

**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: Student academic achievement in Mathematics will improve.

Outcome One: To develop and deepen students' conceptual understanding of number, build students' mental math skills, and develop positive student mathematical identities.

Celebrations

- Increased PAT Acceptable and Excellence achievement across our English Regular Program and French Immersion Program
- Growth in understanding fractions, percents of decimals at a foundational level in grades 8 & 9
- Positive student mindset and belief in ability to improve (through our Saskatchewan Math assessments) indicate an average of 4.1/5 for the statement "I believe I can improve at math with practice."

Areas for Growth

- Build on literacy instruction in mathematics for staff and students (ex. Visuals, vocabulary walls, work with EAL strategist)
- Improving foundational skills and student conceptual understanding of fractions for grades 6 – 9 (ex. common denominators)
- Support student confidence and engagement to strengthen belonging

Next Steps

- PLC Book Study *Figuring Out Fluency in Mathematics Teaching and Learning* (Bay-Williams & SanGiovanni, 2021): Teachers will incorporate strategies from our book study to support the conceptual understanding of common denominators across all grade levels
- Continued implementation of our targeted numeracy support and instruction on fractions, decimals, and multi-step problems
- Through PLC, familiarize teachers with the School Development Plan and the strategies and Look Fors that guide our numeracy goal

Our Data Story:

In Year One, our school focused on improving student achievement in Mathematics, with a particular emphasis on **foundational Number Sense, fractions, and decimals**. Our aim was for students to develop strong conceptual understanding and problem-solving skills across grades 6 to 9, ensuring they meet or exceed acceptable standards on assessments and feel confident in their learning.

To measure progress, we use multiple sources of data: **Grade 9 Mathematics Provincial Achievement Test (PAT) results, Saskatchewan Math Screener scores, classroom assessments, report card data, and student perception surveys**. Student Achievement on the Grade 9 Mathematics PAT over the past two years (2023-2024 and 2024-2025) highlights growth in both Part A and Part B of the student results.

	2023-2024			2024-2025		
	Acceptable Standard	Standard Excellence	Below Acceptable Standard	Acceptable Standard	Standard Excellence	Below Acceptable Standard
Part A - English	19.6%	1.8%	78.6%	23.3%	7.0%	67.4%
Part A - French	26.2%	7.1%	69.0%	46.5%	16.3%	53.5%
Part B - English	33.9%	0.0%	66.1%	33.7%	3.5%	66.3%
Part B - French	57.1%	7.1%	42.9%	65.1%	11.6%	34.9%

By analyzing and interpreting the PAT (Part A & Part B) results for both years we noticed an overall increase in the Acceptable and Excellence Standards and a decrease in the Below Acceptable Standard.

When reviewing average Saskatchewan Math Screener scores for grades 6, 7, 8, and 9, with a heavy focus on the *Number* strand, we can conclude an achievement gap in this understanding. The average SASK math achievement score was 43.2%. Within this data set, bright spots include an average of 4.1/5 in agreement of the statement, “I believe I can improve at math with practice” and growth in understanding fractions, percents, and decimals at a foundational level in grades 8 and 9. Specific data to support this statement includes:

- Converting decimals to percents (78.13% achievement in grade 8)
- Write a decimal as a fraction (65.9% achievement in grade 8)
- Write a percent as a fraction (68.6% achievement in grade 8)

- Adding fractions with the same denominator (74.3% achievement in grade 8)
- Understanding percent pictorial models (72.3% achievement in grade 8)
- Express decimal as a percentage (73% achievement in grade 8)
- Ordering decimals (75.2% achievement in grade 9)
- Adding fractions with the same denominator (72.1% achievement in grade 9)
- Write percent as a decimal (71.1% achievement in grade 9)
- Convert decimal to percent (71.2% achievement in grade 9)
- Expressing a percent as a fraction (69.3% achievement in grade 9)

When reviewing report card data and classroom assessments over the past two years (2023-2024 and 2024-2025), there remains several students who are achieving at a Not Meeting (1) or Basic Level (2) of understanding for number concepts in the Program of Studies, however, we have noticed an increase of students achieving at the Good Level (3) or Excellent Level (4) of understanding.

		2023-2024				2024-2025			
	Stem	1	2	3	4	1	2	3	4
Math 6	Understands and applies concepts related to number, patterns and algebra	4.2%	31.3%	41.7%	22.9%	10.9%	29.7%	44.6%	14.9%
Math 7	Number – Develops number sense and applies strategies for computation and estimation	7.7%	41.5%	30.8%	20.0%	3.4%	43.2%	39.8%	13.6%
Math 7 French	Number – Develops number sense and applies strategies for computation and estimation	15.2%	33.3%	34.8%	16.7%		31.9%	47.8%	20.3%

Math 8	Number – Develops number sense and applies strategies for computation and estimation	23.4%	29.9%	36.4%	10.4%	5.1%	46.2%	25.6%	23.1%
Math 8 French	Number – Develops number sense and applies strategies for computation and estimation	4.1%	38.8%	38.8%	18.4%		67.9%	32.1%	
Math 9	Number – Develops number sense and applies strategies for computation and estimation	7.1%	35.7%	30.4%	26.8%	38.9%	31.1%	14.4%	15.6%
Math 9 French	Number – Develops number sense and applies strategies for computation and estimation	7.1%	35.7%	9.5%	47.6%	4.7%	16.3%	37.2%	41.9%

This leads us to continue to focus on student understanding of the foundational skills of Number Sense, fractions, and decimals concepts in Mathematics.

Throughout the school year, we gather student perception data through a variety of surveys. These surveys are designed to capture the voices of our students, providing us with deeper insights into their experiences within the learning environment. By comparing different aspects of student well-being data in Spring 2024 and Spring of 2025 of OurSCHOOL help us to determine next steps.

Student results in OurSCHOOL Survey on the category of “Sense of Belonging at School.” This data suggests that continued focus on academic achievement will allow for students to experience a greater sense of confidence and personal value at school, improving their sense of belonging. Our focus on number sense led to measurable gains on both the PAT and classroom assessments, particularly in fraction and decimal understanding. However, the data reveal that

confidence and belonging still lag slightly, suggesting that continued academic success may strengthen students' sense of self-efficacy and school connection.

Survey Question	Percentage of agreement level – Spring 2024	Percentage of agreement level – Spring 2025
“Feel accepted and valued at school” (positive sense of belonging)	62.64%	61.84%

Goal Two: Student achievement in literacy will improve.

Outcome One: Students will improve their achievement in disciplinary literacy skills through explicit teaching of comprehension, vocabulary, and sentence building skills.

Outcome Two: French Immersion students will improve their achievement in oral French.

Celebrations

- Our report card data indicates an improvement in reading with more students achieving at the Good (3) and Excellent (4) levels, including EAL students.
- Students are engaged in oral language discussions and debates as evidenced in our Friday whole school literacy block
- Instructional practice demonstrates inter-disciplinary approaches to teaching and learning. There is more evidence of literacy concepts being taught and practiced in math and science classes.
- Intentional timetabling to support effective communication within grade teams and teaching partnerships.

Areas for Growth

- In grades 6 and 9, incorporate teaching strategies that will support students with test taking strategies by incorporating consistent practice of PAT type questions
- A continued focus on academic achievement will allow for students to experience a greater sense of confidence and personal value at school, improving their sense of belonging, especially for our high population of EAL students.
- Continue professional learning focused on the **Neuro-linguistic Approach** in FLA, ELA, and ELAL

Next Steps

- PLC Book Study *The Writing Revolution 2.0* (Hochman & Wexler, 2024) Improve **reading fluency and comprehension** for EAL learners and students below the acceptable standard
- Continue to empower students to want to do their best through modelling and preparation for high school and future career aspirations
- Expand opportunities for **culturally responsive teaching** and authentic text connections

Our Data Story:

Over the past two years, our school has focused on the transition to the new curriculum for Grade 6 students and maintaining strong literacy achievement across Grades 6–9. Key goals included improving reading comprehension, writing, and oral communication in both English Language Arts (ELA) and French Immersion (FLA), while supporting our high proportion of English as Additional Language (EAL) learners (53.7%) and Indigenous students (5.3%).

The **Year One School Development Plan** aimed to:

- Strengthen reading fluency, vocabulary, and comprehension across all grades.
- Increase student engagement and connection to texts.
- Monitor achievement in ELA, FLA, and EAL learners through **provincial assessments, report card data, and perception surveys.**

PAT	2023-2024			2024-2025		
	Acceptable Standard	Standard Excellence	Below Acceptable Standard	Acceptable Standard	Standard Excellence	Below Acceptable Standard
ELAL 6 - Reading	n/a	n/a	n/a	41.4%	8.1%	58.6%
ELA 9 - Reading	54.5%	8.9%	45.5%	49.6%	5.7%	50.4%

To compare the results and improvement in ELAL and ELA across all grades for consistency, we have also focused on report card data and English as an Additional Language Learners (EAL).

2023-2024					
Course	Stem	Indicator 1 – Not meeting	Indicator 2 – Basic	Indicator 3 – Good	Indicator 4 – Excellent
ELAL 6	Reads to explore and understand	8.1%	52.5%	25.3%	14.1%
EAL 6 Students	Reads to explore and understand	9.8%	56.9%	27.5%	5.9%

ELA 7	Reads to explore, construct and extend understanding	3.1%	36.7%	42.2%	18.0%
EAL 7 Students	Reads to explore, construct and extend understanding	4.5%	35.8%	47.8%	11.9%
ELA 8	Reads to explore, construct and extend understanding	6.7%	27.7%	40.3%	25.2%
EAL 8 Students	Reads to explore, construct and extend understanding	6.0%	28.4%	40.3%	26.1%
ELA 9	Reads to explore, construct and extend understanding	11.1%	26.7%	38.9%	23.3%
EAL 9 Students	Reads to explore, construct and extend understanding	4.3%	21.7%	47.8%	26.1%

2024-2025					
Course	Stem	Indicator 1 – Not meeting	Indicator 2 – Basic	Indicator 3 – Good	Indicator 4 - Excellent
ELAL 6	Reads to explore and understand	2.7%	58.7%	26.7%	12.0%
EAL 6 Students	Reads to explore and understand		64.4%	22.2%	13.3%
ELA 7	Reads to explore, construct and extend understanding	1.3%	27.5%	43.1%	28.1%
EAL 7 Students	Reads to explore, construct and extend understanding	1.4%	27.8%	54.2%	16.7%
ELA 8	Reads to explore, construct and extend understanding	5.8%	27.3%	45.5%	21.5%
EAL 8 Students	Reads to explore, construct and extend understanding	5.8%	29.0%	40.6%	24.6%
ELA 9	Reads to explore, construct and extend understanding	6.1%	37.7%	37.7%	18.4%
EAL 9 Students	Reads to explore, construct and extend understanding		64.4%	22.2%	13.3%

Percentage of students achieving at different report card indicators in **June 2023-24** Report Card Results

Report Card Indicator	Reads to explore, construct and extend understanding	Writes to develop, organize and express information and ideas	Constructs meaning and makes connections through speaking
1-Not meeting	6.9%	10.1%	7.5%
2-Basic	27.7%	35.8%	36.7%
3-Good	37.2%	34.9%	42.0%
4-Excellent	20.2%	19.3%	13.8%

Percentage of students achieving at different report card indicators in **June 2024-25** Report Card Results

Report Card Indicator	Reads to explore, construct and extend understanding	Writes to develop, organize and express information and ideas	Construct meaning and makes connections through speaking
1-Not meeting	3.9%	5.5%	4.0%
2-Basic	35.0%	33.8%	28.4%
3-Good	39.7%	44.3%	44.4%
4-Excellent	21.4%	16.4%	23.2%

By analyzing report card data, we notice that overall results in English Language Arts are trending upwards. In contrast to this, Grade 9 ELA PAT results were down in the 2024-2025 school year when compared to the 2023-2024 school year and there are discrepancies in EAL reading data compared to grades 6 – 9 reading fluency from DIBELS MAZE. Reading fluency is difficult for many students, however, increased vocabulary knowledge, across grades 6 – 9, is a strength.

CBE Student Survey questions aligned with CBE’s Literacy Framework offered another lens to consider student perceptions related to reading. 87.65% of students agreed that they know what to do next to improve their reading skills (up from 83.61% in the 2023-2024 school year) and 63.11% of students feel that they feel a connection to the texts (books, land, pictures, videos) they read and hear in class. (up from 58.12% in the 2023-2024 school year)

A significant number of students note that there is high expectation for their success in learning, according to the CBE Student Survey (92.5% up from 84.81% in the 2023-2024 school year). Additionally, the data below offers insights into students’ perceptions of inclusion and diversity within the school environment. This information highlights the need to

continue to enhance classroom opportunities where students can connect their identity and cultural representation through daily learning experiences as there is very little change from the 2023-2024 school year.

	CBE Student Survey Results – Spring 2024	CBE Student Survey Results – Spring 2025
I can see my culture	47.39%	58.37%
I'm an ally to people who look, behave, speak and/or identify differently than me	81.0%	80.71%
The things that I am learning are important to me	58.95%	58.37%
I have at least one adult to connect at the school	58.90%	61.88%
At my school I learn Indigenous ways of knowing, belonging and doing	87.39%	87.77%

French Immersion

French Immersion 2023-2024

Course	Stem	Indicator 1 – Not meeting	Indicator 2 – Basic	Indicator 3 – Good	Indicator 4 - Excellent
FLA 7	Speaks to communicate information and ideas	21.2%	25.8%	30.3%	22.7%
FLA 8	Speaks to communicate information and ideas	16.3%	24.5%	38.8%	20.4%
FLA 9	Speaks to communicate information and ideas	20.5%	27.3%	29.5%	22.7%

French Immersion 2024-2025

Course	Stem	Indicator 1 – Not meeting	Indicator 2 – Basic	Indicator 3 – Good	Indicator 4 - Excellent
FLA 7	Speaks to communicate information and ideas		53.1%	34.4%	12.5%
FLA 8	Speaks to communicate information and ideas	6.5%	19.4%	45.2%	29.0%
FLA 9	Speaks to communicate information and ideas	9.3%	18.6%	34.9%	37.2%

By analyzing the report card data, we notice that most students are a Good Level (3) and Excellent Level (4) in oral French production. In grade 7, we notice a significant shift of students achieving a Basic Level (2) from a Not Meeting Level (1). In grades 8 and 9, achievement in oral French production is trending upwards. Our FLA courses continue to benefit from the Neuro-linguistic Approach across all core subjects.

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	Bob Edwards 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	86.6	86.3	84.0	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	72.3	66.7	68.4	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	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
	PAT9: Acceptable	41.5	39.1	43.1	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	3.9	3.7	4.9	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.0	82.9	83.7	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.7	71.4	73.9	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	78.8	77.6	79.1	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	68.9	75.5	77.2	80.0	79.5	79.1	Very Low	Maintained	Concern