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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: Through clear assessment practices and task design to personalize learning, student achievement in literacy and well-being will improve.

Outcome One: Students' phonological awareness and decoding skills will improve through building teacher capacity to utilize diagnostic assessments to target instruction.

Outcome Two: Students' sense of belonging will increase as teachers apply strategies from the Well-being and Indigenous Education Holistic Lifelong Learning Frameworks.

Our Data Story

At Sibylla Kiddle School, our commitment to student success is rooted in the belief that personalized learning and clear assessment practices can unlock every learner's potential. Guided by the CBE Education Plan (2024–2027), our School Development Plan focused on two key *outcomes*:

- **Improving literacy** through enhanced phonological awareness and decoding instruction.
- **Fostering belonging** by embedding strategies from the Well-being and Indigenous Education Holistic Lifelong Learning Frameworks.

These outcomes reflect our dedication to both academic achievement and the emotional well-being of our diverse student population.

Uncovering the Story: What the Data Revealed

As we examined our data, a compelling story began to emerge, one of progress, complexity, and opportunity.

Literacy Achievement – Report Card

Our June 2025 report card data showed shifts in reading achievement. The percentage of students scoring at Indicator 1 dropped from **4.95% to 2.92%**. Overall performance at Indicators 1 & 2 moved from **16.63% to 21.83%**. This would indicate fewer students were achieving at Indicators 3 & 4. While we would like to see a greater percentage of our students once again achieving at the 'Good' and 'Excellent' level, we also note our teachers have a greater understanding of literacy, allowing their assessment practices to be more accurate. We also noted that most of the growth happened in Grades 1–3, suggesting that early literacy interventions are beginning to take hold.

However, the data also revealed some gaps. EAL students saw an increase of students at the lower indicator levels, rising from **13.85% to 25.92%**, at Indicators 1 & 2. This is prompting questions about the evolving complexity of this cohort and the adequacy of current supports. It should be noted, however, that less students were receiving 'ELL' as an indicator on the report card, which might also account for more students receiving an indicator of '1' or '2'.

ELAL Reading Indicator 1&2 - Percentage of student population		
	June 2024	June 2025
Overall	**16.63%**	**21.83%**

ELAL Reading Indicator 1 - Percentage of student population		
	June 2024	June 2025
Overall	**4.92%**	**2.92%**

ELAL Reading Indicator 1&2 - Percentage of EAL population		
	June 2024	June 2025
Overall	**13.85%**	**25.92%**

ELAL Reading Indicator 1&2 - Percentage of IPP population		
	June 2024	June 2025
Overall	**30.12%**	**25.86%**

Literacy Achievement – Other Sources

Provincial screeners such as CC3 and LeNS provided further insight. The percentage of students requiring additional support in CC3 dropped from **14.06% to 7.17%**, a promising sign that decoding instruction is having an impact. Likewise, LeNS scores for Grade 1 and 2 students showed an decrease in the percentage of students at risk, dropping from **17.14% to 7.66%**, indicating a statistically congruent results between the diagnostic assessments and that growth was made across screeners. Similar growth rates were also seen across both of our EAL and IPP student populations.

CC3 RAS - Percentage of student population		
	Pre-Result (Sept ‘24 & Jan ‘25)	Post Result (June 2025)
Overall	**14.06%**	**7.17%**

LeNS RAS - Percentage of student population		
	Pre-Result (Sept ‘24 & Jan ‘25)	Post Result (June 2025)
Overall	**17.14%**	**7.66%**

Literacy Achievement – Perception Data

Student perception data added further depth to our understandings. In June 2025, **96.15%** of students reported knowing what to do next to improve their reading skills—an increase of nearly 8 percentage points. This suggests that our instructional clarity and feedback practices are resonating with learners and are having the intended impact.

I know what to do next to improve my reading skills.	
June 2024	June 2025
88.73%	**96.15%**

Well-Being – Perception Data

Across multiple surveys, students consistently report feeling a sense of belonging at school. The OurSchool Survey showed a slight increase from **74.66%** in Fall 2023 to **75.14%** in Fall 2024, indicating stability in students' connection to the school community. However, the Alberta Education Assurance Survey revealed a decrease in students reporting "I feel like I belong," from **86%** in Spring 2024 to **81.44%** in Spring 2025, suggesting a need to explore the underlying factors contributing to this shift. The CBE Student Survey data provided further inconsistencies with **74.8%** of students feeling included in Spring 2024, dropping to **67.8%** in Spring 2025. This decline indicates a need to further explore students feelings in this area.

I feel like I belong at school.	
Fall 2023	Fall 2024
74.66%	75.14%

I feel like I belong.	
Spring 2024	Spring 2025
86%	81.44%

I feel included at school.	
Spring 2024	Spring 2025
74.8%	67.8%

Well-Being - Report Card Data

Report card data for the stem “Demonstrates skills to support the well-being of self and others” showed a slight decline. In **June 2025**, **87.4%** of students achieved at Indicator 3 or 4, down from **89.4%** in June 2024. Positively, the percentage of students achieving at the highest level (Indicator 4) increased from **37.4% to 42.7%.**

These results suggest that our intentional focus on social-emotional learning, flexible groupings, and school-wide strategies to build community will continue to need an intentional focus, as we move forward.

PEW – Well-Being Indicator (% of students achieving ‘3’ or ‘4’)		
	June 2024	June 2025
Overall	**89.4%**	**87.4%**

PEW – Well-Being Indicator (% of students achieving ‘4’)		
	June 2024	June 2025
Overall	**37.4**	**42.7%**

Key Insights and Reflections

Celebrations

- Reading achievement for Indicator 1 improved, with scores dropping from 4.92% to 2.92%, and strong gains in Grades 1–3.
- RAS scores for all students, including EAL and IPP cohorts, showed significant improvement, indicating effective decoding instruction.
- Student confidence in reading strategies rose to 96.15%, reflecting successful instructional clarity.

Areas for Growth

- EAL students showed a rise in lower reading indicators (1 & 2), increasing from 13.85% to 25.92%, highlighting a widening achievement gap.
- Belonging and inclusion perception data declined across surveys, especially in peer relationships and feeling included.
- Misalignment between diagnostic tools and report card data (e.g., CC3 vs. reading stem) indicates a need to broaden assessment focus beyond phonemics.

Next Steps

- Continue along the three year reading literacy goal by maintaining the momentum achieved in the areas of phonemic awareness and phonics while moving towards the next steps in the ‘5 Pillars of Literacy’ to teaching fluency and vocabulary.
- Concentrate on strategies for supporting complex learners, particularly students who are learning English as an additional language.
- Continue to be intentional with respect to developing a school culture which fosters a sense of belonging for all students.

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	Sibylla Kiddle 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	**86.0**	85.6	86.6	**83.9**	83.7	84.4	High	Maintained	Good
	Citizenship	**82.6**	85.7	86.9	**79.8**	79.4	80.4	Very High	Maintained	Excellent
	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**	n/a	n/a	**n/a**	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	**n/a**	n/a	n/a	**n/a**	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**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	**92.9**	90.3	92.7	**87.7**	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**86.1**	91.7	92.4	**84.4**	84.0	84.9	Intermediate	Declined	Issue
	Access to Supports and Services	**76.9**	76.9	82.1	**80.1**	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	**79.2**	86.3	85.5	**80.0**	79.5	79.1	High	Maintained	Good