

**ANNUAL EDUCATION
RESULTS REPORT**
2019-2020

**THREE YEAR
EDUCATION PLAN**
2020-2023



**CHINOOK'S
EDGE**
SCHOOL DIVISION
Where Students Come First!

TABLE OF CONTENTS

Quick Links.....	2
Mission & Vision.....	2
Our Accountability.....	3
Our Schools & Programs.....	4
Outcomes and Performance Measures	5
Accountability Pillar Overall Summary	6
Accountability Pillar FNMI Summary.....	7
Four Organizational Strategic Goals	8
Quality Learning Environment and Instructional Leadership Model	8
OUTCOME ONE: Alberta’s students are successful	9
OUTCOME TWO: First Nations, Métis, and Inuit students in Alberta are successful	12
OUTCOME THREE: Alberta has excellent teachers, school leaders, and school authority leaders.....	13
OUTCOME FOUR: Alberta’s K-12 education system is well governed and managed	14
2019-2020 Financial Summary.....	16
2020-2021 Operating Budget	17
Facility and Capital Projects	18
Collaboration and Communication With Stakeholders	18
Transportation	19
Trends, Issues, and Challenges	19

QUICK LINKS

Chinook’s Edge School Division – Website	cesd73.ca
Annual Education Results Report & Three Year Education Plan	cesd73.ca/Publications.php
May 2020 Accountability Pillar.....	cesd73.ca/Publications.php
2019-2020 Financial Audited Statement.....	cesd73.ca/Publications.php
2020-2021 Operating Budget	cesd73.ca/Publications.php
2021-2024 Capital and Facilities Plan.....	cesd73.ca/Publications.php
Summary of AERR	cesd73.ca/Publications.php
Provincial Roll-up of Jurisdiction AFS Information	alberta.ca/k-12-education-financial-statements.aspx

OUR MISSION

Chinook’s Edge School Division will engage every student in meaningful learning by challenging, encouraging and believing in them.

OUR VISION

Chinook’s Edge School Division will be universally recognized as a collaborative learning community where learning is personalized for all students to achieve success as compassionate and innovative global citizens.

OUR ACCOUNTABILITY

The Annual Education Results Report for the 2019-2020 school year and the Education Plan for the three years commencing September 1, 2020 for Chinook's Edge School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency 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.

This document reflects an ongoing contribution from the Board of Trustees, central office leaders, school based administrators, teachers, support staff, parents, and students. It is both a look back at where we have been as well as a plan that will help to establish priorities that guide division programming and chart a path for the future. It is also designed to provide all stakeholders with goals and objectives for the enhancement of educational opportunities for students, and to keep school communities informed of the direction our division is committed to following.

Did You Know?

Our Trustees make an impact at the provincial level, through their roles on Rural Caucus, ASBA Zone 4, Alberta School Employee Benefit Plan Board, and other organizations.

Chinook's Edge Board of Trustees approved this combined Annual Education Results Report for the 2019-2020 school year and the Three-year Education Plan for 2020-2023 on November 25, 2020.



Mrs. Holly Bilton
Chair of the Board of Trustees



Mr. Kurt Sacher
Superintendent of Schools

BOARD OF TRUSTEES



Holly Bilton
Chair
Ward 4
Innisfail



Melissa Copley
Vice Chair
Ward 9
Carstairs /
Cremona



Joe-Anne
Knispel-Matejka
Trustee
Ward 1
Sylvan Lake



Sherry Cooper
Trustee
Ward 2
Penhold /
Poplar Ridge



Colleen Butler
Trustee
Ward 3
Delburne /
Elnora



Connie Huelsman
Trustee
Ward 5
Bowden /
Spruce View



Allan Tarnoczi
Trustee
Ward 6
Sundre



Trudy James
Trustee
Ward 7
Olds / Reed Ranch



Gordon Kerr
Trustee
Ward 8
Didsbury

OUR SCHOOLS

School	Grades	Enrolment	School	Grades	Enrolment
Beacon Hill Elementary	K – 6	342	Neudorf Colony	1 – 9	12
Bowden Grandview	K – 12	257	Off Campus Learning Centre	1 – 9	26
Carstairs Elementary	K – 2	246	École Olds Elementary	K – 4	485
C.P. Blakely	K – 6	373	Olds Koinonia Christian	K – 12	293
Cremona	K – 12	342	Olds High	9 – 12	585
École Deer Meadow	5 – 8	448	Olds Career High	10 – 12	60
Delburne Centralized	K – 12	346	Penhold Crossing Secondary	7 – 12	320
Didsbury High	9 – 12	307	Penhold Elementary	4 – 6	213
Didsbury Career High	10 – 12	66	Pine Hill Colony	K – 9	11
Elnora	K – 8	69	Poplar Ridge	K – 6	166
Equinox Group Home	7 – 9	2	Rainbow Colony	1 – 9	23
École Fox Run	7 – 8	379	Reed Ranch	1 – 6	61
Gasoline Alley Career High School	10 – 12	138	River Valley	K – 8	542
École H.J. Cody High	9 – 12	619	Ross Ford Elementary	K – 4	377
Horizon	K – 12	28	Spruce View	K – 12	230
Hugh Sutherland	3 – 12	817	École Steffie Woima	K – 6	466
Innisfail Career High	10 – 12	69	Sundre Learning Centre	10 – 12	19
Innisfail High	9 – 12	331	Sundre High	9 – 12	285
École Innisfail Middle	5 – 8	339	Sylvan Lake Career High	10 – 12	78
Jessie Duncan Elementary	K – 3	314	Westglen	5 – 8	286
École John Wilson Elementary	K – 4	431	TOTAL ENROLMENT		10,803

OUR PROGRAMS

- Athletics
- Character Education
- Career High Schools
- Careers – The Next Generation
- Christian Education
- Community Learning Campus (CLC)
- Dual Credit Programming
- Early Childhood Services
- English as a Second Language
- Family School Wellness
- French Immersion
- Off Campus
- Indigenous Education
- International Students
- Mental Health Capacity Building Grant (YES Program)
- Pre-Kindergarten
- Summer School
- Welcome to Kindergarten
- Remote Learning

Did You Know?

The Chinook's Edge 'Matters Committees' approach to engagement has been noted by stakeholders in our school communities as a strong source of team building, collaboration and communication. Each school community in Chinook's Edge has representation on our 'Teachers Matter', 'Students Matter' and 'Support Staff Matter' committees, and a re-envisioned Parents Matter Committee is taking shape.

OUTCOMES AND PERFORMANCE MEASURES

OUTCOME 1: Alberta's students are successful.

PERFORMANCE MEASURES

- Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).
- Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations.
- High school completion rate of students within three years of entering Grade 10.
- Annual dropout rate of students aged 14 to 18.
- High school to post-secondary transition rate of students within six years of entering Grade 10.
- Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.
- Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

OUTCOME 2: First Nations, Métis, and Inuit students in Alberta are successful.

PERFORMANCE MEASURES

- Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).
- Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard and the overall percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Diploma Examinations.
- High school completion rate of self-identified First Nations, Métis and Inuit students within three years of entering Grade 10.
- Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14 to 18.
- High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering Grade 10.
- Percentage of self-identified First Nations, Métis and Inuit Grade 12 students eligible for a Rutherford Scholarship.
- Percentage of self-identified First Nations, Métis and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10.

OUTCOME 3: Alberta has excellent teachers, school leaders, and school authority leaders.

PERFORMANCE MEASURES

- Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.

OUTCOME 4: Alberta's K-12 education system is well governed and managed.

PERFORMANCE MEASURES

- Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- Overall teacher, parent and student satisfaction with the overall quality of basic education.
- Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- Overall 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.

MAY 2020 ACCOUNTABILITY PILLAR OVERALL SUMMARY

Measure Category	Measure	Chinook's Edge School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.6	88.7	89.0	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	78.2	77.4	77.5	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	89.1	90.0	90.1	90.3	90.2	90.1	High	Declined	Acceptable
	Drop Out Rate	2.1	3.1	2.6	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	84.2	81.5	81.3	79.7	79.1	78.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.1	76.7	76.9	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	18.0	17.5	17.8	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	87.9	88.1	86.8	83.6	83.7	83.1	High	Maintained	Good
	Diploma: Excellence	22.4	21.5	19.1	24.0	24.2	22.5	High	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	49.0	48.3	48.0	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	63.5	62.1	59.1	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	49.0	51.8	52.8	60.1	59.0	58.5	Intermediate	Declined	Issue
	Work Preparation	82.2	80.6	80.7	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	81.3	80.2	81.6	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	78.6	77.2	79.2	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	80.0	81.3	81.9	81.5	81.0	80.9	High	Declined Significantly	Issue

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. 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.
4. 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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, Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
11. PAT/DIP results are from the 2018-2019 school year as no results were reported for the 2019-2020 school year.

MAY 2020 ACCOUNTABILITY PILLAR OVERALL SUMMARY - FNMI

Measure Category	Measure	Chinook's Edge School Division (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	4.3	6.4	4.7	5.5	5.4	5.3	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	84.3	73.1	68.1	55.8	56.6	54.5	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	68.9	67.6	68.2	54.0	51.7	51.9	Low	Maintained	Issue
	PAT: Excellence	13.2	11.1	10.9	7.4	6.6	6.5	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	89.6	81.7	83.8	77.2	77.1	76.7	Very High	Maintained	Excellent
	Diploma: Excellence	16.6	11.6	15.6	11.4	11.0	10.6	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	38.2	29.2	28.4	24.4	24.6	23.6	Low	Improved	Acceptable
	Rutherford Scholarship Eligibility Rate	59.8	43.8	43.9	39.1	37.1	35.7	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	44.6	49.3	43.8	35.0	34.2	33.0	Low	Maintained	Issue
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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. 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.
4. 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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, Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
11. PAT/DIP results are from the 2018-2019 school year as no results were reported for the 2019-2020 school year.

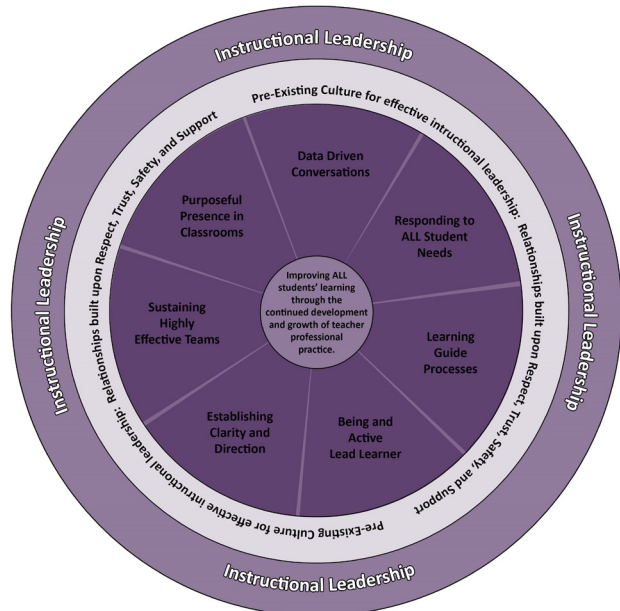
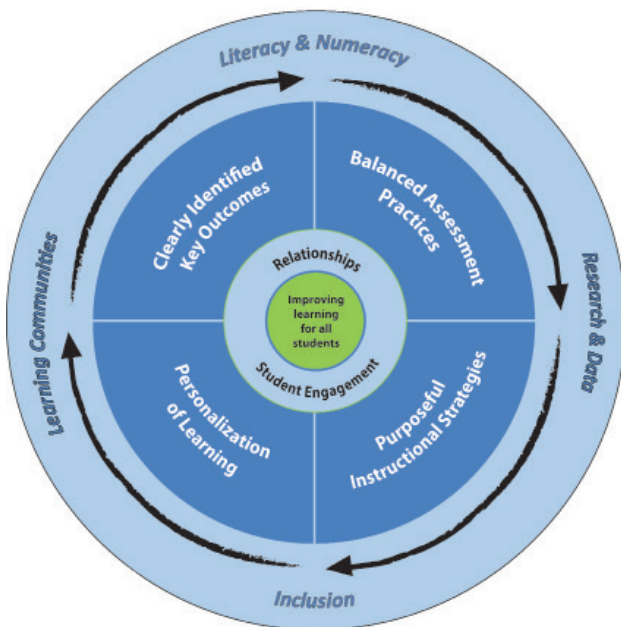
FOUR ORGANIZATIONAL STRATEGIC GOALS

1. **Literacy** - Our educators across the division agree that strong literacy skills are integral to academic success. Their belief compels us to identify literacy as CESD Goal #1, with the target of seeing 93% of our students reading at grade level.
2. **Academic Excellence** - While we have been very successful in ensuring that our students pass and 'get over the bar' leading to graduation, we believe our students can do even better. With the support of our Board, the Central Office Leadership Team believes that each student must be challenged and encouraged to reach his or her greatest potential in every discipline and subject area. We want to see our students reaching well into the area of excellence in order to ready them for a competitive post-secondary environment.
3. **Career Connections** - There was a time that we believed our role in education was to get students to graduation. Our Board and Central Office Leadership Team are committed to preparing students for life beyond high school. Whether moving on to post secondary education, or preparing for the workforce, each of our students must have a plan to ensure their success as a contributing member of our society.
4. **Social Emotional Well-Being** - Our teachers, educational assistants, and school administrators are faced on a daily basis with more complex student needs than ever before. They have voiced the need to place Social Emotional Well-Being as our fourth strategic goal, ensuring that all students have supports in place to enable their learning, and to support our staff who are entrusted with their care.

[CESD Organizational Strategic Plan](#)

QUALITY LEARNING ENVIRONMENT AND INSTRUCTIONAL LEADERSHIP MODEL

Our unique QLE and Instructional Leadership models have interactive features on our website, showcasing the depth and details of our work on behalf of every child in our care. They are showcased on the division homepage at www.cesd73.ca.



"We know that meaningful relationships and a foundation of trust move our students toward success. We are committed to ensuring each of our students and staff feel they are safe, cared for and that they belong. This is at the core of our quality learning environment, and it leads to healthy development for our students and a sense of wellness for everyone in our school communities." - Kurt Sacher, Superintendent of Schools

OUTCOME ONE

ALBERTA'S STUDENTS ARE SUCCESSFUL

CESD Strategic Goal #1 and #2: Literacy and Academic Excellence

Performance Measure	Results (in percentages)					Evaluation (October 2019 data)		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.5	77.5	76.7	77.1	n/a	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.7	18.1	17.5	18.0	n/a	Intermediate	Maintained	Acceptable
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.4	88.0	88.1	87.9	n/a	High	Maintained	Good
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.8	20.0	21.5	22.4	n/a	High	Improved	Good

Key Strategies for Continued Success and Improvement

- Division-wide focus on literacy: Literacy is core to the work that we do in Chinook's Edge School Division. Our target, based on Allington's research, is to see 93% of our students reading at grade level. We have developed a tracking tool where teachers enter Level A assessments on an annual basis to assist with transition and clarify areas of challenge. All teachers are committed to this goal, and it defines the work we see in schools on a daily basis. ([Literacy Framework](#)) We are developing a Disciplinary Literacy professional learning series which is to be used by middle schools and high schools as part of our [CESD Professional Learning Modules](#). Schools beginning HLAT implementation.
- Reviewing and refining assessment practices: With a focus on academic excellence in every subject, Chinook's Edge educators are revisiting assessment as the key to effective teaching and learning. To this end we have created [CESD Essential Outcomes](#) K-12, have created a division report card grades 5-8, are developing an elementary report card and working with teachers around MIPI implementation.
- Literacy: Assessments for students in grade one to grade 9 and for students who need targeted supports in grades 10 and 11. With the integral belief that literacy is the key to lifelong learning, our staff have a literacy focus through building vocabulary, comprehension and metacognitive learning strategies on a daily basis. The literacy framework supports our staff with both reading and writing strategies.
- Level A Assessments: Along with level A reading data, we are implementing the use of the HLAT (Higher Level of Achievement Test) and MIPI+ (a Chinook's Edge math tool focused on conceptual understanding). These tools provide teachers with diagnostic information that they can use proactively to guide their planning and delivery of curricular outcomes.
- Teacher Development: Chinook's Edge School Division invests heavily in our educators. Through a three day new teacher orientation each August, a two year mentorship program for new teachers, K-8 PLCs who receive 3 days of learning each year, as well as programs to support aspiring and developing leaders, CESD ensures a culture of collective wisdom where the [QLE](#) and motto that "Students Come First" encompasses work we do on a daily basis.

OUTCOME ONE (cont...)

ALBERTA'S STUDENTS ARE SUCCESSFUL

CESD Strategic Goal #3 - Career Connections

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.2	79.2	83.0	81.5	84.2	Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.7	2.6	2.0	3.1	2.1	High	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	56.2	51.6	54.9	51.8	49.0	Intermediate	Declined	Issue	52.0	56.0	60.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	59.1	57.0	58.3	62.1	63.5	Intermediate	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	46.2	45.1	50.7	48.3	49.0	Intermediate	Maintained	Acceptable			

Key Strategies for Continued Success and Improvement

- High School Plus: Our vision is to have ALL Chinook's Edge students leave high school with a clear plan for the future, (apprenticeship training, college, university or the world of work) with confidence in their skills and abilities to implement or adapt their plan throughout their lives as they and the world around them change. This plan may involve individual programming through MyBlueprint, Dual Credit opportunities, as well as meetings with career practitioners or academic counsellors.
 - [Promising Practices](#)
 - [\(At-a-Glance\) CESD Career Connections Scope & Sequence](#)
 - [Dual Credit](#)
- Post-Secondary Transition Rate: Career teams in our high schools are working with students in grade 10, 11 and 12 to assist with future planning and access to post-secondary opportunities. Schools are facilitating virtual presentations from colleges and universities, helping our students to envision education beyond grade 12.
- Focus on personalization: Through High School Redesign and response to intervention strategies, we are employing techniques to enhance student achievement, engagement and career planning. Flex blocks, teacher advisor programs, distributed learning, and blended programming are examples of the ways in which we create a network of support. We are implementing Collaborative Response Meetings in schools across our division, focusing teams of teachers on student needs in a timely fashion to ensure that learning is accessible for all students, and that all students are able to experience academic success.
- Each high school has developed a careers scope and sequence for grades 9 to 12 which guides the work of the school's career team. (Career counsellor, career practitioner, Off Campus Coordinator, administrator)
- Instructional leadership focus for school and central office leaders: COLT (Central Office Leadership Team) commits three days each month to visit schools with a focus on moving forward our administrators professional growth goals. We work together applying learning from ADCOS (Administration & Central Office Staff) and LST (Learning Support Team) meetings. We have a focus on data driven conversations and are continually using classroom, division, provincial, and school data to improve the K-12 experience for our students. Through purposeful presences in our classrooms, we are ensuring active practice around our 4 Division Goals.

Did You Know?

Chinook's Edge has four divisional goals which guide the focused efforts at all grade levels: Literacy, Academic Excellence, Career Connections and Social Emotional Well-being.

OUTCOME ONE *(cont...)*

ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.1	82.4	82.2	80.2	81.3	Very High	Maintained	Excellent	83.0	84.0	85.0

Key Strategies for Continued Success and Improvement

- Social Emotional Framework development and implementation: A high priority for Chinook's Edge School Division is to support the positive development of self awareness, self management, social awareness, relationship skills, and responsible decision making. The framework is designed to provide information about social emotional indicators, promising practices for social emotional development in an effort to support social emotional well-being of all students. In addition, it highlights possible training and/or professional development opportunities for education staff and parents. ([Social Emotional Framework](#))
- Leadership and Character Education programs: Our schools are deeply committed to opportunities for our students to achieve success as compassionate and innovative global citizens. Students are given voice to influence decisions made in their schools, and access service clubs positively contributing to their communities.
- Family School Wellness Program: Our FSW workers provide support to children and families facing social, emotional or family challenges. This may include parenting support, short-term student-focused individual or family support, small group sessions to build student skills, preventative programming within our schools, or referral for further community services as required. Family School Wellness Workers in Chinook's Edge share strong connections with community partners and can assist families in finding information, resources or specialized services with community-based programs. A significant role for our Family School Wellness Program is to grow and maintain relationships between parents and schools, and community and schools.



OUTCOME TWO

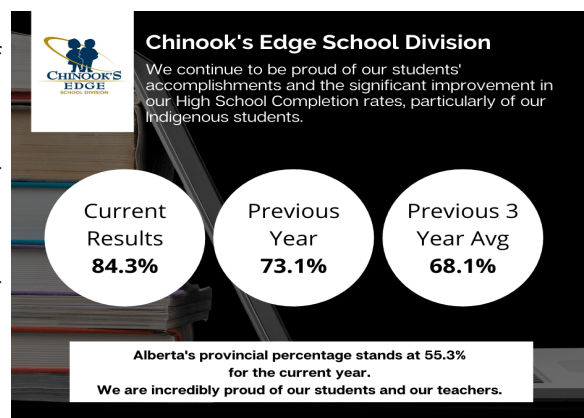
FIRST NATIONS, MÉTIS, AND INUIT STUDENTS IN ALBERTA ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Evaluation (October 2019 data)			Targets			
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	68.9	68.0	67.6	68.9	n/a	Low	Maintained	Issue	75.0	76.0	77.0	78.0
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).	8.9	12.5	11.1	13.2	n/a	Low	Maintained	Issue	18.0	19.0	19.0	20.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	80.0	89.6	81.7	89.6	n/a	Very High	Maintained	Excellent				
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	15.2	20.0	11.6	16.6	n/a	Intermediate	Maintained	Acceptable				

Performance Measure	Results (in percentages)					Evaluation			Targets			
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2019	2020	2021	2022
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	61.7	59.2	72.1	73.1	84.3	Very High	Improved Significantly	Excellent				
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.2	3.9	3.8	6.4	4.3	Intermediate	n/a	n/a				
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	47.8	32.9	49.2	49.3	44.6	Low	Maintained	Issue		48.0	50.0	52.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	37.3	45.2	42.7	43.8	59.8	Intermediate	n/a	n/a	47.0	52.0	62.0	
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	27.4	20.5	35.5	29.2	38.2	Low	Improved	Acceptable	35.0	40.0	48.0	

Key Strategies for Continued Success and Improvement

- School identification and tracking of Indigenous students in terms of their progress and needs. Through data driven conversations during instructional leadership school visits, COLT considers strategies with teams of administrators to support this vulnerable student population. Strategies aim to positively impact students both academically and culturally.
- 1.0 FTE Indigenous Education Coordinator and key Indigenous staff contacts at each school.
- Increasing Indigenous resources in learning commons, Instructional Media Centre, and on our [Indigenous Education Support website](#) for schools for use with students and teacher professional learning.
- Teaching and Learning around Indigenous Foundational Knowledge: At administrators meetings, Teachers Matter, and Students Matter meetings, and Divisional PLCs. Chinook's Edge has a systemic plan through attainable professional development to support teachers in the classroom.



OUTCOME THREE

ALBERTA HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

CESD Strategic Goal #2 - Academic Excellence

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
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.	78.0	76.5	78.5	77.4	78.2	Intermediate	Maintained	Acceptable

- Evidence based hiring: CESD values each opportunity to add to our personnel. We have found great success in our evidence based hiring practices, giving potential new teachers the time to demonstrate their skills, teaching style, and educational beliefs ensuring that the fit is right for our division.

Did You Know?

Chinook's Edge holds a multi-day New Teacher Orientation each year, which is part of what is considered to be one of the most extensive mentorship programs in the province. Our division has structured multiple methods for ongoing mentorship and collaboration, ensuring that our best skills and professional development opportunities are shared extensively.

- Teacher Development: Significant time in CESD is focused on professional growth. Through ADCOS meetings, Teachers Matter, our two year mentorship program, new teacher orientation, our K-8 PLCs, as well Aspiring and Developing Leaders, we ensure a myriad of ways to create a culture of learning. Common language, theories of leadership, and professional learnings work together to build a fabric of professional understanding.
- Career and Technology Foundations (CTF): Our schools are implementing a variety of options with a focus on igniting student passion and exploring a myriad of career pathways. These courses allow students to engage in higher level thinking, problem solving activities and explore how curricular outcomes may lead to future careers.
- Digital Citizenship: Our division's technology advisory group is committed to supporting teachers with a scope and sequence around digital citizenship learning for students in grade 1-9. Through our professional learning communities, data is being gathered to form a scope and sequence around technology outcomes, insuring that students have the technical skills they need.

Did You Know?

While the students who had achieved 100 percent on 2019 Diploma Exams were away at post-secondary, the Board congratulated their teachers who worked alongside them towards Academic Excellence: Chemistry 30 teacher Jennifer Leinweber from Innisfail High (student Laura Rib), Physics 30 teacher Ken Lafferty from Olds Koinonia Christian School (student Hunter Jackson) and Chemistry 30 teacher Bailey Sisson from Olds High (student Rex Asis).



OUTCOME FOUR

ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

CESD Strategic Goal #4 - Social Emotional Well-Being

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
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.	89.5	88.9	89.3	88.7	88.6	Very High	Maintained	Excellent

Supports For Every Learner

- Through the [Social Emotional Framework](#), a working group has built a series of promising practices, resources, and programs to support social emotional well-being of students.
- Family School Wellness Workers in all schools: At the heart of the Family School Wellness Program in Chinook's Edge is a team of caring and helpful professionals from multi-disciplinary backgrounds in childhood development, social work, psychology, early childhood development, and other human service disciplines. FSW workers are linked to each school across the division with the key goal of supporting through positive relationships.
- Violence Threat Risk Assessment (VTRA) Support: To keep school communities safe and caring, staff, parents, students and community members must report all threat related behaviours (details on this are provided on each school website). Every threat will be taken seriously, thoroughly investigated and a response plan will be completed. Throughout the year, the VTRA risk assessment team is called to respond as VTRA requests emerge. This has been a significant support to school based administrators who appreciate the resources that community partners can offer.
- SOC (Students of Concern) / High Risk Meetings: Teams of teachers meet with division office staff as needed to create safety plans ensuring student success. Each school has a liaison from the Student Services department to support teachers and administrators in developing plans for students.
- Collaboration: Partnerships with Alberta Health Services, Central Alberta Child and Family Services Authority, RCMP, and Family Community Support Services (FCSS) and our Regional Collaborative Service Delivery (RCSD) in our communities work together to create a network of support for at risk students. The time spent building these partnerships has proved invaluable in supporting our most vulnerable students.
- Response to Intervention Processes: All schools in Chinook's Edge School Division have tracking systems in place to identify students at risk academically or challenged socially or emotionally. Educators meet on a regular basis to consider the successes and needs of our inclusive education students, share best practices, and ensure that supports are in place throughout the child's school day to ensure successful programming that supports high levels of learning for all students.
- Collaborative Response Model: Chinook's Edge has embarked on a teacher capacity building initiative. Teachers, psychologists, and student services team members come together in collaborative team meetings to develop highly personalized and responsive interventions within the classroom and school to meet individual student needs.



OUTCOME FOUR (cont...)

ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.9	80.2	80.2	77.2	78.6	High	Maintained	Good	80	81	82
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.4	90.1	90.2	90.0	89.1	High	Declined	Acceptable			

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	83.0	81.8	82.6	81.3	80.0	High	Declined Significantly	Issue	81.0	82.0	83.0

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
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.	81.1	80.3	81.2	80.6	82.2	High	Maintained	Good

Key Strategies for Continued Success and Improvement

- Relationships Matter / Division Committees: Opportunities for all stakeholders to collaborate and share feedback to division leaders through the following committees: Teachers Matter, Students Matter, Support Staff Matter.
- Connecting with COLT: Our senior leadership team visits each school biannually to reflect upon successes, challenges, and to examine the division's four strategic goals. These opportunities have allowed COLT to hear questions, concerns, or rumblings from each corner of our division. We take the time to answer each question, and work as a team to provide deep understanding around our strategic goals, and the "why" behind our actions.
- Communication: It is essential that we celebrate success, recognize efforts, and ensure the publication of documents which tell the story of our journey. We appreciate that our websites are seeing more traffic than ever before. Information on our division and school websites involves not only our communications officer, but also a webmaster and the administration team at each school, who often include their teaching staff to create a communication tool that best represents the culture of each building.
- Collaborative focus: For the past few years, CESD has placed a particular focus on teams. We purposefully create teams to move forward at both the school and division level. Drawing attention to the TQS and LQS, we value the importance of collaboration, and expect our educators to work together for our students. We have implemented a number of technologies to support this focus such as G-Suite tools (use of Shared Drives and collaborative tools), Dossier, and Google Classroom to support distributed learning.

2019-2020 FINANCIAL SUMMARY

Overview

- The 2019-2020 Audited Financial Statement was approved by the Board in November 2020.
- The following table provides a brief summary of our financial results for the past two years:

Summarized Statement of Operations and Accumulated Reserves for the year ended August 31st

	2019	2020
	(000's)	(000's)
Revenue (Exhibit I)	\$ 131,029	\$ 125,760
Expenses (Exhibits II and III)	130,357	126,249
Excess of expenses over revenue for the year	672	(489)
Operating funds used for capital purposes	(1,927)	(1,067)
Net amortization (non-cash)	1,463	1,367
Accumulated operating, capital, and unrestricted reserves:		
Beginning of year	8,665	8,873
End of year	\$ 8,873	\$ 8,684

Revenue and Expenses

Revenue by Source			Expenses by Program		
Government of Alberta	96.00%	\$120,717,443	Instruction (1-12)	70.40%	\$88,917,857
Other Revenue	2.30%	\$2,879,828	Facility Operations & Maintenance	14.60%	\$18,489,294
Fees	0.90%	\$1,167,271	ECS	5.70%	\$7,204,102
Fundraising, gifts, donations	0.70%	\$875,113	Transportation	4.40%	\$5,565,908
Federal Government	0.10%	\$120,671	Board & System Administration	3.20%	\$4,014,064
Capital revenue contributions	0.00%	-	Other	1.60%	\$2,057,880
Total	100.00%	\$125,760,326	Total	100.00%	\$126,249,105

Exhibit I

Revenue by Source for the year ended August 31, 2020

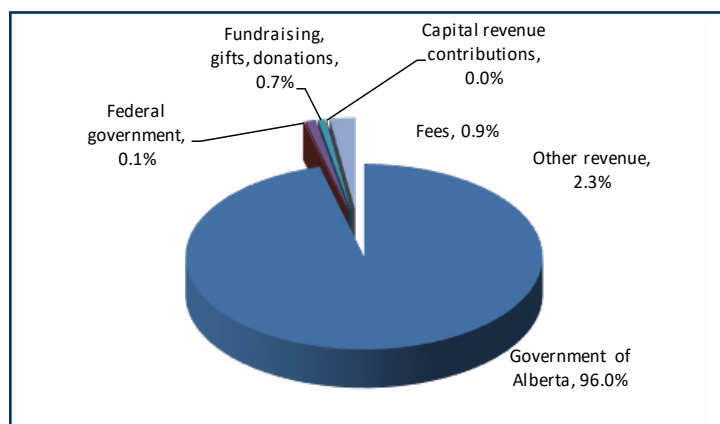
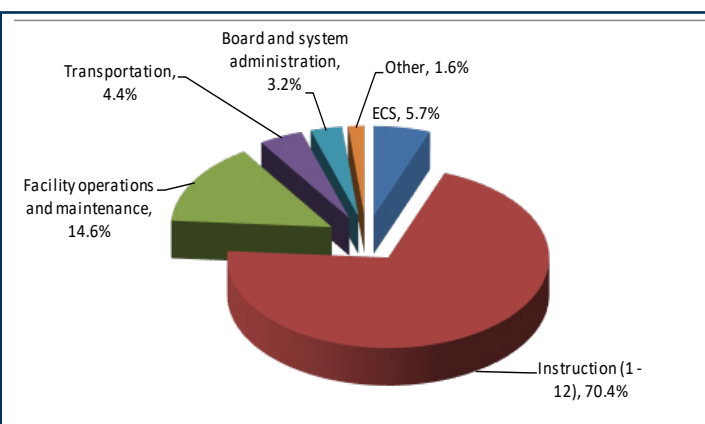


Exhibit II

Expenses by Program for the year ended August 31, 2020



For More Information

- Our 2019-2020 Audited Financial Statement is available online at: www.cesd73.ca/Publications.php
- For additional information on the Financial Summary or detailed information on sources of school-generated funds and their uses, please contact Susan Roy, Treasurer at 403-227-7070.

2020-2021 OPERATING BUDGET

Overview

- Chinook's Edge has budgeted 3.2% for Board and System Administration, well below the allowance of 3.6%.
- The 2020-2021 Operating Budget was approved by the Board in June 2020.
- The following table provides a brief summary of projections:

Revenue, Expense and Accumulated Reserves Projections

	<u>2020/2021</u> (000's)
Revenue (Exhibit I)	\$ 127,147
Expenses (Exhibits II and III)	<u>128,848</u>
Excess of expenses over revenue for the year	(1,701)
Operating funds used for capital purposes	(1,274)
Net amortization (non-cash)	1,237
Accumulated operating, capital, and unrestricted reserves:	
Beginning of year	7,334
End of year	<u>\$ 5,596</u>

Revenue and Expenses

Revenue by Source			Expenses by program		
	2021			2021	
Government of Alberta	96.5%	122,639,043	Pre Kindergarten	1.2%	1,493,961
Fees	1.6%	2,044,085	Instruction (K - 12)	75.1%	96,777,376
Fundraising, gifts, donations	0.5%	629,672	Facility operations and maintenance	14.0%	17,974,902
Other revenue	1.4%	1,834,326	Transportation	5.5%	7,126,991
	100%	127,147,126	Board and system administration	3.3%	4,211,195
			Other	1.0%	1,263,267
				100%	128,847,692

Exhibit I

Revenue by Source for the year ended August 31, 2021

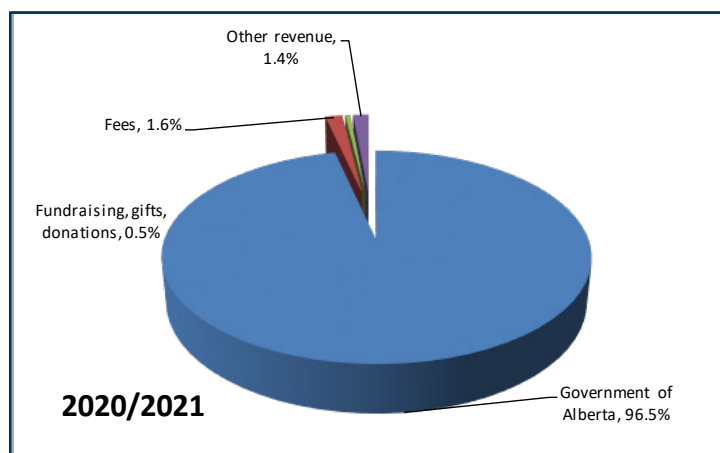
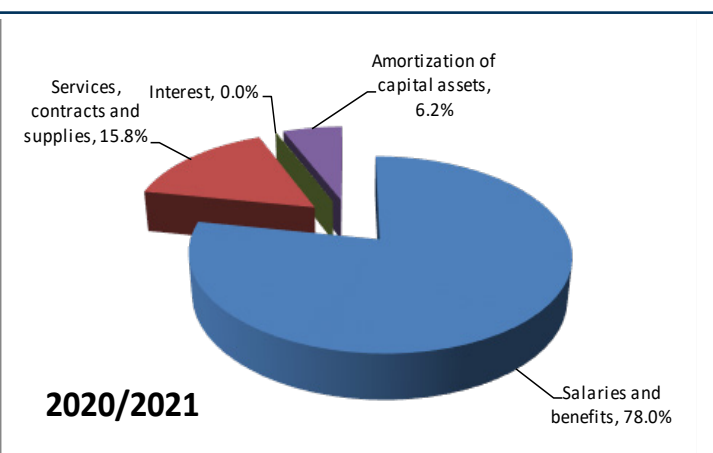


Exhibit II

Expenses by Program for the year ended August 31, 2021



For More Information

- Our 2020-2021 Operating Budget is available online at: www.cesd73.ca/Publications.php
- Contact Susan Roy, Treasurer at 1-403-227-7070.

FACILITY AND CAPITAL PROJECTS

The Board of Trustees for Chinook's Edge School Division has approved its Three Year Capital Facility Plan that includes new school construction as well as major modernizations of existing schools. The following project is under construction and projected to be completed in August of 2021:

- Expansion of Carstairs Elementary School to include 10 new classrooms, gym expansion, parking lot and bus loop expansion.

For More Information

- Our 2020-2023 School Capital Plan is available online at www.cesd73.ca/Publications.php
- Contact Shawn Russell, Associate Superintendent - Corporate Services at 1-403-227-7070.

COLLABORATION AND COMMUNICATION WITH STAKEHOLDERS

The Chinook's Edge School Division Three-Year Education Plan and the Annual Education Results Report is posted on the website at www.cesd73.ca/Publications.php. Copies are also sent to all school councils and school principals. The Board has provided school results and a reasonable interpretation of provincial tests and measures to each school council.

In addition, the following strategies are used to communicate and collaborate with our stakeholders:

- **Stakeholder Committee of the Board** – A Stakeholder Relations Committee has been established in Chinook's Edge to make recommendations to the Board regarding events that engage stakeholders and projects that engage communities and parents, and to review the creation of ad hoc working groups and consultation initiatives when appropriate. As well, the committee will create an annual plan to engage other school boards, along with municipal and provincial politicians. To that end, a new monthly publication called the Chinook's Edge Board eNews has been created.
- **Education Planning** – School-based administrators create their school education plans collaboratively with staff, school council, other school leaders, the Board, and our central office leadership team. All plans and school data are available on school websites.
- **Parental Feedback** – School and division leaders use a wide variety of tools to collect feedback from parents. These include, but are not limited to, focus groups, online surveys, parent interviews, special event entrance/exit questionnaires, course evaluation forms, and school council meetings. In addition, our division-wide Parents Matter Committee provides parents from across the division with opportunities to dialogue with the Board and Central Office leaders.
- **Superintendent Survey** – All CESD staff members are encouraged to participate every three years in the Superintendent Survey. This tool is designed to give all staff the opportunity to comment on what's working, what needs to be considered and where we need to take action.
- **Everyone Matters** – Several committees exist to allow central office leaders and trustees to hear from stakeholders: Teachers Matter, Students Matter, Support Staff Matter, Parents Matter and Division Office Staff Matter.
- **Division Communications** – Weekly newsletter to staff and media, strong media relations and connection with community media outlets, Board Meeting Highlights following each Board of Trustees meeting, Division and School Websites, Media Releases as warranted, strategic communications advice to schools, school newsletter support, crisis communications support to schools as needed, social media posts as part of overall strategic communications program to increase awareness, understanding, trust and support of public education in Chinook's Edge.
- **School Websites** – Chinook's Edge knows that sharing information effectively through websites builds a sense of community, connects staff, enhances relationships with parents, expedites work and deepens the positive culture across our large school division. As well, our division website photo feature is updated daily, news and board information is updated weekly, and department webpages provide current, engaging information for website visitors. The Board page also features a direct "Contact Your Superintendent" link for one-step access for stakeholders.
- **Staff Health & Wellness** – At Chinook's Edge, it is our goal to embrace environments that support health and wellness, empowering all staff to thrive as compassionate, healthy and well balanced individuals. Our division supports this priority through our Wellness Champions network, our Staff Wellness Worker and our unique "Weekdays 'til 6" approach to after hours work emails.

TRANSPORTATION

Our Transportation Services department works closely with parents and the Board to provide safe transportation to approximately 5,000 students each year. We are proud of our bus drivers and transportation staff who provide high levels of service to our students. Recent highlights and successes from Transportation Services include:

- 7 new buses were purchased this school year with funding help from the Board.
- Budget continues to be a challenge with an anticipated deficit of approximately \$500,000.00 for the current school year.
- A new fee structure was implemented for the 2020-2021 school year.
- Ridership changes due to the fee structure and students not accessing busing due to COVID-19 resulted in the reduction of 8 routes across the Division for the beginning of the 2020-2021 school year.
- Ridership is expected to fluctuate throughout the 2020-2021 school year due to COVID-19.
- There have been considerable cost increases due to the increased cleaning and PPE requirements from COVID-19.
- Collaborative Partnership with Red Deer Catholic Regional Schools focused on providing shared transportation.

For More Information

- Visit Transportation Services online at: www.cesd73.ca/Contact%20Transportation%20Services.php
- Contact Shawn Russell, Associate Superintendent - Corporate Services at 1-403-227-7070.

TRENDS, ISSUES AND CHALLENGES

The following trends and issues continue to create challenges for Chinook's Edge School Division. The Board and Superintendency team have made Alberta Education aware of these challenges and will continue to work collaboratively with the Province to discuss solutions and strategies in the upcoming years.

- **Inclusive Education** – Over the past number of years, it has become very apparent that the complexity and needs of our students have been increasing. These increased needs require professional development for staff, access to specialized consultants from the division/region, trained support staff, collaborative partnerships, and time for teachers to plan, develop and meet about individualized student support plans. All of these additional supports require school divisions to have adequate access to resources and funding from the province. While we appreciate the funding we receive for inclusive education, we want to be sure the province is aware the expenditures to ensure appropriate and reasonable supports are in place do not match the funding allocation provided. We trust the funding allocation model will be reviewed and revised so the funding adequately supports the costs for providing high quality inclusive education in Alberta.
- **Transportation** – The transportation needs and expectations of our students and parents continue to exceed the resources made available to Chinook's Edge School Division. Increases to the cost of fuel have not been funded accordingly for the last five years. In addition, the lack of adequate funding along with the increased demand for our limited resources has made it difficult to evergreen our bus fleet. As such, the foreseeable future looks bleak for capital replacement. Implementation of the Carbon Levy may bring a fiscal challenge in the near future. Finally, there has been a substantial increase to the demand for urban busing without government funding. Overall, Transportation Services faces major shortages in budget areas such as staffing, capital, and other operational costs.
- **Facilities** - As community populations continue to increase, we face challenges with enrolments over school capacity. While we have been able to manipulate our school grade configurations, it is becoming increasingly evident that our facilities must be a priority.
- **Staff Wellness** - Particularly through the pandemic, we have seen a growing need to support those who give care. Our educational assistants, teaching staff, and administrators are looking for tools at the school level to help staff members find the balance and energy to keep up with growing student needs. To this end, Student Services has formed a Staff Wellness Steering committee. This group is gathering data about type of support needed in our schools, aspects of our profession that are causing most challenge, and will work to determine high leverage strategies to support our educators at all levels.

WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. Chinook's Edge School Division did not have any disclosures this year, therefore, there is nothing to report.