cbe.ab.ca

Calgary Board of Education

Alberta Education Outcomes

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

CBE Results Policies

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

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

MidSun School
660 Sunmills Dr SE, Calgary, AB T2X 3R5 t | 403- 777-6430 f | 587-933-9854 e | midsun@cbe.ab.ca

School Improvement Results Reporting | For the 2025-26 School Year

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 School Development Plan and the school's Assurance Survey results.

School Improvement Results

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

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

Goal One: Through the focus on disciplinary literacy, student achievement and well-being will improve.

Outcome One: Student Achievement - Student achievement in reading and writing will improve through disciplinary literacy.

Outcome Two: Student Well-Being - Students' overall sense of belonging will improve through increased confidence and value in their learning.

Celebrations

- **Student confidence improved:** Students reporting confidence in their ability to learn new things increased from 64.26% in 2025 to 68.84% in 2026, continuing an upward trend from 51.97% in 2024.
- **Belonging and inclusion strengthened:** Students reporting that they feel welcome at school increased from 67.94% in 2025 to 81.31% in 2026. Students' feeling included increased from 70.69% to 75.60%.
- **Positive student-teacher relationships remained a strength:** In 2026, 93.06% of students reported that their teachers care about them, and 98.13% indicated that their teachers want them to be successful.
- **School pride increased:** Students reporting pride in being part of MidSun increased from 70.63% in 2025 to 81.76% in 2026.
- **Grade 9 ELA achievement demonstrated areas of strength:** Among students writing both parts of the June 2026 PAT, 86.2% achieved the Acceptable Standard in writing, while 18.5% achieved the Standard of Excellence in reading, slightly above the provincial result of 18.0%.

Areas for Growth

- **Strengthening reading achievement:** Improve reading comprehension and foundational literacy skills through consistent disciplinary literacy instruction, targeted supports and alignment of diagnostic, classroom and PAT assessment evidence.
- **Improving academic achievement and excellence:** Strengthen instructional practices and assessment calibration to increase the percentage of students achieving acceptable standards and standards of excellence, particularly in reading and writing.
- **Building student confidence and independence:** Continue developing students' confidence, perseverance and ability to navigate learning challenges, as 68.84% reported confidence in their ability to learn new things.
- **Strengthening meaningful adult connections:** Increase the percentage of students who identify a trusted adult at school, as 67.92% reported having at least one adult with whom they really connect.
- **Increasing relevance and value in learning:** Strengthen student ownership, voice and authentic learning experiences, as 65.27% of students reported that what they are learning is meaningful.

Next Steps

- **Strengthen responsive disciplinary literacy instruction** across Grades 7–9 through consistent Tier 1 classroom practices, explicit reading and writing strategies, accessible learning tasks and targeted Tier 2 supports.
- **Use assessment evidence to inform instructional decisions** through regular PLC calibration, analysis of student work, and triangulation of reading diagnostics, report card indicators, and PAT results to identify learning needs and monitor progress.
- **Increase student ownership, confidence and academic achievement** through clear learning intentions, success criteria, formative feedback, goal-setting and explicit strategies that develop independence, perseverance, and productive struggle.
- **Strengthen student belonging and meaningful adult connections** through consistent welcoming classroom routines, intentional student check-ins and inclusive practices that ensure students feel known, valued and supported.
- **Expand meaningful student voice and engagement** through Student Council, classroom feedback and student pulse surveys, using student perspectives to strengthen relevance in learning and inform instructional and school-wide decisions.

Our Data Story — Year 2: Refine and Align

During the 2025–26 school year, MidSun continued Year 2 of its three-year School Development Plan, focused on improving student achievement in reading and writing and strengthening student well-being through disciplinary literacy. Building on the foundation established in Year 1, our work emphasized refining and aligning instructional practices through common success criteria, exemplars, assessment calibration, accessible learning tasks and opportunities to strengthen student confidence, ownership and belonging.

Our analysis of provincial achievement results, student well-being surveys and school-based evidence reveals encouraging progress alongside opportunities to strengthen instructional consistency and responsiveness. Moving forward, a key priority is ensuring that assessment evidence informs intentional instructional decisions that support students working below grade level while providing appropriate academic challenge for students capable of achieving higher levels of excellence.

Student well-being remains an important area of strength. In May 2026, 93.06% of students reported that their teachers care about them, while 98.13% indicated that their teachers want them to be successful. These positive perceptions, alongside improvements in student confidence, belonging and school pride, suggest that MidSun's emphasis on inclusive practices, welcoming learning environments and supportive relationships is contributing to an increasingly positive school experience.

Discovery | Student Achievement

In the June 2026 Grade 9 English Language Arts PAT, 81.5% of students writing both parts achieved the Acceptable Standard (83.0% provincially), and 12.7% achieved the Standard of Excellence (13.5% provincially). Reading achievement at the Acceptable Standard was 76.7% (77.0% provincially); writing was 86.2% (88.7% provincially).

Reading excellence was 18.5% (18.0% provincially), while writing excellence was 11.1% (16.5% provincially). These results point to a need for stronger reading comprehension and higher-level writing, alongside continued academic challenge.

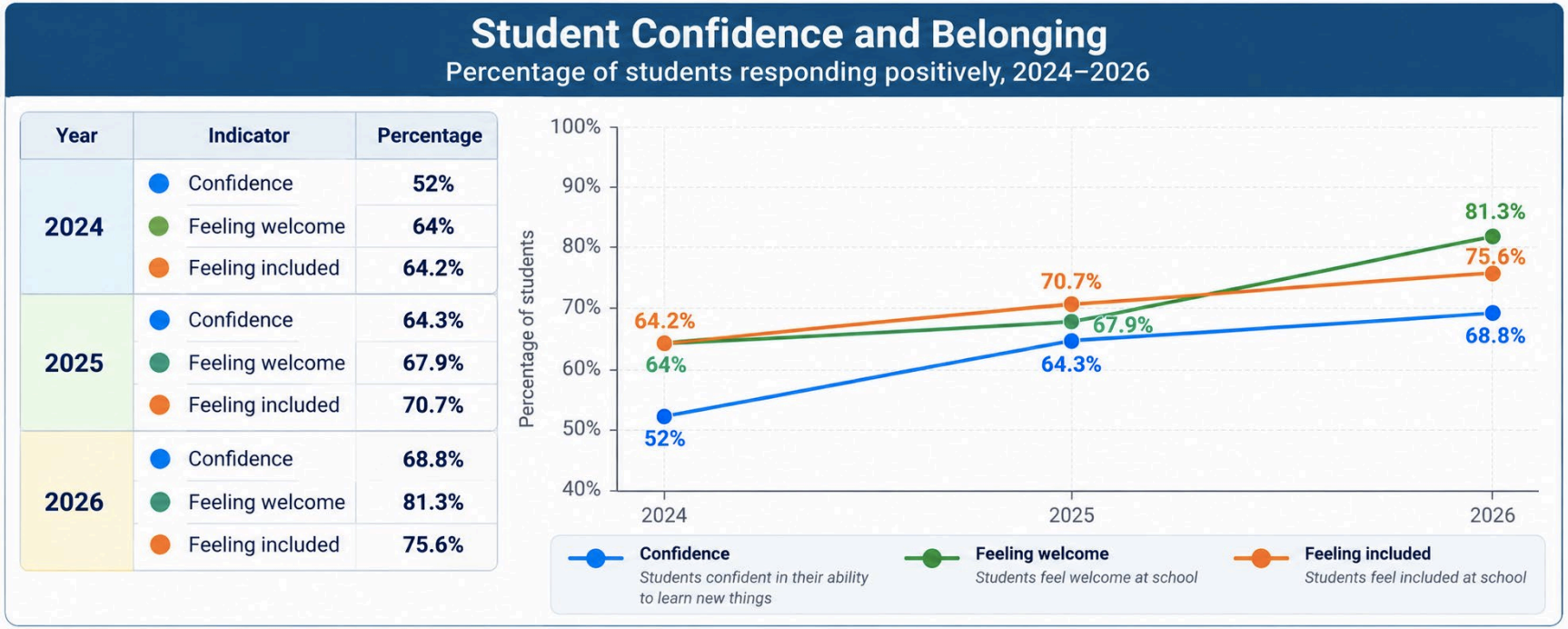
Discovery | Student Well-Being

Student perceptions improved between 2024 and 2026: confidence in learning rose from 51.97% to 68.84%, feeling welcome from 64.04% to 81.31%, feeling included from 64.17% to 75.60%, and school pride from 55.77% to 81.76%. In 2026, 93.06% said teachers care about them and 98.13% said teachers want them to succeed. However, 67.92% reported a meaningful connection with an adult at school, and 65.27% found their learning meaningful. These patterns show strong gains in school culture with further work needed on connection and relevance.

Resolution | What We Learned and Next Steps

The evidence suggests that MidSun's relational foundation is strengthening, while literacy achievement and academic excellence require more consistent instructional responses. In Year 3, we will (1) strengthen Tier 1 disciplinary literacy and targeted Tier 2 supports; (2) use diagnostics, student work, report card indicators and PAT evidence in PLCs to refine instruction and increase academic challenge; and (3) strengthen student voice, goal-setting, feedback and intentional adult connections.

Existing Friday professional learning, PLCs and Collaborative Response will support a shared improvement cycle: Learn → Apply → Examine Evidence → Respond. The focus for Year 3 is to deepen the impact of established practices, not add separate initiatives.

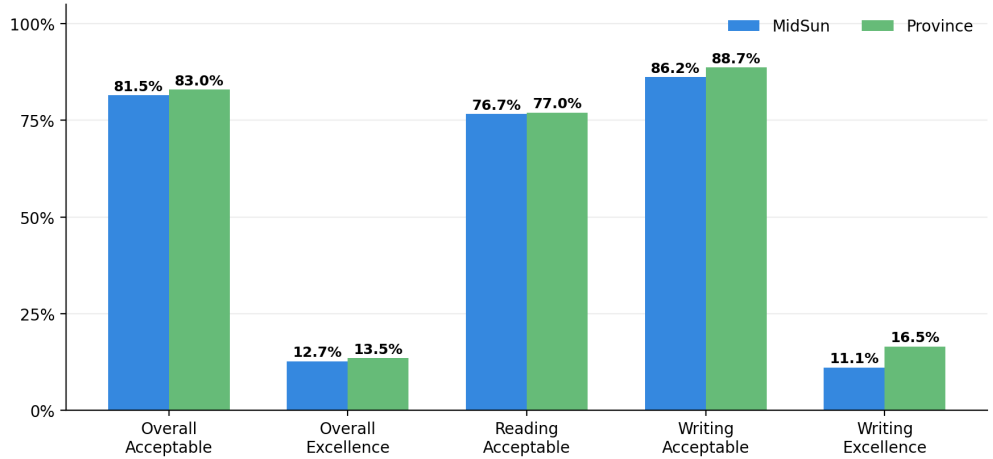


Student confidence and belonging, 2024–2026

Grade 9 ELA PAT: MidSun vs. Province

June 2026 | Students writing both parts

Measure	MidSun	Province
Overall Acceptable	81.5%	83.0%
Overall Excellence	12.7%	13.5%
Reading Acceptable	76.7%	77.0%
Writing Acceptable	86.2%	88.7%
Writing Excellence	11.1%	16.5%



Grade 9 ELA PAT: MidSun and provincial results, June 2026

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

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

The required measures for assurance are:

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

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

Assurance Domain	Measure	Midsun School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	**81.5**	79.5	81.7	**84.2**	83.9	84.0	Low	Maintained	Issue
	Citizenship	**81.8**	75.7	75.3	**81.2**	79.8	79.8	Very High	Improved	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**57.2**	56.8	60.2	**60.8**	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	**11.2**	10.1	9.6	**15.5**	15.6	15.5	Low	Maintained	Issue
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**83.5**	80.5	83.1	**87.8**	87.7	87.8	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**88.4**	82.7	83.4	**85.8**	84.4	84.4	High	Improved	Good
	Access to Supports and Services	**74.6**	77.7	78.1	**79.5**	80.1	80.2	Low	Maintained	Issue
Governance	Parental Involvement	**76.8**	74.0	77.3	**79.9**	80.0	79.5	Intermediate	Maintained	Acceptable