

**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

McKenzie Highlands School

25 McKenzie Towne Dr., Calgary, AB T2Z 4B7 t | 403-817-3544 e | mckenziehighlands@cbe.ab.ca

School Improvement Results Reporting | For the 2024-25 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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 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: 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

- Writing achievement increased significantly, especially in Grades 4–6 (+11.4%) and supported by PAT Part A Writing +3%.
- Reading achievement improved across divisions (+3.1% Gr. 4–6; +4.1% Gr. 7–9), reflecting effective literacy instruction.
- Students feel more connected and supported — survey results show higher inclusion (+2.39%), feeling cared for (+3.08%), and confidence as learners (+3.87%).
- Elementary belonging increased to 82% (+11%), showing strong community and relationships.
- Fair and equitable assessment practices are leading to both higher achievement and improved well-being.

Areas for Growth

- Reading comprehension on PAT Part B declined (–5.4%), signaling a need to strengthen analysis of complex texts.
- Connection between literacy and future readiness decreased (–2.66%), suggesting students need clearer relevance in learning.
- Secondary belonging (64%) remains 1% below national level, showing a need to enhance inclusion for older students.
- Consistency and refinement in equitable task design across all grades will further support balanced growth in reading and writing.

Next Steps

- Deepen reading instruction through explicit comprehension strategies and cross-curricular task designs.
- Connect literacy to purpose — help students link reading and writing to personal goals, real-world applications, and career pathways.
- Expand equitable assessment design to ensure all students can demonstrate their learning in meaningful ways.
- Strengthen belonging and confidence in Grades 7–9 through mentorship, student voice initiatives, and culturally responsive approaches.

Our Data Story:

Goals and Context

This year, our school focused on deepening students' literacy skills—particularly reading for understanding and writing to communicate ideas effectively—while continuing to build a sense of belonging, inclusion, and confidence as learners. Guided by our School Development Plan, teachers implemented targeted reading and writing strategies across all grade levels and worked intentionally to create welcoming, culturally responsive classrooms where every student feels seen and supported.

Discovery

While the overall picture shows encouraging growth, the data also reveals areas that require continued focus.

- Reading comprehension in Grade 9 showed a 5.4% decrease on the PAT Part B (Reading) even as the Total Test improved by 4.7%, suggesting students may need stronger support with sustained reading and complex text analysis.
- Student self-perceptions on the CBE survey indicate a -2.66% decline in the statement *“My reading and writing skills help me achieve my future goals.”* Despite academic improvement, some students still struggle to connect literacy learning to their long-term aspirations.
- Secondary students' sense of belonging, while improved by +3%, remains lower (64%) than elementary (82%), indicating a continued need to strengthen inclusion and connection for older learners.

These findings highlight that while skills are improving, confidence and purpose in learning—and the ability to see oneself as a capable, connected learner—need reinforcement.

Resolution

Amid these challenges, there is much to celebrate:

- Literacy growth is evident across the board.
 - Report card data shows an increase in both reading and writing:
 - Reading: +3.1% (Gr. 4–6) and +4.1% (Gr. 7–9)
 - Writing: +11.4% (Gr. 4–6) and +2.7% (Gr. 7–9)

- Grade 9 PAT results reinforce this growth, particularly in writing (+3%), suggesting that classroom strategies and feedback routines are having a measurable effect.
- Students feel more connected and supported.
 - CBE survey improvements include *“My teacher cares about me”* (+3.08%), *“I feel included in my school”* (+2.39%), and *“I have confidence in myself as a learner”* (+3.87%).
 - OurSCHOOL results show a substantial +11% increase in elementary students and +3% increase in secondary students who *“feel accepted and valued at school.”*

Together, these gains show a positive school climate where relational trust, cultural inclusion (+2.3%), and academic progress reinforce one another.

Insights and Next Steps

Our next steps will focus on sustaining literacy growth while strengthening engagement and confidence:

- Deepen reading comprehension: Implement more cross-curricular reading strategies, emphasizing critical and inferential thinking, especially in Grades 7–9.
- Connect literacy to purpose: Help students make clear links between reading/writing skills and their personal goals, careers, and passions.
- Enhance belonging in secondary grades: Continue mentorship, student voice initiatives, and culturally responsive practices that ensure every learner feels valued and seen.
- Celebrate learning: Share growth stories regularly with families and students to maintain momentum and community pride.

Closing Reflection

The data tells a story of **growth, resilience, and connection**. Our students are learning not only to read and write with skill but to understand themselves as capable, valued learners within a caring school community. As we continue to refine instruction and nurture belonging, we move closer to our vision: a school where every student’s voice, identity, and potential are recognized and celebrated.

Report Card Indicator Achievement:	Percentage of Improvement
Reading Outcome:	
Gr. 4-6 “reads to explore and understand”	+3.1%
Gr. 7-9 “reads to explore, construct and extend understanding”	+4.1%
Writing Outcome:	
Gr. 4-6 “writes to express information and ideas”	+11.4%
Gr. 7-9 “writes to develop, organize and express information and ideas”	+2.7%

Provincial Achievement Tests (PATs) Gr. 9 ELA PAT: Acceptable Standard	Percentage of Improvement
Total Test	+4.7%
Part A: Writing	+3%
Part B: Reading	-5.4%

CBE Student Survey Indicator	Percentage of Improvement
“I feel included in my school”	+2.39%
“I feel welcomed at school”	+2.29%
“My teacher cares about me”	+3.08%
“I can see my culture reflected in my school”	+2.3%
“I understand what I read”	+1.35%
“My reading and writing skills help me achieve my future goals”	-2.66%
“I have confidence in myself as a learner”	+3.87

Our School Survey	Overall	Improvement from previous year
“I feel accepted and valued at school” (Elementary)	82%	+11%
“I feel accepted and valued at school” (Secondary)	64%	+3%

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



The Alberta Education 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 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	82.3	77.9	83.8	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	77.9	75.7	74.4	79.8	79.4	80.4	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	72.3	70.8	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	18.7	20.8	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	59.7	66.4	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	10.7	14.9	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.7	83.4	87.1	87.7	87.6	88.2	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.0	83.7	82.4	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	80.0	80.7	79.9	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	68.4	77.3	77.0	80.0	79.5	79.1	Very Low	Declined	Concern

