


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

CBe-learn (Elementary)

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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 mathematics will improve.

Outcome One: Students will use academic language and discourse in discussions to build curricular knowledge and skills while connecting with each other and their teachers.

Outcome Two: Teachers will explore feedback strategies and encourage student use of such feedback to promote learning

Celebrations

- The number of students in Grades 1-3 requiring additional supports decreased over the 2024-25 school year.
- Students indicate feeling a high sense of belonging at school. At school, students experience positive relationships and show an understanding of other cultures.
- Students self-report a significant increase in their own participation in conversations with classmates.
- Students self-report a significant increase in the effectiveness of conversations in supporting curricular learning.

Areas for Growth

- Sense of belonging, reporting of positive relationships and awareness of other cultures trend lower as students progress through grades 4, 5 & 6.
- A low response rate to the parent survey aimed at showing parent and student perception of feedback as an integral component of learning suggests that either further probing to better understand growth in this area is needed or growth itself is still needed.
- Some parents shared a sense of overwhelm as they attempted to support young learners in the asynchronous components of instruction.

Next Steps

- In addition to continued emphasis throughout online programming, social emotional learning skills will be explicitly taught and reinforced during all in-person learning days.
- Team-teaching will be piloted with special focus on how such configurations can enhance relationships, community building and learning in Grades 4, 5 & 6.
- To further support online learner well-being, attention to the design of learning which occurs away from the computer will continue. One significant area is the development and implementation of a predominantly asynchronous Physical Education alternative available as a family choice.
- Leveraging the teacher-learning coach partnership, resources to guide an at-home asynchronous Daily Literacy Routine will be developed.
- Live sessions to support Learning Coaches and Students in developing the Grade 1-3 Daily Literacy Routine will be implemented to address prior cases of Learning Coach overwhelm.
- While discussions will continue to be a strategy for supporting learning across subject areas, a laser focus will be re-directed at the writing strand of student communication.
- A stronger focus will be placed on the collaboration between teachers and parents/guardians to help young online learners develop appropriate routines for checking and responding to learning feedback.

Our Data Story:

	Percentage of Students Requiring Additional Support – Pre Results	Percentage of Students Requiring Additional Support – Post Result
Provincial Numeracy Assessment		
• Grade 1	25%	33.33%
• Grade 2	5.88%	0%
• Grade 3	29.41%	15.79%
CC3		
• Grade 2	35.29%	16.67%
• Grade 3	12.5%	5.26%
LeNS		
• Grade 1	75%	25%
• Grade 2	23.53%	16.67%

English as an Additional Language | Number of Students at each Language Proficiency Level

	LP1		LP2		LP3				LP4		LP5	
	Sept	June	Sept	June	Sept		June		Sept	June	Sept	June
Grade 1	-	-	1	1	-		-		-	-	-	-
Grade 2	-	-	-	-	-		-		-	-	-	-
Grade 3					3	4	2	2				
Grade 4	1	1			2		1		1	1	1	2
Grade 5			1		4		4		1	1	1	2
Grade 6					1		1		3	2	3	4

English Language Arts | Makes meaning and connections through oral language

	Indicator 1		Indicator 2		Indicator 3		Indicator 4		IPP		NER	
	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
Grade 1	-	-	33.3%	16.7%	50.0%	66.7%	16.7%	-	-	-	-	16.7%
Grade 2	-	-	27.8%	26.3%	66.7%	68.4%	5.6%	5.3%	-	-	-	-
Grade 3	5.6%	-	44.4%	41.2%	22.2%	29.4%	22.2%	29.4%	-	-	5.6%	-
Grade 4	-	-	32.1%	25.9%	35.7%	29.6%	28.6%	37%	-	-	3.6%	7.4%
Grade 5	4.9%	-	41.5%	21.4%	22.0%	40.5%	17.1%	23.8%	7.3%	4.8%	7.3%	9.5%
Grade 6	4.9%	-	41.5%	31.7%	22.0%	22.0%	17.1%	39.0%	-	-	7.3%	7.3%

Mathematics | Understands and applies concepts related to number, patterns (and algebra)

	Indicator 1		Indicator 2		Indicator 3		Indicator 4		ADP		NER	
	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June	Jan	June
Grade 1	-	-	-	-	75%	100%	25%	-	-	-	-	-
Grade 2	-	-	29.41%	23.53%	41.18%	41.18%	29.41%	32.29%	-	-	-	-
Grade 3	6.67%	-	26.67%	13.33%	60%	80%	-	6.67%	-	-	6.67%	-
Grade 4	3.7%	7.41%	18.52%	22.22%	44.44%	33.33%	25.93%	29.63%	-	-	7.41%	7.41%
Grade 5	14.71%	2.94%	8.82%	11.76%	32.35%	29.41%	20.59%	20.59%	20.59%	23.53%	2.94%	8.82%
Grade 6	12.12%	12.5%	12.12%	9.38%	30.3%	21.88%	27.27%	31.25%	12.12%	12.5%	6.06%	12.5%

OurSCHOOL Survey Results

	Grade 4	Grade 5	Grade 6
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	Snapshot #1	Snapshot #2	Snapshot #1	Snapshot #2	Snapshot #1	Snapshot #2
Sense of belonging – Students who feel accepted and valued by their peers and by others at their school.	91%	83%	70%	76%	77%	71%
Students with positive relationships – Students who have friends at school they can trust and who encourage them to make positive choices.	74%	74%	70%	81%	65%	64%
Students who understand other cultures – Students who have an understanding of the beliefs, values, attitudes and behaviours of those from other cultures.	91%	91%	97%	84%	74%	73%

OurSCHOOL Survey Responses

GRADE 4&5	Never		Rarely		Sometimes		Often	
	Snapshot 1	Snapshot 2	Snapshot1	Snapshot 2	Snapshot1	Snapshot 2	Snapshot1	Snapshot 2
How often do you share ideas with classmates either in spoken or typed conversations?	6%	6%	19%	9%	46%	37%	29%	48%
Sharing ideas with and listening to classmates helps me build understanding about what I am learning	4%	1%	10%	7%	40%	26%	46%	65%

OurSCHOOL Survey Responses

GRADE 6	Never		Rarely		Sometimes		Often	
	Snapshot 1	Snapshot 2	Snapshot1	Snapshot 2	Snapshot1	Snapshot 2	Snapshot1	Snapshot 2
How often do you share ideas with classmates either in spoken or typed conversations?	3%	4%	23%	7%	35%	44%	39%	44%
Sharing ideas with and listening to classmates helps me build understanding about what I am learning	3%	4%	10%	11%	35%	26%	52%	59%

Parent response rate to survey about the importance of feedback on learning was too low to report.

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	CBe-learn			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	82.3	86.1	85.5	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	78.7	86.4	85.9	79.8	79.4	80.4	High	Declined	Acceptable
	3-year High School Completion	49.6	52.3	45.2	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	69.7	65.9	55.3	87.1	88.1	87.9	Very Low	Improved	Issue
	PAT9: Acceptable	27.7	20.1	20.6	62.5	62.5	62.6	Very Low	Improved	Issue
	PAT9: Excellence	4.8	4.0	4.5	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	78.0	77.2	75.5	82.0	81.5	80.9	Low	Improved	Acceptable
	Diploma: Excellence	19.6	18.5	17.6	23.0	22.6	21.9	High	Improved	Good
Teaching & Leading	Education Quality	87.3	88.8	86.9	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.1	88.5	88.5	84.4	84.0	84.9	Low	Declined Significantly	Concern
	Access to Supports and Services	78.6	86.1	83.5	80.1	79.9	80.7	Intermediate	Declined	Issue
Governance	Parental Involvement	78.9	77.9	75.5	80.0	79.5	79.1	High	Maintained	Good