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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

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School Improvement Results Reporting | For the 2025-26 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 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.

The Data Story

During the 2025-2026 school year, the school development plan focused on two significant outcomes. First, we wanted to improve the student's sense of belonging in relation to feeling safe and welcome at school. Secondly, we wanted to improve high school completion and course completion rates through targeted learning supports and the continued implementation of fair, transparent, and equitable outcomes-based assessment (OBA) practices.

Success was expected to be evident through:

- Improved student perceptions of belonging, welcome, and support.
- Improved high school completion rates.
- Increased student engagement and attendance.
- Students demonstrate confidence that assessment practices are fair and support learning.
- Reduced barriers for students requiring accommodation and individualized support.

Recognizing the strong relationship between student achievement and school connectedness, we examined both achievement and perception data to better understand the impact of our improvement efforts.

Student Belonging and School Climate

Student perception data indicates *positive movement* in several areas directly connected to student engagement and persistence in learning.

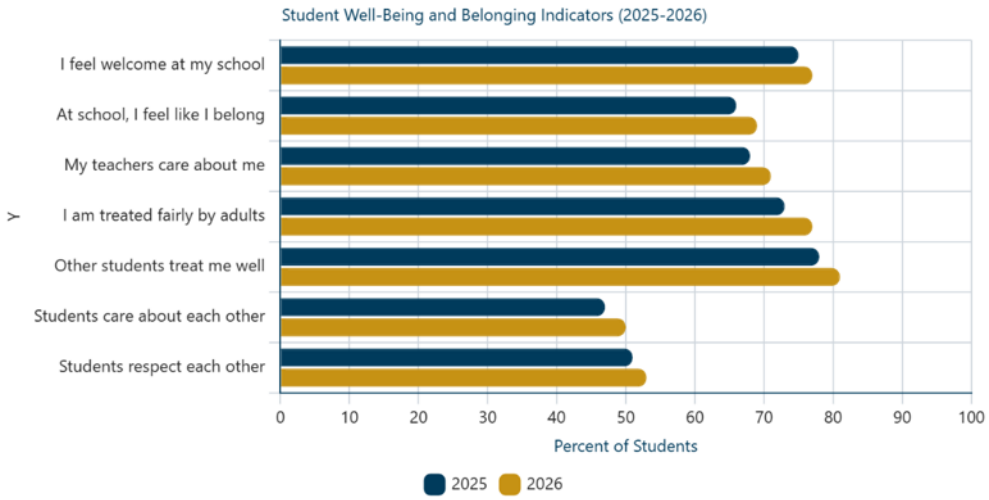
The student data is very positive in this respect. The data suggests that efforts to create a supportive learning environment and implement responsive learning supports contributed to improved student experiences at school.

Students reported:

- Greater feelings of welcome and belonging.
- Stronger relationships with staff.
- Increased perceptions of fairness from adults.
- More positive peer interactions.

The largest increase was in students feeling fairly treated by adults (+4%), a result that aligns closely with the implementation of fair and transparent assessment practices. Students appear to be recognizing that assessment and support structures are becoming more equitable and responsive to their needs.

Indicator	2025	2026	Change
I feel welcome at my school	75%	77%	+2%
At school, I feel like I belong	66%	69%	+3%
My teachers care about me	68%	71%	+3%
I am treated fairly by adults	73%	77%	+4%
Other students treat me well	78%	81%	+3%
Students care about each other	47%	50%	+3%
Students respect each other	51%	53%	+2%



Research and our local experience indicate that students are more likely to persist, complete coursework, and remain on track for graduation when they experience strong connections with adults and feel supported in their learning. The improvement in these indicators suggests that school-wide efforts focused on relationship building, accommodations, instructional flexibility, and assessment clarity are positively impacting students.

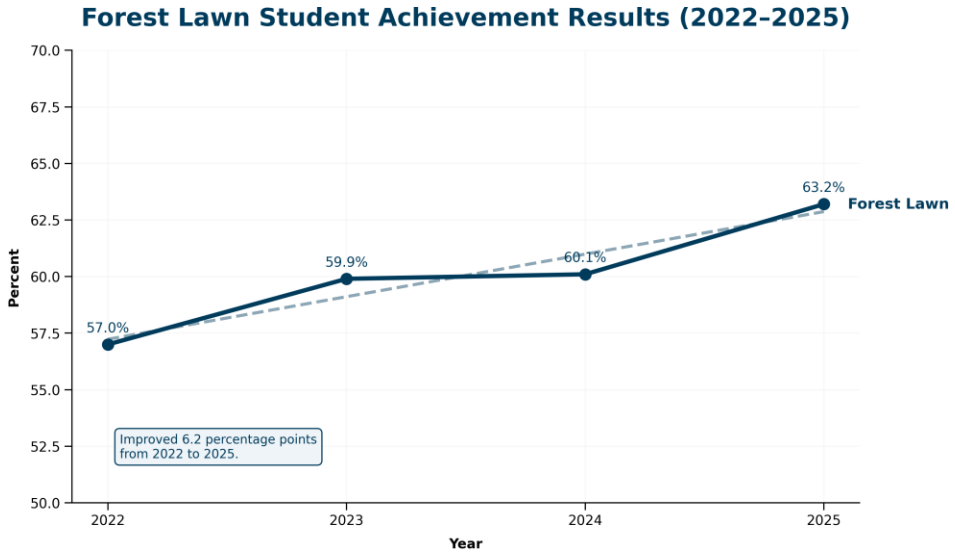
Achievement Results and the Connection to Belonging

Completion rates are improving, but remain below provincial averages

3-Year Completion

Year	Forest Lawn	Alberta
2022	57.0%	80.7%
2023	59.9%	80.4%
2024	60.1%	81.4%
2025	63.2%	82.1%

Forest Lawn High School's completion rate improved from **57.0% to 63.2%** over three years.



These results are narrowing the gap between the school and provincial averages. While Forest Lawn High School improved by 6.3%, the province only improved by 1.4%. This is encouraging because:

- The trend is moving upward.
- Alberta has also improved, so gains are real.
- Graduation efforts are having an impact.
- Further improvement is required to close the gap with the provincial success rate.

One emerging idea is the relationship between student belonging and academic success.

Students who feel: welcome, connected, cared for, and fairly treated are more likely to attend regularly, engage in learning, seek help when needed, and persist through challenges.

The improvement in student perceptions of teacher care (+3%), belonging (+3%), and fairness (+4%) provides evidence that students increasingly see school as a place where they can be successful.

Belonging outcomes also align with the intended impact of OBA practices, which focus on:

- providing multiple opportunities to demonstrate learning,
- ensuring transparency in assessment,
- reducing barriers to success,
- supporting accommodations,
- emphasizing growth and achievement of curricular outcomes.

Areas of Continuing Concern

While the student perception data showed improvement, several indicators remain below desired levels.

- 50% of students believe students care about one another.
- 53% believe students respect one another.
- The number of parents completing the survey is very low, with low perceptions of safety.
- While attendance rates for English Language Learners, and Indigenous students, matches CBE averages, absentee rates remain a concern.
- Students with an absence rate of 10% increased from 53% to 55% (+2%)
- Students with an absence rate of 20% increased from 32% to 35% (+3%)
- Parents reporting of student's absence at school is lower than the CBE averages.

This suggests that while teacher-student relationships are strengthening, continued efforts are needed to improve peer culture and strengthen student-to-student connections. Additionally, overall WCRSLE results declined due to decreases in parent perceptions. Although the parent completion rate is only 1% of the student population, the perception discrepancy highlights the need to strengthen communication with families regarding assessment practices, intervention supports, attendance concerns, accommodations, and student success strategies.

What We Learned

Through examining achievement, attendance and perception data together, several additional themes emerged.

Effective Practices Appeared to Include:

- Consistent implementation of Outcomes-Based Assessment practices is occurring.
- Flexible accommodation and intervention strategies are present and available.
- Increased monitoring of student progress and absence rates is occurring.
- Strong teacher-student relationships exist.
- Staff commitment to equitable assessment and support is present.
- Targeted support for students experiencing learning challenges is occurring.

These practices contributed to a learning environment where more students reported feeling capable, connected, and supported. Continuous improvement in these areas is intended to reduce absentee rates and improve completion.

Next Steps

Based on these findings, the school will maintain performance goals connected to improved student belonging, strengthening OBA practices (in grades 10 and 11) and enhanced student accommodation supports. All 3o-level, grade 12 courses will transition to OBA learning next year. The school will also add strategic outcomes related to parent communication and engagement for improved feedback. The school will communicate more information to the parents when the next survey becomes available, hoping to improve parental participation rates.

Conclusion

The evidence suggests that the implementation of targeted learning supports and equitable OBA assessment practices is contributing to positive conditions for student success. Improvements in students' sense of belonging, perceptions of fairness, relationships with teachers, and feelings of welcome indicate that students are experiencing a more supportive learning environment.

While additional work is needed to strengthen peer culture and family confidence, the overall trend is positive. The data suggests that efforts to create fair, transparent, and equitable learning and assessment experiences are helping remove barriers to success and establishing conditions that support improved course completion and high school completion outcomes over time.

Goal One: Improved student understanding of belonging while feeling safe and welcome at school.

Outcome One: Student perception data related to feeling welcome and included at school will improve.
Outcome Two: Attendance will improve.

Celebrations

- Student perception data indicates *positive movement* in several areas directly connected to student engagement and persistence in learning
- Students report similar increases (2-3%) in both feeling a sense of belonging within the school and in having more positive peer interactions
- Positive gains in school climate indicators, including a 3% increase in students reporting that their teachers care about them and a 4% increase in feeling fairly treated by adults, suggest that students are experiencing stronger, more supportive relationships with staff

Areas for Growth

- Improve communication with families around assessment practices and student support, as parents' perception of teachers caring about their child is significantly lower than student-reported experience (57% vs 83%, respectively)
- Increase opportunities for family engagement and feedback, as parent survey compliance rate is approximately 1% of student population
- Develop more opportunities for positive peer interactions to continue upward trend but also address low baseline (50% of students care about each other)

Next Steps

- Strengthen OBA practices, collaboration and targeted learning supports as all 30-level, grade 12 courses transition to OBA in the following year
- Develop strategies for parent communication and engagement
- Continue relationship-centred practices that connect students with caring adults, and foster student-led initiatives to promote positive peer interactions

Goal Two: Improved High School Completion.

Outcome One: Improved High School completion and course completion rates via implementation of fair, transparent and equitable OBA assessment practices.
Outcome Two: Improved High School completion and course completion rates through the implementation of targeted accommodations and learning supports for students.

Celebrations

- Completion rates have improved 6.3%, nearly 4 times the rate of improvements in the province.
- Student perceptions of teacher care (+3%), belonging (+3%), and fairness (+4%) provide evidence that students increasingly see school as a place where they can be successful.
- Outcome Based Assessment practices have been implemented while students reported feeling capable, connected, and supported.

Areas for Growth

- Continue targeted accommodations and intervention planning.
- Continue to monitor and respond to absence rates in the 10-20% range.
- Additional indigenous learner support for English 30 and Social 30 course completion.
- Increase monitoring of students at risk of not completing courses.
- Strengthen collaborative problem-solving teams to support student success.

Next Steps

- Refine OBA assessments through professional learning and PLC within core curriculum departments
- Increase transparency of learning targets and success criteria.
- Expand opportunities for additional student support, reassessment and demonstration of learning.

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

School: 9813 Forest Lawn High School

Assurance Domain	Measure	Forest Lawn 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	80.0	81.3	82.7	84.2	83.9	84.0	Very Low	Declined	Concern
	Citizenship	66.6	67.8	69.2	81.2	79.8	79.8	Low	Maintained	Issue
	3-year High School Completion	63.2	60.1	59.0	82.1	81.4	80.8	Very Low	Improved	Issue
	5-year High School Completion	73.0	69.8	72.8	86.7	87.1	87.9	Low	Maintained	Issue
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	84.0	83.5	n/a	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	19.7	20.6	n/a	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.0	82.8	83.3	87.8	87.7	87.8	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	69.8	74.1	73.8	85.8	84.4	84.4	Very Low	Declined	Concern
	Access to Supports and Services	76.0	78.6	81.7	79.5	80.1	80.2	Low	Declined Significantly	Concern
Governance	Parental Involvement	70.8	67.0	69.6	79.9	80.0	79.5	Low	Maintained	Issue