

# public agenda

## Regular Meeting of the Board of Trustees

January 27, 2026  
11:00 a.m.

Multipurpose Room,  
Education Centre  
1221 8 Street SW,  
Calgary, AB

### R-1: Mission

Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

**Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda, as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.**

Time	Topic	Who	Policy Ref	Attachment
11:00a.m.	1   Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2   Consideration/Approval of Agenda	Board	GC-2	
	3   Awards and Recognitions		GC-3	
	4   Results Focus			
	4.1 Results 2: Academic Success – Annual Monitoring	J. Pitman	R-2	Page 4-1
	5   Operational Expectations			
	6   Public Comment [ <a href="#">PDF</a> ]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures.			
	7   Matters Reserved for Board Information		GC-3	
	8   Matters Reserved for Board Decision	Board	GC-2	
	9   Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 OE-4: Treatment of Employees – Annual Monitoring		OE-4	Page 9-1

*(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-4: Treatment of Employees.)*

9.1.2 OE-8: Communicating and Engaging With the Public – Annual Monitoring

*(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-8: Communicating and Engaging With the Public.)*

9.1.3 Board Meeting Minutes

- November 25, 2025 Regular Meeting
- December 9, 2025 Special Meeting
- December 16, 2025 Regular Meeting

*(THAT the Board of Trustees approves the Minutes of the Regular Meetings held November 25, 2025 and December 16, 2025 and the Special Meeting held December 9, 2025, as submitted.)*

9.2 Items Provided for Board Information

9.2.1 2025-2026 First Quarter Budget Variance Report

Private Session

Termination of Meeting

Debrief

Board

OE-8

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OE-5

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GC-2.3

Notice |

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Media may also attend these meetings.  
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Office of the Corporate Secretary at [corpsec@cbe.ab.ca](mailto:corpsec@cbe.ab.ca).



# Results 2: Academic Success

Monitoring report for the school year 2024-25



Calgary Board  
of Education

Date	January 13, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dr. Michael Nelson, Superintendent School Improvement Dr. Jennifer Turner, Superintendent School Improvement
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-4: Authority of the Chief Superintendent B/CSR-5: Chief Superintendent Accountability  Results R-2 Academic Success  Operational Expectations OE-3: Instructional Program OE-7: Communication With and Support for the Board
Resource Person(s)	Michael Craig, Education Director, Research and Strategy

## CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 2: Academic Success, the Chief Superintendent certifies that the information in this report is accurate and complete, and that the organization is:

- ☒ making reasonable progress toward achieving the desired results.
- ☐ making reasonable progress with exception(s) (as noted).
- ☐ not making reasonable progress.

Signed: 

Date: January 13, 2026

Joanne Pitman, Chief Superintendent

## BOARD OF TRUSTEES ACTION

With respect to Results 2: Academic Success, the Board of Trustees finds the organization:

- ☐ to be making reasonable progress.
- ☐ to be making reasonable progress with exception (as noted in motion).
- ☐ not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Chair, Board of Trustees

# Executive Summary

## Analysis |

The data indicated across the four cohorts:

- **All Students** cohort exceeded provincial results for three-, four-, and five-year high school completion rates, with **Students who Self-Identify as Indigenous** and **Students with Identified Special Education Needs** cohorts also showing strong gains.
- Division 4 students posted higher report card means in core subjects compared to previous years, and more than 80 per cent earned a final mark of 65 per cent or higher in English Language Arts 10-1 and 20-1.
- Nearly half of students achieved the Standard of Excellence in Mathematics 30-1, with statistically significant improvements in diploma exam results compared to prior three-year averages.
- Science results were a highlight, with **All Students** achieving a “Very High” Achievement Measure in Science 9 and Indigenous students showing notable improvement at the Acceptable Standard.
- **Students who Self-Identify as Indigenous** demonstrated year-over-year improvements in high school completion rates and achieved diploma exam results above provincial averages in English Language Arts and Mathematics.
- **English as an Additional Language Learners** demonstrated year-over-year improvements in science diploma exams and outperformed provincial counterparts in most subjects.
- **Students with Identified Special Education Needs** outperformed provincial results across Grade 9 PAT and diploma exams and achieved “High” or “Very High” measures in science courses.
- Average scores in Mathematics and English Language Arts require improvement for **English as an Additional Language Learners** and Division 1 students, along with raising the percentage of students achieving 65 per cent or higher in dash 2, 3, and 4 courses.
- Writing continues to have lower results when compared to reading in English Language Arts stems, particularly in Division 1, and significantly lower percentages of students are meeting the Acceptable Standard in Mathematics 9 across most cohorts.
- Five-year completion rates have decreased across most cohorts, and gaps between CBE and provincial academic results for **English as an Additional Language Learners** and **Students who Self-Identify as Indigenous** persist.

## Context | New curriculum and provincial assessments and continued significant enrolment levels

The 2024–25 school year continued Alberta’s multi-year rollout of new curriculum across Kindergarten to Grade 6. Mandatory implementation began in 2022–23 for Kindergarten to Grade 3 in English Language Arts & Literature, Mathematics, and Physical Education & Wellness. In 2023–24, these same subjects became mandatory for Grades 4–6 and new curricula for Science and French Immersion Language Arts & Literature were introduced for Kindergarten to Grade 3. For 2024–25, Science and French Immersion Language Arts & Literature were mandatory for Grades 4–6.

Alongside curriculum changes, Alberta Education introduced new Grade 6 Provincial Achievement Tests (PATs) for Mathematics and English Language Arts and Literature during 2024–25. These new assessments and alignment of school-based reporting with new curriculum, make year-over-year comparisons difficult for both PAT results and report card achievement.

It is also important to note that historically, PAT achievement in Mathematics has been lower than in English Language Arts. This gap may reflect foundational skill challenges that emerged during the curriculum transition years and lingering effects of COVID-19 learning disruptions that may have further amplified these gaps.

Adding to these challenges, schools continued to face significant levels of enrollment last year, creating pressures on classroom capacity, staffing, and resources. These factors may have limited opportunities for targeted interventions and individualized support during this critical period of curriculum and assessment change.

Despite these challenges, a variety of assessment data continues to be used to identify student needs and gaps. As in all schools, as teachers delve deeper into the data, they consistently identify and work to address areas in need of improvement. This also remains true for leaders when working with system-wide data.

For more information, refer to [Appendix I School Data Sources](#)

On September 23, 2025, the Board of Trustees approved amendments for Results 2: Academic Success Reasonable Interpretations and Indicators. This report is based on the previously approved Reasonable Interpretations and Indicators which are shared in this report. The monitoring report presented next year, will include a new reporting structure for Results 2: Academic Success Monitoring Report based on the new approved Reasonable Interpretations and Indicators for the 2025-2026 school year results.

## Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

The ongoing high rate of enrolment growth in the 2023-24 school year, corresponding increases in classroom complexity, impact of the introduction and ongoing implementation of new curriculums at the Division 1 and 2 levels, and the impact of the continued integration of outcomes-based assessment practices for Division 4 students may have had significant implications on report card data. As a result, significant caution was advised when interpreting data trends year-over year.

It is for these reasons no targets were set for 2024-25 in this report.

## Glossary of Terms |

- **Alberta Education Assurance Measures (AEAM) Results Report (formerly Accountability Pillar Results Report):** This is the system for school authorities to consistently measure success and progress using a broad spectrum of measures. Reporting results allows Albertans to see how their school authority is performing and ensures that the entire education system is open and accountable.
- **All Students:** the complete set of students included in the data set for a specific indicator.
- **Board:** Board of Trustees.
- **Division:** group of grades.
  - Division 1 is comprised of grades 1, 2, 3.
  - Division 2 is comprised of grades 4, 5, 6.
  - Division 3 is comprised of grades 7, 8, 9.
  - Division 4 is comprised of grades 10, 11, 12.
- **English Language Arts:** A new English Language Arts and Literature (ELAL) curriculum for Division 1 students was implemented for the 2022-2023 school year and expanded to include implementation for Division 2 students in the 2023-24 school year. Division 3 and 4 students continued studying the English Language Arts Program of Studies. For the purposes of this report, both the ELAL curriculum and ELA program of study are referred to as English Language Arts as this is the language in the currently approved monitoring indicators.
- **English as an Additional Language Learner:** This group includes only those students who have been assessed as needing English language learning support and assigned the corresponding Alberta Education code. In the 2023-24 school year, Alberta Education formally changed their terminology for both English Language Learner and English as a Second Language to the more inclusive term English as an Additional Language.
- **French Language Arts:** A new French Immersion Language Arts and Literature (FILAL) curriculum for Division 1 students was implemented for the 2022-2023 school year and expanded to include implementation for Division 2 students in the 2023-24 school year. All other students continued studying the French Language Arts Program of Studies. For the purposes of this report, both the FILAL curriculum and FLA program of study are referred to as French Language Arts as this is the language in the currently approved monitoring indicators.
- **Mean:** the sum of the values in a set of numbers divided by the number of values in the set.
- **Measure Evaluations:**

- Achievement Measure Evaluation – this is an Alberta Education Assurance Measures (AEAM) Results Report evaluation, which consists of comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school authorities and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The categories for achievement are *Very High, High, Intermediate, Low* and *Very Low*.
- Improvement Measure Evaluation – this is an Alberta Education Assurance Measures (AEAM) Results Report evaluation which consists of comparing the Current Year result with the Previous 3-year Average. A Chi-Squared statistical test is used to determine the significance of the improvement. The categories for improvement and the Chi-Squared range for each category are as follows:
  - *Improved Significantly*, Chi-Squared result  $\geq 3.84$  (current result > previous 3-year average).
  - *Improved*,  $1.00 \leq \text{Chi-Squared result} < 3.84$  (current result > previous 3-year average).
  - *Maintained*, Chi-Squared result  $< 1.00$
  - *Declined*,  $1.00 \leq \text{Chi-Squared result} < 3.84$  (current result < previous 3-year average).
  - *Declined Significantly*, Chi-Squared result  $\geq 3.84$  (current result < previous 3-year average).
- Overall Measure Evaluation – this is an Alberta Education Assurance Measures (AEAM) Results Report evaluation that combines the Achievement Evaluation and the Improvement Evaluation. The categories for overall evaluation are *Excellent, Good, Acceptable, Issue* and *Concern*.
- Prov: Province.
- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.
- Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. In the following report, only students who have been identified are included in the data for "Students who Self-Identify as Indigenous".
- Students with Identified Special Education Needs: This group includes only those students who have been assessed and identified with a special education need then assigned the corresponding Alberta Education special education code, except for those identified as gifted and talented. There is one exception to the latter and that is, when a student is double coded where one of the codes is gifted and talented. In this case, the student is included.



## Policy |

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

## Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.

The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student strengths, needs, values, interests, backgrounds and circumstances.

As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, create, connect and communicate meaning through language, images and written text.

As a broad term, the Chief Superintendent interprets *literate* to mean the ability to use the vocabulary of a particular field of knowledge, to read and understand the texts of that field and to communicate within its ways of thinking.

The Chief Superintendent interprets *numerate* to mean the ability to acquire, create, connect and communicate meaning through mathematical terms, symbols and ways of thinking.

The Chief Superintendent interprets *integrate and apply* to mean that students can use their understandings within and across their studies to solve problems and achieve their goals.

The Chief Superintendent interprets *knowledge, skills and attitudes* to mean the learning outcomes within Alberta Education's authorized programs of study.

The Chief Superintendent interprets *competencies* to mean the attitudes, skills and knowledge that cross specific subject areas and are key to students' personal fulfilment, active citizenship and employability.

The Chief Superintendent interprets *academic disciplines* to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below.

The Chief Superintendent interprets *Fine and Performing Arts* to include Art, Dance, Drama and Music.

The Chief Superintendent interprets *Languages* to mean those programs of study taught in the Calgary Board of Education as both second language/language and culture courses and as immersion/bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.



**Students will:**

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- Career & Technology Foundations/Studies
- English Language Arts
- Fine and Performing Arts
- French Language Arts
- Languages
- Mathematics
- Physical Education
- Science
- Social Studies

**Interpretation |**

The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.

The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.

The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

**Indicators |**

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.
  - 1.1 All Students
  - 1.2 English as an Additional Language Learners
  - 1.3 Students who Self-Identify as Indigenous
  - 1.4 Students with Identified Special Education Needs
2. Student results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.
  - 2.1 All Students
  - 2.2 English as an Additional Language Learners
  - 2.3 Students who Self-Identify as Indigenous
  - 2.4 Students with Identified Special Education Needs



3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

- 3.1 All Students

- 3.2 English as an Additional Language Learners

- 3.3 Students who Self-Identify as Indigenous

- 3.4 Students with Identified Special Education Needs

4. Student results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

- 4.1 All Students

- 4.2 English as an Additional Language Learners

- 4.3 Students who Self-Identify as Indigenous

- 4.4 Students with Identified Special Education Needs

5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

- 5.1 All Students

- 5.2 English as an Additional Language Learners

- 5.3 Students who Self-Identify as Indigenous

- 5.4 Students with Identified Special Education Needs

## Monitoring Information

### Evidence of Progress |

#### Board-approved indicators and targets as well as 2023-24 results, analysis and capacity building |

##### Policy 2.1 Indicator 1

Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.

This indicator is based on an Alberta Education determined Grade 10 Cohort who complete high school within three, four or five years. High school completion rates include students who receive a credential (e.g., a High School Diploma, Certificate of Achievement) and students who do not receive a credential but who transition to a post-secondary institution, an apprenticeship program or who have achieved “academic standing”<sup>1</sup>.

#### Notes |

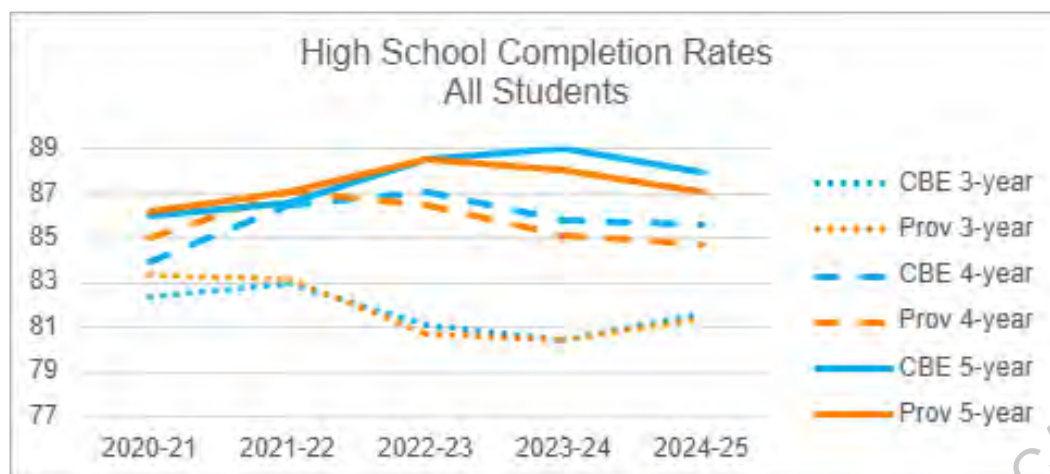
- 1 | The 2024-25 results Alberta Education Assurance Measures for high school completion are based on 2023-24.
- 2 | The 4-year rate includes the numbers from the 3-year rate, and the 5-year rate includes the numbers from both the 3-year and 4-year rates.
- 3 | Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.
- 4 | The scales used on the graphs that follow have been chosen for ease of interpretation, however they change from cohort to cohort, so caution should be used when comparing graphs.

#### Legend |

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

<sup>1</sup> Refer to Attachment I for the criteria of the categories for High School Completion.

## 1.1 All Students



**Note |** For the calculation of High School Completion rates, the cohort of students is determined in grade 10. The 3-year completion rate is determined based on the number of students from that cohort that complete high school within the next three years. The 4-year completion rate is then inclusive of the number of students from that cohort who completed both within three and four years. The 5-year completion rate is inclusive of students from that cohort who complete within the three, four or five year period. For 2024-25, the 3-year completion rate is based on the cohort of grade 10 students from 2021-22, the 4-year completion rate is based on the cohort of grade 10 students from 2020-21 and the 5-year completion rate is based on the cohort of grade 10 students from 2019-20.

3-year	Measure Evaluation	2021-22	2022-23	2023-24	2023-24	2024-25
CBE	Achievement*	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
	Improvement**	Improved Significantly	Improved Significantly	Maintained	Declined Significantly	Maintained
	Overall***	Good	Good	Acceptable	Issue	Acceptable
Prov	Achievement	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
	Improvement	Improved Significantly	Improved Significantly	Declined Significantly	Declined Significantly	Maintained
	Overall	Good	Good	Issue	Issue	Acceptable

\*The Achievement Measure Evaluation compares Current Year data to a set of standards set by Alberta Education

\*\*Improvement Measure Evaluation compares Current Year data to the previous three-year average

\*\*\*Overall Measure Evaluation combines the Achievement Evaluation and the Improvement Evaluation together thus represents the overall performance of the results.

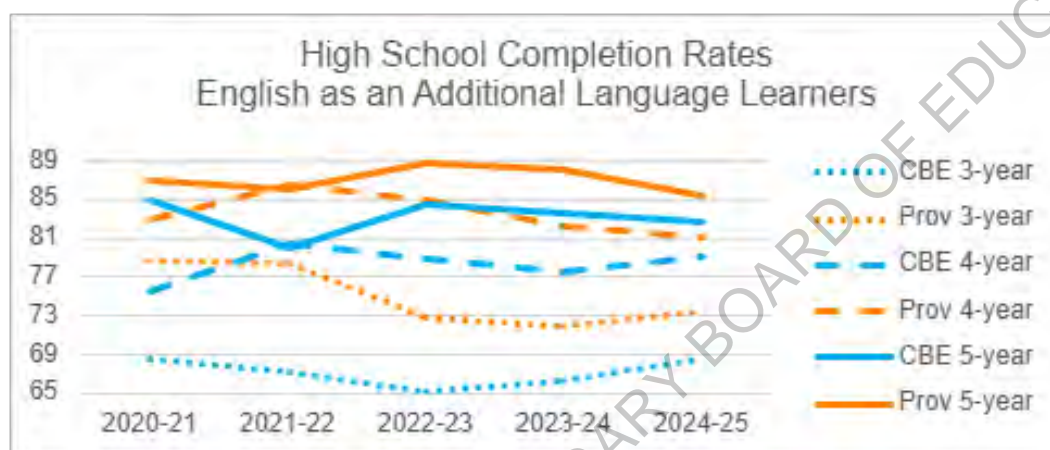
### ■ Analysis of Cohort

When 2024-25 provincial and CBE results are compared, CBE completion rates were higher than the corresponding provincial ones in all three rates. In the 5-year rate, CBE maintained the 0.9 percentage point advantage over the province for the last two years.

CBE achieved the only year-over-year increase in the 3-year high school completion rate. Like the province, CBE showed a notable 1 percentage point decline in the 5-year rate. This is the first year-over-year decrease observed over the last five years.

When compared to the previous three-year average high school completion rates, all 2024-25 CBE results were not showing statistically significant fluctuations.

## 1.2 English as an Additional Language Learners



3-year	Measure Evaluation	2020-21	2021-22	2022-23	2023-24	2024-25
CBE	Achievement	Low	Low	Very Low	Low	Low
	Improvement	Maintained	Maintained	Maintained	Maintained	Improved
	Overall	Issue	Issue	Concern	Issue	Acceptable
Prov	Achievement	Intermediate	Intermediate	Low	Low	Low
	Improvement	Declined	Improved Significantly	Declined Significantly	Declined Significantly	Maintained
	Overall	Issue	Good	Concern	Concern	Issue

### ■ Analysis of Cohort

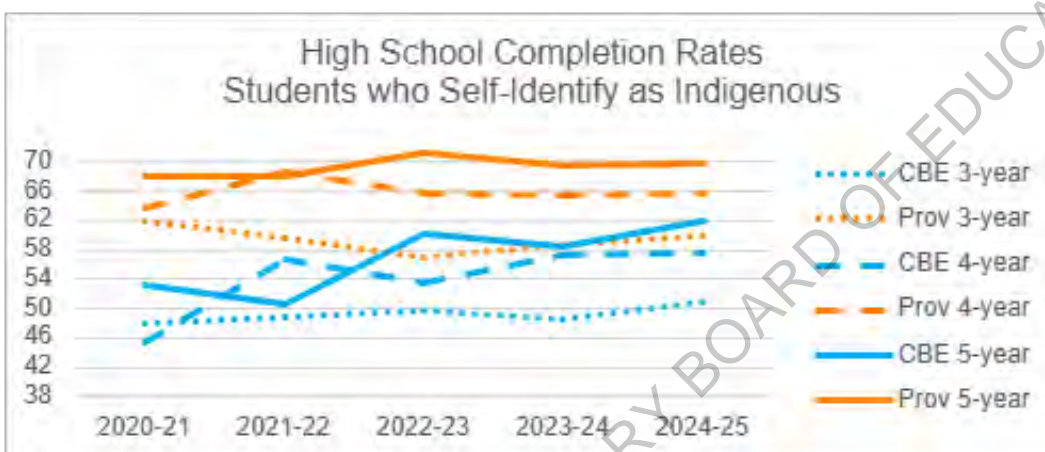
The number of students included in this cohort ranges from 654 to 1047. In terms of the small number of students in English as an Additional Language Learners (EAL) cohort, there will be more fluctuations over time. As such, caution must be used in interpreting these results.

For 5-year high school completion rates, both province and English as an Additional Language Learners in CBE showed decreased results from 2023-24 to 2024-25. The drop in the CBE

results was not statistically significant. Moreover, CBE achieved continued improvements for the past two years in the 3-year high school completion rates as well as a notable 1.6 percentage point year-over-year increase in the 4-year rate while the corresponding provincial results showed overtime decreases.

Similar to the results before, all CBE's high school completion rates were lower than the provincial results. However, the gaps narrowed substantially in all 2024-25 results, especially in the 4-year rates where the gap shrank to 1.9 percentage points, which was less than half of result gap in 2023-24.

### 1.3 Students who Self-Identify as Indigenous



3-year	Measure Evaluation	2020-21	2021-22	2022-23	2023-24	2024-25
CBE	Achievement	Very Low	Very Low	Very Low	Very Low	Very Low
	Improvement	Improved Significantly	Improved	Improved	Maintained	Maintained
	Overall	Acceptable	Issue	Issue	Concern	Concern
Prov	Achievement	Very Low	Very Low	Very Low	Very Low	Very Low
	Improvement	Improved Significantly	Improved	Declined	Maintained	Improved
	Overall	Acceptable	Issue	Concern	Concern	Issue

#### ■ Analysis of Cohort

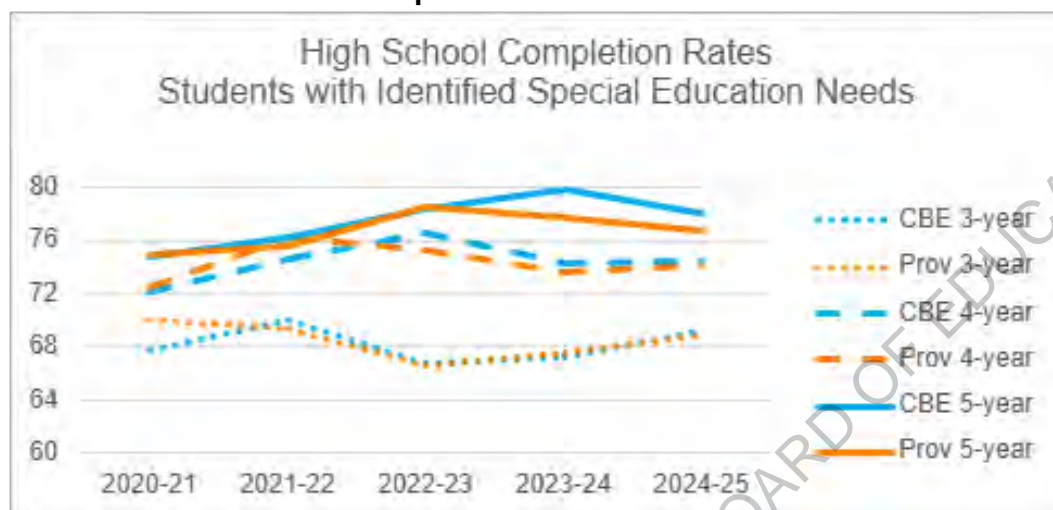
The number of students included in this cohort ranges from 366 to 417.

For the Students who Self-Identify as Indigenous cohort, CBE showed consistent year-over-year increases across all three high school completion rates in 2024-25. The improvement was most notable in the 5-year rate. In addition, CBE Students who Self-Identify as Indigenous achieved the highest rates in 2024-25 over the last five years. CBE showed more evident improvements than the province.



Overall, similar to 2023-24 results, when comparing the 2024-25 provincial and CBE completion results, all CBE completion rates were lower than the corresponding provincial results over time. The gaps between CBE and province in 3-year and 5-year rates became smaller, while the difference maintained in the 4-year high school completion rate in 2024-25 compared to 2023-24.

#### 1.4 Students with Identified Special Education Needs



3-year	Measure Evaluation	2020-21	2021-22	2022-23	2023-24	2024-25
CBE	Achievement	Very Low	Low	Low	Low	Low
	Improvement	Improved Significantly	Improved Significantly	Maintained	Maintained	Maintained
	Overall	Acceptable	Good	Issue	Issue	Issue
Prov	Achievement	Low	Low	Low	Low	Low
	Improvement	Improved Significantly	Improved Significantly	Maintained	Maintained	Improved
	Overall	Good	Good	Issue	Issue	Acceptable

#### ■ Analysis of Cohort

The number of students included in this cohort ranges from 2061 to 2372.

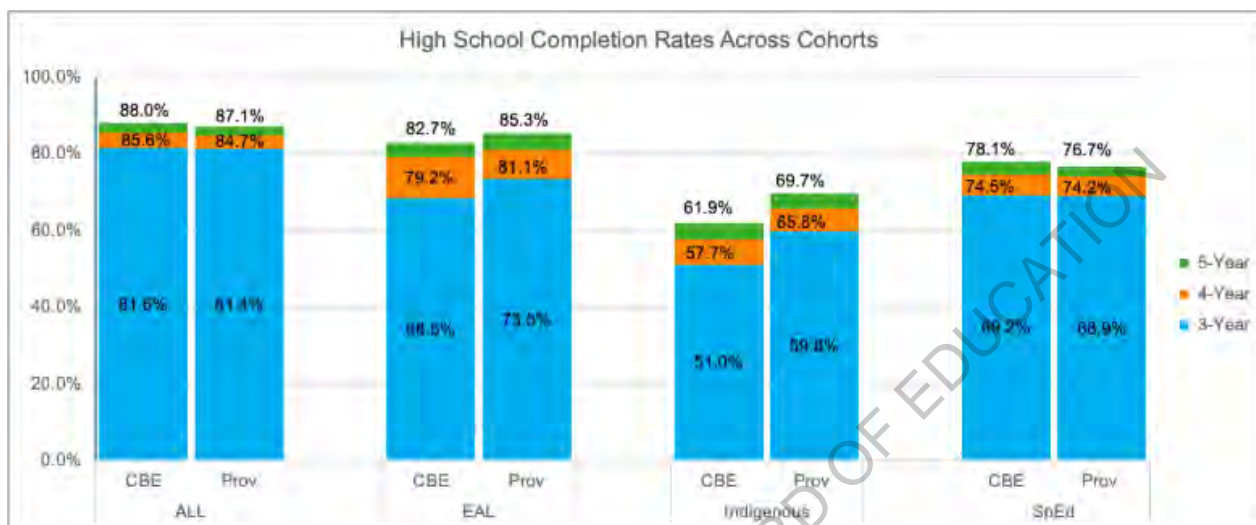
Similar to the province, for the Students with Identified Special Education Needs cohort, CBE achieved year-over-year increases in the 3-year and 4-year rates while showing declines in the 5-year rates. The 1.9 percentage point improvement in the 3-year high school completion rate was notable when compared to the province. Moreover, the drop in the 5-year rate was not statistically significant.

It is noticeable that CBE Students with Identified Special Education Needs outperformed their provincial counterparts across all three rates in 2024-25. In particular, following a 0.3



percentage point gap when compared to the province in the 3-year rate in 2023-24, CBE achieved a 0.3 percentage point advantage over the province in 2024-25.

## Summary



3-Year	Measure Evaluation	CBE All	Prov All	CBE EAL	Prov EAL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
	Achievement	Intermediate	Intermediate	Low	Low	Very Low	Very Low	Low	Low
	Improvement	Maintained	Maintained	Improved	Maintained	Maintained	Improved	Maintained	Improved
	Overall	Acceptable	Acceptable	Acceptable	Issue	Concern	Issue	Issue	Acceptable

**Note** | for additional information, refer to [Appendix II](#) | Summary Tables Indicators 1 to 5, [Appendix III](#) | Additional Data Sets by Indicator, [Appendix IV](#) | Distribution of Codes and [Attachment I](#) | Alberta's Criteria for High School Completion Categories.

### Targets for 2024-25

No targets were set for the 2024-25 school year.

### Interpretation

In 2024-25, the All Students cohort continued to demonstrate strong performance, achieving higher 3-year, 4-year, and 5-year high school completion rates than the provincial average.

Across all cohorts, there was a notable increase in three-year completion rates, signaling progress toward timely graduation and improved pathways for students. This success could reflect the impact of system-wide strategies and ongoing supports for students to achieve high school completion through several different pathways depending on student needs.

Across cohorts, completion results suggest that the use of the high school tracking tool, sustained work on outcomes-based assessment (OBA) and assessment calibration has contributed to more students staying on track to graduation. Division 4 students in particular are benefiting from clearer expectations, aligned assessment practices and more targeted

supports in K&E and dash-2/3/4 pathways. Although the 5-year rate is lower than the previous year, when looking at the specific cohort who began high school in 2020, more students graduated in their 4<sup>th</sup> and 5<sup>th</sup> year compared to the previous cohort suggesting that the supports in place are working to help students to graduate by year 5. To give it more context, for All Students cohort, the 2020 Grade 10 cohort (roughly 9157 students), 7426 (9157\*81.1 per cent) of them graduated in three years, 430 more students graduated in their 4<sup>th</sup> year, and 201 more students graduated in their 5<sup>th</sup> year. The increase in student graduation rates could be as a result of programming such as Unique Pathways expanded Dual Credit and Exploratory programs which supported approximately 100 more students than the 2023-24 school year. These types of program expansions are allowing more students to personalize their learning journey and achieve high school completion.

Students with Identified Special Education Needs achieved completion rates in 3, 4, and 5 years that exceeded provincial results. These outcomes suggest impact of a systemic focus on inclusive practices and using a continuum of supports for the success of all learners. Teachers' increased emphasis on gathering evidence in relation to identified learning outcomes has helped in determining where students need more targeted support for increased achievement and course completion. At the same time, initiatives to strengthen social-emotional well-being amplified student voice and engagement. The High School Well-Being Symposium and School Well Being Action Teams, provided opportunities for students to reflect on and advocate for individual needs to achieve success. Together, these academic and well-being strategies correlate strongly with higher completion rates, demonstrating that a holistic approach to student success drives measurable outcomes.

Students who Self-Identify as Indigenous demonstrated year-over-year improvements across all three completion measures. Compared to the previous three-year averages, this cohort achieved notable gains at all three rates. This success correlates strongly with intentional strategic actions taken across the system in support of the Education Plan's key outcome that self-identified Indigenous students experience improved well-being and achievement. Inclusive practices and targeted supports have provided the foundation for culturally responsive strategies. Deployment of Indigenous Student Success Learning Leaders (ISLL) and Grad Coaches to Family of Schools, and community partnerships appear to have contributed to these gains. Our commitment to the Truth and Reconciliation's Commitments to Action has created a clear focus and sense of accountability and was reinforced through professional learning such as *Maatoomsii'Pookaiks (Children First) Indigenous Education Day 2024-25's* focus on the Mind-To Know Domain. In order to continue to see progress for our Students who Self-Identify as Indigenous, exploration for possible correlation between barriers (lack of access to timely assessments, appropriate program placement, streaming, resources & supports) and Indigenous students leaving school before high school is key.

Finally, English as an Additional Language Learners recorded noticeable growth in their 3-year completion rate. Focusing Language Course Challenge on Grade 12 students helped them capitalize on their home language to earn credits towards high school completion. However, 3 year completion rates remain low and below the provincial average. These lower rates of high school completion could be attributed to the linguistic and academic needs of multilingual learners. English language acquisition takes time and may impact academic achievement in

the short term. Students typically require a minimum of 5 years.<sup>2</sup> For students entering high school with language proficiency of LP1, 2, and 3 this may impact their ability to access course content, their overall academic achievement, and impede high school completion.

In addition, gaps for English as an Additional Language Learners and Students who Self-Identify as Indigenous point may have been compounded by the impacts of early literacy and numeracy gaps, course sequencing decisions and the literacy demands of high-school courses. Moving forward, our approach to high school completion must reflect the evolving needs of our students. For some learners, achieving graduation with the skills to thrive will require additional time, while others may benefit from differently scaffolded programming, particularly those with diverse learning profiles.

As student demographics and needs continue to shift there is an increased need for flexible pathways that prioritize psychological safety, engagement, and belonging. Improving attendance at both middle and high school levels is essential, as attendance, engagement, and achievement are deeply connected to positive relationships and safe, caring environments, especially for Indigenous students. Initiatives such as the High School Student Well-Being Symposium, grounded in Indigenous teachings (*ani to pisi*<sup>3</sup>) and Social Emotional Learning practices, will strengthen these foundations. These next steps underscore our commitment to creating inclusive, responsive, and culturally grounded strategies that ensure every student has a pathway to success and high school completion.

#### ■ Celebrate

- Increased three-year completion rates across all CBE cohorts in 2024-25.
- CBE All Students cohort achieved higher 3-year, 4-year and 5-year high school completion rates than the provincial results in 2024-25.
- In 2024-25, CBE's Students with Identified Special Education Needs cohort completed high school in 3, 4 and 5 years, at rates higher than the provincial cohort.
- When compared to their provincial counterparts, CBE's English as an Additional Language Learners cohort and Students who Self-Identify as Indigenous cohort consistently narrowed (or maintained) the gaps across all three rates over time in their most recent results.
- CBE's Students who Self-Identify as Indigenous cohort achieved year-over-year improvements across all three rates in 2024-25.
- When compared to the previous three-year averages, CBE's Students who Self-Identify as Indigenous cohort achieved notable increases in their 3-year and 5-year high school completion rates in 2024-25.
- CBE's English as an Additional Language Learners achieved noticeable year-over-year improvements in their 3-year rate in 2024-25.

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<sup>2</sup> Cummins, J., & Persad, R. (2014). Teaching through a Multilingual Lens: The Evolution of EAL Policy and Practice in Canada. *Education Matters*, 2, 3-40.

Klesmer, H. (1994). Assessment and teacher perceptions of ESL student achievement. *English Quarterly*, 26(3), 8-11.

Worswick, C. (2001). *School performance of the children of immigrants in Canada, 1994- 98*(No. 178; ISBN: 0-662-31229-5). Ottawa: Statistics Canada

<sup>3</sup> "Ani to pisi", depicted as a human spider web, emphasizes the interconnectedness of all living beings and the importance of community and support for one another.

## ■ Areas for Growth

- Increase five-year completion rates across all CBE cohorts except for Students who Self-Identify as Indigenous cohort.
- Narrow the gap between CBE and provincial results for each of the high school completion rates in the English as an Additional Language Learners and Students who Self-Identify as Indigenous cohorts.
- Percentage of absenteeism by division indicates highest absenteeism for students in Division 4. CBE's ongoing efforts to increase student graduation rates use attendance as a key indicator of student success. Continuing to strengthen staff and community partners learning and capacity may further support regular attendance.

## ■ Building Capacity

The following is the list of next steps based on the analysis and interpretation.

### Professional Learning

- Continue and extend high-school calibration structures (e.g., OBA working groups) with explicit focus on courses and pathways where completion rates are lower.
- School Administrators and Teachers will enhance their understanding of providing timely and appropriate learning and cultural supports for English as an Additional Language Learners to advance student achievement.
- Provide professional learning to strengthen administrators' and teachers' capacity to use disaggregated student data to identify patterns of learning complexity, monitor credit accumulation and engagement, and design timely, tiered instructional and support interventions that improve five-year completion rates across all CBE cohorts.
- Provide on-demand professional learning webinars as part of the school leadership professional learning series for current, new, and aspiring school administrators, advancing their understanding of a whole-school approach to improving student attendance.
- Deliver learning sessions for teachers, school-based learning leaders, and key service unit staff to ensure coordinated efforts aimed at addressing the unique needs of students with attendance concerns.
- Provide targeted professional learning focused on supporting middle and high schools to foster improved well-being and achievement for all students and with specific focuses for Indigenous students and other specific populations. Topics will include supporting transitions, building relationships with families.
- The Unique Pathways & Off-campus Education team will continue to support school-based staff in connecting to Dual Credit and Exploratory programming, as well as community and industry partners to expand Off-campus Education opportunities.
- Knowledge and Employability (K&E) professional learning to build teacher capacity in task design and assessment aligned to K&E objectives.

### Structures & Processes

- Deepen collaborative response practice across all school sites to ensure timely and responsive intervention to student need

- Expand the High School Teacher Community of Practice focusing on enhancing programming for English as an Additional Language Learners.
- Ensure students with interrupted schooling or low Language proficiency levels have access to targeted literacy interventions, personalized pathways, and credit-recovery options.
- LEAD Professional Learning on implementing consistent Student Growth Planning in support of academic and well-being achievement.
- Refinement of Languages Course Challenge processes.
- Expand Unique Pathways network of post-secondary, community, and industry partners to offer an even greater breadth of programming for CBE high school students.
- Collaborate with other school divisions to expand the Calgary Trades & Technologies Collegiate during this year's collegiate application window.

## Resources

- Develop user-oriented resources for school administrators to support communication of CBE attendance policies and procedures to staff, aiming to advance a shared vision for supporting student attendance within each school's unique context.
- Expand 30 level Language Course Challenge to more students in High School to attain graduation.
- Collaborate with Education Matters to seek out industry donors to support Unique Pathways programming.
- Successful application to Alberta Education for funding for a second collegiate (Calgary Trades & Technologies Collegiate) will allow for expanded Dual Credit and Exploratory offerings within the skilled trades.

**Policy 2.1** Indicator 2

Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

**Legend |**

Division 1 – Grades 1 to 3 (Indicators 1-4)

Division 2 – Grades 4 to 6 (Indicators 1-4)

Division 3 – Grades 7 to 9 (Indicators 1-4)

Division 4 – Grades 10 to 12 (Percentage)

**2.1 All Students****A. Student report card results as a mean within English Language Arts for All Students**

Division	2020-21	2021-22	2022-23	2023-24	2024-25
1	2.94	2.96	2.90	2.89	2.85
2	2.96	2.95	2.91	2.89	2.88
3	2.95	2.92	2.89	2.87	2.88
4	71.5	70.9	70.0	70.3	70.5

**B. Student report card results as a mean within Mathematics for All Students**

Division	2020-21	2021-22	2022-23	2023-24	2024-25
1	3.07	3.10	3.04	3.04	2.98
2	2.99	3.00	2.95	2.92	2.92
3	2.88	2.87	2.84	2.82	2.81
4	73.7	72.4	70.9	72.1	72.1

**■ Analysis of Cohort**

For Division 1 and 2 students, report card means remained stable or declined in 2024-25 for both Mathematics and English Language Arts. Division 4 students showed continued improvements in both subjects over the last two years.

Among Divisions 1-3, Division 1 students maintained their advantage in Mathematics in 2024-25 while students in Division 2 and 3 outperformed Division 1 students in English Language Arts. Notably, Division 2 students generally showed continued decreases over the past five years in both subjects, however, smaller declines in the report card scores were observed in recent years. When compared to the three-year averages, the drops were not statistically significant.



## 2.2 English as an Additional Language Learners

- A. Student report card results as a mean within English Language Arts for English as an Additional Language Learners

Division	2020-21	2021-22	2022-23	2023-24	2024-25
1	2.84	2.82	2.79	2.77	2.74
2	2.82	2.82	2.77	2.73	2.70
3	2.77	2.76	2.73	2.70	2.68
4	67.5	66.9	65.0	66.4	65.9

- B. Student report card results as a mean within Mathematics for English as an Additional Language Learners

Division	2020-21	2021-22	2022-23	2023-24	2024-25
1	2.95	2.93	2.89	2.90	2.87
2	2.91	2.92	2.88	2.85	2.84
3	2.78	2.76	2.75	2.71	2.66
4	70.3	69.7	66.2	68.4	67.5

### ■ Analysis of Cohort

The number of students in the English as an Additional Language Learners cohort who received an Indicator of 1, 2, 3 or 4 as part of their Report Card evaluation in English Language Arts and Mathematics with a Report Card were as follows:

- Division 1: 11535 to 11996
- Division 2: 11505 to 11746
- Division 3: 9503 to 9879
- Division 4: 6356 to 6637

In 2024-25 school year, English as an Additional Language Learners cohort showed lower report card means in both subjects for all divisions. When compared to the three-year averages, the declines were not statistically significant.

Over time, Division 1 students maintained higher achievement in both subjects than students in Divisions 2 and 3 in 2024-25.

Generally speaking, across Divisions 1 to 3, the drops in the report card scores were more evident for Division 2 students in English Language Arts and for Division 3 students in Mathematics.

## 2.3 Students who Self-Identify as Indigenous

- A. Student report card results as a mean within English Language Arts for Students who Self-Identify as Indigenous

Division	2020-21	2021-22	2022-23	2023-24	2024-25
1	2.29	2.37	2.42	2.48	2.40
2	2.46	2.45	2.43	2.45	2.46
3	2.44	2.37	2.40	2.40	2.42
4	60.6	58.8	59.6	60.1	63.1

- B. Student report card results as a mean within Mathematics for Students who Self-Identify as Indigenous

Division	2020-21	2021-22	2022-23	2023-24	2024-25
1	2.36	2.51	2.56	2.59	2.48
2	2.37	2.37	2.29	2.34	2.35
3	2.23	2.19	2.25	2.24	2.20
4	60.9	60.6	59.5	61.4	62.7

### ■ Analysis of Cohort

The number of students in this cohort who wrote English Language Arts and Mathematics Report Card (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 1315 to 1348
- Division 2: 1247 to 1333
- Division 3: 1128 to 1146
- Division 4: 1151 to 1300

In contrast to the 2024-25 results in All Students and English as an Additional Language Learners cohorts, the Division 2 Students who Self-Identify as Indigenous cohort achieved year-over-year improvement in means in both subjects. Moreover, Division 4 Students who Self-Identify as Indigenous also showed year-over-year improvements in their report card scores in both subjects. The growth in English Language Arts was statistically notable when compared to the previous three-year average means.

In 2024-25 school year, Division 1 students showed notable year-over-year drops in both English Language Arts and Mathematics, which were the first decreases over the last five years. Except for Division 1, all other divisions achieved continued growth in the English Language Arts report card means.



## 2.4 Students with Identified Special Education Needs

- A. Student report card results as a mean within English Language Arts for Students with Identified Special Education Needs

Division	2020-21	2021-22	2022-23	2023-24	2024-25
1	2.47	2.45	2.39	2.39	2.40
2	2.61	2.61	2.58	2.57	2.56
3	2.59	2.57	2.55	2.53	2.54
4	65.4	65.1	64.6	65.3	66.6

- B. Student report card results as a mean within Mathematics for Students with Identified Special Education Needs

Division	2020-21	2021-22	2022-23	2023-24	2024-25
1	2.60	2.58	2.51	2.52	2.50
2	2.64	2.64	2.59	2.57	2.56
3	2.47	2.46	2.45	2.44	2.44
4	66.5	65.4	64.1	66.0	66.6

### Analysis of Cohort

The number of students in this cohort who wrote English Language Arts and Mathematics Report Card (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 4037 to 4159
- Division 2: 4787 to 5268
- Division 3: 5574 to 5748
- Division 4: 6325 to 6996

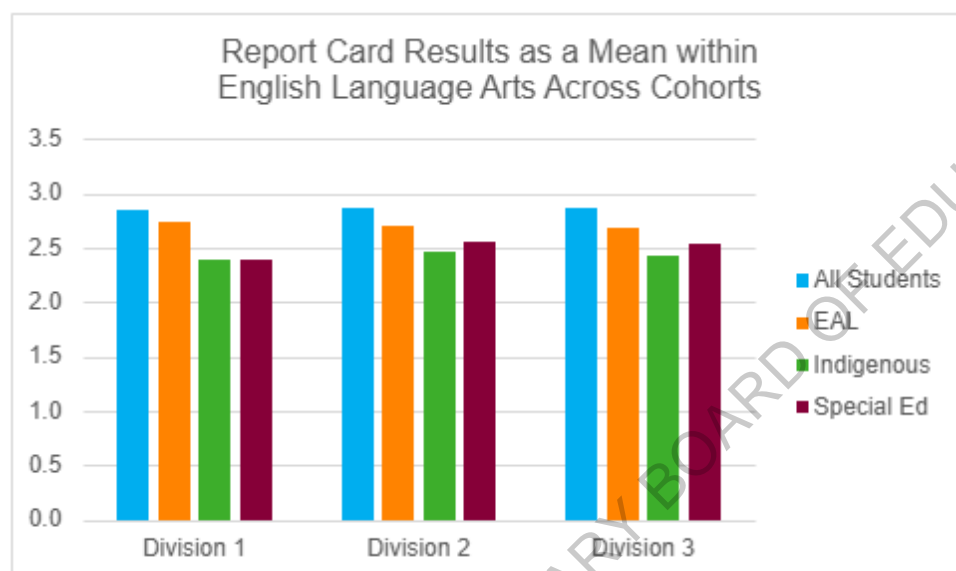
Comparing results from 2023-24 to 2024-25, Students with Identified Special Education Needs in Division 3 and Division 4 either maintained or improved their report card means in both subjects, while students in Division 1 also showed growth in English Language Arts. Notably, Division 4 students achieved continued improvements in both subjects over the last two years. When compared to the three-year averages, the growths in both subjects were statistically notable.

Among Divisions 1 to 3, Division 2 Students with Identified Special Education Needs maintained their advantages in both subjects over the last five years.

## Summary

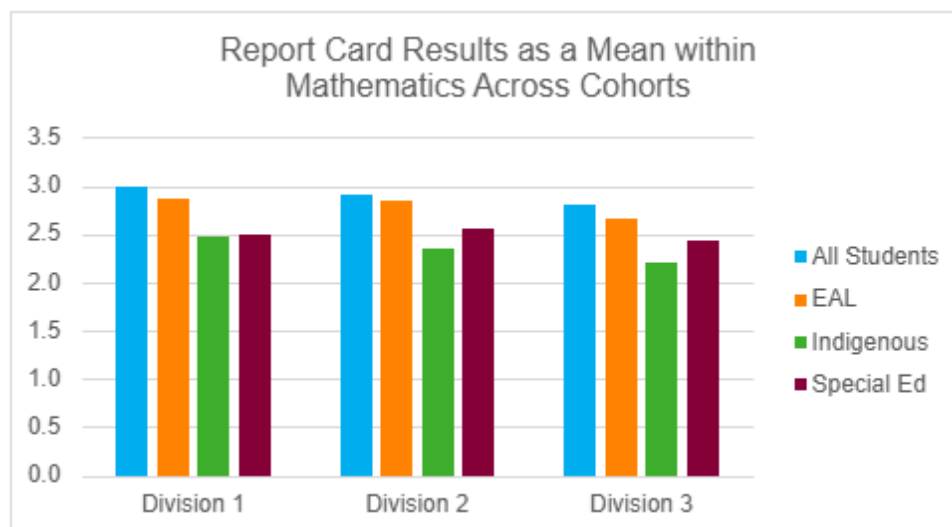
### A. Student report card results as a mean within English Language Arts in Divisions 1-3 by cohort

Division	All Students	EAL	Indigenous	Special Ed
1	2.85	2.74	2.40	2.40
2	2.88	2.70	2.46	2.56
3	2.88	2.68	2.42	2.54

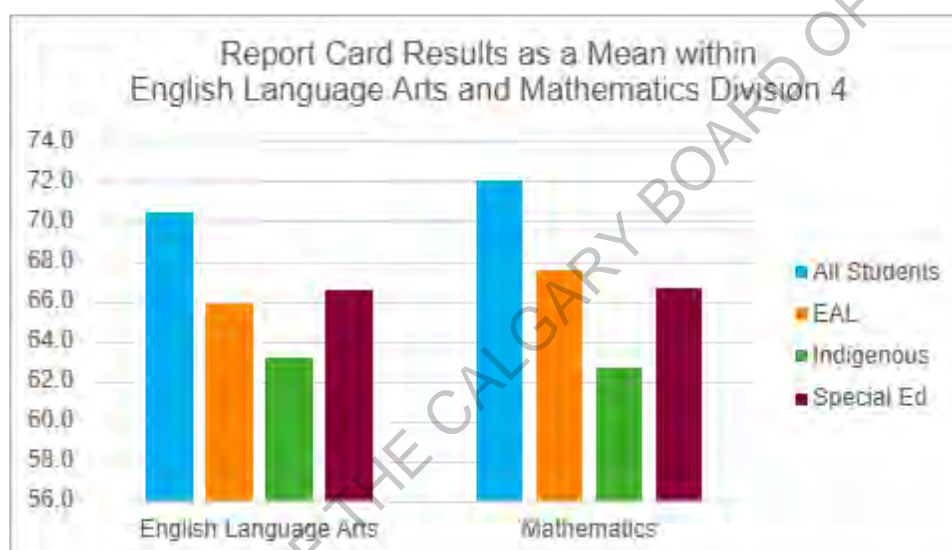


### B. Student report card results as a mean within Mathematics in Divisions 1-3 by cohort

Division	All Students	EAL	Indigenous	Special Ed
1	2.98	2.87	2.48	2.50
2	2.92	2.84	2.35	2.56
3	2.81	2.66	2.20	2.44



- C. Student report card results as a mean within English Language Arts and Mathematics in Division 4 across Cohorts



**Note** | for additional information, refer to [Appendix II](#) | Summary Tables Indicators 1 to 5 and [Appendix III](#) | Additional Data Sets by Indicator.

#### ▪ **Targets for 2024-25**

No targets were set for the 2024-25 school year.

#### ▪ **Interpretation**

See Indicator 3 – Summary

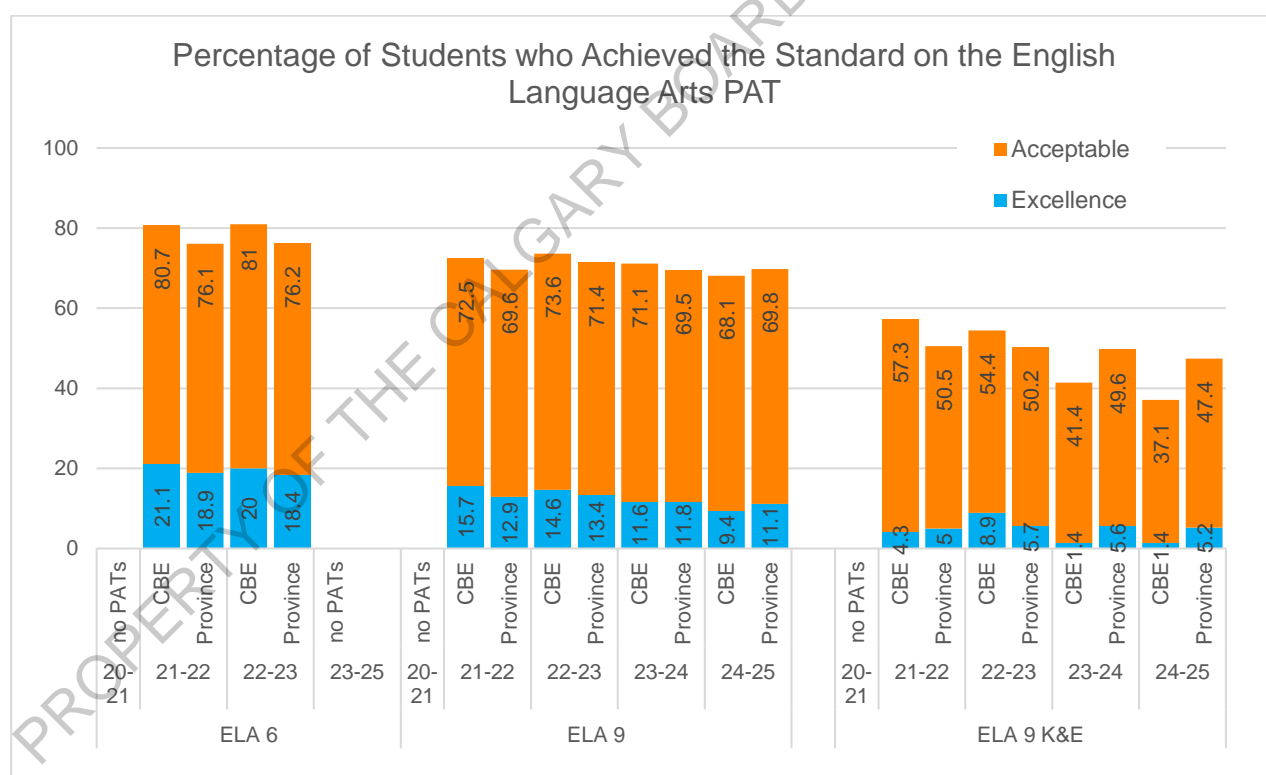
**Policy 2.1 Indicator 3**

The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

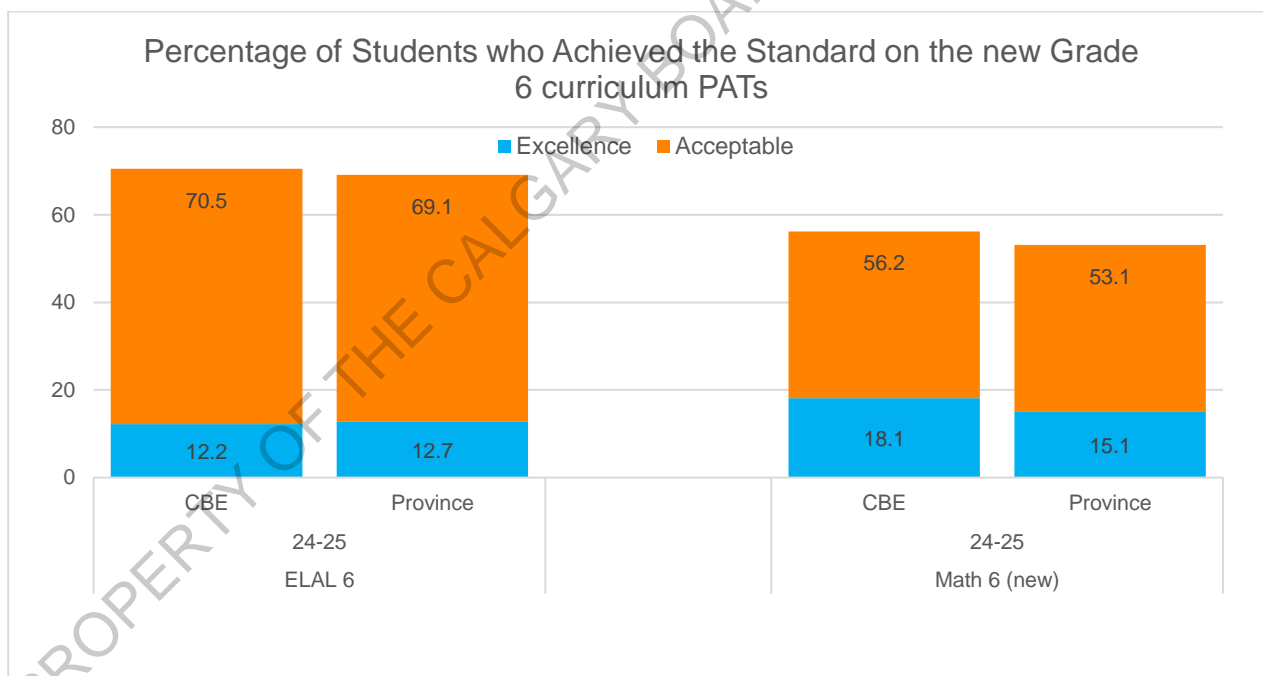
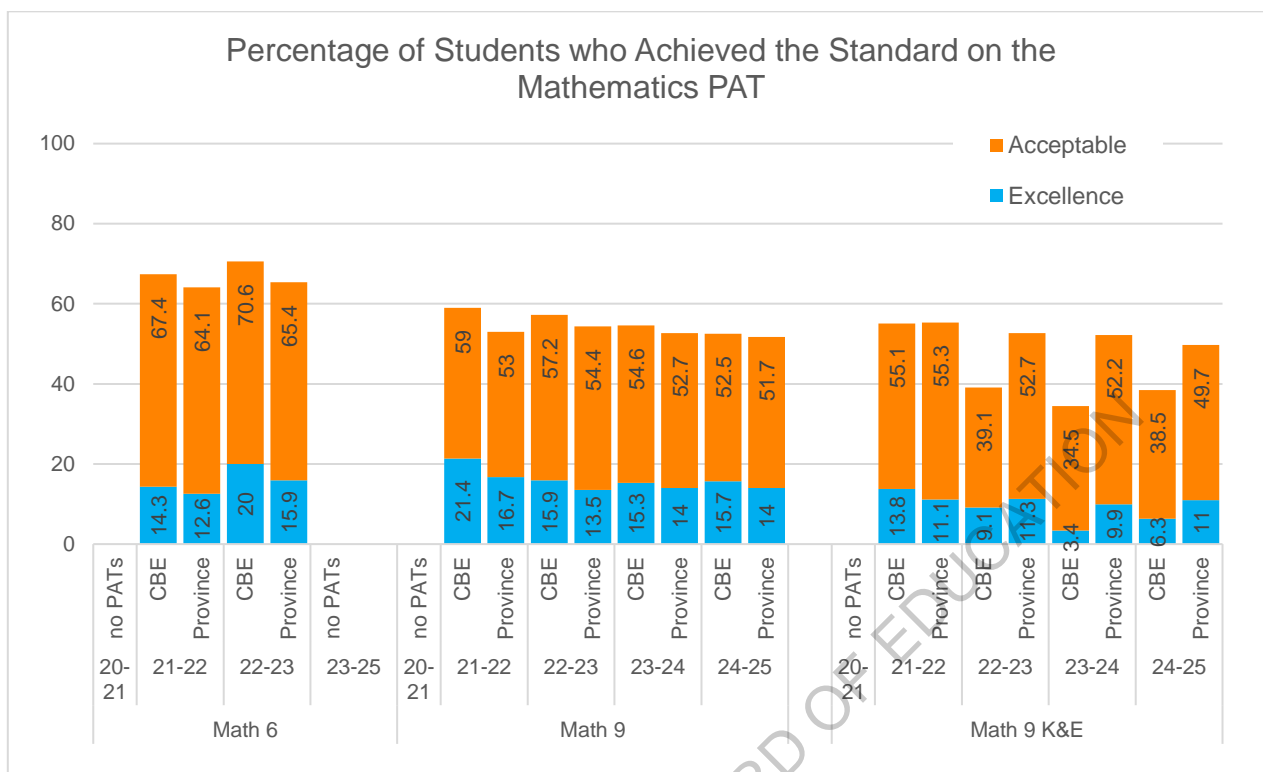
**Note** | Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting cohort results.

**Legend |**

Acc – Acceptable Standard  
Ex – Standard of Excellence

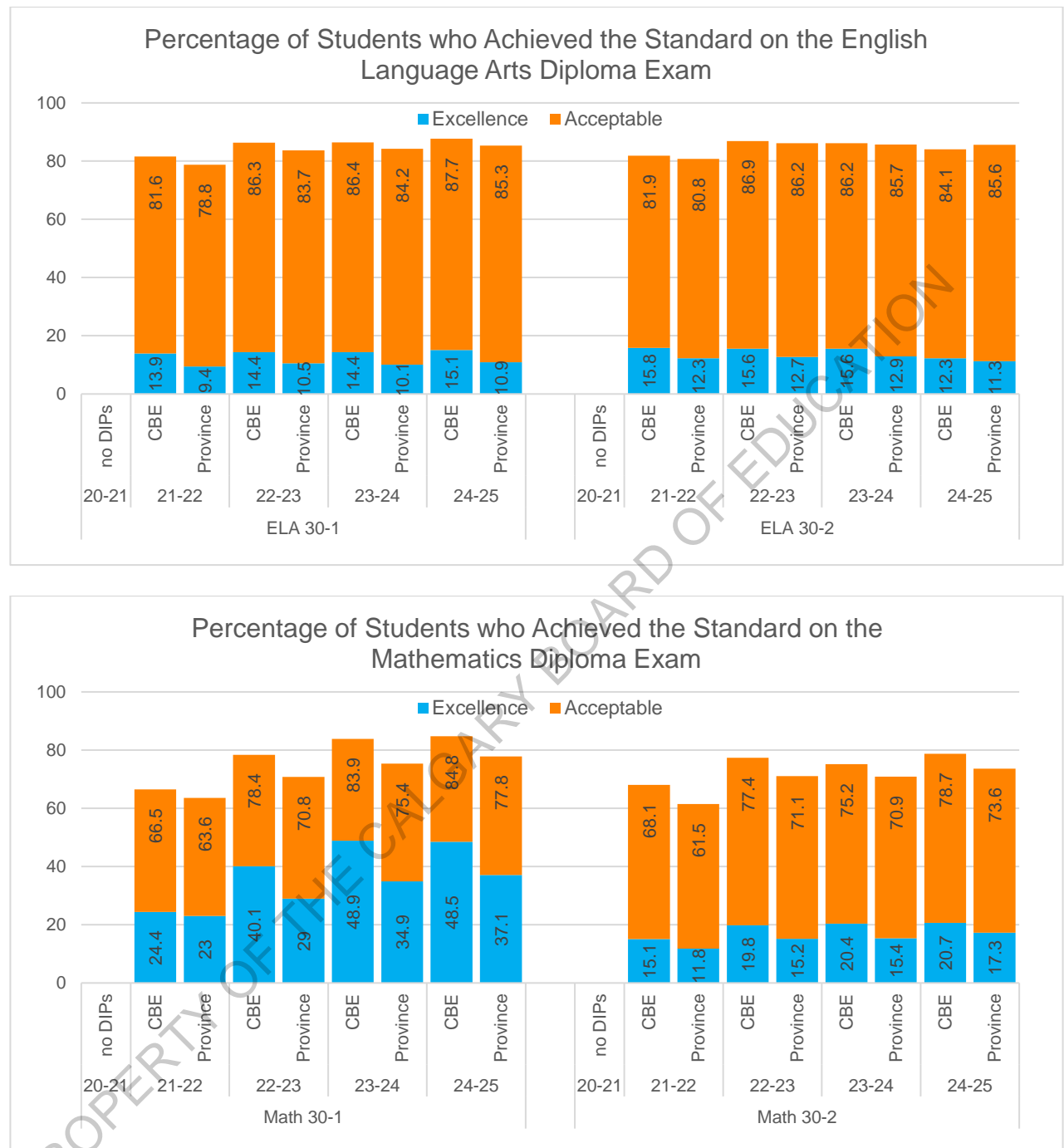
**3.1 All Students****A. Percentage of All Students who achieved the standards on Provincial Achievement Tests (PATs)**

**Note** | achievement at the Acceptable standard is inclusive of achievement at the standard of Excellence.



**Note** | 2024-25 is the first year of a new test that reflects the 2023 curriculum.

## B. Percentage of All Students who achieved the standards on Diploma Examinations



### ■ Analysis of Cohort

The number of students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 70 to 96
- Non-K&E PATs: 10 571 to 10 600
- Diploma Examinations: 2763 to 7406

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

When CBE and provincial PAT results are compared for the All Students cohort, CBE students outperformed the province on Mathematics 9 on both standards. It is notable that while CBE consistently had higher percentages of students achieving Acceptable Standard in English Language Arts 9 than the province in previous years, the province had better results in 2024-25 school year. CBE also outperformed the province at the Acceptable Standards for both new PAT tests (ELAL6 and Math6) in 2024-25 school year. Like last year, students in the Knowledge and Employability (K&E) courses achieved below the province in both subjects.

Compared to the previous year, an overall decline across both standards could be observed in 2024-25 for all Grade 9 PAT English Language Arts courses. When compared to the previous three-year average results, CBE showed significantly lower results at both standards in English Language Arts 9. In the meanwhile, CBE achieved year-over-year improvements in Mathematics 9 at the Standard of Excellence results and in Mathematics 9 Knowledge and Employability (K&E) course at both standards.

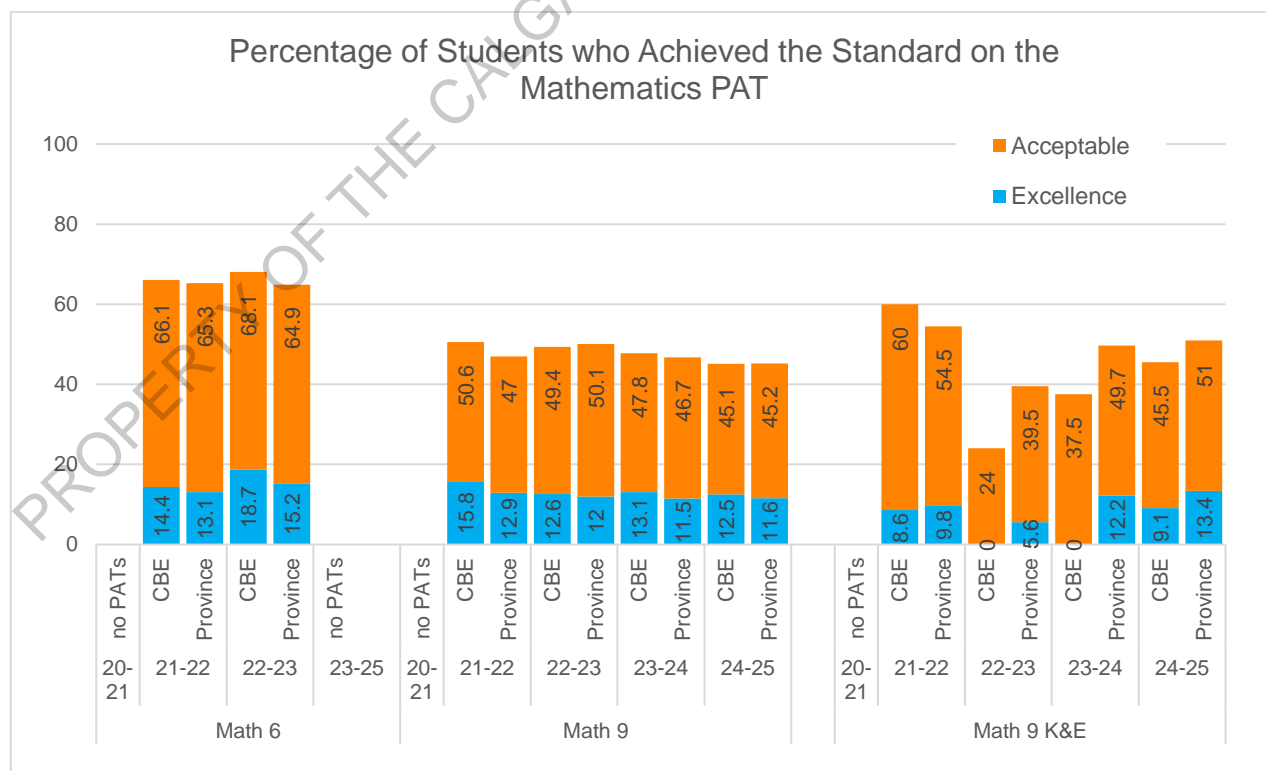
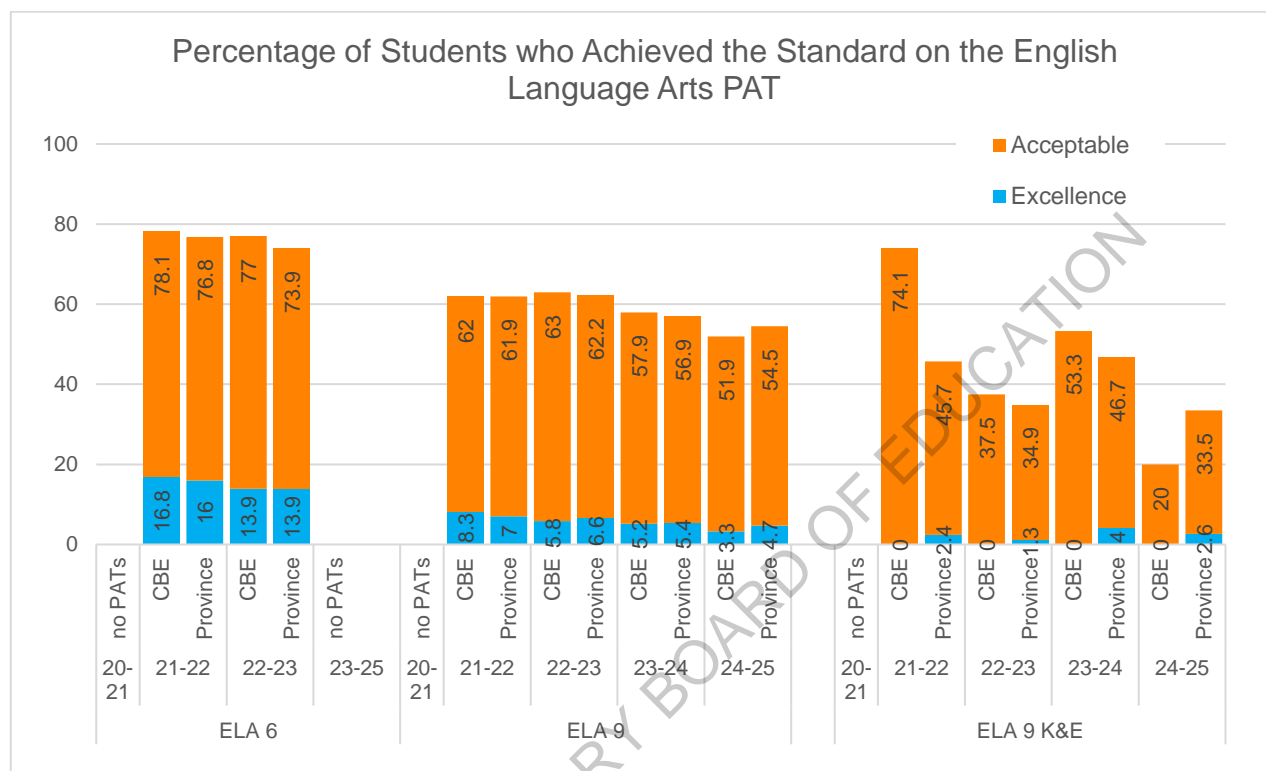
In terms of 2024-25 diploma examination results, CBE students continued to achieve stronger diploma examination results in English Language Arts 30-1 and both Mathematics exams when compared to provincial results. In English Language Arts 30-2, CBE had lower percentage of students achieving Acceptable Standard but higher percentage of students achieving Standard of Excellence than the province.

CBE achieved year-over-over improvements at both standards in English Language Arts 30-1 and Mathematics 30-2. Moreover, increase was also observed in Mathematics 30-1 Acceptable Standard. When compared to the average results for the previous three years, CBE achieved significantly higher results in English Language Arts 30-1 and both Mathematics diploma exams at the Acceptable Standard as well as the Standard of Excellence result in Mathematics 30-1.

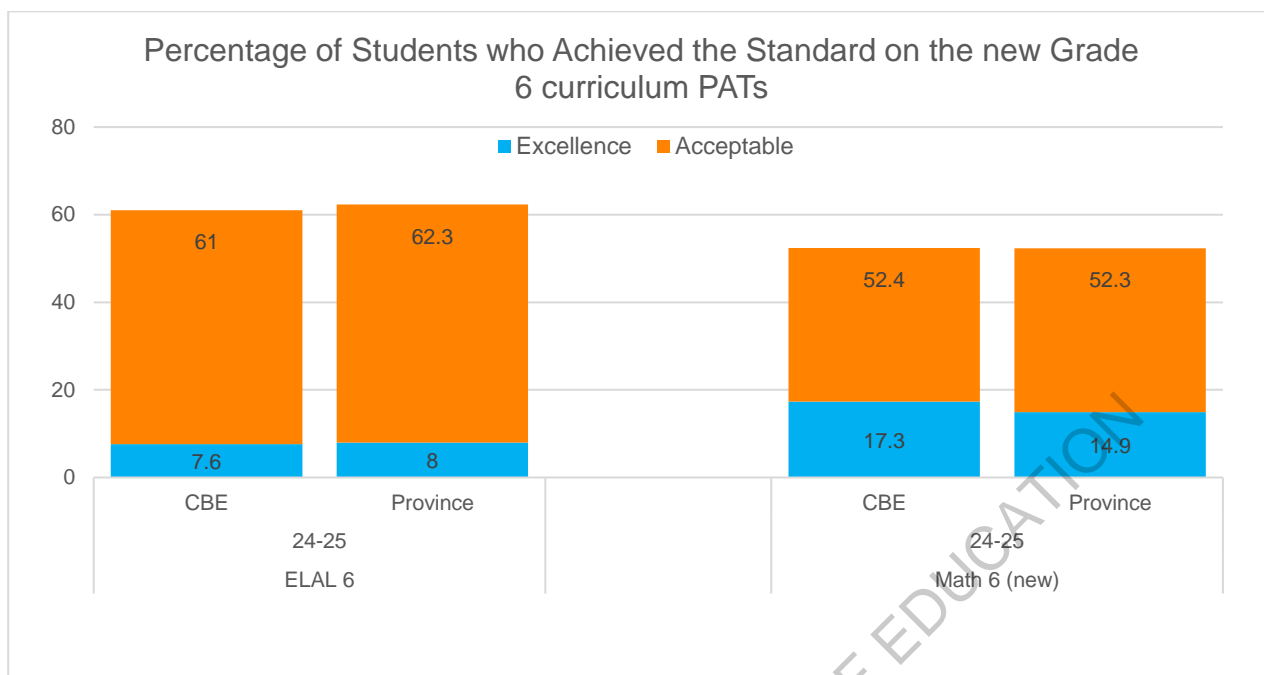
In 2024-25, CBE had significant declines at both standards in English Language Arts 30-2 when compared to the previous three-year average.

### 3.2 English as an Additional Language Learners

#### A. Percentage of English as an Additional Language Learners who achieved the standards on Provincial Achievement Tests

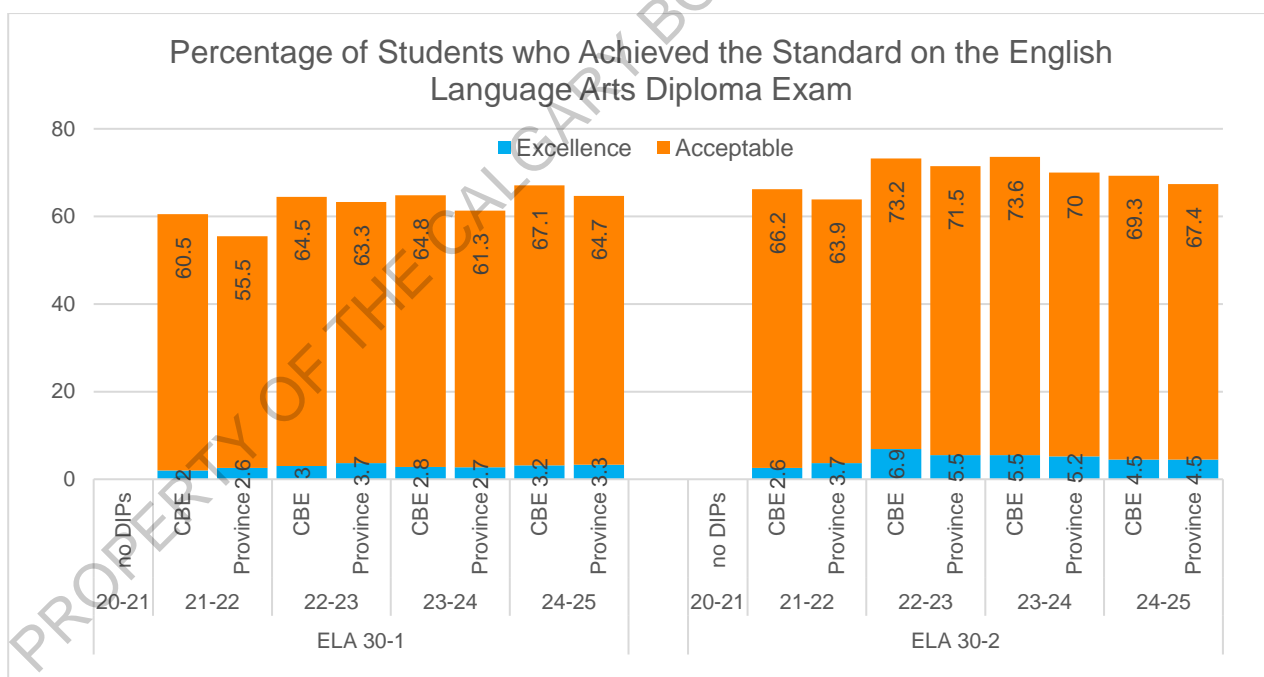


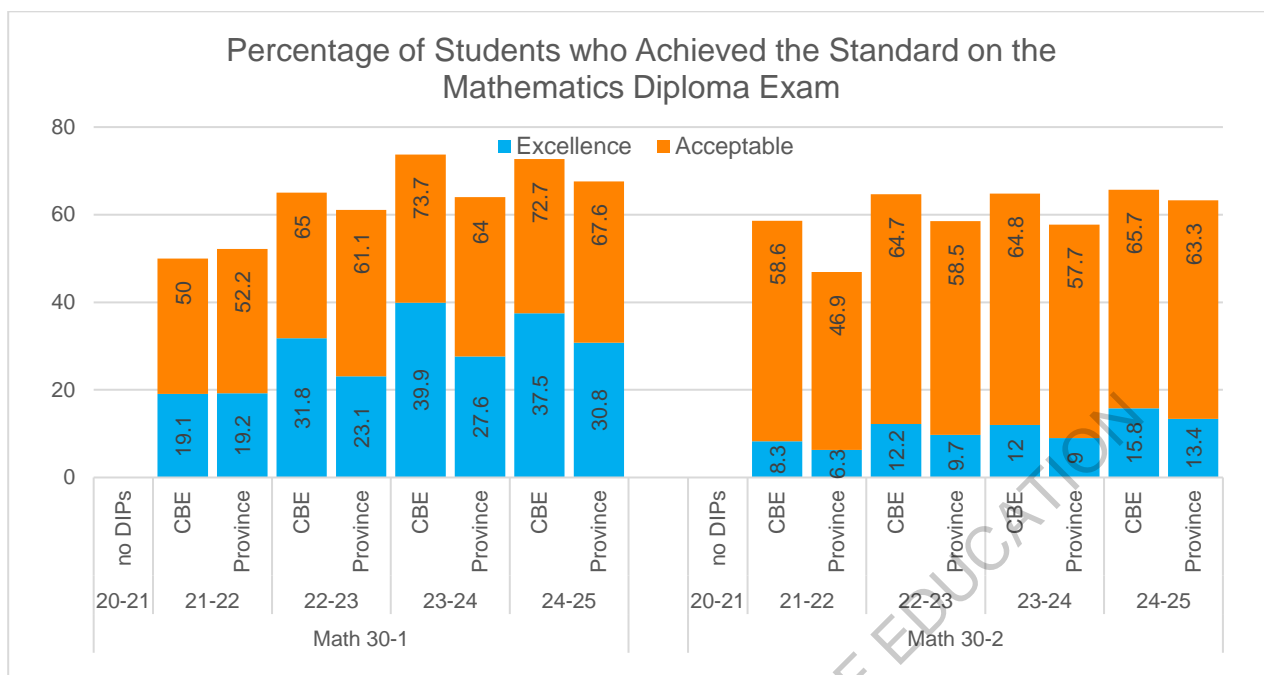




**Note** | 2024-25 is the first year of a new test that reflects the 2023 curriculum.

**B. Percentage of English as an Additional Language Learners who achieved the standards on Diploma Examinations**





### ■ Analysis of Cohort

The range students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 10 to 11
- Non-K&E PATs: 2962 to 2963
- Diploma Examinations: 463 to 949

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

In 2024-25, CBE's English as an Additional Language Learners cohort achieved lower results in the Acceptable Standard compared to provincial results on both English Language Arts and Mathematics except for the new Mathematics 6 PAT test. CBE outperformed the province in Mathematics 6 (new) and Mathematics 9 Standard of Excellence results.

Year-over-year declines were uniformly observed for both standards in English Language Arts 9 and Mathematics 9.

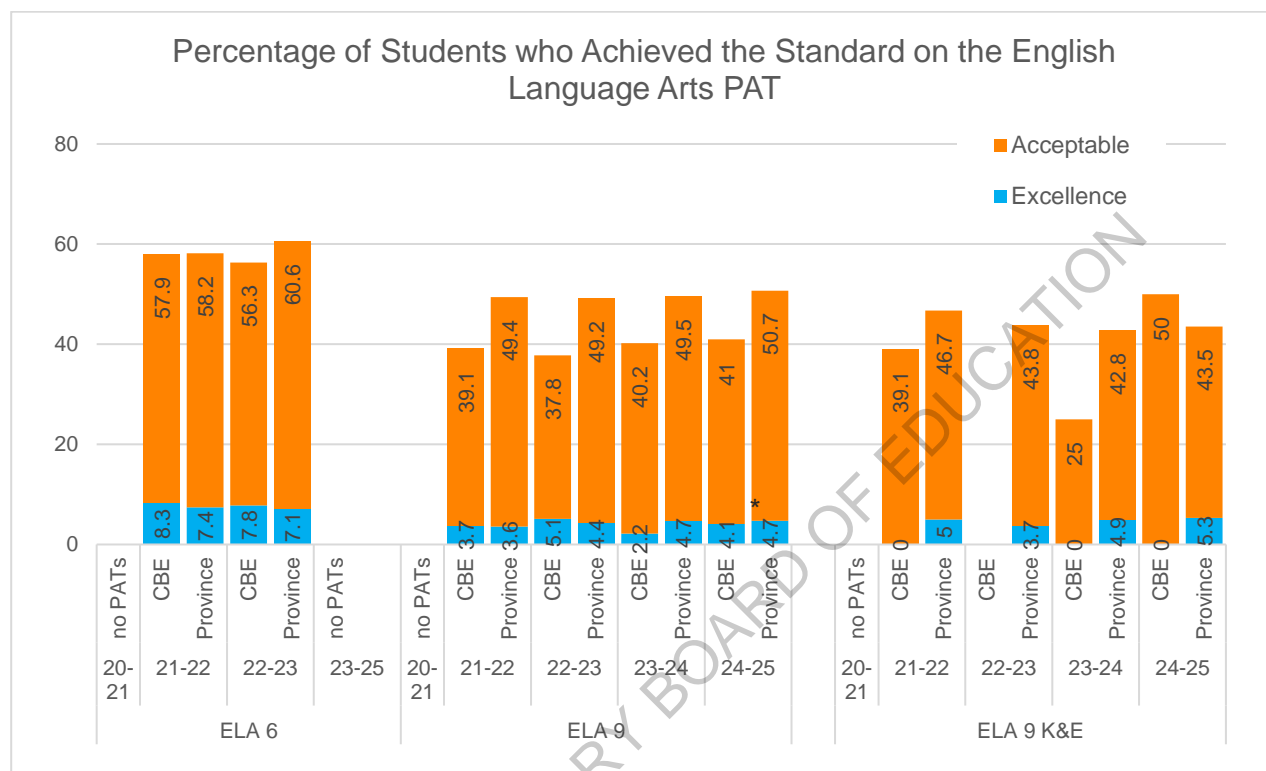
For both English Language Arts and Mathematics, CBE's English as an Additional Language Learners continued to achieve better diploma examination results compared to the province at the Acceptable Standard. Moreover, CBE also achieved higher Standard of Excellence performances in Mathematics 30-1 and Mathematics 30-2.

It is notable that CBE achieved year-over-year improvements at both standards in English Language Arts 30-1 and Mathematics 30-2 in 2024-25 school year.

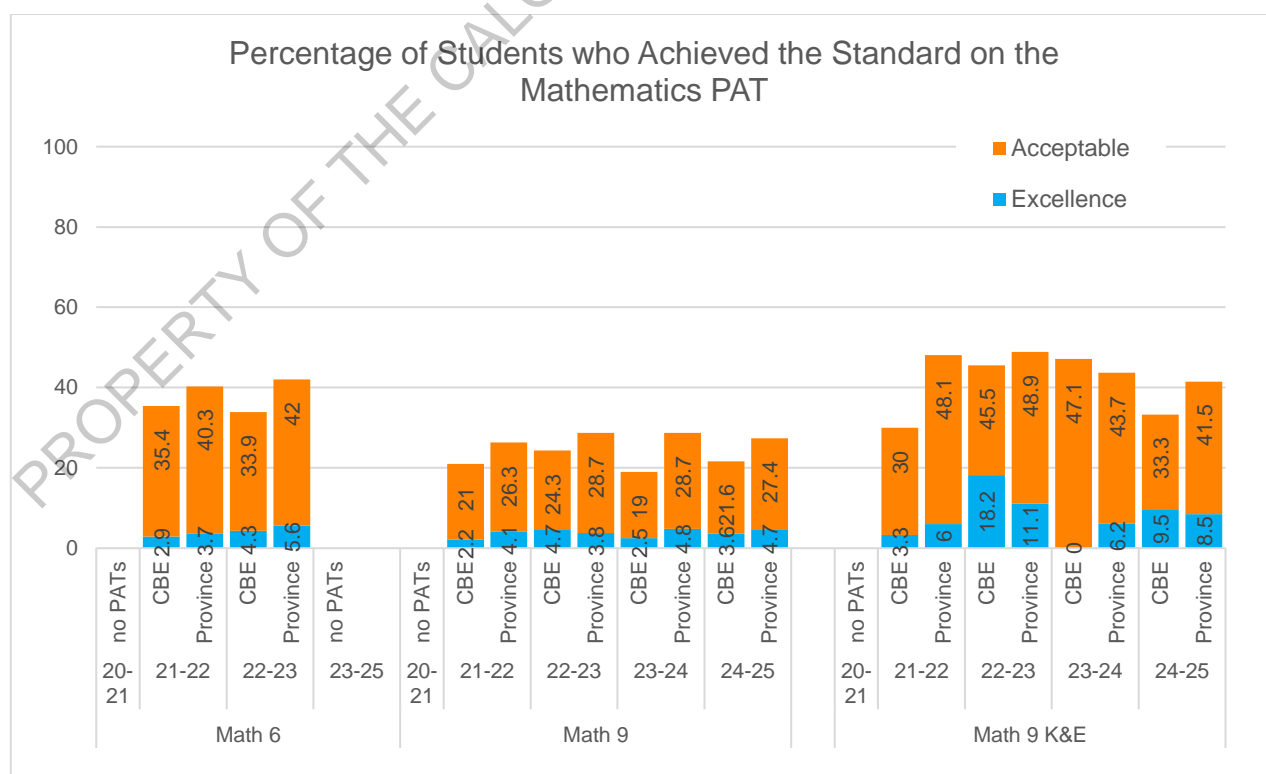
When compared to the corresponding previous three-year averages, the 2024-25 diploma results at both standards were not significantly different from before.

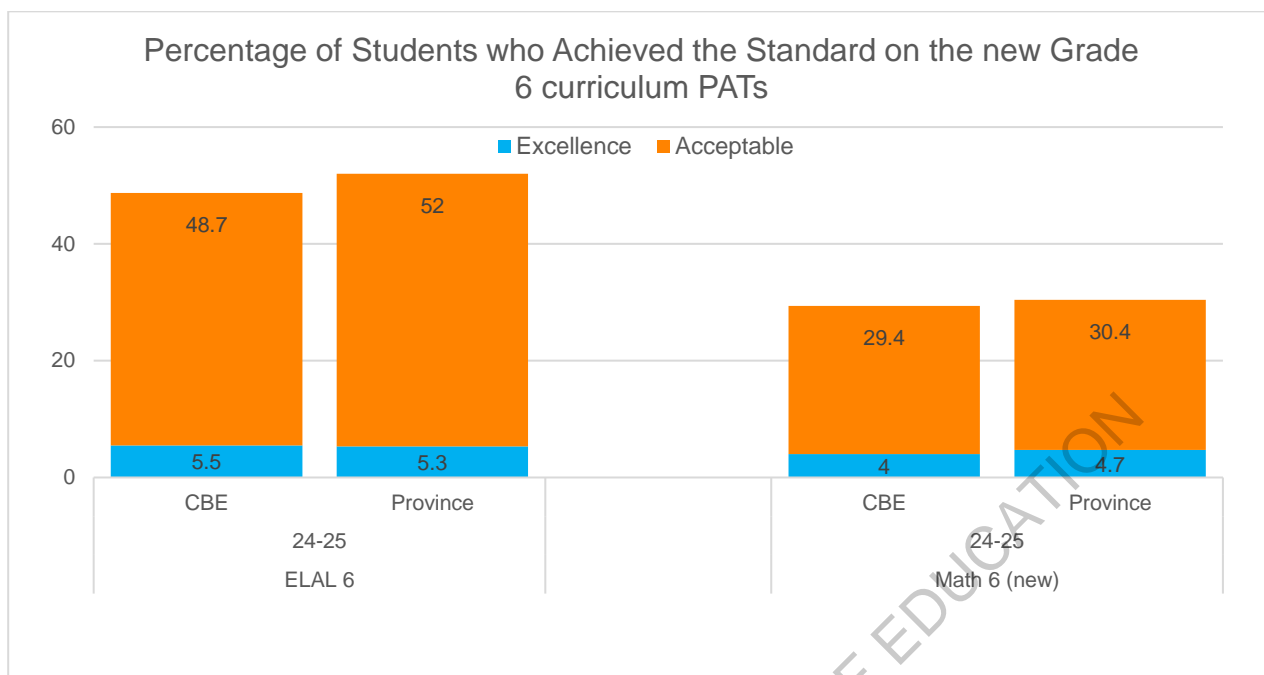
### 3.3 Students who Self-Identify as Indigenous

#### A. Percentage of Students who Self-Identify as Indigenous who achieved the standards on Provincial Achievement Tests



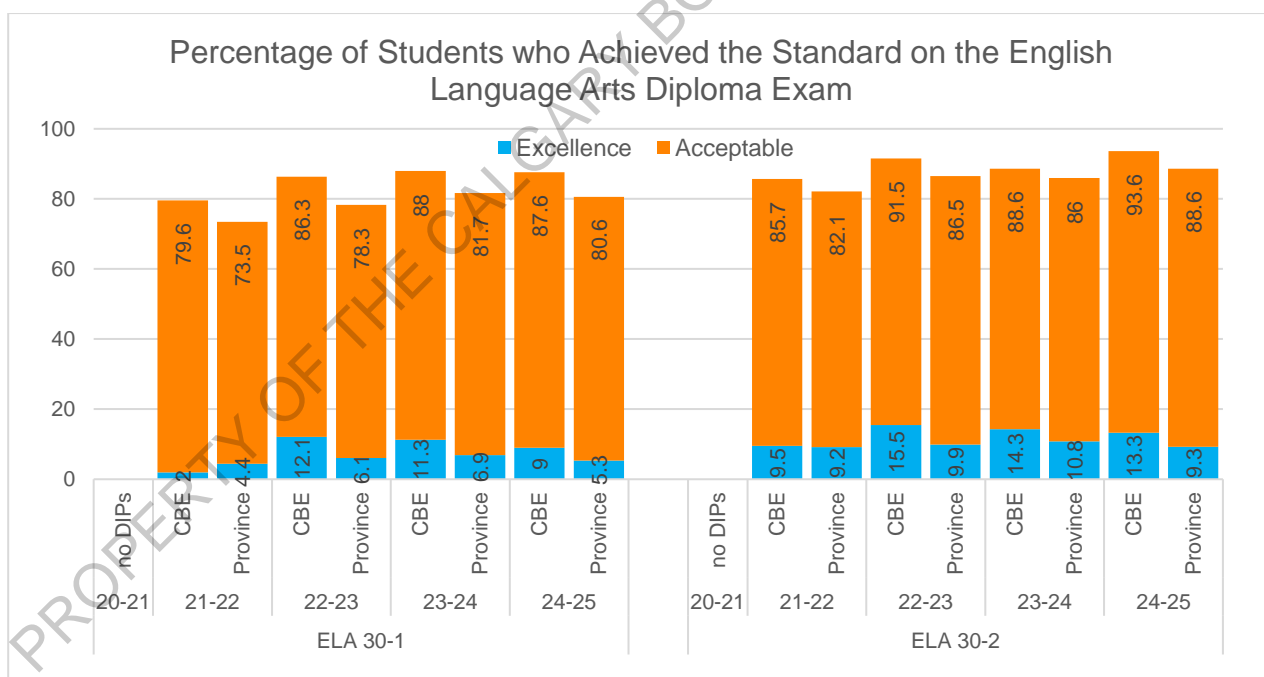
Note | \*Data values have been suppressed where the number of respondents/students is fewer than 6.

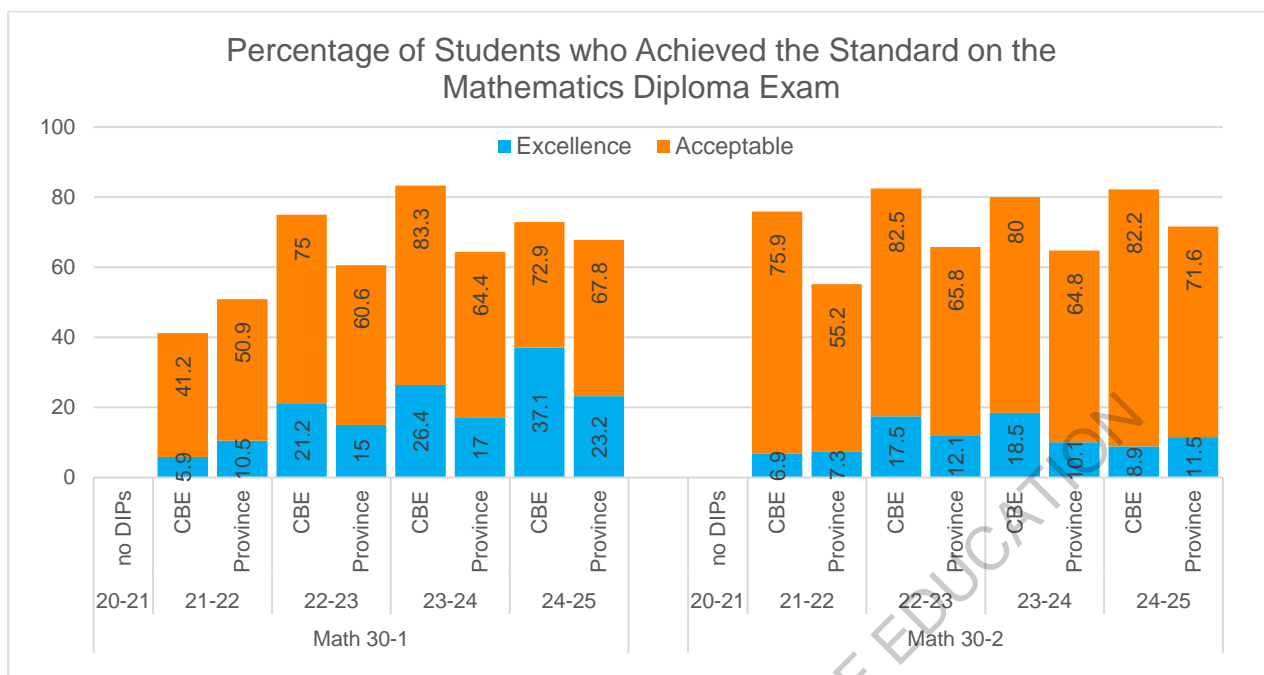




**Note** | 2024-25 is the first year of a new test that reflects the 2023 curriculum.

**B. Percentage of Students who Self-Identify as Indigenous who achieved the standards on Diploma Examinations**





### ■ Analysis of Cohort

The range students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 12 to 21
- Non-K&E PATs: 450 to 459
- Diploma Examinations: 70 to 203

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

For Students who Self-identify as Indigenous cohort, CBE students achieved lower results in both standards across Mathematics 6 (new), Mathematics 9 and English Language Arts 9 PAT's than provincial results in 2024-25. However, for Mathematics 9 the gaps between CBE and province became smaller in 2024-25 as compared to last year's results.

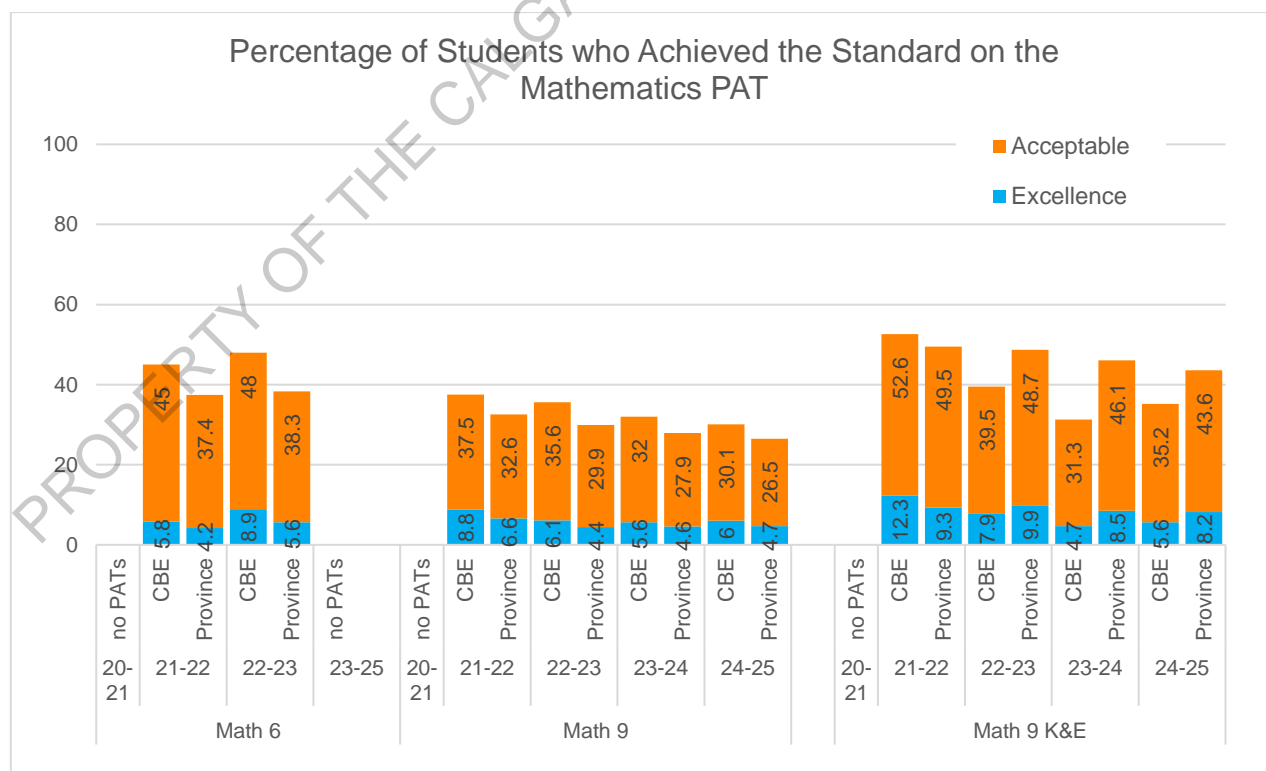
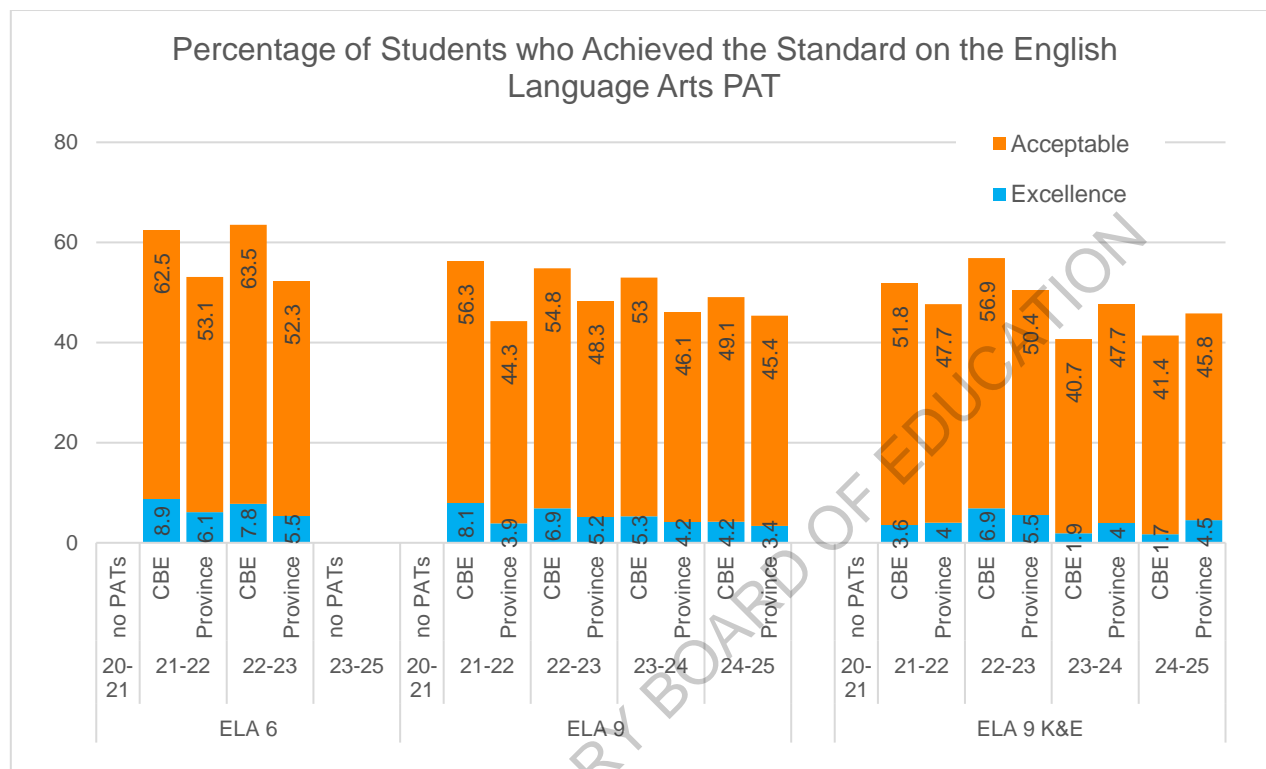
In 2024-25, year-over-year improvements were observed on both standards in English Language Arts 9 and Mathematics 9

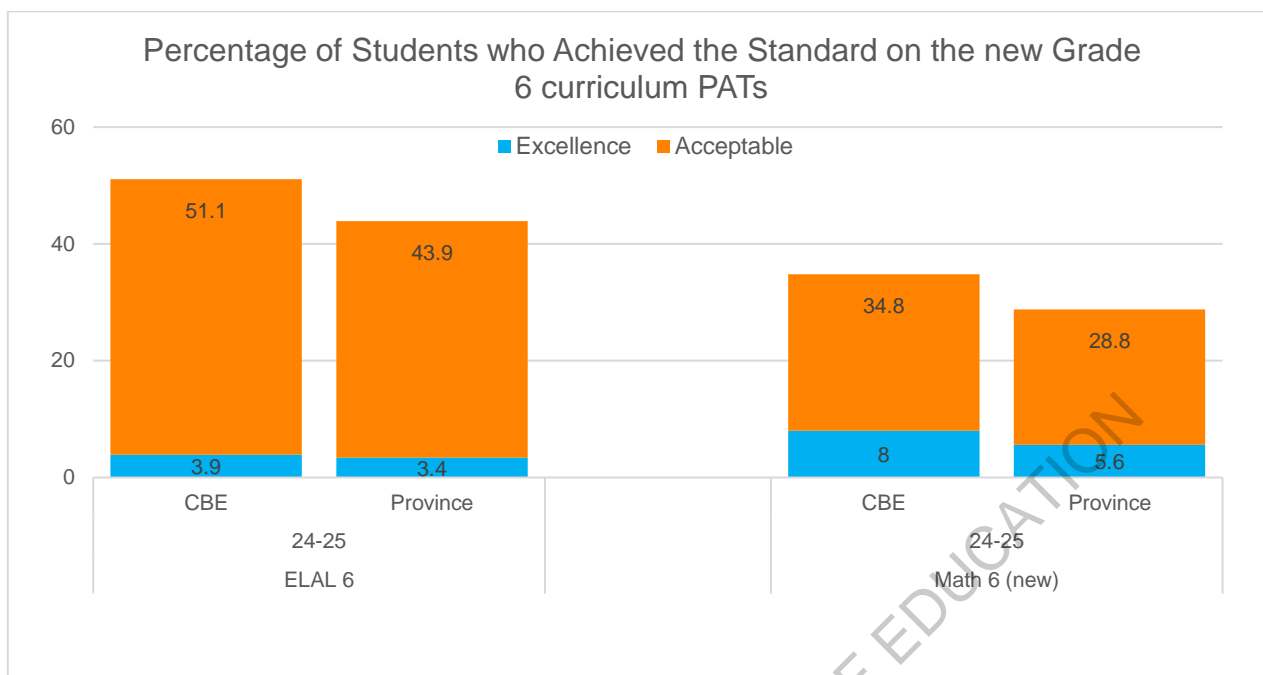
CBE Students who Self-Identify as Indigenous cohort consistently achieved higher diploma examination results than the corresponding provincial results across all four exams at the Acceptable Standard in 2024-25, the gap was the most evident in Mathematics 30-2. Moreover, CBE also outperformed their provincial counterparts at the Standard of Excellence results in both English Language Arts exams and Mathematics 30-1.

Year-over-year increases were observed for diploma dash two exams at the Acceptable Standard as well as for Mathematics 30-1 at the standard of excellence. When compared to the previous three-year averages, CBE's Students who Self-Identify as Indigenous cohort did not have significantly different results in 2024-25 school year.

### 3.4 Students with Identified Special Education Needs

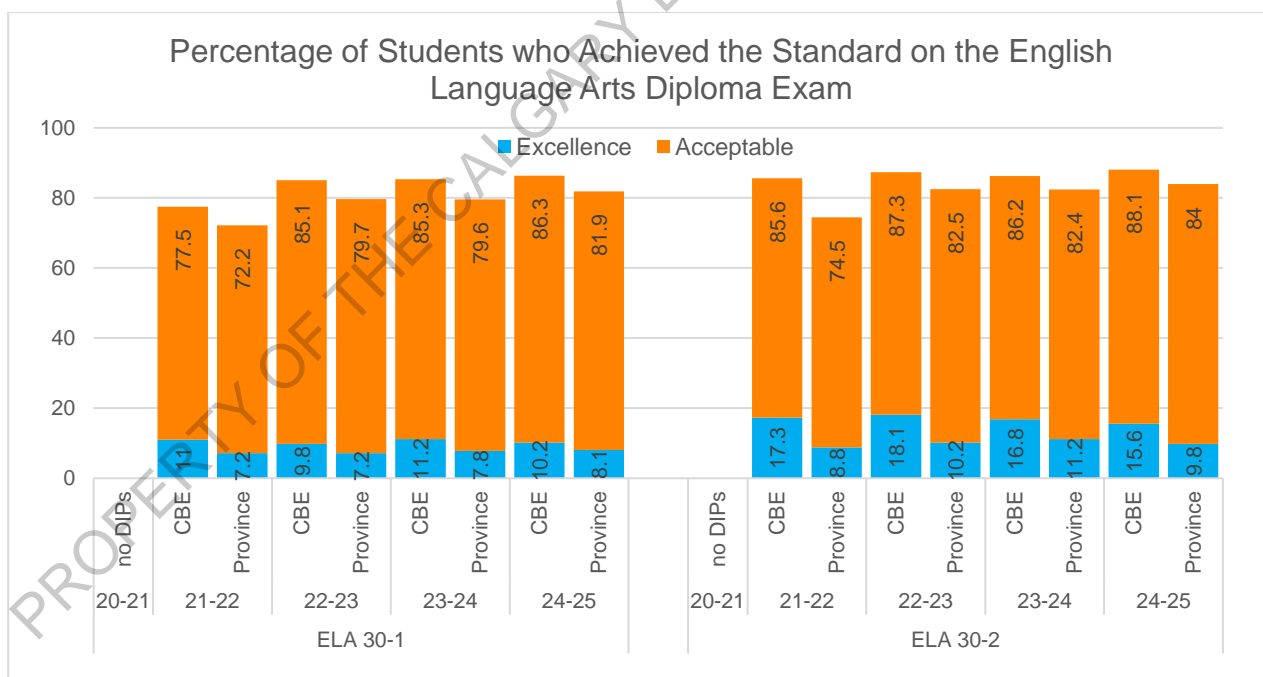
#### A. Percentage of Students with Identified Special Education Needs who achieved the standards on Provincial Achievement Tests

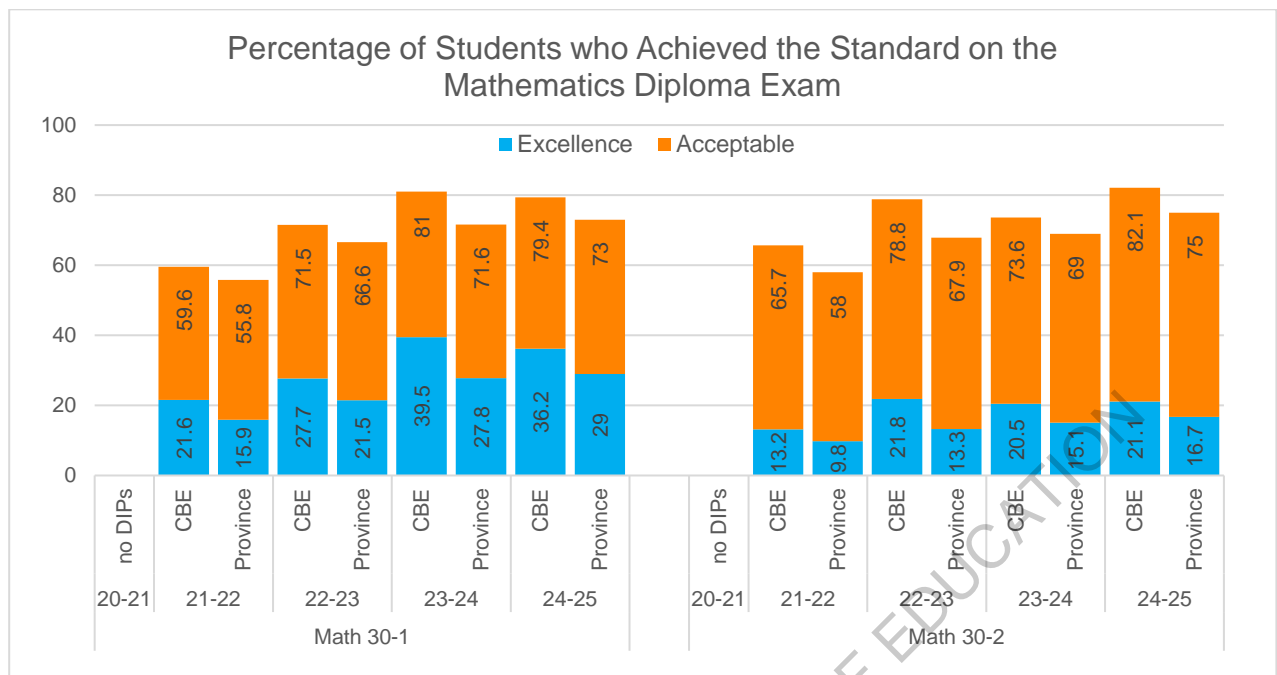




**Note** | 2024-25 is the first year of a new test that reflects the 2023 curriculum.

**B. Percentage of Students with Identified Special Education Needs who achieved the standards on Diploma Examinations**





### ■ Analysis of Cohort

The range of students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 58 to 71
- Non-K&E PATs: 2228 to 2241
- Diploma Examinations: 596 to 1174

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

Similar to previous years, CBE's Students with Identified Special Education Needs cohort consistently achieved stronger PAT results than the province in non-K&E English Language Arts and Mathematics at both standards. Moreover, year-over-year improvement was observed for Mathematics 9 Standard of Excellence results in 2024-25 school year. When compared to the previous three-year average PAT results, CBE had significantly lower percentages of students in this cohort achieving Acceptable Standard for both English Language Arts 9 and Mathematics 9 in 2024-25.

Over the past four years, this cohort consistently achieved stronger diploma examination results than the province across all four diploma examinations at both standards.

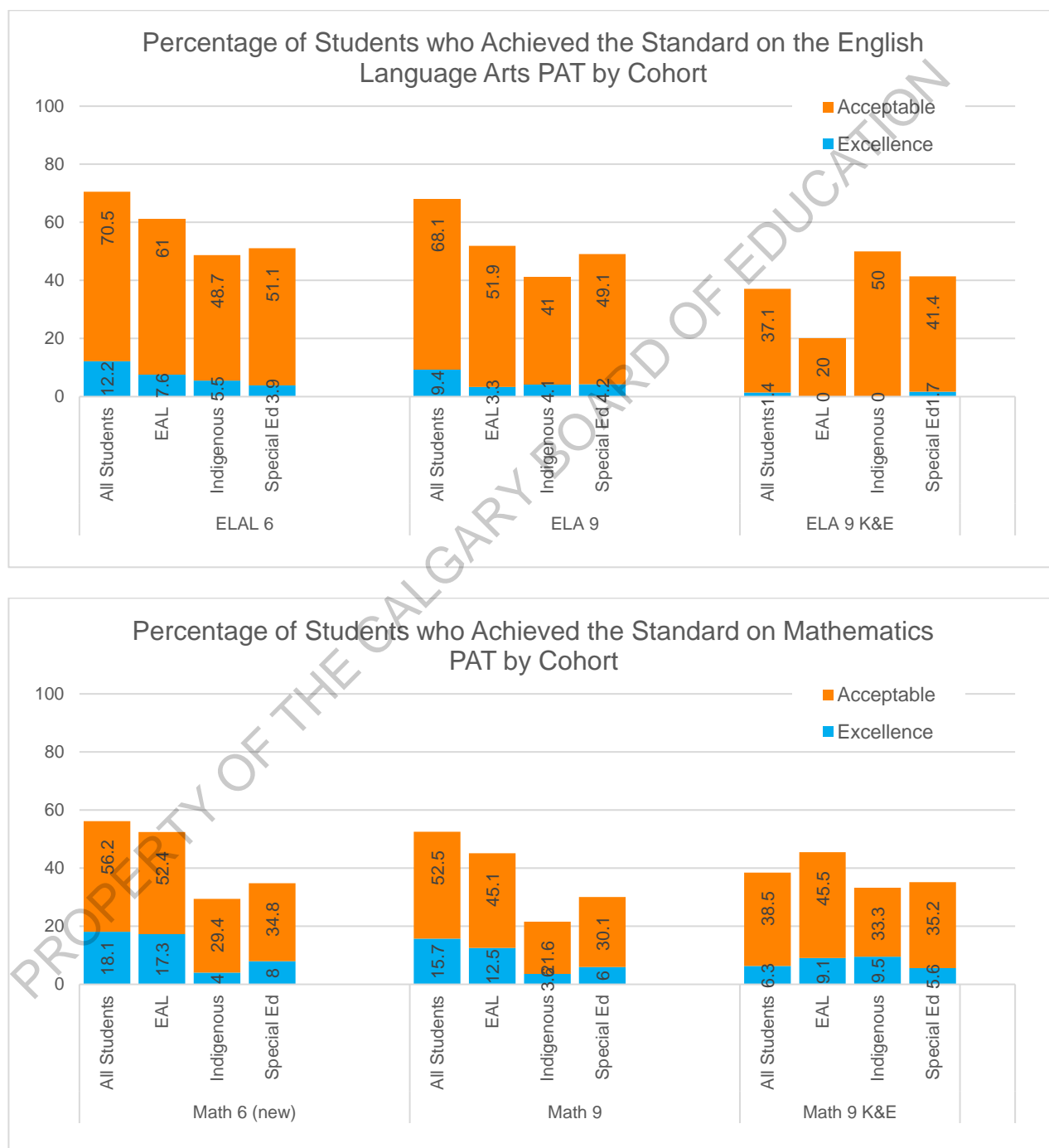
In 2024-25 school year, except for Mathematics 30-1, the CBE Students with Identified Special Education Needs cohort showed year-over-year increases in the Acceptable Standard across English Language Arts and Mathematics diploma exams. Moreover, CBE student cohort achieved improved results in Mathematics 30-2 at the Standard of Excellence in 2024-25.



In comparison to the previous three-year averages, CBE's Students with Identified Special Education Needs cohort achieved statistically significant higher Acceptable Standard results in Mathematics 30-2.

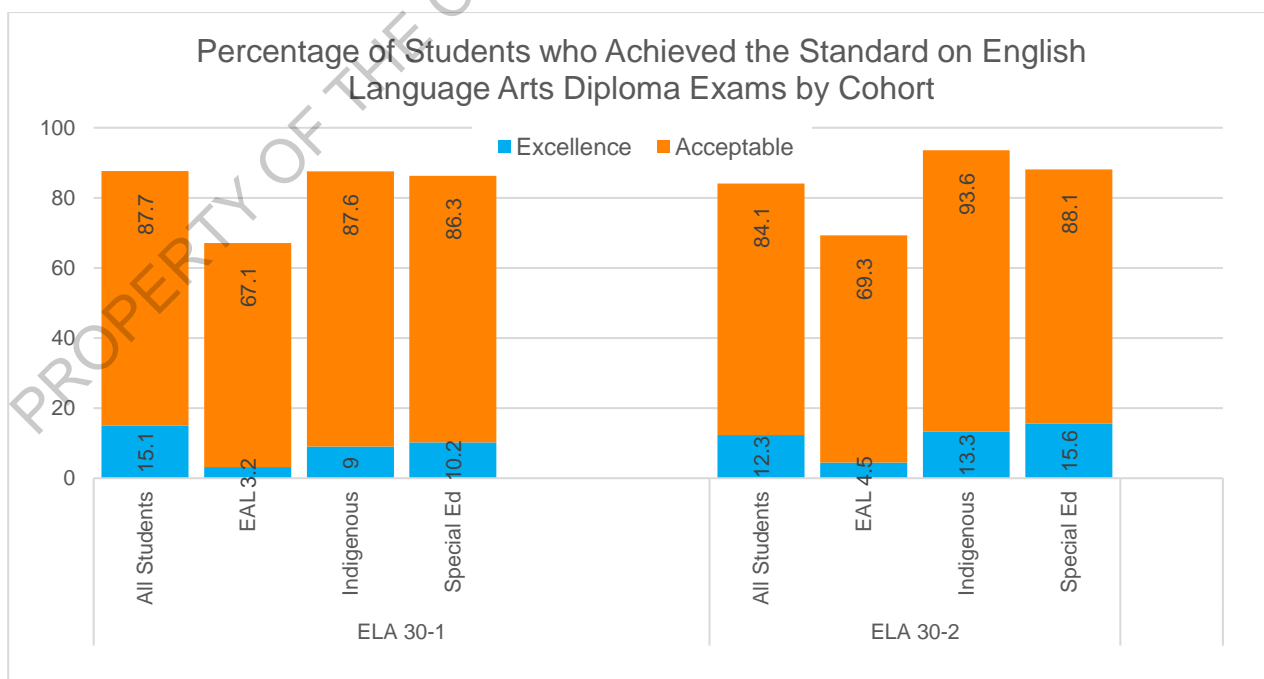
## Summary

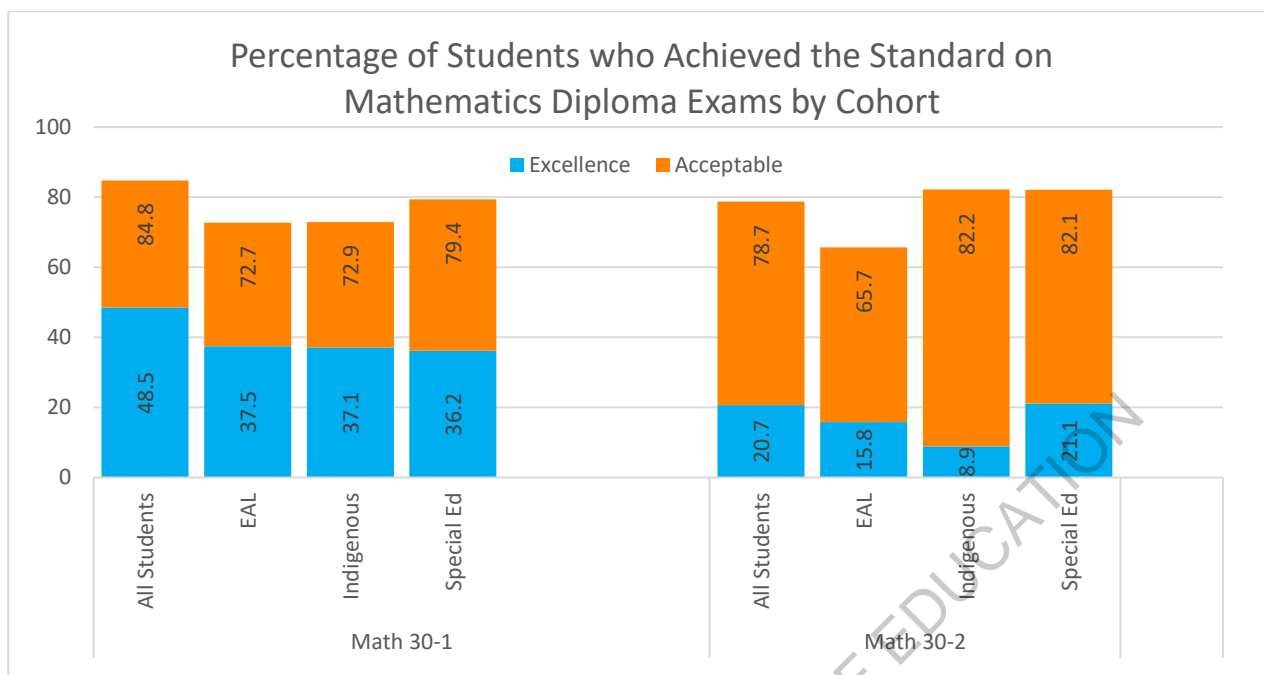
### A. Percentage of students who achieved the standards on Provincial Achievement Tests by Cohort



ELAL 6	All Students	EAL	Indigenous	Special Ed
Acc	70.5	61.0	48.7	51.1
Ex	12.2	7.6	5.5	3.9
Math 6 (new)	All Students	EAL	Indigenous	Special Ed
Acc	56.2	52.4	29.4	34.8
Ex	18.1	17.3	4.0	8.0
ELA 9	All Students	EAL	Indigenous	Special Ed
Acc	68.1	51.9	41.0	49.1
Ex	9.4	3.3	4.1	4.2
ELA 9 K&E	All Students	EAL	Indigenous	Special Ed
Acc	37.1	20.0	50.0	41.4
Ex	1.4	0.0	0.0	1.7
Math 9	All Students	EAL	Indigenous	Special Ed
Acc	52.5	45.1	21.6	30.1
Ex	15.7	12.5	3.6	6.0
Math 9 K&E	All Students	EAL	Indigenous	Special Ed
Acc	38.5	45.5	33.3	35.2
Ex	6.3	9.1	9.5	5.6

B. Percentage of students who achieved the standards on Diploma Examinations by Cohort





ELA 30-1	All Students	EAL	Indigenous	Special Ed
Acc	87.7	67.1	87.6	86.3
Ex	15.1	3.2	9.0	10.2
ELA 30-2	All Students	EAL	Indigenous	Special Ed
Acc	84.1	69.3	93.6	88.1
Ex	12.3	4.5	13.3	15.6
Math 30-1	All Students	EAL	Indigenous	Special Ed
Acc	84.8	72.7	72.9	79.4
Ex	48.5	37.5	37.1	36.2
Math 30-2	All Students	EAL	Indigenous	Special Ed
Acc	78.7	65.7	82.2	82.1
Ex	20.7	15.8	8.9	21.1

[Note](#) | for additional information, refer to [Appendix II](#) | Summary Tables Indicators 1 to 5 and [Appendix III](#) | Additional Data Sets by Indicator.

#### Targets for 2024-25

No targets were set for 2024-25 school year.

#### Interpretation

[Note](#) | Direct comparisons between report card and provincial achievement results require careful consideration and contextualization prior to drawing conclusions or attempting to draw parallels between these different sources of student learning data. Provincial assessments span as many of the learning outcomes in the programs of study as are possible within the parameters of the provincial assessment format. As such, there are learning outcomes not

assessed on PATs or diploma examinations that still inform report card grades. Examples include assessment data for outcomes related to skills such as listening, speaking and the front matter (i.e., values, attitudes, skills, processes) of the curriculum, which can only be assessed in a classroom environment. That said, opportunities for triangulation between these sources support CBE in identifying at a high-levels key.

Diploma exam results in 2024–25 exceeded provincial averages across all English Language Arts and Mathematics courses at the Acceptable Standard, except English Language Arts 30-2. Compared to the previous three-year averages, CBE students achieved significantly higher Acceptable Standard results in both Mathematics exams, with nearly half earning the Standard of Excellence in Math 30-1 and over 20 per cent in Math 30-2. Division 4 report card data also improved from 2023–24 to 2024–25 in both subjects for most cohorts, with notable gains for Indigenous students and those with special education needs, though the English as an Additional Language Learner cohort did not show similar growth.

As a whole, these improvements may be the result of a divisional focus on outcome-based assessment (OBA), system coherence, and calibration of student samples. This approach focuses on mastery of specific learning outcomes rather than just overall scores, providing greater transparency by linking assessments directly to curriculum goals and standards. It supports personalized learning through targeted feedback and remediation for particular outcomes, and it encourages a growth mindset by framing learning as an ongoing progression toward mastery. The impact of these strategies is particularly evident among students who Self-Identify as Indigenous and Students with Identified Special Education Needs.

Students who Self-Identify as Indigenous achieved results above the provincial average at the acceptable and excellence standard for Mathematic 30-1, English Language Arts 30-1 and 30-2 exams. More than 93 per cent of CBE Students who Self-Identify as Indigenous achieved Acceptable Standard results in English Language Arts 30-2. The achievement gap between All Student cohort and Students who Self-Identify as Indigenous continues to narrow in these courses. These improvements suggest that the systemic focus on the implementation of the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF), targeted professional learning and assessment alignment may have contributed to greater equity for Indigenous learners and improved outcomes for historically underserved cohorts of students. The framework takes a holistic approach, nurturing academic success alongside emotional, cultural, and identity factors essential to lifelong learning

English as an Additional Language cohort in Division 4 saw decreases in report cards means in English Language Arts and Mathematics. While the declines were not statistically significant compared to the 3-year average, it highlights an area for continued focus, differentiated supports and monitoring. English as an Additional Language cohort Grade 9 PAT results for English Language Arts for declined from the previous year and are lower than the province. Declines in Grade 9 English Language Arts and Mathematics Provincial Achievement Tests alongside the lower report card means suggest many English as an Additional Language cohort students may not be accessing grade-level text and task demands, despite stronger diploma results. This points to a need for earlier, explicit language and disciplinary literacy support in Mathematics and English Language Arts. While English as an Additional Language students in Division 1 declined compared to last year, students achieved higher report card means than Division 2 and 3 students. This could largely be attributed to the highly oral nature

of early learning environments, and where systematic reading instruction focuses on learning to read rather than reading to learn.

All Students and Students with Identified Special Education Needs cohorts exceeded the province for both Mathematics 6 and Mathematics 9 at the acceptable and excellence standard. In Knowledge and Employability (K&E) Mathematics 9, most cohorts improved compared to last year, except for Students who Self-Identify as Indigenous cohort. These gains suggest targeted support from K&E specialists may be supporting student achievement. Overall, Students with Special Education Needs, English as an Additional Language Learners, and Students who Self-Identify as Indigenous cohorts level of achievement at both standards remain low and well below the All Students cohort. It is important to note however that standardized tests also do not fully reflect holistic approaches that benefit Indigenous learners.

Overall, PAT achievement in Mathematics are consistently lower than English Language Arts, likely due to gaps in foundational skills that were missed during transition years between the new and old curriculum, which was implemented for Division 1 students in 2022-23 and expanded to Division 2 in 2023-24. These gaps may have also been magnified by lingering effects of COVID-19 learning loss. Mathematic concepts generally build upon each other. As the students progress through grades, the gaps due to missing content widen and compound. Literacy and Mathematics specialists are working to provide individualized support for data-informed instruction, assessment, and intervention planning. As the gaps in numeracy persist, consistent use of the Mathematics Equity and Identity Guide will help close achievement gaps and ensure inclusive practices across the system.

English Language Arts Writing report card stem continued to show the lowest averaged percentage of students achieving excellence (indicator of 4) across all grades in 2024-25. In particular, Division 1 and 2 results have shown decreased strength, particularly in writing and mathematics. Over time, report card means have declined, and the percentage of students achieving “at or above grade level” in key stems has decreased, although not statistically significant compared to the three-year average. This decrease could be attributed to the developing nature of applying evidence-based practices in early literacy and writing, and system-wide processes for leveraging data and implementing interventions. As these skills are in development, there may be less consistency in the use of explicit strategies in writing instruction across grades. In addition, assessment calibration for English as an Additional Language Learners and Students with Identified Special Educations Needs is not yet consistent, which can impact equitable evaluation. Teachers may require deeper understanding of evidence-based practices in early literacy and writing, and system-wide processes for leveraging data and implementing interventions are still developing.

To provide a more comprehensive interpretation of data in support of next steps, [Appendix III](#) results were examined. The percentage of the All Students cohort receiving an indicator of 1 or achieving a mark that was below 50 per cent was used for analysis purposes.

## ■ Celebrate

### ■ Division 4 students:

- Division 4 students achieved higher report card means for both subjects from 2023-24 to 2024-25 across all cohorts except for English as an Additional Language Learners cohort.

- For Students who Self-Identify as Indigenous cohort and Students with Identified Special Education Needs cohort, notable improvements in both subjects for Division 4 students when compared to the previous three-year average results.
- More than 80 per cent of Division 4 students achieved a final mark of 65 or higher in English Language Arts 10-1 and 20-1.
- **Students who Self-Identify as Indigenous cohort:**
  - In Division 2 and 4, the Students who Self-Identify as Indigenous cohort achieved higher report card means for both subjects in 2024-25 when compared to 2023-24 results.
  - Division 3 and 4 students achieved continued growth in their English Language Arts report card scores over the last four years.
  - Diploma examination results were above provincial results for this cohort across all English Language Arts and Mathematics courses at the Acceptable Standard
  - More than 93 per cent of CBE Students who Self-Identify as Indigenous achieved Acceptable Standard results in English Language Arts 30-2.
- **Mathematics:**
  - In All Students cohort, almost half of the CBE students achieved Standard of Excellence in Mathematics 30-1 and more than 20 per cent of the CBE students met the Standard of Excellence in Mathematics 30-2.
  - When compared to the previous three-year averages, CBE All Students cohort achieved statistically significant higher Acceptable Standard results on both Mathematics diploma exams in 2024-25 school year.
- **Areas for Growth**
  - Improve average scores in both Mathematics and English Language Arts for English as an Additional Language Learners across all divisions.
  - Improve average scores in both Mathematics and English Language Arts for Division 1 students across all cohorts.
  - Improve the number of students achieving a final mark of 65 per cent or higher in dash 2, dash 3 and dash 4 English Language Arts and Mathematics courses.
  - **Writing:**
    - Higher percentage of students received a report grade indicator of 1 in writing than did in reading, suggesting a focus on improving writing.
    - English Language Arts Writing report card stem continued to show the lowest averaged percentage of students achieving excellence (indicator of 4) across all grades in 2024-25.
    - Similar to last year results, percentage of students achieving excellence in the Writing report card stem generally improved as grade level increased, suggesting a possible priority to improve achievement in writing for Division 1 students.
  - **Mathematics:**
    - Except for Students who Self-Identify as Indigenous cohort, CBE had significantly lower percentages of students achieving Acceptable Standard for Mathematics 9 in 2024-25 school year across all other cohorts of students.

## ■ Building Capacity

The following is the list of next steps based on the analysis.

### Professional Learning

- Provide an Early Learning professional learning series supporting all elementary schools through a champion model where Learning Leaders (LLs) attend monthly Professional Learning to support literacy assessment, instruction, and intervention.
- Focus professional learning on Early Years foundational writing skills.
- Support a Writing Network to provide K–12 professional learning on explicit writing instruction and grade-level assessment calibration.
- Middle Years leaders' PL on designing and implementing interventions (e.g. reading).
- High school leaders' PL on leading OBA implementation and task-design work.
- Support K–6 Assessment Working Groups in calibration using ELAL & Math outcomes and AI-generated rubrics.
- Develop new K–9 mathematics diagnostic assessments
- Improve Reading for Older Students (IROS) modules support Grades 4–12 teachers in scaffolding instruction, designing interventions, and supporting striving readers (modules include: Foundations of Reading, Word Recognition, Vocabulary & Knowledge Building, Reading Comprehension).
- Build mathematics fluency (efficiency, flexibility, accuracy) strategy-based instruction for procedural fluency.
- Provide professional learning opportunities for teachers on high-impact strategies for supporting English as an Additional Language (EAL) learners in Mathematics and English Language Arts. Emphasize scaffolding techniques, academic language development, and integration of language objectives within content instruction.
- Provide professional learning to support student regulation (provided by Occupational Therapist (OT) and Behaviour Mental Health (BMH) Specialists), which results in less student interruption in class and learning.
- Provide session for supporting students with learning disabilities in reading and writing, including writing Individualized Program Plans (IPPs).

### Structures and Processes

- Further expand the Early Years Assessment Intervention Initiative to include more schools focusing on providing literacy and numeracy intervention to students with identified needs.
- Deploy the Early Learning Team and SILLs to support 30 at-risk schools with literacy assessment and intervention.
- Continue to expand the use of Acadience Reading K-6.
- Implement a regular cycle of EAL student data analysis to monitor progress in Mathematics and ELA. Use these reviews to identify emerging gaps early and inform timely instructional interventions.
- Update and share Assessing Student Learning Insite page processes and procedures for calibration of student learning evidence, learning outcomes and system rubrics.
- Develop system rubrics for ELA 10-1, 10-2, and 10-4 to support teacher planning and assessment within outcomes-based courses and to serve as a tool to guide learning conversations with students and parents.



- Continue to support calibration of writing through the writing network, HLAT, and working groups.
- Develop and share K-10 System rubrics will help support coherence in writing assessment.
- Develop and share K-9 system rubrics to support calibration and coherent assessment.
- Provide continued opportunities for credit recovery and rescue.
- Enable cross-team literacy collaboration (Inclusive Education, Indigenous Education, Well-Being, Diversity and Inclusion).
- Continue to build formal partnerships to support Indigenous students and families.
- Support for the development of a better understanding of the contexts through which Indigenous students are finding most success (such as alternative programs like Discovering Choices, CBe-learn) and finding ways to improve access to these opportunities/supports.
- Explore possible correlation between barriers (lack of access to timely assessments, appropriate program placement, streaming, resources & supports) and Indigenous students leaving school before high school.
- Expand Instructional Coaching Partnerships.
- Enhance the instructional coaching model by pairing EAL strategists with classroom teachers.
- Facilitate collaborative planning, co-teaching, and modeling of effective strategies to strengthen classroom practice and improve student outcomes.

## Resources

- Increase Indigenous student access to Indigenized learning spaces throughout the CBE to support holistic learning.
- Update and share Literacy and Mathematics Framework Enhancements to reflect current research and system priorities in K–12 instruction and assessment.
- Update ELAL K–3 Scope and Sequence and new ELAL Grade 4–6 Scope and Sequence.
- Update Literacy Interventions Guide (Grades 4–9).
- Share Reading Assessment Tools such as the updated Reading Assessment Decision Tree which now includes whole-class screeners for Grade 10, additional screeners and diagnostics for Grades 11–12, recommendations for grade-level instructional priorities, and guidelines for screening processes.
- Share Reading Data Tracker, now with an updated RAD Data Tracker with grade-specific tabs, integrated benchmark expectations, expanded guidance, and a comprehensive “How-to Guide” to support consistent monitoring of reading progress from Grades 4–12.
- Share Understanding Reading Guide to support adolescent literacy and evidence-based instructional guidelines for components of reading.
- Develop curriculum-aligned system rubrics for high-school ELA 10-1, 10-2, and 10-4 and Mathematics 10C, 10-3, and 10-4 to support outcomes-based task design and assessment.
- Continue to refine and promote the Mathematics Equity and Identity Guide and disciplinary literacy resources in mathematics, with attention to EAL learners and Students who Self-Identify as Indigenous.



- Produce Quick Byte video and flat sheet library for Mathematics Fluency Foundations and Reasoning Strategies
- Develop and share high-quality rubrics for K-6 learning outcomes in English Language Arts and Literature (ELAL) and Math
- Produce on-demand Calibration Protocol Videos,
- Develop and share system rubrics for Grades 7-10 learning outcomes in Math and English Language Arts (ELA).

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**Policy 2.1 Indicator 4**

Student results in each of Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

**Legend |**

- Division 1 – Grades 1 to 3
- Division 2 – Grades 4 to 6
- Division 3 – Grades 7 to 9
- Division 4 – Grades 10 to 12

**4.1 All Students**

All Student cohort report card results as a mean						
Subject	Division	2020-21	2021-22	2022-23	2023-24	2024-25
CTF/CTS	1	n/a	n/a	n/a	n/a	n/a
	2 (CTF)	3.17	3.16	3.24	3.20	3.15
	3 (CTF)	3.10	3.04	3.12	3.11	3.11
	4 (CTS)	83.7	81.8	81.5	80.8	80.9
Fine and Performing Arts	1	3.08	3.09	3.06	3.05	3.04
	2	3.13	3.12	3.11	3.08	3.07
	3	3.13	3.21	3.14	3.15	3.16
	4	81.2	82.6	82.1	81.7	82.4
French Language Arts	1	3.05	3.09	3.11	3.19	3.12
	2	3.09	3.08	3.07	3.04	3.03
	3	3.11	3.02	3.01	2.95	3.00
	4	79.7	79.9	78.7	79.6	78.4
Languages	1	3.06	3.05	3.00	2.99	3.02
	2	3.02	3.02	3.01	2.95	2.99
	3	3.11	3.10	3.07	3.06	3.04
	4	86.1	85.2	83.4	84.2	83.4
Physical Education	1	3.17	3.18	3.10	3.08	3.07
	2	3.24	3.23	3.16	3.15	3.13
	3	3.16	3.11	3.07	3.07	3.06
	4	79.9	81.4	80.4	80.1	81.2

<b>Science</b>	1	3.03	3.05	3.02	3.00	2.96
	2	2.96	2.96	2.93	2.92	2.92
	3	2.87	2.84	2.82	2.81	2.81
	4	76.0	74.3	73.3	73.8	74.0
<b>Social Studies</b>	1	2.98	2.99	2.96	2.95	2.90
	2	2.93	2.92	2.90	2.87	2.85
	3	2.91	2.88	2.82	2.82	2.83
	4	73.0	72.3	71.6	71.7	71.5

**Note** | Students in Division 1 do not take CTF classes

#### ■ Analysis of Cohort

For the All Students cohort, Division 4 students continued to see results at or above 80 over time across all years in CTS, Fine and Performing Arts, Languages and Physical Education (except 2020-21). Meanwhile, results in French Language Arts remained in the high 70s over the previous five years.

When compared to 2023-24 results, most division results showed decreased means in 2024-25 results. Among divisions 1 to 3, the most notable decline was 0.07 percentage point drop for Division 1 students in French Language Arts. Moreover, in Physical Education, Division 1 to 3 students all showed continued decreases in report card means over time. For Division 4 students, the most noticeable decline was a 1.2 percentage point decrease in French Language Arts, the drop was not statistically significant.

Meanwhile, continued year-over-year improvements were observed for Division 3 students in Fine and Performing Arts and Division 4 students in Science for two consecutive years. When compared to 2023-24 school year results, there were some increases observed in 2024-25:

- Languages in Divisions 1 and 2
- Fine and Performing Arts, French Language Arts, Social Studies in Division 3
- CTS, Fine and Performing Arts, Physical Education, Science in Division 4

In addition, Division 4 students achieved statistically significant improvements in their Physical Education report card scores in 2024-25 school year.

## 4.2 English as an Additional Language Learners

English as an Additional Language Learners cohort report card results as a mean						
Subject	Division	2020-21	2021-22	2022-23	2023-24	2024-25
<b>CTF/CTS</b>	1	n/a	n/a	n/a	n/a	n/a
	2 (CTF)	3.08	3.26	3.07	3.08	3.00
	3 (CTF)	2.94	2.91	2.95	2.98	2.96
	4 (CTS)	80.6	77.6	76.5	75.8	76.0

<b>Fine and Performing Arts</b>	1	2.95	2.97	2.94	2.93	2.93
	2	3.01	3.03	2.99	2.97	2.95
	3	2.96	3.02	2.93	2.98	2.99
	4	74.8	76.1	75.9	74.9	75.5
<b>French Language Arts</b>	1	2.75	2.99	3.08	2.98	2.96
	2	3.00	2.96	3.06	3.04	2.99
	3	3.02	2.83	2.93	2.84	2.88
	4	69.6	70.7	79.5	81.1	78.0
<b>Languages</b>	1	3.11	3.11	3.07	3.06	3.10
	2	3.02	3.03	2.99	2.90	2.95
	3	3.04	2.94	2.95	2.96	2.94
	4	83.5	83.5	80.0	80.6	79.1
<b>Physical Education</b>	1	3.03	3.04	2.98	2.97	2.95
	2	3.14	3.13	3.07	3.04	3.01
	3	3.05	3.00	2.94	2.94	2.91
	4	75.2	77.6	75.5	75.3	76.7
<b>Science</b>	1	2.87	2.85	2.84	2.82	2.79
	2	2.84	2.83	2.81	2.79	2.78
	3	2.71	2.70	2.70	2.67	2.64
	4	71.1	69.0	67.1	68.2	68.3
<b>Social Studies</b>	1	2.83	2.80	2.80	2.79	2.75
	2	2.81	2.80	2.78	2.73	2.70
	3	2.74	2.72	2.69	2.67	2.65
	4	67.9	68.1	66.3	67.4	66.1

#### ■ Analysis of Cohort

The number of students in this cohort who were enrolled in Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 117 to 12288
- Division 2: 259 to 12138
- Division 3: 342 to 10245
- Division 4: 65 to 6313

Notably, Division 4 students in this cohort kept above 80s average results since 2020-21 while demonstrated a 79.1 average score in 2024-25 school year in Languages, showing a notable 3.1 percentage point year-over-year drop from 2023-24 school year. The drop was not statistically significant.

Similar to All Students cohort, most division results showed decreased year-over-year means in 2024-25. Moreover, in Physical Education, Science, and Social Studies, continued drops were observed across divisions 1 to 3 over time. In the meanwhile, continuous increases could be observed for Division 3 students in Fine and Performing Arts and Division 4 students in Science. Other increases in 2024-25 were:

- Languages in Division 1 and 2
- Fine and Performing Arts and French Language Arts in Division 3
- CTS, Fine and Performing Arts, Physical Education, Science in Division 4

In comparison to the previous three-year average results, there were no statistically significant changes, however, when compared to 2023-24 results, the improvement in Physical Education and the decrease in Social Studies for Division 4 students were notable.

### 4.3 Students who Self-Identify as Indigenous

Students who Self-Identify as Indigenous report card results as a mean						
Subject	Division	2020-21	2021-22	2022-23	2023-24	2024-25
CTF/CTS	1	n/a	n/a	n/a	n/a	n/a
	2 (CTF)	2.83	2.91	3.21	2.93	2.95
	3 (CTF)	2.70	2.66	2.74	2.76	2.75
	4 (CTS)	78.3	74.6	75.1	74.5	75.3
Fine and Performing Arts	1	2.72	2.78	2.82	2.85	2.81
	2	2.81	2.82	2.79	2.84	2.84
	3	2.74	2.88	3.02	2.89	2.91
	4	70.1	70.2	72.0	72.4	73.5
French Language Arts	1	2.80	2.98	2.83	2.91	2.88
	2	2.80	2.93	3.02	3.13	2.91
	3	3.02	2.72	2.79	2.72	2.81
	4	75.0	80.1	76.1	77.1	74.9
Languages	1	2.82	2.63	2.63	2.54	2.62
	2	2.58	2.56	2.62	2.52	2.73
	3	2.64	2.65	2.74	2.74	2.57
	4	73.7	73.1	68.0	73.4	74.4

<b>Physical Education</b>	1	2.76	2.86	2.87	2.87	2.87
	2	2.91	2.86	2.80	2.82	2.84
	3	2.78	2.80	2.75	2.72	2.74
	4	65.9	66.6	66.4	67.5	71.1
<b>Science</b>	1	2.46	2.54	2.66	2.65	2.59
	2	2.44	2.43	2.38	2.46	2.47
	3	2.30	2.24	2.30	2.29	2.29
	4	63.8	62.2	61.1	62.9	63.7
<b>Social Studies</b>	1	2.41	2.51	2.62	2.60	2.53
	2	2.43	2.42	2.36	2.41	2.42
	3	2.36	2.34	2.30	2.29	2.33
	4	61.1	59.4	60.7	60.6	62.0

#### ■ Analysis of Cohort

The number of students in this cohort who were enrolled in Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 67 to 1353
- Division 2: 62 to 1350
- Division 3: 64 to 1180
- Division 4: 53 to 1243

Except for French Language Arts, Division 4 students achieved year-over-year improvements in their report card means across all subjects in 2024-25 school year. Moreover, continued increases were observed in Division 4 Fine and Performing Arts results over the past five years.

In Fine and Performing Arts, Science, and Social Studies, Division 1 students in this cohort showed year-over-year decreases while students in other divisions consistently showed maintained or improved report card means in 2024-25 school year. Moreover, all divisions achieved maintained or improved Physical Education results in 2024-25.

When compared to 2023-24 school year, Division 3 students showed the only decreased results in CTF and Languages while other divisions achieved improvements. In the meanwhile, Division 3 students demonstrated the only increased results in French Language Arts while students in other divisions showed declines in 2024-25 school year.

In addition, as compared to the previous three-year average performances, Division 4 students in this cohort achieved statistically notable improvements in Physical Education report card means.

#### 4.4 Students with Identified Special Education Needs

Students with Identified Special Education Needs report card results as a mean						
Subject	Division	2020-21	2021-22	2022-23	2023-24	2024-25
CTF/CTS	1	n/a	n/a	n/a	n/a	n/a
	2 (CTF)	2.91	2.83	2.97	3.00	2.98
	3 (CTF)	2.86	2.81	2.90	2.91	2.90
	4 (CTS)	79.9	77.6	77.8	77.4	77.6
Fine and Performing Arts	1	2.71	2.72	2.70	2.71	2.70
	2	2.85	2.86	2.84	2.83	2.83
	3	2.86	2.95	2.90	2.95	2.95
	4	76.0	78.3	78.4	78.3	78.8
French Language Arts	1	2.64	2.62	2.63	2.73	2.66
	2	2.83	2.75	2.76	2.74	2.73
	3	2.87	2.69	2.69	2.65	2.74
	4	74.1	74.9	74.4	75.1	73.8
Languages	1	2.53	2.49	2.44	2.46	2.55
	2	2.66	2.63	2.63	2.60	2.63
	3	2.70	2.74	2.75	2.74	2.67
	4	79.7	79.2	75.9	77.1	76.6
Physical Education	1	2.82	2.78	2.70	2.69	2.71
	2	3.02	3.02	2.91	2.91	2.90
	3	2.95	2.90	2.88	2.88	2.91
	4	73.5	75.7	75.8	75.8	77.3
Science	1	2.62	2.59	2.55	2.53	2.53
	2	2.61	2.62	2.56	2.58	2.56
	3	2.47	2.47	2.45	2.44	2.44
	4	69.0	67.3	66.9	67.6	68.6
Social Studies	1	2.53	2.49	2.46	2.45	2.44
	2	2.56	2.55	2.49	2.48	2.47
	3	2.51	2.51	2.46	2.44	2.47
	4	66.7	65.8	65.6	66.0	66.7

## Analysis of Cohort

The number of students in this cohort who were enrolled in Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies (with Indicator 1, 2, 3 and 4) were as follows:

- Division 1: 244 to 4133
- Division 2: 314 to 5219
- Division 3: 420 to 5875
- Division 4: 301 to 6710

Division 4 students in this cohort kept above 70 average scores across all years in CTS, Fine and Performing Arts, French Language Arts, Languages and Physical Education. Moreover, year-over-year increases were consistently observed across different subjects except for French Language Arts and Languages in 2024-25.

Among Divisions 1 to 3, only Division 1 students achieved continuous growth in Languages since 2022-23. As compared to 2023-24 results, increases across divisions 1 to 3 were observed in:

- Languages and Physical Education for Division 1
- Languages for Division 2
- French Language Arts, Physical Education, and Social Studies for Division 3

In comparison to the previous three-year average results, Division 4 students showed statistically notable improvements in Physical Education, Science, and Social Studies in 2024-25 school year.

## Summary

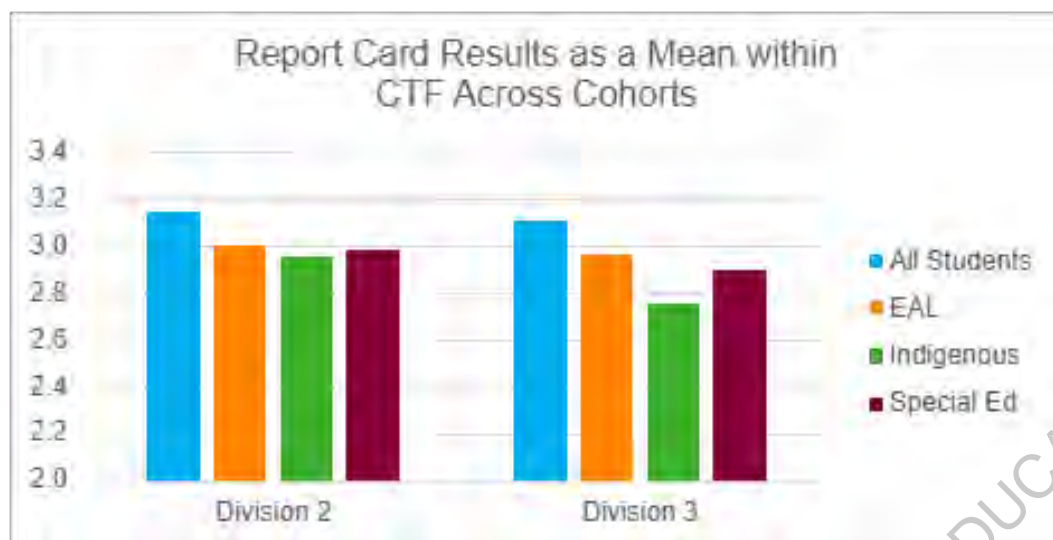
CTF/CTS	All Students	EAL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.15	3.00	2.95	2.98
Division 3	3.11	2.96	2.75	2.90
Division 4	80.9	76.0	75.3	77.6
FPA	All Students	EAL	Indigenous	Special Ed
Division 1	3.04	2.93	2.81	2.70
Division 2	3.07	2.95	2.84	2.83
Division 3	3.16	2.99	2.91	2.95
Division 4	82.4	75.5	73.5	78.8
French Language Arts	All Students	EAL	Indigenous	Special Ed
Division 1	3.12	2.96	2.88	2.66
Division 2	3.03	2.99	2.91	2.73



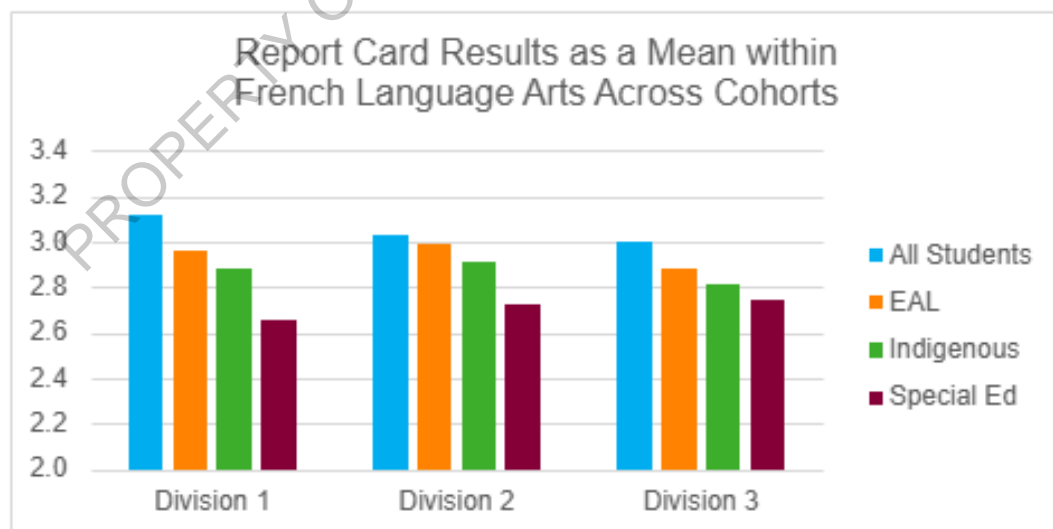
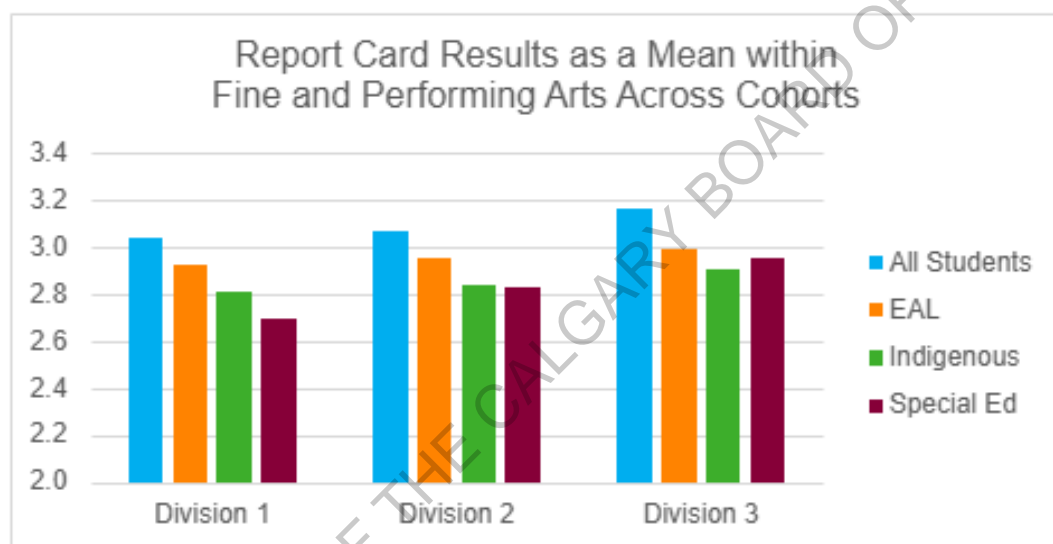
<b>French Language Arts</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Division 3	3.00	2.88	2.81	2.74
Division 4	78.4	78.0	74.9	73.8
<b>Languages</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Division 1	3.02	3.10	2.62	2.55
Division 2	2.99	2.95	2.73	2.63
Division 3	3.04	2.94	2.57	2.67
Division 4	83.4	79.1	74.4	76.6
<b>Physical Education</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Division 1	3.07	2.95	2.87	2.71
Division 2	3.13	3.01	2.84	2.90
Division 3	3.06	2.91	2.74	2.91
Division 4	81.2	76.7	71.1	77.3
<b>Science</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Division 1	2.96	2.79	2.59	2.53
Division 2	2.92	2.78	2.47	2.56
Division 3	2.81	2.64	2.29	2.44
Division 4	74.0	68.3	63.7	68.6
<b>Social Studies</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Division 1	2.90	2.75	2.53	2.44
Division 2	2.85	2.70	2.42	2.47
Division 3	2.83	2.65	2.33	2.47
Division 4	71.5	66.1	62.0	66.7

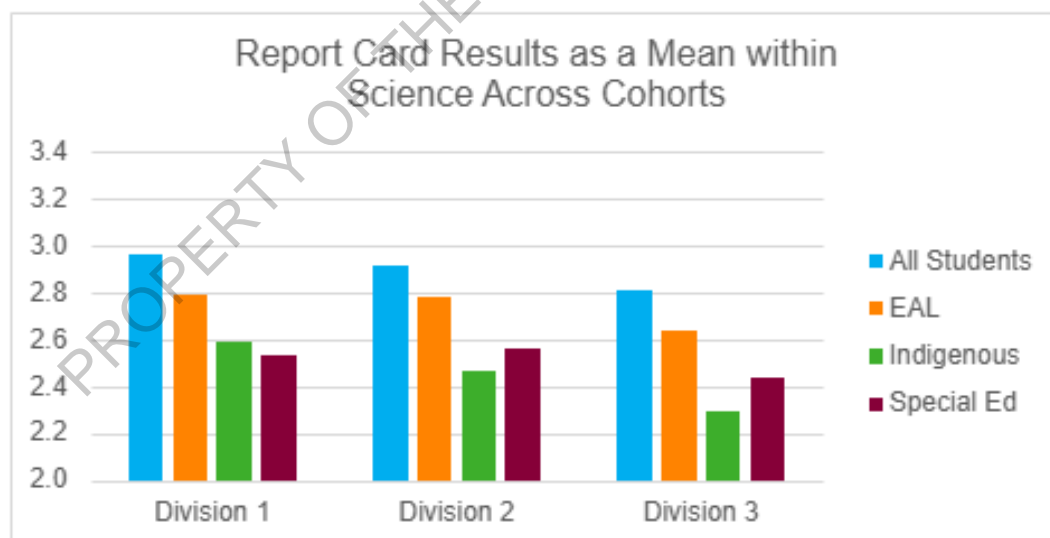
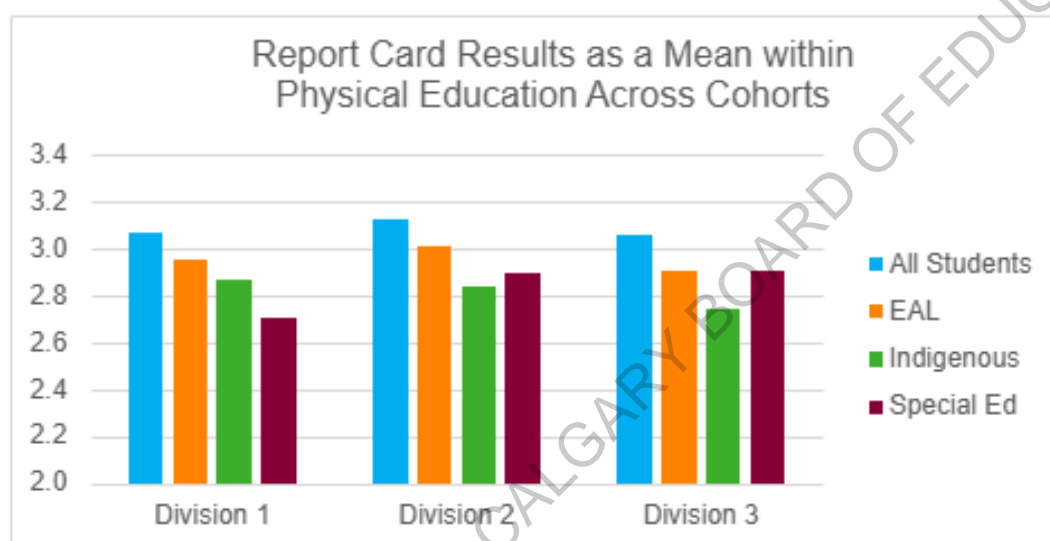
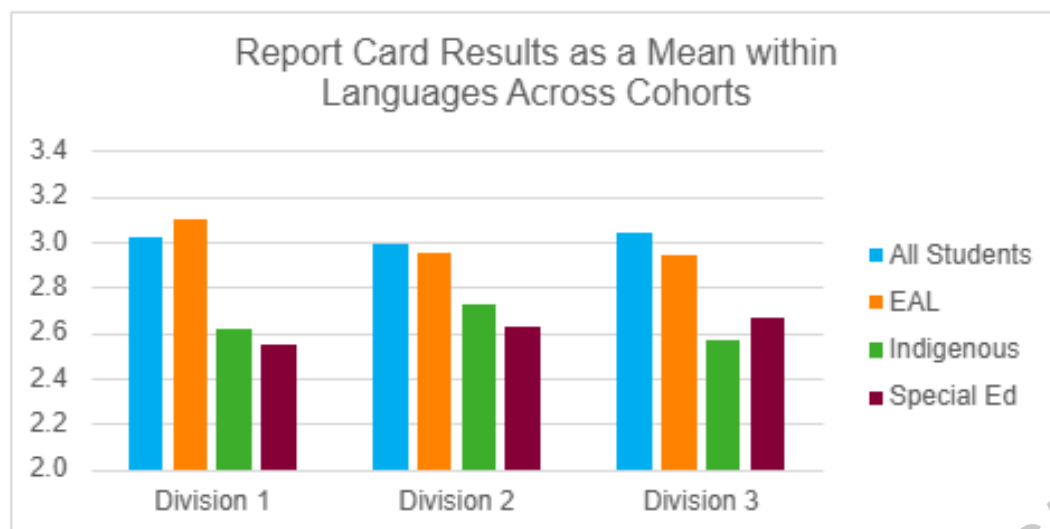
[Note](#) | for additional information, refer to [Appendix II](#) | Summary Tables Indicators 1 to 5 and [Appendix III](#) | Additional Data Sets by Indicator.

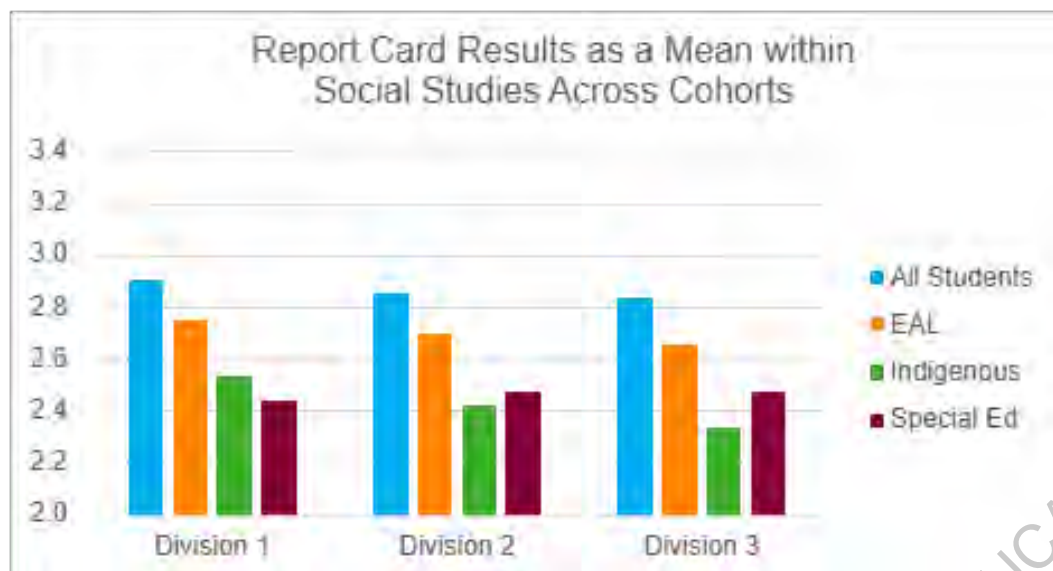
## A. Divisions 1, 2, and 3 Report Card Result as a Mean Across Cohorts



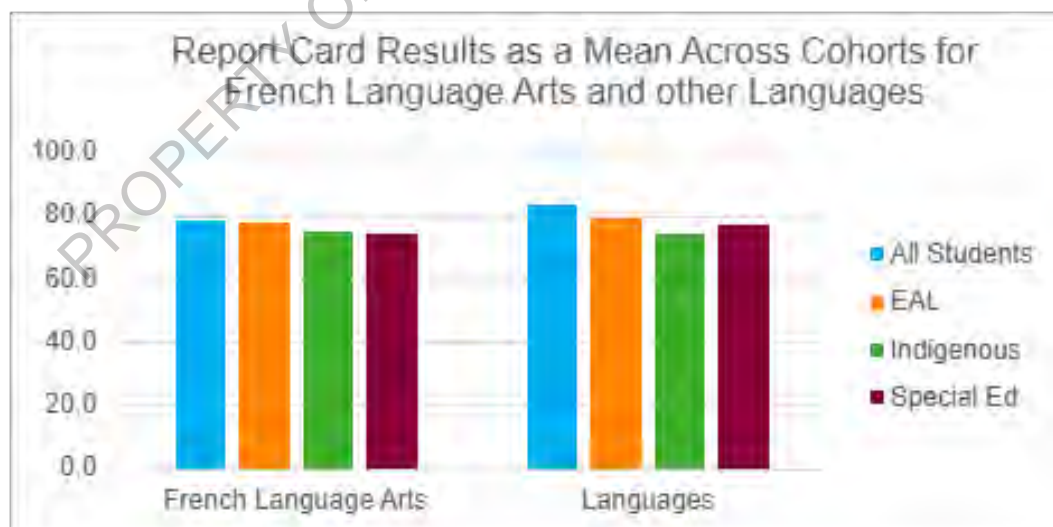
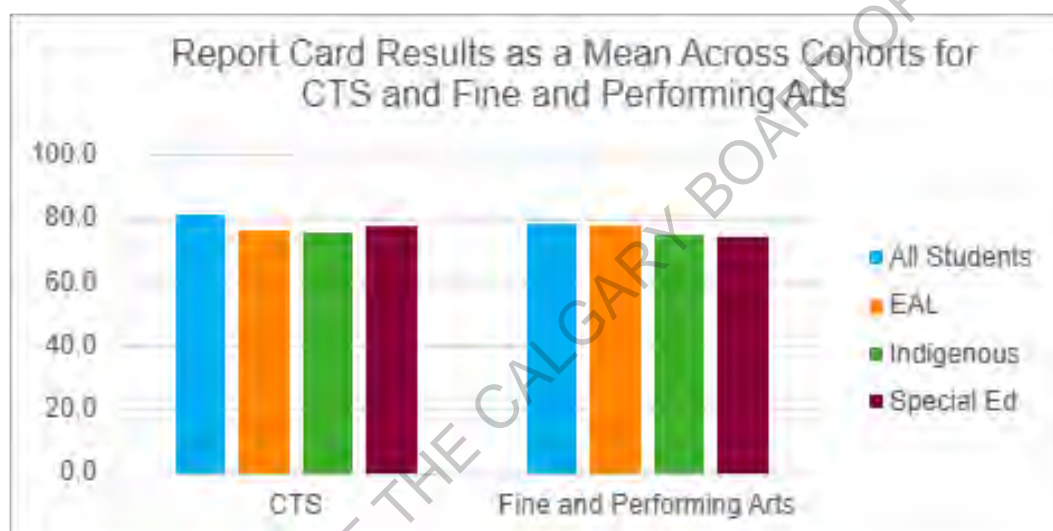
Note | Students in Division 1 do not take CTF classes

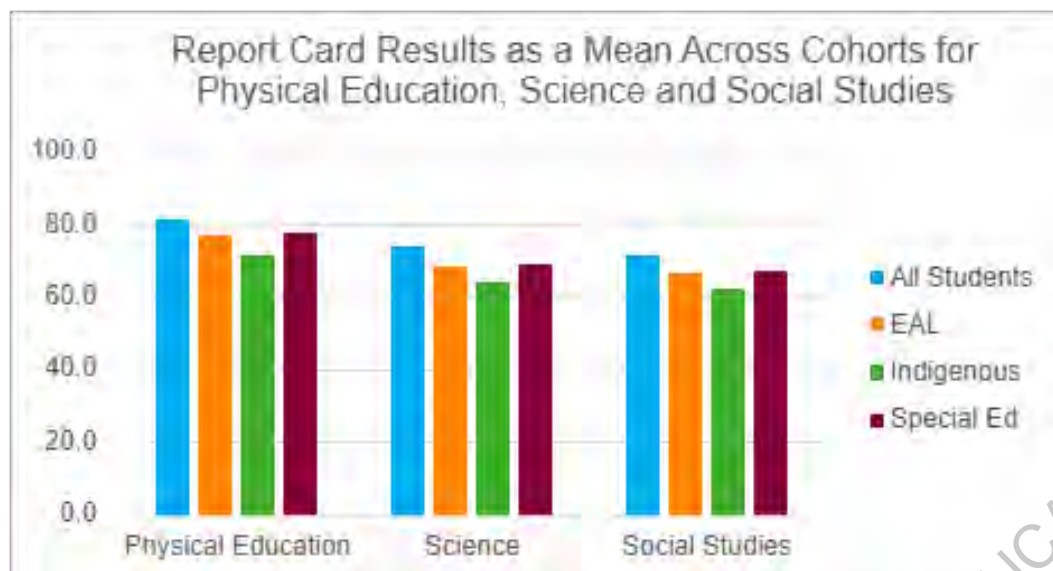






B. Division 4 Report Card Results as a Mean across Cohorts





- **Targets for 2024-25**

No targets were set for 2024-25 school year.

- **Interpretation**

See Indicator 5 – Summary

**Policy 2.1 Indicator 5**

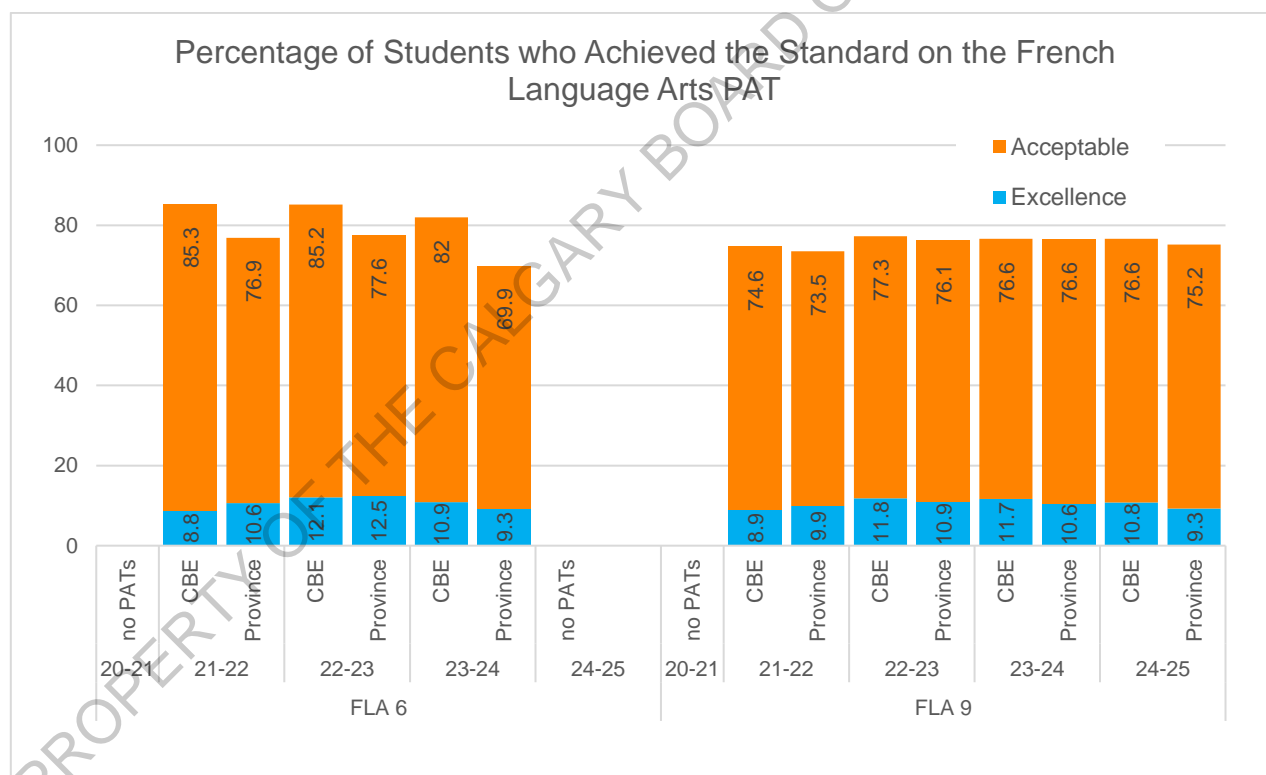
The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

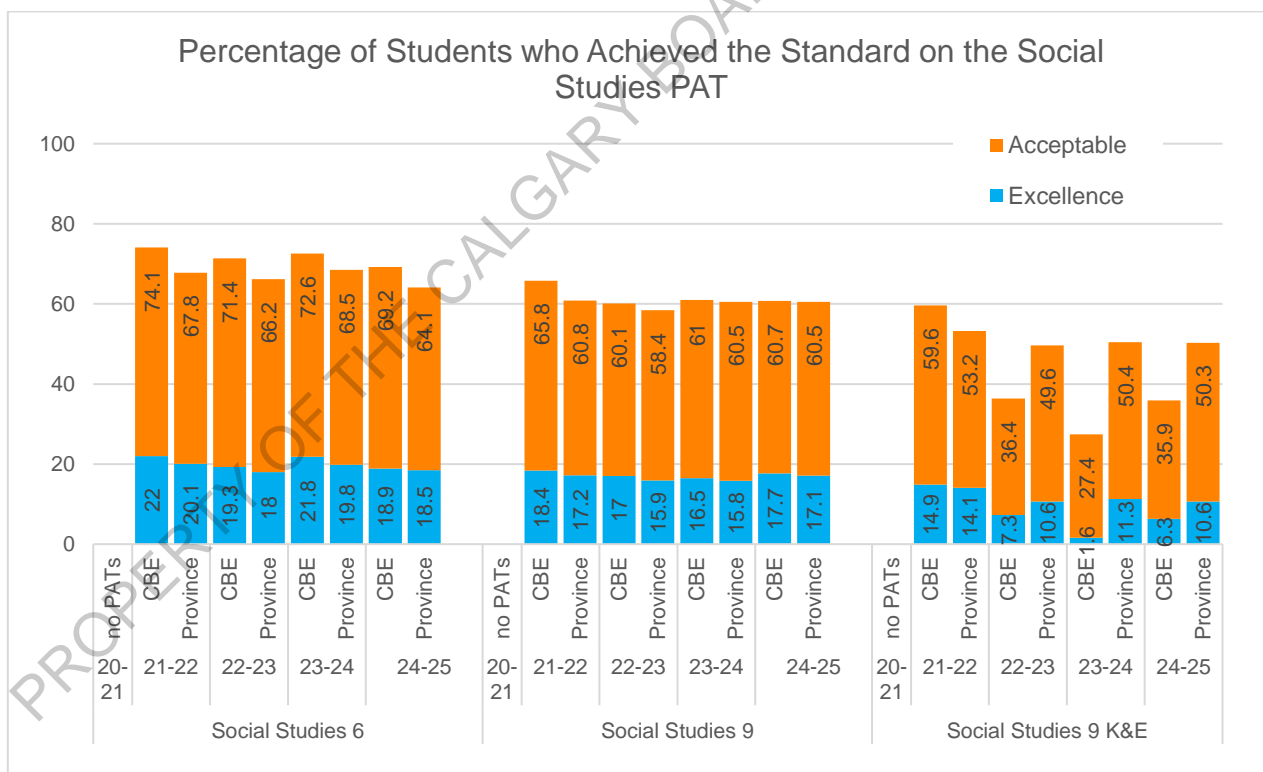
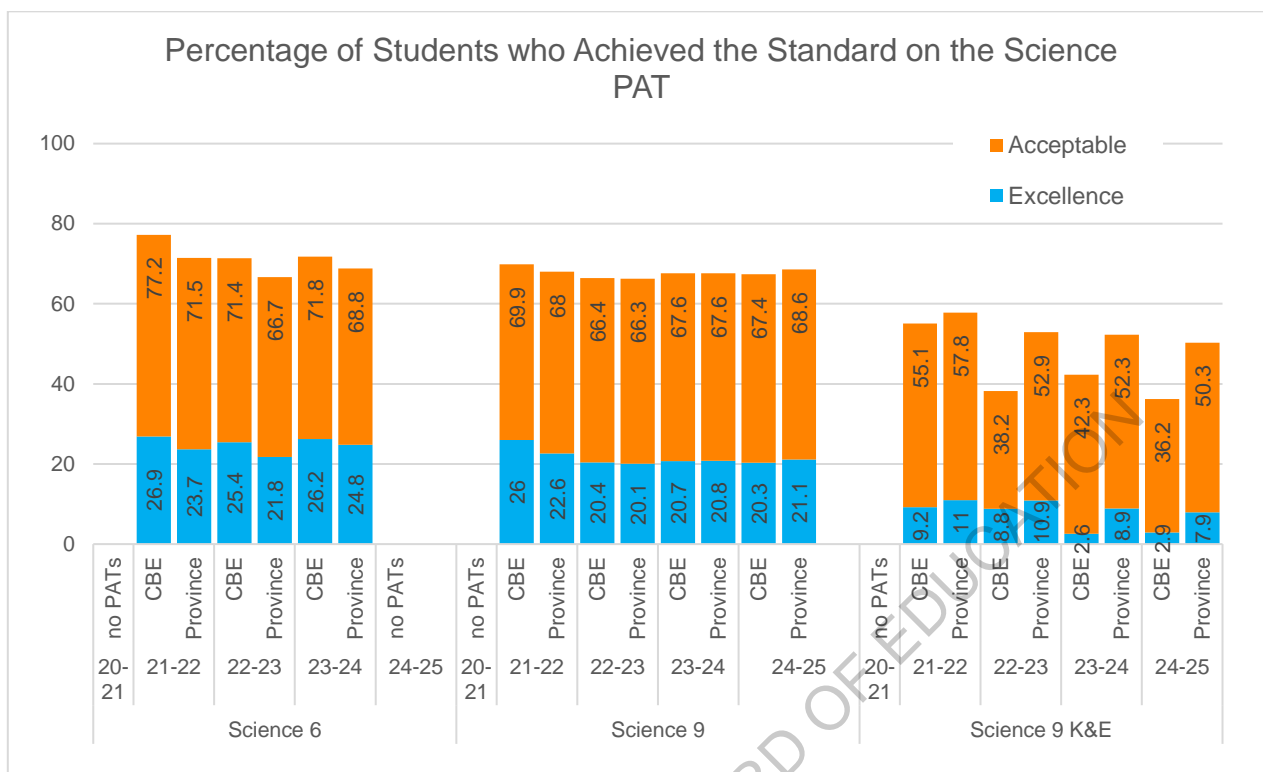
**Legend |**

Acc – Acceptable Standard

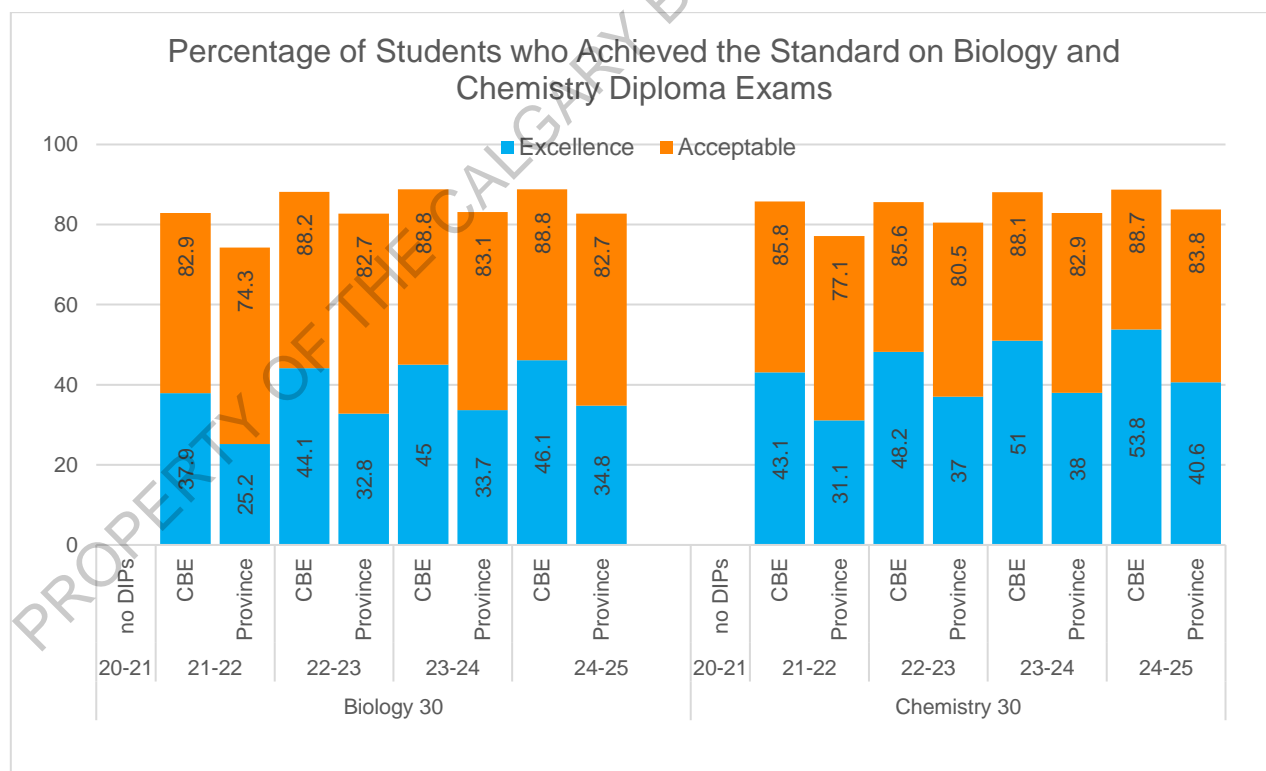
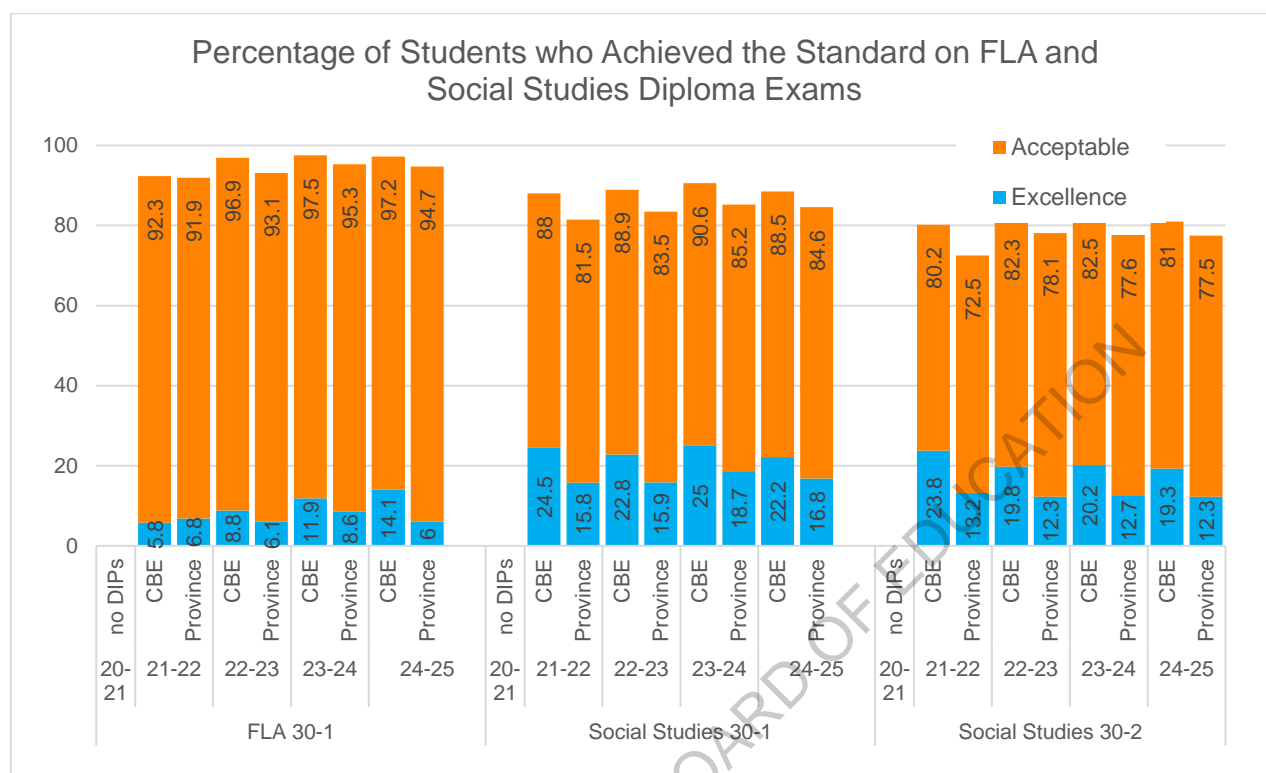
Ex – Standard of Excellence

**Note |** Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

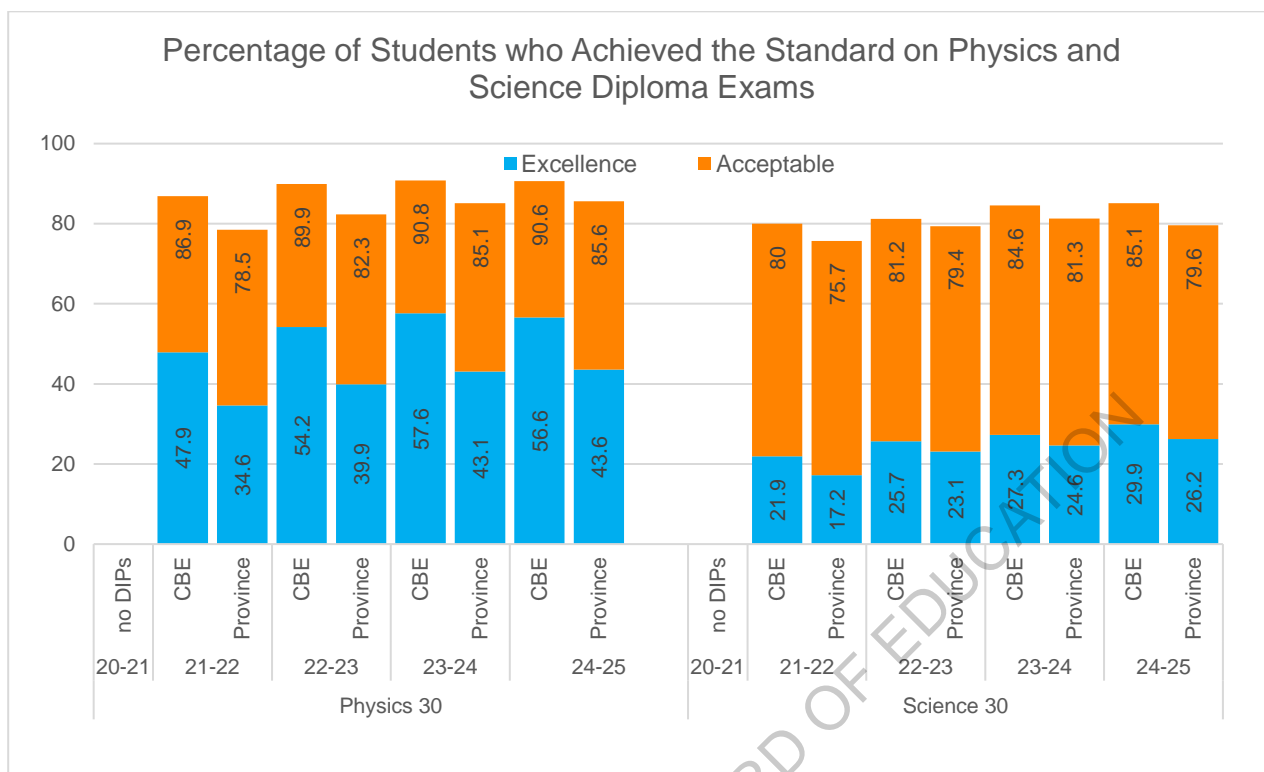
**5.1 All Students****A. Percentage of All Students who achieved the standards on Provincial Achievement Tests**



## B. Percentage of All Students who achieved the standards on Diploma Examinations







#### ■ Analysis of Cohort

The number of students in the All Students cohort who wrote French Language Arts, Science and Social Studies provincial assessments ranged as follows:

- K&E PATs: 64 to 69
- Non-K&E PATs: 768 to 10 677
- Diploma Examinations: 290 to 5123

CBE students consistently achieved stronger PAT results at both standards when compared to the provincial results across all non-K&E courses except for Science 9. Noteworthy achievement gaps surfaced between CBE and provincial results for K&E courses across both standards in 2024-25.

CBE students generally showed year-over-year decreases across non-K&E Grade 9 PATs across both standards in 2024-25 school year except for French Language Arts 9 at Acceptable Standard and Social Studies 9 at the standard of excellence. The increased result in Social Studies 9 was statistically notable. Moreover, improved performances were observed for Social Studies 9 K&E at both standards in 2024-25.

When compared to the previous three-year averages, CBE had significantly lower percentages of students achieving both standards in Social Studies 6 than before.

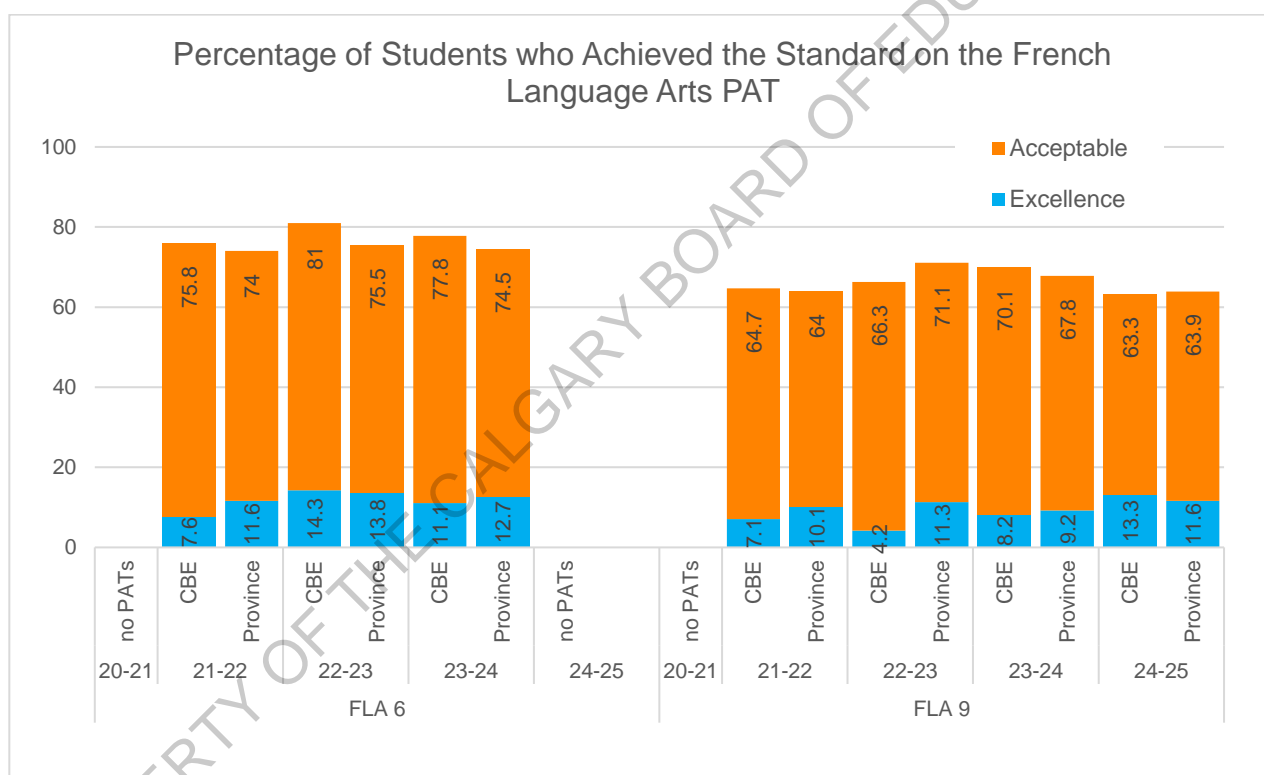
CBE high school students continued to achieve higher diploma examination results in 2024-25 compared to the provincial results across different subjects. The positive gaps were most noticeable at the Standard of Excellence for Biology 30, Chemistry 30 and Physics 30 where the gaps were continuously above 11 percentage points. Of note, more than 90 per cent of students met the Acceptable Standard in Physics 30 over the last two years.

When compared to 2023-24 diploma examination results, year-over-year declines were observed at both standards for both Social Studies exams and Physics 30. In the meanwhile, maintained or improved results were achieved for Biology 30, Chemistry 30 and Science 30 at both standards in 2024-25 school year.

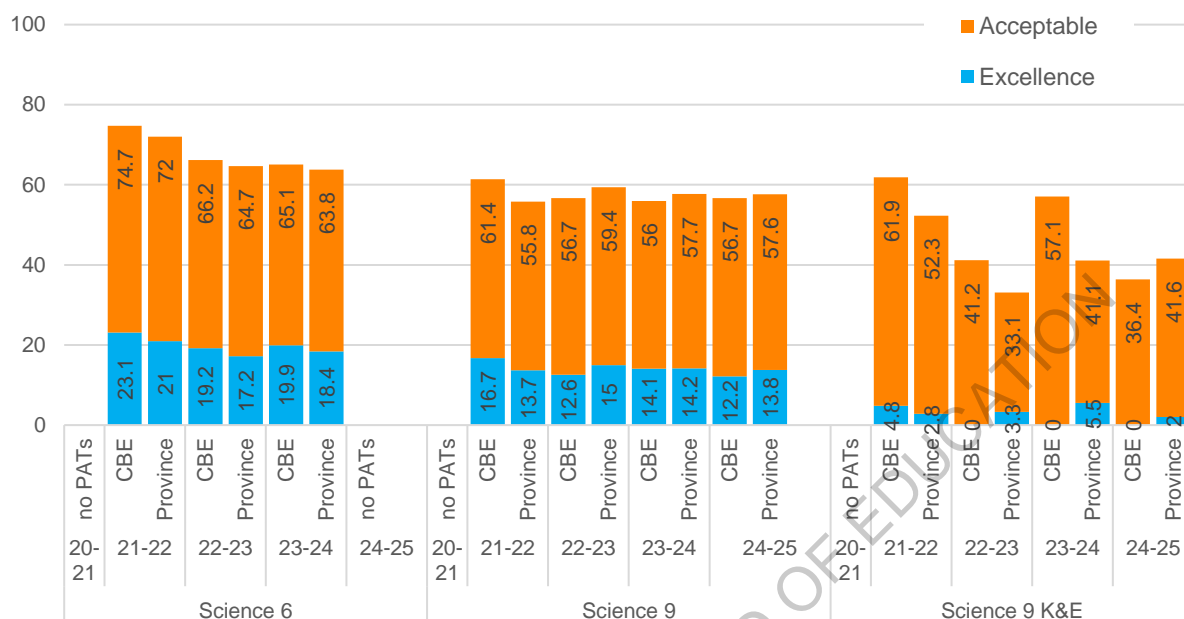
Moreover, the growth in Chemistry 30 at both standards were statistically significant when compared to the previous three-year average results. While still maintaining a 'Very High' level at the Achievement Measure, the Standard of Excellence result in Social Studies 30-1 dropped significantly.

## 5.2 English as an Additional Language Learners

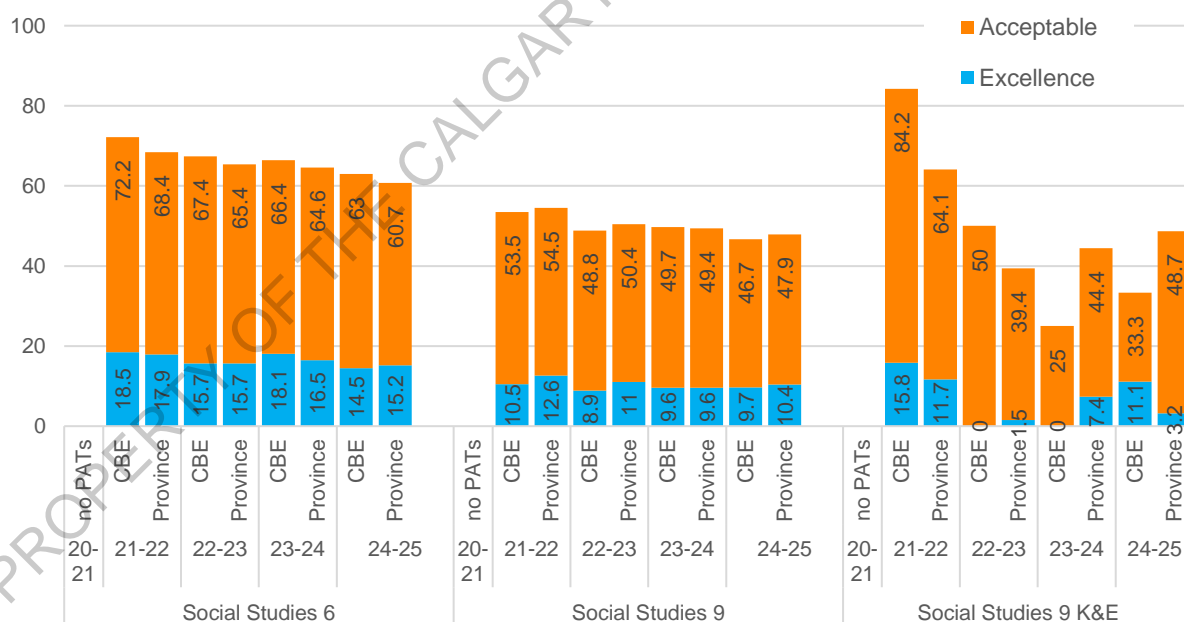
### A. Percentage of English as an Additional Language Learners who achieved the standards on Provincial Achievement Tests



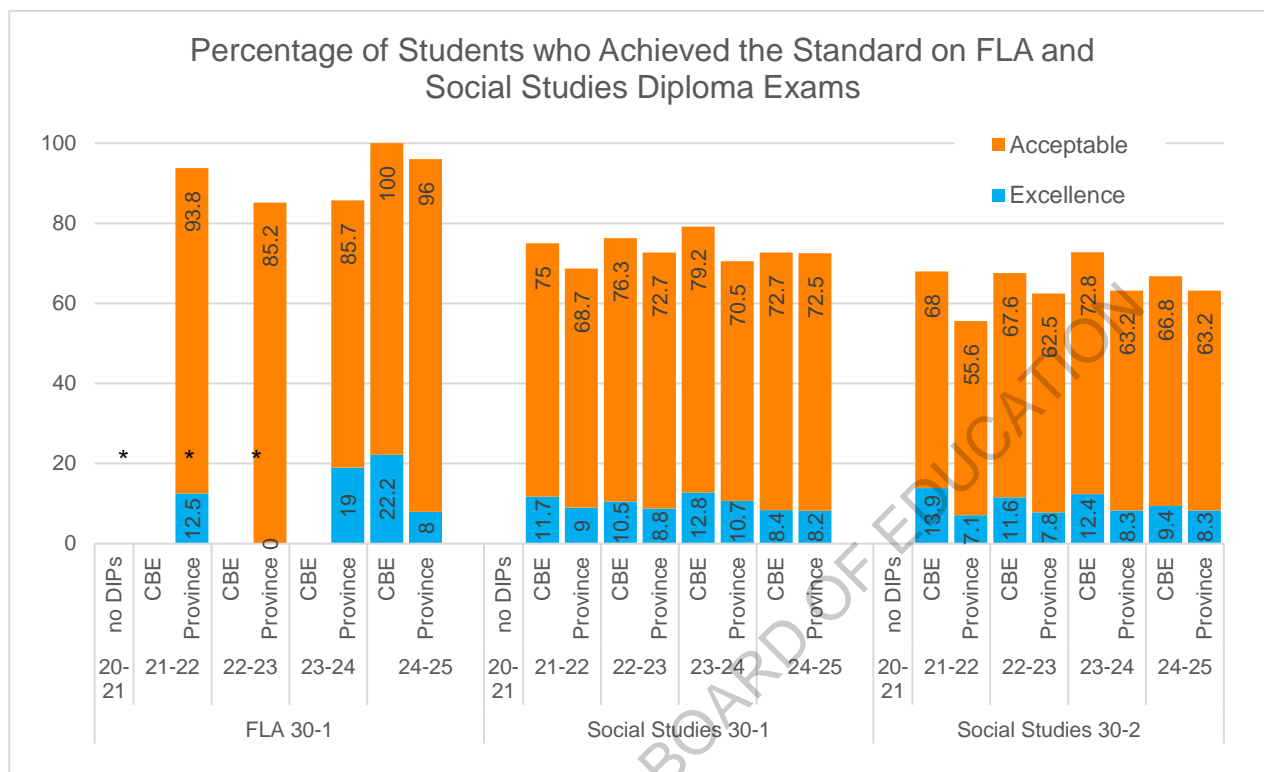
### Percentage of Students who Achieved the Standard on the Science PAT



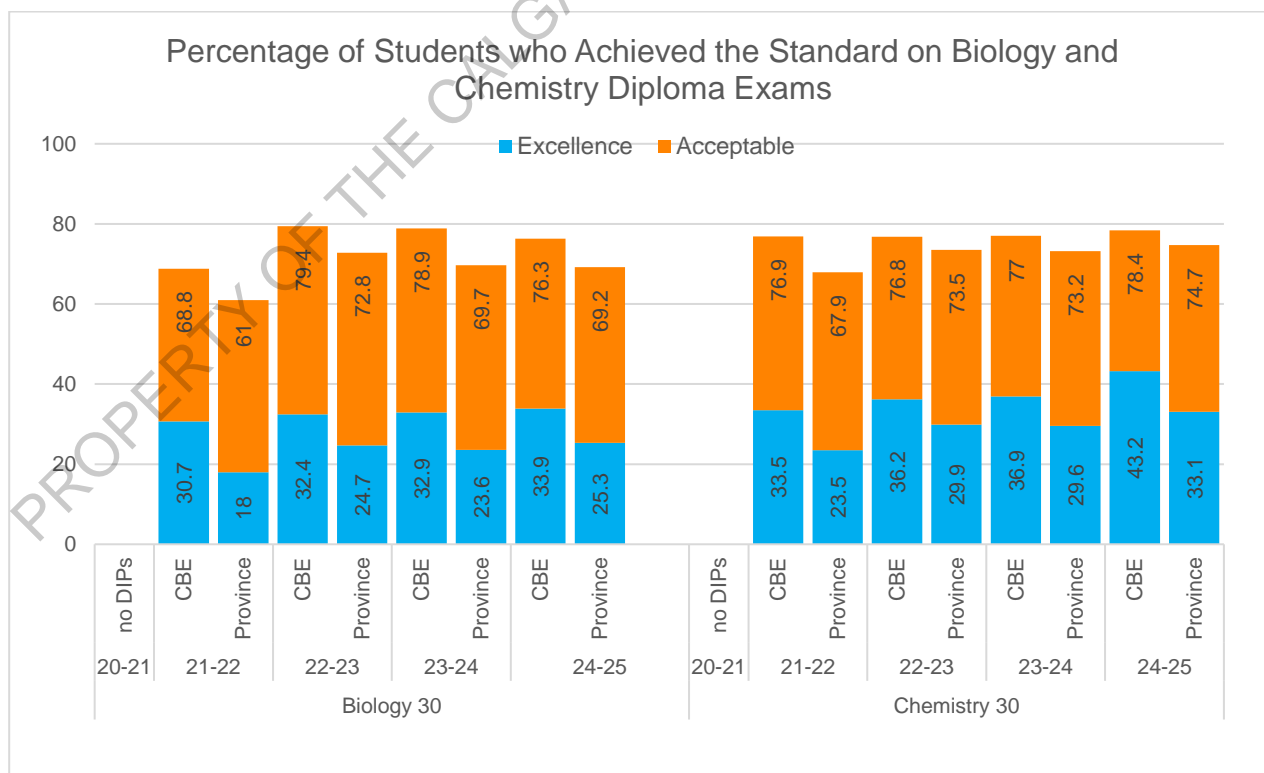
### Percentage of Students who Achieved the Standard on the Social Studies PAT

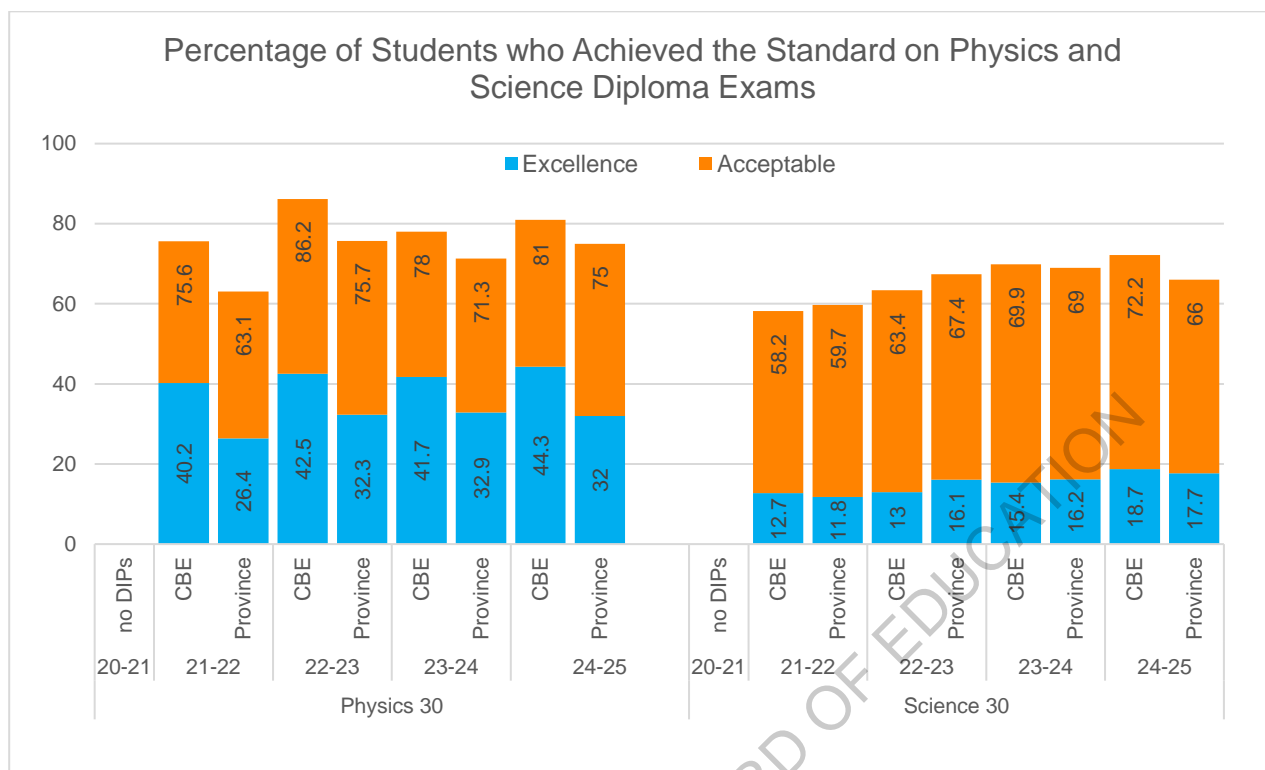


B. Percentage of English as an Additional Language Learners who achieved the standards on Diploma Examinations



**Note** | \*Data values have been suppressed where the number of respondents/students is fewer than 6.





### ■ Analysis of Cohort

The number of students who wrote French Language Arts, Science and Social Studies provincial assessments ranged as follows:

- K&E PATs: 9 to 11
- Non-K&E PATs: 90 to 3858
- Diploma Examinations: 9 to 1287

Compared to provincial results, CBE's English as an Additional Language Learners showed lower Acceptable Standard results in most of courses except for Social Studies 6. Similarly, the percentages of CBE students meeting the Standard of Excellence were lower than the provincial levels except for French Language Arts 9 and Social Studies 9 K&E.

In this cohort, it is noticeable that French Language Arts 9 Standard of Excellence results increased by 5.1 percentage points in 2024-25 school year. The improvement was statistically notable. Moreover, Social Studies 9 and Social Studies 9 K&E also showed increasing results at the Standard of Excellence in 2024-25. In Science 9 and Social Studies 9 K&E, year-over-year improvements were observed in their Acceptable Standard results.

Similar to All Students cohort, when compared to the previous three-year averages, CBE's English as an Additional Language Learners had significantly lower percentages of students achieving both standards in Social Studies 6 than before.

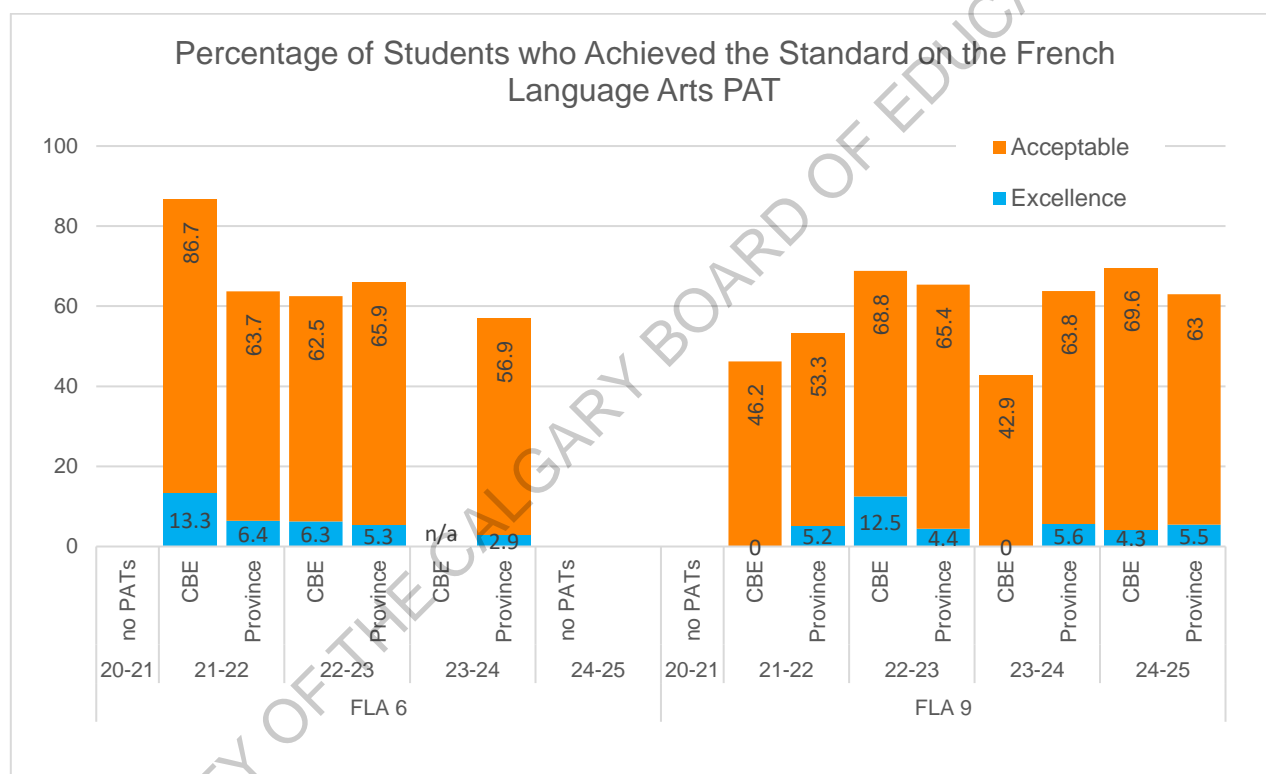
High School English as an Additional Language Learners outperformed the province at both standards in all diploma exams in 2024-25. The positive gap widened to more than 10 percentage points in Chemistry 30 Standard of Excellence results. It is notable that more than 43 per cent of this cohort achieved Standard of Excellence in Chemistry 30 and Physics 30.

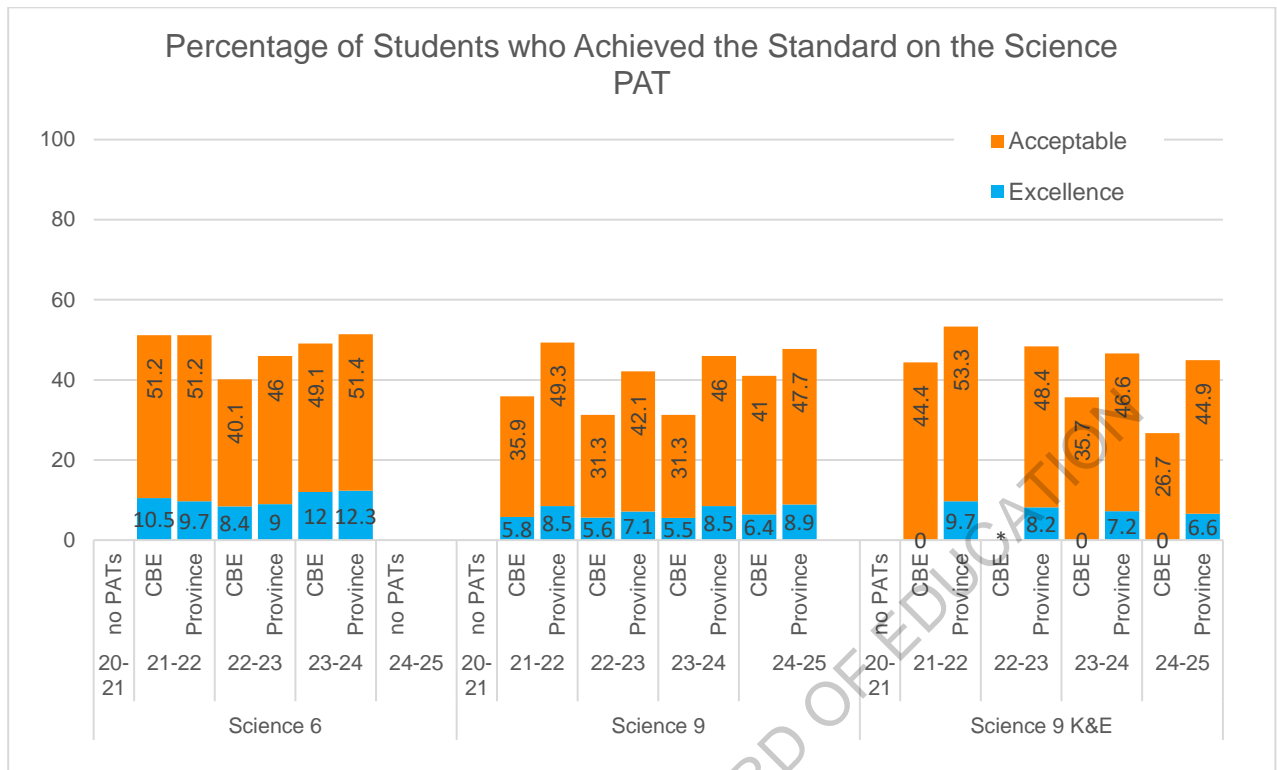
In comparison to the results in 2023-24, CBE students in this cohort consistently had year-over-year decreases at both standards for Social Studies diploma exams. For science diploma exams, however, improved performances were generally observed for both standards.

Except for Science 30, all other science diploma exams had 'Very High' Achievement Measure for their Standard of Excellence results. In addition, when compared to the previous three-year averages, the Standard of Excellence results in Chemistry 30 also improved significantly.

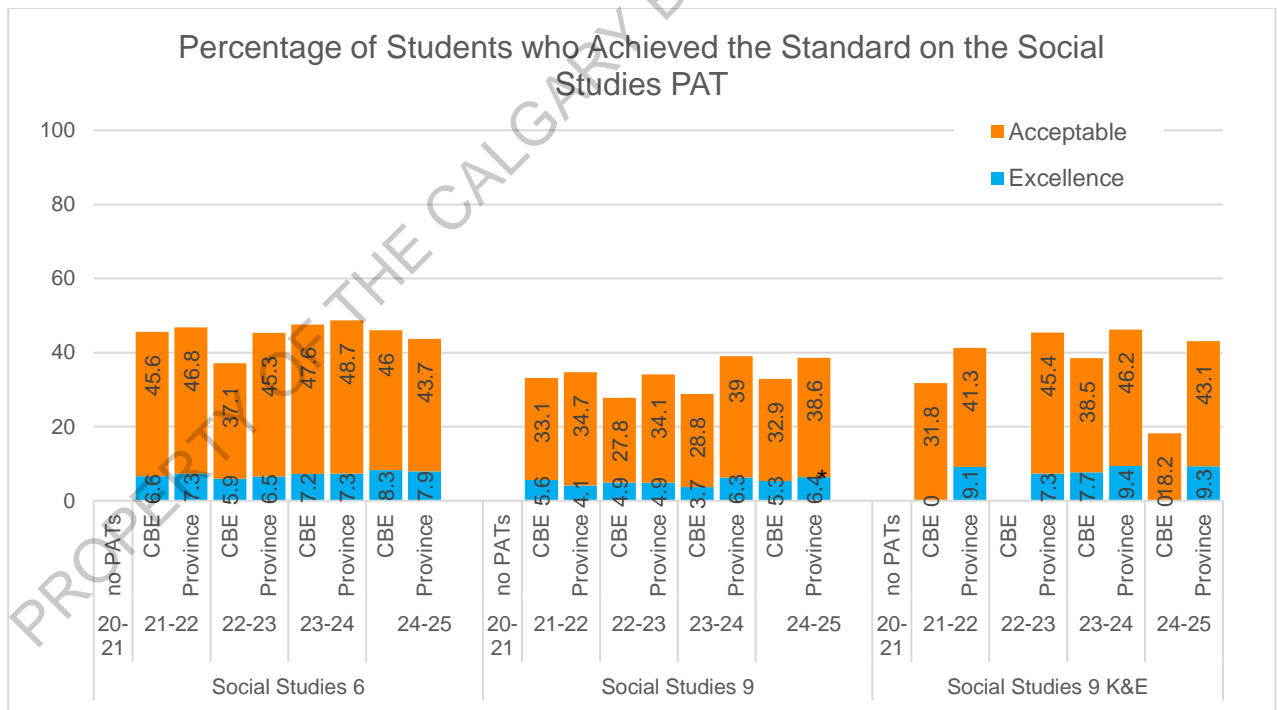
### 5.3 Students who Self-Identify as Indigenous

#### A. Percentage of Students who Self-Identify as Indigenous who achieved the standards on Provincial Achievement Tests



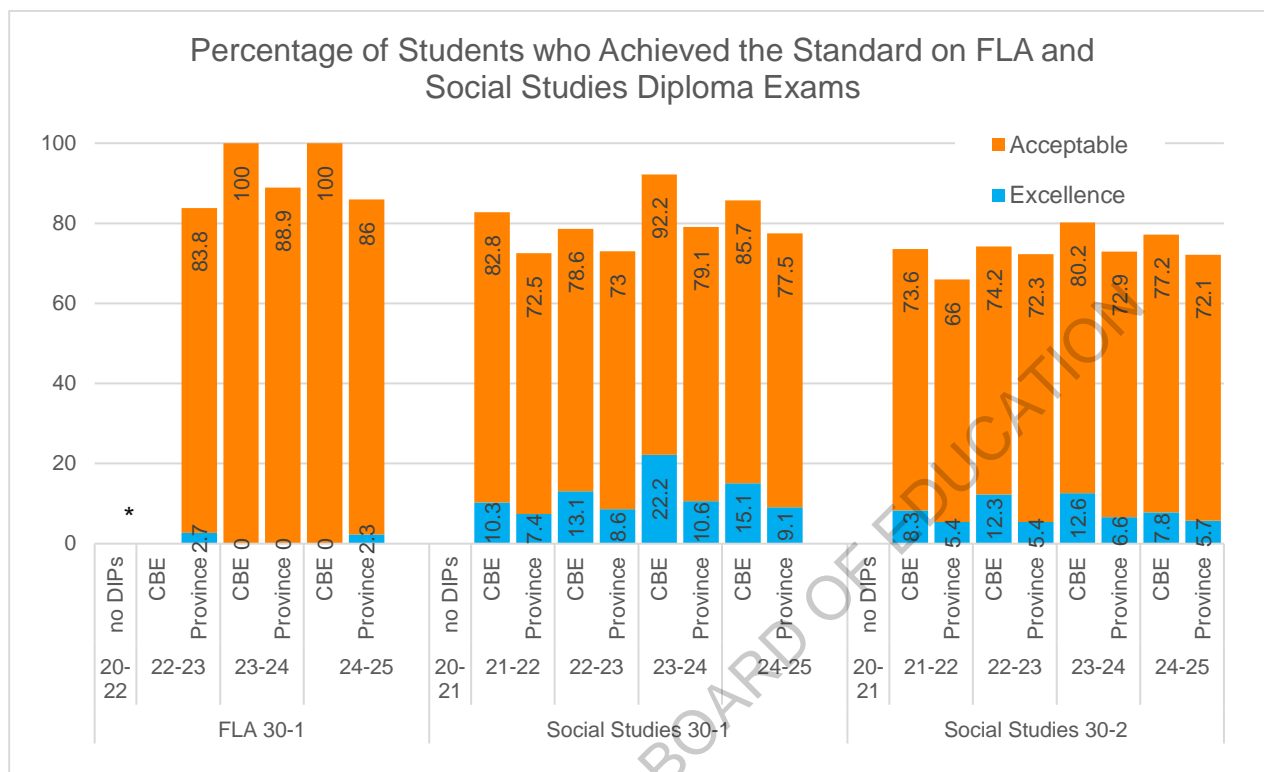


**Note |** \*Data values have been suppressed where the number of respondents/students is fewer than 6.

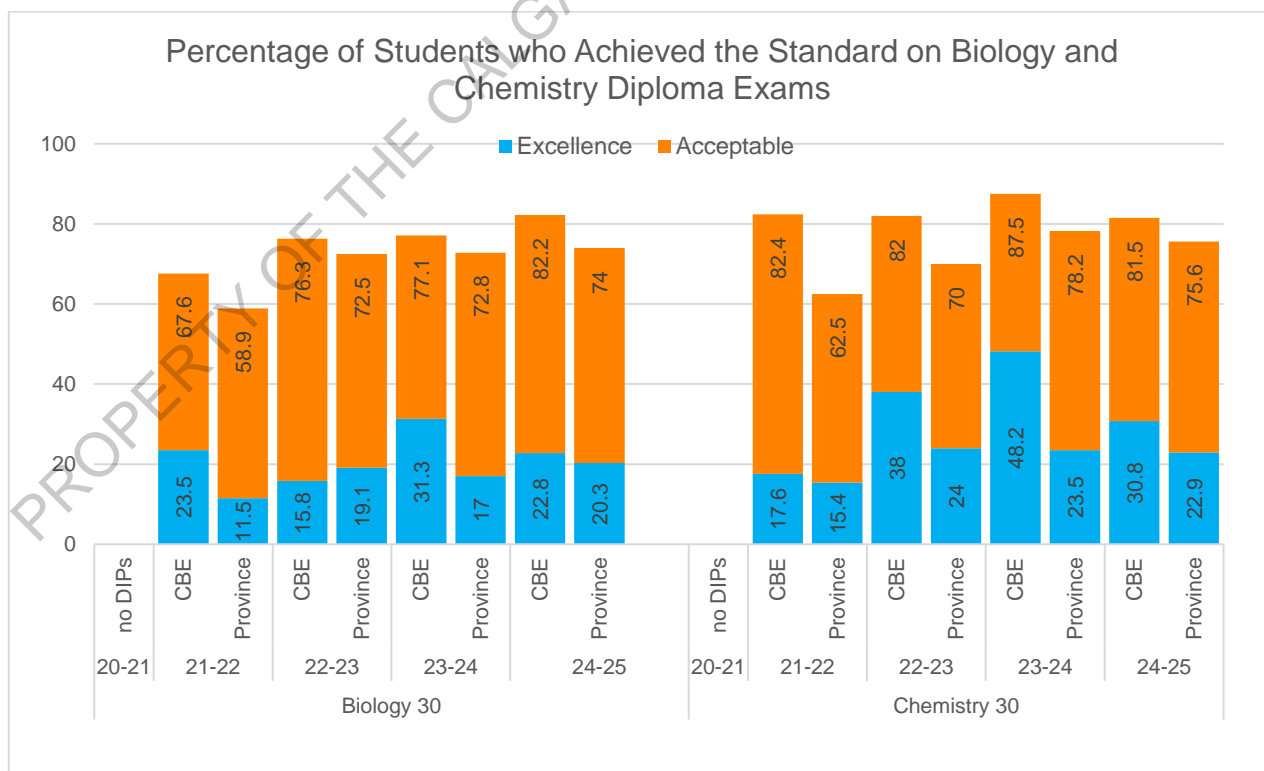


**Note |** \*Data values have been suppressed where the number of respondents/students is fewer than 6.

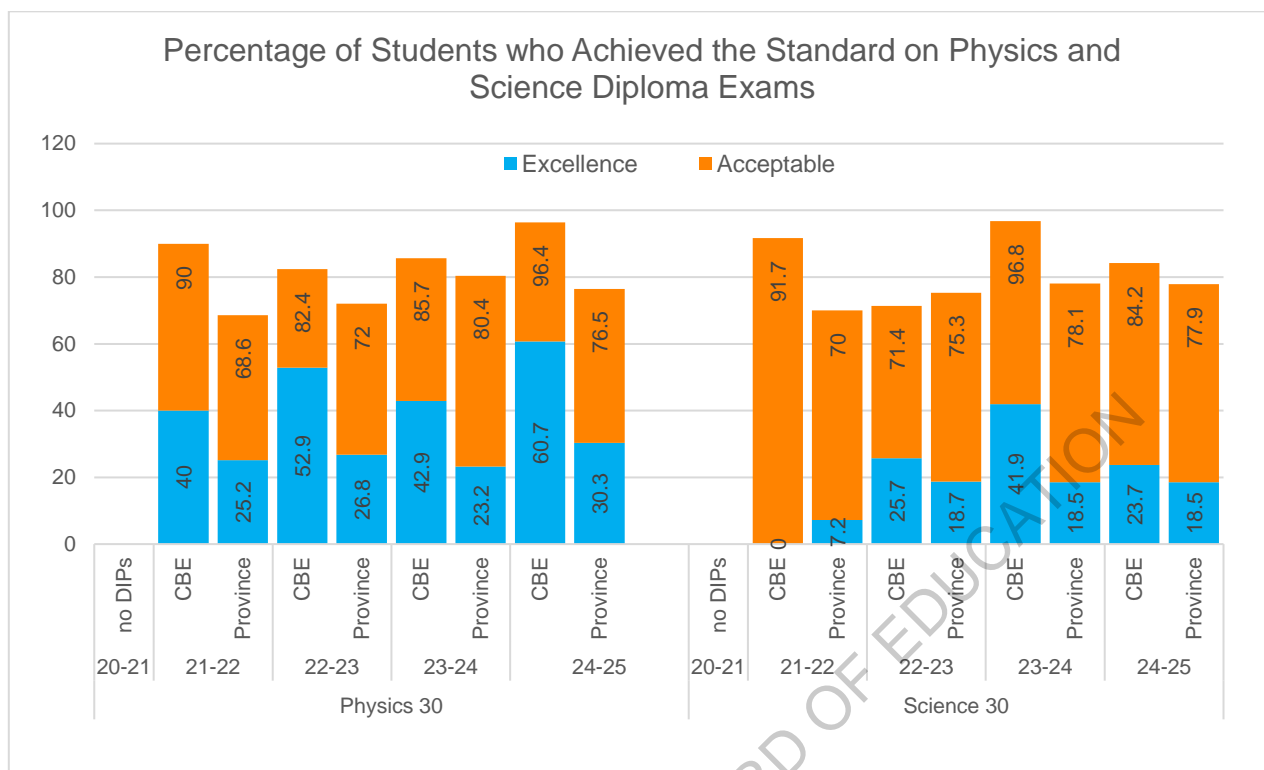
B. Percentage of Students who Self-Identify as Indigenous who achieved the standards on Diploma Examinations



**Note** | \*Data values have been suppressed where the number of respondents/students is fewer than 6.







### ■ Analysis of Cohort

The number of students in this cohort who wrote French Language Arts, Science and Social Studies provincial assessments ranged as follows:

- K&E PATs: 11 to 15
- Non-K&E PATs: 23 to 472
- Diploma Examinations: 8 to 206

In 2024-25 school year, CBE's Students who Self-Identify as Indigenous generally achieved Grade 9 PAT results that were lower than the provincial results across subjects at both standards. However, CBE students in this cohort outperformed their provincial counterparts in Social Studies 6 at both standards.

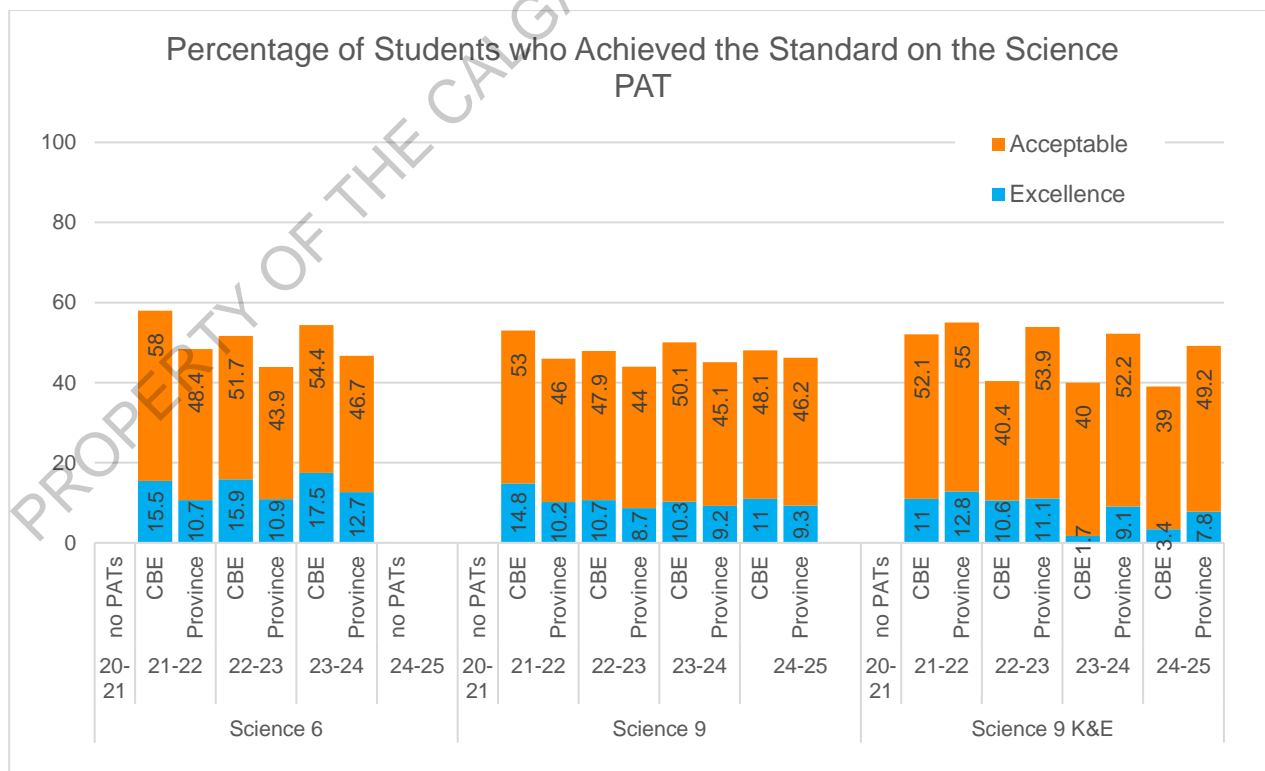
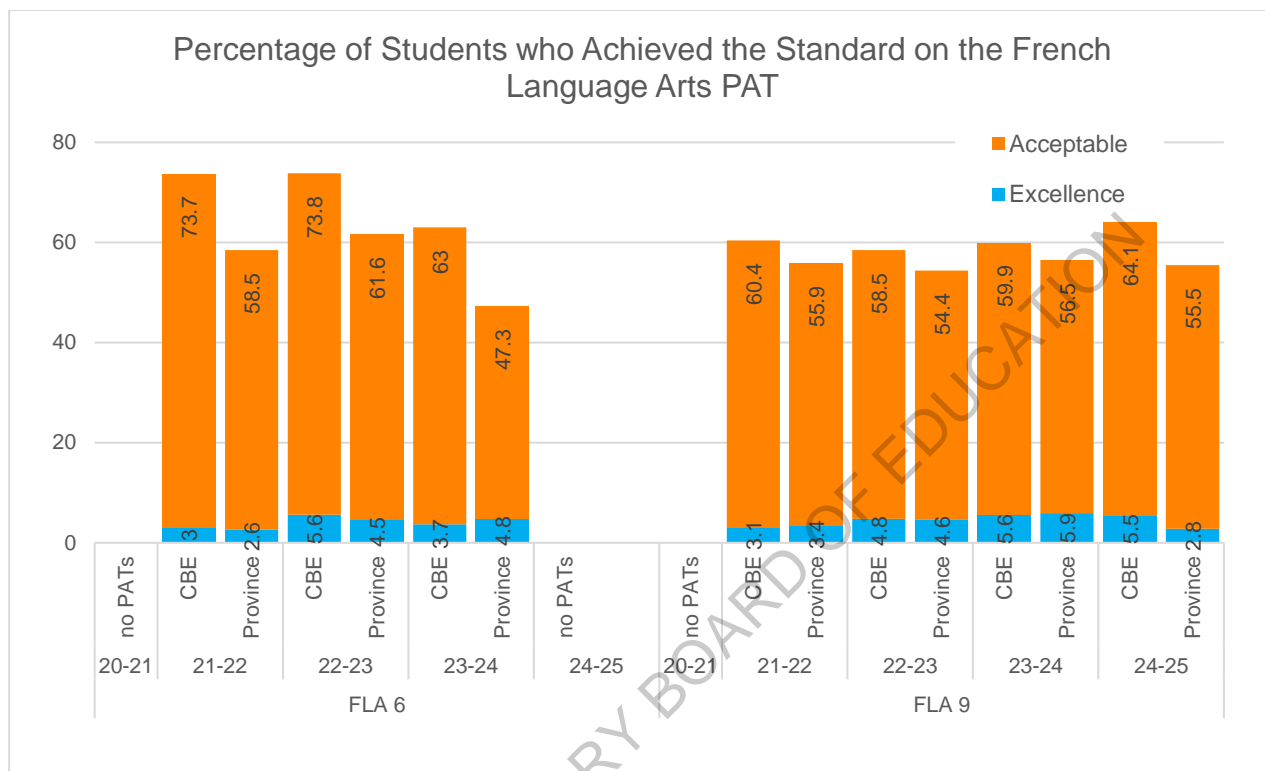
In comparison to the 2023-24 results, CBE's Students who Self-Identify as Indigenous achieved year-over-year increases at both standards across all non-K&E grade 9 PAT results. Moreover, improvement was also observed in Social Studies 6 at the standard of excellence. When compared to the previous three-year averages, CBE had significantly more students in this cohort achieving Acceptable Standard in Science 9 in 2024-25 school year.

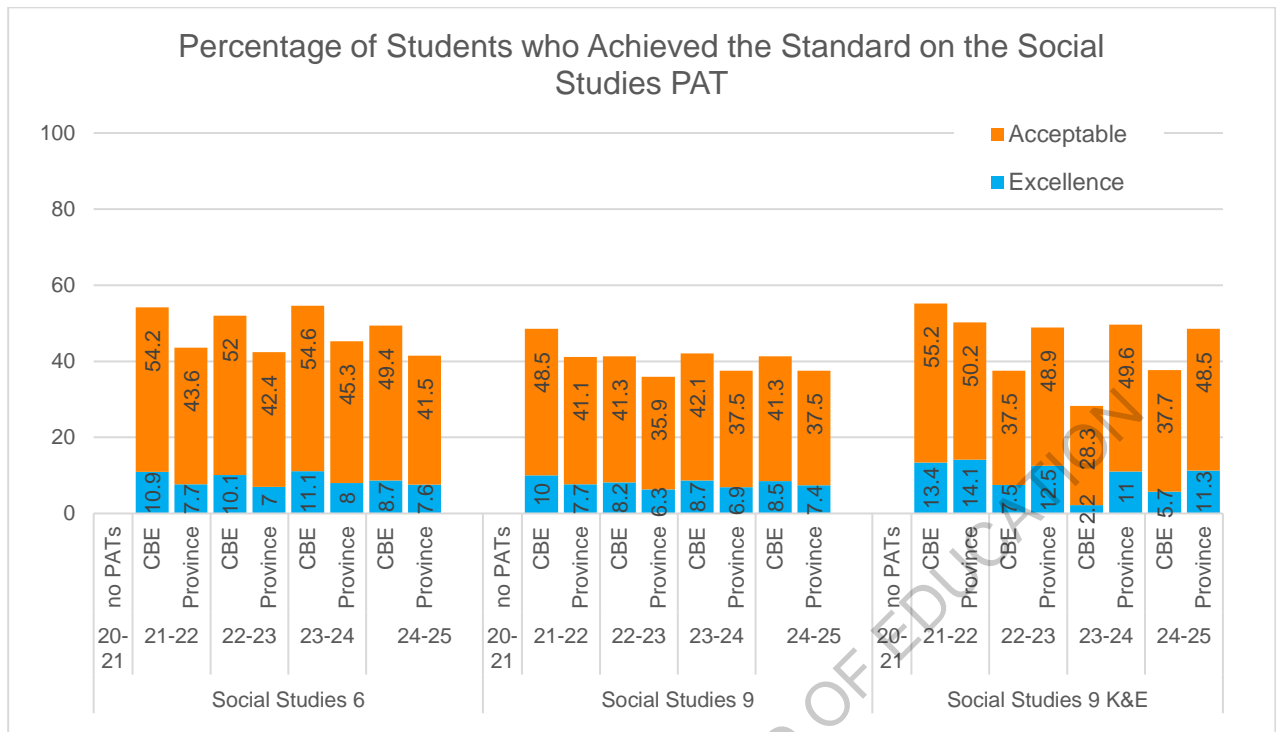
Except for French Language Arts 30-1 (with only 8 writers), CBE's students who Self-Identify as Indigenous consistently got higher diploma examination results at both standards in 2024-25 compared to the provincial results.

Generally speaking, CBE showed year-over-year declines across all diploma exams in 2024-25 school year. However, improvements were observed at both standards in Physics 30 and the growth at the Acceptable Standard was statistically notable.

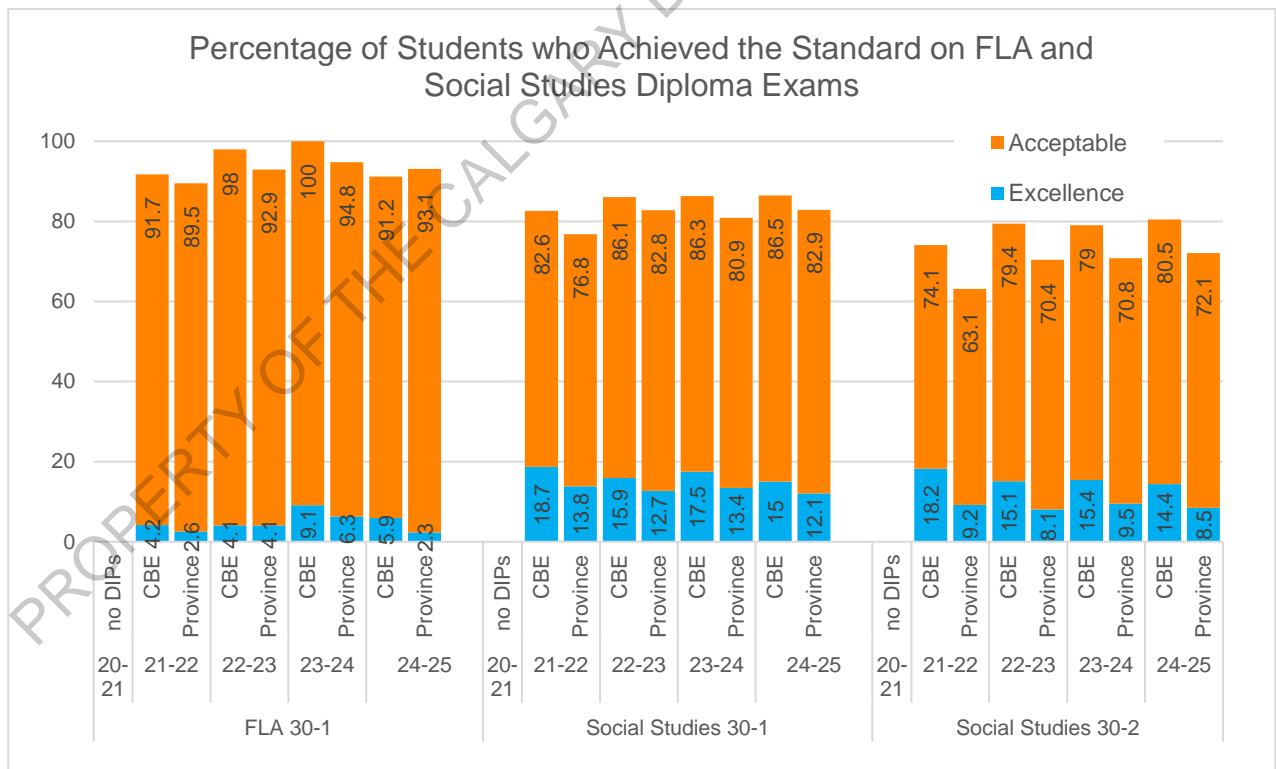
## 5.4 Students with Identified Special Education Needs

### A. Percentage of Students with Identified Special Education Needs who achieved the standards on Provincial Achievement Tests

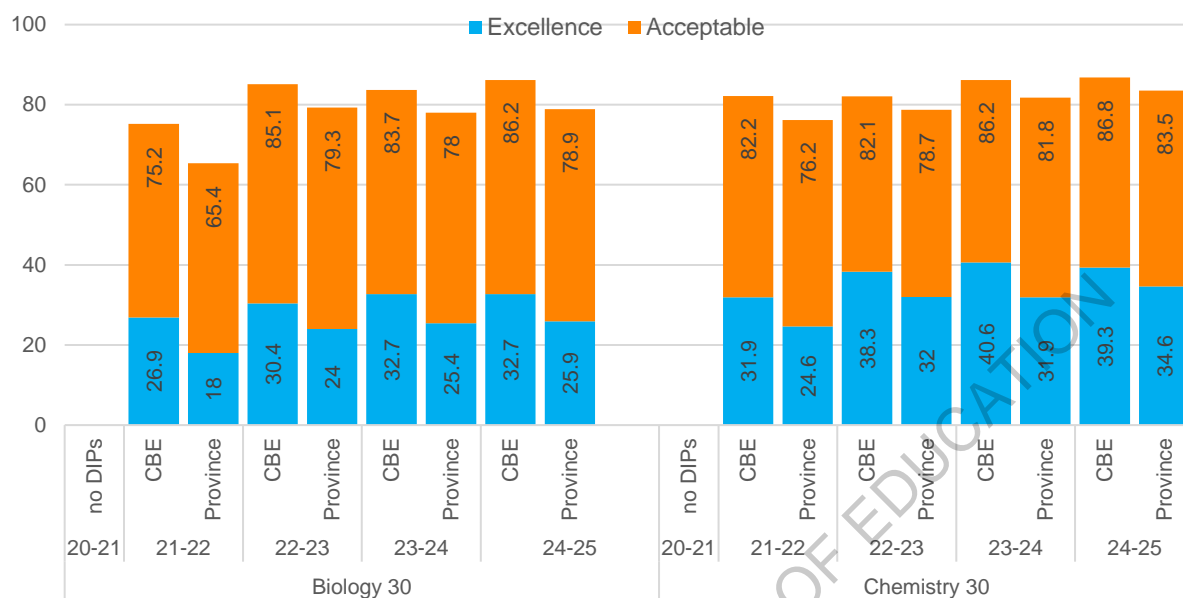




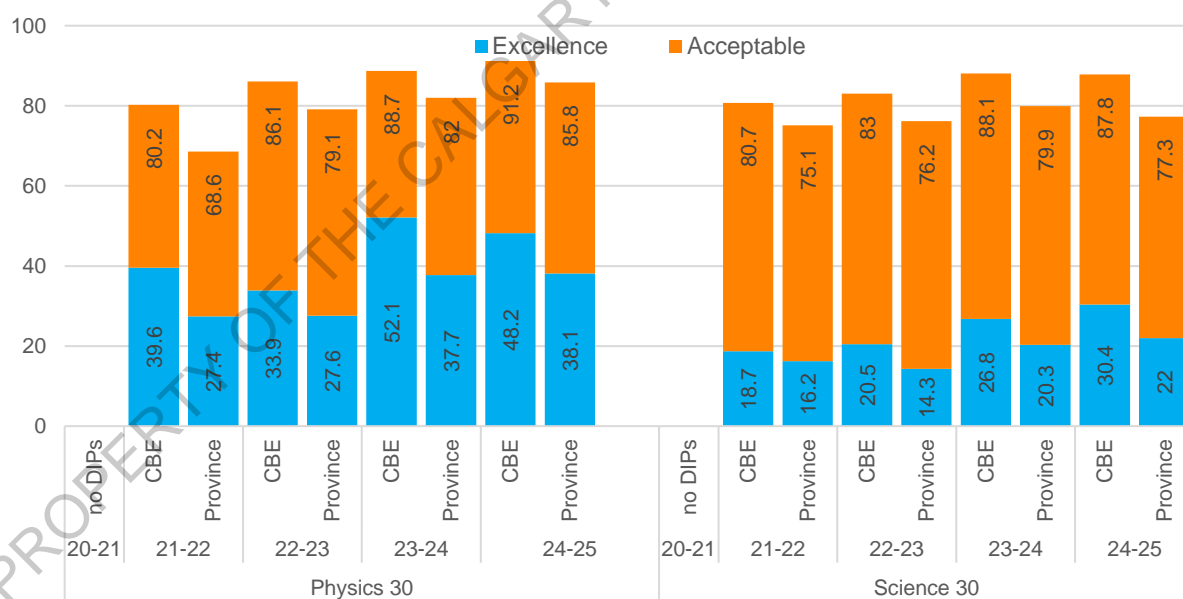
**B. Percentage of Students with Identified Special Education Needs who achieved the standards on Diploma Examinations**



### Percentage of Students who Achieved the Standard on Biology and Chemistry Diploma Exams



### Percentage of Students who Achieved the Standard on Physics and Science Diploma Exams



## ■ Analysis of Cohort

The number of students in this cohort who wrote French Language Arts, Science and Social Studies provincial assessments ranged as follows:

- K&E PATs: 53 to 59
- Non-K&E PATs: 128 to 2242
- Diploma Examinations: 34 to 1253

For the Students with Identified Special Education Needs cohort, CBE's results were higher than those of the province on all Grade 9 non-K&E PATs at both standards. Moreover, there were greater percentages of students in this cohort achieving both standards in Social Studies 6 in CBE as well.

More CBE's Students with Identified Special Education Needs achieved both standards in Social Studies 9 K&E in 2024-25 than the year before. Moreover, year-over-year improvements were also observed at the Standard of Excellence results in Science 9 and Science 9 K&E as well as at the Acceptable Standard result in French Language Arts 9.

In 2024-25 school year, there were significantly lower percentages of CBE students in this cohort achieving both standards in Social Studies 6 than the previous three-year average results.

Except for French Language Arts 30-1, CBE's Students with Identified Special Education Needs achieved higher diploma examination results in 2024-25 compared to the province at both standards. Of note, more than 80 per cent of students in this cohort achieved the Acceptable Standard across all diploma exams. Moreover, when compared to the province, CBE maintained the positive gaps of more than 8 percentage points over time for Social Studies 30-2 Acceptable Standard results.

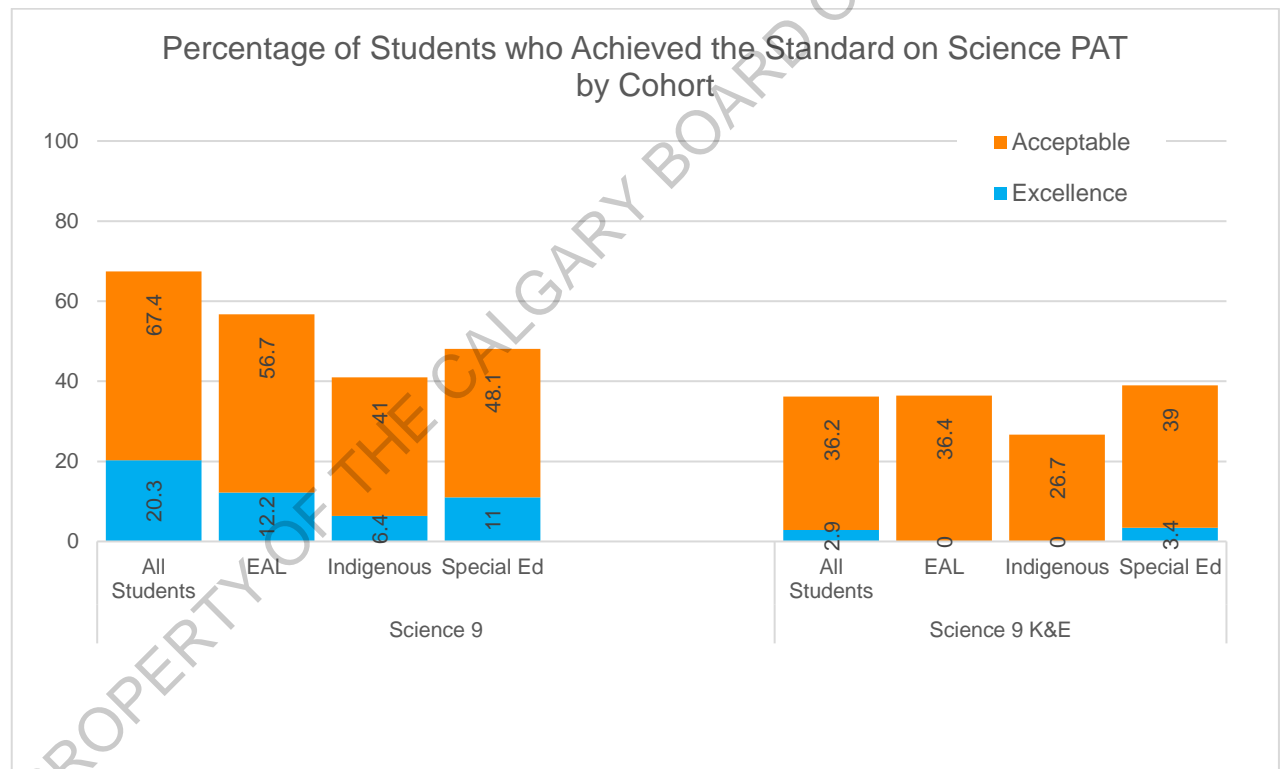
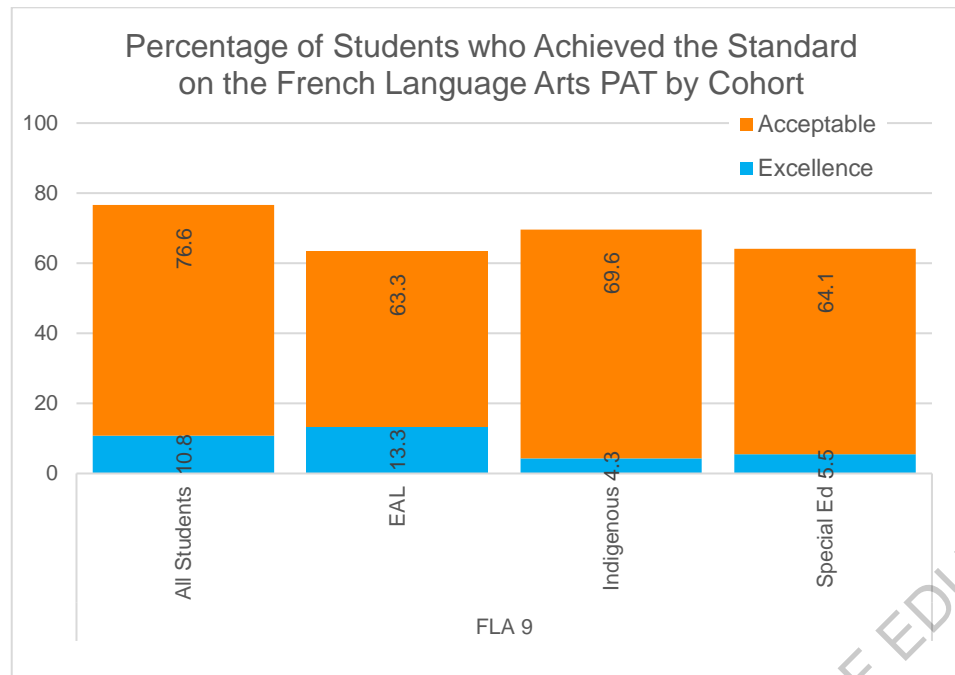
When 2024-25 Acceptable Standard results were compared to the previous year, CBE students in this cohort generally achieved higher results except for French Language Arts 30-1 and Science 30. In the meantime, year-over-year declines were observed for most of diploma exams except for Biology 30 and Science 30.

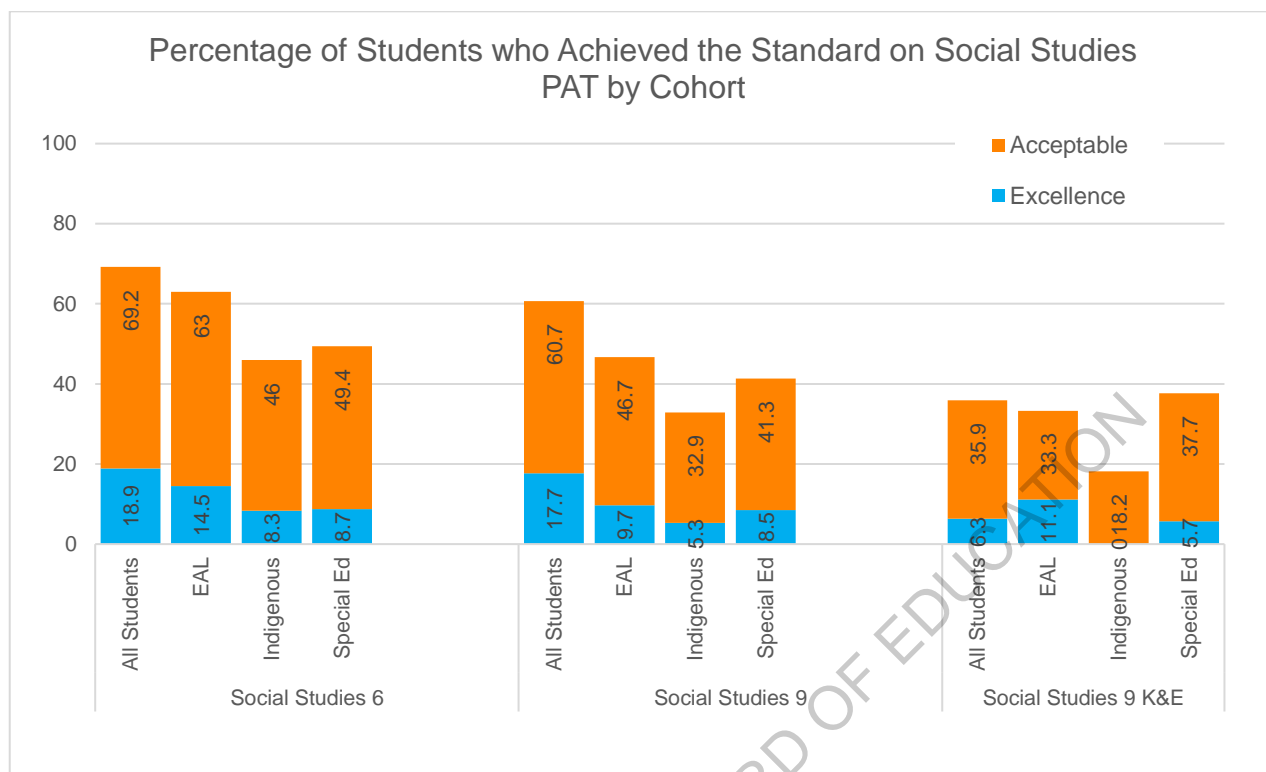
In Chemistry 30 and Physics 30, CBE's Students with Identified Special Education Needs achieved 'Very High' Achievement Measure at both standards in 2024-25 school year. Moreover, when compared to the previous three-year averages, the Acceptable Standard results in both subjects as well as the Standard of Excellence result in Physics 30 were also statistically notable.

## Summary

### A. Percentage of students who achieved the standards on Provincial Achievement Tests across Cohorts

<b>FLA 6</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	n/a	n/a	n/a	n/a
Ex	n/a	n/a	n/a	n/a
<b>Science 6</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	n/a	n/a	n/a	n/a
Ex	n/a	n/a	n/a	n/a
<b>Social Studies 6</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	69.2	63.0	46.0	49.4
Ex	18.9	14.5	8.3	8.7
<b>FLA 9</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	76.6	63.3	69.6	64.1
Ex	10.8	13.3	4.3	5.5
<b>Science 9</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	67.4	56.7	41.0	48.1
Ex	20.3	12.2	6.4	11.0
<b>Science 9 K&amp;E</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	36.2	36.4	26.7	39.0
Ex	2.9	0.0	0.0	3.4
<b>Social Studies 9</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	60.7	46.7	32.9	41.3
Ex	17.7	9.7	5.3	8.5
<b>Social Studies 9 K&amp;E</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	35.9	33.3	18.2	37.7
Ex	6.3	11.1	0.0	5.7



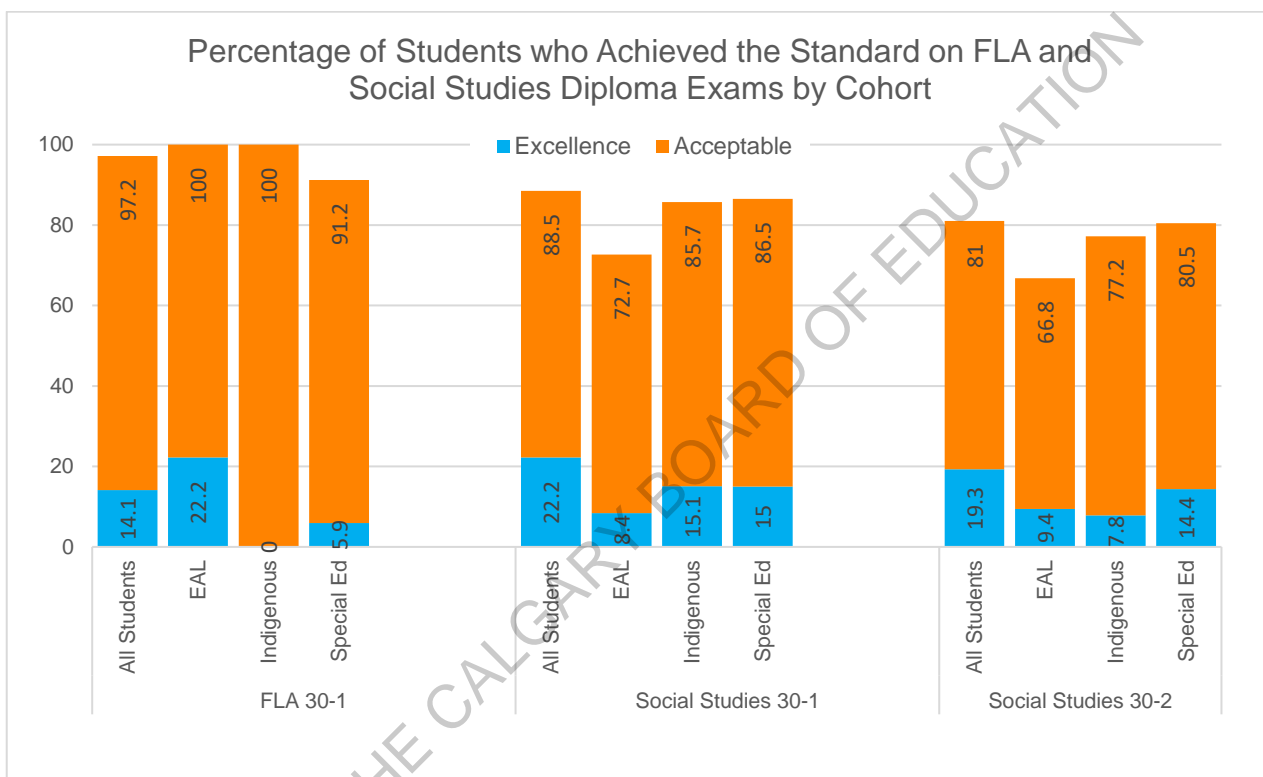


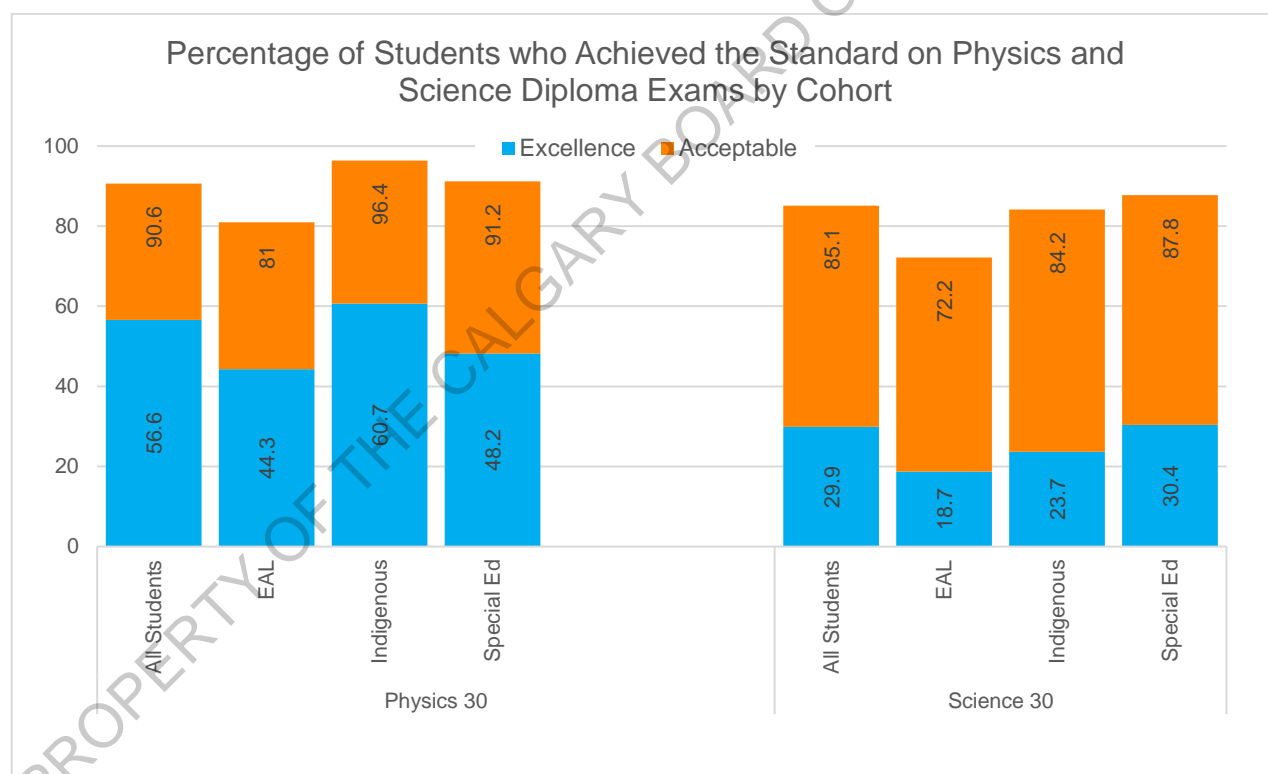
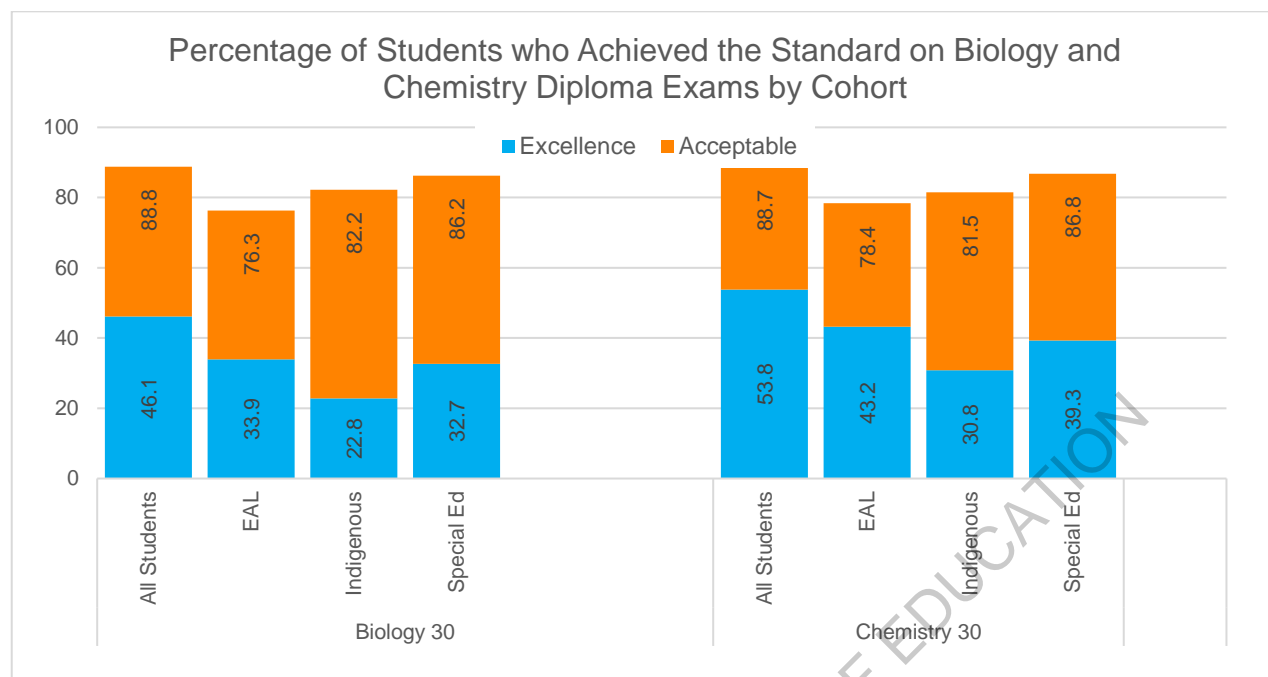
**B. Percentage of students who achieved the standards on Diploma Examinations across Cohorts**

FLA 30-1	All Students	EAL	Indigenous	Special Ed
Acc	97.2	100.0	100.0	91.2
Ex	14.1	22.2	0.0	5.9
Social Studies 30-1	All Students	EAL	Indigenous	Special Ed
Acc	88.5	72.7	85.7	86.5
Ex	22.2	8.4	15.1	15.0
Social Studies 30-2	All Students	EAL	Indigenous	Special Ed
Acc	81.0	66.8	77.2	80.5
Ex	19.3	9.4	7.8	14.4
Biology 30	All Students	EAL	Indigenous	Special Ed
Acc	88.8	76.3	82.2	86.2
Ex	46.1	33.9	22.8	32.7
Chemistry 30	All Students	EAL	Indigenous	Special Ed
Acc	88.7	78.4	81.5	86.8
Ex	53.8	43.2	30.8	39.3



Physics 30	All Students	EAL	Indigenous	Special Ed
Acc	90.6	81.0	96.4	91.2
Ex	56.6	44.3	60.7	48.2
Science 30	All Students	EAL	Indigenous	Special Ed
Acc	85.1	72.2	84.2	87.8
Ex	29.9	18.7	23.7	30.4





**Note** | for additional information, refer to [Appendix II](#) | Summary Tables Indicators 1 to 5 and [Appendix III](#) | Additional Data Sets by Indicator.

#### ■ **Targets for 2024-25**

No targets were set for 2024-25 school year.

## ■ Interpretation

Refer to [Appendix III](#) | Additional Data Sets by Indicator, Indicator 4, sections A-N for report card results by course and grade.

In 2024–25, Division 4 Physical Education report card results improved across all CBE student cohorts compared to the previous three-year average, with Indigenous students demonstrating consistent year-over-year gains across all divisions. These improvements may be linked to the early introduction of regulation and coping strategies in Divisions 1 and 2, increased access to specialist teachers, and a system-wide focus on Social Emotional Learning. High school initiatives such as the Student Well-Being Symposium and Health and Well-Being Forum emphasized Indigenous teachings, belonging, and inclusion, providing opportunities for reflection and planning. Collectively, these efforts strengthened cultural identity, engagement, and readiness to learn.

Similar gains in Division 4 were observed in Career and Technology Foundations (CTF) and Career and Technology Studies (CTS), which may correlate with targeted professional learning, strengthened partnerships, and enhanced system supports. Seasonal network sessions co-created with teacher input and increased inclusion opportunities for students in specialized classes appear to have improved instructional quality and culturally responsive practices, contributing to higher engagement and achievement. Fine and Performing Arts programming at the high school level also supported strong year-over-year achievement, while minor declines in Divisions 1 and 2 may reflect the shift from subject specialists to generalists at the elementary level.

Division 4 students demonstrated strong gains on science-based diploma exams. All Students cohort achieved statistically significant improvements at both standards in Chemistry 30, while success in Physics 30 was noted for Students with Identified Special Education Needs and those who self-identify as Indigenous. These gains may be attributed to alignment with outcomes-based reporting, calibration sessions, and science-specific professional learning focused on instruction and assessment alignment with diploma expectations. Continued work is needed to extend this alignment to report card results across all science and social studies courses.

In Division 3, All Student cohort exceeded provincial results at the Standard of Excellence in Social Studies 6 and 9, and Acceptable Standard for Social Studies 6. Students with Identified Special Education Needs outperformed provincial peers except in Grade 9 K&E courses, where results remain low. Indigenous students improved in Science 9 however results continue to be low with fewer than half meeting the Acceptable Standard. In addition, Social Studies 9 at both the acceptable and excellence standards continue to have the lowest achievement across PAT courses.

English as an Additional Learner cohort experienced declines in Social Studies 6, and FLA 9 at the Acceptable Standard. These patterns suggest challenges with discipline-specific vocabulary and comprehension, highlighting the need for differentiated task design, scaffolding, and targeted interventions. Professional learning such as explicit vocabulary instruction through the Neurolinguistic Approach to Language Acquisition (NLA) and resources like the K–12 Social Studies Companion Guide aim to address these gaps.

Declines were noted in Social Studies 30-1 and 30-2 for all cohorts except Students with Identified Special Education Needs at the Acceptable Standard. Success for these students may be linked to professional learning on IPP writing and supports, which directly impacts accommodations, strategies, and interventions related to task design and assessment. English as an Additional Language Learner cohort continued to experience declines in Social Studies likely due to rigorous language demands in source analysis. This underscores the need for targeted interventions in reading comprehension, evidence-based writing, and perspective-taking, alongside continued professional learning and resource development.

On the FLA 30-1 diploma exam, 97.2 per cent of All Student cohorts achieved the Acceptable Standard, exceeding provincial results at both acceptable and excellence levels. While a slight decrease at the Acceptable Standard occurred compared to last year, there was a 2.2 percentage point increase in the Standard of Excellence. Larger declines were noted for Students with Identified Special Education Needs; however, results remain above 91 per cent.

To provide a more comprehensive interpretation of data in support of next steps, [Appendix III](#) results were examined. The percentage of the All Students cohort receiving an indicator of 1 or achieving a mark that was below 50% was used for analysis purposes.

## ■ Celebrate

### ■ Report Card

- Overall strong achievements on report card for CTF/CTS, Fine and Performing Arts and Physical Education subjects in All Students cohort as compared to other report card courses.
- In 2024-25 school year, Students who Self-Identify as Indigenous achieved year-over-year improvements (or maintained results) across all divisions in Physical Education report card means.
- Statistically notable improved report card results in Division 4 Physical Education across all cohorts of students in CBE, in comparison to the corresponding previous three-year average results.

### ■ All Students

- All Students cohort achieved overall strong performance for all diploma exam courses. More than 80 per cent of CBE students achieved the Acceptable Standard for all diploma examinations in 2024-25.
- Statistically significant improvements at both standards in Chemistry 30.
- Achieved 'Very High' Achievement Measure in Science 9 at the Standard of Excellence result.
- All Students cohort achieved higher percentage of students meeting both standards than the provincial results for Social Studies 6 and Social Studies 9.

### ■ English as an Additional Language Learners

- Except for Biology 30, year-over-year improvements across all science diploma examinations were observed and CBE outperformed their provincial counterparts at both standards in 2024-25 school year.
- Statistically notable improvements at both standards in Science 30.

- Consistently achieved 'Very High' Achievement Measures at the Standard of Excellence results in all science diploma exams except for Science 30.
- **Students who Self-Identify as Indigenous**
  - Students who Self-Identify as Indigenous cohort achieved significant improvement in Science 9 at the Acceptable Standard.
  - Stronger performances in Social Studies 6 when compared to provincial results across both standard categories.
  - Stronger performances for all diploma exams when compared to provincial results across both standard categories except for French Language Arts 30-1 (8 writers).
  - 'Very High' Achievement Measures in Physics 30 at both standards and statistically notable improvement at the Acceptable Standard in 2024-25 school year.
- **Students with Identified Special Education Needs**
  - Outperformed provincial counterparts across all Grade 9 non-K&E PAT at both standards.
  - Outperformed provincial counterparts across all diploma examinations at both standards except for French Language Arts 30-1.
  - Achieved 'High' or 'Very High' Achievement Measures across all science diploma examinations at both standards and statistically notable improvements at both standards in Physics 30.
- **Areas for Growth**
  - **Science and Social Studies**
    - For the All Students cohort, Grade 8 students had the greatest percentage of students not meeting grade level in Science and Grade 7 students had the greatest percentage of students not meeting grade level in Social Studies of all grades 1 through 9 on report cards.
    - Increase in Science and Social Studies Acceptable Standard results for Grade 9.
    - In 2024-25, except for Students who Self-Identify as Indigenous cohort, all other cohorts had significantly lower percentages of students achieving both standards in Social Studies 6.
  - **Report card**
    - Overall achievements on report cards in Science and Social Studies were lower than other courses.
    - Year-over-year declines in report card means consistently surfaced for divisions 1 and 2 for most of the courses (except for Languages) for All Students cohort, English as an Additional Language Learners, and Students with Identified Special Education Needs.
    - Division 4 report card results in all science courses.
  - **English as an Additional Language Learners**
    - CBE's English as an Additional Language Learners had lower percentages of students achieving Acceptable Standard s than the province for all Grade 9 PAT courses.
    - 'Very Low' Achievement Measure in French Language Arts 9 at the Acceptable Standard.

- Statistically notable decline in Social Studies 9 at the Acceptable Standard in 2024-25.
- **Students who Self-Identify as Indigenous**
  - Except for French Language Arts 9, CBE's Students who Self-Identify as Indigenous got the lower percentages at both standards in comparison to provincial results for all Grade 9 PAT courses.
  - 'Low' or 'Very Low' Achievement Measures across all PAT courses at both standards in 2024-25.
- **Building Capacity**

The following is the list of next steps based on the analysis.

### Professional Learning

- Provide professional learning for K–6 teachers on the new Science and Social Studies curriculum, including critical-thinking task design with targeted supports for EAL and Indigenous learners.
- Provide professional learning on disciplinary literacy in Science and Social Studies with alignment to new curriculum, in particular for Middle Years educators.
- Continue High School professional learning on task design, calibration and assessment specifically for Social Studies 10-1, 10-2, 10-4 and Science 10, 14, and 10-4.
- Provide learning on CBE's Five Guiding Principles of Assessment with sessions for K-12 focussing on responsive learning cycles, effective task design, student involvement in assessment, addressing classroom complexity, and clear communication of proficiency.
- Focus Language Symposium on inclusive practices in the language classroom. This year's theme is Languages for Everyone.
- Provide targeted professional learning for school administrators and teachers to:
  - Strengthen understanding of timely and culturally responsive supports for EAL learners,
  - Build capacity to monitor achievement using CBE K–12 EAL Proficiency Benchmarks,
  - Implement CBE K–12 EAL Proficiency Benchmarks with support from the EAL Strategist Model in identified schools.
- Build capacity for Elementary and Middle School educators focused on explicit Social Emotional Learning teaching.
- Support High Schools and Middle Schools participation in Student Well-Being Symposiums with a specific focus on universal supports that enhance belonging safety and inclusion through a focus on culturally responsive SEL strategies and Indigenous teachings.
- Provide professional learning for administrators and teachers on mental health literacy at the universal, targeted and individualized levels.
- Provide learning in Outcome Based Assessment Physical Education with focus on calibration and task design.

### Structures & Processes

- Support teachers to build capacity in Social Studies task design for critical thinking.
- Use *Stepping Into Science* and Social Studies pilot feedback cycles to continuously refine scope/sequence and sample tasks.

- Continue and expand:
  - High School Community of Practice (CoP),
  - LEAD CoP meetings to improve student programming and assessment practices,
  - EAL Designate network for communication and program monitoring,
  - Maintain and refine the EAL Strategist Support Model with evidence-informed practices.
- Continue implementation of the Language Mentoring Guide in support of Language teachers in our Language Program Schools.
- Refine Languages Course Challenge processes.

## Resources

- Develop and share K–6 Social Studies Curriculum Task Design Inspiration Guides to support teachers in designing tasks that reflect the disciplinary thinking and conceptual structure of the new curriculum.
- Develop and share K–6 Social Studies Scope and Sequence, illustrating how concepts and narratives build across grades and supporting coherent planning.
- Develop rubrics aligned with the new curriculum for K–6 Social Studies and Science to support high-quality task design and consistent assessment expectations.
- Develop Programs of Study–aligned rubrics for Grades 7–10 Social Studies and Science, supporting consistent task design and assessment aligned with course outcomes.
- Share K–12 Social Studies Companion Guide and K-12 Science Companion Guide, offering foundational, practical, and visionary guidance to support implementation of the new curriculum.
- Produce Quick Bytes, On-demand Professional Learning videos, recorded professional learning and podcasts supporting English as an Additional Language Learners, Curriculum, Social Emotional Learning, and other emergent topics
- Continue D2L Brightspace courses to support teaching and learning including: EAL Toolbox, Social Emotional Learning (SEL) and Diversity and Inclusion.
- Share portfolio newsletters sharing high impact strategies, resources, research and upcoming events for English as an Additional Language learners, Indigenous Education, Diversity and Inclusion, Languages, Core curriculum, CTS/Fine Arts, Well-Being and Early Learning.

## Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

No targets have been set for 2025-26 as a new policy including a new reporting structure for Results 2: Academic Achievement was approved by the Board of Trustees in early 2025-26.

## APPENDIX

- Appendix I: School Data Sources
- Appendix II: Summary Tables Indicators 1 to 5

Appendix III: Additional Data Sets by Indicator

Appendix IV: Distribution of Codes

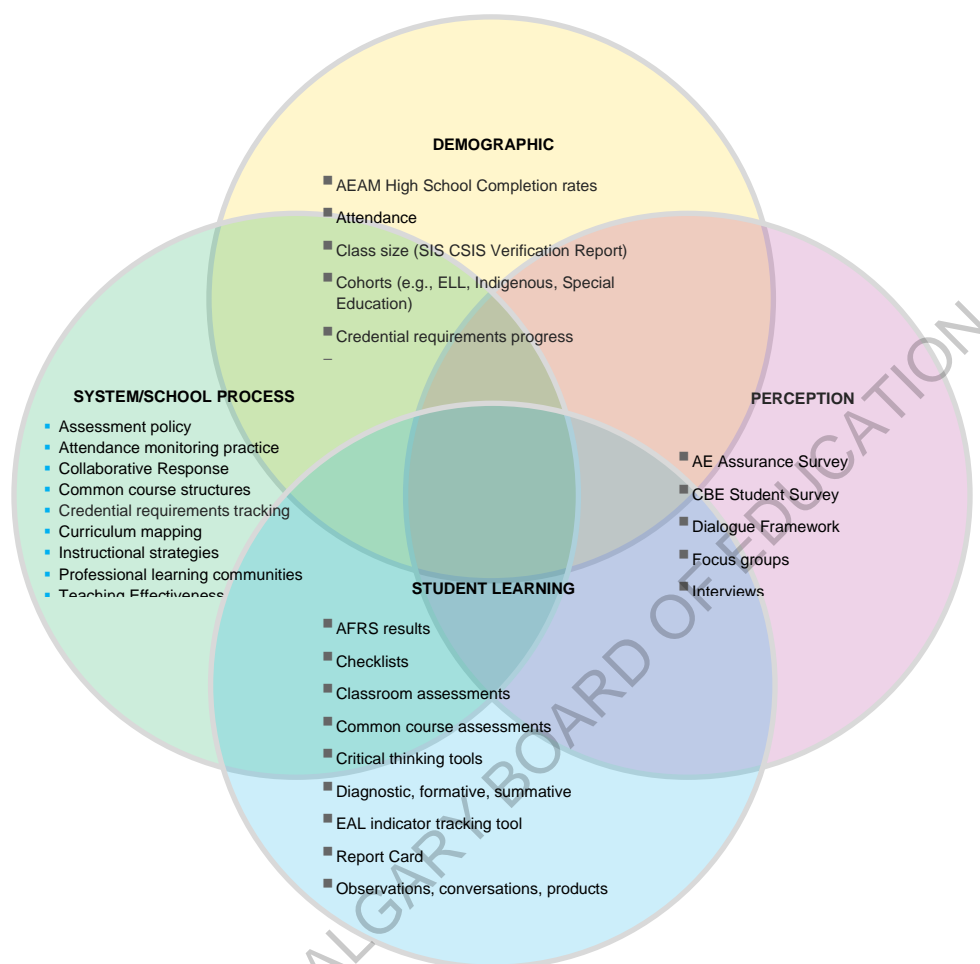
## ATTACHMENT

Attachment I: Criteria for High School Completion Categories

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## Appendix 1: School Data Sources



School data fall into four categories.

- **Demographic Data:** establish the characteristics of the school population.
- **Perception Data:** tell us what students, staff, parents are thinking about the learning organization.
- **Student Learning Data:** provide evidence of student achievement against learning outcomes.
- **School Process Data:** are the actions taken to achieve the purpose of the school.

As illustrated in the figure above, the four types of data overlap and by examining results across multiple types of data allows schools to identify “what they are doing to get the results they are getting now, what is working, what is not working and how data elements relate to each other to impact results” Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.

## School Development Planning

Each year, with input from staff, students, families and internal and external community members with a vested interest, the schools prepare development plans. A school's development plan sets out what needs to be done including the identification of goals, key actions, key outcomes and measures based on the school's data. The school development plan alongside the school improvement results report captures the previous year's improvement story and the plan moving forward. The plan and report are posted to the school's website under the About Us > Our School tab. School Improvement Results Report and School Development Plan Template

### 2024-25 School Development Plan Template - Year 1 of 3

- School Goal\*
- Outcome
- Outcome Measures
- Data for Monitoring Progress
- Leading Excellence Actions
- Well-Being actions
- Truth & Reconciliation, Diversity and Inclusion Actions
- Professional Learning
- Structures & Processes
- Resources

The 2024-2027 Education Plan mandated that all schools focus on specific goals related to literacy, mathematics, and/or well-being. Schools could either write their SDP in a disaggregated manner of individual learning goals or adopt a singular, overarching holistic goal. SDPs include data-informed student goals, instructional actions, resources, key outcomes, and measures (including baseline data for each measure). Regardless of the SDP model chosen, the tools used to measure impact were the same.

School improvement is about looking at last year's data through the lens of the work done by the school, in order to determine the impact on student learning. It is also about considering the students' learning needs in the context of the teachers' capacity to address these needs. School improvement goals are set based on these gaps.

Multiple measures of student achievement, including actions and processes, provided schools with information needed to improve teaching and learning for all students. Processes implemented across our system ensured the actions administrators and teachers took identified gaps and improved student learning and achievement.

## System Guiding Documents

CBE developed and updated *Literacy Framework*, *Mathematics Framework*, *Indigenous Education Holistic Lifelong Learning Framework*, *Well-Being Framework*, Assessment and Reporting in CBE, and CBE Understanding Grade Level Reading and Writing documents and accompanying checklists, were used by teachers to assess student understanding based on high impact teaching strategies. These measures supported teachers in identifying gaps and deciding what targeted, intentional teaching strategies to implement next as they reviewed student work and set new targets. CBE's K-12 Literacy and Mathematics Frameworks provide a systemic approach to curriculum implementation and assessment, ensuring that instruction is effective, equitable, and aligned with best practices. These

frameworks guide strategic planning and resource allocation by identifying areas of need within curriculum and professional development. To support the continued use of the CBE's K-12 Literacy and Mathematics Frameworks, teachers and school-based leaders had the opportunity to engage in system-wide professional learning aimed at enhancing instruction in both literacy and mathematics through research-based assessment practices and targeted curriculum support, helping educators calibrate their understanding of curricular outcomes, grade-level proficiency, and ways to monitor student growth. Professional learning sessions supported the ongoing implementation of the Frameworks and increased understanding of CBE's Five Guiding Principles of Assessment.

### **Professional Learning Communities**

At a school level, the professional learning community (PLC) meetings occurred regularly and was the context in which teachers identified learning gaps and planned instruction in learning cycles (sprints) to address the identified gaps. This was a common school process outlined in the SDP. Notes from these PLC meetings become evidence used to track each team's progress towards results. In these meetings, teachers analysed student work based on the programs of study in order to determine student results. Teachers brought student work samples and assessment tools (e.g., pre- and post-assessments, screening tools such as Mathematics Intervention/Programming Instrument, Mathematics and reading running records, teacher created quizzes and tests, common writing tasks and other performance tasks that include success criteria).

### **Collaborative Team Meetings**

Team meetings are a school process where teachers plan tasks collaboratively, with a focus on content that may or may not be included in the SDP. Teachers met to review learning outcomes, teaching strategies and assessment tools that would identify the extent to which students were learning the outcomes in the programs of study.

### **School-Based Professional Learning**

Schools engaged in professional learning, provided by the system and at the school level, to build teacher capacity in implementing high impact strategies and assessment practices that will close gaps and result in continuous improvement. Opportunities such as learning from colleagues to improve the collective wisdom of the teams, teacher mentoring, reading articles, exploring webinars and text resources, working with the system specialists, and learning from the Assessment and Reporting Key Contact at each school all contributed to continuous improvement.

### **English as an Additional Language Learner (EAL) Benchmarks**

The Alberta K-12 EAL Proficiency Benchmarks is a language proficiency assessment, developed in Alberta, as an informal criterion-based assessment. It was designed for use by teachers of English as additional language learners and can be used to assess language proficiency in the classroom context. Multiple times a year, teachers assess students' language proficiency levels for our EAL learners. This data, which included indicators in reading, writing, speaking and listening, informed the school, area and system on the need for intentional supports and effective instruction for language acquisition.

For more information, see Supporting English as an Additional Language Learners:  
<https://www.learnalberta.ca/content/eslapb/index.html>.

## Attendance Tracking

Regular attendance sets students on the path to reaching their full potential. Tracking attendance ensures timely follow-up to identify and address underlying barriers to attendance. Using a whole school approach to attendance, responses to student absences take into consideration each student's context and individual needs, in alignment with the continuum of supports and services.

## School Learning Team (SLT)

When students are not demonstrating success, the next step is for teachers to bring the students forward to the school learning team. Schools may assign members of the school learning team such as the principal, assistant principal, resource teacher, team teachers and learning leaders. The school learning team met to review student strengths and areas for growth, the effectiveness of strategies implemented and then plan actions that will support students. After a period of implementation, the school learning team reviewed the actions to determine next steps in addressing gaps.

## Area Learning Team (ALT)

Students who, after intentional support and intervention, were still struggling were brought forward to their area learning team where strategists, specialists, psychologists, under the direction of the system principal and education directors, met to plan interventions and action plans.

Each area had a team that supports schools. Access to the area learning team required schools to share their school learning team process and included a continuum of supports, starting at what we would see as support in every classroom for every child (tier 1) to targeted supports for some of the students some of the time (tier 2) and individualized school supports (tier 3).

Examples of supports that could be accessed by a referral to the area learning team included: school based mental health counsellor; psychological assessment; vision; audiology; EAL strategists; diversity & learning support advisor; Community Outreach of Pediatrics and Psychiatry in Education; inclusive education strategists; area behaviour support worker; speech language pathologist; occupational therapy; physiotherapy; Multi Agency School Support Team; Youth at Risk Development Program; John Howard Society; YMCA alternative to suspension; and Children's Services.

## Appendix II: Summary Tables Indicators 1 to 5

### Indicator 1

Rate	CBE All	Prov All	CBE EAL	Prov EAL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	81.6	81.4	68.5	73.5	51.0	59.8	69.2	68.9
4-Year	85.6	84.7	79.2	81.1	57.7	65.8	74.5	74.2
5-Year	88.0	87.1	82.7	85.3	61.9	69.7	78.1	76.7

	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	Achievement	Intermediate	Intermediate	Low	Low	Very Low	Very Low	Low	Low
	Improvement	Maintained	Maintained	Improved	Maintained	Maintained	Improved	Maintained	Improved
	Overall	Acceptable	Acceptable	Acceptable	Issue	Concern	Issue	Issue	Acceptable

### Indicator 2

#### A. Student report card results as a mean within English Language Arts by Cohort

Division	All Students	EAL	Indigenous	Special Ed
Division 1	2.85	2.74	2.40	2.40
Division 2	2.88	2.70	2.46	2.56
Division 3	2.88	2.68	2.42	2.54
Division 4	70.5	65.9	63.1	66.6

#### B. Student report card results as a mean within Mathematics by Cohort

Division	All Students	EAL	Indigenous	Special Ed
Division 1	2.98	2.87	2.48	2.50
Division 2	2.92	2.84	2.35	2.56
Division 3	2.81	2.66	2.20	2.44
Division 4	72.1	67.5	62.7	66.6

**Indicator 3****A. Percentage of students who achieved the standards on Provincial Achievement Tests by Cohort**

<b>ELAL 6</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	70.5	61.0	48.7	51.1
Ex	12.2	7.6	5.5	3.9
<b>Math 6 (new)</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	56.2	52.4	29.4	34.8
Ex	18.1	17.3	4.0	8.0
<b>ELA 9</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	68.1	51.9	41.0	49.1
Ex	9.4	3.3	4.1	4.2
<b>ELA 9 K&amp;E</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	37.1	20.0	50.0	41.4
Ex	1.4	0.0	0.0	1.7
<b>Math 9</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	52.5	45.1	21.6	30.1
Ex	15.7	12.5	3.6	6.0
<b>Math 9 K&amp;E</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	38.5	45.5	33.3	35.2
Ex	6.3	9.1	9.5	5.6

**B. Percentage of students who achieved the standards on Diploma Examinations by Cohort**

<b>ELA 30-1</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	87.7	67.1	87.6	86.3
Ex	15.1	3.2	9.0	10.2
<b>ELA 30-2</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	84.1	69.3	93.6	88.1
Ex	12.3	4.5	13.3	15.6
<b>Math 30-1</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	84.8	72.7	72.9	79.4
Ex	48.5	37.5	37.1	36.2
<b>Math 30-2</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	78.7	65.7	82.2	82.1
Ex	20.7	15.8	8.9	21.1

## Indicator 4

CTF/CTS	All Students	EAL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.15	3.00	2.95	2.98
Division 3	3.11	2.96	2.75	2.90
Division 4	80.9	76.0	75.3	77.6
FPA	All Students	EAL	Indigenous	Special Ed
Division 1	3.04	2.93	2.81	2.70
Division 2	3.07	2.95	2.84	2.83
Division 3	3.16	2.99	2.91	2.95
Division 4	82.4	75.5	73.5	78.8
French	All Students	EAL	Indigenous	Special Ed
Division 1	3.12	2.96	2.88	2.66
Division 2	3.03	2.99	2.91	2.73
Division 3	3.00	2.88	2.81	2.74
Division 4	78.4	78.0	74.9	73.8
Languages	All Students	EAL	Indigenous	Special Ed
Division 1	3.02	3.10	2.62	2.55
Division 2	2.99	2.95	2.73	2.63
Division 3	3.04	2.94	2.57	2.67
Division 4	83.4	79.1	74.4	76.6
Physical Education	All Students	EAL	Indigenous	Special Ed
Division 1	3.07	2.95	2.87	2.71
Division 2	3.13	3.01	2.84	2.90
Division 3	3.06	2.91	2.74	2.91
Division 4	81.2	76.7	71.1	77.3
Science	All Students	EAL	Indigenous	Special Ed
Division 1	2.96	2.79	2.59	2.53
Division 2	2.92	2.78	2.47	2.56
Division 3	2.81	2.64	2.29	2.44
Division 4	74.0	68.3	63.7	68.6
Social Studies	All Students	EAL	Indigenous	Special Ed
Division 1	2.90	2.75	2.53	2.44
Division 2	2.85	2.70	2.42	2.47
Division 3	2.83	2.65	2.33	2.47
Division 4	71.5	66.1	62.0	66.7

**Indicator 5****A. Percentage of students who achieved the standards on Provincial Achievement Tests by Cohort**

<b>FLA 6</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	n/a	n/a	n/a	n/a
Ex	n/a	n/a	n/a	n/a
<b>Science 6</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	n/a	n/a	n/a	n/a
Ex	n/a	n/a	n/a	n/a
<b>Social Studies 6</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	69.2	63.0	46.0	49.4
Ex	18.9	14.5	8.3	8.7
<b>FLA 9</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	76.6	63.3	69.6	64.1
Ex	10.8	13.3	4.3	5.5
<b>Science 9</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	67.4	56.7	41.0	48.1
Ex	20.3	12.2	6.4	11.0
<b>Science 9 K&amp;E</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	36.2	36.4	26.7	39.0
Ex	2.9	0.0	0.0	3.4
<b>Social Studies 9</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	60.7	46.7	32.9	41.3
Ex	17.7	9.7	5.3	8.5
<b>Social Studies 9 K&amp;E</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	35.9	33.3	18.2	37.7
Ex	6.3	11.1	0.0	5.7



## B. Percentage of students who achieved the standards on Diploma Examinations by Cohort

<b>FLA 30-1</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	97.2	100.0	100.0	91.2
Ex	14.1	22.2	0.0	5.9
<b>Social Studies 30-1</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	88.5	72.7	85.7	86.5
Ex	22.2	8.4	15.1	15.0
<b>Social Studies 30-2</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	81.0	66.8	77.2	80.5
Ex	19.3	9.4	7.8	14.4
<b>Biology 30</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	88.8	76.3	82.2	86.2
Ex	46.1	33.9	22.8	32.7
<b>Chemistry 30</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	88.7	78.4	81.5	86.8
Ex	53.8	43.2	30.8	39.3
<b>Physics 30</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	90.6	81.0	96.4	91.2
Ex	56.6	44.3	60.7	48.2
<b>Science 30</b>	<b>All Students</b>	<b>EAL</b>	<b>Indigenous</b>	<b>Special Ed</b>
Acc	85.1	72.2	84.2	87.8
Ex	29.9	18.7	23.7	30.4

## Appendix III: Additional Data Sets by Indicator

**Indicator 1: Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.**

3-Year	Measure Evaluation	CBE All	CBE EAL	CBE Indigenous	CBE Special Ed
	Achievement	Intermediate	Low	Very Low	Low
	Improvement	Maintained	Improved	Maintained	Maintained
	Overall	Acceptable	Acceptable	Concern	Issue
4-Year	Measure Evaluation	CBE All	CBE EAL	CBE Indigenous	CBE Special Ed
	Achievement	Intermediate	Intermediate	Very Low	Low
	Improvement	Declined	Maintained	Maintained	Maintained
	Overall	Issue	Acceptable	Concern	Issue
5-Year	Measure Evaluation	CBE All	CBE EAL	CBE Indigenous	CBE Special Ed
	Achievement	Intermediate	Intermediate	Very Low	Low
	Improvement	Maintained	Maintained	Improved	Maintained
	Overall	Acceptable	Acceptable	Issue	Issue

### Number of students within each completion category

Rate	Compare	2020-21	2021-22	2022-23	2023-24	2024-25
3-year	High School Diploma	6888	7180	7120	7257	7600
	High School Equivalency Diploma	0	1	1	1	1
	Certificate of High School Achievement	99	90	97	92	88
	Post-Secondary Attendance	23	22	22	15	20
	Apprenticeship	1	2	1	4	7
	Academic Standing	60	41	65	54	25
4-year	High School Diploma	6673	7212	7498	7491	7668
	High School Equivalency Diploma	1	2	4	3	3
	Certificate of High School Achievement	101	100	105	116	103
	Post-Secondary Attendance	66	46	48	54	57
	Apprenticeship	7	6	11	14	32
	Academic Standing	30	20	15	32	12

<b>5-year</b>	High School Diploma	6903	6852	7358	7635	7642
	High School Equivalency Diploma	6	1	9	10	14
	Certificate of High School Achievement	99	119	106	108	118
	Post-Secondary Attendance	102	94	59	66	71
	Apprenticeship	13	13	16	23	40
	Academic Standing	29	12	16	8	21

**Note** | see Attachment I for the criteria for each completion category.

### High School Completion Rates | All Students

Rate	All Students Group	2020-21	2021-22	2022-23	2023-24	2024-25
<b>3-year</b>	CBE	82.4	83.0	81.1	80.4	81.6
	Prov	83.4	83.2	80.7	80.4	81.4
<b>4-year</b>	CBE	84.0	86.5	87.1	85.8	85.6
	Prov	85.0	87.1	86.5	85.1	84.7
<b>5-year</b>	CBE	86.0	86.6	88.6	89.0	88.0
	Prov	86.2	87.1	88.6	88.1	87.1

### High School Completion Rates | English as an Additional Language Learners

Rate	EAL Group	2020-21	2021-22	2022-23	2023-24	2024-25
<b>3-year</b>	CBE	68.6	67.3	65.2	66.2	68.5
	Prov	78.7	78.5	72.8	72.0	73.5
<b>4-year</b>	CBE	75.5	80.4	78.8	77.6	79.2
	Prov	83.0	86.4	85.0	82.2	81.1
<b>5-year</b>	CBE	85.0	79.9	84.4	83.5	82.7
	Prov	86.9	86.1	88.7	88.1	85.3

### High School Completion Rates | Students who Self-Identify as Indigenous

Rate	Indigenous Group	2020-21	2021-22	2022-23	2023-24	2024-25
3-year	CBE	48.0	48.8	49.6	48.6	51.0
	Prov	62.0	59.5	57.0	58.6	59.8
4-year	CBE	45.4	56.8	53.5	57.2	57.7
	Prov	63.6	68.6	65.8	65.3	65.8
5-year	CBE	53.1	50.7	60.2	58.4	61.9
	Prov	68.1	68.0	71.3	69.4	69.7

### High School Completion Rates | Students with Identified Special Education Needs

Rate	SrEd Group	2020-21	2021-22	2022-23	2023-24	2024-25
3-year	CBE	67.8	70.1	66.7	67.3	69.2
	Prov	70.1	69.4	66.6	67.6	68.9
4-year	CBE	72.1	74.6	76.6	74.3	74.5
	Prov	72.5	76.2	75.3	73.7	74.2
5-year	CBE	74.8	76.2	78.4	79.9	78.1
	Prov	75.0	75.7	78.5	77.7	76.7

### High School Completion Rates | CBE and Province by Cohort

Summary High School Completion Rates	CBE All	Prov All	CBE EAL	Prov EAL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	81.6	81.4	68.5	73.5	51.0	59.8	69.2	68.9
4-Year	85.6	84.7	79.2	81.1	57.7	65.8	74.5	74.2
5-Year	88.0	87.1	82.7	85.3	61.9	69.7	78.1	76.7

**Indicator 2: Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.**

- A. Student results by level of achievement within English Language Arts as measured by student report card stems 2024-25: Grades 1-9.

**Legend |**

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English as an Additional Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Reading*							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	27.3	30.5	22.6	8.2	9.5	1.9
2	2024-25	28.6	32.7	20.2	7.9	8.3	2.4
3	2024-25	27.2	36.3	20.9	6.1	6.5	2.9
4	2024-25	24.8	38.8	21.9	4.4	6.3	3.8
5	2024-25	22.6	40.1	23.9	3.8	5.1	4.6
6	2024-25	23.5	39.3	24.3	3.8	4.8	4.4
7	2024-25	20.5	41.0	28.1	3.7	4.2	2.6
8	2024-25	22.8	41.5	27.0	3.3	3.3	2.2
9	2024-25	23.0	40.8	27.1	3.2	3.6	2.3

\*Includes stems: Reads to explore, construct and extend understanding (grades 7-9) and Reads to explore and understand (grades 1-6).

Stem 2: Writing*							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	16.5	33.4	28.3	9.1	10.6	2.1
2	2024-25	14.9	35.1	29.5	8.9	8.8	2.9
3	2024-25	14.7	36.4	29.7	8.1	6.9	4.3
4	2024-25	15.3	38.4	28.1	6.4	6.6	5.2
5	2024-25	15.6	38.1	29.3	5.5	5.2	6.3
6	2024-25	17.2	37.9	29.8	5.0	4.7	5.5
7	2024-25	15.3	41.0	31.3	4.6	4.3	3.5
8	2024-25	18.5	41.0	30.0	4.1	3.4	3.0
9	2024-25	19.8	41.3	28.4	3.9	3.7	2.9

\*Includes stems: Writes to develop, organize and express information and ideas (grades 7-9) and Writes to express information and ideas (grades 1-6).

Stem 3: Manages and evaluates information and ideas							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	*	*	*	*	*	*
2	2024-25	*	*	*	*	*	*
3	2024-25	*	*	*	*	*	*
4	2024-25	*	*	*	*	*	*
5	2024-25	*	*	*	*	*	*
6	2024-25	*	*	*	*	*	*
7	2024-25	19.5	41.5	30.0	5.0	2.8	1.2
8	2024-25	21.9	42.5	28.1	4.4	2.3	0.8
9	2024-25	22.8	42.1	27.0	4.6	2.6	0.9

**Stem 4: Constructs meaning and makes connections through speaking**

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	*	*	*	*	*	*
2	2024-25	*	*	*	*	*	*
3	2024-25	*	*	*	*	*	*
4	2024-25	*	*	*	*	*	*
5	2024-25	*	*	*	*	*	*
6	2024-25	*	*	*	*	*	*
7	2024-25	20.0	47.4	26.4	2.6	3.1	0.5
8	2024-25	21.7	47.4	24.9	2.8	2.7	0.5
9	2024-25	24.2	46.5	23.9	2.3	2.8	0.3

**Stem 5: Constructs meaning and makes connections through listening**

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	*	*	*	*	*	*
2	2024-25	*	*	*	*	*	*
3	2024-25	*	*	*	*	*	*
4	2024-25	*	*	*	*	*	*
5	2024-25	*	*	*	*	*	*
6	2024-25	*	*	*	*	*	*
7	2024-25	23.3	43.9	26.4	3.0	3.0	0.4
8	2024-25	26.0	43.2	25.4	2.6	2.4	0.4
9	2024-25	27.8	43.1	23.7	2.6	2.6	0.3

Stem 6: Represents ideas*							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	19.8	45.0	27.9	2.5	4.0	0.7
2	2024-25	20.9	44.9	27.9	2.5	3.4	0.5
3	2024-25	21.0	46.1	27.1	2.3	2.8	0.7
4	2024-25	21.7	46.9	26.1	2.0	2.6	0.6
5	2024-25	21.9	46.4	26.5	2.3	2.1	0.9
6	2024-25	23.6	44.7	26.3	2.5	2.2	0.7
7	2024-25	21.8	43.6	28.3	3.7	2.1	0.5
8	2024-25	25.3	43.5	25.1	3.7	1.8	0.4
9	2024-25	26.9	42.5	23.8	4.4	2.0	0.3

\*Includes stems: Represents ideas and creates understanding through a variety of media (grades 7-9) and Represents ideas through a variety of media (grades 1-6).

Stem 7: Makes meaning and connections through oral language							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	22.6	41.5	24.4	1.5	6.5	3.4
2	2024-25	22.7	43.5	23.9	1.6	5.7	2.7
3	2024-25	23.9	44.4	24.3	1.5	4.3	1.6
4	2024-25	24.3	44.4	24.4	1.6	4.2	1.2
5	2024-25	22.8	44.9	25.7	1.7	3.7	1.1
6	2024-25	23.0	44.8	26.1	1.8	3.4	0.8
7	2024-25	*	*	*	*	*	*
8	2024-25	*	*	*	*	*	*
9	2024-25	*	*	*	*	*	*

- B. Student results by level of achievement within Mathematics as measured by student report card stems 2024-25: Grades 1-9.

#### Legend |

- 4 – The student has demonstrated excellent achievement of grade level expectations.
- 3 – The student has demonstrated good achievement of grade level expectations.
- 2 – The student has demonstrated basic achievement of grade level expectations.
- 1 – The student is not meeting grade level expectations.



ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English as an Additional Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Develops number sense and applies strategies for computation and estimation							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	*	*	*	*	*	*
2	2024-25	*	*	*	*	*	*
3	2024-25	*	*	*	*	*	*
4	2024-25	*	*	*	*	*	*
5	2024-25	*	*	*	*	*	*
6	2024-25	*	*	*	*	*	*
7	2024-25	25.8	38.0	27.6	6.2	0.7	1.6
8	2024-25	26.8	37.4	26.8	6.9	0.5	1.6
9	2024-25	25.0	33.5	29.6	9.2	0.9	1.8

Stem 2: Uses algebraic reasoning to represent patterns and relationships							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	*	*	*	*	*	*
2	2024-25	*	*	*	*	*	*
3	2024-25	*	*	*	*	*	*
4	2024-25	*	*	*	*	*	*
5	2024-25	*	*	*	*	*	*
6	2024-25	*	*	*	*	*	*
7	2024-25	27.2	36.2	27.0	7.3	0.8	1.4
8	2024-25	27.5	32.8	28.0	9.6	0.6	1.5
9	2024-25	24.0	33.8	28.7	11.0	0.9	1.6

**Item 3: Applies spatial reasoning and measurement to make sense of the natural world**

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	*	*	*	*	*	*
2	2024-25	*	*	*	*	*	*
3	2024-25	*	*	*	*	*	*
4	2024-25	*	*	*	*	*	*
5	2024-25	*	*	*	*	*	*
6	2024-25	*	*	*	*	*	*
7	2024-25	25.8	37.4	27.7	7.1	0.8	1.1
8	2024-25	26.3	36.4	28.0	7.4	0.7	1.3
9	2024-25	23.9	34.1	28.8	11.1	0.9	1.2

**Item 4: Uses probability and data to make predictions and answer questions**

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	*	*	*	*	*	*
2	2024-25	*	*	*	*	*	*
3	2024-25	*	*	*	*	*	*
4	2024-25	*	*	*	*	*	*
5	2024-25	*	*	*	*	*	*
6	2024-25	*	*	*	*	*	*
7	2024-25	24.9	37.6	28.1	7.4	1.0	1.0
8	2024-25	25.2	36.4	28.0	8.1	1.1	1.2
9	2024-25	26.5	36.0	27.8	7.1	1.7	0.8

**Stem 5: Understands and applies concepts related to number, patterns (and algebra)**

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	31.9	38.9	20.6	6.1	1.7	0.7
2	2024-25	31.2	37.2	22.6	6.6	1.4	1.0
3	2024-25	28.9	38.1	23.9	6.7	1.1	1.4
4	2024-25	29.4	37.4	22.7	7.2	1.1	2.2
5	2024-25	28.3	38.5	23.0	6.4	0.7	3.1
6	2024-25	26.9	35.9	25.4	7.4	0.9	3.5
7	2024-25	*	*	*	*	*	*
8	2024-25	*	*	*	*	*	*
9	2024-25	*	*	*	*	*	*

**Stem 6: Understands and applies concepts related to measurement, geometry and statistics**

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	32.5	42.5	19.6	3.1	2.0	0.4
2	2024-25	31.4	41.8	21.1	3.3	1.8	0.6
3	2024-25	27.5	41.1	24.6	4.6	1.4	0.8
4	2024-25	28.7	40.7	22.9	5.1	1.5	1.1
5	2024-25	29.7	40.6	23.0	4.2	0.8	1.7
6	2024-25	25.8	38.1	26.6	6.0	1.0	2.4
7	2024-25	*	*	*	*	*	*
8	2024-25	*	*	*	*	*	*
9	2024-25	*	*	*	*	*	*

- C. Student results by level of achievement within English Language Arts as measured by student report cards 2024-25: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2024-25	41.8	43.1	13.8	1.3
10-2	2024-25	13.4	37.6	37.8	11.2
10-4	2024-25	13.1	31.1	33.7	22.1
20-1	2024-25	40.7	42.5	15.3	1.5
20-2	2024-25	15.9	38.0	38.3	7.8
20-4	2024-25	11.4	31.4	43.9	13.3
30-1	2024-25	28.9	48.2	19.9	3.0
30-2	2024-25	13.7	44.4	35.5	6.4
30-4	2024-25	20.7	33.2	39.9	6.3

- D. Student results by level of achievement within Mathematics as measured by student report cards 2024-25: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10C	2024-25	46.1	25.7	21.7	6.5
10-3	2024-25	23.0	28.6	34.0	14.4
10-4	2024-25	24.0	22.5	31.3	22.3
20-1	2024-25	50.1	24.3	19.1	6.5
20-2	2024-25	17.6	35.0	38.0	9.4
20-3	2024-25	21.8	28.9	39.0	10.3
20-4	2024-25	24.7	26.8	34.9	13.6
30-1	2024-25	52.9	25.7	14.4	7.0
30-2	2024-25	23.9	36.1	30.0	10.1
30-3	2024-25	21.6	31.3	39.6	7.5
31	2024-25	74.6	17.5	6.0	1.9

**Indicator 3: The Measure Evaluations of and the percentage of students who achieved the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.**

**A. All Students Provincial Achievement Test Results Over Time**

Provincial Achievement Test		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>ELA 6</b>	CBE	n/a	n/a	n/a	n/a	80.7	21.1	81.0	20.0	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4	n/a	n/a
<b>Math 6</b>	CBE	n/a	n/a	n/a	n/a	67.4	14.3	70.6	20.0	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9	n/a	n/a
<b>ELA 9</b>	CBE	n/a	n/a	n/a	n/a	72.5	15.7	73.6	14.6	71.1	11.6
	Prov	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8
<b>ELA 9 K&amp;E</b>	CBE	n/a	n/a	n/a	n/a	57.3	4.3	54.4	8.9	41.4	1.4
	Prov	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6
<b>Math 9</b>	CBE	n/a	n/a	n/a	n/a	59.0	21.4	57.2	15.9	54.6	15.3
	Prov	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0
<b>Math 9 K&amp;E</b>	CBE	n/a	n/a	n/a	n/a	55.1	13.8	39.1	9.1	34.5	3.4
	Prov	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9

**B. All Students Diploma Examination Results Over Time**

Diploma Examination		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>ELA 30-1</b>	CBE	n/a	n/a	n/a	n/a	81.6	13.9	86.3	14.4	86.4	14.4
	Prov	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1
<b>ELA 30-2</b>	CBE	n/a	n/a	n/a	n/a	81.9	15.8	86.9	15.6	86.2	15.6
	Prov	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9
<b>Math 30-1</b>	CBE	n/a	n/a	n/a	n/a	66.5	24.4	78.4	40.1	83.9	48.9
	Prov	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9
<b>Math 30-2</b>	CBE	n/a	n/a	n/a	n/a	68.1	15.1	77.4	19.8	75.2	20.4
	Prov	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4

## C. English as an Additional Language Learners Provincial Achievement Test Results Over Time

Provincial Achievement Test		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>ELA 6</b>	CBE	n/a	n/a	n/a	n/a	78.1	16.8	77.0	13.9	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	76.8	16.0	73.9	13.9	n/a	n/a
<b>Math 6</b>	CBE	n/a	n/a	n/a	n/a	66.1	14.4	68.1	18.7	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	65.3	13.1	64.9	15.2	n/a	n/a
<b>ELA 9</b>	CBE	n/a	n/a	n/a	n/a	62.0	8.3	63.0	5.8	57.9	5.2
	Prov	n/a	n/a	n/a	n/a	61.9	7.0	62.2	6.6	56.9	5.4
<b>ELA 9 K&amp;E</b>	CBE	n/a	n/a	n/a	n/a	74.1	0.0	37.5	0.0	53.3	0.0
	Prov	n/a	n/a	n/a	n/a	45.7	2.4	34.9	1.3	46.7	4.0
<b>Math 9</b>	CBE	n/a	n/a	n/a	n/a	50.6	15.8	49.4	12.6	47.8	13.1
	Prov	n/a	n/a	n/a	n/a	47.0	12.9	50.1	12.0	46.7	11.5
<b>Math 9 K&amp;E</b>	CBE	n/a	n/a	n/a	n/a	60.0	8.6	24.0	0.0	37.5	0.0
	Prov	n/a	n/a	n/a	n/a	54.5	9.8	39.5	5.6	49.7	12.2

## D. English as an Additional Language Learners Diploma Examination Results Over Time

Diploma Examination		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>ELA 30-1</b>	CBE	n/a	n/a	n/a	n/a	60.5	2.0	64.5	3.0	64.8	2.8
	Prov	n/a	n/a	n/a	n/a	55.5	2.6	63.3	3.7	61.3	2.7
<b>ELA 30-2</b>	CBE	n/a	n/a	n/a	n/a	66.2	2.6	73.2	6.9	73.6	5.5
	Prov	n/a	n/a	n/a	n/a	63.9	3.7	71.5	5.5	70.0	5.2
<b>Math 30-1</b>	CBE	n/a	n/a	n/a	n/a	50.0	19.1	65.0	31.8	73.7	39.9
	Prov	n/a	n/a	n/a	n/a	52.2	19.2	61.1	23.1	64.0	27.6
<b>Math 30-2</b>	CBE	n/a	n/a	n/a	n/a	58.6	8.3	64.7	12.2	64.8	12.0
	Prov	n/a	n/a	n/a	n/a	46.9	6.3	58.5	9.7	57.7	9.0

## E. Students who Self-Identify as Indigenous Provincial Achievement Test Results Over Time

Provincial Achievement Test		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>ELA 6</b>	CBE	n/a	n/a	n/a	n/a	57.9	8.3	56.3	7.8	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	58.2	7.4	60.6	7.1	n/a	n/a
<b>Math 6</b>	CBE	n/a	n/a	n/a	n/a	35.4	2.9	33.9	4.3	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	40.3	3.7	42.0	5.6	n/a	n/a
<b>ELA 9</b>	CBE	n/a	n/a	n/a	n/a	39.1	3.7	37.8	5.1	40.2	2.2
	Prov	n/a	n/a	n/a	n/a	49.4	3.6	49.2	4.4	49.5	4.7
<b>ELA 9 K&amp;E</b>	CBE	n/a	n/a	n/a	n/a	39.1	0.0	*	*	25.0	0.0
	Prov	n/a	n/a	n/a	n/a	46.7	5.0	43.8	3.7	42.8	4.9
<b>Math 9</b>	CBE	n/a	n/a	n/a	n/a	21.0	2.2	24.3	4.7	19.0	2.5
	Prov	n/a	n/a	n/a	n/a	26.3	4.1	28.7	3.8	28.7	4.8
<b>Math 9 K&amp;E</b>	CBE	n/a	n/a	n/a	n/a	30.0	3.3	45.5	18.2	47.1	0.0
	Prov	n/a	n/a	n/a	n/a	48.1	6.0	48.9	11.1	43.7	6.2

\*Data values have been suppressed where the number of respondents/students is fewer than 6.

## F. Students who Self-Identify as Indigenous Diploma Examination Results Over Time

Diploma Examination		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>ELA 30-1</b>	CBE	n/a	n/a	n/a	n/a	79.6	2.0	86.3	12.1	88.0	11.3
	Prov	n/a	n/a	n/a	n/a	73.5	4.4	78.3	6.1	81.7	6.9
<b>ELA 30-2</b>	CBE	n/a	n/a	n/a	n/a	85.7	9.5	91.5	15.5	88.6	14.3
	Prov	n/a	n/a	n/a	n/a	82.1	9.2	86.5	9.9	86.0	10.8
<b>Math 30-1</b>	CBE	n/a	n/a	n/a	n/a	41.2	5.9	75.0	21.2	83.3	26.4
	Prov	n/a	n/a	n/a	n/a	50.9	10.5	60.6	15.0	64.4	17.0
<b>Math 30-2</b>	CBE	n/a	n/a	n/a	n/a	75.9	6.9	82.5	17.5	80.0	18.5
	Prov	n/a	n/a	n/a	n/a	55.2	7.3	65.8	12.1	64.8	10.1

## G. Students with Identified Special Education Needs Provincial Achievement Test Results Over Time

Provincial Achievement Test		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>ELA 6</b>	CBE	n/a	n/a	n/a	n/a	62.5	8.9	63.5	7.8	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	53.1	6.1	52.3	5.5	n/a	n/a
<b>Math 6</b>	CBE	n/a	n/a	n/a	n/a	45.0	5.8	48.0	8.9	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	37.4	4.2	38.3	5.6	n/a	n/a
<b>ELA 9</b>	CBE	n/a	n/a	n/a	n/a	54.2	7.4	52.9	6.1	51.9	4.8
	Prov	n/a	n/a	n/a	n/a	42.3	3.2	47.2	4.7	45.4	3.8
<b>ELA 9 K&amp;E</b>	CBE	n/a	n/a	n/a	n/a	50.6	3.7	56.9	6.9	41.2	2.0
	Prov	n/a	n/a	n/a	n/a	47.0	3.8	50.8	5.4	47.9	3.9
<b>Math 9</b>	CBE	n/a	n/a	n/a	n/a	35.6	8.2	33.9	5.6	31.7	5.4
	Prov	n/a	n/a	n/a	n/a	30.5	6.0	28.9	4.2	27.5	4.5
<b>Math 9 K&amp;E</b>	CBE	n/a	n/a	n/a	n/a	49.6	10.4	40.0	8.0	33.9	4.8
	Prov	n/a	n/a	n/a	n/a	48.6	8.9	49.0	10.2	46.4	8.6

## H. Students with Identified Special Education Needs Diploma Examination Results Over Time

Diploma Examination		2019-20		2020-21		2021-22		2022-23		2023-24	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>ELA 30-1</b>	CBE	n/a	n/a	n/a	n/a	77.1	10.9	85.0	9.8	84.6	10.9
	Prov	n/a	n/a	n/a	n/a	71.9	7.1	79.5	7.2	79.3	7.6
<b>ELA 30-2</b>	CBE	n/a	n/a	n/a	n/a	85.3	17.2	87.3	17.9	85.9	16.8
	Prov	n/a	n/a	n/a	n/a	74.5	8.7	82.5	10.1	82.3	11.1
<b>Math 30-1</b>	CBE	n/a	n/a	n/a	n/a	60.0	21.8	71.4	27.6	80.2	38.1
	Prov	n/a	n/a	n/a	n/a	55.9	16.0	66.1	21.2	70.7	27.2
<b>Math 30-2</b>	CBE	n/a	n/a	n/a	n/a	65.7	13.2	78.7	21.7	72.9	20.7
	Prov	n/a	n/a	n/a	n/a	57.8	9.7	67.9	13.2	68.8	15.2



**Indicator 4: Student results in each of Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts (FLA), Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.**

- A. Student results by level of achievement within Career & Technology Foundations as measured by student report cards 2024-25: Grades 1-9.

**Legend |**

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English as an Additional Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
5	2024-25	36.7	44.3	18.4	0.3	0.3	0.0
6	2024-25	32.9	49.9	15.4	1.5	0.2	0.0
7	2024-25	34.3	46.8	16.4	2.2	0.2	0.1
8	2024-25	33.3	43.7	20.0	2.7	0.2	0.0
9	2024-25	35.5	42.8	18.5	2.8	0.3	0.1

- B. Student results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2024-25: high school courses.

**Legend |**

The CTS Programs of Study are organized into five clusters:

- BIT – Business, Administration, Finance & Information Technology
- HRH – Health, Recreation & Human Services
- MDC – Media, Design & Communication Arts
- NAT – Natural Resources
- TMT – Trades, Manufacturing & Transportation

Cluster	Year	Level of Achievement Percentages by Cluster			
		80-100%	65-79%	50-64%	0-49%
BIT	2024-25	65.6	17.8	11.3	5.3
HRH	2024-25	68.0	17.8	9.9	4.2
MDC	2024-25	66.0	18.3	10.6	5.1
NAT	2024-25	60.5	23.9	13.1	2.5
TMT	2024-25	60.3	25.8	10.9	3.1

C. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2024-25: Grades 1-9.

#### Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English as an Additional Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	22.6	55.0	20.4	0.8	0.9	0.3
2	2024-25	25.1	55.6	17.6	0.7	0.7	0.2
3	2024-25	25.0	55.2	18.3	0.8	0.6	0.1
4	2024-25	26.5	53.5	18.6	0.6	0.6	0.1
5	2024-25	27.4	52.8	18.5	0.7	0.4	0.1
6	2024-25	28.0	51.7	18.9	1.0	0.4	0.0
7	2024-25	35.8	44.7	17.2	2.0	0.1	0.1
8	2024-25	38.3	41.9	17.0	2.5	0.2	0.1
9	2024-25	41.1	38.2	17.7	2.8	0.3	0.0

- D. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2024-25: high school courses.

Level	Year	Level of Achievement Percentages by Level			
		80-100%	65-79%	50-64%	0-49%
10	2024-25	66.6	16.7	11.0	5.7
20	2024-25	74.3	14.7	8.3	2.8
30	2024-25	79.9	11.8	6.1	2.1

- E. Student results by level of achievement within French Language Arts as measured by student report cards 2024-25: Grades 1-9.

#### Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English as an Additional Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2024-25	41.6	36.4	18.8	2.7	0.0	0.5
2	2024-25	37.9	38.8	18.0	4.1	0.0	1.1
3	2024-25	33.0	42.2	19.6	3.6	0.0	1.7
4	2024-25	29.9	49.0	17.7	2.0	0.0	1.4
5	2024-25	27.3	49.7	20.7	1.0	0.0	1.3
6	2024-25	21.1	54.1	22.2	1.6	0.0	1.0
7	2024-25	21.8	49.1	26.6	1.9	0.0	0.6
8	2024-25	35.0	42.7	19.6	2.3	0.0	0.4
9	2024-25	26.8	48.4	22.2	2.0	0.0	0.6

F. Student results by level of achievement within French Language Arts as measured by student report cards 2024-25: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2024-25	52.4	39.3	8.0	0.3
20-1	2024-25	52.9	38.2	8.7	0.2
20-2	2024-25	30.6	40.3	27.4	1.6
30-1	2024-25	48.5	44.3	6.5	0.7
30-2	2024-25	63.6	29.0	7.1	0.3

G. Student results by level of achievement within Languages as measured by student report cards 2024-25: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

EAL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English as an Additional Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	EAL	IPP
1	2024-25	26.7	48.8	21.3	2.7	0.2	0.3
2	2024-25	28.3	46.1	21.9	2.8	0.2	0.6
3	2024-25	29.6	47.3	20.7	1.9	0.1	0.4
4	2024-25	27.7	48.2	20.3	1.7	1.6	0.6
5	2024-25	22.0	52.0	22.0	1.7	1.7	0.6
6	2024-25	24.8	47.4	24.8	1.4	1.1	0.5
7	2024-25	33.0	41.7	22.6	2.3	0.0	0.4
8	2024-25	30.2	44.4	22.9	1.8	0.2	0.5
9	2024-25	32.2	39.7	24.5	3.3	0.0	0.3

- H. Student results by level of achievement within Languages as measured by student report cards 2024-25: high school courses.

Level	Year	Level of Achievement Percentages by Level			
		80-100%	65-79%	50-64%	0-49%
10	2024-25	66.7	17.3	11.5	4.5
20	2024-25	76.5	14.9	6.7	1.9
30	2024-25	78.0	11.2	8.4	2.4

- I. Student results by level of achievement within Physical Education as measured by student report cards 2024-25: Grades 1-9.

#### Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English as an Additional Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	EAL	IPP
1	2024-25	23.2	55.8	19.2	1.0	0.2	0.5
2	2024-25	27.6	53.8	16.9	0.8	0.1	0.8
3	2024-25	26.9	55.0	16.3	0.9	0.1	0.9
4	2024-25	29.6	52.8	16.1	0.7	0.1	0.7
5	2024-25	29.9	53.9	15.1	0.6	0.1	0.5
6	2024-25	29.7	54.4	14.9	0.6	0.1	0.3
7	2024-25	26.4	55.6	16.6	1.3	0.0	0.1
8	2024-25	26.4	53.5	18.1	1.9	0.0	0.1
9	2024-25	28.3	51.0	18.4	2.1	0.0	0.2

- J. Student results by level of achievement within Physical Education as measured by student report cards 2024-25: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10	2024-25	69.0	18.2	8.8	3.9
20	2024-25	67.5	18.4	10.4	3.8
30	2024-25	71.6	15.6	9.6	3.3

- K. Student results by level of achievement within Science as measured by student report cards 2024-25: Grades 1-9.

#### Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations

2 – The student has demonstrated basic achievement of grade level expectations

1 – The student is not meeting grade level expectations

ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English as an Additional Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	EAL	IPP
1	2024-25	24.9	46.2	22.4	1.5	4.1	0.9
2	2024-25	23.8	46.7	22.9	2.3	3.6	0.6
3	2024-25	23.2	45.4	24.9	2.8	3.2	0.5
4	2024-25	23.7	46.0	24.5	2.3	3.1	0.4
5	2024-25	22.5	45.1	26.3	2.7	2.7	0.7
6	2024-25	23.8	44.2	25.5	3.2	2.7	0.6
7	2024-25	19.4	42.3	31.2	4.4	2.2	0.5
8	2024-25	22.6	40.8	29.0	5.6	1.5	0.5
9	2024-25	23.0	39.6	28.4	6.7	1.7	0.6

- L. Student results by level of achievement within Science as measured by student report cards 2024-25: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
Science 10	2024-25	40.5	30.4	24.4	4.7
Science 14	2024-25	24.2	30.3	32.9	12.6
Science 10-4	2024-25	21.1	17.3	33.3	28.3
Biology 20	2024-25	49.0	29.1	18.9	3.0
Chemistry 20	2024-25	54.8	24.2	16.4	4.5
Physics 20	2024-25	49.1	25.0	19.8	6.1
Science 20	2024-25	20.1	33.7	38.7	7.5
Science 24	2024-25	22.4	35.7	33.7	8.2
Science 20-4	2024-25	16.2	27.8	42.9	13.1
Biology 30	2024-25	51.3	27.5	16.5	4.8
Chemistry 30	2024-25	55.7	25.1	14.7	4.5
Physics 30	2024-25	58.8	26.1	11.7	3.4
Science 30	2024-25	30.6	37.5	25.8	6.0

- M. Student results by level of achievement within Social Studies as measured by student report cards 2024-25: Grades 1-9.

#### Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English as an Additional Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	EL	IPP
1	2024-25	21.5	47.2	24.4	1.7	4.3	0.9
2	2024-25	21.1	46.3	25.0	2.8	4.2	0.6
3	2024-25	20.7	45.4	26.8	3.1	3.6	0.5
4	2024-25	20.2	45.5	27.3	2.8	3.7	0.6
5	2024-25	21.4	43.4	28.0	3.3	3.2	0.7
6	2024-25	20.3	42.8	28.8	4.3	3.0	0.8
7	2024-25	18.6	41.3	31.1	5.1	3.1	0.8
8	2024-25	23.5	41.5	27.7	4.3	2.4	0.6
9	2024-25	23.8	41.2	27.2	4.6	2.7	0.5

N. Students results by level of achievement within Social Studies as measured by student report cards 2024-25: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2024-25	51.0	36.1	12.0	0.9
10-2	2024-25	14.1	33.0	39.7	13.2
10-4	2024-25	10.7	30.6	38.8	19.9
20-1	2024-25	52.4	35.7	11.0	0.9
20-2	2024-25	18.0	36.6	36.8	8.6
20-4	2024-25	21.5	25.7	38.7	14.2
30-1	2024-25	39.9	44.2	14.6	1.2
30-2	2024-25	22.1	36.9	34.7	6.4



**Indicator 5: The Measure Evaluations of the French Language Arts (FLA), Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.**

**A. All Students Provincial Achievement Test Results Over Time**

Provincial Achievement Test		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>FLA 6</b>	CBE	n/a	n/a	85.3	8.8	85.2	12.1	82.0	10.9	n/a	n/a
	Prov	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3	n/a	n/a
<b>Science 6</b>	CBE	n/a	n/a	77.2	26.9	71.4	25.4	71.8	26.2	n/a	n/a
	Prov	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8	n/a	n/a
<b>Social Studies 6</b>	CBE	n/a	n/a	74.1	22.0	71.4	19.3	72.6	21.8	69.2	18.9
	Prov	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5
<b>FLA 9</b>	CBE	n/a	n/a	74.6	8.9	77.3	11.8	76.6	11.7	76.6	10.8
	Prov	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6	75.2	9.3
<b>Science 9</b>	CBE	n/a	n/a	69.9	26.0	66.4	20.4	67.6	20.7	67.4	20.3
	Prov	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1
<b>Science 9 K&amp;E</b>	CBE	n/a	n/a	55.1	9.2	38.2	8.8	42.3	2.6	36.2	2.9
	Prov	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9	50.3	7.9
<b>Social Studies 9</b>	CBE	n/a	n/a	65.8	18.4	60.1	17.0	61.0	16.5	60.7	17.7
	Prov	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1
<b>Social Studies 9 K&amp;E</b>	CBE	n/a	n/a	59.6	14.9	36.4	7.3	27.4	1.6	35.9	6.3
	Prov	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3	50.3	10.6

**B. English as an Additional Language Learner Provincial Achievement Test Results Over Time**

Provincial Achievement Test		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>FLA 6</b>	CBE	n/a	n/a	75.8	7.6	81.0	14.3	77.8	11.1	n/a	n/a
	Prov	n/a	n/a	74.0	11.6	75.5	13.8	74.5	12.7	n/a	n/a
<b>Science 6</b>	CBE	n/a	n/a	74.7	23.1	66.2	19.2	65.1	19.9	n/a	n/a
	Prov	n/a	n/a	72.0	21.0	64.7	17.2	63.8	18.4	n/a	n/a
<b>Social Studies 6</b>	CBE	n/a	n/a	72.2	18.5	67.4	15.7	66.4	18.1	63.0	14.5
	Prov	n/a	n/a	68.4	17.9	65.4	15.7	64.6	16.5	60.7	15.2

<b>FLA 9</b>	CBE	n/a	n/a	64.7	7.1	66.3	4.2	70.1	8.2	63.3	13.3
	Prov	n/a	n/a	64.0	10.1	71.1	11.3	67.8	9.2	63.9	11.6
<b>Science 9</b>	CBE	n/a	n/a	61.4	16.7	56.7	12.6	56.0	14.1	56.7	12.2
	Prov	n/a	n/a	55.8	13.7	59.4	15.0	57.7	14.2	57.6	13.8
<b>Science 9 K&amp;E</b>	CBE	n/a	n/a	61.9	4.8	41.2	0.0	57.1	0.0	36.4	0.0
	Prov	n/a	n/a	52.3	2.8	33.1	3.3	41.1	5.5	41.6	2.0
<b>Social Studies 9</b>	CBE	n/a	n/a	53.5	10.5	48.8	8.9	49.7	9.6	46.7	9.7
	Prov	n/a	n/a	54.5	12.6	50.4	11.0	49.4	9.6	47.9	10.4
<b>Social Studies 9 K&amp;E</b>	CBE	n/a	n/a	84.2	15.8	50.0	0.0	25.0	0.0	33.3	11.1
	Prov	n/a	n/a	64.1	11.7	39.4	1.5	44.4	7.4	48.7	3.2

### C. Student who Self-Identify as Indigenous Provincial Achievement Test Results Over Time

Provincial Achievement Test		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>FLA 6</b>	CBE	n/a	n/a	86.7	13.3	62.5	6.3	n/a	n/a	n/a	n/a
	Prov	n/a	n/a	63.7	6.4	65.9	5.3	56.9	2.9	n/a	n/a
<b>Science 6</b>	CBE	n/a	n/a	51.2	10.5	40.1	8.4	49.1	12.0	n/a	n/a
	Prov	n/a	n/a	51.2	9.7	46.0	9.0	51.4	12.3	n/a	n/a
<b>Social Studies 6</b>	CBE	n/a	n/a	45.6	6.6	37.1	5.9	47.6	7.2	46.0	8.3
	Prov	n/a	n/a	46.8	7.3	45.3	6.5	48.7	7.3	43.7	7.9
<b>FLA 9</b>	CBE	n/a	n/a	46.2	0.0	68.8	12.5	42.9	0.0	69.6	4.3
	Prov	n/a	n/a	53.3	5.2	65.4	4.4	63.8	5.6	63.0	5.5
<b>Science 9</b>	CBE	n/a	n/a	35.9	5.8	31.3	5.6	31.3	5.5	41.0	6.4
	Prov	n/a	n/a	49.3	8.5	42.1	7.1	46.0	8.5	47.7	8.9
<b>Science 9 K&amp;E</b>	CBE	n/a	n/a	44.4	0.0	*	*	35.7	0.0	26.7	0.0
	Prov	n/a	n/a	53.3	9.7	48.4	8.2	46.6	7.2	44.9	6.6
<b>Social Studies 9</b>	CBE	n/a	n/a	33.1	5.6	27.8	4.9	28.8	3.7	32.9	5.3
	Prov	n/a	n/a	34.7	4.1	34.1	4.9	39.0	6.3	38.6	6.4
<b>Social Studies 9 K&amp;E</b>	CBE	n/a	n/a	31.8	0.0	*	*	38.5	7.7	18.2	0.0
	Prov	n/a	n/a	41.3	9.1	45.4	7.3	46.2	9.4	43.1	9.3

## D. Students with Identified Special Education Needs Provincial Achievement Test Results Over Time

Provincial Achievement Test		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>FLA 6</b>	CBE	n/a	n/a	73.7	3.0	73.8	5.6	63.0	3.7	n/a	n/a
	Prov	n/a	n/a	58.5	2.6	61.6	4.5	47.3	4.8	n/a	n/a
<b>Science 6</b>	CBE	n/a	n/a	58.0	15.5	51.7	15.9	54.4	17.5	n/a	n/a
	Prov	n/a	n/a	48.4	10.7	43.9	10.9	46.7	12.7	n/a	n/a
<b>Social Studies 6</b>	CBE	n/a	n/a	54.2	10.9	52.0	10.1	54.6	11.1	49.4	8.7
	Prov	n/a	n/a	43.6	7.7	42.4	7.0	45.3	8.0	41.5	7.6
<b>FLA 9</b>	CBE	n/a	n/a	60.4	3.1	58.5	4.8	59.9	5.6	64.1	5.5
	Prov	n/a	n/a	55.9	3.4	54.4	4.6	56.5	5.9	55.5	2.8
<b>Science 9</b>	CBE	n/a	n/a	53.0	14.8	47.9	10.7	50.1	10.3	48.1	11.0
	Prov	n/a	n/a	46.0	10.2	44.0	8.7	45.1	9.2	46.2	9.3
<b>Science 9 K&amp;E</b>	CBE	n/a	n/a	52.1	11.0	40.4	10.6	40.0	1.7	39.0	3.4
	Prov	n/a	n/a	55.0	12.8	53.9	11.1	52.2	9.1	49.2	7.8
<b>Social Studies 9</b>	CBE	n/a	n/a	48.5	10.0	41.3	8.2	42.1	8.7	41.3	8.5
	Prov	n/a	n/a	41.1	7.7	35.9	6.3	37.5	6.9	37.5	7.4
<b>Social Studies 9 K&amp;E</b>	CBE	n/a	n/a	55.2	13.4	37.5	7.5	28.3	2.2	37.7	5.7
	Prov	n/a	n/a	50.2	14.1	48.9	12.5	49.6	11.0	48.5	11.3

## E. All Students Diploma Examination Results Over Time

Diploma Examination		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>FLA 30-1</b>	CBE	n/a	n/a	92.3	5.8	96.9	8.8	97.5	11.9	97.2	14.1
	Prov	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6	94.7	6.0
<b>Social Studies 30-1</b>	CBE	n/a	n/a	88.0	24.5	88.9	22.8	90.6	25.0	88.5	22.2
	Prov	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8
<b>Social Studies 30-2</b>	CBE	n/a	n/a	80.2	23.8	82.3	19.8	82.5	20.2	81.0	19.3
	Prov	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3
<b>Biology 30</b>	CBE	n/a	n/a	82.9	37.9	88.2	44.1	88.8	45.0	88.8	46.1
	Prov	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8
<b>Chemistry 30</b>	CBE	n/a	n/a	85.8	43.1	85.6	48.2	88.1	51.0	88.7	53.8
	Prov	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0	83.8	40.6

<b>Physics 30</b>	CBE	n/a	n/a	86.9	47.9	89.9	54.2	90.8	57.6	90.6	56.6
	Prov	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6
<b>Science 30</b>	CBE	n/a	n/a	80.0	21.9	81.2	25.7	84.6	27.3	85.1	29.9
	Prov	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6	79.6	26.2

## F. English as an Additional Language Learners Diploma Examination Results Over Time

Diploma Examination		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>FLA 30-1</b>	CBE	n/a	n/a	*	*	*	*	*	*	100.0	22.2
	Prov	n/a	n/a	93.8	12.5	85.2	0.0	85.7	19.0	96.0	8.0
<b>Social Studies 30-1</b>	CBE	n/a	n/a	75.0	11.7	76.3	10.5	79.2	12.8	72.7	8.4
	Prov	n/a	n/a	68.7	9.0	72.7	8.8	70.5	10.7	72.5	8.2
<b>Social Studies 30-2</b>	CBE	n/a	n/a	68.0	13.9	67.6	11.6	72.8	12.4	66.8	9.4
	Prov	n/a	n/a	55.6	7.1	62.5	7.8	63.2	8.3	63.2	8.3
<b>Biology 30</b>	CBE	n/a	n/a	68.8	30.7	79.4	32.4	78.9	32.9	76.3	33.9
	Prov	n/a	n/a	61.0	18.0	72.8	24.7	69.7	23.6	69.2	25.3
<b>Chemistry 30</b>	CBE	n/a	n/a	76.9	33.5	76.8	36.2	77.0	36.9	78.4	43.2
	Prov	n/a	n/a	67.9	23.5	73.5	29.9	73.2	29.6	74.7	33.1
<b>Physics 30</b>	CBE	n/a	n/a	75.6	40.2	86.2	42.5	78.0	41.7	81.0	44.3
	Prov	n/a	n/a	63.1	26.4	75.7	32.3	71.3	32.9	75.0	32.0
<b>Science 30</b>	CBE	n/a	n/a	58.2	12.7	63.4	13.0	69.9	15.4	72.2	18.7
	Prov	n/a	n/a	59.7	11.8	67.4	16.1	69.0	16.2	66.0	17.7

## G. Students who Self-Identify as Indigenous Diploma Examination Results Over Time

Diploma Examination		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
<b>FLA 30-1</b>	CBE	n/a	n/a	n/a	n/a	*	*	100.0	0.0	100.0	0.0
	Prov	n/a	n/a	83.3	0.0	83.8	2.7	88.9	0.0	86.0	2.3
<b>Social Studies 30-1</b>	CBE	n/a	n/a	82.8	10.3	78.6	13.1	92.2	22.2	85.7	15.1
	Prov	n/a	n/a	72.5	7.4	73.0	8.6	79.1	10.6	77.5	9.1
<b>Social Studies 30-2</b>	CBE	n/a	n/a	73.6	8.3	74.2	12.3	80.2	12.6	77.2	7.8
	Prov	n/a	n/a	66.0	5.4	72.3	5.4	72.9	6.6	72.1	5.7

<b>Biology 30</b>	CBE	n/a	n/a	67.6	23.5	76.3	15.8	77.1	31.3	82.2	22.8
	Prov	n/a	n/a	58.9	11.5	72.5	19.1	72.8	17.0	74.0	20.3
<b>Chemistry 30</b>	CBE	n/a	n/a	82.4	17.6	82.0	38.0	87.5	48.2	81.5	30.8
	Prov	n/a	n/a	62.5	15.4	70.0	24.0	78.2	23.5	75.6	22.9
<b>Physics 30</b>	CBE	n/a	n/a	90.0	40.0	82.4	52.9	85.7	42.9	96.4	60.7
	Prov	n/a	n/a	68.6	25.2	72.0	26.8	80.4	23.2	76.5	30.3
<b>Science 30</b>	CBE	n/a	n/a	91.7	0.0	71.4	25.7	96.8	41.9	84.2	23.7
	Prov	n/a	n/a	70.0	7.2	75.3	18.7	78.1	18.5	77.9	18.5

#### H. Students with Identified Special Education Needs Diploma Examination Results Over Time

Diploma Examination		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Ex	Acc	Acc	Acc	Ex	Acc	Ex	Acc	Ex
<b>FLA 30-1</b>	CBE	n/a	n/a	91.7	4.2	98.0	4.1	100.0	9.1	91.2	5.9
	Prov	n/a	n/a	89.5	2.6	92.9	4.1	94.8	6.3	93.1	2.3
<b>Social Studies 30-1</b>	CBE	n/a	n/a	82.6	18.7	86.1	15.9	86.3	17.5	86.5	15.0
	Prov	n/a	n/a	76.8	13.8	82.8	12.7	80.9	13.4	82.9	12.1
<b>Social Studies 30-2</b>	CBE	n/a	n/a	74.1	18.2	79.4	15.1	79.0	15.4	80.5	14.4
	Prov	n/a	n/a	63.1	9.2	70.4	8.1	70.8	9.5	72.1	8.5
<b>Biology 30</b>	CBE	n/a	n/a	75.2	26.9	85.1	30.4	83.7	32.7	86.2	32.7
	Prov	n/a	n/a	65.4	18.0	79.3	24.0	78.0	25.4	78.9	25.9
<b>Chemistry 30</b>	CBE	n/a	n/a	82.2	31.9	82.1	38.3	86.2	40.6	86.8	39.3
	Prov	n/a	n/a	76.2	24.6	78.7	32.0	81.8	31.9	83.5	34.6
<b>Physics 30</b>	CBE	n/a	n/a	80.2	39.6	86.1	33.9	88.7	52.1	91.2	48.2
	Prov	n/a	n/a	68.6	27.4	79.1	27.6	82.0	37.7	85.8	38.1
<b>Science 30</b>	CBE	n/a	n/a	80.7	18.7	83.0	20.5	88.1	26.8	87.8	30.4
	Prov	n/a	n/a	75.1	16.2	76.2	14.3	79.9	20.3	77.3	22.0

## Appendix IV: Distribution of Codes

Grades 1-12: 134 095 students

Code										N
301 – English as a Second Language - Foreign Born										
LP1 and Pre-LP1	8.6 %	LP2	17.8 %	LP3	27.6 %	LP4	29.8 %	LP5	16.2 %	27 676
302 – English as a Second Language - Non-funded										
LP1 and Pre-LP1	5.5 %	LP2	16.8 %	LP3	35.0 %	LP4	27.8 %	LP5	14.9 %	309
303 – English as a Second Language - Canadian Born										
LP1 and Pre-LP1	2.5 %	LP2	10.4 %	LP3	26.1 %	LP4	37.0 %	LP5	24.0 %	16 058
<b>Total</b>										<b>44 043</b>
<b>Per cent of the Students in Grades 1-12</b>										<b>32.8%</b>

Code										N
331 – Aboriginal Student - Status First Nations										
332 – Aboriginal Student - Non-Status First Nations										
333 – Aboriginal Student – Métis										
334 – Aboriginal Student – Inuit										
<b>Total</b>										<b>6031</b>
<b>Per cent of the Students in Grades 1-12</b>										<b>4.5%</b>

Code										N
41 – Severe Cognitive Disability										
42 – Severe Emotional/Behavioural Disability										
43 – Severe Multiple Disability										
44 – Severe Physical or Medical Disability										
45 – Deafness										
46 – Blindness										
51 – Mild Cognitive Disability										
52 – Moderate Cognitive Disability										
53 – Emotional/Behavioural Disability										
54 – Learning Disability										
55 – Hearing Disability										
56 – Visual Disability										
57 – Communication Disability										
58 – Physical/Medical Disability										
59 – Multiple Disability										
80 – Gifted and Talented										
<b>Total unique student</b>										<b>27 958</b>
<b>Per cent of the Students in Grades 1-12</b>										<b>20.8%</b>

## Attachment I: Alberta's Criteria for High School Completion Categories

- A. High School Diploma
- B. High School Equivalency Diploma
- C. Certificate of High School Achievement
- D. Post-Secondary Attendance
- E. Apprenticeship
- F. Academic Standing

### A. High School Diploma

#### [Alberta High School Diploma: Graduation requirements](#)

The requirements indicated below are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 credits including the following:

- English Language Arts – 30-level (English Language Arts 30-1 or 30-2)
- Social Studies – 30-level (Social Studies 30-1 or 30-2)
- Mathematics – 20-level (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
- Science – 20-level (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
- Physical Education 10 (3 credits)
- Career and Life Management (3 credits)
- 10 credits in any combination from:
  - Career and Technology Studies (CTS) courses
  - Fine Arts courses
  - Second Languages courses
  - Physical Education 20 and/or 30
  - Knowledge and Employability courses
  - Registered Apprenticeship Program courses

Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses

- 10 credits in any 30-level course (in addition to a 30-level English Language Arts and a 30-level Social Studies course as specified above). These courses may include:
  - 30-level locally developed courses
  - Advanced level (3000 series) in Career and Technology Studies courses
  - 30-level Work Experience course
  - 30-level Knowledge and Employability courses
  - 30-level Registered Apprenticeship Program courses
  - 30-level Green Certificate Specialization courses
  - Special Projects 30

- ❶ The science requirement – Science 20 or 24, Biology 20, Chemistry 20 or Physics 20 – may also be met with the 10-credit combination of Science 14 and Science 10.
- ❷ See information on exemption from the physical education requirement.
- ❸ See information on exemption from the CALM requirement.
- ❹ 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- ❺ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma requirements of “10 credits in any combination from Career and Technology Studies (CTS) courses” and “10 credits in any 30-level course Advanced level (3000 series) in Career and Technology Studies courses.”
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- Only 5 high school credits for external learning may be used to meet the 100-credit requirement for the Alberta High School Diploma.

## B. High School Equivalency Diploma

- [High School Equivalency Diploma](#)

There are two options for achieving a High School Equivalency Diploma.

- Option 1 – A person 18 years or older as of September 1 of the current school year who is deficient in the credits needed for an Alberta High School Diploma, who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of a senior high school in the community. The principal will first confirm that the candidate has achieved 60 credits through classroom instruction in a school or other institution accredited by or acceptable to the Minister. For out-of-province students, refer to the Evaluation of Out-of-province/Out-of-country Educational Documents section.
- The 60 credits will include:
  - a high school course in Mathematics (5 credits)
  - a high school course in science (3 credits)
  - English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)
  - one other 30-level course, other than English Language Arts (5 credits)
  - additional high school courses (42 credits)



If the student has met all of the requirements above, the principal will apply additional credits. Additional credits can be awarded in Provincial Approach to Student Information (PASI) for the following:

- additional high school courses
- a maximum of 15 credits for approved adult education courses offered by recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes)
- a maximum of 15 credits for age, according to the following scale:
  - age 21-24 (inclusive) 5 credits
  - age 25-29 (inclusive) 10 credits
  - age 30 and over 15 credits
- a maximum of 5 credits for extensive travel
- a maximum of 5 credits for extensive reading

The student will be awarded the credential if the number of additional credits added to the minimum 60 credits gained through classroom instruction totals at least 100.

Copies of all necessary documents should be retained by the principal in accordance with school authority requirements.

**Note** | the credits for adult education, age, extensive travel and extensive reading cannot be used toward meeting the 100-credit requirement for the Alberta High School Diploma.

- Option 2 – A person 18 years or older who has been out of school for at least 10 consecutive months and who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450 or better on each test will be granted a High School Equivalency Diploma.

### C. Certificate of High School Achievement

- [Certificate of High School Achievement requirements](#)
- The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
- 80 credits including the following:
  - English Language Arts 20-2 OR 30-4
  - Mathematics 10-3 OR 20-4
  - Science 14 OR 20-4
  - Social Studies 10-2 OR 20-4
  - Physical Education 10 (3 credits)
  - Career and Life Management (3 credits)
  - 5 credits in:
    - 30-level Knowledge and Employability occupational course, or
    - advanced level (3000 series) in Career and Technology Studies courses, or
    - 30-level locally developed course with an occupational focus

AND

- 5 credits in:
  - 30-level Knowledge and Employability Workplace Practicum course, or
  - 30-level Work Experience course, or
  - 30-level Green Certificate course, or
  - Special Projects 30

OR

5 credits in a 30-level Registered Apprenticeship Program (RAP) course.

- ❶ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course or be identified as a Knowledge and Employability student (710 code) within the 12 months previous to the awarding of the Certificate.
- ❷ See information on exemption from the physical education requirement.
- ❸ See information on exemption from the CALM requirement.
- ❹ Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of “5 credits in Advanced level (3000 series) in Career and Technology Studies courses.”
- ❺ Refer to the Off-campus Education Handbook for additional information.
- ❻ Refer to the Alberta Education website for additional Green Certificate information.
- ❼ Refer to the Off-campus Education Handbook for additional information.

#### D. Post-Secondary Attendance

- [Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11
- Students enrolled in a credit program in an Alberta post-secondary who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement are considered non-credentialed high school completers. The information on post-secondary enrolments incorporates post-secondary Classification of Instructional Programs (CIP) coding to better identify students enrolled in programs not deemed to be post-secondary level (e.g., academic upgrading). Students in these programs are not considered completers for the purpose of this measure.

#### E. Apprenticeship

- [Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11
- Students registered in an apprenticeship program who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement and are no longer registered in school are considered non-credentialed high school completers. The Alberta Student Number is used to match students from the Grade 10 Cohort with the apprentices in Alberta Advanced Education’s apprenticeship information system (ATOMS). Students in a Registered Apprenticeship Program (RAP) are excluded because they are still in high school. Students identified as both attending a post-secondary institution and having registered in an apprenticeship program are reported as attending a post-secondary institution.

## F. Academic Standing

- [Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11

Students who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement have achieved academic standing if they have passed a minimum of five Grade 12 courses including a Language Arts diploma exam course and three other diploma exam courses. These students may be eligible for post-secondary entrance and some may be attending a post-secondary institution out of province.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

**operational  
expectations  
monitoring report****OE-4: Treatment of Employees**

Monitoring report for the  
school year 2024-2025

Report date:  
January 13, 2026

**CHIEF SUPERINTENDENT CERTIFICATION**

With respect to Operational Expectations 4: Treatment of Employees, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- ☐ In Compliance.  
☒ In Compliance with exceptions noted in the evidence.  
☐ Not in Compliance.

Signed:  Date: January 13, 2026  
Joanne Pitman, Chief Superintendent

**BOARD OF TRUSTEES ACTION**

With respect to Operational Expectations 4: Treatment of Employees, the Board of Trustees:

- ☐ Finds the evidence to be compliant.  
☐ Finds the evidence to be compliant with noted exceptions.  
☐ Finds evidence to be not compliant.

**Summary statement/motion of the Board of Trustees:**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chair, Board of Trustees



## OE-4: Treatment of Employees

### Executive Summary

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding the treatment of employees.

The Chief Superintendent's reasonable interpretation and indicators for OE 4: Treatment of Employees were approved on October 12, 2021. The Board was last presented with the annual monitoring report for OE 4 on November 5, 2024. This report includes data available from the 2024-2025 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
4.1	4.1.1	Compliant
4.1	4.1.2	Compliant
4.1	4.1.3	Compliant
4.2	4.2.1	Compliant
4.2	4.2.2	Compliant
4.2	4.2.3	Compliant
4.2	4.2.4	Compliant
4.3	4.3.1	Compliant
4.3	4.3.2	Compliant, with noted exception
4.4	4.4.1	Compliant
4.4	4.4.2	Compliant
4.4	4.4.3	Compliant
4.4	4.4.4	Compliant



## OE-4: Treatment of Employees

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

### Board-approved Interpretation |

CBE has the ability to positively impact the achievement of CBE Results through the quality and performance of employees and attention to workplace culture.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.
- *retention* to mean the ongoing employment and commitment of employees.
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and whose principles align with CBE values and vision.

The Chief Superintendent shall:

4.1	Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.	Compliant
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The Chief Superintendent has a responsibility to ensure that the organization implements policies and practices that ensure a welcoming, caring, respectful and safe work environment.

The Chief Superintendent interprets:

- *safe* to mean a work environment that is free from potential harm to employees and their well-being.
- *supportive* to mean opportunities for growth and development
- *respectful* to mean a work environment that is caring and where employees feel they are treated fairly.
- *organizational culture* to mean the creation and existence of a safe and courteous environment for its employees
- *diversity* to mean exhibiting the full range of human characteristics and



## OE-4: Treatment of Employees

abilities.

- *positive and welcoming environment* to mean an atmosphere that is encouraging, stimulating and engaging.

### Board-approved Indicators and *Evidence of Compliance* |

4.1.1	Improvement aimed at promoting a welcoming, caring, safe and respectful work environment is noted within two years of scheduled single topic surveys.	Compliant
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*The organization is compliant with this indicator.*

#### *Evidence statement*

In April 2024, a well-being survey was deployed to all employees as a follow-up to the first targeted employee survey administered in June 2022. A total of 7,048 staff completed the survey, which is a 5.9% increase from 2022. Almost 92% of the respondents work in schools, with the remaining 8% of responses being from service units. Overall the results of the 2024 survey were similar to that of the 2022 survey with quantitative results indicating that managing workload, leadership to support well-being, and employee awareness of resources remain of high importance to employees. Employee benefits were also identified as being of high value with 94.6% of survey participants ranking it as the top resource in relation to well-being.

Over the past two years, the CBE has introduced and expanded several initiatives designed to strengthen a welcoming, caring, safe and respectful work environment, with positive movement in key areas. Although overall absences increased as our workforce grew, CBE teaching staff continue to miss fewer days on average, about nine annually compared to nearly 13 during the comparable time period in the Canadian public sector, providing one indicator of relative stability. By engaging employees early in their recovery and facilitating access to practical treatment, the CBE has helped employees return to work sooner and more sustainably, reducing both the duration and frequency of long-term disability claims compared to previous years. An early intervention program launched in January 2024 also shows early signs of effectiveness. Of those who participated, 88 per cent accessed psychological counselling. Of those who participated in any of the services, 81 per cent reported improvement after receiving support suggesting that services provided were responsive to employee needs.

Employee access to mental health and wellness supports has grown, reflecting continued efforts to strengthen workplace culture. Use of the Employee and Family Assistance Program increased from 5.9% in 2020 to 13.9% in 2024, above the industry average of 10.2%, with more than 2,100 new cases last year, most involving counselling. This points to greater awareness and willingness to seek





## OE-4: Treatment of Employees

support. Professional learning and leadership development have also expanded, with workshops on areas such as resiliency, communication, and leadership supporting employees' capacity to contribute to respectful and inclusive workplaces. This data collectively demonstrates that actions taken following recent survey feedback are contributing to ongoing efforts to enhance workplace well-being and culture.

4.1.2	A comprehensive program of PIF and granted leaves of absences in support of opportunities for personal and professional growth or learning will be offered annually.	Compliant
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*The organization is compliant with this indicator.*

### *Evidence statement*

The CBE currently provides Professional Improvement Fellowships (PIF) leave opportunities to continuous Staff Association (SA), Professional Support Staff (PSS) and certificated Alberta Teachers' Association (ATA) employees. In the 2024-2025 school year, 26 employees were granted and began their Professional Improvement Fellowship (PIF) leave.

The composition of employees taking a PIF consisted of 16 employees affiliated with the ATA, and 10 with the SA. In addition, there were 51 tuition and books approved for reimbursement through the PIF program. Currently, the CBE does not track if other granted leaves (deferred salary or general leaves) are utilized for professional or personal development; however, it is plausible that some are used in this manner.

4.1.3	Mechanisms in place that support a safe organizational culture are utilized (such as Harassment, Workplace Violence, and Whistleblower reports).	Compliant
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*The organization is compliant with this indicator.*

### *Evidence statement*

CBE has comprehensive administrative regulations that establish standards for employee conduct, and that provide clear processes to address complaints of bullying, harassment, discrimination, and gross mismanagement of CBE resources.





**OE-4: Treatment of Employees**

During 2024-2025 school year, AR 4090 - Public Interest Disclosure, AR 4027 - Employee Code of Conduct and AR 4038 - Harassment, Sexual Harassment and Discrimination were reported as being shared and discussed by 100% of all supervisors, including principals. Employees can file complaints through multiple mechanisms – e.g., directly to the Superintendent of Human Resources or through Public School Works. Whistleblower complaints are directed to the Designated Officer at CBE.

Complaints under the relevant mechanisms from a range of employee occupations and worksites are evidence that these mechanisms are available and utilized.

***Evidence demonstrates all indicators in subsection 1 are in compliance.***



## OE-4: Treatment of Employees

4.2	Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees. a. Retain an external expert to conduct a salary survey of exempt and executive positions in 2023 and every four years thereafter.	Compliant
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The processes involved in hiring new employees and maintaining current employees are critical to supporting the achievement of CBE Results.

The Chief Superintendent interprets:

- *standards* to mean the benchmarks of the CBE that provide a measure through which analysis of practices supports continuous growth in practices;
- *practices* to mean the strategic operations of human resources through which CBE manages employees compliant with legislative and regulatory requirements and in alignment with CBE's Education Plan;
- *recruitment* to mean the selection of employees newly hired to the CBE
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *retention* to mean the ongoing employment and commitment of employees.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and principles that align with CBE values and vision.

### Board-approved Indicators and *Evidence of Compliance* |

4.2.1	90% of employees who pass their probationary period will still be employed with the CBE at the 2-year anniversary.	Compliant
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*The organization is compliant with this indicator.*

#### *Evidence statement*

At the end of the 2024-2025 school year, 92.28% of continuous employees remained employed with the CBE two years after completing their probation period. This is a 1% increase from the same time last year. The Lunch Supervisor role, who while continuous employees, are part-time and work a limited number of hours per week (10 hours per week). This group of employees experience high turnover as they are often parents with demanding schedules. Excluding Lunchroom Supervisors, 95.5% of employees (up from 95.3% last year) remained employed after 2 years.



**OE-4: Treatment of Employees**

4.2.2	95% of school based principals and assistant principals who successfully pass their evaluation will have maintained the designation at the 3 year anniversary.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

In 2024-2025 school year, 100% of school-based principals and 100% of school based assistant principals, who successfully passed their evaluation, maintained their designation at their three (3) year anniversary in 2024-2025.

4.2.3	Salaries and benefits are reviewed annually against identified comparators.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

In 2024-2025, salaries and benefits were reviewed against relevant comparators in support of both collective bargaining in the case of unionized staff and compensation policy decisions for exempt staff. New external salary surveys have been reviewed.

4.2.4	An external expert conducted a survey of exempt and executive position salaries.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

The CBE retained an external expert to conduct a salary survey of exempt and executive positions. A review of exempt and executive positions was completed in 2025. Findings of this review were presented to the Board on April 22, 2025.

***Evidence demonstrates all indicators in subsection 2 are in compliance.***



**OE-4: Treatment of Employees**

4.3	Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant
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Having clear rules and procedures that identify expectations and govern employees is essential to the fair and transparent operation of the organization.

The Chief Superintendent interprets:

- *administer* to mean develop, provide and apply.
- *personnel rules* to mean CBE Administrative Regulations pertaining to employee behaviour and those provisions/processes identified within the *Education Act*.
- *procedures* to mean those practices and processes subject to the provisions of the collective agreements, terms and conditions of employment and current *Education Act*.

4.3.1	100% of employees will be made aware of Calgary Board of Education policies or regulations governing: <ul style="list-style-type: none"> <li>• respect in the workplace;</li> <li>• conflict of interest; and</li> <li>• responsible use of electronic information resources.</li> </ul>	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

All employees who join the organization are provided with CBE documentation regarding regulations governing respect in the workplace, the Employee Code of Conduct and Responsible Use of Electronic Information resources and regulations, through the onboarding process. Employees are responsible for signing-off to indicate awareness.

Every new employee is provided with a link to all new hire documents that include:

- AR 4027 – Employee Code of Conduct;
- AR 1061 – Responsible Care and Security of Information;
- AR 1062 – Responsible Use of Electronic Information;
- AR 1070 – Occupational Health and Safety; and
- AR 6024 – Student Records.



## OE-4: Treatment of Employees

Regulations governing respect in the workplace and conflict of interest are available to all employees. Employees access regulations online through the CBE Staff Insite. All employees are advised, as part of a communication plan, of any changes to the administrative regulations. In addition, one hundred percent (100%) of employees are made aware of the policy regarding the responsible use of electronic information each time they log into the CBE network.

4.3.2	There will be no grievance, arbitration, board of reference decisions, or findings in a court of law that the CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions	Compliant, with noted exception
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*The organization is compliant with this indicator, subject to the exception noted below.*

### *Evidence statement*

There were no adverse decisions toward the CBE regarding grievances, arbitrations, board of reference decisions or findings in a court of law that CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions, other than the following single exception:

- A grievance arbitrator determined that the CBE did not comply with process required under Administrative Regulation 4002, Administrator Growth, Supervision and Evaluation, s. 26(2) [preconditions before a supervisor can direct an evaluation]. The grievance arbitrator noted in his decision "I wish to emphasize that there is no evidence of bad faith by the CBE, by [the administrator] or anyone else."

***Evidence demonstrates all indicators in subsection 3 are in compliance, subject to the exception noted for 4.3.2.***



**OE-4: Treatment of Employees**

4.4	Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.	Compliant
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Negotiation discussions with unionized employees must be conducted within reasonable and permitted parameters The Chief Superintendent interprets:

- *Board's approval* to mean a carried motion recorded in the minutes of a meeting of the Board of Trustees.
- *bargaining mandate* to mean the parameters within which a new collective agreement may be negotiated.
- *ratification* to mean the approval to conclude a collective agreement in accordance with the Labour Relations Code.
- *total compensation* to mean aggregate cost of salaries and benefits for exempt employees that are funded from the CBE budget.
- *exempt employees* to mean personnel who are not part of a bargaining unit according to the Labour Relations Code.

4.4.1	The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

The following bargaining mandates were presented to the Board of Trustees between September 1, 2024 and August 31, 2025 (fiscal year).

The Bargaining Council of the Calgary Board of Education Construction and Maintenance Skilled Trades Unions (Trades)

- Mandate presented to the Board: September 24, 2024

The Canadian Union of Public Employees (CUPE) Local 40 Memorandum of Agreement

- Mandate presented to the Board: November 21, 2024.



## OE-4: Treatment of Employees

Staff Association (Main & PSS)

- Mandate presented to the Board: December 17, 2024

Alberta Teachers Association (ATA)

- No bargaining mandate was required to be presented to the Board during the 2024 – 2025 fiscal year.
- Central bargaining between the ATA and TEBA occurs at the provincial level. This means that items like teacher salaries are set through provincial collective agreement, not through individual school boards. Local bargaining commences only after the conclusion of the central table matters.

4.4.2	All collective bargaining settlements occur within the parameters of any mandate approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

### *Evidence statement*

Settlements reached during the 2024-2025 fiscal year were within the parameters of any mandate approved by the Board of Trustees:

- The Canadian Union of Public Employees (CUPE) Local 40 Memorandum of Agreement, March 17, 2025.
- The Bargaining Council of the Calgary Board of Education Construction and Maintenance Skilled Trades Unions (Trades) Memorandum of Agreement, March 25, 2025.
- The Calgary Board of Education Staff Association – Main Body (MB) Memorandum of Agreement, April 2, 2025. Settlement for 10-hour employee compensation reached June 17, 2025.
- The Calgary Board of Education Staff Association Professional Support Staff (PSS) Memorandum of Agreement, April 2, 2025.





## OE-4: Treatment of Employees

4.4.3	Every round of collective bargaining is concluded with the ratification of the new collective agreement by the Board of Trustees	Compliant
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*The organization is compliant with this indicator.*

### *Evidence statement*

Collective bargaining was concluded with the ratification of new collective agreements by Board of Trustees as follows:

- The Bargaining Council of the Calgary Board of Education Construction and Maintenance Skilled Trades Unions (Trades) - April 8, 2025.
- The Canadian Union of Public Employees (CUPE) Local 40 – March 20, 2025.
- The Calgary Board of Education Staff Association – Main Body (MB), June 24, 2025.
- The Calgary Board of Education Staff Association – Professional Support Staff (PSS), June 24, 2025.

4.4.4	Changes to total compensation packages for exempt employees occur after the Board of Trustees' approval.	Compliant
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*The organization is compliant with this indicator.*

### *Evidence statement*

The Board approved changes to the total compensation package for exempt and executive employees on April 22, 2025.

***Evidence demonstrates all indicators in subsection 4 are in compliance.***





## OE-4: Treatment of Employees

### GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met.

The policy or subsection of the policy would be found to be “non-compliant.” The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



# OE-8: Communicating and Engaging with the Public



Calgary Board  
of Education

## Operational Expectations Monitoring Report

January 13, 2026

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 8: Communicating and Engaging with the Public, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- ☒ In Compliance.
- ☐ In Compliance with exceptions noted in the evidence.
- ☐ Not in Compliance.

Signed: 

Date: January 13, 2026

Joanne Pitman, Chief Superintendent

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 8: Communicating and Engaging with the Public, the Board of Trustees:

- ☐ Finds the evidence to be compliant
- ☐ Finds the evidence to be compliant with noted exceptions
- ☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Executive Summary

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, the Calgary Board of Education and public education. Communities include students, parents, school councils, staff, post-secondary institutions, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding communicating and engaging with the public and staff

The Chief Superintendent's reasonable interpretation and indicators for OE 8: Communicating and Engaging with the Public were approved on June 24, 2025. The Board was last presented with the annual monitoring report for OE 8 on January 14, 2025.

This report includes data available from the 2024-25 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
8.1	8.1.1	Compliant
8.1	8.1.2	Compliant
8.1	8.1.3	Compliant
8.2	8.2.1	Compliant
8.2	8.2.2	Compliant
8.2	8.2.3	Compliant
8.2	8.2.4	Compliant
8.3	8.3.1	Compliant
8.3	8.3.2	Compliant
8.4	8.4.1	Compliant
8.4	8.4.2	Compliant
8.4	8.4.3	Compliant
8.4	8.4.4	Compliant
8.4	8.4.5	Compliant

## Board-approved Interpretation |

In the course of our work, it is important to build positive relationships with various stakeholders that are characterized by:

- clearly stated roles, responsibilities and contributions;
- clear and understood decision-making processes where voice is valued; and
- collective support for student success.

The Chief Superintendent interprets:

- *communities* to mean stakeholders that share a commonality as it relates to CBE business.
- *corporate and community partners* to mean organizations or individual members of the public that provide support and/or services that contribute to student success.
- *all levels of government* to mean representatives of municipal, provincial and federal ministries and/or departments.
- *mutual respect* to mean clearly stated roles and responsibilities between CBE authorities and participants.
- *courtesy* to mean the interactions with the public are open, respectful and cooperative.
- *honesty* to mean communicating information clearly, candidly and in a timely manner; and
- *freedom of information and protection of privacy* to mean the sharing of information as appropriate in compliance with relevant legislation.

The Chief Superintendent shall:

8.1	Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.	Compliant
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Engaging with our public is a critical component to building relationships that support public education and student success.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;
- *flow* to mean provision and/or distribution;
- *appropriate input* to mean perspective, ideas, comment and opinion sought from public with clear expectations for how the input will be used;
- *strategic* to mean in consideration of the vision, plans and challenges facing the organization as a whole;
- *two-way dialogue* to mean sharing, informing, listening, exchange of ideas and responding;
- *understanding* to mean fact-based knowledge about the organization; and
- *support* to mean agreement with the vision, values and work of the organization.

## Board-approved Indicators and Evidence of Compliance |

8.1.1	100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.	Compliant
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The organization is compliant with this indicator.

### *Evidence statement*

During the 2024-25 school year, 100 per cent of system-level communication included at least one of the following:

- CBE website address and/or contact information of the system, department, school or individual responsible for content.

CBE's corporate website has several dedicated email feedback mechanisms.

Examples include: [webmaster@cbe.ab.ca](mailto:webmaster@cbe.ab.ca), [cbecommunications@cbe.ab.ca](mailto:cbecommunications@cbe.ab.ca), [dialogue@cbe.ab.ca](mailto:dialogue@cbe.ab.ca), [transportation@cbe.ab.ca](mailto:transportation@cbe.ab.ca), [partnerships@cbe.ab.ca](mailto:partnerships@cbe.ab.ca), and [schoolcouncils@cbe.ab.ca](mailto:schoolcouncils@cbe.ab.ca). There is a link to the contact form in the footer displayed on every page of the site.

8.1.2	The Dialogue Framework is being used with affected stakeholders to help inform decision-making.	Compliant
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The organization is compliant with this indicator.

### *Evidence statement*

The *Dialogue Framework* guides community engagement activities across the organization. School and service unit leaders use the framework on an ongoing basis and reach out to Communication and Engagement Services for support, when appropriate. There is a toolkit of engagement resources available on Insite to support leaders in their engagement activities as well as additional videos and resources on the effective use of our online engagement platform, community engagement for stronger school councils and more. These resources are updated on an ongoing basis.

System-led engagements conducted in the 2024-25 school year include:

- School Planning Engagement (which includes school development plans, school budgets and school fees); and
- Internal K-9 Reporting and Assessment Engagement

Additional details are outlined in indicator 8.4.1.

8.1.3	Ninety per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

Of the service units that have direct interaction with the public, 100 per cent reported that public enquiries were acknowledged within two business days.

***Evidence demonstrates all indicators in subsection 1 are in compliance.***

PROPERTY OF THE CALGARY BOARD OF EDUCATION

8.2	Ensure that school councils are supported in performing their mandated role.	Compliant
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Involved and informed school communities have the potential to make a significant impact on student success.

The Chief Superintendent interprets:

- *school councils* to mean a collective association of individuals as identified by Alberta Education in each school, working collaboratively with the principals and school community.
- *mandated role* to mean serving in an advisory capacity to the principal and Board of Trustees respecting matters related to the school.

### Board-approved Indicators and Evidence of Compliance |

8.2.1	Available school council resources are accessed through the corporate website.	Compliant
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The organization is compliant with this indicator.

#### *Evidence statement*

The corporate website includes dedicated pages with a variety of resources for school councils. These include:

- the School Council Handbook, which is reviewed and updated regularly;
- links to the Community of School Councils (COSC) meeting materials and resources;
- links to Alberta School Councils' Association (ASCA) resources;
- relevant Administrative Regulations;
- templates for school council annual reports and sample agendas minutes, bylaws, and other important checklists; and
- social media guidelines for school councils.

The CBE Connections newsletter was sent monthly to over 160K recipients with important information and updates for families, school councils and school communities. Over the course of the school year 73K people visited the CBE Connections section of the website for additional information. The corporate website also has dedicated pages for school council and parent societies.

- [School Council Handbook](#): 325 downloads
- [School Councils page](#): 3,329 page views
- [Administrative Regulation 5001](#): 186 downloads
- [Social Media Guidelines for School Councils](#): 5 downloads

8.2.2	Information is shared on a timely basis with school councils.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

In 2024-25, 10 CBE Connections newsletters were emailed to families and schools. The newsletter is also published on the CBE website. This newsletter includes timely information for school communities and school councils such as back-to-school and transportation reminders, important dates and engagement opportunities.

Two COSC (Council of School Communities) meetings were hosted by the Board of Trustees in the 2024-25 school year. CBE administration supports those meetings. Regarding attendance, the meetings are well attended, with 112 people at the October 2024 meeting and 92 people at the April 2025 meeting. Meetings generally include key system updates, presentations, breakout room discussions and Q&A with superintendents and trustees. Topics included enrolment growth, trustee advocacy efforts, budget and capital planning.

8.2.3	Principals confirm that school councils are offered opportunities to provide input and feedback on the school development plan.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

During the 2024-25 school year, 100 per cent of principals who have school councils confirmed that they provided the school council with the opportunity to receive information and provide feedback regarding school development plans. Three unique-setting schools indicated they do not have a school council. All schools publish their school development plans on their website.

In the 2024-25 school year, schools gathered feedback from parents on school development plans, school budgets and school fees from February to March 2025. Schools gathered input and feedback using a toolkit developed by Communication and Engagement Services, Research & Strategy and Finance. This toolkit asked schools to provide opportunities for feedback at school council or parent meetings and through online surveys. Materials included in the toolkit included online survey templates, presentation templates, meeting evaluation templates and other resources. Approximately 6,362 responses to school planning online surveys and meeting evaluations were received in 2024-25. An internal project team works to develop content and guide this engagement process each year. It includes representatives from School Improvement, Finance and Communication & Engagement Services. Each year, the project team consults with and gathers feedback from education directors and Fee Committee as well.



<p>8.2.4 Principals confirm that school councils are offered opportunities to provide input and feedback on the school-based budget.</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

*Evidence statement*

During the 2024-25 school year, 100 per cent of principals who have school councils confirmed that they have provided school council with the opportunity to receive information and an opportunity to provide feedback regarding school-based budgets using the dialogue toolkit. As noted above, school budget feedback is collected as part of the school planning engagement process.

Schools gathered input and feedback from parents on school budget, school fees and school development plans during February and March 2025 using a toolkit developed by Communication and Engagement Services. This toolkit asked schools to provide opportunities for feedback at school council meetings and through online surveys in February and March.

Resources available to schools in the toolkit included an online survey template, presentation templates, meeting evaluation template, meeting invitation templates, videos and materials for posting information on school websites.

***Evidence demonstrates all indicators in subsection 2 are in compliance.***

8.3	Effectively handle complaints and concerns.	Compliant
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Contributing to the success of an effective organization is the provision for a process which addresses concerns and complaints.

The Chief Superintendent interprets:

- *effectively* to mean reviewed and responded to within reasonable or posted time frames utilizing existing mechanisms and processes; and
- *complaints and concerns* to mean a formal expression of discontent:
  - about the values, customs or regulations of the CBE;
  - within the context of their relationship with the CBE; and
  - requiring a response.

### Board-approved Indicators and Evidence of Compliance |

8.3.1	Ninety per cent of concerns and complaints received at the Area and system level are responded to within the stated time frames as outlined in AR 5007.	Compliant
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The organization is compliant with this indicator.

#### *Evidence statement*

All Area offices and service units who deal with the public reported that 100 per cent of concerns and complaints received were responded to within expected timelines. Administrative Regulation 5007: Concerns and Complaints outlines expected timelines that escalate through levels if not addressed. Each level has timelines specific to that level of concern or complaint.

8.3.2	Principals and system leaders confirm the approved concerns and complaints process is used.	Compliant
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The organization is compliant with this indicator.

#### *Evidence statement*

100 per cent of principals and system leaders confirmed, when applicable, parents were directed to utilize the Concerns and Complaints process. This usually occurs if a parent feels their concerns are not being addressed at the school or system level.

***Evidence demonstrates all indicators in subsection 3 are in compliance.***

8.4	Reasonably include people in decisions that affect them.	Compliant
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Better decisions are made when people work together to solve problems and find solutions.

The Chief Superintendent interprets:

- *reasonably include* to mean sensible, fair, and appropriate opportunities are offered to provide feedback to the decision-making process; and
- *decisions that affect them* to mean those choices that are made that directly impact individuals.

### Board-approved Indicators and Evidence of Compliance |

8.4.1	One hundred per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.	Compliant
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The organization is compliant with this indicator.

#### *Evidence statement*

The Dialogue Framework guides the CBE's engagement activities. More details on engagements conducted in 2024-25 school year are outlined below.

- School Planning engagement (which includes school development plans, school budgets and school fees);
- K-9 Reporting and Assessment Internal Engagement

### School Planning Engagement

Each year, the CBE asks families to share their perspectives on school development plans, school budgets and school fees. This input and feedback help schools to plan and make decisions for the following school year.

This annual engagement is facilitated and organized centrally by Communication and Engagement Services, School Improvement and Finance. This engagement process is designed to provide the resources and tools principals need to engage their communities in a consistent manner while still allowing schools the flexibility to customize materials to suit their unique context. Principals play the lead role in gathering input and feedback from their parents and school councils.

Each year a toolkit of resources is updated and made available to school leaders. In 2024-25, the toolkit included an informational video for parents, online survey templates, presentation templates, a session evaluation template, invitation templates and more. Families can use video captions to learn about school planning in their language. Online surveys can be translated and completed into more than 30 languages.

The toolkit asks principals to gather input in two ways: at a school council/parent meeting and through a short online survey. The timeframe for the engagement was between Feb. 1 and March 31, 2025. There were 6,362 responses from CBE parents to the school planning online surveys and meeting evaluations in 2024-25.

To support the engagement, preparation sessions are also provided for principals. At the sessions, best practices and information are shared along with support for the online platform (Zencity Engage). As part of the process, principals are invited to share their experience with the support and resources available to help plan and improve for the following year. The school planning engagement process continues to be refined including opportunities to build leaders' understanding of its purpose, sharing best practices and streamlining how feedback is gathered.

### K-9 Reporting and Assessment Internal Engagement

In March and April 2025, the CBE gathered input and feedback from approximately 70 per cent (3,600+) of all K-9 teachers and administrators on possible ways to reduce teacher workload, enhance assessment and reporting practices, and ensure alignment with provincial expectations and CBE policies. This engagement took place in response to a shared commitment between ATA Local 38 and the CBE to explore workload related to K-9 reporting and assessment.

K-9 school administrators and teachers shared their perspectives at six in-person sessions and through an online survey.

As a result of this engagement, the CBE is implementing a variety of actions to ensure system consistency. Some actions are being rolled out in the 2025-26 school year, while others will require more time. These actions will help to reduce workload, identify opportunities for continuous improvement and will also have a positive impact on reporting and assessment for Grades 10-12. The actions reflect the CBE's commitment to employee well-being, which is identified as a top priority in the CBE's 2024-27 Education Plan.

8.4.2	Sixty per cent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.	Compliant
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*The organization is compliant with this indicator.*

#### *Evidence statement*

In-person session evaluations for the K-9 reporting and assessment engagement indicate that 90 per cent of 186 respondents were satisfied with the opportunity they had to share their thoughts and feedback.

8.4.3

The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by the Alberta Education's Accountability Pillar Survey will be maintained plus or minus two percentage points.

Compliant

The organization is compliant with this indicator.

#### *Evidence statement*

The results of parents responding positively regarding the suite of questions tied to Parental Involvement for the past five years are as follows:

2020-21	2021-22	2022-23	2023-24	2024-25
68.7%	70.9%	70.6%	71.6%	72.8%

Note | these results are from the Alberta Education Assurance Survey (formerly known as the Accountability Pillar Survey).

The percentage of parents satisfied with parental involvement in decisions about their child's education in the 2024-25 school year was 72.8 per cent. This agreement level is 1.2 percentage points higher than the parent agreement level in 2023-24. As such, these data indicate that CBE is in alignment with indicator 8.4.3. The increase is an improvement when compared to the three-year average for this Indicator.

8.4.4

Principals confirm staff involvement in school decisions as required by collective agreements.

Compliant

The organization is compliant with this indicator.

#### *Evidence statement*

During the 2024-25 school year, 100 per cent of principals confirm they offered staff opportunities to be involved in school decisions.

Administrative Regulation 1004.1: Role of the Principal requires the principal to reasonably seek the input of staff, as appropriate, into decisions at the school.

8.4.5

The Chief Superintendent will provide opportunities for school-based staff to provide feedback on identified issues.

Compliant

The organization is compliant with this indicator.

#### *Evidence statement*

The Chief Superintendent has ensured multiple opportunities for school-based staff to provide feedback on identified issues such as systems that support schools in their day-to-day work, school culture, and visibility and connection.

Identified topics and issues:

#### **System and School Culture**

The CBE has a number of new/ongoing councils and working groups with staff and leaders from a cross-section of schools and service units.

Examples include:

- Technology Council
- Transportation Advisory Council
- New Schools Project Planning committee
- Transition to SharePoint Online and Next Generation Solutions Project team
- Security, Health and Safety Advisory Committee
- Funding & Enrollment Governance Group
- Fees Committee
- Software Vetting Committee
- Working Conditions Committee – a cross-functional committee including ATA
- AI Governance Committee
- System Leadership Meetings – in-person meetings include opportunities designed for intentional connection

#### **Visibility and Connection**

- The twice-monthly employee newsletter (Link Online) and direct all-staff emails were provided to share important system information.
- Monthly meetings were held with the chief superintendent/senior leaders and union/association executive to discuss issues that matter to staff.
- Link and Learn - opportunities for staff in the Education Centre to connect with each other and leaders.
- Meetings with the chief superintendent and/or senior leaders and staff were held at various schools and areas.

#### **Capacity and Learning**

- Principals and assistant principals collaborated during three Area Leadership meetings over the school year to advance their School Development Plan achievement goals. This was further enhanced through time provided for principals and assistant principals to visit schools with similar areas of focus for School Development Plans.
- Area Operational meetings (2 times/year) - Principals come together to address key operational/managerial elements of school leadership where there is need for strong

coherence and address implementation of initiatives, changes in practice or protocols, and emerging issues. This structure enables regular, meaningful input from school-based staff on issues that impact their daily work and school community. In addition, there were two divisional meetings.

- On-demand professional learning sessions - Designed to address the implementation and enhancement of system wide processes, tools and practice that are clearly established in our system. Support principals and assistant principals to effectively lead schools and improve partnerships across service units.
- Regular meetings of CBE's Health and Wellness Committee (CBE management, representatives from all our union and association groups – Alberta Teachers' Association, Canadian Union of Public Employees, The Calgary Board of Education's Staff Association and Trades) to discuss opportunities to focus on and prioritize the health and wellness of CBE employees.
- RAM reconciliation sessions with school administrators, FTS (Finance), Human Resources, and education directors.
- School based custodial staff are selected to participate in the Continuous Improvement and Engagement Team (CIET) to support operational improvements and provide input for new standards for cleaning and school operations.
- Schools with before-and-after school care programs provide feedback regarding the performance of their programs.
- Schools provided feedback on the transition of the Authorization to Travel for Staff to the Service Desk.
- School administration are consulted prior to and throughout the implementation of any infrastructure related projects such as major modernizations, evaluating schools for modular classrooms, or when completing Maintenance & Renewal (M&R) work such as space upgrades (CTS/CTF Shops, data closets etc.), roof replacement, HVAC system upgrades, fire alarm upgrades, etc.
- Ad hoc feedback gathered with select schools around best practices for waste & recycling to limit the amount of waste sent to landfill.

***Evidence demonstrates all indicators in subsection 4 are in compliance.***

## GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



# 2025-26 First Quarter Budget Variance Report

## Report to Board of Trustees



Calgary Board  
of Education

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Date	January 27, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning Governance Culture GC-5E: Board Committees
Resource Person(s)	Tanya Scanga, Director, Corporate Finance

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## 1. Recommendation

This report is being provided for information to the Board of Trustees. No decision is required at this time.

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## 2. Issue

Operational Expectations OE-5: Financial Planning requires the preparation of quarterly variance reports with explanations for variances over 1% and \$500,000 between the CBE's budget and actual and forecasted expenditures until the end of the year. and fourth quarter. This report is the first-quarter report, (Sep to Nov), for the 2025-26 fiscal year ending August 31st, 2026.

Governance Culture GC-5E requires that quarterly financial variance reports, and the financial health matrix be presented to the Audit and Risk Committee in advance of presenting the report to the Board of Trustees. The Audit and Risk Committee is to pay particular attention to the presentation of unusual, sensitive, and/or significant variances from the budget. Input from the Audit and Risk Committee is incorporated into the final report presented to the Board of Trustees.

### 3. Background

Quarterly variance and annual financial reports presented to the Audit and Risk Committee and the Board of Trustees, provide an update on the results of CBE operations. This report compares the 2025-26 first-quarter results and forecast to the end of the year to the 2025-26 budget in compliance with Operational Expectations OE-5: Financial Planning.

Included in this report:

- Attachment I: First-quarter budget variance report
- Attachment II: Spending by schools and service units
- Attachment III: Use of reserves
- Attachment IV: Capital Budget Report
- Attachment V: Financial Health Matrix

### 4. Analysis



The first-quarter budget variance report reflects the impacts of changes in actual student enrolment, as of the end of September, from estimated student enrolment, as of May 30<sup>th</sup> incorporated into the budget. It assesses spending and revenue patterns against the budget. Variances between the budget approved in May and the subsequent school year are anticipated given the passage of time between May 30<sup>th</sup> and the start of the school year in the following September. Attachment I summarizes the forecast activity against budgeted revenues and expenses, reserve transfers, and capital transactions.

#### Operating surplus

The forecast surplus for the year is \$2.4 million (0.1% of budgeted expenditures). This is a favourable variance of \$2.4 million from the 2025-26 balanced budget. This modest surplus also supports the broader CBE strategy of augmenting its Accumulated Surplus from Operations or ASO with the ultimate objective of achieving operating reserves of \$35 million or 2 per cent of total expenditures.

While the CBE seeks to balance each quarter, our operating tolerance is plus or minus 0.5% of total budgeted operating expenditures. Based on budget 2025-26, the CBE's operating tolerance is between a deficit of \$8.4 million and a surplus of \$8.4 million on total budgeted operating expenditures of \$1.7 billion.

Since the end of September 2025, the CBE welcomed 987 students into our schools and enrolment continues to increase every day. These students do not, however, attract additional funding from Alberta Education and Childcare. That said, the CBE continues to find welcoming spaces for them to learn. With an average student allocated approximately \$6,998 in our Resource Allocation Method (RAM), this equates to an additional expense of \$6.9 million that had to be accommodated within existing budget allocations. We are proud of the work done across the CBE to ensure all students can access public education within the allocated resources.

Overall revenues are lower than budget by \$66.6 million and have decreased largely due to a funding clawback because of ATA labour action and the funding adjustment because actual enrolment is lower than projected in Budget 2025-26. Funded enrolment related to base instruction (K -Grade 12) is lower than 2025-26 budget of 146,142 by 3,739 students.

Expenditures have decreased by \$69.0 million largely due to a decrease in certified salaries and benefits due to the ATA labour action.

Please refer to the line-item analysis for further details. School and service unit spending is detailed in Attachment II with explanations of significant variances from Budget 2025-26.

## Capital Activities

Board funded capital expenditures fund the various projects necessary to support the broader capital needs within CBE operations. Examples are projects such as technology upgrades, new school commissioning, non-school building upgrades, modular classroom installations, to name but a few. These investments are not directly funded by Alberta Education and Childcare.

Board-funded capital expenditures are projected to be \$57.9 million, an increase of \$16.8 million from the budgeted level of \$41.1 million. The increase is equal to the projects that were approved and carried forward from 2024-25 that will continue into 2025-26. These carried forward capital expenditures include new school commissioning, the classroom furniture repository and various technology upgrades and maintenance projects. As the magnitude of capital expenditure carried forward is not known with certainty when the following year's budget is finalized, the CBE does not include an estimate in the budget for those amounts.

Board funded capital expenditures of \$57.9 million include:

- \$21.5 million for the technology evergreening program;
- \$14.2 million for new school commissioning, modular installations, energy savings initiatives, and furniture fixture and equipment repository;
- \$10.6 million for various other maintenance projects including information technology infrastructure renewal and growth, transition to SharePoint Online and Next Generation Solutions;
- \$4.3 million for enhancement projects including purchase of custodial and trades equipment and facilities fleet evergreening;
- \$4.2 million for strategic projects including VST Reimagining and Enterprise Implementation and the implementation of an enterprise learning management system;
- \$1.7 million for principal repayments of capital leases; and
- \$1.4 million to be allocated to in- year projects.

The 2025-26 first-quarter capital budget report in Attachment IV highlights significant variances from the Budget.

## Use of reserves and balancing

The first quarter forecasts a draw of \$8.3 million from operating reserves and designated funds, and a draw of \$21.5 million from capital reserves. Expenditures requiring carryforward as of August 31, 2025, are shown as an offsetting contribution to the reserves, while any increase in spending relative to the forecast may result in a request to access operating reserves. Save for the flow of carryforward balances, access to operating reserves requires Board of Trustee approval. This is because the carryforward balances were approved by the Board of Trustees with approval of the prior year's budget. Accordingly, no further approval is required.

## Operating Reserve

The forecasted operating reserve balance of \$15.3 million is a decrease of \$8.3 million from \$23.6 million at August 31, 2025. This does not reflect any forecasted operating carryforward for 2025-26, as it is too early to estimate. Any operating carryforward for 2025-26, once determined, will increase the operating reserve balance, all other things being equal.

Alberta Education and Childcare guidance set out the acceptable range of operating reserves. Metro school districts must maintain operating reserves between 1% and 6% of prior-year total operating expenses. Operating reserve balance of more than 6% requires a reduction plan to be submitted to Alberta Education and Childcare. Should operating reserves fall below 1%, Alberta Education and Childcare may request that a school district submit a plan to bring operating reserves back above 1%.

The CBE's operating reserve of 0.9% is marginally outside these guidelines. For the 2025-26 fiscal year the CBE set aside \$8 million as part of its Accumulated Surplus from Operations recovery plan. Those funds would be available to augment the operating reserves if necessary. As noted above, any operating carryforward amount for 2025-26 will further increase the operating reserve. Accordingly, the CBE believes it has sufficient operating reserves to address most operating risks that may impact the CBE's ability to maintain continuity of teaching and learning through the 2025-26 school year.

## Capital Reserve

Alberta Education and Childcare has not mandated a minimum or maximum level of capital reserves that jurisdictions must maintain. The CBE's capital reserve balance of \$45.8 million represents a decrease of \$21.4 million from \$67.2 million at August 31, 2025 due to forecast spending for new school commissioning, energy savings initiatives, furniture, fixture and equipment repository and modular installations.

Further details provided in Attachment III first-quarter use of reserves.

## Revenue

(in \$ thousands)	
Q1 Forecast	1,607,503
Budget 2025-26	1,674,093
<b>Variance Favourable / (Unfavourable)</b>	<b>(66,590)</b>

Significant contributions to this unfavourable (decrease) in revenue include:

- Unfavourable variance of \$60.5 million in Government of Alberta funding resulting from the net impact of:
  - \$70.2 million clawback as a result of ATA labour action; and
  - \$16.8 million funding adjustment due to variance in enrolments, actual vs. projection.
  - Partially offset by:
    - \$6.1 million increase in Curriculum Implementation funding as well as prior year deferred revenue;
    - \$5.5 million increase to Specialized Learning Support grants;
    - \$4.1 million higher IMR revenue with offsetting expenses;
    - \$4.0 million transportation funding deferred from prior year with offsetting expenses;
    - \$3.3 million increase in Literacy and Numeracy allocation as well as deferred revenue from prior year;
    - \$3.0 million increase to Institutional Program (EPI) funding;
    - \$0.3 million additional P3 Maintenance funding increase to align with forecasted spending; and
    - \$0.2 million deferred Alberta School Council funding from prior year with offsetting expenses.

- Unfavourable variance of \$2.6 million in Other Sales & Services due to:
  - \$2.5 million lower international student tuition as a result of decreased enrolment; and
  - \$0.1 million lower Continuing Education fees due to fewer offerings and corporate clients.
- Unfavourable variance of \$4.4 million in Fees due to:
  - \$1.9 million reduction in lunch supervision fees due to ATA labour action;
  - \$1.2 million decrease in transportation fee revenue due to reduced ridership;
  - \$0.7 million reduction in transportation fees due to ATA labour action; and
  - \$0.6 million decrease in lunch supervision fee revenue due to lower enrolment.
- Favourable variance of \$1.0 million in Investment interest income on higher than expected bank balance because of ATA labour action and delayed payroll.
- Unfavourable variance of \$0.1 million in All Other Revenues.

## Expenses

(in \$ thousands)	
Q1 Forecast	1,605,091
Budget 2025-26	1,674,093
<b>Variance Favourable / (Unfavourable)</b>	<b>69,002</b>

Significant contributions to this favourable (decrease) in expenses include:

- Favourable variance of \$75.6 million in Certificated salaries, wages, and benefits resulting from the net impact of:
  - \$71.5 million decrease in certified salaries and benefits because of the ATA labour action; and
  - \$13.3 million decrease in certificated salaries due to lower than projected enrolment.
  - Partially offset by:
    - \$3.3 million increase in Literacy & Numeracy supports with offsetting revenue;
    - \$2.4 million in Curriculum Implementation resources with offsetting revenue;
    - \$2.2 million increase to 2025-26 daily substitute rate to support contract absence;
    - \$1.2 million additional Mental Health & Well Being resources with offsetting revenue; and
    - \$0.1 million in other expenses.
- Favourable variance of \$3.9 million in non-certificated salaries, wages, and benefits resulting from a decrease due to lower than projected enrolment.
- Unfavourable variance of \$11.5 million in Services, Contracts, and Supplies resulting from the net impact of:
  - \$4.1 million increase in IMR operating spend with offsetting revenue;
  - \$4.0 million increased charter transportation costs with offsetting revenue;
  - \$3.7 million in New Curriculum resources with offsetting revenue;
  - \$0.8 million in continued classroom creation projects;
  - \$0.6 million in donation supplies with offsetting revenue;
  - \$0.3 million in modular demolition projects;
  - \$0.3 million in projected P3 maintenance expense; and
  - \$0.1 million in other services for continued project work.
  - Partially offset by:
    - \$2.4 million forecasted service unit savings.
- Favourable variance of \$1.0 million in Other (Interest, Amortization, and Bad Debt) due to reduced bad debt and waiver expense resulting from lower than projected enrolment and program fees.

## 5. Conclusion

This report reflects the information provided to the Audit and Risk Committee in connection with Governance Culture GC-5E: Board Committees and Board of Trustees in connection with Operational Expectations OE-5: Financial Planning. Any recommendations from the Audit and Risk Committee have been incorporated into this final report to the Board of Trustees.

The CBE will continue to practice prudent financial decision making and maximize the value from funds received to provide programs and services to support student achievement, equity and well-being. The CBE continues to monitor and proactively mitigate risks that may impact CBE on the continuity of CBE operations.

The CBE will maintain focus on our core values: students come first, learning is our central purpose, and public education serves the common good.



JOANNE PITMAN  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

- Attachment I:** First-Quarter budget variance report
- Attachment II:** Spending by schools and service units
- Attachment III:** Use of reserves
- Attachment IV:** Capital Budget Report
- Attachment V:** Financial Health Matrix

### GLOSSARY – Developed by the Board of Trustees

**Board:** Board of Trustees

**Governance Culture:** The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

**Board/Chief Superintendent Relationship:** The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

**Results:** These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

**Operational Expectations:** These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

**Attachment I: First-quarter budget variance report**

(in thousands of \$)

Description	2025-26 Budget <sup>(A)</sup>	Forecast 2025-26	Variance Favourable/ (Unfavourable) <sup>(B)</sup>	
				%
<b>Revenues</b>				
Government of Alberta	1,568,020	<b>1,507,487</b>	(60,533)	(4%)
Federal Government and First Nations	679	<b>679</b>	-	0%
Other sales and services	18,915	<b>16,286</b>	(2,629)	(14%)
Fees	66,140	<b>61,769</b>	(4,371)	(7%)
Investment income	5,680	<b>6,680</b>	1,000	18%
All other	14,659	<b>14,602</b>	(57)	(0%)
<b>Total revenues</b>	<b>1,674,093</b>	<b>1,607,503</b>	(66,590)	(4%)
<b>Expenses</b>				
Certificated salaries, wages and benefits	961,733	<b>886,166</b>	75,567	8%
Non-certificated salaries, wages and benefits	327,536	<b>323,601</b>	3,935	1%
Services, contracts and supplies	276,843	<b>288,309</b>	(11,466)	(4%)
Amortization	96,861	<b>96,861</b>	-	0%
Interest	2,812	<b>2,813</b>	(1)	(0%)
All other	8,308	<b>7,341</b>	967	12%
<b>Total expenses</b>	<b>1,674,093</b>	<b>1,605,091</b>	69,002	4%
<b>Annual Surplus/ (Deficit)</b>	<b>-</b>	<b>2,412</b>	2,412	100%
<b>Add/(deduct) capital items paid by operating funds</b>				
Board funded amortization	36,469	<b>36,469</b>	-	
Transfer from / (to) capital reserves	21,463	<b>21,463</b>	-	
	<b>57,932</b>	<b>57,932</b>	-	

<sup>(A)</sup> Approved by the Board of Trustees on May 27, 2025.<sup>(B)</sup> Refer to line-item analysis for further details on these variances.



## Attachment II: Spending by schools and service units

	Forecast 2025-26	Salaries and benefits	Supplies and services	Other (interest, amortization and uncollectible accounts)	Forecast 2025-26	Budget 2025-26	Increase/ (decrease)	
	FTEs	(in \$ thousands)						%
Schools and Areas	9,462	1,045,675	94,789	60	1,140,524	1,220,383	(79,859)	(7%) (1)
Service Unit System Budgets	16	9,494	165,956	92,879	268,329	260,390	7,939	3% (2)
Facilities and Environmental Services	242	28,718	12,714	1,898	43,330	42,626	704	2% (3)
School Improvement	436	62,830	9,854	410	73,094	70,620	2,474	4% (4)
Finance and Technology Services	234	38,935	2,300	11,768	53,003	53,519	(516)	(1%) (5)
Human Resources	145	18,069	784	-	18,853	18,597	256	1%
Communications	22	2,925	152	-	3,077	3,077	-	0%
General Counsel	14	2,125	115	-	2,240	2,240	-	0%
Chief Superintendent's Office	3	518	98	-	616	616	-	0%
Board of Trustees	-	478	1,547	-	2,025	2,025	-	0%
<b>Total</b>	<b>10,574</b>	<b>1,209,767</b>	<b>288,309</b>	<b>107,015</b>	<b>1,605,091</b>	<b>1,674,093</b>	<b>(69,002)</b>	<b>(4%)</b>

- (1) **Schools & Areas:** Decrease in salaries and benefits primarily due to ATA labour action.
- (2) **Service Unit System Budgets:** Increase largely due to IMR planned projects with offsetting revenue, classroom creation initiatives, P3 maintenance and Professional Improvement Fellowship (PIF) costs.
- (3) **Facilities & Environmental Services:** Increase largely due to modular demolition project, Midnapore depot demolition and P3 maintenance costs.
- (4) **School Improvement:** Increase largely due to additional New Curriculum and Literacy & Numeracy resources, partially offset by decrease in salaries and benefits due to ATA labour action and staff vacancies.
- (5) **Finance & Technology Services:** Decrease in salaries due to delayed hiring for vacant positions.



## Attachment III: Use of reserves

## 2025-26 USE OF OPERATING RESERVES (in \$ thousands)

Description	Reserves balance Sep. 1, 2025	2025-26 Budget planned use of reserves <sup>(1)</sup>	Use of reserves	Reserve balance Aug. 31, 2026
<b>Accumulated operating reserves</b>				
<u>Available for use reserves</u>				
Fiscal stabilization reserve	23,415	-	-	23,415
<u>Restricted reserves</u>				
EducationMatters flow-through funds <sup>(2)</sup>	2,080	-	-	2,080
Changes in accounting policy reserve	(10,164)	-	-	(10,164)
<b>Total operating reserves</b>	<b>15,331</b>	<b>-</b>	<b>-</b>	<b>15,331</b>
<b>Designated operating reserves</b>				
School decentralized budgets	6,350	-	(6,350)	-
Instructional and service unit initiatives	1,933	-	(1,933)	-
<b>Total designated funds</b>	<b>8,283</b>	<b>-</b>	<b>(8,283)</b>	<b>-</b>
<b>Total operating reserves and designated</b>	<b>23,614</b>	<b>-</b>	<b>(8,283)</b>	<b>15,331</b>
<b>Capital reserves</b>				
Restricted building reserve	29,896	-	-	29,896
Designated capital reserves	16,863	-	(16,863)	-
Unrestricted capital reserve	20,466	-	(4,600)	15,866
<b>Total capital reserves</b>	<b>67,225</b>	<b>-</b>	<b>(21,463)</b>	<b>45,762</b>
<b>Total reserves</b>	<b>90,839</b>	<b>-</b>	<b>(29,746)</b>	<b>61,093</b>

(1) Approved by the Board of Trustees on May 27, 2025.

(2) This reserve is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.

Note: The operating reserve balance of \$ 15.3 million, including designated funds, is a decrease of \$8.3 million from \$23.6 million on August 31, 2025. The CBE has consistently carried forward operating and capital projects. CBE's reserves will continue to be deployed to maintain core programs, services, and supports.

## Attachment IV: Capital Budget Report

	2025-26 Budget	Approved carryforward and revisions	Forecast 2025-26	Variance Favourable/ (Unfavourable)	
(in \$ thousands)					
<b>Capital lease payments (contracts)</b>					
Performance contracts	1,700	-	1,700	-	0%
<b>Total Capital Lease Payments</b>	<b>1,700</b>	<b>-</b>	<b>1,700</b>	<b>-</b>	<b>0%</b>
<b>Non-facility related projects</b>					
Strategic	3,940	293	4,233	-	0%
Enhancement	3,378	951	4,329	-	0%
Maintenance	26,019	5,985	32,004	-	0%
<b>Total non-facility related projects</b>	<b>33,337</b>	<b>7,229</b>	<b>40,566</b>	<b>-</b>	<b>0%</b>
<b>Capital reserve projects</b>					
New school commissioning	4,600	-	4,600	-	0%
Louise Dean Relocation	-	300	300	-	0%
Energy Savings Initiatives	-	3,355	3,355	-	0%
FF&E Repository	-	4,300	4,300	-	0%
Modular Installation	-	1,679	1,679	-	0%
<b>Total capital reserve projects</b>	<b>4,600</b>	<b>9,634</b>	<b>14,234</b>	<b>-</b>	<b>0%</b>
<b>Unallocated board funded projects</b>	<b>1,432</b>	<b>-</b>	<b>1,432</b>	<b>-</b>	<b>0%</b>
<b>Total non-facility capital expenditures</b>	<b>41,069</b>	<b>16,863</b>	<b>57,932</b>	<b>-</b>	<b>0%</b>
<b>Financed by the following:</b>					
Total amortization expense (non-cash)	36,469	-	36,469	-	0%
Transfer from / (to) capital reserves	4,600	16,863	21,463	-	0%
<b>Total board-funded financing</b>	<b>41,069</b>	<b>16,863</b>	<b>57,932</b>	<b>-</b>	<b>0%</b>

**Definitions:**

**Maintenance** - Projects that are required to maintain current processes and systems in good working condition

**Enhancement** - Projects that improve or extend the functionality of existing systems, technologies, and processes

**Strategic** - Projects that open new horizons, learning methods, organization models, and value propositions that reach across the organization or physical facility

## Attachment V: Financial Health Matrix

In the interest of transparency and accountability, the CBE developed a financial health matrix. This matrix is designed to assist CBE administration and the Board of Trustees in monitoring the overall financial health of the CBE.

The CBE's financial health is indicated by both short and long-term financial and operational health indices. Taken together, these indices and indicators allow for an assessment of the CBE's ability to continue providing the programs, services and supports that students and families expect and rely on.

Monitoring the financial health matrix along with the numerous reports from the CBE administration to the Board of Trustees allows stakeholders (students, staff, the public, and government) to gain a comprehensive view of the CBE and its activities.

From a short-term perspective, the indicators show that the CBE is well-placed to continue sustaining operations and meet near-term financial commitments. The CBE has the capacity via short-term borrowing and the use of operating reserves to address the cost of unanticipated events that impact the continuity of operations.

From a longer-term perspective, near-term operational capabilities may be constrained as operational funding per student has not kept pace with the increased cost of labour and general inflation.

While enrolment has recently plateaued, the increased enrolment over the past few years has had a dramatic impact on school utilization rates. This is reflected in the number of CBE schools in overflow status. As we continue to assess the impact of enrolment increases to overall system, the number of overflow and overflow receiving schools continues to be monitored. While deferred maintenance on schools is significant, the effective utilization of IMR and CMR funds is increasingly important in maintaining safe and healthy learning spaces for students.

In summary, short-term operational needs are being met through a balance of financial support and operational effectiveness in delivering programs, services, and support to students.

Currently, the most significant area of concern relates to the overall level of government funding. Inflationary pressures, salary and benefits growth, enrolment increases and increases in student complexity mean that the total cost per student has increased at a faster rate than the change in funding per student. This means that the CBE will be challenged to maintain the current ratio of students to school-based staff and the adequacy of services and supports for students in future years.

The CBE is committed to maximizing the funding allocated to teaching and learning. Accordingly, the CBE "runs close to the line" when it budgets. We pay close attention to ensuring we invest the dollars received in the year on the students in the system for that same year. Over the past four years, the CBE has consistently drawn down its Accumulated Surplus from Operations (ASO) as it managed the myriad of operational issues that impact a public-school division.

The CBE has begun to take focused action towards the gradual rebuilding of the ASO while carefully balancing the teaching and learning needs of students across the system. Administration continues to carefully monitor expenditures and maximize the value it derives from each dollar spent. By the end of the 2025-26 school year CBE Administration expects that the ASO balance will reach 2 percent of total prior year expenditures so that the full amount can be accessed as needed to maintain operations. While this will have a modest impact on the students in CBE classrooms for that year, it will ensure the longer-term health and viability of the CBE.

## Financial Health Indicators

## Operating Reserves

	Status: Neutral			Trend: Unfavourable			6.0%
	Q4 2023-24	Q1 2024-25	Q2 2024-25	Q3 2024-25	Q4 2024-25	Q1 2025-26	
Current Year Expense (\$ millions)	1,564	1,639	1,639	1,644	1,643	1,605	
Operating Reserves Percentage (Operating Reserves / Expenditures)	3.2%	1.8%	1.8%	1.8%	1.5%	1.0%	

Operating Reserves Percentage

Operating reserves provide the CBE with short-term flexibility to address unanticipated unfunded costs. Operating Reserve to Expense percentage determines the Board's ability to react to emergent situations and fund special initiatives. Alberta Education mandates a minimum Operating Reserves Percentage of 1% and a maximum of 6%. Any Operating Reserves in excess of the maximum may be deducted from future payment by Alberta Education. CBE administration agrees with the operating reserve range required by Alberta Education. The Q1 2025-26 forecast does not include any projected carryforwards which would have increased the operating reserve.

## Capital Reserves

	Status: Favourable			Trend: Unfavourable		
	Q4 2023-24	Q1 2024-25	Q2 2024-25	Q3 2024-25	Q4 2024-25	Q1 2025-26
Capital Reserves (\$ millions)	73,788	46,012	62,917	65,772	67,226	45,762
Capital Reserves per Student	534	312	426	446	456	321

Capital reserves provide funds for future replacement of the Board's capital assets. Capital reserves per student indicates the amount of capital reserves on a per student basis. Based on historical analysis, the CBE seeks capital reserves above \$250 per student or approximately \$35 million. As expected, the pressure related to many new school builds to accommodate significant student growth, is depleting reserves.

## Surplus/ (Deficit)

	Status: Favourable			Trend: Neutral		
	Q4 2023-24	Q1 2024-25	Q2 2024-25	Q3 2024-25	Q4 2024-25	Q1 2025-26
Revenues (\$ millions)	1,559	1,626	1,623	1,624	1,664	1,607
Expenses* (\$ millions)	1,564	1,622	1,623	1,628	1,643	1,605
Surplus/ (Deficit) (\$ millions)	(4.8)	3.5	0.5	(3.9)	21.1	2.4
Surplus/ (Deficit) +/- 0.5% (\$ millions)	7.6/ (7.6)	8.1/ (8.1)	8.1/ (8.1)	8.1/ (8.1)	8.1/ (8.1)	8.4/ (8.4)

The CBE relies on a steady and predictable stream of revenues in order to effectively plan expenditures. Any unexpected fluctuations in funding can cause a significant variance in budgeted annual surplus/deficit. Revenues are primarily impacted by enrolment and grant rates, while expenditures are mainly impacted by staffing decisions. The CBE targets revenues equaling expenses. Given the absolute size of the CBE, a surplus or deficit of +/-0.5 percent of total expenditures is considered balanced.

\*Expenses are net of 2025 Board approved carryforwards

## Expense Percent Breakdown

	Status: Favourable			Trend: Neutral		
	Q4 2023-24	Q1 2024-25	Q2 2024-25	Q3 2024-25	Q4 2024-25	Q1 2025-26
Percent of Expenses						
Salaries & Benefits	78%	76%	76%	76%	77%	75%
Supplies & Services	16%	17%	18%	18%	17%	18%
Other	6%	6%	6%	6%	7%	7%

This chart shows the percentage of CBE's budget allocated to various expenditure categories over the last 6 years. While Salaries and Benefits remain a significant percentage of total expenses, they have been relatively stable the last few years.

	CBE	Other Metro School Boards
Salaries & Benefits as % of Total System Administration Expenses	47%	77%

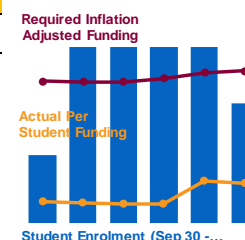
The CBE spends a considerably smaller portion of its System Administration expenditures on salaries & benefits when compared to other metro school boards. This difference is due to the higher level of spending on the Education Centre lease. To compensate, CBE administration is very judicious in the allocation of resources to the non teaching and learning service unit.

## Inflation Adjusted Funding

	Status: Unfavourable			Trend: Neutral		
	Q4 2023-24	Q1 2024-25	Q2 2024-25	Q3 2024-25	Q4 2024-25	Q1 2025-26
Actual Per Student Funding	8,897	8,873	8,852	8,850	9,289	9,240
Required Inflation Adjusted Funding	11,113	11,106	11,106	11,172	11,270	11,309
Student Enrolment (Sep 30 - Intern'l)	137,727	146,866	146,866	146,866	146,866	142,089

Per student funding from Alberta Education excludes targeted funding. These targeted funds are removed from the funding per student calculation as they are not available to directly support teaching and learning in the classroom. That is, the targeted funds cannot be used to hire and deploy additional school based staff. Funding and enrolment do not include International students.

Per student funding is an indicator of the stability of revenue over time. Increasing funding per student generally indicates an increased ability to maintain programs, services and supports. Decreasing per student funding over time is an indicator that programs, services and supports will need to be re-structured to fit within available resources.



## School Overflow

	Status: Unfavourable			Trend: Neutral		
	Q1 2024-25	Q2 2024-25	Q3 2024-25	Q4 2024-25	Q1 2025-26	
Overflow Schools	34	32	31	31	32	
Overflow Receiving Schools	47	46	45	45	46	

As enrolment increases, the number of schools in overflow continues to be monitored to maintain a positive learning environment for students. To assess the impact of enrolment increase to the overall system, the number of overflow and overflow receiving schools should be monitored. Schools in overflow have overflow receiving schools which accept the influx of students. This may include more than one location. This allows for overflow schools to relieve significant enrolment pressure and may fluctuate over time. Ideally, the number of schools in overflow should be less than 5.

## Post September 30 Enrolment

	Status: Unfavourable			Trend: Neutral		
	Sep 30, 2024	Q2 2024-25	Q3 2024-25	Q4 2024-25	Sep 30, 2025	Q1 2025-26
ECS	9,122	9,271	9,353	8,448	8,343	8,463
Grade 1-9	96,577	97,743	98,104	98,205	97,028	97,647
Grade 10-12	36,703	36,894	36,734	37,471	37,032	37,280
Total Student Count	142,402	143,908	144,191	144,124	142,403	143,390

The CBE receives provincial grant funding based on a weighted moving average calculation that utilizes budgeted student enrolment. While the Supplemental Enrolment Growth grant assists in bridging the gap between initial budgeted enrolment and increased enrolment at Sept 30, any additional enrolment does not attract additional resources in the current year. Given current rate of enrolment increase, this places significant pressure on a school board.

## Legend:

Trend:	
Favourable	Three periods of consistent increase greater than 5% total change
Unfavourable	Three periods of consistent decline greater than 5% total change
Neutral	Falls within the parameters between favorable or unfavorable
Status:	based on the most recent metric in relation to established standards