

**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

Alternative High School

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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: Student success in mental health literacy will improve.

Outcome One: Through whole school, classroom-based and personalized routines and strategies for self-regulation and executive functioning, students will improve in mental health literacy, understanding of themselves as learners, and in academic success.

Celebrations

- Alternative High School continues to provide a Welcoming, Caring, Respectful and Safe Learning Environment according to 93% of students. 88% of students feel like they belong, 84% feel safe and 94% feel welcome.
- More students successfully completed core courses, including achieving acceptable on the diploma exams.
- Students at Alternative High School report that they receive a high quality of education (88%) and that they receive the supports they need to achieve success (93%).
- 88% of Alternative High School students believe that the skills they are developing in reading, writing and mathematics will help them achieve their future goals.
- 3 year high school completion doubled from 28% of students to 58% of students.

Areas for Growth

- Students need to build more confidence and independence in their self-regulation and executive functioning skills.
- Fewer students achieved excellence on diploma exams
- 20% of Alternative High School students missed school more than 50% of the time. Overwhelmingly, these are the students who do not complete courses successfully.

Next Steps

- Continued focus on building relationships and creating conditions where students feel safe and can regulate well-enough to access their learning in a meaningful way.
- Staff will deepen their understanding of student complexities and incorporate task design and assessment strategies that specifically align with student needs.
- Staff will create more opportunities for students to take ownership in identifying and solving their own challenges, and to be more confident in their own ability to manage their learning.
- Use Completion Day data to inform Engagement Improvement and Attendance Improvement plans to support students in overcoming barriers to regular attendance and engagement.

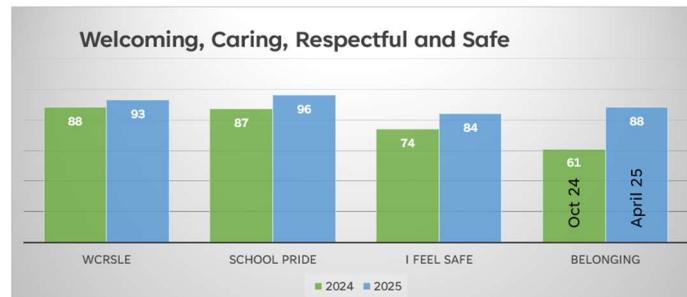
Our Data Story:

Alternative High School's 2024-25 School Development Plan was focused on mental health literacy. As we are a unique setting where 93% of students have a code for mental and/or medical health, our focus is on wellness first in order to improve learning. In addition to academic skills (literacy/numeracy), students also need skills for regulation and for managing their learning environment. We chose to focus on identifying and improving students' executive function skills and to build routines and structures around those skills. Staff used the self-assessment tools and strategies from "Smart but Scattered for Teens" (Guare, Dawson and Guare, 2012) with students to identify individual areas of strength and growth. These results informed whole school strategies to support executive function and regulation, including the warm welcome, visual and verbal instructions, checking for understanding, pre-loading vocabulary and discipline-specific vocabulary development as well as visual calendars in all rooms and centrally. Staff continued to focus on designing meaningful mentor time and building relationships with a focus on empathy, healthy relationships and peer to peer communication.

Welcoming, Caring, Respectful and Safe Learning Environment

Our survey results continue to highlight that Alternative High School is a Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE). 93% of respondents on the Alberta Assurance Survey think Alternative HS is a WCRSLE. 96% of students said they are proud to be part of their school, up from 87% in 2023-24. Feeling of belonging tends to improve over the school year. On the OurSchool survey in October, 61% of students said they feel like they belong, but by Spring 88% of students indicated they feel like they belong (Assurance survey). 84% of students report they feel safe (OurSchool) and 94% said they feel welcome (Assurance). 91% said their teachers check in with them about their well-being.

Attendance continues to be a challenge for some students. Although 40% of students attend at least 80% of the time, 20% miss more than 50% of the time. Medical and mental health are drivers for poor attendance, and many of these students have not developed a habit of attendance and engagement in learning in middle/junior high. There is a direct correlation between regular attendance and achievement in courses.



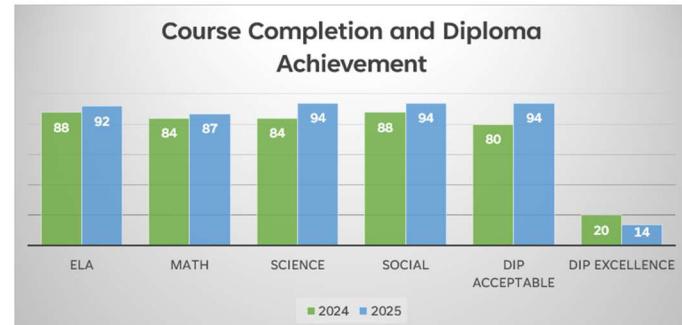
Regulation and Learning

Despite our focus on identifying and working on student regulation, these results remained relatively the same or in some cases, decreased. 50% of students reported they were able to remain calm, and 80% reported having strategies to help themselves.

In spite of relatively the same results for regulation, more students successfully completed their core courses, and more students achieved the acceptable standard on diploma exams.

Students continue to report that the reading, writing and math skills they are learning will help them achieve their future goals. 83% of respondents on the Assurance survey believe that students are engaged in their learning, up from 73% in 2024, and 88% of respondents believe that students at Alternative High School receive a high-quality education. 93% believe that students have access to the supports they need to be successful.

Last year 38 students participated in our graduation ceremonies. The percentage of students who completed high school in 3 years doubled to 58% in 2024-25. The five year graduation rate remained steady at 76%.



Insights and Next Steps

Alternative High School's unique population requires a specific focus on safety and regulation in order to find success in learning. Alternative continues to create a Welcoming, Caring, Respectful and Safe Learning Environment where students can access the supports they need to achieve academic success.

A higher number of students reported being engaged in their learning, and this resulted in better course completion. However, students aren't necessarily gaining independence in the skills and strategies required to access their learning. Because Alternative High School has a small population (127 students in 2024-25), and approximately 1/3 of that population graduates or leaves each year, staff need to continue to focus on building relationships and creating conditions where students feel safe and can regulate well-enough to access their learning in a meaningful way. We will continue to help students to identify their individual learning needs, to help them set goals, and to help them gain confidence and independence in their skills and strategies.

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	Alternative High 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	83.0	72.5	81.6	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	93.3	84.2	86.3	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	58.4	27.8	37.9	81.4	80.4	81.4	Very Low	Improved	Issue
	5-year High School Completion	75.5	75.6	78.1	87.1	88.1	87.9	Low	Maintained	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	93.5	80.4	82.0	82.0	81.5	80.9	Very High	Improved	Excellent
	Diploma: Excellence	14.0	20.7	20.2	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	88.3	88.7	89.8	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.1	87.9	90.1	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	93.3	94.5	90.3	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	84.0	n/a	82.1	80.0	79.5	79.1	Very High	Maintained	Excellent