

Calgary French & International School



Annual Education Results Report (2022-23)

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Accountability Statement

The Annual Education Results Report for the Calgary French & International School (CFIS) Society for the 2022-23 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 2022-23 was approved by the CFIS Society Board on November 22nd, 2023.



Kate Bilson
Chair, CFIS Society



Additional Numeracy and Literacy Support for Elementary

As shown in the charts below, a total of 83 Grade 1 to 4 students received intervention programming in the 2022-23 school year, with assistance from a government grant. Going forward, the assessment requirements have been mandated by Alberta Education, and CFIS has applied for the Learning Disruption grant in order to continue offering support to our students.

French Literacy					
Grade	# of students in 2022-23	Name of Standardized Assessment	# of students who received intervention	Average months behind after initial assessment	Average months gained after intervention, final assessment
Grade 1	59	CC3/LeNS/GB+	21 / *3	6 to 9 months	3 to 6 months
Grade 2	62	CC3/LeNS/GB+	12 / *3		
Grade 3	67	CC3/GB+	11 / *3		
Grade 4	48	Year-end Gr.3 CC3/GB+	10 / *3		
Numeracy					
Grade	# of students in 2022-23	Name of Standardized Assessment	# of students who received intervention	Average months behind after initial assessment	Average months gained after intervention, final assessment
Grade 1	59	Test de dépistage - Numératie	17 / *14	6 to 9 months	3 to 6 months
Grade 2	62	Test de dépistage - Numératie	10 / *7	9 months	6 months
Grade 3	67	Test de dépistage - Numératie	10 / *5		
Grade 4	48	Year-end T. de D / MIPI	10 / *5		

* Indicates number of students identified 'At-Risk'

Beyond planning for differentiated instruction and in-class support provided by the teacher, the identified students also received a combination of one-on-one or small group intervention on an average of three times per six-day cycle. Support was not only provided to students identified as at-risk as per the Provincial Literacy and Numeracy screening tools provided by Alberta Education, but also to students considered below grade level or low average using results from the same assessments coupled with teacher-based assessments. It should be noted that students identified as at-risk in their literacy and/or numeracy skills made personal progress. However, because the curricular expectations from the time of initial testing compared to year-end testing continue to grow, the number of months behind may have stayed the same or only increased slightly.

Intervention strategies and review of concepts in numeracy primarily focused on strengthening student's number sense, fact fluency and understanding of operations.

Similarly, building a strong foundation of phonological awareness skills was a priority during literacy intervention. The outcome, focus and strategies include, but are not limited to:

Literacy

- Revision of kindergarten concepts in terms of phonological awareness: segmenting, blending, counting syllables, representing syllables, rhyming, onset, locating a sound in a word through oral and visual games;
- Revision of letter names and sounds;
- Reinforcement and revision of complex sounds;
- Enhancing decoding of syllables and words through games; and
- Speed and endurance in decoding.
- Segmenting into syllables to read a new word;
- Encoding decodable syllables and words;
- Reading decodable words and irregular words in context; and
- "Francisation" to develop vocabulary.
- Strategies to read with more fluency (liaisons, reread a word or a sentence);
- Guided reading: Decoding in context, reviewing silent letters (s, t, d, and the -ent at the end of verbs);
- Practice of comprehension strategies: identification, keywords, inference, answering questions "who, what, where, when, how," and summarizing the main idea of each paragraph; and
- Reinforcement of grammar concepts such as how to conjugate a verb in the present tense.

Numeracy

- Rote Counting to 100, starting from any number;
- Counting Sets using 1:1 correspondence;
- Number identification and number recognition to 100;
- Build visual and tactile models of how to make 10 (ex. $10+0$, $9+1$, $8+2\dots$);
- Cardinal (quantity) relations (e.g., $3 > 1$; $2 < 3$);
- Ordinal relations (e.g., 2 comes after 1 and before 3);
- Arithmetic relations (e.g., $1 + 2 = 3$; $3 - 1 = 2$);
- Using number matching games, place-value charts;
- Explore patterns and rules that determine number sequence and structure;
- Use tactile manipulative to explore magnitude of number;
- Use number charts and number lines as visual markers for numbers to 100, explore patterns (ex. In a vertical column on a number chart: 12, 22, 32; increase by ten but the ones remain the same);
- Strengthen fact fluency with online games, and card or dice games;
- Writing 2-digit, 3-digit, or 4-digit numbers using matching games, place-value charts, and number lines;
- Develop and use number ordering relations in games involving sequences (what comes before, what comes after);
- Understanding magnitude of number as it relates to quantity; and
- Strengthen operations (addition, subtraction, and multiplication facts) using card and dice games.

Message from the CFIS Society's Board of Governors

Calgary French & International School (CFIS) is a vibrant and dynamic independent school that offers a full French immersion education to students in junior preschool through to Grade 12. In the 2022-23 school year, CFIS was overseen by a Board of Governors, of whom all but one were 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 seven standing Board committees – Advancement, Building & Grounds, Executive, Finance & Audit, Governance, Head of School Evaluation & Support, and Strategic Planning - and four ad hoc Board committees - Academic, Communications, Nomination 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, especially Head of School Mme Nicola Abrioux-Camirand.

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 2022-23 school year, CFIS educated 725 students in three divisions: 134 students in Early Childhood (preschool to kindergarten), 300 students in Elementary (Grades 1 to 5), and 291 students in Secondary (Grades 6 to 12).

CFIS is widely recognized as 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 a global focus, centering on the United Nations Educational, Scientific and Cultural Organization (UNESCO) four pillars of learning in the younger grades, and Round Square IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service) in the Secondary Division. In the higher grades, CFIS's international focus extends to encompass experiential learning opportunities across Canada as well as around the globe, including group travel as well as group and individual student exchanges.

Beginning in Grade 11, CFIS students are provided with the opportunity to complete the bilingual International Baccalaureate (IB) Diploma or certificates, in addition to completing Alberta Education courses. For our younger students, in the 2023-24 school year, CFIS will be applying for authorization of IB's Primary Years Programme (PYP).

All 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 Strategic Priorities

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

Strategic Priorities (2023-28)

Priority 1: Grow vibrant school divisions within full French immersion and international contexts.

Priority 2: Engage our diverse community.

Priority 3: Value and celebrate our staff.

Priority 4: Strengthen our financial health.

Priority 5: Enhance and communicate our brand and value proposition.

Assurance Measures: Overall Summary

Alberta Education Assurance Measures (AEAMs)

Assurance Domain	Measure	Calgary French & Int'l Sch Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.3	88.4	88.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.9	89.4	90.0	80.3	81.4	82.3	Very High	Declined Significantly	Acceptable
	3-year High School Completion	96.0	100.0	96.8	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	88.3	*	100.0	88.6	87.1	86.2	Intermediate	Declined	Issue
	PAT: Acceptable	94.3	98.1	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	56.8	49.5	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	95.0	93.5	n/a	80.3	75.2	n/a	Very High	n/a	n/a
	Diploma: Excellence	34.5	37.6	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	92.6	92.2	93.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.1	91.2	91.2	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	86.3	87.1	87.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	81.2	81.5	83.6	79.1	78.8	80.3	High	Maintained	Good

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. CFIS parents and staff were provided with a CFIS survey in November of 2022, as well the Alberta Education Assurance Survey in late January 2023.

The parent response rate for the November survey was 10% (121 respondents), and the parent January response rate was 5% (60 parents). The staff response rate was 67% for the November survey by CFIS, and 76% for Alberta Education’s January assurance survey. The Alberta Education assurance surveys were completed by students during class and therefore the participation rate was high, at 91%.

The combined parent, student, and teacher results from Alberta Education’s January 2023 assurance surveys inform the above “current results” for 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 former Accountability Framework, resulting in “N/A” results for the AEAMs of Student Learning Engagement, Welcoming/Caring, and Access to Supports and Services.

CFIS’s results for the above-referenced AEAMs continue to be very strong. Because the school’s results are traditionally very strong, any decrease from the previous years can result in a “declined” or “declined significantly” improvement rating, as is the case for the Citizenship and the Welcoming, Caring, Respectful and Safe Learning Environment AEAMs.

Assurance Domain: Student Growth and Achievement

CFIS's Student Growth and Achievement Outcome:

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.

Assurance Domain	Measure	Calgary French & Int'l Sch Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.3	88.4	88.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.9	89.4	90.0	80.3	81.4	82.3	Very High	Declined Significantly	Acceptable
	3-year High School Completion	96.0	100.0	96.8	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	88.3	*	100.0	88.6	87.1	86.2	Intermediate	Declined	Issue
	PAT: Acceptable	94.3	98.1	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	56.8	49.5	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	95.0	93.5	n/a	80.3	75.2	n/a	Very High	n/a	n/a
	Diploma: Excellence	34.5	37.6	n/a	21.2	18.2	n/a	Very High	n/a	n/a

For over a decade, CFIS's long-standing mission has been 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. In our school's Early Childhood Education (ECE) and Elementary divisions, the framework's values are based on the UNESCO pillars, and then expand to include Round Square IDEALS in middle school and senior high. Beginning in ECE, all CFIS students are exposed to an international mindset and the attributes outlined in the International Baccalaureate learner profile.

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 2022-23 school year, each CFIS student's unique potential continued to be realized and encouraged, both academically and holistically, while the values of CFIS continued to be promoted to students.

AEAM: Student Learning Engagement

CFIS Strategies for Student Learning Engagement:

- Continue to support and build on increasing successful affiliation with the International Baccalaureate (IB) Diploma Programme (DP).
- Implement robust programming and assessment practices for all academic programs of study.

Student Learning Engagement - Three-Year Rolling Average

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Calgary French & Int'l Sch Soc					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%
Overall	n/a	n/a	548	88.4	517	88.4
Parent	n/a	n/a	106	94.6	83	94.8
Student	n/a	n/a	382	77.3	375	76.8
Teacher	n/a	n/a	60	93.3	59	93.5

CFIS’s Alberta Education three-year rolling average measure evaluation was “maintained” in each category (parents, students, and teachers). There is no Achievement rating for this measure yet.

Our continued work on inquiry and assessment through the backward design concept, both with the Alberta Education curriculum and the IB framework, provides students with varied summative assessments that allow for a variety of modalities to demonstrate their learning. Backward design is a method that facilitates student learning, by prioritizing the intended learning outcomes. Our Elementary Division teachers collected evidence of student achievement through portfolios, performance assessments, oral presentations, standardized testing (GB+ and Benchmarks), and teacher observations. These methods of assessment continued into the Secondary Division, with the addition of subject-specific assessments in our IB DP. Examples include, but are not limited to, dissertations and extended essays written in each student’s choice of language, historical investigations, open inquiry, and exhibition of learning in the Theory of Knowledge (TOK) course.

Teachers also included more opportunity for student reflection and goal setting in their units of study. Our teachers in ECE to Grade 3 used the SeeSaw electronic platform as a digital portfolio to share with parents. In using this tool, the teacher and parents can also comment on the student's work. As students worked through their Units of Inquiry, teachers provided ongoing feedback as well as opportunities for individual or peer-to-peer reflection on how to improve upon their project. During reporting periods, students completed a self-evaluation and set personal goals. (Goal-setting was done either individually, in collaboration with the teacher, or in partnership with parents, depending on the age of the student.)

Student Learning Engagement - Detail

Percentage of CFIS parents who agree that CFIS students are engaged in their learning.

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
The literacy skills your child is learning at school are useful	2021	94	78	21	1	0	0	99
	2022	105	67	30	1	0	3	96
	2023	60	75	22	2	0	2	97
The numeracy skills your child is learning at school are useful	2021	94	66	31	2	1	0	97
	2022	106	62	32	3	2	1	94
	2023	59	71	25	0	2	2	97
Your child is learning what they need to know	2021	93	55	40	4	0	1	95
	2022	106	52	42	4	0	3	93
	2023	60	50	42	3	0	5	92

Over the 2022-23 school year, the Elementary Division continued to collect individual student data to track student progress in reading and number sense. Students were provided with individualized and small-group targeted instruction to ensure all students were progressing in skill development. Professional development time allowed numeracy and literacy coaches opportunities to support teacher capacity, and the upper elementary numeracy coach started to loop in Grade 7.

Teachers also continued to develop and implement common math assessment tools for each unit, to ensure consistency between classes and in order to allow action plans to be supported by the numeracy coaches in a more cohesive manner. An additional 0.3 FTE for programming for English Language Arts provided targeted support to 19 students, along with Tier 1 and Tier 2 support in the classroom to a number of additional students.



AEAM: Provincial Achievement Tests (PAT and Diploma)

Results of Alberta Education Provincial Achievement Tests and Diploma Examinations										
Assurance Domain	Measure	CFIS			Alberta			Measure Evaluation for CFIS		
		Current Result (2023)	2022 Result	Prev 3-Year Average	Current Result (2023)	2022 Result	Prev 3-Year Average	Achievement	Improvement	Overall
Student Growth & Achievement	PAT - Acceptable	94.2	98.9	98.5	63.3	67.3	73.8	Very High	n/a	n/a
	PAT - Excellence	56.8	55.0	50.0	16.0	18.0	20.6	Very High	n/a	n/a
	Diploma - Acceptable	95.0	93.5	97.8	80.3	75.2	83.6	Very High	n/a	n/a
	Diploma - Excellence	34.5	37.6	57.8	21.2	18.2	24.0	Very High	n/a	n/a

CFIS students traditionally do very well on Alberta Education’s standardized testing. The June 2023 Grade 6 and Grade 9 PAT results are very much in line with both the previous years’ results and the school’s three-year average.

The tables below show the percentages of Grade 6 and 9 CFIS students who met the Acceptable Standard and the Standard of Excellence in the June 2023 Provincial Achievement Tests (PATs), as well as the provincial averages for those same standards.

Grade 6 - Results of June 2023 Provincial Achievement Tests				
Subject:	Acceptable Standard (Prov.)	Acceptable Standard (CFIS)	Standard of Excellence (Prov.)	Standard of Excellence (CFIS)
ELA 6	90.4%	100%	21.9%	65.6%
FLA 6	83.1%	100%	13.3%	60%
Math 6	83%	100%	18.8%	46.9%
Science 6	64%	98.5%	32%	49.2%
Social Studies 6	61%	96.8%	25%	39.7%

Grade 9 - Results of June 2023 Provincial Achievement Tests				
Subject:	Acceptable Standard (Prov.)	Acceptable Standard (CFIS)	Standard of Excellence (Prov.)	Standard of Excellence (CFIS)
ELA 9	85.1%	100%	15.9%	67.9%
FLA 9	80.8%	100%	11.5%	60.4%
Math 9	74.6%	92.5%	21.6%	54.7%
Science 9	82.5%	96.2%	21.3%	64.2%
Social Studies 9	73%	94.3%	16.5%	66%

As evidenced above, nearly 100 percent of CFIS’s Grade 6 and 9 students who wrote the tests met the acceptable standard in these tests. Although one or two students fell below the acceptable standard in specific subject areas, CFIS still maintained an average of 20% above the provincial results. An overall average of 63% of our Grade 9 students and 53% of our

Grade 6 students achieved the Standard of Excellence. 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 blended results of the June 2023 Diploma Exams and school-awarded course marks, as well as the provincial averages.

Blended Results of June 2023 Diploma Exams & Course-Awarded Marks				
Subject:	Acceptable Standard (Prov.)	Acceptable Standard (CFIS)	Standard of Excellence (Prov.)	Standard of Excellence (CFIS)
ELA 30-1	97.9%	100%	29.2%	79.2%
FLA 30-1	99.5%	100%	46.0%	66.7%
Math 30-1	93.4%	100%	41.5%	58.3%
Biology 30	96.9%	93.8%	46.3%	56.3%
Chemistry 30	96.8%	100%	48.0%	66.7%
Physics 30	97.7%	100%	52.4%	100%
Social Studies 30-1	99.1%	100%	37.7%	58.3%

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. CFIS students achieved the Standard of Excellence at a calculated mean average of 69% across the seven subject areas. Moreover, in some subjects, in particular Math 30-1, it is Grade 11 CFIS students who are writing these exams. Additionally, with the exception of ELA 30-1, CFIS students wrote their exams in French.

It should be noted that a small number of CFIS students who wrote the Math 30-1 diploma did not achieve the expected results on the diploma exam. These students' school-awarded marks reassure us that the students understand the content. We will also continue to inform our students of the benefits of Math 30-2, depending on their university programs of interest.

In addition, CFIS students achieved the Acceptable Standard in Biology 30 in the blended results than province-wide. However, all students met the acceptable standard in the diploma exam, and the Standard of Excellence results are above the provincial average.

English as an Additional Language (EAL)

In 2022-23, CFIS had seventeen students who qualified under Alberta Education's definition of "English as an Additional Language" (EAL) write the Provincial Achievement Tests or Diploma Exams. These students, in Grades 6, 9 and 12, all achieved the "Acceptable Standard" on their English provincial exams. Starting in our Early Childhood division, EAL students are

provided with individualized assessments to determine their level of proficiency and required support. Because each student is at a different level, the support looks different for each and may include reteaching of concepts, small-group work with the literacy coach or educational assistant, or one-on-one intervention. 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: IB Diploma Programme Exam Results and Other Independent Assessments

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.) Five of CFIS's 24 Grade 12 students complete the full IB bilingual diploma during the 2022-23 school year. It should also be noted that 100% of our Grade 12 students completed IB's Creativity, Activity & Service component, which encourages students to develop their personal and interpersonal growth by learning through experience, collaboration with others, and self-determination.

The chart below shows the grades received by CFIS students in the May 2023 IB Diploma Programme exams. (Results are only provided for courses where there were four or more students writing the exam.)

IB Exams - May 2023 Results		
	CFIS Students' Average Grade	World-Wide Average Grade
English A: Literature HL	4.83 (12 students) (Top mark 6 - by 2 students)	4.56
French B: HL (24)	5.63 (24 students) (Top mark 7 - by 2 students)	5.15
Spanish B: SL	6.60 (5 students) (Top mark 7 - by 3 students)	4.93
History SL in French	5.00 (8 students) (Top mark 6 - by 2 students)	4.65
Biology SL in French	5.17 (6 students) (Top mark 6 - by 3 students)	4.15
Chemistry SL in French	4.80 (5 students) (Top mark 7 - by 1 student)	4.10
Physics HL in French	4.00 (7 students) (Top mark 5 - by 1 student)	4.80
Math: Analysis and Approaches SL in French	5.17 (7 students) (Top mark 6 - by 2 students)	4.61
Math: Application & Interpretation SL in French	4.40 (5 students) (Top mark 5 - by 4 students)	3.87

In addition to completing the Alberta Program of Studies and IB courses, in the 2022-23 school year, 22 CFIS Grade 11 students obtained their DELE certificate. Two of those earned the higher DELE exam certificate (B1E). DELE diplomas are official titles certifying a degree of competence and mastery of the Spanish language, granted by Spain's Ministry of Education, Culture and Sport. Additionally, 14 CFIS students 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 students model the characteristics of active citizenship.

	Calgary French & Int'l School					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%
Overall	563	90.9	564	90.0	517	87.1
Parent	144	93.6	126	93.6	83	90.8
Student	373	82.9	391	82.1	375	78.5
Teacher	47	96.2	48	94.3	59	92.2

We are pleased that the survey responses of CFIS parents, teachers and students on the subject of citizenship continue to indicate strong satisfaction in this measure.

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 2022-23, 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 also 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.

Last year, student members of CFIS's Round Square Committee led a global discussion on Equity, Diversity and Inclusion clubs, which was attended by students in France, Switzerland, Bermuda, the USA, India and more. Other important initiatives around global education & citizenship included the following:

- Our Grade 7 to 12 Environmental Committee led two major fundraising initiatives which raised over \$10,000 for eco-themed initiatives in the school. They did this by hosting two large sustainable markets, where a circular economy was promoted by collecting used goods for resale.
- Grade 6 students collected items for a local animal shelter through their service club.
- Our student Equality, Diversity and Inclusion (EDI) committee organized a Human Rights Day conference in December, which brought together all students in Grades 7 through 12 to learn about and discuss themes of ableism, gender roles, and racism.
- Our Grade 9 and 10 students all attended a half-day anti-racism and anti-bias workshop, led by City Councillor Courtney Walcott.
- Orange Shirt Day and National Indigenous Peoples Day were recognized through school-wide activities and assemblies.
- During Black History Month, an assembly took place with special guest Her Excellency, the Right Honourable Michaëlle Jean, former Governor General of Canada. An evening event was also held for CFIS parents and community members.
- There was a school-wide focus on and celebration of intercultural learning, via events centered on various religious celebrations, including Ramadan, Hanukkah, Diwali, and

the Lunar New Year. Workshops and lesson plans were developed to present this knowledge, and special guests attended to add a personal element to the presentations.

- Our Grade 5 students presented their first PYP exhibitions. They 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.

CFIS students are active citizens within the school, and their citizenship also extends to the local community and even internationally. In addition to initiatives linked to curriculum, CFIS has an Elementary Student Council. Over the past school year, the council members 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

The Secondary Division’s “House” program has the goal of building a proud, healthy, and enduring community of principled, fulfilled students. It does so by encouraging positive relationships, recognizing student successes, and promoting the development of the whole student. In the 2022-23 school year, House program citizenship activities included:

- Organizing spirit days to promote school spirit, and build a sense of community;
- Learning about Diversity, Equity, and Inclusion (DEI) and ways to support a more inclusive community; and
- Service and Leadership Day, where students learned about poverty, loneliness, domestic violence, and ableism.

In the 2022-23 school year, students in the House program also watched an Indigenous dance performance, took part in a presentation on racism in sport led by Brent Dodginghorse, and participated in various workshops to celebrate National Indigenous Peoples Day.

While our achievement in this category remains strong, we also recognize that our student satisfaction results are lower than what we would like to see. In particular, student responses to questions about students following the rules and respecting one another have declined since the pandemic and all activities being back. The CFIS faculty survey also supports the need to instill in faculty and staff a stronger sense of collective responsibility for enforcing school rules, and thus this remains an area of focus for the 2023-24 school year. Next year, a monthly student survey will be administered in Grades 4 and up so that more targeted, timely, and developmentally appropriate workshops can be provided to classes.

As well, our Director of Global Citizenship & Experiential Learning has begun working with faculty to develop grade-level lessons on Diversity, Equity, and Inclusion to improve these results.

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 Grade 12 June 2023 graduates were accepted into universities across Canada. This group of 24 graduates received acceptances to various universities, and half reported receiving an offer of scholarship. Fields of study included commerce, education, engineering, fine arts, health, and kinesiology. Our graduates are now attending McGill University, Queens University, and the Universities of Alberta, B.C., 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

	Calgary French & Int'l School										Measure Evaluation			201
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	
	N	%	N	%	N	%	N	%	N	%				
3 Year Completion	15	100.0	5	*	18	93.7	27	100.0	15	96.0	Very High	Maintained	Excellent	44,978
4 Year Completion	17	100.0	15	100.0	5	*	18	88.4	27	100.0	Very High	Improved	Excellent	44,994
5 Year Completion	13	88.3	17	100.0	15	100.0	5	*	18	88.3	Intermediate	Declined	Issue	44,842

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

All students who attended Grade 12 at CFIS completed high school and graduated with their Alberta Education diploma in less than five years. The decrease in the above table is a result of students who were at CFIS in Grade 10, but who did not remain for Grade 11 or 12. One student moved out of province, and thus their data can no longer be tracked by Alberta Education, and a second student did not remain for Grade 11 or 12.

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		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Total Gr 12 Students	14	5	15	24	12	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 2023 Assurance Measures results shows that in four of the past five years, 100% of CFIS students were eligible to receive a Rutherford Scholarship. The result for 2019 is not indicated because the number of Grade 12 students that year was below six.

Assurance Domain: Teaching and Leading

CFIS Teaching and Learning Outcome:
 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 calibre of teachers, and will continue to support CFIS teachers' ongoing professional development.

AEAM: Education Quality

The below chart shows CFIS parent, student, and teacher results from Alberta Education's spring 2023 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, and there was an increase from the previous year in both student and teacher satisfaction results.

Calgary French & Int'l School													
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	546	95.2	580	94.6	544	94.4	548	92.2	485	92.6	Very High	Maintained	Excellent
Parent	141	95.4	146	96.0	94	94.3	106	94.3	60	92.2	Very High	Maintained	Excellent
Student	346	91.6	399	93.2	387	90.3	382	88.7	367	90.6	Very High	Maintained	Excellent
Teacher	59	98.6	35	94.7	63	98.7	60	93.6	58	95.1	Intermediate	Maintained	Acceptable

It is noteworthy that in 2023, 100% of CFIS Junior and Senior High students recognized the quality of education they are receiving, as evidenced by the below results.

Grade 7-9 Students

		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
Overall, is the education you are receiving at school	2019	136	48	49	1	1	1	97
	2020	158	58	42	0	0	1	99
	2021	153	36	62	1	0	1	98
	2022	158	49	49	1	0	1	98
	2023	143	56	44	0	0	0	100

Grade 10-12 Students

		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
Is the quality of teaching at your school	2019	47	55	40	4	0	0	96
	2020	59	27	69	3	0	0	97
	2021	60	50	50	0	0	0	100
	2022	47	28	64	9	0	0	91
	2023	53	42	58	0	0	0	100

CFIS’s Education Quality Strategy:
Continue to explore and implement ways to enhance teaching and learning.

As we referred to in our most recent Three-Year Education Plan, CFIS is committed to providing robust professional development in the IB’s PYP, MYP, and DP programmes to all faculty from kindergarten through to Grade 12. In the summer of 2022, all ECE and Elementary Division faculty were trained on the IB’s PYP. This training was also provided to all teacher assistants as well as some operational staff. In the Secondary Division, all Science teachers also completed DP training for their area of expertise. Furthermore, both the PYP coordinator and the DP coordinator held weekly sessions with faculty in these divisions to allow teachers to share their teaching practices and plan collaboratively. In a recent survey of CFIS faculty, 87% of respondents indicated that they and their colleagues collectively pursue professional development opportunities.

Supplemental AEAM: School Improvement

Continuous improvement is an important theme at CFIS. A strategic plan covering 2023 to 2028 is currently in development. Over the course of the 2022-23 school year, the CFIS Society’s Board of Governors and members of Administration held a number of engagement sessions for faculty, staff, parents, and students. Survey results indicate strong agreement with statements regarding the continuing strength of CFIS as an educational institution, and in particular an improvement has been noted by students and teachers.

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

	Calgary French & Int’l School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	545	90.1	579	82.5	536	84.2	540	77.5	477	80.5	Very High	Maintained	Excellent
Parent	140	92.9	145	93.1	89	93.3	102	90.2	59	88.1	Very High	Maintained	Excellent
Student	346	84.1	399	77.3	387	77.5	381	73.8	363	77.1	Intermediate	Maintained	Acceptable
Teacher	59	93.2	35	77.1	60	81.7	57	68.4	55	76.4	Intermediate	Maintained	Acceptable

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

	Calgary French & Int'l School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	58	90.2	34	85.3	60	83.8	58	75.9	58	75.0	Very Low	Maintained	Concern
Teacher	58	90.2	34	85.3	60	83.8	58	75.9	58	75.0	Very Low	Maintained	Concern

	Calgary French & Int'l School										Alberta									
	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher - All	58	90.2	34	85.3	60	83.8	58	75.9	58	75.0	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher - Grade 4	36	89.8	31	83.9	7	85.7	36	74.5	35	72.8	5,328	87.2	5,285	86.9	4,445	87.5	4,616	86.4	4,660	84.2
Teacher - Grade 7	12	91.7	n/a	n/a	12	85.7	11	96.9	11	81.8	6,924	83.2	7,054	83.3	5,623	83.5	6,148	82.0	6,368	80.9
Teacher - Grade 10	9	100.0	n/a	n/a	9	88.5	9	69.2	8	87.5	7,048	76.9	7,239	76.9	5,777	76.3	6,085	74.5	6,807	73.8

Despite 87% of faculty respondents stating that they individually or collectively pursue professional development opportunities, the level of satisfaction, as illustrated in the tables above taken from the January Assurance surveys, has remained low by CFIS standards.

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have: Been focused on the priorities of the jurisdiction	2019	58	50	33	3	2	12	83
	2020	34	44	38	12	3	3	82
	2021	59	36	51	5	0	8	86
	2022	54	30	54	11	0	6	83
	2023	56	36	52	4	2	7	88
Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have: Effectively addressed your professional development needs	2019	58	53	41	0	2	3	95
	2020	34	41	44	12	0	3	85
	2021	60	28	55	8	5	3	83
	2022	58	24	50	19	7	0	74
	2023	58	22	48	14	10	5	71
Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have: Significantly contributed to your on-going professional growth	2019	58	55	38	2	2	3	93
	2020	34	41	47	9	0	3	88
	2021	60	30	52	12	5	2	82
	2022	58	24	47	19	7	3	71
	2023	58	22	45	19	7	7	67

Although our overall year-over-year results have declined only marginally, we are working at unpacking faculty’s responses and putting strategies in place to address them. In doing so, we learned that there was a need to have a shared understanding of professional development and organizational time, both of which are valued and important but which do not serve the same purpose. As we looked closer at the specific questions, we saw that teachers agree with the value around P.D. that aligns with CFIS’s strategic plan, but are looking for more meaningful P.D. that meets their individual growth plans. Many have taken part in webinars through various consortia, but state that they prefer in-person learning opportunities. Leadership is being more intentional about identifying and sharing external P.D. that may align with individual professional development goals. As well, faculty members are being provided with a survey after each professional development day so that progress can be tracked in a more timely manner.

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		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	385	89.0	400	87.0	372	87.6	370	87.0	314	85.5	Very High	Maintained	Excellent
Parent	141	91.7	146	92.1	94	91.8	106	91.5	60	91.1	Very High	Maintained	Excellent
Student	185	83.6	219	81.5	215	78.5	204	78.7	196	76.8	Very High	Maintained	Excellent
Teacher	59	91.7	35	87.3	63	92.4	60	90.9	58	88.6	High	Maintained	Good

In the 2022-23 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.

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

	Calgary French & Int'l School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	196	78.3	178	72.2	154	84.8	163	85.1	116	86.3	Very High	Improved	Excellent
Parent	137	72.1	143	78.2	91	86.1	104	86.0	60	87.6	Very High	Maintained	Excellent
Teacher	59	84.6	35	66.2	63	83.5	59	84.2	56	84.9	Intermediate	Improved	Good

In addition to an enriched program of studies, improvement was noted in the lifelong learning domain. When possible, teachers' schedules included collaborative planning time. As well, a focus over the past two years has been to develop common summative performance assessment tasks for students to apply their learning to a new situation.

Percentage of teacher, parent, and student agreement that programs for children at risk are easy to access and timely.

	Calgary French & Int'l School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	546	90.9	580	91.6	546	91.5	548	87.3	485	86.1	Intermediate	Declined	Issue
Parent	141	89.8	146	95.4	94	92.8	106	86.9	60	88.1	Very High	Maintained	Excellent
Student	346	89.6	399	87.1	389	87.1	382	82.3	367	81.1	Intermediate	Declined	Issue
Teacher	59	93.2	35	92.4	63	94.7	60	92.7	58	89.0	Very Low	Maintained	Concern

Assurance survey results reflect an increase in parent and teacher concerns for at-risk students accessing timely support. Since the pandemic, we have noted an increase in student self-referrals and teacher referrals for student social-emotional support. The position of Director of Teaching & Learning was added to the senior leadership team to allow our three divisional principals to directly oversee student support for their divisions. Furthermore, CFIS has developed a partnership with Providence Children which includes psychological services, and has hired a full-time youth worker for our Secondary Division.

Assurance Domain: Learning Supports

CFIS Learning Supports Outcome:

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, although the 2021-22 results showed a slight decrease in the level of student satisfaction.

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 & Intl School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	546	95.2	580	93.4	546	94.1	548	93.1	485	92.3	Very High	Maintained	Excellent
Parent	141	97.3	146	97.8	94	95.9	106	95.6	60	93.9	Very High	Maintained	Excellent
Student	346	90.9	399	89.5	389	91.2	382	89.1	367	86.1	Very High	Declined	Good
Teacher	59	97.2	35	93.0	63	95.2	60	94.6	58	96.8	Very High	Maintained	Excellent

Students indicated a slight decrease in their level of satisfaction with their social interactions. Beginning in October 2023, principals will be collecting grade-level information from a monthly survey to be able to gauge and address this within their respective divisions.

AEAM: Access to Supports and Services

As indicated previously, CFIS has developed a partnership with Providence Children. In addition to speech and occupational therapy for students in ECE, CFIS’s Student Learning and Well-Being Team will consult with an on-campus psychologist one day per week. The psychologist will also facilitate timely workshops for students and provide short-term counselling as needed. The Student Learning & Well-Being Department includes the following staff members:

- In the Elementary Division, a combined 1.2 FTE academic learning strategists, a part-time English literacy coach, three full-time teaching assistants focusing on supporting literacy and numeracy, a part-time numeracy coach, and a full-time social-emotional learning strategist;
- In ECE, a full-time Coordinator of Early Learning and Development; and

- In the Secondary Division, a combined 1.4 FTE learning strategists, a full-time social-emotional youth worker, and a full-time student supports administrative assistant.

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness, and efficiency of programs and services in their community.

	Calgary French & Int'l School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	542	78.2	574	76.8	546	81.9	544	79.4	485	79.3	High	Maintained	Good
Parent	138	70.7	144	81.6	94	83.1	104	82.7	60	85.9	Very High	Maintained	Excellent
Student	345	82.3	396	84.1	389	79.5	380	77.0	367	76.6	Low	Declined	Issue
Teacher	59	81.4	34	64.7	63	83.1	60	78.5	58	75.4	Low	Maintained	Issue

The above chart shows a decline in satisfaction over the previous year amongst the student and teacher 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. In May 2023, an additional 0.6 FTE learning strategist position was budgeted for the 2023-24 school year. The new position will support students in Grades 5 to 8. This was purposefully done in response to an increase in demand for the services in the 2022-23 school year by the middle school student population. In delving further into the above results, the groups with the largest decreases in satisfaction are Grade 4-6 teachers, students, and parents, as well as senior high students and parents.

Local Measure:

Additional Numeracy and Literacy Support for Early Elementary

As shown in the charts below, a total of 83 Grade 1 to 4 students received intervention programming in the 2022-23 school year, with assistance from a government grant. Going forward, the assessment requirements have been mandated by Alberta Education, and CFIS has applied for the Learning Disruption grant in order to continue offering support to our students.

	# of students in 2022-23	# of students who received French literacy intervention	# of students who received English literacy intervention	# of students who received numeracy intervention	Intervention programming: total # of students
Grade 1	59	21	n/a	17	24
Grade 2	62	12	n/a	10	20
Grade 3	67	11	17	10	25
Grade 4	48	10	2	10	14
Totals	236	54	19	47	83

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

As a community, CFIS prides itself on its commitment to celebrating diversity and advancing cultural peace and understanding. In the 2022-23 school year, no CFIS students self-identified as being a member of a First Nations, Métis or Inuit (FNMI) community. Nonetheless, the Administration of CFIS, together with the pedagogical leadership team, is 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 our 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 2023, an eight-member committee on Indigenous Education, consisting of faculty and staff members, was established. The committee meets monthly to develop events and learning opportunities about Indigenous ways of knowing, as well as truth and reconciliation.

Other activities in the 2022-23 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 29th, with an assembly and classroom activities. Our Secondary Division students spent time in workshops and activities focused on the themes of truth and reconciliation.
- CFIS was closed on September 30th to honour Truth & Reconciliation Day, and to afford all members of the CFIS community with the opportunity to reflect on this nationally important subject.
- On the morning of National Indigenous Peoples Day (June 21), CFIS students from preschool through to Grade 12 took part in educational sessions taught by Bruce Starlight Jr. of the Tsuut'ina First Nation. Mr. Starlight 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

various workshops, which included short stories by indigenous authors, indigenous sports and games, and workshops on Indigenous art and Missing and Murdered Indigenous Women. Also, to mark National Indigenous Peoples Day, students in Grades 4 to 12 attended a special drumming and singing assembly with members of the Stardale Women's Group, which is a community safe space for indigenous women.

- Activities during CFIS's Global Education Week included 42 CFIS Grade 7 students travelling the Louis Riel Trail in Saskatchewan, and visiting locations of historical significance in his story, including Batoche, the RCMP headquarters, and Duck Lake. The students also visited Wanuskewin, and learned about the impact of the overhunting of the bison population on indigenous peoples. CFIS Grade 8 students went to Quebec and Montreal and visited the Huron/Wendat reservation, participated in craft making, and took part in a traditional meal.



Assurance Domain: Governance

Alberta Education Key Element:
Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.

CFIS Strategy:
Provide opportunities for the CFIS Society’s Board of Governors to interface with all stakeholder groups.

AEAM: Parental Involvement

As an independent school, the CFIS Society’s Board of Governors is largely made up of parents of current CFIS students, unlike large public school boards. At present, 16 of the 17 CFIS Society Governors are parents of current CFIS students.

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.

Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.

	Calgary French & Int'l School										Measure Evaluation			201
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	
	N	%	N	%	N	%	N	%	N	%				
Overall	199	85.9	180	85.6	156	87.2	166	81.5	118	81.2	High	Maintained	Good	68,116
Parent	140	81.6	145	86.2	94	82.6	106	82.0	60	86.9	Very High	Maintained	Excellent	34,944
Teacher	59	90.1	35	85.0	62	91.7	60	81.0	58	75.6	Very Low	Maintained	Concern	33,172

In the chart below, we can see that over the past two years, CFIS teachers were less satisfied with parental involvement. On the surface, the rating from teachers 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 CFIS teachers satisfied with parental involvement in decisions about their child’s education at CFIS.

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are parents or guardians involved in decisions about their children's overall education? Would you say	2019	59	68	25	0	0	7	93
	2020	34	74	21	0	0	6	94
	2021	62	58	39	2	0	2	97
	2022	59	58	31	8	0	3	88
	2023	58	48	34	9	0	9	83
To what extent are parents or guardians involved in decisions about your school? Would you say	2019	57	63	32	0	0	5	95
	2020	35	74	17	0	0	9	91
	2021	62	55	42	0	0	3	97
	2022	58	67	24	0	0	9	91
	2023	58	53	28	7	0	12	81

As evidenced in the below chart, the Overall and Parent achievement ratings are both very high. Student and teacher results improved over the previous year, garnering an intermediate achievement rating. By and large, we are pleased with the direction of these results.

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

	Calgary French & Int'l School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	545	90.1	579	82.5	536	84.2	540	77.5	477	80.5	Very High	Maintained	Excellent
Parent	140	92.9	145	93.1	89	93.3	102	90.2	59	88.1	Very High	Maintained	Excellent
Student	346	84.1	399	77.3	387	77.5	381	73.8	363	77.1	Intermediate	Maintained	Acceptable
Teacher	59	93.2	35	77.1	60	81.7	57	68.4	55	76.4	Intermediate	Maintained	Acceptable

AEAM: Summary of 2022-23 Financial Results

The number of students for the 2022-23 school year continued to decrease, by 28 students from the previous school year.

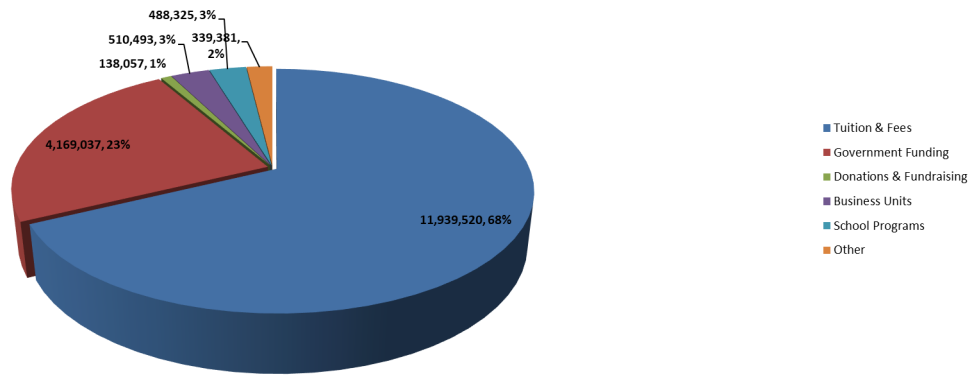
Financial results were impacted by post-COVID-19 activities, including the resumption of rentals, resumption of food services which had been outsourced, inflation, and higher investment returns. The school's bussing and before-and-after-school programs did not return to pre-pandemic levels.

Fundraising efforts were focused on funding bursaries and student enhancements.

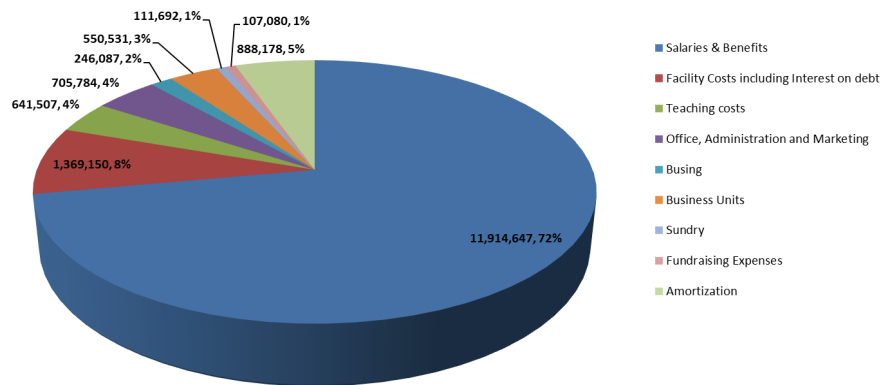
Copies of the school's audited financial statements are available from Julie Thomson, Director of Finance, by emailing jthomson@cfis.com or by calling (403) 240-1500 (ext. 134).

CFIS Revenue & Expenses August 31, 2023		
Revenue		
Tuition & Fees	11,939,520	68%
Government Funding	4,169,037	24%
Business Units	510,493	3%
School Programs	488,325	3%
Donations & Fundraising	138,057	1%
Other	339,381	2%
	17,584,813	100%
Expenses		
Salaries & Benefits	11,914,647	72%
Office and Administration	454,031	3%
Bursaries	105,240	1%
Facility Costs	977,640	6%
Sundry	111,692	1%
Business Units	550,531	3%
Advertising and Promotion	94,247	1%
Computer Services	157,506	1%
Health and Safety	24,781	0%
Amortization of Capital Assets	888,178	5%
Busing	246,087	1%
Teaching supplies, fieldtrips, and development	536,267	3%
Interest on Bank Debt	366,729	2%
Fundraising Expenses	107,080	1%
	16,534,656	100%
Capital Purchases		
Furniture, Fixtures & Equipment	163,527	46%
Computer Equipment	101,847	28%
Building and Land Improvements	92,162	26%
	357,536	100%

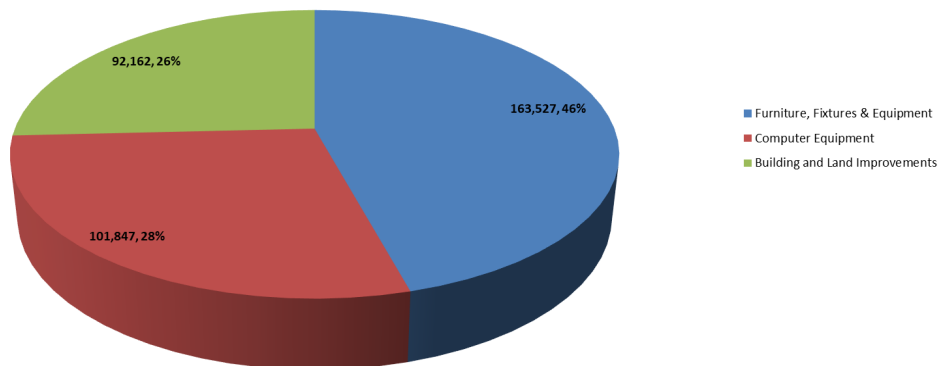
CFIS's 2022-23 Revenue



CFIS's 2022-2023 Expenses



CFIS's 2022-2023 Capital Purchases



Supplemental AEAM: Stakeholder Involvement

In the 2022-23 school year, CFIS educated just 725 students, in preschool through to Grade 12. The parents of CFIS students are dedicated, community-minded, and very involved in their children's education.

Assurance Domain: Local & Societal Context

CFIS Local & Societal Context Outcome from 2022-23 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 2022-23 school year, there were many more face-to-face opportunities for citizenship initiatives than in the 2.5 years of the COVID-19 pandemic. It is anticipated that future results in the citizenship measure will positively reflect this.

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 2022-23 AERR

CFIS's 2022-23 Annual Education Results Report (AERR) can be found at the below weblink:

<https://www.cfis.com/aerr>