


Alberta Education Outcomes

- *Alberta's students are successful.*
- *First Nations, Metis, and Inuit students in Alberta are successful.*
- *Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.*
- *Alberta's K-12 education system and workforce are well-managed.*

CBE Results Policies

- *Results 1: Mission*
- *Results 2: Academic Success*
- *Results 3: Citizenship*
- *Results 4: Personal Development*
- *Results 5: Character*

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

School Improvement Results Reporting | 2024-25

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- **Learning Excellence** - Strong student achievement for lifelong learning and success
- **Well-Being** - Students and employees thrive in a culture of well-being
- **Truth & Reconciliation, Diversity and Inclusion** - Students and employees experience a sense of belonging and connection.

Goal One: To improve high school course completion rates

Outcome One: Enhanced digital literacy across all disciplines

Our Data Story

Context and Goals

Our SDP focused on Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity and Inclusion with the overarching goal of improving high school course completion rates through enhanced disciplinary literacy.

Key Outcomes of the SDP were to:

- Improve calibration and consistency in assessment of student written work (ELA and Social Studies).
- Raise achievement on diploma exam written-response questions (especially Math 30-1).
- Integrate Universal Design for Learning (UDL) principles to improve accessibility and engagement.

- Build student digital literacy and confidence in navigating online courses.
- Foster student belonging, inclusion, and wellbeing through culturally responsive course design.

Success would be seen through increased course completion, higher written-response averages, improved engagement data, and stronger student self-reports of belonging and inclusion.

Metrics included, Diploma exam results, course completion rates, student perception data, and professional learning implementation evidence.

Data

Going into the 2024-2025 school year, several challenges were identified:

- Students were beginning courses with varying levels of digital literacy, leading to barriers in accessing and completing online work.
- Inconsistent student engagement levels were seen throughout the progression of each course.

The following outcome measures were used and data sets are listed in brackets:

- Diploma Exam Results (ELA, Social Studies, Math 30-1/30-2)
- Credit Achievement and Completion Data (Grades 10, 11, 12)
- Student Perception Data (OurSchool & CBE surveys)
- Other qualitative data (teacher surveys, redesign project reflections, Truth & Reconciliation actions)

Key Insights

Department and leadership teams analyzed and reviewed data to identify key insights.

Humanities

The Humanities team was able to improve digital literacy with a focus on improving course completion rates in three major ways this year:

- Increased consistency of calibration in assessment of student written work in ELA and Social Studies courses to align with board-wide adoption of Outcomes-Based Assessment and the High School Proficiency Scale.
- Improved capacity to mentor students in written work through increased numbers of in-person writing opportunities.
- Integrated principles of UDL in re-design of online courses (specifically Social Studies 10-1 and 10-2, ELA 10-1 and ELA 10-2).

Specific measures of success that this work targeted were:

- Increased confidence among teachers in sharing best practices and lived experiences.
- Consistency of embedded disciplinary literacy in synchronous and asynchronous learning environments across courses in this discipline area.

Figure 1 - Diploma Exam Results

Diploma Exam Data Comparison June 2024 to June 2025	ELA 30-1	ELA 30-2	SS 30-1	SS 30-2
Average on written response score	No Change. Within 5% of provincial results	Decrease of 6%	Increase of 3%	Increase of 7%
Achievement of standard of excellence on blended mark	Decrease of 6% but within 5% of provincial results.	Decrease of 9% but within 5% of provincial results.	Decrease of 4% but within 5% of provincial result	No Change. Within 1% of provincial result

Evidence for success in these measures included:

- Redesign of asynchronous D2L courses
- Teacher presentations at staff meetings
- Teacher participation in calibration activities
- Teacher collaboration with other schools and at HS OBA sessions
- Teacher participation in CBE initiatives such as ARG writing
- Student participation in weekly in-person study groups
- Use of GIDD's for mentorship of students in-person
- Continued uptake of synchronous learning sessions

Figure 2 - Specific Implementation: What will teachers be doing with students?



Mathematics

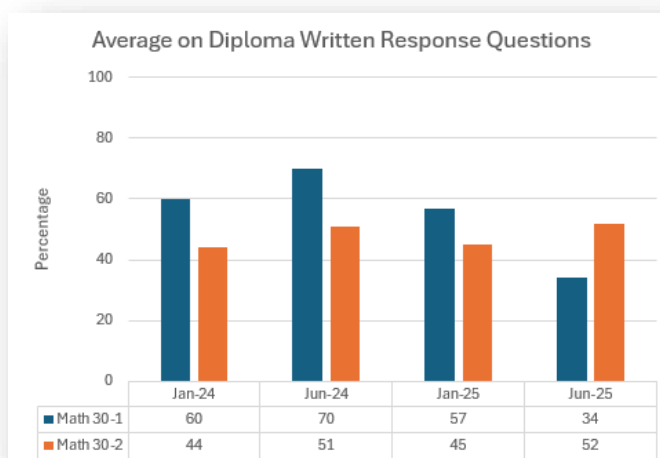
What was done to meet our goals?

- Our math team worked together to identify where students tend to struggle most in answering written response questions in both diploma and non-diploma courses. We found that many students do not understand the meaning of many math directing words, in addition to not knowing how to interpret and approach these types of questions on their own.
- To address these concerns, we have made a concerted effort to model these types of questions in the content of our courses, in online sessions, and in homework practice. We also provide feedback on assessments to redirect students in their understanding and offer reassessments so they can demonstrate growth and improvement.

What were the results?

- Diploma exam results indicate improvements are being made in Math 30-1 relative to provincial averages, and more notably, in Math 30-2.

Figure 3 - Math Diploma Exam Results



Well-Being & Inclusion

What was done to meet our goals?

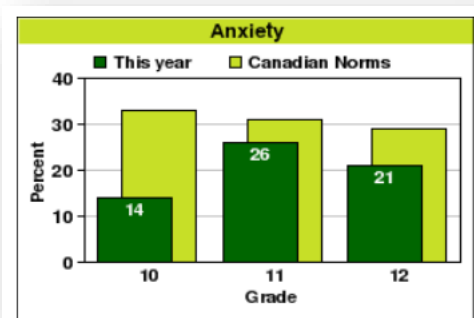
- Action was taken to create a welcoming environment in the “Test Center” where students write assessments.
- Teacher support to facilitate events lead by Student Leadership group.
- Created Leadership CTS option that focused on creating safe spaces through a welcome table, “Snack and Study” days (in-person and online), and the creation of a “School News” D2L shell.
- Teachers included videos in weekly messaging to students to increase teacher presence.
- Teachers developed and integrated instructional videos to clarify course concepts and provide examples for better student understanding.

What was the evidence of success?

- Students reported feeling more relaxed when attending on site experiences. Fewer students required credit rescue due to absences from scheduled assessments.

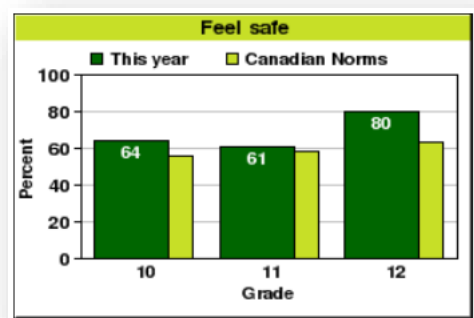
- Teachers working in the Test Center were a valuable part of SLT and CRT meetings as they were the first point of contact for students when on site.
- In the 2025 OurSchool Spring survey, there was a decrease in anxiety for students in grade 10 (12% decrease) and 11 (6% decrease) from data collected in October.

Figure 4 - 2025 OurSchool Spring Survey



- Also, in the 2025 OurSchool Spring survey, there was an increase across all 3 grades in the number of students who felt safe at school in relation to October survey results.
 - Grade 10 – increase of 7%
 - Grade 11 – increase of 14%
 - Grade 12 – increase of 22%

Figure 5 - 2025 OurSchool Spring Survey



Truth & Reconciliation, Diversity, and Inclusion

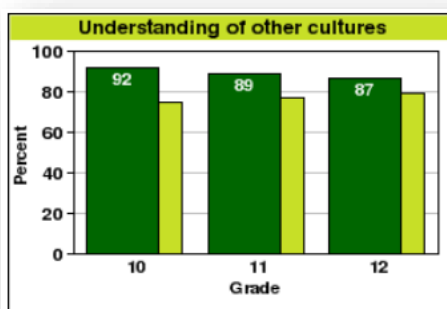
What was done to meet our goals?

- To help create a sense of belonging and inclusion, Leadership students created posters and slide decks for the important dates and celebrations from the wellbeing and inclusion team and identified other important events to note. These were posted in the School News D2L shell, visible to all CBe-learn students.
- A world map was posted in the Test Centre showing all of the places students and staff feel connected to. This helped to build inclusivity and create awareness of diversity amongst students and staff.
- Land acknowledgments are included in many courses.

- Many teachers in their courses have created a welcome to/introduce yourself/meet the class type Discussion activities to help build a welcoming online community.
- We have had whole school learnings about the Indigenous flags and authenticity of Indigenous voices.

What were the results?

- Our School survey indicates an increased understanding of other cultures. Grade 10 students reported a 9% increase, while Grade 11 students showed a 6% increase when spring responses are compared to fall data.



Other observations:

- Land acknowledgements by staff are becoming more focused on learning and sharing stories of the land and the people.
- Increased confidence amongst staff to prepare and present land acknowledgments to student or staff audiences.
- Students are able to share reflections on the land to the whole school through opportunities such as creating a video presentation for trustees and speaking at graduation.
- Resources are available in a main area of the school such as the curated Indigenous library and copies of the TRC.

Engaging Staff, Students, and Families

Data and emerging insights have been shared across the school community to validate interpretations and identify next steps:

Staff Engagement

- Department teams analyzed diploma data and used assessment samples for calibration.
- As a staff, exemplars of student work have been shared to inform calibration and instructional design.
- OBA delegates shared learning from system sessions with colleagues in department meetings.

Student and Family Engagement

- Many teachers added opportunities to gather student voice in courses, particularly in relation to accessibility and well-being.
- Families were kept informed through school newsletters, school messages and website updates.

- A robust screening process was in place to ensure that families were contacted systematically throughout the semester by the Inclusive Learning team to offer additional supports when needed/identified.
- Students and guardians were welcome to also connect with a member of the student services team as needed for school and/or career planning, goal setting, and other supports as needed.
- The School News D2L shell has communicated details of special events and opportunities inside and outside of the school.
 - During the 2024/25 school year, out of the 782 students who were enrolled in the School News course year, 506 accessed it. This is a 25% increase over the previous year where 759 were enrolled and 304 accessed.

Celebrations

- Improvement in students' digital literacy was demonstrated through a greater ability to independently use digital tools.
- Higher course completion rates were reported in multiple courses throughout the school year, most notably Math 30-3, Math 20-2, and Social 20-1.
- Increased teacher engagement in professional learning achieved through a shift to small group formats. This yielded higher levels of participation and collaboration.
- Math - students are now more in line with written response scores compared to provincial averages.
- Social Studies and ELA students are showing better results on the written section of the diploma exam as teachers become more comfortable with calibration to common standards.
- Increase in our 4 -year and 5-year high school completion rate; 3-year completion rate was maintained.
- "Acceptable standard" on diploma exams has improved consistently over the past two years.
- "Excellence" category on diploma exams has increased by 1.1%.
- Education quality for Teaching and Learning was maintained as a high level of achievement

Areas for Growth

- ELA: more attention will be given to reading comprehension
- Math 30-2 – task redesign with a focus on directing words
- Social Studies: a greater focus will be placed on scaffolding lessons on analysis of sources
- Health and Wellness – Continue to build on social-emotional well-being among students with a focus on positive relationships and sense of belonging.
- As a staff, we will continue to build on our understanding of quality online courses using the Alberta Education's Quality Indicators for Online Learning Programs [\[Link\]](#)

Next Steps

- In ELA, new courses will be designed with greater levels of instruction on how to read deeply for meaning.
- In Social Studies, videos will be embedded in 10 and 30 level courses to help students better understand deeper questions they could ask about sources.

- In Math, we are improving course content to address the concerns with math directing words and students' abilities to communicate their problem-solving skills clearly and effectively.
- To increase social-emotional well-being, teacher will continue to build on increasing teacher presence in courses to help strengthen positive relationships and a sense of belonging.
- Teachers will work in both large and small groups to come up with ways in which we can further align courses with Alberta Education's Quality Indicators for Online Courses.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025

The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	CBe-learn			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.3	86.1	85.5	83.3	83.7	84.4	Low	Maintained	Issue
	Citizenship	78.7	86.4	85.9	79.8	79.4	80.4	High	Declined	Acceptable
	3-year High School Completion	49.6	52.3	45.2	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	69.7	65.9	55.3	87.1	88.1	87.9	Very Low	Improved	Issue
	PATS: Acceptable	27.7	20.1	20.6	62.5	62.5	62.6	Very Low	Improved	Issue
	PATS: Excellence	4.8	4.0	4.5	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	78.0	77.2	75.5	82.0	81.5	80.9	Low	Improved	Acceptable
	Diploma: Excellence	19.6	18.5	17.6	23.0	22.6	21.9	High	Improved	Good
Teaching & Leading	Education Quality	87.3	88.8	86.9	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.1	88.5	88.5	84.4	84.0	84.9	Low	Declined Significantly	Concern
	Access to Supports and Services	78.6	86.1	83.5	80.1	79.9	80.7	Intermediate	Declined	Issue
Governance	Parental Involvement	78.3	77.9	75.5	80.0	79.5	79.1	High	Maintained	Good