


**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

**Lester B Pearson 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 academic achievement will improve through the implementation of equitable assessment practices.

**Outcome One:** The implementation of outcomes-based assessment practices to support equitable strength-based assessment practices across all disciplines.

#### Celebrations

- Achieved strong gains in Grade 10 success and significant improvement in Math 10C and Math 20-2 results
- Noted a steady rise in graduation rates, demonstrating sustained student achievement
- EAL student outcomes improved across both 3-year and 5-year graduation measures
- Parent involvement increased by 4.2%, reflecting stronger family-school partnerships
- Continued full-school implementation of Outcome-Based Assessment (OBA) promoting equity, clarity and excellence in teaching and learning

#### Areas for Growth

- First Nations, Metis and Inuit students 3-year and 5-year graduation rates have declined by 31.4% and 13.1%,
- Attendance is strongly connected to achievement and graduation. Current data for students who self-identify as Indigenous shows absences of 19.4% in Grade 10, 36.9% in Grade 11, and 24.01% in Grade 12, indicating a need for targeted intervention. Addressing absences across all grades will be essential to improving outcomes.
- School connectedness, belonging, diversity and inclusion, regulation, and resilience and mental health have shown year-over-year improvement, but continued intentional and focused efforts are needed for further growth.

#### Next Steps

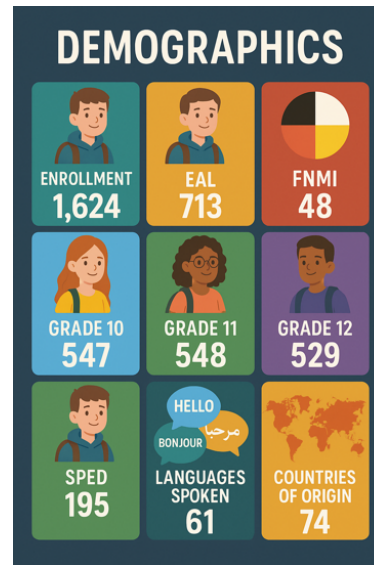
- Refine blueprinting practices to better guide and align to classroom instruction
- Extend the Outcomes-Based Assessment (OBA) implementation into Grade 11 and 12
- Strengthen Grade 9-10 transitions to support student readiness and success
- Maintain a focus on equity, data-driven decision-making and well-being initiatives informed by survey and CBE analytic data
- Continued targeted mathematics interventions, with priority on Math 20-2, to sustain achievement growth

## Our Data Story:

### Growth Narrative: Outcome-Based Assessment Implementation:

Lester B. Pearson High School prioritized enhancing student achievement through consistent assessment practices, targeted instructional support, and the whole-school implementation of Outcome-Based Assessment (OBA). OBA served as the central throughline for the school's professional learning communities (PLCs), collaborative response (CR) model, professional development, and leadership work. The initiative began within core subject areas and expanded school-wide to include CTS, Fine Arts, Physical Education, and EAL.

A key component of this work involved blueprinting tasks and assessments to align with curricular outcomes. Non-core areas adopted the proficiency scale as a standard rubric, creating consistency in assessment language and expectations. Several core departments, including Mathematics and Science, have now extended OBA practices into 20- and 30-level courses, ensuring a cohesive assessment framework across grades. The shift to OBA has allowed students to engage more deeply in their learning by understanding their strengths and areas for growth through outcome-aligned feedback rather than overall grades. This approach promotes greater ownership of learning and supports student success. OBA continues to serve as a pathway for all students to achieve success, strengthening their sense of belonging and connectedness within the school community



### GROWTH NARRATIVE: OUTCOME-BASED ASSESSMENT IMPLEMENTATION



Lester B. Pearson High School prioritized enhancing student achievement through consistent assessment practices, targeted instructional support, and full-school implementation of Outcome-Based Assessment (OBA).



#### IMPLEMENTATION

Blueprinting tasks and assessments to align with curricular outcomes

#### IMPLEMENTATION

Professional learning communities (PLCs), collaborative response (CR) model, professional development, and leadership work

Several core departments, including Mathematics and Science, have now extended OBA practices into 20- and 30-level courses



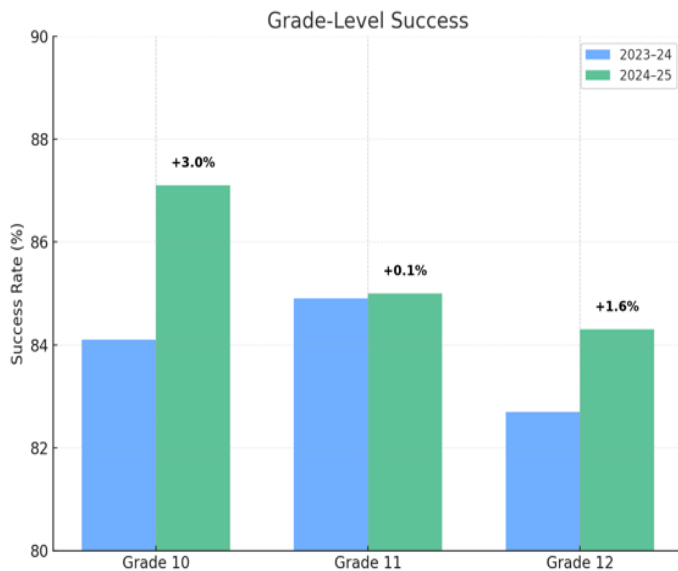
#### EMPOWERING STUDENTS

The shift to OBA has allowed students to engage more deeply in their learning by understanding their strengths and areas for growth through outcome-aligned feedback



#### IMPACT

OBA continues to serve as a pathway for all students to achieve success, strengthening their sense of belonging and connectedness within the school community



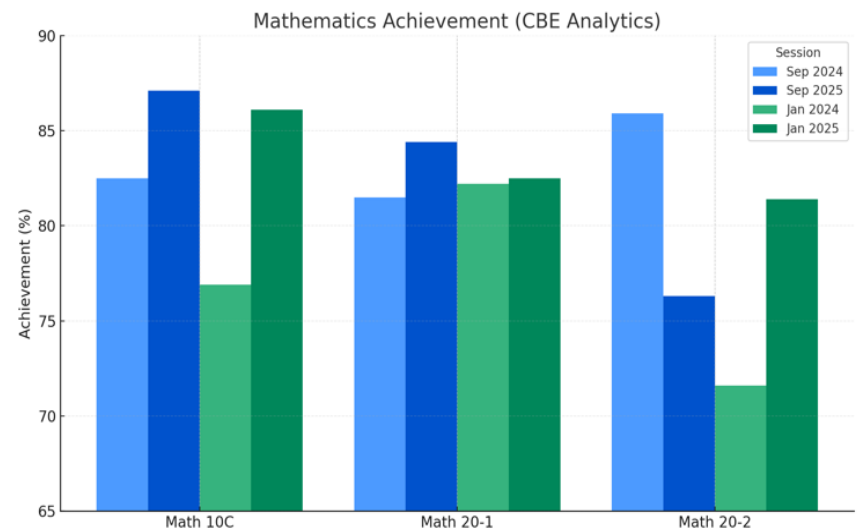
### Grade-Level Success Based on Course Completion

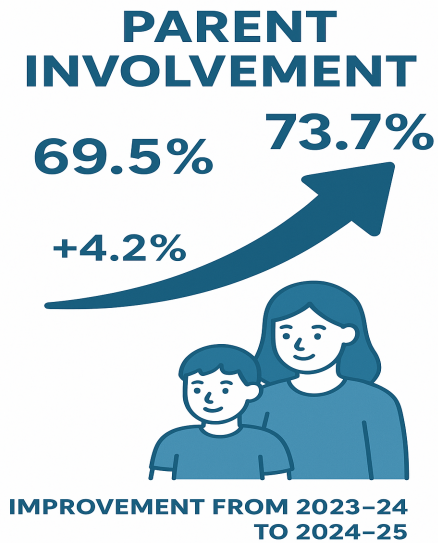
Student success identified by course completion continued to rise across all grades in 2024–2025. Grade 10 course completion reached 87.1%, marking a 3.0% increase from the previous year’s 84.1%—a clear indication of the impact of targeted supports and early interventions. Grade 11 maintained steady performance at 85.0%, slightly higher than 84.9% in 2023–2024, while Grade 12 saw a healthy improvement from 82.7% to 84.3% an increase of +1.6%.

### Mathematics Achievement (CBE Analytics)

Mathematics outcomes reflected clear growth in key areas through targeted instruction and ongoing data analysis. Math 10C demonstrated strong gains, with September success rising from 82.5% to 87.1% (+4.6%) and January results jumping from 76.9% to 86.1% (+9.2%), largely due to the impact of the Math 15 preparatory course and focused reteaching strategies. Math 20-1 achieved moderate improvements, increasing from 81.5% to 84.4% (+2.9%) in September and from 82.2% to 82.5% (+0.3%) in January.

While Math 20-2 initially declined in September from 85.9% to 76.3% (-9.6%), targeted mid-year interventions led to a strong January rebound from 71.6% to 81.4% (+9.8%), demonstrating effective instructional adaptation. Overall, data-informed teaching, strong collaboration, and differentiated supports contributed to these measurable gains.





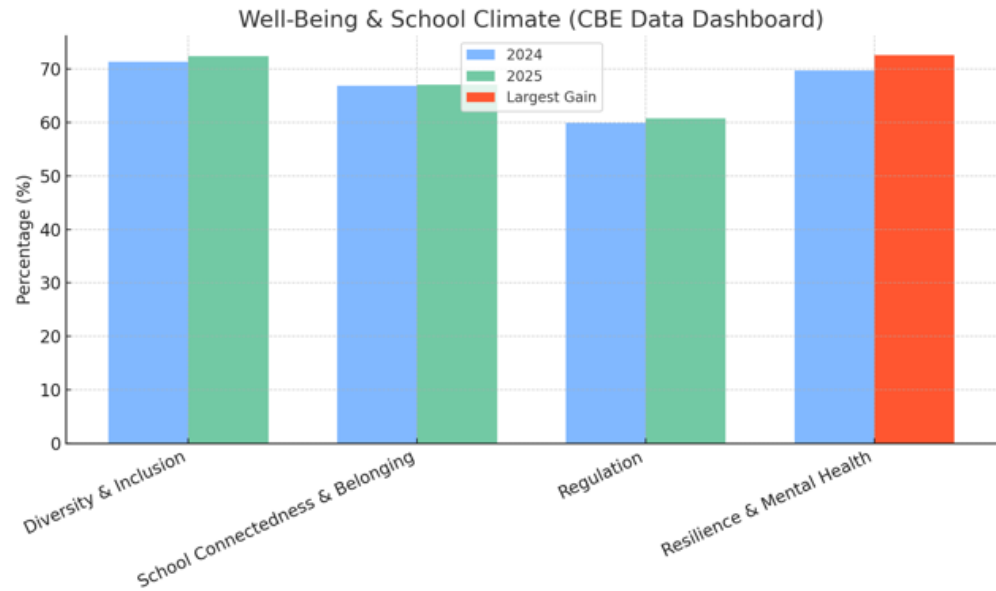
### **Parent Involvement (Alberta Education Assurance).**

Parental engagement also improved significantly. Participation in school activities and events increased from 69.5% in 2022–2023 to 73.7% in 2024–2025, a notable 4.2% gain. This rise demonstrates the school’s success in fostering stronger family partnerships and shared accountability for student achievement. Weekly newsletters, communication with home through School Messenger, regular parent invitation to events and intentional calls home have supported this work.

## Well-Being and School Climate (CBE Data Dashboard)

The 2024–2025 school climate results reflected positive momentum in student well-being and inclusivity. Diversity & Inclusion rose from 71.35% to 72.34% (+0.99%), while School Connectedness & Belonging increased from 66.81% to 67.05% (+0.24%). Regulation improved from 59.91% to 60.77% (+0.86%), and Resilience & Mental Health saw the largest jump, from 69.69% to 72.58% (+2.89%). These results highlight the school's focus on social-emotional learning, inclusive programming, mental health supports, and cultural understanding and belonging. Programs and supports include:

- Connect – a weekly home room for all students
- 1.0 FTE resource teacher and resource room
- Calgary Bridge Foundation for Youth and Calgary Immigrants Woman's Association
- United Way's All in for Youth Program which includes a Success Coach who is here everyday
- In the Lead – Youth Leadership Program
- Multi-Cultural Club, Muslim Club, Prayer Room
- YMCA Math Tutor
- Dual Credit through SAIT and U of C
- Students' Council, Student Leadership
- Other clubs and activities such a Robotics, Unified Sports, Grad Committee, Student Wellness Action Team, Youth Action Committee and Yearbook





## Graduation Rates

Graduation rates showed steady progress, with three-year rates improving slightly, and five-year rates rising significantly—especially among English as an Additional Language (EAL) students completing a structured four-year program. EAL student outcome demonstrated consistent improvement. The three-year success rate rose from 47.0% to 48.3% (+1.3%), and the five-year rate increased from 86.3% to 87.0% (+0.7%). These results reflect the effectiveness of sustained support strategies and the school's commitment to long-term academic growth for EAL learners.

School-wide implementation of Outcome-Based Assessment established fair, consistent, and transparent evaluation practices across departments, aligning curricular outcomes with CBE Assessment and Reporting 5 Guiding Principles.

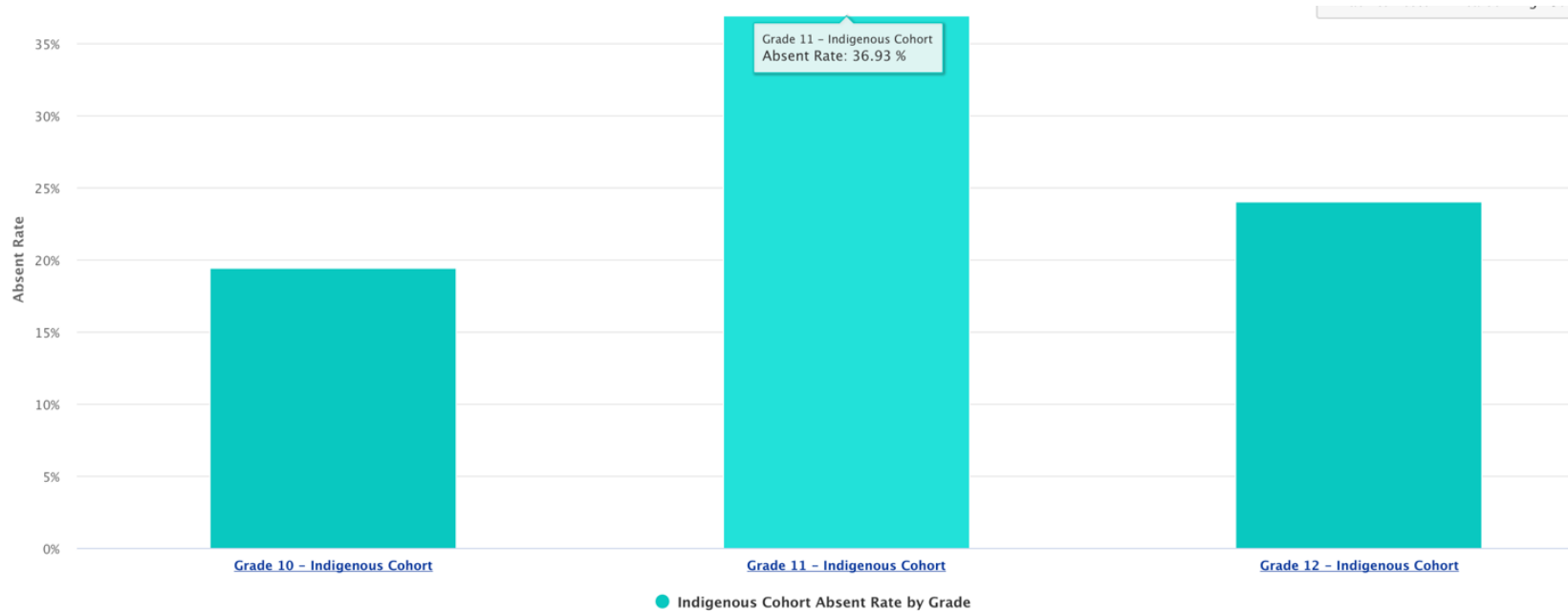


While our First Nation, Metis and Inuit students 3-year and 5-year graduation rates have declined (–31.4% and –13.1%, respectively), we remain deeply committed to reconciliation and strengthening connections with Indigenous students and families. Our ongoing efforts include our school, department and personal Calls to Action, hosting culturally significant events such as the *Sisters in Spirit Walk* in partnership with Pearson and Niitoyis, as well as the *Pearson's Fall and Spring Indigenous Family Gatherings*, *Moosehide Campaign* and our partnerships with USAY and Niitoyis.

We have an Indigenous lounge, and our indigenous Learning Leader provides ongoing academic, cultural, and family support. These whole school initiatives reflect our continued focus on building trust, fostering belonging, and creating pathways for long-term success

among our First Nation, Metis and Inuit learners while also expanding opportunities for all students to engage with Indigenous Ways of Knowing.

### Indigenous Cohort Absent Rates by Grade



Attendance is linked to achievement and eventually graduation. In analyzing our Indigenous attendance data – Grade 10 overall absent rate is 19.4%; Grade 11 is 36.93% and grade 12 is 24.01%. Although absences at all grade levels need to be addressed, the data points to Grade 11 as a crucial time for intervention. Additional measures will include more regular check-ins with our Grade 11s, additional invitations and/or opportunities for family engagement with school, targeted mentorship or support through USAY and Niitoyis, celebrations of success and continued inclusion of indigenous ways of knowing and knowledge in all subject areas.



# 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	Lester B. Pearson 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	<a href="#">Student Learning Engagement</a>	73.3	76.2	76.5	83.9	83.7	84.4	Very Low	Declined	Concern
	<a href="#">Citizenship</a>	57.5	62.4	62.5	79.8	79.4	80.4	Very Low	Declined	Concern
	<a href="#">3-year High School Completion</a>	65.7	64.7	69.4	81.4	80.4	81.4	Very Low	Declined	Concern
	<a href="#">5-year High School Completion</a>	84.0	85.4	85.6	87.1	88.1	87.9	Intermediate	Maintained	Acceptable
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	71.8	71.2	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	17.1	17.8	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	75.5	75.1	76.8	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	59.5	65.0	65.8	84.4	84.0	84.9	Very Low	Declined Significantly	Concern
	<a href="#">Access to Supports and Services</a>	72.8	72.5	69.5	80.1	79.9	80.7	Very Low	Improved	Issue
Governance	<a href="#">Parental Involvement</a>	73.7	69.5	66.0	80.0	79.5	79.1	Low	Improved	Acceptable