

Annual Education Results Report

2021-22

Calgary French & International School



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Accountability Statement

The Annual Education Results Report for the Calgary French & International School (CFIS) Society for the 2021-22 school year was prepared under the direction of the CFIS Society's Board of Governors, in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The CFIS Society Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2021-22 was initially approved by the CFIS Society Board on November 16, 2022, and was re-approved on January 18, 2023, due to the addition of a paragraph on Page 12.



Kate Bilson
Chair, CFIS Society



Message from the CFIS Society Board

Calgary French & International School (CFIS) is a vibrant and dynamic independent school that offers a full French immersion education to students in preschool through to Grade 12. In the 2021-22 school year, CFIS was overseen by a Board of Governors, all but one of whom being current parents of students attending the school. The Board collectively determines the school's mission and vision, oversees the strategic plan, fulfills fiscal oversight responsibilities, creates and reviews governance policies, employs the Head of School, and monitors and measures the Head's performance. In short, the Board focuses on a combination of strategic and governance matters. There are several standing Board committees - Advancement, Building & Grounds, Executive, Finance & Audit, Governance & Nomination, Head of School Evaluation & Support, and Strategic Planning - and three *ad hoc* Board committees - Academic, Communications, and Strategic Financial Planning. Together, the work of the above committees, combined with the work of the Board as a whole, serves to ensure that the overarching responsibilities of the Board are fulfilled.

The school's Board of Governors is very proud of the bright and eager young learners, dedicated and talented faculty, and enthusiastic, committed staff who together comprise this exceptional school. We are also very appreciative of the school's senior leadership team, including Interim Head of School Mme Nicola Camirand, who was CFIS's Assistant Head, Academics in the 2021-22 school year, and former Head of School Mme Margaret Dorrance, who led CFIS for over a decade, from April 2012 to July 2022.

CFIS holds a place of prominence on the local and national independent school landscapes, and has a well-earned reputation in the world of education as a vibrant and progressive school with a first-class educational program and exceptionally strong language programming. As this document will show, CFIS's unique educational model consistently develops well-rounded, fluently multilingual young global citizens who recognize the importance of cultural peace and understanding.

Kate Bilson
Chair, CFIS Society

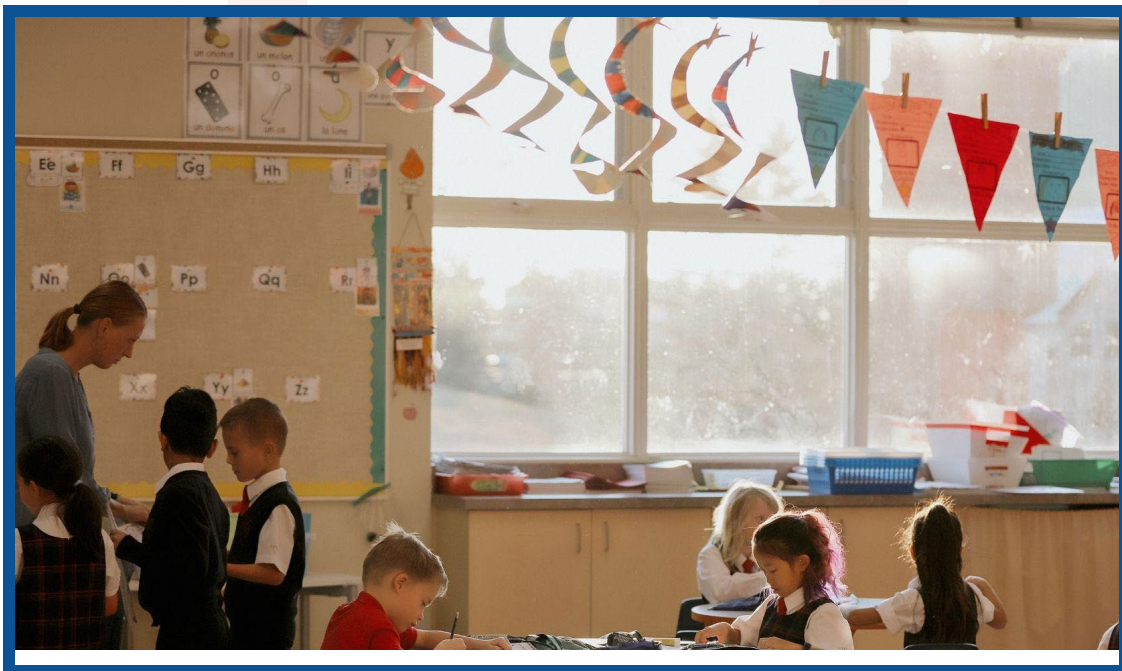


Profile of CFIS

CFIS is a co-educational private day school on a 14-acre campus in Calgary's west southwest. In the 2021-22 school year, CFIS educated just over 750 students in three divisions: 154 students in Early Childhood (preschool to kindergarten), 380 students in Elementary (Grades 1 to 6), and 224 students in Secondary (Grades 7 to 12).

CFIS is widely recognized as Alberta's Western Canada's top French language immersion independent school. It is accredited by Alberta Education, and a proud member of CAIS (Canadian Accredited Independent Schools). It is also one of Calgary's oldest private schools, having been founded in 1969 (as the Calgary French School). In 2003, the school moved into its new, 120,000 square foot facility, added "International" to its name, and began to expand its programming to include junior and senior high.

CFIS's enriched academic program is taught in a caring, dynamic, and supportive full French immersion learning environment. Classes have an international focus, centering on the four pillars of learning from the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the lower grades, and Round Square IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service) in the Secondary Division. Beginning in Grade 11, CFIS students are provided with the opportunity to take International Baccalaureate classes in addition to Alberta Education courses. CFIS students are encouraged by faculty, staff, and their parents to develop their intellectual, physical and creative potentials to become caring and self-reliant young citizens who have a solid foundation for life-long success.



CFIS's Mission, Vision, Values, and Foundation

Mission

CFIS develops each student's individual and academic potential through full French immersion, an international focus, and the development of the whole student in a rich and dynamic learning environment.

Vision

CFIS graduates will be active global citizens with a foundation for life-long success, and our school will be the leader in French immersion and international education.

Values:

At CFIS, we value:

- Each student's unique potential
- The highest quality French language skills and academics
- Creative, innovative and critical thinking
- Development of the whole student by engagement in sports and the fine arts
- The school community of involved parents and students and the highest quality, committed faculty and staff
- Openness, inquisitiveness, and understanding of our community and the world beyond our experience
- Leadership development and opportunities to lead at every age
- Global focus, cultural diversity, and international perspectives
- Mutual respect and self-respect
- Ethical, responsible citizenship

Foundational Statements:

There are four Statements of Strategic Direction in CFIS's strategic plan, that combine to ensure that CFIS is focused on its mission of ensuring that CFIS students have a foundation for life-long success as active global citizens. The statements are as follows:

1. We will continue to advance the current direction (values; recognizing and achieving each student's unique potential, academically and holistically).
2. We will amplify and expand our international mindset, while maintaining our leadership in French education.
3. We will complete the supporting facilities and capabilities for preschool through Grade 12.
4. We will build financial strength for future sustainability.

Assurance Measures: Overall Summary

Alberta Education Assurance Measures (AEAMs)

Results of Alberta Education Assurance Surveys of Parents, Students, and Teachers										
Assurance Domain	Measure	CFIS			Alberta			Measure Evaluation for CFIS		
		Current Result (2022)	Prev. Year's Result	Prev 3-Year Average	Current Result (2022)	Prev. Year's Result	Prev 3-Year Average	Achievement	Improvement	Overall
Student Growth & Achievement	Student Learning Engagement	88.4	89.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	89.4	91.3	90.9	81.4	83.2	83.1	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	92.2	94.4	94.9	89.0	89.6	90.3	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful & Safe Learning Environments	91.2	92.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports & Services	87.1	92.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	81.5	87.2	85.7	78.8	79.5	81.5	High	Declined	Acceptable

Comments on the above results:

Alberta Education’s annual assurance survey is provided annually to all public and separate school students in Grades 4, 7, and 10, as well as their parents. In smaller schools (fewer than 120 students), and in private and charter schools, all students in Grades 4 and up and their parents are offered the opportunity to complete the survey. All certificated teachers throughout the province, regardless of grade taught, are asked to complete this annual survey.

The results from the February 2022 assurance survey, of parents, students, and teachers, inform the above “current result” on the following AEAMs: Student Learning Engagement; Citizenship; Education Quality; Welcoming, Caring, Respectful and Safe Learning Environments; Access to Supports and Services; and Parental Involvement. It should be noted that Alberta Education’s Assurance Framework came into effect in September 2020, and replaced the Accountability Framework. At that time, there were a number of new assurance measures, which is why there are no previous three-year averages for the Student Learning Engagement, Welcoming/Caring, and Access to Supports and Services AEAMs.

CFIS’s results for the above-noted AEAMs were very strong - higher than the provincial average by anywhere from 2.7% to 8%. This resulted in measure evaluation achievement marks of “high” or “very high”. However, because the school’s results are traditionally very strong, any decrease from the previous years can result in a “declined” improvement rating,

as in the case of the Education Quality AEAM under the Teaching & Leading domain. The same holds true for the Parental Involvement measure, under the “Governance” domain: while this past year’s result was still “high”, it was lower than the previous year’s result, and the previous three-year average, resulting in the “declined” rating. (A “declined” rating results when the current year’s result is less than 1.00 to 3.83 percentage points lower than the previous three-year average.)

It should be noted that the assurance survey’s provincial results also declined in 2021-22. It is very likely that the ongoing COVID-19 pandemic played a role in the overall decrease in satisfaction, for parents, teachers and students across the province as well as at CFIS.

Results of Alberta Education Provincial Achievement Tests and Diploma Examinations										
Assurance Domain	Measure	CFIS			Alberta			Measure Evaluation for CFIS		
		Current Result (2022)	Prev. Year's Result	Prev 3-Year Average	Current Result (2022)	Prev. Year's Result	Prev 3-Year Average	Achievement	Improvement	Overall
Student Growth & Achievement	PAT - Acceptable	98.9	n/a*	98.5	67.3	n/a*	73.8	No measure evaluations are available from Alberta Education for this assurance domain		
	PAT - Excellence	55.0	n/a*	50.0	18.0	n/a*	20.6			
	Diploma - Acceptable	93.5	n/a*	97.8	75.2	n/a*	83.6			
	Diploma - Excellence	37.6.0	n/a*	57.8	18.2	n/a*	24.0			
*Alberta students did not write PATs or Diploma Exams in June 2021, due to the pandemic.										

CFIS students traditionally do very well on Alberta Education’s standardized testing. The June 2022 PAT results are very much in line with previous years’ results, and the school’s three-year average. Students’ Diploma Exam marks were lower than the three-year average, at CFIS and across the province. It is possible that this occurred because the June 2022 Diploma Exams only counted for 10% toward a student’s final grade, instead of the traditional 30%.

High School Completion Rates										
Assurance Domain	Measure	CFIS			Alberta			Measure Evaluation for CFIS		
		Current Result (2022)	Prev. Year's Result	Prev 3-Year Average	Current Result (2022)	Prev. Year's Result	Prev 3-Year Average	Achievement	Improvement	Overall
Student Growth & Achievement	Three-Year High School Completion	100	93.7	96.8	83.2	83.4	81.1	Very High	Maintained	Excellent
	Five-Year High School Completion	*	100	96.1	87.1	86.2	85.6	Very High	Maintained	Excellent
* Alberta Education suppresses data values where the number of students is fewer than six.										

CFIS students traditionally complete senior high school in three years.

Assurance Domain: Student Growth And Achievement

CFIS Student Growth & Achievement Outcome from 2021-22 Education Plan:

Each CFIS student's unique potential will continue to be realized and encouraged, both academically and holistically.

CFIS's values will continue to be promoted to students.

The long-standing mission of CFIS is to develop each student's individual and academic potential in a rich, dynamic, and academically rigorous learning environment, through full French immersion and an international focus. This means that CFIS students are exposed on an ongoing basis to a wide variety of co-curricular and extra-curricular activities and options, and encouraged to explore their individual passions and talents, within a framework of cultural peace and understanding, based on UNESCO values in the Early Childhood and Elementary Divisions, and then Round Square and the International Baccalaureate Diploma Programme in junior and senior high.

In spite of the pandemic, these undertakings continued in the 2021-22 school year, and CFIS was able to provide its French language immersion programming largely in person, rather than remotely, to students in preschool through to Grade 12. The diverse, age-appropriate co-curricular offerings continued to revolve around elements such as the fine and performing arts, athletics, and technology. In summary, in the 2021-22 school year, each CFIS student's unique potential continued to be realized and encouraged, both academically and holistically, and CFIS's values, outlined on page 3, continued to be promoted to students.

AEAM: Student Learning Engagement

Percentage of CFIS teachers, parents and students who agree that students at CFIS are engaged in their learning.

	Calgary French & Int'l School									
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	546	89.8	548	88.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	94	96.8	106	94.6
Student	n/a	n/a	n/a	n/a	n/a	n/a	389	77.0	382	77.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	63	95.7	60	93.3

The above chart shows parent and teacher agreement with three Alberta Education Assurance Measure survey statements:

- The literacy skills your child/students are learning at school are useful;
- The numeracy skills your child/students are learning at school are useful; and
- Your child/students are learning what they need to know.

Parent and teacher responses to the questions over the past two years (since the measure's inception) have been strong. There are no measure evaluations to report for this AEAM, as it was only introduced two years ago.

As part of a professional development focus in the 2021-22 school year, the faculty of the ECE and elementary divisions collaborated to design and implement units of project-based inquiry. The positive survey responses of students may be due in part to the transdisciplinary initiatives they were engaged in. For example, the Grade 5 students enthusiastically took part in a showcase near the end of the last school year. The PYP exhibition is part of the International Baccalaureate Primary Years Programme (PYP). It is an event where students are afforded the opportunity to share their understanding of a real-life issue or topic. This is a great way to help students reflect on their learning and learn from each other, while concurrently developing presentation and assessment skills. Each student created his or her own question of inquiry under the transdisciplinary theme "Who We Are". Through their individual interests and curiosities, each student utilized research skills to combine prior knowledge with new information from various sources. The students were pushed to be critical and creative thinkers, utilize transferable skills, and reflect on what information to use and how to present it. Understanding that organizing a presentation is as important as the content in order to effectively communicate, the students then presented their learning to their classmates, teachers, and parents, at an event known as the PYP exhibition. The students were very excited to showcase their presentations, and for their teachers and parents, it was wonderful to witness their impressive ability to communicate at this relatively young age.



We are particularly pleased with the improvement in junior high student responses. In September 2021, a revised assessment policy was shared with Secondary Division faculty.

The updated policy was a result of work that had been done with both teacher and student focus groups in the 2020-21 school year. The revised assessment guidelines saw faculty planning assessment deadlines collaboratively, as opposed to individually or by department. The new process ensured that there were no more than three summative assessments per week for junior high students.

Our coaching model in both the ECE and Elementary divisions, where teachers are often found team teaching in one classroom, allows students’ individual needs to be targeted and provide them with more individualized programs. As noted in CFIS’s 2021-22 Education Plan, developed in April 2021, in the 2021-22 school year, we wanted to shift our focus to provide students in Grades 1-3 with more intensive early intervention. Over the course of the 2021-22 school year, students in Grades 1-3 continued to benefit from guided reading and individualized reading goals under the guidance of the primary literacy coach. In mathematics, our numeracy coaches continued to work alongside teachers and small groups of students to ensure that students were provided with support and enrichment as required. As well, an additional teacher assistant was provided in 2021-22, using funds provided by the Alberta Government under the COVID-19 Learning Loss initiative, to further support students in literacy and numeracy, all of which contributed to robust learning of these core elements of education.

AEAM: Provincial Achievement Tests (PATs)

The table below shows the percentages of Grade 6 and 9 CFIS students who met the Acceptable Standard and the Standard of Excellence in the June 2022 Provincial Achievement Tests (PATs), as well as the provincial averages for those same standards.

Results of June 2022 Provincial Achievement Tests				
<u>Grade 6</u>				
Subject:	Acceptable Standard (Prov.)	Acceptable Standard (CFIS)	Standard of Excellence (Prov.)	Standard of Excellence (CFIS)
ELA 6	76.1%	100%	18.9%	72.7%
FLA 6	76.9%	100%	10.6%	58.2%
Math 6	77.5%	100%	15.2%	60%
Science 6	73.3%	100%	15.9%	60%
Social Studies 6	66.5%	100%	12.5%	49.1%

Results of June 2022 Provincial Achievement Tests (Grade 9)				
Subject:	Acceptable Standard (Prov.)	Acceptable Standard (CFIS)	Standard of Excellence (Prov.)	Standard of Excellence (CFIS)
ELA 9	69.6%	100%	12.9%	46.2%
FLA 9	73.5%	100%	9.9%	38.5%
Math 9	71.4%	92.3%	23.9%	50%
Science 9	78.7%	98.1%	22.0%	63.5%
Social Studies 9	74.2%	98.1%	19.5%	50%

As evidenced above, nearly 100 percent of CFIS's Grade 6 and 9 students met the acceptable standard in these tests (100% of Grade 6 students, and 97.3% of Grade 9 students). Very close to 50% (49.6%) of the Grade 9 students achieved the Standard of Excellence, along with 60% of the Grade 6 students. We are impressed with the students' results on these tests, as well as with their work throughout the school year.

AEAM: Diploma Examinations

The table below shows the percentages of CFIS students who met the Acceptable Standard and the Standard of Excellence on the June 2022 exams, as well as the provincial averages.

Results of June 2022 Diploma Exams (Exams-Only Marks)				
Subject:	Acceptable Standard (Prov.)	Acceptable Standard (CFIS)	Standard of Excellence (Prov.)	Standard of Excellence (CFIS)
ELA 30-1	79.4%	91.7%	9.9%	25%
FLA 30-1	92%	100%	5.7%	25%
Math 30-1	64.4%	87.5%	24.2%	37.5%
Math 30-2	62.1%	100%	11.7%	25%
Science 30 (Biology)	74.8%	100%	25.5%	50%
Science 30 (Chemistry)	77.7%	100%	31.6%	53.3%
Science 30 (Physics)	79.6%	75%	35.5%	75%
Social Studies 30-1	82.1%	91.7%	16.1%	25%

We are pleased with the continued excellent results of CFIS senior high students in all subjects. Nearly all CFIS students writing the Diploma Exams achieved the Acceptable Standard in each subject (an average of 93.2%). An average of 39% of CFIS students achieved the Standard of Excellence. It should also be noted that in some subjects, it is Grade 11 CFIS students who are writing these exams. As well, with the exception of ELA 30-1, CFIS students

wrote their exams in French.

The below chart shows the blended results of the June 2022 Diploma Exams and school-awarded course marks, for CFIS students and province-wide. In the past, Diploma Exams counted for 30% of students' final marks. Because of the pandemic, Alberta Education decided that the June 2022 Diploma Exams would only count for 10% of students' final marks, with school-awarded marks counting for the other 90%. In the case of a small number of CFIS students, this affected the amount of time that they devoted to preparing for the Diploma Exams, as they had already been accepted into their university of their choice. This is reflected in the chart on the previous page. Students' blended results, both at CFIS and province-wide, were significantly higher, with 100% of CFIS students achieving the acceptable standard and 69.6% achieving the Standard of Excellence. It should be noted that fewer CFIS students achieved the Standard of Excellence in FLA 30-1 in the blended results than province-wide. However, the results of the Diploma Exams themselves demonstrated that significantly more CFIS students achieved the Standard of Excellence than the provincial average.

Blended Results of June 2022 Diploma Exams & Course-Awarded Marks				
Subject:	Acceptable Standard (Prov.)	Acceptable Standard (CFIS)	Standard of Excellence (Prov.)	Standard of Excellence (CFIS)
ELA 30-1	98.4%	100%	36.9%	66.7%
FLA 30-1	99.8%	100%	58.5%	50%
Math 30-1	95.3%	100%	44.8%	66.7%
Math 30-2	94.3%	100%	24.4%	50%
Science 30 (Biology)	97.2%	100%	46.3%	90%
Science 30 (Chemistry)	97.6%	100%	51.1%	66.7%
Science 30 (Physics)	97.9%	100%	58.5%	100%
Social Studies 30-1	99.3%	100%	42.0%	66.7%

English Language Learning (ELL)

In 2021-22, CFIS had four students who qualified under Alberta Education's definition of "English Language Learner" (ELL). The students, in Grade 6 and 12, all achieved the "Acceptable Standard" on their English provincial exams. ELL students are provided with individualized reading assessments using Alberta Education's ELL Benchmarks, as well as small-group team teaching, small-group work with the literacy coach, or one-on-one support. Because each student is at a different level, the support looks different for each. Examples included more check-ins during writing, access to more vocabulary tools when writing, small-group guided reading with intentional vocabulary focus, playing games to increase vocabulary, and using the ELL edition of "Reading A-Z" to practice reading and comprehension at home with intentional focus.

Local Measure: International Baccalaureate Diploma Programme Exam Results and Other Independent Assessments

In the summer of 2022, CFIS learned that its three full-IB bilingual diploma candidates (25% of our 2021-22 Grade 12 population, of 12 students) scored 33, 34, and 39, out of a maximum 45 points on their IB exams. Further, out of a maximum of seven points per IB course, 78% of our students who wrote at least one IB exam in spring 2022 achieved a mark of 5 or higher out of 7. The worldwide average mark for students writing an IB exam is 5. It should also be noted that 100% of our Grade 12 students completed Creativity, Activity & Service. CFIS students achieved the following grades in the May 2022 IB Diploma Programme exams (results are only provided for courses where there were three or more students writing the exam):

English A Literature HL: Four out of five students achieved 5+ (two achieved 6)

French B HL: Ten out of twelve students achieved 5+ (three 7s, five 6s)

Spanish B SL: All students achieved 5+ (four 7s, three 6s)

History SL: All three students achieved 5+ (two 6s)

Biology SL: Four out of five students achieved 5+ (three 6s)

Chemistry SL: Half of the students achieved 5+ (two 6s)

Math A&A SL: Two out of three students achieved 5+ (one achieved a 6)

Extended Essay: All three students scored between A and C

Theory of Knowledge: Six out of seven students achieved between A and C (4 Bs)

IB students take some **higher level [HL]** subjects and some **standard level [SL]** subjects. HL and SL courses differ in scope but are measured according to the same grade descriptors. Students taking HL subjects are expected to demonstrate a greater body of knowledge, understanding and skills. As diploma results do not measure a student's oral language abilities, CFIS can refer to our students' International Baccalaureate results as an external measure attesting to their strong language skills. All CFIS students complete French B HL in senior high school. (Language B courses are for students who have some previous experience of learning the subject language.) Our students' results for 2021-22 averaged 5.4 on IB's seven-point scale.

As well, in the 2021-22 school year, ten CFIS Grade 11 and 12 students obtained their DELE certificate. DELE Spanish diplomas are official titles certifying degree of competence and mastery of the Spanish language, granted by Spain's Ministry of Education, Culture and Sport. Ten CFIS students, two of whom were in Grade 11, also received their DELF certificate from France's Ministry of Education, attesting to their French proficiency.

AEAM: Citizenship

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

	Calgary French & Int'l School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	549	92.3	546	91.3	580	90.6	546	91.3	548	89.4	Very High	Maintained	Excellent
Parent	132	93.8	141	91.9	146	95.3	94	92.5	106	91.9	Very High	Maintained	Excellent
Student	358	84.4	346	83.6	399	82.3	389	82.8	382	82.0	Very High	Maintained	Excellent
Teacher	59	98.6	59	98.3	35	94.2	63	98.7	60	94.3	High	Maintained	Good

We are very pleased with the above results in response to Alberta Education’s questions around active citizenship. Our school’s membership in and commitment to the UNESCO Associated Schools Project Network (ASPnet) and to UNESCO values has remained in evidence throughout the school, in spite of the pandemic. In 2021-22, CFIS teachers continued to creatively reinforce the four UNESCO pillars (learning to know, learning to do, learning to be, and learning to live together) with their students. CFIS teachers continued to infuse UNESCO’s themes of study (education for sustainable development, peace and human rights, and intercultural learning) into their yearly curricula.

In addition to being a UNESCO school, CFIS is also a Global Round Square member. Membership in Round Square is based on a commitment to character education and experiential learning built around Round Square’s six IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service). The six themes are underpinned by twelve “Discoveries” (inquisitiveness, tenacity, courage, compassion, inventiveness, problem-solving, self-awareness, responsibility, appreciation of diversity, commitment to sustainability, communication, and teamwork) which students explore on their learning journeys. Student members of CFIS’s Round Square committee led global discussions with students from schools across the world (Argentina, Australia, Colombia, France, India, Morocco, and Peru) on topics such as sustainability, ecotourism, cultural diversity, human rights, and philosophy. They also helped organize a CFIS Diversity Conference, where students in Grade 7 to 12 had the opportunity to hear from keynote speakers, engage in hands-on activities and workshops, and participate in virtual conferences on a wide range of topics, including race, disability, religious diversity, socioeconomic disparities, indigenous education, gender equality, and LGBTQ2S+ issues. A student-led Diversity, Equity and Inclusion committee was also started, which encouraged students to learn about various issues and discuss how they can contribute to improving practices and procedures in their own environments. The co-chair of the committee also spoke at a CFIS staff meeting to share her perspectives on the student experience.

Other highlights from the 2021-22 school year with regard to teaching students about active citizenship include the following:

- Our Grade 3 students focused on humanitarian organizations and humans' responsibility for animals. This initiative encouraged the students to think critically about human impact on animals and the environment. Students demonstrated their understanding by creating their own humanitarian organizations, resulting in the students thinking more deeply about how human actions affect the quality of animals' lives, and how animals are a part of the community and environment.
- Two Grade 4 students spearheaded a plan to hold a bake sale to raise funds for a Canadian charity helping the people of Ukraine. All Grade 4 students then pitched in to provide the baked goods and run the sale.
- Grade 5 students took part in a zoom call with Mustard Seed representatives to better understand the organization's mission of providing essential and life-changing services to those in need. The students then collected everyday household items to donate to the Mustard Seed's clients.
- The Grade 6 students took part in a Christmas project to help the elderly in our community, by completing chores at home in order to earn money to purchase gifts for the senior citizens.

CFIS students are active citizens within the school, and their citizenship also extends to our local and even international communities. In addition to initiatives linked to curriculum, CFIS has an Elementary Student Council. Over the past school year, the members of the council worked on a number of different projects. They surveyed their classmates about themes for spirit days, and then helped design and implement activities associated with the events. They also reflected on current humanitarian and environmental issues, and implemented school initiatives to address these issues at a grassroots level, at World Child Day, Earth Day, and World Hello Day, and during Black History Month.

The Secondary Division's "House" program has the goal of building a proud, healthy, and enduring community of principled, content students. It does so by encouraging positive relationships, recognizing student successes, and promoting the development of the whole student. In the 2021-22 school year, House program citizenship activities included:

- A Paskapoo Slopes community clean-up initiative
- Collecting donations for the Mustard Seed, Silvera, and Ukrainian refugees
- Innovation Day, where students worked through challenges, with the goal of developing creative solutions. On that day, all CFIS Secondary Division students studied innovation through different lenses. Grade 7 students went to the Calgary Stampede grounds to see the innovative ways that organization ensures environmental sustainability. The Grade 8 students studied issues raised by CFIS students, in order to come up with creative, budget-friendly solutions. Grade 9 students came up with ways to mitigate conflicting interests at Fish Creek Provincial Park. Grade 10 students built a fictitious virtual town and developed solutions to changing problems occurring in the town, and Grade 11 and 12 students devised

possible solutions for actual problems facing two non-profit organizations..

- Organizing spirit days to promote school spirit, and build a sense of community
- Learning about Diversity, Equity, and Inclusion, and ways to support that movement
- Learning about equal rights via Women’s Day activities
- Learning essential 21st-century “soft skills” through a program called Skills Builder

In the 2021-22 school year, students in the House program also listened to a speaker who spoke about the personal impact of residential schools on her family; recognized Indigenous People’s Day with a speaker, book readings, art and documentary projects; heard about an awareness campaign for missing and murdered indigenous women; and learned about racism during Black History Month from student and community leaders.

We look forward to the start of the 2022-23 school year and the student enrichment that will be overseen by the Associate Director of Global Education & Experiential Learning (a newly created, full-time position).



AEAM: Transition Rate

Alberta Education's post-secondary transition rate is the percentage of students in any given Grade 10 cohort who have entered a post-secondary-level program at an **Alberta** post-secondary institution or registered in an **Alberta** apprenticeship program within six years of entering Grade 10, adjusted for attrition. An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province. However, the actual percentage of CFIS students who attend university outside of Alberta is likely significantly higher than the estimate applied. CFIS provides academic counseling to each of its senior high students, and offers post-secondary university trips every year. Attending university, whether in Alberta or beyond, is by far the most common path for CFIS students. Each of CFIS's 12 June 2022 graduates were accepted into universities across Canada. This group of 12 graduates received a total of 38 acceptances to different universities, and half reported receiving an offer of scholarship. Fields of study included commerce, education, engineering, fine arts, health, and kinesiology. Two students are taking a gap year, and the others are now attending the Alberta University of the Arts, McGill University, and the Universities of Alberta, British Columbia, Calgary, Ottawa, Toronto, and Waterloo. More of CFIS's June 2022 graduates went to university out of province than attended institutions in Alberta. Similar statistics exist for each of CFIS's graduating classes.



AEAM: Three-Year and Five-Year High School Completion Rates

CFIS students have traditionally had very high high-school completion rates, and nearly all of our graduates complete senior high in three years.

AEAM: Rutherford Scholarship Eligibility Rate

The Rutherford Scholarship eligibility rate is the percentage of Grade 12 students who have met the eligibility criteria for a Rutherford Scholarship. A student can receive a one-time award of up to \$2,500, based on course marks in each of Grade 10, 11, and 12.

	Calgary French & Int'l School					Measure Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Total Gr 12 Students	17	14	5	15	24	n/a	n/a	n/a
Percent Eligible for Scholarship	100.0	100.0	*	100.0	100.0	Very High	Maintained	Excellent

The above chart from Alberta Education’s spring 2022 Assurance Measures Results shows that in four of the past five years, 100% of CFIS students were eligible to receive a Rutherford Scholarship. (The percentage of qualified students is not provided when the number of students is fewer than six.)



Assurance Domain: Teaching and Leading

CFIS Teaching and Leading Outcome from 2021-22 Education Plan:
 CFIS teachers will continue to be recognized as leaders in the field of second-language acquisition and bilingual education. CFIS will continue to recruit, select, develop and retain the highest caliber of teachers, and will continue to support CFIS teachers' ongoing professional development.

AEAM: Education Quality

The below chart shows CFIS's results from Alberta Education's spring 2022 assurance measures survey with regard to the overarching topic of satisfaction with the overall quality of basic education. CFIS's results in this category have been consistently very strong for many years, although there was a slight drop in teacher and student satisfaction in the February 2022 assurance survey results, as shown in the chart below.

	Calgary French & Int'l School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	549	96.1	546	95.2	580	94.6	544	94.4	548	92.2	Very High	Declined	Good
Parent	132	97.6	141	95.4	146	96.0	94	94.3	106	94.3	Very High	Maintained	Excellent
Student	358	93.0	346	91.6	399	93.2	387	90.3	382	88.7	High	Declined	Acceptable
Teacher	59	97.7	59	98.6	35	94.7	63	98.7	60	93.6	Intermediate	Maintained	Acceptable

An improvement measure rating of “declined” is the result of a 1% to 3.83% decrease in the current year's result as compared to the school's previous three-year average. A rating of “maintained” is a decrease of less than 1%.

Satisfaction with the overall quality of basic education

CFIS Parent Results Year-Over-Year

	Calgary French & Int'l School									
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Parent - All	132	97.6	141	95.4	146	96.0	94	94.3	106	94.3
Parent - Grade 4-6	68	97.0	66	92.9	67	95.8	45	95.9	61	95.1
Parent - Grade 7-9	50	98.0	58	97.1	55	95.1	32	90.1	32	95.3
Parent - Grade 10-12	14	98.8	17	99.0	24	98.6	17	98.0	13	88.5

CFIS Teacher Results Year-Over-Year

	Calgary French & Int'l School									
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Teacher - All	59	97.7	59	98.6	35	94.7	63	98.7	60	93.6
Teacher - Grade 4-6	37	97.3	36	99.1	31	94.1	7	95.2	37	93.2
Teacher - Grade 7-9	7	100.0	13	98.7	n/a	n/a	12	98.6	12	93.1
Teacher - Grade 10-12	6	100.0	9	94.4	n/a	n/a	10	100.0	10	100.0

CFIS Student Results Year-Over-Year

	Calgary French & Int'l School									
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Student - All	358	93.0	346	91.6	399	93.2	387	90.3	382	88.7
Student - Grade 4-6	171	97.1	161	98.8	180	98.6	172	99.1	176	97.4
Student - Grade 7-9	148	88.9	138	84.1	159	89.9	153	84.0	158	85.0
Student - Grade 10-12	39	93.2	47	91.8	60	91.1	62	87.8	48	83.5

The decrease in satisfaction with the overall quality of basic education in the February 2022 assurance surveys can likely be attributed to the challenges experienced during the COVID-19 pandemic. A mandatory vaccination policy resulted in the departure of a small number of faculty members in late November 2021. In particular, CFIS’s senior high school was impacted by the policy, and high school parents and students alike voiced concerns to the school’s Administration, during what is considered to be a high-stakes year, about these departures. This may be the reason for the results from the senior high school parent and student surveys.

The below table shows the responses of the parents of Grade 10-12 students to the questions that inform the theme of “satisfaction with overall quality of basic education”. Because of the small number of parents who answered the survey, the dissenting opinions, or answers of “don’t know” of just a few parents can have a significant impact on the results.

Grade 10-12 Parent Responses

	N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Your child clearly understands what they are expected to learn at school	2018	14	57	43	0	0	100
	2019	17	41	59	0	0	100
	2020	24	42	58	0	0	100
	2021	17	53	47	0	0	100
	2022	13	38	54	0	0	8
Your child finds school work challenging	2018	14	64	29	7	0	93
	2019	17	53	47	0	0	100
	2020	24	50	50	0	0	100
	2021	17	65	29	6	0	94
	2022	13	46	46	8	0	0
Your child finds school work interesting	2018	14	64	36	0	0	100
	2019	17	29	71	0	0	100
	2020	24	38	54	8	0	92
	2021	17	18	76	6	0	94
	2022	13	23	62	15	0	0
Your child is learning what they need to know	2018	14	79	21	0	0	100
	2019	17	59	35	6	0	94
	2020	23	57	43	0	0	100
	2021	17	41	59	0	0	100
	2022	13	38	46	8	0	8

Supplemental AEAM: School Improvement

The topic of school improvement will be an important theme with CFIS students and teachers going forward. Survey results for the parent group indicate strong agreement with statements regarding the continuing strength of CFIS as an educational institution, but there is some work to be done to determine the reason or reasons why students and teachers do not believe as strongly that CFIS has improved or stayed the same over the past years. There may be some pandemic-related impact to these numbers - the pandemic slowed down the school’s progress with regard to its strategic plan. The difficulties of teaching and learning during this time weighed on both teachers and students.

Early in the 2021-22 school year, each member of CFIS’s faculty developed and subsequently implemented an annual plan for professional growth that outlined the professional development activities the teacher intended to undertake in the following months. Developing these plans is a professional undertaking through which teachers demonstrate their commitment to lifelong professional learning while fulfilling their regulatory requirement pertaining to continuing education. Our faculty members are encouraged to view this document as both a guide for conversations with administrators, and as a support for our school’s commitment to continuous growth and improvement.

CFIS teachers are evaluated according to the Alberta Teaching Quality Standard, in conjunction with CFIS’s mission and vision. As in years past, in the 2021-22 school year, all CFIS teachers experienced regular classroom visits by curriculum coordinators, coaches, learning strategists, and administrators. The purpose of these visits is to allow for engagement in rich conversations and to provide teachers with feedback and opportunities for reflection on what teaching, learning and assessment looks like in their classrooms. Classroom walk-throughs serve as “formative assessment” for teachers. As well, in 2021-22, teachers on continuous contracts received at least one formal observation by either their divisional principal or assistant principal. Teachers on temporary or probationary contracts received at least two formal observations by the divisional principal. Each faculty member also received a written annual performance appraisal in the month of June. The appraisal is a summary of insights gathered during walk-through visits, ongoing conversations, and formal observations. The purpose of the annual performance appraisal is to ensure that each teacher is aware of his or her strengths as well as any areas for improvement and opportunities for growth.

Percentage of teachers reporting that in the past three to five years, the professional development received from the school has been focused, systematic, and contributed significantly to their ongoing professional growth.

	Calgary French & Intl School									
	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Teacher - All	59	85.9	58	90.2	34	85.3	60	83.8	58	75.9
Teacher - Grade 4-6	37	87.4	36	89.8	31	83.9	7	85.7	36	74.5
Teacher - Grade 7-9	7	76.2	12	91.7	n/a	n/a	12	85.7	11	96.9
Teacher - Grade 10-12	6	72.2	9	100.0	n/a	n/a	9	88.5	9	69.2

Due to the pandemic, in both 2020-21 and 2021-22, teachers did not have the same opportunities for professional development as they had in the past. When sessions and conferences were available, they were largely online or virtual. Additionally, CFIS was quite conservative in its approach to COVID-19, and thus in-person cross-divisional professional learning communities did not take place in 2021-22. Faculty morale appeared somewhat fragile due to various internal and external pressures associated with the ongoing pandemic, and the focus shifted from CFIS’s traditional culture of continuous improvement to one of supporting teachers and staff in their day-to-day work lives. We are confident that with the end of the pandemic, professional development will once again become robust and diverse.

Supplemental AEAM: Program of Studies

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

	Calgary French & Int'l School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	378	89.5	385	89.0	400	87.0	372	87.6	370	87.0	Very High	Maintained	Excellent
Parent	132	92.7	141	91.7	146	92.1	94	91.8	106	91.5	Very High	Maintained	Excellent
Student	187	82.8	185	83.6	219	81.5	215	78.5	204	78.7	Very High	Maintained	Excellent
Teacher	59	92.9	59	91.7	35	87.3	63	92.4	60	90.9	Very High	Maintained	Excellent

In the 2021-22 school year, CFIS continued to provide a robust enriched and balanced program of studies. In addition to the academically focused curricula, students of all ages were provided with opportunities to develop their skills in other areas. At CFIS, specialists teach physical education, art, and music to students in preschool through Grade 12. As evidenced by the table above, parent, teacher and student satisfaction with the program of studies offered by CFIS is traditionally very high.



Assurance Domain: Learning Supports

CFIS Learning Supports Outcome from 2021-22 Education Plan:
 CFIS will continue to be a welcoming, caring, safe and respectful learning environment that offers an engaging and inspirational approach for each of its students. Each CFIS student is empowered to achieve his or her full and unique potential.

AEAM: Welcoming, Caring, Respectful and Safe Learning Environment

The assurance measure of Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) was introduced by Alberta Education in its March 2021 survey. CFIS’s results on assurance survey questions related to students being safe at school, learning the importance of respect for and caring for others, and being treated fairly at school, have been very strong over the years, as shown below.

Safe & Caring

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

	Calgary French & Int'l School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	549	94.5	546	95.2	580	93.4	546	94.1	548	93.1	Very High	Maintained	Excellent
Parent	132	96.4	141	97.3	146	97.8	94	95.9	106	95.6	Very High	Maintained	Excellent
Student	358	90.1	346	90.9	399	89.5	389	91.2	382	89.1	Very High	Maintained	Excellent
Teacher	59	96.9	59	97.2	35	93.0	63	95.2	60	94.6	High	Maintained	Good

We are very pleased to see high results in this category from the February 2022 assurance survey, during what seemed to be a heavier year for students and staff due to “pandemic fatigue”. Government and internal school regulations in the Elementary Division limited students to interactions with peers in their immediate classroom only. Although these protections helped limit the spread of COVID-19 amongst the students, they also restricted their social interactions and connections.



AEAM: Access to Supports & Services

It should be noted that in the past five years, CFIS has increased access to both academic and social emotional supports for students. Our school's Student Learning & Well-Being department is led by a Coordinator of Student Learning and Well-Being, and includes the following staff members:

- In ECE, a full-time learning strategist;
- In the Elementary Division, a full-time literacy coach, two full-time literacy teaching assistants, one part-time numeracy coach, and a part-time social-emotional learning strategist; and
- In the Secondary Division, a full-time literacy coach, a part-time social-emotional learning strategist, and a full-time student supports administrative assistant.

In the 2021-22 school year, CFIS's Student Services & Well-Being department also had access to the services of a contracted psychologist for four days per month. The COVID-19 mitigations that were in place throughout most of the 2021-22 school year did not allow for our learning strategists to work with small groups of students from different classes at the same time. Because of that constraint, fewer students were able to receive support.

The below charts show a decline in satisfaction over the previous year amongst various groups of survey respondents with regard to student access to supports and services at CFIS. The term as utilized by Alberta Education refers to social-emotional support as well as assistance with academics. The charts below show that this decrease in satisfaction held true province-wide as well, and in light of that, can likely be attributed to the additional stressors associated with the ongoing pandemic.

In May 2022, an additional 0.6 FTE social-emotional support position was budgeted for the 2022-23 school year. The new position will support students in Grades 7 to 12, allowing for a full-time social-emotional learning strategist for students in Grades 1 to 6. This was purposefully done in response to an increase in demand for the services in the 2021-22 school year, when the number of high school student self-referrals tripled from the previous year.

Students have access to the appropriate supports and services at CFIS

Teachers

	Calgary French & Int'l School										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher - All	n/a	n/a	n/a	n/a	n/a	n/a	63	95.5	60	90.9	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3
Teacher - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	7	94.3	37	85.7	n/a	n/a	n/a	n/a	n/a	n/a	4,534	87.8	4,730	86.0
Teacher - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	12	100.0	12	98.3	n/a	n/a	n/a	n/a	n/a	n/a	5,742	89.9	6,310	88.3
Teacher - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	10	100.0	10	100.0	n/a	n/a	n/a	n/a	n/a	n/a	5,895	92.2	6,225	91.2

Students

	Calgary French & Int'l School										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	n/a	n/a	n/a	n/a	n/a	n/a	389	87.1	382	82.3	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Student - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	174	86.5	176	77.9	n/a	n/a	n/a	n/a	n/a	n/a	72,632	82.4	77,043	81.9
Student - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	153	85.2	158	86.4	n/a	n/a	n/a	n/a	n/a	n/a	56,872	79.6	62,606	79.7
Student - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	62	89.7	48	82.6	n/a	n/a	n/a	n/a	n/a	n/a	40,127	78.6	47,286	78.5

Parents

	Calgary French & Int'l School										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	n/a	n/a	n/a	n/a	n/a	n/a	94	94.0	106	88.1	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Parent - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	45	92.8	61	88.0	n/a	n/a	n/a	n/a	n/a	n/a	13,906	80.3	14,304	77.7
Parent - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	32	93.0	32	93.7	n/a	n/a	n/a	n/a	n/a	n/a	9,846	78.2	10,015	76.9
Parent - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	17	98.8	13	74.6	n/a	n/a	n/a	n/a	n/a	n/a	7,184	77.1	7,365	77.4

In delving further into the above results, Grade 4-6 teachers, students, and parents, and senior high students and parents, are the groups with the largest decreases in satisfaction.

As shown in the charts below, the Grade 7 to 9 and Grade 10 to 12 students disagreed with the statement that they can get help at school with problems not related to school work (15% for the Grade 7 to 9 group, and 18% for the Grade 10 to 12 group). In all three student cohorts, there were also a significant number of students (Grade 4-6 - 29%; Grade 7 to 9 - 11%; Grade 10 to 12 - 13%) who answered “don’t know” to that question. Going forward, it will be important for CFIS to ensure that students do know about the options for help unrelated to school work, as well as have the capacity to offer the same.

Students have access to the appropriate supports and services at CFIS

Students (Grade 4-6)

		N	Yes %	No %	Don't Know %	Top 2 Box %
Can you get help at your school with problems that are not about your school work	2021	172	77	5	17	77
	2022	174	64	7	29	64
Is it easy to get help with school work at your school if you need it	2021	173	87	5	9	87
	2022	176	82	5	13	82
When you need it, are teachers at your school available to help you	2021	172	95	0	5	95
	2022	175	87	2	11	87

Students (Grade 7-9)

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I can get help at my school with problems that are not related to school work	2021	150	31	43	11	4	11	74
	2022	157	28	46	11	4	11	74
It is easy to get help with school work at my school if I need it	2021	152	46	46	3	0	5	92
	2022	157	43	48	6	1	1	92
When I need it, teachers at my school are available to help me	2021	162	40	49	4	1	5	89
	2022	166	42	52	3	0	4	94

Students (Grade 10-12)

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I can get help at my school with problems that are not related to school work	2021	61	36	41	3	7	13	77
	2022	48	25	44	10	8	13	69
It is easy to get help with school work at my school if I need it	2021	62	66	29	5	0	0	95
	2022	48	38	50	8	0	4	88
When I need it, teachers at my school are available to help me	2021	62	55	42	3	0	0	97
	2022	48	33	58	8	0	0	92

In the 2021-22 school year, faculty from all three divisions focused on the “Response to Intervention” model of student intervention. Doing so allowed teachers to develop a stronger understanding of the varying needs of students in their classrooms. Teachers also gained a better understanding of how to use the WeCollab system to share strategies and communicate internally, which in turn helped them to identify areas where they require additional support for their students. It is anticipated that this groundwork will improve next year’s survey results in this area.

Over the course of the 2021-22 school year, a number of initiatives were launched to further support the social-emotional learning of CFIS students. The eleven members of the Elementary Division’s student council, together with three teachers, spearheaded a number of division-wide student-focused activities, including a Halloween event, a treasure hunt, and pyjama and movie character days. Each event ensured that students and their teachers had time to bond together in lighthearted fun.

In the Secondary Division, student representatives for each grade level were selected to serve as the student voice. Together, they helped to design events, spirit days and school dances to bring the student community together. House program periods also provided a

framework for different wellness pursuits. In Grade 11 and 12, this included a combination of physical and mindful activities. Homeroom teachers and House leaders in Grade 7 to 10 also administered a biweekly survey to students, to keep abreast of each student's emotional wellness and provide additional support if deemed necessary. The school's consulting psychologist also conducted sessions during House periods for students in Grade 10 to 12 on topics that the students had identified as important to them, including anxiety, time management, and sleep hygiene.

Local Measure:

Additional Numeracy and Literacy Support for Early Elementary

As shown in the charts below, in the 2021-22 school year, a total of 46 of CFIS's 192 Grade 1 to 3 students received intervention programming in the 2021-22 school year (19 for literacy programming and 27 for numeracy programming) with assistance from a government grant. Going forward, the requirement for these early elementary supports has been mandated by Alberta Education.

	Number of students in 2021-22	Number of students assessed who received intervention	Number of students who received literacy intervention programming	Number of students who received numeracy intervention programming	Total number of students eligible for intervention programming
Grade 1	72	14	1	13	14
Grade 2	69	21	14	7	21
Grade 3	51	11	4	7	11
Totals	192	46	19	27	46

Literacy				
	Name of Standardized Assessment	Number of students receiving intervention programming	Average Level at Beginning of Intervention	Average Level at End of Intervention
Grade 1	CC3/LeNS/GB+	1	9-12 months	6-9 months
Grade 2	CC3/LeNS/GB+	14	9-12 months	6-9 months
Grade 3	CC3/LeNS/GB+	4	9-12 months	6-9 months

Numeracy				
	Name of Standardized Assessment	Number of students receiving intervention programming	Average Level at Beginning of Intervention	Average Level at End of Intervention
Grade 1	MIPI/Test de dépistage Numératie	13	KG	Emerging/Mid Gr. 1
Grade 2	MIPI/Test de dépistage Numératie	7	Beginning/Mid Gr. 1	Beginning Gr. 2
Grade 3	SLA/Test de dépistage Numératie	7	Beginning/Mid Gr. 2	Beginning Gr. 3

Local Measure:
First Nations, Métis, and Inuit Peoples Teaching and Leading

As a community, CFIS prides itself on its commitment to celebrating diversity and advancing cultural peace and understanding. In the 2021-22 school year, no CFIS students were self-identified as being a member of a First Nations, Métis or Inuit (FNMI) community. The Administration of CFIS, together with the pedagogical leadership team, is nonetheless committed to supporting teachers to implement recommendations from the Truth and Reconciliation Commission and to meet requirements specified in Alberta Education's Teaching Quality Standards (TQS) and Leadership Quality Standards (LQS), with the aim of advancing reconciliation by ensuring that students acquire knowledge of FNMI experiences. To that end, our Library Department team members continued to add resources about FNMI peoples and the Reconciliation Act to the school's two libraries, and teachers were purposeful in their planning to include opportunities for authentic links in various areas of the curriculum. In February of 2021, a diversity committee was established at CFIS, which now includes 23 members. The committee's mandate is twofold:

1. To ensure that CFIS programming both recognizes and celebrates our diverse student and staff population; and
2. To understand and implement best practices with regard to anti-racism and anti-bias education, including instructional practices and professional development for faculty and staff.

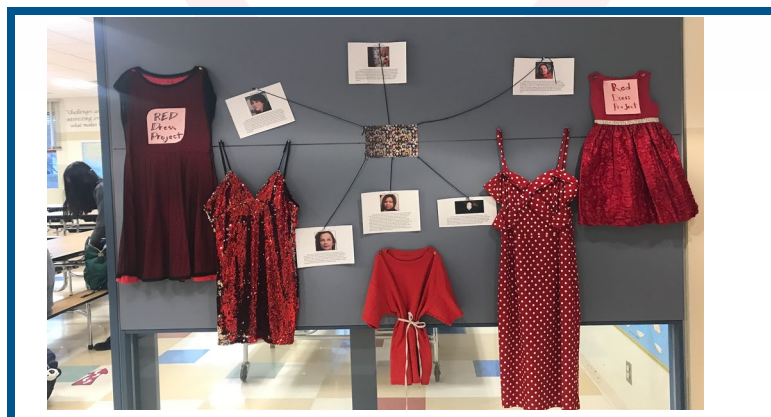
In 2021-22, one of the diversity committee's subcommittees began to develop a scope-and-sequence learning continuum for FNMI subjects. When completed, this will allow CFIS teachers to reflect on this school-wide programming, and continue to build on our school's commitment to reconciliation.

Other activities in the 2021-22 school year aimed at advancing our school community's collective knowledge of FNMI issues included the following:

- CFIS's Elementary Division recognized Orange Shirt Day on September 29, 2021, with a virtual presentation by Mr. Curt Young. Mr. Young is Salteaux-Cree from Saskatchewan's Cowessess First Nation, and is an award-winning musician, dancer, and keynote speaker. A silent reflective procession then took place throughout the school's halls, accompanied by a recording of Mr. Young's drumming. Students also made posters to show their understanding and raise awareness, and tied orange ribbons to the school's fences to show solidarity with the Every Child Matters and Orange Shirt Day causes. In the Secondary Division, an Orange Shirt ceremony was followed by a speaker who spoke about the personal impact of residential schools on her family, and the non-profit organization that she and her son have started to help victims of residential schools and their families.
- CFIS was closed on Truth & Reconciliation Day [September 30], to provide all

members of the CFIS community with the opportunity to reflect on this subject.

- On the morning of National Indigenous Peoples Day (June 21), CFIS students in kindergarten through to Grade 6 took part in an assembly that included a Tipi mounting demonstration by Bruce Starlight Jr. of the Tsuut'ina First Nation and an explanation of the significance of the tipi's set-up. Following that, individual classes participated in storytelling and sharing of the history of the Dene people on the lands now occupied by CFIS. Mr. Starlight also brought a number of artifacts passed down to him by his ancestors, including a flute, a drum, and furs, and explained the significance of these items to his family and his people. In the Secondary Division, students attended a virtual presentation by the founder of Msit No'kmaq (which translates to "All My Relations" in the Mi'kmaw language) on the topics of social and environmental justice, and then took part in teacher-led sessions including book readings, a documentary project, and an art project.
- Activities during CFIS's February 2022 Diversity Week included lacrosse workshops, showcasing traditional equipment and tracing the indigenous roots of the game, a keynote presentation by the University of Saskatchewan's Dr. Airini on leadership, diversity, and international perspectives, a question-and-answer session with Member of Parliament the Honorable Blake Desjarlais, Alberta's only indigenous parliamentarian and Canada's first two-spirit M.P., and a presentation by Donna Ross on the subject of Indigenous Ways of Knowing.
- During Global Education Week, 42 of CFIS's Grade 7 students traveled Saskatchewan's Louis Riel Trail and visited locations of historical significance in his story, including Batoche, the RCMP headquarters, and Duck Lake. The students also Wanuskewin, and learned about the impact of the overhunting of the bison population on indigenous peoples. Grade 8 went to Quebec and Montreal and visited the Huron/Wendat reservation, participated in craft making, and took part in a traditional meal.
- A "Missing and Murdered Indigenous Women" awareness campaign was conducted by CFIS's student-led Diversity, Equity and Inclusion committee. Their display was an homage to artist Jamie Black's REDress project, as a visual reminder of missing indigenous women.



Assurance Domain: Governance

CFIS Governance Outcome from 2021-22 Education Plan:
 CFIS’s vision, mission, and values will continue to resonate with CFIS parents.

AEAM: Parental Involvement

The chart below shows the percentage of parents and teachers satisfied with parental involvement in decisions about their child’s education at CFIS, over the last five years. CFIS parent responses are historically higher than the provincial average, and in February 2022 resulted in an achievement rating of “very high”. Of concern are the teacher responses; at 81%, it is significantly lower than the provincial average. It is believed that a number of factors associated with the pandemic led to this result. Teacher results would seem to confirm that not being able to meet in person with parents had a negative impact on our teachers’ sense of the school as a community. It was also more challenging to have difficult conversations with parents about their child’s learning, when the relationships have not been as strong and collaborative, due to the pandemic restrictions on in-person meetings.

Satisfaction with parental involvement in decisions about their child’s education at CFIS

	Calgary French & Int'l School										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	190	89.2	199	85.9	180	85.6	156	87.2	166	81.5	High	Declined	Acceptable	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	131	84.2	140	81.6	145	86.2	94	82.6	106	82.0	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	59	94.2	59	90.1	35	85.0	62	91.7	60	81.0	Low	Maintained	Issue	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

In the chart below, we can see that teachers in Grades 4-6 and 10-12 were less satisfied with parental involvement in the 2021-22 school year. On the surface, the rating from teachers in Grades 4-6 is concerning, but further investigation into the results shows a relatively high percentage of “don’t know” responses, which had a negative impact on the results.

Percentage of teachers satisfied with parental involvement in decisions about their child’s education at CFIS

	Calgary French & Int'l School										Alberta									
	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher - All	59	94.2	59	90.1	35	85.0	62	91.7	60	81.0	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2
Teacher - Grade 4-6	37	94.5	36	89.3	31	85.6	7	97.1	37	70.5	5,266	91.3	5,364	91.1	5,309	91.7	4,516	80.1	4,709	80.7
Teacher - Grade 7-9	7	97.1	13	92.3	n/a	n/a	12	86.4	12	93.3	6,740	88.3	6,947	87.7	7,070	88.8	5,727	85.8	6,280	84.2
Teacher - Grade 10-12	6	96.7	9	82.2	n/a	n/a	10	91.7	10	86.0	6,867	82.9	7,047	83.6	7,233	84.4	5,856	81.6	6,185	79.9

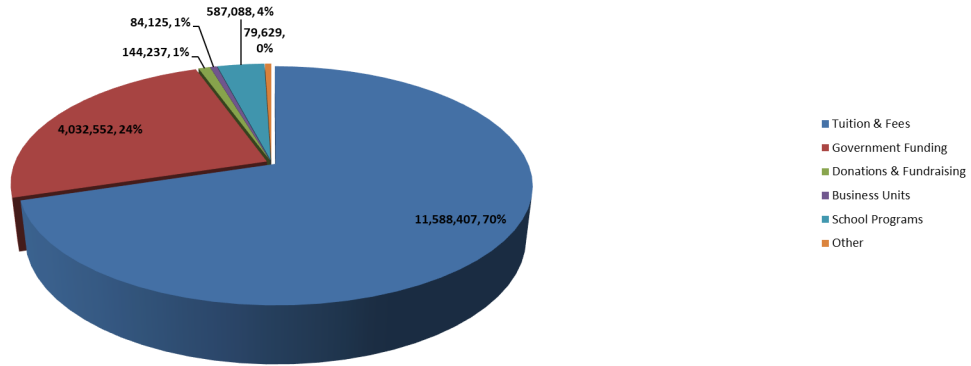
AEAM: Summary of 2021-22 Financial Results

Enrolment for the 2021-22 school year decreased by 16 students from the previous school year. Financial results were impacted by the COVID-19 pandemic, including additional government funding to assist pandemic impacts offset by the temporary closure of the cafeteria. In 2022, there was some recovery of revenue from rental activities and increased user activity for bussing and before-and-after school programs; however, these did not return to pre-pandemic levels.

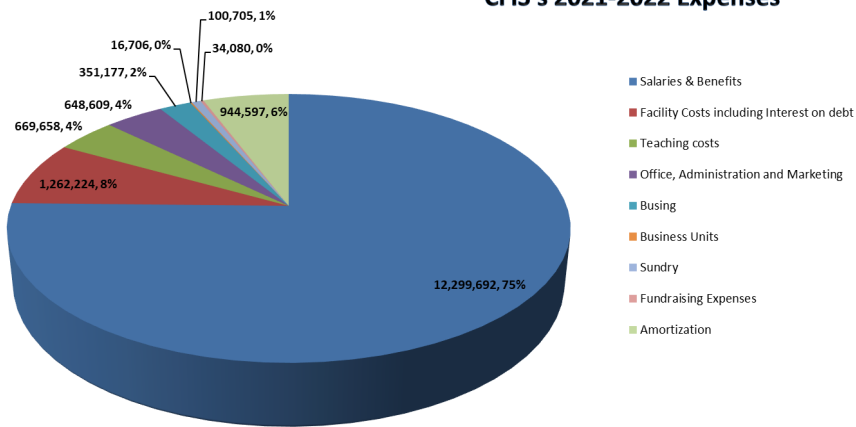
Fundraising efforts were focused on funding bridging bursaries and student enhancements. Copies of the school's audited financial statements are available from Julie Thomson, Director of Finance, by emailing jthomson@cfis.com or by calling (403) 240-1500 (ext. 134).

CFIS's Revenue and Expenses		
As at August 31, 2022		
Revenue		
Tuition & Fees	11,588,407	70%
Government Funding	4,032,552	24%
Business Units	84,125	1%
School Programs	587,088	4%
Donations & Fundraising	144,237	1%
Other	<u>79,629</u>	<u>0%</u>
	16,516,038	100%
Expenses		
Salaries & Benefits	12,299,692	75%
Office and Administration	456,152	3%
Bursaries	106,147	1%
Facility Costs	870,765	5%
Sundry	100,705	1%
Business Units	16,706	0%
Advertising and Promotion	51,305	0%
Computer Supplies	141,152	1%
Health and Safety	43,469	0%
Amortization of Capital Assets	944,597	6%
Busing	351,177	2%
Teaching supplies, field trips, and development	563,512	3%
Interest on Bank Debt	347,990	2%
Fundraising Expenses	<u>34,080</u>	<u>0%</u>
	16,327,448	100%
Capital Purchases		
Furniture, Fixtures & Equipment	133,081	17%
Computer Equipment	187,995	25%
Leasehold Improvements	<u>455,804</u>	<u>58%</u>
	766,880	100%

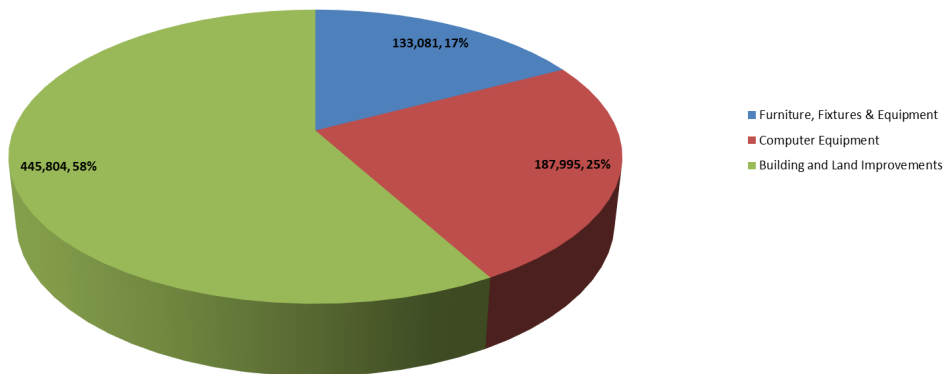
CFIS's 2021-22 Revenue



CFIS's 2021-2022 Expenses



CFIS's 2021-2022 Capital Purchases



Supplemental AEAM: Stakeholder Involvement

In the 2021-22 school year, CFIS educated just over 750 students from preschool through to Grade 12. The parents of CFIS students are dedicated, community-minded, and very involved in their children's education. Due to the pandemic, CFIS parents were not able to be physically present inside the school, and thus opportunities for volunteering were drastically curtailed. Plans were developed over the course of the school year to ensure a vibrant Parent Volunteer Group would be in place for 2022-23.

Assurance Domain: Local & Societal Context

CFIS Local & Societal Context Outcome from 2021-22 Education Plan:
CFIS will continue to define and amplify the “international” in “Calgary French & International School”, and maintain its leadership in French immersion education.

The amplification of the “international” in Calgary French & International School is an element of citizenship, which is a key focus at CFIS. In the 2021-22 school year, there were fewer face-to-face opportunities for citizenship initiatives, but these nonetheless occurred, both virtually and in person at the Secondary Division level. Please refer to pages 14 to 16 for more detail on this important aspect of student life at CFIS.

Whistleblower Protection

Section 32 of Alberta's Public Interest Disclosure Act (2013) requires that an independent school include its annual report of disclosures in its Annual Education Results Report. The Calgary French & International School did not receive any whistleblower reports in the 2021-22 school year.

Link to CFIS's 2021-2022 AERR

CFIS's 2021-22 Annual Education Results Report (AERR) can be found at the below weblink:
<https://www.cfis.com/policies123>