cbe.ab.ca

Calgary Board of Education

Discovering Choices

Downtown | 206 315 10 Ave SE, Calgary, AB T2G 0W2 t | 403-268-3265 f | 403-268-6429 e | discoveringchoices@cbe.ab.ca
Bowness | 4110 79 St NW, Calgary, AB T3B 5C2 t | 403-777-6107 f | 403-777-6109 e | discoveringchoices@cbe.ab.ca
Northgate | 101 495 36 St NE, Calgary, AB T22A 6K3 t | 403-268-3265 f | 403-268-6429 e | discoveringchoices@cbe.ab.ca
Westbrook | 3 1002 37 St SW, Calgary, AB T2X X4X t | 403-268-3265 f | 403-268-6429 e | discoveringchoices@cbe.ab.ca

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

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

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: The percentage of students acquiring credits 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 is an outreach school within the Calgary Board of Education that supports students in achieving their high school completion through flexible, personalized learning opportunities offered across four sites in Calgary. The program provides continuous intake and course completion throughout the school year, allowing students to begin and progress in their learning at times that best meet their individual needs. With an average incoming student holding *37* credits, the program emphasizes equity, belonging, and real-world engagement. During the 2025-26 school year, after September 30, 695 students contacted Discovering Choices to learn more about our learning environment and educational opportunities. Often our students have experienced barriers to success in traditional community high school settings and are seeking a more personalized learning experience regardless of which site they attend. Our data story represents an average of all four sites.

Flexibility is a cornerstone of the Discovering Choices model. In addition to flexible scheduling, the program offers multiple approaches to learning delivery, recognizes diverse ways for students to demonstrate their achievement of curricular outcomes, and allows students to progress at a pace that reflects their individual learning needs, strengths, and circumstances. This student-centred approach helps reduce barriers to success and supports learners in achieving their educational goals.

Our Data Story:

Indigenous Education
PLC 2025/26 reflection-Indigenous Education aligned its goal of strengthening teacher capacity to create culturally responsive, accessible learning experiences with the school's SDP goals of improving credit accumulation and graduation rates. Through collaboration, professional learning, and Indigenous perspectives across disciplines, staff fostered greater student engagement, belonging, and cultural connection. Highlights included our CommūniTEA- evening, attended by over 100 students, families, community members, and Elders; land-based learning ('planned' winter solstice, Metis teachings, Metis Medicine walk, tipi painting/CPS); and cultural experiences such as our Pipe Ceremony and Grandmothers' Tea. Partnerships with community organizations and professional learning led by Knowledge Keeper Jacquie Soppit further supported staff learning and student wellness, contributing to more inclusive learning environments and positive pathways toward graduation.

Guidance and Student Services
Last year, we saw strong progress toward our SDP and PLC goals. Fair, transparent, and flexible assessment practices supported students in earning credits toward high school completion. Across four Discovering Choices sites, 105 students participated in at least one Psychology Lunch & Learn, with strong consistency in HSS1010 and significant growth in HSS3050. Work Experience also provided meaningful career exploration, with 50 students earning Work Experience credits. These opportunities increased student engagement, supported attendance and connection to school, and provided accessible pathways for students to earn credits while developing valuable employment, wellness, and life skills.

Social Studies
Social Studies achievement data indicates students are achieving a Developing level or higher across Grades 10–12. However, results vary across classes and course levels, highlighting opportunities to strengthen consistency in student achievement. Cross-curricular programming continues to support engagement and credit attainment, with students earning credits through Aboriginal Studies, Braided Journeys, Psychology, Political Science, and the Campus Calgary Project. These outcomes demonstrate the value of flexible, interdisciplinary learning opportunities. Moving forward, the PLC will build on these successes by examining assessment practices and identifying strategies to strengthen critical thinking, written communication, and overall student achievement.

Science
In 2025/2026 the Science PLC focused on increasing students' confidence in science and connecting scientific concepts to real-life experiences. We developed a shared bank of over 100 differentiated engaging, Science Technology and Society-focused tasks for Science 10, 14, and 24. Strategies included authentic learning opportunities, student choice in assessment, field trips, and *Science in the News* discussions. We used surveys and course completion data to monitor progress and increase student engagement through personalization of tasks.

EAL Cohort
The EAL Cohort at Discovering Choices Bowness provided students with choice in their assessment processes, including flexible opportunities for reassessment. We fostered a supportive learning environment that promoted student engagement while combining well-being strategies with clear learning intentions aligned to the English and Social Studies curricula. By adapting learning resources to develop academic language proficiency and explicitly teach key concepts, students were better able to demonstrate their understanding of course outcomes using the High School Proficiency Scale. This targeted approach allowed students to rapidly build academic vocabulary and skills, achieve success on course outcomes, and earn course credits at an accelerated pace.

Math
The Math PLC aligned its goal of enhancing math identity, engagement, and completion in Math 10-3 and 20-3. Addressing low student confidence in these key pathways, we developed a concurrent Outcomes-Based Assessment framework, a shared Assessment & Reporting Guide, and piloted collaborative reasoning routines. We also partnered with the Science PLC and worked with psychology on understanding and supporting students with learning disabilities and executive functioning needs.

ELA
ELA PLC focused on a wide range of instructional and curricular initiatives aimed at strengthening student engagement, skill development, and course coherence for student engagement and equitable assessment. With a specific focus on improving Outcomes 2 (thought and understanding) and 3 (structure and organization). Significant attention was given to personalization and including open creative tasks. Including EAL tasks that support students' progression from functional writing to more expressive and analytical forms. We were at the early stages of tutorials at all sites - focusing on skill development that emphasize skill development communication, public speaking, and low-stakes engagement. Overall, our work has centered on helping students develop meaningful engagement and intrinsic motivation in their learning. 30-1 Diploma writers year over year from June 2024 to June 2026 we have improved from 9% students achieving a standard of excellence to 26% achieving a standard of excellence in 2026. 30-2 Diploma writers have maintained a consistent level of achievement in the acceptable standard of excellence. 30-1 and 30-2 Diploma scores in GO2 - Ideas and Impressions/ Thought and Understanding/Support are key areas to build on in 2026/2027.

CTS
In 2025/26, the CTS PLC focused on creating more opportunities for students to engage in meaningful, hands-on learning through cross-curricular task design. As a team, we worked to connect CTS outcomes with learning in subjects such as Math, Science, English, and Social Studies, helping students see the relevance of their learning across disciplines. These connections allowed students to develop practical skills, demonstrate their learning in different ways, and earn credits through authentic learning experiences. As we look ahead to 2026/27, we are building on this work by exploring how Indigenous perspectives, ways of knowing, and land-based learning can be meaningfully woven into CTS programming and cross-curricular learning opportunities. Our goal is to create learning experiences that help students strengthen their sense of identity, deepen their relationships with others, and develop a greater understanding of their connection and responsibility to the land and the communities they are part of.

- The 2025-2026 results show positive momentum in student success across all Discovering Choices programs. Every site demonstrated improvement in the 5-year high school completion rate, contributing to an overall increase from 34.4% to 43.2%. These results reflect the impact of targeted support, task design and outcomes-based assessment, flexible programming, and relationship-based approaches that help students persist toward high school completion.

5-Year High School Completion Rate by Site

Site	Previous Year	Current Year	Change
Discovering Choices	39.1%	46.6%	**+7.5**
Discovering Choices II	33.4%	39.3%	**+5.9**
Start Outreach	21.7%	35.8%	**+14.1**
Westbrook Outreach	43.4%	50.9%	**+7.5**

5 year High School Completion Rate (Four-Site Average)

Measure	Percentage
Previous Year Average	34.4%
Current Year Average	43.2%
Improvement	+8.8 percentage points

- In ELA 30-1, all 15 diploma writers achieved an Acceptable Standard (100%), maintaining the achievement rate seen in June 2025 and improving from an already strong performance in June 2024. Standard of Excellence rates also remained impressive, with 4 of 15 students (27%) achieving the Standard of Excellence, demonstrating that a significant proportion of students are performing at the highest levels. In ELA 30-2, student achievement continued to be a notable strength. 50 of 51 students (98%) achieved the Acceptable Standard, reflecting a sustained commitment to student success and academic growth. While the cohort size decreased from the previous year due to labor action, achievement rates remained exceptionally strong. At the Standard of Excellence, 5 students (10%) attained the highest level of performance.

June Diploma Writers

ELA Diploma Exam	June 2024	June 2025	June 2026
ELA 30-1 Acceptable	11/11	24/24	15/15
ELA 30-1 Excellence	1/11	5/24	4/15
ELA 30-2 Acceptable	30/30	117/117	50/51
ELA 30-2 Excellence	10/30	14/117	5/51

- Over the past three years, students have demonstrated meaningful growth in several key self-regulation indicators. The most significant gain is seen in students' ability to control their temper, which increased from 59.6% in Fall 2023 to 68.2% in Fall 2025. Students also reported stronger abilities to remain calm when things do not go their way, increasing from 59.1% to 60.5% over the same period.
- Overall, the data suggests that efforts to support student self-regulation, emotional well-being, and learning readiness are having a positive impact. Students are reporting stronger emotional control, improved focus, and greater capacity to manage challenges, providing evidence that school-based supports and responsive programming are helping students develop the skills needed for success in both learning and everyday situations.

Question Asked:	Fall 2023	Fall 2024	Fall 2025
Able to control temper	59.6%	64.8%	68.2%
Able to remain calm even when things don’t go my way	59.1%	54.8%	60.5%
Able to stay focused even when less engaged	36.0%	39.55%	42.5%
Able to stay focused on tasks, even when task changes	53.5%	53.9%	54.9%
Behaviours are controlled even under pressure	50.8%	60.7%	59.8%
Instead of rushing, I first think about how to complete a task	61.1%	55.4%	57.2%

Areas for Growth

- In both ELA 30-1 and ELA 30-2, continue to strengthen student performance in form and structure, and thought and understanding, with a focus on increasing the proportion of students achieving the standard of excellence.
- In both ELA streams, improve reading comprehension and critical analysis skills to support stronger overall diploma exam performance.
- Increase student awareness of potential future career pathways and how programming choices can support their goals, with the aim of strengthening engagement in both core and complementary curriculum courses.
- Strengthen executive functioning skills, including planning, organization, time management, and independent learning habits, to further support student success and course completion.
- Ensure consistent implementation of Task Design and Outcomes-Based Assessment practices across all disciplines and sites to provide equitable learning and assessment experiences for all students.

Next Steps

- Expand the use of authentic, relevant, and flexible learning tasks that increase student engagement and encourage persistence in learning.
- Continue strengthening self-regulation, emotional well-being, and coping strategies through targeted support and explicit instruction.
- Continue to utilize student achievement, diploma, course completion, and well-being data to identify students requiring targeted intervention and responsive support.
- Further develop personalized pathways and flexible learning opportunities that support both four-year and five-year graduation outcomes while maintaining high levels of academic achievement.
- Implement Career and Transitions learning for new students.
- Focus on improving engagement and attendance through weekly Collaborative Response structures.

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

Fall 2026 Required Alberta Education and Childcare Assurance Measures – Overall Summary

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	**98.5**	100.0	99.1	**84.2**	83.9	84.0	Very High	Maintained	Excellent
	Citizenship	**96.5**	97.8	93.4	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	3-year High School Completion	**14.8**	1.8	5.1	**82.1**	81.4	80.8	Very Low	Improved	Issue
	5-year High School Completion	**46.6**	39.1	33.6	**86.7**	87.1	87.9	Very Low	Improved	Issue
	PAT9: Acceptable	**n/a**	n/a	n/a	**60.8**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.5**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**77.4**	82.4	86.6	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**14.5**	14.9	17.9	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**94.2**	98.1	95.3	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**96.9**	92.0	91.5	**85.8**	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	**98.3**	100.0	98.1	**79.5**	80.1	80.2	Very High	Maintained	Excellent
Governance	Parental Involvement	**80.6**	65.9	66.9	**79.9**	80.0	79.5	High	Improved	Good

Fall 2026 Required Alberta Education and Childcare Assurance Measures – Overall Summary

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**	100.0	92.6	**84.2**	83.9	84.0	Very High	Maintained	Excellent
	Citizenship	**100.0**	100.0	97.8	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	3-year High School Completion	**15.4**	4.5	7.0	**82.1**	81.4	80.8	Very Low	Maintained	Concern
	5-year High School Completion	**50.9**	43.4	42.4	**86.7**	87.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	**n/a**	n/a	n/a	**60.8**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.5**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**78.4**	90.0	85.3	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**13.5**	25.7	22.9	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**100.0**	98.1	95.4	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**98.4**	100.0	96.0	**85.8**	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	**100.0**	100.0	97.7	**79.5**	80.1	80.2	Very High	Maintained	Excellent
Governance	Parental Involvement	**93.3**	82.2	80.1	**79.9**	80.0	79.5	Very High	Maintained	Excellent

Fall 2026 Required Alberta Education and Childcare Assurance Measures – Overall Summary

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	**100.0**	96.2	92.5	**84.2**	83.9	84.0	Very High	Maintained	Excellent
	Citizenship	**100.0**	100.0	83.3	**81.2**	79.8	79.8	Very High	Improved	Excellent
	3-year High School Completion	**7.4**	8.0	4.2	**82.1**	81.4	80.8	Very Low	Maintained	Concern
	5-year High School Completion	**35.8**	21.7	40.7	**86.7**	87.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	**n/a**	n/a	n/a	**60.8**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.5**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**86.8**	86.1	84.8	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**24.5**	22.8	23.0	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**100.0**	98.1	86.6	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**100.0**	100.0	83.3	**85.8**	84.4	84.4	Very High	Improved	Excellent
	Access to Supports and Services	**100.0**	97.8	90.6	**79.5**	80.1	80.2	Very High	Maintained	Excellent
Governance	Parental Involvement	**77.8**	79.5	62.0	**79.9**	80.0	79.5	Intermediate	Maintained	Acceptable

Fall 2026 Required Alberta Education and Childcare Assurance Measures – Overall Summary

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	**98.1**	100.0	96.8	**84.2**	83.9	84.0	Very High	Maintained	Excellent
	Citizenship	**96.6**	100.0	98.1	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	3-year High School Completion	**25.6**	2.0	4.0	**82.1**	81.4	80.8	Very Low	Improved Significantly	Acceptable
	5-year High School Completion	**39.3**	33.4	26.8	**86.7**	87.1	87.9	Very Low	Improved	Issue
	PAT9: Acceptable	**n/a**	n/a	n/a	**60.8**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.5**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**63.2**	63.4	65.1	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**1.3**	5.0	5.1	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**98.1**	98.6	95.2	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**97.6**	97.6	92.2	**85.8**	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	**100.0**	100.0	97.8	**79.5**	80.1	80.2	Very High	Maintained	Excellent
Governance	Parental Involvement	**85.5**	71.4	69.5	**79.9**	80.0	79.5	Very High	Maintained	Excellent