cbe.ab.ca

Calgary Board of Education

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

Bob Edwards School
4424 Marlborough Dr NE, Calgary, AB T2A 3H2 t | 403-777-7770 f | 587-933-9703 e | bobedwards@cbe.ab.ca

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

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
  - Strong student achievement for lifelong learning and success
- Well-Being
  - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
  - Students and employees experience a sense of belonging and connection.

Goal One: Student academic achievement in Mathematics will continue to improve.

Outcome One: Continue to develop and deepen students' conceptual understanding of numbers, build students' mental math skills, and develop positive mathematical identities for all our learners.

Celebrations

- Provincial Achievement Test results in French Mathematics Part A showed strong growth between 2023-24 and 2025-26. The percentage of students meeting or exceeding the acceptable standard increased by more than 26 percentage points, from 33.3% to 59.6%, while the percentage achieving the Standard of Excellence nearly tripled, growing from 7.1% to 19.2%.
- Provincial Achievement Test results on English Mathematics Part B reflected steady improvement, with the percentage of students achieving the Standard of Excellence increasing from 0% in 2023-24 to 7.8% in 2025-26.
- Student confidence in their ability to improve in mathematics remains high, with approximately 80% agreeing with the statement, "I believe I can improve at math with practice." This positive mindset was accompanied by growth in foundational numeracy, rational numbers, and algebraic thinking among students in Grades 8 and 9.

Areas for Growth

- Results on the Provincial Achievement Test in English Mathematics indicate that a substantial proportion of students continue to perform below the Acceptable Standard. In 2025-26, approximately two-thirds of students scored below the standard on Part B, while more than 80% scored below the standard on Part A.
- Results on the Provincial Achievement Tests in French Mathematics show a decline in Part B performance, with the percentage of students meeting or exceeding the standard decreasing from 76.7% in 2024–25 to 57.7% in 2025–26.
- Report card data indicates that a substantial proportion of students across all grade levels continue to perform at proficiency level 2, highlighting an ongoing need to support students in progressing toward higher levels of achievement.

Next Steps

- Utilize Class Size Reduction Teachers to establish additional Grade 8 and Grade 9 homerooms, reducing class sizes and increasing opportunities for targeted instruction and individualized support. The third Class Size Reduction Teacher will be strategically assigned to support Late French Immersion classes in Grades 7 and 8, enhancing student learning and language acquisition outcomes.

- Leverage data from SaskMATH and MathUP to identify learning needs and implement targeted interventions through both classroom instruction and small-group pull-out support.
- During PLC meetings, teachers will deepen their understanding of the School Development Plan (SDP), including associated data, goals, and strategies, to inform collaborative planning and instructional decision-making.
- Teachers will engage in a collaborative book study of *Re-Storying Education* by Carolyn Roberts, using the learning to design decolonized mathematics lessons that foster engagement, relevance, and student success.

Our Data Story:

In Year Two, our school focused on improving student achievement in Mathematics, with a particular emphasis on foundational Number Sense, fractions, and decimals. Our aim was for students to develop strong conceptual understanding and problem-solving skills across grades 6 to 9, ensuring they meet or exceed acceptable standards on assessments and feel confident in their learning.

To measure progress, we use multiple sources of data: Grade 9 Mathematics Provincial Achievement Test (PAT) results, Saskatchewan Math Screener scores, classroom assessments, report card data, and student perception surveys.

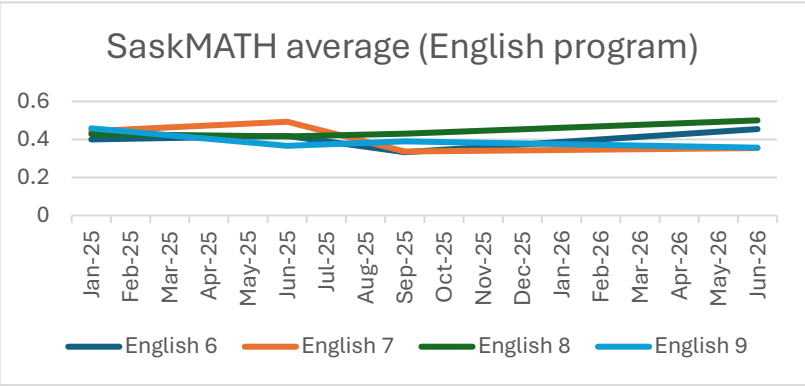
Provincial Achievement Test Data:

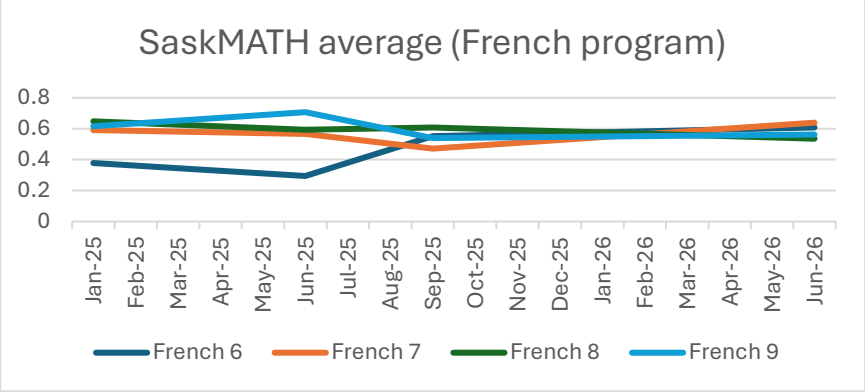
	2023-24			**2024-25**			**2025-26**		
	Acceptable Standard	Standard of Excellence	Below Acceptable Standard	Acceptable Standard	Standard of Excellence	Below Acceptable Standard	Acceptable Standard	Standard of Excellence	Below Acceptable Standard
Part A-English	19.60%	1.80%	78.60%	23.30%	7.00%	67.40%	19.50%	5.20%	80.50%
Part A-French	26.20%	7.10%	69.00%	46.50%	16.30%	53.50%	40.40%	19.20%	59.60%
Part B-English	33.90%	0.00%	66.10%	33.70%	3.50%	66.30%	33.80%	7.80%	66.20%
Part B-French	57.10%	7.10%	42.90%	65.10%	11.60%	34.90%	48.10%	9.60%	51.90%

We have had several notable successes across both English and French programs. French students consistently demonstrated strong achievement, with a growing proportion of students meeting or exceeding the Acceptable Standard across both Part A and Part B assessments. Part A French showed particularly impressive growth, increasing from 33.3% of students meeting or exceeding the standard in 2023-24 to 59.6% in 2025-26, while the percentage achieving the Standard of Excellence nearly tripled from 7.1% to 19.2%. Part B French also maintained strong results, with more than half of students meeting or exceeding the standard each year. In the English program, the percentage of students achieving the Standard of Excellence on Part B English increased steadily from 0% in 2023-24 to 7.8% in 2025-26, demonstrating growth among higher-achieving students. Additionally, Part A English showed improvement in 2024-25, suggesting that targeted instructional strategies can positively impact student achievement.

While there are important successes to celebrate, the data also identify opportunities for continued improvement. In both English assessments, a significant proportion of students continue to perform below the Acceptable Standard, with approximately two-thirds of students below standard on Part B and over 80% below standard on Part A in 2025-26. Increasing the number of students who achieve the Acceptable Standard remains a key priority. In the French program, results indicate a decline in Part B French from 76.7% meeting or exceeding the standard in 2024-25 to 57.7% in 2025-26, suggesting a need to strengthen and sustain achievement gains over time. Across both programs, continued focus on foundational literacy skills, targeted intervention for students performing below standard, and strategies that move students from the Acceptable Standard to the Standard of Excellence will help improve overall achievement and student success.

SaskMATH Screener Data





When reviewing average SaskMATH Screener scores for grades 6, 7, 8, and 9, with a heavy focus on the *Number* strand, we can conclude an achievement gap in this understanding. The average SASK math achievement score in the English program was 41.6%, while the French Immersion average was 58.6%. Within this data set, bright spots include an average of 3.98/5 in agreement of the statement, “I believe I can improve at math with practice”. Students have also shown growth in foundational numeracy, rational numbers, and algebraic thinking at a foundational level in grades 8 and 9. Specific data to support this statement includes:

- Division facts and factoring (14.58% improvement in Grade 8 and 28.38% improvement in Grade 9)
- Writing fractions as percentages (14.31% improvement in Grade 8)
- Adding and subtracting fractions with unlike denominators (12.55% improvement in Grade 8)
- Ordering and comparing rational numbers (17.45% improvement in Grade 8)
- Identifying coordinates on a Cartesian plane (35.13% overall achievement in Grade 8)
- Creating algebraic expressions and pattern rules (24.52% overall achievement in Grade 8)
- Graphing linear relations (15.58% improvement in Grade 8)
- Determining square roots of numbers (17.46% improvement in Grade 9)
- Dividing fractions (15.57% improvement in Grade 9)
- Applying order of operations with integers (15.33% improvement in Grade 9)
- Representing percentages (14.71% improvement in Grade 9)

Report Card Data

		2023-2024				2024-2025				2025-2026			
Course	**Stem**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math 6	Understands and applies concepts related to number, patterns and algebra	4.2%	31.3%	41.7%	22.9%	10.9%	29.7%	44.6%	14.9%	7.7%	28.6%	41.8%	22.0%
Math 7	Number – Develops number sense and applies strategies for computation and estimation	7.7%	41.5%	30.8%	20.0%	3.4%	43.2%	39.8%	13.6%	10.8%	47.0%	33.7%	8.4%

Math 7 French	Number – Develops number sense and applies strategies for computation and estimation	15.2%	33.3%	34.8%	16.7%	0.0%	31.9%	47.8%	20.3%	1.6%	37.1%	46.8%	14.5%
Math 8	Number – Develops number sense and applies strategies for computation and estimation	23.4%	29.9%	36.4%	10.4%	5.1%	46.2%	25.6%	23.1%	0.0%	55.7%	35.2%	9.1%
Math 8 French	Number – Develops number sense and applies strategies for computation and estimation	4.1%	38.8%	38.8%	18.4%	0.0%	67.9%	32.1%	0.0%	3.2%	52.4%	38.1%	6.3%
Math 9	Number – Develops number sense and applies strategies for computation and estimation	7.1%	35.7%	30.4%	26.8%	38.9%	31.1%	14.4%	15.6%	16.3%	34.7%	20.4%	28.6%
Math 9 French	Number – Develops number sense and applies strategies for computation and estimation	7.1%	35.7%	9.5%	47.6%	4.7%	16.3%	37.2%	41.9%	13.0%	27.8%	24.1%	35.2%

Overall, mathematics achievement data demonstrates encouraging success in reducing the number of students performing at the lowest achievement level, particularly in Grades 7 and 8 and within the French Immersion program. Grade 6 results remain consistently strong, providing a solid foundation for later learning. However, a significant proportion of students remain concentrated at Level 2, suggesting a need for instructional strategies that move students from approaching proficiency to meeting and exceeding expectations. Particular attention will be be given to Grade 9 English mathematics, where achievement remains inconsistent and approximately half of students continue to perform below Levels 3 and 4. Increasing opportunities for rich problem solving, mathematical reasoning, and extension tasks may help more students demonstrate advanced understanding and achieve Level 4 performance.

OurSCHOOL Data

Survey Question	Percentage of agreement level – Spring 2024	Percentage of agreement level – Spring 2025	Percentage of agreement level – Spring 2026
“Feel accepted and valued at school” (positive sense of belonging)	62.64%	61.84%	68.34%

Throughout the school year, we gather student perception data through a variety of surveys. These surveys are designed to capture the voices of our students, providing us with deeper insights into their experiences within the learning environment. By comparing different aspects of student well-being data in Spring 2024, Spring of 2025, and Spring 2026 of OurSCHOOL help us to determine next steps.

Student results in OurSCHOOL Survey on the category of “Sense of Belonging at School.” The data suggests that students' perceptions of belonging remained a challenge in both 2024 and 2025, with approximately four in ten students not reporting a positive sense of belonging. However, the significant increase observed in 2026 indicates that efforts to foster an inclusive and supportive school culture may be having a positive impact. More students reported feeling accepted and valued at school, suggesting improvements in school climate, student relationships, or strategies aimed at enhancing connectedness and well-being. While the upward trend in 2026 is encouraging and represents a significant area of celebration, there remains room for growth, as nearly one-third of students still do not report a strong sense of belonging. Continuing to prioritize student voice, inclusive practices, positive relationships, and opportunities for meaningful participation in school life are important next steps to further strengthen students' sense of connection and belonging at school.

Goal Two: Student achievement will continue to grow in literacy.

Outcome One: Students will continue to improve their achievement in disciplinary literacy through explicit teaching of comprehension, vocabulary, and sentence building skills.

Outcome Two: French Immersion students will continue to improve their achievement in oral French.

Celebrations

- Report card data indicates a significant reduction in the percentage of students identified as Not Meeting expectations in reading across all grade levels, with particularly notable gains observed in Grades 6 and 9.
- CBE Student Survey results demonstrate continued growth in students' confidence as readers, with 88.04% of students reporting that they know the next steps to improve their reading skills, up from 83.61% in 2023–24 and 87.65% in 2024–25. Additionally, 68.48% of students reported feeling a connection to the texts they read and hear in class, an increase from 58.12% in 2023–24 and 63.11% in 2024–25.
- Report card data highlights strong achievement among Grade 7 French Immersion students, with 72.4% performing at the Good or Excellent level and no students identified as Not Meeting expectations for the second consecutive year. These results suggest that most students are able to communicate information and ideas effectively in French and reflect strong development of oral language proficiency.

Areas for Growth

- In Grade 9 ELA Reading, 50.4% of students performed below the Acceptable Standard in 2024-25. While results improved from the previous year, approximately half of students continue to experience challenges meeting provincial reading expectations. Similarly, Grade 6 ELA PAT results revealed that 58.6% of students performed below the Acceptable Standard, highlighting the need for continued focus on reading comprehension and literacy development.
- Writing remains a school-wide area for growth. Although the proportion of students not meeting expectations has decreased over time, 36.9% of students continued to perform at the Basic level in 2025-26, while only 14.7% achieved the Excellent standard. These results suggest a need to strengthen writing proficiency across all achievement levels, with a particular emphasis on supporting students to progress beyond the Basic category.
- In French Immersion, a significant area for growth is the high proportion of students achieving at the Basic level, particularly in Grades 8 and 9, where 45.2% and 49.1% of students, respectively, were categorized at this level in

2025-26. These results indicate an opportunity to further support students in developing the skills and understanding required to achieve higher levels of proficiency.

Next Steps

- Utilize Class Size Reduction Teachers to establish additional Grade 8 and Grade 9 homerooms, reducing class sizes and increasing opportunities for targeted instruction and individualized support. The third Class Size Reduction Teacher will be strategically assigned to support Late French Immersion classes in Grades 7 and 8, enhancing student learning and language acquisition outcomes.
- Leverage data from diagnostic screeners and the Reading Assessment Decision Tree to identify learning needs and implement targeted interventions through both classroom instruction and small-group pull-out support.
- During PLC meetings, teachers will deepen their understanding of the School Development Plan (SDP), including associated data, goals, and strategies, to inform collaborative planning and instructional decision-making.
- Teachers will engage in a collaborative book study of *Re-Storying Education* by Carolyn Roberts, using the learning to design decolonized mathematics lessons that foster engagement, relevance, and student success.

Our Data Story:

Over the past three years, our school has focused on the transition to the new curriculum for Grade 6 students and maintaining strong literacy achievement across Grades 6–9. Key goals included improving reading comprehension, writing, and oral communication in both English Language Arts (ELA) and French Immersion (FLA), while supporting our high proportion of English as Additional Language (EAL) learners (53.9%) and Indigenous students (5.9%).

The **Year Two School Development Plan** aimed to:

- Strengthen reading fluency, vocabulary, and comprehension across all grades.
- Increase student engagement and connection to texts.
- Monitor achievement in ELA, FLA, and EAL learners through provincial assessments, report card data, and perception surveys.

PAT	2023-2024			2024-2025		
	Acceptable Standard	Standard Excellence	Below Acceptable Standard	Acceptable Standard	Standard Excellence	Below Acceptable Standard
ELAL 6 - Reading	n/a	n/a	n/a	41.4%	8.1%	58.6%
ELA 9 - Reading	54.5%	8.9%	45.5%	49.6%	5.7%	50.4%

To compare the results and improvement in ELAL and ELA across all grades for consistency, we have also focused on report card data and English as an Additional Language Learners (EAL).

2023-2024					
Course	**Stem**	**Indicator 1 – Not meeting**	**Indicator 2 – Basic**	**Indicator 3 – Good**	**Indicator 4 - Excellent**
ELAL 6	Reads to explore and understand	8.1%	52.5%	25.3%	14.1%
EAL 6 Students	Reads to explore and understand	9.8%	56.9%	27.5%	5.9%
ELA 7	Reads to explore, construct and extend understanding	3.1%	36.7%	42.2%	18.0%
EAL 7 Students	Reads to explore, construct and extend understanding	4.5%	35.8%	47.8%	11.9%
ELA 8	Reads to explore, construct and extend understanding	6.7%	27.7%	40.3%	25.2%
EAL 8 Students	Reads to explore, construct and extend understanding	6.0%	28.4%	40.3%	26.1%
ELA 9	Reads to explore, construct and extend understanding	11.1%	26.7%	38.9%	23.3%
EAL 9 Students	Reads to explore, construct and extend understanding	4.3%	21.7%	47.8%	26.1%

2024-2025					
Course	**Stem**	**Indicator 1 – Not meeting**	**Indicator 2 – Basic**	**Indicator 3 – Good**	**Indicator 4 - Excellent**
ELAL 6	Reads to explore and understand	2.7%	58.7%	26.7%	12.0%
EAL 6 Students	Reads to explore and understand		64.4%	22.2%	13.3%

ELA 7	Reads to explore, construct and extend understanding	1.3%	27.5%	43.1%	28.1%
EAL 7 Students	Reads to explore, construct and extend understanding	1.4%	27.8%	54.2%	16.7%
ELA 8	Reads to explore, construct and extend understanding	5.8%	27.3%	45.5%	21.5%
EAL 8 Students	Reads to explore, construct and extend understanding	5.8%	29.0%	40.6%	24.6%
ELA 9	Reads to explore, construct and extend understanding	6.1%	37.7%	37.7%	18.4%
EAL 9 Students	Reads to explore, construct and extend understanding		64.4%	22.2%	13.3%

2025-2026					
Course	**Stem**	**Indicator 1 – Not meeting**	**Indicator 2 – Basic**	**Indicator 3 – Good**	**Indicator 4 - Excellent**
ELAL 6	Reads to explore and understand	1.60%	45.90%	45.90%	6.60%
EAL 6 Students	Reads to explore and understand	0.00%	45.80%	45.80%	8.30%
ELA 7	Reads to explore, construct and extend understanding	5.70%	32.60%	41.80%	19.90%
EAL 7 Students	Reads to explore, construct and extend understanding	4.20%	39.40%	36.60%	19.70%
ELA 8	Reads to explore, construct and extend understanding	2.70%	20.80%	53.70%	22.80%
EAL 8 Students	Reads to explore, construct and extend understanding	3.80%	14.10%	60.30%	21.80%
ELA 9	Reads to explore, construct and extend understanding	4.30%	29.30%	43.10%	23.30%
EAL 9 Students	Reads to explore, construct and extend understanding	3.60%	38.20%	36.40%	21.80%

Percentage of students achieving at different report card indicators in **June 2023-24** Report Card Results

Report Card Indicator	Reads to explore, construct and extend understanding	Writes to develop, organize and express information and ideas	Constructs meaning and makes connections through speaking

1-Not meeting	6.9%	10.1%	7.5%
2-Basic	27.7%	35.8%	36.7%
3-Good	37.2%	34.9%	42.0%
4-Excellent	20.2%	19.3%	13.8%

Percentage of students achieving at different report card indicators in **June 2024-25** Report Card Results

Report Card Indicator	Reads to explore, construct and extend understanding	Writes to develop, organize and express information and ideas	Construct meaning and makes connections through speaking
1-Not meeting	3.9%	5.5%	4.0%
2-Basic	35.0%	33.8%	28.4%
3-Good	39.7%	44.3%	44.4%
4-Excellent	21.4%	16.4%	23.2%

Percentage of students achieving at different report card indicators in **June 2025-26** Report Card Results

Report Card Indicator	Reads to explore, construct and extend understanding	Writes to develop, organize and express information and ideas	Construct meaning and makes connections through speaking
1-Not meeting	3.9%	4.1%	1.7%
2-Basic	29.8%	36.9%	33.7%
3-Good	46.5%	44.4%	46.5%
4-Excellent	19.9%	14.7%	18.2%

The literacy data demonstrates several important areas of celebration. Across all grade levels, there has been a significant reduction in the percentage of students identified as Not Meeting expectations in reading, with notable improvements in Grade 6 and Grade 9. School-wide report card results show growth in reading achievement, with students achieving at the Good level increasing from 37.2% in 2023-24 to 46.5% in 2025-26. Similar positive trends are evident in writing and speaking, where the proportion of students not meeting expectations has decreased substantially and more students are demonstrating proficiency. EAL learners also showed strong growth, particularly in Grades 6 and 8, with fewer students requiring intensive support and more students achieving Good or Excellent results. These trends suggest that our focus on reading fluency, vocabulary development, comprehension, and engagement with texts has positively impacted classroom literacy achievement and helped more students reach grade-level expectations.

Despite these successes, several areas for growth remain. Provincial Achievement Test (PAT) results indicate that many students continue to struggle to demonstrate their literacy skills on standardized assessments, particularly in Grade 6 ELAL Reading and Grade 9 ELA Reading, where a significant proportion of students scored below the acceptable standard. While fewer students are performing at the Not Meeting level in classroom assessments, a substantial percentage remain in the Basic category across grades, indicating a need to move more students toward consistent Good

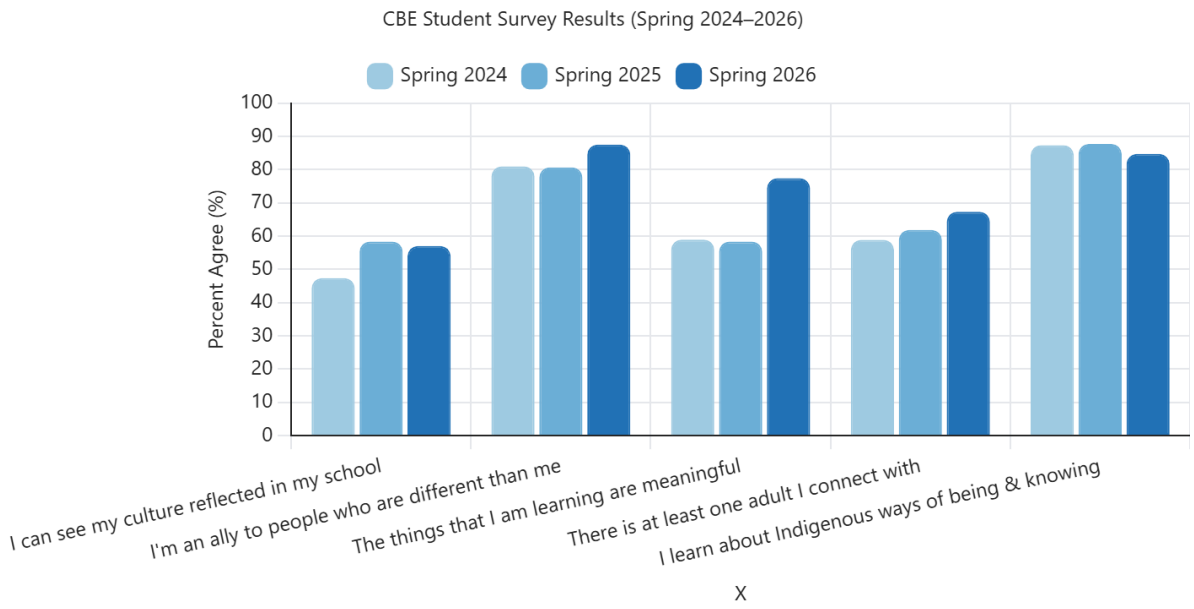
and Excellent performance. Continued attention should be given to strengthening higher-order reading skills, including vocabulary acquisition, inferential comprehension, critical thinking, and the ability to analyze complex texts. Additional targeted supports for EAL learners, particularly in the upper grades, will also help students apply their literacy skills more effectively and improve achievement on both classroom and provincial assessments.

CBE Student Survey

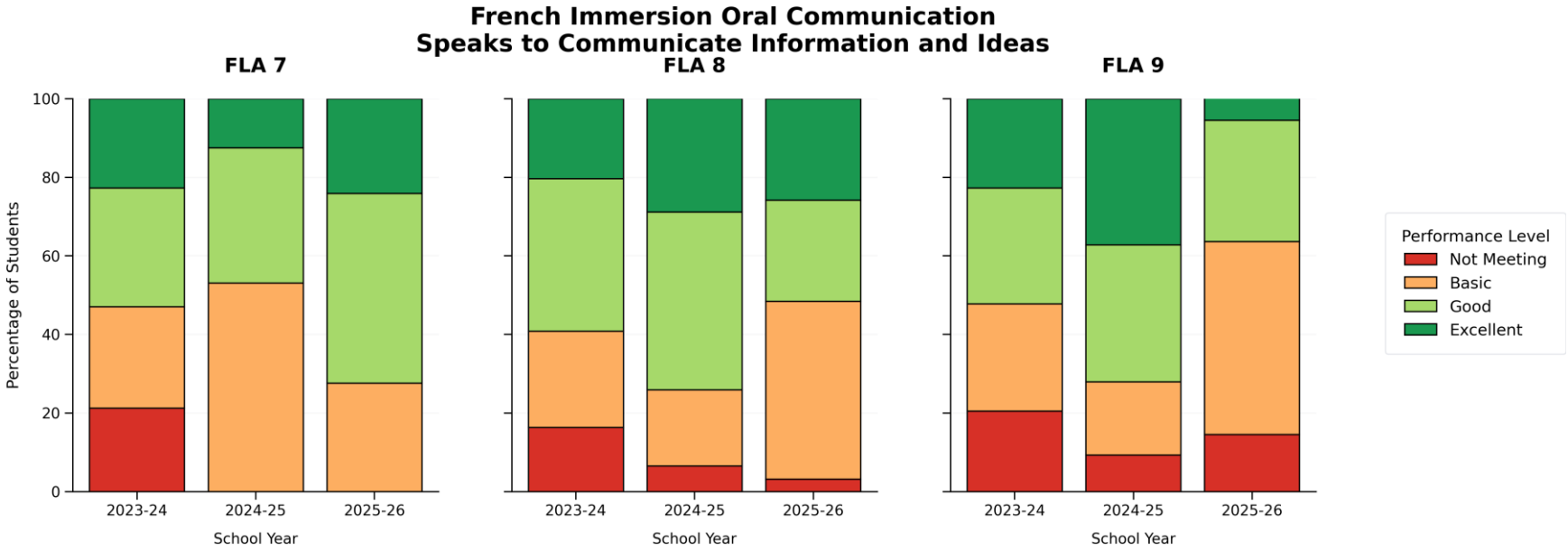
CBE Student Survey questions aligned with CBE's Literacy Framework offered another lens to consider student perceptions related to reading. 88.04% of students agreed that they know what to do next to improve their reading skills (up from 83.61% in 2023-2024 and 87.65% in 2024-2025) and 68.48% of students feel that they feel a connection to the texts (books, land, pictures, videos) they read and hear in class. (up from 58.12% in the 2023-2024 and 63.11% in 2024-2025).

Our school population consists of 55.3% English as Additional Language (EAL) learners and 5.2% of students who self-identify as Indigenous.

89.93% of students note that there is high expectation for their success in learning, according to the CBE Student Survey. Additionally, the data below offers insights into students' perceptions of inclusion and diversity within the school environment. Student survey results from 2024 to 2026 demonstrate several areas of celebration. Students reported substantial increases in finding their learning meaningful, with results rising nearly 19% over the three-year period. Strong gains were also seen in students' connections with supportive adults and in their willingness to act as allies to people with diverse identities and backgrounds, highlighting a positive and inclusive school culture. Students' perceptions that their culture is reflected in the school have improved since 2024, while learning about Indigenous ways of being, belonging, doing, and knowing continues to be a significant strength. Areas for growth include further increasing cultural representation and responsiveness within the school, strengthening student-adult connections so that every student feels supported, and monitoring the slight decline in perceptions of Indigenous learning to maintain this area of strength.



French Immersion



For the 2025–2026 school year, results in French Language Arts oral communication demonstrate several areas of celebration. Grade 7 students showed particularly strong achievement, with 72.4% performing at the Good or Excellent level and no students identified as Not Meeting expectations (for the second year in a row). This indicates that the majority of students are able to effectively communicate information and ideas in French and reflects strong development of oral language skills. Grade 8 students also demonstrated success, with over half (51.6%) achieving Good or Excellent, while Grade 9 students maintained nearly half (46.6%) of learners in these higher performance categories. Across all grades, a substantial proportion of students are meeting or exceeding expectations, highlighting the positive impact of continued opportunities for speaking and oral language development. Our FLA courses continue to benefit from the Neuro-linguistic Approach across all core subjects.

An area for growth in 2025–2026 is the large percentage of students performing in the Basic category, particularly in Grades 8 and 9, where 45.2% and 49.1% of students respectively achieved at this level. While these students are demonstrating foundational speaking skills, they have not yet consistently reached the level of proficiency reflected in the Good and Excellent categories. Additionally, Grade 9 had the highest proportion of students not meeting expectations (14.5%), suggesting a need for targeted support to strengthen confidence, vocabulary development, and oral communication strategies. Moving forward, providing students with increased opportunities for authentic conversation,

structured speaking tasks, and ongoing feedback will be important in supporting more learners to progress from Basic to Good and Excellent levels of achievement.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

Alberta Government

Copy and insert in the space below the Overall Summary Chart from your school's Fall 2026 Alberta Education and Childcare Assurance Measures (AECAM) Chart. Crop it the outline of the chart, replacing the example chart below. Ensure that you are using the Fall 2026 AECAM chart and not a draft version of the Fall report. In the event the Fall 2026 AECAM report is not available by the time of posting, the chart from the Spring 2026 AECAM may be used.

The Alberta Education and Childcare Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education and Childcare Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

Assurance Domain	Measure	Sample School			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	**85.4**	84.1	84.1	**84.4**	85.1	85.1	n/a	Maintained	n/a
	Citizenship	**67.6**	75.5	77.7	**80.3**	81.4	82.3	Low	Declined Significantly	Concern
	3-year High School Completion	**n/a**	n/a	n/a	**80.7**	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**88.6**	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	**n/a**	66.3	n/a	**n/a**	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	**n/a**	21.9	n/a	**n/a**	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	**83.4**	89.2	88.3	**88.1**	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**76.6**	83.1	83.1	**84.7**	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	**81.0**	71.0	71.0	**80.6**	81.6	81.6	n/a	Improved Significantly	n/a
Governance	Parental Involvement	**78.8**	77.0	76.2	**79.1**	78.8	80.3	High	Maintained	Good