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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

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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: Fair and Equitable Task Design and Assessment Practices will improve achievement and well-being.

Outcome One: Student achievement in reading and writing will improve.

Outcome Two: School culture of inclusion, increased student confidence and value placed on learning will improve.

Celebrations

- Grade 6 PAT reading surged: acceptable up 16.9 points (63.8% to 80.7%) and excellence nearly doubled (18.8% to 36.3%).
- ELA PAT writing at the acceptable standard improved in Grade 6 (+6.8 points to 77.8%) and Grade 9 (+2.4 points to 85.3%).
- More students feel included (+10.1 points to 74.2%) and welcome (+9.6 points to 77.1%) on the CBE Student Survey.
- 82% of students say their reading and writing skills help them achieve their future goals (+9.0), and 74.3% find their learning meaningful (+6.7).
- The largest survey gain was in students reporting that teachers show interest in their passions (+11.0 points to 68.8%).

Areas for Growth

- Grade 9 reading comprehension: PAT reading acceptable dipped to 66.9%, and only 54% of Grade 9 students were at indicator 3–4 in reading.
- Writing at excellence fell in Grade 6 (6.5% to 2.2%) and Grade 9 (12.3% to 7.4%), pointing to a need for greater writing precision, voice and depth.
- Writing through the Grade 6–7 transition, where only about a third of students (34% and 38%) were at indicator 3–4.
- Students seeing their culture reflected in the school (60.2% and a gain of 3.3 % year over year) remains an area for growth

Insights and Next Steps

- Co-construct level 4 writing exemplars and success criteria with students and hold cross-grade calibration (Grades 5–8) to build a shared picture of excellence.
- Use common reading intervention strategies in Grades 7–9, focused on comprehension of varied texts, to guide small-group instruction for students at indicator 1–2.
- Build a Grade 6–7 writing transition plan with consistent routines, common rubrics, and expectations.
- Use a variety of texts and tasks so students see their cultures, identities, and interests reflected.

Our Data Story:

In Year Two of our School Development Plan, McKenzie Highlands School continued to pursue one goal: fair and equitable task design and assessment practices will improve achievement and well-being. We followed two outcomes, reading and writing achievement, and a school culture of inclusion, student confidence and value placed on learning, using Grade 6 and 9 Provincial Achievement Test (PAT) results, year-end ELA report card indicators for Grades 4–9, and the CBE Student Survey. Teachers identified students' understanding across the disciplines were positively impacted by the following actions: building interdisciplinary learning opportunities for students; structured and authentic writing opportunities within all disciplines; and use of scaffolded learning strategies.

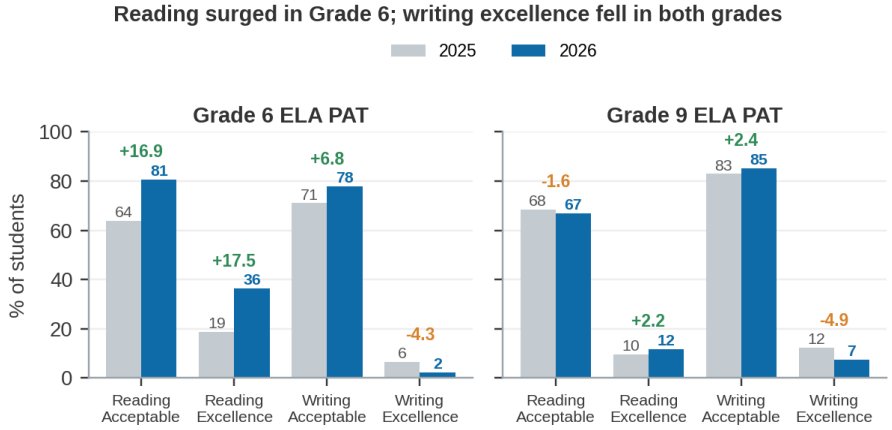


Figure 1. Grade 6 and 9 ELA PAT results by reporting category, % of students writing both parts of the test.

Reading: a breakthrough in Grade 6, a gap in Grade 9

Grade 6 reading was this year's standout. On the ELA PAT, students meeting the acceptable standard in reading rose 16.9 points to 80.7%, and those reaching excellence nearly doubled, from 18.8% to 36.3%. Overall, Grade 6 ELAL acceptable climbed from 68.1% to 80.0%.

Grade 9 tells a different story. Reading acceptable dipped 1.6 points to 66.9%, and one in three Grade 9 students (33.1%) remains below the acceptable standard in reading. Report cards echo this: 54% of Grade 9 students were at indicator 3 or 4 in reading, compared with 70% in Grade 8.

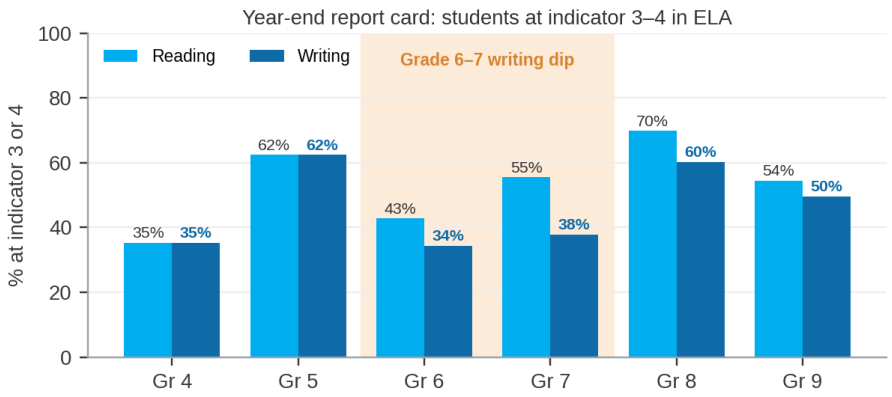


Figure 2. 2025-26 year-end ELA report card. % of all students in each grade, including students reported as EAL, IPP, ADP or NER.

Writing: meeting the standard, but few reach excellence

Writing acceptable rates rose in both PAT grades (Grade 6: 71.0% to 77.8%; Grade 9: 82.9% to 85.3%). Yet excellence in writing declined in both grades, from 6.5% to 2.2% in Grade 6 and from 12.3% to 7.4% in Grade 9.

Report cards show where writing is most fragile: only 34% of Grade 6 and 38% of Grade 7 students were at indicator 3 or 4, compared with 62% in Grade 5 and 60% in Grade 8. From Grade 6 to 9, writing trails reading in every grade. Our small Grade 4 cohort (34 students) is also a group to watch as they move into Grade 5.

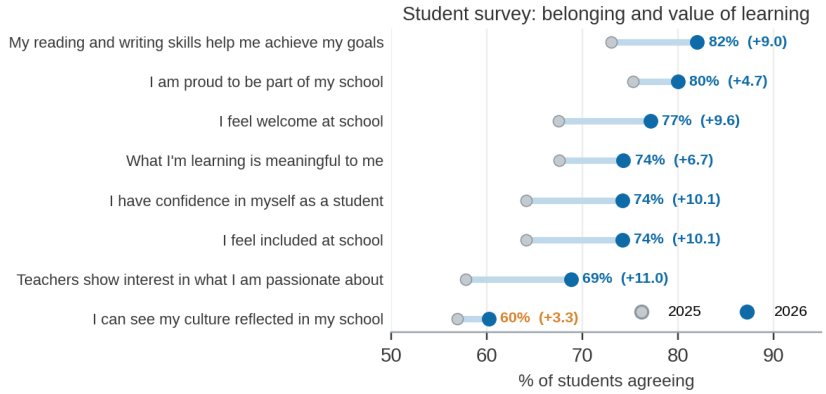


Figure 3. CBE Student Survey, % of students agreeing, Spring 2025 and Spring 2026.

Outcome Two: belonging and the value of learning grew

Student Survey results show meaningful movement on Outcome Two. More students feel included (+10.1 points to 74.2%) and welcome (+9.6 to 77.1%), and the largest gain was in students reporting that teachers show interest in what they are passionate about (+11.0 to 68.8%).

Students also place more value on learning: 74.3% find their learning meaningful (+6.7) and 82% believe their reading and writing skills will help them reach their goals (+9.0). Confidence as a student rose to 74.2% (+10.1).

Seeing one's culture reflected in the school continues to show improvement (+3.3).

These results reflect more than academic progress; they highlight a community where students are building resilience, confidence, and connection. Our learners are not only strengthening their reading and writing abilities but also recognizing their own strengths and value. By continuing to refine our practices and cultivate a strong sense of belonging, we are creating a school where every voice matters and every student can thrive.

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

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

The required measures for assurance are:

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

Assurance Domain	Measure	McKenzie Highlands 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	**80.6**	82.3	81.8	**84.2**	83.9	84.0	Very Low	Maintained	Concern
	Citizenship	**76.8**	77.9	75.5	**81.2**	79.8	79.8	Intermediate	Maintained	Acceptable
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	55.9	62.9	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	8.4	12.7	**n/a**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**86.3**	83.7	84.8	**87.8**	87.7	87.8	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**82.1**	83.0	82.6	**85.8**	84.4	84.4	Low	Maintained	Issue
	Access to Supports and Services	**76.2**	80.0	79.9	**79.5**	80.1	80.2	Low	Maintained	Issue
Governance	Parental Involvement	**81.4**	68.4	75.2	**79.9**	80.0	79.5	High	Maintained	Good