19 |
|----------|---------|
| 1 | 2.09 |
| 2 | 2.27 |
| 3 | 2.33 |
| 4 | 62.7 |

B. Student report card results as a mean within Mathematics: Division

| Division | 2018-19 |
|----------|---------|
| 1 | 2.16 |
| 2 | 2.16 |
| 3 | 2.14 |
| 4 | 64.0 |

2.4 Students with Identified Special Education Needs

A. Student report card results as a mean within English Language Arts: Division

| Division | 2018-19 |
|----------|---------|
| 1 | 2.24 |
| 2 | 2.41 |
| 3 | 2.48 |
| 4 | 65.2 |

B. Student report card results as a mean within Mathematics: Division

| Division | 2018-19 |
|----------|---------|
| 1 | 2.29 |
| 2 | 2.39 |
| 3 | 2.37 |
| 4 | 66.1 |

■ Targets for 2018-19

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

- English Language Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Mathematics: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

■ Analysis

In Division 1, All Students had the highest performance compared to other subgroups of students for both English Language Arts and Mathematics. At an approximate 0.1 mean difference from All Students, English Language Learners performed well for both English Language Arts and Mathematics. Students with Identified Special Education Needs and Students who Self-Identify as Indigenous had lower means with 0.46 and 0.61 differences respectively from All Students for English Language Arts. Moreover, both subgroups of students had similar gaps from All Students for Mathematics.

In Division 2, result in English Language Arts for All Students was 0.1 higher than the corresponding result in Division 1 while a smaller difference of 0.04 can be seen in Mathematics. English Language Learners achieved lower means than All Students for both subjects with less gap in Mathematics. Students with Identified Special Education Needs and Students who Self-Identify as Indigenous had means in ELA that are around 0.17 higher than the corresponding Division 1 means. For Mathematics, Students who Self-Identify as Indigenous had the same mean of 2.16 as in division 1 while Students with Identified Special Education Needs achieved a 0.1 advance in Division 2 compared to Division 1 result.

In Division 3, the English Language Arts results approximate a decreasing linear pattern 2.86 top mean performance for All Students and a subsequent decrease of around 0.18 for English Language Learners, Students with Identified Special Education Needs and Students who Self-Identify as Indigenous accordingly. For Mathematics, the gap between All Students and the other cohorts ranged from 0.09 (English Language Learners) to 0.69 (Students who Self-Identify as Indigenous). Moreover, with similar results for All Students in both subjects, English Language Learners performed better in Mathematics while other two subgroups of students performed noticeably better in English Language Arts.

In Division 4 English Language Arts, the means were uniformly between 65.2% and 69.7% with the exception of Students who Self-Identify as Indigenous with a mean of 62.7%. For Mathematics, All Students and English Language Learners had means above 70% and Students with Identified Special Education Needs and Students who Self-Identify as Indigenous were below 66.1%. The difference between All Students and Students who Self-Identify as Indigenous results was 7.0 percentage points lower for English Language Arts and 8.1 percentage points lower for Mathematics. Moreover, with uniformly higher performances in Mathematics for four groups of students than English Language Arts, English Language Learners had the largest difference of 5.7 percentage points while Students with Identified Special Education Needs had the smallest difference of 0.9 percentage points.

Student results in Mathematics as compared to English Language Arts were:

- equal to or higher in divisions 1, 2 & 4 for All Students;
- equal to or higher in divisions 1, 2, 3 & 4 for English Language Learners;
- equal to or higher in divisions 1 & 4 for Students who Self-Identify as Indigenous; and
- equal to or higher in divisions 1, 2 & 4 for Students with Identified Special Education Needs.

In considering the three sub cohort against the All Student cohort, the results for English Language Learners were the closest to the All Student results.

- Building Capacity

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

- All Students
 - support the implementation and use of *Assessment and Reporting in the CBE, Making Teaching & Learning Visible - Personalized Learning* and the *K-9 English Language Arts* and *K-9 Mathematics Assessment and Reporting Guides*;
 - English Language Arts
 - responsive school support for teachers with English Language Arts curriculum implementation and resource selection, specifically including professional learning on disciplinary literacy at the middle years level;
 - deploy literacy strategists to:
 - provide support through the PLC processes in schools. This includes providing on-going consultation including co-planning and co-teaching;
 - provide expertise and support in assessment and reporting (specifically in relation to the *K-9 English Language Arts Assessment and Reporting Guide*);
 - targeted work on improving writing in elementary, middle and junior schools given that the grade-by-grade data for the ELA stem, “Writes to develop, organize and express information and ideas” has a noticeably lower percentage of students achieving a 3 or 4 as compared to the other ELA stems;
 - Mathematics
 - continue the work of the Mathematics Strategy on procedural fluency and mental mathematics in elementary, middle and junior schools;
 - deploy math strategists to:
 - provide support through the PLC processes in schools. This includes providing on-going consultation including co-planning and co-teaching;
 - providing expertise and support in assessment and reporting (specifically in relation to the *K-9 Mathematics Assessment and Reporting Guide*);
 - responsive school support for teachers regarding Mathematics curriculum implementation (e.g., curriculum blueprinting, targeted instruction) and resource selection. This includes professional learning about mathematics content, pedagogy and assessment;
 - focused professional learning in conceptual understanding of mathematics, including showing how concrete, symbolic and abstract representations are related (e.g., how an equation is related to its graph);
 - focused professional learning in problem solving to design and implement tasks that have multiple ways for problems to be solved;
- English Language Learners
 - focus on explicit English language instruction, intentional language support and the acquisition of academic language;

- Students who Self-Identify as Indigenous
 - collaborate across CBE strategies to honour Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment;
 - establish collaborative response team inclusive of Indigenous Education specialists, learning leaders as well as literacy, mathematics and early learning strategists to support and leverage the work of Indigenous Education Learning Leaders (IELLs) in elementary, middle and junior schools, focusing on literacy and mathematics learning and intervention;
 - develop professional learning to support teachers, leaders and support staff to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
 - capture Indigenous student voice specific to experiencing success in English Language Arts and Mathematics;
- Students with Identified Special Education Needs
 - provide professional learning on appropriate curricular accommodations;
 - provide professional learning to support effective assessment and reporting practices appropriate to students with identified special education needs;
 - increase availability and use of assistive technologies.

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Legend |

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

3.1 All Students

- A. The Measure Evaluations of the English Language Arts (ELA) Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|----------|--------------------|---------|
| ELA 6 | Achievement | Blue |
| | Improvement | Green |
| | Overall | Blue |
| ELA 9 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |
| ELA 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| ELA 30-1 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| ELA 30-2 | Achievement | Orange |
| | Improvement | Orange |
| | Overall | Orange |

Standard of Excellence based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|----------|--------------------|---------|
| ELA 6 | Achievement | Green |
| | Improvement | Red |
| | Overall | Orange |
| ELA 9 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |
| ELA 9K&E | Achievement | Yellow |
| | Improvement | Green |
| | Overall | Green |
| ELA 30-1 | Achievement | Green |
| | Improvement | Green |
| | Overall | Green |
| ELA 30-2 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |

- B. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the English Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

| PAT/Dip | Standard | 2018-19 |
|-------------------------|----------|---------|
| ELA 6 | CBE AS | 92.7 |
| | Prov AS | 91.9 |
| | CBE SE | 20.8 |
| | Prov SE | 19.6 |
| ELA 9 | CBE AS | 85.3 |
| | Prov AS | 84.9 |
| | CBE SE | 17.4 |
| | Prov SE | 16.7 |
| ELA 9K&E | CBE AS | 72.4 |
| | Prov AS | 71.3 |
| | CBE SE | 9.2 |
| | Prov SE | 6.7 |
| ELA 30-1 | CBE AS | 86.9 |
| | Prov AS | 86.8 |
| | CBE SE | 15.4 |
| | Prov SE | 12.3 |
| ELA 30-2 | CBE AS | 86.9 |
| | Prov AS | 87.1 |
| | CBE SE | 14.7 |
| | Prov SE | 12.1 |

- C. The Measure Evaluations of the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|-----------|--------------------|---------|
| Math 6 | Achievement | Green |
| | Improvement | Blue |
| | Overall | Green |
| Math 9 | Achievement | Yellow |
| | Improvement | Orange |
| | Overall | Orange |
| Math 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Math 30-1 | Achievement | * |
| | Improvement | * |
| | Overall | * |
| Math 30-2 | Achievement | * |
| | Improvement | * |
| | Overall | * |

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

Standard of Excellence based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|----------------------|--------------------|---------|
| Math 6 | Achievement | |
| | Improvement | |
| | Overall | |
| Math 9 | Achievement | |
| | Improvement | |
| | Overall | |
| Math 9K&E | Achievement | |
| | Improvement | |
| | Overall | |
| Math 30-1 | Achievement | * |
| | Improvement | * |
| | Overall | * |
| Math 30-2 | Achievement | * |
| | Improvement | * |
| | Overall | * |

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

- D. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

| PAT/Dip | Standard | 2018-19 |
|----------------------|----------|---------|
| Math 6 | CBE AS | 82.9 |
| | Prov AS | 79.8 |
| | CBE SE | 19.6 |
| | Prov SE | 16.6 |
| Math 9 | CBE AS | 69.8 |
| | Prov AS | 67.4 |
| | CBE SE | 25.7 |
| | Prov SE | 21.4 |
| Math 9K&E | CBE AS | 65.5 |
| | Prov AS | 68.3 |
| | CBE SE | 14.3 |
| | Prov SE | 15.1 |
| Math 30-1 | CBE AS | 83.4 |
| | Prov AS | 77.8 |
| | CBE SE | 45.5 |
| | Prov SE | 35.1 |
| Math 30-2 | CBE AS | 77.7 |
| | Prov AS | 76.5 |
| | CBE SE | 19.6 |
| | Prov SE | 16.8 |

3.2 English Language Learners

- E. The Measure Evaluations of the English Language Arts (ELA) Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|----------|--------------------|---------|
| ELA 6 | Achievement | Green |
| | Improvement | Blue |
| | Overall | Green |
| ELA 9 | Achievement | Orange |
| | Improvement | Green |
| | Overall | Yellow |
| ELA 9K&E | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| ELA 30-1 | Achievement | Red |
| | Improvement | Orange |
| | Overall | Red |
| ELA 30-2 | Achievement | Red |
| | Improvement | Yellow |
| | Overall | Red |

Standard of Excellence based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|----------|--------------------|---------|
| ELA 6 | Achievement | Yellow |
| | Improvement | Blue |
| | Overall | Green |
| ELA 9 | Achievement | Orange |
| | Improvement | Blue |
| | Overall | Green |
| ELA 9K&E | Achievement | Red |
| | Improvement | Yellow |
| | Overall | Red |
| ELA 30-1 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| ELA 30-2 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |

- F. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the English Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

| PAT/Dip | Standard | 2018-19 |
|-------------------------|----------|---------|
| ELA 6 | CBE AS | 89.5 |
| | Prov AS | 89.3 |
| | CBE SE | 15.8 |
| | Prov SE | 15.1 |
| ELA 9 | CBE AS | 72.4 |
| | Prov AS | 73.8 |
| | CBE SE | 7.6 |
| | Prov SE | 7.9 |
| ELA 9K&E | CBE AS | 45.5 |
| | Prov AS | 62.0 |
| | CBE SE | 0.0 |
| | Prov SE | 2.5 |
| ELA 30-1 | CBE AS | 65.1 |
| | Prov AS | 66.3 |
| | CBE SE | 3.3 |
| | Prov SE | 3.1 |
| ELA 30-2 | CBE AS | 72.5 |
| | Prov AS | 71.9 |
| | CBE SE | 5.1 |
| | Prov SE | 4.7 |

- G. The Measure Evaluations of the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|-----------|--------------------|---------|
| Math 6 | Achievement | Green |
| | Improvement | Blue |
| | Overall | Green |
| Math 9 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Math 9K&E | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| Math 30-1 | Achievement | * |
| | Improvement | * |
| | Overall | * |
| Math 30-2 | Achievement | * |
| | Improvement | * |
| | Overall | * |

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

Standard of Excellence based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|----------------------|--------------------|---------|
| Math 6 | Achievement | |
| | Improvement | |
| | Overall | |
| Math 9 | Achievement | |
| | Improvement | |
| | Overall | |
| Math 9K&E | Achievement | |
| | Improvement | |
| | Overall | |
| Math 30-1 | Achievement | * |
| | Improvement | * |
| | Overall | * |
| Math 30-2 | Achievement | * |
| | Improvement | * |
| | Overall | * |

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

- H. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

| PAT/Dip | Standard | 2018-19 |
|----------------------|----------|---------|
| Math 6 | CBE AS | 80.7 |
| | Prov AS | 79.2 |
| | CBE SE | 20.0 |
| | Prov SE | 15.9 |
| Math 9 | CBE AS | 64.0 |
| | Prov AS | 61.3 |
| | CBE SE | 24.4 |
| | Prov SE | 19.2 |
| Math 9K&E | CBE AS | 48.0 |
| | Prov AS | 60.8 |
| | CBE SE | 8.0 |
| | Prov SE | 16.5 |
| Math 30-1 | CBE AS | 79.6 |
| | Prov AS | 74.3 |
| | CBE SE | 42.1 |
| | Prov SE | 31.2 |
| Math 30-2 | CBE AS | 71.1 |
| | Prov AS | 69.0 |
| | CBE SE | 13.3 |
| | Prov SE | 12.1 |

3.3 Students who Self-Identify as Indigenous

- I. The Measure Evaluations of the English Language Arts (ELA) Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|----------|--------------------|---------|
| ELA 6 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| ELA 9 | Achievement | Orange |
| | Improvement | Green |
| | Overall | Yellow |
| ELA 9K&E | Achievement | Green |
| | Improvement | Green |
| | Overall | Green |
| ELA 30-1 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| ELA 30-2 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |

Standard of Excellence based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|----------|--------------------|---------|
| ELA 6 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| ELA 9 | Achievement | Red |
| | Improvement | Yellow |
| | Overall | Red |
| ELA 9K&E | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |
| ELA 30-1 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| ELA 30-2 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |

- J. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the English Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

| PAT/Dip | Standard | 2018-19 |
|-------------------------|----------|---------|
| ELA 6 | CBE AS | 78.7 |
| | Prov AS | 82.0 |
| | CBE SE | 7.5 |
| | Prov SE | 7.2 |
| ELA 9 | CBE AS | 66.3 |
| | Prov AS | 70.1 |
| | CBE SE | 4.0 |
| | Prov SE | 5.4 |
| ELA 9K&E | CBE AS | 76.9 |
| | Prov AS | 74.8 |
| | CBE SE | 15.4 |
| | Prov SE | 6.7 |
| ELA 30-1 | CBE AS | 85.0 |
| | Prov AS | 84.4 |
| | CBE SE | 8.0 |
| | Prov SE | 5.4 |
| ELA 30-2 | CBE AS | 89.4 |
| | Prov AS | 88.4 |
| | CBE SE | 18.3 |
| | Prov SE | 9.7 |

- K. The Measure Evaluations of the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|-----------|--------------------|---------|
| Math 6 | Achievement | Red |
| | Improvement | Green |
| | Overall | Orange |
| Math 9 | Achievement | Red |
| | Improvement | Yellow |
| | Overall | Red |
| Math 9K&E | Achievement | Yellow |
| | Improvement | Green |
| | Overall | Green |
| Math 30-1 | Achievement | * |
| | Improvement | * |
| | Overall | * |
| Math 30-2 | Achievement | * |
| | Improvement | * |
| | Overall | * |

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

Standard of Excellence based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|-----------|--------------------|---------|
| Math 6 | Achievement | Red |
| | Improvement | Yellow |
| | Overall | Red |
| Math 9 | Achievement | Red |
| | Improvement | Yellow |
| | Overall | Red |
| Math 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Math 30-1 | Achievement | * |
| | Improvement | * |
| | Overall | * |
| Math 30-2 | Achievement | * |
| | Improvement | * |
| | Overall | * |

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

- L. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

| PAT/Dip | Standard | 2018-19 |
|----------------------|----------|---------|
| Math 6 | CBE AS | 55.7 |
| | Prov AS | 58.2 |
| | CBE SE | 3.7 |
| | Prov SE | 4.8 |
| Math 9 | CBE AS | 32.3 |
| | Prov AS | 40.2 |
| | CBE SE | 4.7 |
| | Prov SE | 6.9 |
| Math 9K&E | CBE AS | 60.0 |
| | Prov AS | 66.4 |
| | CBE SE | 8.6 |
| | Prov SE | 13.8 |
| Math 30-1 | CBE AS | 68.1 |
| | Prov AS | 61.7 |
| | CBE SE | 19.1 |
| | Prov SE | 18.2 |
| Math 30-2 | CBE AS | 92.5 |
| | Prov AS | 72.0 |
| | CBE SE | 17.5 |
| | Prov SE | 12.0 |

3.4 Students with Identified Special Education Needs

- M. The Measure Evaluations of the English Language Arts (ELA) Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|----------|--------------------|---------|
| ELA 6 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| ELA 9 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| ELA 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| ELA 30-1 | Achievement | Orange |
| | Improvement | Red |
| | Overall | Red |
| ELA 30-2 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |

Standard of Excellence based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|----------|--------------------|---------|
| ELA 6 | Achievement | Orange |
| | Improvement | Red |
| | Overall | Red |
| ELA 9 | Achievement | Orange |
| | Improvement | Orange |
| | Overall | Orange |
| ELA 9K&E | Achievement | Yellow |
| | Improvement | Green |
| | Overall | Green |
| ELA 30-1 | Achievement | Yellow |
| | Improvement | Orange |
| | Overall | Orange |
| ELA 30-2 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |

- N. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the English Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

| PAT/Dip | Standard | 2018-19 |
|-------------------------|----------|---------|
| ELA 6 | CBE AS | 84.3 |
| | Prov AS | 79.3 |
| | CBE SE | 8.2 |
| | Prov SE | 5.4 |
| ELA 9 | CBE AS | 70.1 |
| | Prov AS | 64.3 |
| | CBE SE | 6.6 |
| | Prov SE | 4.7 |
| ELA 9K&E | CBE AS | 70.0 |
| | Prov AS | 69.3 |
| | CBE SE | 8.8 |
| | Prov SE | 6.2 |
| ELA 30-1 | CBE AS | 83.4 |
| | Prov AS | 80.3 |
| | CBE SE | 9.7 |
| | Prov SE | 7.2 |
| ELA 30-2 | CBE AS | 87.8 |
| | Prov AS | 83.3 |
| | CBE SE | 14.4 |
| | Prov SE | 8.9 |

- O. The Measure Evaluations of the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|-----------|--------------------|---------|
| Math 6 | Achievement | Orange |
| | Improvement | Blue |
| | Overall | Green |
| Math 9 | Achievement | Red |
| | Improvement | Orange |
| | Overall | Red |
| Math 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Math 30-1 | Achievement | * |
| | Improvement | * |
| | Overall | * |
| Math 30-2 | Achievement | * |
| | Improvement | * |
| | Overall | * |

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

Standard of Excellence based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|-----------|--------------------|---------|
| Math 6 | Achievement | Orange |
| | Improvement | Blue |
| | Overall | Green |
| Math 9 | Achievement | Orange |
| | Improvement | Green |
| | Overall | Yellow |
| Math 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Math 30-1 | Achievement | * |
| | Improvement | * |
| | Overall | * |
| Math 30-2 | Achievement | * |
| | Improvement | * |
| | Overall | * |

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

- P. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

| PAT/Dip | Standard | 2018-19 |
|----------------------|----------|---------|
| Math 6 | CBE AS | 67.5 |
| | Prov AS | 59.8 |
| | CBE SE | 10.0 |
| | Prov SE | 6.9 |
| Math 9 | CBE AS | 46.1 |
| | Prov AS | 41.3 |
| | CBE SE | 9.6 |
| | Prov SE | 6.9 |
| Math 9K&E | CBE AS | 61.8 |
| | Prov AS | 61.9 |
| | CBE SE | 14.0 |
| | Prov SE | 11.3 |
| Math 30-1 | CBE AS | 75.7 |
| | Prov AS | 72.9 |
| | CBE SE | 30.8 |
| | Prov SE | 27.0 |
| Math 30-2 | CBE AS | 75.7 |
| | Prov AS | 70.5 |
| | CBE SE | 17.5 |
| | Prov SE | 12.7 |

- Target for 2018-19

The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

- For the Writer cohort
 - English Language Arts 6: The Acceptable Standard Improvement Measure is *Improved*.
 - English Language Arts 6: Percentage of students achieving the Acceptable Standard is at or above the provincial results.
 - English Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 9: Percentage of students achieving the Acceptable Standard is at or above the provincial results.
 - English Language Arts 30-1: The Acceptable Standard Overall Measure is *Good*.
 - English Language Arts 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 30-1: Percentage of students achieving each of the standards is at or above the provincial results.
 - Mathematics 30-2: Percentage of students achieving each of the standards is at or above the provincial results.

- For the Students who Self-Identify as Indigenous cohort, the Acceptable Standard Improvement Measure for:
 - English Language Arts 6 is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 9 is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 30-1 is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 30-2 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 6 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 9 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 30-1 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 30-2 is *Maintained* and there is evidence of chi-square value increase within the range.

- Analysis

The Acceptable Standard Achievement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for English Language Arts 30-2 where Students who Self-Identify as Indigenous achieved the highest *Intermediate* achievement level that was one level higher than All Students and Students with Identified Special Education Needs and two levels higher than English Language Learners;
- English Language Learners achieved the same *High* achievement level as All Students in Mathematics 6 which was two levels higher than Students with Identified Special Education Needs and three levels higher than Students who Self-Identify as Indigenous;
- English Language Learners achieved the same *Intermediate* achievement level as All Students in Mathematics 9 that was uniformly two levels higher than Students with Identified Special Education Needs and Students who Self-Identify as Indigenous;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Low* achievement level in English Language Arts 30-1 that was one level higher than English Language Learners but one level lower than All Students;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Intermediate* achievement level in English Language Arts 6 that was one level lower than English Language Learners and two levels lower than All Students; and
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs as well as English Language Learners achieved the same *Low* achievement level in English Language Arts 9 while All Students achieved a *High* achievement level in the same course.

The Acceptable Standard Improvement Measures results (excluding K&E courses due to small sample sizes):

- English Language Learners were the tied highest or the highest among all the cohorts of students except for English Language Arts 30-1 where All Students and Students who Self-Identify as Indigenous achieved the highest *Maintained* improvement level which was one level higher than English Language Learners and two levels higher than Students with Identified Special Education Needs;
- All Students and English Language Learners as well as Students with Identified Special Education Needs achieved the same highest *Improved Significantly* level in Mathematics 6 while Students who Self-Identify as Indigenous achieved one level lower in the same course;
- Students who Self-Identify as Indigenous achieved the same highest *Maintained* evaluation level as English Language Learners in Mathematics 9 that was uniformly one level higher than All Students and Students with Identified Special Education;
- except for All Students, the other cohorts of students achieved a *Maintained* improvement level in English Language Arts 30-2 that was one level higher than All Students;
- English Language Learners and Students who Self-Identify as Indigenous achieved an *Improved* improvement level in English Language Arts 9 that was one level higher than All Students and Students with Identified Special Education Needs; and

- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in English Language Arts 6 that was one level lower than All Students and two levels lower than English Language Learners.

The Standard of Excellence Achievement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups across subjects;
- English Language Learners achieved the same *Very High* achievement level as All Students in Mathematics 9 and the same *High* achievement level in Mathematics 6 while Students with Identified Special Education Needs achieved *Low* level for both subjects and Students who Self-Identify as Indigenous achieved *Very Low* level for both subjects;
- Students who Self-Identify as Indigenous achieved the same *High* achievement level as All Students in English Language Arts 30-2 while Students with Identified Special Education Needs performed one level lower and English Language Learners were the lowest among four cohorts of students;
- English Language Learners achieved an *Intermediate* level that was one level lower than All Students in English Language Arts 6 but one level higher than Students with Identified Special Education Needs as well as Students who Self-Identify as Indigenous;
- both Students who Self-Identify as Indigenous and Students with Identified Special Education Needs performed an *Intermediate* achievement level in English Language Arts 30-1 that was in the middle level of All Students and English Language Learners; and
- All Students achieved a *High* achievement level in English Language Arts 9 while the rest of the cohorts were lower than *Intermediate* level.

The Standard of Excellence Improvement Measures results (excluding K&E courses due to small sample sizes):

- English Language Learners were the tied highest or the highest among all the cohorts of students except for English Language Arts 30-1 where All Students achieved the highest *Improved* improvement level which was one level higher than English Language Learners and Students who Self-Identify as Indigenous;
- all four cohorts of students achieved the same *Maintained* improvement level in English Language Arts 30-2;
- except for Students who Self-Identify as Indigenous, the other three cohorts of students achieved the same *Improved Significantly* level in Mathematics 6;
- both All Students and English Language Learners achieved the same highest *Improved Significantly* in Mathematics 9 while Students with Identified Special Education Needs achieved an *Improved* evaluation level and Students who Self-Identify as Indigenous were the lowest;
- English Language Learners achieved an *Improved Significantly* level in English Language Arts 6 while Students who Self-Identify as Indigenous were at a *Maintained* improvement level and the other two cohorts of students were both *Declined Significantly* in their improvement levels; and
- both All Students and Students who Self-Identify as Indigenous achieved a *Maintained* improvement level in English Language Arts 9 while English Language Learners were at an *Improved Significantly* level in the same course.

As compared to the Standard of Excellence Measure results for each cohort, the Acceptable Standard Measure results were higher for:

- All Students at both measure level in English Language Arts 6;
- English Language Learners at Achievement Measure sure level in English Language Arts 6;
- Students who Self-Identity as Indigenous at both measure levels in English Language Arts 9;
- Students who Self-Identity as Indigenous at the achievement level in English Language Arts 6 and at the Improvement Measure level in Mathematics 6; and
- Students with Identified Special Education Needs at both measure levels in English Language Arts 6 and at the Improvement Measure level in English Language Arts 9.

As compared to the Acceptable Standard Measure results for each cohort, the Standard of Excellence Measure results were higher for:

- All Students at both measure levels in English Language Arts 30-1, English Language Arts 30-2 and Mathematics 9;
- English Language Learners at both measure levels in English Language Arts 30-1 and Mathematics 9;
- English Language Learners at the Achievement Measure level in English Language Arts 30-2 and at the Improvement Measure level in English Language Arts 9;
- Students who Self-Identity as Indigenous at Achievement Measure level in English Language Arts 30-1 and English Language Arts 30-2;
- Students with Identified Special Education Needs at both measure level in English Language Arts 30-1 and Mathematics 9; and
- Students with Identified Special Education Needs at the Achievement Measure level in English Language Arts 30-2.

The Standard of Excellence measure results across cohorts were better in English Language Arts 30-1, English Language Arts 30-2 and Mathematics 9 comparing to the corresponding Acceptable Standard measure results.

The percentages of students achieving each of the standards are at or above the provincial results across 8 courses (excluding K&E) except as follows:

- All Students: English Language Arts 30-2 Acceptable Standard;
- English Language Learners: English Language Arts 9 Acceptable Standard and Standard of Excellence; English Language Arts 30-1 Acceptable Standard; and
- Students who Self-Identity as Indigenous: English Language Arts 6 Acceptable Standard; English Language Arts 9 Acceptable Standard and Standard of Excellence; Mathematics 6 Acceptable Standard and Standard of Excellence; Mathematics 9 Acceptable Standard and Standard of Excellence.

The percentages of Students with Identified Special Education Needs achieving each of the standards are above the provincial results across 8 courses (excluding K&E). Moreover, focusing on the Acceptable Standard results for all four cohorts of students, Students with Identified Special Education Needs achieved advantages above the province that are three times more than the second best cohort results in four Language Arts courses (excluding K&E) and around twice the results in Mathematics 6 and Mathematics 9. Students who Self-Identity as Indigenous exceeded the most comparing to provincial results in Mathematics 30-1 and Mathematics 30-2.

The percentages of students achieving Acceptable Standard (excluding K&E courses due to small sample sizes) are as follows:

- English Language Arts 6: More than 90 per cent of All Students and near 90 per cent of English Language Learners achieved the Acceptable Standard; Around 80 per cent of Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the Acceptable Standard;
- English Language Arts 9: More than 85 per cent of All Students achieved the Acceptable Standard while around 70 per cent of English Language Learners and Students with Identified Special Education Needs achieved the Acceptable Standard;
- English Language Arts 30-1: More than 85 per cent of All Students and Students who Self-Identify as Indigenous achieved the Acceptable Standard while around 65 per cent of English Language Learners achieved the Acceptable Standard;
- Mathematics 6: More than 80 per cent of All Students and English Language Learners achieved the Acceptable Standard while around 55 per cent of Students who Self-Identify as Indigenous achieved the Acceptable Standard;
- Mathematics 9: Near 70 per cent of All Students achieved the Acceptable Standard and it is more than twice the corresponding percentage for Students who Self-Identify as Indigenous;
- Mathematics 30-1: More than 83 per cent of All Students achieved the Acceptable Standard while around 80 percentage of English Language Learners and Students with Identified Special Education Needs achieved the Acceptable Standard; and
- Mathematics 30-2: More than 90 per cent of Students who Self-Identify as Indigenous achieved the Acceptable Standard; Around 75 per cent of other cohorts of students achieved the Acceptable Standard.

The percentages of students achieving Standard of Excellence (excluding K&E courses due to small sample sizes) are as follows:

- English Language Arts 6: More than 20 per cent of All Students and near 16 per cent of English Language Learners achieved the Standard of Excellence; Around 8 per cent of Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the Standard of Excellence;
- English Language Arts 9: More than 17 per cent of All Students achieved the Standard of Excellence while less than 8 per cent of the total cohort achieved the same Standard for the other three cohorts of students;
- English Language Arts 30-1: More than 15 per cent of All Students achieved the Standard of Excellence and Students with Identified Special Education Needs came second with near 10 per cent of the total cohort achieved the Standard of Excellence;
- Mathematics 6: Near 20 per cent of All Students and English Language Learners achieved the Standard of Excellence while around only 4 per cent of Students who Self-Identify as Indigenous achieved the Standard of Excellence;
- Mathematics 9: Near 25 per cent of All Students and English Language Learners achieved the Standard of Excellence and it is more than twice the corresponding percentage for Students with Identified Special Education Needs and more than three times of the percentage for Students who Self-Identify as Indigenous;
- Mathematics 30-1: More than 42 per cent of All Students and English Language Learners achieved the Standard of Excellence while around 19 percentage of Students who Self-Identify as Indigenous achieved the same standard; and

- Mathematics 30-2: Except for English Language Learners, around 18 per cent of the corresponding total cohort achieved the Standard of Excellence for the other three cohorts of students.

Based on the Measure Evaluations,

- at the Acceptable Standard in:
 - English Language Arts, All Students and Students who Self-Identify as Indigenous have the strongest results;
 - Mathematics, All Students and English Language Learners have the strongest results;
- at the Standard of Excellence in:
 - English Language Arts, All Students have the strongest results; and
 - Mathematics, All Students and English Language Learners have the strongest results.

As compared to the provincial results for each cohort:

- at the Acceptable Standard (excluding K&E) the CBE was above the provincial results for:
 - All Students in three of four assessments for ELA and four of four for Mathematics;
 - English Language Learners in two of four assessments for ELA and four of four for Mathematics;
 - Students who Self-Identify as Indigenous in two of four assessments for ELA and two of four for Mathematics;
 - Students with Identified Special Education Needs in four of four assessments for ELA and four of four for Mathematics;
- at the Standard of Excellence (excluding K&E) the CBE was above the provincial results for:
 - All Students in four of four assessments for ELA and four of four for Mathematics;
 - English Language Learners in three of four assessments for ELA and four of four for Mathematics;
 - Students who Self-Identify as Indigenous in three of four assessments for ELA and two of four for Mathematics;
 - Students with Identified Special Education Needs in four of four assessments for ELA and four of four for Mathematics.

The gap between English Language Learners results and All Students results for English Language Arts begin to increase starting grade 9 with the 30-level results well below those of the other cohorts.

When considering the results of Students who Self-Identify as Indigenous, results in ELA 6 and ELA 9 are below the results of the other cohorts at the Acceptable Standard. The results of Students who Self-Identify as Indigenous in ELA 30-2 at the Acceptable Standard, higher than all other subgroups in this course, suggest that efforts to get Indigenous students to these courses is a greater requirement than efforts to provide support to students once they are in the course. Once in the course, their results are strong.

With respect to English Language Arts, Students with Special Education Needs results are on par with All Students at the 30-level. However, results in ELA 9 are noticeably lower.

In Mathematics 6, 9 and 30-1, the results at the Acceptable Standard for Students who Self-Identify as Indigenous and Students with Identified Special Needs were significantly below the All Students and English Language Learner cohorts.

- Building Capacity

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

- All Students
 - continue to support schools in using multiple data sources (e.g., connect report card data with provincial achievement test data to check alignment in assessment practices) as part of the School Development Plan process to identify areas that require improvement;
 - English Language Arts
 - develop literacy flat sheets. Topics to include: student annotations of text; structured observations of students' language use; observations and recording of students' language use; and multi-modal tools and texts;
 - literacy specialists and strategist use literacy flat sheets as supports when working with teachers;
 - support the design and implementation of literacy focused classroom assessment resources (e.g., writing rubrics);
 - build a shared understanding of reading meta-cognitive strategies (e.g., text annotation, concept mapping);
 - Mathematics
 - plan regular opportunities (spaced practice) for students to explain mental math strategies;
 - plan regular opportunities for students to practice computational skills, including games and number sense routines;
 - design mathematical tasks that build on conceptual models or visual models;
 - design mathematical tasks that encourage the use of different representations, including manipulatives, pictures, words, and numbers that support students in explaining their math thinking (sense-making);
- English Language Learners
 - Strategic effort on the development of complex literacies in divisions 3 and 4 towards increasing achievement in English Language Arts;
- Students who Self-Identify as Indigenous
 - collaborate across CBE strategies to honour Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment;
 - establish collaborative response team inclusive of Indigenous Education specialists, learning leaders as well as literacy, mathematics and early learning strategists to support and leverage the work of Indigenous Education Learning Leaders (IELLs) in elementary, middle and junior schools, focusing on literacy and mathematics learning and intervention;
 - develop professional learning to support teachers, leaders and support staff to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
 - capture Indigenous student voice specific to experiencing success in English Language Arts and Mathematics;

- Students with Identified Special Education Needs
 - as informed by the SLT process, targeted interventions to ensure Students with Identified Special Education Needs receive foundational skills and knowledge;
 - create efficiencies in accessing psychoeducational assessments so that learning needs and appropriate supports can be identified earlier; and
 - professional learning related to instructional and task design, assessment and reporting specific to Students with Identified Special Education Needs.



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

Legend |

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

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4.1 All Students

| Student report card results as a mean | | |
|--|----------|---------|
| Subject | Division | 2018-19 |
| CTF/CTS | 1 | n/a |
| | 2 (CTF) | 3.03 |
| | 3 (CTF) | 2.99 |
| | 4 (CTS) | 82.1 |
| Fine and Performing Arts | 1 | 2.86 |
| | 2 | 2.94 |
| | 3 | 3.02 |
| | 4 | 82.5 |
| French Language Arts | 1 | 2.91 |
| | 2 | 2.91 |
| | 3 | 2.99 |
| | 4 | 75.7 |
| Languages | 1 | 2.73 |
| | 2 | 2.82 |
| | 3 | 2.94 |
| | 4 | 85.0 |
| Physical Education | 1 | 2.93 |
| | 2 | 3.04 |
| | 3 | 3.05 |
| | 4 | 82.0 |
| Science | 1 | 2.79 |
| | 2 | 2.81 |
| | 3 | 2.80 |
| | 4 | 73.8 |
| Social Studies | 1 | 2.74 |
| | 2 | 2.78 |
| | 3 | 2.81 |
| | 4 | 71.6 |

4.2 English Language Learners

| Student report card results as a mean | | |
|--|----------|---------|
| Subject | Division | 2018-19 |
| CTF/CTS | 1 | n/a |
| | 2 (CTF) | 2.90 |
| | 3 (CTF) | 2.85 |
| | 4 (CTS) | 79.6 |
| Fine and Performing Arts | 1 | 2.75 |
| | 2 | 2.86 |
| | 3 | 2.85 |
| | 4 | 78.7 |
| French Language Arts | 1 | 2.80 |
| | 2 | 2.87 |
| | 3 | 2.92 |
| | 4 | 73.2 |
| Languages | 1 | 2.82 |
| | 2 | 2.78 |
| | 3 | 2.85 |
| | 4 | 85.6 |
| Physical Education | 1 | 2.80 |
| | 2 | 2.95 |
| | 3 | 2.94 |
| | 4 | 78.3 |
| Science | 1 | 2.62 |
| | 2 | 2.70 |
| | 3 | 2.65 |
| | 4 | 70.4 |
| Social Studies | 1 | 2.59 |
| | 2 | 2.68 |
| | 3 | 2.64 |
| | 4 | 68.0 |

4.3 Students who Self-Identify as Indigenous

| Student report card results as a mean | | |
|--|----------|---------|
| Subject | Division | 2018-19 |
| CTF/CTS | 1 | n/a |
| | 2 (CTF) | 2.85 |
| | 3 (CTF) | 2.60 |
| | 4 (CTS) | 76.6 |
| Fine and Performing Arts | 1 | 2.56 |
| | 2 | 2.66 |
| | 3 | 2.72 |
| | 4 | 72.6 |
| French Language Arts | 1 | 2.74 |
| | 2 | 2.84 |
| | 3 | 2.78 |
| | 4 | 72.7 |
| Languages | 1 | 2.36 |
| | 2 | 2.53 |
| | 3 | 2.53 |
| | 4 | 75.4 |
| Physical Education | 1 | 2.64 |
| | 2 | 2.68 |
| | 3 | 2.67 |
| | 4 | 71.1 |
| Science | 1 | 2.32 |
| | 2 | 2.30 |
| | 3 | 2.20 |
| | 4 | 65.1 |
| Social Studies | 1 | 2.29 |
| | 2 | 2.30 |
| | 3 | 2.26 |
| | 4 | 61.5 |

4.4 Students with Identified Special Education Needs

| Student report card results as a mean | | |
|--|----------|---------|
| Subject | Division | 2018-19 |
| CTF/CTS | 1 | n/a |
| | 2 (CTF) | 2.80 |
| | 3 (CTF) | 2.70 |
| | 4 (CTS) | 78.2 |
| Fine and Performing Arts | 1 | 2.50 |
| | 2 | 2.64 |
| | 3 | 2.75 |
| | 4 | 77.3 |
| French Language Arts | 1 | 2.43 |
| | 2 | 2.49 |
| | 3 | 2.72 |
| | 4 | 70.0 |
| Languages | 1 | 2.28 |
| | 2 | 2.47 |
| | 3 | 2.57 |
| | 4 | 78.6 |
| Physical Education | 1 | 2.57 |
| | 2 | 2.77 |
| | 3 | 2.79 |
| | 4 | 76.8 |
| Science | 1 | 2.41 |
| | 2 | 2.43 |
| | 3 | 2.39 |
| | 4 | 67.7 |
| Social Studies | 1 | 2.33 |
| | 2 | 2.37 |
| | 3 | 2.40 |
| | 4 | 65.7 |

- Targets for 2018-19

Students results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

- Career & Technology Foundations/Studies: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Fine and Performing Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- French Language Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Languages: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Physical Education: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Science: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Social Studies: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Analysis

In Division 1, All Students remained at the top comparing to other subgroups of students except for Languages. Across all subjects, All Students had higher means that were above 2.91 in French Language Arts and Physical Education while in Language, Social Studies and Science, All Students achieved means around 2.75. English Language Learners had the second best performances across subjects except being at the top for Languages. The performances were uniformly around 2.80 except for Science and Social Studies where the means were at the lower end of the achievements. Students who Self-Identify as Indigenous were above or at the same level of the Students with Identified Special Education Needs with the exception of Science and Social Studies, moreover, the smallest and largest gaps of Students who Self-Identify as Indigenous from English Language Learners were

in French Language Arts and Languages with a difference of 0.06 and 0.46, respectively. In addition, results in Science and Social Studies of Students with Identified Special Education Needs were slightly higher than ones of Students who Self-Identify as Indigenous.

In Division 2, All Students achieved the highest performances and English Language Learners were the close follow-up across all subjects. For CTF/CTS and Physical Education, all four cohorts of students shared the similar mean performances while for Fine and Performing Arts, Languages, Science and Social Studies, All Students as well as English Language Learners had the comparable high performances and Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the relevant lower performances. Except for Physical Education, Science and Social Studies, Students who Self-Identify as Indigenous achieved higher than Students with Identified Special Education Needs. In general, the results in Division 2 were consistently higher than the ones in Division 1 across all subjects except for Students who Self-Identify as Indigenous in Science and Social Studies.

In Division 3, All Students achieved the highest performances across all subjects with a mean around 3.00 in CTF/CTS, Fine and Performing Arts, French Language Arts and Physical Education. Moreover, English Language Learners had similar mean results to All Students with a 0.17 difference in Fine and Performing Arts as well as Social Studies and a difference ranging from 0.07 to 0.15 in other subjects. Moreover, Students who Self-Identify as Indigenous did not perform as strong as the previous Divisions comparing to Students with Identified Special Education Needs. Except for French Language Arts, Students with Identified Special Education Needs were above or at the same level of Students who Self-Identify as Indigenous in other subjects. The largest gap can be seen in Science with a difference of 0.19 while the smallest one was in Languages with a difference of 0.04. Comparing to the results in Division 2, the achievements in Division 3 were not uniformly greater across all subjects. Given the similar results for All Students and English Language Learners across all subjects in Division 2 and 3, Students who Self-Identify as Indigenous and Students with Identified Special Education Needs in Division 3 had noticeably lower performances in CTF/CTS and higher performances in Fine and Performing Arts than the results in Division 2. In general, the overall performances of Science and Social Studies were lower than other subjects.

In Division 4, All Students remained at the top comparing to other subgroups of students except for Languages where English Language Learners were above other groups of students. In Fine and Performing Arts, Physical Education and Social Studies, All Students had larger advances around 3.6 percentage points comparing to English Language Learners while in CTF/CTS and French Language Arts, the gaps narrowed down to 2.5 percentage points. In the meanwhile, English Language Learners were 0.6 percentage points above All Students in Languages. Moreover, the comparison results of Students with Identified Special Education Needs and English Language Learners were ranging from 1.4 percentage points in CTF/CTS and Fine and Performing Arts to 7 percentage points in Languages. Similar to Division 3, Students with Identified Special Education Needs were above or at the same level of Students who Self-Identify as Indigenous except for French Language Arts.

When considering the results for all of the subjects across all four divisions, overall the results for All Students are the highest, English Language Learner second highest, Students with identified Special Education needs third highest and Students who Self-Identify as Indigenous lowest.

- Building Capacity

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

- All Students
 - responsive school support for teachers regarding K&E curriculum implementation, resource selection and student enrollment considerations;
 - facilitate system-wide K&E Professional Learning Network (PLN) with a focus on developing and implementing Student Learning Plans;
 - finalize K&E Student Learning Plans supporting documentation and update the K&E Course Enrolment Toolkit for teachers;
 - at the high school level, for students who are achieving less than 65% in Science 14, 10-4, 20, 24 and 20-4 and Social Studies -2 & -4 courses, individual High School Student Learning Plans will be adjusted to address student learning gaps and increase student achievement;
 - create learning tasks through design thinking framework to help teachers understand Trauma Informed Practice strategies within their school community;
 - Career & Technology Foundations
 - support the development of high-quality tasks including incorporating educational technologies and computational thinking into instructional design and assessment;
 - access support for Library to Learning Commons transitions and the development of maker spaces to support shifts in pedagogy;
 - support teachers in accessing the Future of Learning Lab through professional learning opportunities;
 - support schools in connecting design thinking to instructional and task design, assessment and leadership;
 - support teachers and administrators in incorporating digital citizenship and literacy into task design;
 - Career & Technology Studies
 - support teachers to acquire the necessary skills relative to the assessments of the outcomes;
 - review Locally Developed Courses to remain viable;
 - support teachers to have the required certifications to teach CTS courses;
 - sustain partnerships with the Metal Trades (MT) program (at SAIT) which includes HCS 3000 (Workplace Safety Systems), CTS (Fabrication), Welder Apprenticeship (WDA) and Work Experience (WE) credits;
 - offer Teacher Training Commons (TTC) sessions for teachers to keep their skills current with industry standards;
 - support teachers and schools on STEAM pedagogy;
 - Fine & Performing Arts
 - provide support to schools in curriculum, instructional and task design, and assessment with the Fine and Performing Arts disciplines and through interdisciplinary teaching and learning;
 - review Locally Developed Courses to remain viable;
 - use the K-9 Music PLN to engage in calibrating assessments with colleagues;
 - collaborate with Arts Partners (e.g., Calgary Philharmonic, Theatre Calgary) to design and host professional learning opportunities for Fine and Performing Arts teachers;

- Physical Education
 - support schools with curriculum, instructional and task design, and assessment in Physical Education;
- English Language Learners
 - focus on explicit English language instruction, intentional language support and the acquisition of academic language;
- Students who Self-Identify as Indigenous
 - collaborate with Indigenous Elders and Knowledge Keepers, system specialists and school based learning leaders and teachers in high schools to advance culturally responsive instructional design and assessment in Science 10, 20, 30. This will include co-designing and co-teaching units of study that include a balance of Modern/Western and Indigenous Science;
 - collaborate with Indigenous community to redesign the Locally Developed Course, Aboriginal Studies 7, 8, 9;
 - develop professional learning to support teachers, leaders and support staff to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
 - capture Indigenous student voice, specific to experiencing success in Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; and
- Students with Identified Special Education Needs
 - support teachers with specific strategies on accommodating Students with Identified Special Education Needs when developing instruction and assessments.

5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Legend |

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

5.1 All Students

Acceptable Standard based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|---------------------------|--------------------|------------|
| French Language Arts 6 | Achievement | Good |
| | Improvement | Acceptable |
| | Overall | Good |
| French Language Arts 9 | Achievement | Acceptable |
| | Improvement | Issue |
| | Overall | Issue |
| French Language Arts 30-1 | Achievement | Acceptable |
| | Improvement | Acceptable |
| | Overall | Acceptable |
| Science 6 | Achievement | Acceptable |
| | Improvement | Issue |
| | Overall | Issue |
| Science 9 | Achievement | Excellent |
| | Improvement | Excellent |
| | Overall | Excellent |
| Science 9K&E | Achievement | Acceptable |
| | Improvement | Acceptable |
| | Overall | Acceptable |

| PAT/Dip | Measure Evaluation | 2018-19 |
|---------------------------|--------------------|---------|
| Biology 30 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |
| Chemistry 30 | Achievement | Blue |
| | Improvement | Blue |
| | Overall | Blue |
| Physics 30 | Achievement | Blue |
| | Improvement | Blue |
| | Overall | Blue |
| Science 30 | Achievement | Yellow |
| | Improvement | Green |
| | Overall | Green |
| Social Studies 6 | Achievement | Blue |
| | Improvement | Blue |
| | Overall | Blue |
| Social Studies 9 | Achievement | Green |
| | Improvement | Blue |
| | Overall | Green |
| Social Studies 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Social Studies 30-1 | Achievement | Green |
| | Improvement | Blue |
| | Overall | Green |
| Social Studies 30-2 | Achievement | Yellow |
| | Improvement | Orange |
| | Overall | Orange |

Standard of Excellence based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|----------------------------------|---------------------------|----------------|
| French Language Arts 6 | Achievement | Green |
| | Improvement | Green |
| | Overall | Green |
| French Language Arts 9 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| French Language Arts 30-1 | Achievement | Green |
| | Improvement | Blue |
| | Overall | Green |
| Science 6 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |
| Science 9 | Achievement | Blue |
| | Improvement | Blue |
| | Overall | Blue |
| Science 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |

| PAT/Dip | Measure Evaluation | 2018-19 |
|---------------------------|--------------------|---------|
| Biology 30 | Achievement | Blue |
| | Improvement | Blue |
| | Overall | Blue |
| Chemistry 30 | Achievement | Blue |
| | Improvement | Blue |
| | Overall | Blue |
| Physics 30 | Achievement | Blue |
| | Improvement | Blue |
| | Overall | Blue |
| Science 30 | Achievement | Green |
| | Improvement | Blue |
| | Overall | Green |
| Social Studies 6 | Achievement | Blue |
| | Improvement | Blue |
| | Overall | Blue |
| Social Studies 9 | Achievement | Green |
| | Improvement | Blue |
| | Overall | Green |
| Social Studies 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Social Studies 30-1 | Achievement | Blue |
| | Improvement | Blue |
| | Overall | Blue |
| Social Studies 30-2 | Achievement | Green |
| | Improvement | Orange |
| | Overall | Yellow |

5.2 English Language Learners

Acceptable Standard based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|---------------------------|--------------------|---------|
| French Language Arts 6 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| French Language Arts 9 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| French Language Arts 30-1 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Science 6 | Achievement | Yellow |
| | Improvement | Blue |
| | Overall | Green |
| Science 9 | Achievement | Green |
| | Improvement | Green |
| | Overall | Green |
| Science 9K&E | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| Biology 30 | Achievement | Yellow |
| | Improvement | Orange |
| | Overall | Orange |
| Chemistry 30 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |
| Physics 30 | Achievement | Green |
| | Improvement | Green |
| | Overall | Green |

| PAT/Dip | Measure Evaluation | 2018-19 |
|---------------------|--------------------|---------|
| Science 30 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Social Studies 6 | Achievement | Blue |
| | Improvement | Blue |
| | Overall | Blue |
| Social Studies 9 | Achievement | Yellow |
| | Improvement | Blue |
| | Overall | Green |
| Social Studies 9K&E | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| Social Studies 30-1 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Social Studies 30-2 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |

Standard of Excellence based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|----------------------------------|---------------------------|----------------|
| French Language Arts 6 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |
| French Language Arts 9 | Achievement | Yellow |
| | Improvement | Green |
| | Overall | Green |
| French Language Arts 30-1 | Achievement | Blue |
| | Improvement | Yellow |
| | Overall | Blue |
| Science 6 | Achievement | Green |
| | Improvement | Blue |
| | Overall | Green |
| Science 9 | Achievement | Blue |
| | Improvement | Green |
| | Overall | Blue |
| Science 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Biology 30 | Achievement | Blue |
| | Improvement | Red |
| | Overall | Yellow |
| Chemistry 30 | Achievement | Blue |
| | Improvement | Yellow |
| | Overall | Blue |
| Physics 30 | Achievement | Blue |
| | Improvement | Green |
| | Overall | Blue |

| PAT/Dip | Measure Evaluation | 2018-19 |
|---------------------------|--------------------|---------|
| Science 30 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Social Studies 6 | Achievement | Green |
| | Improvement | Blue |
| | Overall | Green |
| Social Studies 9 | Achievement | Yellow |
| | Improvement | Blue |
| | Overall | Green |
| Social Studies 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Social Studies 30-1 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Social Studies 30-2 | Achievement | Yellow |
| | Improvement | Orange |
| | Overall | Orange |

5.3 Students who Self-Identify as Indigenous

Acceptable Standard based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|---------------------------|--------------------|---------|
| French Language Arts 6 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| French Language Arts 9 | Achievement | Red |
| | Improvement | Orange |
| | Overall | Red |
| French Language Arts 30-1 | Achievement | * |
| | Improvement | * |
| | Overall | * |
| Science 6 | Achievement | Red |
| | Improvement | Yellow |
| | Overall | Red |
| Science 9 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| Science 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Biology 30 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Chemistry 30 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |
| Physics 30 | Achievement | Blue |
| | Improvement | Yellow |
| | Overall | Blue |

| PAT/Dip | Measure Evaluation | 2018-19 |
|---------------------------|--------------------|---------|
| Science 30 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |
| Social Studies 6 | Achievement | Orange |
| | Improvement | Blue |
| | Overall | Green |
| Social Studies 9 | Achievement | Red |
| | Improvement | Green |
| | Overall | Orange |
| Social Studies 9K&E | Achievement | Green |
| | Improvement | Green |
| | Overall | Green |
| Social Studies 30-1 | Achievement | Yellow |
| | Improvement | Green |
| | Overall | Green |
| Social Studies 30-2 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |

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

Standard of Excellence based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|---------------------------|--------------------|---------|
| French Language Arts 6 | Achievement | Red |
| | Improvement | Orange |
| | Overall | Red |
| French Language Arts 9 | Achievement | Red |
| | Improvement | Orange |
| | Overall | Red |
| French Language Arts 30-1 | Achievement | * |
| | Improvement | * |
| | Overall | * |
| Science 6 | Achievement | Red |
| | Improvement | Orange |
| | Overall | Red |
| Science 9 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Science 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Biology 30 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| Chemistry 30 | Achievement | Blue |
| | Improvement | Green |
| | Overall | Blue |
| Physics 30 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |

| PAT/Dip | Measure Evaluation | 2018-19 |
|--|--------------------|---------|
| Science 30 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Social Studies 6 | Achievement | Orange |
| | Improvement | Blue |
| | Overall | Green |
| Social Studies 9 | Achievement | Red |
| | Improvement | Yellow |
| | Overall | Red |
| Social Studies 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Social Studies 30-1 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Social Studies 30-2 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |

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

5.4 Students with Identified Special Education Needs

Acceptable Standard based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|---------------------------|--------------------|---------|
| French Language Arts 6 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| French Language Arts 9 | Achievement | Red |
| | Improvement | Orange |
| | Overall | Red |
| French Language Arts 30-1 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Science 6 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| Science 9 | Achievement | Yellow |
| | Improvement | Green |
| | Overall | Green |
| Science 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Biology 30 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Chemistry 30 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |
| Physics 30 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |

| PAT/Dip | Measure Evaluation | 2018-19 |
|---------------------------|--------------------|---------|
| Science 30 | Achievement | Yellow |
| | Improvement | Orange |
| | Overall | Orange |
| Social Studies 6 | Achievement | Yellow |
| | Improvement | Blue |
| | Overall | Green |
| Social Studies 9 | Achievement | Orange |
| | Improvement | Blue |
| | Overall | Green |
| Social Studies 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Social Studies 30-1 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |
| Social Studies 30-2 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |

Standard of Excellence based on All Writers

| PAT/Dip | Measure Evaluation | 2018-19 |
|----------------------------------|---------------------------|----------------|
| French Language Arts 6 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| French Language Arts 9 | Achievement | Red |
| | Improvement | Orange |
| | Overall | Red |
| French Language Arts 30-1 | Achievement | Green |
| | Improvement | Green |
| | Overall | Green |
| Science 6 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Science 9 | Achievement | Green |
| | Improvement | Green |
| | Overall | Green |
| Science 9K&E | Achievement | Yellow |
| | Improvement | Green |
| | Overall | Green |
| Biology 30 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Chemistry 30 | Achievement | Blue |
| | Improvement | Yellow |
| | Overall | Blue |
| Physics 30 | Achievement | Blue |
| | Improvement | Yellow |
| | Overall | Blue |

| PAT/Dip | Measure Evaluation | 2018-19 |
|---------------------|--------------------|---------|
| Science 30 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |
| Social Studies 6 | Achievement | Yellow |
| | Improvement | Blue |
| | Overall | Green |
| Social Studies 9 | Achievement | Orange |
| | Improvement | Yellow |
| | Overall | Orange |
| Social Studies 9K&E | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |
| Social Studies 30-1 | Achievement | Green |
| | Improvement | Yellow |
| | Overall | Green |
| Social Studies 30-2 | Achievement | Yellow |
| | Improvement | Yellow |
| | Overall | Yellow |

- Targets for 2018-19

The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

- For the Writer cohort
 - French Language Arts 6: The Acceptable Standard Improvement Measure is *Improved*.
 - French Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - French Language Arts 30-1: The Acceptable Standard Achievement Measure is *Intermediate*.
 - Science 6: The Acceptable Standard Improvement Measure is *Improved*.
 - Science 9: The Acceptable Standard Improvement Measure is *Improved*.

- Biology 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Chemistry 30: The Acceptable Standard Improvement Measure is *Improved*.
 - Physics 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Science 30: The Acceptable Standard Achievement Measure is *Intermediate*.
 - Social Studies 6: The Standard of Excellence Improvement Measure is *Improved*.
 - Social Studies 9: The Acceptable Standard Improvement Measure is *Improved*.
 - Social Studies 30-1: The Acceptable Standard Overall Measure is *Good*.
 - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
- For the Students who Self-Identify as Indigenous cohort, the Acceptable Standard Improvement Measure for:
 - Science 6 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Science 9 is *Improved*.
 - Social Studies 6 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 9 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 30-1 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 30-2 is *Maintained* and there is evidence of chi-square value increase within the range.
- Analysis

The Acceptable Standard Achievement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for Science 30 where Students who Self-Identify as Indigenous achieved the highest *High* achievement level while the other three cohorts of students were one level lower;
- English Language Learners achieved the same *Maintained* achievement level as All Students in French Language Arts 30-1, Science 6 and Science 30 as well as the same *Very High* level as All Students in Social Studies 6 but was one level lower than All Students in the rest of the subjects;
- English Language Learners achieved the same *Intermediate* achievement level as All Students and Students with Identified Special Education Needs in French Language Arts 30-1;
- Students who Self-Identify as Indigenous achieved the same highest *Very High* achievement level as All Students in Physics 30 while English Language Learners and Students with Identified Special Education Needs were one level lower;

- English Language Learners, Students who Self-Identify as Indigenous as well as Students with Identified Special Education Needs achieved the same *Intermediate* achievement level in French Language Arts 6 and Biology 30 and the same *High* achievement level in Chemistry 30 that were uniformly one level lower than All Students in all three courses;
- Students who Self-Identify as Indigenous achieved the same *Intermediate* achievement level in Social Studies 30-1 and the same *Low* achievement level in Social Studies 30-2 as English Language Learners, which were uniformly one level lower than All Students and Students with Identified Special Education Needs in both courses;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the lowest *Very Low* achievement level in French Language Arts 9 that was one level lower than English Language Learners and two levels lower than All Students;
- Students with Identified Special Education Needs achieved *Low* achievement level in Science 6 and Social Studies 9 that were uniformly one level higher than Students who Self-Identify as Indigenous and one level lower than English Language Learners in both subjects; and
- Students with Identified Special Education Needs achieved *Intermediate* achievement level in Science 9 and Social Studies 6 that were uniformly one level higher than Students who Self-Identify as Indigenous and two levels lower than All Students in both subjects.

The Acceptable Standard Improvement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for French Language Arts 9, Science 6 and Social Studies 30-2 where English Language Learners were the tied highest or the highest;
- all four cohorts of students achieved the same *Maintained* level in French Language Arts 6 and French Language Arts 30-1 (Data for Students who Self-Identify as Indigenous was suppressed) as well as achieved the same *Improved Significantly* in Social Studies 6;
- English Language Learners were the highest among all four cohorts of students in French Language Arts 9 where the other three cohorts of students achieved the one level lower *Declined* evaluation level;
- English Language Learners achieved the highest *Improved Significantly* evaluation level in Science 6 and the tied highest *Maintained* level in Social Studies 30-2 with Students who Self-Identify as Indigenous and Students with Identified Special Education Needs;
- English Language Learners achieved the same highest *Improved Significantly* evaluation level as All Students in Social Studies 9 but one level lower in Science 9, Biology 30, Physics 30 and Science 30 and two levels lower in Chemistry 30 and Social Studies 30-1, reaching a *Maintained* evaluation level in both subjects;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same highest *Maintained* evaluation level as All Students in Biology 30;
- Students who Self-Identify as Indigenous achieved an *Improved* evaluation level in Social Studies 30-1, which was one level lower than All students and one level higher than English Language Learners and Students with Identified Special Education Needs;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* evaluation level in Science 6 that was one level higher than All Students;

- Students with Identified Special Education Needs achieved the same *Improved* evaluation level as English Language Learners in Science 9 that was one level lower than All Students but one level higher than Students who Self-Identify as Indigenous;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* evaluation level as English Language Learners in Chemistry 30 while All Students achieved an *Improved Significantly* evaluation level;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* evaluation level in Physics 30 that was two levels lower than All Students;
- Students who Self-Identify as Indigenous achieved the same *Maintained* evaluation level in Science 30 as English Language Learners that was one level lower than All Students but one level higher than Students with Identified Special Education Needs; and
- Students with Identified Special Education Needs achieved the highest *Improved Significantly* evaluation level as English Language Learners and All Students in Social Studies 9 that was one level higher than Students who Self-Identify as Indigenous.

The Standard of Excellence Achievement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for French Language Arts 30-1 where English Language Learners achieved the highest *Very High* achievement level and the other two cohorts of students (except for Students who Self-Identify as Indigenous) were one level lower;
- all four cohorts of students achieved the *Very High* achievement level in Chemistry 30;
- except for Students who Self-Identify as Indigenous, the other three cohorts of students achieved the *Very High* achievement level in Physics 30;
- both All Students and English Language Learners achieved the *Very High* achievement level in Biology 30 while Students who Self-Identify as Indigenous were at a *Low* achievement level and Students with Identified Special Education Needs were one level higher than Students who Self-Identify as Indigenous;
- both All Students and English Language Learners achieved the same highest *High* level in French Language Arts 6 and Science 6 while Students who Self-Identify as Indigenous achieved the lowest *Very Low* achievement level for both subjects;
- All Students and English Language Learners achieved the same *Intermediate* achievement level in French Language Arts 9 while the other two cohorts of students achieved the same *Very Low* level;
- All Students and English Language Learners achieved the *Very High* level in Science 9 and they were one level higher than Students with Identified Special Education Needs and two levels higher than Students who Self-Identify as Indigenous;
- All Students and Students with Identified Special Education Needs achieved the same *High* level in Science 30 while the other two cohorts of students were one level lower;
- four cohorts of students followed an one-level decreasing pattern in both Social Studies 6 and Social Studies 9 with the order of All Students, English Language Learners, Students with Identified Special Education Needs and Students who Self-Identify as Indigenous;

- both English Language Learners and Students who Self-Identify as Indigenous achieved the same *Intermediate* level in Social Studies 30-1 that was one level lower than Students with Identified Special Education Needs and two levels lower than All Students; and
- both English Language Learners and Students with Identified Special Education Needs achieved the same *Intermediate* level in Social Studies 30-2 that was one level higher than Students who Self-Identify as Indigenous and one level lower than All Students.

The Standard of Excellence Improvement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for French Language Arts 9, Science 6 and Social Studies 30-2;
- all four cohorts of students achieved the same *Improved Significantly* level in Social Studies 6;
- All Students achieved the highest *Improved Significantly* level in Science 30 and Social Studies 30-1 while the other three cohorts of students achieved the same *Maintained* level in both subjects;
- English Language Learners and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in French Language Arts 6 that was in the middle level of All Students and Students who Self-Identify as Indigenous;
- English Language Learners and Students with Identified Special Education Needs achieved the same *Improved* improvement level in Science 9 that was in the middle level of All Students and Students who Self-Identify as Indigenous;
- both All Students and English Language Learners achieved the highest *Improved Significantly* level in Social Studies 9 while the other two cohorts of students achieved the *Maintained* level in the same subject;
- English Language Learners achieved the highest *Improved* level in French Language Arts 9 where All Students were one level lower and the other two cohorts were two levels lower;
- Students with Identified Special Education Needs achieved an *Improved* level in French Language Arts 30-1 that was in the middle level of All Students and English Language Learners;
- English Language Learners achieved the highest *Improved Significantly* level in Science 6 while All Students and Students with Identified Special Education Needs achieved the same *Maintained* level;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in Biology 30 that was in the middle level of All Students and English Language Learners;
- English Language Learners and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in Chemistry 30 that was one level lower than Students who Self-Identify as Indigenous and two levels lower than All Students;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in Physics 30 that was one level lower than English Language Learners and two levels lower than All Students; and
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same highest *Maintained* improvement level in Social Studies 30-2 while the other two cohorts were at a *Declined* level.

As compared to the Standard of Excellence Measure results for each cohort, the Acceptable Standard Measure results were higher for:

- English Language Learners at the Achievement Measure level in Social Studies 6 and at the Improvement Measure level in Biology 30 and Social Studies 30-2;
- Students who Self-Identify as Indigenous at both measure levels in French Language 6;
- Students who Self-Identify as Indigenous at the Achievement Measure level in Biology 30, Physics 30 and Science 30;
- Students who Self-Identify as Indigenous at the Improvement Measure level in Science 6, Social Studies 9 and Social Studies 30-1; and
- Students with Identified Special Education Needs at the Achievement Measure level in French Language Arts 6 and at the Improvement Measure level in Social Studies 9

As compared to the Acceptable Standard, Measure results for each cohort, the Standard of Excellence Measure results were higher for:

- All Students at both measure levels in French Language Arts 30-1, Science 6, Biology 30 and Science 30;
- All Students at the Achievement Measure level in Social Studies 30-1 as well as Social Studies 30-2 and at the Improvement Measure level in French Language Arts 6 and French Language Arts 9;
- English Language Learners at both measure levels in French Language Arts 9;
- English Language Learners at the Achievement Measure level in all subjects except for Science 30, Social Studies 6, Social Studies 9 and Social Studies 30-1;
- Students who Self-Identify as Indigenous at both measure levels in Chemistry 30 and at the achievement level in Science 9;
- Students with Identified Special Education Needs at both measure levels in French Language Arts 30-1 and Science 30; and
- Students with Identified Special Education Needs at the Achievement Measure level in Science 6, Science 9, Chemistry 30 and Physics 30.

Results in the Improvement Measures show that in recent years, Students who Self-Identify as Indigenous have *Maintained, Improved or Improved Significantly*. This suggests that the continued efforts of the Indigenous Strategy are leading to improvement over time.

Students who Self-Identify as Indigenous achieved higher results in the Acceptable Standards while the other three cohorts of students performed better in the Standard of Excellences relatively. The Standard of Excellence measure results across cohorts were better in French Language Arts 30-1, Science 6, Science 9 and Chemistry 30 comparing to the corresponding Acceptable Standard measure results.

Based on the Measure Evaluations, All Students have the strongest results of all four cohorts at both standards.

- Building Capacity

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

- All Students
 - facilitate Learning Leader/Lead Teacher professional learning with a focus on outcomes-based assessment and reporting;
 - facilitate a concept-based learning network, consisting of teams of teachers and leaders from schools across the district with the goal of sharing resources and high-quality teaching and learning strategies;
 - participate in an Intra-Provincial, Multi-district New Curriculum Assessment Think Tank with the goal of sharing resources and high quality teaching and learning strategies;
 - support the implementation and use of *Assessment and Reporting in the CBE, Making Teaching & Learning Visible - Personalized Learning* and the *K-9 English Language Arts* and *K-9 Mathematics Assessment and Reporting Guides*;
 - Use the *K-9 English Language Arts* and *K-9 Mathematics Assessment and Reporting Guides* to support calibration of assessment to increase system wide clarity and alignment of the CBE K to 9 proficiency scale;
 - develop and implement Assessment and Reporting Guides, including the creation of professional learning videos and flat sheets for teachers;
- English Language Learners
 - focus on explicit English language instruction, intentional language support and the acquisition of academic language;
- Students who Self-Identify as Indigenous
 - collaborate with Indigenous Elders and Knowledge Keepers, system specialists and school based learning leaders and teachers in high schools to advance culturally responsive instructional design and assessment in Science 10, 20, 30. This will include co-designing and co-teaching units of study that include a balance of Modern/Western and Indigenous Science;
 - develop professional learning to support teachers, leaders and support staff to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
- Students with Identified Special Education Needs
 - support teachers with specific strategies on accommodating Students with Identified Special Education Needs when developing instruction and assessments; and
 - targeted strategies to support Students with Identified Special Education Needs in meeting with success in French Language Arts in division 3.

Targets |

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

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.
 - Targets for 2019-20
 - 4-year rate: Is at or above 80 percentage for All Students
 - 5-year rate: Is at or above 83 percentage for All Students
 - 3-year rate: The Achievement Measure increases one level to *Low* for Students who Self-Identify as Indigenous
 - 3-year rate: The Achievement Measure is *Intermediate* for Students with Identified Special Education Needs
 - 3-year rate: The Achievement Measure is *High* for All Students
 - 3-year rate: The Improvement Measure is *Improved* for All Students

2. Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.
 - Targets for 2019-20
 - English Language Arts:
 - Division 1 results for Students who Self-Identify as Indigenous will improve.
 - Division 1, 2, 3 and 4 results for English Language Learners will improve.
 - Mathematics:
 - Division 2 and 3 results for Students who Self-Identify as Indigenous will improve.

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Student Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - Targets for 2019-20

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

- For All Students
 - English Language Arts 30-1: The Acceptable Standard Achievement Measure will increase a level to *High*.
 - English Language Arts 30-2: The Acceptable Standard Achievement Measure will increase a level to *Intermediate*.
 - Mathematics 9: The Acceptable Standard Improvement Measure will increase a level to *Maintained*.
 - Mathematics 9: Percentage of students achieving the Acceptable Standard will be above 72.0%.
 - Mathematics 30-2: Percentage of students achieving the Acceptable Standard will be above 78.5%.

- For English Language Learners
 - English Language Arts 9: The Acceptable Standard Improvement Measure is *Improved*.
 - English Language Arts 30-1: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - English Language Arts 30-2: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - Mathematics 9: Percentage of students achieving the Acceptable Standard will be above 65.5%.
 - Mathematics 30-2: Percentage of students achieving the Acceptable Standard will be above 72.5%.

- For Students who Self-Identify as Indigenous
 - English Language Arts 9: Percentage of students achieving the Acceptable Standard will be above 80.0%.
 - English Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 6: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - Mathematics 9: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - Mathematics 30-1: Percentage of students achieving the Acceptable Standard will be above 69.5%.

- For Students with Identified Special Education Needs
 - English Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 9: Percentage of students achieving the Acceptable Standard will be above 71.5%.
 - English Language Arts 30-1: The Acceptable Standard Improvement Measure increases by one level to *Declined*.
 - English Language Arts 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 6: The Acceptable Standard Achievement Measure increases by one level to *Intermediate*.
 - Mathematics 6: Percentage of students achieving the Acceptable Standard will be above 69.0%.
 - Mathematics 9: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - Mathematics 9: Percentage of students achieving the Acceptable Standard will be above 50.0%.

4. Student results in each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
 - Targets for 2019-20
 - Career & Technology Foundations: Division 3 results for Students who Self-Identify as Indigenous and for Students with Identified Special Education Needs will improve.
 - Science: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.
 - Social Studies: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.
5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

- Targets for 2019-20

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

- For All Students
 - French Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained*.
 - French Language Arts 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Science 6: The Acceptable Standard Improvement Measure is *Maintained*.
 - Social Studies 30-1: The Acceptable Standard Improvement Measure is *Maintained*.
- For English Language Learners
 - French Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - French Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained*.
 - French Language Arts 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Science 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Biology 30: The Acceptable Standard Improvement Measure is *Maintained*.
 - Science 30: The Acceptable Standard Improvement Measure is *Maintained*.
 - Social Studies 9: The Acceptable Standard Improvement Measure is *Improved*.
 - Social Studies 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained*.

- For Students who Self-Identify as Indigenous
 - French Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained*.
 - French Language Arts 9: The Acceptable Standard Achievement Measure increases a level to *Low*.
 - Science 6: The Acceptable Standard Achievement Measure increases a level to *Low*.
 - Science 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Biology 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 9: The Acceptable Standard Achievement Measure increases a level to *Low*.
 - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.

- For the Students with Identified Special Education Needs cohort
 - French Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - French Language Arts 9: The Acceptable Standard Achievement Measure increases a level to *Low*.
 - French Language Arts 30-1: The Acceptable Standard Achievement Measure is *Intermediate*.
 - Science 6: The Acceptable Standard Achievement Measure is *Intermediate*.
 - Science 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Biology 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Science 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 9: The Acceptable Standard Improvement Measure is *Maintained*.
 - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.

APPENDIX

- Appendix I: Additional Data Sets by Indicator
- Appendix II: Distribution of Codes

ATTACHMENT

- Attachment I: Criteria for High School Completion Categories
- Attachment II: Strategies

appendix

I. Additional Data by Indicator

Indicator 1: Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

Number of students within each completion category

Note | see Appendix II for the criteria for each completion category.

| Rate | Compare | 2018-19 |
|--------|--|---------|
| 3-year | High School Diploma | 6241 |
| | High School Equivalency Diploma | 0 |
| | Certificate of High School Achievement | 76 |
| | Post-Secondary Attendance | 21 |
| | Apprenticeship | 1 |
| | Academic Standing | 106 |
| 4-year | High School Diploma | 6423 |
| | High School Equivalency Diploma | 2 |
| | Certificate of High School Achievement | 94 |
| | Post-Secondary Attendance | 68 |
| | Apprenticeship | 9 |
| | Academic Standing | 37 |
| 5-year | High School Diploma | 6836 |
| | High School Equivalency Diploma | 9 |
| | Certificate of High School Achievement | 100 |
| | Post-Secondary Attendance | 109 |
| | Apprenticeship | 24 |
| | Academic Standing | 25 |



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

- A. Students results by level of achievement within English Language Arts as measured by student report card stems 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations.

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

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

| Stem 1: Reads to explore, construct and extend understanding | | | | | | | |
|---|-------------|----------|----------|----------|----------|------------|------------|
| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
| 1 | 2018-19 | 22.9 | 23.5 | 24.9 | 14.0 | 11.5 | 3.2 |
| 2 | 2018-19 | 27.7 | 27.5 | 22.5 | 11.4 | 7.0 | 4.0 |
| 3 | 2018-19 | 27.9 | 31.4 | 22.4 | 8.4 | 4.1 | 5.9 |
| 4 | 2018-19 | 27.1 | 35.2 | 22.1 | 6.3 | 3.4 | 6.0 |
| 5 | 2018-19 | 22.4 | 37.9 | 26.1 | 4.3 | 3.4 | 6.0 |
| 6 | 2018-19 | 25.5 | 38.4 | 24.7 | 3.9 | 2.5 | 5.0 |
| 7 | 2018-19 | 21.7 | 41.3 | 28.5 | 3.8 | 1.8 | 2.8 |
| 8 | 2018-19 | 22.2 | 42.2 | 28.2 | 3.6 | 1.5 | 2.2 |
| 9 | 2018-19 | 23.3 | 43.1 | 28.2 | 2.5 | 1.5 | 1.5 |

| Stem 2: Writes to develop, organize and express information and ideas | | | | | | | |
|--|---------|------|------|------|-----|------|-----|
| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
| 1 | 2018-19 | 11.1 | 31.6 | 33.6 | 9.8 | 10.4 | 3.5 |
| 2 | 2018-19 | 10.9 | 33.8 | 34.1 | 9.5 | 6.9 | 4.8 |
| 3 | 2018-19 | 12.6 | 33.5 | 34.8 | 8.1 | 4.1 | 6.9 |
| 4 | 2018-19 | 13.1 | 37.0 | 33.0 | 5.4 | 3.4 | 8.1 |
| 5 | 2018-19 | 12.3 | 37.9 | 33.9 | 4.3 | 3.2 | 8.4 |
| 6 | 2018-19 | 15.7 | 38.0 | 33.5 | 4.1 | 2.2 | 6.5 |
| 7 | 2018-19 | 17.3 | 39.9 | 32.6 | 4.5 | 1.9 | 3.7 |
| 8 | 2018-19 | 18.2 | 40.8 | 32.5 | 4.2 | 1.6 | 2.8 |
| 9 | 2018-19 | 19.9 | 39.8 | 34.8 | 3.0 | 1.5 | 1.0 |

| Stem 3: Manages and evaluates information and ideas | | | | | | | |
|--|---------|------|------|------|-----|-----|-----|
| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
| 1 | 2018-19 | 11.3 | 38.7 | 37.7 | 3.7 | 6.2 | 2.4 |
| 2 | 2018-19 | 13.6 | 42.0 | 34.5 | 3.5 | 3.9 | 2.5 |
| 3 | 2018-19 | 15.0 | 39.6 | 35.3 | 4.4 | 2.6 | 3.1 |
| 4 | 2018-19 | 16.2 | 42.4 | 32.5 | 2.8 | 2.1 | 3.9 |
| 5 | 2018-19 | 16.5 | 41.4 | 32.9 | 2.9 | 2.1 | 4.2 |
| 6 | 2018-19 | 18.9 | 41.7 | 31.4 | 3.3 | 1.4 | 3.3 |
| 7 | 2018-19 | 21.2 | 41.0 | 30.5 | 4.5 | 1.1 | 1.7 |
| 8 | 2018-19 | 21.2 | 42.7 | 29.8 | 3.8 | 1.0 | 1.4 |
| 9 | 2018-19 | 21.8 | 46.5 | 26.2 | 2.5 | 1.5 | 1.5 |

| Stem 4: Constructs meaning and makes connections through speaking | | | | | | | |
|--|---------|------|------|------|-----|-----|-----|
| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
| 1 | 2018-19 | 14.4 | 41.6 | 32.6 | 1.4 | 6.0 | 3.9 |
| 2 | 2018-19 | 17.1 | 45.3 | 29.6 | 1.4 | 3.2 | 3.4 |
| 3 | 2018-19 | 17.6 | 43.9 | 32.0 | 1.7 | 2.0 | 2.8 |
| 4 | 2018-19 | 19.6 | 46.1 | 28.7 | 1.3 | 1.8 | 2.4 |
| 5 | 2018-19 | 18.1 | 46.6 | 30.0 | 1.2 | 1.8 | 2.2 |
| 6 | 2018-19 | 19.6 | 45.9 | 30.2 | 1.3 | 1.3 | 1.6 |
| 7 | 2018-19 | 21.8 | 46.0 | 27.7 | 2.5 | 1.2 | 0.7 |
| 8 | 2018-19 | 21.3 | 47.9 | 27.0 | 2.2 | 1.2 | 0.4 |
| 9 | 2018-19 | 25.8 | 51.0 | 17.7 | 2.5 | 1.5 | 1.5 |

| Stem 5: Constructs meaning and makes connections through listening | | | | | | | |
|---|---------|------|------|------|-----|-----|-----|
| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
| 1 | 2018-19 | 14.3 | 41.9 | 33.6 | 2.0 | 5.7 | 2.5 |
| 2 | 2018-19 | 17.5 | 45.5 | 30.1 | 1.7 | 3.1 | 2.0 |
| 3 | 2018-19 | 19.3 | 42.8 | 31.7 | 2.1 | 1.9 | 2.1 |
| 4 | 2018-19 | 21.1 | 44.6 | 29.0 | 1.8 | 1.6 | 2.0 |
| 5 | 2018-19 | 21.1 | 43.8 | 29.9 | 1.5 | 1.7 | 2.0 |
| 6 | 2018-19 | 23.7 | 44.1 | 27.9 | 1.6 | 1.2 | 1.5 |
| 7 | 2018-19 | 25.1 | 44.0 | 27.0 | 2.3 | 1.1 | 0.6 |
| 8 | 2018-19 | 24.6 | 45.4 | 25.7 | 2.7 | 1.1 | 0.5 |
| 9 | 2018-19 | 25.2 | 47.5 | 21.3 | 3.5 | 1.5 | 1.0 |

| Stem 6: Represents ideas and creates understanding through a variety of media | | | | | | | |
|--|---------|------|------|------|-----|-----|-----|
| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
| 1 | 2018-19 | 9.9 | 43.9 | 37.6 | 2.8 | 4.2 | 1.6 |
| 2 | 2018-19 | 12.8 | 46.2 | 34.7 | 2.3 | 2.6 | 1.5 |
| 3 | 2018-19 | 15.0 | 44.6 | 34.1 | 2.9 | 1.7 | 1.8 |
| 4 | 2018-19 | 16.9 | 46.6 | 31.4 | 1.7 | 1.3 | 2.1 |
| 5 | 2018-19 | 18.0 | 46.1 | 31.2 | 1.3 | 1.3 | 2.1 |
| 6 | 2018-19 | 20.4 | 46.1 | 29.1 | 2.0 | 0.9 | 1.5 |
| 7 | 2018-19 | 23.5 | 44.4 | 27.8 | 2.9 | 0.9 | 0.6 |
| 8 | 2018-19 | 24.3 | 44.4 | 27.2 | 2.9 | 0.9 | 0.4 |
| 9 | 2018-19 | 26.0 | 45.1 | 25.0 | 2.0 | 1.0 | 1.0 |

B. Students results by level of achievement within Mathematics as measured by student report card stems 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

| Stem 1: Develops and applies appropriate and efficient strategies for computation | | | | | | | |
|---|---------|------|------|------|-----|-----|-----|
| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
| 1 | 2018-19 | 19.1 | 40.0 | 32.6 | 5.3 | 2.0 | 1.1 |
| 2 | 2018-19 | 22.1 | 39.0 | 29.8 | 6.6 | 1.1 | 1.4 |
| 3 | 2018-19 | 24.0 | 37.9 | 29.3 | 5.6 | 0.6 | 2.5 |
| 4 | 2018-19 | 24.7 | 38.8 | 28.3 | 4.7 | 0.4 | 3.2 |
| 5 | 2018-19 | 24.8 | 38.9 | 26.7 | 5.7 | 0.3 | 3.7 |
| 6 | 2018-19 | 28.6 | 36.0 | 25.7 | 6.0 | 0.3 | 3.5 |
| 7 | 2018-19 | 24.2 | 39.1 | 27.7 | 6.5 | 0.3 | 2.2 |
| 8 | 2018-19 | 24.4 | 38.1 | 29.5 | 6.3 | 0.4 | 1.3 |
| 9 | 2018-19 | 25.9 | 38.3 | 25.4 | 7.5 | 0.5 | 2.5 |

| Stem 2: Explores and develops strategies for mental mathematics and estimation | | | | | | | |
|---|---------|------|------|------|-----|-----|-----|
| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
| 1 | 2018-19 | 19.1 | 38.1 | 33.6 | 6.1 | 2.1 | 1.1 |
| 2 | 2018-19 | 21.8 | 40.0 | 29.4 | 6.2 | 1.3 | 1.3 |
| 3 | 2018-19 | 24.3 | 37.4 | 29.6 | 5.7 | 0.6 | 2.3 |
| 4 | 2018-19 | 23.3 | 39.3 | 29.4 | 4.6 | 0.4 | 3.0 |
| 5 | 2018-19 | 23.2 | 39.1 | 29.1 | 4.6 | 0.4 | 3.5 |
| 6 | 2018-19 | 26.1 | 36.8 | 28.2 | 5.1 | 0.4 | 3.4 |
| 7 | 2018-19 | 26.0 | 37.1 | 28.9 | 5.8 | 0.3 | 1.9 |
| 8 | 2018-19 | 25.5 | 36.5 | 29.2 | 6.9 | 0.4 | 1.5 |
| 9 | 2018-19 | 18.1 | 41.7 | 30.7 | 7.5 | 0.5 | 1.5 |

| Stem 3: Models, represents and communicates mathematical ideas | | | | | | | |
|---|---------|------|------|------|-----|-----|-----|
| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
| 1 | 2018-19 | 15.0 | 41.4 | 33.5 | 4.0 | 3.8 | 2.2 |
| 2 | 2018-19 | 17.0 | 41.6 | 32.9 | 3.9 | 2.6 | 2.0 |
| 3 | 2018-19 | 18.9 | 40.3 | 31.9 | 4.7 | 1.4 | 2.9 |
| 4 | 2018-19 | 18.9 | 42.6 | 30.5 | 3.4 | 1.3 | 3.4 |
| 5 | 2018-19 | 18.9 | 41.0 | 31.8 | 3.5 | 1.1 | 3.6 |
| 6 | 2018-19 | 21.7 | 38.3 | 31.1 | 4.6 | 1.0 | 3.4 |
| 7 | 2018-19 | 23.7 | 39.2 | 29.0 | 5.5 | 0.7 | 1.9 |
| 8 | 2018-19 | 23.6 | 37.9 | 31.4 | 5.3 | 0.6 | 1.1 |
| 9 | 2018-19 | 22.5 | 41.0 | 30.0 | 3.5 | 1.0 | 2.0 |

| Stem 4: Understands mathematical concepts and relationships | | | | | | | |
|--|---------|------|------|------|-----|-----|-----|
| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
| 1 | 2018-19 | 23.7 | 41.4 | 27.5 | 4.2 | 2.1 | 1.1 |
| 2 | 2018-19 | 25.6 | 41.0 | 25.7 | 5.1 | 1.4 | 1.2 |
| 3 | 2018-19 | 27.6 | 38.6 | 26.0 | 4.8 | 0.7 | 2.3 |
| 4 | 2018-19 | 26.9 | 39.3 | 26.4 | 4.0 | 0.5 | 3.0 |
| 5 | 2018-19 | 24.8 | 39.7 | 27.2 | 4.5 | 0.5 | 3.3 |
| 6 | 2018-19 | 27.6 | 36.8 | 27.3 | 4.6 | 0.5 | 3.2 |
| 7 | 2018-19 | 26.5 | 40.1 | 26.8 | 4.5 | 0.3 | 1.7 |
| 8 | 2018-19 | 28.1 | 38.2 | 27.8 | 4.5 | 0.3 | 1.2 |
| 9 | 2018-19 | 31.7 | 35.6 | 26.7 | 4.0 | 0.5 | 1.5 |

| Stem 5: Uses mathematical reasoning to analyze and solve problems | | | | | | | |
|--|---------|------|------|------|-----|-----|-----|
| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
| 1 | 2018-19 | 15.6 | 38.3 | 34.6 | 6.4 | 3.7 | 1.4 |
| 2 | 2018-19 | 16.7 | 38.8 | 32.6 | 7.3 | 2.9 | 1.7 |
| 3 | 2018-19 | 18.3 | 36.9 | 33.0 | 7.4 | 1.5 | 2.8 |
| 4 | 2018-19 | 18.5 | 38.3 | 32.0 | 6.1 | 1.3 | 4.0 |
| 5 | 2018-19 | 17.9 | 38.1 | 32.4 | 6.5 | 1.3 | 3.8 |
| 6 | 2018-19 | 20.9 | 35.2 | 31.4 | 7.6 | 0.9 | 4.0 |
| 7 | 2018-19 | 20.4 | 37.0 | 31.1 | 8.7 | 0.6 | 2.2 |
| 8 | 2018-19 | 19.4 | 36.5 | 32.5 | 9.1 | 0.6 | 1.8 |
| 9 | 2018-19 | 20.0 | 38.0 | 29.0 | 9.0 | 1.0 | 3.0 |

C. Students results by level of achievement within English Language Arts as measured by student report cards 2018-19: high school courses

| Course | Year | 80 - 100% | 65 - 79% | 50 - 64% | 0 - 49% |
|--------|---------|-----------|----------|----------|---------|
| 10-1 | 2018-19 | 34.3 | 44.1 | 19.5 | 2.0 |
| 10-2 | 2018-19 | 9.6 | 31.7 | 49.5 | 9.3 |
| 10-4 | 2018-19 | 8.9 | 33.3 | 49.6 | 8.1 |
| 20-1 | 2018-19 | 36.2 | 43.1 | 19.0 | 1.7 |
| 20-2 | 2018-19 | 10.4 | 36.6 | 46.3 | 6.7 |
| 20-4 | 2018-19 | 14.6 | 37.2 | 41.6 | 6.6 |
| 30-1 | 2018-19 | 24.9 | 47.5 | 23.4 | 4.1 |
| 30-2 | 2018-19 | 9.5 | 44.3 | 38.3 | 8.0 |
| 30-4 | 2018-19 | 16.0 | 39.6 | 40.2 | 4.1 |

D. Students results by level of achievement within Mathematics as measured by student report cards 2018-19: high school courses

| Course | Year | 80 - 100% | 65 - 79% | 50 - 64% | 0 - 49% |
|--------|---------|-----------|----------|----------|---------|
| 10C | 2018-19 | 44.4 | 24.0 | 24.1 | 7.5 |
| 10-3 | 2018-19 | 22.6 | 32.1 | 37.2 | 8.1 |
| 10-4 | 2018-19 | 21.0 | 29.4 | 41.6 | 8.0 |
| 20-1 | 2018-19 | 46.8 | 24.9 | 21.4 | 7.0 |
| 20-2 | 2018-19 | 16.1 | 34.2 | 41.6 | 8.2 |
| 20-3 | 2018-19 | 22.4 | 32.7 | 39.6 | 5.3 |
| 20-4 | 2018-19 | 19.1 | 36.3 | 36.8 | 7.8 |
| 30-1 | 2018-19 | 48.2 | 26.3 | 17.9 | 7.5 |
| 30-2 | 2018-19 | 22.4 | 34.3 | 32.3 | 11 |
| 30-3 | 2018-19 | 17.1 | 32.6 | 42.9 | 7.4 |
| 31 | 2018-19 | 70.6 | 18.5 | 8.3 | 2.6 |

Indicator 3: The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

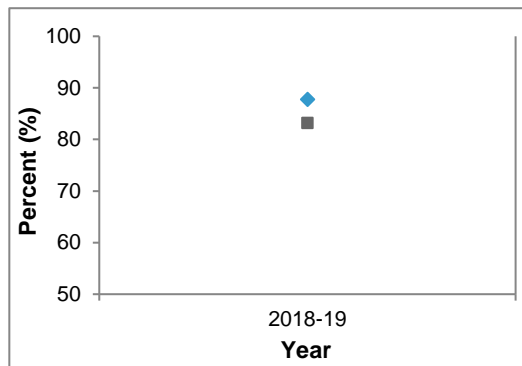
A. Percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts Provincial Achievement Tests and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Grade 6 English Language Arts Results

Acceptable Standard

All Students Enrolled

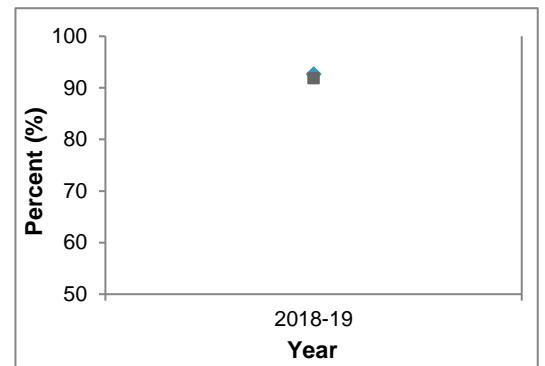
| Year | 2018-19 |
|-------------|-------------|
| CBE | 87.8 |
| Prov | 83.2 |
| Diff | 4.6 |



Acceptable Standard

All Students Who Wrote

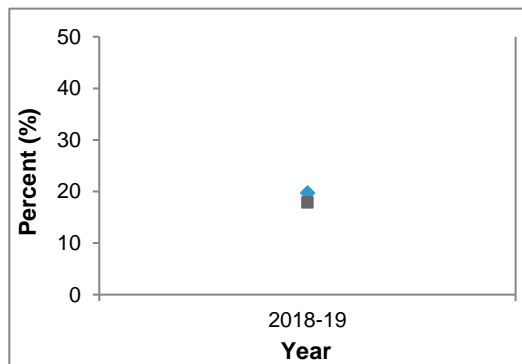
| Year | 2018-19 |
|-------------|-------------|
| CBE | 92.7 |
| Prov | 91.9 |
| Diff | 0.8 |



Standard of Excellence

All Students Enrolled

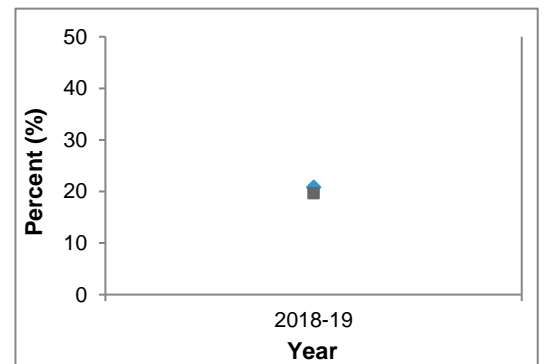
| Year | 2018-19 |
|-------------|-------------|
| CBE | 19.7 |
| Prov | 17.8 |
| Diff | 1.9 |



Standard of Excellence

All Students Who Wrote

| Year | 2018-19 |
|-------------|-------------|
| CBE | 20.8 |
| Prov | 19.6 |
| Diff | 1.2 |



Note | All Students Enrolled includes students who were absent or excused from the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have “not met the Acceptable Standard”.

Participation

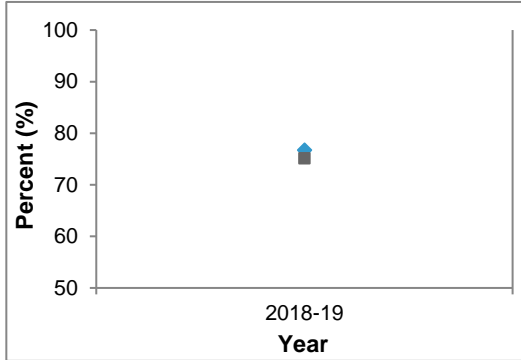
| Year | CBE | Prov | Diff. |
|---------|-------------|-------------|--------------|
| 2018-19 | 94.7 | 90.5 | 4.2 |

Grade 9 English Language Arts Results

Acceptable Standard

All Students Enrolled

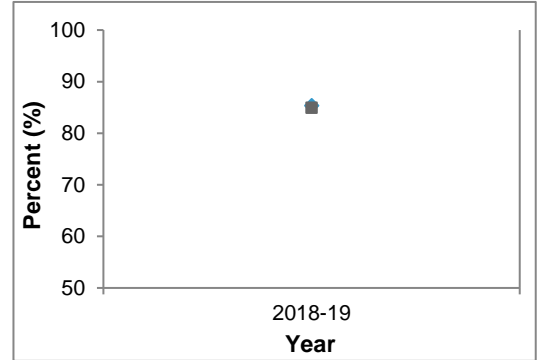
| Year | 2018-19 |
|-------------|-------------|
| CBE | 76.7 |
| Prov | 75.1 |
| Diff | 1.6 |



Acceptable Standard

All Students Who Wrote

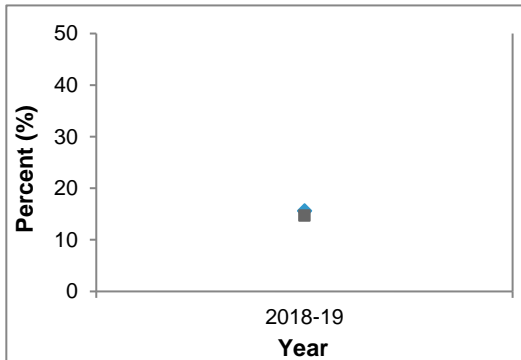
| Year | 2018-19 |
|-------------|-------------|
| CBE | 85.3 |
| Prov | 84.9 |
| Diff | 0.4 |



Standard of Excellence

All Students Enrolled

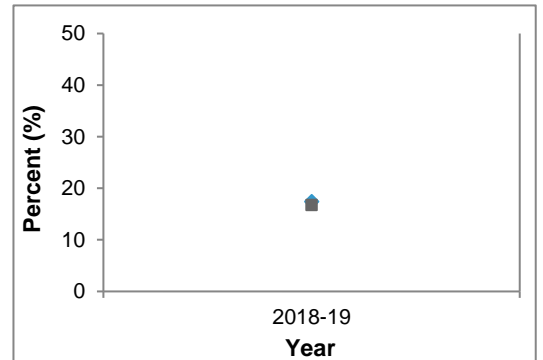
| Year | 2018-19 |
|-------------|-------------|
| CBE | 15.6 |
| Prov | 14.7 |
| Diff | 0.9 |



Standard of Excellence

All Students Who Wrote

| Year | 2018-19 |
|-------------|-------------|
| CBE | 17.4 |
| Prov | 16.7 |
| Diff | 0.7 |



Note | All Students Enrolled includes students who were absent or excused from the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have “not met the Acceptable Standard”.

Participation

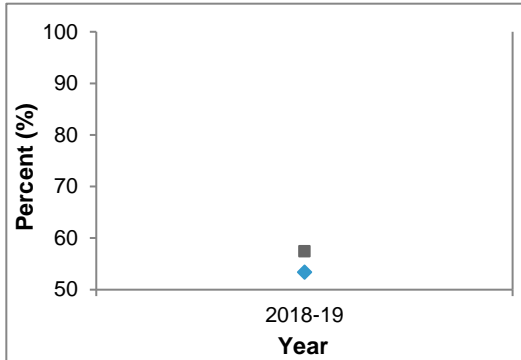
| Year | CBE | Prov | Diff. |
|---------|-------------|-------------|--------------|
| 2018-19 | 90.0 | 88.5 | 1.5 |

Grade 9 English Language Arts K&E Results

Acceptable Standard

All Students Enrolled

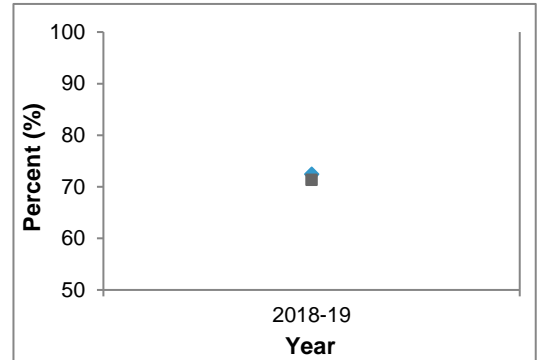
| Year | 2018-19 |
|-------------|-------------|
| CBE | 53.4 |
| Prov | 57.4 |
| Diff | -4.0 |



Acceptable Standard

All Students Who Wrote

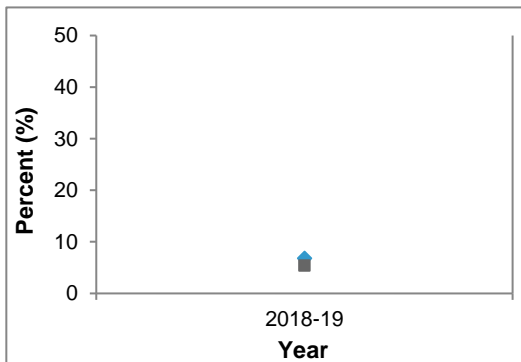
| Year | 2018-19 |
|-------------|-------------|
| CBE | 72.4 |
| Prov | 71.3 |
| Diff | 1.1 |



Standard of Excellence

All Students Enrolled

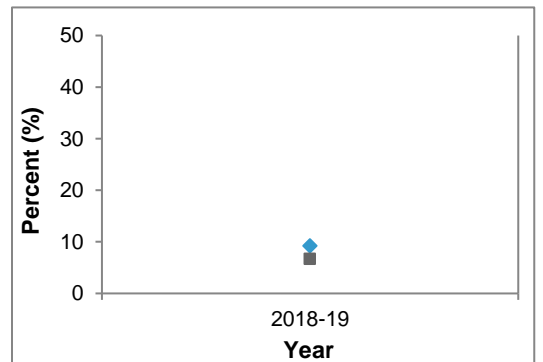
| Year | 2018-19 |
|-------------|------------|
| CBE | 6.8 |
| Prov | 5.4 |
| Diff | 1.4 |



Standard of Excellence

All Students Who Wrote

| Year | 2018-19 |
|-------------|------------|
| CBE | 9.2 |
| Prov | 6.7 |
| Diff | 2.5 |



Note | All Students Enrolled includes students who were absent or excused from the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have “not met the Acceptable Standard”.

Participation

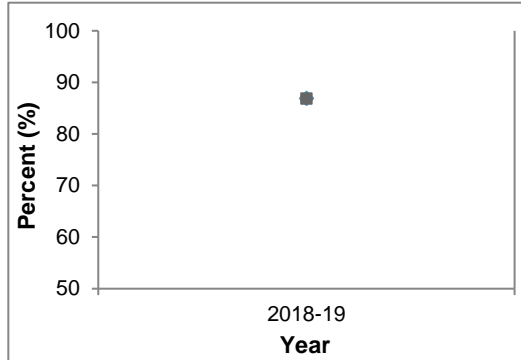
| Year | CBE | Prov | Diff. |
|---------|-------------|-------------|--------------|
| 2018-19 | 73.7 | 80.5 | -6.8 |

English Language Arts 30-1

Acceptable Standard

All Students Who Wrote

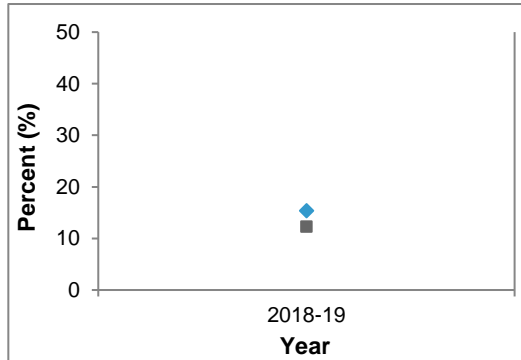
| | |
|-------------|-------------|
| Year | 2018-19 |
| CBE | 86.9 |
| Prov | 86.8 |
| Diff | 0.1 |



Standard of Excellence

All Students Who Wrote

| | |
|-------------|-------------|
| Year | 2018-19 |
| CBE | 15.4 |
| Prov | 12.3 |
| Diff | 3.1 |



Participation

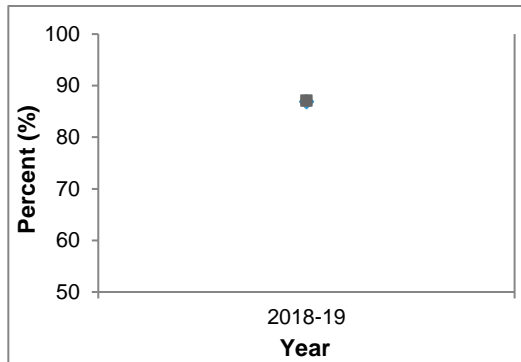
| Year | CBE | Prov | Diff. |
|---------|------|------|-------|
| 2014-15 | 60.3 | 53.3 | 7.0 |
| 2015-16 | 61.7 | 54.0 | 7.7 |
| 2016-17 | 61.9 | 55.0 | 6.9 |
| 2017-18 | 63.8 | 56.3 | 7.5 |
| 2018-19 | 63.2 | 55.5 | 7.7 |

English Language Arts 30-2

Acceptable Standard

All Students Who Wrote

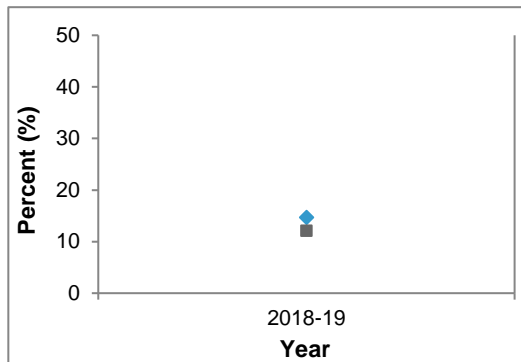
| | |
|-------------|-------------|
| Year | 2018-19 |
| CBE | 86.9 |
| Prov | 87.1 |
| Diff | -0.2 |



Standard of Excellence

All Students Who Wrote

| | |
|-------------|-------------|
| Year | 2018-19 |
| CBE | 14.7 |
| Prov | 12.1 |
| Diff | 2.6 |



Participation

| Year | CBE | Prov | Diff. |
|---------|------|------|-------|
| 2014-15 | 22.4 | 28.7 | -6.3 |
| 2015-16 | 21.7 | 28.7 | -7.0 |
| 2016-17 | 22.0 | 28.8 | -6.8 |
| 2017-18 | 19.4 | 27.8 | -8.4 |
| 2018-19 | 21.2 | 28.7 | -7.5 |

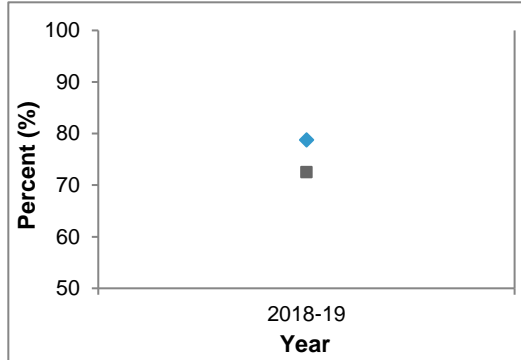
B. Percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the Mathematics Provincial Achievement Tests and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Grade 6 Mathematics Results

Acceptable Standard

All Students Enrolled

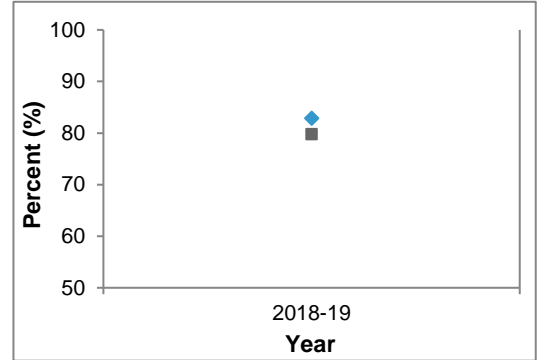
| Year | 2018-19 |
|------|---------|
| CBE | 78.8 |
| Prov | 72.5 |
| Diff | 6.3 |



Acceptable Standard

All Students Who Wrote

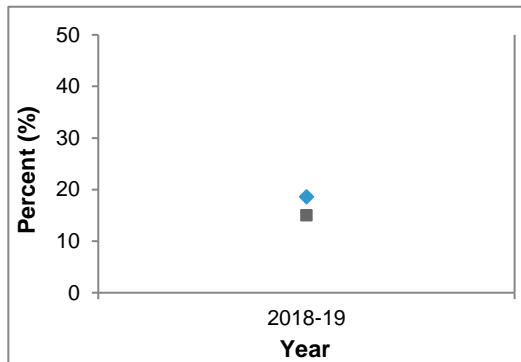
| Year | 2018-19 |
|------|---------|
| CBE | 82.9 |
| Prov | 79.8 |
| Diff | 3.1 |



Standard of Excellence

All Students Enrolled

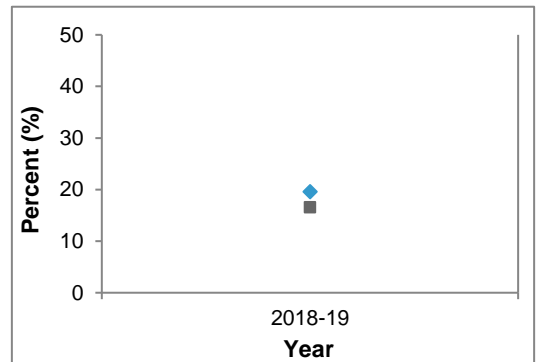
| Year | 2018-19 |
|------|---------|
| CBE | 18.6 |
| Prov | 15.0 |
| Diff | 3.6 |



Standard of Excellence

All Students Who Wrote

| Year | 2018-19 |
|------|---------|
| CBE | 19.6 |
| Prov | 16.6 |
| Diff | 3.0 |



Note | All Students Enrolled includes students who were absent or excused from the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have “not met the Acceptable Standard”.

Participation

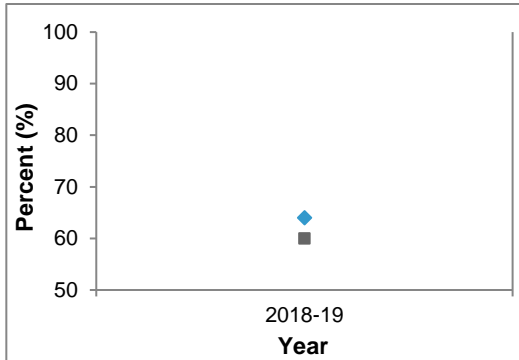
| Year | CBE | Prov | Diff. |
|---------|------|------|-------|
| 2018-19 | 95.0 | 90.8 | 4.2 |

Grade 9 Mathematics Results

Acceptable Standard

All Students Enrolled

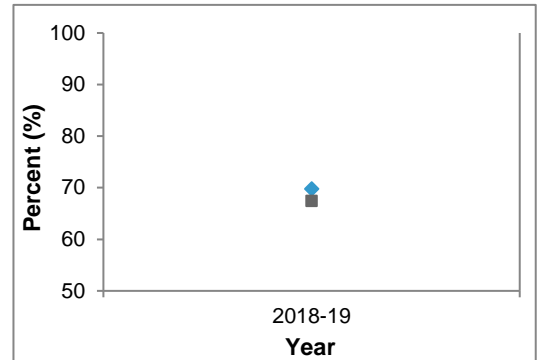
| Year | 2018-19 |
|-------------|-------------|
| CBE | 64.0 |
| Prov | 60.0 |
| Diff | 4.0 |



Acceptable Standard

All Students Who Wrote

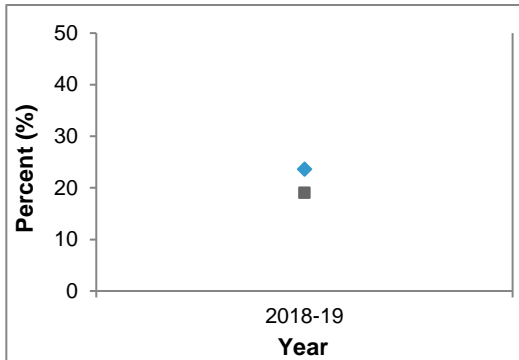
| Year | 2018-19 |
|-------------|-------------|
| CBE | 69.8 |
| Prov | 67.4 |
| Diff | 2.4 |



Standard of Excellence

All Students Enrolled

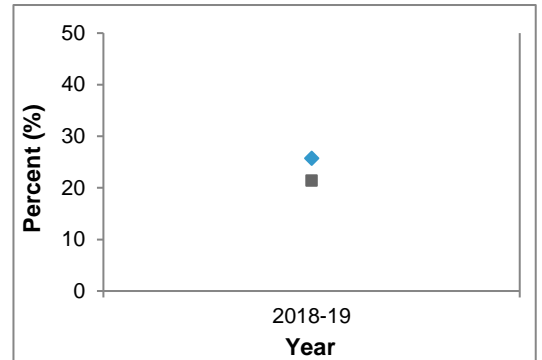
| Year | 2018-19 |
|-------------|-------------|
| CBE | 23.6 |
| Prov | 19.0 |
| Diff | 4.6 |



Standard of Excellence

All Students Who Wrote

| Year | 2018-19 |
|-------------|-------------|
| CBE | 25.7 |
| Prov | 21.4 |
| Diff | 4.3 |



Note | All Students Enrolled includes students who were absent or excused from the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have “not met the Acceptable Standard”.

Participation

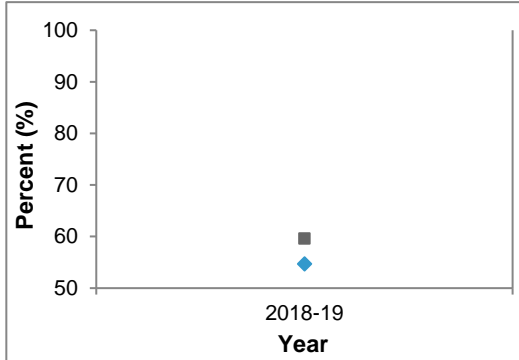
| Year | CBE | Prov | Diff. |
|---------|-------------|-------------|--------------|
| 2018-19 | 91.7 | 89.0 | 2.7 |

Grade 9 Mathematics K&E Results

Acceptable Standard

All Students Enrolled

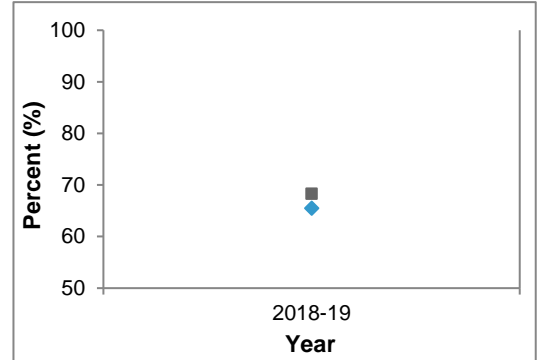
| Year | 2018-19 |
|------|---------|
| CBE | 54.7 |
| Prov | 59.6 |
| Diff | -4.9 |



Acceptable Standard

All Students Who Wrote

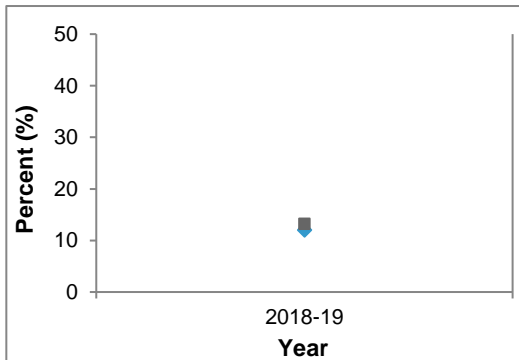
| Year | 2018-19 |
|------|---------|
| CBE | 65.5 |
| Prov | 68.3 |
| Diff | -2.8 |



Standard of Excellence

All Students Enrolled

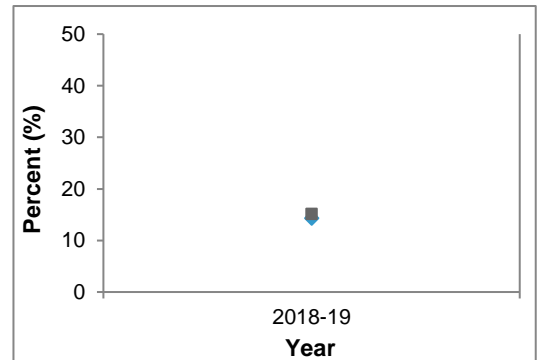
| Year | 2018-19 |
|------|---------|
| CBE | 12.0 |
| Prov | 13.2 |
| Diff | -1.2 |



Standard of Excellence

All Students Who Wrote

| Year | 2018-19 |
|------|---------|
| CBE | 14.3 |
| Prov | 15.1 |
| Diff | -0.8 |



Note | All Students Enrolled includes students who were absent or excused from the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have “not met the Acceptable Standard”.

Participation

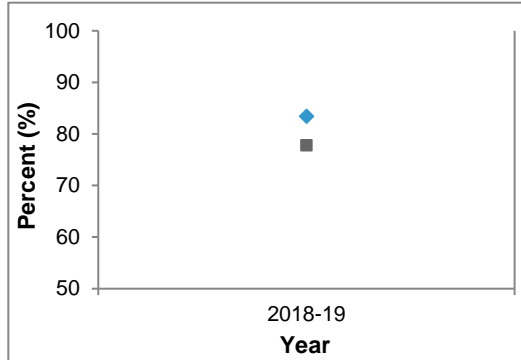
| Year | CBE | Prov | Diff. |
|---------|------|------|-------|
| 2018-19 | 83.5 | 87.3 | -3.8 |

Mathematics 30-1

Acceptable Standard

All Students Who Wrote

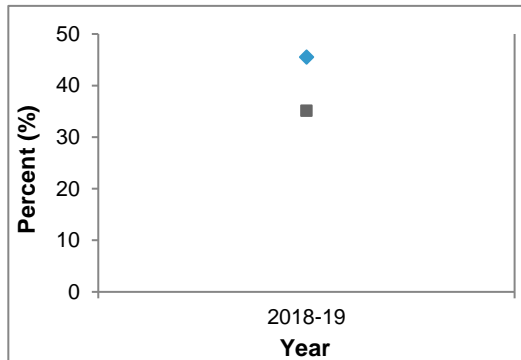
| | |
|-------------|-------------|
| Year | 2018-19 |
| CBE | 83.4 |
| Prov | 77.8 |
| Diff | 5.6 |



Standard of Excellence

All Students Who Wrote

| | |
|-------------|-------------|
| Year | 2018-19 |
| CBE | 45.5 |
| Prov | 35.1 |
| Diff | 10.4 |



Participation

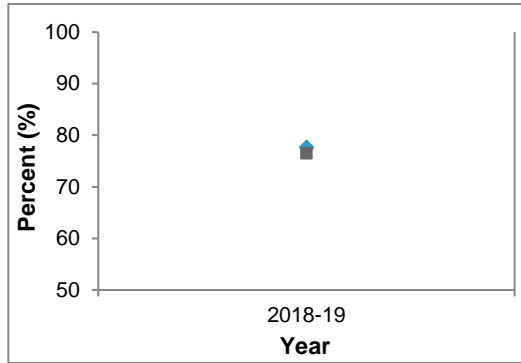
| Year | CBE | Prov | Diff. |
|---------|-------------|-------------|--------------|
| 2014-15 | 47.2 | 37.1 | 10.1 |
| 2015-16 | 46.6 | 36.5 | 10.1 |
| 2016-17 | 46.2 | 35.5 | 10.7 |
| 2017-18 | 47.9 | 36.5 | 11.4 |
| 2018-19 | 45.9 | 35.2 | 10.7 |

Mathematics 30-2

Acceptable Standard

All Students Who Wrote

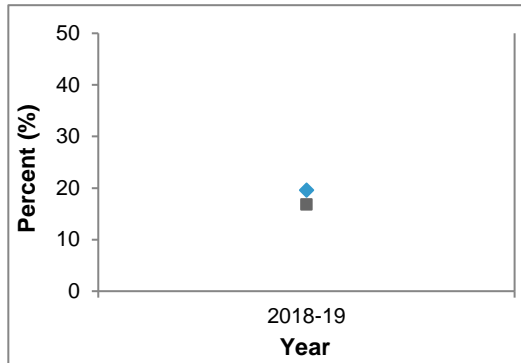
| | |
|-------------|-------------|
| Year | 2018-19 |
| CBE | 77.7 |
| Prov | 76.5 |
| Diff | 1.2 |



Standard of Excellence

All Students Who Wrote

| | |
|-------------|-------------|
| Year | 2018-19 |
| CBE | 19.6 |
| Prov | 16.8 |
| Diff | 2.8 |



Participation

| Year | CBE | Prov | Diff. |
|---------|------|------|-------|
| 2014-15 | 18.9 | 22.4 | -3.5 |
| 2015-16 | 20.5 | 23.7 | -3.2 |
| 2016-17 | 20.5 | 25.1 | -4.6 |
| 2017-18 | 20.1 | 24.9 | -4.8 |
| 2018-19 | 21.4 | 25.9 | -4.5 |

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

A. Students results by level of achievement within Career & Technology Foundations as measured by student report cards 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
|-------|---------|------|------|------|-----|-----|-----|
| 5 | 2018-19 | 26.2 | 50.7 | 22.5 | 0.4 | 0.1 | 0.2 |
| 6 | 2018-19 | 22.1 | 47.9 | 27.1 | 2.9 | 0.1 | 0.1 |
| 7 | 2018-19 | 27.3 | 48.4 | 21.7 | 2.4 | 0.2 | 0.1 |
| 8 | 2018-19 | 28.5 | 46.1 | 22.4 | 2.8 | 0.1 | 0.1 |
| 9 | 2018-19 | 27.1 | 41.9 | 23.7 | 3.8 | 3.5 | 0.0 |

B. Students results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2018-19: high school courses

Legend | The CTS Programs of Study are organized into five clusters:

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

| Cluster | Year | 80 - 100% | 65 - 79% | 50 - 64% | 0 - 49% |
|---------|---------|-----------|----------|----------|---------|
| BIT | 2018-19 | 65.9 | 20.5 | 13.5 | 0.0 |
| HRH | 2018-19 | 68.0 | 20.6 | 11.4 | 0.0 |
| MDC | 2018-19 | 63.2 | 22.3 | 14.4 | 0.1 |
| NAT | 2018-19 | 59.7 | 28.4 | 11.6 | 0.3 |
| TMT | 2018-19 | 60.7 | 26.0 | 13.3 | 0.0 |

C. Students results by level of achievement within Fine and Performing Arts as measured by student report cards 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
|-------|---------|------|------|------|-----|-----|-----|
| 1 | 2018-19 | 14.7 | 50.7 | 32.4 | 0.9 | 0.7 | 0.5 |
| 2 | 2018-19 | 18.3 | 54.1 | 26.3 | 0.6 | 0.4 | 0.4 |
| 3 | 2018-19 | 19.2 | 51.6 | 27.8 | 0.8 | 0.3 | 0.3 |
| 4 | 2018-19 | 21.9 | 53.0 | 24.1 | 0.6 | 0.2 | 0.3 |
| 5 | 2018-19 | 22.9 | 51.0 | 24.3 | 0.9 | 0.7 | 0.1 |
| 6 | 2018-19 | 26.7 | 48.9 | 23.0 | 1.2 | 0.1 | 0.1 |
| 7 | 2018-19 | 28.2 | 47.8 | 21.5 | 2.2 | 0.2 | 0.1 |
| 8 | 2018-19 | 30.3 | 45.4 | 21.2 | 2.7 | 0.1 | 0.2 |
| 9 | 2018-19 | 33.8 | 38.6 | 24.3 | 2.6 | 0.7 | 0.0 |

D. Students results by level of achievement within Fine and Performing Arts as measured by student report cards 2018-19: high school courses

| Level | Year | 80 - 100% | 65 - 79% | 50 - 64% | 0 - 49% |
|-------|---------|-----------|----------|----------|---------|
| 10 | 2018-19 | 66.0 | 18.9 | 11.9 | 3.1 |
| 20 | 2018-19 | 74.0 | 16.8 | 7.8 | 1.4 |
| 30 | 2018-19 | 79.7 | 12.5 | 7.1 | 0.7 |

E. Students results by level of achievement within French Language Arts as measured by student report cards 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
|-------|---------|------|------|------|-----|-----|-----|
| 1 | 2018-19 | 26.7 | 38.2 | 28.4 | 6.1 | 0.0 | 0.6 |
| 2 | 2018-19 | 32.0 | 37.6 | 24.3 | 4.5 | 0.0 | 1.6 |
| 3 | 2018-19 | 24.2 | 40.8 | 28.1 | 4.6 | 0.0 | 2.3 |
| 4 | 2018-19 | 23.2 | 44.3 | 27.0 | 2.5 | 0.1 | 2.9 |
| 5 | 2018-19 | 23.0 | 47.7 | 24.7 | 1.8 | 0.0 | 3.0 |
| 6 | 2018-19 | 23.7 | 46.8 | 25.8 | 1.4 | 0.0 | 2.4 |
| 7 | 2018-19 | 25.6 | 49.5 | 22.6 | 1.2 | 0.0 | 1.1 |
| 8 | 2018-19 | 28.7 | 45.1 | 24.2 | 1.7 | 0.0 | 0.3 |
| 9 | 2018-19 | 15.2 | 53.3 | 27.2 | 0.0 | 0.0 | 4.3 |

F. Students results by level of achievement within French Language Arts as measured by student report cards 2018-19: high school courses

| Course | Year | 80 - 100% | 65 - 79% | 50 - 64% | 0 - 49% |
|--------|---------|-----------|----------|----------|---------|
| 10-1 | 2018-19 | 38.8 | 44.8 | 15.5 | 0.9 |
| 10-2 | 2018-19 | 0.0 | 0.0 | 0.0 | 0.0 |
| 20-1 | 2018-19 | 44.3 | 38.6 | 15.5 | 1.6 |
| 20-2 | 2018-19 | 66.7 | 33.3 | 0.0 | 0.0 |
| 30-1 | 2018-19 | 40.5 | 51.3 | 7.6 | 0.6 |
| 30-2 | 2018-19 | 54.4 | 33.8 | 11.0 | 0.7 |

G. Students results by level of achievement within Languages as measured by student report cards 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
|-------|---------|------|------|------|-----|-----|-----|
| 1 | 2018-19 | 14.3 | 44.6 | 38.1 | 2.4 | 0.2 | 0.4 |
| 2 | 2018-19 | 16.1 | 45.7 | 33.8 | 3.1 | 0.4 | 0.9 |
| 3 | 2018-19 | 16.3 | 41.6 | 38.6 | 1.7 | 0.3 | 1.6 |
| 4 | 2018-19 | 17.4 | 45.7 | 34.2 | 1.4 | 0.5 | 0.8 |
| 5 | 2018-19 | 17.9 | 48.7 | 30.7 | 1.6 | 0.6 | 0.6 |
| 6 | 2018-19 | 18.9 | 51.0 | 27.7 | 1.4 | 0.5 | 0.5 |
| 7 | 2018-19 | 28.7 | 45.6 | 23.2 | 2.0 | 0.2 | 0.3 |
| 8 | 2018-19 | 27.8 | 45.0 | 24.3 | 2.6 | 0.0 | 0.3 |
| 9 | 2018-19 | 31.3 | 45.8 | 19.9 | 3.0 | 0.0 | 0.0 |

H. Students results by level of achievement within Languages as measured by student report cards 2018-19: high school courses

| Level | Year | 80 - 100% | 65 - 79% | 50 - 64% | 0 - 49% |
|-------|---------|-----------|----------|----------|---------|
| 10 | 2018-19 | 69.7 | 19.2 | 9.3 | 1.8 |
| 20 | 2018-19 | 77.8 | 15.4 | 6.1 | 0.7 |
| 30 | 2018-19 | 83.1 | 12.2 | 4.2 | 0.5 |

- I. Students results by level of achievement within Physical Education as measured by student report cards 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
|-------|---------|------|------|------|-----|-----|-----|
| 1 | 2018-19 | 16.1 | 55.8 | 26.3 | 1.1 | 0.2 | 0.5 |
| 2 | 2018-19 | 20.5 | 56.9 | 21.4 | 0.7 | 0.1 | 0.4 |
| 3 | 2018-19 | 22.9 | 55.0 | 21.0 | 0.7 | 0.1 | 0.4 |
| 4 | 2018-19 | 25.5 | 54.0 | 19.5 | 0.5 | 0.0 | 0.4 |
| 5 | 2018-19 | 26.0 | 55.0 | 18.2 | 0.4 | 0.3 | 0.2 |
| 6 | 2018-19 | 28.7 | 53.1 | 17.3 | 0.8 | 0.0 | 0.1 |
| 7 | 2018-19 | 25.9 | 52.7 | 19.2 | 1.9 | 0.2 | 0.1 |
| 8 | 2018-19 | 25.5 | 52.2 | 20.2 | 2.1 | 0.0 | 0.0 |
| 9 | 2018-19 | 25.7 | 53.2 | 18.6 | 1.6 | 0.9 | 0.0 |

- J. Students results by level of achievement within Physical Education as measured by student report cards 2018-19: high school courses

| Course | Year | 80 - 100% | 65 - 79% | 50 - 64% | 0 - 49% |
|--------|---------|-----------|----------|----------|---------|
| 10 | 2018-19 | 71.2 | 18.2 | 8.5 | 2.1 |
| 20 | 2018-19 | 68.0 | 20.3 | 8.8 | 2.9 |
| 30 | 2018-19 | 70.6 | 17.2 | 9.5 | 2.6 |

K. Students results by level of achievement within Science as measured by student report cards 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
|-------|---------|------|------|------|-----|-----|-----|
| 1 | 2018-19 | 13.1 | 46.3 | 33.5 | 1.7 | 4.0 | 1.3 |
| 2 | 2018-19 | 16.1 | 48.5 | 30.3 | 1.5 | 2.4 | 1.2 |
| 3 | 2018-19 | 15.9 | 45.8 | 32.7 | 2.5 | 1.7 | 1.3 |
| 4 | 2018-19 | 17.9 | 47.7 | 30.0 | 1.8 | 1.3 | 1.3 |
| 5 | 2018-19 | 16.9 | 46.6 | 31.6 | 2.3 | 1.4 | 1.1 |
| 6 | 2018-19 | 19.9 | 44.0 | 31.1 | 2.8 | 1.0 | 1.2 |
| 7 | 2018-19 | 19.9 | 42.4 | 31.9 | 4.4 | 0.9 | 0.5 |
| 8 | 2018-19 | 20.3 | 42.1 | 31.9 | 4.6 | 0.7 | 0.5 |
| 9 | 2018-19 | 22.0 | 41.5 | 29.2 | 4.0 | 1.3 | 2.0 |

L. Students results by level of achievement within Science as measured by student report cards 2018-19: high school courses

| Course | Year | 80 - 100% | 65 - 79% | 50 - 64% | 0 - 49% |
|--------------|---------|-----------|----------|----------|---------|
| Science 10 | 2018-19 | 39.1 | 28.5 | 26.6 | 5.8 |
| Science 14 | 2018-19 | 22.7 | 27.8 | 41.3 | 8.2 |
| Science 10-4 | 2018-19 | 14.7 | 25.0 | 54.4 | 5.9 |
| Biology 20 | 2018-19 | 47.1 | 29.2 | 21.1 | 2.7 |
| Chemistry 20 | 2018-19 | 49.9 | 25.9 | 18.3 | 5.9 |
| Physics 20 | 2018-19 | 46.3 | 26.5 | 21.7 | 5.6 |
| Science 20 | 2018-19 | 20.1 | 34.4 | 39.7 | 5.8 |
| Science 24 | 2018-19 | 23.5 | 34.2 | 37.7 | 4.6 |
| Science 20-4 | 2018-19 | 19.9 | 35.5 | 36.2 | 8.5 |
| Biology 30 | 2018-19 | 50.6 | 27.0 | 17.3 | 5.2 |
| Chemistry 30 | 2018-19 | 54.5 | 26.5 | 14.0 | 4.9 |
| Physics 30 | 2018-19 | 59.7 | 23.4 | 12.6 | 4.3 |
| Science 30 | 2018-19 | 33.2 | 33.6 | 26.3 | 6.8 |

M. Students results by level of achievement within Social Studies as measured by student report cards 2018-19: Grades 1-9

Legend |

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

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

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

1 - The student is not meeting grade level expectations

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

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

| Grade | Year | 4 | 3 | 2 | 1 | ELL | IPP |
|-------|---------|------|------|------|-----|-----|-----|
| 1 | 2018-19 | 10.9 | 45.4 | 35.6 | 2.0 | 4.6 | 1.5 |
| 2 | 2018-19 | 13.9 | 47.9 | 32.2 | 1.7 | 2.8 | 1.5 |
| 3 | 2018-19 | 15.6 | 44.5 | 33.4 | 2.7 | 2.0 | 1.8 |
| 4 | 2018-19 | 16.3 | 46.3 | 32.2 | 2.0 | 1.5 | 1.8 |
| 5 | 2018-19 | 16.9 | 44.1 | 33.2 | 2.4 | 1.6 | 1.7 |
| 6 | 2018-19 | 19.3 | 42.2 | 32.4 | 3.1 | 1.3 | 1.6 |
| 7 | 2018-19 | 20.2 | 42.0 | 31.2 | 4.5 | 1.2 | 1.0 |
| 8 | 2018-19 | 22.1 | 42.0 | 30.3 | 3.8 | 1.0 | 1.0 |
| 9 | 2018-19 | 21.1 | 46.3 | 26.1 | 3.8 | 1.5 | 1.3 |

N. Students results by level of achievement within Social Studies as measured by student report cards 2018-19: high school courses

| Course | Year | 80 - 100% | 65 - 79% | 50 - 64% | 0 - 49% |
|--------|---------|-----------|----------|----------|---------|
| 10-1 | 2018-19 | 44.5 | 38.6 | 15.4 | 1.6 |
| 10-2 | 2018-19 | 12.0 | 32.1 | 46.5 | 9.4 |
| 10-4 | 2018-19 | 11.9 | 29.2 | 49.6 | 9.2 |
| 20-1 | 2018-19 | 47.1 | 37.6 | 14.0 | 1.3 |
| 20-2 | 2018-19 | 15.0 | 33.2 | 45.2 | 6.5 |
| 20-4 | 2018-19 | 12.1 | 29.1 | 51.0 | 7.7 |
| 30-1 | 2018-19 | 37.4 | 44.1 | 16.8 | 1.7 |
| 30-2 | 2018-19 | 19.3 | 39.1 | 35.3 | 6.3 |

appendix

II. Distribution of Codes

Grades 1-12: 118 683 students

| Code | | | | | | | | | | N |
|--|------|-----|-------|-----|-------|-----|-------|-----|-------|--------|
| 301 - English as a Second Language - Foreign Born | | | | | | | | | | 14 613 |
| LP1 | 6.0% | LP2 | 15.9% | LP3 | 25.9% | LP4 | 30.2% | LP5 | 22.0% | |
| 302 - English as a Second Language - Non-funded | | | | | | | | | | 1294 |
| LP1 | 4.7% | LP2 | 21.7% | LP3 | 30.8% | LP4 | 29.7% | LP5 | 13.1% | |
| 303 - English as a Second Language - Canadian Born | | | | | | | | | | 13 805 |
| LP1 | 2.0% | LP2 | 10.5% | LP3 | 28.4% | LP4 | 34.9% | LP5 | 24.2% | |

Total 29 712

Percent of the Students in Grades 1-12 25.0

| Code | | N |
|---|--|------|
| 331 - Aboriginal Student - Status First Nations | | 2510 |
| 332 - Aboriginal Student - Non-Status First Nations | | 980 |
| 333 - Aboriginal Student - Métis | | 1219 |
| 334 - Aboriginal Student - Inuit | | 57 |

Total 4766

Percent of the Students in Grades 1-12 4.0

| Code | | N |
|--|--|------|
| 41 - Severe Cognitive Disability | | 29 |
| 42 - Severe Emotional/Behavioural Disability | | 3302 |
| 43 - Severe Multiple Disability | | 254 |
| 44 - Severe Physical or Medical Disability | | 3077 |
| 45 - Deafness | | 87 |
| 46 - Blindness | | 34 |
| 51 - Mild Cognitive Disability | | 779 |
| 52 - Moderate Cognitive Disability | | 86 |
| 53 - Emotional/Behavioural Disability | | 973 |
| 54 - Learning Disability | | 5411 |
| 55 - Hearing Disability | | 117 |
| 56 - Visual Disability | | 31 |
| 57 - Communication Disability | | 1611 |
| 58 - Physical/Medical Disability | | 4267 |
| 59 - Multiple Disability | | 1495 |
| 80 - Gifted and Talented | | 2577 |

Total 24 130

Percent of the Students in Grades 1-12 20.3

attachment

I. Alberta's Criteria for High School Completion Categories

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

- A. High School Diploma

[Guide to Education: ECS to Grade 12 | 2019-2020](#) p. 107

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 and Performing 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 courses[®]
 - 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 Integrated Occupational Program (IOP) occupational courses may be used in place of Knowledge and Employability occupational courses to fulfill this requirement.
- ❺ 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.
- ❻ 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

[Guide to Education: ECS to Grade 12 | 2019-2020](#) p. 110

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 PASI for the following:

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

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

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

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

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

C. Certificate of High School Achievement

[Guide to Education: ECS to Grade 12 | 2019-2020](#) p. 107

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 June 2019](#) p. 8

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 June 2019](#) p.13

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

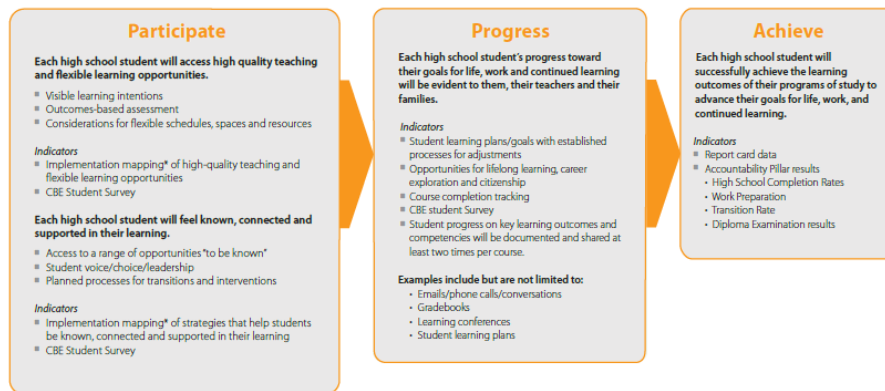
[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation June 2019](#) p.11

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.

attachment | II. Strategies

High School Success Strategy 2018-21*

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



* Through this process, School Development Plan actions are documented and tracked over time.

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

*This is the second year of a three-year plan that commenced in 2018-19.

High School Success Strategy 2018-21*

Conditions for Success

Alberta Education's Moving Forward with High School Redesign (MFWHSR) highlights conditions for student success. Through the MFWHSR principles the Calgary Board of Education attends to these conditions:

Pedagogy

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

School Leadership

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

School Culture

- Establishing a welcoming, caring, respectful and safe learning environment.
- Creating ongoing opportunities for student agency/voice/leadership.
- Engaging with partners around shared goals for student learning and career development.

School Structures

- Connecting and making visible the school practices that reflect the principles of high school redesign.



Key Actions

Key Actions 2018-19

- Extend instructional design practices that include outcomes-based assessment through:
 - professional learning networks.
 - responsive and distributed leadership.
- Communicate a continuum of flexible practices that allow students to be known and their learning/life goals to be supported and enriched.
- Expand and communicate opportunities for student voice/choice/leadership.
- Extend and share trauma-informed practices through the high school success learning collaboratives.
- Develop transition processes for students to enter, transition through and finish school their way:
 - strengthening career development opportunities.
 - increasing access to unique pathways including dual credit.

Key Actions 2019-20

- Evolve data sets that inform future action.
- Continue revision and extension of previous implementation strategies.

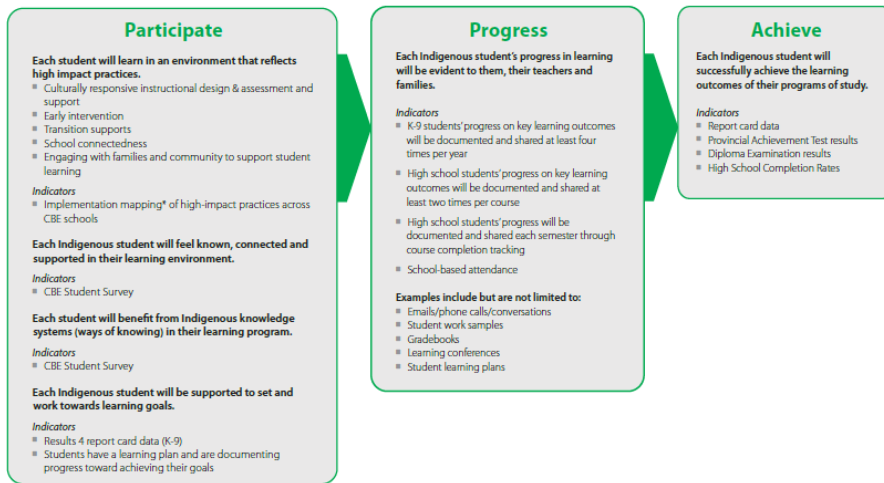
Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

*This is the second year of a three-year plan that commenced in 2018-19.

Indigenous Education Strategy 2018-21*

Outcome 1: Each Indigenous student will participate, progress and achieve in their learning programs.
Outcome 2: Each CBE student's learning experiences are advanced by the strength and diversity of Indigenous knowledge systems (ways of knowing) through their learning programs.



* Through this process, School Development Plan actions are documented and tracked over time.

*This is the second year of a three-year plan that commenced in 2018-19.

Indigenous Education Strategy 2018-21*

Priorities

Cultivating a Balanced and Respectful Relationship

Cultivating a balanced and respectful relationship between Indigenous knowledge systems and existing CBE knowledge systems in how we think about and do everything.

Advancing Culturally Responsive Instructional Design & Assessment

Honouring Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment for the benefit of all students.

Advancing System-Wide Learning

Ensuring staff are knowledgeable, understanding and respectful of the strength and diversity of First Nations, Métis and Inuit; the implications of treaties and agreements with First Nations and Métis; the history and legacy of residential schools.

Building Respectful Working Relationships with Community

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

Key Actions 2018-19

Teaching and Learning/Community Engagement

- Design/offer professional learning to address: pattern of requests from schools; the Teaching/Leadership Quality Standards; high-impact practices; and, the Three-Year Education Plan
- Describe/highlight high-impact practices
- Provide easy access to resources/professional learning within CBE and the province
- Provide guidance re: cultural protocols
- Advance collective and respectful approaches to working with students, families, staff and community
- Advance professional learning from elementary/middle/junior and high school cohorts
- Advance Niisitapi li tass ksii ni mat tsoo kop (Niisitapi Learning Centre) as a place for early/professional learning
- Build understanding of Indigenous languages as key dimension of Indigenous knowledge systems (ways of knowing)
- Build understanding about data and measures that reflect Indigenous ways of knowing
- Advance Indigenous knowledge systems and holistic approaches as an integral part of the Three-Year Education Plan

Business Supports

- Allocation of human and financial resources to enable implementation of high impact practices
- Succession and recruitment planning for Indigenous education

Key Actions 2019-20

Teaching and Learning/Community Engagement

- Include measures of student success that reflect Indigenous ways of knowing in the Indigenous education strategy
- Continue revision and extension of previous implementation strategies

Key Actions 2020-21

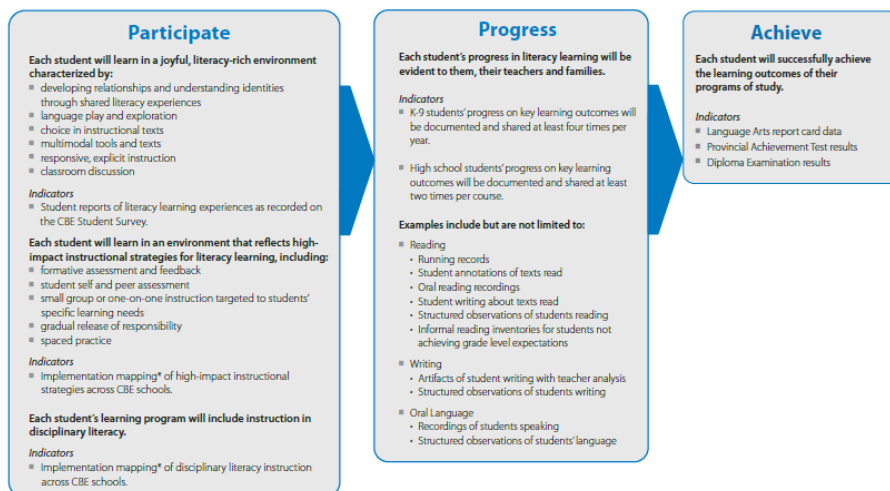
Teaching and Learning/Community Engagement

- Continue revision and extension of previous implementation strategies

*This is the second year of a three-year plan that commenced in 2018-19.

Literacy Strategy 2018-21*

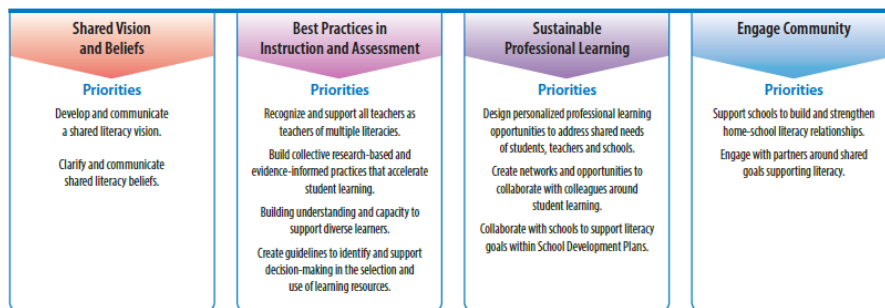
Outcome: Each CBE student will participate in intentional, joyful literacy learning to progress and achieve in their learning programs.



* Through this process, School Development Plan actions are documented and tracked over time.

*This is the second year of a three-year plan that commenced in 2018-19.

Literacy Strategy 2018-21*



Key Actions

Key Actions 2018-19

- Build a shared understanding of middle-junior years literacy.
- Continue to build shared understandings of literacy, disciplinary literacy, literacy-rich learning environments and high-impact literacy instructional and leadership practices.
- Identify and build additional assessment resources for key reading and writing learning outcomes for Language Arts
- Identify and build assessment resources for key disciplinary literacy outcomes for Mathematics, Science and Social Studies.
- Support additional literacy professional learning through school organized cohorts, school-based residencies and individual teacher opportunities.
- Continue to build data sets to inform future years' actions.

Key Actions 2019-20

- Continue revision and extension of previous implementation strategies.
- Continue to build and respond to data sets to inform future years' actions.

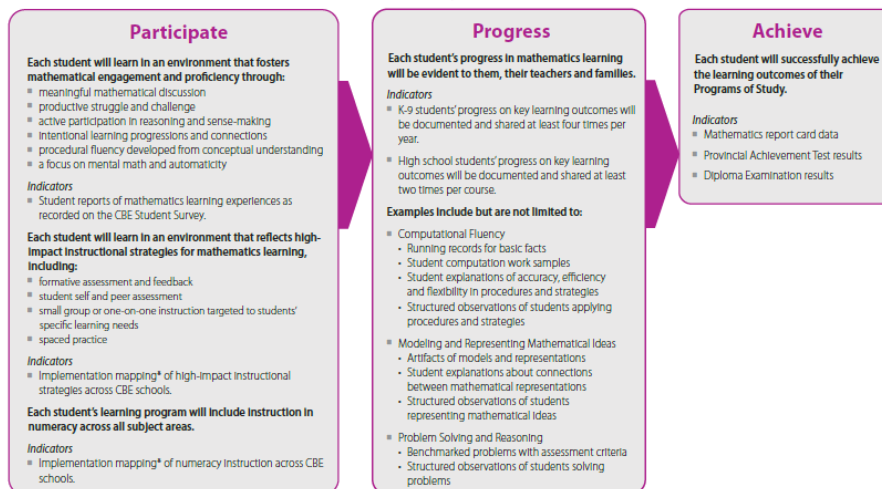
Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

*This is the second year of a three-year plan that commenced in 2018-19.

Mathematics Strategy 2018-21*

Outcome: Each CBE student will participate in active, rigorous mathematics learning to progress and achieve in their learning programs.



* Through this process, School Development Plan actions are documented and tracked over time.

*This is the second year of a three-year plan that commenced in 2018-19.

Mathematics Strategy 2018-21*

Framework and Priorities

Positive Mathematics School Culture

- Know that every student can be successful and confident at learning mathematics.
- Teachers and parents help build mathematical thinking by connecting mathematics to other subjects and everyday life.
- Recognize and support all teachers as teachers of numeracy.

Active, Rigorous Mathematics Learning

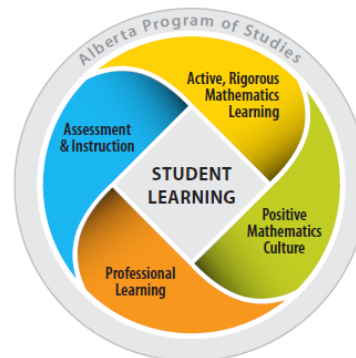
- Build strong mathematical foundations so students can understand complex mathematical ideas.
- Ensure students participate in learning activities that develop their mathematical reasoning and communication skills.
- Create more opportunities for students to be active problem solvers and make connections between concepts.

Assessment and Instruction

- Build opportunities for students to practice mathematics skills over time.
- Focus on the connections between conceptual understanding, problem solving and mental math.
- Use mathematical discussion with and among students to build and solidify concepts.
- Communicate clearly with families about student learning in mathematics.
- Strengthen the use of specific feedback and guidance to students during learning.

Professional Learning

- Build teacher confidence and skill with mathematics content and teaching through:
 - Whole-school learning
 - Teacher collaboration within schools
 - Individual teacher learnings



Key Actions

Key Actions 2018-19

- Deploy Math learning coaches in classrooms.
- Exceed Alberta Education's recommended instructional time in Mathematics 1-9 by 25%.
- Build shared understandings of high-impact mathematics instructional and assessment practices with a focus on learning progressions and procedural fluency.
- Support additional mathematics professional learning through Math Leads, school-based support and individual teacher opportunities.
- Continue to build assessment resources for procedural fluency and problem solving.
- Continue to build coherence in communicating with families about mathematics learning.
- Continue to build data sets to inform future years' actions.

Key Actions 2019-20

- Continue revision and extension of previous implementation strategies.
- Continue to build and respond to data sets to inform future years' actions.

Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

*This is the second year of a three-year plan that commenced in 2018-19.

report to Board of Trustees

Revisions to the Schedule of Regular Meetings

| | |
|--------------------------------|---|
| Date | February 11, 2020 |
| Meeting Type | Regular Meeting, Public Agenda |
| To | Board of Trustees |
| From | Patricia Minor Corporate Secretary |
| Purpose | Decision |
| Governance Policy Reference | Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan |

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves a revision to the Schedule of Regular Meetings to add a public meeting to be held on Friday, March 13, 2020, commencing at 12:00 p.m., in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta.
- THAT the Board of Trustees approves a revision to the time of adjournment of Regular Meetings to 4:30 p.m.

2 | Background

On June 18, 2019, at the Board of Trustees' Organizational Meeting, the Board approved the Schedule of Regular Meetings for September 2019 to June 2020. It has recently been brought to the Board's attention that it would be beneficial to revise the Schedule of Regular Meetings to add a public meeting to be held on Friday, March 13, 2020 in order that Board business can be dealt with in a timely manner.



A revision to the adjournment time of 4:30 p.m. for Regular Meetings is required to align with the revised Board Meeting Procedures, approved by the Board of Trustees on January 14, 2020.

Attachment I: Schedule of Regular Meetings – revision in tracked changes





**Calgary Board
of Education**

**BOARD OF TRUSTEES
SCHEDULE OF REGULAR MEETINGS
SEPTEMBER 2019 TO JUNE 2020**

held at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta

| PUBLIC AGENDAS 12:00 p.m. to 3:00 <u>4:30</u> p.m. Multipurpose Room | PRIVATE AGENDAS 12:00 p.m. to 3:00 <u>4:30</u> p.m. Room T224 |
|--|---|
| September 10, 2019 | |
| September 17, 2019 | September 24, 2019 |
| October 8, 2019 | |
| October 22, 2019 | October 29, 2019 |
| November 5, 2019 | |
| November 12, 2019 | November 21, 2019 |
| November 26, 2019 | |
| December 3, 2019 | |
| December 10, 2019 | |
| January 7, 2020 | |
| January 14, 2020 | January 28, 2020 |
| February 4, 2020 | |
| February 11, 2020 | February 25, 2020 |
| March 3, 2020 | |
| March 10, 2020 | March 17, 2020 |
| <u>March 13, 2020</u> | |
| April 7, 2020 | |
| April 14, 2020 | April 28, 2020 |
| May 12, 2020 | |
| May 19, 2020 | May 26, 2020 |
| June 9, 2020 | |
| June 16, 2020 | June 23, 2020 |

report to Board of Trustees

Appointment of Trustees to Board Committee and Liaison Responsibilities

| | |
|-----------------------------|---|
| Date | February 11, 2020 |
| Meeting Type | Regular Meeting, Public Agenda |
| To | Board of Trustees |
| From | Patricia Minor Corporate Secretary |
| Purpose | Decision |
| Governance Policy Reference | Governance Culture GC-3: Board Job Description |

1 | Recommendations

It is recommended:

1. THAT the Board of Trustees approves the appointment of Trustee Hrdlicka as the Board's representative to the Alberta School Boards Association (ASBA) Zone 5.
2. THAT the Board of Trustees approves the appointment of Trustee Adams as trustee liaison to EducationMatters, effective February 11, 2020 through June 16, 2020.
3. THAT the Board of Trustees approves the appointment of Trustee Bradshaw as the second trustee appointed to the Board Evaluation Committee.

2 | Background

The Board of Trustees approves the establishment of Board Committees and their membership, and the appointment of trustees to represent the interests of the Calgary Board of Education at other relevant agencies and organizations. At the Organizational Meeting of the Board of Trustees held on June 18, 2019, the Board approved the Committee memberships and trustee liaison appointments; however, the recent resignation of former trustee Lisa Davis has created vacancies in two liaison roles: the ASBA Zone 5 and EducationMatters, and a vacancy on the Board Evaluation Committee.



**report to
Board of Trustees**

Chief Superintendent's Update

| | |
|-----------------------------|---|
| Date | February 11, 2020 |
| Meeting Type | Regular Meeting, Public Agenda |
| To | Board of Trustees |
| From | Christopher Usih Chief Superintendent of Schools |
| Purpose | Information |
| Governance Policy Reference | OE-3: Instructional Program OE-5: Financial Planning OE-9: Facilities |

1 | Recommendation

This report is being provided for information for the Board. No decision is required at this time.

2 | Issue

As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.



OE-5: Finances states that “prudent financial planning and management are essential for student success and public confidence”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-5 in focusing on student learning, incorporating key assumptions and presenting information that furthers understanding of the use of resources.

OE-9: Facilities states that “in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

3 | Timely Information

Achievement & Well-being | Books for Kids

Books for Kids is a collaborative initiative between corporate sponsors and supporters, EducationMatters and CBE that puts books in the hands of children who may have limited access to reading materials in their home. More than 7,600 books will be delivered to students in 43 schools this year through the generous support of ConocoPhillips, United Library Services and Weigl Educational Publishers. The philosophy behind the program is that literacy begins in the home and in the community. Participating schools ensure that the books go home with students who can benefit the most from this gift of reading. Several schools also recognize this program and celebrate reading by hosting a literacy event at their school.

Achievement & Well-Being | Physical Education and Outdoor Education Professional Learning

On November 1, 2019 over 175 teachers registered and participated in the Physical Education and Outdoor Education Professional Learning Day. Sessions included topics on engaging students in outdoor environments, self-regulation, inclusive practices in Physical Education settings, best practices for coaching in middle and junior high school settings and assessment and reporting within Physical Education settings. Over 10 community partners were present to share and collaborate.

Achievement & Well-Being | CTF/CTS

Alongside our exploratory and dual credit program relationship with SAIT we have established and grown the Teacher Training Commons (TTC) and the Woodwork Career Alliance (WCA) Summer Program to provide insight and action ideas relative to our Construction Program of Studies and required outcomes. Both the TTC and WCA programs engage our teachers driven by the job-embedded experience. Collaboration with our assessment team further enhances our CTF/CTS assessment practices via the TTC and WCA programs, as we seek to bridge high school awarded credits to that of its post-secondary

counterpart. In so doing we will set the stage for our students to have and maintain continued success as they challenge the first period Apprenticeship and Industry Training (AIT) exam.

The cultivation of our PLCs and PLNs has seeded exponential growth in which colleagues such as the Cosmetology PLC have refined their assessment practices/protocols in the light of new Alberta Education outcomes. In this particular case, “barbering” was introduced as an outcome in the revised Hairstylist Apprenticeship (HSA) program. A PD training event was held in October at the CTC and we retained the services of a professional barber to demonstrate and train the “open blade” concept. It is noticeable that our champion teachers within our PLCs/PLNs have translated their pedagogical practice via a thorough, evidence-based approach.

Achievement & Well-Being | Assessment and Reporting

The Assessment and Reporting Guides for K – 9 Mathematics and English Language Arts are completed and were released on Staff Insite on January 30, 2020. The Guides are tools to assist teachers in task design, assessment and reporting, and provide a system standard for specific outcomes at each grade level for those two disciplines. Through the implementation of these Guides, teachers will come to a deeper understanding of their Programs of Study, the K – 9 Proficiency Scale, and the principles of assessment and reporting in the CBE. The Guides will also support teachers in clearly identifying current learning and next steps in learning for individual students; thereby, increasing capacity for personalization of learning.

Achievement & Well-Being | Indigenous Education Professional Learning

Indigenous Education Learning Leaders (IELLs) have been working collaboratively across CBE strategies to support Indigenous students in their schools. Recently, the middle years IELLs engaged in professional learning with early learning, literacy and mathematics strategists to enhance instructional support for Indigenous students. The Indigenous Education Team continues to work alongside all IELLs and school-based leadership teams to:

- facilitate direct academic intervention for Indigenous students through a whole-school approach;
- support teachers to develop high impact practices; and
- advance Indigenous knowledge systems for culturally responsive school environments.

Achievement & Well-Being | Indigenous Education Resources

The Indigenous Education Team has developed new culturally responsive resources to support leaders and teachers in the areas of supporting attendance, student transitions, English Language Arts, Mathematics, Science and Social Studies. In addition, resources have been developed to showcase significant local Indigenous landmarks such as Nose Hill Park and Fish Creek Park.

Developing Our Employees | Indigenous Education Professional Learning

The Indigenous Education Team has facilitated professional learning related to Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment as part of our CBE assistant principal and principal cohorts since September. Our aspiring and new school leaders are embracing this ongoing learning and the feedback has been overwhelmingly positive; “Each meeting I come to better understand what steps we can take at our school to better support our students. Information shared is helpful and is consistent with the work we are engaging in.”

Developing Our Employees | The CBE Concept-based Curriculum Network

The CBE Concept-based Curriculum Network Initiative is a new collaboration of district leaders, school leaders, and school-based teachers. The network is building capacity and creating conditions and resources by: exploring research, and developing guiding documents, exemplars, professional learning opportunities, processes and/or resources that will be shared system-wide in order to build the system’s collective capacity in the knowledge of high-impact instructional approaches to support deep, conceptual learning and prepare for new provincial curriculum as it becomes available.

Approximately 200 people from thirty-one CBE schools (17 Elementary, 11 Junior/Middle, and 3 High Schools) participated in a Conceptual Understanding Foundation Day on December 3, 2019 with author and presenter, Julie Stern. A second day is planned in September of 2020.

Coming together in school-based teams, teachers and school leaders are working collaboratively to achieve clarity, consistency, and congruence around assessment of student achievement and growth relative to concept-based curriculum and instruction. The Concept-based Curriculum Network is exploring, research, and developing guiding documents, exemplars, professional learning opportunities, processes and/or resources that will be shared system-wide in order to build the system’s collective capacity in the knowledge of high-impact instructional approaches to support deep, conceptual learning. An optional part of this initiative is for schools to identify a high-impact strategy within the focus of conceptual learning (narrowing the focus).

Developing Our Employees | National Coaching Certification

On November 1, 2019, 55 teachers were involved in the National Coaching Certification (NCCP). The training helped coaches identify the legal, ethical, and moral implications of difficult situations that present themselves in the world of team and individual sport. Upon completing the NCCP Make Ethical Decisions training, coaches were able to analyze a challenging situation and determine if it



has moral, legal or ethical implications and apply an ethical decision-making model to properly respond to situations with confidence and consistency.

Organizational Effectiveness & Service Transformation | Indigenous Education Strategy

The Indigenous Education Team is currently leading the re-design of the CBE Indigenous Education Strategy. Elders from local Indigenous Nations who participate on the Chief Superintendent's Elders Advisory Council have been advising and guiding our process. The team will also be seeking guidance from Indigenous students, their families, and CBE teachers and support staff. The re-designed Indigenous Education Strategy will guide the work across the system beginning in 2020-2021 school year.

Strategic Allocation of Resources to Support Student Needs | Good Day Sunshine Rebate

In December 2019, the Municipal Climate Change Action Centre (MCCAC) provided the Calgary Board of Education (CBE) a cheque for \$62,500 in recognition for work performed to mitigate "greenhouse gas emissions in Alberta by participating in the Solar for Schools Program and completing solar PV [photovoltaic] projects at Chinook Park School, Dr. EW Coffin School, Highwood School, Midnapore School and Senator Patrick Burns School".

This undertaking was nicknamed "Good Day Sunshine" by the students at the five schools. All five projects were jointly funded by the CBE and Bullfrog Power, Canada's leading green energy provider. These five schools are now eagerly integrating the solar data into their impressive environmental and energy literacy initiatives.

It is expected that these systems will generate approximately 64,600 kWh of electricity annually. It is worthwhile to note that 1,000 kWh equates to the amount of electricity used by approximately 330 homes during one hour.

The cost of the solar install was \$150,000. CBE Board of Trustees approved the use of \$100,000 from capital reserve funds and Bullfrog Power provided a donation of \$50,000. This investment is anticipated to provide an economic benefit of approximately \$8,000 per year. When one accounts for the Bullfrog donation and the MCCAC solar rebate, this further translates into a simple payback of 4.6 years.

The average lifespan of solar panels is 25 years. With a 4.6 year return on investment, these systems will allow the CBE to avoid over \$164,000 in electricity costs over the following 20 years.

Even more importantly, the educational component attached to this undertaking will allow young minds to learn about electricity generation and monitor on a daily basis, in real time, the impact of solar electricity generation upon greenhouse gas reduction efforts.



**CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS**

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

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

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.



report to Board of Trustees

Correspondence

| | |
|--------------------------------|--|
| Date | February 11, 2020 |
| Meeting Type | Regular Meeting, Public Agenda |
| To | Board of Trustees |
| From | Trish Minor, Associate Corporate Secretary |
| Purpose | Information |
| Governance Policy Reference | Operational Expectations OE-7: Communication With and Support for the Board |

1 | Recommendation

The following correspondence is being provided to the Board for information:

- Letter dated December 19, 2019 to The Honourable LaGrange, Minister of Education, re: Working Together for Students.
- Letter dated February 5, 2020 to The Honourable LaGrange, Minister of Education, re: Recent Calgary Herald Article.

Attachments: Relevant Correspondence





Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

www.cbe.ab.ca

Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

December 19, 2019

The Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange,

Re: Working Together for Students

On behalf of the Board of Trustees of the Calgary Board of Education, we would like to wish you and your family a joyous Christmas season and health and happiness in 2020. It is our greatest wish that we can improve on our working relationship with you and your Ministry in the coming months. We recognize that there has been a breakdown in communication and we would appreciate the opportunity to sit down with you in order to come to a common understanding of how we move forward together. It is important to us that we have a strong partnership with government as we all have the same goal of student success, equity and well-being.

We believe that a positive relationship between Alberta's largest school board and the province is critical to the reputation of the public education system. We all have a vested interest in building a bright future for our province and we know that a strong public education system is foundational to future economic prosperity. A strong public education system is essential for developing a skilled workforce and is also of significant appeal for businesses that may be thinking of moving to or investing in Alberta.

We look forward to meeting with you to begin rebuilding this relationship. We want to work together for the benefit of all of the students, staff and families in Calgary.

Sincerely,



Marilyn Dennis, Chair
Board of Trustees



Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

February 5, 2020

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Adriana LaGrange:

Re: Recent Calgary Herald Article

The Board of Trustees of the Calgary Board of Education is disturbed by comments in the Calgary Herald yesterday. Specifically, that the CBE is being less than cooperative with the provincial investigation by not allowing former Trustee Davis to be interviewed.

Last week, the CBE cooperated with Grant Thornton LLP, the independent lead investigator, to allow for the former trustee to be interviewed. It is our understanding that your office was made aware of this on Friday, January 31.

Chair Marilyn Dennis also read a statement that addressed this issue at the commencement of our public board meeting yesterday. Part of this statement included the following:

“Throughout this process, our actions have been reasonable and consistent with how any organization under investigation would act. It is common for legal counsel to support organizations during investigations. At the start of the process, CBE confirmed with the lead investigator that CBE legal counsel could participate. The presence of legal counsel has not presented any concerns or challenges in 15 of 16 interviews completed to date. We understand that the sixteenth interview will be completed this week.”

We were also surprised to read that the investigation has been delayed due to the actions of the CBE.

On January 3, 2020 we received correspondence from Grant Thornton that they were requesting an extension to the original timeline. On January 9, it was confirmed that the deadline would be extended. It is our understanding that this request and subsequent approval for an extension was in no way related to any issues with the CBE.

Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

The CBE has cooperated fully and acted in good faith throughout this investigation. Thank you for making your staff available for a call today with the CBE trustees and administration to discuss this matter. We believe that all parties involved have a shared interest in allowing a fair and accurate investigation to be completed without delay.

Respectfully,



Marilyn Dennis, Board Chair
Wards 5 & 10



Althea Adams, Vice-Chair
Wards 3 & 4



Trina Hurdman
Wards 1 & 2



Richard Hehr
Wards 8 & 9



Julie Hrdlicka
Wards 11 & 13



Mike Bradshaw
Wards 12 & 14