



2024-25

Annual Education Results Report



Calgary Board
of Education



Accountability Statement

Under the direction of the Board of Trustees, the Annual Education Results Report for Calgary Board of Education (CBE) for the 2024/2025 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024/2025 was approved by the Board on December 16, 2025.

Laura Hack
Chair, Board of Trustees
Calgary Board of Education

Joanne Pitman
Chief Superintendent of Schools
Calgary Board of Education

[note](#) | original signed

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CBE Communities of Learning

251 School Settings
More than 142,000 Students

We are one school system, educating more than 142,000 students in 251 schools*. More than 16,000 employees, working across schools and service units, collaborate to offer learning opportunities as unique as each student.

Our work is guided by our three-year [Education Plan](#), which connects employees in the CBE to student success. Achieving student success requires commitment from every one of the diverse communities that make up CBE – students, employees, families, community and industry partners and government. It requires a vision of what success looks like for each student and a plan for how we get there.

Note | *Enrolment as of Sept. 30, 2024. School count as of 2024-25 school year.



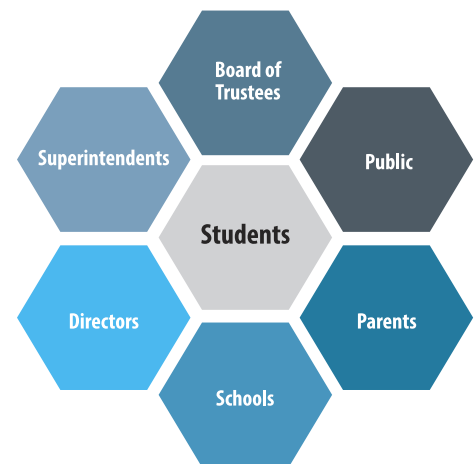


A Community of Learners

In CBE, students are at the heart of all our efforts and decisions. We are responsible for all students within our care, and therefore, all schools, supports, services and partnerships wrap around the needs of students to ensure their success. Students from a variety of backgrounds enrol in the CBE through an ongoing process over the course of the school year, bringing with them unique perspectives and stories to share.

Demographic data are used at both a system and school level to better understand students' stories allowing us to be responsive and improve student learning and well-being.

Student Supports



Communities Learning Over Time

CBE educates students across four divisions with similar enrolment levels.

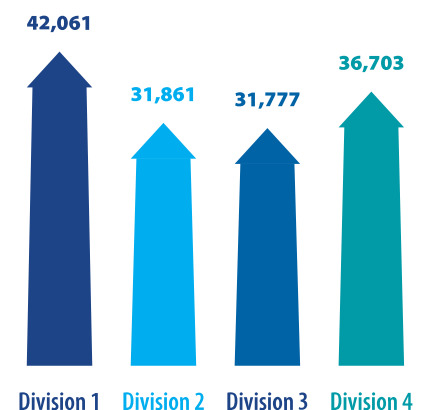
- Division 1 (Kindergarten to Grade 3)
- Division 2 (Grades 4 to 6)
- Division 3 (Grades 7 to 9)
- Division 4 (Grades 10 to 12)

Each division reflects key stages of student development: Division 1 often focuses on foundational literacy, numeracy and social-emotional learning.

Division 2 builds on these skills with increased independence and academic depth.

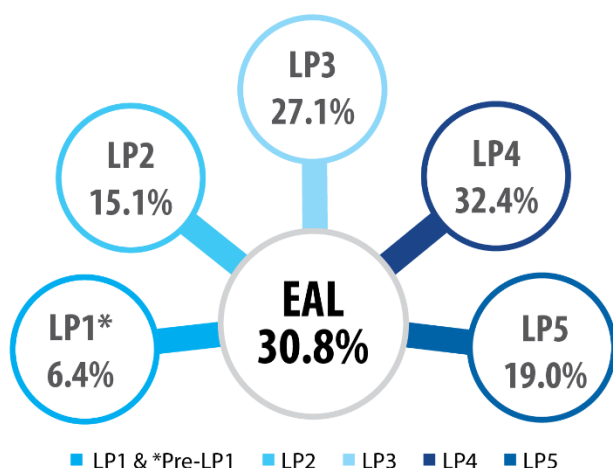
Divisions 3 and 4 emphasize subject specialization, critical thinking and preparation for high school completion, future careers and post-secondary pathways. This structure ensures that programming and supports are tailored to the evolving needs of learners as they progress through school.

Student Development



English as an Additional Language

Percentage of Students at the Identified Language Proficiency



Our student community is diverse both in language and in citizenship. In 2024-25 79.4 per cent of our students were Canadian citizens, 11.6 per cent were permanent residents and 9.0 per cent were temporary resident, and of these temporary residents, 2.4 per cent were refugees.

English as an Additional Language Learners (EAL) make up 30.8 per cent of our total student population. EAL learners can be Canadian citizens as well as permanent or temporary residents.

At CBE, we assess EAL English acquisition using the Alberta EAL Benchmarks. A student at a language proficiency 1 (LP1) level is beginning to learn English and requires significant support to understand and communicate basic ideas. At a language proficiency five (LP5) level, a student demonstrates near-native fluency and can engage independently with complex academic content. This progression reflects the student's growing ability to participate fully in classroom learning and school life.

Students with Identified Special Education Codes

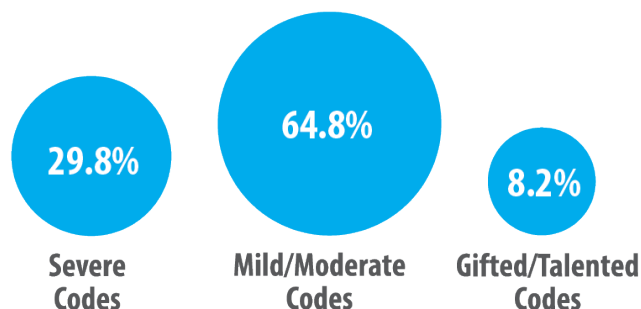
More than 20.1 per cent of CBE's student population have identified special education codes. Special Education coding in Alberta is used to identify students who need extra support and to help schools and the province plan resources and services for those students.

Alberta Education and Childcare distinguishes between mild/moderate and severe special education codes based on the intensity and persistence of a student's learning needs.

Mild/moderate codes reflect challenges that can typically be addressed through targeted supports and accommodations, while Severe codes indicate complex, ongoing needs that require more significant individualized programming and specialized services. In addition, some students who demonstrate exceptional intellectual ability or creative thinking that significantly exceeds age-level expectations may be identified with gifted/talented coding.

Students with identified special education codes that impact learning may benefit from attending specialized classes or unique settings that offer additional supports. Most students with identified special education codes are supported and accommodated within their designated community school with a continuum of school or area-based supports and services.

Percentage of Students with Identified Special Education Codes



Note | Percentages are based on funded coding only. Students are typically only funded for a single code with the exception of Gifted/talented coding.

Students who Self-Identify as Indigenous

CBE supports Students who Self-Identify as Indigenous through holistic, lifelong learning approaches that honour Indigenous ways of being, belonging, doing, and knowing. Voluntary self-identification during registration enables us to build relationships, monitor achievement and well-being and provide responsive supports. Services include access to Indigenous Elders and Knowledge Keepers, Indigenous Education staff, transition planning, and authentic experiences that connect students to Indigenous knowledge systems, languages, and cultural traditions. Grounded in the Truth and Reconciliation Commission Calls to Action, these efforts foster welcoming, caring, respectful and safe learning environments that promote academic success, cultural pride and a strong sense of belonging.

For 2024-25 School year, 6,426 students self-identified as Indigenous. Of this student cohort, 38.6 per cent were also identified as students with Special Education Coding – 15.4 per cent were identified with a Severe code and 23.2 per cent with a Mild/moderate code, including 0.5 per cent with a Gifted/talented code.

Support for Indigenous Learners





Our Staff Community

While students are at the center of our community, our employees are the heart of CBE. In 2024–25, the Calgary Board of Education employed over 16,000 staff to support student learning, well-being and school operations across the system. The majority of employees are certificated teachers and school-based support staff such as educational assistants and administrative personnel providing daily direct support for each learner.

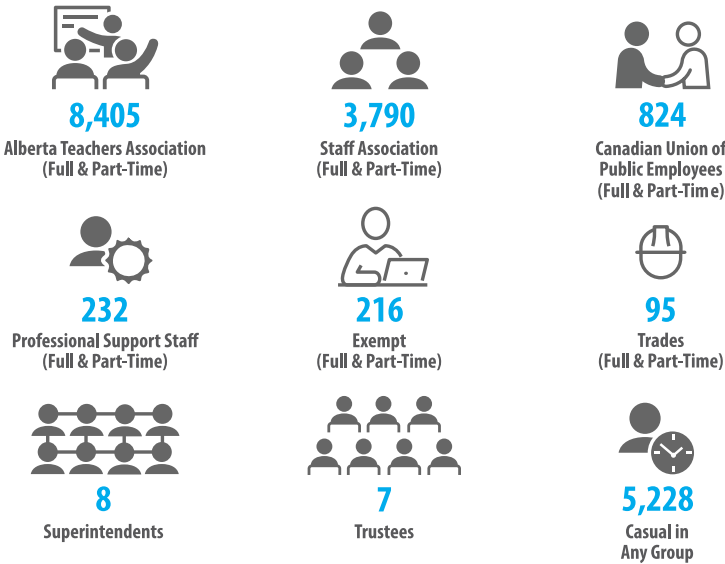
Most staffing allocations are guided by student enrolment and needs, supporting equitable access to high-quality education and specialized services throughout the division.

Employees are organized into several professional groups that come together to create safe, inclusive and responsive learning environments. School-based staff include certificated teachers represented by the Alberta Teachers’ Association (ATA), while educational assistants, front office staff and lunchroom supervisors belong to the Staff Association (SA).

Our support staff such as facility operators, transportation teams and trades employees ensure schools are well-maintained and accessible. Professional support staff, including psychologists, occupational and physical therapists, speech and language pathologists, along with Indigenous Education specialists and learning support professionals provide essential services to schools, staff and students every day.

Finally, system leaders and staff guide system operations, while Superintendents provide senior leadership and elected Trustees govern the organization. Together, all these teams play key roles in supporting student success and maintaining welcoming, well-functioning learning environments across the system.

CBE Staff Overview

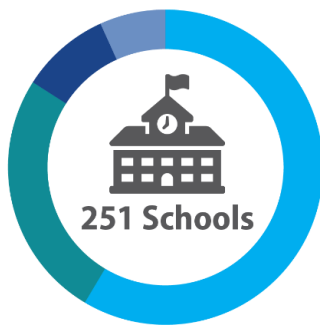


Note | Employees can fall into more than one category



Schools in our Community

Every child in Calgary has a [designated CBE school](#), based on their home address and chosen program. With 251 schools, led by principals and supported by seven Area and two Central office teams, the CBE fosters welcoming, caring, respectful and safe learning environments. Each school reflects its community while contributing to a shared culture of inclusion.



147 elementary

(Typically K-6)

64 middle

(Typically Gr 7-9, incl K-9)

23 high schools

(Typically 10-12, incl 7-12)

17 unique settings

(CLS/Outreach/CBe-Learn/Home Ed)

Our district includes schools with many different grade configurations and organization from Kindergarten through to Grade 12.

In addition to offering educational programs in local community schools, CBE offers a range of programs to meet diverse student needs all while adhering to the Alberta mandated curriculum.

- **Specialized Programs:** within community schools provide targeted supports for learners with complex needs, such as developmental delays, communication challenges, or giftedness.
- **Alternative Programs:** Choice in learning philosophy or focus, such as Montessori, Traditional Learning, Arts-Centred and Science
- **Language Programs:** Immersion or bilingual options in French, Spanish, German and Mandarin
- **Unique Settings:** Flexible or highly individualized environments, including online learning, outreach schools and specialized schools for complex needs. These programs also include Chinook Learning Services (CLS), CBe-Learn, and Home Education.

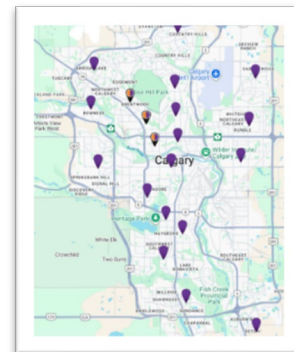
K to Grade 6



Grade 7 to 9



Grade 10 to 12





A Community of Families

CBE serves a richly diverse community, representing many cultures, languages, experiences and perspectives. This diversity strengthens our classrooms and underscores the role of public education in supporting the common good. Through inclusive environments and responsive programming, CBE ensures every student has equitable access to learning, support and opportunity.

Among CBE students, more than 140 different primary languages are spoken at home, reflecting the rich linguistic and cultural diversity of Calgary's communities. This diversity brings a wide range of experiences, worldviews and strengths into classrooms, enhancing learning for all. CBE embraces this multilingual landscape through inclusive practices; English language learning supports and culturally responsive programming that honours students' identities while fostering connection and academic success.





Our Board of Trustees

CBE is governed by a publicly elected [Board of Trustees](#) made up of seven members. Trustees are chosen every four years during the municipal election to represent the values Calgarians hold for their public education system. The most recent election took place in October 2025. The Board defines CBE's Mission as: "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."

The Board is responsible for setting expectations for organizational results and operational performance. The Board of Trustees monitor CBE's progress toward achieving the [Results](#) and performance of CBE against its stated [Operational Expectations](#), which provide direction to the Chief Superintendent on system operations. This monitoring takes place at public board meetings. The Board also evaluates its own effectiveness through Governance Culture and Board/Chief Superintendent Relationship policies.

The Board provides oversight of system performance and student outcomes, sets direction and ensures responsible stewardship of CBE resources. Public education is a shared and collective responsibility. With our students, families, employees, partners and communities, the Board works together with Administration to build positive learning and working environments to support student success.

In addition to policy oversight, the Board's responsibilities include:

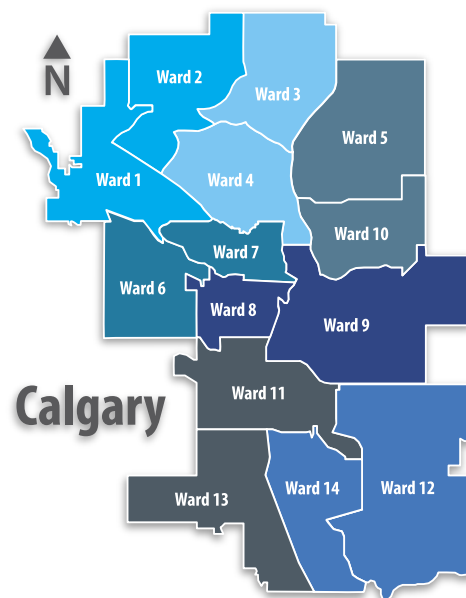
- approving the Education Plan
- approving the annual budget
- approving the annual capital plan
- approving the Annual Education Results Report
- approving audited financial statements
- approving bargaining mandates and ratifying collective agreements for unionized employees
- performing other duties required by law or not delegated to the Chief Superintendent



Back Left to Right: Cynthia Cordova, Wards 5 & 10; Jenny Regal, Wards 1 & 2; Nancy Close, Vice Chair, Wards 11 & 13; Susan Vukadinovic, Wards 8 & 9

Front Left to Right: Patricia Bolger, Wards 6 & 7; Charlene May, Wards 12 & 14; Laura Hack, Chair, Wards 3 & 4

Ward Boundaries





Our Chief Superintendent of Schools



Chief Superintendent Joanne Pitman is the sole employee of the Board of Trustees. Through her leadership, the chief superintendent ensures that CBE remains focused on student success, operational excellence and public accountability. The chief superintendent provides strategic and operational leadership across the division, ensuring that all students have access to high-quality, inclusive public education. She is responsible for meeting the expectations of the Board that are set out in the Board's [Results and Operational Expectations policies](#).

In her role, Chief Superintendent Pitman oversees the implementation of the Education Plan, guides system-wide improvement efforts and ensures alignment with the Board of Trustees' Results and Operational Expectations policies. She leads a team of superintendents responsible for school and system operations.

Chief Superintendent Pitman supports the work of the Board and its commitment to the community, reporting on progress, representing the division provincially and fostering relationships with families, staff and community partners.

The [Leadership](#) webpage has more information on the people that lead CBE.





Communicating and Engaging Impacted Communities

At the CBE, we place a high priority communicating and engaging with communities.

Timely, clear communication to staff, students and families through multiple channels enables us to build trust and strong connections with the communities we serve.

- We continually update our public, internal and school websites and have invested resources to ensure all websites are accessible, mobile friendly and translatable into multiple languages.
- Information is sent regularly to employees and families via email, internal newsletters, our mass communication tool (SchoolMessenger) and social media channels. A monthly newsletter called CBE Connections connects families to important events and updates from the CBE. Analytics from SchoolMessenger indicate that approximately more than 100,000 individuals open the email on a monthly basis.
- Teachers communicate with students and families through face-to-face meetings, email, phone calls and a number of online applications including [Iris](#), [MyCBE](#), [Google Classroom](#) and [Brightspace by D2L](#).

When there is a decision to be made and the CBE community can influence that decision, community engagement takes place. At the CBE, our work is guided by our framework for community engagement called Dialogue. The [Dialogue Framework](#) provides a process and guidelines for involving students, staff, families and community members in decisions that affect them. We know we make better decisions when we work together with our communities to solve problems and find solutions.

A collaborative approach supports student success. Students have a voice through the following opportunities:

- contributing their ideas and interests to the design of daily learning tasks;
- the Chief Superintendent's Student Advisory Council;
- participating on school advisory groups;
- completing surveys and taking part in focus groups;
- their school's Principal Advisory Council; and
- other unique opportunities within schools.

School Councils

School councils in Alberta, established and guided by the Education Act and the School Councils Regulation, play a key role in education. School council advice is actively sought and seriously considered prior to making decisions on a wide range of school matters. School councils help build the context of school development plans through direct input at school council meetings and the opportunities for suggestions and feedback provided to all parents/guardians.

The CBE has established administrative regulations and practices that ensure school principals work toward:

- enhancing communication between the school and its school community;
- providing a method by which the school, home and community may work together for the benefit of students;
- providing a forum for discussion of school philosophies, results, budgets and operations that contribute to the creation of the School Development Plan; and
- reporting to the community on the progress achieved towards the goals and key outcomes in the School Development Plan through the results report.

Communicating and Engaging With Impacted Communities

Alberta Education Assurance (AEA) Survey

In the spring of 2025, more than 29,900 CBE students, over 4150 parents/guardians and over 6350 teachers responded to the Alberta Education Assurance (AEA) Survey.

- 82.6 per cent agreed or strongly agreed that students are engaged in their learning at school.
- 75.9 per cent are satisfied that students model the characteristics of active citizenship.
- 85.3 per cent are satisfied with the overall quality of basic education.
- 82.0 per cent agreed or strongly agreed that their learning environments are welcoming, caring, respectful and safe.
- 75.5 per cent agreed or strongly agreed that students have access to the appropriate supports and services at school.
- 76.9 per cent are satisfied with parental involvement in decisions about their child's education (respondents: parents and teachers only)

Kindergarten to Grade 9 Reporting and Assessment Internal Engagement

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

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

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

School Planning Engagement

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

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

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



Learning Excellence

Introduction to Goal | Strong student achievement for lifelong learning and success

CBE is demonstrating strong progress in advancing student achievement and supporting success for all learners. Across literacy, mathematics, assessment practices and preparation for future opportunities, results show consistent improvement and meaningful gains.

Early interventions are showing clear success. By the end of Grade 3, the percentage of students needing extra support in both literacy and numeracy declines sharply from where they were in Grade 1. And for students who stay with CBE for all three grades, that number is even lower. Diploma examinations show more students meeting Acceptable Standard and Standard of Excellence for English Language Arts 30-1, and Mathematics performance continues to strengthen. Indigenous and special education students are narrowing achievement gaps, and Provincial Achievement Tests show CBE students outperforming provincial averages for Mathematics.

Assessment practices are becoming more consistent and equitable across the system. Teachers and leaders report greater confidence in using shared standards and data, ensuring fairness in grading and reporting. Professional learning has expanded, and survey data confirms rising trust in assessment practices. These changes are building a stronger foundation for student achievement and engagement.

Preparation for future success remains a clear strength. Graduation rates exceed provincial averages, Indigenous completion rates are improving, and diploma exam results confirm strong academic foundations. Expanded opportunities such as dual credit, exploratory courses and apprenticeship programs are connecting students directly to real-world experiences, giving them practical skills and industry exposure.

Together, these outcomes show a system committed to equity, improvement and preparing every student for lifelong learning and success.



Diploma exams results show system-wide strength



Early literacy and numeracy interventions have measurable impact



Learning opportunities expand and reach more students



Outcome One

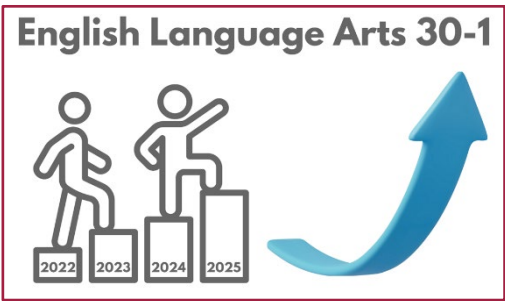
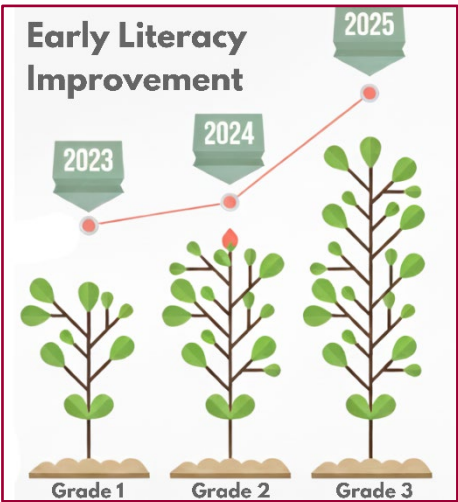
Students achieve excellence in literacy and mathematics

Excellence in Literacy

Progress Towards Our Outcome

Over the past year, the system has taken significant steps towards strengthening literacy outcomes for students across all grade levels. Early literacy assessments show that by the end of Grade 3, the number of students requiring additional supports drops from nearly 34 per cent in their initial assessments in grade one to 13 per cent. And for students who were with CBE for all three grades consistently, that number is even lower at 10 per cent at the end of Grade 3. These improvements are consistent across diverse groups, including English as an Additional Language Learners and Students with Identified Special Education Needs, suggesting that targeted interventions are reaching those who need them most. Attendance gains in the early years further reinforce this progress, highlighting the importance of regular access to literacy instruction in building strong foundations.

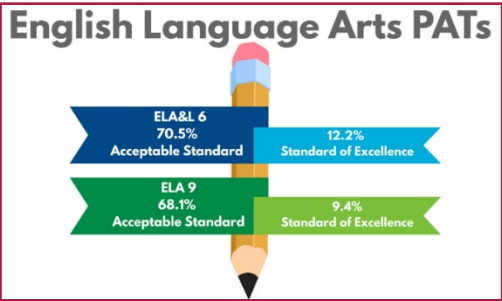
English as an Additional Language Learners are also making strong progress. Many who started with very limited English skills in the early grades are reaching advanced levels by high school. Those who have been with CBE for several years show the greatest improvement in developing their English Language skills. We are also seeing fewer students at the very beginning levels, LP 1 and Pre-LP 1, down from 7.2 per cent in 2023-24 to 6.4 per cent in 2024-25, which means more students are gaining confidence and making real progress in language acquisition.



At the high school level, English Language Arts continues to be a strength. Year-over-year improvements are evident in ELA 30-1, both in school-awarded and diploma marks. Report card marks are showing steady upward trends in Dash 2 and Dash 4 courses and Students with Identified Special Education Needs have posted significant gains compared to previous averages, and Indigenous students have recorded improvements across 20 level courses, with notable growth in ELA 20-2. These results demonstrate that

systemwide strategies are supporting equity and achievement across diverse student populations.

Both Grade 6 and Grade 9 students performed well on English Language Arts PATs, with Grade 6 students demonstrating stronger writing performance at the acceptable standard and higher reading achievement at the excellence level. These results show that early efforts aimed at developing solid foundational literacy skills are helping to build strong literacy skills, guided by our Education Plan focus and Literacy Framework. During the 2024–25 school year, educators used the framework and ongoing training to refine their approaches to reading and strengthen their skills. Early literacy screening helped identify students requiring additional support, and targeted interventions help to reduce the number who requiring that level of support by Grade 3. Building on this success, training expanded to support middle years students, with school leaders learning how to use data more effectively. New initiatives such as Improving Reading for Older Students and new data tracking tools have further strengthened reading support for middle and high school learners.



Student engagement data adds another dimension to this picture. While interest declined slightly, the percentage of students who agree that their learning is valuable has stabilized, suggesting that as students notice progress in their skills, they appreciate the relevance of their work even if personal enjoyment does not always follow.

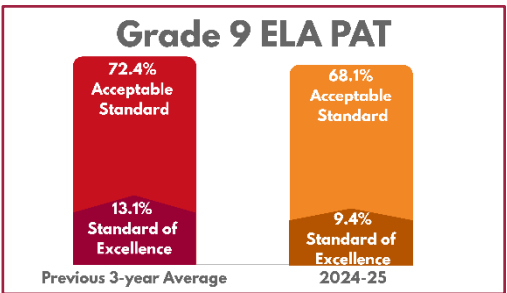
High school results further underscore the system’s progress. Dash 2 courses show significant year-over-year improvements, and most 10-4 courses have recorded notable gains across all student cohorts, including Indigenous students.

These achievements reflect the impact of ongoing professional learning and consistent instructional practices. Together, they demonstrate that the system’s focus on literacy is producing consistent, measurable improvements that benefit all learners.

Insights and Next Steps

Change takes time. Our system has worked hard to strengthen teaching practices in reading, and results show clear improvement. Writing, however, has not kept pace. From Grades 1–9, writing scores have declined overall, except for Indigenous students in Divisions 1 and 3. Division 2 students overall showed significant declines in writing, and those with special education needs recorded decreases in both reading and writing. EAL learners saw consistent declines in writing across all divisions. And among Division 1 Indigenous students, only 68 per cent achieved Basic to Excellent proficiency in writing, highlighting the continued need for early intervention.

Curriculum changes may have contributed to these results. Alberta’s new English Language Arts and Literature curriculum began in 2022 for Grades K–3 and expanded to Grades 4–6 in 2023. CBE provided support focused heavily on reading instruction, which helped strengthen foundational reading skills. This level of focussed attention on reading first has meant that the same attention could not be given to writing. Moving forward, we can now extend the successful reading model to writing, with specific professional learning and research-based instructional practices for all students.



Grade 9 English Language Arts PATs also showed significant declines compared to three-year averages. At the high school level, ELA 30-2 was rated “Low” at the acceptable standard, with declines across both achievement standards. English as an Additional Language (EAL) Learners were rated “Very Low” at the acceptable standard in diploma exams and recorded significant year-over-year declines in writing in grades 1 through 9 report card marks and in Division 4 English Language Arts marks overall.

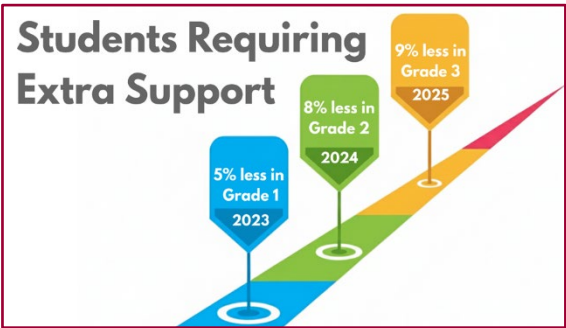
Encouragingly, students remain confident. Surveys show that while marks have declined, students believe in themselves as capable writers, and they know what they need to do to improve. This confidence gives us a chance to match their self-belief with fair marking and helpful feedback.

The next steps are clear: continue the strong work on reading instruction and assessment while applying what we have learned to our focus on writing. Professional learning will deepen teachers’ understanding of evidence-based writing instruction. Middle years leaders will continue to focus on data literacy and intervention, while writing network sessions will help teachers strengthen instruction and formative assessment. By making sure opportunities for learning and evaluations are consistent for all learners, including those learning English and those with more complex needs, we can provide targeted instruction and appropriate support for all students.

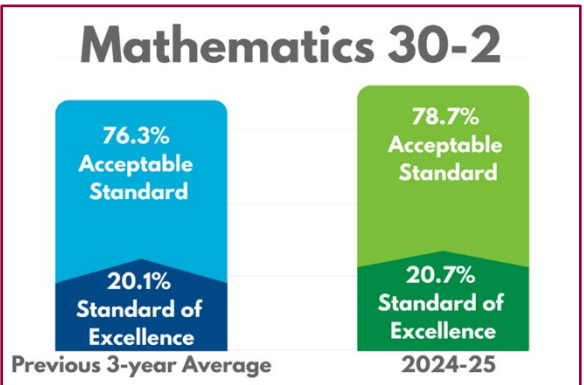
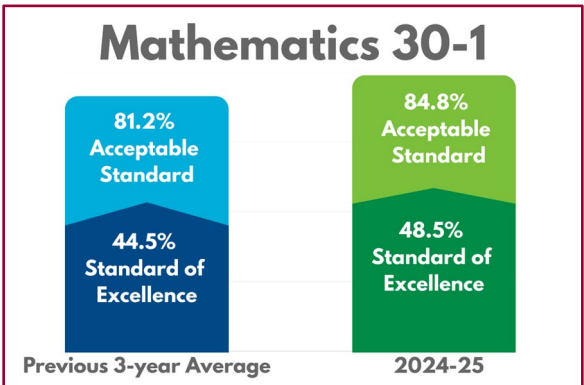
Excellence in Mathematics

Progress Towards Our Outcome

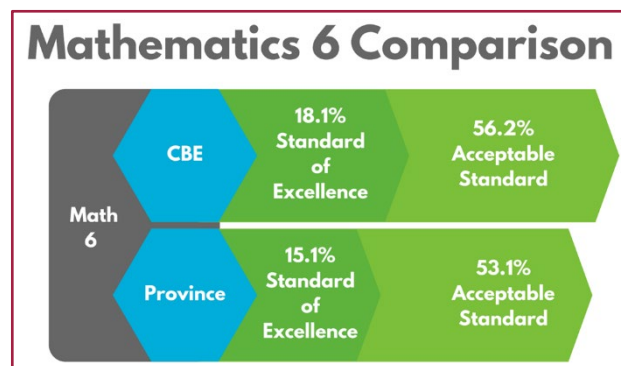
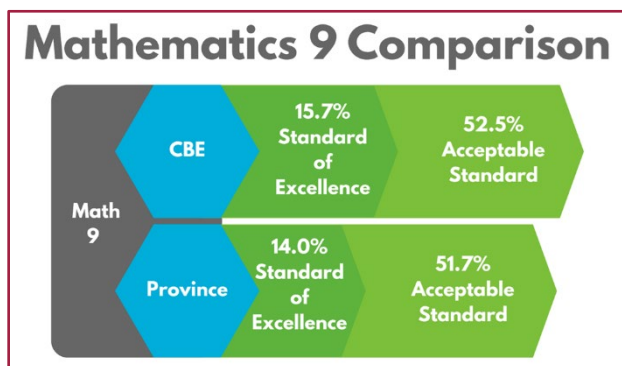
We continue to make steady progress toward helping all students succeed in mathematics. Early numeracy screening results show encouraging trends. Grade 2 students, who began with the highest percentage needing extra support, showed the largest reductions by the final screening. This demonstrates that targeted interventions are working. Over the past three years, both the overall student population and consistent Grade 3 cohorts have shown steady decreases in students flagged for additional support between initial and final screenings. These results highlight the positive impact of targeted teaching strategies.



High school mathematics performance is another area of celebration. In Math 10C and Math 30-2, students overall, as well as those Students with Identified Special Education Needs, achieved statistically significant gains compared to previous years. Students who Self-Identify as Indigenous recorded notable increases in Knowledge and Employability (K&E) Mathematics, and K&E courses broadly reported improvements across cohorts in report card marks. These gains helped narrow achievement gaps compared to other Mathematics course levels. On diploma examinations, students overall recorded significant improvement at the acceptable standard in Math 30-2, while Math 30-1 showed significant improvements over the previous three-year average at both the acceptable and excellence standards.



Provincial Achievement Tests (PATs) further demonstrate our progress. While year-over-year or three-year comparisons are not available due to the new Grade 6 Mathematics PAT, results showed that students outperformed the province at both the Acceptable Standard and at the Standard of Excellence for Mathematics 6 and 9.

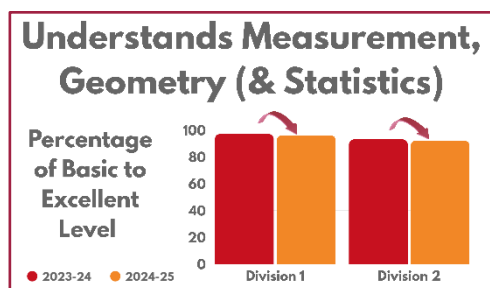
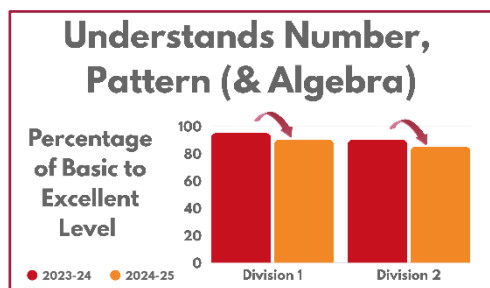


Progress in mathematics is supported by system-wide actions linked to the Mathematics Framework and strategies that support each student based on their unique needs. At the high school level, professional learning emphasized outcome-based assessment and inclusive teaching practices that are geared towards making sure every student can access, understand, and apply mathematical ideas, no matter their background or learning style. Assessment practices are now closely tied to lesson design, moving away from memorization toward deeper understanding and real-world application.

This ongoing development in assessment practices has a direct impact on students. Division 4 students showed year-over-year improvements in their mathematics report card averages in 2024–25 across most cohorts compared to a three-year average, apart from EAL learners. Supported by resources such as the Mathematics Equity and Identity tools, the updated Mathematics Framework, School Development Plan supports, and professional learning, these teaching approaches are contributing to improved results, increasing student confidence, and beginning to deliver positive outcomes for students previously identified as at risk.

Student survey data further confirms these trends. Confidence in learning mathematics increased across all cohorts, with notable growth among Students who Self-Identify as Indigenous. Students reported feeling more capable of knowing what to do next and thinking more deeply when solving problems. While enjoyment and communication in mathematics remain lower overall, the most recent survey results show a renewed upward trend after modest declines in 2023–24. These indicators suggest that while engagement challenges remain, students are developing stronger confidence and deeper engagement in mathematics.

Insights and Next Steps



Despite gains, there are still important areas for growth in mathematics, especially in Kindergarten through Grade 9. Report card data shows decline across all math areas for K to 9 students, with the largest drops in understanding numbers and algebra, geometry and measurement, and statistics. English as an Additional Language (EAL) Learners experienced similar declines, particularly in Division 1 and 2. Students who Self-Identify as Indigenous recorded lower results across most areas, while Students with Identified Special Education Needs also saw declines, except for stable results in early grade measurement and geometry.

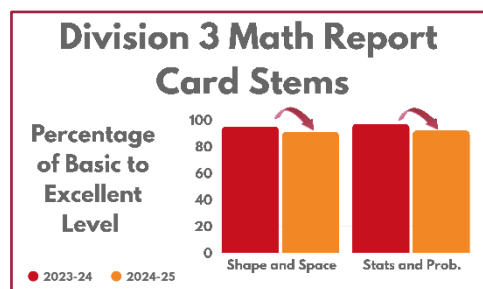
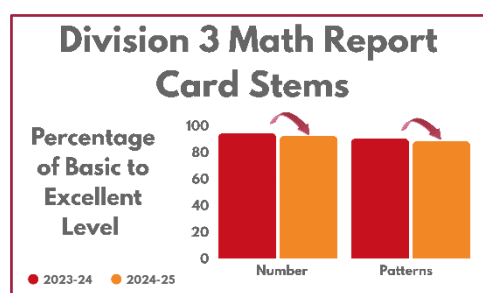
Grade 9 results require particular attention. Fewer students reached the Acceptable standard in Math 9 compared to the three-year average. EAL learners showed declines at the Acceptable standard, and Students with Identified Special Education Needs had lower acceptable rates than in previous years. By contrast, Grade 6 students often outperformed Grade 9, suggesting that middle grades bring increased challenges.

The introduction of Alberta's new math curriculum, beginning in 2022 for Division 1 and expanding in 2023 for Division 2, has likely influenced these results. The curriculum emphasizes problem-solving and deeper understanding, which are positive long-term shifts, but the transition has required significant adjustments in teaching, assessment, and curriculum expectations. Because the new curriculum moved some concepts to earlier grades, a number of students may not have learned those skills before the shift. This means they could be missing key foundations and need extra support to catch up. Teachers play an important role in spotting these gaps and weaving the missed concepts into current lessons so students can move forward with confidence. These changes may have temporarily affected achievement, particularly in middle grades, as both students and teachers adapt to new expectations.

Survey data supports this interpretation. The percentage of Grade 4–6 students who say they like math has declined from 72 per cent in 2020–21 to 67 per cent in 2024–25, pointing to engagement challenges during this transition.

Next steps include strengthening instruction in algebra and spatial reasoning, improving attendance in Divisions 3 and 4, and continuing to align assessments with classroom learning. Teachers will also continue to focus on inclusive math practices that connect lessons to students' diverse experiences and identities. System actions include working to ensure clear, consistent expectations for students at every grade, continuing MathUP cycles that connect teaching with assessment data, developing new assessment tools, and expanding professional learning.

While confidence in math is improving, enjoyment and communication remain growth areas. By applying lessons learned from literacy initiatives, CBE aims to build teacher expertise, strengthen alignment across the grades and all schools, and provide equitable and engaging learning experiences for all students.





Outcome Two

Student learning improves through fair and equitable assessment practices

Progress Towards Our Outcome

Together, educators, leaders, and students have made progress in advancing assessment practices that are fair, consistent, and support learners across the system. This progress is evident in the growing confidence of teachers and leaders, the expansion of professional learning opportunities, and the measurable improvements in calibration and data-informed decision-making. This matters because confident teachers, strong professional learning, and the consistent use of evidence creates fairer, clearer expectations for students. Professional learning initiatives are driving this progress across the system. Outcomes-Based Assessment sessions have led to more mathematics teachers identifying as proficient or exemplary in applying a CBE calibration protocol, which is aimed toward making sure that when a student is judged “proficient” or “exemplary,” that judgment means the same thing across the Calgary Board of Education. This matters because when teachers use shared approaches, students experience fairness in grading and reporting no matter which classroom they are in.

Collaborative Response training has strengthened teachers’ and leaders’ ability to make better informed decisions based on student evidence. Following professional learning last year, agreement on using student data as the primary source for identifying students who may require support rose by 16 percentage points. Schools also now have clearer tools to track progress, making it easier for schools to track priorities more effectively.

Confidence among teachers supporting EAL students has grown significantly. After collaborating with EAL Strategists, teachers surveyed reported a 28 percentage point increase in confidence when working with and assessing student writing samples. This progress ensures that our multilingual learners receive equitable support, and that professional judgement of achievement is based on a shared set of standards.

The Five Guiding Principles of Assessment, a foundational document that supports assessment practices for all teachers, emphasizes providing feedback that students can act on, teaching that adapts as they learn, and opportunities for students to take an

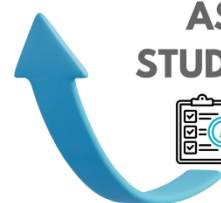
USING DATA TO IDENTIFY STUDENTS NEEDING SUPPORT

+16%



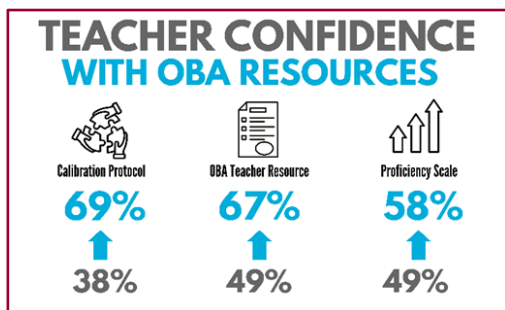
CONFIDENCE ASSESSING EAL STUDENT WRITING

+28%



active role in their own progress. These principles have been embedded throughout professional learning. By grounding assessment in these principles, educators are moving away from seeing it only as a final evaluation and toward using it with students as a tool to support growth.

Leadership development has also advanced. Middle years leaders surveyed regarding professional learning, reported greater confidence in making data-informed decisions, while high school leaders are building capacity to assess each student's mastery of skills and competencies according to the program of studies rather than evaluating students with percentage points. This shift ensures that students are recognized for the depth of their learning, not just the accumulation of marks.



Survey data for English Language Arts professional learning confirms progress: engagement with the Calibration Protocol rose from 38 per cent to 69 per cent. Confidence in using the Outcomes-Based Assessment Teacher Resource, a guide that helps teachers design lessons, tasks, and assessments directly tied to Alberta's Programs of Study outcomes, increased from 49 per cent to 67 per cent, and use of the Proficiency Scale, a strengths-based tool used to describe how deeply students understand those outcomes, grew from 49 per cent to 58 per cent.

Together, these changes show why consistency matters: it builds trust in assessment, ensures fairness for students and creates a shared foundation that allows educators to focus on growth rather than comparison.

Insights and Next Steps

Despite progress in assessment practices, important areas for growth remain. Confidence among middle school assistant principals and learning leaders is emerging, with 64 per cent reporting that they feel capable of designing reading instruction based on data. Many are still in the early stages of implementation, particularly in tracking and monitoring student progress. Strengthening data literacy and ensuring interventions are consistently applied and evaluated will be critical to moving forward.

Teacher feedback also highlights variability in how students experience assessments, especially in their understanding of the assessment clarity and its purpose. While the Five Guiding Principles of Assessment are widely recognized, they are not always fully embedded in daily practice.

Efforts to align and standardize assessments have made them more reliable at the grade or school level, but everyday practices like giving students clear, helpful feedback, are not yet fully developed. Teachers have expressed in multiple engagements, the need for greater support to make these approaches a regular part of their work.

Looking ahead, the priority will be to strengthen consistency in assessments across all subjects, provide more professional learning in strategies for EAL students and make sure assessment practices better reflect student achievement trends. Ongoing collaboration, including dedicated working groups, will help refine examples and processes so that approaches are more consistent across schools. Expanding online resources including videos and sample assessments will give teachers practical tools that make these efforts easier to access and sustain.

The broader goal is to move from shared language to shared practice. Teachers and leaders across K to 12 are increasingly aware of how assessments can guide learning, but consistent implementation is still developing. By embedding assessment as a daily practice that informs instruction, supports student growth and ensures fair and transparent outcomes, together we can sustain progress and continue advancing fair and equitable assessment.



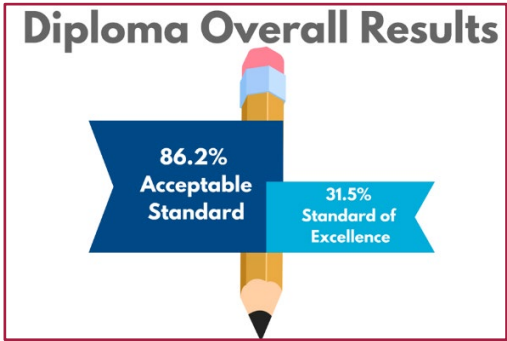
Outcome Three

Learning opportunities prepare students for future learning and success

Progress towards our outcome

We continue to show strong results in preparing students for future learning and success. One of the clearest signs of success is high school completion rate. CBE students consistently outperform the provincial average, both in three-year and five-year measures. This means more students are staying in school and graduating compared to peers across Alberta. Importantly, Students who Self-Identify as Indigenous have shown improvement in completion rates over the past year.

The work to support students to complete high school, is something that is often done on a very personalized level. As an example, in 2024-25, we offered language challenge courses that meant that 76 grade 12 students were able to earn credits that made it possible for them to complete high school. This progress reflects the impact of targeted supports and programs designed to close achievement gaps and ensure equitable outcomes for all learners.



Academic achievement remains a strength. In 2024–25, 86.2 percentage of students met the provincial “acceptable” standard on diploma exams, while 31.5 per cent reached the “excellence” standard. These results earned high ratings in provincial evaluations and confirm that CBE graduates are leaving school with strong academic foundations. Together, high completion rates and strong exam results show that students are well prepared for post-secondary education and future careers.

Beyond academics, CBE has expanded opportunities that connect students directly to real-world experiences. Programs such as Dual Credit, Off-Campus, Apprenticeship and Exploratory courses have grown steadily. For example, schools like Lord Beaverbrook and Forest Lawn are leading in apprenticeship credits and work experience completions. These programs give students practical skills and industry exposure, helping them transition smoothly into further education or employment.

Participation in these programs continues to grow. The number of exploratory courses, short-term, hands-on learning opportunities that allow high school students to “try out” different fields of study and career pathways before committing to longer programs, increased from 12 in 2023–24 to 17 in 2024–25. This gave students more chances to explore interests and develop new skills. Dual credit programming also expanded with courses rising from 36 to 39. This provided more opportunities for CBE students to earn high school and post-secondary

credits, at the same time, reducing barriers to future education, through our partnerships with colleges and universities.

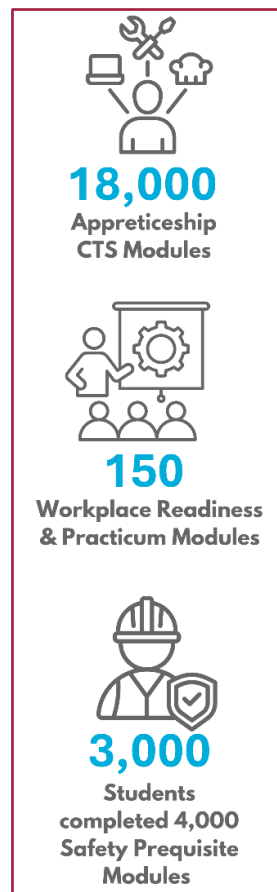
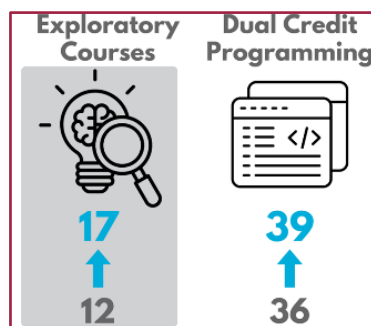
Apprenticeship and workplace readiness programs are thriving. In 2024–25, students completed more than 18,000 apprenticeship Career and Technology Studies modules. Over 150 workplace readiness and practicum modules were also completed, along with more than 4,000 safety prerequisite modules by 3,000 students across 33 schools. These numbers highlight the system’s success in connecting students to practical, career-focused learning.

Professional learning for staff has supported these gains. Teachers and coordinators are engaging in focused training with industry and post-secondary partners, strengthening dual credit and apprenticeship opportunities. As well, staff participation in professional learning sessions offered by CBE specialists on artificial intelligence, robotics, computer science and assistive technology continues to grow. These sessions build teacher capacity to integrate technology into classrooms and give students exposure to emerging fields such as artificial intelligence reflecting the broader trends in society.

Schools are using approved tools such as Codio, Magic School and Scratch to design engaging learning experiences. These tools connect students to current applications of technology and prepare them for high-demand fields in the future.

One initiative of note is Calgary Board of Education’s Digital Futures Pathway Collegiate which helps high school students build skills in technology, digital media and cybersecurity while earning both high school and post-secondary credits. Launched in 2024–25, the program combines in-person and online learning and is offered in partnership with SAIT and industry partners. By connecting students to real-world applications like robotics, animation and artificial intelligence, the pathway prepares them for further education and careers in Alberta’s growing digital economy.

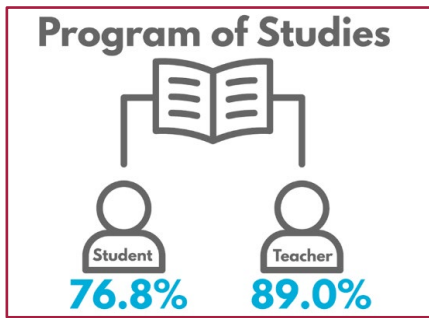
Overall, the evidence shows clear progress. Strong completion rates, improved outcomes for Indigenous students, high diploma exam results and expanded and innovative programming in dual credit, apprenticeship and exploratory courses all demonstrate that CBE is preparing students for success. By connecting learning to real-world experiences and strengthening partnerships with industry and post-secondary institutions, CBE ensures that students graduate with confidence, competence and readiness for their next steps.



Insights and Next Steps

While overall results are encouraging, there are clear areas where more progress is needed. Some groups of students, particularly EAL and Indigenous learners, continue to face challenges. Recent diploma exam results show declines for these groups over the previous year, and participation in advanced programs such as apprenticeships is uneven across schools. Ensuring that all students, regardless of background or school, have equal access to opportunities remains a priority.

Partnerships with industry and post-secondary institutions are a promising way forward. These connections give students real-world experience and help align learning with future career opportunities. Expanding these partnerships and ensuring that workplace readiness programs are available in more schools will be important steps. Currently, only a small number of schools have students completing Knowledge and Employability workplace readiness courses, which may highlight the need for increased communication and visibility about these options.



Student engagement is another area for growth. Alberta Education Assurance Program of Studies survey results reveal that students are less satisfied with their learning opportunities compared to teachers, with a gap of nearly thirteen percentage points. Interest in school tasks is low, and teacher confidence in students' literacy and numeracy skills has declined. These results suggest that while career-focused programming is expanding, core academic learning must also be strengthened.

In terms of next steps, CBE can build on the success of Career and Technology Studies, dual credit and exploratory programming by

embedding real world experiences and career-focused learning earlier in the curriculum and engaging students in experiences with technology that connect to both current issues and future opportunities. Professional learning for teachers can improve how tasks are designed and delivered, helping connect lessons to student interests. By addressing gaps in access, strengthening partnerships and focusing on both academic and career readiness, CBE can ensure every student graduates with the skills and confidence needed for future success.



Well-Being

Introduction to Goal | Students and employees thrive in a culture of well-being

CBE is committed to the goal that students and employees thrive in a culture of well-being, and recent results show strong progress.

For students, survey results show steady improvement in key areas of well-being with increases to the highest levels in four years for emotional health, physical health, resiliency, and adaptability. Middle years students showed the greatest gains, with diversity and inclusion climbing to 77.3 per cent, school connectedness and belonging to 83.7 per cent, regulation to 70.4 per cent and resilience and mental health to 77.5 per cent. Attendance has improved, with overall absenteeism dropping to 11.3 per cent, and early learning interventions are helping younger students succeed.

Professional learning and social-emotional programs have strengthened teaching practices and helped students build skills to manage emotions, cope with challenges, and stay ready to learn. Student voice is shaping school culture through Well-Being Action Teams, and initiatives like cellphone policies and inclusive resources are supporting respect and connection.

Employee well-being shows that supports and structures continue to be put in place and accessed. Teaching staff missed about nine days on average compared to approximately 13 in the broader public sector. Use of mental health supports has grown, with 88 per cent of participants in support programs accessing counseling and most reporting improvement. The Employee and Family Assistance Program use rose to 13.9 per cent, above industry averages, reflecting reduced stigma around seeking help. Professional learning in stress management, resiliency and leadership has expanded, and new roles and mentorship programs are embedding well-being into system planning.

Together, these efforts show our commitment to continue to move toward a culture where students and employees feel supported, connected and equipped to succeed.



Four-year highs across student well-being measures - All students and Middle Schools in particular



Improved student attendance

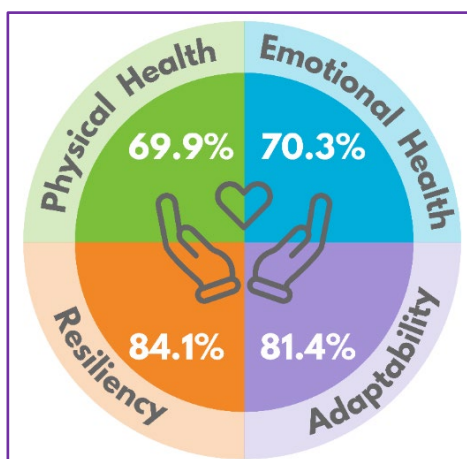


Lower employee absence and improved absence fill rates

Outcome One

Structures and processes improve students' sense of belonging and well-being

Progress Towards Our Outcome

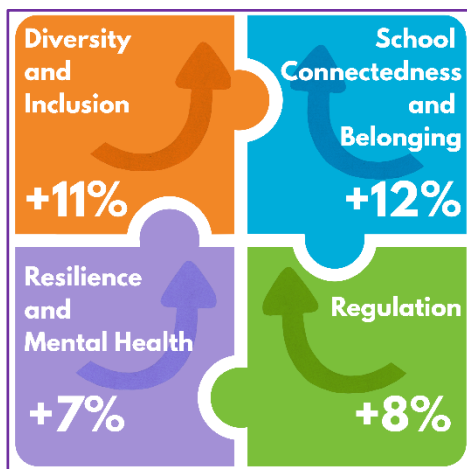


CBE has made notable progress in fostering environments where students feel a stronger sense of belonging and well-being. Student survey data shows year-over-year improvements across most well-being measures: Emotional Health increased to 70.3 per cent, Physical Health grew to 69.9 per cent, Resiliency and Perseverance improved to 84.1 per cent and Adaptability rose to 81.4 per cent. For each of these measures, this was the highest level of agreement in four years. These upward trends suggest that structures and processes are helping students develop stronger coping skills, healthier habits and greater confidence in their ability to persevere through challenges.

Middle years students in particular have made strong progress in feeling connected and supported at school. Survey results show big improvements in all four areas of well-being. Diversity and Inclusion rose by more than 11 points, School Connectedness and Belonging increased by almost 12 points, Regulation went up 8 points and Resilience and Mental Health grew by more than 7 points. These gains reflect the impact of focused strategies such as the Middle Years Learning Series, the first Student Well-Being Symposium and school action plans designed to support middle years learners.

Professional learning initiatives have contributed to these gains. Over 94 per cent of middle school leaders agreed that well-being sessions improved their leadership practices. Teachers reported greater confidence in using data and inclusive practices. Together, these efforts contribute to creating welcoming, caring, respectful and safe learning environments across schools.

Student voice is shaping school culture. Well-Being Action Teams in middle and high schools amplify student perspectives, including those of Indigenous learners. Initiatives like the “Away for the Day” cellphone policy and resources that reflect diverse backgrounds are supporting connectedness and respect and more students are reporting a decrease in screen time. Nine out of eleven indicators related to the Alberta Education Assurance survey for School Connectedness and Belonging showed improvement. For example, survey data shows students feel safer at 78.5 per cent and more cared for by teachers at 79.7 per cent and students reported feeling more regulated and ready to learn. Other indicators for





regulation also increased, with more students reporting that they help each other and more students respecting each other.

Attendance is also improving. Overall absenteeism dropped to 11.3 per cent, and 61.4 per cent of students missed less than 10 per cent of class time. Younger students showed the most significant improvements, suggesting that early interventions are effective. Literacy and numeracy screening results reinforce this conclusion, with fewer Grade 2 students needing extra help by year-end. These improvements show that early support builds confidence and essential skills, which help students feel secure and ready to learn.

Social-emotional learning (SEL) has played an important role in these improvements. SEL helps students develop skills like managing emotions, building positive relationships and coping with challenges. Every school has an SEL designate or Well-Being Key Contact, and teachers use digital tools to support lessons that build these skills. When students learn how to regulate their emotions, they become more resilient and better able to handle difficult situations at school or with peers. Strong self-regulation is a key part of being ready to learn, and the focus on SEL has helped create a culture of well-being across schools.

Overall, the evidence demonstrates that CBE has made significant strides in fostering environments where students feel a deeper sense of belonging and well-being. These gains are rooted in intentional structures and processes designed to elevate student voice, promote regulation and create inclusive learning spaces.

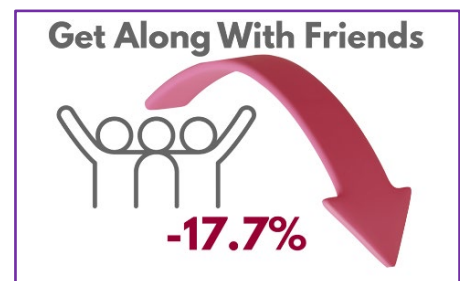
Insights and Next Steps

While we have seen significant growth, there are still important areas that need attention to strengthen belonging and well-being. The biggest concern is the decline in students feeling safe compared to the three-year average. From the OurSCHOOL survey, only 59.9 per cent of students say they feel safe at school, and the numbers are even lower in higher grades. This shows that as students get older, their sense of safety and connection decreases. Extra support during transitions to middle and high school will be critical.



Chronic absenteeism is another challenge, especially in older grades. These patterns suggest gaps in student engagement and communication between schools and families. There is a growing perception gap in students' access to supports. Teachers believe resources are available, but parents and students are less sure. This calls on us to make sure that support for students, and how they and their families can access them, is made visible and clear.

Social connections among students are also slipping. The OurSCHOOL survey shows a 17.7 percentage point drop in students saying they have gotten along well with friends in the past month, and the CBE Student Survey reported declines in indicators such as "I easily make and keep friends," and "I know when my friendships or relationships become negative or unhealthy." This suggests that while resilience is improving, peer relationships need more focus.



Teacher-student connections show similar concerns. Only 51.8 per cent of students agree that teachers check in on their well-being often. Students want more personal connections beyond academics. On a positive note, self-care habits, while low, are beginning to increase, with more students reducing screen time. This reinforces the need to continue to embed wellness and balance into daily routines.

Moving forward, our goals are to strengthen transition supports, improve communication about resources and give students more voice in shaping well-being initiatives. Teachers and leaders need continued training in social-emotional learning to help students build regulation and resilience. Clear communication and consistent practices will be key to ensuring every student feels safe, connected and supported.



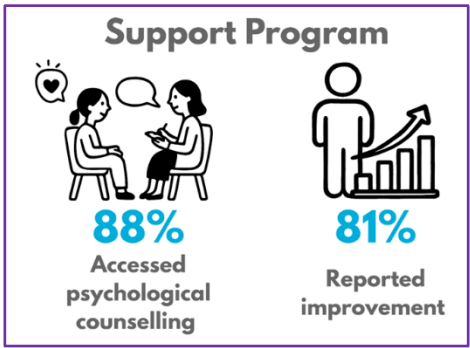
Outcome Two

Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Progress Towards Our Goal

Our staff are the heart of our organization. We continue to make a concentrated effort to support the well-being of all employees. We carefully monitor data from attendance, health and safety programs, mental health supports, professional learning, leadership development and employee engagement on an on-going basis as we work towards supports and strategies intended to help employees thrive.

Although absences increased as our workforce grew, the average number of days per employee is lower than the Canadian public sector: CBE teaching staff missed about nine days compared to just over 13 in the public sector. Improved unfilled absence rates over the previous year meant that when staff did need to be away, service in support of students and student learning could remain constant.

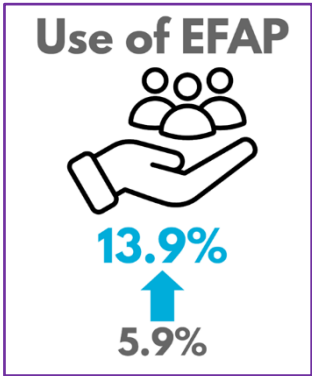


By engaging employees early in their recovery and facilitating access to practical treatment that helps people manage health concerns, employees are able to return to work sooner and perform their job safely and comfortably. This has helped reduce both the duration and frequency of long-term disability claims compared to previous years. In January 2024, the Health Advisory team launched a program designed to help people return to work after an illness, injury, or disability. Of those who participated, 88 per cent accessed psychological counselling. Of those who participated in any of the services 81 per cent reported improvement after receiving support.

Despite rising mental health concerns, short and long term disability leave outcomes are improving. Alberta School Employee Benefit Plan data shows that claims durations are shorter, and fewer are becoming long-term compared to industry averages. Health Advisors connect employees to counselling and community resources, helping manage stress and maintain well-being.

Use of the Employee and Family Assistance Program (EFAP) is strong and above industry averages. Utilization rates in 2024 were 13.9 per cent, above the industry average of 10.2 per cent. New cases reached 2,158 in 2024. Most employees accessed counselling, showing greater awareness and less stigma around seeking help. Higher EFAP utilization rates are typically associated with healthier employees and lower rates of absenteeism.

Professional learning opportunities have expanded. Workshops on stress, resiliency, communication, leadership and diversity have helped employees build



skills in empathy, feedback and conflict resolution. A new Employee Well-Being role was added in May 2024 to coordinate efforts and make well-being part of system planning. Mentorship programs also strengthened leadership. The Principal Mentorship and Assistant Principal Professional Learning Series showed strong results, with 100 percent of mentors and mentees agreeing that participation improved their growth as leaders, especially through connection, visioning, and collaborative problem-solving.

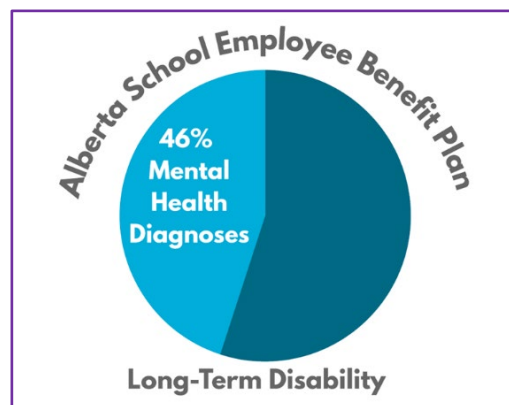
The initial phase of the Open Leadership Development program showed similar success, with nearly all participants reporting improvement in leadership skills.

The April 2024 Employee Well-Being Survey received over 7,000 responses, with over 2,400 written comments. Key themes included workload stress, working conditions, access to well-being resources and the importance of leadership and culture. This feedback, along with other collected data, will guide the Employee Well-Being Strategy.

Together, these efforts show that the structures to support positive well-being continue to be in place: more mental health support, stronger professional learning, increased EFAP use and leadership roles that embed well-being into our culture.



Insights and Next Steps



Even with these in place, challenges persist. Absences related to mental illness remain high, with teachers reporting nearly 30,000 days lost in 2024–25. Workers' Compensation Board claims and time-loss days also increased in 2024. These trends show the need for stronger proactive prevention measures.

Mental health issues continue to be a major concern. In 2024, 46 per cent of long-term disability cases under the Alberta School Employee Benefit Plan were linked to mental health diagnoses. This highlights the need for ongoing investment in psychological supports. Expanding early intervention programs and ensuring quick access to treatment will be key steps moving forward.

Employees also need easier access to information about benefits and supports. Feedback shows resources should be clearer and more user-friendly. Short-term actions include stress and resiliency presentations and further training. Longer-term steps could include more presentations through partners, enhanced leadership training and regular updates focused on mental health and available supports.

Survey results point to workload and working conditions as major concerns. Over 1,500 comments mentioned workload stress, classroom complexity and pace of work. Employees also raised issues about resource access and leadership culture, including voice and autonomy. Addressing these concerns will require strategies that balance organizational demands with employee capacity.

Professional learning needs greater consistency. While linking learning to school plans has helped leaders, staff feedback shows gaps remain. Leaders need support in adapting curriculum and instruction for diverse experiences. Expanding well-being workshops and training and offering virtual options are next steps. Leadership development must also embed well-being priorities to ensure sustainability.

We have important work to do on the Employee Well-Being Strategy. While the work has been ongoing, there have been interruptions due to the significant pressures associated with labor negotiation and impact of labor actions. While the work is ongoing, we will continue to ensure that our employees have access to supports and services, prioritize employee voice and, where possible, take steps to address concerns.

Truth & Reconciliation, Diversity and Inclusion



Introduction to Goal | Students and employees experience a sense of belonging and connection

CBE is seeing meaningful progress in creating schools where students feel included, supported and able to succeed. Across all three areas of focus, achievement and well-being for Indigenous students, teaching and learning that holds space for all cultures and identities, and school and workplace environments where everyone feels respected, included and valued, several key themes stand out.

First, student belonging has grown stronger. Surveys show that more students feel their culture is recognized and valued, that teachers care about them and that they have positive relationships with adults in their schools. This sense of connection is also reflected in improved attendance, especially among younger Indigenous students, and in rising measures of well-being across the system.

Second, academic achievement is showing steady gains. Indigenous students are meeting and exceeding standards in key subjects, high school completion rates are climbing year-over-year, and multilingual learners are benefiting from targeted supports that help teachers see language differences as strengths. These improvements demonstrate how professional learning opportunities, such as *Maatoomsii'Pookaiks (Children First) Indigenous Education Day* and inclusive teaching practices directly support stronger learning outcomes.

Third, staff and leaders are building confidence and skills through professional learning. Teachers are gaining tools to embed inclusive practices into daily routines, while leaders are strengthening their own skills through ongoing training, case studies and collaboration with specialists. This leadership work is visible in schools, where leaders celebrate diverse cultures, strengthen family partnerships and elevate student voice through councils and advisory groups. By combining teacher learning with leadership development, inclusive practices are becoming more consistent and deeply rooted across classrooms and schools.

Together, these efforts show that progress is not limited to one group or initiative. By focusing on relationships, cultural recognition and inclusive teaching and leadership, schools are creating environments where diversity is celebrated, students feel they belong and achievement continues to grow.





Outcome One

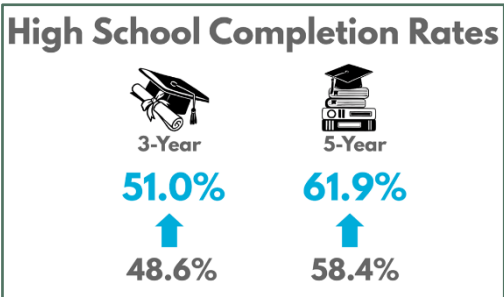
Students who Self-Identify as Indigenous experience improved well-being and achievement

Progress Towards Our Goal

Our Indigenous Education Holistic Lifelong Learning Framework (HLLF) guides our work to support Students who Self-Identify as Indigenous in achieving success while honouring Indigenous knowledge systems. The framework is grounded in four interconnected domains: Spirit-To Be, Heart-To Belong, Body-To Do, and Mind-To Know. These domains reflect a holistic approach to education that values culture and identity, belonging and relationships, land and place and academic achievement as essential to lifelong learning.

This year, we celebrate real progress in both well-being and achievement for Indigenous students in Divisions 1 and 2. Their growth reflects the strengths of the framework and our commitment to the Truth and Reconciliation Calls to Action (Education for ReconciliACTION). Students who Self-Identify as Indigenous have also shown success in English Language Arts across Divisions 1, 2 and 3 reading, and in Division 4 overall. These gains show how teaching that respects culture and identity, along with a strong sense of belonging, is helping students achieve stronger results at every grade level.

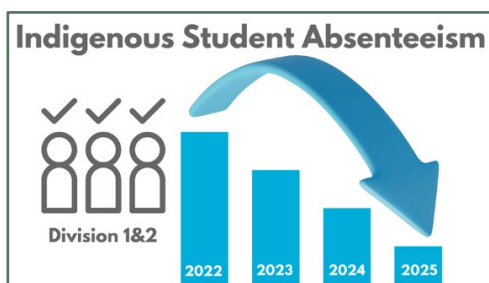
In addition, high school completion rates for Students who Self-Identify as Indigenous continue to show year-over-year improvement. Three-year completion rates have risen from 48.6 to 51 per cent, while five-year completion rates have grown from 58.4 to 61.9 per cent. While these rates remain lower than desired, the upward trend reflects steady progress and the impact of targeted supports.



Student voice drawn from the CBE Student Survey tells a powerful story. Indigenous students in Grades 5 and 6 said they feel increasingly proud to be part of their school community. Grade 6 students shared that they have stronger connections with adults, feel more welcome and included and see their culture recognized more often at school. Students in both grades also said their teachers care about them and want them to succeed.



This focus on belonging is central to the Heart-To Belong domain in the framework. It emphasizes creating spaces where Indigenous students feel respected, valued and connected to their identity and community. Schools have taken important steps, such as inviting Indigenous Elders and Knowledge Keepers to share stories, music, dance, joy and laughter, and hosting Commu-n-I-Tea Gatherings that bring Indigenous students and families together to strengthen ties between school and home.



Attendance for Indigenous students in Divisions 1 and 2 has steadily improved over the past three years, with continued progress this past year. This shows that students are feeling more connected to school, since regular attendance often reflects feeling safe, supported and ready to learn. The kinship between research and student feedback both point to the same drivers of this progress: strong relationships with teachers, active family involvement and schools that welcome and respect Indigenous culture. When students say they have at

least one adult they truly connect with, it confirms that relationships build belonging, and belonging is a powerful factor in regular attendance and academic success.

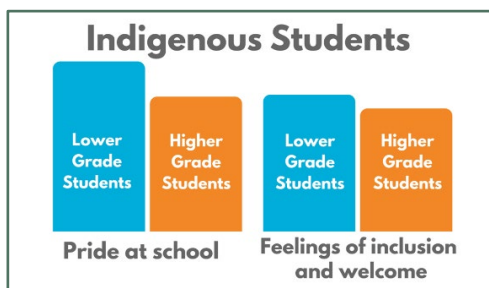
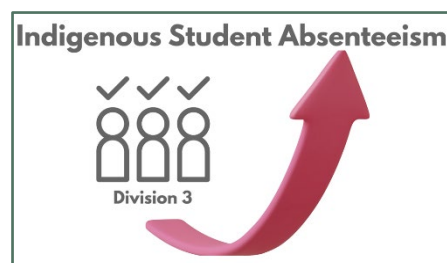
Indigenous students in Grade 6 have made strong gains on Provincial Achievement Tests. More students are meeting the Acceptable Standard, and more are achieving the Standard of Excellence. This improvement is clear in Science and Social Studies where we have year-over-year results, showing that students who take the tests are not only meeting expectations but are increasingly excelling.

This growth shows the impact of the Mind-To Know domain, which emphasizes that Indigenous students succeed when learning includes culturally responsive learning experiences that include both Western and Indigenous knowledge systems. Each year, teachers and school leaders take part in *Maatoomsii'Pookaiks (Children First) Indigenous Education Professional Learning Day*, a time dedicated to learning together. In 2024-25, the focus was on the Mind-To Know domain, with teachers working in Professional Learning Communities to design meaningful lessons that weave in Indigenous ways of being, belonging, doing, and knowing, create culturally appropriate ways to assess learning and plan community-building activities stronger connections between Indigenous students, families and school staff.

Together, these improvements show that Indigenous students are building stronger connections, seeing their culture more visibly recognized, attending school more regularly and achieving greater academic success. These gains are supported by actions that advance Truth and Reconciliation, including genuine relationships, learning connected to the land and teaching that respects Indigenous culture

Insights and Next Steps

While we celebrate progress for Indigenous students in Divisions 1 and 2, data from Divisions 3 and 4 shows that more support is needed to improve well-being and achievement. Absenteeism has risen in Division 3, with many students in both Division 3 and 4 missing large amounts of class time. Additionally, Students who Self-Identify as Indigenous experience higher rates of absence without contact from a parent or guardian, pointing to the need for stronger school-home connections.



Student feedback highlights similar concerns. Although perceptions have improved, Indigenous students in Divisions 3 and 4 report lower levels of pride in their school, feelings of inclusion and sense of welcome compared to their peers. The biggest gap is in feeling welcome and included which the Indigenous Education HLLF reminds is an essential part of belonging and engagement. When students feel seen, respected, valued and connected to their identity and community, they are more likely to attend regularly and engage in learning.

Research confirms this: strong teacher-student relationships, family involvement and schools that welcome and respect Indigenous culture are key to better attendance, well-being and achievement. To move forward, we will continue to focus on professional learning that helps schools create welcoming environments and support smooth transitions for Indigenous students and families, with special attention to middle and high school years.



Outcome Two

Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities

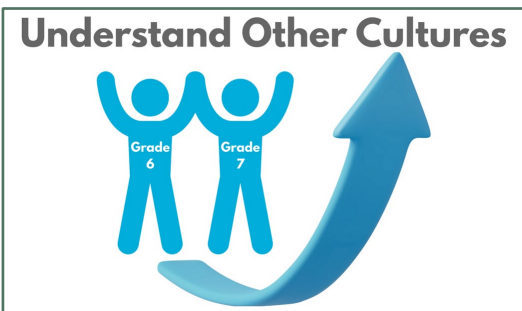
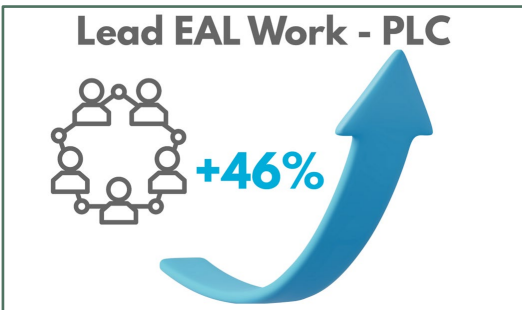
Progress towards our outcome

Together, we have made significant strides towards creating schools that welcome and celebrate diverse cultures and identities. This work is guided by a commitment to equity, reconciliation and belonging, so that students see themselves reflected in their classrooms and feel connected to their school community.

Professional learning has been central to this work. The CBE *Maatoomsii'Pookaiks (Children First) Indigenous Education Professional Learning Day* strengthened staff understanding of Indigenous knowledge, with nearly 80 per cent of participants reporting growth in their knowledge of acknowledging the land, Treaty 7, Indigenous languages greetings, and Nation names & place names and nearly 70 per cent reported a greater understanding about their role in Indigenous Education. These outcomes show how staff learning builds cultural awareness and leads to classroom practices that honour Indigenous perspectives.

Support for multilingual learners has also grown. Through the English as an Additional Language (EAL) Strategist Model, teachers reported a 46-percentage point increase in confidence when leading EAL work with colleagues in profession learning communities. This shows how targeted support helps teachers meet the needs of diverse learners and create classrooms where language differences are seen as strengths

Student feedback confirms the impact of these efforts. While cultural awareness of others experienced a small decline, the OurSCHOOL survey showed clear improvements for Grade 6, and 7 students and high school students continue to report even stronger agreement on cultural awareness of others than younger peers. This suggests that inclusive practices continue to be effective. The survey also found that students with positive relationships are more likely to report higher levels of belonging. This highlights the importance of building strong connections among peers and between students and staff. Belonging is not only about culture, it is also about relationships.



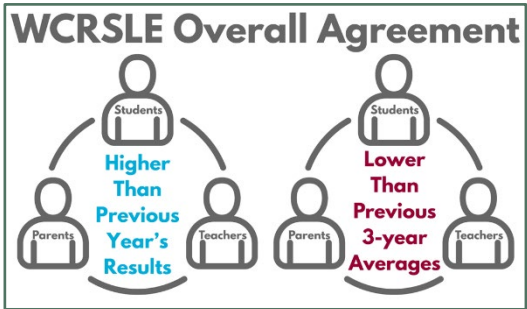
Overall, our progress reflects a strong commitment to inclusive teaching and learning. Professional learning has built confidence, student surveys show rising cultural awareness and targeted supports for multilingual learners have strengthened teaching practices. While there are still hurdles to overcome, the upward trends in cultural understanding and the growing impact of inclusive practices show meaningful progress. By continuing to invest in staff learning, teaching practices that reflects diverse cultures and relationship-building, we are ensuring that students experience schools where diverse cultures and identities are not only acknowledged but celebrated.

Insights and Next Steps

At the same time, survey results show areas where more progress is needed. Only 36.1 per cent of students said their own culture affects their learning. This points to the importance of helping students connect self-awareness with their classroom experiences. By helping students understand how their cultural identity shapes their learning experiences, educators can strengthen acceptance, belonging and overall engagement.



There is encouraging progress: over the past four years, the percentage of students who report understanding their own culture has steadily grown to 62.3 per cent. This shows improvement in building cultural identity awareness, though more work is needed to close the gap between understanding one's own culture and appreciating the cultures of others.



Other areas of inclusion show challenges. While the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe increased over the previous year's results according to both the Alberta Education Assurance Survey and OurSCHOOL survey, both remain lower compared to the previous 3-year averages. For the OurSCHOOL survey this result at 59.9 per cent is the lowest of all indicators.

In addition, EAL learners showed declines in academic achievement across several report card subjects and in PAT results. These findings highlight the need to balance cultural inclusion with strong academics and safe learning environments.

Moving forward, the next steps include embedding inclusive practices across all grade levels, strengthening anti-racism and equity efforts and addressing safety concerns by listening to student voices and creating targeted supports. This work will also focus on showing clear examples of how inclusion connects directly to student achievement, engagement and well-being, ensuring that equity is part of everyday teaching and learning

To sustain progress, these priorities will be built into long-term leadership development so that inclusion does not depend only on individual leaders but becomes a system-wide commitment. Continued collaboration with community partners and expanding curriculum resources that reflect diverse cultures will help ensure that diversity and inclusion remain central to how students experience school.

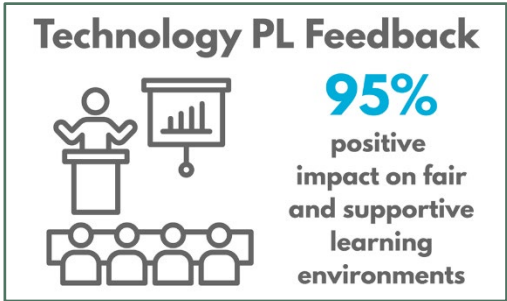


Outcome Three

Working and learning environments promote equity, diversity and inclusion

Progress Towards Our Outcome

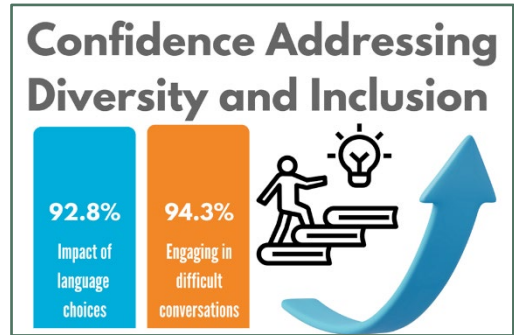
The Calgary Board of Education (CBE) continues to make equity, diversity and inclusion a priority in both schools and workplaces, and there is clear evidence of progress in staff learning, leadership and student experiences.



Professional learning sessions on inclusive teaching and collaborative practices have shown real results, with teachers reporting greater confidence and stronger use of data to guide decisions. Nearly 95 per cent of participants agreed that sessions on classroom technology improved their ability to create fair and supportive learning environments, showing the importance of digital tools in helping all students feel included. Surveys from *Maatoomsii’Pookaiks (Children First) Indigenous Education Professional Learning Day* and the English as an Additional

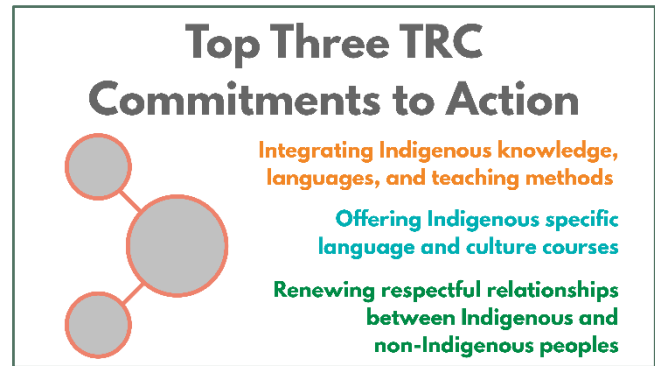
Language Strategist Model also show that staff are building skills to bring cultural knowledge into classrooms and better support Indigenous students and multilingual learners. These efforts are helping teachers create spaces that respect diverse identities and learning needs, while laying the groundwork for teaching practices that benefit every student.

Student surveys confirm these improvements. Measures of diversity and inclusion in the OurSCHOOL survey rose compared to last year, and combined results from the CBE Student Survey, the Alberta Education Assurance Survey, and the OurSCHOOL Survey showed positive trends in three out of four well-being areas overall. These gains suggest that the system-wide focus on equity and inclusion is making a difference, with students reporting stronger feelings of belonging, inclusion and overall well-being.



Leaders are also showing growth. Surveys reveal that most leaders feel more confident in addressing diversity and inclusion, and this is visible in schools. Leaders are weaving cultural representation into everyday activities such as recognizing dates of significance, creating cultural displays and celebrating diverse heritage events. These visible actions affirm students’ identities and show that their cultures are valued. Many leaders also focus on building relationships, greeting students by name, hosting inclusive circles and creating welcoming spaces. These practices build trust and make a sense of belonging part of daily school life.

Progress is clear in Truth and Reconciliation and Indigenous Education as well. One-third of leaders authentically integrate Indigenous perspectives, land acknowledgements, Elder visits and commitments to the Truth and Reconciliation Commission Calls to Action in their schools. This marks a shift from symbolic gestures to meaningful practices that honor Indigenous knowledge. Family and community involvement is also growing, with more than one in four leaders working with families and community partners to shape school culture through regular communication, community events and partnership-based projects. Student voice and agency are being elevated as well, with over a quarter of leaders supporting student leadership and decision-making through student councils, clubs and advisory groups. These opportunities give students a stronger role and voice in shaping inclusive school environments.



System-wide actions have supported these successes. Ongoing professional learning through leadership meetings and case studies has given leaders practical strategies. Specialists working alongside staff have provided timely support to design and monitor inclusive practices. Clear expectations to support leaders in showing and speaking to evidence of their actions at follow-up meetings have reinforced accountability and kept momentum strong. Looking ahead, leaders have emphasized the need to deepen cultural awareness and integrate Indigenous knowledge systems into teaching, ensuring that progress continues.

Insights and Next Steps

While the Calgary Board of Education has made real progress in equity, diversity and inclusion, there are still important gaps that need attention. Recent declines in the Alberta Education Assurance Survey data for Education Quality and Access to Supports and Services show that not all students are having consistent experiences across schools. Parents also report the lowest levels of agreement on these measures, pointing to the need for stronger family involvement and clearer communication about how supports are offered and evaluated. Feelings of safety remain lower than the previous three-year average, especially among older students. This shows that inclusive practices need to be more deeply built into everyday school life to create lasting positive outcomes for all grade levels.



Looking ahead, the focus will be on continuing to deepen professional learning in equity, diversity and inclusion, supporting schools in building confidence and consistency in inclusive practices, and addressing differences in access to supports. Expanding opportunities for student voice and building stronger partnerships with families and community organizations will be key to creating environments where every learner feels valued and supported. Leaders have also expressed the need for deeper learning in how to bring cultural perspectives into daily teaching, moving beyond one-time events to practices that are ongoing and meaningful. They want support in adapting curriculum, assessment and classroom design so that learning reflects the diverse experiences of students.



There is strong interest in expanding knowledge of Indigenous ways of being, belonging, doing, and knowing, the Truth and Reconciliation Commission Calls to Action, Elder engagement and land-based learning. Leaders are asking for guidance on how to work respectfully with Indigenous partners, embed Indigenous perspectives

across subjects, and ensure that Indigenous Education is not symbolic or separate, but part of the lived experience in schools. Leaders are beginning to weave inclusive design and equity-focused practices into teaching and assessment, but this is still an area for growth, especially in connecting belonging directly to classroom learning.

Collaboration across system teams focused on inclusion, diversity, well-being and Indigenous education will help review the range of supports available, including school-wide and classroom strategies. This will strengthen connections between belonging and mental health. Together, these next steps will ensure that equity, diversity, and inclusion are consistently reflected in both the learning and working environments of CBE schools.



Accountability and Assurance

Accountability and Assurance

CBE’s commitment to quality education includes prioritizing the success of all students. Alberta Education and Childcare allocates funds to CBE to fulfill and actualize this commitment for all K-12 students. This creates a responsible relationship between CBE and the government, established in legislation and regulation, to ensure that this commitment to quality education is achieved and shared in a transparent way, using supportive evidence ([Funding Manual for School Authorities 2024-25 School Year](#), pp. 23-25).

The Board of Trustees sets direction for student achievement and well-being in its Results policies, in its strategic priorities and when approving the Education Plan, and budget. As a responsible and ethical school district, CBE uses diverse measures, metrics and results to improve the quality and effectiveness of its programs in service of student learning and achievement. These results are analysed, interpreted and reported to the public, parents, students and Alberta Education and Childcare to ensure transparency and demonstrate organizational integrity ([Funding Manual for School Authorities 2024-25 School Year](#), pp. 23-25).

The values defined by the Board are reflective throughout this report:

- Students come first.
- Learning is our central purpose.
- Public education serves the common good.



Accountability and Assurance Model

CBE's *Annual Education Results Report* provides a summary of results for the 2024-25 school year. In addition to this report, the Board of Trustees publicly monitors progress through [Operational Expectations and Results](#) reporting each year.

Annually, each school posts a *School Improvement Results Report* on its website that speaks to the achievement of goals specified in its *School Development Plan* and to the focused area(s) of improvement for the coming years.

At the core:

- we work together across CBE to create and implement system initiatives that advance learning and enhance opportunities for students and families;
- education directors review each school's School Development Plan and support and monitor principals' work towards achieving the goals of their School Development Plan;
- centralized supports are aligned with system-wide priorities reflected by CBE Values and [Education Plan](#); and
- specific areas of operations and centralized services provide efficient administrative support on core tasks to allow more time to focus on teaching and learning.

The *School Improvement Results Report* Template and *School Development Plan* Template that are used by all schools in CBE can be found in Appendix B | School Reporting Templates.

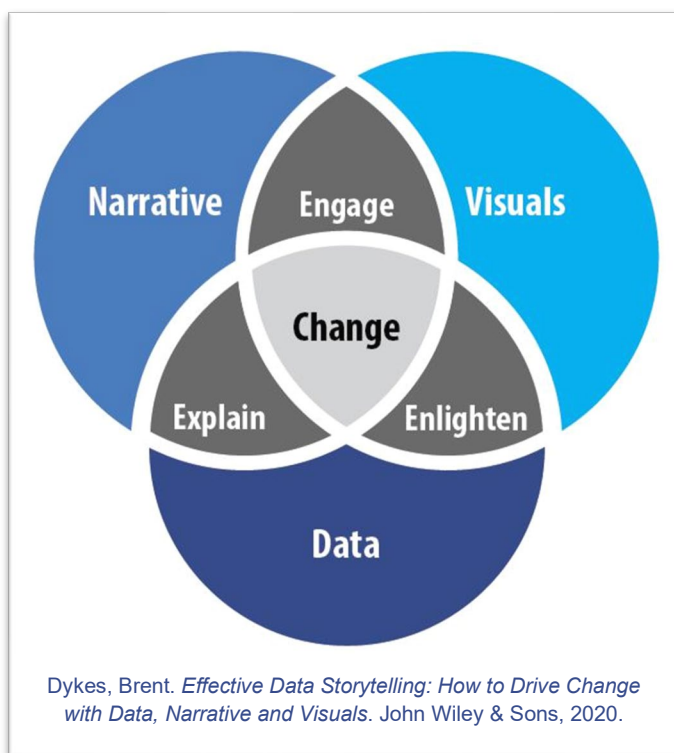


CBE Data Model | Effective Data Storytelling

CBE uses the Effective Data Storytelling Model to guide the presentation of information in the Annual Education Results Report. Based on the work of Brent Dykes, this model emphasizes the integration of credible data, meaningful narrative and clear visuals to ensure that findings arising from the results are not only transparent but also actionable. By applying this framework, CBE transforms complex data into accessible insights that support informed decision-making and public accountability.

The report presents relevant and meaningful data arising from key measures including Alberta Education Assurance Measures, Required Local Components and Local Measures from the three-year Education plan within a narrative that explains context, significance and system response. Visual elements, including charts and infographics, are used to highlight trends and comparisons, making the data easier to interpret for diverse audiences.

This approach ensures that this report communicates not just what the results are, but why they matter and how CBE is addressing areas of strength and challenge. Through effective data storytelling, the Annual Education Results Report becomes a strategic tool for engaging interest holders and advancing the division's commitment to continuous improvement.





Summary of Financial Results

Annual Budget

The CBE's 2024-25 budget demonstrates its commitment to student achievement, equity and well-being through effective budget management, financial planning and transparency. It provides a clear roadmap for a sustainable financial future for the organization.

At Calgary Board of Education, budget development is a multi-step process. In February 2024, the Government of Alberta provided all school boards with preliminary funding information in [Budget 2024](#).

CBE Administration presented the [Budget Assumptions Report \(BAR\)](#) to the Board of Trustees on April 9, 2024. In late March 2024, the CBE received the funding profile, which was then subsequently updated in both July 2024 and August 2024. The Board of Trustees approved the [2024-25 budget](#) at a public meeting on May 28, 2024. The \$1.62 billion budget supports the operation of an expected 251 schools and more than 140,000 students.

As required by law, the 2024-25 budget is balanced

Financial Health Matrix

Through the Financial Health Matrix, administration provides the Board of Trustees and the community with summary information about the CBE's financial health and any risks related to achieving its Results policies and outcomes set out in the CBE's Education Plan.

The matrix is included in the Fourth Quarter Budget Variance Analysis Report. Please refer to:

[Public Agenda | Regular Meeting of the Board of Trustees | Nov. 25, 2025](#)

[Report to Trustees | Fourth Quarter Budget Variance Report, attachment V: Financial Health Matrix, beginning on page 149/151.](#)

Budget-Actual Comparison

The Fourth Quarter Budget Variance Report provides total expenses budgeted for, the actual expenses incurred as well as the variance as a dollar amount and percentage. The CBE provides a Budget Variance report for each quarter to identify and explain variances from the approved Budget.

Please refer to:

[Public Agenda | Regular Meeting of the Board of Trustees | Nov. 25, 2025](#)

[Report to Trustees | Fourth Quarter Budget Variance Report, Attachment I: Fourth-quarter budget variance report, beginning on page 138/151](#)

Audited Financial Statements

CBE's Financial Results CBE's Financial Results for the year ended August 31, 2025, including the audited financial statements: [Public Agenda | Regular Meeting of the Board of Trustees | Nov. 25, 2025](#).

Provincial K to 12 education financial statements, include combined statements, summary reports and school authority audited financial statements: <https://www.alberta.ca/k-12-education-financial-statements.aspx>.

More Financial Information

More financial information can be obtained by visiting [Budget & Finance | About Us | CBE](#).



Data and Analysis

Data and Analysis Approach

For all measures included in the Annual Education Results Report (AERR), the school authority's most recent results are reported and footnotes for Alberta Education Assurance Measures (AEAMs), are included where applicable. Historical and trend data is also provided, incorporating at least four years of comparable results wherever available and appropriate. In cases where AEAM results were not available, this was noted in the relevant section of the AERR and included local measures of student learning achievement. Where possible, data and accompanying descriptions was presented for all students, self-identified First Nations, Métis, and Inuit students, and students who required and received English as an Additional Language supports (coded 301/303) as disaggregated populations.

Data is organized by domains to align with the Alberta Education and Childcare Assurance Framework – they are below. Local measures identified in the CBE Annual Education Plan are included in the most appropriate domain. All required measures and components are included and identified as either a required AEAM, Alberta Education and Childcare Local Component, or Local Measure.

- [Student Growth and Achievement](#)
- [Teaching and Leading](#)
- [Learning Supports](#)
- [Governance](#)
- [Local and Societal Context](#)

Student Growth and Achievement

PAT Acceptable / Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort):

Grade 6 results (where available) for:

- all students;
- self-identified First Nations, Métis, and Inuit students; and
- students who require and receive English as an Additional Language supports (codes 301/303).

Grade 9 results:

- combined across all courses (Grade 9 only) for all students;
- combined across all courses (Grade 9 only) for self-identified First Nations, Métis, and Inuit students;
- combined across all courses (Grade 9 only) for students who require and receive English as an Additional Language supports (codes 301/303);
- for each course for all students;
- for each course for self-identified First Nations, Métis, and Inuit students; and
- for each course for students who require and receive English as an Additional Language supports (codes 301/303)

Required AEAM

PAT Acceptable / Excellence

Grade 6 and 9 students who achieved the Acceptable Standard

Grade 6 and 9 students who achieved the Standard of Excellence

By Cohort:

Percentage of Students at PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 Over Time

Cohort	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	PAT 6: Acceptable	n/a	74.1	71.4	72.6	n/a
	PAT 6: Excellence	n/a	22.0	19.3	21.8	n/a
	PAT 9: Acceptable	n/a	66.8	64.4	63.6	62.3
	PAT 9: Excellence	n/a	20.0	16.8	15.8	15.6
English as an Additional Language Learners	PAT 6: Acceptable	n/a	72.2	67.4	66.4	n/a
	PAT 6: Excellence	n/a	18.5	15.7	18.1	n/a
	PAT 9: Acceptable	n/a	57.1	54.5	53.0	50.1
	PAT 9: Excellence	n/a	12.6	9.8	10.4	9.4
Students who Self-Identify as Indigenous	PAT 6: Acceptable	n/a	45.6	37.1	47.6	n/a
	PAT 6: Excellence	n/a	6.6	5.9	7.2	n/a
	PAT 9: Acceptable	n/a	32.6	30.7	30.3	34.5
	PAT 9: Excellence	n/a	4.1	5.2	3.4	4.8
Students with Identified Special Education Needs	PAT 6: Acceptable	n/a	52.9	50.4	54.2	n/a
	PAT 6: Excellence	n/a	10.6	9.5	10.9	n/a
	PAT 9: Acceptable	n/a	49.2	45.1	44.4	42.4
	PAT 9: Excellence	n/a	10.3	7.9	7.3	7.3

Analysis

- All Students cohort demonstrated year-over-year decline in Grade 9 Provincial Achievement Test results, with decreasing percentage of CBE students achieving acceptable standard and standard of excellence over time.
- In English as an Additional Language Learners and Students with Identified Special Education Needs cohorts, Grade 9 CBE students showed generally declining achievement on both standards for the past four years.
- Across cohorts, Students who Self-Identify as Indigenous consistently showed the lowest percentage of students achieving acceptable standard and standard of excellence over time. It is noticeable that the achievement gap between Indigenous students and other cohorts narrow due to the improvements among Students who Self-Identify as Indigenous on both standards from 2023-24 to 2024-25.

Alberta Education and Childcare Assurance Measure Data for PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
All Students	Student Growth and Achievement	PAT 6: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		PAT 6: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Student Growth and Achievement	PAT 9: Acceptable	62.3	63.6	64.0	62.5	62.5	62.6	Very Low	Declined Significantly	Concern
		PAT 9: Excellence	15.6	15.8	16.3	15.6	15.4	15.5	Intermediate	Declined	Issue
English as an Additional Language Learners	Student Growth and Achievement	PAT 6: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		PAT 6: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Student Growth and Achievement	PAT 9: Acceptable	50.1	53.0	53.7	51.2	52.7	54.0	Very Low	Declined Significantly	Concern
		PAT 9: Excellence	9.4	10.4	10.1	10.0	10.1	10.5	Very Low	Maintained	Concern
Students who Self-Identify as Indigenous	Student Growth and Achievement	PAT 6: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		PAT 6: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Student Growth and Achievement	PAT 9: Acceptable	34.5	30.3	30.5	41.6	41.4	40.4	Very Low	Improved	Issue
		PAT 9: Excellence	4.8	3.4	4.3	6.3	6.1	5.7	Very Low	Maintained	Concern
Students with Identified Special Education Needs	Student Growth and Achievement	PAT 6: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		PAT 6: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Student Growth and Achievement	PAT 9: Acceptable	42.4	44.4	44.7	39.8	40.2	40.4	Very Low	Declined	Concern
		PAT 9: Excellence	7.3	7.3	7.6	6.3	6.4	6.4	Very Low	Maintained	Concern

Analysis

- Compared to the province, Students with Identified Special Education Needs outperformed in both standards while students in other cohorts had lower percentage of students achieving the acceptable standard and the standard of excellence in 2024-25.

- Except for All Students cohort on the standard of excellence, all cohorts were categorized as 'Very Low' on the achievement measure evaluation. Notably, Grade 9 PAT acceptable level declined significantly in both All Students and English as an Additional Language Learners cohorts.
- For Students who Self-Identify as Indigenous, when compared to the previous three-year average, statistically notable improvement was observed when looking at the aggregated Grade 9 PAT results in 2024-25 school year.

All Students Cohort:

Alberta Education and Childcare Assurance Measure Data for PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam

All Students		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6 & Lit 6	Acceptable Standard	n/a	n/a	n/a	70.5	n/a	n/a	69.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	12.2	n/a	n/a	12.7	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	56.2	n/a	n/a	53.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	18.1	n/a	n/a	15.1	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	Acceptable Standard	Intermediate	Declined Significantly	Issue	69.2	72.6	72.0	64.1	68.5	67.4
	Standard of Excellence	Intermediate	Declined Significantly	Issue	18.9	21.8	20.6	18.5	19.8	18.9
English Language Arts 9	Acceptable Standard	Low	Declined Significantly	Concern	68.1	71.1	72.4	69.8	69.5	70.4
	Standard of Excellence	Low	Declined Significantly	Concern	9.4	11.6	13.1	11.1	11.8	12.6
K&E English Language Arts 9	Acceptable Standard	Low	Declined	Issue	37.1	41.4	47.9	47.4	49.6	49.9
	Standard of Excellence	Intermediate	Declined	Issue	1.4	1.4	5.1	5.2	5.6	5.6
French Language Arts 9 année	Acceptable Standard	Low	Maintained	Issue	76.6	76.6	77.0	75.2	76.6	76.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	10.8	11.7	11.7	9.3	10.6	10.7
Mathematics 9	Acceptable Standard	Low	Declined Significantly	Concern	52.5	54.6	55.9	51.7	52.7	53.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	15.7	15.3	15.6	14.0	14.0	13.7
K&E Mathematics 9	Acceptable Standard	Low	Maintained	Issue	38.5	34.5	36.8	49.7	52.2	52.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	6.3	3.4	6.3	11.0	9.9	10.6
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	67.4	67.6	67.0	68.6	67.6	66.9
	Standard of Excellence	Very High	Maintained	Excellent	20.3	20.7	20.6	21.1	20.8	20.5
K&E Science 9	Acceptable Standard	Very Low	Maintained	Concern	36.2	42.3	40.3	50.3	52.3	52.6
	Standard of Excellence	Low	Maintained	Issue	2.9	2.6	5.7	7.9	8.9	9.9

Social Studies 9	Acceptable Standard	Low	Maintained	Issue	60.7	61.0	60.5	60.5	60.5	59.4
	Standard of Excellence	Intermediate	Improved	Good	17.7	16.5	16.8	17.1	15.8	15.8
K&E Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	35.9	27.4	31.9	50.3	50.4	50.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	6.3	1.6	4.4	10.6	11.3	10.9

Percentage of Students at PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam Over Time

All Students		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6 & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70.5	12.2
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7
French Language Arts 6 année	Authority	n/a	n/a	85.3	8.8	85.2	12.1	82.0	10.9	n/a	n/a
	Province	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3	n/a	n/a
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56.2	18.1
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1
Science 6	Authority	n/a	n/a	77.2	26.9	71.4	25.4	71.8	26.2	n/a	n/a
	Province	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8	n/a	n/a
Social Studies 6	Authority	n/a	n/a	74.1	22.0	71.4	19.3	72.6	21.8	69.2	18.9
	Province	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5
English Language Arts 9	Authority	n/a	n/a	72.5	15.7	73.6	14.6	71.1	11.6	68.1	9.4
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1
K&E English Language Arts 9	Authority	n/a	n/a	57.3	4.3	54.4	8.9	41.4	1.4	37.1	1.4
	Province	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6	47.4	5.2
French Language Arts 9 année	Authority	n/a	n/a	74.6	8.9	77.3	11.8	76.6	11.7	76.6	10.8
	Province	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6	75.2	9.3
Mathematics 9	Authority	n/a	n/a	59.0	21.4	57.2	15.9	54.6	15.3	52.5	15.7
	Province	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0
K&E Mathematics 9	Authority	n/a	n/a	55.1	13.8	39.1	9.1	34.5	3.4	38.5	6.3
	Province	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9	49.7	11.0
Science 9	Authority	n/a	n/a	69.9	26.0	66.4	20.4	67.6	20.7	67.4	20.3
	Province	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1
K&E Science 9	Authority	n/a	n/a	55.1	9.2	38.2	8.8	42.3	2.6	36.2	2.9
	Province	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9	50.3	7.9
Social Studies 9	Authority	n/a	n/a	65.8	18.4	60.1	17.0	61.0	16.5	60.7	17.7
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1
K&E Social Studies 9	Authority	n/a	n/a	59.6	14.9	36.4	7.3	27.4	1.6	35.9	6.3
	Province	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3	50.3	10.6

Percentage of Students at PAT Achievement Standards of Acceptable and Excellence for ELA Grades 6 and 9 Over Time

All Students			Results (in percentages)									
			2020-21		2021-22		2022-23		2023-24		2024-25	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6 & Lit 6	Authority	Reading	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74.0	30.6
		Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.2	8.5
	Province	Reading	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.9	30.4
		Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.3	9.8
French Language Arts 6 année	Authority	Reading	n/a	n/a	84.5	19.6	85.0	25.6	85.5	16.9	n/a	n/a
		Writing	n/a	n/a	83.8	10.0	86.7	10.6	87.1	12.1	n/a	n/a
	Province	Reading	n/a	n/a	76.4	18.0	79.8	19.8	75.8	17.7	n/a	n/a
		Writing	n/a	n/a	84.1	12.1	83.8	13.3	86.1	12.7	n/a	n/a
English Language Arts 9	Authority	Reading	n/a	n/a	82.0	27.1	80.9	21.1	77.8	20.2	73.6	16.8
		Writing	n/a	n/a	87.5	20.2	87.1	21.2	84.9	16.2	81.8	14.1
	Province	Reading	n/a	n/a	81.0	21.3	80.1	19.9	79.5	20.3	77.9	18.5
		Writing	n/a	n/a	88.6	18.1	88.8	20.1	87.1	16.6	86.0	15.5
K&E English Language Arts 9	Authority	Reading	n/a	n/a	68.8	16.1	72.1	21.3	51.9	5.6	52.0	10.0
		Writing	n/a	n/a	65.6	8.6	54.1	6.6	40.7	1.9	54.0	4.0
	Province	Reading	n/a	n/a	65.0	16.9	70.2	17.9	70.2	20.6	63.0	17.2
		Writing	n/a	n/a	67.7	5.1	67.4	5.0	63.3	4.1	60.4	4.3
French Language Arts 9 année	Authority	Reading	n/a	n/a	76.2	11.3	75.8	12.7	73.7	13.3	76.4	14.0
		Writing	n/a	n/a	80.1	13.2	85.6	17.2	84.8	16.9	82.6	14.2
	Province	Reading	n/a	n/a	73.6	10.5	75.3	11.9	72.0	11.7	74.7	13.0
		Writing	n/a	n/a	84.1	15.1	87.2	17.1	88.0	16.6	82.3	12.2

Percentage of Students at PAT Achievement Standards of Acceptable and Excellence for Mathematics Grades 6 and 9 Over Time

All Students			Results (in percentages)									
			2020-21		2021-22		2022-23		2023-24		2024-25	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
Mathematics 6	Authority	Part A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57.7	24.5
		Part B	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	21.4
	Province	Part A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57.8	23.3
		Part B	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.7	18.9
Mathematics 9	Authority	Part A	n/a	n/a	55.0	26.0	52.1	21.3	47.4	22.3	47.3	21.4
		Part B	n/a	n/a	73.4	27.1	72.9	21.0	69.4	18.3	66.2	19.1
	Province	Part A	n/a	n/a	49.0	20.3	48.7	17.6	47.1	20.3	45.7	19.4
		Part B	n/a	n/a	71.3	22.8	71.3	18.4	69.3	17.9	68.4	18.0
K&E Mathematics 9	Authority	Knowledge	n/a	n/a	66.2	16.9	52.4	11.0	33.8	7.4	50.7	8.2
		Skills	n/a	n/a	66.9	20.6	56.1	14.6	48.5	5.9	50.7	11.0
	Province	Knowledge	n/a	n/a	65.8	15.1	61.6	15.9	57.6	12.2	57.7	11.0
		Skills	n/a	n/a	69.4	18.1	69.7	18.6	69.3	16.8	64.3	18.1

Analysis

- In Grade 6 PAT results, CBE students generally showed stronger performance than the province on both achievement standards with the only exception in ELAL 6 at the standard of excellence.
- In Grade 9 PAT results, CBE outperformed the province in FLA 9, Mathematics 9 and Social Studies 9 while CBE had lower percentage of students meeting the acceptable standard and standard of excellence in ELA 9, Science 9 and all K&E courses.
- In English Language Arts, Mathematics and Social Studies, Grade 6 CBE students showed higher PAT achievement on both standards compared to Grade 9 students.
- Significant declines were observed in Social Studies 6 and ELA 9 across both achievement standards. Moreover, Mathematics 9 also showed a significant decline at the standard of excellence in comparison to the previous three-year averages.
- CBE students achieved 'Very High' achievement measure evaluation at the standard of excellence results for Science 9.
- Statistically notable improvement was observed for Social Studies 9 standard of excellence results in 2024-25 school year.
- Between Reading and Writing, CBE students consistently had stronger performance in Writing than Reading on the acceptable standard results.
- Except for French Language Arts 9, more students achieved the standard of excellence in Reading than Writing across different PAT tests.
- In Mathematics 6&9, CBE students outperformed the province level at the standard of excellence in both Part A and Part B.
- There were consistently more students achieving the acceptable standard in Part B and a higher proportion of students achieving the standard of excellence in Part A in Mathematics 6 and 9.

English as an Additional Language Learners Cohort:

Alberta Education and Childcare Assurance Measure Data for PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam

English as an Additional Language Learners		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts & Lit 6	Acceptable Standard	n/a	n/a	n/a	61.0	n/a	n/a	62.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	7.6	n/a	n/a	8.0	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	52.4	n/a	n/a	52.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	17.3	n/a	n/a	14.9	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Social Studies 6	Acceptable Standard	Low	Declined Significantly	Concern	63.0	66.4	66.9	60.7	64.6	65.0
	Standard of Excellence	Intermediate	Declined Significantly	Issue	14.5	18.1	16.9	15.2	16.5	16.1
English Language Arts 9	Acceptable Standard	Very Low	Declined Significantly	Concern	51.9	57.9	60.5	54.5	56.9	59.6
	Standard of Excellence	Very Low	Declined Significantly	Concern	3.3	5.2	5.5	4.7	5.4	6.0
K&E English Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	20.0	53.3	45.4	33.5	46.7	40.8
	Standard of Excellence	Low	Maintained	Issue	0.0	0.0	0.0	2.6	4.0	2.7
French Language Arts 9 année	Acceptable Standard	Very Low	Maintained	Concern	63.3	70.1	68.2	63.9	67.8	69.5
	Standard of Excellence	Intermediate	Improved	Good	13.3	8.2	6.2	11.6	9.2	10.3
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	45.1	47.8	48.6	45.2	46.7	48.4
	Standard of Excellence	Low	Maintained	Issue	12.5	13.1	12.8	11.6	11.5	11.8
K&E Mathematics 9	Acceptable Standard	Low	Maintained	Issue	45.5	37.5	30.8	51.0	49.7	44.6
	Standard of Excellence	Intermediate	Improved	Good	9.1	0.0	0.0	13.4	12.2	8.9
Science 9	Acceptable Standard	Low	Maintained	Issue	56.7	56.0	56.3	57.6	57.7	58.5
	Standard of Excellence	High	Declined	Acceptable	12.2	14.1	13.3	13.8	14.2	14.6
K&E Science 9	Acceptable Standard	Very Low	Maintained	Concern	36.4	57.1	49.2	41.6	41.1	37.1
	Standard of Excellence	Low	Maintained	Issue	0.0	0.0	0.0	2.0	5.5	4.4
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	46.7	49.7	49.2	47.9	49.4	49.9
	Standard of Excellence	Very Low	Maintained	Concern	9.7	9.6	9.3	10.4	9.6	10.3
K&E Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	33.3	25.0	37.5	48.7	44.4	41.9
	Standard of Excellence	Intermediate	Improved	Good	11.1	0.0	0.0	3.2	7.4	4.4

Percentage of Students at PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam Over Time

English as an Additional Language Learners		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6 & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	61.0	7.6
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62.3	8.0
French Language Arts 6 année	Authority	n/a	n/a	75.8	7.6	81.0	14.3	77.8	11.1	n/a	n/a
	Province	n/a	n/a	74.0	11.6	75.5	13.8	74.5	12.7	n/a	n/a
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52.4	17.3
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52.3	14.9
Science 6	Authority	n/a	n/a	74.7	23.1	66.2	19.2	n/a	n/a	n/a	n/a
	Province	n/a	n/a	72.0	21.0	64.7	17.2	n/a	n/a	n/a	n/a
Social Studies 6	Authority	n/a	n/a	72.2	18.5	67.4	15.7	66.4	18.1	63.0	14.5
	Province	n/a	n/a	68.4	17.9	65.4	15.7	64.6	16.5	60.7	15.2
English Language Arts 9	Authority	n/a	n/a	62.0	8.3	63.0	5.8	57.9	5.2	51.9	3.3
	Province	n/a	n/a	61.9	7.0	62.2	6.6	56.9	5.4	54.5	4.7
K&E English Language Arts 9	Authority	n/a	n/a	74.1	0.0	37.5	0.0	53.3	0.0	20.0	0.0
	Province	n/a	n/a	45.7	2.4	34.9	1.3	46.7	4.0	33.5	2.6

French Language Arts 9 année	Authority	n/a	n/a	64.7	7.1	66.3	4.2	70.1	8.2	63.3	13.3
	Province	n/a	n/a	64.0	10.1	71.1	11.3	67.8	9.2	63.9	11.6
Mathematics 9	Authority	n/a	n/a	50.6	15.8	49.4	12.6	47.8	13.1	45.1	12.5
	Province	n/a	n/a	47.0	12.9	50.1	12.0	46.7	11.5	45.2	11.6
K&E Mathematics 9	Authority	n/a	n/a	60.0	8.6	24.0	0.0	37.5	0.0	45.5	9.1
	Province	n/a	n/a	54.5	9.8	39.5	5.6	49.7	12.2	51.0	13.4
Science 9	Authority	n/a	n/a	61.4	16.7	56.7	12.6	56.0	14.1	56.7	12.2
	Province	n/a	n/a	55.8	13.7	59.4	15.0	57.7	14.2	57.6	13.8
K&E Science 9	Authority	n/a	n/a	61.9	4.8	41.2	0.0	57.1	0.0	36.4	0.0
	Province	n/a	n/a	52.3	2.8	33.1	3.3	41.1	5.5	41.6	2.0
Social Studies 9	Authority	n/a	n/a	53.5	10.5	48.8	8.9	49.7	9.6	46.7	9.7
	Province	n/a	n/a	54.5	12.6	50.4	11.0	49.4	9.6	47.9	10.4
K&E Social Studies 9	Authority	n/a	n/a	84.2	15.8	50.0	0.0	25.0	0.0	33.3	11.1
	Province	n/a	n/a	64.1	11.7	39.4	1.5	44.4	7.4	48.7	3.2

Analysis

- Compared with the provincial level, English as an Additional Language Learners demonstrated higher achievements on both standards in Mathematics 6. This cohort also showed higher percentage of students achieving acceptable standard in Social Studies 6 and meeting the standard of excellence in FLA 9, Mathematics 9 and K&E Social Studies 9.
- In English Language Arts, Mathematics and Social Studies, English as an Additional Language Learners had stronger performance in Grade 6 courses than in Grade 9 courses across both standards.
- When comparing to the previous three-year average, the percentages of English as an Additional Language Learners declined significantly at both standards in Social Studies 6 and English Language Arts 9. Moreover, a significant decline at the acceptable standard was also observed in Mathematics 9.
- There were statistically notable improvements observed at the standard of excellence results in FLA 9, K&E Mathematics 9 and K&E Social Studies 9 in 2024-25 school year when compared to the corresponding three-year averages.

Students who Self-Identify as Indigenous Cohort:

Alberta Education and Childcare Assurance Measure Data for PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam

Students who Self-Identify as Indigenous		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6 & Lit 6	PAT: Acceptable	n/a	n/a	n/a	48.7	n/a	n/a	52.0	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	5.5	n/a	n/a	5.3	n/a	n/a
French Language Arts 6 année	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	PAT: Acceptable	n/a	n/a	n/a	29.4	n/a	n/a	30.4	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	4.0	n/a	n/a	4.7	n/a	n/a

Science 6	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	PAT: Acceptable	Very Low	Improved	Issue	46.0	47.6	42.4	43.7	48.7	47.0
	PAT: Excellence	Low	Maintained	Issue	8.3	7.2	6.6	7.9	7.3	6.9
English Language Arts 9	PAT: Acceptable	Very Low	Maintained	Concern	41.0	40.2	39.0	50.7	49.5	49.3
	PAT: Excellence	Very Low	Maintained	Concern	4.1	2.2	3.7	4.7	4.7	4.5
K&E English Language Arts 9	PAT: Acceptable	Low	Improved	Acceptable	50.0	25.0	25.0	43.5	42.8	43.3
	PAT: Excellence	Low	Maintained	Issue	0.0	0.0	0.0	5.3	4.9	4.3
French Language Arts 9 année	PAT: Acceptable	Low	Maintained	Issue	69.6	42.9	55.8	63.0	63.8	64.6
	PAT: Excellence	Low	Maintained	Issue	4.3	0.0	6.3	5.5	5.6	5.0
Mathematics 9	PAT: Acceptable	Very Low	Maintained	Concern	21.6	19.0	21.6	27.4	28.7	28.7
	PAT: Excellence	Very Low	Maintained	Concern	3.6	2.5	3.6	4.7	4.8	4.3
K&E Mathematics 9	PAT: Acceptable	Low	Maintained	Issue	33.3	47.1	46.3	41.5	43.7	46.3
	PAT: Excellence	Intermediate	Maintained	Acceptable	9.5	0.0	9.1	8.5	6.2	8.7
Science 9	PAT: Acceptable	Very Low	Improved Significantly	Acceptable	41.0	31.3	31.3	47.7	46.0	44.1
	PAT: Excellence	Low	Maintained	Issue	6.4	5.5	5.5	8.9	8.5	7.8
K&E Science 9	PAT: Acceptable	Very Low	Maintained	Concern	26.7	35.7	35.7	44.9	46.6	47.5
	PAT: Excellence	Low	Maintained	Issue	0.0	0.0	0.0	6.6	7.2	7.7
Social Studies 9	PAT: Acceptable	Very Low	Improved	Issue	32.9	28.8	28.3	38.6	39.0	36.6
	PAT: Excellence	Very Low	Maintained	Concern	5.3	3.7	4.3	6.4	6.3	5.6
K&E Social Studies 9	PAT: Acceptable	Very Low	Declined	Concern	18.2	38.5	38.5	43.1	46.2	45.8
	PAT: Excellence	Low	Maintained	Issue	0.0	7.7	7.7	9.3	9.4	8.3

Percentage of Students at PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam Over Time

Students who Self-Identify as Indigenous		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6 & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	48.7	5.5
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52.0	5.3
French Language Arts 6 année	Authority	n/a	n/a	86.7	13.3	62.5	6.3	n/a	n/a	n/a	n/a
	Province	n/a	n/a	63.7	6.4	65.9	5.3	56.9	2.9	n/a	n/a
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29.4	4.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30.4	4.7
Science 6	Authority	n/a	n/a	51.2	10.5	40.1	8.4	49.1	12.0	n/a	n/a
	Province	n/a	n/a	51.2	9.7	46.0	9.0	51.4	12.3	n/a	n/a
Social Studies 6	Authority	n/a	n/a	45.6	6.6	37.1	5.9	47.6	7.2	46.0	8.3
	Province	n/a	n/a	46.8	7.3	45.3	6.5	48.7	7.3	43.7	7.9

English Language Arts 9	Authority	n/a	n/a	39.1	3.7	37.8	5.1	40.2	2.2	41.0	4.1
	Province	n/a	n/a	49.4	3.6	49.2	4.4	49.5	4.7	50.7	4.7
K&E English Language Arts 9	Authority	n/a	n/a	39.1	0.0	*	*	25.0	0.0	50.0	0.0
	Province	n/a	n/a	46.7	5.0	43.8	3.7	42.8	4.9	43.5	5.3
French Language Arts 9 année	Authority	n/a	n/a	46.2	0.0	68.8	12.5	42.9	0.0	69.6	4.3
	Province	n/a	n/a	53.3	5.2	65.4	4.4	63.8	5.6	63.0	5.5
Mathematics 9	Authority	n/a	n/a	21.0	2.2	24.3	4.7	19.0	2.5	21.6	3.6
	Province	n/a	n/a	26.3	4.1	28.7	3.8	28.7	4.8	27.4	4.7
K&E Mathematics 9	Authority	n/a	n/a	30.0	3.3	45.5	18.2	47.1	0.0	33.3	9.5
	Province	n/a	n/a	48.1	6.0	48.9	11.1	43.7	6.2	41.5	8.5
Science 9	Authority	n/a	n/a	35.9	5.8	31.3	5.6	31.3	5.5	41.0	6.4
	Province	n/a	n/a	49.3	8.5	42.1	7.1	46.0	8.5	47.7	8.9
K&E Science 9	Authority	n/a	n/a	44.4	0.0	*	*	35.7	0.0	26.7	0.0
	Province	n/a	n/a	53.3	9.7	48.4	8.2	46.6	7.2	44.9	6.6
Social Studies 9	Authority	n/a	n/a	33.1	5.6	27.8	4.9	28.8	3.7	32.9	5.3
	Province	n/a	n/a	34.7	4.1	34.1	4.9	39.0	6.3	38.6	6.4
K&E Social Studies 9	Authority	n/a	n/a	31.8	0.0	*	*	38.5	7.7	18.2	0.0
	Province	n/a	n/a	41.3	9.1	45.4	7.3	46.2	9.4	43.1	9.3

Analysis

- In Students who Self-Identify as Indigenous cohort, higher achievements compared to the province were found in Social Studies 6 on both standards; in ELAL 6 and K&E Mathematics 9 at the standard of excellence; and in FLA 9 and K&E English Language Arts 9 at the acceptable standard.
- In English Language Arts, Mathematics and Social Studies, students who self-identified as Indigenous in Grade 6 showed stronger performance than those in Grade 9 courses across both standards.
- Across all PAT courses, Students who Self-Identify as Indigenous generally received 'Low' or 'Very Low' in their achievement measure evaluations on both standards.
- Students in this cohort demonstrated statistically notable increases in the acceptable standard results for Social Studies 6, Social Studies 9, and K&E English Language Arts 9.
- When compared to the previous three-year average, a significant improvement was observed in Science 9 at the acceptable standard in 2024-25 school year.

Students with Identified Special Education Needs Cohort:

Alberta Education and Childcare Assurance Measure Data for PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam

Students with Identified Special Education Needs		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6 & Lit 6	PAT: Acceptable	n/a	n/a	n/a	51.1	n/a	n/a	43.9	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	3.9	n/a	n/a	3.4	n/a	n/a
French Language Arts 6 année	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Mathematics 6	PAT: Acceptable	n/a	n/a	n/a	34.8	n/a	n/a	28.8	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	8.0	n/a	n/a	5.6	n/a	n/a
Science 6	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	PAT: Acceptable	Very Low	Declined Significantly	Concern	49.4	54.6	53.3	41.5	45.3	43.8
	PAT: Excellence	Low	Declined Significantly	Concern	8.7	11.1	10.6	7.6	8.0	7.5
English Language Arts 9	PAT: Acceptable	Very Low	Declined Significantly	Concern	49.1	53.0	53.9	45.4	46.1	47.2
	PAT: Excellence	Very Low	Declined Significantly	Concern	4.2	5.3	6.1	3.4	4.2	4.7
K&E English Language Arts 9	PAT: Acceptable	Low	Maintained	Issue	41.4	40.7	48.8	45.8	47.7	49.1
	PAT: Excellence	Intermediate	Maintained	Acceptable	1.7	1.9	4.4	4.5	4.0	4.7
French Language Arts 9 année	PAT: Acceptable	Very Low	Maintained	Concern	64.1	59.9	59.2	55.5	56.5	55.4
	PAT: Excellence	Low	Maintained	Issue	5.5	5.6	5.2	2.8	5.9	5.2
Mathematics 9	PAT: Acceptable	Very Low	Declined Significantly	Concern	30.1	32.0	33.8	26.5	27.9	28.9
	PAT: Excellence	Very Low	Maintained	Concern	6.0	5.6	5.8	4.7	4.6	4.5
K&E Mathematics 9	PAT: Acceptable	Low	Maintained	Issue	35.2	31.3	35.4	43.6	46.1	47.4
	PAT: Excellence	Low	Maintained	Issue	5.6	4.7	6.3	8.2	8.5	9.2
Science 9	PAT: Acceptable	Very Low	Maintained	Concern	48.1	50.1	49.0	46.2	45.1	44.6
	PAT: Excellence	Intermediate	Maintained	Acceptable	11.0	10.3	10.5	9.3	9.2	8.9
K&E Science 9	PAT: Acceptable	Low	Maintained	Issue	39.0	40.0	40.2	49.2	52.2	53.1
	PAT: Excellence	Low	Maintained	Issue	3.4	1.7	6.2	7.8	9.1	10.1
Social Studies 9	PAT: Acceptable	Very Low	Maintained	Concern	41.3	42.1	41.7	37.5	37.5	36.7
	PAT: Excellence	Very Low	Maintained	Concern	8.5	8.7	8.4	7.4	6.9	6.6
K&E Social Studies 9	PAT: Acceptable	Very Low	Maintained	Concern	37.7	28.3	32.9	48.5	49.6	49.2
	PAT: Excellence	Low	Maintained	Issue	5.7	2.2	4.8	11.3	11.0	11.8

Percentage of Students at PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam Over Time

Students with Identified Special Education Needs		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6 & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51.1	3.9
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43.9	3.4
French Language Arts 6 année	Authority	n/a	n/a	73.7	3.0	73.8	5.6	n/a	n/a	n/a	n/a
	Province	n/a	n/a	58.5	2.6	61.6	4.5	n/a	n/a	n/a	n/a
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	34.8	8.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28.8	5.6
Science 6	Authority	n/a	n/a	58.0	15.5	51.7	15.9	n/a	n/a	n/a	n/a
	Province	n/a	n/a	48.4	10.7	43.9	10.9	n/a	n/a	n/a	n/a

Social Studies 6	Authority	n/a	n/a	54.2	10.9	52.0	10.1	54.6	11.1	49.4	8.7
	Province	n/a	n/a	43.6	7.7	42.4	7.0	45.3	8.0	41.5	7.6
English Language Arts 9	Authority	n/a	n/a	56.3	8.1	54.8	6.9	53.0	5.3	49.1	4.2
	Province	n/a	n/a	44.3	3.9	48.3	5.2	46.1	4.2	45.4	3.4
K&E English Language Arts 9	Authority	n/a	n/a	51.8	3.6	56.9	6.9	40.7	1.9	41.4	1.7
	Province	n/a	n/a	47.7	4.0	50.4	5.5	47.7	4.0	45.8	4.5
French Language Arts 9 année	Authority	n/a	n/a	60.4	3.1	58.5	4.8	59.9	5.6	64.1	5.5
	Province	n/a	n/a	55.9	3.4	54.4	4.6	56.5	5.9	55.5	2.8
Mathematics 9	Authority	n/a	n/a	37.5	8.8	35.6	6.1	32.0	5.6	30.1	6.0
	Province	n/a	n/a	32.6	6.6	29.9	4.4	27.9	4.6	26.5	4.7
K&E Mathematics 9	Authority	n/a	n/a	52.6	12.3	39.5	7.9	31.3	4.7	35.2	5.6
	Province	n/a	n/a	49.5	9.3	48.7	9.9	46.1	8.5	43.6	8.2
Science 9	Authority	n/a	n/a	53.0	14.8	47.9	10.7	50.1	10.3	48.1	11.0
	Province	n/a	n/a	46.0	10.2	44.0	8.7	45.1	9.2	46.2	9.3
K&E Science 9	Authority	n/a	n/a	52.1	11.0	40.4	10.6	40.0	1.7	39.0	3.4
	Province	n/a	n/a	55.0	12.8	53.9	11.1	52.2	9.1	49.2	7.8
Social Studies 9	Authority	n/a	n/a	48.5	10.0	41.3	8.2	42.1	8.7	41.3	8.5
	Province	n/a	n/a	41.1	7.7	35.9	6.3	37.5	6.9	37.5	7.4
K&E Social Studies 9	Authority	n/a	n/a	55.2	13.4	37.5	7.5	28.3	2.2	37.7	5.7
	Province	n/a	n/a	50.2	14.1	48.9	12.5	49.6	11.0	48.5	11.3

Analysis

- Except for K&E courses, CBE's Students with Identified Special Education Needs outperformed their provincial counterparts across all Grade 6 and Grade 9 PAT tests on both standards in 2024-25 school year.
- Except for ELAL 6 at the standard of excellence, students in this cohort had higher achievement levels in Grade 6 English Language Arts, Mathematics and Social Studies compared to the corresponding Grade 9 courses.
- Across all PAT courses, Students with Identified Special Education Needs generally had 'Low' or 'Very Low' achievements on both standards.
- The 2024-25 results in Social Studies 6 and ELA 9 on both standards declined significantly in comparison to the previous three-year averages.
- There were significantly lower percentages of students in this cohort achieving acceptable standard in Mathematics 9 in 2024-25 school year than the previous 3-year average.

Diploma Exam Acceptable / Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations.

Results combined across all courses for:

- all students;
- self-identified First Nations, Métis, and Inuit students; and
- overall and specific course results for students who require and receive English language supports (codes 301/303).

Results for each course for:

- all students;
- self-identified First Nations, Métis, and Inuit students; and
- students who require English as an Additional Language supports (codes 301/303).

Required AEAM

Diploma Exam Acceptable/
Excellence

Overall and by course for:

All students

Self-identified First Nations,
Métis and Inuit students

Students who require and
receive English as an
additional language supports

By Cohort:

Alberta Education and Childcare Assurance Measure Data for Diploma Achievement Standards of Acceptable and Excellence

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
All Students	Student Growth and Achievement	Diploma: Acceptable	86.2	86.2	85.6	82.0	81.5	80.9	High	Improved	Good
		Diploma: Excellence	31.5	31.9	30.7	23.0	22.6	21.9	Very High	Improved	Excellent
English as an Additional Language Learners	Student Growth and Achievement	Diploma: Acceptable	70.9	72.9	71.8	67.4	66.3	66.7	Very Low	Maintained	Concern
		Diploma: Excellence	18.3	18.8	18.4	14.8	14.0	13.9	Intermediate	Maintained	Acceptable
Students who Self-Identify as Indigenous	Student Growth and Achievement	Diploma: Acceptable	84.5	85.3	83.1	77.5	76.9	75.9	Intermediate	Maintained	Acceptable
		Diploma: Excellence	16.3	21.1	19.2	11.9	11.8	11.6	Intermediate	Declined	Issue
Students with Identified Special Education Needs	Student Growth and Achievement	Diploma: Acceptable	84.9	83.3	83.0	78.9	77.2	76.9	High	Improved	Good
		Diploma: Excellence	21.5	22.7	21.5	15.6	15.7	14.7	High	Maintained	Good

Analysis

- CBE students consistently achieved higher diploma examination results compared to the province on both standards across different cohorts.
- In 2024-25, All Students cohort achieved statistically notable improvements on both standards when compared to the previous three-year averages.
- 86.2 per cent of CBE students met the acceptable standard and 31.5 per cent of them achieved the standard of excellence, which was categorized as “High” and “Very High” achievement in the measure evaluation, respectively.

- CBE Students with Identified Special Education Needs received “High” on both standards in the measure evaluation categories and demonstrated improved results at the acceptable standard in 2024-25 school year.
- English as an Additional Language Learners had “Very Low” evaluation on the achievement measure at the acceptable standard while consistently above 80 per cent of students meeting acceptable standard in other cohorts.

Percentage of Students at Diploma Achievement Standards of Acceptable and Excellence over Time

Cohort	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	Diploma: Acceptable	n/a	81.1	85.0	86.2	86.2
	Diploma: Excellence	n/a	26.5	29.5	31.9	31.5
English as an Additional Language Learners	Diploma: Acceptable	n/a	65.7	70.8	72.9	70.9
	Diploma: Excellence	n/a	15.2	17.9	18.8	18.3
Students who Self-Identify as Indigenous	Diploma: Acceptable	n/a	77.1	81.0	85.3	84.5
	Diploma: Excellence	n/a	10.2	17.4	21.1	16.3
Students with Identified Special Education Needs	Diploma: Acceptable	n/a	77.0	82.7	83.3	84.9
	Diploma: Excellence	n/a	19.4	20.2	22.7	21.5

Analysis

- The percentage of students achieving acceptable standard showed year-over-year improvement in both All Students and Students with Identified Special Education Needs cohorts over time.
- In 2024-25, year-over-year decreases in the standard of Excellence results were consistently observed across different cohorts. Moreover, CBE's English as an Additional Language Learners and Students who Self-Identify as Indigenous also showed decreased performances at the acceptable standard.

All Students Cohort:

Alberta Education and Childcare Assurance Measure Data for Diploma Achievement Standards of Acceptable and Excellence by Course

All Students		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Intermediate	Improved Significantly	Good	87.7	86.4	86.3	85.3	84.2	83.9
	Diploma: Excellence	High	Improved	Good	15.1	14.4	14.4	10.9	10.1	10.3
English Lang Arts 30-2	Diploma: Acceptable	Low	Declined Significantly	Concern	84.1	86.2	86.5	85.6	85.7	85.9
	Diploma: Excellence	Intermediate	Declined Significantly	Issue	12.3	15.6	15.6	11.3	12.9	12.8
French Lang Arts 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	97.2	97.5	97.2	94.7	95.3	94.2
	Diploma: Excellence	Intermediate	Improved	Good	14.1	11.9	10.4	6.0	8.6	7.4
Mathematics 30-1	Diploma: Acceptable	n/a	Improved Significantly	n/a	84.8	83.9	81.2	77.8	75.4	73.1
	Diploma: Excellence	n/a	Improved Significantly	n/a	48.5	48.9	44.5	37.1	34.9	32.0

Mathematics 30-2	Diploma: Acceptable	n/a	Improved Significantly	n/a	78.7	75.2	76.3	73.6	70.9	71.0
	Diploma: Excellence	n/a	Maintained	n/a	20.7	20.4	20.1	17.3	15.4	15.3
Social Studies 30-1	Diploma: Acceptable	High	Declined	Acceptable	88.5	90.6	89.8	84.6	85.2	84.4
	Diploma: Excellence	Very High	Declined Significantly	Acceptable	22.2	25.0	23.9	16.8	18.7	17.3
Social Studies 30-2	Diploma: Acceptable	Intermediate	Declined	Issue	81.0	82.5	82.4	77.5	77.6	77.8
	Diploma: Excellence	High	Maintained	Good	19.3	20.2	20.0	12.3	12.7	12.5
Biology 30	Diploma: Acceptable	High	Maintained	Good	88.8	88.8	88.5	82.7	83.1	82.9
	Diploma: Excellence	Very High	Improved	Excellent	46.1	45.0	44.6	34.8	33.7	33.2
Chemistry 30	Diploma: Acceptable	Very High	Improved Significantly	Excellent	88.7	88.1	86.9	83.8	82.9	81.7
	Diploma: Excellence	Very High	Improved Significantly	Excellent	53.8	51.0	49.6	40.6	38.0	37.5
Physics 30	Diploma: Acceptable	Very High	Maintained	Excellent	90.6	90.8	90.3	85.6	85.1	83.7
	Diploma: Excellence	Very High	Maintained	Excellent	56.6	57.6	55.9	43.6	43.1	41.5
Science 30	Diploma: Acceptable	Intermediate	Improved	Good	85.1	84.6	82.9	79.6	81.3	80.3
	Diploma: Excellence	High	Improved	Good	29.9	27.3	26.5	26.2	24.6	23.9

Percentage of Students at Diploma Achievement Standards of Acceptable and Excellence for School Awarded and Diploma Exam by Course over Time

All Students			Results (in percentages)									
			2020-21		2021-22		2022-23		2023-24		2024-25	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	97.6	46.0	97.7	44.4	98.3	44.4	98.5	43.2
		Diploma Exam	n/a	n/a	81.6	13.9	86.3	14.4	86.4	14.4	87.7	15.1
	Province	School-Awarded	n/a	n/a	98.2	44.6	98.4	42.4	98.6	42.1	98.8	42.4
		Diploma Exam	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9
English Lang Arts 30-2	Authority	School-Awarded	n/a	n/a	95.4	21.0	94.3	18.5	95.4	21.8	96.0	22.4
		Diploma Exam	n/a	n/a	81.9	15.8	86.9	15.6	86.2	15.6	84.1	12.3
	Province	School-Awarded	n/a	n/a	96.6	19.9	96.7	18.7	96.7	19.1	97.3	20.1
		Diploma Exam	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3
French Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	100.0	65.2	99.7	61.0	100.0	73.8	99.7	69.0
		Diploma Exam	n/a	n/a	92.3	5.8	96.9	8.8	97.5	11.9	97.2	14.1
	Province	School-Awarded	n/a	n/a	99.8	65.8	99.4	62.3	99.3	67.4	99.7	64.6
		Diploma Exam	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6	94.7	6.0
Mathematics 30-1	Authority	School-Awarded	n/a	n/a	92.2	47.7	94.3	55.9	95.2	57.5	95.4	58.6
		Diploma Exam	n/a	n/a	66.5	24.4	78.4	40.1	83.9	48.9	84.8	48.5
	Province	School-Awarded	n/a	n/a	95.4	51.6	96.1	54.1	96.4	54.8	96.9	56.5
		Diploma Exam	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9	77.8	37.1

Mathematics 30-2	Authority	School-Awarded	n/a	n/a	93.6	29.7	92.0	27.5	91.8	30.5	93.8	30.7
		Diploma Exam	n/a	n/a	68.1	15.1	77.4	19.8	75.2	20.4	78.7	20.7
	Province	School-Awarded	n/a	n/a	94.3	29.7	94.1	29.2	94.3	30.9	95.5	32.9
		Diploma Exam	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3

Percentage of Students at Overall Achievement Standards of Acceptable and Excellence by Course over Time

All Students		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	n/a	n/a	81.6	13.9	86.3	14.4	86.4	14.4	87.7	15.1
	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9
English Lang Arts 30-2	Authority	n/a	n/a	81.9	15.8	86.9	15.6	86.2	15.6	84.1	12.3
	Province	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3
French Lang Arts 30-1	Authority	n/a	n/a	92.3	5.8	96.9	8.8	97.5	11.9	97.2	14.1
	Province	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6	94.7	6.0
Mathematics 30-1	Authority	n/a	n/a	66.5	24.4	78.4	40.1	83.9	48.9	84.8	48.5
	Province	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9	77.8	37.1
Mathematics 30-2	Authority	n/a	n/a	68.1	15.1	77.4	19.8	75.2	20.4	78.7	20.7
	Province	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3
Social Studies 30-1	Authority	n/a	n/a	88.0	24.5	88.9	22.8	90.6	25.0	88.5	22.2
	Province	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8
Social Studies 30-2	Authority	n/a	n/a	80.2	23.8	82.3	19.8	82.5	20.2	81.0	19.3
	Province	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3
Biology 30	Authority	n/a	n/a	82.9	37.9	88.2	44.1	88.8	45.0	88.8	46.1
	Province	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8
Chemistry 30	Authority	n/a	n/a	85.8	43.1	85.6	48.2	88.1	51.0	88.7	53.8
	Province	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0	83.8	40.6
Physics 30	Authority	n/a	n/a	86.9	47.9	89.9	54.2	90.8	57.6	90.6	56.6
	Province	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6
Science 30	Authority	n/a	n/a	80.0	21.9	81.2	25.7	84.6	27.3	85.1	29.9
	Province	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6	79.6	26.2

Analysis

- Compared to the province, CBE students consistently received higher diploma examination results across courses, except for the acceptable standard in English Language Arts 30-2.
- Significant improvements on both standards could be observed in Mathematics 30-1 and Chemistry 30. Moreover, Chemistry 30 also had “Very High” in the achievement measure evaluation on both standards.
- All Students cohort showed statistically significant improvements at the acceptable standard in English Language Arts 30-1 and Mathematics 30-2.

- English Language Arts 30-2 was categorized as “Low” in the achievement measure at the acceptable standard and the performance on both standards declined significantly in the improvement measure evaluation.
- Social Studies 30-1 had “Very High” standard of excellence results in the achievement measure, however, the 2024-25 result declined significantly compared to the previous three-year average.
- English Language Arts 30-1 and Mathematics 30-1 showed continuous year-over-year increases at the acceptable standard for both School-Awarded and diploma examination marks over time.

English as an Additional Language Learners Cohort:

Alberta Education and Childcare Assurance Measure Data for Diploma Achievement Standards of Acceptable and Excellence by Course

English as an Additional Language Learners		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Very Low	Maintained	Concern	67.1	64.8	64.7	64.7	61.3	62.3
	Diploma: Excellence	Low	Maintained	Issue	3.2	2.8	2.9	3.3	2.7	3.2
English Lang Arts 30-2	Diploma: Acceptable	Very Low	Declined	Concern	69.3	73.6	73.4	67.4	70.0	70.7
	Diploma: Excellence	Low	Declined	Issue	4.5	5.5	6.2	4.5	5.2	5.4
French Lang Arts 30-1	Diploma: Acceptable	Very High	n/a	n/a	100.0	*	n/a	96.0	85.7	85.4
	Diploma: Excellence	High	n/a	n/a	22.2	*	n/a	8.0	19.0	9.5
Mathematics 30-1	Diploma: Acceptable	n/a	Improved	n/a	72.7	73.7	69.4	67.6	64.0	62.6
	Diploma: Excellence	n/a	Maintained	n/a	37.5	39.9	35.8	30.8	27.6	25.4
Mathematics 30-2	Diploma: Acceptable	n/a	Maintained	n/a	65.7	64.8	64.8	63.3	57.7	58.1
	Diploma: Excellence	n/a	Improved	n/a	15.8	12.0	12.1	13.4	9.0	9.4
Social Studies 30-1	Diploma: Acceptable	Low	Declined	Issue	72.7	79.2	77.7	72.5	70.5	71.6
	Diploma: Excellence	Low	Declined	Issue	8.4	12.8	11.6	8.2	10.7	9.8
Social Studies 30-2	Diploma: Acceptable	Very Low	Declined	Concern	66.8	72.8	70.2	63.2	63.2	62.9
	Diploma: Excellence	Intermediate	Declined	Issue	9.4	12.4	12.0	8.3	8.3	8.1
Biology 30	Diploma: Acceptable	Low	Declined	Issue	76.3	78.9	79.1	69.2	69.7	71.3
	Diploma: Excellence	Very High	Maintained	Excellent	33.9	32.9	32.6	25.3	23.6	24.1
Chemistry 30	Diploma: Acceptable	Intermediate	Maintained	Acceptable	78.4	77.0	76.9	74.7	73.2	73.3
	Diploma: Excellence	Very High	Improved Significantly	Excellent	43.2	36.9	36.6	33.1	29.6	29.8
Physics 30	Diploma: Acceptable	Intermediate	Maintained	Acceptable	81.0	78.0	82.1	75.0	71.3	73.5
	Diploma: Excellence	Very High	Maintained	Excellent	44.3	41.7	42.1	32.0	32.9	32.6
Science 30	Diploma: Acceptable	Low	Improved	Acceptable	72.2	69.9	66.6	66.0	69.0	68.2
	Diploma: Excellence	Intermediate	Improved	Good	18.7	15.4	14.2	17.7	16.2	16.2

Percentage of Students at Diploma Achievement Standards of Acceptable and Excellence for School Awarded and Diploma Exam by Course over Time

English as an Additional Language Learners			Results (in percentages)									
			2020-21		2021-22		2022-23		2023-24		2024-25	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	94.6	22.4	93.8	29.1	96.5	30.4	96.0	24.6
		Diploma Exam	n/a	n/a	60.5	2.0	64.5	3.0	64.8	2.8	67.1	3.2
	Province	School-Awarded	n/a	n/a	96.4	28.5	95.6	29.7	95.8	30.3	97.1	29.2
		Diploma Exam	n/a	n/a	55.5	2.6	63.3	3.7	61.3	2.7	64.7	3.3
English Lang Arts 30-2	Authority	School-Awarded	n/a	n/a	94.9	14.5	92.7	12.3	96.8	18.4	96.0	17.6
		Diploma Exam	n/a	n/a	66.2	2.6	73.2	6.9	73.6	5.5	69.3	4.5
	Province	School-Awarded	n/a	n/a	95.5	14.8	95.8	12.7	96.7	16.5	97.1	16.8
		Diploma Exam	n/a	n/a	63.9	3.7	71.5	5.5	70.0	5.2	67.4	4.5
French Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	*	*	*	*	*	*	100.0	55.6
		Diploma Exam	n/a	n/a	*	*	*	*	*	*	100.0	22.2
	Province	School-Awarded	n/a	n/a	100.0	56.3	96.3	48.1	90.5	71.4	100.0	64.0
		Diploma Exam	n/a	n/a	93.8	12.5	85.2	0.0	85.7	19.0	96.0	8.0
Mathematics 30-1	Authority	School-Awarded	n/a	n/a	84.6	35.2	87.6	46.1	88.5	50.3	90.1	47.9
		Diploma Exam	n/a	n/a	50.0	19.1	65.0	31.8	73.7	39.9	72.7	37.5
	Province	School-Awarded	n/a	n/a	92.1	47.7	92.3	46.6	91.6	47.8	93.8	49.3
		Diploma Exam	n/a	n/a	52.2	19.2	61.1	23.1	64.0	27.6	67.6	30.8
Mathematics 30-2	Authority	School-Awarded	n/a	n/a	90.2	24.8	88.1	20.5	89.2	22.3	90.5	24.2
		Diploma Exam	n/a	n/a	58.6	8.3	64.7	12.2	64.8	12.0	65.7	15.8
	Province	School-Awarded	n/a	n/a	91.0	23.9	88.7	20.9	89.4	20.9	92.4	26.5
		Diploma Exam	n/a	n/a	46.9	6.3	58.5	9.7	57.7	9.0	63.3	13.4

Percentage of Students at Overall Achievement Standards of Acceptable and Excellence by Course over Time

English as an Additional Language Learners		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	n/a	n/a	60.5	2.0	64.5	3.0	64.8	2.8	67.1	3.2
	Province	n/a	n/a	55.5	2.6	63.3	3.7	61.3	2.7	64.7	3.3
English Lang Arts 30-2	Authority	n/a	n/a	66.2	2.6	73.2	6.9	73.6	5.5	69.3	4.5
	Province	n/a	n/a	63.9	3.7	71.5	5.5	70.0	5.2	67.4	4.5
French Lang Arts 30-1	Authority	n/a	n/a	*	*	*	*	*	*	100.0	22.2
	Province	n/a	n/a	93.8	12.5	85.2	0.0	85.7	19.0	96.0	8.0
Mathematics 30-1	Authority	n/a	n/a	50.0	19.1	65.0	31.8	73.7	39.9	72.7	37.5
	Province	n/a	n/a	52.2	19.2	61.1	23.1	64.0	27.6	67.6	30.8

Mathematics 30-2	Authority	n/a	n/a	58.6	8.3	64.7	12.2	64.8	12.0	65.7	15.8
	Province	n/a	n/a	46.9	6.3	58.5	9.7	57.7	9.0	63.3	13.4
Social Studies 30-1	Authority	n/a	n/a	75.0	11.7	76.3	10.5	79.2	12.8	72.7	8.4
	Province	n/a	n/a	68.7	9.0	72.7	8.8	70.5	10.7	72.5	8.2
Social Studies 30-2	Authority	n/a	n/a	68.0	13.9	67.6	11.6	72.8	12.4	66.8	9.4
	Province	n/a	n/a	55.6	7.1	62.5	7.8	63.2	8.3	63.2	8.3
Biology 30	Authority	n/a	n/a	68.8	30.7	79.4	32.4	78.9	32.9	76.3	33.9
	Province	n/a	n/a	61.0	18.0	72.8	24.7	69.7	23.6	69.2	25.3
Chemistry 30	Authority	n/a	n/a	76.9	33.5	76.8	36.2	77.0	36.9	78.4	43.2
	Province	n/a	n/a	67.9	23.5	73.5	29.9	73.2	29.6	74.7	33.1
Physics 30	Authority	n/a	n/a	75.6	40.2	86.2	42.5	78.0	41.7	81.0	44.3
	Province	n/a	n/a	63.1	26.4	75.7	32.3	71.3	32.9	75.0	32.0
Science 30	Authority	n/a	n/a	58.2	12.7	63.4	13.0	69.9	15.4	72.2	18.7
	Province	n/a	n/a	59.7	11.8	67.4	16.1	69.0	16.2	66.0	17.7

Analysis

- CBE's English as an Additional Language Learners consistently outperformed the province across all diploma examinations except for the standard of excellence results in English Language Arts.
- English as an Additional Language Learners had "Very Low" achievement measure at the acceptable standard in English Language Arts 30-1 & 30-2 and Social Studies 30-2 while received "Very High" standard of excellence achievement measure results in Biology 30, Chemistry 30 and Physics 30. Notably, a significant improvement at the standard of excellence was observed in Chemistry 30.
- CBE students in this cohort achieved continued year-over-year increases in their English Language Arts 30-1 and Mathematics 30-2 acceptable standard diploma examination marks over time.

Students who Self-Identify as Indigenous Cohort:

Alberta Education and Childcare Assurance Measure Data for Diploma Achievement Standards of Acceptable and Excellence by Course

Students who Self-Identify as Indigenous		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	87.6	88.0	87.1	80.6	81.7	80.0
	Diploma: Excellence	Intermediate	Maintained	Acceptable	9.0	11.3	11.7	5.3	6.9	6.5
English Lang Arts 30-2	Diploma: Acceptable	Intermediate	Improved	Good	93.6	88.6	90.0	88.6	86.0	86.2
	Diploma: Excellence	Intermediate	Maintained	Acceptable	13.3	14.3	14.9	9.3	10.8	10.4
French Lang Arts 30-1	Diploma: Acceptable	Very High	Maintained	Excellent	100.0	100.0	100.0	86.0	88.9	86.3
	Diploma: Excellence	Low	Maintained	Issue	0.0	0.0	0.0	2.3	0.0	1.4
Mathematics 30-1	Diploma: Acceptable	n/a	Maintained	n/a	72.9	83.3	79.2	67.8	64.4	62.5
	Diploma: Excellence	n/a	Improved	n/a	37.1	26.4	23.8	23.2	17.0	16.0

Mathematics 30-2	Diploma: Acceptable	n/a	Maintained	n/a	82.2	80.0	81.2	71.6	64.8	65.3
	Diploma: Excellence	n/a	Declined	n/a	8.9	18.5	18.0	11.5	10.1	11.1
Social Studies 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	85.7	92.2	85.4	77.5	79.1	76.1
	Diploma: Excellence	High	Maintained	Good	15.1	22.2	17.7	9.1	10.6	9.6
Social Studies 30-2	Diploma: Acceptable	Low	Maintained	Issue	77.2	80.2	77.2	72.1	72.9	72.6
	Diploma: Excellence	Low	Declined	Issue	7.8	12.6	12.4	5.7	6.6	6.0
Biology 30	Diploma: Acceptable	Intermediate	Maintained	Acceptable	82.2	77.1	76.7	74.0	72.8	72.7
	Diploma: Excellence	Intermediate	Maintained	Acceptable	22.8	31.3	23.6	20.3	17.0	18.0
Chemistry 30	Diploma: Acceptable	High	Maintained	Good	81.5	87.5	84.8	75.6	78.2	74.1
	Diploma: Excellence	High	Declined	Acceptable	30.8	48.2	43.1	22.9	23.5	23.7
Physics 30	Diploma: Acceptable	Very High	Improved	Excellent	96.4	85.7	84.0	76.5	80.4	76.2
	Diploma: Excellence	Very High	Maintained	Excellent	60.7	42.9	47.9	30.3	23.2	25.0
Science 30	Diploma: Acceptable	Intermediate	Maintained	Acceptable	84.2	96.8	84.1	77.9	78.1	76.7
	Diploma: Excellence	Intermediate	Maintained	Acceptable	23.7	41.9	33.8	18.5	18.5	18.6

Percentage of Students at Diploma Achievement Standards of Acceptable and Excellence for School Awarded and Diploma Exam by Course over Time

Students who Self-Identify as Indigenous			Results (in percentages)									
			2020-21		2021-22		2022-23		2023-24		2024-25	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	98.0	28.6	96.8	31.5	98.5	42.1	97.7	33.3
		Diploma Exam	n/a	n/a	79.6	2.0	86.3	12.1	88.0	11.3	87.6	9.0
	Province	School-Awarded	n/a	n/a	97.1	31.9	98.1	30.3	98.0	33.0	98.5	28.2
		Diploma Exam	n/a	n/a	73.5	4.4	78.3	6.1	81.7	6.9	80.6	5.3
English Lang Arts 30-2	Authority	School-Awarded	n/a	n/a	100.0	15.9	96.9	10.9	91.4	20.0	95.1	22.2
		Diploma Exam	n/a	n/a	85.7	9.5	91.5	15.5	88.6	14.3	93.6	13.3
	Province	School-Awarded	n/a	n/a	96.0	13.7	96.3	13.7	95.1	15.5	96.0	16.0
		Diploma Exam	n/a	n/a	82.1	9.2	86.5	9.9	86.0	10.8	88.6	9.3
French Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	n/a	n/a	*	*	100.0	66.7	100.0	50.0
		Diploma Exam	n/a	n/a	n/a	n/a	*	*	100.0	0.0	100.0	0.0
	Province	School-Awarded	n/a	n/a	100.0	55.6	100.0	64.9	100.0	44.4	100.0	58.1
		Diploma Exam	n/a	n/a	83.3	0.0	83.8	2.7	88.9	0.0	86.0	2.3
Mathematics 30-1	Authority	School-Awarded	n/a	n/a	88.2	11.8	90.4	50.0	94.4	37.5	94.3	51.4
		Diploma Exam	n/a	n/a	41.2	5.9	75.0	21.2	83.3	26.4	72.9	37.1
	Province	School-Awarded	n/a	n/a	94.5	39.1	95.8	41.3	97.0	41.8	95.7	44.8
		Diploma Exam	n/a	n/a	50.9	10.5	60.6	15.0	64.4	17.0	67.8	23.2

Mathematics 30-2	Authority	School-Awarded	n/a	n/a	93.1	34.5	93.0	19.3	92.3	30.8	94.4	18.9
		Diploma Exam	n/a	n/a	75.9	6.9	82.5	17.5	80.0	18.5	82.2	8.9
	Province	School-Awarded	n/a	n/a	91.5	22.8	93.5	24.0	93.8	24.6	95.5	26.3
		Diploma Exam	n/a	n/a	55.2	7.3	65.8	12.1	64.8	10.1	71.6	11.5

Percentage of Students at Overall Achievement Standards of Acceptable and Excellence by Course over Time

Students who Self-Identify as Indigenous		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	n/a	n/a	79.6	2.0	86.3	12.1	88.0	11.3	87.6	9.0
	Province	n/a	n/a	73.5	4.4	78.3	6.1	81.7	6.9	80.6	5.3
English Lang Arts 30-2	Authority	n/a	n/a	85.7	9.5	91.5	15.5	88.6	14.3	93.6	13.3
	Province	n/a	n/a	82.1	9.2	86.5	9.9	86.0	10.8	88.6	9.3
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	*	*	100.0	0.0	100.0	0.0
	Province	n/a	n/a	n/a	n/a	83.8	2.7	88.9	0.0	86.0	2.3
Mathematics 30-1	Authority	n/a	n/a	41.2	5.9	75.0	21.2	83.3	26.4	72.9	37.1
	Province	n/a	n/a	50.9	10.5	60.6	15.0	64.4	17.0	67.8	23.2
Mathematics 30-2	Authority	n/a	n/a	75.9	6.9	82.5	17.5	80.0	18.5	82.2	8.9
	Province	n/a	n/a	55.2	7.3	65.8	12.1	64.8	10.1	71.6	11.5
Social Studies 30-1	Authority	n/a	n/a	82.8	10.3	78.6	13.1	92.2	22.2	85.7	15.1
	Province	n/a	n/a	72.5	7.4	73.0	8.6	79.1	10.6	77.5	9.1
Social Studies 30-2	Authority	n/a	n/a	73.6	8.3	74.2	12.3	80.2	12.6	77.2	7.8
	Province	n/a	n/a	66.0	5.4	72.3	5.4	72.9	6.6	72.1	5.7
Biology 30	Authority	n/a	n/a	67.6	23.5	76.3	15.8	77.1	31.3	82.2	22.8
	Province	n/a	n/a	58.9	11.5	72.5	19.1	72.8	17.0	74.0	20.3
Chemistry 30	Authority	n/a	n/a	82.4	17.6	82.0	38.0	87.5	48.2	81.5	30.8
	Province	n/a	n/a	62.5	15.4	70.0	24.0	78.2	23.5	75.6	22.9
Physics 30	Authority	n/a	n/a	90.0	40.0	82.4	52.9	85.7	42.9	96.4	60.7
	Province	n/a	n/a	68.6	25.2	72.0	26.8	80.4	23.2	76.5	30.3
Science 30	Authority	n/a	n/a	91.7	0.0	71.4	25.7	96.8	41.9	84.2	23.7
	Province	n/a	n/a	70.0	7.2	75.3	18.7	78.1	18.5	77.9	18.5

Analysis

- Students who Self-Identify as Indigenous showed higher diploma examination achievements than the provincial level across courses, except for the standard of excellence in French Language Arts 30-1 and Mathematics 30-2.
- CBE Students in this cohort achieved 'Very High' achievement measures on both standards in Physics 30.
- In 2024-25 school year, notable improvements were observed in the acceptable standard results for English Language Arts 30-2 and Physics 30 as well as in the standard of excellence result for Mathematics 30-1.

- In Biology 30, CBE's Students who Self-Identify as Indigenous maintained an upward trend in their acceptable standard results.

Students with Identified Special Education Needs Cohort:

Alberta Education and Childcare Assurance Measure Data for Diploma Achievement Standards of Acceptable and Excellence by Course

Students with Identified Special Education Needs		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	86.3	85.3	85.2	81.9	79.6	79.6
	Diploma: Excellence	Intermediate	Maintained	Acceptable	10.2	11.2	10.5	8.1	7.8	7.5
English Lang Arts 30-2	Diploma: Acceptable	Low	Maintained	Issue	88.1	86.2	86.7	84.0	82.4	82.5
	Diploma: Excellence	High	Declined	Acceptable	15.6	16.8	17.5	9.8	11.2	10.7
French Lang Arts 30-1	Diploma: Acceptable	Low	Declined	Issue	91.2	100.0	99.0	93.1	94.8	93.8
	Diploma: Excellence	Intermediate	Maintained	Acceptable	5.9	9.1	6.6	2.3	6.3	5.2
Mathematics 30-1	Diploma: Acceptable	n/a	Improved	n/a	79.4	81.0	76.2	73.0	71.6	69.1
	Diploma: Excellence	n/a	Maintained	n/a	36.2	39.5	33.6	29.0	27.8	24.7
Mathematics 30-2	Diploma: Acceptable	n/a	Improved Significantly	n/a	82.1	73.6	76.2	75.0	69.0	68.5
	Diploma: Excellence	n/a	Maintained	n/a	21.1	20.5	21.2	16.7	15.1	14.2
Social Studies 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	86.5	86.3	86.2	82.9	80.9	81.8
	Diploma: Excellence	High	Maintained	Good	15.0	17.5	16.7	12.1	13.4	13.0
Social Studies 30-2	Diploma: Acceptable	Intermediate	Maintained	Acceptable	80.5	79.0	79.2	72.1	70.8	70.6
	Diploma: Excellence	High	Maintained	Good	14.4	15.4	15.3	8.5	9.5	8.8
Biology 30	Diploma: Acceptable	High	Maintained	Good	86.2	83.7	84.4	78.9	78.0	78.7
	Diploma: Excellence	High	Maintained	Good	32.7	32.7	31.6	25.9	25.4	24.7
Chemistry 30	Diploma: Acceptable	Very High	Improved	Excellent	86.8	86.2	84.2	83.5	81.8	80.2
	Diploma: Excellence	Very High	Maintained	Excellent	39.3	40.6	39.5	34.6	31.9	32.0
Physics 30	Diploma: Acceptable	Very High	Improved	Excellent	91.2	88.7	87.4	85.8	82.0	80.5
	Diploma: Excellence	Very High	Improved	Excellent	48.2	52.1	43.0	38.1	37.7	32.7
Science 30	Diploma: Acceptable	High	Maintained	Good	87.8	88.1	85.5	77.3	79.9	78.1
	Diploma: Excellence	High	Improved	Good	30.4	26.8	23.7	22.0	20.3	17.3

Percentage of Students at Diploma Achievement Standards of Acceptable and Excellence for School Awarded and Diploma Exam by Course over Time

Students with Identified Special Education Needs			Results (in percentages)									
			2020-21		2021-22		2022-23		2023-24		2024-25	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	97.9	36.7	96.7	32.7	98.7	35.6	98.8	34.6
		Diploma Exam	n/a	n/a	77.5	11.0	85.1	9.8	85.3	11.2	86.3	10.2
	Province	School-Awarded	n/a	n/a	98.0	35.4	97.6	32.0	98.6	33.7	98.4	32.6
		Diploma Exam	n/a	n/a	72.2	7.2	79.7	7.2	79.6	7.8	81.9	8.1
English Lang Arts 30-2	Authority	School-Awarded	n/a	n/a	94.5	21.6	94.7	19.2	95.2	21.0	95.4	21.7
		Diploma Exam	n/a	n/a	85.6	17.3	87.3	18.1	86.2	16.8	88.1	15.6
	Province	School-Awarded	n/a	n/a	96.5	14.6	96.8	15.1	96.3	15.6	96.1	16.0
		Diploma Exam	n/a	n/a	74.5	8.8	82.5	10.2	82.4	11.2	84.0	9.8
French Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	100.0	79.2	100.0	53.1	100.0	84.1	97.1	41.2
		Diploma Exam	n/a	n/a	91.7	4.2	98.0	4.1	100.0	9.1	91.2	5.9
	Province	School-Awarded	n/a	n/a	100.0	65.8	99.0	54.1	99.0	67.7	98.9	52.9
		Diploma Exam	n/a	n/a	89.5	2.6	92.9	4.1	94.8	6.3	93.1	2.3
Mathematics 30-1	Authority	School-Awarded	n/a	n/a	89.5	41.5	93.8	44.0	95.0	47.9	95.3	49.5
		Diploma Exam	n/a	n/a	59.6	21.6	71.5	27.7	81.0	39.5	79.4	36.2
	Province	School-Awarded	n/a	n/a	93.6	44.9	95.5	44.4	95.5	45.7	95.4	48.7
		Diploma Exam	n/a	n/a	55.8	15.9	66.6	21.5	71.6	27.8	73.0	29.0
Mathematics 30-2	Authority	School-Awarded	n/a	n/a	93.6	26.0	92.5	22.0	91.5	29.6	94.8	29.7
		Diploma Exam	n/a	n/a	65.7	13.2	78.8	21.8	73.6	20.5	82.1	21.1
	Province	School-Awarded	n/a	n/a	93.7	25.3	93.5	20.8	92.4	27.3	95.1	28.1
		Diploma Exam	n/a	n/a	58.0	9.8	67.9	13.3	69.0	15.1	75.0	16.7

Percentage of Students at Overall Achievement Standards of Acceptable and Excellence by Course over Time

Students with Identified Special Education Needs		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	n/a	n/a	77.5	11.0	85.1	9.8	85.3	11.2	86.3	10.2
	Province	n/a	n/a	72.2	7.2	79.7	7.2	79.6	7.8	81.9	8.1
English Lang Arts 30-2	Authority	n/a	n/a	85.6	17.3	87.3	18.1	86.2	16.8	88.1	15.6
	Province	n/a	n/a	74.5	8.8	82.5	10.2	82.4	11.2	84.0	9.8
French Lang Arts 30-1	Authority	n/a	n/a	91.7	4.2	98.0	4.1	100.0	9.1	91.2	5.9
	Province	n/a	n/a	89.5	2.6	92.9	4.1	94.8	6.3	93.1	2.3
Mathematics 30-1	Authority	n/a	n/a	59.6	21.6	71.5	27.7	81.0	39.5	79.4	36.2
	Province	n/a	n/a	55.8	15.9	66.6	21.5	71.6	27.8	73.0	29.0
Mathematics 30-2	Authority	n/a	n/a	65.7	13.2	78.8	21.8	73.6	20.5	82.1	21.1
	Province	n/a	n/a	58.0	9.8	67.9	13.3	69.0	15.1	75.0	16.7
Social Studies 30-1	Authority	n/a	n/a	82.6	18.7	86.1	15.9	86.3	17.5	86.5	15.0
	Province	n/a	n/a	76.8	13.8	82.8	12.7	80.9	13.4	82.9	12.1
Social Studies 30-2	Authority	n/a	n/a	74.1	18.2	79.4	15.1	79.0	15.4	80.5	14.4
	Province	n/a	n/a	63.1	9.2	70.4	8.1	70.8	9.5	72.1	8.5

Biology 30	Authority	n/a	n/a	75.2	26.9	85.1	30.4	83.7	32.7	86.2	32.7
	Province	n/a	n/a	65.4	18.0	79.3	24.0	78.0	25.4	78.9	25.9
Chemistry 30	Authority	n/a	n/a	82.2	31.9	82.1	38.3	86.2	40.6	86.8	39.3
	Province	n/a	n/a	76.2	24.6	78.7	32.0	81.8	31.9	83.5	34.6
Physics 30	Authority	n/a	n/a	80.2	39.6	86.1	33.9	88.7	52.1	91.2	48.2
	Province	n/a	n/a	68.6	27.4	79.1	27.6	82.0	37.7	85.8	38.1
Science 30	Authority	n/a	n/a	80.7	18.7	83.0	20.5	88.1	26.8	87.8	30.4
	Province	n/a	n/a	75.1	16.2	76.2	14.3	79.9	20.3	77.3	22.0

Analysis

- CBE's Students with Identified Special Education Needs demonstrated stronger diploma examination performances compared to the provincial level across courses with the only exception of the acceptable standard in French Language Arts 30-1.
- When compared to the previous three-year average, a statistically significant improvement at the Acceptable standard result was observed in Mathematics 30-2.
- Students in this cohort had "Very High" achievement measure evaluations on both standards in Chemistry 30 and Physics 30.
- In English Language Arts 30-1, Social Studies 30-1, and Physics 30, CBE's Students with Identified Special Education Needs maintained an upward trend in their acceptable standard results.

High School Completion

Results combined across all courses for:

- High school completion rate of students within three and five years of entering Grade 10.
- Results and evaluations for all students
- Results and evaluations for self-identified First Nations, Métis, and Inuit students; and
- Results and evaluations for students with English as an Additional language supports (codes 301/303).

Required AEAM

High School Completion

High School completion rate of students within three and five years of entering grade 10.

Alberta Education and Childcare Assurance Measure and Evaluation by Cohort

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
All Students	Student Growth and Achievement	3-year High School Completion	81.6	80.4	81.5	81.4	80.4	81.4	Intermediate	Maintained	Acceptable
		5-year High School Completion	88.0	89.0	88.1	87.1	88.1	87.9	Intermediate	Maintained	Acceptable
English as an Additional Language Learners	Student Growth and Achievement	3-year High School Completion	68.5	66.2	66.2	73.5	72.0	74.4	Low	Improved	Acceptable
		5-year High School Completion	82.7	83.5	82.6	85.3	88.1	87.6	Intermediate	Maintained	Acceptable
Students who Self-Identify as Indigenous	Student Growth and Achievement	3-year High School Completion	51.0	48.6	49.0	59.8	58.6	58.4	Very Low	Maintained	Concern
		5-year High School Completion	61.9	58.4	56.4	69.7	69.4	69.6	Very Low	Improved	Issue
Students with Identified Special Education Needs	Student Growth and Achievement	3-year High School Completion	69.2	67.3	68.1	68.8	67.8	68.0	Low	Maintained	Issue
		5-year High School Completion	78.1	79.9	78.2	76.7	77.8	77.3	Low	Maintained	Issue

CBE 3 and 5 Year Completion Rates by Cohort

CBE Cohort	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	3-year High School Completion	82.4	83.0	81.1	80.4	81.6
	5-year High School Completion	86.0	86.6	88.6	89.0	88.0
English as an Additional Language Learners	3-year High School Completion	68.6	67.3	65.2	66.2	68.5
	5-year High School Completion	85.0	79.9	84.4	83.5	82.7
Students who Self-Identify as Indigenous	3-year High School Completion	48.0	48.8	49.6	48.6	51.0
	5-year High School Completion	53.1	50.7	60.2	58.4	61.9
Students with Identified Special Education Needs	3-year High School Completion	67.8	70.1	66.7	67.3	69.2
	5-year High School Completion	74.8	76.2	78.4	79.9	78.1

Analysis

- CBE All Students cohort consistently achieved 80s percentage result and outperformed the province in both 3-year and 5-year high school completion rates in 2024-25.
- CBE consistently showed year-over-year improvements in 3-year high school completion across different cohorts. Notably, for Students who Self-Identify as Indigenous, improvements were observed in both 3-year and 5-year completion rates when compared to 2023-24 results.
- All Students cohort, English as Additional Language Learners and Students with Identified Special Education Needs cohort had decreasing results in 5-year completion rate but the decreases were not statistically significant as indicated by the measure evaluations.

Citizenship

Teacher, parent and student agreement that students model the characteristics of active citizenship.

Results and evaluations for the overall measure and each respondent group:

- Teachers;
- Parents; and
- Students.

Required AEAM

Citizenship

Respondent agreement that students model the characteristics of active citizenship.

Alberta Education and Childcare Assurance Measure and Evaluation Overall

Assurance Domain	Measure	The Calgary School Division			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	Citizenship	75.9	75.6	77.2	79.8	79.4	80.4	Intermediate	Declined Significantly	Issue

Alberta Education and Childcare Assurance Measure and Evaluation by Parent, Student and Teacher Response over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievem ent	Improvem ent	Overall
Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.														
Overall	Authority	34 624	80.3	36 950	79.2	39 408	76.9	40 260	75.6	40 355	75.9	Intermediate	Declined Significantly	Issue
	Province	230 843	83.2	249 770	81.4	257 231	80.3	265 100	79.4	269 117	79.8	High	Declined Significantly	Issue
Parent	Authority	5247	76.9	4909	77.7	5654	76.1	4950	74.6	4151	73.9	High	Declined Significantly	Issue
	Province	30 905	81.4	31 689	80.4	31 869	79.4	33 217	78.7	34 441	78.6	High	Declined Significantly	Issue
Student	Authority	24 251	72.1	26 883	70.8	28 272	68.7	29 307	67.0	29 847	67.8	Intermediate	Declined Significantly	Issue
	Province	169 741	74.1	187 120	72.1	193 015	71.3	199 816	69.6	201 119	70.3	High	Declined Significantly	Issue
Teacher	Authority	5126	91.9	5158	89.2	5482	86.0	6003	85.1	6357	86.0	Low	Declined	Issue
	Province	30 197	94.1	30 961	91.7	32 347	90.3	32 067	89.8	33 557	90.5	Intermediate	Maintained	Acceptable

Analysis

- Similar to the province, CBE showed a general declining trend in the Citizenship measure over time. However, with the exception of Parent group, both students and teachers reported higher year-over-year agreements towards active citizenship of students.
- Across these three reporting groups, teachers consistently showed the highest agreement of 86.0 per cent while only 67.8 per cent of students agreed that they model the characteristic of active citizenship. Within the five years, significant discrepancies were observed across the three groups, with teachers reporting the highest level of agreement and students the lowest.

Student Learning and Engagement

Teacher, parent and student agreement that students are engaged in their learning at school.

Results and evaluations for the overall measure and each respondent group:

- Teachers;
- Parents; and
- Students.

Required AEAM

Student Learning Engagement

Teacher, parent and student agreement that students are engaged in their learning at school.

Note | Also Included:
Supplemental AEAMs for
Programs of Studies and
Program of Studies- At Risk

Alberta Education and Childcare Assurance Measure and Evaluation Overall

Assurance Domain	Measure	The Calgary School Division			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	82.6	82.5	83.7	83.9	83.7	84.4	Intermediate	Declined Significantly	Issue

Alberta Education and Childcare Assurance Supplemental Measures and Evaluation Overall

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Supplemental AEAMs	Program of Studies	81.8	81.7	82.1	83.0	82.8	82.9	Very High	Declined	Good
	Program of Studies - At Risk Students	75.9	76.7	77.5	80.5	80.6	81.2	Very Low	Declined Significantly	Concern

Alberta Education and Childcare Assurance Measure and Evaluation by Parent, Student and Teacher Response over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.														
Overall	Authority	34 644	84.8	36 936	84.7	39 401	83.7	40 260	82.5	40 368	82.6	Intermediate	Declined Significantly	Issue
	Province	230 956	85.6	249 740	85.1	257 214	84.4	265 079	83.7	269,076	83.9	Intermediate	Declined Significantly	Issue
Parent	Authority	5266	86.5	4906	86.9	5655	85.3	4951	83.8	4151	83.8	Low	Declined Significantly	Concern
	Province	30 994	89.0	31 694	88.7	31 862	87.3	33 209	86.7	34 444	87.6	Intermediate	Maintained	Acceptable
Student	Authority	24 258	72.8	26 879	72.4	28 269	71.5	29 311	69.9	29 860	69.9	Intermediate	Declined Significantly	Issue
	Province	169 789	71.8	187 102	71.3	193 029	70.9	199 823	69.3	201 089	69.3	Intermediate	Declined Significantly	Issue

Teacher	Authority	5120	95.0	5151	94.9	5477	94.5	5998	93.9	6357	94.1	Low	Maintained	Issue
	Province	30 173	96.0	30 944	95.5	32 323	95.1	32 047	95.1	33 543	95.0	Intermediate	Declined	Issue

Alberta Education and Childcare Assurance Supplemental Measures and Evaluation by Parent, Student and Teacher Response over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Program of Studies: Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.														
Overall	Authority	23 788	81.5	25 328	82.6	27 748	82.0	28 445	81.7	28 615	81.8	Very High	Declined	Good
	Province	157 680	81.9	172 339	82.9	179 589	82.9	184 554	82.8	190 222	83.0	Very High	Maintained	Excellent
Parent	Authority	5231	79.0	4900	80.6	5633	80.5	4938	80.4	4141	79.5	High	Declined	Acceptable
	Province	30 817	81.7	31 625	82.4	31 780	82.2	33 145	82.3	34 368	82.4	Very High	Maintained	Excellent
Student	Authority	13 431	77.2	15 272	78.8	16 633	77.8	17 514	76.8	18 119	76.8	Very High	Declined Significantly	Acceptable
	Province	96 676	74.9	109 776	76.9	115 487	77.4	119 382	76.7	122 315	77.0	Very High	Maintained	Excellent
Teacher	Authority	5126	88.3	5156	88.4	5482	87.8	5993	87.9	6355	89.0	High	Improved	Good
	Province	30 187	89.2	30 938	89.3	32 322	89.3	32 027	89.2	33 539	89.5	High	Maintained	Good
Program of Studies - At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.														
Overall	Authority	34574	79.2	36884	78.3	39308	77.5	40148	76.7	40,263	75.9	Very Low	Declined Significantly	Concern
	Province	230686	82.7	249524	81.9	256932	81.2	264651	80.6	268,717	80.5	Low	Declined Significantly	Concern
Parent	Authority	5240	70.7	4900	70.1	5636	68.4	4933	67.8	4,141	65.5	Very Low	Declined Significantly	Concern
	Province	30874	76.7	31643	75.3	31805	73.7	33110	73.5	34,352	73.5	Low	Declined	Issue
Student	Authority	24214	78.2	26832	77.8	28198	76.7	29220	75.8	29,770	75.6	Very Low	Declined Significantly	Concern
	Province	169631	80.2	186935	80.1	192805	79.9	199516	78.7	200,841	78.7	Low	Declined Significantly	Concern
Teacher	Authority	5120	88.7	5152	87.1	5474	87.4	5995	86.6	6,352	86.7	Very Low	Maintained	Concern
	Province	30181	91.2	30946	90.3	32322	89.9	32025	89.5	33,524	89.4	Very Low	Declined Significantly	Concern

Analysis

- Overall declining trends were observed in Student Learning Engagement: Program of Studies – At Risk Students measure for the past five years.
- However, when compared to 2023-24 results, there were 0.1 percentage point increases in the overall agreements for both Program of Studies and Student Learning Engagement measures, mostly attributed to the improvements within the Teacher group.
- In 2024-25 school year, CBE teachers expressed improved satisfaction towards the program of studies opportunities for students when compared to the previous three-year average while the provincial teachers showed relatively similar agreements than before.
- Among these three respondent groups, Teacher group consistently showed the highest agreements across all three measures while Student group reported the lowest percentage of agreement on Student Learning Engagement and Program of Studies measures. Additionally, the Parent group recorded the lowest results in Program of Studies – At Risk measure.

Early Years Literacy & Numeracy Assessments

School authorities must provide a summary of their literacy and numeracy results for children and students in Kindergarten to grade three that includes:

- a list of the Alberta Education & Childcare approved screening assessments used at each grade level;
- the total number of children and students assessed using the initial assessment at each grade level;
- the total number of children and students identified as requiring additional supports based on the initial assessment at each grade level;
- the total number of students identified as requiring additional supports at the end of the school year in grades 1 to 3; and
- a summary of support strategies used for children and students identified as requiring additional supports at each grade level.

Required Local Component

Early Years Literacy Assessments

- CC3
- LeNS
- PAST
- RAN

Literacy Results

Literacy Results by Grade

Grade	Total number of students assessed using the initial screening assessment at each grade level	Total number of students identified as requiring additional supports in literacy based on initial screening assessment(s) at each grade level	Total number of students identified as requiring additional supports at the end of the school year at each grade level
Kindergarten	8902	1874	N/A
Grade 1	11210	2326	1393
Grade 2	11211	3411	1734
Grade 3	11525	2313	1429

CC3 Results – All Students and by Cohort

Cohort		All Students		English as an Additional Language Learners		Students who Self-Identify as Indigenous		Students with Identified Special Education Needs	
Grade	CC3 Category	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage
Grade 1	Regular Words	26.9	15.0	34.2	20.5	47.7	34.1	47.3	35.2
	Irregular Words	25.9	18.0	30.1	24.3	46.5	38.1	44.8	38.8
	Non-words	23.1	15.2	29.9	19.7	41.3	32.6	46.6	36.7
Grade 2	Regular Words	25.9	14.3	31.7	19.2	41.9	26.3	47.2	33.6
	Irregular Words	25.3	17.1	29.5	22.7	41.1	29.8	43.0	36.4
	Non-words	25.0	13.5	29.7	17.8	41.9	26.2	47.3	31.0
Grade 3	Regular Words	26.3	14.4	32.6	19.0	43.9	31.5	45.3	29.7
	Irregular Words	26.4	17.8	32.6	23.5	41.0	34.3	43.0	34.6
	Non-words	25.7	13.2	31.3	17.6	43.4	29.5	43.5	28.2

LeNS Results – All Students and by Cohort

Grade	All Students		English as an Additional Language Learners		Students who Self-Identify as Indigenous		Students with Identified Special Education Needs	
	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage
Grade 1	26.4	19.4	36.2	27.1	44.4	36.5	45.2	38.7
Grade 2	27.8	18.1	36.7	23.4	43.1	31.9	47.7	36.7

RAN & PAST Results for Grade One Students – All Students and by Cohort

Cohort	RAN Initial Screening Assessment RAS Percentage	PAST Initial Screening Assessment RAS Percentage
All Students	27.2	28.3
English as an Additional Language Learners	32.3	42.0
Students who Self-Identify as Indigenous	39.1	36.2
Students with Identified Special Education Needs	46.7	57.2

Literacy Support Strategies by Grade

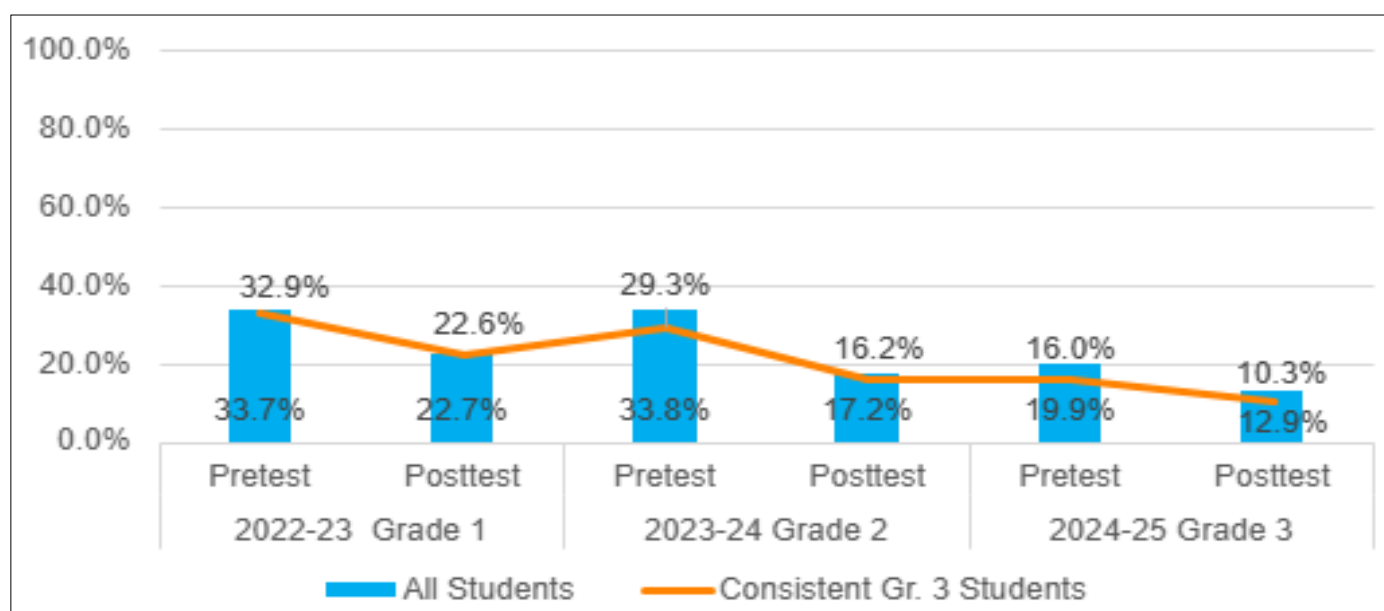
Grade	Key Support Strategies
Kindergarten	- Introduced the Strive for Five framework to develop oral language competence. - Increased dosage and intensity of instruction, targeted through the use of the CBE ELAL Scope and Sequence. - Use of evidence-based literacy routines provided to students through the use of UFLI lessons. - Use of evidence-based literacy sequence to explicitly teach printing. - Use of decodable text to support transfer and mastery of phonics knowledge. - Use of diagnostic/screening data to target both universal and intervention instruction (LeNS, PAST, RAN) - Use of ongoing progress monitoring to inform next steps in intervention. - District-created professional learning videos were used to build teacher capacity in oral language and phonological awareness
Grade 1	- Increased dosage and intensity of instruction, targeted through the use of the CBE ELAL Scope and Sequence. - Use of evidence-based literacy routines provided to students through the use of UFLI lessons. - Use of evidence-based literacy sequence to explicitly teach printing. - Use of decodable text to support transfer and mastery of phonics knowledge. - Use of diagnostic/screening data to target both universal and intervention instruction (LeNS, PAST, RAN, CC3) - Use of ongoing progress monitoring to inform next steps in intervention. - District-created professional learning videos were used to build teacher capacity in oral language and phonological awareness
Grade 2	- Increased dosage and intensity of instruction, targeted through the use of the CBE ELAL Scope and Sequence. - Use of interventions emphasizing decoding multisyllabic words, building fluency and strengthening comprehension. - Use of evidence-based literacy routines provided to students through the use of UFLI lessons. - Use of evidence-based literacy sequence to explicitly teach printing. - Use of decodable text to support transfer and mastery of phonics knowledge. - Use of diagnostic/screening data to target both universal and intervention instruction (LeNS, PAST, RAN, CC3) - Use of ongoing progress monitoring to inform next steps in intervention.
Grade 3	- Increased dosage and intensity of instruction, targeted through the use of the CBE ELAL Scope and Sequence. - Use of interventions emphasizing decoding multisyllabic words, building fluency and strengthening comprehension. - Use of evidence-based literacy routines provided to students through the use of UFLI lessons. - Use of evidence-based literacy sequence to explicitly teach printing. - Use of decodable text to support transfer and mastery of phonics knowledge. - Use of diagnostic/screening data to target both universal and intervention instruction (LeNS, PAST, RAN, CC3) - Use of ongoing progress monitoring to inform next steps in intervention.

Literacy Results – Consistent Grade 3 Cohort vs the All Grade 3 Student Cohort Requiring Additional Supports Percentages Over Time

Cohort	2022-23 Grade 1		2023-24 Grade 2		2024-25 Grade 3	
	Initial Screening Assessment	Final Screening Assessment	Initial Screening Assessment	Final Screening Assessment	Initial Screening Assessment	Final Screening Assessment
All Students	33.7%	22.7%	33.8%	17.2%	19.9%	12.9%
Consistent Gr. 3 Students	32.9%	22.6%	29.3%	16.2%	16.0%	10.3%

Note | The All Grade 3 Student Cohort represents all students enrolled in CBE as of June 30 in Grade 1, Grade 2 and Grade 3 for the identified school year. The Consistent Grade 3 Student Cohort represents any student who was enrolled as of June 30 in their Grade 3 year who also was enrolled in CBE for their Grade 2 and Grade 1 years.

Literacy Results – Consistent Grade 3 Cohort vs the All Grade 3 Student Cohort Requiring Additional Supports Percentages Over Time



Numeracy Results

Numeracy Results by Grade

Grade	Total number of students assessed using the initial screening assessment at each grade level	Total number of students identified as requiring additional supports in literacy based on initial screening assessment(s) at each grade level	Total number of students identified as requiring additional supports at the end of the school year at each grade level
Kindergarten	8867	2298	N/A
Grade 1	11228	2712	1816
Grade 2	11303	3206	1952
Grade 3	11292	2972	1802

Numeracy Results – All Students and by Cohort

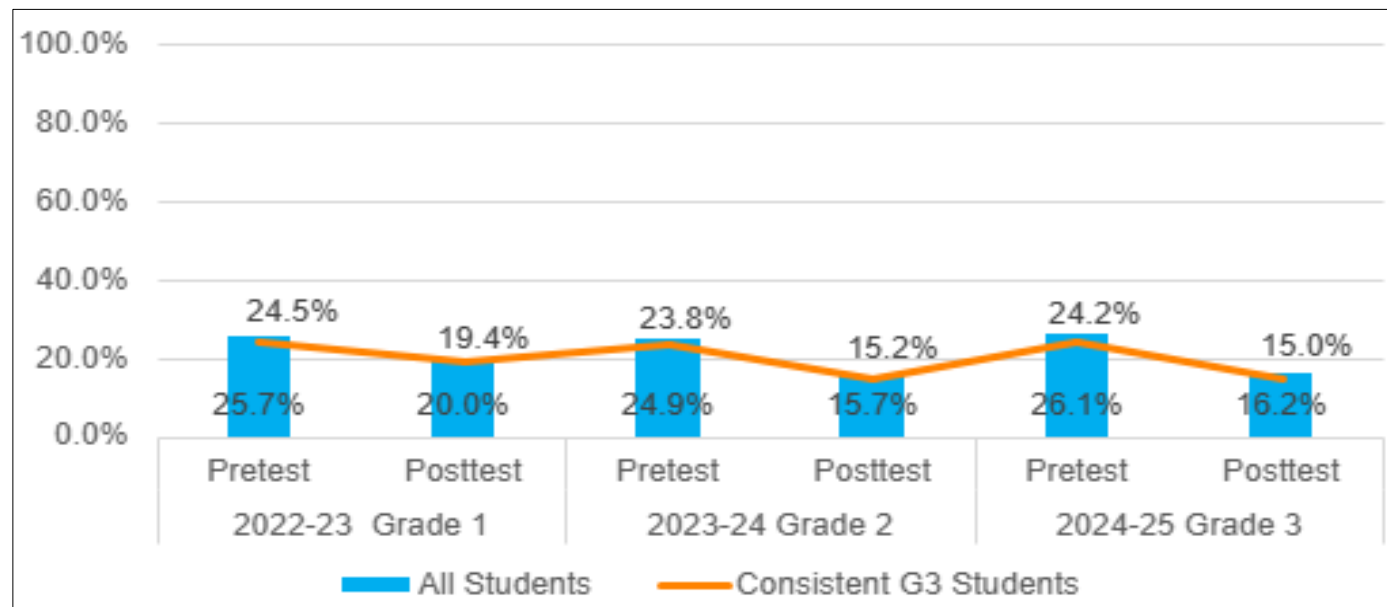
Grade	All Students		English as an Additional Language Learners		Students who Self-Identify as Indigenous		Students with Identified Special Education Needs	
	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage
Grade 1	24.3	18.7	28.7	21.9	42.3	36.5	48.1	42.1
Grade 2	28.5	19.1	33.1	22.4	47.2	34.0	52.3	40.0
Grade 3	26.4	17.3	30.4	20.0	43.9	35.2	46.8	35.6

Numeracy Results – Consistent Grade 3 Cohort vs the All Grade 3 Student Cohort Requiring Additional Supports Percentages Over Time

Cohort	2022-23 Grade 1		2023-24 Grade 2		2024-25 Grade 3	
	Initial Screening Assessment	Final Screening Assessment	Initial Screening Assessment	Final Screening Assessment	Initial Screening Assessment	Final Screening Assessment
All Students	25.7%	20.0%	24.9%	15.7%	26.1%	16.2%
Consistent Gr. 3 Students	24.5%	19.4%	23.8%	15.2%	24.2%	15.0%

[Note](#) | The All Grade 3 Student Cohort represents all students enrolled in CBE as of June 30 in Grade 1, Grade 2 and Grade 3 for the identified school year. The Consistent Grade 3 Student Cohort represents any student who was enrolled as of June 30 in their Grade 3 year who also was enrolled in CBE for their Grade 2 and Grade 1 years.

Numeracy Results – Consistent Grade 3 Cohort vs the All Grade 3 Student Cohort Requiring Additional Supports Percentages Over Time



Numeracy Support Strategies by Grade

Grade	Key Support Strategies
Kindergarten	- Kindergarten intervention programming emphasizes numeracy foundations - Numeracy interventions target number recognition, counting, subitizing, and early patterning - Activities such as counting collections, number talks, and structured games provide multiple entry points for students - Instructional approaches emphasize multiple representations (physical, visual, verbal, symbolic) to build conceptual understanding. - Intervention teachers collaborate with classroom staff to ensure instructional alignment and consistency for students requiring additional time and intensity.
Grade 1	- Interventions prioritized the development of number sense, addition and subtraction strategies, and procedural fluency - Mathematics programming was supported by district-developed curriculum resources aligned to the new Grade 1 curriculum - Resources included guidance on scaffolding and extensions, along with tasks adaptable to both classroom and intervention contexts - Teachers accessed MathUP licenses and professional learning sessions to deepen content knowledge and share implementation strategies
Grade 2	- Support targeted operational fluency and problem-solving - Mathematics interventions included structured routines such as "Alike and Different" tasks to strengthen conceptual understanding through comparison - District-developed curriculum resources provided tasks with multiple forms of representation, enabling teachers to scaffold and extend learning - MathUP resources and professional learning opportunities built teacher capacity and aligned classroom and intervention practices
Grade 3	- Continued focus on EAL students and equitable intervention access. - Clear learning goals with structured lessons for conceptual understanding. - Use of routines like "Alike and Different" to deepen learning through varied representations. - Short, high-impact intervention routines to build procedural fluency.

Note | In all grades, a key theme is differentiated instruction, continuous assessment, and evidence-based strategies to support both mathematical and literacy growth, especially for EAL learners.

Analysis

- There were notably and consistently fewer CBE students who scored 'Requiring Additional Support' in their literacy and numeracy final screening assessments than initial screening assessments.
- While improvements were observed in literacy across different grades, Grade 1 students generally showed a greater number of students requiring additional support than students in higher grades in both CC3 and LeNS final screening assessments.
- For Students who Self-Identify as Indigenous, Grade 1 students had higher percentages of 'Requiring Additional Support' LeNS results in both initial screening assessments and final screening assessments than Grade 2 students.
- Significant progress in LeNS was consistently observed for Grade 2 All Students cohort, English as an Additional Language Learners and Students with Identified Special Education Needs cohort.
- Across all grades and cohorts, more 'Requiring Additional Support' students were observed in Regular Words category in their initial screening assessments when compared to all subcategories of CC3 screening assessments.
- Across all grades and cohorts, more 'Requiring Additional Support' students were observed in Irregular Words category in their final screening assessments when compared to all subcategories of CC3 screening assessments.
- When comparing initial screening assessments to final screening assessments, all subcategories of CC3 screening assessment showed significant improvements, with a reduced number of students receiving 'Requiring Additional Support' result in their final screening assessments across grades and cohorts.
- In Numeracy, Grade 2 students had the highest percentages of 'Requiring Additional Support' in their initial screening assessments across different cohorts when compared to other grade levels.

- Moreover, Grade 2 students also showed the most significant improvements, as evidenced by the largest reduction in the percentage of 'Requiring Additional Support' between the initial screening assessments and final screening assessments across cohorts.
- In the Numeracy final screening assessments, for Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts, Grade 1 students had the highest percentages of 'Requiring Additional Support' when compared to other grade levels.
- Across three years, both All Students and Consistent Grade 3 Students cohort showed notable progress on Early Years Assessment, with a steady decrease in the percentage of students identified as "Required Additional Support" between the initial screening assessments and final screening assessments administrations.
- CBE students demonstrated improved literacy performance on final screening assessments with grade progression.

Assessment of Foundational Reading Skills (AFRS)

Due to the implementation of Early Years Literacy and Numeracy Screening Assessments and the inclusion of this data in the Annual Education Results Report, the Assessment of Foundational Reading Skills (AFRS) was not formally collected for the 2024-2025 school year.

While this local measure appeared in the Year One 2024-2027 Education Plan, the approval of the Education Plan preceded the decision by Alberta Education and Childcare for full implementation of the Early Years Literacy and Numeracy Screening Assessment.

Local Measure

Assessment of Foundational
Reading Skills (AFRS)

Not included

Alberta K-12 English as an Additional Language Learner (EAL) Proficiency Benchmarks

The Alberta K-12 EAL Proficiency Benchmarks is a language proficiency (LP) 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.

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

Local Measure

EAL Proficiency Benchmarks

Percentage of students achieving language proficiency by benchmark.

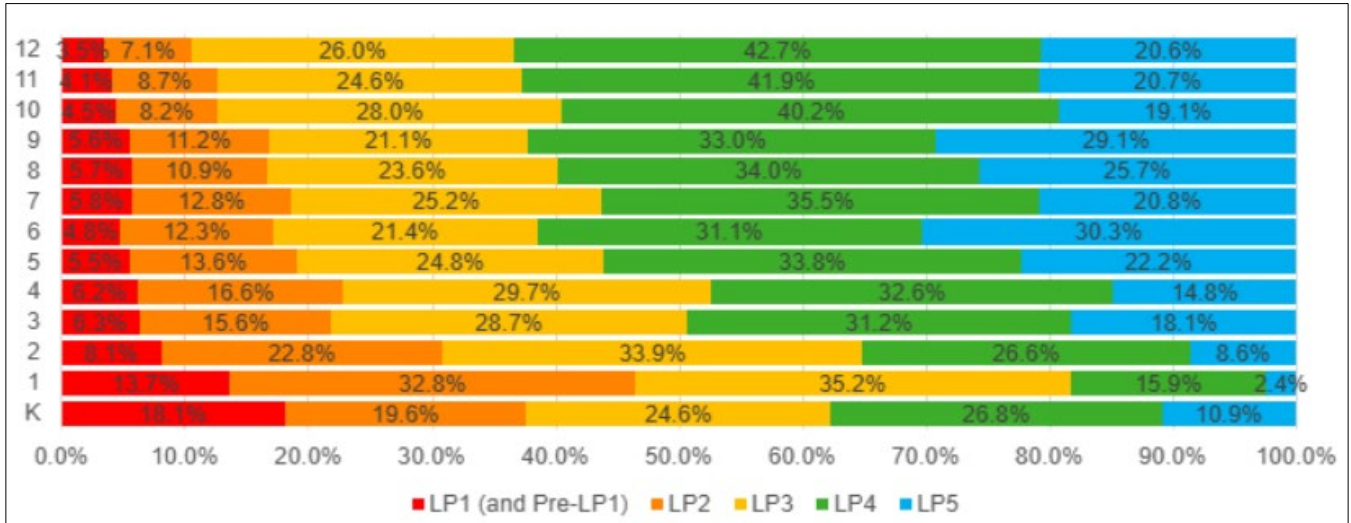
Number of Students at the Each Identified LP Level by Grade (2024-25)

Grade	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
K	25	27	34	37	15
1	524	1254	1348	608	91
2	355	1001	1488	1165	375
3	292	716	1321	1437	834
4	256	684	1223	1342	607
5	245	602	1101	1498	986
6	196	504	876	1270	1239
7	228	506	993	1399	819
8	205	389	845	1216	918
9	177	354	666	1045	920
10	118	216	738	1062	505
11	100	214	607	1032	511
12	100	199	735	1206	582
All	2821	6666	11975	14317	8402

Percentage of Students at the Each Identified LP Level by Grade (2024-25)

Grade	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
K	18.1%	19.6%	24.6%	26.8%	10.9%
1	13.7%	32.8%	35.2%	15.9%	2.4%
2	8.1%	22.8%	33.9%	26.6%	8.6%
3	6.3%	15.6%	28.7%	31.2%	18.1%
4	6.2%	16.6%	29.7%	32.6%	14.8%
5	5.5%	13.6%	24.8%	33.8%	22.2%
6	4.8%	12.3%	21.4%	31.1%	30.3%
7	5.8%	12.8%	25.2%	35.5%	20.8%
8	5.7%	10.9%	23.6%	34.0%	25.7%
9	5.6%	11.2%	21.1%	33.0%	29.1%
10	4.5%	8.2%	28.0%	40.2%	19.1%
11	4.1%	8.7%	24.6%	41.9%	20.7%
12	3.5%	7.1%	26.0%	42.7%	20.6%
All	6.4%	15.1%	27.1%	32.4%	19.0%

Percentage of Students at the Each Identified LP Level by Grade



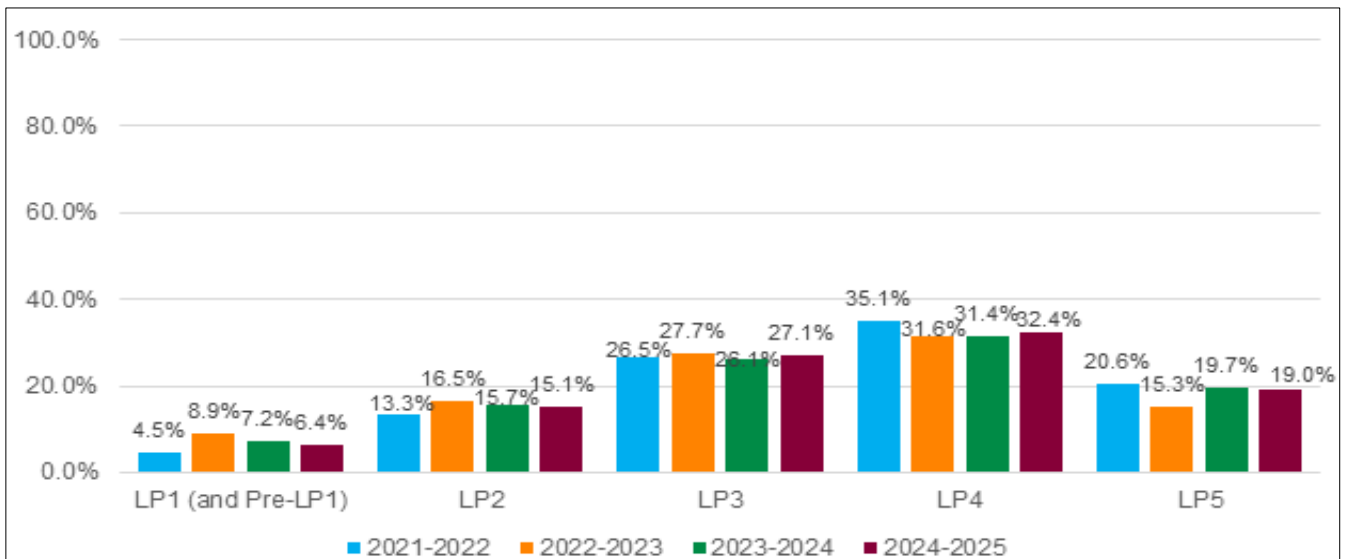
Number of Students at the Each Identified LP Level Over Time

Year	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2021-22	1419	4061	8071	10614	6191
2022-23	3030	5653	9496	10815	5239
2023-24	3005	6554	10874	13094	8210
2024-25	2821	6666	11975	14317	8402

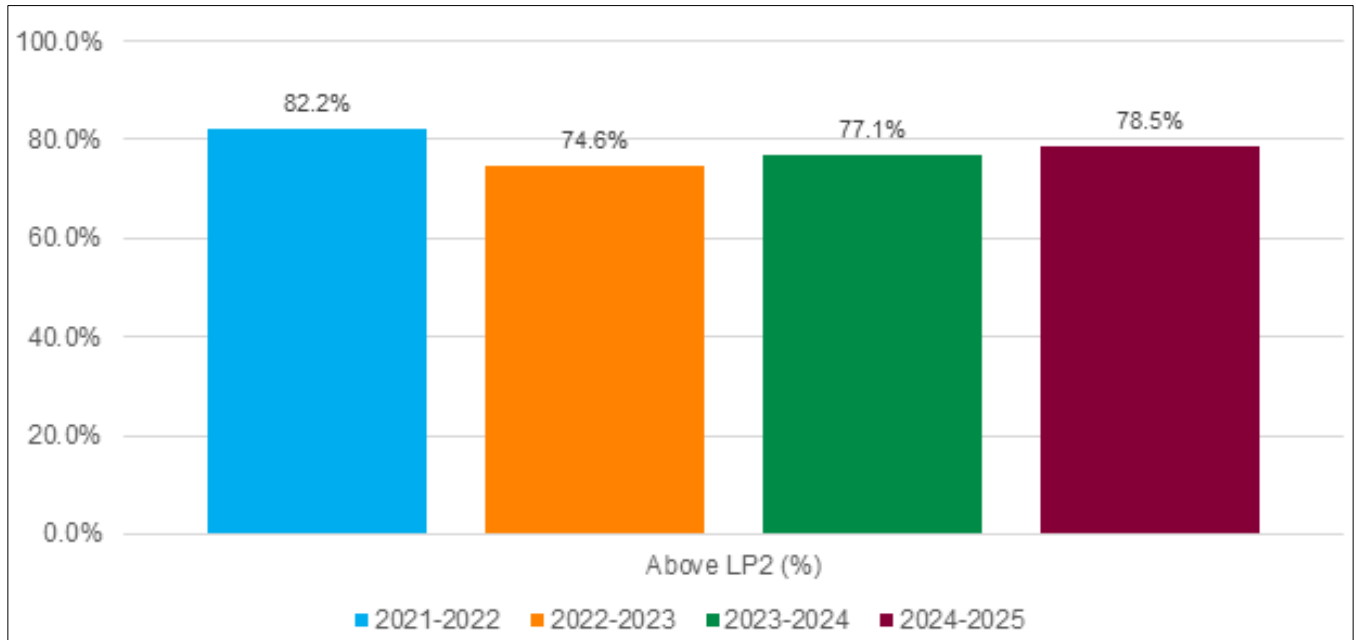
Percentage of Students at the Each Identified LP Level Over Time

Year	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2021-22	4.5%	13.3%	26.5%	35.1%	20.6%
2022-23	8.9%	16.5%	27.7%	31.6%	15.3%
2023-24	7.2%	15.7%	26.1%	31.4%	19.7%
2024-25	6.4%	15.1%	27.1%	32.4%	19.0%

Percentage of Students at the Each Identified LP Level Over Time



Percentage of Students Receiving an LP Level Benchmark of LP2 or Above Over Time



Percentage of Students at the Each Identified LP Level by Three Year Divisional Consistent Student Cohort

Consistent Division One Grade 3 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 1	21.0%	40.3%	29.7%	8.2%	0.8%
2023-24 Grade 2	3.4%	18.7%	35.5%	32.0%	10.3%
2024-25 Grade 3	2.1%	9.1%	28.6%	36.9%	23.3%
Consistent Division One Grade 6 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 4	8.5%	18.9%	35.0%	31.0%	6.6%
2023-24 Grade 5	1.9%	9.7%	27.4%	39.2%	21.8%
2024-25 Grade 6	1.0%	6.1%	19.9%	35.6%	37.3%
Consistent Division One Grade 9 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 7	7.8%	13.7%	32.7%	36.2%	9.6%
2023-24 Grade 8	2.9%	8.8%	22.0%	41.0%	25.4%
2024-25 Grade 9	1.7%	5.6%	18.1%	37.6%	37.0%
Consistent Division One Grade 12 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 10	6.7%	16.1%	33.8%	35.3%	8.1%
2023-24 Grade 11	1.8%	6.5%	28.5%	47.1%	16.1%
2024-25 Grade 12	0.7%	4.5%	23.0%	47.6%	24.2%

Note | The Three Year Divisional Consistent Student Cohort data set represents a three-year retroactive student cohort analysis of English as An Additional Language Benchmarks disaggregated by division. Each cohort represents any student who was enrolled as of June 30 in the identified grade and who also was enrolled in CBE for the two-preceding years. As an example, the Consistent Grade 3 Student Cohort represents any student who was enrolled as of June 30 in their Grade 3 year who also was enrolled in CBE for their Grade 2 and Grade 1 years.

Percentage of Students at the Each Identified Language Proficiency Level by Three Year Divisional All Students Cohort

All Students Division One Grade 3 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 1	21.7%	40.4%	28.9%	8.2%	0.9%
2023-24 Grade 2	9.4%	22.3%	32.3%	27.1%	9.0%
2024-25 Grade 3	6.4%	15.6%	28.7%	31.2%	18.1%
All Students Division One Grade 6 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 4	8.1%	17.2%	32.4%	32.0%	10.4%
2023-24 Grade 5	6.4%	13.5%	24.4%	32.4%	23.3%
2024-25 Grade 6	4.8%	12.3%	21.4%	31.1%	30.3%
All Students Division One Grade 9 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 7	6.0%	11.0%	26.9%	37.2%	18.9%
2023-24 Grade 8	6.6%	10.8%	20.8%	32.0%	30.0%
2024-25 Grade 9	5.6%	11.2%	21.1%	33.1%	29.1%
All Students Division One Grade 12 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 10	5.5%	11.3%	28.5%	38.8%	15.8%
2023-24 Grade 11	4.6%	9.7%	26.6%	41.7%	17.5%
2024-25 Grade 12	3.5%	7.1%	26.1%	42.7%	20.6%

Note | The Three Year Divisional All Student Cohort data set represents a three-year retroactive student cohort analysis of English as An Additional Language Benchmarks disaggregated by division. It is inclusive of any student who was enrolled as of June 30 in the identified grade for that year. As an example, the All Students Division One Grade 3 Student Cohort represents all students who were enrolled as of June 30 in Grade 3, and all students who were enrolled as of June 30 in Grade 2 in the previous year and all students in Grade 1 two years prior.

Analysis

- Over time, a general improvement in English Language Proficiency was noted, with students progressing from LP1 or LP2 in the early grades to predominantly LP4 or LP5 by Grade 12.
- Only 10.6 per cent of Grade 12 students were assessed at LP1 or LP2 in 2024-25. Moreover, the percentage of LP1 (including Pre-LP1) and LP2 CBE students continued to decline for the past two years.
- Compared to the previous year, higher percentages of LP3 and LP4 were observed in 2024-25 while there was a 0.7 percentage point decrease in LP5. However, in comparison to the previous three-year average, the percentage of students with LP5 for 2024-25 result is higher.
- 78.5 per cent of K-12 students achieved above LP2 level in 2024-25, with a 1.3 percentage point increase compared to the previous year.
- Notably in Grade 3, 6, 9, and 12, students with three years of continuous enrolments in CBE consistently demonstrated higher percentages of above LP2 level in English Language Proficiency than the overall student population within the same grades. This trend highlights the effectiveness of CBE's long-term instructional supports in language development and academic success over time.

Report Card Results

The Calgary Board of Education (CBE) uses a four-point proficiency scale to describe report card marks for students in Kindergarten through Grade 9:

- 4 – Excellent: The student demonstrates mastery-level understanding with perceptive and insightful work. They consistently meet grade-level expectations.
- 3 – Good: The student demonstrates a well-developed understanding and produces clear, well-reasoned work. They consistently meet expectations and can be confident in their readiness for continued learning.
- 2 – Basic: The student has demonstrated basic achievement of grade-level expectations and show a developing level of understanding. The student consistently performs at this level, though adjustments to planning and instruction may be needed to support continued growth and deeper understanding in this area.
- 1 – Not Meeting: The student demonstrates only a beginning level of understanding, with vague or undeveloped work. Targeted instructional adjustments are required to support future learning in this area.

Local Measure

Report Card Results

English Language Arts

Mathematics

For high school students, CBE uses percentage grades, with 50 per cent as the minimum passing mark.

These marks are based on consistent demonstration of achievement in relation to the outcomes as defined in Alberta Education and Childcare Programs of Study and Curriculum. Marks are informed by daily classroom assessment, diagnostic tools, and formative feedback. Teachers use report card "stems" to organize learning outcomes and provide clarity on what each mark represents.

Mean Indicators

ELA Report Card Means (Div 1-3) and Report Card Final Marks (Div 4)

Cohort	Division	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	Div 1	2.9	3.0	2.9	2.9	2.8
	Div 2	3.0	3.0	2.9	2.9	2.9
	Div 3	2.9	2.9	2.9	2.9	2.9
	Div 4	71.5	70.9	70.0	70.3	70.5
English as an Additional Language Learners	Div 1	2.8	2.8	2.8	2.8	2.7
	Div 2	2.8	2.8	2.8	2.7	2.7
	Div 3	2.8	2.8	2.7	2.7	2.7
	Div 4	67.5	66.9	65.0	66.4	65.9
Students who Self-Identify as Indigenous	Div 1	2.3	2.4	2.4	2.5	2.4
	Div 2	2.5	2.5	2.4	2.5	2.5
	Div 3	2.4	2.4	2.4	2.4	2.4
	Div 4	60.6	58.8	59.6	60.1	63.1
Students with Identified Special Education Needs	Div 1	2.5	2.4	2.4	2.4	2.4
	Div 2	2.6	2.6	2.6	2.6	2.6
	Div 3	2.6	2.6	2.5	2.5	2.5
	Div 4	65.4	65.1	64.6	65.3	66.6

Mathematics Report Card Means (Div 1-3) and Report Card Final Marks (Div 4)

Cohort	Division	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	Div 1	3.1	3.1	3.0	3.0	3.0
	Div 2	3.0	3.0	2.9	2.9	2.9
	Div 3	2.9	2.9	2.8	2.8	2.8
	Div 4	73.7	72.4	70.9	72.1	72.1
English as an Additional Language Learners	Div 1	2.9	2.9	2.9	2.9	2.9
	Div 2	2.9	2.9	2.9	2.8	2.8
	Div 3	2.8	2.8	2.7	2.7	2.7
	Div 4	70.3	69.7	66.2	68.4	67.5
Students who Self-Identify as Indigenous	Div 1	2.4	2.5	2.6	2.6	2.5
	Div 2	2.4	2.4	2.3	2.3	2.4
	Div 3	2.2	2.2	2.3	2.2	2.2
	Div 4	60.9	60.6	59.5	61.4	62.7
Students with Identified Special Education Needs	Div 1	2.6	2.6	2.5	2.5	2.5
	Div 2	2.6	2.6	2.6	2.6	2.6
	Div 3	2.5	2.5	2.5	2.4	2.4
	Div 4	66.5	65.4	64.1	66.0	66.6

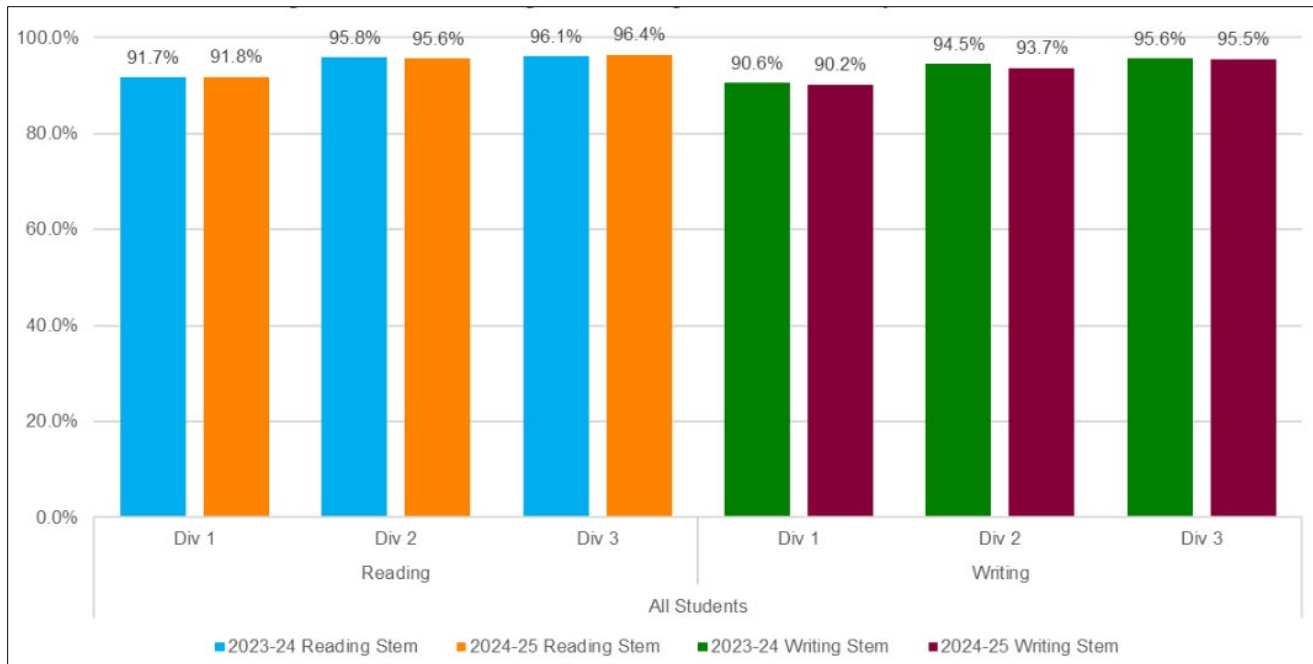
Division 1, 2 and 3 ELA Report Card Stems

Percentage of Students with an Indicator of 1, 2, 3 or 4 by Cohort

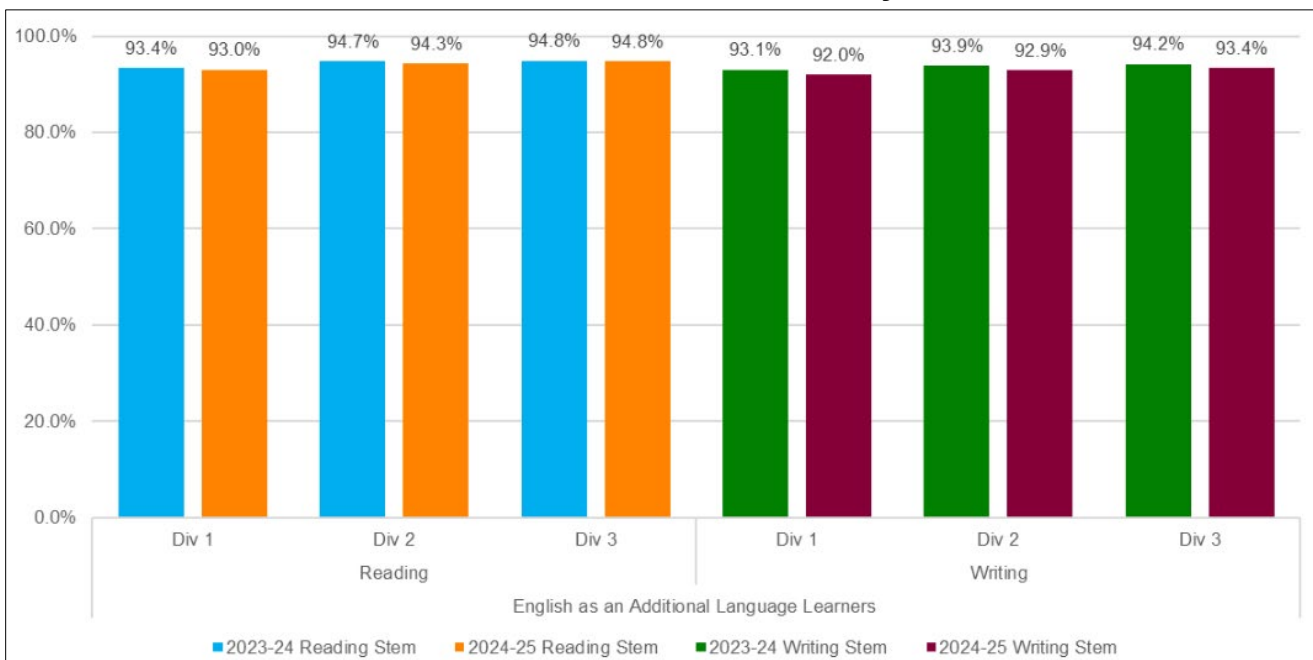
Cohort	Stem	Division	1	2	3	4
All Students	Reading	Div 1	8.2%	23.7%	37.2%	30.9%
		Div 2	4.4%	25.9%	43.6%	26.1%
		Div 3	3.6%	29.1%	43.8%	23.5%
	Writing	Div 1	9.8%	33.1%	39.7%	17.4%
		Div 2	6.3%	32.7%	42.9%	18.1%
		Div 3	4.5%	32.1%	44.2%	19.2%
English as an Additional Language Learners	Reading	Div 1	7.0%	29.0%	38.5%	25.5%
		Div 2	5.8%	33.7%	43.2%	17.4%
		Div 3	5.3%	39.0%	40.6%	15.2%
	Writing	Div 1	8.0%	38.0%	39.2%	14.8%
		Div 2	7.2%	41.3%	38.7%	12.9%
		Div 3	6.5%	41.6%	40.0%	11.8%
Students who Self-Identify as Indigenous	Reading	Div 1	26.0%	26.4%	31.8%	15.8%
		Div 2	13.4%	37.7%	35.0%	13.9%
		Div 3	9.7%	46.4%	35.3%	8.6%
	Writing	Div 1	31.9%	36.4%	24.9%	6.8%
		Div 2	21.7%	40.8%	29.3%	8.3%
		Div 3	13.5%	48.8%	29.7%	8.0%
Students with Identified Special Education Needs	Reading	Div 1	20.7%	30.5%	31.0%	17.7%
		Div 2	8.0%	37.9%	38.5%	15.6%
		Div 3	6.6%	43.2%	39.2%	11.1%

	Writing	Div 1	28.0%	41.6%	24.2%	6.2%
		Div 2	12.6%	45.4%	34.1%	7.9%
		Div 3	7.8%	47.8%	36.1%	8.3%

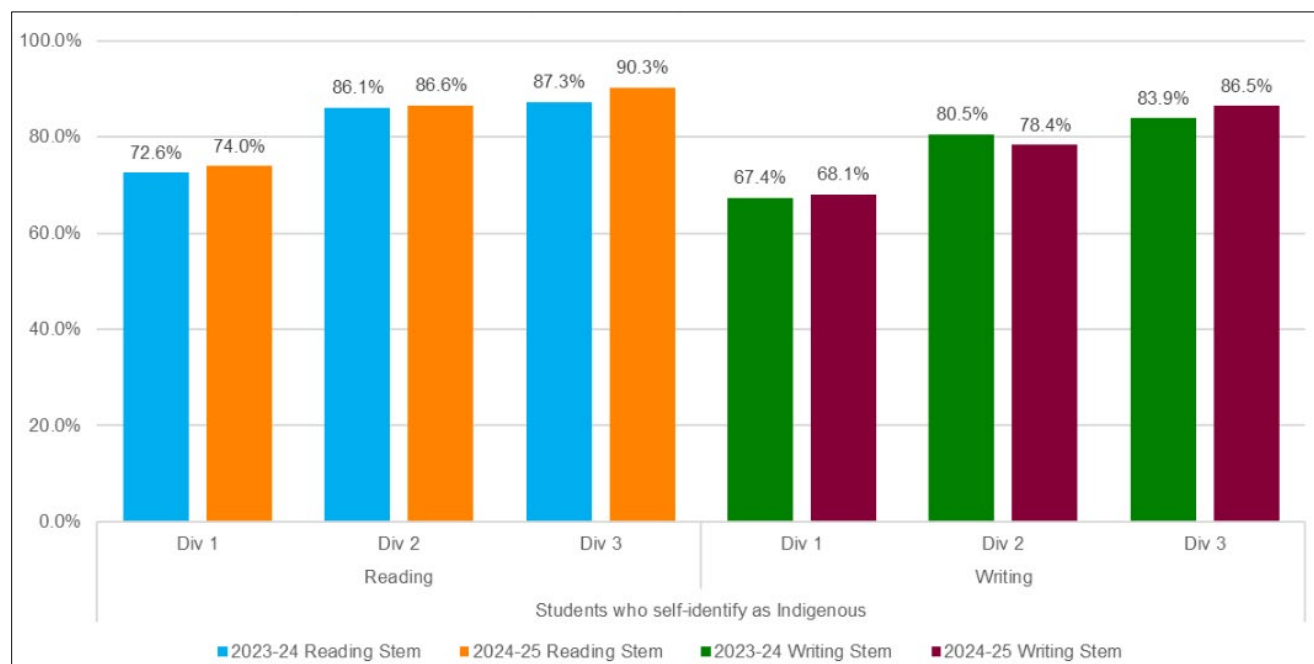
All Students Cohort: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



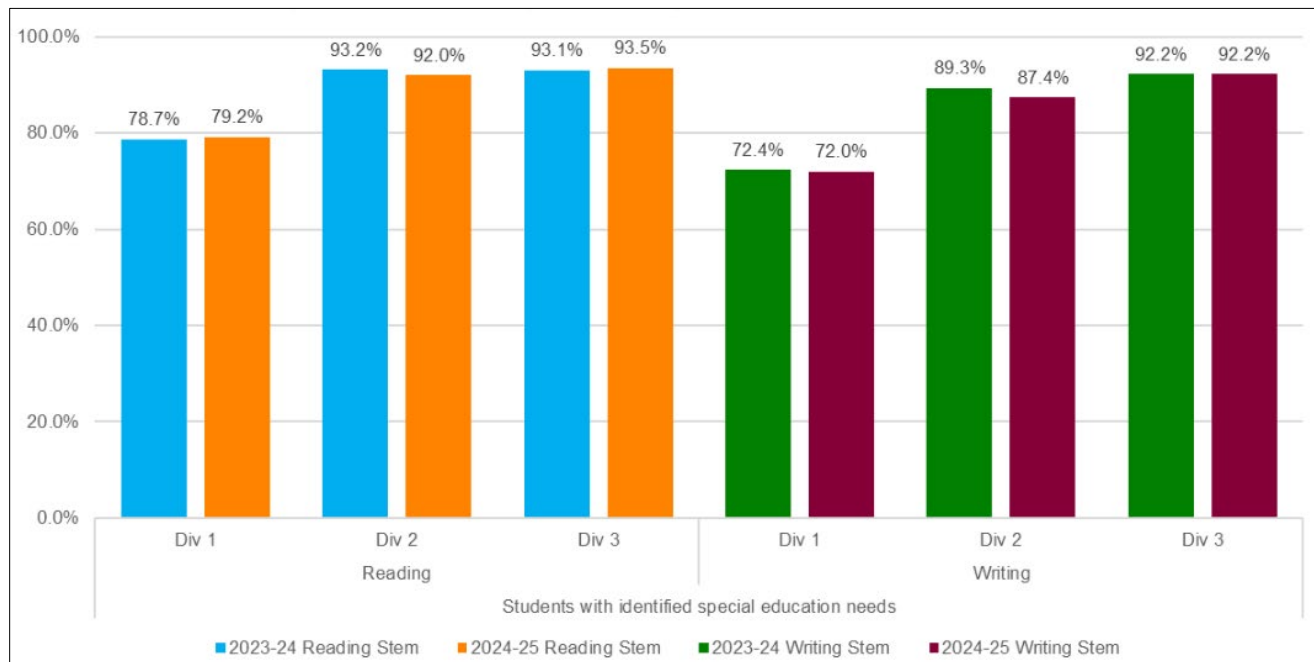
English as an Additional Language Learners: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



Students who Self-Identify as Indigenous: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



Students with Identified Special Education Needs Students Achieving a Basic to Excellent Level of Proficiency in ELA



Analysis

- In English Language Arts, the increase in Division 4 students with Identified Special Education Needs was statistically significant when compared to the previous three-year result.

- In English Language Arts, the percentage of students achieving a 'Basic to Excellent Level of Proficiency' in both Reading and Writing stems showed a progressive increase from early to upper grades across all cohorts.
- The Reading report card results consistently outperformed Writing results among Division 1 through Division 3 in all cohorts.
- Notably, only 68.1 per cent of Students who Self-Identify as Indigenous in Division 1 achieved 'Basic to Excellent Level of Proficiency' in the Writing Stem.
- Compared to the previous year, both All Students and Students with Identified Special Education Needs cohorts showed decreased or maintained Reading and Writing results among divisions except for increases in Reading at Division 1 and Division 3.
- Notably, Division 2 students in All Students cohort experienced a significant decline in the Writing stem, while Division 2 Students with Identified Special Education Needs had significant decreases in both Reading and Writing stems.
- English as an Additional Language Learners experienced maintained or declining results in both Reading and Writing stems across all divisions, with the decreases in Writing being statistically significant in comparison to the previous year.
- In the Students who Self-Identify as Indigenous cohort, except for a non-significant decline in Division 2 Writing, the percentage of students achieving 'Basic to Excellent Level of Proficiency' in English Language Arts was higher than last year across divisions. A significant year-over-year improvement was observed in Division 3 Reading result in 2024-25.

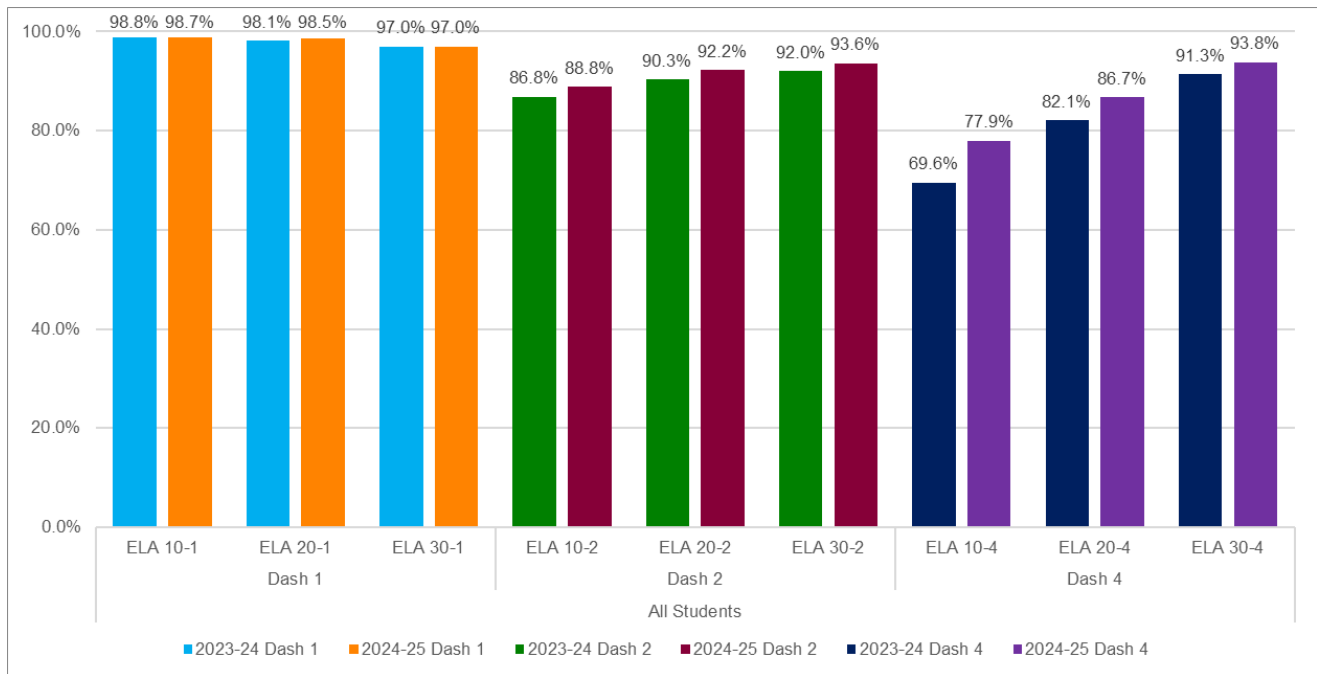
Division 4 ELA Final Course Marks

Percentage of Students within the Identified Range on Report Card by Cohort

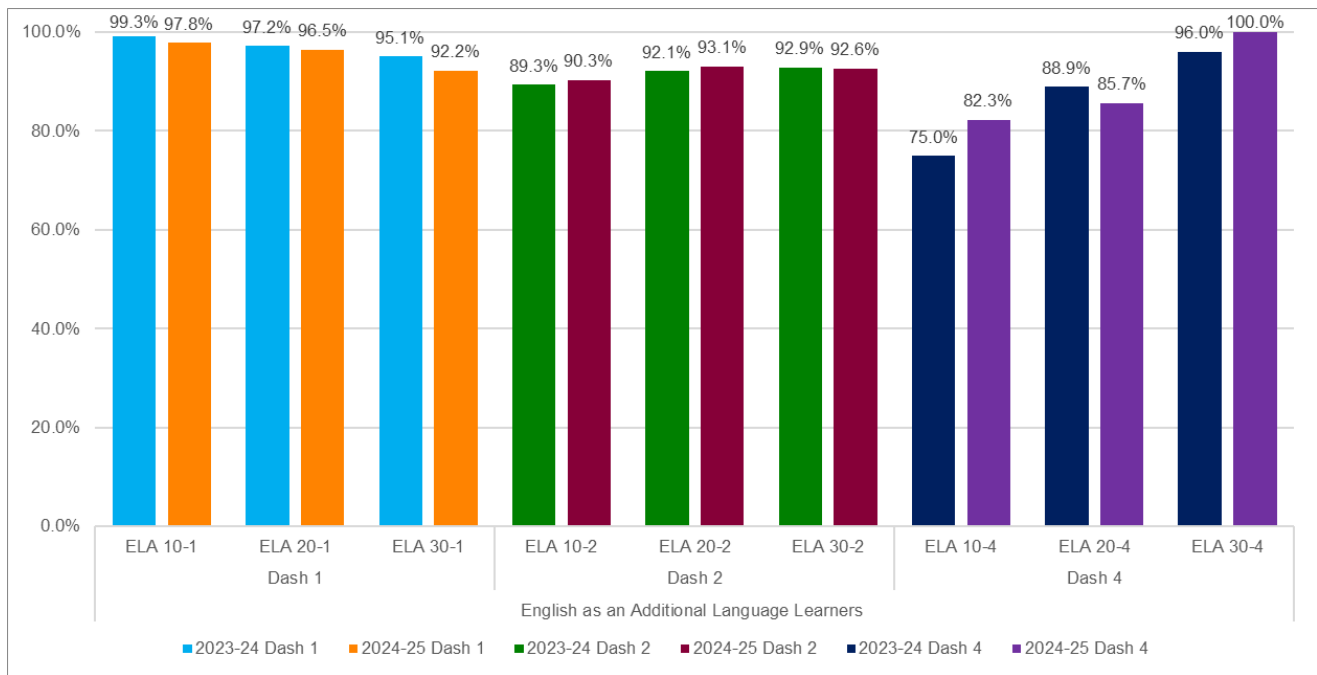
Cohort	Course	80 - 100%	65 - 79%	50 - 64%	0 - 49%
All Students	ELA 10-1	41.8%	43.1%	13.8%	1.3%
	ELA 10-2	13.4%	37.6%	37.8%	11.2%
	ELA 10-4	13.1%	31.1%	33.7%	22.1%
	ELA 20-1	40.7%	42.5%	15.3%	1.5%
	ELA 20-2	15.9%	38.0%	38.3%	7.8%
	ELA 20-4	11.4%	31.4%	43.9%	13.3%
	ELA 30-1	28.9%	48.2%	19.9%	3.0%
	ELA 30-2	13.7%	44.4%	35.5%	6.4%
	ELA 30-4	20.7%	33.2%	39.9%	6.3%
English as an Additional Language Learners	ELA 10-1	28.7%	46.7%	22.4%	2.3%
	ELA 10-2	13.4%	37.4%	39.5%	9.7%
	ELA 10-4	7.8%	31.4%	43.1%	17.6%
	ELA 20-1	26.4%	46.8%	23.3%	3.5%
	ELA 20-2	15.8%	38.8%	38.5%	6.9%
	ELA 20-4	14.3%	30.6%	40.8%	14.3%
	ELA 30-1	9.8%	45.5%	36.9%	7.8%
	ELA 30-2	6.4%	38.4%	47.8%	7.5%
	ELA 30-4	14.6%	22.0%	63.4%	0.0%
Students who Self-Identify as Indigenous	ELA 10-1	35.0%	42.0%	19.1%	3.8%
	ELA 10-2	8.5%	29.0%	38.9%	23.5%

	ELA 10-4	6.6%	27.5%	37.4%	28.6%
	ELA 20-1	30.7%	40.7%	26.4%	2.1%
	ELA 20-2	13.3%	34.2%	37.9%	14.6%
	ELA 20-4	14.3%	32.1%	39.3%	14.3%
	ELA 30-1	22.7%	46.6%	26.1%	4.5%
	ELA 30-2	13.5%	46.2%	30.9%	9.4%
	ELA 30-4	17.1%	36.6%	29.3%	17.1%
Students with Identified Special Education Needs	ELA 10-1	30.9%	46.9%	19.9%	2.2%
	ELA 10-2	10.7%	36.1%	40.0%	13.2%
	ELA 10-4	13.7%	33.0%	32.3%	21.1%
	ELA 20-1	29.5%	46.2%	21.5%	2.8%
	ELA 20-2	13.5%	36.0%	42.0%	8.5%
	ELA 20-4	12.0%	32.5%	42.0%	13.5%
	ELA 30-1	20.1%	51.9%	25.1%	2.9%
	ELA 30-2	14.5%	47.7%	31.1%	6.8%
	ELA 30-4	20.6%	36.6%	37.7%	5.1%

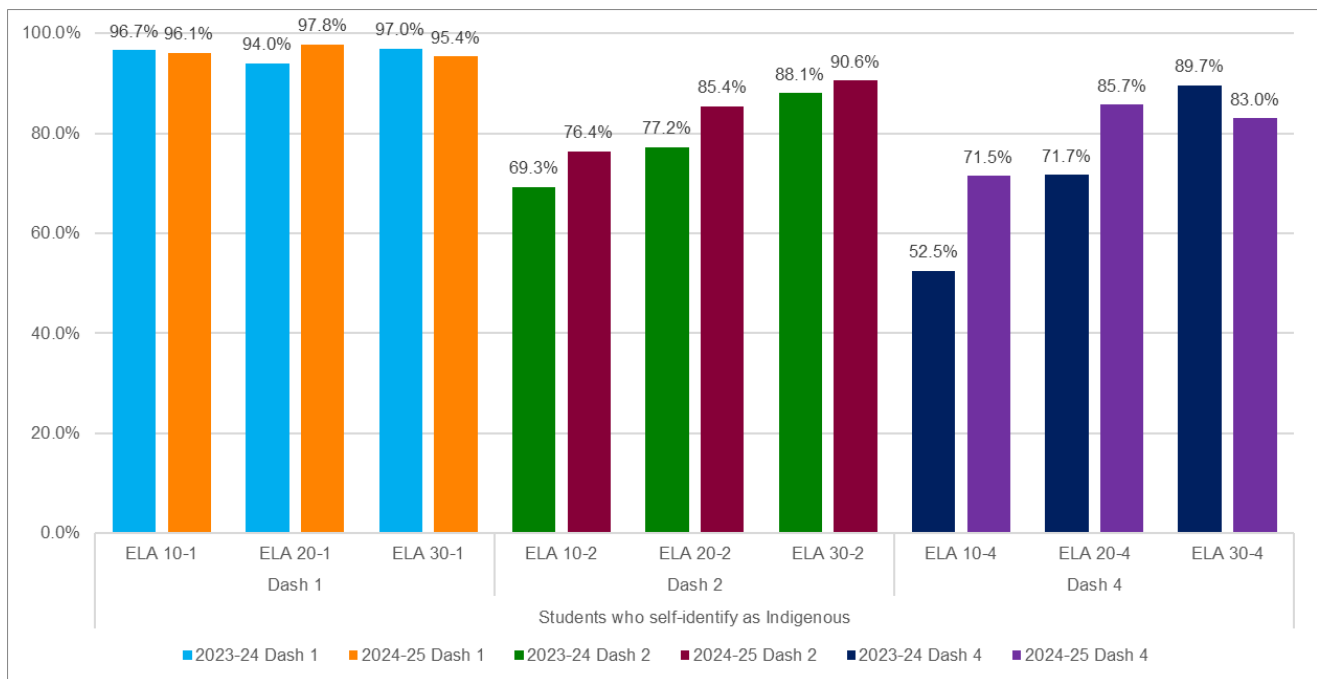
All Students Cohort: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



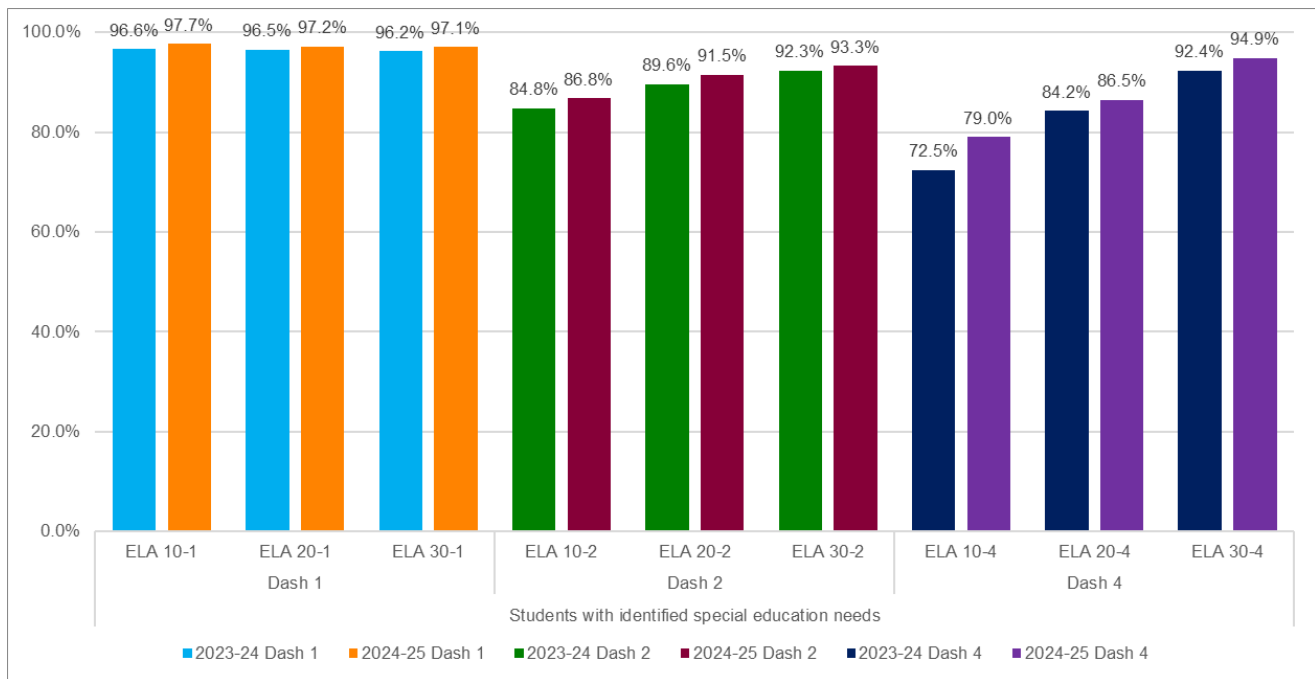
English as an Additional Language Learners: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



Students who Self-Identify as Indigenous: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



Students with Identified Special Education Needs: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



Analysis

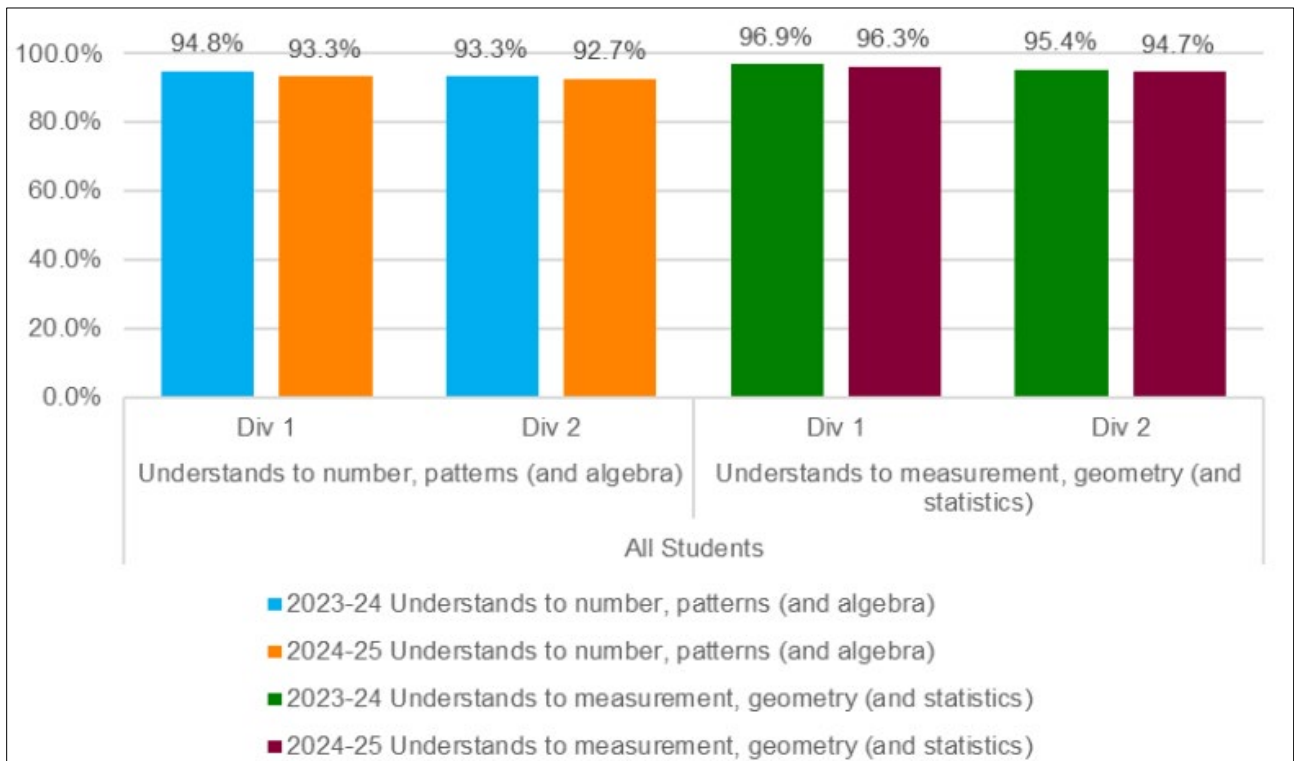
- All Students cohort achieved improved performance in most high school ELA courses, except for a 0.1 percentage point drop in ELA 10-1. Similarly, all dash 2 courses showed significant year-over-year improvements.
- English as an Additional Language Learners showed declined results in all dash 1 courses, with statistically significant decreases in ELA 10-1 and 30-1 compared to last year.
- In Students who Self-Identify as Indigenous cohort, consistent improvements could be found in all 20 level courses, highlighted by a significant increase in ELA 20-2 in comparison to the previous year.
- Increases in ELA 10-4 course were consistently observed among all cohorts and the increases in both All Students and Students who Self-Identify as Indigenous cohorts were statistically significant compared to last year.
- All cohorts consistently recorded the lowest achievement in ELA 10-4 with less than 80 per cent of students achieving “Basic to Excellent Level of Proficiency”, however, more than 82 per cent of English as an Additional Language Learners achieved “Basic to Excellent Level of Proficiency”, in ELA 10-4 in 2024-25 school year.
- Dash 2 and 4 course results showed a gradual upward trend from Grade 10 to Grade 12 across all cohorts, whereas dash 1 courses generally declined with the student grade progression.

Division 1 and 2 Mathematics Report Card Stems

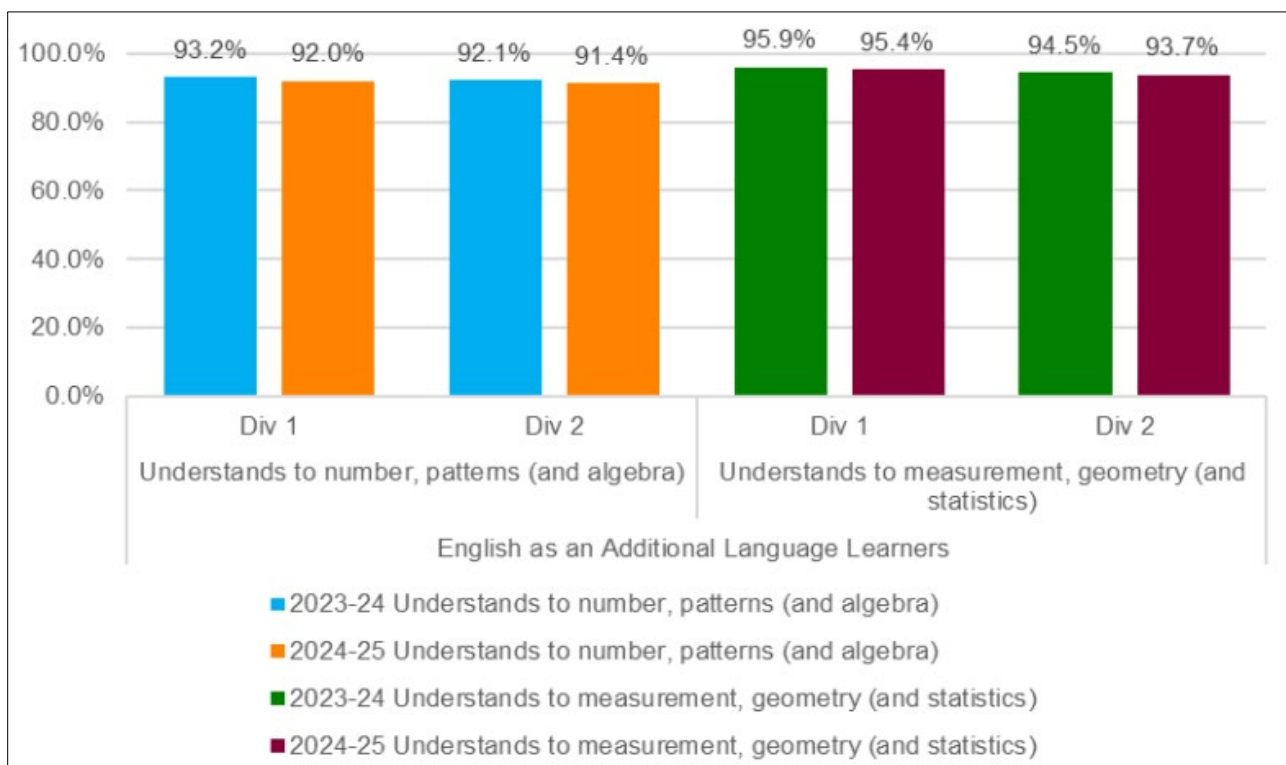
Percentage of Students with an Indicator of 1, 2, 3 or 4 by Cohort

Cohort	Stem	Division	1	2	3	4
All Students	Understands to number, patterns (and algebra)	Div 1	6.6%	22.9%	39.0%	31.4%
		Div 2	7.3%	24.6%	38.8%	29.3%
	Understands to measurement, geometry (and statistics)	Div 1	3.7%	22.3%	42.8%	31.2%
		Div 2	5.3%	24.9%	40.9%	28.9%
English as an Additional Language Learners	Understands to number, patterns (and algebra)	Div 1	7.9%	26.0%	37.4%	28.6%
		Div 2	8.6%	26.4%	37.5%	27.5%
	Understands to measurement, geometry (and statistics)	Div 1	4.6%	28.4%	41.7%	25.3%
		Div 2	6.4%	28.9%	39.6%	25.2%
Students who Self-Identify as Indigenous	Understands to number, patterns (and algebra)	Div 1	21.4%	32.5%	31.0%	15.1%
		Div 2	23.7%	35.9%	28.0%	12.5%
	Understands to measurement, geometry (and statistics)	Div 1	12.2%	36.4%	34.2%	17.2%
		Div 2	17.7%	36.4%	33.3%	12.7%
Students with Identified Special Education Needs	Understands to number, patterns (and algebra)	Div 1	18.3%	33.5%	31.5%	16.8%
		Div 2	12.5%	36.5%	35.6%	15.5%
	Understands to measurement, geometry (and statistics)	Div 1	12.0%	37.4%	35.3%	15.3%
		Div 2	10.2%	37.1%	37.0%	15.7%

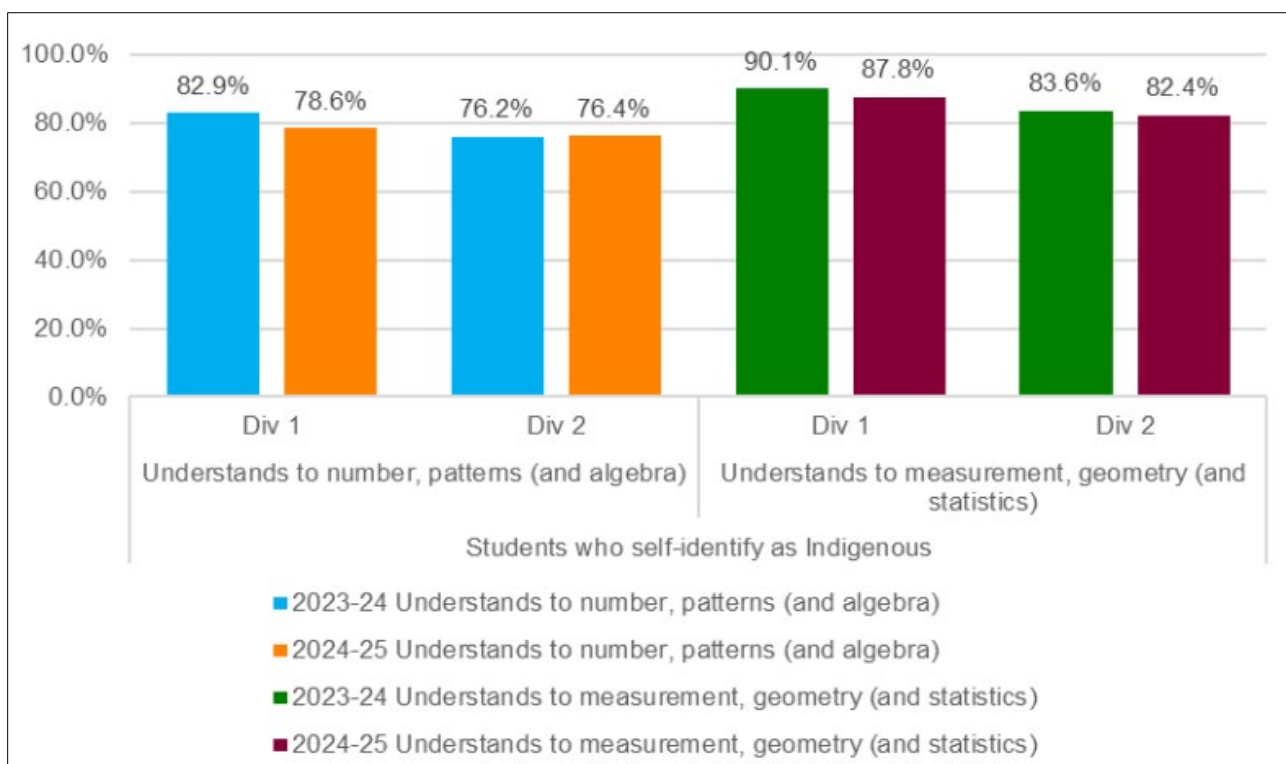
All Students Cohort: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



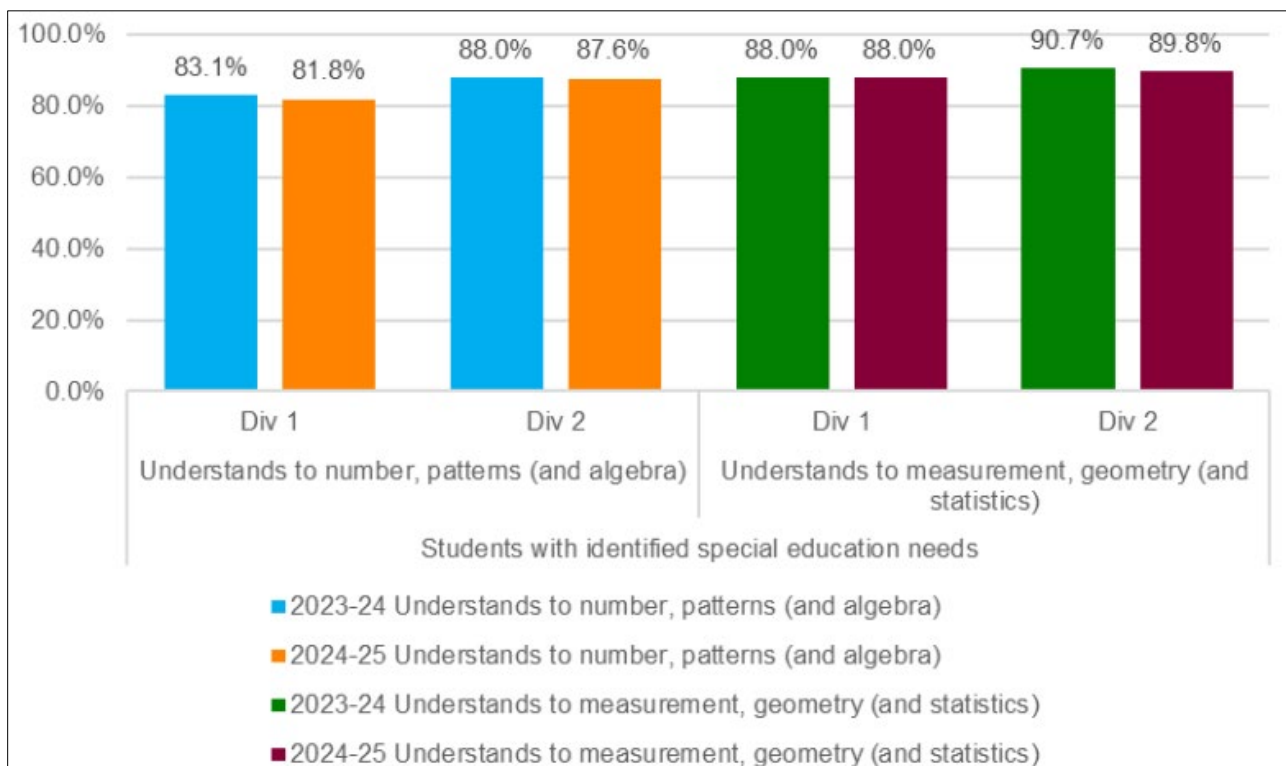
English as an Additional Language Learners: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Students who Self-Identify as Indigenous: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Students with Identified Special Education Needs: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics

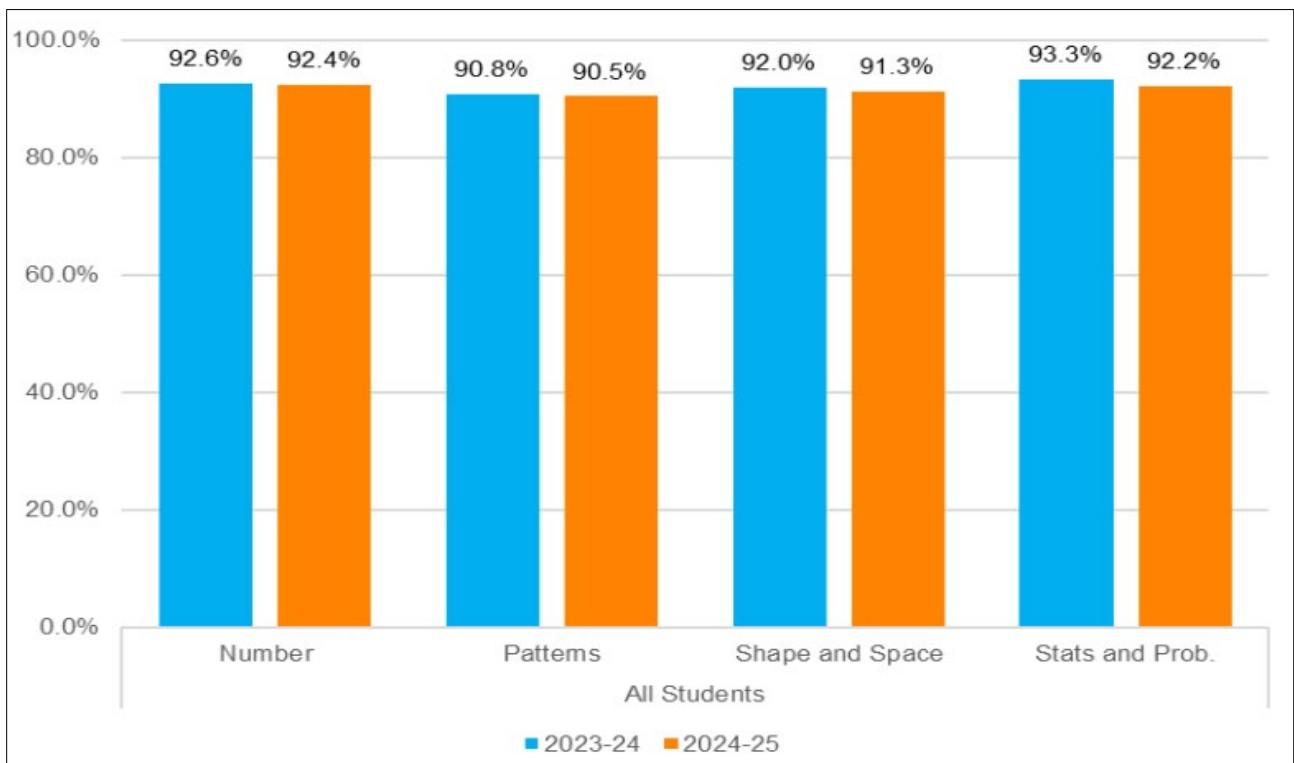


Division 3 Mathematics Report Card Stems

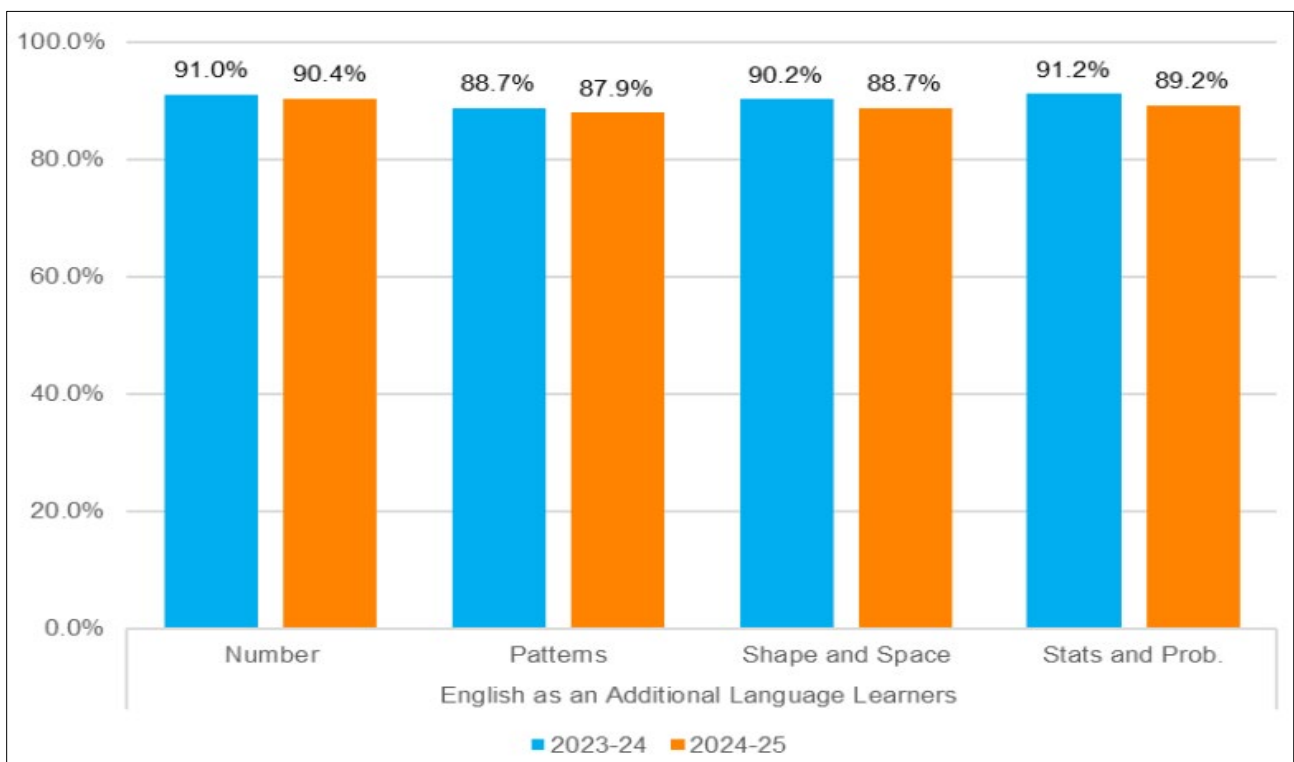
Percentage of Students with an Indicator of 1, 2, 3 or 4 by Cohort

Cohort	Number Stem	1	2	3	4
All Students	Number	7.6%	28.7%	37.2%	26.5%
	Patterns	9.5%	28.5%	35.1%	26.9%
	Shape and Space	8.7%	28.7%	36.7%	25.9%
	Stats and Prob.	7.7%	28.6%	37.5%	26.1%
English as an Additional Language Learners	Number	9.5%	31.8%	36.8%	21.8%
	Patterns	12.1%	31.8%	33.3%	22.8%
	Shape and Space	11.4%	33.0%	35.4%	20.3%
	Stats and Prob.	10.8%	34.4%	35.9%	18.9%
Students who Self-Identify as Indigenous	Number	22.0%	43.9%	24.1%	10.0%
	Patterns	29.0%	38.4%	23.9%	8.7%
	Shape and Space	24.6%	41.0%	24.2%	10.2%
	Stats and Prob.	22.5%	39.3%	26.4%	11.8%
Students with Identified Special Education Needs	Number	12.7%	41.9%	32.1%	13.2%
	Patterns	16.6%	40.0%	30.0%	13.4%
	Shape and Space	15.1%	40.5%	31.1%	13.4%
	Stats and Prob.	12.8%	40.6%	32.9%	13.8%

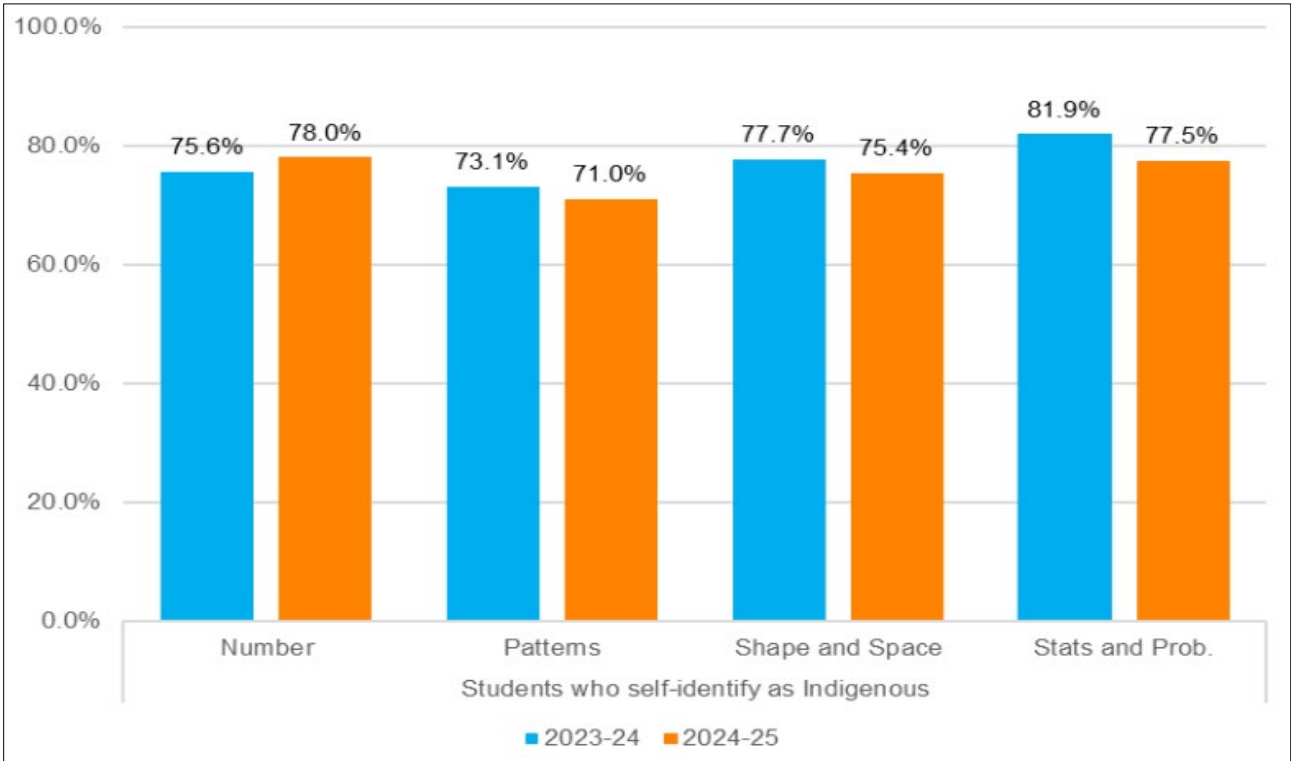
All Students Cohort: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



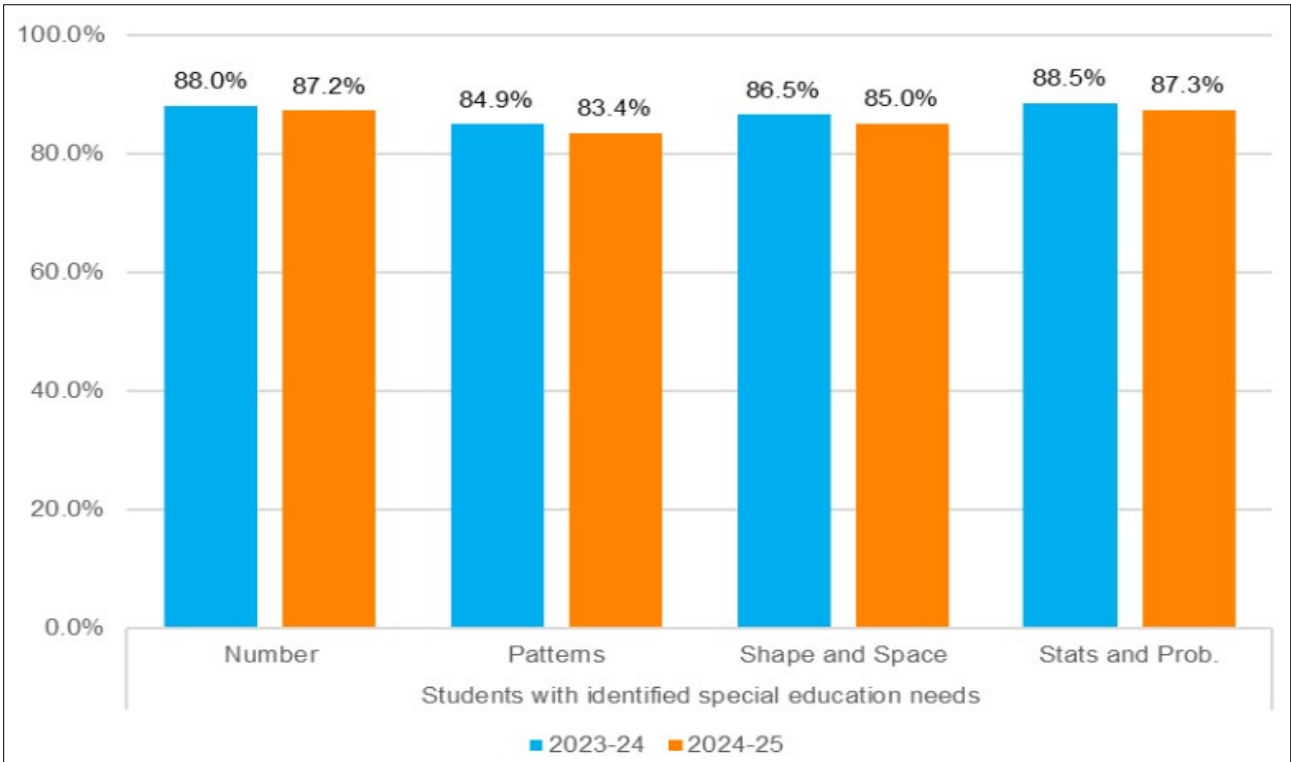
English as an Additional Language Learners: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Students who Self-Identify as Indigenous: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Students with Identified Special Education Needs: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Analysis

- Division 1 students achieved stronger Mathematics report card results than Division 2 students across different cohort except for Students with Identified Special Education Needs.
- For Division 3 students, Number stem generally had the highest percentage of students achieving a “Basic to Excellent Level of Proficiency” across different cohorts except for Students with Identified Special Education Needs cohort, where student performance was the strongest in the Statistics and Probability stem.
- In All Students cohort, K-9 students showed decreases across all Mathematics stems, with statistically significant decreases observed in “Understands to number, patterns (and algebra)”, “Understands to measurement, geometry (and statistics)”, “Shape and Space” and “Statistics and Probability” stems.
- English as an Additional Language Learners also experienced decreased Mathematics results among all stems and significant decreases were found in “Understands to number, patterns (and algebra)” stem in Division 1, “Understands to measurement, geometry (and statistics)” stem in Division 2, and both “Shape and Space” and “Statistics and Probability” stems in Division 3.
- Students who Self-Identify as Indigenous had lower percentage of students achieving a “Basic to Excellent Level of Proficiency” indicator compared to last year across most stems, except for the increases in “Understands to number, patterns (and algebra)” in Division 2 and “Number” stem in Division 3. Notably, only the result in the Statistics and Probability stem declined significantly in comparison to the previous year.
- Mathematics performances in Students with Identified Special Education Needs cohort consistently decreased across all stems excluding the maintained result in “Understands to measurement, geometry (and statistics)” in Division 1.
- Moreover, the percentage of Students with Identified Special Education Needs achieved a “Basic to Excellent Level of Proficiency” declined significantly in both Pattern and Shape and Space stems compared to the previous year.

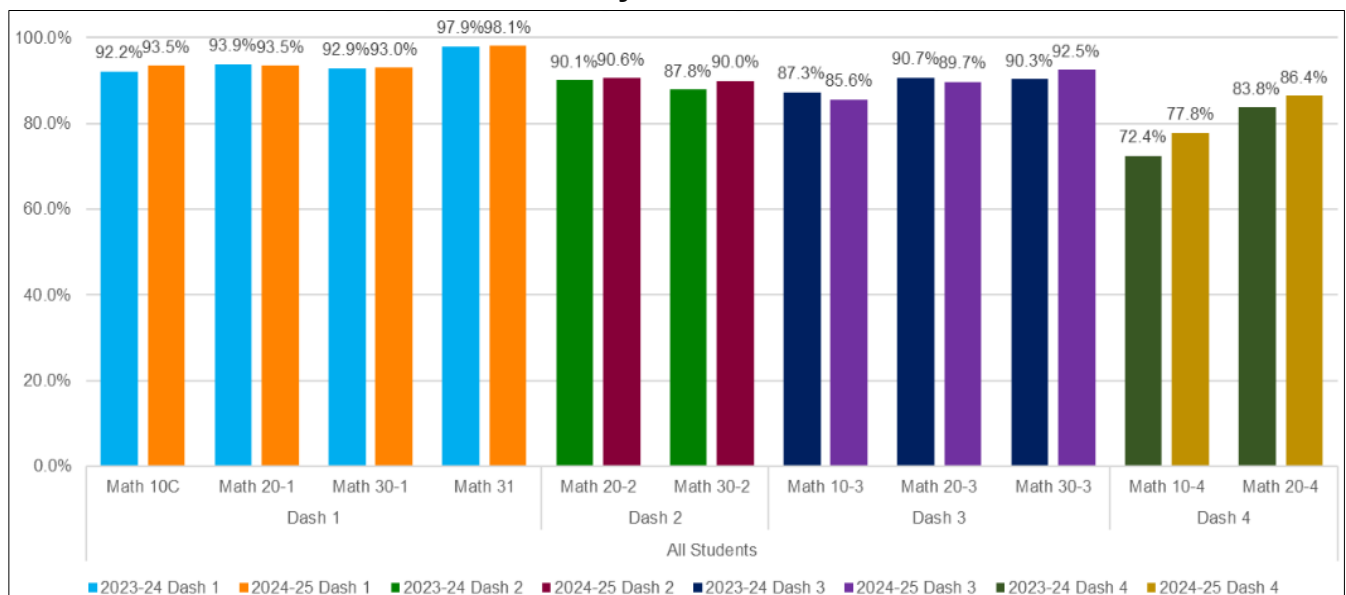
Division 4 Mathematics Final Course Marks

Percentage of Students within the Identified Range on Report Card by Cohort

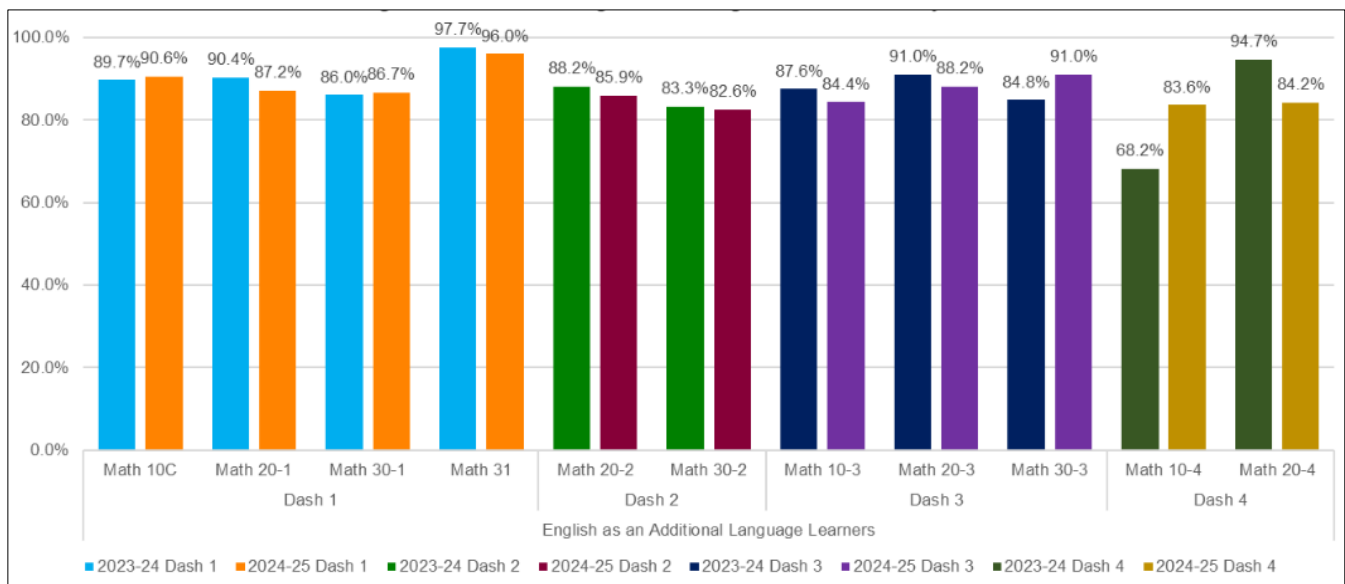
Cohort	Course	80 – 100%	65 – 79%	50 – 64%	0 – 49%
All Students	Math 10C	46.1%	25.7%	21.7%	6.5%
	Math 10-3	23.0%	28.6%	34.0%	14.4%
	Math 10-4	24.0%	22.5%	31.3%	22.3%
	Math 20-1	50.1%	24.3%	19.1%	6.5%
	Math 20-2	17.6%	35.0%	38.0%	9.4%
	Math 20-3	21.8%	28.9%	39.0%	10.3%
	Math 20-4	24.7%	26.8%	34.9%	13.6%
	Math 30-1	52.9%	25.7%	14.4%	7.0%
	Math 30-2	23.9%	36.1%	30.0%	10.1%
	Math 30-3	21.6%	31.3%	39.6%	7.5%
	Math 31	74.6%	17.5%	6.0%	1.9%
English as an Additional Language Learners	Math 10C	36.6%	26.5%	27.5%	9.4%
	Math 10-3	21.6%	28.8%	34.0%	15.6%
	Math 10-4	29.5%	26.2%	27.9%	16.4%
	Math 20-1	39.3%	25.3%	22.6%	12.7%
	Math 20-2	13.2%	33.5%	39.2%	14.1%

	Math 20-3	21.6%	25.9%	40.7%	11.8%
	Math 20-4	23.7%	23.7%	36.8%	15.8%
	Math 30-1	42.6%	24.2%	19.9%	13.3%
	Math 30-2	18.1%	27.6%	36.9%	17.4%
	Math 30-3	18.3%	25.2%	47.5%	8.9%
	Math 31	73.1%	15.3%	7.6%	4.0%
Students who Self-Identify as Indigenous	Math 10C	29.2%	25.9%	31.9%	13.0%
	Math 10-3	16.2%	26.2%	36.2%	21.5%
	Math 10-4	17.3%	20.9%	33.6%	28.2%
	Math 20-1	36.2%	27.6%	24.8%	11.4%
	Math 20-2	12.4%	40.2%	37.1%	10.3%
	Math 20-3	18.5%	26.0%	39.0%	16.5%
	Math 20-4	24.5%	28.6%	34.7%	12.2%
	Math 30-1	40.6%	34.8%	17.4%	7.2%
	Math 30-2	11.3%	40.2%	44.3%	4.1%
	Math 30-3	19.5%	26.8%	41.5%	12.2%
	Math 31	77.3%	13.6%	9.1%	0.0%
Students with Identified Special Education Needs	Math 10C	32.0%	29.0%	29.1%	9.8%
	Math 10-3	21.1%	26.7%	36.0%	16.2%
	Math 10-4	24.3%	24.6%	32.6%	18.5%
	Math 20-1	34.6%	29.8%	26.7%	8.9%
	Math 20-2	18.8%	35.5%	37.2%	8.5%
	Math 20-3	20.9%	27.9%	42.1%	9.1%
	Math 20-4	24.0%	26.8%	35.0%	14.2%
	Math 30-1	40.4%	31.9%	19.2%	8.5%
	Math 30-2	24.9%	36.8%	31.1%	7.3%
	Math 30-3	23.2%	35.7%	33.3%	7.7%
	Math 31	68.3%	19.6%	9.5%	2.6%

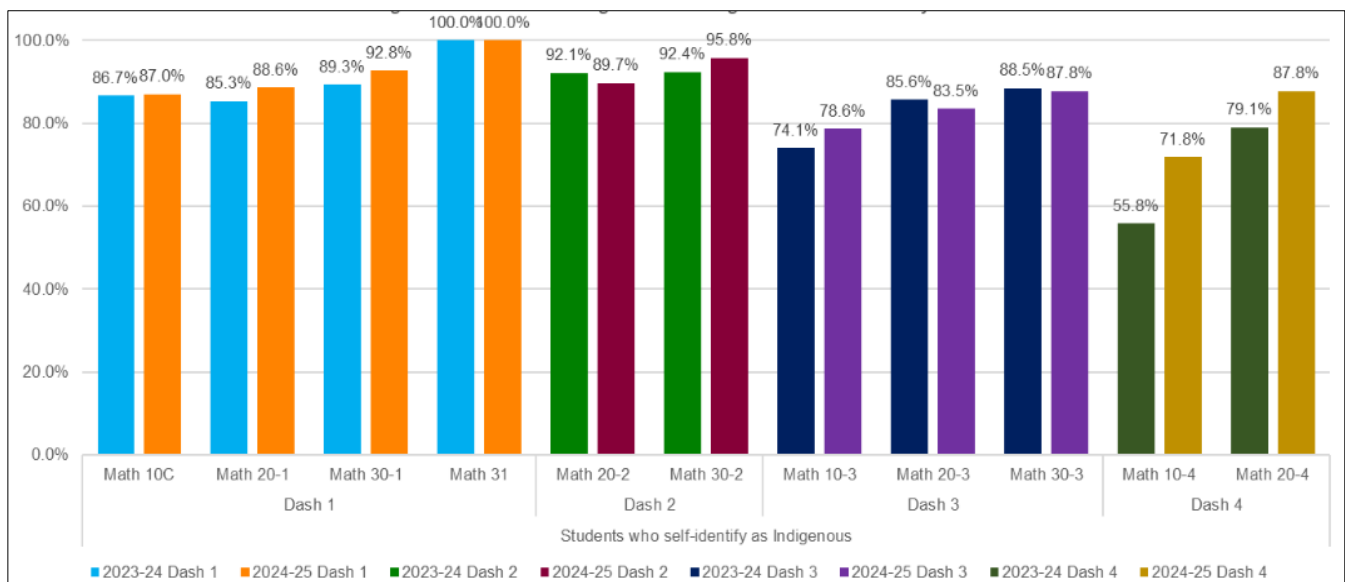
All Students Cohort: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



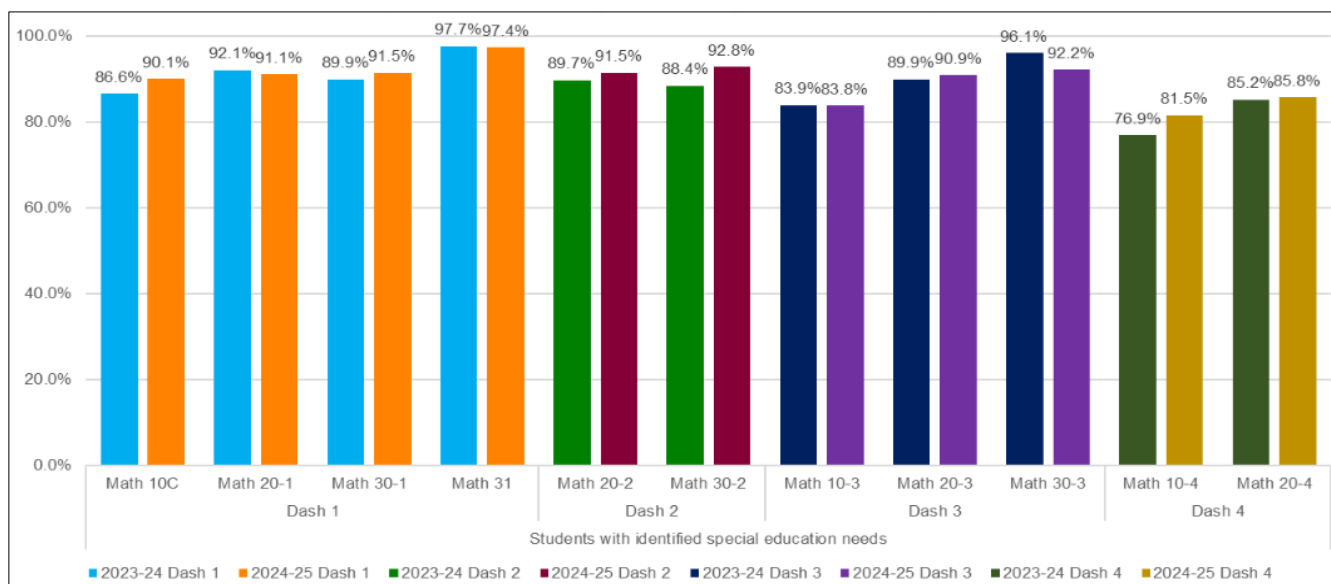
English as an Additional Language Learners: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Students who Self-Identify as Indigenous: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Students with Identified Special Education Needs: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Analysis

- For Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts, students enrolled in math level 30 courses achieved higher performances than those taken math level 10 and level 20 courses.
- In All Students cohort, students showed improved performances in most of the Math high school courses except for 10-3, 20-1 and 20-3. In the meanwhile, Math 10C and Math 30-2 showed significant improvements in comparison to the previous year.
- For English as an Additional Language Learners, Mathematics results decreased across most courses, with significant declines observed in Math 10-3 and 20-1.
- Both Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts showed general improvements in most of the high school math courses, moreover, the declines observed in other courses were not statistically significant.
- Compared to the previous year, significant increases were observed in Math 10-4 for Students who Self-Identify as Indigenous, and in Math 10C and Math 30-2 for Students with Identified Special Education Needs.
- Furthermore, except for Math 20-4 in the English as an Additional Language Learners cohort, all dash 4 courses recorded notable increases across cohorts, contributing to a narrowing of the achievement gap with other dash-level courses.

ELA and Mathematics Report Card Combined Analysis

- In the All Students, English as an Additional Language Learners and Students with Identified Special Education Needs cohorts, statistically non-significant declines in the mean of the indicators were observed among Division 1 through Division 3 over time in both English Language Arts and Mathematics. However, these drops were not statistically significant in comparison to their previous three-year averages.

- For Students who Self-Identify as Indigenous, students in Division 1 to Division 3 showed generally maintained results of English Language Arts and Mathematics over the past five years.
- Division 4 students saw year-over-year maintained or improved results in their English Language Arts and Mathematics average mark in 2024-25 school year across all the different cohorts, except for English as an Additional Language Learners.

Physical Education and Wellness

Physical Education and Wellness Report Card Stems (Div 1&2), Health and Life Skills Report Card Stems (Div 3) and CALM Report Card Final Marks (Div 4)

PE and Wellness & Health & CALM	Division	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	Div 1	3.2	3.2	3.1	3.1	3.1
	Div 2	3.2	3.2	3.2	3.1	3.1
	Div 3	3.1	3.1	3.1	3.1	3.1
	Div 4	76.3	75.6	75.0	75.2	75.1
English as an Additional Language Learners	Div 1	3.1	3.0	3.0	3.0	3.0
	Div 2	3.1	3.1	3.1	3.0	3.0
	Div 3	3.0	3.0	2.9	2.9	2.9
	Div 4	73.8	73.0	72.6	71.9	73.4
Students who Self-Identify as Indigenous	Div 1	2.7	2.7	2.9	2.9	2.9
	Div 2	2.7	2.7	2.8	2.8	2.8
	Div 3	2.7	2.8	2.7	2.7	2.7
	Div 4	59.7	61.4	61.5	63.4	62.1
Students with Identified Special Education Needs	Div 1	2.7	2.7	2.7	2.7	2.7
	Div 2	2.8	2.8	2.9	2.9	2.9
	Div 3	2.8	2.9	2.8	2.8	2.8
	Div 4	69.0	68.6	68.4	68.4	69.1

Analysis

- In terms of Physical Education and Wellness report card stems, declines were observed for the All Students cohort and English as an Additional Language Learners while general improvements were seen for the other two cohorts.
- Division 4 students in the All Students cohort demonstrated a general decline in the average CALM final marks over the past five years, with results remaining relatively stable in comparison to the previous three-year average.
- In contrast, Division 4 Students who Self-Identify as Indigenous generally achieved an upward trend in CALM over time.

Attendance Data

Attendance data is a foundational component of the Calgary Board of Education's approach to monitoring student success and learning excellence. It is used to assess engagement, identify barriers to achievement, and inform targeted interventions across schools. Student absenteeism is calculated by blocks of time a student is absent from school to provide a standardized measure that accounts for varying lengths of absence and enables consistent tracking across different attendance patterns. The data is collected annually and includes overall absenteeism rates across grade levels, with particular attention to key student populations such as Students who Self-Identify as Indigenous, English as an Additional Language Learners and Students with Identified Special Education Needs. Attendance metrics are analyzed to support school-level planning, guide resource allocation, and ensure timely responses to emerging concerns.

Local Measure

Attendance

Student attendance calculated by blocks absent from school.

Overall Average Percentage Absenteeism

Cohort	2021-22	2022-23	2023-24	2024-25
All Students	11.3	12.3	11.7	11.3
English as an Additional Language Learners	10.4	11.9	11.4	11.2
Students who Self-Identify as Indigenous	25.4	25.1	24.7	23.6
Students with Identified Special Education Needs	15.4	16.2	15.7	15.2

Overall Average Percentage Absenteeism by Division

Cohort	Division	2021-22	2022-23	2023-24	2024-25
All Students	Div 1	11.8	12.3	10.5	9.8
	Div 2	9.9	10.6	9.4	8.9
	Div 3	11.1	12.2	12.2	11.7
	Div 4	12.7	13.8	13.2	13.2
English as an Additional Language Learners	Div 1	12.1	13.2	11.8	10.8
	Div 2	9.2	10.2	9.4	9.0
	Div 3	9.7	11.0	11.3	10.9
	Div 4	12.1	14.7	13.8	14.5
Students who Self-Identify as Indigenous	Div 1	23.8	21.0	18.8	17.3
	Div 2	20.2	20.3	17.7	15.6
	Div 3	25.9	25.8	26.5	26.7
	Div 4	29.5	29.5	29.6	26.9
Students with Identified Special Education Needs	Div 1	14.5	14.8	12.7	11.7
	Div 2	12.2	12.7	11.4	10.7
	Div 3	15.0	16.1	16.5	15.8
	Div 4	18.4	18.8	18.0	18.0

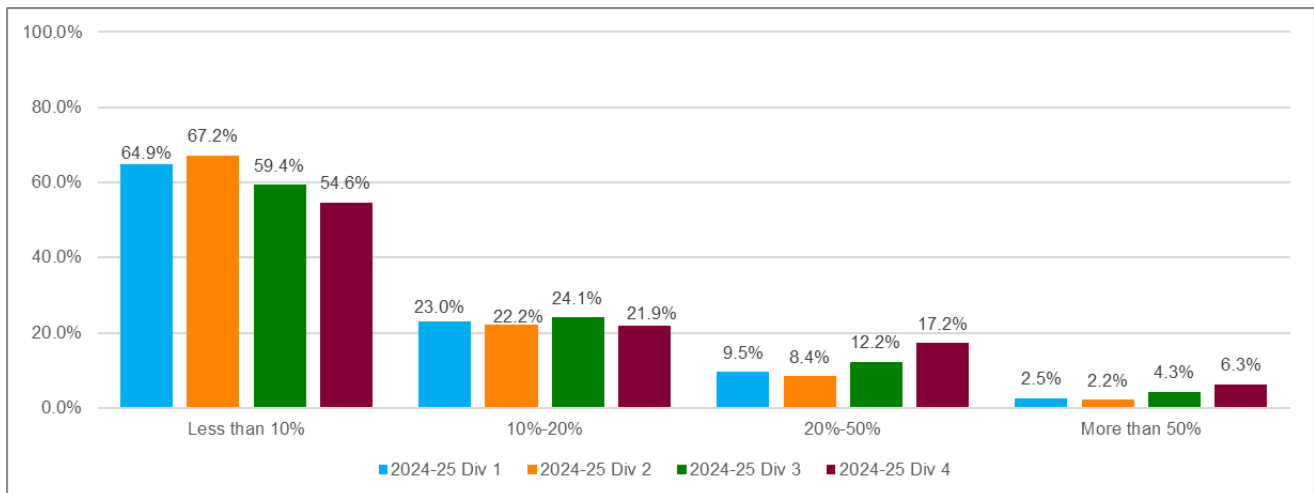
Percentage of Absenteeism Overall

Cohort	Less than 10%	10%-20%	20%-50%	More than 50%
All Students	61.4%	22.8%	11.9%	3.9%
English as an Additional Language Learners	59.5%	23.6%	13.3%	3.7%
Students who Self-Identify as Indigenous	36.6%	21.6%	24.8%	17.0%
Students with Identified Special Education Needs	51.6%	24.5%	17.2%	6.7%

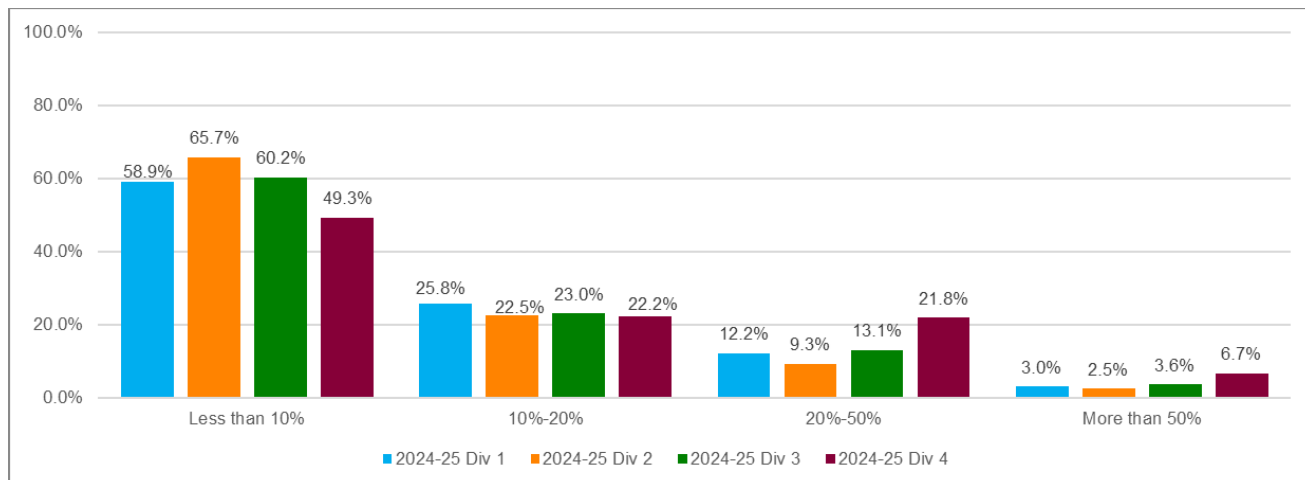
Percentage of Absenteeism by Division

Cohort	Division	Less than 10%	10%-20%	20%-50%	More than 50%
All Students	Div 1	64.9%	23.0%	9.5%	2.5%
	Div 2	67.2%	22.2%	8.4%	2.2%
	Div 3	59.4%	24.1%	12.2%	4.3%
	Div 4	54.6%	21.9%	17.2%	6.3%
English as an Additional Language Learners	Div 1	58.9%	25.8%	12.2%	3.0%
	Div 2	65.7%	22.5%	9.3%	2.5%
	Div 3	60.2%	23.0%	13.1%	3.6%
	Div 4	49.3%	22.2%	21.8%	6.7%
Students who Self-Identify as Indigenous	Div 1	41.4%	24.3%	23.3%	10.9%
	Div 2	45.0%	23.3%	22.1%	9.6%
	Div 3	32.1%	20.7%	24.8%	22.4%
	Div 4	28.0%	17.9%	29.1%	25.0%
Students with Identified Special Education Needs	Div 1	57.6%	24.5%	14.3%	3.6%
	Div 2	61.1%	24.4%	11.9%	2.6%
	Div 3	49.0%	25.7%	17.7%	7.6%
	Div 4	42.6%	23.5%	22.7%	11.2%

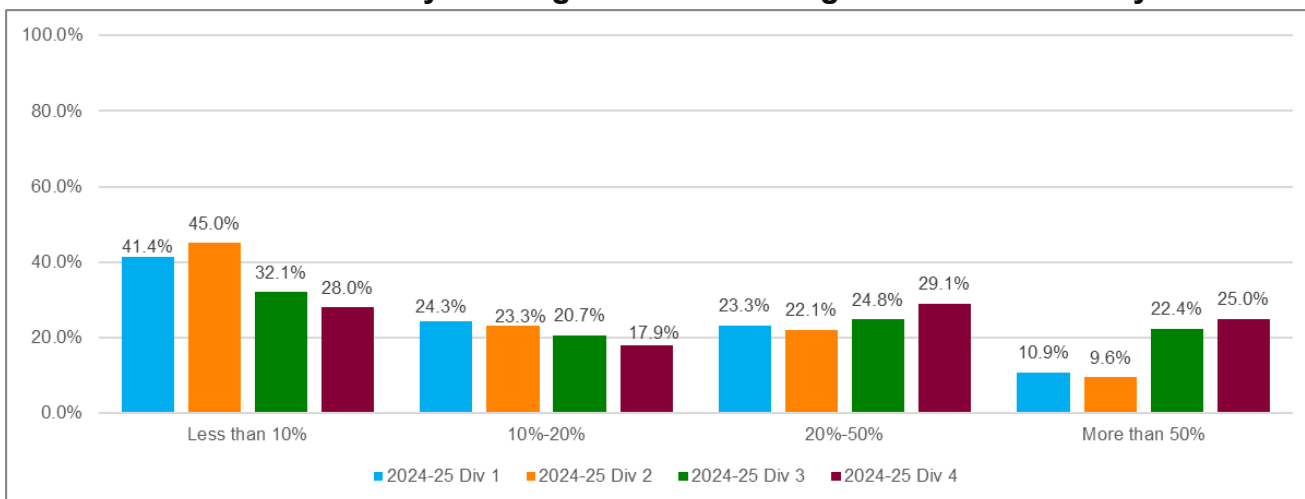
All Students: Percentage of Absenteeism by Division



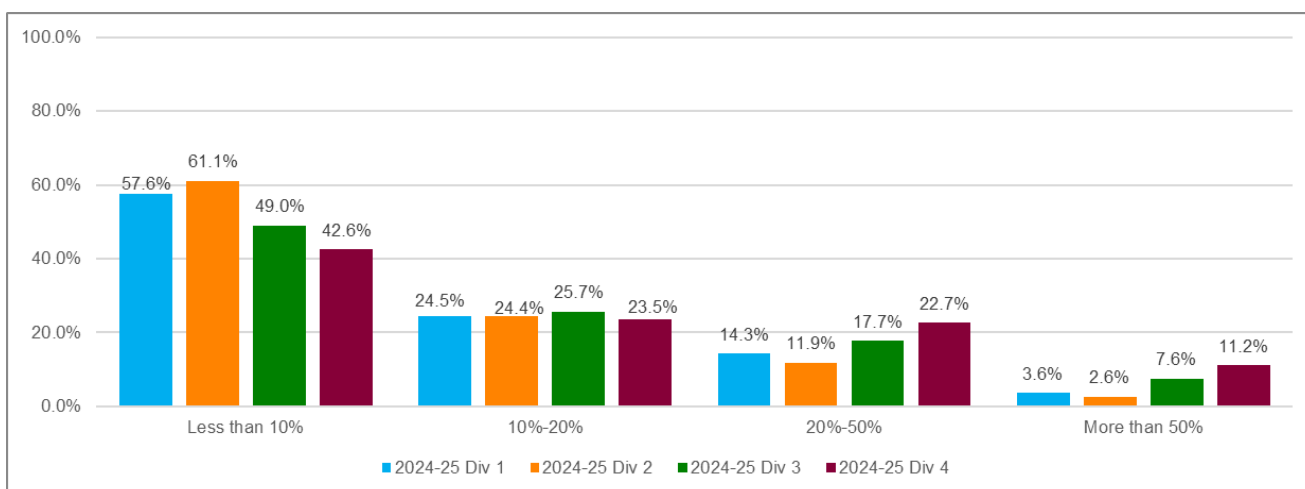
English as an Additional Language Learners: Percentage of Absenteeism by Division



Students who Self-Identify as Indigenous: Percentage of Absenteeism by Division



Students with Identified Special Education Needs: Percentage of Absenteeism by Division



Percentage Absenteeism by Code and Division (Absent vs Illness)

Reason Code	Div 1	Div 2	Div 3	Div 4
All Students				
A: Absent without contact from the legal guardian	2.0	1.9	4.2	7.9
IL: Student is absent due to physical or mental illness or injury, and a legal guardian has called in and/or provided medical documentation	3.9	3.6	3.8	3.0
Other	3.9	3.5	3.6	2.3
English as an Additional Language Learners				
A: Absent without contact from the legal guardian	2.4	2.1	4.4	9.7
IL: Student is absent due to physical or mental illness or injury, and a legal guardian has called in and/or provided medical documentation	4.0	3.2	3.2	2.6
Other	4.4	3.7	3.3	2.2
Students who Self-Identify as Indigenous				
A: Absent without contact from the legal guardian	7.9	6.8	17.3	19.7
IL: Student is absent due to physical or mental illness or injury, and a legal guardian has called in and/or provided medical documentation	4.7	4.4	4.7	3.9
Other	4.7	4.4	4.7	3.2
Students with Identified Special Education Needs				
A: Absent without contact from the legal guardian	2.6	2.3	6.1	10.6
IL: Student is absent due to physical or mental illness or injury, and a legal guardian has called in and/or provided medical documentation	4.5	4.5	5.2	4.4
Other	4.6	4.0	4.6	3.0

Percentage Absenteeism by Code and Division (Excused vs Unexcused)

Reason Code	Div 1	Div 2	Div 3	Div 4
All Students				
Excused	4.0	3.7	4.1	3.2
Unexcused	5.2	4.7	6.9	9.3
English as an Additional Language Learners				
Excused	4.2	3.4	3.5	2.9
Unexcused	6.1	5.1	6.9	11.0
Students who Self-Identify as Indigenous				
Excused	5.1	4.7	5.3	4.4
Unexcused	11.3	10.0	20.2	21.6
Students with Identified Special Education Needs				
Excused	4.8	4.7	5.5	4.7
Unexcused	5.8	5.1	9.0	12.3

Analysis

- In 2024-25 school year, the overall absenteeism rate among all CBE students was 11.3 per cent, showing a 0.4 percentage point decrease from the previous year. Moreover, 61.4 per cent of CBE students missed less than 10 per cent of instructional time while only 3.9 per cent of CBE students missed more than half of school time.

- All three sub-cohorts showed continued improvements in their attendance since 2022-23 school year. Notably, the overall absenteeism in All Students and Students who Self-Identify as Indigenous cohorts decreased significantly in comparison to the previous three-year averages.
- Tracking absenteeism within divisions over the years, Division 1 and 2 students showed better attendance performances across all cohorts when comparing to the previous three-year average results. Notably, the absenteeism rate in Division 1 declined significantly across all cohorts while Division 2 students also showed significantly decreased absent rates in most cohorts except for English as an Additional Language Learners. When comparing to 2023-24 school year, Division 3 and Division 4 students showed lower or maintained absent rates across cohorts except for Division 4 English as an Additional Language Learners and Division 3 Students who Self-Identify as Indigenous. In comparison to the previous three-year averages, the increases observed in Division 3 and Division 4 were non-significant.
- When comparing different cohorts, the gaps between Students who Self-Identify as Indigenous and other cohorts has narrowed over time. However, high absenteeism was still evident for Students who Self-Identify as Indigenous, especially in Division 3 and Division 4.
- It is notable that 17.0 per cent of Students who Self-Identify as Indigenous were absent from school for more than half of the classes. Moreover, 22.4 per cent of Division 3 and 25.0 per cent of Division 4 Students who Self-Identify as Indigenous missed more than half of courses in 2024-25 school year.
- In general, CBE students in lower grade levels had lower absenteeism rates compared to students in higher grades. When comparing to other divisions, Division 4 students consistently had the highest percentage of students missing more than 20 per cent of the classes across all cohorts of students.
- For absences due to physical or mental illness or injury, the absenteeism rate in Division 4 was lower than students in other divisions. It is noticeable that the high absenteeism rates among Students who Self-Identify as Indigenous and those in Division 3 and 4 were significantly affected by the higher number of absences categorized as 'Absent without contact from a legal guardian'.
- Students who Self-Identify as Indigenous consistently recorded higher rates of unexcused absences across all divisions when compared with other cohorts. Moreover, Division 4 students had the highest unexcused absenteeism across all cohorts when comparing to other divisions. This indicates that unexcused absences were a key factor contributing to the higher overall absenteeism observed among Students who Self-Identify as Indigenous and those in Division 4.

CBE Student Survey Data

The CBE Student Survey provides a critical source of evidence for understanding student experiences, perceptions, and engagement across the system. Administered annually, the survey captures student voice in relation to key areas such as belonging, safety, citizenship, and learning environment. Responses are aligned with the outcomes of the CBE Education Plan and are disaggregated by division and demographic groups to support equity-focused analysis. The data is used in conjunction with academic and attendance metrics to inform school-level planning, guide system-wide strategies, and evaluate progress toward student success.

Local Measure

CBE Student Survey

Student perception data

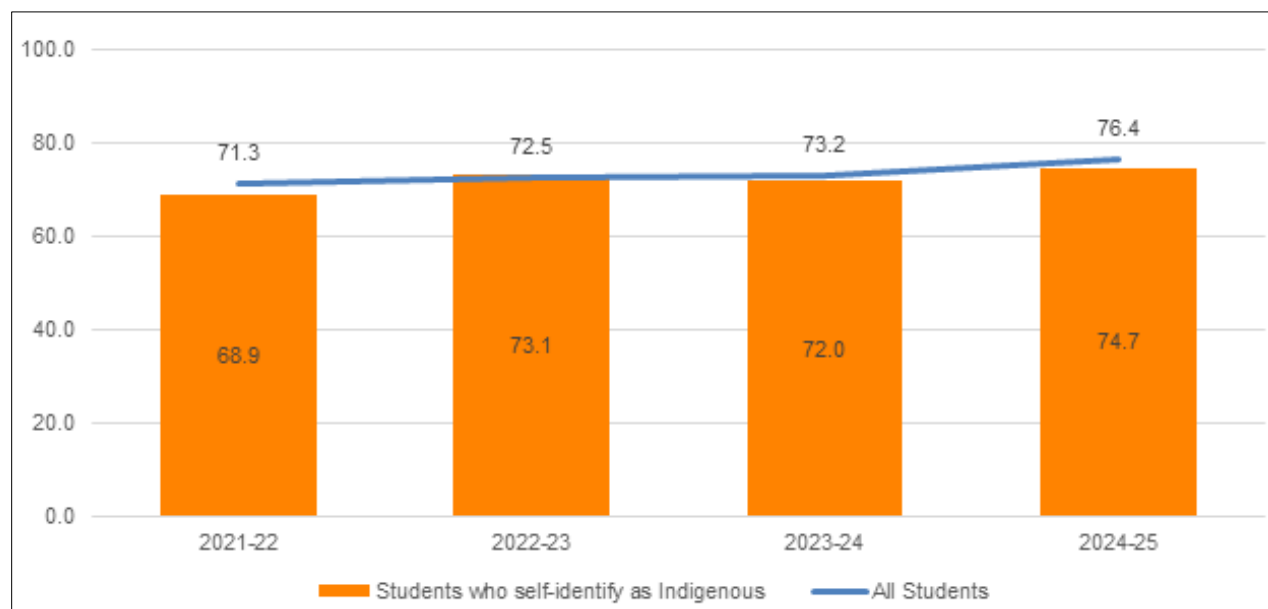
Percentage of Agreement for All Students with the Suite of CBE Student Survey Questions tied to each Summary Measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Literacy Framework	77.7	79.8	79.5	80.8
Mathematics Framework	73.1	73.7	73.5	74.6
Indigenous Education Holistic Lifelong Learning Framework	71.3	72.5	73.2	76.4
Adaptability Summary	79.6	78.5	80.2	81.4
Emotional Health Summary	63.2	68.0	67.9	70.3
Physical Health Summary	65.1	67.7	67.5	69.9
Resiliency and Perseverance Summary	82.0	83.1	82.7	84.1
Respectfully Challenging Policies or Decisions Summary	65.1	64.5	64.2	65.3
Risk-taking Summary	82.9	83.7	84.5	84.3
Social Health Summary	82.2	84.5	84.3	84.0

Percentage of Agreement for Students who Self-Identify as Indigenous with the Suite of CBE Student Survey Questions tied to each Summary Measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Literacy Framework	71.4	76.3	74.8	77.2
Mathematics Framework	62.5	65.7	66.7	67.8
Indigenous Education Holistic Lifelong Learning Framework	68.9	73.1	72.0	74.7
Adaptability Summary	69.3	74.1	73.6	76.9
Emotional Health Summary	59.4	64.7	64.3	68.0
Physical Health Summary	62.4	64.7	65.1	67.5
Resiliency and Perseverance Summary	75.5	76.3	75.5	78.3
Respectfully Challenging Policies or Decisions Summary	65.0	66.5	64.2	65.2
Risk-taking Summary	79.2	78.4	73.7	80.0
Social Health Summary	78.9	77.6	80.0	79.1

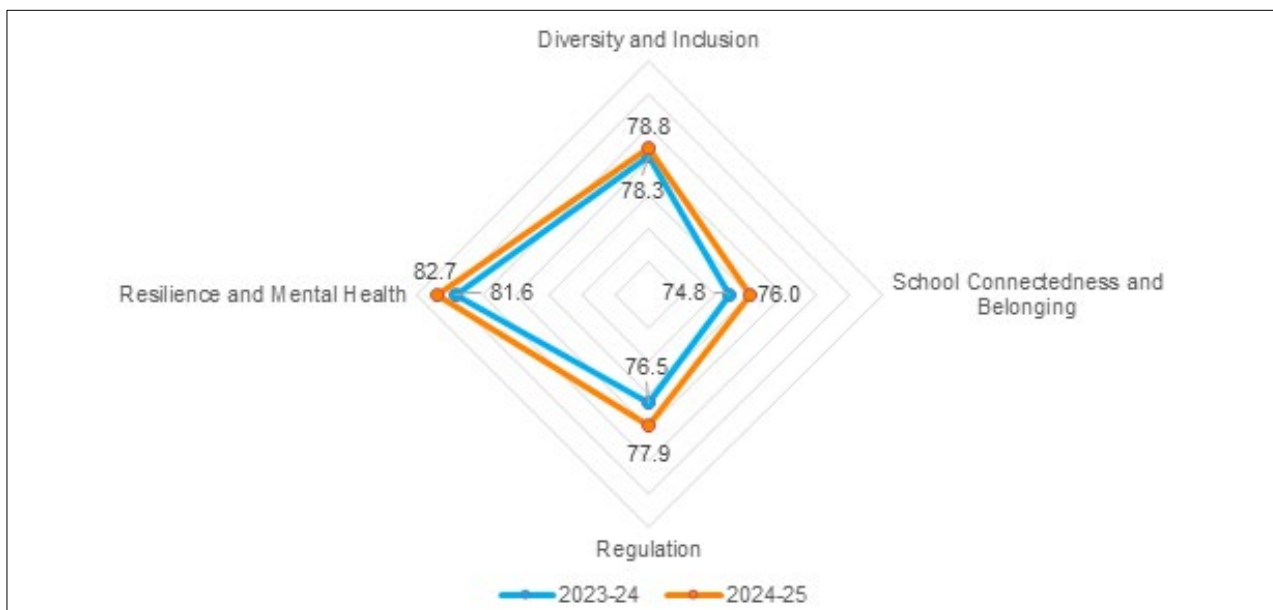
Overall Percentage Agreement for Indigenous Education Holistic Lifelong Learning Framework Measure



Percentage of student agreement with the suite of questions tied to each theme in CBE Student Survey

Well-Being Themes	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Diversity and Inclusion	78.3	78.8
School Connectedness and Belonging	74.8	76.0
Regulation	76.5	77.9
Resilience and Mental Health	81.6	82.7

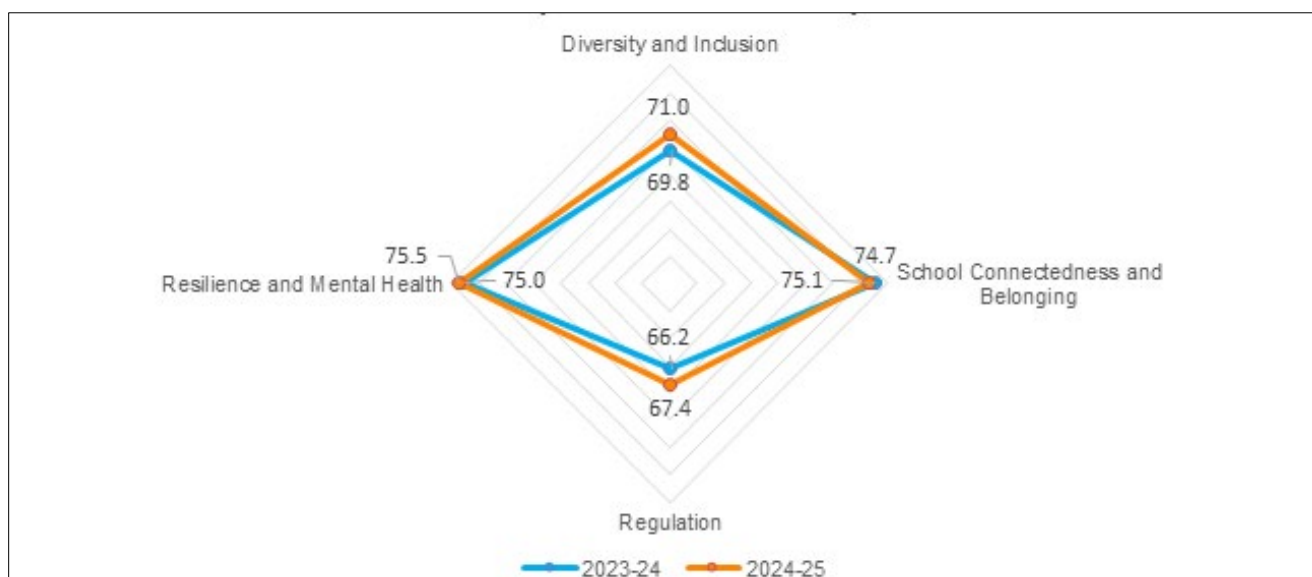
Percentage Agreement for Four Well-Being Themes Based on CBE Student Survey



Percentage of student agreement with the suite of questions tied to each theme across three different student surveys (AEA Survey, CBE Student Survey, OurSCHOOL Survey)

Well-Being Themes	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Diversity and Inclusion	69.8	71.0
School Connectedness and Belonging	75.1	74.7
Regulation	66.2	67.4
Resilience and Mental Health	75.0	75.5

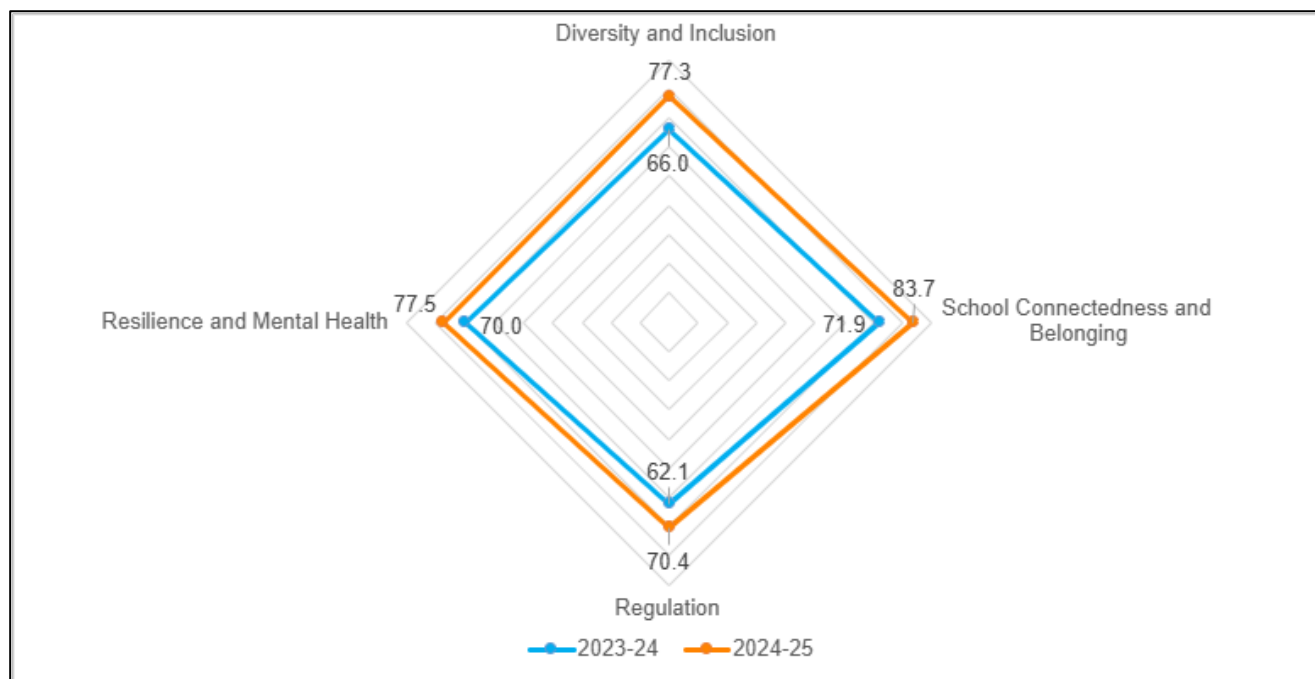
Percentage Agreement for Four Well-Being Themes Based on CBE Student Survey, AECA Survey, and OurSCHOOL Survey



Percentage of Middle School Student Agreement with the Suite of Questions tied to each Theme across Three Different Student Surveys (AEA Survey, CBE Student Survey, OurSCHOOL Survey) as Compared to All CBE Students

Well-Being Theme	2023-2024		2024-2025	
	Middle Years	All CBE	Middle Years	All CBE
Diversity and Inclusion	66.0	69.8	77.3	71.0
School Connectedness and Belonging	71.9	75.1	83.7	74.7
Regulation	62.1	66.2	70.4	67.4
Resilience and Mental Health	70.0	75.0	77.5	75.5

Percentage of Middle School Student Agreement for Four Well-Being Themes Based on CBE Student Survey, AECA Survey, and OurSCHOOL Survey Year over Year



Percentage of Agreement for All Students with the Suite of CBE Student Survey Questions tied to each Summary Measure

Summary Measure	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Learning Technology Summary	90.5	91.5
Technological Communication Summary	86.6	86.2
Technological Critical Thinking Summary	73.5	75.8

Analysis

- Except for Social Health Summary measure, most measures in CBE All Students cohort demonstrated a generally upward trend over time and improved significantly in comparison to the previous three-year averages.
- Notably, year-over-year improvements were observed in the Indigenous Education Holistic Lifelong Learning Framework within the past four years.
- Compared to the Mathematics Framework, CBE students consistently expressed higher agreements on the questions tied to Literacy Framework over time.
- For Students who Self-Identify as Indigenous, Physical Health measure showed continuously increasing results while other summary measures exhibited greater fluctuations over time.
- Compared to last year's data, for the Students who Self-Identify as Indigenous cohort, most summary measures reflected higher percentages of agreement, apart from Social Health Summary measure. Especially, significant increases were observed in Indigenous Education Holistic Lifelong Learning Framework, Adaptability, Emotional Health, Physical Health, Resiliency and Perseverance and Risk-taking Summary measures.

- Between All Students cohort and Students who Self-Identify as Indigenous cohort, All Students cohort consistently reported higher agreements on most of the summary measures over the past four years.
- All Students cohort and Students who Self-Identify as Indigenous reported comparable results in Respectfully Challenging Policies or Decisions Summary measure over the past four years.
- In 2024-25 school year, students showed improved agreements from CBE Student Survey across all four Well-Being themes in comparison to the previous year.
- Furthermore, when combining the results from CBE Student Survey, AEA Survey and OurSCHOOL Survey, three out of four Well-Being themes reported year-over-year increasing agreement percentages with the only exception of School Connectedness and Belonging theme.
- Across the three Technology Summary measures, Learning Technology and Technological Critical Thinking measures showed increases in the agreement percentages while students reflected lower agreements towards questions tied to Technological Communication Summary measure in 2024-25. And the increase in Technological Critical Thinking measure was statistically significant when compared to last year's result.

OurSCHOOL Survey Data

The OurSCHOOL Survey is a nationally validated instrument used by the Calgary Board of Education to gather student feedback on engagement, Well-Being, and school climate. Administered annually to students in Grades 4 through 12, the survey provides a consistent and research-based measure of student perceptions across key areas such as intellectual engagement, emotional health, and sense of belonging. Results are aligned with the CBE Education Plan and the CBE Well-Being Framework to support equity-focused planning and continuous improvement. The data complements other system measures and informs strategies that enhance inclusive practices, mental health supports, and instructional design.

Local Measure

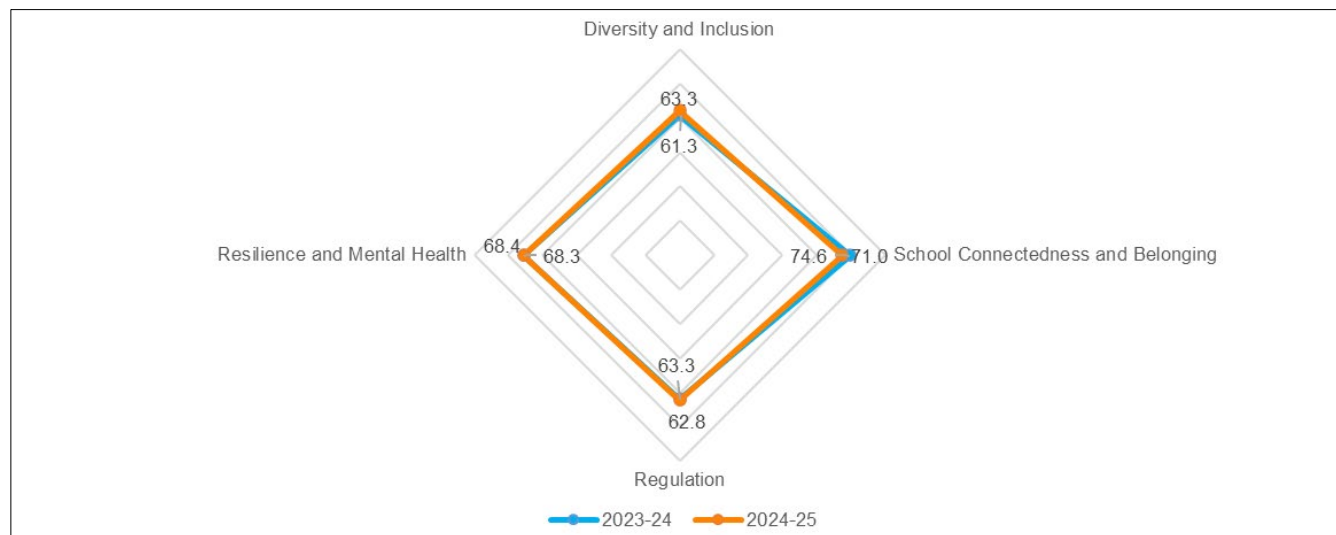
OurSCHOOLSurvey

Student perception data

Percentage of student agreement with the suite of questions tied to each theme in OurSCHOOL Survey

Well-Being Themes	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Diversity and Inclusion	61.3	63.3
School Connectedness and Belonging	74.6	71.0
Regulation	62.8	63.3
Resilience and Mental Health	68.4	68.3

Percentage Agreement for Four Well-Being Themes Based on CBE OurSCHOOL Survey



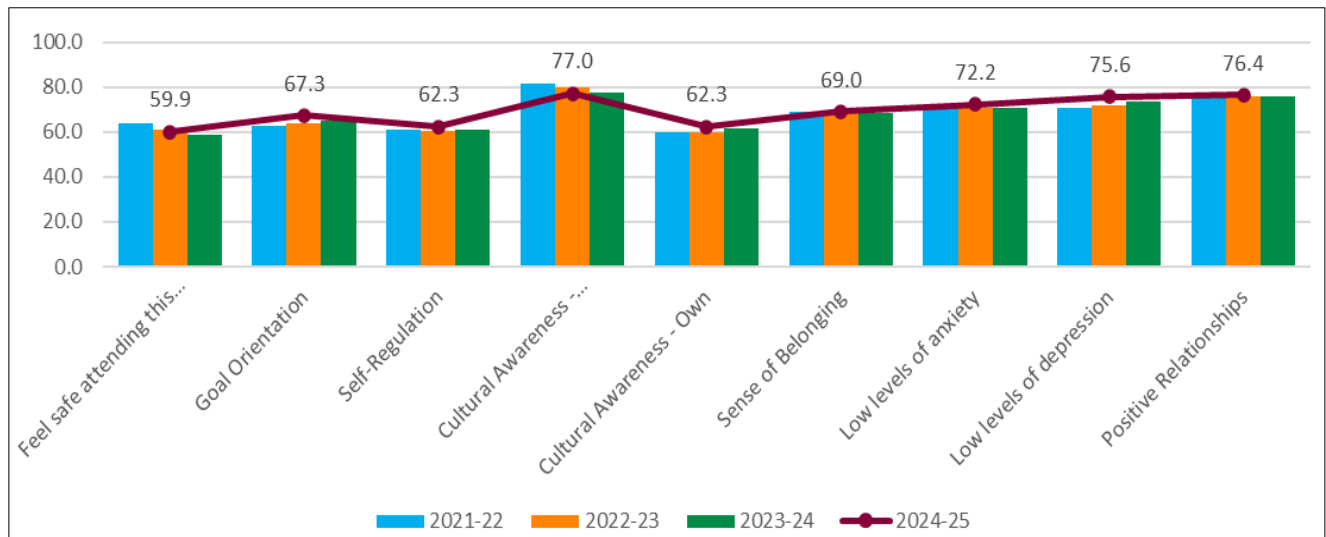
Percentage of agreement for all students with the suite of OurSCHOOL survey questions tied to each summary measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Feel safe attending this school*	64.1	61.0	58.8	59.9
Goal Orientation	62.7	63.9	64.9	67.3
Self-Regulation	61.1	60.7	61.0	62.3

Cultural Awareness - Others	81.4	80.0	77.4	77.0
Cultural Awareness - Own	59.6	59.7	61.4	62.3
Sense of Belonging	68.8	68.8	68.6	69.0
Low levels of anxiety	71.3	70.9	70.9	72.2
Low levels of depression	70.7	71.9	73.7	75.6
Positive Relationships	76.2	75.6	75.6	76.4

Note | Only cases where the student agreed with the statements of all three questions of this summary measure are included.

Percentage Agreement with the Suite of OurSCHOOL Survey Questions tied to each Summary Measure Overtime



Percentage of agreement for all students with the suite of OurSCHOOL survey questions tied to each summary measure by grade

Summary Measure	Grade	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Cultural Awareness - Others	6	78	78	75	77
	7	78	78	74	75
	8	79	79	76	75
	9	83	79	77	75
	10	84	82	79	79
	11	84	82	80	78
	12	84	82	81	80
Cultural Awareness - Own	6	56	58	60	62
	7	54	55	57	59
	8	55	57	58	60
	9	58	58	59	60
	10	63	63	63	63
	11	64	63	66	65
	12	67	64	67	67

Goal Orientation	6	71	73	73	74
	7	64	66	68	70
	8	59	62	62	66
	9	61	61	62	64
	10	60	63	62	66
	11	61	61	63	64
	12	63	61	64	67
Self-regulation	6	66	66	64	66
	7	63	63	62	63
	8	60	59	59	60
	9	60	60	60	60
	10	60	60	60	63
	11	59	58	61	61
	12	60	59	61	63
Low Levels of Depression	6	79	80	81	81
	7	77	77	79	79
	8	72	74	75	78
	9	70	72	74	75
	10	68	69	72	74
	11	65	67	69	72
	12	64	64	66	70

Percentage of agreement for all students with the suite of OurSCHOOL survey questions tied to each summary measure by grade

Summary Measure	Grade	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Low levels of Anxiety	4	79	78	72	73
	5	78	76	71	71
	6	76	75	76	76
	7	71	72	73	74
	8	68	68	70	72
	9	66	67	70	71
	10	67	67	69	71
	11	68	67	68	71
	12	69	68	69	71
Feel safe attending this school* *Only cases where the student agreed with the statements of all three questions of this summary measure are included.	4	71	70	68	69
	5	70	68	67	66
	6	68	67	64	65
	7	64	62	59	58
	8	60	56	53	55
	9	62	56	54	55
	10	60	57	55	56
	11	60	56	54	56
	12	62	57	55	59

Positive Relationships	4	79	78	80	81
	5	80	79	81	81
	6	74	75	75	76
	7	76	76	76	77
	8	77	76	76	77
	9	78	76	75	75
	10	74	74	72	74
	11	74	73	72	74
	12	74	73	73	73
Sense of Belonging	4	81	81	80	81
	5	77	76	76	76
	6	71	72	71	71
	7	68	69	69	68
	8	65	65	63	65
	9	65	64	64	63
	10	65	66	66	67
	11	63	64	64	65
	12	64	62	64	65

Analysis

- In the 2024-25 OurSCHOOL Survey, students expressed increased agreements towards Diversity and Inclusion as well as Regulations themes but declined agreements towards the other two well-being themes. Moreover, OurSCHOOL results across all well-being themes were lower than those observed in the combined results from the AEA Survey, CBE Student Survey, and OurSCHOOL Survey.
- In 2024-25 school year, most summary measures reported improved agreement percentage in comparison to last year's result except for a 0.4 percentage point decrease in the Cultural Awareness – Others measure.
- Notably, the increases were statistically significant when compared to the previous three-year averages in Orientation, Self-Regulation, Cultural Awareness – Own, Anxiety, Depression and Positive Relationship measures.
- Among all summary measures, Cultural Awareness – Others consistently had the highest percentages of agreement over time despite the notable year-over-year decrease in 2024-25 school year.
- When compared to the previous three-year average, the overall agreement towards 'Feel safe attending this school' showed a significant decline and reported the lowest result of 59.9 per cent among all OurSCHOOL survey measures.
- When analysed by grade level, it is noticeable that elementary students showed a higher percentage of agreement on feeling safe at school compared to students in higher grades.
- Notably, a general downward trend in agreement was observed across most summary measures as students progresses through grade levels, with the exception of Cultural Awareness measures. High school students consistently showed stronger agreements on both Cultural Awareness – Others and Cultural Awareness – Own measures.

Teaching and Leading

Education Quality

Teacher, parent and student satisfaction with the overall quality of basic education.

Results and evaluations for each respondent group:

- Teachers;
- Parents; and
- Students.

Required AEAM

Education Quality

Respondent agreement with the overall quality of basic education.

Alberta Education and Childcare Supplemental Assurance Measure – Education Quality

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Teaching & Leading	Education Quality	85.3	85.4	86.6	87.7	87.6	88.2	Intermediate	Declined Significantly	Issue

Alberta Education and Childcare Supplemental Assurance Measure – Education Quality by Groups Over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.														
Overall	Authority	34 621	88.1	36 920	87.9	39 512	86.5	40 429	85.4	40 506	85.3	Intermediate	Declined Significantly	Issue
	Province	230 814	89.6	249 532	89.0	257 584	88.1	265 643	87.6	269 550	87.7	High	Declined Significantly	Issue
Parent	Authority	5269	83.7	4912	84.0	5659	82.0	4955	80.6	4153	80.0	Intermediate	Declined Significantly	Issue
	Province	31 024	86.7	31 728	86.1	31 890	84.4	33 250	83.8	34 466	84.3	High	Declined	Acceptable
Student	Authority	24 228	85.7	26 852	85.2	28 367	84.4	29 471	83.4	29 993	83.3	Low	Declined Significantly	Concern
	Province	169 589	86.3	186 834	85.9	193 343	85.7	200 322	84.9	201 514	84.8	Intermediate	Declined Significantly	Issue
Teacher	Authority	5124	94.8	5156	94.4	5486	93.2	6003	92.3	6360	92.6	Intermediate	Declined	Issue
	Province	30 201	95.7	30 970	95.0	32 351	94.4	32 071	93.9	33 570	93.9	Intermediate	Declined Significantly	Issue

Analysis

- The overall agreement on the Education Quality measure in CBE declined significantly for the past five years, reflecting a consistent downward trend in the satisfaction with the education quality.
- Among three respondent groups, when compared to last year's data, the Teacher group had a 0.3 percentage point increase while both Parent and Student groups showed decreases in the percentage of agreement on Education Quality 0.6 and 0.1 percentage points, respectively.
- Across distinct groups, the Teacher group and Parent group reported the highest and lowest satisfaction with Education Quality, respectively.

Professional Learning, Supervision and Evaluation

School authorities are responsible for supporting teaching and leadership quality through professional learning, supervision, and evaluation processes. This includes providing information summarizing implementation of their local policy as outlined in Teacher Growth, Supervision and Evaluation Policy, Section 1(e).

To demonstrate this responsibility is being met, school authorities must:

- Identify and report results from related local measures; and
- Provide a succinct description of the impact of related strategies implemented as defined in the education plan.

Required Local Component

Professional Learning, Supervision and Evaluation

How the school authority is supporting teaching and leadership quality through professional learning, supervision and evaluation.

Note | Refer to Local Measure Section: Professional Learning Data Regarding Impact on Professional Growth for Results from Related Local Measures.

Teacher Growth, Supervision and Evaluation Policy Implementation

In accordance with Administrative Regulation 4003 | Teacher Growth, Supervision and Evaluation, all teacher evaluations must include two comprehensive and successful reports, Evaluation 1 and Evaluation 2. These reports serve as formal documentation confirming that the teacher is meeting the expectations outlined in the Teacher Quality Standard (TQS). Each evaluation report is an official record that requires the signatures of both the teacher and the designated evaluator(s). The content of each report is structured to provide a thorough assessment of the teacher's professional practice. It includes clearly articulated claims regarding the teacher's demonstrated competencies in relation to the TQS, supported by specific, observable evidence gathered through classroom observations, professional interactions, and other relevant data sources. The evaluator conducts a detailed analysis to interpret the data, identifying strengths, and areas for growth. Subsequently, the evaluator draws informed conclusions and makes recommendations regarding contracts and/or certification.

To support administrators in teacher evaluation and supervision, the Teacher Staffing team and HR Advisory provided both live virtual sessions and asynchronous video resources outlining the evaluation process. An additional session focused on the remediation process for teachers requiring further support. Training materials emphasized effective evidence collection, report writing, and exemplars. HR Advisory also shared strategies for performance management, guiding administrators through supervision, observation, dialogue, and documentation. All evaluation documents have been updated to include permanent certification requirements, guidance on when to consult HR Advisory, and structured feedback aligned with each TQS competency.

Leaders (Principals, Assistant Principals) Growth, Supervision and Evaluation Policy Implementation

All newly appointed administrators are required to undergo a performance evaluation within their first year to assess their eligibility for continued appointment in their role. This final evaluation report highlights the administrator's development in meeting the competencies outlined in the Leadership Quality Standard (LQS), fulfilling the expectations set by Administrative Regulation 4002 | Administrator Growth, Supervision and Evaluation, and adhering to the criteria specified in the Guidelines for Evaluation of Administrators. Education Directors are tasked with evaluating principals, while principals are responsible for assessing assistant principals. If an administrator does not demonstrate the necessary leadership and role-specific competencies as defined by the LQS, their supervisor - either a director or principal - will not recommend them for continued designation. To support this process, HR provided both a live virtual session and an asynchronous video resource to guide administrators and Education Directors through the evaluation procedures.

Completed Teacher and Leader Evaluations

Evaluation Type	2021-22	2022-23	2023-24	2024-25
Teacher Evaluations	291	689	943	828
Full Part 1 and 2 Evaluation	271	655	801	627
Confirming Reports	20	34	142	201
Teachers Recommended for Permanent Professional Certificate (PPC)	266	328	490	449
Principal Evaluations	20	32	24	23
Assistant Principal Evaluations	32	40	44	42

Analysis

- When compared to 2023-24 school year, CBE conducted roughly the same amount of leader evaluations in 2024-25 while seeing a notable decrease in the total number of teacher evaluations.
- There was a steady year-over-year increasing trend observed in the percentage of teacher evaluations conducted by Confirming Reports over the last three years.
- Since 2022-23 school year, there were higher percentages of teachers who were recommended for Permanent Professional Certificate (PPC) after evaluations.

Professional Learning Data Regarding Impact on Professional Growth

Professional learning data is used to assess the impact of staff development on instructional practice and professional growth across the Calgary Board of Education. This data reflects participation in system-wide learning opportunities, school-based initiatives, and collaborative professional communities. It is aligned with the goals of the CBE Education Plan and supports evidence-based decision-making at both the school and system levels. By analyzing trends in engagement and feedback, the data helps identify areas of strength and opportunities for further support, guiding strategies that enhance teaching effectiveness and contribute to improved student outcomes.

Required Local Component

Professional Learning Data Regarding Impact on Professional Growth

How the school authority is supporting continuous improvement and evidence-informed decision making

The requirements for the process, content and format for school education plans and Results reports

Alberta Education and Childcare Supplemental Assurance Measure – In-Service Jurisdiction Needs

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Supplemental AEAMs	In-Service Jurisdiction Needs	76.4	75.2	77.4	81.7	81.1	82.3	Low	Declined	Issue

Alberta Education and Childcare Supplemental Assurance Measure – School Improvement

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Supplemental AEAMs	School Improvement	72.3	71.8	71.6	76.6	75.8	75.1	Intermediate	Improved	Good

Alberta Education and Childcare Supplemental Assurance Measure – In-Service Jurisdiction Needs Over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
In-Service Jurisdiction Needs: The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.														
Teacher	Authority	5033	81.2	5072	80.5	5367	76.6	5850	75.2	6227	76.4	Low	Declined	Issue
	Province	29 619	84.9	30 280	83.7	31 648	82.2	31 298	81.1	32 856	81.7	Low	Declined Significantly	Concern

Alberta Education and Childcare Supplemental Assurance Measure – School Improvement by Group over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
School Improvement: Percentage of teacher, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.														
Overall	Authority	33 236	79.0	35 712	71.9	38 017	71.2	38 771	71.8	38 983	72.3	Intermediate	Improved	Good
	Province	224 041	81.4	243 980	74.2	251 355	75.2	258 502	75.8	262 745	76.6	High	Improved Significantly	Good
Parent	Authority	4664	78.2	4626	67.4	5322	68.5	4684	70.6	3931	69.3	Intermediate	Maintained	Acceptable
	Province	28 016	81.7	30 147	70.0	30 371	72.5	31 538	75.2	32 755	76.4	High	Improved Significantly	Good
Student	Authority	23 859	77.3	26 368	74.3	27 798	71.3	28 769	70.8	29 290	71.4	Low	Declined Significantly	Concern
	Province	167 992	79.1	185 107	76.3	191 142	75.0	197 479	74.0	198 914	74.4	Intermediate	Declined Significantly	Issue
Teacher	Authority	4713	81.6	4718	73.9	4897	73.6	5318	74.0	5762	76.0	Intermediate	Improved Significantly	Good
	Province	28 033	83.4	28 726	76.3	29 842	78.0	29 485	78.2	31 076	79.1	Intermediate	Improved Significantly	Good

Analysis

- In terms of In-Service Jurisdiction Needs measure, teachers showed a 1.2 percentage point increase in agreement from 2023-24 to 2024-25 school year while the current result remained below the previous three-year average.
- Moreover, CBE reported overall improvement in School Improvement measure. Both Student and Teacher groups showed higher percentages of agreement on this measure in comparison to last year's results while the Parent group declined from 2023-24 to 2024-25. Notably, the Teacher group's result improved significantly and achieved a 'Good' overall evaluation. Among the three dependent groups, the Teacher groups reported the strongest agreement on School Improvement measure, whereas the Parent group showed the lowest agreement.

Middle School Principals Professional Learning Final Feedback

Middle School Professional Learning Series Impact Categories	Strongly agreed or agreed
As an instructional leader, I have a network of supports and belong to a positive learning culture:	94%
As an instructional leader, I feel confident and competent in leading reading instruction (assessments, strategies, interventions) for middle years students:	64%
As an instructional leader, I know where to access supports and resources to lead the work of improving Literacy and Well-Being for middle years:	94%
As an instructional leader, I feel confident in my ability to establish structures and processes in response to the needs of middle years learners, with respect to: Assessment	94%
As an instructional leader, I feel confident in my ability to establish structures and processes in response to the needs of middle-year learners, with respect to: Well-Being	94%
As an instructional leader, I feel confident in making data informed decisions to guide my instructional leadership actions:	86%

Middle School Assistant Principal and Learning Leader Final Feedback

Middle School Professional Learning Series Impact Categories	Strongly agreed or agreed
building capacity & instructional leadership in literacy	98%
building capacity & instructional leadership in Well-Being	95%
contributing to building system coherence	97%
been focused on the priorities of the CBE	100%
effectively addressing their professional development needs	95%
significantly contributing to their on-going professional growth	94%
in tracking and monitoring data sets	62%
in leading targeted programming	51%
in considering structures and processes	68%
in understanding system resources	64%

Analysis

- Consistently above 94 per cent of middle school Assistant Principals and Principals agreed on the positive impact on the Well-Being related topics from the professional learning sessions.
- Only around half of the middle school Assistant Principals agreed on the impact of professional learnings on strengthening their abilities to lead targeted programming.
- Compared to middle school principals, middle school assistant principals demonstrated less agreement upon data related improvement through the professional learning sessions.

Teaching and Learning with Technology Session Professional Learning Feedback

Question: This session had a positive impact on my professional practice	
Strongly Agree	39.2%
Agree	55.6%
Neither Agree nor Disagree	4.4%
Disagree/Strongly Disagree Combined	0.8%

Note | Sessions focused on artificial intelligence for task design and personalized learning, digital citizenship, and generative AI prompt writing, alongside hands-on robotics activities, and inclusive education applications. Additional topics included design thinking, home education, privacy and policy considerations, supporting educators in integrating technology, and fostering safe, innovative learning environments.

Analysis

- Almost 95 per cent of the participants agreed on the positive impact of Teaching and Learning with Technology professional learning Session.

Collaborative Response Professional Learning Feedback: Percentage of leaders who identify their progress towards the goal

Collaborative Response Components	Goals	Survey	Tree and Sapling (Mastery and Well-Developed)	Seed and Sprout (Beginning and Developing)
Collaborative Structures and Processes	Team Meetings with clear articulation (purpose, participation, schedule) and aligned to continuum of support	Fall	66%	34%
		Spring	59%	42%
	Teacher teams with regular, structured meetings focused on improving universal practices and aligned to the continuum of support.	Fall	81%	20%
		Spring	86%	14%
	Teams that are flexible and adjusted regularly to strengthen collaboration and share classroom practices	Fall	66%	34%
		Spring	62%	38%
	School Learning Team meets weekly to ensure proactive support beyond the classroom, with clear processes for adding students and implementing actions.	Fall	68%	32%
		Spring	71%	28%
	Various regular meetings focused on individual students with predictable structures and processes	Fall	74%	25%
		Spring	83%	17%
	PLCs and CTMs focus areas align with School Development Plan goals.	Fall	86%	14%
		Spring	89%	11%
	Documentation includes consistent agendas and notes for all team meetings, following essential structures like norms and roles.	Fall	74%	27%
		Spring	83%	17%
	Action Focused meetings include celebrations with an explicit emphasis on staff actions that contributed to success.	Fall	70%	31%
		Spring	76%	24%
	Norms include co-created team agreements with opportunities to reflect and practice at each meeting.	Fall	63%	36%
		Spring	78%	22%
Data and Evidence	Universal Screens are established with clear alignment to key school priorities.	Fall	64%	35%
		Spring	76%	24%
	Scheduling includes clear timelines for administering all universal screens, aligned to key dates to inform team meetings.	Fall	69%	31%
		Spring	75%	25%
	Data Collection processes for administering and gathering all key measures are clearly articulated to staff for efficiency.	Fall	68%	33%
		Spring	75%	25%
	Data Organization ensures all key measures are organized using color-coding and highlighting key student issues.	Fall	53%	46%
		Spring	65%	35%
	The process for using data to guide PLCs is clearly communicated and consistently applied by teams.	Fall	63%	36%
		Spring	70%	30%
	Teachers regularly utilize data as the primary source for determining students to bring forward to CTMs, with a focus on those approaching, meeting, or exceeding expectations.	Fall	44%	56%
		Spring	60%	40%
	Monitoring includes clear processes and tools for tracking progress on each key school priority.	Fall	57%	43%
		Spring	70%	30%
Continuum of Supports	A continuum of support is established for each School Development Plan goal.	Fall	55%	45%
		Spring	69%	30%

	Continuums of support are utilized effectively in all team meetings, as well as used as a source of information when discussing student needs with parents, students and staff members.	Fall	38%	62%
		Spring	47%	53%
	Tier 1 non-negotiables are established in each continuum of support, with supporting resources linked to supporting universal classroom instruction across the school.	Fall	55%	44%
		Spring	65%	34%
	Tier 2 supports are articulated in each continuum of support, with supporting resources linked to support targeted implementation at the classroom level.	Fall	55%	45%
		Spring	65%	35%
	Tier 3 supports are articulated in each continuum of support, with supporting resources linked to support targeted implementation by staff beyond the classroom.	Fall	54%	46%
		Spring	69%	31%
	Tier 4 supports are articulated in each continuum, with resources and strategies to access each support.	Fall	55%	45%
		Spring	63%	36%

Analysis

- 20 out of 22 goals showed improvements in the Tree and Sapling percentage between fall and spring surveys.
- The Tree and Sapling percentage for goal 'Team Meetings with clear articulation (purpose, participation, schedule) and aligned to continuum of support' showed the most evident decline of 7 percentage points, however, the drop was not statistically significant.
- There was a statistically significant 16 percentage point increase in the agreement level of goal 'Teachers regularly utilize data as the primary source for determining students to bring forward to Collaborative Team Meetings.'
- Except for Tier 4, all goals within Continuum of Supports component showed significant improvements in the Tree and Sapling percentages in the spring survey.

Diversity and Inclusion Professional Learning Data Regarding the Main Themes Identified by Participants

Theme	Count
Calling In, Calling out, Calling Up and Calling on	31
Cultural Responsiveness	24
Racism and anti-racism	20
Creating Welcoming, Caring, Respectful and Safe Schools	12
Building Capacity and confidence to have difficult conversations	11
Cross Portfolio Connections (Well-Being, EAL, Indigenous Education, Literacy)	0
Other	9

Diversity and Inclusion Professional Learning Session Feedback

This learning opportunity has increased my understanding of how I will...	Strongly Agree	Agree	Neither agree nor disagree	Disagree
Developing Self and Others	40.4%	55.3%	4.3%	0%
Leading, Teaching and Learning	19.1%	70.2 %	8.5%	2.2%
Develop Inclusive Schools	42.6%	48.9 %	8.5%	0%
Leading a Culture of Improvement	21.3%	66%	12.7%	0%
This learning opportunity has increased my capacity and confidence to address...	Strongly Agree	Agree	Neither agree nor disagree	Disagree
Impact of language choices when talking about difficult subjects such as racism, identity, and/or privilege	35.8%	57%	4.3%	2.9%
The areas where I may need to learn, relearn and/or unlearn	37.7%	52.8%	7.5%	2%
Ways to support students and staff in engaging in difficult conversations about identity, race, racism, and anti-racism	37.7%	56.6%	3.8%	1.9%

Analysis

- Almost 96 per cent of participants agreed on the impact towards increasing understanding of developing self and others after attending Diversity and Inclusion Professional Learning Session.
- Around 94 per cent of Diversity and Inclusion Professional Learning attendants indicated their growth in supporting students and staff in engaging difficult conversations about identity, race, racism, and anti-racism.

Inclusive Education Professional Learning Sessions Impact

Perceived Impact of Inclusive Education PL	Agree or Strongly Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Not Applicable
Helped me see the topic from a different perspective	250	24	14	1
Affirmed my strengths	259	24	4	2
Allowed me to build new knowledge and skills	261	22	5	1
Helped me identify specific strategies to support the students I teach	259	22	5	3
Showed me how to navigate structures or access resources to support student learning	257	24	5	3
Improved my confidence and/or capacity to lead others	242	37	6	4

Analysis

- Compared to other impacts, participants agreed less on the improvement of leadership through the professional learning sessions provided by Inclusive Education.

Maatoomsii'Pookaiks Professional Learning Day Survey Completion Counts

Measure	2023-24	2024-25
Survey Completion	5808	1644

Maatoomsii'Pookaiks Professional Learning Day Knowledge Topic(s) Where Professional Growth Was Identified

Professional Learning Themes	% of Respondents
Weaving Indigenous knowledge into my work/workplace (e.g., curriculum, policy, processes, structures, decision making, relationship building, engagement, celebrations).	66.5%
Importance of eliminating educational and employment gaps between Indigenous and non-Indigenous Canadians.	30.8%
Indigenous approaches to data collection & analysis (gathering stories).	25.4%
Historical and contemporary contributions of Indigenous peoples to society.	31.9%
Acknowledging the land where we gather, Treaty 7, Indigenous languages greetings, Nation names & place names, preparing to acknowledge the land).	79.4%
TRC Commitment to Action (making or advancing a commitment).	46.7%
Blackfoot value of likakimat.	60.4%
Understanding my role in Indigenous Education (through knowing Indigenous learners, Truth & ReconciliACTION, creating ethical space, holistic Collaborative Team Meetings, PLCs & task design, CBE Land Acknowledgement).	68.2%

Analysis

- Survey completion is down significantly from 2023 where 5808 staff completed some or all of the survey. Low completion was the result of CBE and Zencity network issues on November 8, 2024. The survey remained open until November 30, 2024.
- Closing survey asked participants to select the knowledge topic(s) where they experienced growth (both in big and small ways) during the Maatoomsii'Pookaiks (Children First) Indigenous Education Professional Learning Day. Participants could select from the following knowledge topics. Top three topics identified were Acknowledging the land where we gather - 79.4 per cent, Understanding my role in Indigenous Education - 68.2 per cent and Weaving Indigenous knowledge into my work/workplace - 66.5 per cent

Outcomes Based Assessment Teacher Feedback - ELA

ELA		
OBA LL and Implementor Pre and Post survey	% of Teachers who identified baseline knowledge and understanding of outcomes-based assessment as Proficient/Exemplary	% of Teachers who identified post professional knowledge and understanding of outcomes-based assessment as Proficient/Exemplary
Using CBE Assessment and Reporting guide	56%	69%
Using updated Practices and Procedures guide	56%	69%
Using OBA Implementation - Teacher Resource	49%	67%

Assessing Program of Study and associated Learning Outcomes	85%	69%
Designing tasks using CBE's High-Quality Summative Assessment	56%	64%
Establishing and communicating Success Criteria	72%	64%
Assessing the System Outcomes	72%	64%
Assessing CBE's High School Proficiency Scale	49%	58%
Using an Outcome-based Gradebooks (PowerSchool)	79%	67%
Engaging with CBE's Calibration Protocol	38%	69%

Analysis

- There were significantly more teachers who identified post professional knowledge and understanding of outcomes-based assessment as Proficient/Exemplary in engaging with CBE's Calibration Protocol.

Outcomes Based Assessment Teacher Feedback - Math

Math		
OBA LL and Implementor Pre and Post survey	% of Teachers who identified baseline knowledge and understanding of outcomes-based assessment as Proficient/Exemplary	% of Teachers who identified post professional knowledge and understanding of outcomes-based assessment as Proficient/Exemplary
Using CBE Assessment and Reporting guide	51%	83%
Using updated Practices and Procedures guide	38%	81%
Using OBA Implementation - Teacher Resource	41%	67%
Assessing Program of Study and associated Learning Outcomes	67%	92%
Designing tasks using CBE's High-Quality Summative Assessment	51%	69%
Establishing and communicating Success Criteria	54%	75%
Assessing the System Outcomes	67%	89%
Assessing CBE's High School Proficiency Scale	26%	69%
Using an Outcome-based Gradebooks (PowerSchool)	59%	78%
Engaging with CBE's Calibration Protocol	31%	61%

Analysis

- There were consistently more teachers who identified post professional knowledge and understanding of outcome-based assessment as Proficient/Exemplary across all math topics.

Percentage of teachers who agreed that English as an Additional Language Strategist Model had Impact on Professional Practice

I know where and how to access CBE EAL resources.		Yes	No
EAL D2L Toolbox	% Pre	70%	30%
	% Post	77%	7%
EAL Insite Page(s)	% Pre	79%	21%
	% Post	76%	6%
Benchmarks with Examples	% Pre	73%	27%
	% Post	79%	3%

Note | Post survey response rates are based on initial group of teachers surveyed.

Teacher Confidence Related to English as an Additional Language Benchmark Practices

How confident are you in using the CBE ESL Benchmarks to assess EAL Learners...		Very Confident	Confident	Somewhat Confident	Not Yet Confident
diagnostically	% Pre	1%	34%	53%	12%
	% Post	15%	53%	29%	4%
formatively	% Pre	1%	37%	49%	13%
	% Post	21%	48%	29%	3%
summatively	% Pre	1%	32%	51%	16%
	% Post	20%	55%	21%	4%
How confident are you in annotating and benchmarking student work samples for Working Files?		Very Confident	Confident	Somewhat Confident	Not Yet Confident
Listening	% Pre	1%	29%	51%	19%
	% Post	16%	35%	36%	13%
Speaking	% Pre	3%	32%	51%	14%
	% Post	15%	40%	35%	10%
Reading	% Pre	3%	29%	51%	17%
	% Post	10%	41%	40%	9%
Writing	% Pre	6%	39%	42%	13%
	% Post	24%	49%	23%	5%
I intentionally use the CBE K-12 ESL Benchmarks to inform		Often	Occasionally	Rarely	Not Yet
Task design	% Pre	9%	54%	21%	15%
	% Post	28%	55%	15%	3%

Teacher Confidence Related to Leading English as an Additional Language Practice

Currently, how confident are you in your capacity to lead EAL work with colleagues?		Very Confident	Confident	Somewhat Confident	Not Yet Confident
Informally (e.g., hallway talk)	% Pre	15%	32%	38%	15%
	% Post	35%	46%	18%	1%
Professional Learning Communities (PLC)	% Pre	3%	16%	52%	29%
	% Post	12%	53%	24%	12%

Collaborative Response Model (CRM)	% Pre	3%	19%	48%	30%
	% Post	12%	51%	26%	12%
Team/Grade Meetings	% Pre	6%	32%	40%	22%
	% Post	24%	56%	12%	8%
Whole School (e.g., staff meeting or PL)	% Pre	4%	10%	40%	46%
	% Post	12%	33%	29%	26%

In the past, have you led EAL work to build the capacity of your colleagues?		Yes	No
Informally (e.g., hallway talk)	% Pre	70%	30%
	% Post	90%	10%
Professional Learning Communities (PLC)	% Pre	27%	73%
	% Post	51%	49%
Collaborative Response Model (CRM)	% Pre	16%	84%
	% Post	34%	66%
Team/Grade Meetings	% Pre	37%	63%
	% Post	71%	29%

Analysis

- Compared to other questions, teachers showed less improvements on utilizing CBE EAL resources, moreover, there was a 3 percentage point decrease in knowing where and how to access EAL Insite Page(s).
- Teachers consistently showed improved confidence in annotating and benchmarking student work samples for Working Files, especially with a combined 28 percentage point increase in the 'Very Confident' and 'Confident' responses in Writing.
- Currently, teachers showed the least confidence in leading EAL work for the whole school, they also showed the least increase in the agreement to lead EAL work for the whole school in the post survey.
- With less than 20 per cent of teachers agreeing on their confidence in leading EAL work under PLC environment, 65 per cent of teachers demonstrated their confidence in the post survey, showing a significant 46 percentage point increase in the overall agreement.
- In the pre survey, less than 40 per cent of teachers had the experience of leading the EAL work through Team/Grade Meetings while in the post survey, more than 70 per cent of the teachers agreed on leading EAL in Team/Grade Meetings.
- Comparatively speaking, EAL Strategist Model had the most impact on the teachers' professional practice in Team/Grade Meetings out of all the approaches.

Percentage of Principals who agreed that Mentorship Partnerships Impacted Professional Practice

Participating in a mentor-mentee opportunity has supported me in my professional growth as a leader.				
Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
76%	24%	0%	0%	0%

Percentage of Teachers who agreed that Open Leadership Sessions Impact on Professional Practice

Which priorities practice area has had the greatest impact on your skills and abilities to lead in your context?	% Agreement
Leading Inclusive Schools	33%
Leading a Culture of Improvement	23%
Developing Self and Others	18%
Leading Teaching and Learning	33%

Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environment

Teacher, parent, and student agreement that learning environments are welcoming, caring, respectful and safe.

Results and evaluations for the overall measure and each respondent group:

- Teachers;
- Parents; and
- Students.

Required AEAM

Welcoming, Caring, Respectful and Safe Learning Environment

Respondent agreement that learning environments are welcoming, caring, respectful and safe.

Alberta Education and Childcare Supplemental Assurance Measure – Welcoming, Caring, Respectful and Safe Learning Environments

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.0	81.5	82.9	84.4	84.0	84.9	Low	Declined Significantly	Concern

Alberta Education and Childcare Supplemental Assurance Measure – Welcoming, Caring, Respectful and Safe Learning Environments by Groups Over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Welcoming, Caring, Respectful and Safe Learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.														
Overall	Authority	34 668	86.0	36 995	84.9	39 456	82.4	40 318	81.5	40 415	82.0	Low	Declined Significantly	Concern
	Province	231 091	87.8	249 941	86.1	257 391	84.7	265 321	84.0	269 282	84.4	Intermediate	Declined Significantly	Issue
Parent	Authority	5259	85.5	4910	85.5	5658	83.6	4952	82.6	4152	82.5	Intermediate	Declined	Issue
	Province	30 980	88.2	31 715	86.9	31 885	85.6	33 232	85.3	34 452	85.2	Intermediate	Declined Significantly	Issue
Student	Authority	24 282	78.9	26 927	77.4	28 314	74.9	29 363	73.9	29 904	74.5	Intermediate	Declined Significantly	Issue
	Province	169 900	79.8	187 258	77.7	193 156	76.6	200 020	75.2	201 268	75.7	Intermediate	Declined Significantly	Issue
Teacher	Authority	5127	93.6	5158	91.9	5484	88.7	6003	88.1	6359	89.0	Very Low	Declined	Concern
	Province	30 211	95.3	30 968	93.6	32 350	92.0	32 069	91.6	33 562	92.3	Intermediate	Maintained	Acceptable

Analysis

- Overall, CBE showed a generally decreasing trend in this measure for the past five years, with the exception of a 0.5 percentage point increase in 2024-25.

- Among the Parent, Student and Teacher groups, both Student and Teacher groups reported higher percentages of agreement compared to last year's results while Parent group reported continued year-over-year decreases.
- Across all reporting groups, teachers showed the highest agreement that learning environments are welcoming, caring, respectful and safe, whereas students reported the lowest agreement.

Access to Support and Services

Teacher, parent, and student agreement that students have access to the appropriate supports and services at school.

Results and evaluations for the overall measure and each respondent group:

- Teachers;
- Parents; and
- Students.

Required AEAM

Access to Supports and Services

Respondent agreement that students have access to the appropriate supports and services.

Alberta Education and Childcare Supplemental Assurance Measure – Access to Supports and Services

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Learning Supports	Access to Supports and Services	75.5	76.3	77.0	80.1	79.9	80.7	Low	Declined Significantly	Concern

Alberta Education and Childcare Supplemental Assurance Measure – Access to Supports and Services by Groups Over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Access to Supports & Services: The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.														
Overall	Authority	34 585	78.9	36 894	77.9	39 329	76.9	40 160	76.3	40 270	75.5	Low	Declined Significantly	Concern
	Province	230 761	82.6	249 570	81.6	256 994	80.6	264 733	79.9	268 786	80.1	Intermediate	Declined Significantly	Issue
Parent	Authority	5248	73.4	4908	72.9	5647	71.4	4942	70.6	4144	67.8	Low	Declined Significantly	Concern
	Province	30 936	78.9	31 684	77.4	31 847	75.7	33 177	75.4	34 400	75.5	Intermediate	Declined Significantly	Issue
Student	Authority	24 214	78.2	26 832	77.8	28 198	76.7	29 220	75.8	29 770	75.6	Low	Declined Significantly	Concern
	Province	169 631	80.2	186 935	80.1	192 805	79.9	199 516	78.7	200 841	78.7	Intermediate	Declined Significantly	Issue
Teacher	Authority	5123	85.1	5154	83.0	5484	82.7	5998	82.3	6356	82.9	Low	Maintained	Issue
	Province	30 194	88.7	30 951	87.3	32 342	86.2	32 040	85.6	33 545	86.0	Intermediate	Declined	Issue

Analysis

- The overall agreement on Access to Supports & Services declined continuously over time.
- Among the three reporting groups, teachers expressed the strongest agreement that students have access to the appropriate supports and services at school whereas parents showed the lowest agreement. Moreover, the gaps in the agreement across these groups widened in the 2024-25 school year.

Access to a Continuum of Supports and Services

School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

- Identify and report results from related local measures; and
- Provide a succinct description of the related processes and strategies it has implemented and their impact.

Required Local Component

Access to a Continuum of Supports and Services

Student access to a continuum of supports and services

Note | Refer to Local Measure Sections: **Professional Learning Data Regarding Impact on Professional Growth:** Collaborative Response Professional Learning Feedback and **Referrals for Supports and Services** for Results from Related Local Measures.

Overview of Continuum of Supports and Services Processes

The Calgary Board of Education's mission focuses on achievement, equity, and well-being for all students. The need to meet students in a variety of ways to support their learning remains a key priority. CBE teachers meet and program for each child at their unique entry points through a continuum of supports and services. While all students are considered within this context, particular identified groups that are considered in this report include students assigned an Alberta Education Special Education Code, in the process of acquiring English as an Additional Language (EAL), and students with diverse cultural and linguistic backgrounds.

For the 2024-25 school year, 20.1 per cent of students within CBE were assigned an Alberta Education Special Education Code. All student needs are considered within a continuum of services and supports, with some requiring additional services or programs. All students are supported with programming aligned with their identified needs, while staff and parents engage in collaborative planning, communication and support to ensure student success.

Approximately 30.8 per cent of students in CBE were EAL for the 2024-25 school year. EAL learners receive comprehensive support at the system, school, and classroom levels to address cultural, linguistic, and academic integration within a multi-ethnic system, including cultural and linguistic assistance from Diversity and Learning Support Advisors, and specialized services through the Literacy, English, and Academic Development (LEAD) program. The Welcome Centre, an initial point of contact for all our non-Canadian families new to the country, assists newly arrived families, offering language assessments and connecting them to resettlement services. During the 2024-2025 school year, the Welcome Centre registered 8,825 students.

Kindergarten Direct Service Referrals Process Changes

Modifications to service delivery were introduced during the 2024–2025 school year to enhance efficiency and more clearly define the roles and responsibilities of OTs, PTs and SLPs. Recognizing the need for more actionable data on services provided, and the lack of a centralized team database, our leadership team developed a system designed to address these gaps. The following outlines key initiatives and changes that were implemented as a result.

Year	Therapist	Kindergarten	Grades 1-4	Grades 5-12	Spec Classes
2023-24	OT	Access through SLT and Service Request form	Access through SLT and Request form	Access through ALT	Access through OT assigned to the school
2024-25	OT	School completes a Request for Services form for all grades and programs			
2023-24	PT	Access through PT assigned to the school	Access through PT assigned to the school	Access through ALT	EES access through PT assigned to the school (all others through ALT)*
2024-25	PT	School completes a Request for Services form for all grades and programs			
2023-24	SLP K-2	Access through SLP assigned to the school	Grade 1-2 only Access through SLT and Request form	No SLP K-2 services	SLP supports provided by SLP-AAC
2024-25	SLP K-2	School completes a Request for Services form for all grades and programs		No SLP K-2 services	SLP supports provided by SLP-AAC
2023-24	SLP-AAC	Access through ALT	Access through ALT	Access through ALT	Access through SLP assigned to these classrooms
2024-25	SLP-AAC	School completes a Request for Services form for all grades and programs			

[Note](#) | A total of 5901 requests for OT/PT/SLP Services were submitted by 231 schools this year

First Nations, Métis and Inuit Student Success

School authorities are responsible for:

- improving education outcomes for First Nations, Métis and Inuit students through system, program and instructional supports;
- addressing the systemic education gap for self-identified First Nations, Métis, and Inuit students; and
- supporting the implementation of Truth and Reconciliation Commission recommendations.

To demonstrate it is meeting this responsibility, the school authority must:

- provide total grant funding received; and
- report on activities that support the implementation of the Truth and Reconciliation Commission recommendations.
- list and describe the strategies, activities, programs, and their corresponding impact (assessed by local and provincial measures) on First Nations, Métis and Inuit students' education outcomes and results.

Required Local Component

First Nations, Métis and Inuit Student Success

How the school authority is improving educational outcomes for First Nations, Métis and Inuit students.

Implementation of recommendations of Truth and Reconciliation Commission.

Grant funding

Note | Refer to Goal Section Truth & Reconciliation, Diversity and Inclusion: Students and employees experience a sense of belonging and connection, Outcome One | Students who Self-Identify as Indigenous experience improved well-being and achievement for Results from Related Local Measures.

Total Grant Funding Received

For the 2024-25 school year Calgary Board of Education received **\$9,672,162** for the FNMI grant. This is the only provincial grant for students who have declared Indigenous status.

Actions in Support of the Implementation of the Truth and Reconciliation Commission (TRC) Recommendations to Support Indigenous Student Success and Indigenous Education for all Students and Staff

To advance the TRC Calls to Action in the CBE, every school made a TRC Commitment to Action for the 2024-25 school year and then reported on their actions and impact in June. This collective responsibility and impact reflect our ongoing dedication to Truth and Reconciliation and to creating inclusive learning environments where all students feel a sense of belonging and connection.

2024-25 TRC Commitments to Action were focused exclusively on Education for ReconciliACTION (Calls to Action 62 to 65). Schools were asked to choose an adapted TRC Call to Action that their school would focus on advancing. The chart below (2024-25 TRC Commitments to Action) identifies the TRC Calls to Action and the number of schools who selected it as a focus. The TRC Calls to Action were adapted to align with our local and CBE context and are described in the notes section.

Central to this work is the acquisition and application of First Nations, Métis and Inuit foundational knowledge, which is embedded in Competency 5 of the Teaching Quality Standard (TQS), Leadership Quality Standard (LQS), and Superintendent Leadership Quality Standard (SLQS). These standards guide educators and leaders in fostering understanding of Indigenous histories, cultures, languages, contributions, perspectives, and

contemporary contexts, not only for the benefit of self-identified Indigenous students, but for the enrichment of the entire learner community.

To advance their TRC Commitments to Action, CBE schools engaged in meaningful and impactful actions. These included land-based learning experiences, learning from Indigenous Elders and Knowledge Keepers, weaving of Indigenous ways of being, belonging, doing and knowing across subjects, and school-wide observances such as Orange Shirt Day, Métis Week, and National Indigenous Peoples Day. Staff and students participated in storytelling, smudging, seasonal ceremonies, and cultural residencies with Indigenous Elders and Knowledge Keepers, while teachers used the CBE Indigenous Education Holistic Lifelong Learning Framework to guide their planning and assessment. These actions were supported by professional learning, documentation panels, and family engagement events, creating a comprehensive and sustained approach to Education for ReconciliACTION.

Schools reported that because of TRC activities, students developed a deeper knowledge and understanding of Indigenous histories, cultures, and worldviews to foster empathy, respect, and intercultural awareness. Indigenous land-based learning helped students build meaningful connections to the land and supported emotional regulation and mindfulness. The CBE Student survey indicates that self-identified Indigenous students reported an increase in feeling welcome and proud to be a part of their school, while the number of all students reported that they are learning about Indigenous ways of being, belonging, doing & knowing also increased. The experiences offered have contributed to nurturing a stronger sense of identity, belonging, and responsibility among all students, which have empowered them to become active participants in reconciliation.

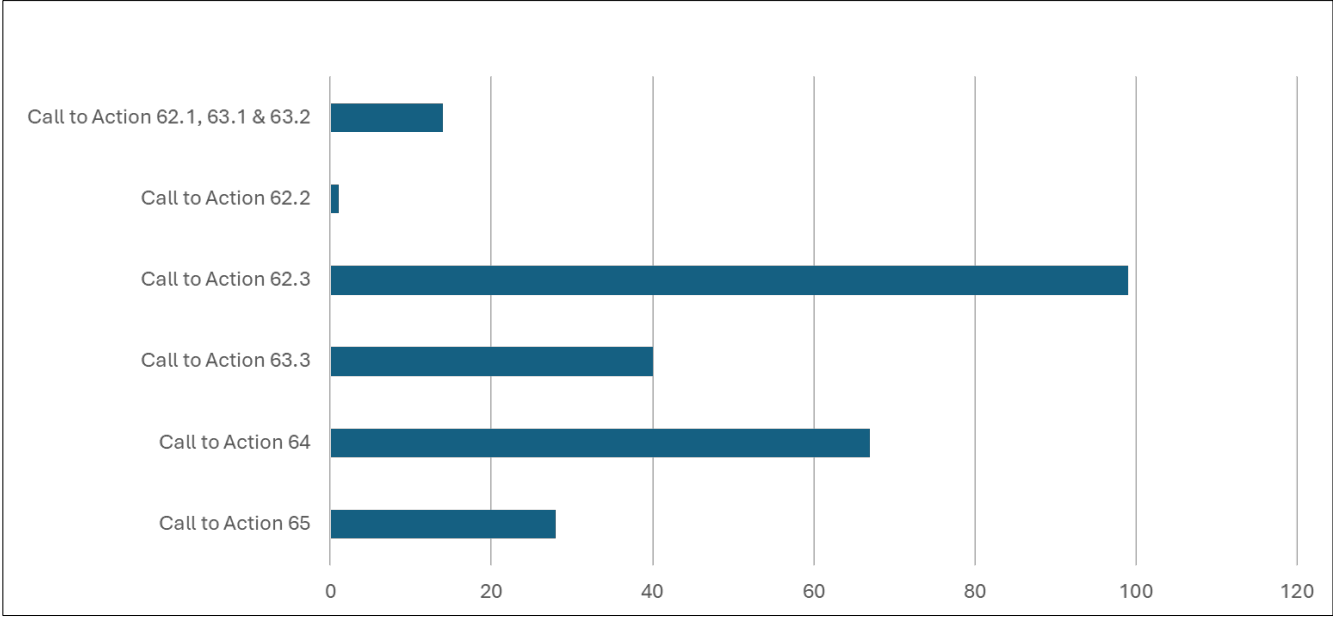
Schools also reported a positive impact on staff who experienced significant professional and personal growth through their engagement with TRC actions. Educators deepened their understanding of Indigenous pedagogies and gained confidence in braiding Indigenous ways of being, belonging, doing, and knowing into their task design for all students. Professional learning opportunities, collaboration with Elders, and interdisciplinary planning helped shift instructional design toward more holistic, culturally responsive practices. Staff reported increased empathy, stronger relationships with students and families, and a renewed sense of purpose in their roles as educators committed to reconciliation. Many schools saw the emergence of informal leadership and collective ownership of TRC work among staff.

Finally, parents and families were also meaningfully impacted as they became more engaged in their children's learning and the school's reconciliation journey. Students brought Indigenous teachings home, sparking conversations around culture, history, and identity. Families participated in cultural events, land-based learning, and community gatherings such as Commün-I-Tea, which built trust and strengthened school-home relationships. In many schools, Indigenous families expressed appreciation for seeing their cultures reflected in the school environment, while non-Indigenous families reported learning alongside their children. These shared experiences fostered a sense of community, belonging, and collective responsibility for reconciliation.

Transition Plans for Grade 9 students

Completion Status	2022-23	2023-24	2024-25
Complete	366	325	411
Incomplete Reason	-	12	13
Incomplete No Reason	-	116	50
No Transition	-	1	2
Total	366	454	476

2024-25 TRC Commitments to Action



Notes |

62.1, 63.1 & 63.2: Design, implement, and share learning tasks and resources to teach K-12 students about Indigenous peoples in Canadian history, residential schools, Treaties, and Indigenous peoples' historical and contemporary contributions to Canada.

62.2: Educate teachers on how to integrate Indigenous knowledges, languages, and teaching methods into classrooms (focus on professional learning and planning).

62.3: Utilize Indigenous knowledges, languages, and teaching methods in classrooms (focus on applying learning that includes inviting Indigenous community members to share knowledge with students).

63.3: Commit to learning about and through Indigenous knowledges focused on building student capacity for intercultural understanding, empathy, and mutual respect (focus on renewing respectful relationships between Indigenous and non-Indigenous peoples).

64: Offer Indigenous specific courses (e.g. LDC Niihiyiyat 5-9, Aboriginal Studies 10, 20, 30, Blackfoot Language & Culture) which includes a segment on Indigenous spiritual beliefs and practices developed in collaboration with Indigenous Elders.

65: Advance understanding of Truth and ReconciliACTION with students, staff and families.

Analysis

- The top 2 2024-25 TRC Commitments to Action TRC areas of focus were Utilizing Indigenous knowledges, languages, and teaching methods in classrooms and Offering Indigenous specific courses which includes a segment on Indigenous spiritual beliefs and practices developed in collaboration with Indigenous Elders.

Referrals for Support and Services

CBE schools regularly identify and request specialized supports to meet the diverse needs of students. These requests include access to psychologists, occupational and physical therapists, speech-language pathologists, Indigenous education specialists, and learning support professionals. Request processes are formalized either through the Area Learning Teams or through specific School or Service Unit or Team referrals. Tracking and responding to these requests ensures timely, equitable access to resources and supports that enable student success.

Local Measures

Area Learning Team Referrals

Request for specialized supports and services for students

School, Service Unit and Team Referrals

Specialized request for consultation and supports.

Area Team Learning Referrals Process Overview

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

Each area has a team that supports schools. Access to the area learning team requires schools to share their school learning team process and include a continuum of supports, starting at what would be in place 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 can be accessed by a referral to the area learning team include: 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.

Indigenous Education Team Requests for Support

Category of Support Requested	2021-22	2022-23	2023-24	2024-25
Learning	233	131	273	163
Resources	69	105	245	156
Attendance	69	59	50	65
Transitions	36	45	37	12
Mental Health	28	50	32	50
Cultural	76	135	177	243
Relationship Building	59	78	177	177
Indigenous Education Diversity & Learning Support Advisor	189	202	281	209

English as an Additional Language Requests for Support

Types of Requests	Number of Requests	Supports Included
Benchmarking and Annotating	20	Benchmarking, Annotating, Annotating and Benchmarking evidence, Benchmarking & Annotating, Annotating and benchmarking support, Annotating and benchmarking support for working files, Assessment & Benchmarking, Assessment and reporting
Working Files and Processes	6	Working files, benchmarks, task design, Supporting with structures and processes (Working files, Benchmarks, etc.)
Calibration	4	Calibration, Calibration of EAL Benchmarking
High Impact Strategies	5	High impact strategies, Implementing High Impact Strategies, High Impact Strategies (examples for LP1/2), High Impact Strategies for vocabulary acquisition
Building Staff Capacity	7	Building staff capacity
Vocabulary and LP1/2 Support	4	LP1/2 supports and vocabulary acquisition, Focus on subject-specific vocabulary, EAL Lens for Universal Design for Learning Professional Learning, EAL Math Resources
Supporting curriculum and assessment	10	Report card comments, Supporting next steps, Capturing evidence for each Strand, Everything, Planning for next steps using EAL Benchmarks data, Programming and assessing listening/speaking, Task Design, Transitioning new LP1 learners

Specialized Setting Requests vs Placement

Setting	Spec Setting Requests	Spec Setting Placements	Requests vs Placements Differential (not placed)
Behavior / Mental Health	232	157	75
Complex Needs	335	189	146
Oakley / Literacy and Learning	286	170	116
Paced Learning Program	189	112	77
Gifted and Talented Education	138	138	0
Total	1180	766	414

Area Team Learning Referrals Over Time

Resource	2022-23	2023-24	2024-25
Behaviour Support Worker	290	200	261
Community Outreach of Pediatrics and Psychiatry in Education	61	68	112
Early Learning – Learning Leader	-	-	0
Early Learning - Strategist	-	-	323
Early Learning – School Family Liaison	-	-	178
Early Learning - Psychologist	-	-	16
Diversity & Learning Support Advisor - Culturally and Linguistically Diverse	-	-	571
EAL Strategist	-	-	88
Inclusive Education Learning Leader	92	163	156
Key Contact Strategist Functional Behaviour Assessment	-	-	9
Key Contact Strategist complex needs related	263	239	407
Key Contact Strategist Learning Related	287	441	589
Key Contact Strategist Placement Request	1087	1051	1289
Key Contact Strategist Professional Learning	-	-	10
Key Contact Strategist Social/Emotional/Behavioral Related	214	227	343
Multi-Agency School Support Team	84	329	101

Psychology consult	1163	53	56
Psychology formal consult		163	50
Psychology assessment		724	1350
School Family Liaison	712	601	774
Hearing	-	83	45
Transportation	95	119	138
Transportation/PT	-	-	3
Indigenous Education Diversity and Learning Support Advisor	202	281	209
Early Learning Support	415	345	323
English Language Learning Diversity and Learning Support Advisor	564	562	571
English Language Learning Strategist	36	117	323
Speech Language Pathologist K-2	-	-	2236
Safety and Accessibility Occupational Therapy / Physical Therapy	-	-	384
EAL- Professional Learning	-	-	52
EAL - Diversity and Learning Support Advisor	-	-	325
Diversity Equity Inclusion Professional Learning	-	-	34
Diversity Equity Inclusion Direct support	-	-	24
Sexual Orientation Gender Identity	-	-	137
Inclusive Education Professional Learning sessions- General	-	-	35
Other See Notes	-	-	15

Note | Not all data sets were represented / collected in this manner year-over-year. Some sets are direct through requests to specific teams or services units and were historically tracked at that team level. Where not available for that year, field is left blank.

Analysis

- When compared to 2023-24 school year, significant increases of Area Team Learning Referrals were observed in resources related to Psychology (Psychology consult, Psychology formal consult, and Psychology assessment), Key Contact Strategist Placement, and English Language Learning Strategist.
- In 2024-25 school year, almost 20 per cent of the Area Team Learning Referrals were related to Speech and Language Pathology K-2.
- Around 65 per cent of the specialized setting requests were successfully placed.
- Almost 30 per cent of the specialized setting requests were from Complex Needs setting and more than 56 per cent of the Complex Needs requests were successfully placed.
- In 2024-25 school year, 100 per cent of the Gifted and Talented Education requests were placed.
- For Indigenous Education team, the majority of supporting requests has shifted from Learning to Cultural over the last few years while Indigenous Education Diversity & Learning Support Advisor remained to be the focus of requests for the team.
- There was a year-over-year notable drop in the total number of requests for support from Indigenous Education team in 2024-25 school year.
- More than half of the English as an Additional Language Learners team requests were for Benchmarking and Annotating and Supporting curriculum and assessment.

Commitments to Truth and ReconciliACTION

Data for this measure is based on commitments to actions that each school community would engage in to advance an identified Call to Action. The TRC Calls to Action and the number of schools who selected it as a focus are documented under required local component, First Nations, Métis and Inuit Student Success.

Local Measure

Commitments to Truth and ReconciliACTION

Context

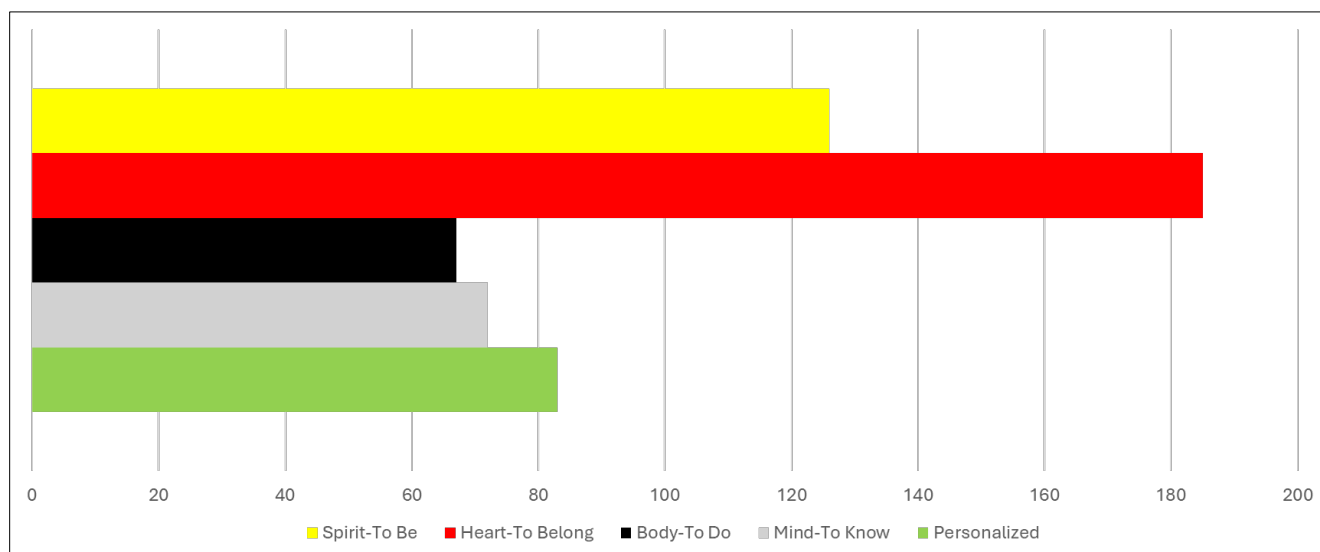
As a learning organization, our practice and work to support well-being and achievement for Students who Self-Identify as Indigenous, and Indigenous Education for all students and staff continues to improve. The collective work of staff to implement the four domains of the CBE Indigenous Education Holistic Lifelong Learning Framework is rippling across the district in positive ways. While we have a great deal to celebrate, we acknowledge that Education for ReconciliACTION requires long-term focus and action. Former Canadian senator and chair of the Truth and Reconciliation Commission, The Honourable Murray reminds us that advancing the Truth and Reconciliation 94 Calls to Action is comparable to climbing a mountain. On behalf of the Indigenous students, we serve now and for future generations, we will continue to climb this mountain with strength and determination. Following the teachings of Elder Casey Eagle Speaker from the Kainai Nation, we will apply the Blackfoot value of likakimat, which means that we will “give and do our best” and never give up.

The CBE continues to make relatives with Indigenous Elders, Knowledge Keepers, families, community members, and agencies to support well-being and achievement for self-identifying Indigenous students, and Indigenous Education for all students and staff. Our commitment to Education for ReconciliACTION requires us to hold space for Indigenous voices in our thinking, planning, implementation, and evaluation of identified key actions. Since the establishment of the CBE Chief Superintendent's Elder Advisory Council in 2010, Elders and Knowledge Keepers from the Treaty 7 Nations (Siksikaitsitapi/Blackfoot Confederacy, Îyârhe Nakoda, Tsuut'ina), the Métis Nation, and Cree Nations have offered significant friendship, knowledge, advice, and guidance to ensure that we are doing our work in a good way.

Commitments to Truth and ReconciliACTION

Based on an identified TRC Call to Action, schools selected 1 to 2 actions that their school community would engage in to advance the selected Call to Action. TRC Actions were offered through the 4 domains of the CBE Indigenous Education Holistic Lifelong Learning Framework (Spirit-To Be, Heart-To Belong, Body-To Do, Mind-To Know). The chart below represents actions selected across all domains. Once school selected a minimum of 1 action, they could also identify 1 personalized school-based action.

Commitments to Truth and ReconciliACTION by Indigenous Education Holistic Lifelong Learning Framework Domain



Analysis

- Alignment between School Commitments to Truth and ReconciliACTION and Indigenous Education Holistic Lifelong Learning Framework Domain were highest for the Heart – To Belong followed by Spirit – To Be.

Dual Credit Courses, Off-Campus, Apprenticeship Opportunities, and Exploratory Programming Data

Unique CTS credits are awarded for Dual Credit courses and programs within the Unique Pathways menu of program offerings. This menu continues to grow, offering students more choice in their programming, and the number of students impacted increases alongside. Students in these programs generally do very well and earn post-secondary credits as well.

Local Measure

Dual Credit Courses, Off-Campus, Apprenticeship Opportunities, and Exploratory Programming Data

Data monitoring programs and opportunities that are preparing students for the future.

Apprenticeship Career and Technology Studies Pathway Credits Earned by School

Within Alberta's *Career and Technology Studies (CTS)* curriculum, students can pursue pathways that align with trades and apprenticeship programs (e.g., carpentry, welding, mechanics, cosmetology). These pathways are structured to give students foundational skills that connect directly to Alberta's Registered Apprenticeship Program (RAP) or other trade certifications.

School Name	# of Apprenticeship CTS Pathway Credits Earned 2024-25
Bowness High School	1016
Centennial High School	2116
Central Memorial High School	1244
Chinook Learning Services	515
Ernest Manning High School	706
Forest Lawn High School	1816
James Fowler High School	1489
Joane Cardinal-Schubert High School	1930
Lester B. Pearson High School	578
Lord Beaverbrook High School	3430
Nelson Mandela High School	1349
Robert Thirsk High School	921
Sir Winston Churchill High School	898
William Aberhart High School	94
Grand Total	18102

Work Experience and Internship Safety Prerequisite Modules Completed by School

Work Experience and Internship Safety Prerequisite Modules completion measures how many required safety training modules students have finished at each school, ensuring they are prepared and eligible to participate in workplace learning programs.

School Name	Work Experience and Internship Safety Prerequisite Modules Completed by Students 24-25
Adolescent Mental Health Services	17
Alternative High School	19
Bowness High School	161
CBe-learn	42
Centennial High School	132
Central Memorial High School	256
Chinook Learning Services	62
Chinook Learning Summer School	110
Crescent Heights High School	125
Discovering Choices	78
Discovering Choices II	40
Dr. E. P. Scarlett High School	185
Ernest Manning High School	61
Forest Lawn High School	471
Henry Wise Wood High School	198
Jack James High School	142
James Fowler High School	198
Joane Cardinal-Schubert High School	240
John G. Diefenbaker High School	158
Lester B. Pearson High School	55
Lord Beaverbrook High School	330
Nelson Mandela High School	270
North Trail High School	201
Queen Elizabeth High School	55
Robert Thirsk High School	117
Sir Winston Churchill High School	157
START Outreach	32
West View School	8
Westbrook Outreach	37
Western Canada High School	142
William Aberhart High School	32
William Roper Hull School	12
Wood's Homes School	5
Grand Total	4148

Knowledge and Employability Workplace Readiness Credit Count by School

These are credits that students earn through the Workplace Readiness 10-4 K&E course by high school that emphasizes career preparation, applied skills, and readiness for employment.

Schools	Credit Count
Alternative High School	1
Bowness High School	1
Central Memorial High School	3
Forest Lawn High School	5
Jack James High School	137
Lester B. Pearson High School	6
Grand Total	153

Student Completion by Career and Technology Occupational Studies Pathway – Dual Credit and Exploratory

An Occupational Pathway is a group of courses that help students build skills for a specific career or trade and prepare for work or further training. This measure tracks how many students complete either dual credit or exploratory programming and the associated Occupational Pathway. It shows both advanced engagement in post-secondary level learning and early exposure to career options across schools.

Career and Technology Occupational Pathway	Count of CTS Pathway	Count of Dual Credit / Exploratory	Sum of Number of Student Completed
Business, Administration, Finance & Information Technology (e.g., Computing Sciences, Marketing, Networking, Finance Management)	8	8	113
Dual Credit	8	8	113
Health, Recreation & Human Services (e.g., Foods, Health Care Services, Cosmetology, Legal Studies, Tourism)	22	22	229
Dual Credit	20	20	203
Exploratory	2	2	26
Media, Design & Communication Arts (e.g., Communication Technology, Design Studies, Fashion Studies)	1	1	11
Dual Credit	1	1	11
Natural Resources (e.g., Agriculture, Forestry, Environmental Stewardship, Wildlife)	1	1	5
Dual Credit	1	1	5
Trades, Manufacturing & Transportation (e.g., Automotive Services, Construction, Electro-Technologies, Fabrication, Aviation)	16	16	101
Dual Credit	6	6	38
Exploratory	10	10	63
Grand Total	48	48	459

Analysis

- When looking at the apprenticeship credits as well as the work experience and internship safety module completions, Lord Beaverbrook High School had the highest overall results across all the high schools.

- In 2024-25 school year, almost 20 per cent of the completed apprenticeships were from Lord Beaverbrook High School.
- More than 11 per cent of the work experience and internship safety modules completed by the whole system were from Forest Lawn High School.

Governance

Parental Involvement

Teacher and parent satisfaction with parental involvement in decisions about their child's education.

Results and evaluations for the overall measure and each respondent group:

- Teachers; and
- Parents.

Required AEAM

Parental Involvement

Respondent satisfaction with parental involvement in decision-making.

Alberta Education and Childcare Supplemental Assurance Measure – Parental Involvement

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Governance	Parental Involvement	76.9	76.5	76.9	80.0	79.5	79.1	Intermediate	Maintained	Acceptable

Alberta Education and Childcare Supplemental Assurance Measure – Parental Involvement by Groups over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.														
Overall	Authority	10 328	76.6	10 029	77.3	11 069	76.8	10 885	76.5	10 432	76.9	Intermediate	Maintained	Acceptable
	Province	60 919	79.5	62 412	78.8	63 935	79.1	64 949	79.5	67 669	80.0	High	Improved Significantly	Good
Parent	Authority	5239	68.7	4895	70.9	5612	70.6	4920	71.6	4130	72.8	Very High	Improved	Excellent
	Province	30 886	72.2	31 598	72.3	31 720	72.5	33 070	74.4	34 316	75.6	Very High	Improved Significantly	Excellent
Teacher	Authority	5089	84.6	5134	83.7	5457	83.0	5965	81.4	6302	81.1	Low	Declined Significantly	Concern
	Province	30 033	86.8	30 814	85.2	32 215	85.7	31 879	84.6	33 353	84.3	Low	Declined Significantly	Concern

Analysis

- CBE reported a 0.4 percentage point increase in the overall agreement on Parental Involvement measure in 2024-25.
- Between the Parent and Teacher groups, parents showed generally improving results over time while teachers reported continued decreases in the agreement.
- Despite the significant difference in the agreements towards parental involvement, the gap between the two reporting groups narrowed in 2024-25 school year.

Budget-Actual Comparison

School boards and charter schools need to report the “Total Expenses” line from the Variance Analysis schedule, comparing and explaining the difference in the amount budgeted for the previous school year, the actual spent and the variance (in both amount and percentage).

Note | Refer to **Accountability and Assurance: Financial Summary**

Required AEAM

Budget– Actual Comparison

Accountability and Assurance

Summary of Financial Results

School authorities are responsible for effectively managing their resources. This includes collaborating with other school authorities, municipalities, and community agencies to address student needs and manage the use of public resources.

To demonstrate this responsibility is being met, school authorities must:

- Identify and report results from related local measures; and
- Provide a succinct description of the related processes and strategies it has implemented and their impact.

Note | Refer to **Accountability and Assurance: Financial Summary**

Required Local Component

Summary of Financial Results

Accountability and Assurance

Audited Financial Statements

School boards and charter schools must include a web link to the Audited Financial Statements and related unaudited schedules and a web link to the provincial roll up of Audited Financial Statement information: [K to 12 education financial statements | Alberta.ca](#)

Includes program expenditure information in a table or graph format, complete with amounts, for the primary audience – parents and other members of the school's community.

Note | Refer to **Accountability and Assurance: Financial Summary**

Required Local Component

Audited Financial Statements

Accountability and Assurance

Financial Information Contact

Indicate where more financial information can be obtained (e.g., contact at central office).

Note | Refer to **Accountability and Assurance: Financial Summary**

**Required Local
Component**

Financial Information Contact

**Accountability and
Assurance**

Stakeholder Engagement

School authorities are expected to actively engage stakeholders to share progress and results toward achieving outcomes.

The AERR must clearly indicate:

- What stakeholders were involved
- How were they engaged; and
- How results and related information were shared.

Note | Refer to **Communicating and Engaging Impacted Communities**

Required Local Component

Stakeholder Engagement

Progress and results of stakeholder engagement.

Communicating and Engaging Impacted Communities

Accountability / Assurance System

School boards must outline the features of their accountability/assurance system for their schools (or provide a link to the information) that addresses how they are ensuring schools are providing assurance to their communities and demonstrating continuous improvement.

This outline must include:

- the requirements for the process, content and format for school education plans and results reports, and
- a description of how the school authority met its obligations under the School Councils Regulation to provide school councils the opportunity to provide advice on the development of school AERRs and to share results from provincial assessments and information from its reporting and accountability system.

Note | Refer to **Accountability and Assurance** and **Communities of Learning: A Community of Families**

Required Local Component

Accountability / Assurance System

How the school authority is supporting continuous improvement and evidence-informed decision making

The requirements for the process, content and format for school education plans and Results reports

Accountability and Assurance

Communities of Learning

Accountability Statement

An Accountability Statement is required for the AERR:

- Include the Accountability Statement at the beginning of the AERR.
- Recommended wording for the Accountability Statement, provided in Section O of the Alberta Ed Funding Manual for School Authorities 2025/26 School Year.
- The Accountability Statement is required to include the printed name(s) of the required signatory(ies) with a note stating, “original signed.

Note | Refer to **Accountability Statement** (page 1)

Required Local Component

Accountability Statement

Accountability Statement as required for the AERR.

Accountability and Assurance

Annual Report of Disclosures

Section 32 of the Public Interest Disclosure Act requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner’s website at www.yourvoiceprotected.ca.

Required Local Component

Annual Report of Disclosures

Section 32 of the Public Interest Disclosure Act.

Whistleblower Protection

The CBE Public Interest Disclosure (Whistleblower Protection) policy was approved in February 2014. From October 1, 2024, up to and including September 30, 2025, the following has been received:

Disclosure Detail	Count
Disclosures received by the Designated Officer	4
Disclosures acted on	1
Disclosures not acted on	3
*Disclosures under review	0
Investigations commenced by the Designated Officer as a result of the disclosures	0

Note | *Disclosures under review include matters where no determination has been made as of the reporting date.

Local and Societal Context

Contextual Information

Provide information about the school authority, students, staff, and communities served (such as demographic or socio-economic data) that provide context for the AERR. Relevant contextual information may also be integrated into “Required Local Component” for specific domains.

Note | Refer to **Communities of Learning**

Required Local Component

Contextual Information

Relevant information to support understanding of context, students, staff and communities.

Communities of Learning

Employee Absence and Fill Rates

The Employee Absence and Fill Rates measure tracks how often staff are away from work and how successfully those absences are covered by substitutes. The dataset comes from Human Resources and substitute management systems, combining records of staff absences with whether replacements were secured. It provides a clear picture of workforce stability, instructional continuity, and the system's ability to maintain consistent services for students.

Local Measure

Employee Absence and Fill Rates

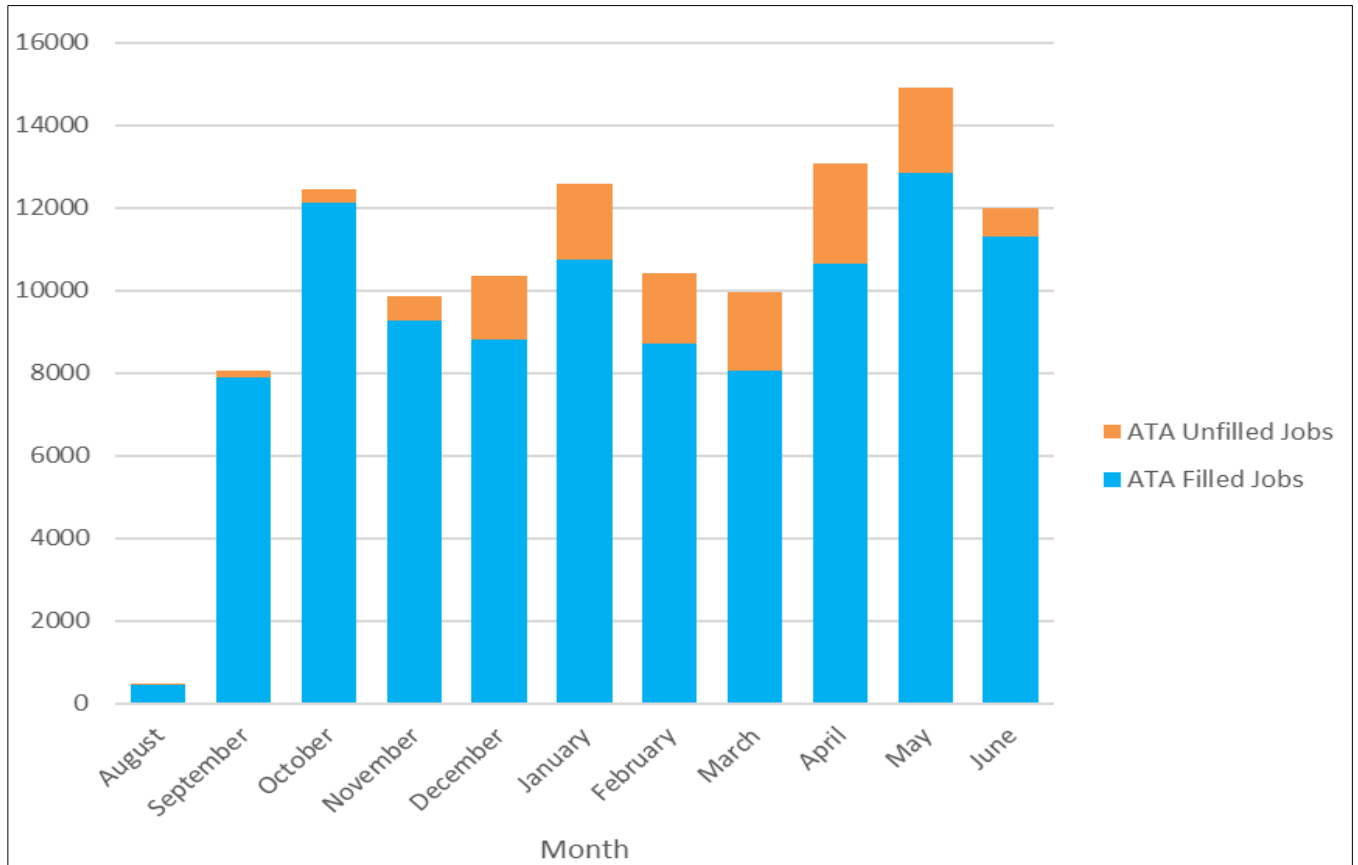
Breakdown of employee absence and fill rates by reason.

Staff Absenteeism Staff Absence Counts

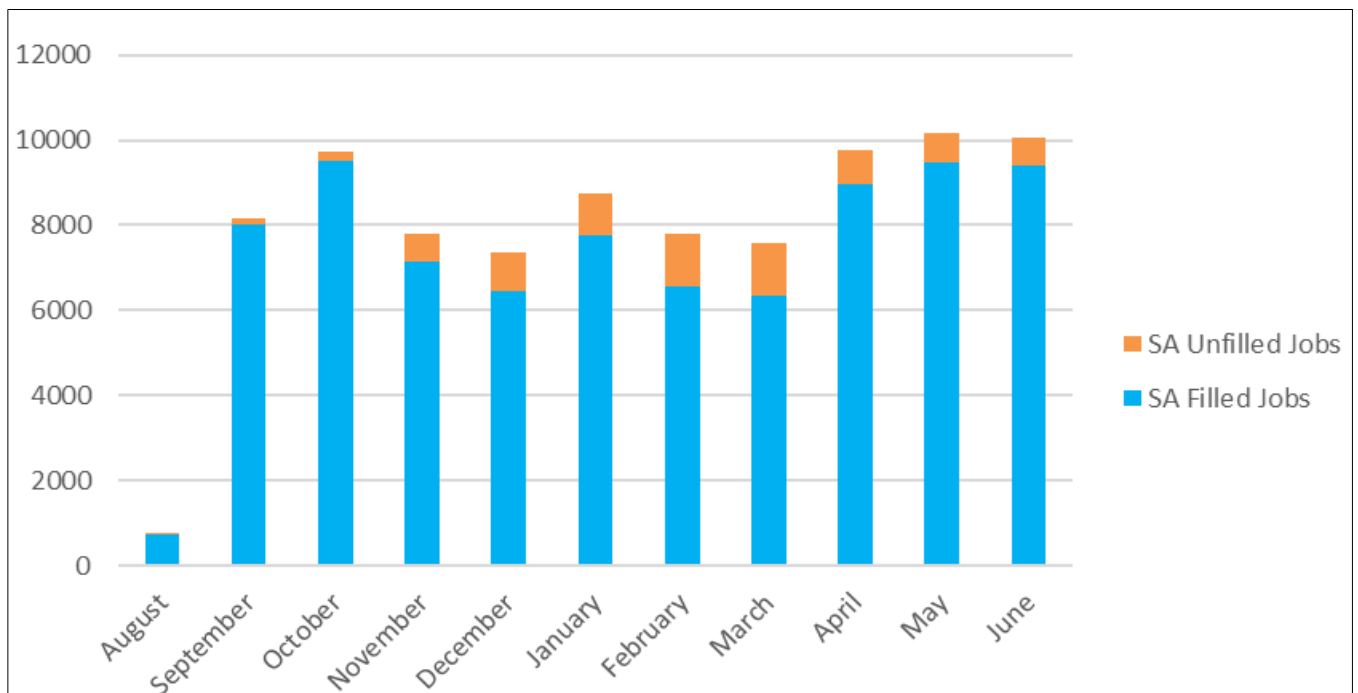
Teacher (ATA) Reason Absence Codes	2022-23	2023-24	2024-25
Additional Help	8,882	8,099	11,844
Appointment - Dental, Medical	23,982	25,078	27,024
Board Business	3,080	3,713	3,496
Child Arrival and Adoption	181	162	106
Convocation	441	547	532
Critical Illness Family, Family Emergency	5,484	5,206	5,200
External Agency	1,638	1,968	2,623
Full Deduction	707	760	1,032
Funeral	1,361	1,223	1,481
Leave - Paid Personal, Sick, Unspecified	18,630	20,227	21,581
Lieu Day - Principal, Assistant Principal	323	483	562
Illness	37,262	33,214	29,954
Teacher Vacancy	2,555	2,474	1,885
Workshop	7,328	6,608	6,512
Other	859	377	575
Grand Total	112,713	110,139	114,407

School-Based Support Staff	2021-22	2022-23	2023-24	2204-25
Absence (school account, central account)	40,168	46,194	50,435	56,145
Additional Help	16,057	19,330	18,361	20,309
Vacancy Fill	10,587	15,517	13,207	13,121
Grand Total	66,812	81,041	82,003	89,575

2024-25 School Year Total Filled and Unfilled ATA Absences by Month



2024-25 School Year Filled and Unfilled Staff Association Vacancies by Month



CBE Work Absence Statistics - average total days lost per worker in a year

Job Category	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
ATA Admin*	7	9	9	9	8
ATA Teacher*	8	10	10	9	9
CUPE – 10* Month	8	8	5	6	6
CUPE - 12 Month	10	12	12	13	12
Executive - 12 Month	3	2	2	4	2
Exempt - 12 Month	6	7	8	7	8
SA/PSS - 10* Month	7	9	9	9	9
SA/PSS - 12 Month	9	11	11	12	12
Trades - 12 Month	17	18	16	17	16

Note | *employee group that work 10 months per year

Work Absence statistics – total days lost per worker in a year

Sector	2019	2020	2021	2022	2023	2024
Public	14.7	15.3	14.8	16.7	15.8	15.7
Adjusted for 10 Months	12.3	12.8	12.3	13.9	13.2	13.1

Workers Compensation Board Statistics

Detail	2021	2022	2023	2024
Number of claims	227	290	284	288
Claim costs	\$800,145	\$987,823	\$1,245,491	\$1,285,404
Number of time loss claims	86	108	98	126
Total time loss days	1,645	2,038	2,571	3,396

EHRC Rehabilitation Tracking and Outcomes

Services Offered				# of Cases
Exercise Program				2
Nutrition Counselling				0
Occupational Therapy				2
Physiotherapy				7
Psychological Counselling				24
Sleep Therapy				0
Vocational Rehabilitation				3
Other				0
Level of Function Post Services	Employee Self Reported Count	Employee Self Reported %	Provider Reported Count	Provider Reported %
improved function	22	81.5	22	81.5
declined function	2	7.4	2	7.4
remained the same	2	7.4	2	7.4
no report	1	3.7	1	3.7

Note | Employees were able to access more than one service

Professional Learning Summary

Focus	Audience	Next Steps
Well-Being Outcome 1: Stress and Resiliency workshop (identifying stress triggers and personalized tools to support well-being)	In-Person 1.5 hour session HR only	Expand to a virtual workshop and on-demand offering for additional audiences
Well-Being Outcome 2: Effective Communication workshops (x2) that focused on empathy, customer service, and empathic strain	In-Person, 2 Hour session HR only	Broaden offering to additional HR Teams and service units across CBE
Well-Being Outcome 2: Principal Leadership Series Course 1 - Role of the Principal (adherence to Leadership Quality Standard) Course 2 – Coaching (developing a culture of effective feedback)	Course 1: In-Person, 2 Hour session All principals over the course of the year Course 2: In-Person, 2 Hour session at all Area Meetings Nov 2024	Expand series to include working with Accommodations and Conflict Resolution
Truth & Reconciliation, Diversity & Inclusion Outcome 1: DEI course on Unconscious Bias & Racial Microaggressions – practical strategies for awareness and mitigation	Virtual Course – April 2025 260 Service Unit Employees	Expand future offerings and pathways for teams who want to explore in more depth
Truth & Reconciliation, Diversity & Inclusion Outcome 1: Understanding the Indigenous Education Holistic Lifelong Learning Framework for Service Units	In person – 3 hours Dec – Jan 2024-25	Adapting this offering to be considered in future onboarding learning initiatives

Aspiring Assistant Principal and Principal Candidate Pool for 2024-2025

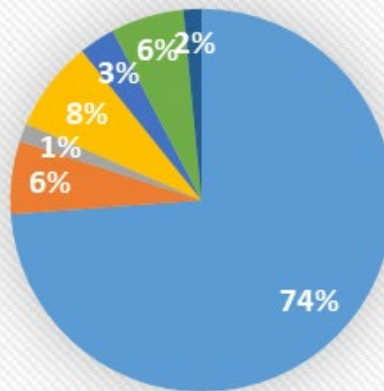
Candidate Pool	Total interviews	Participants selected	Number attaining leadership roles
Principals	22	20	12
Assistant Principals	57	39	23

Professional Improvement Fellowships

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

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

Program



PIF Areas of Study 2024-25	Count
Interdisciplinary Studies	14
Leadership	14
Learning Science (in Mathematics)	1
Curriculum and Instruction	1
Deaf and Hard of Hearing	1
Indigenous Education	7
Educational Neuroscience	3
English as an Additional Language	2
French as an Additional Language / French Immersion	2
English Literature	1
Literacy and Reading Science	5
Educational Technology and Design	1
Educational Research	3
Social Emotional Learning	2
Equity, Diversity, Inclusion, Social Justice	3
Counselling Psychology	3
Special Education	1
Enhancing Children's Mental Health	2
Environmental and Sustainability Education	1

Analysis

- Notably, for ATA staff there are increases in the use of Additional Help and External Agency reason codes. This is due to an increase in supports brought in to administer K-3 assessments and an increase in partnerships providing funding coverage for teacher initiatives (e.g. provincial achievement assessment, committee work etc.)
- Overall unfilled rates improved year over year from 2023-24.
- While the total number of employee absences has increased with the growth of the CBE workforce, the average absence rate per employee (which includes dental and medical appointments) is below the Canadian public sector average.
- The total number of WCB claims increased from 227 in 2021 to 288 in 2024. Over the same period, total time loss days rose from 1,645 (2021) to 3,396 (2024).
- The EHRC rehabilitation program was introduced in January of 2024 with the majority of participants (88.9%) accessing psychological counselling.
- 81.5% of those participants in the EHRC rehabilitation program reported improved functioning upon completion of services.

Employee Supports and Services Utilization Rates

The utilization rate is an indication to what extent CBE employees are accessing Employee and Family Assistance Program resources in support of their well-being.

Local Measure

Employee Supports and Services Utilization Rates

Employee and Family Assistance Program

Employee and Family Assistance Programs (EFAP) play a vital role in early intervention and overall employee well-being. Beyond supporting employees and their family members with short-term psychological concerns that may influence workplace performance, EFAPs provide a wide range of wellness-focused services.

Employee well-being is shaped by many factors, including family stressors, financial strain, physical health, and workplace dynamics. TELUS Health EAP, the Calgary Board of Education's (CBE) EFAP provider, offers a comprehensive suite of supports encompassing psychological counselling, as well as financial, career, legal, and nutritional services, among others.

Utilization Rates

Cohort	2020 *	2021 *	2022 *	2023*	2024**
Service Utilization per cent	5.88	5.72	8.23	10.67	13.92
Total new cases	433	427	621	1,608	2,158
# of employees covered	7,364	7,465	7,546	15,076	15,500

Notes |

*Prior to 2023, ATA and CUPE employees were accessing the EFAP program through their insurance benefit provider, ASEBP. Utilization rates for these two groups were not included in the Homewood Health reporting to the CBE. Starting in 2023, Homewood Health, started including all CBE groups in the reporting. Effective February 1, 2024, and moving forward with Telus Health EAP, utilization rates will reflect all employee groups.

**In February of 2024, CBE transitioned to a new provider. The previous provider, Homewood Health, was replaced by Telus Health EAP, effective February 1, 2024, Full year 2024 Telus EAP report inclusive of Feb 1, 2024, to Jan 31, 2025

Analysis

- Research consistently demonstrates that higher EFAP utilization rates are linked to reduced absenteeism and improved employee well-being. Reflecting this trend, the CBE has experienced an increase in EFAP use since 2023.
- The current TELUS Health EAP utilization rate of 13.92% notably exceeds the industry average of 10.21%, with the majority of employees accessing counselling services.
- Between 2022 and 2024, the most common reasons CBE employees sought EFAP support included personal stress, anxiety, relationship challenges, and workplace stress.

Alberta School Employees Benefit Plan (ASEBP)

ASEBP covers Long Term Disability benefits (also called Extended Disability Benefits) for CUPE and ATA employees. An employee is eligible for LTD benefits if they are deemed to be disabled from working for more than 90 consecutive days. Once they return to work, if they are deemed disabled from working, they are eligible for a renewed 90 days of paid sick time before they become eligible for long term disability benefits. This is termed a 90 day ever-green sick leave plan.

ASEBP Extended Disability Benefits Data:

Detail	2020	2021	2022	2023	2024
Total number of active cases	415	443	470	467	413
% of those with primary diagnoses of mental health	44%	43%	45%	48%	46%
CBE Incurred loss ratio (max 200%)	200.0%	200.0%	199.4%	114.2%	87.4%
ASEBP overall average Incurred loss ratio	153.0%	161.2%	125.3%	105.1%	96.6%
Differential	+47%	+38.8%	74.1%	+9.1%	-9.2%

Analysis

- A lower incurred loss ratio indicates that employees are filing fewer or shorter, less costly disability claims compared to industry.
- The CBE data indicates a consistent downward trend in the incurred loss ratio. For the CBE, this translates into lower long-term disability insurance premiums and reflects a healthier, more productive workforce overall.
- Adjusted for population, since 2021, the CBE has seen positive trends in disability-related absences. Both the duration of sick leaves and the number of employees transitioning to long-term disability have declined.

Employee Well-Being Survey Data

The Employee Well-Being Survey was conducted in April 2024, as a follow-up to the Pulse Survey. Data from that survey is included as part of a local measure on employee Well-Being. It is important to note this survey provides a single point of data about Well-Being generally at the CBE.

Local Measure

Employee Well-Being Survey Data

Employee perception data.

Roadmap to Employee Well-Being

Roadmap to Employee Well-Being Strategy is our focus for 25/26. Prioritizing employee well-being is essential for creating a successful workplace and achieving the goals of the Education Plan. The Employee Well-Being Strategy will advance the Education Plan's focus on supporting students and employees in a culture of Well-Being, Truth and Reconciliation, Diversity and Inclusion. Supporting employee well-being means we must develop a culture of well-being. This is not solely the work of the system, schools, or service units: it is our collective commitment.

Survey Result Summary

Overall, Work-Related Stress is Manageable					
	Strongly Agree 9%	Agree 44%	Disagree 27%	Strongly Disagree 18%	I Don't Know 2%
Growth increased by 1.1% in 2024					
Supervisors Create an Environment Where Employees Discuss Well-Being					
	Strongly Agree 32%	Agree 42%	Disagree 14%	Strongly Disagree 9%	I Don't Know 3%
Positive respondents increased by 2.8% in 2024					
Employees Know How to Access CBE Resources					
	Strongly Agree 24%	Agree 55%	Disagree 13%	Strongly Disagree 4%	I Don't Know 4%
Positive respondents decreased by 3.1% in 2024					
Reasonable Measures in Place to Protect Employees' Health and Safety at Work					
	Strongly Agree 15%	Agree 54%	Disagree 19%	Strongly Disagree 9%	I Don't Know 3%
Positive respondents decreased by 2.9% in 2024					
The Culture of My School / Department Promote Well-Being					
	Strongly Agree 22%	Agree 47%	Disagree 18%	Strongly Disagree 9%	I Don't Know 3%
Positive respondents increased by 2.1% in 2024					

Analysis

- Many employees actively promote well-being at work, while half agreed their work-related stress is manageable.
- Employees' responses indicate an increase in the importance of relationships, both with colleagues and their direct supervisor, compared to 2022 results.
- Leaders' confidence in discussing and/or providing support and advice on well-being topics with their employees remained similar to the 2022 results.
- Group benefits continue to be identified as the most important CBE resource to support employees.

2024 Well-Being Survey Participation vs Pulse Survey

Respondent Detail	Count / %of Count	Percentage Point Differential
Overall responses	7,048	+5.9
School-based employees	91.7%	+0.1
Service unit employees	8.4%	0
Written Comments*	2,419	+5.2

Note | *Key themes from the comments include:

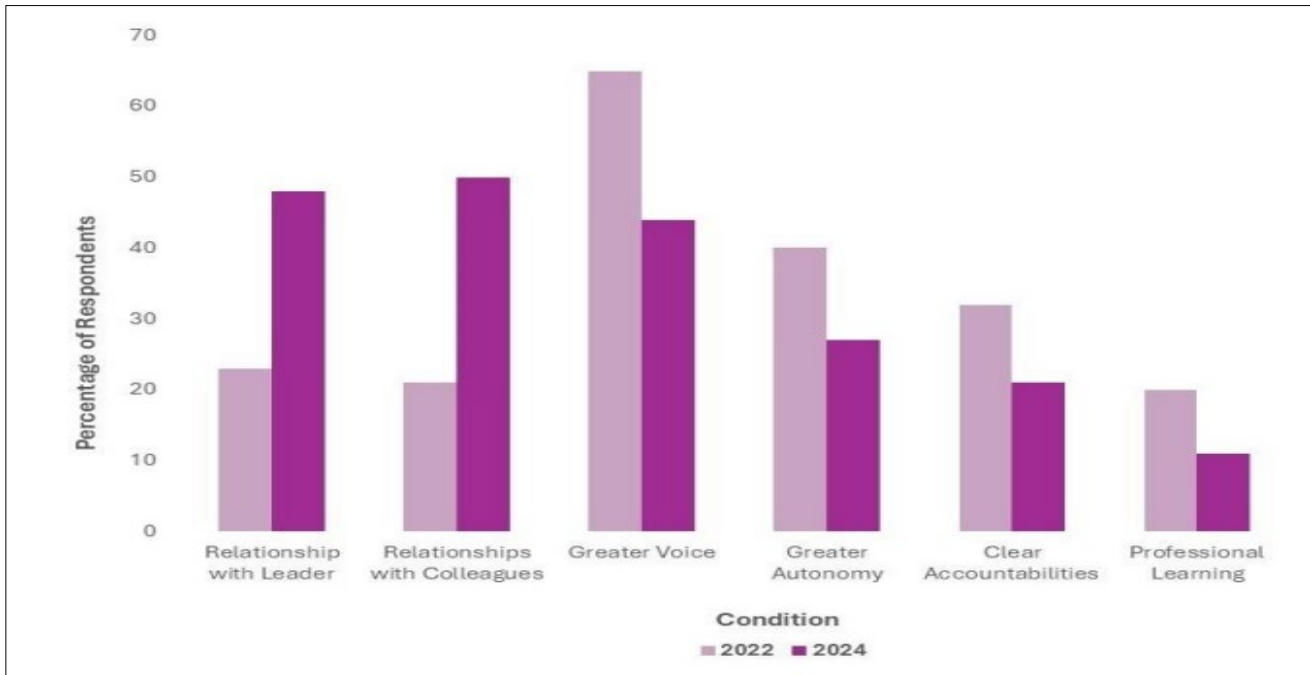
- **Working Conditions/Workload** (1,516 mentions): Comments were related to the impacts of workload related stress, challenges with working conditions, classroom complexity and the pace of the work.
- **Resources and Support:** Comments were related to challenges with awareness, accessibility, and adequacy of resources, and supports related to benefits, mental health, and well-being.
- **Leadership:** Comments were related to employee experiences and challenges with employee voice, belonging, autonomy, and culture.

Leader confidence in providing support and advice to team members

Leaders were asked about their confidence in supporting employees in a number of areas. Leaders expressed the most confidence in the following areas.

Area	% Confidence	Percentage Point Differential
Proactive Well-Being Strategies	81.6	+3.4
Difficult Conversations	81.2	-1.2
Bullying or Harassment	80.0	-1.1
Mental health (e.g., stress, anxiety, depression)	78.9	+4.7

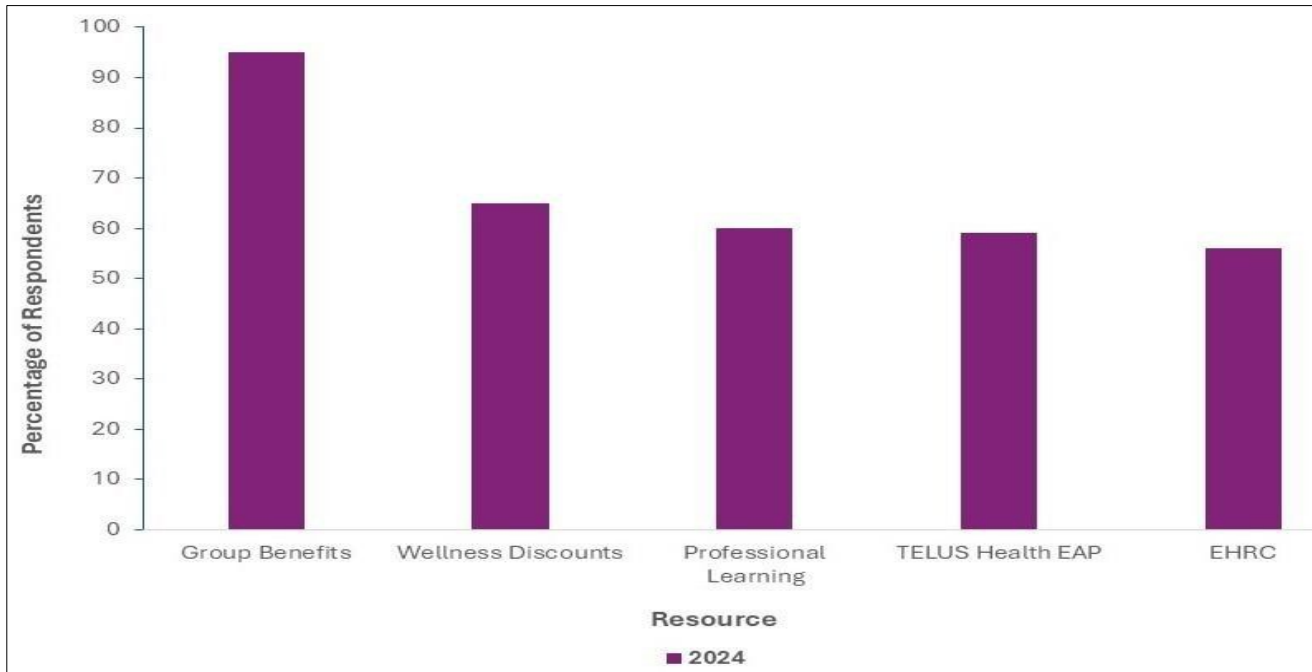
Conditions for Well-Being



Analysis

- Relationships with my colleagues (50.1 per cent) has more than doubled from (20.7 per cent) in 2022 when it was ranked 5th.
- Better relationships with my direct supervisor (47.5 per cent) has more than doubled from 22.8 (per cent) in 2022 when it was ranked 4th.
- Greater voice and decisions that affect me 43.5 (per cent) decreased by 21.2 (percentage point) in 2022 when it was ranked 1st (64.0 per cent).

Ranking of Resources to Support Well-Being



Analysis

- CBE group benefits (94.6 per cent) was ranked as most important to supporting well-being, a 1.2 percentage point increase from 2022.
- CBE employee wellness discounts (65 per cent) ranked second, no change from 2022.
- Professional learning opportunities (59.9 per cent) ranked third, a decrease of 4.6 percentage points from 2022.



Appendices and References

List of Appendices and References

This section provides supporting materials that deepen understanding of the frameworks, measures, and contextual factors referenced throughout the Annual Education Results Report. It includes foundational elements of Alberta’s Assurance Model and templates for school-level planning and reporting. Definitions and descriptions of key measures are provided alongside provincial results and evaluation criteria used by Alberta Education and Childcare. Methodological notes clarify how demographic rates are calculated and how various types of school data are interpreted. In addition, guidance is offered to help readers interpret the Alberta Education Assurance Measures Summary with clarity and consistency.

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Appendix A | Assurance Domains

Domains

Student Growth and Achievement	Teaching and Leading	Learning Supports	Governance	Local and Societal Context
Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.	Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all stakeholders (– Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.) Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards	Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. (Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.) Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	Refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all. (Processes that determine strategic direction, establish policy and manage fiscal resources.) Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.	Refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students (Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students). Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts. Processes and practices that enable attending to local and society context are woven throughout each of the other four domains.

Key Elements

Key Elements	Key Elements	Key Elements	Key Elements	Key Elements
Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. Students are active, healthy and well. Students apply knowledge, understanding and skills in real life contexts and situations. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. Students demonstrate understanding and respect for the uniqueness of all learners.	Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all (stakeholders) Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. University teacher education, university leadership education and on-going professional learning programs prepare teachers and leaders to meet the standards for professional practice. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence based continuous learning.	Learning environments are welcoming, caring, respectful and safe. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Education partners fulfil their respective roles with a shared understanding of an inclusive education system. Students and their families work in collaboration with education partners to support learning. The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.	Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. Legislation, policy and regulation provide clarity regarding the roles and responsibilities of education partners in matters of governance. Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.	Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.

Appendix B | School Planning Templates

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

The 2023-24 School Improvement Results Report SIRR template included the following sections:

- School Improvement Results | 2023-24
- Our School Focused on Improving
- What We Measured and Heard
- Analysis and Interpretation
 - What We Noticed
 - Celebrations
 - Areas for Growth
- Alberta Education Assurance Measures (AEAM) Overall Summary

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 & Process
- Resources

[Note](#) | *Schools had the option of an additional goal if required

Appendix C | Glossary

All Student Cohort: the entire set of students included in the data set for a specific result.

Division: groupings of grade levels used to organize curriculum and instruction across developmental stages. Alberta's K–12 education system is structured into four formal divisions, each representing a distinct phase of student learning and development:

- Division I: Grades 1(K*) to 3 (typically ages 6–8)
- Division II: Grades 4 to 6 (typically ages 9–11)
- Division III: Grades 7 to 9 (typically ages 12–14)
- Division IV: Grades 10 to 12 (typically ages 15–18)

[Note](#) | *Kindergarten may at times be included in Division 1

English as an Additional Language Learner Cohort: This cohort only includes those students who have been assessed as needing English as an Additional Language learning support and assigned the corresponding Alberta Education and Childcare code.

Self-Identify as Indigenous Cohort: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Student Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. Only students who have been self-identified are included in the results.

Students with Identified Special Education Needs Cohort: This cohort only includes those students who have been assessed and identified with a special education need and then assigned the corresponding Alberta Education Special Education code.

[Note](#) | students who are only identified as gifted and talented (i.e., only one code) are not included in this cohort.

Three-Year Divisional Consistent Student Cohort: Represents a three-year retroactive student cohort analysis disaggregated by division. Each cohort represents any student who was enrolled as of June 30 in the identified grade and who also was enrolled in CBE for the two-preceding years. As an example, the Consistent Grade 3 Student Cohort represents any student who was enrolled as of June 30 in their Grade 3 year who also was enrolled in CBE for their Grade 2 and Grade 1 years.

Three-Year Divisional All Student Cohort: Represents a three-year retroactive student cohort analysis disaggregated by division. It is inclusive of all students enrolled as of June 30 in the identified grade for that year. As an example, the All Students Division One Grade 3 Student Cohort represents all students who were enrolled as of June 30 in Grade 3, and all students who were enrolled as of June 30 in Grade 2 in the previous year and in Grade 1 two years prior.

Appendix D | Measures Used in AERR

This appendix includes definitions and information for some of the measures used in this report.

Alberta Education Assurance (AEA) Survey

Every year, Alberta Education and Childcare surveys students, their parents and all teachers on behalf of schools and school authorities to assess what is working well and where there is room for improvement. The survey asks students in grades 4, 7 and 10, and their parents, about their thoughts, feelings and experiences in school. The survey will be administered between January and March 2025. In some schools, all students in grades 4 and above and their parents will be surveyed.

The Alberta Education Assurance Framework requires school authorities across the province to report their performance according to a number of different measures that provide key information about how the education system is doing. A provincial survey allows all school authorities to be measured on the same things at the same time. Alberta Education and Childcare's Assurance Framework provides the basis for accountability and public assurance in the Kindergarten to Grade 12 education system. To support the framework, school authorities report on their performance according to a number of different measures. This provides key information about how the education system is doing.

[\(Alberta Education Assurance Survey: Information for parents and guardians\)](#)

The following AEA Survey measures are included in this report:

- **Access to Supports and Services:** The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
- **Citizenship:** Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Education Quality:** Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **In-Service Jurisdiction Needs:** The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- **Parental Involvement:** Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Program of Studies - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.
- **Program of Studies -** Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- **School Improvement:** Percentage of teacher, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Student Learning Engagement:** The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- **Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE):** The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

For more information, refer to Appendix E | Alberta Education Assurance Measure Results and Alberta Education and Childcare's [Assurance and accountability in Alberta's K to 12 education system](#) webpage.

Castles and Coltheart 3 (CC3)

The Castles and Coltheart 3 (CC3) Test is based on the Castles and Coltheart Reading Test 2 (CC2) designed by researchers at Macquarie University, led by Professor Anne Castles, and adapted to CC3 by Professor Rauno Parrila at the Macquarie University Centre for Reading. The CC3 is designed to identify the nature of a student's reading difficulties. As such, it assesses a student's ability to recall familiar and irregular words (e.g., take, hand, island, cough), and their ability to sound out non-words (e.g., norf, framp, gurve) that were created specially for this assessment and are meant to be fictitious and without meaning. The Test Castle et Coltheart 3 (CC3) is also available in French.

[General Information Bulletin: Literacy and Numeracy Screening Assessments, 2024-2025](#)

For further information, see [Alberta Government-Provided Kindergarten to Grade 3 Literacy Screening Assessments: PAST, RAN, LeNS, and CC3 Interpretation Guide](#)

CBE Student Survey

The CBE Student Survey is an in-house survey administered to students in grades 5, 6, 8, 9, 11, 12. Questions are tied to the Indigenous Education Holistic Lifelong Learning Framework, Literacy Framework, Mathematics Framework, Results 3 | Citizenship, Results 4 | Personal Development and Results 5 | Character. It is an opportunity for students to:

- report on themselves, their own abilities and their accomplishments; and
- take pride in what they have achieved.

CBE Three-Year Divisional Student Cohort Model

A three-year retroactive student cohort model that tracks a cohort of students who have been consistently enrolled during a 3-year period and a second cohort of students who are currently enrolled with the Calgary Board of Education. The analysis of each group of students is also disaggregated by division.

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

High School Completion Rate (HSCR)

Alberta Education and Childcare calculates the rate at which Alberta students complete high school within three, four, and five years of starting Grade 10. The High School Completion rate is calculated by dividing the number of high school completers by the number of students in the Grade 10 Cohort, adjusted for attrition.

The Grade 10 Cohort used for the HSCR is comprised of first-time Grade 10 students:

- whom the government of Alberta has a responsibility to educate;
- who can reasonably be expected to complete high school and write diploma examinations (in the case of the HSCR and DEPR); and
- who have the capacity to pursue post-secondary education (in the case of the Transition rate)

For more information, refer to Appendix E | Alberta Education Assurance Measure Results and [Student Outcomes Measures Based on the Grade 10 Cohort: methodology for rates calculation](#).

High School Completion | Alberta Education and Childcare's 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](#)

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^o (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

¹ 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.

² See information on [exemption from the physical education requirement](#).

³ See information on [exemption from the CALM requirement](#).

⁴ 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.

⁵ 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](#)

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

- **Option 1** - A person 18 years or older as of September 1 of the current school year who is deficient in the credits needed for an Alberta High School Diploma, who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of a senior high school in the community. The principal will first confirm that the candidate has achieved 60 credits through classroom instruction in a school or other institution accredited by or acceptable to the Minister. For out-of-province students, refer to the Evaluation of Out-of-province/Out-of-country Educational Documents section.

The 60 credits will include:

- a high school course in mathematics (5 credits)
- a high school course in science (3 credits)
- English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)
- one other 30-level course, other than English language arts (5 credits)
- additional high school courses (42 credits)

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

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

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

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

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

- **Option 2:** A person who is 18 years or older who has been out of school for at least 10 consecutive months and who passes all 5 Canadian Adult Education Credential (CAEC)/Certificat canadien de l'éducation des adultes (CCÉA) subject tests will be granted a High School Equivalency Diploma. The 5 CAEC/CCÉA subjects include:
 - English: Reading OR Français: Lecture
 - English: Writing OR Français: Écriture
 - Mathematics (Part I: no calculator AND Part II: calculator)
 - Science
 - Social Studies

For more information about Option 2 and the CAEC program, contact the CAEC Testing service. For contact information, see Government Contacts.

C. Certificate of High School Achievement

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^o including the following:

- English Language Arts 20-2 OR 30-4
- Mathematics 10-3 OR 20-4
- Science 14 OR 20-4
- Social Studies 10-2 OR 20-4
- Physical Education 10 (3 credits)
- Career and Life Management (3 credits)
- 5 credits in:
 - 30-level Knowledge and Employability occupational course, or
 - advanced level (3000 series) in Career and Technology Studies courses, or
 - 30-level locally developed course with an occupational focus

AND

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

OR

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

1 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.

2 See information on exemption from the physical education requirement.

3 See information on exemption from the CALM requirement.

4 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."

5 Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 80-credit requirement for the Certificate of High School Achievement. Refer to the Off-campus Education Handbook for additional information.

6 See additional Green Certificate information.

7 Refer to the Off-campus Education Handbook for additional information.

D. Post-Secondary Attendance

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

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

E. Apprenticeship

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

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

F. Academic Standing

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

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

Letter Name-Sound (LeNS)

The Letter Name-Sound (LeNS) Test, developed by Professor Rauno Parrila and Associate Professor Saskia Kohnen at the Macquarie University Centre for Reading. The LeNS assessment is designed to make sure that the child has the foundational phonics skills to develop into an independent reader. As such, it assesses a student's ability to sound out single letters and letter combinations (e.g., n, d, e, ch, ay, oa, oy). The Tests Nom et son des lettres (NSLe) is the equivalent in French to the LeNS Test. It was developed by Professor Alain Desrochers at the University of Ottawa. It assesses a student's ability to sound out single letters and French letter combinations (e.g., a, s, r, ou, ch, ain).

[General Information Bulletin: Literacy and Numeracy Screening Assessments, 2024-2025](#)

For further information, [Alberta Government-Provided Kindergarten to Grade 3 Literacy Screening Assessments: PAST, RAN, LeNS, and CC3 Interpretation Guide](#)

Numeracy Screening Assessment

Provincial Numeracy Screening Assessments for Kindergarten to Grade 4 have been developed and used with permission by Dr. Heather Douglas, Dr. Chang Xu, Ph.D., and Dr. Jo-Anne LeFevre, Ph.D., Department of Cognitive Science, Carleton University Centre for Applied Cognitive Research, Carleton University. These assessments are rooted in current theory on mathematical cognition and development, and the results of these assessments can be used to help teachers identify and address gaps in their children's and students' foundational understanding of numbers. A set of numeracy intervention activities for each grade level is available for teachers to use as a resource to help these children and students. [General Information Bulletin: Literacy and Numeracy Screening Assessments, 2024-2025](#)

For more information, see [Provincial Kindergarten to Grade 4 Numeracy Screening Assessments: Interpretation Guide](#)

OurSCHOOL Survey

CBE administers The Learning Bar's OurSCHOOL Well-Being Survey in the fall to students in grades 4-12. Schools have the option to re-administer the survey in the spring.

The measures are developed by internationally renowned education researcher Dr. J. Douglas Willms in collaboration with subject-matter experts. All measures are based on the latest educational research and are rigorously tested to ensure that they produce reliable and valid results. The survey is focused on measuring the factors that have been proven to directly affect students' academic achievement, health and well-being, engagement and attainment. The survey uses leading indicator metrics that help you take timely action to prevent unwanted outcomes such as drop-out, disengagement or declining well-being before they happen.

<https://thelearningbar.com/ourschool-survey/ourschool-student-survey/?lang=en-us>

There are two versions of the survey.

- Grades 4 and 5 students have an opportunity to provide feedback on their sense of belonging, positive relationships, anxiety, feeling safe at school.
- Grades 6-12 students have an opportunity to provide feedback on their sense of belonging, positive relationships, anxiety, depression, self-esteem, feeling safe at school, life satisfaction, general health, orientation to well-being, goal-oriented, self-regulation, cultural awareness.

The results of the survey are used at both the system and school levels to determine next steps in improving student well-being including specific instructional actions, supports and school processes.

Phonological Awareness Screening Test (PAST)

Developed by Professor David A. Kilpatrick at State University of New York College, is designed to assess phonemic awareness and phonemic proficiency or phonemes (sounds) in spoken words. The Test de dépistage de la conscience phonologique (TDCP) is the equivalent in French to the PAST. It was developed by Professor Alain Desrochers at the University of Ottawa.

The Rapid Automatized Naming (RAN)

Digits, developed by Professor George K. Georgiou at University of Alberta, is based on the original work of Denckla and Rudel (1974) and Wolf and Denckla (2005), RAN assesses cognitive automaticity and speed for alphanumeric recognition. The Dénomination rapide sérielle (DRS) test is the equivalent in [General Information Bulletin: Literacy and Numeracy Screening Assessments, 2024-2025](#)

For more information, see [Provincial Kindergarten to Grade 4 Numeracy Screening Assessments: Interpretation Guide](#)

Appendix E | AEAM Results

The Alberta Education Assurance Measures Overall Summary records the results for specific measures. Current Result is from 2024-25 for all measures except for the following where the Current Result is from 2023-24:

- 3-year High School Completion
- 5-year High School Completion

Based on the year of the Current Result, the year(s) of other results are as follows:

Current Result	Prev Year Result	Prev 3 Year Average
2021-22	2020-21	2018-19, 2019-20, 2020-21
2022-23	2021-22	2019-20, 2020-21, 2021-22
2023-24	2022-23	2020-21, 2021-22, 2022-23
2024-25	2023-24	2021-22, 2022-23, 2023-24

The Measures fall into one of three types.

1. Achievement:
 - Diploma Examination (Diploma): Acceptable
 - Diploma Examination (Diploma): Excellence
 - Provincial Achievement Test (PAT): Acceptable
 - Provincial Achievement Test (PAT): Excellence
2. Alberta Education Assurance (AEA) Survey:
 - Access to Supports and Services
 - Citizenship
 - Education Quality
 - In-Service Jurisdiction Needs
 - Parental Involvement
 - Program of Studies
 - Program of Studies – At Risk Students
 - School Improvement
 - Student Learning Engagement
 - Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)
3. Demographic:
 - 3-year High School Completion
 - 5-year High School Completion

Appendix F | Methodology Rate Calculation for Demographic Measures

Summary

The methodology for rate calculation varies by measure. For detailed information, refer to the “AEAM methodology documents” section of Alberta Education and Childcare’s [Assurance and accountability in Alberta’s K to 12 education system](#) webpage.

High School Completion rates are based on the Grade 10 Cohort. Students are included in the Grade 10 Cohort in the first school year in which they have a Grade 10 registration as of September 30 and they remain attached to that school’s Cohort whether they remain registered at the school or not.

High School Completion Rate (3-year) is the percentage of students in the Grade 10 Cohort who have completed high school by the end of their third year, adjusted for attrition. High school completion is defined as:

- receiving an Alberta high school diploma, certificate of high school achievement or high school equivalency;
- entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or
- earning credit in a minimum of five grade 12 courses, including a Language Arts diploma exam course and three other diploma examination courses.

Appendix G | How to Read the AEAM Overall Summary

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions 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 table below shows the range of values defining the five achievement evaluation levels for each measure.

Required Assurance Measures

Measure	Very Low	Low	Intermediate	High	Very High
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Note |

1. For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Supplemental Assurance Measures

Measure	Very Low	Low	Intermediate	High	Very High
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes |

1. For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Diploma Examinations

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes |

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Provincial Achievement Tests

Course	Measure	Very Low	Low	Intermediate	High	Very High
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Lang Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Lang Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Lang Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes |

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, the Improvement Evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five Improvement Evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement Evaluations are combined to get the Overall Evaluation.

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

Additional Notes

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2