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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 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 reading literacy will improve.

Outcome One: Students' reading fluency and vocabulary related skills will improve.

Celebrations

- Our literacy data indicates continuous growth in reading achievement: students achieving indicators 3 and 4 increased from 70.16% to 71.97%, while the percentage of students receiving Indicators 1 and 2 decreased from 24.90% to 24.06%.
- Our English as an Additional Language (EAL) learners saw an increase in their language proficiency levels related to reading. Students at Language Proficiency Level 1 (LP1) decreased significantly from 15.0% to 4.2%, and students achieving Language Proficiency Level 4 (LP4) increased from 33.0% to 41.8%.
- There was a significant improvement in students identified on Alberta Education and Childcare literacy screeners as requiring additional support (13.9% to 6.1%), including our students with SPED codes, as well as our EAL and Indigenous cohorts; this shows that our universal literacy instruction and targeted interventions are positively impacting those students who were identified as needing extra support.
- Students are feeling more confident in their reading ability, understanding, and connection of text (90.11% to 91.23%) and (81.82% to 82.95%).

Areas for Growth

- Continuing to improve students' reading fluency to support greater gains in reading through school report card data.
- There appears to be a discrepancy between report card reading data and the provincial literacy screeners, which indicates that as a school we may need to incorporate other tools for measuring student growth in reading.
- Perception data indicates a drop in students feeling that the language arts they are learn at school is interesting to them, decreasing from 69.07% to 43.62%.
- Although not related to our SDP goal of literacy, our Assurance Survey (see chart last page) and other perception data showed a significant decrease in engagement and belonging at our school. Only 41% of parents (down from 70%) felt that "students at the school respect each other", and only 44% of students felt the same. Only 37% of students felt that "students follow the rules" and 49% felt that "students help each other". Only 62% of students (down from 96%) felt that teachers care about them.

Next Steps

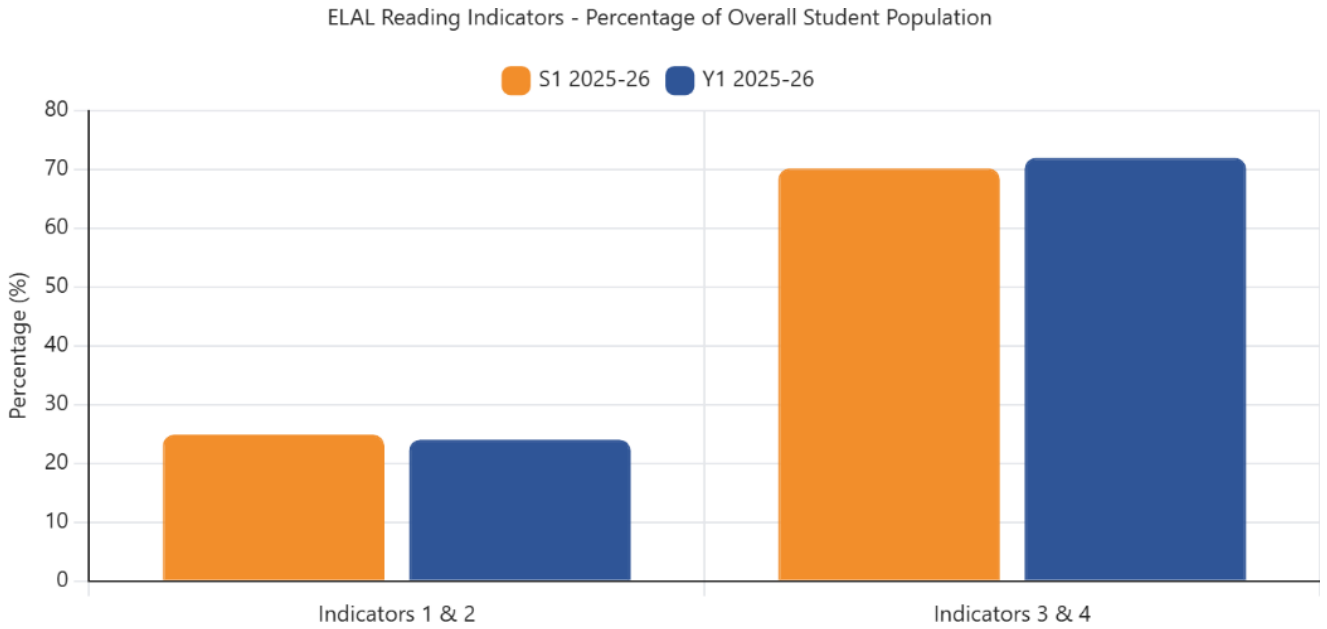
- Implementing Acadience Reading Assessment in Kindergarten to Grade 3 to measure incremental gains in reading and using this data to guide instruction and target reading interventions for students.
- Creating and establishing structures and processes for Professional Learning Communities (PLCs) that more accurately capture student progress in reading, identify a problem of practice, and guide changes to literacy instruction.
- Intentionally designing learning tasks that will be interesting and engaging for students.
- Although not an explicit SDP goal, a focus for this school year is to foster a sense of belonging and connection throughout the school. Intentional planning of whole-school events, regular cross-graded regroupings, increased student voice in decision-making and purposeful relationship building across classrooms will be prioritized.

Our Data Story

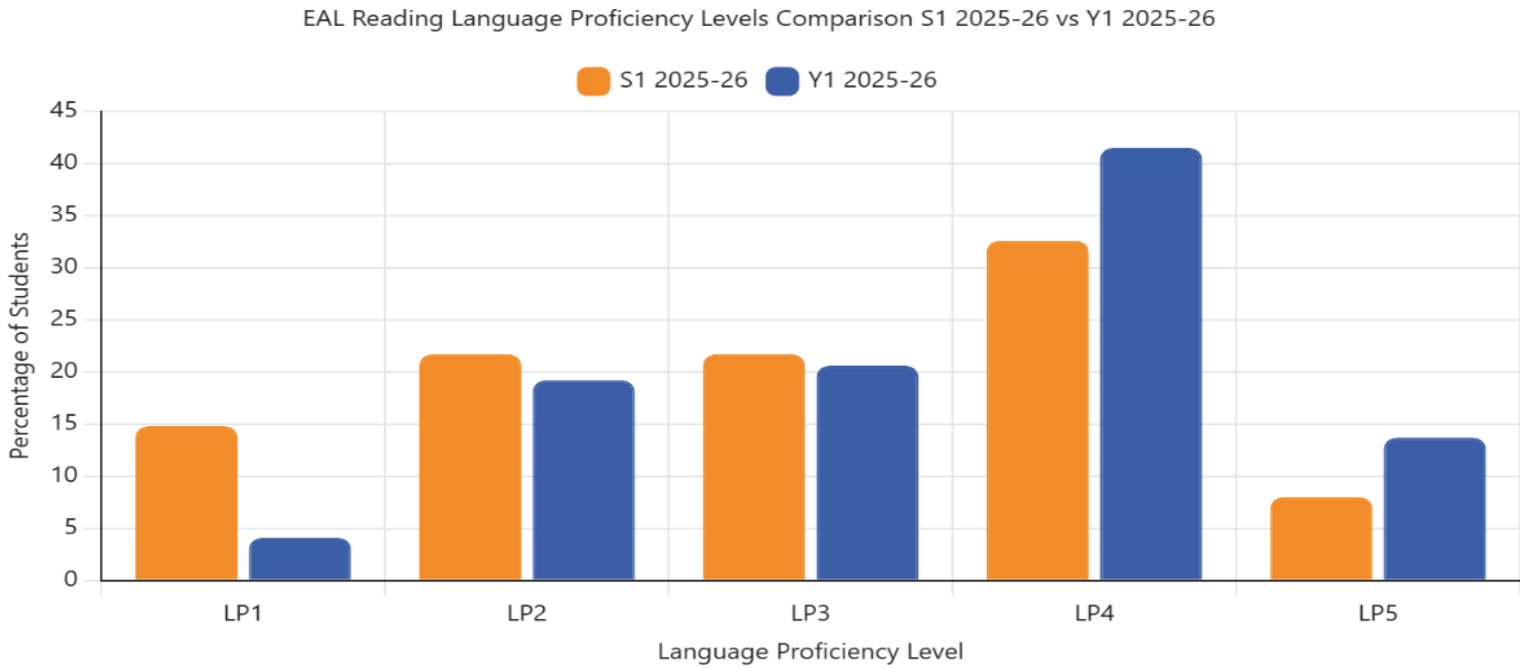
Report Card Data

Sibylla Kiddle's 2025-26 School Development Plan was focused on improving student achievement in literacy, specifically in the areas of reading fluency and vocabulary related skills. Reading fluency is foundational to reading achievement. Fluent readers can recognize words accurately, read at an appropriate rate, and use expression while maintaining comprehension. As students become more fluent readers, they devote less cognitive effort to decoding words and are better able to focus on understanding and analyzing text..

Our June, 2026 report card data demonstrates continued growth in reading achievement across the school. Overall, the percentage of students achieving at the higher levels of proficiency (Indicators 3 and 4) increased from 70.16% to 71.97%, while the percentage of students receiving Indicators 1 and 2 decreased from 24.9% to 24.06%. Although these changes are modest, they reflect a positive trend, with more students demonstrating strong reading skills and more students are demonstrating the language skills and reading fluency necessary to access grade-level texts successfully.



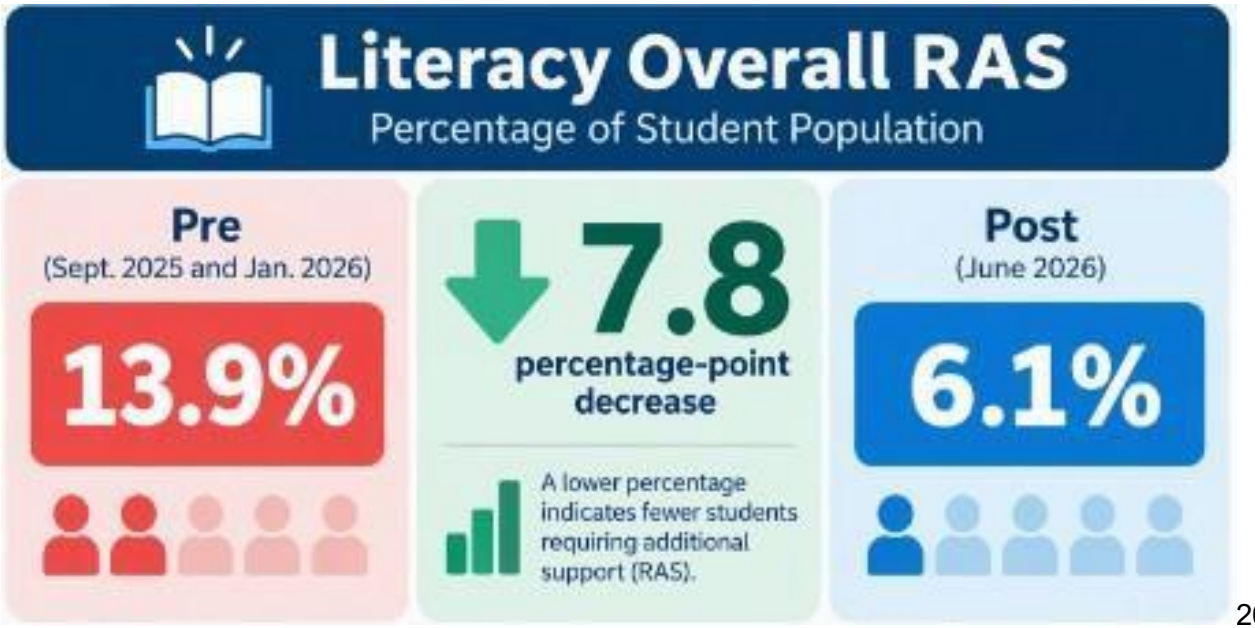
Growth was particularly notable among our English as an Additional Language (EAL) learners. The percentage of students at Language Proficiency Level 1 (LP1) decreased significantly from 15.0% to 4.2%, indicating that many learners moved beyond the earliest stage of English language development. At the same time, the proportion of students achieving Language Proficiency Level 4 (LP4) increased from 33.0% to 41.8%, representing a substantial shift toward higher levels of reading proficiency. These results suggest that EAL students are making strong progress in developing English language skills and are increasingly able to access, comprehend, and demonstrate grade-level literacy outcomes. Together, these data points provide evidence that instructional supports and literacy interventions are contributing to improved reading achievement for all learners, with particularly strong gains among EAL students.



While overall gains in reading achievement were modest, the positive trend in both achievement and language proficiency provides evidence that reading growth is occurring across the school and that students are continuing to build the fluency skills needed for successful literacy development.

Provincial Assessment Data

Provincial literacy screeners, including the CC3 and LeNS, provided valuable evidence of student literacy growth. The percentage of students requiring additional support (RAS) in literacy decreased from 13.9% at the beginning of the year to 6.1% by June.



2026.

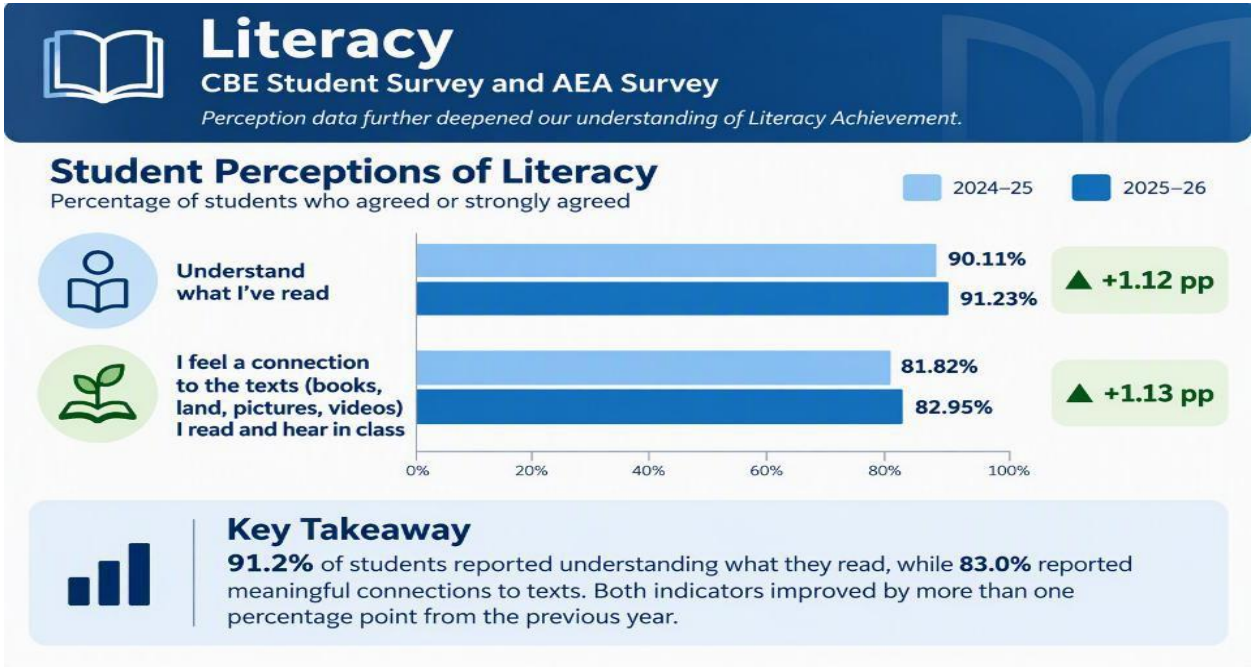
This 7.8 percentage point decrease represents a significant reduction in the number of students identified as most at risk in literacy and suggests that targeted literacy instruction is having a positive impact. Similar positive trends were observed among EAL, Indigenous, and SPED-coded students, with each cohort showing a reduction in the percentage of students requiring additional literacy support.

Perception Data

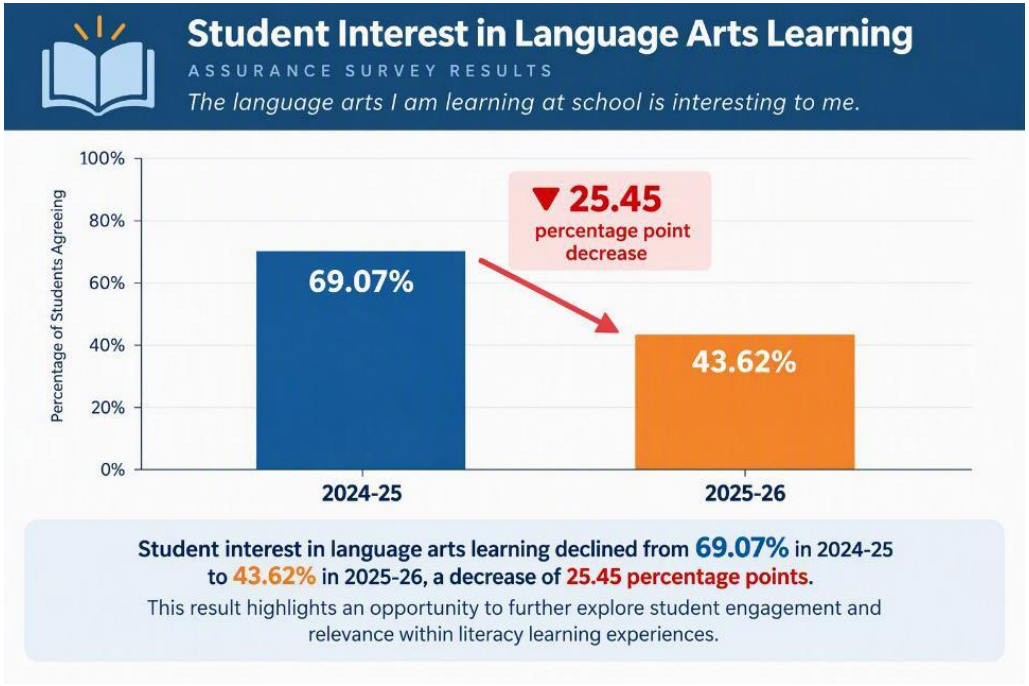
Perception data further deepened our understanding of Literacy Achievement. Results from the CBE Student Survey and Alberta Education and Childcare Assurance Measures (AECAM) Survey indicate that students continue to report strong literacy experiences, with positive growth across both measures from 2024-25 to 2025-26.

From the CBE Student Survey, the percentage of students who reported that they understand what they read increased from 90.11% to 91.23%, representing a 1.12 percentage-point improvement.

Similarly, the percentage of students who reported that they feel a connection to the texts they read and hear in class increased from 81.82% to 82.95%, a 1.13 percentage-point gain.



These results suggest that students are demonstrating increasingly meaningful engagement with tests. The growth in students' connection to texts may reflect ongoing efforts to provide relevant, culturally responsive, and engaging learning opportunities. Last year, a large number of books were purchased by the school based on student and teacher feedback. Together, these findings reinforce quantitative literacy achievement data and indicate that students are experiencing both success and engagement in their literacy learning.



While students felt a connection to text, their overall interest in language arts learning decreased between 2024-25 and 2025-26. In 2024-25, 69.07% of students agreed that the language arts they were learning at school was interesting, compared with 43.62% in 2025-26, representing a decline of 25.45 percentage points.

This result suggests that student engagement and relevance in language arts learning may be an area requiring further exploration. Understanding the factors influencing student interest can help inform instructional practices, learning experiences, and opportunities for increased student voice and choice within literacy learning. Further exploration into this data will take place this year.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary – Fall, 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	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	**72.5**	86.0	87.4	**84.2**	83.9	84.0	Very Low	Declined Significantly	Concern
	Citizenship	**67.6**	82.6	85.8	**81.2**	79.8	79.8	Low	Declined Significantly	Concern
	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**	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**	15.6	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	**82.6**	92.9	93.5	**87.8**	87.7	87.8	Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**75.8**	86.1	90.8	**85.8**	84.4	84.4	Very Low	Declined Significantly	Concern
	Access to Supports and Services	**65.1**	76.9	79.5	**79.5**	80.1	80.2	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	**74.3**	79.2	83.8	**79.9**	80.0	79.5	Low	Declined	Issue