

Board of Trustees' Governance Policy

RESULTS

Results 2E:

Academic Success Reasonable Interpretation and Indicators

Each student will learn, integrate and apply the knowledge, skills, and competencies they will need for future success.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.

The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student developmental progression, strengths, needs, values, interests, backgrounds and circumstances.

The Chief Superintendent interprets *learn, integrate and apply* to mean that students engage in an ongoing process through which they gain knowledge, build skills and demonstrate their understanding to connect to life, community, and future goals.

The Chief Superintendent interprets *knowledge, skills, and competencies* as the interconnected attitudes, understandings, and abilities that students develop to actively participate in their learning, respond to real-world challenges, and support holistic growth. These are based on outcomes stated in Alberta Education and Childcare's curricula.

The Chief Superintendent interprets *future success* to mean that each student is equipped with the knowledge, skills, and competencies to adapt to change, solve problems, and make responsible decisions, empowering them to become lifelong learners, engaged citizens, and meaningful contributors to their community and society.

Students will:

2.1 Be literate.

Interpretation |

As a broad term, the Chief Superintendent interprets *literate* to mean the ability, confidence, and willingness to engage with language to understand, construct,



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and communicate ideas, texts, and information in diverse contexts and modalities to make meaning, solve problems, and actively participate in learning, life, and work.

As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, understand, create, and communicate meaning using oral, written, visual, and digital forms of language.

Indicators |

1. Percentage of Division 1 students determined to be Requiring Additional Supports on the Alberta Education and Childcare Early Years Screening Assessments for Literacy as measured by a three-year retroactive student cohort analysis.
 - 1.1 All Grade 3 Students Cohort¹
 - 1.2 Consistent Grade 3 Students Cohort²
2. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language and Literature/English Language Arts and French Immersion Language Arts and Literature/French Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Alberta Education and Childcare Assurance Measures.
 - 2.1 All Students
 - 2.2 English as an Additional Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs
3. Percentage of students at each report card level of achievement for English Language Arts curricula³ as measured by a three-year retroactive student cohort analysis of student report cards disaggregated by division.
 - 3.1 All Grade 3 Students Cohort
 - 3.2 Consistent Grade 3 Students Cohort
 - 3.3 All Grade 6 Students Cohort⁴
 - 3.4 Consistent Grade 6 Students Cohort⁵
 - 3.5 All Grade 9 Students Cohort⁶
 - 3.6 Consistent Grade 9 Students Cohort⁷
4. Percentage of students at report card level of achievement ranges for English Language Arts/French Language Arts 10, 20 and 30 level courses⁸ as measured by student report cards disaggregated by cohort.
 - 4.1 All Grade 12 Students Cohort⁹
 - 4.2 All Grade 12 English as an Additional Language Learners Cohort
 - 4.3 All Grade 12 Students who Self-Identify as Indigenous Cohort
 - 4.4 All Grade 12 Students with Identified Special Education Needs Cohort



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- 4.5 Consistent Grade 12 Students Cohort¹⁰
- 5. Percentage of English as an Additional Language students at Overall Language Proficiency Benchmark levels from student report cards as measured by a three-year retroactive student cohort analysis disaggregated by division.
 - 5.1 All Grade 3 Students Cohort
 - 5.2 Consistent Grade 3 Students Cohort
 - 5.3 All Grade 6 Students Cohort
 - 5.4 Consistent Grade 6 Students Cohort
 - 5.5 All Grade 9 Students Cohort
 - 5.6 Consistent Grade 9 Students Cohort
 - 5.7 All Grade 12 cohort
 - 5.8 Consistent Grade 12 cohort.
- 6. Percentage of students who report engagement and confidence in their development of literacy skills; as measured by the Overall Agreement of the Literacy Confidence and Engagement Summary Measure from the CBE Student Survey.

2.2 Be numerate.

Interpretation |

As a broad term, the Chief Superintendent interprets *numerate* to mean the ability, confidence, and willingness to engage with mathematical ideas to reason, solve problems, and make informed decisions in a range of real-world and learning contexts.

As a specific term, the Chief Superintendent interprets *numerate* to mean the ability to understand, represent, and communicate quantitative and spatial information using mathematical symbols, language, and reasoning.

Indicators |

- 1. Percentage of Division 1 students determined to be Requiring Additional Supports on the Alberta Education and Childcare Early Years Screening Assessments for Numeracy as measured by a three-year retroactive student cohort analysis.
 - 1.1 All Grade 3 Students Cohort
 - 1.2 Consistent Grade 3 Students Cohort



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2. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Alberta Education and Childcare Assurance Measures.
 - 2.1 All Students
 - 2.2 English as an Additional Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs
3. Percentage of students at each report card level of achievement for Mathematics curricula as measured by a three-year retroactive student cohort analysis of student report cards disaggregated by division.
 - 3.1 All Grade 3 Students Cohort
 - 3.2 Consistent Grade 3 Students Cohort
 - 3.3 All Grade 6 Students Cohort
 - 3.4 Consistent Grade 6 Students Cohort
 - 3.5 All Grade 9 Students Cohort
 - 3.6 Consistent Grade 9 Students Cohort
4. Percentage of students at report card level of achievement ranges for Mathematics 10, 20 and 30 level courses as measured by student report cards disaggregated by cohort.
 - 4.1 All Grade 12 Students Cohort
 - 4.2 All Grade 12 English as an Additional Language Learners Cohort
 - 4.3 All Grade 12 Students who Self-Identify as Indigenous Cohort
 - 4.4 All Grade 12 Students with Identified Special Education Needs Cohort
 - 4.5 Consistent Grade 12 Students Cohort
5. Percentage of students who report engagement and confidence in their development of literacy skills; as measured by the Overall Agreement of the Mathematics Confidence and Engagement Summary Measure from the CBE Student Survey.

2.3 Complete high school.

Interpretation |

The Chief Superintendent interprets *complete high school* to mean that a student has successfully met the requirements to earn an Alberta High School



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Diploma, Certificate of High School Achievement, or Certificate of School Completion that accounts for individual learning needs.

Indicators |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Alberta Education and Childcare Assurance Measures.
 - 1.1 All Students
 - 1.2 English as an Additional Language Learners
 - 1.3 Students who Self-Identify as Indigenous
 - 1.4 Students with Identified Special Education Needs
2. Percentage of grade 12 students who were on track to complete high school as measured by CBE high school completion tracking¹¹ in Student Information Systems.
 - 2.1 All Students
 - 2.2 English as an Additional Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs

Approved: September 23, 2025

¹ 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.

² 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.

³ English Language Arts curricula is inclusive of both the English Language and Literature curriculum and English Language Arts Program and includes French Immersion Language Arts and Literature for Division 1 French Immersion students.

⁴ The All Grade 6 Student Cohort represents all students enrolled in CBE as of June 30 in Grade 4, Grade 5 and Grade 6 for the identified school year.

⁵ The Consistent Grade 6 Student Cohort represents any student who was enrolled as of June 30 in their Grade 6 year who also was enrolled in CBE for their Grade 5 and Grade 4 years.

⁶ The All Grade 9 Student Cohort represents all students enrolled in CBE as of June 30 in Grade 7, Grade 8 and Grade 9 for the identified school year.

⁷ The Consistent Grade 9 Student Cohort represents any student who was enrolled as of June 30 in their Grade 9 year who also was enrolled in CBE for their Grade 8 and Grade 7 years.

⁸ Cohort data for Grade 12 students is based on all Grade 12 students enrolled in CBE for the reporting year and their level of achievement for -30, -20, and -10 classes regardless of the year they have taken them in.

⁹ Each of the All Grade 12 cohorts are based on any student who is enrolled with CBE in the reporting year. Course data is based on achievement as reported in PASI, regardless of where they have taken the course.



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¹⁰ The Consistent Grade 12 is based on students enrolled with CBE in the reporting year and whose course data is based on achievement from -30, -20, and -10 courses taken while enrolled with CBE.

¹¹ High school completion tracking is inclusive of data sets related to High School Diploma, High School Certificate of Achievement and High School Completion and is based on Alberta Education and Childcare defined requirements for each.

