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Calgary Board of Education

Balmoral School
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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

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 mathematics will improve.

Outcome One: Students will improve their reading comprehension across all subject areas.

Celebrations

- The establishment of a school-wide literacy block with structured, evidence-based reading instruction.
- Staff professional learning for the Reading Assessment Decision Tree implementation, the science of reading, and effective reading interventions.
- Successful implementation and continuation of structured assessments, PLC collaboration, and targeted interventions supporting student growth.
- Continued strong and steady student performance in literacy and mathematics report card and PAT data.
- Student perception data indicates students are gaining confidence in their interactions with texts and knowing themselves as learners and what they need next.

Areas for Growth

- Implementation of numeracy screeners school-wide to support evidence-based numeracy intervention.
- Developing grade level appropriate close reading strategies to support literacy in grades 5-9.
- Supporting student well-being with universal strategies across grades.
- Grade team learning cycle common assessment and calibration across grades 5-9.

Next Steps

- Restructuring Collaborative Response to implement strategies for student well-being as part of the Mental Health Implementation Plan
- The Implementation of strategies to support student well-being with the emphasis on explicit teaching of these strategies so learners and parents/guardians will understand why strategies are being implemented and how they are beneficial to students
- Continued work with the System Intervention Learning Leader (SILL) and Social Emotional Lead Teacher (SELT) to support student well-being through universal strategies.
- Staff professional learning for student mental health and ell-being.
- Continued data monitoring of the Reading Assessment Decision Tree data and tweaks of the Literacy Intervention Model.

Our Data Story:

Balmoral School's 2025-26 School Development Plan centered on improving student achievement in literacy and mathematics. Through a focused lens of literacy, the main outcome was to improve reading comprehension across all subject areas. Using the Grade 4-12 Reading Assessment Decision Tree (RADT) as a main resource to screen and track student reading abilities, teachers were able to precisely determine student reading skills and support their individual needs through intervention, targeted strategies and whole class universal strategies. Students were able to engage in reading instruction to bridge gaps and support ongoing learning.

Teachers built their own understanding of reading instruction through whole staff professional learning. Professional Learning Communities (PLCs) in both literacy and numeracy focused on ongoing classroom assessment data as well the implementation of vocabulary building activities across all classes. Throughout the course of the year, teachers monitored the RADT data and continued planning for intervention through literacy blocks in designated times. In English Language Arts, Social Studies, Math and Science classes alike, teachers included lessons to support student reading comprehension. In Math and Science classes teachers used direct instruction of strategies such as; note-taking, vocabulary and word study, structured talk time and the use of visual aids.

To support literacy, the primary data sources were the June report card ELAL/ELA reading stem for all grade levels, the Provincial Achievement Tests, as well as the RADT assessments, screeners and teacher observations. The Literacy PLC also asked two open-ended questions to all students in the CBE Student Survey to gather student voice regarding their own learning of reading and writing. With interventions and professional learning in place, the Report Card Data demonstrated similar levels of achievement with more students achieving the level 2 indicator, up from level 1 than previous years on the *Reads to explore and understand* report cards stems (grades 5-6) and the *Reads to explore, construct and extend understanding* (grades 7-9). Our grade 6 and 9 PAT results for the Reading Comprehension tests presented similarly to previous years and higher than the province in comparison.

Grade 6 English Language Arts and Literature Achievement Test 2025-26

Standards Achieved by Students Writing the ELAL Grade 6 Reading Comprehension Test		
	Balmoral School	Province
Acceptable Standard	93.8%	79.5%
Standard of Excellence	39.8%	30.9%
Below Acceptable Standard	6.2%	20.5%

Grade 9 English Language Arts Achievement Test 2025-26

Standards Achieved by Students Writing the ELA Grade 9 Reading Comprehension Test		
	Balmoral School	Province
Acceptable Standard	90.4%	77.0%
Standard of Excellence	23.1%	18.0%
Below Acceptable Standard	10%	23.0%

The two open-ended questions regarding student literacy activities were:

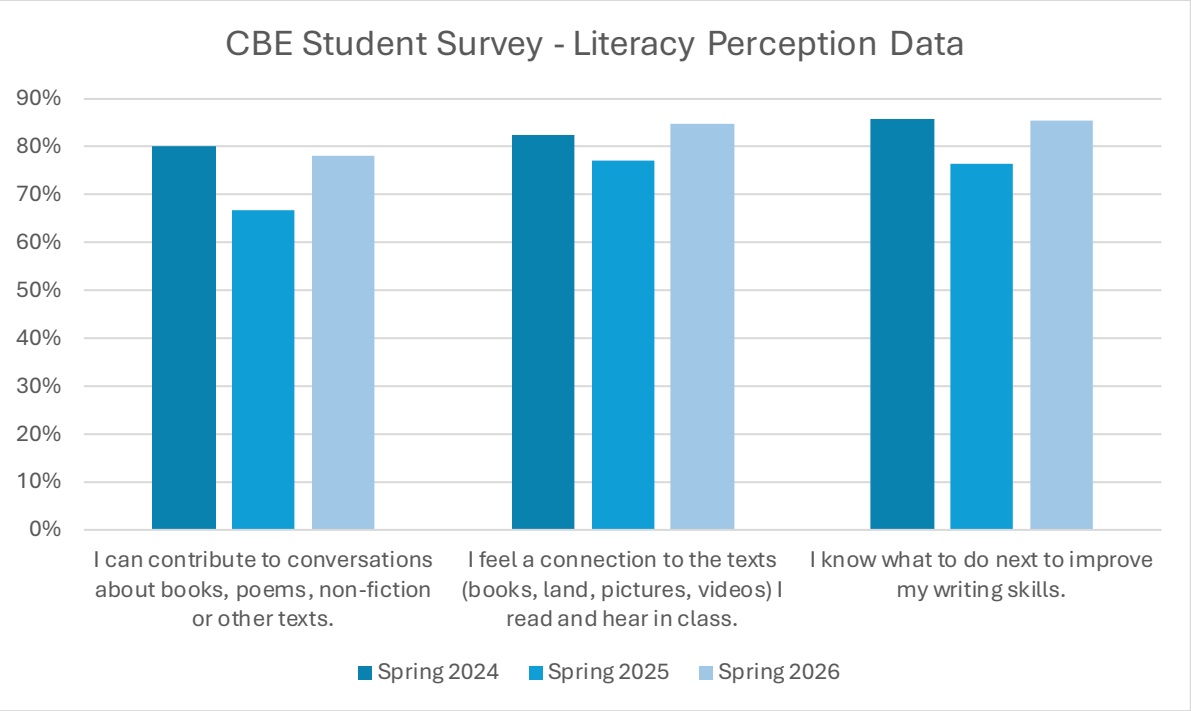
1. What ideas do you have for school activities that would help you to improve your reading and writing skills?
2. This year, in all grades, we have spent time on word study and word sorts so that we can become better readers and writers. Do you think it is helping you to become a better reader and writer? Yes or No? Explain and/or give examples of what you have learned.

The vast majority of students (80%+) reported that word study and morphology instruction helped them become stronger readers and writers. Students most frequently cited improvements in vocabulary, understanding prefixes and suffixes, reading comprehension, spelling, grammar, and writing quality.

Student Reported Literacy Growth	
Literacy Skill Developed	**Examples of Student Evidence**
Vocabulary Development	"We learned more words." "It expanded my vocabulary." "I learned challenging words."
Morphology (Prefixes, Suffixes, Roots, Morphemes)	Students frequently referenced learning prefixes, suffixes, roots, Greek and Latin origins, and using word parts to determine meaning.
Reading Comprehension	Students reported greater success understanding unfamiliar words, decoding new vocabulary, and reading more complex texts.
Grammar & Conventions	Students identified improvements in grammar, punctuation, capitalization, sentence structure, and spelling.
Writing Organization & Structure	Students reported growth in paragraph writing, essay writing, narrative writing, descriptive writing, and organizing ideas.
Word Choice & Descriptive Language	Students described using stronger vocabulary, more precise language, and richer descriptions in their writing.
Literacy Confidence	Students reported feeling more confident reading higher-level texts, communicating ideas, and completing written assignments.
Transfer of Learning	Students identified applying literacy strategies across book clubs, PAT preparation, narrative writing, essays, reading responses, and classroom discussions.

Student perception data provides strong evidence that literacy initiatives are positively impacting student learning. Most students reported that word study, morphology instruction, and literacy activities helped improve their reading and writing skills. Students most frequently identified gains in vocabulary development, understanding prefixes and suffixes, grammar, spelling, reading comprehension, and writing organization. Many students were able to provide specific examples of applying new vocabulary and morphology strategies to both reading and writing tasks. Student feedback also highlighted the importance of authentic writing opportunities, meaningful feedback, and continued student choice in literacy experiences. These findings suggest that explicit literacy instruction is supporting both literacy achievement and students' confidence as readers and writers.

The CBE Student Survey Literacy Perception Data shows that students have increased their contributions when speaking about texts and connection to the texts they read and hear in class. This data speaks not only to students reporting on their own learning, but also on the ongoing work of teachers to provide access to inclusive and culturally diverse texts. Teachers have taken the action to connect learning to culture and continue to foster student identity across all subjects.



Further to this work, direct instruction on social emotional learning continues to be included across all curriculums supporting student well-being across the school. Students are seen for who they are by their teachers, who create welcoming, caring, respectful and safe learning environments. They are also beginning to understand themselves better as learners through the direct instruction of SEL competencies, specifically Self-Awareness and Self-Management.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary – Spring 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	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	**80.8**	90.6	89.0	**84.2**	83.9	84.0	Low	Declined	Issue
	Citizenship	**78.4**	77.8	78.2	**81.2**	79.8	79.8	High	Maintained	Good
	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**	93.6	91.7	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	40.8	37.5	**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	**82.9**	89.0	88.2	**87.8**	87.7	87.8	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**80.1**	83.5	83.1	**85.8**	84.4	84.4	Low	Maintained	Issue
	Access to Supports and Services	**74.0**	84.5	82.6	**79.5**	80.1	80.2	Very Low	Declined	Concern
Governance	Parental Involvement	**87.8**	86.1	86.2	**79.9**	80.0	79.5	Very High	Maintained	Excellent