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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 One: Student achievement in literacy and numeracy will improve

Outcome One: Students' mathematical procedural fluency will improve through a focus on fact fluency

Outcome Two: Students' writing skills will improve through a focus on the writing process

Celebrations

- Provincial Achievement Test (PAT) Math Results:
  - Acceptable Standard: 57.4% of Grade 6 students achieved an acceptable standard, which is 5% higher than the provincial average.
  - Standard of Excellence: Our results for the standard of excellence were consistent with the provincial average.
- Mathematics Confidence (Grades 5 & 6): 85% of Grade 5 and 6 students reported they believe they can learn mathematics, according to the CBE Student Survey.
- Mathematics Confidence (Grade 4): 85% of Grade 4 students expressed confidence in learning in mathematics, according to the Alberta Education Assurance Survey.
- Grade 5 & 6 Writing Confidence: More Grade 5 and 6 students indicated they are competent writers according to the CBE Student Survey.
- Grade 4 Writing Skills: Grade 4 students showed a 7% increase in their ability to plan, write, revise, and edit, based on the WDS internal perception survey.
- Teacher Understanding of Writing Achievement: There was a 17% increase in teachers who indicated their understanding of grade-level writing achievement improved, based on the WDS internal perception survey.
- Teacher Comfort with Fact Fluency: A 36% increase was noted in teachers who reported being very comfortable with their understanding of teaching fact fluency, according to the WDS internal perception survey.

Areas for Growth

- Strengthen students' writing fluency by increasing their overall writing competency. This includes explicit instruction and practice in planning, revising, summarizing, and self-assessing written work. These strategies will help ensure that more students meet or exceed provincial achievement benchmarks in Grade 6 English Language Arts & Literacy.
- Increasing students' understanding of fact fluency strategies including Make 10 (or 20), Doubles and Near Doubles, Compensation, Use Inverse Relationships, Skip Counting & Multiplicative Patterns, Friendly Numbers, and Decompose Numbers.

Next Steps

- 6-week, professional development cycles in mathematics for all teachers using the book “Figuring Out Fluency in Mathematics Teaching and Learning, Grades K-8: Moving Beyond Basic Facts and Memorization”.
- 6-week Math PLC cycles to track student progress in fact fluency.
- Using manipulatives, visual models, games, math talks and open-ended “Math UP” tasks to build fact fluency.
- 5-week, professional development cycles in literacy for all teachers using the books “The Writing Revolution and The Writing Rope” to build students writing skills.
- 6-week Literacy PLC cycles to track student progress in their writing skills.
- Strengthen writing instruction through explicit writing workshops, mini lessons on planning, drafting, revising, summarizing, and assessing.
- Provide targeted Math and Literacy interventions for students requiring additional support through small-group instruction and progress monitoring.

Our Data Story:

West Dalhousie’s 2024-2025 School Development Plan centered on the explicit teaching of writing skills and fact fluency strategies.

Effective writing skills instruction includes explicit instruction focused on modeling the writing process, generating ideas, using a variety of sentence structures as modelled through mentor texts, practicing expanding sentences with increasing detail, incorporating transition words, and organizing thoughts into paragraphs. Explicit writing skills instruction requires students to engage in deliberate practice, attend closely to feedback, and apply strategies; all of which depend on developing competent writing skills.

Through professional conversations and teacher observations, teachers noted that many students lacked effective writing skills. Report card data also indicated that in the stem “Writes to express information and ideas” students performed lower than in other English Language & Literature stems.

Throughout the year, teachers collaborated in professional learning communities, professional development and team planning to design mini writing lessons that explicitly taught writing skills. The work emphasized the role of mentor text, brain pockets, kernel and popcorn sentences.

Teachers created structured intervention plans to improve students writing skills, which included:

- Common literacy blocks, dedicated time for explicit instruction
- University of Florida Literacy Institute (UFLI) daily phonic instructions to strengthen foundational literacy skills

- Writing exemplars
- Mentor texts

By the end of the year, measurable growth in writing kernel sentences was evident through our work and data collection in Professional Learning Communities (PLCs). Kernel sentences are simple, complete sentences that help children learn the basics of writing. The focus is on the 3 W's: Who – who is the sentence about, What – what is happening, and Where – where it is happening.

- At the start of the year, 68% of Grade 1 and 2 students were able to use one W in their kernel sentences. When we say a student is using "1 W," it means they can include one key detail in their sentence—usually Who (the subject) or What (the action). By June 89% progressed to using 1 W, an increase of 21%
- At the start of the year, 38% of Grade 3 & 4 students were able to use 2 Ws in kernel sentences. When we say a student is using 2 Ws, it means they can include two key details in their sentence—usually Who (the subject) and What (the action). By June, this increased to 85%, showing a 47% improvement in students' ability to write more complete sentences.
- At the start of the year, 25% of Grade 5 & 6 students began the year transferring information from graphic organizers into paragraphs form. By June, 50% of students achieved this skill, showing a 25% improvement.

Fact Fluency strategies, such as explicitly teaching reasoning skills such as, Counting On/Back, Making Tens, Doubles and Near Doubles, Use of Patterns, Decomposing Numbers, Using Known Facts and Compensation were explicitly taught to help students develop mathematical fluency.

Professional conversations and teacher observations revealed that many students lack sufficient mathematical reasoning strategies to select the most efficient methods, think flexibly, and produce accurate solutions.

Teachers created structured plans for students that included:

- Math Up lessons that embed reasoning strategies into each lesson while engaged in open ended math problems
- Sample activities for each reasoning strategy
- Number talks, games, and visual models targeting fact fluency strategies
- Use of manipulatives to develop and show understanding

By the end of the year, measurable growth in fact fluency was evident through our work and data collection in Professional Learning Communities (PLCs).

- 25% of students began the year using an effective and accurate math reasoning strategy; by June 88% could use an effective and accurate math reasoning strategy, an increase of 63%.
- 8% of students began the year able to explain why they chose a particular math reasoning strategy; by June, 58% could choose a reasoning strategy, an increase of 50%.
- Less than 10% of students independently used math manipulatives to support their understanding of mathematics; by June, 30% of students independently used math manipulatives, an increase of 20%.

Growth in literacy was also reflected in student perception data. Students indicated that their language arts learning is interesting to them; this was reflected in the WDS internal surveys showing a 17% increase from 53% to 70%. At the same time, the CBE Student Survey showed that 80% of students believe they are a competent writer, a 9% increase.

Growth in mathematics was also evident in student perception data: students are increasingly confident in their ability to learn mathematics. This trend was reflected in the WDS internal perception surveys, the CBE student survey, and the Alberta Education Assurance (AEA) Survey, with 85% of students reporting confidence in their math learning—a result consistent with the previous year's data. At the same time, students indicated that the math they are learning at school is interesting to them; this was reflected in the Alberta Education Assurance (AEA) Survey showing an increase from 71.0% to 76%.

Insights and Next Steps:

Student perception data shows growth in both literacy and mathematics. In literacy, more students find Language Arts engaging and feel confident in their writing abilities, reflecting the success of structured interventions such as literacy blocks and UFLI lessons, as well as direct teaching of effective writing skills. Mathematics data indicates that students remain highly confident in their ability to learn math, with a noticeable increase in their interest. These trends indicate that current literacy strategies are effective, while math engagement is improving; it still requires further development. Moving forward, continuing literacy practices and introducing more interactive, strategy-based math routines—such as Number Talks, manipulatives, and real-world problem-solving—will help sustain progress.

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	West Dalhousie 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	**84.8**	85.2	81.1	**83.9**	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	**78.9**	78.1	78.6	**79.8**	79.4	80.4	High	Maintained	Good
	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	**86.8**	90.2	88.1	**87.7**	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**88.5**	83.8	85.1	**84.4**	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	**75.3**	72.9	73.3	**80.1**	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	**84.7**	88.9	76.9	**80.0**	79.5	79.1	Very High	Maintained	Excellent