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In light of the Alberta Government's COVID-19 mandatory measures announced on December 15, 2020, this public Board meeting will be held virtually.

public agenda | Regular Meeting of the Board of Trustees

January 12, 2021
12:00 p.m.

Microsoft Teams, 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	Results 2: Academic Success Annual Monitoring - Part 1 (Indicators 1 and 2)	C. Usih	R-2	Page 4-1
	5 |	**Operational Expectations**			
	5.1	OE-3: Instructional Program – Annual Monitoring	C. Usih	B/CSR-5, OE-7	Page 5-17
	6 |	**Public Comment [PDF]**		GC-3.2	
		Requirements as outlined in Board Meeting Procedures			
	7 |	**Matters Reserved for Board Information**			
	7.1	HUB Online Learning	C. Usih	OE-2, 3	Page 7-1
	7.2	First Quarter Budget Variance Report	C. Usih	OE-5, GC-5E	Page 7-12
	8 |	**Matters Reserved for Board Decision**	Board	GC-3	

Calgary Board of Education

Time	Topic	Who	Policy Ref	Attachment
	9 | Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 OE-8: Communicating and Engaging With the Public – Annual Monitoring *(THAT the Board approves that the Chief Superintendent is in compliance with the provisions of OE-8)*		OE-8	Page 5-1-A (Dec. 8/20)
	9.1.2 Meeting Minutes			l'td distrib'n
	• Regular Meeting held October 27, 2020 • Regular Meeting held November 10, 2020 • Regular Meeting held November 19, 2020 • Regular Meeting held November 24, 2020 • Regular Meeting held November 25, 2020 • Regular Meeting held December 8, 2020 • Regular Meeting held December 15, 2020 • Special Meeting held December 17, 2020 *(THAT the Board approves the minutes of the Regular Meetings held October 27, November 10, 19, 24, 25, December 8 and 15, 2020 and the Special Meeting held December 17, 2020 as submitted)*			Page 9-1 Page 9-9 Page 9-15 Page 9-17 Page 9-24 Page 9-32 Page 9-41 Page 9-43
	9.2 Items Provided for Board Information		OE-8	
	9.2.1 Chief Superintendent's Update		B/CSR-5	Page 9-53
	10 | In-Camera Session			
4:30 p.m.	**11 | Adjournment**			
	Debrief	Trustees	GC-2.3	

Notice |
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Media may also attend these meetings.
You may appear in media coverage.

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

Calgary Board
of Education

results monitoring report

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: <u>January 4, 2021</u>

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).

☐ not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____

Chair, Board of Trustee

Calgary Board of Education

Executive Summary |

Analysis |

The data have indicated that:
- for the All Students cohort overall the results are good, though there are opportunities for improvement;
- 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; and
- Students with Identified Special Needs have a mix of areas of strength and areas of need.

Alberta Education did not release an October 2020 update of the Accountability Pillar Results to school authorities. The May 2020 Accountability Pillar Results report includes N/A for Provincial Achievement Test (PAT) and Diploma Exam data to reflect the cancellation of June PATs and April & June Diploma Examinations in 2019-20.

This is the second year of data with respect to report card achievement. Due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020, caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

Targets |

Targets will be considered annually and finalized based on the identified areas of concern. What follows is a summary of the targets for 2019-20 and whether they were met or not.

Note | Since June 2020 Provincial Achievement Tests and Diploma Examinations were cancelled, some of the data are not available.

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
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	☐	

4-2

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

Target	Met	Not Met
English Language Arts: Division 1 results for Students who Self-Identify as Indigenous will improve.	☐	
English Language Arts: 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 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.

    Due to the cancellation of June PATs and April & June Diploma Examinations in 2019-20 by Alberta Education, there are no data for this indicator.

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	Met	Not Met
Career & Technology Foundations: Division 3 results for Students who Self-Identify as Indigenous and for Students will 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.

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

    Due to the cancellation of June PATs and April & June Diploma Examinations in 2019-20 by Alberta Education, there are no data for this indicator.

Calgary Board of Education

Glossary of Terms |

- All Students: the entire set of students included in the data set for a specific indicator.

- Board: Board of Trustees

- 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 $\geq$ 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 $\geq$ 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*.

- 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.

Calgary Board of Education

4-4

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

- Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. In the following report, only students who have been identified are included in the data for "Students who Self-Identify as Indigenous".

- Students with Identified Special Education Needs: This group includes only those students who have been assessed and identified with a special education need then assigned the corresponding Alberta Education special education code, with the exception of those identified as gifted and talented. There is one exception to the latter and that is, when a student is double coded where one of the codes is gifted and talented. In this case the student is included in this group.

Calgary Board of Education

4-5

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.

Calgary Board of Education

4-6

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

Calgary Board of Education

4-7

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

Calgary Board of Education

Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2019-20 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

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

Calgary Board of Education

4-9

1.1 All Students

Rate	Compare	2018-19	2019-20
3-year	CBE	77.4	78.3
	Prov	79.1	79.7
4-year	CBE	81.0	82.9
	Prov	82.7	83.5
5-year	CBE	84.5	83.9
	Prov	84.8	84.9

3-year	Measure Evaluation	2018-19	2019-20
CBE	Achievement		
	Improvement		
	Overall		
Prov	Achievement		
	Improvement		
	Overall		

- Analysis of Cohort

  For All Students, the 4-year result had the lowest gap between the provincial results and CBE in the 2019-20 school year. CBE and the Province reported results in the same range across all 3-year completion rate Measure Evaluations for two consecutive years, with both seeing the Improvement Measure of *Improved Significantly* when comparing the current year results to the previous three-year average.

  From 2018-19 to 2019-20, CBE saw a greater increase of the 3-year and 4-year high school completion rates in 2019-20 than the Province saw. For these two rates, we are closing the gap between CBE and the Province. There was a 0.6 percentage point decrease in the CBE 5-year rate. Based on a Chi-Squared comparison to the 2018-19 result, the decline was not significant and it matched the previous three-year average 5-year rate. The CBE cohort of All Students in 2019-20 represents about 8600 students.

Calgary Board of Education

1.2 English Language Learners

Rate	Compare	2018-19*	2019-20
3-year	CBE	65.6	65.5
	Prov	74.4	73.3
4-year	CBE	71.8	79.0
	Prov	82.6	82.7
5-year	CBE	79.4	75.1
	Prov	85.8	84.9

3-year	Measure Evaluation	2018-19*	2019-20
CBE	Achievement	Yellow	Yellow
	Improvement	Green	Yellow
	Overall	Green	Yellow
Prov	Achievement	Green	Yellow
	Improvement	Blue	Yellow
	Overall	Green	Yellow

* The data have been revised based on the May 2020 Accountability Pillar Results.

▪ Analysis of Cohort

For English Language Learners, the gaps between the Province and CBE narrowed for two out of the three rates. The only widened gap was the 5-year result, with a gap increase of 3.4 percentage points. CBE maintained the same 3-year rate in the Achievement Measure level while the Province declined in the same measure. Both CBE and the Province showed declined performances in the Improvement Measure with the CBE dropping one level while the Province dropped two levels.

Decreases were observed in the 3-year and 5-year rates for both CBE and the Province, however, comparing to the provincial results, CBE showed a smaller decline in the 3-year rate and a larger decline in the 5-year rate. Based on Chi-Squared comparisons to the 2018-19 results, CBE decreases were not statistically significant. Additionally, the CBE 4-year rate improved significantly over time with an increase of 7.2 percentage points while the provincial result increased by 0.1 percentage points. English Language Learners in CBE represent about 670 students.

Calgary Board of Education

4-11

1.3 Students who Self-Identify as Indigenous

Rate	Compare	2018-19	2019-20
3-year	CBE	40.0	38.8
	Prov	56.6	55.8
4-year	CBE	45.2	46.9
	Prov	60.8	64.0
5-year	CBE	51.2	50.1
	Prov	64.4	64.9

3-year	Measure Evaluation	2018-19	2019-20
CBE	Achievement	Red	Red
	Improvement	Green	Yellow
	Overall	Orange	Red
Prov	Achievement	Red	Red
	Improvement	Blue	Green
	Overall	Yellow	Orange

- Analysis of Cohort

  For Students who Self-Identify as Indigenous, the gaps between the provincial results and CBE's widened in all three rates with CBE being around 17 percentage points below the province at both 3-year and 4-year rates. Both CBE and the Province dropped one level in their 3-year rate Improvement Measures with both having *Very Low* Achievement Measures. CBE's 3-year rate did improve as compared to the previous three-year average.

  The CBE 3-year and 5-year rates both saw a decrease around 1.1 percentage points in 2019-20 compared to the 2018-19 school year. Based on a Chi-Squared comparison, the improvement measure would be *Maintained*. The province showed the same Chi-Squared test results as CBE for both rates. Both CBE and the Province had increases in their 4-year rates while only the provincial increase was significant by test. The CBE cohort of Students who Self-Identify as Indigenous represents about 360 students.

Calgary Board
of Education

1.4 Students with Identified Special Education Needs

Rate	Compare	2018-19*	2019-20
3-year	CBE	60.0	60.7
	Prov	62.3	61.8
4-year	CBE	64.7	69.4
	Prov	67.7	70.3
5-year	CBE	67.8	70.1
	Prov	71.0	71.8

3-year	Measure Evaluation	2018-19*	2019-20
CBE	Achievement	(orange)	(orange)
	Improvement	(blue)	(blue)
	Overall	(green)	(green)
Prov	Achievement	(orange)	(orange)
	Improvement	(blue)	(green)
	Overall	(green)	(yellow)

* The data have been revised based on the May 2020 Accountability Pillar Results.

- Analysis of Cohort

   For Students with Identified Special Education Needs, CBE and the Province both maintained levels in their Achievement Measures. The Province saw a drop in their Improvement Measure, when comparing the current year results to the previous three-year average, while CBE maintained their *Improved Significantly* level.

   Compared to the Province, CBE reported greater increases in 2019-20 in all three results as compared to their 2018-19 results. The 4.7 percentage point rise in the 4-year rate was statistically significant by test. Moreover, while CBE increased by 0.7 percentage points in the 3-year rate, the Province decreased by 0.5 percentage points in 2019-20. When comparing the previous three-year averages to the current year results, statistically significant increases were seen for all three CBE results and two out of the three provincial results (except for 3-year rate). The CBE cohort of Students with Identified Special Education Needs represents about 1800 students.

Calgary Board
of Education

1.5 Summary

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
3 Year	78.3	79.7	65.5	73.3	38.8	55.8	60.7	61.8
4 Year	82.9	83.5	79.0	82.7	46.9	64.0	69.4	70.3
5 Year	83.9	84.9	75.1	84.9	50.1	64.9	70.1	71.8

	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
3 Year	Achievement	green	green	yellow	yellow	red	red	orange	orange
	Improvement	blue	blue	yellow	yellow	yellow	green	blue	green
	Overall	green	green	yellow	yellow	red	orange	green	yellow

- Targets for 2019-20

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

  - 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

- Analysis

  When comparing the high school completion rates between CBE's All Students and CBE's English Language Learners, the gap between the results of the 5-year rate for 2019-20 is lower than that of the 3-year rate. However, the gap is still significant. Among all three sub cohorts of students, the English Language Learners results were the closest to the All Students results for two consecutive years.

  As compared to CBE's All Students results, the results for CBE's Students who Self-Identify as Indigenous show a significant gap and continue to indicate a need for improvement.

  In considering CBE's Students with Identified Special Education Needs cohort against CBE's All Students cohort in 2019-20, the gap between the 5-year rates is smaller than the 3-year rate, which indicates improvement. However, the gap is still significant.

Calgary Board of Education

4-14

▪ Interpretation

In the percentage of students completing high school within three, four or five years of starting grade 10, as measured by the Provincial Accountability Pillar, CBE met four of the six targets in this indicator. The interpretation below highlights notable strengths and offers considerations for capacity building.

The CBE All Students cohort demonstrated results in the same range as the Province and significant improvement over the previous 3-year average. CBE's All Students cohort also improved in the percentage of students completing high school within three and four years, and although a slight decline was noted for high school completion within five years, this was not statistically significant. CBE reported greater percentages of improvement in the 3-year and 4-year high school completion rates in 2019-20 than the Province.

When comparing the previous three-year averages to the current year results, Students with Identified Special Needs in CBE had statistically significant increases for all three high school completion results.

English Language Learners and Students with Identified Special Needs in CBE are continuing to complete high school within three, four or five years at levels more closely related to the provincial results for these cohorts than Students who Self-Identify as Indigenous. A continued focus in CBE to support Students who Self-Identify as Indigenous to complete high school within three, four or five years is a noted area for capacity building as the gap between CBE and the province did not reduce in 2019-20. As stated in the analysis above, CBE Students who Self-Identify as Indigenous represent about 360 students of the All Students cohort so are susceptible to changes in composition of the cohort.

The two target areas in this indicator that were not met present as areas for continued focused improvement.
▪ 3-year rate: The Achievement Measure increases one level to *Low* for Students who Self-Identify as Indigenous. In 2019-20, CBE results were *Very Low* in this target. The Province also achieved results in the *Very Low* range.
▪ 3-year rate: The Achievement Measure is *Intermediate* for Students with Identified Special Education Needs. In 2019-20, CBE results were *Low* for this target. The Province also achieved results in the *Low* range.

When considering all four cohorts and all three years, while the CBE results are lower than the Province results, the gap between the CBE and Province is narrowed in eight of the 12 measures. We are moving in the right direction.

Calgary Board
of Education

4-15

- Building Capacity

  The following is the list of next steps based on the analysis:
  - All Students
    Create and employ professional learning focused on:
    - building school administrator capacity with data by providing Data and the SDP Professional Learning sessions; and
    - Career & Technology Foundations (CTF) and Career & Technology Studies (CTS) teachers designing tasks that are explored by students in CTF, which are then built upon and strengthened in CTS.

    Structures & Processes
    - Use *Dialogue Framework* with High School Engagement process.
    - Continuation of school visits by Education Directors with guiding questions where the Education Director will review use of evidence for all as well as identified cohorts, and align actions based on evidence.
    - Expand the relationship between CTF and CTS with the goal of transitions between Middle/Junior/High Schools and post-secondary.
    - Promote asynchronous dual credit delivery to remove challenges through scheduling conflicts and to increase accessibility.
    - Develop online dual credit strategies that leverage the use of technology in learning environments to meet the needs of diverse learners and increased equity.

    Resources
    - Create a robust School Development Planning Toolkit inclusive of data tools, templates, exemplars and a School Development Plan Companion Guide.
    - Increase Brightspace and Bongo Virtual Classroom usage.
    - The Unique Pathways Team will develop a broader scope of pathways that are accessible to a diverse demographic.

  - English Language Learners
    Structures & Processes
    - Gather and analyze baseline Language Proficiency (LP) data to inform instructional strategies within the School Development Plan with the support of Education Directors, English Language Learner (ELL) Strategists & System Principals.
    - Evaluate and adjust current expectations of ELL Benchmark Assessment and Reporting with a continued focus on strong programming.
    - Collaborate with other system portfolios to create a systematic approach to building supportive and Inclusive Learning Environments.

    Resources
    - ELL Strategists will be assigned to specific schools based on the equity factor scores and ELL language proficiency data, with a focus on leveraging background and expertise in Elementary, Middle/Junior, and Senior High School.
    - Create exemplars of ELL SDP goals, strategies and measures at all divisions.

  - Students who Self-Identify as Indigenous
    Professional Learning
    Create and employ professional learning focused on:
    - collaboration offered by the Indigenous Team to build foundational knowledge - Friday afternoon professional learning offerings, Elder teaching days, and land-based learning series, system professional learning days, leadership cohorts, service units.

Calgary Board of Education

Structures & Processes
- Design, share and support the implementation of a holistic collaborative response to supporting Indigenous student achievement and well-being for all schools.
- Holistically track grade 10 Indigenous students in all high schools using area data templates.
- Design and implement a transition process for Indigenous students moving from grade 9 to 10.
- Through Monthly Leadership Meetings: Principals will now model the application of Truth and Reconciliation Commission actions specifically in the area of acknowledging the Land and land based learning.

Resources
- The Indigenous Education Team is comprised of a system principal and three specialists situated at Niitsitapi Learning Centre along with strategists (16) and Indigenous Diversity & Learning Support Advisors (7) in each area. The 15 school-based Indigenous Education Strategists and one Indigenous Well-Being Strategist will support 17 targeted K-12 schools as well as system work.

- Students with Identified Special Education Needs
  Structures & Processes
  - Develop a system approach to support the completion of Student Program Reviews, including documentation, timelines and connection to Individual Program Plans.
  - Gather data through observations, conversation and quantifiable information to ensure students are receiving appropriate instruction within specialized classes to address both mental health and academic strengths and challenges in a timely manner.
  - Create clear pathways for accessing system supports.
  - Create common processes and procedures for specialized classes – intake, discharge and transition.

  Resources
  - Area Learning Team processes will continue to determine areas for greatest student need and support.
  - Shift to expanded practices for small group psychological interventions to increase direct service.

Calgary Board of Education

4-17

Context for the Results of Indicators 2 to 5

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

The following is an excerpt from the Alberta Education News Release:

Continuity of student learning and content delivery

For all kindergarten to Grade 12 students, school authorities will offer at-home learning opportunities, either through online means or through other accommodations, such as course packages and telephone check-ins. Government expects that every student, regardless of their geographic location or socioeconomic status, will continue to learn while in-school classes across the province are cancelled. This includes students in public, separate, Francophone, charter and independent schools, and Indigenous students attending provincial schools.

To identify what content needs to be delivered, teachers will evaluate curricular outcomes that have not yet been covered, prioritize remaining outcomes based on what is manageable for students working from home, and will plan specific tasks and projects for students.

Content delivery for each grade is broken down as follows:
- Kindergarten – Grade 3
  - Education content will focus on language/literacy and mathematics/numeracy outcomes of the provincial curriculum.
  - Teachers will assign an average of five hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
- Grades 4-6
  - Education content will continue to focus on language/literacy and mathematics/numeracy outcomes, and there will be opportunity to incorporate science and social studies outcomes through cross-curricular learning.
  - Teachers will assign an average of five hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
- Grades 7-9
  - Education content will focus on core mathematics, language/literacy, science and social studies curriculum outcomes.
  - Teachers will assign an average of 10 hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
- Grades 10-12
  - Education content will focus on specified and core courses required for high school graduation requirements, including language (English, French and French language arts), social studies, mathematics, biology, chemistry and physics.
  - Content from other courses will be delivered where possible, and accommodations for students unable to complete courses are in place.

Calgary Board of Education

Grade progression and report cards

Every student will receive final grades and will receive a report card, appropriate to their grade level. Teachers will be responsible for assessing a student's progress and assigning a final grade. School authorities have committed to ensuring parents are consulted and kept informed of how assessment will be determined in this unique circumstance. All students who were on track to progress to the next grade will.

Where possible, schools will work with high school students to complete their courses to the best of their ability, providing a final mark and awarding credits. If a student is unable to complete a course that would have allowed them to progress to the next grade, principals have the ability to award credits to ensure student progression.

High school diploma criteria

Students on track to receive 100 or more credits will still be eligible to graduate and receive a high school diploma. Principals have the ability to award up to 15 credits to students in Grade 12 whose program has been negatively impacted by class cancellations. For any courses that are started, schools will complete them with the student to the best of their ability, provide a final mark and award credits.

If the student is unable to complete a course that would have led them to achieving a high school diploma, such as a work experience or a career and technology studies course, principals have the ability to award credits to ensure the student graduates.

Provincial assessments

All Grade 6 and 9 provincial achievement tests and Grade 12 diploma exams are cancelled. Under special circumstances, students can request to write a diploma exam. Students wishing to do so should speak to their teacher and school administrator.

– Alberta Ministry of Education | News Release | March 20, 2020

Further guidance was provided by the ministry in regards to final course marks. The following is an example of what was provided by CBE as a result of this guidance.

Key Understandings

- At this time, students and families are coping with a variety of situations that may include but are not limited to: fear and worry about their own health and the health of loved ones; difficulty sleeping or concentrating; coping with illness; unexpected unemployment; challenges to finding essential food and household items; working from home; loss of child care; elective or mandatory quarantine; and/or social distancing.
- School environments provide students equitable access to learning and learning resources. When learning occurs remotely, each student's environment, capacity and access to learning resources are different. At the point we are able to return to instructional and assessment methods where these barriers are not at the forefront, we will need to work together to address the learning needs and gaps of students based on their varied experiences.
- The temporary change in instructional setting limits teachers' capacity to determine whether assessments have been completed independently or with support (e.g., collaborating with others, using additional resources). This impacts the validity and accuracy of grades. Whenever possible, the emphasis should be on formative assessment strategies that improve learning.

- CBE will adhere to Alberta Education guidelines that all students, Kindergarten to Grade 12, will receive final grades and a report card. To ensure students and families receive the most accurate and meaningful communication about the student's learning, teachers will determine interim report card grades that summarize achievement up until the cancellation of classes on March 15. Course grades as of March 15 can be identified as final. Grades may be improved upon, but must not be decreased based on the assessment between now and the end of the course.

– Guidelines | Assessment and Reporting for Ongoing Learning in CBE

We asked our staff to understand the challenges of remote teaching and come from a place of generosity when working with students.

- Situation of students and families: At this time, students and families are coping with a variety of situations that may include but are not limited to: fear and worry about their own health and the health of loved ones; difficulty sleeping or concentrating; coping with illness; unexpected unemployment; challenges to finding essential food and household items; working from home; loss of child care; elective or mandatory quarantine; and/or social distancing.
- Access to learning and resources: School environments provide students equitable access to learning and learning resources. When learning occurs remotely, each student's environment, capacity and access to learning resources are different.
- Lack of face-to-face instruction: Student's schedules are not as structured as when they were in school, making regular classes difficult. Parents may require support outside of normal teaching hours.

Early research is indicating that the gaps that existed between low socioeconomic status students and medium to high socioeconomic status students have gone from bad to worse with the pandemic. Compounding this is the difference in access to digital devices and reliable internet, necessary for online learning.

What does this mean for Results monitoring using indicators 2 to 5?

Even though the report card results are higher following emergency remote teaching, our data analysis will still be able to surface key areas of focus for identified cohorts.

There will be no data for indicators 3 & 5 due to the cancellation of Provincial Achievement Tests and Diploma Examinations.

While not explicit in any of the indicators, the instructional actions stated in school development plans determine the expected improvements in student learning (key outcomes), which in turn inform the report card indicators (K-9) and marks (Gr. 10-12). To that end, we will provide the percentage of key outcomes that showed improvement broken out by goal type (Literacy, Well-Being for Learning) and school type (e.g., elementary, middle, senior).

For other examples of how learning gaps will be addressed and monitored, refer to Appendix I.

Calgary Board of Education

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	2019-20
1	2.70	2.84
2	2.80	2.90
3	2.86	2.91
4	69.7	71.2

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

Division	2018-19	2019-20
1	2.78	2.97
2	2.82	2.96
3	2.83	2.88
4	72.1	74.9

▪ Analysis of Cohort

For All Students, among Division 1 to Division 3, Division 3 achieved the highest results in English Language Arts for both school years as well as the highest Mathematics results in 2018-19 with Division 1 being the highest in Mathematics in 2019-20.

Year-over-year improvements can be observed across different divisions in both subject areas. Except for the notable increases in Division 4, Division 1 students consistently had the greatest year-over-year improvements among the remaining three divisions in both subjects. Moreover, based on the Chi-Squared comparison to the corresponding 2018-19 result, Division 1 and Division 4 students improved significantly in both English Language Arts and Mathematics.

Calgary Board of Education

4-21

2.2 English Language Learners

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

Division	2018-19	2019-20
1	2.61	2.75
2	2.68	2.79
3	2.66	2.73
4	65.2	67.5

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

Division	2018-19	2019-20
1	2.67	2.87
2	2.79	2.91
3	2.74	2.78
4	70.9	73.8

▪ Analysis of Cohort

For English Language Learners, Division 2 consistently had the highest results in both English Language Arts and Mathematics over the two years among Division 1 to Division 3 students.

Similar to All Students, universal improvements can be seen across different Divisions and except for Division 4, Division 1 students achieved the greatest improvements among other Divisions in both English Language Arts and Mathematics. Moreover, Division 4 had significant increases in both subjects.

2.3 Students who Self-Identify as Indigenous

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

Division	2018-19	2019-20
1	2.09	2.23
2	2.27	2.42
3	2.33	2.42
4	62.7	62.9

Calgary Board of Education

4-22

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

Division	2018-19	2019-20
1	2.16	2.35
2	2.16	2.39
3	2.14	2.28
4	64.0	65.1

- Analysis of Cohort

  For Students who Self-Identify as Indigenous, the specific division that achieved the highest results over time among Division 1 to Division 3 was different for different subjects. Division 2 had the highest average result in Mathematics while Division 3 achieved the highest performance in English Language Arts.

  Year-over-year improvements can also be observed across different divisions in English Language Arts and Mathematics. And unlike other cohorts of students, among Division 1 to Division 3, Division 2 had the highest improvements in both subjects.

2.4 Students with Identified Special Education Needs

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

Division	2018-19	2019-20
1	2.24	2.40
2	2.41	2.57
3	2.48	2.55
4	65.2	66.3

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

Division	2018-19	2019-20
1	2.29	2.51
2	2.39	2.61
3	2.37	2.47
4	66.1	68.9

Calgary Board of Education

- Analysis of Cohort

For Students with Identified Special Education Needs, division comparison results were quite distinct for different subjects. Among Division 1 to Division 3, Division 3 had the highest English Language Arts result in 2018-19 while Division 2 being the highest in 2019-20. In Mathematics, Division 2 students achieved the highest average scores in both years.

Moreover, performances were consistently improved and different from other cohorts of students, Division 1 and Division 2 achieved the same improvements and based on the Chi-Squared comparisons to the 2018-19 results, Division 4 improved significantly in Mathematics.

2.5 Summary

ELA	All Students	ELL	Indigenous	Special Ed
Division 1	2.84	2.75	2.23	2.40
Division 2	2.90	2.79	2.42	2.57
Division 3	2.91	2.73	2.42	2.55
Division 4	71.2	67.5	62.9	66.3

Math	All Students	ELL	Indigenous	Special Ed
Division 1	2.97	2.87	2.35	2.51
Division 2	2.96	2.91	2.39	2.61
Division 3	2.88	2.78	2.28	2.47
Division 4	74.9	73.8	65.1	68.9

- Targets for 2019-20

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

  - 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.

- Analysis

This analysis begins with a comparison of results between divisions in 2019-20. The first paragraph provides results that had consistency over two years, while the second includes divisions with the highest results in 2019-20. The analysis continues with a discussion of year-over-year improvement. This is followed by comparison of cohort groups, including review of the results from English Language Learners, Students who Self-Identify as Indigenous, and Students with Identified Special Education Needs as compared to the All Students cohort.

Calgary Board of Education

The next comparison in the analysis is between the two subjects: English Language Arts and Mathematics. This subject review provides information by division, cohort group and comparison between 2018-19 and 2019-20, though the caution was exercised given the differences in context between the years.

The appendix offers additional data regarding English Language Arts and Mathematics results by stem for grades 1-9, and by course for high school. A brief review of stem and course data for each subject is provided to conclude the analysis in this section.

When considering the three sub cohorts against the All Students cohort, the relative performances of the three sub cohorts in 2019-20 across all four divisions for both English Language Arts and Mathematics remained equal or improved in 17 of 24 results. The improvements were more noticeable for Students with Identified Special Education Needs among all three sub cohorts in both subjects.

For Students who Self-Identify as Indigenous, the improvements as compared to the All Students cohort were mainly focused on Division 2 and 3 students in both subjects. For English Language Learners, the results were different for different subjects. Generally speaking, sub cohort students had more improvements in Mathematics than in English Language Arts.

Of the Students who Self-Identify as Indigenous cohort, those in Division 4 had the most evident decrease of relative performances against the All Students cohort in both subjects. The following sub cohort results are the ones whose gaps with the All Students cohort widened from 2018-19 to 2019-20:
▪ Division 1 for Students who Self-Identify as Indigenous in Mathematics.
▪ Division 2 and 3 for English Language Learners in Mathematics;
▪ Division 4 for Students who Self-Identify as Indigenous in English Language Arts and Mathematics;
▪ Division 4 for Students with Identified Special Education in English Language Arts;

In addition, student results were generally higher in Mathematics as compared to English Language Arts for both years. In 2019-20, the specific cases where higher English Language Arts results were reported were similar to those in 2018-19 and they were mainly focused on Division 3 students:
▪ Division 2 for Students who Self-Identify as Indigenous.
▪ Division 3 for All Students, Students who Self-Identify as Indigenous and Students with Identified Special Education;

The only notable change over time was the results of Division 2 Students with Identified Special Education Needs cohort where the English Language Arts result was higher than the Mathematics result in 2018-19 but lower in 2019-20.

It is notable that English Language Learners performed better in Mathematics as compared to English Language Arts across different divisions and their results were the closest to the All Student results for both subjects in two consecutive years.

Additional analysis regarding appendix data: Within 2019-20, the lowest percentage of 3s and 4s across all grades was on the stem 'Writes to develop, organize and express information and ideas'. The next lowest was 'Manages and evaluates information and ideas' for grades 3-7,9 and 'Reads to explore, construct and extend

Calgary Board of Education

understanding' for grades 1,2,8. In high school students in dash 2 and 4 courses saw the lowest percentage of students achieving a mark of at least 65%.

Except for the 'Writes to develop, organize and express information and ideas' stem, year-over-year, Grade 9 students had declined percentages of good or excellent achievement across all remaining stems. The declines were more notable for the stem 'Constructs meaning and makes connections through speaking' with a 7.0 percentage point decrease and for the stem 'Manages and evaluates information and ideas' with a 3.5 percentage point decrease. English Language Arts 30-4 saw a decline of 3.1 percentage points in students achieving a mark of at least 65%.

Within 2019-20 the lowest percentage of 3s and 4s was for the stem 'Develops number sense and applies strategies for computation and estimation' for grades 1-3,7,9 and 'Uses algebraic reasoning to represent patterns and relationships' for grades 4-6,8.

Like English Language Arts, in high school Mathematics courses students in dash 2, 3 and 4 courses did not achieve at least a 65% at a rate far below those in dash 1 courses.

- Interpretation

This is the second year of data with respect to report card achievement. Due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020, caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

CBE achieved all targets in this indicator. The interpretation below highlights notable strengths and offers considerations for capacity building.

A notable point of progress in this indicator is the following: when compared to the All Students cohort, the relative performances of English Language Learners, Students who Self-Identify as Indigenous and Students with Identified Special Education Needs were generally improved in 2019-20 across all four divisions for both English Language Arts and Mathematics.

Improvements were more noticeable for Students with Identified Special Education Needs compared to the All Students cohort among all three sub cohorts in both subjects. For Students who Self-Identify as Indigenous, the improvements were mainly focused on Division 2 and 3 students in both subjects.

Of the Students who Self-Identify as Indigenous cohort, those in Division 4 had the most evident decrease of relative performances against the All Students cohort in both subjects.

Calgary Board of Education

The specific groups below demonstrated widened differences from the All Students cohort results in 2019-20, and are offered as possible areas of focus for Building Capacity:

- Division 4 for Students who Self-Identify as Indigenous in English Language Arts and Mathematics;
- Division 4 for Students with Identified Special Education in English Language Arts;
- Division 2 and 3 for English Language Learners in Mathematics;
- Division 1 for Students who Self-Identify as Indigenous in Mathematics.

The examination of within year lows and year-over-year declines combined with the widening of gaps in specific cohorts, indicates a need to focus on:

- English Language Learners: Mathematics
  - Division 2 - Uses algebraic reasoning to represent patterns and relationships
  - Division 3 - Develops number sense and applies strategies for computation and estimation.
- Students who Self-Identify as Indigenous: Mathematics
  - Division 1 - Develops number sense and applies strategies for computation and estimation.
  - Division 4 - achievement in dash 2, 3 and 4 courses
- Students who Self-Identify as Indigenous: English Language Arts
  - Division 4 - achievement in dash 2 and 4 courses
- Students with Identified Special Education Needs: English Language Arts
  - Division 4 - achievement in dash 2 and 4 courses

- Building Capacity

The following is the list of next steps based on the analysis:
- All Students
  Professional Learning
  Create and employ professional learning focused on:
  - the pilot implementation of the Reading Readiness Screening Tool (RRST) in kindergarten and grade one classrooms in selected schools across CBE;
  - Speech Language Services, the Early Learning Team and the Literacy Team will develop the K-Grade 1 Early Literacy Framework focused on evidence-based practices; speech language pathologists (SLP) to support teachers' understanding and implementation of strategies including oral language and phonological/phonemic development;
  - *Understanding Grade Level Reading* and *Understanding Grade Level Writing* facilitated by the literacy specialists. These documents outline the reading and writing skills a student should have repeated opportunities to practice and master by the end of June;
  - shifting mindsets in Early Learning from using resources to diagnose and code, to using resources allocated to intervene and support;
  - the pilot of the MathUP Classroom, a teacher-facing resource that provides the support needed for teachers to plan, teach and assess to meet the needs of learners in grades 1-8;
  - integrating technology, assessment, numeracy and literacy;
  - increasing online and blended instructional practices that are combined with literacy, assessment and reporting, and numeracy strategies;

- concept-based learning facilitated by Julie Stern focused on teaching for conceptual understanding, with the goal of sharing resources and high-quality teaching and learning strategies to prepare for implementation of the new provincial curriculum; and
- teaching combined grades in divisions 1 & 2.

Structures & Processes

- Early Learning and Literacy Teams co-develop a strategic plan to use a universal early literacy screening tool in all schools.
- Employ a new model to review the Early Years Evaluation data at the school level towards the goal of building school capacity in programming for individual student and school needs.
- Establish Assessment and Reporting Champion representation from each school. These teachers and leaders participate in monthly professional learning about best practices for assessment and the use of PowerTeacher Pro gradebook.

Resources

- Create and implement a Scope and Sequence for Curriculum in Grades 1-9 to support teachers and teams in engaging in collaborative planning for instruction and to ensure alignment between Hub Learning and in-class programming, offering smooth transitions following potential staff/student absence.
- Equitable allocation of Literacy kits to specialized classes through the Loan Pool via Inclusive Education Strategists to ensure maximum engagement, implementation and use.
- Develop system guidelines to increase learning opportunities via recording lessons and setting direction on live synchronous sessions for students in Hub or at-home learning.
- Create and implement resources to support teachers and teams in engaging in offering combined grades in divisions 1 & 2.

- English Language Learners

  Professional Learning

  Create and employ professional learning focused on:
  - intentional and explicit planning for English language development instruction with a focus on function, forms and academic vocabulary with increased opportunities for fluency.

  Structures & Processes
  - Build a systematic approach to surfacing the English language across all disciplines.
  - Create a process and develop a screening tool to support the placement of students who are new to Canada and have complex needs.
  - Build a partnership with Immigrant Services Calgary to increase efficiencies within student assessment.

- Students who Self-Identify as Indigenous

  Professional Learning

  Create and employ professional learning focused on:
  - supporting Indigenous student academic achievement/well-being and incorporating Indigenous knowledge into teaching and learning within the 17 K-12 core schools identified by the Indigenous Education Team.

  Resources
  - Establish Indigenous Education Team (4 system staff and 23 school-based).
  - Maintain the Elder Advisory Council.

Calgary Board of Education

- Students with Identified Special Education Needs
  Professional Learning
  Create and employ professional learning focused on:
  - practical language strategies (K-4), facilitate by SLPs;
  - developing resource teachers repertoire of inclusionary practices so that can in turn build staff capacity in this area;
  - supporting students with autism and behaviour/mental health in inclusive classrooms through mentorship and communities of practice;
  - implementing *Collaborative Planning Guide* in Adapted Learning Class (ALP), Attitude, Community Competence, Elements of Academic Curriculum, Social Skills Class (ACCESS), Communication, Sensory, Social Interaction Class (CSSI), Enhanced Educational Support (EES) and Teaching Attitude, Social Skills and Communication Class (TASC) classes;
  - support of programming for students with hearing loss, facilitated by the Deaf and Hard of Hearing (DHH) Team; and
  - functional behaviour assessments, for all staff in Inclusive Education and Leading Inclusion.

  Structures & Processes
  - Reorganize Early Development Centres to increase efficiency aligned to the new funding framework and maintain programming for our most vulnerable special needs early learners.
  - Create collaboration opportunities for school Resource Teachers to promote inclusive philosophy within schools as per Alberta Education mandate (Resource Teacher's Network).
  - Creation of EES Learning Series Committee to continue developing professional learning supports.
  - Create new Placement Process for Specialized classes (development of guiding principles, screening process, participant feedback, student rubrics to support decision-making).
  - Inclusive Education Learning Leaders and Complex Needs Strategists - monthly data collection to measure impact and identify priority areas of school support (e.g., number of student visits, goal areas for teachers and students).
  - Inclusive Education will develop process for accessing learning environment supports from the Loan Pool and collecting data on the impact of these resources.
  - Use of Functional Behavior Assessment to develop Student Support Plans.
  - Develop Level B testing processes.
  - Review criteria for specialized assessments and reassessments.
  - Identify and allocate psychologists with specialized skills.
  - DHH Team analysis of data to ensure equity of access to a DHH Strategist, supports and services.
  - Develop a referral method for schools to use when referring students with Augmentative and Alternative Communication (AAC) needs; develop an intake and triage process for those referrals.
  - Ongoing systematic review of braille support needs for students who use braille and deployment of Braille assistants and Education Assistant – Braille.
  - Ongoing review of vision team supports to ensure they are reflective of system needs and access to strategists, supports and services.

  Resources
  - Develop an Early Learning Speech Language Services Guide for schools; development of processes to support speech-language work and decision-making.

Calgary Board of Education

- Speech Language Services development of resources for universal supports: additional online parent articulation sessions, fluency resources and videos, and language strategy videos for parents and teachers.
- Implement multi-disciplinary team at Area learning team level.
- DHH Team update the unilateral hearing loss protocol to include Area Learning Team pathways of access – enhancing transparency and opportunity for collaboration, reducing service duplication and ensuring wrap around supports.
- Vision Team to develop a Brightspace by D2L shell for school based staff to access resources that will enhance and support the learning needs of students with a visual impairment.
- Revision of Specialized Classes Expanded Readings to support task design and assessment of learning for students receiving modified programming.

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.

   Due to the cancellation of June PATs and April & June Diploma Examinations in 2019-20 by Alberta Education, there are no data for this 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.

   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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Calgary Board of Education

4.1 All Students

Student report card results as a mean			
Subject	**Division**	**2018-19**	**2019-20**
CTF/CTS	1	n/a	n/a
	2 (CTF)	3.03	3.05
	3 (CTF)	2.99	3.08
	4 (CTS)	82.1	83.7
Fine and Performing Arts	1	2.86	2.98
	2	2.94	3.06
	3	3.02	3.09
	4	82.5	84.3
French Language Arts	1	2.91	3.03
	2	2.91	3.01
	3	2.99	3.04
	4	75.7	79.3
Languages	1	2.73	2.97
	2	2.82	2.91
	3	2.94	3.09
	4	85.0	87.0
Physical Education	1	2.93	3.07
	2	3.04	3.15
	3	3.05	3.08
	4	82.0	83.5
Science	1	2.79	2.91
	2	2.81	2.90
	3	2.80	2.86
	4	73.8	76.7
Social Studies	1	2.74	2.87
	2	2.78	2.87
	3	2.81	2.88
	4	71.6	73.7

Calgary Board of Education

- Analysis of Cohort

  For All Students, Division 3 students maintained the highest results for both years in Arts, French, Languages and Social Studies while different divisions emerged in other subjects over time:
  - CTF/CTS: Division 2 in 2018-19 and Division 3 in 2019-20;
  - Physical Education: Division 3 in 2018-19 and Division 2 in 2019-20;
  - Science: Division 2 in 2018-19 and Division 1 in 2019-20.

  Improved year-over-year performances were reported for all subjects across different divisions and based on the Chi-Squared comparisons to the corresponding 2018-19 results, Division 4 improved significantly in all subjects and Division 1 and Division 2 achieved significant increases in Arts.

  Moreover, except for the increases in Division 4, reported in a different scale, Division 1 had the largest increases for all subjects (excluding CTF/CTS). In CTF/CTS, Division 3 students achieved the greater increase between the rest two divisions.

Calgary Board of Education

4.2 English Language Learners

Student report card results as a mean			
Subject	**Division**	**2018-19**	**2019-20**
CTF/CTS	1	n/a	n/a
	2 (CTF)	2.90	2.96
	3 (CTF)	2.85	2.95
	4 (CTS)	79.6	81.3
Fine and Performing Arts	1	2.75	2.86
	2	2.86	2.97
	3	2.85	2.92
	4	78.7	79.7
French Language Arts	1	2.80	2.95
	2	2.87	2.93
	3	2.92	2.95
	4	73.2	72.6
Languages	1	2.82	2.98
	2	2.78	2.89
	3	2.85	2.99
	4	85.6	86.2
Physical Education	1	2.80	2.94
	2	2.95	3.06
	3	2.94	2.96
	4	78.3	80.7
Science	1	2.62	2.77
	2	2.70	2.81
	3	2.65	2.72
	4	70.4	73.7
Social Studies	1	2.59	2.74
	2	2.68	2.77
	3	2.64	2.72
	4	68.0	69.8

Calgary Board of Education

- Analysis of Cohort

  For English Language Learners, the highest-achieving division remained the same for two consecutive years in all subjects:
  - Division 2 in CTF/CTS, Arts, Physical Education, Science and Social Studies;
  - Division 3 in French and Languages.

  While improved year-over-year performances can be observed for most of the subjects across different divisions. Division 4 students showed declined average score in 2019-20. According to Chi-Squared comparison to the 2018-19 result, the decrease was not statistically significant. In CTF/CTS, similar to All Students, Division 3 students achieved the greater increase between Division 2 and Division 3 while for other subjects, Division 1 generally had the most notable improvements among Division 1 to Division 3. The only exception where Division 1 did not achieve the largest improvement was in Arts where Division 2 students reported the most noticeable increase.

  According to the Chi-Squared tests, the significant increases were predominantly focused on Division 4 students. For English Language Learners, Division 4 students achieved statistically significant improvements in CTF/CTS, Physical Education and Science.

4-34

4.3 Students who Self-Identify as Indigenous

Student report card results as a mean			
Subject	**Division**	**2018-19**	**2019-20**
CTF/CTS	1	n/a	n/a
	2 (CTF)	2.85	2.74
	3 (CTF)	2.60	2.71
	4 (CTS)	76.6	78.4
Fine and Performing Arts	1	2.56	2.68
	2	2.66	2.76
	3	2.72	2.80
	4	72.6	74.7
French Language Arts	1	2.74	2.93
	2	2.84	2.89
	3	2.78	2.63
	4	72.7	73.8
Languages	1	2.36	2.60
	2	2.53	2.57
	3	2.53	2.50
	4	75.4	78.5
Physical Education	1	2.64	2.70
	2	2.68	2.78
	3	2.67	2.68
	4	71.1	71.6
Science	1	2.32	2.41
	2	2.30	2.39
	3	2.20	2.28
	4	65.1	68.1
Social Studies	1	2.29	2.40
	2	2.30	2.38
	3	2.26	2.31
	4	61.5	63.9

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- Analysis of Cohort

  For Students who Self-Identify as Indigenous, the specific division that achieved the consecutively highest results in both years was different for different subjects:
  - Science: Division 1;
  - CTF/CTS and Physical Education: Division 2;
  - Arts: Division 3.

  For the remaining subjects (French, Languages and Social Studies), the highest-achieving divisions were Division 2 in 2018-19 and Division 1 in 2019-20.

  Comparing to other cohorts of students, a small number of declined average scores were observed for Students who Self-Identify as Indigenous.
  - CTF/CTS: Division 2;
  - French: Division 3;
  - Languages: Division 3.

  According to Chi-Squared comparisons to the 2018-19 results, the decreases above are not statistically significant.

  Similar to English Language Learners, except for CTF/CTS, there was only one exception where Division 1 did not report the largest improvement among Division 1 to Division 3 students: Division 2 in Physical Education. Moreover, based on the Chi-Squared tests, Division 4 achieved significant improvement in CTF/CTS.

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4.4 Students with Identified Special Education Needs

Student report card results as a mean			
Subject	**Division**	**2018-19**	**2019-20**
CTF/CTS	1	n/a	n/a
	2 (CTF)	2.80	2.82
	3 (CTF)	2.70	2.83
	4 (CTS)	78.2	80.2
Fine and Performing Arts	1	2.50	2.63
	2	2.64	2.79
	3	2.75	2.88
	4	77.3	79.5
French Language Arts	1	2.43	2.60
	2	2.49	2.67
	3	2.72	2.77
	4	70.0	74.8
Languages	1	2.28	2.53
	2	2.47	2.57
	3	2.57	2.73
	4	78.6	80.0
Physical Education	1	2.57	2.73
	2	2.77	2.91
	3	2.79	2.84
	4	76.8	78.4
Science	1	2.41	2.49
	2	2.43	2.54
	3	2.39	2.46
	4	67.7	70.7
Social Studies	1	2.33	2.44
	2	2.37	2.50
	3	2.40	2.48
	4	65.7	68.0

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- Analysis of Cohort

Similar to the All Students cohort, for Students with Identified Special Education Needs, Division 3 students had the highest results in Arts, French and Languages. In Science, Division 2 students achieved the highest average score. Change was observed in the highest-achieving divisions for other subjects between 2018-19 and 2019-20:
- CTF/CTS: Division 2 in 2018-19 and Division 3 in 2019-20;
- Physical Education and Social Studies: Division 3 in 2018-19 and Division 2 in 2019-20.

In considering the year-over-year performances, improved results were reported for all subjects across different divisions and the statistically significant increases were consistently from Division 4 students. Based on the Chi-Squared comparisons to the corresponding 2018-19 results, Division 4 achieved significant increases in CTF/CTS, Arts, Science and Social Studies.

Except for the increases in Division 4, unlike other cohorts of students, Division 2 generally achieved the greatest increases across subjects (excluding CTF/CTS). The only two courses where Division 1 accomplished greater improvements were Language and Physical Education. In CTF/CTS, similar to other cohorts, Division 3 students reported the greater increase between the two divisions.

4.5 Summary

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.05	2.96	2.74	2.82
Division 3	3.08	2.95	2.71	2.83
Division 4	83.7	81.3	78.4	80.2

Arts	All Students	ELL	Indigenous	Special Ed
Division 1	2.98	2.86	2.68	2.63
Division 2	3.06	2.97	2.76	2.79
Division 3	3.09	2.92	2.80	2.88
Division 4	84.3	79.7	74.7	79.5

French	All Students	ELL	Indigenous	Special Ed
Division 1	3.03	2.95	2.93	2.60
Division 2	3.01	2.93	2.89	2.67
Division 3	3.04	2.95	2.63	2.77
Division 4	79.3	72.6	73.8	74.8

Calgary Board of Education

4-38

Languages	All Students	ELL	Indigenous	Special Ed
Division 1	2.97	2.98	2.60	2.53
Division 2	2.91	2.89	2.57	2.57
Division 3	3.09	2.99	2.50	2.73
Division 4	87.0	86.2	78.5	80.0

Physical Education	All Students	ELL	Indigenous	Special Ed
Division 1	3.07	2.94	2.70	2.73
Division 2	3.15	3.06	2.78	2.91
Division 3	3.08	2.96	2.68	2.84
Division 4	83.5	80.7	71.6	78.4

Science	All Students	ELL	Indigenous	Special Ed
Division 1	2.91	2.77	2.41	2.49
Division 2	2.90	2.81	2.39	2.54
Division 3	2.86	2.72	2.28	2.46
Division 4	76.7	73.7	68.1	70.7

Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.87	2.74	2.40	2.44
Division 2	2.87	2.77	2.38	2.50
Division 3	2.88	2.72	2.31	2.48
Division 4	73.7	69.8	63.9	68.0

- Targets for 2019-20

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: Division 3 results for Students who Self-Identify as Indigenous and for Students will 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.

Calgary Board of Education

- Analysis

This analysis begins with a comparison of results between divisions in 2019-20 and among the cohorts of students. The analysis continues with a discussion of year-over-year improvement. This is followed by comparison of cohort groups, including review of the results from English Language Learners, Students who Self-Identify as Indigenous, and Students with Identified Special Education Needs as compared to the All Students cohort. The next comparison in the analysis is between the seven subjects in this indicator. This subject review provides information by division, cohort group and comparison between 2018-19 and 2019-20. The final section in this analysis is a review of the within this indicator based on additional data available in the appendix. The analysis includes a range of comparisons for CTF/CTS, subjects applicable to grades 1-9 and subjects in high school.

With regards to the compared performances of the three sub cohorts against the All Students cohort, the results in 2019-20 were mainly improved from 2018-19 for English Language Learners and Students with Identified Special Education Needs. Comparatively, widened gaps were mainly observed for Students who Self-Identify as Indigenous cohort. Generally speaking, there was no apparent uniform pattern with respect to the relative performances in different subjects across sub cohorts and the comparison results were distinct for different divisions across subjects.

Students with Identified Special Education Needs presented the most improved performances as compared to the All Students cohort among all three subgroups. In Arts, French and Physical Education, narrowed or maintained gaps were observed for all four divisions in 2019-20. In Science and Social Studies, all but Division 1 showed improved results. Similarly, the only division that did not achieve better relative performance in CTF/CTS and Languages was Division 2 and Division 4, respectively.

For English Language Learners, all divisions showed decreased gaps against All Students in CTF/CTS and Science. However, in French, Languages and Arts, only one division achieved smaller or equal difference against All Student results in 2019-20. To be more specific, only Division 1 showed improved performance as compared to All Students in French while only Division 2 achieved better relative performance in Languages. In Arts, only Division 3 students maintained the same difference comparing to All Student result while the other three divisions showed widened differences in 2019-20. It is notable that Division 2 students had a maintained gap when comparing All Students in both Physical Education and Social Studies. While Division 4 presented the only narrowed gap in Physical Education, Division 1 and 3 students achieved the same narrowed differences in Social Studies. Moreover, the English Language Learner results were the closest to the All Students results among all three sub cohorts for two consecutive years except for their Division 4 French scores in 2019-20. The Division 1 Languages result for English Language Learners continued to exceed the corresponding All Students Languages result in 2019-20. Additionally, in 2018-19, results for English Language Learners were higher than the All Students cohort in Division 4 Languages, while in 2019-20 the All Students cohort was higher than English Language Learners.

Calgary Board of Education

For Students who Self-Identify as Indigenous, Physical Education was the only subject that no division showed a declined difference as compared to the All Students cohort in 2019-20. Meanwhile, in both CTF/CTS and Arts, all divisions except for Division 2 students performed better or the same relative results in 2019-20 school year. The results for other subjects where gaps narrowed were observed are the following:

- Division 1 in French;
- Division 1&4 in Languages;
- Division 3&4 in Science;
- Division 4 in Social Studies.

In addition, the comparison results for different subjects were remarkably distinct across different cohorts and divisions in two years. However, the following contrast results were identical for all four cohorts and different divisions over time:

- CTF/CTS results were higher than Science results;
- CTF/CTS results were higher than Social Studies results;
- Arts results were higher than Science results;
- Arts results were higher than Social Studies results;
- French results were higher than Social Studies results;
- Physical Education results were higher than Science results;
- Physical Education results were higher than Social Studies results.

Additional analysis regarding CTF/CTS appendix data: Grade 5 students achieved the highest percentage of good or excellent achievements of grade level expectations for both years while Grade 9 students showed the greatest improvement in 2019-20. Among the five high school CTS clusters, HRH (Health, Recreation & Human Services) presented the highest percentage of students who achieved a mark that is above 65% in two consecutive years while the most notable year-over-year improvement was TMT (Trades, Manufacturing & Transportation). Moreover, the only cluster that showed a declined performance in 2019-20 was NAT (Natural Resources).

Additional analysis regarding other subject Grades 1-9 data found in Appendix I: In Arts and Physical Education, Division 2 continued to have the highest results with respect to good or excellent achievement percentages for both years. In Languages, Division 3 continued to show the highest percentage. However, the highest results in other subjects were not consistent over time:

- French: Division 3 in 2018-19 and Division 2 in 2019-20;
- Science: Division 2 in 2018-19 and Division 1 in 2019-20;
- Social Studies: Division 3 in 2018-19 and Division 1 in 2019-20.

In addition, the largest increase in good or excellent achievement percentages was from Division 1 across all subjects. There were only two decreased performance results in 2019-20: Grade 8 French and Grade 9 Social Studies.

Additional analysis regarding other subject high school data found in Appendix I: In Arts, high school students consistently achieved the highest percentage of marks within 65-100% in the 30-level courses while the largest improvement in the percentage was observed in the 10-level courses with an increase around 4.0 percentage points. The 20-level and 30-level course results were also increased by about 2.0 percentage points in 2019-20 school year.

Calgary Board of Education

In French, with respect to mark percentages within 65-100%, while 20-level courses continued to have the highest results, French 20-1 was the highest course in 2019-20 and French 20-2 was the highest course in 2018-19. Moreover, French 20-1 showed the greatest increase in the percentage by around 10.0 percentage points from 2018-19 while French 20-2 decreased the most by around 21.0 percentage points. Decreases were also observed in French 30-1 and French 30-2 with a level around 1.0 percentage points and 12.0 percentage points, respectively.

Similar to the results in Arts, Languages 30-level courses were the ones that had the highest percentages of marks within 65-100%, over time among the three levels, while 10-level courses presented the greatest improvement of 2.5 percentage points in 2019-20. The percentage of the marks within 65-100% increased by 0.9 percentage points in 30-level courses and by 0.1 percentage points in 20-level courses.

Opposite to the results in Arts and Languages, 10-level Physical Education courses had the highest mark percentage within 65-100% for both years while the most noticeable year-over-year increase in the percentage was seen in 30-level Physical Education courses. Additionally, 10-level Physical Education courses showed an increase of around 1.0 percentage point while 20-level course results decreased by around 1.0 percentage point in 2019-20.

Among the Science high school courses, Physics 30 continued to have the highest percentage of marks within 65-100% in 2019-20 while Science 10-4 improved the most with an increase around 18.0 percentage points. The only decrease in the percentage was observed in Science 20-4. For most high school Science courses, students achieved better results in 2019-20 regarding mark percentage within 65-100%:

- increased by around 5.0 percentage points in Biology 20, Chemistry 20, Chemistry 30 and Physics 30;
- increased by around 6.0 percentage points in Science 20 and Biology 30;
- increased by around 8.0 percentage points in Physics 20 and Science 24;
- increased by around 9.0 percentage points in Science 10 and Science 30;
- increased by around 10.0 percentage points in Science 14;
- decreased by around 4.0 percentage points in Science 20-4.

The relative achievement results of Social Studies high school courses were similar to those in 2018-19 school year. Among all the courses, Social Studies 20-1 had the highest mark percentage within 65-100% for both years. The largest increase was in Social Studies 20-4. In addition, the rest of the Social Studies courses consistently showed higher results in the percentage of marks 65-100% in 2019-20:

- increased by around 3.0 percentage points in SS 10-1 and SS 20-1;
- increased by around 4.0 percentage points in SS 30-1;
- increased by around 5.0 percentage points in SS 10-2;
- increased by around 7.0 percentage points in SS 20-2;
- increased by around 8.0 percentage points in SS 30-2;
- increased by around 9.0 percentage points in SS 10-4.

- Interpretation

This is the second year of data with respect to report card achievement. Due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020, caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

This indicator includes a set of courses that are required programs of study in particular grades as well as courses that are optional in particular grades. The Guide to Education describes the requirements and flexibilities in organization and instructional time that school authorities may use to meet the learning needs of students in these courses.

CBE met each of the three targets in this indicator. The interpretation below highlights notable strengths and offers considerations for capacity building.

In considering the year-over-year performances for All Students and Students with Identified Special Education Needs, improved results were reported for all subjects across different divisions. English Language Learner results were generally the closest to the All Students results among all three sub cohorts for two consecutive years.

While year-over-year increases were mainly observed across different divisions, subjects and cohorts of students, statistically significant increases were predominantly focused on Division 4 students. The significantly increasing results are as follows:
- All Students: Division 4 in all subjects and Division 1&2 in Arts;
- English Language Learners: Division 4 in CTF/CTS, Physical Education and Science;
- Students who Self-Identify as Indigenous: Division 4 in CTF/CTS;
- Students with Identified Special Education Needs: Division 4 in CTF/CTS, Arts, Science and Social Studies.

These results may reflect an increased opportunity for students in exploratory courses.

For Students who Self-Identify as Indigenous, Physical Education was the only subject that no division showed a declined difference as compared to the All Students cohort in 2019-20. Meanwhile, in both CTF/CTS and Arts, all divisions except for Division 2 students performed better or the same relative results in 2019-20 school year. The results for other subjects where gaps narrowed were observed are the following:
- Division 1 in French;
- Division 1&4 in Languages;
- Division 3&4 in Science;
- Division 4 in Social Studies.

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

From data regarding other subjects Grades 1-9, the largest increase in good or excellent achievement percentages was from Division 1 across all subjects.

Calgary Board of Education

Additional analysis of high school course data is brief and provided in the analysis above.

The examination of within year lows and year-over-year declines in Science and Social Studies combined with the widening of gaps in specific cohorts, indicates a need to focus on:

- English Language Learners:
  - Division 1 - Science and Social Studies
  - Division 3 - Science and Social Studies
  - Division 4 - Science
- Students who Self-Identify as Indigenous:
  - Division 1 - Science and Social Studies
  - Division 3 - Science and Social Studies
  - Division 4 - Science and Social Studies
- Students with Identified Special Education Needs:
  - Division 1 - Science and Social Studies
  - Division 2 - Social Studies
  - Division 3 - Science
  - Division 4 - Science and Social Studies

- Building Capacity

The following is the list of next steps based on the analysis:
- All Students
  Professional Learning
  Create and employ professional learning focused on:
  - task design and assessment;
  - access to teacher training in regard to specific occupational areas through an online or modified learning environment;
  - community partnership events (e.g., Welding Rodeo, Construction Expo, Skills Alberta and Skills Canada);
  - connecting design thinking to instructional and task design, assessment and leadership in CTF and CTS;
  - CTF and CTS occupational areas;
  - collaboration with Arts partners and educators to design multiple offerings to support task design for teachers (both Hub and in-person) integrating art, drama and music. (Oct 30, Apr 26);
  - developing a shared understanding of the Fine and Performing Arts (FPA) program of studies, task design, assessment and calibration;
  - Speech Language Services and the Early Learning Strategists supporting a community of practice for French Immersion teachers on enhancing French oral language acquisition through play and exploration in the Kindergarten classroom;
  - French immersion common professional learning (Oct 30, The Neurolinguistics Approach, Integration of Technology Resources and Combined Grades. April 26, University of Calgary Multilingualism Virtual Conference);
  - maintain Languages community of practice.
  - further understanding the line between CTS and unique pathways (dual credit and exploratory), Registered Apprenticeship Program (RAP) and other off-campus learning opportunities; and
  - physical and outdoor education and wellness.

Calgary Board of Education

Structures & Processes

- Develop a process to request tools and materials for CTF.
- Develop system definition of career and technology, as it exists on the complementary curriculum continuum. Calibrate between CTF and CTS teachers to support student transition.
- Establish working group to investigate Instrumental music 5-9.
- System articulation of program design for FPA K-9 in alignment with Assessment and Reporting Guide.
- Articulate a vision for Arts Integration in CBE.
- Education Director for Languages Program meet with Human Resources to review recruiting practices for leadership in French Immersion and Chinese, German and Spanish Bilingual Programs.
- Include a language goal in the School Development Plan (SDP) of each of the 42 immersion and bilingual schools.
- Establish a baseline using system-created calibration tools (rubrics and exemplars) for oral language proficiency (French and Spanish).
- Pilot the integration of media and technology platforms (e.g., Idéllo and Odilo) in French as a Second Language, French Immersion and bilingual programs.
- Develop Scope and Sequence for French Language Arts K-9 and Spanish K-9.
- Partner with ACPI (Association Canadien des Professeur d'Immersion) in the development of online resources.
- Lead working group on French Language Arts (FLA) written proficiency for grade 9.
- Work with organizations like Education Matters to support identified equity schools to access new or updated equipment to support their existing CTF and CTS programs.
- Develop a process for inducting new CTF/CTS teachers.
- Connecting partners to Elementary and Junior High PLCs.
- Education Director for Languages Program meet with Human Resources to review recruiting practices for leadership in French Immersion and Chinese, German and Spanish Bilingual Programs.

Resources

- Community partnership events e.g., Beakerhead.
- Amplify! Project with Timepoint Ensemble courtesy of Mobility Quotient Grant Funds. The project supports video and audio recording and editing for the purposes of virtual production/ performance combined with a focus on musical composition for open ensembles.
- Continue work with assessment in Elementary Music working group to establish key learning progressions of synthesized outcomes.
- Continue work with the Instrument Resource working group, a collaborative multi-department group working on streamlined processes for equity in access to instruments in CBE.
- Artists in Schools Guiding Documents to help facilitate the continued collaboration with the Arts community in support of Arts Education.
- Global Learning Team will provide opportunities and experiences for students and staff to gain cross-cultural experiences and understandings.
- Support teachers to gain the required certifications to teach CTS courses.
- System Loose Parts Play initiative
- Revision of Canadian Climber Guidelines to include large loose parts and naturalized play. Seek mentorship opportunity with Ever Active Schools for Hub teachers.

Calgary Board of Education

- "Making Headway" concussion course through the Coaching Association of Canada. All courses will then be transferred over to the National Coaching Certification Program (NCCP) "Locker".

- English Language Learners
  Professional Learning
  Create and employ professional learning focused on:
  - building teacher capacity to utilize the Alberta English Language Benchmark to create effective language and content instruction that is personalized (differentiated) according to language proficiency.

- Students who Self-Identify as Indigenous
  Professional Learning
  Create and employ professional learning focused on:
  - further developing leaders and teachers to understand and connect to the importance of the Acknowledgement of Land while meeting the Leadership and Teaching Quality Standards Competency 5; and
  - Indigenous games and land-based play.
  Structures & Processes
  - Establish a Truth & Reconciliation Circle to advise on CBE efforts to meet Calls to Action related to education for reconciliation.
  - Design and create resources for Aboriginal Studies 10, 20, 30.
  Resources
  - Indigenous games and land-based play – kits have been made and the Indigenous Design team are storing them at Niitsitapi Learning Centre.
  - Completion of a new Locally Developed Course, Indigenous Studies 5-9.

- Students with Identified Special Education Needs
  Professional Learning
  Create and employ professional learning focused on:
  - increasing understanding of Response to Intervention (RTI) model (including multidisciplinary meetings);
  - RTI interventions, i.e., executive functioning, emotion regulation;
  - counselling processes and procedures; and
  - orientation & mobility for vision students in indoor and outdoor environments by the Vision Team.
  Structures & Processes
  - Develop a regulation presentation that will be used by all Inclusive team members reflecting best practise; share with psychology team for alignment and consistent messaging.
  - Update School Guide for Occupational Therapy and Physiotherapy in K-6 Schools.
  - Expand working Group with Inclusive Education and Facilities to include the perspective of teachers of the blind/visually impaired.
  - Create a Master List of all students seen by the Multi-Disciplinary Team (MDT) to inform and support collaboration and an integrated service delivery model; in addition to the MDT team, the master list reflects strategist, DHH and Vision support.
  - Create a document that supports teachers in EES classes in understanding the roles of Occupational Therapy, Physiotherapy, Speech-Language Pathology and Psychology.

Calgary Board of Education

Resources

- The Vision Team will provide options for different schools in creating accessible pathways and tactual, visible sanitization stations for students with a visual impairment, both for mild/moderate (56) vision loss to severe vision loss/blindness (46).

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.

   Due to the cancellation of June PATs and April & June Diploma Examinations in 2019-20 by Alberta Education, there are no data for this indicator.

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.

Alberta's Ministry of Education has left the decision of participating in Provincial Achievement Tests (PATs) to the discretion of individual school divisions. CBE, like many school divisions, have opted out of participating in PATs this year. As well, participation of students in diploma examinations for the 2020-21 school year can be decided by student and families.

The ongoing COVID-19 pandemic and the interruptions to continuity of learning experienced to date, means that the work to improve student learning may not be significantly reflected in the particular Results 2 indicators for the 2020-21 school year. We do expect to see incremental growth with respect to many of the measures on School Development Plans, and are closely monitoring these measures at each school.

It is for these reasons no targets have been set for 2020-21 in this report.
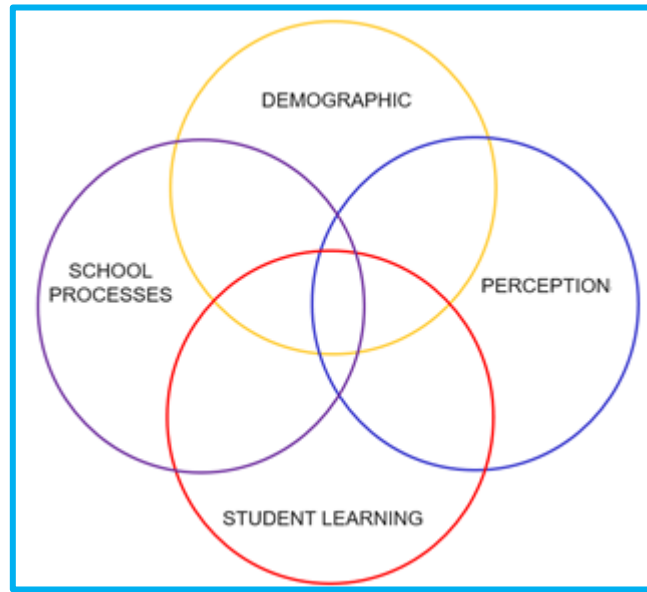
APPENDIX

ATTACHMENT

Calgary Board of Education

| appendix | **I. Responding to COVID-19 | Monitoring and Addressing Learning Gaps**

School data fall into four categories.

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

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

School Development Planning

Each year, with input from internal and external stakeholders, the schools prepare development plans. This year, each of our schools have developed a three-year school development plan (SDP) that must include both a Literacy and Well-Being for Learning goal. SDPs include data informed student goals, instructional actions, resources, key outcomes, and measures (including baseline data for each measure).

School improvement is about looking at last year's data through the lens of the work done by the school, in order to determine the impact on student learning. It is also about

Calgary Board
of Education

4-48

considering the students' learning needs in the context of the teachers' capacity to address these needs. School improvement goals are set based on these gaps.

Exemplars have been created to guide different literacy and well-being for learning goals. In addition, exemplars have been created for other areas of focus which, while may not be on the SDP formally, continue to support priorities within schools based on their student context.

Despite the pandemic, schools continue to monitor student progress in each of our classrooms. Multiple measures of student achievement, including actions and processes, provide us with information needed to improve teaching and learning for all students. Processes implemented across our system ensure the actions administrators and teachers take identify gaps and improve student learning and achievement.

System Guiding Documents

The new CBE developed and updated K-10 English Language Arts and Mathematics Assessment and Reporting Guides and CBE Understanding Grade Level Reading and Writing documents and accompanying checklists, are being used by teachers to assess student understanding based on high impact teaching strategies. These measures support teachers in identifying gaps and deciding what targeted, intentional teaching strategies to implement next as they review student work and set new targets.

Professional Learning Communities

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

Team Meetings

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

School-Based Professional Learning

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

Early Years Evaluation – Teacher Assessment (EYE-TA)

The EYE assessment is a system process based on a local measure used to assess all kindergarten students across the system. Each kindergarten teacher completes an early year's evaluation (EYE) assessment in October. Following the assessment, schools meet with the area strategist to review each student's results in order to identify gaps and plan strategies to address these gaps. This may include providing additional support from speech and language, occupational and physical therapists, and psychologists.

English Language Learning (ELL) Proficiency Benchmarks

Multiple times a year, teachers use Alberta Education's K-12 ESL Proficiency Benchmarks to determine language proficiency levels for our ELL learners. These data, which include indicators in reading, writing, speaking and listening, inform the school, area and system on the need for intentional supports and effective instruction for language acquisition

Attendance Tracking

Tracking attendance is another important school process that ensures the gap in student achievement does not widen. When schools identify concerns with attendance, they contact CBE's Attendance team, who work collaboratively with schools and families positively influence student's attendance.

School Learning Team

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

Response to Intervention (RTI)

RTI is a multi-tier approach to assist in early identification of students who require targeted supports for continued intellectual, social and emotional development, and is informed by multiple perspectives and continuous data collection.

Area Learning Team

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

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

Examples of supports that can be accessed by a referral to the area learning team include: school based mental health counsellor; psychological assessment; vision; audiology; ELL strategists; diversity & learning support advisor; Community Outreach of Pediatrics and Psychiatry in Education; inclusive education strategists; area behaviour support worker; speech language pathologist; occupational therapy; physiotherapy; Multi Agency School

Support Team; Youth at Risk Development Program; John Howard Society; YMCA alternative to suspension; and children's' services.

Calgary Board of Education

II. Summary Tables Indicators 1, 2, 4

Indicator 1

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
3 Year	78.3	79.7	65.5	73.3	38.8	55.8	60.7	61.8
4 Year	82.9	83.5	79.0	82.7	46.9	64.0	69.4	70.3
5 Year	83.9	84.9	75.1	84.9	50.1	64.9	70.1	71.8

	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
3 Year	Achievement	Green	Green	Yellow	Yellow	Red	Red	Orange	Orange
	Improvement	Blue	Blue	Yellow	Yellow	Yellow	Green	Blue	Green
	Overall	Green	Green	Yellow	Yellow	Red	Orange	Green	Yellow

Indicator 2

ELA	All Students	ELL	Indigenous	Special Ed
Division 1	2.84	2.75	2.23	2.40
Division 2	2.90	2.79	2.42	2.57
Division 3	2.91	2.73	2.42	2.55
Division 4	71.2	67.5	62.9	66.3

Math	All Students	ELL	Indigenous	Special Ed
Division 1	2.97	2.87	2.35	2.51
Division 2	2.96	2.91	2.39	2.61
Division 3	2.88	2.78	2.28	2.47
Division 4	74.9	73.8	65.1	68.9

Indicator 4

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.05	2.96	2.74	2.82
Division 3	3.08	2.95	2.71	2.83
Division 4	83.7	81.3	78.4	80.2

Arts	All Students	ELL	Indigenous	Special Ed
Division 1	2.98	2.86	2.68	2.63
Division 2	3.06	2.97	2.76	2.79
Division 3	3.09	2.92	2.80	2.88
Division 4	84.3	79.7	74.7	79.5

French	All Students	ELL	Indigenous	Special Ed
Division 1	3.03	2.95	2.93	2.60
Division 2	3.01	2.93	2.89	2.67
Division 3	3.04	2.95	2.63	2.77
Division 4	79.3	72.6	73.8	74.8

Languages	All Students	ELL	Indigenous	Special Ed
Division 1	2.97	2.98	2.60	2.53
Division 2	2.91	2.89	2.57	2.57
Division 3	3.09	2.99	2.50	2.73
Division 4	87.0	86.2	78.5	80.0

Physical Education	All Students	ELL	Indigenous	Special Ed
Division 1	3.07	2.94	2.70	2.73
Division 2	3.15	3.06	2.78	2.91
Division 3	3.08	2.96	2.68	2.84
Division 4	83.5	80.7	71.6	78.4

Science	All Students	ELL	Indigenous	Special Ed
Division 1	2.91	2.77	2.41	2.49
Division 2	2.90	2.81	2.39	2.54
Division 3	2.86	2.72	2.28	2.46
Division 4	76.7	73.7	68.1	70.7

Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.87	2.74	2.40	2.44
Division 2	2.87	2.77	2.38	2.50
Division 3	2.88	2.72	2.31	2.48
Division 4	73.7	69.8	63.9	68.0

Calgary Board
of Education

III. 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	2019-20
3-year	High School Diploma	6241	6235
	High School Equivalency Diploma	0	0
	Certificate of High School Achievement	76	82
	Post-Secondary Attendance	21	22
	Apprenticeship	1	2
	Academic Standing	106	112
4-year	High School Diploma	6423	6737
	High School Equivalency Diploma	2	2
	Certificate of High School Achievement	94	89
	Post-Secondary Attendance	68	79
	Apprenticeship	9	12
	Academic Standing	37	39
5-year	High School Diploma	6836	6643
	High School Equivalency Diploma	9	12
	Certificate of High School Achievement	100	101
	Post-Secondary Attendance	109	102
	Apprenticeship	24	14
	Academic Standing	25	19

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 2019-20: 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	2019-20	24.4	27.0	22.2	12.0	11.7	2.8
2	2019-20	28.1	30.1	18.8	10.8	8.1	4.1
3	2019-20	28.0	34.3	19.2	7.6	5.3	5.7
4	2019-20	27.8	38.3	18.9	4.3	4.2	6.4
5	2019-20	23.1	42.1	21.3	3.5	3.4	6.6
6	2019-20	24.0	42.2	22.0	2.8	3.2	5.8
7	2019-20	24.0	43.4	25.1	1.9	2.4	3.2
8	2019-20	24.0	42.0	26.4	2.7	2.1	2.7
9	2019-20	24.0	41.4	27.4	3.2	2.1	1.9

Calgary Board of Education

Stem 2: Writes to develop, organize and express information and ideas							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	15.0	34.6	27.3	9.0	10.9	3.0
2	2019-20	13.5	37.9	29.1	7.3	7.8	4.4
3	2019-20	13.9	38.2	30.3	5.7	5.3	6.7
4	2019-20	15.5	40.2	28.5	3.8	4.1	7.9
5	2019-20	15.0	41.3	28.9	3.2	3.5	8.2
6	2019-20	16.3	41.5	29.0	2.9	3.1	7.2
7	2019-20	18.4	42.9	29.8	2.5	2.5	3.9
8	2019-20	19.7	41.9	30.0	2.9	2.0	3.4
9	2019-20	20.1	40.7	31.5	3.3	2.0	2.3

Stem 3: Manages and evaluates information and ideas							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	15.3	43.6	29.0	3.1	7.0	2.0
2	2019-20	16.9	45.4	28.3	2.7	4.5	2.2
3	2019-20	17.7	44.3	29.0	2.7	3.4	2.9
4	2019-20	18.0	45.2	28.3	2.4	2.5	3.6
5	2019-20	17.8	45.5	28.9	2.0	1.9	3.9
6	2019-20	20.1	43.6	27.9	2.6	1.9	3.8
7	2019-20	21.8	44.7	27.7	2.7	1.5	1.6
8	2019-20	22.2	44.6	27.7	2.6	1.3	1.6
9	2019-20	23.5	41.3	29.6	3.0	1.4	1.2

Calgary Board of Education

Stem 4: Constructs meaning and makes connections through speaking							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	19.0	44.6	25.0	0.9	6.6	3.8
2	2019-20	20.8	47.2	23.7	1.1	4.1	3.0
3	2019-20	21.2	47.8	24.9	0.8	2.8	2.5
4	2019-20	21.9	49.1	23.6	1.0	2.5	2.0
5	2019-20	20.0	50.1	24.7	0.8	2.0	2.4
6	2019-20	22.2	46.1	26.9	1.3	2.0	1.6
7	2019-20	21.5	49.4	25.4	1.2	1.7	0.8
8	2019-20	21.8	47.4	26.9	1.8	1.5	0.7
9	2019-20	23.4	46.4	25.9	1.9	1.6	0.7

Stem 5: Constructs meaning and makes connections through listening							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	19.3	45.1	25.7	1.4	6.3	2.3
2	2019-20	21.4	47.8	23.9	1.3	3.7	1.8
3	2019-20	22.8	46.8	25.0	1.2	2.4	1.8
4	2019-20	23.6	48.1	23.3	1.1	2.3	1.6
5	2019-20	22.6	47.4	25.0	1.0	1.8	2.2
6	2019-20	25.4	46.1	24.1	1.3	1.7	1.4
7	2019-20	24.0	48.9	23.8	1.2	1.5	0.6
8	2019-20	27.0	43.5	25.0	2.5	1.4	0.6
9	2019-20	28.6	44.1	23.7	1.8	1.5	0.5

Calgary Board
of Education

Stem 6: Represents ideas and creates understanding through a variety of media							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	15.2	48.0	29.3	1.9	4.4	1.2
2	2019-20	16.0	51.4	27.0	1.8	2.8	1.1
3	2019-20	17.4	48.9	28.3	1.6	2.1	1.7
4	2019-20	19.1	50.8	25.2	1.5	1.7	1.8
5	2019-20	20.0	50.2	25.2	1.1	1.3	2.1
6	2019-20	21.6	47.6	26.8	1.4	1.2	1.4
7	2019-20	23.2	47.8	25.4	1.9	0.9	0.6
8	2019-20	24.7	46.5	24.8	2.3	1.0	0.7
9	2019-20	27.0	43.4	24.9	3.1	1.1	0.6

Calgary Board of Education

B. Students results by level of achievement within Mathematics as measured by student report card stems 2019-20: Grades 1-9

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 number sense and applies strategies for computation and estimation							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	29.3	41.5	21.7	4.9	1.5	1.1
2	2019-20	29.7	39.9	22.9	5.0	0.9	1.5
3	2019-20	29.0	41.0	22.4	4.5	0.6	2.5
4	2019-20	29.9	40.8	21.3	4.0	0.4	3.7
5	2019-20	28.8	39.7	22.7	4.3	0.4	4.1
6	2019-20	28.4	38.5	24.1	4.1	0.4	4.4
7	2019-20	24.4	41.5	27.1	4.0	0.5	2.4
8	2019-20	27.3	38.7	26.4	5.0	0.4	2.2
9	2019-20	23.7	37.3	30.3	6.5	0.3	1.9

Calgary Board of Education

Stem 2: Uses algebraic reasoning to represent patterns and relationships

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	27.1	47.0	21.3	2.5	1.3	0.7
2	2019-20	27.8	46.0	22.4	2.2	0.9	0.7
3	2019-20	25.5	44.9	23.9	3.4	0.8	1.7
4	2019-20	25.7	45.0	23.3	3.1	0.7	2.4
5	2019-20	23.3	44.1	26.0	2.9	0.5	3.3
6	2019-20	25.6	41.0	26.7	3.1	0.4	3.1
7	2019-20	27.4	39.9	26.5	3.3	0.5	2.5
8	2019-20	27.1	38.5	26.4	5.4	0.6	2.0
9	2019-20	25.4	37.1	28.2	7.2	0.5	1.6

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

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	24.6	47.9	23.1	2.0	1.7	0.6
2	2019-20	24.5	50.3	21.5	2.1	1.0	0.6
3	2019-20	24.5	46.2	24.4	2.8	0.8	1.3
4	2019-20	24.4	46.5	23.9	3.0	0.5	1.7
5	2019-20	24.1	45.3	24.6	2.9	0.6	2.4
6	2019-20	27.2	41.4	25.9	2.6	0.5	2.4
7	2019-20	26.2	41.2	26.9	3.5	0.5	1.7
8	2019-20	26.6	39.0	27.1	5.0	0.5	1.7
9	2019-20	24.6	38.4	28.3	6.5	0.5	1.7

Calgary Board of Education

Stem 4: Uses data to make predictions and answer questions							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
2	2019-20	24.6	48.7	22.6	2.2	1.1	0.9
3	2019-20	23.4	46.8	24.4	3.0	0.9	1.5
4	2019-20	22.3	48.3	24.1	2.5	0.5	2.2
5	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
6	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
7	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
8	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
9	2019-20	n/a	n/a	n/a	n/a	n/a	n/a

Stem 5: Uses probability and data to make predictions and answer questions							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
2	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
3	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
4	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
5	2019-20	26.3	47.4	22.4	1.3	0.5	2.1
6	2019-20	24.8	43.2	26.9	2.2	0.4	2.5
7	2019-20	25.4	41.6	26.4	4.2	0.6	1.8
8	2019-20	25.2	40.8	28.0	3.9	0.6	1.5
9	2019-20	27.0	38.3	28.9	3.3	0.9	1.7

Calgary Board of Education

4-61

C. Students results by level of achievement within English Language Arts as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2019-20	40.0	40.8	17.6	1.6
10-2	2019-20	14.6	33.8	41.2	10.4
10-4	2019-20	15.4	29.9	44.7	10.0
20-1	2019-20	42.3	39.1	17.1	1.5
20-2	2019-20	15.7	35.6	40.6	8.1
20-4	2019-20	13.6	39.1	37.2	10.1
30-1	2019-20	35.9	42.1	18.7	3.3
30-2	2019-20	13.5	43.5	37.1	5.9
30-4	2019-20	17.3	35.2	38.5	8.9

D. Students results by level of achievement within Mathematics as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10C	2019-20	51.4	24.1	19.9	4.6
10-3	2019-20	27.6	29.0	33.8	9.6
10-4	2019-20	33.8	28.5	31.8	5.9
20-1	2019-20	53.9	25.2	16.0	4.9
20-2	2019-20	20.6	35.1	37.0	7.3
20-3	2019-20	29.0	29.8	34.8	6.4
20-4	2019-20	38.1	28.0	26.7	7.2
30-1	2019-20	58.3	24.5	13.3	3.9
30-2	2019-20	32.4	33.7	27.6	6.3
30-3	2019-20	22.4	33.7	37.0	7.0
31	2019-20	83.7	11.8	3.8	0.6

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 2019-20: 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	2019-20	28.2	55.5	14.7	0.3	1.0	0.4
6	2019-20	25.9	50.6	21.8	1.5	0.1	0.1
7	2019-20	29.9	50.8	18.0	1.0	0.2	0.1
8	2019-20	30.0	47.8	19.9	2.0	0.1	0.1
9	2019-20	31.8	46.9	19.0	2.0	0.2	0.2

Calgary Board of Education

B. Students results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2019-20: 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	2019-20	71.5	17.1	11.4	0.1
HRH	2019-20	72.6	17.6	9.8	0.0
MDC	2019-20	65.1	21.1	13.8	0.1
NAT	2019-20	63.1	23.9	12.3	0.7
TMT	2019-20	67.1	22.5	10.4	0.0

Calgary Board of Education

C. Students results by level of achievement within Fine and Performing Arts as measured by student report cards 2019-20: 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	2019-20	18.2	56.5	23.2	0.8	0.8	0.5
2	2019-20	21.5	57.2	20.0	0.6	0.4	0.2
3	2019-20	21.2	57.2	20.6	0.4	0.3	0.2
4	2019-20	23.8	56.2	19.0	0.6	0.2	0.2
5	2019-20	25.0	55.3	18.8	0.5	0.2	0.2
6	2019-20	29.5	50.6	18.4	1.2	0.1	0.1
7	2019-20	29.2	50.0	19.1	1.5	0.2	0.1
8	2019-20	32.3	46.6	18.9	1.9	0.1	0.2
9	2019-20	34.6	43.9	19.0	2.2	0.2	0.2

D. Students results by level of achievement within Fine and Performing Arts as measured by student report cards 2019-20: high school courses

Level	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2019-20	70.6	18.1	8.8	2.5
20	2019-20	79.0	13.5	6.3	1.2
30	2019-20	83.6	10.9	4.6	0.9

Calgary Board of Education

E. Students results by level of achievement within French Language Arts as measured by student report cards 2019-20: 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	2019-20	34.4	41.6	21.4	2.1	0.0	0.5
2	2019-20	30.4	41.0	22.2	4.8	0.0	1.6
3	2019-20	29.1	43.1	23.9	2.5	0.0	1.4
4	2019-20	23.8	46.7	24.8	2.0	0.0	2.7
5	2019-20	27.7	50.2	19.2	0.5	0.0	2.4
6	2019-20	23.5	53.1	21.7	0.6	0.0	1.2
7	2019-20	31.0	44.3	22.1	2.3	0.0	0.2
8	2019-20	29.4	42.1	25.7	2.6	0.0	0.3
9	2019-20	33.2	44.7	20.7	1.2	0.0	0.2

F. Students results by level of achievement within French Language Arts as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2019-20	52.0	38.0	9.8	0.2
10-2	2019-20	0.0	0.0	0.0	0.0
20-1	2019-20	57.7	35.5	6.6	0.2
20-2	2019-20	27.6	51.7	20.7	0.0
30-1	2019-20	55.8	35.3	8.7	0.3
30-2	2019-20	57.8	18.3	20.2	3.7

Calgary Board of Education

G. Students results by level of achievement within Languages as measured by student report cards 2019-20: 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	2019-20	27.6	46.3	23.4	2.1	0.1	0.5
2	2019-20	24.8	48.0	24.5	2.0	0.1	0.5
3	2019-20	23.1	47.5	26.2	1.7	0.4	1.1
4	2019-20	17.8	52.9	26.8	1.1	0.7	0.8
5	2019-20	19.0	54.3	24.3	1.2	0.7	0.6
6	2019-20	19.4	51.4	26.6	1.2	0.9	0.6
7	2019-20	29.4	48.3	20.7	1.2	0.0	0.4
8	2019-20	32.5	46.0	19.8	1.6	0.0	0.2
9	2019-20	35.1	44.8	17.8	1.9	0.3	0.1

H. Students results by level of achievement within Languages as measured by student report cards 2019-20: high school courses

Level	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2019-20	76.7	14.7	6.1	2.5
20	2019-20	80.1	13.2	5.3	1.3
30	2019-20	86.2	9.9	3.5	0.3

Calgary Board of Education

I. Students results by level of achievement within Physical Education as measured by student report cards 2019-20: Grades 1-9

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	2019-20	21.4	59.6	17.5	0.8	0.1	0.5
2	2019-20	24.8	59.0	15.1	0.6	0.0	0.4
3	2019-20	25.4	59.6	14.2	0.5	0.0	0.3
4	2019-20	28.2	57.6	13.5	0.4	0.0	0.3
5	2019-20	29.1	57.1	12.8	0.4	0.3	0.4
6	2019-20	30.3	55.0	13.9	0.6	0.0	0.1
7	2019-20	27.2	56.0	15.5	1.0	0.2	0.1
8	2019-20	26.2	55.2	16.9	1.5	0.0	0.2
9	2019-20	29.1	51.3	17.5	1.7	0.2	0.2

J. Students results by level of achievement within Physical Education as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2019-20	75.5	15.2	7.2	2.2
20	2019-20	70.2	17.4	9.6	2.8
30	2019-20	76.2	13.5	7.5	2.7

Calgary Board of Education

K. Students results by level of achievement within Science as measured by student report cards 2019-20: Grades 1-9

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	2019-20	19.3	50.1	24.1	1.4	4.0	1.1
2	2019-20	19.2	52.3	23.7	1.2	2.7	0.9
3	2019-20	18.4	49.8	26.7	1.6	2.2	1.3
4	2019-20	21.1	50.5	24.1	1.6	1.6	1.2
5	2019-20	20.3	48.1	27.2	1.9	1.3	1.2
6	2019-20	21.2	46.0	28.0	2.5	1.2	1.0
7	2019-20	19.9	45.5	29.6	3.1	1.0	0.9
8	2019-20	22.8	42.7	28.9	3.8	0.9	0.9
9	2019-20	25.1	41.0	28.1	4.1	1.1	0.6

Calgary Board of Education

L. Students results by level of achievement within Science as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
Science 10	2019-20	49.1	27.0	19.2	4.6
Science 14	2019-20	31.2	29.1	33.0	6.7
Science 10-4	2019-20	27.8	29.8	32.2	10.2
Biology 20	2019-20	54.1	26.9	16.4	2.6
Chemistry 20	2019-20	57.4	23.3	15.4	3.9
Physics 20	2019-20	58.3	22.2	15.5	4.0
Science 20	2019-20	23.4	36.9	34.8	4.8
Science 24	2019-20	33.6	32.5	29.8	4.1
Science 20-4	2019-20	21.2	30.1	34.2	14.4
Biology 30	2019-20	58.9	24.7	13.4	3.0
Chemistry 30	2019-20	61.0	24.5	11.6	2.9
Physics 30	2019-20	68.3	19.8	9.1	2.9
Science 30	2019-20	44.2	31.6	20.6	3.7

Calgary Board of Education

M. Students results by level of achievement within Social Studies as measured by student report cards 2019-20: 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	2019-20	16.9	50.2	25.4	1.4	4.9	1.3
2	2019-20	17.0	51.3	26.0	1.4	3.2	1.1
3	2019-20	17.3	49.4	27.6	1.8	2.5	1.4
4	2019-20	18.8	49.2	26.7	1.9	1.9	1.6
5	2019-20	18.9	47.7	28.1	1.9	1.5	1.8
6	2019-20	20.6	44.9	29.0	2.2	1.7	1.7
7	2019-20	21.2	44.7	28.8	2.9	1.4	1.1
8	2019-20	24.2	42.6	27.4	3.4	1.3	1.2
9	2019-20	23.6	41.4	29.1	3.5	1.5	0.9

N. Students results by level of achievement within Social Studies as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2019-20	51.8	34.2	13.1	0.9
10-2	2019-20	16.6	32.3	40.7	10.4
10-4	2019-20	14.5	35.7	42.0	7.8
20-1	2019-20	54.4	33.5	11.1	1.0
20-2	2019-20	21.0	34.0	38.3	6.8
20-4	2019-20	19.6	35.4	39.2	5.8
30-1	2019-20	51.1	34.3	13.4	1.1
30-2	2019-20	30.5	35.7	29.2	4.6

Calgary Board of Education

appendix | IV. Distribution of Codes

Grades 1-12: 116 787 students

Code										N
301 - English as a Second Language - Foreign Born										14 730
LP1	7.2%	LP2	16.7%	LP3	27.0%	LP4	30.8%	LP5	18.4%	
302 - English as a Second Language - Non-funded										1122
LP1	3.7%	LP2	14.6%	LP3	28.7%	LP4	34.3%	LP5	18.7%	
303 - English as a Second Language - Canadian Born										14 175
LP1	2.7%	LP2	12.8%	LP3	29.8%	LP4	34.0%	LP5	20.7%	

Total 30 027

Percent of the Students in Grades 1-12 25.7

Code	N
331 - Aboriginal Student - Status First Nations	2586
332 - Aboriginal Student - Non-Status First Nations	1014
333 - Aboriginal Student - Métis	1266
334 - Aboriginal Student - Inuit	59

Total 4925

Percent of the Students in Grades 1-12 4.2

Code	N
41 - Severe Cognitive Disability	25
42 - Severe Emotional/Behavioural Disability	3309
43 - Severe Multiple Disability	266
44 - Severe Physical or Medical Disability	3207
45 - Deafness	82
46 - Blindness	30
51 - Mild Cognitive Disability	709
52 - Moderate Cognitive Disability	90
53 - Emotional/Behavioural Disability	1029
54 - Learning Disability	5317
55 - Hearing Disability	130
56 - Visual Disability	25
57 - Communication Disability	1640
58 - Physical/Medical Disability	4679
59 - Multiple Disability	1592
80 - Gifted and Talented	2562

Total 23 998

Percent of the Students in Grades 1-12 20.5

Calgary Board of Education

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

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$^{\circ}$ (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
- Physical Education 10 (3 credits)$^{\circ}$
- Career and Life Management (3 credits)$^{\circ}$
- 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) $^{\circ}$ These courses may include:
  - 30-level locally developed courses
  - advanced level (3000 series) in Career and Technology Studies courses
  - 30-level Work Experience courses$^{\circ}$
  - 30-level Knowledge and Employability courses
  - 30-level Registered Apprenticeship Program courses
  - 30-level Green Certificate Specialization courses
  - Special Projects 30

Calgary Board of Education

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

Further Notes:
- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma requirements of "10 credits in any combination from Career and Technology Studies (CTS) courses" and "10 credits in any 30-level course—Advanced level (3000 series) in Career and Technology Studies courses."
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).

B. High School Equivalency Diploma

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

  The 60 credits will include:
  - a high school course in mathematics (5 credits)
  - a high school course in science (3 credits)
  - English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)
  - one other 30-level course, other than English language arts (5 credits)
  - additional high school courses (42 credits)

  If the student has met all of the requirements above, the principal will apply additional credits. Additional credits can be awarded in Provincial Approach to Student Information (PASI) for the following:
  - additional high school courses
  - a maximum of 15 credits for approved adult education courses offered by recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes)
  - a maximum of 15 credits for age, according to the following scale:
    - age 21–24 (inclusive) 5 credits
    - age 25–29 (inclusive) 10 credits
    - age 30 and over 15 credits
  - a maximum of 5 credits for extensive travel
  - a maximum of 5 credits for extensive reading

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

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

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

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

C. Certificate of High School Achievement

Guide to Education: ECS to Grade 12 | 2020-2021 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 p. 11

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

E. Apprenticeship

Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation p. 11

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

F. Academic Standing

Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation p. 11

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

Calgary Board of Education

operational
expectations
monitoring report

OE-3: Instructional Program

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Instructional Program, the Chief Superintendent certifies that the proceeding information is accurate and complete.

☐ In Compliance.

☒ In Compliance with exceptions noted in the evidence.

☒ Not in Compliance.

Signed: _____   Date: <u>Jan. 4, 2021</u>

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Instructional Program, the Board of Trustees:

☐ Finds the evidence to be compliant

☐ Finds the evidence to be compliant with noted exceptions

☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

Chair, Board of Trustees

**Calgary Board
of Education**

OE-3: Instructional Program

Executive Summary

> The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

This Operational Expectation establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in providing an instructional program that supports student success

The Chief Superintendent's reasonable interpretation and indicators for OE 3: Instructional Program were approved on October 10, 2017. The Board of Trustees last monitored OE 3 on January 7, 2020. This report includes data available from the 2019-2020 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
3.1	3.1.1	Compliant
3.1	3.1.2	Compliant
3.1	3.1.3	Compliant
3.1	3.1.4	Compliant
3.1	3.1.5	Compliant
3.1	3.1.6	Non-compliant
3.1	3.1.7	Compliant
3.1	3.1.8	Compliant
3.2	3.2.1	Compliant
3.2	3.2.2	Compliant
3.2	3.2.3	Compliant
3.2	3.2.4	Compliant
3.2	3.2.5	Compliant
3.3	3.3.1	Compliant
3.3	3.3.2	Compliant
3.4	3.4.1	Compliant
3.4	3.4.2	Compliant
3.4	3.4.3	Non-compliant

Calgary Board
of Education

OE-3: Instructional Program

> The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

Board-approved Interpretation |

It is important for each student to have access to the learning opportunities that best meet their needs to reach their potential. These opportunities are not restricted based on an ability to pay**.**

The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, progress and achieve.
- *educational programming* to mean learning opportunities that are rooted in the Program of Studies and planned to meet the learning needs of students.
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

The Chief Superintendent shall:

3.1	Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families and the fiscal and operational capacity of the organization.	Compliant

Board-approved Interpretation |

Offering a variety of instructional programs to CBE students provides opportunities for learning that are personalized, accessible, engaging and meaningful.

The Chief Superintendent interprets:

OE-3: Instructional Program

- *plan* for to mean intentional identification of learning strategies in support of specific student learning outcomes.

- *challenging* to mean that each student is provided learning opportunities at an appropriate level for growth.

- *relevant* to mean learning opportunities are developed that are meaningful to the student.

- *educational needs* to mean those requirements specific to individual students that support progress in their learning.

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, progress and achieve.

- *fiscal capacity* to mean the amount of economic resources available to the organization considering the bounds of legislation and generally accepted accounting principles.

- *operational capacity* to mean the ability of the CBE to provide adequate resources within the funding provided and revenue collected.

Board-approved Indicators and *Evidence* of Compliance |

1. 100 per cent of high school principals confirm that a flexibility component, as defined in High School Redesign, exists within each timetable.	Compliant

The organization is compliant with this indicator

Evidence statement

For the 2019-2020 school year, principals confirm that a flexibility component existed within each timetable. Flexibility varies, but all high schools had one or more component of flexibility, such as:

- flex period(s) built into the time table either daily, weekly or monthly;
- additional personalized learning support time available scheduled prior to classes starting and after classes at the end of the day; and
- flex days scheduled monthly several times per term or semester.

Calgary Board of Education

operational
expectations
monitoring report

OE-3: Instructional Program

2. Principals confirm student learning plans contain personalized goals and strategies.	Compliant

The organization is compliant with this indicator

Evidence statement

For the 2019-2020 school year, 99.58% of schools reported that students have learning plans that contain personalized goals and strategies. Teachers will have students reflect on their own learning, develop goals based on that reflection, and then establish strategies or next steps in their learning. One school reported having student learning plans until March 2020, but was unable to confirm that the learning plans were still in place once students moved to online learning. The shift to emergency remote teaching impacted these plans. From March 13, 2020 onwards, teachers were to evaluate curricular outcomes not yet covered, prioritize the outcomes based on what may have been manageable for students working from home, and plan specific tasks and projects for students. Principals supervised and confirmed the teachers' work. Provincial direction also streamlined subject areas of focus by division levels.

3. 100 per cent of principals confirm utilizing specialized assessments from professionals in support of student learning.	Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of principals reported that student learning was supported with information from specialized assessments for the students' who have had assessments.

Calgary Board of Education

operational
expectations
monitoring report

OE-3: Instructional Program

4. 100 per cent of alternative program proposals received by the Calgary Board of Education are considered within the context of the *Education Act* and the CBE Alternative Program Proposal Process.	Compliant

The organization is compliant with this indicator.

Evidence statement

The Calgary Board of Education received two alternative program proposals in the 2019-2020 school year. Although the programs were consistent with the *Education Act*, both programs were declined as they did not meet the criteria set out in the CBE Alternative Program Proposal Process*.*

5. The number of dual credit educational opportunities provided for high school students remains stable or increases.	Compliant

The organization is compliant with this indicator.

Evidence statement

The number of dual credit programs remained stable for the 2019-2020 school year, even though schooling was impacted by COVID-19. The dual credit courses successfully transitioned to online in March 2020 with the movement to online classes in schools and cancellation of classes in universities. COVID-19 did not result in the cancellation of dual credit courses. Students were able to complete their learning and courses.

Prior to the impact of COVID-19 and the new funding model for post-secondary institutions, post-secondary institutions offered dual credit primarily on-campus at the post-secondary sites.

Calgary Board
of Education

OE-3: Instructional Program

Dual Credit Programs	2019-2020
Pre-Employment Carpentry	SAIT
Pre-Employment Welding	SAIT
Pre-Employment Electrician	SAIT
Pre-Employment Pipe Trades	SAIT
Pharmacy Assistant Certificate	SAIT
Health Care Career Essentials – 2 cohorts	SAIT
Business Management	SAIT
Drawing & Design	ACAD
Veterinary Technical Assistant – 2 cohorts	Olds College
Psychology – 3 cohorts	U of C
Kinesiology	U of C
English	U of C
Health & Nursing: Anatomy & Physiology 1	Bow Valley College
Health & Nursing: Anatomy & Physiology 1	Bow Valley College
Health & Nursing: Human Growth and Development	Bow Valley College
Health & Nursing: Interpersonal Skills	Bow Valley College
Software Development: Programming Fundamentals	Bow Valley College
Software Development: The Internet of Things	Bow Valley College
Criminal Justice: Introduction to Criminal Justice	Bow Valley College
Criminal Justice: Interpersonal Relationships and Communications	Bow Valley College
Criminal Justice: Introduction to Canadian Law	Bow Valley College
Criminal Justice: Forensics	Bow Valley College
Health Care Administration: Medical Terminology	Bow Valley College
Health Care Administration: Introduction to Healthcare	Bow Valley College

A comprehensive review of Alberta's post secondary system resulted in *Alberta 2030: Building Skills for Jobs,* resulting in significant changes to the institutions dual credit strategies. Partner post-secondary institutions have adapted their delivery models and increased both breadth and quality of online learning and online dual credit opportunities, including SAIT and Olds College. Bow Valley College has phased out their dual credit programs locally and provincially.
Programs 2020-21: Courses Cancelled by post-secondary:

Health & Nursing: Human Growth and Development	Bow Valley College
Health & Nursing: Interpersonal Skills	Bow Valley College
Software Development: Programming Fundamentals	Bow Valley College

Calgary Board
of Education

5-23

OE-3: Instructional Program

Software Development: The Internet of Things	Bow Valley College
Criminal Justice: Introduction to Canadian Law	Bow Valley College
Criminal Justice: Forensics	Bow Valley College

Programs 2020-21: New programs. These courses were part of the adjusted strategy and were offered online:

Ecology	Olds College
Veterinary Profession	Olds College
Veterinary Practice	Olds College
Anatomy and Physiology	SAIT
Science of Health and Wellness	SAIT
Healthcare Professionalism	SAIT
Infection Prevention and Control	SAIT
Medical Terminology	SAIT

6. The number of exploratory credit opportunities in Career and Technology Studies provided for high school students remains stable or increases.	Not Compliant

The organization is non-compliant with this indicator.

Evidence statement

Due to the focus of on-campus experiential learning at the core of the exploratory credit opportunities, COVID-19 impacted some of the exploratory programs. The exploratory programs remained stable from September 2019-January 2020. Most exploratory programs started in February 2020 were cancelled due to COVID-19 in March 2020. The exceptions to cancellation were Foundations in Emergency Care as well as Recreational Leadership through the City of Calgary and Ever Active Schools.

Exploratory Programs	Details
Exploring Emergency Care	February – May 2020 Completed online
Recreational Leadership	1 cohort ran Sept 2019 – Jan 2020 1 cohort ran Feb – June 2020

OE-3: Instructional Program

Exploring Metal Trades	Cancelled due to COVID
Advanced Visualization Lab	Cancelled due to COVID
Exploratory Insulators	Cancelled due to COVID
Exploratory Ironworker	Cancelled due to COVID
Exploratory Pipe Trades	Cancelled due to COVID
Cook Apprentice	Cancelled due to COVID
Exploratory Boilermakers	Cancelled due to COVID
Culinary Arts Program	Cancelled due to COVID
Cook Exploratory Program	Cancelled due to COVID
ZooYouth	Cancelled due to COVID

One additional exploratory electrician opportunity was added for the 2020-2021 school year and the others continue to be impacted by COVID-19.

7. No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.	Compliant

The organization is compliant with this indicator.

Evidence statement

Off-site activities were cancelled from March to June 2020 due to COVID-19. Prior to March, 100% of principals confirmed that all students were able to participate in whole class off-site activities regardless of their inability to pay.

8. A Three-Year Student Accommodation Plan is presented annually to the Board of Trustees for information.	Compliant

The organization is compliant with this indicator.

Evidence statement

The Board of Trustees received the Three-Year Accommodation Plan on June 9, 2020. The report identified:

OE-3: Instructional Program

- summarize student accommodation initiatives that were completed prior to June 1, 2020;
- summarize decisions made to address student accommodation challenges that will be implemented in the 2020-2021 school year;
- highlight the student accommodation issues that have been identified for the next three years; and
- information on the human and financial impacts of accommodation decisions, where such impacts were possible to determine such as the number of students affected, increase or decrease of transportation costs or the costs of programming moves and/or expansions.

The Three-Year Student Accommodation Plan also informs Operational Expectation 8 – Communicating and Engaging With the Public in identifying any changes to instructional programs.

Evidence demonstrates seven of eight indicators in subsection 1 are in compliance.

3.2	Ensure that the instructional program is regularly evaluated and modified as necessary.	Compliant

Board-approved Interpretation |

An important part of the school development planning process requires attention to multiple forms of evidence including student learning, perception and school process.

The Chief Superintendent interprets:

- *instructional program* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study.

- *evaluated and modified* to mean practices within the instructional program are continuously reviewed in response to student learning evidence, interests and need.

Board-approved Indicators and *Evidence* of Compliance |

**Calgary Board
of Education**

OE-3: Instructional Program

1. 100 per cent of principals confirm they use data to inform the creation and modification of school development plans.	Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of principals confirmed the use of data to inform the creation and modification of school development plans. For example, this data would consist of provincial achievement or diploma results, school based assessment data and demographics data. The data collection for School Development Plans has gone under revision to ensure stronger consistency across the system and clear links to Results.

2. 100 per cent of principals report identifying and reporting to their community on the progress achieved towards targets as outlined in school development plans.	Compliant

The organization is compliant with this indicator.

Evidence statement

The data identifies that 100% of principals shared progress achieved towards targets within the 2018-2019 school year. This information was shared in the fall of the 2019-2020 school year after the release of the provincial and diploma results to allow schools to analyze that information.

3. School development plans are reviewed annually by education directors.	Compliant

The organization is compliant with this indicator.

Evidence statement

**Calgary Board
of Education**

operational
expectations
monitoring report

OE-3: Instructional Program

For the 2019-2020 school year, 100% of education directors confirmed they had reviewed the school development plans with their principals. In the online school development planning process, the system requires a dialogue process that includes submission, review and feedback. In addition, principals attend planning sessions that allow the opportunity for feedback from their colleagues and the education directors as they work through the planning process.

4. School instructional programs and services supported centrally are monitored in accordance with the identified schedule.	Compliant

The organization is compliant with this indicator.

Evidence statement

The Calgary Board of Education conducted program reviews for specialized settings in the 2019-2020 school year. The programs reviewed were TASC, CSSI and SKILL classes for Grades 1-6 to address:

- the development of a sustainable system-wide plan that continued to offer students the programming and supports that met students' identified needs;
- a reallocation of resources, based on need, that supported students having equitable access to programs and services across the system;
- building coherence and continuous improvement in program provision, service delivery and professional learning for all team members; and
- creating a system-wide response that has students attending a specialized class as close to home as possible.

The outcome was the development of a class, Enhanced Educational Supports (EES) that would be a blend of TASC, CSSI, and SKILL for Grades 1-6.

5. 100 per cent of principals confirm that they encourage teaching practices that are consistent with the system direction identified in the 3 Year Education Plan.	Compliant

The organization is compliant with this indicator.

Evidence statement

Calgary Board of Education

operational
expectations
monitoring report

OE-3: Instructional Program

For the 2019-2020 school year, 100% of principals confirm encouraging teaching practices consistent with system direction identified in the Three-Year Education Plan. This would include literacy goals and one other program of study with work done on high impact strategies for each of those goals. In addition, the well-being of students would have received focus understanding how mental health is supported through effective strategies.

Evidence demonstrates all indicators in subsection 2 are in compliance.

3.3	Ensure that no program emphasizes a particular religion, notwithstanding the *Education Act* definition of alternative programs.	Compliant

Board-approved Interpretation |

As a public education system, the Calgary Board of Education will not promote the views of specific religions.

The Chief Superintendent interprets:

- *program* to mean an instructional program based on the outcomes identified in the Alberta Programs of Study.

Board-approved Indicators and *Evidence* of Compliance |

1. An internal review confirms that no CBE program emphasizes a particular religion.	Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of principals confirm that no programs in the schools emphasize a particular religion.

Calgary Board of Education

**operational
expectations
monitoring report** |

OE-3: Instructional Program

2. 100 per cent of principals confirm compliance with AR 3067: Religion in Education.	Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of principals confirm the practices in their schools comply with Administrative Regulation 3067 – Religion in Education.

Evidence demonstrates all indicators in subsection 3 are in compliance.

3.4	Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the fiscal and operational capacity of the organization.	Compliant

Board-approved Interpretation |

It is important for CBE to balance the services required to support educational programming choices with the associated costs while operating in a fiscally sound and responsible manner.

Transportation provided must take steps to reduce the risk of harm to students (or protect students from harm) and be consistently dependable.

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by CBE to provide transportation to and from school for students including public transit.

- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services.

- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control.

Calgary Board of Education

operational
expectations
monitoring report

OE-3: Instructional Program

- *fiscal capacity* to mean the amount of economic resources available to the organization considering the bounds of legislation and generally accepted accounting principles.

- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.

Board-approved Indicators and *Evidence* of Compliance |

1. 100 per cent of school bus stops and zones are found to be in compliance with the Alberta Education Route Assessment criteria.	Compliant

The organization is compliant with this indicator.

Evidence statement

A route assessment was completed on all bus routes for the 2019-2020 school year and any concerns were addressed. The criteria considers factors such as safety, highway stops, loading and unloading, intersections and road structure.

2. Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.	Compliant

The organization is compliant with this indicator.

Evidence statement

Contracts with service providers provide performance measures that allow CBE to administer penalties for instances of service concerns. In addition, routes have been re-assigned to other service providers in response to poor performance measures.

Calgary Board of Education

5-32

OE-3: Instructional Program

3. Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees through a balanced budget.	Not Compliant

The organization is non-compliant with this indicator.

Evidence statement

The 2019-2020 audited financial statement reports a 1.079 million dollar deficit. Transportation Services expects to run a balanced budget for in the 2020-2021 school year.

Evidence demonstrates two of the three indicators in subsection 4 are in compliance.

Calgary Board of Education

operational
expectations
monitoring report

OE-3: Instructional Program

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

Calgary Board of Education

report to Board of Trustees	Hub Online Learning

Date	January 12, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Joanne Pitman, Superintendent, School Improvement
Governance Policy Resources	Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instrucional Program
Resource Persons	Michael W. Nelson, EdD. Education Director, Area 5, Teaching and Learning with Technology & Learning Resources Teresa Martin, Education Director, Area 2, Pathways to High School Success Elizabeth Wood, Education Director, Research and Strategy Lori Cooper, EdD. Education Director, Area 7, Core Curriculum Cyndi McNiven, Education Director, Inclusive Education

1 | Recommendation

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

2 | Issue

The Board of Trustees has requested regular reports for information documenting The Calgary Board of Education's operational planning in specific areas in response to the global COVID-19 pandemic.

This report outlines:

- the creation of an online learning format called CBE Hub online learning.

- the operational management of Hub online learning for students and staff.

3 | Background

Alberta Education and Alberta Health Services (AHS) have provided guidance and direction to school authorities in planning for school re-opening for the 2020-21 school year. This guidance is regularly revisited and updated based on the status of the pandemic.

The Calgary Board of Education (CBE) utilizes these guidelines to develop and update CBE's 2020-21 School Re-Entry plan (2020-21 School Plan). This plan provides guidance and direction specific to CBE schools related to school operations, programming expectations, and health and safety measures. CBE staff continually review the plan based on new information provided by Alberta Education and/or AHS and also take into account the context of the City of Calgary.

On July 21, 2020, Alberta Education mandated Scenario 1, a return to face-to-face instruction for students for the 2020-21 school year. As well as preparing for a safe return to in-person instruction in September, consideration was given to students who could not return to schools due to COVID-19 related concerns.

The CBE's response was the creation of an online learning format called Hub online learning. This option was provided for families of students in Grades 1 to 12 choosing to have their children remain at home due to COVID concerns while in-school classes have resumed.

The chart below indicates the number of students registered in Hub online, the programs offered and the number of staff teaching either full-time or part-time. For a detailed report on Special Education: programs, student enrolment and staff deployment, see Appendix I.

Hub online learning: Student Count and Teacher Deployment

Data is of Nov. 19, 2020

Grades	Program	Number of Students	Number of Teachers Part Time	Full Time	
1-6	Regular	9,920	0	336
7-9	Regular	4,079	0	196
10-12	Regular	2,863	191	63
1-6	French Immersion	477	0	17
7-9	French Immersion	221	0	3
10-12	French Immersion	60	0	1
1-6	Spanish Bilingual	238	0	9
7-9	Spanish Bilingual	99	0	1
10-12	Spanish Bilingual	4	0	1
1-6	Special Education	196	0	11
7-9	Special Education	201	0	10
10-12	Special Education	72	0	3

5 | Planning Phase

The planning for Hub online learning began in late June 2020 and continued throughout the summer. Key Education Directors, as well as staff from service units including School Improvement, Human Resources, Communication and Community Engagement, Finance, Client Technology Services, and Information Technology Services collaborated in the planning.

There were considerations identified that were common for students in Grades 1 to 12, including students with special education placements and students in French Immersion and Spanish Bilingual programs. There were also considerations that were distinct to students in each of these same areas.

Alberta Education mandated that for Scenario 1, students are to meet all the outcomes in the Programs of Study. Hours of instruction and student independent work needed to align with Alberta Education's guidelines for teaching and learning. Instruction needed to provide real-time, on-line teacher instruction with all students registered in hub courses, pre-recorded videos and printable resources in order to meet Alberta Education's expectations for teaching and learning. (See chart below).

	Grades 1 to 6	Grades 7 to 9	Grades 10 to 12
Instruction provided by	Generalists	Subject-specific teachers	Subject-specific teachers
Courses	*English Language Arts, Science, Mathematics, Social Studies, Physical Education, Health and Life Skills. (*French Language Arts and Spanish Language Arts offered for the immersion and bilingual program students.) Music and Art are integrated in these six courses	*English Language Arts, Science, Mathematics, Social Studies, Physical Education, Health and Life Skills. (*French Language Arts and Spanish Language Arts offered for the immersion and bilingual program students.) Fine Arts (Art and Drama) are integrated within these six courses.	A full range of courses required for high school completion and based on student demand.
Weekly Required commitment to learning (approximately):	20 hours	25 hours	30 hours
Weekly Real-time teacher instruction	5 to 6 hours	5 to 7 hours	2 hours per course
Daily Independent work	3 hours	1 hour or up to 4 hours per course	1 to 2 hours per course

Key to Hub online learning for all students, was allowing students to remain registered at their home schools while receiving course instruction through a format of online instruction and independent work. By remaining registered at their home schools, students could:
- stay connected to their school community;
- access school-based resources; and
- transition seamlessly back to in-person learning when the time comes.

Service Units Collaboration
School Improvement, Human Resources, Finance, and Communication and Engagement Services collaborated in the following ways:
- School Improvement provided guiding principles and direction throughout the planning.
- Key Education Directors created the online model.

- All Education Directors managed the model's implementation in late August, early September.
- Human Resources (HR) provided guidance for staffing-related concerns and involved the appropriate unions/associations in the staffing process. HR ensured that all staff requiring accommodation due to COVID-19 were identified and prioritized for Hub online learning positions.
- Finance provided insight into potential costs associated with decisions made during the creation of the online learning model. For example, identifying the most cost-effective way of redeployment of staff.
- Communications and Engagement Services managed the communication of Hub online learning with the internal and the corporate website.

Grades 1-12

Ongoing professional learning support for teachers of Hub online learning started at the end of August, and is continuing for the remainder of the school year.

Administrators from CBe-learn provided instruction to all teachers at the start of the school year to ensure teachers were familiar with technological aspects of setting up classes, reporting and assessment, and communication.

Professional learning for best practice for online teaching has continued throughout the fall, provided by CBe-learn administration, the Hub team, the Teaching and Learning with Technology Team, and Core Curriculum Team (see Implementation).

Grades 1-6

Online courses for Grades 6 to 12 were previously developed and being taught through CBe-learn and were made available to Hub teachers. In anticipation of students in Grades 1-5 requesting Hub online learning, a small team of five CBe-learn and experienced Grades 1-5 teachers worked for several weeks in August to prepare online course materials for all Grades 1-5 Hub teachers. The Core Curriculum Team provided subject specific resources. An acting assistant principal was assigned to support Hub teachers in Grades 1-6.

Grades 7-9

Online courses for students in Grades 7-9 were previously created by CBe-learn and made available to all staff teaching courses through Hub online learning. A temporary assistant principal was assigned to support Hub teachers in Grades 7-12.

Grades 10-12

High school courses required for high school completion were offered based on student demand. Data indicates over 200 different courses were taught in semester one. Most academic courses and complementary courses not facility-dependent were offered.

Special Education

Referrals for services and support continues through the School Learning Teams/Area Learning Teams. Teachers are following the process of Individual Program Plan (IPP) development and provide for the necessary instructional accommodations and supports identified for students.

Hub opportunities for special education students in system classes are provided. The following system classes are offered through Hub:

- Attitude, Community, Competence Elements Social Skills (ACCESS)
- Adapted Learning Program (ALP)
- Bridges
- Communication, Sensory, Social Interaction (CSSI)
- Enhanced Educational Supports (EES)
- Gifted and Talented Education (GATE)
- Language and Literacy (L&L)
- Paced Learning Program (PLP)
- The Class,
- Teaching of Aptitude and Social Communication (TASC),
- Transition

Class sizes were created strategically to maximize the deployment of resources and maintain class sizes. See Appendix I.

6 | Implementation

Communication has been essential for consistency and understandings of Hub online learning for administration, staff, students and parents.

Administration
- Hired two temporary assistant principals to support staff of Hub online learning with the technology, and to support online teaching practices and curriculum components of online learning.
- Ongoing communication with Hub administration, CBe-learn and Education Directors.
- Principals of all schools are provided with updates on Hub online learning through weekly updates, direct emails, and advance sharing of SchoolMessenger notices sent to families and independent students registered in Hub online learning.

Staff
- Hub online learning weekly message for both school-based administrators and Hub teachers
- Brightspace by D2L shell for Hub teachers for ongoing communication and sharing of resources and ideas as learning support for teachers teaching online courses.

Students/Parents

- Information sheets detailing Hub online learning were posted on the corporate website in August to inform parents / independent students of details of online learning.
  - [Hub Online Approach to Learning: Grades 1-6](#)
  - [Hub Online Approach to Learning: Grades 7-9](#)
  - [Hub Online Approach to Learning: Grades 10-12](#)
- Teachers provide the same support and updates with parents and students as teachers providing in-person school instruction.
- Student connectedness to designated school allows students to be known as learners. School continues to support staff, students and families in communicating about student learning.
- Parent/Student/Teacher conferences are conducted following the same online format as schools.
- SchoolMessenger is used to provide messages common to all students registered in Hub online learning e.g. dates of conferences, how to book appointments. These messages are provided by School Improvement.

7 | Professional Learning

Teachers and administrators have been provided with ongoing, regular, job-embedded professional learning and support through a variety of means.

Teaching and Learning with Technology Initiatives
The Teaching and Learning with Technology team (three Specialists) remain closely connected with Hub online learning and support teacher growth through the design of professional learning targeted specifically for Hub teachers.

- On October 30, more than 2,300 CBE teachers attended more than 30 sessions aimed at integrating learning technologies and accessibility tools. Sessions focused on supporting teachers in Google Classroom, Google Meet, Brightspace, SMART Technologies, Jamboard, Apple and Read&Write for Google Chrome in teaching and learning.
- The Teaching and Learning with Technology Team have supported Hub teachers by creating and sharing guidelines around such topics as *Recording lessons, FAQs around Privacy and FOIP* , and *FAQs for Virtual Field Trips*.
- On November 20, Grades 1-9 Hub online learning teachers were supported with over 25 professional learning sessions that supported their work ranging from language instruction to tips and tricks for working in a digital environment.

CBe-learn Initiatives
CBe-learn team shares its expertise with staff on an ongoing basis.

- The Essentials for Online Teaching Success course was offered and allowed teachers new to teaching online to explore the tools, technology, pedagogy and available resources to be able to work with learners in an online environment.
- Orientation sessions were offered to introduce teachers to start-up guidelines and Google Classroom/Brightspace by D2L.

- HUB4HUB is an internal online staffroom for all Hub teachers and school leaders. It is a one-stop-shop for materials, processes, communication and documentation.

A repertoire of recorded webinars and technical training sessions are available to staff and continues to grow.

Reporting and Assessment

It was recognized that instructional planning for the 2020-21 school year would be greatly impacted by conditions relating to the COVID-19 pandemic. To guide and assist teachers with online reporting and assessment, the Assessment and Reporting Team created *COVID-19 Guidelines | 2020-21 Assessment and Reporting | K-12.* Additional subject-specific support was also made available to all teachers.

Clarification and updates on reporting and assessment will continue to be provided throughout the year through our internal weekly messaging via The Week Ahead. Support for interpretation and implementation of the guidelines will be provided internally through the Assessment and Reporting Champion support model and to the public through updates to the CBE corporate website. Assessment and Reporting Champions lead assessment and reporting updates and learning at each school. Hub Online Learning teachers will stay connected to Assessment Champions and administrators in their home schools for updates and clarifications.

Student / Parent / Teacher Conferences

Conferences are scheduled online and follow the same format as schools. Information and instructions for arranging interviews were sent to all families/ independent students through SchoolMessenger with a follow-up SchoolMessenger scheduled to be sent a week later as a reminder to prebook conferences .
- Grades 1 – 9: Dec. 3 and Dec. 4
- Grades 10 – 12: Nov. 19 and Nov. 20

8 | Moving Forward

Moving forward, work will continue in supporting communication, assessment and reporting, and managing the transition of students in high school to register in semester 2 and students intending to transition to in-person learning.
- Increase communication reminders with families registered with Hub about January 8, 2021 due date for indicating intention to move from Hub online learning to in-person learning.
- Set important dates such as conferences, report card expectations, and IPP and English Language Learners (ELL) expectations early in the semester.
- Begin high school registration process for Hub in November.
  - First meeting with high school principals to begin course registration process was held November 18, 2020
  - Analyze academic courses offered in semester one and continue to offer the same courses based on student demand.
  - Analyze complementary course selection from semester one and continue to offer only those courses that have sufficient demand.

The CBE successfully responded to the educational needs of its community in these unusual times. We created a teaching and learning model that allows for uninterrupted learning for students despite their absence from in-person instruction, and provided teaching opportunities for staff unable to be present in schools. Qualitative observation indicates minimal concerns were shared by the public with Area Office staff while recently there has been an increase in comments supporting Hub online learning. The collaborative and successful efforts of our service units in the creation of the Hub online learning model have ensured a successful solution for students and staff who are unable to attend in-person school.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDICES

Appendix I: Hub Online Learning Report: Special Education Programs Offered, Number of Students Enrolled and Deployment of Staff Online

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 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

Appendix I

Hub Online Learning Report: Special Education Programs Offered, Number of Students Enrolled and Deployment of Staff.

	Special Education Classes	Student Enrolment	Teachers (full time only teachers assigned to Special Education classes)
Grades 1-6	PLP	20	1 (Grades 4-7)
	Bridges	10	1
	The Village	11	1 Blended Village, Bridges, The Class
	The Class	2	Blended with Village, Bridges classes
	Transition	0	
	EES	59	3
	L & L	24	1
	D&HH	8	1
	GATE	62	3
Grades 7-9	Access	14	1 (Grades 7 – 12)
	ALP	11	1 (Grades 7 – 12)
	PLP	25	1 (Grades 8 -10)
	Bridges	4	1 Blended Bridges, The Class, Transition
	The Class	6	1 Blended Bridges, The Class, Transition
	Transition	2	1 Blended Bridges, The Class, Transition
	TASC	0	
	CSSI (remote at Christine Meikle)	5	Taught remotely at Christine Meikle School
	L & L	26	1
	D&HH	0	1
	GATE	119	3
Grades 10-12	Access	5	1 (Grades 7 – 12
	ALP	10	1 (Grades 7 – 12)
	PLP	38	1

			(Grades 11 – 12)
	Bridges	8	1
	The Class	0	N/A
	Transition	0	N/A
	TASC	1	Taught remotely at Christine Meikle
	CSSI	0	N/A
	D&HH	0	N/A
	GATE	10	Supported in regular program classes.

Calgary Board of Education

report to
Board of Trustees | First Quarter Budget Variance Report

Date	January 12, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	OE-5: Financial Planning GC-5E: Board Committees
Resource Person(s)	Ed Sutlic, Corporate Finance Director Tanya Scanga, Manager of Corporate Planning & Reporting

1 | Recommendation

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

2 | Issue

Operational Expectations OE-5: Financial Planning requires that quarterly variance reports are prepared and explanations provided for variances over 1% and $500,000. This report serves as the first-quarter report for the 2020-21 fiscal year.

Further, Governance Culture GC-5E requires that the Calgary Board of Education's (CBE's) Audit and Risk Committee review the Division's unaudited quarterly financial variance reports and financial health matrix with particular attention to the presentation of unusual or sensitive matters such as disclosure of significant non-recurring events, significant risks, changes in accounting principles, and estimates or reserves, and all significant variances between comparative reporting periods.

3 | Background

Quarterly and annual reports presented to the Audit and Risk Committee and the Board of Trustees provide updates on the results of operations. This report was presented to the Audit and Risk Committee on December 7, 2020 and compares 2020-21 first-quarter forecasted results to the 2020-21 Budget to meet Operational Expectations OE-5: Financial Planning.

Included in this report:
- Attachment I: First-quarter budget variance report
- Attachment II: Spending by schools and service units
- Attachment III: Use of reserves
- Attachment IV: Capital budget report
- Attachment V: Impact of COVID-19
- Attachment VI: Financial Health Matrix

GC-5E: Board Committees Terms of Reference was amended in October 2020. Administration is in the process of receiving and incorporating feedback to enhance future quarterly reporting. Incorporated in this report are highlights on financial position and other forward looking information.

4 | Analysis
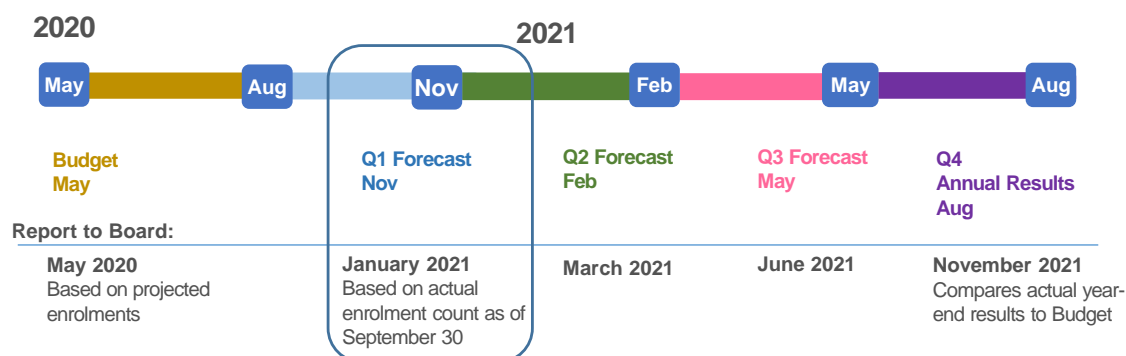
First-quarter budget variance report reflects impacts of changes in actual student enrollment from estimates made during the Budget. Attachment I summarizes the forecasted activity compared with budgeted revenues and expenses, reserve transfers and capital transactions.

COVID-19 has heavily impacted the operations of the CBE in Q1. The situation is very dynamic and subject to radical and significant change with short timelines. In response, the CBE is monitoring additional spending related to COVID-19 closely and started the year with a budget stabilization reserve in excess of $37 million.

Operating deficit

The CBE forecasted deficit for the year is $2.3 million (0.2% of budgeted expenditures), which is an favourable variance of $0.4 million from the budgeted deficit of $2.7 million. This variance is comprised of a number of offsetting factors that are outlined in this report.

Overall revenues are higher than budgeted by $31.5 million, and expenses have increased by $31.1 million. The primary factor in the change is unbudgeted revenue and related expenses of COVID-19. Specifically, the CBE has received one-half of the $44.5 million in Federal government funding. The CBE anticipates receipt of the remainder early in calendar 2021.

Refer to "Line Item Analysis" for further details. Spending by schools and service units is provided in Attachment II with explanations of significant variances from Budget 2020-21.

Financial Position Activity

All inventory as at Aug. 31, 2020 year end as been expensed in the first quarter as schools are in receipt of the items. Note that ratios involving many balance sheet balances have been calculated in the Financial Health Matrix (Appendix V). No other significant changes have been noted on the balance sheet.

Capital Activities

The CBE's forecasted capital expenditures are $37.4 million, which is an increase of $11.1 million from the budgeted expenditures of $26.3 million. This increase is primarily due to $10.5 million in expenses for board-funded capital projects initiated in 2019-20, to be continued into 2020-21 fiscal year. These capital expenses carried-forward include:

- $8.6 million in plant, operations and maintenance projects, including school commissioning, landscaping, modernization, solar, information technology and safety projects;
- $1.2 million in administrative projects, including fees management system and security upgrades (eg. enterprise portal and two-factor authentication); and
- $0.5 million in instructional projects, including Student Information System and IT enhancement projects.

The 2020-21 first-quarter capital budget report in Attachment IV highlights significant variances from the Budget.

Use of reserves and balancing

The CBE's Budget included planned draws of $2.7 million from operating reserves. The first quarter forecast requires a draw of $2.3 million from operating reserves and $10.5 million from capital reserves (Attachment II) for a total draw of up to $12.8 million from reserves.

The 2020-21 first quarter use of reserves (Attachment III) shows a forecasted ending reserve balance of $63.0 million which represents 4.5% of total expenditures.

Total forecasted operating reserves of $39.1 million represent 2.8% of total budgeted expenses. The CBE has adequate reserves at 2.8% to address most non – grant funding risks and operational needs. Given the global pandemic and the transition to a new funding framework that has reduced the per student funding, it is appropriate that the CBE's reserves have been deployed to maintain core programs, services and supports.

Current anticipated reserve levels represent approximately five days of operation. Alberta Education suggests maintaining operating reserves between 3% to 5% of total expenditures.

Further details are provided in Attachment III – first quarter use of reserves.

Revenues

(in $ thousands)	
Q1 Forecast Revenue	1,406,482
Budget 2020-21 Revenue	1,375,018
Variance Favourable / (Unfavourable)	**31,464**

Significant contributions to this increase in revenues include:

- Favourable variance of $47.1 million in Government of Alberta funding resulting from the net impact of:
    - $44.5 million in additional federal funding through the Safe Return to Class Fund to ensure the safety of students and staff under COVID-19 scenario;
    - $1.4 million in additional revenue recognized for Personal Protective Equipment (PPE) and cleaning supplies provided by the provincial government;
    - $1.3 million increase capital revenue recognized due to amortization adjustments in related capital assets;
    - $0.5 million increase in Infrastructure, Maintenance and Renewal (IMR) funding, which will be recognized as an operating expense instead of being capitalized; and
    - Offset by a $1.2 million decrease in Alberta Teacher's Retirement Fund (ATRF), reflecting the decline in current service cost. This is offset by a favourable variance in Certificated salaries, wages and benefits.

- Unfavourable variance of $1.9 million in Federal Government funding due to the discontinuation of Language Instruction for Newcomers to Canada (LINC) program.

- Unfavourable variance of $5.4 million in Other sales and services due to:
    - $4.2 million decrease in international student fees due to lower enrolment as a result of the global pandemic;
    - $1.0 million decrease due to the discontinuation of Adult English as a Second Languages (ESL) program; and
    - $0.2 million reduction in revenues due to lower enrolment in the Continuing Education program.

- Unfavourable variance of $7.1 million in Fees due to:
    - $6.3 million decline in transportation fees due to a decrease of almost 10,000 students in ridership, a result of students opting for HUB learning initiative due to the global pandemic, and changes made to the transportation fees model starting in 2020-21; and
    - $0.7 million lower revenue due to a decrease in noon-supervision fees as students opted for HUB learning model due to the global pandemic..

- Unfavourable variance of $0.7 million in All other revenues due to declining rental revenues impacted by COVID-19 facility restrictions.

Expenses

(in $ thousands)	
Q1 Forecast Expense	1,408,805
Budget 2020-21 Expense	1,377,734
Variance Favourable / (Unfavourable)	**(31,071)**

Significant contributions to this increase in expenses include:

Calgary Board of Education

- Unfavourable variance of $30.1 million in Certificated salaries, wages and benefits resulting from the net impact of:
    - $21.0 million increased costs for Hub learning model to provide an at-home learning option for students during COVID-19;
    - $6.6 million in additional staffing costs due to budgetary decisions made by principals to accommodate for students' learning needs;
    - $3.9 million increase due to additional substitute coverage and sick-leave costs related to COVID-19;
    - $0.8 million related to approved costs carried-forward for the Professional Improvement Fund (PIF);
    - $0.6 million increased expenses for certificated staff assisting with COVID-19 related responsibilities;
    - Offset by a $2.0 million reduction in staffing levels due to a decline in international student enrolment; and
    - Offset by a $1.2 million decrease in ATRF benefit expense, reflecting the decline in current service cost. This is offset by an unfavourable variance in the Government of Alberta funding.

- Favourable variance of $4.5 million in Non-certificated salaries, wages and benefits resulting from the net impact of:
    - $8.3 million decrease due to school-based staffing decisions made by principals to accommodate for students' learning needs;
    - $2.1 million in savings due to elimination of the LINC and Adult ESL programs, along with reduced course offerings in Continuing Education program;
    - $2.7 million in system savings due to management's prudent spending initiatives and position vacancies across service units;
    - Offset by $7.2 million increase due to additional hiring and increased overtime for cleaning staff related to COVID-19; and
    - Offset by $1.4 million increase in non-certificated staff sick-leave coverage related to COVID-19.

- Unfavourable variance of $2.8 million in Services, contracts and supplies resulting from the net impact of:
    - $6.0 million reduction in transportation costs due to a decline in ridership;
    - $2.1 million decrease due to budgetary decisions made by principals to accommodate for students' learning needs;
    - $0.5 million in savings from the discontinuation of LINC and Adult ESL program;
    - Offset by $12.1 million for additional purchases of PPE and cleaning supplies to ensure safety for students and staff under COVID-19 circumstances; and
    - Offset by $0.9 million in additional cleaning fees for student transportation services related to COVID-19.

- Unfavourable variance of $2.9 million in Amortization is due to adjustments in estimated amortization expense for the year as compared to actual capitalization at year end.

5 | Conclusion

This report represents information presented to the Audit Committee on December 7, 2020 in connection with Governance Culture GC-5E: Board Committees and Board of Trustees in connection with Operational Expectations OE-5: Financial Planning.

The CBE will continue to practice prudent financial decision making and maximize funds received to provide programs and services to optimize student learning and continue to monitor the risks that may require adapting to future operational needs.

Calgary Board of Education

Looking forward, the CBE is closely monitoring the evolving COVID-19 pandemic. The situation is very dynamic and is subject to abrupt and significant change. The prudent financial decision making, including additional guidance to our schools, mentioned above and the healthy operating reserve balances mean the CBE is well positioned. That said, the increasing trend in infection rates may necessitate significant operational adjustments early in the new year. The CBE should have a clearer picture for the second quarter report.

The CBE will maintain focus on our core values of: students come first, learning is our central purpose and public education serves the common good.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: First-quarter budget variance report
Attachment II: Spending by schools and service units
Attachment III: Use of reserves
Attachment IV: Capital budget report
Attachment V   Impact of COVID-19
Attachment VI: Financial Health Matrix

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

CALGARY BOARD OF EDUCATION
First Quarter Budget Variance Report

Description	2020-21 Budget (A)	Forecast for the year ending Aug 31, 2021	Variance Favourable/ (Unfavourable)	
	(in $ thousands)			%
Revenues				
Government of Alberta	1,269,476	**1,316,588**	47,112	4%
Federal Government and First Nations	3,012	**1,124**	(1,888)	(63%)
Other sales and services	23,898	**18,484**	(5,414)	(23%)
Fees	59,616	**52,533**	(7,083)	(12%)
Investment income	2,421	**1,931**	(490)	(20%)
All other	16,595	**15,822**	(773)	(5%)
Total revenues	1,375,018	**1,406,482**	31,464	2%
Expenses				
Certificated salaries, wages and benefits	796,277	**826,331**	(30,054)	(4%)
Non-certificated salaries, wages and benefits	265,307	**260,803**	4,504	2%
Services, contracts and supplies	234,522	**237,274**	(2,752)	(1%)
Amortization	73,535	**76,745**	(3,210)	(4%)
Interest	1,799	**1,680**	119	7%
All other	6,294	**5,972**	322	5%
Total expenses	1,377,734	**1,408,805**	(31,071)	(2%)
Annual surplus / (deficit)	(2,716)	**(2,323)**	393	14%
Net transfer from operating reserves	2,716	**2,323**	393	14%
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	(26,352)	**(37,453)**	(11,101)	(42%)
Board funded amortization	26,352	**26,968**	616	2%
Transfer from capital reserves		**10,485**	10,485	100%
	-	**-**	-	-
Net operating surplus / (deficit)	-	-	-	-

(A) Approved by the Board of Trustees on May 26, 2020.

	2020-21 Budget	Salaries and benefits	Supplies and services	Other (interest, amortization and uncollectible accounts)	Q1 Forecast 2020-21	Budget 2020-21	Increase/ (decrease)	
	FTEs			in $000s				%
Schools and Areas	9,124	967,768	77,239	15	1,045,022	1,040,346	4,676	0%
Service Unit System Budgets	16	9,721	133,254	76,238	219,212	220,702	(1,490)	(1%) (1)
Facilities and Environmental Services	209	22,316	18,916	2,442	43,674	33,634	10,040	30% (2)
School Improvement	202	47,806	2,908	112	50,826	32,935	17,891	54% (3)
Finance andTechnology Services	184	22,449	1,228	5,540	29,217	29,119	98	0%
Human Resources	104	12,239	1,522	31	13,792	13,792	-	0%
Communications	20	2,417	935	-	3,353	3,352	1	0%
General Counsel	11	1,491	91	19	1,600	1,615	(15)	(1%)
Chief Superintendent's Office	3	509	112	-	621	751	(130)	(17%)
Board of Trustees	7	419	1,069	-	1,488	1,488	-	0%
Total	**9,880**	**1,087,134**	**237,274**	**84,397**	**1,408,805**	**1,377,734**	**31,071**	**2%**

(1) **Corporate Service Units Budget:** Decrease due to lower transportation expenses, higher amortization, expense recognized for PPE and cleaning supplies from the provincial government, and management's cost cutting initiatives.

(2) **Facilities and Environmental Services**: Increase is due to additional COVID - 19 supplies purchased, offset by a decrease in amortization and decrease in overtime with lower facility rentals due to COVID-19.

(3) **School Improvement:** Increase is due to a net zero change for realignment of reporting structure to cost centres between Schools and School Improvement, offset with the savings from the elimination of LINC, Adult ESL, and anticipated continuing education offerings.

	Reserve balance Sept 1, 2020	Budget 20-21 planned use of reserves	Forecasted use of Reserves	Forecasted reserve balance Aug. 31, 2021	% of Budgeted expenses
	(all figures in $ thousands)				
Operating reserves					
Fiscal stabilization reserve	37,547	(2,716)	9,682	47,229	
Restricted reserves	(8,075)			(8,075)	
Designated operating funds	12,005		(12,005)	-	
Total operating reserves	41,477	(2,716)	**(2,323)**	39,154	2.9% (1)
Capital reserves					
Building reserve	17,388			17,388	
Other capital reserves	16,155		(10,485)	5,670	
Plant, operations and maintenance	798			798	
Total capital reserves	34,341		**(10,485)**	23,856	1.8%
Total reserves	**75,818**	**(2,716)**	**(12,809)**	**63,009**	4.7%

- Operating reserves: Forecasted annual deficit of $2.3 million is funded through a draw from operating reserves, which is a net impact of:
  - $12.0 million contribution to designated operating reserves for prior-year expenses carried-forward related to schools ($9.5 million) and service units ($2.5 million).
  - $ 9.7 million draw from fiscal stability reserve to balance the net annual deficit of $2.3 million.

- Capital reserves: $10.5 million forecasted use of capital reserves for board-funded capital projects initiated in 2019-20, to be continued into 2020-21 fiscal year, including:
  - $8.6 million for including school commissioning, landscaping, modernization, solar, information technology and safety projects;
  - $1.2 million for fees management system and security upgrades (eg. enterprise portal and two-factor authentication); and
  - $0.5 million for Student Information System and IT enhancement projects

(1) Alberta Education suggests maintaining operating reserves between 3% to 5% of total expenditures. Forecasted ending operating reserve balance for Aug 31, 2021, is 2.9% of the total budgeted expenditures (less External block expenses).

Calgary Board of Education

7-20

	Budget 2020-21	Approved carryforward and revisions	First Quarter 2020-21	Variance Favourable/ (Unfavourable)	
			(in $ thousands)		
Capital lease payments (contracts)					
Performance contracts	2,820	-	2,820	-	-
Total Capital Lease Payments	**2,820**	**-**	**2,820**	**-**	-
Non-facility related projects					
Strategic	740	619	1,359	(619)	(84%)
Enhancement	2,165	973	3,138	(973)	(45%)
Maintenance	11,322	1,048	12,370	(1,048)	(9%)
Total non-facility related projects	**14,227**	**2,640**	**16,867**	**(2,640)**	**(19%)**
Capital reserve projects					
New school commissioning	-	4,647	4,647	(4,647)	(100%)
Landscaping Commissioning	-	701	701	(701)	(100%)
Solar Power System	-	2,497	2,497	(2,497)	(100%)
Total capital reserve projects	**-**	**7,845**	**7,845**	**(7,845)**	**(100%)**
Unallocated board funded projects	**9,305**	**616**	**9,921**	**(616)**	**(7%)**
Total non-facility capital expenditures	**26,352**	**11,101**	**37,453**	**(11,101)**	**(42%)**
Financed by the following:					
Total amortization expense (non-cash)	26,352	616	26,968	(616)	(2%)
Transfer from capital reserves	-	10,485	10,485	(10,485)	(100%)
Total board-funded financing	**26,352**	**11,101**	**37,453**	**(11,101)**	**(42%)**

Definitions:

- Maintenance - Projects that are required to maintain current processes and systems in good working condition.
- Enhancement - Projects that improve or extend the functionality of existing systems, technologies, and processes.
- Strategic - Projects that open up new horizons, learning methods, organization models, and value propositions that cut across the organization or physical facility.

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

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

The CBE will be following guidelines provided by Alberta Health Services (AHS). The current estimated costs relate to COVID-19 are subject to material change depending on how the situation evolves and as of Nov.10, 2020, was estimated at $46.9 million. $44.5 million in federal funding will be used to partially offset financial strain keeping students and staff safe through the global pandemic. Any major changes in the course or intensity of the pandemic will have financial implications for the CBE.

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

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

COVID Cost Impacts	End of year Projections	Trend
HUB		
Current	$ 21,000,000	▲
Subtotal	**$ 21,000,000**	
Cleaning Staff		
OT	$ 3,370,000	▲
Temporary Cleaners	$ 3,810,000	▲
Subtotal	**$ 7,180,000**	
Substitutes	$ 3,850,000	▲
Non-certificated sick costs	$ 1,390,000	▲
Cleaning Supplies/ PPE	$ 10,530,000	▲
Capital Equipment	$ 2,000,000	-
Transportation - Additional cleaning costs	$ 900,000	-
Winter/Spring 2021 Impacts	$ TBD	▲
Total	**$ 46,850,000**	
Anticipated federal funding	**$ 44,484,000**	-

▲ Indicates costs likely to increase if COVID-19 infection rates continue to increase through 2020-21 school year

Financial Health Matrix

In response to the Ministerial Investigation and in the interest of transparency and accountability, the CBE developed a financial health matrix. This matrix is designed to assist CBE administration and the Board of Trustees in monitoring the overall financial health of the CBE. Financial health is the ability of the CBE to achieve its Results policies in the short and long term.

The CBE's financial health is indicated by both short and long term financial health indices as well as other operational indicators. Taken together, these indices and indicators allow for an assessment of the CBE's ability to continue providing the programs, services and supports that students and families expect and rely on.

Monitoring the financial health matrix along with the numerous reports from CBE administration to the Board of Trustees allows stakeholders (students, staff, the public, government) to gain a comprehensive view of the CBE and its activities.

From a short-term perspective, the indicators outline a trend of continuing to be able to sustain annual operations and meet near-term financial commitments with modest room available on short-term borrowing and reserves should unanticipated events arise, where appropriate and approved.

From a longer-term perspective, near-term operational capabilities may be constrained should the recent decline in the funding per student, increasing enrolment and continued cost increases resulting from inflation and contractual commitments continue. School capacity utilization is in a reasonable target zone to accommodate current enrolment growth, but with deferred maintenance on schools approaching $180 million, the effective utilization of IMR and CMR funds are increasingly important in maintaining safe and healthy learning spaces for students.

In summary, short-term operational needs are being met through a balance of financial support and operational effectiveness in delivering programs, services and supports to students.

At this time, the most significant area of concern relates to the overall level of government funding. Should enrolment grow at rates above funding growth, the CBE will be challenged to find new, different and more efficient ways to provide high quality public education.

					Status

Current Year – Short Term Financial Health Indicators

Indicator	Metric / Ratio	2017-18	2018-19	2019-20	Q1 2020-21	Status
						F- favorable = - neutral U - unfavorable
Ability to meet financial obligations in the current school year	Current Assets to Current Liabilities.	1.74	1.71	2.55	3.45	F
	Why it is important: Current assets should equal or exceed current liabilities to ensure the CBE is able to meet current year financial obligations.					
Current year operational flexibility	Percent of Line of Credit in use at end of year	0%	0%	0%	0%	=
	Why it is important: The lower the utilization of the Line of Credit the better.					
Debt Affordability	Debt servicing costs as a percent of total CBE spending.	0.06%	0.06%	0.09%	0.08%	F
	Why it is important: Lower debt servicing costs mean the CBE has greater ability to take on debt to moderate impacts on programs, services and supports.					
Debt Affordability	Debt as a percent of total CBE assets	0.87%	0.88%	0.86%	0.84%	F
	Why it is important: The lower the percentage the better as it means the CBE has greater ability to take on debt to address emerging unfunded infrastructure cost.					
Overall Health	Net Assets/Net Debt adjusted for deferred revenue related to new school construction /modernizations	*	213,282	225,017	225,017	F
	Why it is important: Net assets means the CBE is managing its costs and assets in a sustainable way. (* - information not presented in a manner to report correctly)					
Ability to respond to short-term revenue changes	Operating reserves available for use. Days of operation that can be funded by Operating reserves	$25,977,000 (3.5 days)	$23,802,000 (3 days)	$41,477,000 (5.5 days)	$37,995,000 (5 days)	F
	Why it is important: Operating reserves provide the CBE with short-term flexibility to address unanticipated unfunded costs.					
Ability to respond to short-medium term infrastructure pressures	Capital reserves available for use. Capital reserves available for use as a percent of total assets at net book value	$24,200,000 1.58%	$28,846,000 1.88%	$34,341,000 2.19%	$23,856,000 1.48%	F
	Why it is important: Capital reserve amounts provide the CBE with the ability to address emerging unfunded infrastructure (buildings, technology, furniture, fixture, and equipment) needs to maintain programs, services and supports.					

Calgary Board of Education

7-24

Indicator	Metric / Ratio	2017-18	2018-19	2019-20	Q1 2020-21	Status
						F- favorable **= - neutral** **U - unfavorable**
Health of CBE School Infrastructure	Estimated Deferred Maintenance	$162,000,000	$173,000,000	$173,000,000	$173,000,000	**U**
	Why it is important: Deferred maintenance is the estimated cost to repair/upgrade the major building systems that are currently operating beyond their designed service life. An increase in deferred maintenance over time is an indicator of significant future cost and risk.					
Potential Future Cash Outflows related to CBE School Infrastructure	Asset Retirement Obligations and Liabilities related to Contaminated Sites	$ 327,000	$ 327,000	$ 2,127,000	$ 2,127,000	**U**
	Why it is important: The requirement to restore certain schools and property that may require remediation is a cost that will need to be outlaid at some point in the future.					
Ability to continue to fund current levels of programs, services, and supports	Per student funding from Alberta Education. Total Alberta Education Funding divided by number of students	$8,995	$9,020	$8,597	$8,478	**U**
	Why it is important: Per student funding is an indicator of the stability of revenue over time. Increasing funding per student generally indicates an increased ability to maintain programs, services and supports. Decreasing per student funding over time is an indicator that programs, services and supports will need to be re-structured to fit within available resources.					
Incremental cost growth due to enrolment	Year over year change in enrolment growth	121,691	123,419	125,809	122,641	**F**
	Why it is important: Increasing enrolment over time is an indicator that costs will continue to increase as programs, services and supports will need to support more students. This includes the need for additional learning spaces which can include the need for new schools. With a weighted moving average funding model, enrolment growth over time means that funding growth will lag actual enrolment. The faster the growth, the greater the lag. Accordingly, the rate of growth over time can indicate a need to re-evaluate programs, services and supports for students.					
Incremental costs change due to compliance with contractual agreements	Change in average teacher salary year over year.	$100,771	$100,453	$101,000	$102,334	**U**
	Why it is important: The average teacher salary is one of the most significant factors in driving total CBE spending. Flat or falling average teacher salaries indicates an ongoing ability to fund programs, services and supports. An increase in average teacher salaries over time may impact on the ability to maintain programs, services and supports.					
Incremental cost growth due to inflationary pressure on non-compensation costs	Statistics Canada annual inflation rate for Calgary Alberta	2.26%	1.64%	1.19%	1.19%	**F**
	Why it is important: Over time, the cost of most inputs into public education increase due to inflation. Monitoring the inflation rate for Calgary over time allows decision makers to assess the continued affordability and sustainability of programs, services and supports.					
Ability of the CBE to accommodate incremental enrolment growth	Overall system utilization rate.	83%	85%	86%	84%	**=**
	Why it is important: The quality and availability of learning spaces plays a significant role in student outcomes. An increase in system utilization rates indicates an increased risk of crowding, potentially lower quality learning spaces, and the need for new or expanded facilities. Conversely, a fall in system utilization rates over time may indicate a need to close or shrink existing learning spaces to ensure the sustainability of programs, services and supports.					

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operational expectations monitoring report

OE-8: Communicating and Engaging With the Public

Monitoring report for the school year 2019-2020

Report Date
December 8, 2020
Resubmitted
January 12, 2021

BOARD OF TRUSTEES ACTION

With respect to OE-8: Communicating and Engaging With the Public, the Board of Trustees:

☒　　Approves that the Chief Superintendent is in compliance with the provisions of this policy.

☐　　Finds the evidence to be compliant with noted exceptions

☐　　Finds evidence to be not compliant

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

CHIEF SUPERINTENDENT CERTIFICATION

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

☒ In Compliance.

☐ In Compliance with exceptions noted in the evidence.

☐ Not in Compliance.

Signed: _____   Date: <u>Nov. 26, 2020</u>

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

☐ Finds the evidence to be compliant

☐ Finds the evidence to be compliant with noted exceptions

☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

Chair, Board of Trustees

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 8: Communicating and Engaging with the Public were approved on October 10, 2017. The Board of Trustees last monitored OE 8 on December 3, 2019. This report includes data available from the 2019-2020 school year and contains evidence to support the following findings:

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

Calgary Board
of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

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

Board-approved Interpretation |

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

- clearly stated roles, responsibilities and contributions;

- clear and understood decision-making processes where voice is valued; and

- collective support for student success.

The Chief Superintendent interprets:

- *communities* to mean stakeholders that share a commonality as it relates to CBE business.

- *corporate and community partners* to mean organizations or individual members of the public that provide support and/or services that contribute to student success.

- *all levels of government* to mean representatives of municipal, provincial and federal ministries and/or departments.

- *mutual respect* to mean clearly stated roles and responsibilities between CBE authorities and participants.

- *courtesy* to mean the interactions with the public are open, respectful and cooperative.

- *honesty* to mean communicating information clearly, candidly and in a timely manner.

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

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

The Chief Superintendent shall:

8.1	Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.	Compliant

Engaging with our public is a critical component to building relationships that support public education and student success.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.

- *flow* to mean provision and/or distribution.

- *appropriate input* to mean perspective, ideas, comment and opinion sought from public with clear expectations for how the input will be used.

- *strategic* to mean in consideration of the vision, plans and challenges facing the organization as a whole.

- *two-way dialogue* to mean sharing, informing, listening, exchange of ideas and responding.

- *understanding* to mean fact-based knowledge about the organization.

- *support* to mean agreement with the vision, values and work of the organization.

Board-approved Indicators and *Evidence* of Compliance |

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.	Compliant

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

The organization is compliant with this indicator.

Evidence statement

During the 2019-2020 school year, 100 per cent of system level communication included at least one of the following: CBE website address and/or contact information of the system, department, school or individual responsible for content. Our corporate website has a number of dedicated email feedback mechanisms including a budget feedback form, webmaster@cbe.ab.ca, dialogue@cbe.ab.ca and cbecommunications@cbe.ab.ca.

2. The Dialogue Framework is being used with affected stakeholders to help inform decision-making.	Compliant

The organization is compliant with this indicator.

Evidence statement

The Dialogue Framework was launched in 2016 and has guided community engagement activities across the organization. School and service unit leaders use the framework on an ongoing basis and reach out to Communication and Engagement Services for support when appropriate. One example for the 2019-2020 school year was the engagement over school fees. Each principal was provided with a toolkit to utilize while consulting parents regarding the setting of school fees for the 2020-2021 school year.

Further community engagement is outlined in indicator 8.4.1 with greater detail. These include:

- High School Engagement
- Transportation Budget & Services Online Survey
- Kindergarten: Half-Day or Full-Day?
- Return-to-School
- Re-entry Surveys
- National Sports School (NSS)

3. 90 per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days	Compliant

Calgary Board
of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

The organization is compliant with this indicator.

Evidence statement

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

Evidence demonstrates all indicators in subsection 1 are in compliance.

8.2	Ensure that school councils are supported in performing their mandated role.	Compliant

Involved and informed school communities have the potential to make a significant impact on student success.

The Chief Superintendent interprets:

- *school councils* to mean a collective association of individuals as identified by Alberta Education in each school, working collaboratively with the principals and school community.

- *mandated role* to mean serving in an advisory capacity to the principal and Board of Trustees respecting matters related to the school

Board-approved Indicators and *Evidence* of Compliance |

1. Available school council resources are accessed through the corporate website.	Compliant

The organization is compliant with this indicator.

Evidence statement

The corporate website includes dedicated pages with a variety of resources for school councils. These include the School Council Handbook, links to the Council

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

of School Councils (COSC) resources and links to the Alberta School Councils' Association (ASCA), administrative regulations, templates for school council annual reports and sample agendas, minutes, bylaws and other important checklists. The Key Communiqué newsletter, which includes important information for school councils, links to the corporate website. A separate page on the corporate website is dedicated to resources for parent societies.

In the 2019-2020 school year, the following resources were accessed:

- School Council Handbook – 1,734 downloads
- School Council Page – 4,476 views
- Administrative Regulation 5001 – School Councils and School/Parent Societies – 919 downloads
- Social Media Guidelines for School Councils – 180 downloads

2. Information is shared on a timely basis with school councils.	Compliant

The organization is compliant with this indicator.

Evidence statement

In 2019-2020, eight Key Communiqué newsletters were emailed to school council chairs, principals, Area offices and trustees. School council chairs, in turn, share these with their individual school communities in a variety of ways. The Key Communiqué includes timely information for school councils such as key system updates, accessing Alberta School Council's Association resources and other information of interest to school councils.

Three COSC (Council of School Councils) meetings were held during the 2019-2020 school year. The April 2020 meeting was cancelled due to the COVID-19 pandemic. Meetings include system updates, presentations of interest to participants, Q&A and time to share best practices and information with fellow school council members. All COSC or school council members have access updated information regarding COVID-19 on the School Council website.

Meeting evaluation responses received from parents who attended the meeting:

Calgary Board
of Education

OE – 8: Communicating and Engaging with the Public

Question	Responses Agreed or Strongly Agreed
This meeting provided me with useful information	95%
I had an opportunity to share my ideas and opinions at this meeting	85%
I enjoyed the opportunities to discuss topics with other participants	96%

3. Principals confirm that school councils are offered opportunities to provide input and feedback on the school development plan	Compliant

The organization is compliant with this indicator.

Evidence statement

During the 2019-2020 school year, 100% of principals who have school councils confirmed that they have provided school council with the opportunity to receive information and provide feedback regarding school development plans. Due to the quick turnover of students or as specialized settings, four schools do not have school councils. All school websites publish the school development plans.

4. Principals confirm that school councils are offered opportunities to provide input and feedback on the school based budget.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the 2019-2020 school year, 100% of principals who have school councils confirmed that they have provided school council with the opportunity to receive information and an opportunity to provide feedback regarding school based budgets.

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

Evidence demonstrates all indicators in subsection 2 are in compliance.

8.3	Effectively handle complaints and concerns.	Compliant

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

The Chief Superintendent interprets:

- *effectively* to mean reviewed and responded to within reasonable or posted time frames utilizing existing mechanisms and processes.

- *complaints and concerns* to mean a formal expression of discontent:
  - about the values, customs or regulations of the CBE;
  - within the context of their relationship with the CBE; and
  - requiring a response.

Board-approved Indicators and *Evidence* of Compliance |

1. 90 per cent of concerns and complaints received at the Area and system level are responded to within the stated time frames as outlined in AR 5007	Compliant

The organization is compliant with this indicator.

Evidence statement

All area offices and services units receiving concerns and complaints reported that 100% of concerns and complaints were responded to within expected timelines. Administrative Regulation 5007 – Concerns and Complaints outlines expected timelines that escalate through levels if not addressed. Each level has timelines specific to that level of concern or complaint.

Calgary Board of Education

**operational
expectations
monitoring report**

OE – 8: Communicating and Engaging with the Public

2. Principals and system leaders confirm the approved concerns and complaints process is used.	Compliant

The organization is compliant with this indicator.

Evidence statement

One hundred percent (100%) of principals and system leaders confirmed that parents were directed to utilize the Concerns and Complaints process when applicable. This usually occurs if a parent feels their concerns are not being addressed.

Evidence demonstrates all indicators in subsection 3 are in compliance.

8.4	Reasonably include people in decisions that affect them.	Compliant

Better decisions are made when people work together to solve problems and find solutions.

The Chief Superintendent interprets:

- *reasonably include* to mean sensible, fair and appropriate opportunities are offered to provide feedback to the decision-making process.

- *decisions that affect them* to mean those choices that are made that directly impact individuals.

Board-approved Indicators and *Evidence* of Compliance |

**Calgary Board
of Education**

OE – 8: Communicating and Engaging with the Public

1. 100 per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.	Compliant

The organization is compliant with this indicator.

Evidence statement

Service units and schools utilize the Dialogue Framework to guide community engagement activities across our system. During the 2019-20 school year, Communication and Engagement Services supported or led engagement initiatives designed to provide affected CBE community members with a voice in the following decisions:

High School Engagement
In the fall of 2019, the CBE gathered input from students, parents, staff and community members through 12 in-person sessions and multiple online surveys. This input was considered, along with other factors, in developing two scenarios that will be presented in January 2021 for feedback. A decision is expected in fall 2021.

Transportation Budget & Services Online Survey
The March 2020 online survey resulted in responses from 10,000 people and informed decisions made about transportation budget and services, which were communicated to the community in May 2020.

Kindergarten: Half-Day or Full-Day?
Some elementary schools used the system Civil Space template to gather feedback from families about the possibility of providing a full-day program instead of a half-day program in spring 2020. The survey results were considered along with other factors considering different options for the 2020-2021 school year.

Return-to-School
Several schools used the system Civil Space template to gather information from parents in spring 2020 about their plans to return to school and programs for the 2020-21 school year, to aid in school budget planning (RAM).

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

Re-entry Surveys

Surveys were conducted in June 2020 to better understand 1) student, parent and staff perspectives and experiences with online learning in the spring and 2) thoughts, questions and concerns about returning to school for the 2020-21 school year. The three surveys garnered more than 73,000 responses, and provided extremely valuable information that guided planning for the 2020-21 school year.

National Sport School (NSS)

NSS staff, students, parents and partners had opportunities to provide feedback on possibilities for the future of the school. One possibility included closing the program and returning students to their designated schools. The other possibility was to move the program and students to Bowness High School. Two rounds of feedback were offered in November 2019 and February 2020. There were in-person sessions and an online survey in each round. This engagement informed the consideration of closure reported presented to the Board of Trustees in October 2020.

Schools also engage with their communities on a variety of decisions on an ongoing basis. Members of the public are also welcome to provide feedback and ask questions about community engagement activities throughout the year by emailing dialogue@cbe.ab.ca.

2. 60 per cent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.	Compliant

The organization is compliant with this indicator.

Evidence statement

The CBE uses two different evaluation forms for meetings and in-person sessions, depending on the structure and format for the session (i.e. session to provide input on options or an open house). Of those who completed evaluations at in-person engagement sessions for decisions about the future of CBE high schools in fall 2019, responses were as follows:

OE – 8: Communicating and Engaging with the Public

Question	Responses Agreed or Strongly Agreed
I was encouraged to share my thoughts and/or feedback during this engagement	98%
I had the information I needed to participate in a meaningful way	91%

Of those who completed evaluations at sessions for National Sport School, responses were as follows:

Question	Responses Agreed or Strongly Agreed
I was encouraged to share my thoughts and/or feedback during this engagement	14%
I had the information I needed to participate in a meaningful way	11%

All other engagement opportunities were provided online and we did not have evaluation questions included as part of those surveys.

3. The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by Alberta Education's Accountability Pillar Survey will be maintained plus or minus two percentage points.	Compliant

The organization is compliant with this indicator.

Evidence statement

There was an increase in the number of parents responding positively to the suit of questions related to Annual Parent Involvement. The result showed 79% of parents responding positively compared to 77.9 % in the 2018-2019 school year. This maintained the result within plus or minus two percentage points.

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

4. Principals confirm staff involvement in school decisions as required by collective agreements.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the 2019-2020 school year, 100% of principals confirm offering staff opportunities to be involved in school decisions.

5. The Chief Superintendent will provide opportunities for school based staff to provide feedback on identified issues.	Compliant

The organization is compliant with this indicator.

Evidence statement

The chief superintendent has ensured multiple opportunities for school based staff to provide feedback on identified issues such as systems that support schools in their day-to-day work, school culture, and visibility and connection.

Identified issues:
1. Capacity and learning
   - Principals were given the opportunity to provide feedback into the draft Three-Year Education Plan
   - Support in the development of the school development plan and budget through education directors and the dialogue toolkit
   - All staff were invited to participate in the school re-entry 2020-21 survey and the findings informed the creation of the CBE's school re-entry plan
   - Monthly meetings with the chief superintendent, senior leaders and the principal associations
2. Systems in support of schools
   - Commissioned a third party to review our policies and procedures with respect to bullying awareness and prevention. More than 150 teachers,

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

school administrators and senior leaders contributed their thoughts through a series of focus groups.

3. System and school culture
   - A number of councils and working groups established with staff and leaders from a cross-section of schools and service units. Examples include:
     - o the Teacher Advisory Group
     - o Technology Council
     - o High School Engagement Advisory Council
     - o Transportation Advisory Council
   - There were meetings and opportunities for feedback from leaders on the implementation of the School Support Model.
   - Discussions and collaborative work on assessment and reporting

4. Visibility and connection
   - Chief superintendent visited more than 50 schools during the school year
   - Each superintendent visited 10-20 schools to learn more about the school community and engage in dialogue about matters impacting the school community
   - Developed and launched a weekly email to leaders to consolidate important system information
   - There were System, Area, school-based community and employee engagement opportunities
   - Monthly meetings with the chief superintendents/senior leaders and union/association executive to discuss issues that matter to staff
   - Meetings with the chief superintendent, senior leaders and staff at various schools and areas. Topics include achievement, equity and well-being, ways to continuously improve, and emergent topics

Evidence demonstrates all indicators in subsection 4 are in compliance.

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

report to
Board of Trustees | Chief Superintendent's Update

Date	January 12, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students 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-2: Learning Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student." With other reports submitted to the Board of Trustees, this update meets the requirement of

providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.

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: Financial Planning 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 & Wellbeing | Student Voice

At the November System Meeting numerous school-based student voice examples were shared with system leaders celebrating how student voice is being lived out in learning, assessment and decision-making. Intentional connections to embedding this work in School Development Plans was also highlighted.

Online sessions with Chief Superintendent Usih and students from across the district will provide an opportunity for students to share firsthand how they have voice in learning, assessment and decision-making.

- High School: February 24, 11a.m. – 12 p.m.
- Junior High: March 3, 1 – 2 p.m.
- Elementary: March 10, 1- 2 p.m.

Developing Our Employees | Complementary Curriculum Team

The Complementary Team within the School Improvement service unit continues to focus on building relationships with teachers and discipline-based professional learning networks throughout the system. These specialists create

and nurture professional learning networks that support teachers through collaborative conversations, resource sharing, and professional learning.

The dynamic nature of Complementary Programs also provides cooperation opportunities across service units including regular collaboration with other system specialists. This team is committed to improving the achievement and well-being of students as they engage in learning in Complementary Programs.

Organizational Effectiveness & Service Transformation | Intensive Cleaning Response

Ensuring CBE school buildings are clean and ready to welcome students and staff each day has always been the mandate of Facilities and Environmental Services staff. This work has taken on an even greater importance as we work together to prevent in-school transmission of COVID-19.

This year, Facility Operations has added five Intensive Cleaning Response (ICR) teams that respond when a positive case is identified in one of our schools. These teams, comprised of 26 custodial staff, work evenings and weekends to clean and disinfect all rooms, surfaces and material associated with a positive case. This can be intensive work depending on the areas exposed and the number of items that require individual disinfecting.

To date, ICR teams have responded to more than 80 schools. Cleaning of this intensity, in addition to the commendable work completed by facility operators and cleaners each day, helps to ensure schools remain clean and safe for all students and staff.

As the number of community cases of COVID-19 is on the rise, we express our sincere gratitude to all facility operations staff for their consistent daily cleaning as well as the ICR teams for the extended cleaning and disinfecting happening in our schools. Their significant efforts are helping to keep schools open for learning while supporting everyone's health and safety.

Organizational Effectiveness & Service Transformation | Service Desk

Finance and Technology services has "turned-on" its service desk. Focused on the provision of technology support to CBE staff, the service desk replaces two previous help desks that created confusion, duplication and overlap.

The service desk is an innovative approach to the provision of services. It is part of the CBE's larger service transformation initiative focused on the delivery of efficient, effective and economical services and supports. This allows the CBE to direct additional resources to teaching and learning.

Phase two of the service desk project will see financial services delivered through the service desk. This phase is currently in the planning stage. With the successful integration of financial services, the service desk will look to

provide other services and supports including, for example, human resources and facilities.

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.