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public agenda

Regular Meeting of the Board of Trustees

February 10, 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.

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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	Kenneth D. Taylor School Presentation	T. Healing	R-2	Page 4-1
	5 |	**Operational Expectations**			
	5.1	OE-3: Instructional Program – Annual Monitoring	J. Pitman	OE-3	Page 5-1
	6 |	**Public Comment [PDF]**		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	
	8.1	Results 2: Academic Success – Annual Monitoring	Board	R-2	Page 4-1 (Jan. 27/26)
	9 |	**Consent Agenda**	Board	GC-2.6	
	9.1	Items Provided for Board Decision			
		9.1.1 Revision to the Schedule of Regular Board Meetings	Board	GC-2,6	Page 9-1

(THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings to move the commencement times of May 20 and 26, 2026 public meetings to 1:00 p.m.)			
9.1.2 Board Meeting Minutes • January 13, 2026 Regular Meeting • January 21, 2026 Special Meeting *(THAT the Board of Trustees approves the Minutes of the Regular Meeting held January 13, 2026 and the Special Meeting held January 21, 2026, as submitted).*			Page 9-4 Page 9-11
9.2 Items Provided for Board Information			
9.2.1 Chief Superintendent's Update			Page 9-13
Private Session			
Termination of Meeting			
Debrief	Board	GC-2.3	

Notice |
This public Board meeting will be recorded and posted online.
Media may also attend these meetings.
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For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca.

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OE-3: Instructional Program

Operational Expectations Monitoring Report

February 10, 2026

Calgary Board of Education

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Instructional Program, 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: February 10, 2026

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Instructional Program, 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

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Executive Summary

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

This Operational Expectation establishes the Board of Trustees' values and expectations for The Calgary Board of Education's work in providing an instructional program that supports student success.

The Chief Superintendent's reasonable interpretation and indicators for OE-3: Instructional Program were approved on November 10, 2020. The Board of Trustees was last presented with the annual monitoring report for OE-3 on February 11, 2025.

This report includes data available from the 2024-2025 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
3.1	3.1.1	Compliant
3.1	3.1.2	Compliant
3.1	3.1.3	Compliant
3.1	3.1.4	Compliant
3.1	3.1.5	Compliant
3.2	3.2.1	Compliant
3.3	3.3.1	Compliant
3.3	3.3.2	Compliant
3.4	3.4.1	Compliant
3.4	3.4.2	Compliant
3.4	3.4.3	Compliant

Board-approved Interpretation |

Education programming at the CBE is flexible and responsive and is designed to support high levels of achievement consistent with the Board's Results policies.

The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes.
- *educational programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study.
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

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The Chief Superintendent shall:

3.1	Plan for and provide rigorous, relevant and high quality programming opportunities that consider the educational needs of students, the choices of students and families, and the long-term fiscal and operational capacity of the organization.	Compliant

Board-approved Interpretation |

The Chief Superintendent shall ensure each student has access to flexible and responsive learning that is engaging and meaningful and that best meet their educational needs through a variety of instructional programs. When planning for programming, the Chief Superintendent will balance the provision of programs and the associated costs in a fiscally sound and responsible manner.

The Chief Superintendent interprets:

- *plan for* to mean intentional identification of learning strategies and supports to achieve specific student learning outcomes;
- *rigorous* to mean opportunities that are academically, intellectually and personally challenging within the context of the Three-Year Education Plan;
- *relevant* to mean curriculum-aligned learning opportunities that are meaningful to the student;
- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes;
- *educational needs* to mean those educational supports and services an individual student may require in order to progress in their learning;
- *fiscal capacity* to mean the use of resources for student programming and support within the budgetary constraints of the CBE; and
- *operational capacity* to mean the ability of the CBE to utilize available resources efficiently and effectively.

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Board-approved Indicators and Evidence of Compliance |

3.1.1	Of the 10% random samples within divisions, 100% of School Development Plans will identify specific instructional strategies and/or actions to address student Results.	Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2024-25 school year, 100% of Principals confirmed that the School Development Plan (SDP) for their school was informed by the analysis of data and of the 10% random samples within divisions,

100% of SDPs identified specific instructional strategies and/or actions to address student results in each area of the Education Plan.

Examples of instructional strategies or actions identified by schools in their SDPs include:

Learning Excellence

- Explicit pre-teaching of vocabulary in all areas.
- Explicit instruction in high impact strategies to improve comprehension such as summarizing, annotating text, note-taking, spaced and repeated practice, modeling, feedback, concept mapping, questioning, and reciprocal teaching.
- Use rubrics to assess writing quality and cultural understanding.
- Provide students with specific and timely formative assessment to move learning forward.
- Learning and implementing numeracy tasks that promote reasoning and problem solving.

Well-Being

- Design tasks with multiple entry points and provide choice in expression of understanding.
- Explicit social-emotional learning (SEL) instruction.
- Engage with Collaborative for Social and Emotional Learning (CASEL) resources to help students identify strengths and areas for growth.
- Create classrooms that reflect and respect diversity, tailoring lessons to different learning styles and cultural backgrounds.
- Use scaffolded learning intentions to reflect different student learning goals.

Truth, Reconciliation, Diversity, and Inclusion

- Build a collection of dual language texts to support understanding of concepts.
- Access and use of the Mathematics Equity and Identity Guide.
- Use multiple modes of representation such as oral storytelling, visual journals, art, and music.
- Incorporate Indigenous pedagogical approaches, perspectives, languages, and cultures in learning tasks and assessment practices.
- Create opportunities for students and teachers to share personal or family stories focusing on diverse cultural traditions, holidays, or values.

Background

A review of school development plans from 25 randomly selected schools (16 elementary-junior, 6 middle-junior and 3 senior high), confirms that all 25 SDPs identify specific instructional strategies and/or actions to address student Results.

In the 2024–2025 school year, every school developed an SDP aligned with the 2024–2027 Education Plan and tailored to its unique context and areas for improvement. Using a redesigned template and Thinking Guide, schools analyzed their 2023–24 student results to highlight celebrations, identify areas for growth, and develop a data story that informed one or two overarching goals for the 2024–25 SDP.

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The goals set by schools established the long-term direction for improvement. Each SDP then clearly identified specific outcomes for each goal to address the identified student results, demonstrating compliance with policy expectations. These results in turn guided the selection of targeted strategies and actions which included professional learning, structures, processes, and resources, and were supported by defined outcomes and monitoring data to demonstrate measurable progress. Strategies and actions, while targeted towards the identified outcomes, were organized according to the CBE 3-Year Education Plan.

3.1.2	School Development Plans provide evidence that local measures result in program changes at the school level such as changes in practice, changes in focus, or changes in measures of improvement.	Compliant

The organization is compliant with this indicator.

Evidence statement

Principals were asked to report whether this year's School Development Plan goal was as new areas of focus, changes in practice or measures because of the instructional actions taken or strategies implemented. Thirteen per cent of schools identified a new way of measuring improvement, 55 per cent of school identified a new area of focus and 31 per cent of school identified a new practice for the 2024-25 school year.

Some of the themes associated with changes in practice, focus, or improvement measures of included:

Changes in Practice Themes

- Embedding teaching and assessment practices that are culturally responsive, fair, and inclusive.
- Strengthening teacher capacity in evidence-based instructional strategies, including SEL frameworks, targeted literacy instructional practices and numeracy interventions.
- Enhancing collaborative structures through regular PLC cycles, calibration sessions, and collaborative response processes to refine instructional practice.
- Deepening assessment literacy by using new rubrics, common assessments, and diagnostic tools to guide instruction and support responsive teaching.
- Prioritizing actionable feedback practices, including student self-assessment and reflection, to develop learner agency and improve achievement.

Changes in Focus Themes

- Prioritizing equity, diversity, and inclusion by embedding culturally responsive teaching and celebrating the cultures and languages represented in the school community.
- Increasing emphasis on student well-being and belonging through SEL-focused goals, book studies, and PLC work that responds directly to student feedback.
- Shifting literacy and numeracy goals toward targeted skill development, including writing, vocabulary, reading comprehension, and numeracy fluency.

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- Expanding focus on task design and intellectual engagement, ensuring learning experiences are student-centered, relevant, and rigorous.

Changes in Measures of Improvement Themes

- Incorporating expanded data sources—such as student surveys, attendance patterns, diagnostic assessments, and school-generated perception data to build a fuller understanding of student needs.
- Implementing progress monitoring structures such as data dashboards, template-based reporting, and regular evaluation cycles to track incremental growth.
- Using screening tools and diagnostics to identify learning gaps and plan next steps.
- Using common assessments to support calibration, strengthen shared understanding of outcomes, and inform instructional adjustments.
- Tracking outcome-based indicators such as course completion, graduation readiness, and specific skill acquisition to measure long-term improvement.

Background

School improvement cycles starts and end with data, measuring change to see if improvement occurred over a 3-year cycle. For the new 3-year cycle that began in 2024-25, the evidence was reflective of an evaluation of the goals set in year 3 of 3 for the 2023-24 school year. This then informed the goals set in the 2024-25 School Development Plan (SDP).

A specific process was followed by each school. Beginning by looking back, schools analyzed their 2023-24 data by comparing pre- and post- data associated with identified measures. In writing their School Improvement Results Report (SIRR), they highlighted areas of success and noted areas for further improvement.

Looking forward, schools contextualized the data to create a data story to support evidence-informed decisions specific to the school context and aligned with the new 2024-27 Education plan. From this data story, one or two specific areas of focus or goals were identified. The **Goal(s)** defined the long-term area for improvement based on the data story and set the direction for a three-year school development plan.

Each goal was supported by **Outcomes**, which identified a specific focus areas or desired state to be achieved within one to three years. Measurement of progress toward these outcomes was set through **Outcome Measures** - summative indicators reported annually - and **Data for Monitoring Progress** - formative, in-year insights to guide adjustments.

Directly connected to the outcomes, inter-connected **Actions** or strategies according to each of the three areas of the Education Plan: Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity and Inclusion were identified. To support actions, schools also identified **Professional Learning** for staff development, **Structures and Processes** to create conditions for success, and the **Resources** (human, physical, and technological) needed to build capacity and sustain improvement.

Once completed, the SIRR and SDP were shared with Education Directors to provide feedback, using an SDP feedback tool. This tool included success criteria that ensured:

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- the SDP was anchored within the Education plan;
- instructional actions were identified in response to the data story;
- there was a clear alignment between the instructional actions, key outcomes/goals and local measures; and
- that change/improvement could be measured.

Once approved by Education Directions, SDPs were posted on the school website by November 30, 2024. For the 2024-25 school year, 100% of Education Directors confirmed that SDPs were reviewed with each principal under their supervision.

3.1.3	Student learning opportunities expand as the age and developmental ability of students increases.	Compliant

The organization is compliant with this indicator.

Evidence statement

Student learning opportunities expand as students' age and developmental readiness increase, moving from foundational learning in elementary school to broader exploration and applied skill development in middle and junior high, and to increasingly specialized, discipline-specific programming in senior high school. This progression is evident across Complementary Curriculum and Pathways programs:

- Career and Technology Foundations and Studies
- Fine and Performing Arts
- Locally Developed Courses
- Unique Pathways

Through this programming, students access a growing range of provincial and locally developed courses, occupational pathways, and enhanced learning opportunities aligned to post-secondary and career pathways.

The following evidence is based on the number of distinct programs and courses offered across 54 CBE middle and junior high sites and 31 high school sites during the 2024–2025 school year, reflective of the expansion of student learning opportunities from K-12.

Complementary Curriculum & Pathways

The Alberta Program of Studies sets the foundation for student learning opportunities K-12. K-6 student learning opportunities are set in the context of the required curriculum foundations. Increased complementary program offerings are planned and available for students as they progress into higher grades.

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Career and Technology Foundations (CTF) and Career and Technology Studies (CTS)

Student learning opportunities in Career and Technology programming increase in scope and depth as students' progress from elementary through junior high and senior high school. At the elementary level (Divisions I and II), students engage in core subject learning that develops foundational knowledge, understandings, skills, and procedures that underpin Career and Technology Foundations (CTF) programming offered in middle and junior high school (Division III).

In middle and junior high school, students may participate in Career and Technology Foundations courses across multiple occupational pathways, including Business, Communication, Human Services, Natural Resources, and Technology. Students also have access to Knowledge and Employability Occupational Pathway Programs, such as K & E Auto Mechanics, which emphasize applied learning and workplace readiness. In addition, Division III students may enroll in locally developed courses aligned with Career and Technology programming, such as Leadership and Service, supporting greater exploration and skill development within specific career sectors.

At the senior high school level, students engage in increasingly discipline-specific programming through provincial and locally developed curricula, enabling deeper study within the five Alberta Education Career and Technology Studies (CTS) clusters: Business, Administration, Finance and Information Technology (BIT); Media, Design and Communication Arts (MDC); Health, Recreation and Human Services (HRH); Natural Resources (NAT); and Trades, Manufacturing and Transportation (TMT). Course offerings continue to expand from introductory, or prerequisite, to advanced credits and become more specialized through participation in Unique Pathways and Off-Campus programming. This includes opportunities such as Dual Credit programs, the Registered Apprenticeship Program (RAP), Work Experience, and Career Internships.

In addition to curriculum-based offerings, the Calgary Board of Education provides enhanced career and technology-focused programming, including access to the Career and Technology Centre, the Digital Futures Pathway Collegiate, and the International Baccalaureate Career-related Programme.

To demonstrate how student learning opportunities expand as students' age and developmental readiness increase, Figure 1 provides an overview of learning opportunity expansion for Career and Technology experiences across K–12. Please note, CTF courses are not prerequisites for CTS courses.

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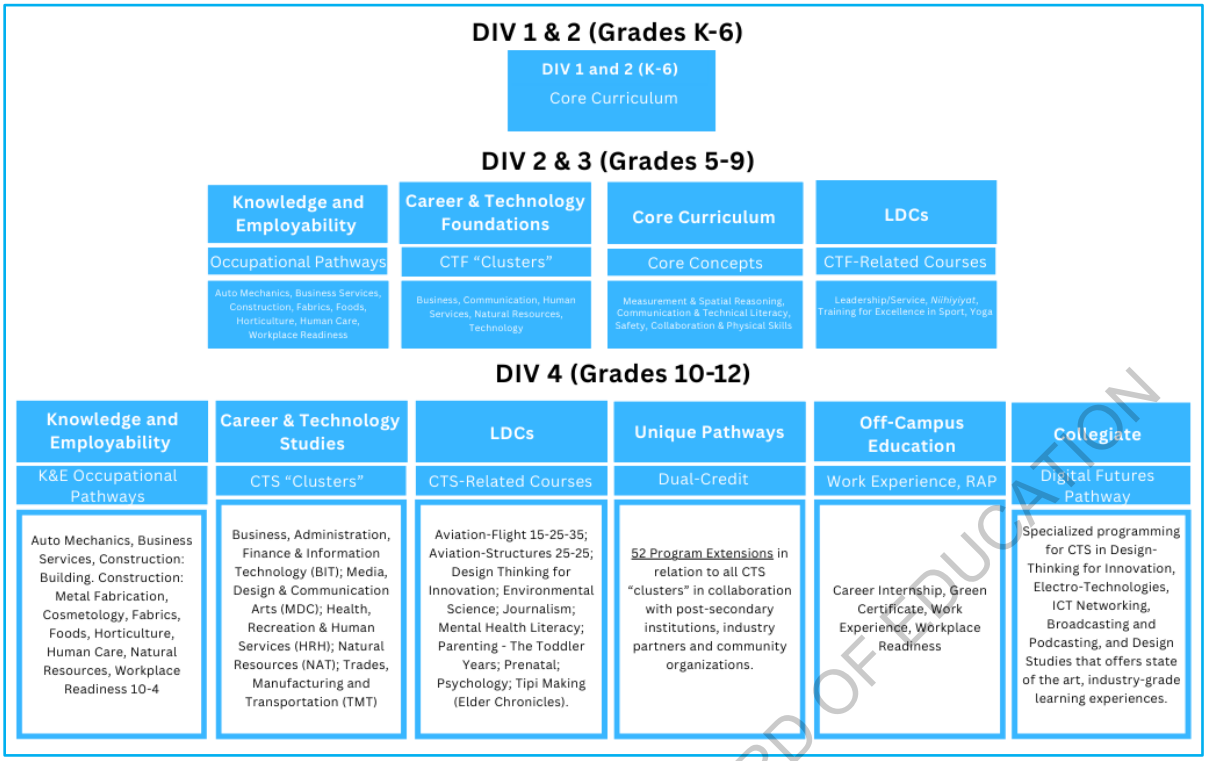

Figure 1 | *Visual Representation Student Learning Opportunity Expansion as the Age and Developmental Ability of Students Increases.*

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Career and Technology Foundations (CTF)

Career and Technology Foundations (CTF) provides students in grades 5 to 9 the opportunity to explore their interests within various occupational areas and technologies. There are five clusters in CTF:

- Business
- Communication
- Human Services
- Resources
- Technology

These clusters are groupings of occupational areas with broad industry commonalities. The CTF clusters are aligned with Career and Technology Studies (CTS) and the National Occupational Classification (NOC). They function as an organizing tool for the CTF program.

Figure 2 outlines the 30 distinct exploratory Career and Technology Foundations (CTF) cluster programs and Knowledge & Employability Occupational programs offered across 54 Calgary Board of Education middle and junior high school sites during the 2024–2025 school year and the number of courses available within each cluster.

CTF Cluster	CTF Course Offerings Grades 5 - 9	# of CTF Courses Offered within Specific Occupational Clusters Across CBE Middle and Junior High Schools
Business	▪ CTF Business ▪ CTF Enterprise and Innovation ▪ CTF Information Processing	6

	▪ CTF Marketing and Management ▪ CTF Financial Management Grades ▪ CTF Networking	
Human Services	▪ CTF Legal Studies ▪ CTF Human and Social Services ▪ CTF Health Care Services ▪ CTF Community Care Services ▪ CTF Tourism ▪ CTF Recreation Leadership ▪ CTF Foods ▪ CTF Esthetics ▪ CTF COS	9
Communication	▪ CTF Communication Technology ▪ CTF Fashion Studies ▪ CTF Design Studies	3
Resources	▪ CTF Primary Resources ▪ CTF Environmental Stewardship ▪ CTF Agriculture ▪ CTF Forestry ▪ CTF Wildlife	5
Technology	▪ CTF Construction ▪ CTF Fabrication ▪ CTF Logistics ▪ CTF Mechanics ▪ CTF Electro-Technologies	5
K & E Occupational Pathways	▪ Art/Design and Communication ▪ Auto Mechanics ▪ Business Services ▪ Construction ▪ Fabrics ▪ Foods ▪ Horticulture ▪ Human Care ▪ Workplace Readiness	1
Total		**29**

Figure 2 | *CTF and K & E Course Offerings for Middle and Junior High School Students*

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Career and Technology Studies (CTS)

CTS programs are categorized into five occupational clusters and a multi-cluster category:

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

In 2024-2025, the CBE provided multiple opportunities for students to access courses in each occupational cluster. The chart below summarizes the CTS and Knowledge & Employability Occupational programs offered in senior high school and the number of CTS single credit courses offered to deepen specific knowledge and skills within these disciplines. There was a total of 1005 CTS courses offered to CBE students in 2024-2025 across 31 sites for senior high students. Importantly, the CBE offers *all* Alberta Education CTS curricula available for introductory to advanced programs.

Occupational Cluster	CTS Programs offered in 2024-2025	# of CTS single credit courses offered within the cluster across CBE

Business, Administration. Finance and Information Technology (BIT)	▪ Computing Science (32 courses) ▪ Enterprise & Innovation (15) ▪ Financial Management (25) ▪ Information Processing (21) ▪ Management & Marketing (37) ▪ Networking (28)	158
Health, Recreation and Human Services (HRH)	▪ Community Care Services (26) ▪ Cosmetology (16) ▪ Esthetics (33) ▪ Foods (46) ▪ Health Care Aid (27) ▪ Health Care Services (28) ▪ Legal Studies (22) ▪ Recreation Leadership (40) ▪ Tourism (29)	267
Media, Design and Communication Arts (MDC)	▪ Communication Technology (58 courses) ▪ Design Studies (33) ▪ Fashion Studies (52)	143
Natural Resources (NAT)	▪ Agriculture (42 courses) ▪ Environmental Stewardship (29) courses ▪ Forestry (21) ▪ Primary Resources (21) courses ▪ Wildlife (32)	145
Trades, Technology and Transportation (TMT)	▪ Construction (54 courses) ▪ Electro-Technologies (42) ▪ Fabrication (51) ▪ Logistics (19) ▪ Mechanics (63)	229
Knowledge & Employability Occupational Pathways	▪ Agriculture ▪ Art, Media and Design ▪ Auto Mechanics ▪ Business Servies ▪ Child Care ▪ Construction and woodworking ▪ Cosmetology ▪ Fabrics ▪ Foods ▪ Horticulture ▪ Logistics ▪ Metal Fabrication ▪ Workplace readiness	63
Total		**1005**

Figure 3 | *CTS and K & E Occupational Pathway Program Offerings for Senior High School Students*

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Fine and Performing Arts (FPA)

Student learning opportunities in the fine and performing arts expand in both breadth and specialization as students' progress from elementary through junior and senior high school. At the elementary level, students participate in Art, Music, and Drama, and have access to Creative Movement through a locally developed curriculum, introducing foundational dance experiences. In middle and junior high school, students access a wider range of fine arts courses, including Art, Instrumental and General Music, Drama, and locally developed courses in Ceramics, Dance, and Performing Arts, allowing for greater exploration and skill development. At the high school level, students engage in increasingly discipline-specific programming through provincial and locally developed curricula, enabling deeper study in areas such as Art, Drama, General and Choral Music, as well as 24 locally developed course sequences within the fine and performing arts.

In addition to curriculum-based offerings, the CBE provides enhanced arts-focused programming, including two Arts-Centred Learning middle school sites, as well as Performing and Visual Arts programs, International Baccalaureate programs, and Advanced Placement opportunities for senior high school fine arts students. Students may also earn a Fine Arts Certificate by achieving 30 or more

arts-related credits and completing Leadership in the Arts 35 and/or the Junior Achievement Entrepreneurial Artist program within their senior high schools.

Below is a visual example that demonstrates how Fine Arts opportunities are expanded within the CBE (using Music curriculum as an example) through provincial and locally developed curriculum as students' progress from elementary through junior and senior high school.

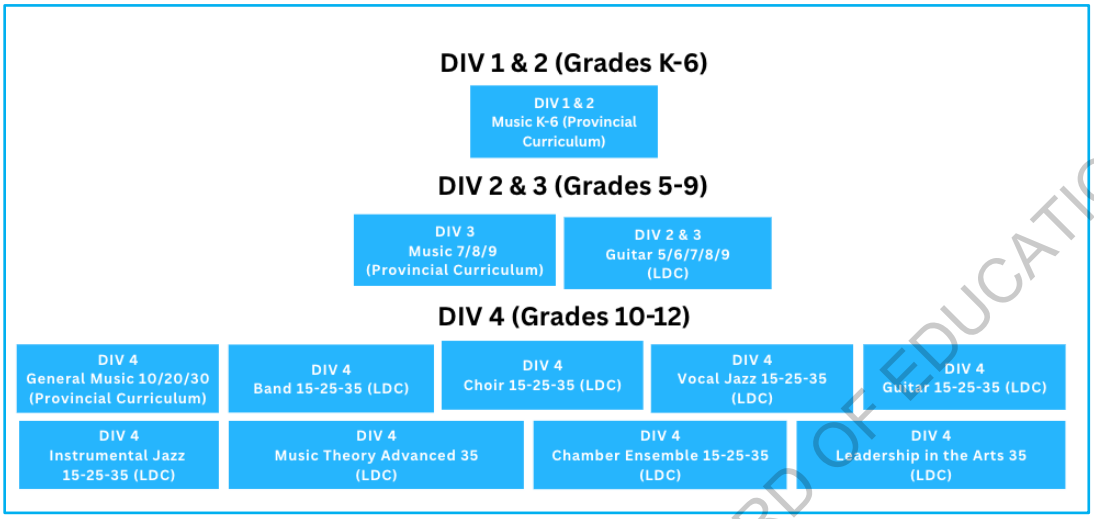

Figure 4 | *Visual representation of music options progression across divisions*

Unique Pathways

The CBE collaborates with post-secondary institutions, industry partners and community organizations to offer a wide range of unique opportunities for students. These range from practical, hands-on learning experiences in Exploratory programs to Dual Credit courses and programs that allow students to participate in post-secondary learning with the support of a supervising CBE teacher. These programs enable students to complete high school their own way and set students up for future success by easing the transition to post-secondary learning and/or the workplace. Programming includes:

- Dual Credit courses/programs,
- Off-campus Education (including Exploratory programs, Turning Points programs and Work Experience) that allow students to explore areas of study and career possibilities, and
- Apprenticeship (Registered Apprenticeship Program)

	2023-24		2024-25	
Type of Programming	**Number of Cohorts**	**Number of Programs**	**Number of Cohorts**	**Number of Programs**
Dual Credit	36	30	39	32
Exploratory	20	14	23	17

Figure 5 | *Numbers of Dual Credit and Exploratory cohorts and programs*

During the 2024-2025 school year, 609 students participated in centrally organized Dual Credit and Exploratory programs. This is an increase of 37 students from the 2023-2024 school year. Overall, Unique Pathways enrolment increased by 6.5% due to increased number of programs and opportunities.

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Locally Developed Courses (LDC)

The CBE offers Locally Developed Curriculum to deepen students' learning experiences across a range of subject matters including the Fine and Performing Arts, career and technology education, Languages, Core Curriculum, Wellness, Indigenous Studies, Inclusive Education and English as an Additional Language.

- In 2024-2025 the CBE offered 16 LDC course sequences and 61 LDC courses within K-9 schools.
- In 2024-25, the CBE offered 90 LDC course sequences and 202 LDC courses within grades 10-12.

Below is a visual that represents how locally developed curriculum expands learning opportunities for students (using Social Studies curriculum as an example) as students progress from elementary through junior and senior high school.

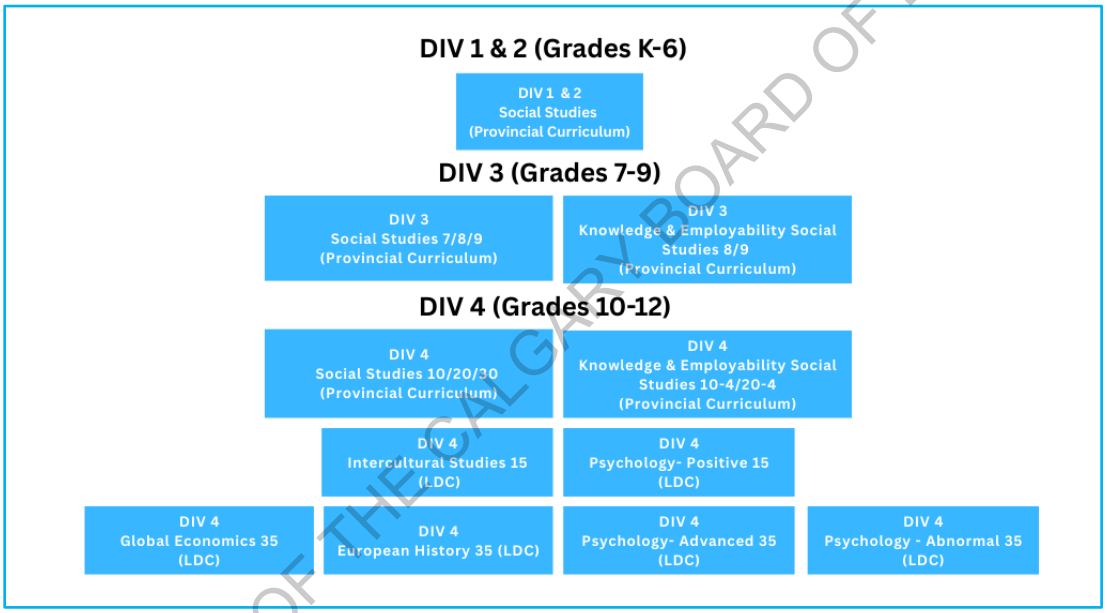

Figure 6 | *Visual representation of Social Studies options progression across divisions*

3.1.4	Area Learning Team referrals demonstrate principals access system wide supports and services to support student achievement and wellness.	Compliant

The organization is compliant with this indicator.

Evidence statement

A review of Area Learning Team (ALT) referrals confirms that in the 2024-2025 school year, 100 percent of CBE principals accessed support and services through the ALT process. This resulted in 6702 referrals across all seven areas.

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- The most requested ALT support through the SLT process resulted in 1456 requests for psychoeducational consultations and assessments for students.
- The second most requested support in 2024-2025 was specialized class placement for students – 1289 requests
- Followed by requests for a school family liaison – 952 requests
- Requests for Cultural/Linguistic DLSA (571 requests), Early Learning Support (339 requests), and Behaviour Support Worker support (261 requests) were also common.

Requests for Strategist support for students is broken down into specific categories, including supporting students with:

- Identified Learning Disabilities - 589 requests;
- Complex Needs - 407 requests;
- Social/Emotional/behavioral needs - 343 requests; and
- English as an Additional Language needs - 88 requests.

It is important to note that system wide supports can also be accessed in other ways and are not all requested through ALT. Therefore, ALT requests do not account for all system service requests. Centrally requested supports include those such as School-Based Mental Health and OT/PT/SLP referrals, which were previously accounted for in the ALT process. With the centralization of these specific referrals, we received 935 referrals for School Based Mental Health and 5901 for OT/PT/SLP in the 2024-2025 school year.

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3.1.5	No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.	Compliant

The organization is compliant with this indicator.

Evidence statement

The CBE has established guidelines regarding the charging of fees as related to curriculum designations for Off-Site Activities. Please see the chart below:

	Curriculum Dependent Trip	**Curriculum Enhanced Trip**
Determining Factors:	The entire class (grade) is expected to go.	Participation in this activity is optional and based on the decision of the student and/or their parent or guardian.
	Previous and subsequent classroom lessons will rely on the information presented and explored during the trip, and specific curricular outcomes will be addressed through learning activities connected to this experience.	Whole class lessons are not dependent on the curriculum connections made during this trip, any curricular connections established are supplementary to the curriculum delivered in the classroom setting.

Funds for any incurred substitute teacher costs:	Not included as part of the student fee.	May be included as part of the student fee with approval from the Education Director.
Student participation:	No eligible student may be denied participation based on the inability to pay.	Participation in this activity is dependent on the costs being paid by parents.

A variety of off-site activities are provided throughout the school year, including those designed for entire classes where participation is expected, as well as choice to participate in optional activities for smaller groups. During the 2024–2025 school year, 100% of principals confirmed that no student was denied access to whole-class, curriculum-dependent off-site activities due to financial constraints.

Evidence demonstrates all indicators in subsection 1 are in compliance.

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3.2	Ensure that the instructional program is regularly evaluated for long-term effectiveness, efficiency and economy and modified as necessary or warranted.	Compliant

Board-approved Interpretation |

Chief Superintendent ensures all instructional programs in the CBE are regularly monitored using research informed and evidence-based methods for evaluation.

The Chief Superintendent interprets:

- *instructional programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study;
- *evaluated for long-term effectiveness* to mean the regular use of data to determine whether the supports and services produce the intended Results priorities over time;
- *evaluated for long-term efficiency* to mean the resources dedicated to programs, over time, generate the maximum outcome possible;
- *evaluated for long-term economy to mean* programs will achieve the desired outcomes, over time at the least costly alternatives that support realization of the intended Results priorities; and
- *modified as necessary or warranted* to mean where evidence indicates change or modification is warranted that changes may be made.

Board-approved Indicators and Evidence of Compliance |

3.2.1	An annual report of the evaluations undertaken shows that programming changes or modifications are being made when the evaluation process indicates the need to do so.	Compliant

The organization is compliant with this indicator.

Evidence statement

The 2024–2025 Annual Report was presented in camera to the Board of Trustees on January 27, 2025. During the 2024–2025 school year, three coordinated program evaluations were underway. Collectively, these evaluations provided a rigorous, system-wide evidence base to inform future decision-making and to support the responsible use of resources by strengthening economy, efficiency, and effectiveness in service of student outcomes.

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

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3.3	Ensure that no program emphasizes a particular religion, notwithstanding the *Education Act* definition of alternative programs.	Compliant

Board-approved Interpretation |

As a public education system, The Calgary Board of Education will not promote the views of specific religions.

The Chief Superintendent interprets:

- *program* to mean an instructional program based on the outcomes identified in the Alberta Education authorized programs of study.

Board-approved Indicators and Evidence of Compliance |

3.3.1	An internal review confirms that no CBE program emphasizes a particular religion.	Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2024-2025 school year, 100% of principals confirmed that they were aware of, had read, and that practices in the school were compliant with *AR 3067: Religion in Education,* ensuring no programs in the schools emphasize a particular religion.

3.3.2	No proven allegation of non-compliance with AR 3067: Religion in Education.	Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2024-2025 school year, 100% of principals confirmed the practices in their schools complied with *AR 3067: Religion in Education*.

Evidence demonstrates all indicators in subsection 3 are in compliance.

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3.4	Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the long-term fiscal and operational capacity of the organization.	Compliant

Board-approved Interpretation |

The Chief Superintendent is responsible for providing safe and reliable transportation services that meet the CBE's legal obligations and that balances the services required to support education programming choices with the associated costs in a fiscally sound and responsible manner.

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by the CBE to provide transportation to and from school for students including public transit;
- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services;
- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control;
- *long-term fiscal and operational capacity* to mean the development of a sustainable plan affordable over a period of time within the allocated resources considering the bounds of legislation and generally accepted accounting principles; and
- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.

Board-approved Indicators and Evidence of Compliance |

3.4.1	100 per cent of school bus stops and zones follow the Alberta Education Route Assessment criteria.	Compliant

The organization is compliant with this indicator.

Evidence statement

CBE Transportation received an Alberta Education Route Assessment for each route, and all concerns were addressed by October 31, 2024. 801 runs, or 74% were found to be compliant. 288 runs, or 26% required follow-up. After follow-up, 100% of school bus stops and zones were found to be in compliance.

3.4.2	Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.	Compliant

The organization is compliant with this indicator.

Evidence statement

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Contracts with service providers include performance measures that allow CBE to administer penalties for instances of service concerns. Penalties were administered to address non-compliance with the Master Transportation agreement.

3.4.3	Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees.	Compliant

The organization is compliant with this indicator.

Evidence statement

Transportation services provided by CBE balance the cost of providing transportation services with the provincial grants. $4.6 million of revenue was deferred to the 2025-2026 school year due to a timing delay between the receipt of funds and the implementation date for new, shorter travel distances. As these funds were received specifically to support the new, shorter travel distances the funds could not be deployed to other transportation purposes.

Evidence demonstrates all indicators in subsection 4 are in compliance.

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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.

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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

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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

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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.

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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.

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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:

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- 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 ≥ 3.84 (current result > previous 3-year average).
  - *Improved*, 1.00 ≤ Chi-Squared result < 3.84 (current result > previous 3-year average).
  - *Maintained*, Chi-Squared result < 1.00
  - *Declined*, 1.00 ≤ Chi-Squared result < 3.84 (current result < previous 3-year average).
  - *Declined Significantly*, Chi-Squared result ≥ 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.

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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.

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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

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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

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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"[1].

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

[1] Refer to Attachment I for the criteria of the categories for High School Completion.

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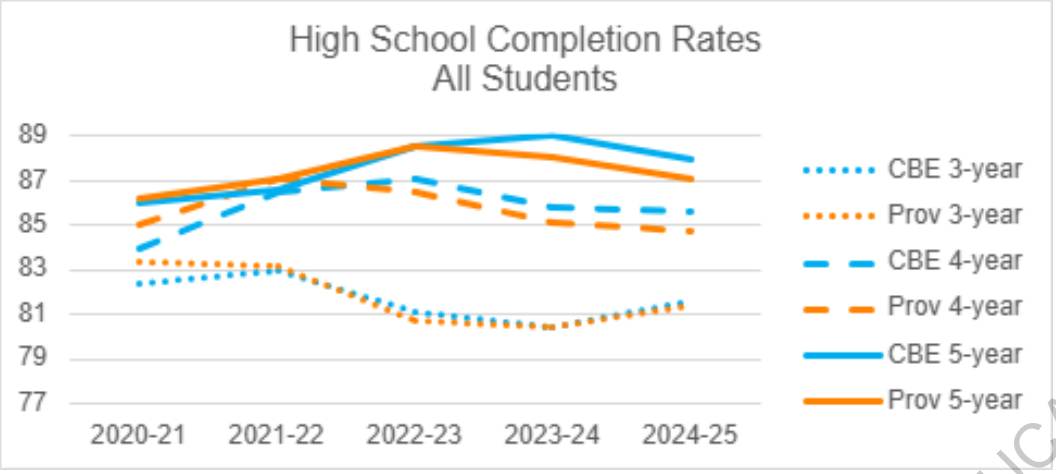
1.1 All Students



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 compete 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**

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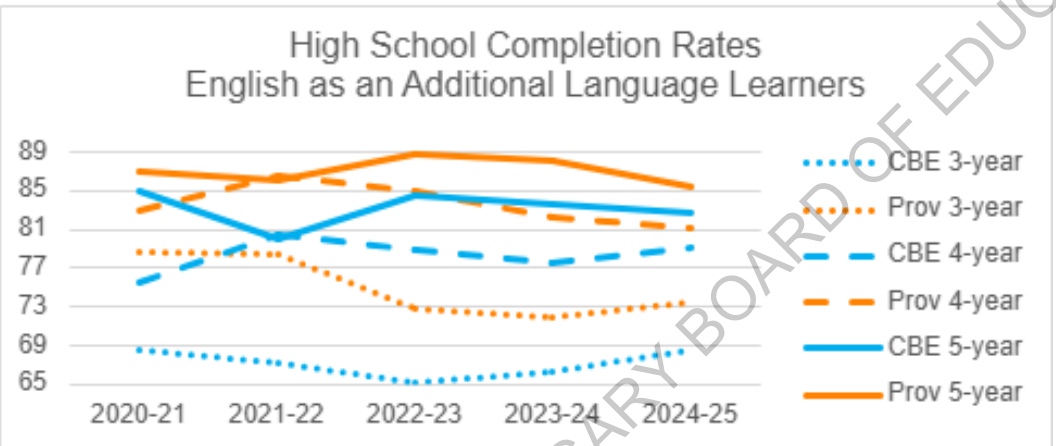
When 2024-25 provincial and CBE results are compared, CBE completion rates were higher than the corresponding provincial ones in all three rates. In the 5-year rate, CBE maintained the 0.9 percentage point advantage over the province for the last two years.

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

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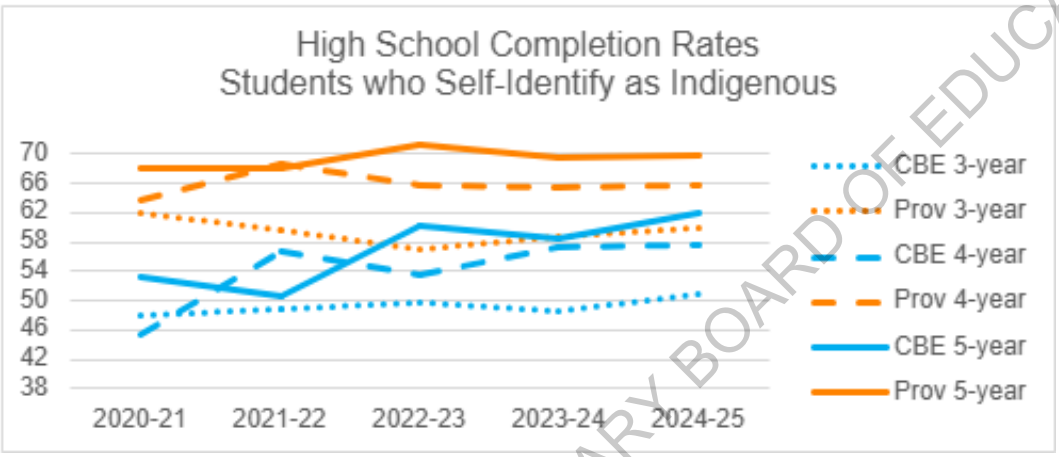
results was not statistically significant. Moreover, CBE achieved continued improvements for the past two years in the 3-year high school completion rates as well as a notable 1.6 percentage point year-over-year increase in the 4-year rate while the corresponding provincial results showed overtime decreases.

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.

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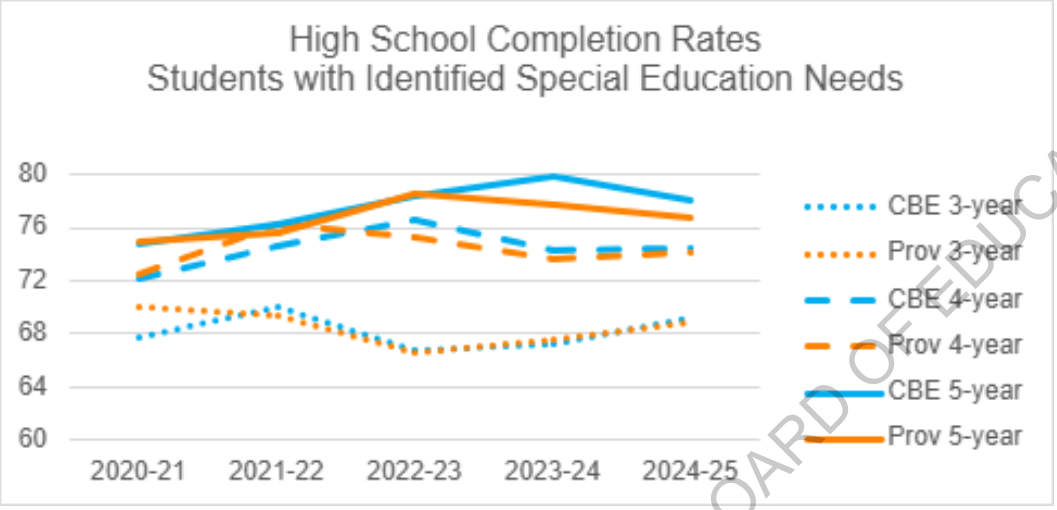
Overall, similar to 2023-24 results, when comparing the 2024-25 provincial and CBE completion results, all CBE completion rates were lower than the corresponding provincial results over time. The gaps between CBE and province in 3-year and 5-year rates became smaller, while the difference maintained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

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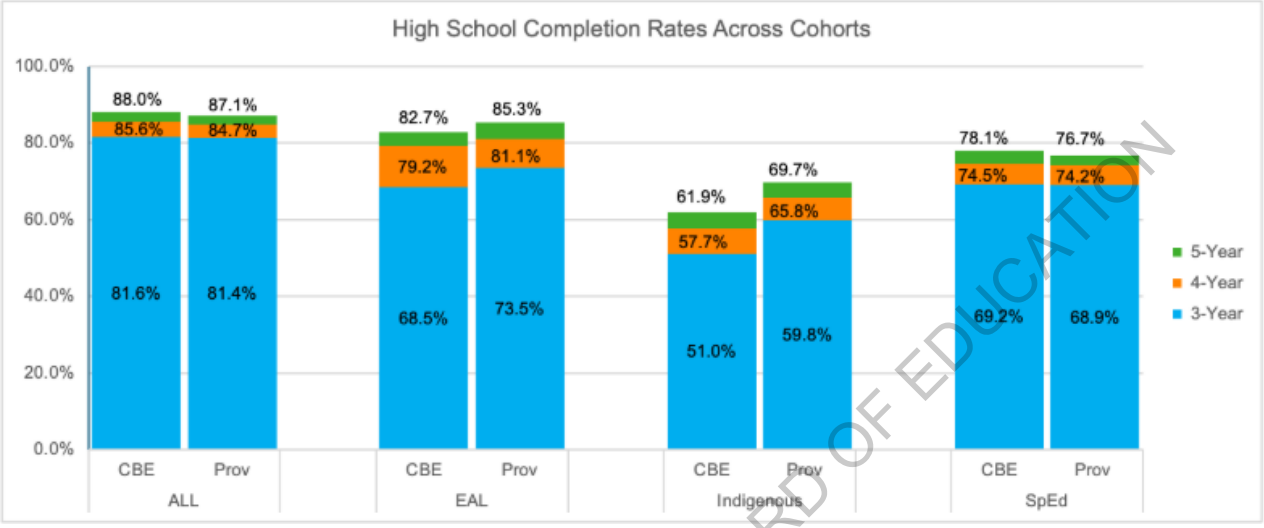
percentage point gap when compared to the province in the 3-year rate in 2023-24, CBE achieved a 0.3 percentage point advantage over the province in 2024-25.

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

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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 4th and 5th 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 4th year, and 201 more students graduated in their 5th 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

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the short term. Students typically require a minimum of 5 years.[2] 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*[3]) 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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[2] 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

[3] "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

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- 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.

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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.

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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.

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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.

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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.

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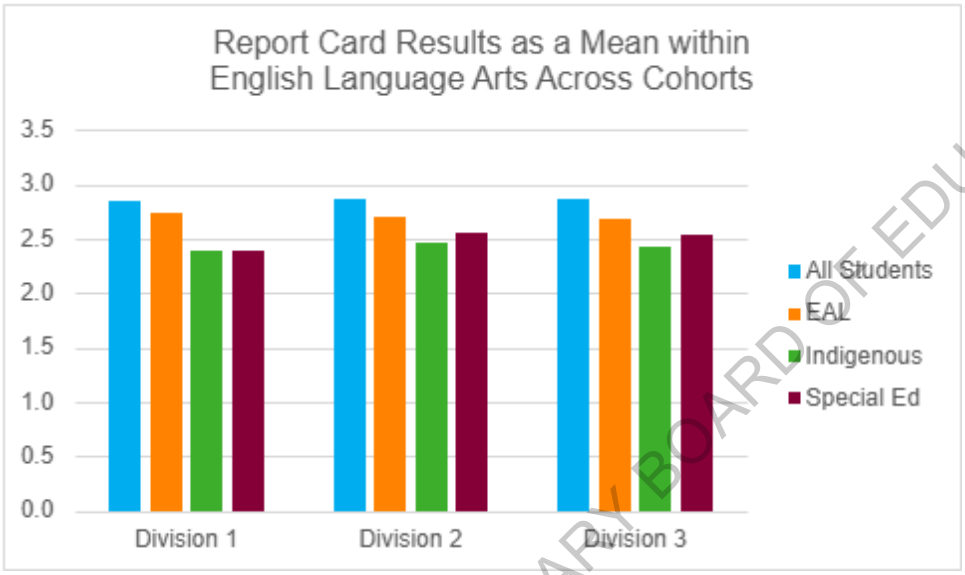
Summary

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

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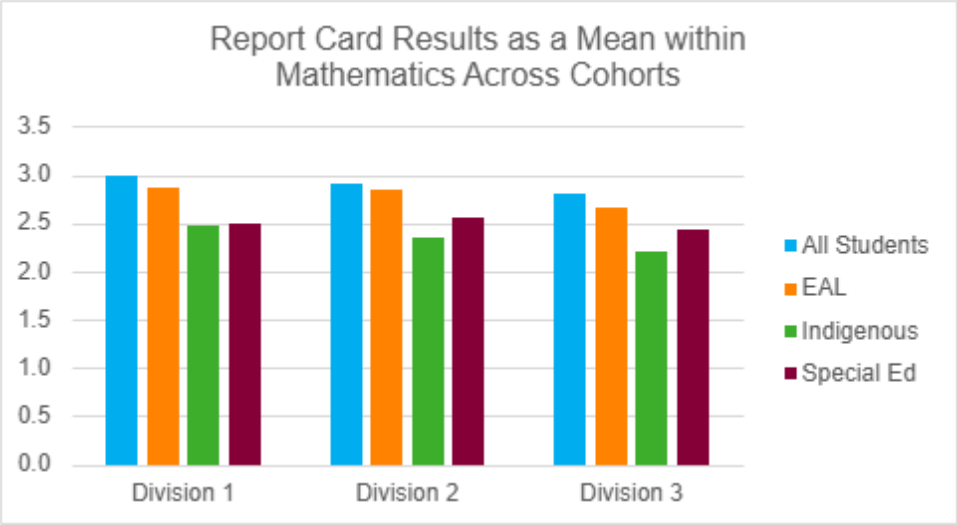
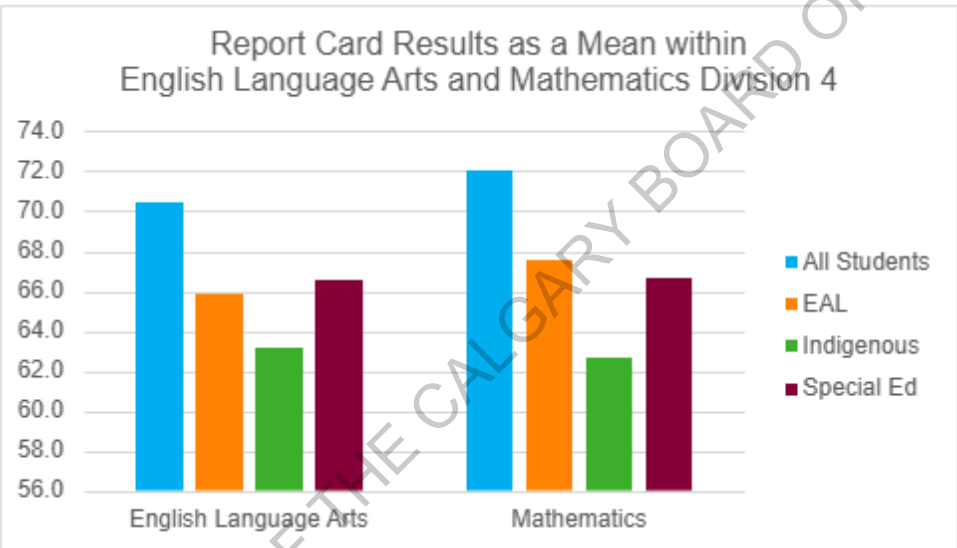


C. Student report card results as a mean within English Language Arts and Mathematics in Division 4 across Cohorts



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

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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.

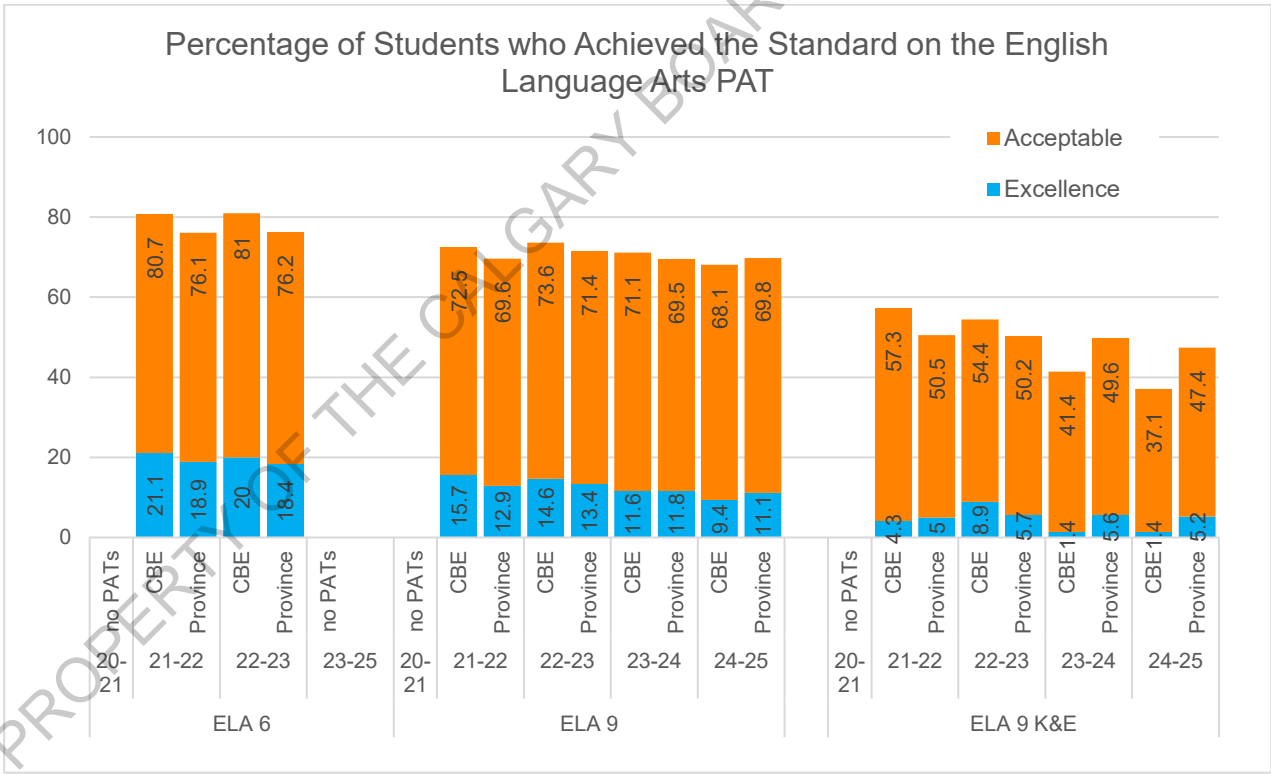
Note | Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting cohort results.

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.

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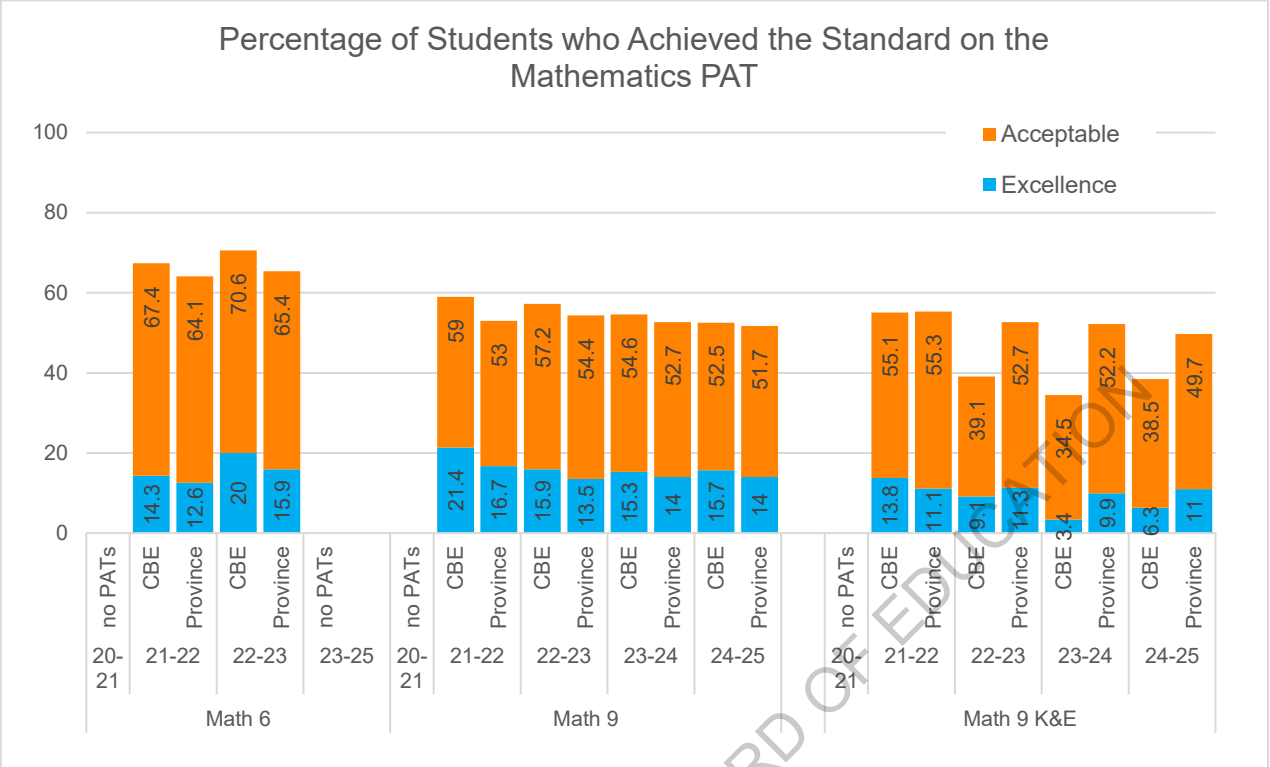

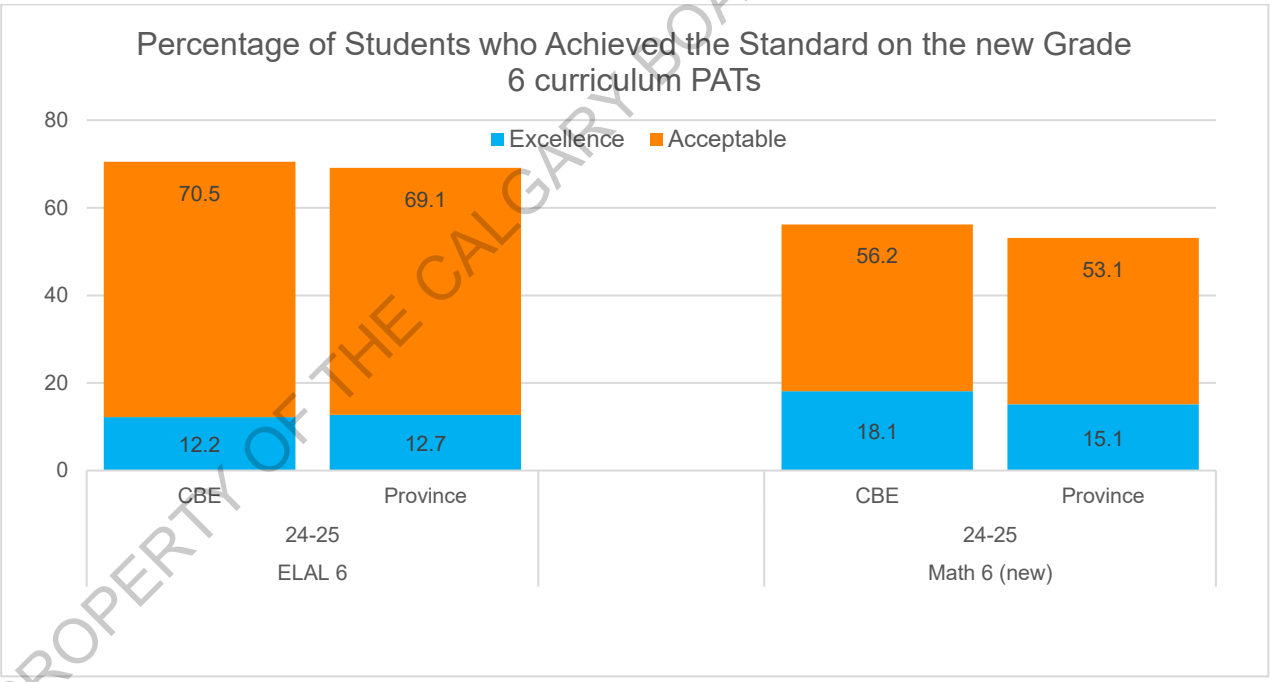

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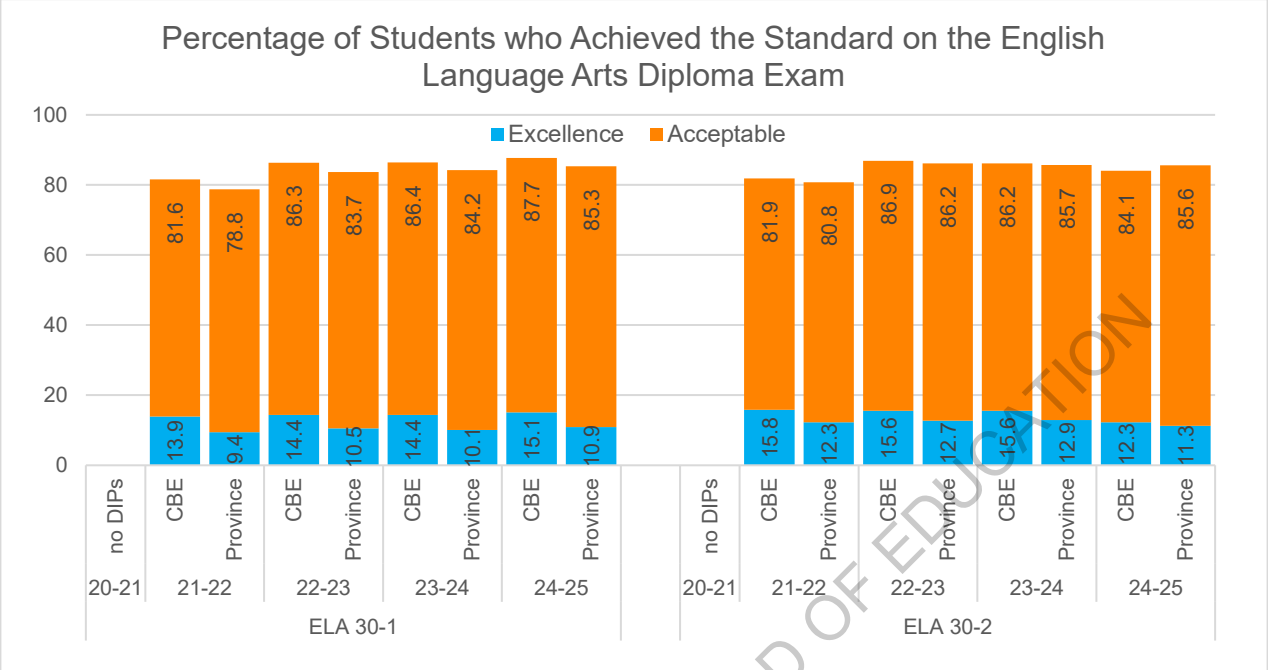
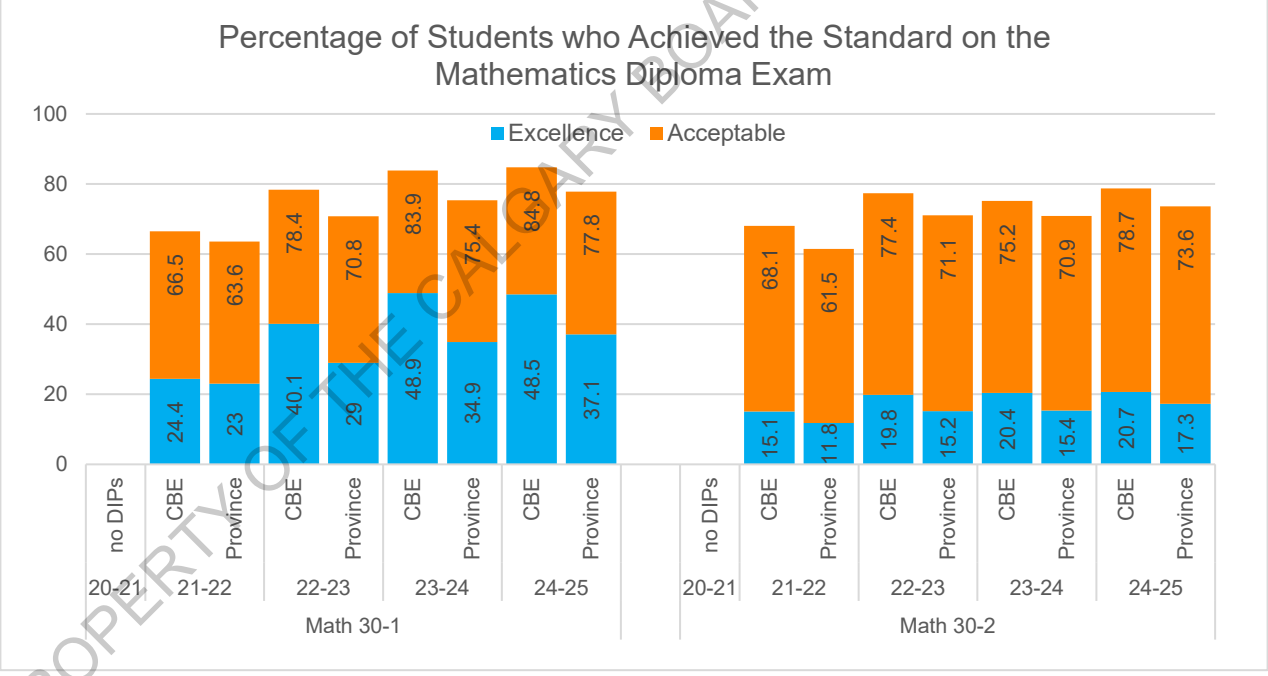
Note | 2024-25 is the first year of a new test that reflects the 2023 curriculum.

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





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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.

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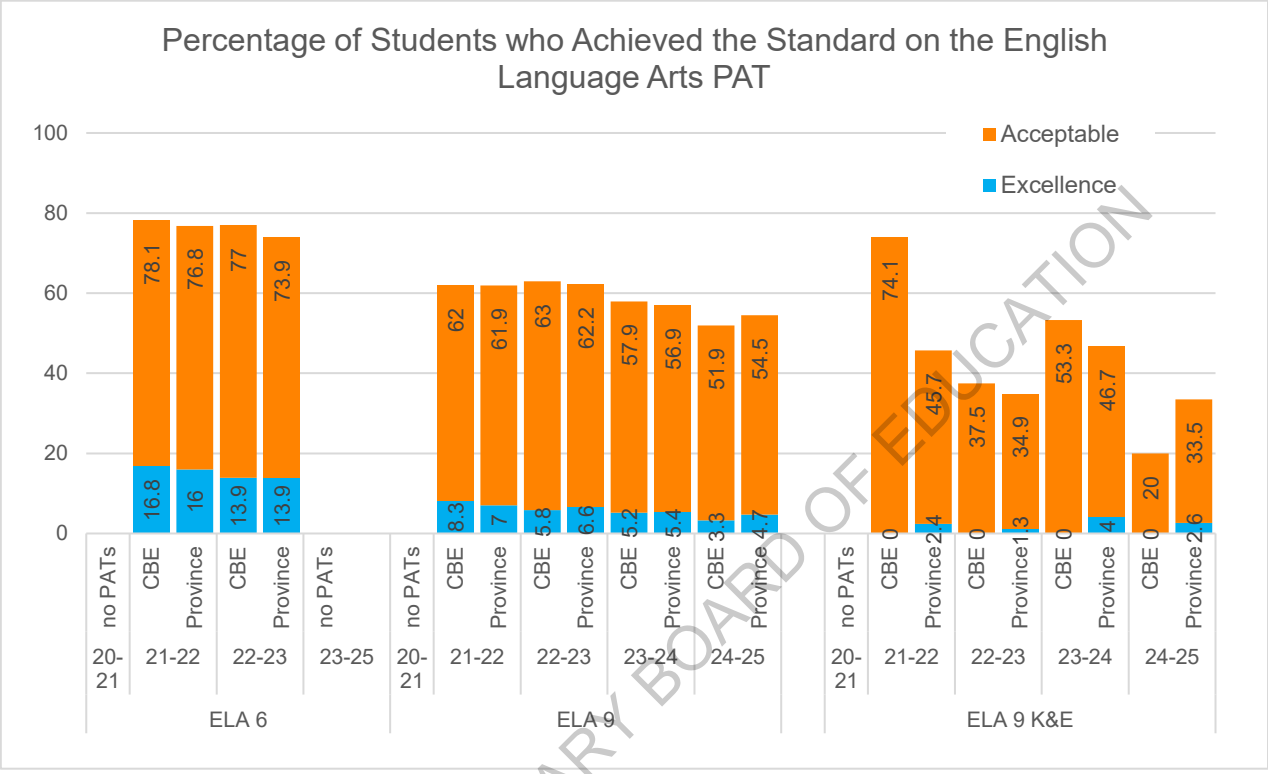
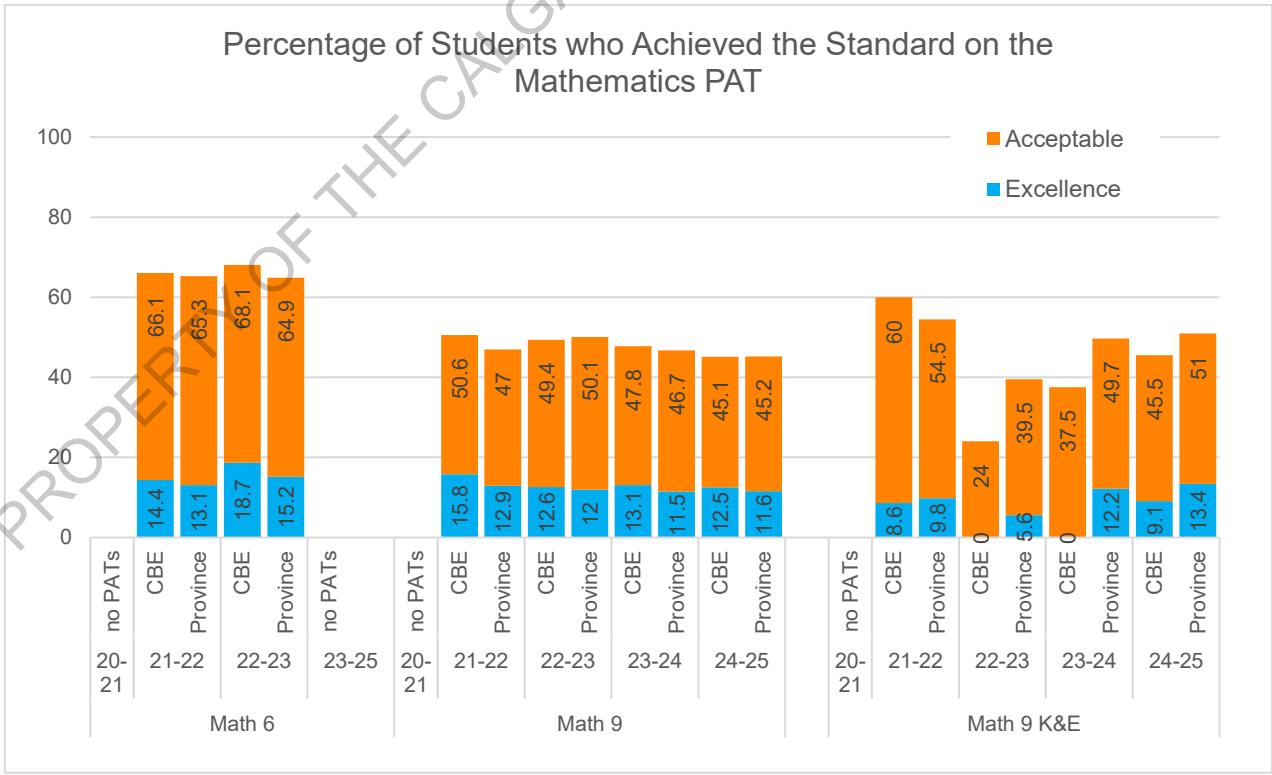
3.2 English as an Additional Language Learners

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





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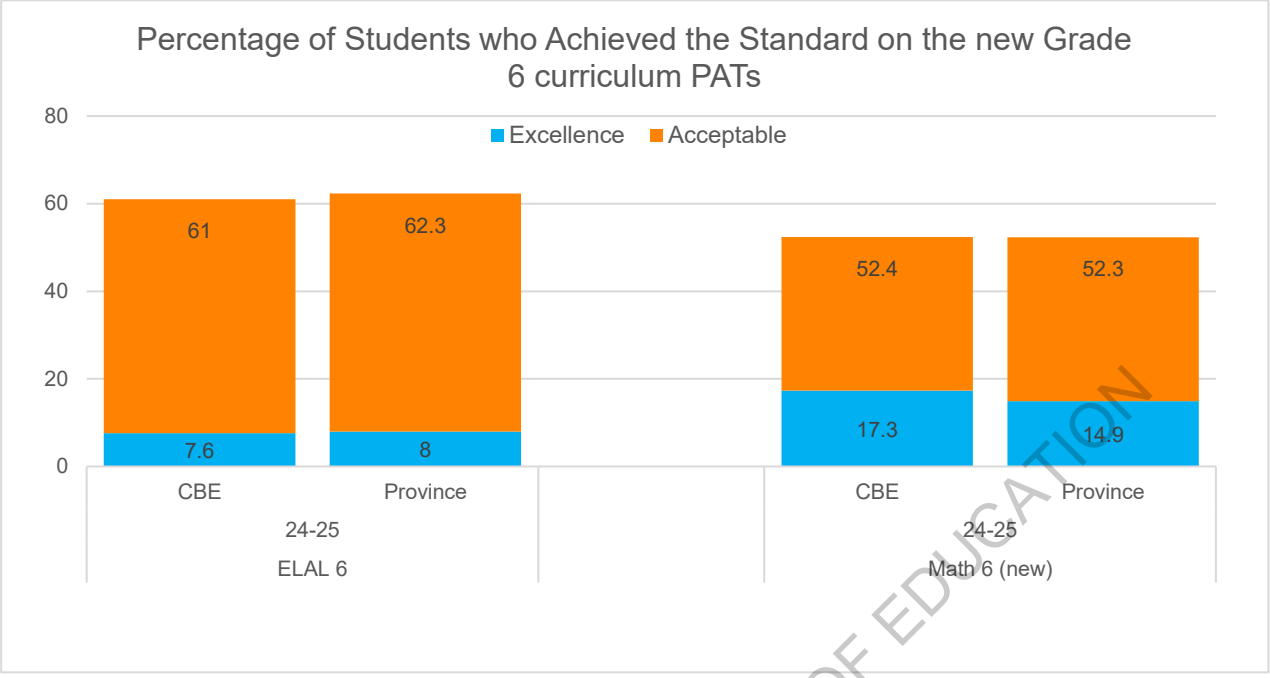
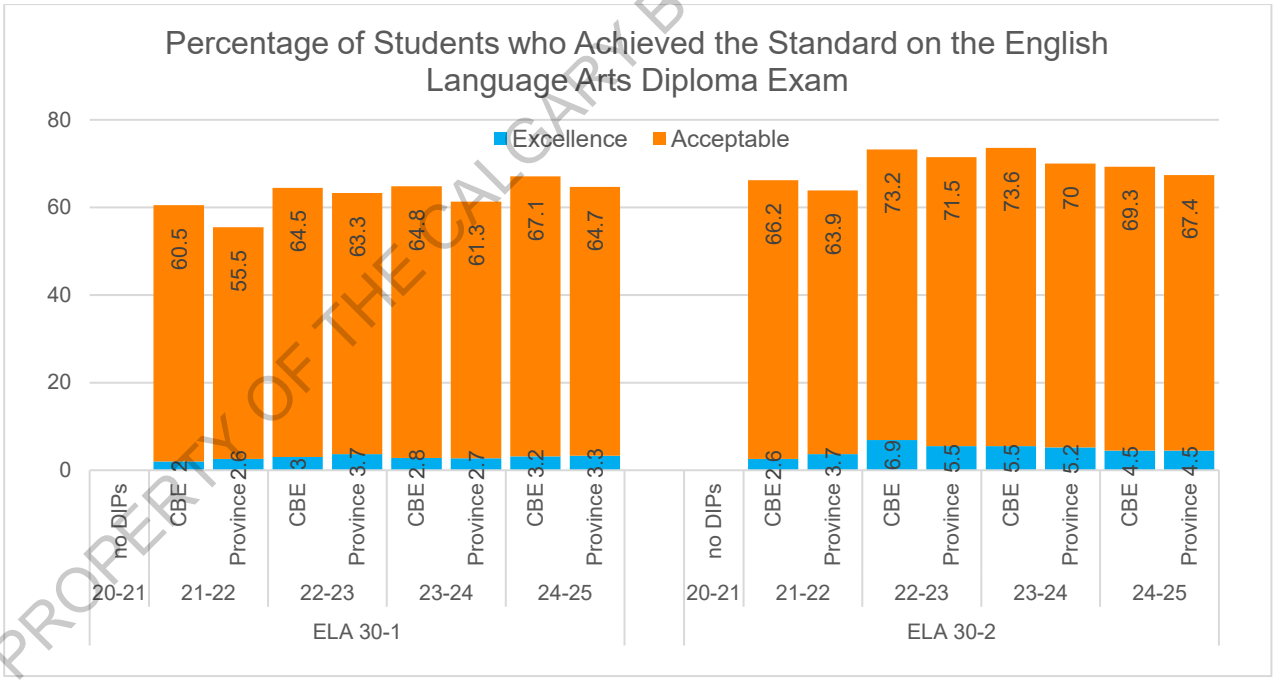


Note | 2024-25 is the first year of a new test that reflects the 2023 curriculum.

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



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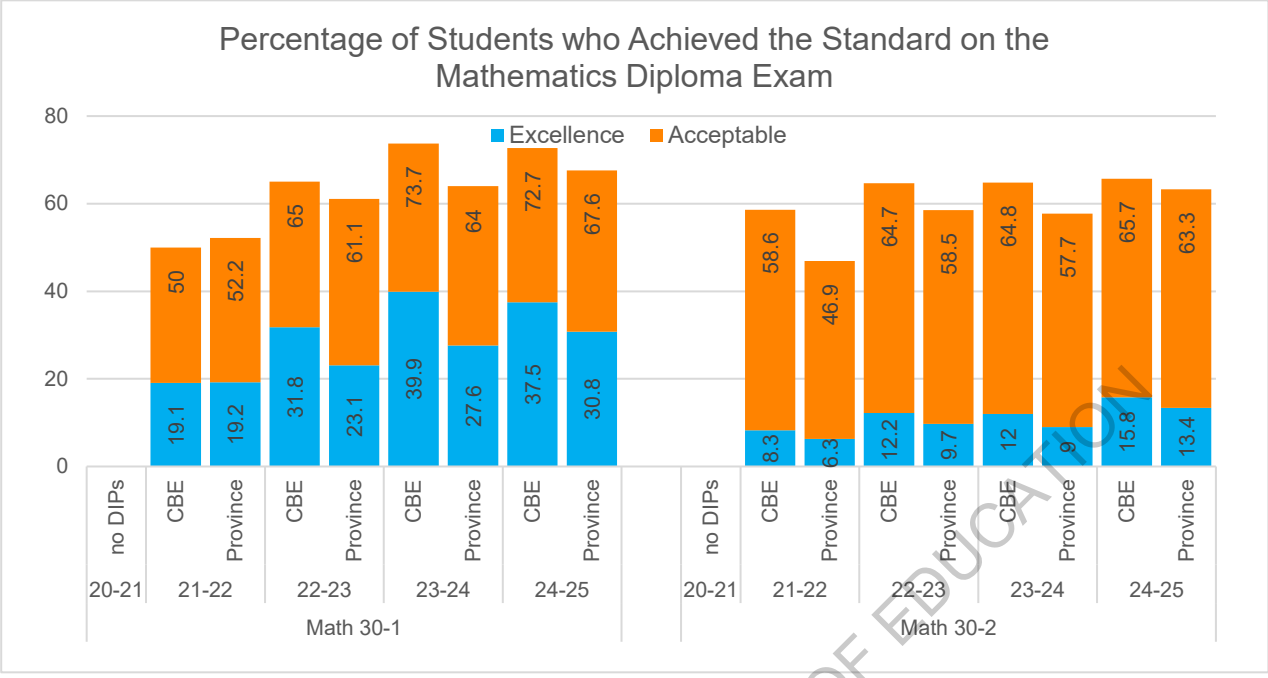

Analysis of Cohort

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.

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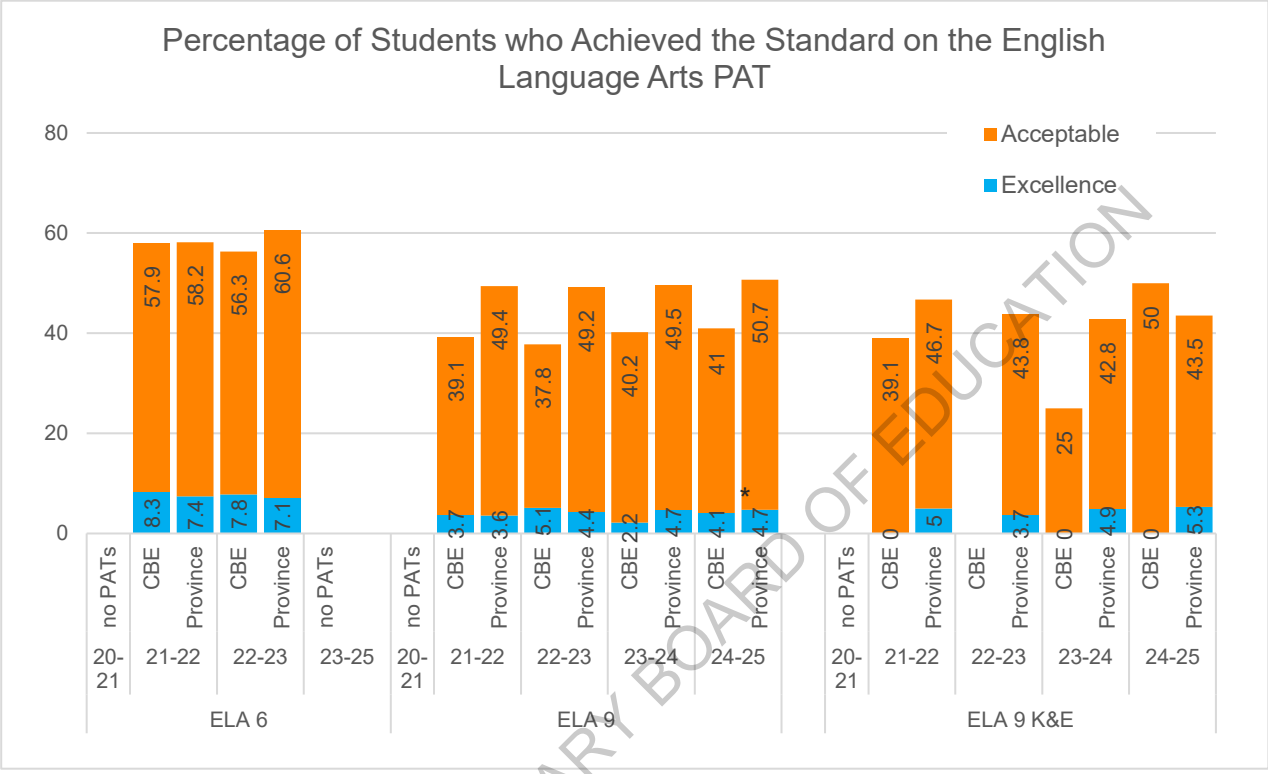
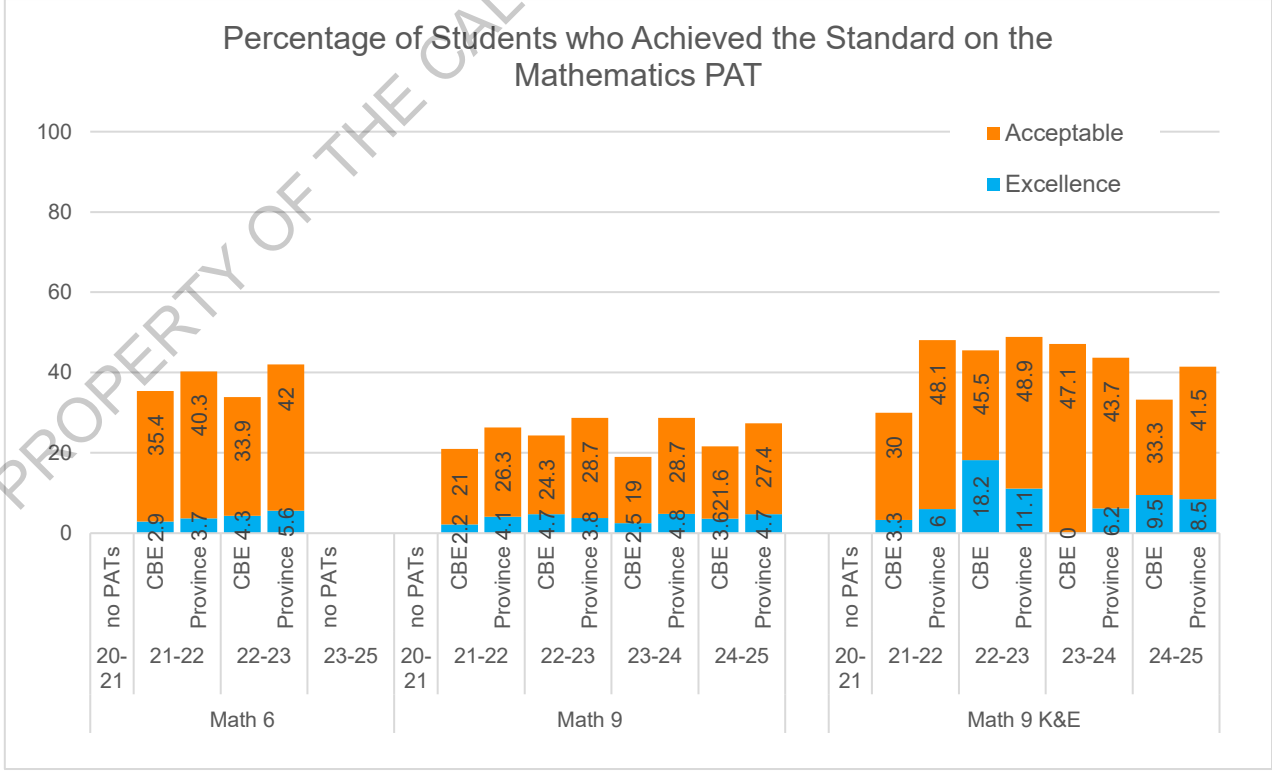
3.3 Students who Self-Identify as Indigenous

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.



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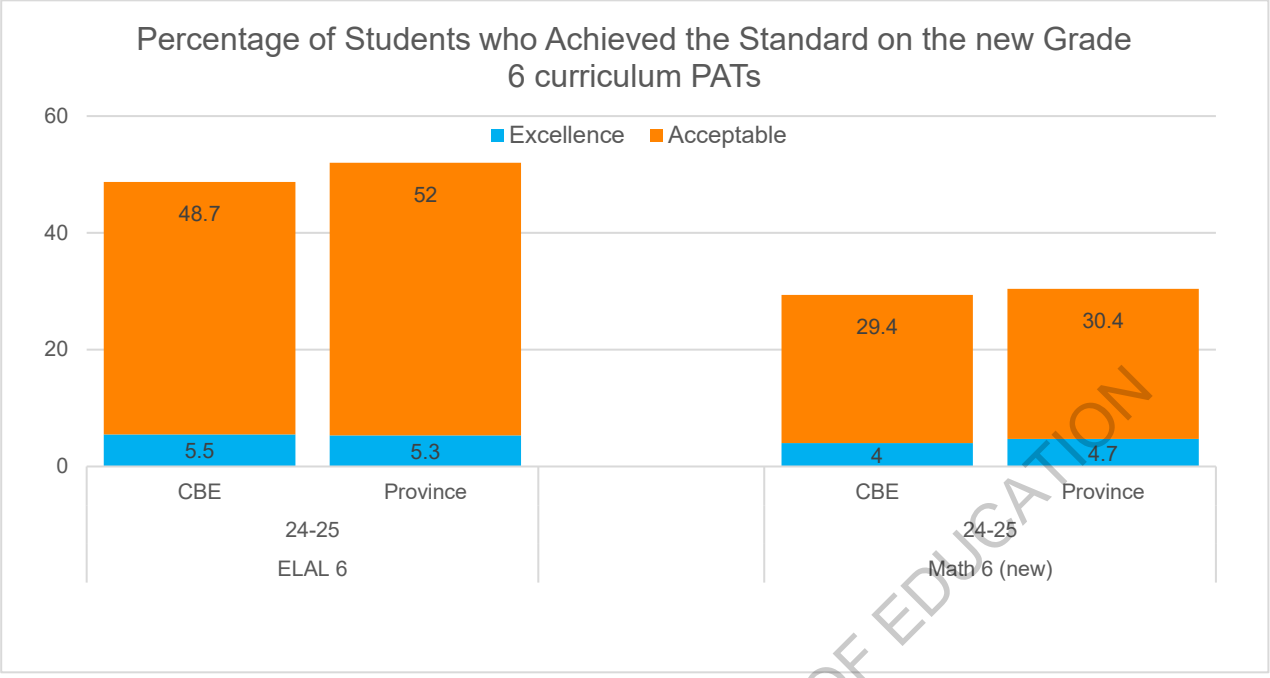
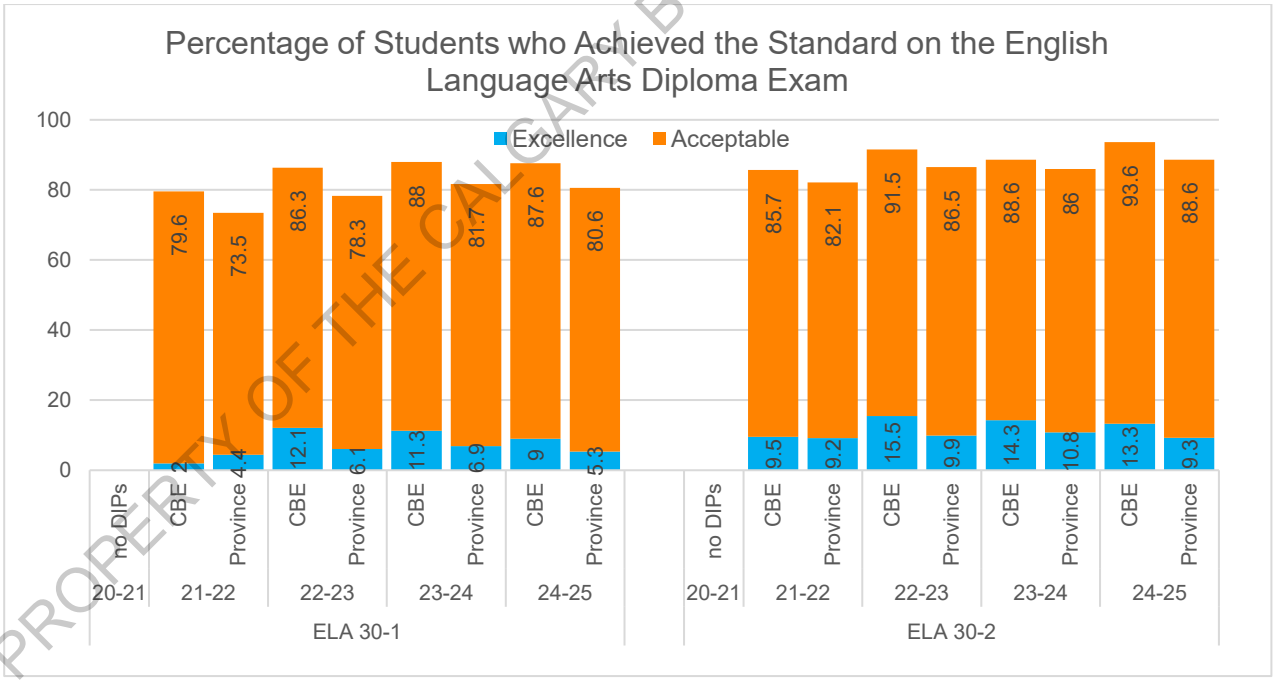


Note | 2024-25 is the first year of a new test that reflects the 2023 curriculum.

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



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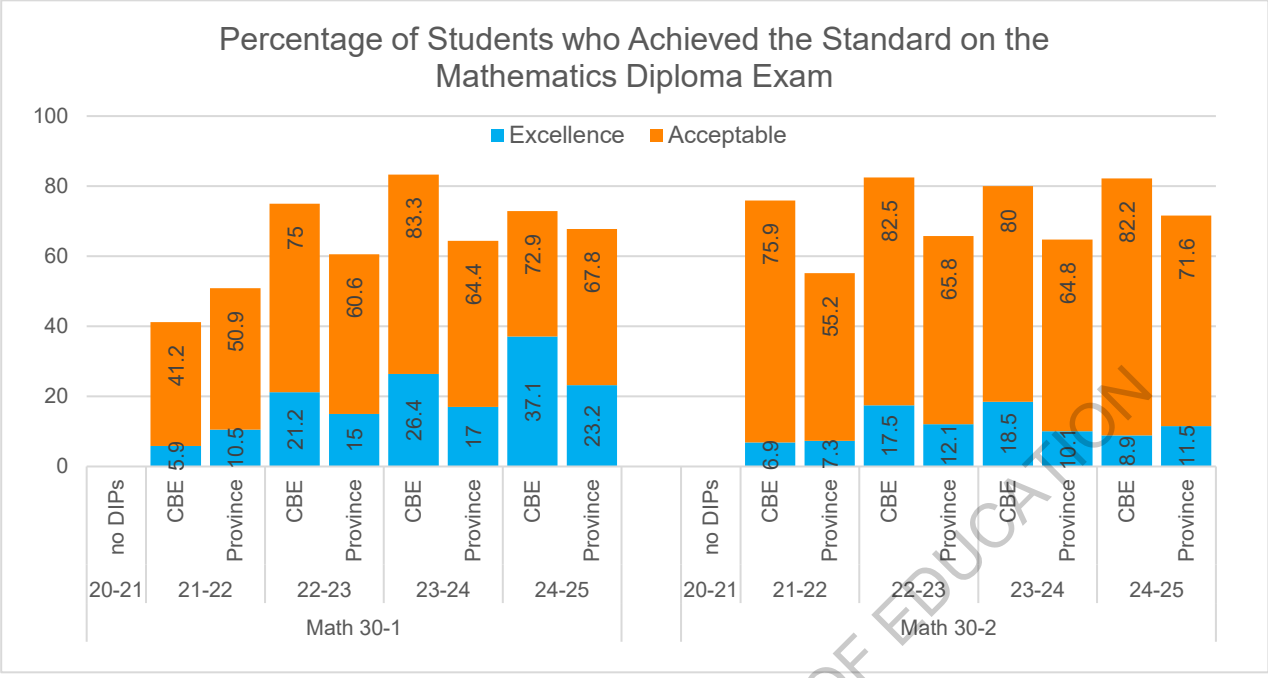

Analysis of Cohort

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.

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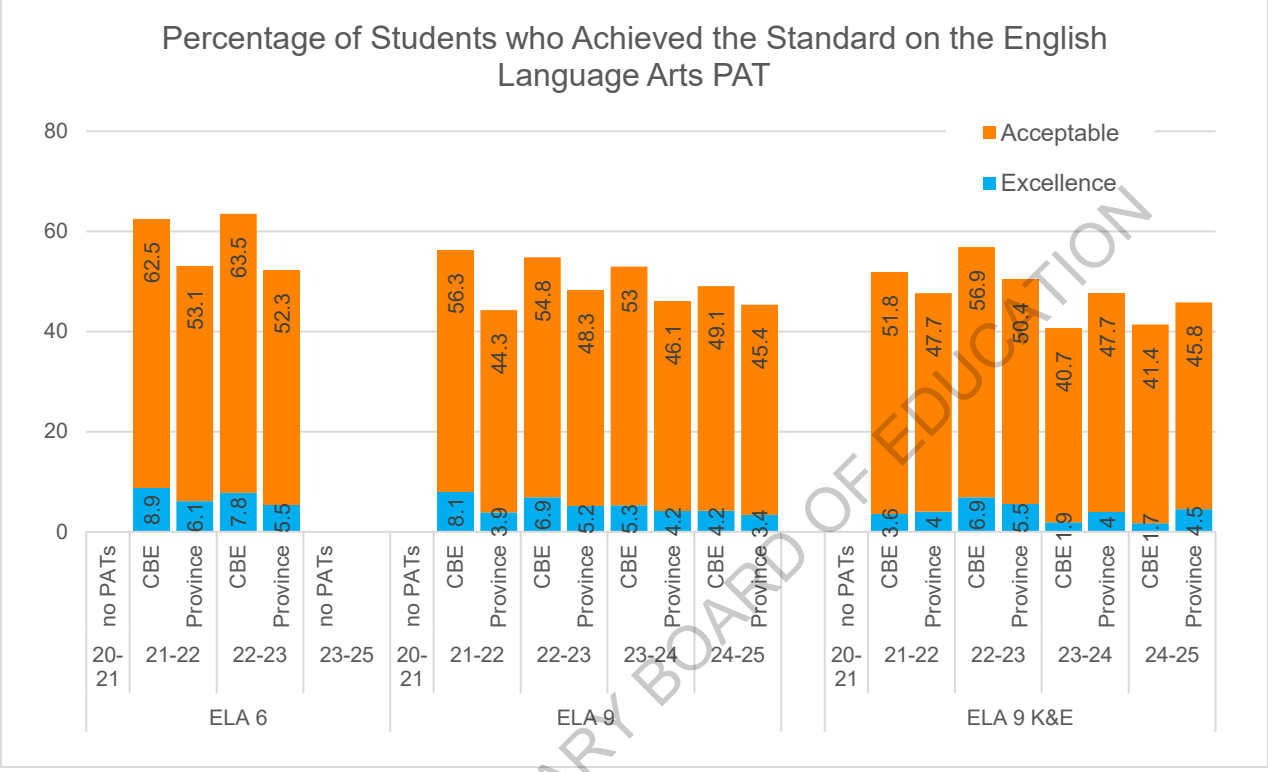
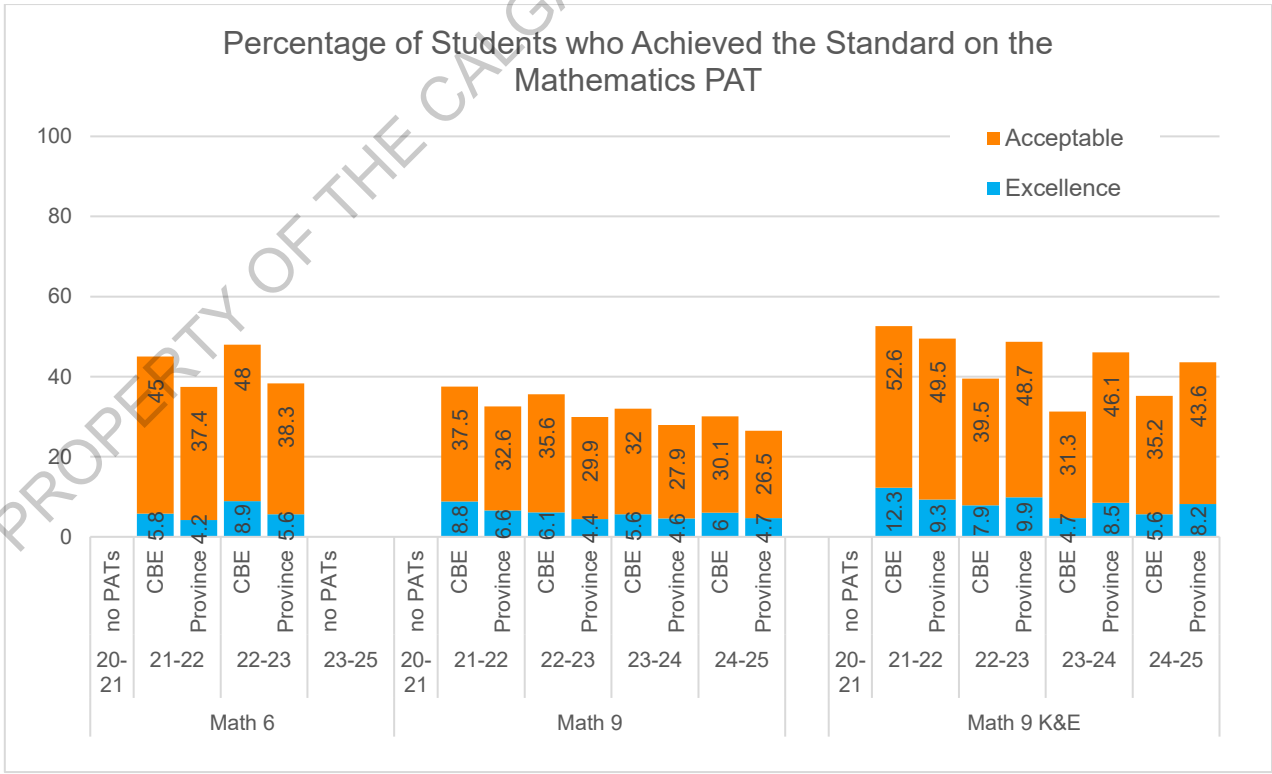
3.4 Students with Identified Special Education Needs

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





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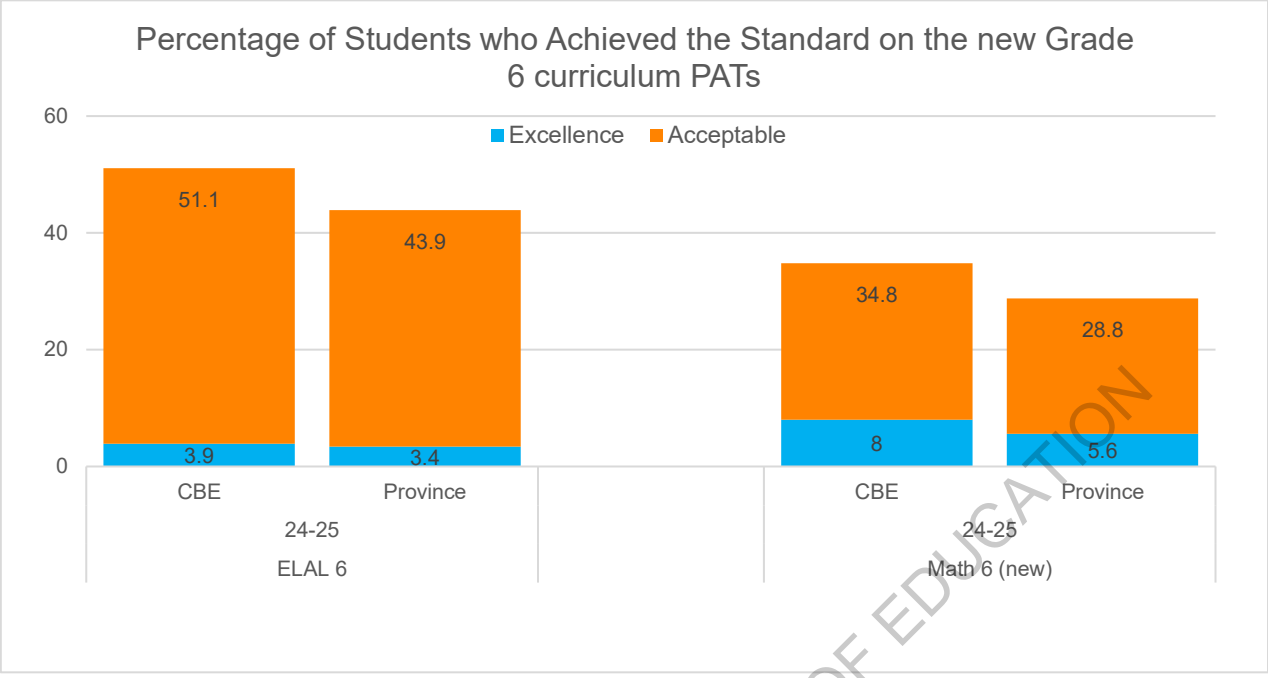
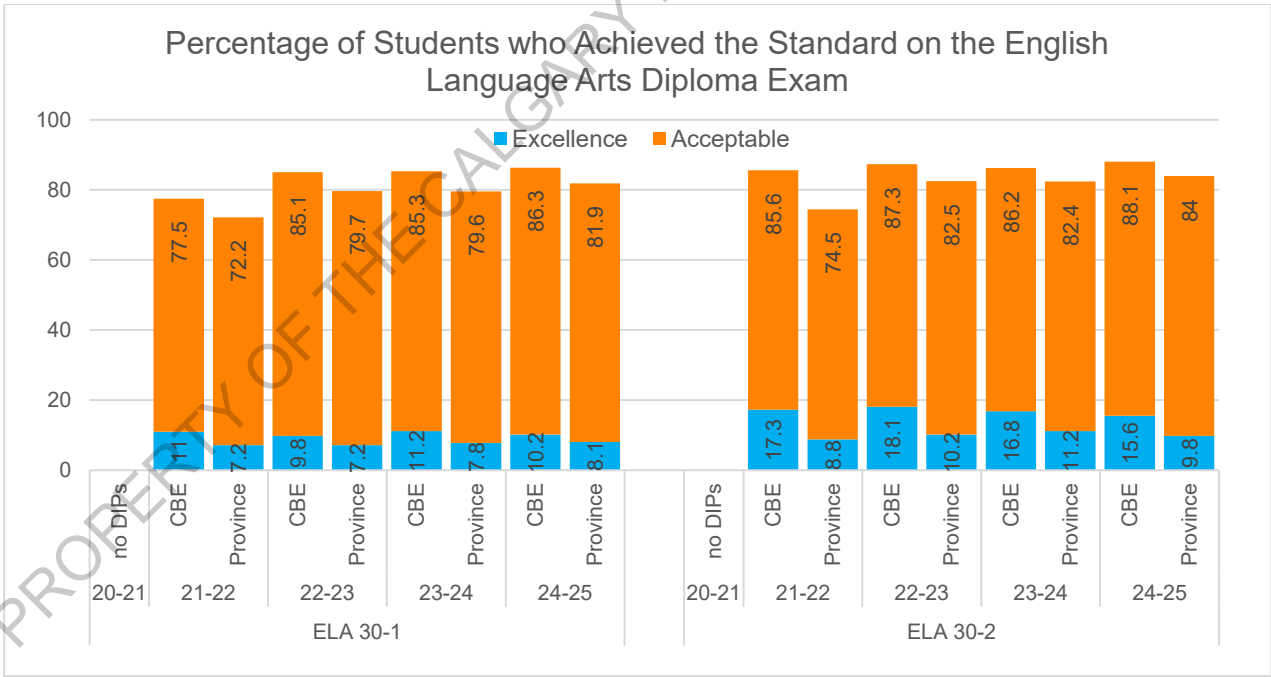


Note | 2024-25 is the first year of a new test that reflects the 2023 curriculum.

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



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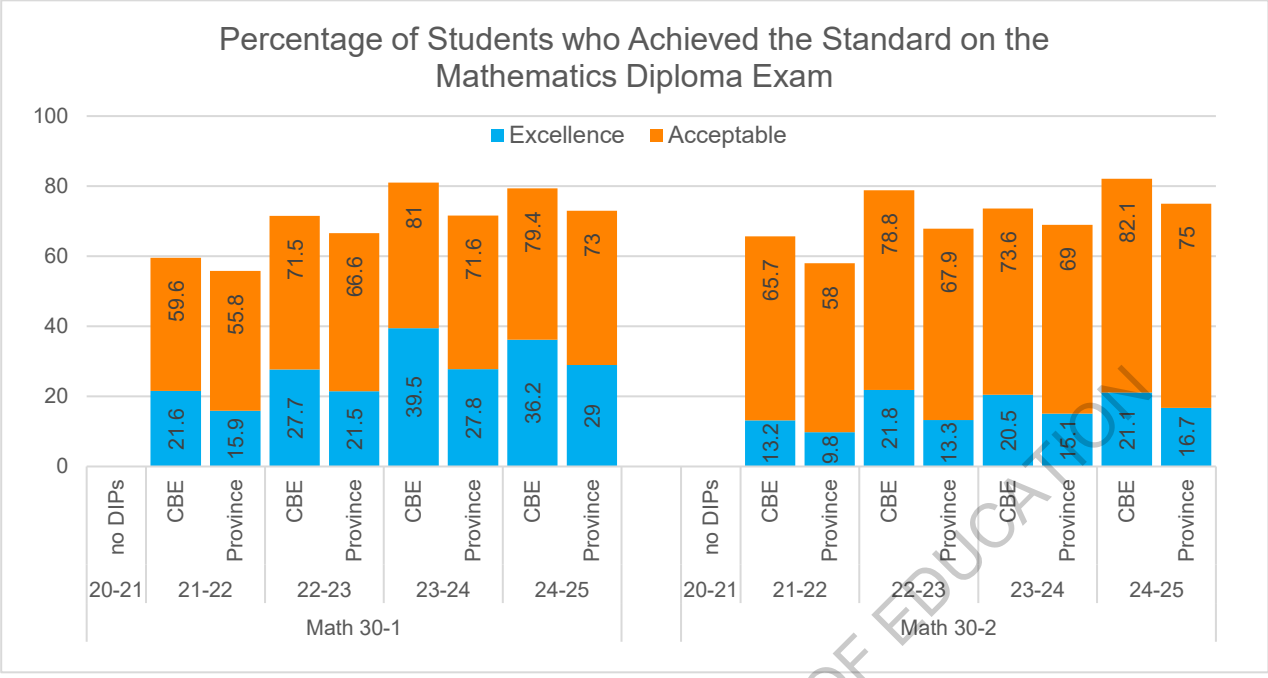

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Analysis of Cohort

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.

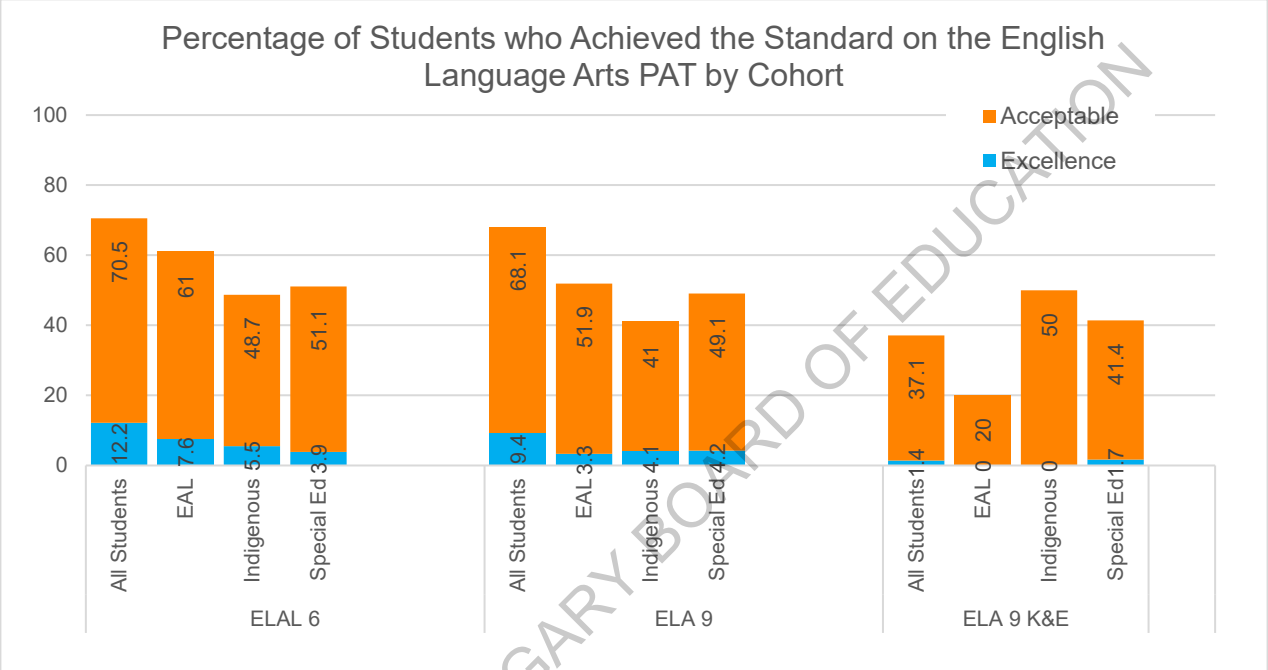
Over the past four years, this cohort consistently achieved stronger diploma examination results than the province across all four diploma examinations at both standards.

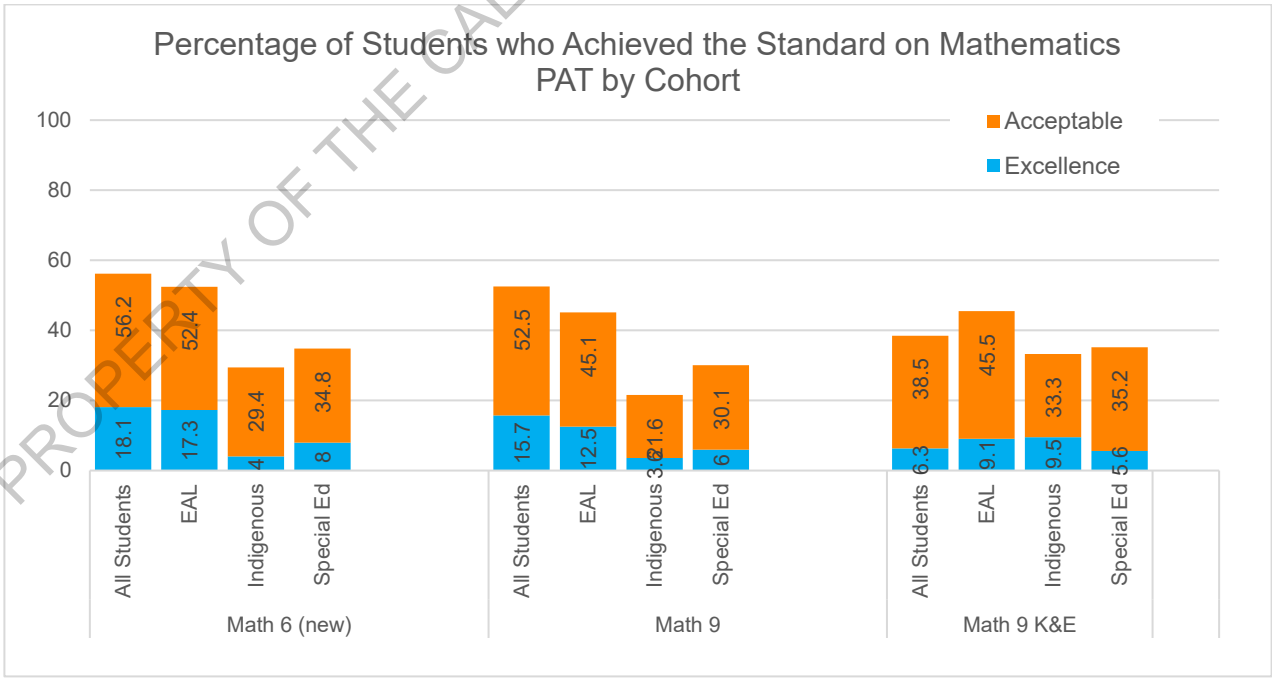
In 2024-25 school year, except for Mathematics 30-1, the CBE Students with Identified Special Education Needs cohort showed year-over-year increases in the Acceptable Standard across English Language Arts and Mathematics diploma exams. Moreover, CBE student cohort achieved improved results in Mathematics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





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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

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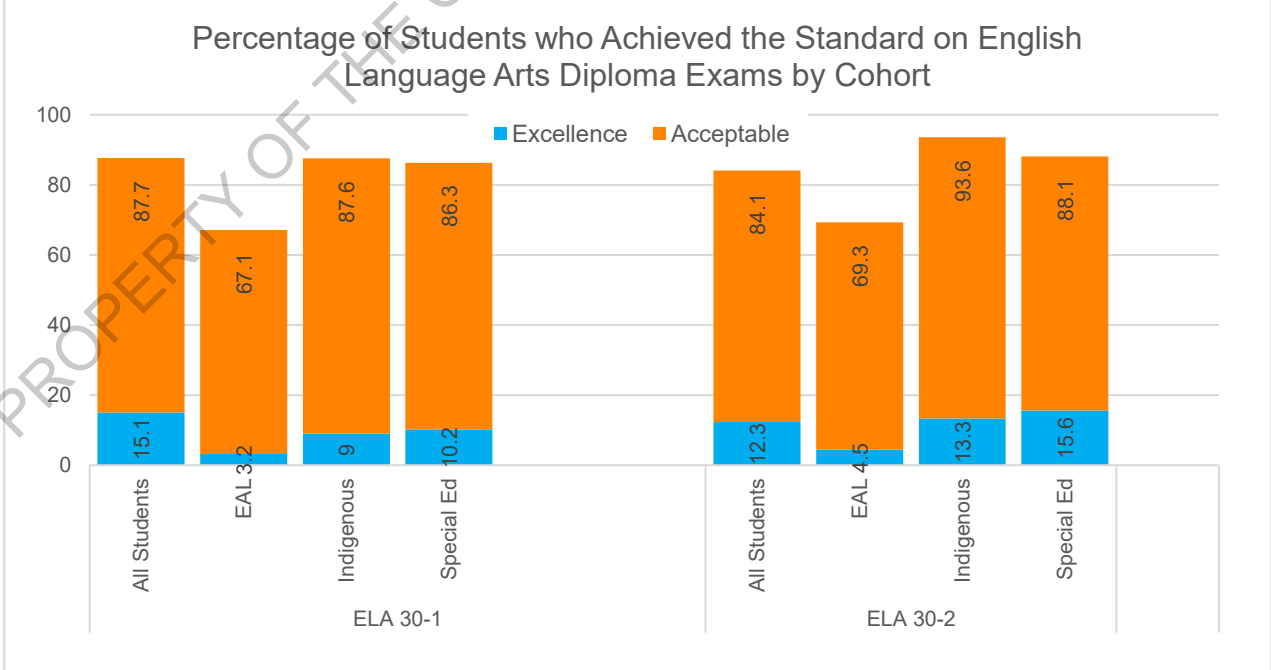
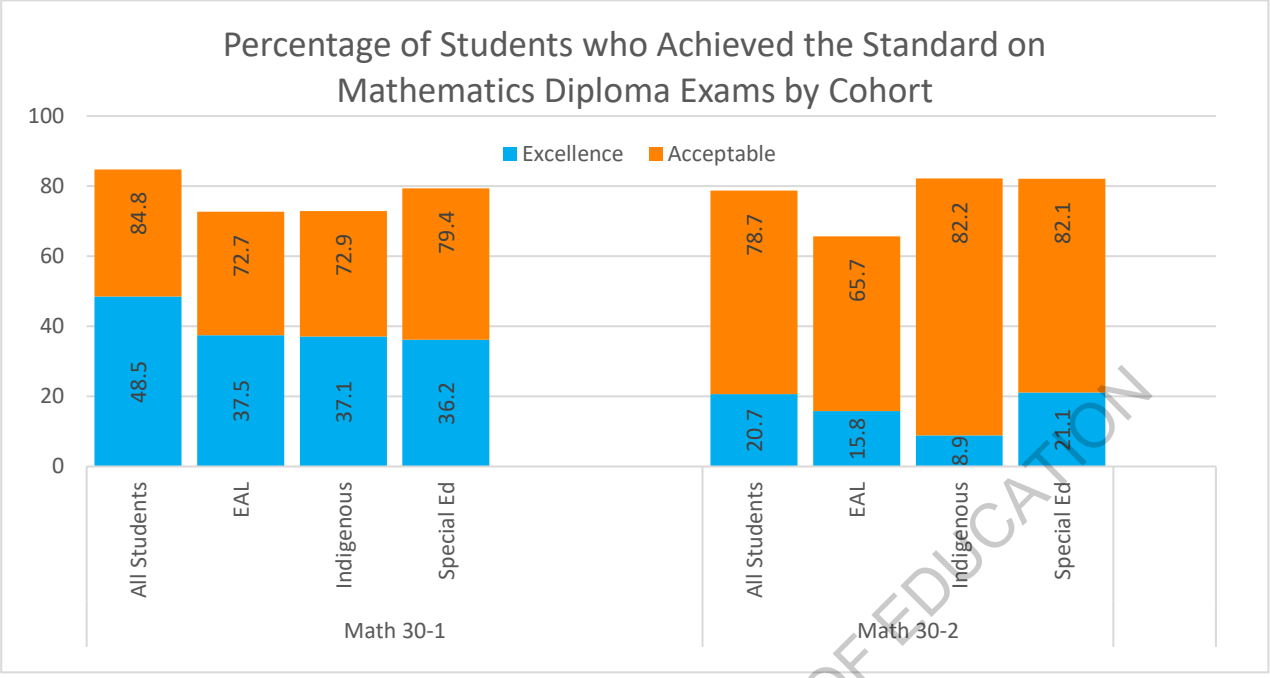
B. Percentage of students who achieved the standards on Diploma Examinations by Cohort





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

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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 that Division 2 and 3 students. This could largely be attributed to the highly oral nature

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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.

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- 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.

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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.

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- 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.

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- 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

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Science	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
Social Studies	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**
CTF/CTS	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

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Fine and Performing Arts	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
French Language Arts	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
Languages	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
Physical Education	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
Science	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
Social Studies	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

PROPERTY OF THE CALGARY BOARD OF EDUCATION

- **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.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

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

Physical Education	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
Science	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
Social Studies	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.

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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

PROPERTY OF THE CALGARY BOARD OF EDUCATION

- **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

PROPERTY OF THE CALGARY BOARD OF EDUCATION

French Language Arts	All Students	EAL	Indigenous	Special Ed
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

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

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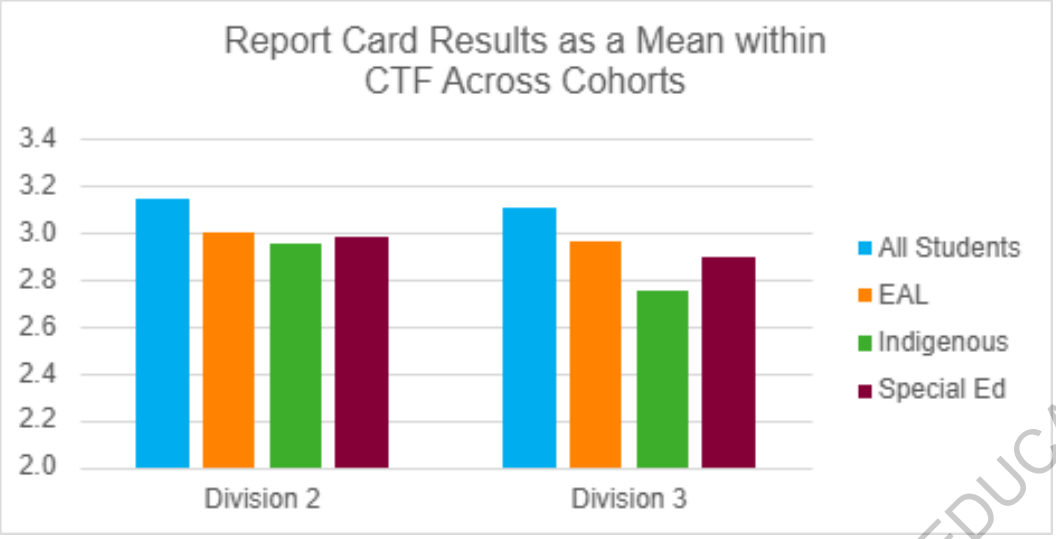
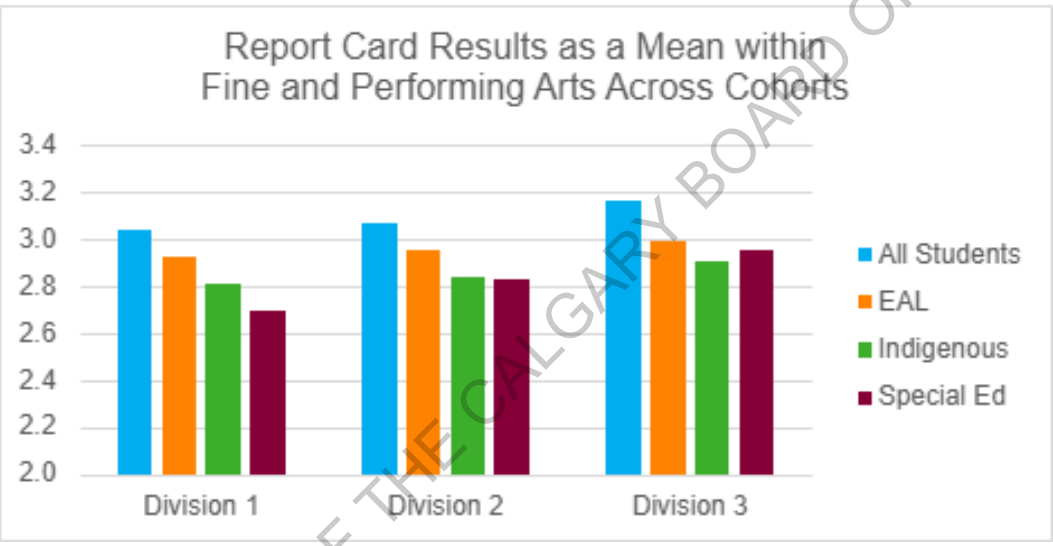
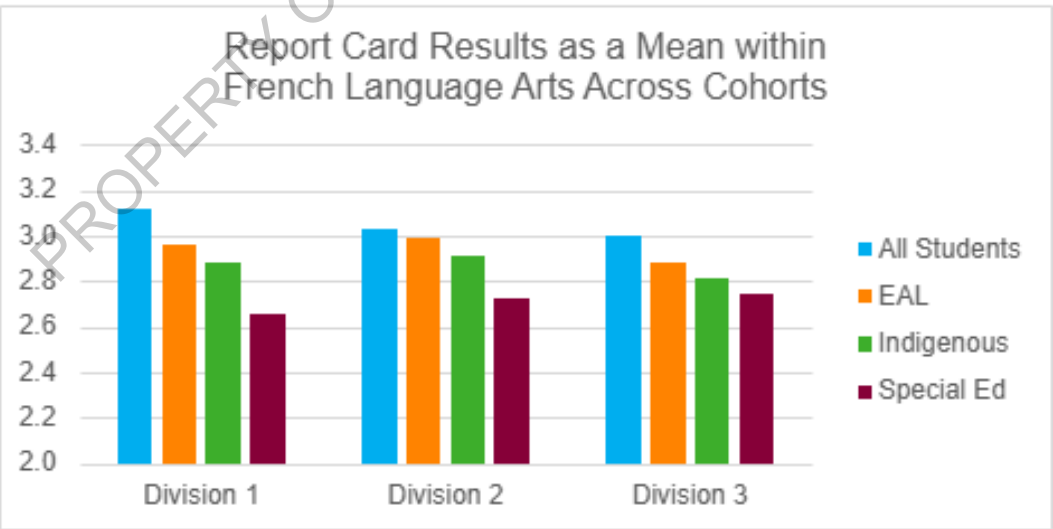
A. Divisions 1, 2, and 3 Report Card Result as a Mean Across Cohorts

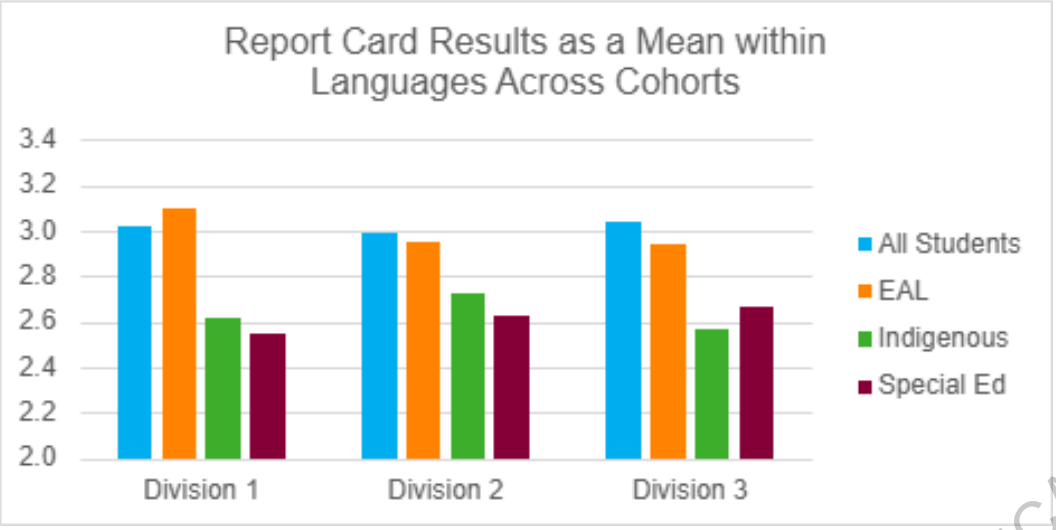


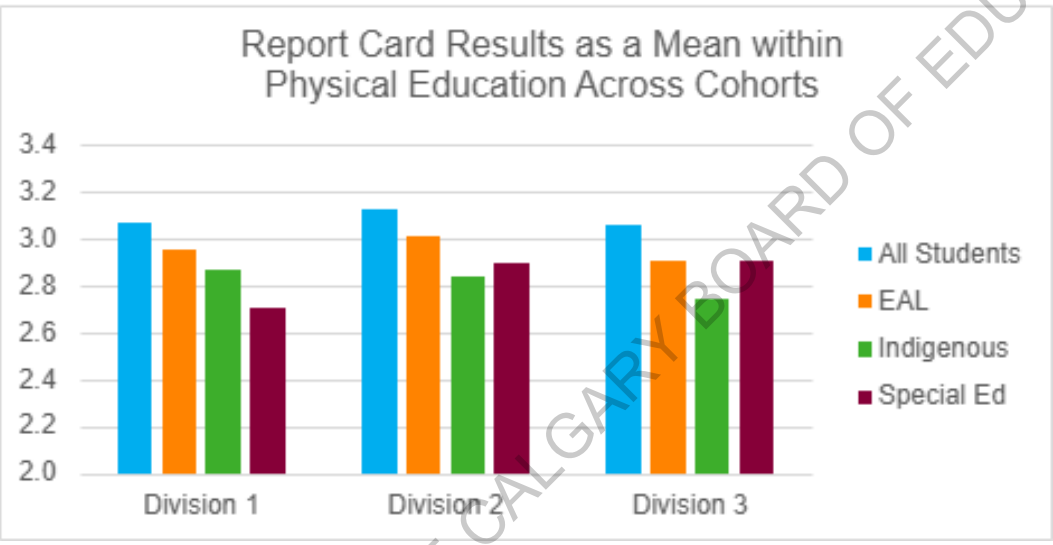
Note | Students in Division 1 do not take CTF classes

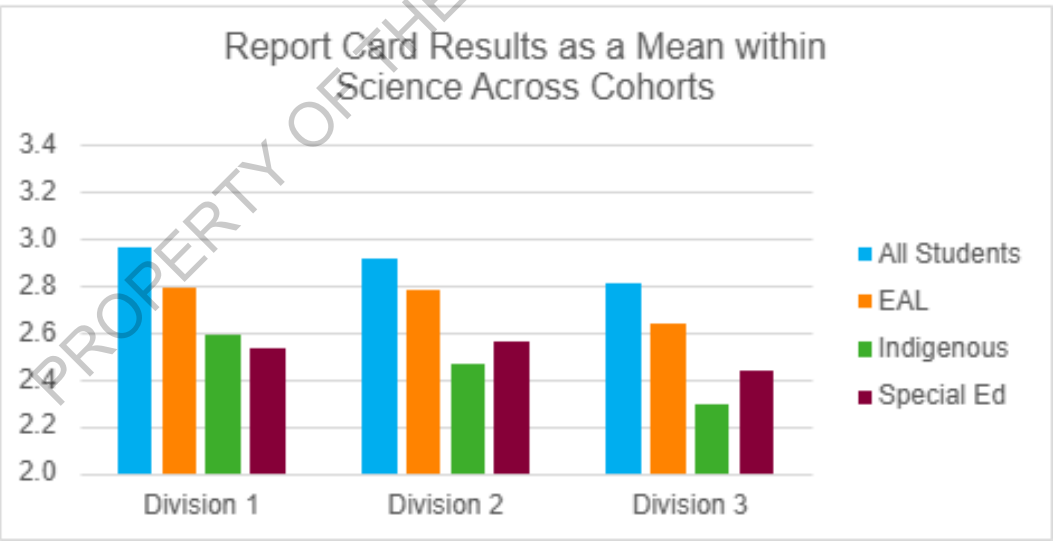




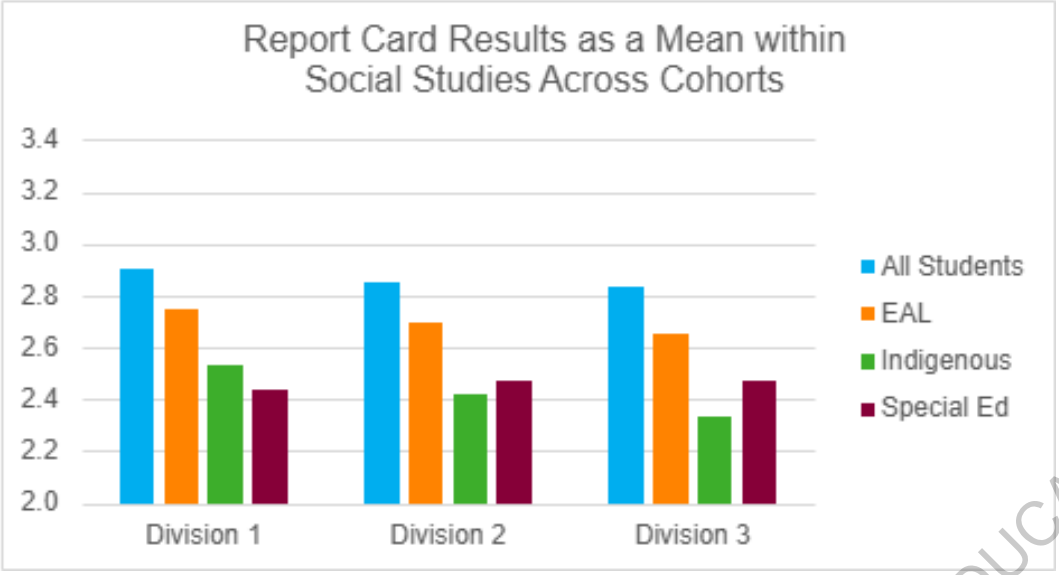
PROPERTY OF THE CALGARY BOARD OF EDUCATION



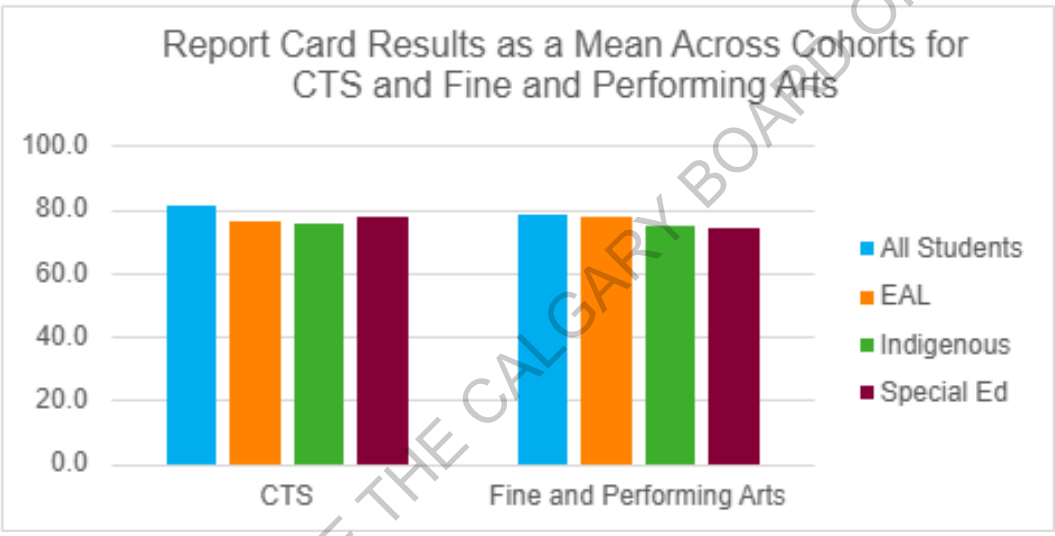


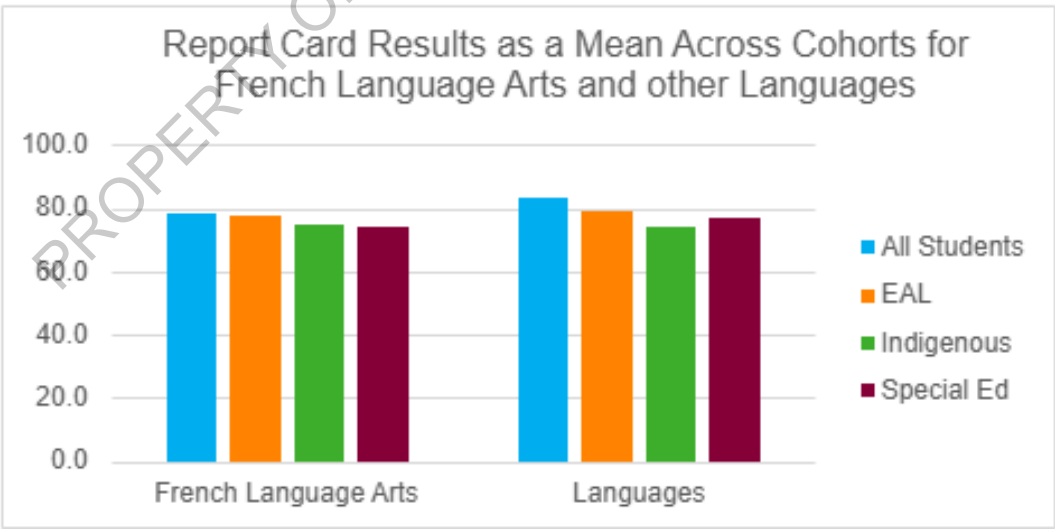


PROPERTY OF THE CALGARY BOARD OF EDUCATION

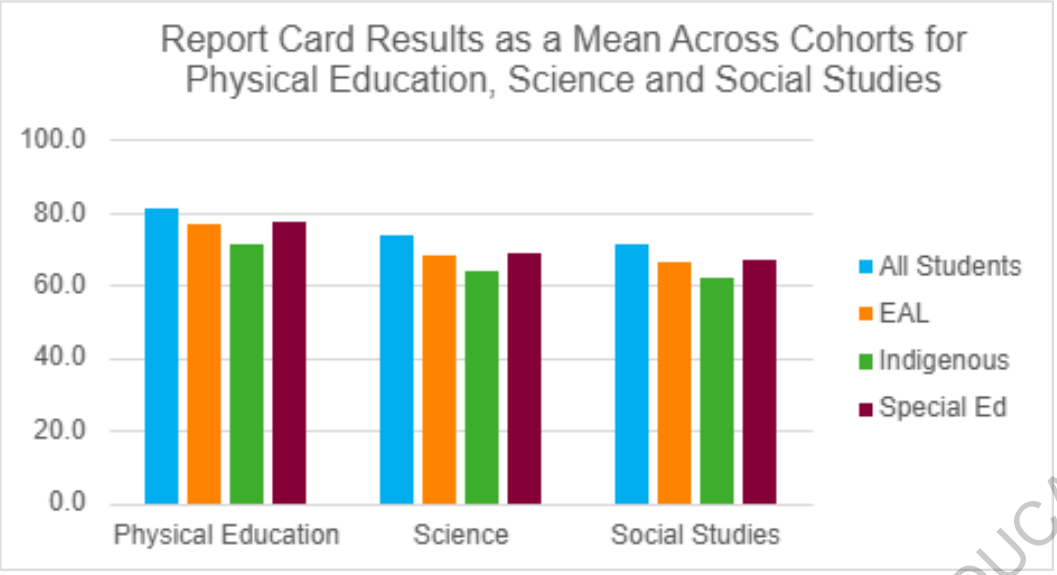


B. Division 4 Report Card Results as a Mean across Cohorts





PROPERTY OF THE CALGARY BOARD OF EDUCATION



- **Targets for 2024-25**

  No targets were set for 2024-25 school year.

- **Interpretation**

  See Indicator 5 – Summary

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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.

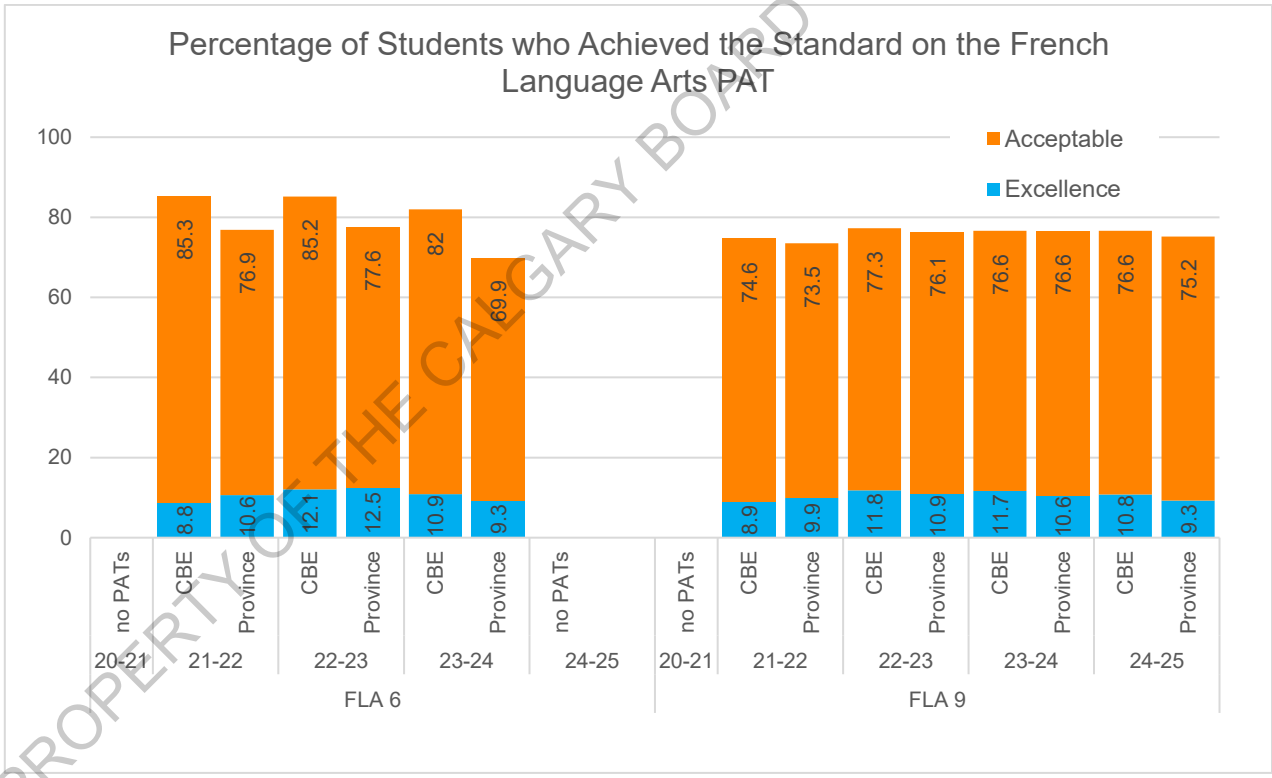
Legend |

Acc – Acceptable Standard
Ex – Standard of Excellence

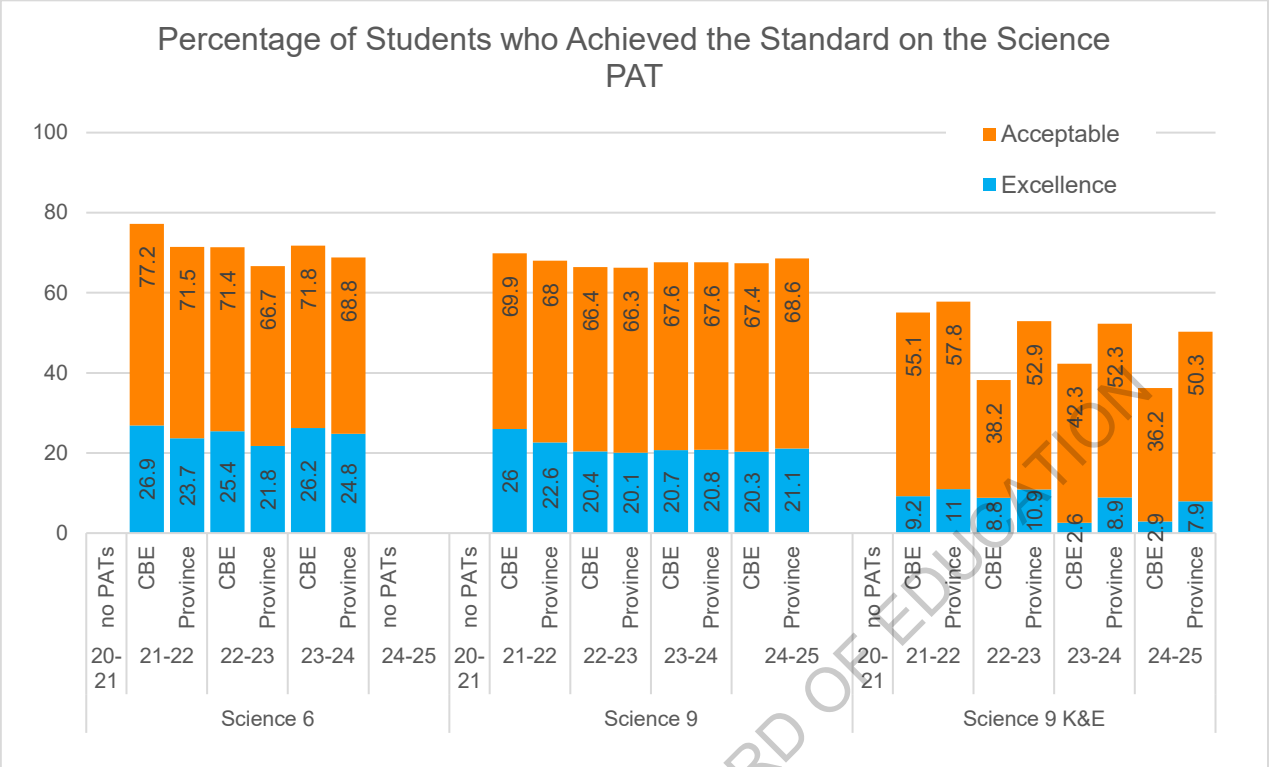
Note | Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

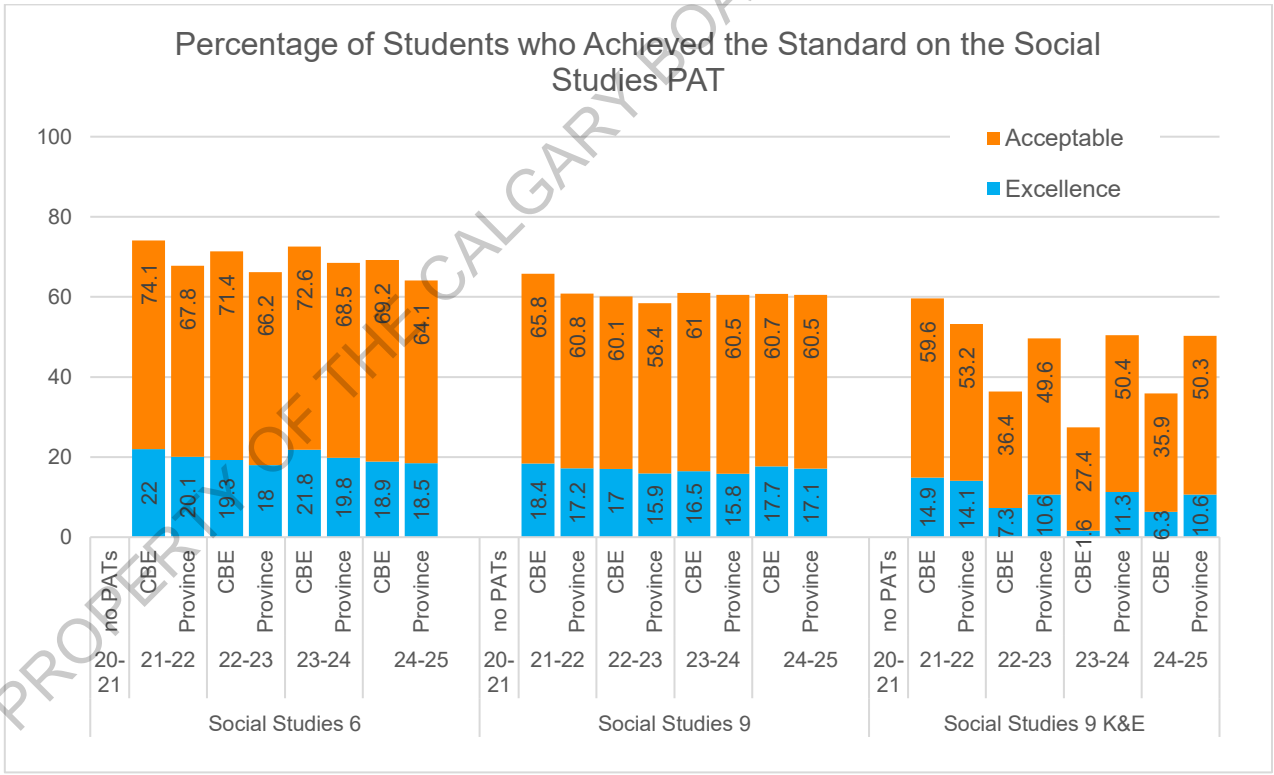
5.1 All Students

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



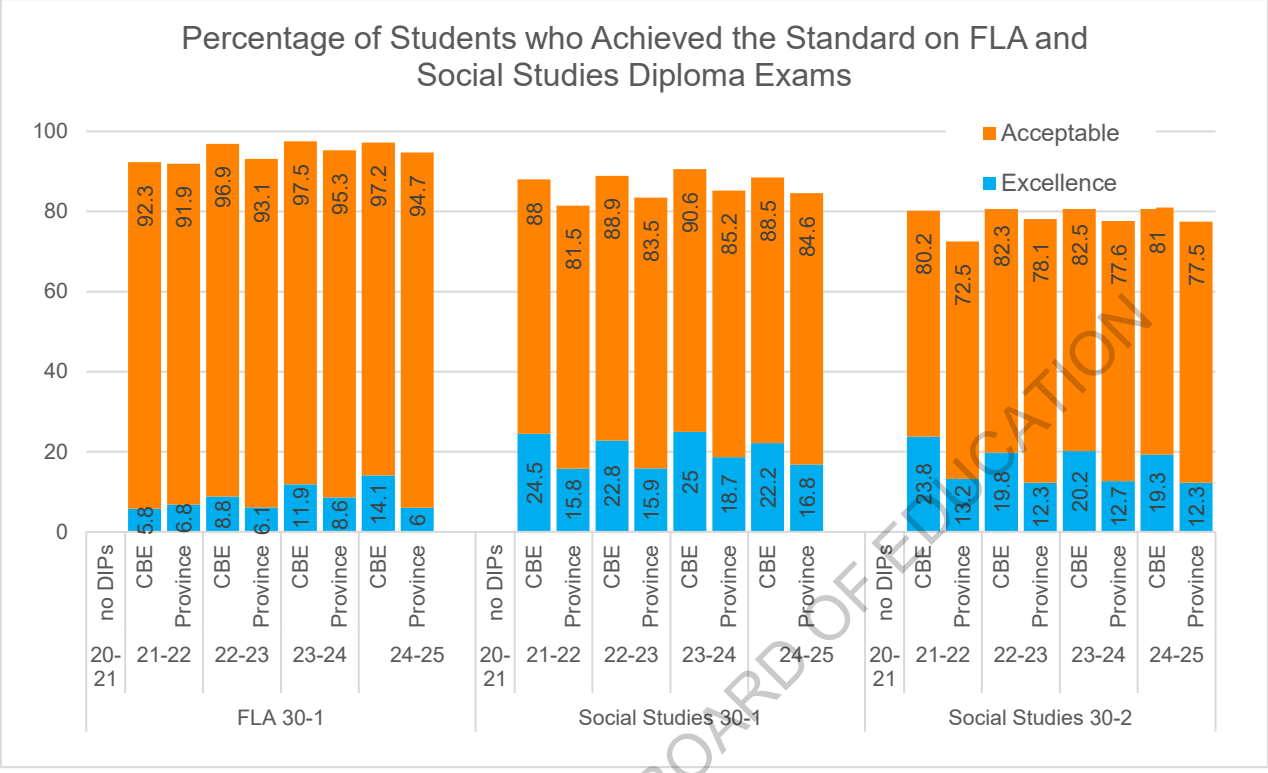
PROPERTY OF THE CALGARY BOARD OF EDUCATION

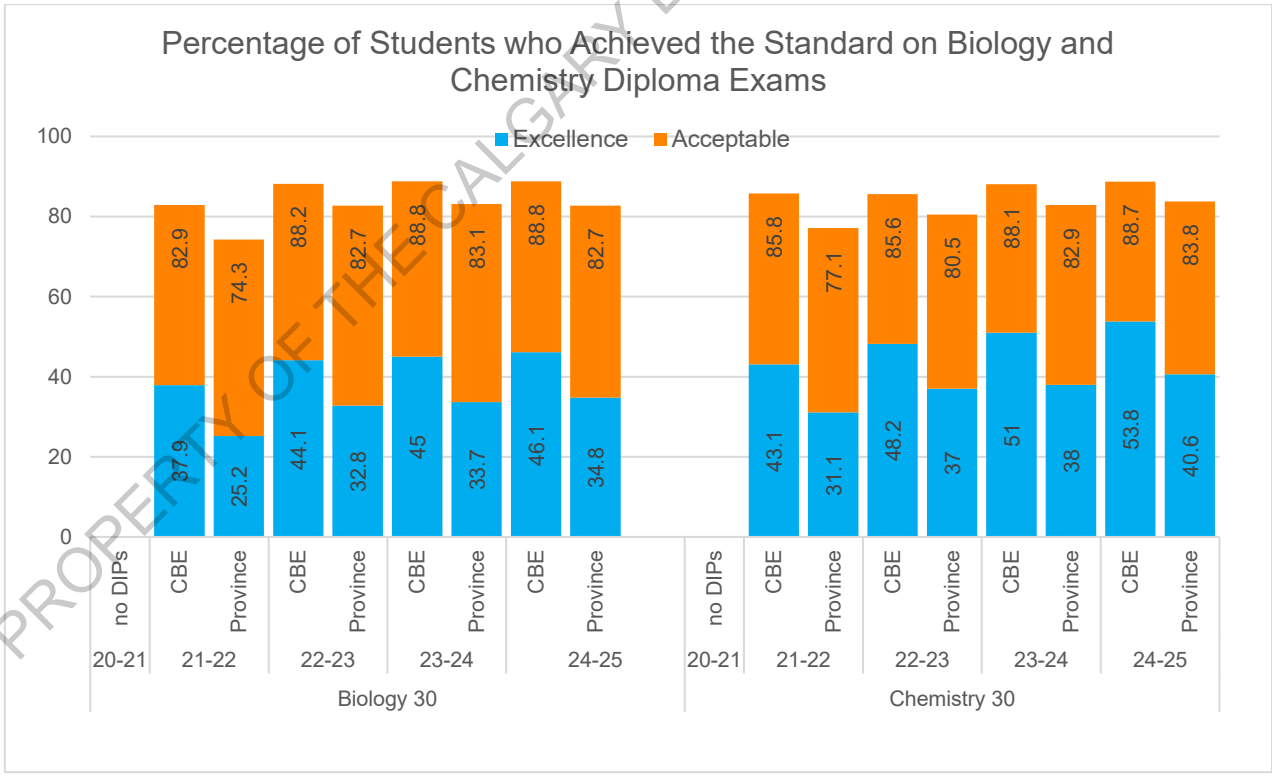




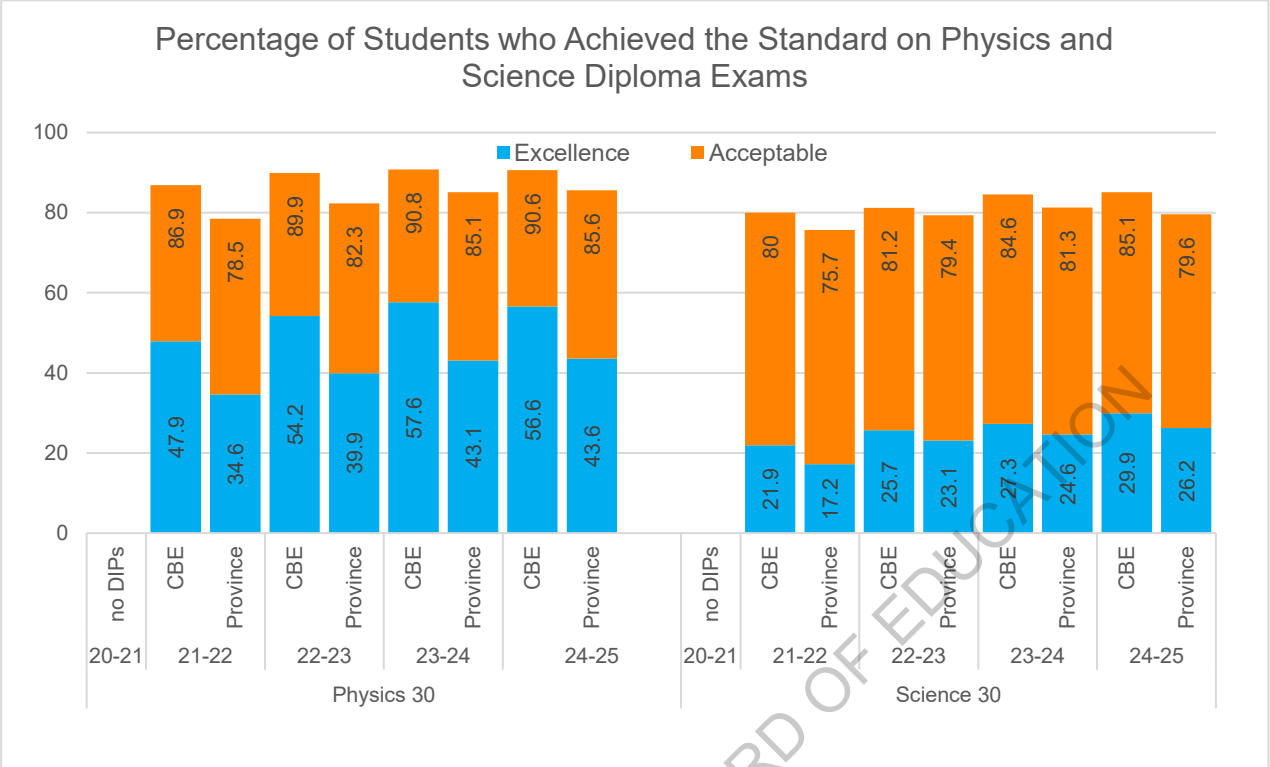
PROPERTY OF THE CALGARY BOARD OF EDUCATION

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





PROPERTY OF THE CALGARY BOARD OF EDUCATION



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- **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.

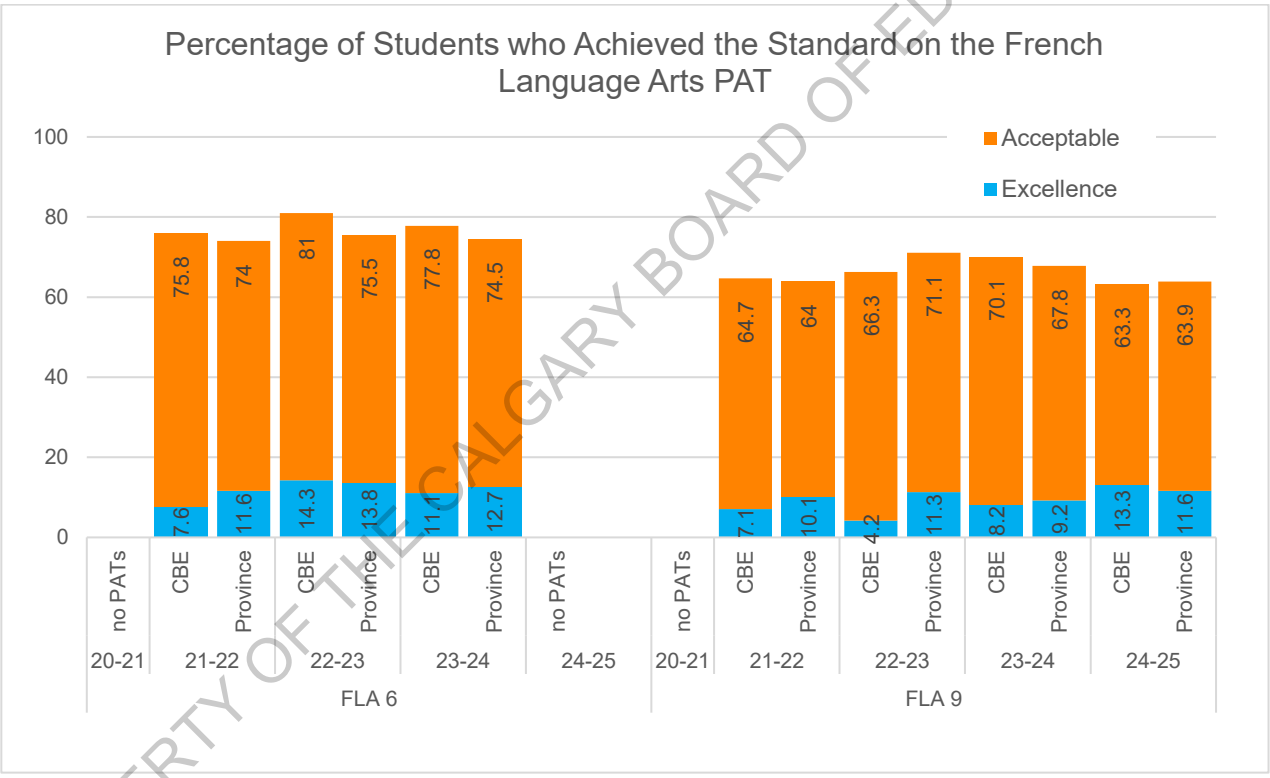
CBE high school students continued to achieve higher diploma examination results in 2024-25 compared to the provincial results across different subjects. The positive gaps were most noticeable at the Standard of Excellence for Biology 30, Chemistry 30 and Physics 30 where the gaps were continuously above 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



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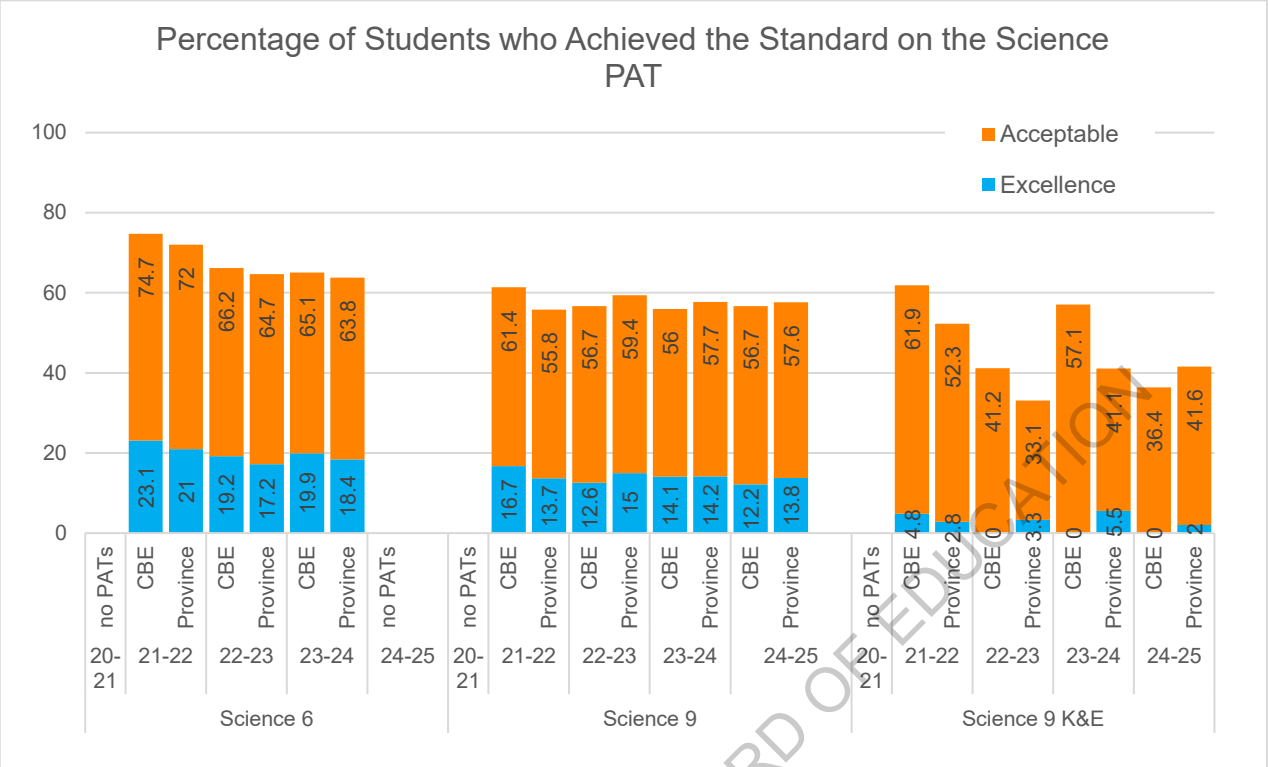

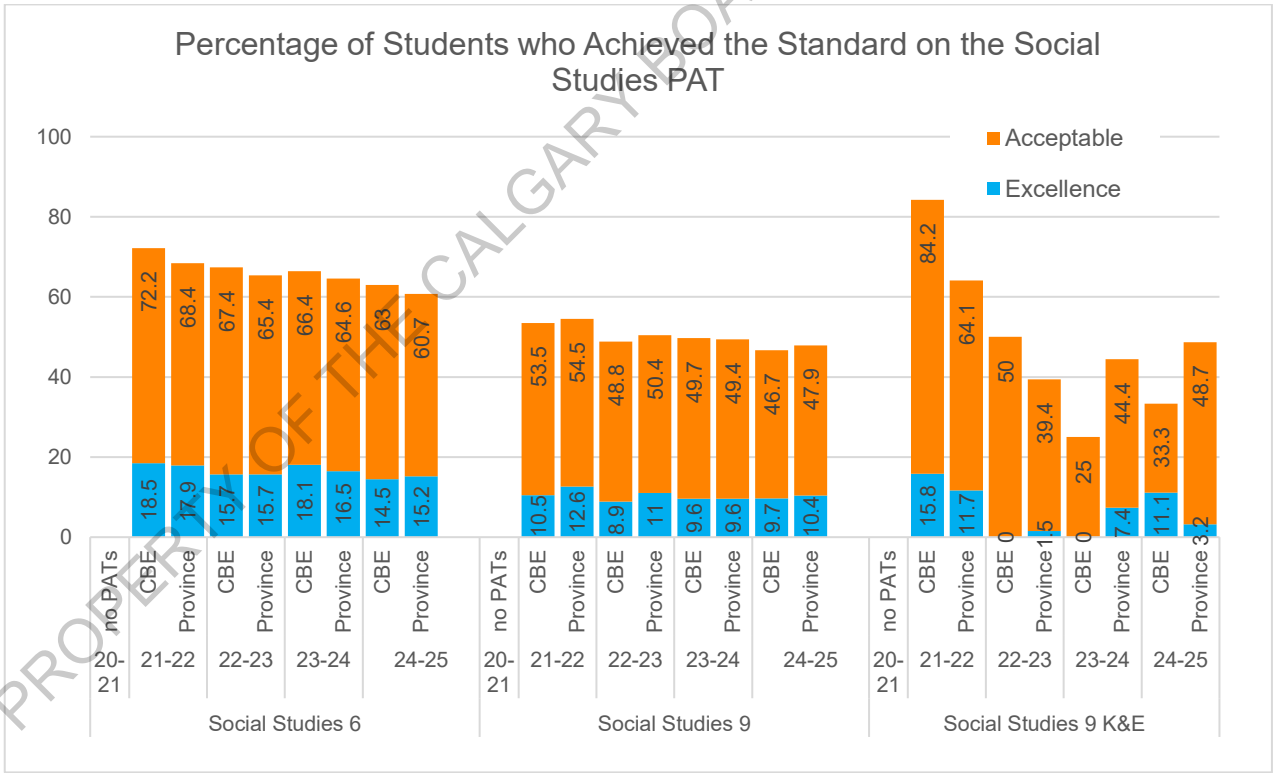

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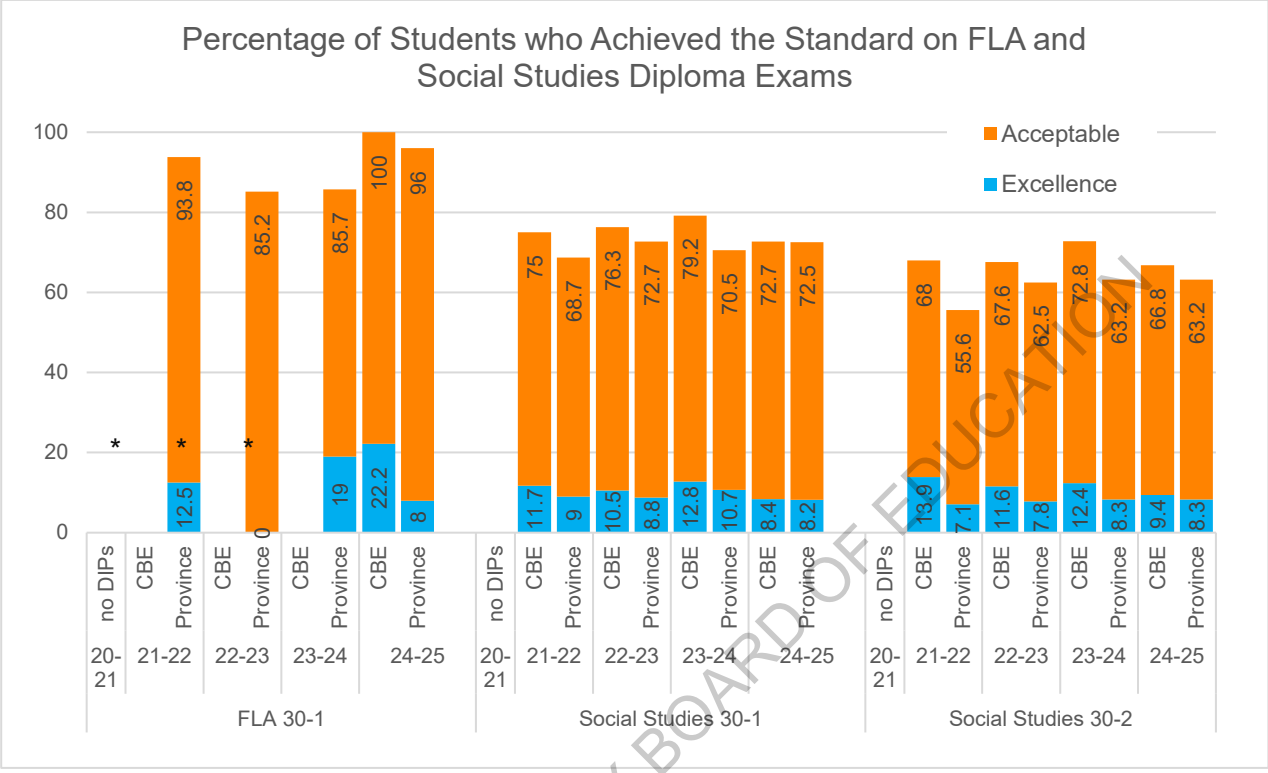
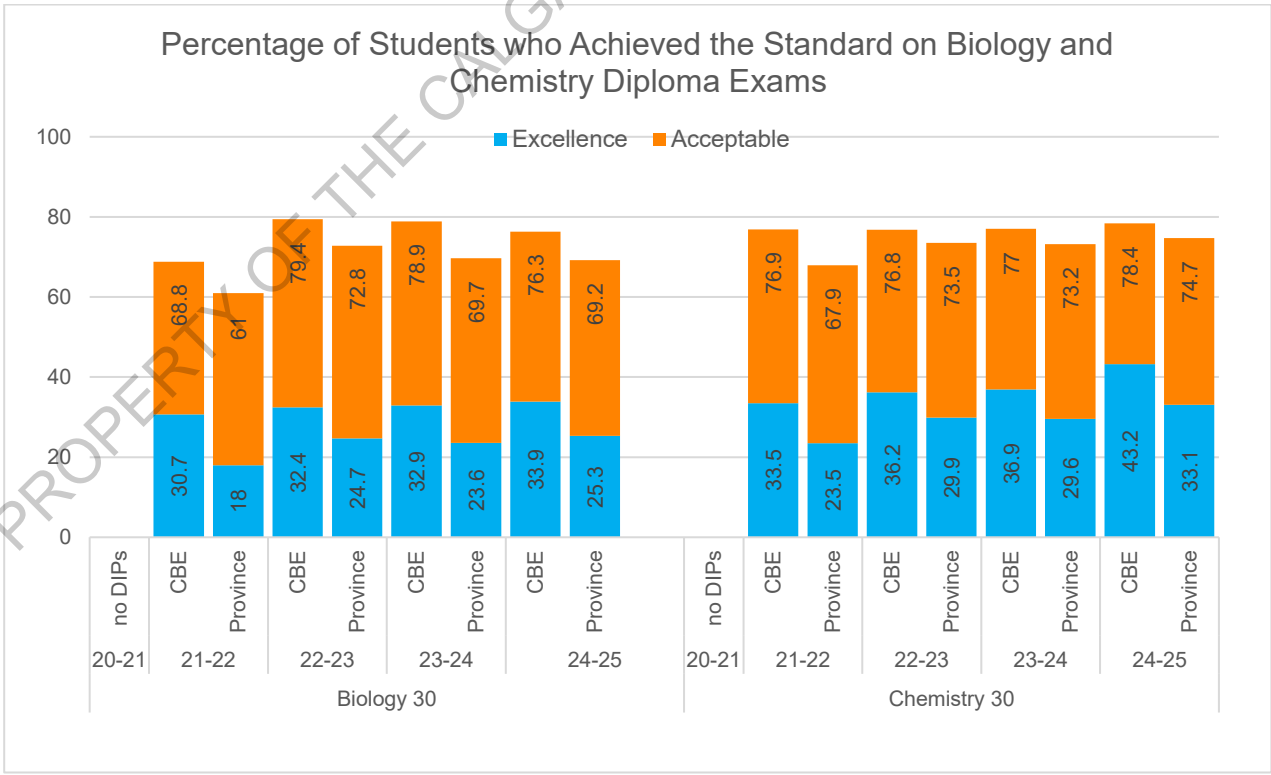
B. Percentage of English as an Additional Language Learners who achieved the standards on Diploma Examinations



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



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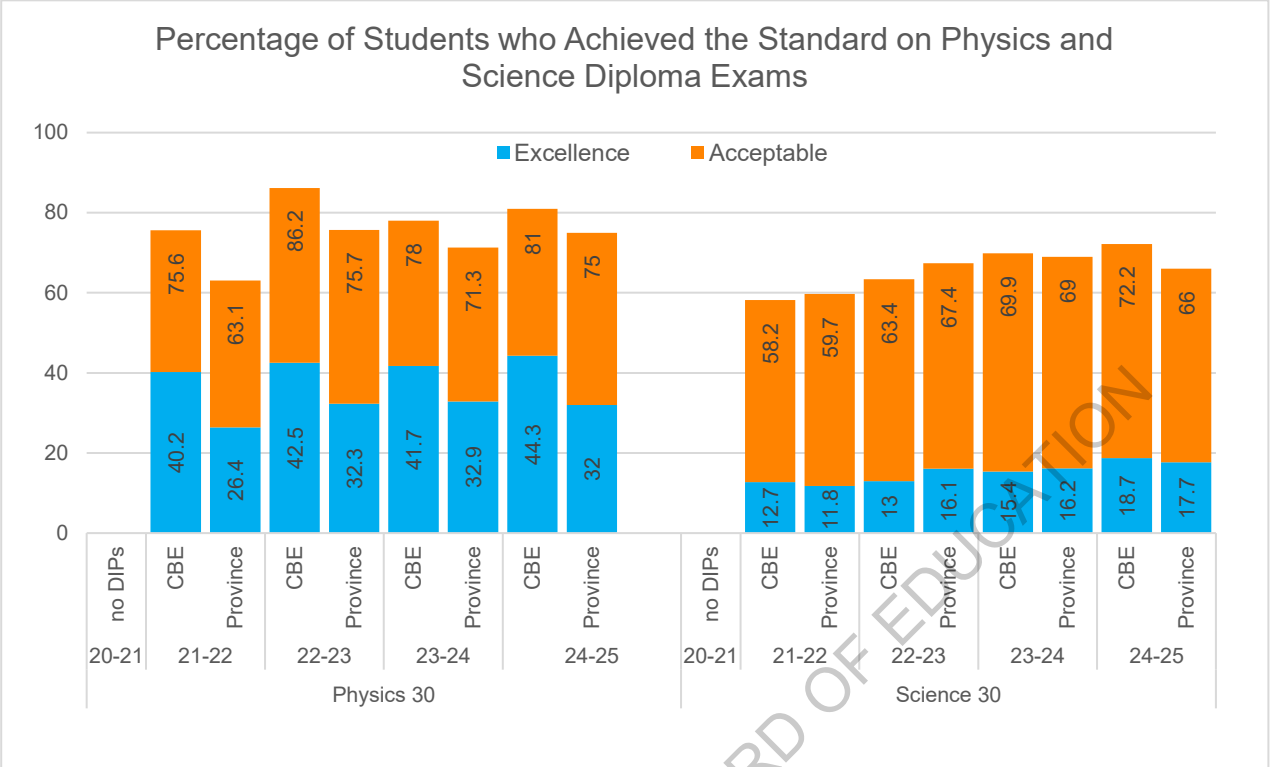


PROPERTY OF THE CALGARY BOARD OF EDUCATION

- **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.

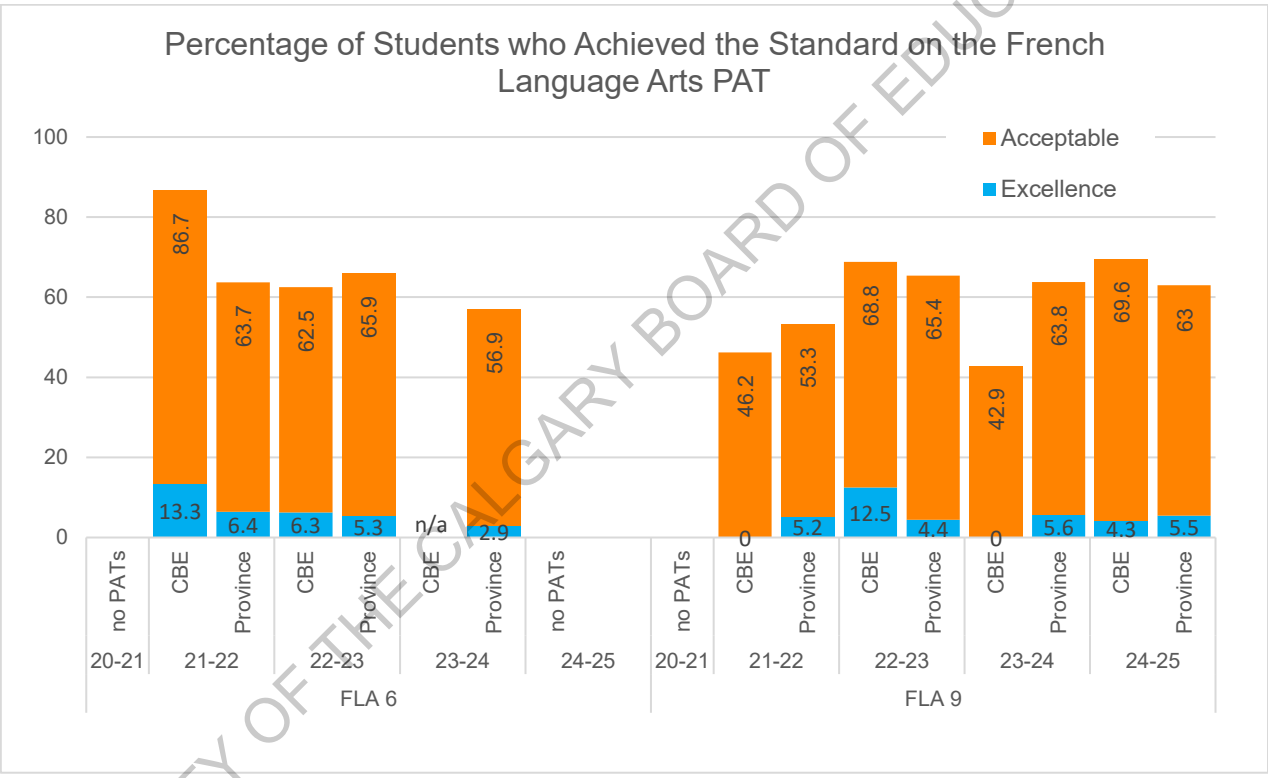
High School English as an Additional Language Learners outperformed the province at both standards in all diploma exams in 2024-25. The positive gap widened to more than 10 percentage points in Chemistry 30 Standard of Excellence results. It is notable that more than 43 per cent of this cohort achieved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



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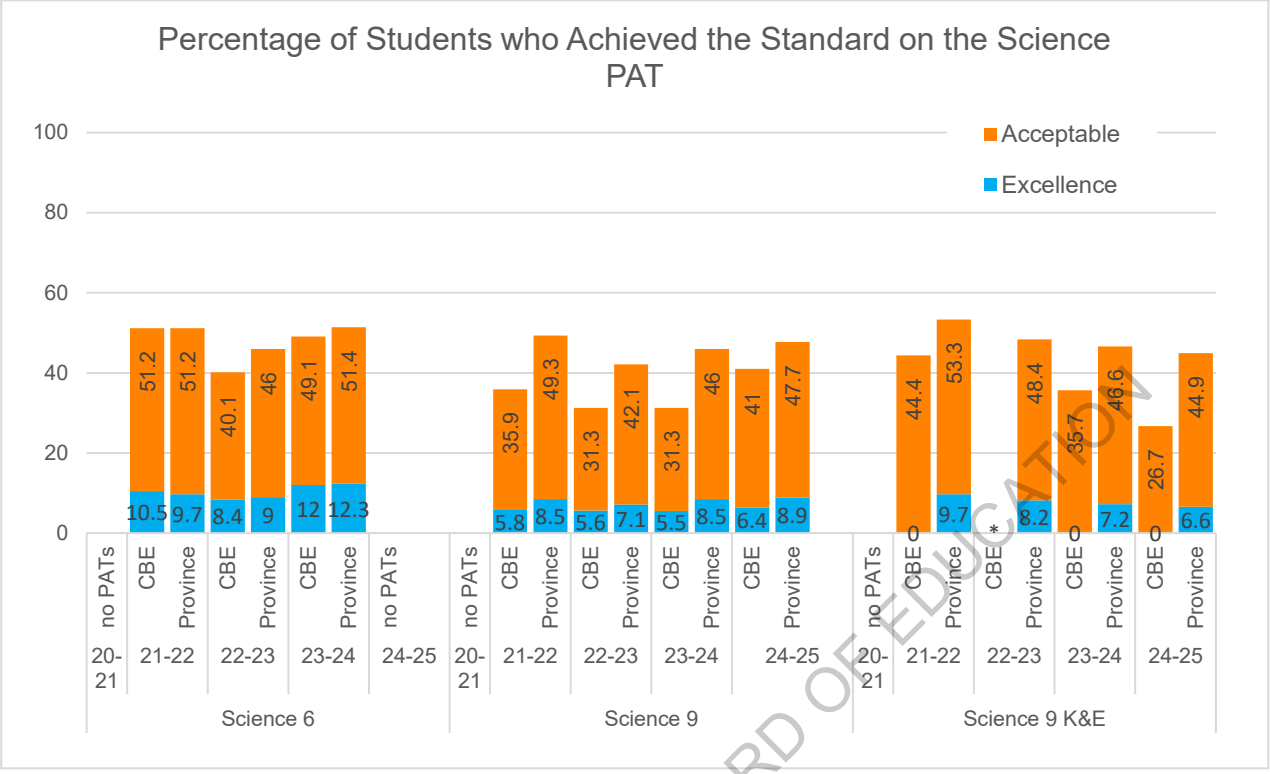
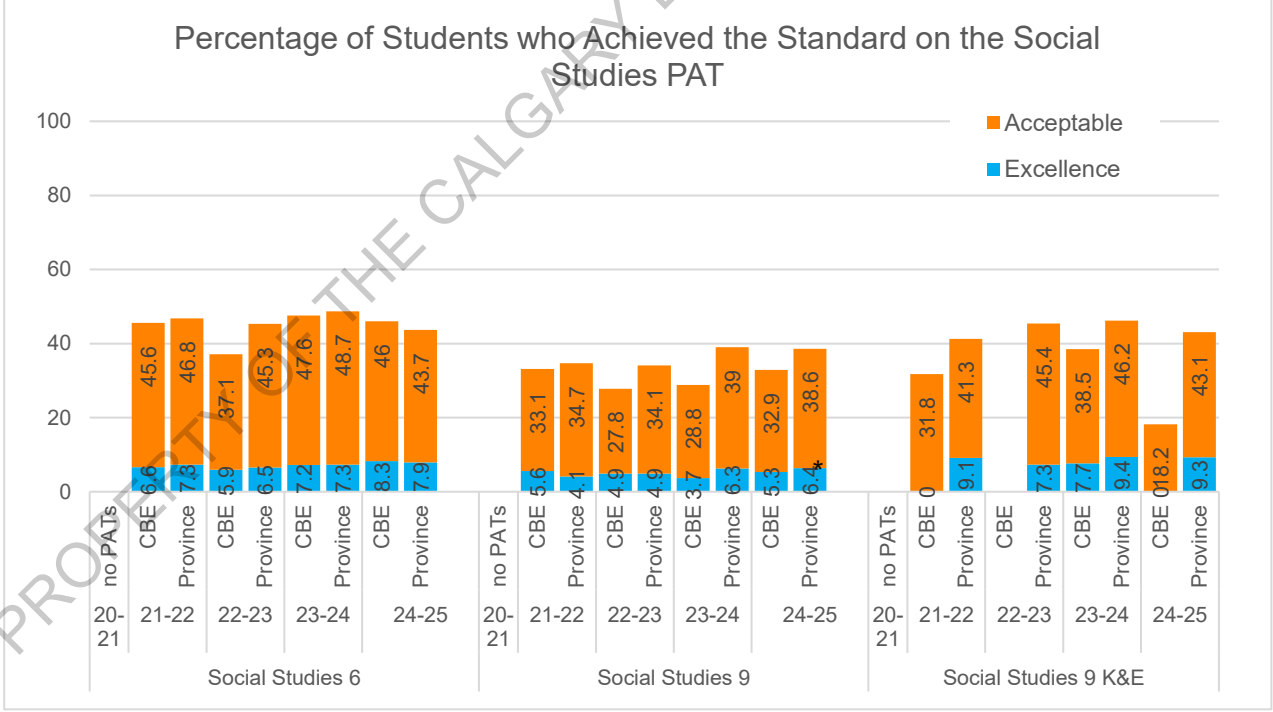


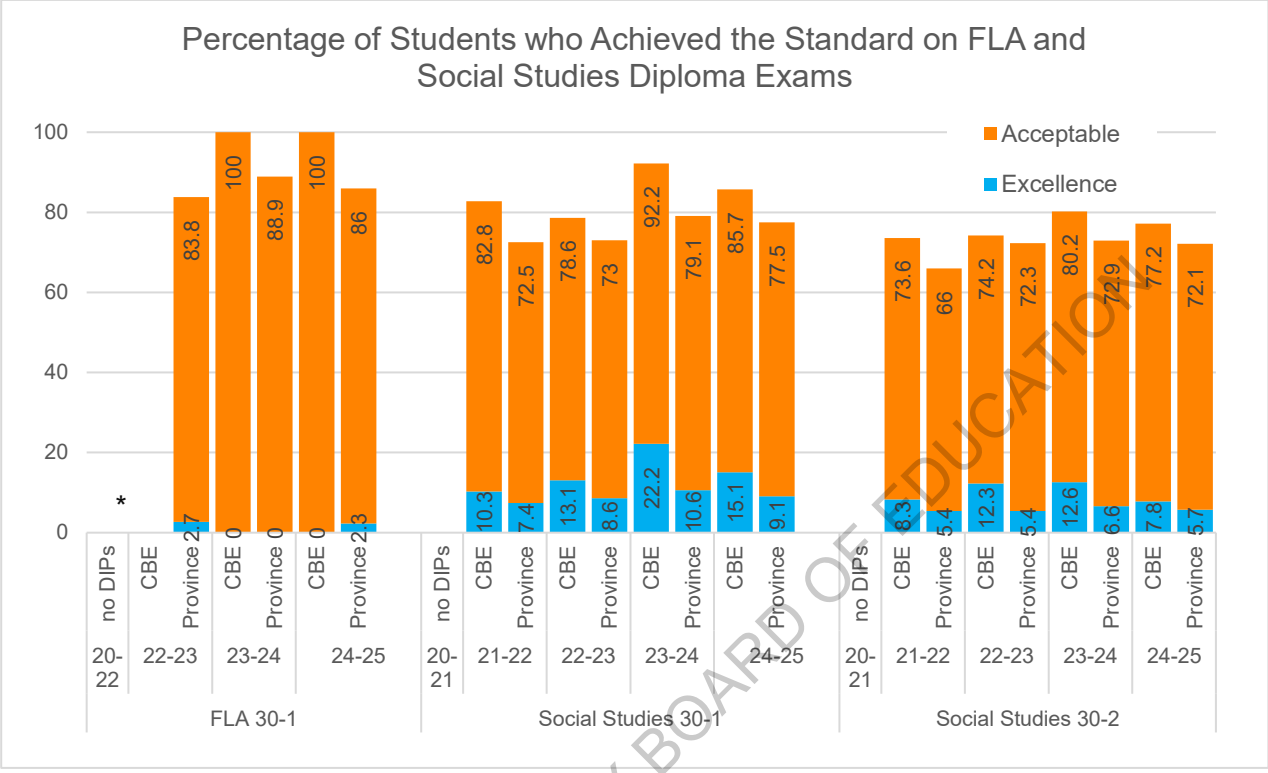
Note | *Data values have been suppressed where the number of respondents/students is fewer than 6.



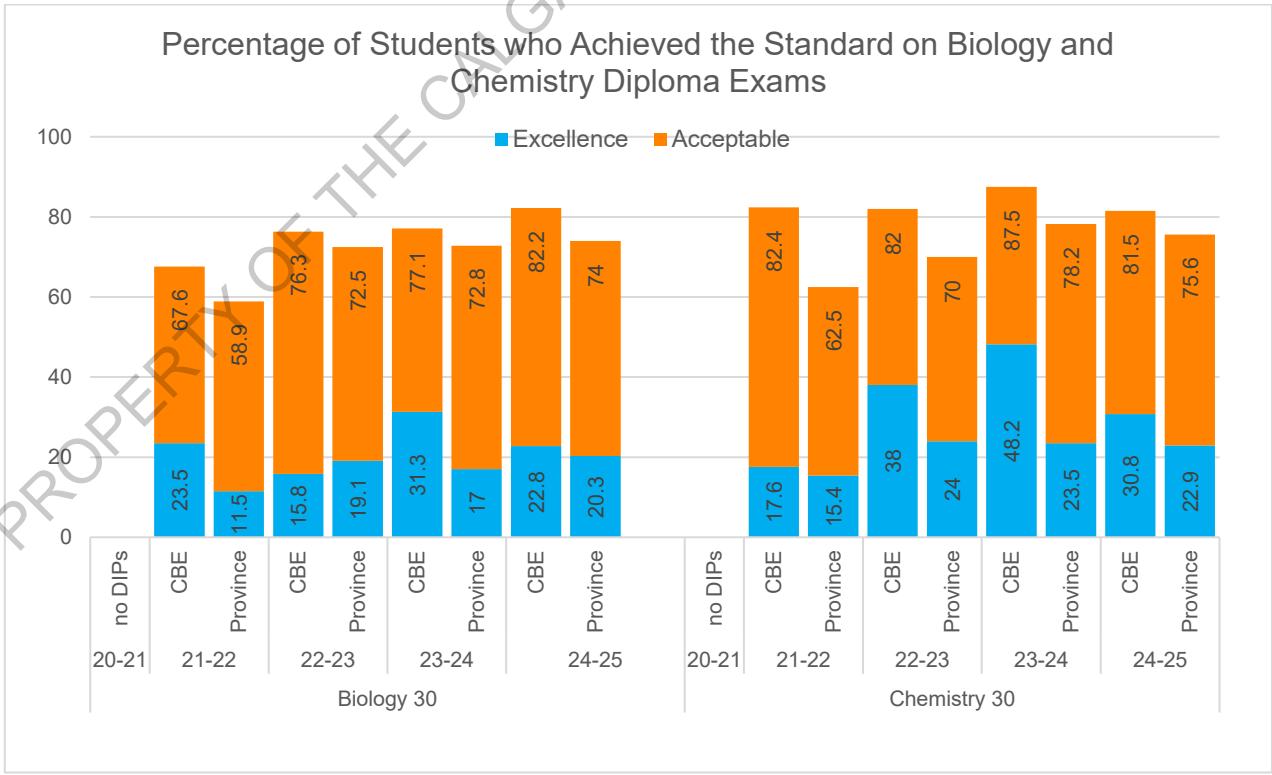
Note | *Data values have been suppressed where the number of respondents/students is fewer than 6.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

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.



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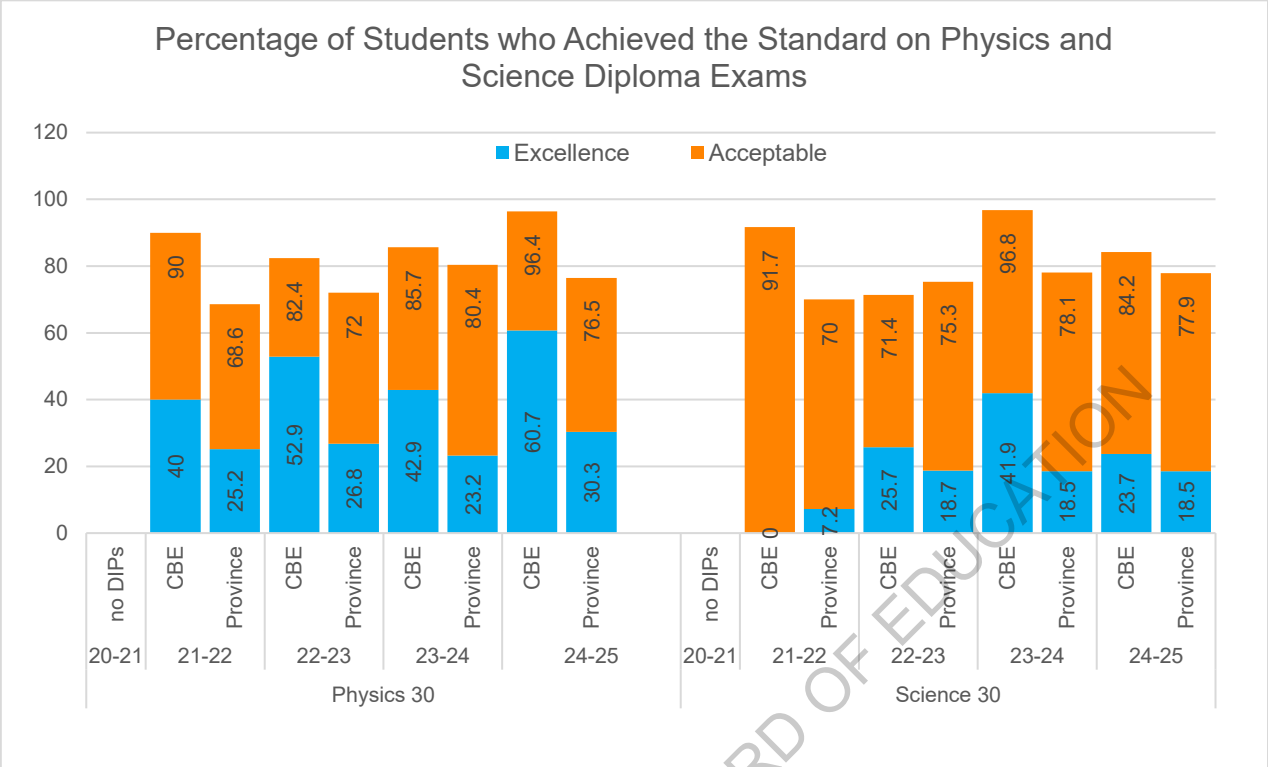


Analysis of Cohort

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.

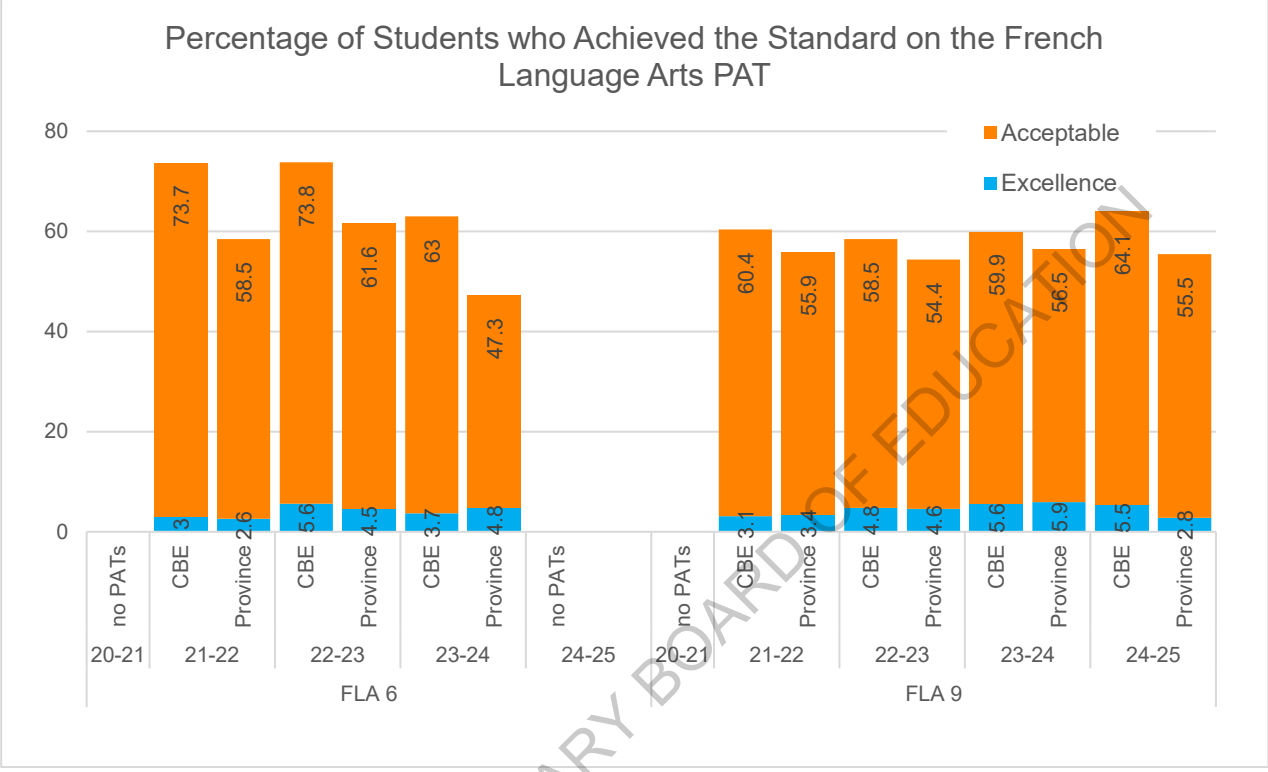
Except for French Language Arts 30-1 (with only 8 writers), CBE's students who Self-Identify as Indigenous consistently got higher diploma examination results at both standards in 2024-25 compared to the provincial results.

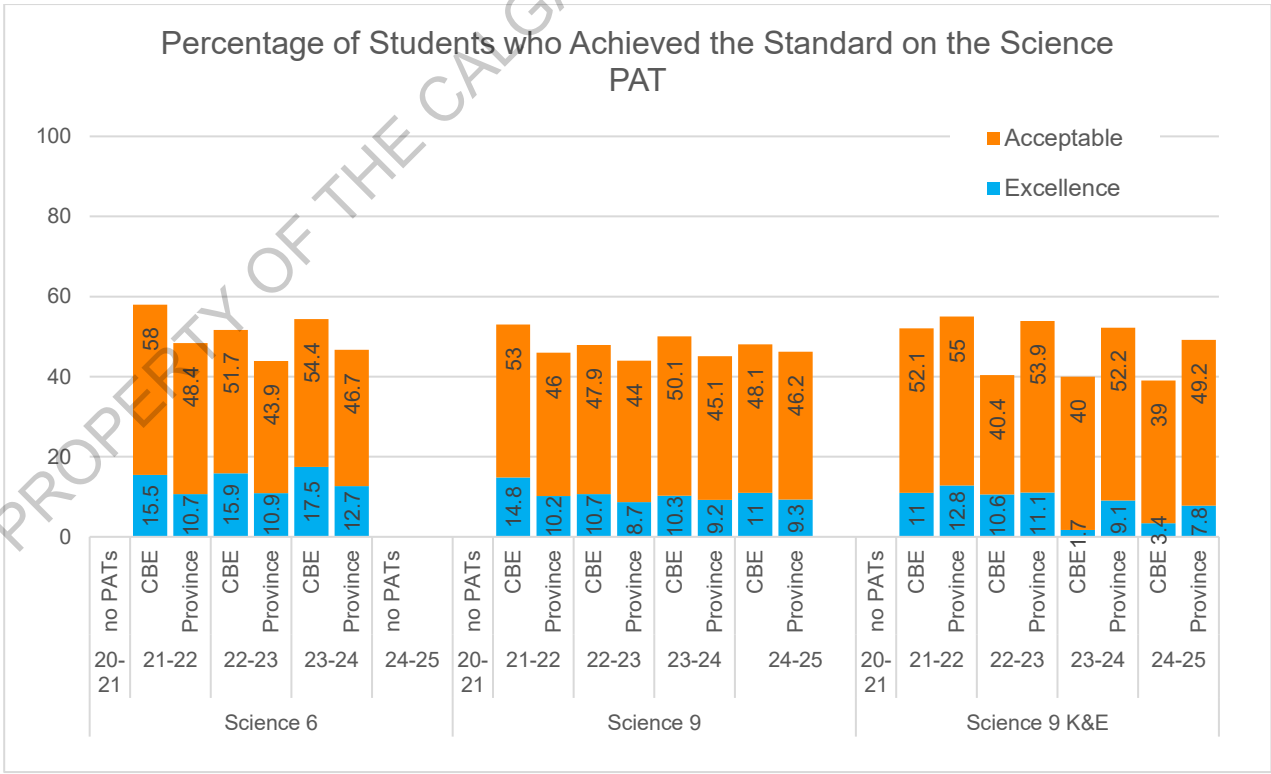
Generally speaking, CBE showed year-over-year declines across all diploma exams in 2024-25 school year. However, improvements were observed at both standards in Physics 30 and the growth at the Acceptable Standard was statistically notable.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

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





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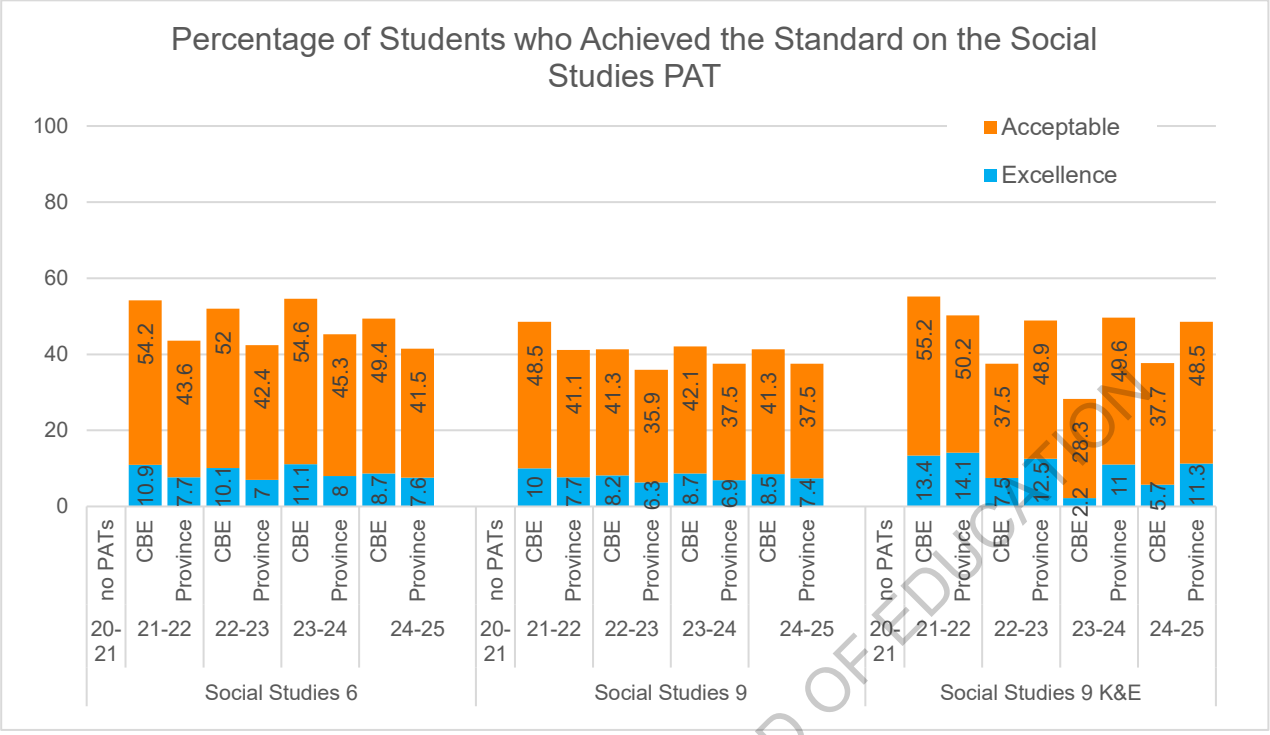
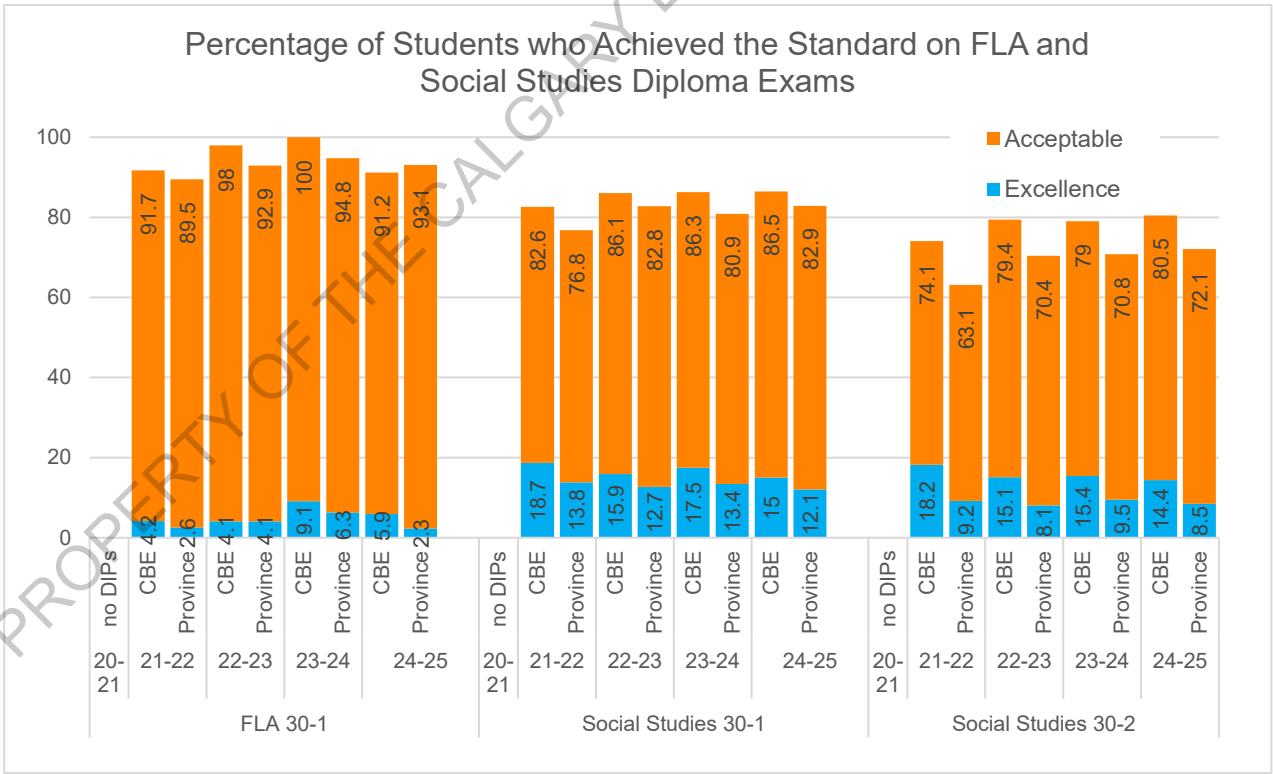


B. Percentage of Students with Identified Special Education Needs who achieved the standards on Diploma Examinations



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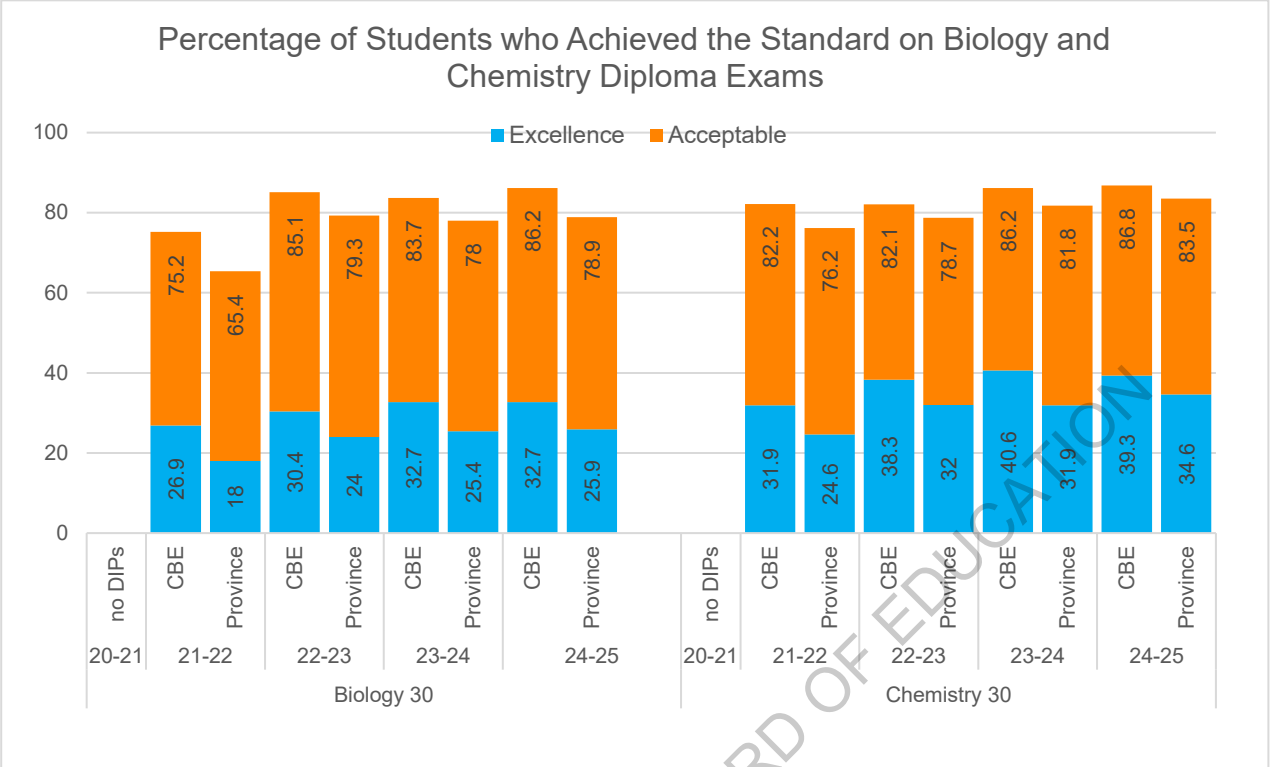

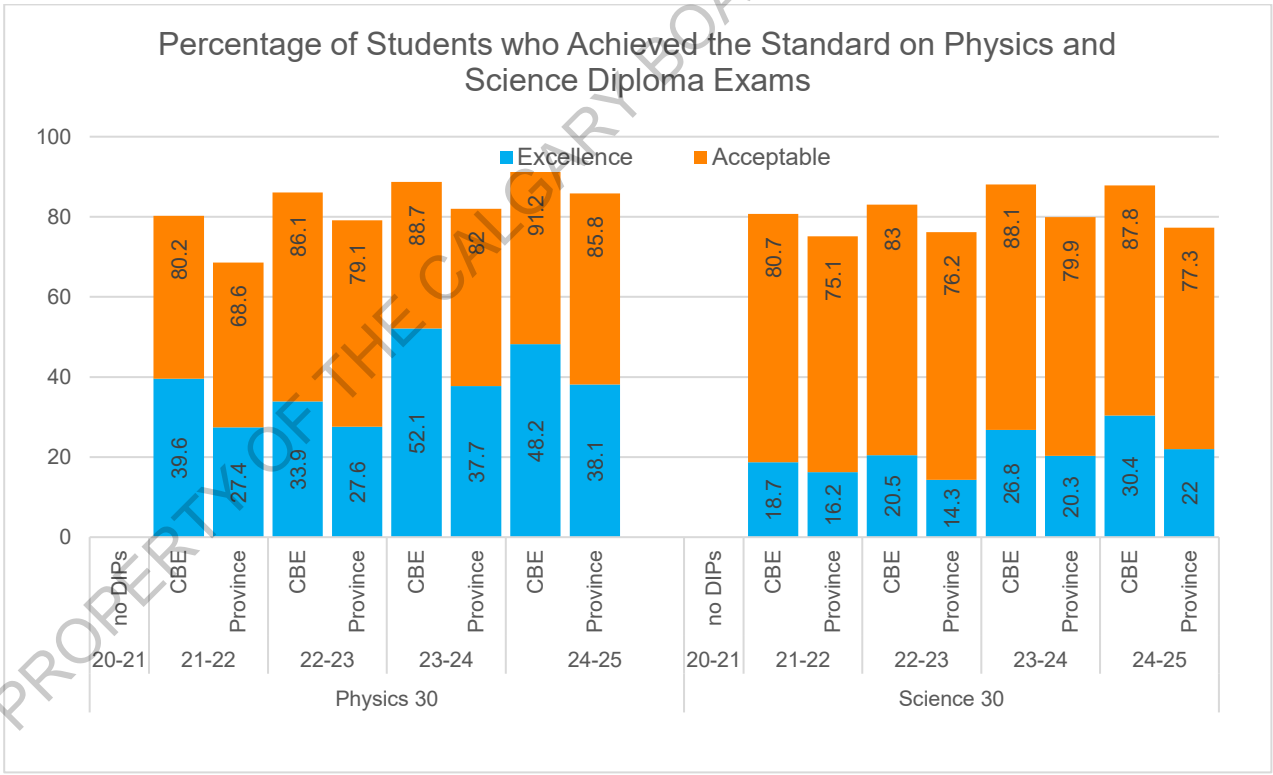

PROPERTY OF THE CALGARY BOARD OF EDUCATION

- **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.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Summary

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

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

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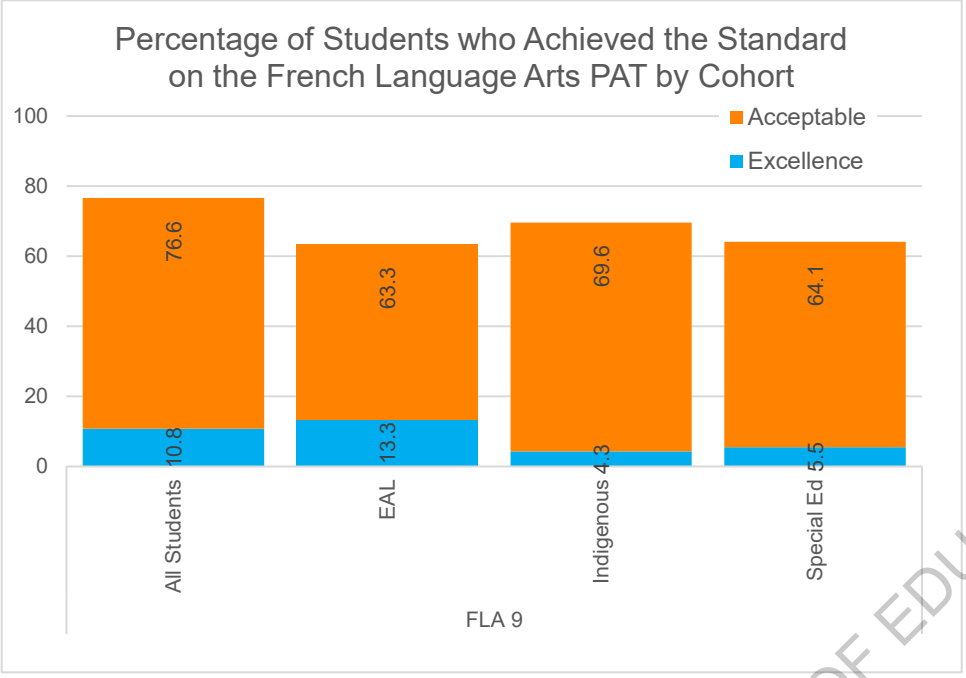

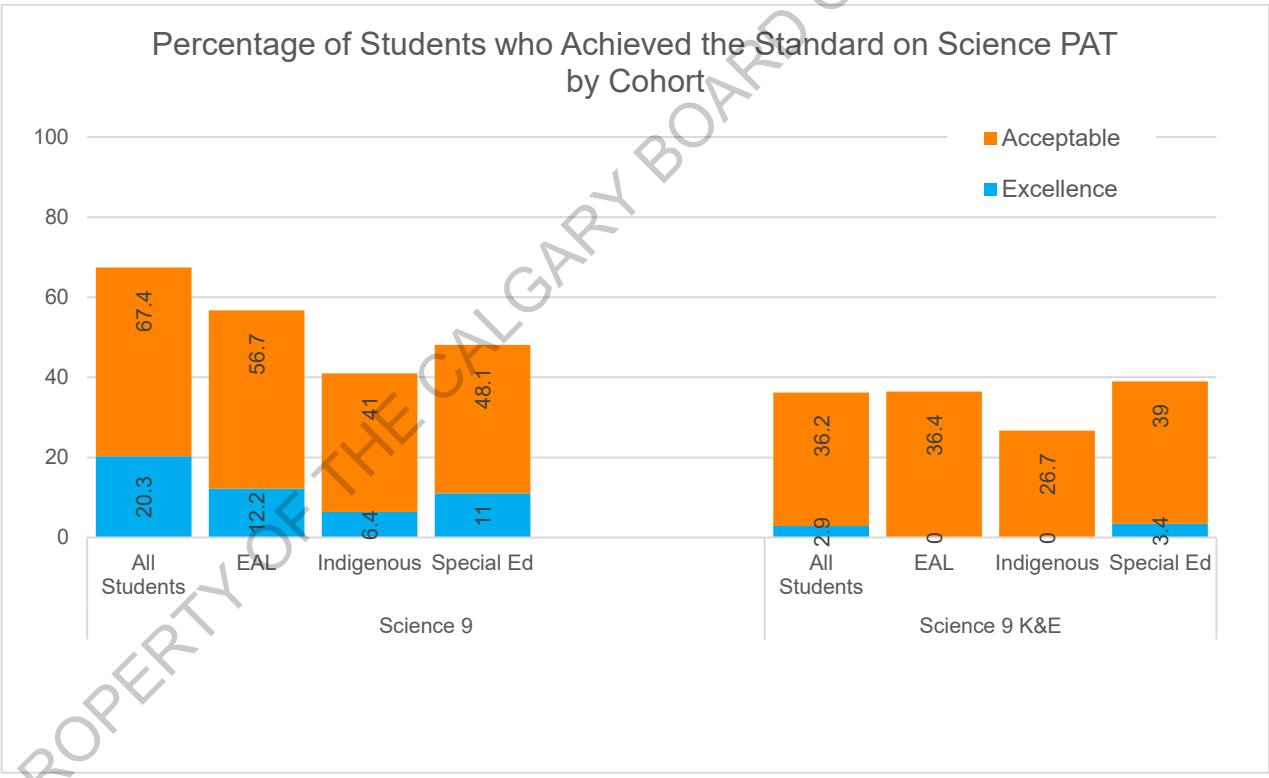

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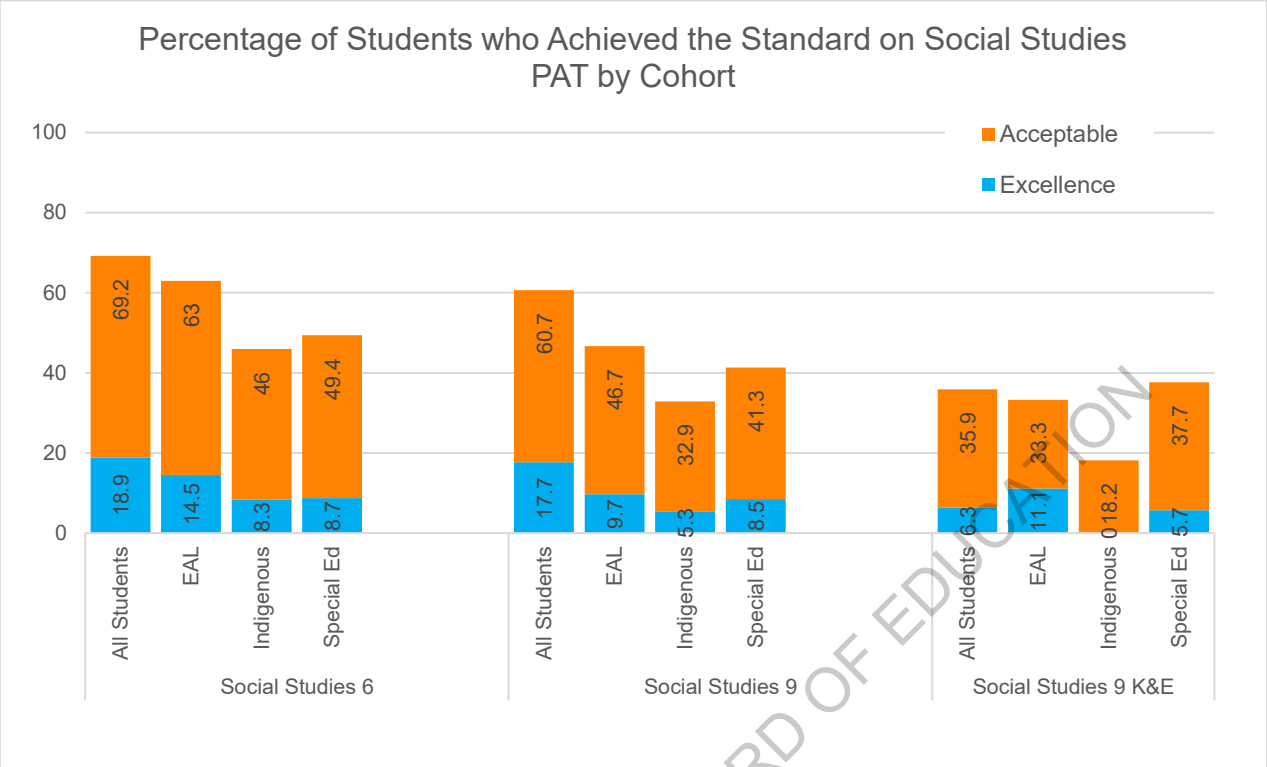

B. Percentage of students who achieved the standards on Diploma Examinations across Cohorts

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

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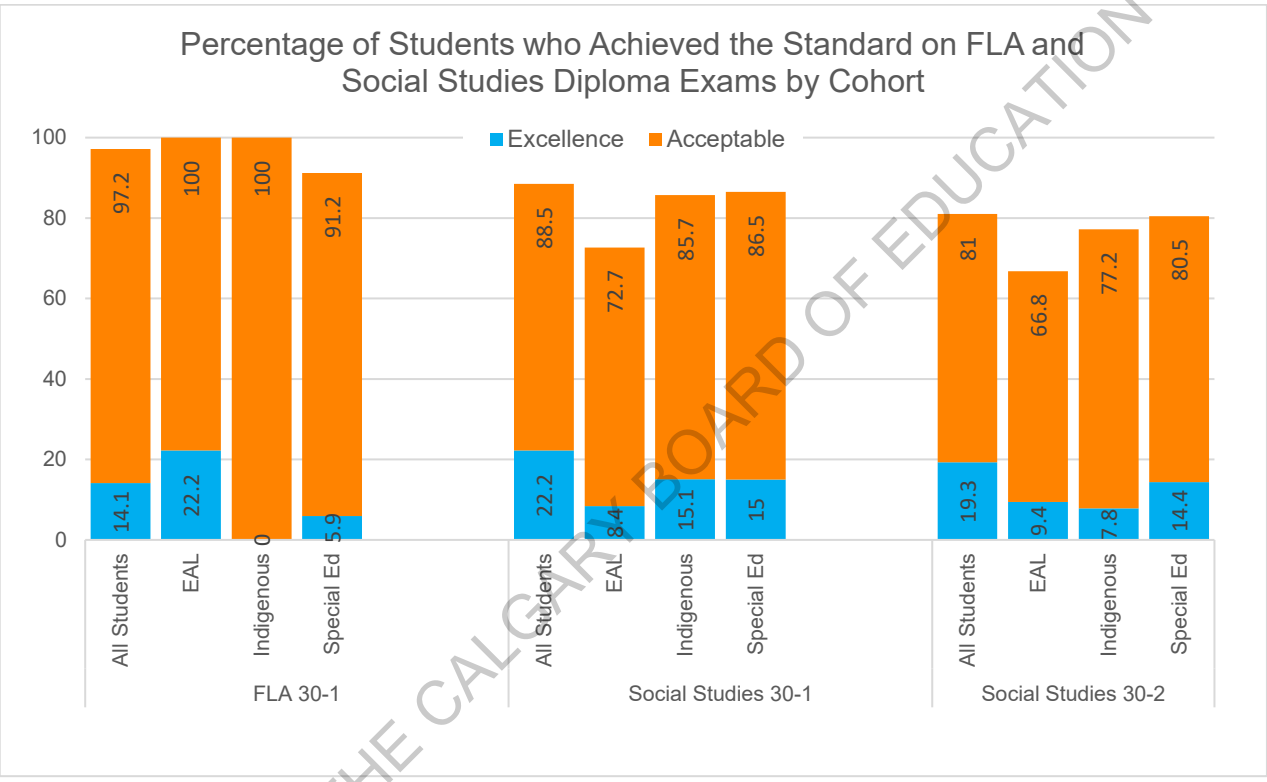
Physics 30	All Students	EAL	Indigenous	Special Ed
Acc	90.6	81.0	96.4	91.2
Ex	56.6	44.3	60.7	48.2
Science 30	**All Students**	**EAL**	**Indigenous**	**Special Ed**
Acc	85.1	72.2	84.2	87.8
Ex	29.9	18.7	23.7	30.4



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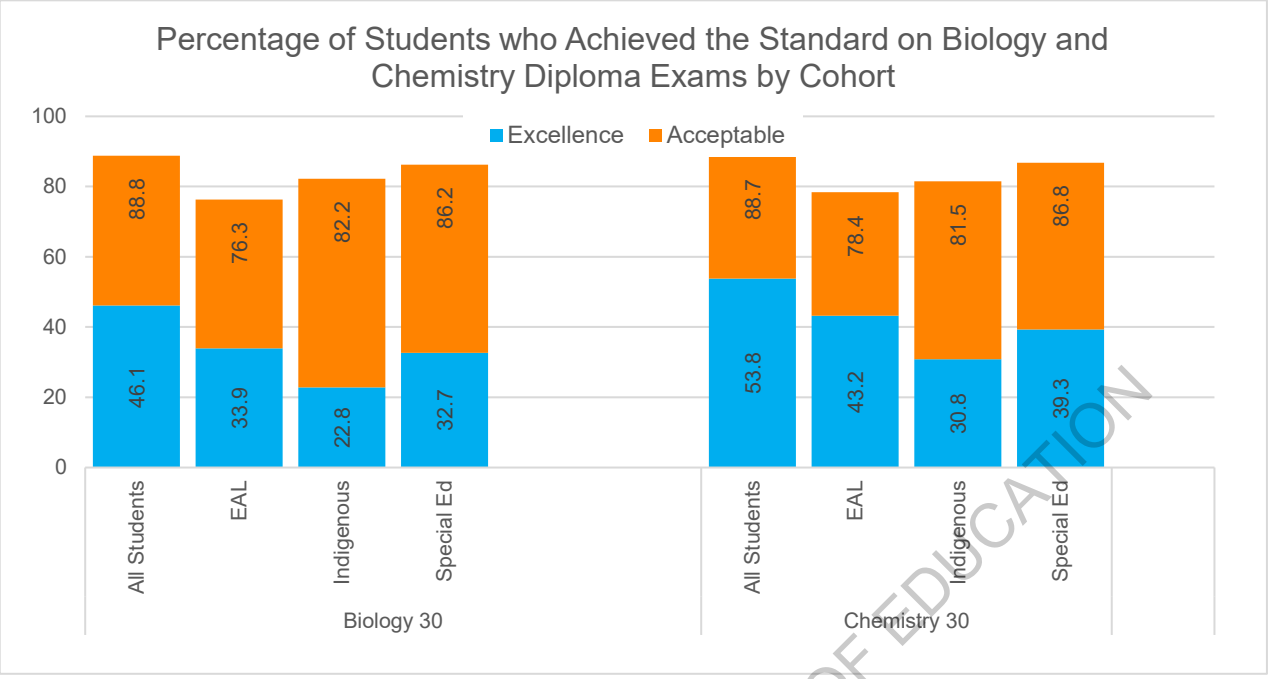

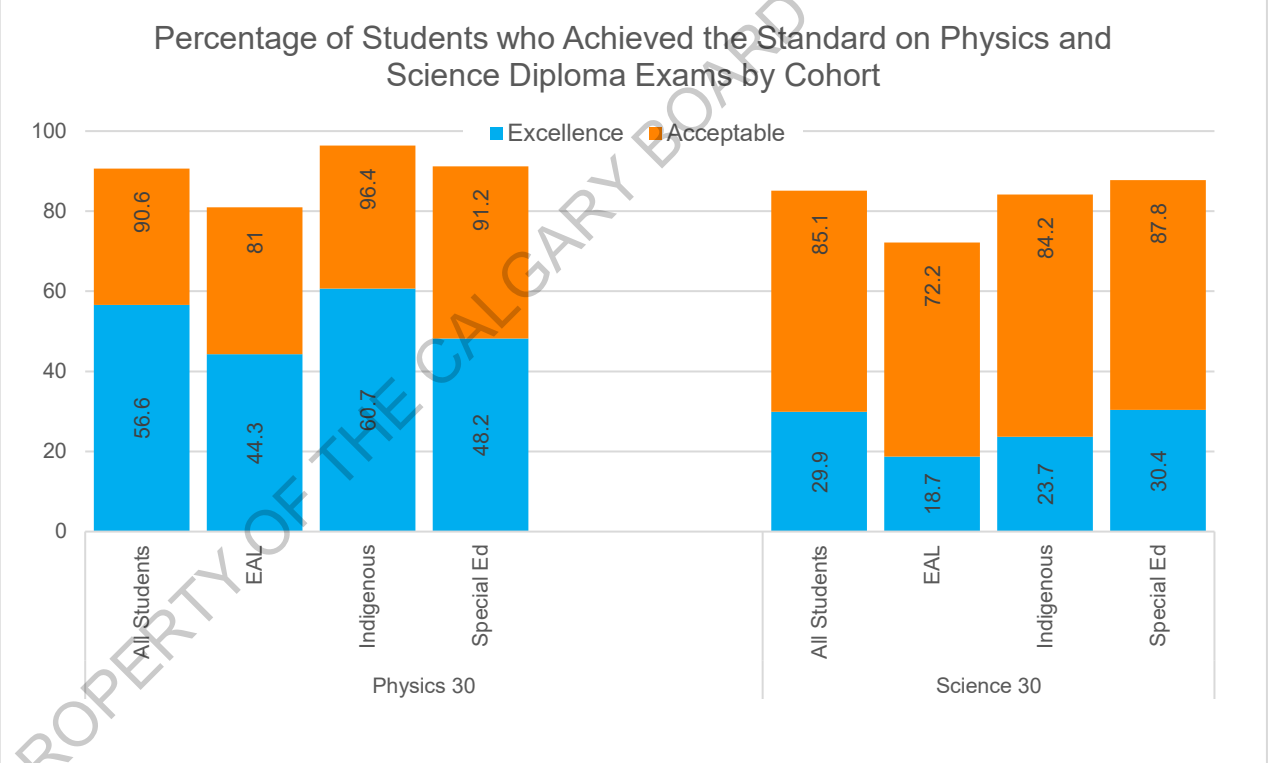

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Note | for additional information, refer to Appendix II | Summary Tables Indicators 1 to 5 and Appendix III | Additional Data Sets by Indicator.

- **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.

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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.

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- 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.

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- 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 Science10, 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.

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- 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.

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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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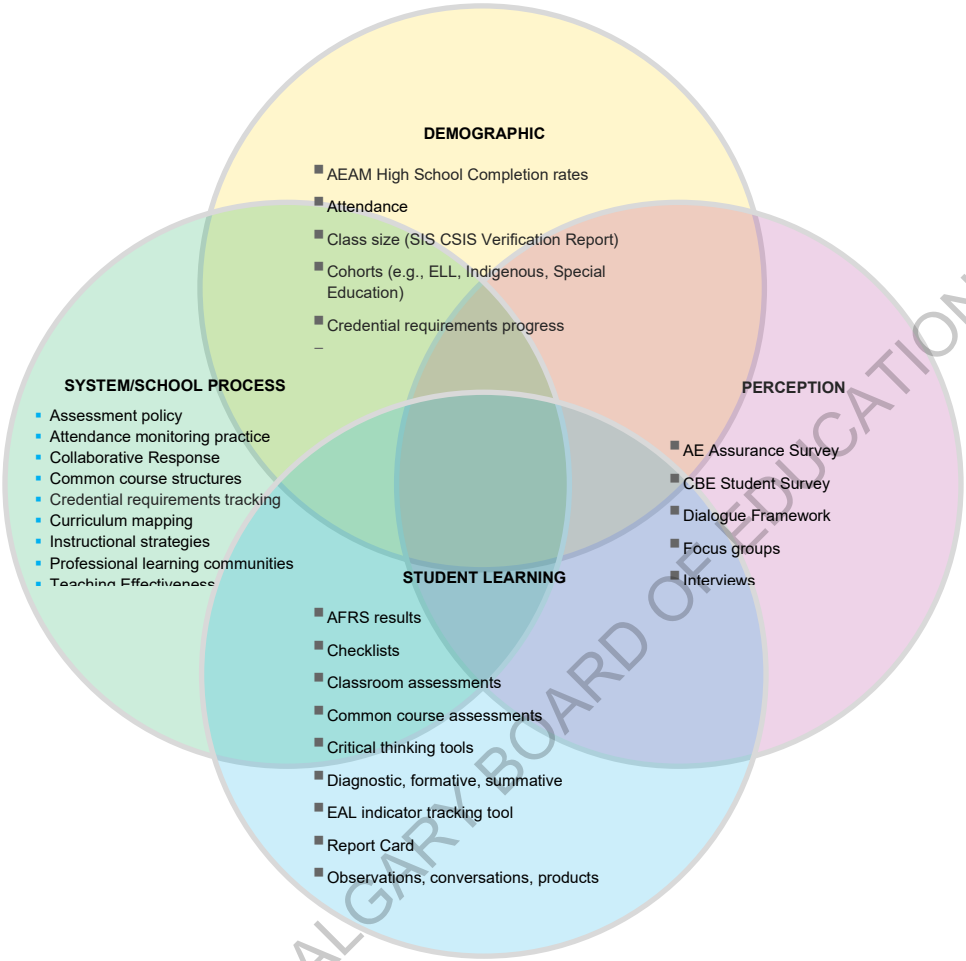
Appendix 1: School Data Sources



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.

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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

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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.

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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.

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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

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Indicator 3

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**

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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

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Indicator 5

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

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

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

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**

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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.

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

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

	Measure Evaluation	CBE All	CBE EAL	CBE Indigenous	CBE Special Ed
5-Year	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

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5-year	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
3-year	CBE	82.4	83.0	81.1	80.4	81.6
	Prov	83.4	83.2	80.7	80.4	81.4
4-year	CBE	84.0	86.5	87.1	85.8	85.6
	Prov	85.0	87.1	86.5	85.1	84.7
5-year	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
3-year	CBE	68.6	67.3	65.2	66.2	68.5
	Prov	78.7	78.5	72.8	72.0	73.5
4-year	CBE	75.5	80.4	78.8	77.6	79.2
	Prov	83.0	86.4	85.0	82.2	81.1
5-year	CBE	85.0	79.9	84.4	83.5	82.7
	Prov	86.9	86.1	88.7	88.1	85.3

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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

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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).

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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

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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

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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	*	*	*	*	*	*

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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

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Stem 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

Stem 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

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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	*	*	*	*	*	*

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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

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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
ELA 6	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
Math 6	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
ELA 9	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
ELA 9 K&E	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
Math 9	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
Math 9 K&E	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
ELA 30-1	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
ELA 30-2	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
Math 30-1	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
Math 30-2	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

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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
ELA 6	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
Math 6	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
ELA 9	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
ELA 9 K&E	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
Math 9	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
Math 9 K&E	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
ELA 30-1	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
ELA 30-2	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
Math 30-1	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
Math 30-2	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

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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
ELA 6	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
Math 6	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
ELA 9	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
ELA 9 K&E	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
Math 9	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
Math 9 K&E	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
ELA 30-1	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
ELA 30-2	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
Math 30-1	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
Math 30-2	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

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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
ELA 6	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
Math 6	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
ELA 9	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
ELA 9 K&E	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
Math 9	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
Math 9 K&E	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
ELA 30-1	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
ELA 30-2	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
Math 30-1	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
Math 30-2	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

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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

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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

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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

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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

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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

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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

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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.

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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

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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
FLA 6	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
Science 6	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
Social Studies 6	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
FLA 9	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
Science 9	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
Science 9 K&E	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
Social Studies 9	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
Social Studies 9 K&E	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
FLA 6	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
Science 6	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
Social Studies 6	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

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FLA 9	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
Science 9	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
Science 9 K&E	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
Social Studies 9	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
Social Studies 9 K&E	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
FLA 6	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
Science 6	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
Social Studies 6	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
FLA 9	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
Science 9	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
Science 9 K&E	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
Social Studies 9	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
Social Studies 9 K&E	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

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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
FLA 6	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
Science 6	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
Social Studies 6	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
FLA 9	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
Science 9	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
Science 9 K&E	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
Social Studies 9	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
Social Studies 9 K&E	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
FLA 30-1	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
Social Studies 30-1	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
Social Studies 30-2	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
Biology 30	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
Chemistry 30	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

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Physics 30	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
Science 30	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
FLA 30-1	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
Social Studies 30-1	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
Social Studies 30-2	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
Biology 30	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
Chemistry 30	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
Physics 30	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
Science 30	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
FLA 30-1	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
Social Studies 30-1	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
Social Studies 30-2	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

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Biology 30	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
Chemistry 30	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
Physics 30	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
Science 30	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
FLA 30-1	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
Social Studies 30-1	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
Social Studies 30-2	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
Biology 30	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
Chemistry 30	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
Physics 30	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
Science 30	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

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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
									Total	44 043
									Per cent of the Students in Grades 1-12	**32.8%**

Code	N
331 – Aboriginal Student - Status First Nations	2427
332 – Aboriginal Student - Non-Status First Nations	1505
333 – Aboriginal Student – Métis	1996
334 – Aboriginal Student – Inuit	103
Total	6031
Per cent of the Students in Grades 1-12	**4.5%**

Code	N
41 – Severe Cognitive Disability	58
42 – Severe Emotional/Behavioural Disability	2895
43 – Severe Multiple Disability	185
44 – Severe Physical or Medical Disability	4951
45 – Deafness	102
46 – Blindness	35
51 – Mild Cognitive Disability	1117
52 – Moderate Cognitive Disability	290
53 – Emotional/Behavioural Disability	2709
54 – Learning Disability	8377
55 – Hearing Disability	213
56 – Visual Disability	47
57 – Communication Disability	2258
58 – Physical/Medical Disability	12814
59 – Multiple Disability	961
80 – Gifted and Talented	2367
Total unique student	27 958
Per cent of the Students in Grades 1-12	**20.8%**

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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

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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)

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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

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- 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.

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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.

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Revision to the Schedule of Regular Board Meetings

Report to Board of Trustees

Date	February 10, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

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1. Recommendation

It is recommended:

THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings to move the commencement times of the May 20 and 26, 2026 public meetings to 1:00 p.m.

2. Background

On October 31, 2025, at the Board of Trustees' Organizational Meeting, the Board approved the Schedule of Regular Meetings for November 2025 through June 2026. It has been brought to the Board's attention that it would be beneficial to revise the Schedule of Regular Meetings.

ATTACHMENTS

Attachment I: Schedule of Regular Meetings, revised

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.

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Calgary Board of Education

BOARD OF TRUSTEES
SCHEDULE OF REGULAR MEETINGS
NOVEMBER 2025 TO JUNE 2026
held at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta
(or virtual through Microsoft Teams)

PUBLIC AGENDAS 11:00 a.m. to 4:30 p.m.	PRIVATE AGENDAS 11:00 a.m. to 4:30 p.m.
November 4, 2025	November 20, 2025
November 25, 2025	
December 16, 2025	
January 13, 2026	
January 27, 2026	
February 10, 2026	
March 3, 2026	
March 17, 2026	
April 7, 2026	
April 21, 2026	
May 20, 2026, 1:00 – 4:30 p.m.	
May 26, 2026, 1:00 – 4:30 p.m.	
June 9, 2026	
June 23, 2026	

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Chief Superintendent's Update

Report to Board of Trustees

Calgary Board of Education

Date	February 10, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE 2: Learning Environment/Treatment of Students OE 3: Instructional Program OE 8: Communicating and Engaging with the Public OE 9: Facilities

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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.

2. Issue

As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-2: Learning/Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student." With other reports submitted to the Board of Trustees, this update meets the requirement of providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.

OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results." With other reports submitted to the Board of Trustees,

this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

OE-8: Communicating and Engaging with the Public states that “working with our communities is a critical component to building relationships that support student success.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 in reasonably including people in decisions that affect them.

OE-9: Facilities states that “in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

3. Background

OE-2 Learning Environment/Treatment of Students | Intuitive Password Tools and 8-character Passwords for Students

Over the past year, the Educational Resources and Learning Systems (ERLS) team, in collaboration with Specialists and Information Technology Services, have been addressing ongoing student access issues with Google Workspace for Education. Through this work, we identified issues, implemented best practices, and communicated guidance to teachers, students, and other support teams.

As part of these improvements, student password management tools were redesigned to be more intuitive for both teachers and students, while also strengthening data security by enforcing a minimum eight-character requirement for new student passwords.

These enhancements were piloted in November at Tom Baines, Haysboro, and Chief Justice Milvain schools, where feedback was consistently positive. Based on the success of the pilot, the changes were deployed to all CBE schools on December 3.

Collectively, these improvements have helped reduced student access issues and have contributed to a more reliable and supportive digital learning environment for students.

OE-3 Instructional Program | New Curriculum Assessment Working Groups

Specialists from the Core Curriculum and Assessment team hosted a full-day, in-person assessment working group session for K–6 teachers in January as part of the ongoing implementation support for the K–6 English Language Arts and Literature (ELAL) and K–6 Mathematics curriculum. Approximately 60 teachers participated in the session. The focus of the work was to strengthen teacher assessment literacy, with participants engaging in calibration activities using system-developed rubrics to enhance instructional alignment and consistency across grades.

OE-3 Instructional Program | New K-6 Social Studies Curriculum Implementation

To support the ongoing implementation of the new K–6 Social Studies curriculum, CBE provided targeted professional learning for teachers directly involved with this work. Aligned with the *Learning Excellence* priority of the Education Plan 2024–2027, specialists from the Core Curriculum team facilitated two full-day, in-person, Social Studies working group sessions in January. Approximately 60

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teachers participated, engaging in collaborative learning to deepen their understanding of the new curriculum and to co-create Task Inspiration Guides for use by all CBE teachers. In addition to the Task Inspiration Guides, teachers have access to other supporting Social Studies resources, including the Social Studies Companion Guide, which outlines the visionary, foundational, and practical components of Social Studies education, and the K–6 Scope and Sequence documents, which provide a coherent pathway for teaching and learning.

To further support system-wide implementation of the new K–6 Social Studies curriculum, specialists from the Core Curriculum team offered a full-day, in-person open professional learning sessions for 100 teachers who are not a part of the Social Studies task design working groups. These sessions were designed to extend access and build shared understanding across the system. Professional learning focused on designing meaningful Social Studies learning grounded in critical thinking. Teachers engaged with grade-level curriculum, the Social Studies Companion Guide, Task Inspiration Guides, and related resources to collaboratively design learning tasks.

OE-3 Instructional Program | New Calgary Trades and Technologies Collegiate has Launched

The CBE is pleased to announce the launch of the new Calgary Trades and Technologies Collegiate (CTTC). The CTTC provides CBE high school students with hands-on opportunities to explore and experience careers in skilled building trades and related technologies. This three-year pathway is designed for students seeking early exposure and a head start toward careers or post-secondary education in these in-demand fields. The pathway begins in Grade 10 and continues throughout a student's high school experience. CTTC is offered in partnership with the Southern Alberta Institute of Technology (SAIT) and is one of many CBE offerings supporting student career exploration. The collegiate officially launched in Semester 2 of the 2025–26 school year. More information is available on our website, under programs for high school students and shared with families of students in Grade 10.

OE-3 Instructional Program | Reimagining Teacher Education with Indigenous Wisdom Traditions

On January 30, a group of 12 CBE school-based educators spent time learning with Dr. Dwayne Donald as part of the Reimagining Teacher Education with Indigenous Wisdom Traditions Research Project. This group of educators meet 4 times per year over 5 years for Indigenous Education exploration and professional learning through collaborative action inquiry. CBE is one of four school districts across Canada with staff participating. This is year 3 of the project. Dr. Dwayne Donald is a Cree Scholar, a Tier 1 Canada Research Chair and Professor at the University of Alberta.

OE-3 Instructional Program | Supporting Holistic Well-Being through the Blackfoot Teachings of ani to pisi (Spiderweb)

On January 30, the Indigenous Education Team hosted a learning session titled: Supporting Holistic Well-Being through the Blackfoot Teachings of ani to pisi (spiderweb). Participants learned about the Blackfoot creation story of ani to pisi (the spiderweb) shared by Elder Roy Bear Chief from the Siksika Nation. Participants were invited to reflect on the teachings and how they can weave Indigenous ways of being, belonging, doing and knowing into their practice to strengthen their own webs to support collective well-being within their schools and classrooms.

OE-8 Communicating and Engaging with the Public | Gathering Together with Elders & Knowledge Keepers

On January 16, system and school leaders and the Indigenous Education Team gathered with Elders and Knowledge Keepers as part of the Making Relatives Kinship Circle. The gathering took place at Niitsitapi Learning Centre on the topic of Indigenous student well-being.

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OE-9 Facilities | Balmoral School Receives BenchmarkYYC Award for 3rd Consecutive Year

On January 29, 2026, The City of Calgary hosted the third annual BenchmarkYYC Awards. This awards ceremony recognized the top-performing commercial buildings in energy use and Greenhouse Gas (GHG) emissions reduction.

The CBE has been a participant in the City of Calgary's Building Energy Benchmarking Program since 2019. This program helps building owners and operators measure and track the energy performance of their buildings. As part of this program, CBE submitted building and utility data for 63 of our school properties. This data is then used to generate an Energy Performance Scorecard that compares energy use and Greenhouse Gas (GHG) emissions intensity over time.

For the third year in a row, Balmoral School was selected as the top performing K-12 school in the BenchmarkYYC Program for calendar year 2023. This property was compared against all other school properties in the program and came out with the lowest Total GHG emissions intensity of 23 kg CO_2(equivalent)/m^2/year.

The CBE works to manage and reduce its energy consumption through many initiatives across its portfolio including energy efficient facility upgrades, utility management at a school and system level, and engaging staff and students in energy education and awareness campaigns.

Due to the success and value of this program, the CBE has expanded participation for next year's BenchmarkYYC review from 63 schools to all 239 CBE occupied school buildings. The CBE is grateful to receive this recognition and will continue working to meet the GHG emissions and energy intensity targets set out in the CBE Sustainability Framework.

OE-9 Facilities | Creating & Optimizing Student Spaces in Existing Schools

Schools within the Calgary Board of Education (CBE) remain at historic high enrolment levels, with the end-September 2026 system utilization rate at 95%. To address this, work has continued on several fronts to add modular classrooms and identify underutilized spaces in schools with the goal of both creating additional student capacity and optimizing existing learning spaces. This effort is allowing for the delivery of immediate solutions to mitigate enrolment pressures being faced by schools today, while longer-term student accommodation strategies, including the opening of new schools, are implemented.

On the matter of optimizing existing student space, this initiative began in February 2024 with principals submitting site-specific requests for space reconfigurations that could address their pressing capacity challenges by maximizing the use of existing school footprints. To date, 65 space optimization requests have been received. Of these, 16 requests have been completed and have added over 590 well-needed additional student spaces to existing CBE schools.

Regarding the addition of modular classrooms, during the 2025 calendar year, 46 modular classrooms (plus one modular washroom) were installed across CBE schools resulting in an additional 1,150 instructional spaces. Another 17 modulars were also relocated, adding another 425 instructional spaces to schools in need. Work is now underway on the addition of 21 new modulars approved by the province during the 2025 calendar year.

Finally, Bel-Aire School was reopened for the 2025-26 school year as the new home of the Home Education program, adding approximately 200 student spaces to our portfolio. This allowed a regular program elementary school to re-open at Windsor Park School, creating space for students in this growing neighbourhood to attend school closer to home.

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Together, these initiatives have added over 2,300 spaces. Space optimization projects are ongoing as we continue to prioritize efforts towards providing students with learning opportunities as close to home as possible, until such time as the 15 new and one replacement school currently approved by the province are opened in the coming years.

OE-9 Facilities | Reduced Insurance Premiums Help Support Student Learning

As reported in the audited financial statements for the 2023-24 and 2024-25, the CBE has seen important reductions in its insurance premiums, figuring $950K in savings in 2023-24 and $1.97M in savings in 2024-25. These reductions are the result of both a stabilized broader insurance market and the fruit of over 5 years of concerted effort to enhance the Calgary Board of Education's (CBE's) insurance profile through the implementation of various risk controls.

Initiatives undertaken have included removing temperature setbacks for extended unoccupied periods, upgrading fire alarm communication systems, training of staff on water intrusion response protocols, asset protection through video surveillance technology, embedding insurer recommendations in design standards and improving loss data to predict rather than react to future losses, all with the purpose of reducing the frequency, the severity and the financial impact of losses and ultimately ensuring that the funding entrusted to the CBE can be used to support student learning.

The CBE continues to maintain a comprehensive and resilient insurance program through the Urban Schools Insurance Consortium (USIC), a partnership of 14 metro and urban school jurisdictions focused on long-term insurance stability, disciplined risk management, and collective loss prevention.

As the largest board in USIC, CBE contributes significantly to the consortium's favourable standing with insurers and reinsurers. CBE's operational scale, data quality, risk-control practices, and claims-management discipline form a substantial portion of the consortium's overall risk profile, and our strong performance materially influences USIC's collective negotiating position.

How do we know that it is the CBE's collective risk controls that have had an impact on recent premium savings? USIC recently changed the insurance premium calculation ratio from 85:15 (property valuation: board performance) to 60:40 resulting in the CBE being the only metro board that received a premium decrease and contributing to the previously mentioned $1.97M savings.

CBE continues to demonstrate sector-leading performance in liability risk, maintaining one of the lowest liability loss ratios among Alberta school jurisdictions. This is supported by strong supervisory practices, timely incident reporting, and robust training programs. These practices not only strengthen CBE's own insurance position but also elevate the overall performance of the consortium's liability program.

These collective advancements position the CBE as a favourable and stable risk, supporting continued availability and affordability of insurance coverage.

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JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

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.

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