


Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

Christine Meikle School

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School Improvement Results Reporting | For the 2024-25 School Year

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection.

Goal One: Student regulation will improve.

Outcome One: Increasing students' ability to co-regulate and self-regulate through direct teaching of strategies.

Outcome Two: Increasing student voice and choice through a sustained focus on functional communication and meaningful decision.

Celebrations

- Half of all IPP goals were met (51% communication, 49% regulation), showing steady progress in both areas.
- 43% of students improved in communication independence and 31% improved in regulation independence.
- PLCs supported stronger collective understanding of co-regulation strategies, while Collaborative Response strengthened individualized communication planning.
- Both outcomes reflected increased student autonomy with more independent regulation and more independent communication.

Areas for Growth

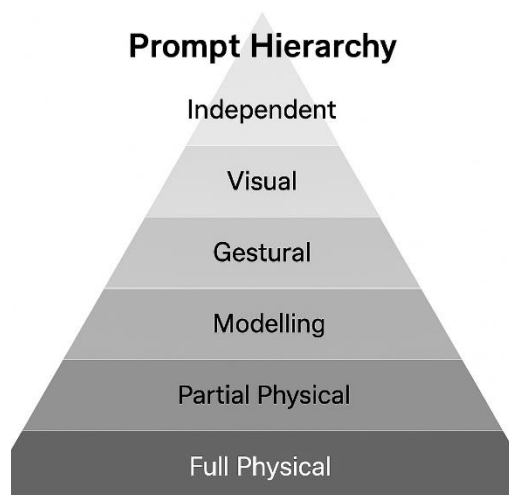
- Staff found communication-focused professional learning less helpful compared to regulation learning.
- Transitions, routines, and flexibility appeared in only 7% of regulation goals, limiting generalization of self-regulation skills.
- Social and interactive communication goals (12%) were underrepresented compared to expressive and AAC-focused goals.

Next Steps

- Continue explicit instruction in co-regulation strategies and expand application during transitions and routines.
- Increase AAC modeling and partner-assisted communication coaching to strengthen independence and expressive autonomy.
- Use the seven-level prompt hierarchy consistently across classrooms to measure growth in independence for both regulation and communication.

Our Data Story:

Christine Meikle School analyzed 2024–2025 Individual Program Plan (IPP) data to determine student progress toward the School Development Plan outcomes. The analysis examined two key outcome measures of growth: goal completion, indicating whether specific regulation or communication goals were achieved; and independence development, measured using each student's seven-level prompt hierarchy.



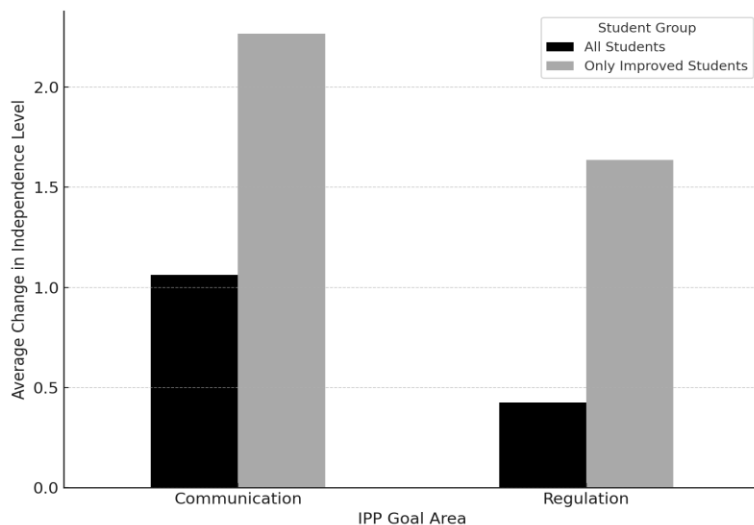
Independence was recorded on a continuum ranging from full physical assistance (Level 1) to fully independent (Level 7). Movement to a higher level represented reduced reliance on adult prompting and increased ability to perform tasks independently. Together, these outcome measures provided a quantitative view of student learning.

In addition to student outcome measures, the school also analyzed staff professional learning data collected through surveys. Staff reflected on the impact of Professional Learning Communities (PLCs) and Collaborative Response Team (CRT) structures in supporting student growth and instructional consistency. The combination of student outcome measures and staff professional learning evidence provided a picture of the school's progress toward its 2024–2025 goals.

Outcome 1: Increasing students' ability to co-regulate and self-regulate through direct teaching of strategies

Evidence from student learning (IPP goals, 2024–2025): 48.6 % of regulation goals were achieved. Average independence increased +0.42 levels on the prompt hierarchy across all students; 31 % showed improvement, and those students gained an average of +1.64 levels. Most regulation goals targeted self-regulation strategies / calming (30 %) and independence / prompt reduction (22 %), followed by emotional awareness (22 %), safety / behaviour (15 %), and transitions / routines (7 %).

The IPP data confirm that explicit teaching of co-regulation and self-regulation strategies was a central instructional focus. Roughly half of all goals were achieved, and one-third of students increased in independence according to the prompt hierarchy. The prominence of self-regulation strategy goals aligns with the professional learning emphasis on direct instruction of calming and



Average change in student independence levels across 2024–2025 IPP goal areas. Data reflects measured growth in Communication and Regulation domains, comparing overall cohort trends with gains among students demonstrating improvement.

IPP communication goals emphasized AAC / device use (44 %), requesting / choice-making (29 %), prompt reduction / independence (35 %), gestures / visuals (24 %), and social communication (12 %).

Students demonstrated stronger independence gains in communication than in regulation. Half of communication goals were completed, and 43 % of students improved by more than one level on the prompt hierarchy. Themes show clear focus on AAC access and student choice, reflecting intentional efforts to build expressive independence. The smaller proportion of social communication goals identifies an ongoing area for development.

Staff professional learning: Teacher reported that PLC conversations had an average impact on practice of 2.21 (on a 5-point Likert Scale). 14.3 % helpful, 35.7 % neutral, and 50.0 % unhelpful. Teacher reported that Collaborative Response meetings had an average impact on practice of 2.79 (on a 5-point Likert Scale) with 35.7 % helpful, 21.4 % neutral, and 42.9 % unhelpful.

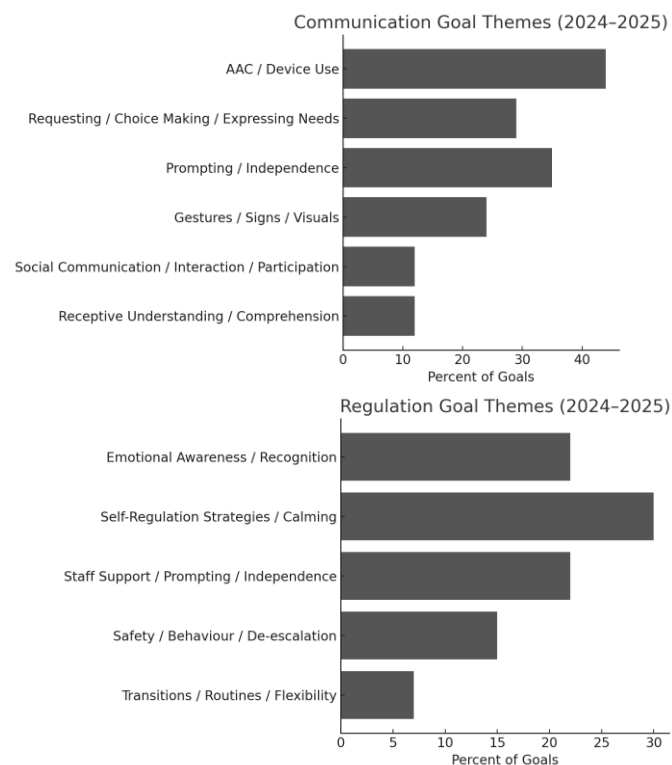
coping skills.

Staff professional learning: PLC conversations were rated an average of 3.64 (on a 5-point Likert Scale), with 64.3 % helpful, 28.6 % neutral, and 7.1 % unhelpful. Collaborative Response averaged 3.36, with 42.9 % helpful, 50.0 % neutral, and 7.1 % unhelpful.

PLCs were rated slightly higher, suggesting that structured, school-wide collaboration supported shared understanding of regulation pedagogy. The strong proportion of helpful responses (64 %) indicates meaningful professional engagement, while neutrality rates (29–50 %) point to opportunities for additional modeling and in-class coaching.

Outcome 2: Increasing student voice and choice through a sustained focus on functional communication and meaningful decision-making

Evidence from student learning (IPP goals, 2024–2025): 51.4 % of communication goals were achieved. Average independence increased +1.06 levels of independence across all students; 43 % improved, and those students gained an average of +2.27 levels. The



Collaborative Response was perceived as more helpful for communication learning, emphasizing the value of case-based, student-specific collaboration. Both formats scored lower than for regulation, highlighting the need for ongoing coaching, exemplars, and SLP-supported training to strengthen confidence in AAC and functional communication instruction.

Insights and next steps

Approximately half of all IPP goals were completed, with greater independence gains in communication than in regulation. The prompt hierarchy data confirm that students are reducing reliance on adult prompts and increasing independence. IPP themes show alignment with the school's professional focus: regulation through explicit strategy instruction and communication through AAC and choice-making. Staff found PLCs most supportive for regulation and Collaborative Response Team more effective for communication problem-solving.

Next steps include continuing explicit instruction in co-regulation strategies, expanding focus on transitions and flexibility, and deepening use of the prompt hierarchy as a shared measure of independence across classrooms. The school will strengthen functional and social communication through AAC modeling, decision-making opportunities, and SLP-supported training. They will continue to use PLCs for collective pedagogy and Collaborative Response for individualized student support.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	Christine Meikle School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	93.0	100.0	94.2	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	88.1	96.9	94.4	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	0.0	0.0	0.0	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	0.0	0.0	0.0	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	0.0	0.0	0.0	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	0.0	0.0	0.0	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.0	96.6	90.3	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.8	97.1	96.4	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	91.2	99.0	94.6	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	89.2	100.0	95.6	80.0	79.5	79.1	Very High	Maintained	Excellent