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Calgary Board of Education

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

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School Improvement Results Reporting | For the 2025-26 School Year

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 2026-27 School Year p. 209).
This report includes results relative to the goals and outcomes set in the 2025-26 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

Celebrations

- Students reported feeling comfortable using technology to support online learning (Spring 2026 Student Survey)
- Strong teacher-student relationships, supported by increased video and audio communication (Spring 2026 Student Survey)
- Improved course consistency, accessibility, and pacing supports reported in Disciplines/PLCs
- Through the Student Engagement process, at-risk students were identified, monitored, and provided with targeted supports. Consistent follow-up with students and families contributed to increased engagement and improved student participation.
- Results from the Spring 2026 Student Survey indicate an improvement in the areas of positive relationships and a sense of belonging.
- 5-year graduation rate had an increase of 9.4%

Areas for Growth

- Strengthening students' ability to evaluate online information and use AI responsibly
- Supporting students with pacing, independent learning, and asking for help
- Improving Diploma Examination results, particularly in Mathematics, Science, and higher-order thinking skills

Next Steps

- Improve course consistency, pacing supports, and early intervention strategies, particularly for Grade 10 students
- Embed digital literacy, source evaluation, and responsible AI use across courses
- Use diploma results to guide improvements in instruction, assessment, scaffolding, and feedback

Our Data Story

Our Context – Where we Started and Why

Our SDP continued our 3-year goal of improving high school course completion rates with the outcome being enhancing digital literacy across all disciplines. This focus was chosen as successful online learning requires more than just access to technology. Students need to be able to independently navigate their online courses, understand course expectations, access supports in a timely manner, communicate with teachers, and stay engaged when they encounter difficulties. To support this goal, we focused on consistent course design and communication, outcomes-based assessment practices, digital literacy and responsible use of technology, proactive student supports, teacher presence, and collaborative response structures to support struggling students.

To review the success of our goals we examined the CBE Student Survey results and June 2026 Diploma Examination results, as well as staff reflections on changes in student learning, student engagement, and instructional practice/course design.

The results from our 2025-26 Alberta Education and Childcare Assurance Measures show the need for us to continue supporting students with successful course completion. Our 5-year high school completion rate increased from 69.7% to 79.1% while the 3-year completion rate fell from 49.6% to 41.3%. The measure of student engagement in learning also fell from 82.3% to 79.5%. It will be important for us to continue working to engage students through pacing, early interventions and flexibility in completing courses.

What We Did

Our 2025-26 SDP listed several school and department actions that we intended to carry out to support student learning and online course completion. These actions fell under the categories below:

Course Design, Organization, and Accessibility

Many courses were continuously updated to provide a consistent and accessible online learning experience. Content was provided in multiple formats including videos and online simulations. Consistent course homepages helped provide easy access to important information such as teacher contacts, times for online support, and dates for in-person assessments. Lesson pages and assignments were updated to include additional scaffolding, how-to videos, and exemplars to better support students working asynchronously. In departments, courses were organized in similar ways to provide a consistent experience. Weekly announcements, and course calendars were used to help students understand which lessons to complete, when assessments were due, and how to pace their work throughout the week. Additional work included an “Essentials to Online Learning” revamp, digital literacy professional learning, promoting responsible and effective AI use, and a focus on videos in each department.

Assessment and Instructional Practice

Departments continued their work of updating courses through the lens of outcomes-based assessment aligned with the CBE High School Proficiency Scale. When possible, system rubrics were used and integrated into existing courses, grading policies were reviewed, and/or new rubrics were created through a PLC process. Calibration activities were conducted in departments to ensure consistency in grading, and the importance of assessing outcomes multiple times was emphasized. New formative assessments were developed to provide students with timely feedback, and turnaround times for marking were shortened. Teachers also added a greater variety of instructional methods in courses including shorter, more frequent videos involving problem solving. Some courses also focused on adding examples and practice questions, especially at the exemplary level, to better prepare students for diplomas. School-wide expectations around responsible AI use and the timely submission of evidence of learning were reviewed and clarified. Based on assessment data and collaborative teacher calibration, Social Studies in-person assessments were refined with an increased focus on source analysis. Social Studies 10 and 20 courses were also redesigned to better develop skills needed for Grade 12. ELA also refined in-person reading comprehension assessments to provide more detailed evidence of student understanding and support data-informed instructional decisions.

Student Supports

To proactively support student engagement and course completion, teachers used weekly announcements, course calendars, and clear assessment timelines to help students manage their pacing and stay on track. Student progress was monitored at key points throughout the semester to identify students who might benefit from additional support.

Families were contacted when students required additional support, and academic counseling was provided as a follow-up when needed. There was increased consistency in teacher contacts with students who fell behind or missed assessments. This included following up right after deadlines and alerting families when concerns continued. To better support in-person assessments, staff offered tours for students, alternate spaces to write, and alternate days or times when necessary. The same staff consistently worked at the test center to give a familiar connection for students, with Inclusive Learning and Student Services available for additional support. Teachers also provided opportunities for students to complete assessments during Get-It-Done Days.

Teacher Presence

Teachers continued building their online presence in courses through welcome videos, photos, contact information, and personalized course appearances. Video and audio messages were trialed to build relationships with students and provide feedback in teachers' own voices, allowing for a more supportive tone than written text alone. Teachers prioritized quick replies to student messages and discussion forum posts, checked messages throughout the day to response to any follow-up questions, and used weekly

communication to help students remain connected to their courses. Messages that were not strictly course-related were incorporated, and teachers reviewed the tone of messages to ensure communication remained friendly and approachable.

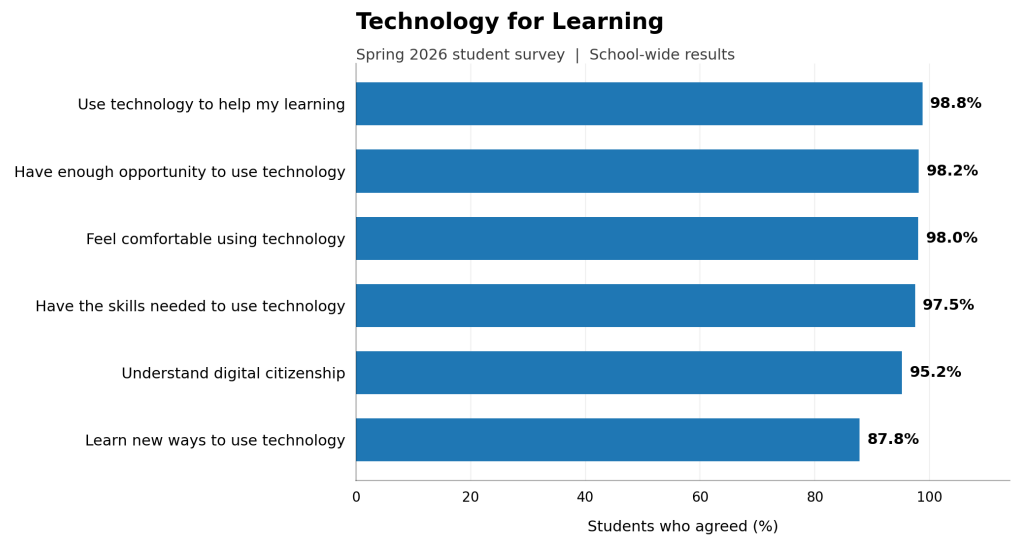
What We Learned

From an analysis of the 2025-26 Student Survey and June 2026 Diploma Examination results, along with staff reflections we noticed several themes around digital literacy, student belonging, organization and consistency, and student achievement.

Digital Literacy

(Sources: Spring 2026 Student Survey, pages 14 and 18)

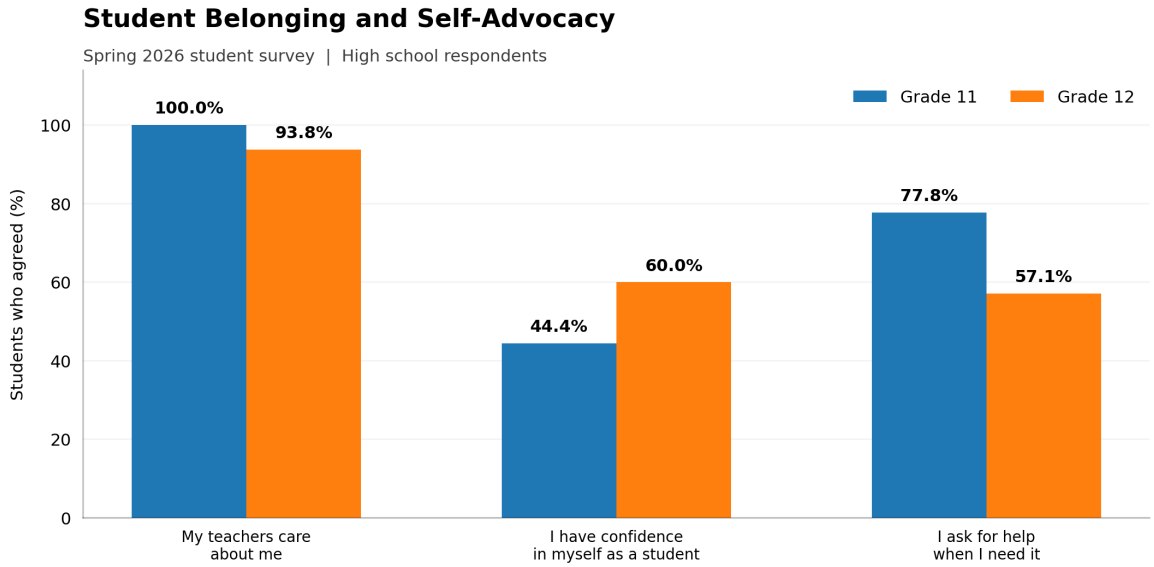
The Spring 2026 Student Survey indicated strong student digital literacy skills. 100% of Grade 11 and 12 student respondents agreed that they felt comfortable using technology to support their learning. In addition, 97.5% of students in the school felt they had the skills necessary to learn online. These results show that student confidence in using technology is an area of strength. Students also indicated that they want more support in evaluating the information they see online. 32.6% of students in the school selected evaluating the reliability of online information to be an area where they would like more support. This indicates a need for our school to progress from basic digital literacy towards deeper critical analysis of information online. Anecdotally, students shared with teachers that videos can be a motivating factor in completing work and can increase their understanding of content and course navigation. Staff noted the importance of giving students different options for accessing help, including individual sessions or personalized instructional videos.



Most-selected support need: checking the reliability of online information (32.6%; 45 of 138 responses).

Student Belonging

The Spring 2026 Student Survey results indicated students believe their teachers care about them and want them to succeed. However, many students did not report feeling confident in themselves and did not report asking for help consistently. While 100% of Grade 11 and 93.8% of Grade 12 students who responded indicated their teachers care for them, only 44.4% and 60% expressed confidence in themselves as students. This points to our success fostering positive relationships with students and an area for growth in building scaffolding to support student confidence and help-seeking skills. Staff observed that audio and video messages, along with showing students how to use audio messages, increased the number of students communicating and asking for help. Students also said that recording their own audio message helped them connect with their teacher. The number of students accessing the Student News D2L shell continued to increase, perhaps due to themed content such as Motivational Mondays, Tutor Tips Tuesdays, etc. AI information and study tips were used by teachers in their own courses. Student News continued to include diversity and inclusive celebrations, building on the CBE Wellbeing Teams' calendar of significant events.



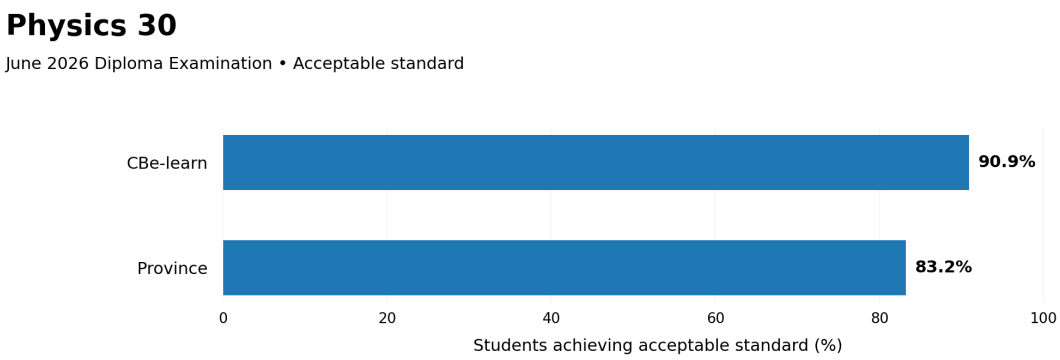
Note: Small Grade 11 and 12 respondent groups; item response counts vary. No Grade 10 results reported.

Organization and Consistency

The open responses in the student survey indicate that many students feel that clear and organized content, pacing, day-to-day schedules, assessment instructions, as well as quick communication are important in supporting their learning. This matches with our SDP focus in 25-26 on consistent course design, and accessibility supports. However, some students continued to report being unclear what they should be working on, particularly in courses without a day-to-day schedule. Staff observed that students were better able to use language that was modelled by teachers, including proficiency scale indicators and success criteria.

Student Achievement

Science: June 2026 Diploma Examination results highlighted areas of success, especially in Physics 30, where 90.9% of CBe-learn students achieved the acceptable standard compared with 83.2% provincially. Results in other science courses were more varied, highlighting opportunities for continued growth.

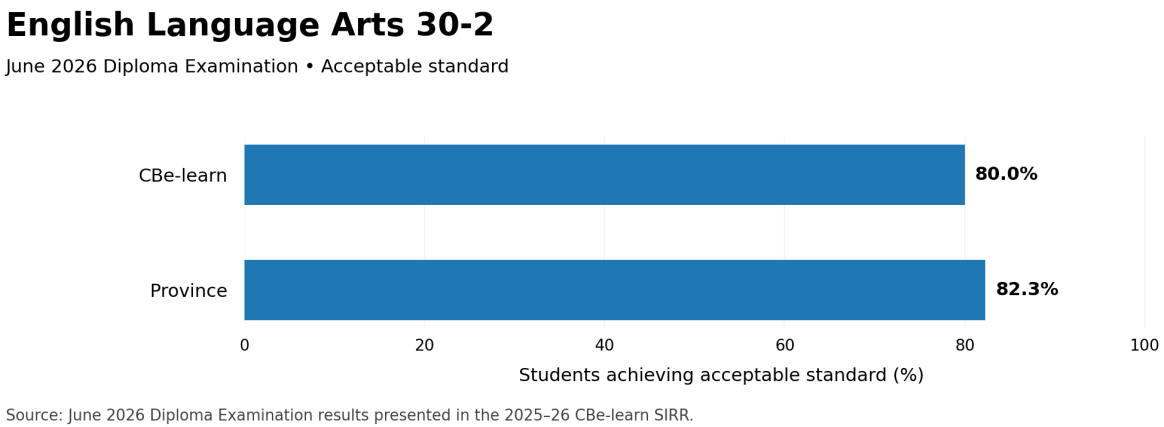


Source: June 2026 Diploma Examination results presented in the 2025–26 CBe-learn SIRR.

Mathematics: Comparing June written-response diploma results over the last year, Math 30-1 scores increased from 34% in June 2025 to 40% in June 2026. Results in Math 30-2 highlighted the continued importance of instruction in written problem solving and mathematical communication. Math 30-2 results demonstrated areas of strength, with 88.7% of students achieving the acceptable standard and 11.3% achieving the standard of excellence. Similarly, in Math 30-1, 87.9% of students achieved the acceptable standard and 17.2% achieved the standard of excellence. In Math 30-1 and 30-2, students who were achieving in the B range (65–79%) in their coursework generally scored within the same range (±5%) on their diploma examinations. This may indicate that students who are consistently engaging in their online courses are authentically learning and practicing the course content.

Social Studies: Social Studies 30-1 and 30-2 students remained successful overall when blended marks were considered. Social Studies 30-2 students continued to demonstrate success comparable to provincial levels for the acceptable standard and standard of excellence on diploma examinations. Results on Part A and B were generally consistent with CBE and provincial results, with a higher proportion of students achieving the standard of excellence than the province. While Social Studies 30-1, diploma results identified areas for continued growth. The results across both courses provided important insights into where we can strengthen source analysis and written communication skills.

English Language Arts: ELA 30-2 Diploma Examination results were comparable to provincial outcomes, with 80% of CBe-learn students achieving the acceptable standard. Results across ELA 30-1 and 30-2 highlighted areas for continued growth in written responses and higher order reading comprehension, particularly when moving from textual evidence to inference, explanation, and significance in areas such as context, character motivation, and authorial purpose.



Source: June 2026 Diploma Examination results presented in the 2025–26 CBe-learn SIRR.

Staff/Student/Family Involvement

Teachers used regular communication with students and families to clarify expectations for ongoing engagement, due dates, course navigation, and what it means to be a successful online learner. Targeted communication was also sent to parents of students that teachers were trying to connect with. As outcomes-based assessment practices were rolled out, communication with students and families was increased to help them better understand how learning was being assessed. Staff also worked to have more consistent messaging across courses, so students and families received clear expectations and information.

Moving Forwards

Over the last year, staff noticed improvements in the test centre experience, teacher presence, and course organization. Video and audio messages gave additional opportunities to strengthen relationships and communication with students. Consistency in course design, accessibility, rubrics, calibration, and formative assessment were also emphasized. Get-It-Done Days continued to provide students with additional opportunities to complete assessments. At the same time, students continue to need greater consistency in pacing supports, consistent course organization, and guidance around responsible AI use.

Some gaps remain in how consistently students are supported when they fall behind. We will need to review our inactive student policies and procedures to determine where they were effective in helping students re-engage and where we can strengthen early intervention strategies. Targeted support for Grade 10 students will be important to develop, particularly helping them understand the expectations of online learning, manage their pacing, and access help before they fall too far behind. The AECAM results showed

that student and family perceptions of access to supports and services declined from 78.6% to 73.9%. This supports the importance of reviewing our engagement and intervention processes to make sure students are easily accessing and receiving help.

Moving forward, our priorities for our next SDP include continued consistency in course design, enhanced digital literacy, student engagement strategies, and further attention to instructional and assessment practices. This includes teaching source evaluation, such as who created the information, evaluating it, comparing information, and recognizing AI-generated content. We also need to establish clearer school-wide approaches to AI use and support healthy screen-time habits for student well-being. Additional supports we can build on include how to approach course content, study skills, review strategies, and the use of practice questions. This will build student capacity for independent learning. We will also continue adding accessibility supports and video/audio communication.

Building on the priorities from our 2024-25 SDP, departments will continue building on their approaches to reading comprehension, source analysis, mathematical communication, and written response questions. June 2026 Diploma results indicated that these skills are still areas for growth. Mathematics and Science teachers will identify the outcomes where students performed lowest and make appropriate changes to support student understanding. In Mathematics and Science, this may include targeted videos embedded in courses, clearer examples during online sessions, increased modelling of problem-solving strategies, and more consistent assessment practices across grade levels. Explicit instruction in mathematical language will also help students better interpret, solve, and communicate their thinking on course assessments and diploma examinations.

In Social Studies, teachers will continue to redesign courses to provide more scaffolding and opportunities for actionable feedback, particularly around source analysis. The department will also work to increase opportunities for students to build communication skills and strengthen the skills needed for success in Grade 12.

In ELA, teachers will provide more explicit instruction and repeated practice in moving from textual evidence to inference, explanation, and significance. This will include rubric calibration, targeted analytical writing instruction, frequent short-form CRT practice, and individualized formative feedback to help move more students from High Limited to Satisfactory. Beginning in Grade 10, diploma-style prompts will be scaffolded to help students unpack complex questions, identify key ideas, develop a clear line of reasoning, and support their interpretations with relevant evidence. Examples will also be used to demonstrate the difference between Limited and Satisfactory understanding.

Required Alberta Education and Childcare Assurance Measures (AECAM)

Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare Assurance Survey measures:

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	**79.5**	82.3	84.2	**84.2**	83.9	84.0	Very Low	Maintained	Concern
	Citizenship	**79.5**	78.7	84.1	**81.2**	79.8	79.8	High	Maintained	Good
	3-year High School Completion	**41.3**	49.6	47.8	**82.1**	81.4	80.8	Very Low	Maintained	Concern
	5-year High School Completion	**79.1**	69.7	68.2	**86.7**	87.1	87.9	Low	Improved	Acceptable
	PAT9: Acceptable	**n/a**	27.7	23.0	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	4.8	4.6	**n/a**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	78.0	76.3	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	19.6	18.3	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**85.2**	87.3	86.7	**87.8**	87.7	87.8	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**86.5**	81.1	86.4	**85.8**	84.4	84.4	Intermediate	Maintained	Acceptable
	Access to Supports and Services	**73.9**	78.6	82.1	**79.5**	80.1	80.2	Very Low	Declined	Concern
Governance	Parental Involvement	**74.4**	78.9	75.1	**79.9**	80.0	79.5	Low	Maintained	Issue