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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

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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: Student achievement in Literacy will improve.

Outcome One: Students will improve their reading comprehension by using teacher feedback, self-assessment, and high-impact strategies to make deeper meaning from texts they read.

Celebrations

- Reading achievement improved across Grades 1–6, with the percentage of students receiving Indicators 3 and 4 on the English Language Arts and Literature (ELAL) Reading report card stem, *Reads to explore and understand,* increasing by 4.4 percentage points, from 59.8% to 64.2%. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) oral reading fluency results also showed growth for 86.5% of assessed students

- Grade 6 English Language Arts and Literature Provincial Achievement Test (PAT) results showed 83.3% of students achieved the Acceptable Standard, exceeding the provincial result of 82.4%. Students also outperformed provincial averages on three of four questions specifically assessing their ability to draw conclusions from implied information.

- Strong student-teacher relationships were evident, with 97.9% of students reporting that their teachers want them to be successful and 92.6% indicating that their teachers care about them. Students demonstrated confidence and perseverance in literacy, with 92.6% reporting they continue reading when it is challenging and 88.9% expressing confidence in themselves as readers.

- Strong Indigenous learning experiences were evident, with 94.7% of students reporting learning about Indigenous ways of being, belonging, doing and knowing, and 93.8% indicating opportunities to learn from Indigenous Elders and Knowledge Keepers.

Areas for Growth

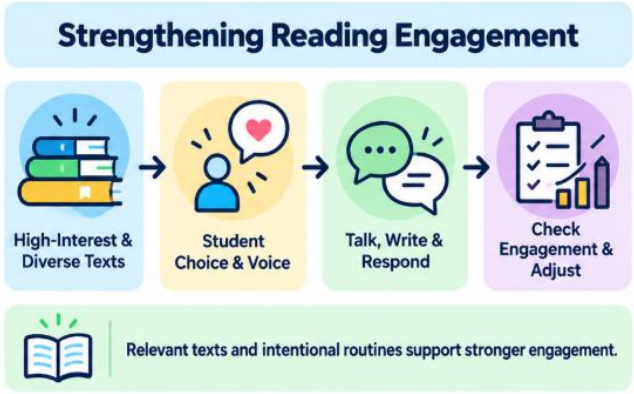
- Strengthening student engagement and connection to reading remains an area for growth, with 71.3% of students reporting they feel connected to the texts they read and hear in class and only 51.0% identifying opportunities to read interesting books. This aligns with a 10.6-percentage-point decline in student-reported learning engagement from 70.1% to 59.5%.

- Strengthening students' emotional well-being remains an area for growth, with the percentage of students reporting they can access support for personal problems declining by 22 percentage points, from 92% to 70%. Additionally, only 65.2% of students reported having strategies to manage school-related stress, while 70.0% indicated they can adapt to new situations under stress or pressure.

- Strengthening cultural representation and inclusion remains an area for growth, with only 66.7% of students reporting that they see their culture reflected in their school.

Next Steps

- Increase student engagement and connection to reading by expanding access to high-interest texts and creating regular opportunities for student choice, discussion and response modalities.
- Strengthen students' emotional well-being by explicitly teaching regulation and coping strategies, increasing regular check-ins, and ensuring students know how to access support for personal concerns at school.
- Increase cultural representation and inclusion by creating more school-wide opportunities for cultural celebrations and developing spaces throughout the school where students see their cultures, identities and communities reflected more consistently.



Our Data Story:

Our School Context: Building the Foundation for Literacy Growth

Cambrian Heights School is a kindergarten to grade 6 community of students who bring a wide range of languages, cultures, strengths and learning needs. Our current profile of 457 learners includes 168 students in the English as an Additional Language (EAL) cohort, 30 Indigenous students and 73 students with special education coding, with some overlap among these groups. Guided by the values of Respect, Bravery and Honesty, we recognize literacy as more than an academic skill. It provides opportunities for students to make meaning, express their thinking, connect with different perspectives and see themselves reflected in their learning.

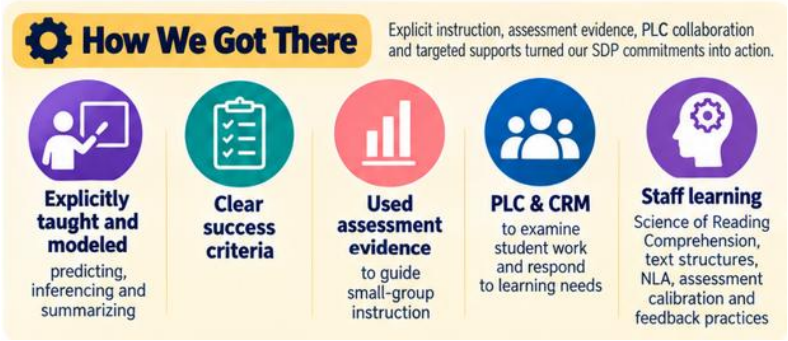
Our first-year School Development Plan (SDP) literacy results showed encouraging progress alongside areas requiring continued attention. The 2024–25 review identified improvements in students' connection to texts, enjoyment of Language Arts and performance on the *Reads to Explore and Understand* report card stem. However, the results also highlighted opportunities to strengthen the depth of reading comprehension, reading stamina, learner confidence, engagement among reluctant readers and continuity in Indigenous learning.

These findings shaped our Year Two focus on improving reading comprehension through teacher feedback, self-assessment and high-impact instructional strategies. Our goal was not simply to improve reading achievement, but to help students become more confident, independent and engaged readers who could make meaningful connections to what they read. This provided the

foundation for examining both our students' academic growth and how their experiences of engagement, connection and belonging developed alongside it.

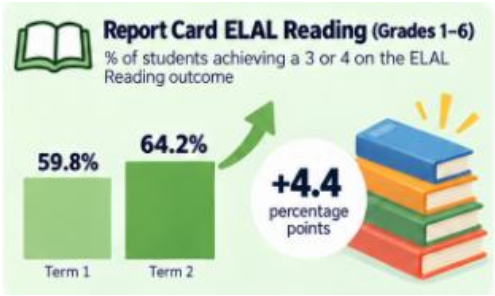
Academic Excellence: Strengthening Comprehension and Independence

Our Academic Excellence actions focused on explicitly teaching high-impact comprehension strategies, providing actionable feedback and using assessment evidence to respond to student needs. Professional learning supported this work through a shared focus on high-impact comprehension strategies, the Neuro-linguistic Approach (NLA) of utilizing the oral modelling loop, and aligning assessment practices using Calgary Board of Education (CBE) system rubrics. Through monthly Professional Learning Communities (PLCs), teachers examined student work, monitored growth and refined instruction. Consistent routines such as read → summarize → respond helped students identify key ideas, make inferences and support their thinking with evidence. Teachers observed growing confidence and independence as students applied these strategies.



Collaborative Response Meetings (CRMs) extended this work through targeted interventions informed by student assessment data. For example, when DIBELS assessment results identified limited initial growth among students in Grades 1–3, focused letter-sound instruction and repeated practice in blending and writing led to improvement for most students. In another intervention, targeted vowel-team instruction increased accuracy from approximately 50% to nearly all words correct. Comprehension interventions used chunked texts, visual supports and guided retelling to strengthen students' understanding, while oral rehearsal and sentence starters helped students communicate their thinking in writing. Although progress varied, these cycles demonstrated how assessment-informed adjustments helped teachers respond to individual learning needs.

The impact of this intentional and collaborative approach to literacy instruction was reflected in our school-wide achievement data. Across grades 1–6, the percentage of students achieving Indicators 3 (Good) and 4 (Excellent) on the report card stem *Reads to Explore and Understand* increased from 59.8% to 64.2%, a gain of 4.4 percentage points. As well, DIBELS oral reading fluency results also showed improvement for 45 of 52 assessed students (86.5%).



Grade 6 PAT results provided further evidence of progress. On the overall ELAL assessment, 83.3% of students achieved the Acceptable Standard, compared with 82.4% provincially. On the reading component specifically, 79.2% achieved the Acceptable Standard, compared with 79.5% provincially. Encouragingly, students outperformed provincial results on three of four questions specifically assessing their ability to draw conclusions from implied information, aligning with our instructional emphasis on inferencing and deeper comprehension.

Together, these findings suggest that explicit comprehension instruction and targeted interventions supported growth in literacy achievement. However, with 20.8% of Grade 6 students achieving the Reading Standard of Excellence compared with 30.9% provincially, opportunities remain to deepen students' comprehension. Our next challenge is to build on these gains by helping students apply their reading strategies with greater independence, depth and confidence across increasingly complex and unfamiliar texts.

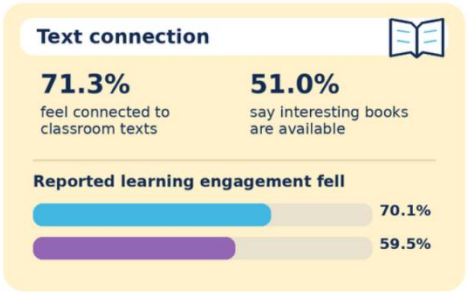
Well-Being: Deepening Student Engagement, Connection and Belonging

Our Well-Being actions emphasized collaborative reading discussions, personal reading goals and social-emotional learning through texts and discussion. Student survey results reflected important strengths, with 97.9% of students reporting that their teachers wanted them to succeed, 92.6% demonstrating persistence when reading became challenging and 88.9% expressing confidence as readers.



PLC reflections provided classroom-level evidence of these strengths, as teachers observed students increasingly sharing opinions, making choices about how to demonstrate understanding and participating more independently. Together, these findings suggest a strong foundation for student confidence, perseverance and supportive relationships. However, a closer examination of the data revealed a more complex picture of student engagement, connection and belonging.

Our intentional focus on reading comprehension contributed to positive literacy outcomes, and student perceptions offered further insight into both our progress and areas for growth. While 71.3% of students reported feeling connected to classroom texts, only 51.0% indicated that interesting books were available to them. This suggests that although students are developing stronger comprehension skills and making meaning from texts during instruction, opportunities remain to deepen their personal connections to reading through greater choice, representation and exposure to texts that reflect their interests and experiences.



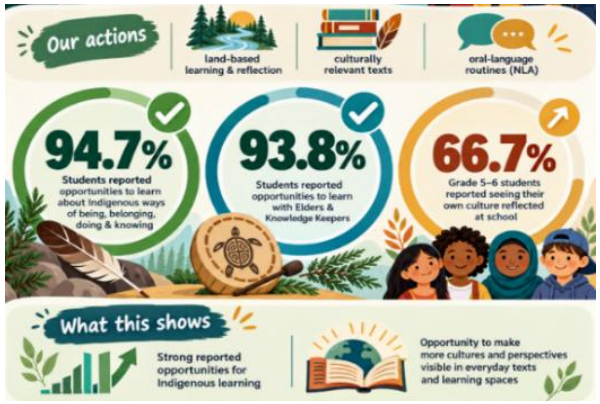
More significantly, formal student learning engagement measures declined from 70.1% to 59.5%, a decrease of 10.6 percentage points. This substantial decline highlights the need to move beyond academic achievement alone and examine how consistently students experience learning as engaging, relevant and meaningful. Strengthening student voice, choice and opportunities to apply learning across different contexts will be important priorities moving forward.

A similar contrast emerged in student well-being data. While 97.9% of students believed their teachers wanted them to succeed and 92.6% felt their teachers cared about them, the percentage reporting access to help with problems outside school declined from 92% to 70%. These findings suggest that strong teacher-student relationships, while an important foundation, do not necessarily translate into students feeling confident seeking support for personal challenges. Moving forward, our work must focus not only on maintaining

positive relationships but also on ensuring students recognize trusted adults, understand how to access support, and experience a genuine sense of belonging throughout their school day.

Truth and Reconciliation, Diversity and Inclusion: Strengthening Representation

Our commitment to Truth and Reconciliation was reflected in strong student survey results and intentional learning experiences. Through land-based learning experiences, personal reflections, culturally relevant texts and opportunities to learn from Elders and Knowledge Keepers, students developed an understanding of Indigenous perspectives and ways of knowing. An encouraging 94.7% of students reported learning about Indigenous ways of being, belonging, doing and knowing, while 93.8% reported opportunities to learn from Elders and Knowledge Keepers. These results represent important strengths in our ongoing commitment to meaningful Indigenous education.



Building on these successes, our data also identified an opportunity to strengthen cultural representation across our broader school community. While Indigenous learning experiences were strongly reflected in student responses, only 66.7% of students reported seeing their own culture reflected at school. Given the rich cultural and linguistic diversity of our school community, we recognize the need to more intentionally celebrate and reflect the cultures, identities and experiences of our students, ensuring that more learners see themselves represented in their everyday learning.

Our literacy practices provide a foundation for this work. The Neuro-linguistic Approach (NLA) emphasizes oral language development through modeling and meaningful interaction, helping students develop the language needed to engage with texts and communicate their understanding. PLC and CRM reflections also highlighted how visuals, student choice and varied response formats supported participation. Moving forward, our challenge is to build on these inclusive practices by expanding culturally representative texts, perspectives and learning experiences, helping students not only understand what they read but also see themselves and their communities reflected in their learning.

Insights and Next Steps: From Stronger Comprehension to Deeper Engagement and Connection

Our Year Two results highlight an important insight: while intentional instruction and targeted interventions have supported improvements in reading achievement, stronger literacy skills have not consistently translated into deeper comprehension, student engagement or meaningful connections to learning. This understanding will guide our next cycle of school improvement.

Our reading comprehension outcome remains relevant. However, our Year Two findings also highlight the need to place greater emphasis on student engagement, personal connection, and relevance.

To reflect this learning, we will refine our outcome for Year Three as follows: *Students will improve their reading comprehension by using teacher feedback, self-assessment and high-impact strategies to make deeper meaning and personal connections with texts that reflect diverse interests, experiences and perspectives.*

Building on our academic progress, PLCs and CRMs will remain central to our instructional improvement process. We will establish consistent literacy routines earlier in the year, strengthen the use of common success criteria and use flexible groupings to respond to changing student needs. Explicit modeling, actionable feedback and targeted small-group instruction will continue, with greater emphasis on helping students independently summarize, predict, draw inferences and support their thinking with evidence across increasingly complex and unfamiliar texts. Professional learning in high-impact comprehension strategies, NLA and assessment calibration will support this work.



Deepening student engagement will be a significant priority. The Alberta Education and Childcare Assurance Measures reported Student Learning Engagement at 79.0%, evaluated as Very Low with an overall evaluation of Concern. A separate student-reported engagement measure declined from 70.1% to 59.5%, reinforcing the need for a more intentional response. We will increase opportunities for student voice, choice and collaborative learning while expanding access to high-interest and culturally representative texts. Our aim is to move beyond students successfully applying taught strategies toward students developing stronger personal connections to reading and recognizing its relevance beyond individual classroom tasks.

Our well-being and inclusion findings reinforce this direction. Despite strong teacher-student relationships, fewer students reported access to support for personal challenges. We will strengthen student check-ins, explicitly teach regulation and help-seeking strategies, and ensure students know how to reach trusted adults. Building on strong Indigenous learning results, we will continue working with Indigenous partners and Knowledge Keepers while making more students' cultures, languages and identities visible in everyday learning.

Measuring success will require us to look beyond achievement alone. In Year Three, we will track report card results for *Reads to Explore and Understand*, Grade 6 PAT Reading results at the Acceptable and Excellence standards, and local assessments at mid-year and year-end. Student surveys, classroom observations, PLC reflections and CRM documentation will help us monitor independence, engagement and connection. We will share progress with families and invite student perspectives on reading interests, representation and belonging. Ultimately, our next steps are about building on the literacy growth we have achieved while ensuring that stronger reading skills lead to deeper understanding, greater engagement and more meaningful connections for all learners.

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

Assurance Domain	Measure	Cambrian Heights 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	79.0	82.7	83.9	84.2	83.9	84.0	Very Low	Maintained	Concern
	Citizenship	75.9	82.9	80.9	81.2	79.8	79.8	Intermediate	Maintained	Acceptable
	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	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.8	90.2	89.3	87.8	87.7	87.8	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.2	89.6	87.1	85.8	84.4	84.4	Intermediate	Maintained	Acceptable
	Access to Supports and Services	82.4	82.9	79.5	79.5	80.1	80.2	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	87.3	84.9	81.3	79.9	80.0	79.5	Very High	Maintained	Excellent