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Calgary Board of Education

Alternative High School
5003 20 Street SW, Calgary, AB T2T 5A5 t | 403-777-7730 f | 403-777-7739 e | alternative@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 One: Student confidence and skills 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 91% of students. 84% of students feel like they belong, 76% feel safe and 84% feel welcome.
- Students at Alternative High School report that they receive a high quality of education (90%) and that they receive the supports they need to achieve success (89%).
- 91% of Alternative High School students believe that the skills they are developing in reading and writing will help them achieve their future goals. 83% believe they can reach the level of success they need in Mathematics to achieve their future goals.
- Alternative High School students achieved higher than the provincial average on diploma exams.
- 3-year high school completion held steady at 59% of students. The 5-year high school completion rate improved 14% to 89%, two points above the provincial average.

Areas for Growth

- Students need to build more confidence and independence in their self-regulation and executive functioning skills in order to apply them to achieve their learning goals.
- More students need to complete courses with 50% or better. Students in diploma exam courses in-class marks should be more aligned with diploma exam marks.
- 33% 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 attend more regularly and 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 2025-26 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 as well as learning complexity, 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 having agency in their learning environment. We continued to build from the previous year on specific routines and structures around executive functioning and added direct teaching of self and co-regulation skills (SEL skills). Staff continued to focus on designing meaningful mentor time and building relationships with a emphasis on belonging, community, empathy, healthy relationships and peer-to-peer communication. Universal strategies to support executive function and regulation, included 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. Additionally, staff engaged in professional learning to deepen their understanding of designing tasks and assessments to meet the needs of neurodiverse and complex students.

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). 91% of respondents on the Alberta Assurance Survey think Alternative HS is a WCRSLE. 91% are proud to be part of their school and 84% say students at their school care about each other. Our efforts to create a sense of belonging are visible in the results. On the OurSchool survey in October 57% of students said they feel like they belong, and by March on the Assurance Survey 84% of students indicated they feel like they belong. 76% of students report they feel safe (OurSchool) and 84% said they feel welcome (Assurance). 87% said their teachers check in with them about their well-being.
Attendance remains the greatest challenge for some of our students. The number of students with 80% or better attendance decreased in 2025-26 to 25%, and the number of students absent more than 50% of the time increased to 33%. 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. Only 41% of students reported they were able to remain calm and 30% were able to stay focused. However, 91% reported having strategies to help themselves, a significant increase from 80% the year prior.

Class size and complexity have an effect on course completion. In general, courses where there were more students (20+) or where courses were blended (for example, Social 20-1 & Social 20-2) had lower completion rates. When more students are present, or those that are present are more diverse in their course related disciplinary skills, they are not as able to get the help they need with regulation or learning.
Students continue to report that the reading, writing and math skills they are learning will help them achieve their future goals. 85% of respondents on the Assurance survey believe that students are engaged in their learning, up from 83% in 2025, and 90% of respondents believe that students at Alternative High School receive a high-quality education. 89% believe that students have access to the supports they need to be successful.
Last year a record 44 students participated in our graduation ceremonies. The percentage of students who completed high school in 3 years held steady at 59% in 2025-26. The five-year graduation rate was 89%, which is 2% higher than the provincial average and 14% higher than the previous year.

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.
As our classes become more complex in both disciplinary skills and regulation skills, fewer students are able to successfully complete courses. A renewed focus on executive functioning and a timetable and task and assessment design strategy that is targeted to the neurodiversity and diverse abilities of our students may allow both students and staff to be able to meet individual learning needs more effectively. Because Alternative High School has a small population (121 students in 2025-26), 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 with the goal being to graduate from high school.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 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	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	**85.3**	83.0	80.0	**84.2**	83.9	84.0	Intermediate	Maintained	Acceptable
	Citizenship	**85.1**	93.3	87.3	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	3-year High School Completion	**59.1**	58.4	41.7	**82.1**	81.4	80.8	Very Low	Improved	Issue
	5-year High School Completion	**88.6**	75.5	76.8	**86.7**	87.1	87.9	Intermediate	Improved	Good
	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	**85.7**	93.5	85.9	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**16.3**	14.0	18.1	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**89.7**	88.3	88.2	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**90.7**	93.1	89.7	**85.8**	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	**88.5**	93.3	91.6	**79.5**	80.1	80.2	Very High	Maintained	Excellent
Governance	Parental Involvement	**87.7**	84.0	83.6	**79.9**	80.0	79.5	Very High	Maintained	Excellent

Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.