



Calgary French & International School
Annual Education Results Report
(2020-21)

**Annual Education Results Report (AERR)
For the Calgary French & International School Society
(2020-21)**

Table of Contents

Message from the Chair	1
School Profile	2
CFIS's Mission, Vision, Values, and Foundation	2
Assurance Measures Overall Summary	4
Domain: Student Growth and Achievement	
Student Learning Engagement	5
PATs (Acceptable Standard and Standard of Excellence)	10
Diploma Exams (Acceptable Standard and Standard of Excellence).....	12
Three-Year and Five-Year High School Completion Rates	14
Transition Rate	14
Rutherford Scholarship Eligibility Rate	15
Citizenship	15
Domain: Teaching and Leading	
Education Quality	19
Teaching and Leading on the Subject of First Nations, Métis and Inuit Peoples.....	21
Domain: Learning Supports	
Welcoming, Caring, Respectful and Safe Learning Environments	24
Domain: Governance	
Parental Involvement	28
Summary of Financial Results	29
Domain: Local and Societal Context	33
Accountability Statement	33
Whistleblower Protection	33
Link to CFIS's AERR	33

Message from the CFIS Society Board Chair

Calgary French & International School (CFIS) is a vibrant and dynamic independent school that offers a full French immersion education to its students in preschool through to Grade 12. In the 2020-21 school year, CFIS was governed by a 16-member Board of Directors, 15 of whom were current or former parents of students attending the school. The school's Board collectively determines the school's mission and vision, oversees the strategic plan, fulfills fiscal oversight responsibilities, creates and reviews governance policies, and employs the Head of School and monitors and measures the Head's performance. In short, the Board focuses on strategic and governance matters. There are several standing and *ad hoc* Board committees: Advancement, Building & Grounds, Executive, Finance & Audit, Governance & Nominations, Head of School Support, and Strategic Planning. Together, the work of these committees and the work of the Board as a whole ensure that the overarching responsibilities of the Board are fulfilled.

The school's Board of Directors is very proud of the bright and eager young learners, dedicated and professional faculty, and enthusiastic, committed staff who together comprise this exceptional school. We are also very appreciative of our Head of School, Mme Margaret Dorrance, and the CFIS senior leadership team.

Under Mme Dorrance's ten-year tenure, CFIS has secured a place of prominence on the local and national independent-school landscapes, and is known in the world of education as a vibrant and progressive school with a first-class educational program and high-quality language programming. CFIS's unique educational model develops well-rounded, fluently multilingual young global citizens who recognize the importance of cultural peace and understanding.

Peter Forrester
Chair, Board of Directors
CFIS Society



Profile of CFIS

CFIS is an accredited co-educational private day school on a 14-acre campus in Calgary's west southwest. In the 2020-21 school year, CFIS educated 774 students in three divisions: 159 students in Early Childhood (preschool to kindergarten); 393 students in Elementary (Grades 1 to 6); and 222 students in Secondary (Grades 7 to 12).

CFIS is widely recognized as Alberta's top French language immersion independent school. It is also one of Calgary's oldest private schools; having been founded in 1969 as the Calgary French School, it recently celebrated its 50th anniversary. 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 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 is a proud member of CAIS (Canadian Accredited Independent Schools).

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.

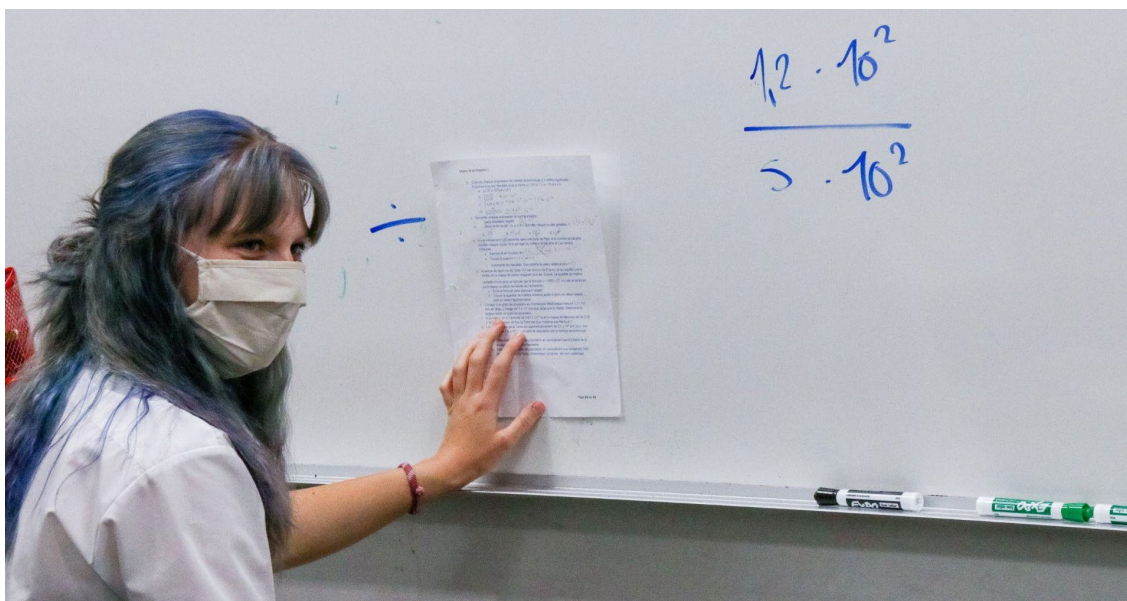
At CFIS, we value:

- 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. Together, they focus on ensuring that CFIS lives up to 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

Required Alberta Education Assurance Measures (AEAMs)

Assurance Domain	Measure	Calgary French & Int'l School			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	89.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	91.3	90.6	91.4	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	93.7	*	100.0	83.4	80.3	79.6	Very High	Declined	Good
	5-year High School Completion	100.0	100.0	94.2	86.2	85.3	84.8	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	99.1	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	52.4	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	98.9	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	54.7	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.4	94.6	95.3	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.2	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	87.2	85.6	86.9	79.5	81.8	81.4	n/a	n/a	n/a

Comments on the above results:

The COVID-19 pandemic continued throughout the 2020-21 school year. No students in Alberta wrote Grade 6 or Grade 9 Provincial Achievement Tests (PATs) or Grade 12 Diploma Exams in May/June 2020, and this deviation from the usual pattern of standardized testing continued in May/June 2021. There are therefore no results to report in the above sections of PATs (Acceptable Standard and Standard of Excellence) and Diploma Exams (Acceptable Standard and Standard of Excellence).

CFIS's current results in the above areas of Student Learning Engagement, Citizenship, Education Quality, Welcoming/Caring/Respectful/Safe Learning Environments, Access to Supports and Services, and Parental Involvement, are based on overall results of CFIS parent, teacher and Grades 4-12 student answers to a March 2021 Alberta Education Assurance Measures survey. It should be noted that the Assurance Measures framework is new to Alberta Education this year; it replaces previous years' Alberta Education Accountability Pillar (AP) surveys. There are no previous-year or three-year-average results in the cases of Student Learning Engagement, Welcoming/Caring Learning Environments, and Access to Supports and Services, because those categories were not addressed in previous Alberta Education AP surveys. In all of the above Assurance Measures, CFIS results are significantly higher than the provincial average.

With regard to the "declined" rating for CFIS's three-year high school completion, it should be noted that because CFIS's Grade 12 graduating classes are relatively small, when just one student does not complete his or her diploma in three years, that has a significant impact on the school's three-year and five-year high school completion rates. This in turn resulted in a significant but very temporary decline in CFIS's three-year high school completion rate.

Alberta Education Assurance Domain: Student Growth And Achievement

For over a decade, the mission of CFIS has been to develop each student's individual and academic potential in a rich and dynamic learning environment, through full French immersion and with an international focus. In practice, this means that at CFIS, students are exposed to a wide variety of co-curricular and extra-curricular activities and options, and encouraged to follow and explore their individual passions and talents, within an academically rigorous environment. Because CFIS is a preschool-to-Grade 12 school, the age-appropriate offerings are diverse, but revolve around key elements including the fine and performing arts, athletics, and technology. All of CFIS's programming is taught within a framework of cultural peace and understanding, initially based on UNESCO values in the Early Childhood and Elementary Divisions, and then Round Square and the International Baccalaureate Diploma Programme in later years.

Alberta Education Measure - Student Learning Engagement

The below charts show parent agreement with three Alberta Education Assurance Measure statements regarding their satisfaction with their children's engaged with their learning at CFIS:

Grade 4-6 CFIS Parents

		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	45	78	22	0	0	0	100
The numeracy skills your child is learning at school are useful	2021	45	62	33	4	0	0	96
Your child is learning what they need to know	2021	44	59	39	2	0	0	98

Grade 7-9 CFIS Parents

		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	32	78	19	3	0	0	97
The numeracy skills your child is learning at school are useful	2021	32	72	25	0	3	0	97
Your child is learning what they need to know	2021	32	56	31	9	0	3	88

Grade 10-12 CFIS Parents

		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	17	76	24	0	0	0	100
The numeracy skills your child is learning at school are useful	2021	17	65	35	0	0	0	100
Your child is learning what they need to know	2021	17	41	59	0	0	0	100

CFIS parents have traditionally been, and continue to be, extremely satisfied with the quality of teaching and instruction at our school. An analysis of parent responses with regard to their level of satisfaction with literacy and numeracy skill development shows that parent satisfaction with these aspects is very strong. In our elementary division, the depth and breadth of the coaching model continues to grow. Student growth and achievement is enhanced by teacher-peer mentorship. A case in point occurred in kindergarten, where our Master Teacher of Early Learning and Development supported fellow teachers to implement universal “francization” intervention for all kindergarten students. As well, all CFIS students in Grades 1-3 benefited 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.

CFIS’s success at providing our students with individualized and enriched learning experiences that prepare them for their university of choice - and eventually for life - can be seen in the March 2021 Assurance Measures survey results of CFIS students from Grades 4 to 12. We are extremely proud of these results - they illustrate the CFIS continuum of learning from preschool to Grade 12, and show that our senior high school students are getting ready to take on the world.

CFIS Students - Grade 4-6

		N	Yes %	No %	Don't Know %	Top 2 Box %
Do you like learning language arts	2021	172	84	7	9	84
Do you like learning math	2021	174	69	21	10	69

CFIS Students - Grade 7-9

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me	2021	152	48	46	4	0	2	94
I understand how the mathematics I am learning at school is useful to me	2021	153	43	40	11	3	3	83
I understand how the science I am learning at school is useful to me	2021	151	42	46	9	2	1	87
I understand how the social studies I am learning at school is useful to me	2021	153	29	41	18	7	6	69
The language arts I am learning at school is interesting to me	2021	149	22	46	23	5	3	68
The mathematics I am learning at school is interesting to me	2021	152	32	39	20	6	3	71
The science I am learning at school is interesting to me	2021	153	46	35	14	3	3	80
The social studies I am learning at school is interesting to me	2021	148	25	43	24	8	1	68

CFIS Students - Grade 10-12

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me	2021	62	47	42	11	0	0	89
I understand how the mathematics I am learning at school is useful to me	2021	58	33	31	24	7	5	64
I understand how the science I am learning at school is useful to me	2021	60	45	43	8	2	2	88
I understand how the social studies I am learning at school is useful to me	2021	61	21	56	16	5	2	77
The language arts I am learning at school is interesting to me	2021	61	34	44	16	3	2	79
The mathematics I am learning at school is interesting to me	2021	57	26	42	25	5	2	68
The science I am learning at school is interesting to me	2021	60	45	40	13	2	0	85
The social studies I am learning at school is interesting to me	2021	61	28	38	26	7	2	66

As part of a professional development focus for the 2020-21 school year, the elementary division designed and implemented two units of project-based inquiry. The positive survey response of students in Grades 4-6 with regard to language may be due in part to the transdisciplinary initiatives they are engaged in, and also possibly due to how language arts is infused throughout those projects.

Our senior high school Math Department members noted that because Math 30-1 is very abstract, they suspect that students who take that subject may question its usefulness, unless they decide to pursue a post-secondary study of engineering. Our teachers will need to continue to work with the students and their families to help them understand the differences between Math 30-1 and Math 30-2. The former continues to be a default for CFIS students and their parents, because they are concerned about potentially limiting their post-secondary opportunities. On a related note, our students' responses to our Mathematics IB AI course have been very positive. Students from that class have shared that they appreciate the authenticity of the mathematics in that course, and the rich conversations that evolve.

CFIS enjoys a well-deserved reputation for its vibrant and robust art, music and physical education programs for students from kindergarten through to Grade 12. These are taught by certificated specialist teachers. Technology is appropriately infused into the curriculum at all grade levels.

For over a decade, the mission of CFIS has been to develop each student's individual and academic potential in a rich and dynamic learning environment, through full French immersion and with an international focus. In practice, this means that at CFIS, students are exposed to a wide variety of programs, co-curricular and extra-curricular activities and options, and encouraged to follow and explore their individual passions and talents, within an academically rigorous environment. Because CFIS is a preschool-to-Grade 12 school, the age-appropriate offerings are diverse, but revolve around key elements including the fine and performing arts, athletics, and technology. All of CFIS's programming is taught within a framework of cultural peace and understanding, initially based on UNESCO values in the Early Childhood and Elementary Divisions, augmented by Round Square and the International Baccalaureate Diploma Programme in later years. This occurred in the 2020-21 school year in spite of the ongoing pandemic.

In the Elementary Division, all students from Grade 1 to 6 were once again involved in club options which took place as part of the school day. These were not optional, as they were built into the daily hours of instruction, but the choices continued to be student-driven, and included choir, the science fair, and robotics, and everything in between. Students provided their teachers with ideas about what they wanted to learn and explore, and they were then matched with an appropriate teacher.

In the Secondary Division, a number of required courses, including Speech in Grade 7, Debate in Grade 8, and Model UN in Grade 9, once again helped to ensure that CFIS's junior high students were fully engaged in school. Junior high options last year continued to include a wealth of choices, including the fine and performing arts, technology, athletics, global studies, and leadership. The purpose of options in junior high is so that our students can explore different interests and experience new opportunities, and thus a variety of options are always provided. In high school, CFIS students had a choice between creative option courses or social sciences as their electives. Law and Economics were part of their electives in 2020-21. The options in high school at CFIS rotate, in order to give each student a choice throughout the three years of senior high.

The below chart shows the percentage of CFIS teachers, parents and students satisfied with the opportunity for CFIS students to receive a broad program of studies including fine arts, career guidance, technology, and health and physical education.

	Calgary French & Int'l School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	343	86.9	378	89.5	385	89.0	400	87.0	372	87.6
Parent	125	90.7	132	92.7	141	91.7	146	92.1	94	91.8
Student	162	79.9	187	82.8	185	83.6	219	81.5	215	78.5
Teacher	56	90.1	59	92.9	59	91.7	35	87.3	63	92.4

Due to the pandemic, all travel opportunities were suspended. Students were also not permitted to participate in athletics outside of physical education. Our music program was also impacted by the fact that students were not permitted to sing or play wind instruments. Despite these restrictions, the resiliency and creativity of our teachers and of our students impressed all of the CFIS community. As an example, utilizing technology, an original song written and composed by one of our music teachers was put together virtually, by recording individual students singing and playing instruments alone and then putting the videos together for it to appear as though the song was being performed in a group. Our staff and parent community spoke to how this both inspired and brought joy while they navigated through the pandemic.

In all three divisions of CFIS, mathematics is an area where students have expressed a lower level of satisfaction. As a school, we will need to examine why students appear to be more resistant to math in all three divisions. To that end we will ensure that student self-talk and metacognition around mathematics as well differentiation in mathematics becomes a focus for future professional development.



Alberta Education Measure - Provincial Achievement Tests (PATs) - Acceptable Standard and Standard of Excellence

As noted earlier in this report, Alberta Education's PATs and Diploma Exams were not held in either 2020 or 2021. The chart below shows the percentages of CFIS students who met the Acceptable Standard and the Standard of Excellence in the June 2019 Diploma Exams and in the combined Grade 6 and 9 PATs, along with the previous three-year averages of meeting the standards. A comparison to the provincial averages is also noted.

Measure Category	Measure	CFIS		Alberta	
		Prev Year Result (2019)	Prev 3-Year Average	Prev Year Result (2019)	Prev 3-Year Average
Student Learning Achievement	Grade 6 and 9 PATs (met Acceptable Standard)	98.5	99.3	73.8	73.6
	Grade 6 and 9 PATs (met Standard of Excellence)	50.0	51.7	20.6	20.0
	Diploma Exams (met Acceptable Standard)	97.8	98.6	83.6	83.4
	Diploma Exams (met Standard of Excellence)	57.8	55.3	24.0	23.5

As evidenced above, traditionally, very close to 100 percent of CFIS students meet the acceptable standard in these tests, and an average of 50 percent of CFIS students in these two grades historically achieve the Standard of Excellence.

In light of COVID-19, our assessment procedures differed from a typical year. Students did not write their diploma exams and the decision was made at the school level to not administer final exams. As a result, our school's awarded marks differ slightly from past results due to the direction from our government and are consistent with what other high schools reported as well. The below table shows the average number of CFIS Grade 6 and 9 students who met the Acceptable Standard and the Standard of Excellence in PATs in June 2016 to 2019. The table also provides a comparison to student averages provincially.

Acceptable Standard and Standard of Excellence In Grade 6 and 9 PATs									
		Results (in percentages)							
		June 2016		June 2017		June 2018		June 2019	
		A	E	A	E	A	E	A	E
English Language Arts 6	CFIS	100.0	55.2	100.0	54.7	100.0	66.7	100.0	72.9
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8
French Language Arts 6 année	CFIS	100.0	46.6	100.0	52.0	100.0	49.1	100.0	40.7

	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7
Mathematics 6	CFIS	98.3	20.7	98.7	44.0	100.0	63.2	100.0	45.8
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0
Science 6	CFIS	100.0	39.7	100.0	60.0	100.0	75.4	100.0	59.3
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6
Social Studies 6	CFIS	94.8	24.1	100.0	34.7	100.0	38.6	100.0	37.3
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4
English Language Arts 9	CFIS	94.9	66.7	100.0	64.9	100.0	75.0	100.0	54.3
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7
French Language Arts 9 année	CFIS	92.3	43.6	100.0	32.4	97.9	52.1	97.1	42.9
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3
Mathematics 9	CFIS	94.9	59.0	100.0	70.3	100.0	37.5	91.4	34.3
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0
Science 9	CFIS	92.3	56.4	100.0	59.5	100.0	37.5	97.1	57.1
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4
Social Studies 9	CFIS	92.3	46.2	97.3	37.8	97.9	50.0	94.3	51.4
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6

Notes: "A" = Acceptable Standard; "E" = Standard of Excellence

CFIS's Grade 9 PAT Scores - from 2019 and Previous Three-Year Average

Course	Measure	2019		Prev 3 Year Average	
		N	%	N	%
English Language Arts 9	Acceptable Standard	35	100.0	41	98.3
	Standard of Excellence	35	54.3	41	68.8
French Language Arts 9 année	Acceptable Standard	35	97.1	41	96.7
	Standard of Excellence	35	42.9	41	42.7
Mathematics 9	Acceptable Standard	35	91.4	41	98.3
	Standard of Excellence	35	34.3	41	55.6
Science 9	Acceptable Standard	35	97.1	41	97.4
	Standard of Excellence	35	57.1	41	51.1

**Alberta Education Measure - Diploma Examinations -
Acceptable Standard and Standard of Excellence**

In spite of the pandemic, in the 2020-21 school year, the faculty members in CFIS's Secondary Division keep in regular communication with each student's parents, via email and virtual meetings, regardless of whether the student is experiencing challenges or successes. This contact is purposeful and regular, to give each student every opportunity to stay on track with his or her education.

In light of COVID-19, our assessment procedures differed from typical years. Students did not write diploma exams, and a decision was made at the school level to not administer final exams. As a result, our school's awarded marks differ slightly from past results due to the direction from Alberta Education, and are consistent with what other high schools reported.

Based on report card marks achieved by our Grade 12 graduating class at the end of the 2020-21 school year, the following percentages of students would have met the provincial acceptable standard and standard of excellence:

	FLA 30-1	ELA 30-1	Math
Acceptable Standard (mark of 50% or more)	100%	100%	100%
Standard of Excellence (mark of 80% or more)	83%	83%	91%

CFIS and Province-Wide Diploma Exam Results by Course Percentage Achievement of Acceptable Standard and Standard of Excellence									
		Results (in percentages)							
		June 2016		June 2017		June 2018		June 2019	
		A	E	A	E	A	E	A	E
English Lang Arts 30-1	CFIS	100.0	45.5	100.0	58.8	100.0	66.7	*	*
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3
French Lang Arts 30-1	CFIS	100.0	36.4	100.0	43.8	100.0	21.4	*	*
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1
Mathematics 30-1	CFIS	100.0	85.7	94.4	55.6	100.0	58.3	100.0	80.0

	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1
Social Studies 30-1	CFIS	90.9	27.3	100.0	31.3	100.0	53.3	*	*
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0
Biology 30	CFIS	92.9	50.0	100.0	81.8	*	*	n/a	n/a
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5
Chemistry 30	CFIS	83.3	66.7	93.3	66.7	*	*	100.0	68.8
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5
Physics 30	CFIS	100.0	55.6	100.0	69.2	n/a	n/a	*	*
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5

Notes: "A" = Acceptable Standard; "E" = Standard of Excellence; * indicates fewer than six students wrote the exams

* Six or fewer students wrote this exam

N/A indicates no CFIS students wrote this exam that year

In the summer of 2021, our Grade 12 students received their final grades for their International Baccalaureate (IB) courses. They impressively surpassed our highest expectations. Our four full-IB bilingual diploma candidates (17% of our June 2021 Grade 12 population) scored 37, 38, 39, and 41 points, out of a maximum 45 points. Further, out of a maximum of seven points per IB course, 86% of our students finished with a grade 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.

June 2021 IB Diploma Programme Grades of CFIS Students

English A Literature HL: 90% 5+ (four 6s)
 French B HL: 96% 5+ (six 7s, thirteen 6s)
 Spanish B SL: 100% 5+ (three 7s, one 6)
 History HL: 2 of 3 5+ (two 6s)
 History SL: 100% 5+ (two 6s)
 Biology HL: 2 of 3 5+ (two 6s)
 Biology SL: 4 of 5 5+ (two 6s)
 Chemistry SL: 4 of 5 5+ (three 6s)
 Math A&A Standard-Level: 100% 5+ (two 7s)
 Math A&I SL: two of three scored 5+ (two 5s)

The above are the results from CFIS' second year of offering the IB Diploma Programme to our students. This is the first year CFIS has graduated a cohort of IB diploma students.

Alberta Education Measure - Three-Year and Five-Year High School Completion Rates

CFIS students have traditionally had very high rates of high-school completion in the three-year time frame. The below chart is taken from Alberta Education's spring 2021 Assurance Measure Results.

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
3-year High School Completion	93.7	*	100.0	83.4	80.3	79.6	Very High	Declined	Good
5-year High School Completion	100.0	100.0	94.2	86.2	85.3	84.8	Very High	Maintained	Excellent

The reason for the evaluation rating of “declined” with regard to the Improvement measure is that in most instances, CFIS students complete high school in a three-year time frame. CFIS's previous three-year average for three-year high school completion was 100%. A result of 93.7% is therefore viewed by Alberta Education as a significant decline.

CFIS's five-year high school completion rate for 2020-21 was 100%, with a three-year average of 94.2%. Our expectation is that CFIS students graduate within three years, but extenuating circumstances, such as taking time off to compete at a high level, can occasionally result in a student taking a little longer to graduate.

Alberta Education Measure - Transition Rate

On an annual basis, CFIS's actual transition rate from high school to post-secondary is very close to 100 percent. Each member of the June 2021 graduating class was accepted into the program and university of his or her choice.

The percentage of CFIS students who attend universities outside of Alberta is significantly higher than the provincial average. CFIS provides academic counselling to each senior high student, and offers post-secondary university trips each year, and thus CFIS students are very cognizant of their post-secondary options, given their multilingual abilities.

CFIS's 24 June 2021 Grade 12 graduates were accepted into the universities across Canada. Four went to the University of Ottawa, two went to Carleton, and one each went to Simon Fraser, Western, Concordia, Queens, Waterloo, Victoria, and Toronto. Of those who remained in Alberta, three CFIS students are the U. of A., five are at the U. of C., one is at MRU, one is at Olds College, and one has taken a gap year. Nearly 20% of the June 2021 graduating class

are pursuing a science degree and 30% are taking engineering or commerce. The remainder are obtaining degrees in fields including the fine arts, health, art, and politics.

Alberta Education Measure - 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. This is based on course marks in Grades 10, 11, and/or 12. Students must have completed at least one Grade 12 course. (It should be noted that there are a number of exclusions to the above, none of which apply to any CFIS student.)

The below chart from Alberta Education's spring 2021 Assurance Measures Results shows that in the 2019-20 school year, and indeed in three of the four school years prior to that, 100% of CFIS students were eligible to receive a Rutherford Scholarship. (Because there were only five students in our 2018-19 graduating class, the percentage of eligible students is not provided by Alberta Education, in order to protect the students' identities.)

	Calgary French & Int'l Sch Soc					Measure Evaluation			Alberta				
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2016	2017	2018	2019	2020
Total Gr 12 Students	11	17	14	5	15	n/a	n/a	n/a	59,063	60,127	60,559	58,970	59,357
Percent Eligible for Scholarship	100.0	100.0	100.0	*	100.0	Very High	Maintained	Excellent	62.3	63.4	64.8	66.6	68.0

Alberta Education Measure - Citizenship

The below chart from Alberta Education shows the overall and individual group percentage of teachers, parents and students who are satisfied that a school's students model the characteristics of active citizenship.

	Calgary French & Int'l School										Alberta													
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	535	88.7	549	92.3	546	91.3	580	90.6	546	91.3	n/a	n/a	n/a	209,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	
Parent	125	95.4	132	93.8	141	91.9	146	95.3	94	92.5	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	
Student	354	78.4	358	84.4	346	83.6	399	82.3	389	82.8	n/a	n/a	n/a	235,647	74.4	185,823	73.9	197,090	73.5	193,577	73.8	169,741	74.1	
Teacher	56	92.4	59	98.6	59	98.3	35	94.2	63	98.7	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	

CFIS's previous-year overall result on the citizenship section of the annual Alberta Education surveys was 90.6%. The school's previous three-year-average result was 91.4%. This year's result of 91.3% overall satisfaction is in line with previous years.

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, even during the pandemic. In 2020-21, our teachers were extremely creative and forward-thinking in looking at ways to reinforce the four UNESCO pillars - learning to know, learning to do, learning to be, and learning to live together sustainably. CFIS teachers infused 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" that students explore on their learning journey. These are inquisitiveness, tenacity, courage, compassion, inventiveness, problem-solving, self-awareness, responsibility, appreciation of diversity, commitment to sustainability, communication, and team-working skills.

The below chart shows CFIS parents' satisfaction, by grade level, with how CFIS guides its students to model the characteristics of active citizenship.

	Calgary French & Int'l School										Alberta									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	125	95.4	132	93.8	141	91.9	146	95.3	94	92.5	32,883	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Parent - Grade 4-6	62	97.1	68	93.2	66	90.9	67	94.6	45	96.9	15,044	86.2	16,220	85.3	16,107	85.8	16,659	86.3	13,908	87.2
Parent - Grade 7-9	48	93.3	50	94.4	58	92.4	55	96.4	32	89.4	10,007	81.6	10,979	80.6	10,886	80.3	11,635	81.1	9,839	79.5
Parent - Grade 10-12	15	94.7	14	94.3	17	94.1	24	95.0	17	87.1	7,812	77.1	8,283	76.1	8,254	76.1	8,585	76.7	7,158	72.6

In the Elementary Division, active citizenship is infused into teachers' unit planning. Last year's undertakings included the following:

- Our Grade 3 community focused on humanitarian organizations and humans' responsibility for animals. This initiative greatly impacted the culture in Grade 3, as it gave them a more empathetic view of caring for animals to ensure their quality of life. One assignment to allow students to demonstrate their understanding had them create their own humanitarian organizations. The topic was engaging and resulted in the students thinking more deeply about how the actions of humans affect the quality of life of animals, and how animals are a part of our global community and environment.
- One Grade 5 class decided to recycle one-sided used paper and turn that into sticky notes. They then sold the notes and donated the funds raised to Tree Canada.

- All of CFIS's Grade 5 students also collected items (such as new toothbrushes, toothpaste, deodorant, and other personal hygiene necessities, as well as new and used clothing) to donate to the Mustard Seed organization as a philanthropic initiative. The students were beyond excited to work on this project to help those in need.
- One of our Grade 4 classes organized a student-led bottle-and-can recycling project. They placed a special bin in each of our Grades 1 to 6 homerooms, recycled the items at a bottle depot, and then donated the proceeds to an environmental cause.
- In October and November 2020, our Grade 6 students collected and then donated new and gently used winter coats, jackets and other outdoor wear to Calgary's "Jacket Racket" project. organization.

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, in a variety of ways. The student council members surveyed their classmates about themes they would like to see at spirit days, and then provided input on these themes to the pedagogical leadership team, and helped design and implement the associated activities. They also reflected on humanitarian, environmental, and human rights situations, and implemented initiatives to address these issues. Examples included World Child Day, Earth Day, World Hello Day, and Black History Month.

In the secondary division, our "House" program is committed to building a proud, healthy, and enduring community of principled, happy students. It does so by encouraging positive relationships, recognizing students' successes, and promoting the development of the whole student. Examples of initiatives that included active citizenship were:

- Students in Grade 9 and 10 worked on a proposal to recommend environmental improvements to the City of Calgary, as part of a "caring for watersheds" project.
- In December 2020, students in Grades 7 to 12 and their families were invited to participate in our annual Service Day. They raised donations, made lunches for the drop-in centre, and hand-crafted cards for seniors.
- Students in Grades 7 to 12 participated in an Earth Day event, with guest speakers and open discussions around the environment and sustainability.
- In June 2021, our Grade 7 and 8 students were fortunate to take part in a week of virtual learning with the Mustard Seed School. The students were engaged in hands-on learning about poverty, homelessness, and other social issues, which challenged them to consider their own individual and collective roles in engaging in community.
- In February 2021, the secondary division welcomed two guest speakers to share their stories of diversity and to lead students through reflective activities on racism and acceptance.
- All secondary students participated in Global Education Week in June.

- Student members of CFIS's Round Square committee led Global Round Square discussions on the subjects of youth standing up to racism and learning about human rights abuses through history.

In the days after the February 2021 break week, leading up to Pink Shirt Day, Grade 6 leadership students prepared video or photo "*messages du jour*" for elementary teachers to share with students each morning. This initiative brought awareness and attention to the concepts of friendship and lifting each other up, all of which led up to Pink Shirt Day on February 24, when our learning commons team shared stories and facilitated conversations around friendship, acceptance, and diversity, followed by a virtual school assembly and classroom pledges.



Alberta Education Assurance Domain: Teaching and Leading

Alberta Education Measure – Education Quality

The below chart shows CFIS's results from Alberta Education's spring 2021 assurance measures survey, on 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 last year was no exception.

	Calgary French & Int'l School										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	535	93.5	549	96.1	546	95.2	580	94.6	544	94.4	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	125	93.2	132	97.6	141	95.4	146	96.0	94	94.3	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	354	91.2	358	93.0	346	91.6	399	93.2	387	90.3	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	56	96.1	59	97.7	59	98.6	35	94.7	63	98.7	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

As noted above, CFIS's overall results in this Alberta Education theme remain consistently high. Looking forward, in the 2021-22 school year, our elementary division will be applying for candidacy as an International Baccalaureate (IB) Primary Years Programme (PYP) school.

We are pleased to see an improvement in the level of satisfaction around education technology in the elementary division. Our elementary integrator of technology worked alongside the Elementary faculty in the development and infusion of technology to leverage learning and teaching. Through transdisciplinary projects and a team-teaching approach, the elementary educational technology integrator supported teachers and students to deepen their technological skill sets by providing students with more student-centered opportunities for STEAM (Science, Technology, Engineering, Arts, and Math). The somewhat lower results in junior and senior high confirm the need for CFIS teachers and administrators to re-examine the integration of educational technology and STEAM projects at the secondary level.

Our secondary music and drama departments both did an incredible job of ensuring that students were able to continue to develop their skills in both of these areas while also navigating the COVID-19 restrictions that were in place over the entire year. We are extremely proud that our school was able to produce a virtual musical theatre performance as well as a number of virtual band performances.

CFIS consistently receives very positive ratings from parents and teachers alike with regard to their satisfaction with the quality of basic education. The below charts are taken from Alberta Education's spring 2021 survey.

	Calgary French & Int'l School										Alberta									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	125	93.2	132	97.6	141	95.4	146	96.0	94	94.3	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Parent - Grade 4-6	62	94.8	68	97.0	66	92.9	67	95.8	45	95.9	15,053	87.2	16,226	87.0	16,113	87.6	16,667	88.1	13,941	88.8
Parent - Grade 7-9	48	90.6	50	98.0	58	97.1	55	95.1	32	90.1	10,010	86.1	10,985	85.9	10,892	85.8	11,640	86.3	9,886	85.5
Parent - Grade 10-12	15	95.6	14	98.8	17	99.0	24	98.6	17	98.0	7,817	85.2	8,288	84.2	8,257	84.9	8,588	84.7	7,197	84.1

	Calgary French & Int'l School										Alberta									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher - All	56	96.1	59	97.7	59	98.6	35	94.7	63	98.7	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7
Teacher - Grade 4-6	10	96.6	37	97.3	36	99.1	31	94.1	7	95.2	4,967	97.0	5,279	96.7	5,373	97.0	5,320	97.3	4,537	96.8
Teacher - Grade 7-9	15	100.0	7	100.0	13	98.7	n/a	n/a	12	98.6	6,543	94.8	6,748	95.1	6,956	95.2	7,084	95.5	5,742	94.9
Teacher - Grade 10-12	7	100.0	6	100.0	9	94.4	n/a	n/a	10	100.0	6,781	93.8	6,894	93.8	7,072	94.4	7,260	94.6	5,896	93.4

Parent questions on the survey included the following questions:

- Your child clearly understands what they are expected to learn at school.
- Your child finds school work challenging.
- Your child finds school work interesting.
- Your child is learning what they need to know.
- How satisfied or dissatisfied are you with the quality of education your child is receiving at school?

Questions for CFIS teachers were phrased similarly to the above parent questions.

Parents, teachers and students were also surveyed by Alberta Education on their opinions regarding whether CFIS has improved or stayed the same in the past three years. The charts below are taken from the spring 2021 survey results.

	Calgary French & Int'l School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Parent - All	123	87.8	130	94.6	140	92.9	145	93.1	89	93.3
Parent - Grade 4-6	62	90.3	67	92.5	65	87.7	67	94.0	43	93.0
Parent - Grade 7-9	46	82.6	49	95.9	58	96.6	54	92.6	30	90.0
Parent - Grade 10-12	15	93.3	14	100.0	17	100.0	24	91.7	16	100.0

	Calgary French & Int'l School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Teacher - All	55	83.6	59	81.4	59	93.2	35	77.1	60	81.7
Teacher - Grade 4-6	10	70.0	37	83.8	36	97.2	31	77.4	7	85.7
Teacher - Grade 7-9	15	86.7	7	71.4	13	92.3	n/a	n/a	11	90.9
Teacher - Grade 10-12	7	85.7	6	66.7	9	88.9	n/a	n/a	9	66.7

In the 2020-21 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 last year. (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 a piece that both guides conversations and supports our school's commitment to continuous growth and improvement.

All teachers can expect regular classroom visits by their curriculum coordinators, coaches, learning strategists and administrators. The purpose of these visits are to engage in rich conversations and provide teachers with feedback and opportunities for reflection of what teaching, learning and assessment looks like in their classrooms. Classroom walkthroughs serve as "formative assessment" for teachers. They are a means for teachers to receive feedback on aspects of a lesson and also a means of starting a conversation.

A formal observation is a more thorough observation conducted by an assistant principal or principal. Teachers on continuous contracts may expect a minimum of one formal observation by either the principal or the assistant principal. Teachers on temporary or probationary contracts can expect a minimum of two formal observations by the divisional principal.

CFIS Teachers are evaluated according to the [Alberta Teaching Quality Standard](#) and expectations associated with our CFIS mission and vision. A copy of our school's annual performance evaluation can be found at:

https://docs.google.com/document/d/17R-mPKIMSiDE_9vg4DGu0uNpNiU4CbKWhZ9VYoPb_8o/edit?usp=sharing

All faculty will receive an annual performance appraisal. The appraisal will be a summary of evidence gathered during walk through visits and ongoing conversations, as well as formal observations. Final appraisals will be reviewed with the teacher and will be signed by the teacher, the principal, and the Head of School.

**Teaching and Leading on the
Subject of First Nations, Métis and Inuit Peoples**

While we do not currently have any First Nations, Métis or Inuit students at CFIS, Administration and the pedagogical leadership team are committed to supporting teachers in implementing recommendations from the Truth and Reconciliation Commission and

meeting requirements specified in the Teaching Quality Standards (TQS) and Leadership Quality Standards (LQS). Our library department team members continue to add resources to our two libraries, and teachers are purposeful in their planning to include opportunities for authentic links to occur on an ongoing basis. In February of 2021, a diversity committee was established at the school, and included 15 members by June 2021. Their mandate is twofold:

1. To ensure that CFIS programming recognizes and celebrates our diverse student and staff population; and
2. To begin 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.

One of the committee's subcommittees started the development of a scope/sequence learning continuum on our programming and commitment to First Nations, Métis and Inuit subjects in 2021-22. This will allow us to reflect on our programming as a school and continue to build on our commitment to reconciliation.

CFIS faculty, staff and students recognized Orange Shirt Day on September 30, 2020. This was an opportunity for our community to promote awareness of the history of Aboriginal residential schools in Canada. Our students gained this knowledge and understanding through the storytelling concept. In classes from preschool through to Grade 6, teachers shared developmentally appropriate literature with students on First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. All students participated in a reflection activity where they expressed themselves through a medium of their choice.



On a related note, our Grade 2 students prepared a keynote presentation on what they had learned in Social Studies about the Inuit peoples. They also completed a soapstone carving project in Art class, and learned about inukshuks. They also learned about the Blackfoot tribe and how they were the first to live in what is now known as Calgary. Teachers used transdisciplinary units and encouraged innovation and inquiry. Students also took part in a water walk, to raise awareness that water is not readily available everywhere in the world. They read the book *“La princesse de l'eau claire”* and learned that even in Canada, there are areas where people do not have access to clean water at home.

On November 27, 2020, our Grade 5 students recognized and celebrated Indigenous Day as a culmination of their transdisciplinary unit on traditional games of the First Nations, Métis and Inuit peoples. This unit of study places a focus on introducing students to First Nations, Métis and Inuit culture and heritage by learning the skills necessary to understand and live in an inclusive society. This approach fostered relationships that welcomed, nurtured, and honoured individual students' stories and cultures. It further supports the weaving of culture and curriculum to enhance the learning for all students.

In the secondary division, Mr. Walter Whitebear MacDonald was invited to meet with our Grade 7 students. Mr. Whitebear MacDonald is a Cree singer-songwriter, educator, and motivational speaker. He has been performing acoustic and flute music for many years. His music is a reflection of his personal journey as a First Nations person in Canada.

Dr. J. Niedhardt and his wife Dr. M. Roessell presented to our secondary students on subjects including indigenous art, and the impact of climate change on indigenous lands.



Alberta Education Assurance Domain: Learning Supports

The assurance measure of Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) was introduced by Alberta Education in its March 2021 survey, and thus there aren't any results prior to 2021. CFIS's results compared to provincial results are shown below.

	Calgary French & Int'l School										Alberta									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	546	92.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94	95.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	389	86.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63	96.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Parent questions on this aspect of learning included the following:

- Students at your child's school care about each other.
- Students at your child's school respect each other.
- Students treat each other well at your child's school.
- Teachers care about your child.
- Your child is safe at school.
- Your child is safe on the way to and from school.
- Your child is treated fairly by adults at school.
- Your child's school is a welcoming place to be.

The questions asked of teachers were phrased in a similar manner. Student questions were posed in an age-appropriate fashion.

We are very pleased to see such high results in this category of the assurance survey during a year of learning through a pandemic. Despite not being able to allow parents into the building, we were told by parents that the warmth and caring nature of our school still shone through. The fact that students and teachers felt safe at CFIS during a pandemic is a testament to the procedures and practices that we had in place to address the risks associated with COVID-19.

The pedagogical team's overarching goal for the 2020-21 school year was to foster, promote and prioritize health and well-being for all members of the community. It was recognized that 2020-21 was an exceptional and highly unusual year. Educators were provided time on professional development days to be proactive and prepared for possible changes to the instructional platform. Specific strategies were implemented over the course of the year

where we would intentionally address the social and emotional wellness of our staff and our students. Some examples include:

- Wellness sessions offered by our consulting psychologist for both high school students and staff.
- An assessment policy review committee composed of student and teacher representatives.
- Professional development time allotted for both personal and team wellness.
- Reduced hours (9 a.m. to 3 p.m.) on professional development days.
- Administration and follow-up of student surveys during remote learning.
- A modified student schedule during remote learning.

	Calgary French & Int'l School																Alberta									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	546	92.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6			
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94	94.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9			
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	389	87.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2			
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63	95.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7			

The above chart shows teacher, parent and student agreement with the question of whether students at CFIS have access to the appropriate supports and services. Over the past five years, learning supports at CFIS have been significantly increased. The school's Student Learning & Well-Being department is led by a Coordinator of Student Learning and Well-Being, and includes an elementary division learning strategist, a secondary division learning strategist, and a contracted psychologist who provides his services for four days per month. As well, our ECE division has an early learning and development coach, and the elementary division has a primary years literacy coach, two part-time numeracy coaches, and a part-time English Language Arts (ELA) literacy coach.

Over the course of the 2020-21 school year, students in ECE were provided with small-group targeted intervention. In the elementary division, 39% of our students benefited from either additional targeted support or enrichment in Mathematics, and 15% of students benefited from small-group literacy support. This team approach allows teachers to have the opportunity to discuss strategies, and also gives them tools to continue to support their students when the coach is not in the classroom. In 2020-21, an additional 0.2 FTE employee was added, to provide our Master ELA teacher with time to give our Grade 3 students targeted and small-group instruction.

A three-year overarching pedagogical goal for CFIS is to continue to explore and implement strategies to enhance our repertoire of teaching and learning strategies, while at the same time removing barriers to learning. In the elementary division, members of the Student Learning & Well-Being department used professional development time to further develop teacher understanding of the "response to intervention" (RTI) model. Grade-level teams were led through discussions where strategies and intervention strategies were shared and

where they then reported back on student progress. In the secondary division, the Student Learning and Well-Being team worked with subject departments to develop their understanding of the “universal design for learning” (UDL) concept, and assisted those faculty members with ensuring that all students had access to and took part in meaningful and challenging opportunities.

In the secondary division, advisory periods were built into student schedules when they went into periods of remote learning in 2020. The success of this tool was then used more consistently as monthly check-ins over the course of the school year. As a result, the gathering of this information has led the administrative team to make changes to homework expectations, number of assessments, and the need for outdoor recesses in Grade 7.

Nearly 90% of CFIS parents who responded to the Alberta Education survey agreed or strongly agreed that their child can get help at CFIS with problems that are not related to school work. This is not consistent with the responses of our 150 Grade 7-9 students, with only 74% who agreed or strongly agreed, and 77% of the 61 Grade 10-12 student respondents who agreed or strongly agreed. We will need to address this discrepancy and review our current structure and practices to determine how to better address what our students are sharing. CFIS will be exploring changes in the House program content in Grades 9 to 12.

Another aspect of learning supports is parent, teacher, and student perception of whether students have access to the appropriate supports and services at school.

	Calgary French & Int'l School										Alberta									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	546	92.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94	94.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	389	87.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63	95.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Parents and teachers alike were pleased with CFIS’s support in this aspect of learning, but students were less so. The charts below show students’ responses by grade-level groupings.

Student - 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
Is it easy to get help with school work at your school if you need it	2021	173	87	5	9	87
When you need it, are teachers at your school available to help you	2021	172	95	0	5	95

Student - 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
It is easy to get help with school work at my school if I need it	2021	152	46	46	3	0	5	92
When I need it, teachers at my school are available to help me	2021	152	40	49	4	1	5	89

Student - 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
It is easy to get help with school work at my school if I need it	2021	62	66	29	5	0	0	95
When I need it, teachers at my school are available to help me	2021	62	55	42	3	0	0	97

The lower results for students in junior and senior high with regard to not feeling supported for issues unrelated to school work confirms the need for CFIS to re-examine our supports and structure in the social-emotional domain. At present, we have one social-emotional learning strategit for all students from Grade 1 to 12.



Alberta Education Assurance Domain: Governance

At CFIS, we believe that a strong focus on ongoing improvement in all aspects of our school is essential to ensure a rich and dynamic learning environment for students as well as a professionally rewarding workplace for faculty and staff. Continuous improvement is elemental to and woven into the fabric of CFIS.

In 2020-21, the pedagogical leadership team continued to explore the possibilities associated with the International Baccalaureate way of teaching, known as “Approaches to Teaching and Learning (ATL)”, to be eventually implemented in all grades from preschool through to Grade 12.

Alberta Education Measure - Parental Involvement

The below chart 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.

	Calgary French & Int'l School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	181	82.6	190	89.2	199	85.9	180	85.6	156	87.2
Parent	125	80.2	131	84.2	140	81.6	145	86.2	94	82.6
Teacher	56	85.0	59	94.2	59	90.1	35	85.0	62	91.7

The previous year’s overall result was 85.6%, and the previous three-year-average result was 86.9%.

The chart below further breaks down parent satisfaction with parental involvement over the past five years, by grade level. Somewhat lower results from the spring 2021 survey as compared to the January 2020 survey could be related to the ongoing pandemic.

	Calgary French & Int'l School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Parent - All	125	80.2	131	84.2	140	81.6	145	86.2	94	82.6
Parent - Grade 4-6	62	78.4	67	84.1	65	79.7	67	83.0	45	83.9
Parent - Grade 7-9	48	82.0	50	85.1	58	81.1	54	88.9	32	81.0
Parent - Grade 10-12	15	82.4	14	81.4	17	90.6	24	89.1	17	82.1

Alberta Education Measure - Summary of Financial Results

The number of students in the 2020-21 school year decreased by 28 students from the previous school year. Financial results were impacted by the COVID-19 pandemic, including additional government funding and six-month lease payment deferral, offset by the closure of cafeteria services, no rental revenues, an increase in bussing costs, an increase in bursaries awarded, additional technology costs to support remote operations, and an increase in staff costs to support COVID-19 protocols.

Fundraising efforts were focused on funding bridging bursaries and student enhancements.

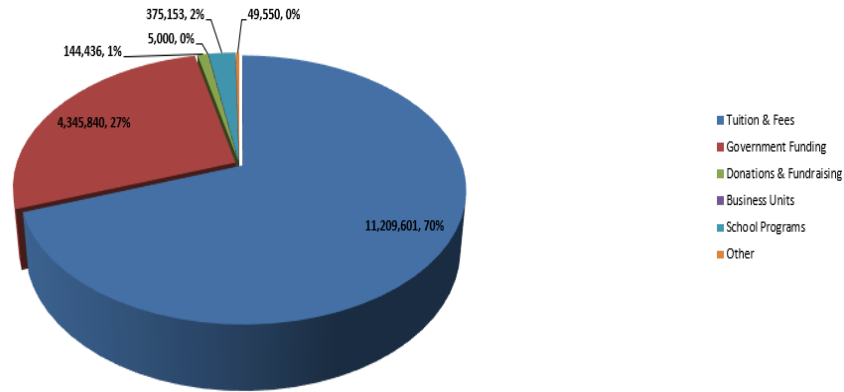
Copies of the school's audited financial statements are available from Julie Thomson, Director of Finance, by emailing jthomson@cfis.com or by calling (403) 240-1500 (ext. 134).

CFIS's Revenue and Expenses

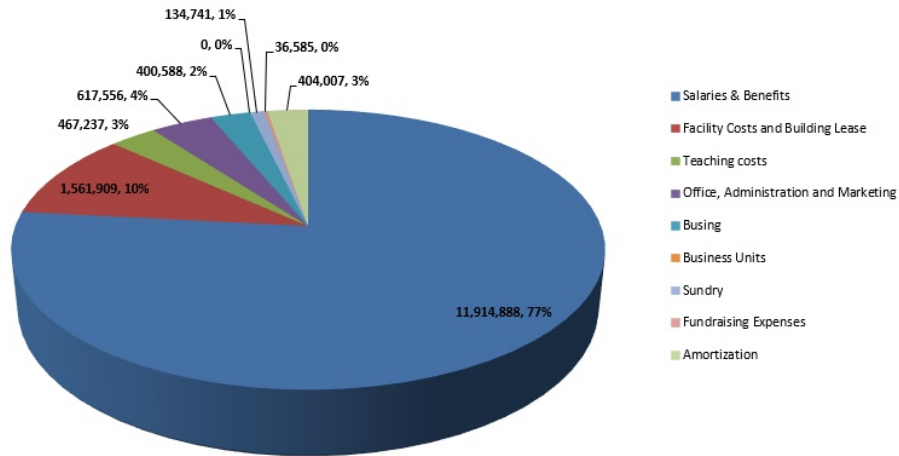
As at August 31, 2021

<u>Revenue</u>		
Tuition & Fees	11,209,601	69%
Government Funding	4,345,840	27%
Business Units	5,000	0%
School Programs	375,153	2%
Donations & Fundraising	144,436	1%
Other	49,550	0%
	16,129,580	100%
<u>Expenses</u>		
Salaries & Benefits	11,914,888	77%
Office and Administration	402,722	3%
Bursaries	129,196	1%
Facility Costs and Building Lease	1,496,944	10%
Sundry	134,741	1%
Business Units	0	0%
Advertising and Promotion	88,324	1%
Computer Services	126,510	1%
Health and Safety	64,965	0%
Amortization of Capital Assets	404,007	3%
Busing	400,588	3%
Teaching supplies, fieldtrips, and development	338,041	2%
Fundraising Expenses	36,585	0%
	15,537,511	100%
<u>Capital Purchases</u>		
Furniture, Fixtures & Equipment	27,805	9%
Computer Equipment	175,142	57%
Leasehold Improvements	103,793	34%
	306,740	100%

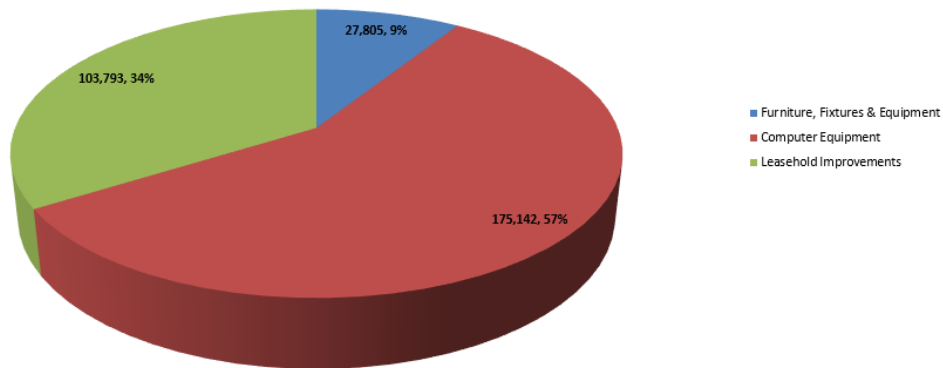
CFIS's Revenues (2020-21)



CFIS's Expenditures (2020-21)



CFIS's Capital Purchases (2020-21)



CFIS 2020-21 Budget Revenue and Expenses

Revenue

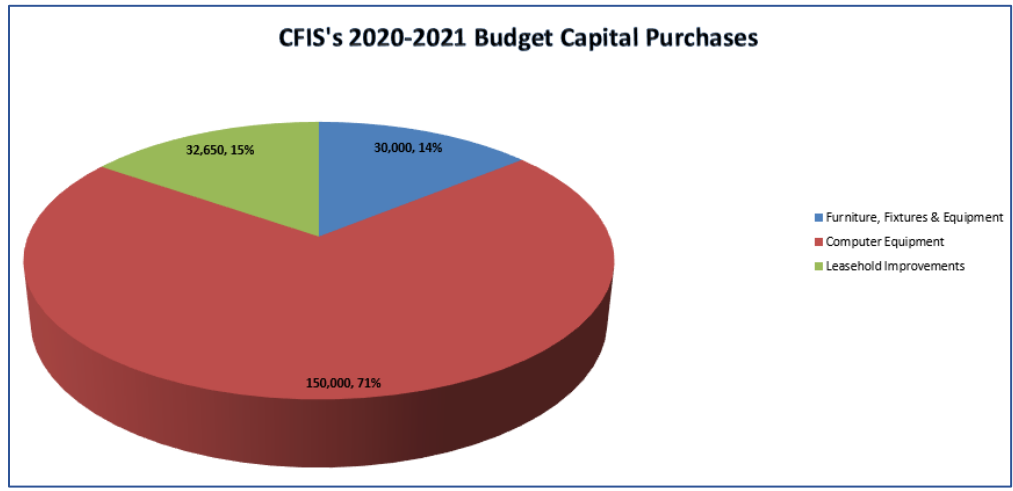
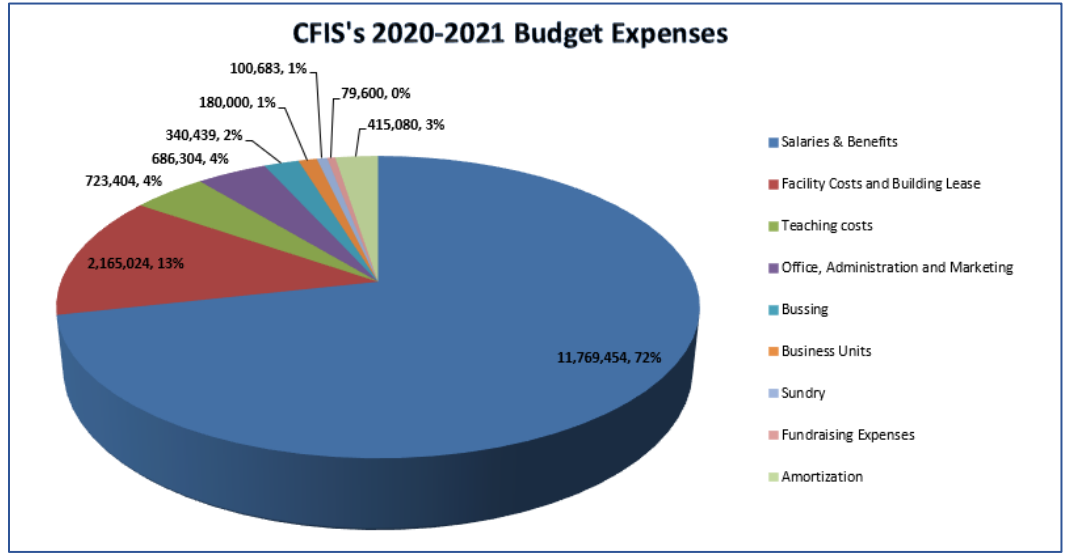
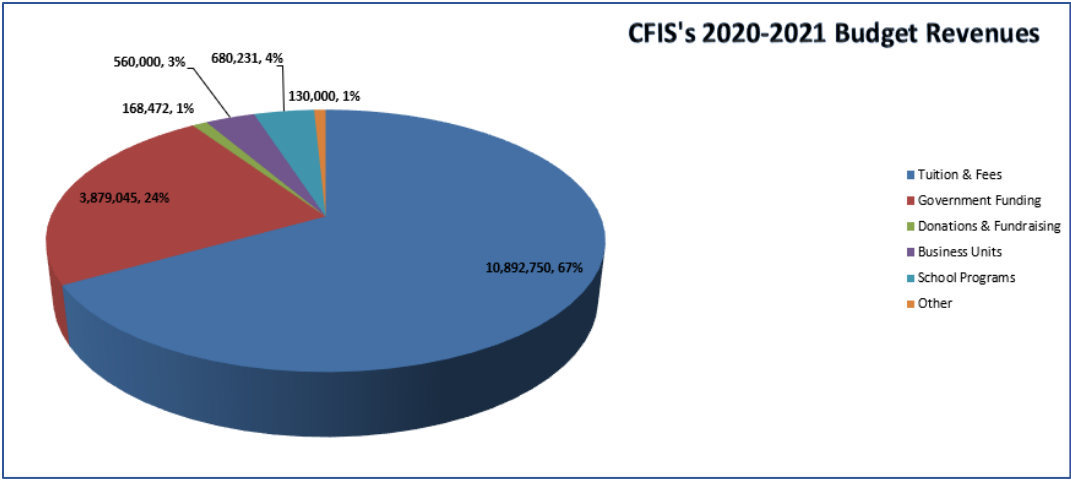
Tuition & Fees	10,892,750	67%
Government Funding	3,879,045	24%
Business Units	560,000	3%
School Programs	680,031	4%
Donations & Fundraising	168,472	1%
Other	130,000	1%
	16,310,298	100%

Expenses

Salaries & Benefits	11,769,454	72%
Office and Administration	517,804	3%
Bursaries	90,000	1%
Facility Costs and Building Lease	2,148,554	13%
Sundry	100,683	1%
Business Units	180,000	1%
Advertising and Promotion	78,500	0%
Computer Supplies	90,000	1%
Health and Safety	16,470	0%
Amortization of Capital Assets	415,080	3%
Busing	340,439	2%
Teaching supplies, fieldtrips, and development	633,404	4%
Fundraising Expenses	79,600	0%
	16,459,988	100%

Capital Purchases

Furniture, Fixtures & Equipment	30,000	14%
Computer Equipment	150,000	71%
Leasehold Improvements	32,650	15%
	212,650	100%



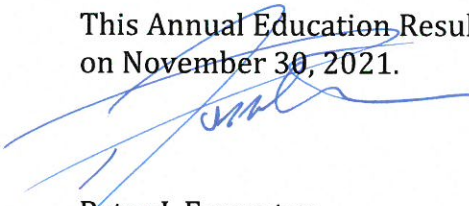
Alberta Education Assurance Domain: **Local & Societal Context**

In the 2020-21 school year, CFIS had a student body of 774 students, from preschool through to Grade 12. The parents of CFIS students are dedicated, community-minded, and very involved in their children's education. In a normal year, CFIS parents are very present at the school, volunteering countless hours helping with monthly pizza lunches, taking part in field trips, coordinating the school's annual musical, and fundraising. Due to the pandemic, the most significant volunteer event at CFIS last year came in the form of service to the two Boards associated with the school. However, because of the pandemic, parents and volunteers were unable to enter the school to contribute in their myriad usual ways. We look forward to the day when this can once again occur.

Accountability Statement

The Annual Education Results Report for the Calgary French & International School Society (CFIS) for the 2020-21 school year was prepared under the direction of the CFIS Society's Board of Directors, 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 2020-21 was approved by the CFIS Society Board on November 30, 2021.



Peter J. Forrester
Board Chair
CFIS Society

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 2020-21 school year.

Link to CFIS's 2020-21 AERR

CFIS's 2020-21 Annual Education Results Report (AERR) can be found at the below weblink:

<https://www.cfis.com/policies123>