



School Improvement Results Reporting | For the 2024-25 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 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: Students' will have an improved sense of belonging because of feeling safe and welcome at school.

Outcome One: Student attendance will improve

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

Celebrations

- Student absenteeism has decreased overall by **3.1%** from last year, indicating positive shifts in engagement and connection to school.
- **Graduation rates** for the school have been **maintained or improved**, reflecting increased credit completion and student persistence.
- Results for **Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)** were **maintained**, demonstrating continued strength in the overall culture and climate of the school.

Areas for Growth

- **Increasing regular attendance (less than 10% absenteeism)** in Indigenous and Special Education cohorts, who lag behind the general school population by 28% and 11.2% respectively through the improvement of inclusive learning spaces and a whole-school focus on building meaningful relationships
- Declining rates of 5-year High School Completion (75.5%-69.8%) indicate a need for **enhanced targeted supports such as credit recovery and Unique Pathways** to build a strong foundation in high school completion
- Focusing on Outcomes Based Assessment and task design to **increase student learning engagement** to meet the provincial average (difference of 2.6%)

Next Steps

- **Strengthen student engagement strategies** in classrooms to sustain improved attendance, including relationship-building initiatives, check-ins, and culturally responsive practices.
- **Expand targeted supports** such as credit recovery programs and unique pathways to ensure students remain on track for graduation and can access personalized learning opportunities.
- **Enhance Outcomes-Based Assessment and task design** to increase student engagement, provide meaningful feedback, and ensure alignment with learning outcomes.
- **Implement ongoing progress monitoring** using data from assessments, attendance, and student engagement surveys to inform instructional adjustments and provide timely interventions.

Our Data Story:

Forest Lawn High School – Year Two Data Story

Our Context and Aspirations

At Forest Lawn High School, Year One of our School Development Plan focused on strengthening student engagement, enhancing instructional quality, and ensuring that every student feels supported and connected. Our community is diverse, vibrant, and resilient, and our goals were intentionally aligned to celebrate student strengths while building new pathways for growth. This year's Alberta Education Assurance data gives us a valuable opportunity: it highlights areas where we are already gaining momentum and shines a light on where our ongoing efforts can make the most significant difference.

Student engagement and achievement data provides us with valuable insight into learning excellence and student well-being experiences here at Forest Lawn. Student engagement has been maintained from the previous year at 81.3%, indicating that our students feel positively connected to their learning. Teachers engaged in cross-curricular collaboration to support transitions, strengthen understandings of disciplinary literacy, incorporate new Indigenous texts, and engage in assessment calibration. Diploma Acceptable increased again this year to 84%, while Diploma Excellence results remained stable at 84.0%, showing that our highest achieving students continue to thrive.

Student Achievement

	2023-24	2024-25	Difference
Diploma Excellence	20.3%	19.7%	-0.6%
Diploma Acceptable	81.7%	84.0%	+2.3%

Growth opportunities exist within our 3-year and 5-year completion rates. As Forest Lawn has several system classes (LEAD, PLP, The Class) which vary in potential for credit attainment, we have much potential in our 5-year completion rate (69.8 vs provincial average of 87.1). This reveals a clear opportunity to build stronger pathways and transition supports for our students. Transition fairs and targeted individualized graduation planning have been integral in our continuum of supports and services at Forest Lawn. In the upcoming year, we will enhance transition support for LEAD students who are entering credited courses. Professional learning around benchmarking has helped build capacity for all teachers in supporting EAL learners, and this data is invaluable in supporting personalized and flexible pathways to high school completion. Students are engaged and capable of excelling. With that foundation already in place, we can now focus on helping every student reach completion with confidence.

Education quality has remained steady at 82.8%, suggesting that our instructional practices are consistent and anchored. Since our perceptions of quality are slightly below the provincial average by 4.9%, this gives us a strong direction for professional learning. Our Grade 10-level teams have implemented Outcomes-Based Assessment and are working toward preparing exemplars of learning at each proficiency level, improving transparency for students and building a common language for learning excellence. It is an exciting opportunity to align instructional practices even more closely with student needs, and we have a solid foundation to build upon.

Students at Forest Lawn benefit from a wide complement of supports and services. Our Alberta Assurance Survey results show that students experience Access to Supports and Services at 78.6%, evidence that students are noticing and benefiting from robust supports. We have consistent and accessible support from external organizations such as Calgary Bridge Foundation for Youth, Trellis, Urban Society for Aboriginal Youth, Kindred, Fear is Not Love, among many others. Students readily access culturally-responsive services directly or by referral through our school counsellors. In the 2024-25 school year, the 124 newcomer registrations who came through Student Services benefited from these wraparound supports. Our Student Services team also provides dedicated, full-time support for Off-Campus Opportunities, EAL/International students and Indigenous graduation. Our school continues to be recognized for the relationships and care that staff provide every day. The Welcoming, Caring, Respectful, Safe Learning Environments and Parental Involvement data from the Alberta Assurance Survey highlights a valuable direction for future work: strengthening connections, belonging and partnerships. Our work for the upcoming school year will serve to improve access to these robust supports and to illuminate specific areas for growth in building an even more inclusive and culturally responsive school community.

Key Insights and Next Steps

Through analysis of key metrics, we were able to glean a clear picture of how Forest Lawn High School continues to build upon strong foundations for learning, while putting a spotlight on next steps. Students at Forest Lawn are engaged and ready to grow. High engagement and improvement on learning excellence shows strong student capacity and commitment. Our school has a strong foundation of care, with continual improvement to access to supports, demonstrating progress in building responsive systems. Moreover, our opportunities are clear and actionable. Areas like citizenship, completion, parental involvement, and school climate give us direction and clarity for targeted enhancements.

Celebrations, Growth Areas, and Next Steps

- Consistently high student engagement.
- Growth in Diploma Excellence, showing that our instructional strategies are benefiting upper-achieving learners.
- Improved access to supports, reflecting staff dedication and expanded service options.
- Steady Education Quality, demonstrating consistent teaching practices.

Areas for Growth

- Strengthening citizenship and school belonging to help students feel even more connected.
- Supporting more students to reach Diploma Acceptable through targeted intervention.
- Enhancing completion pathways to ensure more students finish high school with pride.
- Expanding family partnerships to build a stronger home–school relationship.

Next Steps

- Launch schoolwide initiatives that celebrate student voice, leadership, and cultural identity.
- Implement more personalized academic supports, especially for Grade 10 and 11 students, including credit recovery, credit rescue, resource room for IPP students and Indigenous Learning Lodge supports
- Expand community partnerships to enrich learning, career pathways, and high school completion support (tutoring, off-campus opportunities, work experience credits)
- Create more welcoming entry points for families—cultural nights, learning workshops, and collaborative events.

- Use targeted professional learning to enhance the quality of teaching experiences across subject areas with a particular focus on task design and assessment as connected to OBA

The 2025 Assurance Measures show a school with strong engagement, committed staff, and students who are capable and resilient. We now have a clear set of opportunities that will help us elevate our strengths and transform challenges into meaningful growth.

Forest Lawn High School is moving forward with optimism, clarity, and confidence, and our data shows that we have everything we need to continue building a school where every student can succeed.

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

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

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	81.3	83.6	83.4	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	67.8	72.8	69.4	79.8	79.4	80.4	Low	Maintained	Issue
	3-year High School Completion	60.1	59.9	60.6	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	69.8	75.5	74.1	87.1	88.1	87.9	Very Low	Declined	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	84.0	81.7	83.2	82.0	81.5	80.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Diploma: Excellence	19.7	20.3	21.0	23.0	22.6	21.9	High	Maintained	Good
	Education Quality	82.8	84.9	84.2	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.1	77.6	73.0	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	78.6	84.5	83.6	80.1	79.9	80.7	Intermediate	Declined	Issue
Governance	Parental Involvement	67.0	73.6	72.6	80.0	79.5	79.1	Very Low	Maintained	Concern