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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 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: *Student achievement in numeracy will improve.*
Outcome: *Students will improve their conceptual understanding of mathematical procedures.*

Celebrations

- More students can explain their mathematical thinking using models, multiple strategies, and clear reasoning with confidence.
- Report-card data, interviews, and observations point to stronger conceptual understanding and richer discourse.
- Teachers are more consistently implementing Number Talks and model-based routines.
- PLC learning sprint cycles reveal stronger conceptual understanding, improved mathematical discussions and increased scores.
- More students are connecting models to procedures.

Areas for Growth

- Some students still rely on procedures without being able to justify their thinking or transfer strategies.
- Not all students can consistently connect manipulatives/visuals to formal algorithms.
- Teachers vary in comfort designing tasks that assess conceptual reasoning.

Next Steps

- Strengthen consistent use of manipulatives, visual models, and model–strategy–procedure connections across all grades.
- Provide targeted PD:
    - Linking models to strategies, strengthening Number Talks
    - Designing tasks that require explanation, supporting discourse, and using models in more complex content.
- Increase student self-reflection on reasoning and strategy use and use perception surveys to track shifts in confidence, interest, and willingness to explain thinking.
- Implement common conceptual-understanding tasks multiple times per year using shared rubrics.
- Identify and support students who rely on procedure without understanding through targeted groups and metacognitive prompts.

Glendale School: Our Numeracy Data Story

At Glendale School, our School Development Plan goal was **Student achievement in numeracy will improve**.
Our outcome was **Students will improve their conceptual understanding of mathematical procedures**.

We wanted students to be able to explain the *why*, make connections, use appropriate models, transfer learning, and demonstrate flexible reasoning, not just carry out steps.

This work involved the collective efforts of our students**,** teachers**,** and families, and was chosen because data, classroom learning, and teacher reflections consistently showed a need to strengthen students' deep understanding of mathematical ideas, not just their procedural accuracy.

Key Insights:

Students made meaningful gains in conceptual understanding and mathematical reasoning, accompanied by increased confidence, engagement, and willingness to explain their thinking. A consistent focus on conceptual understanding and foundational shifts in instructional practice (Number Talks, model–strategy–procedure routines and explicit reasoning expectations) are showing positive, schoolwide impact in skills and confidence.

Celebrations:

Stronger conceptual understanding, richer reasoning, higher confidence, and more consistent high-impact instruction across K–6.

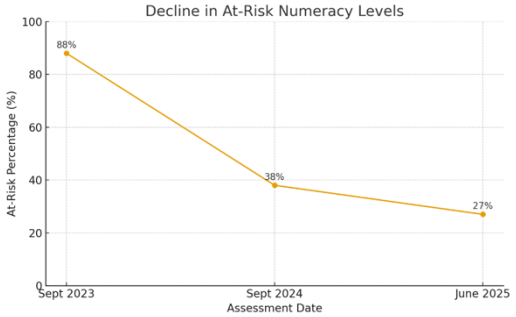
Areas for Growth:

Variability in consistency across classrooms, some students still rely on procedure without understanding, and student interest is still developing.

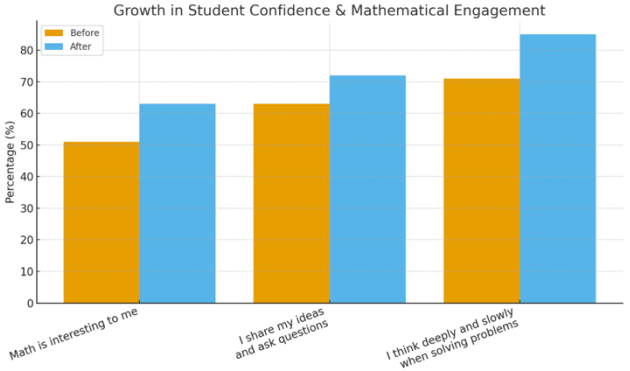
Next Steps:

Deepen model-based instruction, strengthen common conceptual tasks, target PD, and continue monitoring engagement, reasoning, and transfer.

Evidence Highlights:



- At-risk numeracy levels dropped significantly from **88% (Sept 2023) → 38% (Sept 2024) → 27% (June 2025)**.
    - This signals stronger foundational understanding and improved readiness for new learning (*SLAs*)



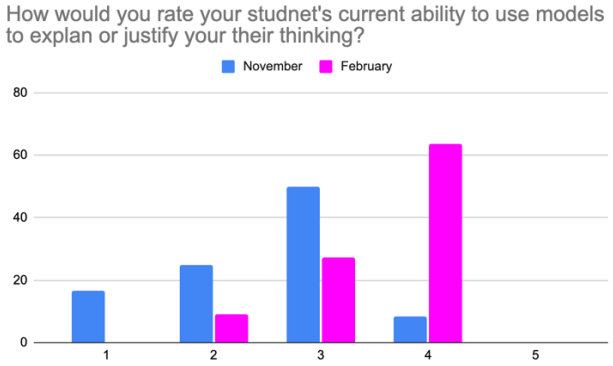
- Student confidence, perceptions of Math and willingness to engage in mathematical communication grew notably in the following areas (*AAS and CBE student survey*):
    - *"Math is interesting to me"* increased **51% → 63%**.
    - *"I share my ideas and ask questions in math class"* increased **63% → 72%**.
    - *"I think deeply and slowly when solving problems"* increased **71% → 85%**.

- Report-card data in Math indicators 1 and 2 in Number/Understands number, patterns, & algebra *June 2024-29.17% to June 2025-28.63%*
- More students can explain their strategies**,** justify their reasoning**,** and connect models to procedures supported by growing instructional consistency (*gathered from student interviews, teacher observations, and student work*).
- In classrooms, we observed a significant shift toward models, representations, multiple strategies**,** and deeper explanations.
- PLC data and common assessments showed more students providing clear reasoning**,** not just correct answers.

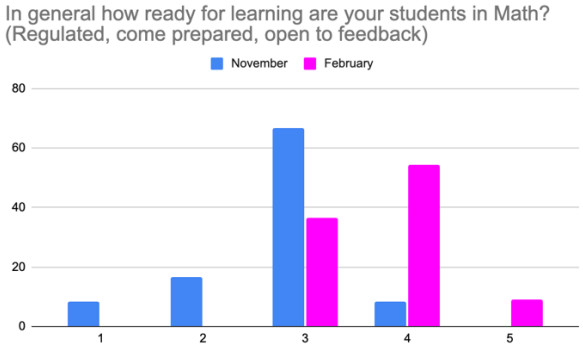
Start of Sprint		End of Sprint	
Seeds	27%	Seeds	18%
Sprouts	27%	Sprouts	0
Saplings	27%	Saplings	36%
Trees	18%	Trees	45%

Levels of Proficiency	**Seed**	**Sprout**	**Sapling**	**Tree**
What depth and breadth of understanding might you expect from students in relation to this outcome?	Can describe the general use of a single model Working towards using a single representation (physical or visual)	Simple use of a single model that helps find a solution General connections between representations	Clear use of at least one model to match a solution Well-reasoned connection between at least 2 different representations (e.g. Visual and abstract)	Clear and precise use of a model to explain and prove a solution Comprehensive connections between multiple models. (move between physical, symbolic and conceptual)

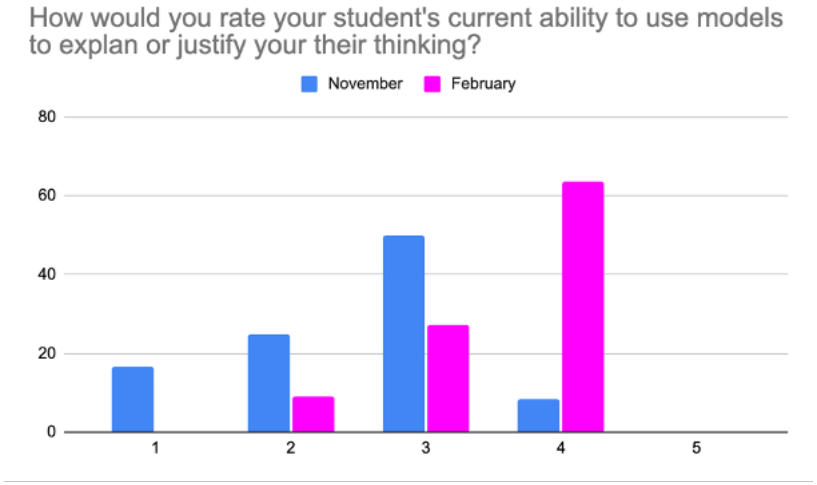
- To understand how teachers were seeing the day-to-day impact of our work on student learning, we collected teacher perception data through an anonymous Google Form. Teachers were asked to rate, on a scale of 1–5, their perceptions of students' conceptual understanding, use of manipulatives and models, and overall regulation and openness during math time. The results show that teachers observed significant growth across all areas: deeper conceptual understanding, increased use of models and manipulatives, and improved regulation and willingness to consider new or alternative ideas.



	1	2	3	4	5
November	16.7%	25%	50%	8.3%	0%
February	0%	9.1%	27.3%	63.6%	0%



	1	2	3	4	5
November	8.3%	16.7%	66.7%	8.3%	0%
February	0%	0%	36.4%	54.5%	9.1%



	1	2	3	4	5
November	8.3%	16.7%	41.7%	33.3%	0%
February	0%	9.1%	27.3%	45.5%	18.2 %

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

School: 9143 Glendale School

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Glendale 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	**77.0**	78.6	80.2	**83.9**	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	**82.2**	76.0	79.1	**79.8**	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**81.4**	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**87.1**	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**62.5**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.6**	15.4	15.5	n/a	n/a	n/a
	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	**91.1**	87.6	90.2	**87.7**	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**87.5**	81.6	86.4	**84.4**	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	**71.7**	79.3	81.6	**80.1**	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	**80.7**	81.5	82.6	**80.0**	79.5	79.1	High	Maintained	Good