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Calgary Board of Education

Balmoral School
220 16th Avenue NW, Calgary, AB T2M 0H4 t | 403-777-7330 f | 403-933-9744 e | balmoral@cbe.ab.ca

School Improvement Results Reporting | For the 2024-25 School Year

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

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. Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

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.

2024-25 SDP Goal: Student achievement in literacy and mathematics will improve.

Outcome One:

Students will improve their reading comprehension using the following strategies:

- Activating Prior Knowledge / Previewing and Predicting
- Summarizing and Retelling
- Monitoring, Clarifying, and Fixing
- Drawing Inferences
- Visualizing and Creating Visual Representation

Outcome Two:

Students will increase their engagement in challenging math tasks through productive struggle and developing positive mathematics identities.

Data Story Trailer

Balmoral school aims to ensure all students develop strong literacy and numeracy skills to access complex texts and solve challenging mathematical problems with confidence.

Literacy data sources included June report card ELA/ELAL reading stems, RAD assessments, PAT results, and teacher observations. Grades 5–6 focus on exploring and understanding texts; Grades 7–9 focus on exploring, constructing, and extending understanding.

Mathematics data was collected through PLCs and pre/post-assessments, focusing on student engagement, productive struggle, and developing mathematics identities, and PAT results.

Celebrations

- Strong and steady student performance in Indicators 3 (Good) and 4 (Excellent) in both literacy and mathematics.
- Increased student confidence and engagement in mathematical problem-solving and productive struggle.
- Notable gains in reading comprehension, fluency, summarizing, inferencing, and critical thinking skills in Grades 5–9.
- Successful implementation of structured assessments, PLC collaboration, and targeted interventions supporting student growth.
- Students report feeling confident using a variety of reading strategies as indicated by the May OurSCHOOL Survey results.

Areas for Growth

- Continue supporting students performing in Indicators 1 and 2, particularly in literacy, to ensure no learner is left behind.
- Strengthen students' critical thinking and inference skills across all grade levels.
- Provide more dedicated, structured literacy block time to ensure direct instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Further develop consistency in mathematical assessment and feedback to reinforce problem-solving strategies.

Next Steps

- Launch a school-wide literacy block in 2025–2026 with structured, evidence-based reading instruction.
- Continue professional learning for teachers in RAD implementation, the science of reading, and effective reading interventions.
- Maintain PLC collaboration to monitor literacy and mathematics growth, calibrate assessments, and adjust instruction as needed.
- Track individual student progress to ensure growth in critical thinking, inference, vocabulary, and application of strategies in both literacy and mathematics.

Our Data Story:

Our main goal for 2024–25 was to improve student achievement in literacy and mathematics**.**

Outcome 1:
Students will enhance their reading comprehension by applying the following strategies:

- Activating Prior Knowledge / Previewing and Predicting
- Summarizing and Retelling
- Monitoring, Clarifying, and Fixing
- Drawing Inferences
- Visualizing and Creating Visual Representations

Outcome 2:
Students will increase their engagement in challenging mathematics tasks through productive struggle and by developing positive mathematics identities.

Outcome Measures:

- ELA(L) report card reading stem data for Grades 5–9
- Mathematics report card data for all stems for Grades 5–9
- High-complexity questions on Math 6 and 9 PATs
- Grade 6 and 9 ELA PAT Reading Comprehension questions
- Student perception data from the CBE Student Survey on school-customized questions related to reading comprehension strategies and productive struggle in mathematics

What Success Looks Like

- Literacy: Students demonstrate measurable growth in reading comprehension, as reflected by improved report card stems and PAT reading comprehension results. Teachers observe students independently using comprehension strategies (e.g., summarizing, inferring, visualizing) in daily reading tasks.
- Mathematics: Students persist through challenging tasks, showing an increased willingness to engage in productive struggle. Report card data reflects growth in mathematical reasoning, problem solving, and procedural fluency.
- Student Wellbeing: Survey data indicates that students feel more confident, resilient, and positive about themselves as readers and mathematicians.

Metrics

- Quantitative:
  - ELA/ELAL and Math report card stem data (Grades 5–9)
  - PLC data and results
  - PAT results for high-complexity math questions and reading comprehension
    These data points provide measurable indicators of growth in achievement across core competencies.
- Qualitative:
  - Student perception data (CBE Student Survey and OurSCHOOL Survey)
    This offers insight into student engagement, mindset, and confidence—essential components of long-term academic success.

Most Relevant

- ELA/ELAL Report Card Reading Stem: Directly measures comprehension growth and the use of identified reading strategies.
- ELA/ELAL Reading Assessment Decision Tree: Assessments and screeners
- Math Report Card and PAT Data: Align closely with Outcome 2's focus on productive struggle and mathematical identity.
- Student Perception Data: Helps connect academic outcomes to student well-being and engagement, ensuring a holistic understanding of success.

In literacy, our primary data sources were the June report card ELA/ELAL reading stem for all grade levels, as well as RAD (Reading Assessment Decision Tree) assessments and screeners, and teacher observations. The Literacy PLC generated a school-based multi-answer question for the 2024-25 OurSCHOOL survey asking students to share which reading strategies they felt confident using.

Grades 5/6: Reads to explore and understand
Grades 7/8/9: Reads to explore, construct, and extend understanding

Course	Indicator 1 (not meeting)			Indicator 2 (basic)			Indicator 3 (good)			Indicator 4 (excellent)		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
ELAL 5	0.98%	1.74%	4.3%	17.65%	13.04%	17.2%	54.9%	51.3%	51.7%	26.47%	30.43%	26.7%
ELAL 6	0%	3.7%	0.9%	27.68%	18.52%	16.2%	51.79%	61.11%	48.7%	16.96%	16.67%	34.2%
ELA 7	0%	1.69%	0%	15.04%	19.49%	20.2%	56.64%	53.39%	51.8%	27.43%	20.34%	28.1%
ELA 8	0%	2.7%	0%	22.94%	24.13%	18.7%	56.88%	46.85%	62.6%	20.18%	19.82%	18.7%
ELA 9	3.25%	0%	4.5%	19.51%	22.02%	25.5%	60.16%	42.2%	52.5%	16.26%	35.78%	17.3%

Grade 6 English Language Arts & Literacy Achievement Test - PAT (2024-25 School Year)

Standards Achieved by Students Writing the Test by Reporting Category		
Reporting Category - Reading	**Balmoral School**	**Province**
Acceptable Standard	85.1%	75.1%
Standard of Excellence	42.1%	29.4%
Below Acceptable Standard	14.9%	24.9%

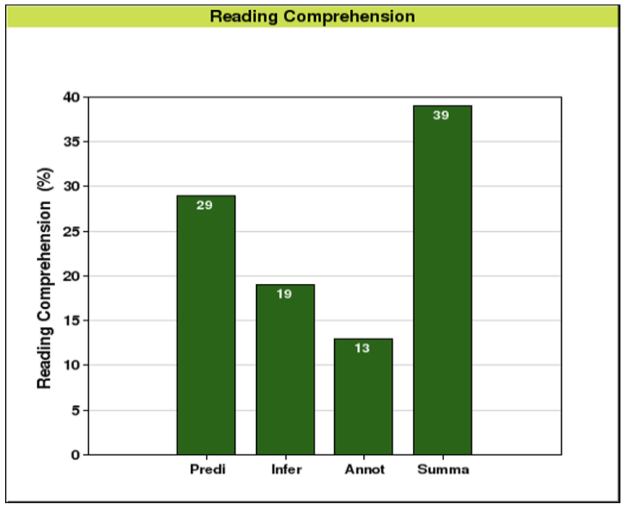
Grade 9 English Language Arts & Literacy Achievement Test - PAT (2024-25 School Year)

Standards Achieved by Students Writing the Test by Reporting Category		
Reporting Category - Reading	**Balmoral School**	**Province**
Acceptable Standard	90.8%	77.3%
Standard of Excellence	32.1%	17.4%
Below Acceptable Standard	9.2%	22.7%

Multiple Choice Question

Students were asked: "Which of the following reading comprehension strategies are you most confident using?"

- Predicting and Sequencing (Predi)
- Inferencing (Infer)
- Annotating (Annot)
- Summarizing (Summa)



Literacy Data Analysis (ELA/ELAL 2023–2025)

Overall, results indicate steady achievement within Indicator 3 and Indicator 4 with a gradual decline in the percentage of students at Indicator 1 in most grades.

- Grade 5: There was a notable increase in students achieving Indicator 4 (from 26.47% in 2023 to 30.43% in 2024), followed by a slight dip in 2025. The proportion of students at Indicator 1 level rose slightly, suggesting the need for continued early literacy interventions.
- Grade 6: The data shows improvement at both ends of the spectrum, fewer students in the Indicator 2 range and a significant rise in those performing at the Indicator 4 (from 16.67% in 2024 to 34.2% in 2025).
- Grade 7: Performance remained consistent, with the majority of students achieving within the Indicator 3 range. A slight increase in Indicator 4 results was observed in 2025.
- Grade 8: The percentage of students in the Indicator 3 range grew substantially in 2025, offsetting small fluctuations in other levels.
- Grade 9: Results varied over time, showing a strong increase in Indicator 4 performance in 2024 (35.78%), followed by a small decline in 2025, suggesting that the level of complexity in literacy tasks may have influenced results.
- Grade 6 ELAL PAT results demonstrate high achievement: 85.1% of students met the Acceptable Standard and 42.1% achieved the Standard of Excellence, both well above provincial averages, demonstrating that targeted reading interventions and implementation of the Reading Assessment Decision Tree are contributing to improved literacy outcomes.
- Grade 9 students achieved outstanding ELA PAT results in reading, with 90.8% meeting the Acceptable Standard and 32.1% achieving the Standard of Excellence, significantly higher than provincial averages, reflecting consistent student engagement and strong understanding in reading comprehension, inferencing, and critical thinking.
- Grade 6-9 students report high levels of confidence using summarization and predication as reading comprehension strategies. Developing student confidence to annotate and infer are areas for future growth.

Across all grades, the majority of students continue to perform within Indicator 3 and Indicator 4 demonstrating consistent application of reading comprehension strategies and steady literacy growth.

Students showed improvement in critical thinking, inferencing, and summarizing and retelling skills. Reading comprehension scores remained generally consistent, with slight gains for some students. In Grades 5, 6, and 7 targeted instruction in the science of reading, decodable texts, phonics, and UFLI contributed to enhanced reading comprehension and fluency. Additionally, through Collaborative Response Team meetings, teachers were able to provide targeted support and reading interventions to enhance student achievement and success.

Teachers participated in professional learning opportunities to implement the Reading Assessment Decision Tree, deepen their understanding of students as readers, and assess and monitor reading growth. Bi-weekly Professional Learning Communities collected classroom assessment data four times per year, revealing strong student performance in activating prior knowledge, previewing, and predicting, but lower performance in critical thinking and drawing inferences. Teachers have observed that students would benefit from dedicated literacy block time, providing direct instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. This targeted approach aims to build a solid reading foundation, enabling students to engage successfully with complex texts.

ELAL/ELA teachers have developed a comprehensive plan to implement a school-wide literacy block in the 2025–2026 school year. This initiative aims to provide dedicated, structured time for reading and literacy instruction across all grade levels, ensuring consistent support for students' reading development that is aligned with the reading assessment decision tree and the science of reading.

Mathematics Data Analysis (2024–2025)

In Mathematics, data collected through Professional Learning Communities (PLCs) indicated that students are increasing their engagement in challenging math tasks through productive struggle and are developing more positive mathematical identities. Grade 5 data was collected for literacy measures this year and not math, as teachers focused on implementing the new curriculum and reading assessments.

For Grades 6 to 9, pre- and post-assessment perception data demonstrated improvement in students' ability to engage in productive struggle across various content areas, including decimals, fractions, geometry, and probability. The following data highlights the **percentage of students who showed growth in their confidence with mathematical skills, moving from levels 1's and 2's to 3's and 4's between their pre- and post-assessments in the final cycle of the school year**.

- Grade 6: 18.79%
- Grade 7: 13.37%
- Grade 8: 18.11%
- Grade 9: 29.34%

Teachers implemented and assessed learning using a self-assessment and teacher-assessment common rubric, engaging in four calibration sessions throughout the school year to ensure consistency in expectations and grading practices. Open-ended tasks were incorporated regularly, allowing students to draw on prior knowledge and apply their understanding to complex problems.

Over time, students demonstrated growth in their ability to apply problem-solving strategies, organizing information through visual checklists, diagrams, and tables, and developed a toolkit of strategies that enhanced both confidence and performance. Teachers also observed improvement in students' use of error analysis, recognition of common misconceptions, identification of unreasonable answers, and increased self-reflection and metacognitive awareness.

The following data represents the **percentage of students who achieved an indicator of 3 (Good) or 4 (Excellent) in the final assessment cycle of the school year**:

- Grade 6: 93.32%
- Grade 7: 84.85%
- Grade 8: 82.35%
- Grade 9: 83.45%

Grade 6 Mathematics Achievement Test - PAT (2024-25 School Year)

Standards Demonstrated by All Students		
Mathematics	**Balmoral School**	**Province**
Acceptable Standard	82.8%	52.1%
Standard of Excellence	26.7%	14.9%
Below Acceptable Standard	16.4%	33.6%

Grade 6 students demonstrated exceptional achievement in Mathematics, with 82.8% meeting the Acceptable Standard and 26.7% achieving the Standard of Excellence, notably higher than provincial results. These results indicate that students are more deeply engaging with complex math tasks, learning resilience through productive struggle, and strengthening their confidence and mathematical identity.

Grade 9 Mathematics Achievement Test - PAT (2024-25 School Year)

Standards Demonstrated by All Students		
Mathematics	**Balmoral School**	**Province**
Acceptable Standard	93.6%	50.5%
Standard of Excellence	53.2%	13.6%
Below Acceptable Standard	5.5%	34.2%

Grade 9 students achieved outstanding results in Mathematics, with 93.6% meeting the Acceptable Standard and 53.2% reaching the Standard of Excellence, far exceeding provincial averages. These results reflect students' strong engagement and persistence tackling challenging math tasks and development of strong mathematical self-concepts.

Goals & Context

Our school's primary goal is to ensure that all students develop strong literacy and numeracy skills, enabling them to access complex texts and solve challenging mathematical problems with confidence.

In literacy, data sources included June report card ELA/ELAL reading stems, RAD (Reading Assessment Decision Tree) assessments and screeners, and teacher observations. Grades 5–6 focus on reading to explore and understand, while Grades 7–9 focus on reading to explore, construct, and extend understanding. Teachers implemented targeted instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension through the science of reading, UFLI, and decodable texts.

In mathematics, teachers collected data through PLCs and pre/post-assessments to monitor students' engagement with complex problem-solving tasks. Emphasis was placed on developing productive struggle, metacognition, and mathematical identity.

Conflicts & Challenges

Literacy:

- Across grades, most students achieved in Indicator 3 (Good) and Indicator 4 (Excellent), yet small increases in Indicator 1 (Not Meeting) suggested some students required additional support.
- Specific literacy challenges included lower performance in critical thinking and drawing inferences, despite consistent skills in activating prior knowledge, previewing, and predicting.
- Teachers observed that limited dedicated phonemic awareness and phonics time in classrooms constrained the ability to provide direct instruction in foundational skills, potentially impacting student engagement with complex texts.

Mathematics:

- Some students initially struggled with confidence and engagement in challenging tasks.
- Teachers needed to ensure consistency in grading and assessment practices across grades, particularly in applying rubrics and calibrating expectations for complex tasks.
- Growth in mathematical problem-solving and reasoning required targeted interventions and opportunities for students to analyze errors and apply strategies independently.

Resolution & Celebrations

Literacy:

- Teachers participated in professional learning to implement the RAD framework, deepen understanding of students as readers, and track growth through classroom assessments collected four times per year.
- Targeted instruction in Grades 5–7 (phonics, UFLI, decodable texts) improved reading fluency, comprehension, and inferencing skills.
- Collaborative Response Team meetings allowed teachers to provide timely interventions, increasing student success.
- ELAL/ELA teachers developed a comprehensive plan to implement a school-wide literacy block in 2025–2026, ensuring structured time for reading instruction aligned with the science of reading.
- Celebrations: Most students performed consistently in Indicators 3 and 4, demonstrating steady literacy growth. Grades 6 and 9 showed notable increases in students achieving Indicator 4, and students' skills in summarizing, retelling, and inferencing improved across the board.

Mathematics:

- Teachers implemented a common rubric and engaged in four calibration sessions, ensuring consistent assessment and grading practices.
- Students demonstrated growth in problem-solving, applying strategies such as visual checklists, diagrams, and error analysis.
- Pre/post-assessment data showed strong growth in student confidence and achievement:
    - Grade 6: 93.32% at Indicator 3 or 4
    - Grade 7: 84.85% at Indicator 3 or 4
    - Grade 8: 82.35% at Indicator 3 or 4
    - Grade 9: 83.45% at Indicator 3 or 4
- Celebrations: Students are increasingly engaging with complex mathematical tasks, showing growth in metacognitive awareness, self-reflection, and resilience in problem-solving.

Adjustments for Year 2 and Summary

This data story is a living document as it is a part of an ongoing cycle of reflection and action. Our next steps include:

- Expanding early intervention strategies and refining identification processes
- Reassessing literacy support plans for students scoring IPP/ADP
- Engaging families in collaborative planning around student progress
- Providing staff with continued PD on inclusive literacy instruction and culturally responsive assessment

Over the 2024–2025 period, our literacy and mathematics programs have fostered steady student growth and achievement. While challenges remain, particularly for students requiring additional literacy support and confidence in complex math tasks, targeted interventions, professional learning, and structured instructional strategies have led to measurable gains. The introduction of a school-wide literacy block in 2025–2026, alongside continued focus on productive struggle in mathematics, positions students for continued success in both reading and numeracy. We remain committed to using data not just to measure, but to empower every learner in our community.

Alberta Government

Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 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

Spring 2025 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Balmoral 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	**90.6**	89.5	86.9	**83.9**	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	**77.8**	76.2	77.6	**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
	PAT6: Acceptable	**n/a**	93.5	83.4	**n/a**	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	**n/a**	50.0	33.9	**n/a**	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	92.6	90.8	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	33.8	35.9	**n/a**	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	**89.0**	88.7	87.0	**87.7**	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**83.5**	83.3	82.2	**84.4**	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	**84.5**	83.4	79.8	**80.1**	79.9	80.7	High	Improved	Good
Governance	Parental Involvement	**86.1**	87.4	85.0	**80.0**	79.5	79.1	Very High	Maintained	Excellent