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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 and Social Emotional Learning will improve.

Outcome One: Student foundational skills in literacy will improve.

Outcome Two: Students will demonstrate improvement in their Social Skills.

Children's Village School focuses on providing high-quality education within a therapeutic learning environment. Using the Science of Reading in conjunction with the CBE Literacy Framework and supporting documents, we focus on ensuring that each student, regardless of age or grade level, is provided with direct and targeted instruction to develop the skills necessary to improve achievement in reading, writing, mathematics and social emotional learning.
At Children's Village School we focus on what it means to be a Villager using our "Big Three" behaviors to address SEL:

A Villager is a learner. (Engagement)
A Villager is responsible. (Following rules and routines)
A Villager uses their tools. (Using strategies to be ready for learning)

The primary presenting concern for the students at CVS is emotional regulation. Lagging executive functioning skills significantly impact student ability to engage in a regular school environment. At CVS students receive daily explicit instruction in social emotional learning to address these lagging skills. Staff administer the Social Skills Improvement System assessment tool twice a year to create a student profile of strengths and areas for growth in the scope and sequence of skill development. Progress is monitored in the following areas: Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement, and Self-Control. Staff also use a Check-In/Check-Out strategy several times each day that is tailored to individual students to support personalized SEL. Targets are set and progress is monitored in the student's IPP and support plans and adjusted as necessary.
End of year IPP data indicated that almost all students made measurable progress in their social skills development as well as demonstrated growth in weekly average scores for overall SEL.
By focusing on high impact teaching strategies such as teacher clarity in the classroom, students achieve personalized learning excellence based on their individual strengths. Learning excellence data primarily focuses on Individual Program Plans (IPP) and current learning updates (every 6 to 8 weeks).
Every Fall we use data from Oral Reading Fluency and MAZE assessments, as well as Provincial screeners and assessments, to guide our planning for the upcoming academic year. This data-driven approach, which includes data for the current school year, helps us to identify trends, address learning gaps, and better meet the needs of our complex and ever-changing student population. Staff use the data to determine which students require intensive support and re-group students as necessary. Progress monitoring takes place weekly, and instruction is adapted to ensure all students are demonstrating growth.
During the 2025-2026 school year, the number of students reading at grade level increased by. An examination of IPP targets indicates that most of the student population improved overall literacy skills. This data indicates that students have gained

competency in literacy skills as indicated by progress monitoring scores personalized to their learner profile (following a scope and sequence of literacy skill development).

Celebrations

- *82% of students demonstrated improved literacy skills as indicated in IPP targets and measures.*
- *92% of students demonstrated improved social skills as indicated using the Social Skills Inventory System (SSIS).*
- The same 92% of students demonstrated improved overall SEL skills as indicated in IPP targets and measures.

Areas for Growth

- Building students' reading fluency, including reading rate, accuracy, and expressive intonation to support overall comprehension with text.
- Re-examine Tier III supports, including wrap-around services and community supports, for those students who are not responding to our interventions.

Next Steps

- Address how to infuse our data collection and planning model to improve writing and math outcomes.
- Investigate possible system partnerships within existing ministries (Child Welfare and Health Care).

Our Data Story:

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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	Calgary School Division			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	**82.0**	82.6	82.9	**84.2**	83.9	84.0	Low	Declined Significantly	Concern
	Citizenship	**76.8**	75.9	76.1	**81.2**	79.8	79.8	Intermediate	Improved Significantly	Good
	3-year High School Completion	**83.5**	81.6	81.0	**82.1**	81.4	80.8	Intermediate	Improved Significantly	Good
	5-year High School Completion	**88.0**	88.0	88.5	**86.7**	87.1	87.9	Intermediate	Declined	Issue
	PAT9: Acceptable	**61.8**	62.3	63.4	**60.8**	62.5	62.6	Very Low	Declined Significantly	Concern
	PAT9: Excellence	**15.9**	15.6	16.1	**15.5**	15.6	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	**83.4**	86.2	85.8	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**29.9**	31.5	31.0	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**85.0**	85.3	85.8	**87.8**	87.7	87.8	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**83.1**	82.0	82.0	**85.8**	84.4	84.4	Intermediate	Improved Significantly	Good
	Access to Supports and Services	**73.5**	75.5	76.2	**79.5**	80.1	80.2	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	**75.8**	76.9	76.8	**79.9**	80.0	79.5	Intermediate	Declined	Issue