cbe.ab.ca

Calgary Board of Education

CBe-learn Jr High
2336 53 Ave SW, Calgary, AB T3E 1L2 t | 403-777-7971 e | cbelearn@cbe.ab.ca

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 | 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: (From our 2025-26 SDP)

Students will develop proficiency in academic language necessary to effectively communicate.

Outcome One: (From our 2025-26 SDP)

Students will demonstrate improvement in their ability to use academic language to effectively communicate for a variety of language functions, such as **explaining, justifying, persuading, arguing, analyzing, evaluating, synthesizing, inferring, predicting.**

Celebrations

- **Demonstrating Academic Language Across Curricular Areas**
  - Expanded our monitoring of academic language development beyond English Language Arts to include report card indicators across multiple curricular areas, providing a broader understanding of student achievement.
  - ELA Writing (43.8%), Health & Wellness (42.0%), and ELA Reading (40.6%) demonstrated the highest percentages of students achieving Level 3 or 4 among the selected indicators.
  - Students are demonstrating proficiency in communicating understanding through written expression, reading comprehension, and learning related to personal development and well-being.

- **Significant Improvement in PAT Writing Achievement**
  - Acceptable Standard increased by 11.38 percentage points, from 66.67% in 2025 to 78.05% in 2026.
  - Standard of Excellence increased slightly, from 4.76% to 4.88%.
  - These results highlight positive growth in Grade 9 writing achievement.

- **Students Have Greater Clarity About How to Improve**
  - 89.74% of students know what to do next to improve their writing skills, an increase of 9.51 percentage points.
  - 85.90% know what to do to improve their reading comprehension, an increase of 3.61 percentage points.
  - These results suggest that students are increasingly confident in identifying their next steps as learners.

- **Strong Student Perseverance**
  - 92.26% of students report continuing to work on their writing, even when it is challenging.
  - 91.67% report persevering with reading, even when it is challenging.
  - These results demonstrate strong student-reported persistence and resilience in literacy learning.

- **Increased Student Engagement and Confidence**
  - 70.59% of students find their language arts learning interesting, an increase of 2.11 percentage points.
  - 86.75% feel they can contribute to conversations about a variety of texts, an increase of 3.03 percentage points.

- Students are reporting growing confidence in participating in literacy discussions.

Areas for Growth

- **Strengthening Reading Comprehension and Achievement**
  - Grade 9 Reading PAT results indicate a need for continued attention, with the Acceptable Standard decreasing by 5% and the Standard of Excellence decreasing by over 4%
  - Continued emphasis on reading comprehension, critical thinking, and interpreting increasingly complex texts will support improved student achievement.
  - Through explicit instruction, modelling, guided practice, and actionable feedback, students will be supported in transferring their learning to assessment situations.

- **Developing Academic Language and Communication Skills**
  - Students are still developing confidence and consistency in using academic language across subjects and learning tasks.
  - Learners benefit from additional support in expressing clear reasoning when engaging with complex ideas or assessment prompts.
  - Many students are continuing to build their skills in organizing and communicating their thinking in both written and verbal formats.

Next Steps

- **Strengthen Reading Comprehension:** Use explicit instruction in inference, summarizing, identifying main ideas, and analyzing increasingly complex texts.
- **Develop Academic Vocabulary:** Build students' confidence and consistency through direct instruction, word banks, and shared academic-language expectations across curricular areas.
- **Expand Opportunities to Explain Thinking:** Use structured discussions, sentence starters, and evidence-based written explanations to help students communicate and justify complex ideas.
- **Develop Critical Thinking and Communication:** Incorporate think-alouds, guiding questions, graphic organizers, and activities that explore multiple perspectives.
- **Support Achievement and Student Independence:** Provide appropriate tasks, clear success criteria, targeted feedback, self-assessment, and opportunities for revision.

Our Data Story:

CBe-learn Jr High | 2025–2026

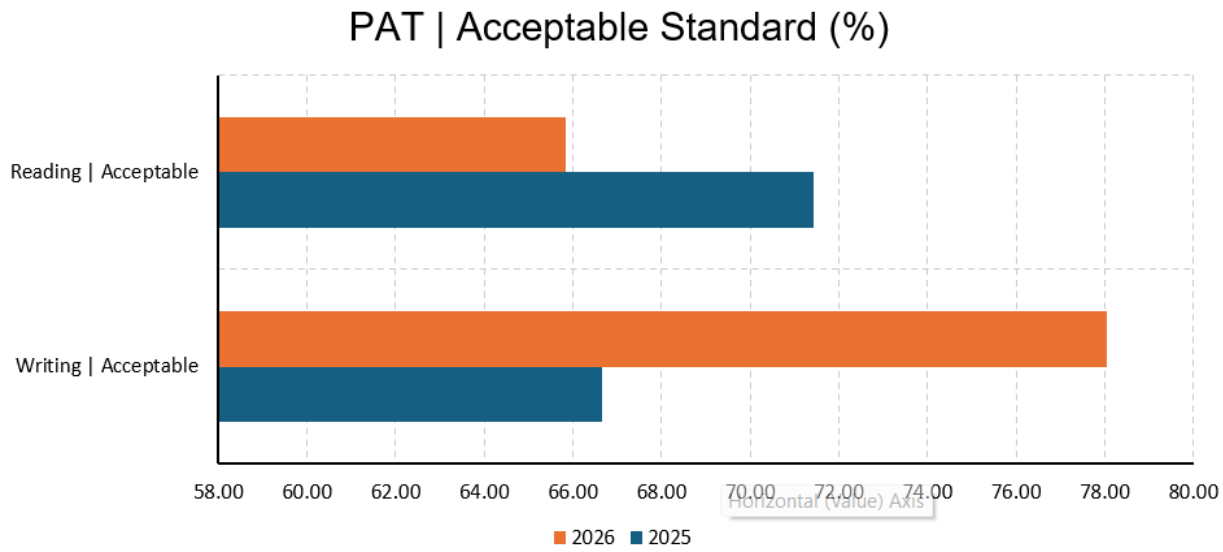
PAT measure	2025 (%)	2026 (%)
Writing | Acceptable	66.67	78.05
Reading | Acceptable	71.43	65.85
Writing | Excellence	4.76	4.88
Reading | Excellence	16.67	12.20

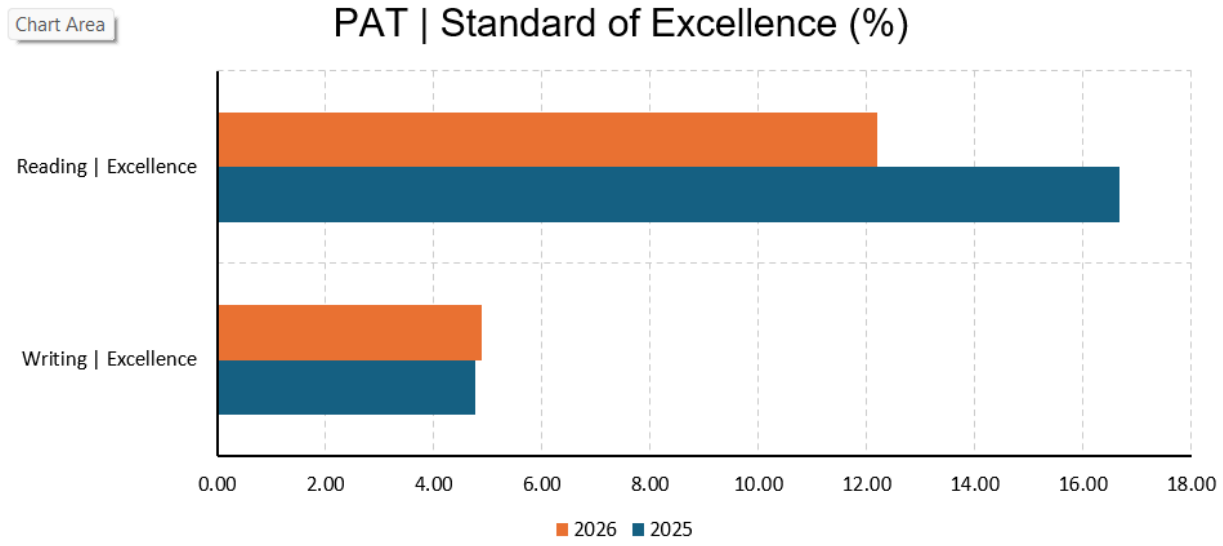
Student perception statement	2025 (%)	2026 (%)
I understand how language arts is useful to me	77.03	74.36
The language arts I learn is interesting	68.48	70.59
I can contribute to conversations about texts	83.72	86.75
I know what to do next to improve my writing	80.23	89.74
I know what to do to improve my reading	82.29	85.90

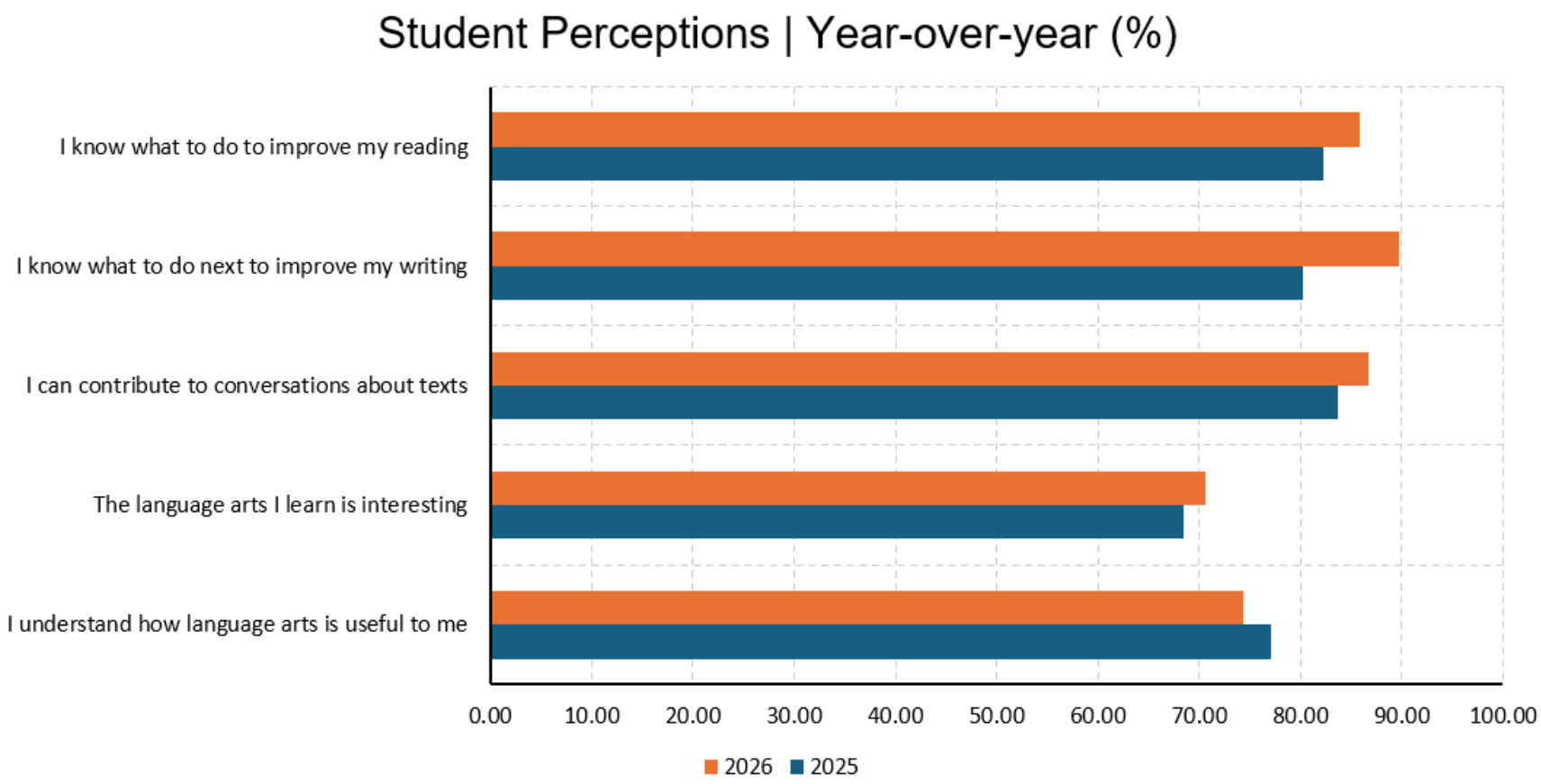
Perseverance (2026 only)	2025 status	2026 (%)
Keep working on reading when challenging	Not collected	91.67
Keep working on writing when challenging	Not collected	92.26

REPORT CARD INDICATOR | 2025-2026			
ELA - READING	**3**	**4**	**(3 or 4)**
Reads to explore, construct and extend understanding	18.3	22.3	40.6
ELA - WRITING	**3**	**4**	**(3 or 4)**
Writes to develop, organize and express information and ideas	16.8	27.0	43.8
SCIENCE	**3**	**4**	**(3 or 4)**
Demonstrates skills for inquiry and communication	12.3	18.6	30.9
SOCIAL STUDIES	**3**	**4**	**(3 or 4)**
Communicates understanding of events and/or issues from different points of view	19.5	15.9	35.4
HEALTH & WELLNESS	**3**	**4**	**(3 or 4)**
Explores roles and responsibilities to work towards life and learning goals	10.2	31.8	42.0

Interpretation: These percentages provide a 2025–2026 cross-curricular baseline. They are not a 2025-versus-2026 comparison.


PAT | Acceptable Standard (%)
Reading | Acceptable
Writing | Acceptable
58.00
60.00
62.00
64.00
66.00
68.00
70.00
72.00
74.00
76.00
78.00
80.00
Horizontal (Value) Axis
2026
2025


Chart Area
PAT | Standard of Excellence (%)
Reading | Excellence
Writing | Excellence
0.00
2.00
4.00
6.00
8.00
10.00
12.00
14.00
16.00
18.00
2026
2025



Data Overview:

The data presented in this SIRR draws on multiple sources of evidence to illustrate student achievement, identify trends, and monitor progress toward our School Development Plan goal of strengthening students' proficiency with academic language and communication.

The primary sources of data include **report card indicators** from multiple curricular areas, **Grade 9 English Language Arts Provincial Achievement Test (PAT) results**, and **student perception data** from the CBE Student Survey and Alberta Education Assurance (AEA) Survey.

The **report card results** examine the percentage of students achieving Level 3 or 4 in selected indicators across multiple curricular areas during the 2025–2026 school year. These indicators provide insight into students' ability to apply academic language, communicate understanding, and demonstrate critical thinking across subjects. This expanded analysis helps identify common strengths, areas for growth, and opportunities for consistent instructional support across the curriculum.

The **PAT results** compare June 2025 and June 2026 achievement in Reading and Writing at the Acceptable Standard and Standard of Excellence. These comparisons help identify areas of improvement, emerging challenges, and opportunities for targeted instructional support.

The **student survey results** provide additional context by examining students' perceptions of the relevance and engagement of their language arts learning, their confidence in improving reading and writing skills, and their perseverance when faced with challenging literacy tasks.

These comparisons represent school-level results from different student cohorts and should be interpreted as changes in overall achievement rather than growth demonstrated by individual students.

By examining these data sources together, we can identify connections between student achievement, learner confidence, engagement, and academic skill development. This approach supports a more comprehensive understanding of student learning within CBe-learn's predominantly online environment.

The data highlights encouraging growth in writing achievement and students' understanding of how to improve their literacy skills, while identifying continued opportunities to strengthen reading comprehension, academic vocabulary, and the communication of complex ideas across curricular areas. These insights will inform instructional priorities, professional learning, and targeted supports as we move into Year Three of our School Development Plan.

Role of Report Card Indicators in Monitoring SDP Progress

Our School Development Plan focuses on strengthening students' proficiency with academic language, critical thinking, and communication skills across learning contexts.

This year, we have expanded our analysis beyond English Language Arts to include report card indicators from all subject areas. While last year's SIRR focused on three ELA indicators, this broader approach recognizes that academic language development is a shared responsibility across the curriculum.

The selected indicators allow us to monitor students' ability to:

- Apply academic and discipline-specific vocabulary in meaningful contexts.
- Organize and communicate explanations, justifications, and analyses.
- Interpret information, evaluate perspectives, and synthesize complex ideas.
- Demonstrate understanding through written, oral, visual, and multimodal communication.

Selected Report Card Indicators

- **English Language Arts:** Reads to explore, construct and extend understanding;
- **English Language Arts:** Writes to develop, organize and express information and ideas.
- **Mathematics:** Uses algebraic reasoning to represent patterns and relationships.
- **Science**: Demonstrates skills for inquiry and communication.
- **Social Studies**: Communicates understanding of events and/or issues from different points of view.
- **Health & Wellness**: Explores roles and responsibilities to work towards life and learning goals.

By examining achievement across these indicators, we can develop a more comprehensive, school-wide understanding of students' academic language development. This expanded approach helps identify common strengths, emerging needs, and opportunities for consistent instructional strategies across subject areas, informing our priorities for Year Three of the School Development Plan.

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:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Spring 2026

School: 1064 CBe-learn

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