

**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

**Queen Elizabeth School**

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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

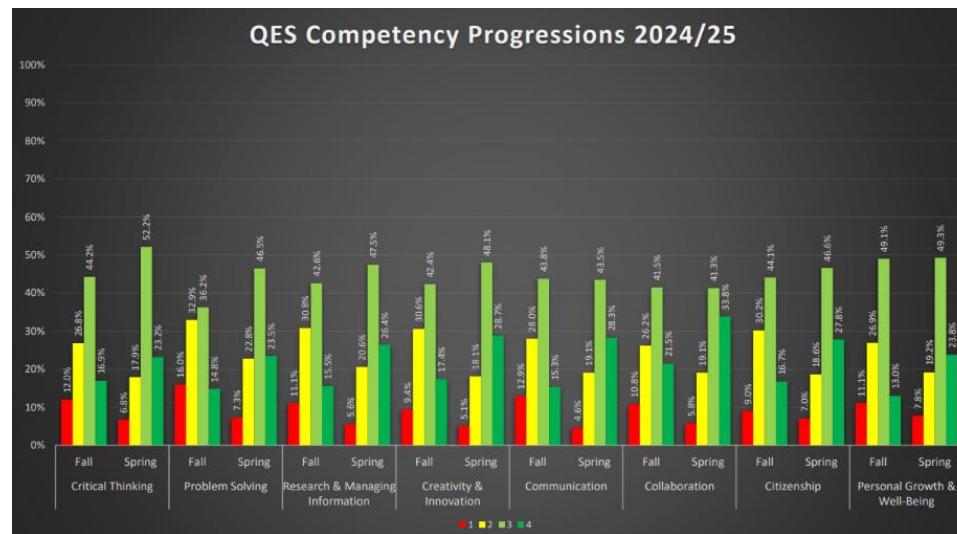
CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- 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: Students will use success criteria in literacy and math to determine personal growth, achievement, and next steps in learning.**

**Literacy Outcome:** Success criteria for the strands of the Writing Rope will be calibrated and implemented.

**Mathematics Outcome Two:** Success criteria for conceptual understanding to procedural fluency will be calibrated and implemented.



## Celebrations:

- Students continue to demonstrate transdisciplinary competency progression understandings within each subject discipline including English Language Arts and Literature (ELAL) and Mathematics. Students show an increase in competency screener performance from fall to spring.
- In literacy,
  - an increase (6%) was seen in students receiving a 3-Good with a drop (4%) in writing indicators
  - an increase (13%) was seen in early learning understandings of irregular words
  - an increase (7%) in perception data was seen for students to know what to do to improve writing and (~2%) to receive feedback for writing (compared to prior year).
- In mathematics,
  - An increase in accurate demonstrations of conceptual understandings through use of number lines was seen in Professional Learning Community (PLC) observations

- An increase (~4%) was seen in students receiving a 3-Good with a drop (~1%) in 2-Basic for number, pattern (and algebra) report card indicators

#### Areas for Growth:

- In literacy,
  - More/improved opportunities for enrichment: student understandings of success criteria for 4-excellent (mastery) will be shared with students for writing/reading activities, allowing for a potential increase in 4-excellent indicators on spring 2026 report cards.
- In mathematics,
  - More/improved opportunities for enrichment: student understandings of success criteria for 4-excellent (mastery) will be shared with students for number/pattern/algebra activities, allowing for a potential increase in 4-excellent indicators on spring 2026 report card.

#### Next Steps:

- Overall, continued work with success criteria instruction and competency progression development.
- In literacy, continued direct instruction on success criteria for the strands of the Writing Rope will be calibrated and implemented. Reading Rope will also be incorporated as we look to extend possibilities further into our 3-year plan.
- In mathematics, continued direct instruction on success criteria for conceptual understanding to procedural fluency will be calibrated and implemented. Teams are continuing to consider strategies and routines as we look to further extend possibilities within our 3-year plan.

#### Our Data Story:

##### Refreshing Our Thinking and Mindset:

- We chose to continue to focus on success criteria in Literacy and Math to determine personal growth, achievement and next steps in learning.
  - Staff have determined that success would be identified by:
    - students being able to set personal learning goals and identify their next steps in learning based on co-created criteria in literacy, based on Writing Rope.
    - Math success would be identified by students using visual manipulatives to represent their conceptual understanding of mathematical concepts and grade teams would have calibrated rubrics of procedural fluency.

##### Looking closer at our 2024-25 Data Story as we plan for 2025-26:

- English Language Arts and Literature (ELAL):
  - The previous year's work with Scarborough's Reading Rope enabled teachers to focus on decoding and encoding using UFLI (University of Florida Literacy Institute) (Div 1) and Morpheme Magic (Div 2). Through the course of that

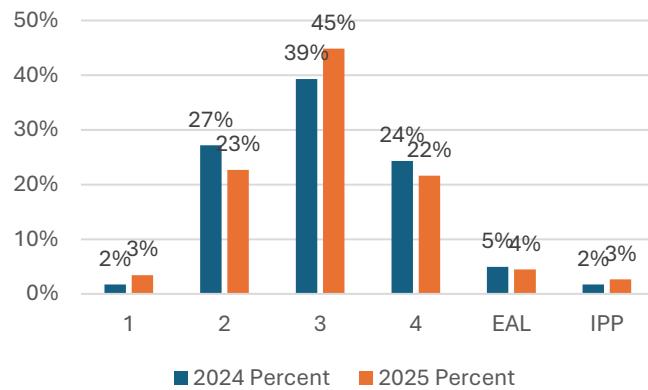
work, the year's goal moved to the breaking down the Writing Rope in a similar fashion and focusing on identifying success criteria for the different strands of the rope. Teachers worked with students to identify success criteria from different strands of the Writing Rope and calibrate with colleagues enabling students to better understand their own next steps for learning. The natural next step is to continue this work with both the Writing and Reading ropes.

- Mathematics:
  - From the previous year's work on conceptual understanding, the 2024-2025 year's goal was to build procedural fluency through conceptual understanding. Our work throughout the year had the teachers investigating the progressions within several mathematical concepts through the curriculum across grades and the calibration thereof. Students explored the use of manipulatives to represent their conceptual understanding enabling them to confidently understand different mathematical concepts. Teachers worked to calibrate individual math concepts to support students' understanding of each progression within a concept. Through this work, it was uncovered that the continued study of conceptual understanding of concept progressions and all the stages within each grades' curriculum would lead to stronger procedural fluency for students. Continued work to develop a deep understanding of each stage within a concept's progression will continue to build foundational understanding leading to procedural fluency. Additionally, teachers will benefit from continued work to calibrate assessments of each stage of concept progressions to support student self-assessment and understanding of their next steps in learning.
- Across disciplines, Competencies and Well-Being:
  - As teachers worked with students to identify success criteria in both Math and ELA – Writing, students developed skills to more accurately self-assess their own work and are therefore working to understand their own next steps in learning. Incorporating students' deeper understanding of the competencies and how they live within the curriculum subject areas (specifically Math and ELAL) is a natural next step to take by teaching, understanding, assessing and embedding the competencies throughout the curriculum.

## LITERACY

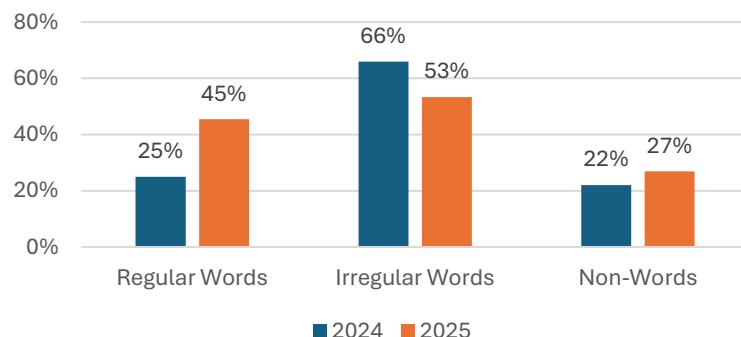
- Despite the small drop in the number of students that received a 4-Excellent in writing from 2024 to 2025, a significantly larger number of students increased in receiving a 3-Good indicator showing a larger increase from a 2-Basic to a 3-Good improvement.

## Report Card Indicators Writing (June)



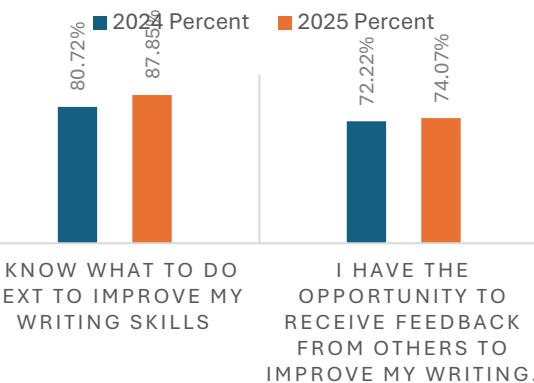
- Although the success of Irregular Words increased throughout the year, Regular Words and Non-Words continued to be an area for growth.

## CC3 (Grades 1 - 3) Percentage of students previously at risk that remain at risk. (June)

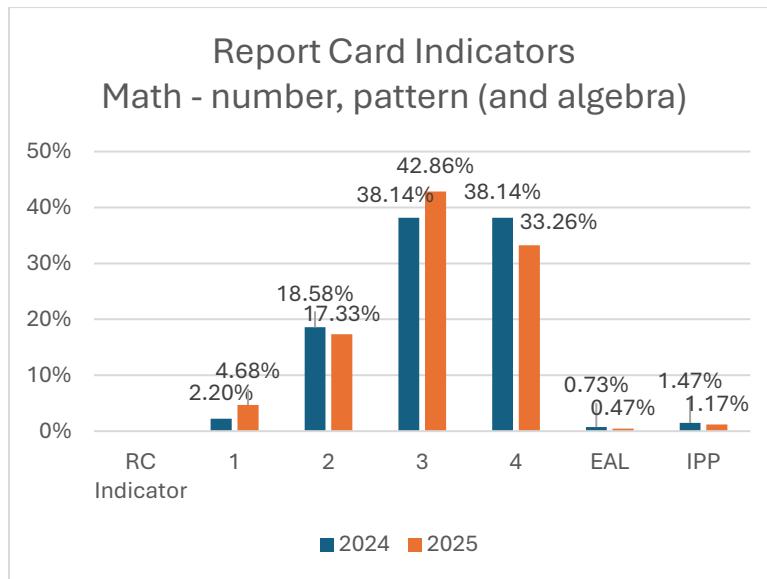


- Students' ability to know their next steps to improve their writing and increased opportunities to receive feedback to improve their writing both increased from 2024 to 2025.

## CBE SURVEY



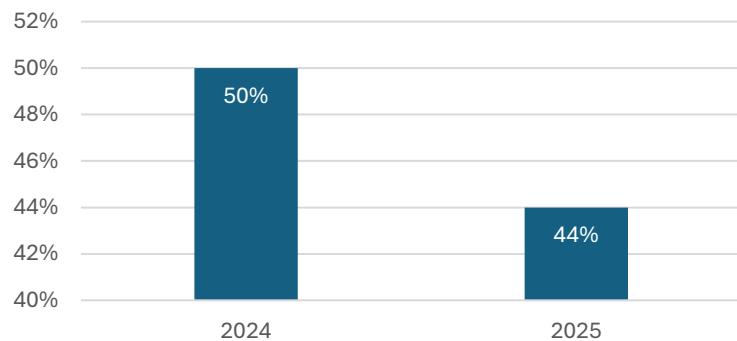
## Math



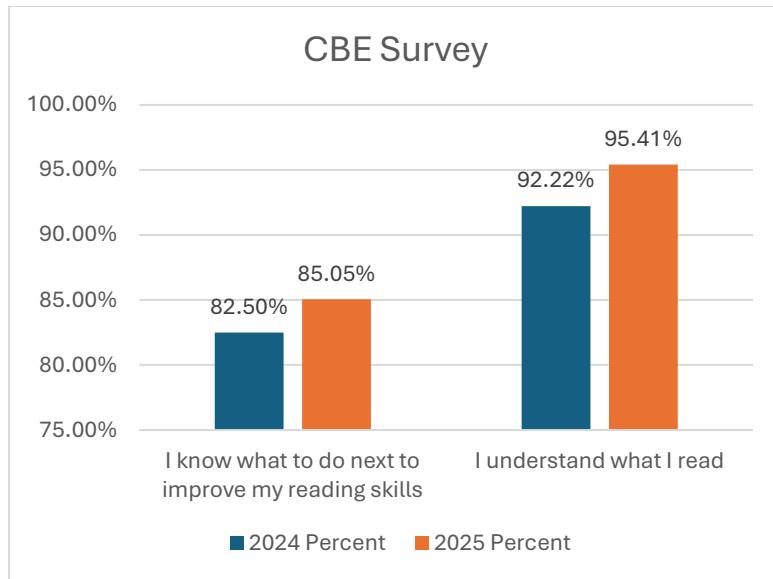
- Demonstration of conceptual understanding through the use of number lines improved over the year.

## Numeracy - Numbers on the Number Line (Grades 1 - 3)

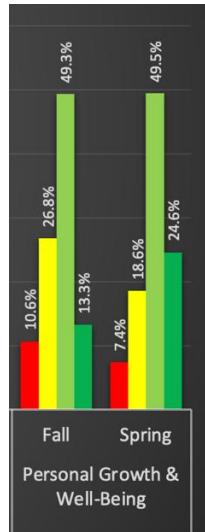
Percentage of students previously at risk that remain at risk. (June)



- Celebrations based on what is successful and what is working:
  - More students stated that they “know what to do to improve my writing skills.”
  - There was an increase in the number of students that noticed “I have an opportunity to receive feedback on writing.”
  - (See above graphs.)
- Areas for Growth that align to your Outcomes and Goal:
  - More students stated that they “know what to do to improve my writing skills.”
  - There was an increase in the number of students that noticed “I have an opportunity to receive feedback on writing.”
- Translate insights into specific Next Steps:
  - When comparing the amount of improvement between Writing and Reading, the increase is much smaller in the category of students knowing what to do next to improve their reading skills compared to improving their writing skills. (Writing increased by ~7%, Reading increased by ~2.5%)

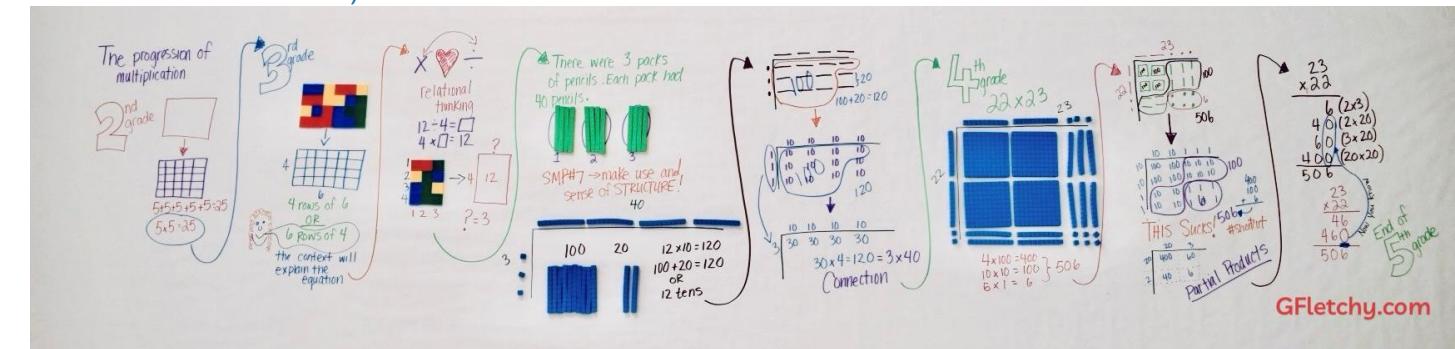


- Over the course of the year, the indicators for students' Personal Growth and Well-Being increased from ~13% of students receiving a 4 indicator in the Fall to ~25% receiving a 4 indicator in the Spring.



- Prioritized Next Steps based on impact and feasibility:

- ELAL – Our actions to develop improvement in students' writing achievement and knowing next steps was successful. We would like to continue in this area and include reading into our work for improvement.
- Math – Our next steps include continuing to develop procedural fluency through conceptual understanding and identifying and calibrating success criteria.
- Reviewed outcomes:
  - ELAL – During this second year of the goal to improve students' achievement and next steps in learning in writing, we will work to also apply the same strategies to increase growth in reading.
  - Math – Our next steps include continuing to develop procedural fluency through conceptual understanding through the investigation of concept progressions, developing student vocabulary and implementing daily fluency routines to develop conceptual foundations.
- Reviewed Outcome Measures:
  - ELAL – This will continue to be measured through Report Card Indicators (Writing and Reading), CC3, CBE Student Survey – Literacy Measures and Learning Competency Screener.
  - Math – This will continue to be measured through Report Card Indicators (Number), AB Ed Numeracy Assessments, CBE Student Survey – Mathematics Measures and Learning Competency Screener.
- Refinements to Actions, Professional Learning, Structures and Processes, and Resources:
  - ELAL – In addition to continuing to calibrate assessment through the use of the Joan Sedita's Writing Rope, teachers will incorporate the sections of Scarborough's Reading Rope into their lessons, assessment and calibration as well. (<https://keystoliteracy.com/blog/connecting-the-ropes-integrating-reading-writing-instruction/>)
  - Math – Teachers will continue to work on delving into the progressions within concepts across grades in the curriculum. Teachers will continue to calibrate success criteria for individual outcomes in the progressions. Conceptual understanding of concepts will include understanding and using correct mathematical vocabulary for concepts and terms. Teachers will implement daily fluency routines that focus on the Ten Foundations of Fluency (Jennifer Bay-Williams, John J. SanGiovanni and Susie Katt).



# 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:

### Spring 2025 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Queen Elizabeth 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	84.7	84.8	83.1	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	87.2	88.5	85.6	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	79.6	82.2	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	30.6	35.6	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	86.6	92.3	92.5	87.7	87.6	88.2	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	95.3	91.8	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	69.0	81.2	76.0	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	79.4	79.0	78.5	80.0	79.5	79.1	High	Maintained	Good