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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

Discovering Choices

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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 One: The percentage of students acquiring credits for registered courses towards High School completion will increase with the improvement of fair, transparent and equitable assessment practices.

Outcome One: The implementation of Task Design and Outcomes Based Assessment practices across all disciplines.

Outcome Two: Maintain or increase the percentage of 4th and 5th year High School graduates.

Discovering Choices offers an outreach model within the Calgary Board of Education that supports students in completing their high school graduation through flexible, personalized learning across four sites in Calgary. With an average incoming student holding 39 credits, the program emphasizes equity, belonging, and real-world engagement. Over the 2024–25 school year, students participated in culturally grounded Indigenous education, decolonized Social Studies learning, and interdisciplinary ELA projects that fostered voice and identity. Creative expression flourished through Art, Drama, and Dance partnerships with local artists and organizations, while Science, CTS, Math, PE, and Outdoor Education provided hands-on, inquiry-based, and physically engaging opportunities that connected learning to life beyond the classroom. Together, these experiences highlight how Discovering Choices cultivates wellness, community, and academic success through authentic, student-centered learning.

Celebrations

- Our student data shows a positive shift in our high school completion trends. The 4-year completion rate increased significantly, rising from 94 students to 146 students. This means more students are completing high school within the standard four-year timeframe. As a result, the 5-year completion rate shows a decrease, from 164 students to 116 students, not because fewer students are graduating, but because more students are completing on time and no longer contributing to the 5-year rate.

The decline in our 5-year rate reflects a strong improvement in our 4-year completion success.

Alberta Education Assurance Measure – Overall Summary Student Growth and Achievement

Measures	2023-2024 # of Students (inclusive of all 4 DC sites)	2024-2025 # of Students (inclusive of all 4 DC sites)
4-years High School Completion	94	146
5-years High School Completion	164	116

- Overall, the June 2025 ELA Diploma Exam results show strong growth in both participation and achievement across streams. In ELA 30-1, the number of students writing increased from 11 to 24, with the acceptable standard remaining at 100% while the standard of excellence rising from 9% to 21%. In ELA 30-2, participation grew substantially from 30 to 117 students, with the acceptable standard remaining at 100%, and the standard of excellence shifting from 33% to 12%. Together, these results highlight increased student engagement, more students reaching the diploma level, and continued strong achievement across both ELA streams.

June 2025 Diploma Writers

ELA Diploma Exam	June 2024	June 2025
ELA 30-1 Acceptable	11/11	24/24
ELA 30-1 Excellence	1/11	5/24
ELA 30-2 Acceptable	30/30	117/117
ELA 30-2 Excellence	10/30	14/117

- Across our core subject areas, student achievement demonstrated positive growth, with notable improvements in English Language Arts and Social Studies. Performance in Mathematics and Science remained consistent, reflecting stable outcomes in these disciplines.

Final Course Grades June 2025

Core Subject	2023/2024	2024/2025
ELA	74.7%	77.4%
Math	82.6%	80.0%
Science	78.6%	78.0%
Social Studies	72.1%	75.1%

- We are proud to celebrate the growth in our students' self-regulation and executive functioning skills. From Fall 2023 to Fall 2024, we saw encouraging improvements in key areas such as emotional control and managing pressure, with a 5.2% increase in students able to control their temper and a nearly 10% rise in those maintaining composure under stress. While some areas showed slight declines, overall trends reflect a positive trajectory in students' ability to stay focused and think through tasks thoughtfully. These results affirm our ongoing commitment to fostering resilience and self-management across our learning community.

OurSCHOOL Survey: Regulation

Question Asked:	Fall 2023	Fall 2024
Able to control temper	59.6%	64.8%
Able to remain calm even when things don't go my way	59.1%	54.8%
Able to stay focused even when less engaged	36%	39.55%
Able to stay focused on tasks, even when task changes	53.5%	53.9%
Behaviours are controlled even under pressure	50.8%	60.7%
Instead of rushing, I first think about how to complete a task	61.1%	55.4%

Areas for Growth

- Further develop teacher understanding of the principles of assessment and outcomes-based assessment.
- In both ELA 30-2 and 30-1, improving scores in form and structure, and thought and understanding

- In both ELA 30-2 and 30-1, improving reading comprehension scores
- Increase student awareness of potential future career pathways and how programming choices can support them to increase engagement in both core and complementary curriculum courses.

Next Steps

:

- Ground PLC work in focusing on specific outcomes that need improvement.
- In both ELA 30-2 and 30-1, intentional tasks designed to improve close reading skills and improve the use of organizational logic
- Revisit our Psychology Lunch and Learn topics to include focus and engagement.
- Connect ELA subject teachers to Complimentary subject teachers to design integrated tasks and projects.

Our Data Story:

Discovering Choices provides an outreach model to CBE students that are looking to complete their graduation requirements. Often our students have experienced barriers to success in traditional community high school settings and are seeking a more personalized learning experience. The majority of students at Discovering Choices are in their first year of grade 12 or are returning grade 12 students. The average student registering at Discovering Choices has 39 credits completed towards their diploma prior to registration. Discovering Choices has 4 locations across the city, and we strive to calibrate our work across all sites to ensure students have an equitable experience, regardless of which site they attend. Our data story represents an average of all four sites.

Indigenous Education Programming

Over the course of the 2024-25 school year, students were able to engage in a number of authentic learning opportunities from Elders, Knowledge Keepers and Indigenous communities. Through our outdoor equinox and solstice teachings with Elder Evelyn Good Striker, our five-day Land-based learning series (with Elder Hal Eagletail, Elder Sandra Manyfeathers, Elder Cheryle Chagnon-Greyeyes, Elder Bruce Starlight and Ellory Starlight), and our partnerships (with The Aboriginal Friendship Centre, Miskanawah and The Calgary Police Service Indigenous Relations Team) students were not only successful in obtaining Aboriginal Studies 10/20/30 credits, but played an integral role in building a strong sense of community. This sense of belonging has led to the regular attendance and success of our self-identifying Indigenous students and our non-Indigenous students alike.

Social Studies

Over the course of the 2024-25 school year, our Social Studies department has worked in collaboration to help us decolonize our Social Studies program. Students in the 10 and 20 levels of Social Studies gained 5 credits in Aboriginal studies 10 or 20 simultaneously. This has helped to ensure student wellbeing in this course by providing relevant, culturally appropriate materials and case studies. Students have reported that they are feeling more confident and represented at school. This representation has led many of our students to feel a greater sense of belonging in the school community while achieving academic success. In conjunction with the above, our team has also developed a series of tutorials that help students prepare for the diploma exam along with gaining 3 credits in Political Thinking 20, Comparative Government 20 and International Politics 30 respectively, with most students who participated in these tutorials gaining 9 credits. This has helped students broaden their understanding of historical and contemporary politics and made the curriculum relevant to their daily lives.

ELA

Studying ELA contributes significantly to student wellness by fostering self-expression, critical thinking, emotional intelligence, and social-emotional skills, ultimately leading to increased confidence and a better understanding of oneself and the world around them. ELA also allows for exploration of stories from various perspectives, identities, experiences which can help to promote community, belonging, and empathy. These skills are crucial for navigating academic, social, and personal challenges. Focus on developing meaningful, engaging and equitable task design has been explored through 1) interdisciplinary work between ELA and Social Studies

exploring Indigenous ways of knowing, historical/contemporary contexts and stories 2) adding an increased range of texts from diverse authors and perspectives 3) collaboration with CTC programs to find ways for students to leverage their ELA work into expanded contexts. 10 Students also attended a Wordfest Event focusing on innovations in the contemporary media spheres where the next generation of journalists is producing relevant, engaging, refreshingly fearless coverage.

For the June 2025 ELA diploma for 30-2: 100% of our writers achieved the acceptable standard in all classes at all locations. The standard deviation was below Provincial average and for the written Part A exams, students achieving Proficient range in all three written tasks was consistently above provincial average.

For the June 2025 ELA 30-1 diploma, 100% of our writers achieved the acceptable standard in all classes at all locations. The standard deviation was below the Provincial average and for the written Part A exam: students achieving Proficient range in all three written tasks was consistently above provincial average.

Visual Art

Through Art classes, students have opportunities within the outreach model, to explore their gifts and talents through vital community partnerships with leading arts organizations. Specifically, opportunities to enhance student wellness are provided through opportunities for emotional expression, stress reduction, improved mental health, and enhanced social connectedness, In addition to weekly Art 10/20/30 classes. Students also attended five Esker Foundation workshops focusing on character development and mask making with artist Katie Green, character development and manga style illustration with artist Kai Scholefield. Students also had the opportunity to partake in Esker facilitated Non-CBE Activity Open Studio on Friday afternoons. The Indigenous Ed team organized two Ribbon Skirts and Shirts workshops with Knowledge Keeper Pearl White Quills to explore Indigenous ways of knowing through visual expression of cultural pride and identity (students also had the opportunity to gain credits in Fashion Studies courses and Art courses).

Drama

Studying drama can enhance student wellness by promoting creativity, critical thinking, and problem-solving skills, as well as encouraging responsible decision-making and self-awareness. Through drama, students can develop their communication, social, and emotional skills, which can positively impact their overall well-being. In addition to weekly Drama 10/20/30 classes for 10 students, workshops were also held at Vertigo Theatre Company to expose students to professional learning environments (8 students partook). 10 students also attended a Theatre Calgary production of the play Awoowaaki which allowed for the study of theatrical conventions and the thematic exploration of identity and belonging.

Dance

Studying dance offers significant benefits for student well-being, encompassing physical, mental, and emotional aspects. Dance provides physical activity, improves coordination, and boosts cardiovascular health. It also enhances mental well-being by improving mood, reducing stress, and boosting self-esteem, along with fostering social connections. In addition to weekly Dance10/20/30 classes for 15 students, 15 students also attended workshops facilitated by Decidedly Jazz Danceworks where they explored foundational dance forms of Jazz and West African styles, tech theatre processes, as well as career pathways in the creative industries beyond dance performance. These students also attended various DJD performances including Reminiscing in Tempo.

Science

Throughout the year, students from all four sites have engaged in a variety of hands-on, inquiry-based learning experiences both on- and off-campus. Offsite excursions included visits to the Royal Tyrrell Museum, the Calgary Zoo, National Geographic Live, and Calaway Park, offering students opportunities to connect classroom learning with real-world contexts. At school, students have designed and built escape room games, created thermoses, solved forensic mysteries, launched projectiles, and participated in dissections. These experiential learning activities have strengthened students' abilities to initiate, plan, design, conduct, and analyze investigations using scientific methods.

CTS

Discovering Choices offers a diversity of learning experiences in “options” or Career and Technology Studies courses. Experiences differ from site to site, so the following data are snapshots only in regard to certain programs offered at certain sites. DC also offers CTS courses in cocurricular opportunities, earning students credits in a diversity of course pairings through specific projects and tasks designed to achieve outcomes in concurrent courses. At our Northgate site, 91 unique students have earned a total of 522 credits in Foods classes, and 29 unique students have earned a total of 215 credits in our Robotics course this school year. At our Bowness site, 20 unique students have earned a total of 65 credits in Fashion Studies courses. Our goal next year is to increase the cross curricular nature of CTS credits to include learning in major academic courses such as Math, Science, English and Social Studies.

Math

This semester, our Math PLC has focused on creating more engaging and supportive learning experiences for our Math 10-3 students. We've redesigned and streamlined the course task to make expectations clearer and more accessible, helping students navigate content more confidently. We've also introduced a variety of inquiry-based projects that give students the opportunity to explore mathematical concepts in meaningful, real-world contexts. To further support student learning, we've begun developing a dedicated D2L site and incorporating IXL, an online learning tool, giving students more tools to practice skills at their own pace.

Altogether, these changes have led to more interactive, student-centered materials that promote deeper understanding and increased engagement.

Physical Education

Throughout the course of the 2024-2025 school year, PE 10, 20 and 30 took place at the MNP Community & Sport Centre on Friday mornings. In addition to these in-person classes, there were an additional five off-site field trip activities in which students had the opportunity to participate in golf, baseball, wall-climbing, bowling, and boxing. In total, there were 87 students enrolled in PE courses, and this resulted in 238 credits being awarded for PE completion.

Outdoor Education & Leadership

During the 2024-2025 school year, students of Discovering Choices had the opportunity to participate in experiential learning during outdoor education and leadership off-site activities. In the winter, there were 30 students who spent three days in Kananaskis Country learning about avalanche safety, snowshoeing, and cross-country skiing. This resulted in a total of 248 credits being awarded. Later on in the school year, 30 different students had another opportunity to engage in a different outdoor education and leadership trip. This group of students spent another three days near Exshaw and Canmore, learning about water safety and learning the skills necessary to canoe and day-hike. This trip resulted in 361 credits being awarded for completion.

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

School: 9868 Discovering Choices

Assurance Domain	Measure	Discovering Choices			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	100.0	97.4	98.7	83.9	83.7	84.4	n/a	Maintained	n/a
	Citizenship	97.8	93.0	91.2	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	1.8	6.4	4.5	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	39.1	32.1	27.5	87.1	88.1	87.9	Very Low	Improved	Issue
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	82.4	84.1	88.6	82.0	81.5	80.9	Intermediate	Declined	Issue
	Diploma: Excellence	14.9	14.6	19.5	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	98.1	92.1	93.8	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	92.0	91.1	91.3	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	100.0	96.9	97.1	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	65.9	68.5	67.4	80.0	79.5	79.1	Very Low	Maintained	Concern

School: 1260 Westbrook Outreach

Assurance Domain	Measure	Westbrook Outreach			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	100.0	n/a	92.6	83.9	83.7	84.4	n/a	Maintained	n/a
	Citizenship	100.0	n/a	97.8	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	4.5	8.2	8.9	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	43.4	35.7	43.9	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	90.0	83.9	83.0	82.0	81.5	80.9	Very High	Maintained	Excellent
	Diploma: Excellence	25.7	25.0	21.5	23.0	22.6	21.9	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	98.1	n/a	93.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	100.0	n/a	93.6	84.4	84.0	84.9	n/a	Maintained	n/a
	Access to Supports and Services	100.0	n/a	97.7	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	82.2	n/a	70.7	80.0	79.5	79.1	High	Maintained	Good

School: 1232 Start Outreach

Assurance Domain	Measure	Start Outreach			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	96.2	n/a	88.9	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	100.0	n/a	66.7	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	8.0	4.7	5.5	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	21.7	48.2	39.2	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	86.1	87.2	84.2	82.0	81.5	80.9	High	Maintained	Good
	Diploma: Excellence	22.8	17.9	23.0	23.0	22.6	21.9	High	Maintained	Good
Teaching & Leading	Education Quality	98.1	n/a	75.0	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	100.0	n/a	66.7	84.4	84.0	84.9	n/a	Improved	n/a
	Access to Supports and Services	97.8	n/a	83.3	80.1	79.9	80.7	Very High	Improved	Excellent
Governance	Parental Involvement	79.5	n/a	44.4	80.0	79.5	79.1	High	Improved	Good

School: 1161 Discovering Choices II

Assurance Domain	Measure	Discovering Choices II			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	100.0	94.4	95.2	83.9	83.7	84.4	n/a	Maintained	n/a
	Citizenship	100.0	96.7	97.2	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	2.0	0.0	5.0	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	33.4	22.8	26.0	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	63.4	60.4	66.0	82.0	81.5	80.9	Very Low	Maintained	Concern
	Diploma: Excellence	5.0	1.9	5.1	23.0	22.6	21.9	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	98.6	94.4	93.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.6	85.4	89.5	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	100.0	100.0	96.7	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	71.4	63.3	68.5	80.0	79.5	79.1	Low	Maintained	Issue