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Calgary Board of Education

Alberta Education Outcomes

1. Alberta's students are successful.
2. First Nations, Metis, and Inuit students in Alberta are successful.
3. Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
4. Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

1. Results 1: Mission
2. Results 2: Academic Success
3. Results 3: Citizenship
4. Results 4: Personal Development
5. 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:

1. Learning Excellence
    1. Strong student achievement for lifelong learning and success
2. Well-Being
    1. Students and employees thrive in a culture of well-being
3. Truth & Reconciliation, Diversity and Inclusion
    1. Students and employees experience a sense of belonging and connection.

Goal One: Student achievement in numeracy will improve.

Outcome One: Student academic engagement in math will improve through teachers incorporating equity practices into their task design.

Celebrations

1. During administration, Look Fors – 100% of teachers were using at least one equitable math practice in their lesson.
2. CBE Engagement Survey - Parents reported their child(ren) was/were more positively challenged in math this year and more attentive to learning math.
3. 88% of students are confident that they can learn mathematics.
4. 100% of the student population felt that they could reach the level of success in mathematics that they needed to achieve future goals.
5. From January to June 2025, data revealed an increase in the stem of “understands and applies concepts related to number, patterns (and algebra)” in the indicators 2, 3, and 4.

Areas for Growth

1. Teachers continue to build capacity in developing authentic and engaging math learning tasks with an emphasis on equitable math practices – data from the three learning sprints consistently showed 15 –20% of students not achieving the 6-week sprint.
2. Build students’ ability to persevere on solving challenging math problems (55% of students reported in the CBE Student Survey that they enjoyed working on challenging problems in mathematics. 59% of students reported that they find math learning interesting in the Assurance Student Survey)

Next Steps

1. 6 week learning sprints for each grade team to create a targeted goal (small group or whole class) connected to the mathematical goal of improving students’ number sense in a problem-solving context.

2. Use inquiry tasks connected to the real world (project-based learning) to better engage students in mathematical thinking
3. Continue building equitable practices that promote a positive mathematical identity and assist in developing students' abilities to persevere in mathematical problem-solving

Our Data Story:

Ron Southern School's Development Plan focused on embedding equitable mathematical practices into task design to enhance student engagement and foster positive mathematical identities. Through professional conversations, teachers observed that many students lacked confidence in their math abilities and did not see themselves as capable math learners. As a staff, we chose to prioritize equitable practices to build students' confidence and strengthen their engagement in mathematical learning. To support this focus, professional learning sessions centered on the *CBE Mathematics Equity and Identity Guide*. Together, we explored equitable practices such as:

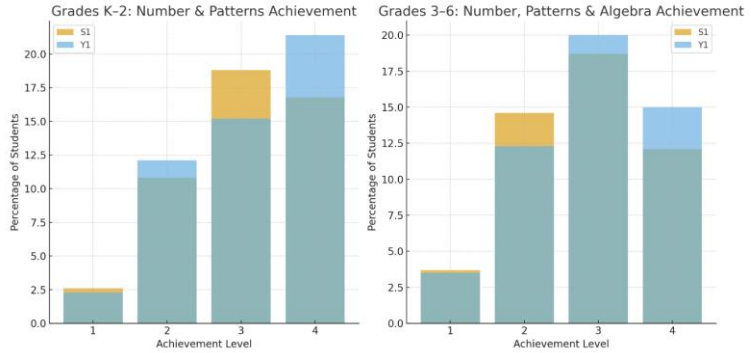
- Create spaces for students to share and make visible their mathematical reasoning/thinking
- centering content understanding around student questions,
- valuing varied ways of thinking—including misconceptions and alternative strategies
- and facilitating active discussion and connections between students' ideas.

Teachers collaborated in professional learning communities and team planning sessions to design and refine mathematical activities that made equitable math practices explicit and intentional. In addition, teachers engaged in targeted six-week learning sprints to develop tasks aimed at increasing students' academic engagement and success in mathematics. Ron Southern School also implemented a 30-minute daily block dedicated to explicitly teaching social-emotional skills, with a particular focus on self-awareness to build students' confidence as learners.
Growth in self-awareness was also evident in the CBE Student Survey data. 88% percent of students reported feeling confident in their ability to learn mathematics—an increase of 2% compared to the 2023–2024 survey results. Additionally, 100% of students indicated that they believe they can achieve the level of success in mathematics necessary to reach their future goals.

Analysis & Insights

Report card indicators: Number & Patterns Achievement (K-2) and

Number, Patterns & Algebra Achievement showed an increase from January to June.



When comparing Semester 1 (S1) and Year-End (Y1) data, several positive trends emerge:

- Growth in Mastery: Across both divisions, there was an increase in the percentage of students achieving a Mastery level (4) by the end of the year.
- Grades K–2: There was a notable 4.6% increase in students demonstrating Mastery, indicating steady development in foundational numeracy and pattern recognition skills.
- Grades 3–6: The shift toward higher levels of achievement appears to come primarily from students who were previously at the Well Developed (3) level in S1. There was little change among students performing at the lower levels (1 and 2), suggesting that growth was concentrated in the middle-to-upper range of achievement.

Ron Southern Grades 3 – 6 May Student Advisory Panel collected student voice on the following two questions:

- What do teachers do that help you do well in math?
    - Students indicated strategies to solve problems, use of manipulatives and small group help
- Does having you share your ideas and listening to others thinking helpful?

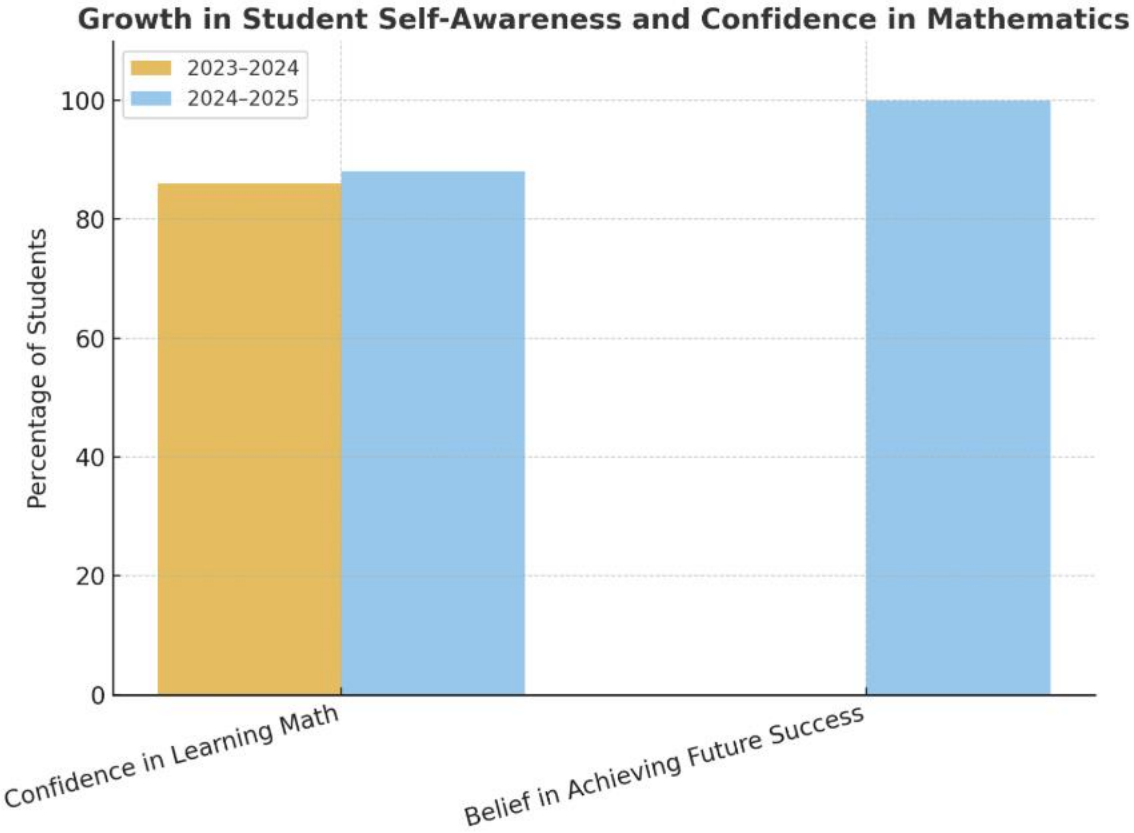
- Students indicated that working together helped them have the time to figure things out. Math talks were helpful because you could learn new ways of thinking how to solve a math problem

Alberta Education Numeracy Screener Results

- **January 2025** – 74.31% of students in grades 1 – 3 do not require additional support (162 of 218 students).
- **June 2025** – 81.65% of students in grades 1 – 3 do not require additional support (178 of 218 students).

This showed a 7.34% increase in student that reached grade level achievement and no longer required additional supports in numeracy.

Perception Data


Growth in Student Self-Awareness and Confidence in Mathematics
2023–2024
2024–2025
Percentage of Students
0
20
40
60
80
100
Confidence in Learning Math
Belief in Achieving Future Success

CBE Student Survey			AEA Survey	
Timeframe	Agreement Percentage		Timeframe	Agreement Percentage
Prompt- "I am confident that I can learn mathematics"			Prompt- "The mathematics I am learning at school is interesting to me"	
Spring 2024	86.36%		Spring 2024	76.0%
Spring 2025	88.39%		Spring 2025	59.09%

Ron Southern Grades 3 – 6 May Student Advisory Panel

We collected student voice on the following two questions during the May Student Advisory Meeting:

- What do teachers do that help you do well in math?
  - Students indicated strategies to solve problems, use of manipulatives and small group help
- Does having you share your ideas and listening to others thinking helpful?
  - Students indicated that working together helped them have the time to figure things out. Math talks were helpful because you could learn new ways of thinking how to solve a math problem .

Insights and Next steps:

While continued progress in K–6 numeracy is evident, gaps in student learning remain. Across all three learning sprints, approximately 20–25% of students did not achieve the learning goal within the targeted six-week timeframe. Although students reported feeling more confident in math, only 55% indicated that they enjoyed working on challenging math problems. Together, these results suggest that, while explicit instruction around equitable practices has led to growth, students continue to struggle with persistence when faced with mathematical challenges. We believe that students need increased opportunities to engage in authentic mathematical learning tasks while we continue to integrate equitable math practices. This year, we will also focus on social-emotional learning (SEL) instruction that supports self-awareness, growth mind-set and perseverance.

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:

1. Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
2. High School Completion results
3. Alberta Education Assurance Survey measures:

1.	Citizenship	Welcoming, Caring, Respectful and Safe Learning Environment
2.	Student Learning Engagement	Access to Supports and Services
3.	Education Quality	Parent Involvement

Assurance Domain	Measure	Sample 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	**85.4**	84.1	84.1	**84.4**	85.1	85.1	n/a	Maintained	n/a
	Citizenship	**67.6**	75.5	77.7	**80.3**	81.4	82.3	Low	Declined Significantly	Concern
	3-year High School Completion	**n/a**	n/a	n/a	**80.7**	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**88.6**	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	**n/a**	66.3	n/a	**n/a**	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	**n/a**	21.9	n/a	**n/a**	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	**83.4**	89.2	88.3	**88.1**	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**76.6**	83.1	83.1	**84.7**	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	**81.0**	71.0	71.0	**80.6**	81.6	81.6	n/a	Improved Significantly	n/a
Governance	Parental Involvement	**78.8**	77.0	76.2	**79.1**	78.8	80.3	High	Maintained	Good