

2025-26
Annual Education Results Report

Calgary Board of Education



Accountability Statement

The Annual Education Results Report for Calgary Board of Education (CBE) for the 2025/2026 school year was prepared under the direction of the Board/Board of Directors 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 2025/2026 was approved by the Board on November 26, 2026.

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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Our Community in 2025-2026

More than 143,000 Students

More than 250 School Settings

CBE Communities of Learning

More than 143,000 students in over 250 school settings across Calgary. Together, more than 17,000 employees work to support unique learning for every child.

Our three-year Education Plan guides the school system. It keeps our focus on student success. This success requires commitment from our diverse CBE communities, including students, employees, families, partners and government.

The Education Plan sets the vision of what success looks like for each student and sets us on the path to get there.



Note | Enrolment as of June 30, 2026.



A Community of Learners

At the CBE, students are at the heart of every effort and decision. Our schools, supports, services and partnerships focus on students' needs to ensure their success. Students from all backgrounds enrol in the CBE throughout the school year. Each student brings a unique perspective and story to share.

We review demographic data at the system and school level for more context on student needs. Understanding our students allows us to improve student learning and well-being.

Learning Communities 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)

These divisions reflect student development. Division 1 focuses on foundational literacy, numeracy and social-emotional learning.

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

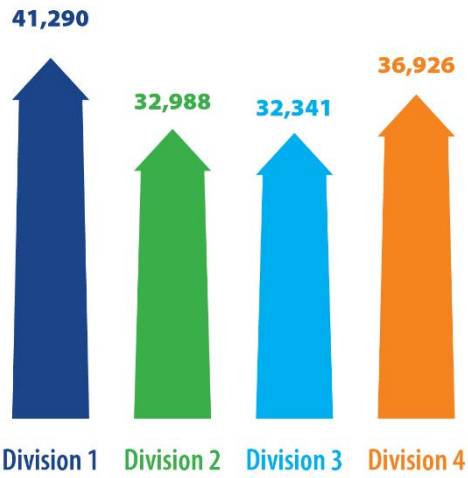
Divisions 3 and 4 emphasize students' journeys to adulthood. Learning focuses on preparing for high school completion, future careers and post-secondary. Subject specialization and critical thinking are also a focus for students.

This structure ensures programs and support work for each student's changing needs as they grow.

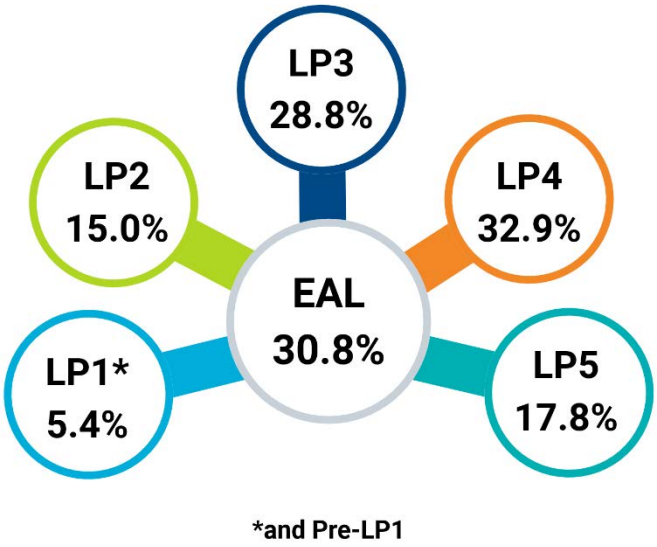
Student Supports



Student Development



English as an Additional Language



Our student community is diverse in language and citizenship. In 2025-26, English as an Additional Language Learners (EAL) made up 31.0 per cent of our total student population. Of this population, 36.3 per cent were Canadian born while 63.7 per cent were born internationally.

At the CBE, we use the Alberta EAL Benchmarks to assess EAL English acquisition and ability. Students with a lower proficiency level (LP1) have started learning English and need more support to understand and communicate in class. At the highest level (LP5), students have near-native fluency and can engage with complex academic content. This progression shows a student's growing ability to take part in learning and school.

Students with Identified Special Education Codes

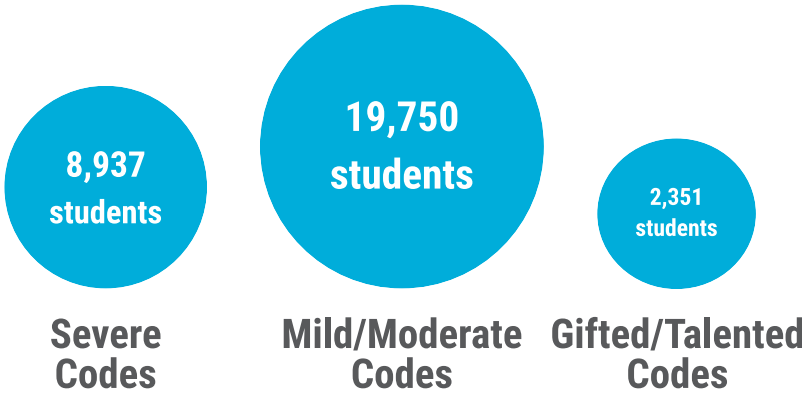
During the 2025–26 school year, 21.0 per cent of CBE's student population had identified special education codes. Special education coding in Alberta identifies students who require additional supports in their educational program. Understanding student needs helps schools and the province plan resources and services.

A student's learning code(s) are based on the intensity and persistence of a student's learning needs. Alberta Education and Childcare identifies mild/moderate and severe special education codes.

Mild/moderate and severe codes reflect specific criteria established by Alberta Education and Childcare for different abilities and educational needs. Students proving exceptional intellectual ability or creative thinking may receive gifted/talented coding.

Students with identified special education codes may benefit from specialized settings with more supports. Most students receive accommodations and support within their designated community school, where they have access to a continuum of school- or area-based supports and services.

Number of Students with Identified Special Education Codes



Note | Numbers are based on funded coding only. Students are typically funded for only a single learning code except for gifted/ talented coding.

Students who Self-Identify as Indigenous

CBE supports Students who Self-Identify as Indigenous through comprehensive, lifelong learning approaches that honour Indigenous ways of being, belonging, doing and knowing.

This work aligns with Alberta Education and Childcares Business Plan's commitment to improve outcomes for First Nations, Métis and Inuit students through strengthened Indigenous education practices, the promotion of effective approaches to student success, and relationship-building with Indigenous communities and partners to advance reconciliation.

Students can Self-Identify as Indigenous during school registration. This helps us to build relationships, track learning progress, check well-being and offer cultural supports.



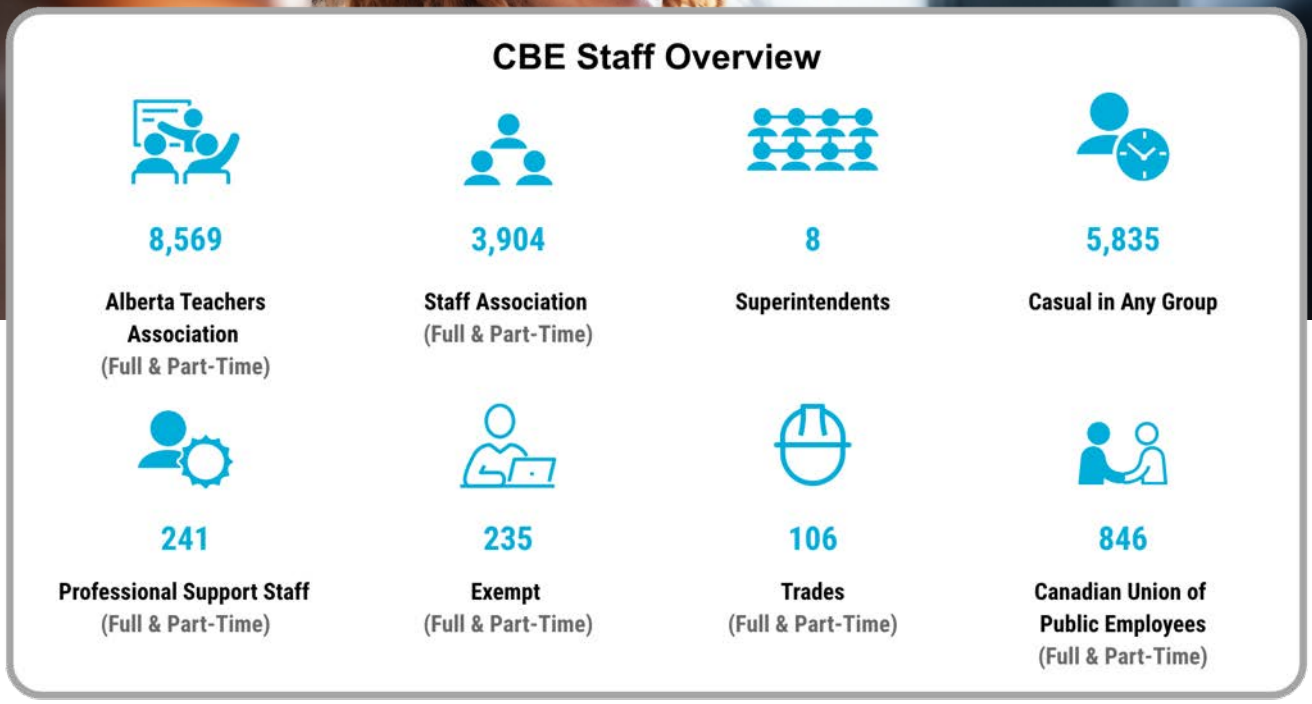
These services include:

- Access to Indigenous Elders and Knowledge Keepers who share teachings, guidance, and cultural knowledge.
- Indigenous Education employees who support student success, well-being, family engagement, and cultural connection.
- Transition planning that helps Indigenous students successfully move between grades, schools, and programs, while fostering academic success, cultural connection, well-being, and a sense of belonging.
- Authentic experiences that connect students to Indigenous knowledge systems, languages, and cultural traditions.

We base these efforts on the Truth and Reconciliation Commission Calls to Action. Our goal is to create conditions that support student well-being, academic success, cultural pride and a strong sense of belonging.

For the 2025-26 School year, 6,395 students self-identified as Indigenous. In this student cohort, 41.3 per cent of students had special education coding. Of this group, 39.7 per cent had severe codes, 59.8 per cent had mild/moderate codes and 1.4 per cent had gifted/talented codes.





Note | employees can fall into more than one category

Community of Employees

While students are at the centre of our community, CBE employees are the heart of our schools. In 2025–26, the Calgary Board of Education employed over 17,000 employees to support student success.

Certified teachers and school-based support employees make up the majority of our employees. They provide daily, direct support for each learner.

Student enrolment and needs guide making decisions around hiring and deployment of employees for fair access to education and specialized services.

Employees fit into several groups to create safe, inclusive and responsive learning environments:

- **School-based employees**: Certificated teachers represented by the Alberta Teachers' Association (ATA). Educational assistants, front office employees and lunchroom supervisors belong to the Employees Association (SA).
- **Support employees**: Facility operators, transportation teams and trades employees help maintain our schools. Professional support employees (psychologists, Indigenous Education specialists and more) assist schools, employees and students every day.
- **System leaders and employees**: Leaders and employees supporting school operations across the city. Superintendents provide senior leadership.

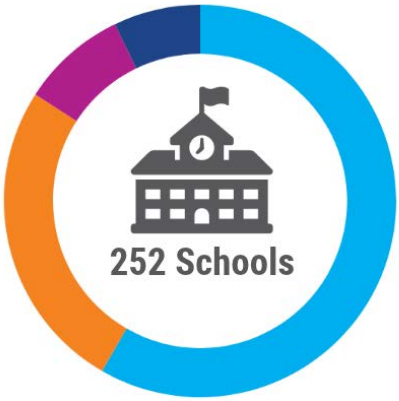
These teams are essential for student success and maintaining welcoming, effective learning environments.



Photo by Sean Stewart Photography

Schools in Our Community

Every child in Calgary has a designated CBE school, based on their home address and program. Across the city, we operate 252 schools, each led by principals. Seven Area and two Central teams support these schools to promote welcoming, caring, respectful and safe learning environments. Each school reflects its community while contributing to a shared culture of inclusion.



147 elementary
65 middle/junior high
22 high schools
18 unique settings
(CLS/Outreach/CBe-Learn/Home Ed)

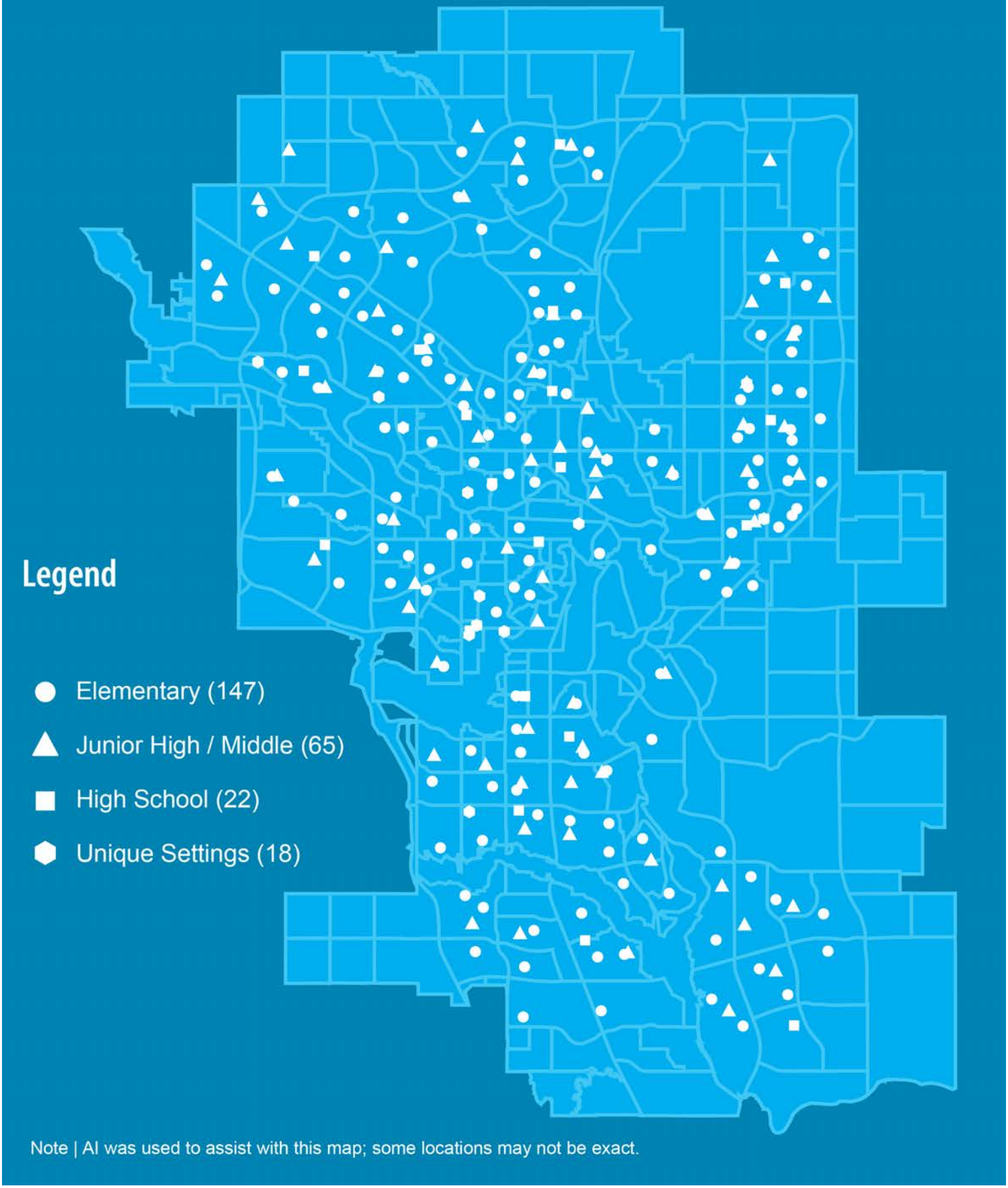
Our district includes schools with different grade levels and organizational structures from kindergarten to Grade 12.

Besides education in local community schools, we offer various programs and unique settings.

These programs meet student needs while adhering to the Alberta-mandated curriculum:

- **Specialized Programs:** These programs support students with complex needs in their local schools. These needs may include developmental delays, communication challenges or giftedness.
- **Alternative Programs**: Alternative programs offer choice in learning, from philosophy to school focus. These programs include Montessori, Traditional Learning, Arts-Centred and Science.
- **Language Programs:** Immersion or bilingual options in French, Spanish, German and Mandarin.
- **Unique Settings:** Unique settings offer flexible or highly individualized environments. Examples include online learning, outreach schools and specialized schools for complex needs. These programs also include Chinook Learning Services (CLS), CBe-Learn and Home Education.

Schools Connecting Our Community



Note | AI was used to assist with this map; some locations may not be exact.



Community of Families

The CBE community is diverse, representing many cultures, languages, experiences and perspectives. This diversity strengthens our classrooms and highlights education's role in supporting society. We ensure fair access to learning, support and opportunities for all students.

Among CBE students, there are over 139 different primary languages. Calgary's diverse communities bring many experiences, worldviews and strengths to school. We embrace this diversity through inclusive practices.

Schools use English as an Additional Language learning supports and culturally responsive programming to:

- Honour student identities.
- Promote connection.
- Foster academic success.





Our Board of Trustees

The publicly elected Board of Trustees includes seven members who govern the CBE. Calgarians elect Trustees every four years during the city election for representation in the public education system. The most recent election took place in October 2025.

The board defines CBE's Mission as follows:

"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 sets expectations for organizational results and operational performance. The Board of Trustees tracks our progress toward achieving the Results and performance of CBE against its stated Operational Expectations.

These expectations guide the Chief Superintendent on system operations. Monitoring occurs at public board meetings. Governance Culture and Board/Chief Superintendent Relationship policies set the foundation for board effectiveness.

The board oversees our system performance and student outcomes. They also set our organization's direction and ensure responsible use of CBE resources. Public education is a shared, collective responsibility. The board works with Administration to build positive learning and work environments.

Besides 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*

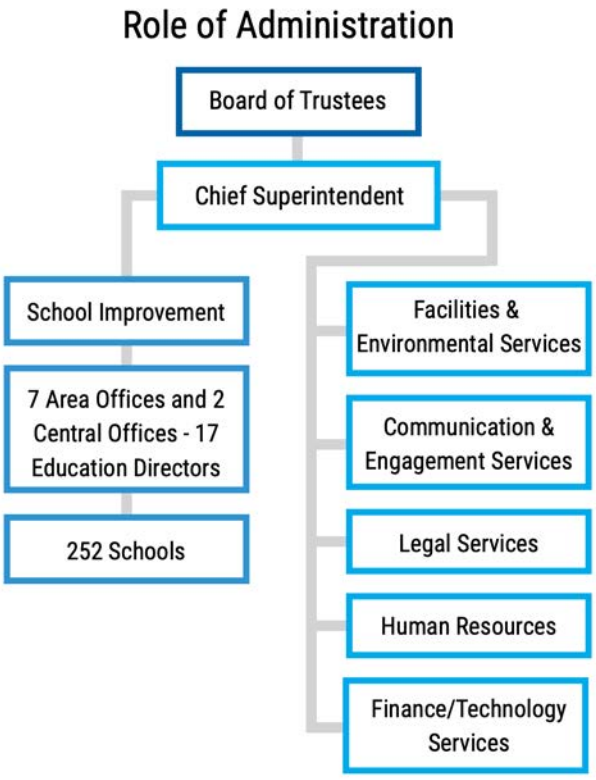
Ward Boundaries





Our Chief Superintendent of Schools





Chief Superintendent Joanne Pitman is the sole employee of the Board of Trustees. The chief superintendent ensures that CBE focuses on:

- Student success
- Operational excellence
- Public accountability

The chief superintendent provides strategic and operational leadership across our schools. She ensures that all students have access to high-quality, inclusive public education. Her responsibility is to meet the board's expectations. These expectations are in the Results and Operational Expectations policies. In her role, Chief Superintendent Pitman oversees the implementation of the Education Plan. She also guides improvement across all schools and ensures the CBE aligns with the 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 of Trustees. She honours its commitment to the community, reporting on progress, representing the division provincially and fostering relationships with families, employees and community partners.

Our Leadership webpage has more information on the people who lead CBE.



Communication and Engagement

Communicating and Engaging Our Community

We place a high priority on communicating and engaging with communities.

Timely, clear communication to employees, students and families through multiple channels enables us to build trust and strong connections with the communities we serve. We communicate in several ways:

- 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 monthly.
- 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, employees, 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.
- Participating in the Chief Superintendent's Student Advisory Council.
- Participating in school advisory groups.
- Completing surveys and taking part in focus groups.
- Joining their school's Principal Advisory Council.
- Participating in 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 before making decisions on a wide range of school matters. School councils play an important role in shaping School Development Plans by providing input at school council meetings and encouraging feedback from the broader parent and guardian community.

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 contexts, results, budgets and operations that contribute to the creation of the School Development Plan.
- 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 spring 2026, more than 30,000 CBE students, over 4,300 parents/guardians and over 6,200 teachers responded to the Alberta Education Assurance (AEA) Survey.

The results were as follows:

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

Year 2 Education Plan Check-in Survey

Between Feb. 23 and March 11, 2026, the CBE launched a Year 2 Check-in survey to gather perspectives from employees and families to help fine-tune the final year of the 2024–2027 Education Plan. A total of 7,444 responses to one or more questions were received. The survey was available in 37 languages, and 20 participants completed it in a language other than English.

Community input was one of several factors considered in refining the Education Plan for its third year. Along with survey feedback, school and system data helped inform adjustments. More information about the survey findings is available on the CBE website.

School Lottery Engagement

The CBE conducted an online survey from Jan. 8–23, 2026, to gather input from key employees, including education directors, system principals, principals, area office administrators, school front office employees and

public information. The survey focused on how future lottery priority zones should be defined and how to strengthen lottery communications for the 2027–28 school year and beyond.

A total of 271 employees responded to one or more survey questions, and the full results are posted on the project page available on our website.

This engagement helped ensure decisions were well-informed and aligned with both operational realities and the needs and experiences of school communities. The goal is a standardized, walking-based methodology for defining lottery priority zones. In addition, the engagement highlighted ways to improve lottery communication and practices to support schools in conducting lotteries and communicating with families. Many of the ideas surfaced during this employee engagement have been put in place for the February 2027 lottery and beyond.

Changes to lottery zones were communicated to schools in lottery in October 2026. Families were informed of changes in November in advance of registration beginning for the 2027–28 school year starting in January 2027.

School Planning Engagement

Each year, we ask 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.

This engagement process is designed to provide the resources and tools principals need to engage their communities in a consistent manner while still allowing schools the flexibility to customize materials to suit their unique context. Principals play the lead role in gathering input and feedback from their parents and school councils.

Each year, a toolkit of resources is updated and made available to school leaders. In 2025-26, the engagement consisted of gathering feedback and building understanding through a school council/parent meeting. To support these conversations, the toolkit was updated, refreshing an informational video for parents, a presentation template and key messages. The video is produced so families can use captions to learn about school planning in their language.



Learning Excellence

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

Strong student achievement is built through high-quality instruction, early identification and intervention, responsive assessment practices and meaningful learning opportunities that prepare students for future learning and success.

Throughout 2025-26, the Calgary Board of Education supported student achievement through targeted literacy and numeracy interventions, evidence-informed teaching practices, professional learning for educators and expanded opportunities for students to explore future educational and career pathways.

Evidence from literacy and numeracy screening assessments, report card achievement, diploma examination results and high school completion rates suggests positive progress. Classroom achievement remained strong across much of the system, with high percentages of students achieving Basic to Excellent levels of proficiency in English Language Arts (ELA) and Mathematics.

The evidence also highlights important differences across achievement measures and grade levels. Literacy outcomes show a generally positive and consistent pattern. Mathematics results remain strong overall, but several indicators suggest that achievement challenges become more evident during the middle years.

- **Early literacy and numeracy support benefits young learners**
- **Strong achievement for most CBE students**
- **10.5% increase in Career and Technology Studies credits**

Students also continued to access learning opportunities that support future readiness. Participation in apprenticeship-related Career and Technology Studies pathways increased to 20,009 course and module completions, representing a 10.5 per cent growth. These opportunities help students explore future career, training and education opportunities while still in high school.

A common theme emerged across our four outcomes: early intervention, responsive teaching, effective assessment, and meaningful learning opportunities support student achievement. Achievement gaps remain evident for some student groups, and some middle-years measures warrant continued attention.

Evidence from 2025-26 suggests that many students are demonstrating strong achievement and developing the knowledge, skills and confidence needed for lifelong learning and success.



Outcome One

Students achieve excellence in literacy and mathematics

Excellence in Literacy

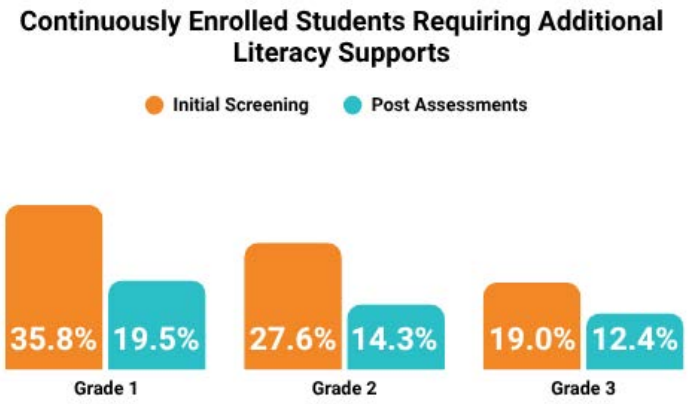
Progress Towards Our Outcome

The Calgary Board of Education continued to support literacy achievement through early identification, targeted intervention, responsive teaching and ongoing monitoring of student learning.

Evidence from literacy screening assessments, classroom achievement data, English language proficiency measures and diploma examination results suggests that many students are developing stronger literacy skills over time.

Early Identification and Intervention Support Literacy Growth

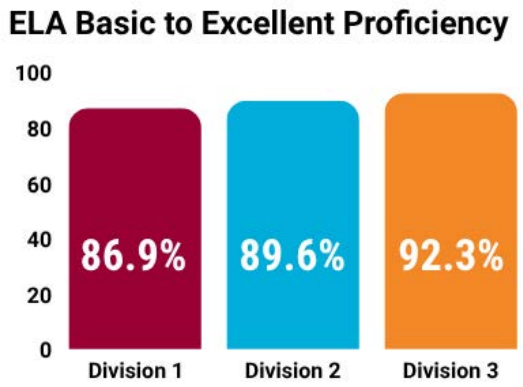
Literacy screening results provide some of the strongest evidence of progress. Across Grades 1 to 3, the percentage of students identified as requiring additional support decreased significantly between the first and final screening assessments. Improvements occurred across literacy measures and all student cohorts. These results suggest that targeted supports and instructional interventions benefited many students during the school year.



Multi-year analysis shows additional evidence of sustained growth. Students continuously enrolled in the CBE demonstrated progressively lower rates of requiring additional support as they moved through the early grades. Among the consistent Grade 3 cohort, the percentage of students requiring additional literacy support decreased from 35.8 per cent at the initial screening in Grade 1 to 12.4 per cent in their final post-assessments in Grade 3.

These findings suggest that early identification and intervention may contribute to stronger literacy outcomes over time.

Literacy Achievement Continues to Improve



Classroom achievement data indicated literacy performance remains strong across grades and student groups.

In English Language Arts, the percentage of students achieving Basic to Excellent levels of proficiency increased from Division 1 to Division 3. In 2025-26, 86.9 per cent of Division 1 students, 89.6 per cent of Division 2 students and 92.3 per cent of Division 3 students achieved Basic to Excellent ELA proficiency.

ELA report card results generally improved over time. When compared with previous three-year averages, improvements were statistically significant.

We also observed significant gains in reading achievement across divisions for All Students, English as an Additional Language learners and Students with Identified Special Education Needs. Students with Identified Special Education Needs demonstrated particularly strong long-term growth. Over the past five years, reading proficiency in this cohort increased from 49.1 per cent to 63.0 per cent in Division 1 and from 61.7 per cent to 69.2 per cent in Division 2.

Reading achievement remained stronger than writing achievement across most divisions and cohorts. While improvement occurred in both, writing can be a relative challenge in literacy development, particularly for some student groups.

Multilingual Learners Continue to Develop English Language Proficiency

English language proficiency data provides additional evidence of literacy growth among multilingual learners. Results demonstrate a clear progression from lower proficiency levels in the early grades to higher levels in later grades. In 2025-26, more than 90 per cent of Grade 12 EAL learners achieved proficiency above LP2. Additionally, the percentage of students achieving above LP2 was significantly higher than the previous three-year average.

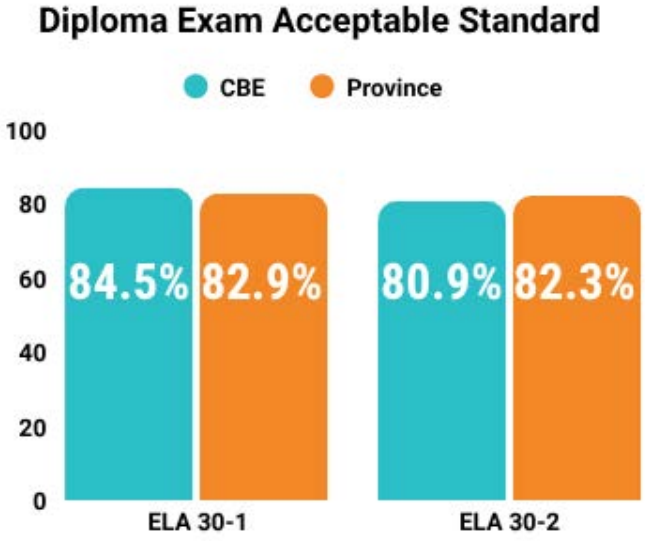
Students continuously enrolled in the CBE demonstrated particularly strong results. Across Grades 3, 6, 9 and 12, consistently enrolled students achieved significantly higher English language proficiency than the overall EAL student population.

These findings suggest that sustained exposure to language support and literacy instruction contributes positively to language development and academic success.

Strong Literacy Outcomes Continue Through High School

High school literacy results remained strong across multiple measures. More than 95 per cent of all students achieved a passing mark in English Language Arts, while pass rates exceeded 98 per cent for students enrolled in ELA 10-1. Students also had strong marks in ELA 20-1 and ELA 30-1.

Due to January 2026 diploma exam cancellations, interpreting year-over-year trend comparisons requires caution. However, CBE students continued to perform at or above provincial levels in diploma literacy measures. English Language Arts 30-1 students were above the provincial level in both standards, while 30-2 students were below the provincial level.



The overall evidence suggests literacy achievement remains a strength for CBE students.

Insights and Next Steps

While literacy results remain positive overall, the data also highlights areas requiring continued attention.

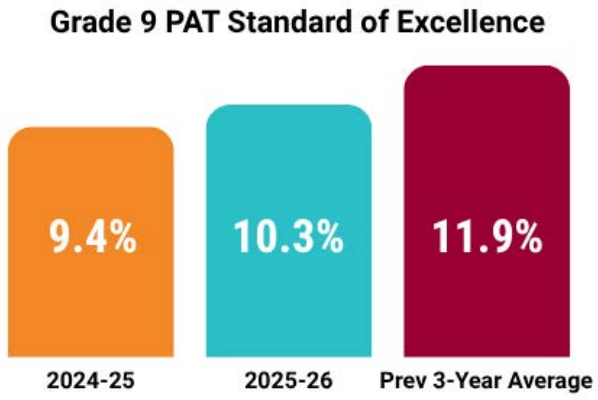
Continued attention to writing, middle years achievement and achievement gaps will help guide future improvement efforts as the CBE works to ensure all students achieve literacy excellence.

Provincial Literacy Results Present a More Mixed Picture

Provincial Achievement Test results present a more mixed picture than classroom achievement results. While Grade 6 English Language Arts Acceptable Standard results improved significantly, the Standard of Excellence declined. Grade 9 ELA results at the acceptable and excellence standards increased from last year but remain below the previous three-year averages.

The results suggest that literacy achievement is not improving uniformly across all grades and measures. The data highlights the importance of continuing to strengthen literacy development through the middle years to sustain the gains observed in early literacy screening, classroom achievement and later diploma outcomes as students grow.

Division 3 Literacy Achievement Warrants Continued Attention



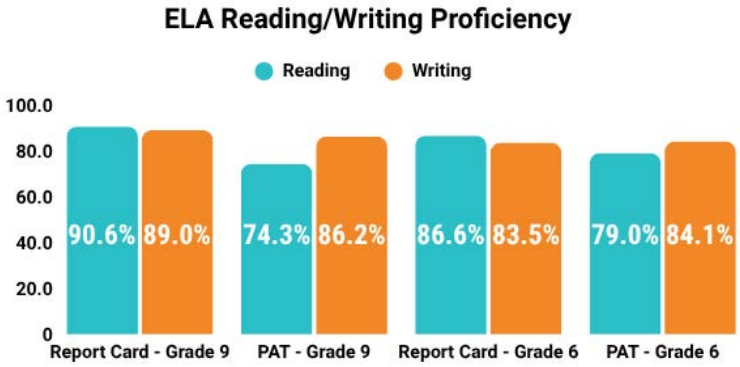
Literacy screening results, classroom achievement and diploma outcomes show many student strengths. However, some Grade 9 Provincial Achievement Test measures indicate challenges, particularly at the Standard of Excellence. Taken together, the evidence suggests that literacy achievement remains strong overall while highlighting the middle years as an important area for continued focus and support.

Students currently in the middle years have experienced implementation of Alberta Education and Childcare's redesigned Kindergarten to Grade 6 English Language Arts curriculum. The available evidence does not show a connection between curriculum implementation and student achievement. However, it will be important to continue monitoring middle-years literacy results as teachers gain experience with the curriculum and students' progress through continued curriculum implementation.

Beginning in 2026-27, literacy screening will expand to Grades 4 and 5, providing opportunities to identify targeted learning needs as students enter middle years grades.

Writing Remains an Area for Growth

Classroom achievement data generally showed stronger performance in reading than writing across most grades and student groups, while Provincial Achievement Test results in Grade 6 and 9 demonstrated stronger performance in writing than reading in some grades.



These differences highlight the importance of examining literacy achievement across multiple measures. While writing achievement improved in many areas compared with previous years, opportunities remain to strengthen:

- Writing instruction
- Written communication skills
- Opportunities to apply literacy skills across subject areas

To support continued improvement, the CBE will focus on strengthening writing instruction, supporting consistent assessment practices, and helping students apply literacy skills across subject areas through targeted professional learning and resources.

Achievement Gaps Continue to Require Attention

Although literacy outcomes improved for many student groups, several achievement gaps exist. Students who Self-Identify as Indigenous and some multilingual learners continue to demonstrate lower literacy achievement than overall student averages.

However, these student groups showed progress. We will continue focusing on responsive teaching, targeted interventions and supports to strengthen literacy outcomes for all learners.

Excellence in Mathematics

Progress Towards Our Outcome

The Calgary Board of Education continued to support mathematics achievement through early identification, targeted intervention, responsive teaching and ongoing monitoring of student learning.

Evidence from numeracy screening assessments, classroom achievement data, Provincial Achievement Tests and diploma examination results shows many students demonstrate strong mathematical understanding and achievement. Strengths are particularly evident in the early grades and in senior high school. In some middle grades, results identify areas for continued attention.

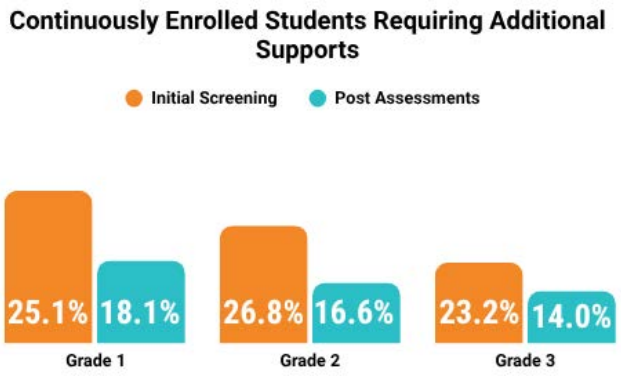
Overall, positive progress across several measures provides evidence of students developing mathematical knowledge and skills to support future learning and success.

Early Identification and Intervention Support Numeracy Development

Numeracy screening results demonstrate strong student growth during the school year. Across Grades 1 to 3, the percentage of students identified as requiring additional support decreased significantly between initial and final screening assessments.

Grade 2 students demonstrated particularly strong growth. The percentage of students requiring additional support decreased from 28.6 per cent at initial screening to 19.1 per cent by year end. Grade 3 had similar improvement — the percentage of students requiring additional support decreased from 24.9 per cent to 16.7 per cent.

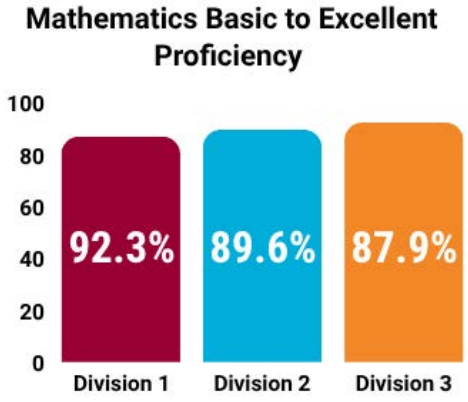
Multi-year analysis provides additional evidence of sustained growth. Students continuously enrolled in the CBE demonstrated progressively lower rates of requiring additional support as they moved through the early grades. Among the consistent Grade 3 cohort, the percentage of students requiring additional numeracy support decreased from 25.1 per cent at the initial screening in Grade 1 to 14.0 per cent in their final post-assessments in Grade 3.



These findings suggest that early identification, targeted intervention and responsive instruction may contribute to stronger numeracy outcomes over time.

These improvements across grades and cohorts suggest targeted support and responsive teaching benefits many students as they develop foundational mathematical knowledge and skills.

Mathematics Achievement Remains Strong Across Many Measures



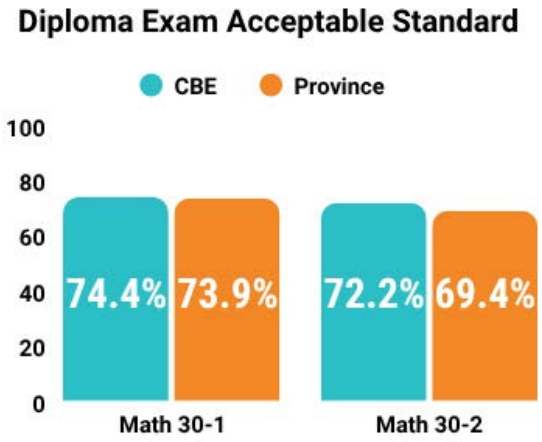
Classroom achievement results, as measured by report card marks, indicate mathematics remains a strength for many students. In 2025-26, 92.3 per cent of Division 1 students, 89.6 per cent of Division 2 students and 87.9 per cent of Division 3 students achieved Basic to Excellent proficiency in mathematics. Across all student cohorts, Division 1 students achieved the highest proficiency.

Students were generally stronger in measurement, geometry and statistics than in number, patterns and algebra. In Divisions 1 and 2, more than 91 per cent of students achieved Basic to Excellent proficiency in measurement, geometry and statistics, while proficiency in number, patterns and algebra remained slightly lower.

Mathematics achievement also remained strong across many high school courses. More than 90 per cent of students achieved passing marks in the following mathematics pathways, including:

- Mathematics 20-1
- Mathematics 30-1
- Mathematics 30-2
- Mathematics 31

Students enrolled in Mathematics 31 achieved particularly strong results, with a pass rate of 97.3 per cent.



Provincial Results Demonstrate Areas of Strength

Provincial Achievement Test results demonstrated several strengths. CBE students continued to outperform the province in Mathematics 6 and Mathematics 9 across many measures. Mathematics 6 and Mathematics 9 had significant improvements in the Standard of Excellence. In Mathematics 9, 16.8 per cent of students achieved the Standard of Excellence compared with 15.1 per cent provincially.

Mathematics results also remained strong at the diploma level. Year-over-year comparisons require caution because the January 2026 diploma examination administration was cancelled. However, CBE students continued to perform at or above provincial levels in Mathematics 30-1 and Mathematics 30-2.

Students achieved particularly strong results at the Standard of Excellence, demonstrating high achievement among students pursuing advanced mathematics pathways.

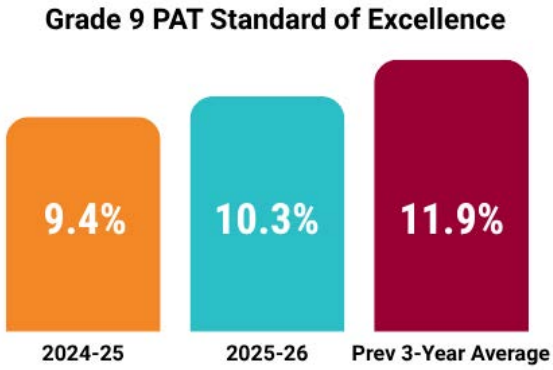
Success Across Student Groups

Positive results were observed across several student cohorts. English as an Additional Language learners demonstrated significant improvements in Mathematics 6 at the Standard of Excellence. Students with Identified Special Education Needs demonstrated statistically significant improvements in several mathematics measures, including Mathematics 20-2 and elementary mathematics proficiency.

These improvements suggest that targeted supports and responsive instructional practices are helping many students experience success in mathematics

Insights and Next Steps

While mathematics results remain positive overall, several measures indicate opportunities for continued improvement.



Middle Years Achievement Warrants Continued Attention

A consistent pattern across multiple data sources suggests that mathematics achievement challenges are more evident during the middle years. While elementary mathematics achievement remained strong, Division 3 report card results declined across most student cohorts. Provincial Achievement Test results also indicate that Grade 9 performance requires continued attention, particularly at the Acceptable Standard. While student achievement exceeds provincial levels, acceptable standards have lowered from the previous year to 51.9 per cent.

Students currently in Division 3 have experienced implementation of Alberta Education and Childcare's redesigned mathematics curriculum during their elementary years, an important period of learning. While the available evidence does not show a connection between curriculum implementation and student achievement, it will be important to continue monitoring middle-years results as teachers continue to implement and gain experience with the curriculum and students progress through it.

Persistent Achievement Gaps Remain

Achievement gaps remain across several student groups. Students who Self-Identify as Indigenous continue to experience substantially lower mathematics achievement than overall system averages. Mathematics proficiency among Indigenous students declined from Division 1 to Division 3, with Division 3 proficiency reaching 66.5 per cent compared with 87.9 per cent for All Students. Similar gaps are evident in Provincial Achievement Test results.

Although several groups improved in specific measures, continued focus on equitable outcomes and responsive supports will remain important to ensure that all students experience success in mathematics.

New Opportunities for Earlier Intervention

Beginning in 2026-27, Alberta Education and Childcare expanded literacy and numeracy screening into Grades 4 and 5. This expansion provides additional opportunities to identify learning needs as student enter middle years. This additional information will help schools monitor student progress and provide targeted interventions before learning challenges become more pronounced.

Additional provincial investments in classroom complexity and reducing class sizes across Grades K–9 may also provide schools with greater capacity to deliver responsive teaching, targeted support and intervention for students with diverse learning needs.

Continuing to Strengthen Mathematics Learning

Future efforts will remain on mathematical reasoning, problem-solving and conceptual understanding. We will pay particular attention to supporting students in the middle years as they grow. This will help us address several achievement measures showing emerging challenges, such as:

- Numbers, patterns and algebra in Divisions 1 and 2
- Patterns and relationships in Division 3

Schools will continue using screening information, classroom evidence and provincial assessment data to guide teaching and student supports.



Outcome Two

Student learning improves through fair and equitable assessment practices

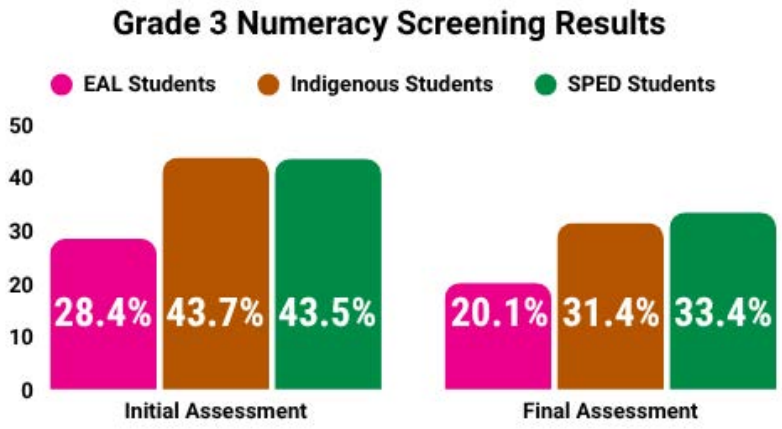
Progress Towards Our Outcome

The Calgary Board of Education continued strengthening assessment practices that support equitable learning opportunities, responsive instruction and improved student outcomes. Fair and equitable assessment practices help educators identify student strengths and needs, monitor learning progress and provide timely support.

During 2025-26, implementing literacy and numeracy screening assessments, increasing use of evidence-informed practices and ongoing professional learning supported schools in instructional and intervention decisions based on student learning needs.

Assessment Informs Early Identification and Support

Literacy and numeracy screening assessments provide valuable evidence about student learning in the early grades. Across Grades 1 to 3, schools used screening results to identify students needing additional support and inform targeted intervention strategies. Results showed consistent and significant reductions in the percentage of students requiring additional support between their first and final literacy and numeracy assessments.

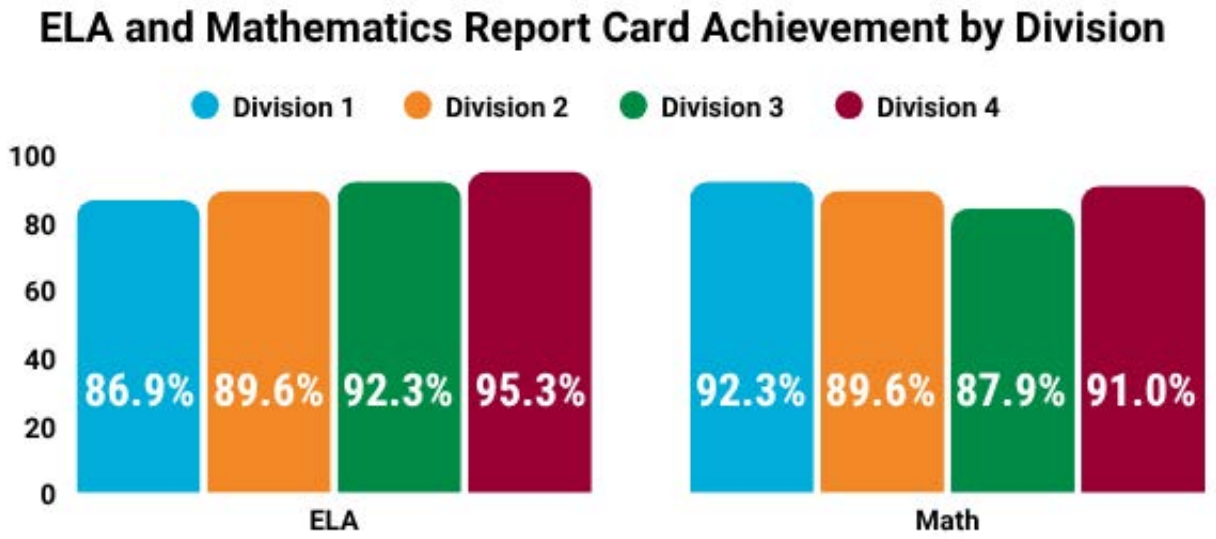


Screening data helped schools monitor student progress and respond to learning needs throughout the school year. Improvements occurred across all student cohorts, including EAL learners, Indigenous learners and Students with Identified Special Education Needs. Multi-year cohort analysis further demonstrated that students continuously enrolled in the CBE generally achieved stronger literacy and numeracy outcomes than the broader student population.

These findings suggest that assessment information helps schools identify needs early and provide more targeted support over time.

Multiple Sources of Evidence Support Fair and Equitable Assessment

Classroom assessment results indicate that many students continue to demonstrate strong achievement across literacy and mathematics. Report card data showed generally positive results across divisions, with high percentages of students achieving Basic to Excellent proficiency in English Language Arts and Mathematics. Reading, writing and mathematics results provided educators with important evidence of student learning and helped inform ongoing instructional decisions.



Educators increasingly draw on multiple sources of information, including provincial literacy and numeracy screeners, classroom tasks aligned with the Programs of Study, and assessments identified through the CBE Reading Assessment Decision Tree and CBE Number Sense Assessment Tree, to understand student learning and plan appropriate supports. Using multiple measures of achievement helps create a more complete picture of student progress.

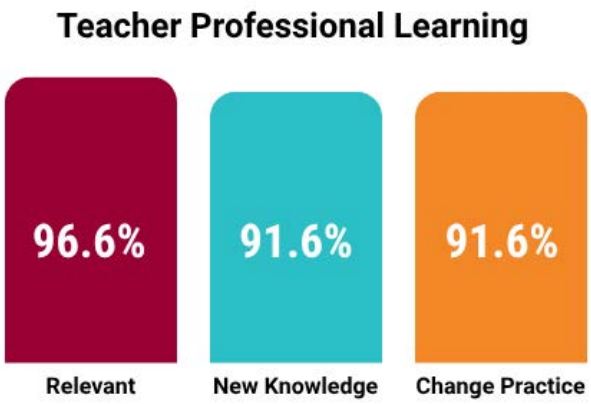
It also supports more equitable decision-making than relying on any single assessment. Schools continued to strengthen fair and equitable assessment practices with clearer learning expectations and success criteria, educator calibration, common assessment approaches and rubrics, and communicating with families about student learning.

These practices support greater consistency, transparency and accuracy in student assessment and reporting. Consistent practices among educators and the use of multiple sources of information, including screening tools, classroom assessments, and system-wide achievement results, are proving important for improving student outcomes.

Professional Learning Strengthens Assessment Practice

Teacher professional learning plays an important role in strengthening assessment among teachers and school leaders. Participants consistently reported professional learning opportunities were relevant to their roles, supported professional growth and were likely to influence practice.

In CBE's teacher professional learning survey, 96.6 per cent of participants reported that learning was relevant to their role, 91.6 per cent reported gaining new knowledge or skills and 91.6 per cent reported that learning was likely to change or enhance practice. Educators described increased confidence in assessment design, intervention planning, use of student data and responsive instructional practices.



School leaders reported similarly positive impacts. Area and divisional professional learning opportunities strengthened data literacy, inquiry processes, root cause analysis and evidence-informed decision-making. Participants indicated that learning helped strengthen instructional leadership and improve their ability to use assessment information to support school improvement planning and student success.

Professional learning also continued to support educators working with multilingual learners through the Neurolinguistic Approach (NLA), which emphasizes oral language development as the foundation for language learning. This learning strengthened educators' understanding of language development and helped them use assessment information to better plan instruction and supports for multilingual learners.

While professional learning data has been positive, assurance measures on professional learning remain lower than the provincial level. Focused, sustainable professional learning is needed going forward.

Assessment Supports Multilingual Learners

Targeted professional learning and coaching also strengthened assessment practices related to multilingual learners. Educators participating in English as an Additional Language professional learning reported increased confidence in using assessment information to understand student learning, monitor progress and evaluate achievement. Participants reported stronger understanding of language proficiency benchmarks and greater capacity to use assessment information to support instruction and intervention planning.

Through coaching supports, educators reported substantial gains in confidence using EAL Benchmarks for assessment and instructional decision-making. These results suggest that professional learning is helping educators strengthen assessment practices that support equitable outcomes for multilingual learners.

Taken together, the evidence suggests that schools continue to use assessment information to support student learning. Literacy and numeracy screening, classroom assessment practices and professional learning are helping educators identify learning needs earlier, respond more effectively and provide support that improve student outcomes.

Insights and Next Steps

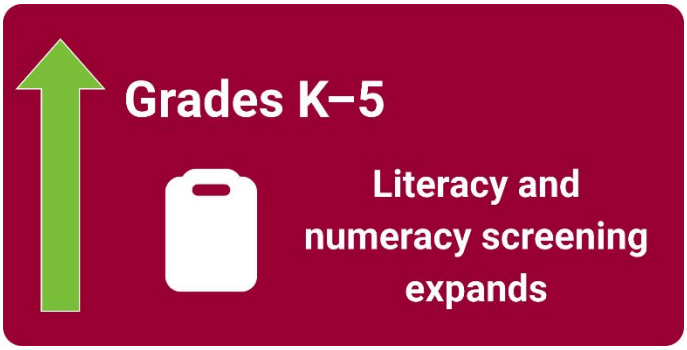
Evidence from 2025-26 suggests that assessment practices increasingly support earlier identification of learning needs, more responsive instruction and stronger intervention planning. However, opportunities to further strengthen assessment practices remain across the CBE.

Through continued professional learning, expanded screening opportunities and ongoing use of evidence-informed practices, we will continue working to ensure assessment is a meaningful tool for improving student learning and achievement.

Expanding Early Identification Opportunities

Beginning in 2026-27, Alberta Education and Childcare expanded literacy and numeracy screening requirements into Grades 4 and 5. This expansion creates new opportunities to identify learning needs earlier and track student progress beyond Division 1. This additional data will help schools plan interventions and targeted supports before and as students enter the middle years grades.

Continued work will focus on further supporting schools to incorporate these additional screening results into lesson planning and intervention processes while maintaining balanced assessment. MathUP Numeracy Readiness Checks, the CBE Number Sense Assessment Tree, and the CBE Reading Assessment Decision Tree will support educators in interpreting assessment evidence and identifying next steps for instruction.



Strengthening Assessment Literacy and Consistency

Assessment information is most effective when teachers interpret it consistently and connect it to instructional decisions. Professional learning feedback shows strong educator engagement with assessment-related learning and increased confidence in using evidence to guide decisions.

We will have particular emphasis on helping educators connect assessment to instructional responses, intervention planning and ongoing progress monitoring. We have seen progress in this area with developing and refining internal resources, ongoing professional learning, assessment working groups and system-wide rubrics.

Continued attention will strengthen assessment literacy, calibration and collaborative analysis of student learning evidence across schools and classrooms.

Supporting Responsive Instruction

Assessment practices are most effective when they lead to meaningful changes in teaching and learning. We will continue supporting educators and school leaders to use literacy, numeracy, classroom and language assessments to support responsive instruction and student success.

The Alberta Education and Childcare classroom complexity initiative and class-size investments in Grades K-9 may provide additional opportunities for schools to respond to student learning needs. Continued monitoring will help determine how these supports influence student achievement and intervention practices over time.

Continuing Evidence-Informed Improvement

Schools will continue strengthening collaborative response processes, data-informed improvement planning and utilizing multiple sources of evidence in decision-making. Literacy screening, numeracy screening, classroom assessment, language proficiency measures and provincial assessment results each provide unique information about student learning.

Together, these sources of evidence help support fair, equitable and responsive assessment practices.



Outcome Three

Learning opportunities prepare students for future learning and success

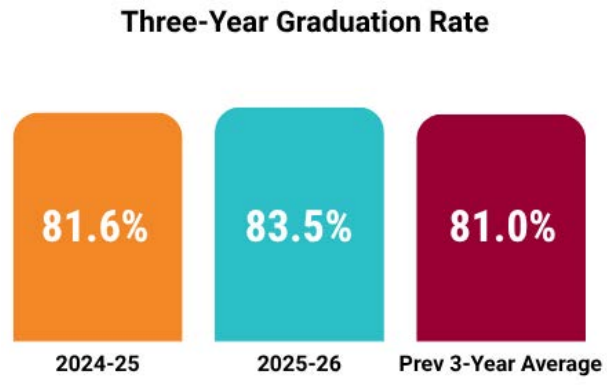
Progress Towards Our Outcome

The Calgary Board of Education provides learning opportunities for students to build the knowledge, skills and experiences needed for future education, training and employment.

High school completion rates, diploma examination results, language proficiency development, apprenticeship pathways and career-focused learning opportunities suggest many students are developing the skills and credentials needed for life after high school.

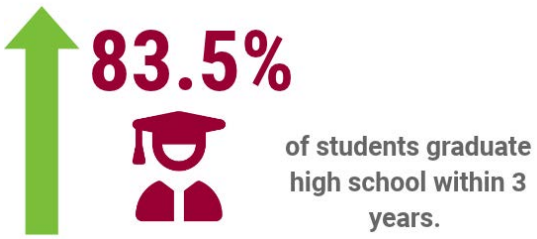
More Students Complete High School

High school completion rates provide some of the strongest evidence of progress toward future learning and success. In 2025-26, three-year completion rates improved significantly across all student cohorts when compared with previous three-year averages.



For All Students, the three-year completion rate increased to 83.5 per cent, exceeding the provincial rate of 82.1 per cent. Significant improvements also occurred among EAL learners, whose completion rate increased to 71.8 per cent, and among Students with Identified Special Education Needs, whose completion rate increased to 73.9 per cent. Indigenous learners showed particularly notable gains, with three-year completion rate increasing from 51.0 per cent to 59.1 per cent — the largest increase among all cohorts.

Improvements suggest more students are successfully earning the credits and credentials required to complete high school within expected timelines. The narrowing gap between three-year and five-year completion rates also indicates that more students are completing their high school programs sooner rather than requiring additional years to graduate.



Diploma Achievement Remains Strong

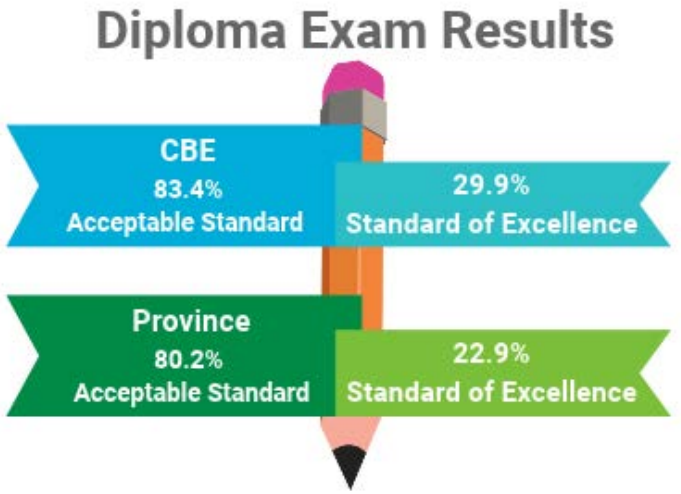
Diploma examination results show additional evidence of readiness for future learning and success. Year-over-year comparisons should be interpreted with caution because of the January 2026 diploma exam cancellations. However, CBE students continued to outperform provincial results across most diploma examination measures and cohorts.

Overall, 83.4 per cent of CBE students met the Acceptable Standard, compared with 80.2 per cent provincially. At the Standard of Excellence, 29.9 per cent of students achieved this level, compared with 22.9 per cent provincially. Indigenous learners and Students with Identified Special Education Needs also showed strong results and exceeded provincial results on many diploma exam measures.

Particular strengths were evident in:

- Biology 30
- Chemistry 30
- Physics 30
- Science 30

In these courses, CBE students exceeded provincial results at both the acceptable and excellence standards. These results suggest that many students are graduating with a strong foundation for future learning and success.



English Language Proficiency Continues to Improve

For multilingual learners, English language proficiency remains an important indicator of readiness for future learning and success. Results from the Alberta K–12 English as an Additional Language Proficiency Benchmarks show steady progression in English language development across grade levels.

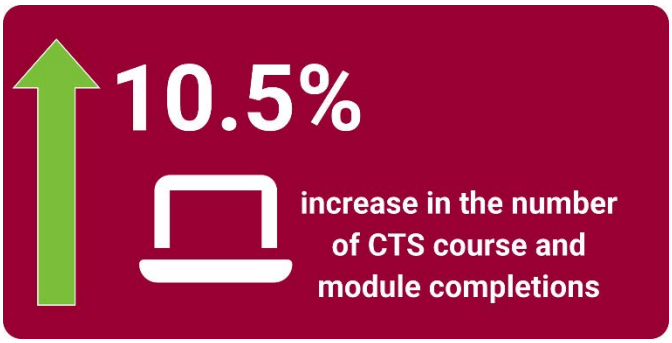
Students generally moved from lower proficiency levels in the early grades toward higher proficiency levels in later grades. By Grade 12, more than 90 per cent of EAL learners achieved proficiency levels above LP2. Students continuously enrolled in the CBE demonstrated particularly strong results, consistently achieving higher proficiency levels than the broader student population at Grades 3, 6, 9 and 12.

These findings suggest many multilingual learners are developing the language proficiency needed to participate fully in school, complete high school requirements and pursue future educational and career opportunities.

Career Pathways Continue to Expand

Opportunities connecting classroom learning to careers, skilled trades and post-secondary education continued to expand, supporting students' long-term success.

Apprenticeship-related Career and Technology Studies course and module completions increased by 10.5 per cent, from 18,102 to 20,009, an increase of 1,907 completions. These opportunities support students in



developing career-related skills, exploring apprenticeship pathways and preparing for further education, training and employment.

Workplace learning opportunities continued across CBE, with students completing work experience and internship safety modules in preparation for workplace experiences. Partnerships with post-secondary institutions and industry organizations supported career exploration, dual credit programming and pathway development.

CBE continued collaborating with SAIT, Bow Valley College, Olds College, CAREERS and The Educational Partnership Foundation (TEPF) to strengthen pathways, align programming and student supports, and reduce barriers to participation.

TEPF supported access to skilled trades programs through funding for programming and experienced industry instructors, often journeypersons, who provided authentic, hands-on learning in industry-standard facilities.

Together, these partnerships strengthened connections between high school learning, post-secondary education, skilled trades and employment opportunities.

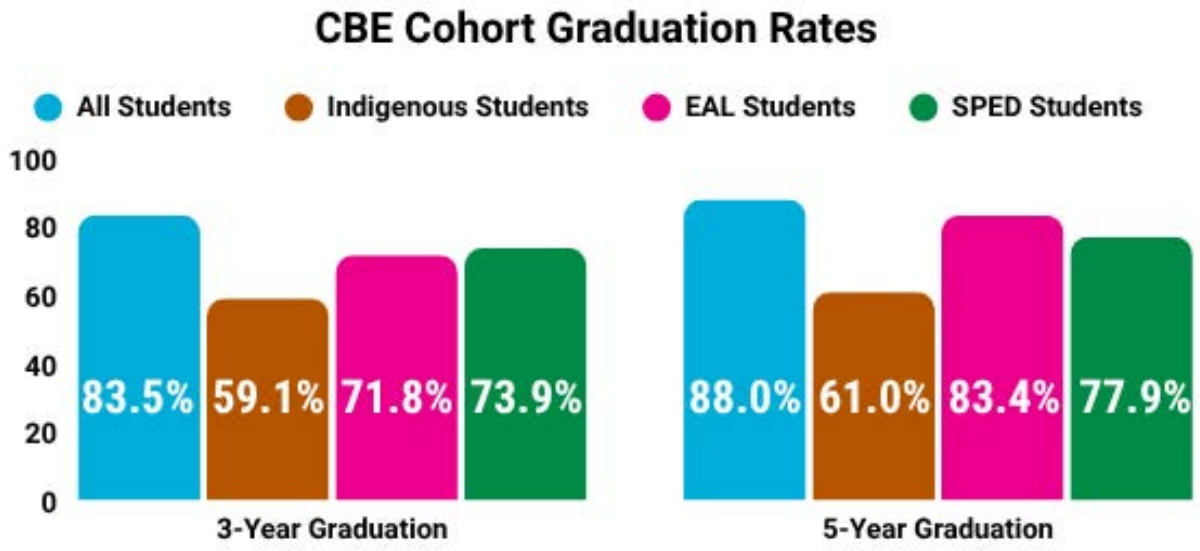
Insights and Next Steps

While overall results are positive, the data highlights several opportunities for continued growth.

Our 2025-26 evidence suggests more students are completing high school and developing the skills, knowledge and experiences needed for future learning and success. However, completion gaps remain, and some student groups require increased attention.

Completion Gaps Remain

Although completion rates improved across all cohorts, substantial differences remain between student groups. Students who Self-Identify as Indigenous, English as an Additional Language learners and Students with Identified Special Education Needs continue to complete high school at lower rates than the overall student population.



The strong improvement in three-year completion among these cohorts is encouraging. However, continued attention can help ensure more students successfully progress through high school and graduate with the knowledge, skills and credentials needed for future success.

Strengthening Earlier Pathways to Success

Results across Goal 1 suggest achievement and engagement challenges often become more visible during the middle years and early high school grades. High school completion data, diploma achievement and pathway participation suggest strong outcomes for many students who stay engaged through graduation.

Continued efforts to strengthen early intervention, transitions between grades and academic supports may help more students experience similar success.

Expanded literacy and numeracy screening in Grades 4 and 5 beginning in 2026-27 may provide additional opportunities to identify learning needs earlier and strengthen supports before achievement challenges become more pronounced.

Expanding Opportunities and Pathways

CBE will continue strengthening connections between K–12 learning, post-secondary education, industry and apprenticeship pathways. Collaboration with post-secondary and industry partners will support expanded opportunities aligned with student interests, labour market needs and emerging career pathways.



Support students through industry and post-secondary partner collaboration

In 2025–26, CBE launched the Calgary Trades & Technologies Collegiate in partnership with SAIT and Mattamy Homes. Beginning in 2026–27, the collegiate will expand opportunities for students to explore skilled trades, engage in hands-on learning, connect with industry professionals and experience post-secondary learning while completing high school.

Supporting Future Readiness Through Multiple Pathways

Students prepare for future success in many ways. Some students show readiness through strong academic achievement and university preparation, while others demonstrate readiness through apprenticeships, workplace learning, dual credit opportunities or career-focused programs.

Continued efforts will focus on ensuring students have access to multiple opportunities that reflect their strengths, interests and goals.



Well-Being

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

Well-being, learning engagement and academic achievement are closely connected. Students are more likely to thrive when they feel connected, supported and safe. Our employees can better support students when they feel well. This includes the day-to-day skills, strategies, relationships and workplace conditions supporting positive well-being.

Throughout 2025-26, we continued to support student and employee well-being by investing in supportive environments and mental health, such as the implementation of well-being and mental health structures across the system. Professional learning and opportunities for student voice, such as the Chief Superintendent's Student Advisory Council and well-being symposiums, helped build understanding of well-being and shared foundational strategies across the CBE.

Student survey results improved across several well-being themes. These themes include belonging, resilience, self-regulation and mental health. In our CBE Student Survey, 84.3 per cent of students reported positive outcomes in resilience and mental health. Additionally, 83.1 per cent of parents, teachers and students agreed their school provides welcoming, caring, respectful and safe learning environments.

83.1% of our community agreed their school is welcoming, caring, respectful and safe

84.3% of students reported resiliency and positive mental health

Employee Well-Being Strategy launched

The launch of the Employee Well-Being Strategy marked an important milestone in employee well-being this year. We completed the Employee Well-Being Survey, with approximately 40 per cent of eligible staff sharing what they believe is most essential to their well-being.

Key to this work is a continuum of supports and services, an intentionally designed, flexible framework of actions, strategies, and interventions implemented by school authorities under the Education Act. It maximizes academic success, well-being, and belonging for all learners. A holistic lens, active leadership, student-centred practice, continuous improvement, student voice and role clarity support student and staff success.

We continue to build school instructional staff's capacity to integrate the seven elements of the continuum of supports. This focuses on a multi-tiered model, starting with universal and moving to targeted and individualized supports. The continuum is typically conceptualized as a multi-tiered model where supports become increasingly individualized based on student needs

Together, these approaches form a connected system designed to promote a culture in which students and employees thrive.



Outcome One

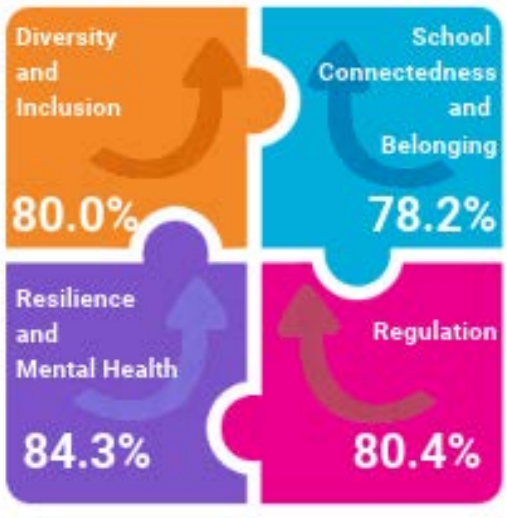
Structures and processes improve students' sense of belonging and well-being

Progress Towards Our Outcome

The Calgary Board of Education continued supporting student well-being through learning environments that help students feel included, safe and supported. Student well-being encompasses students' overall quality of life, including their physical, mental, emotional and social well-being, sense of belonging, positive relationships, sense of purpose and capacity to learn, thrive and contribute to their communities

Student Well-Being Rises

Evidence from the CBE Student Survey, the OurSCHOOL Survey and Alberta Education assurance measures indicates that students reported positive experiences with belonging, resilience, inclusion and overall well-being during 2025-26.



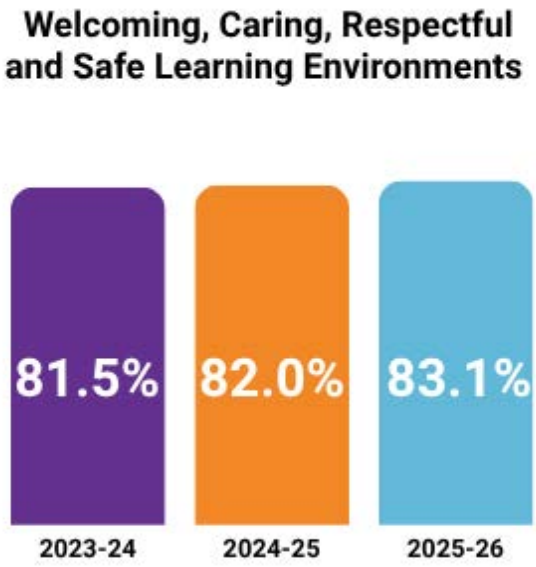
Positive results increased across our four major well-being themes measured through the CBE Student Survey and OurSCHOOL Survey. In the CBE Student Survey, 84.3 per cent of students reported positive results related to resilience and mental health, while 80.4 per cent reported positive results related to self-regulation. Positive perceptions of diversity and inclusion reached 80.0 per cent, and school connectedness and belonging reached 78.2 per cent. The consistency of these gains across multiple surveys strengthens confidence that students experienced growth across several dimensions of well-being.

Belonging and connection results were particularly encouraging. Students reported stronger feelings of acceptance, inclusion and connection to their school communities. Research shows that students who feel they belong at school are more likely to be engaged in learning, form positive relationships and experience stronger overall well-being. Improvements in these measures suggest students see school as a place where they feel welcomed, respected and valued.

We particularly observed these improvements among students in the middle years. Grade 7 to 9 students demonstrated notable improvements across several well-being measures, particularly in Grade 9. It's important to note that available data cannot attribute these improvements to any one factor. However, the results are consistent with our investments in student well-being, mental health supports, social-emotional learning and targeted work in middle schools.

Students Feel More Resilient and Safe

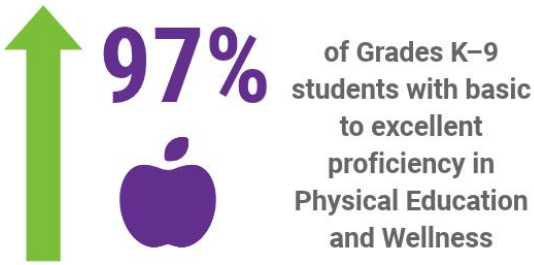
Students reported feeling safer and more supported at school. Provincial assurance results showed increased agreement that schools provide welcoming, caring, respectful and safe learning environments.



Overall agreement reached 83.1 per cent, exceeding both the previous year's result and the three-year average. Student agreement increased to 76.8 per cent, while teacher agreement reached 90.2 per cent. These results suggest that school communities continue to create environments where students feel safe, connected and involved in school life.

Resilience remains an area of strength. Students increasingly reported that they continue trying when faced with challenges, will persevere through difficult tasks and feel comfortable learning about complex issues. These findings suggest students are developing the life skills that help them manage challenges, adapt to change and support their own well-being.

Another source of student well-being data is student success in Physical Education and Wellness and Career and Life Management courses. More than 97 per cent of students in Divisions 1 through 3 achieved Basic to Excellent levels of proficiency in Physical Education and Wellness, while more than 93 per cent of high school students successfully completed the Career and Life Management course. Strong results were observed across most student groups.



While course achievement does not directly measure physical or mental well-being, these results suggest that most students are developing knowledge, skills and habits that support healthy lifestyles, personal well-being and informed decision-making.

Intentional Support Helps Students Belong

Year Two of the CBE Education Plan continued to deepen and strengthen practices specific to student belonging. Refinement of the student mental health framework occurred over the 2025-2026 school year. Strategic work to implement the framework included:

- Dedicated student well-being action teams at the middle and senior high level.
- Nested professional learning for classroom teachers, learning leaders and school-based principals.

Although the available data cannot determine individual impact, the positive results observed across multiple measures suggest that these collective efforts are helping to strengthen students' experiences at school.

Taken together, the evidence suggests that student well-being remains an area of strength for the CBE. Improvements in belonging, resilience, inclusion, safety and connectedness provide evidence that many students are experiencing school as a supportive place where they can learn, grow and succeed. The consistency of these findings across multiple independent data sources strengthens confidence that positive progress is occurring across the system.

Insights and Next Steps

While student well-being measures improved during 2025-26, our data point to several growth areas. Strong overall results can exist alongside challenges experienced by specific student groups, schools or communities.

Ongoing monitoring of multiple data sources remains important to understand student experiences and identify areas for additional support.

Well-Being and Attendance Connections

One area requiring further examination is the relationship between student well-being and attendance. Survey results showed improvements in belonging, safety, resilience and well-being, but absenteeism increased across most student groups.

Overall absenteeism rose from 11.3 per cent in 2024-25 to 12.1 per cent in 2025-26. High school students continued to record the highest absenteeism rate at 14.6 per cent, while Students who Self-Identify as Indigenous experienced an overall absenteeism rate of 24.5 per cent. In Division 4, absenteeism among Students who Self-Identify as Indigenous reached 29.4 per cent, and 27.6 per cent missed more than half of their scheduled instructional time.

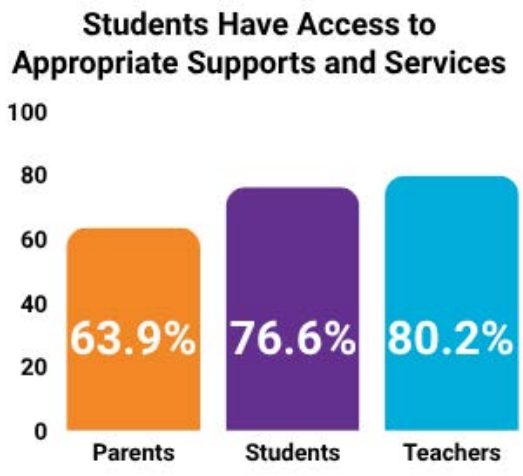
It is important to note that the October labour action may have had an effect on overall attendance rates. Over time, attendance in October is one of the three highest months during the school year. However, despite this potential impact, it is still important to consider these increases across divisions.

These findings may suggest that positive perceptions of school do not automatically translate into improved attendance. Many factors, inside and outside the school, can affect student attendance. Future work will explore ways to strengthen understanding of these potential external factors through increased parent engagement.

This relationship between attendance and well-being requires further exploration. Due to irregular attendance, students with challenges in engagement, belonging or well-being may be less likely to complete school-based surveys.

Our data doesn't draw conclusions about how absenteeism may influence survey representation. However, this pattern highlights the importance of multiple sources of evidence when evaluating student well-being. Student voice is important to gain understanding of student experiences and perspectives. These perspectives identify areas for improvement or strategies that can be prioritized within local school contexts.

We also have an opportunity to better understand student attendance and engagement obstacles. Schools often understand the individual circumstances affecting attendance, but greater emphasis could be placed on identifying common patterns and underlying barriers to attendance at the school level for evidence-informed interventions.



Bring Clarity to Understanding of Supports and Services

Results related to access to supports and services also warrant continued attention. Overall agreement on access to supports and services declined to 73.5 per cent, continuing a four-year decline from 77.9 per cent in 2021-22. The result was significantly below both the provincial result of 79.5 per cent and the CBE's previous three-year average.

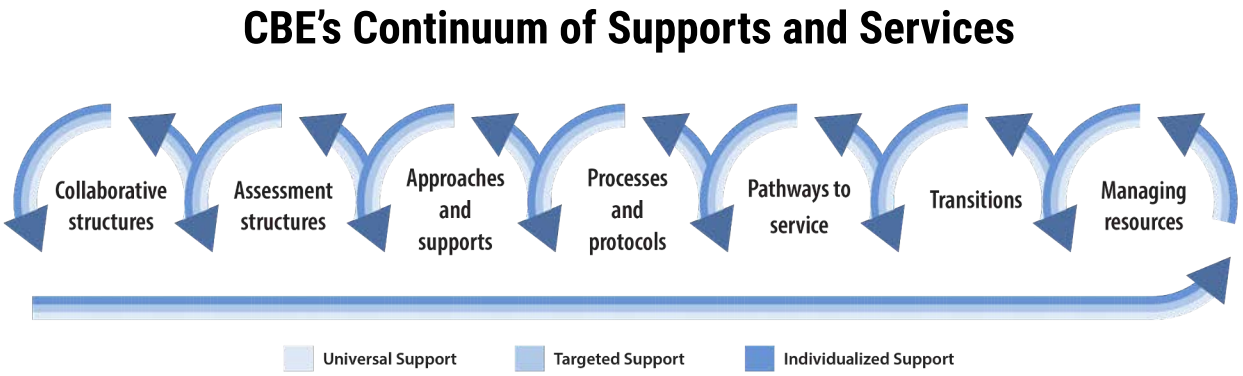
Parent perceptions were particularly concerning, with only 63.9 per cent of parents agreeing that students have access to appropriate supports and services at school. In contrast, student agreement improved to 76.6 per cent, while teacher agreement was 80.2 per cent.

Our referral data indicates sustained, sometimes increasing use of supports and specialized services. Interpretation of the 2025-26 results should also consider that the school year included periods of disruption that affected some referral, placement and service-delivery processes during the same period that perceptions data were collected. While the effect of these disruptions on survey responses cannot be determined, they may have influenced the experiences of some students and families accessing supports and services.

These results suggest that perceptions of access may be influenced by multiple factors, including:

- Differences in experiences related to the timing and continuity of access to services and supports.
- Increasing complexity of student needs.
- Growing demand for specialized supports.
- Differing understandings of the range of supports available through the system.

The results also highlight an opportunity to strengthen understanding of how supports are accessed and provided across the system. A continuum of supports and services describes the range of supports available to students, while a tiered approach explains how those supports are matched to student needs.



Together, they provide a practical structure for delivering coordinated and responsive support. Future work will focus on helping students, families and staff better understand the continuum of supports and services available across the CBE and how supports can be matched to student needs through collaborative planning, ensuring coordinated and responsive support throughout a student's learning journey.

Supporting Our Younger Middle Years Students

Finally, results suggest that students in the earlier middle years grades continue to report lower levels of belonging and well-being than students in later grades. This pattern has been observed over the past three years, with baseline measures in some grades declining over time. At the same time, some of the greatest improvements in student well-being were observed in Grades 7 to 9, particularly by Grade 9.

While the factors contributing to these patterns are not fully understood, future analysis will focus on better understanding the developmental, cohort and school experiences associated with student belonging and well-being. This work will help identify opportunities to strengthen student connection, engagement and well-being across the elementary and middle years.



Outcome Two

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

Progress Towards Our Goal

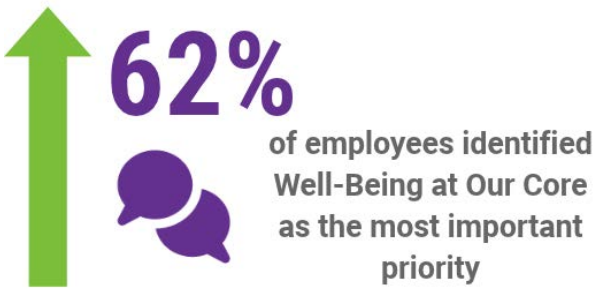
The Calgary Board of Education continued to strengthen employee well-being during 2025-26. This primarily happened through the following:

- Introduction of a system-wide Employee Well-Being Strategy
- Targeted professional learning
- Leadership development
- Ongoing investment in supports and services directed at employee well-being

Employee well-being is built on many factors, including workplace culture, leadership practices, professional growth opportunities, healthy workplace relationships and access to support. With effective well-being supports, employees are also better equipped to help students, colleagues and school communities.

Aligning Employee Well-Being Across the System

The Employee Well-Being Strategy was a significant milestone during 2025-2026, informed by employee feedback, organizational data, research and evidence-based practices on psychological health and safety. It established a shared framework organized around five interconnected pillars: Well-Being at Our Core, Leading with Care, Sustainability by Design, The Right Support, Right Away and a Holistic Approach. These pillars provide a common direction for employee well-being while recognizing that individual supports and broader organizational conditions influence well-being as a whole.



To support implementation, we conducted an Employee Well-Being Survey. More than 6,700 employees participated, representing approximately 40 per cent of eligible employees.

Survey results showed support for all five well-being pillars. Employees identified Well-Being at Our Core (62 per cent), Leading with Care (53 per cent) and Sustainability by Design (52 per cent) as essential priorities. Employees also identified workload management, balance and leadership as key contributors to their well-being. These findings provided valuable insight into what employees believe best supports their daily work.

Professional Learning for CBE Leaders and Staff

Professional learning and leadership development continued to support employee well-being throughout the year. Leadership learning focused on relationship-building, communication, reflective practice and supportive leadership practices for employee well-being.

Participants consistently reported that learning opportunities were relevant to their roles, supported professional growth and were likely to influence future practice. Collaboration emerged as a particular strength, helping leaders to share effective practices, strengthen professional relationships and learn from one another. These learning experiences are intended to strengthen leadership capacity and support employee well-being across the system.



The CBE also continued to invest in employee growth and development through leadership learning, mentorship opportunities and Professional Improvement Fellowships. Employees pursued advanced studies in areas such as educational leadership, counselling, literacy, inclusive education, Indigenous education and health and physical education. These opportunities support professional knowledge, confidence and workplace relationships while contributing to overall employee well-being.

CBE Staff Build Their Knowledge of Available Supports

Employees continued to have access to a broad range of supports and services designed to promote physical, mental and emotional well-being. CBE staff have access to Health Advisor services, disability and accommodation supports, return-to-work planning, employee assistance resources and comprehensive leave provisions.

During 2025, 1,253 employees and family members accessed Employee and Family Assistance Program services. Counselling remained the most frequently accessed service, particularly for personal and emotional concerns. Among participants who completed outcome measures, workplace distress improved by 14 per cent, workplace engagement improved by 20 per cent, life satisfaction improved by 22 per cent. These findings suggest that employees who access supports report positive outcomes from available resources.



Mental health remained an important area of focus throughout the year. The Early Intervention Rehabilitation program continued to support employees experiencing health concerns that affect their ability to remain at work or return from an absence. During 2025-26, 79 per cent of participants reported improved functioning after participation in the program, and 87 per cent accessed psychological counselling services.

These results highlight the potential value of early intervention and coordinated support when employees experience health-related challenges. Additional well-being initiatives included resiliency training, menopause education sessions, employee assistance presentations and ongoing collaboration with employee groups through joint union-management committees.

Taken together, the evidence suggests that the CBE is strengthening the organizational conditions that support employee well-being. The Employee Well-Being Strategy, ongoing leadership development, professional learning opportunities and a broad range of supports provide a foundation for helping employees maintain their

well-being. This work recognizes that when employees receive the right support for effective skills, strategies and relationships, they can better support their students, colleagues and school communities.

Insights and Next Steps

The 2026 Employee Well-Being Survey established an important baseline for understanding employee experiences and priorities. While the results highlight many strengths, they also identify opportunities for continued improvement. Employees consistently identified workload management, balance and leadership as important contributors to well-being.

These findings suggest that access to services and supports is only one aspect of employee well-being. The day-to-day conditions in which employees work are just as important. As we move forward, the focus will be on developing a Strategy In Action plan that will move from findings to embedding employee well-being practices into all aspects of daily work and activities

Supporting Employee Mental Health

Mental health remains an important factor in employee well-being. In 2025, a primary mental health diagnosis accounted for 45 per cent of active extended disability cases among employees covered by the Alberta School Employee Benefit Plan. Mental health conditions represented 37 per cent of active disability cases among employees covered by Sun Life.

These findings reinforce the importance of prevention, awareness and early intervention. At the same time, employees who access counselling, rehabilitation and support services frequently report positive outcomes, suggesting that continued focus on timely access to support and proactive well-being strategies remains important.

The data also suggests an opportunity to strengthen employee awareness and understanding of available supports and services. The CBE provides a broad range of resources, including professional learning opportunities, health and wellness supports, employee assistance services, benefits, accommodations and disability management supports. However, employee feedback and organizational analysis suggest that some employees may not fully understand the available resources or may be uncertain about how to access them.

Increasing awareness, clarity and ease of navigation will remain an important focus.

The Right Supports for CBE Staff

Future efforts will focus on strengthening leadership capacity, supporting healthy workplace conditions and improving awareness of available resources. Particular attention will be given to helping employees access the right support at the right time, building understanding of available services and continuing to embed well-being considerations into organizational planning and decision-making. Survey findings, support utilization data and workforce indicators will continue to guide improvement efforts.



Employees have helped identify the conditions that matter most to their well-being, and the Employee Well-Being Strategy provides a clear direction for future action.

Through continued implementation of the strategy, ongoing attention to healthy workplace conditions and increased awareness of supports and services, the CBE will continue working to ensure employees are supported in building the skills, strategies and relationships that allow them to thrive and effectively support the success and well-being of students.



Truth & Reconciliation, Diversity and Inclusion

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

Belonging and connection are essential for learning, well-being and success. Students are more likely to engage in learning when they feel valued, represented and connected to their school communities. Employees are better positioned to support students and one another when they experience meaningful relationships, collaboration and professional learning.

Throughout 2025-26, we continued to strengthen the conditions that foster belonging and connection through inclusive learning experiences, relationship-based supports and ongoing efforts to create welcoming and respectful environments.

Evidence from the CBE Student Survey, the Alberta Education and Childcare Assurance (AECA) Survey and the OurSCHOOL Survey suggests positive progress toward this goal. In the survey, Cultural Awareness – Own increased to 63.1 per cent, Cultural Awareness – Others increased to 77.6 per cent and Diversity and Inclusion increased to 64.1 per cent. More than 70 per cent of students agreed that students model the characteristics of active citizenship.

8.1% increase in Indigenous learners' 3-year graduation rate

Indigenous learners showed growth in success expectations, belonging and school pride

70.5% of students model active citizenship

Progress was also evident for Students who Self-Identify as Indigenous. These students reported improvements across most well-being measures, notable gains in Indigenous Education Holistic Lifelong Learning Framework measures and improvements in long-term indicators like high school completion. Schools continued to strengthen relationships with Indigenous students, families, Elders, Knowledge Keepers and communities while creating learning experiences grounded in Indigenous ways of being, belonging, doing and knowing.

Across the system, relationships strengthened belonging and connection. Student voice initiatives, Truth and Reconciliation commitments, community partnerships, culturally responsive learning opportunities and professional learning for educators helped students and employees experience greater connection and inclusion.

Our 2025-26 evidence suggests we continued meaningful progress toward creating environments where students and employees experience a strong sense of belonging and connection.



Outcome One

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

Progress Towards Our Goal

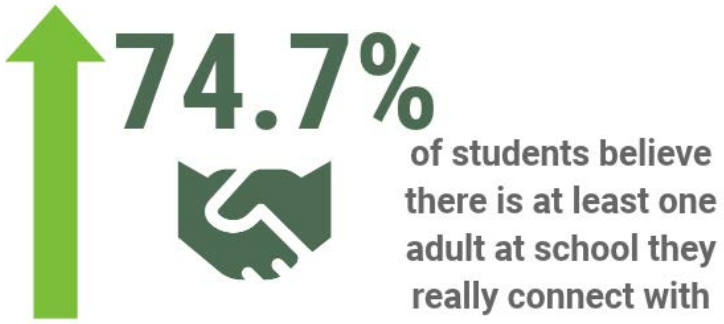
The Calgary Board of Education continued to support Indigenous student success through approaches grounded in relationships, belonging, identity and connection. Guided by the Indigenous Education Holistic Lifelong Learning Framework, schools worked alongside students, families, Elders, Knowledge Keepers and communities to create learning environments that honour Indigenous ways of being, belonging, doing and knowing.

Evidence from student well-being measures, achievement results and completion data suggests positive progress in several areas while highlighting the importance of strengthening supports for Indigenous students.

Indigenous Students Experience Stronger Well-Being and Connection

Students who Self-Identify as Indigenous reported increasingly positive experiences related to well-being, connection and identity. We noticed these improvements across most student measures within the CBE Student Survey. Notable gains occurred in the Indigenous Education Holistic Lifelong Learning Framework summary measure, which brings together student responses related to belonging, inclusion, Indigenous learning and cultural connection.

These results suggest Indigenous students increasingly see their identities, cultures and learning experiences reflected within their school communities.



The Physical Health summary measure increased by 3.8 percentage points compared with the previous year, continuing a positive trend in healthy life choices over time.

Improvements were observed across multiple well-being measures, with Students who Self-Identify as Indigenous demonstrating stronger growth than the All Students cohort on several measures related to belonging, inclusion and cultural connection.

Compared to their All Students cohort peers, Students Who Self-Identify as Indigenous also reported greater agreement with having at least one adult they connect with at school, seeing their culture represented at school and having opportunities to be active. They saw the greatest growth in their expectations to be successful in their learning, feeling included and feeling proud to attend their school.

Together, the findings provide evidence that Indigenous students are increasingly experiencing school as a place where culture, identity, relationships and learning are connected.

Truth and ReconciliACTION Through Relationships

Across schools, Truth and ReconciliACTION efforts continued through relationships. Indigenous students, staff and families learned alongside Elders, Knowledge Keepers, Indigenous families, artists, cultural educators and community partners through:

- Storytelling
- Language learning
- Ceremony
- Cultural arts
- Land-based learning
- Seasonal teachings
- Community gatherings

Learning experiences increasingly reflected Indigenous ways of being, belonging, doing and knowing, helping students see themselves, their cultures and their histories reflected in school communities.

School commitments to Truth and Reconciliation Commitments to Action aligned strongly with the Indigenous Education Holistic Lifelong Learning Framework. Schools identified actions connected to Spirit (127 actions), Heart (163 actions), Body (82 actions) and Mind (86 actions), with the largest concentration of commitments focused on belonging, relationships and connection through the Heart domain. In addition to selected actions, 67 schools identified personalized actions reflecting local priorities and community contexts.

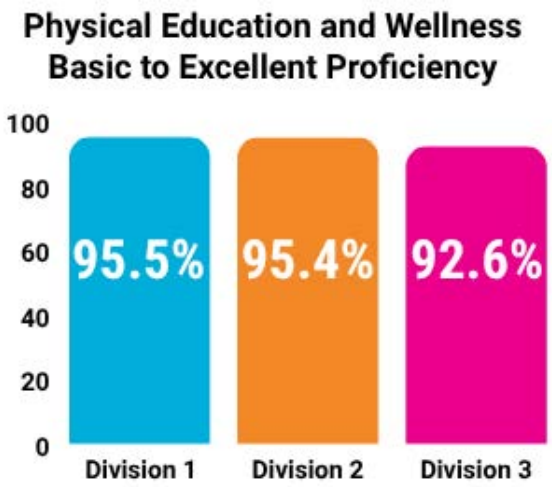


Schools also continued to access Indigenous Education supports to strengthen student success and connection. During 2025-26, the largest categories of support requests involved Indigenous resources (168 requests), cultural supports (164 requests) and relationship-building supports (123 requests). Together, these supports helped strengthen cultural connection, support identity development and deepen relationships with Indigenous students and families.

Supporting Long-Term Student Success

Several indicators point to encouraging progress in long-term student success. Most notably, three-year high school completion rates improved significantly compared with previous three-year averages. The CBE also narrowed the completion-rate gap with the province for Students who Self-Identify as Indigenous, reflecting greater improvement locally than provincially.

Diploma examination results demonstrated additional areas of strength. Across most diploma courses, Indigenous students in the CBE achieved results that exceeded provincial Indigenous student results.



At the classroom level, results remained generally stable, with some areas of improvement. Division 2 English Language Arts had a significant increase in achievement, while most changes in reading and writing achievement remained positive or stable over time. Additional evidence of student success is in Physical Education and Wellness, where 95.5 per cent of Division 1 students, 95.4 per cent of Division 2 students and 92.6 per cent of Division 3 students achieved Basic to Excellent proficiency. At the high school level, 80.4 per cent of Indigenous students successfully completed Career and Life Management.

Schools also continued to strengthen support through key educational transitions. The number of completed Grade 9 transition plans increased from 325 students in 2023-24 to 442 in 2025-26, reflecting a growing commitment to supporting Indigenous students and families as they move into high school.

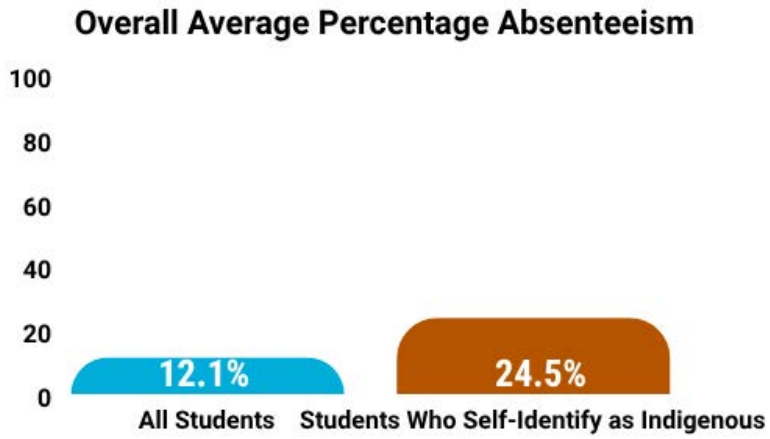
Taken together, the evidence suggests that Indigenous students are experiencing stronger well-being, connection and educational success.

Insights and Next Steps

While the evidence highlights meaningful progress, achievement and engagement data also identify important opportunities for continued improvement. Specifically, attendance challenges and achievement.

Attendance Remains a Significant Obstacle

Attendance remains one of the most significant challenges affecting Indigenous student success. During 2025-26, the absenteeism rate for Students who Self-Identify as Indigenous was 24.5 per cent, substantially higher than the overall student population. Absenteeism increased to 26.7 per cent in Division 3 and 29.4 per cent in Division 4. Most notably, 27.6 per cent of Division 4 Students who Self-Identify as Indigenous missed more than half of their scheduled instructional time.



The data indicates that unexcused absences contributed to absenteeism rates, particularly in higher grades. While the data clearly identifies attendance as an area of concern, it does not identify the reasons behind these patterns. Understanding barriers to attendance will remain an important focus in future work, particularly given the strong connections between attendance, engagement, achievement and successful transitions.

Achievement Results Remain Mixed

Achievement results continue to present a complex picture. While high school completion rates, classroom achievement and diploma examination results indicate strengths, Provincial Achievement Test results continue to highlight challenges. Indigenous students generally achieved lower PAT results than the province across most subject areas, and most achievement evaluations were categorized as low or very low.

An emerging pattern across achievement measures is that Grade 6 Indigenous students generally demonstrated stronger performance than Grade 9 Indigenous students in several subject areas. This suggests achievement challenges may become more pronounced as students move through the middle years. At the

same time, attendance data indicates Indigenous students experience higher rates of absenteeism, particularly in the middle and senior high school grades.

While the available evidence does not establish a direct relationship between attendance and achievement, both remain important areas for continued attention as schools work to strengthen student engagement, successful transitions and learning outcomes. Focused actions for Indigenous students as part of the Middle School Strategy will become increasingly important.

Continuing to Strengthen Relationships, Transitions and Belonging

Future efforts will continue to build on the strengths evident in relationship-based approaches to Indigenous student success. Schools will continue advancing Truth and Reconciliation through an annual TRC Commitment to Action, strengthening opportunities to learn alongside Elders and Knowledge Keepers, and embedding Indigenous ways of being, belonging, doing and knowing within learning environments.

Attention will be given to attendance, transitions and relationship-building. Continued emphasis on transition planning, family engagement, cultural connection and responsive supports will help strengthen continuity of support across key stages of students' educational journeys. Future work will also explore opportunities to better understand the factors contributing to absenteeism and strengthen collaboration across Indigenous Education, student well-being and attendance improvement efforts.

Through ongoing commitment to relationships, cultural connection, student voice and responsive supports, we will continue working alongside students, families and communities to advance Indigenous student success.



Outcome Two

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

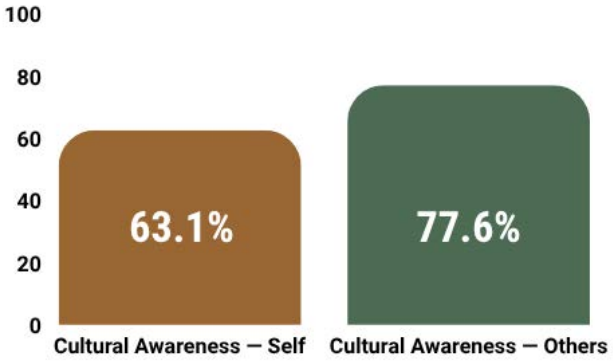
Progress Towards Our Outcome

The Calgary Board of Education continued to strengthen learning experiences that help students see themselves, their cultures and their identities reflected in learning while developing understanding and appreciation for the experiences and perspectives of others.

Inclusive teaching and learning supports students in developing a strong sense of identity, belonging, empathy and citizenship while preparing them to participate in diverse communities.

Students Demonstrate Stronger Cultural Awareness and Understanding

Results from the OurSCHOOL Survey indicate that students are developing stronger cultural awareness and understanding. Awareness of their own culture increased to 63.1 per cent and awareness of other cultures increased to 77.6 per cent. Cultural Awareness – Other is one of the highest-rated measures across the survey, with high school students continuing to demonstrate particularly strong results in both.



These findings suggest that many students are developing a deeper understanding of both their own identities and the experiences, cultures and perspectives of others. This growth supports empathy, respectful dialogue and meaningful participation within increasingly diverse school communities.

Students Experience Increasingly Inclusive Learning Environments

Students also reported increasingly positive experiences related to diversity and inclusion. Diversity and Inclusion measures increased to 80.0 per cent during 2025-26. Similar improvements were observed across the Alberta Education and Childcare Assurance Survey and the OurSCHOOL Survey, suggesting students increasingly experience learning environments where differences are respected, and students feel included.

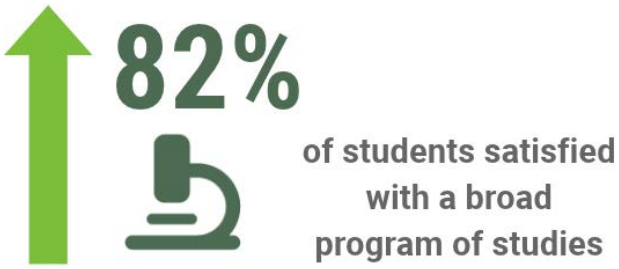


Our community also saw learning environments as increasingly welcoming, caring and respectful. Results from the AECA Survey showed significant improvement in agreement that schools provide welcoming, caring, respectful and safe learning environments. Student

agreement reached its highest level in the past four years, approaching 77 per cent. These results suggest that many students continue to experience schools as places where they feel accepted, respected and supported.

Inclusive Learning Supports Citizenship and Engagement

Inclusive learning environments help students understand themselves, appreciate other perspectives and contribute positively to their communities. Citizenship results improved significantly compared with the previous three-year average. Student and teacher agreement reached the highest levels observed in four years, and more than 70 per cent of students agreed that students model active citizenship.



Students also reported stronger engagement with their learning. Results from the Alberta Education and Childcare Assurance Survey showed increased student agreement related to learning engagement compared with the previous year, particularly among students in higher grades. Students also expressed significantly improved satisfaction with opportunities for a broad program of studies.

These results suggest that students increasingly find learning experiences relevant, meaningful and connected to their interests, experiences and aspirations.

Learning Through Relationships, Perspectives and Community

Across schools, students engaged in learning experiences that reflected diverse histories, perspectives and ways of knowing. Through Truth and ReconciliACTION commitments, students learned alongside Elders, Knowledge Keepers, Indigenous families, artists, cultural educators and community partners. Learning experiences included storytelling, language learning, cultural arts, land-based learning and community-based experiences that helped students develop a deeper understanding of Indigenous histories, cultures and contemporary realities.

Student voice continued to strengthen inclusive learning experiences through the Chief Superintendent's Student Advisory Council (CSSAC). They were guided by the following question:

"What needs to be present and true across all CBE high schools so students are known as learners and experience belonging, safety and inclusion through strong teacher-student relationships?"

Students shared their lived experiences directly with the chief superintendent and senior leaders, identifying the conditions that contribute to positive learning environments.

Feedback was gathered from students in three key areas:

- School policies and practices
- Classroom practices
- Teacher-student relationships



Students shared their perspectives on feeling known as learners, the quality of their relationships with teachers and trusted adults, access to learning and well-being supports, clarity of assessment practices, opportunities for participation and their sense of belonging and ability to express their identities. These insights helped identify the conditions that contribute to positive student experiences and success across CBE high schools.

Additionally, we continued the middle/junior high and senior high well-being symposiums. Student well-being action teams brought students together with school-based sponsors and leaders to gather student voice, perspectives, and experiences.

Together, the evidence suggests that students are increasingly experiencing learning environments that reflect and celebrate diverse cultures and identities.

Insights and Next Steps

While the results highlight positive progress, opportunities remain to deepen and sustain inclusive teaching and learning across the system.

Moving from Activities to Embedded Practice

Schools continue to demonstrate strong commitment to inclusive teaching and learning through a wide range of learning experiences, partnerships and initiatives. Future efforts will focus on continuing the shift from individual activities toward more consistently embedded teaching practices that reflect diverse cultures, identities and balanced perspectives throughout students' day-to-day learning experiences.



Strengthening Educator Capacity

School requests for professional learning continue to highlight the need for practical, classroom-based approaches that respond to diverse student learning needs, support fair and consistent assessment and foster safe and respectful learning environments.

Ongoing implementation of the Culturally Responsive Practice Guide, supported by targeted professional learning and collaboration with curriculum teams, will strengthen consistent instructional practices that support the success of all students.

Continuing to Amplify Student Voice

Student voice remains an important contributor to learning environments. Future work will continue strengthening student voice structures and processes so that diverse student perspectives help inform learning experiences, school development planning and decisions that affect students' sense of belonging and connection.



Efforts will also focus on helping students see how their input influences decisions and contributes to meaningful changes in their schools and learning experiences.

Deepening Cultural Awareness and Understanding

While cultural awareness measures remained strong overall, opportunities remain to strengthen students' understanding of their own experiences and perspectives while developing an appreciation for those of others. Future learning experiences will continue to emphasize respectful dialogue, empathy, critical thinking and positive relationships.

Through ongoing attention to cultural awareness, student voice, educator professional learning and effective instructional practices, CBE will continue supporting learning environments that foster belonging, positive relationships and success for all students.



Outcome Three

Working and learning environments promote equity, diversity and inclusion

Progress Towards Our Outcome

The Calgary Board of Education continued to strengthen working and learning environments that promote equity, diversity and inclusion for students and employees. Creating inclusive environments requires intentional leadership, ongoing learning, responsive practices and a commitment to ensuring people feel respected, valued and supported.

During 2025-26, we continued investing in professional learning, leadership development and organizational learning designed to strengthen equitable and inclusive environments across the system.

Building Capacity Through Professional Learning

Professional learning remained an important strategy for advancing equity, diversity and inclusion. During the Maatoomsii'Pookaiks Indigenous Education Professional Learning Day, 1,738 staff completed the survey. Participants reported meaningful professional growth in understanding how to weave Indigenous knowledge into their work (64.8 per cent), understanding their role in Indigenous Education (61.3 per cent), Indigenous well-being, joy, humour and resilience (60.4 per cent) and land-based learning (59.9 per cent). More than half of respondents reported greater understanding of the Indigenous Education Holistic Lifelong Learning Framework (52.8 per cent).

These results suggest growing educator confidence in creating learning environments that reflect Indigenous perspectives, cultures and ways of knowing while supporting inclusive learning experiences for all students.

61.3%

of teachers understand their role in Indigenous Education

Leadership Learning Strengthens Inclusive Practice

Divisional Training:

Enhanced knowledge and skills.
Supported growth.
Influenced leadership practice.

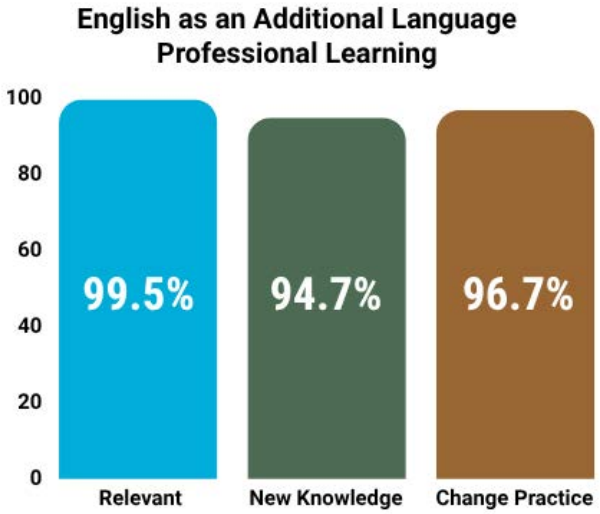
Leadership professional learning continued to build capacity across schools. Approximately 90 per cent of elementary leaders, more than 90 per cent of middle years leaders and more than 95 per cent of high school leaders reported that divisional learning enhanced their knowledge and skills, supported professional growth and was likely to influence leadership practice.

Collaboration emerged as one of the strongest themes across leadership learning. Leaders consistently identified professional dialogue, learning alongside colleagues and opportunities to reflect

on practice as valuable contributors to their growth. Participants also reported increased confidence in using evidence to guide decision-making, supporting school improvement efforts and strengthening responsive practices within their school communities.

Supporting Diverse Learners Through Inclusive Teaching, Learning and Practice

Professional learning also supported educators in responding to the needs of increasingly diverse student populations. Participants in system English as an Additional Language professional learning reported high levels of relevance and impact, with 99.5 per cent indicating the learning was relevant to their role, 94.7 per cent reporting gains in knowledge and skills and 96.7 per cent indicating learning was likely to change or enhance practice.



Educators described becoming more intentional in their use of responsive instruction, equitable assessment and instructional strategies that support multilingual learners. Professional learning further supported educators through differentiated instruction, responsive assessment practices and flexible approaches to demonstrating learning.

These practices help ensure students can access learning, demonstrate their understanding in multiple ways and receive supports appropriate to their individual strengths and needs while maintaining high expectations for learning.

Learning Through Collaboration and Shared Responsibility



Across learning opportunities, collaboration emerged as one of the strongest contributors to professional growth. Educators and leaders reported that working alongside colleagues helped strengthen common understanding, build confidence and support implementation of new learning. Participants consistently identified professional networks, shared problem-solving and collaborative inquiry as important factors supporting growth and improvement.

Taken together, the evidence suggests that the CBE continues to strengthen the organizational capacity needed to promote equity, diversity and inclusion.

Insights and Next Steps

While progress is clear, our 2025-26 evidence highlights the importance of continuing to strengthen capacity, structures and conditions that ensure all students can be successful in our communities.

Strengthening Capacity to Support Diverse Learners

Feedback from educators and leaders highlights the continued need for practical approaches that support high-quality instruction, fair and consistent assessment and a range of student learning needs. Future professional learning will focus on translating these approaches into everyday practice while strengthening consistency across classrooms and schools.

Emphasis will remain on effective teaching and assessment practices that provide all students with opportunities to access learning, build on their strengths and demonstrate their understanding.

Supporting Consistent Implementation Across the System



While professional learning results indicate strong engagement and positive perceptions, implementation continues to vary across contexts.

Continued use of collaborative learning structures, leadership development opportunities, system resources and supports will help strengthen coherence, consistency and sustainability of practice across schools.

Building System Supports for Increasing Complexity

As student learning and well-being needs continue to evolve, the CBE will continue strengthening supports that respond to increasing classroom complexity. This includes ongoing implementation of Classroom Complexity Teams, which provide schools and classrooms with access to additional staff and coordinated supports to help address student needs and strengthen staff capacity.

The expanded provincial funding for Classroom Complexity Teams and Class Size Initiative teams in 2026-27 will further support schools in creating learning environments that promote student success, belonging and engagement.



Accountability and Assurance

Accountability and Assurance

CBE's commitment to quality education includes prioritizing the success of all students. We receive funds from Alberta Education and Childcare to fulfill this commitment. This creates a responsible relationship between CBE and the government. Through this report, we transparently show this commitment to quality education.

The Board of Trustees sets our direction for student achievement and well-being through:

- Results policies
- Strategic priorities
- Education Plan and budget

We use diverse measures, metrics and results to improve our programs for student learning and success. The CBE reports these results, measures and interpretations to the Alberta government and the public. This frequent reporting ensures transparency and demonstrates organizational integrity.

This report reflects the values defined by the Board of Trustees:

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



Accountability and Assurance Model

CBE's *Annual Education Results Report* summarizes results for the 2025-26 school year. The Board of Trustees also publicly monitors progress through yearly *Operational Expectations and Results* reporting.

Each school posts a yearly *School Improvement Results Report* on its website. This report discusses the goals in its *School Development Plan* and the focused area(s) of improvement for next year.

At our core:

- We work together to advance learning and enhance opportunities for students and families.
- Education directors review each school's School Development Plan. They support and track principals' work toward their plan's goals.
- Centralized supports align with priorities reflected by CBE Values and the Education Plan.
- Administrative operations and services provide support so our schools have more time for teaching and learning.

Visit Appendix B for our *School Improvement Results Report* and *School Development Plan* templates.



CBE Data Model | Effective Data Storytelling

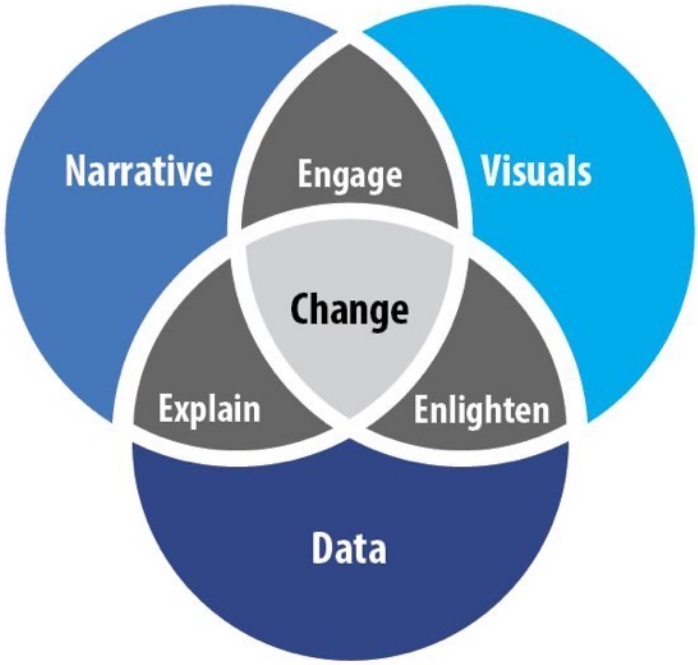
CBE uses the Effective Data Storytelling Model to guide the presentation of information in the Annual Education Results Report. This model emphasizes data, narrative and visuals to communicate transparent, actionable findings.

We transform complex data into accessible insights that support decision-making and public accountability.

The report presents relevant and meaningful data arising from key measures, including:

- Alberta Education Assurance Measures
- Required Local Components
- Local Measures from the three-year Education Plan

This report also explains context, significance and system response. Visual elements like charts and infographics highlight trends and comparisons for easier interpretation.



Dykes, Brent. *Effective Data Storytelling: How to Drive Change with Data, Narrative and Visuals*. John Wiley & Sons, 2020.

This approach helps us show our results, why they matter and how CBE will address them.

Effective data storytelling is essential for public reporting and showing our commitment to improvement.



Summary of Financial Results

Annual Budget

The CBE's 2026-27 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 2026, the Government of Alberta provided all school boards with preliminary funding information in Budget 2026.

CBE Administration presented the Budget Assumptions Report (BAR) to the Board of Trustees on April 21, 2026. In March 2026, the CBE received the funding profile. The Board of Trustees approved the 2026-27 budget at a public meeting on May 26, 2026. The $1.884 billion budget supports the operation of an expected 252 schools and more than 140,000 students.

As required by law, the 2026-27 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 the Public Agenda for the Regular Meeting of the Board of Trustees, Nov. 24, 2026:

> Report to Trustees | Fourth Quarter Budget Variance Report, attachment V: Financial Health Matrix, beginning on page 158/160

Budget-Actual Comparison

The Fourth Quarter Budget Variance Report provides total expenses budgeted for, the actual expenses incurred and 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 the Public Agenda for the Regular Meeting of the Board of Trustees, Nov. 24, 2026:

> Report to Trustees | Fourth Quarter Budget Variance Report, Attachment I: Fourth-quarter budget variance report, beginning on page 154/160

Audited Financial Statements

CBE's Financial Results CBE's Financial Results for the year ended Aug. 31, 2026, including the audited financial statements, please refer to the Public Agenda for the Regular Meeting of the Board of Trustees, Nov. 24, 2026:

> Financial Results 2025-26, beginning page 6/160

Provincial K to 12 education financial statements, including 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 the Budget and Financial Information page on our website.



Data and Analysis

Data and Analysis Approach

Each year, we provide our most recent information for all measures in the Annual Education Results Report (AERR). Additional comments for Alberta Education and Childcare Assurance Measures (AECAMs) are available if needed. When possible, we provide historical and trend data for at least four years for comparable results. If there are unavailable AECAM results, we note this in the AERR and include local student learning achievement measures.

Where possible, data and related information include multiple student groups, including:

- All students.
- Self-identified First Nations, Métis, and Inuit students (Indigenous learners).
- Students who required and received English as an Additional Language (EAL) supports (coded 301/303).
- Students with an Alberta Education and Childcare Special Education code.[1]

This report includes all required measures and components. Our data sets state whether it is a required AECAM, a required Local Component or a Local Measure. We organize CBE data following the Alberta Education and Childcare Assurance Framework assurance domains (see below). Local Measures from the CBE Annual Education Plan are found in the most relevant domain.

- Student Growth and Achievement
- Teaching and Leading
- Learning Supports
- Governance

[1] While Alberta Education and Childcare (ECC) does not require the inclusion of data sets related to Students with an ECC Special Education code, it is included as part of a Calgary Board of Education Local Measure with additional AECAM measures and evaluations where applicable.

Student Growth and Achievement

PAT Acceptable/Excellence

Required AECAM

PAT Acceptable / Excellence

Grade 6 and 9 students who achieved the Acceptable Standard

Grade 6 and 9 students who achieved the Standard of Excellence

Defined by Alberta Education and Childcare as:

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:

- Each course for all students.
- Each course for self-identified First Nations, Métis and Inuit students.
- Each course for students who require and receive English as an Additional Language supports (codes 301/303).
- Each course for students with an Alberta Education and Childcare Special Education code.

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).
- Combined across all courses (Grade 9 only) for students with an Alberta Education and Childcare Special Education code.
- For each course for all students.
- For each course for self-identified First Nations, Métis and Inuit students.
- For each course for students who require and receive English as an Additional Language supports (codes 301/303).
- For each course for students with an Alberta Education and Childcare Special Education code.

By Cohort

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

Cohort	Measure	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	PAT 6: Acceptable	74.1	71.4	72.6	n/a	n/a
	PAT 6: Excellence	22.0	19.3	21.8	n/a	n/a
	PAT 9: Acceptable	66.8	64.4	63.6	62.3	**61.8**
	PAT 9: Excellence	20.0	16.8	15.8	15.6	**15.9**
English as an Additional Language Learners	PAT 6: Acceptable	72.2	67.4	66.4	n/a	n/a
	PAT 6: Excellence	18.5	15.7	18.1	n/a	n/a
	PAT 9: Acceptable	57.1	54.5	53.0	50.1	**50.1**
	PAT 9: Excellence	12.6	9.8	10.4	9.4	**9.4**
Students who Self-Identify as Indigenous	PAT 6: Acceptable	45.6	37.1	47.6	n/a	n/a
	PAT 6: Excellence	6.6	5.9	7.2	n/a	n/a
	PAT 9: Acceptable	32.6	30.7	30.3	34.5	**32.3**
	PAT 9: Excellence	4.1	5.2	3.4	4.8	**3.8**
Students with Identified Special Education Needs	PAT 6: Acceptable	52.9	50.4	54.2	n/a	n/a
	PAT 6: Excellence	10.6	9.5	10.9	n/a	n/a
	PAT 9: Acceptable	49.2	45.1	44.4	42.4	**41.2**
	PAT 9: Excellence	10.3	7.9	7.3	7.3	**7.1**

Analysis

- All Students cohort demonstrated a year-over-year decline in achievement at the acceptable standard on Grade 9 Provincial Achievement Test over time. Across the three sub-cohorts, Grade 9 CBE students consistently maintained or showed decreased results for both acceptable standard and standard of excellence results when compared with the previous year.
- Students who Self-Identify as Indigenous recorded comparatively lower percentages of students achieving acceptable standard and standard of excellence over time.
- In the Students with Identified Special Education Needs cohort, Grade 9 CBE students generally showed declining achievement at both standards over the past five years.

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	**61.8**	62.3	63.4	**60.8**	62.5	62.6	Very Low	Declined Significantly	Concern
		PAT 9: Excellence	**15.9**	15.6	16.1	**15.5**	15.6	15.5	Intermediate	Maintained	Acceptable
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**	50.1	52.5	**51.7**	51.2	53.0	Very Low	Declined	Concern
		PAT 9: Excellence	**9.4**	9.4	9.9	**10.3**	10.0	10.4	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	**32.3**	34.5	31.8	**38.9**	41.6	40.8	Very Low	Maintained	Concern
		PAT 9: Excellence	**3.8**	4.8	4.5	**5.4**	6.3	5.9	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	**41.2**	42.4	43.9	**37.5**	39.8	40.2	Very Low	Declined Significantly	Concern
		PAT 9: Excellence	**7.1**	7.3	7.5	**6.0**	6.3	6.4	Very Low	Maintained	Concern

Analysis

- Except for the All Students cohort on the standard of excellence, all cohorts were categorized as “Very Low” on the achievement measure. Notably, significant declines were observed in the Grade 9 PAT acceptable standard for both All Students and Students with Identified Special Education Needs cohorts in comparison to the previous three-year average.
- In 2025-26 Grade 9 Provincial Achievement Tests, CBE outperformed the province at the acceptable standard and standard of excellence in All Students and Students with Identified Special Education Needs cohorts.
- Across cohorts, the gap between CBE and provincial results was most evident among Students who Self-Identify as Indigenous.

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	Improved Significantly	n/a	**73.2**	70.5	70.5	**71.3**	69.1	69.1
	Standard of Excellence	n/a	Declined Significantly	n/a	**8.5**	12.2	12.2	**8.9**	12.7	12.7
French Immersion Language Arts and Literature 6	Acceptable Standard	n/a	n/a	n/a	**83.9**	n/a	n/a	**79.1**	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	**9.7**	n/a	n/a	**10.0**	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	Improved	n/a	**57.1**	56.2	56.2	**53.0**	53.1	53.1
	Standard of Excellence	n/a	Improved Significantly	n/a	**21.7**	18.1	18.1	**18.3**	15.1	15.1
Science 6*	Acceptable Standard	n/a	n/a	n/a	**69.2**	n/a	n/a	**65.7**	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	**22.9**	n/a	n/a	**20.7**	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	**n/a**	69.2	71.1	**64.5**	64.1	66.3
	Standard of Excellence	n/a	n/a	n/a	**n/a**	18.9	20.0	**18.7**	18.5	18.8

English Language Arts 9	Acceptable Standard	Low	Declined	Issue	**70.3**	68.1	70.9	**70.0**	69.8	70.2
	Standard of Excellence	Intermediate	Declined Significantly	Issue	**10.3**	9.4	11.9	**11.4**	11.1	12.1
K&E English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	**44.3**	37.1	44.3	**44.5**	47.4	49.1
	Standard of Excellence	Low	Declined	Issue	**0.0**	1.4	3.9	**3.5**	5.2	5.5
French Language Arts 9 année	Acceptable Standard	Low	Declined Significantly	Concern	**70.0**	76.6	76.8	**71.6**	75.2	76.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	**10.2**	10.8	11.4	**9.0**	9.3	10.3
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	**51.9**	52.5	54.8	**50.7**	51.7	52.9
	Standard of Excellence	Intermediate	Improved Significantly	Good	**16.8**	15.7	15.6	**15.1**	14.0	13.8
K&E Mathematics 9	Acceptable Standard	Low	Maintained	Issue	**34.2**	38.5	37.4	**44.1**	49.7	51.5
	Standard of Excellence	Low	Maintained	Issue	**4.3**	6.3	6.3	**8.5**	11.0	10.8
Science 9	Acceptable Standard	Intermediate	Declined	Issue	**66.3**	67.4	67.1	**65.3**	68.6	67.5
	Standard of Excellence	Very High	Improved	Excellent	**21.2**	20.3	20.5	**20.4**	21.1	20.7
K&E Science 9	Acceptable Standard	Very Low	Maintained	Concern	**38.7**	36.2	38.9	**47.7**	50.3	51.8
	Standard of Excellence	Low	Maintained	Issue	**6.5**	2.9	4.8	**10.0**	7.9	9.2
Social Studies 9	Acceptable Standard	Low	Declined Significantly	Concern	**58.8**	60.7	60.6	**57.5**	60.5	59.8
	Standard of Excellence	Intermediate	Declined Significantly	Issue	**16.0**	17.7	17.1	**16.3**	17.1	16.3
K&E Social Studies 9	Acceptable Standard	Low	Improved	Acceptable	**44.4**	35.9	33.2	**47.9**	50.3	50.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	**7.9**	6.3	5.0	**11.6**	10.6	10.8

Note | *2025-26 was the first year for the administration of Grade 6 Provincial Achievement Test based on the new Grade 6 Science curriculum introduced in the 2024-25 school year. Grade 6 Social Studies Provincial Achievement Test was not administered for 2025-26.

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)**									
		2021-22		**2022-23**		**2023-24**		**2024-25**		**2025-26**	
		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	70.5	12.2	**73.2**	**8.5**
	Province	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7	**71.3**	**8.9**
French Immersion Language Arts and Literature 6	Authority	85.3	8.8	85.2	12.1	82.0	10.9	n/a	n/a	**83.9**	**9.7**
	Province	76.9	10.6	77.6	12.5	69.9	9.3	n/a	n/a	**79.1**	**10.0**
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	56.2	18.1	**57.1**	**21.7**
	Province	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1	**53.0**	**18.3**
Science 6	Authority	77.2	26.9	71.4	25.4	71.8	26.2	n/a	n/a	**69.2**	**22.9**
	Province	71.5	23.7	66.7	21.8	68.8	24.8	n/a	n/a	**65.7**	**20.7**
Social Studies 6	Authority	74.1	22.0	71.4	19.3	72.6	21.8	69.2	18.9	n/a	n/a
	Province	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5	**64.5**	**18.7**
English Language Arts 9	Authority	72.5	15.7	73.6	14.6	71.1	11.6	68.1	9.4	**70.3**	**10.3**
	Province	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1	**70.0**	**11.4**
K&E English Language Arts 9	Authority	57.3	4.3	54.4	8.9	41.4	1.4	37.1	1.4	**44.3**	**0.0**
	Province	50.5	5.0	50.2	5.7	49.6	5.6	47.4	5.2	**44.5**	**3.5**

French Language Arts 9 année	Authority	74.6	8.9	77.3	11.8	76.6	11.7	76.6	10.8	**70.0**	**10.2**
	Province	73.5	9.9	76.1	10.9	76.6	10.6	75.2	9.3	**71.6**	**9.0**
Mathematics 9	Authority	59.0	21.4	57.2	15.9	54.6	15.3	52.5	15.7	**51.9**	**16.8**
	Province	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0	**50.7**	**15.1**
K&E Mathematics 9	Authority	55.1	13.8	39.1	9.1	34.5	3.4	38.5	6.3	**34.2**	**4.3**
	Province	55.3	11.1	52.7	11.3	52.2	9.9	49.7	11.0	**44.1**	**8.5**
Science 9	Authority	69.9	26.0	66.4	20.4	67.6	20.7	67.4	20.3	**66.3**	**21.2**
	Province	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1	**65.3**	**20.4**
K&E Science 9	Authority	55.1	9.2	38.2	8.8	42.3	2.6	36.2	2.9	**38.7**	**6.5**
	Province	57.8	11.0	52.9	10.9	52.3	8.9	50.3	7.9	**47.7**	**10.0**
Social Studies 9	Authority	65.8	18.4	60.1	17.0	61.0	16.5	60.7	17.7	**58.8**	**16.0**
	Province	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1	**57.5**	**16.3**
K&E Social Studies 9	Authority	59.6	14.9	36.4	7.3	27.4	1.6	35.9	6.3	**44.4**	**7.9**
	Province	53.2	14.1	49.6	10.6	50.4	11.3	50.3	10.6	**47.9**	**11.6**

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

All Students			**Results (in percentages)**									
			2021-22		**2022-23**		**2023-24**		**2024-25**		**2025-26**	
			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	74.0	30.6	**79.0**	**32.7**
		Writing	n/a	n/a	n/a	n/a	n/a	n/a	83.2	8.5	**84.1**	**5.8**
	Province	Reading	n/a	n/a	n/a	n/a	n/a	n/a	75.9	30.4	**79.5**	**30.9**
		Writing	n/a	n/a	n/a	n/a	n/a	n/a	85.3	9.8	**86.1**	**6.5**
French Immersion Language Arts and Literature 6	Authority	Reading	84.5	19.6	85.0	25.6	85.5	16.9	n/a	n/a	**85.6**	**25.6**
		Writing	83.8	10.0	86.7	10.6	87.1	12.1	n/a	n/a	**79.1**	**10.5**
	Province	Reading	76.4	18.0	79.8	19.8	75.8	17.7	n/a	n/a	**81.1**	**20.1**
		Writing	84.1	12.1	83.8	13.3	86.1	12.7	n/a	n/a	**79.5**	**11.1**
English Language Arts 9	Authority	Reading	82.0	27.1	80.9	21.1	77.8	20.2	73.6	16.8	**74.3**	**16.8**
		Writing	87.5	20.2	87.1	21.2	84.9	16.2	81.8	14.1	**86.2**	**15.6**
	Province	Reading	81.0	21.3	80.1	19.9	79.5	20.3	77.9	18.5	**77.0**	**18.0**
		Writing	88.6	18.1	88.8	20.1	87.1	16.6	86.0	15.5	**88.7**	**16.5**
K&E English Language Arts 9	Authority	Reading	68.8	16.1	72.1	21.3	51.9	5.6	52.0	10.0	**61.5**	**13.5**
		Writing	65.6	8.6	54.1	6.6	40.7	1.9	54.0	4.0	**48.1**	**0.0**
	Province	Reading	65.0	16.9	70.2	17.9	70.2	20.6	63.0	17.2	**62.3**	**17.9**
		Writing	67.7	5.1	67.4	5.0	63.3	4.1	60.4	4.3	**53.3**	**1.7**
French Language Arts 9 année	Authority	Reading	76.2	11.3	75.8	12.7	73.7	13.3	76.4	14.0	**68.7**	**10.4**
		Writing	80.1	13.2	85.6	17.2	84.8	16.9	82.6	14.2	**78.9**	**17.0**
	Province	Reading	73.6	10.5	75.3	11.9	72.0	11.7	74.7	13.0	**69.4**	**11.6**
		Writing	84.1	15.1	87.2	17.1	88.0	16.6	82.3	12.2	**85.3**	**14.8**

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

All Students			Results (in percentages)									
			2021-22		2022-23		2023-24		2024-25		2025-26	
			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	57.7	24.5	**62.6**	**33.1**
		Part B	n/a	n/a	n/a	n/a	n/a	n/a	65.6	21.4	**65.5**	**24.7**
	Province	Part A	n/a	n/a	n/a	n/a	n/a	n/a	57.8	23.3	**61.7**	**30.9**
		Part B	n/a	n/a	n/a	n/a	n/a	n/a	65.7	18.9	**63.5**	**22.1**
Mathematics 9	Authority	Part A	55.0	26.0	52.1	21.3	47.4	22.3	47.3	21.4	**46.8**	**21.9**
		Part B	73.4	27.1	72.9	21.0	69.4	18.3	66.2	19.1	**67.9**	**21.7**
	Province	Part A	49.0	20.3	48.7	17.6	47.1	20.3	45.7	19.4	**46.3**	**20.3**
		Part B	71.3	22.8	71.3	18.4	69.3	17.9	68.4	18.0	**68.8**	**20.2**
K&E Mathematics 9	Authority	Knowledge	66.2	16.9	52.4	11.0	33.8	7.4	50.7	8.2	**48.1**	**7.6**
		Skills	66.9	20.6	56.1	14.6	48.5	5.9	50.7	11.0	**57.0**	**8.9**
	Province	Knowledge	65.8	15.1	61.6	15.9	57.6	12.2	57.7	11.0	**54.5**	**7.6**
		Skills	69.4	18.1	69.7	18.6	69.3	16.8	64.3	18.1	**60.6**	**16.9**

Analysis

- CBE students demonstrated stronger performances than the province on both achievement standards in Mathematics and Science PAT results.
- CBE outperformed the province at the acceptable standard in English Language Arts 6 & Lit 6, French Immersion Language Arts and Literature 6 and English Language Arts 9. Moreover, CBE recorded a higher percentage of students achieving the standard of excellence than the provincial level in French Language Arts 9 année.
- Across all K&E courses, CBE had lower percentages of students meeting the acceptable standard and the standard of excellence than the province.
- In Mathematics and Science, Grade 6 CBE students showed higher PAT achievement on both standards than Grade 9 students.
- In English Language Arts and French Language Arts, Grade 6 CBE students showed higher PAT achievement at the acceptable standard when compared to Grade 9 students.
- CBE students achieved a ‘Very High’ achievement for the standard of excellence in Science 9.
- Significant improvements were observed in Mathematics 6&9 at the standard of excellence. English Language Arts 6 & Lit 6 also showed a significant increase at the acceptable standard.
- Significant declines were observed in Social Studies 9 across both achievement standards. Furthermore, French Language Arts 9 année and Mathematics 9 showed significant decreases at the acceptable standard while ELA6&9 experienced statistically significant declines at the standard of excellence when compared previous years’ results.
- Between Reading and Writing, CBE students consistently had stronger performance in Writing than Reading on the acceptable standard results except for K&E English Language Arts 9.
- Except for French Language Arts 9 année, more students achieved the standard of excellence in Reading than Writing across ELA and FLA tests.
- In Mathematics 6&9, CBE students outperformed the province level on both standards in Part A and Part B except for the acceptable standard for Mathematics 9 Part B.
- Over the past four years, 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 for 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	Improved Significantly	n/a	**64.4**	61.0	61.0	**65.7**	62.3	62.3
	Standard of Excellence	n/a	Declined Significantly	n/a	**5.5**	7.6	7.6	**5.7**	8.0	8.0
French Immersion Language Arts and Literature 6	Acceptable Standard	n/a	n/a	n/a	**81.1**	n/a	n/a	**78.9**	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	**8.9**	n/a	n/a	**8.8**	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	Improved	n/a	**54.2**	52.4	52.4	**52.9**	52.3	52.3
	Standard of Excellence	n/a	Improved Significantly	n/a	**20.4**	17.3	17.3	**17.7**	14.9	14.9
Science 6	Acceptable Standard	n/a	n/a	n/a	**61.2**	n/a	n/a	**61.1**	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	**16.9**	n/a	n/a	**16.0**	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	**n/a**	63.0	65.6	**65.6**	60.7	63.6
	Standard of Excellence	n/a	n/a	n/a	**n/a**	14.5	16.1	**15.8**	15.2	15.8
English Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	**56.3**	51.9	57.6	**58.0**	54.5	57.9
	Standard of Excellence	Very Low	Declined	Concern	**3.9**	3.3	4.8	**5.0**	4.7	5.5
K&E English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	**50.0**	20.0	36.9	**40.6**	33.5	38.4
	Standard of Excellence	Low	Maintained	Issue	**0.0**	0.0	0.0	**4.0**	2.6	2.6
French Language Arts 9 année	Acceptable Standard	Very Low	Declined Significantly	Concern	**50.6**	63.3	66.6	**60.5**	63.9	67.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	**7.1**	13.3	8.6	**9.9**	11.6	10.7
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	**43.7**	45.1	47.4	**45.1**	45.2	47.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	**12.8**	12.5	12.7	**12.4**	11.6	11.7
K&E Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	**21.9**	45.5	35.7	**31.6**	51.0	46.8
	Standard of Excellence	Low	Maintained	Issue	**3.1**	9.1	3.0	**11.1**	13.4	10.4
Science 9	Acceptable Standard	Low	Declined	Issue	**54.4**	56.7	56.5	**56.2**	57.6	58.2
	Standard of Excellence	High	Maintained	Good	**13.2**	12.2	12.9	**13.9**	13.8	14.3
K&E Science 9	Acceptable Standard	Low	Maintained	Issue	**50.0**	36.4	44.9	**40.2**	41.6	38.6
	Standard of Excellence	Intermediate	Improved	Good	**8.3**	0.0	0.0	**7.6**	2.0	3.6
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	**46.2**	46.7	48.4	**47.9**	47.9	49.2
	Standard of Excellence	Very Low	Declined	Concern	**8.2**	9.7	9.4	**10.1**	10.4	10.3

K&E Social Studies 9	Acceptable Standard	Low	Maintained	Issue	**53.3**	33.3	36.1	**46.6**	48.7	44.2
	Standard of Excellence	Low	Maintained	Issue	**0.0**	11.1	3.7	**14.4**	3.2	4.0

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)									
		2021-22		2022-23		2023-24		2024-25		2025-26	
		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	61.0	7.6	**64.4**	**5.5**
	Province	n/a	n/a	n/a	n/a	n/a	n/a	62.3	8.0	**65.7**	**5.7**
French Immersion Language Arts and Literature 6	Authority	75.8	7.6	81.0	14.3	77.8	11.1	n/a	n/a	**81.1**	**8.9**
	Province	74.0	11.6	75.5	13.8	74.5	12.7	n/a	n/a	**78.9**	**8.8**
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	52.4	17.3	**54.2**	**20.4**
	Province	n/a	n/a	n/a	n/a	n/a	n/a	52.3	14.9	**52.9**	**17.7**
Science 6	Authority	74.7	23.1	66.2	19.2	n/a	n/a	n/a	n/a	**61.2**	**16.9**
	Province	72.0	21.0	64.7	17.2	n/a	n/a	n/a	n/a	**61.1**	**16.0**
Social Studies 6	Authority	72.2	18.5	67.4	15.7	66.4	18.1	63.0	14.5	**n/a**	**n/a**
	Province	68.4	17.9	65.4	15.7	64.6	16.5	60.7	15.2	**65.6**	**15.8**
English Language Arts 9	Authority	62.0	8.3	63.0	5.8	57.9	5.2	51.9	3.3	**56.3**	**3.9**
	Province	61.9	7.0	62.2	6.6	56.9	5.4	54.5	4.7	**58.0**	**5.0**
K&E English Language Arts 9	Authority	74.1	0.0	37.5	0.0	53.3	0.0	20.0	0.0	**50.0**	**0.0**
	Province	45.7	2.4	34.9	1.3	46.7	4.0	33.5	2.6	**40.6**	**4.0**
French Language Arts 9 année	Authority	64.7	7.1	66.3	4.2	70.1	8.2	63.3	13.3	**50.6**	**7.1**
	Province	64.0	10.1	71.1	11.3	67.8	9.2	63.9	11.6	**60.5**	**9.9**
Mathematics 9	Authority	50.6	15.8	49.4	12.6	47.8	13.1	45.1	12.5	**43.7**	**12.8**
	Province	47.0	12.9	50.1	12.0	46.7	11.5	45.2	11.6	**45.1**	**12.4**
K&E Mathematics 9	Authority	60.0	8.6	24.0	0.0	37.5	0.0	45.5	9.1	**21.9**	**3.1**
	Province	54.5	9.8	39.5	5.6	49.7	12.2	51.0	13.4	**31.6**	**11.1**
Science 9	Authority	61.4	16.7	56.7	12.6	56.0	14.1	56.7	12.2	**54.4**	**13.2**
	Province	55.8	13.7	59.4	15.0	57.7	14.2	57.6	13.8	**56.2**	**13.9**
K&E Science 9	Authority	61.9	4.8	41.2	0.0	57.1	0.0	36.4	0.0	**50.0**	**8.3**
	Province	52.3	2.8	33.1	3.3	41.1	5.5	41.6	2.0	**40.2**	**7.6**
Social Studies 9	Authority	53.5	10.5	48.8	8.9	49.7	9.6	46.7	9.7	**46.2**	**8.2**
	Province	54.5	12.6	50.4	11.0	49.4	9.6	47.9	10.4	**47.9**	**10.1**
K&E Social Studies 9	Authority	84.2	15.8	50.0	0.0	25.0	0.0	33.3	11.1	**53.3**	**0.0**
	Province	64.1	11.7	39.4	1.5	44.4	7.4	48.7	3.2	**46.6**	**14.4**

Analysis

- English as an Additional Language Learners demonstrated higher achievements on both standards than the province across Grade 6 PAT tests except for English Language Arts & Lit 6.
- In Grade 9 PAT tests excluding all K&E courses, English as an Additional Language Learners generally showed lower percentages of students achieving both standards than the provincial level except for the standard of excellence result in Mathematics 9.
- In 2025-26 Provincial Achievement Tests, English as an Additional Language Learners had stronger performances in Grade 6 courses than Grade 9 courses across both standards.
- In 2025-26 school year, significant improvements were observed in Mathematics 6 at the standard of excellence and in English Language Arts 6 & Lit 6 at the acceptable standard.
- French Language Arts 9 année and Mathematics 9 showed significant decreases at the acceptable standard while English Language Arts & Lit 6 experienced statistically significant declines at the standard of excellence when compared to previous years' results.

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 and Lit 6	PAT: Acceptable	n/a	Improved	n/a	**54.6**	48.7	48.7	**55.8**	52.0	52.0
	PAT: Excellence	n/a	Declined Significantly	n/a	**2.4**	5.5	5.5	**3.5**	5.3	5.3
French Immersion Language Arts and Lit 6	PAT: Acceptable	n/a	n/a	n/a	**83.3**	n/a	n/a	**71.4**	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	**4.2**	n/a	n/a	**5.8**	n/a	n/a
Mathematics 6	PAT: Acceptable	n/a	Maintained	n/a	**26.7**	29.4	29.4	**29.3**	30.4	30.4
	PAT: Excellence	n/a	Improved	n/a	**6.5**	4.0	4.0	**6.7**	4.7	4.7
Science 6	PAT: Acceptable	n/a	n/a	n/a	**47.3**	n/a	n/a	**46.8**	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	**10.6**	n/a	n/a	**9.9**	n/a	n/a
Social Studies 6	PAT: Acceptable	n/a	n/a	n/a	**n/a**	46.0	43.6	**45.3**	43.7	45.9
	PAT: Excellence	n/a	n/a	n/a	**n/a**	8.3	7.1	**7.3**	7.9	7.2
English Language Arts 9	PAT: Acceptable	Very Low	Maintained	Concern	**40.8**	41.0	39.7	**50.6**	50.7	49.8
	PAT: Excellence	Very Low	Maintained	Concern	**3.3**	4.1	3.8	**4.6**	4.7	4.6
K&E English Language Arts 9	PAT: Acceptable	Low	Maintained	Issue	**30.0**	50.0	37.5	**38.3**	43.5	43.4
	PAT: Excellence	Low	Maintained	Issue	**0.0**	0.0	0.0	**1.8**	5.3	4.6
French Language Arts 9 année	PAT: Acceptable	Very Low	Maintained	Concern	**50.0**	69.6	60.4	**60.0**	63.0	64.1
	PAT: Excellence	Intermediate	Maintained	Acceptable	**8.3**	4.3	5.6	**5.2**	5.5	5.2
Mathematics 9	PAT: Acceptable	Very Low	Maintained	Concern	**20.7**	21.6	21.6	**25.5**	27.4	28.3
	PAT: Excellence	Very Low	Maintained	Concern	**2.7**	3.6	3.6	**4.6**	4.7	4.4
K&E Mathematics 9	PAT: Acceptable	Low	Maintained	Issue	**33.3**	33.3	41.9	**37.1**	41.5	44.7
	PAT: Excellence	Low	Declined	Issue	**0.0**	9.5	9.2	**6.2**	8.5	8.6
Science 9	PAT: Acceptable	Very Low	Improved	Issue	**38.0**	41.0	34.6	**42.9**	47.7	45.3
	PAT: Excellence	Low	Maintained	Issue	**4.4**	6.4	5.8	**7.0**	8.9	8.2
K&E Science 9	PAT: Acceptable	Very Low	Maintained	Concern	**30.0**	26.7	31.2	**37.5**	44.9	46.6
	PAT: Excellence	Intermediate	Improved	Good	**10.0**	0.0	0.0	**6.3**	6.6	7.3
Social Studies 9	PAT: Acceptable	Very Low	Maintained	Concern	**28.8**	32.9	29.8	**34.7**	38.6	37.3
	PAT: Excellence	Very Low	Maintained	Concern	**4.8**	5.3	4.6	**5.7**	6.4	5.9

K&E Social Studies 9	PAT: Acceptable	*	*	*	*	18.2	28.3	**40.8**	43.1	44.9
	PAT: Excellence	*	*	*	*	0.0	3.8	**6.0**	9.3	8.6

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)									
		2021-22		2022-23		2023-24		2024-25		2025-26	
		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	48.7	5.5	**54.6**	**2.4**
	Province	n/a	n/a	n/a	n/a	n/a	n/a	52.0	5.3	**55.8**	**3.5**
French Immersion Language Arts and Literature 6	Authority	86.7	13.3	62.5	6.3	n/a	n/a	n/a	n/a	**83.3**	**4.2**
	Province	63.7	6.4	65.9	5.3	56.9	2.9	n/a	n/a	**71.4**	**5.8**
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	29.4	4.0	**26.7**	**6.5**
	Province	n/a	n/a	n/a	n/a	n/a	n/a	30.4	4.7	**29.3**	**6.7**
Science 6	Authority	51.2	10.5	40.1	8.4	49.1	12.0	n/a	n/a	**47.3**	**10.6**
	Province	51.2	9.7	46.0	9.0	51.4	12.3	n/a	n/a	**46.8**	**9.9**
Social Studies 6	Authority	45.6	6.6	37.1	5.9	47.6	7.2	46.0	8.3	**n/a**	**n/a**
	Province	46.8	7.3	45.3	6.5	48.7	7.3	43.7	7.9	**45.3**	**7.3**
English Language Arts 9	Authority	39.1	3.7	37.8	5.1	40.2	2.2	41.0	4.1	**40.8**	**3.3**
	Province	49.4	3.6	49.2	4.4	49.5	4.7	50.7	4.7	**50.6**	**4.6**
K&E English Language Arts 9	Authority	39.1	0.0	*	*	25.0	0.0	50.0	0.0	**30.0**	**0.0**
	Province	46.7	5.0	43.8	3.7	42.8	4.9	43.5	5.3	**38.3**	**1.8**
French Language Arts 9 année	Authority	46.2	0.0	68.8	12.5	42.9	0.0	69.6	4.3	**50.0**	**8.3**
	Province	53.3	5.2	65.4	4.4	63.8	5.6	63.0	5.5	**60.0**	**5.2**
Mathematics 9	Authority	21.0	2.2	24.3	4.7	19.0	2.5	21.6	3.6	**20.7**	**2.7**
	Province	26.3	4.1	28.7	3.8	28.7	4.8	27.4	4.7	**25.5**	**4.6**
K&E Mathematics 9	Authority	30.0	3.3	45.5	18.2	47.1	0.0	33.3	9.5	**33.3**	**0.0**
	Province	48.1	6.0	48.9	11.1	43.7	6.2	41.5	8.5	**37.1**	**6.2**
Science 9	Authority	35.9	5.8	31.3	5.6	31.3	5.5	41.0	6.4	**38.0**	**4.4**
	Province	49.3	8.5	42.1	7.1	46.0	8.5	47.7	8.9	**42.9**	**7.0**
K&E Science 9	Authority	44.4	0.0	*	*	35.7	0.0	26.7	0.0	**30.0**	**10.0**
	Province	53.3	9.7	48.4	8.2	46.6	7.2	44.9	6.6	**37.5**	**6.3**
Social Studies 9	Authority	33.1	5.6	27.8	4.9	28.8	3.7	32.9	5.3	**28.8**	**4.8**
	Province	34.7	4.1	34.1	4.9	39.0	6.3	38.6	6.4	**34.7**	**5.7**
K&E Social Studies 9	Authority	31.8	0.0	*	*	38.5	7.7	18.2	0.0	*	*
	Province	41.3	9.1	45.4	7.3	46.2	9.4	43.1	9.3	**40.8**	**6.0**

Analysis

- In Mathematics and Science, Grade 6 students who self-identified as Indigenous demonstrated stronger performance than those in Grade 9 across both standards.
- In English Language Arts and French Language Arts, a higher percentage of Grade 6 students in this cohort achieving acceptable standard than Grade 9 students while Grade 9 students outperformed Grade 6 at the standard of excellence.
- In the Students who Self-Identify as Indigenous cohort, CBE students generally showed lower achievement across PAT courses than the province. Higher achievements compared to the province were found in Science 6 at both standards; in FLA 9 and K&E Science 9 at the standard of excellence; and in FLA 6 at the acceptable standard.
- Across all PAT courses, Students who Self-Identify as Indigenous generally received 'Low' or 'Very Low' achievement measure evaluations on both standards. However, a notable 6 percentage point year-over-year increase was observed in 2025-26 ELAL 6 acceptable standard result.

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	Improved	n/a	**53.5**	51.1	51.1	**46.6**	43.9	43.9
	PAT: Excellence	n/a	Maintained	n/a	**3.6**	3.9	3.9	**2.6**	3.4	3.4
French Immersion Language Arts and Literature 6	PAT: Acceptable	n/a	n/a	n/a	**68.9**	n/a	n/a	**60.3**	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	**4.0**	n/a	n/a	**4.5**	n/a	n/a
Mathematics 6	PAT: Acceptable	n/a	Maintained	n/a	**34.2**	34.8	34.8	**28.7**	28.8	28.8
	PAT: Excellence	n/a	Improved Significantly	n/a	**10.2**	8.0	8.0	**7.2**	5.6	5.6
Science 6	PAT: Acceptable	n/a	n/a	n/a	**51.1**	n/a	n/a	**44.4**	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	**13.7**	n/a	n/a	**10.3**	n/a	n/a
Social Studies 6	PAT: Acceptable	n/a	n/a	n/a	**n/a**	49.4	52.0	**39.7**	41.5	43.1
	PAT: Excellence	n/a	n/a	n/a	**n/a**	8.7	10.0	**6.9**	7.6	7.5
English Language Arts 9	PAT: Acceptable	Very Low	Declined	Concern	**49.6**	49.1	52.3	**45.0**	45.4	46.6
	PAT: Excellence	Very Low	Declined Significantly	Concern	**4.2**	4.2	5.5	**3.6**	3.4	4.3
K&E English Language Arts 9	PAT: Acceptable	Low	Maintained	Issue	**44.3**	41.4	46.3	**42.3**	45.8	48.0
	PAT: Excellence	Low	Declined	Issue	**0.0**	1.7	3.5	**2.3**	4.5	4.6
French Language Arts 9 année	PAT: Acceptable	Very Low	Declined Significantly	Concern	**47.2**	64.1	60.8	**47.3**	55.5	55.4
	PAT: Excellence	Low	Declined	Issue	**2.1**	5.5	5.3	**2.6**	2.8	4.4
Mathematics 9	PAT: Acceptable	Very Low	Declined Significantly	Concern	**29.0**	30.1	32.6	**25.6**	26.5	28.1
	PAT: Excellence	Very Low	Maintained	Concern	**6.5**	6.0	5.9	**5.0**	4.7	4.6
K&E Mathematics 9	PAT: Acceptable	Low	Maintained	Issue	**36.8**	35.2	35.3	**40.0**	43.6	46.1
	PAT: Excellence	Low	Maintained	Issue	**5.3**	5.6	6.1	**5.4**	8.2	8.9
Science 9	PAT: Acceptable	Very Low	Declined	Concern	**46.9**	48.1	48.7	**42.2**	46.2	45.1
	PAT: Excellence	Intermediate	Maintained	Acceptable	**10.4**	11.0	10.7	**8.7**	9.3	9.1
K&E Science 9	PAT: Acceptable	Low	Maintained	Issue	**41.5**	39.0	39.8	**46.2**	49.2	51.8
	PAT: Excellence	Intermediate	Maintained	Acceptable	**7.5**	3.4	5.2	**9.9**	7.8	9.3
Social Studies 9	PAT: Acceptable	Very Low	Declined	Concern	**38.9**	41.3	41.6	**34.7**	37.5	36.9
	PAT: Excellence	Very Low	Declined	Concern	**7.6**	8.5	8.5	**6.9**	7.4	6.9

K&E Social Studies 9	PAT: Acceptable	Low	Improved	Acceptable	**46.3**	37.7	34.5	**45.3**	48.5	49.0
	PAT: Excellence	Intermediate	Maintained	Acceptable	**9.3**	5.7	5.1	**9.7**	11.3	11.6

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)									
		2021-22		2022-23		2023-24		2024-25		2025-26	
		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	51.1	3.9	**53.5**	**3.6**
	Province	n/a	n/a	n/a	n/a	n/a	n/a	43.9	3.4	**46.6**	**2.6**
French Immersion Language Arts and Literature 6	Authority	73.7	3.0	73.8	5.6	n/a	n/a	n/a	n/a	**68.9**	**4.0**
	Province	58.5	2.6	61.6	4.5	n/a	n/a	n/a	n/a	**60.3**	**4.5**
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	34.8	8.0	**34.2**	**10.2**
	Province	n/a	n/a	n/a	n/a	n/a	n/a	28.8	5.6	**28.7**	**7.2**
Science 6	Authority	58.0	15.5	51.7	15.9	n/a	n/a	n/a	n/a	**51.1**	**13.7**
	Province	48.4	10.7	43.9	10.9	n/a	n/a	n/a	n/a	**44.4**	**10.3**
Social Studies 6	Authority	54.2	10.9	52.0	10.1	54.6	11.1	49.4	8.7	**n/a**	**n/a**
	Province	43.6	7.7	42.4	7.0	45.3	8.0	41.5	7.6	**39.7**	**6.9**
English Language Arts 9	Authority	56.3	8.1	54.8	6.9	53.0	5.3	49.1	4.2	**49.6**	**4..2**
	Province	44.3	3.9	48.3	5.2	46.1	4.2	45.4	3.4	**45.0**	**3.6**
K&E English Language Arts 9	Authority	51.8	3.6	56.9	6.9	40.7	1.9	41.4	1.7	**44.3**	**0.0**
	Province	47.7	4.0	50.4	5.5	47.7	4.0	45.8	4.5	**42.3**	**2.3**
French Language Arts 9 année	Authority	60.4	3.1	58.5	4.8	59.9	5.6	64.1	5.5	**47.2**	**2.1**
	Province	55.9	3.4	54.4	4.6	56.5	5.9	55.5	2.8	**47.3**	**2.6**
Mathematics 9	Authority	37.5	8.8	35.6	6.1	32.0	5.6	30.1	6.0	**29.0**	**6.5**
	Province	32.6	6.6	29.9	4.4	27.9	4.6	26.5	4.7	**25.6**	**5.0**
K&E Mathematics 9	Authority	52.6	12.3	39.5	7.9	31.3	4.7	35.2	5.6	**36.8**	**5.3**
	Province	49.5	9.3	48.7	9.9	46.1	8.5	43.6	8.2	**40.0**	**5.4**
Science 9	Authority	53.0	14.8	47.9	10.7	50.1	10.3	48.1	11.0	**46.9**	**10.4**
	Province	46.0	10.2	44.0	8.7	45.1	9.2	46.2	9.3	**42.2**	**8.7**
K&E Science 9	Authority	52.1	11.0	40.4	10.6	40.0	1.7	39.0	3.4	**41.5**	**7.5**
	Province	55.0	12.8	53.9	11.1	52.2	9.1	49.2	7.8	**46.2**	**9.9**
Social Studies 9	Authority	48.5	10.0	41.3	8.2	42.1	8.7	41.3	8.5	**38.9**	**7.6**
	Province	41.1	7.7	35.9	6.3	37.5	6.9	37.5	7.4	**34.7**	**6.9**
K&E Social Studies 9	Authority	55.2	13.4	37.5	7.5	28.3	2.2	37.7	5.7	**46.3**	**9.3**
	Province	50.2	14.1	48.9	12.5	49.6	11.0	48.5	11.3	**45.3**	**9.7**

Analysis

- In the Students with Identified Special Education Needs cohort, CBE had higher percentages of students meeting both achievement standards than the provincial level except for FLA 6&9 and K&E courses.
- Except for ELAL 6 at the standard of excellence, students in this cohort showed higher achievement levels In Grade 6 English Language Arts, French Language Arts and Mathematics compared to the corresponding Grade 9 courses.
- Mathematics 9 demonstrated a significant improvement at the standard of excellence in comparison to the previous three-year average.
- Significant declines were found in English Language Arts 9 at the standard of excellence as well as in French Language Arts 9 année and Mathematics 9 at the acceptable standard.

Diploma Exam Acceptable/Excellence

Required AECAM

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

Defined by Alberta Education and Childcare as:

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.
- Overall and specific course results for students who require and receive English as an additional language supports (codes 301/303).

Results for each course for:

- All students.
- Self-identified First Nations, Métis and Inuit students.
- Overall and specific course results for students who require and receive English as an additional language supports (codes 301/303).

Note | Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

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	**83.4**	86.2	85.8	**80.2**	82.0	81.3	n/a	n/a	n/a
		Diploma: Excellence	**29.9**	31.5	31.0	**22.9**	23.0	22.3	n/a	n/a	n/a
English as an Additional Language Learners	Student Growth and Achievement	Diploma: Acceptable	**65.3**	70.9	71.5	**62.1**	67.4	67.0	n/a	n/a	n/a
		Diploma: Excellence	**15.4**	18.3	18.3	**12.8**	14.8	14.2	n/a	n/a	n/a
Students who Self-Identify as Indigenous	Student Growth and Achievement	Diploma: Acceptable	**81.1**	84.5	83.6	**76.2**	77.5	76.4	n/a	n/a	n/a
		Diploma: Excellence	**17.3**	16.3	18.2	**12.2**	11.9	11.7	n/a	n/a	n/a
Students with Identified Special Education Needs	Student Growth and Achievement	Diploma: Acceptable	**83.2**	84.9	83.6	**77.9**	78.9	77.6	n/a	n/a	n/a
		Diploma: Excellence	**21.4**	21.5	21.5	**15.5**	15.6	15.0	n/a	n/a	n/a

Analysis

- CBE students consistently achieved higher diploma examination results compared to the province on both standards across all cohorts.
- Generally speaking, English as an Additional Language Learners showed comparatively lower achievement on both standards across all cohorts.

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

Cohort	Measure	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	Diploma: Acceptable	81.1	85.0	86.2	86.2	**83.4**
	Diploma: Excellence	26.5	29.5	31.9	31.5	**29.9**
English as an Additional Language Learners	Diploma: Acceptable	65.7	70.8	72.9	70.9	**65.3**
	Diploma: Excellence	15.2	17.9	18.8	18.3	**15.4**
Students who Self-Identify as Indigenous	Diploma: Acceptable	77.1	81.0	85.3	84.5	**81.1**
	Diploma: Excellence	10.2	17.4	21.1	16.3	**17.3**
Students with Identified Special Education Needs	Diploma: Acceptable	77.0	82.7	83.3	84.9	**83.2**
	Diploma: Excellence	19.4	20.2	22.7	21.5	**21.4**

Analysis

- Participation in the 2025/26 Diploma Exams was impacted by the cancellation of the January 2026 exam administration. As such, an analysis of school year 2025/26 as compared with previous years' results is not advised and caution should be used when interpreting trends over time.

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	n/a	n/a	n/a	**84.5**	87.7	86.8	**82.9**	85.3	84.4
	Diploma: Excellence	n/a	n/a	n/a	**15.3**	15.1	14.6	**11.9**	10.9	10.5
English Lang Arts 30-2	Diploma: Acceptable	n/a	n/a	n/a	**80.9**	84.1	85.7	**82.3**	85.6	85.8
	Diploma: Excellence	n/a	n/a	n/a	**9.4**	12.3	14.5	**9.5**	11.3	12.3
French Lang Arts 30-1	Diploma: Acceptable	n/a	n/a	n/a	**96.7**	97.2	97.2	**94.4**	94.7	94.3
	Diploma: Excellence	n/a	n/a	n/a	**13.3**	14.1	11.6	**4.8**	6.0	6.9
Mathematics 30-1	Diploma: Acceptable	n/a	n/a	n/a	**74.4**	84.8	82.4	**73.9**	77.8	74.7
	Diploma: Excellence	n/a	n/a	n/a	**33.2**	48.5	45.8	**33.0**	37.1	33.7
Mathematics 30-2	Diploma: Acceptable	n/a	n/a	n/a	**72.2**	78.7	77.1	**69.4**	73.6	71.8
	Diploma: Excellence	n/a	n/a	n/a	**19.4**	20.7	20.3	**16.6**	17.3	16.0
Social Studies 30-1	Diploma: Acceptable	n/a	n/a	n/a	**87.4**	88.5	89.4	**83.7**	84.6	84.4
	Diploma: Excellence	n/a	n/a	n/a	**21.3**	22.2	23.3	**16.2**	16.8	17.1
Social Studies 30-2	Diploma: Acceptable	n/a	n/a	n/a	**81.0**	81.0	81.9	**78.4**	77.5	77.7
	Diploma: Excellence	n/a	n/a	n/a	**22.6**	19.3	19.8	**15.0**	12.3	12.4
Biology 30	Diploma: Acceptable	n/a	n/a	n/a	**88.8**	88.8	88.6	**82.1**	82.7	82.8
	Diploma: Excellence	n/a	n/a	n/a	**48.8**	46.1	45.1	**35.0**	34.8	33.8

Chemistry 30	Diploma: Acceptable	n/a	n/a	n/a	**87.0**	88.7	87.5	**81.9**	83.8	82.4
	Diploma: Excellence	n/a	n/a	n/a	**49.7**	53.8	51.0	**39.7**	40.6	38.5
Physics 30	Diploma: Acceptable	n/a	n/a	n/a	**87.6**	90.6	90.4	**82.5**	85.6	84.4
	Diploma: Excellence	n/a	n/a	n/a	**56.1**	56.6	56.1	**40.4**	43.6	42.2
Science 30	Diploma: Acceptable	n/a	n/a	n/a	**83.9**	85.1	83.6	**77.0**	79.6	80.1
	Diploma: Excellence	n/a	n/a	n/a	**34.4**	29.9	27.6	**26.9**	26.2	24.6

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)									
			2021-22		2022-23		2023-24		2024-25		2025-26	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	97.6	46.0	97.7	44.4	98.3	44.4	98.5	43.2	**97.8**	**39.9**
		Diploma Exam	81.6	13.9	86.3	14.4	86.4	14.4	87.7	15.1	**84.5**	**15.3**
	Province	School-Awarded	98.2	44.6	98.4	42.4	98.6	42.1	98.8	42.4	**98.4**	**43.1**
		Diploma Exam	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9	**82.9**	**11.9**
English Lang Arts 30-2	Authority	School-Awarded	95.4	21.0	94.3	18.5	95.4	21.8	96.0	22.4	**95.9**	**17.6**
		Diploma Exam	81.9	15.8	86.9	15.6	86.2	15.6	84.1	12.3	**80.9**	**9.4**
	Province	School-Awarded	96.6	19.9	96.7	18.7	96.7	19.1	97.3	20.1	**96.7**	**19.0**
		Diploma Exam	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3	**82.3**	**9.5**
French Lang Arts 30-1	Authority	School-Awarded	100.0	65.2	99.7	61.0	100.0	73.8	99.7	69.0	**100.0**	**65.0**
		Diploma Exam	92.3	5.8	96.9	8.8	97.5	11.9	97.2	14.1	**96.7**	**13.3**
	Province	School-Awarded	99.8	65.8	99.4	62.3	99.3	67.4	99.7	64.6	**99.8**	**62.7**
		Diploma Exam	91.9	6.8	93.1	6.1	95.3	8.6	94.7	6.0	**94.4**	**4.8**
Mathematics 30-1	Authority	School-Awarded	92.2	47.7	94.3	55.9	95.2	57.5	95.4	58.6	**91.8**	**47.2**
		Diploma Exam	66.5	24.4	78.4	40.1	83.9	48.9	84.8	48.5	**74.4**	**33.2**
	Province	School-Awarded	95.4	51.6	96.1	54.1	96.4	54.8	96.9	56.5	**95.3**	**52.8**
		Diploma Exam	63.6	23.0	70.8	29.0	75.4	34.9	77.8	37.1	**73.9**	**33.0**
Mathematics 30-2	Authority	School-Awarded	93.6	29.7	92.0	27.5	91.8	30.5	93.8	30.7	**92.1**	**30.0**
		Diploma Exam	68.1	15.1	77.4	19.8	75.2	20.4	78.7	20.7	**72.2**	**19.4**
	Province	School-Awarded	94.3	29.7	94.1	29.2	94.3	30.9	95.5	32.9	**93.7**	**32.9**
		Diploma Exam	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3	**69.4**	**16.6**

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

All Students		Results (in percentages)									
		2021-22		2022-23		2023-24		2024-25		2025-26	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	81.6	13.9	86.3	14.4	86.4	14.4	87.7	15.1	**84.5**	**15.3**
	Province	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9	**82.9**	**11.9**
English Lang Arts 30-2	Authority	81.9	15.8	86.9	15.6	86.2	15.6	84.1	12.3	**80.9**	**9.4**
	Province	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3	**82.3**	**9.5**
French Lang Arts 30-1	Authority	92.3	5.8	96.9	8.8	97.5	11.9	97.2	14.1	**96.7**	**13.3**
	Province	91.9	6.8	93.1	6.1	95.3	8.6	94.7	6.0	**94.4**	**4.8**
Mathematics 30-1	Authority	66.5	24.4	78.4	40.1	83.9	48.9	84.8	48.5	**74.4**	**33.2**
	Province	63.6	23.0	70.8	29.0	75.4	34.9	77.8	37.1	**73.9**	**33.0**
Mathematics 30-2	Authority	68.1	15.1	77.4	19.8	75.2	20.4	78.7	20.7	**72.2**	**19.4**
	Province	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3	**69.4**	**16.6**

Social Studies 30-1	Authority	88.0	24.5	88.9	22.8	90.6	25.0	88.5	22.2	**87.4**	**21.3**
	Province	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8	**83.7**	**16.2**
Social Studies 30-2	Authority	80.2	23.8	82.3	19.8	82.5	20.2	81.0	19.3	**81.0**	**22.6**
	Province	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3	**78.4**	**15.0**
Biology 30	Authority	82.9	37.9	88.2	44.1	88.8	45.0	88.8	46.1	**88.8**	**48.8**
	Province	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8	**82.1**	**35.0**
Chemistry 30	Authority	85.8	43.1	85.6	48.2	88.1	51.0	88.7	53.8	**87.0**	**49.7**
	Province	77.1	31.1	80.5	37.0	82.9	38.0	83.8	40.6	**81.9**	**39.7**
Physics 30	Authority	86.9	47.9	89.9	54.2	90.8	57.6	90.6	56.6	**87.6**	**56.1**
	Province	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6	**82.5**	**40.4**
Science 30	Authority	80.0	21.9	81.2	25.7	84.6	27.3	85.1	29.9	**83.9**	**34.4**
	Province	75.7	17.2	79.4	23.1	81.3	24.6	79.6	26.2	**77.0**	**26.9**

Analysis

- Compared to the province, CBE students consistently achieved higher diploma examination results on both achievement standards across courses except for English Language Arts 30-2.

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	n/a	n/a	n/a	**56.5**	67.1	65.5	**57.7**	64.7	63.1
	Diploma: Excellence	n/a	n/a	n/a	**2.0**	3.2	3.0	**2.8**	3.3	3.2
English Lang Arts 30-2	Diploma: Acceptable	n/a	n/a	n/a	**60.4**	69.3	72.0	**59.6**	67.4	69.6
	Diploma: Excellence	n/a	n/a	n/a	**2.8**	4.5	5.6	**3.0**	4.5	5.1
French Lang Arts 30-1	Diploma: Acceptable	n/a	n/a	n/a	*	100.0	100.0	**92.3**	96.0	89.0
	Diploma: Excellence	n/a	n/a	n/a	*	22.2	22.2	**7.7**	8.0	9.0
Mathematics 30-1	Diploma: Acceptable	n/a	n/a	n/a	**66.1**	72.7	70.5	**60.8**	67.6	64.2
	Diploma: Excellence	n/a	n/a	n/a	**25.2**	37.5	36.4	**21.9**	30.8	27.2
Mathematics 30-2	Diploma: Acceptable	n/a	n/a	n/a	**56.2**	65.7	65.1	**55.2**	63.3	59.8
	Diploma: Excellence	n/a	n/a	n/a	**10.2**	15.8	13.3	**9.2**	13.4	10.7
Social Studies 30-1	Diploma: Acceptable	n/a	n/a	n/a	**69.4**	72.7	76.0	**68.3**	72.5	71.9
	Diploma: Excellence	n/a	n/a	n/a	**5.5**	8.4	10.6	**7.2**	8.2	9.3
Social Studies 30-2	Diploma: Acceptable	n/a	n/a	n/a	**65.3**	66.8	69.1	**60.3**	63.2	63.0
	Diploma: Excellence	n/a	n/a	n/a	**10.6**	9.4	11.1	**8.6**	8.3	8.2
Biology 30	Diploma: Acceptable	n/a	n/a	n/a	**74.7**	76.3	78.2	**66.6**	69.2	70.6
	Diploma: Excellence	n/a	n/a	n/a	**32.2**	33.9	33.1	**22.9**	25.3	24.5

Chemistry 30	Diploma: Acceptable	n/a	n/a	n/a	**76.5**	78.4	77.4	**69.7**	74.7	73.8
	Diploma: Excellence	n/a	n/a	n/a	**35.4**	43.2	38.8	**29.6**	33.1	30.9
Physics 30	Diploma: Acceptable	n/a	n/a	n/a	**75.1**	81.0	81.7	**73.0**	75.0	74.0
	Diploma: Excellence	n/a	n/a	n/a	**38.1**	44.3	42.9	**30.7**	32.0	32.4
Science 30	Diploma: Acceptable	n/a	n/a	n/a	**64.1**	72.2	68.5	**60.6**	66.0	67.5
	Diploma: Excellence	n/a	n/a	n/a	**22.7**	18.7	15.7	**17.0**	17.7	16.7

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)									
			2021-22		2022-23		2023-24		2024-25		2025-26	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	94.6	22.4	93.8	29.1	96.5	30.4	96.0	24.6	**93.9**	**19.0**
		Diploma Exam	60.5	2.0	64.5	3.0	64.8	2.8	67.1	3.2	**56.5**	**2.0**
	Province	School-Awarded	96.4	28.5	95.6	29.7	95.8	30.3	97.1	29.2	**95.2**	**25.0**
		Diploma Exam	55.5	2.6	63.3	3.7	61.3	2.7	64.7	3.3	**57.7**	**2.8**
English Lang Arts 30-2	Authority	School-Awarded	94.9	14.5	92.7	12.3	96.8	18.4	96.0	17.6	**94.0**	**11.0**
		Diploma Exam	66.2	2.6	73.2	6.9	73.6	5.5	69.3	4.5	**60.4**	**2.8**
	Province	School-Awarded	95.5	14.8	95.8	12.7	96.7	16.5	97.1	16.8	**94.8**	**13.8**
		Diploma Exam	63.9	3.7	71.5	5.5	70.0	5.2	67.4	4.5	**59.6**	**3.0**
French Lang Arts 30-1	Authority	School-Awarded	*	*	*	*	*	*	100.0	55.6	*	*
		Diploma Exam	*	*	*	*	*	*	100.0	22.2	*	*
	Province	School-Awarded	100.0	56.3	96.3	48.1	90.5	71.4	100.0	64.0	**100.0**	**53.8**
		Diploma Exam	93.8	12.5	85.2	0.0	85.7	19.0	96.0	8.0	**92.3**	**7.7**
Mathematics 30-1	Authority	School-Awarded	84.6	35.2	87.6	46.1	88.5	50.3	90.1	47.9	**89.7**	**42.7**
		Diploma Exam	50.0	19.1	65.0	31.8	73.7	39.9	72.7	37.5	**66.1**	**25.2**
	Province	School-Awarded	92.1	47.7	92.3	46.6	91.6	47.8	93.8	49.3	**92.1**	**46.5**
		Diploma Exam	52.2	19.2	61.1	23.1	64.0	27.6	67.6	30.8	**60.8**	**21.9**
Mathematics 30-2	Authority	School-Awarded	90.2	24.8	88.1	20.5	89.2	22.3	90.5	24.2	**82.6**	**19.6**
		Diploma Exam	58.6	8.3	64.7	12.2	64.8	12.0	65.7	15.8	**56.2**	**10.2**
	Province	School-Awarded	91.0	23.9	88.7	20.9	89.4	20.9	92.4	26.5	**87.8**	**24.5**
		Diploma Exam	46.9	6.3	58.5	9.7	57.7	9.0	63.3	13.4	**55.2**	**9.2**

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

English as an Additional Language Learners		Results (in percentages)									
		2021-22		2022-23		2023-24		2024-25		2025-26	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	60.5	2.0	64.5	3.0	64.8	2.8	67.1	3.2	**56.5**	**2.0**
	Province	55.5	2.6	63.3	3.7	61.3	2.7	64.7	3.3	**57.7**	**2.8**
English Lang Arts 30-2	Authority	66.2	2.6	73.2	6.9	73.6	5.5	69.3	4.5	**60.4**	**2.8**
	Province	63.9	3.7	71.5	5.5	70.0	5.2	67.4	4.5	**59.6**	**3.0**
French Lang Arts 30-1	Authority	*	*	*	*	*	*	100.0	22.2	*	*
	Province	93.8	12.5	85.2	0.0	85.7	19.0	96.0	8.0	**92.3**	**7.7**
Mathematics 30-1	Authority	50.0	19.1	65.0	31.8	73.7	39.9	72.7	37.5	**66.1**	**25.2**
	Province	52.2	19.2	61.1	23.1	64.0	27.6	67.6	30.8	**60.8**	**21.9**
Mathematics 30-2	Authority	58.6	8.3	64.7	12.2	64.8	12.0	65.7	15.8	**56.2**	**10.2**
	Province	46.9	6.3	58.5	9.7	57.7	9.0	63.3	13.4	**55.2**	**9.2**
Social Studies 30-1	Authority	75.0	11.7	76.3	10.5	79.2	12.8	72.7	8.4	**69.4**	**5.5**
	Province	68.7	9.0	72.7	8.8	70.5	10.7	72.5	8.2	**68.3**	**7.2**
Social Studies 30-2	Authority	68.0	13.9	67.6	11.6	72.8	12.4	66.8	9.4	**65.3**	**10.6**
	Province	55.6	7.1	62.5	7.8	63.2	8.3	63.2	8.3	**60.3**	**8.6**
Biology 30	Authority	68.8	30.7	79.4	32.4	78.9	32.9	76.3	33.9	**74.7**	**32.2**
	Province	61.0	18.0	72.8	24.7	69.7	23.6	69.2	25.3	**66.6**	**22.9**
Chemistry 30	Authority	76.9	33.5	76.8	36.2	77.0	36.9	78.4	43.2	**76.5**	**35.4**
	Province	67.9	23.5	73.5	29.9	73.2	29.6	74.7	33.1	**69.7**	**29.6**
Physics 30	Authority	75.6	40.2	86.2	42.5	78.0	41.7	81.0	44.3	**75.1**	**38.1**
	Province	63.1	26.4	75.7	32.3	71.3	32.9	75.0	32.0	**73.0**	**30.7**
Science 30	Authority	58.2	12.7	63.4	13.0	69.9	15.4	72.2	18.7	**64.1**	**22.7**
	Province	59.7	11.8	67.4	16.1	69.0	16.2	66.0	17.7	**60.6**	**17.0**

Analysis

- In the English as an Additional Language Learners cohort, CBE generally outperformed the province in diploma examination results across all courses except for English Language Arts 30-2 and Social Studies 30-1 at the standard of excellence, as well as English Language Arts 30-1 at both achievement standards.

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	n/a	n/a	n/a	**80.4**	87.6	87.3	**81.6**	80.6	80.2
	Diploma: Excellence	n/a	n/a	n/a	**14.1**	9.0	10.8	**6.5**	5.3	6.1
English Lang Arts 30-2	Diploma: Acceptable	n/a	n/a	n/a	**83.5**	93.6	91.2	**85.8**	88.6	87.0
	Diploma: Excellence	n/a	n/a	n/a	**11.3**	13.3	14.4	**9.2**	9.3	10.0
French Lang Arts 30-1	Diploma: Acceptable	n/a	n/a	n/a	*	100.0	100.0	**88.2**	86.0	86.2
	Diploma: Excellence	n/a	n/a	n/a	*	0.0	0.0	**0.0**	2.3	1.7

Mathematics 30-1	Diploma: Acceptable	n/a	n/a	n/a	**84.4**	72.9	77.1	**64.1**	67.8	64.3
	Diploma: Excellence	n/a	n/a	n/a	**25.0**	37.1	28.2	**17.6**	23.2	18.4
Mathematics 30-2	Diploma: Acceptable	n/a	n/a	n/a	**68.6**	82.2	81.6	**65.2**	71.6	67.4
	Diploma: Excellence	n/a	n/a	n/a	**13.7**	8.9	15.0	**11.1**	11.5	11.2
Social Studies 30-1	Diploma: Acceptable	n/a	n/a	n/a	**79.6**	85.7	85.5	**76.9**	77.5	76.5
	Diploma: Excellence	n/a	n/a	n/a	**16.3**	15.1	16.8	**8.9**	9.1	9.5
Social Studies 30-2	Diploma: Acceptable	n/a	n/a	n/a	**80.5**	77.2	77.2	**72.9**	72.1	72.4
	Diploma: Excellence	n/a	n/a	n/a	**7.6**	7.8	10.9	**6.3**	5.7	5.9
Biology 30	Diploma: Acceptable	n/a	n/a	n/a	**83.7**	82.2	78.5	**74.2**	74.0	73.1
	Diploma: Excellence	n/a	n/a	n/a	**27.9**	22.8	23.3	**20.2**	20.3	18.8
Chemistry 30	Diploma: Acceptable	n/a	n/a	n/a	**90.0**	81.5	83.7	**76.6**	75.6	74.6
	Diploma: Excellence	n/a	n/a	n/a	**45.0**	30.8	39.0	**27.4**	22.9	23.4
Physics 30	Diploma: Acceptable	n/a	n/a	n/a	**89.5**	96.4	88.2	**74.0**	76.5	76.3
	Diploma: Excellence	n/a	n/a	n/a	**42.1**	60.7	52.2	**24.8**	30.3	26.8
Science 30	Diploma: Acceptable	n/a	n/a	n/a	**76.0**	84.2	84.1	**73.7**	77.9	77.1
	Diploma: Excellence	n/a	n/a	n/a	**16.0**	23.7	30.4	**19.4**	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)**									
			2021-22		**2022-23**		**2023-24**		**2024-25**		**2025-26**	
			Acc	**Exc**	**Acc**	**Exc**	**Acc**	**Exc**	**Acc**	**Exc**	**Acc**	**Exc**
English Lang Arts 30-1	Authority	School-Awarded	98.0	28.6	96.8	31.5	98.5	42.1	97.7	33.3	**100.0**	**29.3**
		Diploma Exam	79.6	2.0	86.3	12.1	88.0	11.3	87.6	9.0	**80.4**	**14.1**
	Province	School-Awarded	97.1	31.9	98.1	30.3	98.0	33.0	98.5	28.2	**98.5**	**32.1**
		Diploma Exam	73.5	4.4	78.3	6.1	81.7	6.9	80.6	5.3	**81.6**	**6.5**
English Lang Arts 30-2	Authority	School-Awarded	100.0	15.9	96.9	10.9	91.4	20.0	95.1	22.2	**94.8**	**18.6**
		Diploma Exam	85.7	9.5	91.5	15.5	88.6	14.3	93.6	13.3	**83.5**	**11.3**
	Province	School-Awarded	96.0	13.7	96.3	13.7	95.1	15.5	96.0	16.0	**96.6**	**14.9**
		Diploma Exam	82.1	9.2	86.5	9.9	86.0	10.8	88.6	9.3	**85.8**	**9.2**
French Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	*	*	100.0	66.7	100.0	50.0	*	*
		Diploma Exam	n/a	n/a	*	*	100.0	0.0	100.0	0.0	*	*
	Province	School-Awarded	100.0	55.6	100.0	64.9	100.0	44.4	100.0	58.1	**100.0**	**47.1**
		Diploma Exam	83.3	0.0	83.8	2.7	88.9	0.0	86.0	2.3	**88.2**	**0.0**
Mathematics 30-1	Authority	School-Awarded	88.2	11.8	90.4	50.0	94.4	37.5	94.3	51.4	**96.9**	**40.6**
		Diploma Exam	41.2	5.9	75.0	21.2	83.3	26.4	72.9	37.1	**84.4**	**25.0**
	Province	School-Awarded	94.5	39.1	95.8	41.3	97.0	41.8	95.7	44.8	**94.7**	**40.2**
		Diploma Exam	50.9	10.5	60.6	15.0	64.4	17.0	67.8	23.2	**64.1**	**17.6**
Mathematics 30-2	Authority	School-Awarded	93.1	34.5	93.0	19.3	92.3	30.8	94.4	18.9	**94.1**	**17.6**
		Diploma Exam	75.9	6.9	82.5	17.5	80.0	18.5	82.2	8.9	**68.6**	**13.7**
	Province	School-Awarded	91.5	22.8	93.5	24.0	93.8	24.6	95.5	26.3	**93.6**	**26.0**
		Diploma Exam	55.2	7.3	65.8	12.1	64.8	10.1	71.6	11.5	**65.2**	**11.1**

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

Students who Self-Identify as Indigenous		Results (in percentages)									
		2021-22		2022-23		2023-24		2024-25		2025-26	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	79.6	2.0	86.3	12.1	88.0	11.3	87.6	9.0	**80.4**	**14.1**
	Province	73.5	4.4	78.3	6.1	81.7	6.9	80.6	5.3	**81.6**	**6.5**
English Lang Arts 30-2	Authority	85.7	9.5	91.5	15.5	88.6	14.3	93.6	13.3	**83.5**	**11.3**
	Province	82.1	9.2	86.5	9.9	86.0	10.8	88.6	9.3	**85.8**	**9.2**
French Lang Arts 30-1	Authority	n/a	n/a	*	*	100.0	0.0	100.0	0.0	*	*
	Province	n/a	n/a	83.8	2.7	88.9	0.0	86.0	2.3	**88.2**	**0.0**
Mathematics 30-1	Authority	41.2	5.9	75.0	21.2	83.3	26.4	72.9	37.1	**84.4**	**25.0**
	Province	50.9	10.5	60.6	15.0	64.4	17.0	67.8	23.2	**64.1**	**17.6**
Mathematics 30-2	Authority	75.9	6.9	82.5	17.5	80.0	18.5	82.2	8.9	**68.6**	**13.7**
	Province	55.2	7.3	65.8	12.1	64.8	10.1	71.6	11.5	**65.2**	**11.1**
Social Studies 30-1	Authority	82.8	10.3	78.6	13.1	92.2	22.2	85.7	15.1	**79.6**	**16.3**
	Province	72.5	7.4	73.0	8.6	79.1	10.6	77.5	9.1	**76.9**	**8.9**
Social Studies 30-2	Authority	73.6	8.3	74.2	12.3	80.2	12.6	77.2	7.8	**80.5**	**7.6**
	Province	66.0	5.4	72.3	5.4	72.9	6.6	72.1	5.7	**72.9**	**6.3**
Biology 30	Authority	67.6	23.5	76.3	15.8	77.1	31.3	82.2	22.8	**83.7**	**27.9**
	Province	58.9	11.5	72.5	19.1	72.8	17.0	74.0	20.3	**74.2**	**20.2**
Chemistry 30	Authority	82.4	17.6	82.0	38.0	87.5	48.2	81.5	30.8	**90.0**	**45.0**
	Province	62.5	15.4	70.0	24.0	78.2	23.5	75.6	22.9	**76.6**	**27.4**
Physics 30	Authority	90.0	40.0	82.4	52.9	85.7	42.9	96.4	60.7	**89.5**	**42.1**
	Province	68.6	25.2	72.0	26.8	80.4	23.2	76.5	30.3	**74.0**	**24.8**
Science 30	Authority	91.7	0.0	71.4	25.7	96.8	41.9	84.2	23.7	**76.0**	**16.0**
	Province	70.0	7.2	75.3	18.7	78.1	18.5	77.9	18.5	**73.7**	**19.4**

Analysis

- In the Students who Self-Identify as Indigenous cohort, CBE generally outperformed the province in diploma examination results across all courses except for English Language Arts courses at the acceptable standard and Science 30 at the standard of excellence.

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	n/a	n/a	n/a	**85.1**	86.3	85.6	**80.4**	81.9	80.4
	Diploma: Excellence	n/a	n/a	n/a	**13.2**	10.2	10.4	**10.1**	8.1	7.7
English Lang Arts 30-2	Diploma: Acceptable	n/a	n/a	n/a	**87.4**	88.1	87.2	**83.0**	84.0	83.0
	Diploma: Excellence	n/a	n/a	n/a	**11.0**	15.6	16.8	**8.1**	9.8	10.4
French Lang Arts 30-1	Diploma: Acceptable	n/a	n/a	n/a	**91.7**	91.2	96.4	**94.3**	93.1	93.6
	Diploma: Excellence	n/a	n/a	n/a	**0.0**	5.9	6.4	**5.7**	2.3	4.2

Mathematics 30-1	Diploma: Acceptable	n/a	n/a	n/a	**72.9**	79.4	77.3	**70.0**	73.0	70.4
	Diploma: Excellence	n/a	n/a	n/a	**24.7**	36.2	34.5	**23.1**	29.0	26.1
Mathematics 30-2	Diploma: Acceptable	n/a	n/a	n/a	**74.1**	82.1	78.2	**69.3**	75.0	70.7
	Diploma: Excellence	n/a	n/a	n/a	**17.4**	21.1	21.1	**14.4**	16.7	15.1
Social Studies 30-1	Diploma: Acceptable	n/a	n/a	n/a	**87.0**	86.5	86.3	**82.0**	82.9	82.2
	Diploma: Excellence	n/a	n/a	n/a	**17.7**	15.0	16.1	**13.6**	12.1	12.7
Social Studies 30-2	Diploma: Acceptable	n/a	n/a	n/a	**81.6**	80.5	79.6	**74.4**	72.1	71.1
	Diploma: Excellence	n/a	n/a	n/a	**17.8**	14.4	15.0	**10.6**	8.5	8.7
Biology 30	Diploma: Acceptable	n/a	n/a	n/a	**84.5**	86.2	85.0	**78.8**	78.9	78.7
	Diploma: Excellence	n/a	n/a	n/a	**34.5**	32.7	31.9	**24.9**	25.9	25.1
Chemistry 30	Diploma: Acceptable	n/a	n/a	n/a	**84.1**	86.8	85.0	**81.2**	83.5	81.3
	Diploma: Excellence	n/a	n/a	n/a	**37.6**	39.3	39.4	**32.3**	34.6	32.9
Physics 30	Diploma: Acceptable	n/a	n/a	n/a	**84.4**	91.2	88.7	**77.9**	85.8	82.3
	Diploma: Excellence	n/a	n/a	n/a	**46.8**	48.2	44.7	**34.4**	38.1	34.5
Science 30	Diploma: Acceptable	n/a	n/a	n/a	**86.5**	87.8	86.3	**76.7**	77.3	77.8
	Diploma: Excellence	n/a	n/a	n/a	**33.5**	30.4	25.9	**22.1**	22.0	18.9

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)**									
			2021-22		**2022-23**		**2023-24**		**2024-25**		**2025-26**	
			Acc	**Exc**	**Acc**	**Exc**	**Acc**	**Exc**	**Acc**	**Exc**	**Acc**	**Exc**
English Lang Arts 30-1	Authority	School-Awarded	97.9	36.7	96.7	32.7	98.7	35.6	98.8	34.6	**98.2**	**31.8**
		Diploma Exam	77.5	11.0	85.1	9.8	85.3	11.2	86.3	10.2	**85.1**	**13.2**
	Province	School-Awarded	98.0	35.4	97.6	32.0	98.6	33.7	98.4	32.6	**97.8**	**32.9**
		Diploma Exam	72.2	7.2	79.7	7.2	79.6	7.8	81.9	8.1	**80.4**	**10.1**
English Lang Arts 30-2	Authority	School-Awarded	94.5	21.6	94.7	19.2	95.2	21.0	95.4	21.7	**96.5**	**19.9**
		Diploma Exam	85.6	17.3	87.3	18.1	86.2	16.8	88.1	15.6	**87.4**	**11.0**
	Province	School-Awarded	96.5	14.6	96.8	15.1	96.3	15.6	96.1	16.0	**96.3**	**16.1**
		Diploma Exam	74.5	8.8	82.5	10.2	82.4	11.2	84.0	9.8	**83.0**	**8.1**
French Lang Arts 30-1	Authority	School-Awarded	100.0	79.2	100.0	53.1	100.0	84.1	97.1	41.2	**100.0**	**50.0**
		Diploma Exam	91.7	4.2	98.0	4.1	100.0	9.1	91.2	5.9	**91.7**	**0.0**
	Province	School-Awarded	100.0	65.8	99.0	54.1	99.0	67.7	98.9	52.9	**100.0**	**54.3**
		Diploma Exam	89.5	2.6	92.9	4.1	94.8	6.3	93.1	2.3	**94.3**	**5.7**
Mathematics 30-1	Authority	School-Awarded	89.5	41.5	93.8	44.0	95.0	47.9	95.3	49.5	**88.4**	**31.5**
		Diploma Exam	59.6	21.6	71.5	27.7	81.0	39.5	79.4	36.2	**72.9**	**24.7**
	Province	School-Awarded	93.6	44.9	95.5	44.4	95.5	45.7	95.4	48.7	**93.1**	**39.7**
		Diploma Exam	55.8	15.9	66.6	21.5	71.6	27.8	73.0	29.0	**70.0**	**23.1**
Mathematics 30-2	Authority	School-Awarded	93.6	26.0	92.5	22.0	91.5	29.6	94.8	29.7	**94.4**	**31.5**
		Diploma Exam	65.7	13.2	78.8	21.8	73.6	20.5	82.1	21.1	**74.1**	**17.4**
	Province	School-Awarded	93.7	25.3	93.5	20.8	92.4	27.3	95.1	28.1	**93.7**	**26.5**
		Diploma Exam	58.0	9.8	67.9	13.3	69.0	15.1	75.0	16.7	**69.3**	**14.4**

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

Students with Identified Special Education Needs		Results (in percentages)									
		2021-22		2022-23		2023-24		2024-25		2025-26	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	77.5	11.0	85.1	9.8	85.3	11.2	86.3	10.2	**85.1**	**13.2**
	Province	72.2	7.2	79.7	7.2	79.6	7.8	81.9	8.1	**80.4**	**10.1**
English Lang Arts 30-2	Authority	85.6	17.3	87.3	18.1	86.2	16.8	88.1	15.6	**87.4**	**11.0**
	Province	74.5	8.8	82.5	10.2	82.4	11.2	84.0	9.8	**83.0**	**8.1**
French Lang Arts 30-1	Authority	91.7	4.2	98.0	4.1	100.0	9.1	91.2	5.9	**91.7**	**0.0**
	Province	89.5	2.6	92.9	4.1	94.8	6.3	93.1	2.3	**94.3**	**5.7**
Mathematics 30-1	Authority	59.6	21.6	71.5	27.7	81.0	39.5	79.4	36.2	**72.9**	**24.7**
	Province	55.8	15.9	66.6	21.5	71.6	27.8	73.0	29.0	**70.0**	**23.1**
Mathematics 30-2	Authority	65.7	13.2	78.8	21.8	73.6	20.5	82.1	21.1	**74.1**	**17.4**
	Province	58.0	9.8	67.9	13.3	69.0	15.1	75.0	16.7	**69.3**	**14.4**
Social Studies 30-1	Authority	82.6	18.7	86.1	15.9	86.3	17.5	86.5	15.0	**87.0**	**17.7**
	Province	76.8	13.8	82.8	12.7	80.9	13.4	82.9	12.1	**82.0**	**13.6**
Social Studies 30-2	Authority	74.1	18.2	79.4	15.1	79.0	15.4	80.5	14.4	**81.6**	**17.8**
	Province	63.1	9.2	70.4	8.1	70.8	9.5	72.1	8.5	**74.4**	**10.6**
Biology 30	Authority	75.2	26.9	85.1	30.4	83.7	32.7	86.2	32.7	**84.5**	**34.5**
	Province	65.4	18.0	79.3	24.0	78.0	25.4	78.9	25.9	**78.8**	**24.9**
Chemistry 30	Authority	82.2	31.9	82.1	38.3	86.2	40.6	86.8	39.3	**84.1**	**37.6**
	Province	76.2	24.6	78.7	32.0	81.8	31.9	83.5	34.6	**81.2**	**32.3**
Physics 30	Authority	80.2	39.6	86.1	33.9	88.7	52.1	91.2	48.2	**84.4**	**46.8**
	Province	68.6	27.4	79.1	27.6	82.0	37.7	85.8	38.1	**77.9**	**34.4**
Science 30	Authority	80.7	18.7	83.0	20.5	88.1	26.8	87.8	30.4	**86.5**	**33.5**
	Province	75.1	16.2	76.2	14.3	79.9	20.3	77.3	22.0	**76.7**	**22.1**

Analysis

- CBE's Students with Identified Special Education Needs cohort consistently outperformed the provincial level in diploma examination results on both standards across all courses except for French Language Arts 30-1.

High School Completion

Required AECAM

High School Completion

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

Defined by Alberta Education and Childcare as:

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.
  - Results and evaluations for students with English as an Additional Language supports (codes 301/303).
  - Results and evaluations for students with an Alberta Education and Childcare Special Education code.

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	**83.5**	81.6	81.0	**82.1**	81.4	80.8	Intermediate	Improved Significantly	Good
		5-year High School Completion	**88.0**	88.0	88.5	**86.7**	87.1	87.9	Intermediate	Declined	Issue
English as an Additional Language Learners	Student Growth and Achievement	3-year High School Completion	**71.8**	68.5	66.6	**74.5**	73.5	72.8	Low	Improved Significantly	Good
		5-year High School Completion	**83.4**	82.7	83.5	**85.0**	85.3	87.4	Intermediate	Maintained	Acceptable
Students who Self-Identify as Indigenous	Student Growth and Achievement	3-year High School Completion	**59.1**	51.0	49.7	**61.8**	59.8	58.5	Very Low	Improved Significantly	Acceptable
		5-year High School Completion	**61.0**	61.9	60.1	**69.2**	69.7	70.1	Very Low	Maintained	Concern
Students with Identified Special Education Needs	Student Growth and Achievement	3-year High School Completion	**73.9**	69.5	68.0	**70.1**	69.1	67.9	Low	Improved Significantly	Good
		5-year High School Completion	**77.9**	78.3	78.9	**77.1**	76.8	77.7	Low	Maintained	Issue

CBE 3- and 5-Year Completion Rates by Cohort

CBE Cohort	Measure	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	3-year High School Completion	83.0	81.1	80.4	81.6	**83.5**
	5-year High School Completion	86.6	88.6	89.0	88.0	**88.0**
English as an Additional Language Learners	3-year High School Completion	67.3	65.2	66.2	68.5	**71.8**
	5-year High School Completion	79.9	84.4	83.5	82.7	**83.4**
Students who Self-Identify as Indigenous	3-year High School Completion	48.8	49.6	48.6	51.0	**59.1**
	5-year High School Completion	50.7	60.2	58.4	61.9	**61.0**
Students with Identified Special Education Needs	3-year High School Completion	70.3	66.9	67.6	69.5	**73.9**
	5-year High School Completion	76.2	78.4	80.0	78.3	**77.9**

Analysis

- Across all cohorts, 3-Year High School Completion rate improved significantly in comparison to the previous three-year averages.
- CBE students generally achieved maintained or higher completion rates when compared to 2024-25 results. The only drops were observed in the 5-year rates among the Students who Self-Identify as Indigenous cohort and Students with Identified Special Education Needs cohort.
- CBE outperformed provincial results in both 3-Year and 5-Year completion rates in All Students and Students with Identified Special Education Needs cohorts.
- Compared with the previous three-year averages, CBE narrowed the gap with provincial completion rates among English as an Additional Language Learners and Students who Self-Identify as Indigenous, reflecting greater improvements in CBE than provincially.
- The gap between 3-Year and 5-Year completion rates generally narrowed over time in both CBE and the province. In 2025–26, this gap was smaller in CBE than provincially across most cohorts except for English as an Additional Language Learners.

Citizenship

Required AECAM

Citizenship

Respondent agreement that students model the characteristics of active citizenship.

Defined by Alberta Education and Childcare as:

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

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

- Teachers
- Parents
- Students

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	**76.8**	75.9	76.1	**81.2**	79.8	79.8	Intermediate	Improved Significantly	Good

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

Measure		2021-22		2022-23		2023-24		2024-25		2025-26		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.														
Overall	Authority	36,950	79.2	39,408	76.9	40,260	75.6	40,355	75.9	40,754	**76.8**	Intermediate	Improved Significantly	Good
	Province	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8	278,858	**81.2**	Very High	Improved Significantly	Excellent
Parent	Authority	4,909	77.7	5,654	76.1	4,950	74.6	4,151	73.9	4,310	**72.8**	Intermediate	Declined Significantly	Issue
	Province	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6	37,180	**80.1**	High	Improved Significantly	Good
Student	Authority	26,883	70.8	28,272	68.7	29,307	67.0	29,847	67.8	30,223	**70.5**	High	Improved Significantly	Good
	Province	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3	207,891	**72.7**	Very High	Improved Significantly	Excellent
Teacher	Authority	5,158	89.2	5,482	86.0	6,003	85.1	6,357	86.0	6,221	**87.0**	Intermediate	Improved Significantly	Good
	Province	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5	33,787	**90.9**	Intermediate	Improved Significantly	Good

Analysis

- The overall agreement improved significantly in comparison to the previous three-year average. Across different respondent groups, both students and teachers showed significant improvement in 2025-26, achieving the highest agreement levels for the past four years.
- More than 70 per cent of CBE student respondents showed satisfaction that students model the characteristics of active citizenship.
- CBE demonstrated lower overall agreements on the Citizenship measure compared with the provincial results over time.
- Parent agreements on the Citizenship measure decreased year over year. Especially in lower grades 4-6 where a notable 2.3 percentage point decrease was observed from 2024–25 to 2025–26 school year.

Student Learning and Engagement

Defined by Alberta Education and Childcare as:

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

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

- Teachers
- Parents
- Students

Required AECAM

Student Learning Engagement

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

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

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	**82.0**	82.6	82.9	**84.2**	83.9	84.0	Low	Declined Significantly	Concern

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	**82.1**	81.8	81.8	**83.4**	83.0	82.9	Very High	Maintained	Excellent
	Program of Studies - At Risk Students	**74.5**	75.9	76.7	**80.2**	80.5	80.8	Very Low	Declined Significantly	Concern

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

Measure		2021-22		2022-23		2023-24		2024-25		2025-26		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	36,936	84.7	39,401	83.7	40,260	82.5	40,368	82.6	40,758	**82.0**	Low	Declined Significantly	Concern
	Province	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9	278,809	**84.2**	Intermediate	Improved	Good
Parent	Authority	4,906	86.9	5,655	85.3	4,951	83.8	4,151	83.8	4,309	**82.3**	Low	Declined Significantly	Concern
	Province	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6	37,185	**87.6**	Intermediate	Improved	Good
Student	Authority	26,879	72.4	28,269	71.5	29,311	69.9	29,860	69.9	30,227	**70.2**	Intermediate	Maintained	Acceptable
	Province	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3	207,847	**70.2**	Intermediate	Improved Significantly	Good
Teacher	Authority	5,151	94.9	5,477	94.5	5,998	93.9	6,357	94.1	6,222	**93.7**	Low	Declined	Issue
	Province	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0	33,777	**94.7**	Intermediate	Declined Significantly	Issue

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

Measure		2021-22		2022-23		2023-24		2024-25		2025-26		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	25,328	82.6	27,748	82.0	28,445	81.7	28,615	81.8	28,479	**82.1**	Very High	Maintained	Excellent
	Province	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0	196,028	**83.4**	Very High	Improved Significantly	Excellent
Parent	Authority	4,900	80.6	5,633	80.5	4,938	80.4	4,141	79.5	4,298	**79.1**	High	Declined	Acceptable
	Province	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4	37,119	**82.5**	Very High	Maintained	Excellent
Student	Authority	15,272	78.8	16,633	77.8	17,514	76.8	18,119	76.8	17,965	**78.4**	Very High	Improved Significantly	Excellent
	Province	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0	125,148	**78.5**	Very High	Improved Significantly	Excellent
Teacher	Authority	5,156	88.4	5,482	87.8	5,993	87.9	6,355	89.0	6,216	**88.7**	High	Maintained	Good
	Province	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5	33,761	**89.3**	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	36,884	78.3	39,308	77.5	40,148	76.7	40,263	75.9	40,643	**74.5**	Very Low	Declined Significantly	Concern
	Province	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5	278,402	**80.2**	Low	Declined Significantly	Concern
Parent	Authority	4,900	70.1	5,636	68.4	4,933	67.8	4,141	65.5	4,300	**62.5**	Very Low	Declined Significantly	Concern
	Province	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5	37,068	**73.1**	Low	Declined	Issue
Student	Authority	26,832	77.8	28,198	76.7	29,220	75.8	29,770	75.6	30,129	**76.6**	Very Low	Improved	Issue
	Province	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	207,586	**79.4**	Low	Improved Significantly	Good
Teacher	Authority	5,152	87.1	5,474	87.4	5,995	86.6	6,352	86.7	6,214	**84.5**	Very Low	Declined Significantly	Concern
	Province	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4	33,748	**88.0**	Very Low	Declined Significantly	Concern

Analysis

- CBE Students expressed significantly improved satisfaction with the opportunity to receive a broad program of studies in the 2025-26 school year, narrowing the gaps to other respondent groups.
- Compared with the provincial level, CBE consistently showed lower percentages of satisfaction in Student Learning Engagement, Program of Studies and Program of Studies - At Risk measures over time.
- The overall agreements on both Student Learning Engagement and Program of Studies – At Risk measure declined significantly when compared to the previous three-year averages.
- Across three respondent groups, students showed lower agreement on the Student Learning Engagement measure. However, the gaps between students and the other two groups narrowed from 2024-25 to 2025-26 and students showed increased agreement towards their learning engagement from last year.
- When compared to the previous three-year averages, both parents and teachers showed significantly declined agreements on the program of studies for at risk students whereas students expressed notable year-over-year increase on the agreement, especially in higher grades.

Literacy & Numeracy Screenings

Required Local Component

Literacy Screenings

- CC3
- LeNS
- PAST
- RAN

Outlined by Alberta Education and Childcare as follows:

School authorities must provide a summary of their literacy and numeracy results for children and students in Kindergarten to Grade 3 that includes:

- A list of the government-provided or government-approved screeners used at each grade level.
- The total number of children and students screened on the initial administration for each grade level.
- The total number of children and students identified as requiring additional supports based on the initial administration for each grade level.
- The total number of students identified as requiring additional supports on the spring administration in Grades 1 to 3.
- A summary of support strategies used for children and students identified as requiring additional supports at each grade level.

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	8098	1881	N/A
Grade 1	10087	3083	2072
Grade 2	10488	2491	1642
Grade 3	11119	2429	1621

CC3 Results – All Students and by 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	26.0	13.3	31.5	17.7	44.8	30.4	47.0	31.1
	Irregular Words	27.2	17.0	28.8	21.7	46.3	37.0	44.7	37.1
	Non-words	20.8	14.3	25.8	17.7	43.1	30.8	41.8	34.0
Grade 2	Regular Words	26.2	17.5	30.8	22.2	52.0	40.3	46.5	36.3
	Irregular Words	25.4	20.0	29.0	25.3	46.1	44.7	43.9	38.8
	Non-words	25.2	16.5	29.4	20.5	49.3	36.4	45.1	36.1

Grade 3	Regular Words	24.1	16.2	30.4	21.5	38.2	30.1	41.8	31.2
	Irregular Words	23.8	19.6	29.8	25.4	34.8	32.7	40.5	36.1
	Non-words	23.9	15.9	29.4	20.9	39.2	28.7	39.0	30.3

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	33.5	26.1	39.3	31.7	55.6	47.0	52.2	43.7
Grade 2	28.7	21.5	34.6	26.8	52.3	42.0	48.2	39.5

Acadience Reading 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		
	Beginning of Year Well Below Benchmark Percentage	Middle of Year Well Below Benchmark Percentage	End of Year Well Below Benchmark Percentage	Beginning of Year Well Below Benchmark Percentage	Middle of Year Well Below Benchmark Percentage	End of Year Well Below Benchmark Percentage	Beginning of Year Well Below Benchmark Percentage	Middle of Year Well Below Benchmark Percentage	End of Year Well Below Benchmark Percentage	Beginning of Year Well Below Benchmark Percentage	Middle of Year Well Below Benchmark Percentage	End of Year Well Below Benchmark Percentage
Grade 1	84.5	74.3	65.8	86.3	77.5	69.0	94.4	86.0	79.3	93.5	79.2	75.0

Acadience RAN Results for Grade One Students – All Students and by Cohort

Cohort	Acadience RAN Initial Screening Assessment At-Risk Percentage
All Students	22.8
English as an Additional Language Learners	23.2
Students who Self-Identify as Indigenous	36.8
Students with Identified Special Education Needs	38.0

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

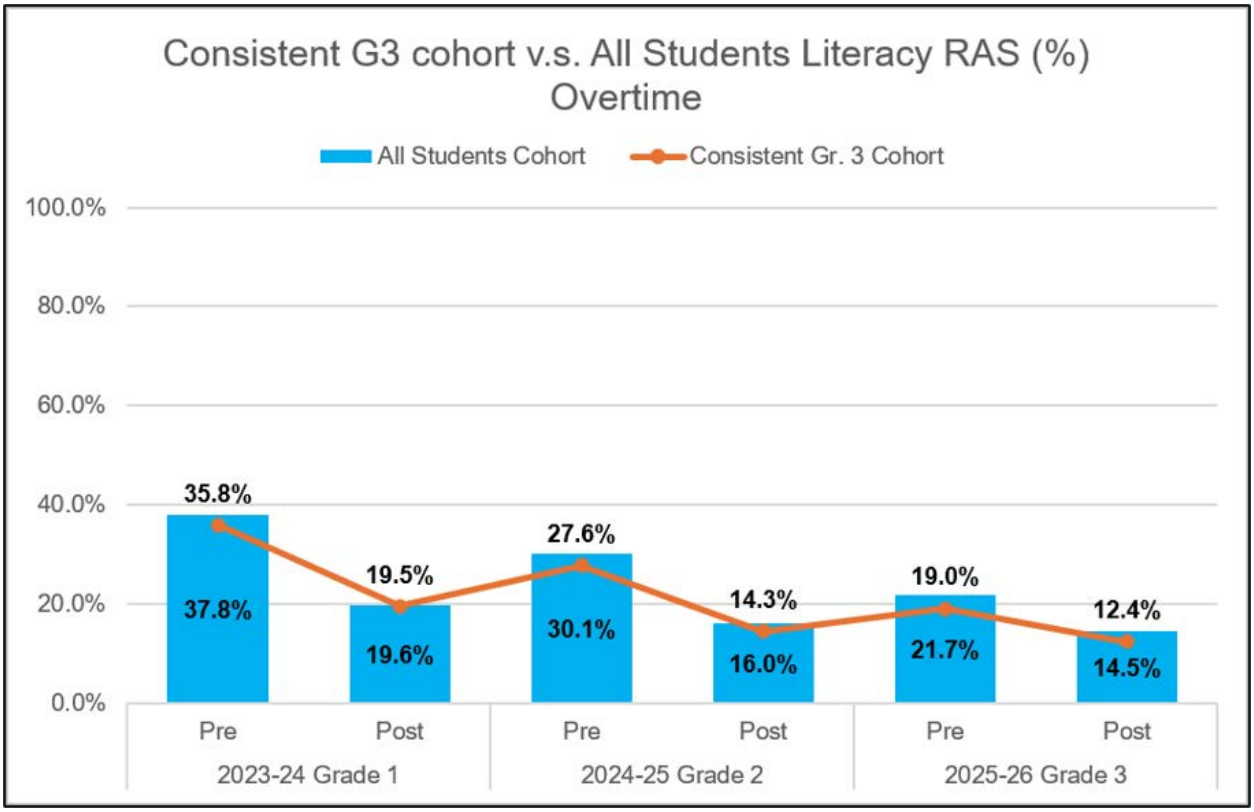
Cohort	RAN Initial Screening Assessment RAS Percentage	PAST Initial Screening Assessment RAS Percentage
All Students	22.1	24.7
English as an Additional Language Learners	25.5	34.9
Students who Self-Identify as Indigenous	31.1	32.3
Students with Identified Special Education Needs	39.5	52.5

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

Cohort	2023-24 Grade 1		2024-25 Grade 2		2025-26 Grade 3	
	Initial Screening Assessment	Final Screening Assessment	Initial Screening Assessment	Final Screening Assessment	Initial Screening Assessment	Final Screening Assessment
All Students	37.8%	19.6%	30.1%	16.0%	21.7%	14.5%
Consistent Gr. 3 Students	35.8%	19.5%	27.6%	14.3%	19.0%	12.4%

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 CohoEArt 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 numeracy 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	8059	2027	N/A
Grade 1	10296	2623	2003
Grade 2	10499	2987	1884
Grade 3	11114	2747	1736

Numeracy Results – All Students and by Cohort

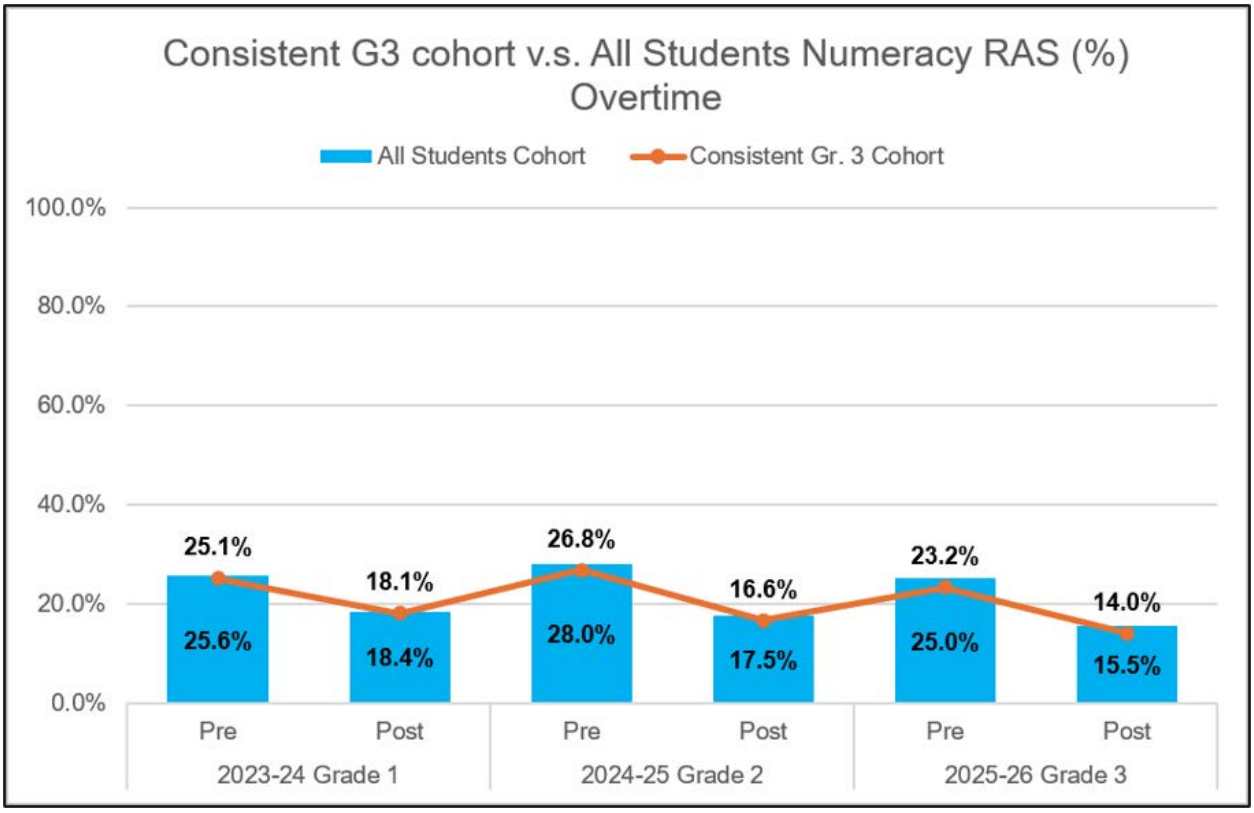
Grade	All Students		English as an Additional Language Learners		Students who Self-Identify as Indigenous		Students with Identified Special Education Needs	
	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening 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	25.8	20.7	29.4	24.0	42.8	35.8	46.4	40.4
Grade 2	28.6	19.1	33.2	22.7	46.5	36.2	49.0	37.8
Grade 3	24.9	16.7	28.4	20.1	43.7	31.4	43.5	33.4

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

Cohort	2023-24 Grade 1		2024-25 Grade 2		2025-26 Grade 3	
	Initial Screening Assessment	Final Screening Assessment	Initial Screening Assessment	Final Screening Assessment	Initial Screening Assessment	Final Screening Assessment
All Students	25.6%	18.4%	28.0%	17.5%	25.0%	15.5%
Consistent Gr. 3 Students	25.1%	18.1%	26.8%	16.6%	23.2%	14.0%

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 Student Cohort Requiring Additional Supports Percentages Over Time



Literacy and Numeracy Support Strategies by Grade

Grade	Key Support Strategies
Kindergarten	▪ Kindergarten intervention programming focuses on strengthening foundational literacy and numeracy skills through a continuum of supports informed by assessment evidence and classroom observations. ▪ In literacy, intervention programming emphasizes oral language, phonological and phonemic awareness, alphabet knowledge, and early phonics development. Instruction is guided by the CBE's Scope & Sequence and supported through structured literacy practices, decodable texts, UFLI resources, and assessment-informed instructional planning. ▪ In numeracy, intervention programming focuses on number sense, counting, subitizing, patterning, and early mathematical reasoning. MathUp, Ten Fluency Foundations and rich mathematical tasks support responsive instruction and intervention planning. ▪ System Intervention Learning Leaders supported schools through professional learning and coaching focused on strengthening instructional practices and intervention planning in literacy and numeracy.

Grade 1	▪ Grade 1 intervention programming focuses on strengthening foundational literacy and numeracy skills through a continuum of supports informed by assessment evidence and classroom observations. ▪ In literacy, intervention programming emphasizes phonological awareness, phonics, decoding, word recognition, fluency, vocabulary and early reading comprehension. Instruction is guided by the CBE's Scope & Sequence and supported through structured literacy practices, decodable texts, UFLI resources, Acadience-informed instructional planning, and assessment-informed instructional planning. ▪ In numeracy, intervention programming focuses on developing number sense, addition and subtraction strategies, procedural fluency, and mathematical reasoning. MathUp and Numeracy Readiness Checks (NRCs), the Ten Fluency Foundations, Seven Essential Reasoning Strategies, and Basic Fact Fluency support responsive instruction, and intervention planning. ▪ MathUp resources and rich mathematical tasks provide opportunities for students to develop conceptual understanding through multiple representations. ▪ System Intervention Learning Leaders supported schools through professional learning, coaching focused on strengthening instructional practices and intervention planning in literacy and numeracy.
Grade 2	▪ Grade 2 intervention programming focuses on strengthening literacy and numeracy skills through a continuum of supports informed by assessment evidence and classroom observations. ▪ In literacy, intervention programming emphasizes decoding and encoding multisyllabic words, reading fluency, word recognition, fluency, vocabulary development and comprehension. Instruction is guided by the CBE's Scope & Sequence and supported through structured literacy practices, decodable texts, UFLI resources, Acadience-informed instruction planning and responsive intervention strategies. ▪ In numeracy, intervention programming focuses on strengthening number sense, operational fluency, mathematical vocabulary and reasoning. MathUp and Numeracy Readiness Checks (NRCs), the Ten Fluency Foundations, Seven Essential Reasoning Strategies and Basic Fact Fluency support responsive instruction and intervention planning. ▪ MathUp resources and rich mathematical tasks provide opportunities for students to develop conceptual understanding, flexibility with numbers and confidence in problem solving. ▪ System Intervention Learning Leaders supported schools through professional learning, coaching focused on strengthening instructional practices and intervention planning in literacy and numeracy.
Grade 3	▪ Grade 3 intervention programming focuses on strengthening literacy and numeracy skills through a continuum of supports informed by assessment evidence and classroom observations. ▪ In literacy, intervention programming emphasizes reading fluency, vocabulary development, comprehension and the continued application of decoding skills. Instruction is guided by the CBE's Scope & Sequence and supported through structured literacy practices, decodable texts, UFLI resources, Acadience-informed instruction planning and responsive intervention strategies. ▪ In numeracy, intervention programming focuses on operational fluency, mathematical vocabulary, problem solving and reasoning. MathUp and Numeracy Readiness Checks (NRCs), the Ten Fluency Foundations, Seven Essential Reasoning Strategies and Basic Fact Fluency support responsive instruction and intervention planning. ▪ MathUp resources and rich mathematical tasks provide opportunities for students to develop conceptual understanding, flexibility with numbers and confidence in problem solving. ▪ System Intervention Learning Leaders supported schools through professional learning, coaching focused on strengthening instructional practices and intervention planning in literacy and numeracy.

Analysis

- In 2025-26 school year, the number of CBE students receiving "Requiring Additional Support" decreased consistently and significantly from initial to final screening assessments in both literacy and numeracy screening assessments.
- Compared with 2024-25 results, the percentage of kindergarten students identified as requiring additional support decreased in the initial numeracy screening assessment but increased in literacy.
- In 2025-26, the percentage of "Requiring Additional Support" students in the initial RAN and PAST assessments consistently decreased across all cohorts when compared to the previous year.
- In the All Students cohort, there was a higher percentage of Grade 2 students 'Requiring Additional Support' in CC3 final assessment than Grade 1 while in LeNS final assessment, more Grade 1 students were identified requiring additional support than Grade 2 students.
- Looking at the CC3 assessments for the 2025-26 school year, Grade 1 students consistently showed the greatest improvements in Regular Words and Irregular Words categories across all cohorts while Grade 2 students had the largest decrease in the percentage of Requiring Additional Support in the Non-Words category.
- In LeNS, the greater improvement from initial to final assessment was observed in Grade 1 for the All Student cohort while Grade 2 recorded the greater progresses in other cohorts of students. In 2024-25, however, Grade 2 consistently outperformed Grade 1 in improvement across all cohorts.

- In LeNS, CBE students achieved significant improvements across all cohorts, reflected in a lower percentage of “Requiring Additional Support” students in final screening compared with their initial screening assessments.
- In the final CC3 screening assessments, the Irregular Words category had a higher number of students classified as “Requiring Additional Support” than the other CC3 subcategories across grades and cohorts.
- Among division 1, Grade 2 students had the highest percentage of “Requiring Additional Support" results in their initial Numeracy screening assessment and more than a third of them no longer required additional support at the end of school year.
- CBE students demonstrated improved numeracy performances over time, indicated by stronger results in later years within division 1 grades.
- Over the three-year period, both All Students and Consistent Grade 3 Students cohort achieved significant improvements on literacy and numeracy screening assessments, consistently showing less students identified as “Requiring Additional Support” at the end of the school year.
- The Consistent Grade 3 Students cohort continuously recorded stronger performances on literacy and numeracy screening assessments than All Students cohort. In literacy, Consistent Grade 3 Students cohort demonstrated significantly stronger performance than All Students cohort across assessment periods, except for Grade 1 final literacy screening assessment. In numeracy, Consistent Grade 3 Students cohort achieved significantly higher results than All Students cohort on both initial and final screening assessment in Grade 3.
- The Consistent Grade 3 Students cohort represented approximately 85 per cent of students assessed in literacy and 82 per cent assessed in numeracy. Differences between the All Students and Consistent Grade 3 Students cohorts became more pronounced in Grade 3, with continuously enrolled CBE students demonstrating greater improvements in literacy and numeracy than the All Student cohort.

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

Local Measure

EAL Proficiency Benchmarks

Percentage of students achieving language proficiency by benchmark.

The Alberta K-12 EAL Proficiency Benchmarks help assess language proficiency (LP). Developed in Alberta, it is an informal assessment for teachers of EAL learners. It can help assess a student's language skills in the classroom.

For more information, visit the Alberta government's online resource.

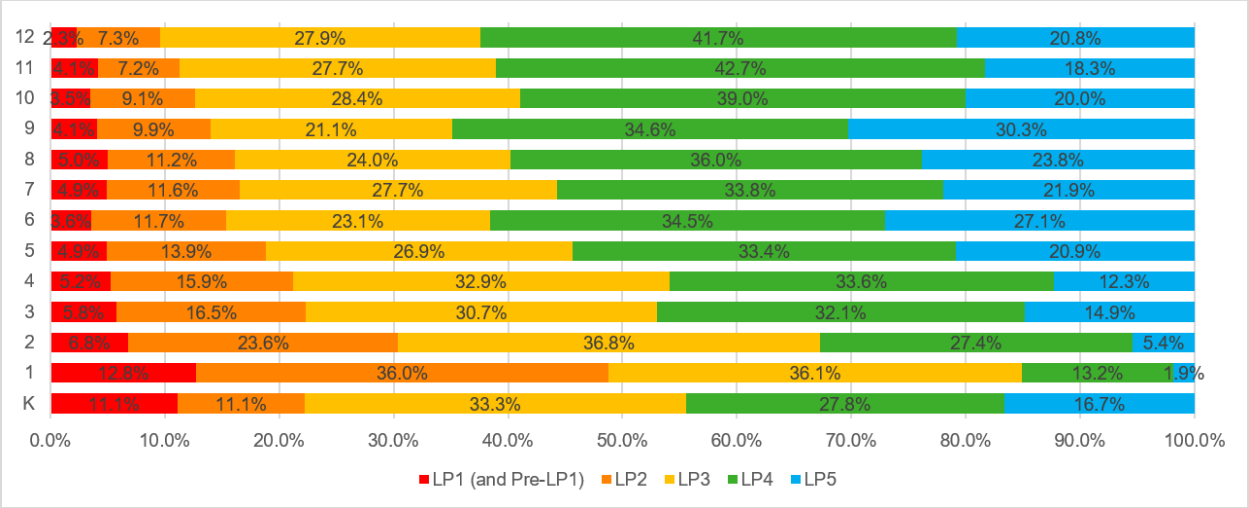
Number of Students at Each Identified LP Level by Grade (2025-26)

Grade	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
K	2	2	6	5	3
1	474	1338	1342	491	70
2	269	928	1449	1077	213
3	265	754	1401	1467	678
4	243	738	1523	1556	570
5	199	560	1083	1348	843
6	155	505	993	1485	1164
7	183	434	1035	1263	819
8	189	421	906	1359	899
9	137	331	708	1159	1013
10	100	258	805	1105	567
11	104	180	697	1075	461
12	66	212	807	1204	601
All	**2386**	**6661**	**12755**	**14594**	**7901**

Percentage of Students at Each Identified LP Level by Grade (2025-26)

Grade	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
K	11.1%	11.1%	33.3%	27.8%	16.7%
1	12.8%	36.0%	36.1%	13.2%	1.9%
2	6.8%	23.6%	36.8%	27.4%	5.4%
3	5.8%	16.5%	30.7%	32.1%	14.9%
4	5.2%	15.9%	32.9%	33.6%	12.3%
5	4.9%	13.9%	26.9%	33.4%	20.9%
6	3.6%	11.7%	23.1%	34.5%	27.1%
7	4.9%	11.6%	27.7%	33.8%	21.9%
8	5.0%	11.2%	24.0%	36.0%	23.8%
9	4.1%	9.9%	21.1%	34.6%	30.3%
10	3.5%	9.1%	28.4%	39.0%	20.0%
11	4.1%	7.2%	27.7%	42.7%	18.3%
12	2.3%	7.3%	27.9%	41.7%	20.8%
All	**5.4%**	**15.0%**	**28.8%**	**32.9%**	**17.8%**

Percentage of Students at Each Identified LP Level by Grade



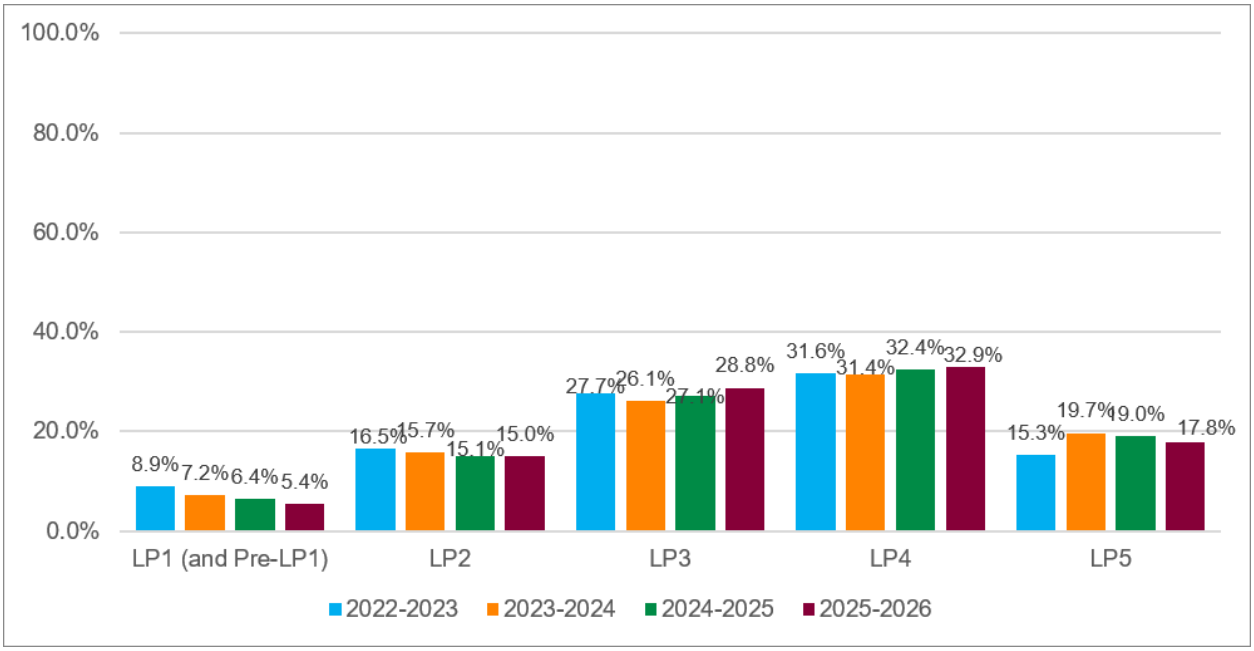
Number of Students at Each Identified LP Level Over Time

Year	LP1/Pre-LP1	LP2	LP3	LP4	LP5	Total
2021-2022	1419	4061	8071	10614	6191	30356
2022-2023	3030	5653	9496	10815	5239	34233
2023-2024	3005	6554	10874	13094	8210	41737
2024-2025	2821	6666	11975	14317	8402	44181
2025-2026	**2386**	**6661**	**12755**	**14594**	**7901**	**44297**

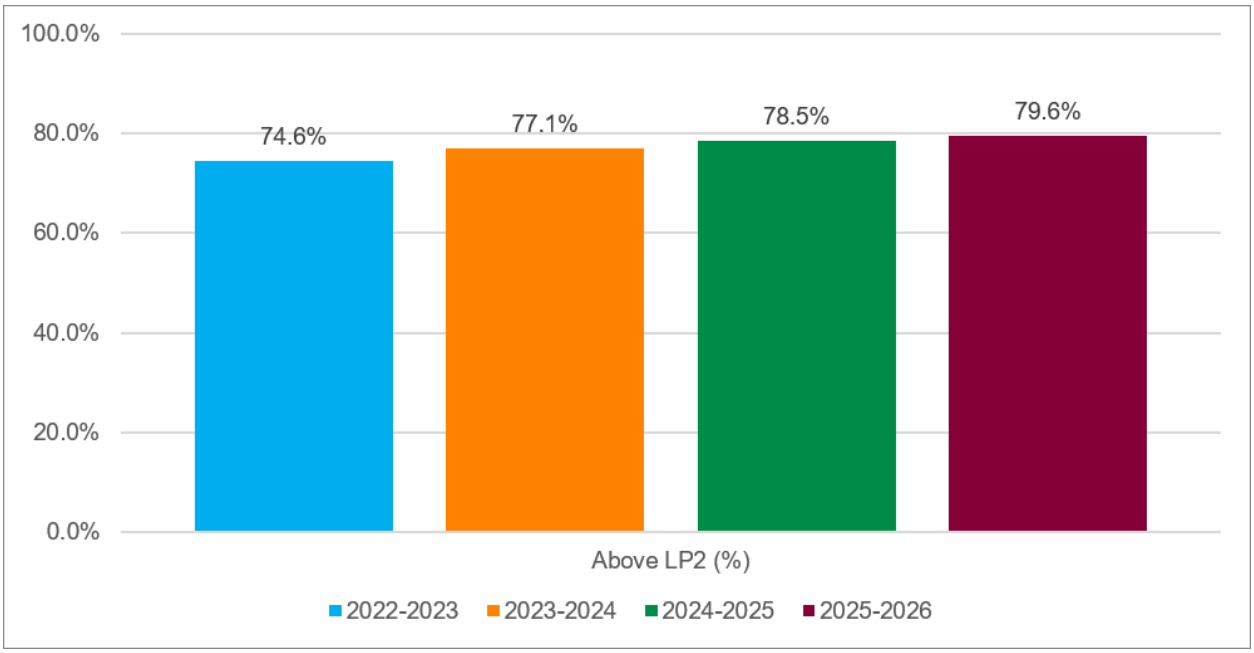
Percentage of Students at Each Identified LP Level Over Time

Year	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2021-2022	4.5%	13.3%	26.5%	35.1%	20.6%
2022-2023	8.9%	16.5%	27.7%	31.6%	15.3%
2023-2024	7.2%	15.7%	26.1%	31.4%	19.7%
2024-2025	6.4%	15.1%	27.1%	32.4%	19.0%
2025-2026	**5.4%**	**15.0%**	**28.8%**	**32.9%**	**17.8%**

Percentage of Students at Each Identified LP Level Over Time



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



Percentage of Students at 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
2023-24 Grade 1	14.8%	32.7%	35.1%	15.0%	2.4%
2024-25 Grade 2	4.9%	21.6%	35.9%	28.9%	8.7%
2025-26 Grade 3	2.8%	14.1%	30.7%	35.5%	16.8%

Consistent Division One Grade 6 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2023-24 Grade 4	7.6%	18.2%	30.7%	32.0%	11.5%
2024-25 Grade 5	3.2%	12.2%	25.7%	37.7%	21.2%
2025-26 Grade 6	1.7%	8.6%	21.8%	37.2%	30.6%
Consistent Division One Grade 9 Student Cohort	**LP1 (and Pre-LP1)**	**LP2**	**LP3**	**LP4**	**LP5**
2023-24 Grade 7	7.7%	14.9%	28.6%	35.8%	13.0%
2024-25 Grade 8	3.9%	10.5%	25.4%	38.5%	21.7%
2025-26 Grade 9	2.1%	7.5%	19.7%	36.8%	33.9%
Consistent Division One Grade 12 Student Cohort	**LP1 (and Pre-LP1)**	**LP2**	**LP3**	**LP4**	**LP5**
2023-24 Grade 10	5.9%	13.1%	32.3%	40.0%	8.6%
2024-25 Grade 11	2.4%	8.2%	28.9%	45.8%	14.7%
2025-26 Grade 12	1.1%	5.7%	27.4%	43.6%	22.3%

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 was enrolled in CBE for their Grade 2 and Grade 1 years.

Percentage of Students at 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
2023-24 Grade 1	14.7%	33.3%	34.8%	14.9%	2.4%
2024-25 Grade 2	8.1%	22.8%	33.9%	26.6%	8.6%
2025-26 Grade 3	5.8%	16.5%	30.7%	32.1%	14.9%
All Students Division One Grade 6 Student Cohort	**LP1 (and Pre-LP1)**	**LP2**	**LP3**	**LP4**	**LP5**
2023-24 Grade 4	6.8%	17.8%	28.9%	31.2%	15.3%
2024-25 Grade 5	5.5%	13.6%	24.8%	33.8%	22.2%
2025-26 Grade 6	3.6%	11.7%	23.1%	34.5%	27.1%
All Students Division One Grade 9 Student Cohort	**LP1 (and Pre-LP1)**	**LP2**	**LP3**	**LP4**	**LP5**
2023-24 Grade 7	6.5%	12.3%	23.5%	33.0%	24.7%
2024-25 Grade 8	5.7%	10.9%	23.6%	34.0%	25.7%
2025-26 Grade 9	4.1%	9.9%	21.1%	34.6%	30.3%
All Students Division One Grade 12 Student Cohort	**LP1 (and Pre-LP1)**	**LP2**	**LP3**	**LP4**	**LP5**
2023-24 Grade 10	4.8%	9.6%	25.9%	40.3%	19.5%
2024-25 Grade 11	4.1%	8.7%	24.6%	41.9%	20.7%
2025-26 Grade 12	2.3%	7.3%	27.9%	41.7%	20.8%

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 any student who was enrolled as of June 30 in Grade 3, and any students who were enrolled as of June 30 in Grade 2 in the previous year and in Grade 1 two years prior.

Analysis

- English Language Proficiency showed a year-over-year improving trend, with CBE students progressing from Pre-LP1, LP1 or LP2 in the early grades to predominantly LP4 or LP5 by Grade 12.

- In 2025-26, the percentage of CBE students achieving English Language Proficiency above LP2 was significantly higher than the previous three-year average. Especially, more than 90 per cent of Grade 12 students received above LP2 results.
- The percentage of students at LP5 declined significantly in comparison to the previous three-year average, with a notable decrease of 1.2 percentage points observed from 2024-25 to 2025-26.
- Compared with last year's result, higher percentages of students were assessed at LP3 and LP4 while the percentage of LP5 decreased across most of grade levels, particularly among elementary students.
- Notably in Grade 3, 6, 9, and 12, students with three years of continuous enrolments in CBE consistently demonstrated significantly higher percentages of above LP2 level in English Language Proficiency than the overall student population in the same grades. Gaps are more evident in early years.

Report Card Results

Report card 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.

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.
IPP	**Individual Program Plan**: Used to communicate that progress and achievement in relation to the report card stem in question are included in the Individualized Program Plan (IPP). The students must have an Alberta Education and Childcare Special Education Coding, and a priority learning cycle on the IPP that is directly related to the report card stem in question
EAL	**English as an Additional Language**: The students' language proficiency (LP1 or LP 2) impacts the evaluation of the student achievement in relation to Program Statement / Curriculum learning outcomes related to the report card stem.
ADP	**Adapted Programming**: Used for students receiving adapted programming who are working towards Curriculum / Program of Study learning outcomes two or more grade levels below enrolment grade.

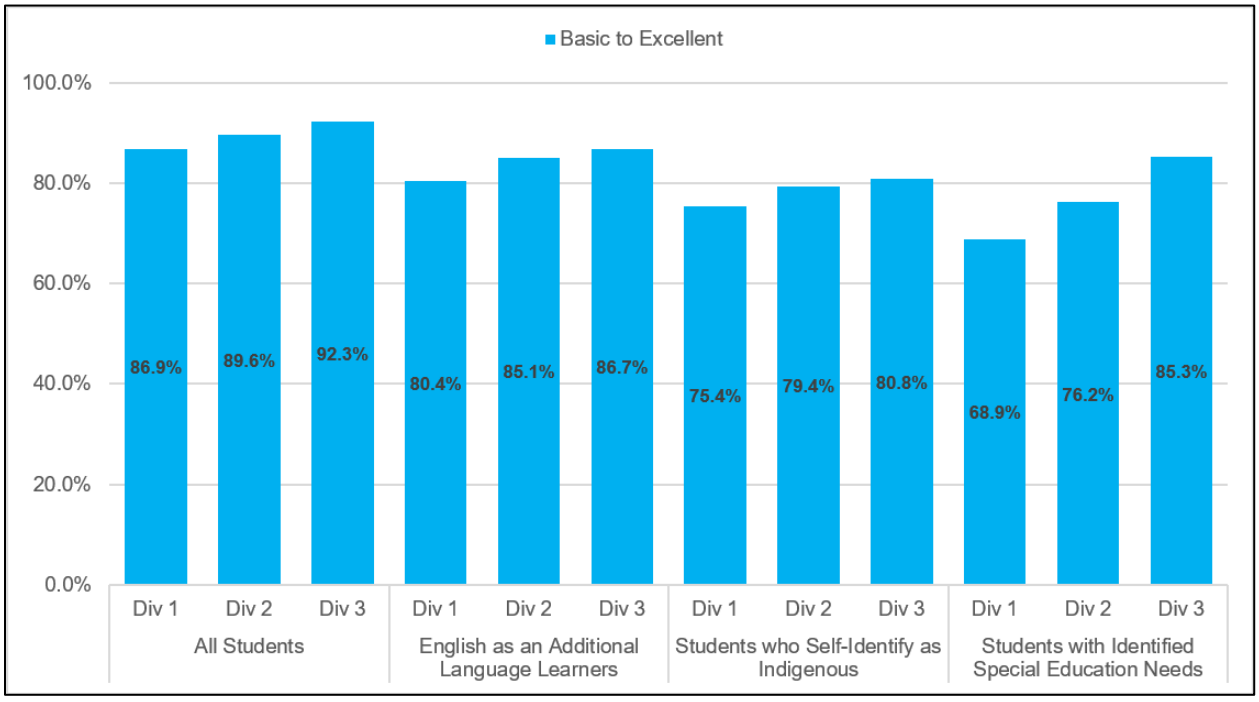
For high school students, CBE uses the school-awarded percentage grades, with 50 per cent as the minimum passing mark.

2025-26 English Language Arts Report Card

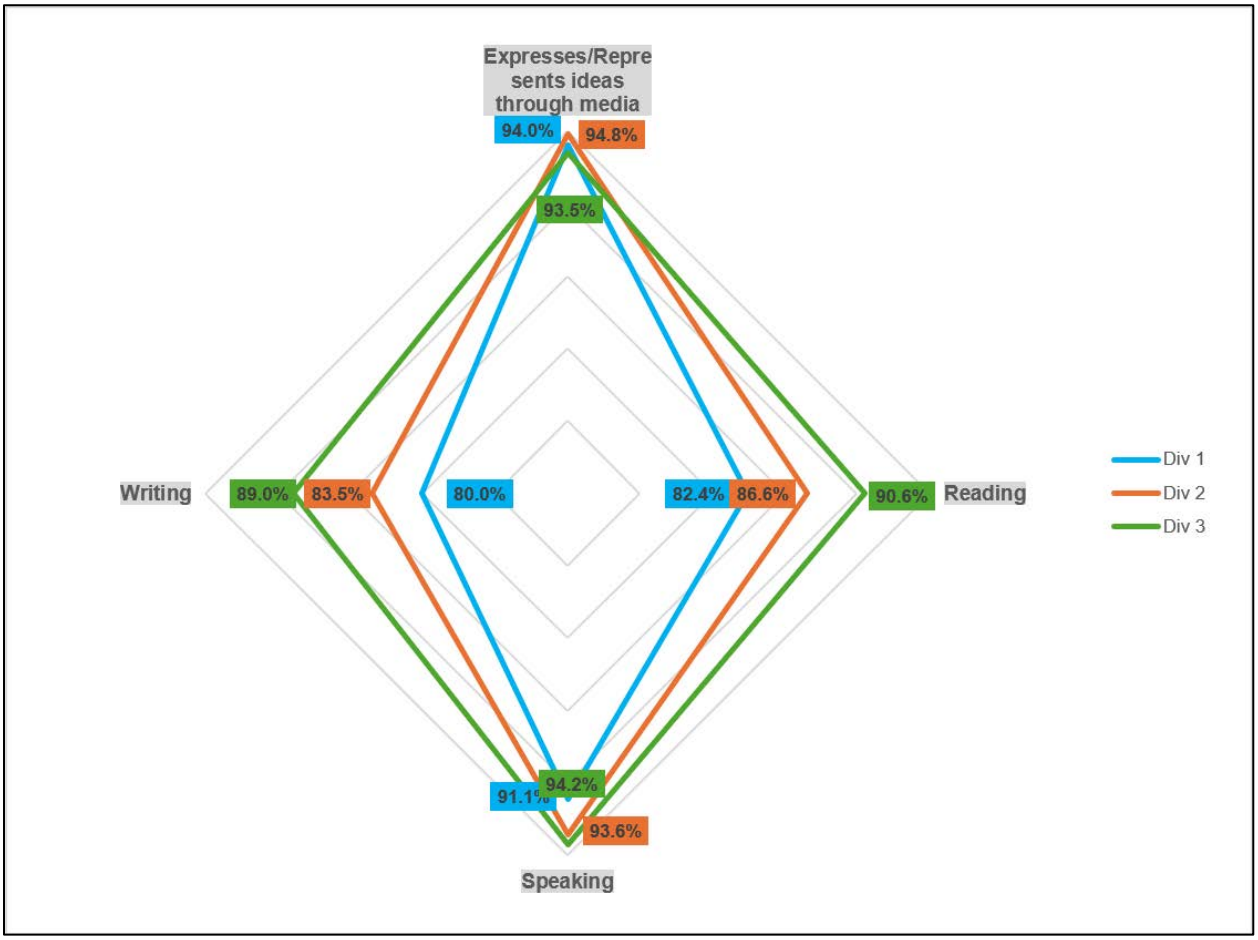
Percentage of Division 1, 2, and 3 Students with an Indicator by Cohort

English Language Arts	Division	1	2	3	4	ADP	EAL	IPP	Basic to Excellent
All Students	Div 1	5.5%	26.2%	39.7%	21.0%	0.3%	5.2%	2.2%	**86.9%**
	Div 2	3.8%	26.7%	41.9%	21.0%	0.7%	3.3%	2.6%	**89.6%**
	Div 3	3.8%	26.3%	42.4%	23.6%	0.4%	2.5%	1.1%	**92.3%**
English as an Additional Language Learners	Div 1	4.7%	30.2%	35.3%	14.8%	0.2%	13.1%	1.6%	**80.4%**
	Div 2	4.6%	32.7%	38.4%	14.1%	0.6%	8.4%	1.2%	**85.1%**
	Div 3	4.8%	33.0%	38.6%	15.1%	0.5%	7.4%	0.6%	**86.7%**
Students who Self-Identify as Indigenous	Div 1	18.3%	34.4%	31.1%	9.8%	1.2%	0.2%	5.0%	**75.4%**
	Div 2	11.0%	37.5%	31.2%	10.7%	2.3%	0.1%	7.2%	**79.4%**
	Div 3	13.9%	38.8%	30.7%	11.3%	1.6%	0.0%	3.7%	**80.8%**
Students with Identified Special Education Needs	Div 1	12.6%	32.4%	27.2%	9.3%	1.3%	3.1%	14.0%	**68.9%**
	Div 2	6.4%	34.1%	32.1%	10.1%	2.8%	0.9%	13.7%	**76.2%**
	Div 3	7.1%	38.0%	36.0%	11.4%	1.6%	0.4%	5.4%	**85.3%**

Percentage of Division 1, 2, and 3 Students Achieving Basic to Excellent Levels of Proficiency by Cohort



All Students Cohort: Percentage of Division 1, 2, and 3 Students Achieving a Basic to Excellent Level of Proficiency Across ELA Stems



Percentage of Division 1, 2, and 3 Students with an Indicator by Cohort in Reading and Writing Stems

Cohort	Stem	Division	1	2	3	4	ADP	EAL	IPP	Basic to Excellent
All Students	Reading	Div 1	8.0%	22.2%	34.0%	26.2%	0.3%	6.9%	2.3%	**82.4%**
		Div 2	4.5%	23.8%	39.0%	23.8%	0.9%	4.3%	3.7%	**86.6%**
		Div 3	3.7%	26.4%	40.8%	23.4%	0.5%	3.1%	2.1%	**90.6%**
	Writing	Div 1	9.5%	30.0%	35.6%	14.5%	0.4%	7.2%	3.0%	**80.0%**
		Div 2	6.2%	29.5%	38.5%	15.5%	0.9%	4.4%	5.0%	**83.5%**
		Div 3	4.6%	29.7%	40.6%	18.7%	0.5%	3.2%	2.7%	**89.0%**
English as an Additional Language Learners	Reading	Div 1	6.5%	24.4%	31.2%	19.0%	0.3%	17.3%	1.3%	**74.6%**
		Div 2	5.8%	29.3%	35.7%	16.0%	0.8%	10.8%	1.6%	**80.9%**
		Div 3	5.2%	33.3%	36.2%	14.3%	0.5%	9.2%	1.3%	**83.8%**
	Writing	Div 1	7.7%	31.3%	30.3%	10.8%	0.3%	18.0%	1.6%	**72.4%**
		Div 2	7.1%	33.9%	34.3%	10.7%	0.8%	11.1%	2.1%	**78.9%**
		Div 3	6.0%	35.7%	34.9%	11.8%	0.5%	9.6%	1.5%	**82.4%**
Students who Self-Identify as Indigenous	Reading	Div 1	26.1%	27.1%	26.8%	13.2%	1.6%	0.2%	5.2%	**67.0%**
		Div 2	11.5%	32.3%	30.3%	12.8%	2.7%	0.1%	10.3%	**75.4%**
		Div 3	12.5%	39.4%	28.0%	11.3%	1.8%	0.0%	7.0%	**78.8%**
	Writing	Div 1	31.2%	32.8%	23.1%	4.8%	1.8%	0.3%	5.9%	**60.8%**
		Div 2	18.0%	34.6%	24.2%	6.6%	3.2%	0.1%	13.2%	**65.4%**
		Div 3	15.8%	39.2%	27.0%	7.4%	1.6%	0.0%	9.1%	**73.6%**

Students with Identified Special Education Needs	Reading	Div 1	16.8%	24.5%	24.6%	13.8%	1.4%	4.1%	14.7%	**63.0%**
		Div 2	6.6%	27.7%	29.5%	11.9%	3.0%	1.1%	20.1%	**69.2%**
		Div 3	6.0%	36.2%	33.9%	10.9%	1.7%	0.4%	10.8%	**81.1%**
	Writing	Div 1	20.7%	30.1%	19.2%	4.6%	1.7%	4.4%	19.2%	**54.0%**
		Div 2	9.3%	31.3%	23.1%	5.3%	3.1%	1.1%	26.8%	**59.7%**
		Div 3	7.1%	40.2%	29.4%	7.1%	1.7%	0.6%	13.9%	**76.7%**

Percentage of Division 4 Students within the Identified Range by Cohort

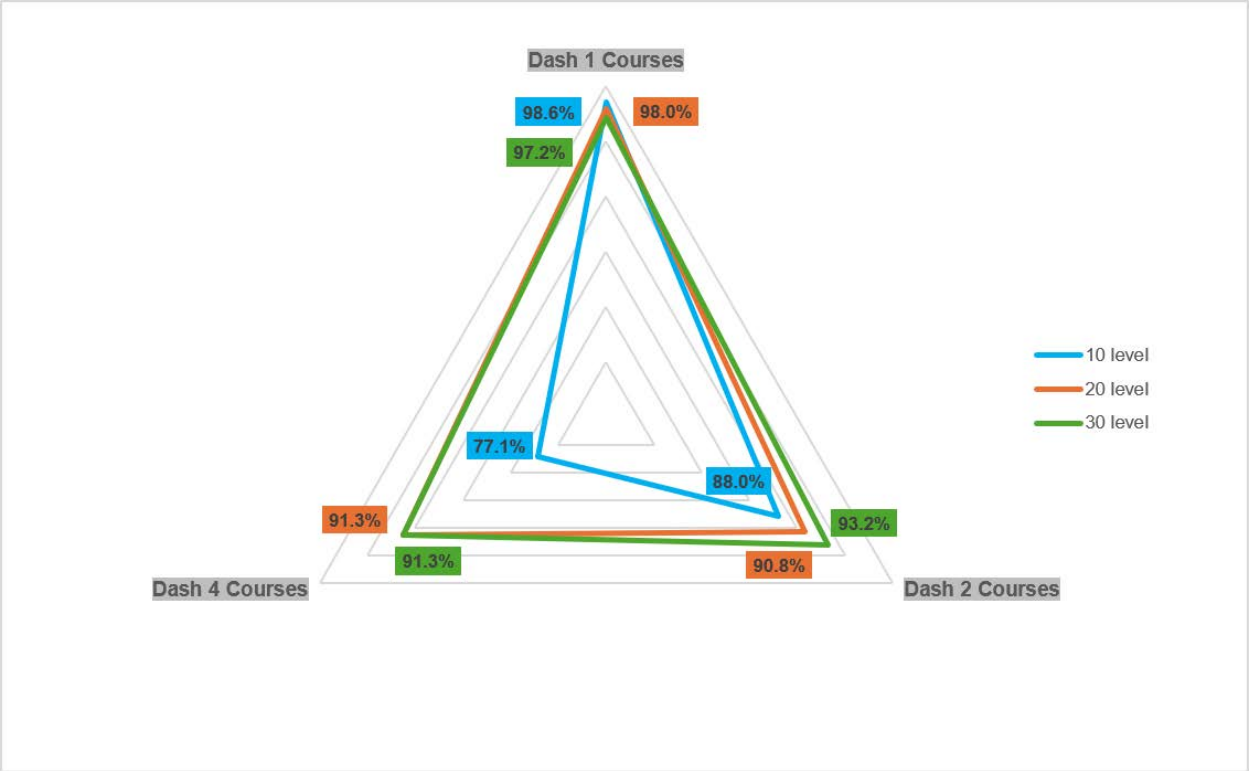
English Language Arts	0 - 49%	50 - 64%	65 - 79%	80 - 100%	50-100%
All Students	4.7%	21.0%	40.7%	33.6%	**95.3%**
English as an Additional Language Learners	7.0%	30.3%	42.4%	20.3%	**93.0%**
Students who Self-Identify as Indigenous	15.8%	30.5%	34.6%	19.1%	**84.2%**
Students with Identified Special Education Needs	6.9%	28.4%	41.7%	22.9%	**93.1%**

Percentage of Division 4 Students within the Identified Range by Cohort Across ELA Courses

Cohort	Course	0 - 49%	50 - 64%	65 - 79%	80 - 100%	50-100%
All Students	ELA 10-1	1.4%	13.0%	43.6%	42.0%	**98.6%**
	ELA 10-2	12.0%	36.7%	34.4%	16.9%	**88.0%**
	ELA 10-4	22.9%	37.0%	26.4%	13.7%	**77.1%**
	ELA 20-1	2.0%	14.2%	42.9%	41.0%	**98.0%**
	ELA 20-2	9.2%	33.2%	40.1%	17.5%	**90.8%**
	ELA 20-4	8.7%	35.3%	38.5%	17.5%	**91.3%**
	ELA 30-1	2.8%	13.9%	39.4%	43.9%	**97.2%**
	ELA 30-2	6.8%	32.5%	41.8%	18.8%	**93.2%**
	ELA 30-4	8.7%	34.4%	36.1%	20.8%	**91.3%**
English as an Additional Language Learners	ELA 10-1	2.6%	19.6%	49.7%	28.0%	**97.4%**
	ELA 10-2	9.9%	36.0%	36.6%	17.5%	**90.1%**
	ELA 10-4	14.0%	39.5%	16.3%	30.2%	**86.0%**
	ELA 20-1	5.8%	24.0%	45.0%	25.2%	**94.2%**
	ELA 20-2	8.4%	32.3%	41.1%	18.3%	**91.6%**
	ELA 20-4	4.7%	32.6%	44.2%	18.6%	**95.3%**
	ELA 30-1	6.9%	28.8%	43.2%	21.2%	**93.1%**
	ELA 30-2	6.9%	37.9%	42.7%	12.5%	**93.1%**
	ELA 30-4	7.1%	28.6%	39.3%	25.0%	**92.9%**
Students who Self-Identify as Indigenous	ELA 10-1	5.3%	17.6%	47.1%	30.0%	**94.7%**
	ELA 10-2	30.1%	42.0%	17.8%	10.1%	**69.9%**
	ELA 10-4	39.2%	35.4%	21.5%	3.8%	**60.8%**
	ELA 20-1	1.5%	24.3%	42.6%	31.6%	**98.5%**
	ELA 20-2	21.5%	33.3%	32.2%	13.0%	**78.5%**
	ELA 20-4	14.0%	36.8%	35.1%	14.0%	**86.0%**
	ELA 30-1	4.0%	19.9%	40.9%	35.2%	**96.0%**
	ELA 30-2	11.3%	31.2%	41.6%	16.0%	**88.7%**
	ELA 30-4	7.9%	34.2%	42.1%	15.8%	**92.1%**
Students with Identified Special Education Needs	ELA 10-1	2.5%	20.4%	49.6%	27.5%	**97.5%**
	ELA 10-2	13.0%	40.8%	33.9%	12.3%	**87.0%**
	ELA 10-4	18.7%	38.6%	29.0%	13.7%	**81.3%**

	ELA 20-1	2.4%	17.8%	46.9%	33.0%	**97.6%**
	ELA 20-2	10.2%	35.9%	39.5%	14.4%	**89.8%**
	ELA 20-4	7.9%	36.7%	38.6%	16.7%	**92.1%**
	ELA 30-1	3.2%	17.5%	44.6%	34.7%	**96.8%**
	ELA 30-2	7.1%	32.6%	41.0%	19.3%	**92.9%**
	ELA 30-4	7.4%	35.1%	36.5%	20.9%	**92.6%**

All Students Cohort: Percentage of Division 4 Students Achieving a Passing Mark Across ELA Courses

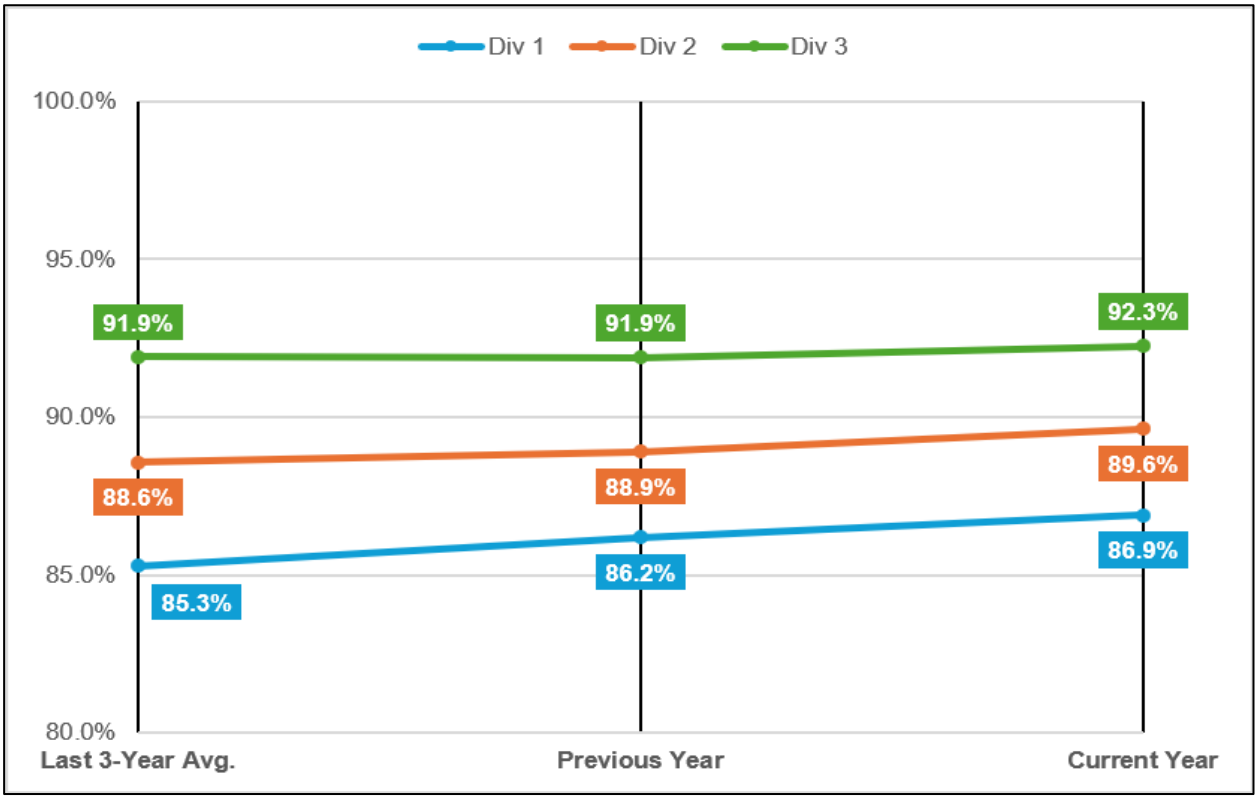


English Language Arts Report Card Over Time

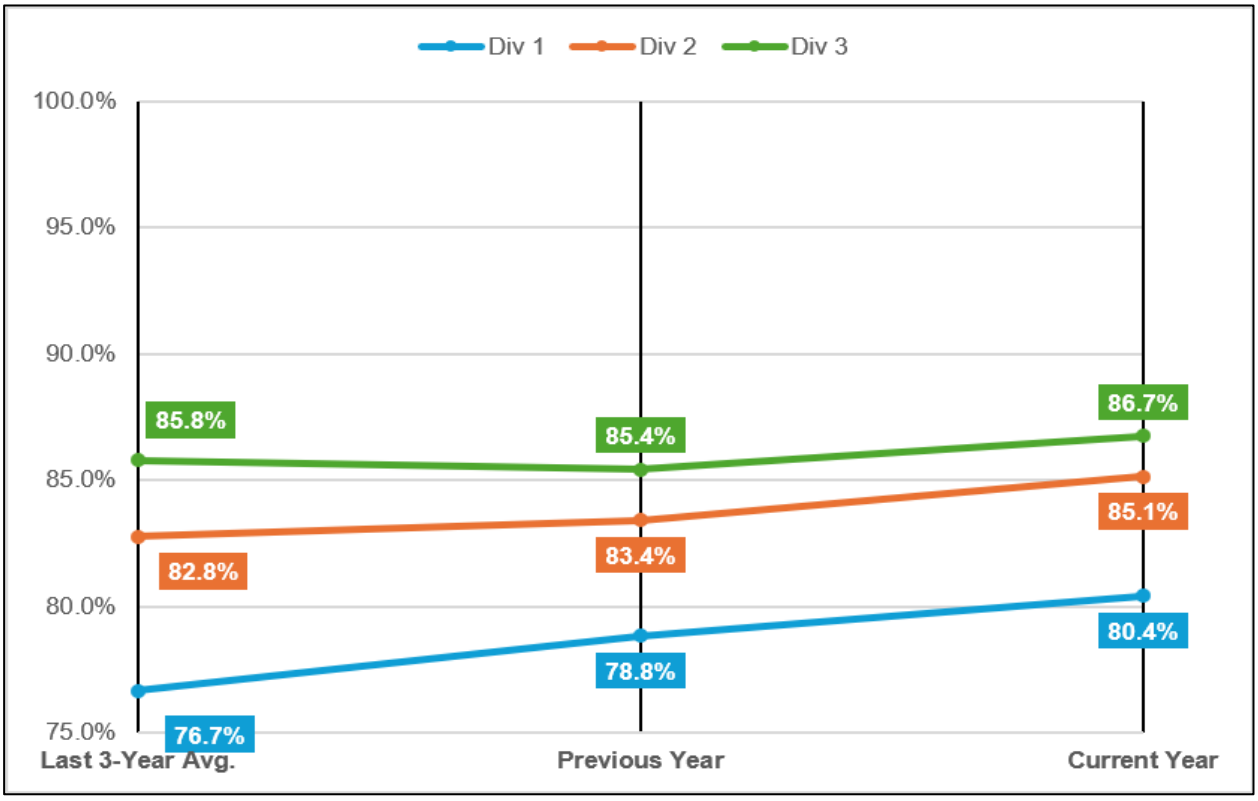
Percentage of Division 1, 2, and 3 Students Achieving a Basic to Excellent Level of Proficiency by Cohort Over Time

English Language Arts – All Stems	Division	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	Div 1	87.7%	84.7%	85.0%	86.2%	**86.9%**
	Div 2	91.6%	88.8%	88.0%	88.9%	**89.6%**
	Div 3	94.1%	92.1%	91.8%	91.9%	**92.3%**
English as an Additional Language Learners	Div 1	80.5%	75.1%	76.0%	78.8%	**80.4%**
	Div 2	88.6%	83.4%	81.5%	83.4%	**85.1%**
	Div 3	90.6%	86.2%	85.7%	85.4%	**86.7%**
Students who Self-Identify as Indigenous	Div 1	71.2%	70.9%	74.7%	76.3%	**75.4%**
	Div 2	76.4%	73.7%	76.2%	78.6%	**79.4%**
	Div 3	83.1%	79.0%	79.2%	82.5%	**80.8%**
Students with Identified Special Education Needs	Div 1	65.0%	62.9%	64.8%	67.3%	**68.9%**
	Div 2	74.7%	71.5%	72.2%	74.8%	**76.2%**
	Div 3	84.9%	83.5%	83.5%	84.7%	**85.3%**

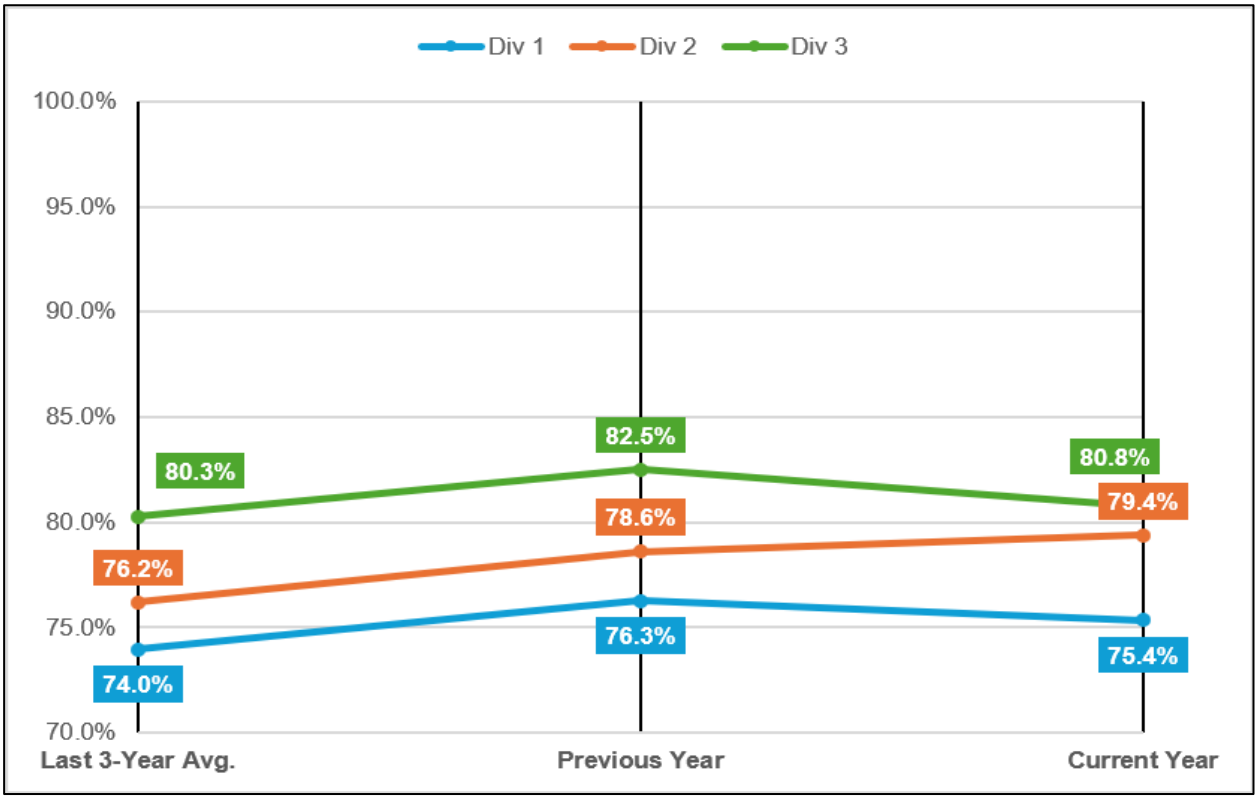
All Students Cohort: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA Over Time Comparison



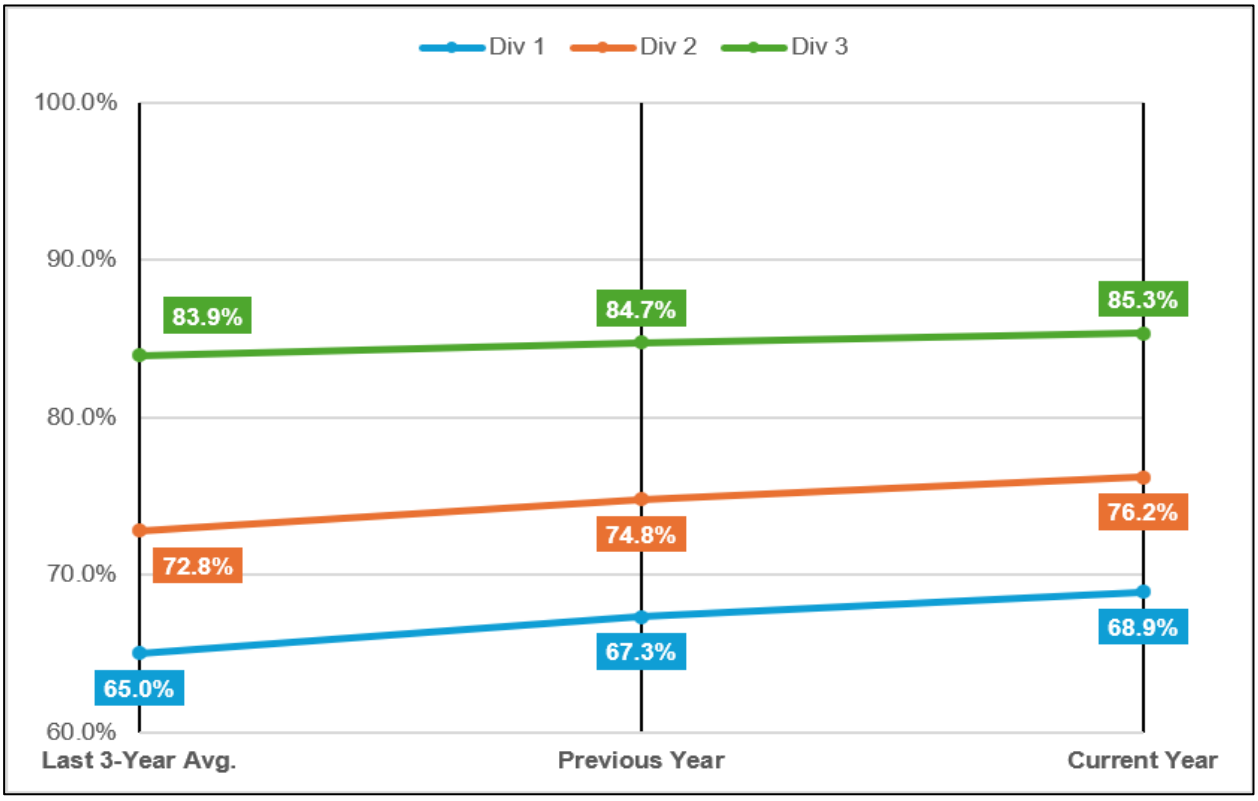
English as an Additional Language Learners: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA Over Time Comparison



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



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



Percentage of Division 1, 2, and 3 Students Achieving a Basic to Excellent Level of Proficiency in Reading by Cohort Over Time

English Language Arts – Reading	Division	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	Div 1	78.7%	78.9%	80.4%	81.9%	**82.4%**
	Div 2	86.9%	85.3%	84.7%	85.8%	**86.6%**
	Div 3	92.0%	90.3%	89.6%	90.2%	**90.6%**
English as an Additional Language Learners	Div 1	69.7%	70.0%	67.7%	73.4%	**74.6%**
	Div 2	82.5%	77.0%	78.4%	78.8%	**80.9%**
	Div 3	87.2%	82.3%	83.0%	82.4%	**83.8%**
Students who Self-Identify as Indigenous	Div 1	53.9%	59.0%	65.5%	68.0%	**67.0%**
	Div 2	65.6%	67.7%	71.4%	74.5%	**75.4%**
	Div 3	78.1%	75.8%	75.7%	80.3%	**78.8%**
Students with Identified Special Education Needs	Div 1	49.1%	53.0%	57.9%	60.8%	**63.0%**
	Div 2	61.7%	62.4%	63.7%	66.7%	**69.2%**
	Div 3	78.4%	78.6%	77.8%	80.0%	**81.1%**

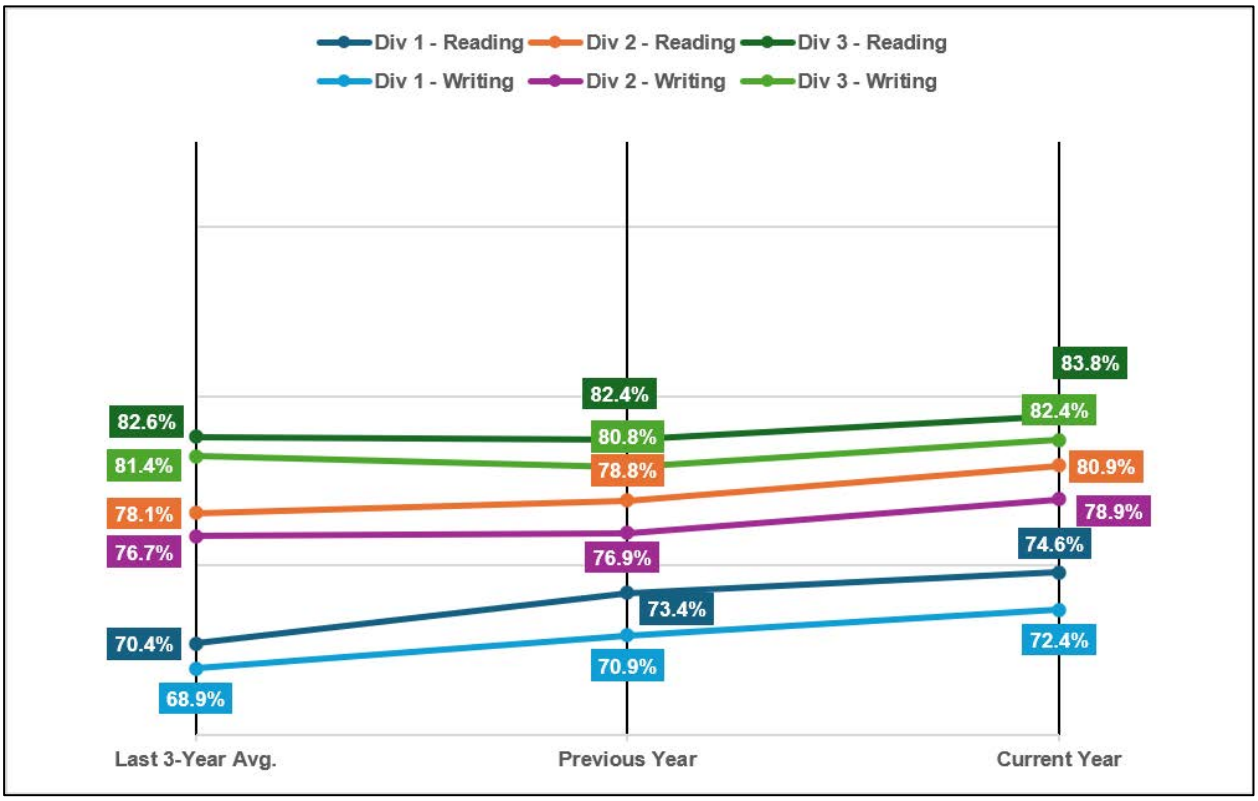
Percentage of Division 1, 2, and 3 Students Achieving a Basic to Excellent Level of Proficiency in Writing by Cohort Over Time

English Language Arts – Writing	Division	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	Div 1	79.3%	77.7%	78.3%	79.2%	**80.0%**
	Div 2	84.8%	82.7%	82.0%	82.6%	**83.5%**
	Div 3	90.8%	88.9%	88.4%	88.5%	**89.0%**
English as an Additional Language Learners	Div 1	70.8%	67.4%	68.5%	70.9%	**72.4%**
	Div 2	82.5%	77.8%	75.5%	76.9%	**78.9%**
	Div 3	86.6%	82.2%	81.3%	80.8%	**82.4%**
Students who Self-Identify as Indigenous	Div 1	52.6%	55.8%	59.9%	61.8%	**60.8%**
	Div 2	60.9%	60.0%	63.7%	64.5%	**65.4%**
	Div 3	75.9%	71.0%	71.8%	75.2%	**73.6%**
Students with Identified Special Education Needs	Div 1	42.6%	45.0%	48.1%	51.0%	**54.0%**
	Div 2	51.9%	51.7%	52.9%	56.4%	**59.7%**
	Div 3	74.3%	73.0%	73.5%	75.3%	**76.7%**

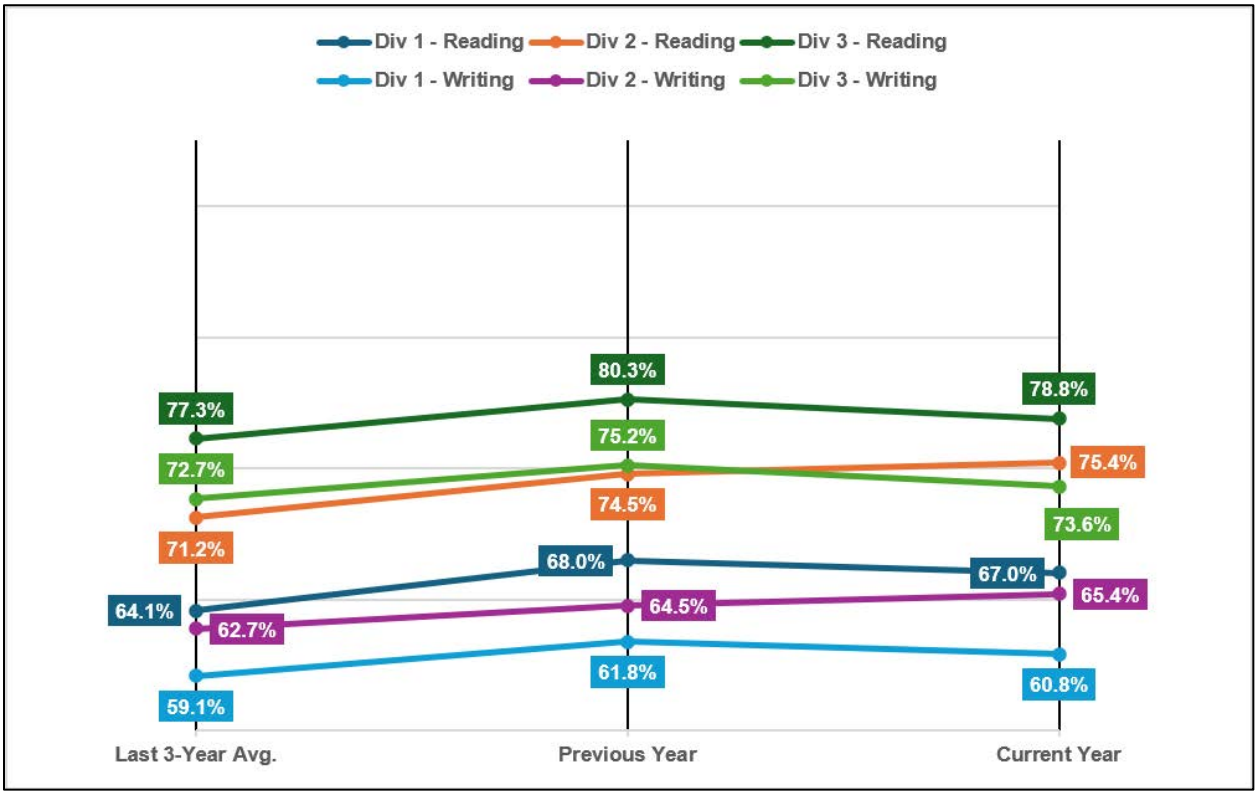
All Students Cohort: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Reading and Writing Over Time Comparison



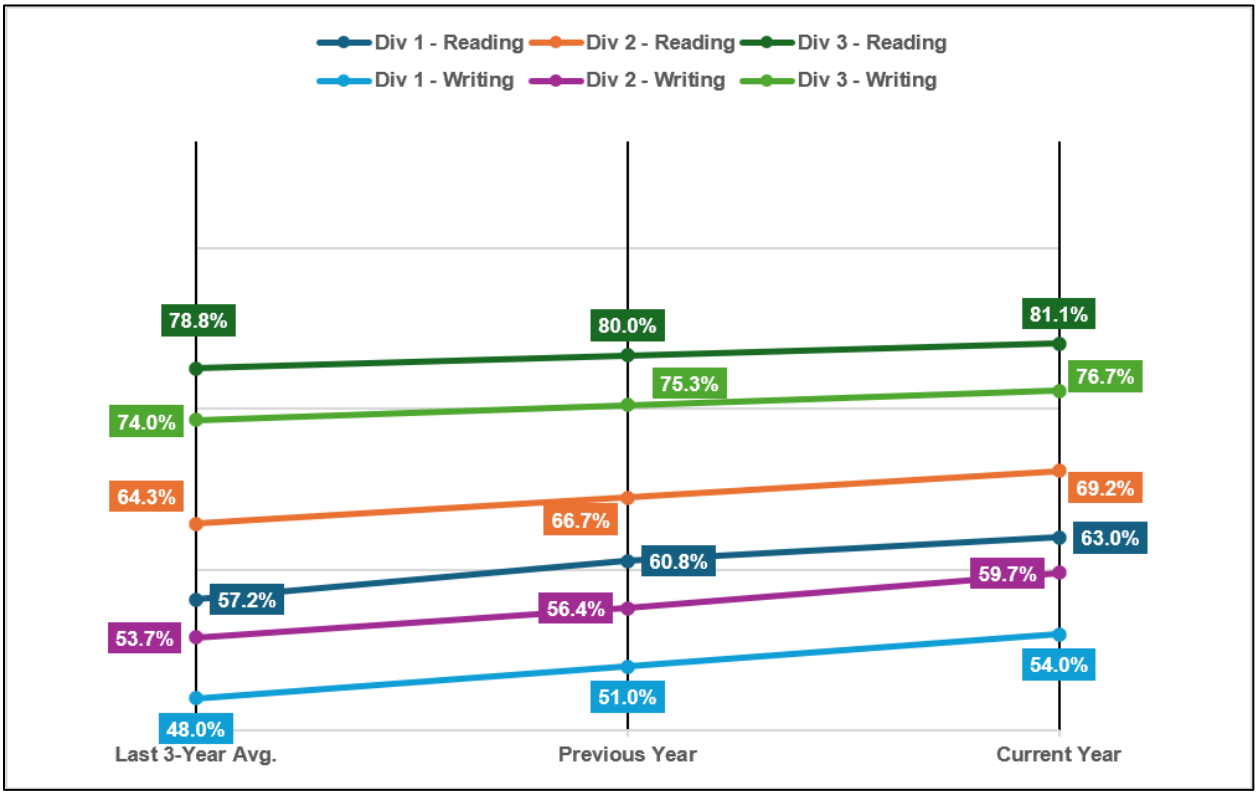
English as an Additional Language Learners: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Reading and Writing Over Time Comparison



Students who Self-Identify as Indigenous: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Reading and Writing Over Time Comparison



Students with Identified Special Education Needs: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Reading and Writing Over Time Comparison



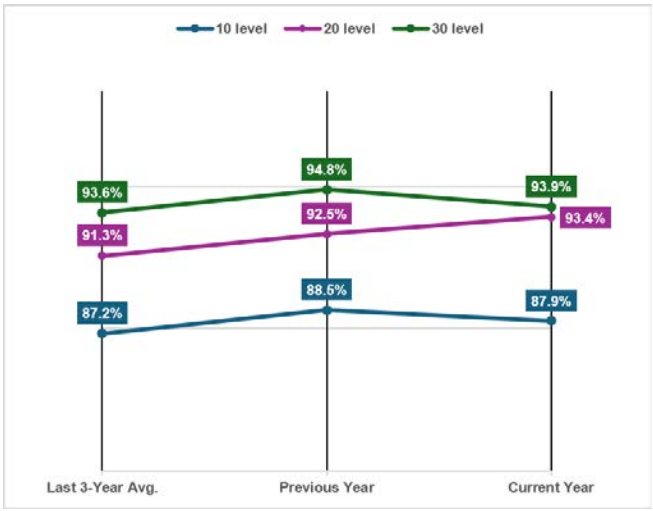
Percentage of Division 4 Students Achieving a Passing Mark by Cohort Over Time

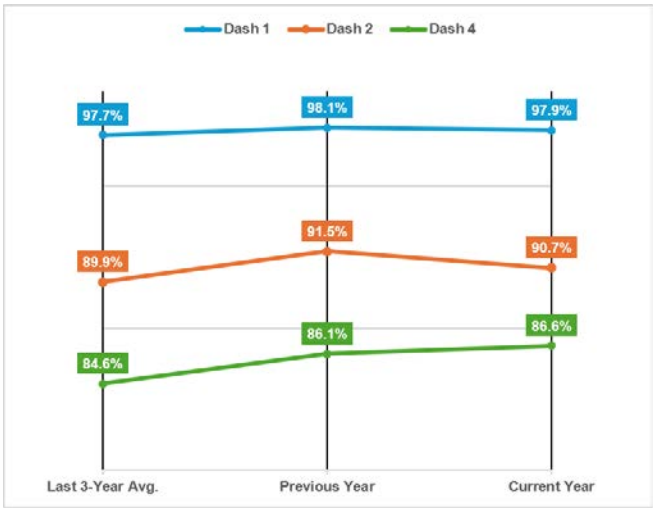
English Language Arts	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	94.4%	94.3%	94.9%	95.6%	**95.3%**
English as an Additional Language Learners	92.9%	91.3%	93.8%	93.3%	**93.0%**
Students who Self-Identify as Indigenous	81.5%	82.7%	81.4%	87.1%	**84.2%**
Students with Identified Special Education Needs	90.9%	90.5%	91.5%	93.1%	**93.1%**

Percentage of Division 4 Students Achieving a Passing Mark by Cohort Across ELA Courses Over Time

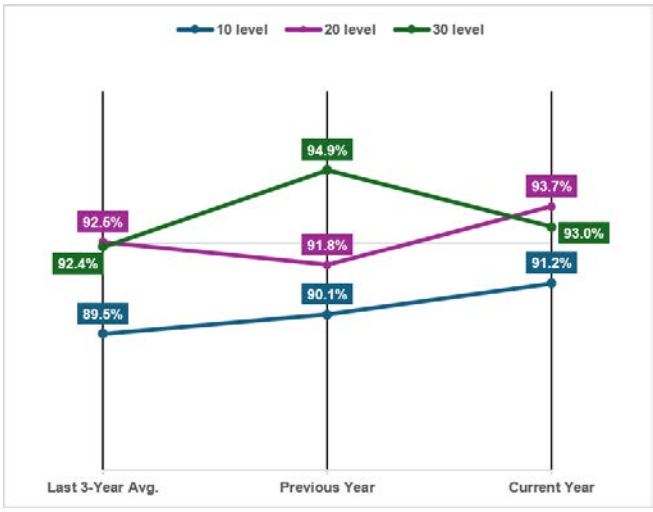
Cohort	Course	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	ELA 10-1	97.5%	97.8%	98.8%	98.7%	**98.6%**
	ELA 10-2	84.5%	85.9%	86.8%	88.8%	**88.0%**
	ELA 10-4	83.4%	80.8%	69.6%	77.9%	**77.1%**
	ELA 20-1	97.2%	97.7%	98.1%	98.5%	**98.0%**
	ELA 20-2	90.2%	89.1%	90.3%	92.2%	**90.8%**
	ELA 20-4	91.3%	87.3%	82.1%	86.7%	**91.3%**
	ELA 30-1	95.9%	95.5%	97.0%	97.0%	**97.2%**
	ELA 30-2	91.9%	90.6%	92.0%	93.6%	**93.2%**
	ELA 30-4	89.2%	91.6%	91.3%	93.8%	**91.3%**
English as an Additional Language Learners	ELA 10-1	96.8%	96.5%	99.3%	97.7%	**97.4%**
	ELA 10-2	86.0%	87.5%	89.3%	90.3%	**90.1%**
	ELA 10-4	87.2%	87.5%	75.0%	82.4%	**86.0%**
	ELA 20-1	95.3%	94.4%	97.2%	96.5%	**94.2%**
	ELA 20-2	92.9%	90.6%	92.1%	93.1%	**91.6%**
	ELA 20-4	89.7%	94.3%	88.9%	85.7%	**95.3%**
	ELA 30-1	94.1%	89.6%	95.1%	92.2%	**93.1%**
	ELA 30-2	92.9%	89.0%	92.9%	92.5%	**93.1%**
	ELA 30-4	84.2%	84.0%	96.0%	100.0%	**92.9%**
Students who Self-Identify as Indigenous	ELA 10-1	91.5%	94.6%	96.7%	96.2%	**94.7%**
	ELA 10-2	68.2%	72.4%	69.3%	76.5%	**69.9%**
	ELA 10-4	69.6%	68.1%	52.5%	71.4%	**60.8%**
	ELA 20-1	94.2%	95.0%	94.0%	97.9%	**98.5%**
	ELA 20-2	75.9%	74.0%	77.2%	85.4%	**78.5%**
	ELA 20-4	77.3%	80.0%	71.7%	85.7%	**86.0%**
	ELA 30-1	94.3%	94.3%	97.0%	95.5%	**96.0%**
	ELA 30-2	85.3%	85.2%	88.1%	90.6%	**88.7%**
	ELA 30-4	86.8%	90.3%	89.7%	82.9%	**92.1%**
Students with Identified Special Education Needs	ELA 10-1	95.2%	95.1%	96.6%	97.8%	**97.5%**
	ELA 10-2	84.3%	82.4%	84.8%	86.8%	**87.0%**
	ELA 10-4	87.0%	80.0%	72.5%	78.9%	**81.3%**
	ELA 20-1	93.3%	96.2%	96.5%	97.2%	**97.6%**
	ELA 20-2	87.1%	87.3%	89.6%	91.5%	**89.8%**
	ELA 20-4	93.3%	88.4%	84.2%	86.5%	**92.1%**
	ELA 30-1	94.4%	94.2%	96.2%	97.1%	**96.8%**
	ELA 30-2	91.1%	90.1%	92.3%	93.2%	**92.9%**
	ELA 30-4	91.4%	93.9%	92.4%	94.9%	**92.6%**

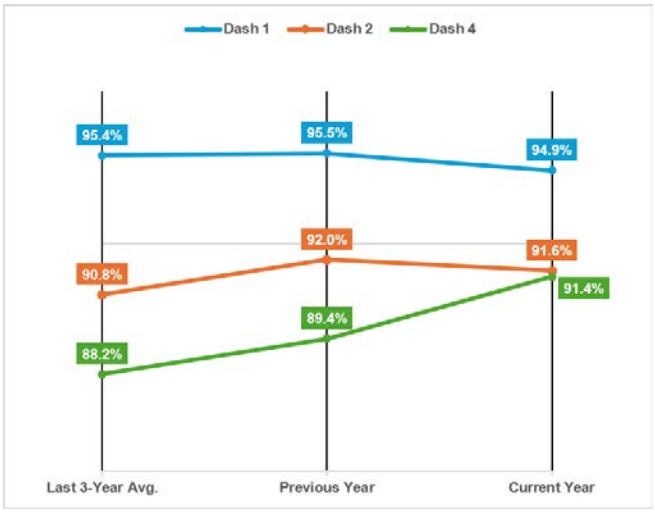
All Students Cohort: Percentage of Students Achieving a Passing Mark Across ELA Courses Over Time



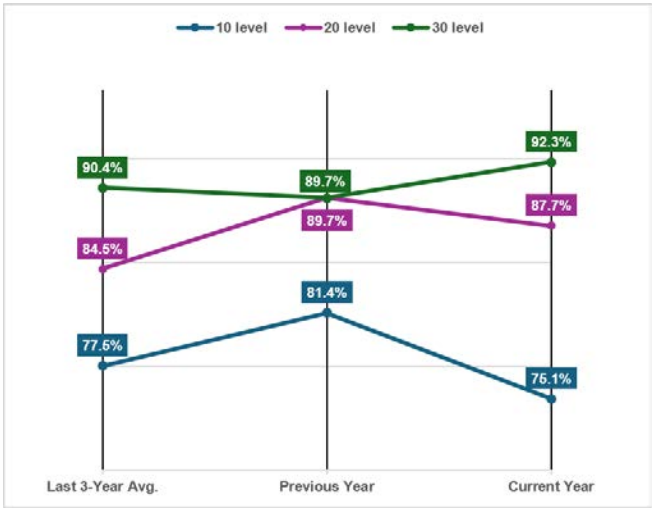


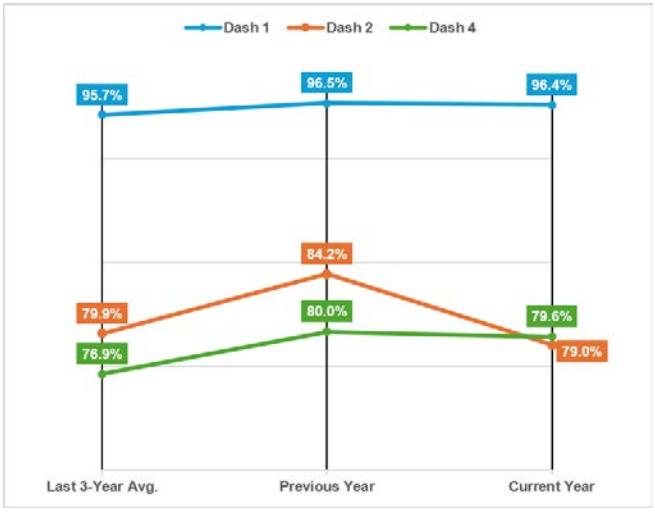
English as an Additional Language Learners: Percentage of Students Achieving a Passing Mark Across ELA Courses Over Time



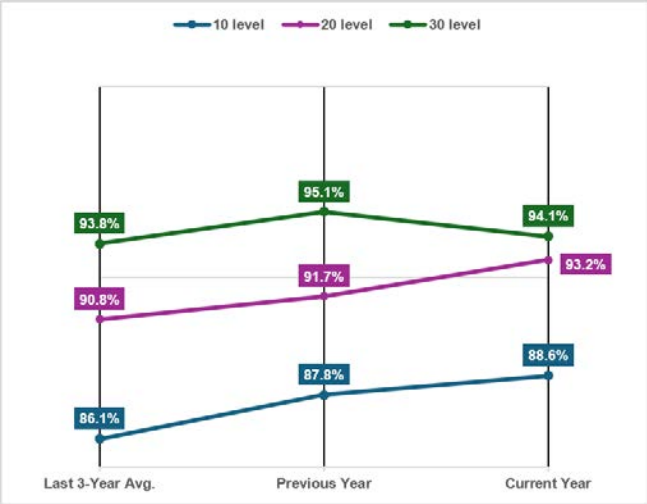


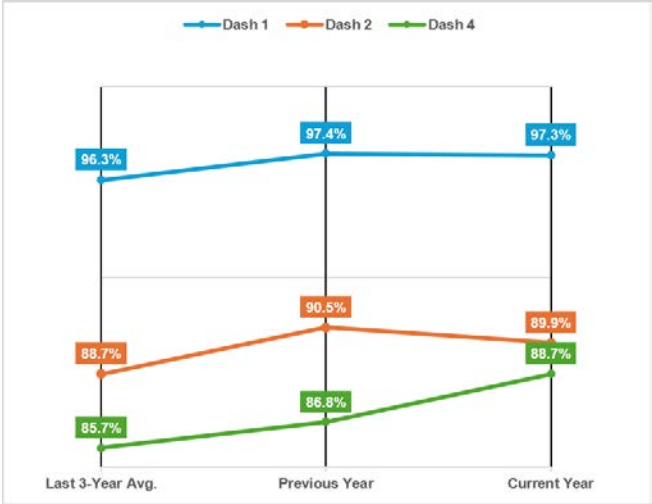
Students who Self-Identify as Indigenous: Percentage of Students Achieving a Passing Mark Across ELA Courses Over Time





Students with Identified Special Education Needs: Percentage of Students Achieving a Passing Mark Across ELA Courses Over Time





Language Course Challenge

Language exams offered by CBE to support high school completion.

Exam Languages	Registered	Wrote	Passed	Category 1
Arabic	79	45	45	21
Cantonese	44	32	32	4
French 3Y	39	24	23	3
French 9Y	103	57	57	6
German	6	6	6	2
Japanese	16	13	13	3
Mandarin	214	153	153	20
Punjabi	77	49	49	19
Spanish	108	66	66	26
Ukrainian	123	90	90	33
Total	**809**	**535**	**534**	**137**

Note | Category 1: Students at risk of not completing high school in the 2025-26 School year without credits earned from Language Course Challenge.

Analysis

- CBE students demonstrated progressive improvements in English Language Arts (ELA) performance from Division 1 to Division 3, with higher percentages of students achieving Basic to Excellent in the higher grades.
- Students with Identified Special Education Needs had higher percentages of IPP in ELA, especially in Division 1 and 2 with around 14 per cent of students receiving IPP in the 2025-26 school year.
- Division 3 students had a comparatively lower percentages of IPP results than Division 1 and 2.
- In Division 1 and Division 2, more than 90 per cent of students achieved Basic to Excellent proficiency in Expresses/Represents ideas through media and Speaking stems while lower percentages were observed in Reading and Writing stems. In the meanwhile, performances were strong across all four stems with no notable differences in Division 3.
- Across divisions, students generally demonstrated better performances in Reading than in the Writing stem.

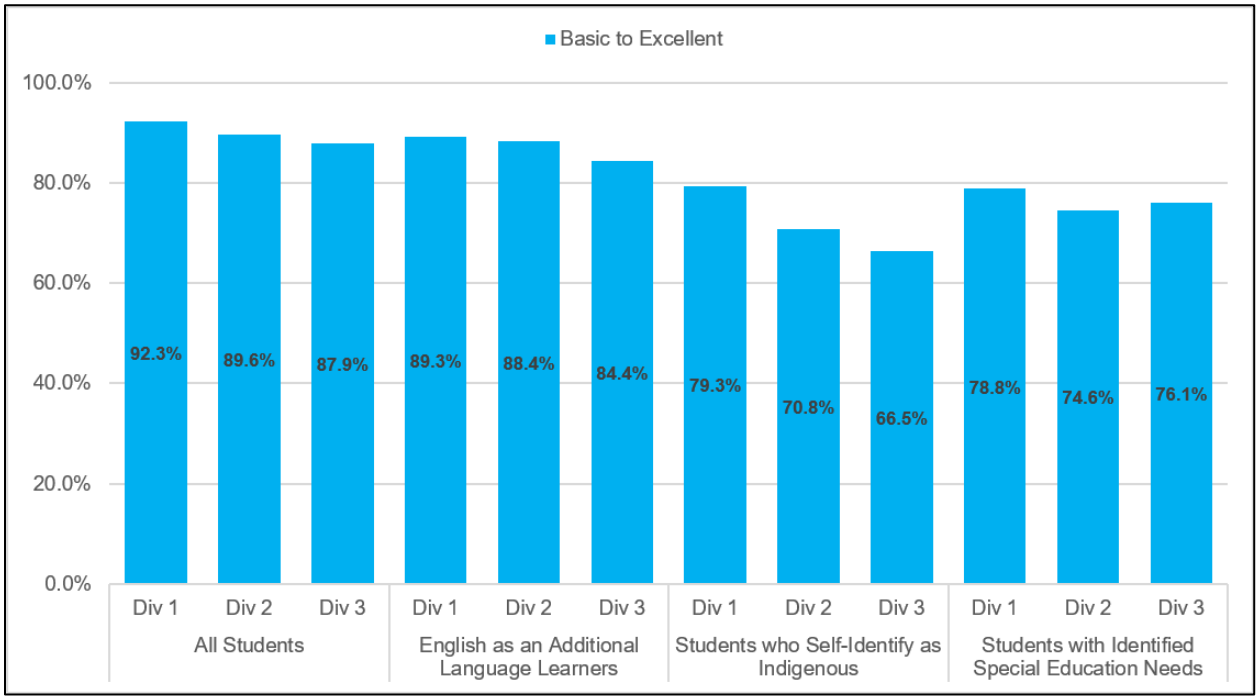
- Except for Students who Self-Identify as Indigenous cohort, more than 93 per cent of high school students achieved a passing ELA mark (above 50%) in 2025-26 school year.
- More than 98 per cent of high school students enrolled in ELA 10-1 received a passing ELA mark in 2025-26.
- In the All Students cohort, ELA performances showed a gradual progression across Dash 2 and Dash 4 courses overtime. Particularly, a notable improvement was observed from 10-4 to 20-4 course across all cohorts.
- CBE students generally achieved year-over-year improvements in their ELA report card results across cohorts of students. Improvements, when compared to the previous three-year averages, were statistically significant.
- A significant increase was observed in Division 2 Students who Self-Identify as Indigenous, while decreases were seen for Division 1 and 3. However, declines were not statistically significant in comparison to the previous three-year averages.
- Both Reading and Writing results increased consistently across divisions and cohorts, except for Students who Self-Identify as Indigenous in Division 1 and Division 3. These decreases were not statistically significant.
- Students with Identified Special Education Needs showed a general upward trend in both ELA reading and writing stems, with continuous year-over-year improvements over the last four years in Division 1 and Division 2.
- Significant improvements in Reading were observed across divisions for All Students, English as an Additional Language Learners and Students with Identified Special Education Needs cohorts.
- For Writing, no significant changes were found in the Students who Self-Identify as Indigenous cohort. Moreover, significant increases were observed across divisions in other cohorts except for Division 3 in All Students and English as an Additional Language Learners cohorts.
- Across four cohorts of high school students, students with Identified Special Education Needs had the most notable increase when compared to the previous three-year average literacy result and maintained the same passing rate as 2024-25, while year-over-year declines were observed in other cohorts.
- CBE high school students consistently achieved strong performances in ELA Dash 1 courses over time, and a significant improvement was observed in the Students with Identified Special Education Needs cohort when compared to the previous three-year average.
- Across all cohorts, the percentage of students passing ELA 20-4 consistently increased from last year and the 2025-26 results were significantly higher than the previous three-year average for the All Students cohort.
- In the 2025-26 school year, CBE students enrolled in ELA 30-1 showed significantly improved results in comparison to the previous three-year average.
- The overall 10-level high school literacy results improved significantly in both English as an Additional Language Learners and Students with Identified Special Education Needs cohorts.
- When compared to the previous three-year averages, the overall 20-level high school literacy results consistently showed improvements across cohorts, and the increase was significant for both All Students and Students with Identified Special Education Needs cohorts.

2025-26 Mathematics Report Card

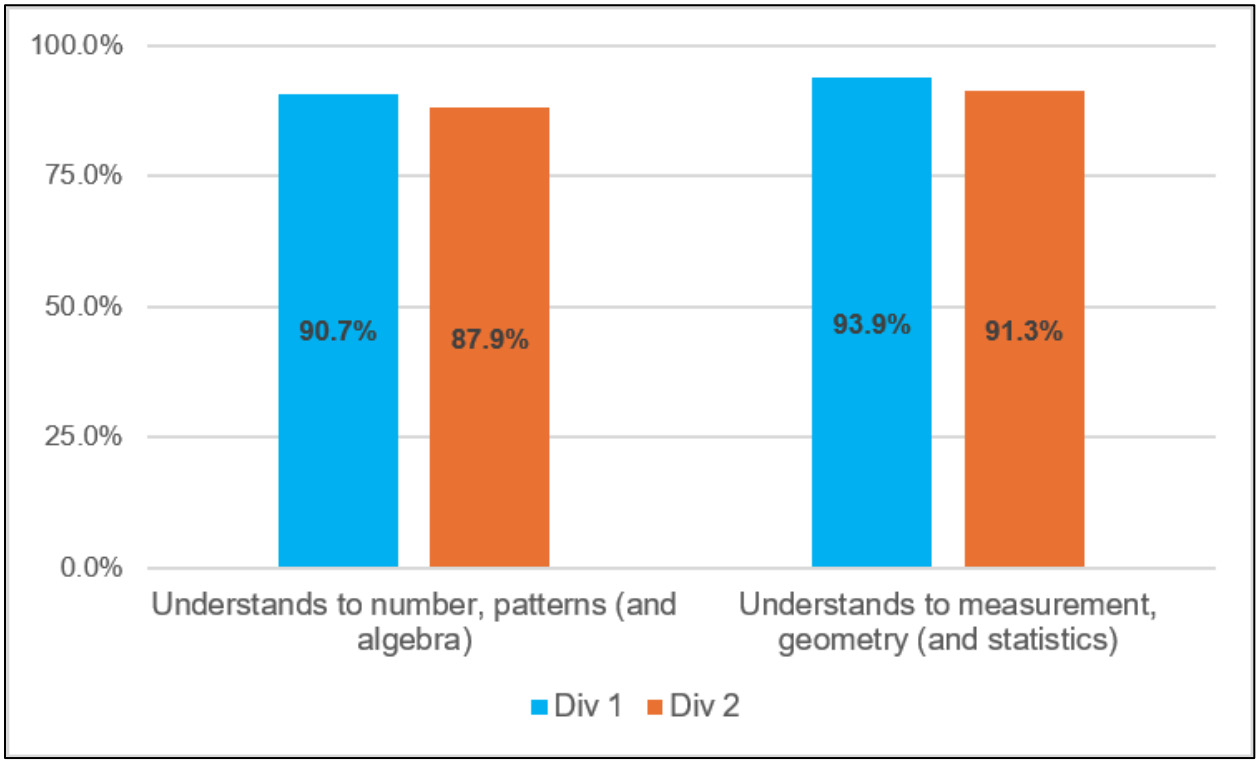
Percentage of Division 1, 2, and 3 Students with an Indicator by Cohort

Mathematics	Division	1	2	3	4	ADP	EAL	IPP	Basic to Excellent
All Students	Div 1	5.4%	21.6%	40.9%	29.8%	0.3%	1.2%	0.8%	**92.3%**
	Div 2	6.7%	23.9%	37.9%	27.8%	0.9%	0.8%	2.0%	**89.6%**
	Div 3	9.2%	28.1%	34.9%	24.9%	0.7%	0.7%	1.5%	**87.9%**
English as an Additional Language Learners	Div 1	6.6%	26.1%	38.8%	24.4%	0.3%	3.2%	0.5%	**89.3%**
	Div 2	7.9%	26.4%	37.3%	24.6%	0.8%	2.0%	0.9%	**88.4%**
	Div 3	12.0%	31.5%	32.6%	20.3%	0.8%	2.1%	0.7%	**84.4%**
Students who Self-Identify as Indigenous	Div 1	17.7%	31.3%	34.1%	14.0%	1.2%	0.0%	1.8%	**79.3%**
	Div 2	19.7%	33.2%	26.1%	11.5%	3.5%	0.0%	6.1%	**70.8%**
	Div 3	25.2%	35.7%	21.9%	8.9%	2.5%	0.1%	5.7%	**66.5%**
Students with Identified Special Education Needs	Div 1	13.6%	30.7%	32.9%	15.2%	1.6%	0.7%	5.2%	**78.8%**
	Div 2	10.7%	30.4%	30.2%	13.9%	3.6%	0.2%	10.9%	**74.6%**
	Div 3	13.7%	36.9%	27.8%	11.4%	2.6%	0.2%	7.4%	**76.1%**

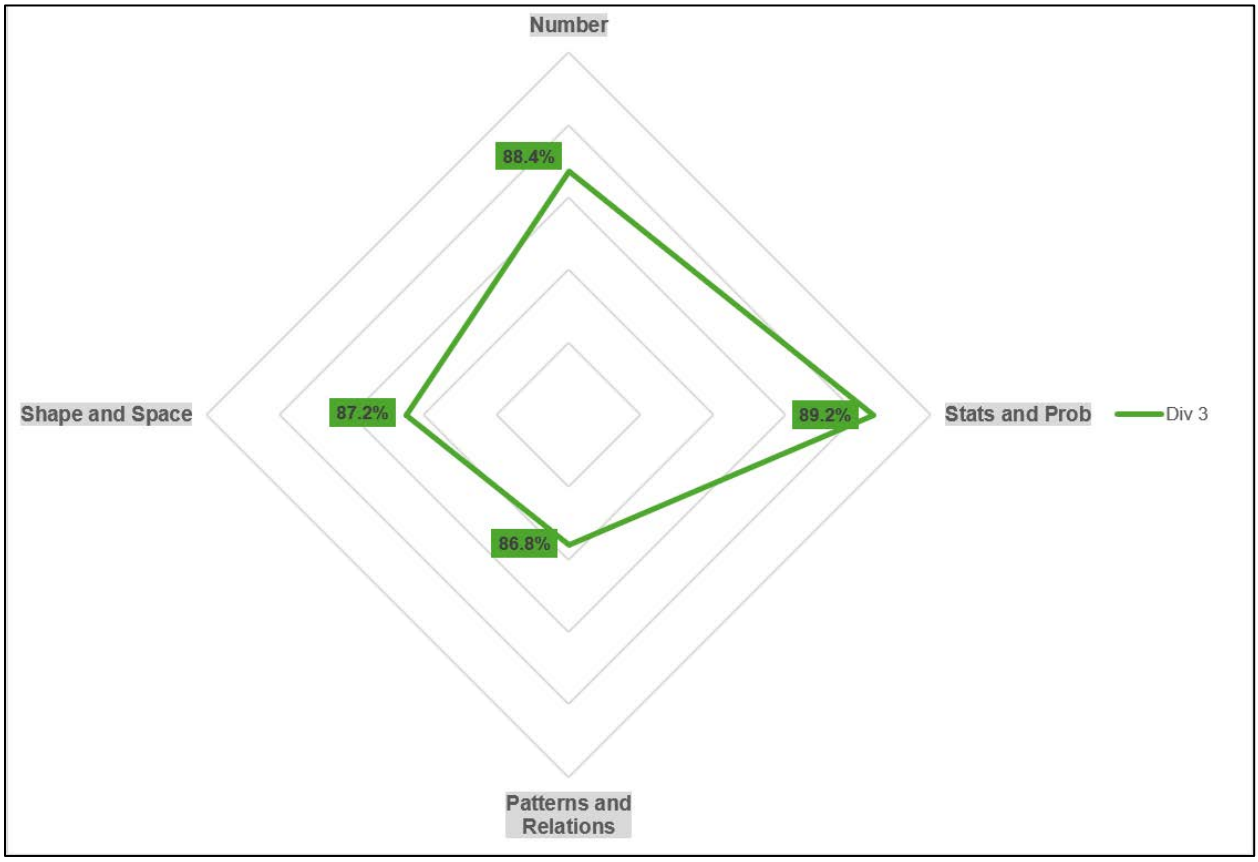
Percentage of Division 1, 2, and 3 Students Achieving Basic to Excellent Levels of Proficiency by Cohort



All Students Cohort: Percentage of Division 1 and 2 Students Achieving a Basic to Excellent Level of Proficiency Across Math Stems



All Students Cohort: Percentage of Division 3 Students Achieving a Basic to Excellent Level of Proficiency Across Math Stems



Percentage of Division 1 and 2 Students with an Indicator by Cohort Across Math Stems

Cohort	Stem	Division	1	2	3	4	ADP	EAL	IPP	Basic to Excellent
All Students	Understands to number, patterns (and algebra)	Div 1	6.8%	22.1%	38.4%	30.2%	0.3%	1.1%	1.0%	**90.7%**
		Div 2	7.9%	23.7%	36.1%	28.1%	0.9%	0.7%	2.6%	**87.9%**
	Understands to measurement, geometry (and statistics)	Div 1	3.9%	21.1%	43.4%	29.4%	0.3%	1.3%	0.6%	**93.9%**
		Div 2	5.4%	24.1%	39.7%	27.5%	0.9%	0.9%	1.5%	**91.3%**
English as an Additional Language Learners	Understands to number, patterns (and algebra)	Div 1	8.3%	25.3%	36.5%	26.0%	0.3%	3.0%	0.6%	**87.7%**
		Div 2	9.4%	25.5%	35.5%	25.9%	0.9%	1.7%	1.1%	**86.9%**
	Understands to measurement, geometry (and statistics)	Div 1	5.0%	26.9%	41.2%	22.7%	0.3%	3.4%	0.5%	**90.8%**
		Div 2	6.4%	27.4%	39.2%	23.3%	0.8%	2.2%	0.7%	**89.9%**
Students who Self-Identify as Indigenous	Understands to number, patterns (and algebra)	Div 1	20.6%	29.7%	32.5%	13.3%	1.2%	0.0%	2.7%	**75.5%**
		Div 2	22.4%	31.9%	24.4%	10.5%	3.5%	0.0%	7.4%	**66.7%**
	Understands to measurement, geometry (and statistics)	Div 1	14.7%	32.9%	35.6%	14.7%	1.1%	0.0%	1.0%	**83.2%**
		Div 2	16.9%	34.5%	27.8%	12.6%	3.5%	0.0%	4.7%	**74.9%**
Students with Identified Special Education Needs	Understands to number, patterns (and algebra)	Div 1	16.0%	29.5%	30.4%	15.4%	1.6%	0.6%	6.5%	**75.3%**
		Div 2	11.7%	29.2%	28.1%	13.6%	3.4%	0.2%	13.8%	**70.9%**
	Understands to measurement, geometry (and statistics)	Div 1	11.3%	31.9%	35.4%	15.1%	1.6%	0.8%	3.9%	**82.3%**
		Div 2	9.6%	31.7%	32.4%	14.2%	3.8%	0.2%	8.0%	**78.3%**

Percentage of Division 3 Students with an Indicator by Cohort Across Math Stems

Cohort	Stem	1	2	3	4	ADP	EAL	IPP	Basic to Excellent
All Students	Number	8.5%	28.5%	35.4%	24.5%	0.7%	0.5%	1.9%	**88.4%**
	Patterns and Relations	10.3%	28.1%	33.1%	25.7%	0.7%	0.7%	1.6%	**86.8%**
	Shape and Space	10.0%	28.1%	34.8%	24.3%	0.7%	0.7%	1.3%	**87.2%**
	Stats and Prob	8.1%	27.8%	36.2%	25.2%	0.6%	1.0%	1.1%	**89.2%**
English as an Additional Language Learners	Number	10.3%	31.6%	33.8%	20.9%	0.8%	1.6%	0.9%	**86.4%**
	Patterns and Relations	13.2%	30.6%	30.9%	21.8%	0.8%	2.0%	0.7%	**83.3%**
	Shape and Space	13.1%	31.5%	32.2%	19.7%	0.8%	2.0%	0.7%	**83.5%**
	Stats and Prob	11.2%	32.3%	33.5%	18.7%	0.8%	2.9%	0.6%	**84.5%**
Students who Self-Identify as Indigenous	Number	24.5%	36.2%	21.5%	8.3%	2.6%	0.1%	6.8%	**66.1%**
	Patterns and Relations	26.9%	34.8%	21.0%	8.9%	2.5%	0.1%	5.9%	**64.6%**
	Shape and Space	27.1%	34.9%	22.3%	8.1%	2.5%	0.1%	5.0%	**65.3%**
	Stats and Prob	22.4%	36.9%	22.7%	10.4%	2.5%	0.1%	5.0%	**70.1%**

Students with Identified Special Education Needs	Number	12.6%	37.0%	27.3%	10.9%	2.7%	0.1%	9.4%	**75.2%**
	Patterns and Relations	15.4%	36.4%	25.9%	11.7%	2.7%	0.1%	7.8%	**74.0%**
	Shape and Space	15.1%	36.6%	27.5%	11.2%	2.7%	0.2%	6.8%	**75.2%**
	Stats and Prob	11.8%	37.6%	30.5%	11.9%	2.5%	0.2%	5.5%	**80.0%**

Percentage of Division 4 Students within the Identified Range by Cohort

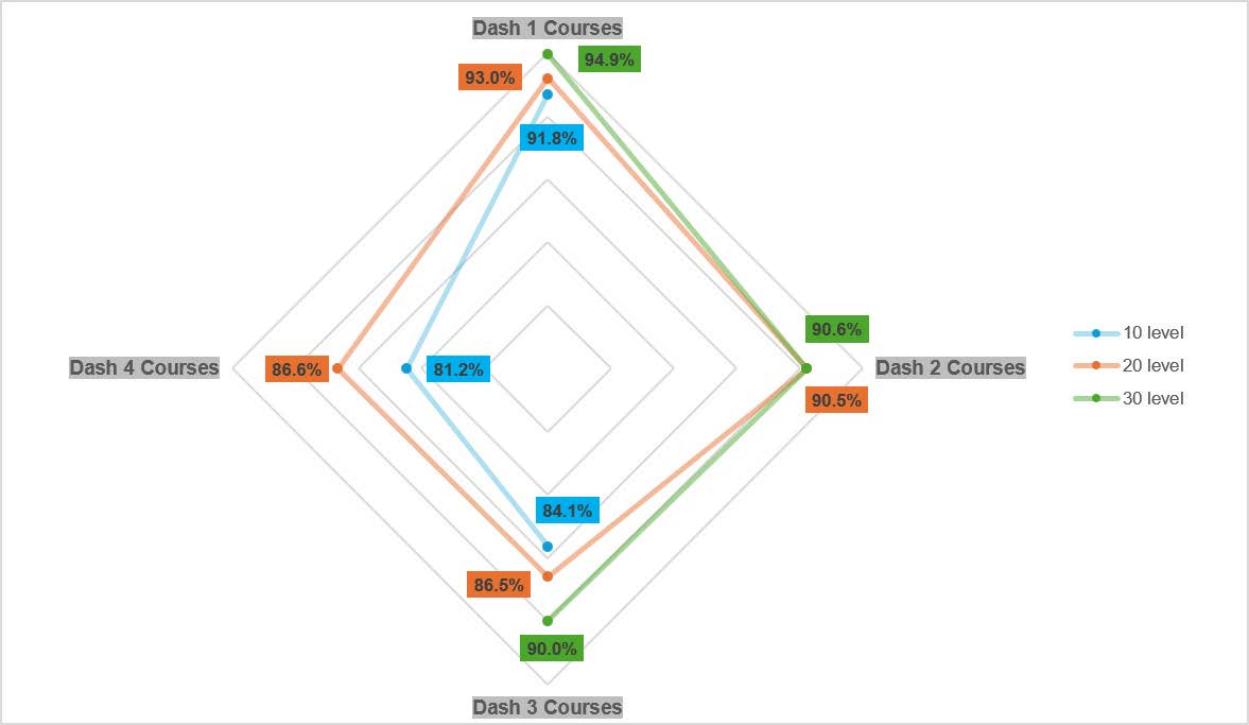
Mathematics	**0 - 49%**	**50 - 64%**	**65 - 79%**	**80 - 100%**	**50-100%**
All Students	9.0%	23.0%	25.9%	42.1%	**91.0%**
English as an Additional Language Learners	14.3%	27.9%	24.8%	33.0%	**85.7%**
Students who Self-Identify as Indigenous	18.4%	30.8%	27.5%	23.3%	**81.6%**
Students with Identified Special Education Needs	10.9%	30.8%	29.3%	29.0%	**89.1%**

Percentage of Division 4 Students within the Identified Range by Cohort Across Mathematics Courses

Cohort	**Course**	**0 - 49%**	**50 - 64%**	**65 - 79%**	**80 - 100%**	**50-100%**
All Students	Mathematics 10-3	15.9%	32.4%	27.0%	24.7%	**84.1%**
	Mathematics 10-4	18.8%	33.9%	21.9%	25.3%	**81.2%**
	Mathematics 10C	8.2%	20.8%	25.2%	45.8%	**91.8%**
	Mathematics 20-1	7.0%	18.8%	25.1%	49.2%	**93.0%**
	Mathematics 20-2	9.5%	38.7%	35.3%	16.5%	**90.5%**
	Mathematics 20-3	13.5%	36.2%	29.0%	21.3%	**86.5%**
	Mathematics 20-4	13.4%	26.2%	31.0%	29.4%	**86.6%**
	Mathematics 30-1	7.4%	15.0%	21.9%	55.6%	**92.6%**
	Mathematics 30-2	9.4%	27.1%	34.1%	29.4%	**90.6%**
	Mathematics 30-3	10.0%	41.4%	28.2%	20.3%	**90.0%**
	Mathematics 31	2.7%	6.4%	15.1%	75.8%	**97.3%**
English as an Additional Language Learners	Mathematics 10-3	15.8%	35.0%	25.9%	23.3%	**84.2%**
	Mathematics 10-4	15.4%	35.9%	17.9%	30.8%	**84.6%**
	Mathematics 10C	12.5%	23.2%	24.8%	39.5%	**87.5%**
	Mathematics 20-1	13.1%	22.6%	22.0%	42.3%	**86.9%**
	Mathematics 20-2	15.4%	41.5%	31.6%	11.5%	**84.6%**
	Mathematics 20-3	18.3%	37.4%	25.1%	19.1%	**81.7%**
	Mathematics 20-4	25.6%	38.5%	20.5%	15.4%	**74.4%**
	Mathematics 30-1	13.0%	19.9%	21.9%	45.2%	**87.0%**
	Mathematics 30-2	19.3%	30.8%	30.6%	19.3%	**80.7%**
	Mathematics 30-3	10.8%	43.6%	29.4%	16.2%	**89.2%**
	Mathematics 31	7.0%	7.6%	16.2%	69.2%	**93.0%**
Students who Self-Identify as Indigenous	Mathematics 10-3	34.4%	31.2%	19.7%	14.7%	**65.6%**
	Mathematics 10-4	27.3%	31.2%	19.5%	22.1%	**72.7%**
	Mathematics 10C	16.9%	28.6%	28.2%	26.3%	**83.1%**
	Mathematics 20-1	8.4%	28.4%	28.4%	34.7%	**91.6%**
	Mathematics 20-2	11.0%	44.0%	33.0%	12.1%	**89.0%**
	Mathematics 20-3	17.7%	36.5%	31.5%	14.3%	**82.3%**

	Mathematics 20-4	11.6%	14.0%	46.5%	27.9%	**88.4%**
	Mathematics 30-1	8.5%	17.1%	24.4%	50.0%	**91.5%**
	Mathematics 30-2	4.0%	32.7%	38.6%	24.8%	**96.0%**
	Mathematics 30-3	17.0%	39.6%	22.6%	20.8%	**83.0%**
	Mathematics 31	0.0%	7.4%	22.2%	70.4%	**100.0%**
Students with Identified Special Education Needs	Mathematics 10-3	15.9%	34.9%	28.1%	21.0%	**84.1%**
	Mathematics 10-4	15.6%	35.9%	22.1%	26.4%	**84.4%**
	Mathematics 10C	12.6%	28.9%	28.4%	30.0%	**87.4%**
	Mathematics 20-1	7.6%	25.8%	30.4%	36.2%	**92.4%**
	Mathematics 20-2	6.2%	40.1%	38.4%	15.3%	**93.8%**
	Mathematics 20-3	11.4%	36.8%	30.1%	21.8%	**88.6%**
	Mathematics 20-4	11.8%	25.5%	31.1%	31.7%	**88.2%**
	Mathematics 30-1	9.8%	21.9%	24.3%	44.1%	**90.2%**
	Mathematics 30-2	7.8%	28.7%	34.0%	29.4%	**92.2%**
	Mathematics 30-3	12.0%	38.7%	25.2%	24.1%	**88.0%**
	Mathematics 31	1.5%	7.1%	19.4%	71.9%	**98.5%**

All Students Cohort: Percentage of Division 4 Students Achieving a Passing Mark Across Mathematics Courses

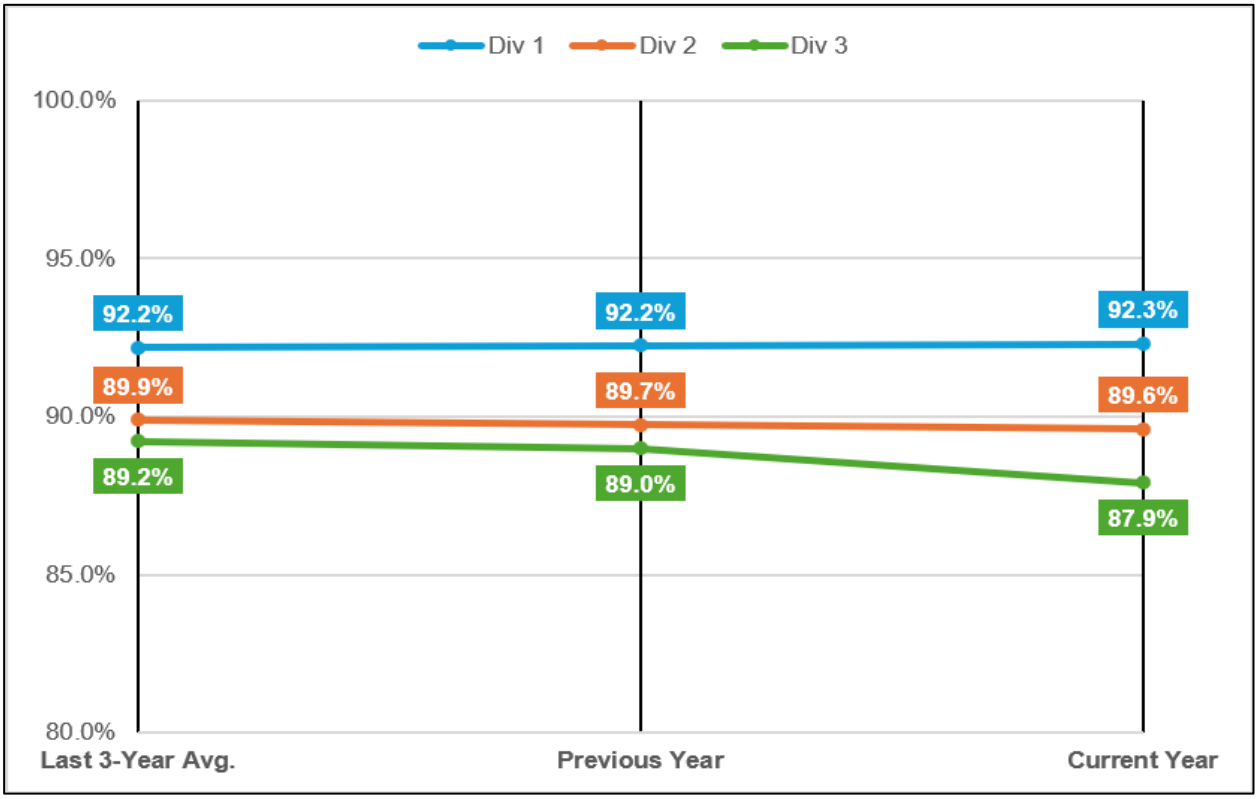


Mathematics Report Card Over Time

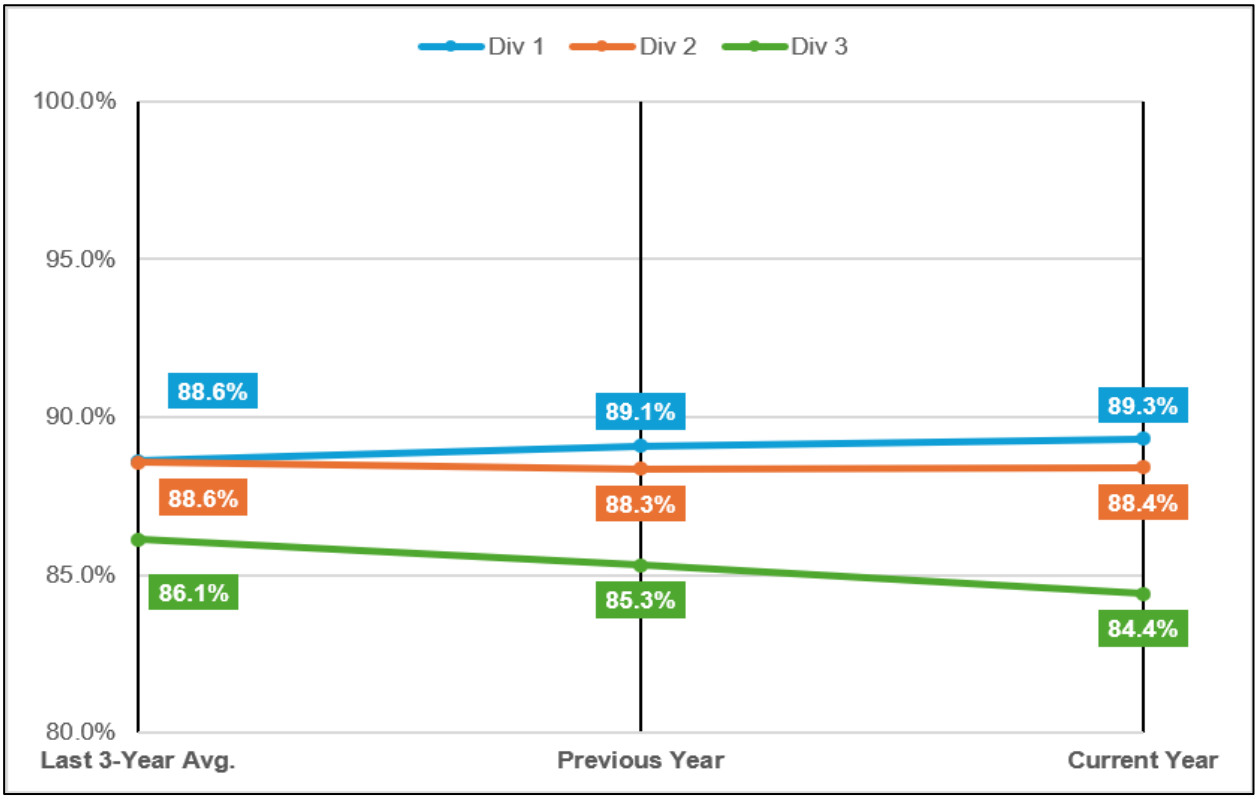
Percentage of Division 1, 2, and 3 Students Achieving a Basic to Excellent Level of Proficiency by Cohort Over Time

Mathematics – All Stems	Division	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	Div 1	94.2%	92.0%	92.2%	92.2%	**92.3%**
	Div 2	92.5%	90.2%	89.8%	89.7%	**89.6%**
	Div 3	90.9%	89.5%	89.1%	89.0%	**87.9%**
English as an Additional Language Learners	Div 1	92.0%	88.2%	88.6%	89.1%	**89.3%**
	Div 2	92.0%	89.0%	88.4%	88.3%	**88.4%**
	Div 3	89.6%	86.8%	86.2%	85.3%	**84.4%**
Students who Self-Identify as Indigenous	Div 1	78.5%	78.0%	81.2%	80.2%	**79.3%**
	Div 2	71.1%	67.4%	69.5%	70.8%	**70.8%**
	Div 3	70.7%	69.4%	69.1%	69.9%	**66.5%**
Students with Identified Special Education Needs	Div 1	78.9%	75.7%	76.8%	77.7%	**78.8%**
	Div 2	77.3%	71.9%	71.6%	73.6%	**74.6%**
	Div 3	78.3%	76.6%	76.5%	77.5%	**76.1%**

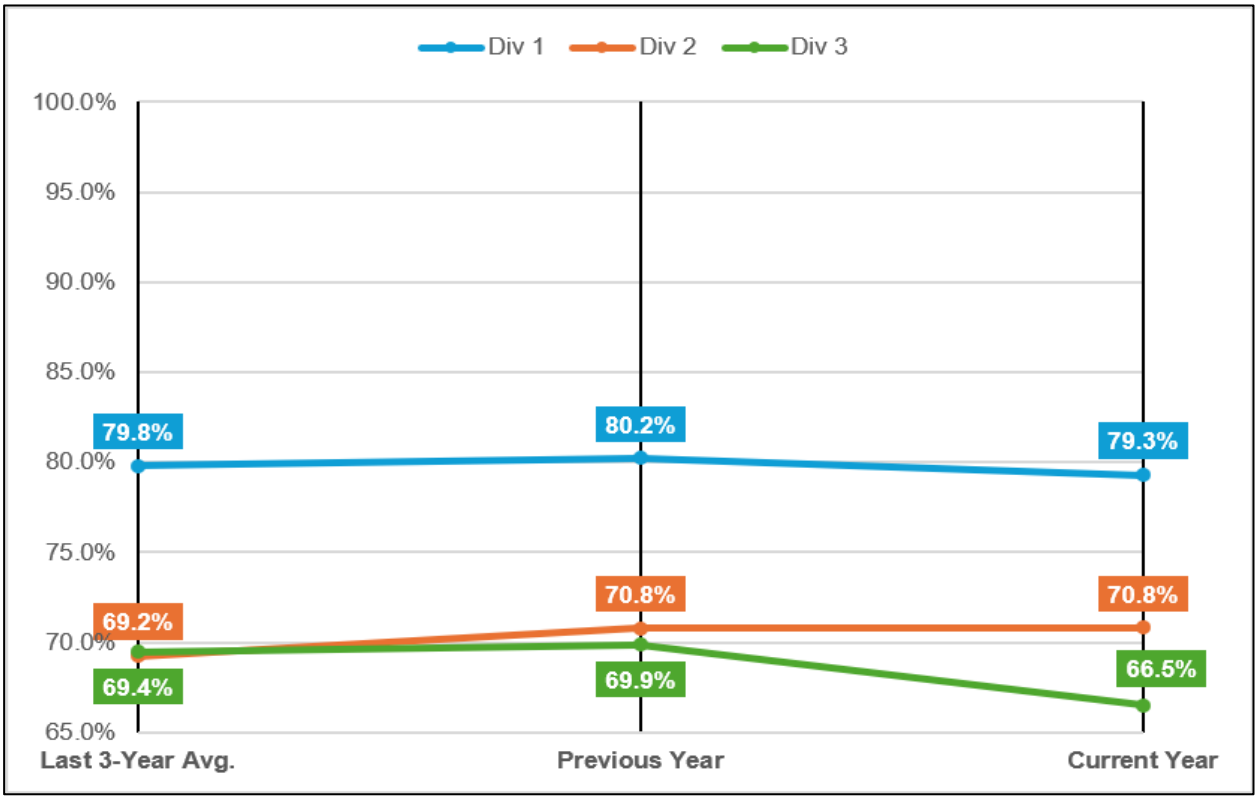
All Students Cohort: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Math Over Time Comparison



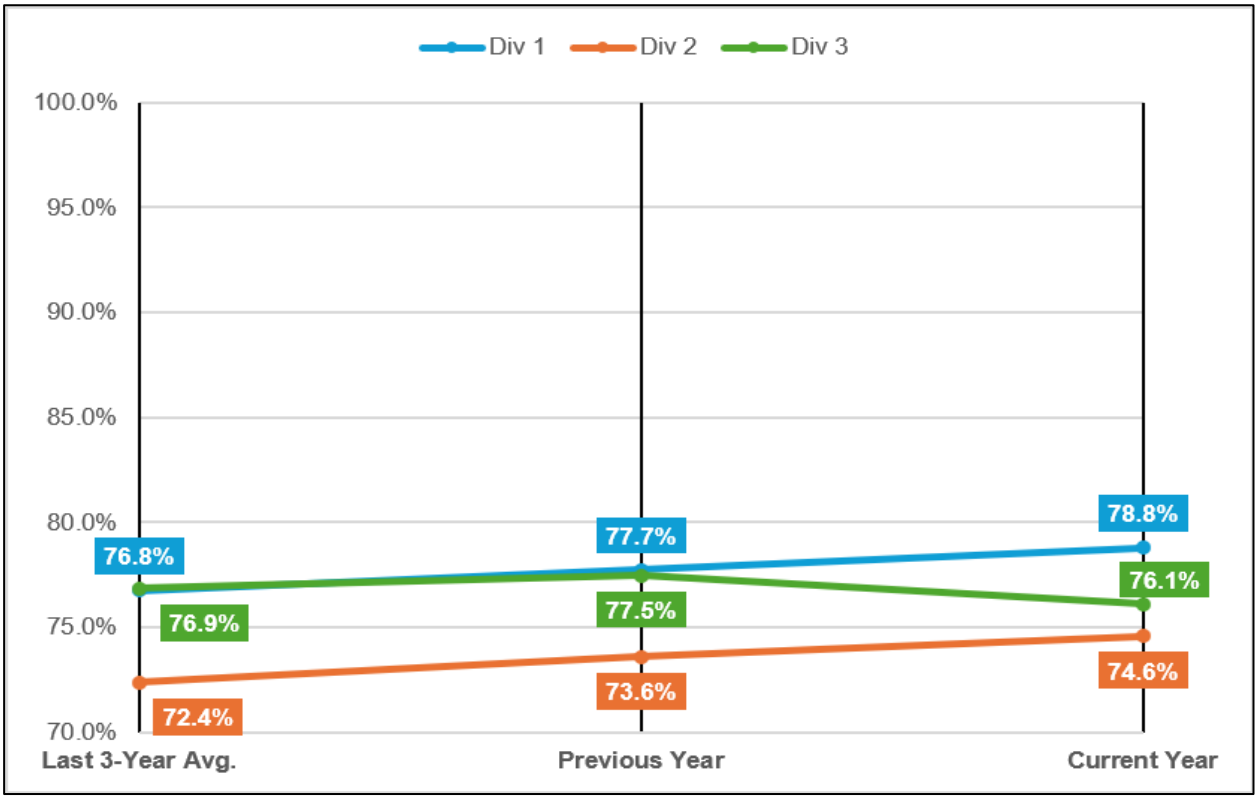
English as an Additional Language Learners: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Math Over Time Comparison



Students who Self-Identify as Indigenous: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Math Over Time Comparison



Students with Identified Special Education Needs: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Math Over Time Comparison



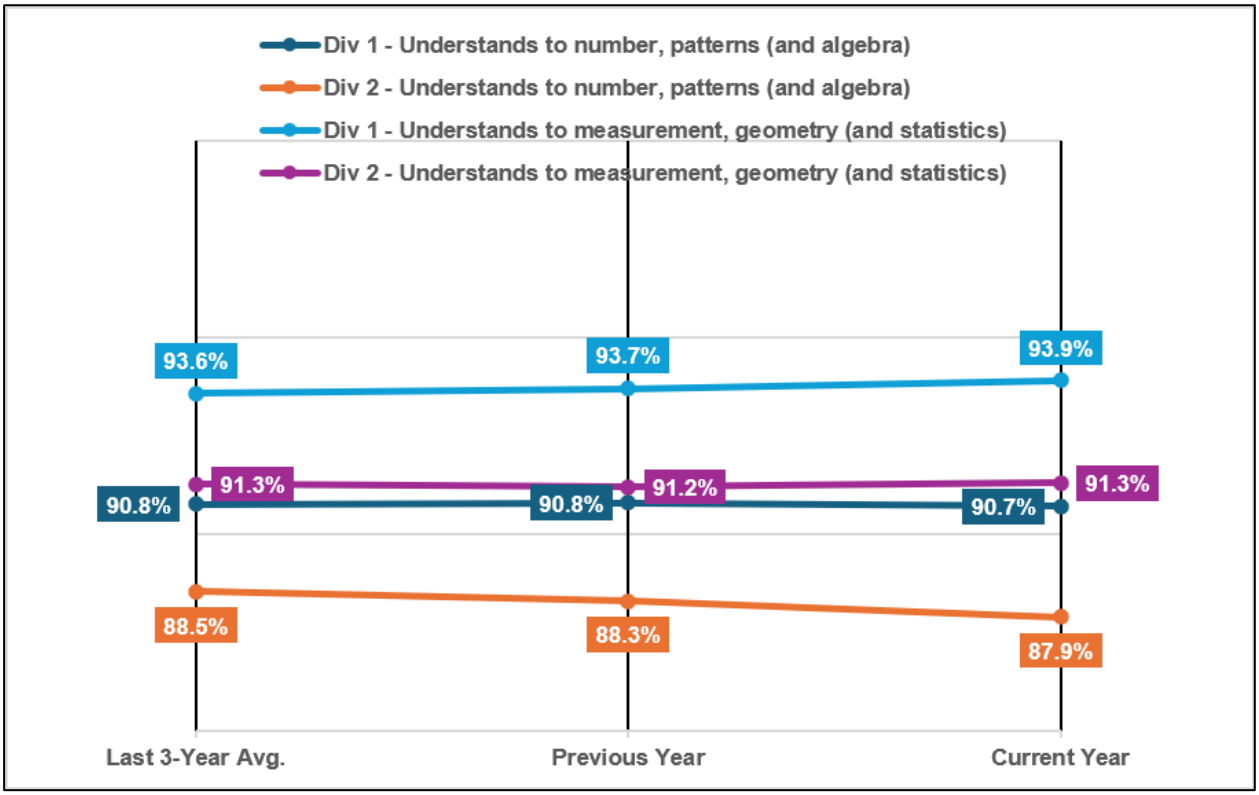
Percentage of Division 1 and 2 Students Achieving a Basic to Excellent Level of Proficiency Cohort Over Time for Understands Numbers, Patters, (and Algebra) Stem

Math - Understands numbers, patterns (and algebra)	Division	2022-23	2023-24	2024-25	2025-26
All Students	Div 1	90.6%	90.9%	90.8%	**90.7%**
	Div 2	88.9%	88.4%	88.3%	**87.9%**
English as an Additional Language Learners	Div 1	87.1%	87.6%	87.9%	**87.7%**
	Div 2	88.1%	87.2%	87.2%	**86.9%**
Students who Self-Identify as Indigenous	Div 1	73.7%	76.5%	75.2%	**75.5%**
	Div 2	62.9%	65.2%	66.8%	**66.7%**
Students with Identified Special Education Needs	Div 1	71.6%	72.9%	73.6%	**75.3%**
	Div 2	68.2%	68.0%	69.9%	**70.9%**

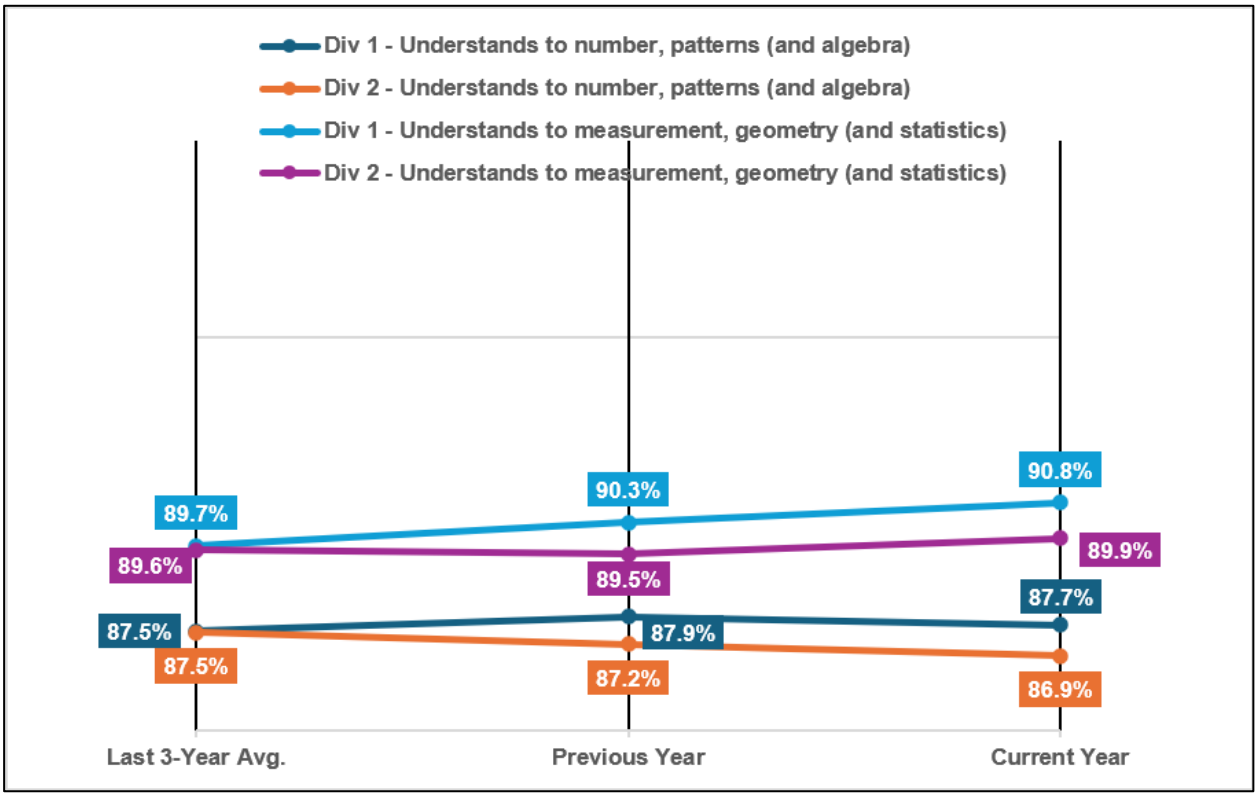
Percentage of Division 1 and 2 Students Achieving a Basic to Excellent Level of Proficiency Cohort Over Time for Understanding of Measurement, Geometry (and Statistics) Stem

Math - Understanding of measurement, geometry (and statistics)	Division	2022-23	2023-24	2024-25	2025-26
All Students	Div 1	93.5%	93.5%	93.7%	**93.9%**
	Div 2	91.4%	91.2%	91.2%	**91.3%**
English as an Additional Language Learners	Div 1	89.3%	89.5%	90.3%	**90.8%**
	Div 2	89.8%	89.5%	89.5%	**89.9%**
Students who Self-Identify as Indigenous	Div 1	82.4%	85.9%	85.2%	**83.2%**
	Div 2	72.0%	73.8%	74.7%	**74.9%**
Students with Identified Special Education Needs	Div 1	79.9%	80.7%	81.8%	**82.3%**
	Div 2	75.6%	75.3%	77.3%	**78.3%**

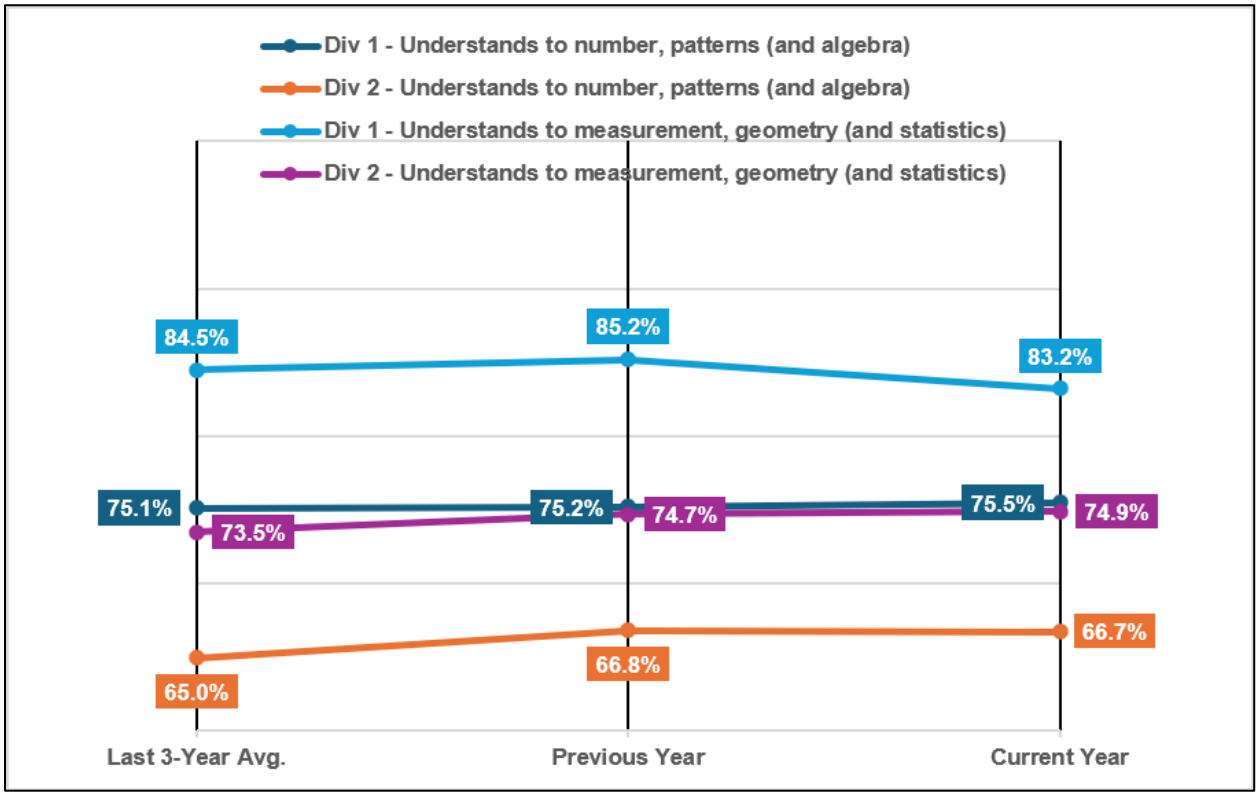
All Students Cohort: Percentage of Division 1 and 2 Students Achieving a Basic to Excellent Level of Proficiency Across Stems Over Time Comparison



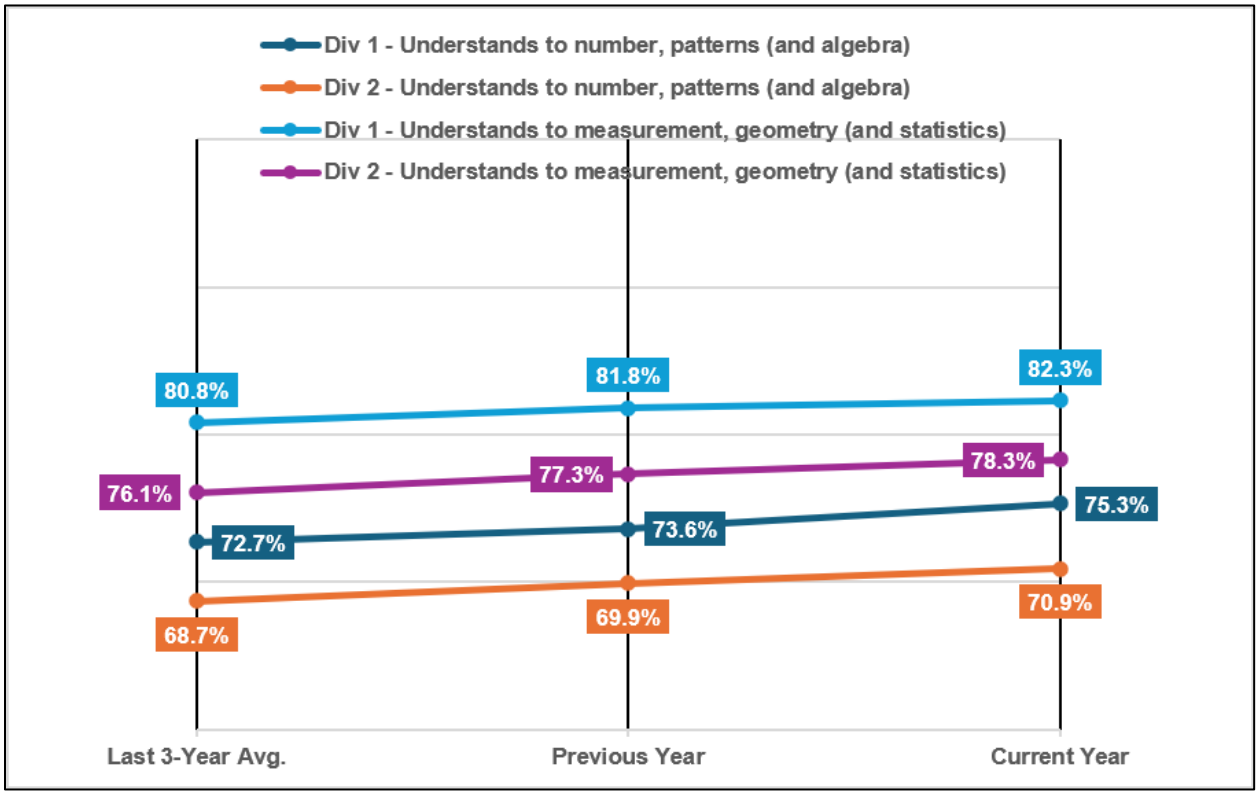
English as an Additional Language Learners: Percentage of Division 1 and 2 Students Achieving a Basic to Excellent Level of Proficiency Across Stems Over Time Comparison



Students who Self-Identify as Indigenous: Percentage of Division 1 and 2 Students Achieving a Basic to Excellent Level of Proficiency Across Stems Over Time



Students with Identified Special Education Needs: Percentage of Division 1 and 2 Students Achieving a Basic to Excellent Level of Proficiency Across Stems Over Time



Percentage of Division 3 Students Achieving a Basic to Excellent Level of Proficiency Cohort Over Time for Number Stem

Math - Number	2022-23	2023-24	2024-25	2025-26
All Students	90.0%	89.4%	89.6%	**88.4%**
English as an Additional Language Learners	87.7%	87.5%	87.1%	**86.4%**
Students who Self-Identify as Indigenous	71.1%	66.6%	71.0%	**66.1%**
Students with Identified Special Education Needs	76.5%	75.8%	77.3%	**75.2%**

Percentage of Division 3 Students Achieving a Basic to Excellent Level of Proficiency Cohort Over Time for Patterns and Relations Stem

Math – Patterns and Relations	2022-23	2023-24	2024-25	2025-26
All Students	88.1%	87.8%	87.8%	**86.8%**
English as an Additional Language Learners	85.7%	84.7%	84.3%	**83.3%**
Students who Self-Identify as Indigenous	64.5%	65.4%	65.2%	**64.6%**
Students with Identified Special Education Needs	73.6%	74.4%	74.7%	**74.0%**

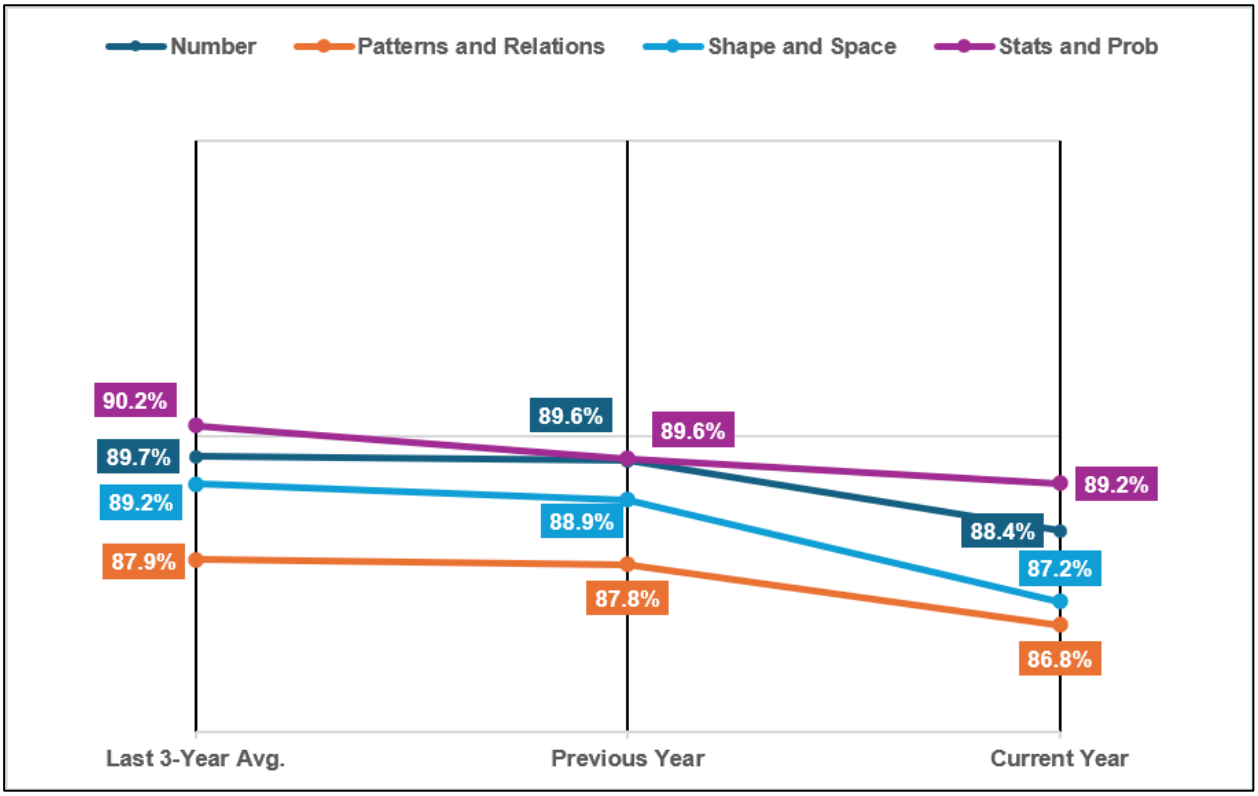
Percentage of Division 3 Students Achieving a Basic to Excellent Level of Proficiency Cohort Over Time for Shape and Space Stem

Math – Shape and Space	2022-23	2023-24	2024-25	2025-26
All Students	89.5%	89.1%	88.9%	**87.2%**
English as an Additional Language Learners	86.5%	86.3%	85.3%	**83.5%**
Students who Self-Identify as Indigenous	70.6%	69.9%	70.5%	**65.3%**
Students with Identified Special Education Needs	77.6%	76.6%	77.6%	**75.2%**

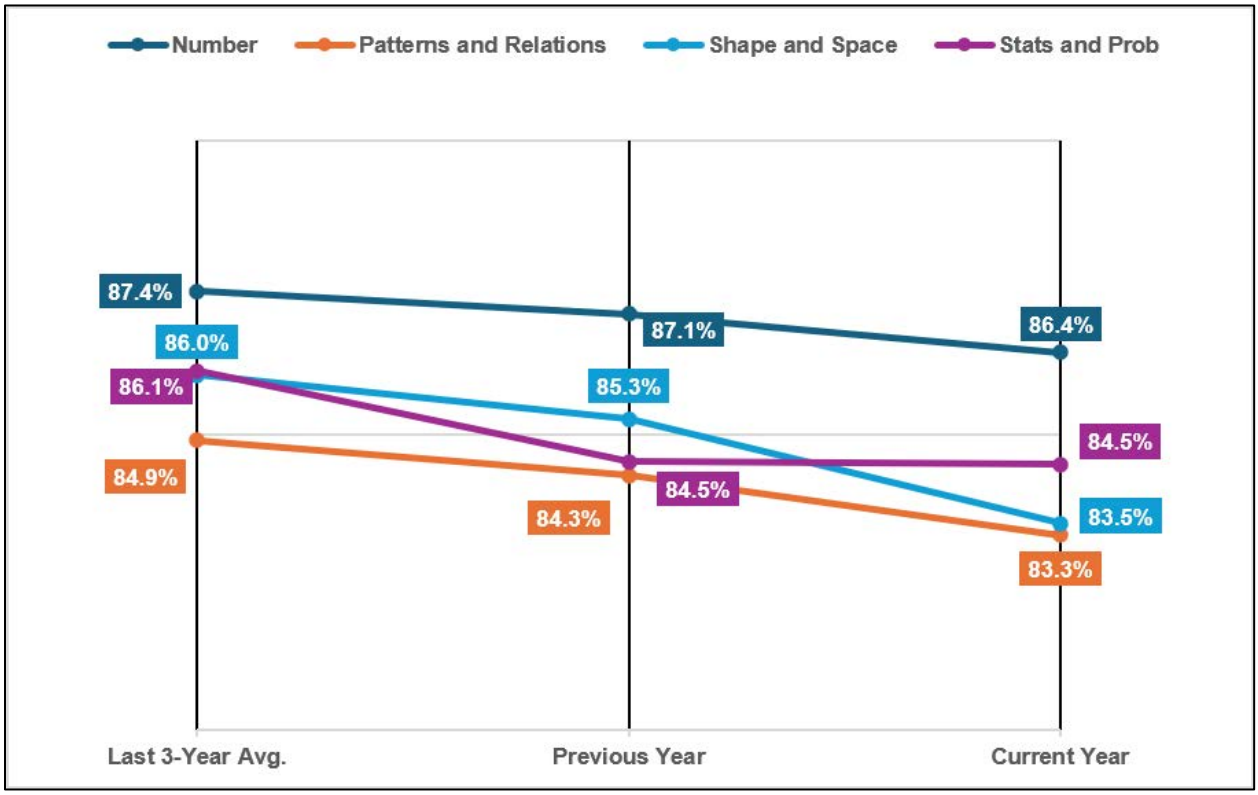
Percentage of Division 3 Students Achieving a Basic to Excellent Level of Proficiency Cohort Over Time for Statistics and Probability Stem

Math – Stats and Prob	2022-23	2023-24	2024-25	2025-26
All Students	90.6%	90.3%	89.6%	**89.2%**
English as an Additional Language Learners	87.4%	86.3%	84.5%	**84.5%**
Students who Self-Identify as Indigenous	71.5%	74.6%	72.9%	**70.1%**
Students with Identified Special Education Needs	78.9%	79.3%	80.4%	**80.0%**

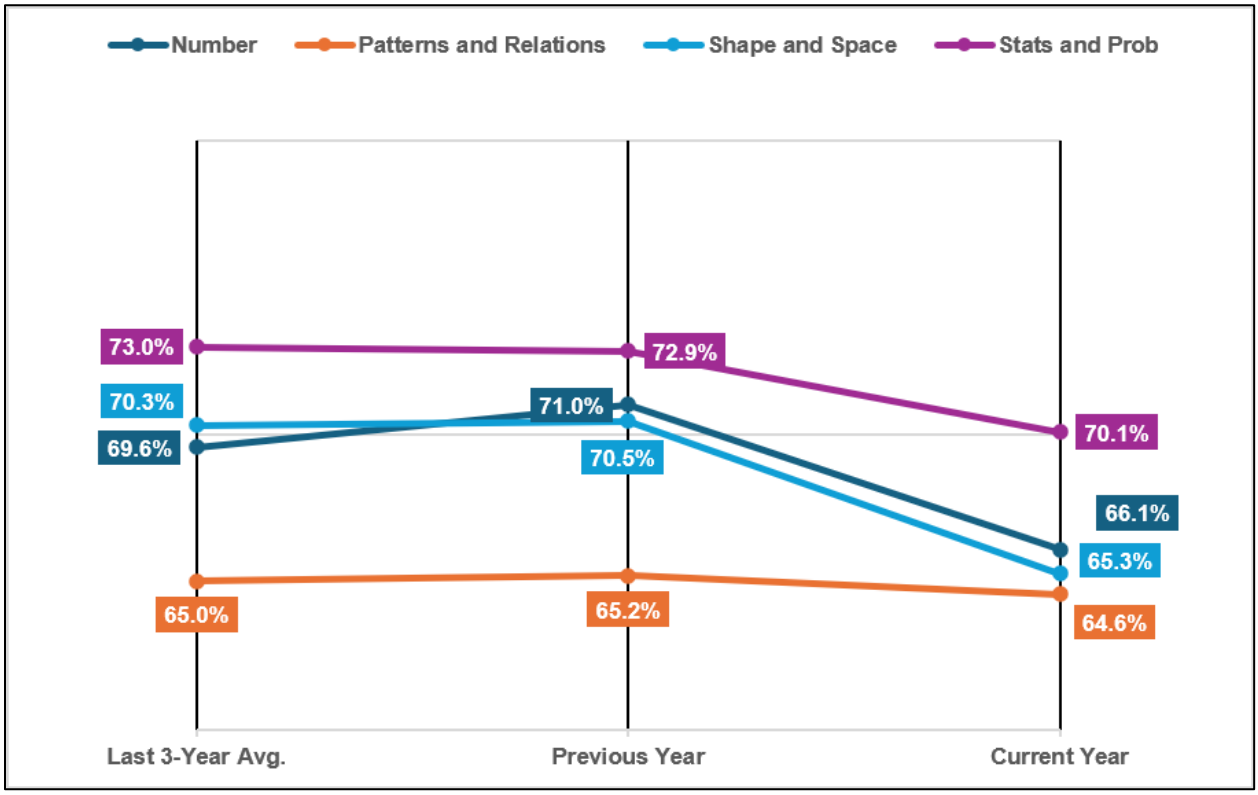
All Students Cohort: Percentage of Division 3 Students Achieving a Basic to Excellent Level of Proficiency Across Stems Over Time



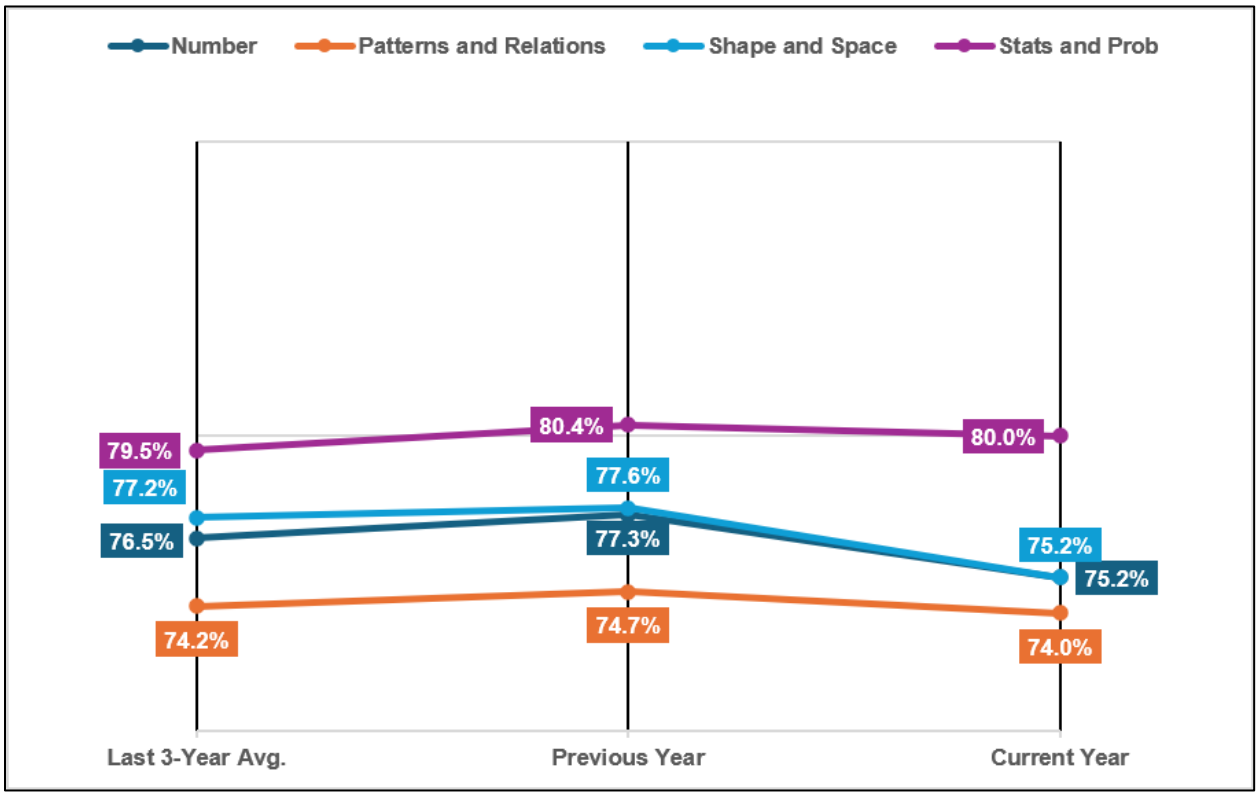
English as an Additional Language Learners: Percentage of Division 3 Students Achieving a Basic to Excellent Level of Proficiency Across Stems Over Time



Students who Self-Identify as Indigenous: Percentage of Division 3 Students Achieving a Basic to Excellent Level of Proficiency Across Stems Over Time



Students with Identified Special Education Needs: Percentage of Division 3 Students Achieving a Basic to Excellent Level of Proficiency Across Stems Over Time



Percentage of Division 4 Students Achieving a Passing Mark by Cohort Over Time

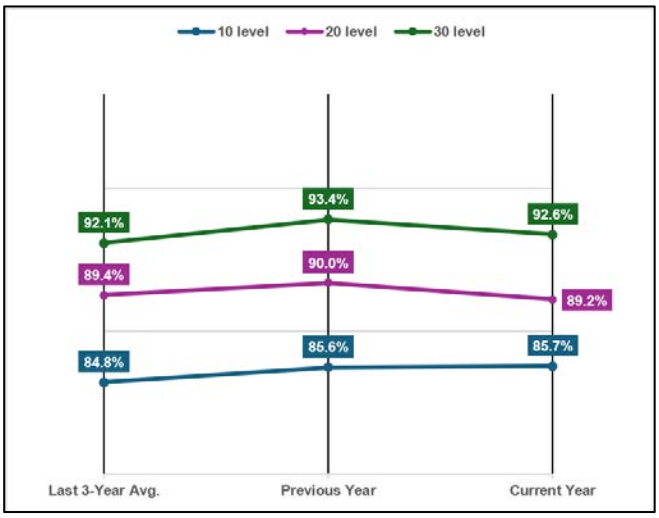
Mathematics	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	91.9%	90.1%	91.7%	92.0%	**91.0%**
English as an Additional Language Learners	90.2%	85.3%	88.9%	87.7%	**85.7%**
Students who Self-Identify as Indigenous	79.5%	80.9%	81.8%	85.0%	**81.6%**
Students with Identified Special Education Needs	87.7%	86.1%	88.0%	89.6%	**89.1%**

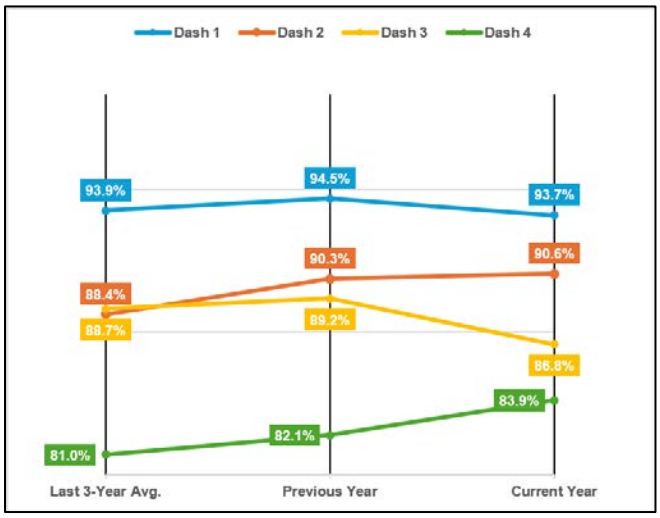
Percentage of Division 4 Students Achieving a Passing Mark by Cohort Across Math Courses Over Time

Cohort	Course	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	Mathematics 10-3	86.8%	85.7%	87.3%	85.6%	**84.1%**
	Mathematics 10-4	80.1%	78.5%	72.4%	77.8%	**81.2%**
	Mathematics 10C	92.5%	90.4%	92.2%	93.5%	**91.8%**
	Mathematics 20-1	93.4%	93.2%	93.9%	93.5%	**93.0%**
	Mathematics 20-2	88.1%	84.6%	90.1%	90.6%	**90.5%**
	Mathematics 20-3	89.6%	89.0%	90.7%	89.7%	**86.5%**
	Mathematics 20-4	85.6%	87.4%	83.8%	86.4%	**86.6%**
	Mathematics 30-1	94.0%	91.1%	92.9%	93.0%	**92.6%**
	Mathematics 30-2	89.7%	87.4%	87.8%	89.9%	**90.6%**
	Mathematics 30-3	88.8%	87.6%	90.3%	92.5%	**90.0%**
	Mathematics 31	98.5%	97.0%	97.9%	98.1%	**97.3%**
English as an Additional Language Learners	Mathematics 10-3	89.8%	86.6%	87.6%	84.4%	**84.2%**
	Mathematics 10-4	87.2%	89.1%	68.2%	83.6%	**84.6%**
	Mathematics 10C	89.6%	83.6%	89.7%	90.6%	**87.5%**
	Mathematics 20-1	91.8%	91.1%	90.4%	87.3%	**86.9%**
	Mathematics 20-2	85.2%	77.3%	88.2%	85.9%	**84.6%**
	Mathematics 20-3	91.9%	87.3%	91.0%	88.2%	**81.7%**
	Mathematics 20-4	91.3%	82.8%	94.7%	84.2%	**74.4%**
	Mathematics 30-1	90.4%	83.9%	86.0%	86.7%	**87.0%**
	Mathematics 30-2	87.2%	80.4%	83.3%	82.6%	**80.7%**
	Mathematics 30-3	87.8%	77.3%	84.8%	91.1%	**89.2%**
	Mathematics 31	97.5%	94.7%	97.7%	96.0%	**93.0%**
Students who Self-Identify as Indigenous	Mathematics 10-3	72.9%	72.5%	74.1%	78.5%	**65.6%**
	Mathematics 10-4	66.7%	60.2%	55.8%	71.8%	**72.7%**
	Mathematics 10C	81.4%	85.3%	86.7%	87.0%	**83.1%**
	Mathematics 20-1	89.4%	90.5%	85.3%	88.6%	**91.6%**
	Mathematics 20-2	90.7%	82.2%	92.1%	89.7%	**89.0%**
	Mathematics 20-3	78.9%	86.1%	85.6%	83.5%	**82.3%**
	Mathematics 20-4	70.7%	80.5%	79.1%	87.8%	**88.4%**
	Mathematics 30-1	92.5%	90.4%	89.3%	92.8%	**91.5%**
	Mathematics 30-2	85.5%	93.2%	92.4%	95.9%	**96.0%**
	Mathematics 30-3	91.7%	95.0%	88.5%	87.8%	**83.0%**
	Mathematics 31	100.0%	100.0%	100.0%	100.0%	**100.0%**
Students with Identified Special Education Needs	Mathematics 10-3	84.1%	82.8%	83.9%	83.8%	**84.1%**
	Mathematics 10-4	83.8%	80.8%	76.9%	81.5%	**84.4%**
	Mathematics 10C	87.5%	83.8%	86.6%	90.2%	**87.4%**

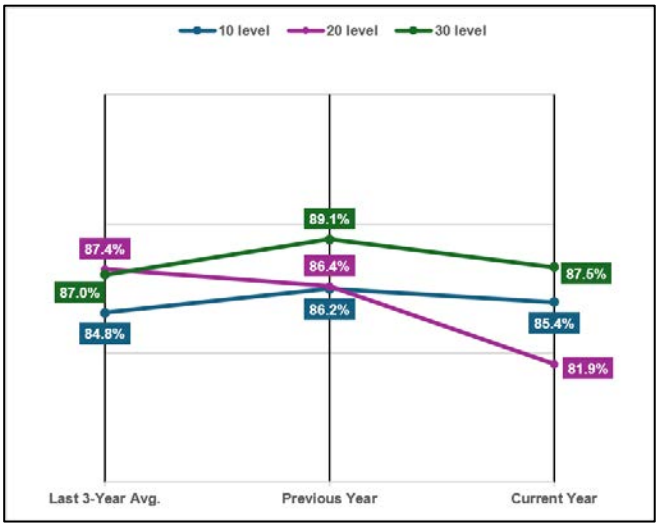
	Mathematics 20-1	88.9%	89.0%	92.1%	91.1%	**92.4%**
	Mathematics 20-2	87.8%	86.9%	89.7%	91.5%	**93.8%**
	Mathematics 20-3	88.1%	88.0%	89.9%	90.9%	**88.6%**
	Mathematics 20-4	88.2%	86.3%	85.2%	85.8%	**88.2%**
	Mathematics 30-1	90.3%	89.2%	89.9%	91.5%	**90.2%**
	Mathematics 30-2	87.6%	87.8%	88.4%	92.7%	**92.2%**
	Mathematics 30-3	90.9%	87.8%	96.1%	92.3%	**88.0%**
	Mathematics 31	97.9%	94.3%	97.7%	97.4%	**98.5%**

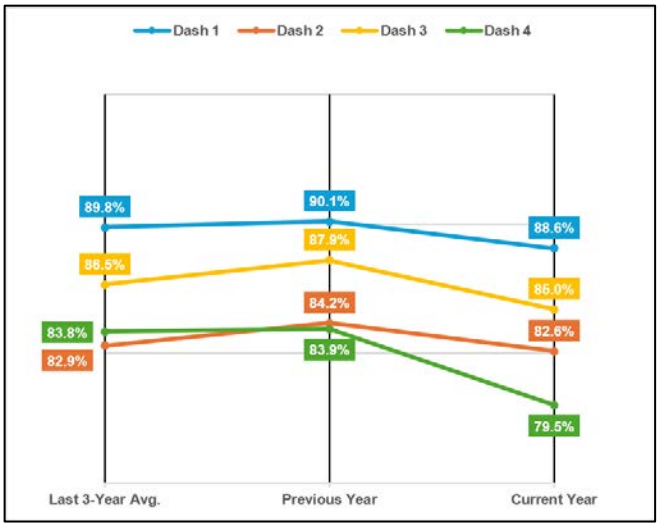
All Students Cohort: Percentage of Students Achieving a Passing Mark Across Math Courses Over Time



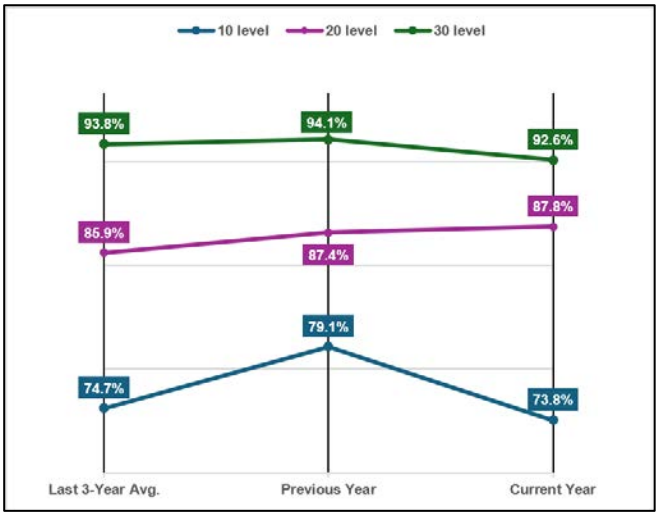


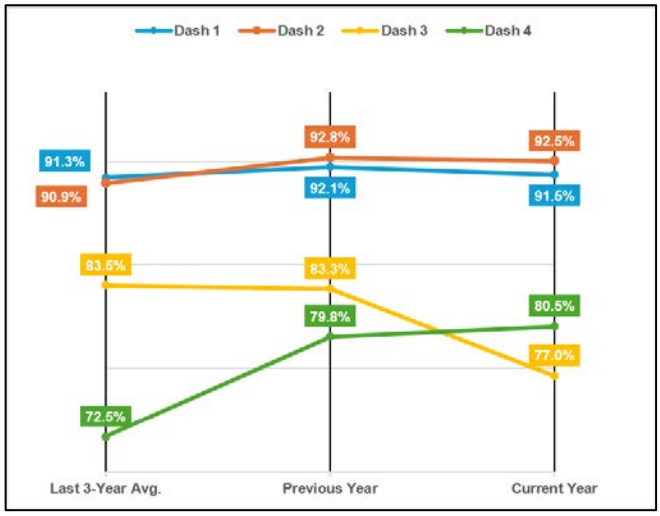
English as an Additional Language Learners: Percentage of Students Achieving a Passing Mark Across Math Courses Over Time



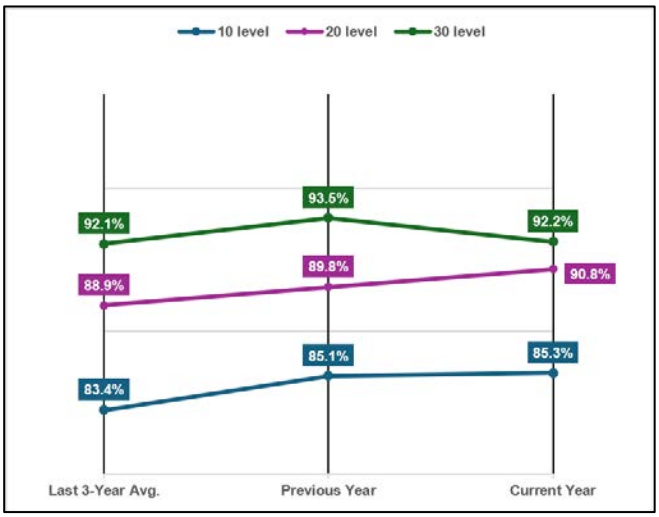


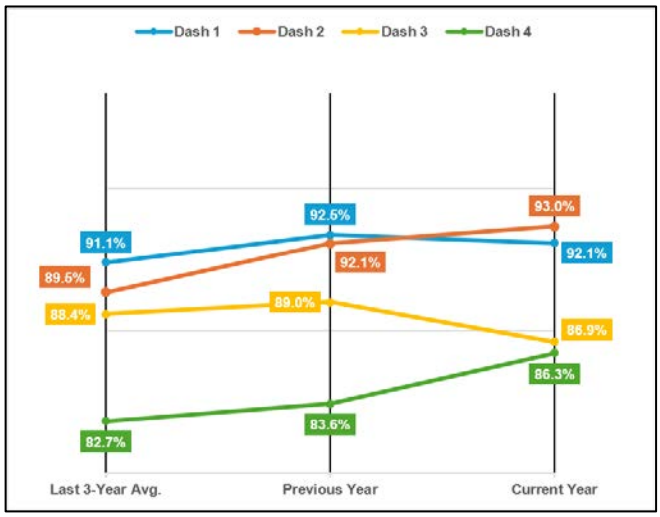
Students who Self-Identify as Indigenous: Percentage of Students Achieving a Passing Mark Across Math Courses Over Time





Students with Identified Special Education Needs: Percentage of Students Achieving a Passing Mark Across Math Courses Over Time





Analysis

- Across all cohorts of students, Division 1 had the highest percentages of students achieving Basic to Excellent in Mathematics among Division 1, 2 and 3.
- Division 2 students had a comparatively higher percentage of students receiving IPP in Mathematics among Division 1, 2 and 3.
- In 2025-26 school year, CBE students showed stronger performances in “Understands to measurement, geometry and statistics” stem than “Understands to number, patterns and algebra” stem across all cohorts of students.
- There were consistently more than 86 per cent of Division 3 students achieved Basic to Excellent Levels across all four math stems.
- For most cohorts of high school students, lower performances were observed in their 10-level Mathematics courses in 2025-26 while for English as an Additional Language Learners, their results were the lowest at 20-level courses.

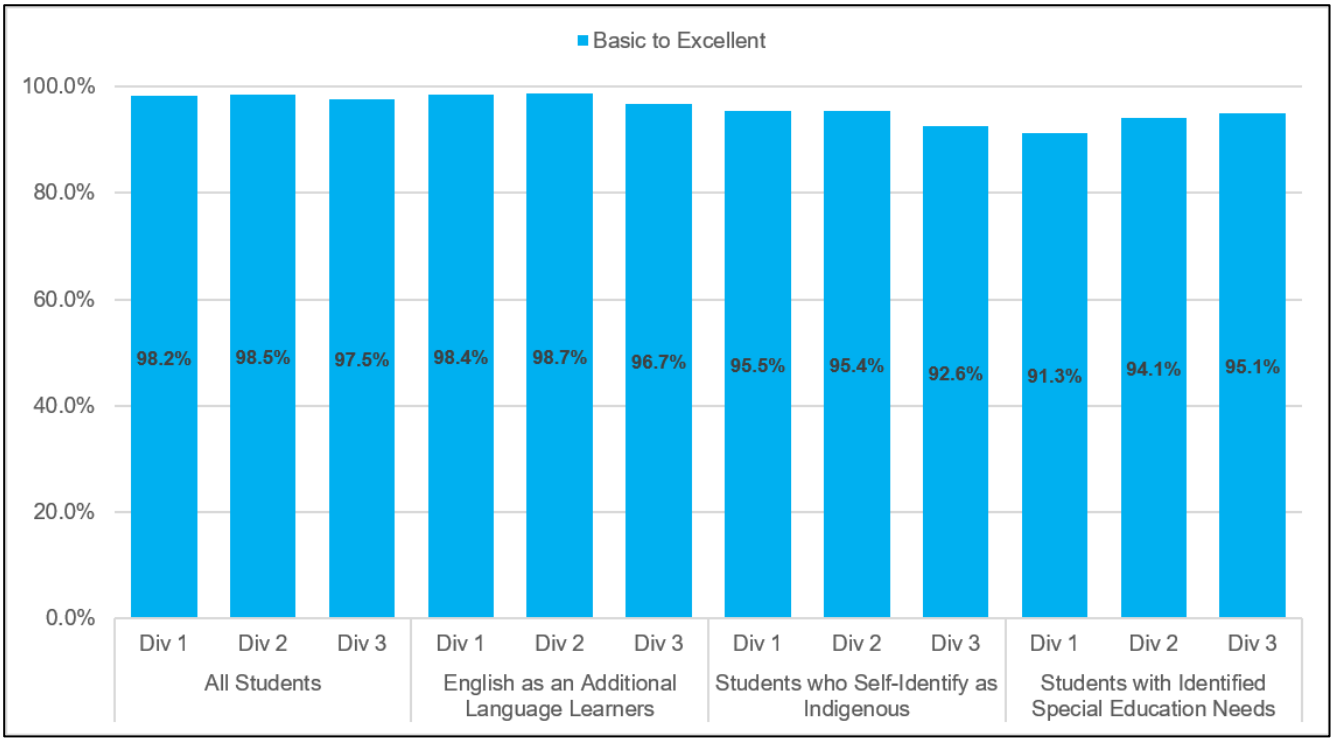
- For All Students cohort, Mathematics results generally and consistently improved across Dash 1, Dash 3 and Dash 4 courses from 10-level to 30-level.
- In the 2025-26 school year, statistically significant improvements in Mathematics were observed among the English as an Additional Language Learners cohort in Division 1 and the Students with Identified Special Education Needs cohort in Divisions 1 and 2.
- For the All Students cohort, year-over-year decreases were observed in “Understands to number, patterns (and algebra)” stem results and the drop was significant in Division 2.
- In 2025-26, Division 1 and 2 Students with Identified Special Education Needs demonstrated statistically significant improvements in the “Understands to number, patterns (and algebra)” stem.
- For the “Understands to measurement, geometry (and statistics)” stem, the results generally improved over time across cohorts in both divisions except for Division 1 Students who Self-Identify as Indigenous. Moreover, significant improvements were seen in Division 1 English as an Additional Language Learners and Division 2 Students with Identified Special Education Needs in the 2025-26 school year.
- The overall Mathematics results for Division 3 students declined across all cohorts. When compared to the previous three-year averages, except for Students with Identified Special Education Needs, all other cohorts showed significantly lower results in the 2025-26 school year.
- Compared with the previous year, Division 3 Mathematics results decreased or remained stable across all stems and cohorts. When compared to the previous three-year average, significant declines were found in All Students and English as an Additional Language Learners cohorts across all stems. In Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts, only the decrease in Shape and Space stem was statistically significant.
- High school students showed year-over-year decreases in their Mathematics results across different cohorts. When compared to the previous three-year averages, English as an Additional Language Learners had significantly lower results while Students with Identified Special Education Needs achieved significantly higher results in 2025-26.
- Students enrolled in Mathematics 10-4 showed improvements from last year across all cohorts.
- In comparison to the previous three-year averages, statistically significant changes were observed in the following courses and cohorts:
    - All Students: Declines in Math 10-3 and Math 20-3; Increases in Math 20-2 and Math 30-2
    - English as an Additional Language Learners: Declines in Math 20-1 and Math 20-3
    - Students who Self-Identify as Indigenous: Decline in Math 10-3
    - Students with Identified Special Education Needs: Increase in Math 20-2
- Results in 20-level Mathematics courses in All Students and English as an Additional Language Learners cohorts declined significantly when compared to the previous three-year average. Moreover, the overall 10-level Mathematics courses for Students who Self-Identify as Indigenous and the overall 30-level Mathematics courses for All Students cohort were also significantly lower than the previous three-year average.
- CBE high school students showed significant year-over-year declines in their overall Mathematics Dash 3 courses across all cohorts. Significant declines in overall Mathematics Dash 1 course results were also observed in All Students and English as an Additional Language Learners cohorts.

2025-26 Physical Education and Wellness Report Card

Percentage of Division 1, 2, and 3 Students with an Indicator by Cohort

PE and Wellness & Health	Division	1	2	3	4	ADP	EAL	IPP	Basic to Excellent
All Students	Div 1	0.9%	18.2%	55.1%	24.9%	0.1%	0.1%	0.7%	**98.2%**
	Div 2	0.7%	15.4%	54.4%	28.8%	0.2%	0.1%	0.6%	**98.5%**
	Div 3	2.2%	18.6%	48.8%	30.1%	0.1%	0.1%	0.1%	**97.5%**
English as an Additional Language Learners	Div 1	0.9%	23.5%	57.1%	17.8%	0.1%	0.2%	0.4%	**98.4%**
	Div 2	0.7%	19.0%	59.9%	19.8%	0.1%	0.1%	0.4%	**98.7%**
	Div 3	2.8%	24.4%	51.0%	21.3%	0.1%	0.4%	0.1%	**96.7%**
Students who Self-Identify as Indigenous	Div 1	2.4%	26.9%	52.7%	16.0%	0.3%	0.0%	1.7%	**95.5%**
	Div 2	2.1%	26.0%	50.2%	19.2%	0.8%	0.0%	1.8%	**95.4%**
	Div 3	7.1%	30.2%	43.4%	19.0%	0.1%	0.0%	0.2%	**92.6%**
Students with Identified Special Education Needs	Div 1	3.2%	32.9%	47.0%	11.4%	0.7%	0.1%	4.8%	**91.3%**
	Div 2	1.7%	25.1%	49.2%	19.8%	1.0%	0.0%	3.1%	**94.1%**
	Div 3	4.0%	26.6%	46.7%	21.8%	0.3%	0.1%	0.5%	**95.1%**

Percentage of Division 1, 2, and 3 Students Achieving Basic to Excellent Levels of Proficiency by Cohort



Percentage of Division 4 Students within the Identified Range by Cohort

Career and Life Management	0 - 49%	50 - 64%	65 - 79%	80 - 100%	50-100%
All Students	6.8%	16.1%	21.9%	55.2%	**93.2%**
English as an Additional Language Learners	7.7%	18.2%	24.1%	49.9%	**92.3%**
Students who Self-Identify as Indigenous	19.6%	23.8%	25.3%	31.3%	**80.4%**
Students with Identified Special Education Needs	9.9%	21.4%	26.0%	42.7%	**90.1%**

Analysis

- For most cohorts, Division 3 students had relatively lower results in Physical Education and Wellness compared to other divisions. Students with Identified Special Education Needs, however, had the highest percentage of students achieving Basic to Excellent Levels in Division 3.
- More than 93 per cent of high school students in CBE had a passing mark in Career and Life Management in the 2025-26 school year.

Attendance Data

Local Measure

Attendance

Student attendance calculated by blocks absent from school.

Attendance data is essential for monitoring student success. It helps assess student participation in class, identify possible problems and inform support across schools.

CBE calculates student absenteeism using the number of classes a student misses. This annual data includes overall absenteeism rates across grade levels, with a focus on key student populations such as:

- Absenteeism overall and disaggregated by division and code for all students.
- Absenteeism overall and disaggregated by division and code for Students who Sel-identify as Indigenous.
- Absenteeism overall and disaggregated by division and code for students with English as an Additional Language support.
- Absenteeism overall and disaggregated by division and code for students with an Alberta Education and Childcare Special Education code.

We analyze attendance data to support school planning, school resource allocations and timely responses to student concerns.

Overall Average Percentage Absenteeism

Cohort	2022-23	2023-24	2024-25	2025-26*
All Students	12.3	11.7	11.3	**12.1**
English as an Additional Language Learners	11.9	11.3	11.1	**12.1**
Students who Self-Identify as Indigenous	25.0	24.8	23.5	**24.5**
Students with Identified Special Education Needs	16.0	15.7	15.2	**15.9**

*Note | 2025-26 attendance data does not include days missed in October during the labour action when students were not attending school. Historically, October is one of the three months with the highest overall attendance rates. As a result, consideration is advised when comparing 2025-26 data to previous years.

Overall Average Percentage Absenteeism by Division

Cohort	Division	2022-23	2023-24	2024-25	2025-26
All Students	Div 1	12.1	10.6	9.8	**10.2**
	Div 2	10.5	9.4	8.9	**9.2**
	Div 3	12.5	11.7	11.6	**12.3**
	Div 4	13.2	13.6	13.2	**14.6**
English as an Additional Language Learners	Div 1	13.2	11.8	10.8	**11.5**
	Div 2	10.3	9.3	9.0	**9.4**
	Div 3	11.4	10.9	10.9	**12.0**
	Div 4	14.2	14.2	14.5	**15.9**
Students who Self-Identify as Indigenous	Div 1	21	18.9	17.3	**18.1**
	Div 2	20.4	17.6	15.6	**16.2**
	Div 3	26.4	26	26.6	**26.7**
	Div 4	28	30.9	26.9	**29.4**
Students with Identified Special Education Needs	Div 1	14.5	12.8	11.7	**12.3**
	Div 2	12.6	11.4	10.7	**11.0**
	Div 3	16.4	16.1	15.8	**16.4**
	Div 4	17.9	18.6	17.9	**19.3**

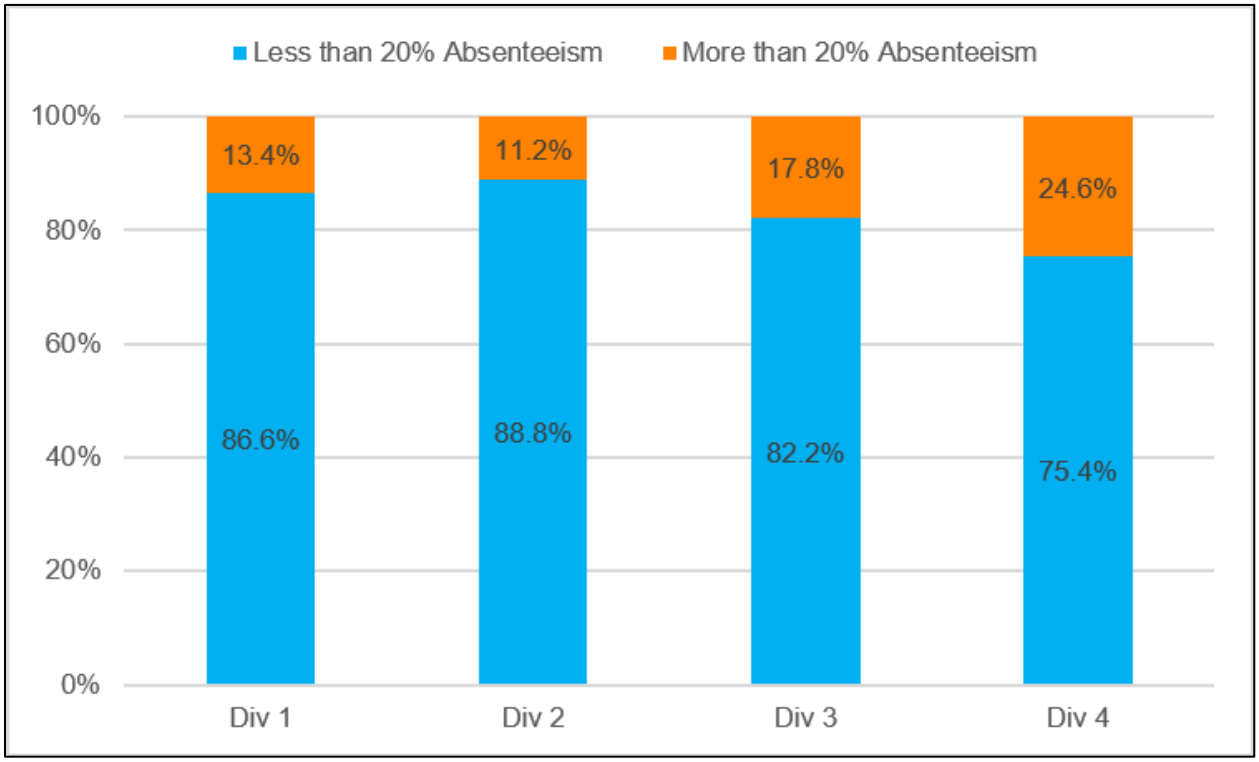
Percentage of Absenteeism Overall

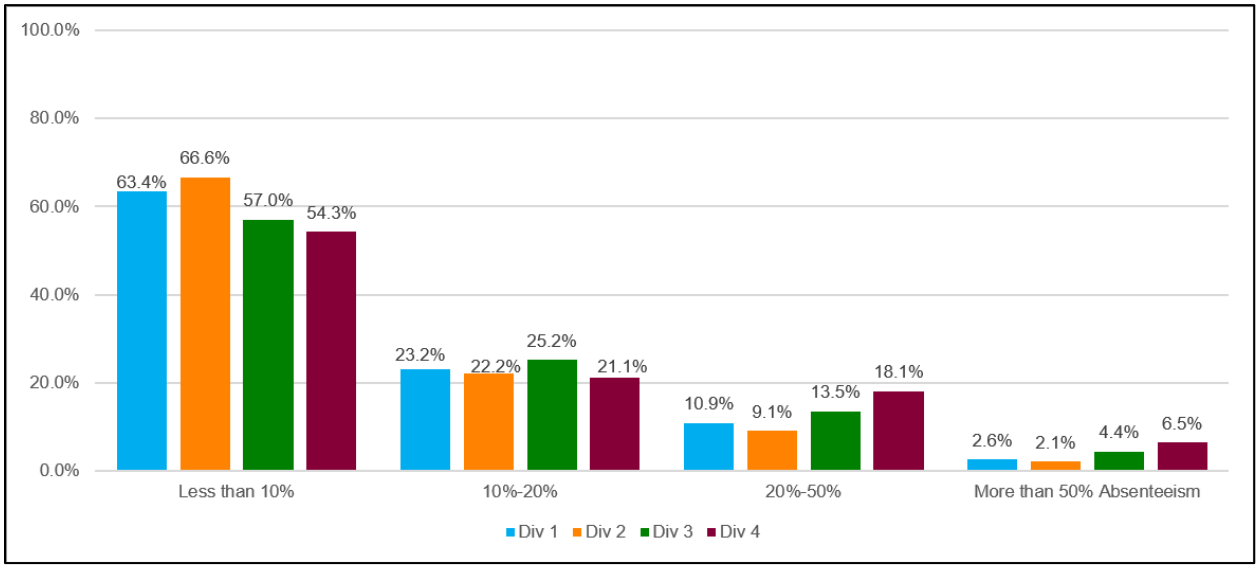
Cohort	Less than 10%	10%-20%	20%-50%	More than 50%
All Students	60.0%	22.8%	13.2%	4.0%
English as an Additional Language Learners	57.3%	23.9%	15.0%	3.8%
Students who Self-Identify as Indigenous	35.3%	20.7%	25.9%	18.2%
Students with Identified Special Education Needs	50.9%	23.9%	18.2%	7.0%

Percentage of Absenteeism by Division

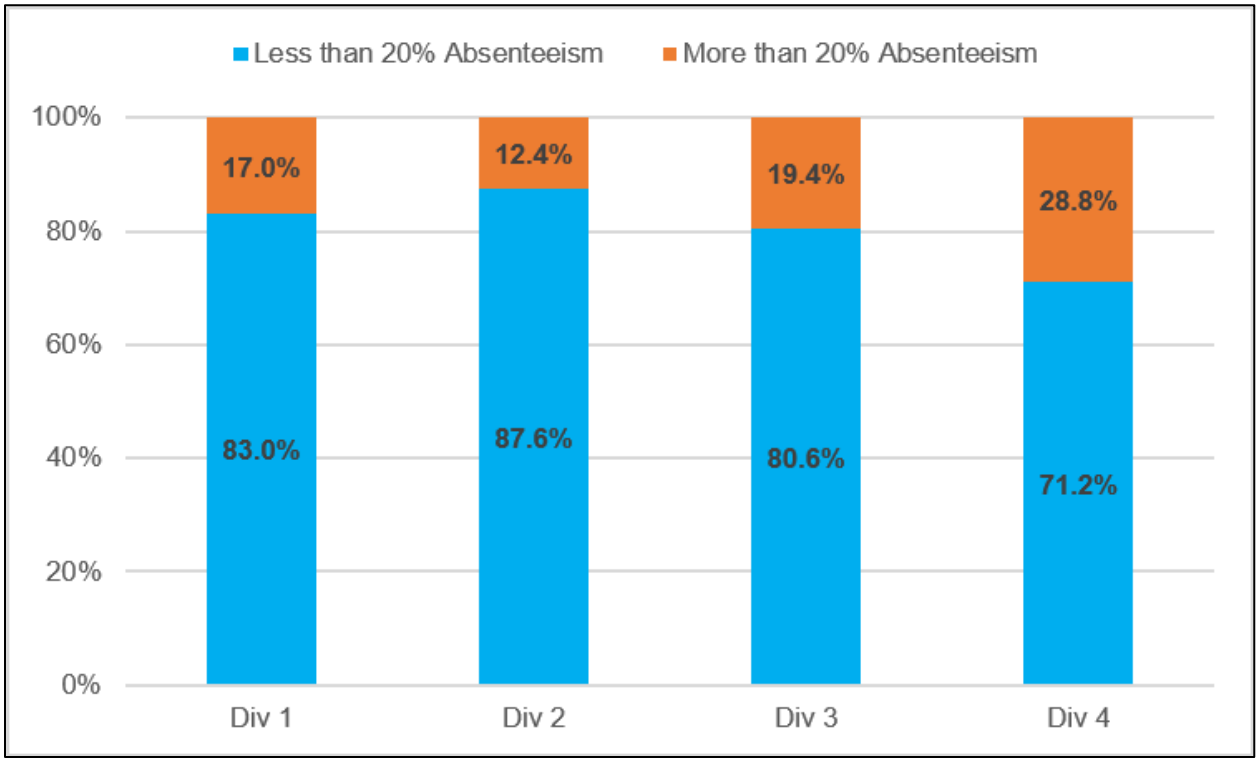
Cohort	Division	Less than 10%	10%-20%	20%-50%	More than 50%
All Students	Div 1	63.4%	23.2%	10.9%	2.6%
	Div 2	66.6%	22.2%	9.1%	2.1%
	Div 3	57.0%	25.2%	13.5%	4.4%
	Div 4	54.3%	21.1%	18.1%	6.5%
English as an Additional Language Learners	Div 1	56.4%	26.6%	14.3%	2.8%
	Div 2	64.3%	23.3%	10.2%	2.2%
	Div 3	56.0%	24.6%	15.4%	4.0%
	Div 4	50.6%	20.6%	21.7%	7.1%
Students who Self-Identify as Indigenous	Div 1	41.5%	21.4%	25.1%	12.0%
	Div 2	42.4%	23.9%	24.0%	9.7%
	Div 3	28.8%	21.8%	27.6%	21.8%
	Div 4	29.6%	16.2%	26.5%	27.6%
Students with Identified Special Education Needs	Div 1	56.1%	25.1%	15.3%	3.5%
	Div 2	60.6%	23.6%	12.9%	2.9%
	Div 3	47.7%	25.5%	18.8%	8.0%
	Div 4	43.6%	22.0%	23.2%	11.3%

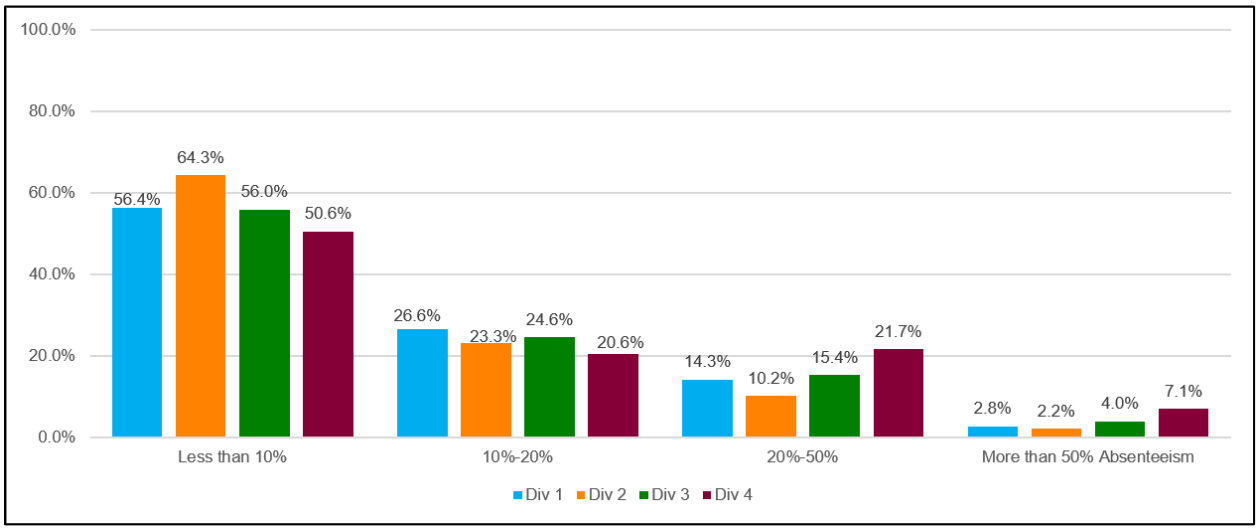
All Students: 2025-26 Percentage of Absenteeism by Division



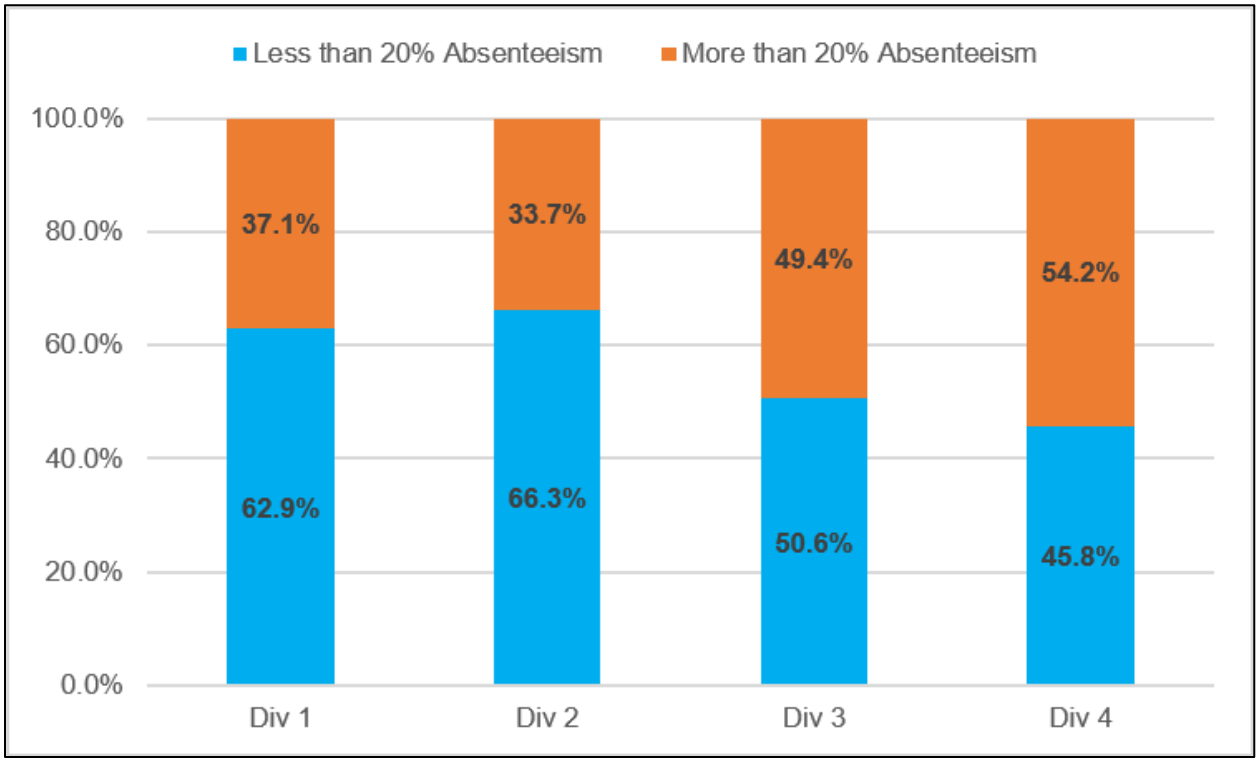


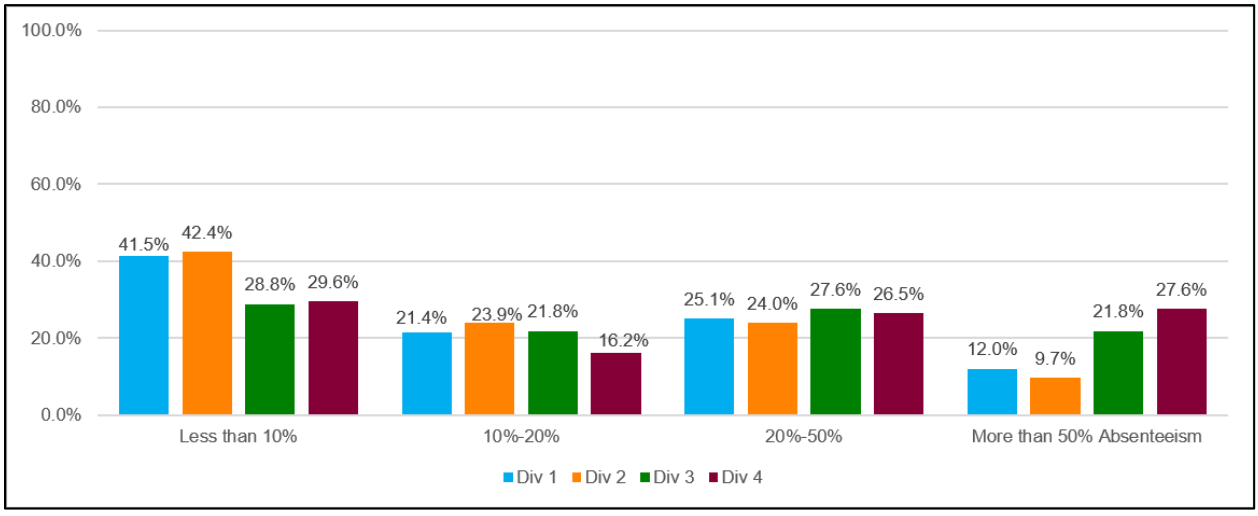
English as an Additional Language Learners: 2025-26 Percentage of Absenteeism by Division



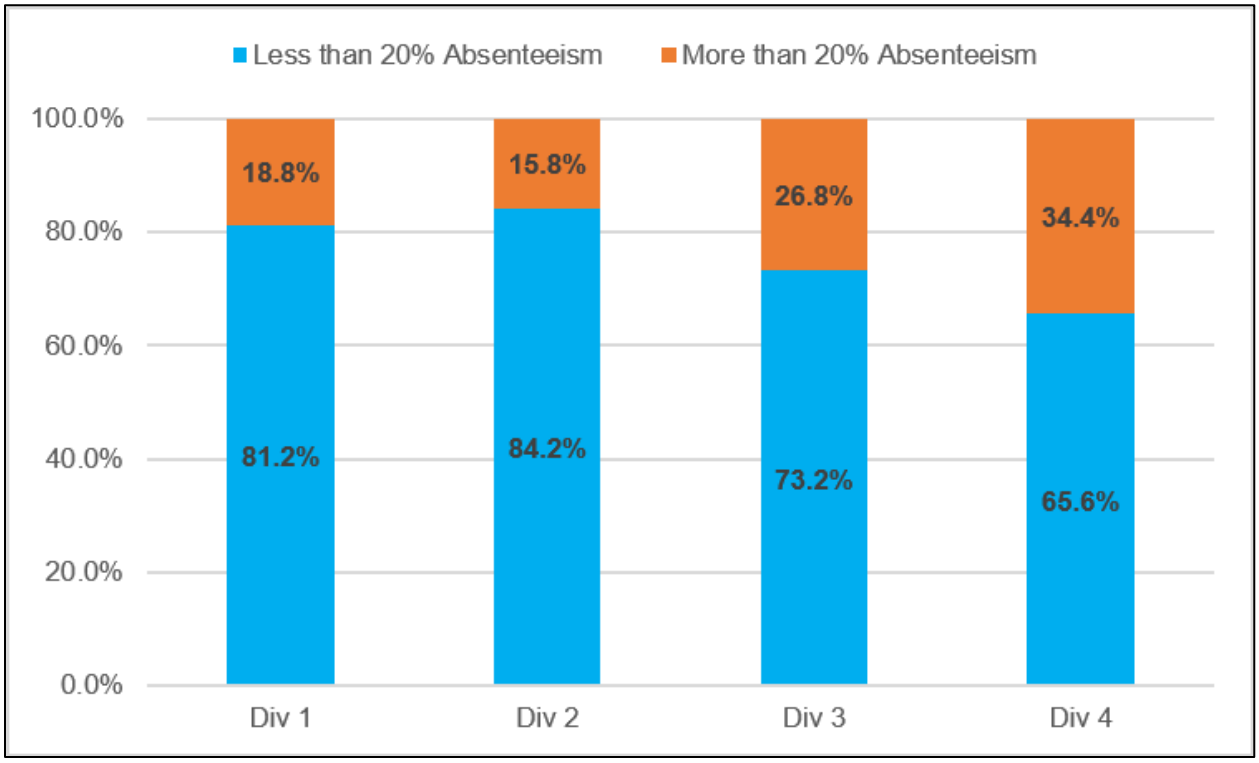


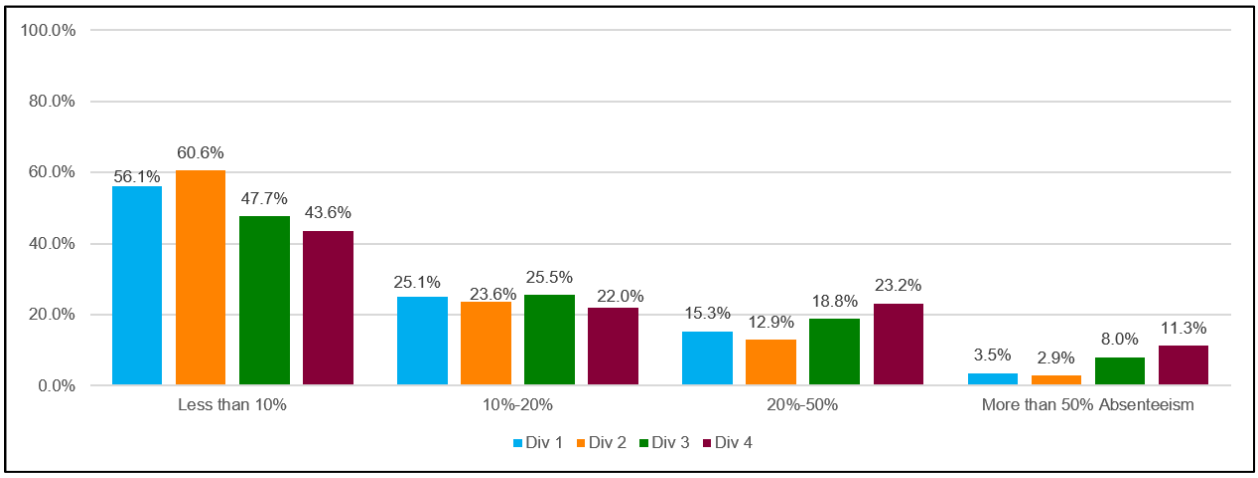
Students who Self-Identify as Indigenous: 2025-26 Percentage of Absenteeism by Division





Students with Identified Special Education Needs: 2025-26 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	2.2	2.1	4.5	8.9
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	3.5	4.0	3.2
Other	4.2	3.6	3.8	2.4
English as an Additional Language Learners				
A: Absent without contact from the legal guardian	2.7	2.3	5.0	10.7
IL: Student is absent due to physical or mental illness or injury and a legal guardian has called in and/or provided medical documentation	4.1	3.3	3.5	2.9
Other	4.7	3.7	3.5	2.3
Students who Self-Identify as Indigenous				
A: Absent without contact from the legal guardian	8.4	7.2	16.9	22.2
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	4.8	4.0
Other	5.1	4.7	5.0	3.3
Students with Identified Special Education Needs				
A: Absent without contact from the legal guardian	2.9	2.5	6.3	11.5
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	4.3	5.3	4.6
Other	4.9	4.2	4.8	3.2

Percentage Absenteeism by Code and Division (Excused vs Unexcused)

Reason Code	Div 1	Div 2	Div 3	Div 4
All Students				
Excused	4.7	4.3	5.0	4.2
Unexcused	5.6	4.9	7.3	10.4
English as an Additional Language Learners				
Excused	4.9	4.0	4.4	3.9
Unexcused	6.6	5.3	7.6	12.0
Students who Self-Identify as Indigenous				
Excused	6.2	5.7	6.5	5.5
Unexcused	11.9	10.5	20.1	24.0
Students with Identified Special Education Needs				
Excused	6.0	5.5	7.0	5.9
Unexcused	6.3	5.4	9.4	13.3

Analysis

- The overall absenteeism rate consistently increased across all cohorts from 2024-25 to 2025-26. In comparison to the previous three-year averages, the increases in All Students and English as an Additional Language Learners cohorts were statistically significant.
- Tracking absenteeism within divisions over the years, the absent rates consistently increased across most divisions and cohorts compared with the previous year. Notably, Division 4 students showed significantly greater absenteeism than the previous three-year averages across all cohorts except for Students who Self-Identify as Indigenous.
- When compared to the previous three-year averages, Division 1 students in All Students demonstrated significant improvement in attendance while Division 3 English as an Additional Language Learners recorded significantly higher absent rate in 2025-26.
- 27.6 per cent of Division 4 Students who Self-Identify as Indigenous missed more than half of their scheduled school time in 2025-26 school year.
- Overall, CBE students in lower grade levels generally had lower absenteeism rates compared to students in higher grades. Students in Division 2 consistently recorded the lowest absent rate while High School students had the highest absent rates across all cohorts.
- For absences due to other reasons, Division 4 recorded lower absenteeism rates than the 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 influenced by a higher number of absences categorized as 'Absent without contact from a legal guardian.
- Unexcused absences were a key factor in the higher overall absenteeism observed among Students who Self-Identify as Indigenous, especially in Division 4.

CBE Student Survey Data

Local Measure

CBE Student Survey

Student perception data

The CBE Student Survey helps us understand student experiences, perceptions, and engagement across the system. Completed annually, the survey captures student voice on key areas such as:

- Belonging
- Safety
- Citizenship
- Learning environment

Responses align with the CBE Education Plan outcomes and are separated by division and demographic groups for equity-focused analysis. The data is combined with academic and attendance metrics to inform school-level planning, guide CBE strategies, and check student progress.

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

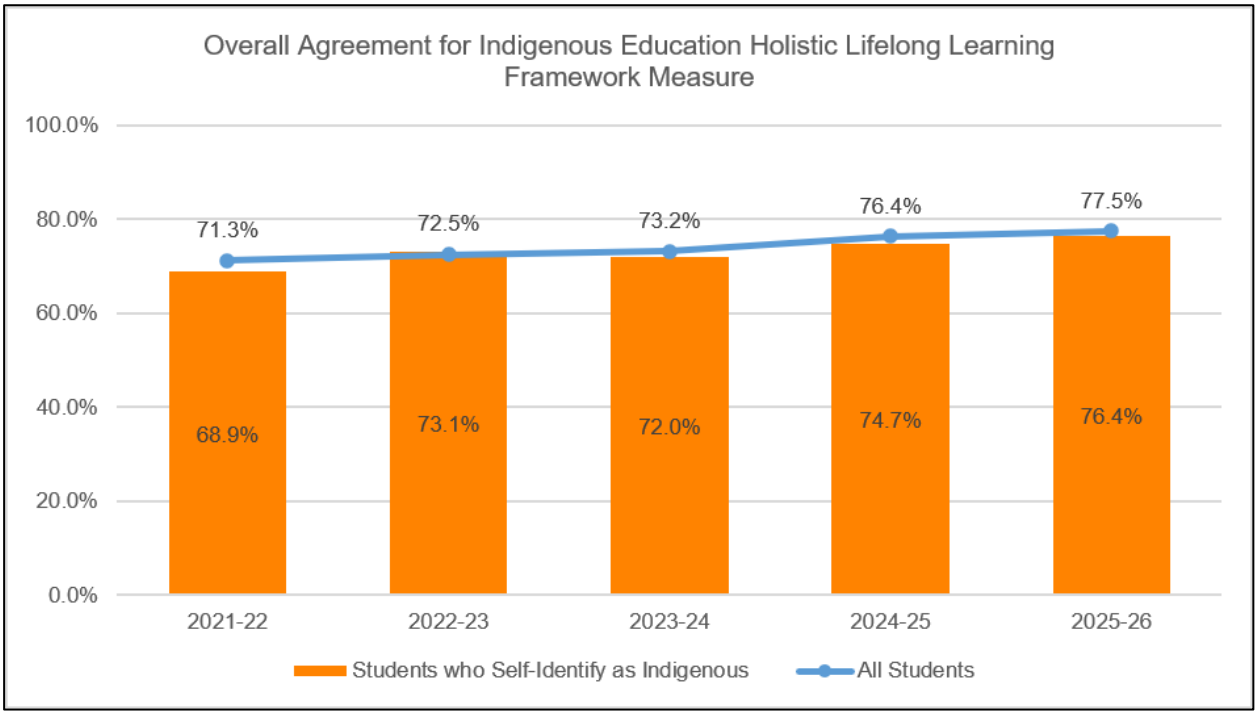
Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement	2025-26 Percentage Agreement
Literacy Confidence and Engagement	*	*	*	*	**81.7**
Mathematics Confidence and Engagement	*	*	*	*	**79.5**
Indigenous Education Holistic Lifelong Learning Framework	71.3	72.5	73.2	76.4	**77.5**
Adaptability Summary	79.6	78.5	80.2	81.4	**83.6**
Emotional Health Summary	63.2	68.0	67.9	70.3	**72.6**
Physical Health Summary	65.1	67.7	67.5	69.9	**72.7**
Resiliency and Perseverance Summary	82.0	83.1	82.7	84.1	**86.0**
Respectfully Challenging Policies or Decisions Summary	65.1	64.5	64.2	65.3	**67.3**
Risk-taking Summary	82.9	83.7	84.5	84.3	**85.8**
Social Health Summary	82.2	84.5	84.3	84.0	**84.9**

Note | New *Literacy Confidence and Engagement* and *Mathematics Confidence and Engagement Measures* were introduced in the 2025-26 school year, as part of the new Results 2 Report. They have replaced the Literacy and Mathematics Framework Measures. Historic results are not available.

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	2025-26 Percentage Agreement
Indigenous Education Holistic Lifelong Learning Framework	68.9	73.1	72.0	74.7	**76.4**
Adaptability Summary	69.3	74.1	73.6	76.9	**79.2**
Emotional Health Summary	59.4	64.7	64.3	68.0	**70.2**
Physical Health Summary	62.4	64.7	65.1	67.5	**71.3**
Resiliency and Perseverance Summary	75.5	76.3	75.5	78.3	**80.0**
Respectfully Challenging Policies or Decisions Summary	65.0	66.5	64.2	65.2	**67.5**
Risk-taking Summary	79.2	78.4	73.7	80.0	**81.6**
Social Health Summary	78.9	77.6	80.0	79.1	**80.9**

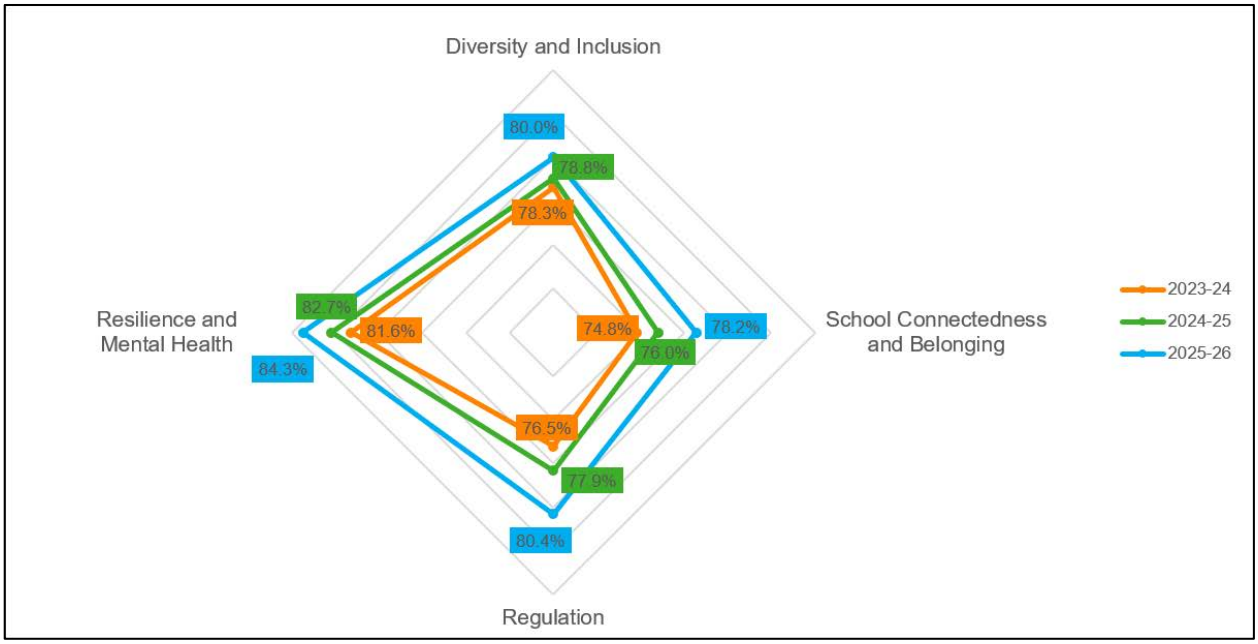
Overall Percentage Agreement for Indigenous Education Holistic Lifelong Learning Framework Measure



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	2025-26 Percentage Agreement
Diversity and Inclusion	78.3	78.8	**80.0**
School Connectedness and Belonging	74.8	76.0	**78.2**
Regulation	76.5	77.9	**80.4**
Resilience and Mental Health	81.6	82.7	**84.3**

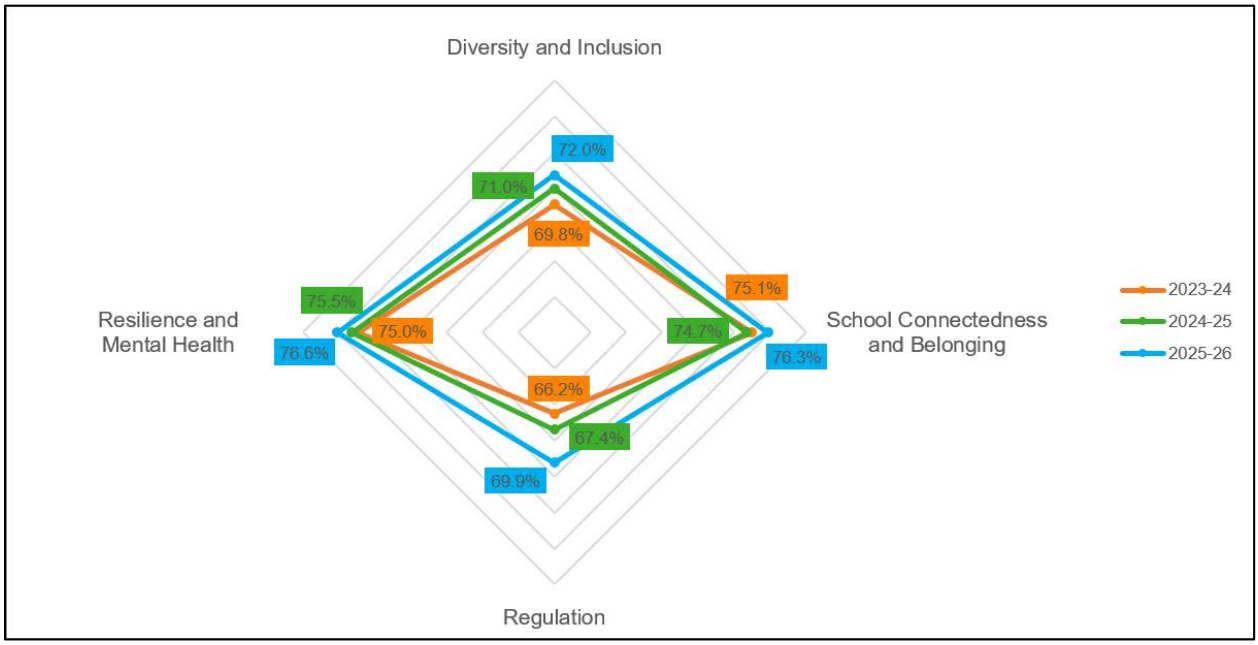
Percentage Agreement for Four Well-Being Themes Based on CBE Student Survey



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	2025-26 Percentage Agreement
Diversity and Inclusion	69.8	71.0	**72.0**
School Connectedness and Belonging	75.1	74.7	**76.3**
Regulation	66.2	67.4	**69.9**
Resilience and Mental Health	75.0	75.5	**76.6**

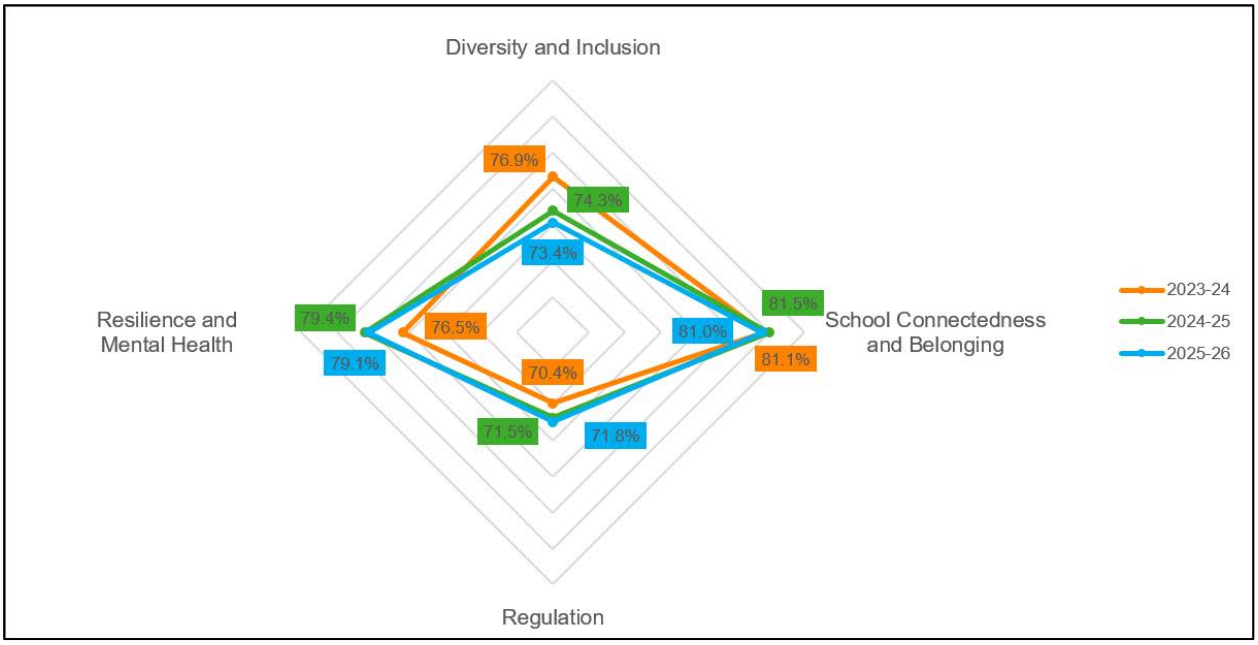
Percentage Agreement for Four Well-Being Themes Based on CBE Student Survey, AECA Survey, and OurSCHOOL Survey



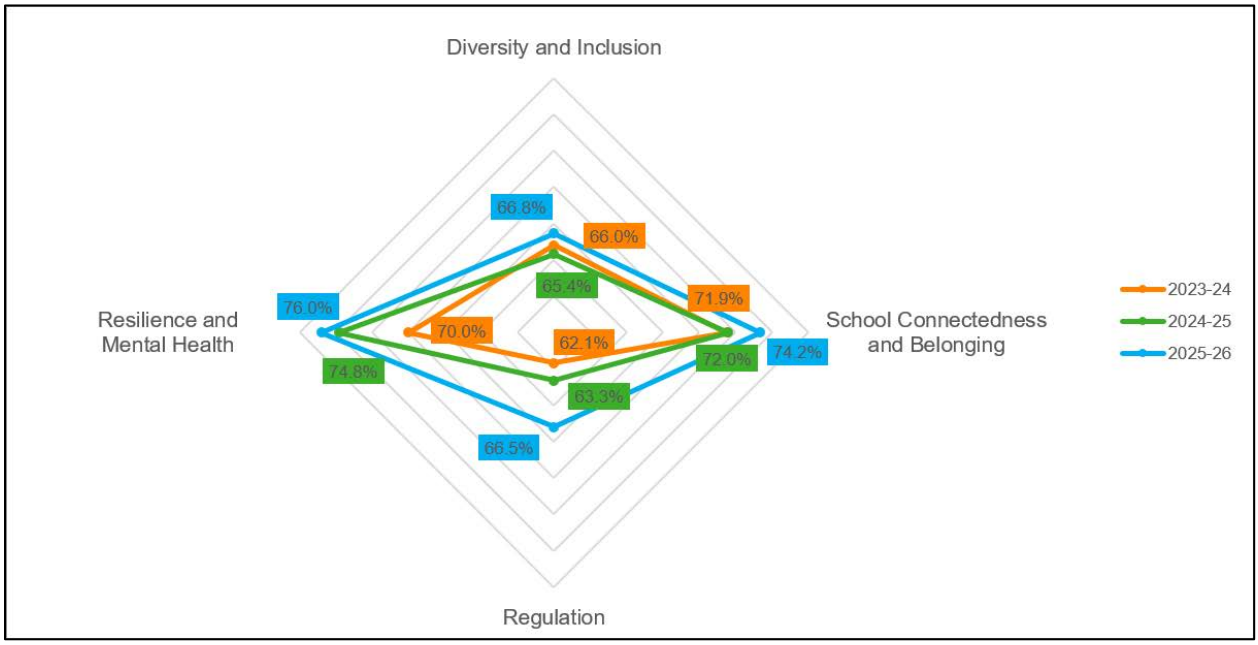
Percentage of Student Agreement with the Suite of Questions Tied to Each Theme Across Three Different Student Surveys (AEA Survey, CBE Student Survey, OurSCHOOL Survey) Among Different Types of Schools

Well-being Theme	2023-2024				2024-2025				2025-2026			
	Elem.	Middle	High	All CBE	Elem.	Middle	High	All CBE	Elem.	Middle	High	All CBE
Diversity & Inclusion	76.9	66.0	69.3	69.8	74.3	65.4	71.4	71.0	73.4	66.8	72.8	72.0
School Connectedness & Belonging	81.1	71.9	72.1	75.1	81.5	72.0	73.0	74.6	81.0	74.2	75.0	76.3
Regulation	70.4	62.1	63.3	66.2	71.5	63.3	65.7	67.4	71.8	66.5	68.7	69.9
Resilience & Mental Health	76.5	70.0	68.2	74.9	79.4	74.8	74.4	75.5	79.1	76.0	75.0	76.6

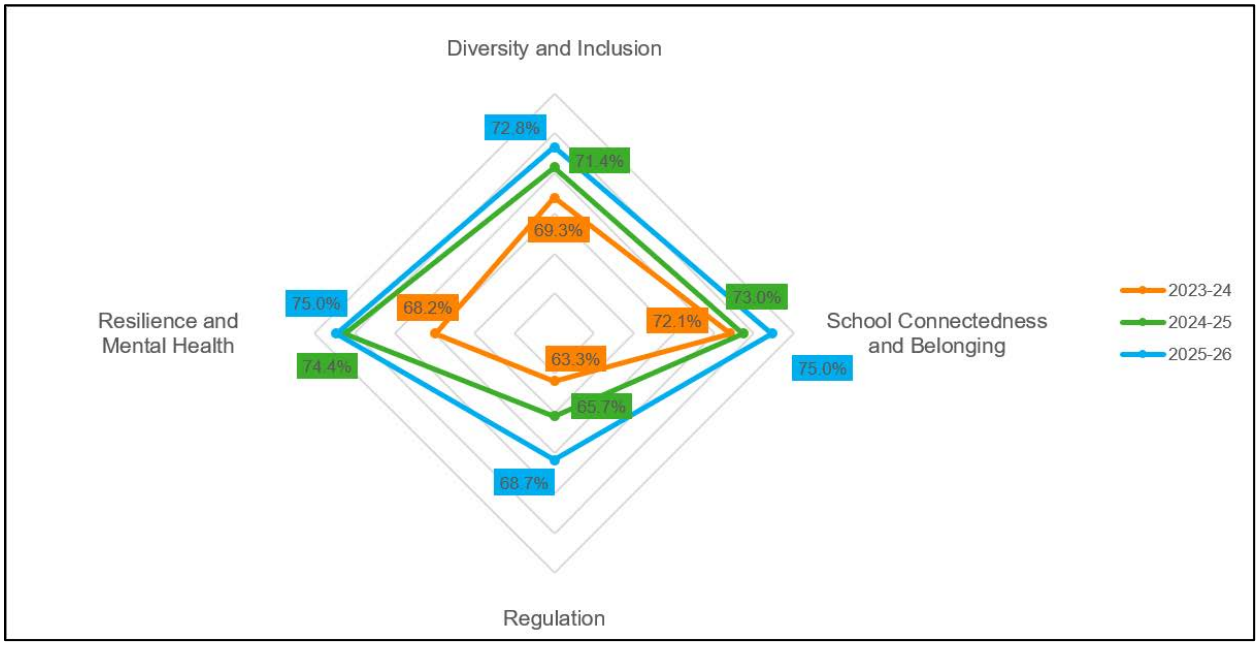
Percentage of Elementary School Student Agreement for Four Well-Being Themes Based on CBE Student Survey, AECA Survey and OurSCHOOL Survey Year over Year



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 High 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	2025-26 Percentage Agreement
Learning Technology Summary	90.5	91.5	**91.3**
Technological Communication Summary	86.6	86.2	**88.6**
Technological Critical Thinking Summary	73.5	75.8	**74.9**

Analysis

- CBE students showed continuously increased agreements towards Indigenous Education Holistic Lifelong Learning Framework Measure over time, moreover, Students who Self-Identify as Indigenous showed a more notable improvement in 2025-26 when compared to All Students cohort.
- In 2025-26, All Students cohort as well as Students who Self-Identify as Indigenous cohort consistently showed noticeable improvements from previous years' results among multiple summary measures, including Indigenous Education Holistic Lifelong Learning Framework, Adaptability, Emotional Health, Physical Health, Resiliency and Perseverance, Respectfully Challenging Policies or Decisions, Risk-taking, and Social Health. Moreover, when compared to the previous three-year averages, all the increases were statistically significant for All Students cohort.
- Students who Self-Identify as Indigenous showed significant improvements in most measures except for Respectfully Challenging Policies or Decisions Summary and Social Health Summary.
- For Students who Self-Identify as Indigenous, results for Physical Health Measure showed a notable upward trend for the past five years with a significant 3.8 percentage point increase from last year.
- Both All Students cohort and Students who Self-Identify as Indigenous cohort reported comparatively low agreements in Respectfully Challenging Policies or Decisions Summary measure over the past five years with the gap narrowed in 2025-26.

- Based on the aggregated results from CBE Student Survey, AEA Survey and OurSCHOOL Survey, CBE students continuously demonstrated increasing overall agreements for Well-Being questions, especially in Regulation theme and for higher graders.
- Elementary students, when compared to higher graders, generally showed significantly higher agreements towards Well-Being Questions. The gap was the most evident in School Connectedness and Belonging theme. Moreover, with the continuously improved agreements in Diversity and Inclusion theme, the gap between high school students and elementary students narrowed significantly in 2025-26 school year.
- CBE students showed a significant increase of 2.4 percentage points in the Technological Communication Summary overall agreement in 2025-26 school year.
- For Learning Technology and Technological Critical Thinking measures, declines were observed overtime and the drop in Technological Critical Thinking measure was significant.

OurSCHOOL Survey Data

Local Measure

OurSCHOOL Survey

Student perception data

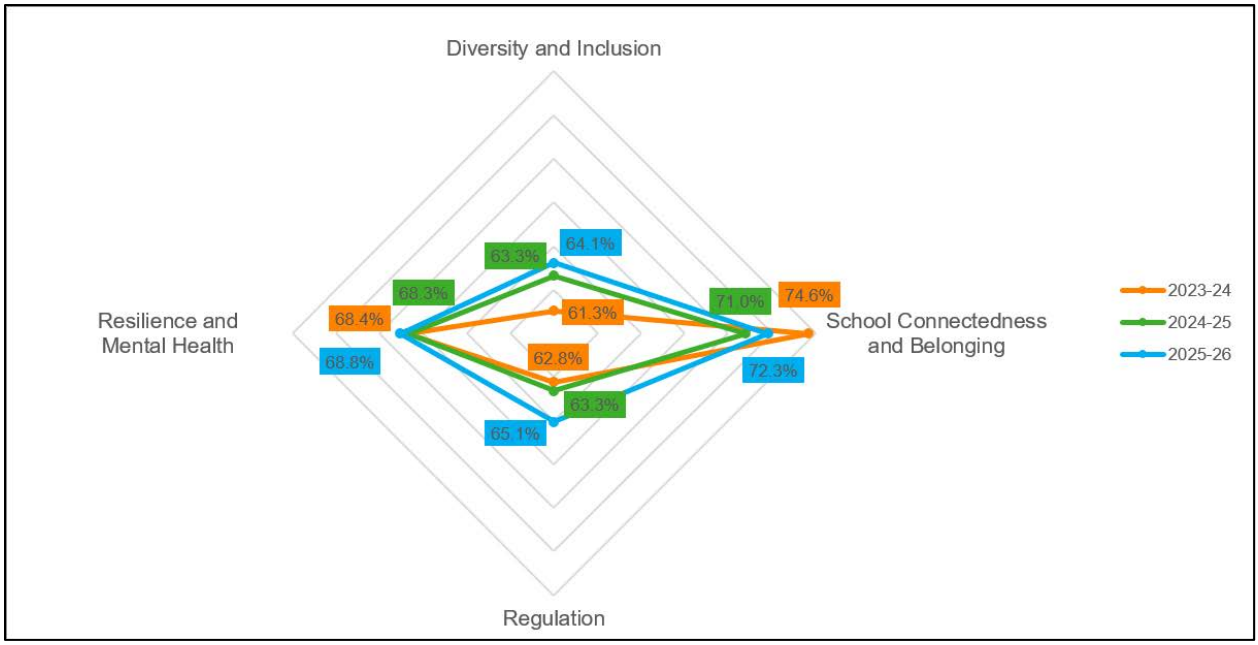
We use the OurSCHOOL Survey to gather student feedback on engagement, well-being, and school climate.

This annual survey for Grades 4-12 students provides research-based data on student opinions regarding mental health, positive school relationships, sense of belonging and more.

Results align with our Education Plan and Well-Being Framework to support fair planning and continuous improvement. The recorded data helps inform strategies to improve inclusive learning, mental health supports, and instructional design. Percentage of student agreement with the suite of questions tied to each theme in OurSCHOOL Survey.

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

Well-Being Themes	2023-24 Percentage Agreement	2024-25 Percentage Agreement	2025-26 Percentage Agreement
Diversity and Inclusion	61.3	63.3	**64.1**
School Connectedness and Belonging	74.6	71.0	**72.3**
Regulation	62.8	63.3	**65.1**
Resilience and Mental Health	68.4	68.3	**68.8**

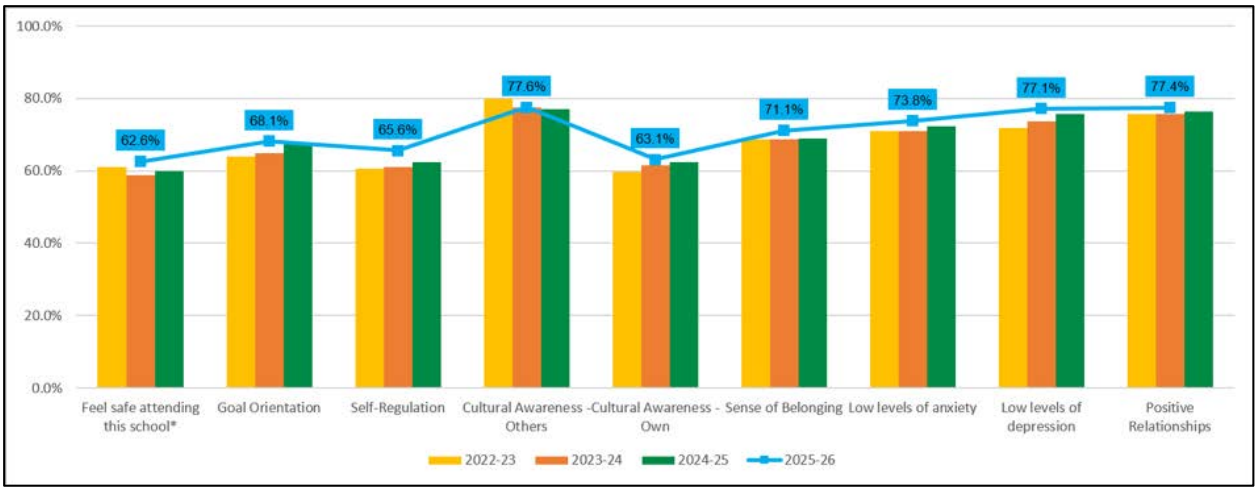


Percentage of Agreement for all Students with the Suite of OurSCHOOL Survey Questions Tied to Each Summary Measure

Summary Measure	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement	2025-26 Percentage Agreement
Feel safe attending this school*	61.0	58.8	59.9	**62.9**
Goal Orientation	63.9	64.9	67.3	**68.1**
Self-Regulation	60.7	61.0	62.3	**65.6**
Cultural Awareness - Others	80.0	77.4	77.0	**77.6**
Cultural Awareness - Own	59.7	61.4	62.3	**63.1**
Sense of Belonging	68.8	68.6	69.0	**71.1**
Low levels of anxiety	70.9	70.9	72.2	**73.8**
Low levels of depression	71.9	73.7	75.6	**77.1**
Positive Relationships	75.6	75.6	76.4	**77.4**

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 Over Time



Percentage of Agreement for all Students with the Suite of OurSCHOOL Survey Questions Tied to Each Summary Measure by Grade

Summary Measure	Grade	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement	2025-26 Percentage Agreement
Cultural Awareness - Others	6	78	75	77	**77**
	7	78	74	75	**76**
	8	79	76	75	**77**
	9	79	77	75	**76**
	10	82	79	79	**78**
	11	82	80	78	**80**
	12	82	81	80	**79**
Cultural Awareness - Own	6	58	60	62	**61**
	7	55	57	59	**59**
	8	57	58	60	**60**
	9	58	59	60	**62**
	10	63	63	63	**65**
	11	63	66	65	**66**
	12	64	67	67	**69**

Goal Orientation	6	73	73	74	**74**
	7	66	68	70	**70**
	8	62	62	66	**67**
	9	61	62	64	**67**
	10	63	62	66	**67**
	11	61	63	64	**66**
	12	61	64	67	**66**
Self-regulation	6	66	64	66	**67**
	7	63	62	63	**67**
	8	59	59	60	**64**
	9	60	60	60	**65**
	10	60	60	63	**65**
	11	58	61	61	**65**
	12	59	61	63	**66**
Low Levels of Depression	6	80	81	81	**83**
	7	77	79	79	**81**
	8	74	75	78	**78**
	9	72	74	75	**78**
	10	69	72	74	**76**
	11	67	69	72	**73**
	12	64	66	70	**71**

Percentage of Agreement for all Students with the Suite of OurSCHOOL Survey Questions Tied to Each Summary Measure by Grade

Summary Measure	Grade	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement	2025-26 Percentage Agreement
Low levels of Anxiety	4	78	72	73	**74**
	5	76	71	71	**73**
	6	75	76	76	**79**
	7	72	73	74	**76**
	8	68	70	72	**74**
	9	67	70	71	**74**
	10	67	69	71	**72**
	11	67	68	71	**71**
	12	68	69	71	**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	70	68	69	**68**
	5	68	67	66	**67**
	6	67	64	65	**66**
	7	62	59	58	**64**
	8	56	53	55	**60**
	9	56	54	55	**62**
	10	57	55	56	**60**
	11	56	54	56	**59**
	12	57	55	59	**60**
Positive Relationships	4	78	80	81	**81**
	5	79	81	81	**81**
	6	75	75	76	**77**
	7	76	76	77	**78**

	8	76	76	77	**78**
	9	76	75	75	**78**
	10	74	72	74	**75**
	11	73	72	74	**75**
	12	73	73	73	**74**
Sense of Belonging	4	81	80	81	**81**
	5	76	76	76	**77**
	6	72	71	71	**73**
	7	69	69	68	**70**
	8	65	63	65	**68**
	9	64	64	63	**68**
	10	66	66	67	**69**
	11	64	64	65	**68**
	12	62	64	65	**66**

Analysis

- In 2025-26 school year, CBE students consistently showed increased agreements in the OurSCHOOL survey across all measures, and the results were significantly higher than the previous three-year averages except for Cultural Awareness – Others measure.
- Among all OurSCHOOL survey measures, Cultural Awareness – Others consistently showed the highest overall agreements while Feel Safe attending this school measure results maintained at the lowest over time.
- CBE students generally showed lower agreements in OurSCHOOL survey measures with higher grades. However, high school students consistently expressed stronger agreements on both Cultural Awareness – Others and Cultural Awareness – Own measures.
- Among all grades, Grade 9 students generally had the most evident increases in OurSCHOOL survey measure results when compared to the previous three-year averages.

Teaching and Leading

Education Quality

Defined by Alberta Education and Childcare as:

The percentage of teachers, parents and students who are satisfied with the overall quality of basic education

Results and evaluations for each respondent group:

- Teachers
- Parents
- Students

Required AECAM

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	**85.0**	85.3	85.8	**87.8**	87.7	87.8	Intermediate	Declined Significantly	Issue

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

Measure		2021-22		2022-23		2023-24		2024-25		2025-26		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	36,920	87.9	39,512	86.5	40,429	85.4	40,506	85.3	40,884	**85.0**	Intermediate	Declined Significantly	Issue
	Province	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7	279,339	**87.8**	High	Maintained	Good
Parent	Authority	4,912	84.0	5,659	82.0	4,955	80.6	4,153	80.0	4,312	**78.6**	Intermediate	Declined Significantly	Issue
	Province	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3	37,209	**84.2**	High	Maintained	Good
Student	Authority	26,852	85.2	28,367	84.4	29,471	83.4	29,993	83.3	30,348	**84.1**	Intermediate	Improved	Good
	Province	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8	208,329	**85.8**	Intermediate	Improved Significantly	Good
Teacher	Authority	5,156	94.4	5,486	93.2	6,003	92.3	6,360	92.6	6,224	**92.3**	Low	Maintained	Issue
	Province	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9	33,801	**93.5**	Intermediate	Declined Significantly	Issue

Analysis

- CBE showed a year-over-year decline in the overall agreement on the Education Quality measure and dropped significantly when compared to the previous three-year average.
- CBE demonstrated lower overall agreements on Education Quality than the province with widening gaps over the previous three years.
- When compared to the previous three-year averages, CBE teachers demonstrated maintained satisfaction with education quality while teachers across the province expressed significantly declined agreement in 2025-26 school year.

- When compared to the previous three-year averages, CBE parents expressed significantly declined agreement with education quality while parents across the province demonstrated maintained satisfaction in 2025-26 school year.
- Student respondents showed a notable year-over-year increase on the Education Quality measure, especially for higher grades.

Professional Learning, Supervision and Evaluation

Refer to **Local Measure Section**: *Professional Learning Data Regarding Impact on Professional Growth* for Results from Related Local Measures. Outlined by Alberta Education and Childcare as follows:

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.
- 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.

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 requiring the signatures of both the teacher and designated evaluator(s). Reports provide a thorough assessment of the teacher's professional practice, including clearly articulated claims regarding demonstrated competencies in relation to the TQS, supported by specific, observable evidence gathered through classroom observations, professional interactions and other relevant data sources. Subsequently, 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.

During the 2025-26 school year, the Teacher Staffing team and HR Advisory provided video resources to support administrators in teacher evaluation and supervision. The resources outlined the evaluation process, with additional guidance focused on remediation for teachers requiring further support. Training materials emphasized effective evidence collection, report writing and exemplars. HR Advisory also provided performance management strategies to guide administrators through supervision, observation, professional dialogue and documentation. Evaluation timelines and supporting documents were adjusted to account for the labour action during the school year. Updated resources also included 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. The final evaluation report documents the administrator's demonstration of the competencies outlined in the Leadership Quality Standard (LQS), in accordance with Administrative Regulation 4002 | Administrator Growth, Supervision and Evaluation and 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, the administrator 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	2025-26
Teacher Evaluations	291	689	943	828	**685**
Full Part 1 and 2 Evaluation	271	655	801	627	**475**
Confirming Reports	20	34	142	201	**210**
Teachers Recommended for Permanent Professional Certificate (PPC)	266	328	490	449	**421**
Principal Evaluations	20	32	24	23	**30**
Assistant Principal Evaluations	32	40	44	42	**53**

Analysis

- The teacher evaluation process contributes to teacher well-being by providing clarity of expectations related to teacher practice and opportunities to identify strengths and areas for growth.
- Through evidence-based feedback, professional dialogue and clearly defined expectations aligned with the Teacher Quality Standard, the process is aligned with elements of CBE's Employee Well-Being Strategy, including supportive leadership, growth and development, recognition and effective workplace relationships.

Professional Learning Data Regarding Impact on Professional Growth

Professional learning data helps assess professional growth across the entire school system. This data shows staff participation in learning opportunities, school-based initiatives, and professional communities. It aligns with our Education Plan goals to support evidence-based decisions. Analyzing staff engagement and feedback helps identify strengths and opportunities for further support.

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 Assurance Measures

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 AECAMs	In-Service Jurisdiction Needs	**76.4**	76.4	76.1	**81.0**	81.7	81.7	Low	Maintained	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 AECAMs	School Improvement	**70.6**	72.3	71.7	**76.3**	76.6	75.9	Low	Declined Significantly	Concern

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

Measure		2021-22		2022-23		2023-24		2024-25		2025-26		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	5,072	80.5	5,367	76.6	5,850	75.2	6,227	76.4	6,105	**76.4**	Low	Maintained	Issue
	Province	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7	33,047	**81.0**	Low	Declined Significantly	Concern

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

Measure		2021-22		2022-23		2023-24		2024-25		2025-26		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	35,712	71.9	38,017	71.2	38,771	71.8	38,983	72.3	39,529	**70.6**	Low	Declined Significantly	Concern
	Province	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6	272,598	**76.3**	High	Improved Significantly	Good
Parent	Authority	4,626	67.4	5,322	68.5	4,684	70.6	3,931	69.3	4,102	**63.6**	Low	Declined Significantly	Concern
	Province	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4	35,434	**75.0**	High	Maintained	Good
Student	Authority	26,368	74.3	27,798	71.3	28,769	70.8	29,290	71.4	29,689	**74.1**	Intermediate	Improved Significantly	Good
	Province	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4	205,728	**76.8**	Intermediate	Improved Significantly	Good
Teacher	Authority	4,718	73.9	4,897	73.6	5,318	74.0	5,762	76.0	5,738	**74.1**	Intermediate	Maintained	Acceptable
	Province	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1	31,436	**77.1**	Intermediate	Declined Significantly	Issue

Analysis

- CBE maintained an overall agreement rate of 76.4 per cent on the In-Service Jurisdiction Needs measure in 2025-26 and consistently demonstrated lower agreements compared with provincial results.
- Less than 65 per cent of parent respondents agreed on the School Improvement measure in 2025-26, indicating a significantly declined result when compared to the previous three-year average.
- In 2025-26 school year, CBE students showed significantly improved agreement on the School Improvement measure, reaching the highest result over the past four years.

Indigenous Education Maatoomsii'Pookaiks System Professional Learning Day

Maatoomsii'Pookaiks Professional Learning Day Survey Completion Rates

	2023-2024	2024-2025	2025-26
Survey Completion	**5808**	**1644**	**1738**

Teacher Self-Assessment for Maatoomsii'Pookaiks Professional Learning Day Knowledge Topics

Question	Seed (Potential)	Sprout (Beginning)	Sapling (Developing)	Tree (Skilled)
Canada's historical and contemporary relationship with Indigenous peoples; Urban Indigenous realities in Calgary; Misconceptions about Indigenous peoples	103 (6.12%)	636 (37.79%)	810 (48.13%)	134 (7.96%)
CBE Indigenous Education Holistic Lifelong Learning Framework (medicine wheel teachings, Circle of Courage, holism)	158 (9.39%)	721 (42.84%)	702 (41.71%)	102 (6.06%)
Truth & Reconciliation Commission of Canada (TRC): 94 Calls to Action; TRC in the CBE; TRC Commitment to Action	160 (9.51%)	697 (41.41%)	732 (43.49%)	94 (5.59%)
Indigenous well-being, joy, humour and resilience; Iikakimat, Buffalo teachings	203 (12.06%)	779 (46.29%)	629 (37.37%)	72 (4.28%)
Working with & learning from Indigenous Elders & Knowledge Keepers	313 (18.70%)	781 (46.65%)	510 (30.47%)	70 (4.18%)
Indigenous languages (Treaty 7 languages, terminology, language rights)	504 (30.11%)	768 (45.88%)	361 (21.57%)	41 (2.45%)
Engaging with Indigenous community and establishing partnerships	467 (27.90%)	778 (46.48%)	382 (22.82%)	47 (2.81%)
Relationship building with Indigenous peoples; Indigenous Allyship; Learning about Blackfoot, Tsuut'ina, Îyârhe Nakoda, and Métis communities	472 (28.20%)	756 (45.28%)	386 (23.06%)	58 (3.46%)
CBE Indigenous Education Insite page and where to go for additional professional learning resources	291 (17.44%)	655 (39.25%)	593 (33.49%)	164 (9.83%)
Treaties (including Treaty 7) & agreements with First Nations, Métis & Inuit peoples	296 (17.74%)	777 (46.55%)	523 (31.34%)	73 (4.37%)
Acknowledging the land where we gather (importance, understanding why, preparing, practicing)	145 (8.69%)	536 (32.12%)	810 (48.53%)	178 (10.67%)
Land-based learning; Tipi teaching, Indigenous games, Indigenous spaces & places, seasonal teachings, IndigiTRAILS	331 (19.83%)	759 (45.48%)	521 (31.22%)	58 (3.48%)
Weaving Indigenous knowledge into my work/workplace	249 (15.00%)	715 (43.07%)	610 (36.81%)	85 (5.12%)
Importance of eliminating educational and employment gaps between Indigenous and non-Indigenous Canadians (TRC Call to Action #7)	250 (15.06%)	696 (41.93%)	586 (35.30%)	128 (7.71%)
Indigenous approaches to data collection & analysis	439 (26.45%)	780 (46.99%)	396 (23.86%)	45 (2.71%)
Historical and contemporary contributions of Indigenous peoples to society	224 (13.49%)	718 (43.25%)	628 (37.83%)	90 (5.42%)
Understanding my role in Indigenous Education	191 (11.51%)	659 (39.70%)	681 (41.02%)	129 (7.77%)

Maatoomsii'Pookaiks Professional Learning Day Closing Survey Impact on Professional Growth

Professional Learning Themes	% of Respondents who experienced impact on their professional growth
Canada's historical and contemporary relationship with Indigenous peoples; Urban Indigenous realities in Calgary; Misconceptions about Indigenous peoples	30.2%
CBE Indigenous Education Holistic Lifelong Learning Framework (medicine wheel teachings, Circle of Courage, holism)	52.75%
Truth & Reconciliation Commission of Canada (TRC): 94 Calls to Action; TRC in the CBE; TRC Commitment to Action	43.84%
Indigenous well-being, joy, humour and resilience; Iikakimat, Buffalo teachings	60.4%
Working with & learning from Indigenous Elders & Knowledge Keepers	48.42%

Indigenous languages (Treaty 7 languages, terminology, language rights)	32.31%
Engaging with Indigenous community and establishing partnerships	42.82%
Relationship building with Indigenous peoples; Indigenous Allyship; Learning about Blackfoot, Tsuut'ina, Îyârhe Nakoda, and Métis communities	51.14%
CBE Indigenous Education Insite page and where to go for additional professional learning resources	39.74%
Treaties (including Treaty 7) & agreements with First Nations, Métis & Inuit peoples	25.04%
Acknowledging the land where we gather (importance, understanding why, preparing, practicing)	60.0%
Land-based learning; Tipi teaching, Indigenous games, Indigenous spaces & places, seasonal teachings, IndigiTRAILS	59.91%
Weaving Indigenous knowledge into my work/workplace	64.8%
Importance of eliminating educational and employment gaps between Indigenous and non-Indigenous Canadians (TRC Call to Action #7)	23.73%
Indigenous approaches to data collection & analysis	23.04%
Historical and contemporary contributions of Indigenous peoples to society	35.12%
Understanding my role in Indigenous Education	61.26%
Impact & legacy of residential schools	17.64%

Leadership Development Professional Learning

Mentorship Impact on Professional Growth

Survey questions related to impact on Teacher Professional Learning and Professional Growth	% Participant overall agreement
Relevant to role and responsibilities	100%
Gained new knowledge or skills	95.5%
Opportunities for collaboration/discussion	100%
Challenged to think differently or reflect deeply	97%
Supported professional growth goals	97%
Likely to change or enhance practice	98.5%

Open Leadership Development Series Impact on Professional Growth

Survey questions related to impact on Teacher Professional Learning and Professional Growth	% Participant overall agreement
Relevant to role and responsibilities	98.7%
Gained new knowledge or skills	97.4%
Opportunities for collaboration/discussion	99.6%
Challenged to think differently or reflect deeply	98.3%
Supported professional growth goals	99.1%
Likely to change or enhance practice	95.7%

Open Leadership Development Series Qualitative Feedback

- Participants described growth in reflective leadership practices, including examining assumptions, using the Ladder of Inference, and engaging in deeper professional reflection to inform leadership decisions.
- Leaders reported increased confidence in facilitating professional conversations, navigating challenging discussions, and using Open-to-Learning Conversations to strengthen relationships and collaboration.
- Feedback highlighted growth in leadership judgment and decision-making, with participants describing how learning informed responses to complex leadership situations, school planning, and improvement efforts.
- Participants valued opportunities to learn through collaboration and professional dialogue, identifying shared problem-solving, discussion, and networking with colleagues as important contributors to their professional growth.
- Mentorship provided access to trusted professional advice and support, enabling principals to reflect on authentic leadership challenges and strengthen their professional confidence.
- Professional learning supported the development of inclusive leadership practices, with participants identifying learning related to culturally responsive leadership, Indigenous student voice, equity, diversity, inclusion, and responsiveness to diverse learner needs.
- Participants identified growth in evidence-informed leadership and collaborative inquiry, strengthening their ability to use evidence, facilitate staff learning, and support school improvement processes.
- Feedback suggests that relationship-based learning structures, including OLDS and Principal Mentorship, contributed to stronger professional networks, enhanced leadership capacity, and increased readiness to apply learning in school contexts.

School Leaders Professional Development Learning

Area Meetings Professional Learning Impact on Professional Growth

Survey questions related to impact on Teacher Professional Learning and Professional Growth	% Participant overall agreement
Relevant to role and responsibilities	100%
Gained new knowledge or skills	91.1%
Opportunities for collaboration/discussion	97.8%
Challenged to think differently or reflect deeply	95.5%
Supported professional growth goals	96.3%
Likely to change or enhance practice	93.9%

Divisional Meetings Professional Learning Impact on Professional Growth

Indicator	Elementary (P & AP Combined, combined and aggregated n=216)	Middle Years (P, AP, combined and aggregated n= 199)	High School (P & AP, combined and aggregated n= 144)
Relevant to role and responsibilities	**93%**	**98%**	**100%**
Gained new knowledge or skills	**87%**	**95%**	**100%**
Opportunities for collaboration/discussion	**96%**	**98%**	**98%**
Challenged to think differently or reflect deeply	**83%**	**97%**	**96%**
Supported professional growth goals	**90%**	**97%**	**96%**
Likely to change or enhance practice	**92%**	**95%**	**95%**

Divisional Meeting Qualitative Feedback

- Collaboration and peer learning emerged as the strongest area of impact, with participants highlighting structured dialogue with colleagues as valuable for sharing strategies, challenging assumptions, and reducing leadership isolation.
- Leaders strengthened their data literacy skills by improving their ability to analyze, disaggregate, triangulate, and interpret evidence to better understand student achievement, well-being, and belonging.
- The use of inquiry and root cause analysis protocols helped participants move beyond surface-level concerns to identify underlying causes and make more informed decisions about school improvement priorities.
- Participants reported increased leadership capacity and identified plans to apply protocols and processes with assistant principals, learning leaders, PLCs, and staff teams to build collective efficacy.
- Learning strengthened instructional leadership by deepening connections among data, assessment, task design, instruction, and school improvement planning.
- Principals expressed greater confidence in leading change, facilitating evidence-informed conversations, and aligning goals, actions, monitoring processes, and improvement strategies.

Teacher Professional Development Learning

System Offered Professional Learning Opportunities Impact on Professional Growth

Survey questions related to impact on Teacher Professional Learning and Professional Growth	% Participant overall agreement
Relevant to role and responsibilities	96.6%
Gained new knowledge or skills	91.6%
Opportunities for collaboration/discussion	97.5%
Challenged to think differently or reflect deeply	92.0%
Supported professional growth goals	92.8%
Likely to change or enhance practice	91.6%

Teacher Professional Learning Qualitative Feedback

- Professional learning was highly relevant to educators' roles and responsibilities, helping teachers strengthen curriculum implementation, assessment practices, intervention planning, EAL instruction, language learning and technology integration.
- Participants consistently reported gaining new knowledge and skills that could be applied directly to classroom and school contexts.
- Collaboration emerged as a system-wide strength, with educators valuing opportunities to learn with colleagues, share practices, calibrate expectations, and build common understanding.
- Increased confidence in instruction, assessment, intervention, leadership, and technology use.
- Greater use of evidence-informed practices and student data to inform decision-making.
- Enhanced capacity to support colleagues and lead professional learning within schools.
- Meaningful shifts in professional practice, including more intentional planning, differentiation, assessment design, and instructional responsiveness.

English as an Additional Language Professional Development Learning

English as an Additional Language Learning Professional Learning Sessions Impact on Professional Growth

Survey questions related to impact on Teacher Professional Learning and Professional Growth	% Participant overall agreement
Relevant to role and responsibilities	99.5%
Gained new knowledge or skills	94.7%
Opportunities for collaboration/discussion	89.6%
Challenged to think differently or reflect deeply	94.7%
Supported professional growth goals	99.5%
Likely to change or enhance practice	96.7%

English as an Additional Language Learning Professional Learning Sessions Qualitative Feedback

- Teachers valued practical, classroom-connected learning experiences that combined concrete examples, tools, and collaborative opportunities, making EAL learning more relevant, usable, and actionable.
- Professional learning strengthened teachers' understanding of multilingual learner needs through a shared language, increased attention to equitable assessment, and more culturally responsive instructional practices.
- Collaboration across learning series, communities of practice, and coaching supported collective learning, helping educators interpret expectations, connect research to practice, and adapt strategies to diverse classroom contexts.
- Educators reported increased knowledge, skills, and confidence in key areas of EAL assessment and instruction, including diagnostic, formative, and summative use of EAL Benchmarks and implementation of high-impact strategies.
- Participants demonstrated growth in instructional leadership, reporting greater confidence in leading professional conversations, collaborative response processes, team discussions, and professional learning with colleagues.
- Learning prompted more intentional professional practice, with educators indicating plans to enhance instruction, use data more effectively, and better support multilingual learners through responsive task design, assessment, and targeted interventions.

English as an Additional Language Coaching Support Model

Direct onsite instructional coaching at 55 schools (approximately 4 teachers per instructional coach/site = 220 teachers)

- 96.4% of respondents agreed that they gained knowledge or skills
- 98.8% of respondents agreed that the model supported collaboration
- 96.4% of respondents expected to change or enhance practice

Teachers reporting improvement in confidence in assessment and instruction:

	Pre	Post	Improvement
Confidence in using EAL Benchmarks for diagnostic assessment	37.1%	55.9%	+18.8
Confidence in using EAL Benchmarks formative assessment	39.5%	65.3%	+25.8
Confidence in using EAL Benchmarks formative assessment	35.3%	62.9%	+27.6
Confidence in using High Impact Strategies	35.3%	65.3%	+30.0
Confidence in annotating and benchmarking writing samples	53.3%	65.9%	+12.6

Teachers reported improvement in confidence in leading colleagues when supporting:

	Pre	Post	Improvement
Informal conversations	55.8%	70.2%	+14.4
Professional Learning Communities	26.5%	44.2%	+17.7
Collaborative Response Model	29.6%	52.4%	+22.8
Team or grade meetings	42.4%	64.5%	+22.1
Whole school professional learning	16.7%	31.5%	+14.8

School Development Plans and School Improvement Results Reports

School Improvement and Development Planning Process

School improvement cycles starts and end with data, measuring change to see if improvement occurred over a 3-year cycle. For the year 2 of 3-year cycle that began in 2023-24, the evidence was reflective of an evaluation of the goals set in year 1 of 3 for the 2024-25 school year. This then informed the goals set in the 2025-26 School Development Plan (SDP).

A specific process was followed by each school. Beginning by looking back, schools analyzed their 2024-25 data by comparing pre- and post- data associated with identified measures. In writing their School Improvement Results Report (SIRR), they highlighted areas of success and noted areas for further improvement.

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

Each goal was supported by Outcomes, which identified a specific focus areas or desired state to be achieved within one to three years. Outcomes may have been tweaked as a result of the emerging data story but would largely remain the same as part of the 3-year cycle. Measurement of progress toward these outcomes was set through Outcome Measures - summative indicators reported annually - and Data for Monitoring Progress - formative, in-year insights to guide adjustments.

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

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

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

Once approved by Education Directions, SDPs were posted on the school website by November 30, 2025.

The plan and report are posted to the school's website under the About Us > Our School tab.

School Improvement Results Report Template – Year 1 of 3

The 2025-26 School Improvement Results Report SIRR template included the following sections:

- School Improvement Results | 2024-25
- For each goal and outcome
    - Celebrations
    - Areas for Growth
    - Next Steps
- School Data Story
- Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary

School Development Plan Template - Year 2 of 3

The 2025-26 School Development Plan template included the following sections:

- School Goal*
- Outcome(s)
- Outcome Measures
- Data for Monitoring Progress
- Leading Excellence Actions
- Well-Being Actions
- Truth & Reconciliation, Diversity and Inclusion Actions
- Professional Learning
- Structures & Processes
- Resources

Note | *Schools had the option of an additional goal if required

Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environment

Required AECAM

Welcoming, Caring, Respectful and Safe Learning Environment

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

Defined by Alberta Education and Childcare as:

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

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

- Teachers
- Parents
- Students

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)	**83.1**	82.0	82.0	**85.8**	84.4	84.4	Intermediate	Improved Significantly	Good

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

Measure		2021-22		2022-23		2023-24		2024-25		2025-26		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	36,995	84.9	39,456	82.4	40,318	81.5	40,415	82.0	40,796	**83.1**	Intermediate	Improved Significantly	Good
	Province	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4	279,038	**85.8**	Intermediate	Improved Significantly	Good
Parent	Authority	4,910	85.5	5,658	83.6	4,952	82.6	4,152	82.5	4,313	**82.2**	Intermediate	Maintained	Acceptable
	Province	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2	37,197	**86.6**	Intermediate	Improved Significantly	Good
Student	Authority	26,927	77.4	28,314	74.9	29,363	73.9	29,904	74.5	30,260	**76.8**	Intermediate	Improved Significantly	Good
	Province	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7	208,049	**77.9**	Intermediate	Improved Significantly	Good
Teacher	Authority	5,158	91.9	5,484	88.7	6,003	88.1	6,359	89.0	6,223	**90.2**	Low	Improved Significantly	Good
	Province	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3	33,792	**92.9**	Intermediate	Improved Significantly	Good

Analysis

- CBE showed significantly increased overall agreement that the learning environments are welcoming, caring, respectful and safe.

- In 2025-26 school year, almost 77 per cent of CBE student respondents agreed on the WCRSLE measure, narrowing the gaps with the other two respondent groups and reaching the highest result over the past four years.
- While showing a decreasing pattern, parent agreement towards WCRSLE measure in 2025-26 was not significantly lower than previous years' results.

Access to Support and Services

Defined by Alberta Education and Childcare as:

The percentage of teachers, parents and students who agree 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
- Students

Required AECAM

Access to Supports and Services

- Respondent agreement that students have access to the appropriate supports and

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	**73.5**	75.5	76.2	**79.5**	80.1	80.2	Very Low	Declined Significantly	Concern

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

Measure		2021-22		2022-23		2023-24		2024-25		2025-26		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	36,894	77.9	39,329	76.9	40,160	76.3	40,270	75.5	40,651	**73.5**	Very Low	Declined Significantly	Concern
	Province	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1	278,459	**79.5**	Intermediate	Declined Significantly	Issue
Parent	Authority	4,908	72.9	5,647	71.4	4,942	70.6	4,144	67.8	4,303	**63.9**	Very Low	Declined Significantly	Concern
	Province	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5	37,104	**74.8**	Intermediate	Declined Significantly	Issue
Student	Authority	26,832	77.8	28,198	76.7	29,220	75.8	29,770	75.6	30,129	**76.6**	Low	Improved	Acceptable
	Province	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	207,586	**79.4**	Intermediate	Improved Significantly	Good
Teacher	Authority	5,154	83.0	5,484	82.7	5,998	82.3	6,356	82.9	6,219	**80.2**	Low	Declined Significantly	Concern
	Province	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0	33,769	**84.3**	Intermediate	Declined Significantly	Issue

Analysis

- A year-over-year declining trend could be found in overall agreement towards Access to Supports & Service measure over time, with 2025-26 result significantly lower than the previous three-year average.
- In 2025-26, note that student respondents showed a one percentage point increase in the agreement on Access to Support & Service measure from previous year.
- Less than 64 per cent of CBE parent respondents expressed agreement that students have access to the appropriate supports and services at school in 2025-26 school year

Access to a Continuum of Supports and Services

Required Local Component

Access to a Continuum of Supports and Services

Student access to a continuum of supports and services.

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.

Outlined by Alberta Education and Childcare as follows:

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.
- Provide a succinct description of the related processes and strategies it has implemented and their impact.

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. The continuum of supports and services describes the full range of supports to all students withing the classroom level, for some students requiring targeted early intervention, and to individual students who require specialized support services. It is organized around seven interconnected elements that identify the conditions, structures, practices, partnerships and processes needed to promote student achievement and well-being and respond to changing student needs. 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 2025-26 school year, 21.0 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 31.0 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 2025-2026 school year, the Welcome Centre registered 6,647 students.

Kindergarten Direct Service Referrals Process Changes

Modifications to the kindergarten support model were introduced in the 2025-26 school year to enhance targeted and individualized supports through the Early Learning Learning Leader position. The addition of the Early Learning Learning Leader position strengthened support for kindergarten children with identified high levels of need, including those with diagnosed severe disabilities and those presenting with significant needs that may not yet have a formal diagnosis. Learning Leaders worked alongside school teams to build capacity, support responsive programming, and identify strategies and practices that promote children's access, participation, learning, and well-being within the kindergarten environment

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			
2025-26	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			
2025-26	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
2025-26	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			
2025-26	SLP-AAC	School completes a Request for Services form for all grades and programs			

Note | A total of 5555 requests for OT/PT/SLP Services were submitted by 246 schools for the 2025-26 school year.

First Nations, Métis and Inuit Student Success

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

Refer to the 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.

Outlined by Alberta Education and Childcare as follows:

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.
- 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.
- 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.

Total Grant Funding Received

For the 2024-25 school year Calgary Board of Education received **$10,388,587** for the FNMI grant. This is the only provincial grant for students who have declared Indigenous status.

Truth & Reconciliation Through Relationship

Across schools, the 2025-26 TRC Commitments to Action reflected a growing understanding that reconciliation is carried through relationships and sustained in everyday practice. Schools learned alongside Elders, Knowledge Keepers, Indigenous families, artists, cultural educators, and community partners through storytelling, language, ceremony, cultural arts, seasonal teachings, land-based experiences, Commùn-I-Teas, and family gatherings. Acknowledging significant dates (e.g. Orange Shirt Day, Treaty 7 Day, Métis Week) became starting points for deeper learning, while community walks, gardens, sit spots, outdoor classrooms, circles, Indigenous-authored texts, and personal land acknowledgements brought Indigenous ways of being, belonging, doing, and knowing into the daily life of classrooms and schools.

As relationships deepened, learning became more connected, holistic, and responsive. Indigenous knowledge systems were increasingly woven across subject areas, supported by Two-Eyed Seeing, ethical space, restorative practices, and the Indigenous Education Holistic Lifelong Learning Framework's attention to Spirit, Heart, Body, and Mind. Schools also strengthened direct supports for Indigenous students through student-success lead teachers, Graduation Coaches, cultural programming, smudging, gathering spaces, leadership opportunities, credit recovery, and relational approaches to attendance and transitions. Together, these actions helped Indigenous students feel more seen, represented, and proud of their identities, while all students developed stronger empathy, critical thinking, respectful dialogue, and understanding of Indigenous histories, Treaty relationships, Truth & Reconciliation, Indigenous languages, and the land.

Teaching and learning also changed adults and relationships across school communities. Through professional learning, including the Maatoomsii'Pookaiks Indigenous Education Professional Learning Day, collaborative planning, land-based experiences, and learning directly with Elders and Knowledge Keepers, staff developed

greater confidence, cultural humility, and shared responsibility for Truth & Reconciliation. Schools also reported that Indigenous families experienced stronger trust, inclusion, and connection as their identities, cultures, and knowledge were more visibly valued. They have become more comfortable contacting schools, seeking support, attending gatherings, sharing teachings, and contributing to planning, while students carried stories, language, and land-based learning home and opened new conversations with their families.

The impact was visible in student voice and reflections, classroom learning, staff practice, family engagement, and improvements in participation, attendance, achievement, credit completion, and progress toward graduation.

School leaders also point honestly to work still ahead as implementation across schools remains uneven; staff continue to need professional learning, practical resources, and sustained access to Elders and Knowledge Keepers. Still, the collective story is one of meaningful movements from isolated activities toward sustained school-wide action as an ongoing relationship.

Transition Plans for Grade 9 students

Completion	2022-23	2023-24	2024-25	2025-26
Complete	366	325	411	442
Incomplete Reason	-	12	13	57
Incomplete No Reason	-	116	50	3
No Transition	-	1	2	4
Total	-	**454**	**476**	506

2025-26 TRC Commitments to Action

CBE schools identified one TRC Call to Action (Education for ReconciliACTION) and one to two actions that the school community will engage in to advance the selected Call to Action. Schools had the option to include one additional personalized action. TRC Call to Action: 2025-26 TRC Commitments to Action focused exclusively on Education for ReconciliACTION (Calls to Action 62 to 65). Schools chose the adapted TRC Call to Action that their school focused on advancing.

TRC Calls to Action Selected by Schools Year over Year

TRC Calls to Action Selected by Schools	2024-25	2025-26
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.	28	31
62.2: Educate teachers on how to integrate Indigenous knowledges, languages, and teaching methods into classrooms (focus on professional learning and planning).	67	61
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).	40	47
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).	99	91
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	1	1
65: Advance understanding of Truth and ReconciliACTION with students, staff and families.	14	21

TRC School Actions selected by schools to advance their TRC Commitment

Domains	Count of Schools
Spirit - To Be: Create opportunities for students, staff, and families to build and nurture learning relationships with Indigenous Elders and Knowledge Keepers that foster a spirit of reciprocity.	127
Heart - To Belong: Identify places across the curriculum where Indigenous ways of being, belonging, doing and knowing can be woven in and then design learning tasks.	163
Body - To Do: Work with and learn from Indigenous Elders, Knowledge Keepers, artists, etc., to learn about and engage in Indigenous arts, singing, dancing and cultural practices in culturally relevant and meaningful ways.	82
Mind - To Know: Design and offer student and staff learning tasks that intentionally activate the spirit, heart, body, and mind.	86

Note | Schools could select 1-2 actions. In addition to selecting one action, 67 schools are also identified one personalized action

Analysis

- The top 2 2025-26 TRC Commitments to Action TRC areas of focus continued to be:
  - 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).
  - Educate teachers on how to integrate Indigenous knowledges, languages, and teaching methods into classrooms (focus on professional learning and planning).
- Growth areas were noted in both utilizing Indigenous knowledges, languages, and teaching methods in classrooms and advancing understanding of Truth and ReconciliACTION with students, staff and families.

Referrals for Support and Services

CBE schools regularly identify and request specialized supports to meet students' diverse needs. These requests provide access to support, including psychology, Indigenous education and more. Requests occur through Area Learning Teams or specific referrals. Tracking and responding to requests help students receive fair access to support.

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 support.

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 or directly to a Service Unit include: school-based mental health; 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; and physiotherapy.

Specialized Setting Requests vs Placement

Setting	Spec Setting Requests		Spec Setting Placements		Requests vs Placements Differential (not placed)	
	2024-25	2025-26	2024-25	2025-26	2024-25	2025-26
Behaviour / Mental Health	232	251	157	200	75	51
Complex Needs	335	342	189	205	146	137
Oakley / Literacy and Learning	286	210	170	161	116	49
Paced Learning Program	189	169	112	117	77	52
Gifted and Talented Education	138	111	138	100	0	11
Total	**1180**	**1083**	**766**	**783**	**414**	**300**

Learning Referrals Over Time

Resource	2023-24	2024-25	2025-26
Behaviour Support Worker	200	261	190
Inclusive Education Learning Leader	163	156	194
Community Outreach of Pediatrics and Psychiatry in Education	68	112	63
Multi-Agency School Support Team	329	101	115
Complex Needs Related Strategist	239	407	729
Learning Related Strategist	441	589	492
Placement Request Strategist	1051	1289	1505
Social/Emotional/Behavioral Related Strategist	227	343	370
Speech Language Pathologist K-2	-	2236	1810
Speech Language Pathologist AAC		776	866
Occupational Therapy including Safety and Accessibility		1870	1901
Physical Therapy including Safety and Accessibility		1019	978
Safety and Accessibility only	-	384	884
Psychology consult	53	56	24
Psychology formal consult	163	50	51
Psychology assessment	724	1350	1491
Diversity & Learning Support Advisor - Culturally and Linguistically Diverse	562	571	395
Early Learning – Learning Leader	-	0	27
Early Learning - Strategist	345	323	328
Early Learning – School Family Liaison	-	178	161
Early Learning - Psychologist	-	16	28
EAL Strategist	-	88	46
EAL- Professional Learning	-	52	55
School Family Liaison	601	774	797
Transportation	119	138	105
Diversity Equity Inclusion Professional Learning	-	58	18
Sexual Orientation Gender Identity	-	137	124

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

Indigenous Education Team Requests for Support

Category of Support Requested	2021-22	2022-23	2023-24	2024-25	2025-26
Learning	233	131	273	163	87
Resources	69	105	245	156	168
Attendance	69	59	50	65	27
Transitions	36	45	37	12	13
Mental Health	28	50	32	50	*
Cultural	76	135	177	243	164
Relationship Building	59	78	177	177	123

Notes | *The Mental Health category was not collected as a discrete request for 2025-26. Well-being and mental health supports were offered within the other categories.

**Data includes requests received via email and via ALT requests so there will be some overlap with ALT data

Commitments to Truth and ReconciliACTION

The Calls to Action and the number of schools that selected them as a focus were previously identified as a local measure. It is now included as part of a Required Local Component under *First Nations, Métis and Inuit Student Success*.

Local Measure

Commitments to Truth and ReconciliACTION

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

Students can earn credits through Unique Pathways programs like Dual Credit. These Career and Technology Studies offerings continue to grow, giving students more choice for work experience. As these programs grow, so does the number of learners enrolled. Students often do well in class while earning post-secondary credits.

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 Courses/Modules Completed 2024-25	# of Apprenticeship CTS Pathway Courses/Modules Completed 2025-26
Bowness High School	1016	896
Centennial High School	2116	2437
Central Memorial High School	1244	1456
Chinook Learning Services	515	393*
Dr. E.P. Scarlett	-	6
Ernest Manning High School	706	573
Forest Lawn High School	1816	2014
James Fowler High School	1489	1815
Joane Cardinal-Schubert High School	1930	2251
Lester B. Pearson High School	578	476
Lord Beaverbrook High School	3430	4237
Louise Dean	-	43
Nelson Mandela High School	1349	1648
North Trail High School	-	1
Queen Elizabeth	-	5
Robert Thirsk High School	921	799
Sir Winston Churchill High School	898	858
William Aberhart High School	94	101
Grand Total	**18102**	**20,009**

*Note | includes 144 CTS Summer School Apprenticeship credits

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	Work Experience and Internship Safety Prerequisite Modules Completed by Students 25-26
Adolescent Mental Health Services	17	16
Alternative High School	19	24
Bowness High School	161	135
CBe-learn	42	26
Centennial High School	132	189
Central Memorial High School	256	303
Chinook Learning Services	62	150
Chinook Learning Summer School	110	144
Crescent Heights High School	125	112
Discovering Choices	78	56
Discovering Choices II	40	34
Ernest Manning High School	61	90
Dr. E. P. Scarlett High School	185	106
Dr Gordan Towsend School	-	5
Forest Lawn High School	471	324
Henry Wise Wood High School	198	199
Jack James High School	142	91
James Fowler High School	198	181
Joane Cardinal-Schubert High School	240	358
John G. Diefenbaker High School	158	142
Lester B. Pearson High School	55	83
Lord Beaverbrook High School	330	362
Louise Dean School	-	8
Nelson Mandela High School	270	287
North Trail High School	201	127
Queen Elizabeth High School	55	62
Robert Thirsk High School	117	128
Sir Winston Churchill High School	157	98
START Outreach	32	25
West View School	8	8
Westbrook Outreach	37	41
Western Canada High School	142	95
William Aberhart High School	32	25
William Roper Hull School	12	15
Wood's Homes School	5	4
Grand Total	**4148**	**4055**

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.

This measure tracks students who complete Dual Credit or Exploratory programming and the associated Occupational Pathway, highlighting participation in post-secondary learning and career exploration across schools.

- **Dual Credit** programs allow high school students to earn both high school and post-secondary credits in the same course. Students experience college or university learning, explore career interests and build confidence for further education. Credits appear on their academic records at both institutions.
- **Exploratory** programs provide hands-on opportunities for high school students to explore careers, develop practical skills and connect with industry professionals. Students may earn high school credits and industry certifications, depending on the program.
- **Occupational Pathway** is a group of courses that helps students build skills for a specific career or trade and prepare for employment or further training.

Row Labels	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**	**83**
Dual Credit	8	8	83
Health, Recreation & Human Services (e.g., Foods, Health Care Services, Cosmetology, Legal Studies, Tourism)	**26**	**26**	**312**
Dual Credit	24	24	285
Exploratory	2	2	27
Media, Design & Communication Arts (e.g., Communication Technology, Design Studies, Fashion Studies)	**3**	**3**	**16**
Dual Credit	3	3	16
Natural Resources (e.g., Agriculture, Forestry, Environmental Stewardship, Wildlife)	**4**	**4**	**92**
Dual Credit	4	4	92
Trades, Manufacturing & Transportation (e.g., Automotive Services, Construction, Electro-Technologies, Fabrication, Aviation)	**10**	**10**	**96**
Dual Credit	2	2	19
Exploratory	8	8	77
Grand Total	**51**	**51**	**599**

Analysis

- Work Experience and Internship Safety Prerequisite modules completed by students increased from 18,102 in 2024-25 to 20,009 in 2025-26

- Work Experience and Internship Safety Prerequisite Modules Completed by Students decreased by 93 between 2024-25 and 2025-26.
- In 2025-26 Student completion by Career and Technology Occupational Studies Pathway for Dual Credit and Exploratory programs increased over 2024-25 from 459 to 599.
- It should be noted that the October labour action impacted all three data sets as placements outside of school environments including all off-campus experiences (dual credit, exploratory and work experience). During this period off campus coordinators and/or central staff were not available to supervise students. This resulted in some post-secondary experience partners unable to support programs during this time.

Post-Secondary and Industry Partnership Feedback

Evidence of collaborative actions undertaken in conjunction with CBE post-secondary and industry partners to align programs, supports, and opportunities with student and school needs.

Local Measure

Post-Secondary and Industry Partnership Feedback

Collaborative actions supporting student pathways

Responsive Partnerships Supporting Student Access

Unique Pathways worked with partners to adapt programs and processes to student needs and school schedules. This flexibility helps reduce participation barriers, align opportunities with student interests and support transitions into post-secondary learning and career exploration.

Partnership	Action
SAIT: Adjusting Seat Numbers	SAIT adjusted seat numbers in collaboration with Unique Pathways to respond to student demand and program capacity. Responsive seat planning helps make effective use of available spaces and resources while supporting access to programs aligned with students' career interests.
Olds College: Adapting Program Delivery	Olds College modified program delivery to better accommodate participating students. Flexible delivery is important in helping high school students manage post-secondary learning alongside their school responsibilities and remain engaged in their chosen pathway.
Bow Valley College: Aligning Registration with School Planning	Bow Valley College adjusted registration dates to align with students' home-school course selection. This coordination allows students, families and guidance counsellors to consider dual credit opportunities during timetable planning, helping reduce scheduling conflicts and support informed course choices
TEPF: Deepening Trades Learning and Expanding Supports	The Educational Partnership Foundation added programs and industry instructors to broaden opportunities and deepen students' practical learning. Connections with industry instructors help students understand workplace expectations and develop skills relevant to their chosen trades. Expanded funding, incentives and supports also help address participation barriers and encourage students to pursue further training and careers in the trades
CAREERS: Improving Applications and Student Support	CAREERS adjusted its student application portal and strengthened student support to better meet participant needs. Accessible application processes and guidance help students navigate opportunities, complete required steps and prepare for workplace experiences. These improvements also support school staff as they connect students with career opportunities
Expanding Partnerships to Broaden Student Opportunities	Expanding partnerships is essential to offering Unique Pathways programs that reflect diverse student interests and emerging career opportunities. Discussions with TELUS Spark and WinSport explored potential connections in science, technology, recreation and sport. Developing these relationships could provide access to specialized facilities, industry expertise and practical learning experiences, helping more students explore meaningful pathways into further education, training and employment.

Governance

Parental Involvement

Required AECAM

Parental Involvement

Respondent satisfaction with parental involvement in decision-making.

Defined by Alberta Education and Childcare as:

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
- Parents

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	**75.8**	76.9	76.8	**79.9**	80.0	79.5	Intermediate	Declined	Issue

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

Measure		2021-22		2022-23		2023-24		2024-25		2025-26		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	10,029	77.3	11,069	76.8	10,885	76.5	10,432	76.9	10,468	**75.8**	Intermediate	Declined	Issue
	Province	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0	70,601	**79.9**	High	Improved	Good
Parent	Authority	4,895	70.9	5,612	70.6	4,920	71.6	4,130	72.8	4,289	**70.3**	High	Declined	Acceptable
	Province	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6	37,020	**75.7**	Very High	Improved Significantly	Excellent
Teacher	Authority	5,134	83.7	5,457	83.0	5,965	81.4	6,302	81.1	6,179	**81.3**	Low	Maintained	Issue
	Province	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3	33,581	**84.1**	Low	Declined Significantly	Concern

Analysis

- In 2025-26, a notable 1.1 percentage point decrease in CBE overall agreement towards Parental Involvement measure was observed in 2025-26, the drop was mostly affected by the parent respondents.
- For the past three years, more than 81 per cent of CBE teacher respondents consistently expressed satisfaction with parental involvement in decisions about their child's education.

Financial Local Components

Required Local Component

Budget– Actual Comparison

Summary of Financial Results

Audited Financial Statements

Financial Information

Refer to **Accountability and Assurance:** *Financial Summary* for all Financial Local Component requirements. As outlined by Alberta Education and Childcare, these components include:

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).

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.
- Provide a succinct description of the related processes and strategies it has implemented and their impact.

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.

Financial Information Contact

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

Stakeholder Engagement

Refer to **Communicating and Engaging Impacted Communities** for the Stakeholder Engagement Local Component requirements. As outlined by Alberta Education and Childcare:

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 they were engaged.
- How results and related information were shared.

Required Local Component

Stakeholder Engagement

Progress and results of stakeholder engagement.

Accountability/Assurance System

Refer to **Accountability and Assurance** and **Communities of Learning**: *A Community of Families.* Outlined by Alberta Education and Childcare as follows:

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.
- A description of how the school authority met its obligations under 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.

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 Statement

Required Local Component

Accountability Statement

Accountability Statement as required for the AERR.

Refer to **Accountability Statement** (page 1). Outlined by Alberta Education and Childcare as follows:

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.

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.

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 Oct. 1, 2025, up to and including Sept. 30, 2026, the following has been received:

Disclosure Detail	Count
Disclosures received by the Designated Officer	2
Disclosures acted on	2
Disclosures not acted on	0
*Disclosures under review	0
Investigations commenced by the Designated Officer as a result of the disclosures	1 – in progress as of reporting date

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

Local and Societal Context

Required Local Component

Contextual Information

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

Contextual Information

Refer to the Communities of Learning section. Outlined by Alberta Education and Childcare as follows:

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.

Employee Absence and Fill Rates

Employee Absence and Fill Rates track staff absences and how substitutes cover them. CBE's Human Resources and substitute management systems compare staff absences with coverage. It gives us information on staff stability and how we maintain consistent teaching for students.

Local Measure

Employee Absence and Fill Rates

Breakdown of employee absence and fill rates by reason.

Staff Absenteeism Staff Absence Rates for ATA Teaching Staff

Teacher (ATA) Reason Absence Codes	2022-23	2023-24	2024-25	2025-26
Additional Help	8,882	8,099	11,844	13,146
Appointment - Dental, Medical	23,982	25,078	27,024	25,897
Board Business	3,080	3,713	3,496	3,047
Child Arrival and Adoption	181	162	106	117
Convocation	441	547	532	627
Critical Illness Family, Family Emergency	5,484	5,206	5,200	4,796
External Agency	1,638	1,968	2,623	1,557
Full Deduction	707	760	1,032	973
Funeral	1,361	1,223	1,481	1,157
Leave - Paid Personal, Sick, Unspecified	18,630	20,227	21,581	20,664
Lieu Day - Principal, Assistant Principal	323	483	562	559
Illness	37,262	33,214	29,954	27,327
Teacher Vacancy	2,555	2,474	1,885	2,453
Workshop	7,328	6,608	6,512	5,841
Other	859	377	575	440
Grand Total	**111,807**	**110,168**	**114,407**	**108,601**

Staff Absenteeism Staff Absence Rates for School-Based Support Staff

School-Based Support Staff	2022-23	2023-24	2024-25	2025-26
Absence (school account, central account)	46,194	50,435	56,145	65,528
Additional Help	19,330	18,361	20,309	20,872
Vacancy Fill	15,517	13,207	13,121	11,993
Grand Total	**81,041**	**82,003**	**89,575**	**98,393**

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	2025/2026
ATA Admin*	7	9	9	9	8	8
ATA Teacher*	8	10	10	9	9	9
CUPE – 10* Month	8	8	5	6	6	10
CUPE - 12 Month	10	12	12	13	12	13
Executive - 12 Month	3	2	2	4	2	4
Exempt - 12 Month	6	7	8	7	8	7
SA/PSS - 10* Month	7	9	9	9	9	9
SA/PSS - 12 Month	9	11	11	12	12	13
Trades - 12 Month	17	18	16	17	16	17

Note | ***employee group that works 10 months per year**

Work Absence Statistics – Total Days Lost per Worker in a Year

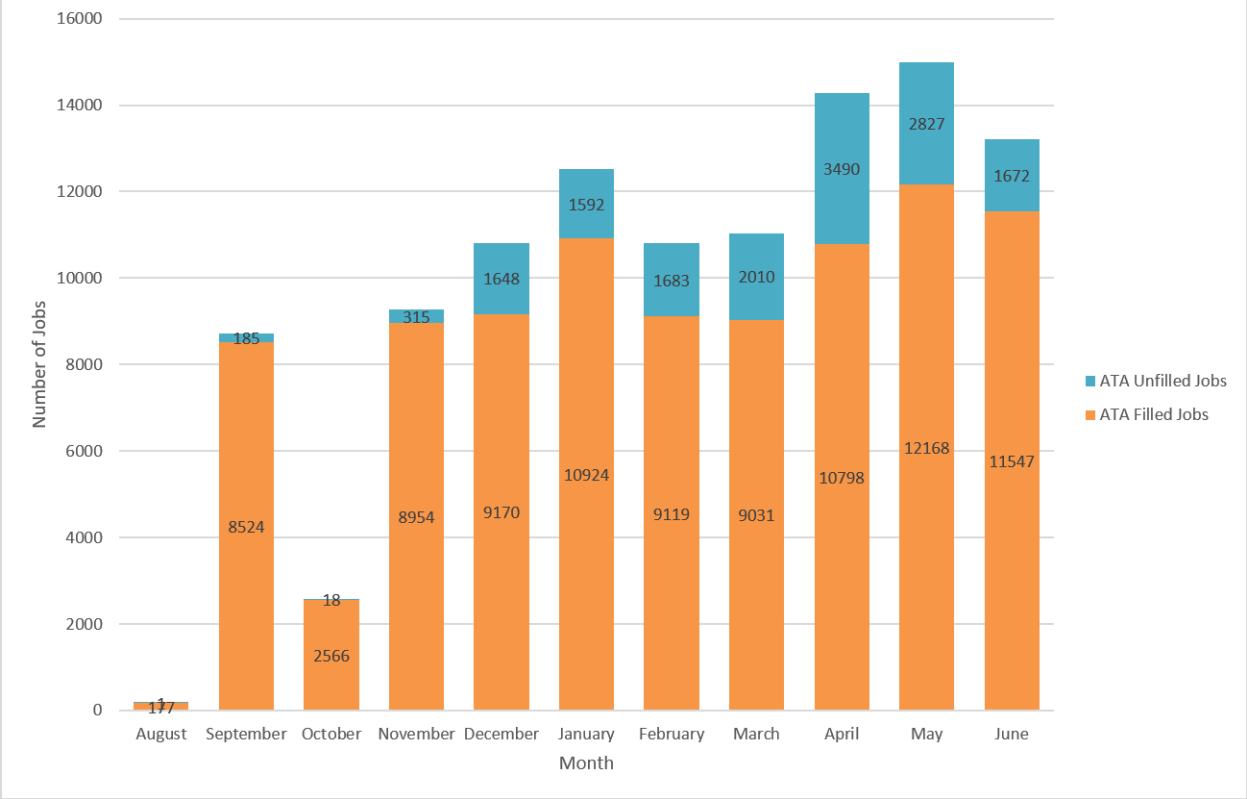
Sector	2020	2021	2022	2023	2024	2025
Public	15.3	14.8	16.7	15.8	15.7	12.5
Adjusted for 10 Months	12.75	12.3	13.9	13.16	13.08	10.4

Note | Statistics Canada changed the classification used to report work absence data from a public/private sector classification to an industry-based classification. Educational Services was selected as the most relevant comparator for CBE under the revised classification. As a result, the current data are not directly comparable with results previously reported using the public-sector classification and should not be interpreted as a continuous trend.

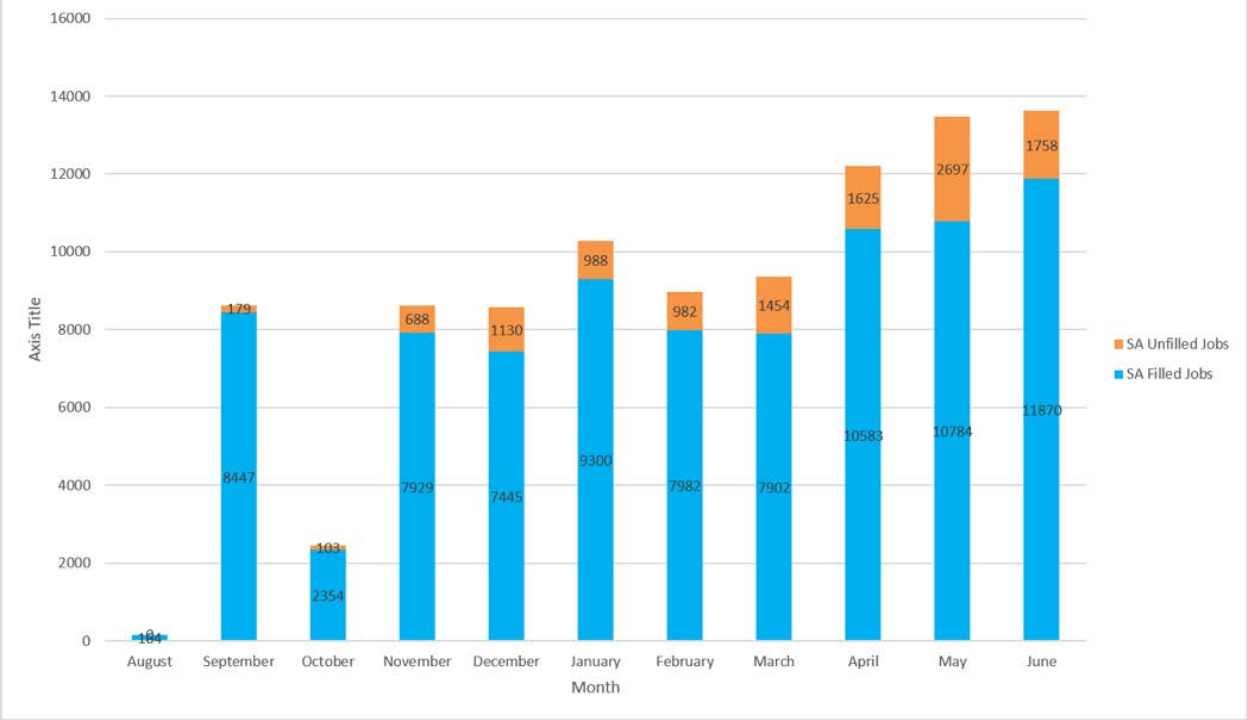
Work Absence statistics – by industry

Sector	2020	2021	2022	2023	2024	2025
Public	12	11.4	12.7	14.8	13.1	12.5
Adjusted for 10 Months	10.0	9.5	10.6	12.3	10.9	10.4

2025-2026 School Year Total Filled and Unfilled ATA Absences by Month



2025–2026 School Year Filled and Unfilled Staff Association Vacancies by Month



Workers Compensation Board Statistics

Detail	2022	2023	2024	2025
Number of claims	**290**	**284**	**288**	**297**
Claim costs	**$987,823**	**$1,245,491**	**$1,285,404**	**$1,385,419**
Number of time loss claims	**108**	**98**	**126**	**132**
Total time loss days	**2,038**	**2,571**	**3,396**	**2,621**

Analysis

- Total WCB claims and their related costs have increased since 2022, although these figures should be considered alongside workforce growth, salary increases and general inflation during the same period. From an employee well-being perspective, a more meaningful trend is the change in time-loss days.
- While the number of time-loss claims increased from 126 in 2024 to 132 in 2025, total time-loss days decreased from 3,396 to 2,621. Continued focus on prompt injury reporting, early intervention and effective return-to-work support remains important to minimize time away from work and support employee recovery.

CBE Approaches to Mental Health

ASEBP provides long term disability coverage for the Alberta Teachers' Association (ATA) and Canadian Union of Public Employees (CUPE) employee groups. Trades, Exempt and CBE Staff Association (SA) employee groups are covered by Sunlife long term disability. In 2025, mental health diagnoses continued to account for a high proportion of extended disability leaves across CBE's benefit providers.

CBE supports mental health through a range of programs, resources and supports:

- Early Intervention Rehabilitation: In 2023/24, the Health Advisory team at the Employee Health Resource Center (EHRC) introduced a voluntary program to assist CBE employees with access to treatment, with the goal of improving functioning while remaining at work or returning to work from sick leave earlier or more sustainably. In the 2025-26 school year, 79% of participants reported improved functioning upon

completion of Early Intervention Rehabilitation (EIR) services, with 87% of participants accessing psychological counselling.

- Proactive case management strategies: The Health Advisory team assists employees with individualized access to and information about CBE-paid services, such as the Telus Health Employee and Family Assistance Program (EFAP), and community resources, such as those available through the Alberta Caregivers Association, Wellspring and Canadian Mental Health Association, with the goal of supporting employee well-being.

Awareness of and Complexity of Resources

The organization provides a comprehensive suite of employer-paid benefit plans and coverage through multiple providers, as well as a range of collective agreements and employment terms that define leave entitlements. While Benefit Information Sheets are available to summarize key details for most employee groups, feedback indicates an opportunity to enhance the accessibility and visibility of more detailed benefit and leave information.

The short-term actions currently being taken to increase awareness and complexity of benefits:

- TELUS Health EFAP information sessions to Staff Association Convention, and CBE's Health and Wellness Committee
- Increased education for leaders with health advisors attending and contributing to area meetings to build awareness and access to information.
- Collaboration with union partners to improve member access and awareness of benefits through the Health and Wellness Committee.
- Quarterly Benefits reminders and updates are shared through InSite and Link Online to increase awareness of available benefits, key reminders, upcoming changes and important timelines, including Spending Account Allocation and overage dependent enrolment.

Short Term Actions to increase awareness:

- Health advisors are supporting employees and leaders in navigating available resources through individualized information and case management, including connections to appropriate benefits, services and supports. The EHRC also provides disability case management, accommodations and return-to-work support.
- The Employee Well-Being Strategy was launched in May 2026, providing a framework to strengthen employee well-being and improve how employees access supports and resources.
- The 2026 Employee Well-Being Survey was conducted to establish a new baseline and inform future actions, with 6,734 employees, representing more than 40% of employees, participating.
- Employees have access to the TELUS Health EFAP through multiple channels, (App, Online, Phone) providing access to mental, physical and financial health supports.
- Regular communications through the Link Online, highlighting various employee benefits based on seasonal needs.

Potential future short-term actions:

- Improving access to information – making information more accessible and easier to understand through Insite and the Employee Contact Centre.
- Increasing knowledge around benefits and information through the development of union-specific onboarding videos to ensure new employees have the information they need to drive well-being related decisions
- Enhanced, focused leadership training on resources and tools to support employee well-being could be incorporated into system leadership meetings.

- Ongoing well-being communications based on information from subject matter experts with focus on key aspects noted from the data – mental health, and access to resources in line with the outputs of our well-being strategy.
- Use the 2026 Employee Well-Being Survey data to identify and prioritize targeted actions in alignment with the Employee Well-Being Strategy. Coordination of no-cost or low-cost presentations through existing partners and service providers (ASEBP, Telus Health, Sunlife, LAPP, ATRF) some of which could be recorded and posted on Insite for ease of access.

Resources, Supports, and Programs Supporting Employee Well-being

Comprehensive Leave and Disability Support: The organization provides a range of generous leave policies designed to support employees' health, recovery, and overall well-being. To name a few, these include paid sick leave and Workers' Compensation Board (WCB) top-up benefits that provide full wage replacement when employees are eligible for WCB support, and long-term disability coverage through ASEBP and Sun Life, supporting financial security during extended illness or injury. Additionally, maternity leave is augmented through a Supplementary Employment Benefits (SEB) top-up, which provides employees with 100% of their weekly salary for the health-related portion of maternity leave in accordance with available sick leave entitlements. These comprehensive protections allow employees to focus on their health, recovery, and family needs with confidence, reducing stress and promoting both physical and mental well-being.

Health Advisors: Health Advisors provide tailored support to employees experiencing health-related concerns, both while at work and during periods of leave. They assist employees in accessing personalized guidance, early intervention services, and accommodations, helping them manage physical and mental health challenges and facilitating a smooth transition back to work. By connecting employees with the resources and support they need, Health Advisors reduce stress, promote recovery, and foster resilience. Through these services, Health Advisors contribute to a positive, supportive, and sustainable workplace where employees can thrive, maintaining well-being both during times of illness or injury and in their ongoing professional roles.

Professional Development: The CBE offers ongoing and innovative professional development opportunities tailored to specific job roles and career stages. These include:

- Leadership Development:
  - Personalized Learning and Development (for Exempt and Executive staff)
  - Mentorship
- Professional Growth & Improvement:
  - Professional Improvement Fellowships (SA and ATA)
  - Staff Development Fund for: Alberta Teachers' Association (ATA),
  - Professional Learning Plan
- Specialized Training:
  - Health and Safety Education and Policies: Provide guidance and resources to keep our workplaces and technology safe. There are over 150 courses, available through Public School Works to educate employees on how to protect themselves and others from occupational hazards.
- Strategic Professional Learning Planning:
  - A primary focus of the last year has been in building a sustainable leadership learning plan for exempt and executive leaders, with Leading in a Unionized Environment and Well-Being serving as key learning cornerstones, with a suite of courses to be rolled out in 2026-2027, and 2027-2028. In parallel, HR is exploring options for an employee Learning Management System that would expand access to learning and development opportunities for both leaders and staff across the organization.

Professional Learning Summary

Focus	Audience	Next Steps
Well-Being Outcome 1: Stress & Resiliency workshop identifying personal stress triggers and practical strategies to build resilience and support well-being.	In-person - 1.5 hours; 32 service unit employees	A virtual version was developed to support delivery to additional audiences.
Well-Being Outcome 2: Effective Communication - two workshops focused on empathy, empathic strain and practical strategies for navigating challenging workplace conversations.	Two in-person - 2-hour workshops; HR employees	Broaden the offering to additional HR teams and other groups across CBE, tailoring content to specific communication challenges.

Aspiring Assistant Principal and Principal Candidate Pool for 2024-2025

Candidate Pool	Total interviews	Participants selected	Number attaining leadership roles
Principals	25	17	0 - many in 26/27
Assistant Principals	79	34	0 - many in 26/27

Professional Improvement Fellowships

The CBE currently provides Professional Improvement Fellowship (PIF) leave opportunities to continuous Staff Association (SA), Professional Support Staff (PSS) and certificated Alberta Teachers' Association (ATA) employees. In the 2025-26 school year, 24 employees began PIF leave, including 14 ATA and ten SA employees.

- ATA PIF leaves: 19 applications were received, 14 were approved and offers were accepted by employees.
- SA PIF leaves: 10 applications were received, 10 were approved and offers were accepted by employees.

In addition, 65 tuition and book reimbursements were approved through the PIF program, of which 63 were accepted.

- ATA Tuition and Books: 86 applications were received, 65 were approved and 63 were accepted.

CBE does not currently track whether other granted leaves, such as deferred salary or general leaves, are used for professional or personal development; however, it is plausible that some are used in this manner.

Accepted: PIF Areas of Study 2025-2026 for ATA and SA	Count
Bachelor of Education • Elementary: EAL • K-6 Education • Mathematics • Social Studies	6
Certificate • Human Resources Management	1
Diploma • Early Childhood Montessori	1
Doctor of Education • Education Research • Language and Literacy • Educational Leadership	3
Graduate Certificate • Structured Literacy and Reading Science	2
Graduate Diploma • Environmental Education and Communication • Inclusive Education	2
Master of Arts • Counselling Psychology • Counselling • Leadership	5
Master of Education • Critical Studies in Education • Curriculum and Instruction with ESL Endorsement • Early Childhood Education	59

• Educational Leadership • Educational Studies • Educational Technology • Exceptional Learners • Health and Physical Education • Inclusive Education • Indigenous Education • Interdisciplinary Studies • Literacy Education • Counselling	
Master of Science Education • Teaching Studies with Exceptionalities	1
Master of Professional Education • Classroom Specialist • Educational Administration and Leadership • Indigenous Education	4

Employee Supports and Services Utilization Rates

This measure shows how CBE employees use our Employee and Family Assistance Program to support their well-being.

Local Measure

Employee Supports and Services Utilization Rates

Employee and Family Assistance Program

Employee and Family Assistance Programs (EFAPs) 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. EFAP continues to support CBE with critical incident support to address fatal accidents, suicides, and the death of employees and family members.

Utilization Rates

Cohort	2020 *	2021 *	2022 *	2023*	2024**	2025***
Service Utilization per cent	5.8	5.7	8.2	10.6	13.9	8.28
Total new cases	433	427	621	1,608	2,158	1,253
# of employees covered	7.4	7,465	7,546	15,076	15,500	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 2024, CBE transitioned to a new provider. The previous provider, Homewood Health, was replaced by Telus Health EAP, effective Feb. 1, 2024, Full year 2024 Telus EAP report inclusive of Feb. 1, 2024, to Jan. 31, 2025

*** Reporting period January 2025-December 2025

Analysis

- EFAP utilization declined from 14.15 per cent in 2024 to 8.28 per cent in 2025, with lower use evident before October's labour action. Utilization remained close to the educational services benchmark (8.52 per cent) and above the Canadian National benchmark (6.44 per cent). The decline cannot be interpreted as evidence of reduced employee need.
- EFAP utilization was lower than in 2024 across several months preceding the labour action in October 2025, with a downward trend also evident before the labour action. The labour action therefore does not explain the full-year decline. Any potential effects on access or help-seeking later in the year cannot be determined from the utilization data.
- Counselling remains the main service, particularly for personal and emotional concerns. There has been a 4.1 per cent decrease in "Stress - Personal" ("Personal/Emotional"), a 1.5 per cent increase in "Grief" ("Personal/Emotional"), and a 1.5 per cent increase in "Relationship - General" ("Couple/Relationship").
- Management consultations remain low (only two in 2025). This is an under-utilized service, and there are plans to increase awareness of this service in 2026/27 in partnership with the HR advisors team.
- When comparing assessment scores before and after engaging with services, 55 per cent of people showed an improvement in symptoms of depression. When comparing assessment scores before and after engaging with services, 30 per cent of people showed an improvement in symptoms of anxiety.

- TELUS Health uses a psychometric tool, the Workplace Outcome Suite (WOS), to measure the impact of short-term counselling services. Among all survey participants, absenteeism and presenteeism have improved, resulting in an increase in productivity of 13.77 per cent (2,908 hrs)*. Absenteeism improved by 1.2 per cent (254 hrs), and presenteeism improved by 12.56 per cent (2,654 hrs) for survey participants. Workplace distress shows a 14 per cent improvement. Workplace engagement shows a 20 per cent improvement. Life Satisfaction shows a 22 per cent improvement.

Alberta School Employees Benefit Plan (ASEBP)

ASEBP covers Long Term Disability benefits (also called Extended Disability Benefits) for CUPE and ATA employees. SunLife covers LTD for Staff Association, Trades, and Exempt employee groups. Generally, an employee is eligible for LTD benefits if they are deemed to be disabled from working once their sick time is exhausted.

ASEBP Extended Disability Benefits:

Detail	2021	2022	2023	2024	2025
Total number of active cases	443	470	467	413	420
% of those with primary diagnoses of mental health - CBE	43	45	48	46	45
% of those with primary diagnoses of mental health – ASEBP Pool*	38	38	39	36	36
Reason for closure - CBE	72%	55%	71%	65%	75%
Reason for closure – ASEBP Pool*	63%	55%	61%	60%	63%

Sunlife Extended Disability Benefits

Detail	2022	2023	2024	2025
Total number of active cases	42	50	39	28
% of those with primary diagnoses of mental health-CBE	40	32	43	37
% of those with primary diagnoses of mental health – SunLife Benchmark*	45	43	45	43
% Returned to work - CBE	80	56	73	63
% Returned to work - Benchmark	76	78	78	73

Analysis

- For CBE employees covered by ASEBP, 45 per cent of active extended disability cases had a primary mental health diagnosis in 2025, compared with 36 per cent across the ASEBP pool. Return-to-work outcomes improved from 65 per cent in 2024 to 75 per cent in 2025.
- For CBE employees covered by Sun Life, 37 per cent of active extended disability cases had a primary mental health diagnosis in 2025. Return-to-work outcomes were 63 per cent in 2024, decreased from 73 per cent in 2025.
- The continued prevalence of mental health diagnoses reinforces the importance of mental health within the Holistic Approach pillar of CBE's Employee Well-Being Strategy, including awareness and early access to preventative mental health resources and available employee supports.
- An area of improvement can be the promotion of preventative mental health resources offered by the CBE. This can include early use of EFAP services to address mental health and other stressors and use of employee benefits.

Employee Well-Being Data

Employee Well-Being Data provides insights into general well-being at the CBE. Data collected from employees may shift depending on year-by-year needs.

Local Measure

Employee Well-Being Data

Employee perception data.

CBE Staff Overview Data 2025-2026

Employee group	Count
Alberta Teachers Association (Full & Part-Time)	8,569
Staff Association (Full & Part-Time)	3,904
Superintendents	8
Casual in Any Group	5,835
Professional Support Staff (Full & Part-Time)	241
Exempt (Full & Part-Time)	235
Trades (Full & Part-Time)	106
Canadian Union of Public Employees (Full & Part-Time)	846

Employee Well-Being Strategy and Survey

In 2025/26, the Calgary Board of Education made substantial progress toward Supporting Outcome 2 by introducing an Employee Well-Being Strategy in May 2026. The strategy established a coordinated direction grounded in past employee data and evidence-based practices. The subsequent Employee Well-Being Survey confirmed that all five strategic pillars resonated across employees who responded, supporting the strategy's direction and identifying priorities for implementation.

A strategy grounded in evidence and shared responsibility

The strategy draws on previous employee surveys and the 2025 Employee Well-Being Data Story, which brought together internal employee information, service-provider data and an environmental scan of research and leading practices. Its foundations also include the Canadian Standards Association's 13 factors for psychological health and safety, the CBE Education Plan and existing student well-being and Indigenous education frameworks. Together, these sources informed a broader approach that considers workplace conditions, leadership practices and access to support alongside individual well-being.

The five pillars translate this foundation into a common direction. A holistic approach considers the whole person and emphasizes prevention and consistent support. Leading with care develops leaders' capacity to recognize strain and respond supportively. Well-being at our core embeds well-being in everyday work and employee engagement. Sustainability by design integrates well-being into organizational plans and processes. The right support, right away, makes resources easier to find, understand and access. The strategy identifies shared responsibilities for the organization, leaders and employees, while recognizing differences in what the CBE can control or influence.

Employee feedback confirmed the relevance of all five pillars

Conducted from May 26 to June 9, 2026, the survey received 6,734 responses to at least one question, representing approximately 40 per cent of eligible employees. It provided a substantial body of feedback about workplace experiences, confidence in seeking support and priorities for action.

Among the 6,064 respondents to the pillar question, Well-being at our core was selected by 62 per cent, Leading with care by 53 per cent, Sustainability by design by 52 per cent, The right support, right away by 49 per cent, and Holistic approach by 43 per cent. Employees could select multiple pillars. The distribution confirms

that all five pillars resonated across respondents, with different employees valuing different aspects of the strategy.

Strategy in Action Activities

The following activities can be highlighted to support Outcome 2:

- Menopause education sessions offered through partnership with Sunlife and Dialogue (2 live sessions and 10 pre-recorded sessions) in May/June 2026
- Suzanne Tough resiliency training workshop pilot (one session offered to Critical Response team and Health Advisor teams; second session scheduled for staff at Christine Meikle) in May/June 2026 and plan for wider CBE offering of this training in 2026-27 (aligned with survey results)
- EFAP presentation at Staff Association convention
- Conducted various joint union-management committee meetings regularly to advance well-being and build relationships



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 and Childcare 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.	Teaching and Leading refers to teachers and teacher 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. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated teacher leaders (principals or school jurisdiction leaders) demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard).	Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. 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.	Governance 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 leading, and optimum learning for all learners/students. 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.	Local and Societal Context refers to the engagement practices of school authorities, 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. 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 societal contexts 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, cultural, and social and economic circumstances of all stakeholders. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, and 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 ongoing 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/student needs, emphasizing a sense of belonging and high expectations for all. Education stakeholders fulfil their respective roles with a shared understanding of an inclusive education system. Students and their families work in collaboration with schools and school authorities. 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.	Members of the governing body provide for, where appropriate, the engagement of 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 stakeholders 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.	School authorities anticipate local and societal needs and circumstances based on stakeholder feedback and respond with flexibility and understanding.

Appendix B | Glossary

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

Division: **Groupings of grades 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 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 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 any student who was enrolled as of June 30 in Grade 3, and any students who were enrolled as of June 30 in Grade 2 in the previous year and in Grade 1 two years prior.

Appendix C | Measures Used in AERR

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

Alberta Education and Childcare Assurance (AECA) 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 2026. 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 AECA 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:** The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Education Quality:** The percentage of teachers, parents and students who are 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**: Teacher and parent satisfaction 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, 2025-2026*

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: Alberta K–12 English as an Additional Language Proficiency Benchmarks.

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 (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▫ 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, 2025-2026

For further information, ***Interpretation Guide for Alberta Government-Provided Kindergarten to Grade 5 Literacy Screeners***

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, 2025-2026*

For more information, see **Interpretation Guide: Provincial Numeracy Screening Assessments**

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 phonolgique (TDCP) is the equivalent in French to the PAST. It was developed by Professor Alain Desrochers at the University of Ottawa. *General Information Bulletin: Literacy and Numeracy Screening, 2025-2026*

For further information, ***Interpretation Guide for Alberta Government-Provided Kindergarten to Grade 5 Literacy Screeners***

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, 2025-2026*

For more information, see **Interpretation Guide: Provincial Numeracy Screening Assessments**

Appendix D | AECAM Results

The Alberta Education and Childcare Assurance Measures Overall Summary records the results for specific measures.
Current Result is from 2025-26 for all measures except for the following where the Current Result is from 2024-25:

- 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
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
2025-26	2024-25	2022-23, 2023-24, 2024-25

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 and Childcare Assurance (AECA) 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 E | Methodology Rate Calculation for Demographic Measures

Summary

The methodology for rate calculation varies by measure. For detailed information, refer to the “AECAM 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 F | How to Read the AECAM 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 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 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. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic in 2021/22. School year 2021/22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. 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.
9. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.