Calgary Girls' School

Annual Education Results Report 2017-2018 & Three-Year Education Plan 2018-2021

For a summary of the AERR visit the following link: http://calgarygirlsschool.com/wp-content/uploads/2019/01/2017-18-Summary-Sheet.pdf
CGS welcomes questions or feedback on the AERR and Multi-Year Education Plan.
Contact the Superintendent via email or call the Board Office at (403)220-0745.

Message from the Board Chair

The Board of Directors values the privilege of serving our learning community. As your team of governors, we practice responsible stewardship so that future generations of girls will have the opportunity to benefit from the unique all-girls, *all-for-girls* learning experiences at the Calgary Girls' School.

Just a few of our accomplishments in the past year include adding two modular classrooms to provide quality learning spaces, replacing the accounting software to enhance the financial systems, adopting Google Suite for Education, and supporting the development of a new report card. The report card launches this fall and responds to parental desires to be well informed about their daughters' progress in academic as well as social-emotional learning.

The Board hosted the annual Speak Out for Parents and received overwhelmingly positive feedback. Vice Chair, Margo Purcell facilitated a distinguished panel of guests including Dr. J. Brown, UC astrophysicist, Ms. E. Razavi, founder of *Ask Her* and advisor to the Minister for the Status of Women, and Ms. P. MacLeod QC whose personal stories informed our learning about the paths to leadership.

The Board continued with its important advocacy work on behalf of all charter schools and especially the Calgary Girls' School as a unique, successful opportunity for choice in public education. Both MLA's A. Kazim (Calgary Glenmore) and G. Clark (Calgary Elbow) welcomed our visits.

Regrettably, we continue to face challenges in our transportation budget. Despite the deficit in this area, the Board approved funding from reserves to support an additional bus that would ease pressures on route times. We are working with our service provider as we consider a more efficient hub model.

Our charter goals to enhance girls' academic, social and emotional learning and to support teamwork and collaboration in pursuit of professional excellence are realized in our school's culture and professional practice. We are proud of our school's accomplishments. We are impressed with our students and their many accomplishments. We appreciate our staff for their commitment to excellence. And we are grateful for the parents and families who support our girls and choose the Calgary Girls' School.

On behalf of the Board of Directors,

Natalya Nicholson, B.Sc. M.Sc.
Board Chair and CGS Society President

Accountability Statement

The Annual Education Results Report for the 2017-2018 school year and the Education Plan for the three years commencing September 1, 2018 for the Calgary Girls' School were prepared under the direction of the Board in accordance with its responsibilities under the *School Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the three-year Education Plan for 2018/2021 on November 21, 2018.
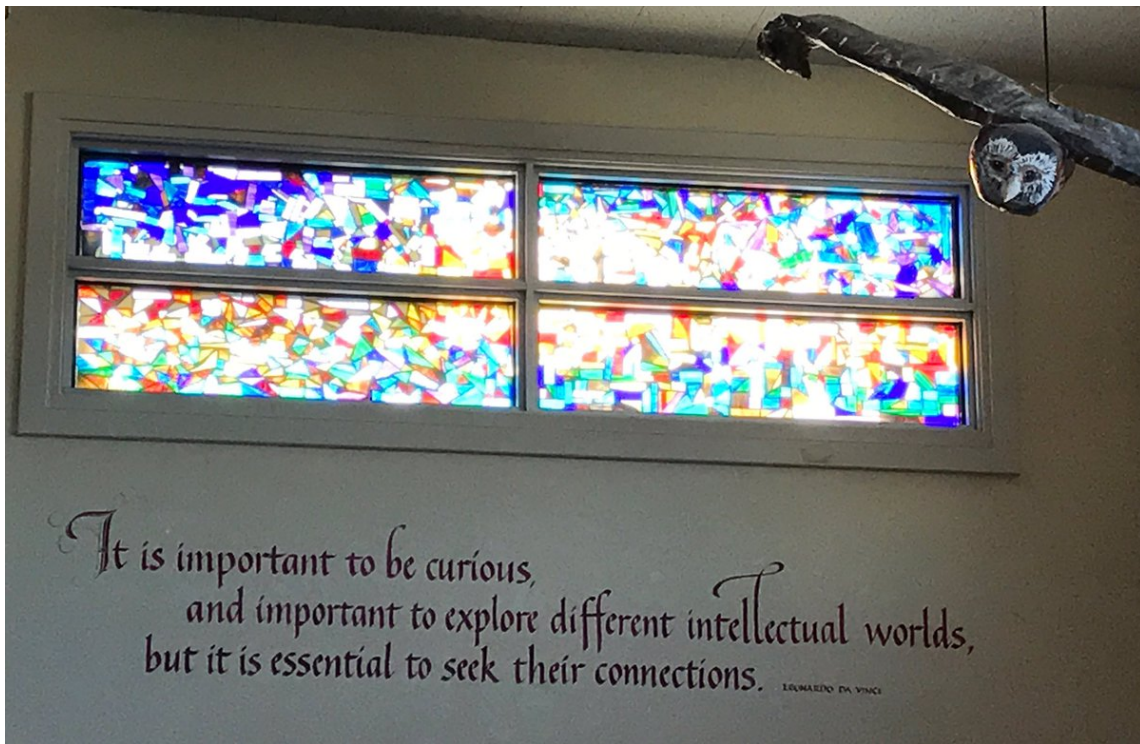
On behalf of the Board of Directors,

Ms. Natalya Nicholson, Board Chair

Board of Directors: Margo Purcell (Vice Chair), Gary Care*, Caroline Claussen*, Christine Jackson, Geordie MacPherson, Brad Takenaka,**and Stanley Wong

*Parent Members of the Charter Board

** Relocated to the UAE & resigned October 2018

It is important to be curious, and important to explore different intellectual worlds, but it is essential to seek their connections. LEONARDO DA VINCI

Vision

Our vision is to be a centre of excellence enabling girls and young women to become confident and innovative leaders in a complex and global world.

Mission

The girls and young women of CGS are agents of change who develop confidence and a strong sense of self in a safe, collaborative, inquiry-based learning environment.

Values

Values are fundamental principles and beliefs that serve as implicit criteria guiding all actions and decision-making. These include: Compassion, Courage, Diversity, Integrity, Curiosity, Democracy, and Collaboration.

Profile of the Calgary Girls' School

The Minister of Education granted the Calgary Girls' School Society its first charter to operate the school from September 2003 to June 2008. The Charter was renewed in 2012 and later extended to 2027. The School is governed by an elected Board that includes parents of enrolled students and members of the larger community.

The Charter goals which make CGS a unique school of choice for girls include: enhancing academic achievement and social-emotional development, supporting staff in their pursuit of professional excellence, and building a school community characterized by team work and collaboration. The school offers the provincial curriculum.

Through the signature *Go Girls* program students develop an appreciation for the contributions of women throughout history, challenge gender as well as other stereotypes, and realize their own potential.

The lens of Inquiry supports students in developing the knowledge, skills, and attitudes necessary for posing and responding to great questions.

The culture of teamwork and collaboration provides a place of belonging where girls thrive. Many shared activities ensure students feel at home on either campus. Girls from many socio-economic backgrounds and all quadrants of the city create a wonderfully distinct community of learners.

CGS is a public school so all interested girls have opportunity to apply for admission within the context of the Charter Schools Regulation and our enrolment cap of 600 students.

Trends and Issues: Choice and Future Planning

Support for Charter Schools and Niche Programming
Alberta's public education system is applauded for choice, competition, and innovation. While charter schools contribute significantly to the success of the learning system, these unique schools are often misunderstood and misrepresented in public discourse. Charter schools provide opportunity for students and their parents to choose a unique learning environment.

Equitable Funding and Accessible Opportunity
Charter schools receive less funding than other public schools and would welcome equitable support for nutrition programs, inclusive education, transportation, and resources. Fees for transportation and resources represent a significant barrier to students. CGS serves girls from all quadrants of the city. The percentage of low socio-economic, special needs and English Language Learners continues to grow while resources to support these students are more limited than in other public schools. While the school is open, it is not always accessible to students if costs are prohibitive.
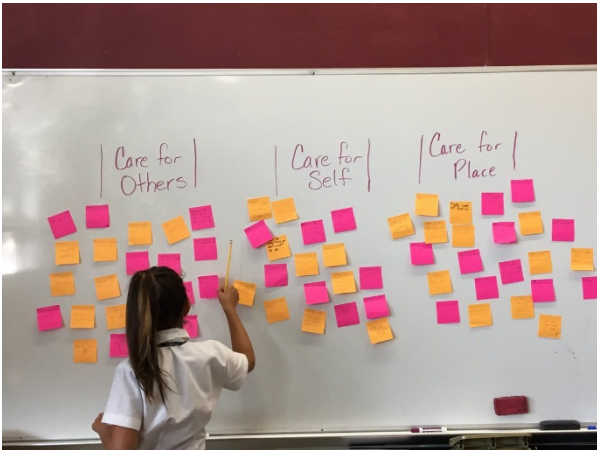
Enrolment Decline
New and modernized schools in neighborhoods from which CGS traditionally drew many students have been able to eliminate transportation and resource fees. Grants that make this possible are unavailable to public charter schools. CGS is launching a branding and marketing strategy to increase and stabilize enrolment.

Facilities and Enrolment Caps
The opportunity to offer all interested girls an *all-girls*, *all-for-girls* learning environment depends on space to accommodate increased enrolment and additional grades. Our two campuses (grades 4-5 and 6-9) are in close proximity; however, transportation distances would be reduced by locating two (Grades 4-9) campuses at different ends of the city.

Spaces, Places and Tools that Engage Learners
The *Ministerial Order on Student Learning* speaks to the importance of collaborative inquiry which requires both physical and electronic spaces (e.g., Learning Commons, Maker-Spaces, internet, Student devices). Challenges include managing hardware and software for about six hundred simultaneous users and ensuring secure online environments. The ever-changing world of technology necessitates ongoing evaluations of our technology strategy to ensure affordable, sustainable services in support of defined learning outcomes. The school recently migrated to Google Suite for Education and is reviewing its approach to student devices in efforts to reduce costs to parents.

Summary of Accomplishments

Partnerships

- Plant Operations and Maintenance (PO&M) services increased through a cost-effective sharing agreement with another charter school.
- Connections with area universities supported Faculty of Education practicum students and the Partner Research Schools Agreement.
- CGS belongs to the Association of Alberta Public Charter Schools. Director Geordie MacPherson served this past year as the Vice Chair, Board of Governors.

Stakeholder Engagement

- CGS hosted the annual parent *Speak Out* event on the topic of Leadership. Results indicated high levels of parental satisfaction with the opportunity to meaningfully engage with other parents, directors and staff. Feedback supported the refreshing of the *Go Girls* curriculum.

- The School Council continues to organize many activities in support of enhanced programming. In addition to the annual back to school BBQ, the Council arranges the Speakers Series. This noon hour activity invites successful women from traditional and non-traditional careers to speak to the students about career pathways. The Council offers a used uniform sale, provides healthy snacks, and organizes fun lunches.

Technology

- CGS ended the leased technology program so when devices depreciate, CGS transfers ownership to students without additional buy out costs. This represents a significant savings to parents. Like many school authorities, CGS is moving towards bring-your-own-device. The school offers laptops and/or iPads for short or long-term loan to ensure students have access to technology for learning. The approach to student devices is under review to ensure equitable, affordable access.
- CGS adopted Google Suite for Education to provide a cost effective, integrated platform and is maximizing the use of the Student Information System to host confidential information.

Assessment and Reporting

- CGS revised its Report Card to better align with the requirements of the *Guide to Education*. The Report Card features plain language, achievement categories tied to the Program of Studies, and space for comments regarding a student's growth as a learner. The revision is a response to parent feedback that the assessment and reporting system was inaccessible and did not meet their needs to be fully informed about progress towards the grade level outcomes. The Alberta Assessment Consortium supported teachers in their review of reporting processes and continues to provide professional development for best practice in assessment.

Innovation and Research Informed Practice
Professional development focused on:

- Revising and updating the Go Girls curriculum which is a signature program for the school.
- Engaging the staff more fully in the strategic planning process.
- Training programs for teachers offered by Telus Spark.
- UC Research Partnership investigation (Grade 7): "*Integrating coding into the K-12 curriculum using gender responsive pedagogy and a design-for-use approach can attract and sustain girls' interest in STEM related studies*."
- Every grade participated an innovative, special project, which included the following examples: Grade 6 built and tracked a weather balloon; Grade 4 developed robotics, and Grade 9 practiced mindfulness for self-regulation.

Key Priorities
Staff Strategic Planning 2017-2020

The staff engaged in a multi-stage strategic planning process represented by the model shown.

Various forms of stakeholder engagement including the Accountability Results and the Provincial Achievement Test Results inform the process. The annual results achieved, as well as multi-year trend lines, will inform the annual updates to the Three Year Education Plan.

Michael Fullan (2015) in his book *Coherence* speaks to the importance of *focus* and *alignment* and what he calls *simplexity* in sustaining continuous improvement. The overall purpose is to innovate selectively because it is too easy to seek external innovations and take on too many projects. The complexity inherently generates overload and fragmentation. By contrast, it is important to focus on student learning as the <u>central focus</u> while keeping an eye out for external ideas that further the thinking and the vision of the school.

Priorities identified by staff support the following desired outcomes:
- Communication with parents is responsive and collaborative. (*Reviewing the technology strategy as well as approaches to assessment and reporting of student achievement are part of meeting this desired outcome*).
- Numeracy results exceed provincial average for all students and all girls.
- The *Go Girls* Curriculum effectively supports the development of socially and emotionally capable and confident young women.

The priority areas for improved outcomes align with the Charter Goals:
1. Academic Achievement
2. Social Development
3. Teamwork and Collaboration
4. Pursuit of Excellence

The priorities also align with the goals for Alberta's Learning System:
1. Students are successful
2. Systemic achievement gap (First Nations, Metis and Inuit) eliminated
3. Education system is inclusive
4. Excellent teachers, and school and school authority leaders
5. Education system is well governed and managed

Combined 2018 Accountability Pillar Overall Summary

Notes:

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

Measure Category	Measure	Calgary Girls' School Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.6	93.3	93.8	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	86.4	91.9	91.6	81.8	81.9	81.7	Very High	Declined Significantly	Acceptable
	Education Quality	88.6	92.4	92.0	90.0	90.1	89.9	High	Declined Significantly	Issue
	Drop Out Rate	0.0	0.0	0.8	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	89.6	92.1	90.2	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	28.3	32.3	31.0	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	85.8	89.6	90.5	82.4	82.7	82.4	High	Declined	Acceptable
	Citizenship	88.7	90.6	92.4	83.0	83.7	83.7	Very High	Declined Significantly	Acceptable
Parental Involvement	Parental Involvement	75.9	84.7	85.0	81.2	81.2	81.0	Intermediate	Declined Significantly	Issue
Continuous Improvement	School Improvement	71.5	82.2	85.4	80.3	81.4	80.7	Intermediate	Declined Significantly	Issue

2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 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 table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:
1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

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

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

Overall Evaluation Table

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

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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Charter Goals

Charter Goal One: Girls' academic achievement is enhanced in an all-girls learning environment.

Outcome: Girls succeed in all curricular areas.

Performance Measures The percentage of *girls* in Grades 6 and 9 who achieve Acceptable Standard or Standard of Excellence on the Provincial Achievement Tests exceeds the provincial averages for **girls** in grades 6 and 9.	Girls' Results (in percentages)					Girls' Provincial Results (in percentages)				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Acceptable Standard %	91.7	93.3	85.1	92.1	89.6	75.1	75.0	75.5	75.5	75.6
Standard of Excellence %	28.9	33.8	27.1	32.3	28.3	19.5	20.0	20.5	20.6	21.1

Comment on Results
* Note: This performance measure is changed from previous years. The comparison of CGS pupils to all pupils is changed to CGS pupils (girls) to all girls in Alberta.
The information is from a Custom Report generated by CGS through AB Education's Extranet site.

Strategies
- Develop and sustain capacity for all teachers to be teachers of literacy and numeracy (e.g., to provide explicit instruction in developing technical vocabulary and strategies for interpreting technical and nonfiction text with high cognitive demand) and strategies for developing mathematical reasoning.
- Encourage girls to foster a growth mindset (e.g. iterative problem-solving, learning from failure, taking risks in their learning).
- Map the Program of Studies outcomes for core subjects to ensure curricular alignment for interdisciplinary inquiry.
- Implement the revised Go Girls curriculum to ensure our learning environment supports adolescent girls as they struggle with pressures to be "everything and nothing all at once" (as noted by Mary Pipher in *Reviving Ophelia: Saving the Selves of Adolescent Girls)*.

Charter Goal Two: Girls' social development and awareness are enhanced in an all-girls learning environment.

Outcomes: Girls develop the skills and confidence to articulate their ideas in support of their learning. Girls develop competence, confidence, and connection through active participation in the life of the school.

Locally Determined Performance Measures:	CGS Results (in percentages)					Provincial Results (in percentages				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
The percentage of **students** who agree they are safe at school, learning the importance of caring for and respecting others, and are treated fairly at school exceeds provincial averages.	87.6	88.3	89.4	86.2	88.0	83.1	83.0	83.4	83.3	82.5
The percentage of **students** who are satisfied that students model the characteristics of active citizenship (participate in and contribute to the life of the school including extra-curricular opportunities) exceed provincial averages.	85.8	86.9	88.5	83.5	81.7	74.5	74.2	74.5	74.4	73.9

Comment on Results
The results for CGS exceed the provincial results suggesting students at CGS perceive their schools as a more caring environment where students model active citizenship.

Strategies
- Foster broad-based student participation in a wide variety of extra-curricular activities including sports, clubs, leadership (e.g., organizing and hosting school-wide assemblies), fine and performing arts (e.g. choir, drama productions). Most of these activities are multi-age to encourage connections and friendships with all other students.
- Make Go Girls Curriculum highly visible in the school to support mindful and deliberate development of confidence and connection in social relationships.
- Attend to peer conflict and isolation by improving the transition from Grade 5 (Bel Aire) to Grade 6 (Lakeview) as well as the integration of new enrolment through deliberate connection-building among students and grades.
- Provide opportunities for Grade 6 to participate more fully in the school's options cycle (more fully integrated into Lakeview)

Charter Goal Three: The school community is supported through teamwork and collaboration.

Outcome: All members of the school community respect one another's roles and are engaged and contribute to continuous improvement of student learning.

Locally Determined Performance Measures:	CGS Results (in percentages)					Provincial Results (in percentages				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
The percentage of **teachers, parents and students** indicating that the school has improved over the last three years exceeds provincial average.	80.9	85.2	88.8	82.2	71.5	79.8	79.6	81.2	81.4	80.3
The percentage of **parents** satisfied with parental involvement in decisions about their child's education exceeds provincial average.	69.5	66.4	76.4	73.2	70.1	73.1	73.4	73.5	73.9	73.4

Comment on Results

The results show a drop in the past year although the three-year trend is at provincial average. The past year presented many challenges including the impact of loss and grief from the sudden death of a much-loved staff member. Many staff members suffered physical and emotional stress for several months. The school is grateful to the Charter Schools Crisis Intervention Team for its support during this difficult time.

Survey, Speak Out and informal results show that parental dissatisfaction focuses on assessment and reporting processes introduced amid significant opposition approximately six years ago. Enrolment dropped significantly in response to the implementation of assessment and reporting changes. The past year staff worked with the Alberta Assessment Consortium and aligned the reporting with the Guide to Education. A new report card, based on enhanced understanding of assessment best practice, will roll out at the first reporting cycle in the fall of 2018. As well, the school recently adopted the IPP processes and documentation provided by AB Education. The enhanced IPP development supports improved communication with parents and clarity of learning outcomes.

Strategies
- Provide opportunities for authentic engagement with stakeholders through such events as Speak Out.
- Develop School Council's advisory role (e.g. regularly include agenda topics that seek parental input on school operations).
- Support transparency by communicating more frequently (e.g., email/letters, newsletter cycle) from the school to all parents.
- Attend to the communication strategies prior to change implementation.
- **** This strategy was implemented in the 2017-18 school year.** *Review the processes for communicating student learning (achievement and social/emotional development) to parents. Reporting process need to satisfy parental expectations to be well informed about their daughter's achievement on the Program of Studies and her growth/ development as a learner. This strategy supports the strategic priority "improve communication and engagement with parents." (As identified by the staff through Strategic Planning 2017)*

Charter Goal Four: Staff is supported in pursuing excellence.

Outcome: Each staff member is supported in achieving professional or performance improvement goals.

Locally Determined Performance Measures:	CGS Results (in percentages)					Provincial Results (in percentages				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
The percentage of teachers reporting professional development is focused, systematic and contributed significantly to their ongoing professional growth exceeds provincial averages.	86.3	93.1	98.2	93.7	75.5	81.0	82.4	83.9	84.3	84.3

Comment on Results (Optional)

The expectation over the past two years to align Professional Development with the Learning Forward (formerly known as the National Staff Development Council - NSDC) standards has shifted the focus from short term, individual preferences to long range, school-based priorities. As well, measuring professional development against NSDC quality standards differs significantly from measuring against personal preferences. The *Standards Assessment Inventory* (SAI) developed by *Learning Forward* provides a valid and reliable way to gain an overall picture that assists in focusing attention on the ways to improve the quality of professional development.

The actual number of respondents who expressed dissatisfaction was five; however, that number yields a significant percentage when N is only 34. Of note, the school could not afford to carry on with the tradition of an annual "away" retreat this past year. This was a dissatisfier to some staff. However, individual merit funds were under-utilized as evidenced by the significant carry over amounts.

Strategies

- Consider administering the SAI once every three years and compare to the baseline for monitoring the quality of professional development.
- Site Administration will develop the school's Professional Development Plan as a Three-Year strategy in consultation with staff. This avoids the "one off" professional development activities which are not sustainable nor effective in supporting the school's identified improvement goals.
- Ensure all staff develop and review a Professional Growth Plan with the site administrators. Ensure all identified Professional Development days (a significant number in the School Year Calendar) are jointly planned with staff.
- Consider forming a staff development committee so that ownership for effective, quality PD is a shared responsibility.
- Approve use of Merit Funds for Professional Growth aligned with school priorities and individual growth plans. Ensure funds are expended in the year allocated (reduce the tendency to carry over funds rather than plan for professional growth) and eliminate the use of Merit Funds to purchase technology.

Provincial Goals for Alberta's Learning System

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	91.7	93.3	85.1	92.1	89.6	90	Very High	Maintained	Excellent	90	90	90
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	29.3	33.8	26.9	32.3	28.3	33	Very High	Maintained	Excellent	30	30	30

Comment on Results (OPTIONAL)
The results remain very high although the percentage of students achieving the standard of excellence declined. Many factors need to be considered – the results are well above provincial average and the target was ambitious though not grounded in specific improvement areas or strategies.
The Grade 6 math results show a decline in the standard of excellence although the percentage of students achieving acceptable standard improved. (More students passed but fewer achieved excellence). Science 6 improved and Social Studies 6 improved significantly. English Language Arts 6 maintained excellent results. Overall, the achievement is solid at Grade 6.
Grade 9 showed a significant decline in mathematics at both the acceptable and standard of excellence. Provincially, about 40% of students did not achieve acceptable standard in math. Changes to the testing process (assessing operations without use of a calculator) accounts for some of the lower achievement overall across the province.
Results for Science remain very high although the percentage of students achieving standing of excellence declined. English Language arts showed a slight decline in the percentage achieving acceptable standard but the standard of excellence was maintained. Both are still "very high". Social Studies results improve as a higher percentage achieved the acceptable standard. The standard of excellence was maintained as "very high." Other than Mathematics at grade 9, the achievement results compare favorably to the multi-year trend lines and to the provincial averages.

Strategies

1. Enhance peer coaching for teachers to support reflective practice in mathematics.
2. Include Professional Development in the teaching of mathematics as part of the Three Year Professional Development Plan to be developed in consultation with the staff.
3. Annually monitor student growth in numeracy and provide additional, targeted support/intervention to support at least a year's growth in achievement in each school year.
4. Build shared understanding of strategies that develop mathematical competency in the five areas noted by NCTM:
    1. Conceptual understanding: comprehension of mathematical concepts, operations and relations
    2. Procedural fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
    3. Strategic competence: ability to formulate, represent, and solve mathematical problems
    4. Adaptive reasoning: capacity for logical thought, reflection, explanation, and justification
    5. Productive disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

5. Provide professional development to support all teachers in developing both instructional and academic content vocabulary (e.g., high frequency general instruction words e.g., paraphrase; key words for test prompts e.g., analyze, persuade; summary frames; translating academic to social language; word etymology and other "word work" e.g., transitions; syntax (sentence patterns), technical vocabulary; strategies for interpreting text with high cognitive demand).
6. *Enhance long range planning of cross curricular inquiry to ensure curriculum connections and desired conceptual understanding of transferable, "big ideas" that underpin the entire program of studies are explicitly mapped.*
7. *Consider book shares e.g., Understanding by Design (Wiggins G. & McTighe J., and/or Concept-Based Curriculum and Instruction for the Thinking Classroom (Erickson H. Lynn) as tools for reflection on instructional design.*

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Outcome One: Alberta's students are successful *(continued)*

Performance Measure	Results (in percentages)					Target		Evaluation			Targets		
	2013	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.2	2.2	0.0	0.0	0		Very High	Maintained	Excellent	0	0	0

Comment on Results

CGS is a Grades 4-9 school and thus data for Diploma Exam Results and several measures are not applicable to the school. The vast majority of students who complete Grade 9 at the school transition successfully to a high school program of choice within Alberta.

Strategies

- Foster alumni connections through the annual "Chips and Chat" event that sees large numbers of former students returning to reconnect with previous teachers and current students.
- Continue the *Speaker Series* which features role models of successful women in both traditional and nontraditional career paths. The speakers encourage girls to stay in school and to explore the many roads that will lead to success through persistence.
- Build leadership opportunities, formal and informal, through course work and extra-curricular events that abound at CGS – *if it needs to be done, be sure a girl is provided the opportunity and support to do it!*
- Provide one-to-one guidance (administration, grade team teachers, learning strategist) to support girls in making effective transitions to high school.
- Invite area high schools to make presentations to the girls so they are aware of the opportunities available to them.
- Administer an annual Early Exit Survey (CGS survey) in late spring to gather data about satisfiers or dis-satisfiers that inform decisions to withdraw prior to the end of Grade 9. Monitor the trend lines and respond to concerns. (Note: Changes to the "Reporting to Parents" were informed by Early Exit data that identified this area as very significant in the decision to leave CGS.)

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.8	92.5	94.0	90.6	88.7	91	Very High	Declined Significantly	Acceptable	90	90	90
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	87.8	86.9	94.8	89.6	85.8	90	High	Declined	Acceptable	90	90	90

Comment on Results
The "significant decline" represents 2% of respondents and results are still above provincial averages. Teacher respondents (N=33) accounted for the drop of 6.1% so approximately 2 respondents.

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.
- All teachers will incorporate digital citizenship in all curricular areas.
- Develop the intended learning outcomes by grade re: Skills, Attitudes (digital citizenship) in using technology for learning. (Refer to Alberta Education's Technology Framework and resources such as Reuben Puentedura's SAMR Model to ensure the scope and sequence of outcomes focuses on learning strategies that could not happen without technology).
- **Continue to refine the refreshed Go Girls Curriculum to include outcomes and measures for digital citizenship, as well as broader citizenship through community service and age- appropriate community-based social justice projects.**
- Develop self-assessment tools and/or select structured tools such as inventories that will support student reflection on social/emotional growth (e.g., consider Habits of Mind as a framework for developing a self-assessment tool).
- Provide parents with a variety of opportunities to develop their understanding of the ways in which CGS promotes citizenship and teaches behaviors at school which support transition to post-secondary and the world of work. Provide opportunities for School Council to advise on strategies to address this performance measure.

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

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.*(This measure is required for charter and private school authorities with only K-9 schools)*	72.9	73.3	77.0	75.9	68.0	77	n/a	n/a	n/a	77	77	77

Comment on Results

Results from teacher respondents dropped with respect to the question "high school students demonstrate" nearly 30% were dissatisfied or don't know. Parents, similarly are similarly dissatisfied; however, CGS includes grades 4-9 only and so it is difficult to interpret this dissatisfaction with high school students in our context.

Strategies
- Engage all students in a variety of extra-curricular opportunities.
- Encourage student-initiated extra-curricular clubs (e.g., peer tutoring, Speech and Debate).
- Engage students in school-community service projects and community outreach (e.g., Eco club, plant wall, maintenance, recycling, leadership, self-checkout and shelving in the Learning Commons).
- Further develop the Maker Space to enhance collaborative opportunities for creating.
- **Continue to refine Go Girls Curriculum to ensure students develop skills in peace-making and conflict resolution.**
- Encourage teachers and parents to learn more about self-regulation (why it matters and how to help girls achieve it) and anxiety reduction. Consider strategies like book shares, book conversations, and seminars.
- Develop a communications strategy to provide parents and students with knowledge of the ways in which CGS supports the growth of knowledge and skills and attitudes necessary for life-long learning. Provide opportunity for School Council to advise on this matter.
- For further information see:
    - *Self-Reg: How to Help Your Child (and You) Break the Stress Cycle and Successfully Engage with Life, Stuart Shanker (2016)*
    - *Calm, Alert and Learning: Classroom Strategies for Self-Regulation, Stuart Shanker (2012)*

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
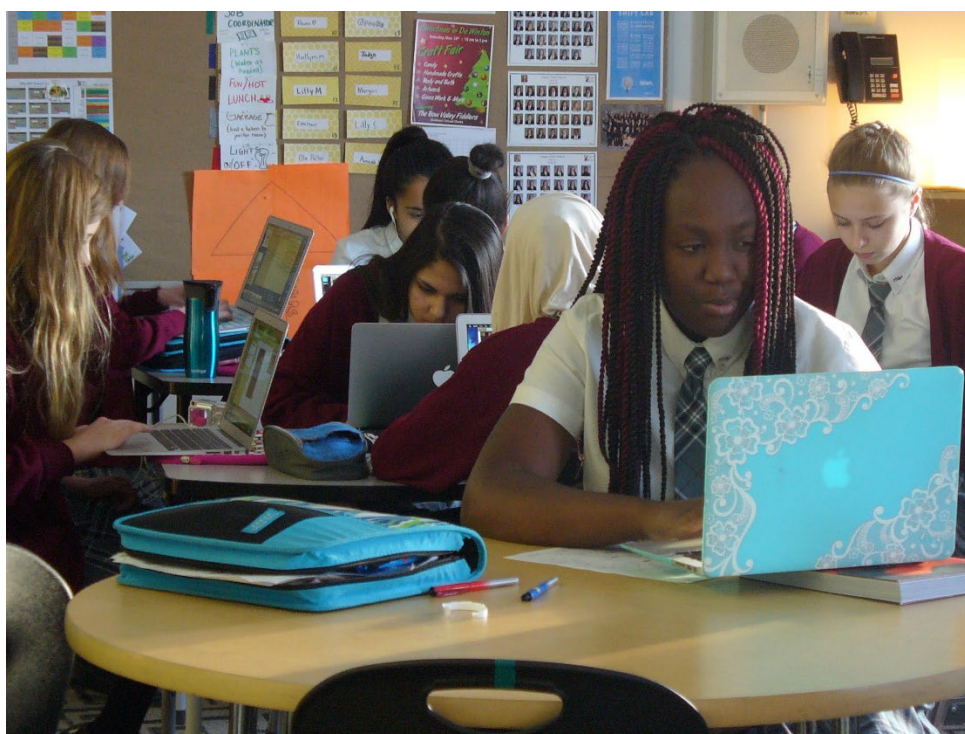
Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results
The number of identified FNMI students at CGS is fewer than six and therefore data is suppressed.

Strategies

- Increase PD opportunities for staff to develop knowledge and skills required to support Truth and Reconciliation.
- Provide a variety of opportunities and resources for all students to develop understanding of the history of Treaties and collective rights legislation for Aboriginal populations. (e.g., Our Words, Our Ways: Teaching First Nations, Metis and Inuit Learners; Making Treaty Seven, various field study opportunities at the Glenbow Museum)
- Provide cross-curricular inquiry to develop understanding of contemporary issues that affect First Nations, Aboriginal and Inuit people
- Share the PISA findings with staff re: effective practices for improving achievement results for Indigenous learners.
- Infuse Aboriginal culture and contributions in subject disciplines (e.g., Fine Arts: include Aboriginal Art forms, PE: Aboriginal dance forms and games, SS: cultural disruption in the history of Aboriginal peoples and European settlers as well as key events in history such as the Indian Act (1876) and various restrictive amendments, legacy of residential schools, LA: Aboriginal literature and oral traditions, Aboriginal languages; Interdisciplinary Inquiry: Common issues faced by indigenous peoples around the world, cultural perspectives on various issues such as land stewardship). Recognize and celebrate National Aboriginal Day on June 21 (when it is a school day).

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

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	93.7	93.0	95.1	93.3	92.6	94	Very High	Maintained	Excellent	93	93	93

Comment on Results

The results are excellent. The all-girls, all-for-girls environment at CGS fosters competence and confidence. Girls are encouraged to find "voice" by asking questions, engaging in discussions, and expressing opinions while also making room for others to do the same. The Go Girls curriculum develops agency and efficacy – a sense of purpose and personal worth.

Strategies

- Regularly (at least three times per year) teachers will meet to review student progress and social/emotional growth and to develop support plans as needed.
- **Through Go Girls curriculum, foster an environment of respect where all persons are treated with dignity.**
- Provide support for teachers to learn about resources that support an inclusive, welcoming environment for all students.
- Foster personal connections among students by providing a wide variety of extra-curricular sports teams, clubs, activities for girls to pursue common interests in multi-age groups and to connect with teachers outside regular classroom instructional settings.
- Provide opportunities for girls to connect and build friendships across grade groups and campuses.

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	91.4	90.5	92.5	91.9	86.4	92	Very High	Declined Significantly	Acceptable	92	92	92

Comment on Results

The ambitious target was not met and although results are still very high, they did decline. Overall, results are well above provincial average. The school experienced loss and grief when the band / choral music teacher succumbed to cancer. The spouse, also a choral teacher for was granted leave of absence. Further, other teachers from the fine and performing arts were absent for physical and emotional wellness concerns related to grief. While the school was fortunate to have excellent teachers take on these roles, there is no doubt that the programs were impacted.

Strategies

- Further reduce the number of elective course offerings and align with existing provincial curriculum so that Go Girls is the only LDC. Focus on fewer, high quality electives that provide students opportunities for deeper learning.
- **Continue to refine the Go Girls Curriculum to specify grade level learning outcomes and performance measures.**
- Include Grade 6 students in the electives/options cycle so they are included in the full programming at Lakeview. Where possible, consider multi-grade elective/options to foster connection among students from different grades.
- Provide opportunities for students to learn in community settings (e.g., partnership with Shift Lab at the Calgary Science Centre, PE program enhanced by using community facilities).
- **Develop a Handbook of Assessment and Reporting Practice to reflect and communicate "best practice" as well as to ensure consistency (validity and reliability) across teachers. Such a handbook would support succession planning so that new staff have an informed opportunity to meet expectations for professional practice is this area.**

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.9	85.2	88.8	82.2	71.5	85	Intermediate	Declined Significantly	Issue	80	80	80
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.5	82.0	88.2	84.7	75.9	85	Intermediate	Declined Significantly	Issue	80	80	80
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.6	90.8	92.6	92.4	88.6	92	High	Declined Significantly	Issue	90	90	90

Comment on Results

The satisfaction with continuous improvement declined for parents and teachers, but increased for students. The decline was led by teacher responses. As noted earlier, this past year ushered in a significant grief cycle that impacted at many levels. As well, a new principal was appointed and was getting to know staff and students when tragedy struck. Of interest, 91% of students in grades 4-6 "Are proud of [their] school". Percentages of students in grades 7-9 who are proud of their school and would recommend it to a friend are consistent over the past several years.

Parents have indicated dissatisfaction with the assessment and reporting to parents practices since significant changes were made about six years ago. While most changes have implementation cycles that see more positive effects (including satisfaction) over time, survey and other feedback showed this to be an area of dissatisfaction. At the time of the survey (January/February 2018), the school had already identified the need for improvement and change. Steps were being taken but would not have been evident until the new report card was sent out for parental feedback last spring. The school is expecting positive feedback following the first send out of report cards November 2018.

Strategies

- Identify key documents that need to be translated for parents to support those whose first language is not English.
- Provide regular, frequent and ongoing opportunities for parents to connect with their child's teachers. Consider -
  o Parent teacher & student-led conferences at least two times per year & parent information evenings by grade teams
  o Consider "teacher voice" in the reporting conferences as Student –led conferences limit the opportunity, in the current approach, for teachers and parents to build relationships by sharing their perspectives on learning and achievement.
  o Solicit feedback on the new report card (does it meet parental needs to be informed about their daughter's grade level of achievement? Is the language plain and easy to understand? Is the information easily accessible (no longer needing to access multiple platforms).
  o Engage School Council in the advisory role as defined by Regulation. Plan engagement topics based on parental interest and include opportunities for feedback at all Council meetings.
  o Be open to Parent/teacher/student meetings as needed and requested by parents.
- **Initiate the new processes and procedures for reporting learning and achievement to parents so that barriers are removed and parents express satisfaction that they are well informed about their child's achievement on the Program of Studies as well as her social/emotional development.**
- Develop communication plans associated with the implementation of change (e.g. disseminate research, Q & A's, clarity on the definition of the problem to be solved, measures of progress towards desired goals, opportunities for course adjustment in response to feedback, implement on a small scale prior to scaling up)
- Host annual Speak Out for parents.
- **Review the Technology Strategy (consider developing a Technology Strategy Handbook) to ensure alignment with Alberta Education's Technology Policy Framework, defined learning outcomes and measures, as well as system hardware and software. Technology is every-changing and new developments provide opportunity to achieve cost-efficiencies to ensure a sustainable, affordable approach.** Consider purchasing tablets (chrome books) in class sets for grades 4-6 that remain at the school. The goal is to reduce complexity and costs while making essential technology easily accessible for students.

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Future Challenges for CGS

Fees: Fees are a barrier to accessibility of an all-girls school for all girls who would desire and benefit from such an opportunity. The Board offers fee waivers based on defined criteria; however, more families are requesting fees and/or defaulting on payments. In the future, subsidies may be awarded subject to the recipient paying the first amount after which the subsidy will apply to the balance. Grant funding has been stagnant for several years and is more restrictive for charter than other public schools.

Inclusive Education: CGS has a role to play in offering a girls-only, all-for-girls learning environment to girls with special needs and those from under-served populations. Access to inclusive education funding and sensitivity to any perceived barriers are important in expanding girls-only learning to all interested girls in our community. The cap of 600 students means CGS is limited to offering only grades 4-9 and both campuses are operating at or near capacity. Access is limited by the opportunity to re-imagine the school's grade configuration and location(s). Additionally, funding for special needs is more restrictive for charter compared to other public schools.

Enrolment Stability: Enrolment is declining due to significant competition from new and modernized neighborhood schools that offer no fees for transportation and materials/ resources. Funding to support these incentives is unavailable to public charter schools. The Board is undertaking a branding and marketing strategy to communicate the key purposes of the Calgary Girls' School: high academic achievement and social/emotional development for confident girls.

Advocacy for Choice in Public Education: The Board and the Association of Public Charter Schools recognize the importance of dispelling the myths and misconceptions that undermine the best interests of girls who are well served by an all-girls public charter school. Girls do better – academically and social/emotionally in all-girls schools.

Competition: Based on the success of charter schools in Calgary, other public boards have opened similar, alternative programs. While imitation is a high form of flattery, increased competition impacts enrolment at CGS. Recent funding provided by Bill 1 removed transportation and other school fees for families whose children attend their designated (neighborhood) schools. Charter schools are thus forced to continue assessing fees that have been eliminated for other public schools. The two CGS campuses are at capacity and in close proximity which means many girls are travelling considerable distances to attend CGS. Locating a campus in the north part of Calgary would increase access and reduce ride times.

Innovation, Research & Dissemination: CGS is responding to the mandate for innovative programming, research-informed practice, and dissemination of effective practice to inform the broader education system. The challenges remain: to define the mandate, create a framework for success, and develop the essential partnerships. The challenges are also being addressed by the Association of Alberta Public Charter Schools (TAAPCS).

Summary of Financial Results

The Audited Financial Statements, Budget 2018-2019, Fall Budget Update 2018-2019, and the Summary of the Facility and Capital Plan can be found on the CGS Website under Important Documents at the following link:

http://calgarygirlsschool.com/about-cgs/important-documents/

A report on School Generated Funds is available in the Notes to the Audited Financial Statements at the link noted above.

The Provincial roll up of AFS for all school authorities can be found at the following link:

https://education.alberta.ca/financial-statements/combined-statements

For more detailed information, please contact Wendy Juergens, Secretary-Treasurer at the Business Office of the Calgary Girls' School.

2017/2018	
Revenues	
Government of Alberta Grant Funding	**$5,297,170**
Fees from Parents	**$874,767**
Other Revenue	**$75,023**
Total Revenue	**$6,246,960**
Expenses (by Program Envelope)	
Instruction	**$4,854,151**
Plant, Operations & Maintenance	**$655,400**
Transportation	**$693,984**
Board & System Administration	**$317,176**
Total Expenses	**$6,520,711**
Operating Surplus/(Deficit)	**-$273,751**

Note: The 2017-2018 operating deficit includes expenses that are in addition to the 2017-18 approved Budget, including a $107,694 transportation deficit resulting from there being no enrolment or fuel escalation adjustment as well as increased un collected fees and fee subsidies. In addition, Board approved additional expenditures for marketing and infrastructure improvements at Bel Aire amounting to $74,033 in total.

	$	%
Statement of Revenue 2017/2018		
Alberta Education Instruction	4,237,859	**68**
Alberta education Lease Support	110,082	**2**
Alberta Education PO and M	496,004	**8**
Alberta Education Transportation	252,540	**4**
Alberta Education Board and System	200,685	**3**
Instructional and Technology Fees	557,022	**9**
Transportation Fees	317,745	**5**
Miscellaneous Income	75,023	**1**
Total	6,246,960	**100**

Revenue
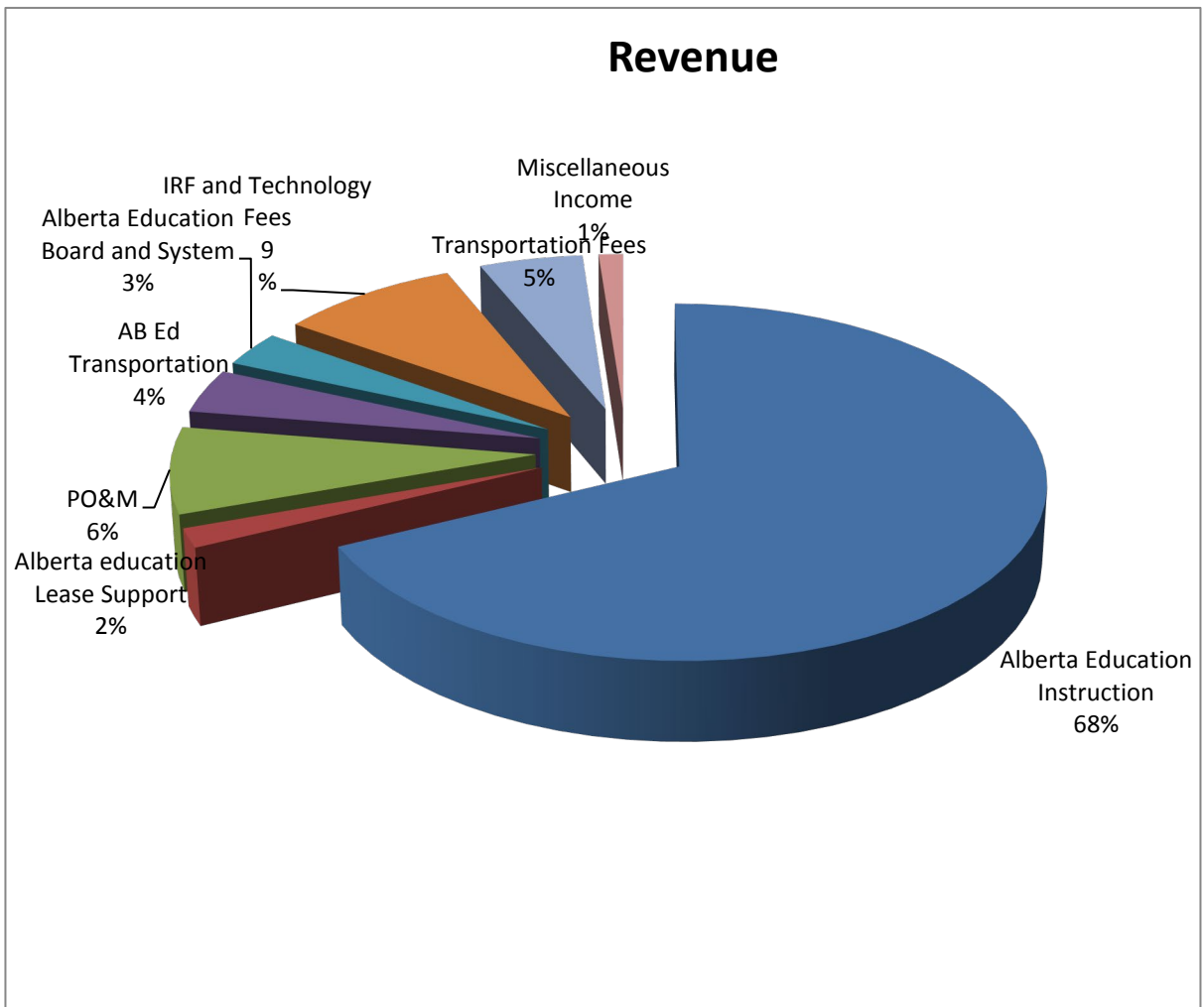
Statement of Expenses 2017/2018	$	%
Instruction	4,854,151	74
Plant Operations and Maintenance	545,318	8
Lease Expense	110,082	2
Transportation	693,984	11
System and Administration	317,176	5
Total	6,520,711	100

Expenses

System and
Administration
5%

Transportation
11%

Lease Expense
2%

PO&M
6%

Instruction
74%
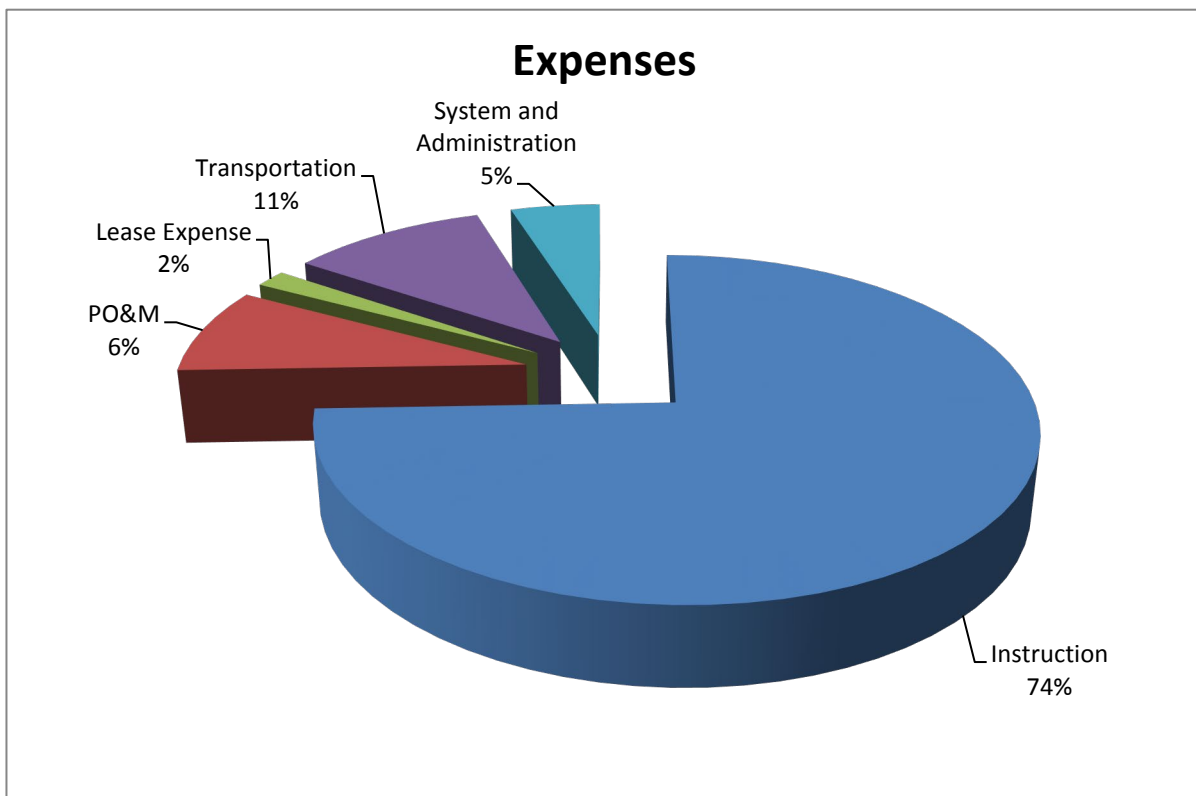
Budget Summary

The Fall Budget 2018-2019 Update projects a deficit of $(55,408) resulting primarily from the difference between the spring projected enrolment (575) compared to the confirmed fall enrolment (503) of September 30. In addition, the Board approved to fund, from the accumulated surplus, an extra student transportation bus to support enrolment and where possible reduce bus ride times.

In response to the lower than budgeted enrolment, Certificated Staff was reduced by 3.6 FTE and non-certificated staff was reduced by 0.2 FTE. These reductions were achieved by attrition.

PO&M funding is based on the prior's year's enrolment. Therefore, the 2018-2019 PO&M budget reflects funding based on the student enrolment of 568 that was confirmed September of 2017-18. Year over year, enrolment dropped in each of the past two years.

Budget 2018-2019 was approved by the Board and submitted to Alberta Education in May 2018 based on a projected student count of 575.

The Fall Budget Update which is summarized below.

2018/2019 Fall Budget Update	
Revenues	
Government of Alberta	**$4,979,372**
Fees from Parents	**$760,309**
Other Revenue	**$36,500**
Total Revenue	**$5,776,181**
Expenses (by Program)	
Instruction	**$4,172,690**
Plant, Operations & Maintenance	**$529,364**
Transportation	**$688,004**
Board & System Administration	**$356,198**
External Services	**$85,333**
Total Expenses	**$5,831,589**
Operating Surplus/(Deficit)	**$(55,408)**

Summary of Facility and Capital Plans

In the Capital Plan 2019-2022, completed and submitted to Alberta Education and Alberta Infrastructure in April 2016, the Calgary Girls' School repeated its request for major renovation of the Lakeview School and expansion to support consolidation at one site. The estimated cost was stated as $13.3 million in April 2015. To date the project has not been approved but details of the submission can be found on the CGS website as shown below:

http://calgarygirlsschool.com/wp-content/uploads/2019/01/Capital-Plan-2019-2022a.pdf

Calgary Girls' School (CGS) continues to require support for the lease of the gymnasium, dance space and kitchen facilities at North Glenmore Community Association. North Glenmore Community Association has completed a number of upgrades that have made the space much more suitable for school use.

Parental Involvement

All parents of enrolled girls are members of the School Council which holds monthly meetings. School Council prepares an annual plan at its AGM in June and provides its annual report to the Board by the end of September. The Report includes a summary of key decisions, meeting minutes and financial records. School Council agendas, minutes and reports are located on the CGS website at the following link: http://calgarygirlsschool.com/updates/school-council/

- The Council is a vital part of the school community and provides many outstanding opportunities for the students. Every fall, Council hosts a back-to-school family BBQ to welcome new and returning families. The Council organizes used uniform sales, hot lunches, the Speaker Series, special events, and various fund-raising activities. The Council also organizes parent education activities such as a viewing of Screen-Agers.

- Parents are encouraged to participate in the learning community of CGS by volunteering, joining their daughters for special events, attending assemblies, offering expertise in the classroom or for extra-curricular clubs and activities.

- The principal reports the Accountability Pillar Results to the School Council and invites input on the Three-Year Education Plan. Feedback informs the continuous improvement priorities. An annual parent Speak Out event provides a facilitated opportunity for consensus building on successes, challenges, and ideas for the way forward.

- The school's website is updated regularly and frequently to include parents in school news. A weekly email informs parents about school events. Through Google Classroom, parents have access to student portfolios, updates, announcements, and information about learning supports. This provides continuous opportunity to be informed about their daughter's learning. Tweets, which are also posted to the website, provide snippets of information throughout the day.

- The school's website will be redesigned as part of the branding/marketing strategy.

- Staff identified "improving communication with parents" as a key outcome for continuous improvement. The new report card as well as increased opportunity for parent/teacher/ Student conferences are some of the actions to support the intended outcome.

Timelines and Communication

The Calgary Girls' School finalizes its Three-Year Education Plan after considering the Provincial Achievement Test and the Accountability Pillar Results provided in spring and fall respectively.

The Three Year Education plan is annually revised in a rolling forward approach. The staff, School Council, and the Charter Board inform the broad strategic directions and provide input on the priorities related to the Charter Goals and desired provincial outcomes.

Staff considers results achieved, sets improvement targets and selects research-informed strategies that reflect current best practice. Calgary Girls' School strives to realize the vision of Inspiring Education – fostering ethical, engaged, entrepreneurial citizens who are *future-ready*.

The Charter Board considers the Three-Year Education Plan and the Annual Education Results Report (combined document) and approves submission to Alberta Education by November 30 as required.

The Zone Director for Alberta Education is notified when the Three-Year Education Plan and Annual Education Results Report is posted to the school's website. The permalink is included in the email that is sent by November 30 http://calgarygirlsschool.com/wp-content/uploads/2019/01/2017-18-AERR-2018-2021-Three-Year-Plan.pdf

Communication Plan: Effective Practice and Innovation

Objectives:
- o Advocacy with key decision-makers
- o Awareness-building of the role of public charter schools in the broader learning system
- o Accountability and Accessibility
- o Media relations

Audiences:
External:
- o Alberta Education
- o The Association of Alberta Public Charter Schools (TAAPCS) and other charter schools
- o Other public and private school authorities
- o Prospective parents/students
- o Teachers outside of CGS
- o Graduating university students (education/prospective employees)
- o Potential supporters and donors
- o Communities where CGS campuses are located
- o Members of the general public
- o Media

Internal:
- o Students
- o Parents & School Council
- o Staff and Administration
- o Board of Directors

Key Messages:
CGS:
- o is a tuition-free, public education alternative focused on high academic achievement and enhanced social and emotional development of girls and young women.
- o engages girls through strategies that best support "girls' learning" and develops their confidence and sense of agency.
- o provides a safe, caring and welcoming environment for all students.
- o offers exemplary education for girls in an *all-for-girls* learning environment.
- o prepares girls for leadership, lifelong learning, employment and active citizenship.
- o helps girls to overcome gender stereotypes, develop to their greatest potential and live inspired, meaningful lives.
- o seeks to serve all interested girls

Action Plan:
- o Building relationships with MLA's and key decision-makers
- o Building positive relationships with education media
- o Attending and presenting at conferences (building understanding of best practice for girls)
- o Partnering with post-secondary education programs
- o Reaching out to communities where CGS campuses are located
- o Reviewing CGS corporate branding to ensure logo use and overall brand image is positive and appropriate in representing the organization
- o Gauging satisfaction of stakeholders through various surveys and other methods
- o Hosting special events such as employee appreciation
- o Participating fully in The Association of Alberta Public Charter Schools (TAAPCS)
- o Engaging technology and social media to enhance communication

Whistleblower Protection

Calgary Girls' School provides a caring, respectful environment in which staff are safe to disclose wrongdoing without fear of reprisal, consistent with the Public Interest Disclosure (Whistleblower Protection) Act and related Regulations of the Province of Alberta.

CGS values courage, integrity and compassion among its enduring values and expects all staff to demonstrate high ethical standards in their work. In return, staff should expect a positive, trusting and accountable workplace. An Administrative Procedure titled *Whistleblower Protection* supports employees in making good faith reports of unlawful or improper conduct.

During the 2017-18 school year, the Designated Officers received no disclosures of wrong-doing and therefore no investigations occurred.

Class Size Report 2017/18 - 2018/19

The detailed report is available at the following link: http://calgarygirlsschool.com/wp-content/uploads/2017/11/Class_Size_17_18.pdf

	4 to 6			7 to 9		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Average Class Size	24.2	22.8	25.8	26.2	24.9	21.6
Smallest Class	21.0	21.0	19.0	13.0	8.0	11.0
Largest Class	26.0	25.0	31.0	32.0	29.0	26.0
Distribution of Class Sizes - %	4 to 6			7 to 9		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
1 to 5						
6 to 10				0.9	6.6	6.6
11 to 15				6.3	8.3	9.1
16 to 20			21.2	6.3	11.6	20.7
21 to 25	71.0	100.0	23.5	33.0	26.4	59.5
26 to 30	29.0		34.1	46.4	46.3	4.1
31 to 35			21.2	7.1	0.8	
Distribution of Class Sizes - #	4 to 6			7 to 9		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
1 to 5						
6 to 10				1	8	8
11 to 15				7	10	11
16 to 20			18	7	14	25
21 to 25	76	103	20	37	32	72
26 to 30	31		29	52	56	5
31 to 35			18	8	1	

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					**Province**				
	2013	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
Drop Out Rate	0.0	0.2	2.2	0.0	0.0	3.3	3.5	3.2	3.0	2.3
Returning Rate	*	n/a	*	*	n/a	20.7	20.9	18.2	18.9	19.9
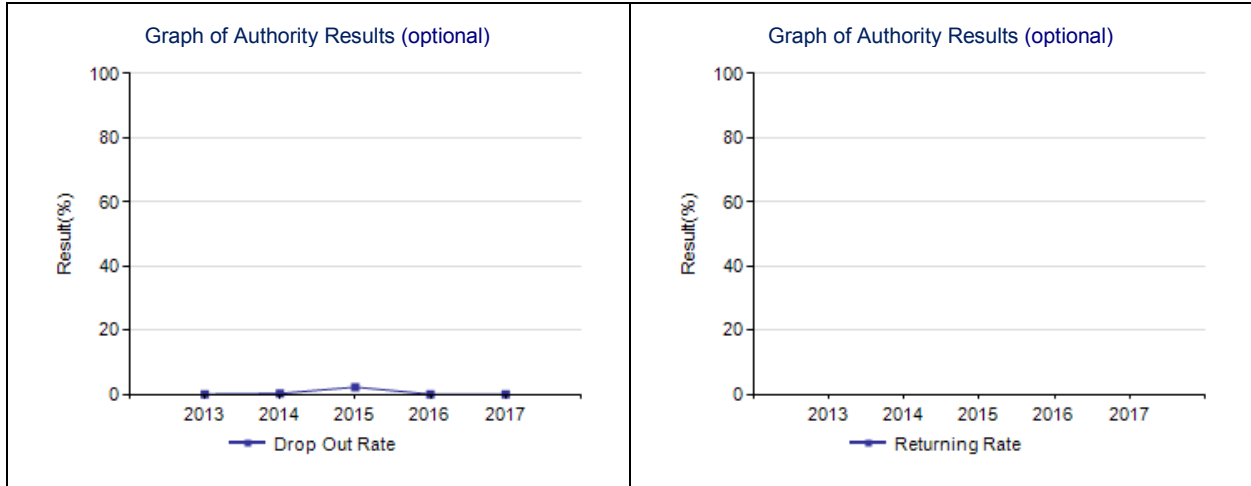
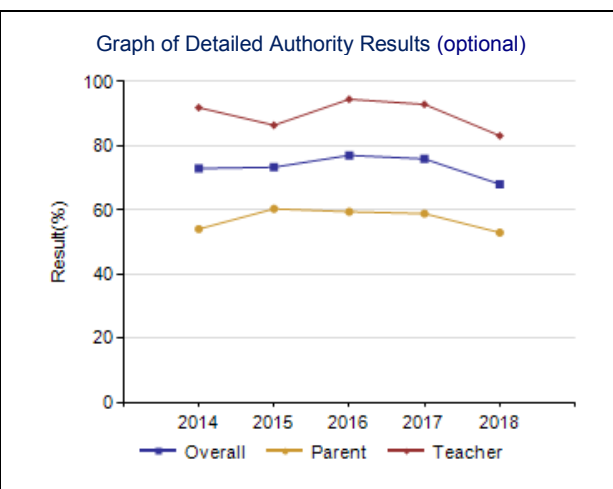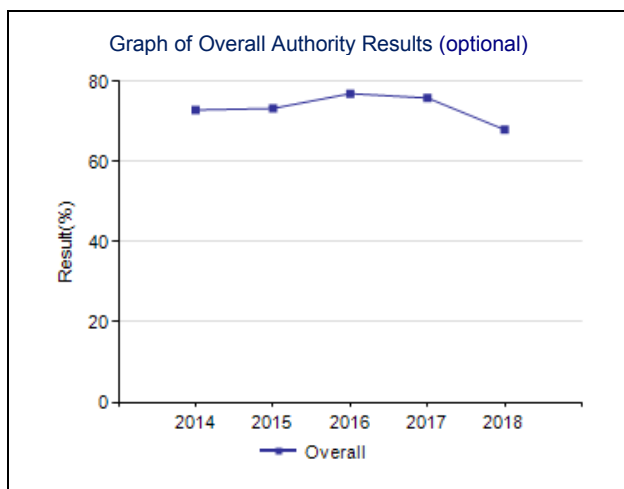Graph of Authority Results (optional)

Graph of Authority Results (optional)

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

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					**Province**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	90.8	92.5	94.0	90.6	88.7	83.4	83.5	83.9	83.7	83.0
Teacher	99.5	100.0	100.0	99.5	96.5	93.8	94.2	94.5	94.0	93.4
Parent	87.1	90.7	93.5	89.0	88.0	81.9	82.1	82.9	82.7	81.7
Student	85.8	86.9	88.5	83.5	81.7	74.5	74.2	74.5	74.4	73.9
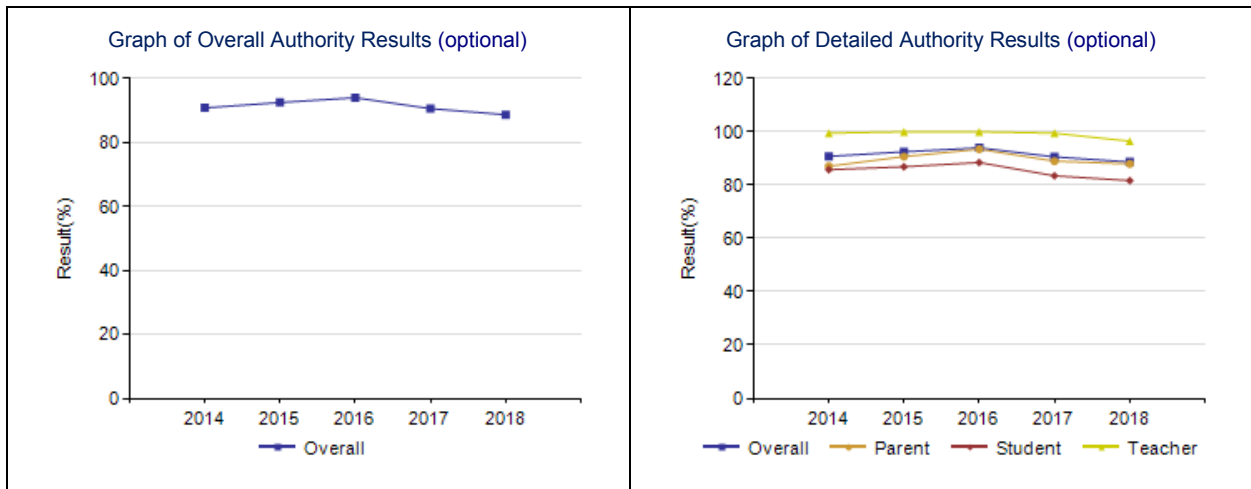
Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	87.8	86.9	94.8	89.6	85.8	81.2	82.0	82.6	82.7	82.4
Teacher	100.0	97.0	100.0	100.0	93.9	89.3	89.7	90.5	90.4	90.3
Parent	75.7	76.9	89.6	79.3	77.7	73.1	74.2	74.8	75.1	74.6
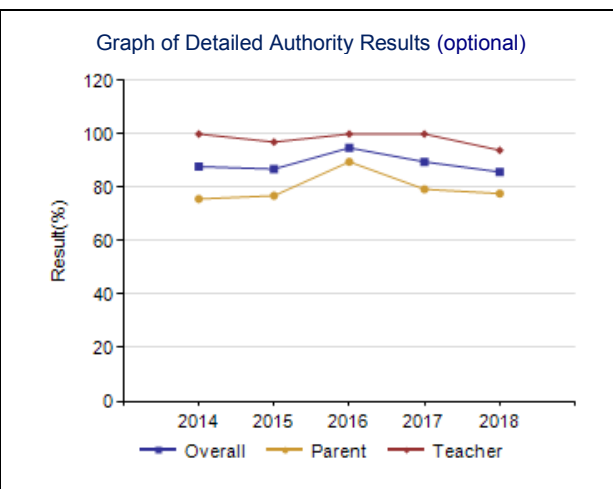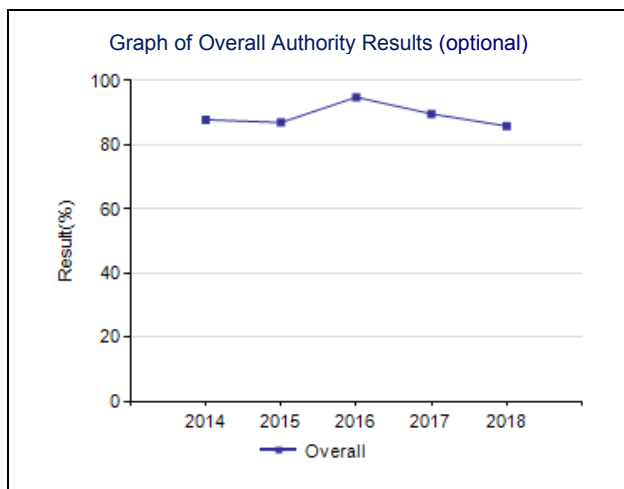
Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

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

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	72.9	73.3	77.0	75.9	68.0	69.5	70.0	70.7	71.0	70.9
Teacher	91.9	86.4	94.5	92.9	83.1	76.0	76.0	77.3	77.3	77.8
Parent	54.0	60.3	59.4	58.8	52.9	63.0	64.0	64.2	64.8	64.0

Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

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

**Provincial Achievement Test Results – Measure Details (OPTIONAL)**

PAT Course by Course Results by Number Enrolled.												
		Results (in percentages)										Target
		2014		2015		2016		2017		2018		2018/19
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	95.3	40.6	98.2	37.5	93.3	34.2	96.0	29.0	97.9	29.8	98	32
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	Authority	90.4	20.2	93.8	21.4	78.3	11.7	86.0	14.0	88.3	10.6	89	14
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	Authority	95.2	26.9	95.5	42.0	84.2	25.0	92.0	34.0	94.7	44.7	95	45
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	Authority	88.5	26.9	98.2	33.0	84.2	32.5	96.0	30.0	95.7	46.8	96	47
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	Authority	98.4	34.4	95.0	33.8	93.0	29.1	98.0	33.3	90.4	29.8	92	30
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
Mathematics 9	Authority	88.5	29.5	87.5	35.0	84.7	28.2	86.9	30.3	72.0	9.7	78	15
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Science 9	Authority	93.4	27.9	93.8	47.5	83.9	27.6	94.9	51.5	88.2	21.5	89	25
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Social Studies 9	Authority	83.6	29.5	81.3	26.3	78.2	28.7	89.9	39.4	88.3	30.9	89	31
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.
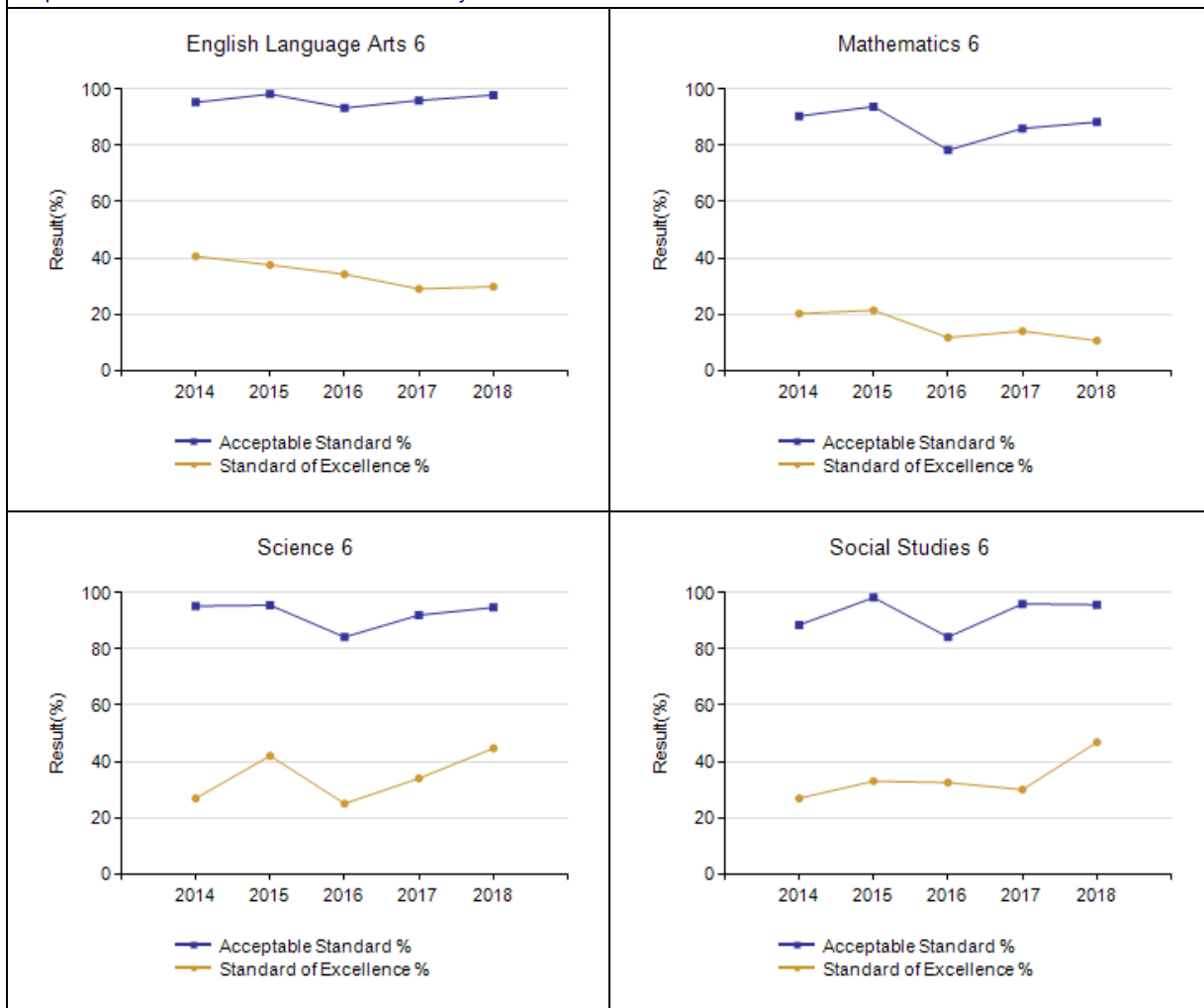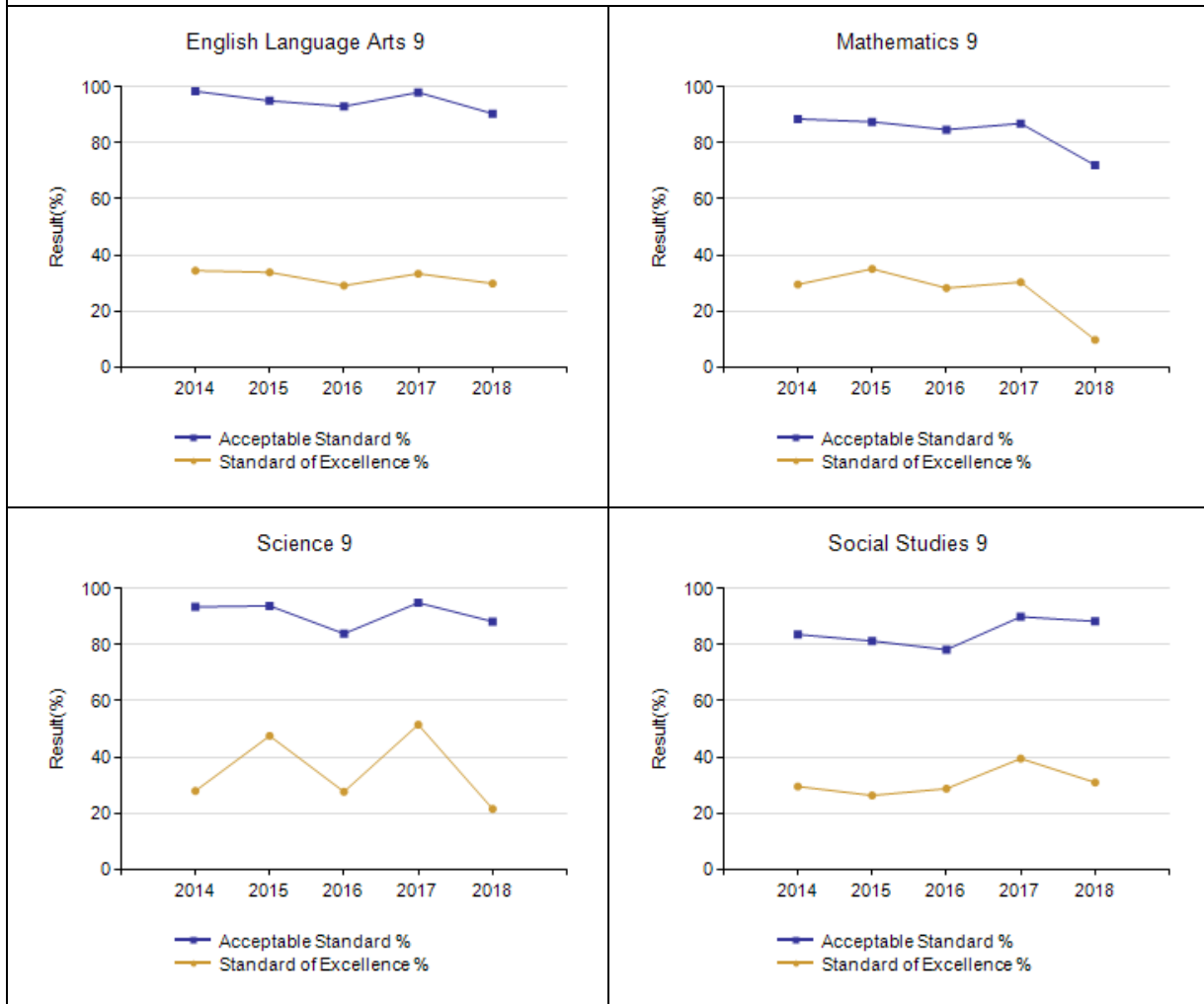
Graph of Overall Provincial Achievement Test Results (optional)
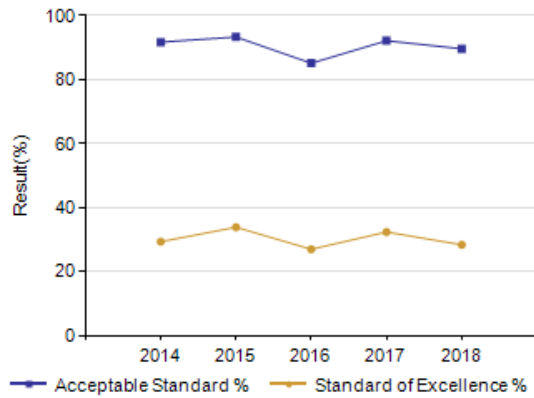
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Graph of Provincial Achievement Test Results by Course

English Language Arts 6

Mathematics 6

Science 6

Social Studies 6

Graph of Provincial Achievement Test Results by Course

English Language Arts 9

Mathematics 9

Science 9

Social Studies 9

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Calgary Girls' School Society							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	94	97.9	111	95.8	51,540	83.5	48,248	82.7
	Standard of Excellence	Very High	Maintained	Excellent	94	29.8	111	33.6	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	High	Maintained	Good	94	88.3	111	86.0	51,486	72.9	48,172	71.6
	Standard of Excellence	Low	Declined	Issue	94	10.6	111	15.7	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very High	Improved	Excellent	94	94.7	111	90.6	51,517	78.8	48,180	77.1
	Standard of Excellence	Very High	Improved	Excellent	94	44.7	111	33.7	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	94	95.7	111	92.8	51,525	75.1	48,170	71.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	94	46.8	111	31.8	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Very High	Declined	Good	94	90.4	88	95.3	46,822	76.1	44,296	76.5
	Standard of Excellence	Very High	Maintained	Excellent	94	29.8	88	32.1	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	93	72.0	88	86.4	46,603	59.2	43,851	66.8
	Standard of Excellence	Low	Declined Significantly	Concern	93	9.7	88	31.2	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Very High	Maintained	Excellent	93	88.2	89	90.9	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Declined Significantly	Acceptable	93	21.5	89	42.2	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	94	88.3	89	83.1	46,840	66.7	44,267	65.6
	Standard of Excellence	Very High	Maintained	Excellent	94	30.9	89	31.5	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,501	14.2	1,493	11.8

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 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 table below shows the range of values defining the 5 achievement evaluation levels for each measure.

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

Notes:
1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

Overall Evaluation Table

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

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

Program of Studies – Measure Details

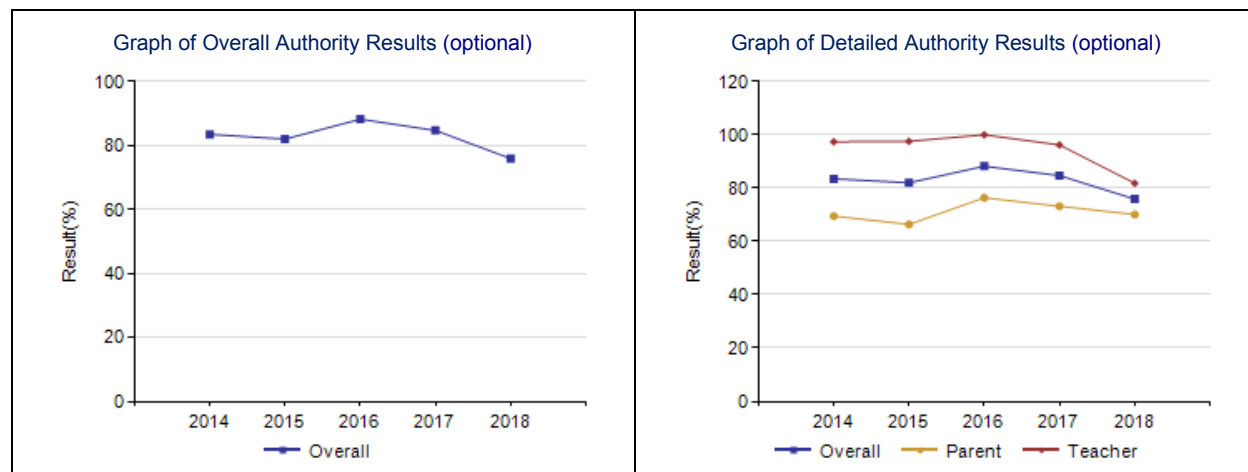| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					**Province**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	91.4	90.5	92.5	91.9	86.4	81.3	81.3	81.9	81.9	81.8
Teacher	98.7	98.9	99.7	99.0	93.7	87.5	87.2	88.1	88.0	88.4
Parent	86.9	86.2	88.5	89.8	82.8	79.9	79.9	80.1	80.1	79.9
Student	88.4	86.4	89.3	86.9	82.6	76.6	76.9	77.5	77.7	77.2
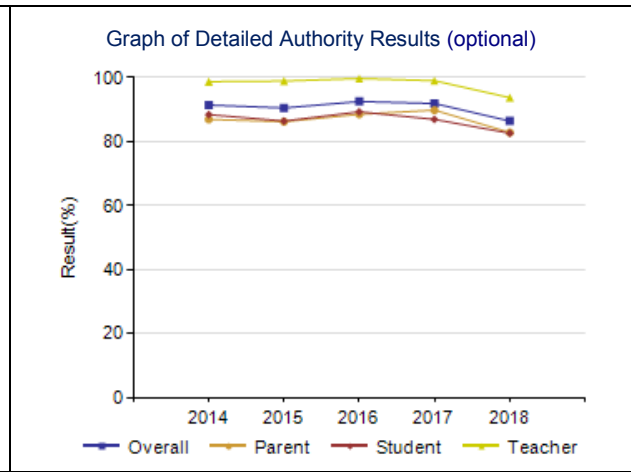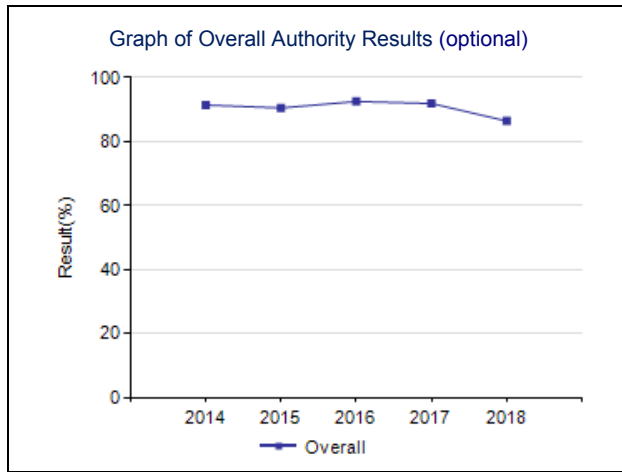
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
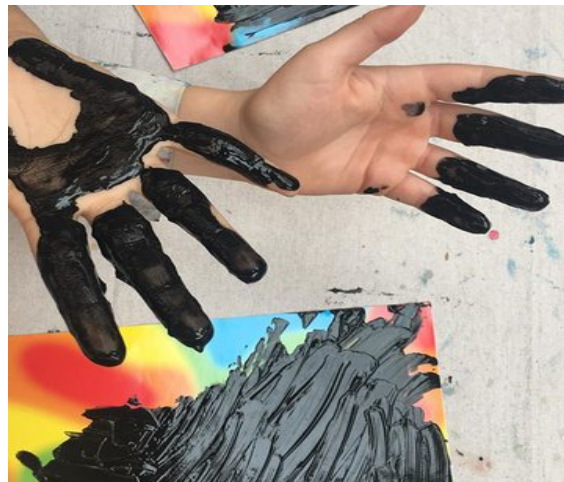
Parental Involvement – Measure Details

| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.5	82.0	88.2	84.7	75.9	80.6	80.7	80.9	81.2	81.2
Teacher	97.4	97.6	100.0	96.2	81.8	88.0	88.1	88.4	88.5	88.9
Parent	69.5	66.4	76.4	73.2	70.1	73.1	73.4	73.5	73.9	73.4

Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

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

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.6	90.8	92.6	92.4	88.6	89.2	89.5	90.1	90.1	90.0
Teacher	99.6	98.0	100.0	99.5	92.1	95.5	95.9	96.0	95.9	95.8
Parent	85.4	83.1	87.1	87.2	84.9	84.7	85.4	86.1	86.4	86.0
Student	89.7	91.4	90.8	90.4	88.9	87.3	87.4	88.0	88.1	88.2
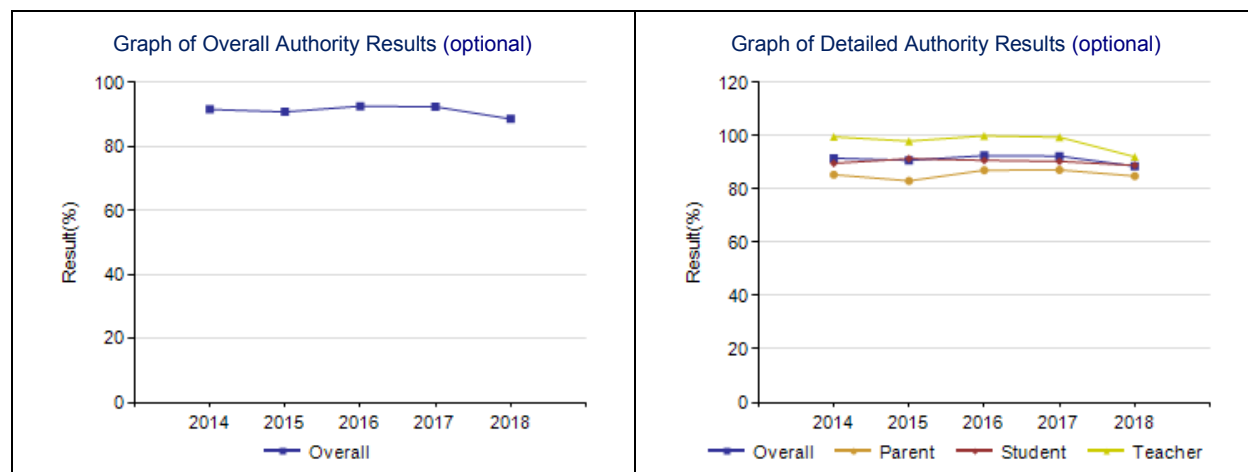
Graph of Overall Authority Results (optional)

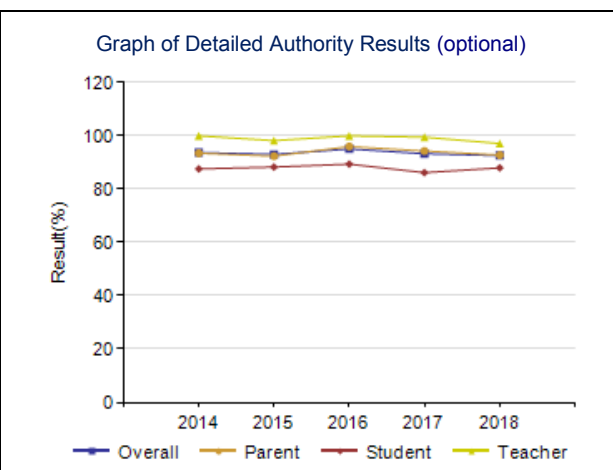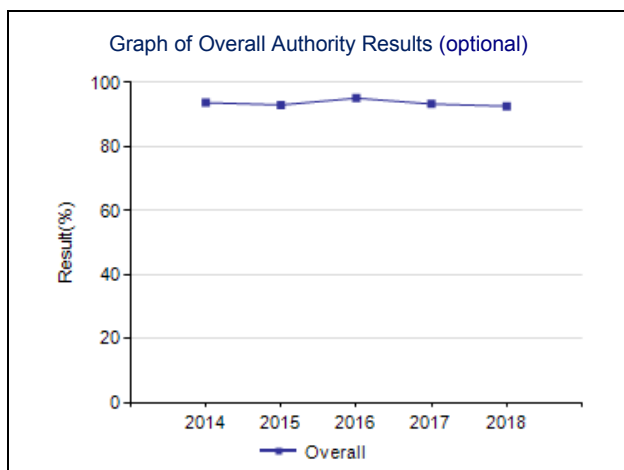Graph of Detailed Authority Results (optional)

Notes:
1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2.   Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	93.7	93.0	95.1	93.3	92.6	89.1	89.2	89.5	89.5	89.0
Teacher	100.0	98.2	100.0	99.5	97.1	95.3	95.4	95.4	95.3	95.0
Parent	93.5	92.4	96.0	94.3	92.8	88.9	89.3	89.8	89.9	89.4
Student	87.6	88.3	89.4	86.2	88.0	83.1	83.0	83.4	83.3	82.5

Graph of Overall Authority Results (optional)

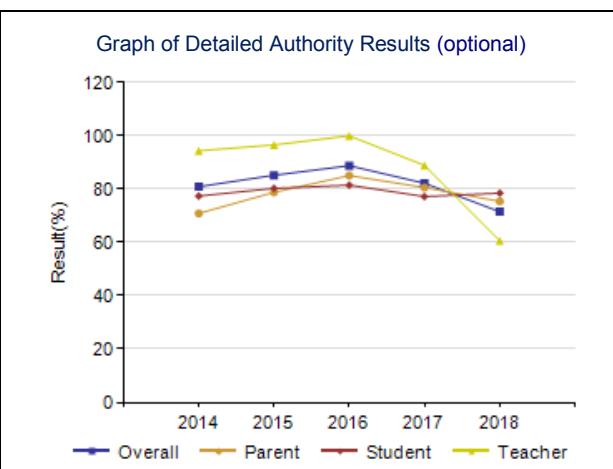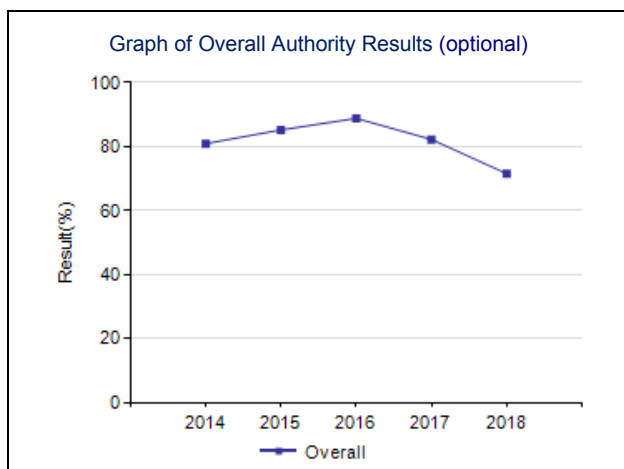Graph of Detailed Authority Results (optional)

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

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

	Authority					Province				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	80.9	85.2	88.8	82.2	71.5	79.8	79.6	81.2	81.4	80.3
Teacher	94.4	96.6	100.0	88.9	60.6	81.3	79.8	82.3	82.2	81.5
Parent	70.9	78.8	85.1	80.6	75.4	77.0	78.5	79.7	80.8	79.3
Student	77.4	80.3	81.5	77.2	78.5	81.2	80.7	81.5	81.1	80.2

Graph of Overall Authority Results (optional)

Graph of Detailed Authority Results (optional)

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.