AERR
November 2026

ANNUAL EDUCATION RESULTS REPORT

2025–2026

Edmonton Catholic Schools

Contents

Message from the Board Chair and Chief Superintendent 2

Accountability Statement 3

Accountability Statement for the Annual Education Results Report 3

Overall Methodology 4

Domain: Local & Societal Context 5

Our Foundation: Mission and Vision 5

Christ-Centred Learning and Defining Statement of Inclusive Education 6

Division Plan for Continuous Growth 2026-2029 (Year 1) 7

Goals, Key Strategies, Outcomes and Performance Measures 7

Division Profile 11

Edmonton Catholic Schools Level Summary 2026–2027 14

Enrolment Trends 14

Enrolment Bilingual and Immersion Language Programs 15

Catholic Identity 17

Domain: Student Growth & Achievement 19

Alberta Education and Childcare Assurance Measures Overall Summary – Fall 2026 19

Alberta Education and Childcare Assurance Measures Overall Summary First Nations, Métis, and Inuit – Fall 2026 20

Alberta Education and Childcare Assurance Measures Overall Summary English as an Additional Language – Fall 2026 21

Domain: Teaching & Leading 64

Domain: Learning Supports 72

First Nations Métis and Inuit Students Success 86

Domain: Governance 91

ECSD Parent Involvement 91

Parent and Guardian Engagement 91

Engagements 2025–2026 92

ECSD Accountability/Assurance System 96

ECSD Budget – Actual Comparison 97

Audited Financial Statement Links 100

Annual Report of Disclosures 100

ECSD Annual Education Results Report Link 100

Message from the Board Chair and Chief Superintendent

The 2025–2026 school year was one of both challenges and meaningful accomplishments for education across the province. As we concluded our Division theme, *People of Hope*, it reminded us to keep our focus forward-looking, grounded in hope and guided by our shared purpose.

This school year included a period of labour disruption following a breakdown in provincial bargaining, which resulted in a temporary pause in classroom instruction. While this interruption affected teaching and learning time, our teachers returned with a strong and renewed commitment to supporting students and ensuring their learning needs were met. It was uplifting to see schools come together to restore a sense of stability and normalcy for students, reflecting the strength of our community and our shared vocation in Catholic education.

Classroom complexity remained an important focus in conversations about improving learning conditions across the province. The Division received funding for 58 elementary classroom complexity teams, as well as an additional 140 elementary and junior high teaching positions to help address class size pressures in high-need areas. In early July, funding to address classroom complexity for both elementary and Grades 7–12 was also granted. These investments represent positive steps toward supporting both students and staff in meaningful ways.

Despite the challenges we encountered, Edmonton Catholic Schools (ECSD) continued to experience many successes. As one of their final acts prior to the municipal election, the Board of Trustees named six new schools currently under construction to support our growing Division: St. Sophia, Our Lady of Hope, St. Michael the Archangel, St. Patrick, St. Genevieve, and St. Nicholas. Following a successful election, each of our seven wards is now represented by a trustee.

Our Division was also honoured with several significant recognitions this year. The Autism Working Group received an Alberta School Boards Association (ASBA) Innovation and Excellence Award for their three-year plan focused on celebrating neurodiversity, enhancing student voice and choice, and strengthening supports and services. Board Chair Sandra Palazzo received the ASBA President's Award in recognition of outstanding contributions to education in Alberta. In addition, ECSD was once again named one of Alberta's Top Employers, marking our eleventh consecutive year receiving this distinction.

This report tells the story of how we bring our mission to life by providing a Catholic education that inspires students to learn, grow, and serve one another in faith. We hope you enjoy learning more about how #ECSDfaithinspires students to grow in knowledge, community, and the love of God.

"The fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness…"
– Galatians 5:22 –

Sandra Palazzo
Board Chair

Lynnette Anderson
Chief Superintendent

Accountability Statement

Accountability Statement for the Annual Education Results Report

Under the direction of the Board of Trustees, the Annual Education Results Report for the Edmonton Catholic Separate School Division for the 2025–2026 school year was prepared in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2025–2026 was approved by the Board on November 25, 2026.

(original signed)
Sandra Palazzo
Board Chair

Overall Methodology

Alberta Education and Childcare's Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success. Alberta Education and Childcare has provided all school authorities in Alberta with Assurance Measure Results Reports based on the Assurance Framework. The Fall 2026 *"Required Alberta Education and Childcare Assurance Measures – Overall Summary"* Report provides results for 12 Assurance Measures within four Assurance Domains. [KH2.1] In addition to the information provided by Alberta Education and Childcare, ECSD also collects local and societal measures that enable the Division to proactively respond to the learning needs of all students.

The *ECSD Annual Survey* was conducted from January 5, 2026 to January 23, 2026. All students in Grades 4–12, parents/guardians of all students, and certificated teachers from all schools in the Division were invited to participate in the survey. To align with the *Alberta Education and Childcare Assurance Framework* as well as the *Division Plan for Continuous Growth (2023–2026)*, the Division developed new *ECSD Annual Survey* items during the 2023–2024 school year. The *ECSD Annual Survey* items were also grouped into themes that aligned with the *Division Plan for Continuous Growth* priorities as well as the *Alberta Education and Childcare Assurance Framework* domains. As the survey items were developed in 2023–2024, the results are not comparable to previous surveys conducted in previous school years.

In the fall of the 2025–2026 school year, the breakdown of contract negotiations between the Alberta Teachers' Association (ATA) and the Government of Alberta led to a province-wide labour disruption. The extensive and continuing effects of the labour disruption likely affected survey results as well as response rates for all survey groups. Due to the labour disruption, as well as survey item alignment changes for the priorities in the *Division Plan for Continuous Growth (2023–2026)*, caution should be used when comparing the results across time.

With respect to both the *Alberta Education and Childcare Assurance Framework* and the *ECSD Annual Survey*, in addition to the Division reports, schools also receive school reports that are evaluated in their *School Plan for Continuous Growth*. Division results are also provided on the Division Assurance Dashboards and individual school results are provided on the School Assurance Dashboards. The dashboards are located on the Division and schools' public websites.

Domain: Local & Societal Context

Our Foundation: Mission and Vision

The Mission Statement of Our Division:

The mission of ECSD is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

Inspired by:

| Love of the Father | Faith in Jesus Christ | Hope from the Holy Spirit |

We believe in God, and we believe:

- that each person is created in the image and likeness of God
- that each child is a precious gift and sacred responsibility
- in the goodness, dignity and worth of each person
- that Christ is our model and our teacher
- in celebrating and witnessing our faith
- in transforming the world through Catholic education
- that Catholic education includes spiritual growth and fulfillment
- that learning is a lifelong journey
- that all can learn and develop their gifts
- in building inclusive Christ-centred communities for service to one another
- that all have rights, roles, and responsibilities for which they are accountable
- that Catholic education is a shared responsibility in which parents have a primary role

Vision:

Our students will learn together, work together, and pray together in answering the call to a faith-filled life of service.

Core Values:

| Dignity and Respect | Loyalty | Honesty | Fairness | Personal and Communal Growth |

The Five Marks of Catholic School Identity:

- Grounded in Christian Anthropology
- Imbued with a Catholic Worldview
- Animated by a Faith-Infused Curriculum
- Sustained by Gospel Witness
- Shaped by a Spirituality of Communion

Christ-Centred Learning in Edmonton Catholic Schools

Preparing our students for this world and the next

Inspired by our Division's mission and vision statements, ECSD is committed to offering a Christ-centred learning experience for all learners. Every facet of our learning system is aligned to offer an excellent Catholic education that inspires students to develop the conceptual and procedural understanding needed for successful learning, living, and working in Alberta and beyond.

Guided by our moral compass, students and staff will engage individually and collaboratively in serving the common good today while being good stewards for tomorrow.

A Defining Statement of Inclusive Education in Our Division – Katholos:

Education for Life for All

In accordance with our Division's *Foundation Statement*, all *resident students and their parents/caregivers are welcomed into our schools. The Learning Team is committed to collaborating, identifying, applying, and monitoring practices enabling all students to reach their potential, spiritually, socially, emotionally, physically, and academically within the Programs of Study alongside their peers.

*Resident student as defined by the *Education Act*

Division Plan for Continuous Growth 2026–2029 (Year 1)

Goals, Key Strategies, Outcomes and Performance Measures

Goal 1: Students will experience the Catholic faith as a living presence, woven into learning, relationships, and daily experiences across all aspects of school life.

Key Strategies:

- Catholic faith is meaningfully integrated into all aspects of school life. Teachers plan intentionally with Gospel values.
- Catholic Social Teaching is lived out through service and advocacy rooted in learning. Service, stewardship, and ethical reflection are part of daily school life.
- Faith-based conversations are embedded in classroom and school culture. Teachers pose Gospel-rooted questions so that students engage in reflective, respectful dialogue around values and beliefs.

Goal 2: Students are nurtured with a whole-child approach, shaped by our Catholic identity, that fosters emotional, physical, spiritual, and moral development.

Key Strategies:

- Students are supported through a coordinated approach that addresses emotional, mental, physical, and spiritual well-being. Staff intentionally embed wellness practices throughout the school day and build strong, trusting relationships with students and families.
- Staff utilize intentional faith experiences, reflection, and restorative practices with students. Staff model Gospel values, foster conscience formation, and promote a sense of purpose grounded in Catholic teaching.
- Physical, emotional, and social environments are intentionally designed to support student well-being. Classrooms and common spaces are welcoming, inclusive, and calm.
- Catholic virtues such as Faith, Fortitude, Charity, and Prudence are explicitly taught, modelled, and celebrated.

Goal 3: Students work together to solve real-world problems, practicing teamwork, communication, and critical thinking in authentic contexts.

Key Strategies:

- Students work with peers to explore ideas, solve problems, and share responsibility for learning. Teachers coach students on how to listen, lead, compromise, and share responsibility.
- Tasks and projects are grounded in real-life challenges or scenarios. Students make decisions, design solutions, and reflect on outcomes, connecting learning to the world beyond the classroom.
- Teachers co-plan interdisciplinary units, and students apply skills from multiple disciplines to explore meaningful questions or issues.
- Assessment includes reflection on process, impact, and collaboration. Students present or publish their learning to authentic audiences, classmates, families, and community partners.

Performance Measures:

- Alberta Education and Childcare Measures:
  - *Parental Involvement*
  - *Access to Supports and Services*
  - *Citizenship*
  - *Welcoming, Caring, Respectful, and Safe Learning Environments*

- Local Measures - *ECSD Annual Survey* Themes:
  - *Catholic Faith Permeating*
  - *Well-being and Catholic Spiritual Formation*
  - *Applied and Collaborative Learning*

Goal 4: Students feel known, challenged, and supported. Learning is joyful and meaningful, with varied approaches that honour different needs and spark curiosity.

Key Strategies:

- Learning is designed for student engagement: it is joyful, meaningful, and active.
- Teachers use UDL (Universal Design for Learning) to ensure all learners can access and express learning in multiple ways. Students see their identities reflected in classroom content and materials.
- Learning targets and success criteria are clear. Expectations are high and visible, but so is support. Students understand the "why" of learning and are guided through productive struggle.
- Assessment includes reflection on process, impact, and collaboration. Students present or publish their learning to authentic audiences, classmates, families, and community partners.
- Student learning is shared through portfolios, assemblies, exhibitions, or classroom showcases. Growth is acknowledged frequently, formally and informally, by peers, teachers, and leaders.

Goal 5: Students understand what they are learning and why, receive timely feedback, and reflect on their progress.

Key Strategies:

- Teachers regularly use student interest, feedback, and self-assessments to guide lesson design. Students reflect on their growth and use feedback to take ownership of their learning.
- Teachers analyze and act on evidence collaboratively during team meetings, Professional Learning Community (PLC) and Collaborative Response Team meetings, assessment results, observational data, and student reflections inform planning and support.
- Students receive timely, actionable feedback from teachers and peers. Students know how to use feedback to revise, improve, and grow. Teachers model how to give and receive constructive input.
- Schools use data and conversations to make decisions.

Performance Measures:

- Alberta Education and Childcare Measures:
  - *Access to Supports and Services*
  - *Student Learning Engagement*
  - *Three-Year High School Completion Rate*
  - *Education Quality*
  - *Five-Year High School Completion Rate*
  - *Diploma Acceptable/Excellence*
  - *PAT Acceptable/Excellence*
- Local Measures - *ECSD Annual Survey* Themes:
  - *Joy and Rigour*
  - *Assessment and Feedback*

Goal 6: Students think boldly, explore new ideas, and express themselves creatively. Students take risks, try again, and persevere through challenges.

Key Strategies:

- Classrooms promote experimentation, "what if" thinking, and play. Students are encouraged to generate ideas, test them, revise, and share without needing a perfect product.
- Students engage in learning that invites choice, design, and personal expression. Assignments have room for creativity, and final products reflect the student, not just the task.
- Teachers celebrate effort and iteration, model vulnerability, and create routines that normalize revision and improvement.
- Teachers provide time, tools, and structure to support creative thinking and expression. Students use art, media, storytelling, performance, prototyping, or other creative modes to show what they know.

Goal 7: Teachers co-create learning experiences where students set goals, reflect on progress, and persevere through challenges, with encouragement and timely support.

Key Strategies:

- Students are taught how to set goals, reflect on their progress, and understand how they learn best.
- Teachers normalize struggle and teach strategies for perseverance. Support is responsive and timely, adjusted to meet students where they are.
- Students regularly receive timely, specific feedback that helps them grow. They learn to give, receive, and act on feedback to improve their work and thinking.
- Students have voice and choice in how they learn and show what they know. Teachers offer options for tasks, grouping, tools, or modalities.

Goal 8: Students see the relevance of what they're learning and understand how it applies beyond the classroom. Learning is connected to real-world contexts, experiences, and challenges.

Key Strategies:

- Teachers use local and global examples to ground instruction in meaningful contexts. Curriculum is connected to authentic issues, events, and challenges that impact students' lives.
- Teachers select texts, tasks, and visuals that honour diverse identities and invite every student's voice.
- Teachers guide students to reflect on multiple perspectives as they explore big questions and moral dilemmas across the curriculum. Lessons include dialogue around fairness, justice, truth, and responsibility.
- Schools partner with local organizations and individuals such as Elders, artists, and knowledge keepers to extend classroom learning.

Performance Measures:

- Alberta Education and Childcare Measures:
  - *Student Learning Engagement*
  - *Education Quality*

- Local Measures - *ECSD Annual Survey* Themes:
  - *Creativity and Risk-Taking*
  - *Ownership of Learning*
  - *Real World Connections*

Goal 9: Staff actively pursue professional learning, reflect on their practice, and adapt to meet the evolving needs of students. Teachers and leaders model a mindset of continuous growth and curiosity.

Key Strategies:

- Professional learning time, mentorship, and PD budgets are built into school planning. Teachers participate in school-driven PD days, collaborate with support professionals (e.g., Multi-Disciplinary Teams [MDTs] and Educational Assistants [EAs]), and engage in learning cycles.
- Adults talk openly with students and one another about their learning. Learning is visible in newsletters, hallway boards, staffroom displays, and walkthroughs.
- Leaders and teachers are seen learning: participating in sessions, co-planning with coaches, sharing what's working, and showing vulnerability.
- Schools cultivate environments where professional learning is expected, supported, and celebrated.

Performance Measures:

- Alberta Education and Childcare Measures:
  - *Education Quality*
- Local Measures - *ECSD Annual Survey* Themes:
  - *Lifelong Learning*

Division Profile

Level	Edmonton Catholic Schools 2026–2027
K–12	Edmonton Catholic School of Alternative Education
K–6	Anne Fitzgerald Catholic Elementary School
K–6	Annunciation Catholic Elementary School
K–9	Archbishop Joseph MacNeil Catholic Elementary/Junior High School
10–12	Archbishop MacDonald Catholic High School
10–12	Archbishop O'Leary Catholic High School
10–12	Austin O'Brien Catholic High School
PK–9	Ben Calf Robe – St. Clare Catholic Elementary/Junior High School
K–9	Bishop David Motiuk Catholic Elementary/Junior High School
K–6	Bishop Greschuk Catholic Elementary School
K–6	Bishop Savaryn Catholic Elementary School
K–6	Blessed John Paul I Catholic Elementary School
7–9	Cardinal Leger Catholic Junior High School
1–9	Christ the King Catholic Elementary/Junior High School
K–9	Corpus Christi Catholic Elementary/Junior High School
K–6	Divine Mercy Catholic Elementary School
K–6	Father Leo Green Catholic Elementary School
9–12	Father Michael McCaffery Catholic High School
K–9	Father Michael Mireau Catholic Elementary/Junior High School
7–9	Father Michael Troy Catholic Junior High School
K–6	Frere Antoine Catholic Elementary School
K–6	Good Shepherd Catholic Elementary School
7–9	H. E. Beriault Catholic Junior High School
K–6	Holy Child Catholic Elementary School
K–9	Holy Cross Catholic Elementary/Junior High School
K–9	Holy Family Catholic Elementary/Junior High School
10–12	Holy Trinity Catholic High School
K–12	J. H. Picard Catholic Elementary/Junior/Senior High School
7–9	J. J. Bowlen Catholic Junior High School
K–9	Joan Carr Catholic Elementary/Junior High School
K–6	Katherine Therrien Catholic Elementary School
7–12	Louis St. Laurent Catholic Junior/Senior High School
K–6	Mary Hanley Catholic Elementary School
K–8	Monsignor Fee Otterson Catholic Elementary/Junior High School
K–6	Monsignor William Irwin Catholic Elementary School
10–12	Mother Margaret Mary Catholic High School
K–6	Our Lady of Mount Carmel Catholic Elementary
K–6	Our Lady of Peace Catholic Elementary School
K–6	Our Lady of the Prairies Catholic Elementary School

Level	Edmonton Catholic Schools 2026–2027
K–6	Our Lady of Victories Catholic Elementary School
7–9	Sir John Thompson Catholic Junior High School
K–9	Sister Annata Brockman Catholic Elementary/Junior High School
K–9	St. Alphonsus Catholic Elementary/Junior High School
K–6	St. Angela Catholic Elementary School
K–6	St. Anne Catholic Elementary School
K–6	St. Augustine Catholic Elementary School
K–6	St. Benedict Catholic Elementary School
K–6	St. Bernadette Catholic Elementary School
K–6	St. Bonaventure Catholic Elementary School
K–6	St. Boniface Catholic Elementary School
K–9	St. Brendan Catholic Elementary/Junior High School
10–12	St. Carlo Acutis Catholic High School
K–9	St. Catherine Catholic Elementary/Junior High School
7–9	St. Cecilia Catholic Junior High School
K–6	St. Charles Catholic Elementary School
K–9	St. Clement Catholic Elementary/Junior High School
K–6	St. Dominic Catholic Elementary School
K–9	St. Edmund Catholic Elementary/Junior High School
PK–6	St. Elizabeth Catholic Elementary School
K–9	St. Elizabeth Seton Catholic Elementary/Junior High School
K–6	St. Francis of Assisi Catholic Elementary School
10–12	St. Francis Xavier Catholic High School
K–12	St. Gabriel Catholic Elementary/Junior/Senior High School
K–6	St. Gerard Catholic Elementary School
7–9	St. Hilda Catholic Junior High School
K–6	St. John Bosco Catholic Elementary School
K–9	St. John XXIII Catholic Elementary/Junior High School
10–12	St. Joseph Catholic High School
K–9	St. Josephine Bakhita Catholic Elementary/Junior High School
K–6	St. Justin Catholic Elementary School
K–6	St. Kateri Catholic Elementary School
K–6	St. Leo Catholic Elementary School
K–6	St. Lucy Catholic Elementary School
K–6	St. Maria Goretti Catholic Elementary School
7–9	St. Mark Catholic Junior High School
PK–6	St. Martha Catholic Elementary School
K–6	St. Martin Catholic Elementary School
K–6	St. Mary Catholic Elementary School
K–6	St. Matthew Catholic Elementary School

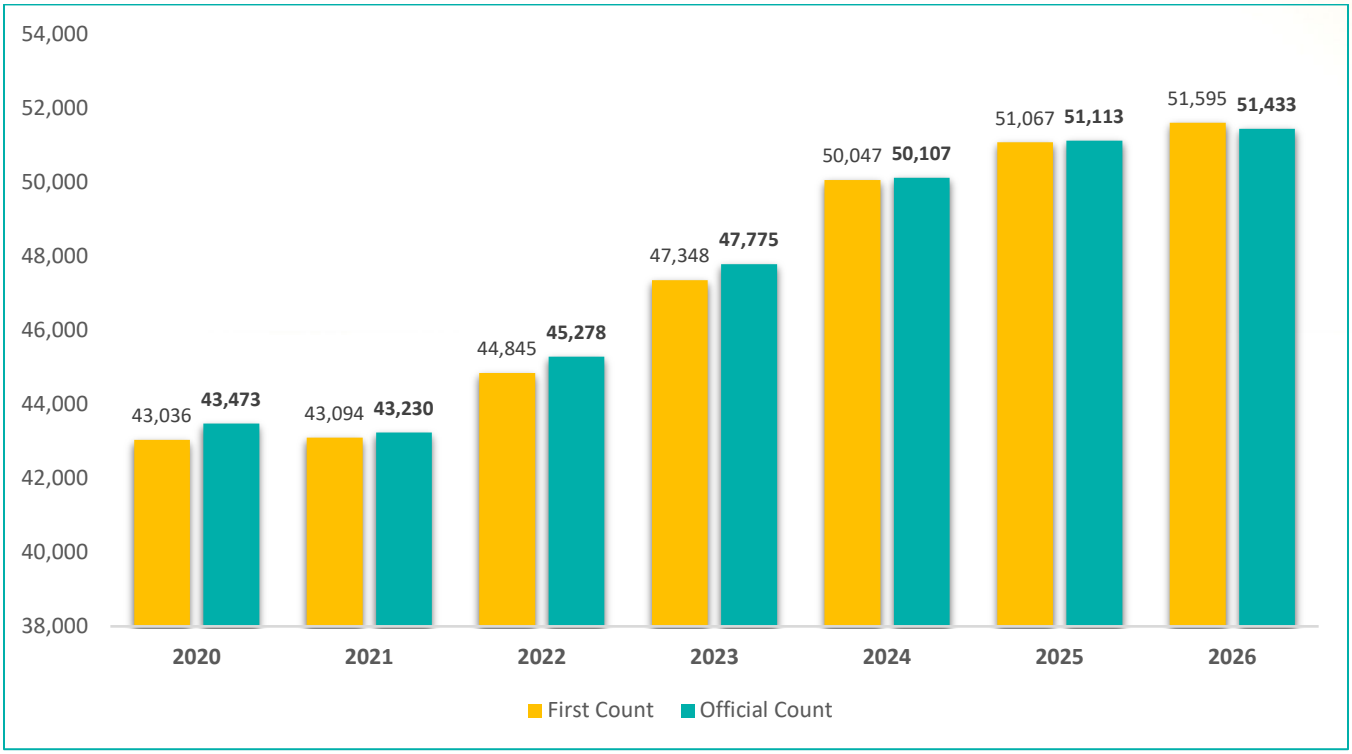
Level	Edmonton Catholic Schools 2026–2027
PK–K	St. Monica Catholic Elementary School
7–9	St. Nicholas Catholic Junior High School
10–12	St. Oscar Romero Catholic High School
PK–6	St. Paul Catholic Elementary School
K–6	St. Philip Catholic Elementary School
K–6	St. Pius X Catholic Elementary School
K–6	St. Richard Catholic Elementary School
7–9	St. Rose Catholic Junior High School
K–6	St. Stanislaus Catholic Elementary School
K–6	St. Teresa Catholic Elementary School
K–6	St. Teresa of Calcutta Catholic Elementary School
K–8	St. Thomas Aquinas Catholic Elementary/Junior High School
7–9	St. Thomas More Catholic Junior High School
PK–6	St. Timothy Catholic Elementary School
K–6	St. Vincent Catholic Elementary School
PK–6	St. Vladimir Catholic Elementary School
K–12	Kisiko Awasis Kiskinahamawin at Mountain Cree Camp

Edmonton Catholic Schools Level Summary 2026–2027

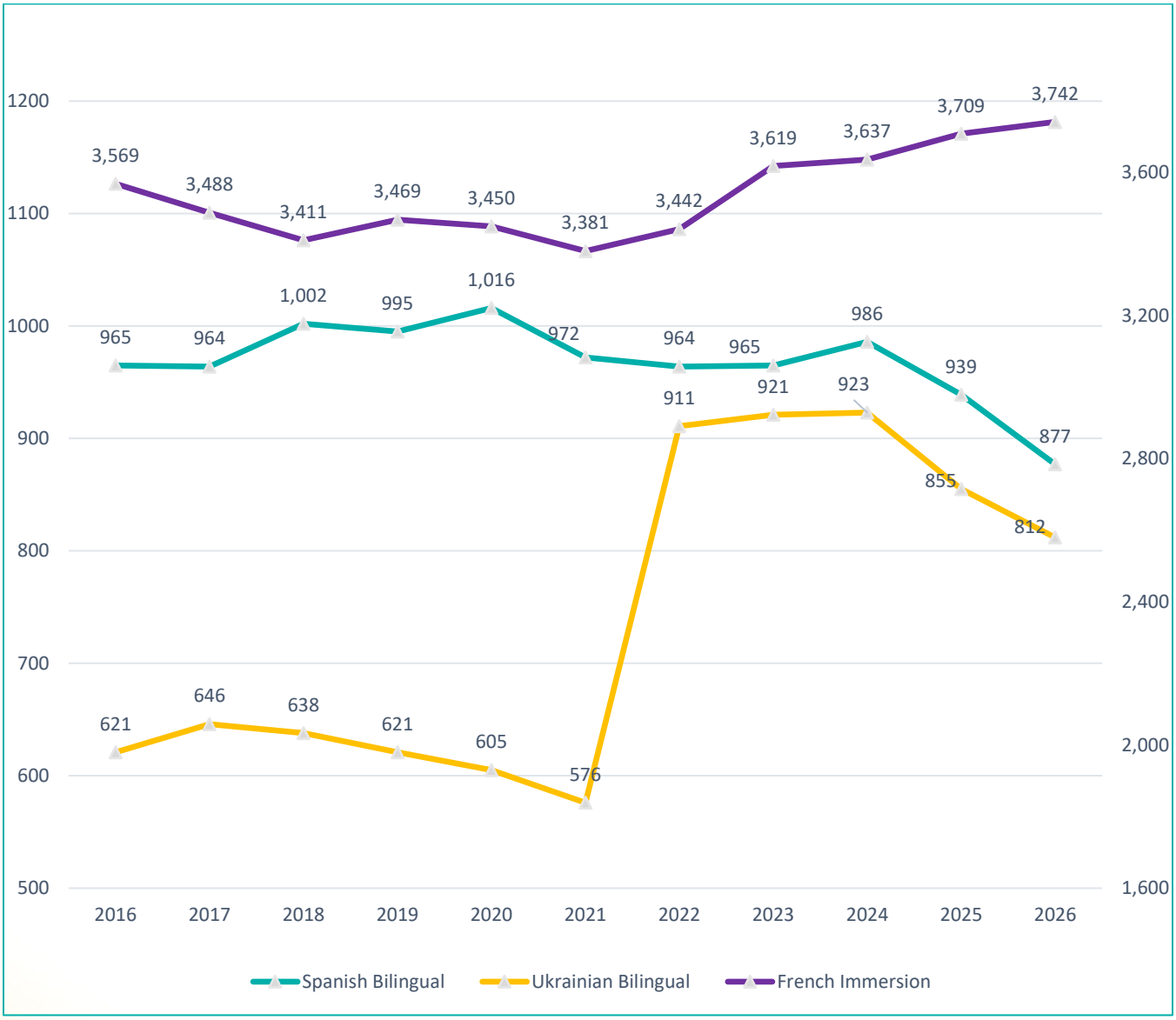
Elementary	50
Elementary/Junior High	20
Junior High	11
Elementary/Junior/Senior High	3
Junior/Senior High	1
Senior High	10
School of Alternative Education	1
Total Schools	**96**

Enrolment Trends

Official Count 2020–2026



Enrolment Bilingual and Immersion Language Programs



First Nations, Métis, and Inuit (FNMI) Students

Number of Self-Identified Indigenous Students, 2022–2026

	2022	2023	2024	2025	2026
Total FNMI Students	3,634	3,598	3,669	3,652	3,559
% of Total ECSD	8.0%	7.5%	7.3%	7.1%	6.9%

The proportion of self-identified Indigenous students in ECSD gradually declined over the past 10 years, from a peak of 8.4% in 2017 to 6.9% in 2026.

English as an Additional Language (EAL) Students

Number of EAL Students (Code 301, 302, 303), 2022–2026

	2022	2023	2024	2025	2026
Total EAL Students	8,002	9,159	10,443	11,451	11,721
% of Total ECSD	23%	23%	22%	19%	23%

The number of students coded as English as an Additional Language (EAL) continued to increase in 2026, reaching 11,721 students, an increase of 270 students (2.4%) from the previous year. This growth is largely driven by the rise in temporary residents and international immigrants. Pre-K is the only grade level with no students coded as EAL this year. Contributing factors may include funding cuts, the capping of the 100 Voices program, and the fact that EAL coding for Kindergarten students is now optional.

Refugee Students

Number of Refugee Students (Code 640), 2022–2026

	2022	2023	2024	2025	2026
Total Refugee Students	743	964	1,117	1,461	1,630
% of Total ECSD	1.6%	2%	2.2%	2.9%	3.2%

Refugee students (Code 640) do not include newly arrived Ukrainian students. This year, the number of students in this category increased significantly, rising by 12% or 169 students compared to the previous year.

Severe Special Needs

Number of Severe Special Needs Students (Code 40), 2022–2026

	2022	2023	2024	2025	2026
Total Severe Special Needs Students	2,458	2,593	2,800	3,203	3,402
% of Total ECSD	5.4%	5.4%	5.6%	6.3%	6.6%

The proportion of students identified with Severe Special Needs (Code 40) has increased steadily since 2022. The highest concentration of students identified with Severe Special Needs (Code 40) is found in Pre-K programs. As of September 29, 2026, approximately 92% of students enrolled in the 100 Voices program were identified as having severe special needs.

Catholic Identity

ECSD Annual Survey Measures and Results

Percentage of students, parents/guardians and teachers that agree their school provides an environment for students to serve, celebrate and grow in the Catholic faith.	Results % 2023–24*	Results % 2024–25*	Results % 2025–26**
Parents/Guardians	96.6	97.1	96.6
Students	92.3	90.6	90.8
Certificated Teachers	98.0	98.1	98.2

*Results for 2023–24 cannot be compared to results for 2024–25 and 2025–26 as questions were moved from the Student Engagement theme to the Catholic Identity theme beginning in 2024–25.
**Due to the effects of the labour disruption in 2025–26, caution should be used when comparing results across time.

COMMENTARY ON RESULTS

In considering the **Grades 4 to 6 students**, results indicated that:

- 98.5% indicated that they have religious celebrations at their school throughout the school year;
- 98.1% agreed that their school teaches them about the Catholic faith;
- 97.7% indicated that they pray regularly at their school;
- 95.7% indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- 85.0% agreed that their teachers talk about Catholic values in many subject areas.

In considering the **Grades 7 to 9 students**, results indicated that:

- 97.9% indicated that they pray regularly at their school;
- 97.8% indicated that they have religious celebrations at their school throughout the school year;
- 97.0% agreed that their school teaches them about the Catholic faith;
- 89.3% indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- 76.0% agreed that their teachers talk about Catholic values in many subject areas.

In considering the **Grades 10 to 12 students**, results indicated that:

- 95.5% indicated that they have religious celebrations at their school throughout the school year;
- 95.5% indicated that they pray regularly at their school;
- 93.2% agreed that their school teaches them about the Catholic faith;
- 70.9% indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- 67.4% agreed that their teachers talk about Catholic values in many subject areas.

In considering the **parents/guardians**, results indicated that:

- 98.0% indicated that their child's school has religious celebrations throughout the school year;
- 97.8% indicated that their child has the opportunity to pray regularly at school;
- 97.4% agreed that their child's school creates and promotes a learning environment that is grounded in the Catholic faith;
- 96.5% indicated that their child participates in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- 93.4% agreed that teachers at their child's school infuse Catholic values in many subject areas.

In considering the **certificated teachers**, results indicated that:

- 99.2% indicated that they have religious celebrations at their school throughout the school year;
- 99.0% indicated that students have the opportunity to pray regularly at their school;
- 98.5% agreed that their school creates and promotes a learning environment that is grounded in the Catholic faith;
- 98.3% indicated that students participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- 95.9% agreed that teachers at their school infuse Catholic values in many subject areas.

KEY STRATEGIES

During the 2025–2026 school year, ECSD continued to support student faith formation through a comprehensive approach grounded in the Five Marks of Catholic School Identity. The Division's faith formation plan emphasized making Catholic faith visible, known, and lived through prayer and liturgical celebrations, Religious Education, faith permeation across the curriculum, social justice and service, and strong connections among school, home, and parish. Schools provided opportunities for both communal and personal prayer, participation in Mass and liturgical celebrations, and faith experiences beyond Division-wide events. Social justice initiatives were intentionally connected to Catholic Social Teaching to help students understand service as an expression of faith.

Religious Education programming provided students with opportunities to deepen their understanding of Scripture, Church teaching, prayer, morality, and Catholic tradition, while Religious Education Consultants supported teachers in creating engaging opportunities for meaningful dialogue and prayer. This work extended beyond religion classes through continued attention to faith permeation across subject areas. Resource support and professional learning helped teachers make authentic connections between Catholic values and subjects such as Mathematics, Science, Social Studies, and Health and Wellness. Evidence of this work is reflected in survey results related to student learning about the Catholic faith and experiences of Catholic values across the curriculum.

School-based and Division-wide experiences further supported student faith formation by helping students encounter and live their faith. A key example was Father Michael "Catfish" Mireau Youth Faith Day, which brought together Grade 8 students from across the Division for a Eucharistic celebration and an engaging faith-centred presentation. The 2025–2026 theme, *Serve Like a Superhero*, encouraged students to recognize their gifts and talents and consider how they could use them in service to others through everyday acts of kindness, inclusion, leadership, and justice. Across the Division, Division Chaplains and Lay Chaplains provided spiritual leadership and supported prayer, liturgy, Catholic identity, pastoral care, and social justice initiatives within school communities. Lay Chaplain formation emphasized meaningful student participation and leadership in liturgy, prayer, service, and social justice, while encouraging opportunities for reflection and dialogue.

The school–home–parish partnership remained an important component of supporting Catholic identity throughout the student learning experience. Schools and parishes continued to create opportunities for parish priests and pastoral teams to connect with school communities, support sacramental preparation, participate in school faith life, and provide students with experiences of the wider Church. Digital resources aligned with both the liturgical calendar and Religious Education curriculum, including virtual liturgies, prayer experiences, reflections, and faith-based videos, further expanded opportunities for students and families to engage with the Catholic faith throughout the year.

Collectively, these efforts provided students with multiple opportunities to learn about the Catholic faith, participate in prayer and religious celebrations, experience faith across their learning, and put Catholic Social Teaching into action through service to others.

Domain: Student Growth & Achievement

Alberta Education and Childcare Assurance Measures Overall Summary – Fall 2026

Authority: 0110 The Edmonton Catholic Separate School Division

Assurance Domain	Measure	Edmonton Catholic Separate Schools			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 & Achievement	Student Learning Engagement	**86.1**	85.6	86.0	**84.2**	83.9	84.0	High	Maintained	Good
	Citizenship	**84.4**	83.7	83.8	**81.2**	79.8	79.8	Very High	Improved	Excellent
	3-year High School Completion	**86.3**	86.9	86.2	**82.1**	81.4	80.8	High	Maintained	Good
	5-year High School Completion	**90.5**	90.8	92.2	**86.7**	87.1	87.9	High	Declined Significantly	Issue
	PAT9: Acceptable	**70.6**	71.2	70.6	**60.8**	62.5	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	**19.1**	18.7	18.2	**15.5**	15.6	15.5	High	Maintained	Good
	Diploma: Acceptable	**81.4**	83.5	83.6	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**22.4**	22.7	21.4	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching and Leading	Education Quality	**89.7**	89.3	89.8	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**86.4**	85.7	85.9	**85.8**	84.4	84.4	Intermediate	Improved	Good
	Access to Supports and Services	**81.4**	82.6	83.4	**79.5**	80.1	80.2	Intermediate	Declined Significantly	Issue
Governance	Parental Involvement	**83.1**	83.6	83.2	**79.9**	80.0	79.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2021/22 Diploma Examinations was impacted by the COVID-19 pandemic. In the absence of Diploma Examinations, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Examinations was impacted by the COVID-19 pandemic in 2021–22. School year 2021–22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022–23 and 2023–24 and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Examinations was impacted by wildfires in 2022–23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Security breaches occurred over the last few days of the 2021–22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Participation in the 2025–26 Diploma Examinations 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.

Alberta Education and Childcare Assurance Measures Overall Summary First Nations, Métis, and Inuit – Fall 2026

Assurance Domain	Measure	Edmonton Catholic Separate Schools (FNMI)			Alberta (FNMI)			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 & Achievement	Student Learning Engagement	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	Citizenship	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	**56.4**	58.7	56.2	**61.8**	59.8	58.5	Very Low	Maintained	Concern
	5-year High School Completion	**69.7**	66.0	72.6	**69.2**	69.7	70.1	Very Low	Maintained	Concern
	PAT9: Acceptable	**36.4**	46.2	43.1	**38.9**	41.6	40.8	Very Low	Declined	Concern
	PAT9: Excellence	**5.4**	8.6	7.7	**5.4**	6.3	5.9	Very Low	Declined	Concern
	Diploma: Acceptable	**81.3**	86.9	85.9	**76.2**	77.5	76.4	n/a	n/a	n/a
	Diploma: Excellence	**12.5**	15.7	15.8	**12.2**	11.9	11.7	n/a	n/a	n/a
Teaching and Leading	Education Quality	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2021/22 Diploma Examinations was impacted by the COVID-19 pandemic. In the absence of Diploma Examinations, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Examinations was impacted by the COVID-19 pandemic in 2021–22. School year 2021–22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022–23 and 2023–24 and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Examinations was impacted by wildfires in 2022–23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Security breaches occurred over the last few days of the 2021–22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Participation in the 2025–26 Diploma Examinations 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.

Alberta Education and Childcare Assurance Measures Overall Summary English as an Additional Language – Fall 2026

Assurance Domain	Measure	Edmonton Catholic Separate Sch (EAL)			Alberta (EAL)			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 & Achievement	Student Learning Engagement	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	Citizenship	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	**81.3**	74.2	74.7	**74.5**	73.5	72.8	Intermediate	Improved	Good
	5-year High School Completion	**86.3**	83.9	89.3	**85.0**	85.3	87.4	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	**57.1**	57.9	52.9	**51.7**	51.2	53.0	Very Low	Improved	Issue
	PAT9: Excellence	**11.6**	11.0	8.4	**10.3**	10.0	10.4	Low	Improved	Acceptable
	Diploma: Acceptable	**69.3**	71.0	73.2	**62.1**	67.4	67.0	n/a	n/a	n/a
	Diploma: Excellence	**10.6**	14.9	13.3	**12.8**	14.8	14.2	n/a	n/a	n/a
Teaching and Leading	Education Quality	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2021–22 Diploma Examinations was impacted by the COVID-19 pandemic. In the absence of Diploma Examinations, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Examinations was impacted by the COVID-19 pandemic in 2021–22. School year 2021–22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022–23 and 2023–24 and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Examinations was impacted by wildfires in 2022–23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Security breaches occurred over the last few days of the 2021–22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Participation in the 2025–26 Diploma Examinations 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.

Alberta Education and Childcare Assurance Survey Measures & Results

A – Acceptable Standard | E – Standard of Excellence

ECSD Provincial Achievement Test

Grade 6 PAT	ECSD % 2021–22		ECSD % 2022–23		ECSD % 2023–24		ECSD % 2024–25		ECSD % 2025–26	
	A	E	A	E	A	E	A	E	A	E
English Language Arts	86.2	24.9	84.8	24.1	n/a	n/a	n/a	n/a	n/a	n/a
French Language Arts	84.0	16.0	89.5	19.6	78.8	16.7	n/a	n/a	n/a	n/a
Mathematics	69.9	14.4	72.1	17.5	n/a	n/a	n/a	n/a	n/a	n/a
Science	79.3	26.7	73.7	23.2	75.6	25.4	n/a	n/a	n/a	n/a
Social Studies	75.9	21.7	73.9	21.2	74.8	20.6	73.5	20.6	77.4	19.9

Notes:
1. Participation in the PATs was impacted by the COVID-19 pandemic in 2021–22. Caution should be used when interpreting trends over time.
2. Beginning in 2022–23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented (n/a).

Grade 6 PAT New Curriculum	ECSD % 2024–25		ECSD % 2025–26	
	A	E	A	E
English Language Arts and Literature	76.7	17.3	80.2	12.5
French Immersion Language Arts and Literature	n/a	n/a	88.3	19.9
Mathematics	58.8	16.1	58.0	19.0
Science	n/a	n/a	73.3	22.6

Notes:
1. 2024–25 was the first year of a new test for ELAL and Mathematics that reflects the 2023 curriculum.
2. 2025–26 was the first year of the test for new curriculum for FILAL and Science.

Grade 9 PAT	ECSD % 2021–22		ECSD % 2022–23		ECSD % 2023–24		ECSD % 2024–25		ECSD % 2025–26	
	A	E	A	E	A	E	A	E	A	E
English Language Arts	81.9	17.4	80.6	17.0	80.6	16.8	81.0	16.4	81.1	15.9
English Language Arts K&E	56.0	7.3	60.2	6.8	52.9	1.1	58.3	8.3	48.8	2.3
French Language Arts	81.6	13.5	85.0	17.4	89.8	18.2	85.5	16.3	84.3	12.0
Mathematics	59.7	16.6	58.5	12.9	57.7	13.0	56.8	13.9	57.4	16.2
Mathematics K&E	55.0	3.0	44.0	5.0	45.4	2.1	46.5	4.2	43.1	1.8
Science	74.8	26.7	73.7	24.6	76.9	26.9	78.1	27.2	75.8	24.2
Science K&E	60.4	6.3	53.4	6.8	43.8	3.4	54.2	8.3	52.8	9.0
Social Studies	68.3	18.5	66.4	19.0	69.9	16.8	70.4	18.8	69.6	22.1
Social Studies K&E	57.3	9.4	54.7	5.8	40.9	9.1	50.9	8.9	51.7	10.3

Notes:
1. Participation in the PATs was impacted by the COVID-19 pandemic in 2021–22. Caution should be used when interpreting trends over time.

ECSD First Nations, Métis, and Inuit Provincial Achievement Test

Grade 6 FNMI PAT	ECSD % 2021–22		ECSD % 2022–23		ECSD % 2023–24		ECSD % 2024–25		ECSD % 2025–26	
	A	E	A	E	A	E	A	E	A	E
English Language Arts	64.8	8.6	60.4	7.4	n/a	n/a	n/a	n/a	n/a	n/a
French Language Arts	85.7	28.6	78.6	7.1	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics	38.7	3.4	37.4	5.1	n/a	n/a	n/a	n/a	n/a	n/a
Science	53.8	8.3	42.0	9.2	52.5	12.0	n/a	n/a	n/a	n/a
Social Studies	50.0	7.1	42.4	6.4	49.3	8.3	42.5	7.1	48.4	6.8

Notes:
1. Participation in the PATs was impacted by the COVID-19 pandemic in 2021–22. Caution should be used when interpreting trends over time.
2. Beginning in 2022–23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented (n/a).

Grade 6 FMNI PAT New Curriculum	ECSD % 2024–25		ECSD % 2025–26	
	A	E	A	E
English Language Arts and Literature	43.8	5.5	57.9	4.6
French Immersion Language Arts and Literature	n/a	n/a	75.0	8.3
Mathematics	24.3	3.7	23.9	6.9
Science	n/a	n/a	43.6	9.7

Notes:
1. 2024–25 was the first year of a new test for ELAL and Mathematics that reflects the 2023 curriculum.
2. 2025–26 was the first year of the test for new curriculum test for FILAL and Science.

Grade 9 FNMI PAT	ECSD % 2021–22		ECSD % 2022–23		ECSD % 2023–24		ECSD % 2024–25		ECSD % 2025–26	
	A	E	A	E	A	E	A	E	A	E
English Language Arts	57.8	4.3	53.1	8.5	55.0	6.7	55.7	7.0	55.6	4.9
English Language Arts K&E	37.0	3.7	52.6	5.3	50.0	0.0	50.0	7.7	17.9	3.6
French Language Arts	50.0	10.0	**	**	66.7	11.1	66.7	33.3	58.3	0.0
Mathematics	25.0	4.2	26.3	4.3	26.9	4.8	27.7	6.3	21.4	5.0
Mathematics K&E	43.5	0.0	36.4	4.5	25.9	0.0	43.8	9.4	22.6	0.0
Science	43.5	8.8	45.1	10.1	47.1	10.6	50.8	10.7	39.6	6.5
Science K&E	43.5	0.0	57.9	5.3	33.3	7.4	57.1	10.7	24.1	0.0
Social Studies	38.1	6.5	38.4	7.4	39.2	7.2	47.7	9.1	34.4	7.3
Social Studies K&E	39.1	8.7	55.6	5.6	30.8	11.5	51.9	11.1	21.4	3.6

Notes:
1. Participation in the PATs was impacted by the COVID-19 pandemic in 2021–22. Caution should be used when interpreting trends over time.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (**).

ECSD English as an Additional Language Provincial Achievement Test

Grade 6 EAL PAT	ECSD % 2021–22		ECSD % 2022–23		ECSD % 2023–24		ECSD % 2024–25		ECSD % 2025–26	
	A	E	A	E	A	E	A	E	A	E
English Language Arts	85.8	18.6	73.2	13.4	n/a	n/a	n/a	n/a	n/a	n/a
French Language Arts	63.2	10.5	100	10	62.5	25.0	n/a	n/a	n/a	n/a
Mathematics	67.2	13.5	66.1	15.0	n/a	n/a	n/a	n/a	n/a	n/a
Science	78.4	20.6	67.1	16.3	66.7	14.6	n/a	n/a	n/a	n/a
Social Studies	73.0	16.9	69.1	17.6	64.0	13.1	63.6	15.8	74.8	15.2

Notes:
1. Participation in the PATs was impacted by the COVID-19 pandemic in 2021–22. Caution should be used when interpreting trends over time.
2. Beginning in 2022–23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented (n/a).

Grade 6 EAL PAT New Curriculum	ECSD % 2024–25		ECSD % 2025–26	
	A	E	A	E
English Language Arts and Literature	67.8	10.7	75.2	7.1
French Immersion Language Arts and Literature	n/a	n/a	81.0	23.8
Mathematics	54.9	13.1	59.4	17.0
Science	n/a	n/a	70.1	18.6

Notes:
1. 2024–25 was the first year of a new test for ELAL and Mathematics that reflects the 2023 curriculum.
2. 2025–26 was the first year of the test for new curriculum for FILAL and Science.

Grade 9 EAL PAT	ECSD % 2021–22		ECSD % 2022–23		ECSD % 2023–24		ECSD % 2024–25		ECSD % 2025–26	
	A	E	A	E	A	E	A	E	A	E
English Language Arts	65.5	5.9	57.7	5.5	54.5	3.9	62.1	7.2	63.3	7.1
English Language Arts K&E	**	**	**	**	**	**	**	**	**	**
French Language Arts	**	**	**	**	**	**	83.3	16.7	100.0	45.5
Mathematics	42.4	9.2	44.1	5.1	42.0	6.2	50.5	9.9	48.3	11.4
Mathematics K&E	**	**	**	**	**	**	57.1	0.0	**	**
Science	60.1	13.0	56.3	11.9	57.2	10.1	66.2	17.2	62.4	15.2
Science K&E	**	**	**	**	**	**	**	**	**	**
Social Studies	51.1	8.4	47.0	6.3	45.1	7.3	52.7	9.8	53.6	12.5
Social Studies K&E	**	**	**	**	**	**	**	**	**	**

Notes:
1. Participation in the PATs was impacted by the COVID-19 pandemic in 2021–22. Caution should be used when interpreting trends over time.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (**).

COMMENTARY ON RESULTS

French Immersion Language Arts and Literature Grade 6

Level of Achievement	ECSD %	Province %
Acceptable	88.3	79.1
Excellence	19.9	10.0

Although the new French Immersion Language Arts and Literature (FILAL) Provincial Achievement Test (PAT) was not administered provincially in 2024–2025, many ECSD students participated in the field testing of the assessment on Vretta. Building on the insights gained from the field-test results, a strong instructional focus was placed on text forms and structures. This focus was reflected in the strong results on the Writing portion of this year's Grade 6 FILAL PAT, as well as in ECSD students' performance above the provincial average on Reading items related to text forms and structures. While ECSD students performed above the province in many areas of reading comprehension, the results also highlighted areas for continued instructional attention. In particular, inferencing in non-fiction texts, as well as grammar and vocabulary questions in both fiction and non-fiction texts, remain areas that will continue to be addressed through intentional instruction and assessment.

French Language Arts 9

Level of Achievement	ECSD %	Province %
Acceptable	84.3	71.6
Excellence	12.0	9.0

Grade 9 French Language Arts (FLA) students continued to demonstrate strong achievement, consistently outperforming provincial results in both reading and writing at the Acceptable Standard and Standard of Excellence. Reading is a particular area of strength, with students demonstrating a solid foundation in comprehension. However, the results highlight opportunities to further develop students' ability to make inferences and interpret vocabulary and expressions within context, supporting the development of more complex reading comprehension skills. In writing, students demonstrated overall success, while continued attention to vocabulary development, sentence structure, and language conventions will help strengthen the clarity, precision, and sophistication of their written communication. Moving forward, these findings reinforce the importance of explicit language instruction and targeted literacy strategies to support continued growth and help more students achieve the Standard of Excellence.

English Language Arts and Literature Grade 6

Level of Achievement	ECSD %	Province %
Acceptable	80.2	71.3
Excellence	12.5	8.9

Analysis of the 2025–2026 Grade 6 English Language Arts and Literature (ELAL) results show continued strength in writing and in students' understanding of texts organization. ECSD students performed above the provincial average in both fiction and non-fiction writing. Reading comprehension was on par with the provincial average and remains our area for continued focus.

A closer look at the results shows the following trends:

- Vocabulary is a growing strength. Our students performed better than the provincial average on questions requiring them to use word parts, such as prefixes and suffixes, to determine word meaning. This reflects the vocabulary work underway in Grades 3–6.
- Understanding text organization and purpose was a strength this year. This area was named as a priority in the Education Plan and supports both reading and writing.
- Determining the meaning of a word from the sentences around it is the clearest area for growth. This is where ECSD students trailed the provincial average most significantly.
- Results at the Standard of Excellence declined this year, following a similar pattern across the province. However, ECSD students remained well above the provincial rate.
- The most challenging questions for students across Alberta involved interpreting poetry and identifying conflict in a story. ECSD students performed at a similar level to the provincial average on these questions.

English Language Arts 9

Level of Achievement	ECSD %	Province %
Acceptable	81.1	70.0
Excellence	15.9	11.4

ECSD students continued to perform above the provincial average in English Language Arts (ELA) 9, achieving higher results at both the Acceptable Standard and Standard of Excellence on the 2025–2026 PAT. Among students who wrote the assessment, Part A (Writing) results exceeded the provincial average by 2.4 percentage points at the Acceptable Standard and 5.1 percentage points at the Standard of Excellence. Writing continued to be an area of strength for the Division. Part B (Reading) results were 3.8 percentage points above the province at the Acceptable Standard and 0.8 percentage points above at the Standard of Excellence.

Overall, ECSD's performance relative to the province improved in both reading and writing. The three-year trend indicates that ECSD students continue to achieve above the provincial average at both the Acceptable Standard and the Standard of Excellence.

Mathematics 6

Level of Achievement	ECSD %	Province %
Acceptable	58.0	53.0
Excellence	19.0	18.3

Analysis of the 2025–2026 Grade 6 Mathematics results show ECSD students achieving above the provincial average at both the Acceptable Standard and the Standard of Excellence, with more students reaching the Standard of Excellence than in the previous year. Within the test itself, ECSD students were on par with the provincial average in measurement and data, and slightly below the provincial average in the other areas of the test. Working with fractions, ratios, and rates remains our most significant area for growth.

A closer look at the results shows the following trends:

- Working with fractions, ratios, and rates is our most significant area for growth. The widest gaps were on questions asking students to express a fraction as a decimal number and to add mixed numbers with different denominators.
- Working with decimals, integers, and powers also trailed the provincial average, including questions on the addition and subtraction of decimal numbers.

- The questions where ECSD students trailed the provincial average were foundational number questions, which clearly identifies where to focus our support.
- Measurement and data was a strength. ECSD students performed better than the provincial average on questions related to volume, area, and comparing triangles.
- More students reached the Standard of Excellence than in the previous year, and ECSD students remained above the provincial average at that level.
- The Division had nearly all Grade 6 students write the PAT, a much higher proportion than the province. Among those who wrote, ECSD results were slightly below the provincial average at both standards.

Mathematics 9

Level of Achievement	ECSD %	Province %
Acceptable	57.4	50.7
Excellence	16.2	15.1

On Part A (Non-Calculator), ECSD students performed slightly below the provincial average, achieving results that were 1.7 percentage points lower at the Acceptable Standard and 0.7 percentage points lower at the Standard of Excellence. This remains an area of focus as the Division transitions to the new curriculum.

Analysis of Part B results showed continued improvement on high-complexity questions; however, moderate-complexity questions emerged as an area for growth. Overall, ECSD performed on par with the province in the Number and Patterns and Relations strands and above the province in Statistics and Probability. Shape and Space remained the most significant area for improvement, with Division results falling below the provincial average on the majority of related assessment items. While progress has been made in the Number strand, many assessment items continue to perform below the provincial average. Achievement at the Standard of Excellence level remains an area of focus.

Knowledge and Employability (K&E) Mathematics results demonstrated strengths in Patterns and Relations and Statistics and Probability, where ECSD performed at or above the provincial level. Areas for growth remain in Number and Shape and Space, as well as on questions assessing both Knowledge and Skills.

Science 6

Level of Achievement	ECSD % 2025–2026	Province % 2025–2026
Acceptable	73.3	65.7
Excellence	22.6	20.7

The 2025–2026 school year was the second year of the new Grades 4–6 Science curriculum and the first year our students wrote the new Grade 6 Science PAT. No test was written during the first year of implementation, so these results establish a baseline. Our students achieved above the provincial average at both the Acceptable Standard and the Standard of Excellence and performed at or very close to the provincial average in every area of the test.

A closer look at the results shows the following trends:

- Questions about forces and how things interact were ECSD's students' strongest area.
- Planning and interpreting investigations was the most challenging area. Among the most difficult questions on the test were those asking students to determine what an investigation was measuring and what the data showed. This confirms our focus on the skills students need to do science, not only to know

science.
- Coding and computational thinking was on par with the provincial average.
- Questions related to matter and energy were where ECSD students most consistently trailed the provincial average.
- The most difficult question on the test asked students to connect scientific ideas to real societal, technological, and environmental issues. Students across Alberta also found this question difficult.
- The Division had nearly all Grade 6 students write the PAT, a much higher proportion than the province. ECSD's overall score was within half a mark of the provincial average.

These results align with those of the previous Science test, where scientific skills and procedures were identified as an area for continued teacher support.

Science 9

Level of Achievement	ECSD %	Province %
Acceptable	75.8	65.3
Excellence	24.2	20.4

Analysis of the 2025–2026 Science 9 PAT results indicate that ECSD students performed above the provincial average in both Knowledge and Skills. Students also exceeded provincial results across all five units of study.

Further analysis highlights the following:

- Student achievement remains above the provincial average in the Total Test, Knowledge and Skills reporting categories.
- Achievement at both the Acceptable Standard and the Standard of Excellence continues to exceed provincial results.

Results from the K&E Science PAT demonstrate strengths in four of the five units of study, with ECSD performing at or above the provincial average. The primary area for growth is Electrical Principles & Technologies.

Student performance on assessment items measuring both Knowledge and Skills was at, or slightly below, the provincial average.

Further analysis indicates that students performed above the provincial average on common items that appear across multiple administrations of the assessment. However, performance on assessment-specific (unique) items suggests an opportunity for continued improvement across the Division.

Social Studies 6

Level of Achievement	ECSD %	Province %
Acceptable	77.4	64.5
Excellence	19.9	18.7

Analysis of the 2025–2026 Grade 6 Social Studies results show the Division's strongest performance at the Acceptable Standard in five years. ECSD students achieved above the provincial average at both the Acceptable Standard and the Standard of Excellence, and their overall score matched the provincial average. Students performed on par with the provincial average in both knowledge and skills, which has been the focus of our work on thinking routines and source analysis. Increasing the number of students who achieve the Standard of Excellence remains an area for growth.

A closer look at the results shows the following trends:

- Questions about democratic rights and freedoms and ancient Athens were ECSD students' strongest areas.
- Active citizenship was the most challenging topic for ECSD students. The questions they found most difficult asked them to recognize what active citizenship looks like and how people participate in democratic life.
- The question on which ECSD students trailed the provincial average the most was a skill-based question related to the responsibilities of local government.
- The Division had a much higher proportion of Grade 6 students who wrote the PAT than the province. Among those who wrote, ECSD students performed above the provincial average at the Acceptable Standard and below the provincial average at the Standard of Excellence.
- Results at the Standard of Excellence have remained within a narrow range over the past five years, which is why increasing achievement at that level remains a focus.

Social Studies 9

Level of Achievement	ECSD %	Province %
Acceptable	69.6	57.5
Excellence	22.1	16.3

The 2026 Social Studies 9 PAT data reveals that the Division achieved above the provincial average for Acceptable Standard (+4.7%) and Standard of Excellence (+3.9%). Additionally, the Division scored above the province in Total Test Score (+2.8%), Knowledge and Understanding (+2.1%), and Skills and Processes (+3.3%).

The three-year trend indicates that the Division continuously performs above the province in both Acceptable Standard and Standard of Excellence. While the province shows a continual decline in students achieving the Acceptable Standard, ECSD students remain in a fairly consistent range. Both the province and Division have shown an upwards trend in students achieving the Standard of Excellence, with ECSD students attaining this standard at their highest level in the three-year period (5.5% higher compared to 2024).

Further item analysis reveals the following trends within ECSD:

- Achievement is highest on the topics of Immigration and Economic Decision Making
- Achievement is lowest for the topic of Political and Judicial Systems
- Student achievement on Knowledge and Understanding questions has declined over the last three years
- Student achievement on Skills and Processes questions shows a slight decline from the previous year
- Questions that ask students to analyze multiple sources to answer a question, often with the skills of synthesis or forming conclusions, continue to show some of the lowest item scores

The 2026 K&E Social Studies 9 PAT data reveals that the Division achieved above the provincial average for Acceptable Standard (+4.4%) and below Standard of Excellence (-1.6%). Additionally, the Division scored above the Province in Total Test Score (+2.4%), Knowledge and Understanding (+2.5%), and Skills and Processes (+2.3%) questions.

Further item analysis reveals the following trends within ECSD:

- Achievement is higher on the topic of Canada and the United States: An Economic Relationship
- Achievement is lower for the topic of Canada: Governance and Citizenship
- Student achievement on both Knowledge and Understanding and Skills and Processes questions has shown an improvement from the previous year
- Questions that involve skills of synthesis or forming conclusions continue to show some of the lowest item scores

English as an Additional Language

Analysis of the EAL PAT results at the elementary level shows that EAL students achieved above the provincial average at the Acceptable Standard in ELAL, Mathematics, Social Studies, and Science. EAL learners achieved above the provincial average at the Standard of Excellence in ELAL and Science.

Analysis of the PAT results at the junior high level shows that EAL students achieved above the provincial average at the Acceptable Standard in ELA, Science, and Social Studies. EAL students also achieved above the provincial average at Standard of Excellence in ELA and Social Studies. Compared to the previous year, a greater percentage of EAL students achieved the Acceptable Standard in ELA and Social Studies, while a greater percentage achieved Standard of Excellence in Mathematics and Social Studies.

Trends that emerged from this analysis indicate that:

- Collaboration between EAL Consultants and Curriculum Consultants across subject areas continues to strengthen consideration of language demands and supports for EAL students.
- Achievement at the Standard of Excellence level for EAL students, although improved from the previous year, remains an area for continued focus, highlighting the importance of ongoing academic language development for Intermediate EAL learners across subject areas to support higher levels of achievement.

KEY STRATEGIES

ECSD is committed to providing an excellent Catholic education that supports the academic success and holistic development of every student. Grounded in our mission to inspire students to learn and to prepare them to live fully and serve God in one another, and a vision of Catholic education rooted in faith, hope, and love, we strive to create learning environments where all students are supported, challenged, and empowered to thrive.

Our Optimal Learning Framework guides this commitment by recognizing that student success extends beyond academic achievement. It emphasizes the importance of creating the conditions in which students experience a sense of belonging, engage in meaningful learning, develop their God-given gifts, and achieve their full potential. Understanding student achievement is an essential part of this work. Through the thoughtful examination of assessment data, we celebrate areas of strength, identify opportunities for growth, and make informed decisions that strengthen teaching and learning across the Division.

The following subject-specific commentaries on PAT results provide insights into student performance, instructional strengths, and areas for continued growth. These reflections are grounded in data analysis, subject-specific expertise, and our shared mission to nurture excellence in Catholic education through optimal learning experiences for all.

English Language Arts and Literature

Grade-Specific Reading Professional Learning

Through Division-Focused Professional Development (DFPD), 104 Grade 2 teachers learned and planned together across the Division. Sessions focused on curriculum-aligned, high-impact instruction in foundational reading and provided teachers with time to align practices across schools. Grade 2 letter-sound results showed the strongest fall-to-spring reduction of any measure.

Vocabulary, Text Forms, and Writing in Grades 3–6

Bug Club Morphology continued to build vocabulary and comprehension through the study of word parts. Summer Summit and Grade 6 PAT support sessions focused on text forms and structures and on writing across genres, with planning tools, exemplars, and writing routines. Both areas were relative strengths on the 2025–2026 Grade 6 PAT.

Teacher and Student Resources

The Humanities Essential Academic Terms and Strategies (HEATS) project, which uses the principles of UDL and research-based Visible Thinking Routines, was expanded. This collaborative project brings together ELA, Social Studies, French Immersion, and EAL to provide consistent language supports centred on 15 critical Humanities terms. Posters, sentence frames, and additional resources provide scaffolds for teachers and students. The project continued to support students in demonstrating their thinking, engaging with complex concepts, and developing stronger, more organized writing skills. An internal SharePoint site was developed to provide teachers with easy access to resources.

Teachers had the opportunity to work collaboratively on a Grades 7 and 8 Writing Part A final assessment modelled on the Grade 9 PAT Writing Part A. Following the assessment, teachers came together to discuss standards and collaboratively mark student writing. This project provided teachers with opportunities to engage in impactful teaching practices and deepen their understanding of writing standards in Grades 7 and 8.

The development and field testing of Common Summative Assessments (CSAs) in Grades 7 and 8 continued to enhance teachers' ability to identify instructional focus areas. Through collaborative assessment blueprinting and multiple-choice exam development, teachers gained deeper insight into reporting categories and the cognitive demands of ELA multiple-choice questions. Additional reading passages and corresponding data resources were released to help students build familiarity with the CSA format and further strengthen their reading comprehension skills.

Professional Development

Professional development focused on collaboration and sharing best practices to support both teachers new to ELA and experienced teachers. This was accomplished through both formal professional development sessions and school visits to support specific teacher needs. Professional development sessions included three online book studies on student engagement, feedback and writing. Teachers also had the opportunity to attend professional development sessions on developing a classroom culture of discussion and discourse, integrating critical thinking into the ELA activities, three collaborative marking opportunities, and professional development specific to new teachers.

Consultants presented the framework of new curriculum to multiple schools in preparation for upcoming changes in junior high. Teachers and students were invited to participate in ECSD Reads, where a variety of activities were modelled for teachers with the students involved. In addition, in-person and online meetings were conducted with 10 schools to provide them with the background knowledge and understanding to be part of an ELA assessment pilot in 2026–2027.

Common Summative Assessments

ECSD continues to rely on data informed practices to shape the direction of instruction. By analyzing PAT and CSA data for Grades 7 and 8, schools and teachers were better able to make instructional decisions that support student learning. The development and field testing of CSAs by teachers has enhanced their ability to identify instructional focus areas. Through collaborative work on assessment blueprinting and the creation of multiple-choice exams, teachers have gained deeper insight into the reporting categories and cognitive demands of ELA multiple-choice questions. Additional reading passages were released, along with corresponding data resources, to help students build familiarity with the CSA format and strengthen their reading comprehension skills.

Teachers had the opportunity to work collaboratively on a Grade 7 and 8 Writing Part A final assessment. Teachers who chose to participate in the group created a written final modelled on the Grade 9 PAT Writing Part A. After students completed the assessment, teachers came together to discuss standards and collaboratively mark the assessment. This project provided teachers with the opportunity to engage with impactful instructional practices for writing and deepen their knowledge of writing standards for Grades 7 and 8.

English as an Additional Language

Teacher and Student Resources

EAL Benchmarks 2.0 data was leveraged as a planning tool to guide instruction and identify meaningful curriculum access points. To support this work, resources and materials such as the Structured Language Supports were developed to help teachers intentionally scaffold language and learning. Each school had an EAL Designate who supported the EAL profiles at their site and attended four callback sessions throughout the year. Targeted breakout sessions focused on analyzing EAL data and strengthening instructional strategies for EAL learners within each school.

Thirty-seven English Language Learner Educators (ELLE's)were placed in K–12 schools to support EAL learners in developing academic language across content areas. They emphasized the importance of integrating both language and content objectives into teacher planning, while providing cross-curricular opportunities for EAL learners to engage with academic language. Schools also leveraged ELLEs support to develop language and content simultaneously.

Professional Development

The Division continued to support school teams through professional learning focused on curriculum implementation and effective strategies for supporting EAL learners. In addition, collaboration with Curriculum Consultants ensured that language considerations remained a central focus across all areas of work. EAL Consultants supported DFPD in ELAL and Mathematics by highlighting language demands within curriculum outcomes focusing on academic vocabulary, sentence frames, and scaffolds.

At the secondary level, our work continued with the Structured Language Supports for Skills and Procedures document. The document provided curriculum access for students at all stages of language learning. We also began collaborating with the mathematics department to ensure mathematics was reflected within these supports. At the junior high level, we continued to support professional learning related to the new draft curriculum. Language considerations remained a central focus to provide access points within Mathematics and Social Studies

The primary objective of the EAL consultant team was to make language considerations more visible and intentional across all content areas. This involved co-developing professional learning sessions that emphasized Optimal Learning and were specifically designed to support the language development of EAL learners. These sessions, including those delivered at School Teams and individual school sites, highlighted the importance of integrating both language and content objectives into teacher planning.

Communities of Practice

To support the needs of our growing EAL population, the EAL consultant team facilitated professional learning opportunities for teachers. One Community of Practice (CoP) focused on the Structured Language Supports for Skills and Procedures, emphasizing curriculum access points and strategies for scaffolding language for EAL learners.

In addition, the EAL consultant team collaborated with the elementary mathematics team to provide a CoP focused on supporting oral language development in mathematics classrooms. The CoP emphasized integrating opportunities for oral language development while addressing mathematics curricular outcomes.

Teacher and Student Resources

As part of curriculum implementation supports, ECSD developed and acquired a range of instructional resources to support teaching and learning across K–12 programs. A total of 10 purchased resources were added, including *Littératie en action*, *Passeport*, *Je lis, je lis*, *Idéllo*, *Édumédia*, print and digital dictionaries, novel collections, *Facile à lire* (three decodable text series), *Mission Possible* (high-low book series), and ElevenLabs for audio and accessibility support.

In addition, 147 internally developed resources were created to support curriculum implementation across grade levels and subject areas. These included Curriculum Crates for content areas and FILAL K–6 (35); Social Studies year plans aligned with FILAL (3); FILAL 6 PAT support documents (20); French Treaty posters (6); CSAs across core subjects in Grades 7–12 (37); the FLA 30-2 final exam (1); audio files for summative assessments in FLA 7–12 (4); an overview of FILAL reading skills (7); calibration protocol documents (2); monthly teacher newsletters (7); the *We Say Oui* parent support website (1); bundled French immersion K–6 year-planning documents (7); PAT analysis documents for schools (2); and new curriculum supports for Grades 7–9 Mathematics and Social Studies (15).

Resources supporting new curriculum implementation are publicly available and can be accessed at: https://curriculum.ecsd.net/pacing-guide

Professional Development

All teachers in K–6 met twice during the school year to engage in a CoP focused on refining assessment practices related to the FILAL (K–6) curriculum and oral language. Each session provided opportunities for collaboration with grade-level colleagues from ECSD and four other school divisions in the Edmonton region. Teachers engaged in a deep exploration of the role of listening in additional language learning programs and applied backward design principles to address the diverse needs of learners. Participants also explored formative assessment practices, examined the role of effective feedback in student learning, and analyzed student exemplars. Through collaborative discussions, teachers calibrated their assessment practices to strengthen consistency and shared understanding of proficiency expectations.

In its second year, the Intercultural CoP met five times during the 2025–2026 school year, engaging 12 teacher participants. The community provided targeted support for internationally educated and multilingual teachers through professional learning focused on successful school start-up practices, relationship-building with students, families, colleagues, and administrators, assessment and curriculum understanding, parent communication, technology integration, UDL, culturally responsive teaching, and English for Teaching. Additional supports included linguistic coaching, Artificial Intelligence (AI) and technology tools, collaborative problem-solving related to student needs, and guidance regarding professional responsibilities. Participant feedback was consistently positive, highlighting increased confidence, improved understanding of instructional and assessment practices, stronger communication skills, and enhanced capacity to support diverse learners in inclusive and culturally responsive classrooms.

In addition to these CoPs, numerous teachers participated in grade-level intervisitation opportunities. Consultants modelled lessons and co-planned with teachers in response to individual site and teacher needs.

At the secondary level, professional learning focused on the draft Études sociales and Mathématiques curricula. Subject-area focus groups collaborated with external school divisions to develop French-language resources in preparation for implementation in fall 2027. High school collaboration in FLA continued with a focus on developing a CSA for FLA 30-2. The exam was administered in June 2026 and will be refined for future administrations. In collaboration with EAL, a junior high CoP was established to support language learning across content areas. Teachers from a variety of subject areas participated, using the language support document developed collaboratively by EAL and French Immersion to support the learning.

Common Summative Assessments

FLA exams were developed and validated for Grades 7, 8, 10 and 11. Throughout the year, teachers collaborated to develop new exam questions and refine existing assessments. The exams, which assess reading comprehension through a variety of text and question types, were administered to all students in these grades in June. Data from these exams will be used to inform practice at both the classroom and divisional levels.

A second version of the Grade 7 and Grade 8 exams was implemented this year across all four French Immersion junior high schools. Teachers will analyze the field test results and continue validating the questions to support ongoing refinement of the exams and preparation for future administrations.

Partnerships

In recognition of the need for French Immersion language supports across the Edmonton region, ECSD French Immersion Consultants welcomed teachers from neighbouring school divisions to participate in professional learning sessions. Participating divisions included: STAR Catholic, Black Gold, Greater St. Albert Catholic Regional Division, Parkland School Division, Elk Island Catholic Schools, Sturgeon Public Schools, Elk Island Public Schools, and St. Albert Protestant.

In addition, ECSD collaborated with neighbouring school divisions on a variety of resource development initiatives, including the creation of FILAL Grade 6 PAT support documents in partnership with Edmonton Public Schools (EPSB). Consultants continued to work with Metro Edmonton Regional French Immersion Professionals, the Consortium francophone, a subdivision of the Alberta Professional Learning Consortium (APLC), and Alberta Education and Childcare to analyze curriculum and develop resources in the target language. ECSD also worked closely with Campus Saint-Jean to provide professional learning and support recruitment opportunities.

Cultural Connections

In addition to consultant-led professional learning and support, French Immersion programs continued to benefit from the cultural events and resources curated by our French Cultural Coordinator. In the fourth year of this initiative, the coordinator continued to develop digital libraries containing videos, websites, and books to support important events and celebrations, including Métis Week, Mois de la Francophonie, and Christmas. The third annual ECSD Winter Carnival was held in March 2026 at École J.H. Picard. These initiatives foster a welcoming environment where French Immersion students and their families can engage in French language and cultural experiences outside of the school day.

Mathematics

Launching the ECSD Mathematics Framework

The Mathematics Framework, developed in 2024–2025, became the anchor for our professional learning. It provides teachers and leaders from K–6 with a shared vision for positive math identity, high-impact instruction, and data-informed teaching. Over the past year, the Mathematics Framework K–12 was introduced across the Division. Designed for Kindergarten to Grade 12, the framework addresses Mathematical Identity, Leadership in Mathematics, Data-Informed Instruction, the Strands of Math Proficiency, High-Impact Instruction, Language Learners, Learning Environment, Calculators and Technology, and Assessment and Reporting.

Supporting Upper Elementary and Grade 6

Consultants co-planned with teachers and instructional coaches, and dedicated sessions supported Grade 6 teachers with PAT preparation and review. Teachers in 12 schools reviewed and trialed Dynamic Math, a comprehensive Grades 3–6 resource, which informed its adoption for 2026–2027. Intervention resources such as *Do The Math* and *Leaps and Bounds*, along with hands-on manipulatives, helped teachers close foundational gaps.

Teacher and Student Resources

At the junior high level, work began to unpack the draft Grades 7–9 mathematics curriculum. The mathematics team facilitated a working group in which teachers explored the architecture of the new curriculum and began developing a new scope and sequence. This work informed professional learning sessions for all junior high mathematics teachers, supporting their understanding of the new curriculum's expectations for student learning. Teacher feedback was used to identify resources needed to optimize learning in classrooms, and Consultants began designing student learning experiences aligned with an outcomes-based reporting structure.

Professional Development

New Curriculum Working Group

In response to the release of the new draft Mathematics curriculum, a working group of 20 junior high teachers was established to support preparations for the 2026–2027 pilot year. Throughout the 2025–2026 school year, the group engaged in professional learning focused on understanding the structure and design of the new curriculum, including the role of curricular verbs and their implications for classroom instruction, assessment, and planning practices.

The working group collaboratively analyzed curriculum expectations, explored shifts in pedagogical approaches, and examined how the curriculum's emphasis on disciplinary thinking could be reflected in classroom learning experiences. A significant focus of the group's work was the development of performance-based assessment tasks and planning resources for Grades 7–9, with particular emphasis on Grade 7 as the entry point for implementation.

This work culminated in the creation of unit planners specifically designed to support teachers in translating curriculum expectations into coherent learning experiences. These planners also provided examples of scaffolded assessment items and correlational support for educators as they prepare for the pilot implementation of the new curriculum.

Key accomplishments include:

- Building teacher capacity around the structure and intent of the new Mathematics curriculum.
- Deepening understanding of how curricular verbs inform instructional and assessment practices.
- Developing a defined list of curricular verbs with common definitions, exemplars, and EAL supports.
- Developing performance tasks for Grades 7–9, with a primary focus on Grade 7.
- Creating unit planning guides to support curriculum implementation and long-range planning.
- Establishing a collaborative network of educators to support the 2026–2027 pilot year and future implementation efforts.
- Providing time for reflective practice related to supporting diversity within the classroom.

Item Writing Sessions

To complement the development of unit planners and support how the new curriculum might be assessed, item-writing sessions were facilitated during the school year. These sessions were designed both to generate assessment content for the 2026–2027 pilot year and to build teacher capacity in designing items aligned with a focus on curricular verbs.

- **January 2026**: Teachers explored the purposeful use of visuals in assessment design. Using released Grade 6 and Grade 9 PAT visuals alongside new curriculum Knowledge, Understandings, Skills, and Procedures (KUSPs), participants developed scaffolded assessment items that align to ECSD' Levels of Achievement ranging from Beginning Standard to Standard of Excellence. This process provided teachers with examples of how a single visual could support multiple mathematical concepts, various entry points and proficiency scales all within the same context. Teachers learned how to use those exemplars to calibrate their own practice, ensuring consistency in assessment practice.

- **April 2026**: Building on the previous session, the focus was to deepen the assessment scaffolding process through a revised item-writing template. Teachers incorporated a newly introduced "Transition" question type designed to bridge prior learning and emerging understanding while also offering multiple entry points. This work provided an opportunity for teachers to engage with curriculum content while refining their understanding of learning progressions and assessment design.

The assessment items developed through these sessions were digitized and incorporated into the unit planner guides, creating a scaffolded bank of curriculum-aligned assessment resources to support pilot implementation. Collectively, these sessions strengthened teachers' understanding of the new draft curriculum while also providing practical tools to support their own assessment design.

Division-Focused Professional Development

To support system-wide readiness for the implementation of the new draft Mathematics curriculum, three DWPD sessions were offered throughout the year. These sessions were designed to develop a common understanding of the curriculum's structure, strengthen assessment and instructional practices, and familiarize teachers with the resources being developed by the Working Group and the Item Writers to support the 2026–2027 pilot year.

- **Session 1:** The focus was on building foundational understanding of the new curriculum architecture. Participants explored the overall structure and guiding principles of the draft curriculum, examined the role of action verbs within learning outcomes, and connected these ideas to ECSD's Mathematics Framework.

- **Session 2:** This session shifted toward practical application of resources being developed. Teachers engaged with the performance tasks created through the curriculum working group, analyzed how curriculum verbs influence task expectations and levels of thinking, and considered how existing instructional resources could be adapted to align with the new curriculum structure.

- **Session 3:** Teachers examined the structure and components of the packaged unit planners, including how learning outcomes and KUSPs were intentionally grouped to support coherent instruction. Attention was given to the use of common verbs and planning structures to strengthen alignment between curriculum, instruction, and assessment. Participants had the opportunity to experience performance tasks and analyze assessment items within the unit planners, deepening their understanding of learning progressions, pedagogical shifts and assessment design within the new draft curriculum.

Collectively, these professional learning opportunities increased teacher familiarity with the new draft curriculum, strengthened understanding of curriculum-aligned planning and practices, and provided educators with practical tools and resources to support curriculum implementation. The sessions also contributed to the development of a divisional approach to curriculum implementation, fostering consistency and collaboration across schools. Additional learning opportunities were provided for Department Heads, Lead Teachers, and Instructional Coaches to deepen their understanding of the framework and support implementation within their school communities.

Common Summative Assessments

During the 2025–2026 school year, direct CSA item development was paused due to the implementation of the new junior high mathematics curriculum, which introduces new content and will require updates to existing CSA assessments. Instead, 26 teachers participated in two days of item-writing sessions focused on understanding the role of curriculum verbs in assessment design. Historically, mathematics assessments have relied heavily on verbs such as solve, calculate, determine, and explain. Participants explored how visual contexts can serve as entry points for scaffolded questions that support diverse learners while addressing a broader range of curriculum verbs.

These questions are being incorporated into the new unit planners released during the pilot year of implementation. By intentionally focusing on directing words, teachers are expanding the ways they design classroom assessments and summative tasks. Moving forward, CSA development will build on this shared understanding, creating opportunities to incorporate a wider variety of question formats and cognitive demands. Currently, junior high mathematics CSA items are limited to multiple-choice and numeric-response formats.

Science

Teacher and Student Resources

Experiential learning remained a central focus of junior high Science education throughout the 2025–2026 school year. Consultants supported teachers in creating learning opportunities that connected scientific concepts to real-world contexts. Through classroom inquiry, hands-on investigations, design challenges, and field-based experiences, teachers worked alongside Consultants to enhance student engagement, strengthen scientific skills and procedures, and deepen students' understanding of scientific concepts.

During the 2025–2026 school year, eight junior high schools participated in the Science Showcase, providing students with opportunities to share their learning, engage in scientific inquiry, and develop research and presentation skills. ECSD students also demonstrated excellence in regional and national science competitions. At the Edmonton Regional Science Fair, students earned an Honourable Mention and received the Psychologists' Association of Alberta Behavioural Science Award.

The award-winning Behavioural Science project advanced to the Canada-Wide Science Fair, where it earned a Bronze Medal of Excellence and a university entrance scholarship. These accomplishments reflect the enthusiasm of both students and teachers for scientific inquiry and research, while highlighting a growing culture of innovation and engagement across the Division.

As we implement the new curriculum, we have aligned scientific planning, instruction, and assessment to ensure impactful practices across the Division.

Consultants helped teachers plan around the actions of science, such as observing, investigating, and explaining, through hands-on investigations and explicit scientific discussion. The Science Assessment Toolkit provided teachers with proficiency levels to assess these skills, and Organizing Idea Science Bins provided every school with materials to support inquiry. Having students engage in the *doing* of science rather than focusing on just *knowing* science. Science is an active, hands-on subject that allows students to experience iterative thinking and inquiry.

Because there is a new curriculum, there was some hesitation on the part of teachers, particularly in units that are completely new. Consultants supported teachers through co-planning, co-teaching, modelling, and follow-up tailored to each teacher's experience with the new curriculum. A full year of Kindergarten to Grade 6 Science placemats, embedded within the pacing guides, brought together the skill verbs, resources, computer science, scientific methods, and cross-curricular opportunities for each unit. Having those resources at-the-ready for their planning has helped teachers feel more confident in their implementation of the curriculum.

Understanding how students should be taught and assessed helped teachers calibrate to a standard. When implementing new curriculum, it is difficult to know to what degree to teach each outcome. To support their understanding in these areas, Grades 4–6 teachers field tested new classroom resources, and their feedback helped shape the materials now shared with all schools. A Grade 6 Science PAT session prepared teachers for the first administration of the new test. Overall, this supported teachers in understanding the new grade level expectations.

Connecting science to the outside world is important. The first Kindergarten to Grade 3 Natural Connections CoP brought together Science, Indigenous Learning Services, Physical Education and Wellness, and ELAL in a cross-departmental partnership, connecting land-based learning, Indigenous perspectives, and cross-curricular inquiry. Students shared their learning at the ECSD Science Showcase and the Edmonton Regional Science Fair. Science

Consultants also worked with Curriculum and Inclusive Education Consultants to increase access to hands-on science learning for more students. This rich learning opportunity was impactful to both students and teachers, helping them make connections between subjects and outcomes. It was a highly engaging opportunity that brought together schools and students to understand the world around them.

Professional Development

Because of the emphasis on hands-on learning, laboratory safety and the use of proper laboratory techniques remained a key focus of professional learning throughout the 2025–2026 school year. Consultants provided training for junior high Science teachers on foundational laboratory practices, including safe preparation, storage, handling, and disposal of chemicals and biological specimens. Interest in this learning extended beyond laboratory safety, leading to additional support for teachers in the effective organization and management of Science laboratory spaces.

Another area of focus was the use of Gizmos, an interactive digital simulation platform that can supplement or replace traditional laboratory experiences when facilities, materials, or equipment are unavailable. These simulations allow students to investigate scientific phenomena, collect and analyze data, and draw evidence-based conclusions. As a result, Gizmos provided teachers with an additional tool to support the development of students' scientific skills and procedures while strengthening scientific literacy.

Common Summative Assessments

CSAs continued to be administered as final assessments for Grades 7 and 8 Science students. Throughout the 2025–2026 school year, teachers participated in two collaborative Saturday working sessions to revise existing assessments and begin developing alternate versions to support future implementation.

Early in this work, teachers engaged in significant professional learning focused on assessment design, including assessment blueprinting to ensure an appropriate balance of knowledge and skill outcomes. Analysis of student achievement data indicated that students have historically performed less successfully on skills-based questions, reinforcing the importance of providing regular opportunities for hands-on scientific investigation and skill development.

Through this process, teachers strengthened their understanding of high-quality skills-based assessment design and the use of assessment data to inform instruction. The CSA process is now well established within Science departments across the Division and has become an important component of professional collaboration. Teachers value the opportunity to work together as a PLC to develop assessments that are valid, reliable, and reflective of student learning while continuing to strengthen assessment literacy and instructional practice.

Social Studies

In Social Studies, we have been hard at work implementing the new curriculum for Grades K–3. At the same time, there has been a focus throughout grade levels on critical thinking and source analysis. Ensuring that students have rich opportunities to engage with a variety of sources, with a clear learning progression throughout the grades, is critical to the development of skills in Social Studies.

Teacher and Student Resources

At the junior high level, ECSD continued to prioritize the development of critical thinking, source analysis, reading comprehension, and disciplinary literacy skills in Social Studies. Building on previous analysis of PAT and CSA results, this work focused on providing teachers with practical instructional resources that integrate these skills into daily classroom learning rather than treating them as isolated assessment preparation.

A significant area of development was the creation of *Inquiry Quests,* curriculum-aligned instructional resources designed to support implementation of Alberta's new Social Studies curriculum. Grounded in the Inquiry Design

Model (IDM), these resources organize learning around compelling questions, supporting questions, carefully selected sources, formative learning tasks, and authentic summative performance assessments. *Inquiry Quests* include digital portfolios of student learning, accompanying teacher guides, and scope and sequence documents for all three grade levels.

In kindergarten to Grade 3, we launched the new curriculum in a variety of ways. Kick-Off Days, lesson resources, curriculum crates, and planning tools supported teachers during the first year of implementation of the new curriculum. Lessons were developed with Indigenous Learning Services so that Indigenous perspectives and mentor texts were embedded in the resources, helping students see themselves in their learning. Feedback from teachers has been positive as they work with the planning tools and resources in their classrooms.

Although with legacy curriculum, Consultants worked with teachers on how to deepen their practice to ensure that we are teaching both knowledge and skills in the classroom. Consultants modelled and co-taught thinking routines that help students make connections, consider perspectives, and reflect on how their thinking changes. A targeted Grade 6 session provided teachers with strategies for reading informational text and analyzing sources. Job-embedded professional learning, with modeling in the classroom, has been a key strategy in demonstrating how sources can be used in the classroom.

In order to support teacher planning, Consultants developed a comprehensive planning guide for the new curriculum, organized into Learning Series that address all grade-level outcomes. Each series includes lessons, student materials, and assessment tools, providing every school with a consistent starting point. Ensuring common resources and student experiences ensures equity throughout the system.

To get ready for implementation in the 2026–2027 school year, spring preview days gave more than 60 teachers an early look at the new curriculum and Division resources in Social Studies, along with time to begin planning. Having time to learn and consolidate understanding is critical for consistent implementation.

Professional Development

Inquiry Quests encourage students to investigate meaningful historical, political, economic, and social questions while developing the knowledge and skills necessary to construct evidence-based conclusions. Particular emphasis is placed on moving beyond factual recall toward higher-order thinking, including analyzing multiple perspectives, evaluating evidence, making connections, formulating judgments, and justifying conclusions.

These resources support instructional consistency, enhance support for diverse learners, and provide regular opportunities for students to engage in the disciplinary thinking required for success in Social Studies.

Professional learning in Social Studies continued to evolve in response to curriculum implementation priorities and the need to strengthen student achievement in critical thinking and disciplinary literacy. DFPD sessions supported teachers in transitioning from predominantly content-driven instruction toward a more inquiry-based, student-centred approach. Professional learning emphasized four interconnected areas of instructional practice:

1. **Collaborative Learning Environments:** Creating structured opportunities for students to discuss, question, and construct understanding together through cooperative learning strategies.
2. **Student Inquiry**: Using compelling and supporting questions to guide meaningful investigations that promote curiosity, engagement, and deeper understanding.
3. **Social Studies Literacies and Skills:** Explicitly developing students' abilities to read informational texts, interpret sources, analyze evidence, recognize perspectives, and communicate reasoned conclusions.
4. **Assessment Practices**: Embedding formative assessment throughout the learning process and designing rigorous summative assessments that require students to apply their knowledge and demonstrate higher-order thinking.

Classroom-embedded consultant support remained an important component of the Division's professional learning model. Collaborative planning, instructional coaching, lesson modeling, and co-teaching provided opportunities to connect professional learning directly to classroom practice and respond to the specific needs of teachers and students. Demand for school and department visits continued to increase as professional learning communities prepare for new curriculum implementation through curriculum study, planning, piloting, and implementation preparation.

Common Summative Assessments

The Division continued with the administration of CSAs so that Grades 7 and 8 students had the opportunity to engage in an assessment experience that is structured in a manner similar to the PAT. CSA data analysis occurred at both the Division- and school-level from which areas of strength and growth were identified. Similar to the PAT results, the CSAs identified a need for students to further develop skills in synthesis, evaluation, and drawing conclusions, especially when considering multiple sources. In response, teacher resources and professional learning aligned with the new curriculum have been intentionally developed to address these skills. Additionally, for the 2025–2026 and 2026–2027 school years, junior high Social Studies CSA development has shifted focus towards preparation for new curriculum. Item-writing working groups meet twice throughout each year to create items for classroom exam use, as there will be a demand for these by teachers during the first year of curriculum implementation. By ensuring that these questions are created with an emphasis on critical thinking, disciplinary skills, and source analysis, students can engage with quality assessments that allow for an authentic representation of their learning. This prepares students and teachers for the return of CSAs aligned to the new curriculum.

Secondary New Curriculum

Throughout 2025–2026, teachers participated in four half-day professional learning sessions focused on the Grades 7–9 draft Mathematics, Career Education and Financial Literacy (CEFL), Physical Education and Wellness (PEW), and Social Studies curricula. These sessions introduced the architecture of the new curriculum and provided opportunities for teachers to explore the pedagogical and assessment approaches that will support implementation in ECSD.

Each subject area also established a teacher working group that met five times throughout the school year. These groups provided feedback on implementation planning and contributed to the development of resources and supports for the new curriculum. Through this work, participants began developing the skills and knowledge needed to act as teacher leaders who will support curriculum implementation within their schools.

Physical Education and Wellness

Secondary Physical Education focused on strengthening leadership capacity among high school department heads and junior high leads, using curriculum and Division documents to support effective departmental practices. A cornerstone of this work was professional learning and coaching focused on assessment practices in physical education. Leaders explored assessment as, for, and of learning, using these concepts to reflect on instructional approaches and the relationship between pedagogy and assessment.

A major focus was preparing teachers and schools for the Grades 7–9 PEW curriculum pilot. Members of the Junior High Curriculum Working Group engaged in professional learning focused on pedagogical frameworks, including Balanced Physical Education, Meaningful Physical Education, and Skills-Based Health Education. The working group also developed classroom-ready resources, including the Skills and Procedures rubrics and PEW One-Pagers, to support implementation of the new curriculum.

Building on the positive results of the *How Are You Feeling* (HAYF) program in high school CALM classes, work during the 2025–2026 school year focused on adapting the program for junior high Wellness classes participating in the 2026–2027 pilot. A partnership with Teach Nutrition dietitians also supported the development of a Food Literacy resource, providing teachers with resources to support food literacy learning in ECSD and across Alberta.

Career Education and Financial Literacy

As part of preparing for the new curriculum, ECSD established a CEFL working group consisting of teachers from across the Division and developed initial resources based on the *Inquiry Quest* model of learning. This approach was selected for several reasons. Primarily, it aligns well with the learning outcomes and the intent of CEFL, which is to help students explore their abilities and interests while beginning to plan for their future in relation to careers, finances, and high school completion.

The learning activities created, which will continue to be refined, supported students in exploring both themselves and their goals. ECSD's assessment team and Career and Technology Studies (CTS)/Career and Technology Foundations (CTF)/career teams collaborated to develop curriculum resources, assessments, and integrated feedback tools to support student learning within the course. Once these initial exemplars were developed, the CEFL working group created additional resources, which will continue throughout the 2026–2027 year. In addition, the teams worked together to prepare materials that will support the reporting structure schools will use in Grades 7, 8, and 9.

The CEFL team also collaborated with the social studies team to ensure consistency in the inquiry-based learning approaches used across both curricular areas. This work ensures teachers and students engage with a common instructional model, reducing the need to adapt to different structures and processes between subjects.

As this curriculum is new, school leadership teams also required support in understanding the curriculum, its intent, and the instructional approaches being recommended for lesson planning. Specialized sessions were provided for administrators to assist with timetabling these new courses and planning for implementation. Schools were also supported in planning to pilot portions of the curriculum this year as a means of building teacher and student readiness for full implementation next year.

School leadership was highly receptive to the learning outcomes within CEFL, recognizing the importance of these concepts and their role in helping students investigate potential career pathways and future educational opportunities. As part of the broader implementation of CEFL, career development, and education planning, the Division expanded access to myBlueprint into Grade 7. ECSD has also worked with teachers in a variety of settings and locations to support effective use of myBlueprint, including its career-planning, future-planning, and résumé-building features.

ECSD Diploma Examination

Grades 10–12 DIP	ECSD % 2021–22		ECSD % 2022–23		ECSD % 2023–24		ECSD % 2024–25		ECSD % 2025–26	
	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	82.2	6.5	87.6	11.5	88.1	9.1	88.1	12.1	83.7	11.9
English Language Arts 30-2	86.4	13.2	91.1	14.9	91.2	16.5	88.5	13.6	80.8	8.1
French Language Arts 30-1	90.5	2.4	98.4	8.2	96.4	9.1	100.0	5.6	100.0	2.9
Mathematics 30-1	70.4	26.4	70.9	27.8	77.2	31.1	78.5	33.6	81.6	38.1
Mathematics 30-2	65.7	13.5	75.2	13.6	76.5	19.0	77.1	22.8	76.6	23.6
Social Studies 30-1	83.4	12.6	86.9	15.3	89.2	20.5	89.7	21.1	85.5	14.1
Social Studies 30-2	76.4	11.5	79.8	12.2	82.5	13.4	80.2	12.2	76.3	13.2
Biology 30	71.2	21.3	82.9	28.1	84.9	30.9	82.3	33.8	85.6	36.4
Chemistry 30	67.9	19.5	79.2	30.7	79.5	30.2	81.9	33.8	77.6	29.1
Physics 30	75.2	23.7	81.9	39.4	87.1	40.9	82.2	38.8	81.1	36.8
Science 30	77.2	20.0	83.4	25.0	86.5	29.2	78.7	26.8	79.9	29.6

Notes:
1. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic in 2021–22. Caution should be used when interpreting trends over time.
2. Participation in the 2025–26 Diploma Examinations was impacted by the January 2026 exam administration cancellation. School year 2025–26 is not compared with previous years' results. Caution should be used when interpreting trends over time.

ECSD First Nations, Métis, and Inuit Diploma Examination

Grades 10–12 DIP	ECSD % 2021–22		ECSD % 2022–23		ECSD % 2023–24		ECSD % 2024–25		ECSD % 2025–26	
	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	70.8	4.2	76.3	6.8	92.5	7.5	85.0	6.3	80.4	4.3
English Language Arts 30-2	86.4	13.6	93.7	13.7	91.8	21.4	93.5	13.9	89.7	12.1
Mathematics 30-1	42.9	28.6	60.0	25.0	57.7	11.5	85.7	28.6	76.9	30.8
Mathematics 30-2	55.6	16.7	82.9	12.2	80.8	15.4	82.5	22.5	68.2	9.1
Social Studies 30-1	81.0	14.3	81.0	19.0	94.4	13.0	88.2	14.7	81.6	5.3
Social Studies 30-2	82.9	12.2	83.5	10.7	87.1	12.9	87.1	6.9	86.5	7.7
Biology 30	66.7	5.6	78.0	17.1	85.1	17.0	91.1	26.7	79.3	20.7
Chemistry 30	66.7	22.2	77.8	38.9	80.0	30.0	72.0	20.0	93.8	37.5
Physics 30	50.0	0.0	100.0	35.7	100.0	44.4	90.0	60.0	55.6	11.1
Science 30	83.3	33.3	87.0	21.7	96.3	25.9	77.1	22.9	68.2	18.2

Notes:
1. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic in 2021–22. Caution should be used when interpreting trends over time.
2. Participation in the 2025–26 Diploma Examinations was impacted by the January 2026 exam administration cancellation. School year 2025–26 is not compared with previous years' results. Caution should be used when interpreting trends over time.

ECSD EAL Diploma Examination

Grades 10–12 DIP	ECSD % 2021–22		ECSD % 2022–23		ECSD % 2023–24		ECSD % 2024–25		ECSD % 2025–26	
	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	62.1	5.2	75.5	3.2	62.9	2.2	71.3	4.9	71.3	3.0
English Language Arts 30-2	71.3	3.0	84.2	8.5	86.0	8.8	77.3	8.8	69.3	3.7
Mathematics 30-1	69.8	23.3	71.9	18.8	75.6	23.2	62.3	25.4	74.0	18.2
Mathematics 30-2	56.5	8.7	63.8	10.1	61.8	10.5	63.1	15.6	71.2	18.2
Social Studies 30-1	80.0	8.6	84.6	10.3	75.7	10.8	76.9	11.0	75.8	9.1
Social Studies 30-2	55.7	7.2	69.8	8.9	70.7	11.6	68.3	11.3	61.5	7.4
Biology 30	62.0	6.0	66.7	17.3	71.2	20.5	74.3	24.8	77.3	22.7
Chemistry 30	63.6	24.2	84.4	15.6	73.2	23.2	79.5	39.7	69.1	21.8
Physics 30	68.0	8.0	64.0	12.0	66.7	37.0	68.3	31.7	71.4	17.9
Science 30	62.5	9.4	80.4	26.1	79.4	20.6	64.4	13.3	70.2	17.0

Notes:
1. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic in 2021–22. Caution should be used when interpreting trends over time.
2. Participation in the 2025–26 Diploma Examinations was impacted by the January 2026 exam administration cancellation. School year 2025–26 is not compared with previous years' results. Caution should be used when interpreting trends over time.

COMMENTARY ON RESULTS

English Language Arts

In ELA 30-1, ECSD students met the provincial average in achieving the Standard of Excellence and exceeded the province in achieving the Acceptable Standard and in overall Diploma Examination score. School-awarded marks at the excellent level continue to move closer to provincial results, and work will continue to support alignment between course achievement and provincial assessment standards.

In ELA 30-2, ECSD student performance declined in both the Acceptable Standard and Standard of Excellence. Despite this decrease, the average score on the written Diploma Examination remained above the provincial average. Reading comprehension results indicate a need for continued support in this area.

Analysis of written response results shows that ELA 30-1 students exceeded the provincial average in all scoring categories at the excellent level. In ELA 30-2, results suggest an area of continued focus on the Visual Reflection assignment across both scoring categories.

Reading comprehension results remained generally consistent with provincial performance.

Social Studies

The 2025–2026 Social Studies 30-1 results demonstrated several areas of strength for ECSD students. The Division maintained an average Diploma Examination score (64.5%) that was virtually identical to the provincial average (64.6%), while achieving the Acceptable Standard at a rate 1.7 percentage points higher than the province (85.5% compared to 83.7%). Notably, ECSD students continued to outperform the provincial average on the Written Response component, with an average score of 63.1% compared to 61.7% provincially. In addition, the Division's school-awarded marks remained closely aligned with provincial results, with an average of 77.1% compared to

78.1% across Alberta. While the percentage of students achieving the Standard of Excellence was lower than in recent years, the Division's long-term trend of strong achievement and consistent performance relative to provincial averages provides a solid foundation for continued success.

In Social Studies 30-2, ECSD students continued to demonstrate strong achievement, with 76.3% meeting the Acceptable Standard, reflecting sustained success for the majority of students. Although the provincial rate of students achieving the Standard of Excellence increased this year, ECSD maintained its previous year's rate of 12.2%, indicating stable performance over time. The Division's results remained closely aligned with provincial results, and students continued to demonstrate relative strength on the Written Response. ECSD students scored 57.3% on the Written Response component compared to the provincial average of 58.0%, a smaller gap than on the machine-scored component (63.8% compared to 66.4%), showing the success of Division work supporting teacher understanding of these assignments. Given the sustained levels of achievement observed over recent years, the Division will continue to monitor results to identify emerging trends and opportunities to further support student success.

Mathematics

In Mathematics 30-1, analysis of the Diploma Examination results demonstrated continued improvement in all topics and cognitive levels. ECSD students performed above the provincial average in Relations and Functions, Trigonometry, and Permutations, Combinations and Binomial Theorem. In addition, ECSD students performed above the provincial average in Conceptual questions, Procedural questions, and Problem Solving questions. ECSD students' performance was better than the provinces' on all 32 machine-scored questions and in all six parts of the written response section.

Further item analysis reveals the following trends:

- Permutations, Combinations and Binomial Theorem was targeted as an area of concern though improvement has been observed.
- ECSD had a smaller difference between the school-awarded mark and the Diploma Examination than the province.
- Student achievement on items classified at the Standard of Excellence was a strength for the Division.
- A greater percentage of ECSD students achieved at the Standard of Excellence on the Diploma Examination than the province.
- The number of ECSD students achieving at the Acceptable Standard as a blended mark remained strong and the Division had a greater percentage of students achieving at the Acceptable Standard on the Diploma Examination than the province.
- The number of ECSD students achieving below the Acceptable Standard on the Diploma Examination remained an area of concern, although results continue to improve.

In Mathematics 30-2, analysis of Diploma Examination results demonstrated continued improvement in all topics and cognitive levels. The Division was above the province in Probability and in Relations and Functions and at the provincial level in Logical Reasoning. The Division performed above the province in Conceptual questions, Procedural questions and in questions that involved Problem Solving. On machine-scored questions, the Division performed better than the province on 29 of 32 items. In the written response section of the Diploma Examination, the Division performed better than the province in six parts and was at the provincial level in the other two parts.

Further item analysis reveals the following trends:

- The Division average on the Diploma Examination continued to see improvement, despite the province seeing a decline over the same period.
- After a period of improvement in the school-awarded mark, the Division maintained this average.
- The variation between the school-awarded mark and the Diploma Examination mark of the Division is less than the variation between the school-awarded mark and the Diploma Examination mark of the province.

- Although the number of students who have reached the Acceptable Standard as a blended mark continues to remain strong, and that the Division has a greater percentage of students achieving at the Acceptable Standard on the Diploma Examination than the province, the number of students who are not reaching Acceptable Standard on the Diploma Examination continues to be an area of concern, despite showing continued improvement.
- Although the Division has a greater percentage of students achieving the Standard of Excellence on the Diploma Examination than that of the province, this is still an area that the Division could target as a possible area of improvement.

Biology

Biology 30 continues to demonstrate strong student achievement. Since 2022–2023, both school-awarded and Diploma Examination marks have increased, contributing to results that remain above the provincial average. A notable area of success is the continued growth in students achieving the Standard of Excellence. Over the past three years, ECSD's rate has increased by 10 percentage points to 57.6%, surpassing the provincial rate of 55.9%. This trend suggests that increasing numbers of students are demonstrating advanced understanding of biological concepts. Biology 30 remains the most highly subscribed 30-level science course in the division. The continued increase in Standard of Excellence attainment is therefore particularly encouraging, as it reflects improved achievement across a large and diverse student population.

Continued collaboration, teacher professional learning, and analysis of student achievement data support ongoing growth and high levels of achievement.

Chemistry

Results at the Acceptable Standard have remained consistently high and comparable to provincial performance across administrations. Greater variability is observed in the Standard of Excellence, where small differences in cohort composition can have a larger impact on the percentage of students achieving the highest levels of performance. In our division, these fluctuations tend to occur between Semester 1 and Semester 2 administrations rather than from year to year, reflecting differences in the groups of students writing each administration. While caution should be exercised when interpreting individual administrations, the data suggest opportunities to further examine instructional practices, assessment alignment, and supports for high-achieving students in order to increase the proportion of students attaining the Standard of Excellence while maintaining strong overall rates of success.

To support continued improvement, the Secondary Science Consultant is facilitating a year-long Chemistry CoP focused on the collaborative analysis of student achievement data, sharing effective instructional and assessment practices, and identifying strategies to strengthen student learning and achievement in Chemistry 30.

Physics

Physics 30 showed encouraging improvement in 2025–2026 and remains an area of focus for continued growth. School-awarded achievement increased, and the percentage of students achieving the Standard of Excellence rose to 53.8%. These results suggest positive momentum following earlier declines in several achievement measures. To build on this growth, teachers continue to collaborate through the Physics CoP, sharing promising instructional and assessment practices, analyzing student achievement data, and identifying strategies to further support student learning and achievement.

Science

Science 30 continues to demonstrate consistent excellence and strong achievement. School-awarded marks have increased by 1.9 percentage points since 2022–2023 and remain above the provincial average. ECSD continues to outperform the province in the percentage of students achieving the Acceptable Standard on the Diploma Examination and in school-awarded marks, reflecting consistently strong student achievement. In addition, the percentage of students achieving the Standard of Excellence has increased in recent administrations and remains well above the provincial rate, indicating that more students are demonstrating advanced levels of scientific

understanding and achievement.

Science 30 continues to attract strong student participation across the division. The combination of strong enrolment and achievement suggests that a broad range of students are both accessing and succeeding in 30-level science. These results highlight the Division's continued strength in supporting student learning and achievement in Science 30.

French Language Arts

The FLA 30-1 Diploma Examination results indicated solid overall achievement, with students performing slightly above the provincial average. A greater proportion of students earned the Acceptable Standard, and all students achieved a passing grade, suggesting consistent performance across the cohort and a strong foundation in French language skills. While these results are encouraging, the slightly lower proportion of students achieving the Standard of Excellence highlights an opportunity to further develop the advanced language skills required to achieve at the highest levels. Continued emphasis on critical reading, language use, and precision in written communication supported this growth. Results should be interpreted with caution due to the small cohort size, only 35 students, as the performance of individual students can have a significant impact on overall results.

KEY STRATEGIES

English Language Arts Grades 10–12

The High School ELA Department Head Professional Learning Community (DHPLC) continued the development and refinement of CSA resources through the blueprinting of assessment items and analysis of validation data. Analysis of student achievement data identified reading comprehension as an area requiring increased attention. In response, teachers engaged in collaborative discussions on data-informed instruction and the use of thinking routines to strengthen students' understanding of complex texts. This work continues to deepen teacher understanding of assessment design and strategic instruction.

To support student writing achievement, teachers completed levelled scoring guides for the -2 stream writing tasks, including the Visual Reflection, Literary Exploration, and Persuasive Writing in Context tasks at the 10-2 and 20-2 levels. The development of these scoring guides supported consistency in assessment practices and strengthened teachers' understanding of writing standards across the -2 stream throughout the Division. This work also provided meaningful opportunities for professional dialogue regarding effective feedback and pedagogical practices to support student writing.

Social Studies Grades 10–12

ECSD continued to prioritize source curation, disciplinary literacy, and active citizenship in Social Studies. To support these priorities, the Division provided curriculum-aligned extension opportunities that allowed students to apply classroom learning in authentic and engaging ways.

Examples of these opportunities included Light of Christ Model United Nations (LOCMUN) and ECSD Reads. Through LOCMUN, students engaged in debate, policy development, and evidence-based argumentation in a creative and collaborative environment. ECSD Reads provided opportunities for students to engage with new texts, celebrate reading, and discuss their learning with peers. Both initiatives connected classroom learning to new contexts and included teacher professional learning that could be applied within schools and classrooms.

Frameworks guiding pedagogy and assessment continued to support consistency across schools and promote best instructional practices. Ongoing work to develop resources, guides, and frameworks responded to teachers requests for support with implementing new resources and practices. This collaborative work provided guidance for educators as they continued to refine their instructional and assessment practices.

Professional learning in Social Studies focused on four key areas:

1. **DHPLC:** Building capacity with instructional leaders through collaboration and the sharing of effective practices.
2. **Experiential Education:** Using compelling and supporting questions to organize meaningful investigations that promote curiosity, engagement, and deeper understanding.
3. **Novel Resources:** Developing students' ability to engage confidently with a variety of sources while supporting teachers in identifying and integrating diverse resources in classroom learning.
4. **Assessment Practices:** Continuing to refine assessment design, administration, and communication, while building Division capacity in CSA development and blueprinting.

In-classroom consultant support remained an important component of the Division's professional learning model. Collaborative planning, instructional coaching, lesson modeling, and co-teaching provided opportunities to connect professional learning directly to classroom practice and respond to the specific needs of teachers and students. Department visits will increase in the 2026–2027 school year in response to growing requests for support with Diploma Examination and CSA data analysis, mentoring new teachers, and modeling lessons.

Mathematics Grades 10–12

Mathematics teachers collaborated to analyze CSA data for Mathematics 10C, 20-1, and 20-2. This work informed the revision of existing assessment items and the development of new questions. A key focus of the revision process was improving the clarity of question stems and strengthening alignment with Diploma Examination standard. Teachers also developed scoring guides and participated in reliability reviews to support consistency in grading across the Division.

DFPD sessions were held with high school mathematics teachers to support implementation of the ECSD Mathematics Framework. was introduced through a soft launch. Professional learning focused on the analysis of CSA data, the use of high-impact instructional strategies, and the review and refinement of assessment practices. Teachers explored approaches to eliciting and responding to student thinking, while also examining scoring guides and reliability reviews to strengthen consistency in assessment practices across the Division. Additional professional learning focused on Manipulatives, Tools, and Representations to support mathematical understanding, with particular attention to visualization. Teachers collaborated in the review of written-response CSA items and associated scoring guides to strengthen both instruction and assessment practices.

A year-end professional learning event provided teachers with opportunities to explore connections between mathematics and apprenticeship pathways, curriculum implementation, and assessment practices. Northern Alberta Institute of Technology (NAIT) Instructors discussed the application of high school mathematics within the skilled trades, while Curriculum Consultants shared updates and implementation supports related to the new Grade 9 mathematics curriculum. Additional sessions examined assessment for learning practices and the use of SmarterMarks versioning tools to support academic integrity.

The ECSD Math Contest, hosted by St. Francis Xavier High School, continued to provide opportunities for student to engage in challenging mathematical problem solving. Participation continued to increase across the Division, with 15 teams and more than 90 students involved.

Science Grades 10–12

Teachers and department heads attended professional learning sessions led by Secondary Science Consultants that supported instructional and assessment practices across Grades 10–12 science programs. Through collaborative sessions, teachers engaged with evidence-informed approaches to instruction, assessment design, scientific literacy, and student engagement. School department heads and teachers participated in the ongoing refinement of CSAs, including the review of assessment data, development and field testing of new assessment

items, and creation of revised assessment forms. The collaborative process between department heads, working groups, and Science Consultants supported the ongoing development of divisional assessment resources and promoted consistency in assessment practice across schools.

School department heads and school leaders participated in the DHPLC, which provided opportunities to collaborate, build professional capacity, and strengthen instructional leadership. Participants engaged in professional dialogue focused on student achievement, inclusive instructional practices, and supports for diverse learners. The DHPLC also provided opportunities for science leaders to share effective practices and address common challenges across schools.

School department heads and administrators worked collaboratively with Secondary Science Consultants to analyze CSA and Diploma Examination results. Through structured data-review processes, school teams examined student achievement trends and identified instructional and assessment priorities to support program planning. Teachers received responsive school-based support tailored to local needs. Working directly with teachers in classroom and laboratories, Secondary Science Consultants collaborated on instructional planning, assessment practices, laboratory experiences, and student learning activities. Support ranged from targeted one-time engagements to longer-term partnerships and included modelling, co-teaching, coaching, and resource development. Consultants also worked alongside teachers to support the implementation of curriculum, assessment, and laboratory programming. This support helped connect professional learning to classroom practice while responding to the specific needs of schools, teachers, and students.

Through the ongoing refinement of CSAs, Classroom Assessment Materials (CAMs), and supporting instructional resources, teachers were provided with tools to engage students in scientific communication, including the interpretation of evidence, construction of explanations, and justification of scientific conclusions. This work reinforced scientific literacy as a foundational component of science education.

Students enrolled in French Immersion science programs benefited from the intentional development of French-language science resources alongside their English counterparts. Assessment and instructional materials were designed, reviewed, and refined with consideration for the needs of students enrolled in French Immersion science programs. By developing resources concurrently in both languages, the Division increased access to science materials and strengthened support for students choosing to continue their science education in French throughout high school.

Career and Technology Foundations/Career and Technology Studies

During the 2025–2026 school year, CTF and CTS Consultants supported schools in providing students with practical learning experiences and increased awareness of career pathways. The Division hosted the third annual ECSD Career and Bridging Fair, which welcomed more than 1,000 attendees. Students and families had opportunities to connect with employers, post-secondary institutions, training providers, and community agencies to learn about career options, transition services, and learning pathways available during high school.

Students also participated in four career exploration field trips to NorQuest College, providing exposure to post-secondary educational opportunities and potential future career pathways. In addition, Consultants supported the design of future CTF and CTS instructional spaces during a period of significant new school construction across the Division. Recommendations included accessibility features, room layouts, specialty equipment, and programming considerations aligned with provincial workforce needs.

These initiatives helped students connect their interests and strengths to future educational and career opportunities. CTF provides students with early opportunities to explore interests and potential career pathways, while CTS enables students to develop practical skills and earn credits toward high school graduation. Through these experiences, ECSD continued to support career exploration, skill development, and successful transitions beyond high school.

Collegiate Programming

In response to the provincial educational mandate to increase students' awareness of and exposure to career pathways, ECSD prepared a collegiate school application and submitted it to Alberta Education and Childcare. Following approval in May 2025, St. Eligius Catholic Collegiate began operating in September 2025. During its first year of operation, two collegiate pathways were offered: Pipe Trades Apprenticeship and Welding Apprenticeship. These programs provide students with opportunities to begin apprenticeship-level training while still in high school.

The Pipe Trades Apprenticeship and Welding Apprenticeship pathways support both high school completion and successful transitions beyond Grade 12. Students can earn up to 15 thirty-level high school credits while participating in the programs. Because the courses align with curriculum from Alberta's Apprenticeship and Industry Training (AIT), students are also prepared to write their first-period apprenticeship examinations during high school.

Completing first-period apprenticeship examinations before graduation provides students with a valuable head start on future educational and career goals. In addition, collegiate agreements with post-secondary institutions and industry partners help create clear pathways to further training, apprenticeship opportunities, and employment. Through these programs, ECSD continues to expand career-focused learning opportunities that support student engagement, skill development, and successful transitions to post-secondary educations and the workforce.

ECSD High School Completion Rates

Performance Measures	Results %				Evaluation		
	2021–22	2022–23	2023–24	2024–25	Achievement	Improvement	Overall
High school completion rate of students within three years of entering Grade 10	85.9	85.7	86.9	86.3	High	Maintained	Good
High school completion rate of students within five years of entering Grade 10	93.2	92.5	90.8	90.5	High	Declined Significantly	Issue

Notes:

1. Participation in the 2020–21 to 2021–22 Diploma Examinations was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Examination administration. In the absence of Diploma Examinations, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

ECSD First Nations, Métis, and Inuit High School Completion Rates

Performance Measures	Results %				Evaluation		
	2021–22	2022–23	2023–24	2024–25	Achievement	Improvement	Overall
High school completion rate of students within three years of entering Grade 10	51.2	58.9	58.7	56.4	Very Low	Maintained	Concern
High school completion rate of students within five years of entering Grade 10	75.7	76.1	66.0	69.7	Very Low	Maintained	Concern

Notes:

1. Participation in the 2020–21 to 2021–22 Diploma Examinations was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Examination administration. In the absence of Diploma Examinations, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

ECSD EAL High School Completion Rates

Performance Measures	Results %				Evaluation		
	2021–22	2022–23	2023–24	2024–25	Achievement	Improvement	Overall
High school completion rate of students within three years of entering Grade 10	73.2	76.7	74.2	81.3	Intermediate	Improved	Good
High school completion rate of students within five years of entering Grade 10	92.6	91.5	83.9	86.3	Intermediate	Maintained	Acceptable

Notes:

1. Participation in the 2020–21 to 2021–22 Diploma Examinations was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Examination administration. In the absence of Diploma Examinations, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

COMMENTARY ON RESULTS

The five-year completion rate experienced a decline (90.5 from 90.8) during the reporting period and remains an area of focus for continuous improvement. However, ECSD continues to exceed the provincial average, demonstrating the effectiveness of the supports, interventions, and pathways available to students.

The School of Alternative Education serves ECSD students who may require flexible programming to accommodate employment, family responsibilities, mental health needs, and individualized learning circumstances. Through programs such as PASS (Part-Time Alternative Self-Paced School), Dual Credit courses and certificate programs, Work Experience, the Registered Apprenticeship Program (RAP), and skilled trades programming, students are provided with multiple pathways to remain engaged in learning and work toward high school completion.

In response to completion-rate trends, the School of Alternative Education continues to strengthen student engagement strategies, increase access to flexible learning opportunities, and expand career-focused programming that connects learning to future goals. These efforts are intended to support student successful completion of high school while preparing students for post-secondary education, apprenticeships, and workforce opportunities.

Although the five-year completion rate has declined, performance above the provincial average reflects the continued impact of alternative education programming in supporting student engagement, meeting diverse learner needs, and promoting positive educational outcomes. Continued investment in flexible learning pathways and career-connected programming will remain a priority as the Division works to further improve student completion rates.

The School of Alternative Education remains committed to expanding equitable access to flexible, innovative, and career-connected learning opportunities that support student success. Through continued collaboration with post-secondary institutions, and industry partners, ECSD will continue to strengthen pathways that enable students to achieve high school completion while developing the skills, experiences, and confidence needed to thrive in post-secondary education, apprenticeship training, and future careers. By responding to the diverse needs of learners and removing barriers to participation, the School of Alternative Education continues to advance the Division's commitment to supporting the success and well-being of every student.

While the First Nations, Métis, and Inuit (FNMI) high school completion rates have not yet reached the levels we aspire to see, we recognize the importance of this measure and remain committed to improving outcomes for FNMI students. Through intentional efforts, strong relationships, culturally responsive supports, and continued collaboration with students, families, staff, and community, we will continue to build on the progress being made and work toward ensuring that every FNMI student has the opportunity to successfully complete high school, envision a future beyond high school, and have the pathways and supports necessary to pursue that future.

ECSD continues to perform strongly relative to the province in high school completion. The Division's three-year high school completion rate was 81.3%, exceeding the provincial rate of 74.5%. The Division is also pleased with the continued improvement in its three-year completion rate over recent years. Of the 13,427 ECSD high school students, 2,285 are currently coded EAL (301, 303, 302, and 640), representing approximately 17% of the Division's Grades 10–12 student population. It is important to recognize that this figure does not include the many EAL students who have exhausted their five-year EAL funding allotment but continue to require academic language and learning supports.

KEY STRATEGIES

ECSD provided a wide range of opportunities and supports that helped students achieve high school completion. These supports were available both within Division high schools and through the Department of Student Services'

School of Alternative Education. Opportunities and supports focused on three key areas: high school completion, career readiness, and post-secondary preparation.

In alignment with the Alberta Minister of Education and Childcare's mandate, programming also emphasized career and trades preparedness. This included expanding career education opportunities, promoting skilled trades and apprenticeships, and supporting students through hands-on learning experiences that connected them with post-secondary institutions and employers.

Graduation Coaches

High School Graduation Coaches played a vital role within the Student Services team, serving either as Teacher Counsellors or working closely alongside Teacher Counsellors, administrators, and other support staff to help students successfully navigate their high school journey. For those serving in the dual role of Graduation Coach and Teacher Counsellor, this work is embedded within the comprehensive school counselling framework and supports student success through academic planning, career exploration, and addressing students' social, emotional, and wellness needs as they work toward their educational goals.

Graduation Coaches monitor academic pathways, support course selection, and meet regularly with students to develop academic plans aligned with their goals, interests, and future aspirations. They also coordinate visits from post-secondary institutions, provide information about career and educational pathways, and assist students with post-secondary applications and admissions processes. Through relationship-building, ongoing monitoring, and personalized guidance, they help students recognize their strengths, overcome barriers, and make informed decisions about their futures.

Their ultimate goal is to ensure every student has the opportunity to credential at the highest level possible while honouring each learner's unique pathway to success.

Collegiate Programming

Collegiate programming is important to our overall goal of high school completion, ensuring that students see real-world applications of their learning and future employment opportunities. Several strategies support collegiate students, staff, and programs. The ECSD Apprenticeship and Collegiate Consultant works directly with these programs to ensure successful implementation and operation. Professional development events provide opportunities for collegiate teachers to collaborate with colleagues while engaging in professional learning. We maintain strong relationships with collegiate teams in neighbouring school divisions and regularly engage with Alberta Education and Childcare and AIT to ensure our collegiate programs align with provincial expectations and regulations.

School of Alternative Education

The School of Alternative Education continued to provide flexible, student-centred learning opportunities that supported diverse academic, career, and personal pathways for students. As the needs of learners and society continue to evolve, alternative education programming remains responsive and adaptable, ensuring students can access meaningful learning experiences that meet their unique circumstances. Rooted in ECSDs' mission to provide Christ-centred education and foster lifelong learning, the School of Alternative Education offered innovative pathways that supported students in achieving high school completion while preparing for future success.

The School of Alternative Education provided academic support, flexible scheduling, and individualized learning opportunities for students seeking alternatives to traditional high school programming. At the same time, it offered enrichment opportunities for students wishing to extend their learning through post-secondary experiences, career exploration, and advanced learning pathways.

PASS remained a key component of alternative programming, providing students with flexible scheduling and individualized instruction. This model enabled students to balance their educational goals with employment,

extracurricular commitments, family responsibilities, and other personal circumstances while continuing to make progress toward high school completion.

A continued priority throughout the year was the expansion of career-connected learning opportunities that aligned with Alberta Education and Childcare's focus on enhancing career education. Through partnerships with post-secondary institutions, including Norquest College, Prairie College, Southern Alberta Institute of Technology (SAIT), NAIT, Olds College, MacEwan University, and Concordia University of Edmonton, students accessed dual credit opportunities in disciplines such as veterinary/animal sciences, health fields and nursing, aviation, law and policing, business, information technology, psychology, early learning and childcare, one-year Administrative Professional certificate program and one-year Educational Assistant certificate program. These experiences enabled students to earn both high school and post-secondary credits while exploring potential career pathways.

ECSD also continued to strengthen its partnership with The Educational Partnership Foundation (TEPF), which played an integral role in expanding skilled trades programming. For the second consecutive year, students participated in a semester-based trades program that provided hands-on industry training and opportunities to earn industry-recognized certifications during the regular school year. This complemented the division's third year of summer trades programming, which continued to engage students in practical, experiential learning opportunities throughout July and August.

To support student participation in these career-focused experiences, the School of Alternative Education continued to provide access to HCS 3000, an Alberta Education and Childcare course that is required for students participating in off-campus education, including Work Experience, Registered Apprenticeship Program (RAP), and TEPF programming. Through PASS (Part-Time Alternative Self-Paced School), students were able to access this course at no cost, removing barriers to participation and supporting equitable access to career education opportunities. Collectively, these programs contributed not only to high school completion but also to increased student confidence, career awareness, and future readiness.

In February, Student Services hosted the School of Alternative Education Information Evening to further support student and family awareness of alternative education opportunities. Students and families in Grades 10–12 were invited to explore the wide range of programs available through Student Services, with a particular focus on career education pathways.

Presentations were delivered by ECSD School Engagement Coordinators, Alternative Education Off-Campus Coordinators, Career Engagement Coordinators, and representatives from TEPF, as well as Careers. Families learned about opportunities for students to earn high school credits through Work Experience, the Registered Apprenticeship Program, and skilled trades programming offered through both semester-based and summer learning opportunities. Information was also provided regarding PASS, Dual Credit, Second Language Course Challenge, Diploma Preparation courses, Diploma Examination writing opportunities, Home Education, and Summer School, in order to support high school completion.

The information evening provided students and families with valuable insights into flexible and career-connected learning opportunities available within ECSD. By increasing awareness of diverse pathways to graduation, the event reinforced the Division's commitment to supporting student success through innovative, responsive, and student-focused programming that promotes both high school completion and future career readiness.

English as an Additional Language Specific Strategies

To support this growing population, ECSD high schools offer Locally Developed Courses (LDCs) in ELA, Social Studies, Mathematics, and Science. During the 2025–2026 school year, EAL Consultants revised several high school EAL LDCs to align with current and relevant learning outcomes. In addition, seven English Language Learner Educators (ELLEs) provided direct support to high school students across the Division.

ECSD also continued to offer the Introduction to Alberta EAL summer school course, which enables students to earn high school credits while developing their English language proficiency.

The EAL department continued to partner with Curriculum Consultants to provide professional learning that reflects the needs of ECSD's diverse student population. Each school has an EAL Designate who supports English language learners at their school and participates in four Division-wide callback sessions throughout the year. As the ELLE program continues to expand, increasing emphasis has been placed on connecting academic language development, through Benchmarks 2.0, with the curriculum students are learning across all subject areas. ELLEs collaborate with classroom teachers and EAL Designates to identify the language outcomes students require to access curriculum and demonstrate learning. Resulting in more classroom-based support and greater alignment between language development and classroom instruction.

These partnerships, along with ongoing professional learning opportunities for teachers, reflect the Division's commitment to supporting language learning across all subject areas.

Collaboration among EAL Consultants, ELLEs, teachers, and EAL Designates continued to strengthen this work. EAL Consultants model effective practices, facilitate collaborative planning, and support connections between language outcomes, curriculum content, and instructional practice. In addition, the Division implemented two language-learning snapshots using Benchmarks 2.0 to demonstrate student language growth in a more measurable and targeted way, while also using that evidence to inform planning, instruction, and next steps.

Finally, optimal learning and student ownership are becoming an important focus of our ELLE work. ELLEs are helping EAL students understand where they are in their language-learning journey, recognize and celebrate their progress, and identify meaningful next learning goals. In this way, students are not simply receiving language support. They are becoming active participants in understanding and advancing their own language development.

ECSD Citizenship

Performance Measures: The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Results %					Evaluation		
	2021–22	2022–23	2023–24	2024–25	2025–26	Achievement	Improvement	Overall
Parents	85.7	85.7	84.7	85.9	86.4	Very High	Maintained	Excellent
Students	75.4	75.2	72.2	71.5	73.2	Very High	Maintained	Excellent
Teachers	94.3	93.4	92.0	93.8	93.5	High	Maintained	Good
Overall	85.1	84.8	83.0	83.7	84.4	Very High	Improved	Excellent

COMMENTARY ON RESULTS

ECSD helped students become caring, responsible citizens who contributed to their communities. Grounded in our Catholic faith, this work connected classroom learning with daily opportunities to demonstrate respect, make ethical decisions, and serve others. Our citizenship results show overall improvement and continued strength, while highlighting the importance of continuing to build students' understanding of how their actions can make a difference.

KEY STRATEGIES

Catholic social teaching helps students understand the dignity of every person and their responsibility to care for others. Through relationships among home, school, and parish, students experience how faith guides choices, strengthens community, and calls us to serve. Schools are encouraged to engage in social justice activities that deepen students' understanding of service and social responsibility. Where possible, these activities are connected to curriculum outcomes to strengthen real-world learning. School and classroom service activities help students respond to needs in their communities and beyond. Connecting these experiences to learning and reflection helps students understand whom they are helping, why the need exists, and how their actions contribute to the common good. Each school is responsible for monitoring and explaining how their faith-based actions relate to the Five Marks of Catholic Education. The Annual Social Justice Report is a collation of this work and supports the demonstration of our Catholic educational mandate.

Social studies, religious education, and learning across subjects help students explore rights, responsibilities, fairness, and participation in society. Students examine different perspectives, consider evidence, and discuss issues respectfully so they can make informed decisions. Consultant-created resources, particularly in Social Studies and Language Arts, reinforce strong citizenship. One example is ECSD Reads, a junior high initiative in which students across the Division read the same novels. Students then participated in a shared learning experience that brought them together to discuss both the texts and the themes they explored. These themes aligned with Catholic social teaching, student leadership, and positive community impact.

Opportunities such as Student Symposiums provide elementary and secondary students with developmentally appropriate learning focused on inclusion, digital citizenship, mental health, physical wellness, faith, and student leadership. Through intentional dialogue, collaboration with peers from other schools, and the exchange of ideas and perspectives, students develop leadership, communication, well-being, and relationship-building skills while strengthening their school communities.

These cross-divisional learning experiences extend to initiatives such as LOCMUN, where approximately 300 high school students come together to explore real-world issues, consider diverse perspectives, and engage in structured debate and collaboration. Through this experience, students strengthen respectful communication while developing leadership and citizenship skills.

Alongside student leadership groups, peer mentoring, and other school-based initiatives, these experiences help students build the skills and confidence to lead responsibly, engage as active citizens, and contribute positively to their schools and communities.

Classroom learning and daily interactions help students appreciate differences, challenge unfair treatment, and understand their role in creating classroom communities where everyone is treated with dignity, respect, and care. Creating inclusive learning environments is therefore an important part of supporting both student well-being and learning. Emotional Behavioural Therapists support teachers and learning teams with Positive Behaviour Supports (PBS), while EBSs and Behaviour Therapists support social skills groups that help students develop communication, self-regulation, relationship-building, and problem-solving skills.

In addition, Creating Communities of Belonging reinforces social skills development through restorative practices, including proactive circles that provide intentional opportunities for student voice. Through these experiences, students learn to listen to different perspectives, respond respectfully when viewpoints differ, build postive relationships, and foster inclusion. Together, these approaches create the sense of safety and connection students need to engage in learning, participate fully, and experience academic success.

Centre for Global Education

The Centre for Global Education (CGE) is dedicated to fostering collaborative and impactful educational experiences that connect students, educators, and community partners globally. To support this initiative, CGE organizes high-quality student virtual conferences, showcasing student projects and featuring expert panel discussions, providing opportunities for knowledge exchange, and innovative thinking. In 2025-2026 CGE continued to run regular national and global virtual conferences and hybrid exhibitions, alongside eight high-quality in-person student leadership conferences and national/global showcases in the school year cycle.

Throughout the 2025–2026 school year, ECSD students from elementary, junior high, and high schools participated in curriculum-linked global learning opportunities through the Global Encounters programming: 18 live events, 21 hours of live sharing and discussion, and approximately 20,000 youth engaged across Canada (>50,000 globally). Students rated the live events 4.5/5 on average. 2025–2026 programming highlights included live convenings such as Live From the WCC (Abu Dhabi) and Live From COP30 (Brasil), Habitat Day in Action, International Day of Women in Science, and World Water Day. The most engaged countries outside Canada were Brasil, Argentina, Kenya, India, Spain, and Australia. These engagements continued to strengthen CGE's curriculum-linked global learning and supported our ongoing collaborations with ECSD and other partners.

ECSD Student Learning Engagement

Performance Measures: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	Results %					Evaluation		
	2021–22	2022–23	2023–24	2024–25	2025–26	Achievement	Improvement	Overall
Parents	91.4	90.8	90.5	91.2	91.9	Very High	Improved	Excellent
Students	73.1	73.0	70.8	70.0	70.7	Intermediate	Declined	Issue
Teachers	96.1	96.3	95.5	95.4	95.6	Intermediate	Maintained	Acceptable
Overall	86.9	86.7	85.6	85.6	86.1	High	Maintained	Good

ECSD Annual Survey Measures & Results

ECSD Student Engagement

Performance Measures: The percentage of teachers, parents/guardians and students who agree that students are engaged in their learning at school.	Results % 2023–24*	Results % 2024–25*	Results % 2025–26*
Parents/Guardians	92.9	92.7	91.5
Students	81.8	79.5	80.6
Certificated Teachers	94.8	94.6	95.0

*Results for 2023–24 cannot be compared to results for 2024–25 and 2025–26 as questions were moved from the Student Engagement theme to the Catholic Identity theme beginning in 2024–25.
**Due to the effects of the labour disruption in 2025–26, caution should be used when comparing results across time.

COMMENTARY ON RESULTS

In considering the **Grades 4 to 6 students**, *ECSD Annual Survey* results indicated that:

- 90.4% agreed that they can make choices about how to demonstrate their learning;
- 87.4% indicated that their opinions are respected and valued by the staff at their school; and
- 78.3% indicated that they have opportunities to share their opinions about their school with school staff.

In considering the **Grades 7 to 9 students**, results indicated that:

- 83.3% agreed that they can make choices about how to demonstrate their learning;
- 79.5% indicated that their opinions are respected and valued by the staff at their school; and
- 67.6% indicated that they have opportunities to share their opinions about their school with school staff.

In considering the **Grades 10 to 12 students**, results indicated that:

- 83.3% indicated that their opinions are respected and valued by the staff at their school;
- 81.3% agreed that they can make choices about how to demonstrate their learning; and
- 72.9% indicated that they have opportunities to share their opinions about their school with school staff.

In considering the **parents/guardians**, results indicated that:

- 93.3% agreed that their child can make choices about how to demonstrate their learning;
- 92.8% indicated that their child's opinions are respected and valued by school staff; and

- 88.4% indicated that their child has opportunities to share their opinions about their school with school staff.

In considering the **certificated teachers**, results indicated that:

- 97.0% indicated that student opinions are respected and valued by the staff at their school;
- 95.8% agreed that students at their school can make choices about how to demonstrate their learning; and
- 92.1% indicated that their school creates opportunities for students to share their opinions about the school with school staff.

ECSD worked to engage students through learning that was meaningful, appropriately challenging, and connected to their interests and future goals. While parents and teachers reported strong engagement, student responses indicated a need to continue strengthening students' experiences.

KEY STRATEGIES

There are many universal strategies that our teachers and schools utilize to ensure that students are active participants in their learning. Developing the skills for advocacy remains a critical underpinning of our mission to inspire students to learn and prepare them to live fully and to serve God in one another. Teachers deliberately plan activities that ask students to think, discuss, investigate, create, and solve problems. Clear learning goals, purposeful instruction, and opportunities to apply new skills help students understand what they are learning and why it matters.

ECSD also recognizes that one of the ways to engage students in their learning is to provide them opportunities to explore their areas of interest and to challenge themselves. For example, Science, Technology, Engineering, and Mathematics (STEM) learning, design challenges, and projects connected to community needs give students opportunities to apply knowledge across subjects. Students work together to investigate questions and develop solutions, helping them see the purpose of their learning. CTS courses allow students to explore interests in areas such as trades, technology, business, and foods. Career pathways, work experience, and dual credit opportunities, which allow students to earn high school and post-secondary credit, help students connect their education to future learning and employment.

We also recognize that students require different pathways to academic success. Advanced Placement (AP), International Baccalaureate (IB), and other specialized academic programs offer opportunities for deeper study and advanced learning. A range of programming helps students find pathways that build on their strengths, sustain their interest, and support their goals. We provide students with a variety of self-paced opportunities as well, with online asynchronous opportunities and personalized learning.

At the high school level, student engagement is supported through graduation coaching that helps students identify goals, monitor progress, and address barriers to completing high school. Targeted learning supports and collaboration with families help students access the assistance they need to experience success and remain engaged.

Junior Achievement of Northern Alberta

ECSD also continues to strengthen its partnership with Junior Achievement (JA) of Northern Alberta, providing students with meaningful, curriculum-connected learning opportunities focused on financial literacy, entrepreneurship, and career readiness. Through hands-on programming and engagement with community volunteers, students develop essential life skills, explore career pathways, strengthen critical thinking and problem-solving abilities, and gain confidence in making informed decisions about their futures.

Throughout the 2025–2026 school year, JA programming reached 7,869 students across 53 ECSD and learning sites, engaging 274 classes. Volunteer-supported programming reached 5,184 students across 36 schools, representing a 47% increase in student participation compared with the previous year. Through a formal Memorandum of

Understanding, ECSD and JA continue to work collaboratively to expand equitable access to programming, strengthen connections between classroom learning and real-world experiences, and prepare students with the knowledge, skills, and confidence needed for future success.

Enhanced Academic Program

The Enhanced Academic Program (EAP) continues to provide students with enriched learning opportunities that promote intellectual curiosity, critical thinking, creativity, and academic excellence at nine junior high schools. The program extends and enriches the Alberta Education and Childcare curriculum in ELA, Mathematics, Social Studies, and Science while developing competencies that prepare students for higher levels of learning. Students are challenged to explore different perspectives, think critically, collaborate with others, and apply their knowledge to real-world situations. The program also provides a strong foundation for students pursuing AP courses in high school.

Throughout the 2025–2026 school year, EAP programming continued to provide students with opportunities to deepen their learning through enriched classroom experiences, collaborative projects, and activities that encourage higher-order thinking and problem-solving. Students developed their ability to communicate effectively, respond creatively to challenges, and demonstrate leadership within their school communities. Through the integration of a second language and/or music, students were provided with additional opportunities to broaden their perspectives, develop new skills, and strengthen their appreciation for diverse ways of learning.

A significant highlight of the 2025–2026 school year was the Grade 7 Student Leadership Symposium, held at Lumen Christi Catholic Education Centre, which brought together over 300 EAP students for a day of leadership development, collaboration, and community engagement. Centred on the theme of *Rejoice in Hope*, the symposium encouraged students to reflect on how they can inspire hope through their actions, demonstrate compassion, and make a positive difference in their schools and communities. Through interactive breakout sessions facilitated by community partners, students explored leadership, social responsibility, and the importance of building positive relationships. The symposium provided meaningful opportunities for students to develop confidence, strengthen their leadership skills, and recognize their ability to contribute to a more hopeful and caring world.

Collaboration and professional learning continued to support the delivery of the EAP. Consultants and EAP teachers worked together to share promising instructional practices, develop enriched learning opportunities, and support student engagement through a UDL framework. Shared resources and collaborative planning opportunities supported educators in designing challenging and inclusive learning experiences that respond to the diverse strengths and needs of students.

Through enriched academic programming, meaningful student leadership experiences, and a commitment to developing the whole student, EAP continued to foster intellectual curiosity, creativity, leadership, and academic growth. By providing students with opportunities to extend their learning, explore their interests, and develop essential competencies, ECSD remains committed to preparing students for success in high school and beyond.

Early Literacy and Numeracy Screenings

Early Literacy Screening (English), 2025–2026

		Total number of students screened, initial administration (fall or winter)	Total number of students identified as requiring additional supports, initial administration (fall or winter)	Total number of students identified as requiring additional supports, spring administration
Kindergarten	PAST	2,823	1,190	n/a
	RAN	2,831	906	n/a
	LeNS	2,830	1,072	n/a
Grade 1	PAST	3,044	865	n/a
	RAN	3,064	700	n/a
	LeNS	3,072	747	620
	CC3	3,126	893	570
Grade 2	LeNS	3,191	927	527
	CC3	3,231	642	587
Grade 3	CC3	3,343	656	532

Notes:

1. Phonological Awareness Screening Test (PAST), Rapid Automatized Naming (RAN), Letter Name-Sound (LeNS), and Castles and Coltheart 3 (CC3), a word-reading screener.
2. Kindergarten and Grade 1 CC3 are first given in January.
3. Screening expands to Grades 4 and 5 in 2026–2027.

Early Literacy Screening (French Immersion), 2025–2026

		Total number of students screened, initial administration (fall or winter)	Total number of students identified as requiring additional supports, initial administration (fall or winter)	Total number of students identified as requiring additional supports, spring administration
Kindergarten	PAST	387	173	n/a
	RAN	388	84	n/a
	LeNS	387	73	n/a
Grade 1	PAST	393	86	n/a
	RAN	391	103	n/a
	LeNS	393	68	54
	CC3	392	82	39
Grade 2	LeNS	403	139	111
	CC3	400	85	72
Grade 3	CC3	377	53	50

Notes:

1. Kindergarten screeners are administered in English in the Winter, with responses accepted in either English or French.
2. In Grade 1, screeners are administered in French, with responses accepted in either language in the Fall; beginning in Winter, responses are provided in French.
3. In Grades 2 and 3, all screeners are administered in French.
4. In Grades 4 and 5, literacy screening includes both English and French texts, with responses provided in the language of the text.

COMMENTARY ON RESULTS

Fewer students required additional support by spring across all Grades 1–3 measures. The largest reduction occurred in Grade 2 letter-sound knowledge, where the percentage of students requiring support decreased by 43%, compared with a 32% reduction in the previous year. This was the first year that Grade 2 teachers participated in grade-specific reading professional learning. While reductions in Grade 1 letter-sound knowledge and Grade 2 word reading were smaller than those observed last year, a higher proportion of Kindergarten students required support in phonological awareness compared with 2024–2025. Strengthening early identification and first instruction in Kindergarten and Grade 1 will remain a priority in the coming year.

KEY STRATEGIES

In the second year of our Reading Research Project with Dr. George Georgiou and the University of Alberta, support followed the first cohort of students into Grade 2. Using CC3 and university screening data, 164 Grade 2 students in 27 schools received small-group reading intervention four days per week from 38 trained reading interventionists.

Consultants supported teachers in structuring purposeful ELAL instructional blocks that included explicit phonics instruction, fluency practice, read-alouds, and focused mini-lessons using structured literacy resources such as *The Phonics Companion*, UFLI, and Microsoft Reading Progress. Sessions on administering and interpreting literacy screeners helped teachers adjust instruction throughout the year based on student needs and assessment data. In addition, Consultants co-planned with school administrators to offer site-based data analysis as well as further at-the-elbow support to individual teachers. Through this process, teachers were able to intentionally adjust their planning to meet the needs of their students. Tier 1 and tier 2 supports were modelled and reinforced in further planning using division approved resources.

Thirty Speech Language Pathologists (SLPs) and sixty Speech Language Teacher Assistants (SLTAs) have also supported literacy development. A key component of this work has been working on oral language and phonological awareness. To support oral language development, teachers and SLPs have been trained to use Story Champs, which builds student understanding of narrative structures and develops vocabulary and language skills.

Early Numeracy Screening, 2025–2026

		Total number of students screened, initial administration (fall or winter)	Total number of students identified as requiring additional supports, initial administration (fall or winter)	Total number of students identified as requiring additional supports, spring administration
Kindergarten	Alberta Provincial Numeracy Screener English	2,830	831	n/a
	Alberta Provincial Numeracy Screener French	388	87	n/a
Grade 1	Alberta Provincial Numeracy Screener English	2,978	615	503
	Alberta Provincial Numeracy Screener French	391	104	127
Grade 2	Alberta Provincial Numeracy Screener English	3,223	965	601
	Alberta Provincial Numeracy Screener French	403	101	64
Grade 3	Alberta Provincial Numeracy Screener English	3,236	964	569
	Alberta Provincial Numeracy Screener French	376	88	40

Notes:

1. Screening expands to Grades 4 and 5 in 2026–2027.
2. French Immersion Kindergarten students are screened only in January and the screener is administered in English. Students in Grades 1 to 3 are screened with the French version of the provincial numeracy screener.

COMMENTARY ON RESULTS

From fall to spring, the number of students requiring additional support decreased in every grade. Reductions in Grades 2 and 3 were more than double those observed in the previous year. This represents a reversal of previous results, when the proportion of students still requiring support at year end had increased compared with the previous year. While Grade 1 results also improved, growth was more modest and will remain an area of focus. Our early numeracy work is concentrated in Kindergarten to Grade 3, so its effect on Grade 6 results will build over several years.

KEY STRATEGIES

In the first year of a three-year plan, full-time Mathematics Intervention Educators (MIEs) worked in ten schools with the highest number of Grades 1–3 students requiring additional supports. MIEs led short, frequent small-group sessions, established individual goals using screener data, and shared effective instructional routines with classroom teachers. At MIE schools, the number of Grades 1–3 students requiring support decreased by 52% from fall to spring, compared to 28% at other schools. The results of the MIE Program were so incredibly positive that the Board of Trustees nominated it for an ASBA's Innovation and Excellence Award. We are learning from the successes of these schools to extend learning regarding intervention across the Divison.

To support understanding of mathematics education, we developed a three-year plan to ensure consistent learning at all grade levels throughout the division. Through DFPD, Grades 1 and 4 teachers learned and planned together across the Division, with a focus on Number. Sessions emphasized connections among curriculum

outcomes, knowledge of students, and the pedagogical approaches that support students in developing the concepts, skills, and understandings required for number sense and operations. Learning was guided by the curriculum, learning progressions, and the principles of *First Steps in Mathematics*. Teachers were provided with learning experiences and resources that demonstrated the high-impact practices of the Mathematics Framework in action to support learning for all students.

Domain: Teaching & Leading

Alberta Education and Childcare Assurance Survey Measures and Results

ECSD Education Quality

Performance Measures: Percentage of parents, students and teachers satisfied with the overall quality of basic education.	Results %					Evaluation		
	2021–22	2022–23	2023–24	2024–25	2025–26	Achievement	Improvement	Overall
Parents	88.6	87.9	87.5	87.5	87.9	Very High	Maintained	Excellent
Students	87.7	87.8	86.8	85.7	86.7	High	Maintained	Good
Teachers	95.2	95.4	94.4	94.9	94.5	Intermediate	Maintained	Acceptable
Overall	90.5	90.3	89.6	89.3	89.7	Very High	Maintained	Excellent

ECSD Annual Survey Measures & Results

Teaching & Learning Practices

Performance Measure: Percentage of students, parents/guardians, and teachers who agree that students have clear expectations and receive and know how to use specific feedback on engaging learning activities that use a variety of approaches to meet student needs.	Results % 2023–24	Results % 2024–25	Results % 2025–26
Parents/Guardians	93.6	94.6	93.7
Students	85.6	84.7	85.5
Certificated Teachers	97.1	97.3	97.7

*Due to the effects of the labour disruption in 2025–26, caution should be used when comparing results across time.

COMMENTARY ON RESULTS

In considering the **Grades 4 to 6 students**, *ECSD Annual Survey* results indicated that:

- 95.9% agreed that their teachers encourage them to try their best;
- 94.8% agreed that they are given examples of what is expected of them in their assignments;
- 92.2% agreed that their teachers use a variety of approaches to meet their learning needs;
- 91.2% indicated that their learning activities are engaging and relevant;
- 90.3% agreed that they receive clear and specific feedback about their learning throughout the school year; and
- 88.2% agreed that they are taught how to use feedback in order to improve their learning.

In considering the **Grades 7 to 9 students**, results indicated that:

- 91.0% agreed that their teachers encourage them to try their best;
- 90.4% agreed that they are given examples of what is expected of them in their assignments;

- 80.7% indicated that their learning activities are engaging and relevant;
- 78.1% agreed that their teachers use a variety of approaches to meet their learning needs;
- 77.6% agreed that they receive clear and specific feedback about their learning throughout the school year; and
- 76.9% agreed that they are taught how to use feedback in order to improve their learning.

In considering the **Grades 10 to 12 students**, results indicated that:

- 91.1% agreed that their teachers encourage them to try their best;
- 85.7% agreed that they are given examples of what is expected of them in their assignments;
- 81.9% indicated that their learning activities are engaging and relevant;
- 76.3% agreed that they receive clear and specific feedback about their learning throughout the school year;
- 75.6% agreed that they are taught how to use feedback in order to improve their learning; and
- 74.9% agreed that their teachers use a variety of approaches to meet their learning needs.

In considering the **parents/guardians**, results indicated that:

- 96.8% agreed that their child's teachers encourage their child to try their best;
- 95.7% indicated that their child's learning activities are engaging and relevant;
- 94.6% agreed that their child is given examples of what is expected of them in their assignments;
- 93.6% agreed that their child's teachers use a variety of approaches to meet their child's learning needs;
- 91.8% agreed that their child receives clear and specific feedback about their learning throughout the school year; and
- 89.3% agreed that their child is taught how to use feedback in order to improve their learning.

In considering the **certificated teachers**, results indicated that:

- 98.9% agreed that teachers at their school encourage students to try their best;
- 98.4% agreed that students at their school are given examples of what is expected of them in their assignments;
- 98.0% indicated that learning activities at their school are engaging and relevant;
- 97.9% agreed that students at their school receive clear and specific feedback about their learning throughout the school year;
- 97.4% agreed that teachers at their school use a variety of approaches to meet their students' learning needs; and
- 95.5% agreed that students at their school are taught how to use feedback in order to improve their learning.

Overall Satisfaction with Edmonton Catholic Schools

Performance Measures: Percentage of parents/guardians, students and teachers who agree that they are satisfied with the quality of education that their school is providing.	Results % 2023–24	Results % 2024–25	Results % 2025–26
Parents/guardians	95.2	95.6	94.2
Students	87.4	86.6	87.7
Certificated Teachers	95.8	96.4	96.5

*Due to the effects of the labour disruption in 2025–26, caution should be used when comparing results across time.

COMMENTARY ON RESULTS

In considering the **Grades 4 to 6 students**, *ECSD Annual Survey* results indicated that:

- Overall, 90.7% agreed that they are satisfied with the quality of education at their school.

In considering the **Grades 7 to 9 students**, results indicated that:

- Overall, 85.0% agreed that they are satisfied with the quality of education at their school.

In considering the **Grades 10 to 12 students**, results indicated that:

- Overall, 87.3% agreed that they are satisfied with the quality of education at their school.

In considering the **parents/guardians**, results indicated that:

- Overall, 94.2% agreed that they are satisfied with the quality of education at their child's school.

In considering the **certificated teachers**, results indicated that:

- Overall, 96.5% agreed that they are satisfied with the quality of education that their school is providing to their students.

KEY STRATEGIES

ECSD continues to demonstrate high levels of overall satisfaction among students, parents, and teachers. These positive results reflect the Division's ongoing commitment to providing excellent Catholic education and creating learning environments where students feel supported, families have confidence in their schools, and educators have the resources and professional learning needed to be successful. Learning Services contributes to these outcomes by strengthening instructional practices, supporting curriculum implementation, and developing coordinated systems of support that respond to the needs of students, staff, and school communities.

Throughout the 2025–2026 school year, the Division's Optimal Learning Framework provided a common foundation for this work. Recognizing that student achievement, engagement, and well-being are interconnected, Learning Services focused on creating the conditions in which both students and educators can thrive. This approach established greater coherence across curriculum, instruction, assessment, and professional learning. By strengthening these connections, the Division supported more consistent, high-quality learning experiences across schools, contributing to the confidence and satisfaction of students, families, and staff.

Professional learning continues to be an important component of educator satisfaction and instructional improvement. Learning Services has increasingly shifted its focus from delivering individual professional learning opportunities toward building a coordinated system of ongoing professional growth. Priorities are informed by multiple sources of evidence, including Division Assurance Survey results, provincial achievement data, consultant observations, and feedback from teachers and school leaders. These sources help ensure professional learning is

responsive to identified needs and provides educators with practical strategies and resources that can be applied directly in their classrooms. By investing in educator confidence, capacity, and professional collaboration, the Division is strengthening the conditions that support teacher satisfaction and student success.

Curriculum implementation remained a significant priority during 2025–2026. Alongside continued support for elementary curriculum, Learning Services worked collaboratively with teachers and school leaders to prepare for the introduction of new junior high curriculum. Through teacher working groups, classroom piloting, and the development of planning guides, instructional resources, and assessment tools, educators were actively involved in shaping the supports needed for successful implementation. These processes recognized teacher expertise, provided opportunities for professional growth, and helped reduce the uncertainty associated with curriculum change.

Effective planning, instruction, and assessment remain central to our approach to Optimal Learning. Throughout the year, Consultants worked alongside educators through collaborative planning, classroom-based support, and opportunities for reflection to strengthen instructional practice. This job-embedded approach allows professional learning to respond to the immediate needs of teachers and students while building capacity for continued improvement. The Division's Mathematics Framework provides an example of this work, establishing shared expectations for effective mathematics instruction and supporting greater consistency in teaching and learning across schools. These coordinated supports help ensure that students experience purposeful, engaging instruction and that educators feel supported in meeting the diverse needs of their classrooms.

Learning Services also continued to strengthen assessment practices and the communication of student learning. Through teacher working groups, Consultants supported the development of common assessment resources that emphasize curricular alignment, appropriate cognitive complexity, and opportunities for students to demonstrate their understanding. This work contributes to greater consistency in assessment practices and supports teachers in making informed instructional decisions. It also establishes a foundation for continued work in outcomes-based assessment and reporting, with the goal of ensuring that students and families receive meaningful, understandable information about learning and progress.

Inclusion and belonging remain essential to the Division's approach to Optimal Learning and overall satisfaction. Learning Services continues to support educators in creating accessible, responsive learning environments that recognize the diverse strengths, backgrounds, identities, and needs of students. Initiatives such as *Reframing Curriculum*, support for educators in responding to neurodiversity, and the *Natural Connections* land-based learning series expanded opportunities for professional learning and culturally responsive instruction. The integration of Indigenous perspectives, mental health literacy, and social-emotional learning further reinforces our commitment to ensuring students feel valued, connected, and supported in their school communities.

Across these areas, collaboration remains a defining feature of our approach. Learning Services works alongside teachers, school leaders, and colleagues across departments to develop coordinated supports that reflect both Division priorities and the realities of individual schools. Through common instructional frameworks, collaborative planning processes, teacher working groups, and shared resources, the Division continues to strengthen its capacity to provide consistent, high-quality educational experiences while remaining responsive to the needs of each school community.

The continued high levels of satisfaction expressed by students, parents, and teachers are an important indicator of confidence in ECSD. While satisfaction is influenced by many aspects of the school experience, the work of Learning Services contributes to the conditions that support these positive results. By strengthening educator capacity, supporting instructional leadership, improving consistency in curriculum and assessment, and fostering inclusive learning environments, the Division continues to build a system in which students experience success, families feel confident in the education their children receive, and educators feel supported in their professional

practice. These collective efforts reflect our commitment to continuous improvement and to providing excellent Catholic education where every member of our learning community can flourish in mind, body, and spirit.

Division-Focused Professional Development

Guided by the Division's mission to inspire students to learn and live fully in service to God and one another, elementary professional learning in 2025–2026 focused on strong, consistent instruction in every classroom, grounded in Optimal Learning and the implementation of the new provincial curriculum.

Effective teacher planning remained at the centre of this work. Curriculum Consultants co-planned, co-taught, and modelled lessons alongside teachers, helping connect classroom practice directly to the new curriculum.

The most significant shift in in 2025–2026 was the delivery of DFPD. This approach replaced a broad, Division-wide format with grade-specific sessions scheduled throughout the school year. Grade 2 teachers focused on reading, while Grades 1 and 4 teachers focused on mathematics. Each session strengthened curriculum understanding, reinforced high-impact instruction, and supported the use of student achievement data to inform planning. Dedicated collaboration time also enabled same-grade colleagues from across the Division to plan together.

DFPD complemented established professional learning supports:

- **Summer Summit:** 35 sessions attended by more than 200 teachers from 65 schools, with each session paired with classroom-ready student resources.
- **School Team Days:** Three conference-style days that supported instructional leadership in every school.
- **Teacher Working Groups:** Teachers and Consultants refined 70 pacing guides, more than 500 curriculum crates, and comprehensive teacher planning guides that were shared with all elementary schools.
- **Cup of Curriculum:** Monthly updates that supported school leaders in guiding their teams.

Screener and PAT data informed professional learning priorities, including targeted supports in mathematics and reading intervention.

Beginning Teachers' Conferences

ECSD's Beginning Teacher Mentorship Program continues to be a cornerstone of the Division's efforts to recruit, support, and retain new teachers. As the number of teachers entering the Division continues to grow, providing meaningful opportunities for professional learning, mentorship, and connection has become increasingly important. The program is designed to support teachers as they transition into the profession, develop an understanding of ECSD's expectations and practices, and build the confidence and professional relationships needed for long-term success.

Through a collaborative approach involving Learning Services, Religious Education Services, Human Resource Services, and Indigenous Learning Services, beginning teachers were participated in four conference-style professional learning days. Sessions focused on high-impact instructional practices, inclusive learning environments, and the professional responsibilities outlined in the Teaching Quality Standard (TQS). Particular emphasis was placed on active, hands-on learning experiences that teachers could readily apply in their classrooms.

With an average attendance of 75 beginning teachers at each conference, the program provided valuable opportunities for new educators to connect with colleagues, access Division expertise, and build professional networks of support. Participant feedback was overwhelmingly positive, with teachers expressing appreciation for the practical nature of the sessions and the opportunity to learn alongside others beginning their careers.

By investing in beginning teachers early in their careers, ECSD continues to strengthen teacher confidence,

professional growth, and a sense of belonging. This coordinated approach is an important part of the Division's broader recruitment and retention strategy, recognizing that attracting talented educators must be accompanied by the ongoing support needed to help them thrive in our schools.

EAL Professional Development

The primary objective of the EAL consultant team was to make language considerations more visible and intentional across all content areas. This involved co-developing professional learning sessions that emphasized Optimal Learning, specifically tailored to support the language development of EAL learners. These sessions, including those delivered at School Teams and school sites, highlighted the importance of integrating both language and content objectives into instructional planning.

Communities of Practice

To support the needs of the growing EAL population, the EAL consultant team facilitated professional learning opportunities for teachers. One of our CoPs focused on the Structured Language Supports for Skills and Procedures, with an emphasis on identifying curriculum access points and scaffolding language to support language learners.

In addition, the EAL consultant team collaborated with the elementary mathematics team to facilitate a CoP focused on supporting oral language development in mathematics. The CoP emphasized integrating opportunities for oral language development while supporting achievement of mathematics curricular outcomes.

Junior High and High School Assessment Working Groups

Learning Services Consultants continued to work alongside teachers and principals to develop high-quality instructional resources and assessments while strengthening instructional leadership across the Division. Teacher working groups provided opportunities for collaboration, professional learning, and the sharing of effective practices. A key focus of this work was ensuring that resources and assessments were grounded in the principles of UDL, supporting equitable access to meaningful learning opportunities for all students.

At the junior and senior high levels, teacher working groups focused on strengthening assessment practices through the development of assessment blueprints and multiple-choice questions for classroom use and Division CSAs. Particular attention was given to designing questions and supporting resources that provided students with multiple entry points to the curriculum while maintaining high expectations for learning.

Through this process, teachers examined the relationship between cognitive complexity, accessibility, and academic rigour. Working groups developed assessment items reflecting varying levels of cognitive demand, from foundational understanding to complex thinking and application. This intentional approach supported students in demonstrating their learning at different levels of proficiency while providing opportunities to work toward the Standard of Excellence. Assessment exemplars developed through this collaborative process were shared across the Division to promote greater consistency and strengthen classroom assessment practices.

Beyond the development of resources, these working groups also strengthened leadership capacity among participating teachers. By engaging educators in the design, refinement, and sharing of instructional and assessment materials, Learning Services continued to foster a collaborative approach to professional learning that supports inclusive, responsive, and high-quality instruction across the Division.

Partnerships

Abbotsfield Youth Project and Action for Healthy Communities provide after-school programs. Action for Healthy Communities supports schools with cultural, academic and recreation components and they partner with ECSD on a credited high school summer school class for newcomers.

All In for Youth (AIFY) is a partnership of BGC Big Brothers Big Sisters of Edmonton & Area, City of Edmonton, e4c, ECSD, Edmonton Community Foundation, EPSB, The Family Centre, REACH Edmonton, Mental Health Foundation and United Way Alberta Capital Region. All in for Youth provides children and families with school-based, wraparound support delivered collaboratively between schools and community agencies. On-site support and services include mental health therapy, nutrition, success coaching, after-school, and school break programming, mentoring and family support.

APPLE Schools collaborate with six ECSD APPLE Schools and expanded to seven APPLE School Allies. APPLE Allies is a pilot school-based program that promotes healthy eating, active living, and positive mental well-being.

Edmonton Immigrant Services Association provides Settlement Workers in Schools (SWIS) and after-school cultural, academic support and recreation programs. They support newcomer families with all of their settlement needs.

Staples Canada, though its Northern Alberta district of Staples, donated $25,000 worth of school supplies to ECSD to build backpacks for students in need of school supplies. They also hosted two “stuff a bus” events in August, 2025 which resulted in additional donations.

Free Play provides after-school programming at schools by providing safe, accessible, and inclusive spaces, where children are empowered through play. They provide staff that support students’ social and emotional well-being through nutritious snacks, developing physical literacy and supporting social-emotional well-being.

PL4C is a collaborative project funded through the Federal Health Agency of Canada and the Edmonton Community Foundation, in collaboration with Sport for Life, YMCA. City of Edmonton, Action for Healthy Communities and the EPSB. The Edmonton Physical Literacy for Communities Project supports six ECSD Schools in the west end and south side of Edmonton. The project aims to improve physical literacy among children and youth, particularly newcomer and marginalized students, while promoting equitable, diverse, inclusive, and accessible opportunities for participation.

La Francophonie Canadienne Plurielle provides after-school cultural, academic and recreation programs and provides settlement support to all immigrant families in need at French Immersion schools.

BGC Big Brothers Big Sisters of Edmonton & Area provides corporate mentorship opportunities in schools and one-to-one mentoring matches, high school teen mentorship opportunities between our high schools and elementary schools and after school programming.

Alberta Immigrant Women and Children’s Centre provides after-school programming that includes cultural activities, academic support, and recreation.

The Rock and Roll Society of Edmonton provides small group music lessons after school (including Fall Break, Spring Break, and summer camps) and provides in-school music lessons to Cardinal Collins Academic Centre in partnership with their music programs.

Teacher Growth, Supervision, and Evaluation

Teacher Growth, Supervision and Evaluation supports alignment with the Alberta Teaching Quality Standard, provincial policy, Division Administrative Procedures, the Division Foundation Statement, and the *Division Plan for Continuous Growth*. Recognizing that professional growth is a career-long process, the Division promotes Teacher Growth, Supervision and Evaluation as a shared responsibility that supports teachers throughout their careers, not solely beginning teachers working toward permanent certification or a continuing contract.

With more than 800 teachers hired over the past three years, approximately one-third of the Division's teaching workforce is new to ECSD, reinforcing the importance of consistent and coordinated support for both teachers and school leaders. Through intentional collaboration among Human Resources, Learning Services, school-based administrators, and other Division departments, teachers and school leaders are supported through strategically planned professional learning opportunities, consultation, resources, and ongoing guidance throughout the school year. These efforts help principals, assistant principals, and teachers develop a shared understanding of professional standards, supervision responsibilities, growth processes, and evaluation requirements.

Rooted in the mission of Catholic education, this work supports teachers in living out Gospel values through their professional practice and fostering faith-filled learning environments where students are encouraged to grow academically, spiritually, and socially. Ongoing guidance, practical tools, and clear timelines strengthen administrators' capacity to establish expectations, recognize teacher strengths, provide supportive supervision, gather objective evidence, exercise professional judgment, and communicate evaluation processes transparently and respectfully.

New teachers are further supported through the Beginning Teacher Conference Series, professional learning opportunities, reflection, feedback, and guidance related to evaluation expectations and employment pathways. This coordinated, strengths-based approach affirms the worth and dignity of teachers, strengthens instructional leadership, supports continuous improvement in professional practice, and contributes to quality teaching, optimal student learning, and the successful advancement of the *Division Plan for Continuous Growth*.

Domain: Learning Supports

Overall Commentary: Ongoing classroom complexity continues to impact learning environments and access to supports and services. Schools remain focused on creating welcoming, caring, respectful, and safe learning environments while ensuring appropriate supports are available to meet the diverse needs of students.

Alberta Education and Childcare Assurance Survey Measures and Results

ECSD Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

Performance Measures – Percentage of parents, students and teachers who agree that their learning environments are welcoming, caring, respectful and safe.	Results %					Evaluation		
	2021–22	2022–23	2023–24	2024–25	2025–26	Achievement	Improvement	Overall
Parents	88.9	88.5	88.1	89.2	89.0	High	Maintained	Good
Students	79.2	78.3	75.7	74.7	76.6	Intermediate	Improved	Good
Teachers	94.1	93.2	91.6	93.3	93.5	Intermediate	Improved	Good
Overall	87.4	86.7	85.1	85.7	86.4	Intermediate	Improved	Good

ECSD Access to Support and Services

Performance Measures – Percentage of parents, students and teachers who agree that students have access to the appropriate supports and services at school.	Results %					Evaluation		
	2021–22	2022–23	2023–24	2024–25	2025–26	Achievement	Improvement	Overall
Parents	81.4	80.0	80.3	80.7	78.9	Intermediate	Declined	Issue
Students	81.5	82.5	80.0	78.0	78.7	Intermediate	Declined Significantly	Issue
Teachers	91.3	91.3	88.3	89.1	86.4	Intermediate	Declined Significantly	Issue
Overall	84.8	84.6	82.9	82.6	81.4	Intermediate	Declined Significantly	Issue

ECSD Annual Survey Measures and Results

Inclusive and Caring Learning Environment

Performance Measures: Percentage of parents/guardians, students and teachers who agree that their learning environments are welcoming, caring, respectful and safe and celebrate diversity.	Results % 2023–24	Results % 2024–25	Results % 2025–26
Parents/guardians	94.1	95.0	94.6
Students	90.4	90.5	91.3
Certificated Teachers	94.0	94.6	95.9

*Due to the effects of the labour disruption in 2025–26, caution should be used when comparing results across time.

COMMENTARY ON RESULTS

In considering the **Grades 4 to 6 students**, *ECSD Annual Survey* results indicated that:

- 96.6% indicated that welcoming and including others is an expectation at their school;
- 95.7% indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- 95.4% agreed that they demonstrate care for others at their school; and
- 89.2% indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

In considering the **Grades 7 to 9 students**, results indicated that:

- 92.8% agreed that they demonstrate care for others at their school;
- 91.5% indicated that welcoming and including others is an expectation at their school;
- 91.4% indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences; and
- 82.9% indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

In considering the **Grades 10 to 12 students**, results indicated that:

- 91.5% agreed that they demonstrate care for others at their school;
- 91.2% indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- 89.6% indicated that welcoming and including others is an expectation at their school; and
- 86.1% indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

In considering the **parents/guardians**, results indicated that:

- 97.2% indicated that their child's school teaches their child to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- 96.3% indicated that welcoming and including others is an expectation at their child's school;
- 93.0% indicated that their child's school celebrates diversity by having events and activities that highlight different cultures and backgrounds; and
- 92.0% agreed that students at their child's school demonstrate care for each other.

In considering the **certificated teachers**, results indicated that:

- 98.0% indicated that welcoming and including others is an expectation at their school;
- 97.3% indicated that their school teaches students to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- 94.8% agreed that students at their school demonstrate care for each other; and
- 93.6% indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

Access to Help, Support and Resources

Performance Measures: Percentage of parents/guardians, students and teachers who agree that students have access to staff for extra learning support and academic and/or career counselling, and a variety of extra-curricular opportunities.	Results % 2023–24	Results % 2024–25	Results % 2025–26
Parents/guardians	87.6	88.4	86.7
Students	86.8	86.1	86.4
Certificated Teachers	91.3	90.3	89.3

*Due to the effects of the labour disruption in 2025–26, caution should be used when comparing results across time.

COMMENTARY ON RESULTS

In considering the **Grades 4 to 6 students**, *ECSD Annual Survey* results indicated that:

- 89.0% agreed that their school has a variety of extra-curricular activities, clubs, and/or teams; and
- 85.4% agreed that there are staff members available if they need extra help with their learning.

In considering the **Grades 7 to 9 students**, results indicated that:

- 92.9% agreed that their school has a variety of extra-curricular activities, clubs, and/or teams;
- 84.2% agreed that there are staff members available if they need extra help with their learning;
- 80.7% indicated that as a Grade 9 student, their school provides resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate;
- 71.2% indicated that as a Grade 9 student, their school provides resources and opportunities to help them make career decisions; and
- 70.8% indicated that as a Grade 9 student, their school provides resources and access to help in selecting courses to prepare for life after Grade 12.

In considering the **Grades 10 to 12 students**, results indicated that:

- 91.8% agreed that their school has a variety of extra-curricular activities, clubs, and/or teams;
- 90.1% indicated that their school provides resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate;
- 87.1% agreed that there are staff members available if they need extra help with their learning;
- 84.8% indicated that their school provides resources and access to help in selecting courses to prepare for life after Grade 12; and
- 84.4% indicated that their school provides resources and opportunities to help them make career decisions.

In considering the **parents/guardians**, results indicated that:

- 91.2% indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School is provided with resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate;
- 89.4% agreed that their child has access to appropriate academic supports and specialized services when needed;
- 86.6% agreed that their child has access to supports and specialized services to meet their nonacademic, social-emotional, and mental health needs;
- 86.2% indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School has access to help in selecting courses to prepare for life after Grade 12;

- 85.4% indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School has resources available to help them make career decisions; and
- 83.7% agreed that their child's school has a variety of extra-curricular activities, clubs, and/or teams.

In considering the **certificated teachers**, results indicated that:

- 95.0% agreed that their school has a variety of extra-curricular activities, clubs, and/or teams;
- 90.7% agreed that their school offers supports and specialized services to meet the nonacademic, social emotional, and mental health needs of students;
- 89.4% agreed that their school provides academic supports and specialized services when students need them; and
- 82.1% agreed that students with special needs at their school have access to appropriate supports and specialized services.

KEY STRATEGIES

Creating Communities of Belonging

Creating Communities of Belonging supported the Alberta Education and Childcare assurance measure of Welcoming, Caring, Respectful, Safe and Inclusive Learning Environments through targeted school supports designed to strengthen student belonging, school connectedness, and readiness to learn. Schools received assistance aligned with local needs and School Growth Plans, including support in addressing harmful language, discrimination, exclusion, cultural identity, and belonging. The implementation of a more intentional school-support model, combined with streamlined processes for accessing presentations, consultation, and professional learning, increased schools' capacity to respond proactively to issues that can impact student participation, engagement, and well-being.

Professional learning focused on restorative practices, proactive circles, culturally responsive teaching, community building, identity, belonging, and responding to harmful language. These learning opportunities strengthened staff efficacy by equipping educators with practical strategies to build positive classroom relationships, facilitate respectful dialogue, address barriers to learning, and create conditions where all students can participate meaningfully. They also supported educators in moving beyond reactive approaches to student behaviour and conflict toward practices grounded in relationship-building, accountability, and restoration. Increasing educator's confidence and competence in these areas contributes to psychologically safe learning environments that support student engagement, attendance, and academic success.

The continued expansion of restorative practices provided schools with approaches grounded in relationship, accountability, healing, and restoration. Facilitated conversations were used to address incidents of harm and conflict while maintaining the dignity of those involved. Proactive circles created structured opportunities for students to share perspectives, develop communication skills, and contribute to classroom and school communities. These practices strengthened school connectedness, increased student participation and voice, and supported learning environments where students felt safe to take risks, ask questions, and engage fully in their learning.

Student leadership and advocacy continued to be an important part of fostering welcoming and inclusive school communities. Schools expanded opportunities for student engagement through Black Student Associations, Braided Journeys, LIFE Clubs/Gay-Straight Alliances (GSAs), student advocacy groups, and other equity-focused initiatives. Students also participated in opportunities such as the Canadian Museum for Human Rights Upstander Program, Division Mental Health Student Symposiums, heritage month activities, and awareness initiatives. Through these experiences, students developed leadership skills, explored issues related to equity and human rights, engaged in respectful dialogue, and applied their learning through school- and community-based action. Participation in these groups strengthened students' sense of belonging, connection to school, and capacity to contribute positively to their communities.

Creating Communities of Belonging supported teachers, support staff, and school leaders in facilitating student-led groups and creating meaningful opportunities for student engagement. Through CoPs for groups such as LIFE Clubs/GSAs and Black Student Alliances, staff had opportunities to connect with colleagues, share ideas, access resources, and learn strategies for supporting student participation and leadership. The team worked with schools to establish new groups, strengthen existing ones, and respond to the evolving needs and interests of students. Facilitators received guidance on topics such as student leadership development, mental health, legislative changes, and supporting respectful conversations within their school communities. Creating Communities of Belonging also supported initiatives such as Be an Upstander by working with administrators and teacher leads to coordinate participation, provide resources, connect learning to curriculum outcomes, and support students as they developed presentations, exhibits, and action projects. These efforts helped build staff confidence and capacity to support student voice, leadership, and participation in school life.

Creating Communities of Belonging also helped build capacity for schools to move beyond isolated cultural celebrations toward year-round, cross-curricular learning connected to identity, belonging, intercultural understanding, and respect for diversity. Resources, planning supports, and Division communications promoted learning about diverse faiths, cultures, backgrounds, and experiences while reinforcing the distinct and foundational role of First Nations, Métis and Inuit perspectives. Combined with ongoing efforts to strengthen respectful relationships and inclusive school cultures, this work contributed to learning environments where welcoming and including others is an established expectation, students feel valued and connected, and the conditions necessary for student engagement, well-being, and achievement continue to be strengthened.

Inclusive Consultants

Inclusive Consultants play a key role in advancing inclusive education across the Division by supporting schools in building learning environments that improve access, participation, and success for all students. Grounded in UDL, Inclusive Consultants work collaboratively with school teams to remove barriers to learning, strengthen instructional practices, and align supports with Alberta Education and Childcare's Principles of Inclusive Education. A significant focus during the year was supporting curriculum reframing through a UDL lens. Inclusive Consultants provided professional learning, coaching, co-planning, and classroom modelling across grades and school cohorts, helping educators increase access and engagement for all learners. Learning opportunities focused on evidence-informed practices such as Augmentative and Alternative Communication (AAC), Descriptive Teaching, SMoRRES, Making Learning Visible, and SpacesEDU. Consultants also partnered directly with teachers to plan instruction, model inclusive practices, and support implementation within diverse learning environments.

Student well-being and belonging remained central to the work of Inclusive Consultants. Restorative practices continued to be an area of growth and capacity building. In addition to the ten Consultants previously certified through the International Institute for Restorative Practices (IIRP), three additional Inclusive Consultants completed restorative practices training. This expanded Division capacity to support schools in strengthening relationships, increasing student engagement and voice, and responding proactively to attendance, behavioural, and well-being concerns. Inclusive Consultants also supported schools in participating in the Wellness Champions Symposium, creating opportunities for students to lead wellness initiatives, mental health awareness activities, and student-driven learning within their school communities. To further support student belonging, Consultants introduced Connection Days, enabling students participating in transitional programming to maintain meaningful relationships and ongoing connections with their community school sites.

Building staff capacity remained a priority throughout the year. Inclusive Consultants supported the professional growth of teachers, Instructional Coaches, Educational Assistants, Teacher Counsellors, and other school-based staff through targeted professional learning, practical resources, collaborative networking opportunities, and ongoing coaching. In collaboration with various departments, Inclusive Consultants contributed to four Beginning Teacher Conference days that helped early-career educators build foundational knowledge, strengthen professional networks, understand their professional responsibilities, and apply the principles of inclusion in their classrooms. With attendance reaching 75 beginning teachers at the most recent conference in August, sessions

emphasized high-impact instructional strategies through active, hands-on learning that could be immediately applied in practice. Inclusive Consultants provided professional learning in student support, inclusion, and Social-Emotional Learning (SEL), supporting teachers in responding to student learning, behavioural, and social-emotional needs. They also extended SEL learning through micro-learning sessions for school staff and supported professional learning and collaborative networking opportunities focused on student mental health, wellness, and social-emotional development.

Supports for school-based Instructional Coaches continued to expand through professional learning, coaching resources, and collaborative learning opportunities. Inclusive Consultants supported Instructional Coaches through professional learning aligned with Jim Knight's Instructional Coaching Framework and the development of resources such as the High Impact Coaching Strategy Playbook, Inclusive News, and shared Time Smart Coaching tools. These supports provided ongoing opportunities for learning, collaboration, and reflection through both synchronous and asynchronous formats, strengthening instructional coaching practices across the Division.

Collaboration with multidisciplinary and complexity teams continued to strengthen inclusive supports for students across the Division. To support evidence-informed decision-making, Consultants assisted schools in collecting and analyzing Complexity Report data to inform school-wide planning and maximize the impact of available supports and resources. Inclusive Consultants worked closely with the Division's REACH team, Board Certified Behaviour Analysts (BCBAs), SLPs, Occupational Therapists (OTs), Social Workers, and school staff to support students with significant regulation, behavioural, social-emotional, communication, and learning needs. During the year, Consultants expanded this work through closer collaboration with complexity teams across 58 school sites, enhancing coordinated planning, problem solving, and responsive service delivery. Consultants also used the Autism Working Group's Classroom Reflection Tool to facilitate conversations about UDL, inclusive classroom practices, and school improvement planning. Together, these efforts strengthened individualized intervention planning, family engagement, and school capacity to respond effectively to increasingly complex student needs while ensuring supports were aligned with student and school priorities.

To better support the increasingly complex needs in our schools, Inclusive Consultants collaborated with principals, school teams, and multidisciplinary professionals to develop school inclusion profiles, support accurate coding and funding processes, and strategically plan how services and supports could best respond to individual student needs and school priorities. Consultants also updated Individual Program Plan (IPP) processes to better reflect inclusive language, evolving student needs, and family input. This work helped ensure resources, services, and learning supports were aligned to improve student outcomes. In addition, Inclusive Consultants supported the development and enhancement of learning spaces within schools. These environments provided opportunities for student regulation, targeted intervention, and access to multidisciplinary supports, including speech-language pathology and occupational therapy services, within responsive and inclusive learning environments.

Behavioural Therapy

As classroom complexity continues to increase, the Behavioural Therapy (BT) team, consisting of Board Certified Behaviour Analyst(BCBA), Emotional Behavioural Specialist (EBS), Therapeutic Assistant Behavioural Therapy (TABT), and Crisis Prevention Specialist, provides coordinated, proactive, and responsive supports that help students access learning while maintaining safe and inclusive environments. The team works collaboratively with school staff, families, and multidisciplinary teams to understand individual student needs and develop practical strategies that can be implemented within the classroom.

A key component of this work is the development and implementation of individualized Behaviour Support Plans, De-escalation Support Plans, and Routine Support Plans. These plans provide staff with clear, consistent strategies to support regulation, reduce escalation, increase predictability, and promote meaningful participation in the school community. Currently, the Division has 674 active Behaviour Support Plans, 103 De-escalation Support Plans, and 68 Routine Support Plans.

The team also addresses complexity through a continuum of supports, ranging from universal and preventative

strategies to targeted and specialized interventions. BT staff support schools with PBS, UDL, visual and environmental strategies, targeted small groups, and individualized student interventions. The BT team currently facilitates more than 115 targeted small groups, supporting approximately 690 students.

Equally important is building the capacity and confidence of school teams to recognize and respond to escalating behaviour. The BT team provides professional learning, coaching, Nonviolent Crisis Intervention (NVCI) training, de-escalation strategies, and consultation to help staff identify changes in a student's level of escalation and determine the most appropriate response. Through the Crisis Development Model, staff learn to recognize early indicators of escalation and use proactive and verbal de-escalation strategies that match the student's level of need, with the goal of preventing further escalation and maintaining a safe, supportive learning environment.

When behaviour escalates to a level where there is an immediate risk of harm, trained staff are equipped with the skills to intervene safely and appropriately using NVCI principles and approved disengagement and intervention techniques to protect both students and staff. This training emphasizes prevention, early intervention, least restrictive responses, and maintaining dignity while prioritizing safety. Approximately 1,700 ECSD employees are certified in NVCI, strengthening the Division's ability to respond consistently and safely when complex situations arise.

Through this continuum of supports, the BT team helps schools respond to complexity proactively rather than reactively, strengthening staff capacity, supporting student regulation and safety, and reducing barriers to inclusion, participation, and learning.

Early Childhood Educators

Early Childhood Educators (ECEs) in 100 Voices and Extensions Kindergarten supported children with complex learning needs by creating authentic, natural opportunities to develop communication and social-emotional skills through play-based learning experiences.

Communication development was supported in Extensions programs through the use of play stories. Play stories focus on children's strengths by observing and responding to their intrinsic desire to make meaning of the world through play. Educators notice, name, and nurture how children engage with materials and props throughout the learning environment, offering provocations that encourage children to express their ideas and feelings, develop vocabulary, practice listening and turn-taking skills, and build social narrative skills as they create stories together through play.

Documentation of the process supports children in developing reflective practice as they see their stories brought to life through pictures and their own words. Educators document these experiences alongside children in the spirit of co-learning and use learning stories and pedagogical documentation on bulletin boards to highlight children's learning and thinking. Children are encouraged to revisit and retell their stories in new ways, supporting continued growth in communication skills and language development.

SEL was also a year-long focus, providing children with opportunities to develop self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. CASEL stands for Collaborative for Academic, Social, and Emotional Learning. It is best known for the CASEL Framework, which identifies five core social-emotional competencies:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision-making

For ECEs, these competencies provide a useful framework for supporting children's emotional regulation, relationships, behaviour, belonging, and readiness to learn. Following the CASEL framework, ECEs intentionally supported the five core competencies of social-emotional learning through play-based experiences, literature, music, group discussions, and collaborative learning opportunities. These experiences helped children identify and understand emotions, develop self-regulation strategies, consider the perspectives of others, build positive relationships, and strengthen open-mindedness and solution-focused thinking.

ECEs documented children's social-emotional learning through pedagogical documentation and reflected strategies alongside children during intentionally planned learning experiences and discussions. Children were provided opportunities to reflect on past successes and develop new strategies that strengthened dispositions for learning identified in *Flight: Alberta's Early Learning and Care Framework*. These include dispositions for participating, persisting, caring, seeking, and playing while learning.

Family School Liaison Workers

During the 2025–2026 school year, Family School Liaison Workers (FSLWs) continued to play an important role in addressing some of the most significant and complex needs within ECSD. FSLWs assisted students and families who were new to Canada and often required support navigating school, community, health, and social service systems. They also worked with families experiencing socioeconomic challenges related to housing, food security, financial concerns, access to community resources, and other basic needs that can directly affect a student's success at school. FSLWs provided individualized support to students experiencing social, emotional, behavioural, attendance, family, and relationship concerns and worked closely with families when complex circumstances affected student's well-being and engagement.

FSLWs also continued to play an important role in supporting students in care through the development and ongoing monitoring of Success in School Plans. This included ensuring that students' voices, strengths, needs, and goals were recognized while maintaining communication and collaboration among students, schools, caregivers, and other professionals involved in their support. Prevention and early intervention remained central to the FSLW role. By building strong relationships with students and families, identifying concerns early, and connecting families with appropriate services, FSLWs helped address challenges before they escalated or required more intensive intervention.

A significant component of the FSLW role continued to be advocacy and coordination for students and families involved with multiple agencies and systems. FSLWs helped families understand available services, connect with community and agency resources, follow up when services were delayed or difficult to access, and navigate systems that can often feel overwhelming. They also worked to strengthen communication among schools, families, and external agencies so everyone had a shared understanding of students' needs and the supports in place. Through this work, FSLWs served as an important bridge between home, school, and community. Beyond responding to immediate concerns, they helped families build connections to ongoing support, strengthen relationships, promote prevention and early intervention, and ensure students remained connected, engaged, and supported in their school communities.

Mental Health Supports

ECSD provides comprehensive mental health supports directly within schools, ensuring students have timely and accessible access to qualified mental health professionals when and where support is needed. During the 2025–2026 school year, 955 students received support from a team of 2.5 mobile mental health specialists and 19.6 resident mental health specialists, including 6.2 clinicians contracted through Recovery Alberta. Together, these professionals provide a continuum of services ranging from universal, school-wide mental health promotion and capacity building to targeted and individualized supports for students experiencing challenges such as trauma, anxiety, depression, and other mental health concerns.

Mental health specialists are active members of school communities, regularly collaborating with staff, participating in school-based teams, and supporting the implementation of inclusive and responsive practices,

including UDL. They provide professional learning opportunities for staff, classroom presentations for students, and consultation to educators facilitating groups focused on friendship skills, healthy relationships, stress management, resiliency, self-regulation, and positive team dynamics.

At the classroom level, specialists support learning and well-being through programs and presentations on topics such as cyberbullying, substance use and addictions, self-advocacy, test anxiety, healthy coping strategies, and accessing community supports. These proactive efforts help foster safe, caring, and inclusive learning environments where students can thrive academically, socially, and emotionally.

The Division also employs a dedicated School Risk Therapist who provides immediate support to schools responding to high-risk situations, including students who may be experiencing suicidal ideation or significant emotional distress. Beyond crisis response, a key priority is building school-based capacity to recognize concerns early, respond effectively, and promote prevention and resilience across the broader community.

This work is strengthened through partnerships with organizations such as Recovery Alberta, CASA, the Glenrose Hospital Campus, and the University of Alberta. These collaborations enhance access to specialized expertise and services, ensuring students and families receive coordinated and comprehensive support.

Through this continuum of services, the Division works to ensure equitable access to mental health supports for all students, recognizing that positive mental health is foundational to learning, belonging, well-being, and success.

Occupational Therapy

OTs collaborated with students, families, classroom teams, and therapeutic assistants to support meaningful participation in school. Using a biopsychosocial approach, OTs considered students' strengths, interests, sensory and motor needs, self-care skills, communication, social-emotional development, self-regulation, and environmental factors that may affect access to learning.

Through assessment, consultation, and collaboration, OTs identified supports that promoted student success in areas such as self-regulation, communication, self-advocacy, self-care, participation in writing activities, and peer relationships. Together, OTs, TAOTs, and teachers implemented strategies including predictable routines, visual schedules, transition supports, movement breaks, and opportunities to engage in preferred interests. These supports help regulate students' nervous systems and increase readiness for learning.

OTs also supported the use of Augmentative and Alternative Communication (AAC) systems and provided coaching to staff to recognize communication attempts, strengthen communication, and model meaningful language to support self-expression and self-advocacy. To support literacy goals, including printing a five-word sentence on a keyboard, OTs provided strategies that address fine motor, visual perceptual, and sensory needs.

Ongoing collaboration and coaching helped school teams adapt tasks and learning environments to provide appropriate levels of challenge and support. As a result, students demonstrated increased engagement, independence, participation in classroom activities, and inclusion alongside their peers.

Division Programs

Division Programs, including Pre-Kindergarten 100 Voices, Kindergarten Extensions, Whatever Is Necessary, Whenever It's Needed (WIN) Junior/Senior, Personal Pathways, Positive Behaviour Supports (PBS), Guided Intervention Supported Transitions (GIST), CASA Classrooms, Generations, and the newly established Stepping Stones program, provide individualized pathways that support student participation, learning, social-emotional development, and school engagement.

Through these programs, students access specialized and responsive supports designed to address diverse learning, communication, behavioural, and developmental needs. Inclusive Education Consultants work collaboratively with school teams through observations, consultations, intake processes, and multidisciplinary planning to ensure programming and services are aligned with student strengths and needs. During the 2025–2026 school year, the Division expanded access to specialized programming through the introduction of Stepping Stones, a Kindergarten program supporting children with complex communication needs. Additional expansion

included GIST and 100 Voices satellite classrooms, increasing access to specialized supports within schools and providing more opportunities for students to receive programming closer to home.

Consultants partnered with educators to strengthen program implementation and instructional practices across Division Programs. Professional learning included targeted support for Generations teachers through the use of a new progress-monitoring tool, SMoRRES, and evidence-informed instructional approaches that support student growth, communication development, and individualized programming. Inclusive Education Consultants also began developing a divisional programming framework for GIST to promote consistency, strengthen instructional planning, and support high-quality programming across schools.

Strong partnerships with families and community agencies remained integral to program delivery. Established partnerships with Glenrose Rehabilitation Hospital, Family Support for Children with Disabilities (FSCD), CASA Mental Health, Elves Special Needs Society, Unlimited Potential Community Services (UP), Alberta School for the Deaf (ASD), Scott Robertson School, Children's Autism Services of Edmonton (CASE), and other community organizations continued to support coordinated service delivery for students and families. These partnerships helped ensure access to specialized services and supported responsive, individualized programming.

REACH Team

The REACH team provides short-term, targeted intervention for schools supporting students with complex needs when school-based and multidisciplinary team (MDT) supports have been exhausted. Grounded in trauma-informed and neurodiversity-affirming practices, the team includes a BCBA, SLP, OT, FSLW, and EBS. Working collaboratively with school staff, the team assesses student needs, develop intervention plans, and builds school capacity to better support student success and inclusion.

The REACH team delivers up to two weeks of intensive support, beginning with parent intake and collaboration with teachers and school staff to develop and implement individualized strategies. Through modelling, coaching, and follow-up consultation, the team helps strengthen school teams' ability to effectively support students and promote success within their schools. To date, the team has received 51 referrals and provided direct support to 21 students.

Enhancing Peer Networks Project

The SLP team launched the Enhancing Peer Networks Project, an evidence-based intervention developed at Vanderbilt University, to support communication, social connection, and belonging for students who use Augmentative and Assistive Communication tools. The project was implemented in participating Grades 2–4 classrooms and provided structured opportunities for students with complex communication needs to engage with their peers. Results were promising: students with complex needs demonstrated increased and more sustained peer engagement, while classmates developed a broader understanding of communication and expressed interest in continuing the groups. These outcomes reflect the development of authentic peer relationships and greater inclusion within classroom communities. Participation in this project also supported Alberta Education and Childcare learning outcomes related to building healthy relationships, fostering friendships, and appreciating and understanding differences.

One World…One Centre

ECSD remains committed to welcoming newcomer students and their families by providing a nurturing, inclusive, and faith-filled environment where every student feels a sense of belonging and has the opportunity to succeed. Throughout the 2025–2026 school year, One World…One Centre welcomed and registered over 2,000 newcomer students from countries around the world at Lumen Christi Catholic Education Centre. As the first point of contact for many newcomer families, One World…One Centre plays an important role in easing their transition into ECSD and establishing meaningful connections between home and school.

One World…One Centre provides centralized registration, immigration documentation verification, and EAL assessments using Alberta Education and Childcare's EAL Proficiency Benchmarks 2.0. These assessments provide schools with valuable information about students' listening, speaking, reading, and writing skills to support

appropriate programming and instructional planning. Each newcomer student receives a backpack filled with essential school supplies, helping them begin their educational journey with confidence.

The dedicated team of Intercultural Liaisons continues to play an essential role in supporting newcomer students, families, and schools. Through interpretation, translation, cultural brokering, multilingual communication, and individualized family support, they help families navigate the education system while honouring their cultural identities and experiences. Their work extends beyond the initial registration process to include supporting communication between families and schools, developing multilingual resources, facilitating parent sessions, connecting families with community agencies, and helping families access essential services. These ongoing relationships build trust, strengthen family engagement, and create welcoming school communities where newcomer families feel valued and supported.

A significant highlight of the 2025–2026 school year was One World…One Centre's first Parent Information Evening in September 2025. The event welcomed approximately 275 parents and caregivers, provided information and interpretation in 10 languages, and brought together 15 community organizations. Families had opportunities to learn more about ECSD, connect with community partners, and access information about settlement services, education, recreation, and family well-being. Childcare was provided to support family participation. This successful event demonstrated the importance of creating opportunities for newcomer families to build relationships, access resources, and develop a stronger sense of belonging within their new communities.

The work of One World…One Centre was also highlighted at the National Metropolis Canada Conference, in collaboration with the Edmonton Immigrant Services Association (EISA) and Francophonie Canadienne Plurielle (FRAP). As Canada's largest annual gathering of researchers, policymakers, and representatives from community and settlement organizations working in immigration and settlement, the conference provided a valuable opportunity to share ECSD's approach to welcoming and supporting newcomer students and families. The presentation highlighted the importance of collaboration between education and settlement organizations in helping families navigate the education system, access essential resources, and build meaningful connections within their new communities. Sharing this work at a national level showcased the strong partnerships and coordinated supports that contribute to creating welcoming and inclusive school communities where newcomer students and families can thrive.

Throughout the year, One World…One Centre continued to strengthen its approach to enhanced family support by connecting newcomer families with resources that address their academic, social, emotional, and settlement needs. Through collaboration among Intercultural Liaisons, school staff, and community partners, families received individualized assistance in navigating immigration documentation, accessing mental health and wellness resources, addressing food security needs, and connecting their children to recreational activities and summer programming. These coordinated supports recognize that successful transitions extend beyond the classroom and that supporting the well-being of the entire family contributes to student success.

Through meaningful relationships, compassionate service, and strong community partnerships, One World…One Centre continues to make a positive difference in the lives of newcomer students and families. By honouring the diverse cultures, languages, and experiences families bring to our school communities, ECSD remains committed to ensuring newcomer students are not only welcomed into their new schools but are provided with opportunities to thrive academically, socially, and emotionally.

All in for Youth

ECSD continues to support the AIFY initiative at St. Alphonsus Catholic Elementary/Junior High School, providing a comprehensive, school-based approach to supporting students and families experiencing complex challenges. Through collaboration with community partners, AIFY brings together essential services and resources to remove barriers to learning, strengthen student well-being, and create opportunities for academic and personal success.

The long-term goal of the initiative is to support students on their pathway to high school graduation by addressing challenges that may impact their ability to fully engage in school.

The AIFY model recognizes that student success extends beyond the classroom and that the well-being of children is closely connected to the well-being of their families. Through a coordinated approach, students and families have access to supports such as mentoring, family support, mental health services, nutrition programming, and before- and after-school opportunities. By bringing these services directly into the school community, AIFY helps reduce barriers that families may experience when accessing community resources and provides timely, individualized support based on student and family needs.

Throughout the 2025–2026 school year, mental health and wellness continued to be important components of the AIFY model at St. Alphonsus. Access to school-based mental health supports provides opportunities for students to develop resilience, strengthen social-emotional skills, and receive additional assistance when experiencing personal or family-related challenges. Collaboration among school staff, mental health professionals, and community partners supports a coordinated response to student needs while fostering a safe, caring, and inclusive school environment.

Nutrition and opportunities for physical activity also contribute to the overall well-being of students. Through school nutrition programming and opportunities for participation in recreational and extracurricular activities, AIFY helps address barriers that may impact student engagement, readiness to learn, and a sense of belonging. E4c provides, prepares, and serves the morning meal, keeps fruit bowls available throughout the day, and provides lunch top-ups for students across the whole elementary school. This helps students access food at school, supports their readiness to learn, and helps ensure that hunger is less likely to get in the way of participating in the school day.

The Out of School Time (OST) Coordinator plans and delivers programming for students who benefit from opportunities to build relationships, work on homework, and learn life skills. The coordinator also organizes the staff who support the program and help keep it safe for everyone. These supports recognize the importance of meeting students' basic needs while providing opportunities to develop positive relationships, confidence, and connections within their school community.

Strong partnerships remain at the heart of AIFY. Through collaboration among ECSD, United Way of the Alberta Capital Region, and community organizations, the initiative brings together expertise and resources to provide coordinated services for students and families. The All in for Youth team at St. Alphonsus works closely with the school's multi-disciplinary team and administration, as well as outside agencies. Bi-weekly meetings and specially designed resilience surveys help identify students who may need additional support, coordinate responses, and address barriers that could prevent them from attending school and learning.

This collective approach strengthens relationships between schools, families, and community agencies while helping ensure that students have access to the supports they need to succeed.

Through meaningful partnerships, coordinated services, and a commitment to addressing the needs of the whole child, AIFY continues to make a positive difference in the lives of students and families. By reducing barriers, strengthening relationships, and providing opportunities for students to thrive academically, socially, emotionally, and physically, ECSD remains committed to helping every student experience success and reach their full potential.

APPLE Schools

Since 2008, APPLE Schools has been an important part of ECSD's commitment to promoting student health and well-being by creating school environments where healthy choices are encouraged, supported, and embedded into everyday learning. Through an evidence-based, comprehensive school health approach, APPLE Schools supports

students, staff, and families in developing lifelong healthy habits that contribute to physical, social, and emotional well-being. The program recognizes the important connection between healthy students, positive learning environments, and student success.

ECSD continues to support six APPLE Schools (Annunciation Catholic Elementary, Holy Cross Catholic Elementary/Junior High, Our Lady of Peace Catholic Elementary, St. Benedict Catholic Elementary, St. Kateri Catholic Elementary, and St. Francis of Assisi Catholic Elementary) and seven APPLE School Allies (Good Shepherd Catholic Elementary, Blessed John Paul Catholic Elementary, Our Lady of the Prairies Catholic Elementary, St. Elizabeth Seton Catholic Elementary/Junior High, St. Gerard Catholic Elementary, St. Pius X Catholic Elementary, and St. Rose Catholic Junior High). Through financial support, access to resources, and professional learning opportunities, participating schools are empowered to develop initiatives that reflect the unique needs of their school communities.

Throughout the 2025–2026 school year, APPLE Schools continued to promote healthy living through a variety of school-based initiatives focused on nutrition, physical activity, physical literacy, and mental well-being. Schools provided opportunities for students to access nutritious snacks, participate in outdoor and indoor gardening activities, engage in daily physical activity, and experience outdoor learning and play. These initiatives encourage students to make healthy choices, develop positive relationships, and build confidence while strengthening their understanding of the importance of maintaining a healthy lifestyle.

An important component of APPLE Schools is the involvement of the entire school community in creating a culture of health and wellness. Through collaboration among school staff, students, families, and community partners, participating schools integrate healthy living into daily routines and school activities. By promoting student voice, inclusive participation, and opportunities for active learning, APPLE Schools helps foster a sense of belonging and encourages students to take an active role in their own health and well-being.

Through its continued commitment to comprehensive school health, APPLE Schools contributes to creating welcoming, inclusive, and supportive learning environments where students can thrive. By encouraging healthy eating, physical activity, positive mental health, and lifelong wellness habits, ECSD continues to support the development of healthy, resilient learners who are better prepared to succeed both inside and outside the classroom.

Nutrition

ECSD remains committed to creating welcoming and inclusive school environments that promote student health, well-being, and academic success through access to nutritious food. Guided by Administrative Procedure 164, Nutrition, the Division recognizes the important connection between healthy eating, student readiness to learn, and overall well-being. Through a comprehensive approach that includes nutrition education, school-based meal programs, community partnerships, and resources for schools and families.

ECSD continues to support positive food experiences and healthy eating habits for students. Throughout the 2025–2026 school year, school nutrition programs continued to play an important role in addressing food insecurity and supporting students and families. Twenty-nine schools provided universal breakfast and/or lunch programs, and 69 schools accessed funding and food support coordinated through the Division. These programs help ensure that students have access to nutritious food during the school day, reducing barriers to learning and supporting their physical, social, and emotional well-being. Strong partnerships with Alberta Education and Childcare, the Edmonton Catholic Schools Foundation, e4c, Hope Mission, Breakfast Club of Canada, PC Children's Charity, the Rotary Club of Edmonton, and other community organizations and private donors continue to strengthen nutrition supports across the Division.

A significant accomplishment during the 2025–2026 school year was the additional funding received through the Government of Canada's National School Food Program, administered through Alberta Education and Childcare.

This funding provided ECSD with opportunities to strengthen existing school nutrition programs while investing in infrastructure to support their long-term sustainability. Investments included the purchase of refrigerators, ovens, and small kitchen appliances, increasing the capacity of schools to safely store, prepare, and serve nutritious meals and snacks. These improvements help schools expand their food preparation capabilities, increase efficiency, and better respond to the growing nutritional needs of students.

Another important development was the establishment of a Division-level walk-in cooler, strengthening ECSD's capacity to receive, store, and distribute food to schools. Working in close collaboration with the Edmonton Food Bank, this infrastructure supports more coordinated food distribution, improved food storage, and opportunities to increase access to fresh and perishable food items. The cooler represents an important investment in developing a more efficient and sustainable approach to school nutrition, allowing the Division to better coordinate food donations and support schools in meeting the needs of their students.

Nutrition education and collaboration with post-secondary institutions continued to complement school food programs. Through a partnership with the University of Alberta, nutrition students participated in practicum experiences that provided opportunities to apply their knowledge and skills within school communities. These experiences supported classroom learning through nutrition education, interactive activities, and presentations that encouraged students to develop a greater understanding of healthy eating and positive relationships with food. The Division also continued to provide resources and guidance to schools related to nutrition education, food safety, and healthy eating practices.

Through additional government funding, investments in infrastructure, and strong community partnerships, ECSD continues to strengthen its approach to school nutrition. By increasing access to nutritious food, supporting schools with the resources and equipment they need, and promoting positive food experiences, the Division is helping create environments where students feel supported, are ready to learn, and have opportunities to thrive academically, physically, socially, and emotionally.

Integrated School Support Program

The Integrated School Support Program (ISSP) is a comprehensive, school-based initiative designed to address increasing student complexity through intensive, wraparound supports that target academic success and overall well-being. Grounded in a whole-child approach, ISSP integrates services such as mental health support, nutrition programs, physical education, after-school programming, and family supports directly within the school environment. By embedding these multidisciplinary services on-site, the program removes common barriers such as access, cost, and wait times, ensuring that students and families can receive timely, coordinated support within a trusted setting.

Within ECSD, ISSP is currently implemented at St. Bernadette Elementary School, St. Elizabeth Seton Elementary/Junior High School, and St. Nicolas Junior High School, where it serves as a proactive response to the growing complexity identified in classrooms. The model focuses on early intervention and prevention by supporting students who may be at higher risk due to factors such as poverty, trauma, or mental health challenges. A key strength of ISSP is its coordinated, team-based approach, bringing together educators, mental health professionals, community partners, and a positive police presence to create safe, supportive, and relationship-centred learning environments. This collaboration strengthens protective factors for students, enhances their sense of belonging, and fosters trust within the broader school community.

The integrated approach of ISSP is designed to strengthen student well-being, increase engagement in learning, and create safer, more supportive school environments. Through early intervention, coordinated mental health supports, and strong partnerships among schools, families, and community organizations, the program helps address barriers that may affect student success. By supporting the academic, social, and emotional needs of students, ISSP contributes to building positive school communities where students feel connected, supported, and ready to learn.

First Nations Metis and Inuit Students Success

ECSD Annual Survey Measures and Results

Foundational Knowledge About First Nations, Métis, and Inuit

Performance Measures: Percentage of students, parents/guardians and teachers who agree that students learn about First Nations, Métis, and Inuit culture, history, perspectives, and experiences in their school.	Results % 2023–24	Results % 2024–25	Results % 2025–26
Parents/guardians	97.0	97.5	97.4
Students	93.5	93.1	93.6
Certificated Teachers	96.6	97.0	96.8

*Due to the effects of the labour disruption in 2025–26, caution should be used when comparing results across time.

COMMENTARY ON RESULTS

In considering the Grades 4 to 6 students, results indicated that:

- 96.9% indicated that they learn about First Nations, Métis, and Inuit culture, history, perspectives, and experiences at their school.

In considering the Grades 7 to 9 students, results indicated that:

- 94.3% indicated that they learn about First Nations, Métis, and Inuit culture, history, perspectives, and experiences at their school.

In considering the Grades 10 to 12 students, results indicated that:

- 88.8% indicated that they learn about First Nations, Métis, and Inuit culture, history, perspectives, and experiences at their school.

In considering the parents/guardians, results indicated that:

- 97.4% indicated that their child's school teaches about First Nations, Métis, and Inuit culture, history, perspectives, and experiences.

In considering the certificated teachers, results indicated that:

- 97.3% indicated that their school teaches about First Nations, Métis, and Inuit culture, history, perspectives, and experiences; and
- 96.4% indicated that their school is working to advance the Truth and Reconciliation Calls to Action in the school and community.

ECSD continues to see strong results on the Annual Survey, with parents/guardians, certified staff, and students all strongly agreeing that students learn about First Nation, Métis, and Inuit culture, history, perspectives, and experiences in their school. These results reflect the intentional and sustained work of Indigenous Learning Services, in partnership with staff, students, families, Elders, Knowledge Keepers, and community partners. The Division recognizes and values the collective efforts that have contributed to this growth while acknowledging that reconciliation, as outlined in the Truth and Reconciliation Commission's Calls to Action, is an ongoing journey. Continuing to deepen understanding, strengthen relationships, and embed Indigenous perspectives and ways of knowing throughout learning environments will require ongoing commitment, intentionality, and hard work in the years ahead.

KEY STRATEGIES

The release of the Truth and Reconciliation Commission Calls to Action represented an important national milestone in advancing reconciliation across Canada. However, for ECSD this work did not begin with the Truth and Reconciliation Commission. Rather, the Calls to Action affirmed and strengthened a long-standing commitment to supporting Indigenous peoples, building meaningful relationships, and fostering greater understanding of the truths surrounding Canada's historical treatment of Indigenous communities. ECSD's response to the Truth and Reconciliation Commission Calls to Action has been part of a broader and ongoing journey grounded in relationships, guided by Indigenous voices, and built upon years of intentional work toward reconciliation.

During the 2025–2026 school year, the Indigenous Learning Services team continued to play a vital role in supporting all students, staff, and communities in deepening their understanding of Indigenous histories, perspectives, and ways of knowing. The FNMI Grant Funding of $5,633,844 supported the work of the Council of Elders, Indigenous Learning Services, the Knowledge Keeper, Braided Journeys staff, the Nehiyaw Pimatisiwin Cree Language and Culture programs, Indigenous Education Consultants, and Four Directions Wellness leaders. Together, these supports demonstrated ECSD's commitment to:

- Improving educational outcomes for FNMI students through system, program, and instructional supports;
- Addressing systemic barriers that contribute to educational gaps for self-identified FNMI students; and
- Supporting the implementation of the Truth and Reconciliation Commission recommendations.

During the 2025‑2026 school year, FNMI Grant Funding of $5,633,844 supported direct student programming, educator professional learning, resource development, and school-based consultation designed to strengthen educational experiences for self-identified FNMI students across ECSD. The following section highlights the programs, initiatives, and supports implemented during the 2025‑2026 school year to strengthen outcomes and experiences while building staff knowledge and capacity.

Direct Student Support

Direct student supports played a vital role in creating welcoming, responsive learning environments where Indigenous students could thrive academically, socially, emotionally, and culturally. These supports included peer support, tutoring, career counselling, leadership development, transition planning, family engagement and cultural teachings led by Knowledge Keepers and Elders. Together, these initiatives helped address barriers to success while strengthening students' connections to culture, community, and school.

The impact of these efforts extended beyond the classroom. Opportunities to learn from Elders and Knowledge Keepers provided students with authentic cultural teachings, mentorship, and guidance that reinforced identity, resilience, and belonging. Elementary Gathering Circle activities and the Junior High and High School Braided Journeys programs created meaningful opportunities for relationship building and connection. Academic supports, including tutoring, goal setting, post-secondary planning, and career counselling, helped students navigate pathways toward future success.

Innovative initiatives such as Mistatim Land-Based Learning and Trail Tales Land-Based Literacy further enriched student learning by connecting curriculum to Indigenous ways of knowing and fostering relationships with the land. These experiences provided hands-on learning opportunities that supported literacy, critical thinking, environmental stewardship, and cultural understanding.

Collectively, these programs contributed to increased student engagement, improved attendance and participation, stronger relationships with school staff, and a greater sense of cultural pride and belonging. By centring Indigenous perspectives and creating opportunities for students to see themselves reflected in their learning environments, these initiatives supported student well-being and success while advancing the Division's commitment to ensuring every FNMI student has the opportunity to successfully complete high school.

Building Educator Capacity

A significant focus during the 2025‑2026 school year was strengthening the capacity of the educators who work directly with Indigenous students. Professional learning opportunities included Treaty 6 education, Indigenous worldviews, Medicine Wheel pedagogy, Métis perspectives, the impacts of Residential Schools, cultural protocols, traditional games, Land Acknowledgements, and land-based learning experiences such as River Walks. Subject-specific support was also provided in Social Studies, Science, ELA, Mathematics, Physical Education, and Religion. School leaders, lead teachers, department heads, school teams, and teachers were supported in moving beyond awareness toward authentic classroom implementation of Indigenous perspectives and ways of knowing.

Resource and Curriculum Development

Another significant focus during the 2025‑2026 school year was supporting teachers in the meaningful integration of Indigenous perspectives, ways of knowing, and histories within the curriculum. This work included collaborating with educators to develop resources, co-plan learning experiences, and build confidence in implementing authentic, curriculum-aligned Indigenous content across subject areas.

FNMI Grant Funding also supported the development and curation of sustainable Indigenous Education resources for school and classroom use. Resources included Treaty Education materials, Land Acknowledgement guides, Traditional Games resources, Medicine Wheel and Teaching Quality Standard 5 (Applying Foundational Knowledge about First Nations, Métis and Inuit) materials, cultural protocol and sacred medicines resources, land-based learning supports, curriculum connections, presentations, and teacher guides. Local content emphasized Treaty 6 Territory, amiskwacîwâskahikan (Edmonton), Métis histories and perspectives, and relationships to the land. Funding also contributed to Division planning and resource development connected to the 150th anniversary of Treaty 6.

Braided Journeys Student Support Centres

Braided Journeys is a program within Indigenous Learning Services that supports FNMI students in Grades 7–12 across 16 participating schools. Through graduation coaching, cultural programming, academic supports, and relationship building, Braided Journeys helps Indigenous students navigate systems that may not feel safe or familiar. Graduation coaches support students as they transition to junior high, high school, and post-secondary education or employment. These coaches often become valued mentors whom students trust and look up to, providing support during times of need, with academic concerns, post-secondary planning, and significant life challenges.

Braided Journeys rooms provide dedicated spaces within participating schools where students can gather, regulate, vent, build relationships, and access support. These spaces offer opportunities for tutoring, smudging and prayer, and learning from Knowledge Keepers and Elders. They also provide students with a welcoming environment where they can connect with peers, strengthen their sense of belonging, and build positive connections to school.

- **Academic and Career Counselling** provided personalized support to help students explore their interests, identify strengths, develop graduation and post-secondary plans, select courses, set goals, and make informed decisions about their future.

- **Career Exploration and Development** introduced students to a variety of occupations and industries through workplace tours, job shadowing, career fairs, skilled trades exploration, guest speakers, workshops, and hands-on learning experiences. These opportunities helped students connect their interests to future careers while developing workplace knowledge and employability skills.

- **Post-Secondary Exploration and Transitions** encouraged students to explore universities, colleges, polytechnic institutions, apprenticeship and skilled trades programs, and other post-secondary pathways. Students participated in campus tours, open houses, Student-for-a-Day experiences, career fairs, and workshops that provided first-hand exposure to post-secondary environments. Staff also supported

students with researching programs, completing applications, understanding admission requirements, and planning for the transition beyond high school.

- **Scholarships, Awards, and Bursaries** helped students access financial supports for post-secondary education. Staff assisted students in identifying funding opportunities, preparing applications, writing personal statements, gathering supporting documents, and meeting application deadlines, helping reduce financial barriers to achieving their educational goals.

- **Indigenous Focus Career and Life Management (CALM) 20** provided access to a three-credit course required for high school graduation during summer school. Designed for FNMI students entering Grade 10, the program supported a successful transition from junior high to high school while allowing students to earn a graduation requirement before the school year begins. Through an Indigenous-centred approach, students explored the three key areas of the CALM curriculum: personal choices, resource choices, and career and life choices. In partnership with community organizations, post-secondary institutions, Indigenous Knowledge Keepers, and Elders, students participated in experiential learning opportunities, including field trips, cultural teachings, career exploration activities, and post-secondary visits. By combining academic learning with cultural connection and mentorship, the program supported students as they began their high school journey.

Four Directions Wellness

Two Four Directions Wellness Specialists support Indigenous students and their families through holistic, culturally grounded programming rooted in Indigenous knowledge systems, including the Medicine Wheel framework. The program is dedicated to fostering balance, identity, and overall well-being while addressing the complex personal, cultural, and academic needs of students. The Four Directions Wellness Specialists provide Division-wide leadership in Indigenous student wellness, cultural safety, family engagement, and staff capacity building. This work supports self-identified Indigenous students through culturally responsive programming, advocacy, consultation, professional learning, and community partnerships grounded in Indigenous ways of knowing, being, and doing.

A key focus of the Four Directions Wellness Specialist role is increasing staff capacity to support Indigenous student success. This includes developing and facilitating professional learning sessions on Indigenous worldviews, trauma-informed practice, anti-racism, social justice, cultural safety, Medicine Wheel wellness, identity, and reconciliation. These learning opportunities provide staff with practical tools and deeper understanding of how to create more inclusive and culturally responsive learning environments.

Four Directions staff provide culturally grounded resources and classroom sessions on topics such as the Medicine Wheel, smudging practices, and equine storytelling. School staff also receive individualized support to strengthen relationships with Indigenous students and families. Building trust, reciprocity, and cultural safety is a foundational aspect of this work and supports schools in creating welcoming environments where Indigenous students can thrive.

Collectively, these efforts strengthen the Division's ability to provide meaningful wellness supports that promote Indigenous student success, belonging, engagement, and positive identity development.

Overall Impact

The FNMI Grant Funding supported a continued shift from one-time or event-based Indigenous learning toward sustained, year-round integration. Schools increasingly sought follow-up learning, classroom supports, resources, and opportunities to deepen their practice. Professional learning strengthened educators' ability to provide accurate, respectful, and meaningful Indigenous perspectives while creating more culturally responsive learning environments for Indigenous students.

Overall, the Grant Funding supported both immediate opportunities for self-identified Indigenous students and long-term capacity building across the Division. By strengthening the capacity of Truth and Reconciliation Lead Teachers to support self-identified Indigenous students, increasing educators' foundational knowledge, developing sustainable resources, supporting culturally relevant student experiences, and embedding Indigenous perspectives across curriculum and school communities, the funding contributed to learning environments where Indigenous students were increasingly seen, represented, supported, and connected.

Domain: Governance

Alberta Education and Childcare Assurance Survey Measures and Results

ECSD Parent Involvement

Performance Measures – Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education.	Results %					Evaluation		
	2021–22	2022–23	2023–24	2024–25	2025–26	Achievement	Improvement	Overall
Parents	78.3	80.9	80.4	82.5	81.5	Very High	Maintained	Excellent
Teachers	85.6	86.2	84.6	84.8	84.8	Low	Maintained	Issue
Overall	81.9	83.6	82.5	83.6	83.1	Very High	Maintained	Excellent

ECSD Annual Survey Measures & Results

Parent and Guardian Engagement

Performance Measures: Percentage of students, parents/guardians and teachers who agree that parents/guardians ask students questions about their learning and that parents/guardians have the opportunity to provide feedback on important matters.	Results % 2023–24	Results % 2024–25	Results % 2025–26
Parents/guardians	96.3	96.8	96.4
Students	88.9	88.6	89.0
Certificated Teachers	96.5	97.4	97.3

*Due to the effects of the labour disruption in 2025–26, caution should be used when comparing results across time.

COMMENTARY ON RESULT

Parent and guardian engagement continues to be a significant strength, with high levels of positive responses reported by parents/guardians (96.4%), students (89.0%), and certificated teachers (97.3%) in 2025–2026. These results indicate that families remain actively involved in supporting student learning and feel they have meaningful opportunities to provide feedback on matters that are important to them.

While year-to-year comparisons should be made with caution due to the effects of labour disruption in 2025–2026, the data demonstrates sustained confidence in the partnership between home and school. Maintaining and strengthening family engagement, particularly as students progress through the secondary grades, will remain an important focus. Continued efforts to foster communication, collaboration, and meaningful involvement of parents and guardians will support student success and contribute to positive school outcomes.

In considering the **Grades 4 to 6 students**, *ECSD Annual Survey* results indicated that:

- 91.0% agreed that their parent/guardian asks them about their learning.

In considering the **Grades 7 to 9 students**, results indicated that:

- 88.0% agreed that their parent/guardian asks them about their learning.

In considering the **Grades 10 to 12 students**, results indicated that:

- 87.7% agreed that their parent/guardian asks them about their learning.

In considering the **parents/guardians**, results indicated that:

- 98.7% agreed that they ask their child about their learning.
- 94.1% agreed that they have the opportunity to provide feedback to their child's school on matters that are important to them.

In considering the **certificated teachers**, results indicated that:

- 97.7% agreed that parents/guardians at their school have the opportunity for a voice in their child's education; and
- 96.8% agreed that their school encourages their parents/guardians to ask their child about their learning.

KEY STRATEGIES

Engagements 2025–2026

Engagement	Purpose	Outcome
École J.H. Picard Catholic High School - English Academic Program Engagement	• To engage students, families, staff, alumni, and community partners in discussions regarding the introduction of an English academic high school program at École J.H. Picard Catholic High School alongside the existing French Immersion program. The engagement sought feedback to inform implementation planning while exploring opportunities to strengthen enrolment, support long-term program sustainability, and preserve the school's French Immersion identity.	• Engagement included 358 questionnaire responses, 27 community event participants, and 32 focus group participants. Feedback demonstrated strong support for expanding opportunities while maintaining J.H. Picard's French Immersion identity. Five key themes emerged: expanded opportunities, preservation of French Immersion identity, implementation considerations, maintaining school community and belonging, and the need for transparency and ongoing communication. Stakeholder feedback informed planning for the phased implementation of an English academic high school program beginning in September 2027 and reinforced the Division's commitment to sustaining French language, culture, and traditions at École J.H. Picard Catholic High School. • What We Heard Report
Northwest Solution Phase 1 - Oxford (St. Lucy Catholic Elementary School)	• To engage families and community partners in planning for a proposed K–9 replacement school in Oxford that will replace St. Lucy Catholic Elementary School. The engagement sought feedback to inform planning for the new school, including future learning environments, programming priorities, school design, outdoor spaces, student safety, community use, and strategies to address enrolment pressures and junior high space needs in northwest Edmonton.	• Feedback gathered through visioning sessions and online questionnaires demonstrated strong support for the proposed replacement school and modern learning environments. Participants emphasized the importance of academic enrichment, technology, language learning opportunities, supports for diverse learners, safe traffic and parking design, and clear communication throughout the project. Community input informed the development of design principles and planning priorities for the proposed 950-student K–9 school, supporting ongoing project design and future implementation.

Engagement	Purpose	Outcome
		• What We Heard Report
French Immersion at Mother Margaret Mary Catholic High School Engagement	• To engage French Immersion families in southwest Edmonton regarding future high school pathway options and opportunities to strengthen access to sustainable French Immersion programming closer to home. The engagement sought feedback to inform program planning, enrolment projections, staffing considerations, and facility planning for a new French Immersion pathway at Mother Margaret Mary Catholic High School.	• Feedback from approximately 450 St. John XXIII Catholic Elementary/Junior High School families informed the decision to introduce a partial French Immersion high school program at Mother Margaret Mary Catholic High School beginning in September 2026. The engagement supported the creation of an additional French Immersion pathway in southwest Edmonton, providing families with greater choice while maintaining access to comprehensive Catholic high school programming. The program will be phased in beginning with Grade 10 and expanding to Grades 10–12 over three years. • What We Heard Report
St. Carlo Acutis Catholic High School Attendance Boundary Engagement	• To engage families, students, staff, and community partners regarding the proposed attendance area, grade configuration, and programming for St. Carlo Acutis Catholic High School, opening in September 2026. The engagement sought feedback to inform attendance boundary and program planning, ensuring decisions reflected community needs, supported student success, and helped inform planning for the new school.	• Nearly 300 participants responded to the questionnaire, with strong overall support for the new high school and its proposed programs. Feedback highlighted interest in language programming, athletics, Sports Medicine, Robotics, Graphic Design, and Music. Participants emphasized the importance of clear attendance boundaries and feeder school pathways, while also identifying transportation and boundary size as considerations. Stakeholder input informed final attendance area and programming decisions, supporting a smooth school opening and helping address enrolment pressures in northwest Edmonton high schools. • What We Heard Report
Northwest Solution Phase 2: Chambery and Griesbach Engagement (St. Charles Catholic Elementary School, St. Timothy Catholic Elementary School, and Katherine Therrien Catholic Elementary School)	• To engage families, staff, and community partners in planning for proposed replacement schools in Chambery and Griesbach. Through visioning sessions and questionnaires, participants shared priorities related to future learning environments, programming, outdoor spaces, community use, modernization, and student success to help inform the design and development of the new schools.	• Community feedback identified priorities for modern learning environments, enhanced programming opportunities, accessibility, efficiency, outdoor spaces, and community connections. Input from visioning sessions and questionnaire responses informed a What We Heard Report that now serves as a foundation for conceptual design and future planning for the proposed Chambery K–6 and Griesbach K–9 replacement schools, ensuring the projects reflect community priorities and Division goals. • What We Heard Report
French Immersion Program Changes at Our Lady of the Prairies Catholic Elementary School Engagement	• To engage French Immersion families regarding the planned relocation of the French Immersion program from Our Lady of the Prairies Catholic Elementary School to	• The engagement included 94 questionnaire responses and 43 participants at an information session. Key themes included transportation and distance, childcare and

Engagement	Purpose	Outcome
	Holy Cross Catholic Elementary/Junior High School beginning in September 2026. The engagement sought feedback to inform transition supports, transportation considerations, program continuity, staffing considerations, and strategies to maintain a strong French Immersion experience for students and families.	kindergarten, continuity and community, teacher and staff considerations, and program quality at Holy Cross Catholic Elementary/Junior High School. Feedback informed transition planning and support strategies to help ensure a smooth move to a single-track K–9 French Immersion pathway at Holy Cross Catholic Elementary/Junior High School beginning in September 2026. • What We Heard Report
Big Lake Attendance Area Engagement	• To engage families in the Big Lake area regarding a proposed redesignation of students to Bishop David Motiuk Catholic Elementary/Junior High School beginning in September 2026. The engagement sought feedback to inform enrolment planning, transportation considerations, community connections, and transition supports to help ensure a successful student and family experience.	• 42 families responded to the questionnaire. Feedback identified transportation as the most important consideration, while also highlighting the value of proximity, continuity of relationships, and clear communication. Stakeholder input informed the decision to redesignate K–9 students in the Big Lake area to Bishop David Motiuk Catholic Elementary/Junior High School, with yellow bus service provided and transition supports developed for affected families. • For more information and the attendance boundary map, click here.
St. Catherine and St. Alphonsus Schools Attendance Area Engagement	• To review attendance boundaries and address enrolment pressures by examining the shared designation area between St. Catherine and St. Alphonsus Catholic Elementary/Junior High Schools. The process aimed to ensure balanced enrolment and maintain high-quality programming across both schools.	• Beginning in September 2026, new student registrations from Alberta Avenue and Spruce Avenue will be designated to St. Alphonsus Catholic Elementary/Junior High School. Current students may remain at their existing school. The boundary adjustment reduces enrolment pressure at St. Catherine Catholic Elementary/Junior High School, which was operating above capacity, while utilizing available space at St. Alphonsus to support sustainable programming. • For more information and the attendance boundary map, click here.
St. Thomas Aquinas and Joan Carr Schools Shared Designation Attendance Area Engagement	• To review attendance boundaries and address enrolment pressures by examining the shared designation area between St. Thomas Aquinas and Joan Carr Catholic Elementary/Junior High Schools. The process sought to balance enrolment, support high-quality programming, and prepare for the future opening of St. Michael the Archangel Catholic Elementary/Junior High School.	• Beginning in September 2026, new student registrations from Hays Ridge, Graydon Hill, and Paisley will be designated to Joan Carr Catholic Elementary/Junior High School. Current students may remain at their existing school until St. Michael the Archangel Catholic Elementary/Junior High School opens in 2028. The boundary adjustment helps address overcrowding at St. Thomas Aquinas while making effective use of available capacity at Joan Carr and supporting long-term enrolment planning in southwest Edmonton. • For more information and the attendance boundary map, click here.

Community of School Councils Engagement: The Division engaged the voice of our School Councils through the Board of Trustees' Community of School Councils (COSC) meeting on November 18, 2025. This meeting provided an opportunity for School Council Executive members and school administrators to collaborate and share feedback on the priorities most important to them within their unique school contexts, informing the development of the education plan.

A clear message emerged: there is strong confidence in our educators, alongside a desire for greater clarity and consistency in how learning is experienced across schools. School leaders have also echoed this need. It is from the COSC engagement, in conjunction with ongoing Student Voice team engagement, that the Board of Trustees established the priorities which provide guidance for the new three-year education plan.

ECSD has a long history of providing opportunities for student engagement to inform the work of the Division. Our Student Voice team is comprised of two students from each high school and assists the Board and Administration by providing a student perspective to improving the quality of education in the Division within the framework of the *Division Plan for Continuous Growth*.

Our Student Voice team met four times this year, and the matters which were discussed were of significance to our Division. The topics included:

- Helping us understand the impacts of the labour disruption on their learning and well-being
- Providing student perspective on what the priorities for the ECSD Three-Year Education Plan 2026–2029 might be
- Sharing their experiences of class size and complexity
- Advising our Human Resource Recruitment team on their project to keep our graduates who are going into post -secondary studies in Education connected with the Division
- Supporting our Creating Communities of Belonging team in making connections between Catholic Social Teaching and the social justice projects in schools
- Reviewing the draft Three-Year Education Plan Goals and Priorities and providing examples of what they might look like in schools
- Assessing the efficacy and relevance of our team norms
- Defining joy in faith, learning, and school life
- Giving advice to their junior high selves

ECSD Accountability/Assurance System

Principals prepare annual School Education Plans and reports to assure their communities that identified needs and areas of growth are being addressed through data analysis and engagement with students, staff, and families. Principals also provide annual reports to their school communities demonstrating results in identified areas of accountability. Our Division's assurance and accountability procedures can be found in AP 102.

To align with the *Alberta Education and Childcare Assurance Framework* as well as the *Division Plan for Continuous Growth* (2023–2026), Edmonton Catholic Schools annually administers the ECSD Annual Survey. The 2026 *ECSD Annual Survey* was conducted in paper format from January 5 to 23, to improve response rates. Students in Grades 4 to 12, parents/guardians, and teachers across all Division schools/sites were invited to participate.

The *ECSD Annual Survey* items were grouped into themes that aligned with the *Division Plan for Continuous Growth* priorities as well as the *Alberta Education and Childcare Assurance Framework* domains.

Results from both the *Alberta Education and Childcare Assurance Framework* and the *ECSD Annual Survey* are shared at the Division and school levels. In addition to Division reports, schools receive individual school reports, which are reviewed and reflected in their School Education Plans.

Division results are available on the Division Assurance Dashboard, while individual school results are available on each School Assurance Dashboard. These dashboards are located on the Division and school public websites under Assurance Dashboard. Data is updated in the weeks following the release of each set of results and is organized by school year within each dashboard priority.

ECSD Budget – Actual Comparison

The Edmonton Catholic Separate School Division

Financial Statement for the Year Ended August 31, 2026

	Budget	Actual	Actual	Actual to Budget Variance Amount	Actual to Budget Variance %
	2026	2026	2025	2026	2026
Revenues					
Government of Alberta	$ 500,345,000	$ 502,384,697	$ 489,413,096	$ 2,039,697	0%
Federal Government and other government grants	$ 6,790,000	$ 7,044,671	$ 20,536,961	$ 254,671	4%
Property taxes	$ 66,000,000	$ 67,225,579	$ 65,190,907	$ 1,225,579	2%
Fees	$ 23,123,000	$ 20,578,408	$ 19,772,216	$ (2,544,592)	(11%)
Sales of services and products	$ 6,026,000	$ 5,833,137	$ 6,499,031	$ (192,863)	(3%)
Investment income	$ 2,400,000	$ 2,491,126	$ 2,995,440	$ 91,126	4%
Donations and other contributions	$ 5,608,000	$ 6,049,767	$ 5,677,052	$ 441,767	8%
Other revenue	$ 3,288,000	$ 2,005,161	$ 2,290,903	$ (1,282,839)	(39)%
Total Revenues	**$ 613,580,000**	**$ 613,612,546**	**$ 612,375,606**	**$ 32,546**	**0%**
Expenses					
Instruction - ECS	$ 24,907,000	$ 23,973,873	$ 25,898,352	$ (933,127)	(4%)
Instruction - Grades 1 to 12	$ 467,385,000	$ 458,773,846	$ 455,524,755	$ (8,611,154)	(2%)
Operations and maintenance	$ 79,182,000	$ 81,744,635	$ 74,739,687	$ 2,562,635	3%
Transportation	$ 30,468,000	$ 31,893,144	$ 30,726,368	$ 1,425,144	5%
System administration	$ 17,119,000	$ 18,472,798	$ 17,459,990	$ 1,353,798	8%
External services	$ 6,634,000	$ 6,811,640	$ 7,234,156	$ 177,640	3%
Total Expenses	**$ 625,695,000**	**$ 621,669,936**	**$ 611,583,308**	**$ (4,025,064)**	**(1%)**
Annual operating surplus (deficit)	**$ (12,115,000)**	**$ (8,057,390)**	**$ 792,298**	**$ 4,057,610**	

Summary of Financial Results

- Government of Alberta revenues increased by $2.0 million. The increase was primarily attributable to funding received for the Teachers' Salary Settlement ($19.4 million), additional Service and Support funding ($2.1 million), Mental Health and Well-Being funding ($1.1 million), Class Size and Complexity team funding announced in early 2026 ($2.6 million), transportation funding including fuel prices and bus driver support ($1.9 million), Curriculum Implementation funding ($0.4 million), Literacy and Numeracy funding ($0.3 million), and modular relocations ($1.1 million). These increases were partially offset by a funding reduction of $22.6 million resulting from the three-week teachers' strike in October 2025, a $2.5 million funding adjustment due to actual enrolment being lower than budgeted, and a $2.1 million decrease related to lower expenditures on funded furniture and fixtures for new schools due to the timing of purchases.
- Property tax revenues increased by $1.2 million. The increase was due to net changes in municipal property assessment values and mill rates.
- Revenue from fees decreased by $2.5 million. The decrease was due to school closures arising from the teachers’ strike in October 2025 and the impact of lower-than-expected enrolment.
- Other revenues decreased by $1.3 million. The decrease was due to the timing of disposal of non-school property.
- Instruction (ECS) decreased by $0.9 million. The decrease was caused by lower-than-expected enrolment resulting in lower funding and fewer staff. ECS payroll costs were also lower due to the teachers' strike in October 2025.
- Instruction (Grades 1–12) decreased by $8.6 million. The decrease was mainly due to the three-week teachers’ strike in October 2025 and lower payroll costs from lower-than-expected enrolment growth. This was partly offset by hiring of additional teachers and educational assistants funded using the new Class Size and Complexity team grant.
- Operations and maintenance increased by $2.6 million. The increase was driven by higher payroll costs related to grid movements, higher pay rates and additional staffing. The increase was also due to $1.1 million expended on modular relocations.
- Transportation increased by $1.4 million. The increase is due mainly to increase in number of routes and increased Edmonton Transit Service (ETS) ridership from enrolment growth. This was partly offset by the impact of school closures in October 2025 due to the teachers' strike.
- System administration increased by $1.4 million. The increase is due to salary grid movements, pay rates and increase in number of employees resulting from growth in Division operations as well as increased operating costs.

Budget Process

The 2026–2027 school year marks the beginning of a new three-year cycle for the ECSD Education Plan (2026–2029). This plan is rooted in ensuring that every student experiences the conditions that are necessary to experience optimal learning. The goals of the strategic plan flow from the ECSD Optimal Learning Framework, which was developed over a two-year period of engagement with senior leaders, administrators, Consultants, and the Division's Student Voice team. The Board of Trustees then established the Education Plan's priorities of Learning and Living our Faith, Excellent Learning Experiences, and Nurturing Student Well-being after robust engagement with School Councils, School Administrators, and the Division's Student Voice team to learn what was most important to them as they experience the excellent Catholic educational opportunities of the Division. Once this work was completed, Principals were engaged to determine the best ways to allocate funding to support the creation of the conditions for Optimal Learning to come to life in every school.

The process for Budget 2026–2027, a budget that supports this Education Plan, began in the fall of 2025 with engagement sessions with Principals as well as other Division leadership staff. The multi-month engagement process was critical in allowing for an exchange of the latest available information, sharing of challenges, and developing ideas on how best to move forward.

Administration's recommendations for the 2026–2027 Budget are presented to the Board of Trustees' Audit and Finance Committee. The committee includes all members of the Board of Trustees, as well as three external members: two professional accountants and a former Trustee with extensive business experience. The committee recommends approval of the budget to the Board before final approval at a public meeting.

There are many processes that precede the completion of our final budget. These are highlighted as follows:

- Engage with our ECSD school community.
- Perform an environmental scan of the economy and review current educational developments.
- Complete a high-level risk assessment of issues facing the Division.
- Review the Division's Education Plan.
- Review all our Foundational Statements.
- Assess the provincial budget, the supporting Alberta Education and Childcare Funding Manual rates, and Alberta Education and Childcare's stated goals.
- Determine our enrolment projections.
- Set Division priorities to align with our educational and Catholicity goals and any goals set out by the Province.
- Determine our centralized support and department requirements.
- Review our school allocation model to ensure that we maximize support for students in the classroom.
- Determine, assess, and review our budget assumptions throughout budget preparation.
- Present the budget components at various meetings with Principals, Senior Leadership, and the Board of Trustees' Audit and Finance Committee.
- Present our completed budget to the Trustees for approval at a public meeting.

Key Strategies

The key strategies that guide the Division in the development and implementation of the budget include:

- Ensure the effective and efficient use of Divisional resources while allowing schools and departments flexibility to meet their unique needs.
- Strategically allocating resources to classrooms and core educational support areas ensuring the enhancement of the learning experience for staff and students.
- Engage and inform the government and other relevant parties to advocate for equitable access to excellent Catholic education.

Audited Financial Statements for the Year Ended August 31, 2025

Further information regarding the financial standing of the Division, including copies of audited financial statements, is available by contacting:

Chad Schulz, CPA CA - Chief Financial Officer
The Edmonton Catholic Separate School Division
9405 50 Street NW, Edmonton, Alberta T6B 2T4

Audited Financial Statement Links

ECSD Audited Financial Statements: ECSD Audited Financial Statements

Provincial Audited Financial Statements: K to 12 Education Financial Statements

Annual Report of Disclosures

As per *Safe Disclosure Administrative Procedure 403* (#23), the Edmonton Catholic Separate School Division reported no disclosures for 2025–2026.

ECSD Annual Education Results Report Link

Edmonton Catholic School Division's Annual Education Results Report

LUMEN CHRISTI CATHOLIC EDUCATION CENTRE
9405 50 St. NW | Edmonton AB T6B 2T4 | T: 780-441-6000 | ecsd.net

2025–2026 ANNUAL EDUCATION RESULTS REPORT